

CITY TRANSPORTATION

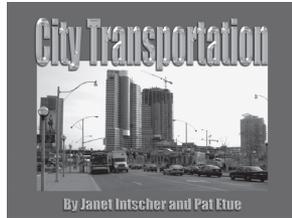
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Genre - Report

Set 20 - 553 Words

Building Anticipation - Setting the Context

When you have to go from one place to another how do you get there?

List responses on chart paper. What are some unusual ways of traveling? Introduce the word *transportation*. Look at the small words in it. Underline the root word *transport* and look it up in the dictionary.



Introduction

Tell the students that in the book, *City Transportation*, they will learn about different kinds of transportation. Have the students turn to the Table of Contents. Discuss the kinds of transportation that students have experienced. When did they travel this way? Look in the Index and talk about its use. Read two pages together and ask children to read the book to learn about transportation in the city.

Discussion - Book Talk

Right there questions:

- What important piece of equipment must cyclists always use?
- What are some things people have to do to go on the bus?
- How are cable cars powered?
- How fast is the GO train able to travel?
- Name some emergency vehicles that are found in the city.
- What type of transportation travels under the ground?
- What type of transportation travels on water?

Think and search questions:

- What is one of the more expensive ways to travel in the city?
- What do you do when you *hail* a taxi?
- Tell the most unique fact you learned about the ferry.
- What do you need to have in order to ride the bus?
- What kind of transportation is called an *air ambulance*?
- How is a person in a wheelchair able to travel in the city?

On your own questions:

- Can you think of anyone else besides a bus rider who uses a timetable?
- Why shouldn't you walk across the street when an ambulance is coming?
- Why would someone take more than one form of transportation to get to work?
- There are many forms of transportation in the city. How does this help people?
- Are there any negative effects of having so many transportation choices in a city?
- Do you think it would be easy to have your own car in the city? Why or why not?

Creative Response – Independent Practice

Categorize

Use the reproducible master to sort the types of transportation in the book under the following categories: *Land, Water, Air, Underground*. Add new ones to the lists. Try to think of other categories, i.e., wheels, no wheels etc.

Writing Workshop

Divide a piece of paper in half. On one half print, *I have traveled by ____*. On the other half print, *I would like to travel by ____ because ____*. Share these with the group or a partner.

Guest Speaker

Invite a bus driver, a pilot, a taxi driver, etc. as a guest speaker. Have students prepare questions for an interview before the guest arrives.

Persuasive Writing.

Do a shared writing activity around a topic such as, *There should only be homework on Monday* and discuss the criteria for persuasive writing. Look at television commercials to see how they persuade. Have students choose their favorite mode of transportation and write a persuasive piece convincing people to use their transportation.

Mural

As a group, draw a large map of two streets intersecting in the city. Draw the buildings, scenery and the forms of transportation in the book and place these on the map. Label the mode of transportation and share with other classes.

Read Aloud and Poetry Connections

City Signs by Zoran Milich, Kids Can Press, 2002.

On the Road by Don Kilby, Kids Can Press, 2003.

Stuart Little by E. B. White, Harper Collins Juvenile Books, 1974.

The Big Book of Trains by Christina Heap, Dorling Kindersley, 1998.

Transportation: Automobiles to Zeppelins by J. English, Scholastic, 1995.

Learning about Language – Focused Teaching

High Frequency Words – work, using, travel

Interest Words - Words in the Index

Word Families and Letter Clusters - *sb* sound in special, station, transportation, shopping

Structural Features of Words - Changing *y* to *i* and adding *es*

Text Features - Illustrations as an aid to assist with understanding the text, photography and art

