Famous Structures
Making, Revising and Confirming Predictions

Directions: Write the names of the structures in the first column. Make predictions about the structures *(Where are they? Why are they famous?)* in the second column. Revise your predictions after previewing the text. Write what the text tells you about the structures in the fourth column.

Structure	Prediction about the structure	Prediction after previewing the text	What the text tells me

Famous Structures

LEXILE™ 900

➔ FOCUS STRATEGIES

➔ Metacognitive Skill
Make, Revise, Confirm Predictions

To be strategic readers, students must be actively involved with the text and be able to set comprehension goals for themselves. Making predictions prior to and during reading requires that students use clues to make predictions about the text that they can support. They can also draw on their personal knowledge to help them make predictions. Predictions can focus students' reading, and provide a framework to revise or confirm predictions and to create new ones as they read. Students need to be shown the cognitively active processes, such as making predictions, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you use available information to make logical predictions and revise and/or confirm them as you gather more information.

➔ Comprehension Skill
Draw Conclusions

Drawing conclusions about the text involves deduction and inference as readers use prior knowledge and facts from the text to arrive at ideas beyond those provided in the text. Students need to understand that often the text will not tell them everything about a topic so they need to draw conclusions in order to more fully understand what they are reading. They need to be reminded that the conclusions they draw are not wild guesses but are relevant and based on text clues.

➔ Vocabulary Skill
Synonyms

Students need to learn how to use context, or the words surrounding an unfamiliar word, to figure out the meaning of difficult words. Sometimes students might find a word difficult to pronounce and this word may appear several times. Trying to sound out the word can interrupt their fluency and interfere with comprehension. If students know how to work out the meaning and substitute a synonym for the difficult word, they can continue their reading and discuss the word with the teacher later. Substituting synonyms can help students' fluency.

Focus Vocabulary Skill: Words for which students can find synonyms

structures	p 2	collapse	14
pillars	4	gruesome	18
gradually	5	vanished	19
spectacular	6	pit	20
exotic	7	emperor	22
elegant	13	entirely	22

X-zone

➔ SUMMARY

Imagine staying in a hotel built from ice, where the beds, tables, and chairs are carved from ice. Or, imagine dining in an underwater restaurant. *Famous Structures* describes these and other unusual, creative buildings around the world.

➔ OUTCOMES

Students will:

- Make, revise, confirm predictions.
- Draw conclusions based on text information and prior knowledge.
- Recognise synonyms for words.

➔ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can make logical predictions based on information at hand. Note whether they revise or confirm predictions as new information is gathered.
- Monitor whether students can go beyond text information to draw conclusions about the topic. Note whether their conclusions are realistic based on available information.
- Note whether students can use the context to identify synonyms for words.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

Build Background
- Ask students to share what they know about any unusual and famous buildings. Talk about what makes these structures famous or unusual.
- List these structures on the board: Leaning Tower of Pisa, the Tower of London, the Sydney Opera House, the Colosseum, the Taj Mahal and the Great Wall of China. Hand out graphic organiser and have students write these in the first column. Then ask students to jot down predictions they have about the buildings in the second column. Encourage them to think of where the buildings might be, when they might have been built, and for what purpose. Ask them to predict why the building might be famous.

Apply Metacognitive Strategies
- Hand out graphic organiser and have students preview the cover of the book to make connections between the text and their build background discussion. Then have them preview the table of contents and the index.
- Preview the book with students, encouraging them to revise and confirm their predictions as they view the photos and visual features.
- Model revising and confirming predictions.
  Think-Aloud: Looking at the cover, index, and table of contents of a book helps me make logical predictions about what I read. I can predict what the book is going to be about. After previewing the pictures of the structures listed on the graphic organiser, I can revise or confirm the predictions that I made earlier. I predicted that the Leaning Tower of Pisa is beginning to fall over and looking at the photo lets me confirm this at this point. I wonder whether people can still go in the building or whether it's too dangerous.
- Have students revise or confirm their predictions in the third column.

Preview Text Features
- Discuss text features that help students visualise information in the text, for example, the diagram of the Sydney Opera House on page 17.
- Discuss the purpose of the captions.
- Point out the sidebars that provide interesting information about the structures.

- Point out the word **Colosseum** on page 20 and read the sentence in which it is found. Point out the signal words *just another word for*, and tell students that these words provide a clue that the word *Colosseum* is defined by the context. Ask students to think of a synonym for the words **arena** and **Colosseum**. Then point out the word **stadium** used in the sidebar on page 21. Explain that students can use context clues to figure out the meanings of difficult words and substitute synonyms for those words they find difficult

to pronounce. They can mark the word with a sticky note and talk about the pronunciation later during the *Reflect on Reading Strategies* part of the lesson.

Teacher Tip: This lesson pertains to **pages 14–27** of *Famous Structures*.

Make, Revise, Confirm Predictions
- Tell students that they will be reading pages 14–27 silently. They will confirm their predictions on the graphic organiser when they have finished reading the section.

Word Skills
- Remind students to read around words to work out their meanings and to look for words that signal definitions or examples of unfamiliar words. Tell students that substituting a synonym for a difficult word can help them read the text.

During Reading

- Have students refer to the predictions they made prior to reading and then have them read to revise or confirm the predictions.

  Pages 14–15: Have students check their predictions about the Leaning Tower of Pisa and then read to revise or confirm them. Have them share what they find out. Students can fill in the final column after their second reading of the text if you do not wish to take the time to do it here.

  Pages 16–17: Repeat the steps above with the Sydney Opera House.

  Pages 18–19: Repeat the steps with the Tower of London.

  Pages 20–21: Repeat with the Colosseum. At some point during this guided reading section, model how to revise your predictions.
  Say: I predicted that the Colosseum had something to do with sports since I was thinking about our modern-day stadiums. I see that it wasn't used for sports as we know them today, but that slaves or prisoners were actually put to death in the arena.

  Pages 22–24: Repeat with the Taj Mahal.

  Pages 25–27: Repeat with the Great Wall of China.

- Have students reread pages 14–27, 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

- Discuss with students how making predictions directed their reading of the text. Ask whether they think this helps them be more involved with the text and helps them understand it better. If students have not already done so, have them fill in the last column on the graphic organiser with key facts that they confirmed as they read the text.
- 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.

Model
- Use pages 14–15 to model how to draw conclusions based on the text information. Reinforce that readers need to go beyond the text to understand some things about the Leaning Tower of Pisa.
  Think-Aloud: I know that the Tower was built a long time ago. The text says that it has moved 5.3 metres (17 feet) since then. From this I can conclude that the movement of the Tower is very, very slight and probably not noticeable to the eye. The text doesn't tell me exactly why this building is so interesting to tourists, but it is easy to conclude that it is because the building leans that it is interesting. I use text clues and what I already know to help me draw conclusions.

Guided Practice
- Guide students to draw conclusions about the Tower of London and the Sydney Opera House. For example, people who vanished in the Tower of London were probably killed in the tower or died from sickness or starvation. For the Sydney Opera House, have students focus on the meaning of *unusual*. Ask students to draw conclusions about how the structure's uniqueness *(was the design too complicated, did workers lack experience building similar structures, might they have encountered problems)* may have prolonged the construction.

- Have students work with a partner to reread the remaining sections and draw conclusions about what they read. Have the pairs share their conclusions and point out what information led them to draw the conclusions they did.

- Write the word *pit* on the board and ask students what this word means. Students will probably think of a hole in the ground. Read the sentence in which it is found on page 20. Have students use the context to think of the meaning of the word in this sentence. Have them provide a synonym for the word that makes sense in this context.
- Have pairs of students find the words *collapse* (page 14), and *entirely* (page 22) and think of synonyms for the words. Have pairs share their words.

- Have students read the rest of the book independently. They can:
  - Write the remaining structures they will read about in the first column of another copy of the graphic organiser and then write in their predictions prior to reading. They can confirm their predictions as they read and finish the graphic organiser.
  - Think of synonyms for words as they read. You can give them words to look for as they read *(see the front panel for suggestions)*.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.