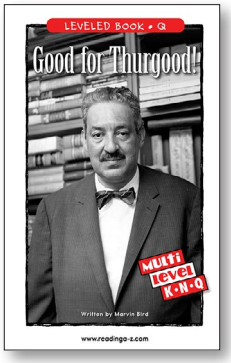
Good for Thurgood!



About the Book

Text Type: Nonfiction/Biography **Page Count:** 16 **Word Count:** 894

Book Summary

Good for Thurgood! focuses on the exceptional life of Thurgood Marshall, the first African American appointed to the Supreme Court. Born when segregation was still legal in the South, Thurgood Marshall grew up arguing about issues of race. After attending law school, he argued and won many cases in front of the Supreme Court, promoting equality in the United States. The book and lesson plan are also available in levels K and N.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Make inferences or draw conclusions
- Use commas after introductory words
- Identify and use number words

Materials

Green text indicates resources are available on the website.

- Book—*Good for Thurgood!* (copy for each student)
- Chalkboard or dry-erase board
- Map of the United States
- Poster board
- Make inferences / draw conclusions, commas after introductory words, number words 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: ***civil rights*** *(n.),* ***equality*** *(n.),* ***justice*** *(n.),* ***segregated*** *(adj.),* ***South*** *(n.),* ***Supreme Court*** *(n.)*
  Enrichment: *case (n.),* ***Constitution*** *(n.),* ***discrimination*** *(n.), movement (n.),* ***race*** *(n.), upheld (v.)*

Before Reading

Build Background

- Ask students to raise their hand if they have ever seen people being mean or acting like bullies. Invite volunteers to share their example with the rest of the class. Have students discuss in groups the ways that another person could safely stand up to the ones who are being mean. Help groups choose a scenario that depicts people defending others, and have them act it out in front of the rest of the class.

- Hold up the cover of the book. Explain to students that the picture on the cover is of a man who stood up against the unfair and mean treatment of his people. Write the name *Thurgood Marshall* on the board and read it aloud with students. Point out that this book is a biography describing Thurgood Marshall's life.

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, 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 Reading Strategy: Ask and answer questions

- Remind students that engaged readers ask questions before and during reading, and search for answers in the book. Have students share with a partner how asking and answering questions while reading can help them understand and remember the information in a story.
- Discuss with students how they can create questions, using prior knowledge about the topic, clues from pictures and headings, and information they learn as they read.
- Model asking questions.
  Think-aloud: *The title page of this book shows a statue in front of a building. The title of the book is* Good for Thurgood, *and I know it is a biography of Thurgood Marshall. On the basis of this information, I have a couple of questions that interest me. What did Thurgood Marshall do that was so good? Also, who is represented in that statue (I think it is Thurgood Marshall), and what did he do to earn a statue? These are the first questions I have about the story, and I am sure I will think of more as I read.*
- Record your questions from the think-aloud on the board. Remind students you will search for the answers to these questions as you read.
- Have students preview the photographs and illustrations in the book, while thinking about questions this information triggers. Ask students to write down at least two questions on a separate sheet of paper, leaving room below each for answers. Have students share with a partner questions they have about the story and to make predictions about possible answers.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Make inferences / Draw conclusions

- Explain to students not everything an author conveys in a story is directly stated. Sometimes an author expects the reader to make inferences about the information provided. Explain to students that making an inference means to come to a conclusion by reasoning, using prior knowledge and textual clues. Making an inference is like solving a puzzle; the reader puts clues together to make a great guess.
- Point out that making inferences or drawing conclusions either supplies information the reader should already know or helps the reader to understand a topic on a deeper level.
- Write the following sentences on the board: *Maria likes to go to the park. She goes to the park every day and plays games. One day, another girl is also at the park. She makes fun of Maria. Maria cries and runs away. The next day, Maria does not go to the park.* Call on students to read the sentences aloud.
- Have students discuss with a partner why they think Maria did not go to the park the next day.
- Model making inferences.
  Think-aloud: *I know authors do not directly state all the ideas in a story. Sometimes I have to make inferences to fully understand a story. Looking at this example on the board, I see the author does not tell me why Maria doesn't go to the park the next day. I have to infer the reason. I know from the story that Maria goes to the park every day, and one day a girl shows up and teases her. Maria cries. I know from my own experience that if someone teases me, I cry because*

I feel hurt. Maria must feel hurt. If a girl upset me, I wouldn't want to see her. Putting all these clues together, I can make the inference that Maria does not go to the park the next day because she does not want to see the girl who hurt her feelings.

- Draw on the board a T-chart with the headings *Text* and *Prior Knowledge.* Ask students to work with a partner to identify and share with the rest of the class clues from the story that led to the inference. Record this information under the *Text* heading. Then, ask partners to identify and share the prior knowledge you gave in the think-aloud that helped lead to the inference, and record this information under the *Prior Knowledge* heading. Emphasize that it was the combination of both prior knowledge and textual clues that created your inference.
- Explain to students this story assumes the reader will already know why Maria doesn't go to the park the next day. Also, by forcing the reader to infer how Maria is feeling, it allows the reader to more powerfully experience Maria's feelings.
- Have students discuss with their partner how Maria could stand up for herself and peacefully resolve this conflict*. Invite volunteers to share their solution with the rest of the class.*
- Write the following sentences on the board: *Marcus eats sandwiches for lunch. He has cheese sandwiches, tuna sandwiches, and bologna sandwiches. Marcus never brings peanut butter sandwiches, and when anyone talks about peanut butter sandwiches, he wrinkles his nose and sticks out his tongue.* Ask students to read the sentences. Have students work with a partner to draw a conclusion out of this information. Remind students that an inference is information not directly stated. Invite volunteers to share their inference with the rest of the class, and discuss with students whether each one is an actual inference.

Introduce the Vocabulary

- Remind students of word-decoding strategies. For example, they can look for base words, prefixes, and suffixes. They can break big words into smaller pieces. They can use what they know about phonemes to sound out a word. They can use context clues to figure out the meaning and pronunciation of unfamiliar words.
- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the text on page 4, you might say: *Point to the word* South. *What does the word* South *mean? That's right,* south *means down, or the opposite of* north. *Since* south *means heading down, when we refer to a part of the country as the South, we mean the lower part of the country. Let's find the South of the United States on a map.*
- Write the story-critical words on six pieces of poster board. Put the posters at different spots around the room. Separate students into six groups, and assign each group to a word. Have each group discuss their vocabulary word and record on the poster their definition for the word and a representative picture. Once groups have finished, have them rotate to the left and repeat the process. Continue rotating until each group has had a chance to define all six words.
- Review the definitions on each poster. Discuss with students how they can combine those ideas into one definition for the word. Write the definitions on the board.
- Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words and their definitions that are specific to that story. Have students work with a partner to read the glossary definition for each word.
- Have students discuss with a partner how the class definition compares with the glossary definition for each word. Ask students to write a sentence for each word, that accurately uses the word in context.

Set the Purpose

- Have students seek answers to their questions about Thurgood Marshall. Remind them to make inferences or draw conclusions about what they are reading using the information they learn in the story.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 7. Encourage those who finish early to go back and reread.
- Model asking and answering questions.
  Think-aloud: *Earlier, I wanted to know about the statue and about the good things that Thurgood Marshall did. At this point in the story, I haven't read answers to either of my questions. I'm not worried because I still have many pages to read. I will keep looking for the answers. Meanwhile, the information I learned brought more questions to mind. Why were there laws that were unfair to African Americans? What will Thurgood do about those laws? Will Thurgood have to go to a segregated school? I will look for the answers to these questions, as well.*
- Record your new questions on the board.
- Ask students to review their questions from earlier. Have students raise their hand if the story answered any of their questions, and invite volunteers to share their questions and answers. Ask students to record the answers they found on their separate sheet of paper, beneath the corresponding question.
- Have students write at least one new question, drawing on information they read on these pages. Invite volunteers to share a new question with the rest of the class. Record these questions on the board. Have students work with a partner and use the questions to make predictions about the rest of the story.
- Ask students to think about how black children felt, growing up under these unfair laws. Point out that the author does not directly state how they felt, so readers must make an inference. Erase the information on the chart under the *Text* and *Prior Knowledge* headings.
- Have students work with a partner to search for clues in the text about the laws and how they affected African American children. Call on volunteers to share their clues with the rest of the class, and record all pertinent details in the *Text* column.
- Have students work in groups to discuss prior knowledge they have related to the information in the story. Have them think about how they would feel if someone treated them the way society treated African Americans. Encourage them to think about other information they know about this time in our history. Call on groups to share at least one connection they made with prior knowledge, and record this in the *Prior Knowledge* column.
- Have students work in their group to combine these clues and make an inference about how the children felt. For example, they were angry and upset, or they wished they could change the way laws worked, and so on. Write this inference on the board.
- Discuss with students whether the conditions these laws created truly were "separate but equal."
- **Check for understanding:** Have students read to the end of page 11. Ask students to stop and record answers and new questions on their separate sheet of paper. Have students point to the questions on the board that were answered. Discuss the answers to these questions, and invite volunteers to come and record the answers on the board.
- Remind students about one of the questions you had for the story: did Thurgood go to a segregated school? Point out that while the story states that Thurgood went to an all-black college and law school, it never describes his elementary school. Readers can draw their own conclusion about where he went for elementary school and finally answer the question.
- Have students look for clues in the text, and have volunteers share their clues with the rest of the class (the laws had not changed when Thurgood was a child, all African American children had to go to segregated schools, Thurgood went to segregated colleges). Ask students to discuss with a partner their prior knowledge about this topic (previous knowledge that all black children went to these separate schools at the time). Invite volunteers to share their prior knowledge with the rest of the class. Record all clues on the board.

- Have partners infer where Thurgood went for elementary school. Invite volunteers to share their inference with the class. Guide students to an understanding that Thurgood must have gone to a segregated elementary school as well. Point out that students can also do research to confirm this inference.
- Introduce and explain the make inferences / draw conclusions worksheet. Ask students to fill in the first row on their worksheet with the inference they just made about Thurgood's elementary school.
- Have students read the remainder of the story. Remind them to search for answers to their questions as they read, using facts from the story and making inferences when necessary.

  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 Reading Strategy

- Ask students to review with a partner the questions they wrote down while they read. Have students answer all the questions they can, and circle those questions that had no answer.
- **Think-aloud:** *The story answered many of my questions by the end. I learned what Thurgood did about those laws: he went to law school, became a lawyer, and argued in court to overturn segregation laws. That answered one of my questions. Changing those laws helped our country get closer to equality for everyone. Thurgood was a hero and an important leader; that is why the title of the book is* Good for Thurgood! *That answered another question I had. The story never directly addresses the statue on the title page, so that question remains unanswered. Sometimes, we still have questions when we finish a story. I can look for those answers elsewhere, which will help me understand and appreciate the story even more.*
- Record answers on the board, and circle your questions that remain unanswered. Ask students to point to other questions on the board that were answered. Call on random students to share the answer with the class, and invite volunteers to come and record it on the board.
- Discuss with students how they can find answers to questions the story does not address. Ask students to share with a partner other resources that provide answers, such as encyclopedias, the Internet, other books, and so on. Create a list with students of external sources that give more information on a nonfiction topic, and write this list on the board. Point out that another method for answering these questions is by making inferences from the information in the story.

Reflect on the Comprehension Skill

- **Discussion:** Remind students about the unanswered statue question. Have students work with a partner to find clues from the text (Thurgood was a hero, the building behind the statue has Thurgood's name on it, and the story is about Thurgood Marshall) and from prior knowledge (we make statues to honor important people). Call on students to share their clues, and invite volunteers to come to the board and record accurate information in the T-chart. Have partners make an inference about the person represented in the statue. Invite volunteers to share their inference with the rest of the class.
- Discuss with students what Thurgood Marshall did to earn a statue in his honor.
- Have students discuss with a partner how making inferences helped them to better understand the story.
- **Independent practice:** Have students complete their make inferences / draw conclusions worksheet. Ask students to work with a partner to review their inferences and make sure the clues support the conclusions. Invite volunteers to share their inferences with the class. Confirm each inference is accurate and draws on clues from the story and prior knowledge.

- **Enduring understanding:** In this story, you learned about Thurgood Marshall's hard work to end segregation and change unfair laws. Do you see any injustices in your neighborhood or community? What can people do to fix those problems?

Build Skills

Grammar and Mechanics: Commas after introductory words

- Write the following sentence on the board: *At the dinner table, Thurgood's family used to argue about those laws.* Have students read the sentence aloud, and point to the comma. Invite a volunteer to come to the board and circle the words before the comma.
- Explain to students that the words *at the dinner table* are introductory words leading into the sentence. These words set the scene, but the rest of the sentence is the focus. A comma separates introductory words from the main thought in a sentence.
- Have students reread page 12. Ask them to point to one sentence that uses introductory words. Remind them that a comma will follow and the words will be separated from the main thought of the sentence. Invite a volunteer to share with the class the sentence they found. Have students call out the introductory words in that sentence. Ask students if they see another sentence that uses introductory words, and again have students call out the introductory words.
- Have students reread page 10. Ask them to point to a sentence that uses a comma after introductory words. Point out that some sentences use commas for other purposes, such as for lists or separating clauses. Remind students that commas can be used for different grammatical reasons and now students are just focusing on introductory words. Invite volunteers to share the sentence they found and identify the introductory words, and have other students give a thumbs-up signal if they agree the comma is being used for introductory words.
- Read the second sentence from page 10 aloud. Remind students that the comma signals to the reader where to pause while reading. Have students read the sentence aloud, emphasizing the pause.
- Remind students the words *at that time* are transition words. Transition words help connect paragraphs and ideas. Point out transition words are also introductory words because they introduce a new paragraph or idea.
- Review with students other transition words, such as *also, therefore, although, yet, while, yes, no, as a result, on the other hand,* and so on. Brainstorm with students a list of other transition words, and record them on the board. Remind students that sequence words *(first, second, third, next, then, finally)* are transition words. Explain to students that all of these transitions are introductory words and should be followed by a comma.
- **Check for understanding:** Have students work with a partner to find and underline all the sentences that use a comma after introductory words. Then, have them circle the introductory words in each sentence. Invite volunteers to share a sentence they found with the rest of the class, along with the page number, and ask the other students to locate the sentence on the page. Have the students call out the introductory words in that sentence.

Independent practice: Introduce, explain, and have students complete the commas-after-introductory-words worksheet. If time allows, discuss their answers.

Word Work: Number words

- Write the following sentence on the board: *In 1991, at age eighty-three, he retired.* Have students point to the number in the sentence and call it out to the front of the class. Discuss with students why they may have different answers. Invite volunteers to come to the board and circle the two numbers in the sentence.
- Have students discuss with a partner the difference between the two words.
- Explain to students that *1991* is a numeral and *eighty-three* is a number word. Numerals are the number symbols used to express words, and number words are numbers expressed in word form. Explain to students that dates are always expressed in numeral form. Emphasize that number words always express the number in word form.

- Have students read the last sentence on page 13. Ask them to work with a partner to find all the numbers in the sentence. Invite volunteers to share with the rest of the class a number from the sentence and identify whether it is a number word or a numeral. Invite volunteers to come and record on the board the number words only.
- Point out that the word *eighty-three* has a hyphen. Explain to students that when writing number words for the numbers between twenty and one hundred, they use a hyphen to connect both the words expressing the number.
- Write a list of numbers on the board in numeral form, and have students write the number word for each one on a separate sheet of paper. Then, write a list of number words on the board and have students write the numeral for each one. Have students check their work with a partner.
- **Check for understanding:** Have students find and highlight all number words and numerals in the book. Call on random students to come to the board and record one number they found. Discuss with the class whether each one is a number word or a numeral.
- **Independent practice:** Introduce, explain, and have students complete the number words worksheet. If time allows, discuss 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 make inferences or draw conclusions about Thurgood Marshall's life with someone at home.

Extend the Reading

Biographical Writing Connection

Have students choose a historical figure from a prepared list. Have each student read a biographical chapter book about their chosen subject and search for key information about that person's life. Give students a graphic organizer that requires them to discover certain facts. For instance, the organizer could have students find the birth and death dates, a fact about the person's childhood, two problems the subject faced, three accomplishments the person achieved, and so on. Have students fill out the organizer with what they learned from the book and do further research on any unanswered questions. Ask students to use this information to write a biographical report about their subject, using at least five paragraphs.

Visit WritingA–Z.com for a lesson and leveled materials on biographical writing.

Social Studies Connection

Introduce students to the civil rights movement. Create a KWL chart, and discuss with students what they already know about this important movement. Record their questions. Show students a movie that engagingly presents information at an age-appropriate level. Read books about the movement and key figures involved in it. Split students into groups, and assign each group an area of research. For example, they could look at boycotts, school segregation, Jim Crow laws, Martin Luther King Jr., sit-ins, and so on. Guide students in research in the library and on the Internet. Have groups create presentations that share key facts they learned and posters that visually record the information, and ask groups to present their posters to the class. Return to the KWL chart, and discuss with students everything they learned about the civil rights movement while you complete the chart.

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 asking and answering questions to understand text during discussion
- accurately make inferences on the basis of textual clues and prior knowledge during discussion and on a worksheet
- accurately use commas after introductory words during discussion and on a worksheet
- correctly identify and use number words during discussion and on a worksheet

Comprehension Checks

- Book Quiz
- Retelling Rubric