



Summary

Full Throttle: Viper is a fact-filled book about the rare and wildly expensive American-made Viper. The content includes Viper specifications, statistics, and history.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
aerodynamics	aftermarket	Summarizing information, Visualizing	Text structure: Comparison, Use supporting details and description	table of contents	headings
chassis	drifting			photographs	diagrams
endurance	horsepower			captions	text boxes
torque	primer			timelines	
prototype	street-legal			glossary	
catalytic converter				bold glossary words	index

Standards: Science and Social Studies

- Knows various settings in which scientists and engineers may work
- Knows ways in which science and society influence each other
- Knows how to interpret data presented in timelines
- 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

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 what they already know about the Viper. Scaffold a discussion that builds on the background knowledge of students. Introduce students to the vocabulary words by having them examine the glossary on page 30.

- Read the definition for *prototype*. In what other industries might engineers build a *prototype*?
- Read the definition for *aerodynamic*. Name something that you know is *aerodynamic*.
- Read the definition for *endurance*. If I say, "I lost my *endurance* during the race," do you think I was able to keep running?

Genre Study and Text Features:

State that **Full Throttle: Viper** is an informational text. Ask students to turn to page 10. Read the second paragraph aloud with the students. Point out that most of the book has a main idea that begins

each paragraph. Then, the author elaborates with supporting details. Ask students what the main idea and supporting details are on this page. (Give each student a stack of sticky notes). Highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Look at the table of contents. The author uses many descriptive attributes to describe the Viper. Which attributes do you think help you to visualize a Viper?
- As you read the book, notice the way the author uses comparisons to help you visualize and understand the information. Write on your sticky notes any descriptive attributes or similes that you encounter and stick them to the page where you read them.

Reading the Book:

Have students read the book independently or with a partner.

Comprehension Questions

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

- The Viper has a special specification that helps the environment. It also influenced every car design with this feature. What is it and what does it do?
- Let's go through your sticky notes. Share some of the descriptive attributes or similes you wrote down. How did these phrases or words help you to visualize the performance and design of the Viper?
- What do you think would be the benefits of having the same small group of people build the car from beginning to end instead of being built on a production line?

BLM: Extension Activity

Students may use the notes they took from their reading to create on the next page an ad selling the Viper.



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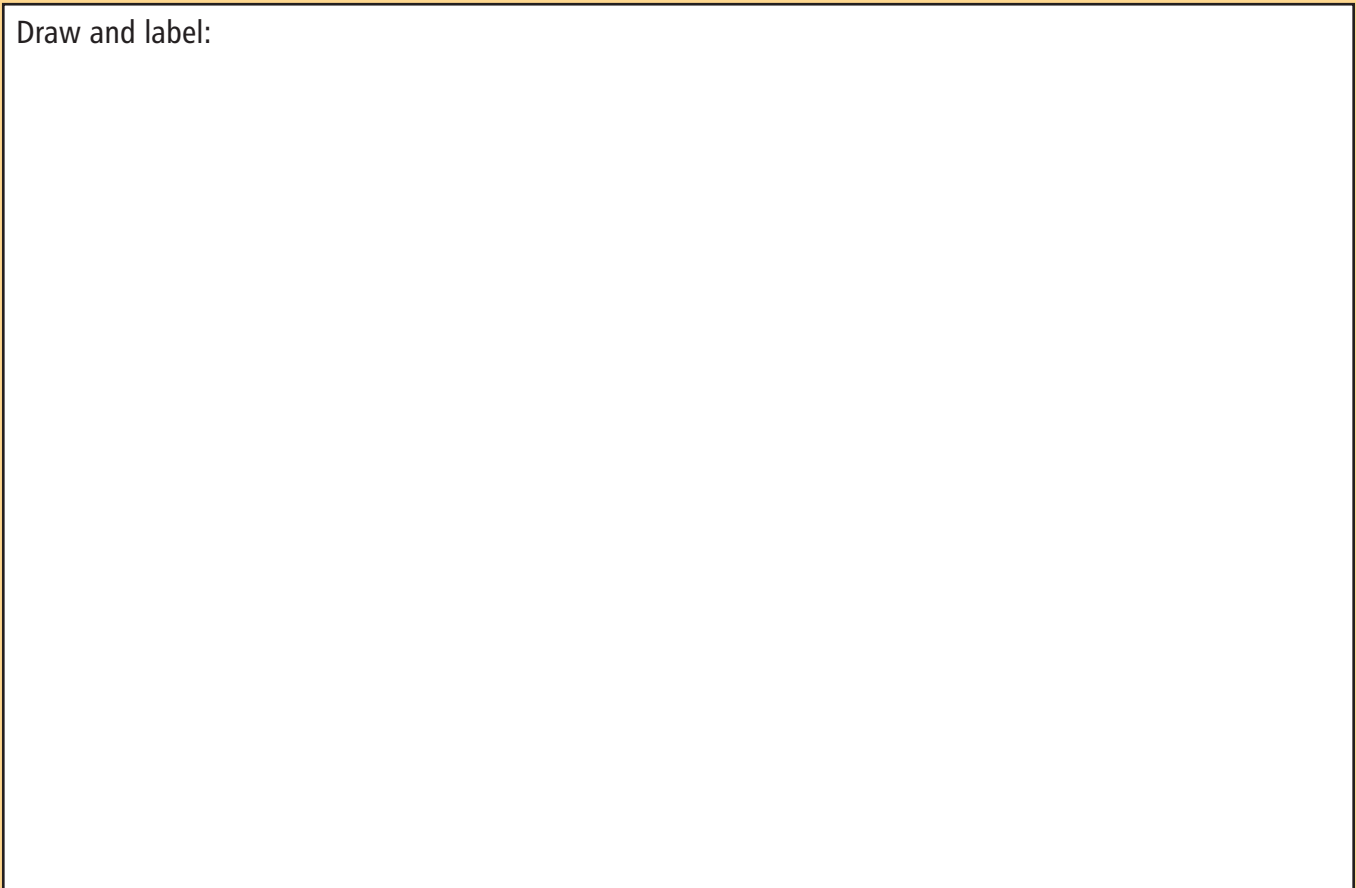
Name: _____

Date: _____

The Viper

Directions: Use your sticky notes to create an ad that you would use to sell a Viper. Include a picture and label the important features of the car. Write a short paragraph and use some of the phrases and words to write a descriptive paragraph about the Viper.

Draw and label:



Write:
