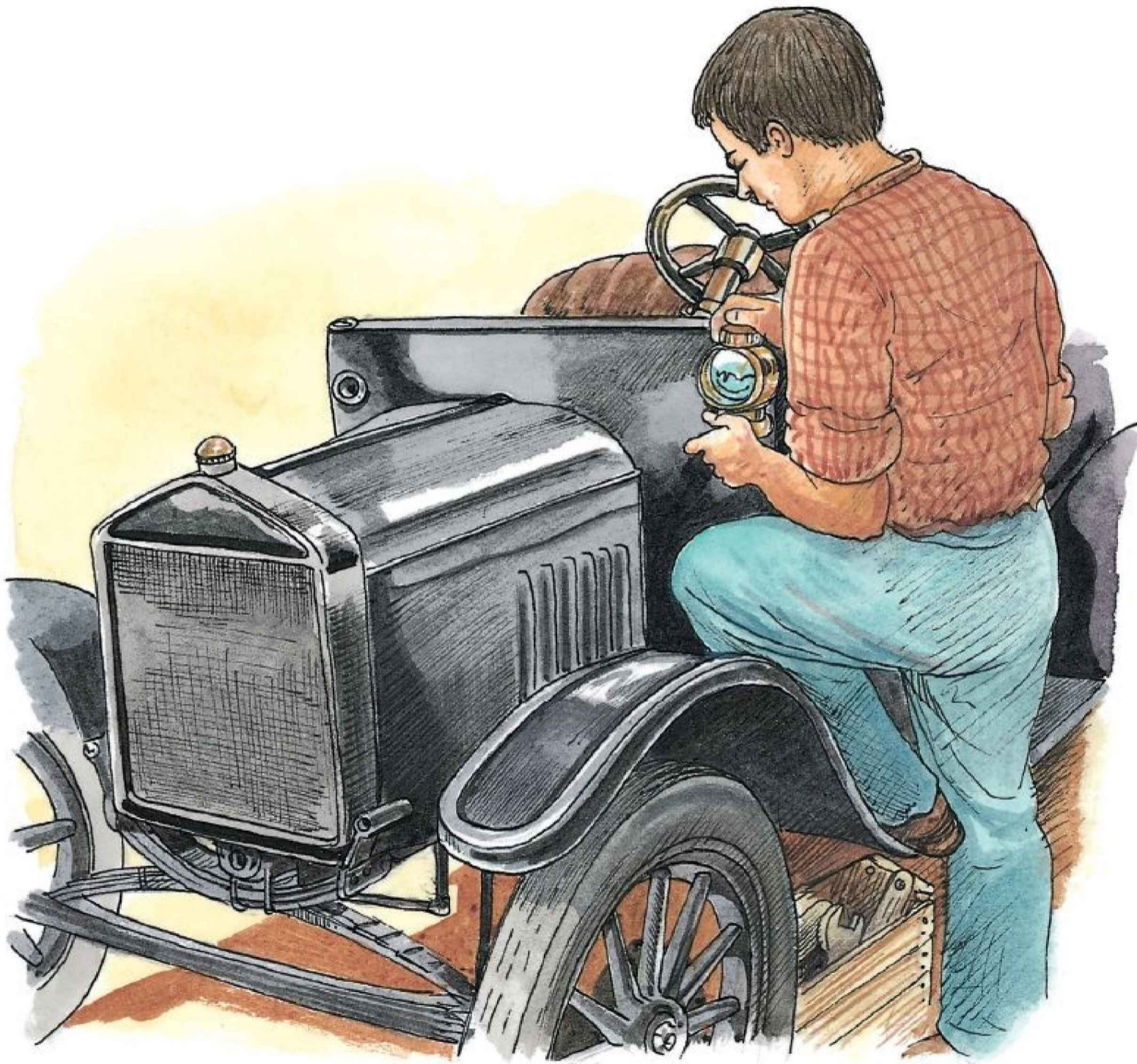




Nonfiction

Henry Ford

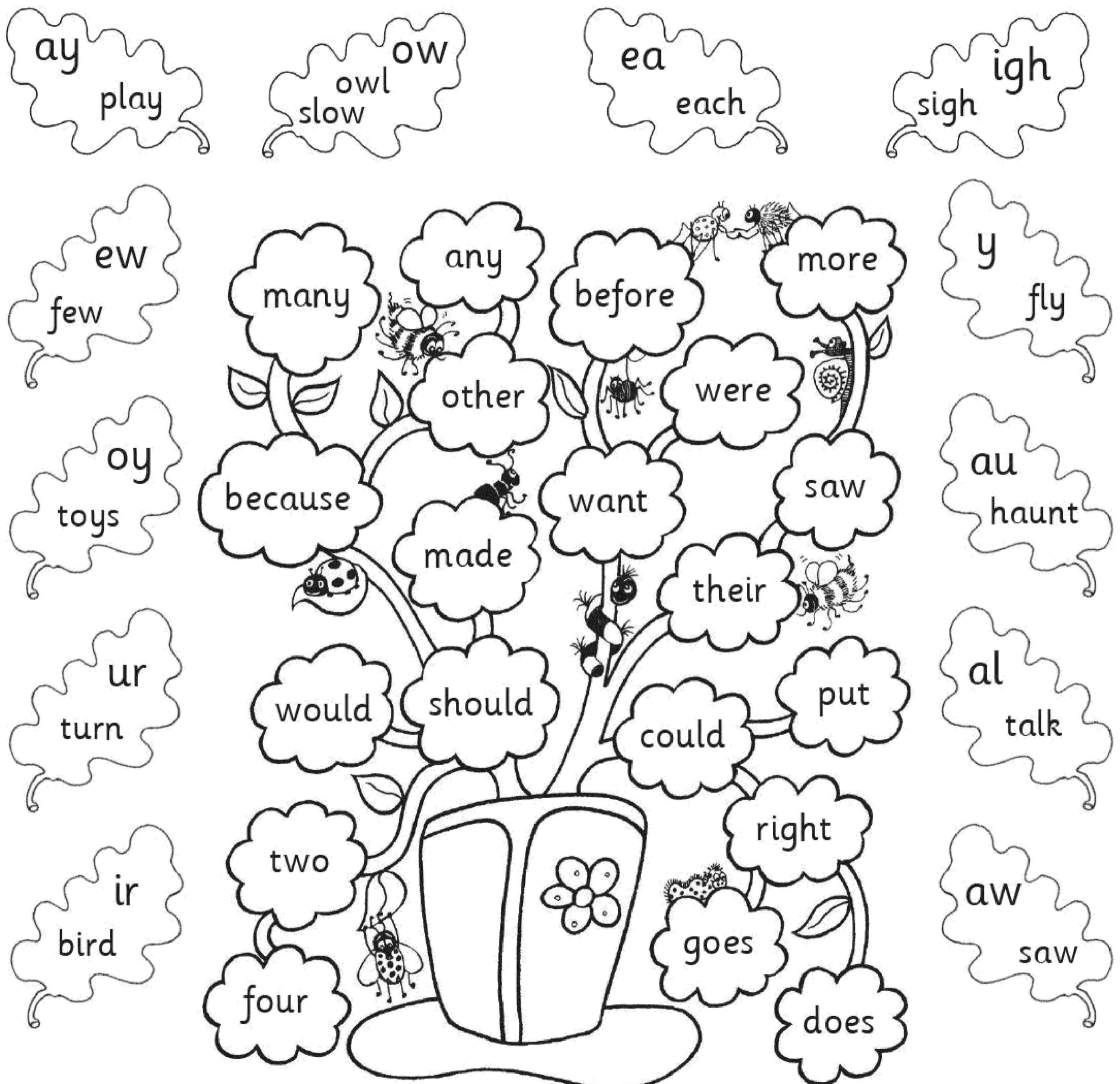


Jolly
Phonics

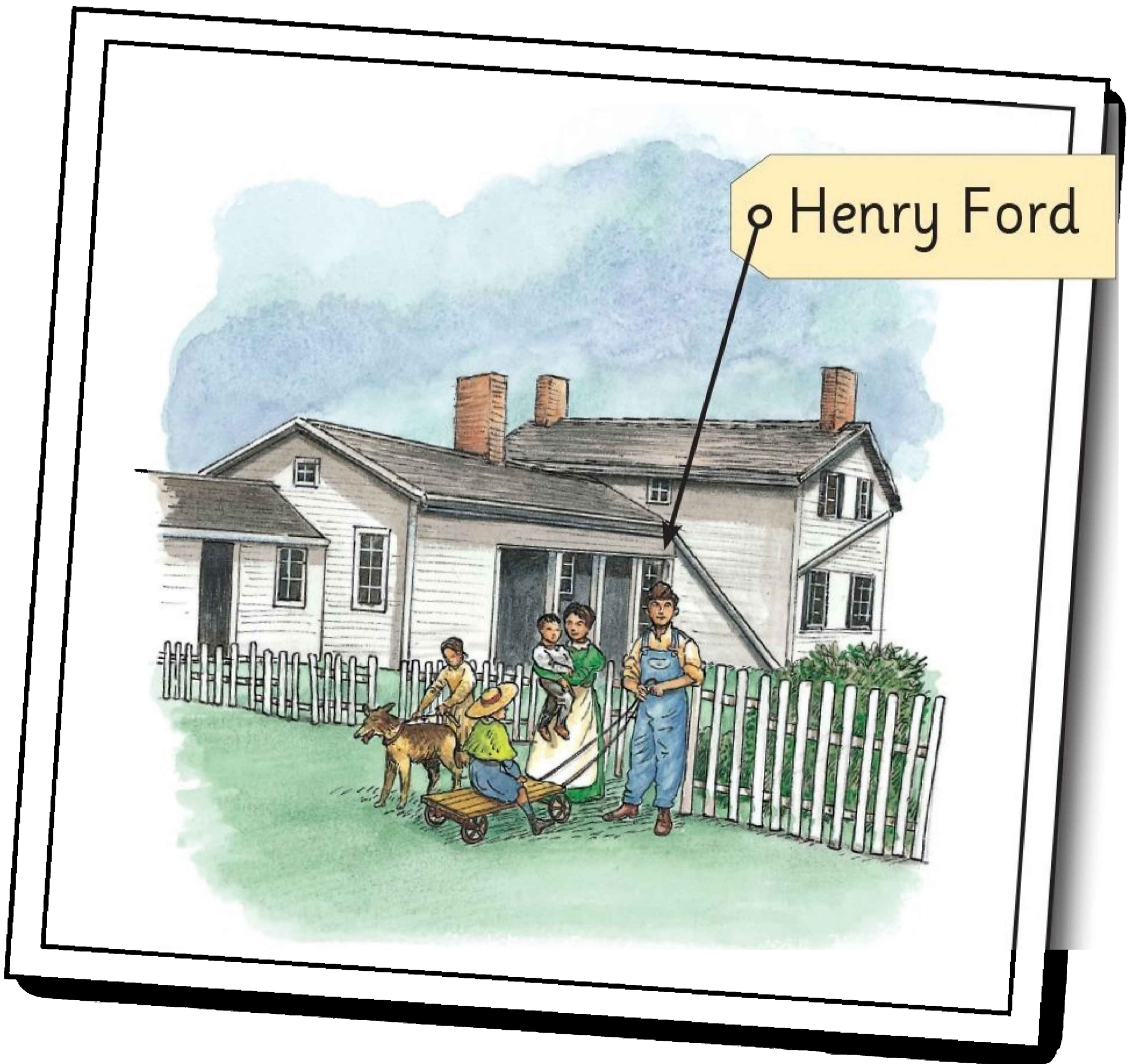
Teachers and parents

Before tackling these Blue Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds, ⟨y⟩ as in *happy*, the ‘hop-over ⟨e⟩’ digraphs in words like *take*, *these*, *bike*, *code* and *mule*, and the other main alternative vowel spellings in the leaves below;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.



Henry Ford was born in 1863 in Michigan, America. He lived on a farm with his five brothers and sisters. Everyone expected Henry to become a farmer too, but Henry was not interested in farming.



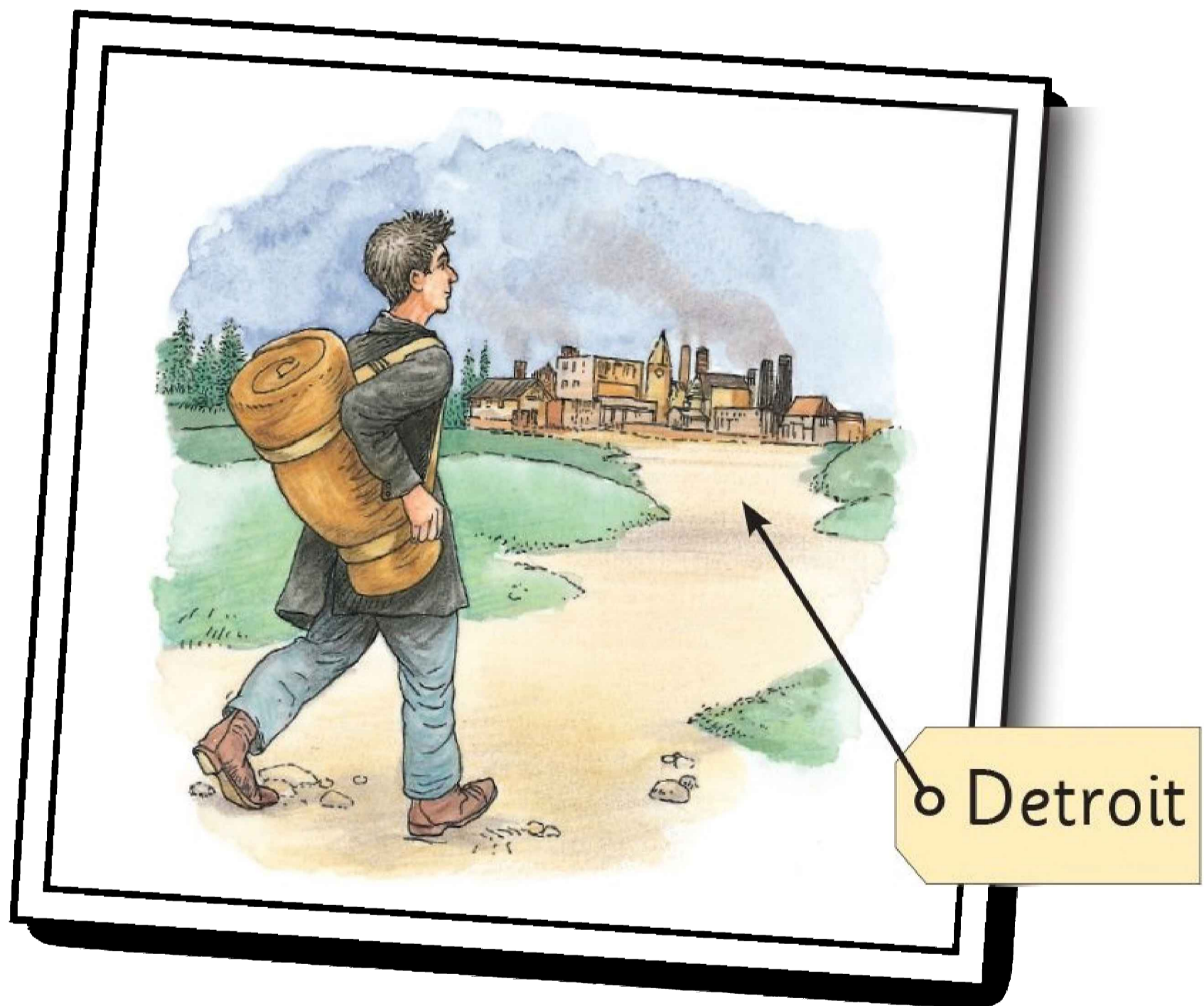
Instead, Henry liked to see how things were made and what made them go. He would sit in his bedroom and take things apart.



o clock

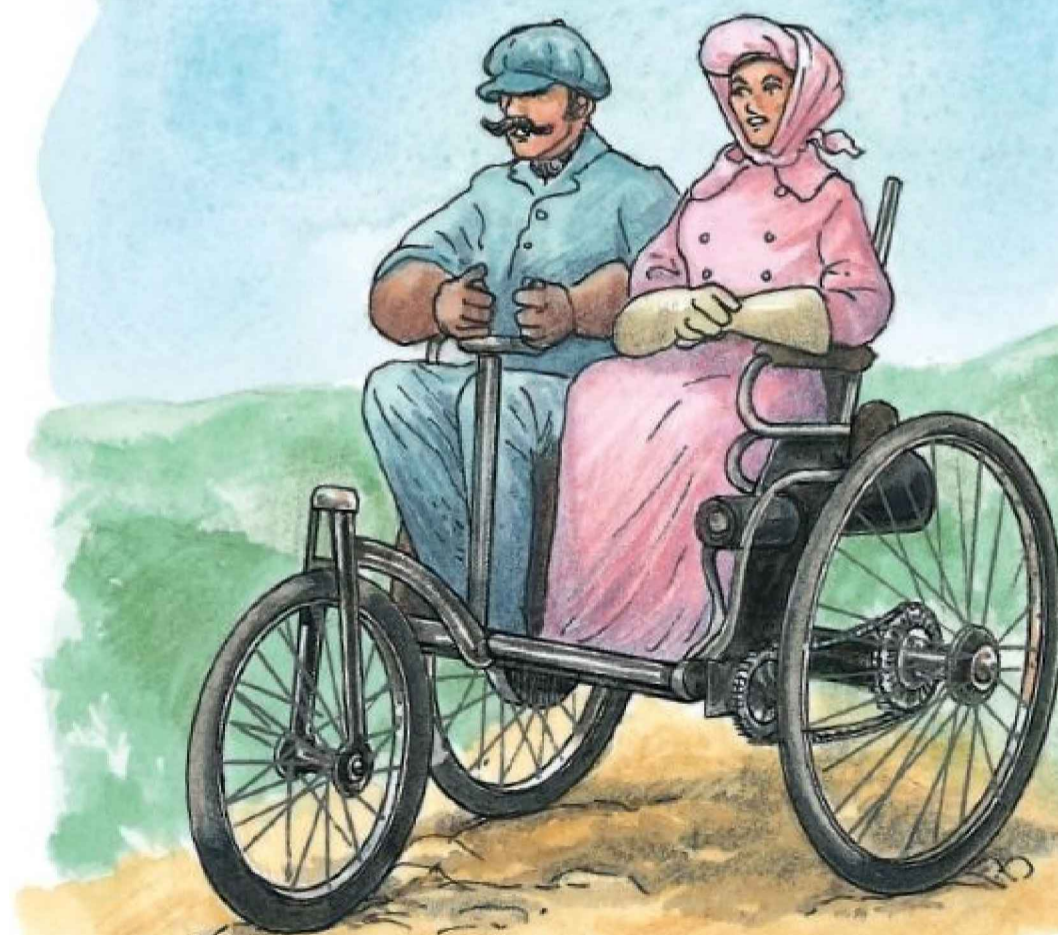
He liked to take apart anything with a mechanism, such as things from the kitchen, things from the farm, and even his brothers' and sisters' toys!

When Henry was sixteen, he went to Detroit. Detroit was very big and lots of things were made there. Henry had to walk nine miles to get to Detroit and he lived there for three years.



In that time, he became very interested in a new mechanical thing called a motor car.

Motor cars had only just been invented. If you wanted to travel somewhere, you had to walk or go by horse or, possibly, go by steam train or boat. Motor cars were very, very expensive and only the very rich could afford one.



o motor car

In 1888, Henry married a girl called Clara. Clara lived on a farm not far from Henry's family. Henry and Clara set up home in Detroit and soon had a boy, whom they named Edsel.

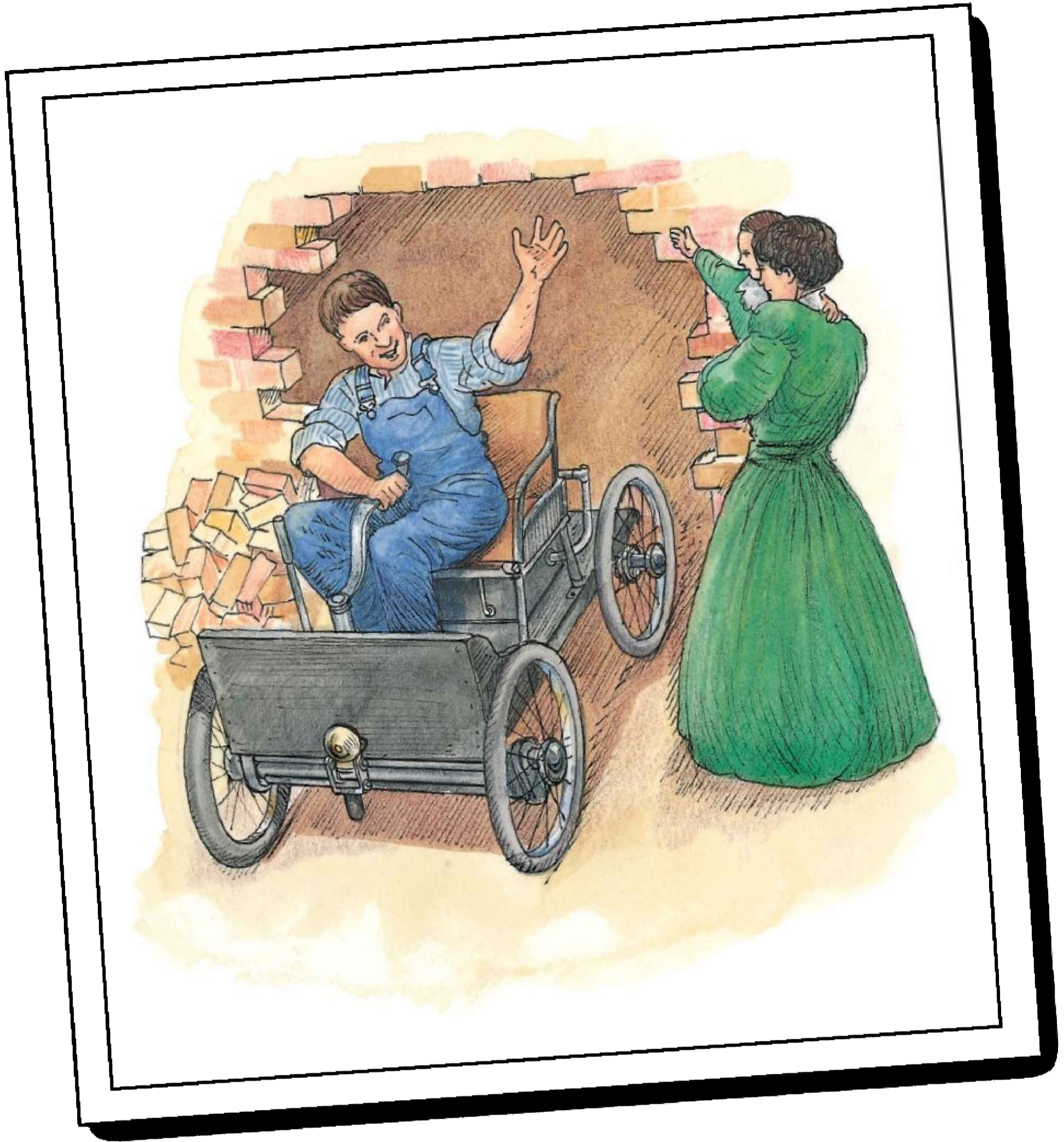


Henry still dreamed about motor cars and planned to build his own one day.

Henry started to build his car. He built it in his shed at home. It took him a long time.

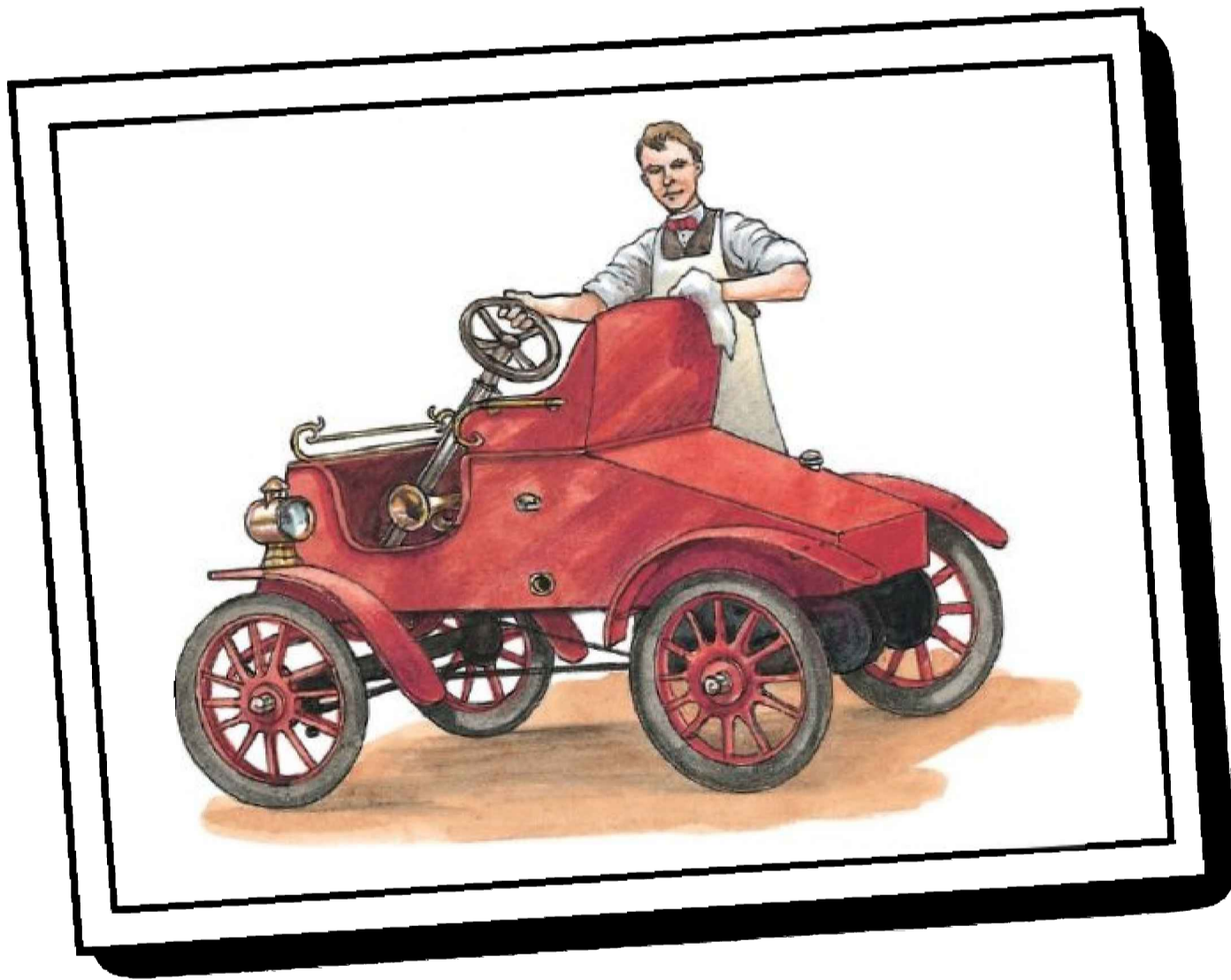


When he had finished, Henry was very pleased with the car, but when he tried to test-drive it, there was a problem.



As he tried to drive his car outside, he found that it was too big for the shed doors. So, to get it out of the shed, Henry knocked a hole in the walls.

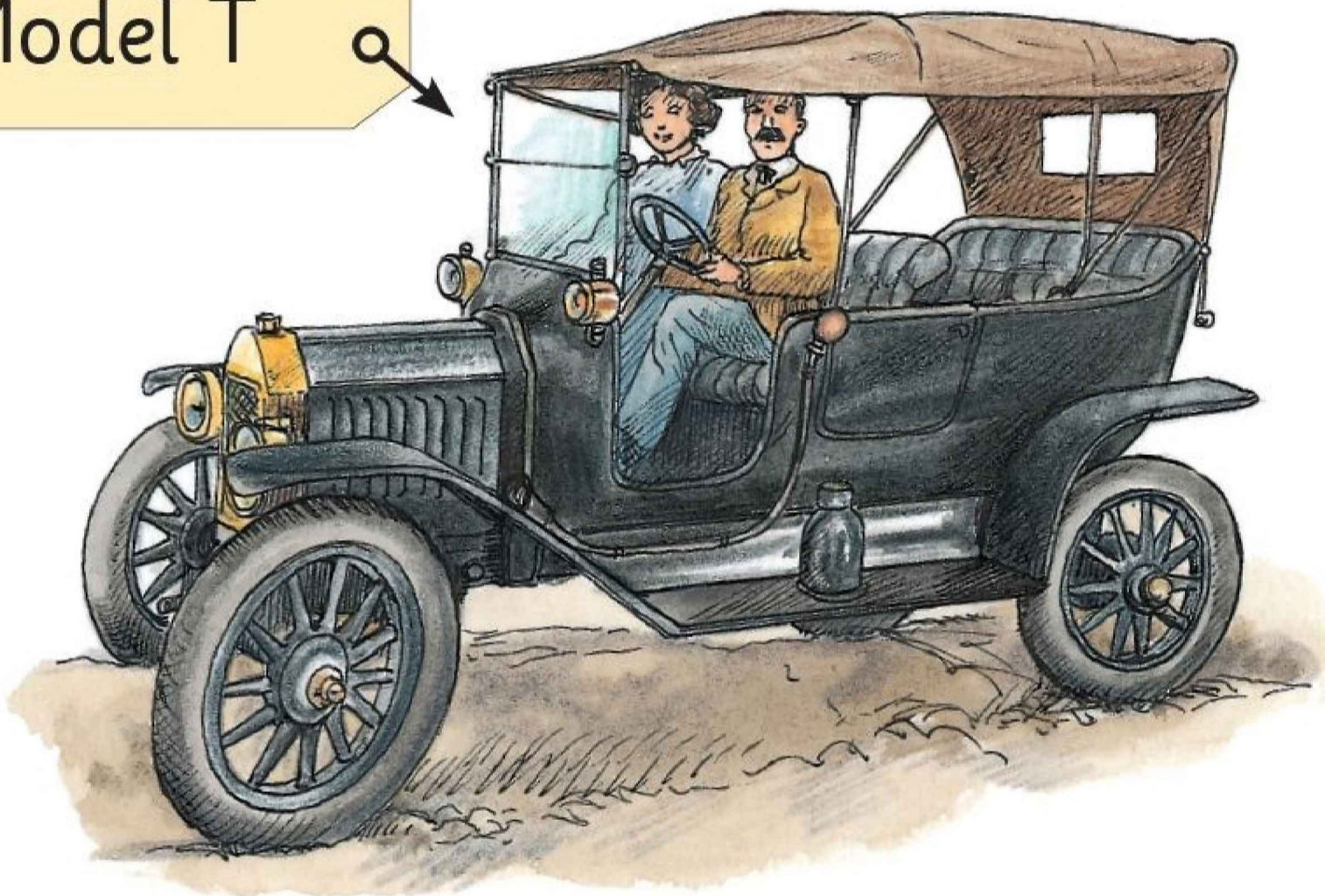
Henry started to make cars to sell. They were all made by hand, which took a long time. They were very expensive and still only the very rich could afford them. Henry wanted to make a car that everyone could afford.



So Henry started to make different sorts of cars. Instead of calling them names, he gave each sort, or model, a different letter.

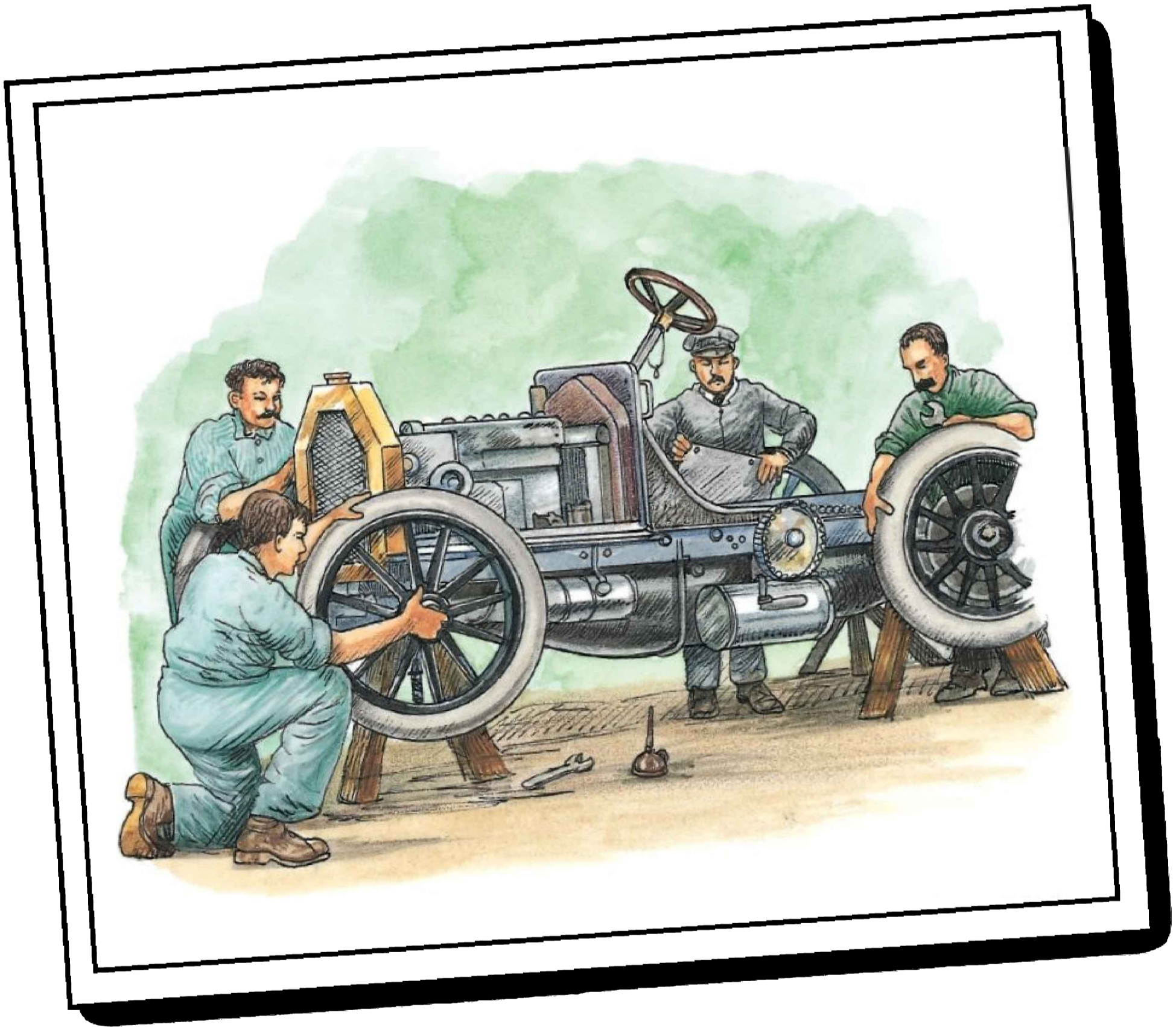
In 1908, he sold his first Model T Ford. It cost 825 dollars, which was very cheap for a car at that time. Now it was not only the very rich who could afford a car.

Model T



The Model T Ford was given the nickname of the “Tin Lizzie”, and everyone wanted a Tin Lizzie.

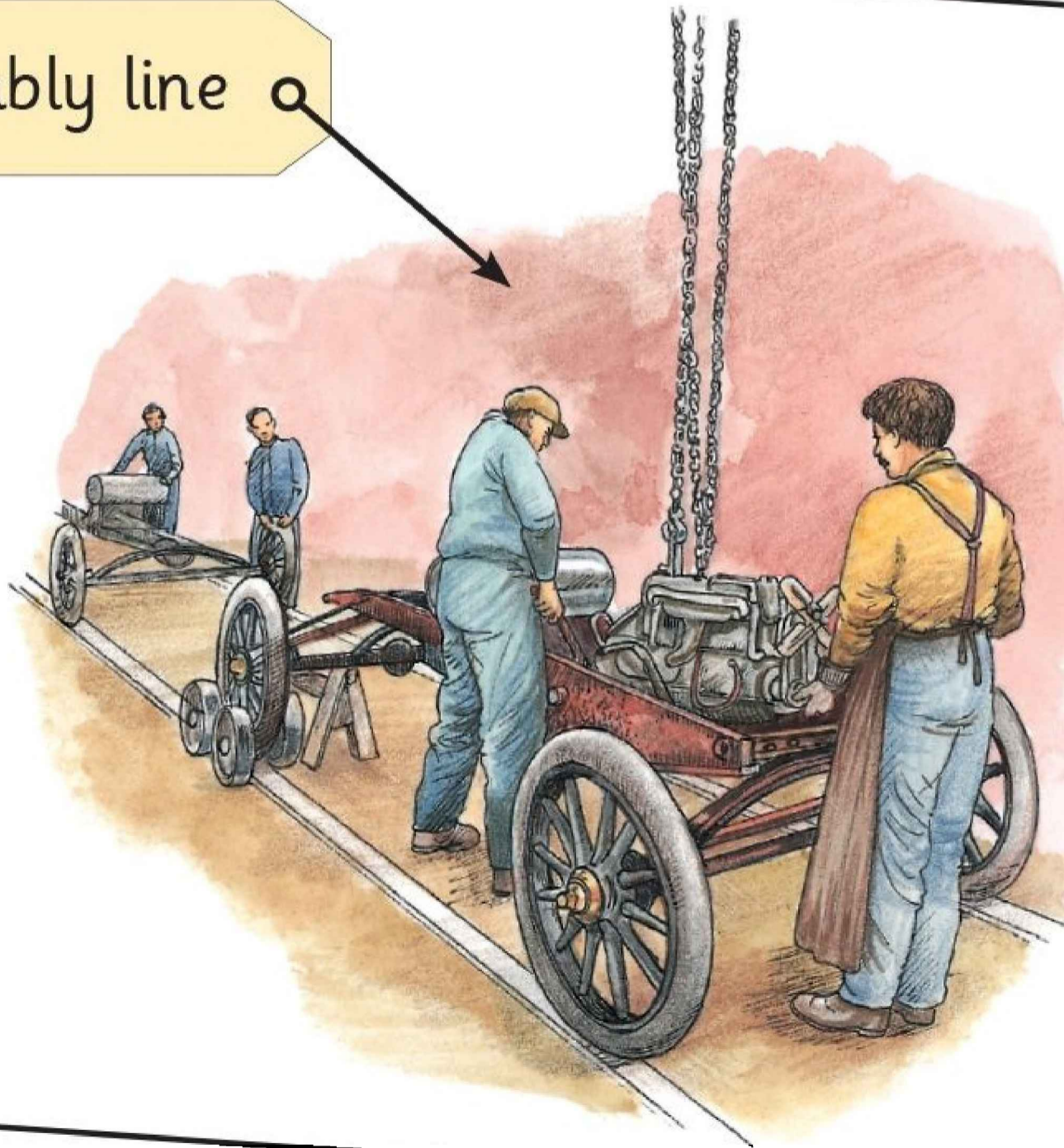
Henry could sell cars that cost so little because he had found a new way to build them.



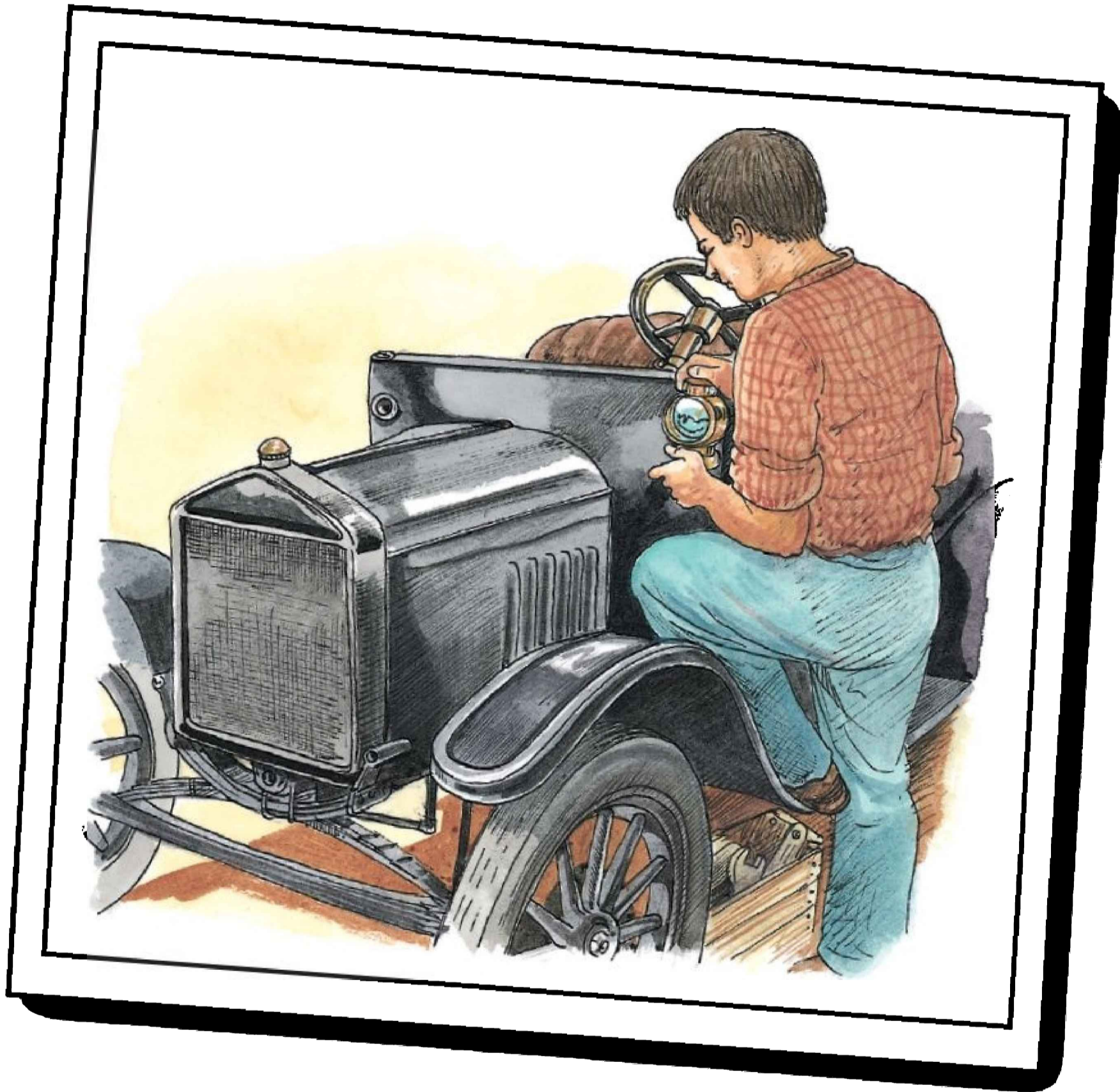
Before, cars had been made one at a time by a team of men. This took a long time.

Henry Ford set up the first “assembly line”. Each man made only one little bit of the car. The car would then go on to the next man in the line, who would do a different bit. The car would continue along the line until everything was fitted onto it.

assembly line

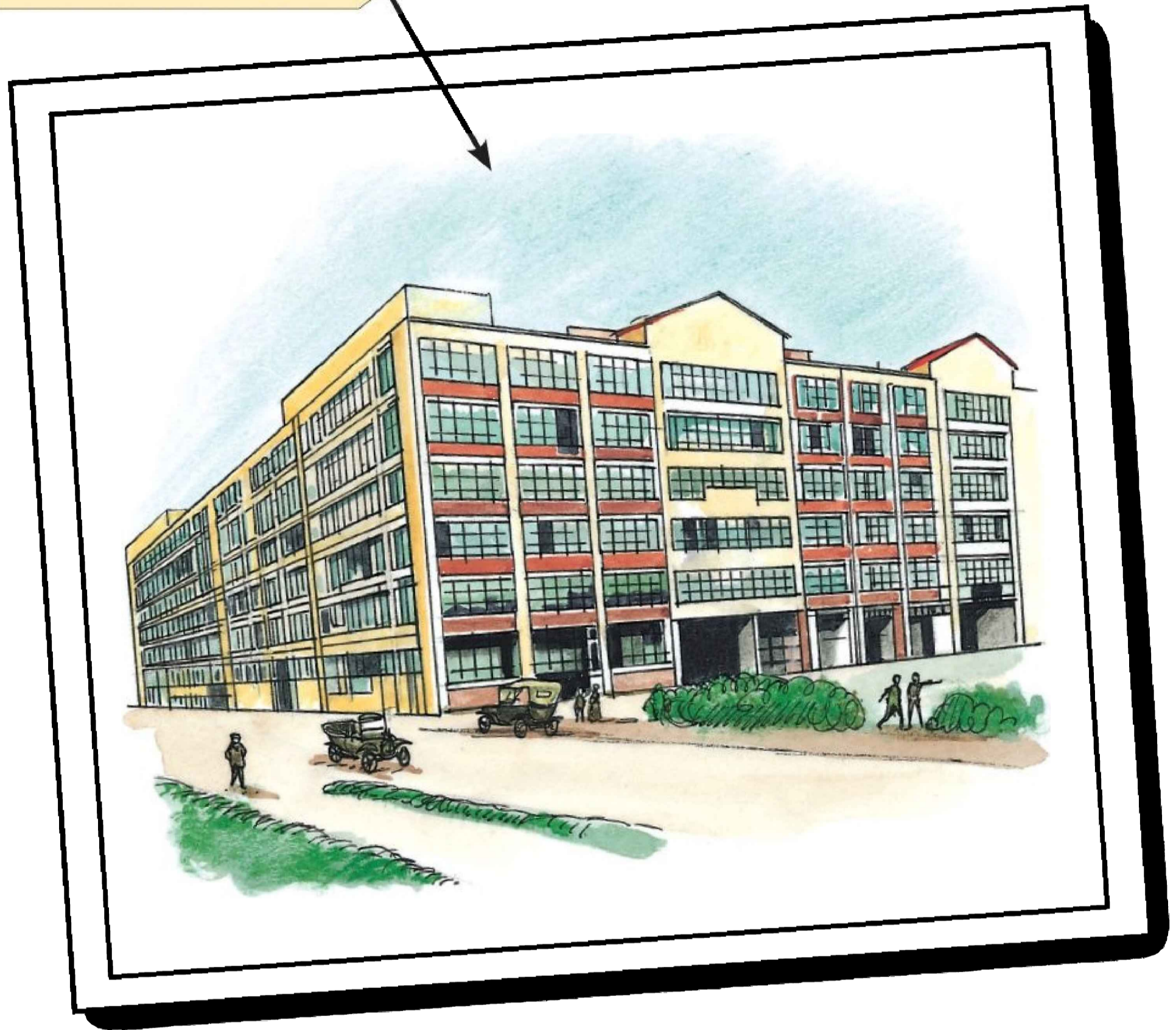


Henry's new assembly line meant that cars could be made more quickly and more cheaply than before.



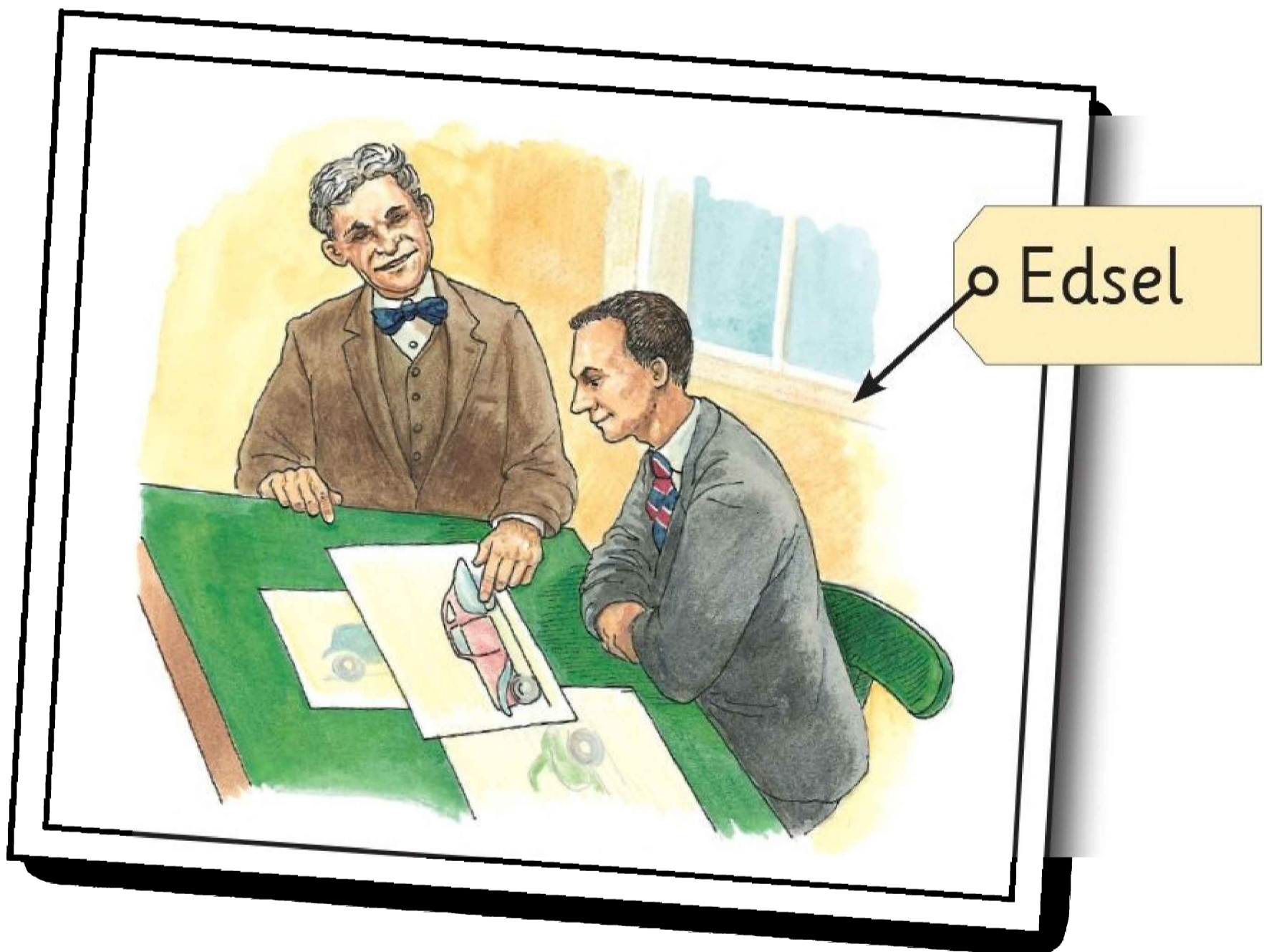
The men did not need to know how to build a whole car. They only needed to know how to build their little bit of it.

factory



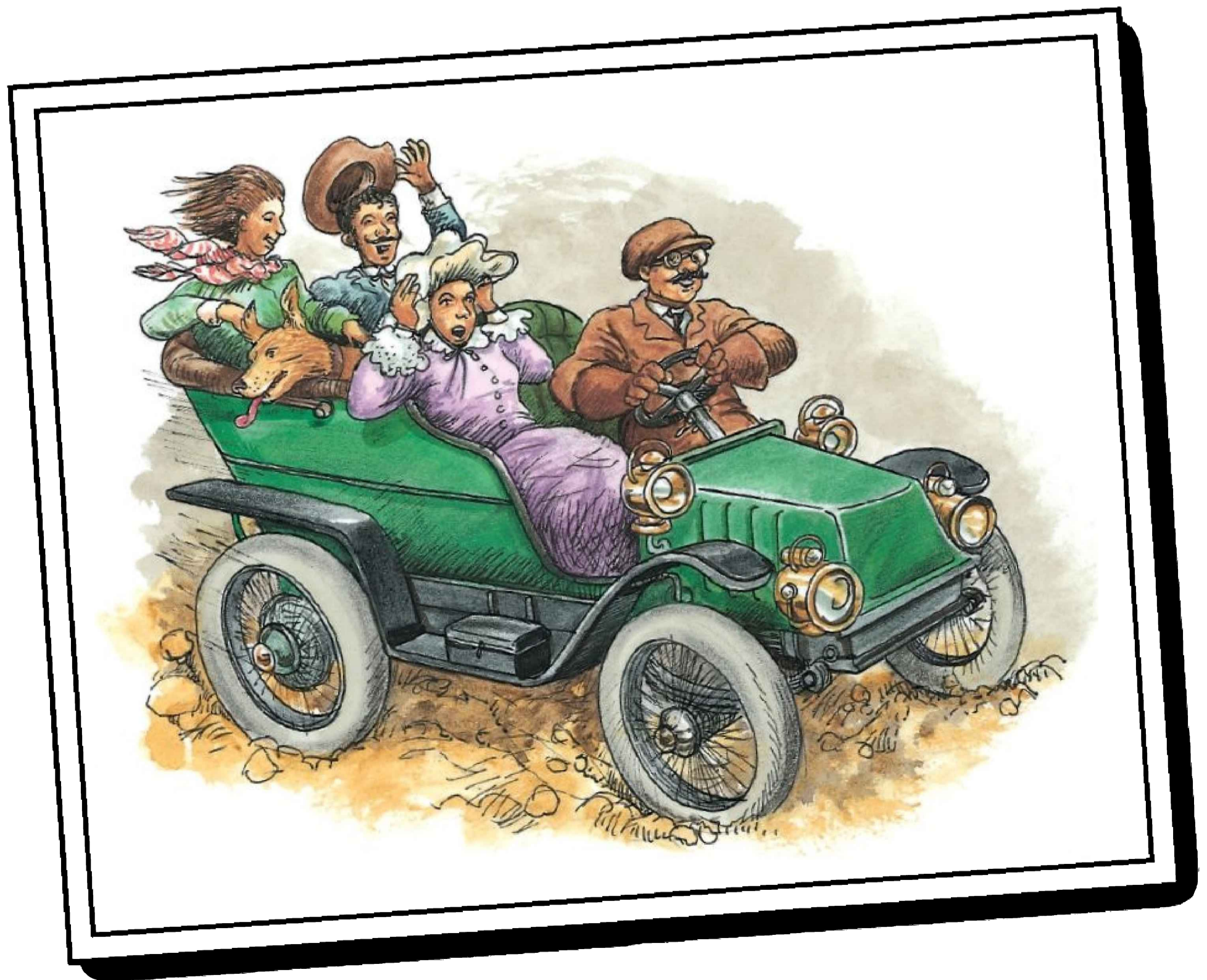
Henry built a big factory at Highland Park in Michigan. He paid his men well and tried to treat them well. In return, he wanted them to be good and stay out of trouble.

Edsel Ford helped his dad to make the cars and then to run the factory. At first, all was well and Henry Ford became a very rich man. But other factories started to use assembly lines, and all cars became cheaper.



Henry and Edsel had to try hard to keep the factory going. Edsel Ford died when he was only forty-nine.

Before there were lots of cars, there were very few roads. As more cars were made, more roads were needed so that the cars could drive along smoothly. No one wanted to be rattled around in a car as it drove across bumpy tracks. More and more roads were built for the cars to drive on.





If there were no cars, you would have to walk to school and back. You would have to carry your shopping home. Just try and think what your life would be like without cars!

Reading Comprehension

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

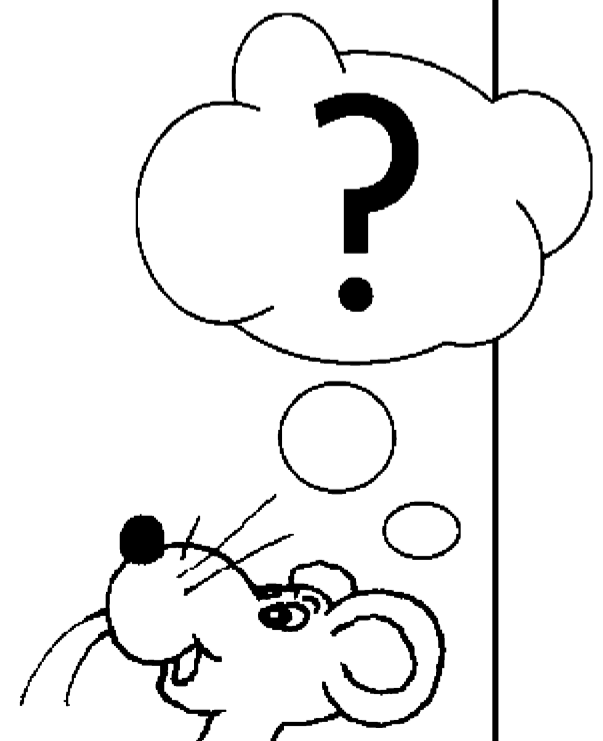
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

What's in the book?

- Where did Henry go when he was sixteen?
- How did Henry get his car out of the garage?
- What happens on an assembly line?

What do you think?

- Did Henry's family mind him taking their toys apart?
- Are cars a good thing to have?





Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Blue Level Books (fourth level) uses only **decodable regular words** that use the letter-sound knowledge taught so far: the 42 main letter sounds, <y> as in *happy*, and the main alternative vowel spellings (the 'hop-over <e>' spellings of the long vowel sounds, <ay> as in *day*, <ea> as in *seat*, <y> and <igh> as in *fly* and *high*, <ow> as in *low* and *now*, <ew> as in *dew*, <oy> as in *joy*, <ir> and <ur> as in *bird* and *turn*, and <al>, <au> and <aw> as in *talk*, *pause* and *saw*), and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All new tricky words and alternative vowel spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for silent letters, like the in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

Blue Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Bird House	The Enormous Turnip	Soccer
Daisy and Buttercup	Rumpelstiltskin	Mountains
The New Kitten	Puppets	Henry Ford
An Inter-Hive Match	Many More Monsters	Sharks
The Maize Maze	The Pumpkin Party	The Moon
Beach Rescue	Town Mouse and Country Mouse	The Nile



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