

NAME \_\_\_\_\_

# Made for Speed

## Ask and Answer Questions



**Directions:** Use the question words to help you create different types of questions about the pages you have just read. When you have finished your questions, exchange your questions with a partner and write the answers to each other's questions.

### Who, What, Where, When Questions



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### Why, How Questions



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### What Do You Think? Questions



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# Made for Speed

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## → FOCUS STRATEGIES

### → Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading.

### → Comprehension Skill Understand Question/Answer Relationships

Students need to understand the relationship between questions and answers, and where to go to locate answers. They need to understand that different types of questions require different types of answers and different thinking processes. As students become adept at generating their own questions and responding to the questions of others, they are better able to apply their knowledge to other comprehension strategies, including self-questioning.

### → Vocabulary Skill Suffixes That Create Adverbs

As students become more familiar with how words work, they are better able to handle unfamiliar vocabulary as they read. Knowing how to recognise familiar suffixes and/or root words can help them get meaning from what they read.

Focus Vocabulary Skill: Words with suffixes

usually	p 2	badly	p 17
faster	4	normally	18
especially	6	instantly	20
successfully	8	nearly	23
approximately	11	quickly	24
finely	12		



# X-zone

MADE FOR SPEED

## → SUMMARY

Over the years, humans have tried to make vehicles that will go faster and set new records. This book describes some of these different types of vehicles and how fast they can go.

## → OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Ask and answer different types of questions.
- Recognise suffixes that create adverbs.

## → ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can ask and answer different types of questions.
- Note whether students can locate words with suffix *-er* and *-ly* in the text.
- Use the quiz at the back of the book to assess students' understanding of the text.
- Monitor to see if students are able to apply the comprehension strategy focused on in this lesson as they read the rest of the book.

Lesson Plan by **SUSAN HARTLEY**

## Before Reading

### → Preview the Book

#### Build Background

- Write these phrases on the board: rocket-powered cars, top fuel motorbikes, Formula One cars, jet-speed boats, and super sonic jet planes.
- Ask students to take a minute to jot down questions that these words trigger in their minds. Have students share their questions and any ideas they have about the words.

#### Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and the questions they jotted down during the build background activity. Have them preview the table of contents and make additional predictions about the text. Ask them what questions they have as they preview this page.
- Model self-questioning.  
Think-Aloud: The table of contents lists different ways to go fast. This makes me wonder which of these ways is fastest. I wonder how fast these vehicles actually go.
- Preview the book with students, encouraging them to share questions as they view the photos and artwork.

#### Preview Text Features

- Point out the columns headed *Fast Facts*, and tell students that this column will provide interesting bits of information on the topic of speed. Preview the graph on page 7 and ask students what information the graph shows. Point out how the layout changes on pages 10–11, where the text provides a question-answer format.
- Point out the words in bold and show students how they can find these words in the glossary.

### → Introduce the Focus Vocabulary Skill: Suffixes That Create Adverbs

- Point out the word **successfully** on page 8. Explain to students that recognising that a word has a suffix and then finding the root word can help them read difficult words. Point out the root word **success**. Explain that this word has two suffixes: **-ful** and **-y**. Remind them that **-ful** means having the qualities of something, in this case *success*. By adding the **-ly** to *successful*, the word becomes an adverb that describes how the driver broke the record.

### → Set the Purpose

Teacher Tip: This lesson pertains to pages 6–17 of *Made for Speed*.

#### Understand Question/Answer Relationships

- Tell students that they will be reading pages 6–17 silently. They will be asking questions of each other when they finish reading the section.

#### Self-Questioning

- Remind students to be active readers by asking themselves questions as they read to make connections to what they already know and to challenge themselves when something doesn't make sense.

#### Word Skills

- Remind students to be aware of familiar roots in words as well as their suffixes, and what they mean in order to make sense of vocabulary.

## 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: Model asking yourself questions about these pages.

Say: I wonder which of these three rocket-powered cars is the fastest.

Encourage students to share any questions they have. Have them read the pages silently and then briefly discuss what they found out.

Pages 10–11: Ask students to read the pages to find out about the *North American Eagle*. Have volunteers share what they find out.

Pages 12–15: Think-Aloud: I wonder what the difference is between dragsters and Formula One cars. I know they both are used for racing, but I wonder which type goes faster and which is more dangerous?

Encourage students to share any questions they have before reading silently. Briefly discuss what they find out.

Pages 16–17: Ask students what questions they have about these pages before reading. Then have them read silently and share what they find out.

- Have students reread pages 6–17, 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 contains a difficult word or that they have questions about.

## After Reading

### → Reflect on Reading Strategies

- Have students share questions they had as they were reading. Ask them to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

### → Introduce the Focus Comprehension Skill: Understand Question/Answer Relationships

#### Model

- Tell students that some types of questions can be answered by finding information in the book, or from their prior knowledge of the subject, while other questions require information from the book as well as what the reader already knows from personal experience in order to answer them. Use the questions on pages 10–11 to demonstrate questions where the answers can be found in a specific place in the text. Then model other types of questions.

Think-Aloud: If someone asked me how I think Ed Shadle feels about the *North American Eagle*, I would use information in his answers and also what I know about how I feel when I accomplish something challenging. I would answer that he is probably proud of his achievement and proud that he can represent the Pacific Northwest area of the United States and highlight his native heritage through his driving.

- Point out that answers to questions that start with **who**, **what**, **where**, and **when** can often be found in the text. Questions that begin with **why** or **how** often take more thinking and sometimes require the reader to use their own information as well as text information. Questions that ask **what do you think?** require the reader to use their own judgment to answer.

#### Guided Practice

- Give students a copy of the graphic organiser. Guide students to ask different types of questions about pages 6–9, using the question words as support. Have them provide the questions orally and have others in the group respond and tell where they found the information to answer the questions.

### → Independent Practice

- Have students complete the graphic organiser independently. When they are finished, have them exchange their questions with a partner and answer each other's questions.

### → Vocabulary Skill: Suffixes That Create Adverbs

- Review with students that words that describe how something is done, or how much, or how often, are called adverbs. Have them look at the first sentence on page 6 and find the word that describes how the cars go (**faster**).
- Point out the root word **fast**. Explain that the word **fast** can be an adjective that describes a noun, for example, a *fast car*. Explain that by adding **-er** to the word, you can create a word that describes an action. Explain that in the sentence *he can run faster* the word **faster** tells how he runs so it's an adverb.
- Point out the word **especially** on page 6 and ask students what suffix they see at the end of the word. Point out that **-ly** can also be used to create adverbs. In this case, the word describes how the cars were built.
- Have students add **-er** or **-ly** to the following words and use them in oral sentences: *beautiful*, *slow*, *frantic*, *sudden*. If students give a sentence such as *The car is slower*. Explain that in this sentence the word is used as an adjective and it describes the car. Provide an alternative example where the word is used as an adverb. For example: *The train goes slower than the bus*.
- Have students work with a partner to find other examples of adverbs with suffix **-er** or **-ly** on the pages they have read.

### → Apply the Lesson

- Have students read the rest of the book independently. They can:
  - Use the graphic organiser to write questions on other chapters.
  - Record good examples of suffixes they find.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.