



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 528

Book Summary

Sending Messages tells readers about the evolution of communication. The types of messages have changed drastically over time, beginning with drumming and smoke signals. Communication is still improving today, with great distances being covered in an instant. The book tells about the early stages of written mail and telegraphs, telephones and walkie-talkies, as well as today's use of cell phones and email. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand nonfiction text
- Sequence events
- Identify vowel digraph *ai*
- Recognize irregular verbs in the text
- Identify and form compound words

Materials

Green text indicates resources available on the website

- Book—*Sending Messages* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, vowel digraph *ai*, irregular verbs, compound words 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: *developed* (v.), *instant* (n.), *invention* (n.), *language* (n.), *message* (n.), *signals* (n.)

Before Reading

Build Background

- Ask students what they would do if they needed to get a message to someone. Ask them to tell what they know about the different ways messages can be sent. Remind students that messages can be verbal or written. Write ideas on the board as they are introduced.
- Ask students whether they have ever received a letter in the mail, or whether they have ever received an email. Ask them to tell the differences between the two (*letters* are written by hand or typewritten and printed onto paper, *emails* are typed onto a computer and sent electronically, and so on). Invite students to share their opinions about which mode of sending a message they prefer.

Preview the Book

Introduce the Book

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

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters mentally or on paper. Explain that a summary is a brief overview of the most important information in the text.
- Model summarizing using page 4.
Think-aloud: To summarize, I decide which information is important from what I've read. Then, in my mind, I organize the important information into a few words or sentences. For example, the text on page 4 explains that sending a note or an email are both examples of sending a message. I will underline this information in my book. The page also tells that the ways people have sent messages has changed over time. I will underline the words changed over time, and farther and faster. When I look at this important information, a summary of page 4 might be: People have always sent messages to each other. Changes over time have let us send messages farther and faster.
- Invite students to practice summarizing the important information in a familiar story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that writers present the events of a story in a particular order. Signal words are often provided to help readers identify the order of the events. Ask students to identify examples of signal words (*today, first, next, then, last, finally, dates, and so on*).
- Model how to sequence events.
Think-aloud: I know that a process, like a story, also has a sequence of events. For example, when I call someone on the phone, first I lift the receiver off the hook. Next, I dial the number using the number pad on the phone. Then, I hold one end of the receiver to my ear. Last, I speak into the other end of the receiver.
- Have volunteers explain the order of a simple process, such as making a sandwich or getting ready for school. Use time and order words (*first, next, and so on*) to write the steps on the board.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board in order: *message, developed, invention, signals, instant, language*.
- Give groups of students several pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Give groups of students a dictionary to look up each vocabulary word. Review or explain that the dictionary contains words and their definitions.
- Model how students can use the dictionary to find a word's meaning. Have students look up the word *message*. Invite a volunteer read the definition for *message*. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 4

as you read the sentence in which the word *message* is found, to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

- Show students the picture of different forms of communication used on the cover of the book. Have them use the vocabulary words in the order in which they appear on the board to create a story about the changes that have occurred in communication. Have each student in the group use one vocabulary word to add on to the story. Repeat the activity after reading the book to check for student understanding of the vocabulary.


Set the Purpose

- Have students read the book to find out more about sending messages, stopping after every few pages to summarize the events of the book in their mind. Encourage students to underline or write on a separate piece of paper the important information in each section.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
- **Model summarizing important information in the book.**
Think-aloud: I made sure to stop after the first few pages to summarize what I'd read so far. First, I decided which events were important. Then, in my mind, I organized the important events into a few sentences. A summary for the first section might be: Beating on a drum and sending smoke signals were the earliest ways to send a message. People understood the messages through the drumbeats and different smoke patterns.
- **Check for understanding:** Have students read page 10. Invite them to share the important information in the section. Ask students to write a brief summary of the section on a separate piece of paper or at the bottom of page 10. Have them share what they wrote.
- Point out to students that the section titles tell readers about the different means of communication that have been used over time. Ask them why the author arranged the sections in the order that she did. Remind them to think about the skill of sequencing events as they contemplate their answers.
- Ask students to read the remainder of the book. Remind them to think about the important details in the book so they can summarize the information in their mind 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 Reading Strategy

- Ask students to explain or show how the strategy of summarizing helped them understand the book.
Think-aloud: I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about how sending messages has changed through time, because I summarized the important information as I read the book.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Direct students to the table of contents. Ask them to identify the six major steps that communication has taken since written language developed, using the section titles as clues

(*mail, telegraph, telephone, walkie-talkie, cell phone, email*). Ask students to use sequencing words to define these steps in order. (*First*, people mailed their written correspondence. *Next*, they were able to send a written telegraph. *Then*, the telephone was introduced as a way to communicate with speech. *After that*, walkie-talkies and cell phones made it possible to be mobile while communicating. *Finally*, email has allowed people to communicate almost instantly with someone across the world.) Write the example sentences on the board, underlining the sequencing words (*First, Next, Then, After that, Finally*).

- **Check for understanding:** Have students reread page 6. Invite them to share the sequence of steps that people used when sending a smoke signal (a smoky fire was built, a blanket was placed over the smoke, the blanket was removed quickly, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Ask students whether they have ever made a telephone using two aluminum cans and some string. Ask them to describe the experience. Ask students to explain how they think the phone works. Discuss the differences between that and the phones used today. Ask students which they think is better and to give their reasons.

Build Skills

Phonics: Vowel digraph *ai*

- Write the word *mail* on the board and say it aloud with students.
- Have students say the long /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the long /a/ sound in the word *mail*.
- Underline the *ai* letter combination. Explain to students that sometimes two vowels combine to make one sound. The *ai* in the middle of the word *mail* represent the long /a/ sound. Have students practice writing the *ai* letter combination on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that contain the *ai* digraph, leaving off the *ai* letter combination: *sailor, strain, train*. Say each word aloud. Have students complete and write each word on a separate piece of paper. Then have them use each word in a sentence and read their sentences aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph *ai* worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Irregular verbs

- Review with students that a *verb* is a part of speech that describes an *action*. Direct students to the first sentence on page 7. Ask them to identify the verb in the sentence (*developed*). Explain to students that this is an example of a past tense verb that describes something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain to students that present tense verbs describe something that is happening in the present, or right now. Ask them to name the present tense form of *developed* (*develop*). Point out that the verb *develop* is changed to a past tense verb simply by adding the suffix *-ed*. Discuss how this is an example of a *regular past tense verb*.
- Direct students to the first sentence on page 10. Ask them to identify the verb in the sentence (*found*). Ask students to name the present tense form of *found* (*find*). Point out that *found* is an *irregular verb* because its past tense is formed without adding *-d* or *-ed*.
- Ask students to turn to page 8 and identify the regular past tense verb (*carried*). Have them identify the *present tense* of this verb (*carry*). Write these examples on the board under the *present tense* and *past tense* categories. Have students identify an example of an irregular verb on page 8 (*ran*). Invite students to identify the present tense form of the verb (*run*). Write these examples on the board under the *present tense* and *past tense* categories.

Lesson Plan *(continued)*

Sending Messages

- **Check for understanding:** Write the present tense verbs *play*, *stand*, *explain*, and *go* on the board. Have students work in pairs to create past and present tense sentences using these verbs. Have them share their examples aloud.
- **Independent practice:** Introduce, explain, and have students complete the [irregular verbs worksheet](#). If time allows, discuss their answers.

Word Work: **Compound words**

- Review or explain to students that when two short words are combined to form a new word, the new word is called a *compound word*.
- Write the words *anyhow*, *landmark*, and *outside* on the board. Tell students that these are examples of different types of compound words. Each example has two parts that make up one word meaning.
- Have students turn to page 5 in the book. Read the following sentence: *Sometimes drumbeats could be heard several miles away.* Have students identify two compound words (*sometimes* and *drumbeats*). Ask students to identify the two separate words that make up the compound words (*some* and *times*, *drum* and *beats*). Discuss the concept of compound words (combining two separate words to make a new word). Explain to students that the definitions of the two separate words can help students figure out the meaning of the bigger word (*drumbeats*: a beat created with a drum).
- **Check for understanding:** Have students look for compound words on page 13 (*wireless* and *anywhere*). Have students circle these compound words in their books.
- Encourage students to name other compound words they know and list them. Create a poster titled *Compound Words* and fill it with all of the compound words found in the text and other compound words students know. Post it on the classroom wall, and add to it as more words are found or remembered.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing and Art Connection

Remind students of the last line in the text: *How do you think messages will be sent in the future?* Ask students to brainstorm ideas about how people may communicate in the future. Have them write about their best idea, telling how it will work and what it will look like. Have them include the distances these messages will be sent and the time it will take for a message to arrive. Allow time for students to illustrate their writing. Post their work in the classroom for others to read.

Social Studies Connection

Provide print and Internet resources for students to research the dates of the inventions mentioned in the text (telegraph, telephone, walkie-talkies, cell phones, email). Have them create a timeline on a large sheet of paper. Provide magazines and/or photocopied pages for students to cut out pictures and illustrations to add to their timelines.

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.
- 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 better comprehend the text
- accurately sequence events of the nonfiction text during discussion and on a worksheet
- correctly identify vowel digraph *ai* during discussion and on a worksheet
- correctly identify and understand the formation of irregular verbs during discussion and on a worksheet
- correctly identify and form compound words in discussion and on a worksheet

Comprehension Checks

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