

For students reading at  
**Literacy Level F/10**, including:

- English-language learners
- Students reading below grade level
- First-grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Summarize information
- Retell what you've read
- Utilize text and graphic features
- Answer text-dependent questions

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

### GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Use the preposition **of**
- Use context clues
- Recognize the sentence structures *Many people \_\_\_\_ and The \_\_\_\_ is a \_\_\_\_*

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with initial **r**-family blends

### FLUENCY

Students will:

- Read using prosody

### WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

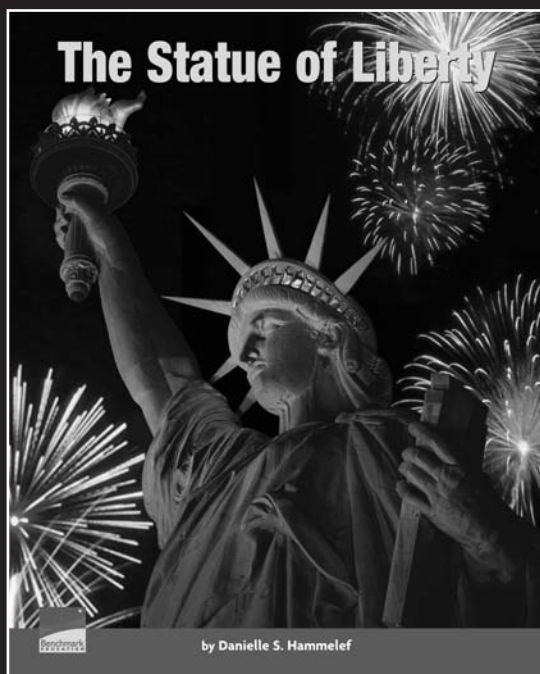
# The Statue of Liberty

## Theme: Symbols

- The Statue of Liberty (F/10)
- Flags Around the World (H/14)

## Social Studies Big Idea:

Readers learn about the history and symbolism of the Statue of Liberty in New York.



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# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- The Flag (B/2)
- The White House (D/6)

### Fluency and Language Development

- *The Statue of Liberty* Audio CD

### Comprehension Resources

- *The Statue of Liberty* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Summarize Information poster

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade 1 Comprehension Strategy Assessment Book*

Statue of Liberty  
statue of a woman  
in New York  
famous  
big  
symbol of freedom

## Make Connections and Build Background

- **Use a Photograph** Display the cover of the book. **Say:** *We will read a book about a famous statue. The statue is called the Statue of Liberty. The Statue of Liberty looks like this. I know something about the Statue of Liberty. The Statue of Liberty is in New York.* Ask students to Think/Pair/Share what they know about the Statue of Liberty.
- **Use a Graphic Organizer** Write **Statue of Liberty** on the board and underline it. Read the phrase and ask students to help you list things they know about the Statue of Liberty. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

## Introduce the Book

- Give each student a copy of the book. Remind students they will read about the Statue of Liberty. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*
- **Page 4 Spanish Cognate** Does **visit** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **visit** sounds like the Spanish word **visitar**. **Visit** and **visitar** mean the same thing. What is something you like to **visit**? (Allow time for students to respond.) Write the word **visit** on the board and ask students to locate it on page 4.

<b>Pages</b>	<b>Text and Graphic Features</b>	<b>Words to Discuss</b>	<b>English/Spanish Cognates</b>	<b>Sentence Structures</b>
Cover	title, author, photo			
1	title page, photo			
2–3	photos	city, crown, island, statue, symbols, torch		
4	photo, <b>caption</b>	visit, New York	visit/visitar	Many people ____.
5	photo, caption	Statue of Liberty	statue/estatua, liberty/libertad	
6	photo, caption	United States		
7	photo, caption	symbol, freedom	symbol/símbolo	The ____ is a ____
8	photo, caption	gift		
9	photo, caption	parts, ship	part/parte	
10	photo, caption	“put the statue together”		
11	photo, caption	crown	crown/corona	
12	photo, caption	torch		
13	photo, caption	book		
14	photo, caption	Americans, celebrate, Fourth of July	celebrate/celebrar	
15	photo, caption	famous, island	famous/famoso, island/isla	
16	photo, caption			

- **Page 4 Sentence Structure** Write *Many people \_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell things people do. Model using the sentence structure to tell about familiar activities, such as *Many people like to eat cereal* or *Many people read newspapers*. Then assist students in forming their own sentences using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.**

- **Page 4 Graphic Feature** *This page has a **caption**. A caption is a sentence or phrase that tells about a photograph. What do you learn in the caption on page 4? Allow time for students to read the caption and identify the photograph as a picture of New York City.*

## Rehearse Reading Strategies

- **Say:** *One word in the book is **holds**. Say the word **holds**. What letters do you expect to see after the **lh**? Allow time for students to respond, assisting as needed. Then ask them to find the word **holds** on page 12. **Say:** *Search all the way through a word to help you when you read.**
- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

## Set a Purpose for Reading

- Direct students' attention to the Statue of Liberty list. **Say:** *Now it's time to whisper-read the book. Read to learn more about the Statue of Liberty.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	years	10
Syntactic	Think about the book's sentence structure. Use the structure to make this sentence sound right.	Many people made the parts.	9
Semantic	What do you see in the picture that would make sense in this sentence?	crown	11

## During Reading

### Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

## After Reading

### Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. What else did we learn about the Statue of Liberty?* Record facts students suggest on the graphic organizer. Then choral-read the entire list and ask students to use it to tell a partner about the book.

Statue of Liberty  
statue of a woman  
in New York  
famous  
big—about 300 feet tall  
symbol of freedom  
many people visit it  
a gift from France  
parts came on a ship  
took many years to put  
together  
crown, torch, and book  
are symbols  
on an island

## Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to retell the important information. Look at page 6. Let's read together: People came to the United States long ago. People came to New York. Now I will say the important information in my own words: A long time ago people came to New York to live in the United States.*
- **Guide** Invite students to read page 9 with you. Ask the following questions, allowing time for students to respond to each one: *What do you see? What is this page about? How were the parts of the statue brought to New York? How could you tell about these parts in your own words?* If students have difficulty, model a retelling of your own, such as *Many people worked to make the parts of the statue and bring the parts to New York.*
- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview & Assessment Handbook* for an observation chart

you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can retell any time you read. Remember to retell to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students that today they will practice answering *Look Closer!* questions. **Say:** *The answer to a Look Closer! question is in the book. You may have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*
- **Model** Use the first *Look Closer!* question on the question card. **Say:** *I will read the question to figure out what to do. People came to New York City for . . . This question asks why something happened, or a cause and effect. I know because the question has the cue word **because**. What other words in the question will help me? (Allow student responses.) Yes, I need to know why **people** came to **New York City**. I need to look for what people **wanted**. Model looking through the book. **Say:** *On page 6, I read: People came to New York for freedom. Now I know why people came to New York City. They came for freedom. This caption answers the question. The answer makes sense. I have found the answer in the book.**

- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

## Build Comprehension: Summarize Information

- **Explain** Create an overhead transparency of the “The Statue of Liberty” graphic organizer on page 12 or draw it on the board.  
**Say:** *Nonfiction books have lots of information. We look for the most important ideas. Then we summarize the information. To summarize, we put the ideas together into one sentence about the book.*
- **Model Say:** *Let’s figure out the important ideas in The Statue of Liberty. On pages 4 and 5 we read why many people visit the city of New York. People come to see the Statue of Liberty. Write **people visit** in the first box on the graphic organizer. Then **say:** *On page 7 we read that this statue is a symbol of freedom. Write **symbol of freedom** in the second box.**
- **Guide** *Let’s find out more about the Statue of Liberty. Look at pages 8 and 9. What do we read about here? (Allow time for students to respond, assisting if needed.) Yes, the statue was a gift from France. A ship carried the parts to New York. Write **came in parts from France** in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find the meaning of the statue’s crown, torch, and book. Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *The Statue of Liberty is a famous symbol of our country.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**The Statue of Liberty**

Important Ideas	Summary
people visit	The Statue of Liberty is a famous symbol of our country.
symbol of freedom	
came in parts from France	
crown stands for the seven continents	
torch stands for freedom	
book stands for day of independence	

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## Home Connection

- Give students the take-home version of *The Statue of Liberty* to read to family members. Encourage students to work with a friend or family member to draw a picture of this famous statue. Invite them to bring their pictures to share with the group.

## Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Pretend to visit the Statue of Liberty. Point out parts of the statue for others to notice.
- Tell what you remember best about the book.
- Write a question you would like to ask the Statue of Liberty.
- Draw a picture of the crown, torch and book and tell what each one stands for.
- Describe what you saw in your mind as you read.
- Write what someone coming to the United States might say about the Statue of Liberty.

## Write to a Picture Prompt

- **Describe a Place** Tell students that they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 4. **Say:** *I can use this picture to describe a place in the book. **The lights of New York City twinkle like stars in the night sky.** Now I will write my idea.* Model writing your sentence on the board. Ask students to use a picture to tell a partner about a place in the book. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You used a picture to tell about a place in the book. Now write your idea. After you are finished, read your writing to a partner.*

## Write to a Text Prompt

- **Analyze the Book** **Say:** *What do you like best about the book? What do you dislike? Write about your likes and dislikes. When you are finished, read your writing to a partner.*

## Phonics: Initial r-Family Blends

- Ask students to locate the word **freedom** on page 7. Write **freedom** on the board. Explain that the two sounds at the beginning of the word—**/f/** and **/r/**—blend together to make **/fr/**. Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. **Say:** *The word **freedom** begins with an **r-family blend**. Another consonant blends with the letter “r” to start the word.* Repeat the process with **France** on page 8 and **crown** on page 11.



- Ask students to brainstorm words that begin with /fr/ and /kr/ as you record them on index cards. Then spread the cards out in a pocket chart or on a table. Read each word, inviting students to echo-read.
- **Say:** *We can sort the cards using the r-family blend at the beginning of each word. Hold up a card with an initial /fr/ word on it, such as **frame**. **Say:** Find the other words that begin like **frame**. Repeat the process for the **cr** blend. Once all the cards are sorted, invite each student to select a pile and think of one more word to add.*

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **thrilled** and ask students to repeat it. **Say:** *People are **thrilled** when something exciting happens. People were **thrilled** when the Statue of Liberty was finally put together. People are **thrilled** to visit the Statue of Liberty. Discuss other times people are **thrilled**, such as when watching a close basketball game, reading an adventure book, or attending a fun fair at school. Then model a sentence, such as *My cousin was **thrilled** when he finally learned how to roller-skate.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**thrilled**. Let's try to use the word **thrilled** many times today. We can use the word at school and at home.**
- **Tier Three Vocabulary** Review the book with students and write the words **city**, **island**, **statue**, **crown**, **torch**, **book**, **famous**, **symbol**, **gift**, and **freedom** on index cards.

Ask students to read the words with you. Then mix up the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar, Word Study, and Language Development

### Preposition of

- **Model** Explain that authors sometimes use phrases that begin with the word **of**. Ask students to read the last sentence on page 4 with you: *Many people visit the city of New York.* **Say:** *The words **of New York** explain what city people visit. I use the word **of**, too.* Point to people and items in the classroom as you model **of** sentences, such as:  
*I teach a class of students.  
I see a bag of books.  
I have a bottle of water.*
- **Guide** Ask students to locate the words **Statue of Liberty** in the book. **Ask:** *What phrase begins with the word **of**? (**of liberty**) What does the phrase explain? (what statue we are reading about; what the statue stands for)*
- **Apply** Invite student partners to read and discuss other **of** phrases in the book on pages 7 (**of freedom**) and 14 (**of July**). Then ask them to make up their own sentences using the word **of**.

## Use Context Clues

- **Model** Explain that when you're not sure what a word means, you can sometimes use other words to help you. Tell students these helping words are **context clues**. Ask them to turn to page 9. **Say:** *Pretend I'm not sure what **parts** are. I can use the words around **parts** to help me. It says many people made **parts**. On page 10, a sentence says that people put the **parts** together. On page 11 the author talks about the crown as **part** of the statue. **Parts** must mean **pieces**.*
- **Guide** Invite students to read page 15 with you. **Say:** *Pretend I don't know what **famous** means. What words on the page could help me figure out the word **famous**? (**many people visit**)*
- **Apply** Pair students. Ask them to read the sentences on page 7 and show one another how they could use context clues to figure out the word **Liberty**. (word **freedom** in next sentence) Repeat the process with the word **symbol**. (word **means** in caption; examples of other symbols on following pages)

## Fluency: Read Using Prosody

- **Say:** *We think about the author when we read. We try to talk like the author would talk. We change our voice to match the author's feelings about the information on the page.*
- Ask students to turn to page 4. First, read the page flatly, and with no expression. Discuss how this makes the listener feel. Then read the page again, modeling the author's enthusiasm about visiting the city of New York. Ask students to echo-read.
- Ask students to turn to page 14. Choral-read with them using a joyful tone to reflect the author's feelings about celebrating the Fourth of July.
- Invite students to take turns rereading *The Statue of Liberty* with a partner. Remind them to think about the author's words and talk like the author would talk.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Vocabulary

Cross out the word or phrase in each row that does not belong.

<b>New York</b>	city	Statue of Liberty	United States	France
<b>statue</b>	crown	book	ship	torch
<b>island</b>	New York	United States	famous	parts
<b>crown</b>	symbol	seven continents	city	statue
<b>freedom</b>	visit	Statue of Liberty	Fourth of July	United States
<b>gift</b>	France	island	statue	parts
<b>book</b>	torch	crown	ship	Fourth of July
<b>Americans</b>	United States	France	freedom	Fourth of July

# The Statue of Liberty

Important Ideas	Summary