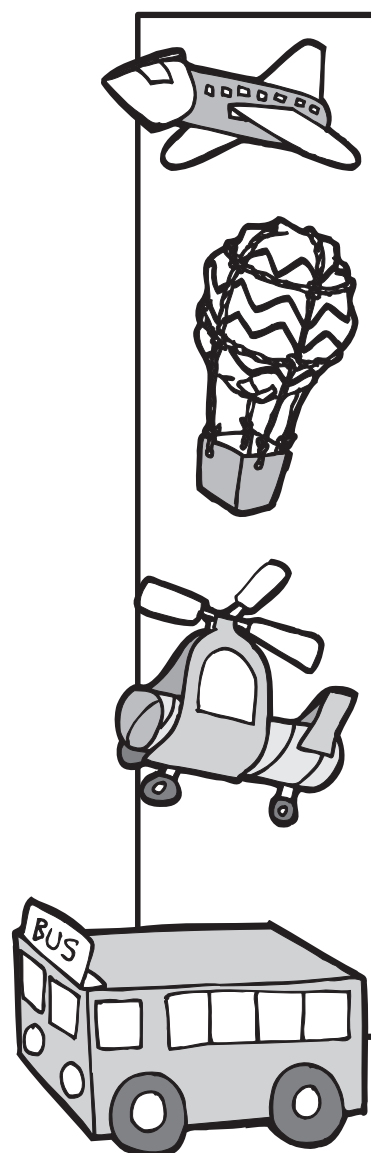


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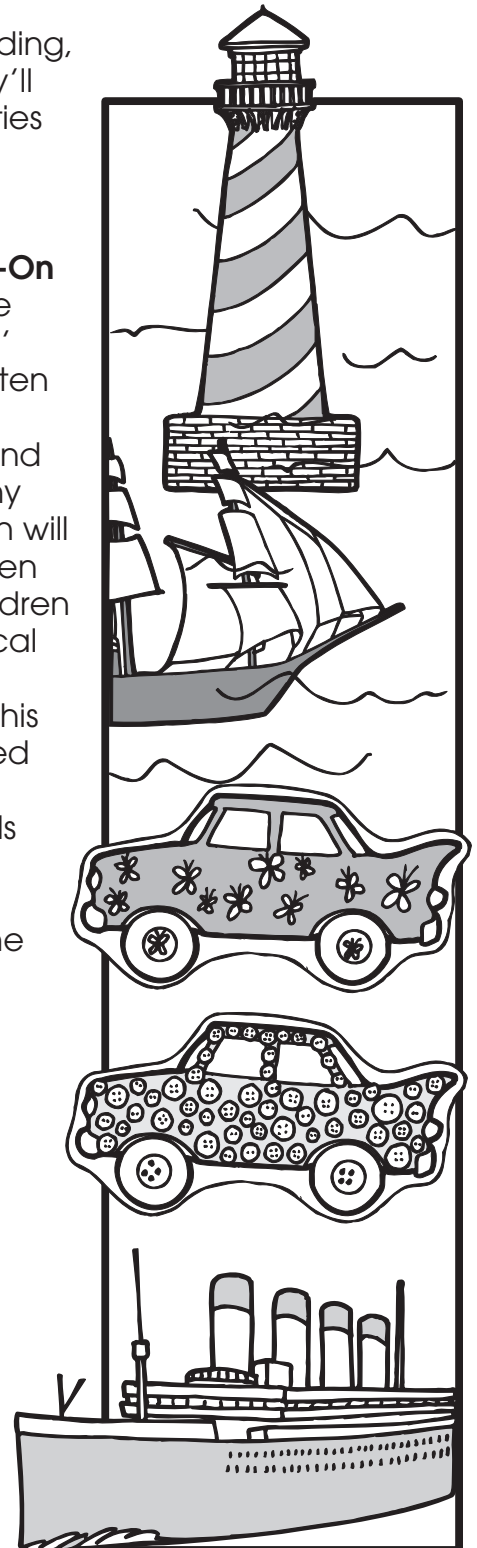


Introduction: Why Transport?

Planes, trains and cars fascinate most children. With the activities in this book, your students will learn about the exciting world of transport, while practising writing, reading, maths, research, performance and speaking skills. They'll interview a vehicle and much more. Most of the activities in this book can be simplified for younger students or extended for upper year levels.

Terrific Transport! is divided into four parts and a resource section. Through a variety of activities, **Hands-On Discoveries** will help answer questions such as 'How are vehicles named?' and 'What did early boats look like?' Worksheets with a special car icon have directions written specifically for the children.

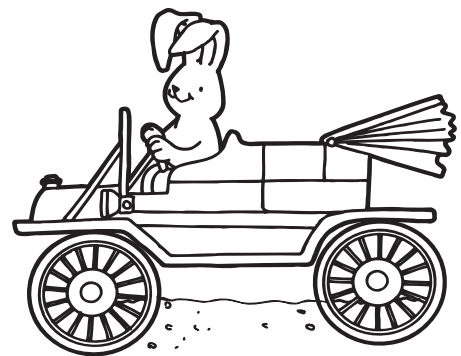
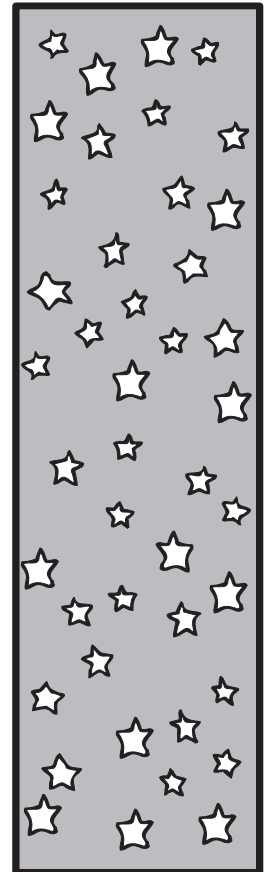
Nonfiction Book Links feature speaking, writing and reporting activities based on nonfiction resources. Many activities are accompanied by helpful handouts, which will lead the children through the research procedure. When research is required, you have the option of letting children look for the facts needed in your classroom, school, local library or on the Internet. Or use the 'Super-Duper Fact Cards' located in the resource section at the back of this book. These cards list information for 16 transport-related subjects. You can copy the cards onto neon-coloured paper, laminate and cut them out. Then store the cards in a box for children to choose from when doing their research. These cards also provide an opportunity for younger children to participate in research projects. The research is provided for them on easy-to-read cards.



The **Fiction Book Links** section uses chapter books and storybooks to introduce information about transport. This section's activities, projects and language extensions help children see connections between vehicles and the world around them. Each 'link' also includes a tongue twister. You can challenge children to create their own twisters from the transport facts and words they've learned. Also included in this section are decorating suggestions (called 'setting the stage') for each particular book. Creating a book-friendly environment in the classroom will encourage children to read on their own for fun.

It's Show Time! presents new songs sung to old tunes. The songs can be photocopied and given to the children to learn. If you want to hold a performance, write each performer's name on the program page and distribute the copies to your audience. Consider having the children make costumes to go with the songs. (Both costumes require a bit of adult help. For the car and submarine costume, cut the top and bottom off each box and poke four holes in each box, two in the front and two in the back, before giving the boxes to the children to paint.)

Three sections in this book end with a 'Super-Duper Project', an activity that uses the information children have learned in the unit. A choral performance is one possible 'Super-Duper' ending for the 'It's Show Time!' section.



Early Boats

Before boats, the first method of transport that people used on water was probably a floating log or tree trunk. Later, people placed branches side by side and tied them together to make rafts. Eventually, paddles were added to help propel the rafts.

Materials:

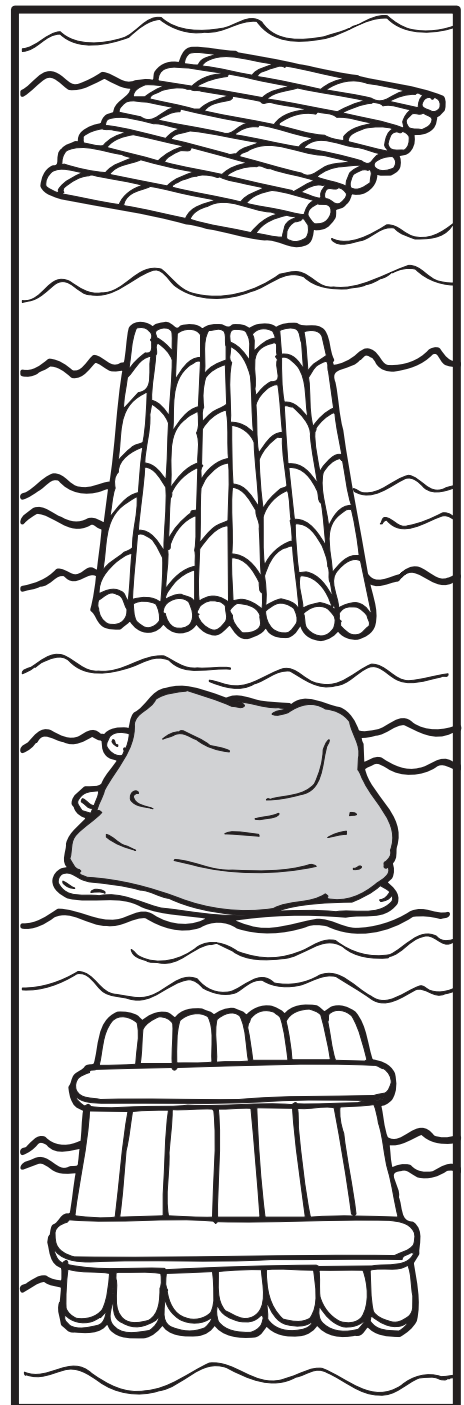
Craft sticks, waterproof glue, straws, clay, water source (water table or dish pan filled with water)

Directions:

1. Have the children pretend they live 10,000 years BC. They have never seen a boat or a raft.
2. Provide craft sticks, glue, clay and straws for the children to use to make their own miniature rafts.
3. Once the glue has dried, let the children test their rafts in the water. If the rafts don't float, the children can experiment again with new designs.
4. Display the completed rafts and boats on a table with boat-themed reading materials.

Boat information to share with the children:

- Dugouts were the first real boats. They were made by hollowing out a split tree, either by burning out the wood or gouging it out with stone tools.
- Quffas were round basket boats. These boats were used on the Euphrates River in Babylonia.
- Skin boats were used around 5000 BC. Animal skins were sewn together and stretched over a frame of branches or basketwork.



How Vehicles Are Named

Vehicles have gained their names many different ways. Some vehicles are named after their inventors, such as the railway sleeping cars named after the designer George Pullman. Other vehicles are named to describe what they are made of, such as skin boats, which were made from animal skins. Other vehicles are named for their purpose, such as lifeboats or their skill, such as the Wright Brothers' plane, the *Flyer*. Today, manufacturers give their vehicles names to differentiate them from similar vehicles.

Materials:

'Naming Vehicles' Hands-On Handout (p. 10), pens or pencils

Directions:

1. Photocopy a handout for each child.
2. Discuss the fact that vehicles have gained their names in many different ways. If a child were to invent a new vehicle, it might be named after him or her!
3. Give each child a chance to name a vehicle by looking at the vehicles on the hands-on handout and coming up with new names for each one.
4. Once the children have finished filling out the sheet, let them share their ideas with the class.

Book Link:

- *Dorling Kindersley Visual Timeline of Transport* by Anthony Wilson (Dorling Kindersley, 1995).

