



## About the Book

Text Type: Fiction/Historical Page Count: 18 Word Count: 798

### Book Summary

*The Buffalo Hunt* is about a Native American boy who is going on his first buffalo hunt with the men of his tribe. This narrative describes the preparation for the hunt, the events of the hunt, and its meaning for Wind-in-the-Treetops's family. Illustrations support the text.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Summarize to understand text
- Identify main idea and details
- Identify vowel digraph ea
- Identify conjunctions *and*, *but*, *for*, *nor*, *or*, *so*, *yet*
- Place words in alphabetical order

### Materials

Green text indicates resources available on the website

- Book—*The Buffalo Hunt* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, conjunctions, alphabetical order 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

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

#### • Content words:

Story critical: **buffalo** (n.), **cautiously** (adv.), **sacred** (adj.), **stampede** (n.), **surrounded** (v.), **swiftest** (adj.)

Enrichment: **envied** (v.), **herds** (n.)

## Before Reading

### Build Background

- Ask students what they know about the Native American way of life before Europeans arrived. Ask how students think they lived and how they used the land. Ask students what they know about buffalo and how they were important to the Native American way of life.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Direct students to the table of contents and discuss the chapter titles. Ask students what page the second chapter begins on (page 8). Ask students what the title of the last chapter is ("After the Hunt").

### Introduce the Reading Strategy: **Summarize**

- Reinforce how stopping to summarize what is happening in a book while reading is a strategy that good readers use to make sense of text.  
*Think-aloud: To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them for a couple of moments. Since I haven't read the book yet, it's difficult to decide what's important and what isn't at this point, but as I read, I will think about what is important and what isn't.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- As you preview the book, use the vocabulary words students will encounter in the text as often as possible.
- Reinforce new vocabulary words by incorporating them into the discussion of the illustrations. For example, on page 10 say: *Because the scouts have spotted the buffalo, Wind-in-the-treetops and the other men are preparing for the hunt. I know that buffalo are fast creatures so the men on the hunt must also be able to move quickly.*
- Read the following sentence from page 10 aloud: *Then every man got on his swiftest pony.* Point to the word *swiftest* and ask students what they think *swiftest* means based on what they know about the men and the buffalo hunt.
- Repeat this process using context clues to help introduce and familiarize students with new vocabulary words.

### Set the Purpose

- Have students read the book to find out about the buffalo hunt, stopping after every few pages to summarize the story in their minds.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Tell them to look for what Wind-in-the-Treetops experiences as he prepares for the hunt. If students finish before everyone else, they can go back and reread.
- Model summarizing the story.  
*Think-aloud: I made sure to stop after the first four pages to summarize what I'd read so far. First, I decided what was important and what wasn't. Then, in my mind, I organized the important information into a few sentences and thought about them for a couple of moments. I thought about Wind-in-the-Treetops finally becoming old enough to ride with the men of the hunt and how proud he was. I thought about him not wanting to tire his pony before the hunt and not riding him for four days.*

## Lesson Plan *(continued)*

## The Buffalo Hunt

- Ask students to read the remainder of the story. Remind them to think about what happens to the characters so they can summarize, or review, the events in their minds.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### 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

- Discuss how stopping to review in their minds what is happening in the story helps them remember the events and better understand what is happening.

### Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Discuss the three main phases of the buffalo hunt as presented in the chapter titles: Preparing for the Hunt, The Hunt Begins, and After the Hunt.
- **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what this book is about because the topic is the title of the book. Direct students to the table of contents. Explain that each chapter title describes a main idea and the chapter gives details about that main idea. Have students turn to page 8, "The Hunt Begins." Explain that this chapter has a main idea and details. Ask students what they think the main idea of the chapter is, based on the title (the beginning of the buffalo hunt). Ask students to review the chapter. Then have them look closely at pages 13 and 14. Ask: *Are these steps to the hunt main ideas or details and why?* (They are details that tell more about the buffalo hunt.) Ask them to name other details that tell about the hunt. Explain that identifying the main idea and supporting details in a chapter can help them summarize the important information and remember what the book is about.
- **Check for understanding:** Have students practice locating the main idea and details in other chapters. During this time, you may choose to work with a small group or work with individuals to monitor their oral reading and comprehension of parts of the text.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Talk with students about what they think of Wind-in-the-Treetops's excitement about killing a buffalo. Ask why he was so excited. Ask if anyone has ever hunted an animal, and if so, if they'd like to tell about their experience.

### Build Skills

#### Phonics: **Vowel digraph ea**

- Write the word *meat* on the board and say the word aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters stand for the long /e/ vowel sound in *meat*.
- Underline the letters *ea* in the word *meat*. Explain to students that the letters *e* and *a* together stand for the long /e/ vowel sound. Say the following words with the vowel digraph *ea* aloud one at a time: *eat*, *teach*, *mean*. Ask volunteers to spell the words aloud as you write them on the board.




**Check for understanding:** Have students work with a partner to identify words in the text that contain the vowel digraph *ea*. Ask students to turn to pages 9 and 10. Have students work with their partner to locate and circle any words containing vowel digraph *ea*. Discuss their answers as a class. Ask students to repeat the same procedure on pages 15 and 16 of the text. Discuss students' responses.

### Grammar and Mechanics: **Conjunctions**

- Explain or review that a *conjunction* is a word that links and relates two parts of a sentence together. Examples of conjunctions are: *and, but, for, nor, or, so, and yet*.
- Ask students to turn to page 6. Write the following sentence from the book on the board: *I will walk and lead him*. Explain that the word *and* connects the two verbs of the sentence, *walk* and *lead*. On the board under the example, write the following: *I will walk him. I will lead him*. Discuss how the author chose to link these two actions instead of writing two repetitive sentences, one after another.
- Ask students to turn to page 11. Write the following sentence from the book on the board: *He wanted to dash on ahead, but that was forbidden*. Explain that the word *but* connects two shorter sentences to create one longer, more interesting one. On the board under the example, write the following: *He wanted to dash on ahead. That was forbidden*. Discuss how the author chose to link these two sentences together instead of writing two short sentences, one after another.
- Explain that these are examples of how conjunctions help writers make their writing more fluent, or smoothly flowing.
- **Check for understanding:** Ask students to turn to page 12 of the text. Have students work with a partner to identify the two sentences containing conjunctions. Have students underline these sentences and circle the conjunction in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [conjunctions worksheet](#). If time allows, discuss their answers.

### Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *buffalo* and *cautiously* on the board. Have a volunteer explain which word appears first in alphabetical order (*buffalo*) and explain why (because *b* comes before *c* in the alphabet). Write the words *stampede* and *sacred* on the board. Point out that the words begin with the same letter. Ask a volunteer to tell which word would appear first in alphabetical order and explain their thinking (*sacred* would come first because *a* comes before *t* in the alphabet).
-  **Check for understanding:** Write the words *swiftest* and *surrounded* on the board. On the inside front cover of their book, have students write which word would appear first in alphabetical order. Check students' individual answers. (Students must look at the second letter of each word to correctly place words in alphabetical order). Ask a volunteer to explain his or her answer.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

### **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.

### **Extend the Reading**

#### Social Studies Connection

Provide print and online resources to help students learn more about how Native Americans lived on the plains of North America in the early 1800s. Ask students to find information describing how they relied on buffalo hunts as a means of providing food, clothing, and shelter for their tribe. Have each student create a poster that displays in pictures and words what he or she learned. Have students share their presentations with the class.

### Science Connection

Collect and read books about buffalo, or bison. Ask students to find out their size, habitat, life expectancy, past and current populations, and where they live.

### 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.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently use the strategy of summarizing as they read to better comprehend the text
- accurately identify the main idea and details in the story and complete the main-idea-and-details worksheet
- correctly identify vowel digraph ea in the text
- consistently understand the use of conjunctions and apply understanding in a worksheet
- correctly place words in alphabetical order in discussion and on a worksheet

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**