



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 113

Book Summary

In *Sleds*, students will read about the many uses for sleds in work, sports, and just for plain old fun! Students will have an opportunity to make connections to prior knowledge as they read this simple yet informative text. Detailed photographs offer an opportunity for students to practice comparing and contrasting while learning about various types of sleds.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Compare and contrast
- Discriminate final consonant /s/ sound
- Identify final consonant Ss
- Recognize and use the prepositions *on* and *for*
- Understand and use antonyms

Materials

Green text indicates resources that are available on the website.

- Book—*Sleds* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sheets of paper
- Map of the United States
- Compare and contrast, final consonant Ss, prepositions 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.

- High-frequency words: *for*, *this*, *use*
- Content words:
Story critical: *bends* (n.), *glides* (v.), *riders* (n.), *steer* (v.), *track* (n.), *travel* (n.)

Before Reading

Build Background

- Ask students what activities they like to do during the winter in the snow (such as making snowmen, having snowball fights, sled riding, and so on). Make a list of these activities on the board.

- Ask students if they have been sled riding before. If so, have students describe where they went sledding and what kind of sled they used. Point out to students that there are many different kinds of sleds and many different reasons that people use sleds.

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 it might be about.
- Show students the title page. Discuss the information on the page (title of book and 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 Reading Strategy: **Connect to prior knowledge**

- Explain to students that effective readers often connect what they are reading to something they already know, have read, or have seen somewhere before. Point out that we often call these connections *text-to-self*, *text-to-text*, and *text-to-world* connections. Remind students that connecting prior knowledge about a topic to what they are reading will help them to remember and understand the book.
- Model using the pictures and title as a way to make connections with prior experience.
Think-aloud: I made a connection to the title of the story right away because where I grew up, we had plenty of snow and loved to sled ride every chance we had. As I look at the cover, it reminds me of sled riding with all the kids in the neighborhood and piling up on sleds like the kids in the picture. We all had different sleds, so we would take turns trying out one another's sleds to see whose was the fastest. This is an example of a text-to-self connection because I thought about something in my own life. I will have to read to see if there are any more connections I can make to the information in the book.
- Have students preview the rest of the book, looking at the pictures, cover, and inserts. Ask them to share any connections they make.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that when reading a book, readers can use strategies that help them understand and remember what they read. One way to organize new information is to explain how objects or ideas are alike and different. Explain to students that this is called *comparing and contrasting*. Write the words *compare* and *contrast* on the board. Write the word *alike* under *compare* and the word *different* under *contrast*.
- Explain that one way to compare and contrast is to use a graphic organizer called a *Venn diagram*. Draw a Venn diagram on the board or on a piece of chart paper. Explain or review that when comparing or contrasting using a Venn diagram, details that are the same are listed in the middle where the circles overlap and details that are different are listed on the corresponding sides.
- Model comparing and contrasting. Provide a simple example of comparing and contrasting by using two familiar objects such as a marker and a pencil. Complete a Venn diagram on the board. Explain or review that when comparing and contrasting using a Venn diagram, details that are the same are listed in the middle where the circles overlap and details that are different are listed on the corresponding sides.
Think-aloud: When comparing and contrasting, I notice the things that are similar and the things that are different between two objects or ideas. For example, when I compare a pencil and a marker, I know that they are similar because they are both used for writing. Because this is a quality that they both share, I will write this information on the Venn diagram where the circles

overlap. I know that a pencil can be sharpened, but a marker cannot. Because this is a difference between the items, I will record the information about each in the corresponding circles.

- Ask students to provide more examples of how markers and pencils are similar and different. Invite volunteers to come the board and point out where on the Venn diagram the information should be recorded. Encourage students to use the words *alike*, *different*, *compare*, and *contrast*.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *glides*, *steer*, and *bends*.
- 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. Remind students to identify the root word of each vocabulary word by removing any suffixes. Ask students to identify the suffix in the word *glides* (-s) and the root word *glide*. Have them locate the word *glide* in the dictionary. Invite a volunteer to read the definition aloud.
- Have students turn to page 6 and locate the word *glides*. Invite a volunteer to read the sentence aloud. Have students compare the dictionary definition with the way the word *glide* is used in the book. Ask them to compare these definitions to the definition they created on the basis of their prior knowledge.

Set the Purpose

- Have students read to find out more about sleds. Remind them to pause and make connections to what they already know about using sleds.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.
Think-aloud: After reading pages 4 and 5, I paused to connect what I read to what I already know, or my prior knowledge. As I looked at the picture on page 4 of the woman riding the sled, it made me think of a time when I was in a small town in Colorado and there was so much snow that the only way to get around was to ride a sled. I saw people all over town getting around on all different kinds of sleds. On page 5 of the book, I noticed the picture of the U.S. Olympic bobsled team. I have watched the Winter Olympics many times and enjoy seeing the bobsled races. I know that these sleds are specially designed for this type of racing and that there is even a special track on which they race. Thinking about these experiences helps me understand that there are many different kinds of sleds and that they can have different purposes. Pausing to think about what I already know about sleds helps me to better understand and remember what I have read.
- Invite students to share their connections so far. Have students explain why it is important to pause while reading to connect to their prior knowledge.
- Have students read the section titled “Fun Sleds” on pages 6 and 7. Have students turn to a partner and discuss their prior knowledge and experience with fun sleds. Invite students to share their responses with the class.
- Have students read the section titled “Sports Sleds” on pages 8 and 9. Have them discuss how fun sleds and sport sleds are alike and different.

- Draw a Venn diagram on the board and label the circles *Fun Sleds* and *Sports Sleds*. Discuss with students the similarities and differences between the two types of sleds. As students offer examples, have them determine where on the Venn diagram the information should be recorded. Ask students to explain why it is helpful and important to pause and compare and contrast information in a book.
- **Check for understanding:** Have students turn to a partner and share the prior knowledge and connections they made while reading the section titled *Sports Sleds*. Invite students to share with the class.
- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with sleds as they read each section.



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

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *On page 9, I read about a sport called skeleton where the rider goes down a track headfirst. I thought about a time when I saw a TV program about this sport and how the athletes train. As I looked at the picture on page 9, it reminded of how strong the athletes must be to lower themselves onto the sled and then steer as they move down the track at very high speeds. Athletes in this sport must train hard every single day. Making this connection to what I already know helps me to better understand and remember what I have read.*
- Have students share the connections they made to prior knowledge as they read the final section of the book.

Reflect on the Comprehension Skill

- **Discussion:** Remind students that one way to better understand a book is to compare and contrast information as they read. Explain that thinking about how things are alike and different is a helpful strategy for organizing information in order to remember and better understand what you have read.
- **Check for understanding:** Have students view the picture on page 5. Invite them discuss with a partner the similarities and differences of the three sleds presented on the page. Have them share their responses with the class.
- **Independent practice:** Introduce and explain the [compare-and-contrast worksheet](#). Have students label the left-hand circle *Sports Sleds* and the right-hand circle *Work Sleds*. Have students complete the worksheet. If time allows, have them share their responses with the class.
- **Enduring understanding:** In this book, you learned that sleds are used for many different purposes including fun, sports, and work. What other modes of transportation can be used for these purposes?

Build Skills

Phonological Awareness: Final consonant /s/ sound

- Say the word *glides* aloud to students, emphasizing the final /s/ sound. Have students say the word aloud and then say the /s/ sound.
- Read page 5 aloud to students. Have them raise their hand when they hear a word that ends with the /s/ sound (*sleds, sports*).


- Read page 6 aloud to students. Have them raise their hand when they hear a word that ends with the /s/ sound (*glides*).
- **Check for understanding:** Say the following words one at a time. Have students give a thumbs-up signal if the word ends with the /s/ sound and a thumbs-down signal if the word has a different ending sound: *dogs, snow, works, holds, sharp, race, tracks*.


Phonics: Final consonant Ss

- Write the word *teams* on the board and say it aloud with students.
- Have students say the /s/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /s/ sound in the word *teams*.
- Have students practice writing the letter Ss on a separate piece of paper while saying the /s/ sound. Explain to students that often when the final consonant Ss is added to a word, it shows that there is more than one of something. Write the word *sled* on the board. Ask students what needs to be added to the word when there is more than one. Add the final consonant Ss and have students use the word in a sentence.
- **Check for understanding:** Write the following words on the board, leaving off the final consonant Ss: *sport, race, rider, dog*. Say each word, one at a time and have students explain how the words would change if there were more than one of each item listed. Have volunteers come to the board and add the final Ss to each word. Ask students to turn to a partner and use each word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the **final consonant Ss worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Prepositions

- Write the following sentence on the board: *Some people use sleds for fun*. Read the sentence aloud with students. Circle the word *for*.
- Explain to students that *prepositions* are connecting words that provide information about where, when, how, and for what something happens. Point out that prepositions are words that show a relationship between parts of a sentence.
- Ask students to discuss with a partner what information the word *for* gives in the sentence (*it explains for what purpose people ride sleds*).
- Have students turn to page 4 and reread the second sentence. Have them point to the word *on*. Explain that the word *on* is a preposition because it describes where the sled travels: *on the snow*.
- Ask students to provide examples of other prepositions. Guide students with questions such as: *What words tell where an object is? What prepositions give information about when an event happened?* Record a list of prepositions on the board including: *for, on, under, above, beside, before, after, near, with, through*.


 **Check for understanding:** Have students work with a partner to locate and circle the prepositions *on* and *for* in the book. Then, have them discuss whether the preposition answers the question where, when, how, or for what.

 **Independent practice:** Introduce, explain, and have students complete the **prepositions worksheet**. If time allows, discuss their answers.

Word Work: Antonyms

- Write the following sentence on the board: *This sled is long and wooden*. Underline the word *long*. Ask students to suggest a word that means the opposite of the word *long* (*short*). Review or explain that a word that means the opposite of another words is called an *antonym*. Write the word *antonym* on the board and have students say it aloud.

- Have students turn to page 6. Read the second sentence aloud with students and point to the word *quickly*. Ask students to name a word that means the opposite of the word *quickly* (*slowly*). Write the antonym pair on the board.
- **Check for understanding:** Have students turn to page 7 in the book and read the second sentence aloud. Point to the word *down*. Ask students to identify an antonym for the word *down* (*up*). Write the antonym pair on the board. Then, have students locate the word *fun* in the same sentence. Ask students to identify an antonym for the word *fun* (*boring*). Write this antonym pair on the board.

 **Independent practice:** Have students reread pages 9 and 10 with a partner. Have them circle three words in the book and identify an antonym for each word. Have students record the antonym pairs on a separate sheet of paper. If time allows, have students share their responses with the class.

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 discuss the connections they made to the book with someone at home.

Extend the Reading

Narrative Writing Connection

Discuss with students activities that are dependent on the seasons. On the board write the following headings: *Winter, Spring, Summer, Fall*. Have students suggest examples of activities they enjoy in the winter and record this information on the board. Continue to discuss all of the seasons and activities that are specific to that time of year. Then, have students choose one season and one activity that they enjoy and write a short narrative about it. Invite them to think of the details of the experience and to include as many descriptive details as possible into their writing. If time allows, encourage students to illustrate their writing.

Visit [WritingA-Z.com](https://www.writinga-z.com) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Discuss with students how using a sled requires snow or ice and how in certain parts of the country sleds are necessary. Talk about how geographic locations impact the way people live their lives. Help students identify the climate of your city or town and discuss how this impacts the way people live. Show students a map of the United States. Have a conversation about where in the United States people might use sleds for fun, work, and sport.

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 connecting to prior knowledge to understand text during discussion;
- accurately compare and contrast details from the text during discussion and on a worksheet;
- accurately discriminate final consonant *Ss* sound during discussion;
- identify the final consonant *Ss* in text, during discussion, and on a worksheet;
- correctly understand and identify the prepositions *on* and *for* during discussion, in the text, and on a worksheet;
- accurately identify and use antonyms during discussion and in the text.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)