

About the Book

Text Type: Nonfiction/Descriptive Page Count: 24 Word Count: 2,005

Book Summary

In this piece of descriptive nonfiction, the author includes sensory details to create a mental picture for readers as they learn about the Calgary Stampede. Each summer, the city of Calgary, Alberta, puts on a huge rodeo and show to celebrate its rich Western history. Readers learn about each of the highlights, including the rodeo, parade, the Grandstand Show, Indian Village, and chuck wagon races. This unique and memorable city celebration brings people together, celebrates its diverse history, and shows the world what the Canadian West is all about.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify the genre of expository text
- Understand different uses for commas
- Recognize and use synonyms and antonyms

Materials

Green text indicates resources available on the website

- Book—*The Calgary Stampede* (copy for each student)
- Chalkboard or dry erase board
- Index cards
- Dictionaries and thesauruses
- **KWLS, commas, synonyms and antonyms 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 **Vocabulary a-z.com**.

Content words:

Story critical: **exhibition** (n.), **grandstand** (n.), **midway** (n.), **rodeo** (n.), **spectacle** (n.), **stampede** (n.)

Enrichment: **bronc** (n.), **demonstration** (n.), **draft horse** (n.), **dudes** (n.), **moccasins** (n.), **province** (n.), **range** (n.), **reins** (n.), **stirrups** (n.), **tipi** (n.)

Before Reading

Build Background

- Create a KWLS chart on the board and hand out the **KWLS worksheet**. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the first column (*K*) on the board with information students know about the topic. Have students complete the same section of their KWLS worksheet.

- Ask students what they would like to know about the Calgary Stampede. Have them fill in the second column (*W*) of their worksheet. Write their questions on the class chart on the board.

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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.

Think-aloud: *I can use the table of contents to think of questions I would like to have answered about the Calgary Stampede. For example, the second section is titled "Friday: The Parade." Since I know that the Calgary Stampede is a large celebration, this makes me think that there is a huge parade to kick off the weekend celebration. I wonder what sorts of entertainment are included in the parade. I'll have to read the book to find out. I'll write my questions on the chart.*

- Have students look at the other section titles. Have them write any questions they have, based on the covers and table of contents, in the *W* section of their KWLS worksheet.
- Have students preview the rest of the book, looking at the photographs. Invite them to read through the glossary. Have them add any additional questions they have on their KWLS worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Genre of expository text**

- Explain that expository text includes several different text type categories, such as: *biography*, *descriptive*, *experiment*, and *informational report*. Write these four text type categories on the board with the heading *Expository* in larger text above. Explain the descriptions of each category: *Biography*—the story of the facts and events of a person's life; *Descriptive*—a composition that includes sensory details and creates a mental picture for readers; *Experiment*—a composition that describes the necessary steps for completing an experiment using the scientific method; *Informational Report*—a report, often based on research, that presents focused ideas, facts, and/or principles on a topic. Tell students that this book is an example of descriptive expository writing.
- Review with students that in descriptive writing, the author includes sensory details to create a mental picture for readers. Ask students to name the five senses (sight, hearing, taste, smell, touch), and list them on chart paper. Describe a unique object aloud that is commonly seen by students and is located in the classroom or nearby, such as a chair or a tree. Use descriptive language that involves the five senses. Ask students to identify the "mystery word." Then ask how the descriptive words helped them form a picture in their mind of the object. Ask if they needed to hear details that involves all their five senses in order to create an image of what was being described.

Lesson Plan *(continued)*

The Calgary Stampede

- Explain to students that when authors write to describe something, they use vivid words and details to help create a mental picture for their readers. Point out that this book uses descriptive writing to help readers understand what it's like to be there in the moment, experiencing the Calgary Stampede for themselves.

Introduce the Vocabulary

- Write the following story-critical words on the board: *exhibition*, *rodeo*, and *stampede*.
- Point out that these three words can be found in the book and that knowing the meanings of these words will help them understand the events in the book. Create three large posters, each with one of the vocabulary words on the top. Instruct groups of students to rotate to each poster. For each word, have them write or draw what they know about the word. When all the groups have had an opportunity to contribute to each poster, display them on the wall. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions. Ask students to compare and contrast the two sources (glossaries only contain definitions for vocabulary words in that particular book; dictionaries contain longer and sometimes multiple definitions; and so on).
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *stampede* in the dictionary. Invite a volunteer to read the definition for *stampede*. Have students compare the dictionary definition with the glossary definition, pointing out the similarities and differences. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *stampede* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students think about what they already know about the Calgary Stampede as they read the book to find answers to their questions, and write what they learned in the *L* section of their KWLS worksheet.

During Reading


Student Reading

- **Guide the reading:** Have students read to the end of page 9. Remind them to look for information about the Calgary Stampede that will answer questions on their KWLS worksheet. Encourage students who finish before everyone else to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS worksheet that were answered and write any new questions that were generated.
- Model answering a question and filling in the third section (*L*) of the KWLS chart.
Think-aloud: *I wanted to know if there was a huge parade to kick off the weekend celebration for the Calgary Stampede. I found out that the parade is the first event of the whole celebration, which lasts for ten days. I also read that the parade starts at 9:00 a.m. and that the streets are packed four and five people deep, with almost everyone wearing a cowboy hat. Enormous draft horses pull brightly painted show wagons, American Indian nations parade in beautiful beaded costumes, and the very loud Stampede Show Band marches down the street. I see that there is a section titled "Sunday: A Walk Through Indian Village." I wonder what types of music and art are in the village. I will write these questions on my chart.*
- Have students write answers to the questions they circled in the *L* section of their KWLS worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.

Lesson Plan *(continued)*

The Calgary Stampede

- **Check for understanding:** Have students read to the end of page 11. Have them write any answers they found while reading in the *L* section of their KWLS worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 10 and 11. Write shared responses on the class KWLS chart.
- Have students turn to page 7 and reread the last paragraph with a partner, looking for descriptive writing. Have partners discuss words that helped them better understand the experience of the Calgary Stampede by using descriptive writing based on the five senses (*colorful banners, fancy silver belt buckles, the smell of sizzling steak*, and so on). Invite student pairs to share this information aloud, noting which of the five senses each example appeals to.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS worksheet questions and to notice the descriptive writing used. Encourage them to add new questions they might have to their KWLS worksheet as they 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

- **Think-aloud:** *I wanted to know what types of music and art can be found in Indian Village. I read that many different tribes take part in the Stampede and that Indian Village contains more than two dozen tipis, each covered in beautiful signs and symbols. I also read that there is a tipi-raising contest to see which team can set up and take down a sturdy tipi the fastest. I read that there is a Native Dance competition with drummers and that the dancers' amazing costumes are detailed with quills, fringe, feathers, bells, and beads. I'd like to know more about Indian art, music, and traditions. I will write this in the S column of my chart.*
- Ask students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the *L* column of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Remind students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the final section (*S*) of their KWLS worksheet with information they would still like to know about the Calgary Stampede.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share descriptive writing examples that they noticed while reading, pointing out that the author included sensory details to create a mental picture for readers. Ask students to explain how these details helped them feel as though they were able to experience what the Calgary Stampede is all about.
- Use the following questions to discuss the characteristics of descriptive text: *What is the author describing? What words and details help readers get a mental picture of the subject? How do the words and details help make strong mental images for readers? Why is it important that the details appeal to the five senses?*
- **Independent practice:** Give students a blank sheet of paper. Have them recall and write examples from the text of the author's descriptive writing on the blank sheet of paper. When students have finished working, discuss their answers aloud.

Lesson Plan *(continued)*

The Calgary Stampede

- **Enduring understanding:** In this book, you learned about a time-honored tradition called the Calgary Stampede. Now that you know this information, what do you think about the importance of tradition? How do you think events like this help communities flourish?

Build Skills

Grammar and Mechanics: Commas

- Explain that writers use commas in their writing and that commas have many different jobs. Explain that one of the ways that commas are used is when authors list a series of items in a sentence. Those words need to be separated by commas. Without the commas, the sentence would be difficult to read and understand.
- Write the following sentence and *Example #* on the board: *Example #1: This is a town that grew from cattle horses ranches and chuck wagons.* Ask students to explain why this sentence doesn't make sense (there is no such thing as "cattle horses ranches"). Direct students to page 4. Ask them to locate this sentence and identify the proper placement of the commas in the sentence. Ask a volunteer to come to the board and add commas in the correct places, separating the words *cattle*, *horses*, *ranches*, and *chuck wagons*. Circle the commas. Point out that the last words (*chuck wagons*) are joined to the list by the word *and* following the comma.
- Have students turn to page 9 and ask them to follow along as a volunteer reads aloud the first sentence: *The animal that Calgary loves best is the horse—any breed, any color, and any size.* Ask a volunteer to identify the listed phrases (*any breed*, *any color*, and *any size*). Discuss the location of the commas within the list and the word *and*, which joins the last phrase to the list after the comma.
- Remind students that commas have many different jobs. Explain that one of the ways that commas are used is to set off an introductory word or phrase. Write the following sentence and *Example #* on the board: *Example #2: Finally, there's a blast of horns!* Ask a volunteer to come to the board and circle the comma. Explain that the word *Finally* is an introductory word leading into the sentence and that the comma separates it from the rest of the thought.
- Have students turn to page 19. Ask them to find the following sentence, located at the bottom of the page: *Of course, the cowboy isn't on a horse—he's on a huge bucking bull.* Ask a volunteer to identify the introductory words (*Of course*). Discuss the location of the comma. Read the sentence aloud, emphasizing how the comma sets off the leading thought. Ask a volunteer to come to the board and circle the comma.
- Remind students that commas have many different jobs. Explain that one of the ways that commas are used is when separating a different thought in the middle of a sentence. Write the following sentence and *Example #* on the board: *Example #3: Many Stampede events, such as the midway and the barn tours, run for the full ten days.* Circle the commas and point out that the middle of the sentence, *such as the midway and the barn tours*, is separated by commas. Point out that if the sentence is read without the middle section, the sentence still makes sense. Read the sentence aloud, omitting the middle section: *Many Stampede events run for the full ten days.*
- **Check for understanding:** Write the following sentences on the board: *It's like a rock concert Broadway play and circus all in one. At 9:00 a.m. the streets of downtown Calgary are lined four and five deep with people.* Have students rewrite the sentences on a separate piece of paper, adding the commas in the appropriate places. Check individual answers for understanding. (*It's like a rock concert, Broadway play, and circus all in one. At 9:00 a.m., the streets of downtown Calgary are lined four and five deep with people.*)
- **Independent practice:** Introduce, explain, and have students complete the [commas worksheet](#). Discuss answers aloud after students finish.

Word Work: Synonyms and antonyms

- Write the word *happy* on the board. Ask students to suggest a word that means almost the same thing (*cheerful*, *ecstatic*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.

Lesson Plan *(continued)*

The Calgary Stampede

- Ask students to suggest a word that means the opposite of *happy* (*sad, depressed*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 7 and locate the last sentence. Write the sentence on the board: *This city spirit is a big part of what makes the Calgary Stampede so special.* Ask students to find the word that tells the size of something (*big*). Ask them to suggest a word that means the same or almost the same as *big* (*huge*). Ask them to suggest a word that means the opposite of *big* (*tiny*).
- Show students a thesaurus. Use the example above to explain how a thesaurus is used, writing different synonyms and antonyms for *big* on the board.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *fun* and have them name the synonyms listed. If the thesaurus lists antonyms, have them find the antonyms for *fun*. If needed, provide additional practice using a thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). Discuss their answers aloud once everyone has finished working independently.

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. With someone at home, have them classify information about objects at home that bring about certain feelings.

Extend the Reading

Descriptive Writing Connection

Review with students that in descriptive writing, the author includes sensory details to create a mental picture for readers. Review the five senses (sight, hearing, taste, smell, touch). Have students write a descriptive paragraph about their favorite place to visit. Remind them to add details that help readers understand what it is like there by appealing to their five senses. Encourage writers to read their final paragraph aloud in small groups.

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

Social Studies Connection

Supply print and Internet resources for students to research rodeos. Give them index cards to write down the most important and interesting things they found out during their research. Have them write a paragraph that includes all the points they wrote on their index cards. Allow time for students to read their paragraph aloud. Point out that what one person found interesting may not be what another chose to write about. Discuss how differences in opinion are important when authors write because different subjects appeal to different readers.

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.

Lesson Plan *(continued)*

The Calgary Stampede

- 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 ask relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- accurately identify the genre of expository text during discussion and on a separate piece of paper
- recognize and use commas during discussion and on a worksheet
- identify, select, and use synonyms and antonyms during discussion and on a worksheet

Comprehension Checks

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