

About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 1,441

Book Summary

On October 14, 2012, Felix Baumgartner climbed into a capsule attached to a high-altitude balloon and rose 128,000 feet above the Earth—and then he jumped. This astonishing leap broke world records that had stood for over fifty years. Learn how “Fearless Felix” accomplished this incredible feat and about his many other amazing jumps.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Identify main idea and supporting details in text
- Summarize to understand text
- Recognize and understand the parts of complex sentences
- Read and understand number words

Materials

Green text indicates resources are available on the website.

- Book—*Fearless Felix* (copy for each student)
- Chalkboard or dry-erase board
- Main idea and details / summarize, complex sentences, number words 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

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

- Content words:

Story critical: *altitude* (n.), *BASE jumper* (n.), *capsule* (n.), *free fall* (n.), *pressurized* (adj.), *speed of sound* (n.)

Enrichment: *claustrophobia* (n.), *deploying* (v.), *discipline* (n.), *sensors* (n.), *skydiving* (n.), *specialized* (adj.)

Before Reading

Build Background

- Show students the photograph on the front of the book. Ask them who they think it is, and what his job is. Explain that the man is Felix Baumgartner, and he is not technically an astronaut.
- Show students a video clip of Baumgartner’s jump if possible (available on various Internet sites, including YouTube).

Preview the Book

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, 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**

- Ask students to skim through the text, noticing where the subtitles, or chapters, begin. Explain to students that when a book or text is large, the author groups the information into smaller sections. Each section has its own main idea. Details in the section support that main idea.
- Explain to students that the book has an informative text structure. To identify the main idea and details, the reader must determine what is essential and non-essential.
- Remind or explain to students that the headings of sections often give clues to the main ideas.
- Model how to identify a main idea by using the table of contents.
Think-aloud: I know the headings of sections often identify their main ideas. Each section contains details that support a main idea about Felix Baumgartner and his famous free fall. For example, the section titled "Who is Felix?" is likely to be about his life and career. When I read that section, I will probably find out many details that tell where he came from and how he became a famous skydiver.
- Project a copy of the [main-idea-and-details / summarize worksheet](#) on the board. Say: *I can use a chart like the one on this worksheet to help me keep track of the main idea and details of each section of our book. I will use the section heading as a strong clue as to what the main idea will be for that section.*

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, and why*.
- *Think-aloud: To summarize, I decide which information is most important to the meaning of the section. To do this, I can identify the main idea and important details and then organize that information into a few sentences. I can use my worksheet to help me write a summary.*
- Explain to students that they will be stopping after each section, identifying the main idea and important details, and then organizing the important information into a few sentences to create a summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs. Read the title of the book again, and ask volunteers for any ideas they have about why this book is called *Fearless Felix*.

- Have students find the bold word *capsule* on page 4. Have them look for clues to the word's meaning in the sentence containing the word *capsule* and the sentences around it. Read the sentences aloud and have students tell you what they think the word means. Explain that clues are not always present in the same sentence, but that other information in the paragraph often explains the word or gives examples of it. Often, readers must continue reading on to several more paragraphs before enough clues are given. Model for students how reading through page 4 and looking at the photographs, gives the reader enough details to infer that *capsule* means *the compartment that holds people and their instruments up in space*.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning.
- Have students work in pairs to read the definitions for the words in the glossary. Provide opportunities for students to talk about difficult words such as *pressurized* and *altitude*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.




Set the Purpose

- Have students read to find out more about Felix Baumgartner and his historic jump, stopping after each section to summarize their reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish before others to reread the text, and to think about the important information presented on these pages.
- Model identifying the main idea and details of these pages.
Think-aloud: *As I read the section "Who is Felix?" I noticed that most of the paragraphs give the reader information about Felix's early life. I read on page 5 how he was born in Salzburg, Austria, in 1969, and he started skydiving when he was a teenager. I am going to underline those phrases. I am also going to underline the sentences that tell about how he joined the military and learned discipline and a strong work ethic there. In the last paragraph, I will underline the sentences that say Felix began training to be a BASE jumper when he was in his twenties, how dangerous it is, and how he set his first world record in 1999. So, on the basis of what I've read and underlined, I think the main idea of this section is: Felix Baumgartner became a skydiver and BASE jumper at an early age.*
- Point out to students that the main idea is not a sentence that one could directly underline or highlight in the text. Rather, it is a new statement that you created after reading and thinking carefully about all the information presented in that section.
- Write the main idea on a copy of the worksheet and project it on the board. Ask students to identify details that support this main idea. Write these details on the worksheet for students to see.
- Point out to students that the sentences and phrases underlined while reading are the supporting details for this main idea.
- Model how to create a summary from the main idea and details. Say: *Now that I have identified the main idea and details, I can write a summary, in my own words, for this section. I think a summary of this section might be: Felix Baumgartner was born in Austria in 1969 and began skydiving at an early age. He joined the military and learned discipline and how to work hard, then began training as a BASE jumper (very dangerous) when he was in his twenties. He set his first world record in 1999.*

-  **Check for understanding:** Have students read to the end of page 8. Have them underline or highlight important details.
- Divide students into pairs. Have each pair identify the main idea from the details of the section “First World Record” or “More Records” and write them on a separate piece of paper.
- Have students from each group share their main idea and details. Discuss their responses. Guide the whole group through writing a summary of each section, using each pair’s notes. Discuss what they think the section titles mean and how they give clues to the main ideas.
-  Have students read the remainder of the book. Remind them to underline important details from each section as they read.
-  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, 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 Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Determining which details are essential and non-essential is an important skill, and takes practice.
- **Independent practice:** Distribute the main-idea-and-details / summarize worksheet to students. Have students work in pairs to write the main idea and supporting details for one of the remaining sections of the book. If time allows, discuss their responses.


Reflect on the Reading Strategy

- Review with students how the main idea and details from 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 of when summarizing might be helpful.
- **Independent practice:** Have students write a summary using the information they wrote on the top half of their main-idea-and-details / summarize worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about a man with incredible courage, but one who also broke the law to pursue setting world records. Now that you have read this book, do you think Felix Baumgartner is a fearless hero, or a risky daredevil?

Build Skills

Grammar and Mechanics: Complex sentences

- Write the following sentence on the board: *In only four seconds, this man in the white pressurized suit is little more than a white dot in the distance.*
- Underline *this man in the white pressurized suit is little more than a white dot in the distance*. Explain that this part of the sentence is called the *independent clause* because it is a complete thought. Circle *In only four seconds*. Explain that this part of the sentence is called the *dependent clause*. Point out that even though both sentence parts contain a subject and verb, the dependent clause does not express a complete thought and is not a sentence that can stand alone. When we join an independent clause and a dependent clause, it is called a *complex sentence*.

- Review or explain to students that a *conjunction* is a word that joins together the two parts of a complex sentence, for example *and*, *but*, *or*, and so on. When joining an independent and dependent clause together (like the example), a special conjunction called a *subordinating conjunction* must be used. Circle or underline the word *In*, and explain to students that it is the subordinating conjunction. List the following examples of subordinating conjunctions on the board: *as*, *as if*, *before*, *after*, *because*, *though*, *once*, *even though*, *with*, *while*, *when*, *during*, *since*, *until*, *unless*, *where*.
 - Explain to students that complex sentences are often formed by putting the subordinating conjunction at the very beginning of the sentence, followed by the dependent clause. Have students read the sentence again, as you point out the subordinating conjunction, the dependent clause, and the independent clause. Review or explain that when the dependent clause is at the beginning of the sentence, a comma often separates the clauses.
 - Write the following sentence on the board: *When he started skydiving as a teenager, Felix felt he had found his calling.*
 - Have students identify the conjunction (*When*), the dependent clause (*he started skydiving as a teenager*), and the independent clause (*Felix felt he had found his calling*).
 - Point out that in this example, the dependent clause is again at the beginning of the sentence.
-  **Check for understanding:** Have students highlight the following sentence from page 5 in their book: *In his twenties, Felix began training to become a BASE jumper.* Have students underline the dependent clause (*In his twenties*) and circle the independent clause (*Felix began training to become a BASE jumper*). Ask students to identify the conjunction (*In*).
- Introduce, explain, and have students complete the **complex sentences worksheet**. If time allows, discuss their responses.

Word Work: **Number words**

- Explain that when reading aloud, readers will sometimes encounter different symbols, numbers, and abbreviations within the text and its graphic features. Good readers read these parts of the text fluently, just as they read the words.
- Direct students to page 6. Ask them to find the numbers in the text (1,479; 451; 2007; 101; 1,670; 509; 2010). Review or explain that the numbers are called *cardinal numbers* and that they are *used to describe an amount, a date, or a time*. Point out that a cardinal number is read in the same manner as the written word for the number. Practice reading the numbers aloud.
- Write the numbers from page 7 on the board and have volunteers come to the board and write their word equivalents (for example, *nineteen ninety-nine*, *ninety-five*, *twenty-nine*, *two thousand three*, *one point eight*, *fourteen*).
- **Check for understanding:** Have students turn to page 9. Ask them to find the numbers in the text, and have volunteers read them aloud. Write the numbers on the board and ask other volunteers to come up to the board to write their word equivalents.
- **Independent practice:** Introduce, explain, and have students complete the **number words 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. With someone at home, have them summarize the sections of the book.

Extend the Reading

Informational Writing Connection

Have student pairs conduct further research on either Felix Baumgartner or the activity of BASE jumping, using the Internet. Ask them to write three paragraphs on subtopics of their choice, but require students to have a main idea and supporting details for each paragraph. Allow time for student pairs to share their writing, or display them on a bulletin board.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Using the information in the text, construct a timeline of Felix Baumgartner's life. Use a large whiteboard or butcher paper. Begin the timeline with 1969, the year Baumgartner was born. Ask students to search the text for dates and important events/records in his life, and then assist them in adding them to the timeline in chronological order. Add artwork or printed photographs as time allows.

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 use main idea statements and supporting details to write a summary in their own words
- consistently use the strategy of summarizing to understand text during discussion and on a worksheet
- correctly identify the parts of complex sentences in the text, during discussion, and on worksheet
- fluently read number words within the text; accurately write number words on a worksheet

Comprehension Checks

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