

#8.1- Toys and Ride-on Vehicles with Wheels

 <p>Big Ideas</p>	<p>Here are two big ideas about toys and ride-on vehicles with wheels that you can help toddlers explore:</p> <ul style="list-style-type: none"> ➤ I like to play with toys with wheels. ➤ We can ride on vehicles with wheels: tricycle, bicycle, motorcycle and 4-wheeler.
 <p>Materials to Collect and Make</p>	<p>Featured Books</p> <p><i>I Spy Little Wheels</i> by Jean Marzollo, photographs by Walter Wick (BB)</p> <p>Key: (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p>Note: See the Book List section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.</p> <p>Book to Make</p> <ul style="list-style-type: none"> • <i>Vehicles to Ride On</i> (See Attachment: Vehicles to Ride On) <p>Additional Materials</p> <ul style="list-style-type: none"> • Small cars and trucks (some washable) • Child-size shopping cart • Bubble wrap • Ride-on wheel toys (no pedals) • 8 to10 inch tricycles (for older toddlers) • Child-size wheelbarrow • Push toys • Pictures of ride-on and push and pull wheel toys: tricycles, wagons, wheelbarrows, motorcycles, 4-wheelers, lawnmowers (ride on and push), tractors • Pictures of wheelchairs, preferably with people in them • Vehicle Shoebox Kit
 <p>Book List</p> <p>*Featured Books</p>	<p><i>I Spy Little Wheels</i> by Jean Marzollo, photographs by Walter Wick</p> <p><i>Curious George Rides a Bike</i> by H. A. Rey</p>



Reading Books with Toddlers

Note: Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.

Benchmarks: 4.4.C Communicates through language
4.5.C Shows enjoyment of books and stories

Book: *I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick

First Reading of *I Spy Little Wheels* (YT & OT)

- Read the book with one child or a small group of children, two or three, for example.
- Point to each of the items that are mentioned on a page. For example, on the first page point to the school bus, sailboat with duck, yellow taxi and orange dump truck.
- Follow up by showing a page and inviting children to point to an object as you name it.

Note: *This very small book is best read with one, two, or no more than three children.*

Second Reading of *I Spy Little Wheels*

- Read the book with one child or a small group of children, two or three, for example.
- Read a page and invite children to point to the objects as you name them.
- Follow up by showing a page and inviting children to name the objects they see.

Note: *Consider placing this book in your book area for children to look at independently. Observe to see if they select the book to “read” and if they point to and name the different objects.*

Book: *Vehicles to Ride On* (YT & OT)

First Reading of *Vehicles to Ride On* (See Attachment: [Vehicles to Ride On](#))

- Show cover and invite children to name the vehicles they see.
- Read each page.
- Follow up by showing each page and inviting children to discuss each vehicle. Encourage them to talk about their experiences with the various vehicles.

Second Reading of *Vehicles to Ride On*

- Show cover and invite children to name the vehicles they see.
- Read each page.
- Follow up by reading the first page as follows: “Riding on a _____ (pause and point to tricycle and encourage children to say the word, then finish the sentence)
- Follow this procedure with the next three pages.
- Read the last page as follows: “Riding on a _____, _____, _____ and _____ is fun.” pausing as you point to each picture and encourage children to say the words.

Third Reading of *Vehicles to Ride On* (OT)

- Show cover and invite children to name the vehicles they see.
- Ask each child to name his or her favorite vehicle. Ask, “Which do you like best?” and encourage him or her to tell you why.
- Read each page.
- Follow up by showing the last page and invite children to help you count the wheels on each vehicle.
- Conclude by pointing to each vehicle as you say, “The tricycle has three wheels, the bicycle and the motorcycle have two wheels and the four-wheeler has four wheels. The four-wheeler has the most wheels.”



**Language
and
Cognitive
Materials
and
Experiences**

Additional Benchmark: 5.1.C Gains an understanding of basic concepts and relationships

Benchmark: 4.4.C Communicates through language

My Bicycle

One wheel, two wheels on the ground (Revolve hands in forward circle to form each wheel)
My feet make the pedals go round and round (Move feet in pedaling motion)
Handle bars help me steer so straight (Pretend to steer bicycle)
Down the sidewalk and through the gate.

My Tricycle

One, two, three wheels on the ground. (Hold up one, two and three fingers)
My feet make the pedals go round and round. (Move feet in pedaling motion)
Handle bars help me steer so straight, (Pretend to steer tricycle)
Down the sidewalk and through the gate.

This Is the Way

(Sing to tune of "Here We Go 'Round the Mulberry Bush")

This is the way we ride a tricycle, (Children on backs on floor and make pedaling motion with legs and feet)
Ride a tricycle, ride a tricycle.
This is the way we ride a tricycle,
Early in the morning.

This is the way we pull our wagon, (Children make pulling motions with hand)
Pull our wagon, pull our wagon.
This is the way we pull our wagon,
Early in the morning.

This is the way we push the mower, (Children make pushing motion with hands)
Push the mower, push the mower.
This is the way we push the mower,
Early in the morning.

Little Red Wagon

(Sing to tune of Paw Paw Patch)

Bumping along in my little red wagon,
Bumping along in my little red wagon.
Bumping along in my little red wagon,
All over town.

The wheels fell off of my little red wagon,
The wheels fell of my little red wagon.
The wheels fell off of my little red wagon,
And dumped me to the ground.

Note: *You and children bump up and down during first verse and at the end of the second verse, fall to the ground.*

Benchmarks: 4.4.C Communicates through language

Planned Experience: Vehicle Shoebox Kit (OT)

Materials: Shoebox with lid, felt, scissors, glue

How to begin:

- Cut felt to fit the inside of the shoebox lid and glue in place.
- Decorate the outside of the box with pictures of wheeled vehicles.
- Cut felt wheeled vehicles from different colors of felt.
- Place the felt vehicles inside the shoe box.
- Show children how the shapes will stick to the felt on the inside of the lid.
- Place the box in the library area. Observe children as they play with the shapes.

Extension:

- Join a child and select a vehicle of a certain color and place it on the felt lid. Invite the child to “find another red car just like this one.”
- Continue this activity with other colors if child seems interested.

Additional Benchmark: 6.1.C Gains an understanding of basic concepts and understandings

**Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems**

Planned Experience: Sorting Cars and Animals (YT & OT)

Materials: two containers, two picture labels and a collection of small cars and a collection of small animals

How to begin:

- Make two picture labels and put one on each container; one label with a picture of a car and one label with a picture of animals.
- Sit the containers and the small cars and small animals on a table or on the floor in an area that is out of the flow of traffic.
- Observe to see if children sort the animals and cars into the appropriate containers.
- Say to children if they do not begin the sorting on their own, “These toys are all mixed up. Can you put the cars in this container and the animals in this one?” as you show the labels on each container.

Extension:

- Have set of cars and set of trucks, three to five in each set.
- Make picture labels and put one on each container: one label with a picture of a car and one label with a picture of a truck.
- Observe to see if children sort the cars and trucks into the appropriate containers.
- Say to children if they do not begin sorting on their own, “These cars and trucks are all mixed up. Can you put the cars in this container and the trucks in this one?” as you show the labels on each container.

Note: *Allow children to play with the toys before and after encouraging them to sort like toys.*

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.2.C Applies knowledge to new situations
6.3.C Develops strategies for solving problems

Planned Experience: Mystery Bag (OT)

Materials: cloth drawstring bag, a variety of types of small wheeled vehicles, small animals

How to begin:

- Invite a small group of children to join you in the library area to play a game.
- Take the bag and the vehicles and animals with you, keeping them out of sight of the children.
- Turn your back to the children, place one of the vehicles in the bag, show the bag to the children and say, "This is a mystery bag."
- Say to the children, "I have something in my mystery bag. I'm going to tell you about it and ask you to guess what it is."
- Begin to describe the vehicle. For example, say, "In my mystery bag is something that has four wheels, it is red and we can ride in it to go to the store or to come to the center. What is it?"
- Pull the vehicle out of the car and respond to what the children say. For example, "You were right. It's a red car." If children say, "truck", respond by saying, "Yes, a truck can be red and we can ride it. But this is a car. Maybe we'll find a truck later."
- Add a truck and say, "In my mystery bag is something that has four wheels, it is green, sometimes we haul things in the back of it. Sometimes the dog rides in the back of it. What is it?"
- Continue with the same procedure as before.
- Add an animal and say, "In my mystery bag is something that has four legs, it is brown, and it barks. What is it?"
- Continue the game as long as children remain interested.

Extension:

- Allow the children to play with the vehicles and animals.
- Explain to them that you are going to put some of the vehicles and animals in the bag and let them reach in and see if they can tell what it is by touching it.
- Show the children the objects you are going to place in the bag.
- Invite one child at a time to reach into the bag, select one object to hold, guess what it is, pull the object out of the bag and say if he or she guessed correctly.

Note: *When selecting objects to place in the bag, choose the ones that are different from each other in shape and texture, if possible.*



**Self, Social
and
Emotional
Experiences**

Benchmarks: 1.2.C Becomes aware of self as a unique individual
1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
3.2.C Shows interest in peers

Planned Experience: Our Favorite Toys with Wheels (YT & OT)

Materials: photo of each child with a toy with wheels, photo album, index cards

How to begin:

- Have a collection of three or four toys with wheels that are children's favorites.
- Explain to children that you are going to take a picture of each one of them with their

favorite toy with wheels.

- Invite each child, one at a time, to select his or her favorite toy with wheels and take a photo of the child.
- Place the photos in an album, one per page.
- Include a card with each photo. On the card, print a description of the photo; for example: This is Ricci and his red pick-up truck or This is Geneva and her black car.
- Read the book with one or two children at a time. Invite children to name the child and the vehicle in each photo.
- Suggest that children share the book with their families.

Benchmarks: 1.2.C Becomes aware of self as a unique individual

6.1.C Gains an understanding of basic concepts and relationships

Planned Experience: Five Red Tricycles (YT & OT)

Materials: pictures of red tricycles, felt or magnetic board

How to begin:

- Have pictures of tricycles. Laminate or cover with clear self-adhesive paper and place either a strip of magnetic tape or felt on the back of each one.
- Place the pictures on a felt or magnetic board and remove them one by one as you say the following rhyme:

Five Red Tricycles

Five red tricycles (hold up five fingers)
All in a row.
(Child's name) jumped on one (point to child)
And away he did go. (make up and down pedaling motion with hands)

Four red tricycles (hold up four fingers)
All in a row.
(Child's name) jumped on one (point to child)
And away she did go. (make up and down pedaling motion with hands)

Three red tricycles.....

Two red tricycles.....

One red tricycle.....

No red tricycles
All in a row.
No one to jump on one
And nowhere to go.

Note: Allow each child in the group to remove a tricycle as his or her name is called.

Note: If more than five children in the group increase the number of tricycles to match the number of children. Make sure each child has a turn.

	<p>Benchmarks: 3.2.C Shows interest in peers 3.3.C Demonstrates caring and cooperation</p> <p>Planned Experience: Roll the Car to a Friend (YT & OT)</p> <p>Materials: one or two small cars or other toy vehicles with wheels that roll</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Sit on the floor with one young toddler. • Roll the car to the child as you say, “I’m rolling the car to Eric. Eric, roll the car back to me.” • Continue this game as long as the child remains interested. • Allow other children a turn. <p>Extension:</p> <ul style="list-style-type: none"> • Seat two or three older toddlers in a circle. • Push a car toward one of the children in the circle as you say, “I’m rolling the car to Cindy. Cindy, roll the car back to me.” • Repeat this experience with each child in the circle. • Invite a child to roll the car to another child by saying, “Cindy, roll the car to Caden.” • Continue this game by encouraging children to roll the car to each other. <p>Note: <i>If a toddler refuses to give up the car, continue the game with a second car.</i></p>
 <p><u>Sensory and Art Materials and Experiences</u></p>	<p>Benchmarks: 5.2.C Develops fine motor skills 6.1.C Gains an understanding of basic concepts and relationships 6.2.C Applies knowledge to new situations 6.3.C Develops strategies for solving problems</p> <p>Planned Experience: Wash the Vehicles (YT & OT)</p> <p>Materials: small container such as a dish pan or a water table, 3 or 4 small washable vehicles with wheels, sponges, small towel</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Place the vehicles and the sponges on the table beside the water play container. • Observe to see if children place the vehicles in the tub and begin to wash them with the sponges. If not, say, “I see some really dirty cars and trucks that need to be washed.” • Take a small towel to the area and say, “I think we need a towel to dry off the vehicles.” • Comment on what children are doing. For example, “Nikki, you’re washing the red car.” “Samuel, you’re drying off the black truck.” <p>Note: <i>Limit the number of children in the water play area. Provide one sponge per child in the area.</i></p> <p>Note: <i>Have children wear aprons to protect their clothing.</i></p> <p>Note: <i>Have children wash and dry hands before and after playing in the water play area.</i></p> <p>Note: <i>Pour out the water and sanitize the container after the water play experience.</i></p>

Benchmark: 5.2.C Develops fine motor skills

Planned Experience: Sand Vehicles (YT & OT)

Materials: clean sand in a small dish pan or sand table, small vehicles with wheels, including dump trucks, small people figures or small animals

How to begin:

- Place two to three inches of clean sand in a container.
- Add several small vehicles and small people figures or small animals.
- Invite children to play with the vehicles and figures in the sand.

Note: *Have children wash and dry hands before and after playing in the sand area.*

Benchmarks: 5.2.C Develops fine motor skills

5.3.C Coordinates eye and hand movements

6.1.C Gains an understanding of basic concepts and relationships

Planned Experience: Painting with Wheels (OT)

Materials: butcher paper or white roll paper, tape, washable toys with wheels of different sizes, tempera paint mixed with liquid dish detergent, small roller or sponge paintbrush

How to begin:

- Mix the tempera paint and liquid dish detergent.
- Cover the table with butcher paper, taping it down to keep it stable.
- Allow toddlers to paint the wheels of the vehicles with the paint using a small roller or sponge brush.
- Invite children to move their vehicles with painted wheels across the paper.
- Listen to and respond to their comments. For example, say, "Manuel, you made green tracks on the paper."
- Wash the wheels after the painting experience.

Extensions:

- Spread a thin layer of paint in a baking pan, cookie sheet, or tray.
- Invite children to roll the wheels of the vehicle in the paint, then drive it over the paper.
- Put out four smaller trays, each with a different color of paint. Put a car in each tray.
- Be prepared for cars ending up in all the trays, colors mixing in many ways.

Note: *Limit the number of children in this painting activity to two or three at one time. Allow each child who wants a turn to have one.*

Note: *Have children wear paint shirts or aprons to protect their clothing.*

Benchmarks: 3.3.C Demonstrates caring and cooperation

5.2.C Develops fine motor skills

5.3.C Coordinates eye and hand movements

Planned Experience: On the Go Mural (YT & OT)

Materials: large sheet of butcher paper, pictures of all types of vehicles: tricycles, bicycles, 4-wheelers, motor scooters, wagons, lawn mowers, tractors, cars, trucks, SUVs vans, buses, airplanes, boats, construction vehicles, ambulances, tow trucks, fire trucks, glue, small craft sticks for spreading glue

	<p>How to begin:</p> <ul style="list-style-type: none"> • Cut out pictures of the different vehicles. • Sort the pictures by the three toddler topics: Toys and Ride-on Vehicles with Wheels, Going Places, and Construction and Community Helper Vehicles • Place the containers for Toddler Topic 1 on the art table. Store the other containers for use during the next two topics. • Label the mural "On the Go." • Invite children to glue pictures of the vehicles to the mural. • Attach the mural to the wall. • Invite a child to join you and point to various vehicles as you name them. Or ask a child to name the vehicles on the mural. <p>Note: <i>Children will have an opportunity to add the additional vehicles to the mural as they are involved in experiences for the next two Topics: Going Places and Construction and Community Helper Vehicles.</i></p>
 <p><u>Movement,</u> <u>Music and</u> <u>Gross</u> <u>Motor</u> <u>Experiences</u></p>	<p>Benchmark: 5.1.C Develops gross motor skills</p> <p>Planned Experience: Driving Range (OT)</p> <p>Materials: cones or two liter bottles weighted with sand or rocks, wheeled toys to pull, to push, push with feet, or ride</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Use the cones or weighted liter bottles to create an obstacle course on the playground for toddlers to travel through. • Invite children to move through the obstacle course with their vehicles, trying not to touch the cones or bottles. <hr/> <p>Benchmarks: 5.1.C Develops gross motor skills 6.1.C Gains an understanding of basic concepts and relationships</p> <p>Planned Experience: Take a Bubble Trip (YT & OT)</p> <p>Materials: large pieces of bubble wrap, wheeled toys to pull, push, push with feet, or ride</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Place the bubble wrap on the wheeled toy path or another area of the playground. • Invite a child to pull, push or ride a toy over the bubble wrap. • Observe to see if the child notices and/or comments about the noise made when the bubbles pop. Ask a question such as, "Ben, what happened when you pushed that cart over the bubble wrap?" <p>Extension:</p> <ul style="list-style-type: none"> • Place bubble wrap on the floor in the block area. • Observe to see if children roll the small vehicles over the bubble wrap.



Transition Times

What's in the Bag?

- Place a collection of small vehicles in a feely bag or box.
- Invite each child to reach into the bag, pull out a vehicle, name it, and transition to the next experience.

Riding My Tricycle

- Place pictures of tricycles, one per child, on felt or magnetic board.
- Begin to say the rhyme, "Five Red Tricycles", changing the number to the number of children in the group. Use a child's name in each verse, counting down to zero.
- Remove a tricycle from the board as the child transitions to the next experience.
- Continue until all children have transitioned to the next experience.

Note: *Adapt other finger plays previously listed as transitions to move children from one activity or place to another.*



Family Experiences

Here are some ways to involve families in this toddler topic:

- Ask families to collect and bring to you magazine pictures of vehicles. Give them a list of the vehicles that the children will be learning about for the next few weeks.
- Invite families to send photos of family owned vehicles for riding on: tricycle, bicycle, motorcycle, four-wheeler, tractor, for example. If photos show family members on the vehicles, ask that the names be written on the back. Post the photos on the wall and invite children to find their vehicle and tell you something about it; for example, who owns the vehicle and who rides on the vehicle.
- Give each family an index card on which you have written the word "Wheels" and their child's name and ask them to list on the card everything at home that has wheels. Give them suggestions if they seem unsure of what to include.
- Use the information on the completed card in individual conversation with children. For example, as you talk with the child whose family has listed riding lawn mower on the card, invite the child to tell you who rides on the lawn mower.