Hometown Skateboards

TEACHER: *What do you see in this picture?*

STUDENTS: Skateboards

You're right! These are skateboards, and they were made in Ithaca, New York. Did you know that there is a skateboard factory right here in our town?

(Give kids a quick chance to respond.)

What do you think these skateboards are made from?

Wood, metal, plastic, etc.

Skateboards can be made from many different materials, but the boards in this picture are made from wood. Draw the shape of a skateboard in the air with your finger.

(Give the kids a chance to draw in the air. Correct them if their shape is way off.)

What shape did you draw?

A rectangle, a long skinny oval, etc.

Not all skateboards are exactly the same shape, but they do have some things in common. Most of them look like long, thin rectangles. Skateboards have four sides, but not all of the sides are the same length. Two of the sides are usually long and straight. And the ends of a skateboard are short and often have a curve.

(Draw the general shape of a skateboard on the board.)

Why do you think a skateboard needs to be this shape?

So you can stand on it; it goes fast; etc.

A skateboard needs to be long and thin, so you can keep one foot resting on the board, and use the other foot to push yourself along.

Now draw the wheels on your skateboard. Be sure to add the circles below the rectangle.

(Allow kids a minute to add wheels to their skateboards.)

How many wheels did you draw?

Four, two, etc.

(Draw four wheels on your skateboard.) A skateboard usually has four wheels. Why?

So it doesn't tip over when you ride it.

Having four wheels makes it more stable (less likely to tip). In order to ride a skateboard well, you need to put one foot in front of the other, keep your knees bent and stay low to the ground. You put your arms out to your sides, to help you stay balanced. You can lean with your body from side to side to help you change direction while you are moving. Stand up and pretend that you are riding a stationary skateboard. Stationary means that your skateboard does not move.

(Children will all stand and pretend that they are riding a *stationary* skateboard.)

Riding a skateboard is a lot like riding a surfboard. What is the difference between riding a skateboard and riding a surfboard?

People ride skateboards on the street and surfboards on the water.

Skateboards are usually ridden on a street or sidewalk, and surfboards are ridden on big waves, like in the ocean. When skateboarding was first invented, it was called "sidewalk surfing." The first skateboards were invented in the United States in 1958. They were made by attaching the wheels from a roller skate to a single wooden board or old crate. The first skateboards were difficult to ride and broke easily, but they were very popular with young people. Today, skateboards are made out of a special type of wood. The wood is cut into thin layers and glued together. Do you know what kind of wood is used?

Plywood, oak, maple, etc.

Plywood is used to make most boards. It is very strong and durable. So, modern skateboards are tough, and do not break easily when people ride on them. Do you know other things that are made of plywood?

Houses, shelves, boats, tables, beds, etc.

Houses, furniture, and many other things are made out of plywood, because it is so strong. Where does plywood come from?

A tree, a factory, etc.

Plywood doesn't grow on a plywood tree! The wood comes from a tree, but it is made into plywood in a factory. Thin layers of wood are glued together to make one super strong sheet of plywood. Skateboard factories, like Comet Skateboards in Ithaca, make their own plywood. They glue and press boards together using special machines. Their skateboards are super tough, and a lot of fun to ride!

The next time you spot a skateboard on the sidewalk, take a closer look. They are just one more cool thing that we get from trees!

Kindergarten Standards:

NYS Common Core Kindergarten Social Studies Standards

- K.9.a Children, families, and communities of today can be compared with those in the past.

Kindergarten ELA Power NYSCCLS (ICSD Power Standards in Bold)

Reading Standards for Informational Text: Kindergarten

- **Integration and Knowledge of Ideas**
  7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Speaking and Listening Standards: Kindergarten

- **Comprehension and Collaboration**
  1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges.
  c. Seek to understand and communicate with individuals from different cultural backgrounds.
  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **Presentation of Knowledge and Ideas**
  6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards: Kindergarten

- **Vocabulary Acquisition and Use**
  6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Next Generation Science Standards for Kindergarten

K-ESS3 Earth and Human Activity

- ETS1.A: Defining and Delimiting an Engineering Problem
  1. Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)

NYS K Math Standards

Identify and describe shapes

- CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.