



About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,007

Book Summary

September 11, 2001, is a tragic day in the minds and hearts of Americans. This book introduces students to the events of that day in an age-appropriate manner. It also discusses how Americans remember and mark September 11 as a day of mourning and includes information on what has been done across the country to honor those who died and those who tried to save them.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Recognize and use irregular verbs
- Understand and use syllable patterns to divide two- and three-syllable words

Materials

Green text indicates resources available on the website

- Book—*September 11: Always Remember* (copy for each student)
- Chalkboard or dry erase board
- Visualize, irregular verbs, syllable patterns 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 Vocabulary a-z.com.

- Content words:

Story critical: **ceremonies** (n.), **memorial** (n.), **remembrances** (n.), **sculptures** (n.), **survivors** (n.), **tragic** (adj.)

Enrichment: **debris** (n.), **dedicated** (v.), **freedoms** (n.) **hijacked** (v.), **Pentagon** (n.), **terrorists** (n.)

Before Reading

Build Background

- Show students the front and back cover photos of the book. Ask if they have heard of 9/11. Ask if they know about the two buildings on the front. Allow time for students to share their background knowledge.
- Discuss the title of the book. Ask students why they think it might be important to remember a tragic day.

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).
- 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 good 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.
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 September 11: Always Remember, I pictured where I was on that day. I was far away from New York City, but all the television stations were reporting on what was happening all day long. Everyone was so scared and couldn't believe it as we watched the two towers collapse!
- 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 an author usually has a reason or purpose for writing a book. The purpose is either to *inform*, *entertain*, or *persuade*. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think or do something in a new way.
- Read the title page and the first paragraph on page 3 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 me, entertain me, or persuade me. After reading the title and the first page of this book, I think the author wants readers to learn facts and information about what happened on September 11, 2001, so I think his purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if he also wants to entertain us or persuade us.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 5, you might say: *This is a great photograph of a brave firefighter helping two survivors on 9/11.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *remembrances* on page 6 and say: *I know the word begins with the prefix re. The word looks similar to the word remember. I wonder if it is related. I also notice that it ends in es. I am going to check the sentences around this word and think about what word would make sense in this sentence. The paragraph talks about remembering the events and people of 9/11 and the objects people left, such as cards, pictures, and flags. When I use all of these strategies, I think this word is remembrances. Remembrances makes sense in the sentence, and it looks and sounds right, too.*

- Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions.
- Ask a volunteer to read the glossary definition for *remembrances*. Help students make a connection between the verb *remember* and the noun *remembrances*.

Set the Purpose

- Have students read to find out more about how Americans remember 9/11. 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 pages 4 through 6. Encourage those who finish early to go back and reread.
- Model visualizing and identifying author's purpose.
Think-aloud: As I read page 5, I learned that many people acted bravely on 9/11. I tried to imagine myself standing there or perhaps rushing in the building to help others. As I read pages 6 and 7, I learned that the sites around the plane crashes were covered with special objects, and people lit candles and wrote messages. These are very interesting facts. I think the author's purpose was to inform me about how people responded that day.
- Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized as they read pages 4 through 8. Invite students to share their drawings. Have them explain their drawings aloud.
- **Check for understanding:** Have students read to the end of page 14. Have them visualize the information in the section as they read. Invite volunteers to explain what they pictured in their mind as they read about all the things people created as memorials. Ask students to draw in the next box of their worksheet what they pictured while reading this section.
- Ask students to explain the author's purpose in this section. Ask if they continue to think it is to *inform* or whether he has entertained or persuaded the reader in any way on these pages.
- Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story and to keep in mind the author's purpose.



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 visualizing helped them understand and remember important information in the book.
- *Think-aloud:* When I read page 12 and looked at the photograph, I tried to picture what 2,983 names carved into the walls around the waterfalls must look like and how big the memorial must be! Visualizing this helped me to think back and remember just how many people lost their lives that day.
- **Independent practice:** Have students complete the visualize worksheet for two other sections of the book. If time allows, have them share their drawings.

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. For example, ask whether it is possible for an author to inform and entertain readers at the same time.

- Ask students what they think the author's main purpose was for writing this book. Also ask if they think there is any other reason to write this book or a book of this type.
- **Enduring understanding:** In this book, you learned about a very tragic day in American history. You also learned how Americans remember and honor that day each year. Now that you have read this book, why do you think it is important to remember tragic days like September 11?

Build Skills

Grammar and Mechanics: Irregular past-tense verbs

- Write the following sentence on the board: *Firefighters help people out of the ruins.* Ask students to identify the verb (*help*) and the verb tense (*present*). Write the phrase *present tense* on the board.
- Write the phrase *past tense* on the board. Ask a volunteer to change the sentence to past tense (*Firefighters helped people out of the ruins*). Ask students to identify what changed for the sentence tense to change (the suffix *-ed* was added to the verb). Explain or review that most, but not all, verbs can be changed to past tense by adding *-ed*.
- Write the word *write* on the board. Ask a volunteer to use the word in a sentence. Write the sentence on the board and circle the verb. Ask students to identify the verb tense (*present*).
- Have students turn to page 7. Read the following sentence aloud: *In New York City, people lit thousands of candles in different parks and wrote messages of support on long rolls of paper.* Point out the word *wrote* and explain that the word is the past-tense form of the verb *write*. Invite students to explain the difference between the formation of the past tense for the words *help* and *write* (the suffix *-ed* was added to *help*; a spelling change was required for *write*).
- Explain that *wrote* is an example of an irregular past-tense verb because its past tense is formed without adding *-d* or *-ed*.
- Have students turn to page 8. Point out the irregular past-tense verbs (*felt, drew, gave, made, saw, sent*). Invite students to identify the present-tense forms of these verbs (*feel, draw, give, make, see, send*). Write these examples on the board under the *present tense* and *past tense* headings.
- **Check for understanding:** Write the present-tense verb *begin* on the board. Have students work in pairs to create present- and past-tense sentences using this verb. 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: Syllable patterns

- Review or explain that it is important to know how to divide words into syllables for both speaking and reading.
- Review the following syllable rules and provide an example of each:
 1. Each syllable is a "beat" of a word.
 2. Every syllable has only one vowel sound.
 3. Words are divided between syllables.
 4. A compound word is usually divided between its two base words. Example: fireman/fire-man.
 5. A prefix or suffix usually makes a separate syllable. Example: building/build-ing
- Write the words *wanted, teardrop, and became* on the board, and ask students to say each word. Have them tell the number of syllables in each word. Write the numbers students provide next to the words.
- Model and discuss with students where the syllable break comes in each word and why (*want /ed, suffix; tear/drop, compound word; be/came, one vowel per syllable*).
- **Check for understanding:** Write the following words on the board: *remind, sadness*. Ask students to use the inside back cover of their book to write how each word should be divided into syllables. Discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). If time allows, have students 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 students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Informational Writing Connection

Provide students with print and Internet resources about the memorials mentioned in the book. Have student pairs choose one to find out more about. Ask them to write a clean paragraph detailing the memorial (for example, who designed it, its size, when it was finished, who it honors, and so on). Allow pairs to find one image to print out to display with their paragraph.

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

Social Studies Connection

Review or explain to students that a memorial is something that represents the memory of a person, place, thing, or event. It can be a statue, sculpture, plaque, or even a building that honors a person or group of persons. Provide Internet access to appropriate links for children to learn more about the memorial built at Ground Zero.

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 and on a worksheet
- accurately identify the author's purpose during discussion
- correctly identify irregular past-tense verbs during discussion and on a worksheet
- accurately identify and understand how to syllabicate words from the text in discussion and on a worksheet

Comprehension Checks

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