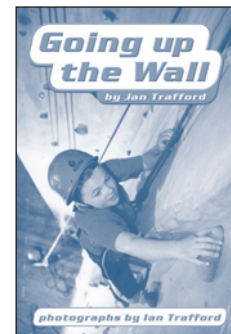


Going up the Wall

by Jan Trafford

photographs by Ian Trafford



Book Summary

This book is about Rory, Anna, and Phebe learning to climb an indoor climbing wall with their instructor, Deb. We read about different kinds of climbing equipment, climbing skills, and the various types of climbing.

Features of the Book

- Speech bubbles
- Fact boxes
- Labeled diagram
- Specialized vocabulary – *foothold, handhold, instructor, route, sole, belayer, bouldering*

Word Study Opportunities

- Verb ending “ing” – *climbing, raining, training, falling, bouldering*
- Silent “b” – *climb*
- Compound words – *handholds, footholds, indoor, outdoor, sometimes, inside, outside*

Purpose

Going up the Wall can be used to introduce and reinforce the following standards-related skills:

- S** using the table of contents, chapter headings, glossary, and index to locate information;
- S** identifying the main idea and supporting detail;
- S** developing strategies for reading unknown words;
- Ph S** exploring word families;
- S** paraphrasing and summarizing information;
- S** using charts and diagrams to record information.

The Guided Reading Lesson

- S** Using the table of contents, chapter headings, glossary, and index to locate information
- S** Identifying the main idea and supporting detail
- S** Developing strategies for reading unknown words.

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: the blackline master and a pencil for each child

Introducing the text

Read the title of the book, the names of the author and photographer, and the blurb on the back cover. Write “Going up the Wall” on the board.

– *What do you think this means?*

Discuss the children’s ideas (literally going up a wall, getting cross or irritated).

– *Do you think this is a good title for a book? Why?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Discuss the photograph on the cover of the book.

- *What do you think this girl is doing?*
- *How do you think she is feeling?*
- *How would you feel?*

Turn to the contents page and discuss the chapter headings. Make predictions about what each chapter might contain. Look at the glossary and index on pages 31 and 32. Discuss how these are used to find out the meaning of words in the text and to locate information.

Write “Why do people use a climbing wall?” on the board. Ask the children to read the first chapter silently and to think about answers to the question. When the children have finished reading, record their answers.

Write “Safety First” on the board. Ask the children to read chapter 2 silently and to think about the main idea on each page. When they have finished reading, discuss and record the main idea on each page. Identify the details that support each main idea.

- *Were there any words in this chapter that you found difficult to read?*
- *What were they?*
- *What strategies did you use to help read them?*

Encourage the children to share the strategies that they use to read unknown words (think about what word would look right; read the other words in the sentence and think about what would make sense; look at the letters in the word; use the glossary or a dictionary).

Day Two

Use the contents page to locate where the children have read to so far. Review the information recorded on the board and ask the children what they have learned about climbing so far.

With the children, find “belayer” in the index.

- *Which pages will tell you about a belayer?*

Ask the children to read to the end of page 17 to find out what a belayer is.

- *Why is a belayer important?*
- *Would it be OK to climb without a belayer? Why?*
- *How do the climbers hold on to the wall?*

Ask the children to read to the end of chapter 3 silently.

- *What are the main ideas in this chapter?*
- *How do you know?*

Read the chapter heading “Bouldering” aloud.

- *What is a boulder?*
- *What do you think “bouldering” means?*

Ask the children to read chapter 4 silently to find the answer.

- *What did you learn from this book?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring word families

Say the words “climber,” “climbing,” and “climbed” aloud.

- *What did you hear in each of these words?*

If necessary, say the words again slowly until everyone is able to hear “climb.” Write “climb” on the board. Together, list the words in the story that begin with “climb.” Discuss the ways in which word families help us to work out unfamiliar words.

S Paraphrasing and summarizing information

Write each of the chapter headings on cards. In pairs, have the children choose a card. They should then use the book to identify the main ideas in their chapter. Ask them to write a brief summary of the chapter in their own words on the back of the card.

S Using charts and diagrams to record information

Discuss the labeled diagram on pages 10 and 11.

- *Why do you think the author used a diagram instead of text?*
- *What features make a labeled diagram easy to read? (a clear picture, arrows between the text and the picture, a small amount of text)*

B The children can complete the blackline master on page 80.