



Transporting Food

Standard Connection:

- ELA.RL.PK4.9
- ELA.L.PK4.1c
- M.MD.PK4.1
- M.MD.PK4.3
- SS.FC.PK4.9
- SS.OW.PK4.5
- PD.FM.PK4.1
- PD.SHS.PK4.3

Enduring Understanding(s):

- Friends like to do things together and enjoy each other’s company.

Essential Question(s):

- How do you find the resources, information, and support to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Little Red Hen (Makes a Pizza)</i> • <i>Road Builders</i> • <i>Markets Around the World</i> • “The Journey of Rice” (see Resource) • variety of blocks • cardboard boxes • paper • writing utensils • scissors • adhesives (clear tape, masking tape) • images of grocery items mounted on unit blocks • pretend vehicles and animals 	<p>transport: to move something from one place to another</p> <p>vehicle: a machine that helps people get from one place to another</p> <p>highway: a big road that connects cities and towns</p> <p>grocery store: a place where people buy and sell food and supplies</p> <p>construct: to build</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
<p>"In <i>The Little Red Hen (Makes a Pizza)</i>, the hen purchased ingredients for her pizza at the grocery store."</p>	<p>Show illustrations.</p>
<p>"We learned how food, like rice, is transported to the market. What do you notice?"</p>	<p>Show illustrations from “The Journey of Rice”. Children respond.</p>
<p>"In <i>Road Builders</i>, Buddy and his work friends constructed a highway for vehicles that transported food. What do you notice?"</p>	<p>Show <i>Road Builders</i>. Children respond.</p>
<p>"Today in Blocks, you can construct a highway with these materials. What do you notice?"</p>	<p>Show materials. Children respond.</p>
<p>"After you construct your highway, how will you transport this food to the grocery store in Dramatic Play?"</p>	<p>Show blocks with food images and a variety of vehicles (truck, bicycle, animal, etc.). Children respond.</p>

During Centers:

Encourage children to create a plan like Buddy and his friends in *Road Builders*. Support children in creating labels and signs. Encourage children to consider the mathematical variables involved in constructing their roads and transporting food to the market (the length of the road, capacity of the vehicles, etc.).

Guiding Questions During Centers:

- How are you and your friends collaborating to construct roads and transport food to the market?
- Why did you choose this vehicle to transport your food?
- How are the roads in “The Journey of Rice” similar to or different from the highway in *Road Builders*?
- How are the roads in either book similar to or different from the road/ highway you are constructing?
- How does the size/type of the grocery store/market differ?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Invite children to think about building roads with other materials (Beautiful Stuff, LEGOs, etc.). Encourage children to construct roads on the playground.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing materials for children to create labels/signs. Include rulers, tape measures, yardsticks, etc. for students to use for measuring.