



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 253

Book Summary

Discover some of the world's fastest animals on the earth, in the sea, and in the air with this exciting book. Find out which fish can swim faster than a motorboat and which insect moves so fast that it can't see. Detailed photographs and informative illustrations guide students through the text as they discover fascinating animals that move at amazing speeds.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Identify the main idea and details
- Discriminate initial and final consonant *st-blends*
- Identify initial and final consonant *st-blends*
- Identify exclamation marks
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Fast and Faster* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Main idea and details, exclamation marks, alphabetical order 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.

- High-frequency words: *are*, *as*, *fast*
- Content words:
Story critical: *amazing* (adj.), *compared* (v.), *prey* (n.), *sails* (v.), *speed* (n.), *sprint* (v.)

Before Reading

Build Background

- Draw a two-column chart on the board and label the columns *Fast* and *Slow*. Ask students to name things that are fast, including animals, objects, vehicles, and so on. Record this information on the board. Next, have students name things that are slow and list this information on the board. Read the title of the book, *Fast and Faster*, aloud to students. Explain to students that they will be reading a book about things that go fast.

- Show students the photograph on the cover of the book. Ask a volunteer to identify the animal on the cover (*cheetah*). Ask students what they know about cheetahs and if a cheetah should be listed in the Fast or Slow column. Point out to students that cheetahs are known for their amazing speed. Explain to students that while reading this book, they will learn about animals that move at very fast speeds.

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 kinds of animals they might learn about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember what they are reading is to stop now and then to summarize, or review in their mind, the details of what is happening in the book.
- Model how to summarize.
Think-aloud: As I read this book, I am going to stop every now and then to remind myself what I have learned so far about fast animals. Doing this helps me remember what I am reading and makes me think about new information. When I finish reading the book, I should be able to tell, in my own words, some of the information about the world's fastest animals.
- Have students turn to the table of contents. Read the section headings together. Explain to students that you will be showing them how to stop and summarize what they have read as a strategy for understanding and remembering the information in the book. Point out that being aware of the different sections in the book will make it easier to summarize what they have learned.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

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

- Explain or review that many books are about one topic. Explain that this is a book about fast animals. Remind students that a *main idea* is the general topic of a book or the subject of a section of the book. The *details* are the extra facts or descriptions that give the reader more information about the main idea.
- Have students look at the table of contents. Explain that each section in this book contains information about different fast animals. Point out that the section heading and the first sentence in the section usually give a hint about the main idea. Explain that the other sentences in the section usually provide details that relate to the main idea.
- Provide a simple model of identifying main idea and details. Draw a two-column chart on the board. Write the heading *Birds* above the left column and the heading *Details* above the right column.
- Model identifying the main idea and supporting details.
Think-aloud: I am going to use this chart to write some details about certain birds. (Write the name of a bird, such as eagle, in the first column, and write a few details about eagles in the second column such as physical traits, what they hunt, and so on.) The details I listed help you to know a little bit more about eagles and would help you form a more complete picture in your mind if you were to read the chart and did not know much about eagles.
- As a group, add other birds to the list. Have students provide details about each bird and perhaps include some unusual facts. Explain to students that after they read the book, they will make a similar chart that includes the main idea and details from each section of the book.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *amazing*, *sprint*, and *speed*.


- Point out that these three words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students three pieces of blank paper. Have students label each page with a content vocabulary word. Invite them to draw and write what they know about each word and create a definition using their prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *amazing* in the dictionary. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have them locate the word *amazing* in the glossary. Have students compare the dictionary definition with the glossary definition. Ask them to compare these definitions to the definition they created on the basis of their prior knowledge.
- Ask students to locate the word *amazing* on page 15 and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to learn more about some of the fastest creatures on the planet. Remind them to pause after each section to identify the main idea and summarize in their mind what they have read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 5 and then stop to think about what they have learned so far. Encourage students who finish before others to reread the text.
 - Model identifying the main idea and details.
Think-aloud: After I read the section "How Fast?" I learned that humans are slow compared to some animals. This section is very short and does not include many details to support this main idea; however, I think the remainder of the book will help answer the question from this section: "Which animals are the fastest?"
 - Have students read to the end of page 8 and then stop to think about what they have learned so far. Encourage students who finish before others to reread the text.
 - Explain to students that it will help them remember information they read in nonfiction books if they can organize the key facts on a graphic organizer. Give students a copy of the [main-idea-and-details worksheet](#). Explain that as they read, they can list the main idea of each section in the first column and details about the main idea in the second column. When they have completed the chart, they will have a summary of the key information in the book. Say: *After I read the section, "Running," I learned that many land animals can run faster than a person. I will write this information in the first column of the worksheet. I also learned that cheetahs are the fastest animal on land and that gazelles are very fast too. I read, too, that a tiger beetle can run 170 times the length of its body in one second. If humans could move that fast, they could race jet planes! I will write this information in the second column of the worksheet because this information contains details that support the main idea.*
 - **Check for understanding:** Have students read the section "Swimming." Invite students to record the main idea of this section in the first column of the worksheet and any supporting details in the second column. Have students share their responses with the class.
 - Invite students to work with a partner to summarize what they have read so far. Remind students that a summary only contains the most important details from the text. Encourage students to use their main-idea-and-details worksheet for support.
 - Have students read the remainder of the book. Remind them to pause after each section to summarize what they have read so far.
-  Have students make a 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 Strategy

- *Remind students that a summary is a brief overview of only the most important information in a book or a section of a book.* Summarize the section “Flying.”
- **Think-aloud:** A summary of the section “Flying” might be: Flying is a quick way for animals to get around, so some of the fastest animals can be found in the air. For example, a dragonfly is the fastest insect. The fastest animal on the planet, however, is the peregrine falcon. When a peregrine falcon dives, it tucks its wings and can reach speeds up to 242 miles per hour.
- Have students summarize the book from the beginning with a partner. Listen for whether they include details about animals on land, in the sea, and in the air. Encourage students to use content vocabulary in their summary.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how using a graphic organizer is a helpful tool to track the main ideas and supporting details in a text. Ask students how identifying the main ideas and support details helped them to create a summary of the text.
- **Independent practice:** Have students complete the main-idea-and-details worksheet for the section “Flying.” If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about how different animals can move very fast on land, in the sea, or in the air, many of them moving much faster than humans. In what ways have people tried to move faster on land, in the sea, and in the air?

Build Skills

Phonological Awareness: Initial and final consonant *st*-blends

- Say the word *stack* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Say the word *past* aloud to students, emphasizing the final /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Read the caption under the picture on page 5 aloud to students. Have them raise their hand when they hear a word that begins with the /st/ sound (*steer*).
- Read page 9 aloud to students. Have them raise their hand when they hear a word that ends with the /st/ sound (*fastest, fast*).
- **Check for understanding:** Say the following words one at a time. Have students give a thumbs-up signal if the word begins with the /st/ sound and a thumbs-down signal if the word ends with the /st/ sound: *fist, stand, stump, wrist, worst, stumble, stop, must, burst, stun, rust*.

Phonics: Initial and final consonant *st*-blends

- Write the words *stand* and *cast* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which two letters represent the /st/ sound at the beginning of the word *stand* and at the end of *cast*.
- Have students practice writing the consonant *st*-blend on a separate sheet of paper while saying the /st/ sound.
- Write the following words that begin or end with the consonant *st*-blend on the board, leaving off the initial or final blend: *coast, stamp, stuck, rest, post, stink, rust, stew*. Say each word, one at a time, and have volunteers come to the board and add the consonant *st*-blend.



Check for understanding: Invite students to work with a partner to reread page 13. Have students circle one word with the initial consonant *st*-blend (*straight*) and one word with the final consonant *st*-blend (*fastest*).

Grammar and Mechanics: **Exclamation marks**

- Ask students to turn to page 5 and read the following sentence: *It can go as fast as a car on a highway!* Point out the exclamation mark at the end of the sentence. Explain or review an exclamation mark, or exclamation point, is a punctuation mark used to show strong feeling, surprise, or excitement.
- Point out to students that the author does not use exclamation marks to end every sentence even though she seems excited about this topic. Explain that the overuse of exclamation marks can become tiresome for the reader and is not an accurate way to convey the voice of characters or narrators all the time.
- Have students turn to page 8 and read the last sentence (*If humans could do that, they could race jet planes!*). Discuss with students why the author chose to use an exclamation mark (to show her surprise about how fast the tiger beetle can move).
- **Check for understanding:** Have students write a sentence that ends with an exclamation mark on a separate piece of paper. Have them read their sentence aloud and explain why the sentence should end with an exclamation mark. If time allows, have them read their sentence with no injected voice inflection, and have others listen for the difference.
- **Independent practice:** Introduce, explain, and have students complete the **exclamation mark worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the alphabet on the board. Underneath, write the words *sprint* and *prey*. Have a volunteer explain which word would appear first in alphabetical order (*prey*) and why (because *p* comes before *s* in the alphabet). Circle the *p* and *s* in the alphabet and compare their locations. Erase the circles when the discussion is complete.
- Write the words *speed* and *fast* on the board. Have a volunteer explain which word would appear first in alphabetical order (*fast*) and why (because *f* comes before *s* in the alphabet). Circle the *s* and *f* and compare their location in the alphabet. Erase the circles when the discussion is complete.
- **Check for understanding:** Write the following words on the board: *fast*, *beetle*, *humans*, *jet*, *small*, *race*. Have students write the words in alphabetical order on a separate sheet of paper. Discuss students' responses.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their responses.

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 them identify the main idea and supporting details of each section of the text with someone at home.

Extend the Reading

Writing Connection

Have students work with a partner and choose two animals from the book to further research. Provide students with research materials including access to the Internet, nonfiction books, magazine articles, and so on. Encourage students to record interesting facts and information about each animal. Provide each student with a blank Venn diagram worksheet. Explain or review how to complete the Venn diagram using the information gathered. Have students discuss with their partners the similarities and differences among the animals of interest. Finally, have each student write a brief summary, comparing and contrasting the two animals, on the back of the Venn diagram worksheet using complete sentences and appropriate punctuation.

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

Math Connection

Invite students to review the illustrations on pages 7, 11, and 14. Point out that these illustrations were provided to help the reader understand which animals move the fastest. Explain that there are three illustrations: one for land animals, one for sea animals, and one for animals that fly. Have students view the illustration on page 7, and ask a volunteer to locate the information that tells how fast a human can run (*20 mph*). Explain to students that *mph* stands for *miles per hour*. Write this information on the board. Next, ask a volunteer how fast a gazelle can run on land (*50mph*) and record this information on the board. Continue to review the information on pages 7, 11, and 14 with students and record each animal's speed on the board. Next, have students work with a partner to identify and list all the animals discussed in the book from slowest to fastest. Encourage students to create a similar illustration to those in the book using this information. Have each pair present their findings to the class.

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:

- consistently use the strategy of summarizing to understand text during discussion
- accurately identify the main ideas and details of the text during discussion and on a worksheet
- correctly discriminate initial and final consonant *st*-blends during discussion
- accurately identify initial and final consonant *st*-blends during discussion and in the text
- correctly understand and use exclamation marks during discussion and on a worksheet
- consistently and correctly place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

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