

AROUND AND AROUND – WHEELS

GRADE LEVEL(S) Pre-K

LESSON OBJECTIVE(S)

- Children will discuss ways in which a “wheel” is used for transportation and entertainment
- Children will be able to identify a variety of wheels and how they are used.
- Children will learn about the Santa Monica Pier Ferris wheel.
- Critical thinking task (optional): Children will discuss the difference between wheels that “move” from wheels that are “stationary”.

EDUCATION STANDARDS

Pre-K Learning Foundations

MATERIALS NEEDED

Photos of wheels or real wheels (Ferris wheel, car and motorcycle wheels, toys, tricycle wheels, stroller wheels, steering wheels, merry-go-round, skate wheels, fishing reels) and information about the Pacific Park Ferris Wheel.

MOTIVATION

Sing a song, The Wheels on the Bus. Show photos of wheels to children as part of vocabulary building and critical thinking. View objects with wheels and pass around class or go on a walk to look for wheels. The teacher may also want to read one of the following books:

- What Do Wheels Do All Day?, by April Jones Prince
- My Little Car, by Gary Soto
- Featherless, Desplumado by Ernesto Cuevas

DIRECT INSTRUCTION

- As the teacher reads a book about wheels (suggested readings listed above), ask children about the wheels that they see in the book.
- Show photos to children and discuss how many of them use wheels.
- As children tell about the wheels that they use and how they use them, write down what they say on a flip chart.
- Show the photo of the Santa Monica Ferris wheel. Ask children if any of them have been to it. Ask them to tell about what they think the Ferris wheel is used for? Help them out if they have never been on a Ferris wheel. The teacher may want to

compare the Ferris wheel to a merry-go-round or a swing and ask “How are they the same and how are they different?”

- Ask the children why people might want to ride on a Ferris wheel. Ask children about the wheels that they use for fun and the wheels that they use for “transportation”.

GROUP/INDEPENDENT WORK

Optional:

- Critical thinking activity:
 - Take photos of wheels and have the children sort them
 - wheels that move
 - wheels that stay in one place
 - Or
 - wheels that are for fun
 - wheels that are for transportation
 - wheels that are for fun AND transportation
- Student-made books:
 - Instead of taking down group dictation, have an arts and crafts activity where children can make pictures of wheeled things. You can use crayons and markers or geometric shape stickers, or magazine pictures etc.
 - Take dictation about the children’s work. Say, “tell me about your picture.”
 - Collect all the children’s work and compile into a classroom book about wheels.
- Extended activity:
 - Learn about taking care of their tricycle’s wheels
 - Oil the wheels
 - Create a dramatic play “mechanic’s garage” outside where tricycles and scooters etc are brought in for “repair.”

ACCOMMODATIONS AND MODIFICATIONS

Add a hands-on activity such as drawing circles, tracing circles/wheels, finding and coloring circles/wheels in pictures and worksheets.

Review basic shapes—squares, circles, triangles, stars, hearts, etc. using flash cards, do a picture walk or drawing/tracing/coloring activities.

ASSESSMENT/WRAP UP

At the end-of-the-day circle time ask the children to take turns telling something that they learned about wheels including the Pacific Park Ferris Wheel. Teacher can also choose to write down the children’s thoughts and post.