

Ambulances/Ambulancias Lesson Plan

Grade Level: PreK-2

Content Areas: Language Arts, Art, Science

Timeframe: 45-60 Minutes

MATERIALS

- Book and music: *Ambulances/Ambulancias*
- Chart paper or whiteboard and appropriate markers
- Labeled pictures (see Preparation)

OBJECTIVES

STUDENTS WILL:

- pretend to call 9-1-1 and answer basic questions in Spanish and English
- identify emergencies and nonemergencies
- describe what an ambulance does

KEY VOCABULARY

Before reading, focus on new vocabulary. Read the glossary terms and their definitions while showing pictures for each.

emergency—when someone is in danger
emergencia—cuando alguien corre peligro

EMT (emergency medical technician)—a person trained to help people who are hurt or sick
EMT (técnico médico de emergencia)—una persona entrenada para ayudar aquellos que están lesionados o enfermos

siren—equipment that makes a loud warning sound
sirena—equipo que hace un sonido fuerte de alerta

FREE MUSIC!

Scan our QR code to download or stream the songs from *Ambulances/Ambulancias*.

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



LESSON PROCEDURE

PREPARATION:

Before class, print the *Ambulances/Ambulancias* label sheet. Find or print matching pictures to label in both languages.

Ask students what a “vehicle” is. Make a list of what they know about vehicles. If you have created a collage in previous lessons about vehicles in general, refer to it. If they haven’t already talked about ambulances as vehicles, show a picture of an ambulance and see if they know what it is. Make a list of what they already know about ambulances. Ask students to notice all the ways the book describes ambulances as you read to them. If you haven’t already used pictures to talk about the vocabulary words, do that before reading.

ACTIVITY:

1. Read the book once through while students listen. Have them listen for what an ambulance does. On subsequent readings of the text, make sure to discuss metalinguistic details about the books. (What is different in the use of Spanish and English?)
2. Ask students to tell you what they learned about ambulances and make a list. You can use the following questions to prompt them if they need help.
 - Who do ambulances carry? Where do they go? (sick/hurt people, hospital)
 - Who comes in an ambulance to help the sick/hurt people? (EMT)
 - How can you see and hear an ambulance coming? (sirens, lights)
 - How do we call an ambulance if we need one? (9-1-1)

3. Listen to the song while pointing to pictures in the book or labeled pictures. Then listen to the song again and have students sing along.
4. Make a chart of emergencies (call 9-1-1) and nonemergencies (do NOT call 9-1-1).
5. Role play calling 9-1-1 and answering:
“What is the emergency?”
“Where are you?”
“Who needs help?”
6. Have each student draw a picture of an ambulance and EMT helping someone. Have kids add at least one sentence in L1—label in both languages (as appropriate for levels—see Lesson Modifications). These pictures and sentences could be added to those about other vehicles to create a vehicle book.

LESSON MODIFICATIONS AND EXTENSIONS

Lesson Modifications: 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 other adult who can write down what they say.

Geography and Communication Extension: Have students use a map of their town (or a simple version of a town, depending on their skill level) and explain to someone else how to get from various places to the hospital. The other students will follow the directions with an ambulance cutout. Trade jobs and play again.

Experience Extension: Ask an EMT to come to class and show the students the inside of an ambulance. Explain how important it is to only call 9-1-1 in an emergency.

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

Ambulances/ Ambulancias Labels

siren

sirena

EMT (emergency medical technician)

EMT (técnico médico de emergencia)

9-1-1 on telephone

ambulance

ambulancia