

Tangles Tunes: On The Move

Grade Level: Pre-K - 3

Content Areas: Language Arts, Social Studies, Art, Technology and Music

Time Frame: 60 minutes

MATERIALS

Tangles Tunes: On The Move books

Research materials or Computer with internet

Art materials to write their stories Crayons

OBJECTIVES

Students will:

- Discuss modes of transportation in the community and others found throughout the world
- Identify modes of transportation in the community and others found throughout the world
- Research different safety procedures for modes of transportation

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Transportation - An act, instance, or means of carrying people or goods from one place to another or of being carried from one place to another

Traffic - The movement along a route

Procedures - An action or series of actions for doing or accomplishing something

Safety - Freedom from danger or harm: the state of being safe

FREE SONG

[Click here](#) to download or stream the Tangles Tunes: On The Move songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

PROCEDURES/ACTIVITIES

Preparation:

Start by asking students what they think transportation means.

Ask students the different ways they get to school each day and have them think about different traffic procedures they have to use in order to get to school.

Have students consider why the procedures might be in place.

Lesson Procedure:

1. Read *Tangles Tunes: On The Move* books and have students consider the questions you asked earlier.
2. After you are done reading have the students identify the different forms of land, water, and air transportation. Write them on the board and ask students to come up with other modes of transportation the books didn't mention.
3. As you write the modes of transportation on the board have students brainstorm different traffic procedures each mode of transportation has to take in order to stay safe.
4. Ask students to compare and contrast the different modes of transportation and their different traffic procedures.
5. Have students pick their favorite mode of transportation or the mode that most interests them.
6. For younger students have them draw and write a short story about the mode of transportation. The short story could be about the way the student gets to school and what procedures they have to follow in order to stay safe.
7. Have older students research their mode of transportation and find traffic procedures they did not know existed for their mode of transportation. Have them write a short essay on their findings.



Technology Extension:

Students can use [Little Bird Tales](#) to create a digital story including typed text, illustrations and their voice over the top of the pages. These stories can be done collaboratively as a whole class or small group. They can also be created by individual students.

Language Extension:

As students write their short stories, have them think about putting this into a published story they share with others, including other students within their school and online.

Music and Art Extension:

Have the students listen to Cantata Learning music by [streaming online](#) to get your students moving. This is a wonderful way to encourage movement, music and fun. Talk to the students about using their own bodies as a way of transportation and exercise.

Students can also create a collage on paper of modes of transportation. What forms have they used? What forms do their families use? What forms do they want to use?

Also, have them think about the future of transportation? What does that look like? Students can draw pictures of their future transportation and also tie this into the language extension by writing about it.

Standards:

CCSS.ELA-LITERACY.RI.K.10 - Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-LITERACY.W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.RI.2.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

