



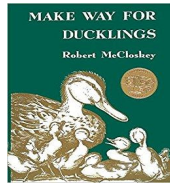
Cars



Art Studio

Standards:

ATL.RPS.PS.1-8
CA.VA.PS.1-5
ELA.RL.IKI.PS.1
S.PS.PS.2


Materials:

- *Make Way For Ducklings*
- Car Assembly Directions
- Wheel Template Resource, copied on cardboard or four washers 1.5 inches or larger
- Paper towel tube, cut in half
- Mini clothespins (8 per car)
- Skewers or thin dowels cut to 3.5 inches

Vocabulary:

- bustling
- traffic
- diagram
- chassis
- axle
- tire
- bumpers
- lug nuts
- joints

Preparation: Gather materials.

Intro to Centers:

“In *Make Way For Ducklings*, Mr. and Mrs. Mallard looked for a safe place to live. What do you notice?”

“The city was **bustling**- very busy- with **traffic**. Officer Michael stopped the cars so they could cross the street.”

“Here are images of cars and city **traffic**. What do you notice?”

“Cars have **bumpers**, lights, and **tires**. Here is a **diagram** of a **chassis**--underneath the car body. What do you notice?”

“**Axles** connect the **wheels**. **Lug nuts** and **joints** attach the wheels. **Tires** cover the wheels.”

“Today in the Art Studio, you can create cars with these materials.”

*Show illustrations.
Children respond*

*Show images.
Children respond.*

Show diagram, pointing to the chassis parts.

Show materials.

During Centers:

Encourage children to collaborate. Encourage children to follow the visual instructions. Compare and contrast children’s cars/chassis to the diagram/ illustrations/ images, etc. Encourage children to create descriptions/diagrams of their cars. Encourage children to use their cars in *Boston Public Garden*.

Guiding Questions during Centers:

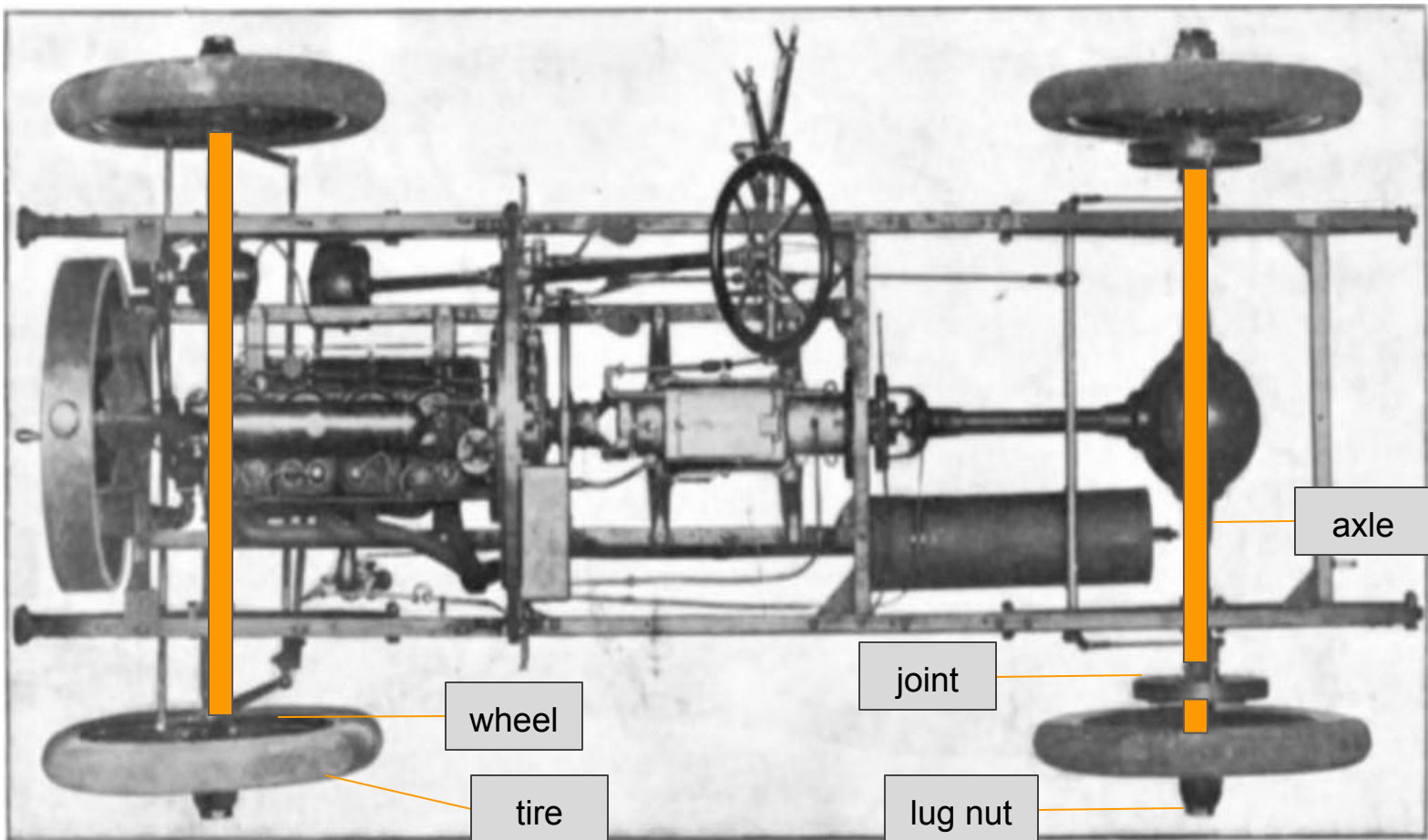
- How were the directions helpful in constructing your car?
- How else could you build a car? What materials would you need?
- Why is it important that the wheels of a car roll?
- What did you notice when you tried your car on the ramp?
- How will you add details to your car? What parts are you adding?
- How can you add a driver?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Arrange and document a field trip to an auto body shop/ auto supply store/ car dealership. Invite a community/family member who is a mechanic, car salesperson, etc. to visit the classroom. Provide additional material for children to build different cars.



car chassis

