

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 1,560

Book Summary

King Richard III ruled England over five hundred years ago, but researchers only recently found his grave under a parking lot in Leicester, England. In *The Bones of a King*, students will learn about the controversies surrounding Richard III's time on the throne, his death, and how he was later portrayed as well as how scientists confirmed the identity of the remains.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Sequence events in an informational text
- Recognize and understand the use of prepositional phrases
- Identify syllable patterns

Materials

Green text indicates resources are available on the website.

- Book—*The Bones of a King* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of Westminster Abbey
- Highlighters or markers
- Ask and answer questions, sequence events, prepositional phrases 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: *archaeologist* (n.), *deformity* (n.), *DNA* (n.), *medieval* (adj.), *monastery* (n.), *propaganda* (n.)

Enrichment: *ascended* (v.), *betrayed* (v.), *carbon dating* (n.), *descendants* (n.), *despised* (v.), *monarchs* (n.)

Before Reading

Build Background

- Write the word *archaeology* on the board and ask students what comes to mind when they hear this word. Explain to students that archaeologists study the remains of ancient cultures. In some ways, they are detectives, solving mysteries about people and events that occurred long ago by studying evidence.

Lesson Plan *(continued)*

The Bones of a King

- Show students a photograph of Westminster Abbey. Explain to them that this is a famous church in England, where kings and queens are married, crowned, and buried. But there is one famous king who is not buried at Westminster Abbey, and they will read about him in this book.

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, 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, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Read page 4 aloud with students. Point out that the page ends with a question about the skeleton found in Leicester, England: *But how could the researchers know for sure that it was Richard?*
Think-aloud: *After reading the first section, I see that the author has provided us a question to start our thinking: how did the archaeologists know that the skeleton they found was King Richard? I'm going to write this question on the board for us to come back to when we finish reading. I can also use the table of contents to think of more questions I would like to have answered about this discovery. For example, the last section is titled "Villain or Victim?" I wonder if this question is about Richard and if he was a good king. Before I read, several questions often come to mind about the topic. As I read, I enjoy looking for answers to my questions, which often sparks further curiosities and questions to answer while I read.*
- Create a chart on the board similar to the [ask-and-answer-questions worksheet](#). Write your questions from the think-aloud on it. Distribute the ask-and-answer-questions worksheet to students. Ask them to think about the title of this section ("Under the Parking Lot") and to reread page 4, then have them write a question in the first section on their worksheet. Invite them to share some of their questions with the class, and write them 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: **Sequence events**

- Draw a long line on the board and write the year you were born at the left end and the current year at the right. Explain to students that a timeline is a tool for organizing dates and events in sequential order.
- Model sequencing the main events of your life. Write key words about each event in order on the timeline on the board as you describe them to students.
Think-aloud: *If I want to tell the story of my life, I would need to include certain events in order to tell it correctly. The first event that happened is that I was born. Next, I started school. Then, I moved to a new town. (Continue telling events as applicable to your life.)*
- Review or explain that events from history or about a person's life are told in order from beginning to end. A timeline can help organize many dates and events and can also help to summarize text in the correct sequential order.
- Distribute and explain the [sequence events worksheet](#). Explain to students they will be using it to keep track of the dates and events they read about in the text.

Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.

Lesson Plan *(continued)*

The Bones of a King


- Remind students of the strategies they can use to sound out words they don't know. They can look for root words, prefixes and suffixes, and semantically related words. For example, say: *If I did not know the meaning of descendants, I could think about a related word that sounds like descendants: descend. I know descend means to go down, so descendants probably refers to people who are down the line of relatives in a family over many, many years.*
- Students can also use the context to work out the meanings of unfamiliar words. For example, say: *I could read the definition in the glossary for descendants, but I could also turn to the page it's found on and read the words and sentences around it. When I read page 11, I can see that the phrase must mean relatives down the generations because it talks about taking DNA samples from people living today.*
- Review the correct pronunciation for the multisyllabic words in the glossary.

Set the Purpose

- Have students read to learn about King Richard III and where his skeleton was discovered.

During Reading


Student Reading


- **Guide the reading:** Have students read from page 5 to the end of page 6. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet and see if this part of the text answered their question.
 - Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.
Think-aloud: *Before reading this section, some questions came to mind. I wondered, on the basis of what I read in the first section, how archaeologists knew for sure the skeleton was Richard III. While reading, I discovered that historical records showed that there was a monastery at one time under that parking lot, and Richard had been buried there after dying in a battle close by. On page 6, I found part of the answer to our first question: Bone experts saw the gash in the skull of the skeleton and the twisted spine, proving that it was King Richard. I will write these answers on the ask-and-answer-questions chart on the board.*
 - Point out to students that often when reading, one question will get answered but others will be generated. As an example, discuss how the first question was only partially answered (researchers knew it was Richard because of the gash on the skull and the twisted spine), but that generated the question, *How did this prove it was Richard?* Record this question on the board.
 - Ask students to write answers to their question(s) on their ask-and-answer-questions worksheet and any new questions that come to mind. Invite them to share with the class the information they learned and the questions they answered as they read this section.
 - Direct students to their copy of the sequence events worksheet. Instruct students to write 2012 in the last box at the bottom of the page. Ask them what in this book happened in 2012 (*Archaeologists located Richard III's bones*). Explain that since the book is about events that happened in history, they will be working backward on their timeline.
-  After reading pages 5 and 6, ask students to circle the dates listed. Ask volunteers to describe what event happened in each of those dates, and record them on the board (*Greyfriars Priory existed from 1255–1530; Richard died in battle at Bosworth Field in 1485; Greyfriars Priory was destroyed in 1538*). Invite students to order the dates correctly. Explain to students that there may be more important dates in the book, so they shouldn't write the information on their worksheet yet.
- **Check for understanding:** Have students scan pages 7 through 10, thinking about the section title, "Ancient History," and the illustrations and captions. Have them write at least one question they have about this section on their worksheet. After reading the section, have them record any answers they found, and invite them to share the information they learned.

Lesson Plan *(continued)*

The Bones of a King

- Ask students if there are any important dates in this section that should be added to the sequence-events list on the board.

 Have students read the remainder of the book. Remind them to scan each section and develop at least one question they have before reading and then to take a moment to record any answers they found before moving on to the next section. Encourage them to add new questions they might have to their worksheet as they read. Provide highlighters or markers, and encourage them to circle or highlight any dates and important events.

 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

- 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 enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know if Richard was a good king, a villain, or a victim. I now know that we don't know for sure. He was more despised than any other king, and Shakespeare wrote a very unflattering play about him. But some claim that he was a victim of propaganda and that his enemies made him out to be much worse than he was.*
- **Independent practice:** 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 (for example, websites, books, and so on). Invite students to write one more question they still would like to know about Richard III and the discovery of his bones. Ask students to share with the class questions they added.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that were identified and written on the board. Finish ordering them. Discuss with students how mapping dates and times from a text can help the reader understand and remember what they have learned, especially if the text does not occur in chronological order.
- **Independent practice:** Allow time for students to write the information from the board onto their worksheets, deciding how to space the events on the timeline template. Instruct them to leave at least one blank space in between each event (see the *Informational Writing Connection* portion of the lesson plan).
- **Enduring understanding:** In this book, you read about an amazing ancient mystery that was solved by historic research and modern science. Now that you know how researchers can learn about ancient cultures and famous individuals, what do you think about the field of archaeology?

Build Skills


Grammar and Mechanics: Prepositional phrases

- Write the following sentence on the board: *The ancient skeleton lay buried in the middle of town.* Point to the word *in*. Ask students to explain what information this word provides (*where* the skeleton was found). Explain to students that *in* is an example of a preposition.
- Review or explain that *prepositions* are words that *show a relationship between things*. They provide information about *where, when, how, why, and with what* something happens.

Lesson Plan *(continued)*

The Bones of a King

- Explain that a *prepositional phrase* is group of words beginning with a preposition and ending with a noun or a pronoun. Prepositional phrases act like an adjective or adverb within a sentence. Return to the sentence on the board and circle *in the middle of town*.
- Write the following list of common prepositions on the board: *about, above, across, after, along, among, around, at, before, behind, below, beneath, beside, between, by, during, from, in, of, on, out, through, under, upon, with, and without*. Point out to students that many prepositions describe location or position.
- Write the following sentence on the board from page 5: *Finding the king's long-concealed body beneath a city parking lot wasn't an accident*. Circle the word *beneath*, and underline *beneath a city parking lot*. Have a volunteer explain how the prepositional phrase is used in this sentence (it is describing where the body was found). Demonstrate for students how the sentence can stand alone without the prepositional phrase, but it is not as descriptive (*Finding the king's long-concealed body wasn't an accident*).

 **Check for understanding:** Have students review page 7 of the text. Ask students to circle the prepositions and underline the prepositional phrases. Write the prepositional phrases that students identify on the board. Discuss the type of information each phrase provides (how, when, where, and so on).

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

Word Work: Syllable patterns

- Review with students that a syllable is a unit of sound in a word. A syllable contains a vowel and possibly one or more consonants. For example, point out to students that the word *king* contains one syllable, the word *Richard* contains two syllables, and *descendants* contains three. Explain that many words have multiple syllables, like the words *archaeologist* and *propaganda*. Explain to students that knowing how to break words into syllables can help them read and spell longer or unfamiliar words.
- Write the word *victim* on the board. Say the word aloud, stressing the syllables, and put a dot over each of the vowels in the word. Then draw a line to divide the word into its two syllables. Say: *Notice that the vowel i is in the middle of the syllable vic, and it is closed in by the consonants v and c on either side. The vowel sound is short in the syllable vic. We call this a closed syllable. Often, vowels in closed syllables are short vowels. I can use this strategy when I am trying to sound out unfamiliar words.*
- Repeat the process above with the word *beneath*. Demonstrate that the syllable break comes after the vowel (*be/neath*), so the first syllable is an open syllable—there is no consonant closing it in at the end. Often, open syllable vowels are long.
- **Check for understanding:** Write several more words from the book on the board (*monarchs, betrayed*, and so on), making sure to choose three- or four-syllable words as well. Ask student volunteers to come to the board and divide each word into syllables and then explain whether the first syllable is open or closed. If students are ready, have them identify whether the second or third syllable or both are open or closed.
- **Independent practice:** Assign each student a page from the book. Ask them to write ten words from the page on a separate piece of paper. Then, have them divide the words into syllables and put a dot above the vowel in each syllable. Next to each word, have them write whether each syllable is open or closed. If time allows, discuss their responses.

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 discuss what they've learned about Richard III.

Extend the Reading

Informational Writing Connection

Provide print and Internet resources for students to further research the reign of Richard III. Divide students into pairs and assign each pair a sub-topic, for example his early life, his family lineage, how he became king, his career as a soldier, his death, and the mysterious circumstances of his burial. Have students cite information from their research on note cards, and have them participate in a round-table sharing and discussion format. Ask students to record at least three more dates of important events from Richard's life onto their timelines.

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

Science Connection

Provide print, Internet, and other media resources for students to further research the "modern science" introduced in the book. Divide the group in half, and have one group report on the practice of carbon dating (what it is, how it is done, and what it can prove) and the other group report on DNA sampling. If time allows, ask students to create a bulletin board highlighting this information or to share their findings with the rest of 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.
- 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 comprehend the text during discussion and on a worksheet
- accurately sequence events from the text during discussion and on a worksheet
- correctly identify prepositional phrases in the text, during discussion, and on a worksheet
- correctly recognize and understand the use of syllable patterns within words during discussion and in an activity

Comprehension Checks

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