

Key Question

How can our experiences and our curiosity about things shape our life?

Vocabulary

Academic vocabulary: *achieve (v.), curiosity (n.), influence (v.), theory (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

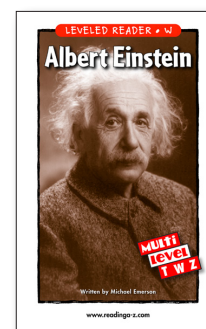
Story words

- *atoms (n.), molecules (n.), patent (n.), physics (n.), theories (n.), universe (n.)*

Enrichment words

- *algebra (n.), astounded (v.), certification (n.), compass (n.), criticism (n.), mysterious (adj.), pore (v.), revolution (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Albert Einstein*.



Ask and answer questions

Put students in pairs. Individually, have students read the first two chapters of the book. Then have them pair up and tell their partner about what they just read. Example sentence starters include “this section was about” or “I learned.” Have students pose a question for that section about how Einstein’s curiosity and experiences helped him.

Text features: Analyze captions and photographs

Have students discuss how the text organization helped them read and understand the book. Have them explain whether or not the pictures and other graphic elements in the book helped them with their understanding while reading.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What type of text is this?* (level 1)
- *What did the job at the patent office allow Einstein to do?* (level 2)
- *Which words best describe Einstein. Why?* (level 3)
- *How did the people Einstein met during his lifetime shape him?* (level 2)
- *How did Einstein live up to his quote, “The important thing is to never stop questioning?”* (level 3)

Graphic organizer: Sequence events

Use the lesson [graphic organizer](#) to have students sequence the important events in Einstein’s life that best helped to shape him as a person.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Reading A-Z

Albert Einstein • Level W

Common Core Supplement