



## About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,511

### Book Summary

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present—and perhaps future—modes of transportation. Exceptional photographs and illustrations support and enhance the text.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions
- Identify comparisons in nonfiction text
- Recognize common and proper nouns; capitalize proper nouns
- Recognize and use comparative and superlative adjectives

### Materials

Green text indicates resources available on the website

- Book—*Speed* (copy for each student)
- Chalkboard or dry erase board
- [Compare and contrast, comparative and superlative adjectives 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

Content words:

Story critical: *design* (v.), *fascinated* (adj.), *lithograph* (n.), *mechanical* (adj.), *peregrine falcon* (n.), *streamlined* (adj.)

## Before Reading

### Build Background

- Write the word *speed* on the board. Ask students to think of people, animals, and machines that go fast. Create a KWL on the board. Review or explain what each letter in the KWL stands for. Have students tell what they know about things that go fast. Write these in the first column of the KWL.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers of the book and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about.

## **Introduce the Reading Strategy: Ask and answer questions**

- After reviewing the section, model using the table of contents as a way to think of questions  
**Think-aloud:** *The second section in the book is titled “Who Is Fastest?”. I wonder if it’s a person or an animal. I’ll write that question on the KWL.*
- Have students look at the other section titles. Have them suggest any questions they have about speed based on the covers and table of contents. Write these in the middle column of the KWL. Remind students that no question is ever inappropriate if they do not know the answer.
- Show students the title page. Talk about the information that is written on that page (title of book and author’s name).
- Have students preview the rest of the book, looking at the photos and illustrations.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

## **Introduce the Vocabulary**

- Remind students of the strategies they can use to work out words they don’t know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *mechanical* on the board and direct students to the first paragraph on page 10 to find the word. Model how they can use prior knowledge and context clues to figure out the word’s meaning. Ask students to think of another word that begins in a similar way (machine). Show students that by reading past the word they are unfamiliar with, they will find a sentence in the same paragraph that provides a clue. The sentence tells that people built and rode bicycles. Ask for a “thumbs up” if students agree that a bicycle is a type of machine. Explain that they have used what they know about a familiar word together with the context clues to figure out the meaning of the unknown word (of or relating to machinery). Have students follow along as you read the sentence in which the word is found to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.


## **Set the Purpose**

- Have students think about the ways things are alike and different as they read the book to find answers to their questions about speed.

## **During Reading**

### **Student Reading**

- **Guide the reading:** Have students read to the end of page 11. Tell them to look for ways that things that go fast are alike and different as they read the Introduction and first two sections. Have students underline sentences that tell how something is alike or different. Have them go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students to tell the questions written on the KWL that were answered by reading the sections. Add any new questions you or students have. Model answering a question written on the KWL.  
**Think-aloud:** *The first question I wanted to find the answer to is who is faster—an animal or a person. I found the answer on page 8. I read that a cheetah is the fastest living thing on land and it can run as fast as 70 mph.*
- Have students read the remainder of the book. Remind them to look for answers to the questions written on the KWL or to think of other questions to add to it.

 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

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.

## Teach the Comprehension Skill: **Fact and opinion**

- **Discussion:** Have students review the KWL written on the board. Have them circle all of the questions that were answered by reading the book. Tell students if they have questions they did not find answers to, they can look in other resources, such as science books or on the Internet.
- **Introduce and model:** Review or explain that one way an author helps a reader understand a book or story is to tell how some of the things in the book are alike or how they are different. Show students two objects, such as two different books or two different pencils. Tell students how one set of objects is alike (both are books). Explain how the objects are different (one has a red cover; one has a blue cover—whatever is appropriate). Have students tell how the other set of objects is alike and how it is different.
- Direct students to page 7 in the book and have them find the following sentence: *But compared with other living things, human are not all that fast.* Ask students what the author is comparing to “other living things” (humans). Explain that in this sentence, the author is telling how humans and other living things are different. Reword the sentence as follows: *Humans are not as fast as other living things.* Explain that figuring out how things are alike or different helps them understand and remember what the book is about.
- **Check for understanding:** Have students look at the first paragraph on page 9. Ask them what two things are being compared in the first sentence (fish and humans). Ask if the author is telling how fish and humans are alike or how they are different (different—a fish swims faster).
- **Independent practice:** Tell students to complete the [compare-and-contrast worksheet](#). Discuss their responses.

 Instruct students to use the inside back cover of their book to list the three fastest animals. Have students share their list with the group.

## Build Skills

### Grammar and Mechanics: **Common and proper nouns**

- Write the words *racer* and *Charles Murphy* on the board. Review or explain that one is a common noun and one is a proper noun. Explain that a common noun does not name a particular person, place, or thing, but a proper noun does. Ask students to identify each noun. Remind students that a proper noun always begins with a capital letter.
- **Check for understanding:** Direct students to page 20. Ask them to find the sentence that has two proper nouns (In October of 1997, Andy Green became the first human to go faster than the speed of sound in a land vehicle.) Have students identify the proper nouns.

### Word Work: **Comparative and superlatives adjectives**

- Review or explain that adjectives are words used to describe nouns and pronouns. Ask students to suggest adjectives to describe people or things that speed. Write these on the board. If students do not offer the adjectives *fast* and *slow*, add them to the list.

- Direct students to page 9 in the book. Ask students to read the first sentence and tell what two things are being compared (fish, humans). Explain that most of the time when two people, places, or things are being compared, an *-r* or *-er* is added to the adjective that is being used to compare them. Write the word *fast* on the board. Ask students what should be added to show that fish move more quickly than humans (*-er*). Write the word *wide* on the board. Tell students that because the word *wide* ends with *-e*, only an *-r* is added.
- Have students look at the second sentence on page 9. Ask which fish is the *fastest* of all fish? Explain that when more than two people, places, or things are being compared, *-st* or *-est* is added to the adjective. Write the word on the board. Repeat for the adjective *wide*.
- **Check for understanding:** Have students complete the [comparative-and-superlative-adjectives worksheet](#). Have them write the adjective that completes each sentence.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow 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 Connection

Have students make up an incredibly fast machine and write a description of it. Provide markers and crayons students can use to draw pictures of their machines. Have students share their descriptions with the group. Post on a bulletin board titled "Faster Than a Speeding Bullet."

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

### Math Connection

Have groups of students conduct "speed" experiments. Show students how to use a stopwatch. Have students take turns using the stopwatch and recording times as individual students walk, run, hop on one foot, skip, walk backward, walk sideways, and jump with both feet a short distance, such as 50 feet. Show them how to graph their findings.

### 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 asking and answering questions to understand nonfiction text and identify and make comparisons in nonfiction text
- recognize common and proper nouns, and capitalize proper nouns
- recognize and use comparative and superlative adjectives

## Comprehension Checks

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