

WHO

WHAT

Kindergarten

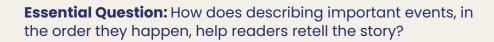
TEACHER READING GUIDE

Racing Ace: Drive It! Fix It!

written by Larry Dane Brimner illustrated by Kaylani Juanita



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



······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

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?

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.

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.

Say:

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

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.

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.

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

of the cheering and clapping crowd.

the starting line, Ace can hear the **roars**

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

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



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.



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

Vocabulary Extension Activity

a rut and slow her down.

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.

After:

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

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• 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*.