

Cool cars

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Focus phonics

ee as in speed, sleek, creeks, needs, green, beep, been, see, seem, keeps, speeds, keep, seen, feel, need, screech, bleep

oi as in airfoil, pointed, soil

ch as in churns, check, screech, checked

Tricky words

all, are, as, be, comes, do, go, has, have, into, is, like, little, loved, my, no, of, old, one, out, pull, push, put, so, some, the, there, they, to, today, was, what, when, you, your

Book summary

A discussion of a wide variety of cool cars, including hot rods, sports cars, racing cars, green cars, a flying car and a swimming car.

Learning intention

Phonics: To focus on words with the long /ee/ vowel sound (and combined with adjacent consonants). Also to discuss words in the text with the /oi/ vowel digraph plus the /ch/ consonant digraph.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at the cover and read the title together. Ask: What might the title mean? Could it be about cars that keep you cool in summer? Or is it about cars that look cool to ride in? Flip through the book to get a sense of the contents. Invite students to share any prior knowledge about cool cars, and to make predictions about what kind of information might be given in this non-fiction text. Keep a note of predictions and return to them later.

Quick phonics warm-up: Quickly read the words listed in the phonics focus on the inside front cover for the long /ee/ vowel sound. Sort the list to show the words that have adjacent consonants as well: speed, sleek, creeks, green, speeds, screech, bleep. Read these words and say what the adjacent consonants are in each. (Aim for this not to last longer than a couple of minutes.)

Vocabulary check:

racket p 23 a very loud noise

cockpit p 9 the place where the pilot or driver sits

Morphology: Look at the word *invented* on p 15. It is made up of a prefix *in-* and a root word *vent* and a suffix for the past tense *-ed*.

Etymology: The root word *vent* comes from the Latin word *venire* meaning to find, come upon, discover. Ask: Can you think of any other words that might come from the root word *vent*? (*invention, invents, inventing, inventor*)

Tricky word practice: Display the tricky words *loved* and *they*. Ask: What are the tricky parts of these words? (o_e is the tricky part of *loved* which says /u/; ey is the tricky part of *they* which says /ai/) Practise reading and spelling these tricky words.

During reading

Read the story: If you are reading the text in two sessions, a good place to break is at the end of p 13. Students can finish the book in a second session or for homework. Reading could follow one or more of the following approaches:

- Read the text together, modelling where necessary.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially in words with the phonemes /ee/, /oi/ and /ch/.

Comprehension support: Pause occasionally to talk about the book and encourage students to work out the most important information on a given page, e.g. on p 5 ask: What is an airfoil? Point to it in the picture. Discuss how it helps the car to go faster. On p 20, ask: What does this car have in common with a plane or boat? (a propeller to help it swim along in the water) How does the propeller do this?

After reading

Apply learning: Revisit the ideas expressed before reading to see if students' predictions were correct or not. Discuss any differences.

Sort words from the text into their matching adjacent consonants. In pairs, find three examples of each, e.g. gl - *glimmer, glitter, glint*; cr - *crash, crushed, cross*; tr - *traffic, truck, trip*.

Turn to p 18, and point to and read '*glimmer and glint*'. Ask: What do these words mean? (shining) Notice how the phrase has two words starting the same way. This is called alliteration (a special tool the author has used to make the text sound interesting). Turn to p 7, can students find another example of alliteration? (*cross creeks, gas-guzzler*)

Compound words: Discuss what compound words are. (two words joined together to make a new word) Demonstrate how a compound word is formed, using the following words from the text: *airfoil*, *sunlight*. Discuss their meaning.

Sometimes compound words have a hyphen between the two words, like *gas-guzzler*, *power-up*. Discuss the meanings of these words. Practise reading and writing compound words from the text, with discussion of their meaning.

Comprehension: Discuss the questions on the inside back cover. Then ask: What happens at a pit stop for a stock car? (p 3: car is checked and filled up with gas) Why is the vehicle on p 6 not the best to take shopping? (it's huge, hard to park and hard to get into) Research and draw a picture of a propeller and explain how it works. (p 9)

Fluency: Turn to p 16 and model how to read the paragraphs about electric cars fluently and with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently to a partner. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following sentences for students to write. They are from the text and are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 5, 13, 17, 18)

The cars are sleek and sit near to the road. Some have an airfoil on the back. An airfoil keeps the tail end of the car down at high speeds.

In the test, the car zoomed like a rocket. It set the land speed record for a car.

There are lots of electric cars on the roads today. But they can be hard to hear. To stop them bumping into us, they beep and bleep to tell us that they are near. That's clever.

Classic cars are cars that are 20 to 40 years old. You will see a lot of classic cars at car fairs. They are old, but they are well loved. They will still glimmer and glint in the sun.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Read and write words with the long /ee/ sound. Complete the sentences.

Worksheet 2: Comprehension

Summarise main ideas.

Worksheet 3: History/Research - written report

Read and write about the famous racing car driver and designer, Bruce McLaren.

Worksheet 4: Science and technology

Design a cool car.