



About the Book

Text Type: Nonfiction/Interview Page Count: 26 Word Count: 1,594

Book Summary

Expert skydiver Bob Gates answers questions about his experiences as a skydiver in this interesting and informative interview. Readers who are unfamiliar with the interview format will find it engaging and easy to read. Many of the photos in *Skydiving* are quite dramatic and are sure to pique the reader's curiosity about the sport.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Identify main ideas and details
- Combine sentences using connecting words
- Identify and form contractions

Green text indicates resources available on the website

- Book—*Skydiving* (copy for each student)
- Chalkboard or dry erase board
- Vocabulary prediction, main idea and details, combine sentences worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

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

Content words:

Story critical: **altimeter** (n.), **free fall** (n.), **instrument** (n.), **ripcord** (n.), **wind resistance** (n.), **tandem** (adj.)

Enrichment: **adrenaline** (n.), **arch** (n.), **birdman suit** (n.), **canopy** (n.), **discipline** (n.), **paratrooper** (n.), **rigger** (n.), **static line** (n.), **toggle ropes** (n.)

Before Reading

Build Background

- Discuss skydiving. Ask students if they have ever seen anyone jump out of an airplane. Ask why they think someone would want to be a skydiver.
- Ask students to think of other “thrilling” sports. Ask them to think of character or personality traits a person might have who participates in these kinds of sports.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Write the vocabulary words on the board and read them aloud with students. Give students the [vocabulary prediction worksheet](#). Have students think about each word and write what they think the word means in the first column of the worksheet.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model how to make predictions about the words in the book.
Think-aloud: Before I begin reading, I can make predictions, or guesses, about the meanings of the words I'm going to read in the book. This gives me a purpose for reading because I want to find out if I guessed correctly. The first word is "adrenaline." I think it has something to do with the body and energy. I'm going to write those words in the box under "Predicted Meaning." Now, I'm going to read to see if I was right.
- Have students share their predictions about the remaining words.
- Show students the table of contents and ask them to make predictions about the book's content. Ask them in which section they will find out what the first jump is like. Ask in which section they might find out what a *ripcord* is.
- Have students preview the rest of the book, looking at photos and captions. Have them make or revise their predictions about the book.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students look at a word in bold, such as *altimeter* on page 11. Model how to use context clues to figure out the meaning of the unfamiliar word. Tell students that they can often find the meaning by reading past the word. In this section of the interview, the meaning of the word is explained in the next sentence. Remind students that they can also use the glossary or a dictionary to find the meaning of a word that they cannot figure out from the context.

Set the Purpose

- Have students make, revise, and confirm their predictions as they read the interview to find main ideas and details about skydiving.

During Reading

Student Reading

- **Guide the reading:** Have students read to page 12. Tell them to look for important information in each section of the interview. Have them underline the most important words or phrases in the book. If they finish before everyone else, they should go back and reread.
- When they have finished reading, ask students to tell the important information in each section of the interview.
- Have students look at the vocabulary prediction worksheet to see if they want to revise any of their word predictions, or if they have confirmed any of the word meanings they predicted. Model confirming vocabulary predictions.
Think-aloud: I wrote on my vocabulary prediction worksheet that I thought an arch might have something to do with bending your back when falling. I wasn't too far off because Bob says an arch while skydiving means that you spread your arms and push your hips forward.

- Tell students to read the remainder of the book, looking for the important information about skydiving in each section of the interview.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words they marked in their books. Use this opportunity to model how they could read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss the vocabulary prediction worksheet and ask students if they would like to change any of their predictions. Have students share how predicting from vocabulary helps them to better understand what they read.

Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Have students share some of the main ideas and details they learned about skydiving from reading the book. For example, ask them to tell the main idea in the “How High, How Fast?” and “Techniques” sections. Then have them name some details that they found in each section that support the main idea.
- **Introduce and model:** Review or explain that many books are about one thing. Show students the book and ask what they think the topic of this book is (skydiving). Explain that the topic of a book is the big idea. Main ideas and details about it are what make the book interesting to read. Remind students that each section of the book contains one main idea and that the details in the section provide additional information about the main idea.
- Explain that finding main ideas and details helps them understand and remember what they read.
- **Check for understanding:** Read the section “First Jump” with the students and discuss the following facts. Ask students to identify the details.
 - Main Idea: Bob’s first jump.
 - Detail: He was 13 when he took his first jump.
 - Detail: He jumped by himself using a static line.
 - Detail: His first jump was very quiet.
- **Independent practice:** Have students work independently to complete the [main-idea-and-details worksheet](#). Discuss their responses.

Build Skills

Grammar and Mechanics: **Connecting words**

- Review or explain that two short sentences that share an idea can be combined into one sentence. A connecting word such as *or*, *and*, or *but* is used to join the two sentences together. A comma is always placed before these words.
- Write the following sentence on the board: *I was dropping to Earth, and the chute was opening up and collapsing.* Ask students to identify the two short sentences that were combined to make the sentence. Underline each. Ask students to identify the connecting word in the sentence and circle it.
- **Check for understanding:** Write the following sentences on the board. Have individual students underline the short sentences in each and circle the connecting word.
 - My first jump was scary, but it was fun.*
 - You can jump alone, or you can jump with someone.*
 - It was so quiet, and the sky was so blue.*
- Give students the [combine sentences worksheet](#). Discuss their responses.

Word Work: Contractions

- Review or explain that a contraction is a word formed by joining two words, and that an apostrophe shows where the letter or letters have been left out.
- Direct students to the last interview question on page 5. Ask them to find the contraction and to identify the two words that have been joined to make the word (don't / do not).



Check for understanding: Have students review the book and circle the contractions in the story. Then have them make a tally sheet listing each of the contractions they found and mark the number of times they found the individual contractions in the text. Have them total their tally marks and determine which contraction(s) appeared most often in the book.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students conduct interviews and write them in the format used in *Skydiving*. They might interview another student about a hobby or sport, a school administrator or employee, or a family member. Display their interview on a bulletin board titled "Getting to Know You."

Visit [Writing A-Z](#) for a lesson and leveled materials on interview writing.

Science Connection

Provide resources for students to research the time it takes objects to fall from a fixed height. If possible, provide objects students can use to conduct their own experiments. Have them chart their results.

Invite a skydiver to speak to the class. Ask him or her to bring a parachute and explain its mechanisms. Have students draw and label the parts of the parachute.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make, revise, and confirm predictions about nonfiction text while reading
- predict, revise, and confirm vocabulary meaning of unfamiliar words in text and on a worksheet
- effectively identify main ideas and details in informational text and on a worksheet
- recognize combined sentences and connecting words such as *or*, *and*, or *but* and apply their use in text; complete a worksheet
- recognize contractions and the words used to form them

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)