

About the Book

Text Type: Fiction/Historical Page Count: 16 Word Count: 761

Book Summary

It's April 22, 1889, and fifty thousand boomers line up on the border of the Unassigned Territory, ready to stake their claims on available land. They're waiting for high noon and that starting shot. *The Great Land Run* tells the stories of what brought a few of these boomers to the border hoping for a better life. Detailed illustrations support this exciting tale of the Wild West.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Sequence events in the text
- Identify consonant digraph *sh*
- Identify contractions
- Identify and understand homophones

Materials

Green text indicates resources are available on the website.

- Book—*The Great Land Run* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Thesauri
- Map of the United States
- Large pieces of paper
- Visualize, contractions, homophones worksheets
- Discussion cards



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

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](https://www.readinga-z.com).

- Content words:
Story critical: **acres** (n.), **boomers** (n.), **claim** (n.), **leases** (n.), **sooners** (n.), **territory** (n.)

Before Reading

Build Background

- Ask students to share what they know about how the western and central territories of the United States were settled. Explain to students that many people left the East Coast of the United States to seek new opportunities. Point out that much of the land acquired by the United States government was land that was taken from Native Americans.

- Write the word *claim* on the board. Explain to students that in the late 1800s, the United States government opened up large portions of land to anyone who wanted it. Rather than assign the land to particular people or groups, citizens literally had to race one another to the new land and then claim the land, or say that it now belonged to them. Tell students that all kinds of people wanted to claim land including farmers, cowboys, teachers, business owners, and so on. Explain that tens of thousands of people participated in these races. Point out to students that they will be reading a book that describes in detail the few minutes just before one of these land races.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name, illustration on the cover).

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or make pictures in their mind, as they read. Readers use what they already know about a topic and the words from the text to make pictures in their mind.
- Read page 3 aloud to students and model visualizing.
Think-aloud: When I read a book, I pause after a few pages or after a detailed description to visualize, or create a picture in my mind. Doing so helps me to better understand what I am reading. For example, after reading page 3, I will pause to visualize what I have read. The author states: "The sky is clear blue. New grass shines against red clay . . . Fifty thousand boomers line up on the border of the Unassigned Territory." Using the details in the text, I picture a big, open beautiful sky and imagine the shine of the green grass from the bright sunlight. I try to picture fifty thousand people all standing together. I imagine people as far as I can see. I visualize people on horses, in wagons, and on foot. I think about how loud it must be to have all of those people and animals in one place. I consider how nervous and excited everyone must feel as they wait for the race to begin.
- Invite students to share what they visualized when they listened to page 3 being read aloud. Have them compare the picture in their mind with the illustration on page 3 and on the cover of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that events in a book or story are told in order from beginning to end, or in *sequence*.
- Model sequencing the main events of your life. Write key words about each event in order on a timeline on the board as you describe them to students.
Think-aloud: If I want to tell the story of my life, I need to include certain events in order to tell it correctly. The first event that happened is that I was born. Next, I started school. Then, I moved to a new town. (Continue telling events as applicable to your life.)
- Explain that certain words are often used to tell a sequence of events. Read the list of events on the board to students in order, using words such as *first*, *next*, *then*, and *last*. Ask students to identify these sequencing words from the think-aloud.
- Have a volunteer use the key words on the board to sequence the events of the think-aloud out of order. Ask students to explain why the order of the events is important (the sequence does not make sense out of order).

- Point out the difference between the sequence of events listed on the board and a retelling (the retelling contains more detail and description; the list shows only the events that are most important).
- Explain to students that this book presents a sequence, or tells about events in the order in which they happened.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the illustrations and map. Reinforce the vocabulary words they will encounter in the text.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *leases* in the glossary. Then, have students locate the word *leases* in the dictionary. Remind students that when looking up a word in the dictionary, they must first identify the root word. Have a volunteer suggest the root word for *leases* (*lease*). Have students follow along on page 8 as you read the sentence in which the word *leases* is found to confirm the meaning of the word.
- Ask students to locate other content-vocabulary words in the glossary, dictionary, and text. Read and discuss their definitions as a class.
- If time permits, have students work with a partner to locate a synonym for each word in a thesaurus. Remind students to first identify the root word when using the thesaurus.


Set the Purpose

- Have students read to find out more about the race in the Oklahoma Territory. Encourage students to pause and visualize as they read and to consider the sequence of events.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Encourage students who finish early to go back and reread.
- Model visualizing.
Think-aloud: After reading pages 3 through 6, I paused to visualize, or make a picture in my mind, of what I read. I read about Sergeant Henry James, a former Buffalo Soldier. I pictured him sitting high on his horse with a well-worn saddle, looking out over the land at the thousands of other people waiting to claim land. I imagined him adjusting his hat to keep the sun out of his eyes as he keeps back from all of the other boomers. The author states that Sergeant James plans to wait until the dust from the starting horses settles before he takes off. I imaged what it would sound like and look like when thousands of people on horses and in horse-pulled wagons start racing and kicking up dirt on the dry ground. Pausing to visualize will help me remember and enjoy what I have read so far.
- Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized after reading pages 5 and 6. Invite students to share their drawings. Have them explain their drawing aloud.
- Have students turn to page 4. Give them several minutes to look at the map and then ask a volunteer to read the caption aloud. Explain to students that because this book is about a historical event, the author has provided the map and additional information in order to provide more background information.
- Show students a map of the United States. Point out the Oklahoma racing territory on the map in order to provide students with a sense of context. Explain that the race described in this book was not the only land race and that the United States government arranged several races in the late 1800s and early 1900s.

- Point out to students that when discussing historical events, it can be very helpful to consider the sequence of events using a timeline. Draw a timeline on the board. Provide each student with a large piece of paper and have students draw a line on the page for their timeline. Explain to students that a timeline is read left to right, just as you would read the words in a book. Point out that the oldest event is placed on the far right of the timeline and the most recent event on the far left.
 - Have students view the key of the map and make observations. Point out that the information on the key is listed in *chronological order*, or the order in which the events occurred. Ask a volunteer to explain which event happened first and how he or she knows (Unassigned Territory is opened in 1889). Add this event to the far left of the timeline and invite students to do the same. Have students continue to examine the key and add these events to their timeline.
 - **Check for understanding:** Have students read pages 7 through 8. When students have finished reading, have them choose either page 7 or page 8 to illustrate on their visualize worksheet. Remind students that pausing to visualize will help them understand and remember what they have read. When students have finished, invite them to share their responses with the class.
 - Point out to students that even though it is important to understand the sequence of events in history, it is also important to understand the sequence of events in the book in order to remember and better understand what has been read. Have students turn to page 6 and locate the following sentence: *Ten minutes to go*. Point out to students that this sentence gives reference to the amount of time before the race begins.
 - Draw a second time line on the board and have students do the same on their paper. On the far right of the timeline write the following: *12:00 p.m., the race begins!* Ask students what should be recorded on the far left of the timeline, or what is the first event in the story (Sergeant Henry James sits on his horse waiting for the race to begin and sees a girl waiting in a wagon with her family). Record this information on the board and have students record it on their timeline.
 - Have students reread page 7. Ask them to identify words or phrases that would help to determine the sequence of events (eight minutes to noon). Ask students what event happens at eight minutes to noon (Lizzie sits in her wagon waiting for the race to begin and dreams of the log cabin she and her family will live in). Have students record this information on the timeline. Have students repeat this process on page 8.
 - Have students read pages 9 through 10. When students have finished reading, invite them to pause and visualize what they have just read. Then, have students illustrate on their visualize worksheet. When students have finished, have them share their responses with the class.
 - Have students record the important events in the text from pages 9 and 10 on their timeline (Four minutes left: Cowboy Sam climbs off to check his horses' hooves and thinks about the blacksmithing shop he will open).
 - Have students read the remainder of the book. Remind them to pause often to visualize what they have read.
-  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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important information in the book.

- **Think-aloud:** *After I read page 11, I paused to visualize to help me remember and understand what I had just read. I pictured the young teacher on the moving train with her dress and hair moving in the wind. I pictured her jumping from the moving train and catching her balance before running to stake her claim. I also imagined the one-room schoolhouse she would build on her new land. I pictured a noisy school yard full of children and the teacher standing at the doorway ringing a bell and calling all the children in for class. Making this picture in my mind helps me to remember and think more deeply about what I have read.*
- **Independent practice:** Have students complete the visualize worksheet by illustrating their mental picture from page 11. When students are finished, allow them to share their drawings with the class.


Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that were identified and written on the board. Add any additional information students found while reading the remainder of the text. Have them practice restating these events using sequencing words (*first, next, then, after that*, and so on). Point out how it is important for students to use their own words to write about each event.
- **Enduring understanding:** In this book, you learned about the experiences of several different people during the great land run. Some people wanted to claim land and farm it. Other people just wanted to leave the land in its natural state and build a house. Some wanted to build towns and shops. If you were a boomer, what would you do with your newly claimed land?

Build Skills


Phonics: Consonant digraph *sh*

- Write the following words on the board: *shout* and *hush*. Read each word aloud with students. Ask students what these two words have in common (both words contain the consonant digraph *sh*). Underline the consonant digraph in each word. Ask students to repeat the words and to listen for the sound made by the consonant digraph *sh*.
- Explain that consonant digraphs can be at the beginning, the middle, or the end of a word. Write the word *trash*, *shin*, *washed*, and *shiny* on the board. Read each word aloud with students and ask them where they hear the consonant digraph *sh*.

 **Check for understanding:** Have students reread pages 6 through 10 to find and circle all of the words that contain the consonant digraph *sh*. Once students have finished, have them share their findings, and record the words on the board as a class. Invite volunteers to the board to identify and circle the consonant digraph *sh* in each word.


Grammar and Mechanics: Contractions

- Write the following sentence on the board: *He's going to stake a claim in a new town.* Circle the contraction *he's*. Explain that sometimes in written and spoken language we combine two words to make a contraction. When a contraction is formed, two words are joined by removing some of the letters and inserting an apostrophe. In this example, the words *he* and *is* are formed into a contraction by dropping the *i* in the word *is* and adding an apostrophe.
- Ask students if they can think of other common contractions. Write these contractions on the board. Invite volunteers to the board to write the two words that make up each contraction.

 **Check for understanding:** Have students reread page 11. Ask students to circle all the contractions on the page (*she's, it's, she'll*). In the margins of the page, have students write the two words that make up each contraction. Review student responses as a class.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Homophones

- Have students turn to page 3 and find the following sentence in the first paragraph: *New grass shines against the red clay, at least where horses' feet and wagon wheels haven't crushed it.* Write the word *new* on the board. Ask students to suggest a definition for the word *new*.
 - Write the word *knew* on the board. Ask students how this word is different from the word *new* (it is spelled differently; it has a different meaning). Explain or review that two words that sound the same but are spelled differently and have different meanings are called homophones.
 - Write the word *wait* on the board. Have students suggest a definition for the word *wait*. Ask students if they know another word that sounds the same but is spelled differently and has a different meaning than the word *wait*. Write the word *weight* on the board, and have students offer a definition and use the homophone in a complete sentence.
 - Have students reread the sentence from page three, and ask them to identify another homophone in the following sentence: *New grass shine against the red clay, at least where horses' feet and wagon wheels haven't crushed it.* Write the *where* on the board. Ask students for a definition of the word *where*. Invite students to provide a homophone, and write the word *wear* on the board. Have students turn to a partner and use both homophones in a complete sentence.
-  **Check for understanding:** Have students turn to page 5 and reread the page. Ask students to locate the following sentence: *He plans to wait until the dust from the starting horses settles.* Have students circle the word *wait*. Invite students to work with a partner to identify a homophone for the word *wait*. Then, have students use each homophone in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Narrative Writing Connection

Ask students to reflect on the great land run from the perspective of each character described in the book. Discuss as a class the different experiences people had during this time on the basis of their needs and culture. Have students choose one character from the story. Ask them to pretend to be this character and imagine what it would be like to participate in the great land run as this person. Have students write a letter from the perspective of the character, describing in detail his or her experience of the race.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide print and Internet resources for students to further research the Oklahoma Land Rush of 1889. Discuss with students how the territory open to boomers was often land taken from Native Americans. Have students research the different groups of Native Americans who lived in the Oklahoma Territory during this time. Have students write a written report and create a supporting visual aid. Invite students to share their findings with the class.

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
- understand and accurately identify a sequence of events in the text and during discussion
- accurately identify consonant digraph *sh* in the text and during discussion
- correctly identify contractions during discussion, in the text, and on a worksheet
- accurately identify and understand homophones in the text, during discussion, and on a worksheet

Comprehension Checks

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