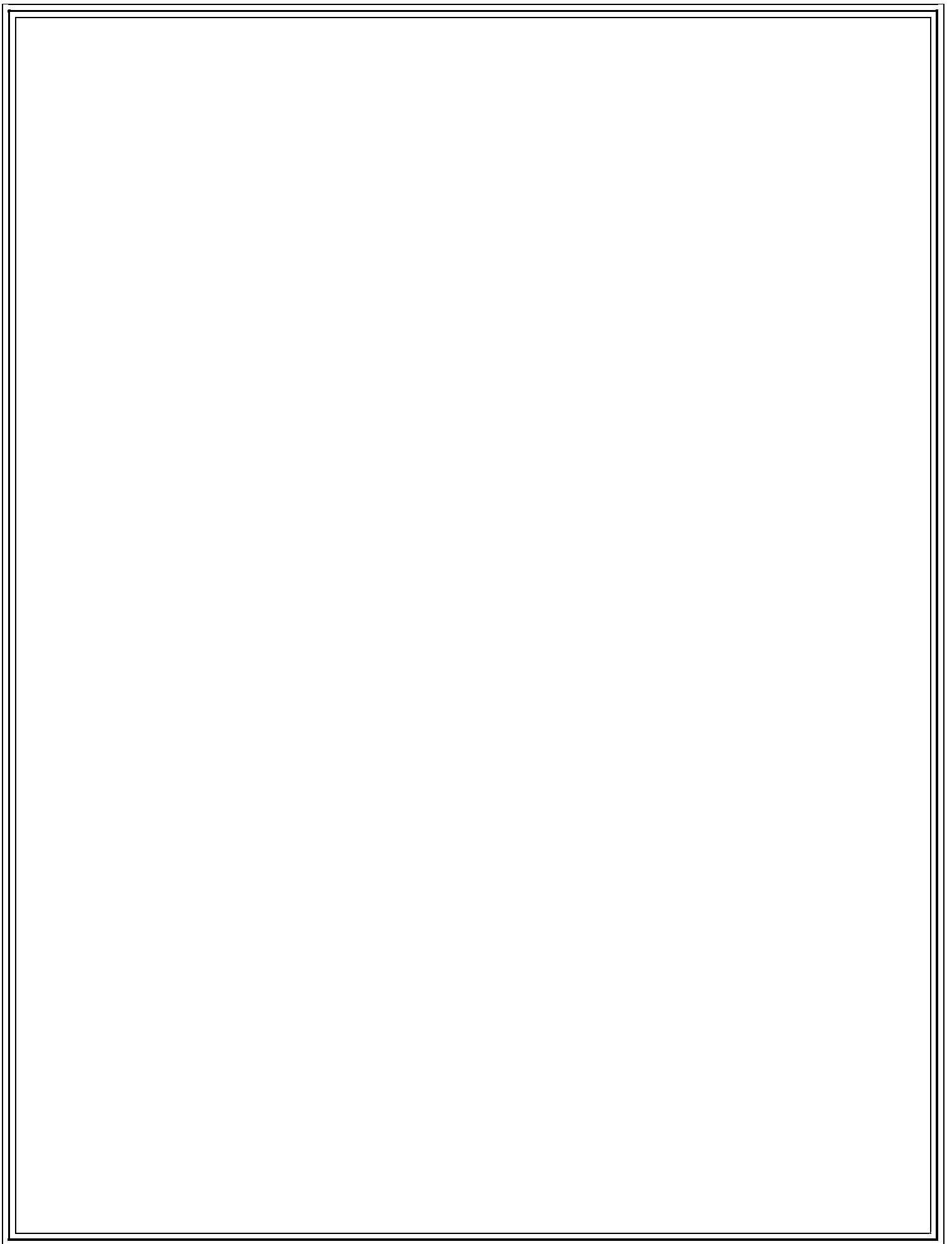


The Wheel on the School



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A Reading Guide by Lisa Kelly



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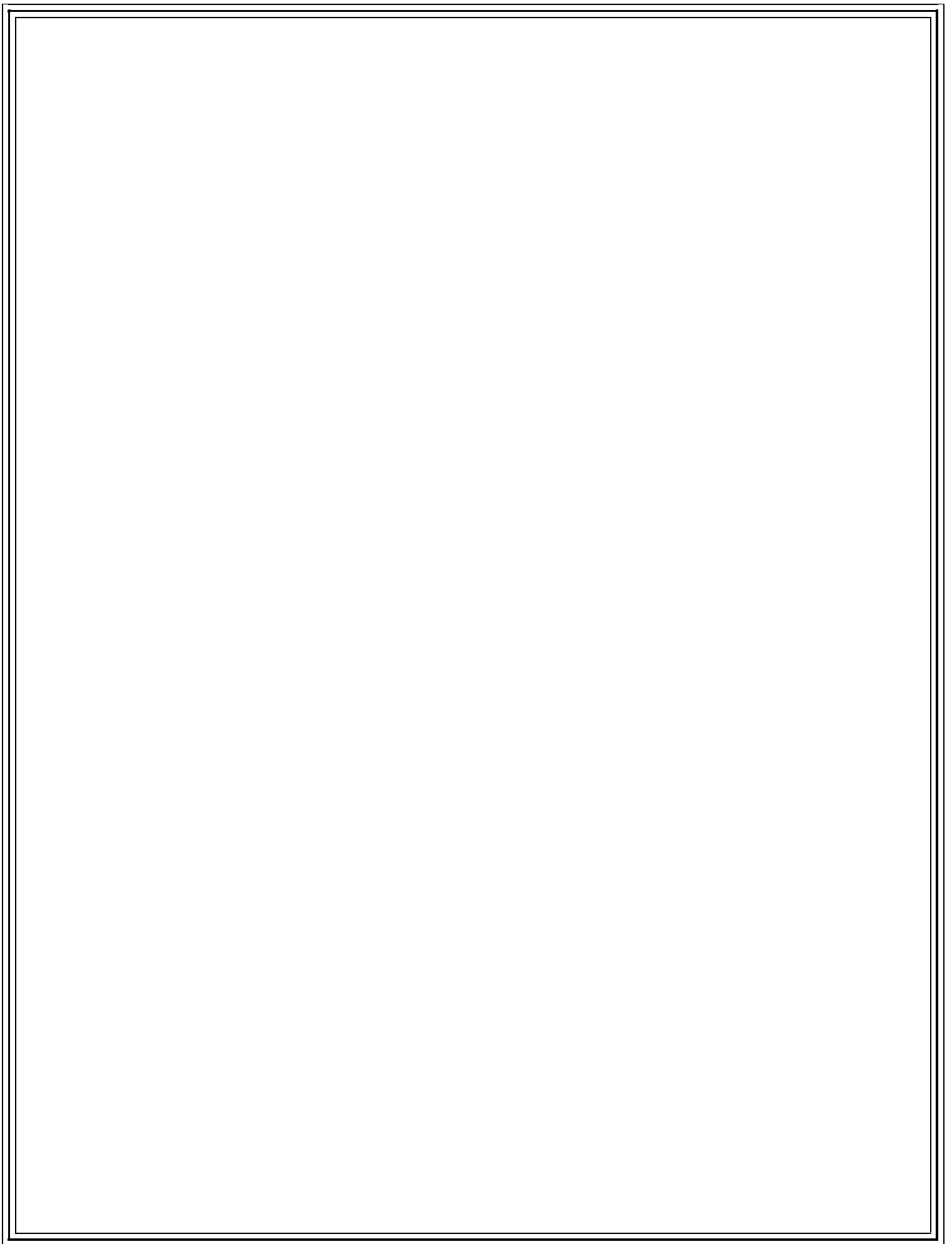
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Lesson Notes

1. “Connection” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Have students define the words listed under “Words to Know” either independently or together orally with the teacher. Teachers and students should locate any listed places, read and discuss any notes included at the beginning of each lesson and discuss the pronunciation of any words, as needed.
3. Students should either have the book read aloud to them or should read each chapter (or reading section) together with the teacher or should read the book independently, whichever best fits.
4. After reading, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in literary terms can be included or omitted as it best fits the needs of your students.

Literary Elements & Techniques

- characters
- simile
- metaphor

Additional Reading

The following selections are both free and in the public domain.

- “Why the Storks Love Holland” from *Dutch Fairy Tales for Young Folks* by William Elliot Griffis
- *Hansi the Stork* by Oscar Ludmann

Final Project Ideas & Coloring Pages

A few final project ideas and coloring pages are included at the end of this guide.

Exam Prompts

- Describe your favorite character from the book. What made this character your favorite?
- Tell about a life lesson this book taught us. Be sure to include which character(s) and which event(s) illustrate(s) this lesson.

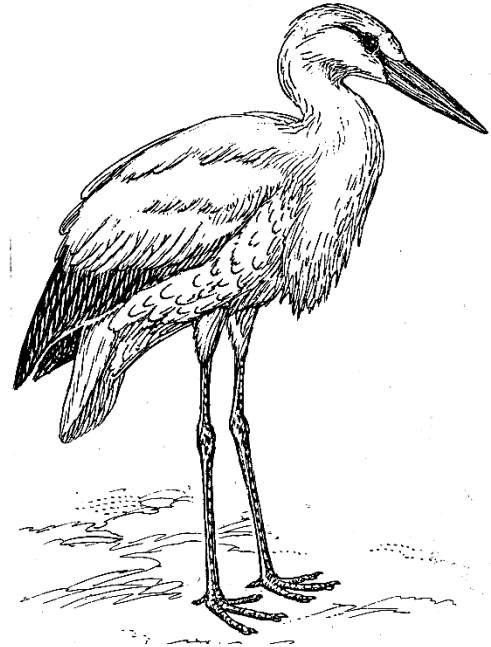
There are more exam prompts in the complete guide; this is a sample only.

Chapter 1

- * Read Chapter 1: “Do You Know About Storks?” from *The Wheel on the School*.

Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about. Share what you know of storks. What do you know of Holland?
- Words to Know: dike and surly
- Locate: Holland and North Sea [Holland technically includes two provinces in the Netherlands, but often the entire country of the Netherlands is called “Holland”. The people who live there are known as the “Dutch”.]



After the Reading

Narration Suggestions –Choose One

- Describe the children of Shora and of Lina’s report on storks.
- “For sometimes when we wonder, we can make things begin to happen” (6). What is meant by this? Why would teacher wish the children to wonder?
- Pretend *you* are a student of this small class in Shora. What do you wonder about storks? Write a list of these questions with your teacher.
- Write your own composition on something which caused you to “wonder”.

Chapter 2

- * Read Chapter 2: “To Wonder Why” from *The Wheel on the School*.

Before the Reading

- Connection: Name the children in school. Share what you know of storks.
- Words to Know: pickerel and moat
- Note: Remove or edit the word “fat” on p. 10, as needed.

After the Reading

Narration Suggestions –Choose One

- “Begin to wonder why, the teacher had said, and maybe things will begin to happen. And they had” (24)! Tell what “things” had begun to happen.
- Tell of Lida and of Grandmother Sibble III.
- “...we should try to think the way a stork would think” (19). Who said this? What is meant by it? Is this good advice?
- Should the boys have abandoned Lida?
- Draw a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- This chapter was given the title of “To Wonder Why”. How does this title fit the chapter? Think of another title and tell how it would fit.

Chapter 3

- * Read Chapter 3: “Wagon Wheel” from *The Wheel on the School*.

Before the Reading

- Connection: Tell of Grandmother Sibble. Why might this chapter be titled “Wagon Wheel”? What answer does Lina give to the following question: “Why are there no storks in Shora?”
- Word to Know: woebegone
- Locate: Africa; distinguish between Holland as a country and Africa as a continent.

After the Reading

Narration Suggestions –Choose One

- Tell of Lina’s ideas about storks and how to bring them back to Shora.
- “But there’s where things have to start –with a dream” (32). Who said this? What is meant by it? Additionally: “Making dreams become real often takes long...” (33). What is meant by this?
- Draw a picture of storks in Africa. Base your illustration on the description given by the teacher in this chapter. Give your picture a title or caption and share it with someone, telling of it.
- Is it difficult for Lina being the only school-aged girl?

Literary Elements

Characters are people or animals in literary works.

How important are characters to a story? What would a story be like without any characters? Dictate or write a list of the characters from this reading. Choose two and tell about each one.

Alternatively, choose several characters to draw. Be sure to label each one.

