



About the Book

Text Type: Nonfiction/Personal Narrative Page Count: 16 Word Count: 399

Book Summary

A young boy and his sister have fun visiting the Getty Museum in Los Angeles and learning about art. They also visit other parts of the museum, where they have lunch, look at books, and dress up in costumes. This book is sure to encourage your young readers to visit an art museum for themselves.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the strategy of connecting to prior knowledge to understand the text
- Summarize information
- Orally manipulate medial sounds
- Identify words with soft c
- Identify verb tenses
- Understand content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Going to the Art Museum* (copy for each student)
- Chalkboard or dry erase board
- Summarize, soft c, verb tense, content vocabulary worksheets
- Word journal (optional)
- 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

- High-frequency words: *about, where*
- Content words: *artist, computer, costumes, painting, sculpture, still life*

Before Reading

Build Background

- Involve students in a discussion about any experiences they have had visiting a museum. Ask them to describe how they went there and what they saw at the museum.
- Ask students to share times when they have been to a museum and what things they enjoyed seeing there.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Going to the Art Museum*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that it is helpful to think about their own experiences when reading a book. These experiences can help make connections with what they read.
- Model how to make connections to prior knowledge and personal experience.
Think-aloud: The picture on the back cover reminds me of when I took a shuttle to get to the airport. Because I have had this experience of being on a shuttle, I can understand what it must be like for the children to ride on a shuttle.
- Ask students whether the pictures remind them of anything or, specifically, if they remind them of their trip to a museum.
- Show students the title page and ask them what the children are doing in that picture. Ask if the picture reminds them of when they visited the museum. Have students explain how.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Preview the book with students, talking about the pictures and using any difficult vocabulary they will encounter in the text. Ask them to predict what is happening in the book from what they see in the pictures. Have them relate any pictures they can to personal experiences.
- Remind students of strategies they might use to work out unfamiliar words. Point out the word *buried* on page 6 without telling students the word. Model how they might recognize the beginning sound and *r*-controlled vowel in the word. Point out the *-ed* ending in the word. Then read the word. Read the sentence to students and ask them if the word *buried* makes sense in the context of the sentence.

Set the Purpose

- Have students read the book to find out how the children's trip to the art museum was like their own trip to the museum.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: When I was on a trip to Greece, I saw many sculptures like this. Because the sculptures had been around for thousands of years, many had pieces broken off just like this one.
- **Check for understanding:** Invite students to share how they connected with what they already knew as they read.
- Have students read the remainder of the book.



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 the discussion that follows.

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

- **Think-aloud:** *When I read page 7, I thought about a time when I visited an art museum and stood in front of a very big painting framed in heavy gold. I remember that the painting was much larger than I was. I remember reading a description of the meaning of the painting on a little card on the wall. This experience helped me to understand what the children were doing on page 7.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about being in an art museum or any other type of museum. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how using personal experiences helped them become more involved with the text and helped them better understand what they read.

Teach the Comprehension Skill: Summarize information

- Explain to students that it can help them remember important information from the book if they can list the main facts on a diagram such as the one on the [summarize worksheet](#).
- **Introduce and model:** Model for students how to identify the main things the children saw and did, and help them record details for each thing. For example: *This diagram allows us to write four different things that the children saw or did. I know that one thing they saw was the artwork itself—the paintings and sculpture. I will write painting and sculpture in the first circle. Now I need to write some details about the paintings. The text tells me that the painting is big, the light makes the woman look real, and a note tells people about the painting. I can write these key words in the larger box to help me remember what I read. I can't write much, so I will summarize the details into a few words. I'll write: big, light on the woman's dress, and note on the wall.*
- **Check for understanding:** Give students the summarize worksheet. Have students summarize the information about the sculptures and write it in the box, along with the details about the paintings (old, parts broken off). Then ask them what the children saw next and what should go in the second circle.
- **Independent practice:** Have students complete the rest of the worksheet independently. Monitor student progress and intervene as necessary. If time allows, discuss their responses.



Instruct students to use the last page of their book to draw what they would most like to do at a museum.

Build Skills

Phonological Awareness: Orally manipulate medial sounds

- Say the word *brush* and have students repeat the word. Ask them what sound they hear in the middle.
- Ask students what word you would have if you changed the /u/ sound in *brush* to /a/ (*brash*). Have students say the word and repeat the new middle sound.
- **Check for understanding:** Have students change the medial sounds in the following words to create new words: *paint*, change long /a/ to long /i/ (*pint*); *fun*, change /u/ to /i/ (*fin*); *big*, change /i/ to /e/ (*beg*); *work*, change /ûr/ to long /e/ (*week*); *light*, change long /i/ to long /a/ (*late*); *bet*, change /e/ to long /e/ (*beat*).

Phonics: Identify words with soft c

- Write the words *collar* and *cities* on the board. Have students read each word. Ask what sound the letter c stands for in each word.
- Explain that when the letter c is followed by the vowel *i* or *e*, the c stands for the /s/ sound they hear in the word *cities*.

Lesson Plan *(continued)*

Going to the Art Museum

- **Check for understanding:** Write the following words on the board and read them aloud together: *circle, force, brace, cell, call, volcano, grace, since*. Have students raise their hand if the c is hard or snap their fingers if the c is soft.
- **Independent practice:** Introduce, explain, and have students complete the [soft c worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Identify verb tenses**

- Have students reread page 4 and identify the verbs (*will take, can see, is*). Point out that the verb *will take* is the future form of the verb *take*. This form is used because the children have not yet arrived at the museum, but they will in the future. As they are traveling, they can see things out the window. This action is happening while they are on the bus, in the present.
- **Check for understanding:** Have students look at page 5. Ask them whether the verbs tell what's happening now, what will happen, or what has happened already.
- **Independent practice:** Introduce, explain, and have students complete the [verb tense worksheet](#). If time allows, discuss their answers.

Word Work: **Understand content vocabulary**

- Have students work in pairs to find words associated with the museum. Have students share the words they find.
- Ask students if they can think of other words associated with an art museum. Make a list on the board.
- **Check for understanding:** Have students illustrate the words they brainstormed on the board in order to demonstrate meaning. Have them label their drawings.
- **Independent practice:** Give students the [content vocabulary worksheet](#). Have them find the words from the worksheet in the book and read the sentences in which the words are found to make sure they understand the word meanings. If time allows, discuss their responses.

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 summarize the main points of the book with someone at home.

Extend the Reading

Personal Narrative Writing Connection

Have students think of somewhere they have been recently, either with their family or on a school trip. Have them write how they got there and what they saw and did while they were there.

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

Social Studies Connection

Provide a list of well-known art museums, such as the Louvre Museum in Paris, France; The Art Institute in Chicago, Illinois; or the Metropolitan Museum of Art in New York City, New York. Have students research one of the museums to discover what famous original works of art are housed there.

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:

- make connections to prior knowledge to make meaning of text
- understand how to summarize text information on a worksheet
- orally manipulate medial sounds in words to create new words during discussion
- identify words that have soft c in discussion and on a worksheet
- identify verb tenses in discussion and on a worksheet
- understand content vocabulary in the book and on a worksheet

Comprehension Checks

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