

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 250

Book Summary

Dr. Martin Luther King Jr. was one of the most important civil rights leaders in American history. He worked hard for equality and taught others how to stand up for what they believed in. This book provides an introduction to Dr. Martin Luther King Jr.'s work and his role in changing unfair laws. Detailed photographs support an engaging text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Sequence events
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Past-tense verbs
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Dr. King's Memorial* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Photograph of Dr. Martin Luther King Jr.
- **KWLS / ask and answer questions, past-tense verbs, alphabetical order 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.

- High-frequency words: *every, his, use*
- Content words:
 Story critical: *fair* (adj.), *laws* (n.), *marched* (v.), *memorial* (n.), *peaceful* (adj.), *separate* (adj.)

Before Reading

Build Background

- Write the word *memorial* on the board and read it aloud to students. Ask students what they know about memorials. Guide the discussion to the conclusion that a memorial is something that represents the memory of a person, place, thing, or event. Ask students if they have ever visited a memorial, such as at a historic site or a memorial for someone in their family who has passed. Ask students how they think a memorial helps us to remember important people in history. Then, ask students why it is important to remember these people.

- Show students a photograph of Dr. Martin Luther King Jr. Write *Dr. Martin Luther King Jr.* on the board. Explain that this is the person in the photograph. Ask students to share what they know about Dr. King. Explain to students that Dr. King lived during a time when black and white people in the South were treated differently. Explain to students that Dr. King worked for most of his life to change this and that he is a very important person because he was able to help change unfair laws.
- Explain to students that this is a book about Dr. Martin Luther King Jr., and it will explain why he is an important person to remember in our country's history.

Book Walk

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, 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, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

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

- Explain to students that asking questions about a topic before reading and looking for answers as they read will help them better understand and remember the text.
- Introduce and explain the **KWLS / ask-and-answer-questions worksheet**. Create a similar chart on the board. Ask students what they know about Dr. Martin Luther King Jr. and invite them to repeat information from the Build Background discussion. Point out that this information is recorded in the *K* section of the chart. Record this information on the board and then invite students to complete the *K* section of their worksheet.
- Direct students to the table of contents. Remind them that each section heading provides an idea of what they will read about in the book. After reviewing the table of contents, model how to use it as a way to think of questions for the KWLS chart.
Think-aloud: From what I see on the cover and the title page, I can tell this book is about the life of Dr. Martin Luther King Jr. I know from the prior discussion that Dr. King was a very important person in the history of our country. On the basis of the picture on the cover and the title of the book, I know there is a memorial for Dr. King. This information makes me wonder what Dr. King did to make him so memorable and important. I will record this information in the W section of my chart. As I read the table of contents, I notice the section titled "The South." I wonder why it is important for the author to include information about the South in a book about the life of Dr. King. I will write this question in the W section of my chart. I also notice in the table of contents the section titled "Dr. King's Dream." I would like to know what kind of dream Dr. King had, and so I will write this question in the W section of my chart. I am curious to know the answers to my questions about Dr. King. As I read, I will look for answers to my questions. I will also think of new questions as I read, which will help me understand and enjoy what I am reading.
- Record the questions from the think-aloud on the KWLS chart. Invite students to share any questions they may have prior to reading the text. Have them write their questions in the *W* section of their worksheet. Invite them to share their questions with the class. Remind students that as they read, they can add new questions to the 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: **Sequence events**

- Review or explain that authors present the events of a story in a particular order. Signal words are often provided to help readers identify the order of events. Ask students to identify examples of signal words (*today, first, next, then, last, finally*, dates, and so on).

- Explain to students that when events are placed in a particular order, it is called a *sequence*. Write the word *sequence* on the board. Explain to students that when an author is writing about a person's life, he or she will often explain the events in a sequence beginning with the person's early life.
- Model how to sequence events.
Think-aloud: *The order in which something happens, or the sequence, can be very important. For example, if I am explaining to someone how to make a peanut butter and jelly sandwich, the first instruction would be to gather all the ingredients needed: bread, a knife, jelly, and peanut butter. Then, the next instruction is to spread peanut butter on one slice of bread. Next, spread jelly on the other piece of bread. Finally, place the slices of bread together and cut in half. As I explain this process, I am using signal words such as first, next, then, and finally. These words help the listener understand the sequence, or the order, in which the events are happening.*
- Have volunteers explain the order of a simple process, such as getting ready for school. Encourage them to use signal words such as *first*, *then*, *next*, and *last*. Record this sequence on the board. Have students explain why the events occurring in a particular order is important.
- Show students an example of a timeline. Explain that listing a series of events in order creates timelines. A timeline is a helpful visual device for remembering the order of events. Explain to students that while reading the book, you will be creating a timeline of Dr. King's life on the board.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though this is a picture of a large stone carving of Dr. King. I think this statue is a memorial for Dr. King to help us to remember the way he helped to change our country.*
- Write the following story-critical words on the board: *fair*, *laws*, *peaceful*, and *separate*.
- Point out that these words can be found in the story and that they give insight into how Dr. King helped to make change. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that glossaries and dictionaries contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *fair* in the dictionary. Invite a volunteer to read the definition for *fair*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 6 as you read the sentence in which the word *fair* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose


- Have students read to find out more about Dr. Martin Luther King Jr. Remind them to think about what they already know about Dr. King and to identify important details in each section of the text as they read.

During Reading


Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information about Dr. King and the events of his life that will answer questions on their KWLS chart. Encourage those who finish early to go back and reread.
- When they have finished reading, have students discuss the information in each section and share what they learned about Dr. King's life and what the United States was like during his time. Have students circle any questions on their KWLS chart that were answered and add any questions that were generated. Have students record what they learned in the *L* section of the worksheet.


- Model answering a question on the KWLS chart and filling in additional information.
Think-aloud: I wanted to know why it was important for the author to include information about the South in a book about the life of Dr. King. I read that Dr. King lived in the South during a time when there were many laws that were unfair to black people. In fact, black people and white people had to go to different schools, and black people had to sit in the back seats of city buses. This information is important for me to understand because it helps me know more about the life of Dr. King and shows me the kinds of laws that he wanted to change. I will write this information in the L section of my chart because it is information I have learned.


 Have students discuss and circle the events in their book on pages 4 through 8 that are most important to correctly tell the story of Dr. King's life so far. Record the information on a timeline on the board. (Dr. King was born in the South. In the 1930s, there were still unfair laws that kept black and white people separate.)

- Ask students to tell what the book is mostly about so far. Review the events on the timeline on the board. Point out that other information in the book includes details that make the book interesting but are not important to the sequence of Dr. King's life. Explain that supporting details are not included in a timeline; only the most important information is listed in the most concise wording possible. Have students identify the supporting details in pages 4 through 8. (White and black children went to different schools; black people had to sit in the back of city buses.)

 Have students read page 9 through 11. Remind them to look for and write answers to their KWLS worksheet questions. Encourage them to add new questions they might have to their worksheet as they read and to circle the important events in the book to add to the timeline.

- Discuss the section titled "Dr. King's Work." Point out to students that this section helps to answer the question of what makes Dr. King an important person in our country's history. (Dr. King worked with many people to use peaceful ways to change unfair laws.)
- Point out to students that although the information on pages 9 through 11 provides many details about Dr. King, there is no specific information to add to the timeline. Remind students that signal words are good clues about the order of events in a person's life.
- **Check for understanding:** Have students read the section titled "New Laws." Ask students if any of their questions from the *W* section of the KWLS chart were answered. Have students circle these questions and then record the information they learned in the *L* section of the chart.
- Have students locate the caption on page 12. Ask a volunteer to read the caption aloud. Point out that captions often provide useful information when determining the sequence of events in a story. Explain that oftentimes, the pictures in a story are placed in a particular order to help support the text and aid in the reader's understanding. Have students review the pictures from pages 3 through 12, and ask them how they support the sequence of events in Dr. King's life. Ask students if there is any information in the caption on page 12 that should be added to the timeline on the board. (President Lyndon Johnson signed a bill to change unfair laws in 1964.)

 Have students read the remainder of the book. Remind them to look for and write answers to their KWLS worksheet questions. Encourage them to add new questions they might have to their worksheet as they read and to circle the important events.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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:** *I wanted to know what kind of dream Dr. King had. I found out that his dream was for people of every color to get along and be treated equally. Dr. King wanted all people to be free. I will record this information in the L section of the chart. I also wanted to know why there was a memorial built for Dr. King. I learned that Dr. King is a very important person in history because he helped to unite people against unfair laws using peaceful methods. Because of his work, these unfair laws were changed. I will add this information to the L section of the chart.*
- Invite students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text.
- 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 remember what they have read.
- Point out to students that all of their questions may not have been answered in this text. Have students think of other sources they might use to locate additional information to answer their questions about the life of Dr. King. Invite students to fill in the S section of the KWLS worksheet with information they would still like to know about Dr. King.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that was identified and written on the board. Discuss the important events on pages 11 through 15. Write them in the timeline on the board. Remind students to only include the most important information and not the supporting details.
- Remind students to view the pictures and read the captions for helpful information about the sequence of events in Dr. King's life. Ask students how the pictures and captions in this book helped to explain the sequence of events. Have students discuss why listing events in a person life in a particular order is important.
- **Enduring understanding:** In this book, you learned about the life of Dr. Martin Luther King Jr. and that he helped to change unfair laws using peaceful ways. Why do you think Dr. King chose to use peaceful ways of change? If you had lived in the South at the time of Dr. King, what would you have done to help change the unfair laws?

Build Skills

Phonological Awareness: **Short vowel /i/ sound**


- Say the word *pit* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the short vowel /i/ sound.
- Read pages 7 and 8 aloud to students. Have students raise their hand when they hear a word with the short vowel /i/ sound (*different, sit, city*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short vowel /i/ sound: *knit, ride, bat, fit, mitt, ride, road, split*.


Phonics: **Short vowel i**

- Write the word *him* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *him*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short vowel /i/ sound.
- **Check for understanding:** Write the following words with the short vowel /i/ sound on the board, leaving out the short vowel *i*: *trick, flip, sip, will*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i* to each word.

Grammar and Mechanics: Past-tense verbs

- Write the following sentence on the board: *I dropped my pencil.* Read the sentence aloud with students. Have students perform the action from the sentence. Remind students that verbs are *action words*. Have students point to the verb in the sentence, and underline the word *dropped* on the board.
- Ask students to name some actions they did yesterday. Write these verbs in sentences on the board, and ensure that you use the majority of regular verbs that use the *-ed* ending. Invite volunteers to come to the board and circle the verb in each sentence. Ask students if they notice anything these verbs have in common.
- Explain to students that when we describe something that happened in the past, we change the verb to its past-tense form. Past-tense verbs are verbs that show past action. Explain that typically we add the letters *-ed* to the end of a verb to make it past tense. Illustrate this point with the verbs on the board.
- Write the verb *touch* on the board. Have students read the word aloud. Ask students how they would change the word so it shows an action in the past. Have students trace the letters *-ed* in the air and invite a volunteer to come to the board and add those letters to the end of the word. Cover the letters *-ed* with your hand and ask students to read the word again.
- Write several present-tense verbs on the board and have students copy them on a separate piece of paper. Have students change the verbs into past tense by adding the letters *-ed*.

 **Check for understanding:** Have students work with a partner to locate and circle all of the verbs on pages 9 through 11. Ask volunteers to share their findings.

 **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers aloud after they are finished.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of each word is the same, they must compare the next two letters instead.
- Write the words *peaceful* and *nonviolent* on the board. Have a volunteer explain which word would appear first in alphabetical order (*nonviolent*) and why (because *n* comes before *p* in the alphabet).
- Write the words *laws* and *fair* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*fair* would come first because *f* comes before *L* in the alphabet).
- Write the words *same* and *memorial* on the board. Have a volunteer explain which word would appear first in alphabetical order (*memorial*) and why.
- **Check for understanding:** Write the words *change*, *law*, *against*, and *people* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers aloud after they are finished.

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 them discuss their questions and answers about Dr. King's life with someone at home.

Extend the Reading

Expository Writing and Art Connection

Provide access to the Internet and print resources about the life of Dr. Martin Luther King Jr. Have students work in small groups to research different phases of Dr. King's life (childhood, school age, high school, college, and so on). Invite each student to compose a simple paragraph summarizing a stage of Dr. King's life. Have students illustrate their findings and create a poster that includes their paragraph and illustrations. Have students share their findings with the class. Assemble each presentation in chronological order on the wall to make a large-scale timeline of the life of Dr. Martin Luther King Jr.

Visit WritingA-Z.com for a lesson and leveled materials on expository writing.

Social Studies Connection

Discuss the role of Rosa Parks during the Civil Rights movement. Visit ReadingA-Z.com for copies of *Riding With Rosa Parks*, Level J. Draw a Venn diagram on the board. Label the left-hand circle Dr. Martin Luther King Jr., and label the right-hand circle Rosa Parks. Ask students where information that is true about both Dr. King and Ms. Parks will be recorded. Engage students in a discussion comparing and contrasting these historic figures.

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 understand text during discussion and on a worksheet
- accurately identify a sequence of events during discussion and in the text
- accurately discriminate short vowel /i/ sound during discussion
- consistently identify short vowel *i* in text and during discussion
- correctly identify past-tense verbs during discussion, in the text, and on a worksheet
- accurately place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

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