

# Benjamin Franklin



## Skills & Strategies

### Anchor Comprehension Strategies

- Analyze Character
- Summarize Information

### Phonics

- Vowels with r
- CVC/CCVC syllable patterns

### Concept Vocabulary

- Words about Benjamin Franklin

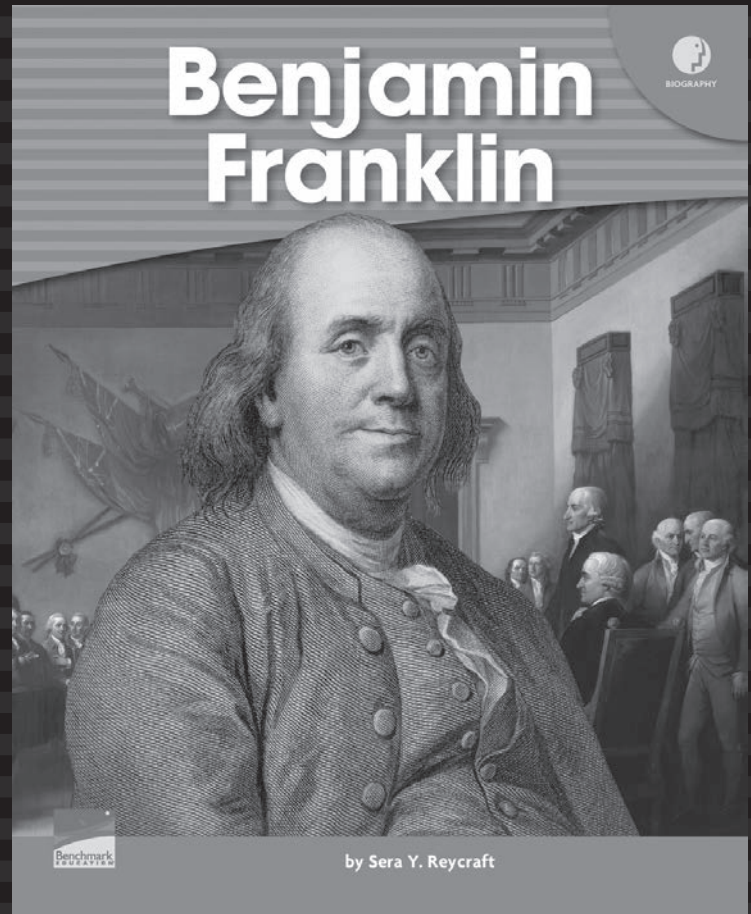
### Grammar/Word Study

- Homographs

### Biography Big Idea

- Benjamin Franklin made many contributions as a scientist, inventor, and diplomat.

Biography 



- Small Group Reading Lesson
- Skills Bank
- Reproducible Activities

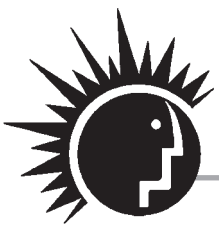
ISBN 978-1-59000-936-9



9 781590 009369



BENCHMARK EDUCATION COMPANY



# Small Group Reading Lesson

K-W-L		
Topic: Benjamin Franklin		
K (What I know or think I know)	W (What I want to know)	L (What I learned)
He lived in colonial times.	When and where did he live?	
He discovered electricity.	How did he discover electricity?	
He had many important accomplishments.	What were his accomplishments?	
He helped found our country.	What did he do for our country?	

## Day 1

### Activate Prior Knowledge

Show students the cover of the book and read the title. Point out the “biography” icon at the top right of the cover. **Ask:**

- *What do you know about the kind of information in a biography?*
- *What might you expect to find in a biography about Benjamin Franklin?*

Involve students in a discussion about Benjamin Franklin. Distribute copies of the graphic organizer “K-W-L” (left). Have students work in pairs to record in the “K” column several facts they know about Franklin and his role in American history. Then have them write in the “W” column additional facts they would like to learn about Franklin. Explain that after reading the book, students will fill in the third column of the chart with details they learn that answer the questions in the second column.

### Preview the Book

Give each student a copy of the book. Have them turn to the table of contents. **Ask:**

- *What can you learn about a book from its table of contents?*
- *What page would you turn to if you wanted to learn about Benjamin Franklin’s inventions? Let’s turn to that page.*
- *What important information do the captions for the illustrations on these two pages give?*

Point out the phrase **bifocal glasses** in the caption on page 11. Have students turn to the glossary at the back of the book and find the phrase. Read the definition together. Demonstrate how to use the pronunciation guide to read the phrase. Some students may benefit from a discussion of the words in the glossary prior to reading the book. You may want to read through the glossary entries with students and answer any questions they may have. Tell students they can turn to the glossary as they read the book to get additional information about words and phrases that give them trouble.

Point out the index at the bottom of the page. **Ask:**

- *What is the purpose of the index in this book?*
- *On what page can I find out about Poor Richard’s Almanack?*
- *On what page can I find out about the Declaration of Independence? Let’s turn to this page to see what we can find.*

## Set a Purpose for Reading: Chapter 1, pp. 2–9

Have students turn to page 2 and read the heading. Say: *Let's read this first chapter silently to find out what we can learn about Benjamin Franklin. When we finish reading, we'll see if we can add any information to our K-W-L charts.* Monitor students' reading and provide support as necessary.

## Monitoring Reading Strategies

**BEFORE READING** • Use the cues provided to remind students that they can apply different strategies to identify unfamiliar words.

**DURING READING** • Observe students as they read the book. Take note of how they are problem-solving on text. Guide, or prompt, individual students who cannot problem-solve independently.

**AFTER READING** • Discuss words that gave students difficulty and the strategies they used to work them out. Reinforce good reading behaviors you observed by saying:

- *I noticed, [student's name], that you used the pictures to help you confirm the meanings of unfamiliar words. That is a good strategy.*
- *[Student's name], I saw you looking for familiar chunks in the word lightning. That's what good readers do.*

You may wish to select activities from the Skills Bank (pp. 9–10 of this guide) that will develop students' reading strategies.

Repeat this monitoring process each time students read a new section of the book.

## Build Comprehension

### ASK AND ANSWER QUESTIONS

Help students review their purpose for reading the chapter. Encourage them to use information from the text and their background experience to answer some or all of the following questions.

- *Look at your K-W-L charts. Which questions were you able to answer from reading this section? Do you have any new questions you want to add? (Answers will vary.) (Locate facts)*
- *Why do you think Benjamin Franklin was involved in so many fields? (Answers will vary.) (Make inferences)*

Have students record any information they learned on their chart.

### VISUAL CUES

- Look at the initial letters.
- Break the word into syllables and sound out each part.
- Look for familiar chunks within the word.
- Think about what sound the vowel makes in the word.

### STRUCTURE CUES

- Think about whether the words in the sentence sound right.

### MEANING CUES

- Think about what makes sense in the sentence.
- Look at the pictures to confirm the word.

Remind students that they can use the glossary at the end of the book to check any words that are printed in bold type.

## Small Group Reading Lesson (continued)

K-W-L		
Topic: Benjamin Franklin		
K (What I know or think I know)	W (What I want to know)	L (What I learned)
He lived in colonial times.	When and where did he live?	Franklin was born in 1706 in Boston, Massachusetts.
He discovered electricity.	How did he discover electricity?	He flew a kite during a storm.
He had many important accomplishments.	What were his accomplishments?	He printed money, published an almanac, started a library and a hospital, ran the postal service, and invented a stove and bifocals.
He helped found our country.	What did he do for our country?	

### Set a Purpose for Reading: Chapter 2, pp. 10–11

Have students turn to page 10 and read the heading. Say: *Let's read this section silently to find out why Benjamin Franklin is known as an inventor. When we finish reading, we will see if we can add any information to our K-W-L charts.* Monitor students' reading and provide support when necessary.

### Build Comprehension

#### ASK AND ANSWER QUESTIONS

Help students review their purpose for reading the chapter. Encourage them to use information from the text and their background experience to answer some or all of the following questions.

- Look at your K-W-L charts. Which questions are you able to answer after reading this chapter? (Answers will vary.) (Locate facts)
- How did Benjamin Franklin use what he learned about lightning to keep people safe? (He invented a lightning rod to keep houses safe from lightning. p. 10) (Locate facts)
- In what way were three of Franklin's inventions—the lightning rod, the Franklin stove, and bifocal glasses—alike? (All helped people. pp. 10–11) (Compare and contrast)

### Day 2

#### Review Chapters 1 and 2

Have students review what they previously read about Benjamin Franklin and his work. Encourage them to use their K-W-L charts to help them. Ask:

- What can you tell about Benjamin Franklin and his role in American history?
- What did you learn about Franklin's inventions?
- What are some words you learned from your reading so far?

## Set a Purpose for Reading: Chapter 3, pp. 12–15

Have students turn to page 12 and read the heading. Say: *Let's read this section silently to learn how Franklin helped his country. When we finish reading, we will see if we can add any information to our K-W-L charts.* Monitor students' reading and provide support as necessary.

## Build Comprehension

### ASK AND ANSWER QUESTIONS

Engage students in a discussion about the text. Encourage them to ask questions about what they read. Model how to use background knowledge and experience, as well as information in the text, to answer questions. Ask:

- Look at your K-W-L chart. Which questions are you able to answer after reading this chapter? (Answers will vary.) (Locate facts)
- What two important documents did Franklin help with? (the Declaration of Independence and the United States Constitution, pp. 12–13) (Locate facts)
- Why do you think the country's leaders asked Benjamin Franklin to help start a new country? (Answers will reflect information throughout the book. Students should find evidence for their answers in the text.) (Make inferences)

K-W-L		
Topic: Benjamin Franklin		
K (What I know or think I know)	W (What I want to know)	L (What I learned)
He lived in colonial times.	When and where did he live?	Franklin was born in 1706 in Boston, Massachusetts.
He discovered electricity.	How did he discover electricity?	He flew a kite during a storm.
He had many important accomplishments.	What were his accomplishments?	He printed money, published an almanac, started a library and a hospital, ran the postal service, and invented a stove and bifocals.
He helped found our country.	What did he do for our country?	Franklin signed the Declaration of Independence and helped write the Constitution.

### Teacher Tip

#### Question Types

Students need to understand that they can use information from various places in the book, as well as background knowledge, to answer different types of questions. These lessons provide four types of questions, designed to give students practice in understanding the relationship between a question and the source of its answer.

- Questions that require students to go to a specific place in the text.
- Questions that require students to integrate information from several sentences, paragraphs, or chapters within the book.
- Questions that require students to combine background knowledge with information from the book.
- Questions that relate to the book topic but require students to use only background knowledge and experience, not information from the book.

### Build Comprehension: Chapters 1–3

#### ASK AND ANSWER QUESTIONS

- What can you add to the L column of your K-W-L chart after reading the whole book? (Answers will vary.) (Locate facts)
- What do you think was Benjamin Franklin's most important accomplishment? Why? To answer this question, use what you learned from the book and your own ideas. (Answers will reflect information throughout the book. Students should find evidence for their answers in the text.) (Compare and contrast)
- What do you think would be a good way to remember Benjamin Franklin in addition to putting his picture on money and on stamps? You need the ideas in your head to answer this question. (Answers will vary.) (Use creative thinking)

#### SUMMARIZE INFORMATION

**Model** Discuss the reasons for summarizing information. Model how to summarize facts from a text. Copy the summarizing graphic organizer on the board or make an overhead transparency of it. Show students how to record the information. **Say:**

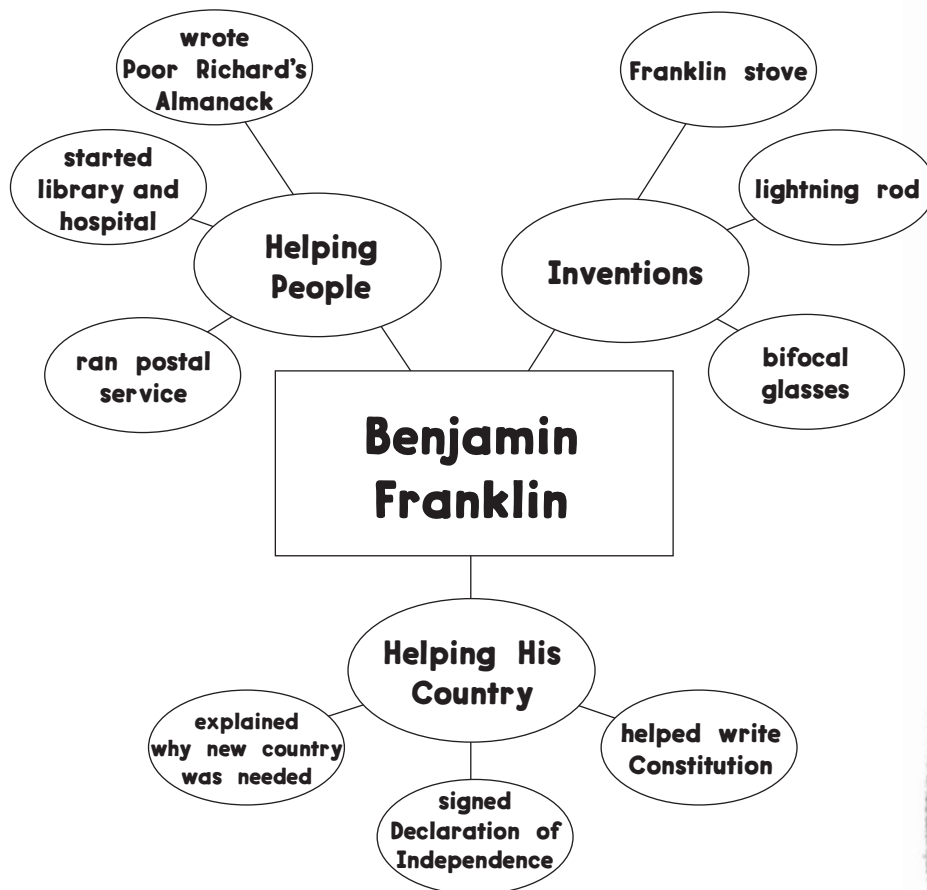
*After we read a text with many facts, it is useful to summarize those facts to help us understand and remember them. When we summarize we state the main ideas of a section of the text in our own words.*

*We can use a word web to summarize what we have learned about Benjamin Franklin. First let's think of some general categories of his accomplishments. For example, he found many ways to help people. Let's make "Helping People" one of the categories. He also had several inventions. We can make "Inventions" another category. Finally, Franklin helped his country. Let's write "Helping His Country" for the final category. Now we can write details for each category.*



**Practice and Apply** Distribute copies of the word web graphic organizer to students. Have students complete their charts by filling in details for each category. For example, words around “Inventions” should include *lightning rod*, *Franklin stove*, and *bifocal glasses*. When students have completed their charts, have them meet with a partner and use their charts to give an oral summary of each category.

## Summary Web

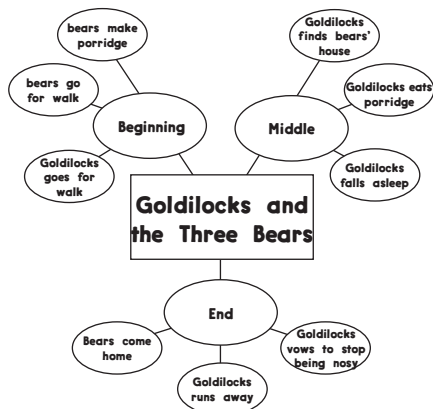


## Teacher Tip

### Monitoring Comprehension

- Are students able to revisit the text to locate specific answers to text-dependent questions? If they are having difficulty, show them how to match the wording of the question to the wording in the text.
- Are students able to find answers to questions that require a search of the text? If they are having difficulty, model how you would search for the answer.
- Can students combine their background knowledge with information from the text to make inferences? If they are having difficulty, model how you would answer the question.
- Are students' answers to creative questions logical and relevant to the topic?
- Do students' completed graphic organizers reflect an ability to summarize the information in the text? If students are having difficulty, provide more modeling and guided practice in this skill.

## Small Group Reading Lesson (continued)



### Small Group Writing

#### MODEL THE WRITING

Show students how they can use the graphic organizer to help them plan their own writing. Once again, copy the graphic organizer on the board or use the overhead transparency. Explain that a summary of a topic or story tells only the main ideas or events. It does not give all the details of the original text. In order to write a summary, a person must choose the most important ideas or events. Ask the class to name the main events of a well-known story or folk tale, such as “Goldilocks and the Three Bears.” Write the events on the web on the board.

Explain that the graphic organizer could be used to write a summary of “Goldilocks and the Three Bears.” Working on one paragraph at a time, have students suggest sentences that state each of the main events on the graphic organizer. Record their suggestions.

Read aloud the completed paragraph and ask students if they need to clarify any information. Show them how to edit the paragraph. Then work on the next paragraph. The completed writing might be similar to the following:

“Three bears make porridge, then go for a walk while it cools. Goldilocks also goes for a walk. She comes to the bears’ house and goes in. She makes herself at home. She sits in a chair and eats porridge. Then she lies down on a bed and falls asleep.

“While Goldilocks is asleep, the bears come home. They know someone has been there. They find Goldilocks on Baby Bear’s bed. Goldilocks wakes up and is frightened. She runs out of the house and vows not to be nosy anymore.”

#### APPLY (INDEPENDENT WRITING)

Give each student a blank copy of the Summary Web graphic organizer. Tell students they are to write two paragraphs summarizing a story, book, movie, or recent event. They should use the graphic organizer to record the main events or ideas of their topic.

#### Connect to Home

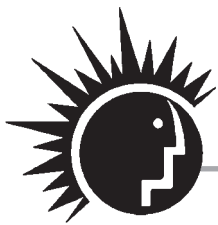
Have students read the take-home version of *Benjamin Franklin* to family members.

#### Reread for Fluency

You may wish to read sections of the book aloud to students to model fluent reading of the text. Model using appropriate phrasing, intonation, expression, volume, and rate as you read. Some students may benefit from listening to you read a portion of the text and then reading it back to you.

Have students reread *Benjamin Franklin* with a partner. Have them read the text together and then take turns reading it to each other.





# Skills Bank: Decoding

## Phonics: Vowels with r

Write the following words from the book on the board: *born*, *learn*, *first*, *warm*, *started*, *parts*, *work*, and *world*. Ask volunteers to say each word and say its vowel sound. Point out that the vowels do not have a long or short sound. Instead each vowel has a sound determined by the *r* that follows it. Write the words *printer*, *weather*, *paper*, *letters*, and *better* on the board. Have students pronounce the words and point out that the second syllable of each also has a vowel sound controlled by the *r* that follows it.

Ask students to write additional words that contain each of the following vowels with *r*: *ar* (*park*), *er* (*her*), *ear* (*earn*), *ir* (*dirt*), *or* (*fork*), and *ur* (*burn*). Have them exchange lists with a partner and pronounce the words.

## Phonics: CVC/CCVC syllable patterns

Write the following words from the book on the board: *wanted*, *printer*, *started*, *better*, *letters*, and *winters*. Have volunteers pronounce the words. Define *syllable*: a word part that contains a vowel. Point out that dividing a word into syllables can help students read an unfamiliar word or spell a word. Ask volunteers to come to the board and divide each of the words into syllables. Point out that each word has two syllables; the first syllable in each word has a CVC or CCVC pattern.

Have pairs of students brainstorm several more words with these patterns. Ask the pairs to write one or two of the words on the board. Have other students divide each word into syllables.

want ed  
print er  
start ed  
bet ter  
let ters  
win ters

### Concept Vocabulary: Words about Benjamin Franklin

Draw a word web on the board with “Benjamin Franklin” in the center. Have students skim the book to find words associated with Franklin, such as *printer, library, post office, hospital, scientist, lightning, kite, lightning rod, eyeglasses, stove, and Constitution*.

Point to the words one by one in random order. Call on students to pronounce the word and explain its significance in Franklin’s life.

Ms. Becker is so kind  
to animals.

What kind of pet  
do you have?

### Grammar/Word Study: Homographs

Define *homographs*: words that are spelled alike but have different meanings. For example, write the word *sink* on the board. Have students explain what the word means in each of the following sentences: *The boat could sink in a storm. We washed our dishes in the sink*. Explain that while reading a text, students may come to a word they know that doesn’t make sense in the sentence. In these cases readers should look at the context of the sentence to check the meaning of the word in context.

Write the following words from the book on the board: *land, head, safe, kind*. Explain that each word is a homograph; it has two or more distinct meanings. Have students find the words in the book and discuss the meanings of the words in this context. For each word have students write two sentences, using a different meaning for the word in each sentence. (If students need help determining the two meanings of a word, they can consult a dictionary. Explain that each homograph has a separate listing.) Then have students read their sentences aloud. Ask others to define each homograph in their own words as it is used in a sentence.



# Skills Bank

## Build Comprehension

### ANALYZE CHARACTER

- **Explain** Create an overhead transparency of the graphic organizer “Benjamin Franklin” or draw it on the board. **Say:** *The people or animals that a book is about are the characters. When we think about who the characters are and why they act the way they do, it is called analyzing characters.*
- **Model** **Say:** *Let’s analyze the characters in Benjamin Franklin. To analyze characters, I need to ask myself whom this book is about. The title tells me that this book is about Benjamin Franklin. In the center of the web on the graphic organizer, write **Benjamin Franklin**. Then **say:** We know that the main character is Benjamin Franklin. Now we need to analyze him, or tell about who he was and why he acted the way he did. Let’s start by telling who Ben Franklin was. Take a picture walk through the book, pointing out important things that Franklin did. **Say:** I think we can summarize who Ben Franklin was by saying that he was an important inventor and a founder of our country. Record this information in the first web oval.*
- **Guide** **Say:** *We told who Ben Franklin was. Now let’s analyze what he was like. Remember that we want to focus on who Ben Franklin was inside, not just on what he did. Ask students to read pages 2–5. **Ask:** What do we learn about Ben Franklin on these pages? (Allow time for students to respond, assisting if needed.) Yes, the author tells us several times that Ben Franklin did things that helped people. I think he liked helping people live better lives. Record this information in the second web oval. Then ask students to read page 6 and **ask:** What do we learn about who Ben Franklin was on this page? (Again allow time for students to respond.) Yes, we learn that he wanted people to be able to read and learn. Record this information in the third web oval.*
- **Apply** Ask students to work with a partner to analyze the character of Ben Franklin throughout the rest of the book. Remind them to think about who the character was inside, not just what he did. After each partnership shares, record their ideas on the graphic organizer. Finally, invite a volunteer to read the completed graphic organizer aloud.

### Analyzing Characters

Some students may struggle to identify who Ben Franklin was, rather than what he did.

Encourage them to create a two-column chart. In the first column, have them write what Ben Franklin did. In the second column, have them explain what each action tells them about who the character was inside. Then have them transfer what they wrote in the second column to the ovals in the graphic organizer.

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

## K-W-L

**Topic:**

**K**  
**(What I know  
or think I know)**

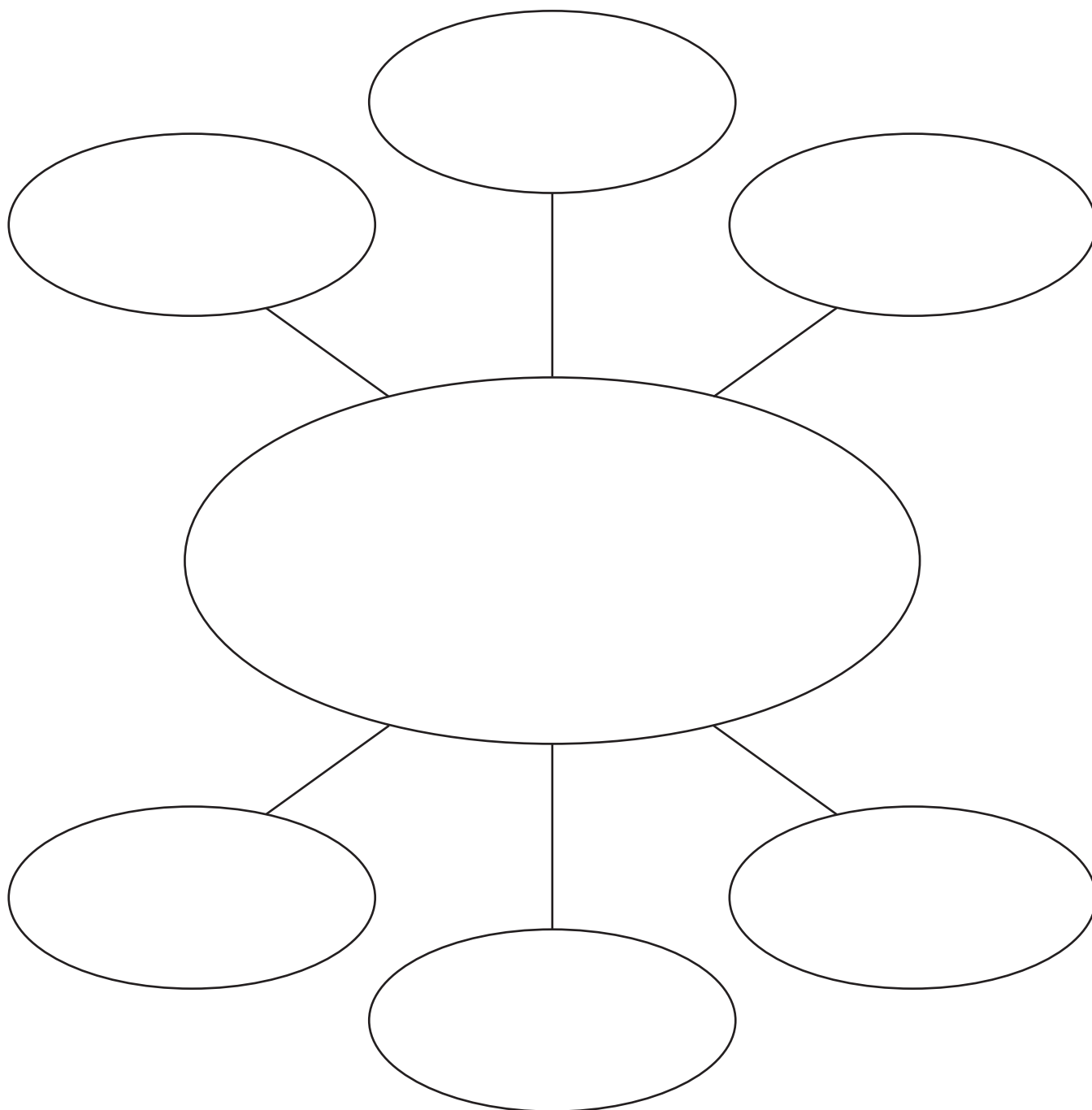
**W**  
**(What I want to  
know)**

**L**  
**(What I learned)**

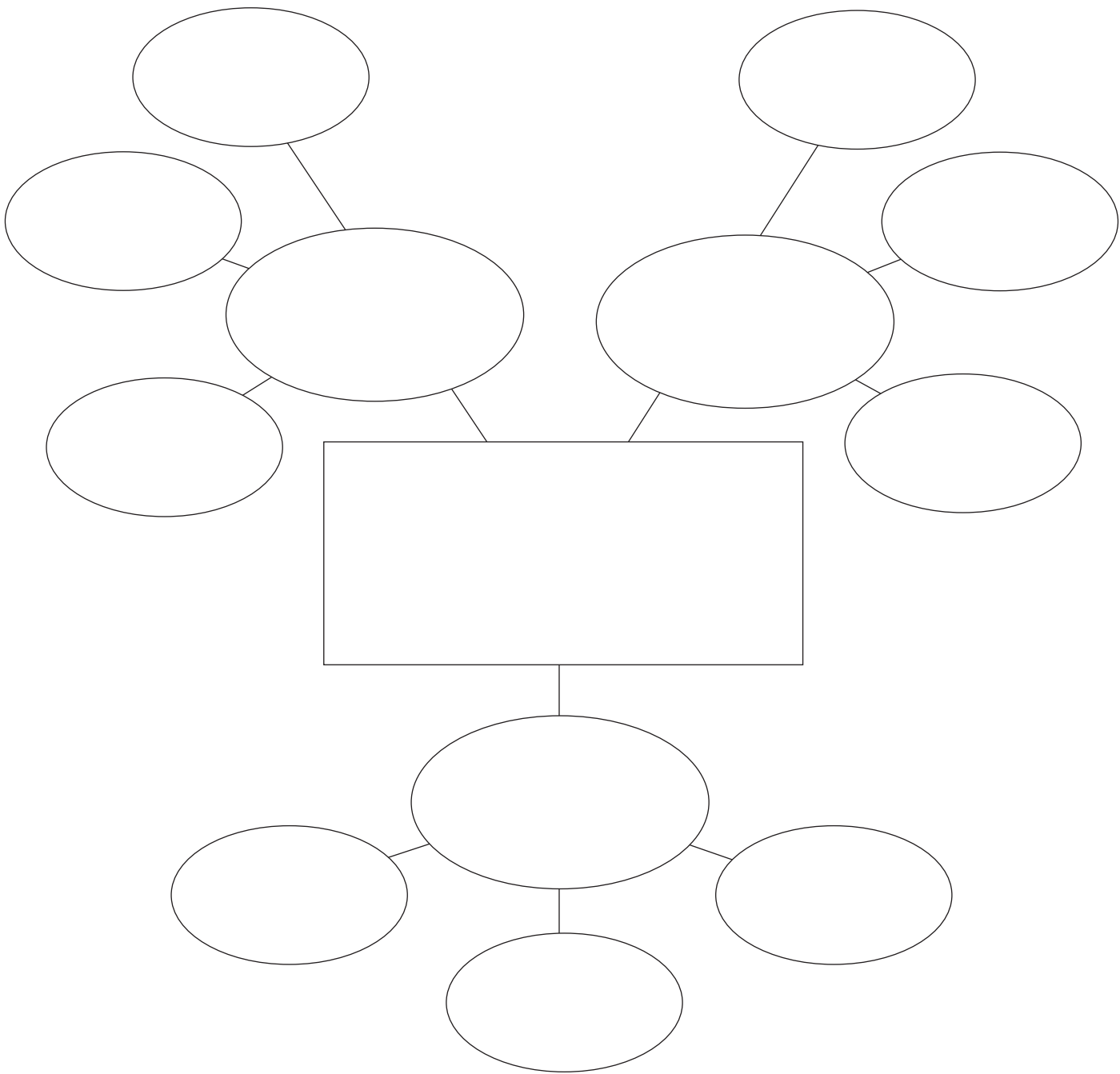
Name \_\_\_\_\_ Date \_\_\_\_\_

# Benjamin Franklin

## Analyze Character



# Summary Web





# Notes

---

# Notes

---