

Focus Question:

Why are remote-controlled vehicles popular?

Book Summary

Text Type: Nonfiction/Informational

Children and adults have been playing with remote-controlled planes, boats, cars, trucks, and helicopters for decades. What seemed like magic one hundred years ago has quickly become an important, and entertaining, part of our everyday lives. *Fun by Remote Control* explains the history, science, and future of remote-controlled vehicles. Students will enjoy detailed photographs supported by a text full of fun and fascinating facts about the remote-controlled world.

The books and lesson are available for levels Z1 and Z2.



Lesson Essentials

Instructional Focus

- ☐ Determine main idea and details
- ☐ Summarize to understand text
- ☐ Use captions to better understand text
- ☐ Identify possessive nouns
- ☐ Identify and use closed compound words

Materials

- ☐ Book—*Fun by Remote Control* (copy for each student)
- ☐ Main idea and details, possessive nouns, closed compound worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *mechanics* (n.), *miniaturization* (n.), *receiver* (n.), *remote control* (n.), *transistor* (n.), *transmitter* (n.)

Enrichment: *aerobatic* (adj.), *drones* (n.), *electromagnetic radiation* (n.), *maneuver* (v.), *replica* (n.), *shock absorbers* (n.)

- **Academic vocabulary:** *classic* (adj.), *control* (v.), *direction* (n.), *important* (adj.), *modify* (v.), *technology* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the words *remote control* on the board. Ask students to share what they know about remote controls. Explain that a remote control is a handheld device that can be used to control something from a distance.
- Discuss with students examples of technology in their lives that require a remote control such as television, robots, video games, and so on.
- Point out that remote-controlled technology also has practical purposes. Discuss why remote-controlled vehicles are popular and how they are used for purposes other than entertainment.

Introduce the Book

- Give students their copy of *Fun by Remote Control*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that every book has a main idea and supporting details. Remind students that the *main idea* is the most important idea in the book and that any facts or information that supports the idea are the *details*.
- Write the following list of words on the board: *baseball*, *basketball*, *hockey*, *lacrosse*, *football*. Ask students to describe what these words refer to (different sports). Point out that the description

Guiding the Reading (cont.)

of these words helps identify the main idea (*there are many different types of sports*). The words *baseball, basketball, hockey, lacrosse, and football* are all details that support the main idea.

- Explain that sometimes there is a large amount of information about one topic in a book. If there is a large amount of information, an author may choose to divide the book into different sections. Each section contains its own main idea and supporting details.

Introduce the Reading Strategy: Summarize

- Explain to students that one way to understand or remember information in a book is to create a summary, or a brief overview, of the most important information in each section or chapter of a book. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, when, where, what, and why*.
- Have students read page 4 with a partner. Ask students to summarize what they read in groups. Invite volunteers to share their summaries with the rest of the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about remote-controlled vehicles. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What inspired Nikola Tesla to invent the first radio-controlled machine?* (level 1) page 5
- *What does the receiver in an RC vehicle do?* (level 2) page 7

- *How would you compare the early RC cars to the RC cars of today?* (level 2) page 8
- *How would you describe the different kinds of racing competitions available to RC owners?* (level 3) page 10
- *How would you describe the sequence many RC flyers use to learn their skill?* (level 3) pages 12 and 13
- *Why are RC helicopters more difficult to fly than RC airplanes?* (level 3) page 14

Text Features: Captions

Review with students that a *caption* is the text that appears below or within an image. Remind them that captions help readers better understand photographs and illustrations. Have students work with a partner to review the photograph and caption on page 4. Ask students: *How does the caption help you to understand the photograph? What is being shown in this photograph? Why are captions important tools for understanding photographs and illustrations? How does this caption relate to the text?* Have students review other photographs and illustrations in the book and discuss in groups what other captions could be used for the photographs. Invite volunteers to share their thought with the rest of the class.

Skill Review

- Have students read pages 5 and 6. Have students summarize what they read, and then have them underline a sentence or sentences that help identify the main idea of the section titled “The Birth of Radio Control.”
- Model identifying the main idea and supporting details.
Think-aloud: *After reading the section “The Birth of Radio Control,” I paused to consider the main idea of this section and the supporting details. The title of this section gave me a clue about the main idea because I knew that I would be reading about the history of the radio-controlled technology. After I finished reading, I went back and underlined several sentences that support the main idea including We can thank Nikola Tesla for inventing the first radio-controlled machine, and Tesla became an inventor whose experiments in electricity would inspire radios, radar, and robots. On the basis of this information, I can state that the main idea of this section is Nikola Tesla was an inventor in the late 1800s who created the first radio-controlled machine. Next, I need to identify details from the text that support the main idea.*
- Write the main idea on the board. Invite students to reference the text that provides details that support the main idea. Record the supporting details on the board.

Guiding the Reading (cont.)

- **Check for understanding:** Invite students to choose one section from the book from pages 7 through 10. Have students underline the sentence or sentences that identify the main idea. Review the main idea and supporting details for each section as a class. Then have students work with a partner to verbally summarize each section.
- **Independent practice:** Have students read the section “RC Flying” on pages 11 through 14. Introduce, explain, and have students complete the [main-idea-and-details worksheet](#).

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Worksheet: **Main idea and details**

Review the main-idea-and-details worksheet that students completed. Invite volunteers to share with the rest of the class the main idea and details they chose.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but could include the following: *For decades people have been curious about technology. Remote-controlled technology offers people of all ages opportunities to race in competitions; build vehicles for land, sea, and air; and even have jobs using drones. There are simple and complex RC models that can also be customized for individual needs.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics: **Possessive nouns**

- Write the following sentence on the board: *The plane’s engine hums to life.* Have students locate this sentence on page 4. Read the sentence aloud and have students point to the word *engine*. Ask students to identify with a partner what object in the sentence the engine belongs to (*the plane*).

- Remind students that the word *plane’s* is a possessive noun. Have students review with a partner the use of possessive nouns. Reinforce that a *possessive noun* is a word that *shows ownership or possession*. Remind students that a possessive noun is formed by adding ‘s to the end of a word.
- Point out that all objects are people, animals, or things—in other words, nouns. That is why we call these words *possessive nouns*.
- Have students turn to page 6 and locate a possessive noun (*Tesla’s*). Have students share with a partner how they know it is a possessive noun and what belongs to Tesla.
- Write the following sentence on the board: *The boys’ boats raced across the water.* Ask students to locate the possessive noun. Explain that there are exceptions to the rule of adding ‘s to the end of a word to form a possessive noun. Circle the possessive noun and ask students to identify how it is different from the previous example. Explain to students that if the noun is plural (more than one) and ends in -s, an apostrophe is added to the end of a word. Ask students what belongs to the boys (*boats*.)
- Remind students that a contraction using ‘s is different from a possessive noun. For example, *it’s* is a contraction for *it is* and does not show ownership.
- **Check for understanding:** Write a list of nouns on the board including some singular nouns and some plural, such as *plane, boats, girl, women, man, child*, and so on. Have students work with a partner to make these words possessive nouns by adding ‘s or an apostrophe to the end. Then have each group create sentences using these possessive nouns.
- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers.

Word Work: **Closed compound words**

- Review or explain to students that a *closed compound word* is a word that is made by joining two words into one (*air* and *plane*). Have students use the word *airplane* in a sentence.
- Have students think of examples of other closed compound words and share with the class. Make a list of the words on the board.
- **Check for understanding:** Have students work with a partner to locate and circle all of the closed compound words in the text.
- **Independent practice:** Introduce, explain, and have students complete the [closed-compound-words worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.