

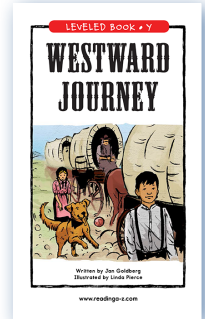
Focus Question:

What role does Wag play in the development of the story?

Book Summary

Text Type: Fiction/Realistic

Westward Journey is an engaging and creative way to teach students about life on the Oregon Trail. This realistic fiction story is told from the perspective of two young pioneers, Jessie and Bessie, and how the trip out West affected each of them. Colorful illustrations and relatable characters will keep students engaged in learning about this important time in America's history. Students will also have the opportunity to make, revise, and confirm predictions as well as to analyze the setting in order to better understand the story.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze setting
- ☐ Describe information provided by a glossary
- ☐ Recognize and use commas to separate dialogue
- ☐ Identify and use hyphenated compound words

Materials

- ☐ Book: *Westward Journey* (copy for each student)
- ☐ Make, revise, and confirm predictions; commas to separate dialogue; hyphenated compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

Words to Know

Story critical: *confined* (v.), *entertain* (v.), *prairie* (n.), *protection* (n.), *severe* (adj.), *stampede* (n.)

Enrichment: *coaxed* (v.), *content* (adj.), *discourage* (v.), *oblivious* (adj.), *rambling* (v.), *ruckus* (n.)

- **Academic vocabulary:** *alike* (adj.), *appreciate* (v.), *condition* (n.), *enough* (adv.), *likely* (adj.), *several* (adj.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a map of the United States. Have students locate Ohio and Oregon.
- Ask students how they would travel from Ohio to Oregon and invite them to share their answers with the class (by car, by train, by plane). Now explain that in the 1800s, pioneers traveled across the country using covered wagons, and place a picture of a covered wagon on the board. Begin a discussion about the perilous journey of pioneers who traveled across the country on what is called the Oregon Trail. Highlight the route of the Oregon Trail on the map.

Introduce the Book

- Give students their copy of *Westward Journey*. 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).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that engaged readers make predictions about what will happen in a story while they are reading. Discuss how they use evidence from the text, illustrations, and prior knowledge to make these plausible predictions. Point out that while they are reading, engaged readers monitor their predictions and revise them as new evidence is given in the story. Explain that once they have finished reading, engaged readers confirm whether their predictions were correct or if they were disproven. Pass out a copy of the [make-revise-and-confirm-predictions worksheet](#) to students. Read pages 3 and 4 aloud to the class. Have students work with a partner to use the evidence from the text to make a prediction about what will happen next in the story. Have students write these predictions on their

Guiding the Reading (cont.)

worksheet along with the evidence from the text that supports their prediction. Remind students to monitor their predictions and continually revise them as they are reading.

Introduce the Comprehension Skill:

Analyze setting

- Review the five elements of a story with students and write them on the board: *character, setting, plot, conflict, theme*. Have students discuss and define each element. Circle the word *setting* and review with students that the setting of a story is the time and place in which the story occurs.
- Remind students that the setting can change throughout the story, but it doesn't have to. Have students look through the book and study the illustrations. With a partner, have them discuss whether the setting changes. Call on students to share their ideas.
- Invite students to provide examples of other stories the class has read together and identify the setting of each. Point out that the setting will often have an impact on the plot and the characters in the story. Have students work in groups to discuss how the setting of each example affected the plot or characters of the story.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Jessie and Bessie's trip on the Oregon Trail. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- Why are Jessie and his family traveling to Oregon? (level 1) page 3
- What clues from the text show you how Jessie feels about leaving Ohio? (level 2) pages 3–4
- How do you think Wag got his name? (level 3) page 5
- Why doesn't Bessie tell her family she is feeling sick? What does this tell you about her character? (level 3) page 6
- Why might getting sick on the Oregon Trail be more dangerous than getting sick in town? (level 3) page 9
- How did Wag bring Jessie and Bessie together? (level 3) multiple pages
- How did Jessie change from the beginning to the end of the story? (level 3) multiple pages
- Why did the author write a realistic fiction story about the Oregon Trail instead of writing a nonfiction text? (level 3) multiple pages

Text Features: Glossary

- Explain to students that when they are reading, it is common to come across words they do not understand or know the meaning of. Point out that oftentimes these words are in boldface print. Review or explain that the *glossary* comes at the end of a text and defines unfamiliar boldface words.
- Model how to read a glossary.
Think-aloud: *When I am reading a story, I may come across a word that I don't know. Often, the word is in boldface, or darker, lettering. When I come across such a word, I can turn to the glossary to help me determine the word's meaning. The glossary alphabetically lists the definitions of all the boldface words in a text. I notice that on page 5 the word coaxed is boldface. Since the word is boldface, I know it is in the glossary. On page 16, I find the word coaxed at the top of the page. The definition is: gently persuaded someone to do or say something. Now I can continue reading the story.*
- Have students read the words listed in the glossary on page 16. Point out that the listed page numbers show where each word is located in the book.

Skill Review

- Discuss with students how the setting contributes to the overall feeling of this story. Encourage students to note details in the setting that have a great impact on the plot or characters.
- Model analyzing setting.
Think-aloud: *In the beginning of this story, Jessie is upset that he has to leave his friends in Ohio to travel across the country to Oregon. The pictures and descriptions of the setting add to Jessie's feelings of loneliness and isolation. As I read, I will continue to analyze how the setting impacts the plot, characters, and overall feeling of this story.*

Guiding the Reading (cont.)

- Remind students to continue making, revising, and confirming predictions as they read. Throughout the reading, invite volunteers to share predictions they revised or new predictions they made. After reading, invite volunteers to share predictions that were confirmed. Remind students that making plausible predictions is more important than making correct predictions. Have students continue filling in the make-revise-and-confirm-predictions worksheet as they read.

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.

Skill Review

Graphic Organizer:

Make, revise, and confirm predictions

Review the make-revise-and-confirm-predictions worksheet that students completed. Have students share their work with a partner. Invite volunteers to share their answers with the class. Discuss how making predictions while reading helps students stay engaged with the story and better understand the text.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Wag brings Jessie and Bessie together. If it weren't for him, Jessie and Bessie would not have become friends.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics:

Commas to separate dialogue

- Review or explain that quotation marks appear around the words a character is saying, which is called *dialogue*. On the board, write the following sentence from page 5: "Come on, Wag," Bessie coaxed, "go fetch." Ask a volunteer to come to the board and circle the quotation marks.

- Point out that a comma separates the dialogue from the rest of the sentence. Review or explain that commas are used to separate dialogue, both before and after the words said by the characters.
- Have students work with a partner to create a sentence that includes dialogue said by either Jessie or Bessie. Ask students to leave off the quotation marks and commas from the sentences. Have pairs switch their sentences with another pair of students' sentences and add the quotation marks and commas to the dialogue. Walk around the room and check students' work.
- **Check for understanding:** Write three dialogue sentences on the board, leaving off the quotation marks and commas. Ask students to rewrite these sentences on a separate piece of paper, adding the quotation marks and commas where they belong.
- **Independent practice:** Introduce, explain, and have students complete the **commas-to-separate-dialogue worksheet**. If time allows, discuss their answers.

Word Work: Hyphenated compound words

- Write the word *railroad* on the board. Ask students which two words make up the word *railroad*. Ask students to offer a definition of the word on the basis of its components. Explain that this word is called a *closed compound word*. Point out that it is made up of two words that together create one meaning and the definitions of the two words can help students figure out the meaning of the bigger word.
- Write the word *eye-opener* on the board. Explain that this compound word is called a *hyphenated compound word* since the two words are connected with a hyphen. Explain that hyphens are usually used to connect compound words serving as a single adjective before a noun, with compound numbers, with certain prefixes and suffixes, and to avoid confusion or an awkward combination of letters. Ask students why they think *eye-opener* is a hyphenated compound word on the basis of the categories given above.
- **Check for understanding:** Write the following hyphenated compound words on the board: *self-respect*, *check-in*, *half-mast*, *runner-up*. Have students work with a partner to sort the hyphenated compound words into the different categories. Have volunteers share their answers with the class.
- **Independent practice:** Introduce, explain, and have students complete the **hyphenated-compound-words worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.