

## Who Invented That?

bottom chart.

	Cereal	Hamburgers	Ketchup	Sandwich	Skateboard
Who					
Where					
When					
How					

In 1690

then in 1855

then

then

in 1873

Penny-farthing

Bikes today

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## Who Invented That?

**LEXILE™ 950**

## → FOCUS STRATEGIES

→ **Metacognitive Skill**  
*Self-Questioning*

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading.

→ **Comprehension Skill**

### Visually Organising Key Information

Visual texts are an important feature of nonfiction text. Students need to know not only how to interpret visual information provided in the text, but also how to visually organise text information in order to develop comprehension of the material. Organising information on a graphic organiser provides another way for students to demonstrate their understanding of the text. Providing a visual interpretation is often more clear and memorable for students than simply writing what they have learned in sentences.

→ **Vocabulary Skill**

### Word Origins and Derivations

Many of the words in the English language have their origins in Greek or Latin. Students can widen their vocabulary if they can recognise common roots and their meanings. For example, recognising the roots **tele** (Greek: far), **vis** (Latin: see), **graph** (Greek: write) and **phone** (Greek: sound) allows them to read and understand words such as **television**, **visual**, **telephone**, **telegraph**, **telepathy**, **phonograph**. In addition, many words in our language are derived from other languages and some are created from the names of people and places (eponyms). These are words that students simply need to learn, but learning the history of these words will expand their vocabularies and help create an interest in words.

**Focus Vocabulary Skill: Content words**

hamburger	p 6	telephone	p 16
sandwich	7	SMS	18
BMX	13	MMS	19
Phonograph	14	television	20
CD	15	radio	21
MP3	15	video	21
phone	17	www	26



**x-zone**

## → SUMMARY

Surfboards and skateboards, bicycles, computers, mobile phones—these are a few things we tend to take for granted. But where did the ideas for these items come from? How did we get from a great idea to a workable product? *Who Invented That?* traces the development of these and other items, including foods like cheese, cereal, and the hamburger.

## → OUTCOMES

**Students will:**

- Understand that readers question as they read in order to make sense of their reading and to make links to prior knowledge.
- Represent text information in a visual format.
- Understand origins and derivations of words.

## → ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can select the key information and represent it in a diagram. Note whether they can independently represent text information visually as they read the rest of the book.
- Monitor whether students can question as they preview and read the text. Note whether they understand how self-questioning helps them direct their reading.
- Note whether students understand that many words in our language have their origins in other countries.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

## Before Reading

### → Preview the Book

#### Build Background

- Write these words on the board: hamburger, sandwich, surfboard, bicycle, chewing gum, telephone, television. Tell students that these are a few of the items they will read about in the book *Who Invented That?*
- Have pairs of students discuss what they know about each item. Then have them write some questions they have about some or all of these items. Have pairs share their questions.

#### Apply Metacognitive Strategies

- Have students preview the cover of the book and the table of contents. Ask whether they think they might find answers to some of their questions by reading the book.
- Model self-questioning.  
**Think-Aloud:** When I preview a book's cover and table of contents, I ask myself what I already know about the topic. I read the section heads and think of things I want to know. I do the same when I preview the photos and other visual information. I can jot down some of these questions on sticky notes and attach them to the parts of the text that make me think of these questions. When I read, the text usually makes me wonder about other things. I often add sticky notes, sometimes with just a question mark to show I don't understand, and sometimes I write a question that I hope will be answered as I read on.
- Preview the book with students, encouraging them to ask questions and record them on sticky notes.

#### Preview Text Features

- Point out the captions and discuss their purpose.
- Explain that the sidebars will provide interesting information about the inventions.

### → Introduce the Focus Vocabulary Skill: Word Origins and Derivations

- Point out the word **phonograph** on page 14. Explain that recognising that a word has a suffix and then finding the root word can help them read difficult words. Tell students that **phon** comes from Greek and means *sound* and **graph** comes from Greek and means *write*. Explain that knowing the origins of these roots will help them read this word and many other words. Have students explain how the two Greek roots create the meaning of the word *phonograph*.

### → Set the Purpose

**Teacher Tip:** This lesson pertains to pages 2–15 of *Who Invented That?*

#### Visually Organising Key Information

- Tell students that they will be reading pages 2–15 silently. Explain that they will organise important information on a diagram when they have finished reading.

#### Self-Questioning

- Remind students to be active readers by questioning as they read. Encourage them to use sticky notes to record their questions in the text.

#### Word Skills

- Remind students to look at the structure of unfamiliar words to help them figure out the meaning.

## During Reading

### → Focus the Reading

- Provide prompts every few pages, or encourage students to form their own questions, and have them read silently to find the answers. Briefly discuss the questions and conclusions before providing another prompt and having them continue reading.

Pages 2–5: Ask students what things they are wondering about the invention of cereal. Then have them read to find out. Model your own self-questioning process.

**Think-Aloud:** I wonder if cereal is one of those things that was invented by accident. I wonder who was responsible for creating it.

Pages 6–7: Ask students what things they are wondering about the invention of the hamburger. Then have them read to find out. If students have difficulty asking questions, model your self-questioning process.

Pages 8–11: Have students form questions about the next pages and read to find out.

Pages 12–15: Repeat with the remaining pages and have students share what they find out.

- Have students reread pages 2–15, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

## After Reading

### → Reflect on Reading Strategies

- Discuss with students how asking questions directed their reading of the text and made them more active readers. Have them share some of the questions they had about the text and whether any of their questions were answered as they read.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

### → Introduce the Focus Comprehension Skill: Visually Organising Key Information

#### Model

- Give students a copy of the graphic organiser. Model how to select information from the text to record on the chart.

**Think-Aloud:** A diagram like this is a good way for me to organise information from the text so that I can easily see the important points and how some information relates to other information. The first item listed is cereal. I want to record only the most important points. In the Who column I write Will Kellogg. In the next columns I'll write in Michigan and 1860. Then I think about how this happened. Kellogg forgot about a pot of boiling wheat. He found the grains had softened, so he put them through a roller and created flakes.

#### Guided Practice

- Guide students to locate key information about other inventions. List and record the information on the organiser.

### → Independent Practice

- Discuss how many of these inventions happened over a long period of time, with one invention leading to another. Have students complete the second half of the organiser independently to show the development of the bicycle. They can use words and illustrations to show the development. Have students share their finished diagrams.

### → Vocabulary Skill: Word Origins and Derivations

- Have students go back to the text to find out where the words **sandwich** and **hamburger** come from. Discuss how many words in our language come from names of people and places.
- Ask students to think of other examples, or provide the following words that come from names: **teddy bear** (from Teddy Roosevelt), **America** (Amerigo Vespucci), **bolognese** (Bologna, Italy), **frankfurter** (Frankfurt, Germany), **Levi's** (Levi Strauss, creator), **cheddar** (village in England).
- Point out the words **BMX** and **CD**. Explain that other words in our language are shortened from longer words for efficiency. Provide other examples: *ad*, *bike*, *exam*, *lab*, *limo*, *vet*, *zoo*, *lunch*, *TV*.
- Review the meanings of **phon** and **graph** and have students think of other words that use these roots.

### → Apply the Lesson

- Have students read the rest of the book independently. They can:
  - Use the graphic organiser as a model to visually reconstruct other text information.
  - Look for other words with roots in Greek or Latin.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.