



Summary

Full Throttle: Jeep is a fact-filled book about the American-made Jeep. The content includes Jeep specifications, statistics, history, and how Jeeps played an important part in helping the Allied Forces to win WWII.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
4x4	aftermarket	Determining important supporting details, Using graphic features	Text structure: Cause/effect, Use of supporting details and description	table of contents photographs captions timelines glossary bold glossary words	headings diagrams text boxes index
approach angle	civilians				
departure angle	differential				
inline	jerry can				
restoration	street-legal				
suspension	wheelbase				

Standards: Science and Social Studies

- Knows ways in which science and society influence each other
- Understands the people, events, problems, and ideas that were significant in creating history
- Knows how to interpret data presented in timelines and distinguishes between past, present, and future time
- Knows different forms of transportation and their development over time
- Knows that innovation is the introduction of an invention into a use that has economic value
- Understands how active competition among sellers results in lower prices and costs, higher product quality, and better customer service
- Understands the diversity of military needs created by the affects of current events

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: www.mcrel.org/standards-benchmarks/

Discussion Prompts Prior to Independent Reading

Vocabulary Building and Background Knowledge:

Read the title as students look at the cover. Ask students to talk about what they observe on the cover and fill out the "What I Know" section of the BLM. Scaffold a discussion that builds on the background knowledge of students and uses the glossary on page 30.

- Read the definition for *civilian*. Are you a *civilian*? Name someone who is not a *civilian*.
- Read the definitions for *approach angle* and *departure angle*. What is the same about these two definitions? What is different?
- A Jeep has good *suspension*. On what type of road would you need a good *suspension* for a smooth ride?

Genre Study and Text Features:

State that **Full Throttle: Jeep** is an informational text written about one of the sturdiest cars ever made. As students are skimming the book, point out that each section describes an event and the effect the event played in the development of the Jeep. Highlight genre

characteristics and text features that will support students in reading the text.

Highlight prompts:

- Look at the list titled Jeep Milestones on page 10 of your book. Why are timelines valuable in a book presenting the history of something?
- One important characteristic of a book about a vehicle is that it gives vehicle specifications. Skim the book to find examples of how the author included the Jeep specifications.
- After the students skim the book, ask them to write some questions they might have about the Jeep in the "What I Want to Learn" section of the K-W-L chart on the BLM.

Reading the Book:

Have students read the book independently or with a partner. Ask them to fill out the "What I Learned" section of the K-W-L chart. Encourage them to try to find the answers to their own questions as well as new information they learned.

Comprehension Questions

After students have completed reading **Full Throttle: Jeep** gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- List some ways the Jeep helped the Allied Forces to win World War II.
- The design of the Jeep had an influence on some current car designs. What cars are they and what were the influential specifications?
- In what kind of environment would you want to own a Jeep? Why?

BLM: Extension Activity

Students may use what they write on their K-W-L chart to write a paragraph about what they learned about the Jeep.



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Name: _____ Date: _____

Using a K-W-L Chart

Directions: Review your K-W-L chart. Answer any questions you might have left after you read the book. On a separate sheet of paper, write a well-constructed paragraph using the "What I Learned" section of your K-W-L chart. Highlight the important features of the Jeep and be sure to include how WWII had an influence over its design.

Know	Want to Know	Learned