



About the Book

Text Type: Nonfiction/Descriptive Page Count: 16 Word Count: 302

Book Summary

The events of September 11, 2001, are well known to adults, but many children are not old enough (or weren't born yet) to remember anything about that tragic day.

Heroes of September 11 will introduce young readers to the men, women, and animals that acted heroically and patriotically on that day.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Discriminate *r*-controlled /ar/ sound
- Read and categorize words with the /ou/ diphthong
- Identify and use regular past-tense verbs
- Recognize and use high-frequency words *they, were, who*

Materials

Green text indicates resources available on the website

- Book—*Heroes of September 11* (copy for each student)
- Chalkboard or dry erase board
- Visualize, diphthong /ou/, high-frequency 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 [Vocabulary a-z.com](http://www.readinga-z.com).

- High-frequency words: *they, were*
- Content words:
Story critical: *elevators (n.), emergency (n.), heroes (n.), rescue (v.), ruins (n.), wheelchair (n.)*

Before Reading

Build Background

- Show students the cover of the book. Ask if they have heard of September 11. If so, allow time for students to discuss and share their background knowledge.
- Ask students what they think it means to be a hero. Ask if they see any heroes on the front cover of the book.

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 *Heroes of September 11*. (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: **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 Heroes of September 11, I pictured people I think of as heroes. I think of firefighters, police officers, and soldiers—people who risk their own lives to help other people. I wonder if this story is going to tell me about those kinds of heroes.
- Invite students to share what they visualized when they read 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 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.
- Read the title page and page 3 aloud. Model how to identify the 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 something that really happened in New York City, so I think her purpose was to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain us or persuade us.

Introduce the Vocabulary


- Model strategies that students can use to work out words they don't know. Have them find the word *emergency* on page 4. Ask students how they might read this word if they don't already know it. Suggest that they look at how it starts. Remind them that the first sound could be the long sound of letter e. They might recognize the *r*-controlled vowel pattern of /er/ and the sound it makes. Review with them that the *y* at the end of a word often makes the long /e/ sound.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word as well as in the sentences before and after. Read aloud the paragraph on page 4 and ask students if the word *emergency* makes sense in the sentence.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. 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. Model how students can use the glossary to locate a word's meaning. Have a volunteer read the definition for *emergency* in the glossary. Compare the glossary definition with the sentence on page 4 that contains the word.
- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class.

Set the Purpose

- Have students read to find out more about the heroes of September 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:** Ask students to place a finger on the page number in the bottom corner of page 4. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - **Model visualizing and identifying author's purpose.**
Think-aloud: As I read page 5, I learned that people couldn't use the elevators in the burning buildings, and they needed to use the stairs. I tried to imagine myself crowded on the stairs with many other people, trying to walk down hundreds of flights of stairs. I also learned that even though people were rushing down the stairs, some stopped to help others. This is a very interesting fact. I think the author's purpose was to inform me about people on that day and how they thought about and helped others during the dangerous and scary situation. I will keep reading to see if I learn more about the people.
 - Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized as they listened to you read pages 4 and 5. Invite students to share their drawings.
 - **Check for understanding:** Have students read to the end of page 8. Invite volunteers to explain what they pictured in their mind when they read about the dogs and how they helped. Ask students to draw in the next box of their worksheet (*Dogs*) what they pictured while reading this section.
 - Have students read to the end of page 11. Ask them to explain the author's purpose in this section. Ask if they continue to think the author's purpose is *to inform* or whether she has entertained or persuaded the reader in any way on these pages.
 - Have students read the remainder of the book. Remind them to continue visualizing and identifying the author's purpose as they read.
-  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

- 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 pages 12 and 13, and looked at the photograph on page 12, I tried to picture how all those piles of broken building materials must have looked and felt to those iron workers and how sad and scared they must have been.
- **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, is it possible for an author to inform and entertain readers at the same time?
- **Enduring understanding:** In this book, you learned about a very sad day in the history of the United States. You also learned about the heroes of that day. The next time you hear the word *hero*, who or what will you picture in your mind?

Build Skills

Phonological Awareness: Discriminate *r*-controlled /ar/ sound


- Say the word *hard* aloud to students, emphasizing the *r*-controlled /ar/ sound. Have students say the word aloud and then say the *r*-controlled /ar/ sound.
- Say the following words from the book, one at a time: *far, hurt, fire, start, hard, outside*. Have students give the thumbs-up signal when they hear a word with the *r*-controlled /ar/ sound as in the word *hard*.
- **Check for understanding:** Say the following words one at a time: *are, great, cars, building, marker*. Have students give the thumbs-up signal for each word with the *r*-controlled /ar/ sound as in the word *hard*.


Phonics: Diphthong /ou/

- Ask students to turn to page 4. Have them follow along as you read the first sentence in the second paragraph: *People inside needed to get out*. Ask students to place their finger on the word *out*. Write the word *out* on the board and point to the letters *ou*. Tell students that the letters *o* and *u* together stand for the /ou/ vowel sound.
- Explain or review that the *ou* letter combination is one of the letter combinations that stand for the /ou/ sound. The letter combination *ow* also can make the /ou/ sound. These vowel combinations make a sound called a *diphthong*. A diphthong is a sound that glides from one vowel sound to another.
- Write the word *down* on the board. Point out the letter combination that stands for the /ou/ diphthong sound and ask student to isolate and say the sound that the *ow* is making. Ask them to notice that it sounds the same as *ou* in the word *out*.
- Explain to students that the letter combinations *ou* and *ow* can make other sounds as well. Write the words *could* and *show* on the board and have students practice saying them aloud. Help them to isolate the vowel sounds and hear the difference between the sounds of *could/out* and *show/down*.
- **Check for understanding:** Have students turn to page 5. Ask them to find and circle the word that contains the /ou/ diphthong sound (*down*). Ask them which spelling is used in this word to make the /ou/ diphthong sound (*ow*).
- **Independent practice:** Introduce, explain, and have students complete the [diphthong /ou/ worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Past-tense verbs

- Have students turn to page 5. Read the sentences aloud with students. Point to the word *filled*. Explain that the word *filled* is a verb and that it refers to an action that happened in the past.
- Ask students to tell the present-tense form of the word (*fill*). Point out the *-ed* ending on the word *fill*. Explain that the *-ed* letter combination at the end of a verb tells readers that the action happened in the past.
- Explain to students that, depending on the root word, *-ed* can have three different sounds: /t/, /d/, and /ed/. Point out and read aloud each of the past-tense verbs on page 6 (*needed, carried, stopped*). Have students repeat all three words, listening to the three different sounds.

 **Check for understanding:** Write the words *helped, looked, and started* on the board. Have students find these words on pages 7 and 8. Have them circle the *-ed* ending and highlight or underline the root word or present-tense verb.

 **Independent practice:** Assign student pairs a page in the book. Have them locate all the regular past-tense verbs on the page. Ask them to again circle the *-ed* ending and highlight or underline the root word. If time allows, discuss their responses.

Word Work: High-frequency words

- Tell students they are going to learn and practice two words that they will see often in books. Write the high-frequency words they and were on the board. Read and spell each word.
- Write the following sentence on the board: *Two huge buildings were on fire.* Read the sentence together with students. Point to the word *were*. Ask students to tell what the word means. Ask volunteers to use *were* in oral sentences.
- Ask students to turn to page 6. Read the first sentence together. Point to the word *they*. Ask students to tell what the word means and use it in an oral sentence with a partner.
- **Check for understanding:** Introduce, explain, and have students complete the [high-frequency-words worksheet](#). When they have finished, have them compare their work with a partner.

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 share their visualization drawings and what they learned about author's purpose with someone at home.

Extend the Reading
Informational Writing Connection

Provide students with Internet access to appropriate links for children regarding 9/11. Introduce and have them identify what the term *first responders* means and how these people are heroes. Police, the Coast Guard, hospitals, and so on, all responded quickly and heroically on that day. Small groups of students can research each of these groups and write a short paragraph about how they responded that day. Post their writing on a bulletin board titled "Everyday Heroes." Visit [Writing A-Z](#) for a lesson and leveled materials on informational report 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 people. Provide Internet access to appropriate links for children to learn more about the memorial being 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
- accurately discriminate the /ar/ sound during discussion
- consistently read and categorize words with the /ou/ diphthong in the text and on a worksheet
- correctly identify regular past-tense verbs during discussion and in the text
- correctly use and write high-frequency words *they* and *were* during discussion and on a worksheet

Comprehension Checks

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