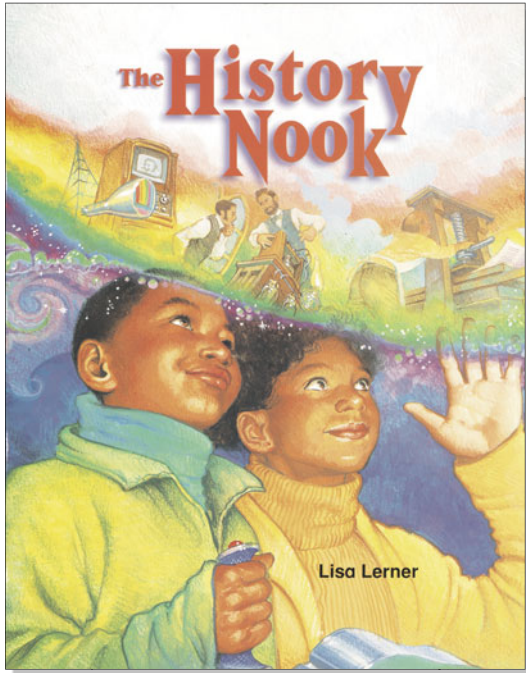


# The History Nook



**Leveling Systems**

Avenues: ●● More Fluent Readers

DRA: 30

Fountas and Pinnell: O

Lexile: 400

This fantasy is set in the future. Two children learn about the history of communication while doing research for a class project. Extensive dialogue between characters is interwoven with historical facts provided by a computer. A time line at the end of the book summarizes the content. *24 pages, 1075 words*

**In This Guided Reading Lesson:**

**Skill Lessons:**

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Research:</b> date history library project report research</p> <p><b>Communication:</b> computer printing press radio telephone television</p>	 <p><b>Ask Questions</b></p>	<p><b>Library of the Future:</b> Futuristic Mural</p> <p><b>Communication Inventions:</b> News Report</p>	<p>Analyze Story Elements: Character <a href="#">(PDF)</a></p> <p>Distinguish Fact and Opinion <a href="#">(PDF)</a></p> <p><b>Vocabulary Strategy:</b> Context Clues <a href="#">(PDF)</a></p>

## Build Background

**Spread the News** Tell students that different means of communication have different purposes. Have students tell which would be best to share the following information—telephone, radio, television, or e-mail:

- Your aunt had a baby. (e-mail)
- There’s a fire in the building next door. (telephone)
- There is a lot of traffic downtown. (radio)
- Abraham Lincoln had an interesting life. (television)

Then have partners create a short script and act out one of the scenes that show how they share information using communication technology.

## Build Vocabulary

**How We Do Research** Model a conversation between a student doing research and a librarian.

*Librarian:* Can I help you?

*Student:* Yes. I’m doing a report on the history of telephones for our class project.

*Librarian:* At this library, the history section is here.

*Student:* Thank you! I’m going to look for the date the telephone was invented. Then I’ll research who invented it.

Have students role-play the scene, taking turns being the librarian and student.

**All About Communication** Use photos to identify the communication words. Have students write each word on one side of an index card, and a clue on the other side. For example, for *computer*, they might write: *You type on it*. Then have students take turns reading their clues while others guess the word.

### Key Vocabulary

date  
history  
library  
project  
report  
research

### Key Vocabulary

computer  
printing press  
radio  
telephone  
television

# 1 Preview the Book

**Cover** These children are thinking about machines that were invented long ago. Here's an old **television**. This book tells the **history** of the television and other machines—when they were invented and who invented them.

**Pages 2–5** The children live in the future, in 2050. They're going to the **library**. There are books and computers there, and they can use them to do **research**. They need information for a **report** about communication. How do you think they feel about this **project**? Turn to page 5. Here's a big **computer** with a keyboard and screen. What looks different in 2050?

**Pages 6–9** The librarian takes the children to the History Nook so they can ask questions. The computer will show them scenes from the past that answer their questions.

**Pages 10–13** Good readers ask themselves questions while they read. If they don't know the answer, they ask for help. I don't know what these pictures are showing. I'm going to read pages 12–13 out loud. Maybe the pictures show the **printing press**. But what is a printing press? I'll ask someone to explain it.

**Pages 14–17** The **date** 1876 is important. It is the year that Alexander Graham Bell invented the **telephone**. Compare this telephone to the telephones we have today.

**Pages 18–21** What do you think this is? (television) These people are watching television for the first time. How did they get the news before? I can't find the answer, so I'll ask for help. On page 20 it says they listened to the **radio**.

**Pages 22–23** This time line shows the history of communications. There is a label under each picture. What information does the label give? (the name and date of the mode of communication)



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Ask Questions** Students may experience comprehension breakdowns when a lot of information is presented (pages 9, 10, 14, 18). Remind students to ask questions and ask for help in order to understand what the inventions were and how they were used.

## 3 Respond to the Book

**Library of the Future** Invite students to imagine what a library in the future might be like. Create a group mural by having students draw items in the library. Students can add captions to their drawings. Compare the mural to the library in *The History Nook*.

**Communication Inventions** Record questions and information about the three machines in the book (printing press, telephone, and television) on a Five-Ws Chart. Have students choose a machine, pretend they live in the year it was invented, and present a short news report. For example: *It is the year 1440 and an incredible machine has just been invented by Johann Gutenberg. He calls it a printing press. With this machine, we will no longer have to write books by hand.*

### Materials

- butcher paper
- art supplies

### Materials

- Five-Ws Chart from *Picture It! Big Book*, page 6

Answers will vary. Sample response:

# Five-Ws Chart

The History Nook

**What?** What was a printing press?  
a machine used to make books

**Who?** Who invented the printing press?  
Johann Gutenberg

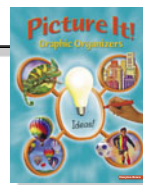
**Where?** Where did Johann Gutenberg invent the printing press?  
in Germany

**When?** When did Johann Gutenberg invent the printing press?  
1440

**Why?** Why was the printing press helpful?  
because people didn't have to write books by hand anymore

6

Use only a black dry-erase marker.



Picture It! Big Book, page 6

# from The History Nook

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	It's a beautiful day in the year 2050. The Woodley twins aren't playing football or cooking up snacks as they often do after class. Today, Brooke and Booker are doing research for their class project. They have to prepare a report about communication in the time before there were computers. Mom will pick them up from the Woodside Library in a few hours. "We've got a lot to learn," says Booker. "We'd better get going." "Where do we begin?" Brooke asks. "The past is a lot of time to cover!"		
4	"I have an idea," Booker says. "Let's ask the research computer. Maybe we will find a few ideas to help us get started." "Good thinking," says Brooke, getting the computer going with a few commands. Then she asks it, "How can I learn about communication in the time before computers?" The computer is not a person, but it replies with a simple sentence: "Take a look in the History Nook."		
		Total	Total

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**


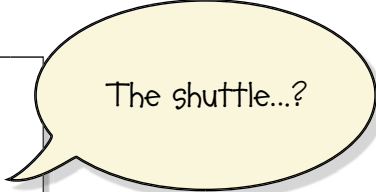

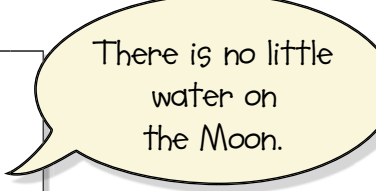
( 160 words - \_\_\_\_\_ ) ÷ 160 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>