



Running words: 35

## Book Summary

A family is very unhappy about getting into the car. However, they are cheered up when Mom buys everyone an ice-cream cone.

## Building Basic Skills

**High-frequency words** – In, the, is, not, we, are

**Content words** – Car, happy, Mom, Dad, Judy, Carole, Jim, Baby, Dino

**Repeated phrase** – is not happy

**Phonics and phonemic awareness** – J (Judy, Jim), D (Dad, Dino)

**Punctuation** – capital letters, periods, exclamation point

## Skills and Strategies

*In the Car* can be used to introduce and reinforce:

- using knowledge of letters and sounds to recognize simple consonant-vowel-consonant words
- predicting the story line using illustrations from the book
- innovating on the story to create own versions of stories, plays, and songs
- practicing pointing one-to-one as each word is read.

## Materials

- copies of words and punctuation for this book from page 95, cut and ready for use
- copies of BLM, pencil, markers
- set of letter cards for each child – “n,” “o,” and “t”
- substitute consonant cards – “c,” “d,” “g,” “l,” “p,” “r”
- colored paper circles, large paper, glue, markers

# In the Car

by Robyn Reid

illustrations by Nic Marshall

## Introducing the Text

Encourage children to share their prior experiences of going on outings with their family in a car. *What places do you go to in a car? Does all of your family enjoy these outings? Why do some people not like traveling in the car?*

## Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *This book tells us about a family going out in their car.*

**Page 3** – *What do you think Mom is saying?*

**Page 5** – *How do you think Dad is feeling? Why?* Identify “D” and “d” in “Dad” with children.

**Page 7** – *Where is Judy standing? What is she doing? Why?*

**Page 9** – *Why do you think Carole is not happy?*

**Pages 11 and 13** – *What is making Jim and Baby unhappy? Who else in the car might be unhappy?*

**Page 15** – *Were you right? What would you do to make this family happy? Make predictions and share ideas.*

**Page 16** – *How did Mom cheer everyone up? What else could they have done to make each other feel happy?*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

**Page 2** – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Point to the first word together and encourage children to read quietly to themselves. Encourage children to use their knowledge of sound/letter relationships when reading.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. Note the exclamation point on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- *How many ice-cream cones did Mom buy?* Write the names of each character on the board and draw an ice-cream cone next to them. Debate may occur over whether Dino and Baby had an ice-cream cone or not.
- Discuss the sounds each letter makes in the word “not.” Give each child three cards labeled “n,” “o,” and “t.” Say “not” slowly together, listening to each sound, and get children to place cards in the correct order. Discuss substitution of “n” to create other words.
- Using the words and punctuation for this book from page 95, reassemble the sentences with children.

## Following Up

**B** Children write the word “not” to complete the sentences and draw a picture of the family on the BLM activity opposite.

In pairs, children act out the story, innovating on the text from the book. One child must say why they are unhappy and the other needs to introduce an idea to change the mood of the first child. Share plays with the group.

- On four circles of colored paper, children write the words “is,” “not,” “happy,” and their name. (You may choose to omit “not.”) Glue the circles, grouped together like balls of ice cream, onto paper and draw an ice-cream cone below. Children draw a picture of themselves with an appropriate facial expression in the cone shape.