

Strand: Energy

Theme: Motion

Purpose for Reading: To develop understanding of different ways of getting from place to place.

Comprehension Strategies: Making connections to text, making inferences, comparing and contrasting, classifying and categorizing.

Vocabulary

Dictionary Words: bus, sailboard, skateboard, sled

Vocabulary Words: briefcase, city, footpath, Huskies, lake, office, team, wetsuit, wheelchair

High-Frequency Words: get, his, make, of, people, some, take, their, them, there, they, what, with

Before Reading

- Invite students to discuss different ways of getting from one place to another. Make a list on the board.
- Read the title and have students discuss how the people in the cover photo are getting around. Add the word *sled* to the list. Ask students to think of other ways to get around on the snow or ice.
- Read the title page together and invite students to discuss how the man in the photo is getting around. Add the word *sailboard* to the list. Ask students whether they can think of other ways to get around in or on the water. Add any new words to the list.

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Ask students to describe what is happening in each photo. Use questions such as, *What can you tell about the bus in the photo? What makes you think it is moving? Where do you think this bus might be going? Why might you catch a bus rather than walk?*

Take a Photo Walk

- Pages 4–5: Ask students to look at these pages and describe how these people are getting around. *How do you think the word sidewalk got its name? Where do you think these people are going?*
- Pages 6–7: Ask students to look at these pages and describe what they see in the photo. Read the label and caption. What two ways does this man get around on his way to work? Add any new ways of getting around to the list.
- Pages 8–9: Have students look at these pages and describe what the illustration shows. Read the title and labels. Discuss what makes a bicycle go. Ask students whether they have a bicycle at home. Add any new ways of getting around to the list.
- Pages 10–11: Invite students to look at these pages and read the label and caption. *Why do you think a sled and huskies are used in the snow? What could happen to a car or a bus in the snow?* Add any new ways of getting around to the list.
- Pages 12–13: Have students look at these pages and describe how this person is getting around. Ask students what a wetsuit is. *Why might you need a wetsuit to ride a sailboard?* Read the caption. *Where is this man sailing? What other places could be used for sailboarding?* Add any new ways of getting around to the list.
- Pages 14–15: Ask students to look at these pages and describe how the man in the photo is getting about. Read the label and caption. *Where is this man going? How is he getting to his office?* Add any new ways of getting around to the list.

Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Ask students to read the dictionary words.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Invite students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the book and have students sort the ways of getting around. Make headings on the board and have students order according to *Motorized*, *Non-Motorized*, *Individual* and *Group* transportation.
- Ask students to think about other ways of getting around that are not in this book. Revisit the list showing ways to get around. Have students categorize the list using the headings above.
- Have students make inferences about why people choose the various methods of getting around. Ask questions such as, *Why might these people choose to walk around the city rather than drive? Why might this man take his wheelchair on the bus? Why do you think it is easier for dogs and a sled to travel over the snow than vehicles with wheels? What are some other ways of moving over snow and ice? How does the wind make the sailboard go?*

Vocabulary and Word Recognition

- Have students find the word *take* on page 6. Write the word *take* on the board. Have students find the word that looks like *take* on page 8. Write the word *make* on the board. Have students turn to page 13

and find another word that looks like *this*. Write the word *lake* on the board. Ask students to think of other words that rhyme with *take*. List these on the board. Read the words aloud together. Have students copy the word *take*. Ask them to write the words *make*, *lake*, *bake*, *cake*, *rake*, *snake*.

- Ask students to turn to page 10 and find the word *cannot*. Have them say the word as they point to it. Have them locate the word each time it appears on the page. Then have them turn over to find the word on page 12. Ask students to find the smaller words *can* and *not*. Explain that these words make up a compound word. Have students write the word *cannot* five times, saying the word as they write it.

Oral Language

Have students tell a friend which way of getting around they think would be the most fun and why.

Writing

Ask students to choose another way of getting around. Have them write another page for the book. Have them write three sentences beginning with the sentence starter, *Some people get around . . .*

Creative Extension Activities

- Have students design a new way of getting to school. Think of a name for the new creation.
- Have students draw a crayon picture of themselves getting around by hot air balloon. Have them draw the balloon going over their house.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose one way of getting around.

Write what is good, bad, and interesting about it.

<p>Good:</p>	<p>Bad:</p>
<p>Interesting:</p>	

Name: _____

Put the ways of getting around in order.

Put them in order from slowest to fastest.

walk

bus

skateboard

sled

run

scooter

motorbike

train

plane

shuttle

pogo stick

bicycle

From the list above, choose three ways of getting around that you would like to try. Draw them on a separate sheet of paper.