



## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 475

### Book Summary

Do you know where to find the world's largest elephant? Did you know London Bridge was moved to Arizona? *Roadside Oddities* is an informative book that introduces readers to some weird and wonderful roadside attractions. Detailed photographs support the engaging text filled with entertaining facts.

Book and lesson also available at levels I and O.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Summarize
- Identify main idea and details
- Identify initial and final consonant *st*-blends
- Recognize and use comparative adjectives
- Identify and use synonyms

### Materials

Green text indicates resources are available on the website.

- Book—*Roadside Oddities* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Summarize, comparative 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](https://www.readinga-z.com/vocabulary).

- Content words:  
Story critical: *attractions* (n.), *billboards* (n.), *monument* (n.), *museum* (n.), *replica* (n.), *story* (n.)

## Before Reading

### Build Background

- Ask students if they have ever been on a trip or vacation to visit an unusual person, place, or thing. Have students share their experiences with the class.
- Write the title of the book, *Roadside Oddities*, on the board. Ask students to locate and identify familiar words within the title such as *road*, *side*, and *odd*. Discuss with students the meaning of *roadside*. Point out that when something is on the side of a road, it implies that it is easy to get to and is usually accessible by car. Ask students to define the word *odd* and give synonyms if possible. Explain that when something is odd, it is strange or different than expected.

- Ask students what they think they will be reading about in this book on the basis of the title, *Roadside Oddities*. Ask students if they have visited or seen a roadside oddity and have them share these experiences.

### 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 Comprehension Skill: **Main idea and details**

- Have students preview the rest of the book, looking at photographs, captions, and other text features. Show students the glossary and explain the purpose of it.
- Explain to students that a book has a general topic that is the subject of the book, or the *main idea*. The extra information and the descriptions that help the reader to better understand the book are the *details*. Explain to students that the main idea and the details are needed in order to fully understand and enjoy the text.
- Write the following list of words on the board: *paintbrush, paint, clay, crayons, glue, scissors, watercolors*. Ask students to describe what these words refer to (art supplies). Point out that the definitions of these words help to identify the main idea (there are many different types of art supplies). The words *paintbrush, paint, clay, crayons, glue, scissors, and watercolors* are all details that support this main idea.
- Direct students back to the table of contents and discuss with students how it is arranged. 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 the section titles for clues about the main idea. This is why engaged readers pay attention to and closely read all section titles.
- Read the section "What Is The Thing?" aloud to students. Model identifying the main idea and supporting details from the section.  
*Think-aloud: Each section in this book contains details that support a main idea about roadside oddities. I know the section headings sometimes identify the main idea. The first section is titled "What Is The Thing?" In this section, I learned about a roadside attraction called The Thing. The main idea of this section is The Thing is a roadside attraction. A detail that supports this main idea is giant signs at the side of the road ask, "The Thing? What is it?" As I read each section of this book, I will remember to pause and identify the main idea and supporting details for that section.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### 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, where, why, and how*.
- Model summarizing the main idea and details from the first section.  
*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 consider the main idea and supporting details, a summary of this section might be The Thing is an example of a roadside attraction. Roadside attractions are odd and wonderful and ask people to stop and check them out.*

- Introduce and explain the **summarize worksheet**. Draw a similar chart on the board. **Say:** *I can use this chart to help me keep track of the main idea and details of each section of the book and then use this information to create a summary. I will use each section heading as a strong clue to the main idea for that section.*

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the photograph on page 5, you might say: *As I read the first sentence on this page, I notice the word story is used to describe the building. The text says that the largest baseball bat leans over a five-story building. When I look at the photograph of the building, I notice that the building has five levels. I think that the word story means a level in a building.*
- Guide students to the glossary. Have students locate the definition of the word *story* and confirm the definition.
- Write the following story-critical words on the board: *museum* and *monument*.
- Point out that these words can be found in the book and that they give information about roadside attractions. Divide students into pairs, and give each group two sheets of blank paper. Have students write one word at the top of each sheet of paper. For each word, have them write or draw what they know about the word. As a class, create a definition for each word using students' prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *museum* in the dictionary. Invite a volunteer to read the definition for *museum*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 7 as you read the sentence in which the word *museum* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out more about roadside attractions. Remind them to think about the main idea and supporting details for each section as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read pages 5 and 6. Encourage those who finish early to go back and reread.
- Model identifying the main idea and supporting details.  
**Think-aloud:** *While reading, I make sure to stop after each section to review in my mind the important details. First, I remind myself that the main idea of this book is There are many different roadside attractions. The first thing I notice on page 5 is the section title, "World's Largest Baseball Bat." This gives me a clue about the main idea of this section. As I read, I notice the author gives me important details about the largest baseball bat in the world. The paragraph mentions it is taller than a five-story building, and it weighs more than 68,000 pounds. It is also a replica, or a copy, of a bat used by a famous baseball player. On the basis of this information, I think the main idea of this section is The largest baseball bat in the world is a roadside attraction. Details that support the main idea include: it is taller than a five-story building, it weighs 68,000 pounds, and it is a replica of a bat used by the famous baseball player Babe Ruth.*
- Record the main idea and details of this section on the chart on the board.
- Review how to create a summary on the basis of the main idea and supporting details. Discuss and create a summary for the section "World's Largest Baseball Bat" as a class. Record this summary on the chart on the board. *(The world's largest baseball bat is a roadside attraction that is taller than a five-story building and weighs more than 68,000 pounds. It is a replica of a bat used by the famous baseball player Babe Ruth.)*

- **Check for understanding:** Have students reread page 6 with a partner. Have students identify the main idea of the section “The Corn Palace” and the supporting details. Then, have each student create a summary of the section on the basis of the main idea and details. Have each group share their findings with the class, including their summaries.
- Have students read pages 7 through 10.
- **Independent practice:** Have students reread page 9. Ask them to identify the main idea and supporting details from the section “Boll Weevil Monument.” Have students complete the summarize worksheet. Have students share their responses with the class.
- Check worksheets for individual understanding. Encourage additions or deletions to accurately record the most important details.
- Have students read the remainder of the book. Remind them to read the section headings and to consider the main idea and supporting details in each section.



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:** Talk about how stopping to review the important details helped students remember facts and better understand the information.
- **Independent practice:** Have students choose a section from pages 11 through 13. Ask them to identify the main idea and at least one supporting detail. Have them work in pairs to check their work.
- **Enduring understanding:** Explain to students that in this book they read about all types of unusual roadside attractions that grab people’s attention. Ask students, *on the basis of you what read, why do you think people continue to enjoy roadside attractions?*

### 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). Model instances in which summarizing might be helpful. **Think-aloud:** *I know summarizing keeps me actively involved in what I’m reading and helps me remember what I’ve read so far. I know I will remember more about interesting roadside attractions because I summarized as I read the book.*
- **Independent practice:** Have students work with a partner to create a summary for each section on pages 11 through 15. Remind students to include at least one supporting detail in their summaries. Have students create a brief summary of the book. Invite them to share their summaries with the class.

### Build Skills

#### Phonics: Initial and final consonant st-blends

- Write the word *start* on the board and say it aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *start*.
- Write the word *past* on the board and say it aloud with students.

- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *past*.
- **Check for understanding:** Write the following words with the initial consonant *st*-blend on the board, leaving off the initial consonant blend: *stump, stop, stack, stick*. Say each word, one at a time, and have volunteers come to the board and add the initial consonant *st*-blend to each word. Write the following words with the final consonant *st*-blend on the board, leaving off the final consonant blend: *rust, mist, dust, bust*. Have volunteers come to the board and add the final consonant *st*-blend to each word.



**Independent practice:** Have students reread the book with a partner and circle all the initial and final consonant *st*-blends.

### Grammar and Mechanics: **Comparative adjectives**

- Write the following sentence on the board: *Giant signs at the side of the road ask, "The Thing? What is it?"* Underline the word *signs*. Ask students to identify which word in the sentence describes signs (*Giant*).
- Review or explain that *adjectives* are *words that describe nouns and pronouns*. An adjective tells *which one, how many, or what kind*. The word *giant* tells what kind of signs.
- Write the following sentence on the board: *The largest baseball bat in the world is taller than a five-story building*. In this sentence we are comparing two nouns. Ask students to identify which two nouns are being compared, and underline the two (*largest baseball bat in the world* and *five-story building*). Explain that the adjective used in this sentence is called a *comparative adjective* because it compares two nouns. Write the heading *Comparative Adjectives* on the board. Say: *Comparative adjectives are used to compare nouns* and state that one noun has more of something than the second noun. Point out that comparative adjectives describe nouns and pronouns and often end in *-er*. Have students give examples of comparative adjectives and write them on the board (*longer, faster, bigger, and so on*).



**Check for understanding:** Have students turn to page 13. Ask them to circle the regular adjectives and underline the comparative adjective.

- **Independent practice:** Introduce and explain the **comparative adjectives worksheet**. If time allows, discuss their answers aloud after they are finished.

### 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 and to avoid using the same word over and over.
- Direct students to page 4. Have them find and read the sentence *Giant billboards at the side of the road ask, "The Thing? What is it?"* Ask students to identify other words that mean the same thing as *giant* (*big, huge, large, and so on*).
- **Check for understanding:** Have students read the second sentence on page 11: *It was built in 1987, not with old stones, but with thirty-eight old cars*. Ask them to think of a synonym for the word *old* (*ancient, aged, and so on*).
- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, discuss their 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 them discuss the connections they made to the book with someone at home.

### Extend the Reading

#### Informational Writing Connection

Provide print and Internet resources for students to further research roadside attractions. Ask students to work in pairs to choose an attraction. Use a chart similar to the summarize worksheet to help students organize their ideas. Have them record the main idea and at least three supporting details about their selected roadside attraction. Then, have students write a summary of the information they have collected. Encourage them to add an illustration or photograph to their writing. 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 return to page 5 and read how tall the largest baseball bat in the world is (five stories tall). Take students outside of the school and determine with them how many stories the school is. Discuss the height of the school in relation to the size of the world's largest baseball bat. Do the same for the world's largest elephant (six stories tall) and the largest picnic basket (seven stories tall). If time allows, convert the measurements into yards, feet, inches, and so on.

#### 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 summarizing to understand text during discussion and on a worksheet
- accurately identify details that support a main idea during discussion
- identify and write the letter symbols that represent initial and final consonant *st*-blends in text and during discussion
- correctly understand and identify comparative adjectives during discussion, in the text, and on a worksheet
- understand the use of synonyms during discussion and on a worksheet

#### Comprehension Checks

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