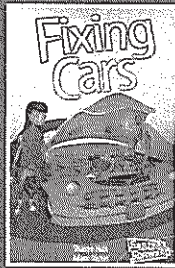


# Fixing Cars



## Before Reading

This book forms the fiction reading record for Level 14

### Text Type

Draw students' attention to the:

- title
- illustrations
- chapter titles.

Ask "What type of book is this?" (Narrative) What things tell you this will be a narrative text?

### Visual Literacy

How do you know that Bonnie enjoys helping Grandpa fix his old car?

Ensure students understand that the thought bubble on page 9 shows what the character is thinking.

Discuss the illustrations showing the rain on pages 20-4. How do these pages make you feel? Discuss the difference between Bonnie's and her mother's reaction to the rain.

### Background Knowledge

In the past, what types of toys did girls typically play with? What did boys usually play with? Why? How has the selection of toys changed for both girls and boys over recent years? Why?

### Phonological Awareness

Ensure students know these phonological patterns:

- **long /oo/ sound:** discuss which letters can make this sound. Locate examples in the text: -ou - you (p.6); -o - do (p.6); -oo - school (p.13), tools (p.20); loose (p.22); -ew - jewellery (p.12)

Say these words to the students. Ask them to identify which part of the words sounds the same.

- **g = /j/ (soft sound) and g = /g/ (hard sound)** Discuss and provide examples of each of these sounds. Locate examples of each in the text: soft g - engine (p.4), changed (p.6), passenger (p.6), giant (p.16); hard g - gave (p.11), girls (p.11), grandpa (p.13), grabbed (p.20), guess (p.24).

Say the word 'garage'. Ask students what they notice about the 'g' sounds.

Divide the students into two groups (or alternate between teacher and student). Students take turns to say a word containing a soft 'g' sound and a hard 'g' sound.

### Vocabulary

believed, engine, fan belt, gift, jewellery, parents, passenger, roller coaster, slammed, soaked, useful

### High Frequency Words

because, buy, could, friend, have, how, only, very, was

Discuss various ways of learning high frequency words. Many are visual and cannot be spelt or read phonologically. Divide the list of words into two groups: 'visual' words and words that can be 'sounded out'.

Arrange high frequency word cards in alphabetical order.

### Motivation / Purpose

The purpose of the text is to entertain with a story about a young girl who uses her knowledge of fixing cars to help her family when their car breaks down.

### During Reading

#### Vocabulary in Context

Discuss the meaning of each vocabulary word. How is the word 'gift' (p.4) different from a present?

Draw students' attention to the following:

- **believed** (p.11), **soaked** (p.20), **slammed** (p.22): Tell students that 'ed' endings change the word into the past tense. Explain that words ending in 'e' only add 'd' to make past tense
- **engine** (p.4), **passenger** (p.7), **parents** (p.9), **roller coaster** (p.16): Demonstrate and practise breaking words into syllables to assist with decoding and spelling
- **gift** (p.4), **fan belt** (p.6): Use phonological knowledge to decode these words.

### Checking for Meaning

#### Literal:

What does Bonnie do to fix her teacher's car? (p.6)

What do Bonnie's parents think she should learn to do? (p.11)

What does Grandpa give Bonnie for her birthday? (p.13)

### Inferential:

How do you think Bonnie learnt about engines?

Why do her parents want her to have nice dresses and jewellery, and play with dolls and soft toys?

If Bonnie had a brother, what do you think her parents would encourage him to do and discourage him from doing? Why?

### Response:

Do you think Bonnie's parents will change their minds about her spending time fixing cars?

If you were Bonnie's parents, would you try to stop her having an interest in fixing cars?

### Grammatical Patterns

Ensure students understand the following components of a narrative:

- **Orientation** - introduces the main characters and the setting. *Fixing cars was Bonnie's thing.* (p.4)
- **Complication** - the sequence of events develops a problem for one or more of the characters. *Bonnie likes fixing cars with her grandpa, but her parents want her to learn to cook and clean. One day the family car breaks down.* (pp.6-19)
- **Resolution** - the problem is solved and things return to normal. *Bonnie uses her knowledge to fix the car.* (p.20-4)
- **Use of particular nouns to refer to particular people, animals and things:** *cars* (p.4), *Rick* (p.6), *fan belt* (p.6), *dolls* (p.11), *dresses* (p.12), *roller coaster* (p.16)
- **Use of adjectives to describe nouns or build noun groups:** *engine parts* (p.4), *different* (p.10)
- **Use of time connectives to sequence events through time:** *At the end of the holidays* (p.16)
- **Use of adverbs and adverbial phrases to locate particular events:** *under the hood of a car* (p.4), *to a fun park* (p.16), *out of the car* (p.19)
- **Use of past tense action verbs to indicate actions:** *changed* (p.6), *gave* (p.11), *jumped* (p.19), *grabbed* (p.20), *smiled* (p.23)
- **Use of saying and thinking verbs:** *called* (p.4), *laughed* (p.7), *know* (p.9), *believed* (p.11), *understood* (p.13)

### Fluency / Punctuation Patterns

Commas are used to separate an adverbial phrase from the remainder of the sentence: *At the end of the holidays*, (p.16).

Encourage students to pause at each comma when reading.

These punctuation patterns occur in the text:

- **Use of apostrophes in contractions:** *don't* (p.6), *can't* (p.6), *That's* (p.7), *I'm* (p.9)
- **Use of apostrophes of possession:** *Bonnie's friend* (p.6), *grandpa's old car* (p.13)

- **Rhetorical questions** - questions where the speaker or writer does not expect an answer: *"You really don't know my parents very well, do you?"* (p.9)
- **Use of speech marks to indicate the actual words spoken:** *"I don't know how you do it," said Rick.* (p.6)
- **Use of punctuation mark before closing speech marks:** *"No," said Grandpa. "We like standing over hot engines much better!"* (p.15)

### Critical Literacy

Why would the author want us to read this text?

What message is the author trying to give us? What stereotypes are portrayed? Who might read this text and disagree with its message?

### Linking Visual and Written

How do Bonnie's clothes differ from what her mother wants her to wear?

Explain that characters' facial expressions are a clue to how they are thinking and feeling. Have students discuss what Bonnie and her mother are thinking or feeling.

### After Reading

Discuss the excitement level of events in the story. Talk about the climax and what makes it exciting.

Discuss which toys students play with or receive as presents. Who chooses these presents? Make a list and discuss.

Discuss the advantages of attempting a variety of roles and experiences.

### Activities

Students will:

- rearrange groups of words to complete sentences about the text.
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- prepare a plot profile of key events in the text.

Comprehension (meaning)    Phonics (visual)    Vocabulary (structure)    Writing (structure)

