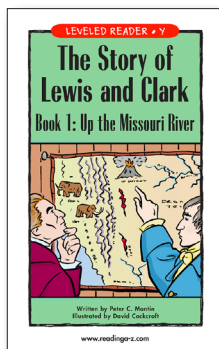


## Lesson Plan

# The Story of Lewis and Clark Book 1: Up the Missouri River



## About the Book

Text Type: Nonfiction/Historical Page Count: 20 Word Count: 1,978

### Book Summary

In 1803, President Thomas Jefferson asked his private secretary, Meriwether Lewis, to lead an expedition to find the Northwest Passage. Jefferson, along with countless others, believed this undiscovered waterway would provide an ideal trading route by connecting the Atlantic and Pacific oceans. This book examines the reasons for the expedition, the preparations Lewis and his friend William Clark made for the trip, and the early part of the expedition. The adventure of Lewis and Clark is continued in *Book 2: To the Pacific Ocean*.

## About the Lesson

### Targeted Reading Strategy

- Summarize


### Objectives

- Use the reading strategy of summarizing to understand text
- Sequence events
- Recognize and use adverbs
- Identify and use homographs

### Materials

Green text indicates resources available on the website

- Book—*The Story of Lewis and Clark Book 1: Up the Missouri River* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, adverbs, homographs worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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: **Continental Divide** (n.), **expedition** (n.), **fabled** (adj.), **nomadic** (adj.), **Northwest Passage** (n.), **uninhabited** (adj.)

Enrichment: **boils** (n.), **hostile** (adj.), **interpreter** (n.), **keelboat** (n.), **pirogues** (n.), **sod** (n.)

## Before Reading

### Build Background

- Involve students in a discussion of what it would be like to be an explorer. Ask what or where they would explore, whom they would take with them, what supplies they would need, and how long they would be gone.
- Extend the discussion by talking about the pros and cons of being a modern-day explorer.

### 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.

## The Story of Lewis and Clark

### Book 1: Up the Missouri River

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

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read in the book. After reviewing the table of contents, model using it to summarize what the book is about. Point out that although the section titles don't provide specific information, by referring to the title of the book, you can get an idea that all are telling about Lewis and Clark's journey.
- **Think-aloud:** *To summarize what I've read, I need to decide what's important and what isn't, and then organize the important information into a few sentences. I don't have much to go on yet, but each of the section titles must be important or it wouldn't be in the table of contents. Here's how I can summarize the table of contents: The table of contents tells me that in the story of Lewis and Clark, I'm going to read about what they did to prepare for the expedition. Then I'm going to read about the parts of their journey that were on a river and in the Plains. I'm also going to find out something about where they spent the winter somewhere along the way.*
- Reinforce that using your own words to summarize information helps you understand and remember what you've read—even the table of contents.
- Have students preview the rest of the book, looking at illustrations and sidebar text.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, for example, the word **uninhabited** on page 13. Model how students can use the prefix to figure out the meaning of the word. Ask students to tell what it means to *inhabit* a place. If necessary, tell students the word means *to live in*. Then ask students to tell the meaning of the prefix *un-*. Have students follow along as you read the sentence to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

#### Set the Purpose

- Have students read the book, keeping in mind the main ideas of each section and how they might summarize them.

### **During Reading**

#### Student Reading



**Guide the reading:** Have students read the Introduction. Tell them to underline the important events. Tell students to go back and reread the section if they finish before everyone else.

- When they have finished reading, ask students to identify the two most important events in the Introduction. Model summarizing the important events.


**Think-aloud:** *As I read the Introduction, I looked for the important events, and underlined them. I underlined the sentence that told that Congress set aside the money for the expedition, and that Jefferson chose Lewis to lead the expedition. I also underlined that Lewis asked Clark to help. Then I underlined that Jefferson bought 820,000 square miles of land—the Louisiana Purchase—for \$15 million. (Use an overhead or write the above sentences on the board.) Now all I need to do is decide which are the most important so I can summarize the Introduction. Since I'm only interested in the most important events, I'm not going to use the sentence about Congress setting aside the money for the expedition, even though I know Lewis and Clark had to have money to buy supplies. I think it's very important that Jefferson asked Lewis to lead the expedition to find the Northwest Passage, and that Lewis asked Clark to help. I also think the Louisiana Purchase was a very important event because it made the United States twice as big*

## Lesson Plan *(continued)*

# The Story of Lewis and Clark Book 1: Up the Missouri River

*as it was, so I'll use it, too. When I summarize the events in the order that they happened, this is what it sounds like: President Thomas Jefferson chose Meriwether Lewis to lead an expedition to find the Northwest Passage. Lewis asked his friend Clark to go with him. Just before Lewis and Clark left, Jefferson doubled the size of the United States by buying an area of land called the Louisiana Purchase.*

- Tell students to read the remainder of the story. Have them look for the important events in each section.

 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

- Reinforce how summarizing the important events in each section helps keep them actively engaged. Point out that mentally summarizing the important events in the order in which they happened in each section will help them understand and remember what they have read.

## Teach the Comprehension Skill: **Sequence events**

- **Introduce and model:** Explain that many writers present events in a book in the order in which they happened so the reader can make sense of them. This is especially true when the events build upon each other, moving from beginning to end in logical order. The section titles in the table of contents tell the order in which the events in the story are written.
- **Check for understanding:** Ask students to look at the table of contents. Have them tell the first thing the explorers did.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). They may refer to their books if necessary. When they have finished, review their answers aloud.

## Build Skills

### Grammar and Mechanics: **Adverbs**

- Direct students to the next to last sentence on page 6. Review or explain that this sentence begins with an adverb. If necessary, explain that an *adverb* is a word that describes a *verb*, an *adjective*, or *another adverb*. Tell students that writers use adverbs to give the reader more information, and that an adverb usually tells how something is done. Ask students to tell what the adverb *suddenly* is describing in the sentence (the verb *had become*). Explain that adverbs can be placed in several different places in a sentence. Write the sentence on the board. Ask students to tell how the sentence can be reworded using the adverb. (*Lewis and Clark's expedition had suddenly become much more important*, or *Lewis and Clark's expedition suddenly had become much more important*.)
- Reinforce by directing students to the paragraph on page 7. Ask them to find the sentence that has an adverb, and to tell what verb it describes.
- **Independent practice:** Introduce, explain, and have students complete the [adverbs worksheet](#). Make sure that students reread their sentences to ensure that the adverbs still modify the same words. When they have finished, review their answers aloud.

## Word Work: **Homographs**

- Read the first sentence on page 4. Point out the word *bank* and ask students to tell what it means. Ask students to think of another meaning for the word (a place where money is kept).

## Lesson Plan *(continued)*

## The Story of Lewis and Clark Book 1: Up the Missouri River

Write the word and its meanings on the board. Explain that some words have more than one meaning and the meaning depends on how the word is used in the sentence.

- Direct students to the last sentence in the second paragraph on page 5. Ask them to find a word that can have more than one meaning (*record*). Explain that this word can be pronounced two ways, can be a verb or a noun, and that it has several meanings. Ask students to suggest meanings (a written account (n.), to make a written account (v.); a disk designed to be played on a phonograph (n.), to make a audio recording (v.).
- **Independent practice:** Introduce, explain, and have students complete the [homographs worksheet](#). When students have finished, discuss their answers aloud.

### 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 books to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Have students write a first-person story telling what it was like to be a member of the Corps of Discovery.

#### Social Studies Connection

Have students research the first segment of Lewis and Clark's expedition. Have them transfer the route the expedition took to a modern-day map to see where the explorers traveled.

#### 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 summarizing as they read to better comprehend the text
- accurately sequence events from the text during a discussion and on a worksheet
- recognize and use adverbs during discussion and on a worksheet
- identify and use homographs during discussion and on a worksheet

#### Comprehension Checks

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