Theme 7

THEME 7: Wheels Go Around
Wheels Go Around
1. A Bus Trip Book  160 MINUTES  INDIVIDUAL  SMALL GROUP

Materials: magazines, local newspapers, local attraction brochures, large drawing paper, scissors, glue, markers, crayons

Goal: Make a book that shows and tells about a bus trip.

Drawing Pictures of Places
- As a class, brainstorm places of interest that could be reached by bus. If possible, provide children with brochures from local attractions.
- Have children think about what they would see at each place. Tell them to make a list of details they would want to show in their drawing of each place. They can use pictures and words.
- Tell children to make pictures of each place they want to visit, including all the details they listed and more.

English Language Learners: Children new to the area might not be familiar with things to do outside of their immediate neighborhood. Go over some local attractions, showing pictures and talking about what children could see and do at each place.

Making Your Bus Trip Book
- Have children label their drawings.
- Tell children to look at the covers of several different books they have read. Help them notice that the cover tells something about what the book is about. Have children make a drawing for their cover that includes a bus, some details from one place they want to visit, and a title.

Sharing with Others
Tell children to share their books with other classmates.
2. My Favorite Wheels Poster

*60 MINUTES*  
INDIVIDUAL

**Materials:** drawing paper, markers, colored pencils, crayons

**Goal:** Create a poster of your favorite kind of wheels.

Explain to children that their posters should tell others why the wheels they selected are important. Tell children to include details in their poster that show the wheels in action.

3. A New Book Cover  
*60 MINUTES*  
INDIVIDUAL PAIR

**Materials:** drawing paper, crayons or colored markers

**Goal:** Make a new cover for a book about wheels.

- Review with children Wheels Around, The Wheels on the Bus, and Look for Wheels, as necessary. Tell them to think about what general idea describes all the details in the book.
- Help children get the main idea from the text. Tell them to make sure it gives a good idea of what is in the book.
- Have them each draw a picture that shows the main idea they decided on for the book they picked. Tell them to include a title that also expresses the main idea of the book. Encourage them to think of an exciting title that will make a reader want to read the book. Students who can’t write their title can dictate it to someone who can.

**Expected Outcome**

A good poster will include

✔ a picture that shows the child’s favorite wheels in action

✔ a phrase or sentence telling the name of the wheels and why they are important

**Expected Outcome**

A good book cover will include

✔ a drawing that captures what the book is about

✔ a title that effectively captures the book’s main idea

**Other Activities**

- TE p. 15, Ongoing Project: Challenge
- TE p. 41, Opposites Chart
- TE p. 47, Matching Phrases
- TE p. 59, Building Sentences
- TE p. 61, Writing Sentences
- Little Big Books, The Wheels on the Bus and Vroom, Chugga, Vroom-Vroom
- Education Place: www.eduplace.com

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**Challenge Master CH 7-2**

**2. My Favorite Wheels Poster**

Create a poster of your favorite kinds of wheels.

- Include the name of the wheels on your poster.

**3. A New Book Cover**

Create your own book cover.

- Review the book with a partner.
- Decide what the main idea of the book is.
- Make a new cover for the book.

- Include a picture and a title on your cover.
1. Start Your Engine!  **160 MINUTES**  INDIVIDUAL  PAIR

**Materials:**  Vroom, Chugga, Vroom-Vroom, drawing paper, tape recorder, stapler, crayons, toy cars (optional)

**Goal:** Write what might happen next in *Vroom, Chugga, Vroom-Vroom.*

**DAY 1**

**Planning Your Story**
- Have children discuss story ideas with a partner before they begin planning their story. Provide copies of *Vroom, Chugga, Vroom-Vroom* for each pair of children to look through for story ideas.
- Explain to children that they should draw very simple pictures in the planning stage. They can add more details as they begin telling their story on Day 3.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Telling Your Story**
- Children should draw a picture and write a sentence that tells about it for each part of the story. Remind children that their stories should have three parts:
  - a beginning
  - a middle
  - an end

**English Language Learners:** If necessary, some children may need assistance writing their story sentences. Allow these children to dictate their story sentences to another child.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Completing and Sharing Your Story**
- Have children work in pairs to assist each other in completing their stories. Allow children to share their stories in different ways.
  - Read the story aloud while sharing the pictures.
  - Tape-record the stories for others to hear.
  - Act out the story with toy cars if available.
2. The Little Engine That Could
(Read Aloud)

60 MINUTES  INDIVIDUAL  SMALL GROUP

Materials: a tape-recorded version of The Little Engine That Could, tape recorder, headphones, large sheets of drawing paper, colored pencils, crayons

Goal: Draw and write about three things you think you can do.

Review The Little Engine That Could with children. Have them recall what the Little Blue Engine thought she could do. Ask children “Could she do it?” and “How?” Now have them think of three things they think they can do. Tell them that these can be things they know they can do but haven’t done yet, or things they don’t know they can do but think they can.

Have children draw pictures of each activity and describe it in words below. Display completed pictures on a bulletin board.

3. Why Is It There?  60 MINUTES  INDIVIDUAL  PAIR

Materials: drawing paper, crayons or colored markers

Goal: Draw a picture to tell a story.

Review the comprehension skill of cause and effect with children. Explain that this skill can be used to understand a story better or a picture. Have children draw a picture that shows a person or thing in a position relative to something else; for example, a bicycle on top of a car.

Tell them to make up a short story with a partner that explains how the person or thing came to be where it is in the picture. Then have them show their pictures to a small group and tell their stories.

Other Activities

• TE p. 105, Matching Words
• TE p. 119, Building Sentences
• TE p. 122, Word Bank
• Little Big Books, The Wheels on the Bus and Vroom, Chugga, Vroom-Vroom
• Education Place: www.eduplace.com
1. Travel Poster  

**Materials:** paper, large sheets of drawing paper, markers, colored pencils, crayons

**Goal:** Ask classmates how many of them have traveled by car, bus, train, and airplane. Make a poster to show the results.

**DAY 1**

**Ask Your Classmates**

Explain to children that they will ask each of their classmates whether they have traveled in a car, a bus, a train, and a plane. They should make a mark to record each “yes” answer. Help children make a chart to record their answers. Model folding a sheet of paper in half and then in half again to create four columns. Have them draw and label one picture at the top of each column (car, bus, train, and plane).

**English Language Learners:** Draw a picture next to each word on the Wheels Around Us chart to depict that word.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Make a Poster**

- Results should be displayed on a poster.
- Encourage children to come up with their own ideas for displaying the results. Each poster does not have to look the same.
- Discuss how information in the display can be represented by pictures, names, or numbers.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Tell About It**

Allow children to share the results of their polls with the class. If children come up with different results, discuss possible reasons why.

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**Expected Outcome**

A good display of results will include

- ✔ four labeled categories of transportation (car, bus, train, plane)
- ✔ indicators of how many children have traveled by each type of transportation
- ✔ answers from all children in the class
2. Book Club  60 MINUTES  SMALL GROUP

**Materials:** The Wheels on the Bus; Vroom, Chugga, Vroom-Vroom; Look for Wheels, Cool Wheels (*one copy for each small group*)

**Goal:** Discuss the books from this week’s theme with others.

Talk about rules for discussion:
- Only one person can speak at a time.
- Be a good listener.
- If you have a question, raise your hand. Everyone gets a turn to speak.

Remind children about the predictions they made after looking at the cover and title of *The Wheels on the Bus*.

3. *The Wheels on the Bus*  60 MINUTES  INDIVIDUAL (Big Book)

**Goal:** Draw a picture and write about a time you missed a ride.

- Help children recall the ending of *The Wheels on the Bus*.
- If children have experienced this situation before, they can write about what really happened. If they haven’t had the experience, they can think of a possible response or create a make-believe one. They might want to substitute another form of transportation for the taxi at the end of *The Wheels on the Bus*.
- Children can write about what happened on a separate sheet of paper and then attach it to the drawing.

**Other Activities**

- TE p. 153, Making Books
- TE p. 173, Write a New Page
- Little Big Books, *The Wheels on the Bus* and Vroom, Chugga, Vroom-Vroom

- Education Place: www.eduplace.com