

# Alexander Graham Bell and the Telephone

by Anita Garmon

## Overview

*This book tells the story of Alexander Graham Bell and the invention of the telephone.*

### Literacy Focus

#### High Frequency Words

business, experimented, famous, hearing, music, sound, students, teacher, voice

#### Content Words

speech, deaf, inventor, telephone, communicated, language, vibrations, visible speech, electrical, patent, transmitter, hydrofoil

#### Word Attack and Vocabulary Skills

- Identifying root words
- Decoding multisyllabic words
- Adding the suffix *-ion*

#### Comprehension/Thinking Skills

- Finding the main idea and details
- Making observations about Alexander Graham Bell's life
- Sequencing events in the life of Alexander Graham Bell

#### Book Parts and Text Features

- Contents page
- Chapter titles
- Index
- Captions

#### Writing/Speaking and Listening

- Sharing prior knowledge about telephones
- Discussing people who influenced Alexander Graham Bell
- Writing a summary of Alexander Graham Bell's life

#### Observe/Assess

See *Multiple-Choice Test* in the Assessment Handbook, page 56.

### Social Studies Focus

#### Content and Thinking Skills

- Recognizing that some important inventions happened in the past
- Understanding cause and effect
- Comparing and contrasting past and modern tools of communication

- Recognizing that people are influenced by people they know

#### Background Information

Throughout history people have used technology to create some very important inventions. Inventors are often creative thinkers who devise a way to address a problem or need. They share such traits as

curiosity, perseverance, and a strong belief in their ideas.

#### Correlation to National Standards Social Studies

- Science, Technology, and Society;
- Individual development and identity

See *Standards Chart* on page 142.

## Literacy Focus

### Set the Scene

Ask children who they think Alexander Graham Bell was. Record all suggestions. Discuss how they think a telephone works. Make links to their knowledge about old telephones and modern ones.

### Read and Discuss

**Cover, Title Page, and Contents Page**  
Have children look at the cover. Ask:

*Why is the book called Alexander Graham Bell and the Telephone?*

*What type of information might be in the book?*

Encourage children to make predictions about inventions.

#### Pages 3-13

Read the text and encourage children to restate the facts as they go. Point out that Bell was very young when he started inventing. Ask:

*Why was he interested in inventing?*

*Who influenced him as a young boy?*

*Was this important? Why?*

#### Pages 14-21

Read the text. Point out that Bell had help with his invention. Ask:

*Who helped Bell?*

*How did they help him?*

*Why did Bell have to hurry to invent the telephone?*

#### Pages 22-23

Read about and compare Bell's other inventions. Ask:

*Which are important today?*

*What would have happened if Alexander Graham Bell hadn't invented these things?*

*Were there other people who could have done the same thing? How can we find out?*

### Respond

- Ask volunteers to review what happened in Chapter 1. Encourage them to identify the events in order telling what happened first, next, and last. Continue with the other chapters.
- Write the words on the chart. Have children read the words with you. Ask how the words are alike. Have children

underline the suffix *-ion* in each word. Then have them read page 16 and listen for words with *-ion*.

○ invent	○ invention	○
elect	election	
act	action	
perfect	perfection	

- Point to each word in the title of the book. Ask children how many syllables each word has. Then ask them to find three- and four-syllable words in the text.

#### Identifying Root Words Activity Master, page 8

Say the sets of words and have children identify the root word for each set before completing the Activity Master, page 8.

#### Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 134-139.

## Social Studies Focus

### Social Studies Concept

Inventors have always been original thinkers who invented things as a result of seeing a need.

### Activities

#### Further Research

Help children research more about Alexander Graham Bell and the telephone. Ask them to record the facts in a poster.

#### Comparison Chart

Have children write facts about the first phone in a column on a chart. Then ask them to record the things that have changed and things that are the same as a comparison.

#### How We Communicate

Research the many ways that people can communicate with each other today. Discuss and record their main features.

#### Making a Time Line

##### Activity Master, page 9

Have children recreate a time line of Alexander Graham Bell's life. Children cut appropriate labels with information about inventions and major life experiences and attach them to the time line.

Name \_\_\_\_\_

### Alexander Graham Bell and the Telephone

Read each set of words. Write the root word on the line.

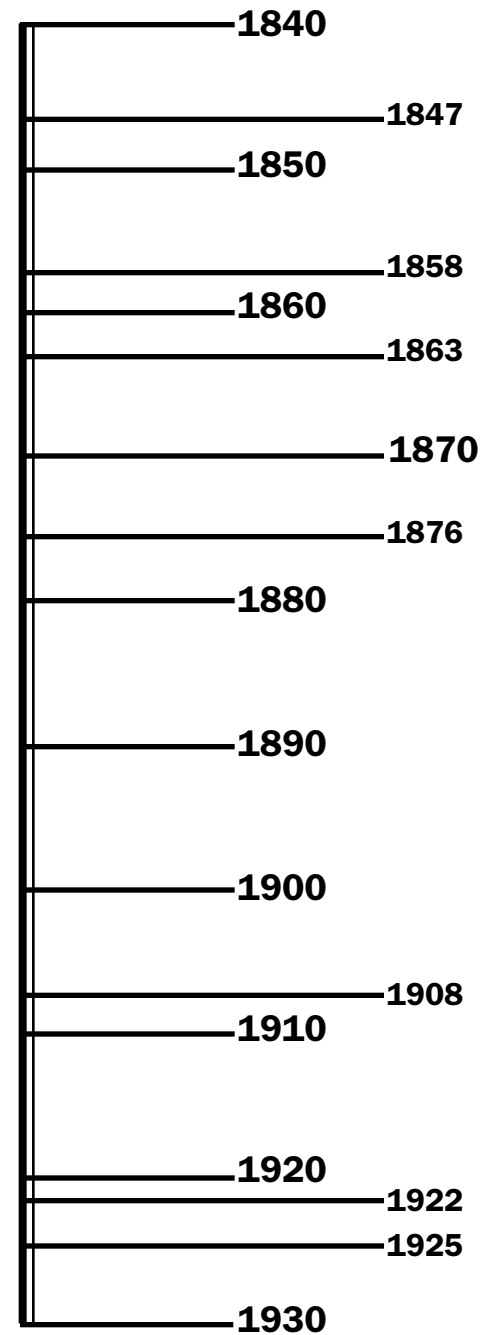
1. inventor                  invention                  reinvented  
\_\_\_\_\_
2. vibrated                  vibration                  vibrating  
\_\_\_\_\_
3. communicator                  communication                  communicated  
\_\_\_\_\_
4. electrical                  electricity                  electrician  
\_\_\_\_\_
5. observation                  observing                  observed  
\_\_\_\_\_
6. action                  activity                  react  
\_\_\_\_\_
7. instruction                  instructed                  instructing  
\_\_\_\_\_
8. formed                  formation                  inform  
\_\_\_\_\_

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Name \_\_\_\_\_

### Alexander Graham Bell and the Telephone

Cut out and paste each event in Alexander Graham Bell's life next to the correct date.



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A.G. Bell is born
goes to Canada
makes very first invention
gets first job
builds a plane
sends first wire message
A.G. Bell dies