

### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 602

#### 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 I and L.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize to understand text
- Identify main idea and details
- Identify vowel digraphs ea and ee
- Identify comparative and superlative 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
- Thesaurus
- Main idea and details / summarize, comparative and superlative 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).

- Content words:  
 Story critical: *cargo* (n.), *enormous* (adj.), *mines* (n.), *platform* (n.), *tunneling* (v.), *vehicles* (n.)  
 Enrichment: *propeller* (n.), *remote* (adj.), *spacecraft* (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.

## 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**

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to find out about in each section.
- Have students preview the rest of the book, looking at photos, captions, and other text features. Show students the glossary and explain its purpose.
- Write the following list of words on the board: *backpack, pencil box, folder, notebook*. 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. Remind students that it is often useful to pay attention to subtitles for clues about the main idea. This is why engaged readers pay attention to—and don't skip—subtitles.
- Return to the table of contents and point out to students how it is arranged. Explain that there are two main sections, "Vehicles That Move Things" and "People and Vehicles That Dig." Under each of these categories, there are smaller subcategories.
- 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 and the subtitle. Model identifying the main idea and details of the section on page 5. Write the subtitle "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 notice that this is the beginning of the large section titled "Vehicles That Move Things and People." Then I want to use the subtitle ("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, uses a propeller in water, can carry people to hard to reach places, and so on*).

### 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*.

## Lesson Plan *(continued)*

## Bigger Than a Monster Truck

- 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 can 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 travel on land with wheels and a propeller in water. It can take people and supplies to hard-to-reach places, get to people caught in storms, or be ridden just for fun.*
- 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

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words, *cargo*, *enormous*, *platform*, *tunneling*, 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 to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word enormous, 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. When I read page 13, I can guess that the word must be another word for very large.*

### Set the Purpose

- Have students read to find out more about enormous 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. First, I reminded myself that the main idea of the text is vehicles that move things and people. The first thing I notice about page 6 is the subtitle "Vehicle Bridge." This gives me clues about the main idea of this section. As I read, I notice that the author gives 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 (*used in places where there are no roads or bridges; moves the bridge into place, then up and over the gap; other vehicles can drive across*). 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! It's used where there are no roads or bridges. It moves into place, up and over the gap, then other vehicles can drive over it.*) 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.

## Lesson Plan *(continued)*

## Bigger Than a Monster Truck

- 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 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 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 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 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 subtitle, decide on a main idea, and underline any important details.
- **Independent practice:** Introduce and explain the [main-idea-and-details / summarize worksheet](#) to students. Have them write 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 that 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


#### Phonics: Vowel digraphs **ea** and **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 *ea* and *ee* can stand for the long /e/ sound as in *seen* and *reach* (fourth sentence on page 5). Write the word *reach* on the board next to *seen*. Blend the words aloud as you run your finger under the words. Have a volunteer circle the letters in *reach* that represent the long /e/ sound.
- **Check for understanding:** Have students look on page 6 to find another word with *ea* or *ee* representing the long /e/ sound (*needed*). Point out the variant vowel digraph in the word *heavy* 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 /e/ sound represented by *ea* or *ee*. Have volunteers write examples on the board.

## Grammar and Mechanics: **Comparative and Superlative Adjectives**

- Have students explain what adjectives do (they describe nouns or pronouns). Review with students that an *adjective* tells *which one, how many, or what kind of something*. Ask them to turn to page 4 and identify the adjective in the first sentence (*monster*). Explain that the word *monster* is describing a kind of truck.
- Explain that sometimes adjectives describe a noun or pronoun by comparing it to something else. Hold up three pencils of different lengths, and model comparative and superlative adjectives in oral sentences (for example: *This is a long pencil. This is a longer pencil. This is the longest pencil.*). Write these sentences on the board. Underline the words *long, longer, longest*.
- Ask a volunteer to come to the board and underline the adjective in each sentence. Point out how *-er* and *-est* were added to the adjective *long* to compare it to the first pencil.
- Create a two-column chart on the board, and label one side *Comparative* and the other side *Superlative*. Write the words *longer* and *longest* under the appropriate heading. Explain that adjectives that compare and end in the suffix *-er* are called *comparative adjectives*. Adjectives that compare two or more things (for example, *the long pencil and the longer pencil*) and end in the suffix *-est* are called *superlative adjectives*.
- **Check for understanding:** Have students identify the adjective on page 7 (*largest*). Ask them on which side of the chart this adjective belongs (*Superlative*, it ends in *-est*.)
- **Independent practice:** Introduce, explain, and have students complete the [comparative-and-superlative-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.
- Point out the word *travel* on page 5 and show students a thesaurus (or project thesaurus.com). Explain that a thesaurus is a book that contains synonyms. Look up the word *travel* and model how to use a thesaurus. If the word can be more than one part of speech (for example, *travel* can be a noun or a verb), make sure to model how this can affect the meaning and to use the correct synonyms listed in the thesaurus.
- Give students a thesaurus. Ask them to find the word *travel* and confirm the synonyms suggested.
-  **Check for understanding:** Have students read page 6. Ask them to circle the word *gap*. Have students use the thesaurus to replace *gap* with synonyms to make the sentence more interesting. Remind them to choose words that do not change the meaning or the tense of the sentence (for example, *buy* versus *bought*). Have them write the sentence, using the new words, at the bottom of the page. Encourage students to share their sentences with the class.
- **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 and Art Connection

Provide 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 a paragraph that includes information on its size, the work it does, and any other interesting facts. Encourage them to add an illustration or photograph to their paragraph. 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 create a chart with all the measurements of the vehicles in the book. Have volunteers research and find an estimate for converting building stories to feet (for example, if power shovels can be sixteen stories high, how many feet would that be?). Compare the height or length of the vehicles to other known objects (for example, the length of two soccer fields) to give students perspective on the relative size of the vehicles. If time allows, take students out to the playground and measure off the size of the vehicles.

### 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:

- identify the main idea and supporting details to better understand the text in discussion and on a worksheet
- accurately use main idea statements and supporting details to write a summary in their own words
- accurately identify long /e/ vowel digraphs in the text and during discussion
- correctly identify comparative and superlative adjectives within sentences in the text, during discussion, and on a worksheet
- accurately identify and understand the use of synonyms and the use of a thesaurus during discussion and on a worksheet

### Comprehension Checks

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