

Early Lesson Plan

My Dad's Old, Blue Vintage Car

Early Level 10



Lesson rationale

The students will

- Draw conclusions and make inferences
- Analyse, synthesize and evaluate information

Before the lesson

Read the story and the lesson plan. Prepare and organize the materials and resources needed for the follow-up activity.

Reading and thinking

Tell the students the comprehension strategies they will be practising today. Explain that they will be asked to read the story and study the illustrations and then think about the real message the writer is telling us (inference). Let them know that they will also be asked to think about the information presented in the book as you will be asking them what they think about "Dad's old, blue vintage car".

Introduce the book to the students. Read the title and show the students the cover illustration.

Clarify the word "vintage" if necessary.

Read pages 2 through to the end of 5.

Ask the students, *What do you think about Dad's car? How do the boy and his Dad feel about the car? Do they like the car? Why do they like the car? How do you know they like the car?*

Praise the students for their thinking. Talk about their replies using the terms focused on in this lesson. Use the examples they gave you and name them 'inferential thinking' and 'analyzing information'. This will ensure the students are clear on their achievements.

Encourage the students to think about the message in the text and also the message in the illustrations. Tell them to use all the clues they can.

Focus back on the text by reading to the end of page 11.

Ask the students, *What do you think of Dad's car now? How do the boy and his Dad feel about the car? Do they like the car? Why don't they like the car? How do you know they don't like the car?*

Discuss the answers to these questions and the quality of the thinking and reasoning behind them.

Read pages 12, 13, 14 and 15.

Ask, *Do they feel the same about the car now? What would have happened if it had been a hot sunny day? How about a smooth road? What could they have changed to so that they had a better ride in their car?*

Again discuss the answers.

Read page 16.

More thinking

Ask the students, *The dad and the child in the story were happy at the start of the story, what caused them to change their minds?* Discuss the answers and the rationale behind them. Seek justification if necessary and continue to question in order to achieve the higher-level thinking you are seeking. Using FUS 4 or 8, set the task of evaluating the characteristics or parts of the vintage car that were featured in the story. Ask the students to decide whether or not they were 'good' or 'not so good' features on the car. Here is a list to get started: horn, shiny brass headlights, no heater, thin wheels, hard seat and no roof. Discuss the choices they have made, again seeking justification.