

Book List:

The following books are included in this unit as read-alouds; copies will be provided to each classroom.

<i>Cars and Trucks (and other vehicles)</i>	Scholastic First Discovery
<i>Trashy Town</i>	Andrea Zimmerman
<i>Duck on a Bike</i>	David Shannon
<i>The Little Engine That Could (La pequeña locomotora que si pudo)</i>	Watty Piper
<i>Train Song</i>	Diane Siebert
<i>Scuffy the Tugboat</i>	Gertrude Crampton
<i>The Three Billy Goats Gruff</i>	Paul Galdone
<i>Caps for Sale</i>	Esphyr Slobodkina

Additional Resources:

The following books are not required, but could be used to complement and enrich this theme, if teachers have access to these or similar titles:

<i>All Aboard: A True Train Story</i>	Susan Kuklin
<i>Alphabeep</i>	Debora Pearson
<i>As the Crow Flies: A first book of maps</i>	Gail Hartman
<i>Cross a Bridge</i>	Ryan Ann Hunter
<i>Don't Let the Pigeon Drive the Bus!</i>	Mo Willems
<i>Freight Train</i>	Donald Crews
<i>How Will We Get to the Beach?</i>	Brigitte Luciani
<i>The Busiest Street in Town</i>	Mara Rockcliff
<i>The Train to Timbuctoo</i>	Margaret Wise Brown
<i>We're Going on a Bear Hunt</i>	Michael Rosen
<i>What Do Wheels Do All Day?</i>	April Jones Prince
<i>Whose Vehicle is This?</i>	Sharon Katz Cooper

	Week 1	Week 2	Week 3	Week 4
Big Idea(s)	In this new curriculum theme, children will explore the many different ways that people (and goods/cargo) get from place to place. In this first week, we will explore concepts related to maps, wheels, and road signs, while making connections with children’s personal experiences.	Children will continue their exploration of transportation with a focus on trains and railways. They will learn that trains ride on tracks/rails; carry goods and people from place to place; and there are different types (subways, trams, monorails). The dramatic play area will be transformed into a place where children can take on different roles related either to riding trains or to repairing cars.	Children will continue to explore this theme with a focus on traveling by water. Boats are another way that people and cargo get from place to place, traveling on rivers or oceans. We will also talk about people who have important jobs driving different kinds of vehicles.	Children’s exploration of transportation concludes this week with a focus on bridges and tunnels. They will learn that bridges take you across rivers or other bodies of water, while tunnels take you underground or under the water. Children will construct bridges, create their own class book, and re-enact and extend concepts from stories.
Read-Alouds				
<i>Mon</i>	<i>Cars and Trucks (and other vehicles)</i> by Scholastic First Discovery	<i>The Little Engine That Could</i> by Watty Piper	<i>Scuffy the Tugboat</i> by Gertrude Crampton	Reread <i>The Three Billy Goats Gruff</i> by Paul Galdone, Carol Ottolenghi or other version

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<i>Tues</i>	<i>Trashy Town</i> by Andrea Zimmerman	Reread <i>The Little Engine That Could</i>	Reread/continue <i>Scuffy the Tugboat</i>	<i>Caps for Sale</i> by Esphyr Slobodkina
<i>Wed</i>	Reread <i>Cars and Trucks</i>	<i>Train Song</i> by Diane Siebert	<i>The Little Engine That Could / La pequeña locomotora que si pudo</i> by Watty Piper	Reread <i>Scuffy the Tugboat</i>
<i>Thurs</i>	<i>Duck on a Bike</i> by David Shannon	Reread <i>Cars and Trucks</i>	<i>The Three Billy Goats Gruff</i> by Carol Ottolenghi or other version	Reread <i>The Three Billy Goats Gruff</i> and/or <i>Caps for Sale</i>
<i>Fri</i>	Reread <i>Duck on a Bike</i> And/or reread <i>Trashy Town</i>	Reread <i>Train Song</i> OR Rereading (teacher choice)	Reread book that “won” this morning’s QOTD vote.	Rereading – teacher choice
Small Groups				
<i>Mon</i>	Group 1 – Painting with Vehicles <i>Rolling toy cars in paint, then on paper to create wheel prints</i>	Group 1 – Roads/Rails Dramatic Play <i>Introducing new theme (train station or auto repair) in the Dramatic Play area</i>	Group 1 – 3D Vehicles <i>Constructing vehicles out of recyclable and found materials</i>	Group 1 – Building Bridges & Tunnels <i>Constructing bridges or tunnels to navigate a block area full of “water”</i>
<i>Tues</i>	Group 1 – Ramps <i>Experimenting with rolling vehicles down ramps in the block area</i>	Group 1 – Same Starting Sound <i>Exploring alliteration with transportation-related items/pictures</i>	Group 1 – Sinking and Floating <i>Experimenting with different materials in the water table</i>	Group 1 – Retelling The Three Billy Goats Gruff <i>Helping to retell the story, using flannelboard pieces and repeating language</i>
<i>Wed</i>	Group 1 – Play Yard Map <i>Making a map of the outdoor play space or other area of the center</i>	Group 1 – Building Roads <i>Constructing roads to connect buildings in the block area</i>	Group 1 – Road/Vehicle Math <i>Exploring seriation and/or patterning with different-sized vehicles and paper “roads.”</i>	Group 1 – Class Bridge & Tunnel Book <i>Writing or dictating about photos of the bridges/tunnels we made earlier in the week</i>
<i>Thurs</i>	Group 1 – Wheel/Circle Hunt <i>Looking around the classroom for circles or spheres</i>	Group 1 – Where to go & how to get there <i>Writing about places we’d like to go and how we would travel there</i>	Group 1 – Transportation Mural <i>Creating a world full of vehicles on mural paper</i>	Group 1 – Math Muffin Cups <i>Counting and matching quantities to numerals.</i>
Circle Time				
<i>Mon</i>	Question of the Day (QOTD): “How did you get to school today?” (Car, bus, walking) Follow up on QOTD by talking about how people get from one place	Question of the Day (QOTD): “How did you get to school today?” (Car, bus, train, airplane) Discussion: What rides on rails? Show images of train, tram, subway	Question of the Day (QOTD): “Did you see a wheel on your way to school?” (Y/N) Provide visual example(s).	Question of the Day (QOTD): “Who is your favorite character from <i>The Billy Goats Gruff</i> ?” (little goat / big goat / troll) Discussion: What do you know

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	to another. <i>Optional: Start a KWL chart with what children <u>know</u> about transportation.</i>	etc.		about bridges?
<i>Tues</i>	Maps: Show children a few examples of different maps. Song: “Driver Song” and/or “Wheels on the Bus”	Songs: “Down by the Station” and/or “I’ve Been Working on the Railroad” Movement: “Train” (see below)	Song: “Row, Row, Row Your Boat” Discussion: “Boats.” Show picture of rowboat	Song/Chant: “We’re Going on a Bear Hunt.” Introduce and teach song (or use book if available).
<i>Wed</i>	QOTD: “Did you see a traffic light on your way to school today?” (Y/N) Song: “Twinkle Twinkle Traffic Light” Movement: “Beanbag Toss” (see below)	QOTD: “Which do you like best?” (train, bus, garbage truck) Talking about vehicles: Show examples of 3D vehicles children created during small-group time. Song: “I’ve Been Working on the Railroad”	QOTD: “Which would you rather be: the captain who steers a boat, or the engineer who drives a train?” Song: “Row, Row, Row Your Boat.” Teach variation (see lyrics); encourage children to act out.	QOTD: “Which would you rather do: go over a bridge or through a tunnel?” Song/Chant/Movement: “We’re Going on a Bear Hunt” – after reviewing lyrics, act out song by moving around rug or classroom.
<i>Thurs</i>	QOTD: “Did you see a stop sign on your way to school today?” (Y/N) Song: “Twinkle Twinkle Traffic Light” and/or “Wheels on the Bus”	Morning Message: <i>Clickety-clack</i> <i>Clickety-clack</i> <i>Train on the track</i> <i>Clickety-clacking</i> <i>To _____* and back</i> <i>(* insert your location)</i> Song: “Down by the Station”	Discussion: can you think of different people who drive transportation vehicles? Song: “Who are the People in Your Neighborhood?”	Song: Repeat any from this theme or choose a class favorite. Movement: “Monkey See, Monkey Do” (see below)
<i>Fri</i>	Morning Message: <i>Duck rode his bike past a cow, a horse, a dog, and a cat. Did they want to ride a bike too?</i> Song: “Driver Song”	QOTD: “Where would you like to take a train to?” Discussion: What have we learned about trains? Train Whistle Patterns: Have children copy sound-patterns (e.g.,	QOTD: “Today should we read a book about a ...?” (Give choice of three books about three different types of vehicle: e.g., boat, train, truck and/or bike.) Song: “Row, Row, Row Your Boat” and/or “Who Are the People in Your	Act out <i>The Three Billy Goats Gruff</i> . Try to involve all children. Review theme: Help children recall what they did and learned during the “Roads, Rails & Rivers” theme. To assist in their recall, show artifacts such as books you read, charts you

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		short-long, short-long) or create their own, using bells, triangles and/or clean plastic bottle “whistles”	Neighborhood?”	created, pictures of children’s work, etc. <i>Double-session classrooms should do this on Thursday.</i>
Movement	Have children pass beanbag around the circle in various ways – over head, behind back, etc. Then have them pair up and toss beanbags to each other, then into a basket. (Provide multiple baskets to minimize wait time.)	Have children move in a train (line), changing their speed to match a tempo you set (e.g. with rhythm sticks) or the noise they make (puff, chug, choo choo, etc.)	“Sounds in Motion:” Each child does a motion that starts with the same sound as their name; others imitate the motion and repeat the alliterative phrase.	Have children imitate your gestures, starting with ones from <i>Caps for Sale</i> (shaking fist, stamping), then adding other movements. You can add a phrase such as “Monkeys, monkeys, do like me!” Let children take turns as the leader.
Centers				
Blocks	Vehicles, street signs, traffic light Paper, pencil, clipboards to draw maps Materials to make ramps, e.g. different lengths of cardboard Pictures of roads	Trains and train tracks Post pictures of trains, railways, train stations, subways, trams, etc.	“Boat ride”: Large box to represent a boat, or outline a large boat area on the floor with tape Pictures of rivers, of boats or of possible vacation spots	Cardboard tubes (e.g. paper towel/ wrapping paper) to use as tunnels for small cars Rope or yarn to make foot bridges Post pictures of different types of bridges
Dr Play	Maps, travel books, pictures of places	“Train Station” or “Auto Repair” <i>Train Station:</i> Conductor hats or uniforms; tickets; train schedules; map of train routes; chairs set up as train seats; hole puncher to punch tickets; bell; railway signs; money, cash register <i>Auto Repair:</i> Medium-sized or large vehicles; tools; mechanic’s coverall or cap; toolbox; large blocks (to put cars up on for fixing); waiting room for customers		
Toys-Games	Vehicle counters Vehicle picture-word cards to sort and match	Train images (if you did not include them last week)	Small objects or pictures of items that start with the same sound, for children to match and sort	
Art	“Making buildings”: Small (clean, empty) milk cartons, paper-towel tubes, popsicle sticks, toothpicks,	Spools, buttons Popsicle sticks		Materials to create bridges (paint, cardboard, paper towel rolls, wood pieces, toothpicks, etc.)

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	cardboard scraps, or other materials <i>Note: These buildings will be used for a small-group activity during week 2 of this theme.</i>	Paper cut into triangle, hexagon and circle shapes <i>(Children might make road signs, railroads, vehicles, etc.)</i>		
Library/ Writing	Read-aloud books for this week Additional transportation-related books if available Song charts for “Driver Song” or “Twinkle Twinkle Traffic Light”			
Discover y (Science)	[If available]: “Take Apart” – An old bicycle wheel, roller blade, or other item with wheel(s)		Small bucket/bin of water; materials to experiment with sinking and floating	
Sand- Water	Cars/trucks Street signs		Boats; sand and rocks at bottom of water table	Boats Tubes/ PVC pipes and cars to drive through them Large strip of cardboard or other material to make a bridge
Music- Movement	Stop sign and/or traffic light. <i>(Can make traffic light from cardboard, with red, yellow and green circles attached by Velcro).</i>	Bells, tambourines, triangles	Containers or coffee cans (be sure there are no sharp edges) to use as drums; rhythm sticks or other sticks to use as drumsticks	Block instruments to make sounds of the billy goats crossing the bridge.
Computer				Video of “Going on a Bear Hunt”: http://www.youtube.com/watch?v=WzIcu6tbEko Video of a drawbridge opening <i>(preferable to watch without sound)</i> http://www.youtube.com/watch?v=hgmXg65dQqU
Outdoors	“Driving on the Road”: Stop sign and/or traffic light <i>(see Music & Movement)</i> ; paper plates; chalk or colored tape. Children can create “roads” from chalk or tape, and “drive” using the	Trains/train tracks – if possible to bring outside	Table or bucket with soil, watering cans with water, shovels, rakes, boats, plastic ducks or other river animals	Set up balance beams and pretend they are bridges. Invite children to do an obstacle course, using spatial terminology: e.g., crawl <i>under</i> the slide, step <i>over</i> the ledge, balance <i>on</i> the step, etc.

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	<p>paper plates as steering wheels. Others can hold the stop sign or traffic light (using Velcro pieces to change from green to yellow to red). Talk about safety rules</p>			
Other				
Family Involvement / communication	<p>Encourage families to point out different types of cars or other vehicles as they walk or drive with their children. They can talk about how loud/quiet, fast/slow the vehicle is, and where it might be going. E.g., what do they think is in that truck that passes them on the street? Who might be on that bus and where are they going? Families can also look for street signs (railroad signs, stop signs, yield signs, pedestrian crossing, etc.) and talk about what they mean. <i>Remind families in advance about the “Question of the Day” so children can be on the lookout for a traffic light or stop sign on the way to school.</i></p> <p>There are always props and materials needed for classroom activities, and parents can be extremely helpful by donating or lending items. This week items include (clean) milk cartons, paper towel rolls, spools, dowels, or other 3D construction materials; transportation-related materials, such as license plates, licenses, transit cards, bus tickets; or a wheel, tire, or other item with wheel/axle for children to take apart in the Discovery Area.</p>	<p>Encourage families to point out different types of cars or other vehicles as they walk or drive with their children. They can talk about how loud/quiet, fast/slow the vehicle is, and where it might be going. E.g., what do they think is in the delivery truck that passes them on the street? If they hear a train, where do they think it might be going and what might it be carrying?</p> <p>Tell families about reading <i>The Little Engine That Could</i>, and encourage them to ask their child questions about the book and reinforce it at home. For example, you could post a note on the door for parents to see at pick-up time: <i>“Today we read a book about a train who tried hard to go up a hill. Ask your child what the train said over & over!”</i></p> <p>If you live in a community with trains or subway, consider taking a field trip to the train station. Time your visit so that children can see a train arrive, and be sure to look for signs, train schedules, etc. Or have a parent who takes the train regularly come speak to the class—and perhaps show pictures!</p>	<p>Encourage families to look for pictures of transportation vehicles in books, magazines or newspapers. Encourage parents to add boats or other toys to the bathtub and talk to their children about whether the toys are floating or sinking. If there is a river or body of water nearby where families can look at boats, encourage them to do so.</p> <p>There are always props and materials needed for classroom activities, and parents can be extremely helpful by donating or lending items. Next week we will be building bridges and tunnels so would welcome donations of paper towel tubes, cardboard, yarn, rope, PVC pipes, etc.</p>	<p>Encourage families to keep their eyes open for bridges or tunnels they pass by, over or through. (Do they drive under the highway on the way to school? That is like a bridge over their head!)</p> <p>There are always props and materials needed for classroom activities, and parents can be extremely helpful by donating or lending items. This week we will be building bridges and tunnels so would welcome donations of paper towel tubes, cardboard, yarn, rope, PVC pipes, etc.</p> <p>Invite a family member to translate the Class Bridge & Tunnel Book into Spanish (or another home language of children in your class).</p> <p>Towards the end of the week, consider making a poster or small display near the door to summarize what children have learned or done during this theme. For example, you could write “We have talked about all these different types of transportation...” or “We have explored...[with photos of children’s activities].” This will help reinforce for parents that children’s activities</p>

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	Consider taking a neighborhood walk to look at different types of transportation! You can get children’s predictions in advance about what they might see; count and categorize the types of vehicles you see; and/or take pictures to post in the classroom afterwards.	There are always props and materials needed for classroom activities, and parents can be extremely helpful by donating or lending items. This week items include spools, buttons, dowels, or other items to make vehicle wheels.		are purposeful and related to larger themes/concepts. It is also a great conversation-starter for families with their children, and will reinforce the similar review that you’ll do with children (see Circle Time, Friday).

Materials Needed:

The following list compiles any new, unusual or important materials needed for this unit. (Materials are also listed under the appropriate small-group activity, read-aloud guide or lesson plan for that week.) Items are listed only in the first week they are used, but may be re-used in a later week of the theme.

Week 1	Week 2	Week 3	Week 4
<ul style="list-style-type: none"> - Variety of small plastic vehicles, ideally with different-textured wheels - Materials to make ramps: different lengths of cardboard/ wood, long blocks, large picture books - Masking tape or colored tape - Maps – e.g. neighborhood map, city map, map of local zoo/museum/store, hand-drawn maps of classroom or school. - “Touch Box” containing variety of circular and spherical objects - Street signs, traffic light (made from paper/cardboard if needed) – smaller for block area, larger for music/movement or outside (traffic light with detachable colored circles to change the signal) - Pictures of roads to post - Vehicle picture-word cards – <i>samples provided</i> - Materials to make buildings: small (clean, empty) milk cartons, paper-towel tubes, popsicle sticks, toothpicks, cardboard scraps, etc. 	<ul style="list-style-type: none"> - Structures representing neighborhood buildings (<i>made during Week 1 or saved from “Neighborhood”</i>) - Materials to create roads, bridges or tunnels, e.g. cardboard or cardstock strips, paper-towel tubes - Blue paper or cellophane (to represent water – optional) - Spools, buttons, round cardboard disks, or other materials to serve as wheels - 3D building materials: cardboard tubes or pieces, Styrofoam pieces, pipe cleaners, etc. - “Train Station” OR “Auto Repair” props: <ul style="list-style-type: none"> o <i>Train Station</i>: Conductor hats or uniforms; tickets; train schedules (real or homemade – relating to places children might know); map of train routes (real or homemade); chairs set up as train seats (with seat numbers on them); hole puncher to have tickets punched; bell to signal train is arriving or leaving the station; railway signs; money, cash register o <i>Auto Repair</i>: Vehicles (preferably medium sized to large; could include wagons from 	<ul style="list-style-type: none"> - Butcher paper with mural background (e.g., draw/paint a road, rails, river, etc) - Magazines or catalogs with pictures of vehicles - Vehicles of different lengths/sizes (including paper versions if desired) - Paper strips, in 3 or 4 different lengths (multiple of each length) - Buckets/bins with water - Items to experiment with sinking and floating - Small pieces of playdough - Photos or actual objects representing transportation-related words; additional objects that start with corresponding sounds. - Large box to represent a boat - Pictures of rivers, of boats or of possible vacation spots - Containers or coffee cans to use as drums - Plastic boats 	<ul style="list-style-type: none"> - Blue paper, cut into shapes for “water bodies” – laminated if possible - Materials to create bridges/tunnels: cardboard tubes (e.g., paper towel or wrapping paper), cardboard, boxes, rope/ yarn, etc. - Pictures of bridges and tunnels (<i>samples provided</i>) - Camera - Paper muffin-tin liners - Small plastic vehicles or other math manipulatives of teacher’s choosing - Flannel pieces or paper cut-outs of 3 goats (of different sizes), troll, bridge. - Word cards/sentence strips with key phrases from <i>Three Billy Goats Gruff</i> - Tubes/ PVC pipes (to use as “tunnels” in water table), if available

Week 1	Week 2	Week 3	Week 4
<ul style="list-style-type: none"> - [if available] – bicycle wheel, roller blade, or other item with wheel(s) to take apart 	<p style="padding-left: 20px;">outdoor play or cars made from cardboard boxes); tools; mechanic’s coverall or cap; toolbox; large blocks (to put cars up on for fixing); waiting room for customers (chairs, magazines)</p> <ul style="list-style-type: none"> - Popsicle sticks - Paper cut into triangle, hexagon and circle shapes - Bells, triangles and/or clean plastic bottles - Train/rail images –<i>samples provided</i> 	<ul style="list-style-type: none"> - Soil, watering cans with water, shovels, rakes 	