

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,514

Book Summary

You may have heard of the Seven Great Wonders of the World—ancient structures built by people thousands of years ago—but did you know there is a new list of seven wonders? *Seven Wonders You Can Visit* will take you on a tour around the world to see these structures. From Brazil to China, you will marvel at what people have built!

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Main idea and details
- Identify and use conjunctions
- Recognize and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Seven Wonders You Can Visit* (copy for each student)
- Chalkboard or dry erase board
- Highlighters
- Main idea and details/summarize, conjunctions, synonyms worksheets
- Discussion cards



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

Vocabulary

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

Content words:

Story critical: *archaeologists* (n.), *excavate* (v.), *mausoleum* (n.), *monument* (n.), *observatory* (n.), *wonders* (adj.)

Enrichment: *dynasty* (n.), *gladiators* (n.), *harmony* (n.), *invaders* (n.), *sites* (n.), *terraces* (n.)

Before Reading

Build Background

- Ask how many students have heard of the Seven Wonders of the World. Ask volunteers to share any background knowledge.
- Show students an image of the Great Pyramids of Giza. If necessary, explain the difference between the seven human-made structures and the seven natural wonders of the world (for example, the Grand Canyon).

Preview the Book

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, fiction or nonfiction, 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).

Introduce the Comprehension Skill: **Main idea and details**

- Ask students to skim through the text, noticing where the sections begin (where the subtitles are). Explain to students that when a book or text is large, the author groups the information into smaller sections. Each section has its own main idea, and details in the section support that main idea.
- Explain to students that this book is informational. To identify the main idea and details in the book, the reader must determine what is essential and nonessential information.
- Explain to students that the section headings often give clues about the main idea in each section.
Think-aloud: I know that a section heading often identifies the main idea in that section. Each section contains details that support a main idea about the seven wonders. For example, the section titled "The Pyramid at Chichen Itza" is likely to be about a pyramid. When I read that section, I will probably learn many details about this specific pyramid in Chichen Itza, including where it is, what it looks like, who built it, and more.
- Introduce and explain the [main-idea-and-details/summarize worksheet](#). Say: "I can use a chart like the one on this worksheet to help me keep track of the main idea and details of each section of our book. I will use the section heading as a strong clue as to what the main idea will be for that section."

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, and why*.
- Model the skill of summarizing for students.
Think-aloud: To summarize, I decide which information is most important to the meaning of the section that is necessary to remember. To do this, I can identify the main idea and important details and then organize that information into a few sentences. I can use my worksheet to help me write this summary.
- Tell students that they will be stopping after each section, identifying the main idea and important details, and then organizing the important information into a few sentences to create a summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs and other images. Reinforce the vocabulary words they will encounter in the text.
- Explain to students that sometimes the text has strong context clues that help the reader define an unfamiliar word. Point out the word *gladiators* on page 12 and show students how the definition for the word is included in the sentence. However, sometimes students won't find any context clues that define an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *archaeologists* in the glossary. Then have students follow along on page 4 as you read the sentence in which the word *archaeologists* is found to confirm the meaning of the word.

Lesson Plan *(continued)*

Seven Wonders You Can Visit



- Have students locate each of the remaining content vocabulary words in the glossary. Read and discuss their definitions as a class.

Set the Purpose

- Have students read to find out more about the seven wonders. Remind them to stop after reading each section to identify the main idea and details.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish before others to reread the text and to think about the important information presented on these pages.
- Model identifying the main idea and details of pages 4 and 5. Create a two-column chart on the board with the headings *Main Idea* and *Details*.
Think-aloud: As I read the section titled “New Wonders to Explore,” I noticed that most of the sentences mentioned something about these wonders being new. It says that the seven wonders discussed in the book were built in more recent times, and all of them are still standing. I’m going to underline these sentences and phrases. I’m also going to underline the words explaining that people voted for which sites should make the list, and these seven got the most votes. On the basis of what I’ve read and underlined, I think the main idea of this section is: The new Seven Wonders of the World have been built in more recent times.
- Point out to students that sometimes the main idea of a section cannot be directly underlined or highlighted in the text. Rather, a new sentence must be created after reading and thinking carefully about all the information presented in that section.
- Have a volunteer write the main idea sentence under *Main Idea* on the chart on the board. Ask students to identify details that support this main idea and highlight these in the book. Then have volunteers write them on the chart on the board next to the main idea, under *Details*. Point out to students that the sentences and phrases they highlighted while reading were the supporting details for this main idea.
- Model how to create a summary from the main idea and details. Say: *Now that I have identified the main idea and details, I can write a summary in my own words for this section. I think a summary of this section might be:* The new Seven Wonders of the World were built in more recent times, and all of them are still standing. The seven wonders were chosen by the highest number of votes from over 100 million voters. Write the summary on the board.
-  **Check for understanding:** Have students read the section titled “The Pyramid at Chichen Itza.” Have them underline or highlight important details.
- Divide students into pairs. Have each pair identify the main idea from the details of the section and write it on a separate piece of paper.
- Have both students from each pair use the main idea and details to write a summary of the section. Discuss their responses as a class.
- Have students read the remainder of the book. Remind them to highlight important details from each section as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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 Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Explain that determining which details are essential and nonessential is an important skill that takes practice.
- **Independent practice:** Have students complete the top half of the main-idea-and-details/summarize worksheet for one of the remaining sections of the book. If time allows, discuss their responses.

Reflect on the Reading Strategy

- Review with students how the main idea and details from each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing). Invite students to share instances of when summarizing might be helpful.
- **Independent practice:** Have students write a summary using the information they wrote on the top half of their main idea and details/summarize worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about Seven New Wonders of the World. What can be learned about a culture through its symbols and art forms?

Build Skills

Grammar and Mechanics: **Conjunctions**

- Review or explain that a *conjunction* is a word that links together and relates two parts of a sentence. Examples of conjunctions are: *and, but, or, because, when, for, so, if, and yet*.
- Ask students to turn to page 5. Write the following sentence from the book on the board: *These new wonders were built in more recent times, and all of them can be visited today*. Explain that the conjunction *and* connects the two independent clauses. Discuss how authors often use a conjunction to join two independent clauses to make their writing more fluent and interesting.
- **Check for understanding:** Have students turn to page 4. Ask them to find a sentence that uses the conjunction *but* (the third sentence: *As more people traveled, the list kept changing, but eventually a final list of significant sites emerged*). Ask students to identify the two independent clauses that have been joined.
- **Independent practice:** Introduce, explain, and have students complete the [conjunctions worksheet](#). If time allows, discuss their answers.

Word Work: **Synonyms**

- Write the word *ancient* on the board. Ask students to locate and read the word in the first sentence on page 4. Ask students to suggest a word that means almost the same thing as *ancient* (*old*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Ask students to explain why the use of synonyms is important in writing (they help to describe something in text, they make the writing more interesting and varied, and so on). Have students provide examples of sentences that support their thinking. (For example, in the sentence *However, modern archaeologists continue to excavate and restore the site of the city of Babylon*, the word *excavate* allows the reader to get a more accurate and specific idea of the *digging* that archeologists do.)
- Have students turn to page 7 and read the first sentence: *The most famous structure at the site is a large pyramid . . .* Write the phrase *large pyramid* on the board. Ask students to use the context of the sentence to suggest a word that means the same or almost the same as *large* (*huge, enormous, and so on*). Write these words on the board.
- Show students a thesaurus, or display Thesaurus.com. Use the word *large* to demonstrate how a thesaurus is used. Write synonyms for *large* on the board and compare the meanings of these words with the synonyms on the board. Point out that a thesaurus identifies synonyms for words.



Check for understanding: Have students read the second sentence on page 8. Ask them to circle the word *Finished*. Have students use the thesaurus to identify synonyms that could replace the word *finished*, perhaps to make the sentence more interesting. Remind students to choose words that do not change the meaning of the sentence. Have them write the sentence using one of the new words at the bottom of the page. If needed, provide additional practice using a thesaurus.

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

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 main idea of each section of the book with someone at home.

Extend the Reading

Informational Writing Connection

Provide student pairs with additional print and Internet resources to learn about the other famous buildings and structures at the end of the book. Have partners choose one and create a 5" x 7" card with important facts, including where the structure is located, its dimensions, when it was built, and so on. Ask student pairs to present their fact cards and facilitate a discussion, offering their opinion on whether their chosen building or structure should have made the Seven Wonders list.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Math Connection

Create a large T-chart on the board. Label one side *Wonder* and the other side *Dimensions*. Assign student pairs to review one of the seven wonders in their book and record its dimensions on the chart. Lead a discussion to compare relative sizes of the structures. For example, ask: *Which of the seven wonders is the tallest? Which of the seven wonders is the longest?*

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 summarizing to comprehend the text during discussion and on a worksheet
- identify the main idea and supporting details of each section of the text during discussion and on a worksheet
- recognize and use conjunctions during discussion and on a worksheet
- accurately identify synonyms for words in the text and use a thesaurus to identify synonyms on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)