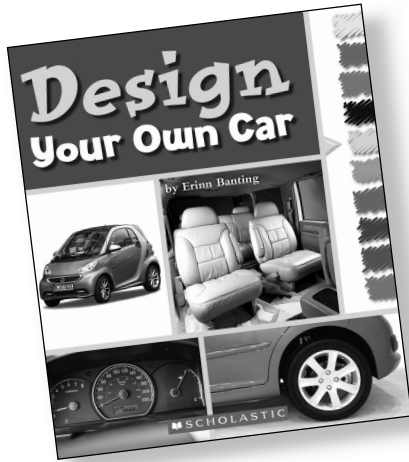


Design Your Own Car



Written by Erinn Banting

Text Type: Non-fiction: Procedure — Instructions

Guided Reading Level: R

Summary: This book includes factual information about cars. It outlines facts about safety, environmental concerns, design, and special features to be considered when designing cars.

Text Features

- ▶ table of contents
- ▶ captions, headings, bold print
- ▶ special fonts
- ▶ clear photographs

Visual Literacy

- ▶ mind maps
- ▶ graph
- ▶ diagram

Text Supports

- ▶ photographs support text
- ▶ captions, highlighted and varied font and text colour support specific features
- ▶ large blue circles with white print support the purpose of reading

Possible Text Challenges

- ▶ specialized vocabulary, e.g., *manufacturers, internal combustion, all-terrain*
- ▶ procedural format

First Session (pages 2-5)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections: text to self

Working with Words

- ▶ using context cues and photographs to make sense of unfamiliar words
- ▶ using familiar word parts to help solve larger words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to something they already know about cars
- ▶ analyze text and photographs to find facts
- ▶ give personal opinions about facts and ideas
- ▶ understand sequence of events in designing a car
- ▶ synthesize information to use it in their own designs

Oral Language Opportunities

- ▶ sharing connections and experiences with cars
- ▶ explaining why they like a model of car and what they like about it

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Invite students to talk about cars. Ask, *What kind of car does your family have or would like to have? What kinds of cars do you like? What do you like about them?* Start a mind map similar to the first one on page 16. Write *Type* in the middle and ask students what types of cars they can think of. Keep the map on hand until you read page 16.

Look at the front and back covers and talk about the photos shown there. Ask, *Have you ever seen a car like the one shown on the front cover? The back cover? If you could design your own car, what would it be like? What do you think you might need to know to design your own car?* Invite students to suggest answers, then read the information on the back cover. Then say, *Let's read this book to find out the answers to our questions.*

Overcoming Text Challenges

Ask students if they can name the items on the cover that represent parts of a car. They will recognize the seats and the wheels or hubcaps. Some may mention the speedometer and the dashboard. Write all of these terms on the board. Point out that some terms are compound words, so they are easier to read if they are broken into separate parts. For example, *dashboard* is made up of *dash* and *board*. *Hubcap* is made up of *hub* and *cap*.

Word solving and building

ESL Note: ESL students will need strong support for this text. The vocabulary is challenging, and there is a great deal of information. Have them use the words discussed above to start making "Car Cards." They can write each word on a card and then draw a picture of it. They can then keep the cards to add to and refer to as they read.

Text features

To keep students from losing their way in this text, help them work through the procedure and the amount of information by drawing their attention to the blue circles that start on page 5. Have students look at several of the blue circles and tell you what they notice about them. (They are all questions, and they all focus on the main idea on the page on which they appear.) Suggest that students look at the blue circle on the page before and after reading to help stay focused on the page's main idea.

Direct students' attention to the table of contents. Ask, *Where in the book are the questions on the back cover likely to be answered?* Ensure that all students are comfortable with the words *exterior* and *interior*. Ask, *After the first chapter tells you that you are going to design a car, what are you going to find out about next?*

Setting a Purpose

Sequencing

Tell students that as they read the book, they should think about the steps they would need to follow to design their own car.

Teaching Tip: Write the purpose for reading on chart paper or a board so it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Ask students to read the text independently, thinking about the purpose for reading.

Encourage students to stop after every couple of pages and think about what they have read. Offer prompts, such as, *What ideas come to mind about the car you might like to design?*

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Tell them that as they're reading, you will gently tap their hand for them to read out loud wherever they are while you listen for fluency and ability to tackle difficult words. Listen to a paragraph or two with each student.

Note students' ability to decode unfamiliar words and any difficulties they encounter.

Encourage students who finish early to reread pages 2–5 independently or with a partner.



AFTER READING

Evaluating/sequencing/ making connections: text to world

Ask students, *What is the first thing you need to do before designing your car?* Take a little time to discuss the cars shown on pages 3–5, and ask students which they like, which they don't like, and why. If students are really interested, you might lead a discussion about why people choose various types of cars. You could turn this into an environmental discussion by having students think about cars such as SUVs that are sometimes used unnecessarily in towns and cities.

Analyzing/evaluating

Remind students that they are reading a factual book and that this type of book doesn't always have to be read sequentially. Ask them to identify one or two other sections they would like to read on their own before the next Guided Reading session. Record their choices, and remind them to plan to return to the group for the next session with some information they have learned from their specific sections. Provide sticky notes to help them make a few notes on the pages they read.

Word solving and building

Ask students to share any words they found challenging and the strategies they used to figure out the words. Mention effective reading strategies you observed as you listened to students read.

Second Session (pages 6-16)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ synthesizing

Working with Words

- ▶ using context cues and photographs to make sense of unfamiliar words
- ▶ using familiar word parts to help solve larger words

Assessment Opportunities

Note each student's ability to:

- ▶ understand sequence of events in designing a car
- ▶ synthesize information to use it in their own designs
- ▶ make connections to something they already know about cars
- ▶ analyze text and photographs to find facts
- ▶ give personal opinions about facts and ideas

Oral Language Opportunities

- ▶ discussing in partners and groups



BEFORE READING

Sequencing

Activating and Building Prior Knowledge

Elicit from students the first step in designing a car that you discussed during the last session. Ask students to discuss the section they read in preparation for today's session. Write the name of each section on the board as they tell you. Compare notes from students who read the same sections. Question any discrepancies and ask students to go back and check to find the correct information. When you have all their notes on the board, say, *Let's put these in a logical order that would be good to use if we were designing a car.* Students should be able to put the information in a similar order to what is found in the table of contents and the rest of the book.

Overcoming Text Challenges

Direct students' attention to the illustration on pages 6–7. Ask, *Is there anything unusual about what the man with the sporty-looking car is doing?* Students will see the electric plug the man is holding. Ask if any of them know what that might mean. Even at this age, some may be aware of hybrid cars. Allow them to talk about what they know and, when they read about hybrids, ask the class to check whether or not their classmate's information was correct. Note that the coloured boxes on page 7 provide engine-related information that a car designer would need to take into account.

Visual literacy/making connections: text to world

Analyzing/evaluating

Ask, *Have you thought about the colour you'd like your car to be?* Direct students' attention to the chart on page 11. Ask, *What is the most popular car colour? What is the least popular colour? Where does the colour of the car you want to design fit in this chart?*

Language predictability

Introduce the terminology on page 6 before students begin reading. Students should be familiar with the term *electric*, but *internal combustion* and *hybrid* might be new to them. If you have not discussed it in the discussion relating

to visual literacy, talk about the hybrid engine now so students will have some understanding before they begin reading.

ESL Note: The more tactile you can make some of the information, the more readily ESL students will grasp it. To help them appreciate the difference between a typical passenger car and something such as an SUV, bring in toy cars and trucks and let students feel the difference between the treads on the various tires. Have them examine the tires and talk about how differently each type of tire might behave on a road surface before they read the material in the second column of page 9.

Synthesizing *Setting a Purpose*
Ask students to read to find out what features they need to consider and what features they would like to include in the car they design.



DURING READING

Ask students to read the text independently. Encourage students to stop after every couple of pages to consider the features they want to include in their cars.

Observe and listen to students as they read the text, noting their ability to use the photos and illustrations to help them understand the text, and their use of the information in blue circles that helps keep them focused. Offer prompts, such as, *Were the photos and illustrations useful with helping you better understand the text? How helpful was the information in the blue circles?*

With a partner, encourage students who finish early to reread the entire text and discuss some of the features of the car they wish to design.



AFTER READING

Synthesizing/text features

Have students look again at the mind map they made before reading this text. Have them compare the entries they made in the mind map to those shown on page 16. Discuss with them and encourage them to make further suggestions for each of the maps.

Sequencing/synthesizing

Ask students to look back at the notes they have written and share some of the key points. Discuss the steps needed to design and build a car. Ask, *What are the basic elements every car needs?* Make a shared list on chart paper. Using this list, encourage students to go back through the book and pick the specifics they would like for their own car and begin to list them. To help them put the information together, you may wish to ask questions such as:

- ▶ What features of a car that you have seen or ridden in might you like to include?
- ▶ Considering the sequence involved in designing a car, what would you choose first, next, and last?
- ▶ Which features will best suit the type of car you chose to design?

Encourage students to demonstrate their understanding and connect the facts to select the best features.

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 the needs of your students.

My Perfect Car

Encourage students to make a wish list of what they'd like in their cars. Provide old car magazines or flyers from dealerships for students to cut and paste on their wish lists. They should label the parts they want to include.

Buy Me Now!

Provide a three-section BLM for students to use to outline the sequence they would use to create their design. Encourage students to use language to support their sequencing, e.g., *first*, *next*, *then*, and *finally*.

The BLM could be in the form of a “concertina” style that folds out, or in the form of an advertisement booklet that a dealer might use to advertise “the new car.” Make sure students fold their papers before they begin drawing the features they are highlighting. Some will need to be on the front of the page, and some will need to be on the back for them to be visible when the reader unfolds the page.

What's Special About My Car?

Remind students to keep their dream design in mind as they choose features for their car. Invite them to sketch their design using colour and labels to identify all of the key elements. Give students a couple of overhead transparencies to represent important parts of the car that may not be visible on the exterior.

Invite students to share their designs with the class, telling why they choose the design and the specific features.

How Much Did You Learn?

Provide an opportunity for students to discuss what they felt the book taught them about designing a car. Ask, *Did the author do a good job? Why do you think as you do? Are there any ways in which you think the author might have made the book better? How ready do you feel to design a car after reading this book?*

The Real Thing!

Invite a parent or car mechanic to bring a car to school to give students an opportunity to name and identify the parts they have learned about and test their knowledge with the “expert.”

Visual literacy/making connections: text to world

Sequencing

Synthesizing

Evaluating

Making connections: text to world

**Word solving and building/
language predictability**

Word solving and building

Divide the group into two teams to set up a debate on the merit of choosing a “smart car” versus an SUV.

Invite students to design a car that might best suit the needs of their family, telling how it might differ from a car they would design for themselves.

Glossary

Invite students to create a glossary for the book, outlining some of the key words and adding definitions, pages, and pronunciations.

Root Words

Do a root-word study of some of the words involved with cars, e.g., *functional*, *explosion*, *pollution*, *indicator*.

Buy Me Now!

Name: _____

Use the boxes below to advertise the features of your car. Use lots of colour so your readers want to buy your car. Fold along the dotted lines. Make sure you draw your features so they can be seen when you fold open your booklet!

