

Book Summary

A father and son work together to build a toy truck, using a variety of equipment.

Repeated Phrases

My dad has a ____.
I have one, too.

Text Type – Procedure

Materials

- copies of words and punctuation for this book from page 117
- copies of BLM, pencils, scissors, glue
- a variety of cardboard boxes, craft materials, a selection of tools, e.g., hammer, paintbrush, screwdriver

My New Truck

by *Ali Everts*


photographs by *Mark Coote*



Set D

Skills and Strategies

Reading *My New Truck* will reinforce the following objectives and give the children the opportunity to:

- W** discuss new words contained within the story
- S** emphasize left-to-right movement to reinforce directionality
- T** demonstrate an understanding of how print is organized and read
-  write labels or captions for a specific purpose

Word Study

- High-frequency words: I, My, a, dad, has
- Punctuation: periods, commas, exclamation point, capital letters
- Phonics and phonetic awareness:
 - h – hammer, has, have
 - s – saw, screwdriver, some
 - p – paintbrush, pencil
 - compound words – paintbrush, screwdriver

Speaking and Listening

Use this text to help the children:

- retell or recall the main points from the story;
- sequence the story using own words.

The Guided Reading Lesson

Introducing the text

Stimulate discussion by showing the children examples of some of the tools described in the story. Discuss what each of these tools is called and how each would be used. Discuss the children's experiences of making things, including the materials they used.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – Why do you think the boy is smiling?

Title page – Together, read the title and the names of the author and the photographer again.

What do you think this truck has been made from?

Page 3 – Who do you think this man is? What are they holding? What do you think they will do with the wood?

Page 5 – What is the dad doing? What are they using to help them?

Page 7 – What is the dad doing now? Why is he drawing a line on the wood?

Page 9 – How is the dad cutting the wood? What do you think he will do next?

Page 11 – Were you right? What part of the truck do you think this is?

Page 13 – How is the boy helping his dad? What colors are they using to paint the truck?

Page 15 – How are they fixing the wheels onto the truck? What tool are they using?

Page 16 – How do you think the boy is feeling?

Draw the children's attention to the exclamation point.


What kind of voice should you use to read this page?

The children can now read the book again independently.

Revisiting the Text

- Discuss the sequence of the activities needed to build the truck. Make a list of them on the board.
- Ask the children to locate the words that begin with “s” in the text. List them on the board, then read the list aloud together emphasizing the letter/sound relationship.
- Identify “I,” “my,” and “a” throughout the text. *Are these words on every page?*
- Using the words and punctuation for this book from page 117, reassemble the sentences with the children.

Following Up

-  Write labels or captions for a specific purpose.
- Have the children make a vehicle out of cardboard boxes and craft materials. They could write labels for their vehicles, “I have a new ____.”
- The children could either write the name of their vehicle, with assistance, or draw a picture to complete the sentence.
- B** On the BLM activity opposite, children practice writing “Dad” and match pictures to the names of the tools.