

About the Book

Text Type: Nonfiction/Biography Page Count: 24 Word Count: 2,413

Book Summary

Success Stories is a collection of biographies of three famous people who immigrated to the United States: Albert Einstein, Gloria Estefan, and Dikembe Mutombo. The book explores the reasons they relocated and the contributions they have made in the areas of science, music, and sports.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand and remember information in text
- Compare and contrast biographical texts
- Understand and identify adverbs
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*Success Stories* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- [Connect to prior knowledge, compare and contrast, adverbs, 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

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

• Content words:

Story critical: **emigrate** (v.), **exiles** (n.), **ghetto** (n.), **humanitarian** (n.), **legacies** (n.), **refuge** (n.)

Enrichment: **anti-Semitism** (n.), **dictator** (n.), **disarmament** (n.), **fluently** (adv.), **speculation** (n.)

Before Reading

Build Background

- Invite students to share information about their cultural background. Ask if they have ever visited relatives or friends in other countries.
- Ask students to tell why they think a person born in another country would choose to move to the United States. Discuss the lack of political, religious, and gender-related freedoms in some other countries around the world.

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. Each section title provides an idea of what they will read about in the book.
- Ask students to read the box below the table of contents on page 3. Explain that the author included this information to explain something that the three people featured in the book have in common.

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 title of this book makes me think I am going to read about people who are or who have been successful. I recognize the photos of the three people on the covers and title page. I know they are well known and considered successful, but I don't know many details about their lives. As I read about them, I'll try to connect what I already know with the new information I read.
- Give students the **connect-to-prior-knowledge worksheet**. Have them read the sentences and write *True* or *False* to complete the column on the left. Explain that after they read the book, they will complete the column on the right.
- Have students preview the rest of the book, looking at photographs, captions, the illustration, and the map.
- Direct students' attention to page 23 ("Explore More") and explain that this page provides ways to obtain additional information about the people featured in the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way to understand the subject or concepts in a book is to tell how the information is alike and different.
- Model comparing and contrasting using the information box on page 3.
Think-aloud: As I read the information box, I notice that this book focuses on three people: Gloria Estefan, Dikembe Mutombo, and Albert Einstein. It tells me that while all three people were immigrants to the United States, the reasons they left their countries were very different.
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Explain to students that a Venn diagram compares and contrasts different things. Explain to students that you will choose two of the three people to compare and contrast. Label the left circle *Gloria Estefan* and the right circle *Dikembe Mutombo*. Explain that information relating to why Gloria Estefan left Cuba is written in the left side of the left circle (communism). Information that relates to why Dikembe Mutombo left the Democratic Republic of the Congo is written in the right side of the right circle (good fortune and talent). Explain that in the middle where the two circles overlap, information is written about what Estefan and Mutombo have in common (immigrated to the United States).

Introduce the Vocabulary

- Show students the glossary and explain its purpose.
- 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 within words, prefixes, and suffixes. They can use context clues within a sentence or in surrounding sentences to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students locate the word *humanitarian* on page 11. Read this sentence aloud to students. Explain to students that sometimes the sentences before or after the sentence containing an unfamiliar word contain clues about its meaning. Ask a volunteer to read the sentences before and after the sentence containing the word *humanitarian*. Ask students if either of these sentences was helpful in understanding the meaning of the word. (The sentence after describes how Mutombo started projects all over the world to support health and education.) Say: *On the basis of the clues that we found, I think the definition of the word humanitarian is a commitment to promoting the welfare of all people. Let's reread the sentence to see if this definition makes sense.*
- Explain to students that throughout the book they will encounter words like *humanitarian* that are written in bold print. Remind students that all bold-faced words in the text can be found in the glossary. Have students locate the word *humanitarian* in the glossary to confirm the definition.
- Remind students to check whether a word makes sense by rereading the sentence in which it occurs.


Set the Purpose

- Have students think about what they know about each of the three famous people as they read the book.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information that tells why Gloria Estefan came to the United States and what contributions she has made. Encourage those who finish before everyone else to go back and reread.
- When they have finished reading, ask students to tell what they learned about Gloria Estefan. Reinforce unfamiliar vocabulary by using words such as *exiles* and *ghetto* in the discussion.
- Model connecting to prior knowledge.
Think-aloud: As I read about Gloria Estefan, I tried to make connections to experiences I've had that were similar to hers or with information in the text that I knew something about. On page 8, I read that Gloria Estefan feels passionately about the Cuban culture and traditions but that she feels that Cuba's form of government is unjust. I know of other Cubans who fled Cuba for the same reason, so I easily understood this section. I'll keep reading to find out what other connections I can make as I read.
- Have students read through page 13. Model comparing and contrasting, and filling in additional information on the Venn diagram.
Think-aloud: As I read the section about Dikembe Mutombo, I learned that he was a very talented basketball player who received a scholarship to play basketball in the United States. In the sections I've read, I learned that Estefan is a gifted singer and Mutombo is a gifted athlete. I will add this information to my Venn diagram.
- **Check for understanding:** Introduce and explain the [compare-and-contrast worksheet](#). Challenge students to find other comparisons or contrasts to add to their Venn diagram. (*Gloria Estefan gave a benefit concert for victims of Hurricane Andrew; Mutombo used his success to help others through various programs, such as Strong STARTS, Team Up Program, and so on*).
- Have students read the remainder of the book. Remind them to think about what they already know about the people in the book 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

- **Think-aloud:** *As I read, I made connections to the experiences of the people in the book. Like Estefan's responsibilities to her family, I, too, help my family. I learned that Estefan took care of her younger sister and her father while he was sick. I have cared for members of my family when they have not been healthy. I read about Einstein's move from Germany to Switzerland because of anti-Semitism. My father's family moved from Poland to the United States for similar reasons when he was very young. I understood this section because of things my father has told me about his experience.*
- 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.
- Ask students to share connections they made to the biographies of Gloria Estefan, Dikembe Mutombo, and Albert Einstein while reading each section.
- Have students complete the connect-to-prior-knowledge worksheet. Discuss what they learned from reading.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the main similarities and differences between Gloria Estefan, Dikembe Mutombo, and Albert Einstein. Add any new information to the Venn diagram on the board. Review how the information is organized in the Venn diagram.
- **Independent practice:** Have students complete the compare-and-contrast worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about three people who immigrated to the United States and their reasons for moving from their home countries. Now that you know this information, why is it important to value your freedom, rights, and way of life?

Build Skills

Grammar and Mechanics: **Adverbs**

- Review or explain that writers use *adverbs* to describe verbs, adjectives, and other adverbs. Remind students that an adverb tells *how*, *when*, *where*, or *how often* the action of the verb happens, and that many, but not all, adverbs end in the letters *ly*. Have students find the second sentence in the first paragraph on page 6. Ask them to find the adverb that tells how shy Gloria was (*incredibly*). Point out that by using an adverb in the sentence, the writer gives the reader more information about the singer's personality.
- Explain that an *adverbial phrase* is a group of words that describes a verb, adjective, or adverb. Write the following sentence from the first paragraph on page 5 on the board: *After his release, he moved his family to Texas.* Underline the phrase *After his release* and explain that these words tell when the move took place.
- **Check for understanding:** Direct students to the third sentence in the second paragraph on page 6. Have them find the adverb that tells when the group was renamed (*eventually*). Direct students to the second sentence in the first paragraph on page 7. Have students identify the adverbial phrase that tells *when* (*a year later*).
- **Independent practice:** Introduce, explain, and have students complete the **adverbs worksheet**. Discuss their answers when they have finished.

Word Work: Homophones

- Have students turn to page 10. Read the following sentence aloud: *He regularly led in blocked shots and became one of the best rebounders.* Circle the word *one*. Ask students to explain what the word means (the lowest cardinal number).
- Have students stay on page 10 and read the following sentence aloud: *He won three Defensive Player of the Year awards.* Circle the word *won*. Ask students to explain what the word means (achieved victory).
- Ask students to identify which words in the sentences sound the same but are spelled differently and have different meanings (*one, won*). Write these words on the board.
- Review or explain that *homophones* are words that sound the same but are spelled differently and have different meanings.
- List the following words from the book on the board and ask students to think of another word that sounds the same but has a different meaning: *knows (nose), team (teem), new (knew), raise (rays), allowed (aloud), peace (piece), hair (hare), hear (here), hour (our), way (weigh), break (brake), their (there, they're).*
- ✎ **Check for understanding:** Ask students to select three pairs of homophones. Have them use the inside back cover of their book to write sentences using each pair. Invite volunteers to share their sentences with the group.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their responses.

Build Fluency
Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

Home Connection

- Give students their books to take home to read with parents, caregivers, siblings, or friends. Have students practice connecting information from the book to their prior knowledge with someone at home.

Extend the Reading
Expository Writing Connection

Have students write a descriptive paragraph that compares and contrasts an aspect of Estefan's, Mutombo's, and Einstein's lives. For example, students might compare the contributions each has made, why each immigrated to the United States, or the education each received. Before students begin writing, have them create oral sentences that make comparisons using the information from the book and worksheet. Model using vocabulary such as *similar to, like, in contrast to, same as, both, all, although, and different* to make comparisons. Have students present their paragraphs to the class.

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

Math and Science Connection

Have students refer to the scientific illustration on page 18. Discuss Einstein's theory of relativity. Explain that according to Einstein's theory, it is impossible to determine whether or not an object is moving if you can't measure the movement relative to another object. Provide print and Internet resources for students to research the theory. If possible, ask a physics teacher to explain the theory to 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 use the strategy of making connections to prior knowledge to understand biographical text
- accurately compare and contrast information in text during discussion and on a worksheet
- correctly identify adverbs and the verbs they describe and apply knowledge to complete a worksheet
- correctly use homophones from the text during discussion and on a worksheet

Comprehension Checks

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