

NAME \_\_\_\_\_

## To the Max

**Directions:** Write the names of different sports in the center boxes. List some characteristics and record how the sports are similar or different.

SPORT	SPORT	SPORT
<b>Characteristics</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Characteristics</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Characteristics</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Similarities</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Differences</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		



Permission is given to instructors to reproduce this page for classroom use with X-Zone.

JDE 7614401

## To the Max

LEXILE™ 950

### → FOCUS STRATEGIES

**→ Metacognitive Skill**  
*Making Connections to Prior Knowledge*

Good readers think about what they read in relation to their personal knowledge and experience. This helps them be more active readers and increases their understanding of the text. Students need to be shown the cognitively active process good readers utilize as they interact with the text. As you preview the book with students, use a think-aloud to model how you relate information in the book to your personal experiences and knowledge.

**→ Comprehension Skill**  
*Compare and Contrast*

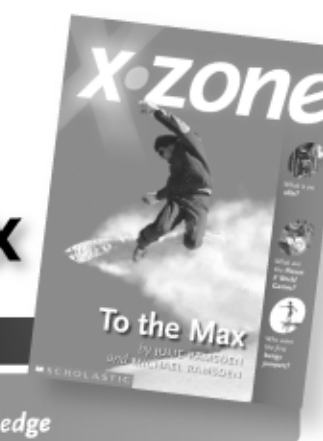
Compare and contrast is an important comprehension strategy because it helps students create meaning from the text. Students can look for signal words to indicate similarities such as *like*, *similar to*, *same as*, and signal words to indicate differences such as *unlike* and *different from*. When comparing, students can list the individual characteristics of the sports and note where there is overlap to find the similarities and differences. If students have difficulty understanding what is involved in making comparisons, model making comparisons between two everyday objects such as a pen and a pencil before modeling how to make comparisons about text. Make sure that they understand that to compare they need to see how things are alike and to contrast they need to see how things are different. This skill helps students evaluate two or more different concepts.

**→ Vocabulary Skill**  
*Compound Words*

Students need to be aware that there are different types of compound words: *open* as in the word **vert skating**, *closed* as in the word **skateboard**, and *hyphenated* as in the word **sky-diving**. They should understand that recognising the smaller words within a compound word and knowing their meanings can help them read and understand the compound word.

Focus Vocabulary Skill: Compound words

backflips	p 10	sky-diving	p 26
daredevils	11, 25	skysurfing	26
freestyle	10, 14, 15, 20, 22	snow boards	14
inline skating	20	snowcats	14, 17
kitesurfing	27	street skate	6
noseslide	6	wakeboarding	5, 20
skateboard	6, 15	water ski	4



# X-zone

TO THE MAX

### → SUMMARY

Pushing themselves to the limit, extreme athletes compete against themselves and others on the street, in the water, on snow and ice, and on steep rock faces. Students will read about these extreme sports and learn what makes each of the sports exciting.

### → OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information
- Make comparisons and contrasts between different types of extreme sports
- Use what they know about compound words to read new words

### → ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they understand how to make comparisons and contrasts about the sports. Note whether they can apply the strategy as they read the rest of the book.
- Note whether students can list the compound words in the book and suggest meanings for the words. Observe whether they can describe how the smaller words within the compound word can provide a clue to the word's meaning.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

## Before Reading

### → Preview the Book

#### Build Background

- Write the following questions on the board: What does extreme mean? What are some extreme sports? What makes a sport an extreme sport?
- Pair students and have them brainstorm answers to the questions. Ask pairs to share their ideas. Record the extreme sports they list.

#### Apply Metacognitive Strategies

- Have students preview the cover and the table of contents. Ask them which sports on their list are also in the book.
- Model making connections to prior knowledge.  
**Think-Aloud:** Whenever I read a book, I think about what I already know about the topic or what similar experiences I have had. This is a very useful reading strategy that helps me relate to the text and make sense of it as I read. With this book, I'll try to remember the extreme sports I have seen on TV and how I felt when I was watching the athletes compete.
- Ask students to share their personal experiences with the sports listed in the table of contents.
- Preview the book with students, encouraging them to draw on any personal experiences as they view the photos.

#### Preview Text Features

- Point out the sidebars entitled *Lingo*. Explain that this will give them specific vocabulary related to the sports. Together, read through the sidebar on page 4 and discuss the vocabulary.
- Point out the sidebar called *Facts and Feats* and tell them these will give them extra information about the topic.

### → Introduce the Focus Vocabulary Skill: Compound Words

- Point out the word *noseslide* on page 6. Read the sentence in which it is found and ask for ideas about its meaning. Tell students that the word is a compound word made up of two smaller words. Point out that knowing the meaning of the words *nose* and *slide* can help them work out the word's meaning.
- Tell students that they will encounter lots of compound words in this book, which have been created to name new extreme sports and their particular moves.

### → Set the Purpose

**Teacher Tip:** This lesson pertains to pages 6–13 of *To the Max*.

#### Compare and Contrast

- Tell students that they will be reading the section called *Street Stunts* on pages 6–13 silently to find out about the different types of street sports. Explain that they will discuss similarities and differences about them after reading.

#### Making Connections to Prior Knowledge

- Remind students to be active readers by monitoring whether their reading makes sense and by making personal connections to the text when they can.

#### Word Skills

- Remind students to look at the structure of words as they read and pay particular attention to compound words, looking at the smaller words within the compound words to help them work out the meanings.

## During Reading

### → Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 6–9: Ask students to read pages 6–9 to find out one thing that is similar about street and vert skating and one thing that is different. Ask volunteers to share what they find out.

- You may want to encourage students to begin asking their own questions as they read.

**Model connecting to prior knowledge**

**Think-aloud:** I wonder what kind of stunts BMX riders perform? I will see if what I think I know about BMX stunts matches what the text says.

Pages 10–11: Ask students to read the pages to find out some stunts BMX riders perform. Have volunteers share what they find out.

Pages 12–13: Ask students to read these pages to find out what a street luge is.

- Have students reread pages 6–13, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that reminds them of a personal experience, contains a difficult word, or that they have questions about.

## After Reading

### → Reflect on Reading Strategies

- Ask students to share any parts of the text that reminded them of personal experiences or for which they could draw on prior knowledge. Discuss how this helped them be active readers.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models.

### → Introduce the Focus Comprehension Skill: Compare and Contrast

#### Model

- Model how to make comparisons by finding characteristics of street and vert skating in the text. Record the characteristics on a chart similar to the graphic organiser. Point out characteristics that are the same for both sports, for example, both street skating and vert skating are types of skateboarding. Then point out one difference, for example, vert skating is done on a special ramp.

#### Guided Practice

- Give students a copy of the graphic organiser. Have them name the different types of street sports they read about and record them in the center boxes on the graphic organiser: skateboarding, BMX riding, street luge.
- Guide students to find several characteristics of the sports and list them on the chart in the boxes labeled characteristics.

### → Independent Practice

- Have students complete the graphic organiser independently to record how the sports are alike and different. When they have finished, have them share their worksheets and justify their responses with reference to the text.

### → Vocabulary Skill: Compound Words

- Provide examples of the three types of compound words and explain that *closed* compound words are the most common. Students may have difficulty differentiating between open compounds (*street luge*) and nouns described by adjectives (*back wheels*). Tell students they can check whether the word is a compound word by checking the dictionary.
- Point out that when a compound word is divided, the smaller words in the compound word must be able to stand on their own.
- Ask students what compound words they encountered in their reading. Pair students and have them create a list of words from the book.
- Have students share their ideas on the word meanings and discuss how the smaller words within the larger words helped them understand the meanings.

### → Apply the Lesson

- Have students read the rest of the book independently. They can:
  - Use the graphic organiser to compare and contrast other sports discussed in the book.
  - Record any compound words they find as they read.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.