



## Summary

This book explains how objects move and the force they need to speed up, slow down, change direction, or stop.

Guided Reading Level	Lexile Level	100th word	Total Word Count
N	600	it pg.6	546

### Standards:

#### Common Core Language Arts

- Know and use various text features
- Identify the main purpose of a text
- Ask and answer questions to show understanding

#### Science

- Knows that when force is applied to an object, the object might speed up
- Knows that when force is applied to an object, the object might slow down
- Knows that when force is applied to an object, the object might go in a different direction

## Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use a variety of details to support main idea Present information through comparison/contrast	Summarizing information Using graphic features Determining main idea and supporting details	Predicting Using picture clues Reading on for embedded definitions and supporting details Locating known or unknown words	balance force friction gravity inertia mass reaction speed

## Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Pull It, Push It** – Introduce **Pull It, Push It** by looking at the cover photo and starting a discussion about what students already know about how objects move, force, and motion.  
Suggested questions to facilitate introductory conversation:
  - (Show the students an object like a pencil, pen, or toy car if you have one.) How can I make this object move?
  - Once an object is moving, it needs something special to speed up, slow down, change direction, or stop it. Do you know what this special word is (force)?
  - Why do you think force is important?
  - Would objects move without a push or pull?
3. Skimming and Scanning **Pull It, Push It** – Use this time to introduce or review your lesson focus strategies and/or skills.  
Suggested skimming and scanning prompts:
  - Turn to the Table of Contents. How does the Table of Contents help you as a reader?
  - As you are skimming your book, find the pictures that look like little pieces of note paper tacked to the page. This is called a caption. Captions explain the picture. How will captions help you as you read?
  - Why do you think there are pictures of bicyclists in a book about pull and push?
4. Reading **Pull It, Push It** – While students are reading either independently or with a partner, circulate, monitor, and provide necessary support to those who need it. For students who finish early, ask them to reread the text or mark a page they found to be interesting, confusing, or difficult to read.

5. After reading **Pull It, Push It** – Open the conversation with a question that relates to the comprehension strategy of using picture clues. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- The book opens with a discussion about the objects we make move every day. It shows a picture of a girl pouring milk into her cereal bowl. How does that picture help you prepare to read the book? Can you think of another example the author could have used to show how we make objects move every day?
- Why do you need more force to get something moving when the mass of an object increases?
- Can you explain what friction is?
- Based on what you learned in the book, what can you infer is happening when you throw a basketball and it soars to the basket?

Suggested after reading lesson focus prompts:

- I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- Did the pictures with captions help you? Tell us how.
- What other text features helped you? Tell us about it.

6. After Reading application for **Pull It, Push It** – Have students complete the Word Web reproducible.

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

Date: \_\_\_\_\_

**Pull It, Push It**

Directions: Choose a main idea you read about in the text. Begin the web by writing the main idea in the box. Fill in the circles with details that support your main idea.

The diagram is a word web template. It consists of a central rectangular box. Four lines radiate from the corners of this box, connecting to four circles arranged in a square pattern around it. Each circle contains the text 'Subtopic:'. From each circle, three additional lines radiate outwards, providing space for supporting details. The entire word web is contained within a large rectangular frame.