

### Focus Question:

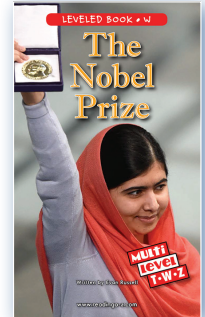
*What is the Nobel Prize, and why is it important?*

### Book Summary

Text Type: Nonfiction/Informational

The Nobel Prize is the most illustrious nonmilitary award in the world. Although not without controversy, the Nobel Prize has a legacy of honoring great thinkers throughout time. *The Nobel Prize* is a detailed look at the history of this award and some of its most well-known recipients. The book can also be used to teach students how to discern the author's point of view and to effectively summarize.

The book and lesson are also available for levels T and Z.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine the author's point of view
- ☐ Describe information provided by the table of contents
- ☐ Recognize and use adjectives
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *The Nobel Prize* (copy for each student)
- ☐ Author's point of view, adjectives, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *committees* (n.), *diploma* (n.), *economics* (n.), *nominate* (v.), *physics* (n.), *physiology* (n.)

**Enrichment:** *controversy* (n.), *engineer* (n.), *foundation* (n.), *injustice* (n.), *radioactivity* (n.), *scholars* (n.)

- **Academic vocabulary:** *create* (v.), *important* (adj.), *individual* (n.), *influence* (n.), *receive* (v.), *study* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

Write the word *accomplishment* on the board and read it aloud to students. Explain that an *accomplishment* is something that is done well as a result of effort. Give an example of an accomplishment in your own life. Explain the effort you put in and the sense of pride you felt when you achieved the goal. Provide each student with a sheet of lined paper. Invite students to write about a time when they felt a sense of accomplishment: when they worked hard toward a goal and successfully completed it. Have students share their writing in small groups. If time allows, invite volunteers to share with the class. Explain to students that they will be reading about the Nobel Prize, which is the highest award someone can receive for a major accomplishment.

##### Introduce the Book

- Give students their copy of *The Nobel Prize*. 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: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Remind students that when readers summarize what they read, it helps them remember the sequence of events in a book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud the summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary only includes the most important details and can recount the book in its entirety or an individual section of the book.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Author's point of view

- Explain to students that when an author writes about a topic, he or she often expresses his or her attitude and opinion about the subject. Point out that this is called the *author's point of view*. Discuss with students how the author's point of view is often expressed through his or her purpose for writing: to inform, to persuade, or to entertain the reader. Point out that although an author's purpose when writing a nonfiction book is usually to inform, we can often infer how the author feels about the topic from the details included in the book.
- Explain to students that as they read the book, they will be looking for details and clues that point to the author's point of view.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary 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. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about the Nobel Prize. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the Nobel Prize, and what fields of work does it honor?* (level 1) page 4
- *Who was Alfred Nobel, and what were his major accomplishments?* (level 2) pages 5, 6, and 7
- *How did the work of Alfred Nobel affect the world?* (level 1) page 7
- *Why is the Nobel Prize selection process special?* (level 1) page 8

- *Who are some well-known Nobel prizewinners?* (level 2) pages 9 through 12
- *Why has the Nobel Prize been controversial at times?* (level 1) page 13
- *Why does the author state that the Nobel Prize has had a positive influence on the world?* (level 3) multiple pages

#### Text Features: Table of contents

Explain that a *table of contents* is a list of the sections in a book. Point out that it can be used to find information quickly and is located at the front of the book. Have students turn to page 3 of the book and study the table of contents. Ask students what they can expect to read about in this book. Invite students to work with a partner to predict what information each section might contain. Ask students: How does the table of contents help you create a summary of the book? In which section might you learn about how Nobel prizewinners are rewarded? Continue to have students infer information from the table of contents.

#### Skill Review

- Review how to summarize with students. Have them work with a partner to reread the section "The Most Famous Prize." Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students to share details with the rest of the class and record this information on the board. Have volunteers offer an oral summary of the section.
- Review with students that an author of a nonfiction book often expresses his or her point of view about a topic. Have students turn to page 15 and reread the page.
- Model identifying authors point of view.  
**Think-aloud:** *I know that an author includes details in his or her writing that reflect his or her beliefs or feelings about the topic. As I read, I look for details that the author includes to make a point about the topic. For example, on page 15, the author states that the Nobel Prize has had a major influence on the entire world. This detail shows me that the author believes the Nobel Prize is an important award and that even though it has been controversial at times, overall, it has helped the world.*
- Have students work with a partner to reread different sections of the book and look for examples of the author's point of view about the Nobel Prize. Invite partners to share their findings with the class.
- Model how to complete the **author's-point-of-view worksheet**. Remind them to find specific clues in the book that support the author's point of view.

### Guiding the Reading (cont.)

#### 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.

#### Skill Review

##### Graphic Organizer: Author's point of view

Review the author's-point-of-view worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their findings as a class.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but sample responses may include: *The Nobel Prize is the most famous award in the world. It honors people's work in the areas of physics, chemistry, medicine, literature, peace, and economics. It is important because it rewards and acknowledges people for their important work and allows them to continue with their work.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *Brilliant and intelligent people often win the Nobel Prize.* Ask students which words describe the people who win the Nobel Prize (*brilliant* and *intelligent*). Review or explain that a word that describes a noun or pronoun is called an *adjective* and that an adjective tells *which one, how many, or what kind*. Point out that in this sentence, the adjective is describing what kind of people win the award.
- Have students reread page 4 with a partner to identify and circle all of the adjectives on the page. Invite them to discuss with their partner whether each adjective describes *which one, how many, or what kind*. Invite volunteers to share their findings with the class.

- **Check for understanding:** Have students reread pages 5 and 6 independently. Invite them to circle all of the adjectives on these pages. Review students' findings as a class and discuss whether each adjective describes *which one, how many, or what kind*.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

#### Word Work: Homophones

- Have students turn to page 14 and reread the last sentence of the first paragraph: *If the prize is shared among two or more people, the award of eight million kronor is divided equally.* Write the words *one* and *eight* on the board. Ask students to suggest a definition for each word.
- Write the words *won* and *ate* on the board. Ask students how these words are different from the words used in the sentence (*they are spelled differently and have a different meanings*). Explain that two words that sound the same but are spelled differently and have different meanings are called *homophones*. Invite volunteers to use each word in a complete sentence.
- **Check for understanding:** Have students work in pairs to reread the section "Famous Recipients." Invite them to create a list of words from this section with accompanying homophones. Have each group share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.