

# Rattletrap Car

by Phyllis Root

Alliteration, exciting wordplay and animated illustrations tell the story of a father, his three children and the creative ways they “fix” their old car, while they attempt to travel to the lake on a hot, hot, hot day.



## Read

### Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *What places have you and your family traveled to?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

- I wonder where this family is going?

### During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out “rare words” (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

### Rare Words in *Rattletrap Car*

- rattletrap: old worn-out car, noisy
- thermos: an insulated container used to hold a liquid and maintain it at a constant temp
- surfboard: a long narrow board, used by surfers to stand while riding waves

## After:

Discuss the story. Ask questions...

- Where did Junie, Jakie and the baby want to go?
- What did the family pack in the car?
- What did they do when the tire went flat?
- Why did they attach the surfboard to the bottom of the car?
- What happened to the gas tank? What did they use instead?
- What did they use for the engine?
- Did they ever make it to the lake? What did they do there?



**Do**

## Alliteration Time

You will need: several toys and items from around the classroom, slips of paper of each child's name

Explain to the children that whenever they hear alliteration (words that start with the same sound) they need to clap their hands. Give a couple of examples of words that do and do not have alliteration to practice before starting the game. For example; cat/sock – no alliteration, box/brown – alliteration. After the children understand the rules, choose two objects or names and say them out loud. If there is alliteration, the children should clap and if there is no alliteration the kids will sit quietly. Repeat the steps until either all the children's names have been used, or you run out of items.