

### Strand: Economics/Technology

### Theme: Transportation

**Purpose for Reading:** To develop an understanding of wheels.

**Comprehension Strategies:** Asking and answering questions, visualization, synthesizing.

#### Vocabulary

**Dictionary Words:** bicycle, car, Ferris wheel, skates, tractor, unicycle

**Vocabulary Words:** axle, boot, carriages, chain, door handle, headlights, pedal, spokes, straps, tire, wheel nuts, window

**High-Frequency Words:** a, are, at, big, can, go, has, have, is, it, little, look, on, one, this, you

#### Before Reading

- Read the title and have the students talk about the cover photo. Ask the students to close their eyes and visualize something that has wheels. Ask them to open their eyes and share their visualization.
- Ask the students to share their knowledge of wheels. Prompt if necessary by using questions, such as *What do you know that has wheels? How many wheels does it have?*
- Read the title page together and discuss the different types of wheels in this photo. *What is the job of the large bike wheels? What is the job of the little bike wheels?*

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to relate the photos to things they know. *How is this car the same as or different from cars you know?*

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the photo. Remind the students that, although you can see only two wheels in this photo, cars have four wheels.
- Pages 6–7: Invite the students to suggest what this is. *Why might it be in a book about wheels?* Read the labels and discuss what each part may be for. Ask the students if they have been on a Ferris wheel. *How did it work? What was it like?*
- Pages 8–9: Discuss this photo with the students. Ask them to suggest the different purposes of the two types of wheels in this photo.
- Pages 10–11: Ask the students to suggest the name for this cycle. *Why might it be called this?* Read the labels and discuss what the different parts might do.
- Pages 12–13: Discuss the different types of wheels in this photo. *What might the different wheels do?*
- Pages 14–15: *What are the two people in this photo getting ready to do?*

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about the different types of wheels.
- Prompt them with questions, such as *What has the largest wheel? What are the little wheels on the bicycle for? What is the name of the cycle that has only one wheel? Would it be easy or hard to ride?*
- Talk to the students about other types of things that have wheels. Discuss what they are and how they work.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *little* in the text. Write sentences containing *little* on the board. Invite volunteers to come and point to the word *little*. Have them write *little* on a piece of paper, cut out each letter and put *little* back together again. Add *little* to a high-frequency word chart or word wall.

### Oral Language

- Have the students work in pairs, using the book. One student asks questions from the picture dictionary and the other finds the answers in the book.

### Writing

- Ask the students to write a *What am I?* For example, What am I? I have one wheel, a chain, and spokes.

### Creative Extension Activities

- Have the students design a new Fun Park ride that uses wheels.
- Make a wheel collage, using magazine photos.

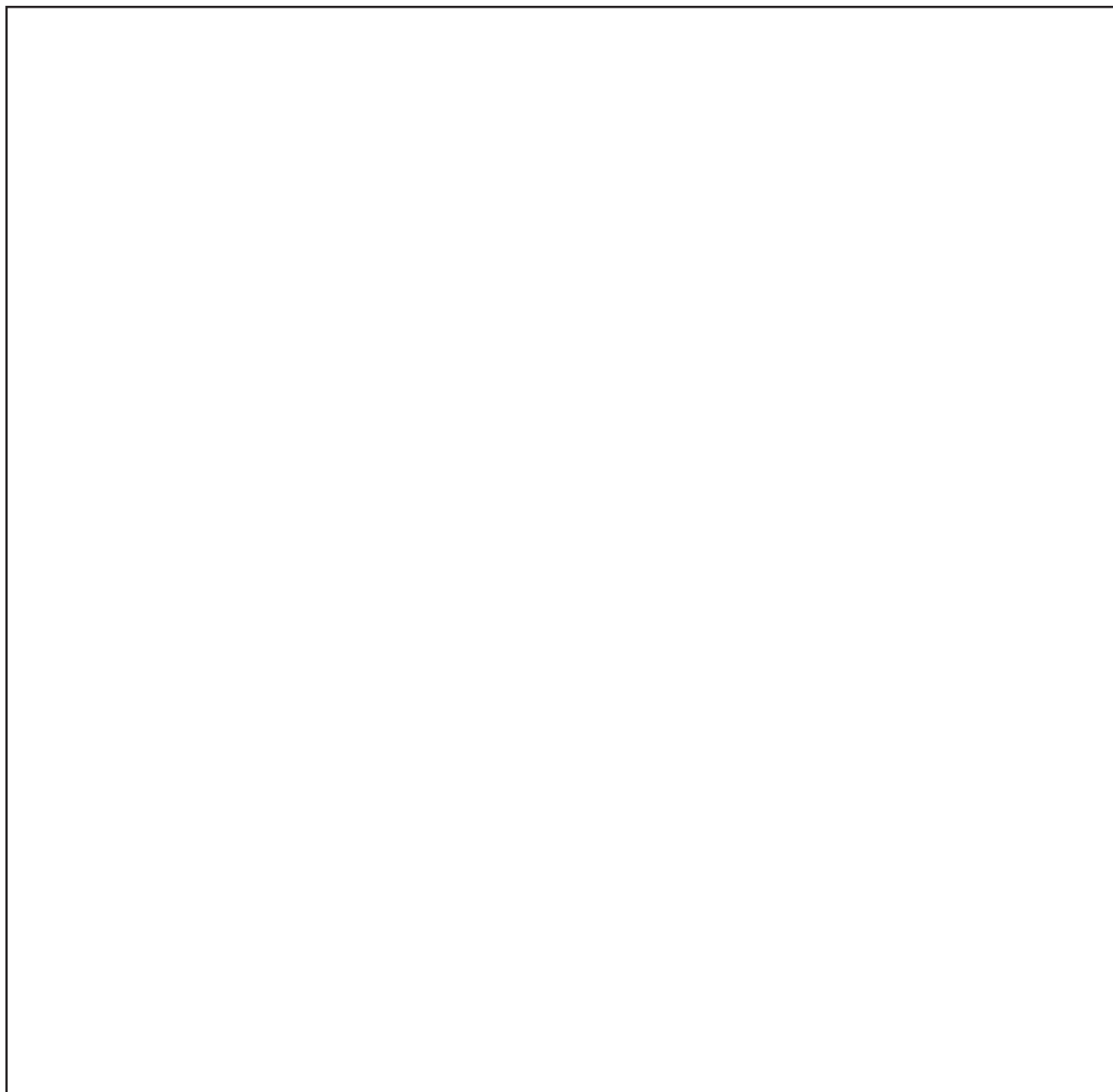
## Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Read and draw.

I am riding a unicycle.



Name: \_\_\_\_\_

Draw a picture of something that has wheels.

Write one sentence to say what the wheels do.

