

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 585

Book Summary

Easter Island remains one of the most mysterious places in the world. For decades, scientists have studied this remote island in the South Pacific and its hundreds of giant stone statues known as *moai*. *The Mysteries of Easter Island* is a detailed text that will keep students engaged and leave them with many of their own questions to consider. Plentiful text features, including maps, photographs, and illustrations, support this rich text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions to comprehend text

Objectives

- Ask and answer questions
- Identify author's purpose
- Identify consonant digraph *th*
- Identify names of places as proper nouns
- Recognize and use homophones

Materials

Green text indicates resources that are available on the website.

- Book—*The Mysteries of Easter Island* (copy for each student)
- Chalkboard or dry-erase board
- Poster paper
- World map
- KWLS / ask and answer questions, proper nouns: names of places, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *ancestors (n.)*, *legend (n.)*, *moai (n.)*, *religion (n.)*, *scientists (n.)*, *symbols (n.)*

Before Reading

Build Background

- Write the word *mystery* on the board. Ask students to share what they know about mysteries. Point out that a mystery is something that is difficult or impossible to explain. Discuss with students where they may have encountered the idea of a mystery before (a mystery novel, a television program, and so on).

- Write the word *scientists* on the board and read it aloud to students. Invite students to share what they know about scientists. Explain to students that scientists are people who study the world around us. Have students offer examples of topics that scientists might study, such as space, animals, the environment, the human body, and so on. Point out that scientists often study things in the world that cannot be explained or are mysterious. Explain that even with advanced technology, there are many things on our planet that scientists still cannot understand.
- Show students a map of the world. Locate your town on the map; then locate the Pacific Ocean. Explain to students that they will be learning about an island called Easter Island located in the Pacific Ocean. Locate Easter Island on the map. Discuss with students the proximity of Easter Island to where you live as well as to other bodies of land. Point out that Easter Island is very remote in that there are no other bodies of land close by. Ask students how they know that this is an island (it is surrounded by water on all sides). Discuss with students what the climate of Easter Island might be like on the basis of its location on the planet (warm, humid, tropical, and so on).
- Create a KWLS chart on the board and hand out the [KWLS / ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic.
- Discuss with students what they already know about Easter Island and its mysteries. Record this information in the *K* section of the chart on the board. Have students complete the same section on their KWLS / ask-and-answer-questions worksheet.
- Ask students what they would like to know about Easter Island. Have them fill in the *W* section of their worksheet. Write their questions on the class chart.

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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

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

- Explain to students that engaged readers help themselves to understand what they are reading by asking questions before and during reading and by searching for answers while they read. Discuss with students how interacting with the text by asking and answering questions will help them understand, enjoy, and remember what they read.
- Model how to ask questions.
Think-aloud: *When I read a book, I am constantly asking questions as I read. Even before I start the book, questions come to mind that I want the book to answer. The cover of the book and the table of contents provide clues about the text and help me to form questions even before I begin reading. As I look at the cover of this book and the table of contents, I have several questions that come to mind such as, What are some of the mysteries of Easter Island? What are moai? Can statues really walk? I will record these questions in the W section of my chart. As I read, I will look for answers to these questions. I will record the answers I find in the L section of my chart.*
- Have students look at the other section titles. Have them write any questions they have on the basis of the cover and table of contents in the *W* section of their KWLS / ask-and-answer-questions worksheet.
- Have students preview the rest of the book, looking at the photographs and diagrams. Invite students to read through the glossary. Have them add any additional questions they might have on their worksheet. Invite students to share their questions aloud. Write shared questions 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: **Author's purpose**

- Review or explain that an author has a purpose, or a reason, for writing a book. The author's purpose can be to *inform*, *entertain*, or *persuade* the reader. Write the words *inform*, *entertain*, and *persuade* on the board.
- Explain that to *inform* means to give the reader information about a topic. To *entertain* means to amuse the reader, and to *persuade* means to convince the reader to feel or act a certain way. Point out that a reader can determine the author's purpose by considering how she or he is affected by the text.
- Encourage students to give examples of their own writing where they have informed, entertained, or persuaded the reader. Point out that writers most often have one of these three purposes for writing, but sometimes have all three. Explain to students that writers provide clues to readers that will help them figure out that author's purpose.
- Read page 4 aloud to students. Model how to identify the author's purpose.
Think-aloud: *When authors write, they have a reason, or a purpose, for writing their book. They want to inform us, entertain us, or persuade us. After reading page 4, I think the author wants readers to learn facts and information about Easter Island, so I think her purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain or persuade us.*

Introduce the Vocabulary

- Write the following story-critical words on the board: *ancestors*, *legend*, *symbol*, *religion*. Write each of the words listed on the board on separate sheets of poster paper and hang them in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the chart paper. Rotate the groups and have them repeat the process with the remaining words.
- Have students work with their groups to locate the words in the book. Remind students that in this book, as in many nonfiction texts, the vocabulary words are in boldface print. Invite students to observe the photograph, illustration, or text feature on the same page as the vocabulary word and read the sentence containing the word. Have groups create a definition for each word on the basis of its content.
- Review all four words as a class. Read the students' definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

Set the Purpose

- Have students read to learn more about the mysteries of Easter Island. Remind students to consider the author's purpose for writing as they read the book.

During Reading


Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Remind them to look for information about Easter Island that will answer their questions on their KWLS / ask-and-answer-questions worksheet. Encourage those who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their worksheet that were answered and write any new questions that were generated.

- Model answering questions using details from the text to complete the *L* section of the class KWLS chart.

Think-aloud: *As I read the first sections of the book, I was sure to pause and see if I came across any answers to the questions I recorded in the W section of the KWLS chart. I wanted to know what things about Easter Island are unknown or mysterious. So far, I know that one of the great mysteries of Easter Island is the presence and the creation of giant stone statues called moai. Scientists are still trying to figure out who made them and why they were made. I will record this information in the L section of the KWLS chart. I also wanted to know what a moai is. On page 4, I learned that moai are giant stone statues that are found on Easter Island. I will record this information in the L section of the chart. My final question was whether these big statues can walk. I have not yet found an answer to this question. As I read, I will keep this question in mind and look for an answer. A new question I have from reading pages 4 through 6 is why only 7 of the 887 moai face the ocean. I will record this question in the W section of the chart and look for an answer as I continue to read. Creating new questions as I read helps me understand and stayed engaged with what I am reading.*

- Have students write answers to the questions they circled on their KWLS / ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Invite students to record any new questions in the *W* section of their worksheet. Have them share these questions with the class.
- Review the three purposes an author can have for writing a book. Remind students that to determine the author's purpose, they need to examine the details of the book and consider the effect they have on the reader. Have students discuss with a partner the details they learned from pages 4 through 6.
- Invite students to consider and to discuss the author's purpose. Remind them that an author may have more than one purpose for writing. Point out that they will need to read the entire book to fully understand the author's purpose, but that it is important to pause while reading to consider the purpose.
- **Check for understanding:** Have students read pages 7 through 10. Have them write any answers they found while reading in the *L* section of their KWLS / ask-and-answer-questions worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 7 through 10. Write shared responses on the class KWLS chart.
- Have students share new information and details from the text that support their thoughts about the author's purpose. Invite students to state whether they think the author is writing to inform, persuade, or entertain the reader. Be sure students can use evidence from the text to support their response.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS / ask-and-answer-questions worksheet questions and to think about examples that are evidence of the author's purpose. Encourage them to add new questions they might have to their worksheet as they read.

 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

- **Discussion:** Discuss with students how stopping to ask and answer questions while reading helps them to understand and remember the text.
- **Think-aloud:** *After reading the book, it is time for me to review all of the questions I formulated while reading and to consider whether I have found answers to these questions. I learned that in 2012, scientist tied ropes to the moai. When they pulled back and forth on the ropes, the moai moved forward. Some scientists believe that this could be how the ancient island people moved the moai. Other scientists believe that the island people rolled the moai on large logs to move them. I will record this information in the L section of the KWLS chart. I also wanted to know why only 7 of the 887 moai face the ocean. I did not find the answer to my question in this book, so I will record it in the S section of the chart because it is information I would still like to know. Additionally, I would like to know whether there are scientists on Easter Island right now, and if so, what they are studying. I will record this question in the S section of the chart.*
- Ask students to share questions they added to their KWLS / ask-and-answer-questions worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the L section of their worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm to generate other sources they might use to locate additional information to answer their questions. Invite students to fill in the S section of their worksheet with information they would still like to know about the mysteries of Easter Island.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share additional details about Easter Island from the book. Ask them to consider the effect these details had on them as readers when considering the author's purpose. Have students discuss with a partner the author's purpose for writing this book. Remind students that an author may have more than one purpose for writing.
- Ask students to read examples of places in the text where they were informed and places where they were entertained. Point out that an author often uses a particular word choice or style to make the writing more entertaining. Ask students to identify examples of writing that make the text entertaining.
- **Enduring understanding:** Why do you think scientists believe it is important to solve the mysteries of Easter Island?

Build Skills

Phonics: Consonant **th** digraph

- Write the word *thing* on the board and say the word aloud with students. Point to the letters *th* and read the word slowly, emphasizing each phoneme. Ask students to identify the sound the consonant *th* digraph makes in the word *thing*.
- Write the letters *th* on the board and ask students to identify the phoneme corresponding to the consonant digraph *th*. Point out that the consonant *th* digraph is located at the beginning of the word *thing*.
- Write the word *tooth* on the board and say it aloud with students. Read the word again emphasizing each phoneme. Ask a volunteer to identify the vowel digraph *oo* in the word *tooth*. Point out that the consonant *th* digraph comes at the end of this word.

- Write the words *that* and *think* on the board. Have a volunteer come to the board and underline the consonant *th* digraph in each word. Point out that the consonant *th* digraph makes two different sounds. Have students say each word aloud and notice the difference between the two sounds created by the consonant *th* digraph. Point out that the best way to determine which sound the consonant *th* digraph is making is to read the word aloud and listen to which pronunciation sounds correct.



Check for understanding: Have students work with a partner to find and circle all the words with the consonant *th* digraph in the book. Invite volunteers to share a word with the class and to identify which sound the consonant *th* digraph makes in each example.

Grammar and Mechanics: Proper nouns: Names of places

- Review or explain that a noun is a *person, place, or thing*. Write the following sentence on the board: *The island is home to about 6,000 people*. Underline the word *island* and point out that this word is an example of a regular noun because it names a thing.
- Write the following sentence on the board: *The first people came to Easter Island between eight hundred and twelve hundred years ago*. Ask students why *Easter Island* is capitalized. Explain or review that this is an example of a proper noun, which names a specific place and therefore is capitalized. In this case, it is the name of a specific island.



Check for understanding: Have students work with a partner to locate and circle all of the proper nouns that name places in the text. Have students share their findings with the class.

- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-places worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Homophones

- Have students turn to page 5 and read the first sentence of the paragraph: *Scientists think that the first people came to Easter Island between eight hundred and twelve hundred years ago*. Write the word *eight* on the board. Ask students to suggest a definition for the word *eight*.
- Write the word *ate* on the board. Ask students how this word is different from the word *eight* (it is spelled differently; it has a different meaning). Explain or review that two words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Write the word *sea* on the board. Have students suggest a definition for the word *sea*. Ask students if they know another word that sounds the same but is spelled differently and has a different meaning from the word *sea*. Write the word *see* on the board and have students offer a definition and use the homophone in a complete sentence.



Check for understanding: Have students turn to page 8 and reread the page. Ask students to locate and circle the homophones on the page (*two, too*). Have students turn to a partner and discuss the meaning of each of these words. Then, have students use each homophone in a complete sentence.

- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, have students share their responses.

Build Fluency

Independent Reading

- Invite 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 then reflects on the answers while reading.

Extend the Reading

Writing and Art Connection

Engage students in a discussion about the definition of a legend. Point out that a legend is a story passed down by people through time and has elements of both truth and fantasy. Read several examples of legends to the class such as Robin Hood, King Arthur, and so on. Invite students to create their own legend. Review story structure with students before they begin writing including characters, setting, and plot. Remind students that their legend must include elements of truth as well as elements of fantasy. Have students create illustrations to accompany their writing. If time allows, have students share their legends with a partner or with the class.

Math Connection

Create a classroom “excavation site” by using masking tape to create various shapes on the floor of the classroom. Discuss with students how scientists on Easter Island need to measure areas where they have found ruins in order to help them gather useful information. Have students work in small groups and assign each group a shape in the excavation site. Provide students with the necessary materials to measure, including rulers or yardsticks. Have students work in their group to gather and record accurate measurements of their site. Have groups rotate until every group has measured each site. Invite students to share their findings with the class.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently ask and answer questions to comprehend the text during discussion and on a worksheet;
- accurately identify the author’s purpose in text and during discussion;
- accurately identify consonant *th* digraph in the text and during discussion;
- correctly identify names of places as proper nouns in the text and on a worksheet;
- accurately identify homophones in the text and on a worksheet.

Comprehension Checks

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