Title: Racing with the Sun Level: R ISBN: 978-0-47-827402-8 Publisher: Learning Media Limited

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

Today we’re going to start reading a book called Racing with the Sun. Let’s look at the cover. What does that look like on the front? It sounds like it is going to have something to do with racing, but it kind of looks like a space ship. Are space ships on the ground, though? This story is actually about a solar-powered car. What does solar-powered mean? Right, it is powered by the sun. Do you know of anything else that is solar-powered? A team of college students decided to enter a competition to race their solar-power car from Chicago to Los Angeles. There was a lot of work that went into making this car, and it even took 2 years to plan before they started. The team had to decide on what shape and material to use for the car. Then, there was the race. How do you think this type of car will race? Do you think it will be faster than a regular car?

Words/Text Layout:

 \*New or important words (V): monsoon (4), streamlined (7), drag(7), fiberglass(8)

 \*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Today as we read, we are going to think about all the similarities and differences between solar-powered cars and regular cars.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Let’s talk about what we read. Did anyone have any questions about a particular part in the book? Let’s make a Venn diagram about the comparisons and differences between solar-powered cars and regular cars.

Writing Connection (optional):