

Writing About Reading with Optional CCSS Alignment

You Wouldn't Want to Be a Worker on the Statue of Liberty: Making Connections

Use the information you learned about the world in 1871 and what you know about the world today to compare and contrast the way we work with other countries to communicate or to build things.

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Complete all of the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Making Connections

Identifying the Author's Purpose
Title: _____

Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain
I know because....

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Complete all of the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Author's Purpose

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____
#2 _____
#3 _____

Directions:
1. Answer each of the questions.
2. Complete all of the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Determining Importance

Asking Questions
Title: _____

Question Sentence Starter
I wonder... why didn't... how does...
I'm confused... I'm curious... I can't figure out...
when... about... why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Complete all of the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Asking Questions

Understanding Text Structure
Title: _____

Text Structure	When the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading:
Description Sequence Cause and Effect
Compare and Contrast Problem and Solution

Directions:
1. Answer each of the questions.
2. Complete all of the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Step by Step Lesson Plan

Connect Word to Reading Practice Page

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Extension Activity

You Wouldn't Want to Be a Worker on the Statue of Liberty
By: John Malam
Grade Level: 4 / Guided Reading Level: R

Word Work

Instructional Focus:
Latin & Greek Prefixes and Suffixes

Background:
Understanding of Greek comprehend the meaning building blocks of all words

Examples:

nontoxic	mistake
photograph	deluxe
impairment	mixer
tricycle	octagon

Materials and Preparation:

- A Copy of You Wouldn't Want to Be a Worker on the Statue of Liberty by John Malam
- Chart paper or poster board
- Connect to Reading Practice sheets
- Copies of Cube Template
- Make Me! Practice sheets
- Optional - Word Detective

Step 1: Introduce the Focus of Word Work

Introduce Prefixes & Suffixes

- Explain to the students that many of our English words come from the Latin and Greek languages. Therefore, it is an important strategy to learn what these prefixes and suffixes mean. Once we have learned a number of these, we can decode new words we read that share the same affixes.
- Make a table with six columns and as tenrows on your chart paper or interactive whiteboard.
- Label the columns, Prefix, Meaning and Suffix, Meaning.
- Write the word, nonsense on the board.
- Underline the prefix, "non."
- Explain to the children that nonsense means "no" sense, and because they know this, they can transfer that knowledge to an unknown "new" word that they might come across in their reading.
- For example, write "noncommittal" on the board.
- Underline the prefix once and the suffix, "al" twice.
- Ask for volunteers for the meaning of commit (the root word).
- Explain that "commit" means "to pledge oneself." This is the root of the word. The suffix, "al," means related to, and the prefix, "non," means not.
- We can therefore deduce that the meaning of noncommittal is related to someone who will not pledge themselves. Example: The boys were noncommittal about coming to my birthday party.

Sample Anchor Chart

Prefix	Meaning	Suffix	Meaning
non-	not	-al, -ed	related to
quad-	four	-er, -or	one who, that which
mis-	bad or wrong	-able	can be done
de-	reduce down	-ment	act, process

Step 2: Connect Word Work to Reading

Prefixes & Suffixes in the Text

- Pass out Connect to Reading sheets and pencils.
- Explain to students that authors use prefixes and suffixes added to a root or base word to enhance comprehension.
- Read the first paragraph on page 5 aloud to the students.
- Ask the students to look at the word, "assist."
- Ask for volunteers to give a definition for the root word, "assist." (They should say something like, "to help.")
- Add the suffix, "ant," to your chart.
- Explain to the students that this suffix means, "a person who."
- Therefore, assistance means: a person who helps.
- Ask the students how understanding this suffix could help them comprehend the meaning of another word that ends in the same suffix.
- Ask if they can give another example. If they cannot come up with one, suggest one, such as participant (participate), inhabitant (inhabit), etc.

You Wouldn't Want to Be a Worker on the Statue of Liberty
By: John Malam
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 2: Connect Word Work to Reading (continued)

- Explain to them that some words will have both a prefix and suffix.
- Tell students that you will read the book to them. Explain to them that not all of the words with prefixes and suffixes will appear on their Connect to Reading practice sheets.
- Ask them to listen for prefixes and suffixes, and raise their hand when they hear one.
- At that point, stop reading.
- Have them find the word on their practice sheet. They should underline any prefix, once, and any suffix, twice.
- Once students complete this task, continue with the activity.
- Ask, "Do any of these words have both a prefix and suffix?"
- Discuss how the addition of these affixes change the meaning of the root word.

Examples of Prefixes and Suffixes found in the text:

Prefixes	Suffixes
<ul style="list-style-type: none"> independent enlightening uncomfortable remember impression centennial universal unloaded immigrants 	<ul style="list-style-type: none"> sculptor inhabitant measurements original habitation dimensional ambition valley prisoners

For Teacher's Reference:

Most Frequently Used Prefixes and Suffixes

Prefix	Meaning	Example	Suffix	Meaning
dis-	not, opposite of	disconnect	-ed	past tense verb
il-, im-, in-,	not	illegal, immature, insufficient, irregular	-ing	present-tense verb
re-	again	reinvest	-y	changes adjective to adverb, more than one
un-	not	unelegant	-s, -es	more than one

You Wouldn't Want to Be a Worker on the Statue of Liberty
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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

AFFIXES ALL AROUND CUBE GAME

- Make enough copies of the cube template for each pair of students to share. Or use one to play as a whole class.
- Write prefixes on one and suffixes on another, or write both prefixes and suffixes on one die.
- You may assemble them in advance, or have the students assemble them.
- How to play:
 - Students roll the die.
 - For the affix that comes up, students take turns giving a word that uses the prefix or suffix.
 - The students should each keep a list on a piece of paper of each word they think of.
 - When they can no longer think of any words, have them define each word (use a dictionary, if needed), underlining prefixes once and suffixes twice.
 - The student that has the most "real" words, is the winner.
 - Have students share their words with the class, writing them on chart paper or the board.
 - How many students made the same word?
 - Extend the activity by giving the students a root word and asking them to discover a prefix, suffix, or both that could be added to the root word.
 - Remind students that adding a suffix can sometimes change the spelling of the root word (excite - excited).

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Make Me! Practice Page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor for students while they work.

Cube Template
Interactive Activity

Guided Word Work Practice | @BookPagez.com

Word Detective: Hyphenated Compound Words
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **hyphenated compound words** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Independent Word Work Practice | @BookPagez.com

Make Me! Word Work Practice

Directions:
Not all prefixes or suffixes can be added to a root word and make sense. Below are two activities. In each, match the prefix or suffix shown to the root word. (Sometimes when adding a suffix, the root word might change spelling.) (Sometimes a word does not make a real word, put an 'X' in the box.)

Root Word	dis-	pre-	re-	im-
prove				
cook				
engage				
form				
possible				
made				

Root Word	-able	-tion	-er	-al
port				
laugh				
comfort				
react				
post				
read				


Name: _____ Independent Word Work Practice | @BookPagez.com

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book *You Wouldn't Want to Be a Worker on the Statue of Liberty*, you learned about the process of making the Statue of Liberty. Answer the multiple choice questions below to show what you learned.

- Edouard Laboulaye decided to make a statue for**
a. the president b. the United States c. his friends d. the French
- The year 1876 would be the _____ birthday of the United States.**
a. 200th b. 100th c. 10th d. 50th
- A colossus is**
a. A giant statue b. like a coliseum c. a crown d. a spice
- The Statue of Liberty is made with**
a. metal b. wood c. fabric d. thin sheets of copper
- Copper is a good building material because it is**
a. soft b. won't crack c. will not burn down d. all of the above
- The declaration of Independence was signed on**
a. July 4, 1776 b. July 4, 1876 c. January 1, 1776 d. December 1, 1776
- A maquette is a**
a. scale model of a statue b. puppet c. guide for making the full sized statue d. both a and b
- Copper for the statue came from mines in**
a. Norway b. Sweden c. France d. Spain
- The statue of Liberty is meant to represent**
a. responsibility b. freedom c. teamwork d. courage
- Symbols on the statue include**
a. the crown b. the torch c. a car d. both a and b



Extension Activity | @BookPages.com

Running Record

Title: *You Wouldn't Want to Be a Worker on the Statue of Liberty* Guided Reading Text Level: R 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) _____

Easy	Instructional	Hard					
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy					
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual							
Page	E	SC	M	S	V	COUNT	INFORMATION USED
5							

Introduction

The year is 1871, and you are in Paris, the capital of France. You work as a humble assistant to Frederic August Bartholdi, a sculptor who's becoming quite well known. He's been invited to meet with Edouard de Laboulaye, a politician who loves the United States of America. It won't be the first time that Bartholdi has met him. Six years ago, at a dinner party in 1865, Laboulaye told Bartholdi that he wanted to give a present to the United States from the people of France. Laboulaye thought it ...

Analysis and Comments:

Tested By: _____ @BookPages.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>You Wouldn't Want to Be a Worker on the Statue of Liberty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "You Wouldn't Want to Be a Worker on the Statue of Liberty" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Reading Informational Text</p> <p>RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2 - Determine the main idea of a text and explain how it is supported by key details from the text.</p> <p>RI.3 - Analyze how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.5 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.6 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.7 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.8 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.9 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.10 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Reading Foundational Skills</p> <p>RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather relevant information from print and digital sources; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

You Wouldn't Want to Be a Worker on the Statue of Liberty Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "You Wouldn't Want to Be a Worker on the Statue of Liberty" correlate with the following English Language Arts Common Core State Standards for second grade:

Vocabulary Lesson Plan and Resources

Language

L.4.0 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.1 - Consult general references (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.2 - Acquire and use accurately general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*), and that are basic to a particular topic.

Common Core State Standards Correlation

You Wouldn't Want to Be a Worker on the Statue of Liberty Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "You Wouldn't Want to Be a Worker on the Statue of Liberty" correlate with the following English Language Arts Common Core State Standards for second grade:

Word Work Lesson Plan and Resources

Reading Foundational Skills

RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2 - Read with sufficient accuracy and fluency to support comprehension.

Vocabulary Connections Common Core Alignment

Word Work Common Core Alignment