

### Focus Question:

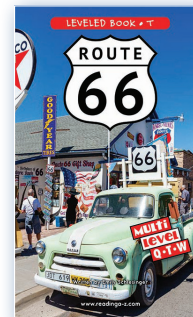
What is the significance of Route 66?

### Book Summary

Text Type: Nonfiction/Informational

Originally built as America's first major highway, Route 66 has taken on a life of its own and has become a wildly eclectic travel destination. *Route 66* details the history and evolution of this historic highway including the artistic oddities found along the way. The book can also be used to teach students how to effectively sequence events and summarize.

The book and lesson are also available for levels Q and W.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine a sequence of events
- ☐ Describe information provided by captions
- ☐ Recognize and use commas after introductory words
- ☐ Identify and use synonyms and antonyms

#### Materials

- ☐ Book: *Route 66* (copy for each student)
- ☐ Sequence events, commas after introductory words, synonyms and antonyms 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *bypassed* (v.), *highway* (n.), *landmarks* (n.), *preserving* (v.), *road trip* (n.), *transported* (v.)

**Enrichment:** *convertible* (n.), *deteriorate* (v.), *fiberglass* (n.)

- **Academic vocabulary:** *common* (adj.), *example* (n.), *main* (adj.), *period* (n.), *protect* (v.), *release* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Display a map of the United States and invite students to place sticky notes on the map to indicate places they have visited. Write the words *Road Trip* on the board and have students discuss its definition in small groups. Explain that a road trip is a trip taken in a car or other vehicle to visit places away from home.
- Provide each student with a blank sheet of paper and a lined sheet of paper. Invite students to illustrate their dream road trip, detailing stops along the way, and then to write several paragraphs describing the experience. Have them share their ideal road trip adventure in small groups. If time allows, have students share their work with the class.

##### Introduce the Book

- Give students their copy of *Route 66*. 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).
- 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:

##### Sequence events

- Review with students that events from history are told in order from beginning to end, or in *sequence*. Point out that a timeline is a helpful tool when reading nonfiction texts about historical events. Draw a timeline on the board and demonstrate how a timeline is organized and how to record information on it.

### Guiding the Reading (cont.)

- Use important events from your life to demonstrate how to create a timeline. Point out that only the most important events are included. Have students work in small groups to create a timeline using information on page 8, including information in the captions. Draw a new timeline on the board and invite students to fill it out. Have students compare the timeline they created with the timeline on the board.

### Introduce the Reading Strategy: **Summarize**

- Remind students that engaged readers summarize as they read. Review with students that a summary of a nonfiction book always includes main ideas and the most important supporting details. Explain that a summary may be created for the entire book or for each section of the book.
- Refer to the timeline of your life recorded on the board and use this information to create a summary. Explain to students that when creating a summary, either written or oral, transition words such as the following are often used to organize information: *first, next, then, after, during, in, and finally*. Recite your summary based on the timeline and have students raise their hand every time they hear a transition word.
- Have students review their timelines from the information on page 8 and work in small groups to create an oral summary. Remind students to include transition words and to include only the most important details. Have student groups share their summaries with the class.

### Vocabulary

Have students turn to the “Words to Know” box on the title 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 Route 66. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *Why was Route 66 called the “Main Street of America”?* (level 1) page 5
- *What role did Route 66 play during the Great Depression and the Dust Bowl era?* (level 1) page 6
- *What was the impact of World War II on Route 66?* (level 2) pages 7 and 8
- *What kinds of roadside attractions can be found on Route 66?* (level 2) pages 10 through 14
- *Why did the U.S. government need to step in to save Route 66?* (level 1) page 15
- *How has Route 66 evolved over time?* (level 3) multiple pages
- *Why does Route 66 continue to be America’s favorite highway?* (level 3) multiple pages

#### Text Features: **Captions**

Explain that captions are the text that accompanies photographs and illustrations and that helps the reader understand them. Point out that in *Route 66* the author provides many photographs with captions to support the reader’s understanding of the text. Have students turn to page 7 and read the caption. Ask students the following questions: *How does this caption help you understand the photograph? How does the caption help you understand the role of Route 66 during the Dust Bowl era? Why did the author choose to include a caption with this photograph?* Invite students to share their responses with the class. Have them work in small groups to read other captions in the text and discuss why the author included this information and how it helps them understand the history of Route 66.

#### Skill Review

- Draw a new timeline on the board. Read the section “America’s Main Street” aloud to students. Have students discuss with a partner the proper sequence of events. Then, invite volunteers to the board and add appropriate details to the timeline.
- Model using a sequence of events to create a summary.  
**Think-aloud:** *Now that I have the events organized on the timeline, I refer to these events and the main idea to create a summary, such as the following: In the 1920s, the U.S. government created a road from Chicago to Los Angeles to make cross-country travel easier. This road was named Route 66. The late 1920s and early 1930s were a challenging time in the United States, and many people left their homes and traveled west on Route 66 to seek a better life in California. When the United States entered World War II in 1941, Route 66 boomed*

## Guiding the Reading (cont.)

as restaurants, gas stations, and hotels popped up to accommodate soldiers on their way to military bases. After the war, Route 66 was well-traveled by people who were celebrating the end of war by traveling with their families across the country.

- Have students reread the section titled "Saving Route 66." Have students work in small groups to create a timeline of the sequence of events presented in this section. Invite each group to share their timeline with the class.
- Have students work in small groups to refer to their timeline to create a written summary of the section "Saving Route 66." Remind students that a summary typically begins with the main idea and is followed by the most important details. Invite each group to share their summary with the class.
- Model how to complete the [sequence events worksheet](#). Point out to students that they will need to discern only the most important historical facts and dates from the text.

## 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

### Worksheet: Sequence events

Review the sequence events worksheet that students completed. Have students share and discuss their work in groups. Invite volunteers to share with the rest of the class. Then have students create an oral summary of the entire book referring to the information on their worksheet.

## Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

## Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *Route 66 was the first highway built in the United States and allowed millions of people to more easily move west toward California during times of great hardship. During and after World War II, Route 66 became even more well-traveled and well-known. Over the years, Route 66 has become a part of America's modern culture through music, art, movies, and so on. With its unusual roadside attractions, Route 66 continues to be a popular vacation destination.*)

## Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

## Book Extension Activities

### Build Skills

#### Grammar and Mechanics:

#### Commas after introductory words

- Explain that commas may be used by writers in many ways. Explain that some of the uses are to separate an introductory word or phrase from the rest of the sentence, to separate a list of three or more items, and to separate clauses within a sentence.
- Write the following sentence on the board: *However, Route 66 remained part of American popular culture through the end of the century.* Ask a volunteer to come to the board and circle the comma. Explain that the word *however* is an introductory word and that the comma separates it from the rest of the thought. Remind students that this is one of the many uses for a comma.
- **Check for understanding:** Have students look through the book to locate commas. Ask them to share with a partner the commas found and how they are used.
- **Independent practice:** Introduce, explain, and have students complete the [commas-after-introductory-words worksheet](#). If time allows, discuss their answers.

#### Word Work: Synonyms and antonyms

- Write the word *quickly* on the board. Ask students to suggest a word that means almost the same thing (*fast, rapidly, urgently*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *quickly* (*slowly, sluggishly*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- **Check for understanding:** Have students turn to the first paragraph on page 13 to find the word that describes the statues (*huge*). Ask students to suggest a synonym (*enormous, gigantic, and so on*). Ask students to suggest an antonym (*tiny, small, and so on*).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss their answers.

## Connections

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