

Drag Racing

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Level 21

Getting ready for reading

Ask if any students have ever been to a drag racing event or seen one on television. Talk about what the students know about drag racing. It may be useful to list ideas the students already have about the topic.

Talking through the book

Give each student a copy of the book. Ask: *What kind of book do you think this will be? Fiction or factual? What questions do you think it will answer?* List these questions for later reference.

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

How is a drag race set up?

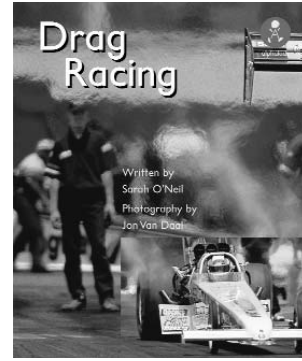
Who can race?

Why do some dragsters have parachutes?

Why do people like to race dragsters?

Being a code breaker

Students could listen for words beginning with 'dr': *drag, dragster, drivers.*



TEXT FEATURES

- **This book is an information report about drag racing.**
- **It is written in the form of an explanation.**
- **The text is supported and extended by colour photographs.**
- **Technical language is used and explained.**

Being a text user

Refer to the questions the students thought the book might answer prior to reading it. Discuss:

Did the book answer these questions?

Which questions were not answered?

Where might we find answers to these questions?

Being a text critic

Discuss:

What did the author need to know to write the book?

Where might she have found this information?


Is drag racing a topic that everyone would be interested in?

Is it a sport that everyone can participate in?

Note: there is a range of Internet sites that provide a broad range of information about this topic.

Literacy learning centres – follow-up activities

WRITING CENTRE

Students may like to use the text as a model to write a report about a sport or activity that they enjoy doing. 

TEXT CENTRE

Students can retell the book from the point of view of someone at a drag race. They could be a spectator or driver, a member of the pit crew, a TV or radio announcer, or anyone else that interests them.



INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to build a model of a drag racing track.

WORD CENTRE

Students could use the text and other familiar books to investigate other words that begin with 'dr'. These could be written on a chart and illustrated.

Keeping track

Observing students as they predict the genre of the book from information on the front cover provides information about their understandings of the structure of that genre.