

# HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

## Tall Tale: Pecos Bill (Day 1)

Workshop 4 Lesson 18

### STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.2, RL.1.3, RL.2.1, RL.2.10, RL.2.2, RL.2.3, RL.3.1, RL.3.10, RL.3.2, RL.3.3, RL.4.1, RL.4.10, RL.4.2, RL.4.3, RL.5.1, RL.5.10, RL.5.2, RL.5.3, RF.1.3D, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.3C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.3C, RF.3.4A, RF.3.4B, RF.3.4C, RF.4.3A, RF.4.4A, RF.4.4B, RF.4.4C, RF.5.4A, RF.5.4B, RF.5.4C, SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, L.1.1B, L.1.1D, L.2.2C, L.3.2D, L.3.1G, L.5.1B

### HEADS UP

Word Count: 262

Lexile Measure: 500L

Guided Reading Level: N

Qualitative Measure: Simple

Tall tale heroes are faster, bigger, and more exciting than characters in other stories. “Pecos Bill” is a tall tale out of the American West about the toughness and craftiness of legendary cowboy Pecos Bill.

**Background knowledge**—To supplement the explanation provided in the *ReaL Book*, explain that some people believe that American tall tales started from bragging contests that American frontiersmen had while sitting around the campfire. Each frontiersman tried to outdo the others by telling a more exciting and outrageous story.

### Materials

*ReaL Book* pp. 210–211

[Academic Interaction Card](#)

### Academic Vocabulary

**finally (adverb):** after a long time

**praise (verb):** to say or express good things about someone or something

## MEETING INDIVIDUAL NEEDS

### [Meeting Individual Needs Overview](#)

- **Beginning Readers:** Compound Words, Identify Syllables, Multisyllable Words
- **English Learners:** Comparatives and Superlatives, Past-Perfect Tense, Possessive Nouns, Phrasal Verbs, Contractions, Present-Tense Verbs
- **Standard Classroom English:** Possessive Apostrophe Omission

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Analyze Plot
- **Extend:** Analyze Character
- **Language:** Inflectional Endings

### [Get Resources](#)

## OBJECTIVES

### Primary Goals

**Literacy Goal:** Describe an event in the story, drawing on specific text details.

**Foundations Goal:** Blend and read words with inflectional ending *–ed*.

### Additional Goals

**Literacy Goal:** Determine key ideas in a tall tale using academic vocabulary.

**Language Goal:** Use high-utility academic vocabulary in verbal and written responses.


## WHOLE GROUP

## DO NOW!

### Show You Know

Use the [Do Now](#) routine.

- 1) Display the Do Now and assign the task.

 **(surrender)** My team had to **surrender** because we \_\_\_\_\_. (e.g., lost our best player due to an injury; were too tired to keep playing; found the weather too bad to continue playing)

- 2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is \_\_\_\_\_.**

 **Yes, that's correct.**

 **No, what I meant was \_\_\_\_\_.**

- 3) Ask two preselected students to share with the class and guide students to score their own responses.

## SHARE TODAY'S GOALS

### Primary Goals

Introduce the Literacy and Foundations Goals. *Today we'll meet the legendary Pecos Bill. We'll use text details to analyze plot in a tall tale about him.*

 **Literacy Goal:** Use text details to describe an event in the story.

 **Foundations Goal:** Blend and read words with **–ed** endings.

**Make Connections** Point out to students that the phrase “tall tale” is an idiom, a phrase that has a figurative meaning that is different from its literal meaning. *When someone says that a person is telling a “tall tale,” they are saying that the person is telling a story that is so outrageous that it is very difficult to believe. The word tall in the idiom means very exaggerated, or presented as better or larger than it really is.*

## BUILD VOCABULARY AND KNOWLEDGE

### Teach Academic Vocabulary: *finally*

Teach the Academic Vocabulary word *finally* using the [Vocabulary](#) routine.

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Finally is an adverb, a word that describes a verb, adjective, or another adverb.*
- 3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.
- 4) Explain the meaning of the word.
  - Provide a brief example to help students make a connection to the word. *After cleaning all weekend, I am finally able to see the floor of my room.*
  - Display and read aloud the meaning of *finally*.
  - Guide students in completing the blanks in their *Real Books*.
  - Make connections with your prior example. *All weekend is a long time to clean. After that much time, it should be possible to finally see your floor.*
- 5) Discuss the example.
  - Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a base verb or verb phrase to complete the sentence. It took a lot of practice for me to be able to hit a home run, so I'll write “hit a home run” in the blank.*
  - Give students time to think of a response. *Think of another skill that you finally learned after practicing a lot.*
  - Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner’s idea using a frame from the [Academic Interaction Card](#).
  - Facilitate whole-group reporting using varied techniques.
- 6) Deepen understanding by providing an additional example as time permits.

 **What is something you can do now that you are *finally* old enough?**

 **(finally)** I am **finally** old enough to \_\_\_\_\_. (e.g., have my own cell phone; babysit my little brother; stay up late to watch a movie)


## Teach Academic Vocabulary: *praise*

Teach the Academic Vocabulary word *praise* using the [Vocabulary](#) routine.

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Praise is a verb, an action word.*
- 3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.
- 4) Explain the meaning of the word.
  - Provide a brief example to help students connect to the word. *My grandma will praise me for finishing my homework.*
  - Display and read aloud the meaning of *praise*.
  - Guide students in completing the blanks in their *ReaL Books*.
  - Make connections with your prior example. *Finishing my homework is important, so my grandma says good things about me, or praises me, for finishing it.*

**Make Connections** Point out the noun form of the word *praise*, which means “words that express good things about someone or something.” Provide an example. *I give praise to my dog when he listens to me.*

- 5) Discuss the example.
  - Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a present-tense verb phrase to complete the sentence. The subject of the sentence is “they,” so my present-tense verb must be plural. I say good things about my friends when they stand up to bullies, so I’ll write that as my answer.*
  - Give students time to think of a response. *What is another reason you praise your friends?*
  - Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner’s idea using a frame from the [Academic Interaction Card](#).
  - Facilitate whole-group reporting using varied techniques.
- 6) Deepen understanding by providing an additional example as time permits.

 **What is one reason you might praise your school?**

 **(praise)** One reason I might **praise** my school is for \_\_\_\_\_. (e.g., its anti-bullying policy; its healthy lunch choices; its after-school activities)

## Activate Knowledge

Review the Anchor Video and connect it to today’s text. *In the Anchor Video, “Making Tracks,” we learned facts about the building of the Transcontinental Railroad, which made the trip west much quicker. Today’s text is a tall tale that takes place in the old West. A tall tale tells about a folk hero and his or her wild adventures. This tale is about the legendary cowboy Pecos Bill and the fantastic and amusing events that happen to him.*

- Use [Think \(Write\)-Pair-Share](#) to have students share experiences of cowboys they have seen or read about in the movies, on TV, or in stories.

 **What is something you know about cowboys, based on what you have seen or read about them?**

 **Something I know about cowboys from (reading books/watching films) is \_\_\_\_\_.** (e.g., they are tough; they love their horses; they wear large hats; they travel long distances on horseback; they are brave)

**Make Connections** Ask students to name other tall tales they have read. Examples include stories about Paul Bunyan, John Henry, and Johnny Appleseed. Explain that tall tales are a type of folk story, which are stories told from generation to generation. Then point out other types of folk stories that students have read in class.

## CLOSE READING

### First Read | Key Idea

Introduce the Key Idea question and read aloud the text.

- Read the Key Idea question, and remind students to listen attentively. *Listen for what Pecos Bill does to get the horse to stop bucking. If you hear a detail about this as I'm reading, circle it.*
- Read aloud the text using **Oral Cloze 1**. *Follow along as I read the text aloud.*
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea item.

 **Bill got Lightning to stop bucking by \_\_\_\_\_.** (e.g., singing a song that praised Lightning's strength and beauty)

## SMALL GROUP

## BUILD FLUENCY AND COMPREHENSION

### Second Read | Analyze Plot




Read the task aloud and review analyzing plot. Remind students that the plot of a story is the events that take place, or what happens, during the story. *When we analyze plot, we think about how the events work together to tell the story. We use words like first, then, next, and finally to describe the sequence, or order, of plot events. To complete this task, I need to identify the events that describe how Bill tamed Lightning.*

- Have students use **Partner Cloze** to reread paragraph 5 and find details that describe how Bill tamed Lightning. *Let's look for the first detail that shows how Bill tamed Lightning. At the end of paragraph 5, he "jumped on his back."*
- Have students use **Partner Cloze** to reread paragraphs 6 and 7 to find more text details about how Bill tamed Lightning. *In these paragraphs, Bill gets closer and closer to taming Lightning. What details show you what Bill does to tame him?*
- Use **Think (Write)-Pair-Share** to have students complete the item and share responses.

 **In paragraph \_\_\_\_\_, the text states \_\_\_\_\_.** (e.g., 5/that Bill chased Lightning to the Grand Canyon where he jumped on the horse's back; 6/"Lightning bucked Bill across three states but didn't throw him once"; 6/that Bill sang to Lightning to praise him)

 **After that, (Bill/Lightning) \_\_\_\_\_.** (e.g., Lightning was tamed and chose to stay with Bill; Bill offered to set the horse free)

**Follow With Feedback** Check in with students as they write their answers. Provide immediate feedback, and challenge students to add additional details to their responses if necessary. For example: *I see that you included the detail in paragraph 5 about how Bill jumped on Lightning's back. Is that all Bill did to tame Lightning? What does Bill do in the next paragraph?*

FORMATIVE ASSESSMENT	
<b>LITERACY GOAL:</b> Describe an event in the story, drawing on specific text details. <b>Observe</b> Review students' responses to the Analyze Plot task. Then, as students share, listen for an understanding of how text details describe how Bill tamed Lightning.	
Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students give evidence about how Bill tamed Lightning, but one or more details may not be relevant or may not represent text evidence.	Guide students to return to the text and check that the details they chose are relevant. <i>This detail is in the text, but it is not about how Bill tamed Lightning. Let's look for a detail that shows the steps Bill took to tame Lightning.</i>  Have students read paragraphs 5 and 6 aloud and underline details that show how Bill tamed Lightning.
<b>Not Yet</b> Students' responses do not identify text details that describe how Bill tamed Lightning.	Use response frames to scaffold thinking.   <b>First, Bill caught Lightning by _____.</b>   <b>Then, he held on while Lightning _____.</b>   <b>Finally, Bill sang _____.</b>
<b>On Track</b> Students identify how Bill tamed Lightning based on text evidence.	

### Reinforce Foundational Skills: Words With **–ed** Endings

Explain the **–ed** ending to students.

- Read the introduction to words with **–ed** endings.
- Pronounce *needed*. Have students repeat. *Listen as I say this word: needed. Let's say the word together: needed. What sound does the ending make? Does it sound like the letter t or d, or does it make its own syllable and sound like ed?* (It makes its own syllable and sounds like *ed*.)
- Repeat for *jumped* and *learned*. Emphasize the final sound in each word as you say it. *Which final sound do you hear in jumped: /t/ or /d/? That's right! Jumped ends in the /t/ sound. What about learned? (/d/)*
- Then guide students to complete the rest of the activity. Work on the first item together, modeling saying the word aloud. Then have partners decide what sound the *ed* ending makes in the remaining words.


**Use Technology** As you display the *Real Book* page, zoom in on specific areas, such as each cell of the Sort It table on page 211, to help focus student attention on the task.

FORMATIVE ASSESSMENT	
<b>FOUNDATIONS GOAL:</b> Blend and read words with inflectional ending <i>–ed</i> .  <b>Observe</b> Review students’ responses to the Sort It items and then listen as they share responses.	
Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students mostly pronounce words with the <i>–ed</i> ending correctly.	Point out any student errors. <i>Repeat the word after me. Which column should it go in? Listen carefully to the ending sound: is it –ed, /t/, or /d/?</i>
<b>Not Yet</b> Students may have difficulty pronouncing words with the <i>–ed</i> ending, and so may not sort words correctly.	Say each practice word aloud, emphasizing the ending sound. Ask students to repeat each word. <i>Repeat the word after me. Which column should it go in? Listen carefully to the ending sound: is it –ed, /t/, or /d/?</i> Then have students work together to sort the words a second time.
<b>On Track</b> Students blend and read words with the <i>–ed</i> ending correctly.	

### The Takeaway

Reflect on the relevance of “Pecos Bill” by leading students in a collaborative discussion.

*This is an entertaining story! The exaggerations make it seem as if Pecos Bill was a wild adventurer who could face any challenge, no matter how difficult. Have you ever exaggerated a story that you told someone? Why might people have exaggerated the adventures of cowboys in tall tales?*

 **One reason people might have exaggerated the adventures of cowboys in tall tales is because \_\_\_\_\_.** (e.g., it made the tales more exciting; they wanted to brag about their adventures)

WHOLE GROUP

### WRAP UP

#### Monitor Progress Toward Goals

Guide students to share their responses to the Wrap Up question with a partner.

 **Which knowledge cluster are you currently most interested in?**

 **Today I read \_\_\_\_\_ from the cluster \_\_\_\_\_.**

 **I am becoming an expert on \_\_\_\_\_.**