



About the Book

Text Type: Fiction/Historical Page Count: 16 Word Count: 272

Book Summary

Riding with Rosa Parks recounts a period in American history when segregation laws denied African-American people equal rights. The story is told from the point of view of a fictitious character, Marissa, who witnesses the bravery Rosa Parks displayed when she refused to give up her seat on the bus. The story provides students with an opportunity to learn how one person can make a difference by opposing injustice.

About the Lesson

Targeted Reading Strategy

- Summarize


Objectives

- Summarize when reading informational text
- Sequence events in a story
- Manipulate initial sounds
- Identify vowel digraphs *ai* and *ay*
- Identify and use nouns in sentences
- Identify and use high-frequency words *their* and *there*

Materials

Green text indicates resources available on the website

- Book—*Riding with Rosa Parks* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, nouns, high-frequency words *their* and *there* worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *came*, *knew*, *like*, *their*, *there*
- Content words:
 Story critical: ***arrested*** (v.), ***fair*** (adj.), ***law*** (n.), ***rights*** (n.), ***unfair*** (adj.), ***upset*** (adj.)

Before Reading

Build Background

- Write the words *fair* and *unfair* on the board and point to them as you read the words aloud. Repeat the process and have students say the words aloud.
- Ask students to discuss the meaning of the words *fair* and *unfair*. Have them give examples of a rule that would be fair for everyone and a rule that would give some people an unfair advantage.

Book Walk**Introduce the Book**

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Riding with Rosa Parks*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Have students preview the table of contents. Explain that the table of contents helps them understand what the story is about. Have students use the table of contents to share what they already know about Rosa Parks and her contribution to history.

Introduce the Reading Strategy: Summarize

- Explain to students that a strategy readers use to help them understand a story is to pause after reading a few pages to summarize in their own words what they have read.
- Model how to summarize.
Think-aloud: As I read, I am going to pause after every few pages and put what I've read so far into my own words. This will help me to remember what has happened so far in the story. For example, to summarize the beginning of Little Red Riding Hood, I might say that a girl and her mother decided to bake cookies for the little girl's sick grandmother. On her way to her grandmother's house, she met a wolf who tried to trick her.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes or other word endings. They can also look for familiar words within words to help them work out words.
- Model looking for words within words. For example, have students find the word *arrested* on page 8. Model using the familiar word *rest* and the picture to read the word. Then read the sentence to students and ask if the word *arrested* makes sense.

Set the Purpose

- Have students read the story to learn about what happened on the ride with Rosa Parks. Remind students that summarizing will help them remember and understand what the story is about.

During Reading**Student Reading**

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 4. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model how to summarize.
Think-aloud: As I read, I paused after every few pages to think about what happened so far in the story. I read that there once was an unfair law that said that black people had to sit at the back of the bus. Also, when white people got on the bus, black people had to give up their seat for them. I will keep reading and think about the story using my own words to learn more about Marissa and her mother's ride on the bus.
- Have students read to the end of page 8. Select volunteers to put the events of these pages in their own words to make a summary.

- Have students read the remainder of the book. As they read, remind them to summarize the important information in their mind.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Review with students how summarizing the events in the story while reading helped them to better remember important details and understand the story.
- **Think-aloud:** *Pausing after every few pages helped me more easily remember what each chapter was about and better understand the events in the story. In the chapter titled "Refusing to Stand," I learned that when Rosa Parks did not give up her seat on the bus, she got arrested. She was a brave person who opposed something she thought was unfair.*
- Ask students to share the summary they created as they read the book. Select volunteers to explain how this strategy helped them and how they may use this skill when they read other types of books.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Explain to students that a *sequence of events* is the order in which things happen in a story: first, next, then, and finally. Tell students that if the events in the story were not presented in the right order, the story would not make sense.
- **Introduce and model:** Explain to students that if they were to tell someone the story of Rosa Parks and her important bus ride, it would be necessary to keep the events in order.
Think-aloud: *The first part of Rosa Parks' experience is that she was made to sit at the back of the bus because it was the law. Then she was asked to stand when a white man wanted her seat. Next, she refused and was arrested.*
- Point out that telling these events in a different order would not make sense and would be an incorrect retelling of the events.
- Introduce and explain the [sequence events worksheet](#). Direct students to page 4 in the book and reread pages 4 through 6 aloud. Ask students to share what they think is the most important event at the beginning of the book. Say: *The first important event in the book is that Marissa, her mother, and other black people had to sit at the back of the bus because of an unfair law.* Have students write this information in the first space on their worksheet.
- **Check for understanding:** Ask students to use the book to find the important event in the chapter "Refusing to Stand." Invite students to share their responses and write the second event on their sequence events worksheet. (*Rosa Parks would not give up her seat, and she got arrested.*)
- **Independent practice:** Ask students to identify the important events in the last two chapters of the book. Have students write the events on their sequence events worksheet.
- **Enduring understanding:** In this story, you read about a woman who stood up against something she felt was unfair. When have you felt that something was unfair? How did you express your opinion about it? Explain ways that people can peacefully show that they are against situations they feel are unjust.

Build Skills

Phonological Awareness: **Manipulate initial sounds**

- Say the words *gave* and *got*. Ask students what is the same about the beginning sound in each word (both words begin with the /g/ sound).
- Explain to students that they can make rhyming words by changing the beginning sound of

each word. Ask students to think of other words that rhyme with *gave* and *got* by changing the beginning letter of each word (*gave/cave/Dave/pave/save; got/cot/dot/hot/lot/not/pot/tot*).

- **Check for understanding:** Say the following words one at a time: *back, had, stand, that, way*. Ask students to change the beginning letter in each word to make a rhyming word. Invite students to provide as many rhyming words as possible for each word.

Phonics: Vowel digraphs *ai* and *ay*

- Ask students to name the letters in the alphabet that are vowels. Explain that the letter *y* is sometimes considered a vowel.
- Write the words *pain* and *day* on the board. Read the words aloud with students. Ask them what the two words have in common (both *ai* and *ay* make the long /a/ sound).
- Remind students that when two vowels are together, the first vowel usually makes the long sound and the second vowel is silent.
- Circle the *ai* and *ay*. Have students repeat the words, stressing the long /a/ sound.
- **Check for understanding:** Write the following words on the board and ask students to read them aloud: *drain, play, stain, Tuesday, complain, rain, payday*. Select volunteers to circle the letters that make the long /a/ sound.

Grammar and Mechanics: Nouns

- Tell students that there are different types of words that make up a sentence and that *nouns* are words that name *people, places, and things*.
- Draw a chart with three columns on the board with the headings *person, place, and thing*. Write the following words on the board next to the chart: *Blake Street, cat, man, pencil, Sally, store*. Ask students to come to the board and write the words under the correct heading.
- **Check for understanding:** Have students use the book to identify nouns from the story. Invite students to write the words under the correct heading on the chart on the board.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency words *their* and *there*

- Tell students that they are going to learn two words that they will often see in books they read. Write the words *their* and *there* on the board and read the words aloud. Have students read the words with you.
- Point out that while these words sound the same, they have different meanings. Explain that the word *their* is used when something belongs to someone and the word *there* is used when dealing with placement of something.
- Write the following sentences on the board: *Angela and Corrine lost _____ library books. _____ is a lost and found for library books in Ms. Granger's classroom*. Ask students to decide which word (*there* or *their*) goes in each blank.
- **Check for understanding:** Introduce, explain, and have students complete the [high-frequency-words their-and-there worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them summarize the story as they read it with someone at home.

Extend the Reading**Historical Writing and Art Connection**

Have students create a timeline about a fictional character, based on the factual events of their own life. Provide examples of what to include on the timeline, such as: birth, first tooth lost, the arrival of a sibling, a family trip, an award earned, and so on. Have students sequence the events in order on their timeline and present the information about the character to the class.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative report writing.

Social Studies Connection

Provide students with a list of famous African-Americans, such as Thurgood Marshall, Jackie Robinson, and Harriet Tubman. Have students choose one person to research. Using the Internet and library resources, have students find the following information on their person: who they were, what they did, and when and where they lived. Have students present the information to the class.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently summarize while reading to understand and remember information in text
- accurately sequence the important events of the story during discussion and on a worksheet
- accurately manipulate initial sounds orally to produce rhyming words during discussion
- correctly read and write words with the *ai* and *ay* vowel digraphs during discussion
- correctly identify and use nouns in sentences during discussion and on a worksheet
- accurately identify and use high-frequency words *their* and *there* during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)