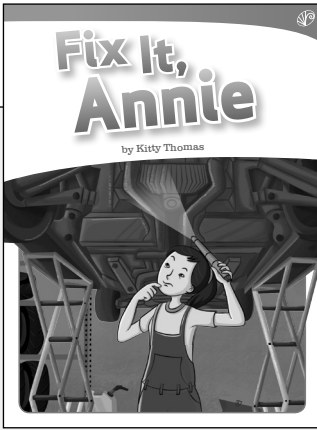


Fix It, Annie

by Kitty Thomas



Running words: 276

Book Summary

This story looks at a day in the life of a car mechanic. Annie works as a car mechanic. She is good at her job, and many people take their cars to her to be repaired. Annie adds oil to Bill's car, replaces a tyre on Joe's car, and locates broken wires in the engine of Emma's car. Annie likes her job so much that on weekends, she works on her own car.

Themes

Careers, Problem solving, Relationships

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *fix, like, problem, wrong*
- Phonics and phonemic awareness: long vowel sounds – *broken/hold/old/won't*; short vowel sounds – *job/lots/on/problem/wobble/wrong*

Strategies

Fix It, Annie introduces and reinforces the following strategies:

- making connections;
- comparing and contrasting;
- determining author's purpose.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

Introducing the Text

Begin by asking the students to think of any times they have been to a car mechanic's garage or they watched or helped an adult who was working on a car. Write their answers in a list.

- *What was the mechanic's garage like?*
- *What tools did the mechanic use to work on the car?*
- *What kinds of tasks does a car mechanic do?*
- *Would you like to be a car mechanic? Why or why not?*

Reading the Text

Hand one book to each student. Ensure that the content words (*fix, like, problem, wrong*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Who is on the cover?* (a woman in overalls holding a torch)
- *Where is she standing?* (under a raised car)
- *What do you predict this story is about?* (repairing cars)

Pages 2 to 3

- *Who is on these pages?* (the woman from the cover and a man)
- *Where are they?* (at a car mechanic's garage)
- *What do you see in the garage?* (cars waiting to be repaired, tyres, tools, petrol can)

Read the text together. Confirm that Annie works as a mechanic who repairs cars and trucks. Have a student point out the speech marks. Remind the students that these marks indicate who is speaking in the story.

Pages 4 to 5

- *What is Annie doing?* (fixing the man's car by adding oil to the engine)
- Read the text together. Confirm that Annie has solved the red light indicator problem on Bill's car by adding oil to the engine.
- *Is Bill pleased with Annie's work? How can you tell?* (yes, from his facial expression)

Pages 6 to 7

- *How is Annie helping her next customer?* (she is replacing a tyre)
- Read the text together. Confirm that Annie has solved the wobbling problem on Joe's car by replacing a tyre.
- *Is Joe pleased with Annie's work? How can you tell?* (yes, from his facial expression)

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Pages 8 to 9

- *What is Annie doing to the next customer’s car?* (looking under the engine with a torch)

Read the text together. Confirm that Annie is trying to locate the problem that is causing Emma’s car not to start.

- *Do you think Annie will solve Emma’s car problem?*

Pages 10 to 11

- *What has Annie found in Emma’s engine?* (a mouse)

Read the text together. Confirm that Emma has discovered the problem in Emma’s car – a mouse has nibbled the wires.

- *Is Emma pleased with Annie’s work? How can you tell?* (yes, from her facial expression)

Page 12

- *What is Annie doing now?* (working on another car)

Read the text together. Confirm that Annie works on her own car on the weekend.

- *How can you tell that Annie really likes her job?* (She works on cars even in her spare time.)

Revisiting the Text

- Revisit the list of tasks the students made at the beginning of the story. Have them compare and contrast the tasks they listed with the tasks Annie did as a mechanic. Do the students have any questions they would want to ask Annie about her job? Ask the students again whether, after having read the story, they would like to be a car mechanic.
- List the words *broken/hold/old/won’t* and *job/lots/on/problem/wobble/wrong* in two columns on the board. With the students, add other words that contain the long “o” sound and the short “o” sound.

Following Up

- Encourage the students to think about the author’s purpose in writing this story. Did the author give them a good idea of what a car mechanic’s job entails? With the students, write a job wanted ad for a car mechanic. Have the students consider the kind of person that would like this job, as well as the skills that person would need.
- Give the students copies of the BM for this story. Using information from the story and the words at the bottom of the page, they can describe how Annie fixed each person’s car.