

Focus Question:

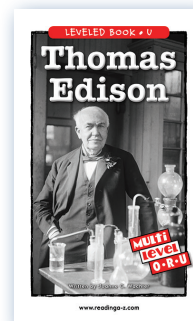
What traits describe Thomas Edison, and how did they affect his actions?

Book Summary

Text Type: Nonfiction/Biography

Thomas Edison focuses on the inspirations and motivations of the famous inventor. The book begins with "Al" as a young, curious boy, and continues through his life, highlighting the important events that shaped him and his accomplishments. Detailed photographs and illustrations support the text. Students will also have the opportunity to summarize as well as identify elements of a biography.

The book and lesson are also available for levels O and R.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify elements of a biography
- ☐ Describe information provided by the table of contents
- ☐ Understand and use possessive nouns
- ☐ Identify and use homophones correctly in sentences

Materials

- ☐ Book: *Thomas Edison* (copy for each student)
- ☐ Summarize, possessive nouns, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

• Words to Know

Story critical: *apprenticeship* (n.), *filament* (n.), *invented* (v.), *manufacture* (v.), *patent* (n.), *sketched* (v.)

Enrichment: *discouraged* (adj.), *for-profit* (adj.), *investors* (n.), *models* (n.), *peephole* (n.), *technology* (n.)

- **Academic vocabulary:** *another* (adj.), *became* (v.), *believe* (v.), *receive* (v.), *record* (v.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of Thomas Edison and ask students if they recognize him. After a class discussion, tell students that the picture shows Thomas Edison, a famous American inventor.
- Have students think about what characteristics an inventor would need to have in order to be successful at inventing new things, and have them share their ideas with a partner. Invite volunteers to share their thoughts with the class, and write these characteristics on the board.

Introduce the Book

- Give students their copy of *Thomas Edison*. 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: Summarize

Explain to students that engaged readers summarize, or create a brief overview, as they read. Ask students to preview the book, looking at photographs, captions, and other text features. Explain to students that when readers summarize what they read, it helps them remember information in one section or the whole book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Write these question words on the board. Have students work with a partner to read *Young Al* (pages 5 and 6). Invite partners to share the *who*, *what*, *when*, *where*, and *why* of that section. Record this information on the board under the correct headings.

Introduce the Comprehension Skill:

Elements of a biography

- Explain to students the difference between a *biography* and an *autobiography* (biography: the story of a person's life written by someone else;

Guiding the Reading (cont.)

autobiography: the story of a person's life written by that person). Explain that this book is a biography. A biography includes information about the person's accomplishments, his or her influence on the world, and his or her personality.

- Write the words *Accomplishments*, *Influence*, and *Personality* in a three-column chart on the board. Ask students to explain the meaning of each of these words (accomplishments: success achieved through practice or training; influence: an effect on someone or something; personality: the qualities that make each person unique). Explain that students are going to be looking for Thomas Edison's accomplishments, influence, and personality as they read.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point to the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Thomas Edison's traits and how they affected his actions. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What trait did Thomas Edison display from an early age?* (level 1) page 4
- *What happened when Edison was fifteen, and how did that have an impact on his future?* (level 3) pages 6–7
- *Why was Edison's lab called the "invention factory?"* (level 1) page 8

- *What did Edison mean when he said, "Negative results are just as valuable to me as positive results," and what does that tell you about his personality?* (level 3) page 9
- *What challenges did Edison and his team face when working to invent the light bulb?* (level 2) pages 12–13
- *What lessons can we learn from Edison and his inventions?* (level 3) multiple pages

Text Features: Table of contents

Explain that the table of contents is a list of the sections in a book. It can be used to find information quickly and is located at the front of the book. Have students turn to page 3 of the book. Ask students what they can expect to read about in this book on the basis of the table of contents. Have students work with a partner to predict what information each section might contain. Ask students: *How does the table of contents help you create a summary of the book? In which section might you learn about Edison's childhood? On what page does this section begin? Which section tells you more information about Edison's important inventions?* Continue to ask students about information from the table of contents and on which pages they will find the information.

Skill Review

- Review how to summarize with students. Have students turn to page 10 and reread the section "Important Inventions." Have students work with a partner to list the *who*, *what*, *where*, *when*, and *why* from the section. Then, have students create a short oral summary using this information. Invite volunteers to share their summary with the class.
- Model how to complete the **summarize worksheet**. Have students create a summary of one section of the book by answering the questions *who*, *what*, *where*, *when*, and *why*.
- Review with students that a biography tells about a person's accomplishments, influence, and personality. Using the section "Important Inventions" that students reread on page 10, model how to identify the elements of a biography. **Think-aloud:** *As I read, I can organize the important information about Thomas Edison by putting it into categories of accomplishments, influence, and personality. On pages 10 and 11, I read about some of Edison's accomplishments, including improving the telephone and telegraph, and creating the phonograph. I can write all of these under Accomplishments. In addition, I read that Edison became famous after inventing the phonograph, which shows me that his influence was widespread because of the popularity of his inventions. Therefore, I can list this under Influence. Lastly, I can infer that Edison was ambitious, had perseverance, and was dedicated to his inventions because he*

Guiding the Reading (cont.)

never gave up! These are all part of his personality and can be listed under Personality. By categorizing the information this way, I know I will understand more about Thomas Edison and the events of his life.

- Have students work with a partner to reread different sections of the book and look for Edison's accomplishments, influence, and personality. Invite partners to share their findings with the class.

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.

Skill Review

Graphic Organizer: Summarize

Review the summarize worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose and how they used those details to create a summary for the book. Invite students to create a summary for the entire book on the basis of the summaries they created for each section of the book. Write this class summary on the board.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *One trait that describes Thomas Edison is tenacity. He never gave up, even when he kept failing to create inventions that worked. This ability to keep going, even when times got tough, led Edison to become a famous inventor and one we still study today.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *Al's parents allowed him to take a job with the railroad.* Read the sentence aloud, pointing to the word *parents*. Ask a volunteer to explain whose parents the sentence is referring to (*Al's*). Explain that the word *Al's* shows that the parents belonged to Al.

- Review or explain that words like *Al's* are called **possessive nouns**. A possessive noun is formed by adding 's to the end of a word to show ownership, or possession. Point out that if a word is plural and already ends in s, a possessive noun is formed by adding an apostrophe after the existing s in the word.
- Direct students to page 11. Have them find a possessive noun on the page (*everyone's*). Ask a volunteer to read aloud the sentence containing the possessive noun *everyone's*. Ask another volunteer to explain what belongs to everyone (*amazement*).
- Write the following sentence on the board: *There is a story that Edison used the telegraph operators' code to ask Mina to marry him.* Ask a volunteer to come to the board and circle the possessive noun (*operators'*). Ask students what the operators have ownership of in the sentence (*a code*).
- **Check for understanding:** Have students circle the possessive nouns in the book and underline the item that each one owns.
- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

Word Work: Homophones

- Have students turn to page 7. Read the following sentence aloud: *For example, he found a way to send two messages and receive two messages at the same time.* Write the words *to* and *two* on the board. Ask students to explain what each word means.
- Review or explain that *to* and *two* are homophones, which are words that sound the same but are spelled differently and have different meanings.
- Write the homophones *one/won* and *whole/hole* on the board. Have students work with a partner to use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Check for understanding:** Write the homophones *son/sun* and *knew/new* on the board. Have students use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud with the class.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.