



What's on the Road?

by Norman Yu

Overview

Use this book to help children comprehend that people in vehicles and pedestrians use the roadways to get from place to place.

Literacy Focus *Word Count: 34 words*

High Frequency Words

are, on, the, there

Content Words

what's, road, cars, motorcycles, buses, trucks, people

Reinforcing Decoding Skills

- **Initial Consonants:** *m, p* (*motorcycles, people*)
- **Short Vowels:** *u* (*buses, trucks*)

- **Syllabication:** One-, two-, and four-syllable words (*cars, buses, motorcycles*)

Print Conventions

- **Punctuation:** Question marks

Comprehension/Thinking Skills

- Matching pictures and text
- Identifying main ideas and examples
- Stating a purpose for reading

Text Features

- **Bold-faced type**

Writing/Speaking and Listening

- Illustrating and writing labels for forms of transportation
- Discussing the different ways people travel
- Listening to others in group discussions

Observe/Assess

See Retellings on page 170.

Social Studies Focus

Content and Thinking Skills

- Understanding that many kinds of vehicles travel on roads
- Realizing that people also walk on roads
- Learning some ways people can walk safely on roads

Background Information

Reading answers to the title question helps children identify cars, motorcycles, buses, and trucks as vehicles on roads. Different kinds of roadways carry different kinds of traffic. For example, only motor vehicles can use expressways. Noting that people also travel on roads can serve as a springboard for discussing basic safety rules.

Correlation to National Standards Social Studies

- **Science, Technology and Society**

See Standards Chart on page 204.

Literacy Focus

Set the Scene

Invite children to tell how they get to school. Lead the discussion to include buses and cars. Ask:

Do you walk to school?

If you do not walk, how do you get to school?

Read and Discuss

Cover and Title Page

Show children the cover and title page. Read the title and the author's name aloud. Have children predict what the book will be about.

Pages 2-3

Discuss with children what the picture shows, making sure that they use the word *road* in their comments. Then ask them to read the sentence aloud with you. Explain that the question mark indicates that a question is being asked.

Pages 4-7

Ask children to read with you the sentence at the top of each page. Ask:

How are the sentences on these pages alike?

What makes them different?

Say the word *cars* aloud as you clap your hands once. Explain that the word *cars* has only one syllable, or vowel sound, so you only clapped once. Then say *buses*, *people*, and *motorcycles* aloud as you clap each syllable. Help children conclude that these words have more than one vowel sound.

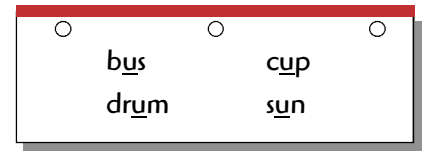
Page 8

Ask a volunteer to read the word on the sign the crossing guard is holding. Help children conclude that the sign is used to stop vehicles, not pedestrians.

Respond

- Have children find words in the text that begin with initial consonants *m* and *p*. Write the words *motorcycles* and *people* as children identify them.

- Write the word *bus* on the board. Underline the vowel *u* and say *bus*. Then say these words: *trucks*, *ball*, *cup*, *drum*, *pen*, and *sun*. Have children identify the words with the short *u* vowel sound. Write each word on the board.



Content Words

Activity Master, page 144

Review the four types of transportation shown in the book: *cars*, *buses*, *motorcycles*, and *trucks*. Have children write the name of each vehicle on Activity Master, page 144.



English Language Learners

The sound of *r* as in *road* is difficult for many children to pronounce. Provide practice by saying these words and having children repeat them: *road*, *run*, *rose*, *radio*, *river*, *rain*, and *row*.

Social Studies Focus

Social Studies Concept

Vehicles are used to move people and goods.

Activities

On the Road

Provide magazines for children to cut out pictures of vehicles. Write labels for trucks, buses, cars, and motorcycles on a bulletin board and have children attach their pictures.

Crosswalk

Recall with children that vehicles stop when a crossing guard holds up a stop sign. Discuss safety rules pedestrians should follow, such as cross only at crosswalks and look both ways before crossing. Have children role-play crossing the street safely. They can take turns being pedestrians and crossing guards.

Vehicle Chart

Have children brainstorm a list of vehicles. Tally how many children have ridden in each kind of vehicle.



Traveling on Roads

Activity Master, page 145

Review with children the kinds of vehicles that people drive on roads. Have them identify vehicles that use roads on Activity Master, page 145.

Name _____

What's on the Road?

Write a word from the Word Bank under each picture.

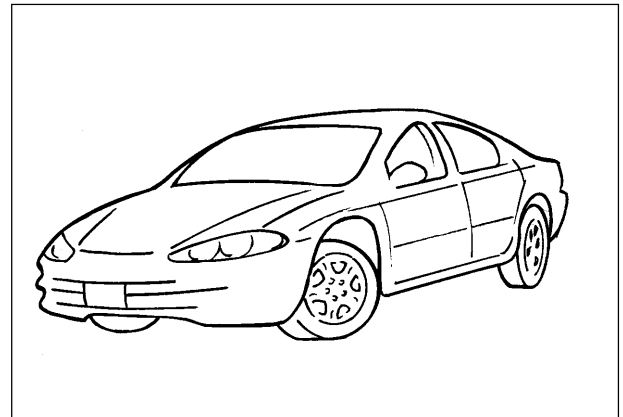
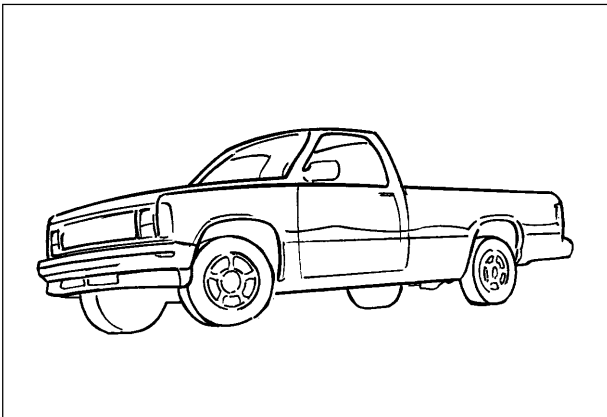
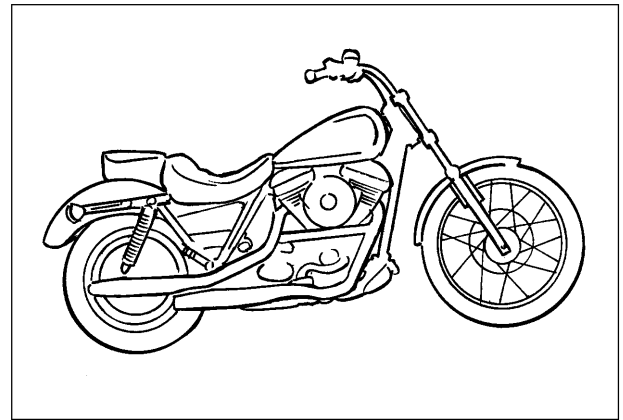
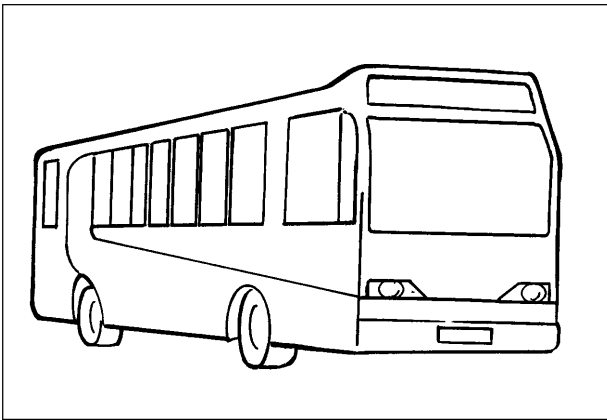
Word Bank

car

motorcycle

bus

truck



Name _____

What's on the Road?

Circle the pictures of things that people drive on the road.

