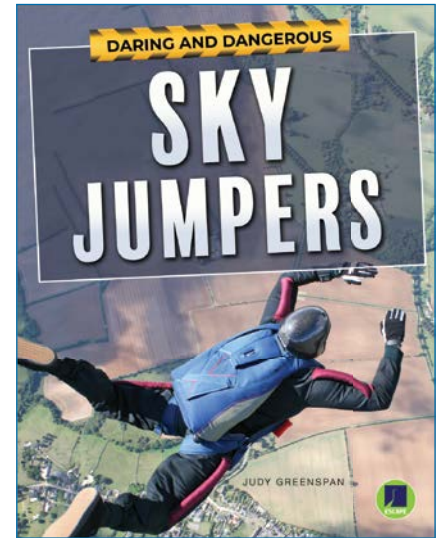




Interest Level: 3-9
Reading Level: 2-4
Age Range: 8-14
Genre: Nonfiction
GRL: Q
Lexile: 790L

Subject: High Interest
Pages: 32
Standards:
CCSS.RI.6.5
CCSS.SL.6.1
CCSS.W.6.10



LESSON OBJECTIVE

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

LESSON FOCUS: Text Structure

Tell students that a "structure" is a building or framework. "Text structure" refers to how a piece of text is built. Builders can use different types of structures to build different things. Writers use different structures to build their ideas. Each text structure communicates ideas in a different way.

BEFORE READING

ACTIVATING PRIOR KNOWLEDGE

On chart paper around the room (or paper passed around groups), ask small groups of students to respond to what they know about the different text structures (chronology, comparison, cause/effect, problem/solution). Write a text structure at the top of each paper and have students write what they know about each one. Give students about two minutes to respond and then have each group move to the next one.



PREVIEW AND PREDICT

Show students the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the table of contents, glossary, sample of pages and photographs.

AS YOU READ

Read the book aloud or have students read with a partner. During reading, stop and talk about various paragraphs. Model a think aloud to determine the text structure and signal or clue words that helped you determine what it is. After you have modeled a few, ask students to participate in determining the structure.

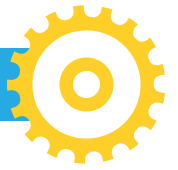
AFTER YOU READ

Engage the class in a discussion about how the structure of the text contributes to the development of the ideas. Discuss why authors use various text structure and how the meaning of the text would change if it was presented differently.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS (Encourage students to look back in the text to support their answers):

1. Summarize what you learned from reading the chapter, "The Only Way In".
2. Why do some skydivers fall head first?
3. Who are the Leap Frogs? What do they do?
4. What is base jumping?

STUDENT EXTENSION ACTIVITY - SKY JUMPERS



NAME: _____

DATE: _____

1. Complete the Vocabulary Application Graphic Organizer.

Directions:

Using brainstorming strategies generate a Word Bank based on key words from the text. Then, write their meaning and use the words in complete sentences.

Word Bank

--

Key Words	What does it mean?	Use it in a sentence

2. Identify a problem and solution in the text. Complete the Summarizing Graphic Organizer.

Directions:

Identify the problem and the solution as presented in the text. Next, write a short version of the problem and the solution in your own words. Use the graphic organizer as a guide.

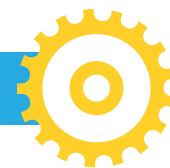
Problem

Solution

My Summary:

Need More Space?
Grab a piece of
scrap paper!

STUDENT EXTENSION ACTIVITY - SKY JUMPERS



3. Use the RACE strategy (restate the question, answer the question, cite with text evidence, elaborate) to answer the following question.

Why do people skydive for fun?

Don't Forget to Edit Your Work!
Check the spelling, punctuation and grammar.

9781643690667TN

Sky Jumpers

A barcode with the numbers 0 44222 28379 7 below it.

0 44222 28379 7