

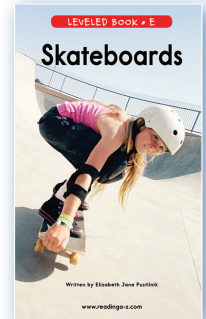
Focus Question:

What are skateboards, and where do people ride them?

Book Summary

Text Type: Nonfiction/Informational

Skateboards provides students with a unique view into the world of skateboarding. Students will learn what skateboards are, how to stay safe while riding, and where people (and dogs!) like to skateboard. Detailed photographs and high-frequency words support emergent readers. Students will also learn about main idea and details, as well as asking and answering questions, to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to better understand the text
- ☐ Identify the main idea and supporting details in a text
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /o/ sound
- ☐ Identify short vowel o
- ☐ Recognize and use simple prepositions
- ☐ Identify and use the high-frequency word *some*

Materials

- ☐ Book: *Skateboards* (copy for each student)
- ☐ Main idea and details, short vowel o, prepositions 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. (*) word appears in the lesson but not the book

- **High-frequency words:** *in*, *on*, *some*
- **Words to Know**
Story critical: *contests* (n.), *helmets* (n.), *pads* (n.), *ride* (v.), *skateboard* (n.), *tricks* (n.)
- **Academic vocabulary:** *detail* (n.)*, *idea* (n.)*, *main* (adj.)*

Guiding the Reading

Before Reading

Build Background

- Place on the board four photographs: a bike, a scooter, rollerblades, and a skateboard. Ask students to share with a partner any personal experiences they have with bikes, scooters, rollerblades, or skateboards, and discuss what these four things have in common. Invite volunteers to share their ideas with the class.
- Create a KWLS chart on the board, and ask students what they know about skateboarding. Record their ideas on the board under the *K* section of the chart (*What I Know*).

Introduce the Book

- Give students their copy of *Skateboards*. 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).

Introduce the Reading Strategy:

Ask and answer questions

- Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Point out that asking and answering questions while they read helps readers better remember and understand information in the book. Have students work with a partner to discuss any questions they have about skateboards that they hope the book will answer. Invite volunteers to share their questions with the rest of the class. Record these questions in the *W* section of the KWLS chart (*What I Want to Know*).

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that most books have a main, or big, idea that the book is mostly about. Direct students' attention to the title and photograph on the front cover and explain that the title and photograph provide clues as to what the book is mostly about. Point out that the main idea is supported by descriptions that are called *details*. Details help the reader better understand the main idea.
- Discuss the cover photograph and title page with students. Have students work with a partner to predict the main idea of this book. Invite volunteers to share their predictions with the rest of the class. Guide the class to an agreement that the main idea is that skateboarding is a fun activity. Record the main idea on the board.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about skateboarding. 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 is a skateboard?* (level 1) page 3
- What should people wear to protect themselves when they skateboard?* (level 1) page 4
- Where are some places skateboarders like to ride?* (level 2) pages 7–9
- Which season would be best for riding skateboards? Why?* (level 3) multiple pages
- What skills do you need to have to ride a skateboard?* (level 3) multiple pages

- Why did the author write this book about skateboards?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs can be used as a tool to gather more information and remember more about the main idea and details in a book. Point out that nonfiction books often include photographs. Have students look through the book and discuss details from the photographs that support the main idea of the book. Ask students: *How do the photographs tell us more about skateboarding? What details do you see in the photographs that are not given in the text?* Have students choose one photograph from the book and discuss what they learned from the photograph with a partner.

Skill Review

- Model for students how you look for the answers to the questions from the KWLS chart as you read. Record any answers in the *L* section (*What I Learned*). Model for students how to generate new questions as you read and add them to the KWLS chart as well. When finished, show students how to record any unanswered questions in the *S* section (*What I Still Want to Know*).
- Model identifying details that support the main idea.
Think-aloud: Earlier, we agreed the main idea of the book is: Skateboarding is a fun activity. As I read the book, I learn new details about skateboarding. You can go skateboarding with friends, in skate parks, and even in contests. Therefore, I know all of these facts are details that support the main idea because they all describe why skateboarding is fun. Thinking about the details that support the main idea helps me better remember important information from the book.
- Model how to complete the **main-idea-and-details worksheet**. Invite students to read the main idea aloud with you. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and complete the details boxes.

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

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students justify how each detail supports the main idea.

Guiding the Reading (cont.)

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. Reasons should include characteristics that pertain to what skateboarders wear to protect themselves and places people skateboard. Samples: *Skateboarders wear a helmet and pads to keep from getting injured. Skateboarders can skate on stairs, on roads, in skate parks, and in contests.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: **Short vowel /o/ sound**

- Say the word *dog* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the short vowel /o/ sound.
- Repeat the process with the word *long*.
- Read page 5 aloud to students. Have students stand when they hear a word that has the short vowel /o/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word with the short vowel /o/ sound: *fox, mat, box, flop, helmet, top, stop*.

Phonics: **Short vowel o**

- Write the word *dog* on the board and read it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then, run your finger under the letters in the word *dog* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound. Repeat this process with the word *box*.
- Say the words *dog* and *dug* aloud, emphasizing the short vowel sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Have students circle the word with the short vowel /o/ sound.
- **Check for understanding:** Write the following words with the short vowel /o/ sound on the board, leaving out the vowel: *top, pop, shop, drop*. Say each word aloud, and have students come to the board and add the short vowel Oo to each word.

- **Independent practice:** Introduce, explain, and have students complete the **short-vowel -o worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Prepositions**

- Review or explain that *prepositions* are words that usually come before a noun or pronoun and tell where something is in relation to something else.
- Draw a picture of a box on the board. Draw a ball on top of the box, ask students where the ball is in relation to the box. Write the sentence: *The ball is on the box* on the board. Circle the word *on*, and explain that the word *on* is a preposition because it is telling where the ball is in relation to the box. Then repeat with the ball in front of, behind, and under the box.
- **Check for understanding:** Have students look through the book to locate other prepositions. Ask them to share with a partner all the prepositions found.
- **Independent practice:** Introduce, explain, and have students complete the **prepositions worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency word some**

- Write the word *some* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Some people like to skateboard*. Read it aloud with students and discuss with them the meaning of the word *some*.
- Have students go back through their book and highlight every occurrence of the word *some*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *some*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *some* correctly.

Connections

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