



Ty's Travels: Zip, Zoom!

By Kelly Starling Lyons

GRL I

ABOUT THE BOOK:

Ty has a new scooter. He wants to vroom through the park like the other kids do, but it turns out that learning to ride a scooter is a little harder than Ty thought it would be. He almost gives up, but with a little help from his family and a new friend he meets along the way, Ty figures it out. Thanks to his determination and his colorful imagination, Ty can zip and zoom through the park just like a race car on a track in no time!

DISCUSSION QUESTIONS:

1. What is the title of this book? What zips and zooms in the story? What does *not* zip or zoom? Why not? What does the word *vroom* mean? What goes vroom in the story? *Common Core State Standards (Reading: Literature):* RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, RL.1.4, RL.2.4, RL.3.4
2. On page 6, Ty puts on knee-pads. Why does he put those on? Look at the illustration on this page. What other things does he wear to stay safe? Does he need to wear those things? Why do you think so? *Common Core State Standards (Reading: Literature):* RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.7, RL.1.7, RL.2.7, RL.3.7
3. What does it mean to “give up”? Why does Ty keep saying “I do not give up”? On page 23, what do you think Ty is trying to say when he says, “I GIVE...”? Why would he say that? Why is the word *give* written in all uppercase letters on this page? What clues can you get from the illustrations on pages 22 and 23 to help answer these questions? *Common Core State Standards (Reading: Literature):* RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, RL.1.4, RL.2.4, RL.3.4, RL.K.7, RL.1.7, RL.2.7, RL.3.7
4. Which parts of this story happen in Ty’s imagination? How can you tell? Why might Ty like to imagine he’s on a racetrack? *Common Core State Standards (Reading: Literature):* RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, RL.1.4, RL.2.4, RL.3.4, RL.K.7, RL.1.7, RL.2.7, RL.3.7
Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1.a-b, SL.1.1.a-c, SL.2.1.a-c, SL.3.1.a-d, SL.K.6, SL.1.6, SL.2.6, SL.3.6

EXTENSION ACTIVITIES:

Ty's Helpers: Think about the people who helped Ty learn to ride a scooter. Make a list of each person. Next to their name, write or dictate what that person did to help Ty. Then write or dictate the things Ty did to help himself learn to ride the scooter. *Common Core State Standards (Writing):* W.K.2, W.1.2, W.2.2, W.3.2

Step by Step: What is the first thing to do when you want to ride a scooter? What should you do next? Write or dictate the steps for riding a scooter in order. Use the book to help you remember. Number each step as you go. Draw a picture of a scooter to go with your writing. Think of some things you already know how to do. Choose one and write or dictate the steps for doing that thing in order, just like you did for riding a scooter. *Common Core State Standards (Writing):* W.K.2, W.1.2, W.2.2, W.3.2

Thanks, Ari!: Ari does a good job of helping Ty learn to ride a scooter. Pretend you are Ty. Write or dictate a short note to Ari. Thank her for helping you learn. Tell her why her help was important to you and what she did that made her a good helper. *Common Core State Standards (Writing):* W.K.3, W.1.3, W.2.3, W.3.3

Don't Give Up: Think of something you would like to learn or are trying to learn. Write or dictate helpful things someone could say to you that would make you want to keep trying. Share your writing with someone who is a good helper to you. Tell them that they can use these words to help you or someone else who feels like giving up when trying to learn something new. Or keep this writing in a safe place and read it to yourself whenever you feel like giving up on something that's hard to do. *Common Core State Standards (Writing):* W.K.1, W.1.1, W.2.1, W.3.1

Common Core State Standards (Writing) that writing activities might also address: W.K.5, W.1.5, W.2.5, W.3.5, W.K. 6, W.1.6, W.2.6, W.3.6

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