



## SUGGESTED ACTIVITIES

### TRANSPORTATION NOW AND THEN: AN ABC BOOK

#### PRE-READING ACTIVITIES

- ◆ Have the students brainstorm and list
  - ◆ as many verbs as they can within a few minutes (for example, walk, run, fly, drive);
  - ◆ as many types of transportation as they can within a few minutes.
- ◆ Have the students make a list of types of transportation – one for each letter of the alphabet. Encourage them to try to think of examples that are different from the ones in book. For example:
  - ◆ A – animals (horse, camel)
  - ◆ B – bus
  - ◆ C – chariot
- ◆ Have the students sort the different types of movement they listed in the previous activity into categories. Examples of categories could include human powered, animal powered, or machine powered; water based, ground based, or air based; for use by an individual, a few people, or a large group of people; and so on.

#### POST-READING ACTIVITIES

- ◆ Revisit and discuss/adjust the pre-reading lists created with the students.
- ◆ Explore the students' thoughts on one or more of the following with regards to transportation: oldest, future, most difficult, most dangerous, fastest, slowest, best/worst for the environment, what their city should have, the one they would like to try.
- ◆ Ask the students to identify a type (or types) of transportation about which they had never heard before.
- ◆ Ask the students what they think is the world's most popular form of transportation.
- ◆ Have students compare the pros and cons of different types of transportation.
- ◆ Have the students identify different types of transportation they have taken themselves, as well as which type(s) they prefer.

To follow are some grade-specific activity ideas to correspond with the book

### **NURSERY/KINDERGARTEN**

- ◆ Have the students make their own class ABC book, each one drawing a picture of a different mode of transportation (and associated with a different letter) from the book. Depending on class size, assign two letters/pictures to students who enjoy/are adept at drawing.
- ◆ Have the students sort the modes of transportation found in the book by
  - ◆ number of wheels;
  - ◆ whether they are used on water, in the air, or on land;
  - ◆ size;
  - ◆ whether they are used to transport people or things.
- ◆ Have the students respond to the questions found in the coloured area at the top of each page of the book.

### **GRADE 1**

- ◆ Have the students answer, and perhaps research, the question found inside the coloured circle on each page.
- ◆ Have the students sort the modes of transportation found in the book onto a graph or a Venn diagram.
- ◆ Have the students sort the types of transportation found in the book by the materials used to construct them (for example, metal, nylon, canvas or leather). Discuss with the students why each material would have been used.

### **GRADE 2**

- ◆ Have the students compare and contrast the “now” and “then” pictures found on each page, considering such things such as clothing, size, shape, materials, and so on.
- ◆ Have the students compare and contrast two vehicles, past and present (for example, the late 19th-century “penny-farthing” bicycle and a modern road bike).
- ◆ Have the students use verbs to describe how each transportation device would move; for example, float, bounce, roll, glide, skim, and so on.

### **GRADE 3**

- ◆ Have the students research each mode of transportation to find out why it was invented, what need was being met.
- ◆ Have the students investigate why a canoe is more tippy than a yacht or a ship.
- ◆ Have the students research what shapes are used in each type of transportation and how these shapes help provide strength and stability.
- ◆ Have the students explore why manufacturers choose the materials they do when building each item.

## **GRADE 4**

- ◆ Have the students graph the modes of transportation shown in the book according to the sound each one makes (for example, loud, quiet, soundless). Encourage the students to determine their own criteria for their graphs.

## **GRADE 5**

- ◆ Have the students research who invented each mode of transportation described in the book. Have them investigate why it was an important invention both at the time as well as for today.
- ◆ Have the students examine the different simple machines used in each type of transportation device described in the book. Display these on a chart.
- ◆ Have the students compare devices that use simple machines to accomplish the same transportation task.

## **GRADE 6**

- ◆ Have the students discuss the pros and cons of flying compared to other modes of transportation shown in the book.
- ◆ Have the students research the flights made by the Wright brothers. They can explore the adaptations made by the brothers after each flight, to improve the design. Contact the Wright Brothers National Memorial in North Carolina via their website at <https://www.nps.gov/wrbr/contacts.htm>.

## **GRADE 7**

- ◆ Have the students identify the internal and external forces that act on each transportation device, and how each force applies stress to the structure.

## **GRADE 8**

- ◆ Have the students research and write about the environmental effects of different modes of transportation.

## **RESOURCES**

### **CHECK OUT THESE TRANSPORTATION RESOURCES ONLINE**

SparkleBox Transport flash cards – <http://www.sparklebox.co.uk/previews/7776-7800/sb7798-transport-flash-cards.html#.WQeXnFKZNp9>

iboard – various activities related to transport <http://www.iboard.co.uk/search?keywords=transport>.

tes – various activities related to the history of transportation <https://www.tes.com/resources/search/?q=transportation%20history>