



Car Parts

Word Count: 210 **Text Type:** Information Report

High-Frequency Word Focus: always, step

Content Words: airbags, body, buttons, cars, dials, engine, factories, glass, joining, melted, metal, nylon, plastic, rubber, safety, seatbelts, shapes, steel, tyres, windows

Language Features: (punctuation, vocabulary, sound and letter knowledge)
parts of a simple sentence; words that start questions; silent w

LITERACY

Interacting with others: engage in conversations and discussions; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension strategies

Creating texts: create short text that shows emerging use of structure, grammar, punctuation and word skills; write using unjoined lower case and upper case letters; construct texts using software

LANGUAGE

Text structure and organisation: understand text purpose shapes the structure

Expressing and developing ideas: identify parts of a sentence that identify who or what is involved; understand the use of vocabulary; write high-frequency words

Sound and letter knowledge: manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they know where cars are made. Have them list as many parts of a car as they can.

Encouraging prediction: Read the book's title to students. Discuss what the people on the cover are doing. Ask students to look at the photographs throughout the book, and use them to predict what the book might be about. Read the headings on the contents page to help confirm students' predictions.

Outlining focuses: Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about car parts, they will be talking about parts of a sentence, words that start questions, and the silent w.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the photographs, such as the buttons on page 9.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading.

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by having them recall the steps involved

in making a car. Ask students to reread page 10, and tell what they think is happening in the photograph at the bottom. Then, have students reread page 12, and tell what they think is happening in the photograph on page 13. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Text structure and organisation: Ask students why they think the author wrote this book, and why he presented the information under different headings.

Expressing and developing ideas: Have students read the first sentence on page 4. Explain that sentences are made up of different parts. Some parts tell what is happening, and some tell who or what is involved. Point out that on this page, something is being made, then ask what (*a car body*). Ask what the body is made from. Repeat this exercise with selected sentences.

Revise words that start questions by having students read page 2 and find the question. Ask how they know it is a question (*begins with "what" and ends in a question mark*). Repeat with page 14.

Sound and letter knowledge: Ask students to find the last sentence on page 2 and sound out the word *whole*. Ask what sounds they hear. Point out that the letter *w* is not heard. Ask students to think of other words starting with *wh* that have a silent *w* (*who, whom, whose*). Explain that *w* can also be silent in words starting with *wr*. Together, make a list of *wr* words with a silent *w* (for example, *wreath, wrinkle, wrist, write, wrong, wrote*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Car Parts* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to draw a picture of a car. Have them label parts of their car with words from the book.
- Have students divide a page into six sections and head each one with a car body part. They can use the index to help with the headings. Then, have them use the text to find and list the materials used to make each body part.
- Have students write sentences about two safety features used in cars that are mentioned in the book. They could illustrate their sentences. If facilities allow, students could complete this activity on computer.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

10e – Car Parts

1. Circle the question words in these sentences.

Do cars move quickly?

Did you come by car?

What colour is your car?

When did you arrive?

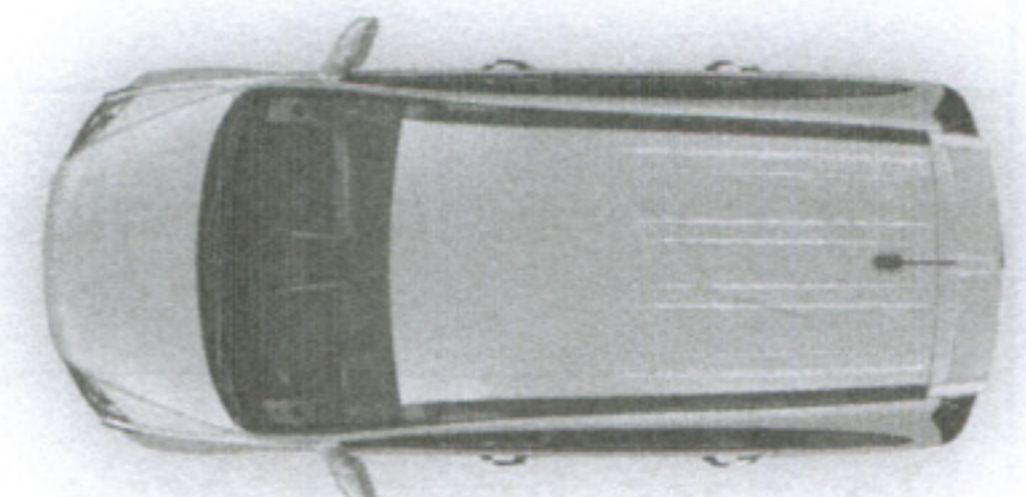
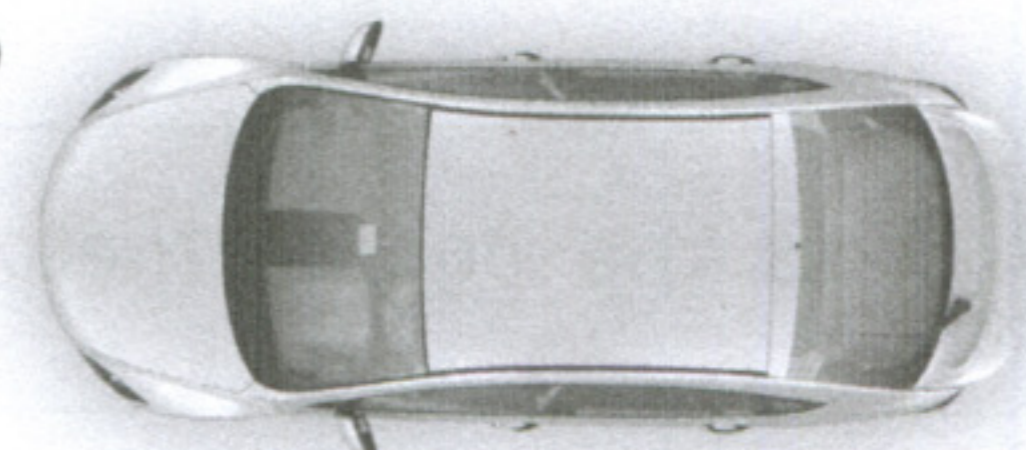
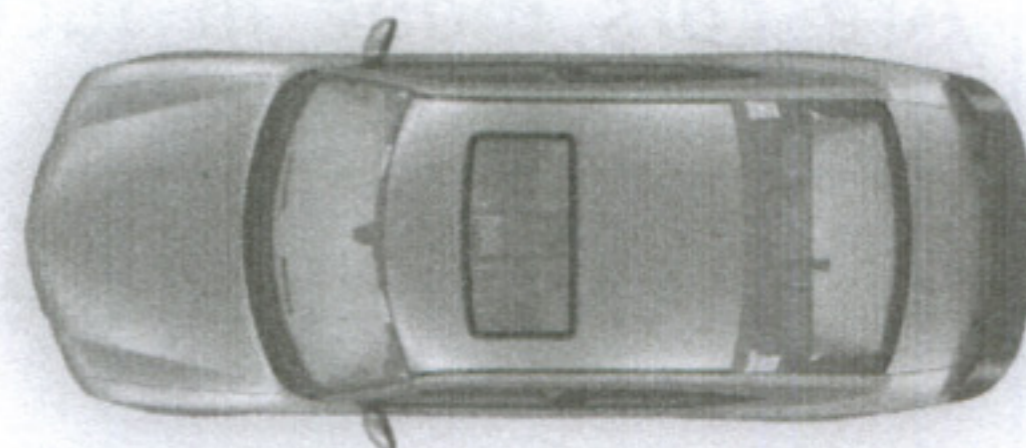
Why don't you come with us?

How does the motor work?

Who drives that car?

Where did you park the car?

Whose car is that?



2. Add the silent w to these words.

__rap __rote __rite __rong

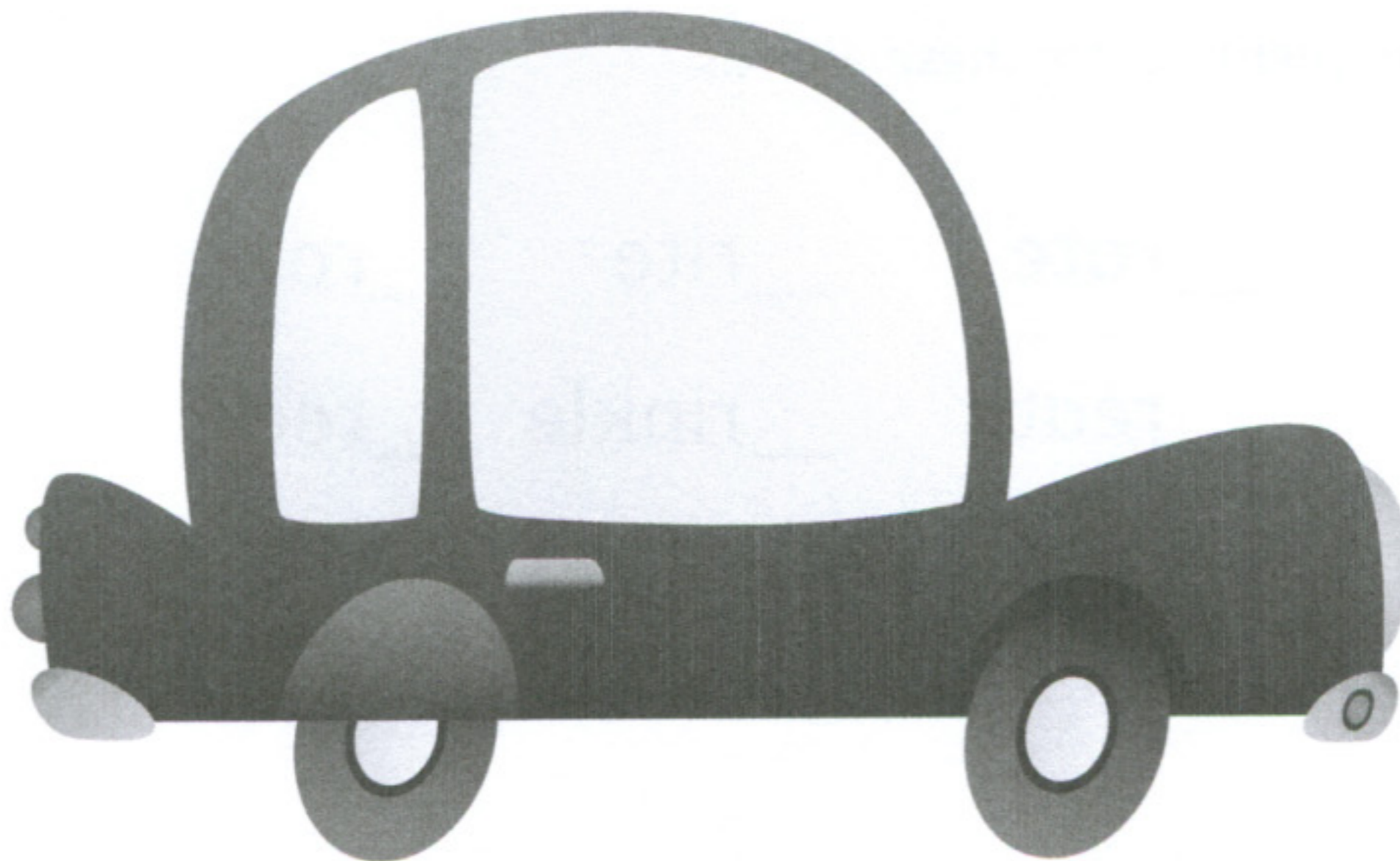
__rist __reath __rinkle __reck

Name _____

10e - Car Parts

Tick Yes or No.

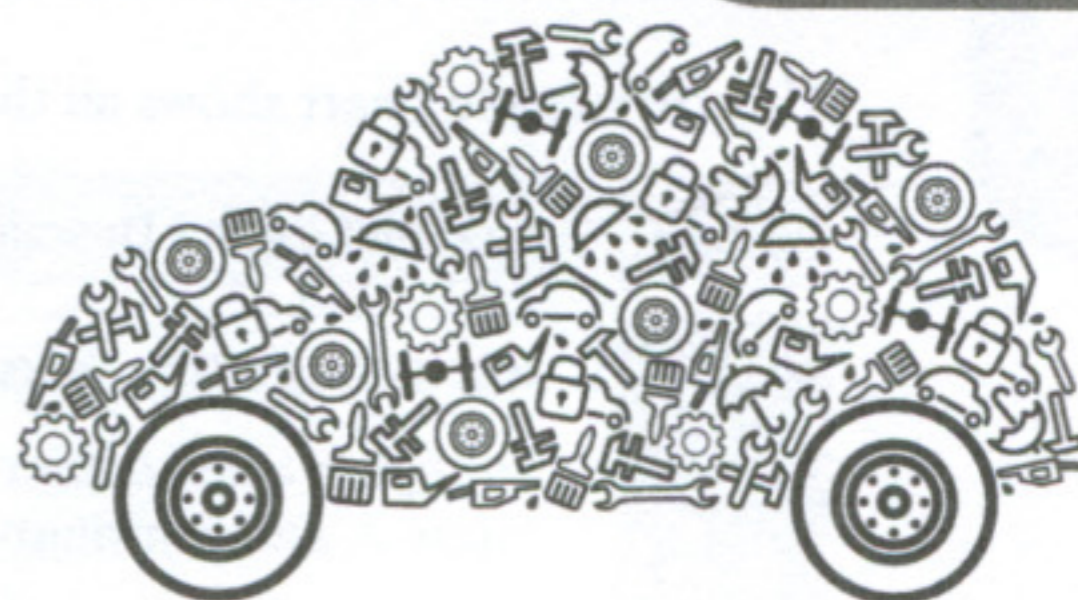
	Yes	No
Are cars made in factories?		
Is the car body made from plastic?		
Is steel heavy?		
Does the engine metal rust?		
Do cars have buttons and dials?		
Are car windows made from paper?		
Do cars have plastic tyres?		



Name _____

10e – Car Parts

Think of a car owned by an adult you know.
Write a description of this car, then draw it.



A large, empty rectangular box with a thin black border, intended for the student to draw the car they described in the text above.