Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Key life events presented in chronological order</td>
</tr>
<tr>
<td></td>
<td>Six sections with titles, each one to two pages long</td>
</tr>
<tr>
<td>Content</td>
<td>Bell's early interest in sound</td>
</tr>
<tr>
<td></td>
<td>Visible Speech method of teaching deaf students</td>
</tr>
<tr>
<td></td>
<td>Process of inventing telephone</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Influences on inventor’s life</td>
</tr>
<tr>
<td></td>
<td>Process of inventing</td>
</tr>
<tr>
<td></td>
<td>Dedication and hard work help achieve a goal</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Third person narrative</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Content-specific words that may not be familiar to English language learners: telephone, invented, inventor, symbols, Visible Speech, sign language, telegraph, telephone operator</td>
</tr>
<tr>
<td></td>
<td>Target vocabulary words highlighted in text</td>
</tr>
<tr>
<td>Words</td>
<td>Multisyllabic words that might be unfamiliar to English language learners: eleven, imitate, curious, electricity, National Geographic Society, important, magazine</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Many black-and-white historical photographs</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Nine pages of text with graphics on every page and captions</td>
</tr>
<tr>
<td></td>
<td>One line of dialogue included in quotation marks</td>
</tr>
<tr>
<td></td>
<td>Labels on photos that clarify text</td>
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</tbody>
</table>

Inventor of the Telephone  by Sienna Jagadorn

Build Background
Help children use their knowledge of the telephone to begin thinking about the book. Build interest by asking a question such as the following: Why do you think the telephone is so important to us? Read the title and author and talk about the cover photograph. Tell children that this book is a biography about the life of a real person.

Front-Load Vocabulary Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: deaf, sounds, silence, hear, speak, voices, liquid, motion, wire.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Call their attention to any important labels. Here are some suggestions:

Page 2: Explain that this book is about the life of a famous inventor, Alexander Graham Bell. Suggested language: Alexander Graham Bell invented the telephone. He started inventing things when he was just 11 years old. What does that tell you about him?

Page 3: Explain that because Bell’s mother was deaf, she lived in silence. Why do you think Bell might have invented the telephone when he grew up?

Pages 4–5: Read the heading, Visible Speech, and direct attention to the photo of the chart. Alexander’s father wanted to help his wife learn to speak, so he invented symbols—signs for sounds. He called these symbols Visible Speech. Alexander later used his knowledge of Visible Speech to teach deaf people at a special school. How do you think this knowledge helped him?

Page 7: Explain that Bell wanted to invent a machine that could send voices through a wire. What do you think the machines in these old photos became? The label is a clue.

Page 8: Read aloud the section heading, The First Telephone. What do you think you will learn about by reading this page?

Now turn back to the beginning of the book and read to find out about the life and inventions of Alexander Graham Bell.

Target Vocabulary

- behavior – way of acting, p. 2
- curious – very interested in learning or finding out things, p. 2
- darkness – without light, p. 10
- illness – sickness, p. 10
- imitated – copied something, p. 3
- knowledge – information about something, p. 4
- motion – an action or movement, p. 7
- silence – a lack of sound, p. 3
Read
Have children read *Inventor of the Telephone* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Summarize Strategy and to tell the important ideas in their own words.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the book.

*Suggested language:* Why do you think Alexander Graham Bell is considered one of the greatest American inventors?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alexander Graham Bell first became interested in inventing when he was a boy.</td>
<td>• Hard work and determination help people achieve their goals.</td>
<td>• Archival photographs help readers visualize the historical time period.</td>
</tr>
<tr>
<td>• He taught the Visible Speech method at a school for deaf people.</td>
<td>• Wanting to change people's lives can lead people to invent great things</td>
<td>• The author’s purpose in writing the book was to inform readers about this famous inventor.</td>
</tr>
<tr>
<td>• He invented the telephone and other important inventions that changed our lives.</td>
<td></td>
<td>• The section headings give a good idea about the information that will be provided.</td>
</tr>
</tbody>
</table>

Choices for Further Support

- **Fluency** Invite children to choose a passage from the text to read aloud to the class. Remind them to pause appropriately and to use appropriate expression to show awareness of end mark punctuation: periods, exclamation, and question marks.

- **Comprehension** Based on your observations of the children's reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Help children write a full range of plurals by adding –s, –es, or –ies to the following words from the book: telephone, silence, speech, laboratory.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 14.10.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Main Ideas & Details
Remind students that they can find the main ideas and details in a book as they read. The main ideas tell what the book is mostly about. Details give more information about the main ideas. Model the skill, using a Think Aloud like the one below:

Think Aloud

On page 9 the author tells readers that Alexander Graham Bell invented many other things, too. This sentence tells the main idea of this page. Then the author describes some of the inventions, including a very fast boat, and new kinds of kites. These details give readers more information about Bell's inventions.

Practice the Skill
Have children write a main idea and two details from another part of the book.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the book.

Assessment Prompts

- Which words on page 6 help the reader understand the meaning of the word telegraph?
- What was the author's purpose in writing this book?
English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group. Or have children use the audio or online recordings.

Vocabulary Point out the similarity between the English word telephone (page 2) and the Spanish word telefonica. Help children make up a sentence using the word telephone.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Who is in the photograph on the cover of this book?</td>
<td>Speaker 1: What did Bell do when he was 21 years old?</td>
<td>Speaker 1: How did Bell know he had invented a telephone that worked?</td>
</tr>
<tr>
<td>Speaker 2: Alexander Graham Bell</td>
<td>Speaker 2: teach at a special school for deaf people</td>
<td>Speaker 2: His assistant, Watson, heard Bell’s voice through a wire on his invention.</td>
</tr>
<tr>
<td>Speaker 1: Who taught Bell about Visible Speech?</td>
<td>Speaker 1: What did the sounds on a telegraph stand for?</td>
<td>Speaker 2:</td>
</tr>
<tr>
<td>Speaker 2: his father</td>
<td>Speaker 2: letters and words</td>
<td></td>
</tr>
<tr>
<td>Speaker 1: What did Bell invent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2: the telephone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responding

Main Ideas and Details
A main idea is a topic, or what a book is about. Bell wanted to help deaf people. This is one main idea of the book. Write details that support the main idea.

Main Idea: help people communicate
Detail: sign language
Detail: |

Write About It
Bell had many good ideas. Think about another book in which someone has good ideas. Use a few sentences to write a persuasive essay about how that person worked hard to make his or her ideas happen.

Think About It
Read and answer the questions.

1. What does it mean to be deaf? It means you cannot hear sounds.

2. Why do you think Alexander Graham Bell was very curious about sound? Possible response: His mother was deaf, so he probably wondered a lot about how people hear.

3. What do you need to be a good inventor? Explain your answer. Answers will vary.

Making Connections Alexander Graham Bell learned a lot from his father. Think about the people in your family. What do you learn from them?

Write your answer in your Reader’s Notebook.
Inventor of the Telephone

Thinking Beyond the Text

Read the paragraph below. Then write your questions and answers on the lines.

Imagine you were a reporter during the time Alexander Graham Bell invented the telephone. Write three questions to ask the inventor. Then write the answers you think Bell would have given, based on details in the book.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Think About It

Read and answer the questions.

1. What does it mean to be deaf?

2. Why do you think Alexander Graham Bell was very curious about sound?

3. What do you need to be a good inventor? Explain your answer.

Making Connections  Alexander Graham Bell learned a lot from his father. Think about the people in your family. What do you learn from them?

Write your answer in your Reader’s Notebook.
Inventor of the Telephone
LEVEL M

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Alexander Graham Bell invented the telephone. People can talk to other people anywhere in the world with the telephone. Bell was born in 1847. He behaved like an inventor when he was a boy. He was curious about how things worked. Bell invented a machine that cleaned wheat when he was eleven years old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bell’s mother was deaf. She did not hear. She did not speak or imitate sounds. Bell’s mother lived in silence. Bell wanted his mother to hear sounds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>@ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy Rate
(# words read correctly/81 × 100) %

Total Self-Corrections

Lesson 14: Inventor of the Telephone