

Analyzing the Features of Nonfiction Text Lesson Plans for 3 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Matthews

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Always Inventing: A Photobiography of Alexander Graham Bell
By: Tom L. Matthews
Grade Level: 6 / Guided Reading Level: X

Book Club

Discussion Questions and New Vocabulary

Meeting #2 (Continued)
Chapters 9-16 Discussion Questions:

3. What was Bell's first job after moving to Canada? How did Bell's work impact George Sanders and Mabel Hubbard?
Answer: Bell became a teacher at a school for deaf mutes.
Answers will vary: He helped George Sanders, a boy who had been deaf all his life and was unable to speak or communicate, by teaching him to spell using a special glove. He also helped Mabel Hubbard, a girl who had become deaf at age 5 from scarlet fever, and he helped her make astounding progress. (page 15)

Chapters 9-16 New Vocabulary:

1. Elocution (page 9) – the study of how to speak clearly and in a way that is effective and socially acceptable
2. Phonetic (page 10) – of or relating to spoken language, speech sounds
3. Larynx (page 16) – the part of your throat that contains the vocal cords, called also voice box

Chapters 17-23 Discussion Questions:

1. What was the function of a telegraph? Describe the limitations of the telegraph during this time. What new device were inventors competing to invent first to solve these limitations?
Answer: The telegraph sent messages by wire rather than horseback, train, or ship. However, the telegraph could only send one message at a time. Inventors were competing to invent the multiple telegraph as a way to send multiple messages at a time. (pages 17-18)

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Exploring How Nonfiction Text Features Help Develop Ideas

Meeting #2 Continued
Time to Teach (continued)

- time with children, whereas before seeing this photograph we may have thought he spent all his time inventing in a laboratory.)
 - How does the photograph share information beyond what is written in the text? (Possible answer: By seeing Bell sharing time with his children, the reader can understand the importance family had in his life. This is more powerful than simply reading, "Family was important to Bell.")
- Emphasize that this is a perfect example of the power of text features: they help us understand the ideas in a text in a deeper, more meaningful way.

Model How to Respond to Reading

- Distribute copies of the **Analyzing Features of Nonfiction Text** graphic organizers to students or ask students to draw a similar chart in their Reader's Notebook. (Note: It may be helpful to have a large copy of this graphic organizer to complete along with students.)
- Draw attention to the fact that this graphic organizer is similar to the one we used in Meeting 1; with one additional column to record how this nonfiction text feature adds to the reader's understanding of the text.
- Prompt students to turn to page 35 and model how to complete the graphic organizer using the map and caption:
 - First, identify the features of nonfiction text found on this page. (Answer: Map and caption)
 - Next, add the page number. (Answer: 35)
 - Then, add a brief description of the features. (Answer: Two maps of the United States from 1890 and 1917 showing large growth in the counties connected to Bell's telephone network.)

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Introducing Nonfiction Text Features

Meeting #1 Continued
Time to Teach: Nonfiction Text Features

- Tell students that the Book Club for *Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Matthews will focus on identifying and analyzing the features of nonfiction text.
- Explain to students that in nonfiction texts such as this one, authors often include certain text features to help support and enrich the reader's understanding of the text.
- Tell students that they will use the following activity to focus their attention on the features of nonfiction text before they begin reading.
- Distribute copies of the **Let It Find It! Activity** and provide the following directions:
 - When you say "Go" students will list as many features of nonfiction text as they can in 60 seconds. (Hint: there are at least 16.)
 - Say "Go" and time students for 60 seconds.
 - Ask students how many features they were able to list?
 - Review sample list with students and ask them to write down any that they may have missed.
 - Next, divide students into pairs. When you say "Go" they will have 2 minutes to use the book and try to

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Meeting #2 Continued
Model How to Respond to Reading (continued)

- Last, record how these nonfiction text features deepen your understand of Bell's life or work. (Possible answer: I can see from the map of 1890 that there were very few counties in the US connected to Bell's telephone service. In the map of 1917, almost the whole country is connected! This map really shows us how popular Bell's invention was and how quickly it spread through the country!)
- Ask students to turn and talk with a partner about one additional feature of nonfiction text found through page 37. Instruct them to complete the chart for the feature they found.

Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student's progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students pages 34-59 for independent reading.
- Students are responsible for completing the **Analyzing Features of Nonfiction Text** graphic organizer on their own. To do this, they should identify at least 5 different nonfiction text features, provide page numbers and a description of each, as well as an explanation of how the text feature helped develop their understanding of Bell's life and work.
- Determine as a group when the Book Club begins again.
- Model how to record the assignment on their Book Club Calendar.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Set Expectations and Introduce Analyzing the Features of Nonfiction Text

Why might he have included these types of text features? (Possible answer: The photographs tell us more about Bell as a person. We can see what he was like at the time he lived. His drawings tell us more about how his inventions developed. The captions tell us more about his beliefs.)

There are nonfiction text features that he didn't include. Which text features of nonfiction text that he didn't include may not have been helpful in deepening the reader's understanding of Alexander Graham Bell's life. For example, a graph information about

Model How to Respond

- Direct student effort
- Discuss with students who they think the text is about. (Possible answer: I think it's about a boy who we can infer is playing with metal or children or grandpa.)
- Refer to students using a graphic organizer to record the features of nonfiction text.
- Distribute copies of **Features of Nonfiction Text** graphic organizer or the similar chart in their Reader's Notebook. (Note: It may be helpful to have a large copy to work along with.)

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Exploring How Nonfiction Text Features Help Develop Ideas

Meeting #2 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- Gather students around them to bring everything they learned from the Book Club (Book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- Introduce the nonfiction text to analyzing features help to develop the ideas presented in the text.

Exploring How Nonfiction Text Features Help Develop Ideas (7-10 minutes)

- Draw attention to page 6 of the text. Remind them to look at the photograph of a man, Bell, playing with three little girls during our last meeting to see what the photograph seems to share some of the features of the text that they used to help **Identifying Nonfiction Text** graphic organizer while reading.
- Students that we will move beyond simply the features of nonfiction text to analyzing features help to develop the ideas presented in the text.
- Refer to the photograph of a man, Bell, playing with three little girls during our last meeting to see what the photograph seems to share some of the features of the text that they used to help **Identifying Nonfiction Text** graphic organizer while reading.
- Refer to the photograph of a man, Bell, playing with three little girls during our last meeting to see what the photograph seems to share some of the features of the text that they used to help **Identifying Nonfiction Text** graphic organizer while reading.

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Reflecting on the Role of Nonfiction Text Features in Developing Ideas in a Text

Time to Teach: Reflecting on the Role of Nonfiction Text Features in Developing Ideas in a Text (10 minutes)

- Engage students in a discussion of the features of nonfiction text by providing examples of common text features and explain the function of these features in their own words. (Hint: Allow students to use their completed **Analyzing Features of Nonfiction Text** graphic organizer for the discussion.) The following questions can be used to get the discussion started:
 - How does analyzing these text features help you to deepen your understanding of who Alexander Graham Bell was?
 - Why is it important that you pay attention to the features of nonfiction text when reading?
- Tell students that they will now see what they have learned about how the features of nonfiction text help to develop ideas to complete a culminating activity.

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