Transportation

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Visit www.macmillanmh.com for online games linked to Unit 6 key skills.
English Language Learners

**Objective**  Develop oral vocabulary

**Materials**  Oral Language Cards, classroom objects

Use these and other suggestions to provide extra support for those children with English language learning needs.

- Read each Unit 6 book to English Language Learners in small groups prior to reading it to the entire class. Focus on naming characters and basic objects in the book.
- Use music, movement, and realia (real objects) in lessons.
- Focus on classroom functional words and phrases. Teach the following in Unit 6: crayon, paper, hand me, and Where is ____?
- Make a copy of the Unit 6 Oral Language Cards in Great Downloadables. Show each card, say the word, and have children repeat. Then hold up a card and create simple hand gestures to represent each vehicle, such as “flying” your hand in the air for an airplane. Have children imitate you. Then show one of the vehicle cards and ask children to say the word and show the gesture.

In addition, go to www.macmillanmh.com and click on the Unit 6 games and activities. These games are designed to build basic vocabulary.

**Game 1: Types of Transportation**  Children will match vehicles to how they travel—air, ground, water.

**Game 2: Number of Wheels**  Children will count wheels.

**Game 3: Matching Same Letters**  Children will match uppercase letters R, E, and B.

*Note: Additional games are available online.*
Lesson Modifications

Manage Expectations  Three-year-olds are at a different place developmentally than four-year-olds. They should not be held responsible for the same skill levels as four-year-olds. For example, a four-year-old is gaining coordination with his or her small muscles and can use scissors and glue with more skill. A three-year-old may have difficulty using scissors or gluing defined areas. Therefore, either cut out pieces for them ahead of time or assist them cutting and gluing.

See the article “Ages and Stages – Three Year Olds” at www.nncc.org/Child.Dev/ages.stages.3y.html for specific intellectual, physical and social/emotional development examples.

Library Center  You may need to simplify and guide retelling for three-year-olds. Simplify retelling by breaking it down into just three parts. Help children tell and identify the beginning, middle, and end.

Social Studies Center  Three-year-olds may need assistance in drawing pictures of their favorite vehicles. Guide children to identify and name the main parts of a vehicle before beginning the drawing. Then have children dictate a label as you write it on their paper.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary.

Materials  The Little Engine That Could by Watty Piper, illustrated by George and Doris Hauman. (See Unit 6 bibliography, Teacher Edition page 422.)

- Read the Book  Read the title and the names of the author and illustrators as you track the print from left to right. Ask children to predict what they think the book will be about. Then ask children to listen carefully and look at the pictures as you read the story. Use a child-friendly explanation and the pictures in the book to point out these words: clown, engine, train.

- Respond  Ask: What was the happy little train carrying to the other side of the mountain? Who were the toys and good things to eat for? Why did the train need another engine to take it over the mountain?

ELL  Reread each selection with your English language learners in small groups. Use actions and pictures to focus on basic vocabulary. Use sentence frames to guide oral responses, such as I see ____ . Have children complete the frame, then repeat the whole sentence.
Reread

**Objectives** Begin to compare and contrast items; retell information; learn new vocabulary.

**Materials** The Little Engine That Could; Clickety Clack!

- **Read and Respond** Tell children that you will reread The Little Engine That Could. Remind them of Clickety Clack! which is also about a train. As you read, point out and have children notice the different types of engines. Ask: What are the types of engines in this book? What did the Little Blue Engine say when going over the mountain?

- **Model Retelling** Page through the book and model how to retell the story. Then guide children to retell the book. Use the pictures and prompts such as: What happened first to the Happy Little Engine in the beginning? What happened after it stopped working? What did the toys do?

Shared Writing

**Objectives** Participate in writing a story; respond to a book by drawing and labeling a picture.

**Materials** The Little Engine That Could, chart paper

- **Write a New Story Idea** Before you reread, teach children the phrases: *I think I can* and *I thought I could*. Remind children that this is what the Little Blue Engine said as it went up and down the mountain. Have children chime in together when you read those sections of the book. Then ask children to make up a story about where the Little Blue Engine will go next and what it will carry. Ask children to decide if the Little Blue Engine will be able to make it over the next mountain.

- **Write About It** Have children draw a picture of the Little Blue Engine carrying new items. Help them label their picture, then share it.


Give a child friendly explanation and discuss what freight might be with children. Just as there are passenger and freight trains, there are passenger and freight planes and boats. They might look the same on the outside, but the inside will be different. A passenger plane will carry people from one place to another. What might it look like inside? Continue with freight plane, passenger boat, and freight boat.
Small Groups

Phonological Awareness

If children have difficulties identifying beginning sounds or rhyming words,

Then use the following activities.

- Separate the **Oral Language Cards** that begin with *Rr, Ee,* and *Bb* into a pile. Show a card and say the card’s name stretching or re-iterating the beginning sound. Have children repeat. Have a volunteer choose another card and tell the name of the card also emphasizing the initial sound.

- **Create a Silly Rhyming Song** Play the recording of the song “Engine, Engine, Number Nine” CD 6:3, then have children sing the song. Point out the rhyming words: *nine, line,* and how *nine* is a number rhyming with the word *line.* Have children count out loud from one to ten and write the numbers on chart paper. Then have children create new silly verses for the song by using one of these numbers and a real or nonsense word to rhyme with it. For example: *Engine, engine number two; going down the railroad shoe!*

Alphabet Recognition

- **Write the letters** *Rr, Ee,* and *Bb* on chart paper. Say the letter, then the sound the letter makes: *b* says */b/-/b/-/b/. Guide children to create a silly sentence using words that begin with that letter, such as: *Betty Bobbles bakes bouncing banana bread breakfasts.* Write the sentence on chart paper, then have volunteers circle the *b’s* in the sentence.

- Use chart paper and three markers to play an *Rr, Ee,* and *Bb* relay game. Divide the class into three groups and guide them to stand in three lines. On chart paper, draw three columns, writing one of the letters at the top of each column. Trace each letter as you review with children the letter and the sound each letter makes. Assign each line or “team” of children one of the letters: *Rr, Ee,* or *Bb.* When you say “Go” have the first child of each line come up to the chart paper and write their team's letter in their column. Then have them go and sit on the floor at the end of the line. As soon as they are seated, the next child in line comes up to write their team’s letter. Continue until all children have had a chance. Play the game again giving each team a different letter. You might wish to play music.
Print Awareness

- Display the **Language and Literacy Flip Chart**, page 28. Review the fingerplay “I’m a Choo-Choo Train” tracking the print left to right as you say it out loud. Have children say the fingerplay as volunteers track the print one line at a time. Repeat until each child has had a turn tracking a line of print.

- Cut out the Unit 6 Oral Language Cards from **Great Downloadables**. Use these cards to guide children in identifying and writing beginning letters and sounds. Show a picture card. Have children tell what the word is, then tell the beginning letter, and say what sound it makes. For example: boat starts with b and b makes a /b/-/b/-/b/ sound. Then have children practice writing b. Have children say /b/ each time they write the letter b. Continue until you have used all the cards.

- Have children talk about ways to travel. Guide them to create a sentence about it, such as I ride the bus to school. Write the sentence on chart paper, and then add a drawing of the type of vehicle next to the sentence. Have a volunteer point out which is the sentence and which is the picture. Continue with other sentences.

Oral Language

- Review the Unit 6 Oral Language Cards from **Great Downloadables**. Say the name of each vehicle card and have children repeat the word. Show each card again and ask children to name the vehicle. Talk with children about where each vehicle is used and whether it’s on land, in the water, or in the air. Be sure to point out that a subway is on land but usually under the ground.

- Display the **Language and Literacy Flip Chart**, page 30. Mix the vehicle cards and place them in a bag. Have a volunteer choose a card, tell where it is used, and tape the card to the appropriate Land, Water or Air column on the Flip Chart.

- Review with children types of vehicles, how each moves, and what kinds of sounds each vehicle might make. Discuss and demonstrate with children how you might pretend to be an airplane flying in the sky, drive a car and honk a horn, and steer a boat and toot its horn.

- Play the recording “This Is What I Can Do” CD 3:19. Have children sing along and “fly like an airplane” during the first verse, “drive a car” during the second verse, and “steer their boat” on the third verse. They choose any action or sound for the fourth verse.