

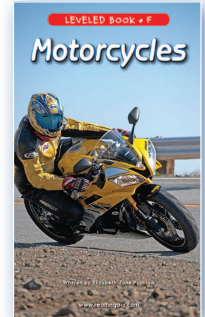
### Focus Question:

*How are motorcycles the same and different?*

### Book Summary

Text Type: Nonfiction/Informational

In *Motorcycles*, students will learn about the many types and uses of motorcycles. This book provides the opportunity to teach students how to identify the main idea and details and to connect to their prior knowledge. Vivid photographs and the use of high-frequency words support emergent readers.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine main idea and details in a text
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant *tr*-blend
- ☐ Identify initial consonant *tr*-blend
- ☐ Recognize and use complete sentences
- ☐ Identify and use synonyms

#### Materials

- ☐ Book: *Motorcycles* (copy for each student)
- ☐ Main idea and details, initial consonant *tr*-blend, complete sentences 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).

- **High-frequency words:** *go, ride, this*
- **Words to Know**  
**Story critical:** *comfortable* (adj.),  
*helmets* (n.), *motorcycle* (n.), *race* (v.),  
*track* (n.), *traffic* (n.)
- **Academic vocabulary:** *type* (n.), *use* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of a motorcycle. Ask students to identify what is pictured in the photograph. Invite volunteers to share what they know about motorcycles. Record their answers on the board.
- Discuss with students why some people ride motorcycles instead of drive cars. Make a Venn diagram comparing and contrasting motorcycles and cars. Invite students to share which one they would rather have when they get their license and why.

##### Introduce the Book

- Give students their copy of *Motorcycles*. 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).

#### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. This is called *connecting to prior knowledge*. Remind students that thinking about what they already know helps them better understand and enjoy what they read. Invite students to look at the cover and title page of the book with a partner. Have them discuss how they connect to prior knowledge on the basis of the photographs they see. Invite volunteers to share their connection with the rest of the class.

#### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that every book has a big idea, or main idea, which is what the book is mostly about. Point out that the title of the book and the pictures can help them figure out the book's main idea. Explain that a book with a main idea also has supporting details, which are descriptions about

### Guiding the Reading (cont.)

the main idea that help readers better understand the book.

- Review with students a book that the class recently read. Read the title aloud and show the cover of the book to the class. Have students work in groups to discuss the main idea and a few supporting details of the book. Discuss as a class and guide students to the correct main idea and supporting details. Write *Motorcycles* on the board and have students work with a partner to discuss a possible main idea and supporting details for this book. Invite volunteers to share their ideas with the class.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about motorcycles. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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.

- *How many wheels does a motorcycle have?* (level 1) page 3
- *How is a motorcycle that is used for long trips different from one that is used around cities?* (level 2) pages 7 and 8
- *Who rides motorcycles with flashing lights?* (level 1) page 9
- *What is a sidecar, and what is its purpose?* (level 2) pages 10 and 12
- *Why is it important to wear a helmet while riding a motorcycle?* (level 3) multiple pages

#### Text Features: Photographs

Explain that photographs are helpful because they can assist readers in visualizing what something looks like and that they can also help identify a reader’s

prior knowledge. Have students look at all of the photographs. Ask students to discuss the answers to the following questions in groups: *Which motorcycles from the book have you seen before? Which motorcycle would you want to ride? Why?* Invite volunteers to share their answers with the class.

### Skill Review

- Model for students how you connect to prior knowledge as you read. Have students share with a partner the connections they made between their prior knowledge and what they read. Have students create a picture of one of their connections to the book. Explain that their drawing should show what they already knew about the subject, not just what they learned from the book. Invite students to share their drawing and connections with the class. Discuss as a class how connecting to prior knowledge helped students remember and understand what was happening in the book.
- Discuss the predictions students had earlier about the main idea of the book. Guide the class to an agreement that the main idea will involve motorcycles. Write the following sentence on the board and explain that it is the main idea of the book: *There are many different types of motorcycles.*
- Model identifying details to support the main idea. **Think-aloud:** *I know the main idea of this book is there are many different types of motorcycles. I will be looking for examples of different types of motorcycles to support this main idea. When I read page 5, I learned that there is a type of motorcycle that goes very fast and can be used in races, which means that fast motorcycles is a detail that supports the main idea of this book. Identifying the main idea and details will help me better understand the information from the book.*
- Model how to complete the **main-idea-and-details worksheet**. Have students copy the main idea from the board onto their worksheet and then locate the supporting details from the book.

### 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

#### Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet students completed. Have students share their answers with a partner. Invite volunteers to share the supporting details they found and record their answers on the board. Discuss how each detail supports the main idea and why the main idea and details help students better understand what they read.

### Guiding the Reading (cont.)

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Motorcycles are the same because they all have two wheels and you should wear a helmet when riding them. Motorcycles are different because they are all used for different reasons. Some go really fast, some are used to perform tricks, some are used for riding around town, and so on.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant tr-blend

- Say the word *track* aloud to students, emphasizing the initial /tr/ sound. Have students say the word aloud and then say the /tr/ sound.
- Have students practice saying the /tr/ sound to a partner and then create an oral list of words that begin with the /tr/ sound. Invite volunteers to share a word with the rest of the class, and have other students put a hand on their head if they agree that the word begins with the tr-blend
- **Check for understanding:** Say the following words one at a time, and have students clap when they hear a word that begins with the tr-blend: *train, trip, stir, trust, tile, and traffic.*

##### Phonics: Initial consonant tr-blend

- Write the word *trip* on the board and read it aloud with students.
- Have students say the /tr/ sound aloud. Then, run your finger under the letters as students say the whole word aloud. Ask students to identify which letters represent the /tr/ sound in the word *trip*.
- Write the word *tip* and read it aloud with students. Have students discuss with a partner the difference between the two words. Explain that the tr-blend creates a different initial sound in the word *trip* from the initial /t/ sound in the word *tip*.
- Have students practice writing the letters *tr* on a separate sheet of paper while saying the /tr/ sound.
- Have students identify and circle all the words that begin with the /tr/ sound in the book.

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *track, truck, trail, and trust.* Read each word, one at a time, aloud with students. Invite a volunteer to come to the board and add the initial consonant blend. Repeat with the remaining words.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-tr-blend worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: Complete sentences

- Explain to students that all complete sentences must have two parts: a *subject* and a *predicate*. Explain that the subject tells who or what the sentence is about and the predicate tells what the subject is doing.
- Turn to page 4 of the book. Read the sentence *People ride motorcycles from place to place.* Circle *people* and explain that this is the subject of the sentence because it tells who the sentence is about. Underline the rest of the sentence and explain that it is the predicate, which tells what people do (*ride motorcycles from place to place*).
- Have students work in groups to produce sentences about motorcycles, or what people do with motorcycles. Invite volunteers to share their sentences with the class and record them on the board.
- Ask volunteers to come to the board to circle the subject and underline the predicate in each sentence.
- **Check for understanding:** Have students work with a partner to reread each sentence in the story. Have them circle the subject and underline the predicate for each sentence. Discuss student responses.
- **Independent practice:** Introduce, explain, and have students complete the **complete sentences worksheet**. If time allows, discuss their answers.

#### Word Work: Synonyms

- Have students turn to page 6. Read the sentences aloud with students. Write the word *amazing* on the board.
- Explain that writers often have many choices of words to use and there may be many words that have similar meanings. Remind or explain that words with similar meanings are called *synonyms*. Ask students to suggest words the author could have used instead of *amazing* (*incredible, awesome*).
- Write the following words on the board: *small, friend, trip, fast, and good.* Have students work in groups to create an oral list of synonyms for each word. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *tall, hot, and bumpy* on the board. Have students create a synonym for each word and share it with a partner. Invite volunteers to share their words with the class.

#### Connections

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