**Expert Pack:** Transportation

Submitted by: Providence Public School District

Grade: Kindergarten Date: June 2015

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| **Topic/Subject**  Transportation |
| **Texts/Resources**  Books   1. *On the Go* 2. *This is the Way We Go to School* 3. *The Last Train* 4. *Emergency Vehicles* 5. *Work Trucks* 6. *Getting Around Through the Years* 7. *Travel Then and Now*   Videos   1. Things that Go “Trains For Children” 2. “The Last Train” 3. Things That Go “Fire Trucks”     Other Media   1. <http://www.englishvideolesson.com/1394-modes-of-transportation-song.html> 2. <http://www.globalcitizen.org/Content/Content.aspx?id=eb8d9283-a7ab-4e09-b1eb-c389a1337b11> 3. DK On the Move <http://www.wegivebooks.com>   Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.  *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **Rationale and suggested sequence for reading:**  In the first PPT/song “Modes of Transportation” students are introduced to the ways to get from one place to another. The next resource, “*This is the Way We Go to School,”* is a book that provides students with an understanding that other children go to school in many different ways. Students will then view dynamic web-based photographs, in “Global Citizen,” that show children around the world traveling to school. The next resource, *On the Go*, is a book that highlights transportation by land, sea and air. After building the foundation for modes of transportation students will dig deeper into their study of trains with “Trains For Children” introducing many types of trains. In keeping with trains, *The Last Train* is a nostalgic children’s story about the bygone era of trains. “The Last Train” is a song performed from the previous text with accompanying music video depicting real footage and illustrations. *On The Move* brings students back, re-igniting interest in exploring more modes of transportation. The next resource in this Expert Pack is a video titled, Things That Go, “Fire Trucks” which gives students information about various emergency vehicles. The next two book resources, *Emergency Vehicles* and *Work Trucks* highlight transportation for utility and service. The expert pack culminates with a historical progression of transportation from the book, *Getting Around Through the Years and Travel Then and Now* leaving students with a wondering about future travel. |
| **The Common Core Shifts for ELA/Literacy:**   1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. *Building knowledge through content-rich nonfiction*   Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**   1. ***Read closely to determine what the text says explicitly and to make logical inferences from it*;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. ***Determine central ideas or themes of a text*** *and analyze their development*; summarize the key supporting details and ideas. 3. **Read** **and comprehend complex literary and informational texts independently and proficiently** |

**Annotated Bibliography**

and suggested sequence for reading

**N/A “Modes of Transportation”**

Author: Unknown

Genre: Video/Song

Length: 1:17 minutes

Synopsis: PPT that plays rhyming tune with modes of transportation matching pictures and words.

Citation: Modes of transportation [Video file]. (n.d.). Retrieved May 23, 2015, from <http://www.englishvideolesson.com/1394-modes-of-transportation-song.html>

Cost/Access: $0.00

Recommended Student Activities: Rewatch video and sing along.

**450L *This is the Way We Go to School***

Author: Laine Falk

Genre: Informational text- clear headings and glossary

Length: 24 pages

Synopsis: Students learn how children around the world go to school.

Citation: Falk, L. (2010). *This is the way we go to school.* New York: Children’s Press.

Cost/Access: $6.95

Recommended Student Activities: Pop Quiz

**N/A Global Citizen**

Author: Unknown

Genre: Web photographs

Length: 20 slides

Synopsis: Thought-provoking pictures of the trips some children take to school around the world.

Citation: Global Citizen (n.d.). Retrieved May 23, 2015, from <http://www.globalcitizen.org/Content/Content.aspx?id=eb8d9283-a7ab-4e09-b1eb-c389a1337b11>

Cost/Access: $0.00

Recommended Student Activities: Wonderings

**480L *On the Go***

Author: Ann Morris

Genre: Informational text

Length: 29 pages

Synopsis: This book illustrates how people across the world move over land, sea and air.

Citation: Morris, A. (1990). *On the go.* New York, NY: HarperCollins.

Cost/Access: $6.99

Recommended Student Activities: Wonderings

**N/A Things that Go “Trains For Children”**

Author: Unknown

Genre: Informational video

Length: 2:28 minutes

Synopsis: This video teaches about the different kinds of trains.

Citation: Things that go [Video file}. (n.d.). Retrieved May 23, 2015, from <https://www.youtube.com/watch?v=Ty8uibvScnk>

Cost/Access: 0.00

Recommended Student Activities: Wonderings

**650L** “**The Last Train”**

Author: Gordon Titcomb

Genre: Poetry

Length: 32 pages

Synopsis: Based on a song, this is a tribute to a bygone era when everyone traveled by train.

Citation: Titcomb, G. (2010). *The last train.* New York, NY: Roaring Brook Press.

Cost/Access: $13.35

Recommended Student Activities: Quiz maker

**N/A “The Last Train”**

Author: Gordon Titcomb

Genre: Informational video

Length: 3:18 minutes

Synopsis: This is a video/song that pairs with the text *The Last Train.*

Citation: The Last Train. [Video file}. (n.d.). Retrieved May 23, 2015, from [http://www.schooltube.com/video/ac8c35a4f7cd4b35b57b/THE%20LAST%20TRAIN,%20by%20Gordon%20Titco mb](http://www.schooltube.com/video/ac8c35a4f7cd4b35b57b/THE%20LAST%20TRAIN,%20by%20Gordon%20Titco%09mb)

Cost/Access: 0.00

Recommended Student Activities: Picture of Knowledge

**N/A *On the Move***

Author: DK Publishing

Genre: Informational text

Length: 32 pages

Synopsis: This book explores the world of vehicles and transportation (must create a free account to access the online book).

Citation: Retrieved May 23, 2015, from <http://www.wegivebooks.org/books/dk-readers-on-the-move>

Cost/Access: 0.00

Recommended Student Activities: Quiz Maker

**N/A Things That Go “Fire Trucks”**

Author: Unknown

Genre: Informational video

Length: 1:58 minutes

Synopsis: This sound-filled informational video of emergency vehicles responding to emergencies.   
 Includes labeled vocabulary.

Citation: Things that go [Video file}. (n.d.). Retrieved May 23, 2015, from <https://www.youtube.com/watch?v=Odqyo8NG4Dg>

Cost/Access: 0.00

Recommended Student Activities: Wonderings

**800L**  ***Emergency Vehicles***

Author: Penelope Arlon

Genre: Informational text

Length: 32 pages

Synopsis: A book filled with facts and pictures of rescue vehicles hard at work. The book has clear layouts, simple words and word-picture relationships.

Citation: Arlon, P. (2013). *Emergency vehicles.* New York, NY. Scholastic Reference.

Cost/Access: $7.99

Recommended Student Activities: Picture of Knowledge

**700L *Work Trucks***

Author: Trace Taylor

Genre: Informational text- with captions

Length: 20 pages

Synopsis: This book illustrates different types of trucks and the materials they move.

Citation: Taylor, T. (2008). *Work trucks.* USA: American Reading Company.

Cost/Access: $7.50

Recommended Student Activities: Quiz Maker

**670L** ***Getting Around Through the Years***

Author: Clare Lewis

Genre: Informational text

Length: 24 pages

Synopsis: Students will learn how transportation has changed since the 1950’s.

Citation: Lewis, C. (2015). *Getting around through the years.* Portsmouth, NH: Heinemann.

Cost/Access: $13.00

Recommended Student Activities: Quiz Maker

**740L** ***Travel Then and Now***

Author: Bobbie Kalman

Genre: Informational text

Length: 24 pages

Synopsis: This book has historical photographs, artwork and text to help readers compare and contrast transportation from past to present.

Citation: Kalman, B. (2014). *Travel then and now.* Ontario: Crabtree Publishing.

Cost/Access: $7.95

Recommended Student Activities: A Picture of Knowledge

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades K-2

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. This includes the order in which various activities (steps) take place. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access each text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary as you build student interest and engagement in the topic.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=788), giving students access to the resources in the text set can help build their knowledge and vocabulary prior to engaging with the anchor or primary text, as can access to the resources alongside subsequent reads of the anchor text. The “juicy sentence” discussion is a strategy developed by Dr. Lily Wong Fillmore to help students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. Teachers should use the [juicy sentence guidance](https://achievethecore.org/page/3160/juicy-sentence-guidance) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high-volume of reading to build knowledge.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

*Options for this step include:*

* Have the teacher model the first read of a text or resource.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing orprovide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
  + Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.
* Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

**Text Complexity Guide**

*Emergency Vehicles* by Penelope Arlon

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420 -820L

4-5 band 740 -1010L

6-8 band 925 - 1185L

9 -10 band 1050 – 1335L

11 – CCR 1185 - 1385

NC 800 L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The purpose of this informational text is to introduce young readers to the different types of emergency vehicles on land and sea. There are examples of who/what these vehicles transport and how they operate.

The structure is supportive to the content. There are many illustrations, labels, graphics and captions used to develop understanding of the different emergency vehicles and their uses.

Despite the strong structural support, the vocabulary in this book is somewhat complex. Some of the language is subject-specific including vehicle and apparatus.

The subject matter is moderately complex. There are vehicles that the students will be familiar with. However, it is dependent upon the students’ demographics and background knowledge.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* The vocabulary will be challenging. Pre-teaching vehicle specific words with picture representation will increase understanding.
* It is recommended to use this book as a read aloud, with teacher thinking aloud, questioning and identifying information gained through the various text features.
* Determine prior knowledge (taking into consideration demographics of your school) of vehicles that students are familiar with before the first reading.
* Re-read to improve overall comprehension and author’s purpose for writing.

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Grade: Kindergarten Date: June 2015

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**
2. Read each selection in the set, one at a time.
3. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
4. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Title** | **Write, Draw, or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “Modes of Transportation” | The illustrations on this video show students some basic modes of transportation. |  |
| 1. “This is the Way We Go to School” | Children travel to school using a variety of different modes of transportation. | This resource focuses on ways students travel to school and is divided into three sections. Students travel on tracks and wheels, over water and snow and on animals and by foot. The book depicts a map of the locations where the photographs were taken. |
| 1. Global Citizen | Photographs depict 20 different unique journeys children around the world take to school. | These photographs show that students around the world travel to school in different ways across both land and water. |
| 1. *On the Go* | Photographs depict variety of ways people move from place to place. It covers travel by land, sea and air. | This text introduces the various reasons why people travel from one place to another. It may be to visit friends, run errands, to get to work or simply play. |
| 1. *Things that Go* “Trains For Children” | Freight trains haul cargo for a variety of reasons. | Introduces the concept that freight trains move cargo of different types and for different purposes. |
| 1. *The Last Train* | Train travel was a very popular way to travel. | Train travel played an important part in history and connected many parts of the country. |
| 1. “The Last Train” | Integrates live footage and illustrations from the book, *The Last Train*. Portrays the life of a railroad worker. | Shows real train footage in combination with illustrations depicting life of a railroad worker. |
| 1. *On the Move* | Vehicles move in different ways and can be recognized by distinctive sounds. | Different types of vehicles move differently and make different sounds. |
| 1. *Things That Go* “Fire Trucks” | Fire trucks travel quickly to help people. Then firefighters use special equipment to put out fires. | Fire trucks respond in emergencies to help people. |
| 1. *Emergency Vehicles* | There are many types of emergency vehicles that operate on land and on sea. Explore how they do what they do. | There are many different types of emergency vehicles (not only fire trucks). This book explores what they transport and how they operate. |
| 1. *Work Trucks* | Work trucks help to move products, people and larger vehicles. | This books shows work trucks hauling a variety of materials. |
| 1. *Getting Around Through the Years* | Transportation is continually evolving and technology and weather play an important role. | How transportation has changed in living memory. |
| 1. *Travel Then and Now* | Travel has changed dramatically throughout history. | This resource shows how people traveled in the past and present. |

1. **Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

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| **Title** | **Six Vocabulary Words & Sentences** |
| “Modes of Transportation” | **car, modes, truck, feet, transportation, bike**  Some children ride in a **car** with their parents to school.  People use different **modes** of transportation to get where they need to go.  The garbage man drives a big **truck** to pick up the trash.  We put socks and shoes on our **feet** each day.  **Transportation** of people and goods can be accomplished in many ways.  A **bike** has two wheels, two handlebars, and two pedals. |
| *This Is the Way We Go to School* | **boat, bus, pedicab, snowmobile, bicycle, subway**  Children travel on the water in a **boat** to school.  Most children ride a yellow **bus** to school.  A **pedicab** has three wheels and moves like a bicycle.  In the winter, some children ride on **snowmobiles**.  A **bicycle** is a fun way to get to school.  Underground trains, called **subways,** take children to school. |
| Global Citizen | **buggy, meander, trek, horseback, row, hike**  Children ride in a **buggy** with wheels pulled by a horse.  The children zigzag back and forth as they **meander** to school.  Some students have to **trek** long distances on their way to school.  **Horseback** riding has long been a mode of transportation.  When using a boat without a motor, you must **row** to make the boat move.  Some students must **hike** long distances in the wilderness to school. |
| *On the Go* | **travel, pedal, animals, wheels, motor, carry**  We **travel** from one place to another in many ways.  I push the **pedals** on my bike to make it go.  **Animals** like horses and oxen take us from place to place.  **Wheels** make moving easier.  A **motor** makes wheels move faster.  People **carry** things in their hands and on their backs. |
| *Things That Go* “Trains For Kids” | **long distance trains, maglev trains, rapid transit trains, metro, monorail, model train**  **Long distance trains** carry people.  **Maglev trains** float on magnets.  People move around the city on a **rapid transit train**.  People travel underground on the **metro train**.  The **monorail** is a train with only one track.  A toy train is called a **model train**. |
| *The Last Train* | **town, iron, drove, shone, rusty, souvenirs**  A train will go from one **town** or city to another with people and freight.  The railroad tracks are made of **iron**.  The conductor **drove** the train across the country.  The railroad tracks **shone** when they were used frequently.  The railroad tracks became **rusty** when they were not used.  People bring **souvenirs** home to remember a trip or experience. |

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| “The Last Train” | **boarded, grandad, tickets, silver, riding, flatten**  The windows of buildings are **boarded** up when they are not in use.  A **grandad** is another word for grandfather or grandpa.  Passengers need **tickets** to ride on a train.  The railroad tracks were the color of **silver** when they were new.  The people were **riding** on the train to get to their next destination.  A train will **flatten** a penny on the tracks when it rolls over it. |
| *On the Move* | **highway, tractors, field, helicopters, sail, submarine**  Cars and trucks travel fast on the **highway**.  **Tractors** help farmers plant and harvest their crops.  The farmer plants crops in the **field**.  A **helicopter** has a propeller on top and flies through the air.  A boat can **sail** on the water.  A **submarine** is a boat that dives underwater and comes back to the surface. |
| *Things That Go* “Fire Trucks” | **flashing, sirens, firefighters, nozzles, ladder, hydrant**  The **flashing** lights warn cars and people to get out of the way.  The **sirens** make loud noise so that people know a fire truck is coming.  The **firefighters** work together to put out fires and help people.  The firefighters point the **nozzle** of the hose toward the fires.  Sometimes firefighters need a **ladder** to do their work up high.  Water comes from the fire **hydrant** through the hose. |
| *Emergency Vehicles* | **emergency, vehicles, rescue, passenger, arriving, weather**  When there is an **emergency** you need to help right away.  Many different types of **vehicles** respond in an emergency.  Firefighters **rescue** people from burning buildings.  **Passengers** are people who travel in or on a vehicle.  The train was **arriving** on time at the station.  Sometimes **weather** causes planes to arrive late. |
| *Work Trucks* | **work, trucks, deliver, collect, load, haul**  Some people use vehicles to help them **work**.  **Trucks** help us get big, heavy jobs done.  The mailman **delivers** mail to our houses.  Garbage trucks **collect** trash from neighborhoods.  We can **load** people and things into trucks.  An eighteen wheeler can **haul** a house. |

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| *Getting Around Through the Years* | **history, memory, journey, astronaut, vacation, harmful**  When we study **history**, we study people and events of the past.  A **memory** is an event you remember from the past.  We would like to go on a **journey**, or a trip to a far away place.  An **astronaut** works in space wearing a helmet and a big white suit.  We went on a family **vacation** to Hawaii last year.  The sun’s rays are **harmful** to your skin. |
| *Travel Then and Now* | **voyage, commuter, trailer, fuel, invent, space shuttle**  People took long **voyages** across the ocean.  People **commute** to work every day.  **Trailers** are vehicles without motors.  Most forms of transportation require **fuel**.  Cars were **invented** before trucks.  **Space shuttles** are aircraft that travel into space. |
| Sensational Six | **Transportation, history, vehicles, travel, passengers, haul** |
| Summary:  **Transportation** methods have changed drastically over the course of **history.**People all over the world use many different **vehicles** to **travel** to and from local places to those faraway. Not only do people travel as **passengers**, but many types ofcargoare **hauled** to different locations by cars, trucks, trains and planes. Technology and weather are helping to improve safety when moving around our world. | |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for *Travel Then and Now;* “The Last Train”; *Emergency Vehicles*)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read *Travel Then and Now* and talk to each other about what you put in each quadrant.

1. **Quiz Maker** (Recommended for “The Last Train” *Getting Around Through the Years; On The Move; Work Trucks*)

* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

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| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |

1. **Wonderings** (Recommended for “Global Citizen”; *On The Go;* Things That Go “Trains for Children*”;* Things That Go “Fire Trucks”)

On the left, track things you don’t understand from the article as you read.

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| I’m a little confused about: | This made me wonder: |
|  |  |

On the right side, list some things you still wonder (or wonder now) about this *topic.*

1. **Pop Quiz** (Recommended for *This Is the Way We Go to School*)

Answer the following questions.

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| **Question** | **Possible Answer** |
| 1. How does a pedicab work? | A pedicab has three wheels and a person sits in the back and pedals to make it go. |
| 1. What are two types of vehicles that move over tracks? | Trains and subways are two types of vehicles that move over tracks. |
| 1. Name the type of vehicle that travels across snow and is used to transport children to school. | A snowmobile travels across snow and takes children to school. |
| 1. Name two animals that can transport people or can haul goods from one place to another. | Horses and donkeys can transport people or carry goods from place to place. |

**Expert Pack:** Transportation

Submitted by: Providence School District

Grade:  Kindergarten Date:  June 2015

Expert Pack Glossary

**“Modes of Transportation”**

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| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Bike | Bike means a short word for bicycle. Many kids ride on bikes with their friends. |
| Car | Car means a vehicle with four wheels and an engine that can carry a small number of people on the road. We ride in a car to get to the store. |
| Feet | Feet means more than one foot. A child has two feet.  . |
| Modes | Mode means a type of something (such as transportation). One mode of transportation is a car. |
| Transportation | Transportation means a way of traveling from one place to another place. Many people use an airplane as a means of transportation when they travel a long distance. |
| Truck | Truck means a piece of equipment with wheels and handles that you push or pull to move heavy things. A truck can help you move very heavy boxes or large pieces of furniture. |

***This is the Way We Go to School***

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| *Word* | *Student-Friendly Definition* |
| Bicycle | A bicycle means bike, with two wheels that you ride by pushing its pedals with your feet. I have a bicycle I ride after school. |
| Boat | Boat means a small, open vehicle for traveling on water. People go fishing in a boat on the lake. |
| Bus | Bus means a large vehicle that is used for carrying people especially along the same road at the same time. Many people ride on the city bus to get to work downtown.. |
| Pedicab | A pedicab is like a bicycle built for three, one pedals and the other two get to ride. Pedicabs are popular in Asia. |
| Snowmobile | Snowmobile means a small powered vehicle used for traveling through or over snow. Snowmobiling is great fun in the winter when there is a lot of snow on the ground. |
| Subway | Subway means a system of underground trains in a city. We take the subway when we visit family in New York City. |

**“Global Citizen”**

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| *Word* | *Student-Friendly Definition* |
| Buggy | Buggy means a small carriage with four wheels that is pulled by a single horse. Before we had cars and trucks, people traveled around in a buggy pulled by their horses. |
| Hike | Hike means to take a long walk in the country for fun or exercise. We like to take long hikes into the forest and mountains on the weekend. |
| Horseback | Horseback means on the back of a horse. Before cars were invented, many people traveled by horseback. |
| Meander | Meander means to have a lot of curves instead of going in a straight line. A river meanders around bends along the river bank. |
| Row | Row means to move a boat forward using oars. They rowed the boat all the way across the lake to have a picnic on the island. |
| Trek | Trek means to walk usually for a long time. The trek to the top of the mountain was hard. |

***On the Go***

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| *Word* | *Student-Friendly Definition* |
| Animals | Animal means a living thing that is not a human or plant. An elephant is a large animal. |
| Carry | Carry means to move something while holding it. I help carry groceries into the house after food shopping with my family. |
| Motor | Motor means a machine that produces motion or power for doing work. A car will not move without the motor giving it power. |
| Pedal | A pedal is a flat piece of rubber and metal you push by foot to make a machine move, work or stop.. I need to pedal my bike to make it go fast. |
| Travel | Travel means to go on a trip or journey. Many families travel on vacation in the summertime. |
| Wheels | Wheel means one of the round parts underneath a car, bus, train, wagon, etc. …that rolls and allows something to move. I have two big wheels on my bike to help me go fast. |

**Things That Go “Trains For Kids”**

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| *Word* | *Student-Friendly Definition* |
| Cargo | Cargo means something that is carried from one place to another by boat, airplane, or truck. The ship was carrying a cargo of bananas. |
| Containers | Container means an object like a box that can hold something. I like to put my extra buttons in a small container. |
| Countryside | Countryside means land that is away from big towns and cities. We can see animals such as cows when we drive through the countryside. |
| Engines | Engine means a machine that changes energy (burning fuel) into mechanical motion. A car has a four-cylinder engine. |
| Factory | Factory means a building or group of buildings where things are made by machines and people. She has a job in the jewelry factory making necklaces. |
| Goods | Goods means things that are made in order to be bought or sold.  The store sells a variety of goods such as milk and bread. |

***The Last Train***

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| *Word* | *Student-Friendly Definition* |
| Drove | Drove means to take someone or something to a place in a car, truck or other vehicle.  I drove her to the train station this morning. |
| Iron | Iron means a heavy type of metal  Bars and chains are made of iron. |
| Rusty | Rusty means covered with rust.  Nails will become rusty when left out in the rain. |
| Shone | Shone means to look shiny..  He polished the silver until it shone. |
| Souvenirs | Souvenirs means something kept as a reminder of a place, event, or friendship..  When I went to the Super Bowl, I kept my ticket stub as a souvenir. |
| Town | Town means a place where people live that is larger than a village but smaller than a city.  My family lives in the town of Jackson, Florida. |

**“The Last Train”**

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| *Word* | *Student-Friendly Definition* |
| Boarded | Boarded means to get on a train, boat, etc.  The passengers have all boarded the ship and are waiting to leave on a cruise. |
| Flatten | Flatten means to make something flat or flatter.  You need to flatten a ball of dough to make a pizza. |
| Granddad | Granddad means a grandfather.  My granddad is my father’s dad. |
| Riding | Riding means the activity of riding a horse, bicycle, motorcycle, etc.  Many people enjoy riding bikes. |
| Silver | Silver means a soft grayish-white metal that is very valuable and is used to make jewelry, coins, knives, forks and many other things.  Women like to wear bracelets made of silver. |
| Tickets | Tickets are a piece of paper that allows you to see a show, participate in an event, or travel on a vehicle.  Movie theaters collect tickets before you see the movie. |

***On the Move***

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| *Word* | *Student-Friendly Definition* |
| Field | Field means a wide area of open land without trees or buildings.  Farms have many fields.. |
| Helicopter | Helicopter means an aircraft that can stay in the air without moving forward and that has metal blades that turn around on its top.  The nightly news reporter sometimes watches traffic on the highways in helicopters in the sky. |
| Highway | Highway means a main road that connects cities, towns, etc.  Highway 95 connects Rhode Island to Florida. |
| Sail | Sail means to travel on water in a ship or boat.  He sailed around the world on a cruise ship. |
| Submarine | Submarine means a ship that goes totally underwater.  The submarine can’t be seen by an enemy ship. |
| Tractors | Tractor means a short, heavy truck that is designed to pull a large trailer.  The farmer pulled his hay wagon with the tractor. |

**Things That Go “Fire Trucks”**

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| *Word* | *Student-Friendly Definition* |
| Firefighters | Firefighter means a person who works to put out fires.  A firefighter’s job is very dangerous. |
| Flashing | Flashing means to shine or give off a quick burst of bright light. .  A car might be seen flashing its lights if the driver needs help. The police car had flashing lights. |
| Hydrant | Hydrant means a pipe usually near the side of a street that has water for putting out fires. .  Every street has red fire hydrants to use in case of a fire. |
| Ladder | Ladders are used for climbing. They are made out of two long pieces of wood or metal or rope with a series of steps between them.  Firefighters will use the ladders on the trucks to reach the top floors of burning buildings. |
| Nozzles | Nozzle means a small tube on the end of a pipe or hose to control the way a liquid or gas flows out.  The nozzle at the end of the hose can be turned to make the water come out fast. |
| Sirens | Siren means a piece of equipment that makes a loud, high-pitched warning sound.  Police cars and ambulances use sirens to let traffic know they are coming. |

***Emergency Vehicles***

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| *Word* | *Student-Friendly Definition* |
| Arriving | Arriving means to reach a place after traveling..  We had dinner before arriving at the station. |
| Emergency | Emergency means a dangerous situation where someone needs help right away..  Her quick thinking in an emergency saved the baby’s life. |
| Passenger | Passenger means a person who is traveling from one place to another in a car, bus, train, ship, airplane, etc., and who is not driving or working on it.  There were two passengers in the car with the driver. |
| Rescue | Rescue means to save someone or something from danger.  A fireman rescued three children from the burning building. |
| Vehicles | Vehicle means a machine that is used to carry people or things from one place to another.  The vehicle’s driver was hurt in the car crash. |
| Weather | Weather means the temperature and other outside conditions.  The weather today will be hot and dry. |

***Work Trucks***

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| *Word* | *Student-Friendly Definition* |
| Collect | Collect means to get things from different places and bring them together.  They hope to collect over 1,000 dollars to support Special Olympics. |
| Deliver | Deliver means to take something to a person or place.  The mail carrier delivers the mail to my house everyday. |
| Haul | Haul means to have to pull or drag something.  We used buckets to haul water up from the river. |
| Load | Load means an amount that can be carried at one time.  He picked up the load of firewood and carried it into the house. |
| Trucks | Trucks mean a large motor vehicle used for carrying heavy loads.  He wheeled the boxes onto the truck and brought them into the building. |
| Work | Work means too have or do a job.  I work every afternoon at Burger King. |

***Getting Around Through the Years***

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| *Word* | *Student-Friendly Definition* |
| Environment | Environment means the natural world.  Pollution is bad for the environment. |
| GPS | Global Positioning System means an electronic system in a car that tells you how to get to places.  My GPS system gives me directions so I know how to drive to new places. |
| Hybrid | Hybrid means a car with an engine that can run on two different fuels, usually gasoline and electricity.  A hybrid car can use both electricity and gasoline. |
| Maps | Maps mean a picture or chart that shows the rivers, mountains, street, etc., in an area.  We can find where many countries are on the map. |
| Memory | Memory means remembering what has been learned.  He began to lose his memory as he grew older. |
| Pollution | Pollution means the process of making land, water, air, etc., dirty and not safe to use.  The fish are dying from pollution in the river. |

***Travel Then and Now***

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| *Word* | *Student-Friendly Definition* |
| Commuter | Commuter means one who travels between two places, usually home and work.  Many commuters take the subway to work every day. |
| Fuel | Fuel means anything such as wood or gasoline that is burned for energy.  My car takes 12 gallons of fuel to fill the tank. |
| Invent | Invent means to make something for the first time.  Thomas Edison invented the phonograph. |
| Space shuttle | Space shuttle means a spacecraft made to carry astronauts and their equipment back and forth between the Earth and space.  The space shuttle will launch from Cape Canaveral in Florida. |
| Trailer | Trailer means a very large metal container that can be pulled by a car or truck. People can live or work in a trailer. It can also be used to move things.  We parked our trailer next to the lake for the summer. |
| Voyage | Voyage means a long trip by air, land, or sea or in space.  The author of the story, wrote about many voyages in the South Seas. |