

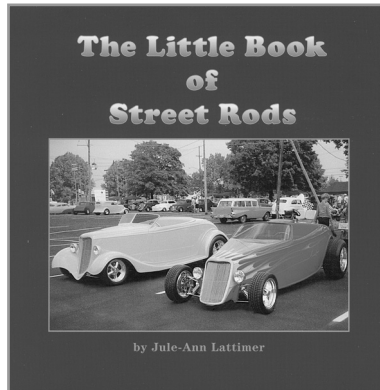
Books for Young Learners Teacher Resource

Book Notes



The Little Book of Street Rods

Author and Photographer Jule-Ann Lattimer
 12 pages ■ 71 words



The Little Book of Street Rods

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

SYNOPSIS

A boy enjoys a day at a street rod show.

WHAT THE BOOK OFFERS

- Nonfiction expository
- First person
- Past tense
- Descriptive rather than action
- Open ended
- No text on final page
- Some topic-specific vocabulary
- Narrator unseen until final page

POSSIBLE SKILLS EMPHASIS

- Understanding an explanatory or expository text
- Thinking about the structure of a text and not just the content

INTRODUCING THE BOOK

Look closely at the title and the photographs on the cover and the title page. Those cars are not the same shape as new cars, but they look very shiny and well cared for. Let's think if we can use the information we gathered to understand what a street rod is.

Now turn to page 3 (we will come back to page 2 in a minute) and see what the author gives as a definition.

What does page 2 tell us? How does that help you think about what the rest of the book will tell or describe?

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The Little Book of Street Rods (continued)

FOCUS OF INSTRUCTION

- Apart from the few topic-specific words, most students should not encounter any real challenges with the vocabulary or syntax, so the book provides an opportunity to focus on the form and purpose of the text.

Look at the first word on page 4. The minute you see a sentence beginning with “some,” what do you know the next sentence will probably begin with?

Do we know who the narrator of this book is?

Check the first word on page 5. What or how does the author want us to think about street rods?

Now let’s see some of the different things about the street rods at this show.

Read page 5. How would you describe a “fender” to me if I did not know what it looked like or what it was for?

Why does the text on page 11 have a different sentence beginning?

What could the author have written for text on page 12? What page in the earlier part of the book could that page go with?

FOLLOWING THE READING

- Discuss the pattern of the text and the use of “some” when explaining or describing attributes and options for a concluding sentence such as “but,” “all,” “the best . . .”

Let’s try to write a piece describing things that belong to the same family but are different in some way. Perhaps you would like to choose cars, or boats, or . . .

What is going to be different about three of them? The sentences that describe them might start with “some.” Then you will need to think of a good sentence that tells about all of the cars or boats or whatever you are describing.

Reread page 3, where the author gives a definition of a street rod. That page clearly describes what a street rod is. Let’s make up some good definitions for some words that name things or places. Pretend that someone does not know what a classroom / book box . . . is. How would you describe it?

- Discuss the function of a dictionary. Use the students’ definitions to start or extend a class dictionary.