

UNIT 09 OPENER

▶ Preteach: Instructional Terms

Fiction is text that comes from the writer's imagination and is not necessarily based on fact. A tall tale is a form of fiction that tells a story by using blatant exaggeration and larger-than-life heroes who perform the impossible with ease. Explain to students that tall tales are a subgenre, or one type, of fiction. **Ask: What tall tales have you read or heard? What characteristics do the characters in these stories share?**

Nonfiction texts are based on factual information and are intended to educate, instruct, or inform the reader. Some nonfiction works, such as textbooks, also contain headings, diagrams, pictures, and captions to organize and illustrate important ideas and information.

A comparison shows how two things are alike. A contrast shows how two things are different. Writers will compare or contrast a character, for example, to help the reader clarify the character. Words that signal comparisons include *likewise*, *also*, *similarly*, *in addition*, and *both*. Words that signal differences include *although*, *different from*, *on the other hand*, *unlike*, *instead*, and *however*.

To identify a comparison or a contrast, tell students to ask themselves questions such as the following: Who or what is being compared or contrasted? How are these things alike or different?

Reading ahead is one method of monitoring comprehension. Reading ahead allows readers to clarify meanings and increase their understanding of both fiction and nonfiction texts.

Homographs are words that have the same spelling but different meanings and pronunciations, such as lead/lead, read/read, and sow/sow. Homophones are words that sound alike but have different spellings and meanings, such as bear/bare and tail/tale.

▶ Summary of Primary Reading Passage

The Tall Tale of Pecos Bill

This story tells the fantastic tale of Pecos Bill. Raised by coyotes, he grows up to be the toughest, mightiest cowboy who ever lived. Bill's feats include squeezing all the venom from a snake and outrunning a wild mustang on foot! Bill marries Slue-Foot Sue after seeing her riding the back of a giant catfish and holding on with only one hand.

Lexile: 770

Word Count: 639

▶ Scope and Sequence at a Glance

Genre: Tall Tale / Informational Text

Title: The Tall Tale of Pecos Bill / Life of a Cowhand-Yesterday and Today

Cross-Curricular Connection: Social Studies

Comprehension Strategy: Monitor Comprehension (Read Ahead)

Comprehension Skill: Compare and Contrast

Vocabulary Strategy: Context Clues (Homophones and Homographs)

Decoding Support: Vowel Patterns in Longer Words (Long Vowels *i*, *u*, *o*)

▶ Summary of Secondary Reading Passage

Life of a Cowhand—Yesterday and Today

This brief history of cowhands compares cowhands of the past with those of today and tells how their work has changed over the years.

Lexile: 850

Word Count: 599



UNIT 89 OPENER (CONT.)

Learner Vocabulary

Introduce the lesson's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word, and read aloud its definition.

coyote Noun. Small wild animal that looks like a wolf; lives mostly in the western United States. Several **coyotes** gathered on the hill to howl at the moon.

gallop Verb. Run or bound fast, like a horse. The horse's hooves threw up sand as it went **galloping** across the beach.

human Noun. (1) Person.

Adjective. (2) Relating to people. (3) Natural or normal.

(1) The fastest **human** runs seven times slower than a cheetah.

(2) Some animals seem to have **human** qualities.

(3) It is only **human** for Joel to look up to his older brother.

knot Noun. (1) Hard spot on a piece of wood where a branch connected to the trunk. (2) Fastener made by looping and tying one or more pieces of rope or other items together. (3) Tight or tense feeling. (4) Unit used to measure the speed of ships and aircraft. Verb. (5) Make a knot.

(1) There was a **knot** in the board my cousin was sawing.

(2) Chris tied a **knot** at the end of each rope to hold the swing.

(3) Myra has **knots** in her stomach because she is so nervous.

(4) At sea level, the speed of sound is about 761 miles per hour, or 661 **knots**.

(5) **Knot** the end of each piece of yarn before knitting your scarf.

lasso Noun. (1) Rope with a large loop at one end used to catch animals. Verb. Throw a lasso over an animal or object.

(1) Cowboy Bob used his **lasso** to rope the young cattle.

(2) Whoever **lassoes** the most calves in the rodeo wins first prize.

mercy Noun. Kindness or forgiveness shown to someone who should be punished. We asked Mom for **mercy** after we admitted to breaking the lamp.

pioneer Noun. (1) Person who explores or settles in new or unknown areas. (2) Person who is the first to work with or discover new things. Verb. (3) Create something original or brand new.

(1) Some of the first **pioneers** settled in Jamestown in 1607.

(2) Henry Ford was a **pioneer** in the automobile business.

(3) The Wright brothers **pioneered** one of the first flying machines.

wound Noun. (1) Skin injury, like a cut or scrape. Verb. (2) Injure oneself or someone else with a cut or scrape. (3) Hurt someone's feelings. (4) wound [pronounce as past tense of verb wind] Wrapped around; past tense of wind.

(1) Press a cloth on his **wound** to stop the bleeding.

(2) I **wounded** my leg when I fell off the skateboard.

(3) The argument **wounded** Kendra more than she would admit.

(4) Jordan **wound** the rope around the fence to keep the gate closed.

Destination Journal

Have students write a journal entry on this topic: **Think of your favorite tall tale character. What do you like most about him or her? If you were a tall tale character, how would you describe yourself?**

Book Lists

Books of the Same Genre

Students who enjoy this genre may choose from these selections for further reading.

***A Million Fish . . . More or Less* by Patricia McKissack. 1992. Alfred A. Knopf, Inc.**

(Below-level students.) This story is about Hugh Thomas, who experiences his own tall tale.

Lexile: 690

***Paul Bunyan and Other Tall Tales* by Jane Mason. 2002. Scholastic.** (On-level students.)

This collection contains some of America's tallest tales about men and women, including Paul Bunyan. *Lexile: 820*

Books with Related Themes

Students who are fascinated by the Old West or cowhands may find these books intriguing.

***Cowboys and Cattle Drives* by Eric Oatman. 2004. National Geographic Society.**

(Below-level students.) This book describes cattle drives from Texas to Kansas and Nebraska through letters and diaries of fictional cowboys. *Lexile: 600*

***Jim Ugly* by Sid Fleischman. 1992. Yearling**

Books. (On-level students.) Twelve-year-old Jake and Jim Ugly, his father's wolf-like dog, experience adventures as they try to find out what happened to Jake's actor father. *Lexile: 710*



LESSON 1 PLANNER

▶ Genre Study

Assess students' prior knowledge of tall tales by asking them whether they have heard of Paul Bunyan, Brer Rabbit, or Johnny Appleseed. Ask students what these characters have in common. Students may respond that each character appears in a tall tale, or that the characters are heroes who do the impossible with ease. Discuss with students how the exaggerations used in tall tales help the reader remember the story.

Explain to students that tall tales often have a realistic setting or basis. For example, *Paul Bunyan is a lumberjack with a pet ox named Babe*. Exaggerations become apparent when Paul is described as a giant, and Babe is revealed to be very large and blue! The difference between fact and fiction is highlighted by the contrast of these exaggerations against the realistic setting.

Unlike tall tales, which are a subgenre of fiction, textbooks are a subgenre of nonfiction. Textbooks contain facts and information on a real-world subject. Nonfiction books may explain how something works, share facts related to multiple topics, or discuss how to accomplish a task. Many nonfiction texts, including textbooks, contain a structure different than that found in fiction. To increase the reader's understanding of the subject, textbooks organize information in a logical order and include features such as headings, diagrams, lists, and pictures with captions.

▶ Build Background

The subjects of this video in the courseware are the rodeo and rodeo skills. Assess students' prior knowledge of the subject. **Ask: What are rodeos? Who participates in rodeos? What happens at a rodeo?**

In the video, students will learn about rodeos and the skills that cowboys and cowgirls exhibit at them, such as lariat or lasso tricks. Explain to students that many of the events in modern rodeos arose from early days of the West when competitions such as calf roping, steer wrestling, and bull riding developed among cowhands.

▶ Learning Objectives

- Recognize distinguishing features of tall tales, including exaggeration.
- Recognize the author's purpose in writing tall tales.
- Recognize distinguishing features of informational texts.
- Recognize the author's purpose in writing informational texts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Recognize the difference between homophones and homographs.
- Use context clues to determine the meaning of homophones and homographs.
- Identify homophones as answers to riddles.

▶ QuickFact: Rodeos

Rodeos are held throughout the United States and Canada. Every December, the top winners go to the National Finals Rodeo (NFR) in Las Vegas, Nevada. More than 170,000 people attend, and another 12 million watch on television as the top 15 winners in each category compete.



LESSON 1 PLANNER (CONT.)

Vocabulary Strategy: Homophones and Homographs

When students see a homograph or homophone in their reading, they are encouraged to use context clues to determine the correct meaning, spelling, and pronunciation of the word. Remind students that **homographs** are words that look the same but have different pronunciations and meanings. Write the following sentence on the board: *During the race, Debbie was in the lead until Jocelyn passed her on the final lap.* Ask students to read the sentence silently and then to identify the homograph in this sentence (lead) and the word's definitions and pronunciations. Discuss the context clues that students used to determine the correct meaning and pronunciation.

Explain to students that **homophones** are words that have the same pronunciation, but are spelled differently and have different meanings. Ask students to write the following sentence: *Jonathan entered his tale about a bear in the newspaper's writing contest.* Ask students to read the sentence while you write it on the board. When you come to a homophone (*tail/tale, bear/bare*), ask students to spell the word. Discuss with students how they knew which spelling to use.

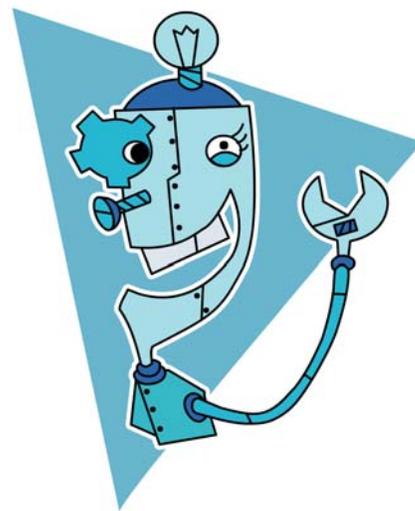
Differentiated Instruction

ELL: On the board, list five pairs of homophones or five pairs of homographs. To avoid potential confusion, do not use both. Have students create a graphic organizer showing the difference between the words in each pair. Provide students with the chart below as an example.

Word	Homograph	Pronunciation	Definition
read	√	long e	To interpret written characters and understand what they mean
read	√	short e	Past tense of to read

Special Needs: Provide student pairs with two lists of five homophones, including sentences containing each word. Give one list to each partner. Have one partner close his or her eyes while the other reads a word, spells it, and then reads the sample sentence. Have the other student visualize the word and tell what the word means.

Above-level Students: Have students create two charts similar to the example shown above, one for homographs and one for homophones. Ask students to add a column labeled "Context Clues" in which they provide a sample sentence that indicates each word's meaning. Have students place from five to ten words in each chart.



Destination Journal

Ask students to write a journal entry that answers these questions: **Why is it important to know the differences between fiction and nonfiction? For what types of activities would you use each type of writing?** Write the following list on the board as an idea pool for students: *research, study, entertainment, reports.*

Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

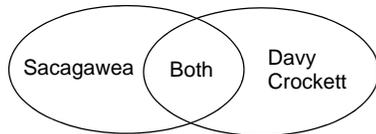
- In small groups, have students list the characteristics of tall tales.
- Provide students with a photocopy of an encyclopedia entry or a textbook page. Ask students to highlight or circle the features, such as headings, that indicate that the excerpt is nonfiction. Then discuss with students why the writer(s) included the features.
- Provide students with a list of five homographs and a list of five homophones. Ask them to write one sentence using each word.



LESSON 2 PLANNER

Comprehension Skill: Compare and Contrast

Remind student that to compare means "to tell how two things are alike" and that to *contrast* means "to tell how two things are different." List one of the following pairs in a Venn diagram: Davy Crockett/Sacagawea; George Washington/Abraham Lincoln. See the example below:



Ask students to identify similarities and differences; then write student responses in the diagram. Next to the diagram, write a sentence that restates one comparison and one contrast. For example, *Both Davy Crockett and Sacagawea were guides in early America*. Point out that the signal word *both* indicates that the sentence is a comparison. Additional comparison signal words include *likewise*, *also*, *similarly*, and *in addition*. Words that indicate a contrast include *although*, *different from*, *on the other hand*, *unlike*, *instead*, and *however*.

In the courseware, students will learn to compare and contrast genres and topic treatment within them. Suggest that students create their own diagrams to track the similarities and differences among the subjects.

Comprehension Strategy: Read Ahead

Explain to students that good readers recognize whether they understand what they are reading. If readers find they are confused, one strategy they can use is to read ahead to see if an upcoming sentence makes the meaning clear.

In the courseware, students read ahead to clarify confusing information and find answers to questions. Explain to students that information not included in one location may appear later in the text.

Differentiated Instruction

ELL: Provide students with a set of note cards, each of which contains a characteristic of fiction or nonfiction. Have students take turns drawing a card and then tell whether the characteristic describes fiction, nonfiction, or both.

Special Needs: Ask students to list the characteristics of fiction and nonfiction. Have students use the lists to create a large Venn diagram for the classroom showing similarities and differences between fiction and nonfiction.

Above-level Students: Tell students to write a tall tale about their neighborhood or city. Then, have students write a nonfiction textbook passage using the same topic and information.

Learning Objectives

- Identify similarities and differences in the genre characteristics of fiction and nonfiction texts.
- Identify similarities and differences in the treatment of a topic in tall tales and informational texts.
- Recognize that reading ahead is a strategy to improve reading comprehension of fiction and nonfiction texts.
- Identify when to use reading ahead as a strategy to increase comprehension.
- Use reading ahead as a strategy to increase comprehension.

Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students write ten sentences: five sentences comparing tall tales and textbooks, and five sentences contrasting these genres.
- Provide students with the following text: *The gusts reached up to 100 miles per hour. The wind was so strong that it toppled street lamps*. Have students indicate how reading ahead to the second sentence could answer a reader's question from the first sentence.

LESSON 3 PLANNER

▶ Primary Story Summary

The Tall Tale of Pecos Bill is the tale of the toughest cowhand there ever was. The youngest of 18 children, Bill played with a bear when he was still a baby. When Bill was young, he fell into the Pecos River and never saw his family again. Coyotes raised Pecos Bill until he was 18. Bill thought he was a coyote until a cowhand found him and told him he was not a coyote but a human.

Bill followed the cowhand to the ranch where he worked. Bill's lasso was a rattlesnake that he had killed with his bare hands. He tamed a wild horse, but only he could ride it. One day he met Slue-Foot Sue as she rode on the back of a whale-sized catfish. Bill asked Sue to marry him.

On their wedding day, Sue tried to ride Bill's horse. The horse threw Sue so high that she hit the moon. Her dress had a bustle and she bounced on it for three days. Bill followed her out into the desert, where the sand slowed her down. He lassoed her with his snake and reeled her in. They lived happily ever after.

▶ Secondary Story Summary

"Life of a Cowhand-Yesterday and Today" compares and contrasts cowhands from more than a century ago to those of today. Yesterday's cowhands were young men. Today they are both men and women of all ages. The cowhands of yesterday used horses and rope. The cowhands of today also depend on horses and rope, but many use four-wheelers and pickup trucks to herd cattle. Some cowhands use helicopters and airplanes.

The work of the cowhand changes with the seasons. Cattle are rounded up in the spring. That's the same as it was, but the branding methods are different. In the past, branding meant heating irons in wood fires to brand new calves. Today cowhands use propane stoves to heat the branding irons. In addition, calves are inoculated for protection against disease.

Other changes have taken place as well, but one thing has remained the same—cowhands love the fresh air, the sound of cattle, and an honest day's work.

▶ Destination Journal

Have students write journal entries about a day in the life of a modern cowhand. Ask students to include what they like and don't like about a cowhand's daily life.

▶ Learning Objectives

- Read a tall tale to build vocabulary, fluency, and comprehension.
- Use the strategy of reading ahead to increase comprehension.
- Compare and contrast characters, settings, and other literary elements while reading a tall tale.
- Use context clues while reading a tall tale to determine the correct meanings of homophones and homographs.
- Demonstrate comprehension of a tall tale.
- Read a nonfiction text to build vocabulary, fluency, and comprehension.
- Compare and contrast characters, settings, and other literary elements while reading a nonfiction text.
- Use the strategy of reading ahead to increase comprehension.
- Use context clues while reading a nonfiction text to determine the correct meanings of homophones and homographs.
- Demonstrate comprehension of a nonfiction text.

▶ Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students compare and contrast the characters, settings, and other literary elements in both passages. Then, have small groups of students discuss the similarities and differences between the two.
- Have students list the homophones and homographs found in both stories. Then, have students write a definition for each word in the list.



LESSON 4 PLANNER

 **Comprehension Skill: Compare and Contrast**

Remind students that when they compare and contrast texts they should look at each author's purpose, the characters, the problems, the themes, the genres, the text structure and organization, and the story elements. Students can also compare characters and stories across cultures. **Ask: In what way are stories alike? In what ways are they different?**

After students have worked through the courseware, **ask: What are the characteristics of a tall tale? What are the characteristics of informational text?** Have students compare and contrast the characteristics of tall tales and informational text.

 **Comprehension Strategy: Read Ahead**

Remind students that good readers often read ahead when they have trouble understanding text. By reading ahead, a reader will often learn more about the meaning of text that was initially confusing. Authors often use a sentence or phrase to explain an earlier complex idea or thought later in the text. Reading ahead can increase comprehension by helping readers clarify confusing text.

After students have worked through the courseware, **ask: Why should a reader read ahead? When should a reader read ahead?**

 **Differentiated Instruction**

ELL: Tall tales may puzzle some students. Explain to them that most cultures have stories that contain exaggeration. Encourage English Language Learners to recount any familiar tall tales for classmates. Have students work in groups to determine what makes these stories tall tales.

Special Needs: Write tall tale on a few self-stick notes and give them to students with a tall tale. Tell students to read the story and to place the notes next to any text that has an exaggeration. Review the notes with students to determine whether they can identify this element of a tall tale correctly.

Above-level Students: Have students use library or school-approved Internet sites to research historical and current-day cowhands. Then, have students create a bulletin board that displays how the two compare and contrast.

 **Learning Objectives**

- Analyze the genre characteristics of a tall tale and an informational text.
- Analyze the treatment of a topic in a new tall tale and an informational text.
- Analyze the use of reading ahead to increase comprehension of fiction and nonfiction texts.

 **Assessment: Toolkit**

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

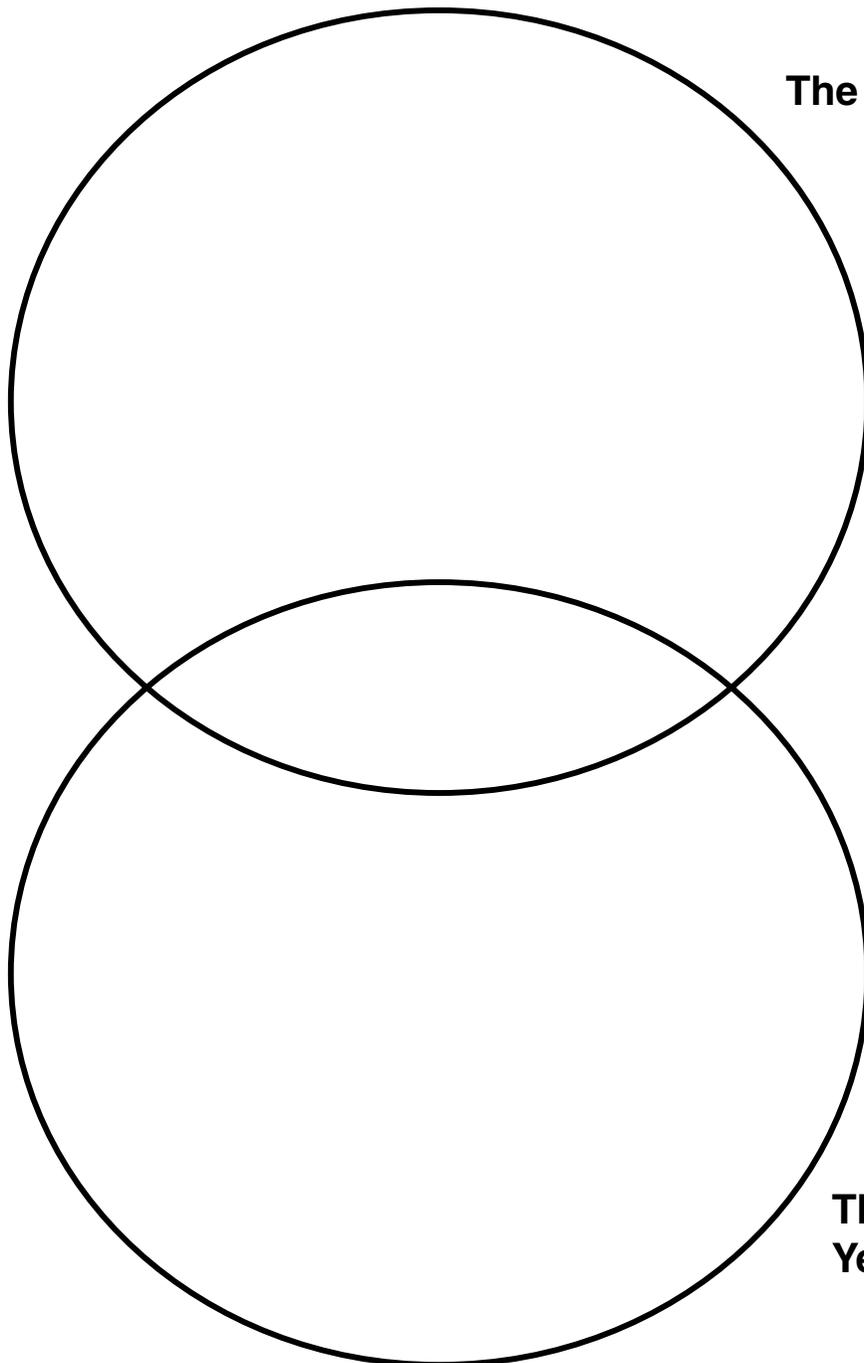
- Have students list the characteristics of a tall tale. Then, have each student write an original tall tale.
- Give students a page of informational text and a tall tale. Have students use these to create a Venn diagram that shows the similarities and differences between the two.
- Have students write a paragraph explaining how reading ahead can help readers with comprehension.

UNIT 09: The Tall Tale of Pecos Bill and Life of a Cowhand—Yesterday and Today

Name: _____ Date: _____

Comprehension Skill: Compare and Contrast

Directions: You have learned how to find similarities and differences between two different genres. In this Venn Diagram you will reflect the two treatments of the same topics—Cowboys! In the overlapping section, write the characteristics the two pieces have in common. Write the characteristics that are unique in the appropriate circles.



The Tall Tale of Pecos Bill

**The Life of a Cowhand—
Yesterday and Today**