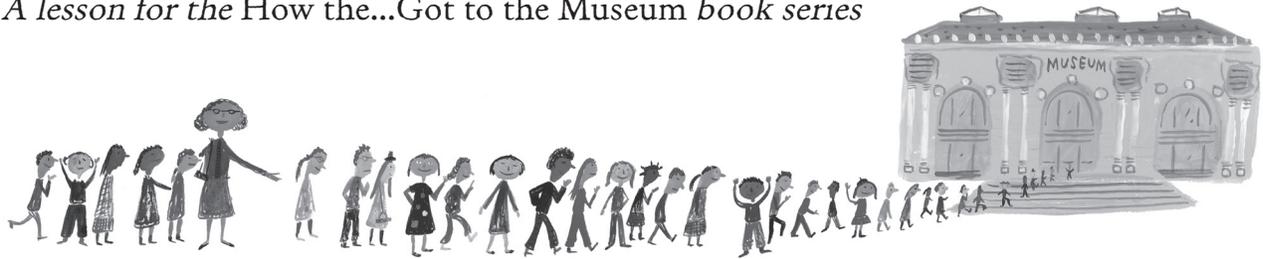


WHO DOES WHAT?

A lesson for the *How the...Got to the Museum* book series



OVERVIEW

In this three-part interactive lesson focusing on synonyms, students engage in predicting, listening, and sorting.

Part A: A guided class discussion related to *How the Sphinx Got to the Museum* helps to establish one or a few jobs that most interests students; Parts B & C will focus on this/these jobs.

Part B: Students use the text of the book to identify the actions that are performed by the person with the target job.

Part C: Students identify similarities and differences among the action words identified in Part B, ultimately creating a concept map to reflect their thinking about how these words relate. While some are synonyms, others are not.

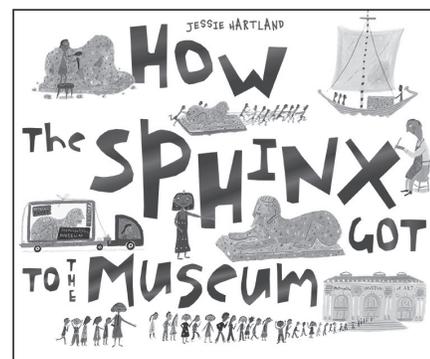
CAN BE USED WITH

How the Sphinx Got to the Museum

CONNECTIONS TO THE STANDARDS

THIRD GRADE:

CCSS/ELA



CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

FOURTH GRADE:

CCSS/ELA

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

PREP

Using the master (provided), make a deck of Action Cards: Copy the master onto card stock and cut the cards apart. Shuffle the deck.

LESSON

PART A:

READ THE BOOK AND GATHER INITIAL IMPRESSIONS, ULTIMATELY INTRODUCING THIS LESSON'S FOCUS.

1. Read the book aloud to the students. Ask students to share their impressions of the story, using questions such as:

Do you think this is a true story? Why or why not?

What did you notice about how the story was told? (Did the author set up any patterns in the text?)

Elicit the observation that different jobs were identified in the text. Ask students to try to recall some of the jobs and some of the actions related to each. Help students notice that even though the story has a predictable, repeated structure, the actions that are mentioned for each person's job change over the story.

2. Ask students which jobs they think are most interesting. Invite many students to respond.
3. This is the end of Part A. Part B can come immediately after or you can break the lesson here and return to it after a lapse of time (up to about a day or so).

NOTE:

Before moving on to Part B, choose one of the jobs in the book to focus on, basing your selection on student interest and any specific curriculum objectives you have in mind.

With these considerations in mind, you might plan to run the next parts of the lesson with one job and then assign additional jobs for groups to work with independently at a later time.

PART B:

CONDUCT THE ACTIVE LISTENING ACTIVITY DURING A SECOND READING OF THE BOOK.

4. Tell students that you want to read the book again, this time focusing on the different actions that are taken by the ___ [*character with the job that you have elected to focus on*]. Explain why this is important: Remind students that the author used lots of different words to communicate about the different actions performed by each character in the story. Understanding how these words relate to each other can help students become better readers and writers—and better understand the story of what had to happen in order for the sphinx to get to the museum.

Explain that you will all participate in an active listening activity to explore these action words.

5. Set up for the listening activity:

- Instruct students to form a big circle.
- Place the job title card in the center of the circle and read it aloud.
- Distribute the Action Cards so that each student (or, if you have students who have difficulty reading, so that each pair of students) receives a few of the cards from the entire set.
- Explain the students' task: Tell students that you will read the book again and that they should listen carefully for the actions taken by the ____ [*name the job that you have selected for this part of the lesson*]. If they are holding a card with an action taken by this character, they should gently toss the card into the circle.

TIPS FOR STUDENTS:

- Remind students that sometimes the action words, or verbs, come before the name of the character the action. For example, "uncovered by the archaeologist."
- The book sometimes uses past tense forms of the verbs, but the cards are in present tense. For example, the book says brought but the corresponding card reads bring.

6. Read the book again, at a pace that will allow students to keep up with the activity.
7. After you finish the book, have students help you post the job title and the action words on the board.
8. Lead the whole class to look over the posted action cards. See if anyone wants to suggest any changes: Are there any actions missing? Are there any cards posted that might not really belong with this job? Ask students to explain their thinking. Model referring back to the text to resolve any questions or disagreements.

You might break here and return to the lesson at a later time or continue to Part C immediately.

PART C:

GROUP THE ACTION WORD CARDS ACCORDING TO WORDS THAT HAVE SIMILAR MEANINGS.

9. Now that you have a list of action words to work with, lead the class to begin sorting the posted action cards into categories, according to actions that are similar. Lead the whole class just long enough to model the sorting process. Introduce the term synonym if students are not already familiar with it. Run through only a few examples as a class before implementing Step 10.

While leading students through this step, ask them to discuss the meanings of the words, and encourage different students to describe the similarities and differences among some of these action words. Encourage students to engage in discourse by asking questions such as, "Does anyone agree?" "Is anyone not so sure they agree?" "Why do you think that?" "Can you give an example?" "How might we decide?"

10. Assign each group the task of completing the sorting activity and documenting the sorted words by making a concept map that uses all of the posted action words. The completed concept map should show the different, broad categories of actions involved in the job, possibly broken into sub-categories of words that are most closely synonymous.

The concept map should ultimately show the students' attempts at grouping of synonyms.

11. Choose one of the ideas below to close the lesson. Students can respond in discussion or in a journal.

- Conduct a gallery walk of different groups' concept maps, encouraging students to look for similarities and differences. Ask students to note these, and decide if they think these are reasonable differences of opinion, and why or why not.
- Ask students what words were the easiest and most difficult to sort, and why.
- Ask students what they learned from this experience.

TO HELP GROUPS AS THEY WORK ON THEIR CONCEPT MAPS:

- Encourage students to move the cards around to show their draft ideas, only writing the concept map when they have come to agreement.
- As you circulate among the groups, encourage students to act out the words if they think that this will help them understand them better.
- If there are words whose placements in a category really seem to meet with disagreement, place them aside; prompt students to think of strategies that would help them figure out where the words belong. (Strategies include referring back to the text, finding examples of the words in other contexts, and looking up the words in a dictionary.)



EXTENSIONS AND VARIATIONS

Have students write a paragraph from the job/character’s perspective, relating his/her experience with the sphinx. Instruct students to use as many of the action words as possible to write a paragraph that has interesting verbs but does not feel forced.

For older students who can work more independently, you can work with a few jobs—perhaps three—simultaneously. Model the activity and then hand out a full set of activity cards to each group of about four students. Assign each group one of the focus jobs. Each group can toss the action cards in the center of their circle as they hear their assigned jobs’ corresponding actions. In this case, you might stop before students make concept maps and instead make Venn diagrams of the different jobs’ actions.

Repeat this activity with similar or identical jobs from different books in this series and compare and contrast the actions performed by the characters.



CURRICULUM CREATOR

Carolyn DeCristofano, M.Ed., is a STEM education consultant who specializes in curriculum and professional development with Blue Heron STEM Education, which she cofounded. She has an extensive background in museum education, including exhibit interpretation, teacher and student programs, and exhibit development and research for national traveling exhibitions with the Museum of Science, Boston, and the Harvard Smithsonian Center for Astrophysics. She is also an author of nonfiction books for children, including the acclaimed *A Black Hole Is NOT a Hole* (Charlesbridge Publishing, 2012). For this lesson, Carolyn collaborated with educators Katy Laguzza and Deb Dempsey.

order

meet

take down

the order

plan

send

deliver

obtain

bring

work

carve

admire

sculpt

hack

destroy

erase

chop

leave

study

decipher

uncover

dump

marvel

chisel

decide

find

smash

crack

hail

make

load

cushion

secure

avoid

release

identify

bust

honor

create

know

read

write

tell a fake

look

plan

exhibit

make

available

unearth

celebrate

shape

put
together

fill in
(with plaster)

document

await

greet

clear

turn up

crush

bury

see

conceive

operate
(heavy
equipment)

haul

put back
together

document

research

observe

produce

notate

paint

assemble

dig

shatter

respect

fabricate

number

position

mend

move

demolish

bring to
light

execute

take a
photograph

retouch

assign

hoist

lower

rebuild

examine

transport

survey

discover

wreck

form

love

talk

document

restore

leave

repair

welcome

pack

unpack

approve

break

prize

visit