Unit 5/Week 3

Title: Black Cowboy, Wild Horses

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Patience and perseverance can help achieve a goal.

Synopsis

Bob Lemmons, an African American cowboy, uses his skills of reading the land and the horses to imbed himself in a herd of wild mustangs. Once there, he is able to lead the herd back to a corral at the ranch.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| A bluff is a high steep bank. Use the text and illustration on page 525 to describe what Bob can see from the bluff. | “He looked down at the corral where the other cowboys were beginning the morning chores.” (p. 525) The illustration shows the various farm buildings, horses in corrals, and cowboys working. |
| The author shows us that Bob’s life on the range is not easy. What clues from the text demonstrate this? (Pgs. 525-529) | Bob is up and working at dawn. “First Light. Bob Lemmons rode his horse slowly up the rise.” (p.525) Although it was cold, he “could not make a fire. The mustangs would smell the smoke in his clothes from miles away.” (p.526) |
| Choose one of the similes or metaphors on page 525 and explain what it means. | “land stretching as wide as love” = unending plains  “suspended on cold threads” = gliding  “land and sky kissed” = horizon |
| Reread page 526. What does it mean when the author says that Bob could not read words, but he could read the ground. What information was he able to attain by reading the ground? | Because he had been a slave, Bob had never learned to read. Bob learned that there was a “herd of eight mares, a colt, and a stallion.” “They had passed there two days ago.” (p. 526) |
| Bob was anxious to see the mustangs, but he was patient and did not rush after them. Why? | Bob needed to smell like a wild creature in order for the mustangs to accept him. To do this, he must spend time in nature away from the smells of men “He needed to smell of sun, moon, stars, and wind before the mustangs would accept him.” (p. 526) |
| What other traits describe Bob? Use evidence from his first day away from the corral, as he guides Warrier down the bluff, to support your answer. (Pg. 526) | He is careful, as he guided Warrior “slowly” down the bluff. Bob is focused, as he is “peering intently at the ground.” Bob is confident and relaxed when he is “quickly asleep” in the tall grasses. And he is patient, as he follows the tracks all day “without hurrying.” |
| How can we tell that Bob has herded wild mustangs many times before? | Bob knows how to read the tracks. Even without the tracks, he knows where the mustangs will probably go and what they will do. He knows where to wait for the horses and how to keep from scaring them. |
| Which of Bob’s traits is exemplified in the first two paragraphs on page 532? What examples in the text show us this? | Bob is patient. He moved Warrior “slowly, without a sound or dust.” As soon as he saw the Mustangs grazing, he stopped. He continued to move slowing and to stop whenever he sensed the stallion might notice him. He watched the herd all day and only moved when they moved. |
| Reread page 535. After the colt is killed by the rattlesnake, how does the author show that the horses are agitated by this incident? How does Bob use the death of the colt to his advantage? | “The horses whinnied and pranced nervously.” “The mustangs milled aimlessly. The colt’s mother whinnied, refusing to leave the side of her colt.” (p. 535)  Bob used this time to challenge the stallion. He knew that right after the colt died, the stallion would not have the heart to put up a good fight. |
| How does the author show us that the Stallion (an adult male horse) is the leader of the herd? (Pgs. 530-535) | “If the stallion smelled anything new, he and the herd would be gone and Bob would never find them again.” p.530  When Bob and Warrior joined the herd “The stallion eyed them for a moment. Then, as if to test this new comer, he led the herd off in a gallop.” p.532  After the death of the colt, “The stallion wanted to move the herd from there, and pushed the mare with his head.” p.535 |
| Reread page 537. In your own words describe how Bob took over the herd. | Bob surprised the stallion by having Warrior rear up on his back legs. The two horses fought each other using their front legs and their teeth. After striking again and again, Warrior pushed the stallion and it lost its footing and fell. The stallion then scrambled to its feet and trotted away. |
| On page 529, the author uses similes that include words like grief, remorse (regret for a wrong committed) and fear. What are the similes and what might the author be telling us about Bob’s life on the range? | “Near dusk, clouds appeared, piled atop each other, like mountains made of fear. … The rain came as hard and as stinging as remorse. … The clouds thinned, and there, high in the sky, the moon appeared as white as grief.”  These words indicate that life on the range might be difficult and frightening. |
| Reread page 541. How do you think Bob feels about bringing the mustangs into the corral? Use evidence from the text to support your answer. | Bob likely feels remorse about corralling the mustangs. He rode away from the corralled horses and stopped and stared out at the plain. When Warrior “reared and whinnied loudly” Bob responded with “I know. Maybe someday.” (p.541)The author tells us Bob thinks that maybe someday he and Warrior “would ride with the mustangs, ride to that forever place where land and sky kissed, and then ride on.” (p.541) This indicates that Bob values his freedom and that he would like to ride freely with the mustangs instead of leading them to the corral. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 525 - bluff  Page 526 - stallion  Page 529 - remorse | Page 525 - suspended  Page 535 - pranced  Page 535 - descending  Page 535 - feebly  Page 537 - fetlocks |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 526 - corral  Page 526 - mustangs | Page 525 - corral  Page 526 - vastness, reared  Page 526 - herd  Page 526 - intently  Page 526 - dismounted  Page 529 - ravine  Page 529 - sensing, sensed  Page 525 - milled |

Culminating Tasks

* Re-Read, Think, Discuss, Write

1. *Many times throughout the story, Bob displays patience to attain his goal. Give examples from the text that show Bob acting patient and why this patience helps him reach his goal.*

Answer: Though Warrior wanted to “run across the vastness,” Bob made him go slowly. This enabled Bob to find the tracks that would eventually lead him to the herd of mustangs. Bob was anxious to see the herd, but he took the time to “smell of sun, moon, stars, and wind.” This made it so that the herd would accept him. Bob followed the herd slowly and stopped far away. Because he did this, he was able to gauge when was the correct time to approach the herd. Had he, “come too close, too soon,” the stallion would lead the herd away and Bob would never catch them. As Bob finally joined the herd, he moved Warrior “slowly, without sound, without dust.” This made it so the mustangs did not get frightened or even notice that Bob was among them. Once he was in the herd, he was able to wait for the right moment to challenge the stallion and take over the herd.

1. *Perseverance means to continue on a course of action even in the face of difficulty. Give examples from the text that show that Bob persevered.*

Answer: Bob’s first night out was a cold one. Even though lighting a fire would have made it more comfortable, he did not light one because the mustangs would smell the smoke, and he would not be accepted by the herd. There was a frightening storm but Bob did not turn back. He simply put his poncho on and waited out the storm on Warrior’s back. Bob was not deterred during the fight with the stallion. He continued to have Warrior charge until the stallion walked away from the herd and he was able to take it over.

Additional Task

1. *The Author uses several similes and metaphors throughout the story. Choose two of them and explain what the author is showing with that simile or metaphor.*

Answer:

* “the land stretching as wide as love in every direction” This gives the reader a vivid picture of the vastness of the area where Bob lives.
* “clouds appeared, piled atop each other like mountains made of fear” This shows that it is a dangerous storm and sets a tense mood.
* “Bob saw the rattler, as beautiful as a necklace...” This shows that, though the rattler is a deadly animal, Bob views it as a thing of beauty and an important part of the natural order. The author shows the same thing with the simile.
* “The vultures were descending from the sky as gracefully as dusk.” He portrays the scavengers as graceful to show that they too play an important part in the natural order.
* “The mustangs followed as if being led on ropes.” This shows that the mustangs accepted Bob as their new leader and followed him easily.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.