

### Strand: Economics/Technology

### Theme: Transportation

**Purpose for Reading:** To find out that technology enables transportation on land, in the air, and at sea.

**Comprehension Strategies:** Predicting, visualizing.

#### Vocabulary

*Dictionary Words:* boat, bus, car, plane, shuttle, train

*High-Frequency Words:* can, go, I, in, this

#### Before Reading

- Invite the students to close their eyes and visualize all the ways they can travel. Remind them of how to do this. Use a think-aloud demonstration to model if necessary. List the ways they suggest. Discuss the list.
- Read the title on the front cover. Ask the students to predict what the book will be about. Talk about the photo. *What sort of boat is it? What is being transported?* Ask the students to predict what other sorts of transportation will be in the book. Turn to the title page and have them confirm or revise their predictions.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read the picture dictionary with the students. Discuss each photo. Ask the students which forms of transportation they have been on. *When would you need to travel in a plane? A shuttle?* Ask the students if their predictions were right. Did they predict that there would be a shuttle in the book?

#### Take a Photo Walk

- Pages 4–5: Ask the students who could travel in this car. Have them say the words, *I can go in this car*. Ask the students to describe the car. *What does the dictionary word say?* Read page 4 together.
- Pages 6–7: Read the dictionary word. Discuss what the students know about how trains move. *What do they run on?*
- Pages 8–9: Ask the students to read the dictionary word and share what they know about buses.
- Pages 10–11: Discuss boats. Ask the students what other sorts of boats they know about. *What powers them? What do they transport?* Read the label together.
- Pages 12–13: Talk about planes with the students. Point out the wings and the jet engines. Read the label together.
- Pages 14–15: Read the dictionary word with the students. Invite them to share what they know about traveling in space.

#### Read the Book

- Ask the students to return to the title. Read the title together, encouraging the students to point to the words as they read.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Read the text together, pointing to the words.
- Ask the students to continue reading the book independently. Remind the students to check the

photos, and point to the words. Provide support where necessary.

## After Reading

### Comprehension

- Ask the students to recall the forms of transportation in the book. Ask how these compare with the list they made before reading. Ask which forms they correctly predicted would be in the book.
- Have the students return to the book to find how many of the forms of transportation have wheels.  
*Which ones do not have wheels?*
- Refer back to the list on the board. Add any more ways of traveling that the students can think of. Then rewrite the list in order of speed.
- Make a chart to show which forms of transportation go on water, on land, and in the air.

Water	Land	Air
boat		

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *can* in the text. Ask them to find the dictionary word *car*, then talk about what is the same in these two words. Have the students find *can* on each page of the book. Invite the students to write the word *can* until they can write it fluently. Add the word *can* to a high-frequency word chart or word wall.

### Oral Language

- Have the students work with a partner and describe two of the forms of transportation in the book.

### Writing

- Have the students return to the picture dictionary and write each word in the sentence frame.

I can go in a \_\_\_\_.

### Creative Extension Activities

- Revisit each photo. Make a bar graph to show how many students have traveled in each vehicle.
- Sing “The Wheels on the Bus Go Round and Round” and “Row, Row, Row Your Boat.” Invite the students to make up additional verses.
- Provide the students with boxes (large and small), thin cardboard, clear cellophane, bottle tops, glue, tape, paint, etc. Ask them to make a model of a car. Write captions for the car.
- Make a wheels collage from magazine photos. Write a caption and display the collage.
- Make a train mural, adding captions and labels. Have the students draw their faces to put in the windows of the carriages.

### Independent Follow-Up Activities

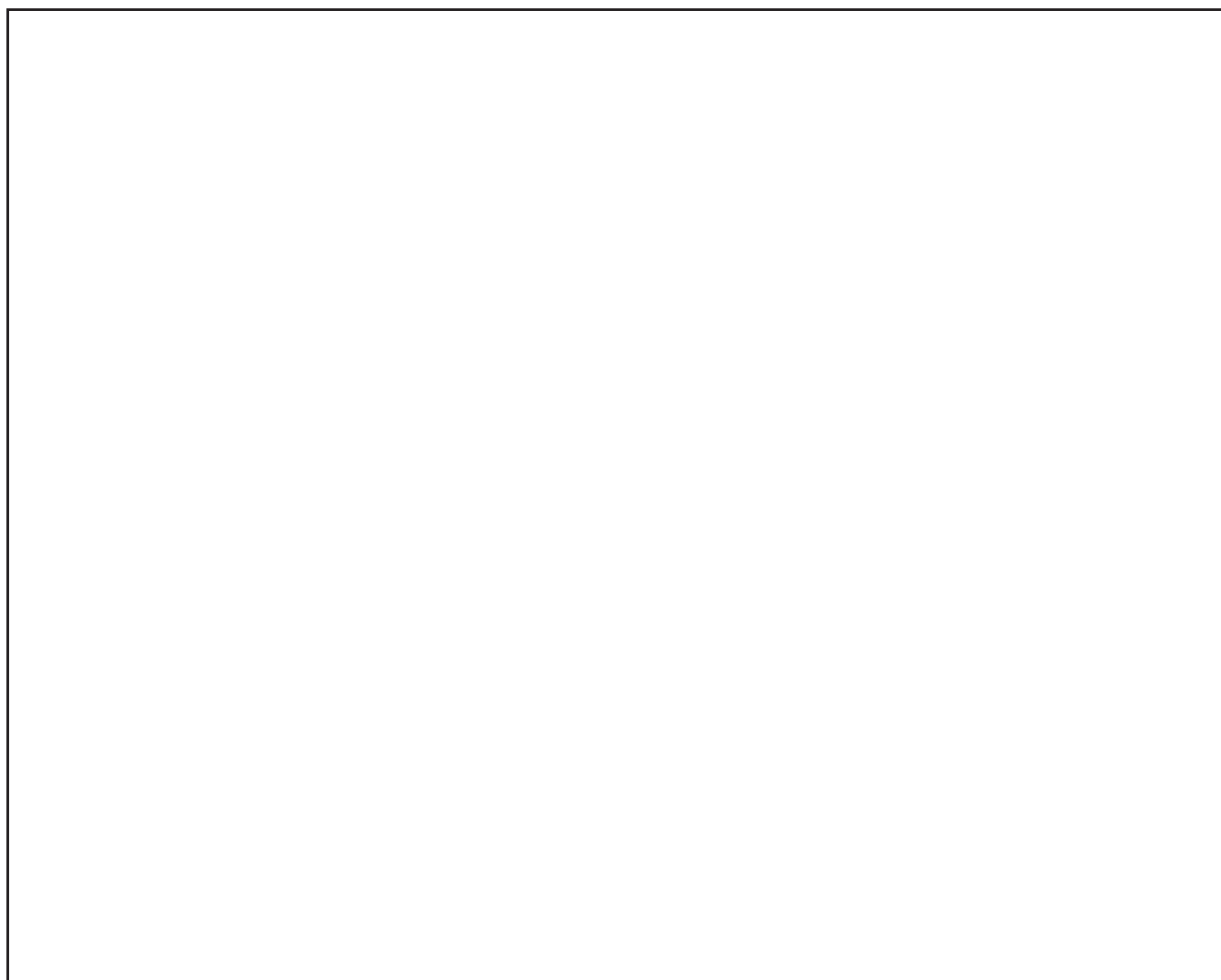
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Read the sentence.

Draw the picture.

I can go in the red bus.



Name: \_\_\_\_\_

Read the words.

Trace over the words.

Draw the picture.

