

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 259

Book Summary

In Washington, D.C., on the National Mall, stands a tall, white monument built to honor our first president, George Washington. Readers will learn many interesting facts about the inside and outside of this famous landmark. Engaging photographs and captions support the text. Use this book to give students the opportunity to visualize as well as to determine the author's purpose.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Determine author's purpose
- Segment syllables
- Identify short vowel o
- Recognize and use past-tense verbs
- Recognize the suffix *-ed* and understand the formation of past-tense verbs

Materials

Green text indicates resources that are available on the website.

- Book—*A Monument for George* (copy for each student)
- Chalkboard or dry-erase board
- Photographs or illustrations of monuments and memorials
- Photographs or illustrations of George Washington
- Dictionaries
- Sheets of paper
- *Author's purpose, short vowel o, past-tense verbs worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *honor* (v.), *monument* (n.), *museum* (n.), *National Mall* (n.), *president* (n.), *Washington Monument* (n.)

Before Reading

Build Background

- Show students several photographs or images of monuments or memorials, perhaps including some local ones. Have students share their ideas about why people build monuments or memorials (for example to remember or honor someone, as artwork, or as a symbol of something).

- Show students several photographs or images of George Washington. Ask them to share what they know about George Washington (for example he was the first president of the United States, he was a military leader, his picture is on the quarter and dollar bill, and so on).

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or make pictures in their mind, as they read. Readers use what they already know about a topic and the words from the text to make pictures in their mind.
- Model how to visualize using the title of the book.
Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. This helps me to better understand what I am reading. For example, when I read the title A Monument for George, I pictured the monument in my town square. It was built to honor war veterans and took many years to build. However, it is much smaller than the monument on the cover of the book. I think this book will be about a monument built to honor George Washington.
- Invite students to share what they visualized when they heard the title of the book. Have them compare the picture in their mind with the picture on the front cover.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that authors have a purpose for writing a book, a reason for choosing the subject and how they write about it. Write the words *inform*, *entertain*, and *persuade* on the board and have students read them aloud with you. Explain to students that to inform means to give the reader information about a topic, to entertain means to amuse the reader, and to persuade means to convince the reader to feel or act in a certain way.
- Read page 4 aloud. Model how to identify author's purpose.
Think-aloud: When authors write, they have a reason or purpose, for writing their book. They want to inform, entertain, or persuade. After reading the title and the first page of this book, I think the author wants readers to learn new facts and information about the Washington Monument. I think her purpose in writing the book was to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain or persuade.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *It looks as though this book will be about the Washington Monument. What is the Washington Monument? Correct, it is a large, tall white pillar in Washington, D.C., built to honor George Washington.*
- Write the following story-critical words on the board: *honor*, *monument*, *museum*, and *president*.
- Point out that these words can be found in the text as they read. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. As a class, create a definition for each word using students' prior knowledge.

Lesson Plan *(continued)*

A Monument for George


- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *honor* in the dictionary. Invite a volunteer to read the definition for *honor*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *honor* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about the Washington Monument. Remind them to visualize as they read and to think about the author's purpose for writing the book.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 6. Encourage those who finish early to go back and reread.
 - Model visualizing.
Think-aloud: As I read pages 5 and 6, I learned the Washington Monument is located in Washington, D.C., in an area called the National Mall. I also learned that the monument is the tallest building in the city and that a law says no other buildings can be built taller than the Washington Monument. As I looked at the map on page 5, I tried to imagine myself standing on the steps of the Lincoln Memorial. I could see the tall, white pillar standing at the end of the reflecting pool in the picture in my mind. I could also see the other memorials and bodies of water around as well. The Washington Monument was the tallest building in the picture in my mind. Making the mental picture helped me to remember these details.
 - Invite students to share what they visualized when they read these pages. Have them compare the picture in their mind with the pictures on pages 4 through 6.
 - Review with students the three reasons authors write books: to inform, entertain, and persuade. Discuss with students the subject of the book (the Washington Monument). Invite volunteers to share a detail from the book. Record details on the board using key words and pictures.
 - Have students consider the effect these details have on them. Are they entertained or informed? Do the details persuade them? Ask students to discuss with a partner their ideas about the author's purpose for the book. Encourage them to keep considering this purpose as they read.
 - **Check for understanding:** Have students read to the end of page 9. Invite students to draw what they pictured in their mind when they read about the size of the monument and how and when it was built. Have students share their picture with a partner. Randomly choose volunteers to share their drawings with the whole class and discuss them together.
 - Discuss with students new details they read and record them on the board using key words and pictures. Remind students of the three purposes written on the board. Have students point to the word on the board that best represents the author's purpose for this book. Invite volunteers to share their choice with the rest of the class, and have them justify their answer.
 - Have students read the remainder of the book. Remind them to continue visualizing and identifying the author's purpose as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important information in the book.
- **Think-aloud:** *When I read pages 14 and 15 and looked at the photograph on page 14, I pictured myself standing at the base of the Washington Monument. This helped me think back and remember all the facts I learned about the history of this important monument.*

Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Ask students if they think it is possible for an author to have more than one purpose when writing. Ask if, for example, it's possible for an author to inform and persuade readers at the same time.
- Review the details about the Washington Monument recorded on the board earlier in the lesson. Ask students to classify the details as informative, entertaining, or persuasive. Record the letter *I* next to each detail to indicate the detail is informative. Point out that all the details in the book are informative. Have students call out the author's purpose for writing the book.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers aloud.
- **Enduring understanding:** In this book, you learned many facts about the Washington Monument, built to honor George Washington, the first president of the United States. You learned it is located on the National Mall in Washington, D.C., along with many other monuments and memorials. Now that you have learned facts about this monument, what do you want to know about the other memorials and monuments located in Washington, D.C.?

Build Skills

Phonological Awareness: **Segment syllables**

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *museum*. Clap each time you say a syllable (three claps).
- **Check for understanding:** Say the following words one at a time and have students clap the syllables and tell how many syllables are in each word: *Washington, National, honor, George, monument, stone, fifty, flags, president*.


Phonics: **Short vowel o**

- Write the word *monument* on the board and say it aloud with students.
- Have students say the short vowel /o/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /o/ sound in the word *monument*.
- Write the words *not* and *stop* on the board. Have students read the first word to a partner, and then have the second student read the next word to their partner.
- **Check for understanding:** Write the following words that contain the short vowel /o/ sound on the board, leaving out the medial letter o: *top, pop, got, lot*. Say each word, one at a time, and have volunteers come to the board and add the short vowel o to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel o worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Past-tense verbs**

- Review or explain that some words name actions. Remind students that actions words are called *verbs*.
- Write the following sentences on the board: *I start building a tower. I stop to eat lunch.* Have volunteers come to the board and underline the action word in each sentence.


- Explain that when an action happened in the past, the *ed* letter combination is sometimes added to the end of the verb. Explain that these words are called *past-tense verbs*. Add the word *yesterday* to each sentence. Have a volunteer come to the board and add the *ed* letter combination to each verb.
- Have students turn to page 9 and read the last sentence. Ask them to locate the past-tense verb (*opened*). Have a volunteer name the present-tense verb (*open*).

 **Check for understanding:** Have students locate the past-tense verbs in the book and circle each one. Invite students to share their results with the class. Have volunteers name the present-tense verb for each past-tense verb from the story.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

Word Work: **Suffix -ed**

- Write the word *started* on the board. Ask students what the root, or base, word is (*start*) and remind them that the *-ed* is called the *suffix*. Explain that a suffix always comes at the end of a root word. Point out that this is a past-tense verb, and it describes something that happened in the past. Write the term *past-tense verb* on the board.
- Write the verb *slip* and its past-tense form, *slipped*, on the board. Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *stop* has a vowel followed by a consonant at the end. So when changing the verb to the past tense, the final consonant (*p*) is doubled before adding the *-ed* to make *stopped*.
- Write the word *use* and its past-tense form, *used*, on the board. Explain that when adding the suffix *-ed* to a verb ending in *e*, such as *use*, the *e* remains, and a *d* is added.

 **Check for understanding:** Ask students to turn to page 8 and underline the regular past-tense verb that has the suffix *-ed* added with the consonant doubled (*stopped*). Have students write the present tense of the verb in the margin of their copy of the book (*stop*). Ask students to turn to page 14 and underline the regular past-tense verb that has the suffix *-d* (*damaged*). Have students write the present tense of the verb in the margin of their copy of the book (*damage*).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the visualizations they made while reading the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Provide access to print and Internet resources about the Washington Monument. Have students find an interesting fact about the monument not discussed in the book and illustrate it. Have students write three complete sentences under the illustration.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Revisit the map on page 5 in the book. Provide print and Internet resources about some of the other memorials and landmarks shown on the map (for example Lincoln Memorial, Thomas Jefferson Memorial, FDR Memorial, WWII Memorial, and so on). Read excerpts of books or articles that give details about these memorials and landmarks. Provide large pieces of chart paper with the heading of each landmark chosen at the top. Have students record the facts about each landmark on the chart paper. Discuss similarities and differences between these landmarks and the Washington Monument.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of visualizing to understand text during discussion;
- accurately identify author's purpose during discussion and on a worksheet;
- accurately segment syllables during discussion;
- identify and write the letter symbol that represents the short /o/ sound in text, during discussion, and on a worksheet;
- correctly understand and identify past-tense verbs during discussion, in the text, and on a worksheet;
- accurately identify the suffix *-ed* and understand the formation of past-tense verbs during discussion and in the text.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**