

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

by Larry Dane Brimmer

**Ace has built her very own car and is getting ready to race! After oiling the wheels and kicking the tires, Ace sets out to win. But when a missing part and a rut in the middle of the track threaten to keep her in last place, Ace has to think fast to finish strong—and come out on top!**

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### **Create Successful Reading Habits**

Academic language is a critical component of vocabulary development, oral language, and developing a student's ability to read, think, speak, and write about a topic. By guiding students to develop their academic language skills, teachers can mitigate some of the challenges that students encounter when learning to comprehend text.\* Students should engage in a variety of activities that purposefully support the development of their academic language. Inferential language instruction can be helpful when learning about figurative language because it supports a student's ability to think critically, make inferences, connect ideas, and determine the deeper meaning of the text.

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## **SCIENCE OF READING – PURPOSE OF ASSESSMENTS**

Assessing students is critical for identifying specific literacy needs. There should always be a purpose for assessments. The **four main purposes for assessments are:**

1. **Screening** helps to identify who is at risk for not meeting grade-level learning goals.
  - usually administered in the fall, winter, and spring of a school year to identify students at risk for reading and spelling difficulties
2. **Progress Monitoring** determines if the intervention is fixing the problem.
  - administered frequently to check for adequate student growth
  - used to determine instructional needs and to make instructional decisions
3. **Diagnostic** assessments assist in identifying specific needs and what should be taught.
  - measure students' proficiency in reading skills
  - used to design effective instructional interventions
  - can be informal, criterion-referenced, or norm-referenced
4. **Outcome Measure** assessments help to determine if students are meeting expected levels of performance.
  - can be criterion- or norm-referenced
    - **Norm-referenced** assessments measure a student's performance in comparison to the performance of same-age students on the same assessment and are designed to document gains in performance. The FAST Assessment is an example of a norm-referenced assessment.
    - **Criterion-referenced** assessments measure what a student knows and does not know at the time, and the results are compared to grade-level standards. An end-of-unit test is an example of a criterion-referenced assessment.

Assessment data, combined with other relevant information, are used to determine the most efficient and effective way to increase student outcomes. Assessment data can be used to plan instruction, determine the composition of small groups, and evaluate progress.

# WORD WORK – MANIPULATIVE LETTERS

Teacher-directed, explicit decoding practice using **manipulative letters** can improve early literacy skills.

Using **manipulative letters** is a powerful tool for helping emergent readers develop an understanding of the alphabetic principle. Just as teachers use manipulative objects in mathematics instruction to make abstract concepts more concrete, **manipulative letters** can make abstract concepts, such as sound segmentation and blending, more concrete.

### Guidelines for Using Manipulative Letters:

- Use lowercase letters of just one color at first.
- Use letter tiles with colored vowels for older students.
- Explicitly teach students how to blend using intrasyllabic (onset and rime) units.
- **Manipulate letters** and sounds at the phoneme level.

For this **manipulative letters** practice, students will decode and encode CCVC words.

### Explicit Instruction Script:

1. Today we will be reading and spelling words as we use our **manipulative letters**. You know all of your letters and sounds. In our words today, every letter is going to make its own sound. There will be four letter sounds to blend together to read and spell your words. Let's get started.
2. Pull out the letters *c, l, i, p*. Let's say the sounds of each letter – /k/, /l/, /i/, /p/. Let's blend the sounds together to read the word. (*clip*)
3. Change *clip* to *clop*.
4. Change the *p* to a *t*. Say each sound, and blend them together to read the new word. (*clot*)
5. If this word is *clot*, can you make *plot*?
6. Change the *p* to a *b*. Say each sound, and blend them together to read the new word. (*blot*)
7. What do you have to do to change *blot* to *slot*?
8. Change the *o* to an *i*. Say each sound, and blend them together to read the new word. (*slit*)
9. If this word is *slit*, can you make the word *slip*?
10. Change the *i* to an *o*. What is our new word? (*slop*)
11. If this word is *slop*, can you make the word *blip*?
12. Change the *o* to an *i*. What is our new word? (*blip*)
13. The last word is a challenging word. If this word is *blip*, can you make the word *blimp*?

Continue practicing encoding and decoding using CCVC and CVCC words from the text.

**ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.**

- a. **Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.**

Word List	
Letters Needed: <i>c, l, i, p, o, t, b, s, m</i>	
<b>Decoding Stems</b> Change the _____ in _____ to _____ . What word do you have? If I put _____ right here in _____ , what word does that make?	<b>Encoding Stems</b> Change _____ to _____ . What would you have to do to change _____ to _____ ?
clip clot blot slit slop blip	clop plot slot slip blop blimp


### ELL and SWD suggestion:


Explain word meanings using pictures, gestures, or student-friendly definitions when decoding words. Early decoding activities often use uncommon words out of context, such as *jig* or *vat*. Explain what those words mean with pictures, gestures, or child-friendly explanations.


## TALK ABOUT NEW AND INTERESTING WORDS


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

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

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

 **tucks** (p. 24): When someone **tucks** their head, they push their head down and bring their chin close to their chest. Ace **tucks** her head low to help her car move faster.

 **rut** (p. 32): A **rut** is a deep line or cut made in the ground. The wheels of Ace's car get stuck in a **rut**, and it slows her down.

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

### ELL and SWD suggestion:

Acting out vocabulary is a great kinesthetic activity. Consider using picture vocabulary cards to help students make a visual connection with new and difficult words. For example, when acting out the word **roars**, display a picture of a lion **roaring** with the word and definition. Students can then practice **roaring** and make connections to what a car might sound like when it **roars**. When students can associate vocabulary in multiple ways, they are better able to comprehend what they read.

## READ FOR MEANING – DESCRIBING CHARACTERS

### ELA.1.R.1.1: Identify and describe the main story elements in a story.

- Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

### ELA.1.R.1.2: Identify and explain the moral of a story.

#### Before:

- The title of this book is *Racing Ace: Drive It! Fix It!* An ace is someone who is really good at something. What do you think it means to be a racing ace?
- In what kind of race do you think the character on the cover will participate? How do you know that?
- In this story, the main character, Ace, will need to solve some problems during her race. How can someone be a good problem solver?

#### During:

Ace is an excellent problem solver. This means that when Ace is faced with a problem, she tries her best to solve it so that she can win the race. As we read, we are going to identify each time that Ace is faced with a problem. Then we will record the different actions that show how she solves the problem.

Problem #1: Before Ace can race her car, she has to make sure that she and the car are ready to race.

- What actions does Ace take to prepare her car for the race? (p. 4 - 5)
- What actions does Ace take to get herself ready for the race? (p. 6 - 7)
- What might happen if she does not take these actions to prepare herself and the car for the race? (p. 7)

Problem #2: Ace wants to try out her car before the race begins, but the car won't start.

- Ask students to describe the problem. (p. 9 - 14)
- Why is her car not starting a problem? (p. 9, p. 11)
- What actions does Ace take to try and fix her problem? (p. 10)
- What do you think makes her realize that she needs to fix a part? (p. 11)
- How many parts does Ace have to try before she finds the right one? (p. 12 - 13)
- Once she finds the right part, what actions does she take to fix the problem of her car not starting? (p. 14)
- Ace has to work really hard to fix this problem. What does this tell us about the type of person she is? (p. 14)
- Do Ace's actions fix her problem? What other actions could she take? (p. 14)

Problem #3: Now that the car is ready, Ace is not.

- Ask students to describe the problem. (p. 15)
- What is Ace missing that she needs for the race? (p. 15 - 18)
- The word "aha" represents a noise that people make when they are surprised or happy about something. Why would the author use the word "aha" when Ace remembers something that she forgot? Why is this something important for Ace to remember? (p. 17)
- Ace cannot race without her lucky scarf. Do you have an item that you consider to be lucky? If so, what is the item?

Problem #4: In the middle of the race, Ace's car starts to wobble and go slower and slower. All the other drivers zoom past Ace until she is in last place.

- Ask students to describe the problem. (p. 26 - 29)
- What is causing Ace's problem? (p. 30 - 32)
- What actions does Ace take to fix her problem? (p. 32 - 33)

Despite all the obstacles that Ace faces, she is able to overcome her problems and win the race.

- What actions does Ace take to win the race? (p. 36 - 44)
- How do you think Ace feels after winning the race? Why? (p. 44)

#### After:

- What character traits make Ace a good problem solver? Why is it important to be a good problem solver?
- How do you try to be a good problem solver? Tell us about a problem you have faced, and describe how you solved it.

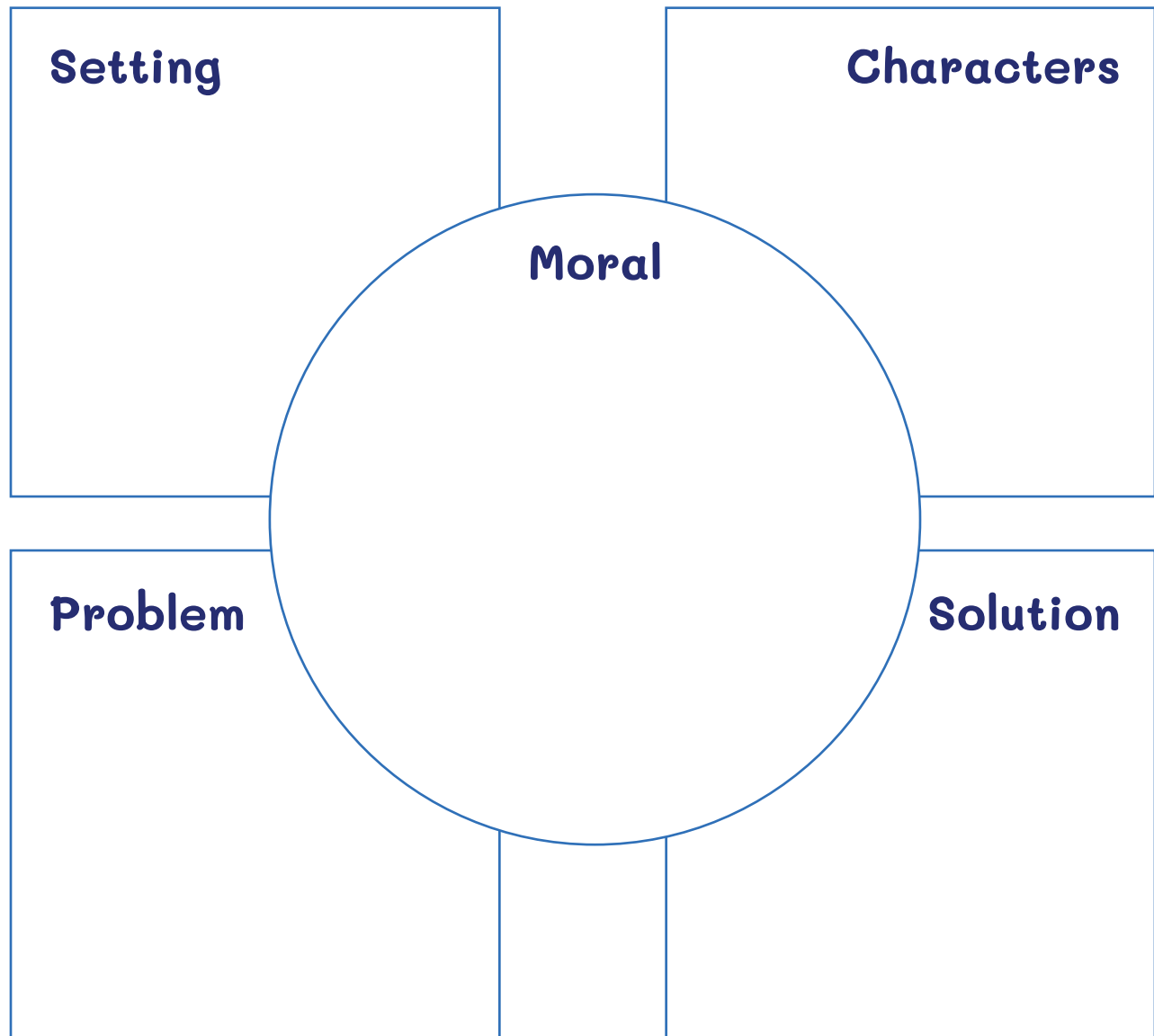
## READ FOR MEANING – DESCRIBING CHARACTERS

### Extension Activity (Moral of the Story):

Say to students, "Sometimes the stories you read have a **moral**, or lesson, that the author wants you to take away or learn. Many times, the lesson is not stated right there in the story, and we need to dig deeply into the book to figure out what the lesson is." Give an example of a familiar story with a **moral**, and discuss what the lesson is. Say, "The story that we read today has an important lesson that the author wants you to learn. We are going to dig deeply into the book together to figure out what that lesson is."

Fill out the chart below to help students determine the **moral** of the story.

### What is The Moral of the Story?



#### ELL and SWD suggestion:

Help students identify the problems and solutions in the story by practicing retelling the story. Provide picture cards that students can manipulate and place in the order that events happen in the text. Consider using a retelling mat to guide students in organizing the picture cards to accurately retell the sequence of events.