

Machines! / ¡Las máquinas! Unit

Grade Level: PreK-2

Content Areas: Language Arts, Art, Science, Math

Unit Timeframe: 45-60 minutes each day for 2-7 weeks

MATERIALS

- Machines! / ¡Las máquinas! books and music
- Chart paper or whiteboard and appropriate markers
- Labeled pictures appropriate for each book



OBJECTIVES

STUDENTS WILL:

- Label pictures of various vehicles in both Spanish and English
- Describe various vehicles and how they help people
- Explain similarities and differences among the vehicles
- create a book about vehicles (one or two pages for each vehicle)

KEY VOCABULARY

Before reading each book, focus on new vocabulary. Read the glossary terms and their definitions while showing pictures for each. Review pictures and words frequently. Create a word wall and add new vocabulary to it.

FREE MUSIC!

Scan our QR code to download or stream the songs from Machines! / ¡Las máquinas!.

Find even more Cantata Learning books and songs at cantatalearning.com.



UNIT PROCEDURE

WEEK ONE:

Focus on vehicles in general, building background. Ask students if they know what a “vehicle” is. Make a list of what kinds of vehicles they know. If they don’t know the word vehicle, give them a hint: cars, trucks, etc. See if they can come up with a list and then a definition, for example, “a thing used for transporting people or goods, especially on land, such as a car, truck, or cart” (from <https://www.dictionary.com/browse/vehicle>).

Have students create a vehicles collage. Give them magazines with pictures of various vehicles to cut out. Depending on the amount of time and number of magazines available, students can work together to create one class collage or work in small groups or independently to create more than one.

Create a class chart and collect and add data: How many wheels do they have? What do they move? How do they help us?

Create a math chart: How many students have ridden in various vehicles?

Create one page about vehicles in general (using a heading or topic sentence, such as “Vehicles make our lives easier.”) with pictures of vehicles at work. Have kids draw and write at least one sentence in L1—label in both languages (as appropriate according to age and abilities). Save the pages to combine with other pages to create a unit book.

Centers: construction sensory table (rocks, sand, toy vehicles), farm/construction/fire station/EMT dramatic play, drawing and writing about vehicles, create maps from model of roads made from blocks, songs and audio books about vehicles, charades or Pictionary with characteristics of vehicles using the new vocabulary.

SUBSEQUENT WEEKS:

1. Each week, focus on one of the books/vehicles. Describe the vehicles: Who drives the vehicle? What does the vehicle carry/move? Where does the vehicle drive?
2. Before reading the books, the vehicle can be introduced with short video clips and/or labeled pictures of the vehicles, focusing on vocabulary from the book.
3. Read the book once through while students listen. Have them listen to what they can hear you say about the specific vehicle. On subsequent readings of the text, make sure to discuss metalinguistic details about the books: How do we do things differently in Spanish and English?
4. Ask students to tell you what they learned about the vehicles and create charts specific to each new vehicle book. (Relate new information about new vehicles back to previously learned information about vehicles in general and other vehicles.)
5. Listen to the song while pointing to pictures in the book or with labeled pictures. For each song, create new movements connected with the language of the song: connect English and Spanish with the movements.
6. Have each student draw a picture of the vehicle doing its job. (Kids should draw and write at least one sentence in L1—label in both languages—or at their ability level.) These pictures and sentences could be added to those about other vehicles to create a book. Emergent literate students who do not yet have the skills to write labels and/or sentences can “pretend write” their book pages at whatever level they are (see <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>). They can then tell their stories to the teacher or another adult who can write down what they say.

LESSON EXTENSIONS

Math Extension: Have students measure how far various vehicles go when rolled down ramps of different sizes. Create a chart to keep track.

Language Extension: Create word walls for students: one can highlight new words in general, another one could highlight cognates (i.e., car/auto, ambulance/ambulancia).

Experience Extension: Invite a firefighter to come to the class and show the kids what they look like in their gear, talk about what to do if there is a fire, and give a tour of the fire truck. Kids are often afraid of firefighters because they can look scary when wearing protective gear, so this kind of exposure can help save lives!

STANDARDS ALIGNMENT

Kindergarten: CCSS.ELA-Literacy.L.K.1.b, CCSS.ELA-Literacy.L.K.1.f, CCSS.ELA-Literacy.L.K.4.a, CCSS.ELA-Literacy.L.K.5.a, CCSS.ELA-Literacy.L.K.6, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.RI.K.7, CCSS.ELA-Literacy.RI.K.10

First Grade: CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.RI.1.4, CCSS.ELA-Literacy.RI.1.6, CCSS.ELA-Literacy.RI.1.7, CCSS.ELA-Literacy.RI.1.9, CCSS.ELA-Literacy.RI.1.10, CCSS.ELA-Literacy.L.1.1.f, CCSS.ELA-Literacy.L.1.1.j, CCSS.ELA-Literacy.L.1.2.d, CCSS.ELA-Literacy.L.1.5.b

Second Grade: CCSS.ELA-Literacy.L.2.1.d, CCSS.ELA-Literacy.L.2.1.e, CCSS.ELA-Literacy.L.2.1.f, CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.RI.2.4, CCSS.ELA-Literacy.RI.2.7