

 **Instructional Targets**

**Reading Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong textual evidence.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- 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, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

**Level 1** Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *Small Town Changes*, students learn about advantages and disadvantages to changes in a small town. In this chapter, **Changes in Transportation**, students learn about the increased options for public transportation in an area that experiences population growth.



**Topic Words**



change	pollution	town
city	river	water*
electricity		



**Literacy Words**

author	cover	read*
book	illustration/picture*	title
chapter	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

**Unit 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 Unit Tools: Reading Observation.





Lesson at a Glance

	Activity 1	Activity 2	Activity 3
<p><b>Instructional Activities</b></p>	Read Aloud	Guided / Shared Reading	Answer Questions
<p><b>?</b> See how these activities fit into the <b>Suggested Unit Pacing</b>.</p>			
<p><b>ULS Materials and Resources</b></p>	<p><b>Chapter 5: Changes in Transportation</b> (Level H/I)</p> <p><b>Communication Board</b></p> <p><b>Standards Connection A</b></p>	<p><b>Chapter 5: Changes in Transportation</b> (Level H/I, F/G or F/G Symbol-Supported)</p> <p><b>Communication Board</b></p>	<p><b>Chapter 5: Changes in Transportation</b></p> <p><b>Communication Board</b></p> <p><b>Comprehension Questions</b> (Fill-In and Multiple-Choice, Levels 3-1)</p> <p><b>Advanced Questions</b></p> <p><b>Fill-In Cards</b> </p> <p><b>Standards Connection B</b></p> <p><b>Standards Connection C</b></p>
<p><a href="#">Instructional Guides: Active Participation Scripts</a></p> <p><a href="#">Instructional Guides: Instructional Tips</a></p> <p><a href="#">SymbolStix PRIME</a></p> <p><b>L<sup>3</sup> Skills:</b> <a href="#">Language Arts Skills</a></p>			
<p><b>Additional Materials</b></p>			



## Instructional Targets

### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



## Instructional Routine



<b>Before Reading</b>	<ul style="list-style-type: none"> <li>● Use Lesson 15, Activity 3 to introduce and review the Topic Words: change, city, electricity, pollution, river, town and water.</li> <li>● Continue talking about transportation. Ask a focus question such as, "What makes pollution—cars or flowers?" Discuss students' responses.</li> <li>● Display Chapter 5, <b>Changes in Transportation</b> (Level H/I), and read the title. Use Standards Connection A to provide a visual.</li> <li>● Preview the chapter. Point out the illustrations of the different vehicles, noting how they carry different numbers of people. Think aloud about the forms of transportation shown. For example, say, "I wonder if Val's suburb has all of these forms of transportation." Then say, "As I read, it is your job to remember new ways to get to places in Val's suburb."</li> <li>● Review the learning goal with students: <b>I will remember one new way to get to places in Val's suburb.</b></li> </ul>
<b>During Reading</b>	<p><b>Model Fluent Reading</b></p> <ul style="list-style-type: none"> <li>● Read aloud with fluency and expression.</li> <li>● Call attention to the term 'transportation' by emphasizing it as you read. Call attention to each type of transportation described in the chapter.</li> </ul> <p><b>Comment on People, Setting and Events</b></p> <ul style="list-style-type: none"> <li>● Comment on how the illustrations help you know the changes made in Val's suburb. For example, point out the illustration of the bike lane on page 39. Say, "Val's suburb added a bike lane. This helps keep people who ride bicycles safe. The green bike lane shows how the bicycles are separated from the cars to keep them safe."</li> <li>● Point out the implied meaning of a selection of text. For example, the book states on page 40 that the bus makes stops along the way to pick people up and drop people off. This helps keep the air clean. Ask students, "What feeling does the word clean give?" Talk about how the word clean gives a good feeling. When tied to an action, it can make people want to do their part to help the Earth.</li> </ul> <p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>● Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 39, the discussion question asks, "How do bike lanes keep bikers safe?" Model how to find the clues in the text to answer the question. Say, "The book says, 'A bike lane is on the side of the streets.' I know a bike lane gives bikers more space to ride. I think this gives bikers a special space to ride without cars so they will be safer while riding on streets."</li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>● Revisit the learning goal. Ask, "What are new ways to get to places in Val's suburb?"</li> </ul> <p><b>Level 3:</b> Have the student independently describe one new way to get to places in Val's suburb. Provide a prompt such as, "Why did the city add bike lanes to the road? What would make stops and pick many people up?"</p> <p><b>Level 2:</b> Have the student identify one new way to get to places in Val's suburb. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p><b>Level 1:</b> Have the student identify one new way to get to places in Val's suburb by making a selection (may be errorless choice). For example, display the symbols for 'bike lane' and 'bus'. Ask, "What is one new way to get places in Val's suburb?"</p> <ul style="list-style-type: none"> <li>● Use Standards Connection A to discuss and compare different book genres and student preferences.</li> </ul>



## Check Understanding ?







- **Level 3:** Can the student independently describe one new way to get to places in Val's suburb?
- **Level 2:** Can the student identify one new way to get to places in Val's suburb? How?
- **Level 1:** Can the student identify one new way to get to places in Val's suburb by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**




**Reading Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, 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 H/I, F/G or F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

	 <b>Instructional Routine</b> <b>Guided Reading</b> <span style="color: orange;">?</span>  or 	 <b>Instructional Routine</b> <b>Shared Reading</b> <span style="color: orange;">?</span>  or 
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the chapter by having students share what they have learned about ways to get around.</li> <li>• Use the following Topic Words in conversation about the chapter: change, city, electricity, pollution, river, town and water. Have students locate the words in the chapter.</li> <li>• Read the first three pages aloud, introducing students to the structure of the language.</li> <li>• Review the learning goal with students: <b>I will read a chapter.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the chapter by having students share what they have learned about ways to get around.</li> <li>• Use the following Topic Words in conversation about the chapter: change, city, electricity, pollution, river, town and water. Help students locate the words in the chapter.</li> <li>• Review the learning goal with students: <b>I will read a chapter.</b></li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Listen as students read quietly to themselves.</li> <li>• Monitor fluency.</li> <li>• Model, prompt or support use of skills and strategies. <span style="color: orange;">?</span></li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud while students follow along.</li> <li>• 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.</li> <li>• Monitor print concepts and fluency. <span style="color: orange;">?</span></li> <li>• Model and support use of skills and strategies. <span style="color: orange;">?</span></li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the chapter.</li> <li>• Have students locate the High-Frequency Words: around, big, near, out, small, river, this, town and up.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the chapter.</li> <li>• Have students locate the High-Frequency Words: around, big, near, out, small, river, this, town and up.</li> </ul>

 **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:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.



## Instructional Routine



Introduce	<ul style="list-style-type: none"> <li>• Introduce this activity by asking a focus question about the chapter. For example, ask, "What are forms of transportation—cars, trains or both?" Discuss students' responses.</li> <li>• Tell students they will now answer other questions about the chapter, <b>Changes in Transportation</b>. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, <b>Changes in Transportation</b>. Your job is to answer the questions. You can use the chapter to help you."</li> <li>• Review the learning goal with students: <b>I will answer questions about the chapter.</b></li> </ul>
Model	<ul style="list-style-type: none"> <li>• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events.</li> <li>• Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question.</li> <li>• Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.</li> </ul>
Provide Practice	<p><b>Choose the most appropriate activity format on the basis of each student's skills and needs.</b></p> <p><b>Level 3:</b> The questions are text only. Have the student answer the questions independently.</p> <p><b>Level 2:</b> The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p><b>Level 1:</b> The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>



## 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

changed river Electricity streets places

Fill-In (Levels 3-1)

1. People need transportation to go to \_\_\_\_\_. (places)
2. Val's suburb made the \_\_\_\_\_ wider. (streets)
3. \_\_\_\_\_ makes the electric train run. (Electricity)
4. Ships travel on the \_\_\_\_\_. (river)
5. Transportation \_\_\_\_\_ to help more people go to places. (changed)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (building homes, painting pictures, going to places\*)
2. What did Val's suburb make wider? (streets\*, sidewalks, cars)
3. What makes the electric train run? (rain, electricity\*, wind)
4. Where do ships travel? (mountain, sky, river\*)
5. What is important to know about this chapter?
  - There is more transportation in Val's suburb.\*
  - The bus only goes to school.
  - People ride horses in Val's suburb.

Fill-In Advanced

1. \_\_\_\_\_ is how people and goods are moved or carried from one place to another. (Transportation)
2. \_\_\_\_\_ are a form of transportation that most people use every day. (Cars)
3. Many \_\_\_\_\_ moved to Val's small town with cars. (people)
4. The suburb added new \_\_\_\_\_ to the streets for more cars and trucks. (lanes)
5. A \_\_\_\_\_ takes many people to different places. (bus)

Multiple-Choice Advanced

6. How does people riding the bus help the environment? (less pollution\*, less people, more animals)
7. What does the electric train run on? (water, tracks\*, grass)
8. Where does the electric train travel? (towns and rivers, cities and suburbs\*, mountains and oceans)
9. How can a natural resource be used to make electricity?
  - A dam can use water from a river.\*
  - A boat can use an anchor.
  - A tree can use water to grow.
10. Why is it important for growing towns to change transportation?
  - Transportation is hard to use.
  - No one needs transportation.
  - More people need help to get around.\*



 **Instructional Targets**

**Reading Standards for Literature**

- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other cultures); identify personal preferences.

 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>• Experience various forms of literature having various themes and identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how two stories are similar or different.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a book or story of personal preference.</li> </ul>

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 11 - Chapter 5  
Standards Connection A


11  
Standards Connection A

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What is the title of this chapter?

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
What do you think this chapter will be about?


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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.


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



What kind of book would you choose?

Picture Book  


Chapter Book  


Comic Book  


Book with facts  


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HHS - SCHOOL, Unit 8  
Lesson 11

 **Instructional Targets**

**Reading Standards for Literature**

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, character, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

**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...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- 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...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that supports the development of a theme with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- 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...


- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- 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 11 - Chapter 5  
Standards Connection B

11  
Standards Connection B

 **Main Idea (What is this story about?)**

\_\_\_\_\_

<b>In the beginning...</b> 	
<b>Then...</b> 	
<b>At the end...</b> 	

 **What is important to know?**

\_\_\_\_\_

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HIGH SCHOOL, Unit 8



 **Instructional Targets**

**Reading Standards for Literature**

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.











 **Differentiated Tasks**


Level 3	Students will...	Level 2	Students will...	Level 1	Students will...
<ul style="list-style-type: none"> <li>● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support.</li> <li>● Compare literal and implied meaning presented in a story, play or poem.</li> </ul>		<ul style="list-style-type: none"> <li>● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.</li> <li>● Identify implied meaning in a literary text with support.</li> </ul>		<ul style="list-style-type: none"> <li>● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s).</li> <li>● Identify implied meaning in a literary text from a narrowed field or errorless choice(s).</li> </ul>	

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

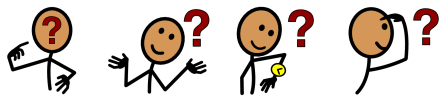




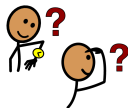
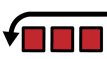
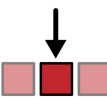
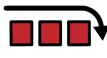

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 11 - Chapter 5  
Standards Connection C
11
Standards Connection C

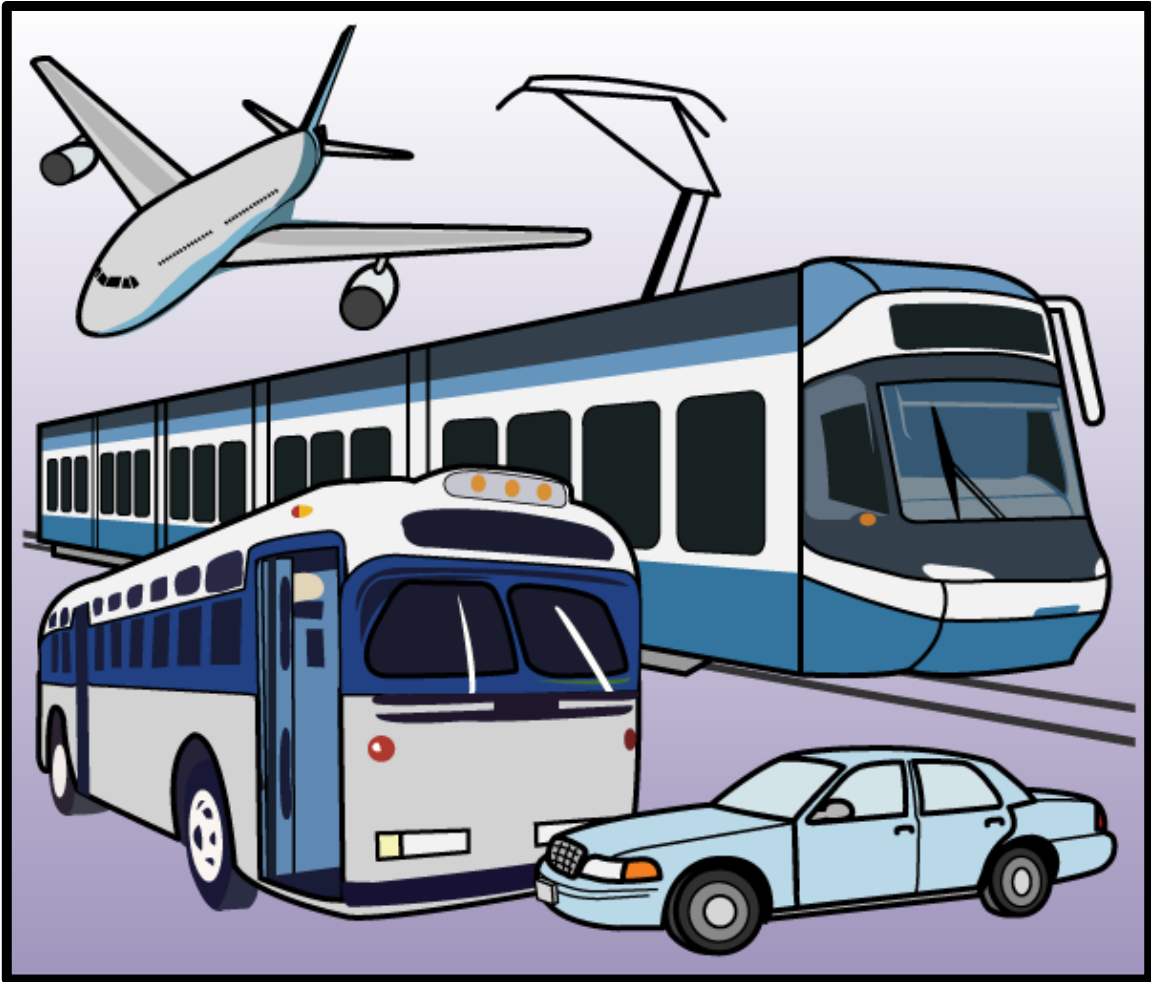
Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	⋮	⋮	⋮
 Storyteller (Who?)	⋮	⋮	⋮
 Setting (When or Where?)	⋮	⋮	⋮
 Beginning (What?)	⋮	⋮	⋮
 Middle (What?)	⋮	⋮	⋮
 End (What?)	⋮	⋮	⋮
 Lesson (What?)	⋮	⋮	⋮

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HIGH SCHOOL, Unit 8  
Lesson 11

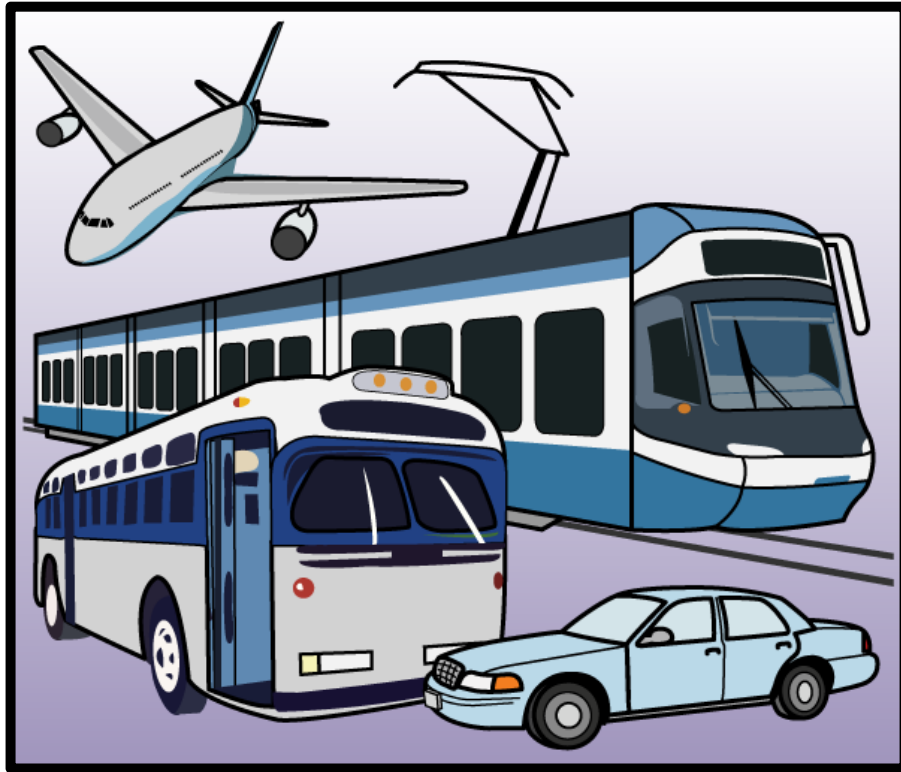
## Story Board

	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?)			

# Chapter 5: Changes in Transportation



Bind This End



Transportation in Val's new suburb is changing. Transportation is how people and goods are moved or carried from one place to another. Transportation comes in many forms. It can be a bus, a train, a car or an airplane.

*What needs to be transported?*

People need transportation to get to places. Cars are a form of transportation that most people use every day. Many

people moved to Val's small town with cars.

The streets were fine for Val's small town,



but they aren't big enough for the new suburb. The suburb added new lanes to the streets for more cars and trucks. This helps the traffic flow better.

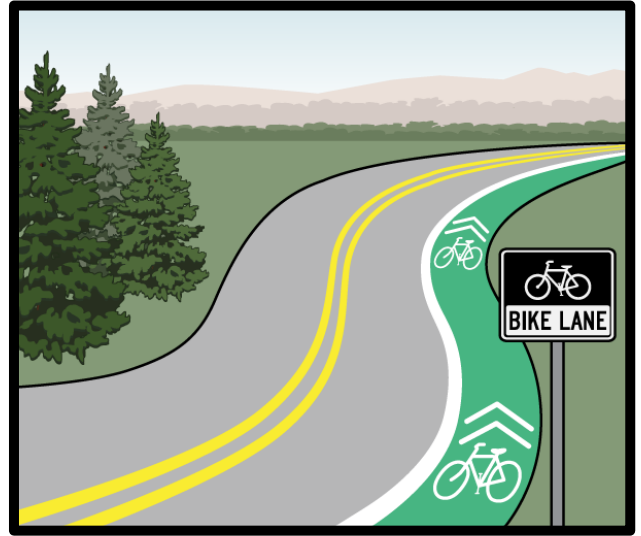
*What happens when there are too many cars on a small crowded street?*

Val's suburb added a new public bus system. Not all people in the suburb have cars. Some people need another way to get around. Instead of having many cars driving around the suburb, a bus takes many people to different places. People riding buses makes less air pollution and uses less gas. This helps the environment.



*How can a public bus system help the environment?*

Many people in Val's suburb live close to work and school now. They ride their bicycles to get where they need to go. The suburb added a bike lane on many streets.



A bike lane is on the side of the streets. This is a lane for people who ride bicycles. A bike lane makes it safe for people to ride their bicycles on the street. Riding bicycles helps keep the air clean.

*How do bike lanes keep bikers safe?*



Val's suburb added one more form of transportation, a rapid transit system. A

rapid transit system

is an electric train

that runs on tracks

or cables. The train



goes between a city and the suburbs

around a city. It travels very fast so people

can go a long way quickly. It makes stops

along the way to pick people up and drop

people off. This helps keep the air clean.

*What is a rapid transit system?*





Val's suburb uses electricity to power the train. Electricity can be made from natural resources like the river. The river near Val's town has a dam. The dam uses the water from the river to make electricity.

*What is water used for?*

The new factory needed a way to send out the computers it made. Val's suburb

built a large dock for ships to load and unload goods.

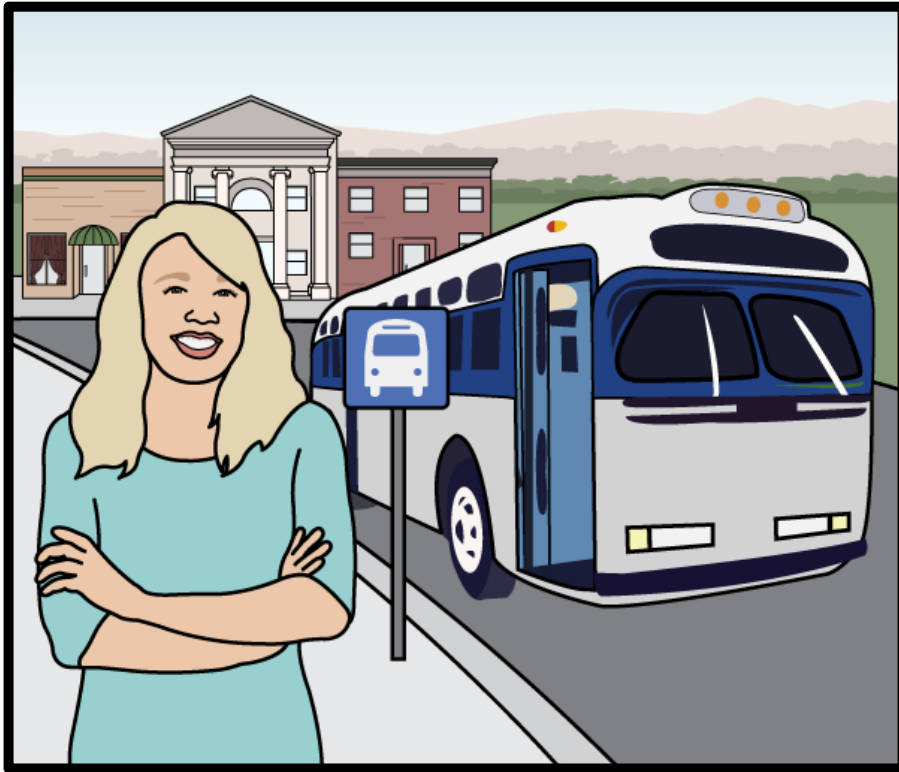


A dock is a long

sidewalk that goes out above the water.

The ships stop next to the dock. The computers made at the factory are loaded onto the ships. Then, the ships travel on the river.

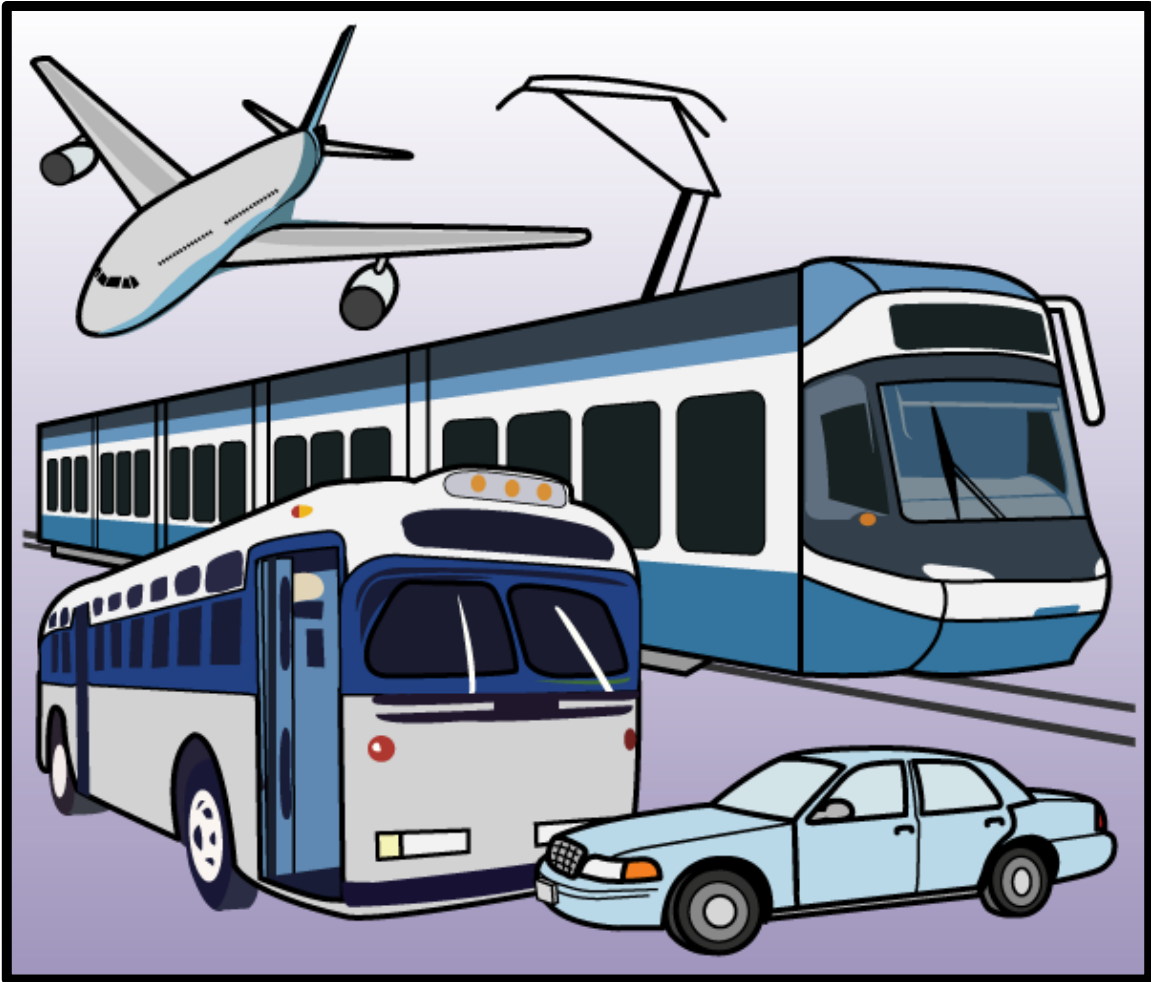
*What types of goods can be sent on a ship?*



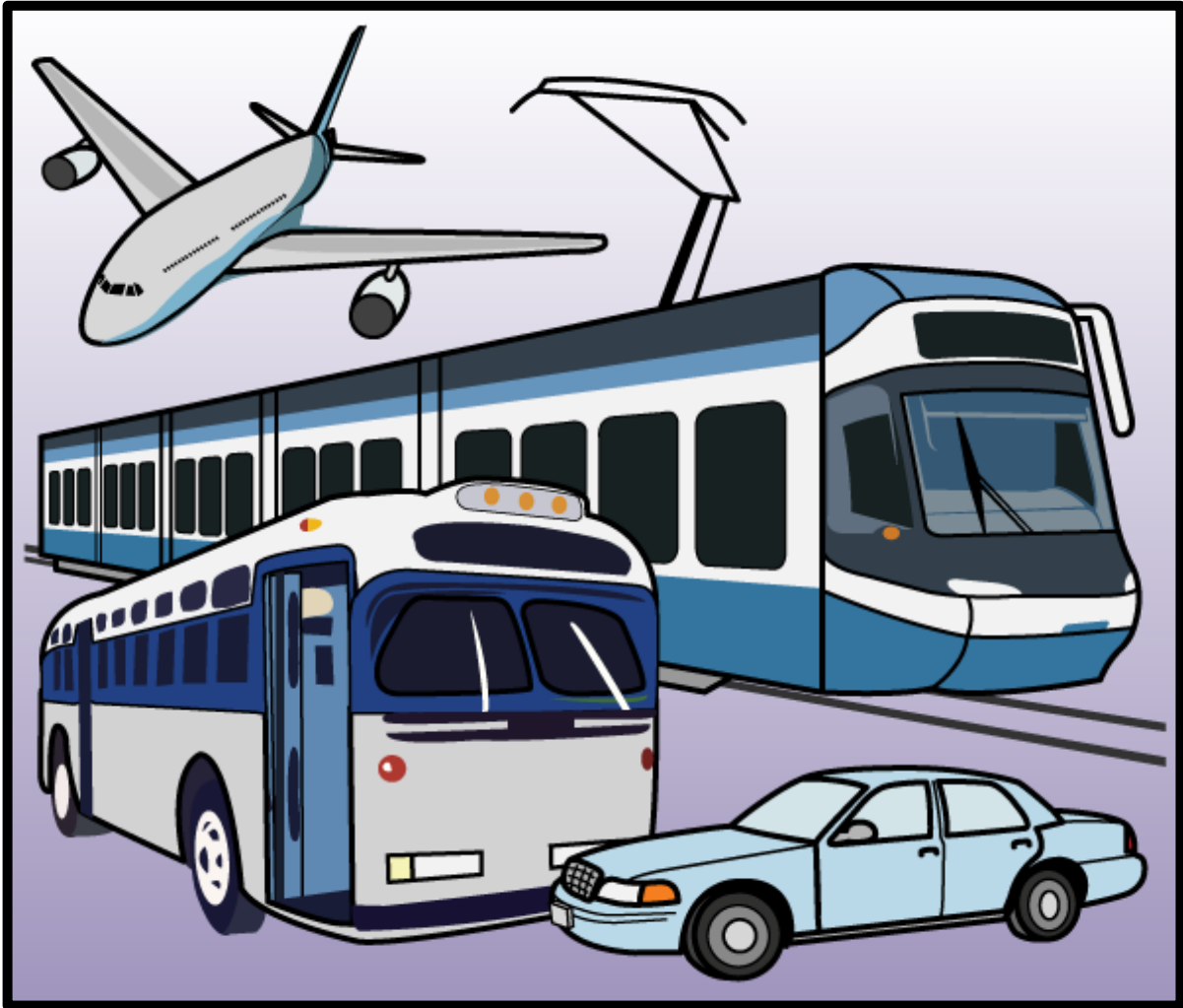
The transportation in Val's suburb has changed. Val thinks about all the different ways she can get around now. It is a good thing there is more transportation because the suburb has grown so large. Val is happy about the changes in transportation.

*What are some other forms of transportation?*

# Chapter 5: Changes in Transportation



Bind This End



**People in Val's suburb need transportation. People need transportation to go to places.**

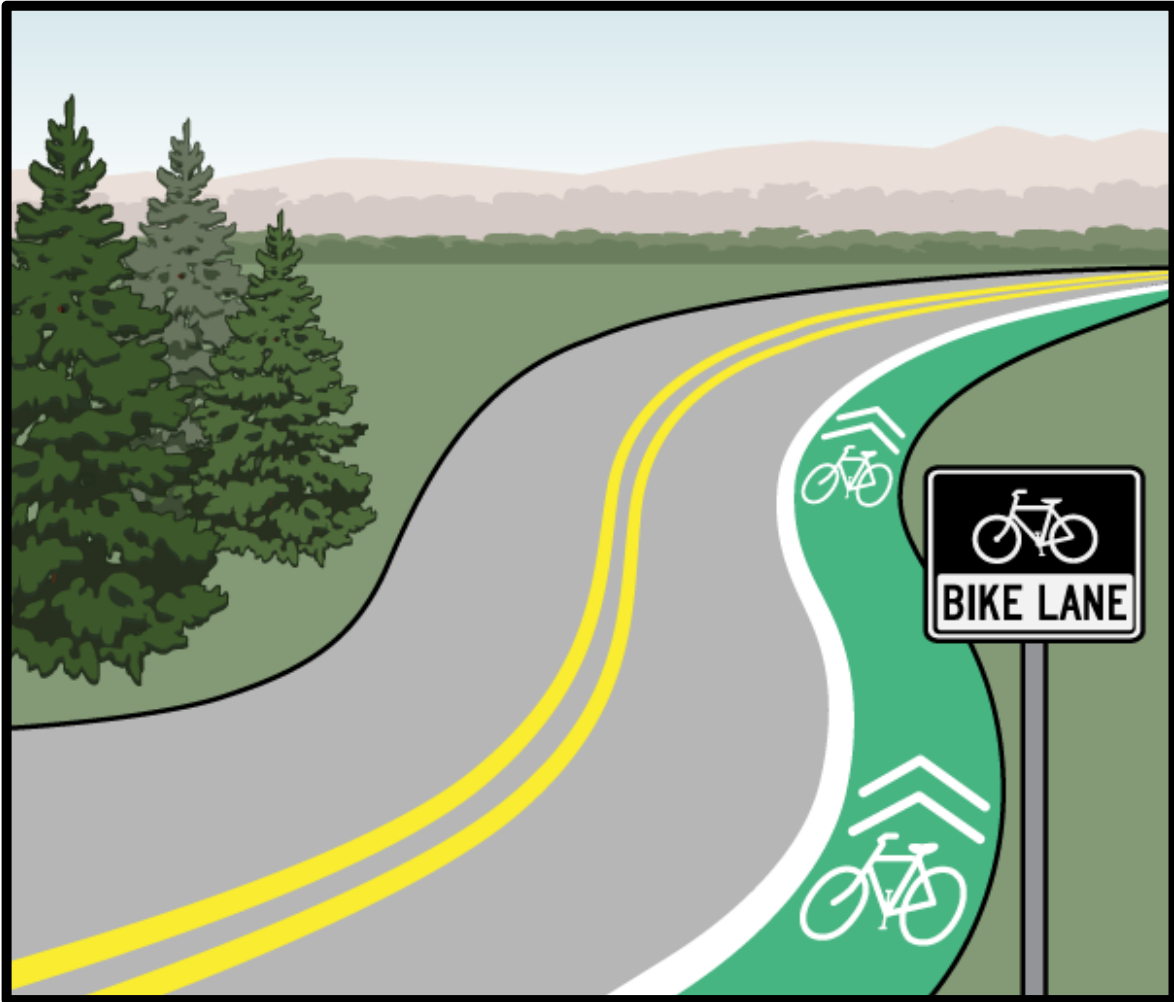




**Many people in suburbs drive cars to go to places. Val's suburb made the streets wider for more cars and trucks.**



**People ride the bus to go to places in the suburb. The bus takes many people to different places. This does not make as much air pollution.**



**People ride bicycles to get to places in the suburb. This helps keep the air clean. The suburb made a bike lane. The bike lane keeps riders safe.**





**The suburb built a rapid transit system. A rapid transit system is an electric train. It runs on tracks or cables. It is a fast way to travel to the city.**

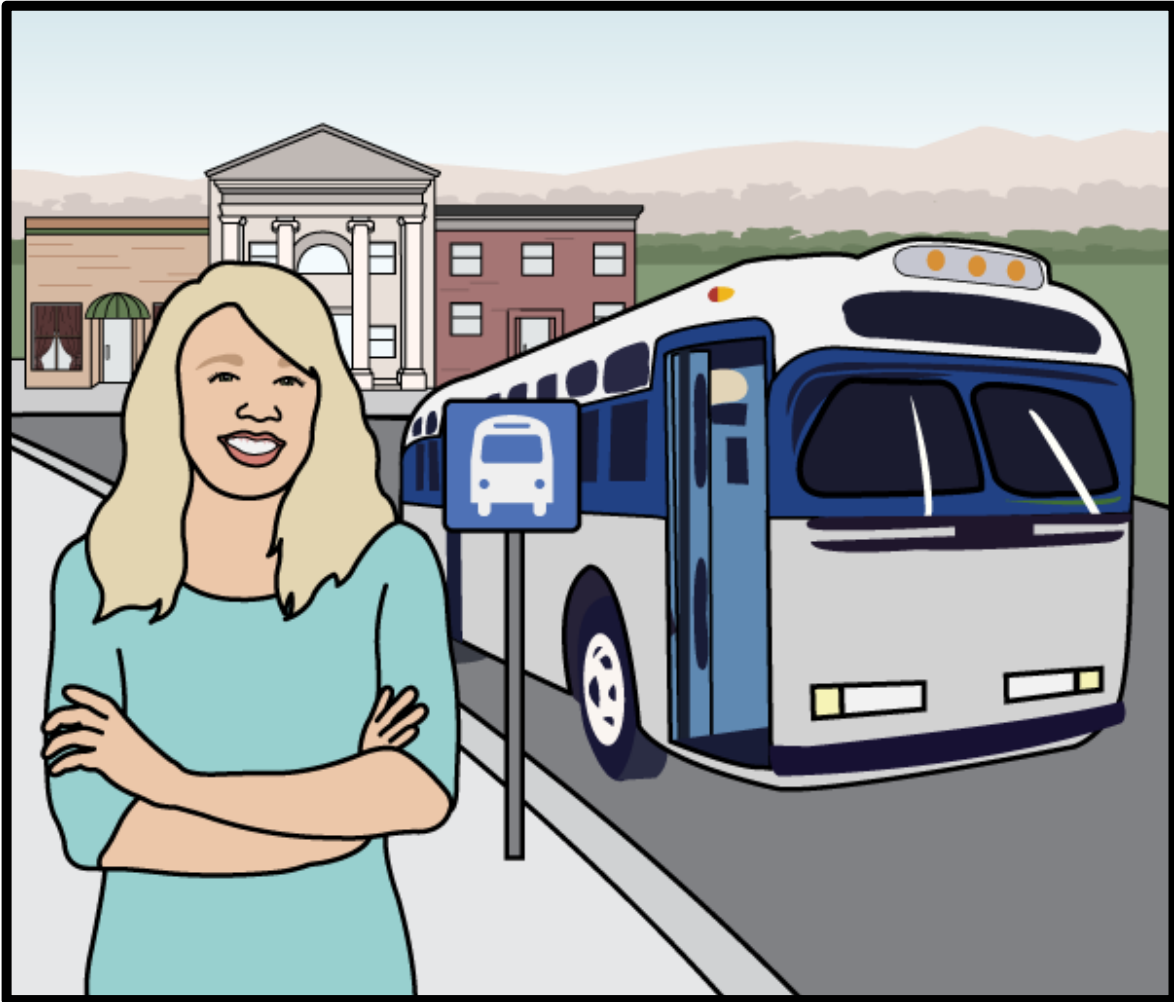


**Electricity makes the electric train run. Electricity can be made from a river. There is a river near Val's town. A dam on the river makes electricity.**



**A dock was built on the river in Val's suburb. Ships stop and load the computers from the factory. Ships travel on the river.**

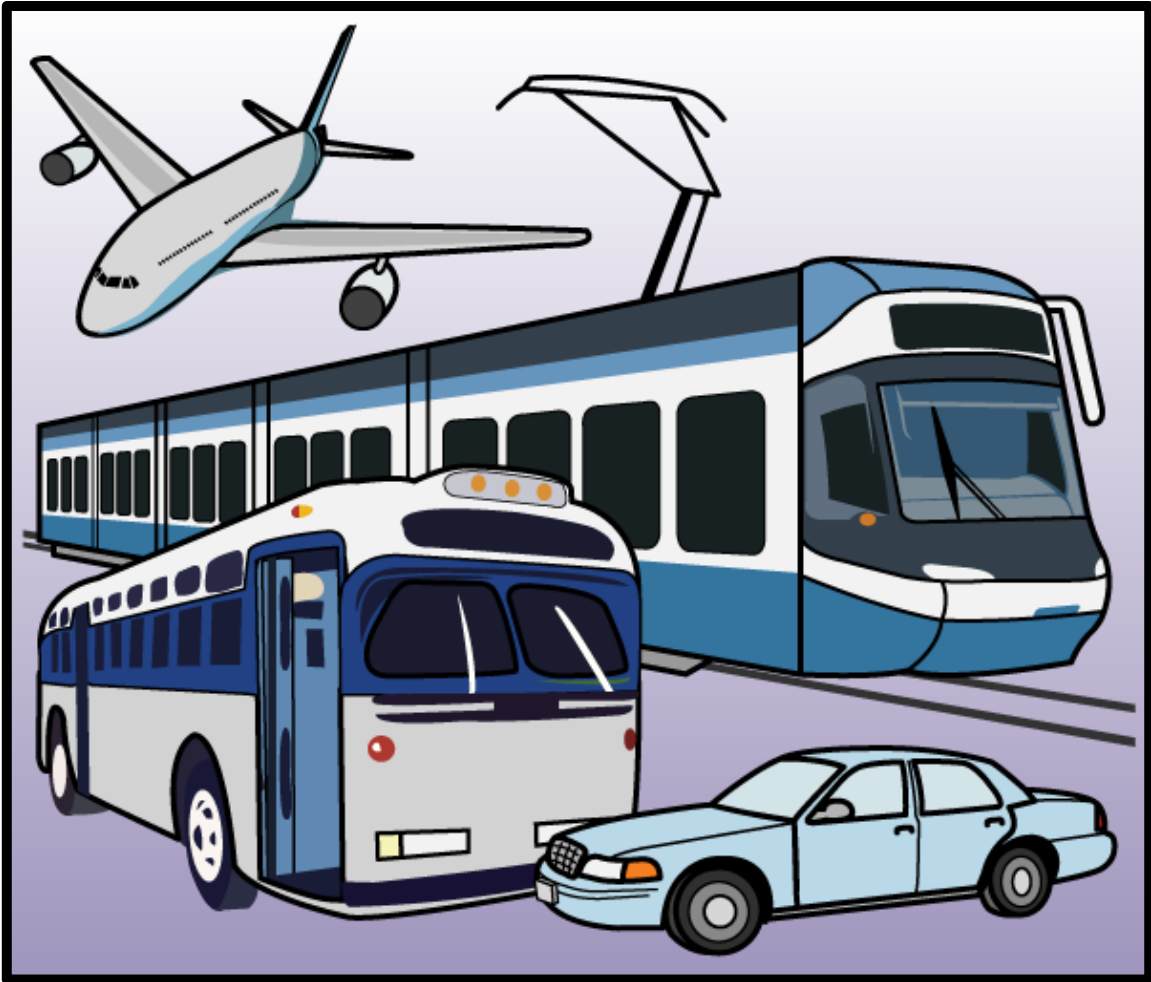




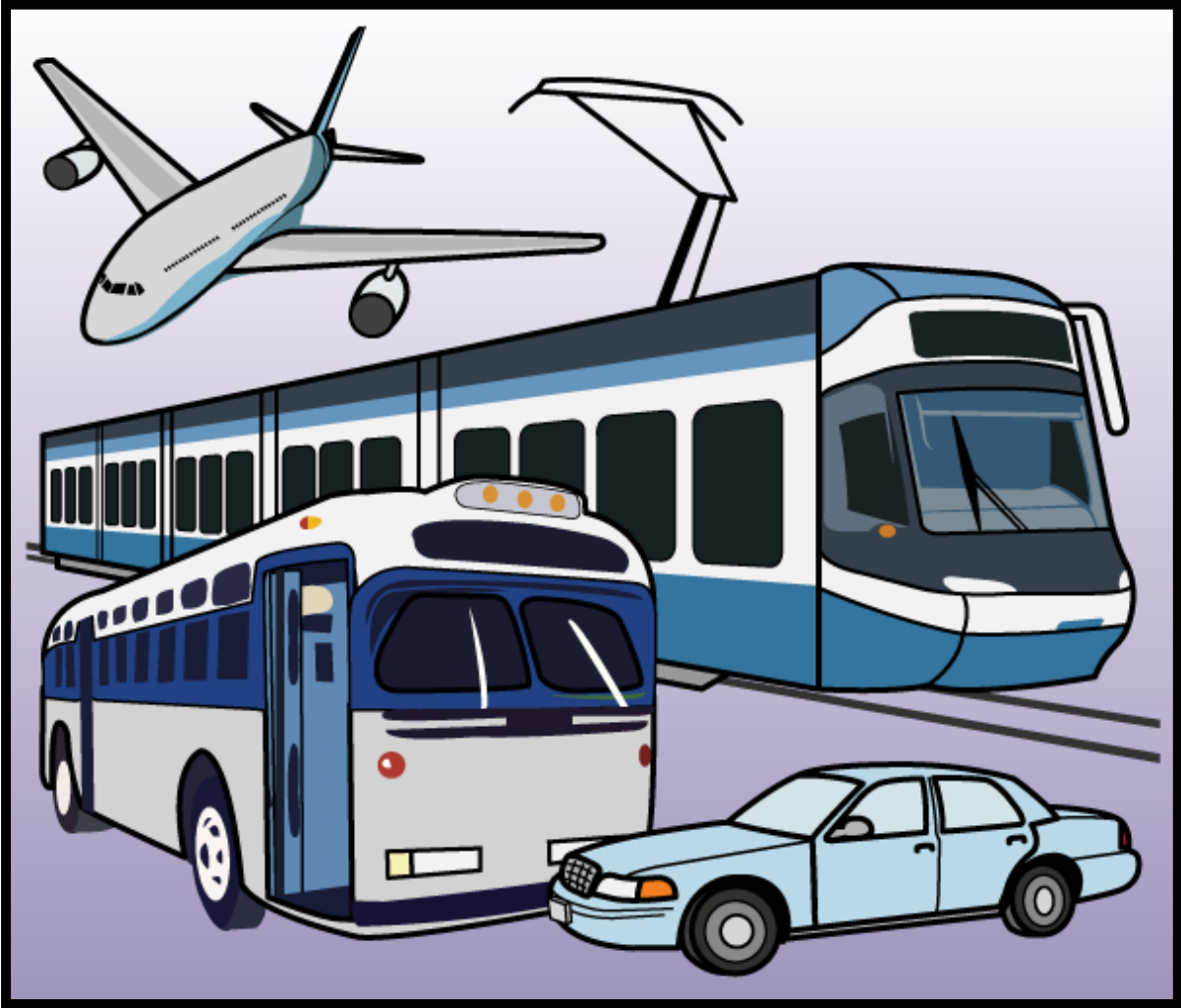
**The suburb has many new people and places. The people needed better ways to go to places.**

**Transportation changed to help more people go to places.**

# Chapter 5: Changes in Transportation



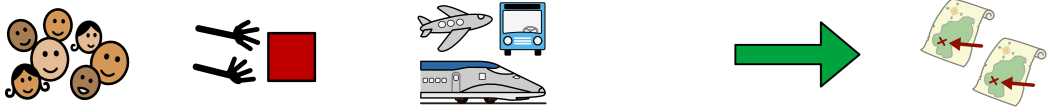
Bind This End



People in Val's suburb need transportation.



People need transportation to go to places.

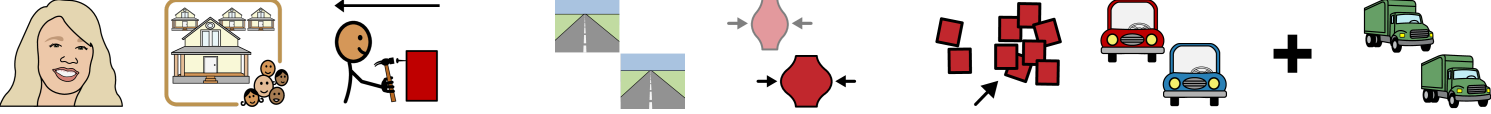




Many people in suburbs drive cars to go to places.

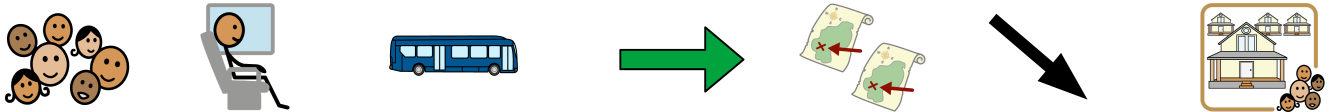


Val's suburb made the streets wider for more cars and trucks.





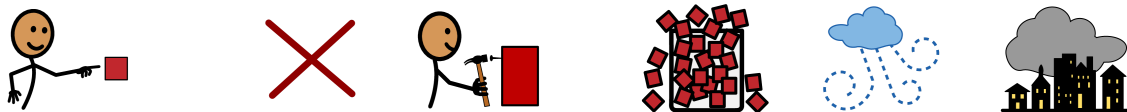
People ride the bus to go to places in the suburb.



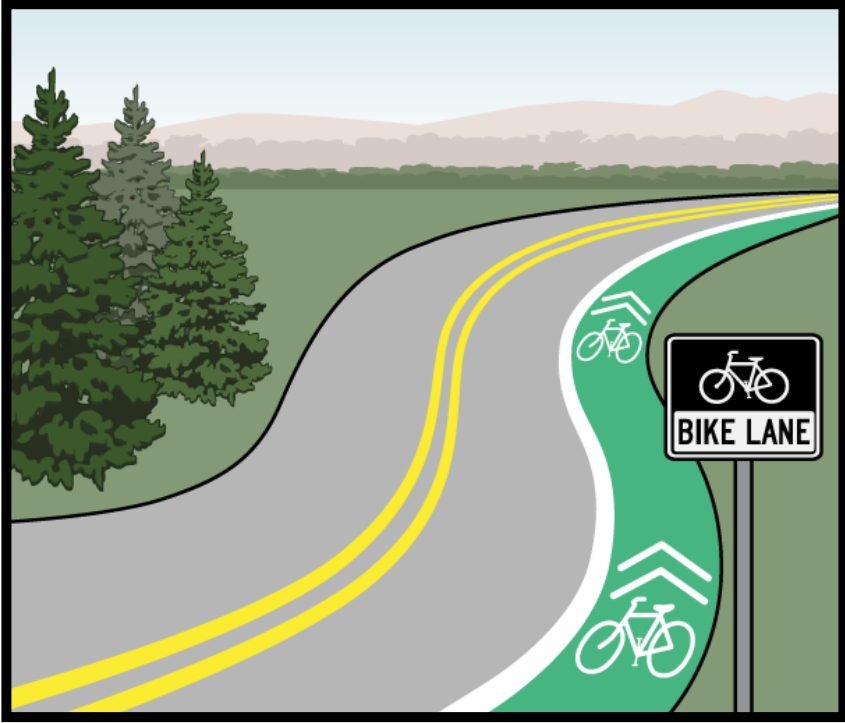
The bus takes many people to different places.



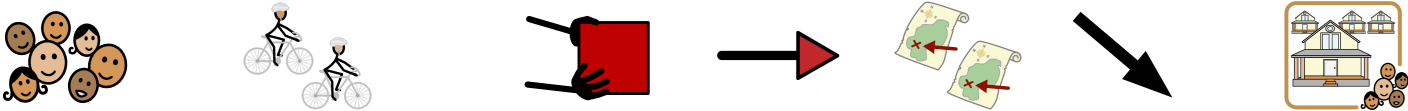
This does not make as much air pollution.







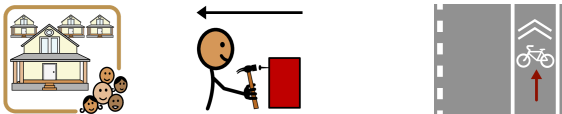
People ride bicycles to get to places in the suburb.



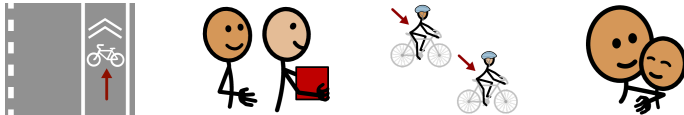
This helps keep the air clean.



The suburb made a bike lane.



The bike lane keeps riders safe.





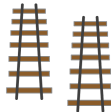
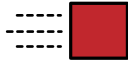
The suburb built a rapid transit system.



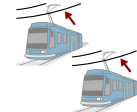
A rapid transit system is an electric train.



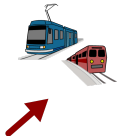
It runs on tracks or cables.



or



It is a fast way to travel to the city.

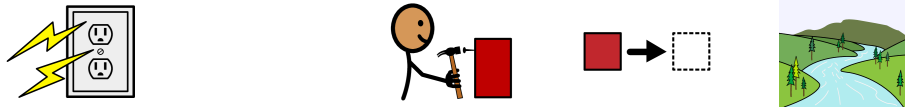




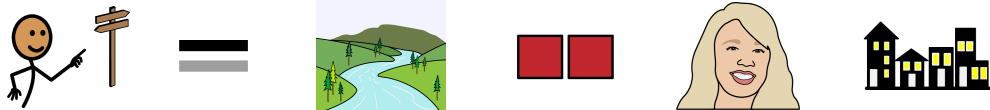
Electricity makes the electric train run.



Electricity can be made from a river.



There is a river near Val's town.



A dam on the river makes electricity.





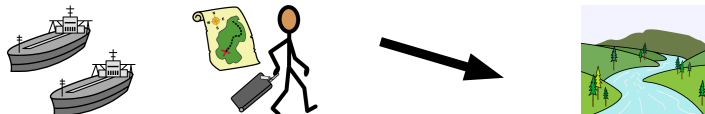
A dock was built on the river in Val's suburb.

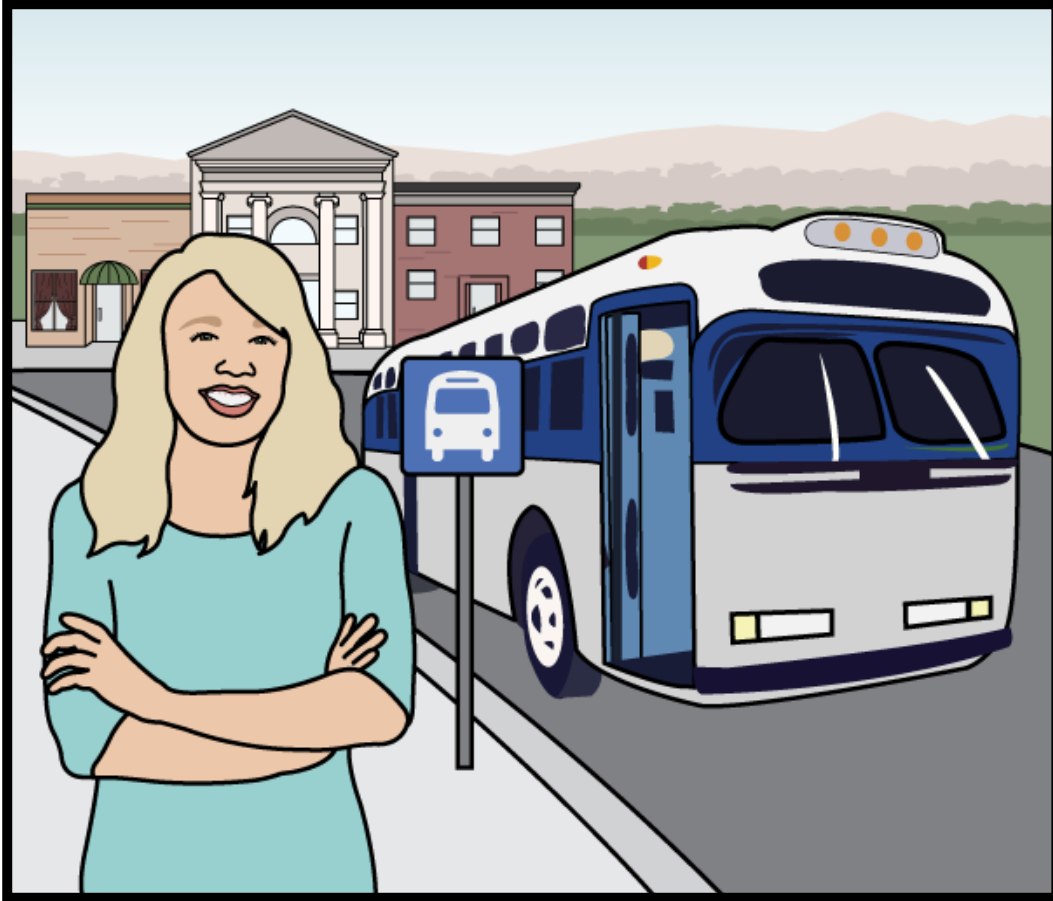


Ships stop and load the computers from the factory.

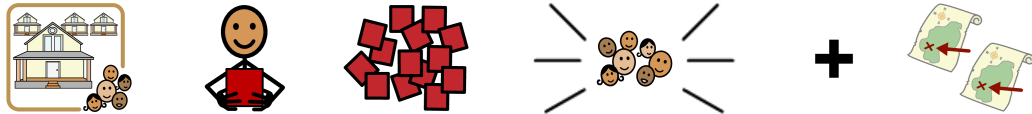


Ships travel on the river.





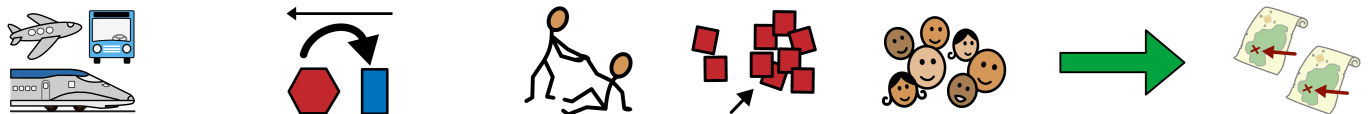
The suburb has many new people and places.



The people needed better ways to go to places.

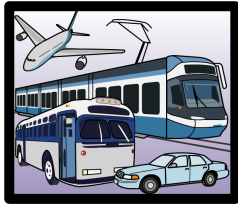


Transportation changed to help more people go to places.





yes



# Changes in Transportation

no

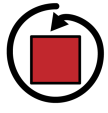


<p>need</p>	<p>go</p>	<p>wider</p>	<p>people</p>	<p>suburb</p>	<p>transportation</p>	<p>place</p>
<p>drive</p>	<p>ride</p>	<p>clean</p>	<p>car</p>	<p>street</p>	<p>bus</p>	<p>air</p>
<p>ride bicycle</p>	<p>run</p>	<p>safe</p>	<p>pollution</p>	<p>bike lane</p>	<p>electric train</p>	<p>track</p>
<p>travel</p>	<p>change</p>	<p>fast</p>	<p>electricity</p>	<p>river</p>	<p>dam</p>	<p>ship</p>

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



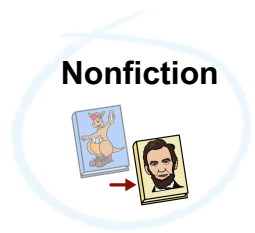
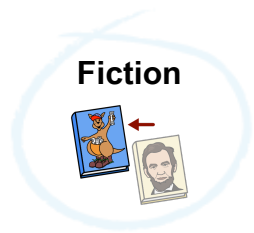
What is the title of this chapter?



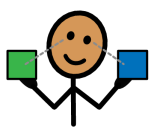
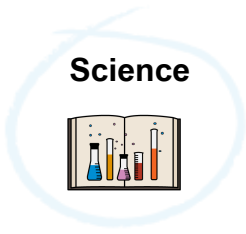
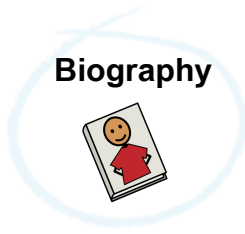
What do you think this chapter will be about?



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



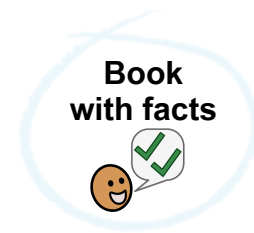
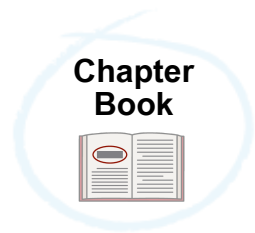
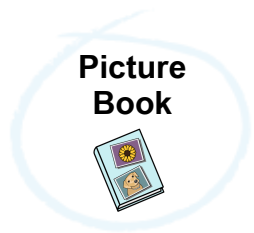
What is the chapter topic?



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



What kind of book would you choose?



Name: \_\_\_\_\_

1. People need transportation to go to  .

2. Val's suburb made the  wider.

3.  makes the electric train run.

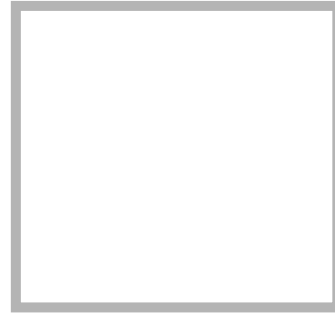
4. Ships travel on the  .

5. Transportation  to help more people go to places.



Name: \_\_\_\_\_

1. People need transportation to go to



.

2. Val's suburb made the



wider.

3.



makes the electric train run.

4. Ships travel on the



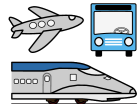
.

5. Transportation

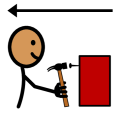


to help more people go to places.

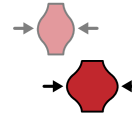
1. People need transportation to go to



2. Val's suburb made the



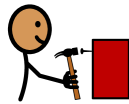
wider.



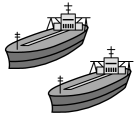
3.



makes the electric train run.

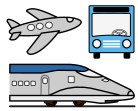


4. Ships travel on the

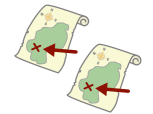
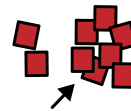


.

# 5. Transportation



to help more people go to places.



**1. What is this chapter about?**

a. building homes

b. painting pictures

c. going to places

**2. What did Val's suburb make wider?**

a. streets

b. sidewalks

c. cars

**3. What makes the electric train run?**

a. rain

b. electricity

c. wind

**4. Where do ships travel?**

a. mountain

b. sky

c. river

**5. What is important to know about this chapter?**

a. There is more transportation in Val's suburb.

b. The bus only goes to school.

c. People ride horses in Val's suburb.



### 1. What is this chapter about?

a. building homes



b. painting pictures

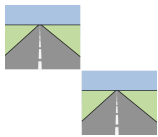


c. going to places

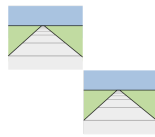


### 2. What did Val's suburb make wider?

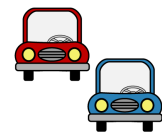
a. streets



b. sidewalks



c. cars

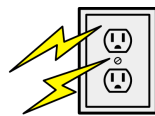


### 3. What makes the electric train run?

a. rain



b. electricity



c. wind



### 4. Where do ships travel?

a. mountain



b. sky



c. river



### 5. What is important to know about this chapter?

a. There is more transportation in Val's suburb.



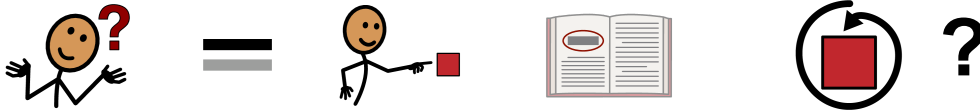
b. The bus only goes to school.



c. People ride horses in Val's suburb.



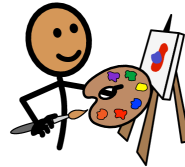
1. What is this chapter about ?



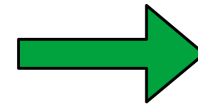
building homes



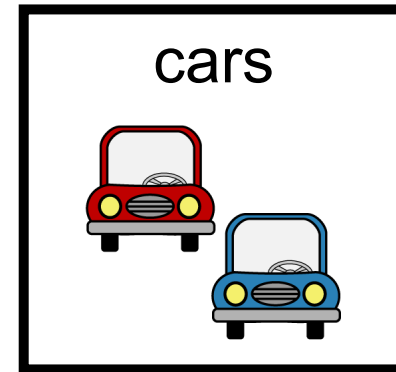
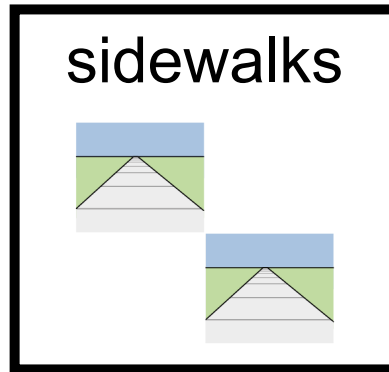
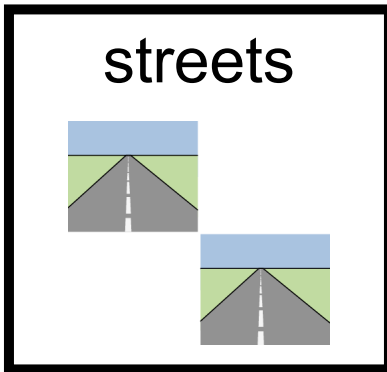
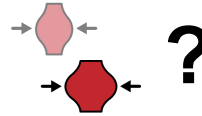
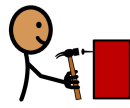
painting pictures



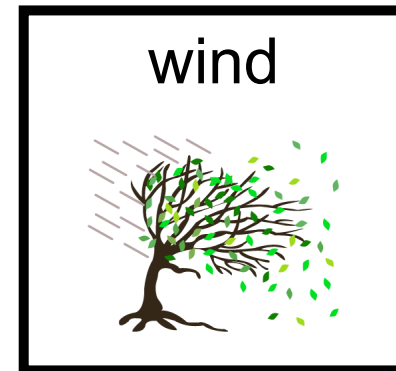
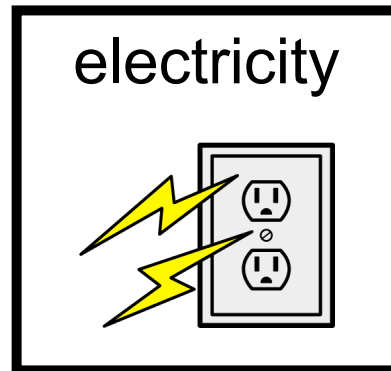
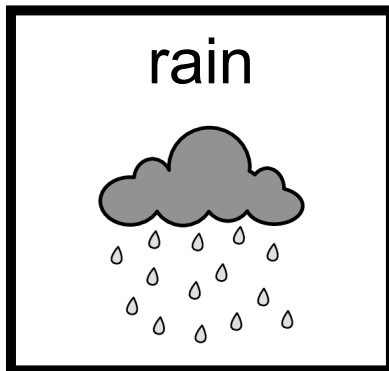
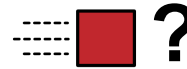
going to places



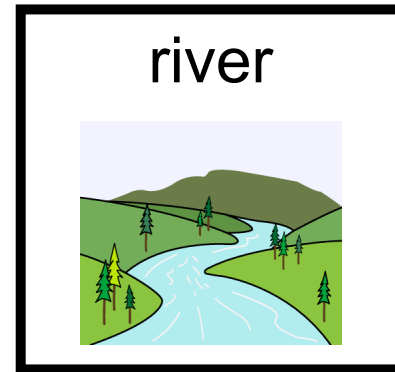
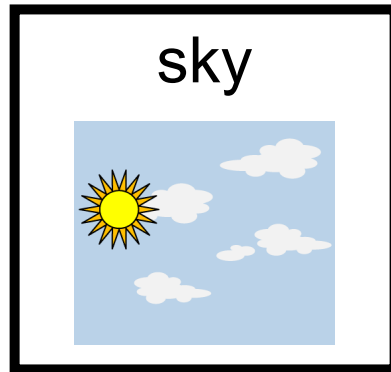
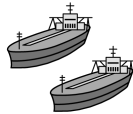
2. What did Val's suburb make wider ?



3. What makes the electric train run ?



4. Where do ships travel ?



5. What is important to know about this chapter ?



There is more transportation in Val's suburb.

Illustrations of an airplane, a bus, and a train.

The bus only goes to school.

Illustration of a blue bus.

People ride horses in Val's suburb.

Illustration of two people riding horses.



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

1. \_\_\_\_\_ is how people and goods are moved or carried from one place to another.
2. \_\_\_\_\_ are a form of transportation that most people use every day.
3. Many \_\_\_\_\_ moved to Val's small town with cars.
4. The suburb added new \_\_\_\_\_ to the streets for more cars and trucks.
5. A \_\_\_\_\_ takes many people to different places.

Use your chapter book to help you choose the correct answer.

**6. How does people riding the bus help the environment?**

- a. less pollution
- b. less people
- c. more animals

**7. What does the electric train run on?**

- a. water
- b. tracks
- c. grass

**8. Where does the electric train travel?**

- a. towns and rivers
- b. cities and suburbs
- c. mountains and oceans

**9. How can a natural resource be used to make electricity?**

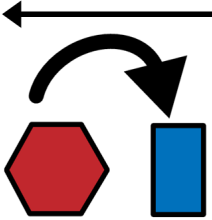

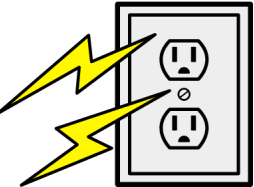
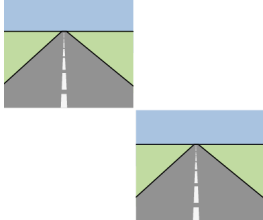
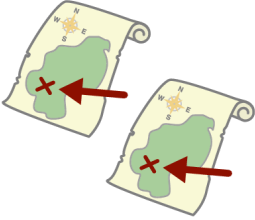
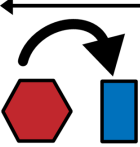

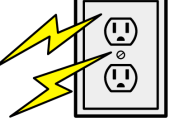
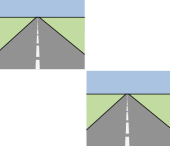
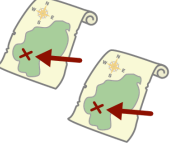
- a. A dam can use water from a river.
- b. A boat can use an anchor.
- c. A tree can use water to grow.

**10. Why is it important for growing towns to change transportation?**

- a. Transportation is hard to use.
- b. No one needs transportation.
- c. More people need help to get around.



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

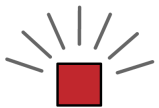
<p>changed</p> 	<p>river</p> 	<p>Electricity</p> 	<p>streets</p> 	<p>places</p> 
<p>changed</p> 	<p>river</p> 	<p>Electricity</p> 	<p>streets</p> 	<p>places</p> 
<p>changed</p>	<p>river</p>	<p>Electricity</p>	<p>streets</p>	<p>places</p>



## Main Idea (What is this story about?)

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<p><b>In the beginning...</b></p>	
<p><b>Then...</b></p>	
<p><b>At the end...</b></p>	



## What is important to know?

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