



How I Learned to Snowboard

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



HOW I LEARNED TO SNOWBOARD

Upper level fact

Text type: Procedural Recount

Reading age 9.8

Word count 2,999

Before Reading

Activate prior knowledge by asking students if they know what snowboarding is. Encourage discussion and guide understandings so that the students build knowledge that snowboarding:

- is a recreational activity and a sport
- is a bit like skateboarding or surfing
- uses a board called a snowboard
- is done on snow
- requires skills and balance

What kind of skills do you need for snowboarding? How do you learn to snowboard?

*What could be difficult about snowboarding?
What do you think would be fun about snowboarding?*

Which groups of people do you think would be most interested in snowboarding? Why?

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. Who might this person be? Think about the title and explain what type of book this is. Guide students to observe that this is a procedural text. What do you expect to see in a book like this? Guide students to identify that they might see steps or instructions.

Read the blurb. What additional information does this give you? What do you expect to find inside this book? Guide the discussion to build understandings that Joseph is recounting how he learned to snowboard.

Who is Joseph? How old do you think he is?

What kind of person do you expect Joseph may be?

What topics would you expect Joseph to recount in this book?

What kinds of skills and procedures do you expect to learn?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. *Where would I go to read about Making a Turn?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. Discuss the ways a nonfiction text differs from a narrative.

What else might be in an information book? Discuss the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which can build readers' knowledge. *Do you think this might be a useful place to start?*

INTRODUCTION

During Reading

What do you notice first about this page? Guide students to information contained in the illustrations. *Read the captions. What do you notice about the people in the photos?* Students should notice the indoor slope. *What is interesting about an indoor slope? What would be the advantages of an indoor slope?*

What do you notice about the words on page 4? Students should notice the bold text on *fibreglass*, and suggest that this word is located in the glossary. Direct students to the glossary and ask students to read the definition aloud. *What else might be made out of fibreglass?*

Read the introduction and be ready to explain

what snowboarding is, and find out who is recounting this book.

After Reading

Who is recounting the steps to this procedure?

How old do you think Joseph is?

Does he look like he likes snowboarding?

What is snowboarding? Does it sound like fun? Who might enjoy snowboarding?

Which group of people might find snowboarding easier than others? Why? Direct students to check page 4 for clues to help them answer.

Do you think snowboarding looks easy? Explain.

Snowboarding would be easier for people with good balance. Why is this?

What do you think a specially constructed pipe is?

What equipment do you need to snowboard?

HIRING EQUIPMENT

During Reading

What do the illustrations tell us on pages 6 and 7? Discuss the illustrations and read the information in the captions. *Could everyone use the same size snowboard? Why not? Why do you think the two groups of snowboarders are called regular-footed or goofy-footed? Which do you think is most common? Why?*

Walk through the photographs on pages 8 to 13. Discuss each one.

Students should notice the bold text on *thermals*, on page 9 and *body heat* on page 10. Direct students to the glossary and ask them to read the definitions aloud. Discuss.

Read about hiring equipment for

snowboarding. Take note of the questions Joseph was asked when hiring equipment.

Find out how you can stay warm and dry when you are snowboarding and also what type of clothing will offer you protection. Jot down all the equipment you need to get going.

Note: You may choose to read this part of the book in smaller sections.

After Reading

Which questions was Joseph asked when hiring equipment? Why do you think these are important questions? Was Joseph wise to tell the shop assistant that he was a first-timer? Why?

Discuss the type of snowboard Joseph hired and why. Direct students to page 7 to check if needed.

What is a goofy-footed snowboarder? Is Joseph goofy or regular?

What sort of protective gear do snowboarders need? Discuss how each piece of gear protects the body.

What kind of clothes will keep you warm and dry? What part of the pants is the seat? Why is it called the seat? Why do the pants need to be fairly baggy?

What is the purpose of goggles or sunglasses? Why do you need sunscreen under your chin and under the tip of your nose?

What could happen if you didn't have your boots tight enough?

GETTING ON AND OFF THE LIFTS

During Reading

Describe what you notice about these photographs. Read the captions. Do these look like the lifts you know? What are the lifts that you know called? In what ways are they

different from these? How do you think these lifts work?

What do you notice about the words on the page? Students should notice the bold text on *ski resorts*, and suggest that this word is located in the glossary. Ask students if they know what ski resorts are. Direct students to the glossary and ask students to read the definition aloud.

Read pages 16 to 19 and be ready to discuss the different types of lifts. Jot down the names of the lifts and a few notes to help you know the differences between them.

Be ready to share Belinda's tips for riding the chairlift.

After Reading

What are the different types of lift? Write them up on the board.

How do you use the travelator? Invite students to explain. Direct them to the text to clarify or elaborate as needed.

Why is it important to quickly get clear of the landing zone?

What is a platter lift? Invite students to explain. Direct them to the text to clarify or elaborate as needed.

What are some other types of lift? Direct students to page 18 to check if needed.

What is an airborne lift? What is an example of an airborne lift? What are Belinda's tips for getting off the chairlift?

Why do you think beginning snowboarders often carry their snowboards on and off the chairlift?

GETTING ON THE SNOWBOARD

During Reading

Look at the photographs on pages 20 and 21.

Do you think it is important to be facing in the direction Joseph is facing? How do you know? Students should note the arrows on the photos. Read the captions and title. What will we find out about on this page? Students should identify that this page will give the details of how to get on and off a snowboard. Why do you think there is a section of the book on this? Support students to infer that it must not be as easy as it seems.

Read pages 20 and 21 and find out about how to get on the snowboard. Jot down the main things that will make it easy.

After Reading

What is the first step to getting on the snowboard? What is the advantage to facing down the slope as you get on? What happened to Joseph when he tried it the other way?

What is the next step? How is this best done? Which way did Joseph face to secure his back foot into the back binding?

What is the next step? What makes it difficult? What can happen when you try to stand up? If you lose your balance, which way is it better to fall? Why?

Do you think this looks challenging? What would make it easier? Students should infer that it would get easier with practice.

MAKING A VERTICAL RUN

During Reading

Read the title. What do you think a vertical run might be?

What sort of photograph is this? Why do you think this type of photo has been used here? What can you understand from this photo? Guide students to infer that the photo shows the sequence for making a vertical run. What

is interesting about the photo? Students should observe that the three slides are framed vertically.

What do you notice about the words on page 22? Students should notice the bold text on vertical, and suggest that this word is located in the glossary. What does vertical mean? Draw a vertical line. Tell students that the line is vertical. Ask them to infer its meaning. Direct students to the glossary and have them read the definition aloud. Were you correct?

Read page 22 and be ready to discuss how you make a vertical run.

After Reading

What is a vertical run? Students should provide the literal answer from the text. Have them reread the second sentence if needed.

What are the important things to remember to make a vertical run? Students should report:

- The heel edge of the board needs to dig into the snow
- Get into the forward position
- Point the snowboard forward, down the slope
- Use your arms to balance
- To slow down, lift toes up and dig heel into the snow

What will make Joseph better at it?

Is it a problem to fall down? Why not? Would you expect that most people would fall when they are learning?

MAKING A HORIZONTAL RUN

During Reading

Read the title and look at the photograph on page 23. Read the caption.

What do you notice about the words on the

page? Students should notice the bold text on *horizontal*, and suggest that this word is located in the glossary. *What does horizontal mean?* Ask students to infer and show them a horizontal line if needed. Direct students to the glossary and ask students to read the definition aloud. *Were you correct?*

What do you think a horizontal run is? What do you think you need to do to make a horizontal run? Check the picture and caption.

Read page 23. Find out how to make a horizontal run.

After Reading

What is a horizontal run? Students should provide the literal answer from the text. *When do you think you might need to go across the slope?* Invite students to infer.

What are the important things to remember to make a horizontal run? Students should report:

- Bend one knee in the direction you are going
- Straighten your arms to make a T-shape with your body
- Move your weight to the left and bend your knees
- Shift weight to the right and bend your knees
- Keep zigzagging like this to move down the slope
- To slow down straighten up

What will make it easier?

Do you expect to fall?

Does it look like hard work?

MAKING A TURN

During Reading

What do the title and photographs tell you? What do you think making a turn means?

Does Joseph look like he is turning right around? What sort of turn is he making?

Read page 24. As you read, find out what the easiest type of turn is. Jot down some pointers that Joseph gives to be able to make this turn.

As you read, be thinking about why it would be important to know how to turn when you are snowboarding. Think about what could happen if you couldn't turn.

After Reading

What is the easiest turn? What does Joseph say about it? If he says that it is hard even for beginners, what might the other turns be like? Invite inferences.

Was it easy for Joseph to learn this turn? Which words tell you this?

How do you do a skidded turn? Invite students to explain the dot points on page 24. Guide them to explain the steps in sequence and ask students to infer why the sequence is so important. *What would happen if you changed the order? Would the turn work? Why not?*

At the end Joseph said he had to wait to try out his moves at an outdoor ski resort. Why do you think he would have to wait? Invite inferences.

TYPES OF SNOW

During Reading

Read the title and look through the photographs on pages 25 to 27. Discuss the captions. What types of snow can you see? Guide students to look at the subheadings as they look through these pages. They should identify: powder, crud, crust, and slush. *What do you know about crud? Is it any good for snowboarding on? Why not? Which snow do you think would be best for skiing and snowboarding?*

As you read pages 25 to 27, take note of the snow that is most suited to snowboarding.

Make a few notes about each type of snow, and be ready to discuss their suitability for snowboarding. 1.

After Reading

What kind of snow is most suited to snowboarding? Why did Joseph like powder snow? What does it feel like? Which words in the book are used to describe powder snow? Direct students to check page 25 if needed.

Why do you need to be careful if you're snowboarding or skiing on powder snow?

Direct students to reread the last sentence on page 25 to check if needed.

What is crud? What is it like to snowboard on? What makes it tricky to snowboard on? Students should indicate that it is slippery and bumpy.

What is crust? What two things make it hard to snowboard through crust?

What is slush? When is slushy snow common? What makes it hard to snowboard on?

SNOWBOARD TRICKS

During Reading

What do the title and photograph suggest you will learn about as you read this page? What kind of trick is this person doing? Would you expect the tricks that people do on a snowboard would be similar to those that people do on skateboards and surfboards? Why or why not?

As you read page 29, take note of some of the common snowboarding tricks. Be ready to explain how to do these tricks.

Be thinking about why it would be fun to do tricks on a snowboard. As you read about the tricks, think about the one you think sounds the most fun.

After Reading

What sorts of tricks does Joseph think it would be fun to do? Why do you think Joseph would like to do tricks? Invite inferences.

What are the common tricks on a snowboard?

How do you ride fakie? What is another way of saying riding fakie?

What is a wheelie? How do you do it?

What is an ollie? How do you do it? How do you land? What is it called if you jump with your back foot first?

Which trick do you think the person is doing in the photograph?

Which trick do you think would be the hardest to do? Why?

SNOWBOARDING A HALFPIPE

During Reading

Read the heading and look at the photo and caption. What is a halfpipe? Why do you think it is called a halfpipe? Direct students to examine the photograph carefully.

Why does Joseph say that he looks forward to the day he is skilled enough to sail down a halfpipe? What does that suggest about a halfpipe? What do you think makes it so difficult?

As you read page 30, find out about a halfpipe. What skills do you need for a halfpipe? Find out what Joseph tells us about halfpipes.

What is an expert snowboarder? Jot down the tips the experts gave Joseph.

After Reading

How do you think people make the halfpipe? Invite inferences.

What skills do you need to be able to halfpipe? Guide the conversation to cover all

the skills listed on page 30. Direct students to the first paragraph to check if needed.

What are the experts' tips for snowboarding a halfpipe? Guide students to cover the following:

- Have the correct equipment
- Take turns
- Plan your run
- Ride the middle of the pipe to the end, if you fall
- Encourage others, smile, and enjoy the ride!

How might you plan your run? Why do you think you should ride the middle of the pipe if you fall?

▲ CODE BREAKER

When two words are combined to make one larger word, these are known as compound words, eg, *blackboard*. The meanings of compound words can often be worked out by thinking about the meanings of the two words that make the compound word. For example, blackboards got their name because originally they were a board that was painted black.

Write the meanings of these compound words from the book:

<i>snowboard</i>	<i>sunglasses</i>	<i>indoor</i>	<i>outdoor</i>
<i>sunburn</i>	<i>sweatshirt</i>	<i>waterproof</i>	
<i>windproof</i>	<i>chairlift</i>	<i>downhill</i>	
<i>uphill</i>	<i>upright</i>	<i>fibreglass</i>	

■ MEANING MAKER

Snowboarding is one of the things you can do in the snow. What are some other things that people do to have fun in the snow? Ask students to brainstorm all the other recreational activities that are done in the snow. List them on the board.

In a column next to the first list, brainstorm all the recreational activities that can be done at the beach. List them. In a third column, brainstorm all the recreational activities that can be done in a park.

Compare the three lists and discuss what it is about the activities that people enjoy. Discuss the activities that are done with others and those that people enjoy on their own.

◆ TEXT USER

This book has special features that help the reader to build understandings. These are the photographs, captions, labels, diagrams, and map. Without these things, this book would be more difficult to read.

Ask students to turn to pages 14 and 15 and discuss how this layout assists visitors to know where things are. Ask students to make some observations about the features that make it easy to understand. For example, it is set out clearly, is uncluttered, it has a picture to show what things are, and labels each area. Discuss how these features make it easy for the reader to locate information.

● TEXT CRITIC

This book is different from some other nonfiction books. It is a recount, and therefore the reader is getting the information from someone who is sharing his personal experience. This is different from reading a book about snowboarding that just contains facts. In this book, it is clear to the reader that Joseph enjoys his experience of learning to snowboard. His opinions and experiences make snowboarding seem fun and exciting. Discuss the way this influences how a reader may view snowboarding.

How do you think the reader might think about snowboarding if Joseph complained about how hard it was all the way through, injured himself, or disliked the cold?

When reading about someone's opinion about things, it is important to understand that this is how one person views something, but it may not be the way that someone else will view the same situation.

USING MULTIPLE INTELLIGENCES

Students may work independently or with a partner for this task.

Use the layout of the indoor ski slope on pages 14 and 15 to help you with this task.

Imagine that you have new students in your class. Draw the layout of your classroom to help them find things they need.

Draw: the layout of your classroom. Try to make the sizes to scale. That means, to make things on your drawing comparable to the size that they are in your classroom. Show things on your layout that exist in your classroom. For example show doors, windows, shelves, cupboards, desks, etc. (S)

Label: each area so it is easy to find and identify. (V)

Colour: things to match your classroom. (S)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

How I Learned to Snowboard

Name _____

List the most important information from these sections of the book.

Hiring Equipment
Getting on and off the Lifts
Getting on the Snowboard
Making a Vertical Run
Making a Horizontal Run
Making a Turn
Types of Snow
Snowboard Tricks
Snowboarding a Halfpipe



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How I Learned to Snowboard

Name _____

Multiple Intelligences (logical-mathematical, intrapersonal)

Learning to snowboard is a challenge. From ice to slushy snow, there are many things that make snowboarding a P (P = Plus), M (M = Minus), and I (I = Interesting and exciting) sport. Complete the PMI to show the ups, downs, and interesting aspects of snowboarding.

Plus	Minus
Interesting and exciting	



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How I Learned to Snowboard

Name _____

What equipment do you need to snowboard? Use page 13 of the book to complete the table. Joseph's friend, Belinda, forgot to wear something important. What was it? Add this to your table.

Things you will need	Description of the item	Purpose of this item	Drawing of this item



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How I Learned to Snowboard

Name _____

How many syllables are in these words? Count the syllables in each word and record the number on the table. If you need to check, clap the words and count the number of parts you can hear. Then, find words with one, two, and three syllables in the book, and record them at the bottom of the table.

Word	Syllables	Word	Syllables	Word	Syllables
snowboard		Joseph		tricks	
learn		slope		equipment	
indoor		outdoor		fun	
lift		fibreglass		pipe	
recount		boots		goofy	
regular		beginner		thermals	
skin		wrist		dry	
baggy		sunscreen		goggles	
	1		1		1
	2		2		2
	3		3		3

Write the names of your classmates below. Beside each name, write the number of syllables in the name.



How I Learned to Snowboard

Name _____

Look at the photos on page 24. These photos have been displayed in this way to help you understand the steps in Making a Turn.

In the centre box, draw the photo on page 8. In the left and right boxes, draw the photos that would have come before and after it.

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In the centre box draw the photo on page 26. In the left and right boxes, draw the photos that would have come before and after it.

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How I Learned to Snowboard

Name _____

This book is a recount. The reader sees snowboarding through Joseph's eyes. Reading Joseph's thoughts about snowboarding helps the reader form their own thoughts about snowboarding.

Write things you think Joseph liked doing. Use the book to help you.

Write things you think Joseph didn't like doing. Use the book to help you.

Cross out the one that doesn't apply:

I think Joseph liked/didn't like learning to snowboard.



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