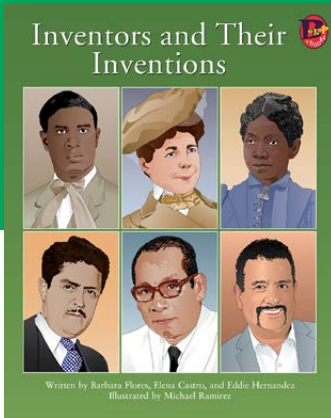




BEBOP CLASSROOM CONNECTION



Guided Reading with

Inventors and Their Inventions

Guided Reading Level: P

DRA Level: 38

by Barbara Flores, Elena Castro, and
Eddie Hernandez
illustrated by Michael Ramirez

Overview: Read this book to learn about some inventors who turned their ideas into inventions that make our lives easier, safer, or tastier!

About the Book

Page number: 16, Word Count: 601

Genre: Nonfiction

Focus:

- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use context to confirm decoding of unknown words
- use background and vocabulary knowledge to understand words read
- read varied sentences fluently, with expression and stamina
- attend to commas, end punctuation, and paragraph breaks to guide phrasing and support comprehension
- use text to visualize concepts presented

- refer to text evidence when discussing an informational text
- use text features to navigate an informational book (headings)
- read and interpret dates included in a text
- make connections between different sections of an informational text to synthesize information presented
- read a longer text with stamina, using paragraph and page breaks to pause, reflect, and synthesize
- determine main idea of each section and the entire book in an informational text

Supportive Text Features:

- some details supported by illustrations

- varied sentence lengths and formats
- supportive informational text features (headings)

Phonics:

- suffixes -tion (invention, conditions, nationwide) and -sion (version, television)
- syllabication of multisyllable words with various syllable types, especially names and content-specific vocabulary

Common Core Standards:

- RF.3.3, RF.3.4
- RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

ELL/ESL: *Inventores y sus invenciones*
See Last Page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What does it mean to “invent” something? What are “inventions?” Who are “inventors?” What invention are you most grateful for?
- If you could invent something to solve a problem or make your life easier, what would it be?

2. Connect children’s past experiences with the story and vocabulary:

- Hold the book. Call children’s attention to the title. Read: “*Inventors and Their Inventions.*”



- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Discuss the illustration. Have children predict what the book will say about inventors and inventions. Predict whether the book will be fiction or nonfiction.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Notice the headings. Remind students to pause during reading to think about what each section teaches them.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know, sound out letters or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the information shared.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might introduce or review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific vocabulary words and phrases include: inventor, invention, safety hood, gas masks, World War I, traffic signal,

three-way traffic light, New York City, streetcar, windshield, wiper, rubber, blade, lever, Mexican, immigrants, Southern California, migrant camp, Frito-Lay company, janitor, Cheetos, chili powder, Flamin' Hot Cheetos

- Other useful vocabulary words include: process, method, object, designed, created, protect, developed, operated, removing, device, executives, nationwide
- This informational text includes sections with long paragraphs about six different inventors. Each paragraph follows a similar structure, listing the inventor's birth and death, a childhood fact, and the story of their invention(s) in chronological order.

Guided Reading Note: Level P is the benchmark for late third grade. Children reading at this level are at a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out about some inventors and their inventions.



2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the book about?" or "Tell me how the book begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they decode new words they are unfamiliar with and use phonics strategies?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about sounding out each letter and chunking the word?"

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Remind them use phonics strategies you have been working on in class.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the concepts presented by asking students to visualize or explain in their own words.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.



- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of information presented in the text.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about what information the book shared about inventors and their inventions.

- Ask questions like:
- According to the text, what is an invention? Explain what the text says in your own words.
- Who was Garrett Morgan? What did he invent? How did his inventions lead to other inventions?
- Who was Mary Anderson? What did she invent? How did she get the idea? Give evidence from the text.
- Who was Sarah Boone? What did she invent? How did her invention make life easier?
- Who was Guillermo González Camarena? What were his interests? What did he invent?
- Who was Momofuku Ando? What did he invent? Why was this invention important?
- Who was Richard Montañez? What did he invent? How did his invention happen?
- Based on the information in the text, what words would you use to describe each inventor as people? How are they similar to each other and how are they different?
- What did you notice about the different ways

the inventors arrived at their inventions? How were their inventing experiences similar? How were they different?

- Why do you think the authors decided to write this book?
- Why do you think the authors chose these six inventors to include?
- What do you think the authors hope kids will remember?
- What is another invention you would like to include here? Why?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.



Cross-Curricular Activities

Language: Work together to summarize the information in the book by creating a chart with the headings from the book. Then add bullet points summarizing key details under each heading. Call students' attention to the repetitive structure of each section; use this structure to help find key details about each inventor.

Have students refer to the information in the text to write speech/thought bubbles or captions for the book illustrations on sticky notes.

Have students work together to create posters about each inventor with captions, labels, and fact boxes. Encourage them to include content-specific vocabulary.

Review some of the key multi-use vocabulary words from the book — words students are likely to see and use elsewhere, process, method, object, designed, created, protect, developed, operated, removing, device, executives, nationwide. Have students develop brief skits to act out the meaning and use of each word.

Have students refer to the structure of each inventor profile to generate a list of research questions about inventors (e.g. When were they born? When did they die? What was their childhood like? etc.) Have students choose a different inventor to research and write a "Who was..." profile.

Revisit the introduction that defines reasons for inventions. Have students brainstorm things they wish they could improve by inventing something new. Have them write about their favorite idea.

Talk about the common suffixes -tion and -sion using words from the book as examples (invention, conditions, nationwide, version, television). Discus

how -tion is the most common spelling of this suffix, but -sion is used to spell /zhun/ or if the original word ends in ss (e.g., confession). Practice reading and spelling other words with these suffixes.

Work together to divide words from the book into syllables to read them. Talk about different syllable types. Focus especially on using syllable types to read the inventors' names and some of the content-specific vocabulary.

Encourage students to visit their public library with their families to check out a book on an inventor to share with the class. What did this person invent? What problem were they trying to solve?

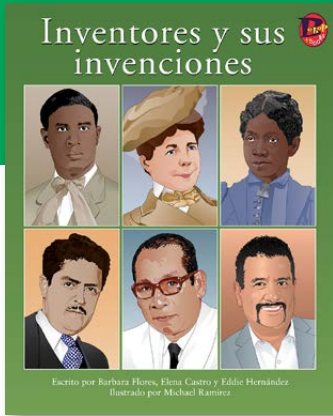
Ask students to write another chapter for the book. Students can research online or at the school library another inventor to profile.

Social-Emotional Learning: Have students fill out a character traits graphic organizer about each inventor profiled in the story. What character traits do these inventors have in common? Why?

Social Studies: Revisit the illustrations that include pictures of patents. Use video clips or other books to help students learn more about what patents are, why they exist, and the process for obtaining a patent.

Look at photos or watch video clips of some of the inventions discussed in the book, or their more modern versions. Discuss with students how what they visualized based on the text compares to what they see in these images.

Share the book *How We Are Smart* (<https://www.leeandlow.com/books/how-we-are-smart>), which introduces the idea of multiple intelligences. Make connections to the ways in which the inventors in the book were "smart."



Guided Reading with **Inventores y sus invenciones**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Verb Support

The following inventors are mentioned in the story: Garrett Morgan, Mary Anderson, Sarah Boone, Guillermo González Camarena, Momofuku Ando, Richard Montañez

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The following inventions that the inventors created or worked on are described in the text:

Garrett Morgan: un capuchón de seguridad que ayudaba al que lo traía puesto a respirar en donde había humo, como en un incendio

Mary Anderson: un brazo limpiador con un lado de hule que se operaba con una palanca desde dentro del tranvía

Sarah Boone: hizo mejorías a la tabla de planchar creando una tabla más angosta y curva

Guillermo González Camarena: el "sistema tricromático secuencial de campos", un primitivo sistema de color para televisores

Momofuku Ando: el primer tallarín instantáneo del mundo: ramen de pollo

Richard Montañez: se llevó algunos de los Cheetos a su casa y los roció con chile

Print the different inventors on separate index cards. Next, print each invention and its characteristics on individual index cards. Mix up the cards and have students match the corresponding inventor with the appropriate invention. Have students describe how this invention helped people or changed the way people used a product. If students need visual support, use the last page with the images of the inventors and their inventions to support students' learning. Have students complete this activity with or without support from the illustrations, depending on each learner's needs.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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