



Guided Reading with

Carla's Cars

Guided Reading Level: E

DRA Level: 8

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Overview: This girl likes to collect cars. Look inside to see all the kinds of cars in her collection.

8 pages, 106 words

Genre: Nonfiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text
- look at each part or syllable of a longer word to read it
- read simple plural words and verbs with –s endings

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- familiar content close to some children's experiences

High-frequency words:

- like, to, she, has, many, of, in, her, and, some, of, the, are, go, can with

Phonics:

- simple plurals and verbs with –s: likes, cars, kinds, spots, lights, sounds, friends
- initial consonant blends: bl, sl, pl, fr, str, sp

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

Los carritos de Carla

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Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What toys do you and your friends like to play with?
- Why are toy cars fun for many kids? What do they do with them?
- What different kinds of toy cars have you seen?
- What's a "collection?"

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Carla's Cars.*"
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Ask children to predict what kinds of cars are in Carla's collection.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask students to notice how each car looks. Preview some of the descriptive vocabulary if you think it is needed.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sounds of the word to start reading it.

4. Be aware of the following text features:

- The book contains the familiar words: like, to, she, has, many, of, in, her, and, some, of, the, are, go, can, with.
- The book contains high-utility vocabulary words including: big, small, fast, slow, push, pull, green, yellow, red, blue, black, white, orange.
- Many pages use the sentence frame “Carla has ____ cars and ____ cars. Some of the cars ____ and some ____.” There are some variations in syntax and the first and last pages are different.

Reading the Book

1. Set a purpose by telling children to read the book to find out what kinds of cars are in Carla’s collection.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?

- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence.

Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.



- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about the cars in Carla’s collection.

2. Ask questions like:

- What did Carla collect?
- How did the authors describe how Carla’s cars looked?
- What things did Carla’s cars do or have to make them special?
- What did Carla like to do with her cars? What else do the pictures show her doing that isn’t described in the words?
- Why do you think the authors chose Carla as the main character for this story about cars?
- Why do you think many kids like having a collection of something?
- How is collecting cars both a good activity to enjoy on one’s own and to share with others?
- What advice do you have for Carla to share the cars with her friends? What if two people want to play with the same car?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.

Cross-Curricular Activities

Language: List the descriptive words and feature words from the book on cards (big, small, fast, slow, push, pull, green, yellow, red, blue, black, white, orange, striped, spots, lights, sounds). Make different combinations of the cards and have students sketch that car on the white board. Talk about the letters and word parts to try to read each word card. Add additional words to create sentences. (e.g., “The car is yellow. It has lights. It can push.”)

Give students small sticky notes to label the book photos with descriptive words (e.g., “lights” or “spots”). Give each student a real toy car and have them draw it and label features on their drawings using vocabulary from the story as a starting point.

Label a chart with some of the initial consonant blends found in words in the book (e.g., bl/pl or str/sp). Add words from the book to the chart and brainstorm or sort picture or word cards to extend the lists. Talk about using the first several letters of a word (instead of just the first letter) to begin to read it. Practice reading sentences that include some of the consonant blend words.

Sort some of the words in the book (and additional words, if desired) by number of syllables. Talk



about looking at each part of a word to read multisyllable words.

Use the word “some” to practice reading other related irregular words (come/comes, done). Talk about the consonants in the word that help one read it even if the vowel sound is irregular. Practice reading and writing sentences with the words.

Turn the book into a short performance by having pairs act it out as they pretend to be Carla and her friends. Use toy cars or pictures of cars as props.

Create collections of items other than cars, or ask students to bring small collections from home. Practice using the vocabulary and sentence structures from the book by orally sharing or writing about the items.

Mathematics: Write car-related story problems using language from the book, such as “There were 6 toy cars. Some had stripes and some had spots. Show how the collection could look using pictures and numbers.”

Use toy cars and the vocabulary from the story to practice sorting and comparing. For instance, ask students to sort a collection of cars in different ways and record their work. Or, ask students to compare two cars and record their ideas on a Venn diagram.

Science: Use toy cars to investigate ramps. Have students build ramps of different inclines and lengths and record how far a toy car “zooms” when released from the top of each one.

Use toy cars to explore surface textures—what makes an ideal surface to play with toy cars? In the story, Carla plays on the carpet and on a wood floor. What kinds of surfaces make a car go fast? Far? Slow down? Not move at all/get stuck?

Social Studies: Talk about how this story challenges common gender biases by portraying girls enjoying toy cars. Brainstorm a list of other book topics that convey the message that all children can enjoy all toys (e.g., a book about a boy and his doll collection.)

Encourage students to interview a family member about what they collect and why if anything. Compile a list of things people like to collect. What are some of the reasons around collecting (fun to do, sentimental/memories, lucrative, and so on)?

Art: Have students design a car or other vehicle they’d like to have using drawing materials, paint, collage, or by building with recycled items. Have them label each feature or write sentences describing their creations.



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The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Adjective Support

The following colors are listed to describe the cars in the book: verde, amarillo, rojo, azul, negro, blanco, anaranjado

The following adjectives are used to describe the size and speed of the cars: grande, chico, rápido, despacio
The following nouns are used to describe other aspects of the cars: manchas, rayas, luces, ruidos
Print the descriptor words on individual index cards and show students the illustrations with the text covered. Have students match the descriptor word on the index card with the corresponding illustration.

Verb Support

The following verbs used to describe what the cars can do in the book are provided: empujar, jalar
Print the verbs on index cards. Have students match the verb with the corresponding illustration in conjunction with the Noun & Adjective Support activity.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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