

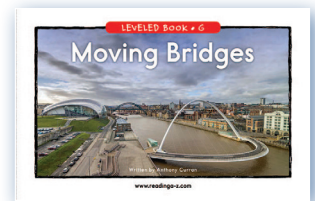
Focus Question:

How and why do bridges move?

Book Summary

Text Type: Nonfiction/Descriptive

Bridges can move in many ways to allow for the safe passage of ships. They can move up and down, tilt sideways, and even fold up like an accordion! *Moving Bridges* introduces students to the ingenious designs behind these bridges that can be found throughout the world. This book can also be used to teach students how to compare and contrast as well as to ask and answer questions to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Compare and contrast ideas
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency words *have, many, some*

Materials

- ☐ Book: *Moving Bridges* (copy for each student)
- ☐ Compare and contrast, short vowel *i*, verbs 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.

- **High-frequency words:** *have, many, some*
- **Words to Know**
Story critical: *accordion* (n.), *castles* (n.), *curl* (v.), *drawbridges* (n.), *safely* (adv.), *tilt* (v.)
- **Academic vocabulary:** *different* (adj.), *underneath* (prep.)

Guiding the Reading

Before Reading

Build Background

- Write the word *bridge* on the board and read it aloud with students. Provide each student with a blank piece of paper and invite them to draw an illustration of a bridge. Have students work in small groups to share their drawings.
- Create an idea web on the board using the word *bridge* as the focus. Invite students to share what they know about bridges and how they are helpful. Record this information on the board.

Introduce the Book

- Give students their copy of *Moving Bridges*. 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 consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board and explain each column to students. Invite students to share their knowledge about moving bridges and record this information in the *K* column. Ask students what questions they have about moving bridges and record these questions in the *W* column. Point out that the *L* column is to record what they have learned and the *S* column is for information they still want to know that was not included in the book.

Introduce the Comprehension Skill:

Compare and contrast

- Write the words *compare* and *contrast* on the board and read them aloud to students. Have students turn to a partner and discuss the meaning of each word. Invite students to share their discussions with the class. Explain that to compare means to look at

Guiding the Reading (cont.)

the way things are the same and to contrast means to look at how things are different.

- Create a Venn diagram on the board and label the right circle *art class* and the left circle *music class*. Invite students to share how art class and music class are similar and different. Model how to record their responses in the Venn diagram. Explain to students that using this graphic organizer will help them to better understand and remember what they have read.

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 moving bridges. 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.

- *Why did castles have bridges that could be raised?* (level 1) page 3
- *Why are some bridges built to move?* (level 1) page 4
- *In what way is the bridge on page 6 like an accordion?* (level 2) page 6
- *How are the bridges on pages 8 and 9 the same? How are they different?* (level 2) pages 8 and 9
- *Why is it important that big ships are able to pass by safely?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the topic. Have students work in small groups to review the photograph on page 10. Ask students: *How does this photograph of the*

bridge curling up help you to better understand how it moves? How does this photograph give you more information than the words in the book? Why do you think the author used a photograph of the bridge rather than a drawing? Have students review other photographs in the book and discuss as a class why the author chose to include each one.

Skill Review

- Review the questions listed in the *W* column of the KWLS chart with students. Ask volunteers to share information from the book that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record them in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column. Have students discuss where they might be able to locate more information about moving bridges.
- Model comparing and contrasting information from the text.
Think-aloud: As I read, I pause often to think about how the bridges in this book are the same and how they are different. Comparing and contrasting helps me to remember and understand what I have read. For example, when I compare the two bridges in the photographs on page 5, I notice that these bridges have several characteristics that are the same. For example, both bridges move by tilting up, and both bridges make it possible for large ships to pass through. I will record this information in the Venn diagram where the circles overlap to show how these moving bridges are alike.
- Have students work in small groups to contrast the bridges on page 5. Invite each group to share their findings and record this information in the Venn diagram.
- Model how to complete the **compare-and-contrast worksheet**. Have students work with a partner to compare their findings.

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: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their responses with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Responses should include the following: *Bridges move to allow ships to pass safely. They can tilt up, down, and sideways; fold up; curl up; and move up or down in the water.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *bridge* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the short vowel /i/ sound to a partner.
- Read pages 3 and 4 aloud to students and have them put their hands on their head each time they hear a word containing the short vowel /i/ sound.
- Say the following word pairs and have students work with a partner to identify the word in each set that contains the short vowel /i/ sound: *pit/pot, snap/snip, fin/fun, hot/hit*.
- **Check for understanding:** Say the following words one at a time and have students jump when they hear a word that contains the short vowel /i/ sound: *river, stick, stomp, ship, move, raise, tilt, side, middle*.

Phonics: Short vowel i

- Write the word *bridge* on the board and read it aloud with students.
- Have students say the /i/ sound aloud. Then, run your finger under the letters in the word *bridge* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *bridge*.
- Repeat with the word *ship*. Ask students how the words *bridge* and *ship* are the same (*they both contain the short vowel i*).
- Write the following words on the board, leaving out the short vowel *i*: *miss, sit, snip, with, fit, and spin*. Invite volunteers to come to the board and add the short vowel *i* to each word and read the word aloud.
- **Check for understanding:** Have students work with a partner to reread pages 5 through 7 to identify and circle all the words containing the short vowel *i*. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that *verbs* are words that name actions. Have each student name one verb and record them on the board. Select several verbs for the class to act out.
- Have students read page 6 aloud with you. Ask them to identify the verb (*fold*).
- Write several sentences from the book on the board using examples that have easy-to-identify verbs. Invite volunteers to come to the board and circle the verb in each sentence. Have the class say each verb aloud.
- **Check for understanding:** Have students reread the book with a partner and underline all of the verbs. Invite each group to share one verb from the book and have the rest of the class act it out.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers.

Word Work:

High-frequency words *have, many, some*

- Write the word *have* 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 *have* aloud with students and have them clap as they say each letter. Invite students to turn to a partner and repeat this exercise several times. Ask students to write the word *have* in the palm of their hand as you spell it aloud with them.
- Read page 5 aloud to students and have them locate and point to the word *have*. Invite students to turn to a partner and use the word *have* in a complete sentence.
- Repeat this process with the words *many* and *some*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *have, many, and 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 words correctly.

Connections

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