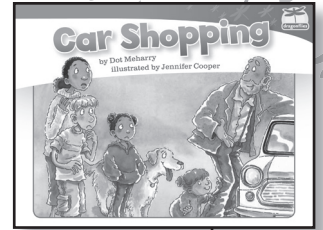


Car Shopping

by Dot Meharry

illustrated by Jennifer Cooper



Overview

A family visits a car yard and looks at a variety of cars before deciding on one to buy. Humorous touches pepper the lively illustrations.

Suggested purposes

This book supports the comprehension strategies of using illustrations to understand text, making and confirming predictions, and summarising the main ideas. The repetitive text offers strong support for the reader. This book is particularly useful for observing the students' attention to word endings and their use of initial sounds to decode content words.

Text features (Focus on only one or two per session.)

- the high-frequency words – *a, at, I, it, like, said, we*
- the repeated initial consonants – *c, l, w*
- the initial consonant blends – *bl, gr*
- the digraph -sh – *shopping*
- the contraction – *we'll*
- the adverb – *too*
- the -ed ending – *looked*
- the opposites – *little* and *big, old* and *new*
- the colour words
- the use of direct speech
- the exclamation marks on pages 7 and 8
- the feelings of the family members shown in the illustrations
- the text in the illustrations

Setting the scene

Show the students some pictures of cars and vans. *Which car do you like? Why do you like it?* Introduce some of the content words from the text into the discussion, especially if there are students for whom English is a second language.

Tell the students that they are going to read a book about a family buying a car. Talk about the features a family car might have. Have another look at the pictures of cars. *Would any of these be good family cars? What do you know about different kinds of cars?*

The first reading

Discuss the cover illustration. *What do you think this story is about?*

Read the title with the group. *Do you think the family will buy this car?* Discuss the expressions of the various family members. Read the names of the author and the illustrator.

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Look at the title page. *Will they buy this one? Why/why not?*

Page 2 – Before the students start to read, discuss the colour of the car. The colours may be a support for some students but a challenge for others.

Ask the students to read the page aloud. Listen for their enunciation of “ed” in “looked”. If necessary, write “look” and “looked” on the board. *How are these words different? Which one is in the story?*

If the students say “small” for “little”, encourage them to use the initial consonant to cross-check.

Page 3 – Note the pattern of Mum and Dad speaking alternately. Draw out the idea that the words on pages 2, 3 and 4, 5 are opposites. Again, this may be a challenge for some students.

Page 4 – Note the humorous detail in the illustration that supports Mum’s opinion that the car is “Too old”.

Page 5 – Discuss why the “too new” car could be a problem. They will be highly amused at what the dog is about to do!

Page 7 – There is no colour word, and the word “van” is introduced. Note those students who cope easily with these changes. *What do the family think about this one? What will they do?*

Page 8 – Draw the students’ attention to the exclamation mark. *How does the author want you to read this page? Which car would you have chosen? Why?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing their attempts to self-monitor, cross-check, and read expressively.
- Locate some of the high-frequency words. How many times can you find the word “said”? Find “at” on page 2. *Can you find it on the next page? Can you write the word without looking at the book?*
- Locate words that start with “c”, “l”, or “w”. List other words that start with the same letters.
- Find the word “blue”. *Can you think of any other words that start with “bl”?* Make a list. Do the same for “sh” or “gr”.
- Find the word “looked”. Using the board or magnetic letters, add different endings to “look” or think of other words that “ed” can be added to.
- Examine the contraction “we’ll”. *“We’ll” is a quick way of saying two separate words. Can you work out what they are?* Write “we will” on the board, and show the students how the apostrophe replaces the “wi”.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Dramatise the text. Ask two students to be Mum and Dad and have them say their parts while everyone else reads the rest of the text together. Emphasise expressive reading, fluency, and fun!

Suggestions for further activities

- Ask the students to retell the story in their own words.
- Make an enlarged photocopy of a page from the book and attach thought bubbles to each family member.
- Make an illustrated chart of opposites. Start with the ones from the text.
- Innovate on the text, for example, “We looked at a purple car.”
- Make a mural of cars in a car yard and add descriptive labels.
- BLM word activity: practise writing word endings

The students can write the “ed” word ending in the spaces. The last two sentences require them to write the whole word “looked”. They can then draw a picture of the van that they bought.

- BLM comprehension activity: drawing pictures to match captions

The students can draw the appropriate cars in the boxes. They need to focus on using the correct colour for each car.