

City Wheels



Ontario Language Expectations Addressed

A1.1; A1.2; A3.1; B1.1; B1.2; B1.4; B2.1; B2.5; B2.7; B2.8; B3.3; C1.1; C1.4; C2.1; C2.2; C2.3; C2.6; C2.7; C3.2; C3.8; D1.2; D1.3; D2.3; D2.5; D3.1; D3.2

Some High Frequency Words: is, the, big, small, here, has
Some Interest Words: wheels, skateboard, bicycle, wagon, stroller, city

Theme: Transportation

Building Anticipation: Have some real objects and/or pictures of things with wheels of different sizes. Have children sort pictures/objects by size. Talk about all the items they know that have wheels.

Book Introduction: Explain that this book is all about items that have wheels. Guide the children through a book walk having them note the wheels that are big and the ones that are small. Review the strategies they can use when they come to an unknown word.

Discussion: Share and reinforce the reading strategies the children used. Make a list of the items with big wheels and ones with small wheels. Discuss why different sizes are necessary. Make a class list of things they know that have big and/or small wheels.

Responding Creatively:

Math: Sort objects by size using sorting circles.

Have students find objects or pictures of things with wheels. Sort them by size of wheels. Graph which they have found more of big or small wheels.

Language: Create a class book or individual books about things that have big and small wheels.

Make a book of opposites.

Discover synonyms for big and small.

Introduce opposites and record ones children know on a chart.

Discuss reasons for having big or small wheels.

Share some of their own things that have big and small wheels.

Language Foundations: Focused Teaching

Phonemic Awareness Isolate and blend sounds orally	big, can, bicycle, stoller, bus, fire, truck	Encourage children to listen carefully to the sounds they hear. Have them say the word.
Alphabetic Knowledge	Alphabet Chart and alphabet cards	Children name lowercase and uppercase letters both in order and randomly with automaticity.
Phonics Decodable words Letter and sound correspondence Opposites	bus, big, has, can, wagon, stroller, car big - small	Using phonetic skills taught children decode the words orally. Using magnetic letters children practice making the word from the sounds they hear. Present words to students and ask them to give the opposite and use the words in a sentence. Example: dark/light, fast/slow, cold/hot, in/out. Play different word games using opposites.
Language Conventions Beginning capitals and periods and question marks	Simple sentences start with a capital and end with a punctuation mark (period), and/or question mark	Children note the use of capitals at the beginning of sentences and periods/question marks at the end. On a class chart have students correct some given sentences by putting in the correct punctuation in the correct places. Include some questions.
Reading Fluency Accuracy, rate and prosody	<i>City Wheels</i>	Encourage students to pay attention to punctuation, fluency, accuracy and rate while reading aloud.