



The go-karts

Written by Beverley Randell, Jenny Giles, and Annette Smith

Overview There is a go-kart race going on. I wonder which color go-kart will win. Here they come!

Reading Vocabulary Words orange p. 4, yellow p. 6, purple p. 12, winner p. 16

Phonics Skill Initial and final sound: letter *w*

Fluency Point Reads exclamatory sentences in an excited manner

Comprehension Strategy Retells story events or key facts

Reading Strategy Points to each word while reading

Reading

Word Count: 39




High-Frequency
Words

here
the

1 Before Reading

Build Background

- Introduce the book by reading the title, talking about the cover illustration, and sharing the overview.
- Have children look at the picture and tell what they see. Supply the word *go-kart* if children are not sure what to call that kind of car. Ask *What colors are the go-karts?* 
- Have children tell what they think this book will be about. *Have you ever seen a go-kart race? Go-karts go fast.*

Focus on Reading Vocabulary

- Write each vocabulary word on a separate blank sheet of paper. Place the sheets with *purple*, *yellow*, and *orange* on the table. Discuss the connection these words have and encourage children to use them in a sentence. Then talk about the vocabulary word *winner*. Point out that *winner* starts with a *w*.
- Model filling in a Word Web. Write *go-karts* in the middle. Tell children when they do this Word Web later in the lesson, they will write the color words in the boxes and color the boxes to match the colors of the go-karts in the book.

Focus on Phonics

 Initial and final sound: letter *w*

- Write *w* on chart paper. Then write the words *yellow* and *winner*. Underline the *w* in each word. Say each word slowly, emphasizing /w /. Have children echo you.
- Have children name other words that begin or end with *w*.

Focus on Fluency

Write an exclamation point on the chalkboard. Tell children this mark tells readers to read in an excited manner. Write on chart paper the sentence *Here comes the winner!* Read the sentence aloud, modeling how to read it in an excited manner. Remind children to look for a sentence ending with an exclamation point in the book as they read. They should read that sentence with excitement.

Focus on Comprehension

Explain that when a reader is done reading a book, it is important to be able to retell what happened in the story. This will help the reader to remember what the book is about. Use a recent read-aloud as an example of how to retell the story's events.

2 Reading the Text

Book Talk

- Cover** Read aloud the title with children. Say *The go-karts in this book are fast. I wonder who will win the race.*
- Pages 2–3** Ask *What go-kart is in the lead? Yes, here comes the red go-kart. What other things are red?*
- Pages 4–5** *Which go-kart comes next? That's right. It's the **orange** go-kart. Let's find the word orange.*
- Pages 6–7** *Wow! The **yellow** go-kart almost went off the racetrack. Here comes the yellow go-kart. Which go-kart is next?*
- Pages 8–9** *That's right. Here comes the green go-kart. What other things are green?*
- Pages 10–11** *Which go-kart comes now? Yes, it's the blue one. Look at the go-kart behind the blue one. Let's turn the page and find out which go-kart is next.*
- Pages 12–13** *Yes, here comes the **purple** go-kart. I wonder who will win this race. Which go-kart is last?*
- Pages 14–15** *Yes, the white go-kart is last. Here comes the white go-kart. I wonder what will happen next.*

ESL/ELL

Before reading this book, you will want to familiarize children with the color names they will read in this book. Find pictures of objects that are green, blue, orange, purple, yellow, white, and red. Have children name the colors of the objects.



Reading Strategy

Remind children of the skills and strategies they can use when assistance is needed. Say *When you read, you want to point to each word that you say aloud. This will help you to match the words to what you say.*

Cross-Curricular Connection:

Art

Have children draw or paint a go-kart of their own. They can decorate it in any colors they want. Then ask them to make a list of the colors of their go-kart.

Individual Reading

Have each child read the whole book at his or her own pace while remaining in the group. Observe children as they read. Make note, mentally or in writing, how each child is or is not using the skills and strategies being focused on in this lesson:

1. Are children able to identify and read the reading vocabulary words without assistance?
2. Do children have difficulty decoding words with *w*?
3. Are children reading with excitement when they see an exclamation point?
4. Are children able to retell the story's events after reading?
5. Are children pointing to each word as they read, demonstrating one-to-one correspondence?

3 Text Reading Review

Reading Vocabulary Review

- On chart paper, write *winner*. Have children tell about a time when they were winners. Talk about what it means to be a good winner. You may discuss other vocabulary words—*purple*, *orange*, and *yellow*—by asking children to name objects that are that color.

Phonics Review

Have children reread *The go-karts* and find the words that begin or end with *w*. Then have children look through magazines and cut out pictures of objects that begin or end with *w*. They can make a collage with these pictures.

Fluency Review

Have children reread the book in pairs. Partners can take turns reading every other page. Encourage children to identify color words after they read each page. Remind children to read the last page with lots of excitement.

Comprehension Review

Review the story's events. Have children tell the order in which the go-karts came around the track. They can use the book to help them retell the story.

Connection for Writing

Have each child make a poster advertising the go-kart race. They might draw a picture of the go-karts and copy the sentence *Come see the _____ go-kart*. They can fill in the blank with their favorite color.

