

Template for Illinois Reads Curriculum Plan Illinois Reads Books

Introductory Information

Submitted by	Azra Sabovic		
Title of Book	<i>The Inventor's Secret: What Thomas Edison Told Henry Ford</i> by Suzanne Slade		
(Optional) Additional Texts	N/A		
Title of Unit	Illinois Reads Book – <i>The Inventor's Secret: What Thomas Edison Told Henry Ford</i>		
Grade level (interest)	Second Grade	Reading Grade level	Kindergarten – Second Grade
Lexile Level	AD590L	Guided Reading level	L
A. Purpose for Instruction/ Essential Questions	<p><u>Purpose</u> The purpose of instruction is for students to acquire strategies and skills that will help them comprehend a text. I want the students to understand that reading a story involves much more than simply reading the words on a page. I want the students to recognize that reading is complex and that good readers use skills and strategies to help them read and find a deeper message.</p> <p><u>Essential Questions</u> What strategies do good readers use to help them understand a text? What does reading include?</p>		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 3. CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
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4. CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

5. CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

6. CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

C. Student Learning Outcomes – Targeted standards in Student Friendly Language

1. Students will predict features of *The Inventor's Secret* by using details and illustrations to convey its characters, setting, and events. (Lesson One)
2. Students will explain the reason behind their predictions by describing which details and illustrations helped them form their predictions about the characters, setting and events. (Lesson One)
3. Students will ask and answer well-crafted questions that they have before and during reading. (Lesson Two)
4. Students will compare and contrast the lives of Henry Ford and Thomas Edison by filling out a Venn Diagram based on the text and a timeline of their lives. (Lesson Three)
5. Students will answer the question "What are the differences and similarities between Henry Ford and Thomas Edison?" by recounting information from the story and by using the provided timeline. (Lesson Three)
6. Students will recount events from *The Inventor's Secret* by placing events from the story in order. (Lesson Four)
7. Students will recall events from *The Inventor's Secret* by writing a narrative recounting a sequence of events. (Lesson Four)
8. Students will demonstrate their understanding of the central message of *The Inventor's Secret* by asking questions to determine the author's message. (Lesson Five)
9. Students will retell *The Inventor's Secret* by acting out Thomas Edison or Henry Ford in a way where they incorporate the central message or lesson of the story. (Lesson Five)
10. Students will distinguish between facts and opinions by completing a fact vs. opinion activity. (Lesson Six)
11. Students will distinguish between facts and opinions by writing opinion pieces on whether the inventions made by Henry Ford and Thomas Edison were important and if it influenced their lives. (Lesson Six)

D. Text Sections to be read closely with plans to support reading and discussion

Lesson 1: The whole text will be referenced but only the illustrations and the vocabulary words from the vocab-o-gram are to be used. The students will make predictions about *The Inventor's Secret* based on the illustrations and details (e.g. vocabulary) of the story. Initially, I will demonstrate to the students what a prediction is and how to form a prediction. I will provide a think aloud for the students and make my own predictions of what the story might be about so that they gain an understanding of what a prediction is/what it sounds like. With teacher support, the students will participate in a vocab-o-gram Smartboard activity. Afterwards, the teacher will show the students illustrations from the story in order to write down their own predictions; the students will need to write their prediction and use evidence from the illustrations to support their predictions.

Lesson 2: The entire text will be read for this lesson since the students are to ask and answer questions about the text during reading. Initially, the students will be shown the title and illustrations of the book and we will discuss the questions that they have based on the illustrations and the title and add them to the chart on Smartboard. During reading, the teacher will ask the students if they have any questions and will facilitate discussion about questions that they have. After reading, the students with teacher support will determine if they were able to answer the questions that they had before and during reading. After filling out the Smartboard activity, the students will answer a "Beyond-the-Line" question as an exit slip.

Lesson 3: For this lesson, pages 46 and 47 will be utilized in order to teach the strategy of compare/contrast. Also, the whole book can be utilized as a guide for the students (they will have photocopied pages of the story provided for them). For this lesson, the students are to compare and contrast the lives of both inventors by completing a Venn Diagram. They will complete the Venn Diagram by recalling information from the story (this is where the photocopied pages are useful for the students to look back) and by using the timeline of the inventors' lives on pages 46 and 47. The teacher will begin this lesson by teaching the students what it means to compare and contrast. Together, the teachers and students will think of compare/contrast examples. With teacher support, the students will complete the Venn Diagram on the Smartboard. Lastly, the students will do a quick-write and answer the question of "What are the similarities and differences between Henry Ford and Thomas Edison?" by using the provided timeline on pages 46 and 47.

Lesson 4: Pages 29 through 38 will be read closely since the students are to write a narrative letter recounting a sequence of events about the experiences that Henry Ford encountered when he discovered Thomas Edison's secret. Before discussing the sequence of events that occurred when Henry Ford discovered Thomas Edison's secret, with teacher support, the students will complete a sequencing activity where they are to place the events of *The Inventor's Secret* in order. Then, the teacher will re-read pages 29 through 38 and have the students discuss the sequence of events with their partners and retell the information that they read. The teacher will ask the students to write a narrative letter (RAFT writing) from the perspective of a time traveller telling Henry Ford about what happened when he learned Thomas Edison's secret.

Lesson 5: For this lesson, the whole text will be utilized as a reference for the students. The teacher can photocopy the pages of the story and have students share the photocopied readings so that they can use it as assistance. The purpose of this lesson is for students to retell the story and determine the importance or central message of the story. The students are to read the story in groups while having the author bookmark in hand, the teacher will work with the students in answering the questions from the author bookmark, which will be displayed on the Smartboard. Lastly, the students are to act out the lives of either Thomas Edison or Henry Ford in order to retell the events in the story; the students are to incorporate the central message in their acting as well.

Lesson 6: Pages 10, 14, 16, 19, 20, 37, 42 and 43 will be used for this lesson. All of these pages focus on inventions that either Thomas Edison or Henry Ford have invented. The teacher can photocopy these pages so that students can use it as a guide when writing their opinion pieces. This lesson will be focusing on the strategy of fact vs. opinion and the students are to write opinion pieces about if they believe that the inventions made by Henry Ford and Thomas Edison were important and if it influences their lives today. Before the writing of opinion pieces, which will be an exit slip, the teacher will discuss the inventions made by Henry Ford and Thomas Edison that were discussed in *The Inventor's Secret*. Then, the teacher will discuss the difference between facts and opinions and have the students complete a discussion web on the Smartboard with the students.

<p>Academic Language to be supported at word, syntax and discourse levels</p>	<p>Lesson 1 Vocabulary: - Predictions, Illustrations, Vocabulary</p> <p>Lesson 2 Vocabulary: - Questioning, Ask, Answer, Characters, Setting, Events</p> <p>Lesson 3 Vocabulary: - Compare, Contrast, Timeline</p> <p>Lesson 4 Vocabulary: - Sequence of events</p> <p>Lesson 5 Vocabulary: - Determining Importance, Author's Message, Retell</p> <p>Lesson 6 Vocabulary: - Fact, Opinion, Influence, Reason, Closure</p>
<p>Vocabulary Tier 2 Words</p>	<p>Tier 2 Words: Simpler, roaring, rumbling, curious, sizzled, flooded, weary, marvelous, determined, afford, courage. (These words will be addressed primarily in Lesson 2 since that is the first time that the students are encountering those words in the text. In order to assist the students' comprehension, the teacher will go over the vocabulary words as they read. Also, the words</p>

can be addressed in following lessons when re-reading the text as a way to see if the students know and remember the meaning of the words.)

Tier 3 Words

Tier 3 Words: Experiment, locomotives, dam, waterwheel, inventions, stencil, engine-powered buggy, vehicle, phonograph, machinery, steam-engine, incandescent light bulb, four-stroke cylinder, engine, Quadricycle, gas gauge. (Similarly, these words will be addressed in Lesson 2 since it is the students first time encountering these vocabulary words. Also, since these words are more content-specific and relate to inventions, they can be explained once again in Lesson 6 when the students are to write an opinion piece about inventions.)

Bloom's Levels Addressed: (Check all that apply)

- Remembering (Vocab-o-gram because they are using their knowledge of characters, setting, and events to complete the activity. Also, they are remembering the illustrations that they saw in order to defend their predictions.)
- Analyzing (Through the Venn Diagram Activity the students are analyzing the differences and similarities between the lives of Henry Ford and Thomas Edison. Also, they are analyzing the differences between themselves and Thomas Edison or Henry Ford through the Quick-write.)
- Understanding (During the Questioning Smartboard Activity, the students will understand the questions that they formulated and will understand how they answered their questions. During the Venn Diagram activity, the students use their understanding of comparisons and contrast to complete the Venn Diagram.)
- Evaluating (During the Questioning Smartboard Activity, the students are able to evaluate if their questions were answered in the text, not answered in the text, or if they need more information in order to answer the question.)
- Applying (When acting out either Thomas Edison or Henry Ford, the students are applying their knowledge of the two inventors' lives and the central message of *The Inventor's Secret*.)
- Creating (When students are writing narratives to Henry Ford, they are creating their own narratives while addressing a sequence of events. During the writing of opinion pieces, the students are creating their own opinion piece about if they believe that the inventions of Henry Ford and Thomas Edison are important and if it influences their lives.)

E. Instructional Supports

Research Based Strategies

Predicting

Lesson One (Vocab-o-gram Smartboard Activity and an evidence-based prediction graphic organizer as an exit slip).

- ✚ The idea of an exit slip was from *Classroom Strategies for Interactive Learning* by Doug Buehl (Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.)

Questioning

Lesson Two (Questioning Smartboard Activity and the “Beyond-the-Line” graphic organizer as an exit slip).

- ✚ The idea for the Questioning Smartboard Activity and the “Beyond-the-Line” graphic organizer came from *Strategies That Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis (Harvey, S., & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension For Understanding and Engagement* (2nd ed.). Portland, Me.: Stenhouse.)
- ✚ The idea of an exit slip was from *Classroom Strategies for Interactive Learning* by Doug Buehl (Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.)

Compare and Contrast

Lesson Three (Venn Diagram Smartboard Activity and Quick-Write answering the question “What are the similarities and differences between Henry Ford and Thomas Edison?”).

- ✚ The idea of Quick-Write was from *Classroom Strategies for Interactive Learning* by Doug Buehl (Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.)

Literal Recall

Lesson Four (Smartboard Sequencing Activity and writing a narrative letter (RAFT Writing)).

- ✚ The idea of RAFT writing was from *Classroom Strategies for Interactive Learning* by Doug Buehl (Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.)

Determining Importance

Lesson Five (Author’s Bookmark Smartboard Activity and the students reenactment of the lives of Henry Ford and Thomas Edison which includes the central message and retelling of events in the story).

- ✚ The idea for the Author’s Bookmark was from *Classroom Strategies for Interactive Learning* by Doug Buehl (Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.)

Fact vs. Opinion

Lesson Six (Fact vs. Opinion Vortex, Discussion Web Smartboard Activity and the writing of opinion pieces).

- ✚ The idea for the Discussion Web was from *Classroom Strategies for Interactive Learning* by Doug Buehl (Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.)

Throughout the unit, the story *The Inventor's Secret: What Thomas Edison told Henry Ford* by Suzanne Slade will be used (Slade, S., & Reinhardt, J. B. (2015). *The inventor's secret: what Thomas Edison told Henry Ford*. Watertown, MA: Charlesbridge.)

Smartboard Strategies

Vocab-o-gram Smartboard Activity (Lesson One)
 Questioning Smartboard Activity (Lesson Two)
 Venn Diagram Smartboard Activity (Lesson Three)
 Smartboard Sequencing Activity (Lesson Four)
 Author's Bookmark Smartboard Activity (Lesson Five)
 Fact vs. Opinion Vortex and Discussion Web Smartboard Activity (Lesson Six)

F. Assessment (Align to Section B)**Formative**

Observations of student dialogue and the students' answers will be used as an informal assessment of the students' understanding. Also, by observing students completion of the Smartboard activities throughout all lessons (Lesson 1, 2, 3, 4, 5, and 6), the teacher is able to evaluate the students' understanding of certain strategies.

Throughout the lessons, informal checks for understanding will be done. For example, the teacher will ask the students to raise their thumb up or down in order to see if they understand the concept that is being taught. When the students are to write opinion pieces (Lesson 6), the teacher will have them raise their thumbs up (for yes) or raise their thumbs down (for no) if they believe that what the teacher is stating is an opinion or a fact. This will show the teacher, which students need help in differentiating the two. Similarly, for the compare and contrast lesson (Lesson 3), the teacher will have the students raise their thumb up or down if what the teacher says a difference or a similarity between herself and an inventor or student.

After each lesson, with a partner, the students will model the actions that a good reader does while reading such as questioning, predicting, comparing and contrasting, recalling events, determining importance, and determining a fact vs. opinion.

Summative	<p>The completion of the students' evidence-based prediction graphic organizer (Lesson 1). The student is to use illustrations and vocabulary words that they saw in the vocab-o-gram, as evidence, to make a prediction describing the character, setting, or events of the story. This graphic organizer will be graded in order to see if the students are able to make predictions describing characters, setting, or events based on evidence (illustrations and vocabulary).</p> <p>The students' "Beyond-the-Line" graphic organizer will be graded in order to show if the student is able to answer the question based on knowledge acquired from <i>The Inventor's Secret</i> (Lesson Two).</p> <p>The students' Quick-Write answering the question "What are the similarities and differences between Henry Ford and Thomas Edison?" will be graded in order to see if students understand the strategy of comparing and contrasting and are able to use the provided timeline accurately (Lesson Three).</p> <p>The students' narrative letter to Henry Ford will be graded in order to see if the students are able to accurately write about the sequence of events that occurred when Henry Ford learned Thomas Edison's secret (Lesson Four).</p> <p>The students acting out of the lives of Henry Ford or Thomas Edison will be graded in order to see if the students are able to recount events in the story and include the author's message or central message/lesson of the story (Lesson Five).</p> <p>The students' opinion pieces will be graded in order to see if the students can accurately express their opinion using facts from the provided timeline (Lesson 6).</p>
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Plans for six instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials

Procedure Lesson One	<p>Outcomes:</p> <ol style="list-style-type: none">1. Students will predict features of <i>The Inventor's Secret</i> by using details and illustrations to convey its characters, setting, and events.2. Students will explain the reason behind their predictions by describing which details and illustrations helped them form their predictions about the characters, setting and events. <p>Materials:</p> <ul style="list-style-type: none">- Vocab-o-gram Smartboard activity- <i>The Inventor's Secret: What Thomas Edison Told Henry Ford</i> by Suzanne Slade- Evidence-based Prediction Graphic Organizer <p>Procedure:</p> <ol style="list-style-type: none">1. Introduce the unit to the students and tell them that the class is going to learn how to become even better readers by the end of this unit.2. Tell the students that they are going to be learning strategies that good readers use when they need help understanding a text.3. Emphasize how reading involves much more than just reading the words, and that the class will be exploring reading strategies through <i>The Inventor's Secret</i>.4. Show the students the cover of the story and read the title aloud.5. Ask the students if they have any guesses about what the story will be about. "Can anyone guess what the story will be about by looking at the illustration of the two men on the cover?"6. After a student gives a guess, tell the class that the student has just made a prediction.7. Explain to the class, what a prediction is and model your own prediction of the story based on the cover such as "I predict that this story will be about inventors because the title of the story is <i>The Inventor's Secret</i>."8. Tell the students that they are going to be making predictions about <i>The Inventor's Secret</i> while playing the Vocab-o-gram activity.9. Before conducting the activity, read all of the words displayed on the Vocab-o-gram activity so that the students gain a familiarization with the words.10. Also, read the questions that are asked on the Vocab-o-gram activity, and explain what character words (explain what a character is), setting words (explain what a setting is), what happens words, story-ending words, and mystery words are. "A character word could be a name of someone that is in the story." "A setting word could be a place where the story might happen." "What happens words can be words that explain what is going on in the story." "Story-ending words are words that explain what happens at the end of the story." "Mystery words are words that you aren't sure about where they could fit, so you put them in the mystery words spot."
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11. Complete some of the Vocab-o-gram Smartboard activity as an “I do” so that students have an example and awareness of what they’re supposed to do. Use a think-aloud when completing the activity. For example, “I predict that Thomas Edison will be a character in the story because it is the name of a person, so I am going to put Thomas Edison under the ‘What are character words?’ question.
12. With the students as a “We do”, complete the Smartboard activity and make sure to emphasize what character words, setting words, what happens words, story-ending words, and mystery words are.
13. When the students place a word in the certain spot, have them explain their prediction.
14. Tell the student that good readers make predictions before reading a text.
15. After completing the Smartboard activity, go to the rug and tell the students that they are going to now make predictions based on the illustrations.
16. Give the students the evidence-based prediction graphic organizer, so that they can complete it as you are flipping through the illustrations.
17. While the students are writing their predictions, give some examples of your own predictions based on the illustrations in case some students are struggling to make one.
18. After going through the illustrations, ask the students if they’d like to go back to a certain illustration so that they can write more information on their graphic organizer.
19. When the students are done with the graphic organizer, have them turn and talk with a partner discussing the predictions that they made. Have the students model what a good reader would do and have them model predicting with their partner.
20. Tell the students that tomorrow they will begin reading the book and that we will be working on the strategy of questioning.

Smartboard pages:

Lesson 1 - Prediction

Vocab-o-gram for the *Inventor's Secret*

Inventor Thomas Edison	Electricity Phonograph	Henry Ford Factory	Curious Henry built a car
Outside At his desk	Keep at it	Makes an experiment Quadricycle	Finds out a secret Henry is happy

What are character words?
Thomas Edison

What are setting words?
Outside

What happens words?
Henry is happy

What are story ending words?
Finds out a secret

What are mystery words?
Quadricycle

Before students, good readers make predictions about what they believe the story will be about.

Graphic Organizer:

Name _____

Date _____

Make a prediction about what you believe *The Inventor's Secret* will be about based on the illustrations that you see in the story.

My Prediction	Evidence
I predict that the story is about	I think this because the illustration shows
_____	_____
_____	_____
_____	_____
_____	_____

Draw Your Prediction

Formative Assessment

- Observation of student discussions, modeling of what a good reader does, and completion of the Smartboard Activity

Summative Assessment

- The students evidence-based prediction graphic organizers

**Procedure
Lesson Two**

Outcomes

1. Students will ask and answer well-crafted questions that they have before and during reading.

Materials

- Questioning Smartboard Activity
- “Beyond-the-Line” Question Graphic Organizer
- *The Inventor’s Secret: What Thomas Edison Told Henry Ford* by Suzanne Slade

Procedure:

1. Tell the students that today they will be working on questioning. Tell the students that good readers ask questions before and during the story in order to learn new information.
2. Before reading the story, model a question that you have based on the title such as “What is the inventor’s secret?” Write this question on the Smartboard questioning chart.
3. Have the students ask questions about the book based on the title. Also, flip through the illustrations so that the students can ask questions about the illustrations. Make sure to write down all of the students’ questions on the Smartboard questioning chart.
4. Tell the students that they are going to be curious like an inventor, and ask questions that they have about the text. Tell the students that their questions are going to be written on the Smartboard and that when we finish reading the book, we are going to see if our questions were answered.
5. As the teacher is reading the book, stop at certain pages and ask if the students have any questions.
6. Make sure to emphasize that the questions the students ask should be who, what, when, where, and how questions.
7. Whenever a student raises their hand to ask a question, stop reading the story and write their question on the Smartboard.
8. After reading the story, as the “I do” discuss one of the questions and fill the chart accordingly. For example, if the question was “What is the inventor’s secret?” put the heart in the “yes” column since you were able to answer the question. Answer the question aloud to the students.
9. With teacher assistance, as the “we do” portion of the lesson, have the students fill out the Smartboard question chart and answer the questions aloud.
10. After completing the Smartboard activity, have the students complete the “beyond-the-line” question graphic organizer as the “you do.” The questions in the graphic organizer are “What do you believe Thomas Edison meant when he told Henry Ford to ‘keep at it’?” and “Have you ever had to ‘keep at it’? Explain.”
11. After the students have completed the graphic organizer, have them discuss with the answer to the question with their partners. Also, have them model a good reader’s use of questioning by asking questions about their partners answer.

Smartboard pages:

Lesson 2 - Questioning

Who? When? What? Before and during reading, good readers ask questions about the story.

Did we answer all of our questions?

Questions	Yes	No	Need more information
What is the inventor's secret?	♥		
Why did Thomas Edison create the electric pen?	♥		
Where was Henry Ford born?			★
How did Thomas Edison create the light bulb?		✕	

Yes: ♥
No: ✕
Need More Information: ★

Where? Why? How?

Graphic Organizer:

Lesson 2: Questioning Graphic Organizer
Name _____

Date _____

Beyond-the-line Question

When Thomas Edison told Henry Ford to "keep at it" Henry was then able to make the perfect car. In three to four sentences, answer the following questions.

What do you believe Thomas Edison meant when he told Henry Ford to "keep at it"? Have you ever had to "keep at it"?

I believe that Thomas Edison meant _____

_____ when he told Henry Ford to "keep at it." _____

Formative Assessment:

- Observation of students' discussion, the students modeling of questioning, and their completion of the Smartboard activity.

Summative Assessment:

- The "Beyond-the-line" graphic organizer

Procedure
Lesson Three

Outcomes

1. Students will compare and contrast the lives of Henry Ford and Thomas Edison by filling out a Venn Diagram based on the text and a timeline of their lives.
2. Students will answer the question “What are the differences and similarities between Henry Ford and Thomas Edison?” by recounting information from the story and by using the provided timeline.

Materials

- Venn Diagram Smartboard Activity
- *The Inventor’s Secret: What Thomas Edison Told Henry Ford* by Suzanne Slade (photocopied pages of the story)
- Photocopied page of the timeline on pages 46-47 from *The Inventor’s Secret: What Thomas Edison Told Henry Ford* by Suzanne Slade
- Graphic organizer answering the question: “What are the differences and similarities between Henry Ford and Thomas Edison?”

Procedure:

1. Tell the students that in today’s lesson, they are going to be learning about comparing and contrasting.
2. Explain to the students what it means to compare and contrast and give examples of comparisons and contrasts. For example, “When you compare and contrast, you are finding the similarities and differences of two things; how two things are either the same or different.”
3. Give examples of comparisons and contrasts by comparing yourself with a student or a famous figure such as Thomas Edison or Henry Ford.
4. Have the students raise their thumb if they believe that what the teacher said was a similarity between herself and the inventor or student. Have the students put their thumb down, if they believe that what the teacher stated was a difference between herself and the inventor or student.
5. Tell the students that we are going to be comparing and contrasting Henry Ford and Thomas Edison. We are going to find out how they are the same and how they are different.
6. Pass out photocopied pages of the story and the timeline to the students so that they can use it as a reference when completing the Venn diagram and answering the question at the end.
7. Explain to the students what a timeline is.
8. As the “I do” complete some of the Venn diagram while including a think-aloud. Make sure to explain your reasoning for why you put the certain labels in a certain place. For example “I remember that both Thomas Edison and Henry Ford were curios, so I am going to put the word curious in the spot where both circles meet because that is something that is the same about them. I remember that Thomas Edison made the light bulb, so I am going to put ‘Thomas Edison made the light bulb’ in the Thomas Edison circle.”
9. With the teachers assistance, have the students complete the rest of the Venn diagram as the “we do.” Make sure that the students are explaining their reasoning and if the students aren’t sure of where a

- label goes, they can look at the timeline and the story to figure out the answer.
10. After completing the Venn diagram, have the students fill out the graphic organizer answering the question "What are the differences and similarities between Henry Ford and Thomas Edison."
 11. Though, tell the students that they need to look for new information that wasn't in the Smartboard Activity.
 12. Have the students use the provided timeline when completing the graphic organizer.
 13. After completing the graphic organizer, have the students turn and talk and model a good readers strategy of comparing and contrasting, by comparing and contrasting themselves with their partner.

Smartboard pages:

Lesson 3 - Compare and Contrast

Compare and contrast Thomas Edison and Henry Ford

Good readers, compare and contrast parts of a story.

Thomas Edison

Made a lightbulb

Henry Ford

Made a car

He got a job as a newboy

Curious

Inventor

Kept at it

Curious

Inventor

Made a lightbulb

Kept at it

Made a car

Born in the United States

A dreamer

Created a phonograph

Kept at it

Made a car

Made a lightbulb

Born in Ohio

Born in Michigan

Graphic Organizer

Lesson 3: Comparing/Contrasting Graphic Organizer

Name _____

Date _____

Remember, a timeline gives you the events that happened in a person's life. What happened in Henry Ford's life that was different from Thomas Edison? What happened in Henry Ford's life that was the same as Thomas Edison?

With the provided timeline, answer the question

"What are the differences and similarities between Henry Ford and Thomas Edison?"
Henry Ford and Thomas Edison are the same because _____

Henry Ford and Thomas Edison are different because _____

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Formative

- Observation of student dialogue and their modeling of comparing/contrasting with a partner. The completion of the Smartboard activity.

Summative

- Graphic organizer answering the question: "What are the differences and similarities between Henry Ford and Thomas Edison?"

**Procedure
Lesson Four**

Outcomes

1. Students will recount events from *The Inventor's Secret* by placing events from the story in order.
2. Students will recall events from *The Inventor's Secret* by writing a narrative recounting a sequence of events.

Materials

- *The Inventor's Secret: What Thomas Edison Told Henry Ford* by Suzanne Slade (pages 29-38)
- Sequencing Smartboard Activity
- RAFT Graphic Organizer

Procedure:

1. Tell the students that for today's lesson they are going to be recounting events from the *Inventor's Secret* by completing a Smartboard activity and a writing piece.
2. Demonstrate a sequence of events for the students so that they understand what is meant by a sequence of events. For example, "Today, I woke up and brushed my teeth. Then, I ate breakfast and drank a cup of orange juice. After eating, I went into my car and drove to school."
3. Tell the students that a sequence of events are events that happen one after another; "First I went to school and then I went to tennis practice."
4. Facilitate discussion about the events that took place in *The Inventor's Secret*.
5. Have the students look through their photocopied book pages to refresh their memory.
6. Start the discussion with: "Who remembers what happened first in the story?" "What were young Henry Ford and Thomas Edison doing?" "
7. Then, briefly go over the middle and the end of the story with the students so that they are able to complete the Smartboard activity.
8. As the "I do" demonstrate how to complete the Smartboard activity. "So I know that I have to put the events in order, so I am going to find a sentence that has to do with the beginning of the story."
9. Complete the rest of the Smartboard activity with the students as the "we do." Tell the students how all of the events that we put in order are a sequence of events that happened in the story, from beginning to end.
10. After completing the Smartboard activity, go to the rug and read pages 29 to 38 where Henry Ford learns Edison's secret and finally builds a car after trying many times.
11. Ask the students "What was Thomas Edison's secret?" "How did his secret help Henry?" "What did Henry do when he found out Thomas Edison's secret?"
12. Demonstrate a sequence of events to the students: "First, Henry Ford learned Edison's secret, then he decided to try really hard in making the perfect car.
13. As the "you do" tell the students that they are going to be writing a narrative letter to Henry Ford recounting all of the events that took place when Henry Ford learned Thomas Edison's secret.
14. Explain the writing prompt and the RAFT writing. "You are going to play the role of a time traveller

from the year of 2017 and your audience is Henry Ford. Henry Ford is feeling sad because he isn't able to make the perfect car so you are going to write him a letter to cheer him up. Tell Henry Ford that he shouldn't lose hope because in the future, he will learn a secret from Thomas Edison that will help him make the perfect car. Make sure to include a sequence of events, in other words, include all of the events that happened, one after another, when Henry Ford learned Edison's secret."

15. After completing the RAFT writing, have the students model retelling the sequence of events that happened when Henry Ford learned Thomas Edison's secret. Also, have the students share their writing pieces with the classmate next to them.

Smartboard
pages:

Lesson 4 - Literal Recall

Arrange the sentences in order from what came first in the story to what happened last.

Young Thomas and Henry were curious and made experiments.

Henry Ford wanted to build a car, but didn't know how. He kept hearing about Thomas Edison's inventions and wanted to know how he made them.

Henry kept trying to build a car but all of his models weren't working.

Henry and Thomas met at a dinner.

Thomas Edison told Henry that his secret was to "keep at it."

Henry tried again and again to make his car until finally he succeeded.

Henry made Lizzie with the help of Thomas Edison's secret.

The world became thrilling because of the inventions made by Thomas Edison and Henry Ford.

Read, read, read!
Henry from
ending to end.

?

Graphic Organizer

Lesson 4: Literal Recall Graphic Organizer

Name _____

Date _____

You are a time traveller from the year of 2017 and you are going to write a letter to Henry Ford. Henry Ford is sad because he can't make the perfect car. Cheer Henry Ford up and tell him what will happen when he learns Thomas Edison's secret.

Make sure to include the events that happened when he learned Thomas Edison's secret!

Dear Henry Ford,

You shouldn't be sad because Thomas Edison will _____

After learning that secret you will _____

After trying and trying again you will finally _____

Sincerely,

A time traveller from 2017

27

Formative

- Observation of student dialogue, student modeling of recalling a sequence of events, and the completion of the Smartboard Activity.

Summative

- RAFT writing graphic organizer

**Procedure
Lesson Five**

Outcomes

1. Students will demonstrate their understanding of the central message of *The Inventor's Secret* by asking questions to determine the author's message.
2. Students will retell *The Inventor's Secret* by acting out Thomas Edison or Henry Ford in a way where they incorporate the central message or lesson of the story.

Materials

- Questioning the author bookmark for each student
- Photocopied pages of *The Inventor's Secret: What Thomas Edison told Henry Ford* by Suzanne Slade
- Author's Bookmark Smartboard Activity

Procedure:

1. Tell the students that for today's lesson, we are going to determine the importance of the story or the author's message.
2. Explain the meaning of the author's message. For example "The author's message is what the author wants the readers to know after reading their book." "Determining the importance of the story means to figure out what is the most valuable piece of information from the story."
3. Facilitate discussion on what the students believe the author's message of *The Inventor's Secret* is. Ask students what they believe was the most important part of the story.
4. Show the author's bookmark on the Smartboard and answer the first question of "What is the author telling you?" as the "I do" portion.
5. Have the students read with each other (using the photocopied pages of *The Inventor's Secret*) in groups while using the author's bookmark as a way to facilitate discussion. Have the students stop and reflect on the questions that are on the author's bookmark as they read.
6. As the "we do", when the students finish reading *The Inventor's Secret*, fill in the author's bookmark displayed on the Smartboard together with the students.
7. Go over the student's answers and have the students explain their reasoning. Make sure that the students understand that the central message is to "Keep at it!"
8. After completing the Smartboard activity, have the students work in groups to briefly act out Henry Ford or Thomas Edison. The students will designate one student to act out either Thomas Edison or Henry Ford, while all of the students in the group are to think of a script or way to act out an inventor.
9. Tell the students that they are to retell *The Inventor's Secret* by acting out either Henry Ford or Thomas Edison. Tell the students that they are to incorporate the author's message.

10. After the students have figured out what they are going to include in their acting out of Henry Ford or Thomas Edison, have them act out their characters to the class.

Smartboard
pages:

Lesson 5 - Determining Importance

Questioning the Author Bookmark

What is the author telling you?

Why is the author telling you this?

What is the point of the author's message?

What does the author say that you need to clarify?

What does the author want you to understand?

Good readers question the author and determine what's important in a story.

Questioning the Author Bookmark

Lesson 5: Determining Importance

Name _____

Date _____

Questioning the Author Bookmark
What is the author telling you?
Why is the author telling you this?
What is the point of the author's message?
What does the author say that you need to clarify?
What does the author want you to understand?

Formative

- Observation of student dialogue and completion of the Smartboard activity.

Summative

- The students acting out of either Thomas Edison or Henry Ford; they are to retell the story while including the central message.

**Procedure
Lesson Six**

Outcomes:

1. Students will distinguish between facts and opinions by completing a fact vs. opinion activity.
2. Students will distinguish between facts and opinions by writing opinion pieces on whether the inventions made by Henry Ford and Thomas Edison were important and if it influenced their lives.

Materials

- Pages 10, 14, 16, 19, 20, 37, 42 and 43 of *The Inventor's Secret: What Thomas Edison Told Henry Ford* by Suzanne Slade
- Smartboard Vortex Activity
- Discussion Web Smartboard Activity
- Opinion Writing Graphic Organizer

Procedure:

1. Tell the students that they are going to be learning about facts and opinions during this lesson.
2. Explain the difference between a fact and an opinion. "A fact is something that can be shown to be either true or false. Saying 'humans have two legs' is a fact because it can be proven to be true. An opinion is something that someone believes. Such as 'Roses are the best flowers ever!'"
3. Give the class examples of opinions and facts. Have the students raise their thumb if what you said was a fact and have them put their thumb down if what you said was an opinion.
4. Have the students model stating facts and opinions with a partner next to them.
5. When the students understand the difference between a fact and an opinion, start the Smartboard Vortex Activity.
6. As the "I do" place an opinion (Thomas Edison is the best inventor of all time!) and a fact (Henry Ford made Lizzie) in the appropriate vortex. Explain to the students why you placed certain phrases in the vortex that you did.
7. With the students, as the "we do," read out the labels and ask the students where they believe it should be placed. Have students come up to the board and place the labels into the vortex that they believe it fits with. Make sure that the students explain their reasoning.
8. After completing the Smartboard activity, introduce the opinion-writing prompt to the students. "After completing the Discussion Web, you are going to write a short paragraph stating your opinion. You are going to answer the question: 'Do you believe that the inventions made by Thomas Edison and Henry Ford were influential? Do you believe that their inventions influence your life today?'"
9. Explain the meaning of the word influence/influential so that the students are able to participate in the Discussion Web and in the writing of opinion pieces.
10. Tell the students to take out their photocopied pages of *The Inventor's Secret* and should look at pages 10, 14, 16, 19, 20, 37, 42 and 43 in order to help them form and support their opinion.
11. Model your own opinion. For example "I believe that the electric pen that Thomas Edison made was influential because it helped people write." "I believe that Thomas Edison's invention of the light bulb

- influences my life today because I use light bulbs in my house.”
12. Have the students share their opinions on if they believe the inventions were influential and if it influences their life today.
 13. Write the students opinions on the Discussion Web and have them explain their opinion.
 14. Have students come up and write their opinions in the Discussion Web making sure that they explain their opinions.
 15. After completing the Discussion Web, have the students briefly write one or two opinions on if they believe the inventions made by Thomas Edison and Henry ford were influential and if it influences their life today (the students are to use the photocopied pages of the story when writing their opinion pieces).
 16. Have the students turn and talk, and share their opinion piece with their partner.

Smartboard
pages:

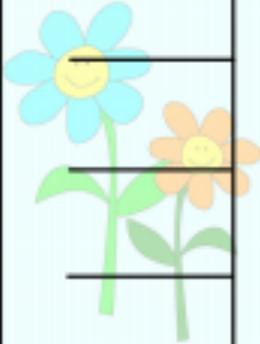


Discussion Web

Do you believe that the inventions made by Henry Ford and Thomas Edison were important? Do you believe that their inventions influence your life today?

Yes

No



Graphic Organizer

Lesson 6 - Fact vs. Opinion Graphic Organizer

Name _____

Date _____

Do you believe that the inventions made by Henry Ford and Thomas Edison were influential? Do you believe that the inventions made by Thomas Edison and Henry Ford influence your life today?

I believe that the inventions made by Henry Ford and Thomas Edison were _____

_____ because _____

I believe that the inventions made by Henry Ford and Thomas Edison did / did not (circle

either did or did not) influence my life today because _____



Formative

- Observation of student dialogue, thumbs up/thumbs down activity, modeling of facts and opinions, completion of Smartboard activities

Summative

- Opinion writing pieces

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)

Lesson 1

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

1. Formative: Through the students' completion of the vocab-o-gram, the teacher is able to see if the students can demonstrate their understanding of the characters, setting, or plot by placing the appropriate words with the appropriate question. For example, if the students places Thomas Edison under the "what are character words?" question, this shows that understand who the characters of the story might be based on the given vocabulary. Other formative assessments will be through observing student dialogue.
2. Summative: Through the students' completion of the evidence-based prediction graphic organizer, the teacher is able to tell if the students can use the information that they acquired from the illustrations that they saw in the story to make a prediction describing its characters, setting or plot.

Objective:

- Students will predict features of *The Inventor's Secret* by using details and illustrations to convey its characters, setting, and events.
- Students will explain the reason behind their predictions by describing which details and illustrations helped them form their predictions about the characters, setting and events.
 - Formative: Through the students' completion of the vocab-o-gram activity, the teacher is able to tell if the students can accurately predict features of the *Inventor's Secret* by using details (vocabulary words) from the story. Also, the teacher will observe student dialogue in order to see if the students are making predictions based on the images and details from the story. Students will also model a good reader's quality of predicting to their partner.
 - Summative: Through the students' completion of the evidence-based prediction graphic organizer, the teacher is able to tell if the students can explain their reasoning being their predictions by using evidence from the illustrations to convey its characters, setting, and events.

Lesson 2

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Objective:

- Students will ask and answer well-crafted questions that they have before and during reading.
 - Formative: The completion of the Smartboard Questioning Activity will be used to see if the students are able to ask and answer questions. Also, through observation of student dialogue, the teacher can tell if the students are asking who, what, where, when, why and how questions that they have about the text and if they are able to answer them. Students will also model questioning with a partner.
 - Summative: The Beyond-the-Line graphic organizer will be used to assess the students' ability

on answering a question that involves higher thinking and isn't directly answered from the story.

Lesson 3

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Objectives:

- Students will compare and contrast the lives of Henry Ford and Thomas Edison by filling out a Venn diagram based on the text and a timeline of their lives.
- Students will answer the question “What are the differences and similarities between Henry Ford and Thomas Edison?” by recounting information from the story and by using the provided timeline.
 - Formative: The completion of the Compare and Contrast Smartboard Venn Diagram will be used to assess the students understanding of comparing and contrasting. Informal check-ins such as thumbs up or thumbs down will be used as well. Also, the observation of student dialogue and the student modeling of comparing and contrasting will be used as a way to assess the students' knowledge of comparing and contrasting.
 - Summative: The comparing/contrasting graphic organizer will assess the students on their ability to answer the question “What are the differences and similarities between Henry Ford and Thomas Edison?” Also, by answering the question, it will assess the students' ability to use the provided sources (timeline and story) in order to answer the question.

Lesson 4

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Objectives:

- Students will recount events from *The Inventor's Secret* by placing events from the story in order.
- Students will recall events from *The Inventor's Secret* by writing a narrative recounting a sequence of events.
 - Formative: The Sequencing Smartboard Activity will be used as the formative assessment in assessing the students' ability to recount the events in *The Inventor's Secret*. Also, the students modeling of retelling a sequence of events and observations of student dialogue will be a form of formative assessment.
 - Summative: The students' narrative letters will be used to determine if the students were able to recount the sequence of events that happened when Henry Ford learned Thomas Edison's secret.

Lesson 5

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Objectives

- Students will demonstrate their understanding of the central message of *The Inventor's Secret* by asking questions to determine the author's message.
- Students will retell *The Inventor's Secret* by acting out Thomas Edison or Henry Ford in a way where they incorporate the central message or lesson of the story.
 - Formative: Through the students' group discussions while using the "questioning the author" bookmark, the teacher is able to tell if the students understand the central message of *The Inventor's Secret*. Also, the completion, with the teacher, of the "questioning the author" bookmark on the Smartboard will determine if the students understand the author's message.
 - Summative: The students acting of Henry Ford or Thomas Edison will be assessed in order to see if the students are able to retell *The Inventor's Secret* while also incorporating the central message.

Lesson 6

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Objectives

- Students will distinguish between facts and opinions by completing a fact vs. opinion activity.
- Students will distinguish between facts and opinions by writing opinion pieces on whether the inventions made by Henry Ford and Thomas Edison were important and if it influenced their lives.
 - Formative: The students completion of the fact vs. opinion Smartboard activity will be used as a way to assess the students understanding of facts versus opinions. Also, the students completion of the discussion web will assess the students' abilities to formulate and support their opinions using evidence from the story. Also, students giving examples of facts vs. opinions, informal check-ins (thumbs up if this is a fact and thumbs down if this is an opinion), and observation of student dialogue will be formative assessments.
 - Summative: The students' opinion pieces will be graded in order to see if the students are able to formulate an opinion and give an adequate explanation of their opinion. The completion of the opinion piece graphic organizers will show if students are able to write opinion pieces.

Lesson 1: Prediction Graphic Organizer

Name _____

Date _____

Make a prediction about what you believe *The Inventor's Secret* will be about based on the illustrations that you see in the

My Prediction	Evidence
I predict that the story is about	I think this because the illustration shows

story.

Draw Your Prediction

Beyond-the-line Question

When Thomas Edison told Henry Ford to “keep at it” Henry was then able to make the perfect car. In three to four sentences, answer the following questions.

What do you believe Thomas Edison meant when he told Henry Ford to “keep at it”? Have you ever had to “keep at it?”

I believe that Thomas Edison meant _____

_____ when he told Henry Ford to “keep at it.” _____

Lesson 3: Comparing/Contrasting Graphic Organizer

Name_____

Date_____

Remember, a timeline gives you the events that happened in a person’s life. What happened in Henry Ford’s life that was different from Thomas Edison? What happened in Henry Ford’s life that was the same as Thomas Edison?

With the provided timeline, answer the question

“What are the differences and similarities between Henry Ford and Thomas Edison?”
Henry Ford and Thomas Edison are the same because _____

Henry Ford and Thomas Edison are different because _____

Lesson 4: Literal Recall Graphic Organizer

Name _____

Date _____

You are a time traveller from the year of 2017 and you are going to write a letter to Henry Ford. Henry Ford is sad because he can't make the perfect car. Cheer Henry Ford up and tell him what will happen when he learns Thomas Edison's secret.

Make sure to include the events that happened when he learned Thomas Edison's secret!

Dear Henry Ford,

You shouldn't be sad because Thomas Edison will _____

After learning that secret you will _____

After trying and trying again you will finally _____

Sincerely,

A time traveller from 2017

Name_____

Date_____

Questioning the Author Bookmark
What is the author telling you?
Why is the author telling you this?
What is the point of the author's message?
What does the author say that you need to clarify?
What does the author want you to understand?

Lesson 6 – Fact vs. Opinion Graphic Organizer

Name_____

Date_____

Do you believe that the inventions made by Henry Ford and Thomas Edison were influential? Do you believe that the inventions made by Thomas Edison and Henry Ford influence your life today?

I believe that the inventions made by Henry Ford and Thomas Edison were _____

_____ because _____

I believe that the inventions made by Henry Ford and Thomas Edison did/did not (circle either did or did not) influence my life today because _____
