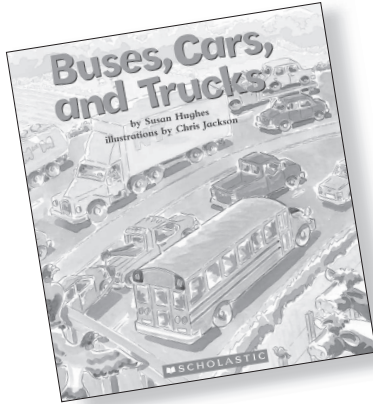


# Buses, Cars, and Trucks



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*Illustrated by Chris Jackson*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** F

**Summary:** A boy and his uncle enjoy standing on the walkway over a big highway looking at buses, cars, and trucks. When Uncle Max suggests doing something else for a change, he learns that no matter where Jacob is and no matter what he's doing, he's always looking at vehicles.

**Word Count:** 218

**High-frequency Words:**

*a, and, at, but, day, did, do, I, look, love, more, no, said, saw, say, school, so, the, then, they, this, to, went, would, yes, you*

## Text Supports

- ▶ illustrations support the text
- ▶ repetitive text

## Possible Text Challenges

- ▶ compound words (*pickup, sometimes, something, and seagulls*)

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ predicting

### Working with Words

- ▶ word solving and building: using picture cues and letter-sound knowledge to read unfamiliar words
- ▶ word solving and building: using known word parts to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them, using illustrations and the text
- ▶ make predictions about characters and plot
- ▶ use picture cues and letter-sound knowledge to read unfamiliar words
- ▶ use known word parts to read unfamiliar words



## BEFORE READING

**Predicting/making connections: text to self**

### **Activating and Building Prior Knowledge**

Show students the front cover of the book. Ask them to look carefully at the cover illustration and tell what they think Jacob's favourite thing to do is. Read the back cover copy and create a list of other activities that Jacob and Uncle Max could do together. Ask students which activity they like to do best. Have them discuss how friends/family can tell when they really want to do something and when they really do not want to do something.

### **Teaching Tip:**

Remind students that good readers think about how they connect or identify with the main character in a story.

**Word solving and building**

### **Overcoming Text Challenges**

Hand out copies of the book. Say, *Let's look at a few pages together and see if you can name a few of the activities that Jacob and Uncle Max do together.* Look at pages 6 and 12. Introduce challenging words by saying, *Jacob and Max are looking at animals in the zoo. Can you name some of the animals that they see?* Repeat this on page 12 by having students identify things Jacob and Uncle Max are looking at on the beach. Direct students to the words that identify what they see in the illustration.

**Word solving and building**

Point out the word *sometimes* on page 4. Help students recognize that *sometimes* is made up of two words and point out that this kind of word is called a compound word. Encourage them to use known word parts to solve unfamiliar words.

**Inferring**

### **Setting a Purpose**

Say, *As you read the book I want you to think about whether Jacob is really enjoying the other things he does with Uncle Max. What does Jacob like to do most of all?*

### **ESL Note:**

ESL and other students may need explicit direction in reading picture cues. Have students dramatize feelings. Ask how they look when they are feeling surprised, bored, etc.



## DURING READING

Ask students to read the book independently, keeping in mind the purpose that was set for reading. Observe and listen to students as they read the text, noting students' use of reading strategies and ability to solve unfamiliar words using multiple sources of information (picture and letter-sound clues).

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they think Jacob likes to do best, and have them identify the picture cues that confirm their prediction.



## AFTER READING

### Inferring

When students have finished reading the text, prepare a T chart with the headings “Activity” and “What Jacob’s Doing.” Have students tell you the activities that Jacob and Uncle Max did together on the “Activity” side of the chart. Revisit the illustrations and write notes on what Jacob is doing while at the zoo, at a farm, etc. Students should note that Jacob is always looking at the vehicles.

Model positive reading strategies you observed during the lesson. For example, *I noticed Sara looking at the word pickup to see if there were any parts that she knew. She found pick and up, and when she blended them together, she could read the word, pickup.*

**Teaching Tip:** Remind students that cues for determining the meaning of a story come from both print and illustrations; good readers look carefully at both.

### Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

#### ***Favourite Activity***

**Making connections:  
text to self**

Invite students to write or draw a picture about a favourite activity they enjoy doing with a family member. You could then have them sort the activities into groups such as “sports,” “reading,” “visiting relatives,” and so on. Staple the pictures together and hang them in the classroom under appropriate headings.

#### ***Make a New Page***

**Inferring**

Give students a copy of the BLM and have them create a new page for the book, showing another place where Jacob and Uncle Max could go, things they would see there, and what kind of vehicle(s) Jacob would be looking at. Students could read their new page to a partner.

#### ***Sentence Starter***

**Evaluating**

Give students the sentence starter “I liked the part in the story when...”, and invite them to think about what happened in the book and finish the thought.

#### ***Drama***

Have students work in pairs and use the book to act out the story. They can use the pictures to help them decide what each character should say and do. Provide opportunities for them to act out the story.

#### ***Word Building***

**Word solving and building**

Point out “ing” in *looking* (page 4). With students, generate other examples where a word can be expanded with the “ing” ending (e.g., play/playing, run/running, jump/jumping, swim/swimming, farm/farming).

# Make a New Page

Name: \_\_\_\_\_

Jacob and Uncle Max went to \_\_\_\_\_.

They saw \_\_\_\_\_.

“Isn’t this fun?” asked Uncle Max.

“Oh yes,” said Jacob.