

# Car Racing

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** and, are, at, back, but, do, go, have, help, in, is, it, like, look, much, not, off, on, one, other, the, there, they, this, what, with

**Content Words:** around, car, corners, country, don't, drag, engine, exciting, fast, formula, midget, mud, noisy, race, racing, rallying, roads, sand, seat, short, small, snow, special, straight, super, these, time, very, wings, winner

### Phonemic Awareness

Recognise and produce words that have the same long i vowel sound: i-e

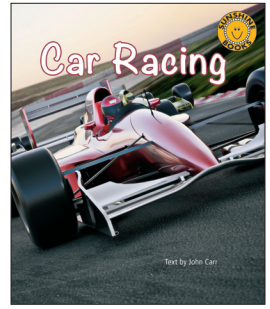
### Phonics

**Letters and Sounds:** i-e like

**Words to Blend and Segment:** like, time, bike, line, hike

### Fluency

Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat.



There are many types of racing car. See what the differences are between them.

## Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Car Racing*.
- From the cover photo and title students predict what the text might be about. Ask: Can you see where the driver is seated? What does he/she wear for protection? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Are these cars racing? Are they the same cars as the one on the cover?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2-3 discuss the picture. Ask: How many cars can you see in the race? Which word would say *car*? How would *car* start? Find the word that starts with c. Then look for *racing* finding the /r/. Talk about what the word could be that starts with /f/. What would make sense? Car racing is /f/? (*fast*). Make sure the word looks right, sounds right and makes sense. (Use picture, print and contextual clues. This is what good readers do.)
- Students read the words together, pointing to the words as they are read. Do the same for the remaining two sentences on this page.
- Follow this pattern for each page, discussing the different kinds of car racing in the photos, reading the heading, looking for the initial letter of the key words before reading each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- What is the difference between rallying and super car races? Use the headings to help find the information. What is the same about all the races? (fast, noisy, exciting)
- Discuss page 16. Ask: Could you answer the question? Students illustrate and label these.

## **Phonemic Awareness**

- Recognise and produce words that have the same long i vowel sound: i-e Students listen for the long /i/ vowel sound as words are spoken, then they repeat, like, time, bike, line, hike.
- Students think of and listen to more words that have the long /i/ vowel sound, e.g. fire, mine, fine, bite. They say the words slowly, emphasising the long /i/ sound.

## **Phonics**

- Recognise words that have the same long /i/ vowel sound i-e . Write the words like, time, bike, line, hike on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. They make groups of rhyming words with the alphabet letters to read, e.g. hike, bike, trike, like, Mike.

## **Word Study**

- Talk about words *help, go, back, in, other, much, there, off*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *midget, drag, formula, rallying*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of a page in the book. They write the matching sentence from the text, e.g. *Formula one cars have one seat. The engine is at the back.*

## **Fluency**

- Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Car racing is dangerous. They write the text and illustrate it.
- Students make a chart to show the different kinds of car racing. They illustrate and label the chart and share it with the class.
- Students use the headings to summarise the text. They write the heading and a fact or two under it about the kind of racing.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.