



The First Cars

by Yvonne Morrison

Book Summary

This book presents some of the first cars and covers their different features, how they were made and how some people reacted to them.

Themes

Transportation

Features of the Book

- The information contained in the photographs, captions, diagram and glossary
- Anchor words for discussion: *carriage, engine, horses, motorcar, road, train*
- Phonics and phonemic awareness: r-controlled -ar words

Strategies

The First Cars introduces and reinforces the following strategies:

- making connections
- finding main ideas
- questioning

Materials

- copies of the BM, pencils

Introducing the Text

Begin by asking the students if they have ever seen a car from long ago either driving around or in a museum. Talk about how the cars were different to the ones we drive around in today.

Reading the Text

Ensure each student has a copy of the text. Make sure that the anchor words (*carriage, engine, horses, motorcar, road, train*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of making connections, finding main ideas and questioning as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph and say *What do you notice about this car?* (Answers will vary.) Together, read aloud the preview question on the back cover: *Do you know what the first car looked like?* Point to the small front window and the rear car door that opens the other way. Explain to the students that there are features that you don't often see these days. Say *Let's read the book to find out more about the first cars.*

Contents Page

Turn to the Contents page. Have the students look at the photograph of the early car. Talk about how the wheels are more like bicycle wheels and that the man is holding some kind of lever to steer the car. Then explain to the students that a Contents page appears at the start of a book. It lists each section of the book and tells you which page the section starts on. Have the students read the Contents page to themselves. Say *What page would I find information about trains?* (page

4). *Which page would I turn to, to find out about the first car?* (page 6). *If I wanted to know a meaning of a glossary word, which page would I turn to?* (page 12)

Page 2

Read the heading and then point out the photograph of the man riding an early car. Explain to the students that before cars, people got around mostly by foot, by bicycle or on donkeys, horses, buggies and carriages. Read the body copy text and caption with the students. Discuss how the author has used words to describe a car with words that might also describe horses (made a noise, had a smell, moved by itself).

Page 3

Now turn to page 3 and point out the photograph of the crowd staring at the motorcar as it drives past. Point out the bicycles in the photograph, as well as the horses with carriages attached. Discuss why the crowd was so interested in the car. (It was a new invention and the people were curious and intrigued.) Together, read the text. Talk about the bolded word carriages and have the students give a possible definition for it. Then turn to page 12 and read the author's glossary definition with the students.

Page 4

Point to the heading and read it with the students. Then point to the picture that announces the grand opening of the Atlantic to the Pacific railroad in 1869. Explain to the students that the train companies didn't really want people to own their own cars because then they would stop using the trains and the train companies would lose money. Together, read the text.

Page 5

Point to the photograph and ask the students what they notice about it. (The man who is walking is holding a red flag.) Have the