



Instructional Targets

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied in a story, play or poem.



Differentiated Tasks

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Independently read questions about a story and write, speak or select an answer.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Point to or select a picture from a choice of three in response to a question about a story.
- Identify feelings associated with a story, play or poem.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.
- Respond to a question by choosing a single option or errorless picture.
- Identify or select a word that has two meanings within the context of a story, play or poem.



Topic Connection

In this unit's Chapter Book, *Zoom! Spin! Turn! Fun at the Amusement Park*, students learn about how people and objects move at an amusement park and how to make choices during recreation and leisure activities. In this chapter, **Making Choices at the Gift Shop**, the Kinder family chooses souvenirs to buy to help them remember their trip.



Topic Words



choose	move*	down*	around*
fun*	turn*	fast*	gravity
scared	up*	slow*	spin



Literacy Words

book	title	illustration/picture*
chapter	author	read*
cover	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric






Monthly Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.



Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Monthly Plan .			
 ULS Materials and Resources	Chapter 6: Making Choices at the Gift Shop (Level J/K) Communication Board Standards Connection A	Chapter 6: Making Choices at the Gift Shop (Level J/K, F/G or F/G Symbol-Supported) Communication Board	Chapter 6: Making Choices at the Gift Shop Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
	Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L³ Skills: Language Arts Skills		
 Additional Materials			



Instructional Targets



Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied in a story, play or poem.



Instructional Routine



or



Before Reading

- Use Lesson 15, Activity 3 to introduce and review the Topic Words: choose, fun, scared, move, turn, up, down, fast, slow, around, gravity, spin.
- Continue talking about making choices at an amusement park. Ask a focus question such as, "What can you choose to buy at an amusement park?" Discuss students' responses.
- Display Chapter 6, **Making Choices at the Gift Shop** (Level J/K), and read the title. Use Standards Connection A to provide a visual.
- Preview the chapter. Point out the illustrations of the different souvenirs people can buy at the gift shop. Tell students people often buy souvenirs at a gift shop to help them remember their trip. People can choose different things to buy. Then say, "As I read, it is your job to remember what the Kinder family chooses to buy at the gift shop."
- Review the learning goal with students: **I will remember what the Kinder family chooses to buy at the gift shop.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Call attention to terms that describe the Kinder family making choices at the gift shop, such as 'choose', 'fun', 'souvenir', 'T-shirt', 'keychain', 'magnet' and 'like'. Emphasize these terms when reading them aloud.

Comment on People, Setting and Events

- Comment on how the illustrations help you see how people enjoy doing different activities. For example, on page 49, say, "The illustration shows me how Gwen felt about riding the waterslide and Ferris wheel. Gwen thought the waterslide was fun, but she felt scared on the Ferris wheel. People can choose to do different activities. Not everyone will like the same things." Additionally, on page 50, point out how Ben enjoyed riding a different ride than Gwen.
- Comment on how the illustrations help you see how the Kinder family makes choices about souvenirs to buy. For example, on page 53, say, "This illustration shows a roller coaster key chain. Ben chooses to buy a roller coaster key chain because he liked riding the roller coaster."
- Point out the implied meaning of a selection of text. For example, on page 51, the book states, "The Kinder family arrives at the gift shop. They see different kinds of souvenirs to buy." Ask students, "How does the Kinder family feel when they see all the different souvenirs to buy?" Talk about how the Kinder family might feel overwhelmed by all the choices or they might be excited to pick a souvenir. Sometimes having a lot of choices can be fun or having a lot of choices can make it harder to choose.

Discussion Questions

- Read and discuss the questions at the bottom of each page in the chapter.

After Reading

- Revisit the learning goal. Ask, "What does the Kinder family choose to buy at the gift shop?"
- Level 3:** Have the student independently describe what the Kinder family chooses to buy at the gift shop. Provide prompts such as: "What did Gwen buy at the gift shop?" "What souvenir did Ben choose at the gift shop?"
- Level 2:** Have the student identify one thing the Kinder family chooses to buy at the gift shop by answering questions or completing a sentence frame, such as: Jen chooses to buy a ____ at the gift shop. Picture supports such as the Communication Board or chapter illustrations may be used as needed.
- Level 1:** Have the student identify one thing the Kinder family chooses to buy at the gift shop by making a selection (may be single option or errorless choice). For example, display the symbol for 'T-shirt'. Ask, "What does Gwen choose to buy at the gift shop?"
- Continue the discussion by talking with students about souvenirs they have bought or other places where they have to make choices about what to buy.
- Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding ?



Level 3: Can the student independently describe what the Kinder family chooses to buy at the gift shop?



Level 2: Can the student identify one thing the Kinder family chooses to buy at the gift shop using picture supports as needed? How?



Level 1: Can the student identify one thing the Kinder family chooses to buy at the gift shop by making a selection (may be single option or errorless choice)?



Instructional Target



Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level J/K, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.



Instructional Routine

Guided Reading



or



Before Reading

- Introduce the chapter by having students share what they have learned about making choices at a gift shop.
- Use the following Topic Words in conversation about the chapter: choose, fun, scared, move, turn, up, down, fast, slow, around, gravity and spin. Have students locate the words in the chapter.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students:
I will read a chapter.

During Reading

- Listen as students read quietly to themselves.
- Monitor fluency.
- Model, prompt or support use of skills and strategies.

After Reading

- Revisit the learning goal and talk with students about the chapter.
- Have students locate the High-Frequency Words: the, start, different, will, ground, at, now, is, you, let's, move, up and down.



Instructional Routine

Shared Reading



or



Before Reading

- Introduce the chapter by having students share what they have learned about making choices at a gift shop.
- Use the following Topic Words in conversation about the chapter: choose, fun, scared, move, turn, up, down, fast, slow, around, gravity and spin. Help students locate the words in the chapter.
- Review the learning goal with students:
I will read a chapter.

During Reading

- Read aloud while students follow along.
- Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board.
- Monitor print concepts and fluency.
- Model and support use of skills and strategies.

After Reading

- Revisit the learning goal and talk with students about the chapter.
- Have students locate the High-Frequency Words: the, start, different, will, ground, at, now, is, you, let's, move, up and down.



Check Understanding

Level 3: Can the student independently read chapter books adapted to personal reading level?

Level 2: Can the student read chapter books adapted to personal reading level with support?

Level 1: Can the student actively participate in reading chapter books adapted to student ability level? How?



Instructional Target



Reading Standards for Literature

- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.



Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What do Gwen, Ben and Jen buy at the gift shop—souvenirs or food?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, Making Choices at the Gift Shop. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, Making Choices at the Gift Shop. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding ?

- ❄️ **Level 3:** Can the student independently answer questions about the chapter?
- ❄️ **Level 2:** Can the student answer questions about the chapter by selecting a picture?
- ❄️ **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

down spinning amusement park roller coaster like

Fill-In (Levels 3-1)

1. People can _____ different things. (**like**)
2. Gwen liked moving fast _____ the waterslide. (**down**)
3. Ben liked the turns and loops on the _____. (**roller coaster**)
4. Jen liked _____ in a circle on the Ferris wheel. (**spinning**)
5. People and objects move at the _____. (**amusement park**)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (dislikes, **likes**, food)
2. How did Gwen move on the waterslide? (backward, up, **down**)
3. What does Ben like that has turns and loops? (**roller coaster**, bumper cars, duck pond game)
4. What does Jen like about the Ferris wheel? (floating, jumping, **spinning**)
5. What is important to know about this chapter?
 - **People and objects move at the amusement park.**
 - People and objects do not move at the park.
 - People can buy prizes at the amusement park.

Fill-In Advanced

1. People can _____ different activities to do. (**choose**)
2. Some activities may be _____. (**fun**)
3. Gwen was _____ riding the Ferris wheel. (**scared**)
4. Gwen didn't like being so high _____ in the air. (**up**)
5. Ben didn't like moving down the the waterslide so _____. (**fast**)

Multiple-Choice Advanced

6. What kinds of souvenirs does the Kinder family see? (**T-shirts, key chains, magnets**)
7. What will the key chain help Ben remember about roller coasters?
(how they sleep, **how they move**, how they stick)
8. What do roller coasters do? (**turn**, **go around loops**, fly away)
9. Why did the Kinder family buy souvenirs?
 - to help keep them warm
 - to help them drive home
 - **to help them remember their trip**
10. What is true about the amusement park?
 - **People can choose different rides and souvenirs.**
 - People must ride the same rides.
 - **People and things move at the amusement park.**



Instructional Targets

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different genres; identify personal preferences.



Differentiated Tasks

Level 3 Students will...

- Experience different literature genres having various themes.

Level 2 Students will...

- Identify two stories or books of the same genre.

Level 1 Students will...

- Select a book or story of personal preference.

Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 13 - Chapter 6

Standards Connection A

13

Standards Connection A

What is the title of this chapter?

What do you think this chapter will be about?

This is a Chapter Book. What kind of Chapter Book is this?

Fiction

Nonfiction

What is the chapter topic?

Biography

Social Studies

Science

Compare this book to a Chapter Book that has been read recently.

What kind of book would you choose?

Picture Book

Chapter Book

Comic Book

Book with facts

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HS, Unit 6, Unit Target, Unit Topic Lesson 13, Chapter 6, Title

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Summarize the main theme of a story and support it by citing details. Summarize a sequence of events in a story.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and appropriate to a task, an audience or a situation.

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Differentiated Tasks

Level 3 Students will...

- Summarize the main idea, key details and characters of a story.
- Describe the sequence of events from a text or list the steps of a procedure.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Use picture supports to retell the main idea, key details or characters from a story.
- Use picture supports to identify the order of events from a story.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...


- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event from a story (single option or errorless choice).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.




Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.


Standards for Language are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.


Lesson 13 - Chapter 6
Standards Connection B

13
Standards Connection B


Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	


What is important to know?


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HS, Unit 4, Unit Topics, Unit Topics
Lesson 13, Chapter 6, 13



Instructional Targets

Reading Standards for Literature

- **Craft and Structure:** Identify the structure of a story, play or poem. Identify and compare what is stated and what is implied in a story, play or poem.



Differentiated Tasks

Level 3 Students will...

- Describe words, phrases or features that are part of the structure of a story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Identify words, phrases or features that are part of the structure of a story, play or poem.
- Identify feelings associated with a story, play or poem with support.

Level 1 Students will...

- Select a word or illustration that is part of the structure of a story, play or poem.
- Identify or select a word that has two meanings within the context of a story, play or poem.

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Use various features from the text such as the characters, setting, narrator, events and theme in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.

Lesson 13 - Chapter 6 Standards Connection C			
13 Standards Connection C			
Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story)
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

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HS, Unit 4, Unit Target, Unit Topic
Lesson 13, Chapter 6, Title

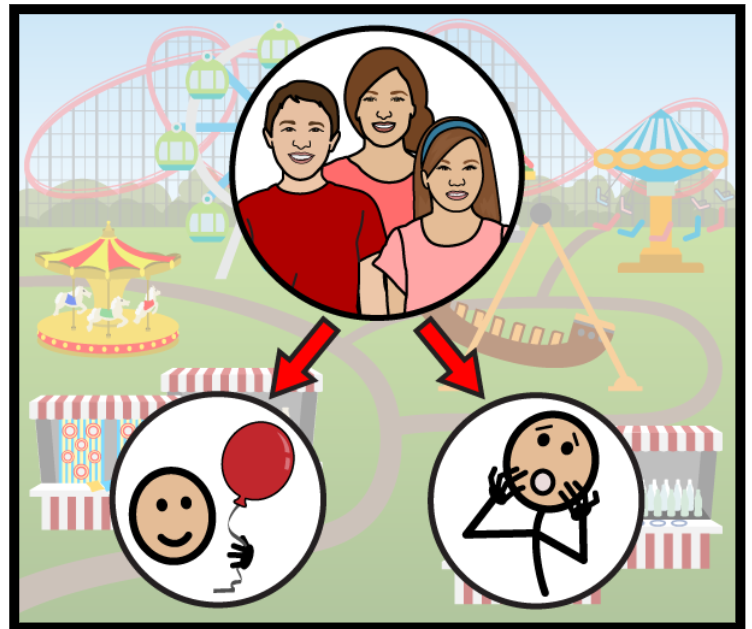
Chapter 6:

Making Choices at the

Gift Shop

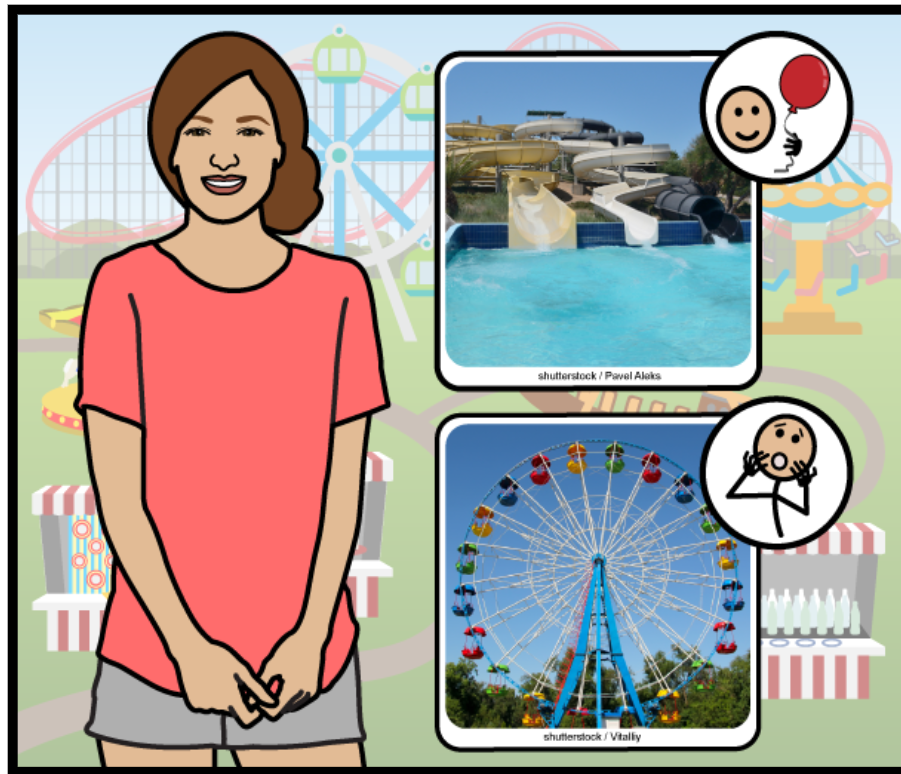


The Kinder family starts walking to the gift shop. “Each of us chose something different to do at the amusement park,” says Mrs. Kinder. “People can choose different activities to do. Some activities may be fun for you. They might make someone else scared.



People can like different things.”

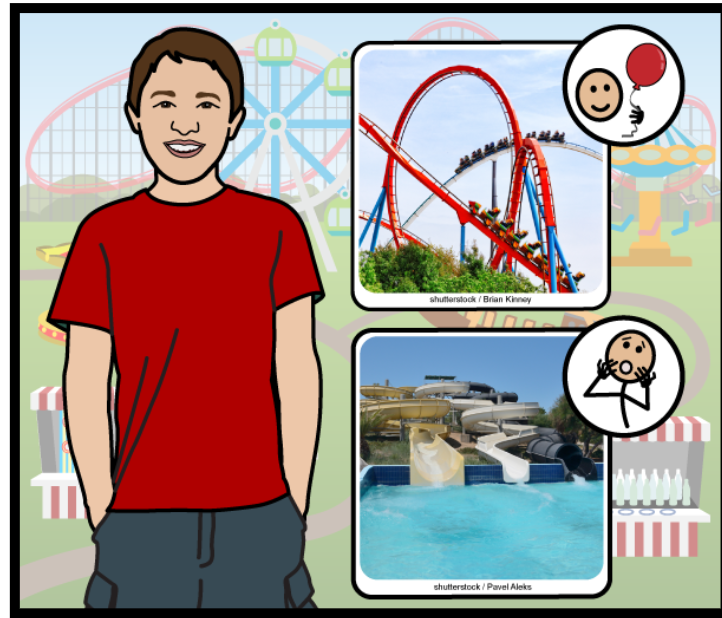
Describe why people might choose to do different activities at an amusement park.



“I went on the waterslide,” says Gwen.

“I thought it was fun. Jen liked the Ferris wheel. But, I was scared riding the Ferris wheel. I didn’t like being so high up in the air. I will go on a waterslide again. I will not ride a Ferris wheel again.”

How did Gwen feel on the waterslide? How did she feel on the Ferris wheel?



“I rode on the roller coaster,” says Ben.

“It was fun. Gwen liked the waterslide.

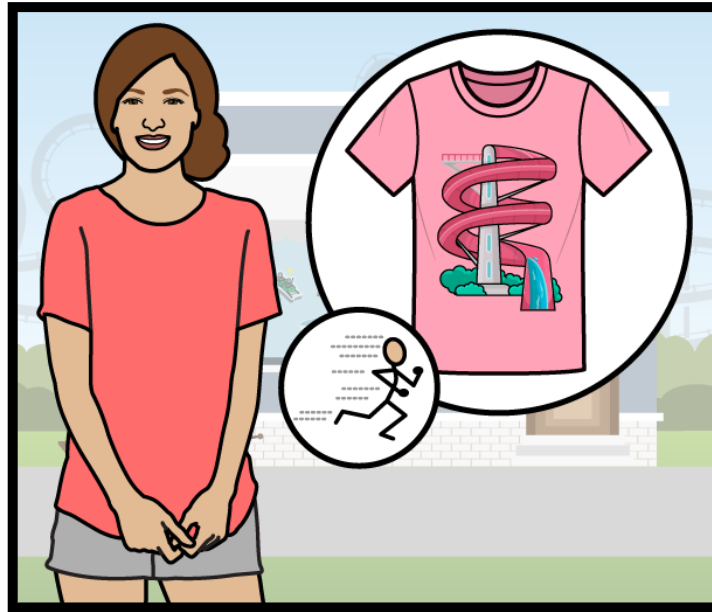
But, I was scared when I rode the
waterslide. I didn’t like moving down the
waterslide so fast. I will ride a roller
coaster again. I will not go on a
waterslide again.”

How did Ben feel on the roller coaster? How did he feel on the waterslide?



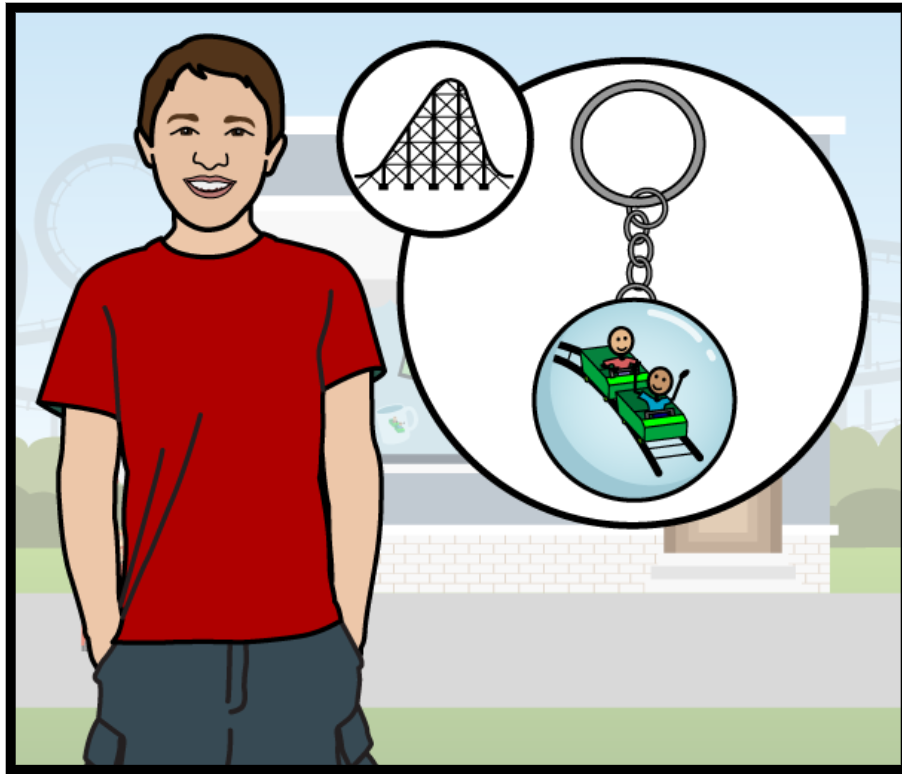
The Kinder family arrives at the gift shop. They see different kinds of souvenirs to buy. There are colorful T-shirts, key chains and magnets. “Now, it is time for everyone to choose a souvenir to buy,” says Mrs. Kinder. “Souvenirs can help us remember what we did on our trip.”

Why will the Kinders buy souvenirs at the gift shop?



“Pick a souvenir to help you remember what you liked doing today,” says Mrs. Kinder. “I choose a T-shirt,” says Gwen. “I will remember how the water rides move. I moved fast down the waterslide. I moved slowly floating on a tube in the water.”

What will Gwen remember about how she moved on the water rides?

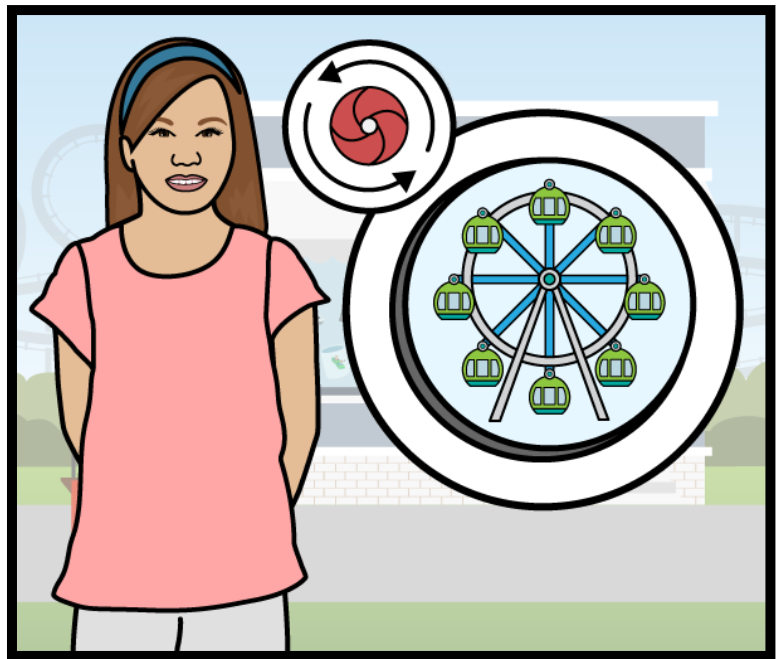


“I choose a roller coaster key chain,” says Ben. “It will help me remember how roller coasters move. They move slow up hills. They move fast down hills. Roller coasters turn and go around loops. Gravity helps roller coasters move.”

What will Ben remember about how the roller coaster moved?

“I choose a Ferris wheel magnet,” says Jen. “I want to remember how the Ferris wheel spins around in a circle. You

slowly move up until you get to the top. Then, you slowly



move back down to the ground.” “Those are great souvenirs,” says Mrs. Kinder. She pays for the items.

What will Jen remember about how the Ferris wheel moved?



“We learned a lot today,” says Mr. Kinder. “People can choose different activities to do. People and things move at the amusement park. They move fast and slow. They move up, down and spin around. Objects can move back and forth or straight. Now, let’s go home. I’m tired!”

What was your favorite activity that the Kinder family did in this book? Why?

Chapter 6:

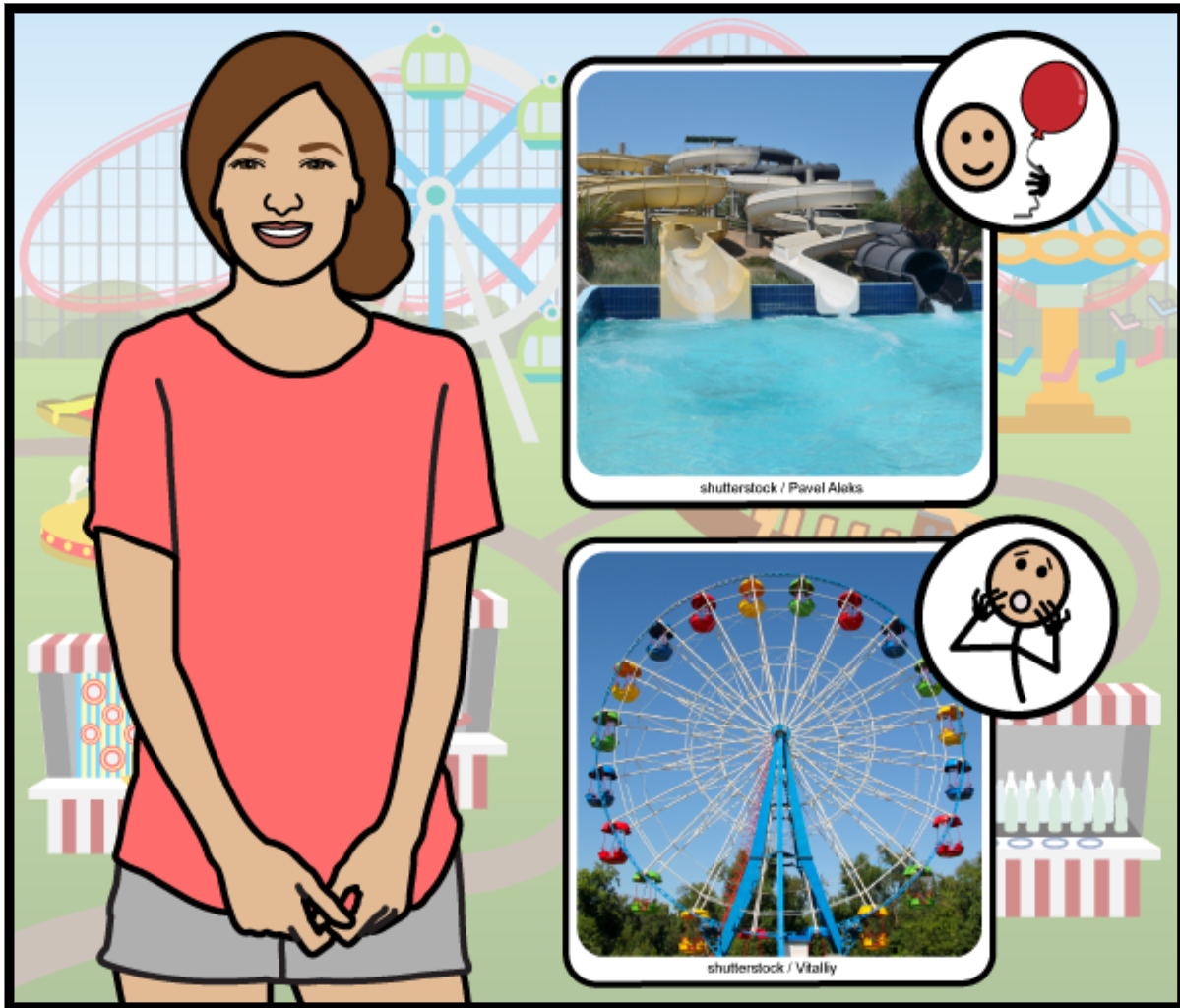
Making Choices at the

Gift Shop





**People choose different things to do.
They can be fun for some people.
They can make other people feel
scared. People can like different
things.**

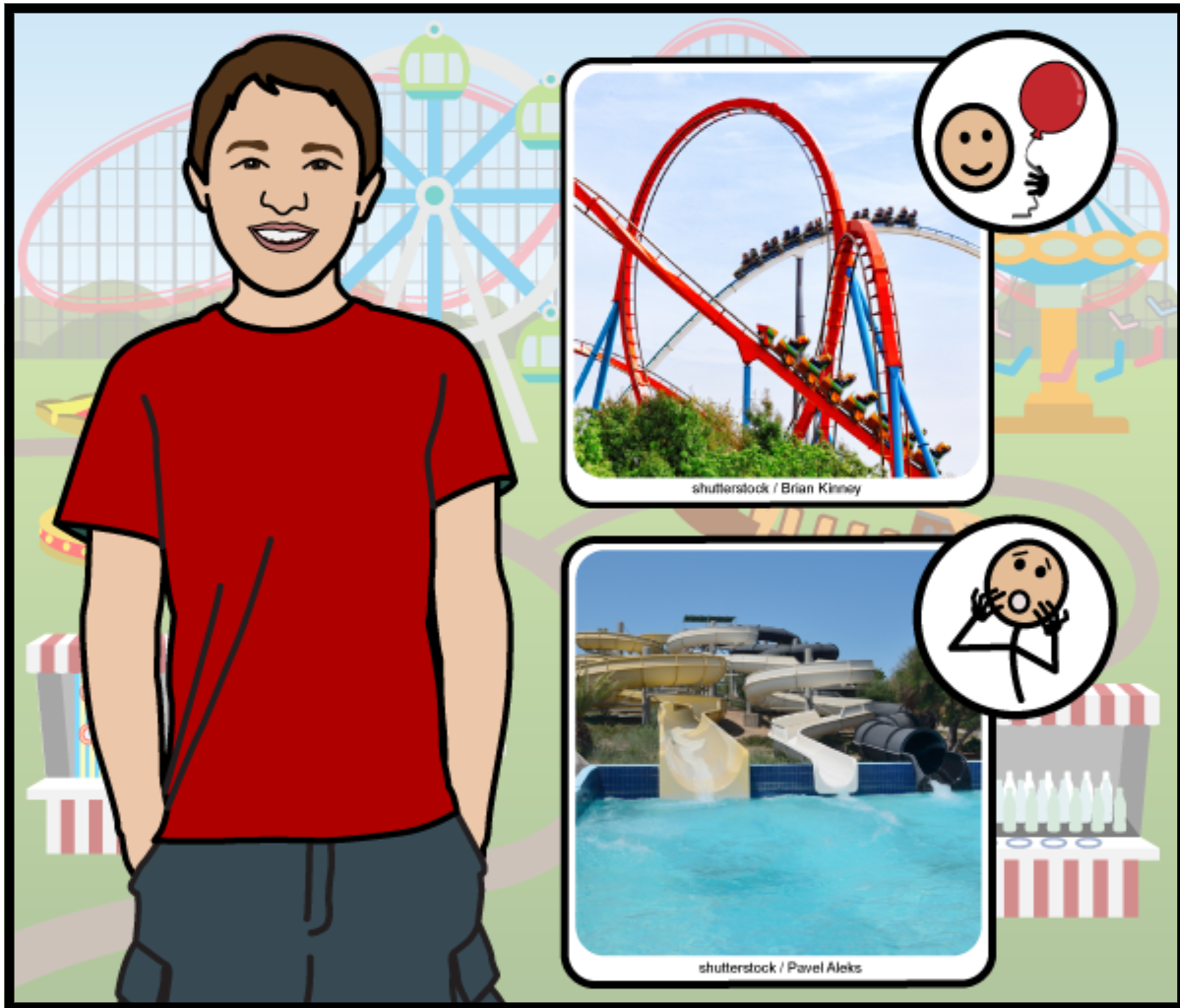


Gwen thought the waterslide was fun.

She was scared on the Ferris wheel.

Gwen will ride a waterslide again.

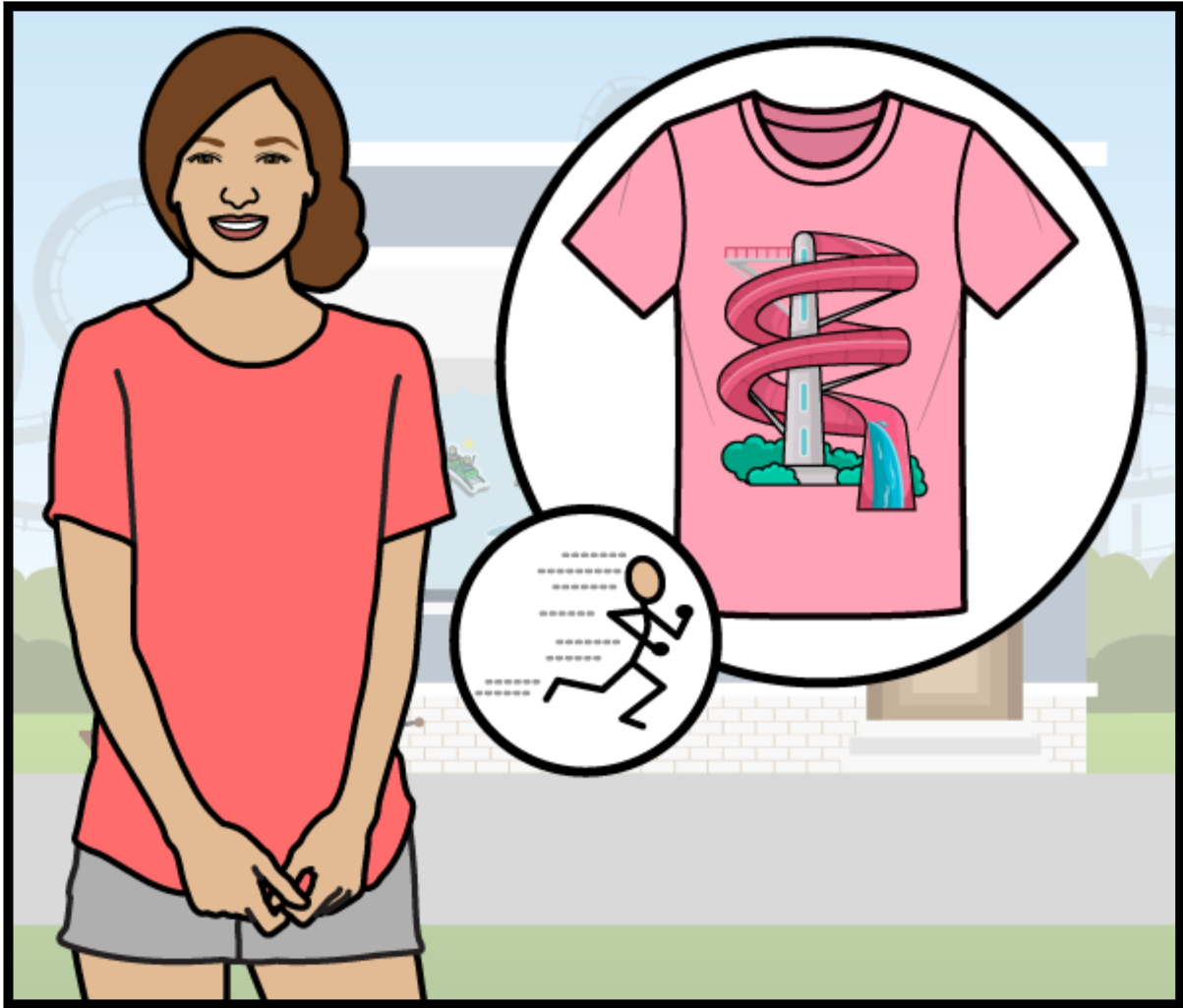
She will not ride a Ferris wheel.



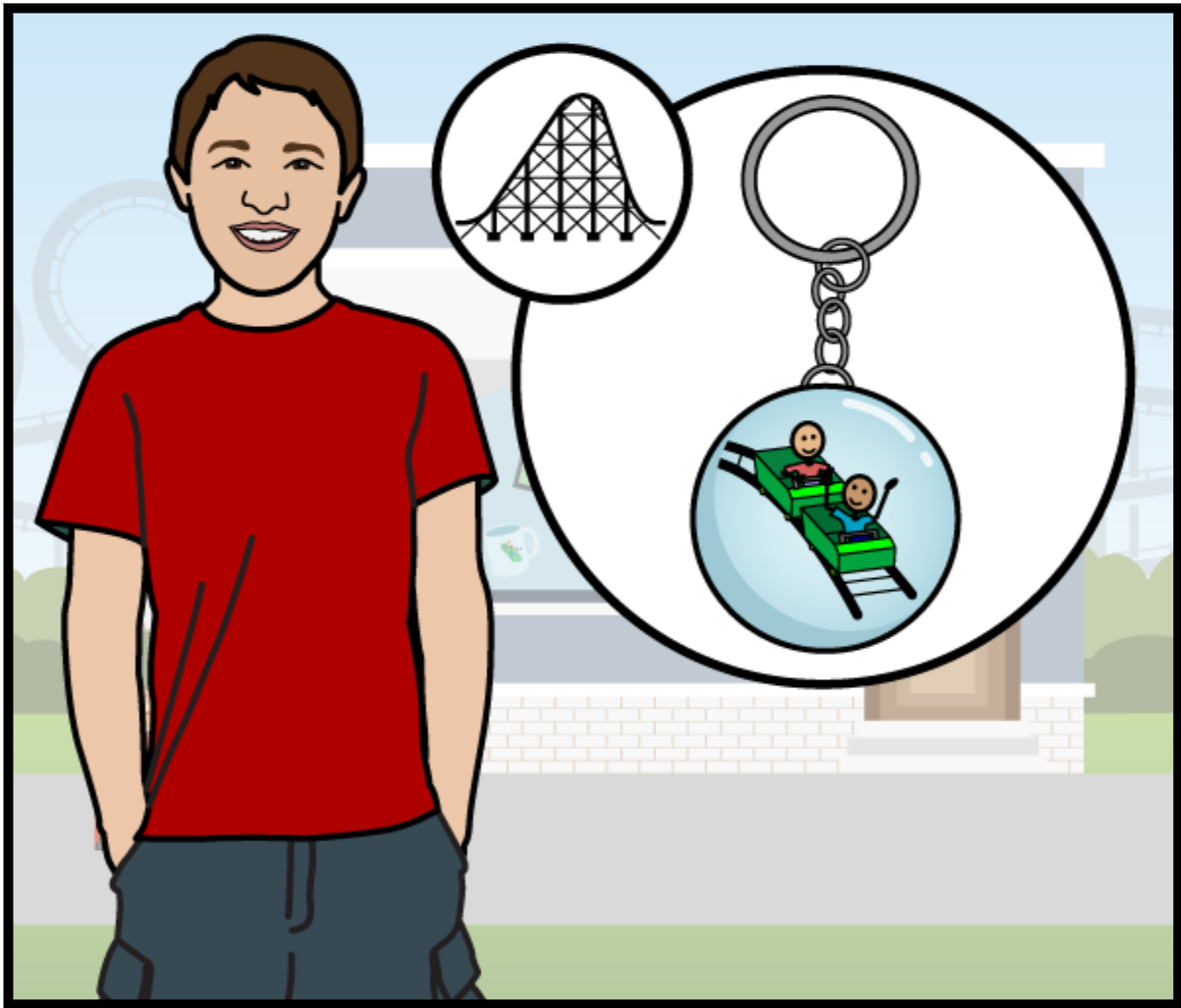
Ben thought the roller coaster was fun. He was scared on the waterslide. Ben will ride a roller coaster again. He will not go on a waterslide.



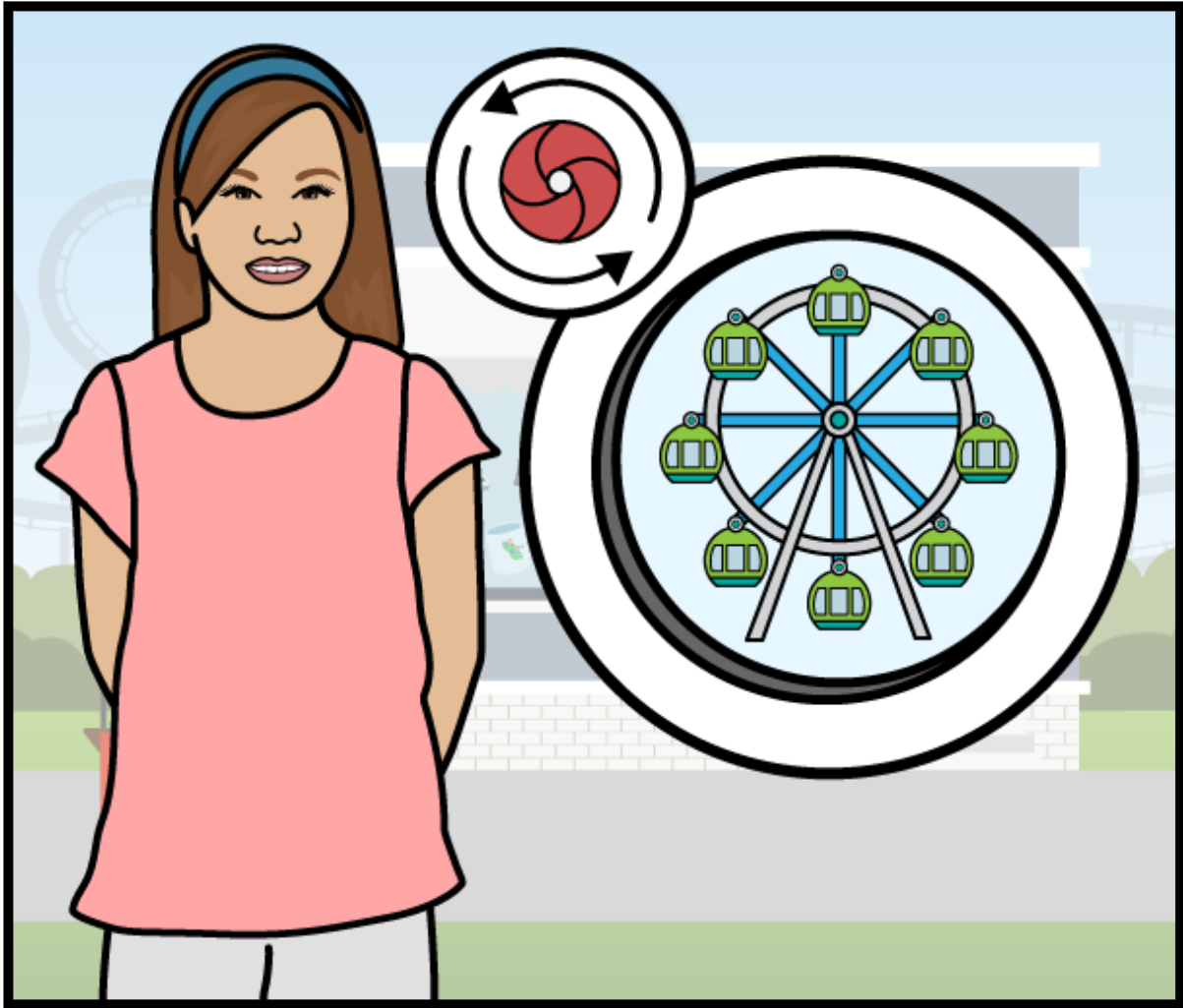
The family arrives at the gift shop. They see T-shirts, key chains and magnets. The family will choose items to buy. The items will help them think about their trip.



Gwen chooses to buy a T-shirt. She wants to remember the water rides. Gwen liked moving fast down the waterslide. She moved slowly floating on a tube.



Ben chooses to buy a key chain. He wants to remember the roller coaster. Ben liked the turns and loops on the roller coaster. Gravity helps roller coasters move.



Jen chooses to buy a magnet. She wants to remember the Ferris wheel. Jen liked spinning in a circle on the Ferris Wheel. Ferris wheels move slowly.



The family learned a lot at the amusement park. People can choose different things to do. People and objects move at the amusement park. They can move up, down and spin around.

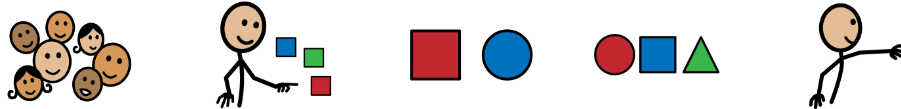
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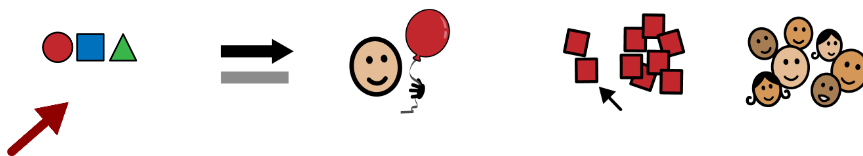




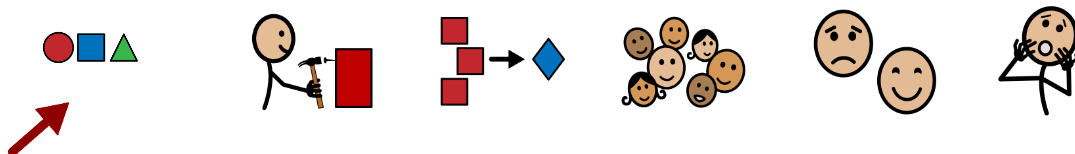
People choose different things to do.



They can be fun for some people.

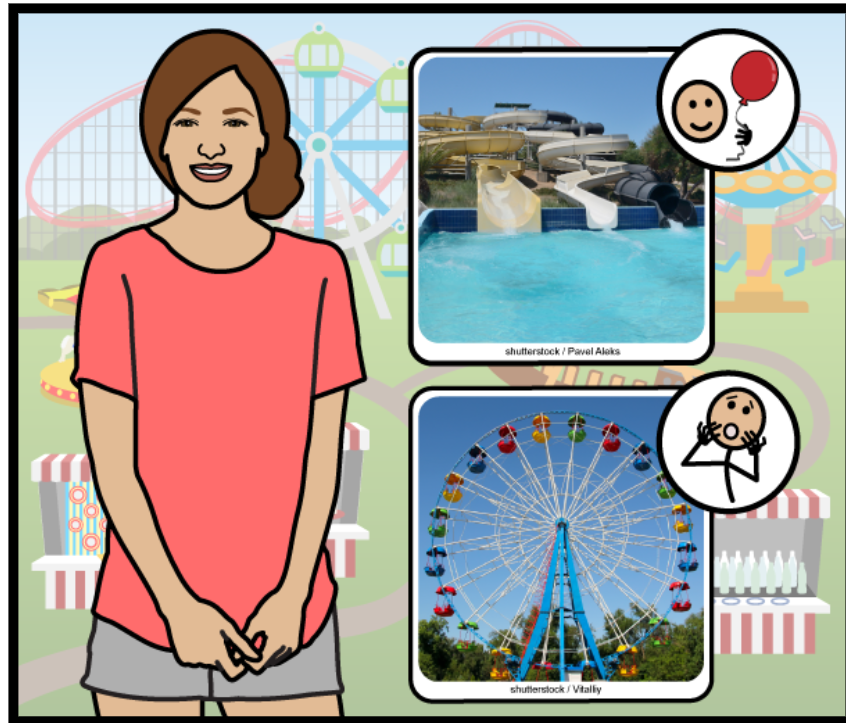


They can make other people feel scared.

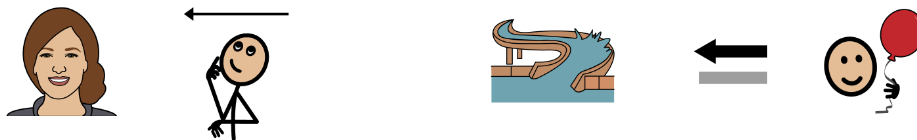


People can like different things.

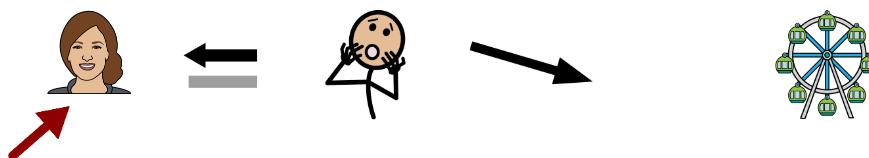




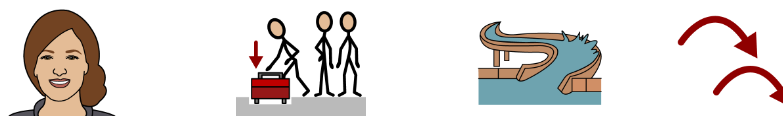
Gwen thought the waterslide was fun.



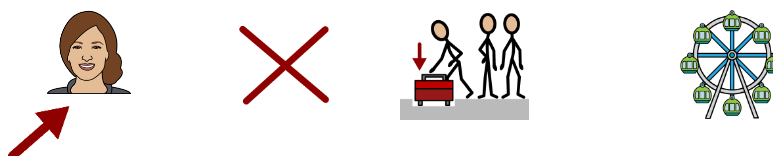
She was scared on the Ferris wheel.

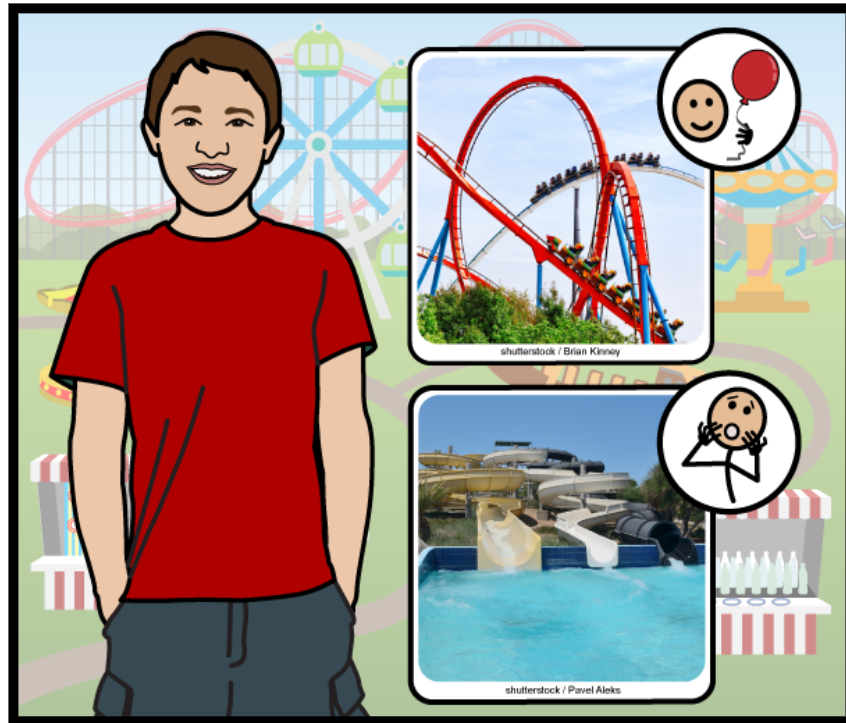


Gwen will ride a waterslide again.

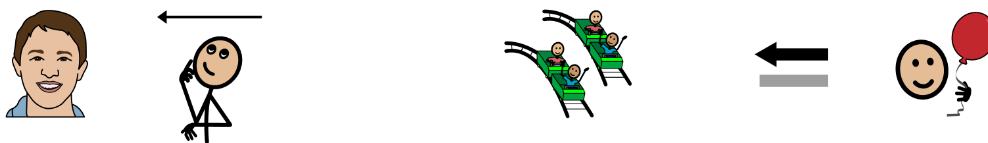


She will not ride a Ferris wheel.

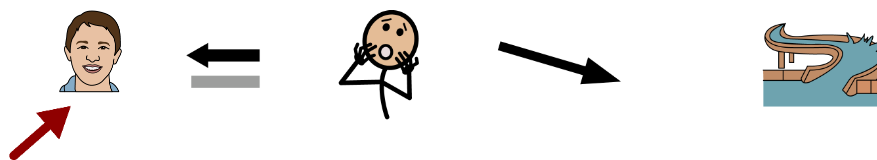




Ben thought the roller coaster was fun.



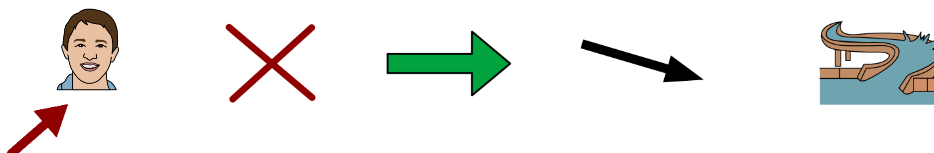
He was scared on the waterslide.



Ben will ride a roller coaster again.



He will not go on a waterslide.

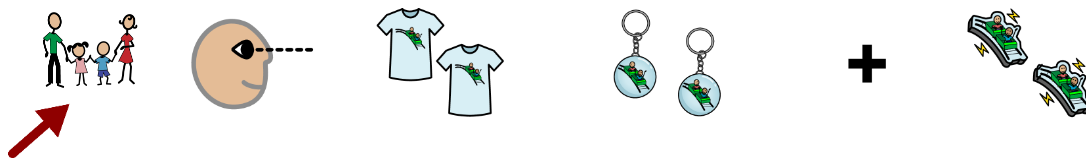




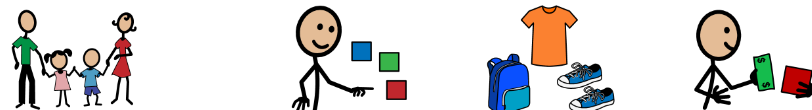
The family arrives at the gift shop.



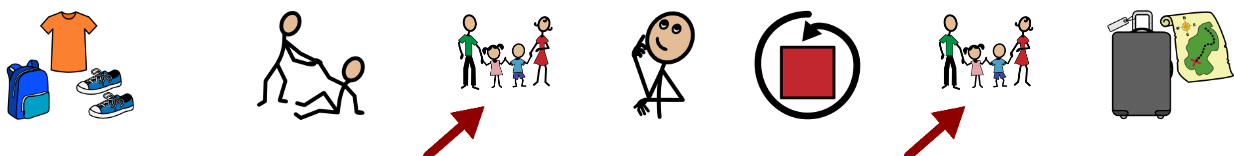
They see T-shirts, key chains and magnets.

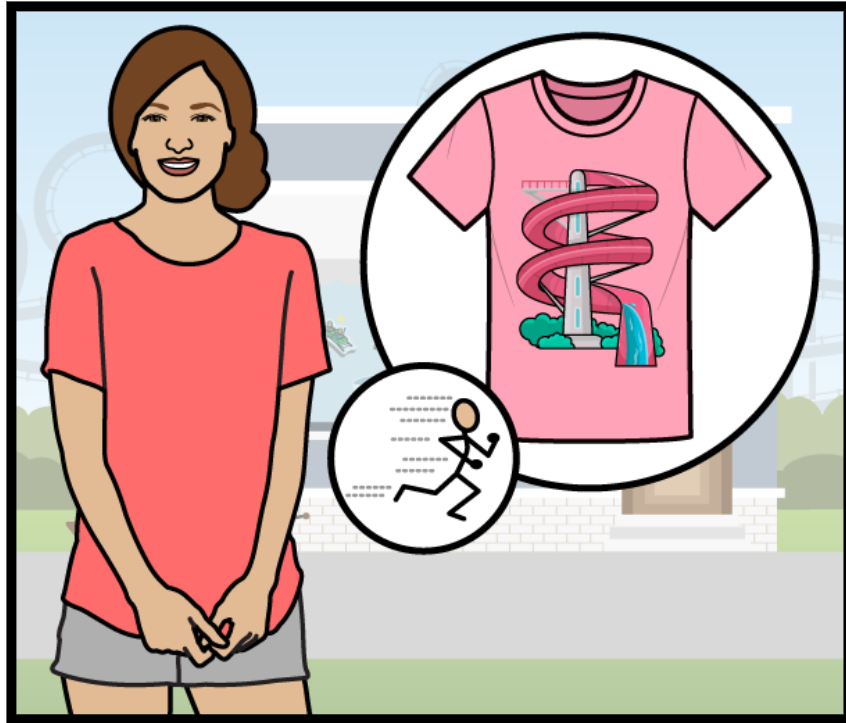


The family will choose items to buy.

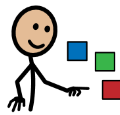


The items will help them think about their trip.

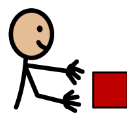




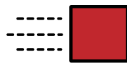
Gwen chooses to buy a T-shirt.



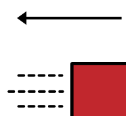
She wants to remember the water rides.

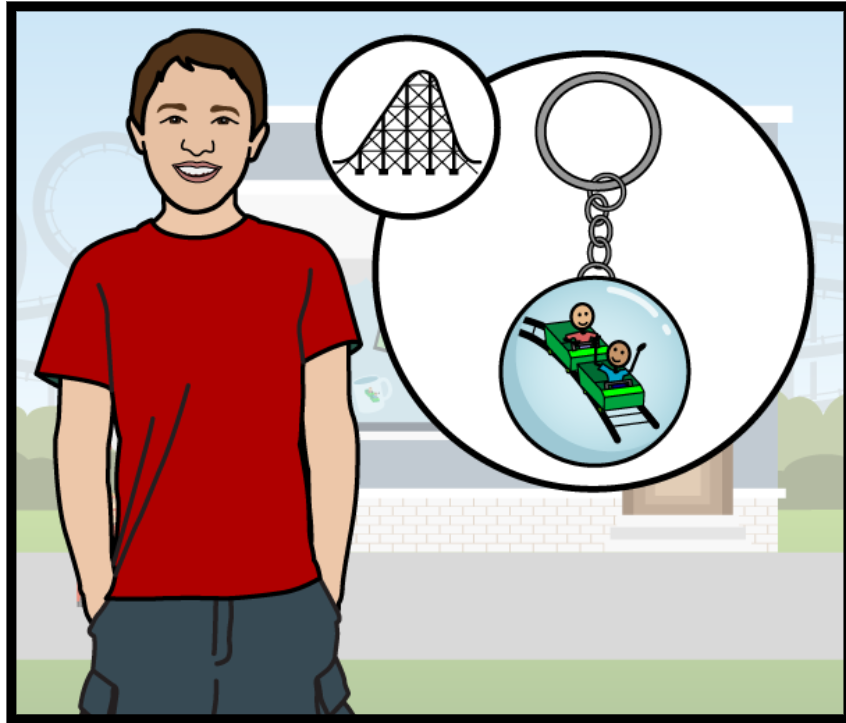


Gwen liked moving fast down the waterslide.



She moved slowly floating on a tube.





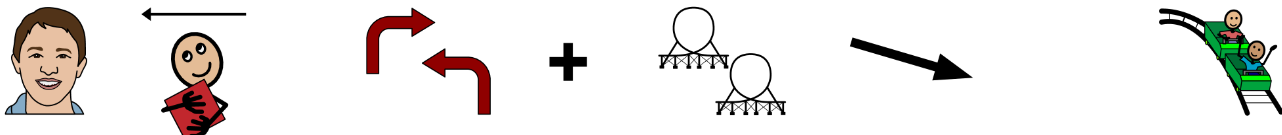
Ben chooses to buy a key chain.



He wants to remember the roller coaster.

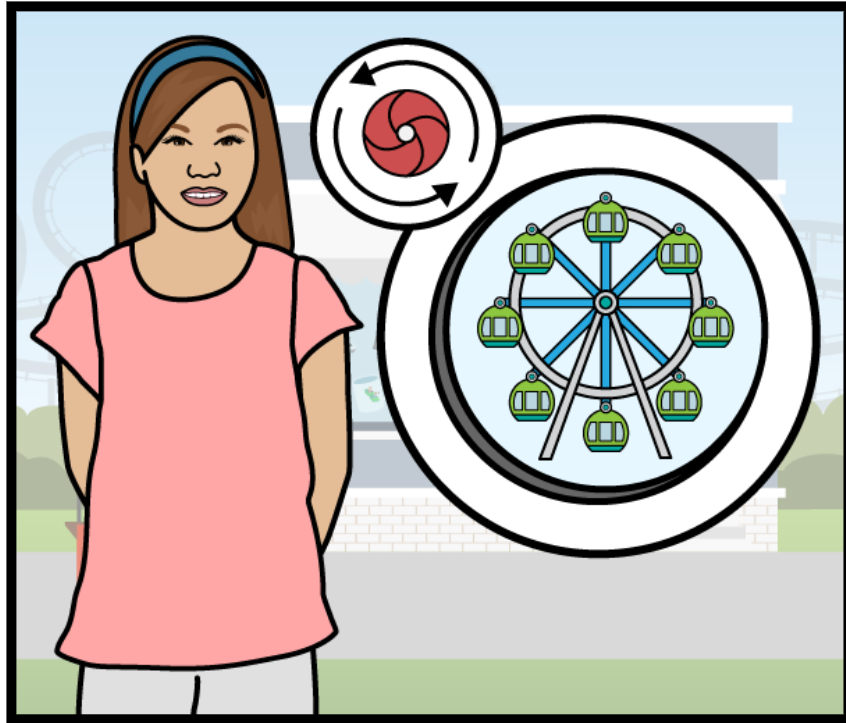


Ben liked the turns and loops on the roller coaster.

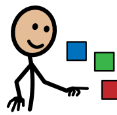


Gravity helps roller coasters move.

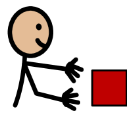




Jen chooses to buy a magnet.



She wants to remember the Ferris wheel.



Jen liked spinning in a circle on the Ferris wheel.

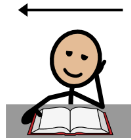


Ferris wheels move slowly.

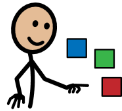




The family learned a lot at the amusement park.



People can choose different things to do.



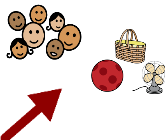
People and objects move at the amusement park.



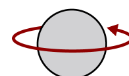
+



They can move up, down and spin around.



+



yes



Making Choices at the Gift Shop

no

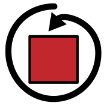


choose 	feel 	different 	fun 	people 	Gwen 	waterslide
like 	ride 	scared 	fast 	Ferris wheel 	Ben 	roller coaster
see 	remember 	down 	slow 	gift shop 	trip 	gravity
move 	spin 	up 		amusement park 		

Within each category, pictures are listed from left to right in the order in which they appear in the text.



What is the title of this chapter?



What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction



Nonfiction

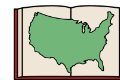


What is the chapter topic?

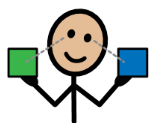
Biography



**Social
Studies**



Science



Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?

**Picture
Book**



**Chapter
Book**



**Comic
Book**



**Book
with facts**



1. People can different things.

2. Gwen liked moving fast the waterslide.

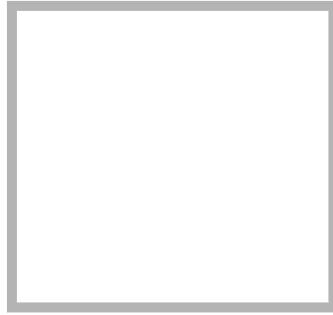
3. Ben liked the turns and loops on the .

4. Jen liked in a circle on the Ferris wheel.

5. People and objects move at the .

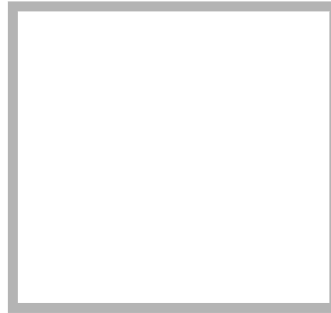
Name: _____

1. People can



different things.

2. Gwen liked moving fast



the waterslide.

3. Ben liked the turns and loops on the



.

4. Jen liked



in a circle on the Ferris wheel.

5. People and objects move at the



.

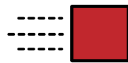
1. People can



different things.



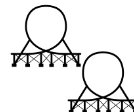
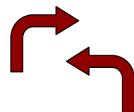
2. Gwen liked moving fast



the waterslide.



3. Ben liked the turns and loops on the



4. Jen liked



in a circle on the Ferris wheel



5. People and objects move at the



+



.

1. What is this chapter about?

a. dislikes

b. likes

c. food

2. How did Gwen move on the waterslide?

a. backward

b. up

c. down

3. What does Ben like that has turns and loops?

a. roller coaster

b. bumper cars

c. duck pond
game**4. What does Jen like about the Ferris wheel?**

a. floating

b. jumping

c. spinning

5. What is important to know about this chapter?☐ a. People and objects move at the amusement park.☐ b. People and objects do not move at the park.☐ c. People can buy prizes at the amusement park.

1. What is this chapter about?

a. dislikes



b. likes

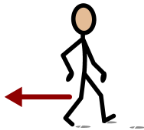


c. food



2. How did Gwen move on the waterslide?

a. backward



b. up



c. down

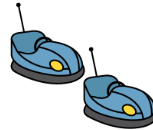


3. What does Ben like that has turns and loops?

a. roller coaster



b. bumper cars



c. duck pond game



4. What does Jen like about the Ferris wheel?

a. floating




b. jumping





c. spinning



5. What is important to know about this chapter?

☐ a. People and objects move at the amusement park. 

☐ b. People and objects do not move at the park. 

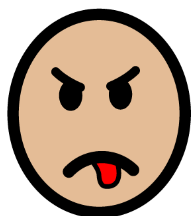
☐ c. People can buy prizes at the amusement park. 

Chapter 6: Making Choices at the Gift Shop

1. What is this chapter about ?



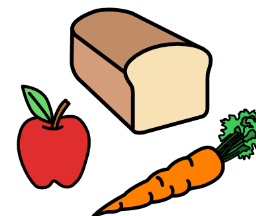
dislikes



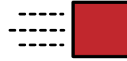
likes



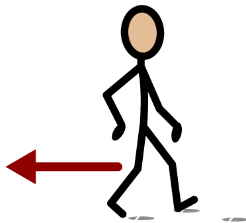
food



2. How did Gwen move on the waterslide ?



backward



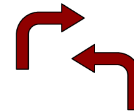
up



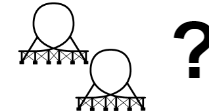
down



3. What does Ben like that has turns and loops ?



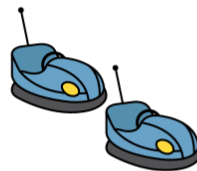
+



roller
coaster



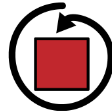
bumper
cars



duck pond
game

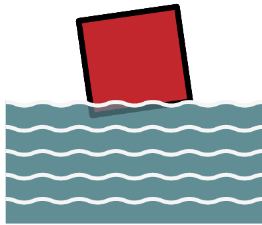


4. What does Jen like about the Ferris wheel ?

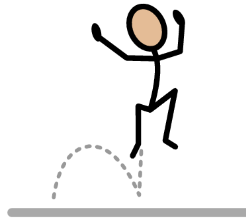


?

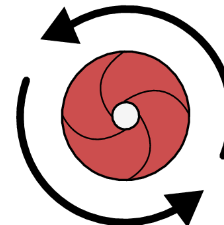
floating



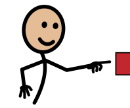
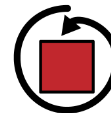
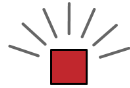
jumping



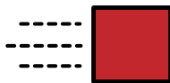
spinning



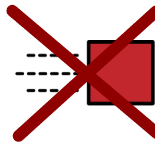
5. What is important to know about this chapter ?



People and
objects move at
the amusement
park.



People and
objects do not
move at the park.



People can buy
prizes at the
amusement park.



Use your chapter book to help you fill in the blank.

1. People can _____ different activities to do.

2. Some activities may be _____ .

3. Gwen was _____ riding the Ferris wheel.

4. Gwen didn't like being so high _____ in the air.

5. Ben didn't like moving down the waterslide so
_____ .

These questions may have more than one correct answer:

6. What kinds of souvenirs does the Kinder family see?

- ☐ a. T-shirts
- ☐ b. key chains
- ☐ c. magnets

7. What will the key chain help Ben remember about roller coasters?

- ☐ a. how they sleep
- ☐ b. how they move
- ☐ c. how they stick

8. What do roller coasters do?

- ☐ a. turn
- ☐ b. go around loops
- ☐ c. fly away

9. Why did the Kinder family buy souvenirs?


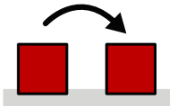

- ☐ a. to help keep them warm
- ☐ b. to help them drive home
- ☐ c. to help them remember their trip

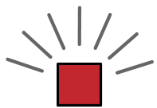
10. What is true about the amusement park?

- ☐ a. People can choose different rides and souvenirs.
- ☐ b. People must ride the same rides.
- ☐ c. People and things move at the amusement park.



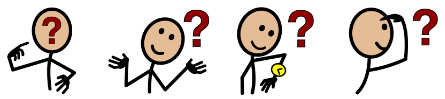




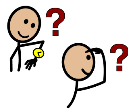
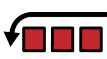
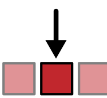
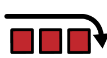

Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	



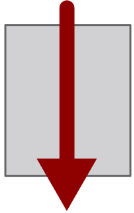
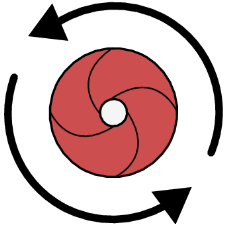




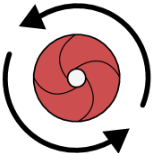



What is important to know?

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			



For hands-on instruction, print, cut out and laminate.

down 	spinning 	amusement park 	roller coaster 	like 
down 	spinning 	amusement park 	roller coaster 	like 
down	spinning	amusement park	roller coaster	like