

Guided Reading Lesson Plan (Levels M-Z)

Title: Five Notable Inventors

Level: P

ISBN: 978-0590480338

Publisher: Scholastic

Day 1 (Ch. 1)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Book Introduction- This book is called *Five Notable Inventors* by Wade Hudson. It contains a biography about five different African Americans inventors. The biographies focus mostly on the inventions of these individuals.

Day 1: Today we will read about an inventor named Jan Ernst Matzeliger. Jan came to the United States from South America. He started working at a shoe company. Jan tries to figure out a way to make shoe-making easier. Read to find out if he is successful.

Words/Text Layout:

*New or important words (V) **lathe machine (pg. 6)- machine used to cut and shape metal** (context clues)

lasting (pg. 8) – stretching leather around the heel of the shoe (in a foot mold) and nailing it into place

forge (pg. 9)- a furnace used for heating metal

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, **determining importance***

While reading biographies, readers have to figure about which information is important details about the person and which information is just interesting details about the person. Make a chart on your paper with one side labeled important details and one side labeled interesting details. While you read, write down two very important details about Jan's life and two details that are simply interesting (but not very important). Be ready to share your answer during our discussion.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What were these pages about?

What details were important?

What details were simply interesting?

What did you learn about Jan Ernst Matzeliger?

What hardships did Jan go through?

What lessons can we learn from Jan's life?

Which picture and caption were most helpful in learning more about Jan?

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Day 2 (Ch. 2)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 2: Today's biography is about Elijah McCoy. He was a very smart boy and studied engineering in school. He couldn't find a job so he worked for a railroad. Read to find out how he helped the railroad companies with a new invention.

Words/Text Layout:

*New or important words (V) **drafters/engineers (pg. 16)- people who design and draw the plans for machines, buildings, bridges, etc.**

lubricating (pg. 17) – oiling moving parts of a machine (context clues)

patent (pg. 18)- given by the government to an inventor so that the inventor is the only one able to make and sell an invention for a certain number of years

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers pay attention to events that happen in a character/person's life to help them understand that person better. In today's reading, some hardships will happen to Elijah. As you read, write down at least 3 hardships that Elijah faces. Then answer this question: How did the hardships affect Elijah? Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What were these pages about?

Explain Elijah's invention.

How was it helpful?

What hardships did Elijah have to face?

How did these hardships affect him?

How do hardships affect you?

Where did the words "the real McCoy" come from?

What does it mean today?

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Day 3 (Ch. 3)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 3: Today's biography is about Granville T. Woods. He made many important inventions in the fields of electricity and railway safety. Read to learn more about some of his inventions.

Words/Text Layout:

*New or important words (V) **transmitter (pg. 24)- a microphone in a telephone that converts sound waves**

amusement parks (pg. 25) – a large park that has recreational rides such as roller coasters or merry-go-rounds

incubator (pg. 25)- box that helps to keep eggs warm enough to hatch (context clues)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers give their opinions about events they read about in a book. Today you will read about many of Granville's inventions. Pick the one invention that you think is his most important invention. Then explain why that invention is his most important invention. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What were these pages about?

What were some of Granville's inventions?

Which invention do you think was his most important invention?

Why?

Why was Granville compared to Thomas Edison?

Why do we hear about Edison but not about Granville?

How would you describe Granville as a person? Why?

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Day 4 (Ch. 4)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 4: Today's biography is about Sarah Breedlove who later became known as Madam C.J. Walker. Her hair begins to fall out which prompts her to develop hair care products. She is very successful and becomes the richest African American woman in the United States. Read to find out why she is so successful.

Words/Text Layout:

*New or important words (V) **plantation (pg. 32)- very large farm/estate demonstrations (pg. 35) – explaining and showing how something works donated (pg. 39)- gave money, presented a gift**

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers give their opinions about the people they read about in a book. While you are reading today, describe what kind of person Madam C.J. Walker is. Support your answer with details from the text. Be ready to share during our discussion.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What were these pages about?

Describe Sarah's (Madam C.J. Walker's) childhood.

What kind of person was Madam C.J. Walker?

What details did you find to support your answer?

What does this quote tell you about Walker: "My object in life is not simply to make money for myself or to spend it on myself. I love to use a part of what I make in trying to help others"?

Which picture and caption were most helpful in learning more about Madam C.J. Walker?

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Day 5 (Ch. 5)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 5: Today's biography is about Garrett A. Morgan. Garrett invented several items that help keep people more safe such as the gas mask and electric light signals. He also fought for the rights of African Americans. Read to find out how he tried to help them.

Words/Text Layout:

*New or important words (V) **gas inhalator (pg. 43)- later known as a gas mask, protected people from breathing in poisonous gas intersections (pg. 44)- places where two streets meet representation (pg. 48)- representing people so that their opinions can be heard**

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers infer the themes or lessons the author wants us to learn from the book. After you finish reading today, decide the author's themes or purposes in writing this book. Support your answer with at least two details from the text. Be ready to share your answer during our discussion.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What were these pages about?

What did you find out about Garrett Morgan?

What were some of his inventions?

How did his inventions improve people's safety?

What do you think the themes of this book are?

What details did you find to support your answer?

Which person was the most inspiration to you? Why?