

About the Book

Text Type: Nonfiction/ Informational Page Count: 16 Word Count: 763

Book Summary

There are over 200 million cars and trucks in the United States. Since Henry Ford's invention of the Model T in 1903, the popularity of the automobile has skyrocketed. Ford's invention of the assembly line allowed him to manufacture more cars faster, which made cars more affordable to the general public. How has the car industry changed and what does the future hold for automobile companies around the world? Photographs and charts support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Sequence events
- Recognize comparative adjectives used in text
- Understand meaning of prefix *un-*

Materials

Green text indicates resources available on the website

- Book—*A Nation on Wheels* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **KWLS, sequence events, comparative adjectives, prefix *un-* worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:**
 - Story critical: *automobiles (n.), distances (n.), engine (n.), inventors (n.), manufacture (v.), production (n.)*
 - Enrichment: *carriage (n.), chemicals (n.), expensive (adj.), foreign (adj.), imported (v.), machine (n.)*

Before Reading

Build Background

- Write the word *automobile* on the board. Explain that the word *car* is a synonym, or a word that means the same thing, for *automobile*. Ask students to tell what they may already know about the invention and its improvements over the years.
- Create a KWLS chart on the board and hand out the **KWLS worksheet**. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the first section (*K*) on the board with information students know about the topic. Have students complete the same section of their KWLS chart.

- Ask students what they would like to know about automobiles. Have them fill in the second section (*W*) of their chart. Write their questions on the class chart.

Preview the Book

Introduce the Book

- Give students their book copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.

Think-aloud: I can use the table of contents to think of questions I would like to have answered about automobiles. For example, section 2 is titled "The Early Days." This makes me wonder how people traveled before the automobile was invented. I'll have to read the book to find out. I'll write this question on the chart.

- Have students look at the other section titles. Have them write any questions they have based on the cover and table of contents in the *W* section of their KWLS chart.
- Have students preview the rest of the book, looking at the photographs and charts. Invite students to read the glossary. Have them add any additional questions they might have on their KWLS chart. Invite students to share their questions aloud. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that writers present the events of a story in a particular order. Signal words are often provided to help readers identify the order of events. Ask students to identify examples of signal words (*today, first, next, then, last, finally, and so on*).
- Model how to sequence events.

Think-aloud: I know that stories have a sequence of events, or an order in which things happen. For example, when I call someone on the phone, first I lift the receiver off the hook. Next, I dial the number using the number pad on the phone. Then, I hold one end of the receiver to my ear. Last, I speak into the other end of the receiver.

- Ask students to name the words in the story that signaled, or told them the order of events.
- Have volunteers explain the order of a simple process, such as making a sandwich or getting ready for school. Use time and order words (*first, next, and so on*) to write the steps on the board.
- Show students an example of a timeline. Explain that timelines are created as events are listed in order. Tell students that they will be creating a timeline of the events that are included in this book.

Introduce the Vocabulary

- Write the following words from the content vocabulary on large pieces of paper to be hung up around the room: *imported, manufacture, and production*. Read each word aloud with students.
- Place students in small groups and assign each group to a word poster. Have them discuss what they know about the meaning of their word and write a definition on the paper. Encourage them to look carefully for root or base words to help them figure out the meaning of the word (*produce*, for example). Rotate the groups until each group has visited every word poster.
- Review each word and the information about the word that students wrote on the paper. Create a definition based on students' knowledge and write it on the board.

- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out that a glossary or a dictionary is a good source to utilize to find the definition of a word. Review with them how to locate a word and its definition in both a dictionary and the glossary. Point out the similarities and differences between the two sources.
- Have a volunteer read the definition for each word from the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word on the board.

Set the Purpose

- Have students think about what they already know about automobiles as they read the book to find answers to their questions, and write what they learned in the *L* section of their KWLS chart.


During Reading

Student Reading


- **Guide the reading:** Have students read to the end of page 6. Remind them to look for information about automobiles that will answer questions on their KWLS chart. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS chart that were answered and write any new questions that were generated.
- Model answering a question and filling in the third section (*L*) of the KWLS chart.

Think-aloud: I wanted to know how people traveled before the automobile was invented. I found out that people used to just walk everywhere—even very long distances. Later, they tamed animals to ride on and then taught some animals to pull wagons. Horses, camels, and elephants helped people carry things and travel. I wonder who invented the first automobile. I will write this question on my chart.

- Have students write answers to the questions they circled in the *L* section of their KWLS chart. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class KWLS chart.
- Discuss the events that are the most important to correctly depict early travel. (First, people walked everywhere. Then they tamed animals. Inventors built engines that were powered with steam and electricity to carry people. In the late 1880s, people made engines that could run on gas.) Record the information on the board.
- Ask students to tell what the book is mostly about so far (the history of travel and the automobile). Review the sequential information on the board. Point out that the other information in the book includes details that make the story interesting but are not important to the sequence of the history of travel and the automobile. Explain that details are not included in a timeline—only the most important details are listed in the most concise wording possible.
- **Check for understanding:** Have students read to the end of page 10. Have them write answers they found while reading in the *L* section of their KWLS chart and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 7 through 10. Write shared responses on the class KWLS chart.

 Ask students to circle additional events in the book. Discuss the events as a class and write them on the board in order. (In 1896, a company could make 13 cars in a year. In 1899, a company could make over 2,000 cars in a year. In 1903, Henry Ford released the Model T Ford. In 1913, Ford invented the assembly line. By 1929, over 3.5 million cars were on the road.)

- Have students read the remainder of the book. Remind them to look for and write answers to their KWLS chart questions, as well as to look for important events to record. Encourage them to add new questions they might have to their chart as they read.

-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *I wanted to know who invented the first automobile. I learned that inventors built steam engines and electric engines, and later gasoline engines. I read that the first cars, in 1896, looked like carriages without horses. In 1903, Henry Ford sold a car called the Model T. Ford. He is the only inventor mentioned by name. I'd like to know more about the early inventors of the late 1800s and whether anyone else is credited with the invention of the automobile. I will write this question in the S section of my chart.*
- Ask students to share questions they added to their KWLS chart while reading. Have students write answers they found while reading in the L section of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the final section (S) of their worksheet with information they would still like to know about automobiles.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that were identified and written on the board. Practice restating them using sequencing words (*first, next, then, after that, and so on*). Point out to students how it is important to use their own words to write about each event.
- Ask students to share additional story events important to the history of the automobile they circled in the book. Discuss the important events as a class and write them on the board in order. (In the 1960s and '70s Toyota made cars that were built to last longer. In 2007 Toyota sold more cars and trucks than any American car manufacturer. Today car companies are introducing cars with hybrid motors and global positioning systems.)
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about the invention of the automobile and how it changed life in the United States forever. Today, the competition for automobile sales is worldwide. Now that you know this information, what do you think about the value of competition? Do you think this competition pushes companies to create a better, safer product?

Build Skills

Grammar and Mechanics: **Comparative adjectives**

- Write the following sentence on the board: *Gasoline engines were small but powerful.* Underline the word *engines*. Ask students to identify which words in the sentence describe *engines* (*gasoline, small, powerful*).
- Review or explain that adjectives are words that describe nouns or pronouns. An adjective tells *which one, how many, or what kind*.

- Write the following sentence on the board: *In fact, the number of cars has grown faster than the number of people.* In this sentence we are comparing two nouns. Ask students to identify which two nouns are being compared and underline the two. The adjective used in the sentence is called a *comparative adjective* because it assists with helping to compare the two nouns. Explain that comparative adjectives are used to compare two nouns and to state that one noun has more of something than the second noun. Point out that comparative adjectives describe nouns or pronouns, and often end in *-er*. Have students give examples of comparative adjectives, and write the list on a large poster titled “Comparative Adjectives” (*longer, faster, bigger*, and so on). Add to the poster as more examples are given throughout the next few class sessions.
- Write the following sentence on the board: *Ford wanted to make cars that cost less—so more people could buy them.* Underline the words *cost* and *people*. Ask students to identify which words in the sentence describe the nouns *cost* (*less*) and *people* (*more*). Explain that the adjectives *less* and *more* are also comparative adjectives.
- **Check for understanding:** Write the following sentence on the board: *In the 1960s and ‘70s a Japanese company named Toyota began offering cars that were built to last longer and break down less often than most American-made cars.* Have a volunteer come to the board and circle the comparative adjectives in the sentence (*longer* and *less*). Have another volunteer come to the board and underline the noun that each describes (*cars*).
- **Independent practice:** Introduce, explain, and have students complete the [comparative adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Common prefix *un-*

- Write the prefix *un-* on the board. Explain to students that the prefix *un-* means *not* or the *opposite of something*.
- Have students turn to page 14 and read the first sentence. *Years ago, most cars were unsafe in accidents.* Have students underline the word *unsafe* and ask them to state the meaning of this word (*not safe*).
- Explain that whenever you add the prefix *un-* to a base word it will change the meaning of the word. The word then becomes the opposite of what the base word meant.
- Write the word *kind* on the board. Ask students to tell you the meaning of the word *kind*. Accept any reasonable definition given by students. Now add the prefix *un-* to the word and have students give you the new meaning.



Check for understanding: Have students reread the remainder of page 14 and identify the other *un-* word on the page (*unhealthy*). Direct students to underline the word and write the meaning for the word with the prefix *un-* in the margin, then write the base word and the meaning of the base word.

- **Independent practice:** Have students complete the [prefix *un-* worksheet](#). When students finish, discuss their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students also take home their completed KWLS chart and explain to someone at home what each section means, as well as telling about the information they wrote on the chart.

Extend the Reading

Informational Writing Connection

Provide print and Internet sources for a student scavenger hunt about the creation of airplanes. Have them read to find out answers to such questions as: Why was there a desire for humans to fly? What were some of the important inventions that led to the creation of the first airplane? Who were the inventors? Where did they live? How have airplanes changed through the years? How has air travel changed our lives? What else is transported by air besides human passengers? Have students write a report based on their research and share their findings in small group discussions. Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Display a large world map and have students identify and locate the countries mentioned in the book: United States, Germany, Japan, and South Korea. Next, have them recall all of the different types of automobiles mentioned in the book. Working as a group, instruct students to write each automobile name on a separate sticky note. Have volunteers come up to the map and place their sticky note in the corresponding country.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- accurately sequence events in the text during discussion; create a timeline on a worksheet
- recognize comparative adjectives used in the text during discussion and on a worksheet
- understand meaning and correctly use prefix *un-*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)