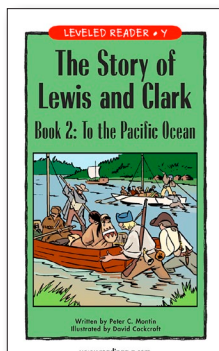


Lesson Plan

The Story of Lewis and Clark Book 2: To the Pacific Ocean



About the Book

Text Type: Nonfiction/Historical Page Count: 24 Word Count: 1,998

Book Summary

The story of Captains Meriwether Lewis and William Clark continues as the Corps of Discovery journeys west in search of a route called the Northwest Passage. The explorers face many hardships as they travel, including intolerable weather, treacherous mountains, and dwindling food supplies. Still, through sheer determination (and the help of some Native Americans), the team reaches the Pacific and returns safely to St. Louis. The informative text, presented in sequential order, is engaging and easy to understand.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Make inferences / Draw conclusions
- Recognize and write compound sentences
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*The Story of Lewis and Clark, Book 2: To the Pacific Ocean* (copy for each student)
- Chalkboard or dry-erase board
- Make inferences / draw conclusions, compound sentences, 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **corps** (n.), **impassable** (adj.), **interpreter** (n.), **malnutrition** (n.), **moccasins** (n.), **Northwest Passage** (n.)

Enrichment: **prospectors** (n.)

Before Reading

Build Background

- Have students think about the hardships early settlers and explorers faced. Draw a word web on the board with the word "hardships" in the center circle. Add circles as students offer their ideas.
- Create another word web that shows what students already know about Lewis and Clark. Have students offer anything they know about the Corps of Discovery.

Lesson Plan *(continued)*

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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. Ask them if they recognize the names on the front cover.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that having some prior knowledge about a topic and making a connection with what they know while reading helps them understand and remember the information in the book.
- After reviewing the title and the cover illustrations, model using these as a way to connect prior knowledge.

Think-aloud: *I've seen the names Lewis and Clark, and I remember reading in another book that they were famous explorers who traveled west looking for a river that would connect the Atlantic to the Pacific Ocean. I see the cover illustration has Lewis and Clark in boats and I think that they might be going on another journey. I can see that this journey will happen on the water since they are in boats. By remembering what I have read before, it will help me to understand this book better.*

- Have students preview the rest of the book, looking at the illustrations.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary


- Write the following vocabulary words on the board: *impassable*, *interpreter*, and *malnutrition*.
- Explain that these words can be found in the text and that knowing what they mean will help students better understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a blank piece of paper and have them write or draw what they know about the word and create a definition using prior knowledge.
- Model how students can use the glossary to find a word's meaning. Have them locate the word *impassable* in the glossary. Invite a volunteer to read the definition for *impassable*.
- Have students turn to page 8 in the book and read the sentence in which the word *impassable* is found. Have students confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- As students read the book, they should recall prior knowledge that will help them understand the text.

During Reading

Student Reading

 **Guide the reading:** Have students read to the end of page 8. Encourage students to underline the names of the characters, where and when the story takes place, and any important events that occur. Encourage students who finish before everyone else to go back and reread.

- Use the information generated above to model connecting to prior knowledge.
Think-aloud: *I remember a time when I was hiking with my family and we came to a place where the trail split into two new trails. My family and I had to decide which trail to take. This reminds me of when Lewis and Clark come to a fork in the river during their journey.*
- Ask students what they think will happen next in the story. Remind them to think of their prior knowledge about Lewis and Clark from the other story they have read. Have student read the remainder of the book.

Lesson Plan *(continued)*

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- Encourage students to read the remainder of the book, looking for connections to their prior knowledge from other texts.



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 connecting to prior knowledge helps students understand and remember what they have read.

Teach the Comprehension Skill: **Make inferences / Draw conclusions**

- **Introduce and model:** Remind students that when they make inferences or draw a conclusion, they figure out something that is not written in the text. Students have to use clues in the reading to figure out what happened or why or how it happened.
- Have students turn to page 9 in the book and read the last paragraph with you. Model drawing a conclusion from the information in the text.

Think-aloud: The text doesn't state exactly why the chief gave Lewis and Clark all of the horses they needed. I think that horses are valuable, and the chief knew that the horses were going over dangerous mountains and might not come back. I will need to look at clues in the text to see why he sold the horses. It says that the chief was Sacagawea's brother. He probably wanted to help his sister. He may also have thought that since his sister was with the explorers, they must have been good men.

- **Check for understanding:** Direct students to the second paragraph on page 10. Write the following sentences on the board. Ask students to use the clues in the paragraph to pick the sentence that explains most logically why the Nez Perce helped Lewis and Clark:

The Native Americans wanted to become part of the Corps of Discovery.

The Native Americans were kind and generous people.

The Native Americans did not want Lewis and Clark in their village.

The Native Americans wanted Lewis and Clark to join their tribe.

- Ask students to identify the clues they used to draw the conclusion (the members of the Corps of Discovery were nearly dead; the Native Americans gave them food; they helped the explorers build canoes).
- **Independent practice:** Introduce, explain, and have students complete the **make inferences / draw conclusions worksheet**. Encourage them to draw conclusions about events that happened in the story. If time allows, discuss their answers.

Build Skills

Grammar and Mechanics: **Compound sentences**

- Write the following sentence on the board: *Captains Lewis and Clark headed up the Missouri River.* Explain that this is a *simple sentence*. It has one subject and one predicate. Review or explain that the *subject* of a sentence tells who or what the sentence is about, and that the *predicate* tells what the subject is or does. Ask students to identify the subject and predicate in the first sentence.
- Write the following sentence on the board: *One man was bitten by a rattlesnake, and everyone was tortured by mosquitoes.* Explain that this is a *compound sentence*. It is made up of two simple sentences. The simple sentences are connected by the word *and*. A comma is placed before the connecting word. Ask students to identify the simple sentences.

Lesson Plan *(continued)*

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- Write the following connecting words on the board: *and, but, or*. Explain to students that any of these connecting words can be used to join two simple sentences. Have students identify the connecting word in the above sentence. Explain to students that an easy way to check if the sentence is compound is to remove the connecting word and read each part. If each part can stand by itself, then the two sentences together form a compound sentence.
- **Independent practice:** Introduce, explain, and have students complete the [compound sentences worksheet](#). If time allows, discuss their responses.

Word Work: Homophones

- Read the second sentence on page 4. Point out the word *way* and ask students to tell what it means. Write the word and its meaning on the board. Ask students to think of another word that is pronounced the same but has a different meaning (*weigh*: to measure). Write the word and its meaning on the board. Explain that homophones are words that sound alike but are spelled differently and have different meanings. The way to find out which word to use is to check its spelling and how it is used in the sentence.
- Direct students to the third sentence on page 4. Ask them to find a word that means the opposite of old. Write the word *new* on the board. Have students think of a word that means “understood or had something in your head.” Write the word *knew* on the board. Reinforce that although the words are pronounced the same way, they are spelled differently and have different meanings. Ask students to tell how they would know which word to use.
- Write the words *their, there, and they’re* on the board. Explain to students that these three words are often confused. Ask students to tell what each means (*their*: belonging to them; *there*: in that place; *they’re*: contraction for “they are”).
- Read the following sentences and ask students to tell which spelling of the word belongs in each:
Sacagawea, her husband, and (their) infant son joined the expedition.
The horses are waiting over (there).
As soon as the weather breaks, (they’re) going to head out.
- **Independent practice:** Introduce, explain, and have students complete the [homophones 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 the students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Provide resources for students to research Sacagawea and the contributions she made to Lewis and Clark’s expedition. Have them choose a factual event and write a fiction story about it. Have them share their stories with the group.

Social Studies Connection

Have students research the final segment of Lewis and Clark’s expedition. Have them transfer the route the expedition took onto a modern-day map to see where the explorers traveled. If possible, invite a cartographer to speak to the class about map making and the skills involved.

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:

Lesson Plan *(continued)***The Story of Lewis and Clark
Book 2: To the Pacific Ocean**

- 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 connect to prior knowledge to understand and remember text
- accurately make inferences and draw logical conclusions about story events based on clues in the text during discussion and on a worksheet
- correctly identify and write compound sentences during discussion and on a worksheet
- correctly recognize and use homophones during discussion and on a worksheet

Comprehension Checks

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