

## TEACHER READING GUIDE

### *Racing Ace: Drive It! Fix It!*

written by Larry Dane Brimner  
illustrated by Kaylani Juanita

This book is from  
the **Racing Ace**  
series.



**Essential Question:** How does describing important events, in the order they happen, help readers retell the story?

#### BOOK SNAPSHOT

Selected from the New Worlds  
Reading Initiative Booklist

**Text Type:** Literary

**Genre:** Sports Fiction, Picture Book

**Themes/Topics:** Perseverance, Race  
Cars, Mechanics

**Lexile:** 430L

#### SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

##### Word Work

##### ELA.K.F.1.2 (e)

Delete phonemes, and say  
the resulting word.

##### Vocabulary

##### ELA.K.V.1.1

Use grade-level vocabulary.  
(Tier 2)

##### Comprehension

##### ELA.K.R.1.1

Describe the main  
character(s), setting, and  
important events.

#### BUILDING BACKGROUND

Display the cover of *Racing Ace: Drive It! Fix It!*.  
Use the following prompts to discuss what it  
means to be an ace at something:

- An **ace** describes someone who is very good at something they do.
- Based on the cover and the title, what do you think the main character is an **ace** at doing?
- What is something that you are an **ace** at doing?

#### STUDENT LEARNING TARGETS

**Today I am:**  
describing important  
events in the order they  
happen in a story.

**So that I can:**  
retell the story.

## WORD WORK – DELETE PHONEMES

Students will delete **phonemes** at the beginning of a spoken word, and say the resulting word to strengthen phonological awareness.

**ELA.K.F.1.2: Demonstrate phonological awareness.**

**e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.**

Say:

- “The word is *win*. What sounds do you hear in *win*?  
/w/ /i/ /n/: *win*.”
- Now say *win* without the /w/.”
- “Yes, *in* is correct.”

Continue to delete phonemes at the beginning of words from the text, and say the resulting word:

race (multiple pages)

made (p. 2)

part (p. 11)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

**ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

Examples of Tier 2 vocabulary words for this text are:



**roars** (p. 20): If something or someone **roars**, they make a very loud noise. At the starting line, Ace can hear the **roars** of the cheering and clapping crowd.



**tucks** (p. 24): When something or someone **tucks** something somewhere, they do it to keep it safe and comfortable. Ace **tucks** her head low as she drives faster and faster.



**rut** (p. 32): A **rut** describes a deep mark made in the ground by the wheels of a car. The wheels on Ace’s car get stuck in a **rut** and slow her down.



**grips** (p. 34): When someone **grips** something, they hold onto it tightly. Ace **grips** the steering wheel as she drives.

### Vocabulary Extension Activity

Use picture cards to help students make a visual connection with target words.

- For example:
  - Display a picture of a lion **roaring** with the word and definition.
  - Students will practice **roaring** and make connections to other things that roar (examples: cars, crowds, animals).

## READ FOR MEANING – ORAL RETELLING OF THE STORY

- ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.
- ELA.K.R.3.2: Retell a text orally to enhance comprehension.
  - a. Use main character(s), setting, and important events for a story.
- ELA.K.C.2.1: Present information orally using complete sentences.



### Before:

Introduce the story and purpose for reading.

- The purpose of the read aloud is to describe **important events** in a story. Students will use the important events to orally retell the story.
- Introduce the main character, Ace, as an excellent problem solver. Discuss what a problem solver does.
- Explain that readers identify and describe important events in the order they happen in the book to retell a story.



### During:

**Event #1:** Ace makes her race car and gets ready for the race. (p. 1 - 7)

- What does Ace do to get herself and her car ready for the race?
- Why are Ace's actions important in getting ready for the race?
  - What would happen if Ace did not get ready for the race?

**Event #2:** Ace's car will not start and needs to be fixed. (p. 8 - 18)

- What does Ace do to try to make her car start?
- How does Ace know she needs to fix a part?
  - Why is fixing the part important to Ace?
- Why do you think Ace cannot race without her lucky scarf?
  - Do you have a "lucky" item? Tell me about it.

**Event #3:** Ace is racing and runs into trouble. (p. 19 - 42)

- Is Ace winning or losing at the beginning of the race? (p. 19 - 25)
- What do you think is wrong with Ace's car? (p. 26 - 30)
  - How do you know?
- What does Ace do to get her car out of the **rut**? (p. 31 - 33)
  - What do you think would have happened if Ace did not get her car out of the **rut**?
- When you are determined to do something, you will not let anything stop you from doing it. How does Ace show she is determined to win the race? (p. 34 - 42)
  - What do you do when you are determined to do something?

**Event #4:** Ace wins the race. (p. 43 - 44)

- How does Ace feel when she wins the race? How do you know?
- Is winning the race easy for Ace? Why?

### B.E.S.T. Standards Connection

Use the **Elementary Oral Communication Rubric** on p. 188 of Florida's ELA B.E.S.T. Standards to deepen your understanding of how to evaluate your students' oral communication skills. Use the rubric as a reference when listening to your students orally retell the story.

## READ FOR MEANING – ORAL RETELLING OF THE STORY



### After:

Discuss why each of the events is important to the story.

- How do each of the events show that Ace is a good racer?

Students will orally retell the story using complete sentences. Guide students in orally retelling each event with a complete sentence.

- Suggested prompts include:
  - What does Ace do **first** in the story?
    - First, Ace \_\_\_\_\_ .
  - What happens **next**?
    - Next, Ace \_\_\_\_\_ .
  - **Then**, what happens?
    - Then, Ace \_\_\_\_\_ .
  - What is the **last** event in the story?
    - Last, Ace \_\_\_\_\_ .

### Did You Know?

*Racing Ace: Drive It! Fix It!* contains information that can be used to support STEAM learning in your classroom.

- **Science:** Discuss the motion of objects.
- **Technology:** Solve age-appropriate problems.
- **Engineering/Art:** Create your own race car on paper or using recycled materials.
- **Math:** Identify positions of the race cars using the words *first, second, third, fourth, or fifth*.