



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 504

Book Summary

On an island in New York Harbor stands a very big, green, famous lady—the Statue of Liberty! Readers will learn many interesting facts about where she came from and how she was built. They will also learn what she means to the people of the United States. Engaging photographs support the text.

Book and lesson also available at Levels J and P.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Read and categorize words with *r*-controlled vowels
- Recognize and use proper nouns
- Understand and use syllable patterns to divide two- and three-syllable words

Materials

Green text indicates resources available on the website

- Book—*The Story of the Statue* (copy for each student)
- Chalkboard or dry erase board
- Visualize, proper nouns, syllable patterns 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.

- Content words:

Story critical: **freedom (n.)**, **independence (n.)**, **liberty (n.)**, **statue (n.)**, **tablet (n.)**, **torch (n.)**

Enrichment: *base (n.)*, *copper (n.)*, *Declaration of Independence (n.)*, *engineer (n.)*, *iron (n.)*, *model (n.)*

Before Reading

Build Background

- Show students several photos or images of statues, perhaps including some famous local ones. Have students share their ideas on why people make and erect statues (for example, as artwork, to remember or honor someone, or as a symbol of something).
- Show students a picture of the Statue of Liberty. Ask them to share what they know about the Statue of Liberty (for example, where it is, what it is made of, how old it is, how tall it is, and so on).

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

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 of the book.
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 The Story of the Statue, I pictured a statue of a little girl that I know of in my local park. I remembered that her family placed the statue there after she died of an illness. The statue had a story behind it. I wonder if this book is going to tell me the story of the Statue of Liberty.
- Invite students to share what they visualized when they heard 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 either 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 in a new way.
- Read the title page and the introduction aloud. Model how to identify 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 new facts and information about the Statue of Liberty, so I think her purpose in writing the book 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

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the Statue of Liberty is holding some kind of torch.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *statue* on page 4 and say: *I am going to check the picture and think about what word would make sense in this sentence. I know the book is about the Statue of Liberty. This word starts with the /st/ sound, and when I say statue, I hear the /st/ sound at the beginning of the word. Using the picture, sounds, and context of the story, I think this word is statue. Statue makes sense in the sentence. It looks and sounds right, too.*
- 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.

Lesson Plan *(continued)*

The Story of the Statue


- Ask a volunteer to read the glossary definition for *Declaration of Independence*. Have students turn to page 13 and read the sentence that *Declaration of Independence* appears in and the sentence that follows it. Provide background information on the Declaration of Independence and why it stands for the birth of the United States of America.

Set the Purpose

- Have students read to find out more about the Statue of Liberty. 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:** Have students read pages 4 through 6. Encourage those who finish early to go back and reread.
 - Model visualizing and identifying author's purpose.
Think-aloud: As I read page 4, I learned that the Statue of Liberty is the tallest statue in the United States. I tried to imagine myself standing next to the statue and noticing how big it is compared to me. As I read page 5, I learned where the statue came from—France. It was a gift for America's 100th birthday. This is a very interesting fact. I think the author's purpose was to inform me about the history of the Statue of Liberty.
 - Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized as they read pages 4 and 5. Invite students to share their drawings. Have them explain their drawings aloud.
 - **Check for understanding:** Have students read to the end of page 11. Have them visualize the information in the section as they read. Invite volunteers to explain what they pictured in their mind when they read about the arm and the torch coming to America separately. Ask students to draw in the next box of their worksheet (*The Statue Comes to Life*) what they pictured while reading this section.
 - Ask students to explain the author's purpose in this section. Ask them if they continue to think it is to *inform* or whether the author has also entertained or persuaded the reader in any way on these pages.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the book and to keep in mind what the author's purpose is.
-  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

- 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 14 and 15 and looked at the photograph on page 14, I pictured myself on that ferryboat, approaching the Statue of Liberty. This helped me to think back and remember everything I had learned about it.
- **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. Ask if, for example, it's possible for an author to inform and entertain readers at the same time.
- **Enduring understanding:** In this book, you learned about a very famous statue in the United States. You also learned the "story" about it. The next time you see a statue somewhere, what will you want to know about it?

Build Skills

Phonics: **R-controlled vowels**

- Write these words from the book on the board: *far, first, York, Liberty*. Read the words aloud and have students repeat them with you.
- Tell students that the letter *r* can affect the sound of the vowel that precedes it in many different ways. Return to the words on the board, underline the vowel + *r*, and emphasize the different sounds.
- **Check for understanding:** Create a three-column chart on the chalkboard and label the columns *ar*, *er/ir/ur*, and *or*. Model how to place the words *far, first, York*, and *Liberty* on the chart. Next, write the following words on the board in a separate place: *copper, story, torch, art*. Have volunteers tell in which column each word should be placed.
- **Independent practice:** Invite students to work in pairs to look through their book to find words that contain *r*-controlled vowels. Have them come to the chart and write any words they find. If time allows, discuss their answers.

Grammar and Mechanics: **Proper nouns**

- Review or explain that a *noun* is a *person, place or thing*. Ask students to turn to page 6 and give examples of nouns from the page (*artist, island, model, statue*, and so on).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Write examples of proper nouns from page 6 on the board (*Mr. Bartholdi, New York, Mr. Eiffel*).
- Remind students not to confuse the capital letter in a proper noun with the capital letter used at the beginning of a sentence or in the title of a chapter or section of a book. Point out instances in the book where capitals are used but a proper noun is not present.
- **Check for understanding:** Write the following nouns in a column on the board: *girl, boy, street, month, holiday, country*. Ask volunteers to give examples of proper nouns for each word. Record their responses next to the regular nouns (*Mary, Joe, Hudson Street, July*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their answers.

Word Work: **Syllable patterns**

- Review or explain that it is important to know how to divide words into syllables, both for speaking and for reading.
- Review the following syllable rules and provide an example of each:
 1. Each syllable is a "beat" of a word.
 2. Every syllable has only one vowel sound.
 3. Words are divided between syllables.
 4. A compound word is usually divided between its two base words. Example: *playground/ play-ground*
 5. A prefix or suffix usually makes a separate syllable. Example: *tallest/tall-est*
- Write the words *needed, outside*, and *taken* on the board, and ask students to say each word. Have them tell the number of syllables in each word. Write the number of syllables that students provide next to each word.

Lesson Plan *(continued)*

The Story of the Statue

- Model and discuss with students where the syllable break comes in each word and why (*need/ed*, suffix; *out/side*, compound word; *tak/en*, one vowel per syllable).



Check for understanding: Write the following words on the board: *itself*, *worker*. Ask students to use the inside back cover of their book to write how each word should be divided into syllables. Discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). If time allows, have students discuss their answers.

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 students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Informational Writing Connection

Provide students with print and internet resources about the French men behind the Statue of Liberty—Edouard de Laboulaye, Frederic Auguste Bartholdi, and Alexandre Gustave Eiffel. Allow students to choose one person to research. Have them take notes on index cards. Facilitate a roundtable discussion in which students share their findings.

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

Math Connection

Locate an Internet resource that lists the dimensions of the statue (for example, length of hand, size of fingernail, length of nose, arm length, foot length). Create a chart with a list of the Statue of Liberty's measurements. Provide students with measuring tapes and have partners measure their body parts and compare them to the statue's.

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
- consistently read and categorize words with *r*-controlled vowels
- correctly identify proper nouns during discussion and on a worksheet
- accurately identify and understand how to syllabicate words from the text in discussion and on a worksheet

Comprehension Checks

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