

Car Shopping

by Dot Meharry

illustrated by Jennifer Cooper

Overview

A family visits the car sales yard and looks at a variety of cars before deciding on one to buy. The repetitive text offers strong support for the reader. This book is particularly useful for observing children's attention to word endings and their use of initial sounds to decode interest words. Humorous touches pepper the lively illustrations. There is a big book version of this text (item 12856), and an audio version is available on the CD *Readalong 2000*.

Curriculum links: mathematics, social studies, technology

Text features

(Focus on only one or two per session.)

- the high-frequency words “a”, “at”, “I”, “like”, “it”, “said”, “We”
- the repeated initial consonants “c”, “I”, “w”
- the initial consonant blends “bl” and “gr”
- the digraph “Sh” in “Shopping”
- the contraction “we’ll”
- the use of “too” as an adverb
- the “ed” ending in “looked”
- the opposites – “little” and “big”, “old” and “new”
- the colour words
- the use of direct speech
- the exclamation marks on pages 7–8
- the larger print for emphasis on page 8
- the feelings of the family members shown in the illustrations
- the text in the illustrations
- the story told in the small black and white illustrations along the bottom of the page.

Setting the scene

Visit the school car park or show the children some pictures of cars and vans. *What car do you like? Why do you like it?* Introduce some of the interest words from the text into the discussion, especially if you have NESB children in the group.

Tell the children that you have a book for them to read that is about a family choosing a car. Talk about the features a family car might have. Have another look at the magazine pictures. *Would any of these be good cars for a family? What do you know about different kinds of cars?*

The first reading

(For a shared reading, it may be more convenient to use the enlarged version.)

Discuss the cover illustration. *What do you think this story is going to be about?*

Read the title with the group. *Do you think the family will buy this car?* Discuss the expressions on the faces of the various family members. Read the names of the author and the illustrator.

Look at the title page. *Will they buy this one? Why or why not?*

Page 2 – Before the children start to read, talk about the colour of the car. The colours may be a support for some children, but a challenge for others. *How does the family feel about this car?* The black and white illustrations support the idea that the car is too small.

Ask the children to read the page themselves. Listen for their enunciation of the “ed” in “looked”. If necessary, write “look” and “looked” on the whiteboard. *How are these words different? Which one is it in the story?*

If the children say “small” for “little”, encourage them to use the initial consonant to cross-check.

Listen to the children read the text themselves, offering support as necessary.

Page 3 – Note that a pattern is developing of Mum and Dad speaking alternately. Draw out the idea that the words on pages 2–3 and 4–5 are opposites. Again, this will be a support for children who have a good understanding of opposites, but for others it may be a challenge.

Page 4 – Note the humorous detail in the illustration that supports Mum’s opinion that the car is “Too old.”

Page 5 – Discuss the illustration to help the children understand why the car being “Too new” could be a problem. They will be highly amused at what the dog is doing!

Page 7 – There is no colour word, and the word “van” is introduced. Note those children who cope easily with these changes. *What do the family think about this one? What will they do?*

Page 8 – Draw the children’s attention to the exclamation mark and the use of large print. *How does the author want you to read this page? Which car would you have chosen? Why?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their attempts to self-monitor, cross-check, and read expressively.

Locate some of the high-frequency words in the text. *How many times can you find the word “said”? Find the word “at” on page 2. Can you find it on the next page? Can you write the word without looking at the book?*

Locate words in the text that start with “c”, “l”, or “w”. List other words that start with the same letters.

Find the word “blue” in the text. *Can you think of other words that start with “bl”?* Make a list. Do the same for “Sh” (or “sh”) or “gr”.

Find the word “looked” in the text. Use the whiteboard or magnetic letters to add different endings to “look” or think of other words that “ed” can be added to.

Use the whiteboard to examine the contraction “we’ll”. *“We’ll” is a quick way of saying two separate words. Can you work out what they are?* Write “we will” on the whiteboard, and show the children how the apostrophe replaces the “wi”.

Dramatise the text reading. Ask two children to be Mum and Dad and have them say their parts while everyone else reads the rest of the text in unison.

Emphasise expressive reading, fluency, and fun!

Focus on the little strip pictures at the bottom of the page. Ask the children to tell the story of what is happening in each one.

Suggestions for further activities

Listen to the story on the CD *Readalong 2000* and read along with the book.

Read the big book.

Scan or photocopy a page from the big book and attach thought bubbles to each family member.

Make an illustrated chart of some opposites. Start with the ones from the text.

Innovate on the text, for example, “We looked at a purple car.”

Make a mural of cars in a car yard and add descriptive labels.