

### About the Book

**Text Type:** Nonfiction/Informational **Page Count:** 22 **Word Count:** 1,609

### Book Summary

Readers explore the cultures of the ancient Maya, Inca, and Anasazi people. They also introduced to a discussion about whether or not the Europeans were the first people to discover the Americas. The author concludes that when discussing the presence of the Europeans, the word *explored* rather than *discovered* might be more appropriate. Maps, charts, and photographs enhance the text.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to remember information in text
- Understand and identify author's purpose
- Recognize singular and plural subjects and linking verbs
- Understand and use the suffix *-ion*

#### Materials

**Green text** indicates resources available on the website

- Book—*Discovery in the Americas?* (copy for each student)
- Chalkboard or dry erase board
- Fiction books, atlas, newspaper editorial or ad
- **Author's purpose, linking verbs, suffix *-ion* worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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](http://VocabularyA-Z.com).

#### Content words:

Story critical: ***civilizations*** (n.), ***flourishing*** (v.), ***intact*** (adj.), ***native*** (adj.), ***perspective*** (n.), ***ruins*** (n.)

Enrichment: ***archaeologists*** (n.), ***architecture*** (n.), ***kivas*** (n.), ***murals*** (n.), ***Native American*** (n.), ***petroglyphs*** (n.), ***quinoa*** (n.), ***suspension bridge*** (n.), ***terrace*** (n.)

### Before Reading

#### Build Background

- Discuss what students know about Christopher Columbus. Ask if they know which country he came from, what he hoped to find while exploring and why, if students believe he discovered America.
- Ask students to tell what they know about the ancient cultures of the Anasazi, Maya, and Inca. Ask if they think these people were in America before Columbus arrived in the Americas.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Direct students to the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Each section title provides an idea of what they might read about in the book.
- Ask students to read the note on the table of contents page. Tell students that the author included this information to let them know how to read and interpret the maps in this book.

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

- Explain to students that having some prior knowledge of the topic they are going to read about, and making a connection with what they know while they are reading, helps them understand and remember the information in the book.
- Model how to use prior knowledge as you preview the book.  
*Think-aloud: The illustration on the front cover looks like a painting of a European explorer or conqueror. The picture on the back cover looks like the cliff dwellings in Colorado where the Anasazi Indians lived. I wonder how the author will connect the explorers with the Anasazi and the discovery of America.*
- Model using the table of contents as a way to connect to prior knowledge.  
*Think-aloud: I know that many people believe Christopher Columbus discovered America. I know that the Maya, Anasazi, and Inca are ancient cultures that existed in the Americas. The title of section 5 makes me think I'm going to read about someone's point of view. In this book, I'm guessing that it has to do with the discovery of America.*
- Have students preview the rest of the book, looking at photos, illustrations, and captions.
- Show students the boxes titled "Do You Know?" and explain that they provide additional information about the topic.
- Show students the glossary and explain its purpose.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary

- 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 base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to find the bold word *civilizations* on page 7. Model how they can use context clues to figure out the meaning of the word. Explain that the meaning of the word is hinted at in the sentences that come before it. Read the three sentences aloud, emphasizing the words *people* and *these people*. Tell students that by thinking about these clues within the context of the book, it is reasonable to think that the word *civilization* means *groups of people*. Read the sentence, substituting the phrase for the unfamiliar word. Ask students if the sentence makes sense. Have students check the meaning by looking in the glossary at the back of the book.


#### Set the Purpose

- Have students think about what they know about the discovery of America as they read the book.

### During Reading

#### Student Reading

- **Guide the reading:** Discuss opinion. Explain that a person's opinion is his or her belief about something and that it may or may not be supported by facts. Provide an example. Say: *America is the greatest country in the world.* Explain that this is an opinion because it tells how someone feels. A person from another country may feel differently.
- Have students read to the end of page 7. If they finish before everyone else, they can go back and reread.
- Ask students what they think the author wants the reader to think about. (Is Columbus responsible for discovering America?) Discuss the author's definition of *discovery* on page 5. (*Discovery is when something is found or seen for the first time.*) Ask students if they agree with this definition.
- Model connecting to prior knowledge.  
**Think-aloud:** *On page 7, the author wrote, Columbus was not the first person to set foot in the Americas. I agree with this statement because I learned that the Anasazi were in the Southwest a long time before Columbus arrived.*
- Have students read the remainder of the book, thinking about what they know about the discovery of America 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

- Discuss how making connections with events in the text that students know something about keeps them actively involved in the reading process and helps them remember what they read.

#### Teach the Comprehension Skill: **Author's purpose**

- **Discussion:** Ask students if reading this book changed any of their beliefs or opinions about the discovery of America and, if so, how.
- **Introduce and model:** Review or explain that authors write with a purpose in mind. Write the following phrases on the board: *to inform or teach, to entertain, to persuade or convince.* Explain that an author usually has one of these three reasons in mind when writing, but some writers have all three. Tell students that it is often possible to determine the author's purpose by looking at the contents of the book and thinking about the words the author uses.
- For example, turn to page 6 and explain that the map on this page is used to provide additional information about the topic, as are the other illustrations, photographs, and maps in the book. Show students a fiction book and explain that the writing in this type of book is meant to entertain, as are the illustrations. Select and read a funny, scary, or mysterious line from the selected book. Explain that these words are clues that show the author wants to entertain the reader. Name other types of entertaining books, such as adventure, mysteries, and science fiction. Show students an ad or editorial from a newspaper. Explain that this type of writing is meant to persuade or convince the reader. Read a convincing or persuasive statement aloud. Explain that these words show that the author wants to influence the way the reader thinks or believes.

- **Check for understanding:** Ask students to tell something they've read in which the author's purpose was to inform or teach (text book, biography). Ask students to think of something they've read that was entertaining (comics, fiction books). Ask students for an example of something they've read that was persuasive or convincing (magazine ad, editorial). Ask students what they think the author's purpose was in writing *Discovery in the Americas?* (to teach about the cultures that existed in the Americas before Columbus arrived). Discuss how the author's opinion might have influenced his writing (the author believed it was inaccurate to say that Columbus discovered America when other cultures were already living here. His writing supports his opinion.)
- **Independent practice:** Have students complete the [author's purpose worksheet](#). Discuss student responses.
- **Extend the discussion:** Write *Don't believe everything you read* on the board and discuss how the message pertains to this book.

### Build Skills

#### Grammar and Mechanics: **Subjects and linking verbs**

- Review or explain that a linking verb does not show action. Explain that it *links* the subject to a word that either describes the subject or gives the subject another name. Review the linking verbs: *am, is, are, was, were*.
- Have students find the first sentence on page 9. Read the sentence with students and ask them to tell the subject of the sentence (*Maya*). Write the sentence on the board and circle the word *Maya*. Explain that it is a plural subject even though it does not end in -s. Remind students that a plural subject must have a plural verb in order for the sentence to be written correctly. Underline the linking verb *were*. Ask students if the verb shows action (no). Have them tell what word is linked to the subject with *were* (farmers).
- **Check for understanding:** Have students read the first sentence on page 10. Have them identify the subject (*Chichen Itza*), the linking verb (*was*), and the word it links to the subject (*city*). Have them tell if this is a singular or plural subject and linking verb.



Have students underline subjects, linking verbs, and words that are linked to the subject on page 16. Discuss student responses.

- **Independent practice:** Give students the [linking verbs worksheet](#) to complete.

#### Word Work: **Suffix -ion**

- Review or explain that a suffix is a group of letters added to the end of a base word that changes the meaning of the word.
- Have students find the word *irrigation* on page 15. Ask them to tell what the base word is (*irrigate*). Explain that when the suffix is added to a word that ends in a silent -e, the -e is dropped if the suffix begins with a vowel. If the suffix begins with a consonant, the -e is kept at the end of the word.
- Have students tell what the suffix *-ion* means (the act or process of something). Write the words *irrigate* and *irrigation* on the board. Explain that adding the suffix changes the verb to a noun.
- **Check for understanding:** Write the following words on the board: *react, educate, create, and act*. Have students add the suffix *-ion*, tell the new meaning, and use the new word in a sentence.
- **Independent practice:** Give students the [suffix -ion worksheet](#). Discuss their responses.

### 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 Connection

As a group, brainstorm topics that elicit opinions in students—for example, school uniforms, mandatory bike helmet laws, or dog leash laws in public parks. Have students use the book as a model. Have them present a question about their topic, describe some different points of view, provide information that supports their point of view, and come to a conclusion. Have students present their points of view to the group.

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

#### Social Studies Connection

Provide print and Internet resources for small groups of students to research the Incan, Mayan, or Anasazi cultures. Have them prepare posters and oral presentations that provide information about their agricultural practices, architecture, dress, and beliefs.

#### 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:

- use the strategy of making connections to prior knowledge to understand nonfiction text
- understand and identify author's purpose in text and complete a worksheet
- recognize singular and plural subjects and linking verbs that agree in number; apply knowledge in a worksheet
- understand and use the suffix *-ion* to create new words; use the suffix *-ion* to complete a worksheet

#### Comprehension Checks

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