



### About the Book

Text Type: Nonfiction/Fantasy Page Count: 16 Word Count: 743

### Book Summary

Join Pavel, a little mouse who, along with his ancestors, has lived in the State Hermitage Museum in Russia all his life. He makes an excellent tour guide and will show you all the best things from the collection of over three million precious works of art. Pavel will also tell you about the fascinating history of the museum.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details in the text
- Identify long /e/ digraphs
- Identify and use adverbs
- Identify and find synonyms in a thesaurus

#### Materials

Green text indicates resources available on the website

- Book—*The State Hermitage: Russia's Amazing Museum* (copy for each student)
- Chalkboard or dry erase board
- Thesauruses
- Ask and answer questions, main idea and details/summary, synonyms 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:

Story critical: *collection (n.), disaster (n.), endured (v.), impressive (adj.), revolution (n.), siege (n.)*

Enrichment: *characteristics (n.), elaborately (adv.), precious (adj.)*

### Before Reading

#### Build Background

- Ask students to share what they know about Russia. Have a volunteer locate Russia on a classroom map. Ask if anyone knows any other famous landmarks in Russia and, if so, to tell about them.
- Ask students to picture a museum in their mind. Have them think of one they might have visited before. Ask them to share what they see.

### 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, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

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

- Discuss how asking and answering questions while reading can help readers understand and enjoy reading the information in a book.
- Model asking questions.  
*Think-aloud: From what I see on the cover and title pages, it appears as though this book is all about a museum. I'm curious to know what this little mouse has to do with a museum. When I look at the table of contents, I see that one section is titled "Museum Faces Disaster." This makes me wonder what kind of disaster could happen to a museum! Before reading a book, several questions often come to mind about the topic. As I read, I enjoy looking for answers to my questions, which often sparks further curiosities and questions to answer while reading.*
- Create a chart on the board similar to the [ask-and-answer-questions worksheet](#). Write your questions on it. Distribute the worksheet to students. Ask students what about the topic they are curious about. Have them write their questions in the first section on 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: **Main idea and details**

- Discuss how asking and answering questions while reading can help readers understand and enjoy reading the information in a book.
- Read the Introduction on page 4 aloud to students. Model identifying the main idea and details for this section.  
*Think-aloud: I know that the heading of a section sometimes identifies the main idea. Each section in the book contains details that support a main idea about the Hermitage. As I read the "Introduction", most of the sentences describe the museum and its collection of over three million items. I learned that the museum can't display them all at one time and that many of them are in storage. I will underline this information. Based on what I've read, I think the main idea of the section is: The Hermitage Museum in Russia has over three million works of art.*
- Create a chart similar to the [main-idea-and-details/summary worksheet](#) on the white board or projection screen. Say: *I can use this chart to help me keep track of the main idea and details of each section of the book. I will use the section heading as a strong clue as to what the main idea is for that section.*
- Write the main idea for the "Introduction" on the chart on the board. Ask students to identify the details from the book that support this main idea (can't display them all at one time, most are in storage, it would take 43 years to see entire collection, and so on).

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, on page 8 you might say: *The text says, It has become one of the world's largest and most impressive collections of art. What clues does the paragraph provide to help you understand the meaning of the word impressive?* (On page 8, the paragraph says that the collection includes not only paintings but also coins, medals, gold treasures, gems, books, armor, sculptures, furniture, and more. Therefore, *impressive* must mean awesome, or admirable.)
- Remind students to look at the letters a word begins or ends with, or break a word into chunks, as ways to figure out a difficult word. For example, point to the word *elaborately* on page 11 and say: *When I look at the parts of this word, I can break it into pieces to pronounce it: e-lab-o-rate-ly. Then I can reread the sentence and listen to see if it sounds right or similar to a word I've heard before. I can also read the definition of the word in the glossary.*
- Repeat this process with other glossary or multisyllabic words from the text.

### Set the Purpose


 Have students read to find out more about Pavel and the State Hermitage Museum. Encourage students to ask and answer questions while reading. Remind them to also think about the main ideas and details of each section. Ask them to underline in their book important details within each section.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 6 to the end of page 8. Encourage those who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their [ask-and-answer-questions worksheet](#) that were answered.
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.  
**Think-aloud:** *Before reading, more than one question came to mind about this book. I was curious about what this little mouse had to do with a museum. I also wanted to know if this museum was like others I have visited and what kinds of disasters could happen to a museum. While reading, I discovered the answer to some of these questions. The book is divided into sections that take a close look at the museum and its history. I didn't realize that it was so old! I also learned that the character Pavel acts as a tour guide; he and his "ancestors" have lived in the museum for hundreds of years. The author probably got the idea for Pavel from the quote on page 8 from Catherine the Great. I will write these answers on the ask-and-answers chart on the board. Since I have not read the chapter on disasters, I'll have to wait to answer my question on that topic.*
- Ask students to write answers to the circled questions and additional questions they raised on their 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 ask-and-answer-questions chart on the board.
- Model identifying the main idea and details in a section.  
**Think-aloud:** *As I read the section titled "History of the Museum," most of the sentences mentioned something about the empress Catherine the Great and how she started the collection. I will underline this information. Based on what I've read, I think the main idea of the section is: The Hermitage art collection was started by the empress Catherine the Great in the 1700s.*
- Write the main idea on the board. Ask students to identify details that support this main idea (Her Winter Palace is the largest of the museum's buildings; she began the collection by buying paintings; many of the paintings are by famous artists like Rembrandt and Rubens). Write these details on the board.

- **Check for understanding:** Have students read pages 9 through 12. Have them circle any questions on their [ask-and-answer-questions worksheet](#) that were answered. Ask students to write answers to any circled questions and additional questions they raised on their worksheet. Invite them to share the information they learned and the questions they generated while reading.
- Invite students to share any information they underlined in the next three sections of the book. Write these details on the board. Divide students into groups. Assign each group a section and have them identify the main idea from these details. Discuss their responses as a class and write each main idea on the board.
- Have students read the remainder of the book. Remind them to look for and write answers to their questions. Encourage them to add new questions they might have to their worksheet as they read and underline in their book important information within each section.

 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:** *I wanted to know what kinds of disasters a museum could experience. I learned that a big fire was the first disaster, then a revolution, and then a war! I'm still curious about what happened to the art during World War II. I will write the questions I'm still curious about on the ask-and-answer-questions 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 (for example, the museum's website, listed on the copyright page). Invite students to fill in the last section with information they still would like to know about the State Hermitage Museum or Catherine the Great. Ask students to share questions they added to their [ask-and-answer-questions worksheet](#) while reading.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Ask how the details they identified support the main idea.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#) for one of the remaining sections. When everyone has finished working independently, review their answers aloud.
- **Enduring understanding:** In this book, you learned about a famous museum, perhaps including some information that you had never heard of before. The next time you visit a museum, what will you be curious about?

### Build Skills


#### Phonics: Identify long /e/ digraphs

- Write the words *three* and *each* on the board and say them aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letters in the words as students say the whole words aloud. Ask students to identify the letters that stand for the long /e/ sound in the words *three* and *each*.

- Underline the letters *e* and *a* in the word *each*. Explain to students that the letters *e* and *a* together stand for the long /e/ vowel sound. Underline the letters *e* and *e* in the word *three*. Explain to students that the letters *e* and *e* together are another letter combination that can also stand for the long /e/ vowel sound. Say the following words with the *ea* digraph aloud one at a time: *eat*, *mean*, *teach*. Have volunteers spell the words aloud as you write them on the board. Repeat the process with the following *ee* digraph words: *feel*, *greet*, *week*.
- **Check for understanding:** Write the following words on the board, leaving out the *ea* digraph: *beat*, *eager*, *meat*. Use each word in a sentence and have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner. Repeat the process for the following *ee* digraph words: *feet*, *green*, *seem*.


### Grammar and Mechanics: **Adverbs**

- Review or explain that *adverbs* are words that describe or modify verbs or adjectives. Adverbs give information about *time*, *manner*, and *frequency*. They tell *how* something is done, *when* something is done, or *how often* it is done. Many, but not all, adverbs have an *-ly* ending. And sometimes the adverb is actually two or more words, known as an adverbial phrase.
- Write the question word *When* on the board. Have students turn to page 7 and locate the sentence, *Like most collectors, Catherine continued to expand her collection over the years*. Ask students when Catherine the Great continued to expand her collection (*over the years*). Explain that *over the years* is an adverbial phrase that describes the verb *expand*.
- Ask volunteers to make a statement about the faces in the book. Write each sentence on the board, leaving off the period. Read the sentences aloud to students without stopping. Then have volunteers come to the board and add a period to each sentence. Reread the sentences, stopping at the periods at the end of each sentence.
- **Check for understanding:** Have students read the rest of the paragraph on page 9. Ask them to identify the adverb that describes *when* Pavel can see the paintings up close (*usually*).

 **Independent practice:** Ask students to work in pairs to locate three adverbs or adverbial phrases on page 8 that describe when something is done on page 8 (*during her reign*; *once*; *for more than 200 years*). If time allows, have them search through the book and locate and underline other adverbs/adverbial phrases that describe *when*.

### Word Work: **Synonyms**

- Review or explain that a word that means the same or almost the same thing as another word is called a *synonym*. One reason writers replace words with synonyms is to make a piece of writing more interesting.
- Point out the word *impressive* on page 8 and show students a thesaurus (or project thesaurus.com on the projection screen). Explain that a thesaurus is a book that contains synonyms. Look up *impressive* and model how to use a thesaurus. If the word can be more than one part of speech (*elaborate* can be an adjective or a verb), make sure to model how this can affect the meaning and remind students to use the correct synonyms listed in the thesaurus.
- Give students a thesaurus. Ask them to find the word *impressive* and confirm the synonyms suggested.

 **Check for understanding:** Have students read the first paragraph on page 9. Ask them to circle the word *small*. Have students use the thesaurus to replace *small* with synonyms to make the sentence more interesting. Remind them to choose words that do not change the meaning. Have them write the sentence at the bottom of the page using the new words. Encourage students to share their sentences.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). Discuss their answers aloud after they have finished.

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

### **Extend the Reading**

#### **Creative Writing Connection**

Provide print and Internet resources for students to further research the State Hermitage Museum (primarily hermitagemuseum.org). Have them create a brochure with at least three sections, citing information from their research and the book, including information such as hours of operation, history, location, a map of the museum, the collections, and so on. Encourage them to add illustrations or photographs to their brochure. Require an error-free final copy.

#### **Elements of Nonfiction Connection**

Discuss the sidebars and maps on pages 5, 6, 7, and 11. Invite students to reflect on the information in each sidebar. As a class, discuss the purpose of incorporating sidebars into text and the importance of the information (to provide clarification, to draw conclusions from the text, to enhance or provide additional information).

#### **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 identify main idea and details in text during discussion and on a worksheet
- identify long /e/ digraph during discussion
- recognize and use adverbs that describe time during discussion
- identify and understand the use of synonyms during discussion and on a worksheet

#### **Comprehension Checks**

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