



#1631

THE REMARKABLE RIDERLESS RUNAWAY TRICYCLE

WESTON WOODS STUDIOS, 1978
Grade Level: Ps-3
11 mins.
1 Instructional Graphic Enclosed

DESCRIPTION

A young boy abandons his tricycle on the sidewalk to play with a kite left on a pile of trash. The trash collectors mistakenly pick up the tricycle and take it to the junkyard. As it is about to be crushed, the tricycle magically escapes and proceeds to have an amazing adventure through town. It finally pedals back to the boy and a happy reunion. Nonverbal version, based on the book by Bruce McMillan.

ACADEMIC STANDARDS

Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 1 and 2.)
 - ◆ Benchmark: Understands the basic concept of plot (e.g., main problem, conflict, resolution, cause-and-effect) (See INSTRUCTIONAL GOALS 3.)

Subject Area: Language Arts–Viewing

- Standard: Uses viewing skills and strategies to understand and interpret visual media
 - ◆ Benchmark: Uses a variety of strategies to predict content and meaning in visual media (e.g., uses knowledge of the structure of television programs: for cartoons, make predictions based on program length, experience that a resolution will be reached and that main characters will overcome difficulties to return to the next episode; uses knowledge of cause-and-effect relationships to predict plot development) (See INSTRUCTIONAL GOALS 3.)
 - ◆ Benchmark: Knows how different elements help to establish plot, setting, and character in visual narratives (e.g., action, dialogue, music, clothing, facial expressions) (See INSTRUCTIONAL GOALS 3 and 4.)

Subject Area: Health

- Standard: Knows how to maintain mental and emotional health
 - ◆ Benchmark: Identifies and shares feelings in appropriate ways (See INSTRUCTIONAL GOALS 4.)

INSTRUCTIONAL GOALS

1. To promote the reading of children's literature.
2. To distinguish between fantasy and reality.
3. To follow a nonverbal story made up of a sequence of causes and effects.
4. To stimulate an awareness of various emotions and how they can be expressed in a moving image format.

VOCABULARY

- | | |
|-----------------------|--------------------|
| 1. car wash | 7. jogger |
| 2. chase | 8. kite |
| 3. crane | 9. police |
| 4. dump | 10. riderless |
| 5. garbage | 11. street sweeper |
| 6. garbage collectors | 12. tricycle/trike |

BEFORE SHOWING

1. Introduce the title of the video. Discuss the meaning of the words in the title and the possible plot.
 - a. Discuss the possible meanings of *runaway* (a fugitive, out of control, wins by, or has a long lead). Predict which meaning it will be in the video.
 - b. Discuss what a riderless tricycle can do by itself. How could a riderless tricycle also be a runaway tricycle?
 - c. Guess what will happen in the story.
2. Discuss real and make-believe stories.
 - a. Give examples of real and make-believe stories. Brainstorm a list of real and make-believe stories.
 - b. Examine the list of stories. Determine ways to decide if a story is real or make-believe, such as nonliving things acting like living things or animals talking.
3. Display a tricycle similar to the one in the video. Discuss whether or not it is alive.
 - a. If it suddenly came to life, what do you think it would do?
 - b. If it suddenly came to life, what would you do?
4. Discuss how facial expressions show a person's feelings.
 - a. Identify emotions using photographs of people expressing various feelings.
 - b. Practice facial expressions for various emotions.
 - c. Discuss other ways to know how a person is feeling.
 - d. Watch for expressions of various emotions in the video.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video when the boy picks up the kite and walks away leaving his tricycle by the garbage. Predict what might happen.
3. Pause the video after the tricycle passes the police car. Predict what the police officer might do.

4. Pause the video when the large truck and the trailer back across the road. Predict what the tricycle and the policeman will do.
5. Pause the video when the tricycle is in the dead-end alley with the garbage truck coming. Predict how the tricycle might escape.
6. Pause the video when the tricycle stops at the top of the hill with the policeman and garbage collectors at the bottom. Predict what might happen.

AFTER SHOWING

Discussion Items and Questions

1. What kind of truck was shown at the beginning of the video? Why was this important to the story?
2. Why were there piles of garbage along the street?
3. What was the boy looking for as he rode his tricycle along the sidewalk? What did he find? What did he do?
4. Why did the garbage collectors put the boy's tricycle in the garbage truck?
5. How did the boy feel when he returned to get his tricycle? Explain your answer.
6. Where did the men take the tricycle?
7. What was the viewer's first clue that the tricycle would act like a living thing? What emotion did the tricycle appear to have as the crane was lowered towards it? What did it do? Why?
8. How did you think the crane operator and the garbage collectors felt when the tricycle ran away? How would you feel?
9. What was the policeman doing on the side of the road? Why did he hit the radar gun after the tricycle went by? Why did he chase the tricycle?
10. What stopped the policeman? How did he feel? Why did the tricycle stop and "look" back? What emotion did this show?
11. How did the jogger know that the tricycle was following him? What did the jogger and the tricycle do? Why did the jogger stop? Explain your answer.
12. Why did the two garbage collectors look at each other when they saw the tricycle again? How did they feel? How did you know? What did they do?
13. What emotion was expressed when the tricycle ended up in the dead-end alley with the garbage trucking coming? Explain your answer.
14. Describe how the tricycle escaped from the alley. What did you suppose the people at the pizza restaurant thought when the tricycle hurried through and out the front door?
15. Why did the tricycle roll slowly out from behind the building? What emotion did this evoke?
16. Why did the man at the gas station look up after the tricycle went by? Why did he look puzzled?
17. Why did the tricycle go through the car wash?
18. Describe what happened at the eye glass store. Why didn't the man want the new glasses?
19. How did the man watering the grass feel when he saw the tricycle? Why did he spray water on the tricycle? Did he mean to spray the woman? How did she feel?
20. What big yellow machine followed the tricycle? Why did you think it followed the tricycle?

21. Why were the policeman and garbage collectors waiting at the bottom of the hill? Why did the tricycle stop at the top of the hill? What mood was expressed?
22. Describe how the tricycle escaped the trap set by the policeman and garbage collectors. How did they feel? Explain your answer.
23. How was the little boy feeling before the tricycle came back? How did he feel when the tricycle arrived back?

Applications and Activities

1. Review the events of the story. Sequence the events. (See INSTRUCTIONAL GRAPHIC.)
2. Discuss cause and effect.
 - a. Draw three columns on the board or overhead transparency. Label the first column "Cause," the second column "Tricycle Actions," and the third column "Effect."
 - b. Starting in the middle column, record the first time the tricycle did something that demonstrated it was thinking for itself (e.g., turns "to look" at the crane while in the garbage dump).
 - c. Then in the column to the left, write down what caused the tricycle to react the way it did (e.g., the crane was being lowered towards the tricycle).
 - d. In the right hand column, record the effect, or result, of this encounter (e.g., the tricycle sped out of the garbage dump).
 - e. Continue to review the video in this manner, sequencing the various actions of the tricycle and identifying the causes and effects.
 - f. Check the lists by replaying the video. Fast forward from scene to scene.
3. Read *The Remarkable Riderless Runaway Tricycle* by Bruce McMillan. Compare and contrast the book with the video. Why is the video so different from the book?
4. Make a class book by writing a story about a wheeled toy that comes to life. Draw illustrations or take photographs for each page of the story.
5. Cut out pictures of people with various facial expressions. Write captions for the pictures and label the emotion expressed. Display the pictures, captions, and labels.
6. Discuss how the video was made. Experiment with a video camera and a wheeled toy to create some of the effects from the video.
7. Use stop-camera animation techniques to show movement of an inanimate object.
8. Take a series of still photos of an object, moving the object slightly between shots.
9. Create flip books from a stack of printed pictures to show movement.
10. Write dialogue for the video.
11. Introduce the concepts of gravity, friction, resistance, and speed. Experiment with wheeled toys on flat and sloping surfaces of various textures. Predict and time each event.

SUMMARY

In this story, a tricycle gets kidnapped by a garbage truck but finds its way home. As the story opens, a boy is riding the tricycle down the sidewalk.

Distracted by a kite he finds in the trash, the boy leaves his tricycle next to the trash pile. The poor tricycle gets collected in the garbage and taken to the dump where it narrowly escapes the jaws of a huge crane. Just in time, the tricycle makes its break and heads out the gate. The garbage men jump in their truck and give chase. The truck chases the trike through and around a series of amusing obstacles. More people join the chase of the runaway vehicle: a jogger, the police, and a man driving a street sweeper. The smart little trike evades all its pursuers, makes a flying leap over a roadblock, and finds its way back to its owner.

CMP RELATED RESOURCES

- *The Red Balloon* #7992
- *Corduroy* #1852
- *Pocket For Corduroy* #2102

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **BRUCE MCMILLAN: CHILDREN’S BOOK AUTHOR AND PHOTO-ILLUSTRATOR**

<http://www.brucecmillan.com>

This site contains information about all of the author’s books, including upcoming books, plus his news and photos for the last several years. Note: The site has many photos and moving letters which is better if viewed with a high-speed Internet connection.

- **TRICYCLES** <http://www.tricycletetish.com>

This is a Web site that focuses on everything about tricycles, including tricycle history and tricycle literature.

- **YOUR FEELINGS** <http://www.cyh.com/cyh/kids/main.html?l1=6>

This Web site, from the Child and Youth Health agency in Australia, is written for children and covers issues related to quite a number of different feelings common to children.

INSTRUCTIONAL GRAPHIC

- THE RUNAWAY TRICYCLE

#1631 THE REMARKABLE RIDERLESS RUNAWAY TRICYCLE

The Runaway Tricycle

Directions: Cut out the pictures below. Glue the pictures in the correct order. Write a sentence for each picture.

1	2	3
4	5	6



Captioned Media Program