Title: Go-Kart Rush Level: M ISBN: 978-1-59889-415-8 Publisher: Stone Arch Books

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Book Introduction:** Have students look at the title and front cover. Talk about what they see. Ask if they’ve ever driven a go-kart or watched a race. Look in the back of the book read about the different kinds of racing flags. Look at the diagram (also in the back of the book) of a go-kart and talk about the different parts to build schema.

**Chapter 1:** In this chapter, Tony is getting ready for a go-kart race. He just got a new kart, but he doesn’t feel as confident driving it as he did his old kart. Read to find out what happens with the other racers as they prepare for the race.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

6-TAG 7-squinting 9-tech

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer character traits.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why was Tony nervous?

-What do we know about Tony’s family?

-How would you describe Tony? Give evidence from the text.

-How do the other boys treat Tony?

**Return to teaching point:** How would you describe Tony? Use details from the text to support your answer.

Writing Connection (optional):

Choose a word that you think describes Tony. Use details from the text to support your answer.

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\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 2:** What happened in the last chapter? In this chapter, it is time for Tony to drive his kart on a practice run. He is testing out his new kart to see what it can do. Read to find out how he does on the practice run.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

12-accelerator 14- straightaway 16-eased

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Who does Tony pass? How does Devin react to being passed?

-How does Tony like his new kart? How does it compare to his old kart?

-How is Tony feeling about racing?

-If you were Tony, would you stay with the TAG kart or go back to smaller karts and win more races?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 3:** What happened in the last chapter? In this chapter, Tony finishes his practice round and talks to his dad about his time. He also talks to his dad about the other racers. How do you think he’ll do?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

17-transponder 20-especially

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-How was Tony’s time compared to his old times with the smaller kart?

-Was Tony happy about his time? Why or why not?

-What did Tony’s dad say to him?

-Why does Tony feel like he has a disadvantage compared to the other racers? Do you agree with him?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 4:** What happened in the last chapter? In this chapter, the next weekend has arrived and Tony is getting ready to race. During the race, something bad happens as Tony is driving. What do you predict will happen?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

24-qualified 26-official 26-strategy 28-steadily

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-How was Tony doing at the beginning of the race?

-Why didn’t Tony get to finish the race?

-How do you think Tony felt after he ran into the grass? How would you have felt?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 5:** What happened in the last chapter? In this chapter, the race ends and Tony talks to Jon and his dad. How do you think he is feeling about running into the grass?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

31-checkered flag 32-pit

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Which racer stops to check on Tony?

-What does Jon mean when he says, “Just wanted to make sure you were okay.” on page 32?

-How does Tony feel about going in the grass? Give evidence.

-How does Tony’s dad react to him going off of the track?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 6:** What happened in the last chapter? In this chapter, Tony is at his mom’s house and gets a phone call. It is Jon, the racer who checked on him after the last race. What do you think he says to Tony?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

36-familiar 36-humiliated

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why did Jon call Tony?

-Does Tony want to practice with Jon? Why or why not?

-Why is Tony worried about going to practice with Jon?

-If you were Tony, would you be worried too? Why or why not?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 7:** What happened in the last chapter? In this chapter, Tony goes to the track to practice with Jon. How do you think it will go?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

40-slung 42-driving permit 44-reacting 45-concentrating

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What does Jon say is the different between racing and driving?

-What is it like for Tony to “drive”?

-How does Tony drive when he stops thinking about all the details? Why do you think it helps him?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 8:** What happened in the last chapter? In this chapter, Tony is getting ready to race in the pre-final race. He has to get a good enough time in the pre-final race if he wants to qualify for regional finals. Do you think he will be able to do it?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

47-regional 47-pre-final 49-marshal

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why do you think Jon sticks up for Tony when Corey makes fun of him?

-How did Tony feel when he finished the race? Why was his dad smiling?

-Did Tony make it into the next race?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 9:** What happened in the last chapter? In this chapter, it is time for the pre-final race. How do you think Tony will do?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

54-grid positions 54-concentrating 57-unexpectedly

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What advice does Jon give Tony before the race?

-How many laps do they have to drive for the pre-final? How many do they have left to go?

-What place is Tony in after the first lap?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 10:** What happened in the last chapter? In this chapter, the boys are driving the remaining 14 laps in the pre-final race. Only the top three racers will advance to the finals. Do you think Tony will make it to the finals?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

59-stalemate

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers think about (infer) what lesson (theme) the author may be trying to teach them.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why was this chapter titled “Now or Never”?

-How does Tony end up passing Corey?

-What place does Tony get?

-How are Tony, his dad, and Jon feeling at the end of the race? Give evidence.

-Do you think Tony did the right thing by moving up to a TAG kart?

**Return to teaching point:** What is the theme of the story? Use details from the text to support your answer.

Writing Connection (optional):

What is the theme of the story? Use details from the text to support your answer.