

### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 208

#### Book Summary

Monster trucks are big, but some vehicles are even larger. In *Bigger Than a Monster Truck*, students will discover some unusual and enormous vehicles used to move people, dirt, rocks, and other things. The amazing photos show just how huge these machines are, while the text explains the special jobs they do.

Book and lesson are also available at levels L and O.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Identify main idea and details
- Summarize to understand text
- Identify and discriminate long vowel /e/ sound
- Identify vowel digraph ee
- Identify adjectives
- Identify and understand the use of synonyms

#### Materials

Green text indicates resources are available on the website.

- Book—*Bigger Than a Monster Truck* (copy for each student)
- Chalkboard or dry-erase board
- Pictures of monster trucks
- Main idea and details / summarize, adjectives, synonyms worksheets
- Discussion cards



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

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *are*, *big*, *have*
- Content words:

Story critical: *bridge* (n.), *bucket* (n.), *mines* (n.), *tracks* (n.), *vehicle* (n.), *wheels* (n.)

### Before Reading

#### Build Background

- Ask students to think about and picture in their mind a monster truck—perhaps one they've seen in a show, movie, or book. If none of the students are familiar with monster trucks, show them some pictures from the Internet. Ask volunteers to share how tall they think a truck is (for example, as tall as the school building or a house) and how big around it is (for example, can five friends fit inside?).

- Show students the cover of the book and read the title. Explain to them the vehicles they will read about in this book are bigger than any they may know of.

## Book Walk

### Introduce the Book

- Give students their copy of the book. 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, authors' names).
- 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**

- Have students preview the rest of the book, looking at photos, captions, and other text features. Show students the glossary and explain the purpose of it.
- Write the following list of words on the board: *backpack, pencil box, folder, book*. Ask students to describe what these words refer to (school supplies). Point out that the definitions of these words help to identify the main idea (there are many different supplies needed for school). The words *backpack, pencil box, folder, and notebook* are the details that support this main idea.
- Explain that sometimes the amount of information about a topic is so large that it is grouped into sections, and each section has its own main idea. Point out the section titles throughout the book, and remind students that it is often useful to pay attention to section titles for clues about the main idea. This is why engaged readers pay attention to—and don't skip—section titles.
- Create a large T-chart on the board. Label the two sides with *Vehicles That Move Things and People* and *Vehicles That Dig*.
- Read pages 4 and 5 aloud, pointing out the section titles. Model identifying the main idea and details of the section on page 5. Write the section title, "The Duck," on the appropriate side of the T-chart.
- **Think-aloud:** *While reading, I will make sure to stop after each section to review in my mind the important details. First, I want to use the section title ("The Duck") to help me find the main idea of this section. Next, I will decide which of the details are important and which are not. This section explains that there is a vehicle called the Duck because it can travel on both land and water. I think that's the main idea for this section.*
- Write the main idea on the board. Ask students to identify the details from the section that support this main idea (for example, *it travels on six wheels on land, floats like a boat in water*).

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, why, and how*.
- Model summarizing the main idea and details from the first section on the board.  
**Think-aloud:** *To summarize, I decide which information is most important to the meaning of a section. To do this, I identify the main idea and important details and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this section might be: The Duck is a vehicle that can move on land and water. It has six wheels. It can float like a boat.*
- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

## Introduce the Vocabulary



- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the pictures, you might say: *All the vehicles in this book seem huge!*
- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *bucket* and *vehicle*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.
- Remind students of the strategies they can use to sound 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, and prefixes and suffixes. They can use the context, illustrations, or photographs to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word vehicle, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it, and look at the photograph for clues. When I read page 6 and study the photograph, I can guess that the word must mean something used to move people or things.*

## Set the Purpose

- Have students read to find out more about gigantic vehicles, stopping after each section to summarize their reading.

## During Reading

### Student Reading

- **Guide the reading:** Have students read page 6. Encourage those who finish early to go back and reread. Model identifying details:  
*Think-aloud: While reading, I'm making sure to stop after each section to review in my mind the important details. The first thing I notice about page 6 is the section title "Vehicle Bridge." This gives me clues about the main idea of this section. As I read, I notice that the author gives me important details about this vehicle. The paragraph mentions that it is both a vehicle and a bridge. On the basis of what I've read, I think the main idea of the section is: This vehicle is also a bridge!*
- Write the main idea on the board. Ask students to identify details that support this main idea (*bridge that can move, other vehicles can drive across, folds up onto vehicle*). Write these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the Introduce the Reading Strategy section. Discuss and create the summary as a class, and write it on the board. (*This vehicle is also a bridge! Other vehicles can move over it, and it folds up when done.*) Add *Vehicle Bridge* to the T-chart on the board.
-  **Check for understanding:** Have students read to the end of page 7. When students have finished reading page 7, write *Cranes* on the T-chart, then have students work in pairs to highlight, underline, or write the main idea in the margin of their books. Compare and discuss responses from the pairs, and decide what to write on the board. Ask volunteers to identify important details from the page. List these on the board also.
- Have students work together on a separate piece of paper to create a summary using the main idea and details listed on the board. Have them share with the class what they wrote.
- Have students read the remainder of the book. Encourage them to continue to look for important details as they read the rest of the story.
-  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 the discussion that follows.

### 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.

### Reflect on the Reading Skill

- **Discussion:** Discuss how stopping to review the important details as they read helped students to remember the facts and better understand the information in the book.
- Ask students to return to page 11, and point out the section title “Vehicles That Dig.” Divide students into pairs. Assign each pair one of the remaining sections from the book. Remind them to think about the section title, decide on a main idea, and underline any important details.
- **Independent practice:** Introduce and explain the [main-idea-and-details / summarize worksheet](#) to students. Assist them in writing the main idea and details for their assigned page. If time allows, discuss their responses.

### Reflect on the Reading Strategy

- Review with students how the main idea and details of each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing). Invite students to share instances in which summarizing might be helpful.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I’m reading and helps me remember what I’ve read. I know I will remember more about these enormous vehicles because I summarized as I read the book.*
- **Independent practice:** Have students complete their main-idea-and-details / summarize worksheet by writing a summary for their section. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned many facts about huge vehicles that do important work. Now that you know this, what will you think about the next time someone says, “That’s bigger than a monster truck!”?

### Build Skills

#### Phonological Awareness: Long vowel /e/ sound

- Ask students to listen carefully as you say words that contain the long /e/ sound (*meet, read, even, see*), stretching the words out as you say them. Ask students to identify the sound that is the same in all of the words.
- Read page 4 aloud to students. Have them raise their hand when they hear a word that has the long vowel /e/ sound (*seen, even*). Repeat with page 9 (*these, wheels*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the long vowel /e/ sound: *feel, told, peek, phone, vehicle*.

#### Phonics: Vowel digraph ee

- Write the word *seen* on the board. Have students find the word on page 4 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (*long /e/*). Circle the *ee* in the word and review that the letters *ee* can stand for the long vowel /e/ sound as in *seen* and *wheels* (last sentence on page 9). Write the word *wheels* on the board next to *seen*. Blend the letters aloud as you run your finger under the words. Have a volunteer circle the letters in *wheels* that represent the long vowel /e/ sound.
- **Check for understanding:** Have students look on page 10 to find another word with *ee* representing the long vowel /e/ sound (*need*). Point out the variant vowel digraph in the word *instead* (page 9) and its different sound (short /e/) as in *bed*.
- **Independent practice:** Have students search the book for other examples of words that have the long vowel /e/ sound represented by *ee* or think of words they know that have the long vowel /e/ sound represented by *ee*. Have volunteers write examples on the board.

### Grammar and Mechanics: **Adjectives**

- Choose an object in the room and make a list of ways to describe the noun: for example: *table—long, wooden, flat, Mrs. Smith's*, and so on.
- Write the following sentence on the board: *Have you ever seen a monster truck?* Ask students to identify a noun in the sentence (*truck*). Underline the word *truck*. Ask students to identify how the truck is described (*monster*).
- Review or explain that *adjectives are words that describe nouns or pronouns*. An adjective can help the noun tell *which one, how many, color, size, what kind*, and so on.
- Write the following sentences on the board: *It moves on six wheels. Cranes help people build tall buildings.*
- Have individual students come to the board and circle the adjective(s) in each sentence. Then have them underline the noun that each adjective describes.



**Check for understanding:** Have students identify and circle the adjectives on page 9. Have them underline the noun each adjective describes. Discuss the results as a group. Ask volunteers to identify whether the adjectives describe which one, how many, what kind, and so on.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers aloud after students finish.

### Word Work: **Synonyms**

- Review or explain that a word that means the same or almost the same thing as another word is called a *synonym*. One reason writers replace words with synonyms is to make a piece of writing more interesting and to avoid using the same word over and over.
- Direct students to page 4. Have them find and read the sentence *Monster trucks are big!* Ask students to identify other words that mean the same thing as *big* (*large, huge*, and so on).
- **Check for understanding:** Have students read the second sentence on page 7. Ask them to think of a synonym for the word *tall* (*big, giant, towering*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss answers aloud after they are finished.

### **Build Fluency**

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have students demonstrate how a reader summarizes as they read.

### **Extend the Reading**

#### Informational Writing Connection

Provide a print and Internet resources for students to further research other gigantic vehicles. Ask students to work in pairs to choose a vehicle, add it to the class chart under the correct category (*Vehicles That Move Things and People* or *Vehicles That Dig*), then write three sentences that include information on its size, the work it does, and any other interesting facts. Encourage them to add an illustration or photograph to their writing. Require an error-free final copy.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

## Math Connection

Have students return to page 14 of the book and read how long the Bagger 288 is (two football fields). Take students out to the playground and measure off the size of two football fields to give them perspective on the relative size of the Bagger 288. If time allows, look up the size of other vehicles mentioned in the book and measure them off on the playground as well.

## 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:**

- accurately identify details that support a main idea during discussion and on a worksheet
- accurately use main idea statements and supporting details to write a summary in their own words
- accurately discriminate long vowel /e/ sound during discussion
- accurately identify vowel digraph ee in the text and during discussion
- correctly identify adjectives within sentences in the text, during discussion, and on a worksheet
- accurately identify and understand the use of synonyms during discussion, and on a worksheet

## Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**