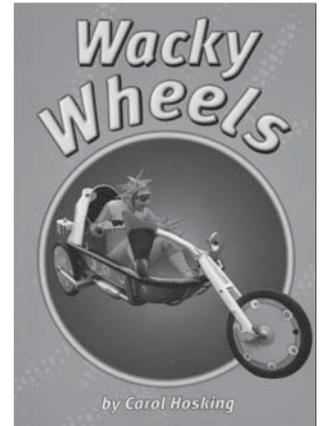


# Wacky Wheels

by Carol Hosking



## Book Summary

This fast-paced book takes a light-hearted look at some unusual ways in which wheels are used. It also explains the development of many recreational and sporting uses for wheels.

## Features of the Book

- Alliteration – *wheels that are weird, wonderful, or just downright wacky*
- Specialized vocabulary – *pedal, hobbyhorse, handle, steering, boneshaker, penny-farthing, bicycle, unicycle*
- Historical and present-day photographs as well as illustrations to support the text
- Contractions – *here's, they've, it's, you're, there's, aren't*
- Compound words – *hobbyhorse, boneshaker, skateboard, sidewalk, grandparents, handlebars*
- Hyphenation – *penny-farthing, ice-skating, in-line*
- “Wh” blend – *wheels, when, what, why*
- Nonfiction text features – introduction, glossary, index

## Purpose

*Wacky Wheels* can be used to introduce and reinforce the following skills:

- S** recognizing the features of nonfiction texts;
- S** extending vocabulary by using a glossary;
- S** exploring root words;
- S** using text as a model for writing;
- S** exploring compound words.

## The Guided Reading Lesson

- S** Recognizing the features of nonfiction texts
- S** Extending vocabulary by using a glossary

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master, a pencil, and scissors for each child

## Introducing the text

Ask the children questions to draw out their knowledge of wheels.

- *How do wheels help us in our everyday lives?*
- *What things at your house have wheels?*
- *How do we use wheels for fun? For sport?*

Look at the cover of the book. Discuss the photographs and read the blurb on the back together.

- *Will this book be fiction or nonfiction?*

Ask the children to give reasons for their responses.

- *What kind of information do you think we'll find here?*

Briefly introduce difficult words and the name on page 12 to assist the children with reading these later in the lesson.

## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Looking at the contents page, discuss the chapter headings and ask the children what each chapter might be about. Read the introduction together.

- *What does this tell us about the book?*
- *What kind of book has an introduction?*

Turn to the glossary and index and discuss the purposes of these parts of the book.

- *When would we use these?*
- *How do we use them?*

Ask the children to read chapter 1. When everyone has finished, explain that the next chapter contains a lot of information.

- *When we are reading informational texts, what are some things that can help us to understand difficult words?*

Demonstrate the use of the glossary by taking the meaning of a word from the glossary and using it in context.

Tell the children to read chapter 3 independently using the strategies you have discussed.

### Day Two

Briefly share what the children have learned about “wheels on your feet.”

- *Turn to page 18 and look at the word “melted.” How could you work this word out if you didn’t know it already?*

Explain that sometimes the context can be used to work out some words.

Ask the group to read the rest of the book independently. When they have finished, review and list the features of this particular nonfiction text on the board.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### S Exploring root words

Write the words “bicycle” and “unicycle” from pages 16 and 17 on the board.

- *Do you know another “cycle” word?*
- *Which part of these words stays the same?*

Using “ride” as another example, encourage the children to discover the ways in which they can change the word and its meaning. Start a root word chart that identifies root words and their different forms.

### S Using text as a model for writing

Ask the children to look at page 28 again. Discuss the Wacky Wheels Parade.

- *How would you advertise a parade at our school?*
- *What details would a poster need to have?*

Get the children to design a poster or an invitation to a parade.

### S Exploring compound words

Discuss some of the compound words in this book – hobbyhorse, boneshaker, skateboard. Write them on the board and ask the children to find the smaller words.

- *How does this help us to read and understand the longer word?*
- *Can you find more examples in the book?*

Negotiate a class definition for compound words. Start a chart of compound words, discussing the rules as children find new examples.

**B** The children can complete the word puzzle on the blackline master on page 74.

