

Here's What You'll Get with the Always Inventing: A Photobiography of Alexander Graham Bell Book Club

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

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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Book Club

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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Exploring How Nonfiction Text Features Help Develop Ideas

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

- Last, record how these nonfiction text features deepen your understanding 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've completed 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

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.
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 - 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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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've learned so far to 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.
- Encourage students to use one of the discussion questions for the chapter or focus on specific

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

Share some of the features of the text for discussing the text.

The photograph helps us understand Alexander Graham Bell. Bell had to be deaf to be the inventor of the telephone. He had many hundreds of pages of proof of his design work and eventually the Bell Company was established, proving that Bell was in fact the sole inventor of the telephone. (page 38)

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

other evidence, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.

Chapters 34-43 Discussion Questions:

1. What satisfaction did Bell find after he and his wife decided to stay in Europe? What does the satisfaction show you about Bell's personality?
Answer: Bell founded a school for deaf students and loved getting books to teaching and being with students in the classroom. His satisfaction shows that he cared more about teaching than inventing. (page 33)
2. Describe the legal troubles Watson and Bell faced on these pages. How were all of these legal battles resolved?
Western Union was selling telephones even though the Bell Company owned the patents. Bell had to testify that he was the true inventor of the design. He had many hundreds of pages of proof of his design work and eventually the Bell Company was established, proving that Bell was in fact the sole inventor of the telephone. (page 38)

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3 Analyzing the Features of Nonfiction Text Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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A Photobiography
of Alexander
Graham Bell

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt - wait your turn to share Use respectful language Listen carefully 	<input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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of Alexander
Graham Bell

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Student Self-Evaluation Rubric

Name: _____

How I Did in Always Inventing: A Photobiography of Alexander Graham Bell Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				I participated in Book Club
I had my materials				
I shared my thinking				I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: / 27

A Note from Your Teacher

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

RL.6.4	RL.7	RL.3	RL.2
From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Describe the problem in the text you read today. How do you think the problem will be resolved?	What inferences did you make while reading today? Tell how your inferences helped you as a reader.	Write about the things a reader needs to know in order to understand the text you read today.	Choose a scene from the book. Tell how it would be different if it was made into a movie.
What is the most important part of the story you read today. Tell why you think it's important.	Give an example of figurative language in the text you read today. Tell how the word choice impacted your comprehension of the text.	What did you learn about yourself as a reader today? Use examples from the text.	What does the story you read today suggest about life? Use examples to support your answer.

Book Club
Always Inventing
A Photobiography
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with 6th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____

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

Directions: Use what you know about *Always Inventing: A Photobiography of Alexander Graham Bell* to answer each of the following questions.

After reading *Always Inventing: A Photobiography of Alexander Graham Bell*, we can reasonably infer that Alexander Graham Bell cared a lot about helping people. Which of these examples of text evidence does NOT support this inference?

A Bell invented the first prototype of the iron lung, which went on to save thousands of polio victims' lives.

B Bell was born on March 3, 1847.

C Bell opened a school for deaf students in Europe.

RI.6.1

In your own words, explain the central idea of *Always Inventing: A Photobiography of Alexander Graham Bell*.

RI.6.2

Number the following events in order to demonstrate your knowledge of how the author introduces Alexander Graham Bell in *Always Inventing: A Photobiography of Alexander Graham Bell*.

_____ Alec struggles in school with Latin and Greek, so he is sent to live with his grandfather at age 15.

_____ Bell is born into a family of speech professionals- his father and grandfather.

_____ Alec begins his teaching career at a school on the Northern coast of Scotland.

_____ Alec devises his first invention at age 11, a tool to clean the tough husks from wheat kernels.

RI.6.3

CCSS Assessment 6th Grade Reading Standards for Informational Text | @BookPagez.com

Complete Common Core Assessment

Practice with multiple choice questions

Short answer practice

One essential question for each of the 6th grade Reading Literature standards

Name: _____

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

Analyzing the Features of Nonfiction Text

Directions: Use what you know about *Always Inventing: A Photobiography of Alexander Graham Bell* to answer each of the following questions.

Which of these BEST describes the purpose of the timeline included in the back of *Always Inventing: A Photobiography of Alexander Graham Bell*?

The timeline provides us with chapter titles and page numbers for the chapters in this text.

The timeline shows important events that happened chronologically in Bell's lifetime.

The timeline gives us definitions of vocabulary words in the text.

How does the timeline help develop your understanding of Bell's life and work?

CCSS.ELA/LITERACY/RI.6.5 Always Inventing: A Photobiography of Alexander Graham Bell Book Club | @BookPagez.com

Focus Assessment for Analyzing the Features of Nonfiction Text

Answer Keys

Name: _____ Score: _____

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

Directions: Use what you know about *Always Inventing: A Photobiography of Alexander Graham Bell* to answer each of the following questions.

After reading *Always Inventing: A Photobiography of Alexander Graham Bell*, we can reasonably infer that Alexander Graham Bell cared a lot about helping people. Which of these examples of text evidence does NOT support this inference?

A Bell invented the first prototype of the iron lung, which went on to save thousands of polio victims' lives.

B Bell was born on March 3, 1847.

C Bell opened a school for deaf students in Europe.

RI.6.1

In your own words, explain the central idea of *Always Inventing: A Photobiography of Alexander Graham Bell*.

Answers may vary. Sample answers include: This text teaches the reader about the life and work of Alexander Graham Bell, a man who invented many useful devices in his lifetime such as the telephone.

RI.6.2

Number the following events in order to demonstrate your knowledge of how the author introduces Alexander Graham Bell in *Always Inventing: A Photobiography of Alexander Graham Bell*.

3 Alec struggles in school with Latin and Greek, so he is sent to live with his grandfather at age 15.

1 Bell is born into a family of speech professionals- his father and grandfather.

4 Alec begins his teaching career at a school on the Northern coast of Scotland.

2 Alec devises his first invention at age 11, a tool to clean the tough husks from wheat kernels.

RI.6.3

CCSS Assessment 6th Grade Reading Standards for Informational Text | @BookPagez.com

Rubric with optional Common Core Alignment

Analyzing the Features of Nonfiction Text Focus Assessment Rubric

Student: _____ Date: _____

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Analyzing the Features of Nonfiction Text	Is not able or is beginning to analyze how nonfiction text features help develop ideas in a text.	Is able to analyze how nonfiction text features help develop ideas in a text some of the time.	Is able to analyze how nonfiction text features help develop ideas in a text most of the time.	Is able to analyze how nonfiction text features help develop ideas in a text all of the time.

If student is less than secure, he or she needs to work on the following:

- Identify features of nonfiction text
- Understand and analyze how features of nonfiction text contribute to the development of ideas

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Running Record

Title: *Always Inventing: A Photobiography of Alexander Graham Bell* Guided Reading Text Level: X Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100 seconds read x 60) _____

Page	Accuracy			COUNT	INFORMATION USED
	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy		
9					

Analysis and Comments: _____

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Always Inventing: A Photobiography of Alexander Graham Bell Word List

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

Important Words to Know and Understand in Always Inventing: A Photobiography of Alexander Graham Bell

Aviation (page 52)
The business or practice of flying airplanes, helicopters, etc.

Elocution (page 9)
The study of how to speak clearly and in a way that's effective and socially acceptable

Hydrofoil (page 58)
A very fast boat that rises partly out of the water when moving at high speeds

Larynx (page 16)
The part of your throat that contains the vocal cords, called also voice box

Obligations (page 35)
Something that you must do because of a law, rule, promise, etc.

Patent (page 23)
An official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time

Phonograph (page 44)
An old-fashioned record player

Solitude (page 46)
A state or situation in which you are alone usually because you want to be

Telegraph (page 17)
An old-fashioned system of sending messages over long distances by using wires and electrical signals

Telephone (page 27)
A system that uses wires and radio signals to send sounds (such as people's voices) over long distances

Vocabulary Word List | @BookPages.com

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

Aviation	Elocution	Hydrofoil
The business or practice of flying airplanes, helicopters, etc.	The study of how to speak clearly and in a way that's effective and socially acceptable	A very fast boat that rises partly out of the water when moving at high speeds
Larynx	Obligations	Patent
The part of your throat that contains the vocal cords, called also voice box	Something that you must do because of a law, rule, promise, etc.	An official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time

Step by Step Directions: 1. Read on the side line. 2. Read on the side line. 3. Read on the side line. 4. Read on the side line. 5. Read on the side line. 6. Read on the side line. 7. Read on the side line. 8. Read on the side line. 9. Read on the side line. 10. Read on the side line.

Definition Vocabulary Sorting Cards | @BookPages.com

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

Phonograph	Solitude	Telegraph
An old-fashioned record player	A state or situation in which you are alone usually because you want to be	An old-fashioned system of sending messages over long distances by using wires and electrical signals
Telephone		
A system that uses wires and radio signals to send sounds (such as people's voices) over long distances		

Step by Step Directions: 1. Read on the side line. 2. Read on the side line. 3. Read on the side line. 4. Read on the side line. 5. Read on the side line. 6. Read on the side line. 7. Read on the side line. 8. Read on the side line. 9. Read on the side line. 10. Read on the side line.

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Aviation is a/an noun verb adverb adjective Definition of Aviation: 	Elocution is a/an noun verb adverb adjective Definition of Elocution: 	Hydrofoil is a/an noun verb adverb adjective Definition of Hydrofoil:
Aviation looks like this: 	Elocution looks like this: 	Hydrofoil looks like this:
Aviation reminds me of: 	Elocution reminds me of: 	Hydrofoil reminds me of:
I saw this word in: 	I saw this word in: 	I saw this word in:

Interactive Vocabulary Notebook Cards | @BookPages.com

Word and Definition Sorting Cards

Word Games
with Words from Always Inventing: A Photobiography of Alexander Graham Bell

Directions: Read each sentence below. Fill in the blank with a vocabulary word from the word bank.

Hydrofoil	Phonograph	Obligations
Solitude	Elocution	Aviation

- The builders did not fulfill their contractual _____.
- I will play my music on the _____.
- In the early morning, before the pressure of a busy day set in, he enjoyed his moments of _____.
- Those who pilot large aircraft are masters of _____.
- I took a _____ across the bay today to get to my destination faster.
- The purpose of his _____ lessons was to make his voice sound more genteel.

Directions: Use the back of this page to write your own sentence using one of the vocabulary words from the word bank.

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

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

Always Inventing: A Photobiography of Alexander Graham Bell
By Tom L. Matthews

A new word that I learned in this book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | @BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation	
Always Inventing A Photobiography of Alexander Graham Bell Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with Always Inventing A Photobiography of Alexander Graham Bell Standards for sixth grade	
Book Club Lesson Plans	Common Core State Standards Correlation
	Always Inventing A Photobiography of Alexander Graham Bell Lesson Plans, Resources, and Activities
Speaking & Listening	The lesson plans, resources, and activities for use with Always Inventing A Photobiography of Alexander Graham Bell correlate with the following English Language Arts Common Core State Standards for sixth grade.
SL.6.1 – Review the key passages throughout	
SL.6.2 – Interpreting quantitatively, orally or	
SL.6.3 – Defend a position supported by reasons or	
Language	Reading: Informational Text
L.6.4 – Acquire and use words and phrases, gain important to comprehend	RI.1 – Cite text-based evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI.2 – Determine a central idea of a text and analyze its conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	RI.3 – Analyze in detail how a text (individual event or fact) is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	RI.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	RI.5 – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	RI.6 – Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	RI.7 – Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	RI.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	RI.9 – Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	RI.10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Writing
	W.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening	
SL.6.1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on issues under discussion.	
SL.6.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.6.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
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Book Club Common Core Alignment

Common Core State Standards Correlation	
Always Inventing A Photobiography of Alexander Graham Bell Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with Always Inventing A Photobiography of Alexander Graham Bell correlate with the following English Language Arts Common Core State Standards for sixth grade.	
Vocabulary Lesson Plans and Resources	
Language	
L.6.4 – Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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Vocabulary Connections Common Core Alignment

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt - wait your turn to share Use respectful language Listen carefully 	<input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in Always Inventing: A Photobiography of Alexander Graham Bell Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: _____ / 27

A Note from Your Teacher: _____

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text.
Describe the problem in the text you read today. How do you think the problem will be resolved?	What inferences did you make while reading today? Tell how your inferences helped you as a reader.	Write about the things a reader needs to know in order to understand the text you read today.	Choose a scene from the book. Tell how it would be different if it was made into a movie.
Identify the most important part / chapter of the story you read today. Tell why you think it's important.	Give an example of figurative language in the text you read today. Tell how the word choice impacted your comprehension of the text.	What did you learn about yourself as a reader today? Use examples from the text.	What does the story you read today suggest about life? Use examples to support your answer.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

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with 6th Grade Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none"> Lee el texto asignado. Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> Elige al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué lo parte que eligió es interesante, divertida, confusa, etc.). 	<ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Pide ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso. Escucha cuidadosamente 	<ul style="list-style-type: none"> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Regístrate su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Always Inventing: A Photography of Alexander Graham Bell Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de El Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Prepárese algo para compartir con mi Club de Libros.				Durante El Club de Libro
Tengo mis materiales.				
Compartí mi pensamiento.				Después del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota	Una nota de tu maestro			
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	¿Qué ves / escuchas al leer el texto?	Describe cómo evoluciona el personaje principal con la trama.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	Resume brevemente la trama y el tema del texto.	¿Cuides son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	¿Qué inferencias hiciste al leer hoy? Cuéntales cómo las hiciste.	Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
Identifica la parte / capítulo más importante de la historia que leste hoy. Díe por qué crees que es importante.			

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Nombre: _____

RI.6.6 ¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	RI.6.7 ¿Qué ves / escuchas al leer el texto?	RI.6.3 Describe cómo evoluciona el personaje principal con la trama.	RI.6.2 ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
RI.6.1 ¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	RI.6.4 ¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	RI.6.10 Resume brevemente la trama y el tema del texto.	RI.6.4 ¿Cuides son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
RI.6.10 Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	RI.6.5 ¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	RI.6.6 Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	RI.6.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RI.6.2 Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	RI.6.1 ¿Qué inferencias hiciste al leer hoy? Cuéntales cómo las hiciste.	RI.6.10 Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	RI.6.7 Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
RI.6.5 Identifica la parte / capítulo más importante de la historia que leste hoy. Díe por qué crees que es importante.	RI.6.4 Da un ejemplo de lenguaje figurativo en el texto que lees hoy. Cuéntales cómo la elección de palabras impactó su comprensión del texto.	RI.6.10 ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	RI.6.2 ¿Qué sugiere la historia que lees hoy sobre la vida? Use ejemplos para respaldar su respuesta.

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