

About the Book

Text Type: Fiction/Realistic Page Count: 24 Word Count: 2,643

Book Summary

Debbie is on vacation in Great Smoky Mountains National Park, USA. Although the mountains are beautiful, Debbie is bored—until she finds an arrowhead and meets Anna High Cloud, a Cherokee park ranger. Anna takes Debbie back in time as she weaves the fascinating story of her people for Debbie.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Compare and contrast story elements
- Identify run-in quotations
- Identify past-tense irregular verbs

Materials

Green text indicates resources available on the website

- Book—*The Cherokees* (copy for each student)
- Chalkboard or dry erase board
- Map of North America
- Visualize, compare and contrast, past-tense irregular verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:

Story Critical: *civilization* (n.), *constitution* (n.), *descendants* (n.), *exterminate* (v.), *unsanitary* (adj.), *voluntarily* (adv.)

Enrichment: *arrowhead* (n.), *conviction* (n.), *embankment* (n.), *expression* (n.), *nuisance* (n.), *prosperous* (adj.)

Before Reading

Build Background

- Using a map of North America, locate the southeastern region of the United States and the individual states in this region. Locate Great Smoky Mountains National Park and show students photographs of the area, highlighting its beauty and explaining how it got its name (named for the blue mist that always seems to hover around the peaks and valleys).
- Tell students that the Cherokees, the Native American group they will read about, lived in this area for hundreds of years. Point out the map at the top of page 3 in their book.

Preview the Book

Introduce the Book

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Read page 4 aloud to students. Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture or movie in my mind of what the author is describing. This helps me to keep track of the storyline, and it also helps me to better understand and enjoy the story. I know that good readers do this when they read, so I am going to visualize as I read this book. For example, on page 4 the author uses phrases such as fragrant pine trees and bluish mist blanketed the valleys to describe Great Smoky Mountains National Park. I pictured Debbie staring out across this valley and imagined what she was seeing.
- Explain to students that Debbie herself will be asked to visualize throughout the story, and they will be doing it with her.
- Distribute and explain the [visualize worksheet](#). Tell students they will be using it periodically to sketch their visualizations.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand concepts in a book is to tell how the information is similar and different. Show students two familiar objects, such as a crayon and a pencil. Model how to compare and contrast information about these two objects.
Think-aloud: A crayon and a pencil are both objects I can use to write with. They can both be used to draw pictures. This is one way that a crayon and pencil are alike. A crayon is made with wax. A pencil is long, but a crayon is short. These are ways that these objects are different.
- Model how to compare-and-contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Crayon* and the right circle *Pencil*. Explain to students that information telling how these two objects are similar is written where both circles overlap. Information that is only true of a crayon is written in the left side of the left circle. Information that is only true of a pencil is written in the right side of the right circle.
- Have students identify other similarities and differences between a crayon and a pencil. Write this information on the Venn diagram.
- Explain to students that the text they are going to read today has a unique structure—it is called a “frame story” or a “story within a story.” It is a technique that an author uses in which one story is told during the action of another story. Comparing and contrasting the two stories will help the reader understand the text.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board in order: *descendants*, *exterminate*, *nuisance*, and *prosperous*.
- Give groups of students four pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary contains a list of vocabulary words and their definitions.


- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *descendants* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 22 as you read the sentence in which the word *descendants* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about Anna High Cloud's story of her people. Remind them to stop after every few pages to visualize what they are reading.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Encourage those who finish early to go back and reread. Explain to students that the first few pages are establishing the frame story by introducing the main characters and the setting.
 - **Think-aloud:** *As I neared the end of these pages, I realized that we have met the main characters and have established the setting of the story. Anna is now going to tell Debbie a story within a story.*
 - Have students read pages 7 and 8. Draw attention to how Anna has instructed Debbie to visualize her story by pretending to put on magic glasses that "let you see into the past." Explain to students that this is a good way of describing the strategy of visualization.
 - Demonstrate how to use the first box on the visualize worksheet to sketch the scene described on page 7 and 8. Ask students to not rely on the illustration on page 8, but rather to sketch it according to the image in their mind.
 - **Check for understanding:** Have students read to the end of page 9. Ask: *Is the text on this page part of the frame story or is it part of the story within the story?* (story within the story).
 - Ask students to use the next box on their visualize worksheet to sketch the scene they imagine on page 9. Have students quickly share their sketches and compare them.
 - Have students read the remainder of the book. Encourage them to continue visualizing Anna's story and to make at least four more sketches of scenes in the story.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *Because of the story within a story, it was fun and interesting to visualize Anna's story right along with Debbie. At the end of the story, I visualized the Cherokees living and going about their lives just like all people in modern times.*
- **Independent practice:** Have students share their sketches and explain which scene from the story their sketches represent.

Reflect on the Comprehension Skill

- **Think-aloud:** *On page 22, the subtitle, "Back to the Present Day" is a strong clue that Anna's story within the story is coming to an end. The final page brings the reader back out to the frame story as Anna and Debbie say goodbye.*

- **Discussion:** Introduce and explain the [compare-and-contrast worksheet](#). Model for students how to begin writing a summary of the frame story around the outside shape of the arrowhead. Then model writing a detailed, sequential summary of Anna's story of the Cherokee people on the inside of the arrowhead shape.
- **Independent practice:** As students work to complete their compare-and-contrast worksheet, remind them to return to the text to review details of both the frame story and the story within the story. Check their finished worksheets for completeness and accuracy.
- **Enduring understanding:** In this story, you read a personal account of events in United States history, specifically the history of the Cherokee people. Did this story change the way you think about the United States, its history, and its past leaders?

Build Skills

Grammar and Mechanics: Run-in quotations

- Ask students to turn to page 10 and read the second and third paragraphs, paying close attention to the use of quotation marks in these two paragraphs.
- When students have finished, ask them if they notice anything missing. Point out the missing quotation mark at the end of the first paragraph, ending with *"exterminate one another (there is no closing quotation mark)*.
- Explain that when quoted material (in this case, Anna's dialogue) extends over more than one paragraph, quotation marks are needed at the beginning of each paragraph but only at the end of the final paragraph. Point out how the next paragraph starts with a quotation mark and ends with a closing quotation mark because that is where there is a break in Anna's speaking. Tell students that this is an example of *run-in quotations*.
- Make sure students understand the difference between a long block of quoted material and shorter blocks, or dialogue, which does require a closing quotation mark.



Check for understanding: Review the paragraphs and quotation mark placements on page 11 with students. Provide two different colors of highlighters and ask students to highlight the regular use of quotation marks in one color and run-in quotations in another color.

- **Independent practice:** Have students continue highlighting only the run-in quotations through the rest of the text (page 11 and 12, pages 16 through 18, 20 and 21). Check for accuracy.

Word Work: Past-tense irregular verbs

- Have students turn to page 4 and circle or highlight the sentence, *She came to an overlook along the path and gazed across Great Smoky Mountains National Park*. Ask them to identify the verbs in the sentence (*came, gazed*). Explain that these are past-tense verbs that describe something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense forms of *came* and *gazed* (*come, gaze*).
- Point out that the verb *gaze* is changed to a past-tense verb by replacing the final silent e with the suffix *-ed*. Discuss how this is an example of a *regular past-tense verb*. Point out that *came* is an *irregular-past-tense verb* because its past tense is formed without adding *-d* or *-ed*.
- Ask students to turn to page 5. Have volunteers name all the regular past-tense verbs in the first paragraph (*walked, picked, poked, noticed, picked, rubbed, examined*). Have others name the present tense of these verbs (*walk, pick, poke, notice, pick, rub, examine*). Write these examples on the board under the *present-tense* and *past-tense* categories.



Check for understanding: Have students find and circle the irregular past-tense verbs (*sat, was*) in that same paragraph. Ask them to write the present tense of those verbs in the margin (*sit, is*). Write these examples on the board under the *present-tense* and *past-tense* categories.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-irregular-verbs worksheet](#). Review answers aloud once all independent work is complete.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students share their visualization sketches and explain the frame story concept to someone at home.

Extend the Reading

Realistic Fiction Writing Connection

Provide examples of other famous frame stories, most notably Mark Twain's *The Celebrated Jumping Frog of Calaveras County*, *One Thousand and One Nights (Arabian Nights)*, and even the movie *Forrest Gump*, most of which is narrated by Forrest to various companions on the park bench. Have students work in groups to create a scenario and a plan for a plausible story within a story. Upon your approval, members of the group can write their own story and then share and compare stories among their group.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Supply books and links to Internet websites for student groups to learn more about the great Cherokee scholar Sequoyah. Ask them to prepare small posters describing his life, how he developed the written Cherokee language, and how this impacted the Cherokee people. Lead a roundtable discussion in which students share their findings and discuss the details.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- compare and contrast the elements of a frame story in the text in discussion and on a worksheet
- recognize run-in quotations and when they are used during discussion
- identify and understand the formation of past-tense irregular verbs during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)