

NAME \_\_\_\_\_

## Autos with Attitude

**Directions:** Look in the book to find the events that explain how custom cars developed over time. Record these events in the correct boxes on the timeline.

<div>1909–1927</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>1928</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>1930s</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div>1970s</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>1950–1969</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>1940s</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div>1980s</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>1990s</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>2000–present</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## Autos with Attitude

LEXILE™ 880

### → FOCUS STRATEGIES

→ **Metacognitive Skill**  
*Making Connections to Prior Knowledge*

As they read, good readers make connections between what they already know about a topic and new information in the text. This helps them be active readers and increases their understanding of the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you relate information in the book to your knowledge and experience.

→ **Comprehension Skill**  
*Sequence Events and Information*

Nonfiction texts such as explanatory text, fiction narratives, and text that recounts events often describe events in a particular sequence. It helps students place these events in a meaningful context if they can recognise and retell the order in which the events happened. Students can learn to look for clues to the order of events, such as dates, times, and signal words such as *then*, *when*, *after*, *first*, *next*, *the next day*, *after a while*, etc.

→ **Vocabulary Skill**  
*Compound Words*

Students need to be aware that there are different types of compound words: open as in the word **sound system**, closed as in the word **dashboard**, and hyphenated as in the word **custom-made**. They should understand that recognising the smaller words within a compound word and knowing their meanings can help them read and understand the compound word.

Focus Vocabulary Skill: Compound words

aircraft	p 20	lakebeds	p 6
bullet-proof	20	paintwork	9
custom-made	10	sometimes	2
daredevil	22	sound system	18
dashboard	13	streetcars	11
drag racing	19	street machines	17
getaway	5	windshields	10
hot rods	6		



# X-zone

AUTOS WITH ATTITUDE

### → SUMMARY

From hot rods to monster trucks, *Autos with Attitude* outlines the development of those special cars that go faster, sound noisier, and look different from the average car on the street.

### → OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information.
- Sequence events on a timeline.
- Use what they know about compound words to read new words

### → ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they identify critical events in the development of custom cars and record them on a timeline. Note whether they can independently apply the strategy as they read the rest of the book.
- Note whether students can relate their prior knowledge to what they read.
- Note whether students recognise compound words.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

## Before Reading

### → Preview the Book

#### Build Background

- Pair students and have them jot down things they know about custom cars. Ask them to list the features they would like to have on a custom car built just for them.
- Have students share their ideas with the group.

#### Apply Metacognitive Strategies

- Have students preview the cover and the table of contents. Ask whether any of the cars or events listed in the table of contents are familiar to them.
- Model making connections to prior knowledge.  
**Think-Aloud:** Whenever I read a book, I think about what I already know about the topic or what similar experiences I have had. This is a very useful reading strategy that helps me relate to the text and make sense of it as I read. As I look at this contents page, I think about car races I've been to and special cars I have seen on movies and TV. Applying this knowledge as I read will help me visualise the cars described in the book.
- Preview the book with students, encouraging them to draw on any personal experiences with cars or the events as they view the photos.

#### Preview Text Features

- Point out the sidebars and tell students to read these to find out extra details about cars and the events discussed in the text.
- Discuss the purpose of the captions.

### → Introduce the **Focus Vocabulary Skill:** *Compound Words*

- Point out the word **getaway** on page 5. Tell students that the word is called a compound word and that it consists of two smaller words joined together as one word. Point out that knowing the meaning of the two words in a compound word, for example, **get** and **away**, can help them work out the meanings of compound words.

### → Set the Purpose

**Teacher Tip:** This lesson pertains to pages 2–14 of *Autos with Attitude*.

#### Sequence Events and Information

- Tell students that they will be reading pages 2–14 silently. They should be aware of the order of events in the development of these special cars. They will talk about the sequence after reading.

#### Making Connections to Prior Knowledge

- Remind students to be active readers by monitoring whether their reading makes sense and by making personal connections to the text when they can.

#### Word Skills

- Remind students to look at the structure of words as they read and to pay particular attention to compound words, looking at the smaller words within the compound words to help them work out the meanings.

## During Reading

### → Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 2–5: Ask students to read these pages to find out some important dates in the development of the cars. Ask volunteers to share what they find out. Ask whether they already knew some of the information about cars presented on these pages.

Pages 6–10: You may want to encourage students to begin asking their own questions as they read. Model asking your own questions.

**Think-aloud:** I wonder when hot rods were first used for racing. What do I know about these cars and what do I want to find out about them?

Pages 11–14: Have students look at the photos before reading and tell what these pictures make them think of. Ask if they are familiar with any of these types of cars. Then have them read to find out some facts about the cars on these pages. Have volunteers share what they find out.

- Have students reread pages 2–14, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that reminds them of something they already know, contains a difficult word, or that they have questions about.

## After Reading

### → Reflect on Reading Strategies

- Ask students to share any parts of the text that reminded them of personal experiences or for which they could draw on prior knowledge. Discuss how this helped them be active readers.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models.

### → Introduce the **Focus Comprehension Skill:** *Sequence Events and Information*

#### Model

- Explain that this text traces the development of the custom car and provides dates so that the reader can place the events in sequence. Point out the date in the first paragraph on page 4 that tells when the Model A was made. Point out the word **later** and the dates in the last paragraph which indicate that this car came **after** the Model T. Explain that knowing when the events took place helps students better understand the text. Words like **later**, **after**, and **next** are signal words that indicate sequence.

#### Guided Practice

- Give students a copy of the graphic organiser. Guide them to begin completing the timeline. Explain that they will need to write more than one event in some of the boxes. They will not be able to complete the whole timeline until they read the whole book.

### → Independent Practice

- Have students complete the graphic organiser independently for as far as they have read in the book. When they have finished, have them share their worksheets and justify their ordering of the events by referring to clues in the text.

### → **Vocabulary Skill:** *Compound Words*

- Provide examples of the three types of compound words (**sometimes**, page 2; **sound system**, page 18; **custom-made**, page 10) and explain that closed compound words are the most common.
- Point out that when a compound word is divided, the smaller words in the compound word must be able to stand on their own.
- Ask students what compound words they encountered in their reading. Pair students and have them create a list of words from the book.
- Have students share their ideas on the word meanings and discuss how the smaller words within the larger words helped them understand the meanings.

### → Apply the Lesson

- Have students read the rest of the book independently. They can:
  - Add other events to the timeline.
  - Record any compound words they find as they read.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.