Name_____ Date _____

Wheels and More Than Wheels

Fill in the blanks with one of these words.

Bicycle	**Helicopter**	**Skis**	**Canoe**
Roller Blades	**Airplane**	**Truck**	**Jet Ski**

1. I have four wheels, a steering wheel and a “bed” for carrying dirt or tools. I am a

_____

2. I am long, flat pieces of wood. When worn, I help you go down a snowy mountain. I am

_____

3. Sometimes I am called a whirly bird. I have a propeller on my roof to help me lift off the ground. I am a

_____

4. I have two wheels and one seat. Children like to ride me to their friend’s house. I am a

_____

5. I love to jump waves in the water. Only one person can enjoy me. Be careful not to turn too fast or you might fall off. I am a

_____

6. If you know how to roller skate, you probably should try me. I can go as fast as a skateboard. You should wear wrist pads if you use me. I am

_____

7. Some people are scared of tipping when they ride in me. I have a paddle that helps to make me move in water. I am a

_____

8. If you want to go overseas, I am the best way. When you are in me, you can even eat and watch a movie. I am an

_____

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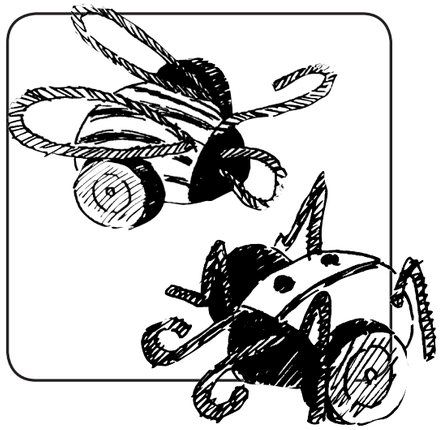
Bugs on Wheels (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:
- Dylite Half Eggs
- Chenille Stems
- Paintbrushes
- Plastic Table Cover
- Wheels
- Escutcheon Pins
- Glue
- Wiggly Eyes
- Acrylic Paint
- Teaching Guide with Complete Instructions and Illustrations

AGE GROUP: 6 and up
PROJECT TIME: 45 minutes

YOU WILL NEED:
- Ruler
- Scissors
- Water
- Paper Towels

INSTRUCTIONS:

1. a) Have each class member decide what kind of bug they would like to make. They may use one of our design ideas or create their own unique bug.
   b) Paint the rounded side of the half egg as desired. Let dry.

2. a) Glue two wiggly eyes to the front narrow part of the half egg (see Figure 1). Let dry.
   b) Cut and bend or curve the chenille stems to be used as wings and antennae.
   Use an escutcheon pin to make the holes in the half egg for the ends of the chenille stems. Apply a drop of glue to the ends before inserting them into the holes. Let dry.

3. a) Insert the escutcheon pins into two wheels. Press the points of the pins into each side of the half egg (see Figure 2). Be sure the wheels are far enough out from the sides so they spin freely. Remove the wheels and pins.
   b) Apply drops of glue to the ends of the pins and replace them in the holes. Be sure there is no glue on the wheels and they spin freely. Let dry.

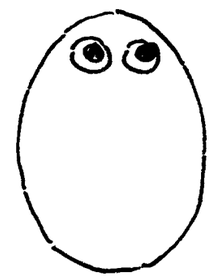


Figure 1

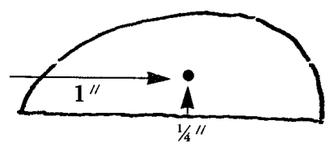


Figure 2

NOTE: Adult supervision needed when handling the nails.

Teaching Activities Inside

SCIENCE/ARTS

OBJECTIVE: Develop a chart of different kinds of transportation.
SUGGESTED TIME FRAME: 20 minutes
ADDITIONAL MATERIALS: chart paper, markers, crayons, reference materials
PROCEDURE: With the students, brainstorm a list of modes of transportation. Write the list on the board. Have students use reference materials to find other modes of transportation that might not be familiar to them. On large chart paper, make three columns with the labels: LAND, SEA and AIR. Have students come up and write a mode of transportation in the appropriate column. The students can also draw a picture of each word in the columns. When finished, discuss which type of transportation is most and least popular.

LAND	SEA	AIR
Bicycle	Jet Ski	Helicopter
Truck	Submarine	Hot Air Balloon

MATH

OBJECTIVE: Use tally marks to record specific transportation characteristics.
SUGGESTED TIME FRAME: 35 minutes
ADDITIONAL MATERIALS: magazines, newspapers, writing paper
PROCEDURE: Prior to the lesson, ask students to bring in old newspapers and magazines. Brainstorm a list of modes of transportation on the board. Explain to the students that each mode of transportation has its own characteristics. Decide which modes of transportation and which characteristics the students want to try to find in the newspapers and magazines. For example, they could look for the number of wheels (characteristic) on all the cars (mode of transportation). Have students work in partners for this activity. Students can keep track of what they find on a piece of paper. After a specific amount of time, have the class get back together and share what they found. Have students show their totals using tally marks.

SCIENCE

OBJECTIVE: Create safety posters on transportation.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: poster paper, markers
PROCEDURE: Have the students work in cooperative groups to develop a safety poster for a specific mode of transportation. Have each group work on a different mode of transportation. Each group needs to brainstorm a list of safety ideas related to their transportation. The students should choose three or four of the most popular ideas and write those ideas on the poster paper. Students can also draw a picture to go along with each safety idea. Provide opportunities for all students to have a chance to write or draw on the poster.

SOCIAL STUDIES

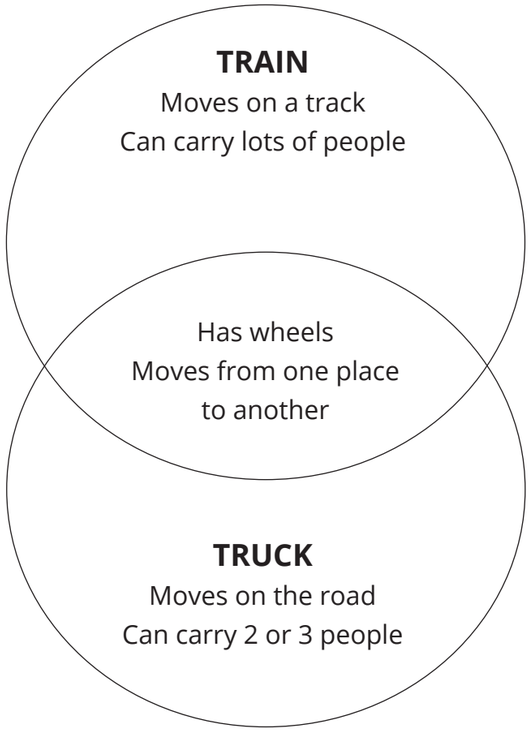
OBJECTIVE: Create a collage about transportation
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: magazines, newspapers, poster paper, markers, glue, scissors
PROCEDURE: Prior to the lesson, ask students to bring in old newspapers and magazines. Brainstorm a list of different types of transportation. Write the list on the board. Besides transportation vehicles, have the students think of other objects they have seen in magazines or on TV that are related to transportation. For example, tire advertisements, infant car seats and travel games would all be appropriate. Have the students work in groups to find as many pictures as possible that relate to transportation. Have the students cut out the pictures and glue them onto the poster paper. The pictures should be overlapping so it looks like a collage. Write the title: TRANSPORTATION in markers on the poster.

SOCIAL STUDIES

OBJECTIVE: Research the history of land transportation.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: reference materials, paper
PROCEDURE: Discuss with the students some of the different ways people have used transportation. Have the students work in cooperative groups for this activity. Using reference materials, have students find information and pictures related to a specific land transportation. On a large sheet of paper, have each group draw pictures and write short sentences about each land transportation (for example, travois, wagons, stagecoach, train).

WRITTEN LANGUAGE/SCIENCE

OBJECTIVE: Compare and contrast two modes of transportation.
SUGGESTED TIME FRAME: 25 minutes
ADDITIONAL MATERIALS: large blank paper (or board), writing paper
PROCEDURE: After developing a list of different types of transportation, have students pick two types that they would like to compare and contrast. On the large paper or board, draw two large circles that overlap with the types of transportation above each circle. Explain to the students that they need to give you information that they know about these two types of transportation. If they give information about just one of those types, then the information goes in that circle; if they give information that is appropriate for both types of transportation, it should go where the two circles overlap. After the students have given as much information as they know, review what the diagram shows. Have students write a paragraph about what is the same and what is different with these two types of transportation.



WRITTEN LANGUAGE

OBJECTIVE: Write a story pretending to be a car or truck.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: writing paper
PROCEDURE: With the students, brainstorm a list of descriptive words that they can use in their writing. Tell the students that they need to write a creative story pretending that they are a car or a truck. Give the students a sentence prompt. For example, "One morning I woke up and I was a car!" Or "After dinner, I felt a little funny. When I looked down, I saw four tires instead of my feet!" When the students are finished, have them share their stories with their peers.

WRITTEN LANGUAGE/ARTS

OBJECTIVE: Write original songs related to transportation.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: paper
PROCEDURE: With the students, think of songs that have something to do with transportation ("She'll Be Comin' Round the Mountain," "I've Been Working on the Railroad"). Practice singing the songs. Then tell the students that they will work with a partner to write their own song. The song must have something to do with transportation. Encourage the students to use the tune of a popular song and just change the words. When finished, have students share their songs with the class.

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