

About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 312

Book Summary

Have you ever looked at a bridge and wondered how it was built? *Building a Bridge* tells about various types of bridges and explains how modern bridges are built over water. Fascinating photographs support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Sequence events
- Discriminate final *r*-controlled /er/
- Recognize, sort, and classify words with *r*-controlled /er/
- Identify time-order words
- Understand content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Building a Bridge* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, content vocabulary worksheets
- Discussion cards



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

Vocabulary

- High-frequency words: *some, these, they, this, under, were*
- Content words: *first, legs, simple, stone, table, trucks, wood, years*

Before Reading

Build Background

- Write the word *bridge* on the board. Ask students what they know about bridges. Have them share where they have seen bridges. Ask if they've ever been on a long bridge or if they know the names of any famous bridges. Record the information in the first column (K) of a KWL chart on the board.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Building a Bridge*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember what they read is to summarize the information in their mind as they read. Readers often stop at the end of a section or after every few pages to think about what they've read so far. Explain that when readers summarize, they don't need to tell everything in the book. Instead, they decide which information is most important.
- Model how to summarize.
Think-aloud: *If I were to tell summarize yesterday, I might say I went to the coffee shop for a cup of coffee, went to work, went to work out, and then met a friend for dinner. This gives you an idea of my day but does not tell you all the details of my day.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Reinforce new vocabulary by incorporating it into the discussion of the pictures. Use as much of the language from the text as possible. For example, on page 6 you might say: *Some of the first bridges were simple and made of stone.* Continue by having students repeat the language you used.
- Remind students that they should check whether a word makes sense by rereading the sentence in which it is found.

Set the Purpose

- Have students read the book to find out what kinds of bridges are built and how they are built. As they read, remind students to use the strategy of summarizing to help them remember important information from the book.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model summarizing.
Think-aloud: *When I finished reading page 5, I thought about what I had read so far and summarized the information in my mind. Bridges are structures that connect one thing to another and that stretch across many things, like land, railroad tracks, and water. Bridges that are built today are more advanced than the ones built in the past.* Have students share their summary of the pages they have read so far.
- Have students read pages 6 through 9. Have them write a summary of what they have read and share it with another student.
- Have students read the remainder of the book. Remind them to stop after every few pages to summarize the information they've read.



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 Strategy

- **Think-aloud:** *I stopped as I read to summarize the information so I would remember and understand it better. I learned what bridges are and what they are made of. I know that they connect one place to another and that they are not all alike. Early bridges were simple in design and were built from things like wood, rope, and stone. Bridges today are more advanced and are built from concrete and steel. There are six different types of bridges, and they are not easy to build. I also learned that many steps are involved in building a bridge.*
- Have students share summaries they wrote while reading. Reinforce how summarizing as they read and then writing a summary of the complete book after they read helps them better remember and make meaning from the book.

Teach the Comprehension Skill: Sequence events

- **Discussion:** Review interesting information that students learned about building bridges and about different kinds of bridges while reading the book. Discuss the steps involved in building a bridge.
- **Introduce and model:** Tell students that this book tells, among other things, about how bridges are built. First one thing happens (builders build supports called *piles* underwater), then something else happens (workers put supports across the piles), and so on (workers build piers made out of concrete). Explain that the order in which the events happen is called the *sequence of events*. The sequence of how a bridge is built is a process that can happen over and over again. Tell students that unless the process is explained in the order in which it happens, it does not make sense and is not accurate.
- **Check for understanding:** Ask students to sequence events in another process, such as making a peanut-butter-and-jelly sandwich. (First, you get out the bread, the peanut butter, and the jelly. Next, you spread the peanut butter and jelly on the bread, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about the purposes that bridges serve and how one type of bridge is constructed. You also learned how bridges today are different from bridges of long ago. Now that you know this information, do you think the construction of bridges will continue to change? Do you think bridges will still be needed in the future?

Build Skills

Phonological Awareness: Discriminate final *r*-controlled /er/ sound

- Explain that many words have the /er/ sound and that it often comes at the end of a word. Say the following words aloud, one at a time, and have students listen for the /er/ sound at the end: *stronger, river, better*.
- **Check for understanding:** Have students listen as you say a list of words. Explain that they should give the thumbs-up sign when they hear the /er/ sound at the end of a word. Say: *stronger, different, longer, water, first, river, dollar, hammer, work, structure, later, modern, under*.


Phonics: *R*-controlled /er/

- Review or explain that when a vowel and the letter *r* come together, they work together to make one sound. Remind students that in the previous activity, they listened to words that contained the /er/ sound. Explain that the /er/ sound is usually spelled with the letters *er*, but sometimes it is spelled differently.

- Have students look through the book with a partner to find words that make the /er/ sound and then write them on a separate piece of paper. Have students share the words they underlined in their book.
- **Check for understanding:** Work with students to sort the words into categories showing the different spellings for the /er/ sound. Make a list of each spelling of the /er/ sound on the board and invite students to add other words to each of the lists. Discuss with students the similarities and differences between the words in each column.

Grammar and Mechanics: Time-order words

- Review the steps involved in building a bridge on pages 10 through 14. Explain that writers often use certain words to convey the time or order in which things happen. Examples of time-order words include: *first*, *next*, and *finally*. Have students orally identify the words on pages 10 through 14 that show the order of the steps in building a bridge.

 **Check for understanding:** Tell students that other words in the book also tell when or in what order events happen. Have students search the book to find and underline the words (page 5: *today*; page 6: *later*). Then have students brainstorm other words that might be used to tell when or in what order events happen. Have them write the words they brainstormed on the inside back cover of their book.

Word Work: Content vocabulary

- Explain to students that many words in this book might be new to them. Invite students to share a few examples of words that are new to them. Explain that one way to remember words is to use them.
- **Check for understanding:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). If time allows, discuss their answers.

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 practice summarizing information as they read with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have groups of students write about the different parts of the book. One group can tell the facts about bridges from the first part of the book, another can write and illustrate the types of bridges, and the other can tell how to make a bridge. Each group can publish its book when they are finished.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Have students work in groups to research famous bridges around the world. Then have them classify the bridges according to type and find out how they were built. Have them share their findings with 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:**

- use the strategy of summarizing in their mind as they read during discussion
- sequence events in text and in other common sequential processes in discussion and on a worksheet
- discriminate *r*-controlled /er/ sound at the end of words during discussion
- recognize, sort, and classify words with *r*-controlled /er/ sound during discussion
- identify time-order words in text during discussion
- use new vocabulary words in sentences during discussion and on a worksheet

Comprehension Checks

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