



About the Book

Text Type: Nonfiction/Informational **Page Count:** 24 **Word Count:** 1,775

Book Summary

If you're not sure whether you're daring enough to jump from a plane or off a cliff, this informative book may help you make up your mind. Your students will learn about a variety of wind sports, such as skydiving, hang gliding, and parasailing. They'll read about the equipment and training that each sport requires and how much it costs. Invite the adventure-lovers in your class to imagine themselves outfitted in a jumpsuit, goggles, and a parachute ready to make that first jump!

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand the text
- Compare and contrast informational text
- Identify and use commas in a series
- Identify root words

Materials

Green text indicates resources available on the website

- Book—*Catching Air* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- *Compare and contrast, commas in a series, and root words 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.

• Content words:

Story critical: *aerodynamics* (n.), *air pressure* (n.), *altitude* (n.), *free-falling* (v.), *stalls* (v.), *thrust* (n.),

Enrichment: *canopy* (n.), *drogue* (n.), *lift* (n.), *resistance* (n.), *thermal* (n.), *winch* (n.)

Before Reading

Build Background

- Discuss wind sports. Ask students if they have ever dreamed of or seen anyone jumping out of an airplane or off a cliff in a glider. Ask them why they think someone would want to jump from a plane or off a cliff.
- Ask students what kind of character or personality traits a person who participates in “thrilling” sports like these might have.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them read the title. Ask students to predict what they think the book is about based on the cover information.
- Direct students to the table of contents. Point out that the sections titled “Hang Gliding” and “Skydiving” each have two parts.
- Ask students what ideas they have about the book after looking at the table of contents. Ask them to compare their predictions about the book based on the cover to their predictions after reading the table of contents.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model making, revising, and confirming predictions.
Think-aloud: Initially, when reading the title (Catching Air) and looking at the pictures, I thought the book might be about a particular person or event. After reading the table of contents, I think that the book is probably about different sports, rather than people or events.
- Have students preview the photographs in the book and revise or confirm their predictions based on what they see. Point out the sidebars. Explain to students that *sidebars* provide extra information about the topic and that some sidebars tell how to do something. Ask students if they can find a sidebar in the book that tells them how to do something.
- As students preview the rest of the book, point out the book’s glossary and index and ask students to explain the purpose of each. Ask students to share how their impressions of the book have changed with further review. Have they revised or confirmed their original predictions?
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you feel may be difficult for them.
- Remind them of strategies they can use to work out words they don’t know, such as looking at word parts and thinking about the meaning of the sentence.
- Model how to apply word-attack strategies. For example, have students turn to page 8 and put their finger on the first bold word on the page (*aerodynamics*). Say: *This word is new to me. The author thought a reader might have difficulty saying this word, so he included in parentheses how to pronounce it. As I continue to read the text, the meaning of the word is also explained. The word is in bold so that means I can check the meaning in the glossary if I need to.*
- Preview any other vocabulary words that you think students might have difficulty with.

Set the Purpose

- Have students think about the predictions they’ve made about the contents of the book as they read.

During Reading

Student Reading



Guide the Reading: Have students read to the end of page 12. Ask them to underline information that tells how hang gliding is done. Have them go back and reread the pages if they finish before everyone else.

- When they have finished reading, ask students to tell what they underlined. Reinforce unfamiliar vocabulary words by using them in the discussion.
- Model making, revising, and confirming predictions.
Think-aloud: When I first started reading this book, I expected to learn more about wind sports, but I wasn’t expecting to learn so much about the science of wind sports. I didn’t realize how many scientific principles were involved, such as lift, aerodynamics, and air pressure.

- Have students share the ways in which their predictions were changed or confirmed while reading.
- Have students read the remainder of the book. Remind them to think about how the story is the same and/or different from their original predictions.



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 Reading Strategy

- Discuss how making, revising, and confirming predictions about a book can help readers understand and remember what they have read.

Teach the Comprehension Skill: Compare and contrast

- **Introduce and model:** Explain that this book explained different kinds of wind sports. Explain to students that one way to understand the information about the different sports is to compare and contrast them.
- Introduce and explain the [compare-and-contrast worksheet](#). Copy the worksheet on the board for students to view.
- Explain to students that you will begin by comparing hang gliding and skydiving. Point out the first criterion is “method of launch.” Have them turn to page 7. Read the third sentence out loud and model finding the information about how a hang glider is launched (pilot runs down a slope and leaps from a cliff). Write *runs and leaps off cliff* in the column titled “Hang Gliding” in your chart on the board and have students copy this information on the compare-and-contrast worksheet.
- Have students turn to page 13 as you model how a parachutist is launched (jumps from a plane).
- **Check for understanding:** Have students turn to page 19 to find information about how they would be launched if they were parasailing (boat pulls them into the air). Have students record the information on their worksheets. Then write the correct answer on the board and have students check their answer.
- **Independent practice:** Have students continue to complete the worksheet independently. If they are unable, model finding more information until you feel students can do it on their own. As students work, write the answers on the board so they can check their work.
- **Discussion:** When students have completed the worksheet, discuss their findings. Have students use the information in the chart to make oral sentences that compare and contrast two or more of the sports. Have students tell which sport they would enjoy most and why.



Extend the discussion: Instruct students to write a short paragraph on the inside cover of their book explaining why they would or would not like to skydive or hang glide. Have students share their paragraph with the group.

Build Skills

Grammar and Mechanics: Commas in a series

- Review or explain to students that whenever a list of three or more items is made, a comma must be placed between the items. Listed items can be nouns, verbs, adjectives, or entire phrases or clauses. Remind students that this is only one of the many uses for commas.

- Have students turn to page 4 and find the commas on the page. Point out the listed phrases in the first paragraph (*a sense of adventure, the right equipment, and an understanding of how the wind works*). Talk about the location of the commas within the list. Point out that the last item (*an understanding of how the wind works*) is joined to the list by the word and following the comma.
- Have students turn to page 10. Ask them to find the list of six things they would need if they were hang gliding near water (*harness, helmet, goggles, parachute, glider, and flotation device*). Ask them to circle the commas and notice that the last item is added to the list after the word *and*.



Check for understanding: Direct students to page 16 and ask them to underline the equipment necessary for skydiving (*jumpsuit, helmet, goggles, main parachute, reserve parachute, harness attached to backpack*). Ask students to circle all of the commas in the series.

- **Independent practice:** Introduce, explain, and have students complete the [commas-in-a-series worksheet](#). If time allows, discuss their answers.

Word Work: Root words

- Explain to students that a *root word* is the smallest part of a word that can stand alone as a separate word. The root word can often help the reader identify or infer the meaning of a longer word. Write the word *admire* on the board. Then write *admired* and *admiration*.
- Explain or review that *prefixes* and *suffixes* are a syllable, or group of letters, added to the beginning or end of a word to alter or change its meaning or its verb tense. Highlight the examples of suffixes of the words on the board (*-ed* and *-ation*). Explain how *-ed* changed the verb tense of *admire* from present to past tense, and *-ation* changed the word from a verb into a noun.
- Write the word *inexpensive* on the board. Ask students what the root word is, and write *expense* under the word *inexpensive*. Discuss how prefixes and suffixes often have meaning of their own. For example, when the prefix *-in* is added, it changes the word to its opposite meaning: not expensive. Knowing what the word *expense* means (a loss for the sake of something gained) helps the reader understand what *inexpensive* means (not high in price).
- **Check for understanding:** Have students turn to page 14 and highlight the word *resistance*. Ask them to identify the root word (*resist*). Ask students to look up *resist* in the dictionary and find its meaning and part of speech. Ask other volunteers to identify the part of speech for *resistance*, its prefix or suffix, and what the word might mean, on the basis of the meaning of *resist*.
- **Independent practice:** Introduce, explain, and have students complete the [root words worksheet](#). If time allows, discuss their answers aloud after they are finished.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to 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.

Extend the Reading

Writing and Art Connection

Provide Internet and library resources and have students pick another type of adventure sport on which to write a report. Have students include details such as how to do the sport and what equipment is required. Have students include artwork or photographs and allow time for sharing the reports.

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

Math Connection

Have students look on page 10 to find the approximate cost of hang gliding, and on page 15 to find the approximate cost of skydiving. Have them brainstorm activities they could do to raise money to do the sport of their choice. Have them figure out how many times they would have to perform the chore, such as babysitting or car washing, to make the money to do it.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make, revise, and confirm predictions as they preview and read the book
- correctly identify appropriate facts about wind sports and record them on the worksheet; use the information on the worksheet to orally compare and contrast the sports
- correctly identify and use commas in a series during discussion and on a worksheet
- consistently recognize root words during discussion and on a worksheet

Comprehension Checks

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