

Focus Question:

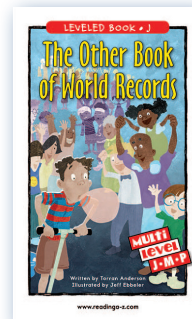
How did Shorty get into "The Other Book of World Records"?

Book Summary

Text Type: Fiction/Realistic

Have you ever wanted to set a world record? Read *The Other Book of World Records* to see how Shorty does just that! Colorful illustrations and engaging text will keep students interested in this story. The book can also be used to teach students how to sequence events in a story as well as the proper use of contractions.

The book and lesson are also available for levels M and P.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Sequence events
- ☐ Describe information provided by a glossary
- ☐ Discriminate consonant digraph /th/ sound
- ☐ Identify consonant *th* digraph
- ☐ Recognize and use contractions
- ☐ Identify and use time and order words

Materials

- ☐ Book: *The Other Book of World Records* (copy for each student)
- ☐ Sequence events, contractions, time and order words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- **High-frequency words:** *jump, other, said*
- **Words to Know**
Story critical: *announced* (v.), *making* (n.), *maze* (n.), *pogo stick* (n.), *records* (n.), *wobbled* (v.)
- **Academic vocabulary:** *record* (n.), *sequence* (n.), *through* (prep.)

Guiding the Reading

Before Reading

Build Background

- Discuss with students world records and how they are achieved. Have students work with a partner to discuss any world records they have heard of or read about. Have students share their ideas with the class.
- Explain to students that they will be competing to set a class record for who can jump the highest. Have students line up to jump as high as they can in front of the board. Have them mark their jumps with a marker and their initials on the board. Invite volunteers to point out who set the class record for jump height.

Introduce the Book

- Give students their copy of *The Other Book of World Records*. 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, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order, or sequence. Using a book that the class has recently read or a familiar story, demonstrate how to retell a story in order. Invite volunteers to help you with the retelling.

Introduce the Comprehension Skill:

Sequence events

- Review or explain that stories are generally told in a specific order from beginning to end. Explain that certain words are often used to explain a sequence of events. Write the following words on the board and read them aloud with the class: *first, next, and last*.

Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work in groups to sequence the events of the story, using the words *first*, *next*, and *last* in their retelling. Have students work with a partner to predict the events for *The Other Book of World Records* on the basis of the pictures.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about how Shorty sets a record in “The Other Book of World Records.” Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is “The Other Book of World Records”?* (level 1) page 4
- *Why wasn’t Ben impressed with Shorty’s first record attempt?* (level 1) page 6
- *How did the pogo stick affect Shorty’s record?* (level 2) pages 7 and 8
- *Why did Ruby and Ben call everybody they knew?* (level 1) page 10
- *What is the sequence of events that led to Shorty’s record?* (level 3) multiple pages
- *What would have been the outcome if Ben had never interrupted Ruby and Shorty?* (level 3) multiple pages

Text Features: Glossary

Explain that a glossary helps readers define the words in the book. Have students work with a partner to review the glossary on page 16. Ask students: *How*

can you find the vocabulary words on this page in the book? What is the definition of the word maze? On which page can you find the word records? Have students review other vocabulary words in the book and discuss in groups where they would be found in the book. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct order. Encourage students to use transition words such as *first*, *next*, and *last* when retelling the story.
- Model sequencing events of the story using transition words.
Think-aloud: *The book is providing me with many details about the events that led to Shorty’s world record. First, Shorty stands on one leg and recites the alphabet. Next, Shorty jumps on a pogo stick with one leg while chewing gum. I will read more to find out what events happen next that lead Shorty to set a world record.*
- Model how to complete the **sequence events worksheet**. Have students identify events from the book and circle them. Then, have students discuss the events with a partner and determine their sequence.

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.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the order of events they chose. Discuss with students the justification for choosing this order.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Samples: *Shorty got into “The Other Book of World Records” by jumping on a pogo stick with one leg while chewing gum and moving through a human maze.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Consonant digraph /th/ sound

- Say the word *that* aloud to students, emphasizing the initial /th/ sound. Have students say the word aloud and then say the /th/ sound. Have students practice saying the /th/ sound to a partner.
- Explain to students that the /th/ sound can be said in two ways: one is, as in *they*, the other way is as in *thank*. Have students say *thank* aloud and then say the /th/ sound. Have students practice saying the /th/ sound to a partner.
- Have students discuss the difference in the initial sounds of the words *they* and *thank*. Point out that when they create the /th/ sound in *thank*, a breath is expelled from their mouth and this makes a breath sound. Have students hold their hand in front of their mouth and say *thank*. Have students repeat the process with *they*. Ask students to explain the difference between the two sounds. Point out that when they say *they* aloud, the sound is heard, which makes it a voiced sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the breath sound of *thank* and clap their desk when they hear a word that begins with the voiced sound of *they*: *thrill*, *thin*, *think*, *there*, *thought*, and *three*.

Phonics: Consonant th digraph

- Write the word *with* on the board and read it aloud to students. Ask what sound they hear at the end of the word *with* and what letters make this sound. Underline the consonant *th* digraph.
- Explain that the letters *t* and *h* together make the /th/ sound. Write the following words on the board, leaving off the consonant *th* digraph: *path*, *third*, *booth*, *throw*, *earth*, and *thump*. Invite volunteers to the board to add the consonant *th* digraph and read each word aloud as a class.
- **Check for understanding:** Have students work with a partner to reread pages 4 through 8. Have them circle all of the words containing the consonant *th* digraph. Invite volunteers to share their findings with the class.

Grammar and Mechanics: Contractions

- Write the following sentence on the board from page 3 of the text: "Today you're getting into 'The Other Book of World Records,'" Ruby told her brother." Circle the contraction *you're*. Explain that sometimes in written and spoken language, we combine two words to make a *contraction*. When the two words are joined, some of the letters are taken out and replaced with an apostrophe. Explain that in this example, *you're* comes from the combination of *you* and *are* and an apostrophe takes the place of the letter *a* in the contraction *you're*.
- Point out the word *what's* in the last sentence on page 3 and ask students what two words are used in this contraction (*what is*).
- Ask students to name other common contractions and write a list on the board.
- **Check for understanding:** Have students reread page 4. Have them circle all the contractions on the page (*it's* and *I'm*). Ask them to turn to a partner and take turns telling what two words make up each contraction.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers.

Word Work: Time and order words

- Review or explain that *time* and *order words* are often used to help readers identify a sequence of events. Provide students with a few examples of time and order words (*today*, *first*, *next*, *then*). Have students share with a partner time and order words they know. Invite volunteers to share their words with the whole class.
- Have volunteers explain the order of a simple process, such as brushing teeth or getting ready for school. Use time and order words to record the steps on the board.
- **Check for understanding:** Have students reread pages 7 and 8 in their book. Have them identify the events from these pages and write sentences describing the sequence using time and order words. Ask volunteers to share their sentences.
- **Independent practice:** Introduce, explain, and have students complete the [time-and-order-words worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.