LET'S GO!

Module Overview

Target Language: English as a Second Language	**Grade Level**: K-1
Proficiency Level: Junior Novice Low	
Summary: Students will demonstrate an understanding of how transportation helps us go to places near and far, which involves different modes of transportation.	
Enduring Understanding: There are many different ways to go from one place to another.	
Essential Questions: Why do people want to go from one place to another? How do people travel?	

Standards Targeted	
5C – World Language Standards	**5E – STEM Standards**
Communication • Engage in brief exchanges about personal interests in the target language(1.1A) • Understand spoken and written language on very familiar topics related to transportation (1.2A) • Make short oral presentations or performances on learned topics (1.3A) • Using visuals and basic written language to make a presentation on learned topics (1.3B) **Cultures** • Identify practices, products, and/or perspectives of the culture studied (2.1A) **Connections** Recognize and name modes of transportation and concepts learned in math, science and geography (3.1A)	**Math Common Core** **Geometry** Identify and describe shapes. K.G 1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G 1 Correctly name shapes regardless of their orientations or overall size. Analyze, compare, create, and compose shapes. K.G. 5 Model shapes in the world by building shapes from components and drawing shapes. **Social Studies Grade K** **Standard 2.0 Peoples of the Nation and World** Students will understand how people in Maryland, the United States, and around the world are alike and different. **TOPIC** **A. Elements of Culture** **Indicator** 1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same needs.

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Knowledge: Students will know…	Skills: Students can…
Vocabulary • Vehicles • Shapes Expressions and patterns • Be able to make simple reasoning statements • Be able to ask and answer simple questions • Be able to tell similarities and differences between two objects	1. Identify and name vehicles 2. Describe each vehicle's appearance 3. Express the cultural effect on the technology (of transportation)

Module Duration and Lessons: Five 30-minute lessons

Lesson 1 - How Do People Travel?

Lesson 2 - What Make Vehicles Go?

Lesson 3 - Same or Different?

Lesson 4 - Go To School.

Lesson 5 - My Own Car (Performance Assessments)

Performance Assessment:	What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this age group, assessment may be integrated.

Materials/Resources:

- Visual Aids: Toy airplane, bicycle, car, boat, bus, and train, preferably in different colors. At least the car (and preferably other vehicles) should have doors that open and close and a hood that opens to reveal the engine.
- Pictures and name cards for the vehicles
- Materials to make toy cars (Need to have a set for each student)
- Paper towel tubes
- Straws
- Colored tape
- Worksheets 1a, 1b, 1c, 1d
- Worksheets 2a, 2b, 2c
- Worksheet 3a
- Worksheets 4a, 4b

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STEM Background for Teachers:
All objects have some kind of force operating on them. A force is a push or pull. A force can make an object start moving, stop moving, change speed, or change direction. For example, when you start to skate, you apply a force to the ground. Your skates push backward on the ground. That force makes you move forward. When you pedal a bike, you can change the speed of the bike by pedaling faster or by braking. You put force on the pedals or the brakes. There are four main forces that affect objects: gravity, buoyant force, magnetic force, and friction.

Language notes for teachers:
In the scripting for some of these lessons you will note that there is a lot of teacher talk, surrounding students with language, even though the students may not understand every word that is said. This is an important feature of instruction for young language learners. In this way, new language, especially those meaningful formulaic chunks repeatedly used in different ways, is always placed in a context.

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Lesson 1 - How Do People Travel?

<table>
<tr><td colspan="3">Lesson 1 of 5 Duration: 30 Minutes</td></tr>
<tr><td>Objectives</td><td colspan="2">I Can:
Oral language:
• Name modes of transportation: airplane, bicycle, car, boat, bus, and train.

Literacy:
• Recognize transportation words: airplane, bicycle, car, boat, bus, and train.

STEM and Other Subject Areas:
• Express an understanding of basic engineering design; e.g., round shape helps things to move.</td></tr>
<tr><td>Performance Assessment</td><td colspan="2">Students will recognize different vehicles and the shapes that are used to design them.</td></tr>
<tr><td>Vocabulary and Expressions</td><td>Recycled
Shapes:
circle
square
triangle
rectangle

Expressions:
What is this/that?
It's a ….
I have a…
She/he has a….
I see a….

Students should be able to write their own names in the target language</td><td>New
airplane
bicycle
car
boat
bus
train

ride
fly
sit
row
transportation</td></tr>
<tr><td>Materials / Resources</td><td colspan="2">○ Bag – large enough to hold some small toy vehicles
○ Toy vehicles
○ Book: Transportation by Clare Beaton or other similar books
○ Cardstock shapes of various colors
○ Envelope large enough to hold shapes (class set)
○ Glue
○ Worksheet 1a (Cut into poster size for teacher and flash-card size: one</td></tr>
</table>

	for each student) ○ Worksheet 1b ○ Worksheet 1c ○ Worksheet 1d ○ Useful websites to learn more about Total Physical Response (TPR): ○ http://www.colorincolorado.org/educators/content/oral ○ http://www.tprsource.com/asher.htm

Key Elements	Lesson 1 Procedures
Engagement ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do	**Introduce vehicles names: *airplane, bicycle, car, boat, bus, train*** T: *Today I have six things in my bag.* (Rummaging in bag) *Let's see, what do I have in my bag? Oh, look! It's a car! What color is the car?* S: (Answer appropriately.) T: *I have a car. My car is*_____ [color]. *Does anyone here have a car at home?* (Calls on several students as they volunteer, asking) *What color is your car?* T: *Let's all drive a car, Vroom, Vroom* (Or other culturally typical sound. Pantomimes moving a steering wheel back and forth, indicating for class to follow.) *We're good drivers!* T: *Let's see what other vehicles I have in my bag. Look! It's a bicycle! What color is the bicycle?* S: (Answers appropriately.) T: *I have a bicycle. My bicycle is* _____ [color]. *T: Who has a bicycle at home?* (Calls on several students as they volunteer, asking) *What color is your bicycle?* T: *Let's all ride our bicycles. For the car we said Vroom, Vroom.* *T: What can we do to show that we're riding our bicycles?* (Students suggest and teacher leads, holding imaginary bike handles and pedaling up and down with the feet.) T: (Gestures as if putting the bicycle down in front of class or in the middle of the circle and now taking an airplane toy from the "magic" bag.) *What's this? It's an airplane. I don't have an airplane. Do you?* *S: No!* T: (Employing prompts to elicit student responses such as:) *What color is this airplane?* *Do you think this airplane is flying to (country where the target language is spoken)?* *Let's all fly an airplane!* (Holding arms straight out to the sides and swaying back and forth) *Hummmmmm!* T: (Gestures as if putting the airplane down in front of class or in the middle of the circle.) *Let's see, what else do I have in my bag? Oh, look! It's a train!* T: *Stand up! Let's make a train!* (Lead students shuffling around the room, holding arms at sides and moving elbows back and forth.) *Chuga-chuga-chuga-chuga* (at some point raise one arm and pull down)—*toot-toot!*

Key Elements	Lesson 1 Procedures
	T: (Gestures as if putting the train down in front of class or in the middle of the circle.) Note: Use similar procedures and language to introduce a boat. *Make a train!* (This time standing in place) *Drive a car!* *Fly an airplane!* *Ride a bicycle!* *Row a boat!* Note: Follow the same type of procedures for the bus and the boat. Suggested motions: Bus: *Sit down in the bus.* (Desired behavior in a school bus.) Boat: *Row the boat.* Each time go back and give the commands for the earlier vehicles. Optional Activities: After teaching **boat,** sing *Row, Row, Row Your Boat.* After teaching **bus**, sing *The Wheels on the Bus go Round and Round* T: (Introducing the remainder of the vehicles) *Drive the ____!* (Hesitating before the name of the vehicle to see if students will supply the word. If they do not, simply supply the word and move on.) **Note:** This can become an opening routine for the next four days, and by the second or third day the teacher can invite students to "be the teacher" and give some of the commands.
Exploration ● Objects and phenomena are explored. ● Hands-on activities, with guidance.	**Making connection between the spoken and written word** T: (Referring to **Worksheet 1a**) *Now let's see if we know the names of these vehicles.* S: (Responding as a class, students identify each picture.) T: *Good job! That's right.* (Repeating vehicle name with picture.) T: (Picking up cut-up words for vehicles from **Worksheet 1b.**) *Now, let's see what I have here.* T: (Reading the name of a vehicle) *Car. This says car.* _____ [names student]. *Can you say the word and match it to the picture?* S: (Repeats word and makes match.) T: (Continues with all 6 vehicles, posting them on the board as they are identified.) T: (Once more leading class to repeat the word/vehicle association) S: (Repeat names of vehicles) T :(Now removing pictures, leads students to say the names of the six vehicles.)

Key Elements	Lesson 1 Procedures
	S: (Reading names, they return the pictures to the board.) T: (Again taking the pictures away, and now shuffling the order of the words) *Now we have a problem. Can we fix this? What pictures go with the words now?)* S: (Reading word with teacher assistance as needed, they again make the word/picture match.) T: *That was great! You are good readers!*
Explanation ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought.	**Making connections with shapes** T: (Referring to pictures of vehicles on **Worksheet 1a** and pointing to the wheels) *Who remembers what these are called? Are they wheels?* S: (Respond.) T: *Let's look at the bicycle. It has two wheels* (pointing and counting) *One, two*. (Setting down the bicycle and picking up the car.) *Does the car have wheels*? (Students respond) *How many wheels does the car have—let's count* (Leading students) *1-2-3-4.* *Does it have wheels? Let's count them.* *How many wheels does the bicycle have?* *How many wheels does the car have?* *How many wheels does this airplane have?* *Does a boat have wheels?* S: (Answering appropriately with teacher prompts as needed) T: *Good job! Hmmm. Let's see what our wheels look like. What shape are they?* T: (Referring to **Worksheet 1c**) *Are wheels squares?* (Pointing to the squares.) S: *No.* T: *Are they triangles?* S: *No.* T: (Continuing with shapes, leaving circles for last.) *Maybe we can find this shape in the vehicles*. *Let's see.* (Referring to picture.) *Can anyone find a circle on this bicycle?* (Calls on student to come forward and find a circle.) *Right! The wheels are circles. Thank you. Can you hold the picture of the bicycle?* T: (Speaking to class) *What other vehicles have circles?* (If no students respond with words, invite them to come and hold up a vehicle. Teacher names it.) T: (Repeating with other shapes until all students are holding pictures of vehicles.) T: (At the end, pointing to the bus) *Can you help me to find all the shapes you can find on the bus?* S: (Name all the shapes they can find.) T: *What do the wheels on the bus do? They go round and round because they*

Key Elements	Lesson 1 Procedures
	are circles! (Begins to lead students to sing the *Wheels on the Bus Go Round and Round*)
Elaboration ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.	**Finding the Shapes** T: (Each student receives **Worksheet 1d** and matches the shape according to the missing part on each vehicle.) T: (Referring to the car) *What's missing?* S: *A circle.* T: *Right! The circle. Draw a line from the circle to the car. What about the next picture?* T: (Continuing until all missing shapes have been identified.)
Evaluation ● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	**Students will be able to identify and name the vehicle and the shapes they find** Students will name the vehicle and the shapes they find.(**Worksheet 1c**) T: (Using **Worksheet 1b**, students will match each vehicle with its correct name.) T: *Let's see what we have now. (Modeling with one picture) I have a ____name of vehicle. It needs a _____ (shape).* T: (To individual students) *What do you have?*

Teacher Reflection on Lesson 1 - *How Do People Travel?*	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

Lesson 2 - What Make Vehicles Go?

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Lesson 2 of 5	Duration: 30 Minutes
Objectives	***I Can:*** Oral language: • Name ***wheel(s), vehicle(s), engine*** • Tell what makes a vehicle go Literacy: • Recognize words ***run***, ***vehicle***, and ***wheel(s).*** STEM and Other Subject Areas: • Recognize that wheels are circular • Express that various vehicles need wheels in order to move. • Develop an understanding of some of the attributes of design such as wheels are circular and engines help many vehicles move.
Performance Assessment	Students will be able to use problem solving skills to evaluate a vehicle's ability to be driven.
Vocabulary and Expressions	vehicle run wheel(s) engine looks like
Materials / Resources	Bag with toy vehicles (car, bus, train, bicycle, boat, airplane) Worksheet 2a - Vocabulary word: Vehicle Pictures of vehicles depicted with no wheels. Worksheet 2b - All missing wheels Resources: Tell Me Why Airplanes Fly http://wondertime.go.com/learning/article/why-airplanes-fly.html

Key Elements	Lesson 2 Procedures
Engagement ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do	**Reviewing what students already learned** Note to teacher: Repeating the activity from Lesson 1, direct students to drive, ride, fly, etc.; mix up and vary the commands. The first time through, put a card with the name of the vehicle on the board or into the circle each time the command is given. Hold up the name card each time the name appears in one of the commands. Invite a student to give the commands. T: (Putting pictures of the vehicles on the board) *Let's see…this is a* _____ (pause to let students fill in the name). T: (Holding up one of the word cards) *Who can put the word with the right vehicle?* S: (Volunteer to match the word with picture.) T: *Good job. It's a* _____. T: (Repeating until all the pictures match with the correct words.) T: *Look at all these vehicles!* (Pointing out one by one) *The car, train, bicycle, boat, bus, and plane are all…* (Wait for student response. If none is forthcoming) *Vehicles.* T: (Placing the new word card from **Worksheet 2a** above the pictures and word cards: *vehicles***.**)
Exploration ● Objects and phenomena are explored. ● Hands-on activities, with guidance.	**What do vehicles do?** T: *What do you think all the vehicles do?* (Pause) *Do people ride them?* S: *Yes.* T: *That's right! Vehicles take people or things from one place to another.* T: *Is a car a vehicle?* S: *Yes.* T: *Right, a car is a vehicle. Car takes people to different places. Where do you go in your car? Do you go to school?* (Store, library, and so forth, supported with teacher-made pictures). T: *How about this?* (Pointing to the bus) *Is it a vehicle?* S: *It's a bus. It's a vehicle.* T: *Right, a bus is a vehicle too. A bus takes lots of people to places.* *T: How many of you ride a bus to school? A bus is a vehicle that takes you from home to school. How many people come to school in a car? A car is a vehicle that takes you from home to school.* T: *What are all of these now?* (Pointing at all the cars, buses, …) S: *Vehicles.*
Explanation ● Students explain their understanding of concepts	**Students explain the relationship between vehicles and wheels** **Introduce wheel/s** T: *What do all the vehicles have? (*Guiding students to come to the conclusion that they all have wheels.) T: (Holding a toy car) *What is this?*

Key Elements	Lesson 2 Procedures
and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought.	S: *A car.* T: (Now, pointing at the wheel) *And what's this?* S: *Wheel.* T: *And how many wheels does the car have?* S: *Four.* T: *Right! Let's look at the other vehicles. What other vehicles have wheels?* S1: *Bicycle.* T: *How many wheels does the bicycle have?* S: *Two!* T: (Continuing with other vehicles) T: *Right, good job! Let's see, a car, bicycle, train, bus, and airplane they all have what?* S: *Wheels.* T: *They all have wheels! What do wheels do? (Starting to sing The Wheels of the Bus…)* S: *They go round and round.* T: *Yes, wheels are important. Wheels help vehicles move. They can take us places.* T: (Moving a toy car along the floor.) *Wheels help move the car. Look!* (Gliding a car on the floor)*Vroom! Vroom!* T: *Now we know how a car, a bus, a train, an airplane and a bicycle move.* (Pause)*What helps them move?* S: *Wheels, wheels help move a car.* T: (Showing students a picture of a vehicle without wheels - **Worksheet 2a**) *Can it go?* S: *No* T: *Why can't it go?* S: *It doesn't have wheels.* T: *Right, it doesn't have wheels. It can't go.*
Elaboration ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.	**How do airplanes fly and boats go?** T: *But…what makes the wheels move? I push the car* (demonstrating). ***I** make the wheels move. If I don't push the car, the wheels don't move. But this is a toy.* *Let's find out what makes the wheels move in a real car.* (Referring to **Worksheet 2c**) *A real car has an engine. The engine makes the car move. What other vehicle has an engine?* *S: (*Responding with other vehicle names.) T: *Right! A train has an engine.* IT: (Holding up the bicycle) Does *a bicycle have an engine? No, a bicycle doesn't have an engine. So what makes the wheels move on a bicycle? Show me how we ride a bicycle.* (Modeling) *I make the wheels move, don't I? I push with my legs.*

Key Elements	Lesson 2 Procedures
	T: *What makes vehicles move?* S: *Wheels.* T: *And what makes wheels on these vehicles (Pointing to all but the bicycle) move?* S: (With prompting, as necessary) *Engines* T: *Right. Do airplanes have wheels?* S: *Yes. Airplanes have wheels.* T: *Yes, wheels help an airplane go. Engines make the airplane go fast. The wind goes under its wings and lifts the plane into the sky.* (TPR, gestures, and a toy airplane are necessary.) T: (Ask a volunteer student demonstrate what they just learned.) Note: Teachers may make origami or paper planes. Demonstrate how a plane flies by blowing air under the plane that helps the plane float and "fly" in the air. T: (Holding the picture of a row boat, **Worksheet 1a**) *What about a boat. Does a boat have wheels? How can a boat go through the water?* (Pause) *You have to row!* *Lead students to sing Row, Row, Row Your Boat.*
Evaluation • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	**Students make conclusion on how vehicles move** • Each student will be given an exit ticket. It will be a picture of vehicles. For instance: A car with a missing wheel… • The student must tell the correct shape they would use to fix the car. (Worksheet 2b)

Teacher Reflection on Lesson 2 - *What Make Vehicles Go?*	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 3 - Same or Different

Lesson 3 of 5	Duration: 30 Minutes
Objectives	***I Can:*** Oral language: • Recognize the words ***same*** and ***different*** • Tell the difference between things that are the same and things that are different Literacy: • Recognize the words ***door*** and ***roof*** STEM and Other Subject Areas: • Develop an understanding of the characteristics & scope of technology
Performance Assessment	Students will learn to use Venn Diagrams show all possible logical relations between two vehicles.
Vocabulary and Expressions	same different door roof
Materials / Resources	Venn Diagram Worksheet 1d Worksheet 3a: Vocabulary cards: Engine and No Engine Picture cards for 6 cars that are the same, one that is very different—perhaps a Jeep with no doors or roof, of a different color and style.

Key Elements	Lesson 3 Procedures
Engagement • Object, event or question used to engage students. • Connections facilitated between what students know and can do	**Reviewing what students already learned** T: (Inviting students to volunteer giving the commands related to vehicles in motion from lessons 1 and 2) *Make a train!* S: (Going through the motions, they pretend to be a train.) T: *What are you?* S: *A train!* T: (As a variation, holding up the name of the vehicle and having the class do the motions and say the command) T: (Referring to vehicle pictures and putting the two flashcards, **Worksheet 2a**, side by side: Engine and No Engine) *Let's sort our vehicles—do they have engines or no engines?* (Pointing to the respective flashcard) T: (Taking the car) *Let's see. Where shall I put the car…does it have an engine,*

Key Elements	Lesson 3 Procedures
	or no engine? (Expect students to answer) *Right. The car has an engine.* (Place the car under the Engine flashcard.) Invite volunteers to take another vehicle and place it under the right flashcard, prompting them, if necessary, to say: *The (vehicle name) has an engine/has no engine.* (Continue until all the vehicles are sorted.) **Learn *door* and *roof*** T: (Holding a toy car and pointing at the car door) *We know that the car has an engine and wheels. This car also has a door. Look: I can open the door and close the door. How many doors does this car have?* (Pointing and counting with the class) T: *Can you find another vehicle with doors? Come and show us another vehicle with doors.* S: (Response) T: D*oes the (vehicle) have doors?* (Have the students count the doors on the vehicle, pointing to each one, repeating until all vehicles with doors have been identified.) T: *Who can find a door in this room?* (Invite a student volunteer to locate a door, perhaps the classroom door, perhaps another door.) *Right, our classroom has doors, too. Can you open/shut the door? Good, now shut/open the door!* T: (Pointing the top of a car) *This car also has a roof. The roof helps to keep us safe in the car. Who can find another vehicle with a roof?* (Follow similar procedure as with the door, asking how many there are a couple of times, and then pointing out that there is only one roof.) T: (Picking up a bicycle) *Now, where is the roof?* S: *There is no roof.* T: *Right, a bicycle does not have a roof; does a bicycle have a door?* S: *No.* T: *Let's look at another vehicle*. (Picking up the airplane) *Does an airplane have a roof?* S: *Yes.* T: *Does an airplane have doors?* S: *Yes.* T: *How many doors? Let's count.* S: (Counting the doors)
Exploration ● Objects and phenomena are explored. ● Hands-on activities, with	**Same and Different** Before class, place several additional duplicate pictures of the car around the classroom, in fairly obvious places. T: *Look—I have a picture of a car. Who can show me the roof? Who can show me the doors?* S: (Students correctly identify doors and roof) *T: Here is another picture of a car. Oh! This car is the same*—(holding up the

Key Elements	Lesson 3 Procedures
guidance.	two pictures) *See—the roof is the same; the doors are the same. Who can find another picture of a car that is the same?* *T:* (Calling on volunteers to find one picture at a time, until all or most of the pictures have been retrieved) *Yes, this car is the same.* T: (Holding up the picture of the car that is very different, **Worksheet 1d**) *Look, is this a car?* S: *Yes, it's a car.* T: *Is it the same as the other cars?* S: *No.* T: *You're right. This car is not the same—it's different. Does it have a roof?* S: *No.* T: *Is the color the same or different?* S: (Respond) T: (Continuing with pictures of other vehicles)
Explanation ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought.	**Same or different: vehicles** T: (Holding a toy car in one hand and holding a toy bus in the other) *Are these two vehicles the same?* S: *No. One is a car and one is a bus.* T: *Right, they are different. One is a car and one is a bus. But, they have some things that are the same*. (Pause) *What do they both have? What is the same?* S: *Door, Roof, wheels.* T: *What is different?* S: the *bus is big and the car is small.* T: *Right, good job! Let's see…* (Continue comparing other vehicles.)
Elaboration ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.	**Identify and compare two vehicles and use the Venn Diagram** T: (Placing a large piece of newsprint on the center of the floor and draw a Venn Diagram **Worksheet 3b**). Write the word "car" on one side and "airplane" on the other side, accompanied by a picture of each. T: (Pointing the circles) *This side is for cars, and this side is for airplanes.* T: (Reinforce as necessary) *What goes here?* S: *Cars.* T: *And what goes here?* (Pointing to the other circle) S: *Airplanes.* T: *Cars are here, airplanes are here. They are different.* (Pause) *What's the same?* T: (Pointing to area in middle) *This is for things that are the same. What things do both the car and the airplane have?* S: *Wheels, roof…*

Key Elements	Lesson 3 Procedures
	T: *Right.* (Drawing pictures of wheels, roof, door…etc., whatever students say.) T: *Let's try to compare two other vehicles. Which ones should we use?* (Students suggest, choose. Proceed as with the car and the airplane.) Continue with another comparison, with increasing student leadership.
Evaluation ● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	**Students evaluate each other's understanding as they compare any two vehicles** T: *Now let's see if you can draw some same and different pictures.* Students draw pictures on their own Venn Diagrams with teacher guidance. Students evaluate each other's understanding after they compare any two vehicles.

Teacher Reflection on Lesson 3 - *Same or Different*	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

Lesson 4 - Going to School

Lesson 4 of 5	Duration: 30 Minutes
Objectives	***I Can:*** Oral language: • Identify different ways of going to school. Literacy: • Recognize words for vehicles STEM and Other Subject Areas: • Develop an understanding of the role of society in the development and use of technology
Performance Assessment	This will be connected to their understanding that there are different methods for going to school. Students will tell how students in different areas or countries go to school.
Vocabulary and Expressions	walk ride horse and buggy How do you go to school? There is ….
Materials / Resources	Pictures across the board or along the floor representing modes of transportation, for use as a chart. Toy vehicles

Key Elements	Lesson 4 Procedures
Engagement • Object, event or question used to engage students. • Connections facilitated between what students know	**Introduce transportation to school** Begin class with the vehicle commands, this time led by student volunteers. T: (Using pictures to show how students get to school. **Worksheet 4a**) T: *How do you get to school? By car, train, walk, ride a bicycle, bus…?* S: (Answers vary) T: *Who comes to school in a car?* *S:* (Raise hands). T: (Inviting students) *Come here and make a line in front of the car.* T: *Who comes to school in a bus?* S: (Students raise hands). *Come here and make a like in front of the bus.*

Key Elements	Lesson 4 Procedures
and can do	T: *Who comes to school in a train/boat/airplane...?* (Probably nobody) *Laughs, I didn't think so. Let's see—what did I forget?? Oh, yes…* T: *Who walks to school?* (Pantomimes walking) S: (Raise hands) T: (Inviting students) *Come here and make a like in front of teacher made pictures of feet.* T: *Now let's count the number of children who come to school by car/bus/train/bicycle/walking* T: *We have #__ of students who come by ___, etc...*
Exploration ● Objects and phenomena are explored. ● Hands-on activities, with guidance.	**Students will survey each other asking and answering the question** T: (Modeling "partners" with one of the students) *Everyone find a partner. Who is Partner 1 and who is Partner 2? Partner 1, raise your hand.* (Teacher looks around to make sure everyone has a partner.) T: (Modeling with a student as Partner 1 and 2) P1: *How do you go to school?* P2: *I go to school by _____. How do you go to school?* P1: *I go to school by _____.* S: (Practicing with each other) T: *Now find a different partner. Decide who is Partner 1 and who is Partner 2.* (Proceed as above, modeling the lines, for several partners. If students seem ready, invite them to ask the questions without your modeling) *Partner 1…? Partner 2…? And so on* S: (Asking each other) *How do you go to school?* S: *I go to school by ___.*
Explanation ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought.	**Talk about different ways to go to school** T: *Some children cannot walk, or ride in a car or bus.* (Pause) *Why? They live too far, weather is bad, or they have to cross over water.* T: (Showing pictures of non-traditional ways to school) *Boat, airplane, horse-and-buggy* S: *Boat, airplane, or horse-and-buggy.* T: (Holding a picture of water) *How does a student go to school?* S: By *boat* (...airplane) T: *Good job! Now, some take a horse-and-buggy to school.* (Teacher shows students pictures, **Worksheet 4a**, of the horse and buggy) *Let's look at the horse and buggy. How is it the same as a car? What does it have?* S: (Responding with teacher guidance as needed) T: *What makes the wheels move in a car?* *S: Engine*

Key Elements	Lesson 4 Procedures
	T: *But what makes the wheels move in horse and buggy? A horse makes the wheels move.*
Elaboration ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.	**Children from Around the World** T: (Using **Worksheet 4a** or one of the following resources to show students some different ways that children get to school, asking relevant questions to reinforce the concepts from the lesson:) **Book:** *This is the Way We Go to School: A Book About Children Around the World* http://www.epinions.com/review/This_Is_the_Way_We_Go_to_School_by_Edith_Baer_and_illustrated_by_Steve_Bjorhman/content_421270097540 **Internet** Using cable system: http://www.youtube.com/watch?v=ZNw5RAB-BBU Using boat to school: http://tapchidientu.net/1866/Central-students-forced-to-travel-to-school-by-boat.html http://www.youtube.com/watch?v=w_ntMhqNBkk
Evaluation ● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	**Students demonstrate their understanding of the ways their classmates go to school** T: (Using pictures from **Worksheet 4a**) *How do you get to school?* S1: *How do you get to school?* (Prompting) *By car, train, walk, ride bicycle (bike), bus….?)* S2: *By car.* (Answers vary) Using picture prompts, mark the answers. (**Worksheet 4b**) S: *I have #__ walk to school, #___ go to school by bus, #__ go to school by car……*

Teacher Reflection on Lesson 4 - *Going to School*	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

LET'S GO!

Lesson 5 - My Own Car

Lesson 5 of 5	Duration: 30 Minutes
Objectives	***I Can:*** Oral language: • Name the vehicles Literacy: • Describe the characteristics of his/her toy car STEM and Other Subject Areas: • Design my own car
Performance Assessment	Students create and describe original designs for cars
Vocabulary and Expressions	No new vocabulary or expressions are introduced.
Materials / Resources	Materials for making a car (Need for the whole class): A paper towel tube Cardstock for wheels 2 straws for a car Tape (colored tape for decorations) http://www.freekidscrafts.com/cardboard_tube_pt_cruiser-e947.html

Key Elements	Lesson 5 Procedures
Engagement • Object, event or question used to engage students. • Connections facilitated between what students know and can do	**Opening and review** Use the now-familiar procedure for opening the class, relying primarily on student direction. As an additional feature, have students draw a name flashcard from your hand/a hat and give a command involving that vehicle. Prompt or assist students as necessary. T: *Now let's see if we can make our own cars. What do our cars need?* S: (Respond appropriately)

LET'S GO!

Key Elements	Lesson 5 Procedures
Exploration ● Objects and phenomena are explored. ● Hands-on activities, with guidance.	**Teacher shows the model car and guides students to think about their own cars** T: *This is my car. My car has* _____ (describe the car). *Think about what you want your car to look like.* 
Explanation ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought.	**Parts of the Car** T: (Distributing the materials to the whole class and hold up a paper towel tube.) *This is the body of the car.* (Holding the circles). *These are the wheels.* (Holding the straws) *These are the axels. We put the wheels on the axels.* T: What's this? (the body of the car) And this…? (holding other parts) S: (Answer) T: *Look at the body of the car. You will see 4 holes. Let's count them.* (Counts with the students) T: *Take the axels and put them in the holes like this.* (Demonstrates) T: *Take the wheels and put them on the car*.(Guides students) 
Elaboration ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.	**Decorate the Car** T: *Let's make the front of the car.* (Holding paper cone). *How can we do this?* S: (Demonstrates by putting the cone in the tube to make the front of the car.) T: (Allows students to create and decorate their cars – they may want to add tails, as well). 

Key Elements	Lesson 5 Procedures
Evaluation ● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	**Assessment** Listening: Make a statement about a vehicle and students will have to mime it. For example: T: *I see a car coming.* (All students drive a car and make car sounds *vroom, vroom, vroom...*) *Girls are riding bikes.* (All girls will show the motion of riding a bike.) *Boys are rowing a boat.* (All boys will show the motion of rowing a boat.) *I am going to school. I am riding on a bus*. (Students show they are getting on a bus, sitting there and looking out the window.) Reading: Put pictures of different vehicles on the board. Give students a bag of words for car, boat, bus, bike, train, and airplane. Students will go to the board to place the word card in front of the corresponding picture. This can be done individually, in small groups, or in whole class situation. Teacher may also call out the name of the objects and students hold up the corresponding cards. Presentation: T: (Addressing S1, 2, 3 etc.) _____ [Student name] *Tell us about your car.* S1: (Describes car to class) *This is my car. It has 4 wheels.* *These wheels are circles.* *My car does/does not have any engine.* *It goes fast/slow.* *I like/dislike my car.*

Teacher Reflection on Lesson 5 - *My Own Car*	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	