

### About the Book

Text Type: Nonfiction/Historical    Page Count: 24    Word Count: 1,795

### Book Summary

We all know the heroic gun-slinging cowboy of the movies, but what was life really like for the cowhands of the old West? This informative book details the real hardships and dangers of the cowboy life and recounts the fascinating story of how cowboys became famous just as that way of life was ending. Historical photographs enhance the text.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details in sections of the text
- Identify and understand the use of parentheses in text
- Identify English words with non-English origins

#### Materials

**Green text** indicates resources available on the website

- Book—*Yee Haw! The Real Lives of the Cowboys* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **KWLS, main idea and details, word origins 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**.

#### Content words:

Story critical: **branded** (v.), **cattle drive** (n.), **mustangs** (n.), **rustlers** (n.), **stampede** (n.), **vaqueros** (n.)

Enrichment: **chaps** (n.), **chuck wagon** (n.), **circling** (v.), **dung** (n.), **grueling** (adj.), **icon** (n.), **navigator** (n.), **nonperishable** (adj.), **slaughterhouses** (n.), **wranglers** (n.)

### Before Reading

#### Build Background

- Discuss what students know or have heard about cowboys. Ask what they think cowboys do. Ask: *What kind of people are cowboys? What do they look like? What are their lives like?*
- Create or project 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 cowboys. Have them fill in the second column (W) of their worksheet. Write their questions on the class chart

### 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 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. Model asking questions, based on the information available from the table of contents.

*Think-aloud: I can use the table of contents to think of questions I'd like to have answered about cowboys. For example, the fifth section is titled "Stampede and Other Dangers." I know a little about what a stampede is, but this section title tells me there were other dangers for cowboys. I'll have to read the book to find out what those other dangers were. I'll write that question in the W column of the KWLS chart.*

- Have students look at the other section titles. Write any questions they have, based on the covers and table of contents, in the W column of the KWLS chart on the board.
- Have students preview the rest of the book, looking at photographs, illustrations, and captions. Point out the "Do You Know?" boxes containing more information. Show students the glossary. Have them add any additional questions they might have about the book to their KWLS chart. 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: **Main idea and details**

- Explain that every book has a main idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book covers. Ask them to predict the main idea of the book.
- Explain that each page gives supporting details that tell the reader more about the book's main topic (what cowboys' lives were really like).
- Model using the table of contents to infer supporting details in the text.  
*Think-aloud: When I look at the table of contents on page 5, I see that the title is "The Cowboy Era Begins." This title tells me that there must have been a specific time in history when cowboys were needed. This is probably a supporting detail for the overall main idea of the book. As I read, I know that I will find other details about cowboys as well. As I read, I will pause after a few pages to review the important details. This strategy will help me make sure I understand what I'm reading. I know that good readers do this as they read, so I am going to look for supporting details as I read this book.*
- Have students turn to the table of contents and list some of the supporting details about cowboys (the cattle drive, the market, the dangers, and so on).

#### Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs and illustrations. Reinforce the vocabulary words they will encounter in the text.


- Have students find the bold word *grueling* on page 7. Ask them to look for clues to the word's meaning in the sentence containing the word *grueling*. Read the sentence aloud and have students tell you what they think the word means. Explain that clues are not always present in the same sentence but that other information in the paragraph often explains the meaning of an unfamiliar word.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how they can use the glossary or a dictionary to locate a word's meaning. Ask a volunteer to read the definition for *grueling* in the glossary. Have students follow along on page 7 as you read the sentence in which the word *grueling* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out more about the real lives of the cowboys. Remind them to stop after every few pages to record answers to their questions in the *L* section of their KWLS worksheet.

### During Reading


#### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Remind them to look for information about cowboys that will answer questions on their KWLS chart. Have students go back and reread the sections if they finish before everyone else.
  - When they have finished reading, have students discuss the information in each section and share what they learned about cowboys and the cowboy era. Have students circle any questions on their KWLS chart that were answered and add any new questions that were generated.
  - Model answering a question on the KWLS chart and filling in additional information.  
**Think-aloud:** *I wanted to know more about the time period when cowboys came into being. I found out that starting in the 1860s, many young men moved to the West for several reasons. I learned that huge cattle ranches spread across the Midwest, and very few people lived in those areas. The ranchers needed workers to round up the cattle and get them to the railroad stations. The Civil War had ended, and many men were out of work or had few opportunities. I'll write what I learned in the L column of my KWLS chart. This information made me want to know how the cowboys got the cattle to the railroad stations and how far away they were. I will write this question in the W column of my KWLS chart.*
  - Model identifying the main idea and details for a specific section of the book.  
**Think-aloud:** *As I started reading the section titled "The Cowboy Era Begins," I noticed that most of the sentences mentioned something about how cowboys came to be. I read that there were large cattle ranches needing workers to round up cattle and get them to the railroad stations. I will underline this information. I also read that the Civil War had ended, and many young men—freed slaves, former soldiers, and Native Americans—needed work or a new life. I also read about Mexican vaqueros, the original cowboys, who taught others the work of cattle ranches. I will underline this information, too. Based on what I've read, I think the main idea of the section is: How cowboys came to be.*
  - Write the main idea on the board. Ask students to identify details that support this main idea (see above). Write these details on the board.
  - **Check for understanding:** Have students read to page 14. Have them write answers they found while reading in the *L* column of their KWLS worksheet and additional questions they raised in the *W* column. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class KWLS chart.
-  Have students reread the section titled "The Cattle Drive," underlining the important information. Invite them to work with a partner to identify the main idea of the section. Have them write the main idea in the margin of their book or on a separate piece of paper. Check individual responses for understanding.

## Lesson Plan *(continued)*

## Yee Haw! The Real Lives of the Cowboys

- Have students read the remainder of the book. Remind them to look for and write answers to their KWLS worksheet questions. Encourage them to add new questions they might have to their worksheet as they read and to circle the important events.

 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

- Have students share any other questions they had while they were reading. Reinforce that asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I wanted to know how the cowboys got the cattle to the railroad stations and how far away they were. I found out that cattle had to first be rounded up because they were scattered over miles and miles of land. They were branded and readied for the journey ahead. The journey started out fast but then slowed so the cattle wouldn't lose too much weight. They would travel for fifteen to twenty miles a day, and it would take two to three months to get to a railroad town.*
- 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.
- Point out to 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 column (S) with information they would still like to know about cowboys and the American West.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- **Independent practice:** Introduce, explain, and have students complete the [main-ideas-and-details worksheet](#). When everyone has finished working independently, review their answers aloud.
- **Enduring understanding:** In this story, you read facts about the real American cowboys that often contradicted what we've read or seen in books, television programs, and movies. The next time you read or watch a story set in the old American West, will the content of this book make you question how accurate the story is? Why or why not?


### Build Skills

#### Grammar and Mechanics: Parentheses

- Write the word *parentheses* on the board. Explain that parentheses are punctuation marks.
- Explain that parentheses are used to show supplementary material, to set off information more strongly than with commas, and in numbering or lettering a series.

- Post or project the following information, and leave it up as a reference tool:
  - ( ) Parentheses**
    1. To show supplementary material or information  
*The map (see below) is new.*
    2. To set off information more strongly than with commas.  
*Joe (the first boy) was ready.*
    3. In numbering or lettering a series.  
*Choices: (a) a game or (b) a song.*
- Ask students to turn to page 7 and find the first set of parentheses (the pronunciation of *vaquero*). Ask students which of the three uses of parentheses this is an example of (use number 1; it provides the reader with additional information, the pronunciation of the word).
- **Check for understanding:** Have students locate the next set of parentheses on page 7. Ask volunteers which of the three uses of parentheses this is an example of and why.
- **Independent practice:** Have students work in pairs to skim the book and look for sentences with parentheses. Remind them to look at the text boxes and glossary as well. Ask them to copy the sentences using parentheses onto a piece of paper and indicate which of the three rules is being applied. If students have difficulty understanding the directions, help them complete the activity. Write the examples from the text on the board. Then ask students to make up their own sentences using parentheses.

### Word Work: English words with non-English origins

- Write the following list of American states on the board: *Minnesota, Illinois, Michigan, Massachusetts, North and South Dakota*. Cover the words *North* and *South* and ask students what all the remaining words have in common, other than being names of states (they all are words from Native American languages).
- Explain to students that many words in the English language, especially in America, come from other cultures or languages, especially Spanish, French, and Native American languages. Provide or have students brainstorm a list of commonly used words derived from other cultures, such as *café, ballet, soldier, taco, coyote, maize, moose, chic, and ramada*. Discuss where the words originated. Have students use a dictionary to check the origins.
- Have students reread the text box on page 7. Ask if they knew what a rodeo literally meant before reading this book. Discuss the origin of the word *rodeo*.
-  **Check for understanding:** Have students scan and review the text on page 7 and highlight or circle any words that may have come from other cultures or languages (lasso).
- **Independent practice:** Introduce, explain, and have students complete the [word origins worksheet](#). Provide resources (such as *The Illustrated Dictionary of Place Names*) or links to Internet websites (such as [Wikipedia.com](http://Wikipedia.com), [wordorigins.org](http://wordorigins.org), or [dictionary.com](http://dictionary.com)). Discuss answers aloud after they are finished.

## 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. Have students share their KWLS worksheet with someone at home, explaining how it works and what they learned.

### **Extend the Reading**

#### **Historical Writing Connection**

Review with students the elements of historical writing and the fact that histories are nonfiction stories about real people, groups, or events from the past. Have students research and write a short history of a real person, group, or event from the time period covered in the book (1860–1890). Remind students that history is based in fact, so they will need to use what they learned in this book and conduct additional research to write their history.

#### **Content Area Connection**

Supply books and links to Internet websites for students to learn more about Buffalo Bill Cody and his Wild West show, including Annie Oakley. Ask them to take notes. Lead a roundtable discussion in which students share their findings and discuss how Buffalo Bill's show perpetuated some of the common stereotypes of cowboys.

#### **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 ask relevant questions about the topic prior to and during reading; locate answers to their questions in text during discussion and on a worksheet
- identify the main idea and supporting details to better understand the text through discussion and on a worksheet
- recognize and understand the use of parentheses in the text and during discussion
- use resources to identify the origins of many English words on a worksheet

#### **Comprehension Checks**

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