



# Read Aloud Transcript

## Language Arts 2B Module 22 – Asking Questions

### The story of the Statue of Liberty

By: Betsy and Giulio Maestro

Book ISBN #: 9780688087463

#### Objectives:

- Students will read and answer text-dependent questions.
- Students will make predictions about a story.
- Students will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about a national monument. Who can tell me what the word monument means? How many of you have ever seen the Statue of Liberty in person?</i>
Pause to call on students to hear their answers. Once a student answers the questions, point to the title of the book and say:	<i>That's right! A monument is a statue or structure that celebrates a person or an event. The title of this book is The Story of the Statue of Liberty. Remember, the title of the book helps our minds think of what our story will be about.</i>
Point to the name of the author of the book and say:	<i>The authors are Betsy and Giulio Maestro. Who can tell me what the author does or what the job of the author of a story is?</i>
Point to the illustrator's name and say:	<i>This story is illustrated by Giulio Maestro. What does an illustrator do, or what is the job of the illustrator of the story?</i>

Hold up the cover of the book and say:	<i>Let's take a look at the cover of this book. The title says The Story of the Statue of Liberty. What do you think the Statue of Liberty looks like?</i>
Call on a few students to hear their answers. until someone says, "a woman holding fire or a torch." Next, hold up the cover so that the students can see the picture say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about? Do you think this story will be fiction or non-fiction?</i>
Call on a few students to hear their predictions. Then call on a few students to hear their answers. Once a student answers "non-fiction," say:	<i>That is correct! This is a non-fiction story. A non-fiction story is real. It tells you facts or true statements about a subject.</i>
Finally, set a focus for the story by saying:	<i>This week our comprehension skill is making predictions and asking and answering questions about our text. As we read the story, pay attention to the major events that happened when the United States received this special national monument.</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening for details during this story to answer our 5 question words about this text (who, what, where, when, and why).</i>
Read through page 8. Ask students the following:	<i>Where does the Statue of Liberty stand? <b>Answer: on an island in New York Harbor.</b></i>

Continue reading until you get to page 11. After reading the page, ask the students the following:	<i>Who sculpted or made the Statue of Liberty? Answer: A young French sculptor named Frédéric Auguste Bartholdi.</i>
Ask the students to make a prediction:	<i>Why do you think the people of France wanted to give the United States this monument as a present?</i>
Once a few students answer with their predictions, let them know they did a nice job making predictions. Read page 12. Ask students the following:	<i>Who was the statue from? Why did they want to give us this special monument? Answer: France. France wanted to give the people of the United States something special as a remembrance of their old friendship.</i>
Read through page 14. Ask students the following:	<i>What image does the Statue of Liberty show? What does the Statue of Liberty represent? Answer: It shows a woman. The statue is a symbol of freedom and represents 'Liberty Enlightening the World.'</i>
Continue reading until you get to page 21. After reading the page, ask the students the following:	<i>What does Liberty hold in her left hand? What date does the tablet have on it? Answer: A tablet. The date when the Declaration of Independence was signed, July 4th, 1776.</i>
Read through page 22. Ask students the following:	<i>Which part of the statue came to the United States first, for America's 100th birthday celebration in 1876? Answer: The arm holding the torch was sent to Philadelphia.</i>
Continue reading until you get to page 27. After reading the page, ask the students the following:	<i>In what year was the Statue of Liberty finally completed? Answer: 1884.</i>
Read through page 28. Then, ask the students to make a prediction:	<i>Why do you think the Statue of Liberty had to be taken apart to make its long trip to the United States?</i>
Once a few students answer with their predictions, acknowledge their predictions. Read through	<i>When did the ship finally arrive with the statue in New York? Answer: 1885.</i>

page 30. Ask students the following:	
Continue reading until you get to page 35. After reading the page, ask the students the following:	<i>When did they finally put the Statue of Liberty all together? Answer: In 1886, the monument was finally standing where she belongs.</i>
Read page 36. Ask students the following:	<i>What did the Statue of Liberty represent to many immigrants who arrived to the United States? Answer: To them, the monument was a symbol of all their hopes and dreams.</i>
Continue reading until the end of the book. Ask the students the following:	<i>What happens in the United States every year on the Fourth of July? Answer: The United States of America celebrates its independence by lighting up the sky with fireworks.</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete The Story of the Statue of Liberty story map interactive activity with the students. They will be answering questions about the events of the story using the graphic organizer interactive. Say to the students:	<i>This week we learned how to identify and answer the 5 question words dealing with a text (who, what, where, when, and why). We are going to practice this by completing an interactive activity.</i>
Pull up the activity so that the students can see it.	<i>You are going to read each question listed on the story map graphic organizer. You can write your answers on a piece of paper or a whiteboard to complete the graphic organizer for the story we just read.</i>

Direct the students to draw the graphic organizer on a sheet of paper so that they can answer the questions on their own. Say:	<i>Answer each one of the questions dealing with our story. Remember, we are answering questions based on details we learned from our predictions and from events during our read aloud. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the graphic organizer on their own, then display the story map and discuss the answers with the students.	<i>Let's look at this story map together. What did you put for the characters of the story? This will answer the question who? <b>Sample Answer: A young French sculptor named Frédéric Auguste Bartholdi.</b></i>
After the students answer, type in the answer for who the characters are in the story, then say:	<i>What did you put for the setting of our story? This will answer the question where? <b>Sample Answer: France and the United States. Philadelphia and New York City.</b></i>
After the students answer, type in the answer for where the story took place (setting), then say:	<i>What did you put for when did the story take place? This will answer the question when? <b>Sample Answer: The story happened in the past. The story happened in the years between 1876-1885.</b></i>
After the students answer, type in the answer for when did the story take place, then say:	<i>What did you put for the events in our story? This will answer the question what? <b>Sample Answers: The French sculptor wanted to give a present to the American people for their friendship. The monument was built in France. It had to be delivered in pieces on a ship. It finally arrived in the United States in 1885 and was placed on the island in New York Harbor.</b></i>
After the students answer, type in the answer for what happened in our story (events), then say:	<i>What did you put for why did the story take place? This will answer the question why? <b>Sample Answers: France wanted to give the people of America something special as a remembrance of their old friendship.</b></i>

After the students answer, type in the answer for why the events happened in our story (why the story took place), then say:

*You did a great job identifying and answering the 5 question words for this story. As you do your independent reading this week, be sure to ask yourself and answer those questions about the details of your story.*