



## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 780

### Book Summary

The Supreme Court is the highest court in the United States, and only the most respected and distinguished judges can serve on it. This book will introduce the reader to the four women who have become judges on the Supreme Court and the hard work it took for each one to get there. Meet and get to know Ruth Bader Ginsburg, Sandra Day O'Connor, Sonia Sotomayor, and Elena Kagan.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Sequence events in the text
- Identify and discriminate the different digraphs for the long /e/ sound
- Identify and understand the use of proper nouns
- Apply the suffix -ed to change the tense of a verb

### Materials

Green text indicates resources available on the website

- Book—*Women of the Supreme Court* (copy for each student)
- Chalkboard or dry erase board
- [Ask and answer questions, sequence events, proper nouns 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

- **Content words:** *amendment, case, Constitution, discrimination, justices, Latina, majority, nominated, rights*

## Before Reading

### Build Background

- Ask students to share what they know about the three branches of the U.S. government, or how it works. If possible, show students a chart or other visual of the three branches. Compare the branch in which the president operates to the Supreme Court.
- Show students a map of the United States and point out Washington, D.C. Show students a photograph (which can be found on the Internet) of the Supreme Court Building in Washington, D.C. Ask volunteers what they think might go on inside the Supreme Court Building.
- Show students a picture of the United States Constitution. Explain or review what this document is and how it became the rules for how the U.S. government works. Judges on the Supreme Court make sure that the Constitution is being followed, and they rule on cases in which someone believes that the law has been broken.

- Discuss with students that, for many years, only white men were allowed to serve on the Supreme Court, but now, women are being appointed, too. Explain that this book will introduce them to the four women who have served, or are serving, as Supreme Court justices.

## 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, based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that good readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions.  
*Think-aloud: From what I see on the cover and title pages, it appears as though this book is all about women judges. I'm curious to know what is special about these women. When I look at the table of contents, I see that the first section is titled "Men and Women Are Equal." This makes me wonder what equality has to do with the female judges in this book. Before reading, several questions often come to mind about the topic of a book. As I read, I enjoy looking for answers to my questions, which often sparks further curiosity and questions to answer while I read.*
- Create a chart on the board similar to the [ask-and-answer-questions worksheet](#). Write your questions from the think-aloud on it. Distribute the ask-and-answer questions worksheet to students. Ask what they are curious about regarding the women in the book. Have them write their questions in the first section of their worksheet. Invite them to share some of their questions, and write them on the class chart.
- 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 that knowing the order in which the events happen in a text is important to understanding the story. Ask students to think of a recent fictional story they've read in which the events happened in a certain order. If necessary, prompt with a familiar story such as Cinderella.
- Explain that the sequence of information in a nonfiction book is important, too. In this book, the sequence of events helps us understand when and how women have been appointed to the U.S. Supreme Court. Explain that readers can look for signal words such as *today*, *then*, *first*, *next*, and *after*, as well as time clues, such as dates, that can help them understand the order of the events. Using the pictures or photographs also helps readers remember the sequence of events in a text.
- Model using signal words to describe the sequence of a regular day in your life.  
*Think-aloud: I know that my mornings usually follow a pattern or sequence. First, I wake up and turn off my alarm clock. Then, I take a shower and get dressed. Next, I make coffee and wake up my kids. After that, I feed them breakfast and get them to the bus stop so they can go to school. Last, I drive to work.*
- Ask students to share their morning routine. After volunteers have shared, ask students to recall what signal words the speakers used to tell the sequence of their morning routine.
- Explain to students that the book they will be reading follows a sequence; that is, it tells about historical events in the order in which they happened. Inform students that they will be using a graphic organizer later to help them recall the sequence of events in the text.

## Introduce the Vocabulary




- Introduce the content words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *Constitution*, *discrimination*, *justices*, *Latina*, *majority*, and *nominated*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words as well as prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word justices, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. When I read the first paragraph on page 8, I can see that the word must mean "judges of the Supreme Court."*


## Set the Purpose


- Have students read to find out more about the women of the U.S. Supreme Court. Encourage students to use the strategy of asking and answering questions while reading to help them better comprehend what they are reading.

## During Reading

### Student Reading

-  **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet and circle or highlight any questions that were answered in this part of the text.
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.  
**Think-aloud:** *Before I read this book, more than one question came to mind about it. I was curious to know what was special about these female judges. I also wanted to know what equality had to do with them. While reading, I discovered that Ruth Bader Ginsburg was special because she was a lawyer at a time when not many women were lawyers. She also argued a very famous case about men and women being equal: Reed v. Reed. She won the case. I will write these answers on the ask-and-answer-questions chart on the board.*
- Ask students to write answers to the circled questions and any additional questions they raised on their ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class chart on the board.
-  Draw a long straight line on the board. Label one end of the line 1800 and the other end 2010. Ask students to circle the events in their book on pages 4 through 7 that are most important so far. Remind them to read the photo captions and to look for dates. Record the information on the timeline on the board (Ruth argued and won *Reed v. Reed* in 1971; Fourteenth Amendment added to Constitution in 1868).
- **Check for understanding:** Have students read pages 8 and 9. Have them write answers they found while reading on their worksheet and any additional questions that came to mind, for example, specific questions they have about Sandra Day O'Connor. Invite them to share the information they learned and the questions they generated as they read this section.
-  Ask students to circle additional important events in this section. Discuss the important events as a class, and add them to the timeline on the board. Review carefully the photo caption on page 9 with students, and transfer the dates about Sandra to the timeline. Point out to students that the book does not seem to tell the events of these women in order. Transferring the dates and important events to the timeline will help students to sequence the book in their mind.

 Have students read the remainder of the book. Remind them to look for and write answers to their worksheet questions. Encourage them to add new questions they might have to their worksheet as they read, especially about the two remaining women justices, Sonia Sotomayor and Elena Kagan, and to circle the important events in the book.

 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

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know what was special about these female judges. I now know why these women were each chosen to be a Supreme Court justice and what was special about each of them. They all worked very hard and were chosen to serve on the Supreme Court because of their excellence in practicing law and their track record in upholding the Constitution. I will record this information at the bottom of my chart.*
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions (websites, books, and so on). Invite students to write one or two questions they still would like to know about the Supreme Court's female justices. Ask students to share the questions they added.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss with students that ordering or sequencing takes place in many aspects of life and give examples (cooking, tying a shoe, opening an email, and so on). Explain that the order helps us to remember important events as well as how to do certain activities. Sometimes a book (such as this one) is not told in sequential order, so using a timeline can help readers organize the information.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Have them refer to the timeline on the board to complete the chart.
- **Enduring understanding:** In this book, you learned about four powerful women and their many accomplishments. Now that you know this information, what do all four women seem to have in common? How did their beliefs help shape the future for generations of women?

## Build Skills

### Phonics: Long /e/ digraphs

- Write the words *seed*, *yield*, and *read* on the board and say them aloud with students. Ask students what the words have in common (long /e/ sound).
- Explain to students that sometimes letters combine to stand for one sound. Reread the word *read* as you run your finger under the letters in the word. Ask students to identify the two letters that represents the long /e/ vowel sound in the word *read*. Repeat with the words *seed* and *yield*.
- Explain that these are three different letter combinations for the long /e/ vowel sound: *ea*, *ee*, *ei*, and *ie*. Explain that these pairs of vowels are called *digraphs*.

## Lesson Plan *(continued)*

## Women of the Supreme Court

- **Check for understanding:** Create a four-column chart on the board. Label the columns *read*, *yield*, *neither*, and *seed*. Ask students to search in the book for words that contain pairs of vowels representing the long /e/ sound (*created*, *treated*, *teachers*, *believe*, *fourteenth*, *Reed*, *either*). Ask them to tell you in which column of the chart to record each word found.
- **Independent practice:** Challenge students to think of other words, not used in the book, that contain a long /e/ digraph. Ask volunteers to record these words in the correct column of the chart.


### Grammar and Mechanics: Proper nouns

- Review or explain that a *noun* is a *person*, *place*, or *thing*. Ask students to look around the room and give examples of nouns.
- Review or explain that a *proper noun* is the name of a *specific* person, place, or thing. A proper noun always begins with a capital letter. Model examples from students' responses on the board by writing nouns and then changing them to proper nouns (Common noun: *girl*; proper noun: *Laura*. Common noun: *teacher*; proper noun: *Mrs. Jacobs*).



- **Check for understanding:** Have students turn to page 4 and find an example of a proper noun. Remind them not to confuse a proper noun with the capital letter used at the beginning of a sentence. Ask them to circle all the proper nouns found on page 4 (Ruth Bader Ginsburg; U.S. Supreme Court; U.S. Constitution; Reed). Point out and explain why Court in the fourth sentence is capitalized as a proper noun.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their responses.

### Word Work: Suffix -ed

- Write the following sentences on the board:  
*Amy pulls the wagon.*  
*Amy and I pull the wagon.*  
*Amy pulled the wagon.*
- Ask students what is different about the sentences (the verb endings).
- Explain to students that adding the suffix *-ed* to the end of a base word changes the action to the past. The verb is now called a *past-tense verb* because the action is in the past, or before now.
- Write simple sentences on the board and ask students to identify the noun. Next, ask students to identify whether the action takes place in the present or in the past. For example: *Sam and Chris picked flowers for their mom* (past); *Sara and Bill race to the corner* (present); *Ken used all the milk* (past).
- Explain that before adding the suffix *-ed*, students may first need to change the end of the base word: 1) If the word ends in a *silent e*, take away the *silent e* before adding *-ed*. 2) If the word ends in a consonant followed by a *y*, change the *y* to an *i* before adding *-ed*. 3) If the word ends with a short vowel followed by a consonant, double the consonant before adding *-ed*.
- **Check for understanding:** Draw a four-column chart on the board. Label the columns *Silent e*, *Double the Consonant*, *Y to I*, and *Nothing*. Give students index cards with *past-tense verbs* written on them, and ask them to place their word in the correct column. Check for accuracy.
-  **Independent practice:** Assign student pairs to pages in the book. Have them locate and highlight any past-tense verbs. Have partners take turns coming to the board and recording their findings in the appropriate column of the chart.

## 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 demonstrate how a reader asks questions and then reflects on the answers while reading.

### **Extend the Reading**

#### Informational Writing and Art Connection

Provide print and Internet resources for students to further research the Supreme Court of the United States. Citing information from their research and the book, have them create a brochure with at least three sections, such as history, location, a map or floor plan of the building, the current justices, and so on. Encourage students to add illustrations or photographs to their brochure. Require an error-free final copy.

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

#### Social Studies Connection

Supply books and links to Internet sites for students to learn more about one of the Supreme Court justices in the book. Encourage students to find interesting details about that person's life. Remind students to review their ask-and-answer-questions worksheet for questions they still had after reading.

#### 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 comprehend the text during discussion and on a worksheet
- understand and accurately identify sequence of events in text, captions, and sidebars during discussion and on a worksheet
- accurately identify words with long /e/ digraphs during discussion and in the text
- consistently recognize and use proper nouns during discussion and on a worksheet
- correctly apply the -ed suffix to change the tense of a verb during discussion

#### Comprehension Checks

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