

# Rolling Right Along

## Small Group Reading

### Before reading

Ask students to make predictions about the text. Introduce students to Reading vocabulary and discuss word meanings. Name some modern inventions that use wheels. Record these and review them after the first reading.

### During reading

Ask students the following questions as you read each chapter together.

#### CHAPTER 1

- When and where is the wheel thought to have been invented? (literal)
- Name some of the uses we have found for the wheel. (literal)
- What was the catalyst for the improvement in the wheel? (literal)

#### CHAPTER 2

- How do you think you would have liked riding a “Draisienne”? (personal response)
- How did air-filled tires contribute to the bicycle enduring as a way of transportation? (inferential)

#### CHAPTER 3

- Imagine you were one of the first people to ride on George Ferris’s Ferris wheel. How would you have felt? (personal response)
- What was George Ferris’s inspiration for his invention? (literal)

#### CHAPTER 4

- What are some other methods of potting besides the pottery wheel? (literal)
- Why do you think potters were so respected in Egyptian times? (inferential)

#### CHAPTER 5

- Why were some spinners upset at the invention of the “spinning jenny”? (inferential)
- What do you think the symbolism was behind Gandhi’s wish to include the “charkha” on the Indian flag? (inferential)

#### CHAPTER 6

- What does the expression the “wheels of justice” mean? (inferential)
- What part of this text did you enjoy the most? Why? (personal response)

### After reading

Students can complete BLMs 1 and 2 after you provide instructions for each activity.

**Understanding main idea** Have students summarize the main idea of each chapter and list the key points that support this idea on BLM 1.

**Spelling** Tell students to fill in the chart at the bottom of BLM 1 showing the change in a base word when the suffix *-tion* is added. **(BLM 1)**

Students should imagine they are the King of Uruk and write a response to General Enkidu’s letter located on pages 6–7 of *Rolling Right Along*. **(BLM 2)**

**Grammar** With students, find words in the text that contain apostrophes. Discuss with students the two uses of apostrophes (contractions and possessives) and sort the words from the text into those two uses.

**Fluency** Partner students and have each pair select their favorite chapter from the book. Have them read the chapter to each other until they can do so fluently.





