

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2-4	<p>Teacher's Pages</p> <p>Pre-reading Discussion</p> <p>Post-reading Discussion</p>	<p>Activate students' background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5-8	Reproducible Worksheets	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9-10	Language Experience	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	Answer Key	

BEFORE READING THE BOOK**1. Share a Personal Experience**

Ask the students to think of a special item they have bought lately (e.g. a gift for someone, something for their home, a piece of clothing). Print the following questions on the board:

Did you comparison shop? Why or why not?

Did you check the item carefully before buying it?

If no, why not?

If yes, what did you check for?

Do you think you make a good buy? Why or why not?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Al. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- (a) ____ Al looks upset. (c) ____ Al knows how to build cars.
(b) ____ Al is looking for a new car. (d) ____ Al knows how to check tires.

Direct the students to the photo on the front cover of the book. Say, "This is Al." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Al doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ Al finds a good used car. (c) ____ Al goes to a mechanic.
(b) ____ Al goes to a car lot. (d) ____ Al learns to drive.

AFTER READING THE BOOK

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Find A Good Used Car*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) What does Al do before he looks at cars?
- (b) Al checks out many parts of the car.
What else does Al do to check the car?
- (c) What words would you use to describe Al?
- (d) What did you learn about finding a good used car?
Will you use what you learned? How? When?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Al plans before he looks at cars.
- (b) ____ Al checks the parts of a car. Then he buys the car.
- (c) ____ Al is good with money.
- (d) ____ I will use what I learned about finding a good used car.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) Al checks his car carefully before buying it. Imagine someone asks you for advice on checking out the following. What advice do you give?

their child's new school	getting a new puppy
choosing a new neighbourhood	dating someone from online

- (b) Imagine you want to visit a friend. Imagine it is a beautiful summer day. If you walk, it will take you 45 minutes to arrive. What are the advantages and disadvantages of getting to your friend's place in these ways:

walking	taking the bus	taking a taxi
biking	driving a car	hitchhiking

1. Letter Names

Look at the sentences on pages 5, 16 and 28.

Find words that begin with the letter **r**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **r** make?

Read the words with your teacher.

Think of three more words that begin with the sound /r/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: rip
 sip

These words belong to the **ip** word family.

(b) Read these sentences. Circle the words in the **ip** word family.

1. Is there a rip in the car seat?
2. Is there a chip in the paint?
3. Did you make chip dip?

(c) Print words that belong to the **ip** word family.

_____ *rip* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Al looks at ads in the paper.

2. He looks for rips in the seat.

3. He takes the car to a shop.

4. The mechanic checks the car.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Al wants to buy a _____ car.
- (b) Al thinks about the cost of _____ and gas.
- (c) Al _____ the tires.
- (d) He also checks the _____ and the shocks.
- (e) Al takes the car to a _____ .
- (f) Al is good at _____ cars.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) car / needs / a / Al _____
- (b) can't / Al / a / buy / car / new _____
- (c) car/ used / He / buy / can / a _____
- (d) he / Does / for / look / dents _____ ?
- (e) for / rust / he / Does / look _____ ?
- (f) buy / Al / a / does / not / car/ new _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) He looks at ads in the paper.

He looks at _____ in the paper.

(b) I'm a careful shopper.

I'm a _____ shopper.

I'm a _____ shopper.

I'm a _____ shopper.

I'm a _____ shopper.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students what they do when something they buy is damaged or does not work right.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I call my friend to try and fix it.) Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *How to Find A Good Used Car* was **r /r/**. Have students find, circle, and copy the words that start with the letter **r**. Repeat the process for the word family **ip**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

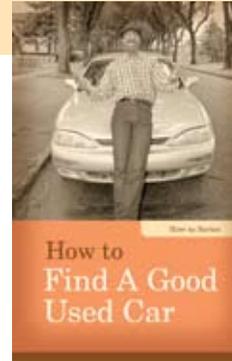
I call my friend to try and fix it.

I call my girlfriend to try and fix it.

I call my dad to try and fix it.

I call my neighbour to try and fix it.

I call my brother to try and fix it.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) Al figures out what he can afford. (He adds up the cost of buying a new and used car. He adds up the cost of running a car.) He looks in different places for used cars. (b) Al takes the car for a test drive. He takes the car to a shop. He checks for liens. (c) Possible answers: organized, patient, a good researcher, pays attention to details, practical, good with money (d) Students will have different answers.

Option B: (a) True: Al figures out what he can afford. He looks in different places for cars. (b) False: Al takes the car for a test drive. He takes the car to a shop. He checks for liens. (c) True: He checks things carefully before spending his money. He figures out how much a car costs and what he can afford. He keeps looking until he finds a car that that does not need a lot of repairs. (d) Students will have different answers.

Worksheets

1. **Letter Names:** run, rips, right
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. rip 2. chip 3. chip, dip (c) Possible answers*: sip, chip, dip, hip, lip, nip, tip, whip, yip, zip
4. **Matching:** (a) Al looks at ads in the paper. (b) He takes the car to a shop. (c) The mechanic checks the car. (d) He looks for rips in the seats.
5. **Predict Words*:** (a) used, good, cheap (b) repairs, maintenance, insurance (c) checks, feels (d) seats, paint, lights, locks, radio, windshield wipers, seatbelts (e) shop, garage, mechanic (f) checking, finding, looking for, buying, driving
6. **Scrambled Sentences:** (a) Al needs a car. (b) Al can't buy a new car. (c) He can buy a used car. (d) Does he look for dents? (e) Does he look for rust? (f) Al does not buy a new car.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.