



### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 2,145

### Book Summary

In this informational book, readers will learn about the Native American tribes that once inhabited the Great Plains of the United States. Their way of life; their dependence on bison for food, shelter, and clothing; and their interaction with settlers—some of which proved deadly for both—are examined. Also included is information about three of the most famous Native American leaders: Sitting Bull, Crazy Horse, and Red Cloud.

### 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
- Understand and identify prepositional phrases
- Make and confirm or revise predictions about meanings of content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Native Americans of the Great Plains* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Main idea and details, vocabulary prediction 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 [VocabularyA-Z.com](http://VocabularyA-Z.com).

#### • Content words:

Story critical: **bounty** (n.), **immunity** (n.), **migrated** (v.), **nomadic** (adj.), **prairies** (n.), **reservations** (n.)

Enrichment: **avenge** (v.), **bison** (n.), **endure** (v.), **guerilla warfare** (n.), **ornaments** (n.), **powwows** (n.), **prospectors** (n.), **teepees** (n.), **tendons** (n.)

### Before Reading

#### Build Background

- Involve students in a discussion about what they know about life for Native Americans on the Great Plains over a hundred years ago. Ask what they know about the conflicts between European settlers and the Native Americans on the Plains.
- Give students the [vocabulary prediction worksheet](#). Explain that they are to write what they think each word means. Tell them that after they have finished reading the book, they will make a check mark if their definition was correct. Otherwise, they will write the correct definition that they learned from reading the book.

### 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.)
- Show students the glossary and index and explain the purpose of each.

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

- Explain to students that having some prior knowledge of the topic they are going to read about, and making a connection with what they know while they are reading, helps them understand and remember the information in the book.
- **Think-aloud:** *As I look at the table of contents, I think of information I want to find out when I read this book. I want to find out which tribes once lived on the Great Plains and which tribes still live there today. I want to find out more about what happened to the buffalo and how this affected the lives of Native Americans. Good readers ask questions about what they want to find out about the topic of a book. They look for answers to their questions as they read, and they often pose new questions as they get further into the book.*
- Ask students to preview the book, looking at photographs, captions, illustrations, and features, such as sidebars, maps, and charts. Encourage students to ask questions as they preview the pages.
- 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, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Have students turn to page 5 to find the names of the tribes. Explain that most of these words are from languages other than English and are difficult to pronounce. Sound them out with students.
- Model how to apply word-attack strategies. Direct students to the bold word *nomadic* on page 6. Model how they can use context clues to figure out the meaning of the unfamiliar word. Explain that the previous sentence says that many Native Americans lived in teepees. The next sentence says that these portable homes were ideal for the *nomadic* hunters. Explain that these clues can be put together to figure out that *nomad* may mean a person who moves around, so *nomadic* hunters may be a group that moves around, hunting for food. Inform students that by reading the following paragraph, the meaning can be confirmed. Explain that sometimes a context clue provides enough information for a sentence or paragraph to make sense but not enough to fully understand the word. Model looking up the word in the glossary for a more complete definition.
- Remind students that they should check whether a word makes sense by rereading the sentence in which it occurs.

#### Set the Purpose

- Have students look for answers to their questions as they read, and remind them to continue posing questions as they read the book.

### During Reading

#### Student Reading



**Guide the reading:** Have students read to the end of page 11. Have them underline the words or phrases in the book that tell interesting facts about the Great Plains or the Native Americans who lived there. If students finish before everyone else, they should go back and reread.

- Have students share the information they underlined. Show students a present-day map of the United States. Have them use the information provided in the first paragraph of the book to determine the boundaries of the Great Plains. Relate the number of bison (60 million) to a familiar figure such as city size, stadium size, or state, province, or country size. Point out the chart on page 8 and discuss how long students think it took Native Americans to create some of these objects from a bison.
- Ask students whether any of their questions have been answered from information on the pages read so far. Ask them to share other questions that came to mind as they were reading.
- Have students read the remainder of the book. Encourage them to continue asking questions 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

- Discuss with students how asking questions as they read helps set a purpose for reading and helps them become actively involved in the reading of the book.

#### Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Explain that a writer writes with a main idea in mind. In other words, the writer wants the reader to understand something about the topic. In addition, the writer has a main idea for each section of the book. The headings often provide clues as to what the main idea of each section is about.
- **Introduce and model:** Have students turn to the first section and read the title. Point out that the title is a good clue about the main idea of the section (the Great Plains region is a large area of land that was once inhabited by the Plains Native Americans and millions of bison). Explain that the details in the section tell what the land was like and who lived there during the 1800s. Remind students that not all section titles provide such a good clue about the main idea of a section, in which case it is up to the reader to figure it out.
- **Check for understanding:** Ask students to predict the main idea of the second section. As a group, compose a sentence that states the main idea (Plains Native Americans lived in both teepees and lodges). Have students identify details that provide more information about the main idea.
- **Independent practice:** Introduce, explain, and have students work independently to complete the [main-idea-and-details worksheet](#) for each section listed. Discuss their responses after they have finished. If students disagree about the main idea of a section, have them justify their responses by identifying clues in the text.
- **Enduring understanding:** This book describes Native Americans of the Great Plains and explains how their lives changed with the arrival of settlers from the eastern United States. What similar situations exist in our modern-day society? How can groups learn to coexist peacefully without negatively affecting each other's cultures?

### Build Skills

#### Grammar and Mechanics: **Prepositional phrases**

- Review that a *preposition* is a word that shows the relationship of a noun or pronoun to another word in the sentence. Make a list of prepositions with students, including *in, down, to, by, of, with, for, at, and from*. Explain that a prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun, and that a prepositional phrase gives more information about the word that comes before it.
- Have students find the first sentence on page 4 as you write the sentence on the board. Explain that this sentence contains five prepositional phrases. Underline the words *The Great Plains of the United States...* Ask students to identify the preposition. Circle it on the board. Remind students that a prepositional phrase begins with a preposition and ends with a noun. Explain that the phrase *of the United States* is the prepositional phrase. Ask students to identify the noun at the end of the prepositional phrase. Explain that the prepositional phrase tells them more information about the Great Plains.
- Review the list of prepositions. Have students find the next prepositional phrase in the sentence (*from the Rocky Mountains*). Circle the preposition (*from*) and ask students to identify the noun that the phrase ends with (*Rocky Mountains*). Ask students what the phrase is telling about (where the area reaches).



**Independent practice:** Select two or three prepositions from the list. Have students find and circle the prepositions and underline the prepositional phrases on a page or in a section of the book. Discuss their responses.

- **Extend the activity:** Have students write three sentences, each of which contains a prepositional phrase. Have students exchange their sentences with a partner and identify the preposition and prepositional phrase in each other's sentences.

#### Word Work: **Content vocabulary**

- Have students complete the vocabulary prediction worksheet. Have them make a check mark in the column if each word meant what they thought it did before reading. If not, have them write a correct definition.
- When completed, have students turn over their worksheet and write two sentences using two of the words. Have them erase the words and exchange their paper with a partner. Have each student fill in the missing words in the sentences his or her partner wrote.

### 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 them practice asking and answering questions with someone at home as they read.

### Extend the Reading

#### Narrative Writing Connection

Have students reread the section titled "Leaders." Have them select one of the men to research further. Have students pretend that they are the son or daughter of the leader they chose and write an account of the event they read about in the book. Have students title their story and share it with the group.

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

### Social Studies and Art Connection

Provide art materials for students to draw pictures of Native American children in their homes and themselves in their homes. Use their drawings as a way to discuss stereotypes of Native Americans.

### 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:

- use the strategy of asking and answering questions to better understand nonfiction text during discussion
- identify main idea and details in nonfiction text during discussion and on a worksheet
- identify prepositions and prepositional phrases during discussion
- make predictions about vocabulary and revise or confirm meanings from reading the text during discussion and on a worksheet

### Comprehension Checks

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