

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 96

Book Summary

Bring the excitement of the rodeo into the classroom with *At the Rodeo!* Amazing photographs filled with movement add to the energy of the book, and a repeated question-and-answer sentence pattern draws the reader ever forward. Use this book to introduce students to a popular tradition, while also teaching them about identifying main idea and details and using plural nouns.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Identify main idea and details
- Discriminate initial consonant /b/ sound
- Identify initial consonant *Bb*
- Recognize and use plural nouns
- Understand and use questions words

Materials

Green text indicates resources are available on the website.

- Book—*At the Rodeo!* (copy for each student)
- Chalkboard or dry-erase board
- Animal photographs
- Main idea and details, initial consonant *Bb*, plural nouns 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

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

- High-frequency words: *next*, *what*
- Content words:
Story critical: *barrels (n.)*, *belt buckles (n.)*, *broncos (n.)*, *bulls (n.)*, *ride (v.)*, *rodeo (n.)*

Before Reading

Build Background

- Write the word *rodeo* on the board and read it aloud with students. Place on the board photographs of several animals, including one of horses and one of sheep. Ask students to point to the animals that are involved in a rodeo. Take away the photographs of other animals so that only those involved in the rodeo remain.

- Have students discuss with a partner what might occur at a rodeo, on the basis of their prior knowledge and the animal photographs on the board. Invite volunteers to share their ideas with the class.
- Discuss with the class the basic format of a rodeo and that it is an event people attend to watch attractions showcasing the skill and speed of cowboys and cowgirls.

Book Walk

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, 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).

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or create pictures in their mind, while reading. Readers create visualizations using information from the book and what they already know about the topic. Explain to students that visualizing helps readers to remember and understand the information in the book.
- Read page 4 aloud. Model how to visualize.
Think-aloud: When we read, we create pictures in our mind to represent the words we are seeing or hearing. For example, after reading the information on this page, I saw a cowboy in my mind. He was wearing a cowboy hat and brown clothes with spurs and fringes. He was riding a bull. The bull looked angry; it had mean eyes and sharp horns. The cowboy was grabbing the bull's hair and holding a rope in his other hand. I made this visual image on the basis of the words in the book but also used what I already knew about cowboys and bulls. Creating a visual image helped me to better enjoy what I was reading.
- Discuss with students how your visual image compares with the picture in the book. Point out that a visualization will be different from the picture in a book because it is personal to the reader.
- Read page 4 aloud again. Ask students to close their eyes and create a picture in their mind. Have students draw their visualization on a separate piece of paper and share it with a partner.
- 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**

- Remind students that most books have a main idea, or a big idea, that the book is mostly about. Explain to students that the details of a book provide descriptions or extra information that help us better understand the main idea.
- Explain to students that the title often provides a clue about the main idea. Read the title aloud, and have students discuss with a partner predictions about the main idea of the book. Write the following sentence on the board: *Cowboys and cowgirls have fun competing in the rodeo.* Explain to students this is the main idea for the book and discuss the meaning of the sentence. Have students share with their partner how the actual main idea compares with their own predictions on the basis of the title.
- Model how to identify details.
Think-aloud: I know books need details to support a main idea. I also know the main idea for this book: cowboys and cowgirls have fun competing in the rodeo. I will be looking for details that provide extra information about this main idea. For instance, on the cover I see a cowboy trying to ride a bull. The bull is kicking high in the air. I know cowboys compete to see who can stay on a bucking bull the longest. Since this picture shows a cowboy competition, the cowboy riding the bucking bull is a detail that supports the main idea of the book.
- Ask students to look at the title page. Have them share with a partner a detail they see that could support the main idea. Invite volunteers to share their details with the rest of the class.

- Introduce and explain the **main-idea-and-details worksheet**. Have students record the main idea of the book in the central circle. Remind them to be searching for details they can place in the other circles on the worksheet.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 9, you might say: *The cowboy is riding a bronco. Point to the bronco in the picture. What is a bronco? That's right; a bronco is a kind of horse. Broncos are untrained or untamed horses.*
- Remind students to look at the picture and the letters with which a word begins to help them decode difficult words. For example, point to the word *barrels* on page 10 and say: *The cowgirl is riding her horse around this blue object, which looks like a trash can. However, the word in the sentence starts with the /b/ sound, and the word trash starts with the /t/ sound. What other objects look like that but start with a /b/ sound? I know barrels are big cylinders that hold things, and the word barrel starts with the /b/ sound. The sentence and the picture make sense with this word. The word could be barrels.*
- Write the word *barrels* on the board. Read it aloud with students. Have students fold a piece of paper in half and write the word on one side of the paper. Discuss with students the meaning of the word. Ask students to draw a picture that represents the word on the other side of paper.
- Repeat with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about rodeos. Remind them to look for details that support the main idea of the book and to visualize as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- **Model visualizing.**
Think-aloud: *On page 5, I read that cowgirls ride fast horses at a rodeo. While I was reading, I visualized a picture in my mind. I saw a girl riding a brown horse. She was moving so quickly that her hair was streaming back in the wind, and she was leaning over the horse. She had on blue jeans and a green shirt, and she had a big smile on her face. When I looked at the picture in my book, I saw the cowgirl was wearing blue jeans, and her hair was streaming back. Her shirt was pink though, and she was facing me head on, not to the side as I visualized. There are many different ways to show a cowgirl riding a fast horse; my visualization and the picture in the book are just two possible representations.*
- Ask students to share with a partner how they visualized the information from page 6. Have the partner draw a picture that represents the visualization described and then have partners switch roles. Have students compare their different visualizations of the same page.
- Review the main idea written on the board. Write the following sentence on the board: *Young cowboys ride sheep.* Have students discuss with a partner whether this information from the book is a detail that supports the main idea. Invite a volunteer to explain to the class why this sentence is a supporting detail.
- Model for students how to record details on their main-idea-and-details worksheet, using key words and pictures. Have students work in groups to choose a detail from the pages they read and record it on their worksheet.
- **Check for understanding:** Have students read to the end of page 9. Ask them to stop and draw one visualization they made as they read.

- Review the main idea and details written on the board. Have students work in groups to discuss all the details the book has provided so far. Call on each group to share one new detail with the class. Record these details on the board using key words and pictures.
- Have students work with a partner to choose one new detail to record on their main-idea-and-details worksheet.
- Have students read the remainder of the book. Remind them to identify important details about the rodeo as they read.



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 the discussion that follows.

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:** *When I read that cowboys and cowgirls won belt buckles, I made a mental picture for the words. I saw a cowgirl wearing a plaid shirt and jeans with a belt around her waist. On her belt, she wore a new buckle, shiny and gold. The buckle had the words First Place written across it. Making visualizations like this one helped me to remember the words I was reading and to better enjoy the story.*
- Have students draw a picture representing a visualization they made for the last page of the book. Ask students to review with a partner all of the visualizations they made as they read the book. Invite students to share and explain to the class one picture they drew and how it represents a visualization they made.
- Ask students to explain how visualizing helped them to better remember and enjoy the story.

Reflect on the Comprehension Skill


- **Discussion:** Write several details from the book on the board and several distracters (information that does not support the main idea of the book). Have students work in groups to determine which sentences are details and which sentences present information that does not support the main idea of the book. After the groups have finished classifying the information, read each sentence and have students give a thumbs-up signal if it is a detail that supports the main idea. Invite volunteers to explain why a sentence is or is not a supporting detail.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the types of activities that occur at a rodeo. Now that you know this information, would you like to attend a rodeo? Why or why not?

Build Skills


Phonological Awareness: Initial consonant /b/ sound

- Say the word *bull* aloud to students, emphasizing the initial /b/ sound. Have students say the word aloud and then say the /b/ sound.
- Have students practice saying the /b/ sound to a partner. Ask partners to think of words that begin with the /b/ sound. Invite students to share a word with the rest of the class, and have students give a thumbs-up signal if they agree that the word begins with the /b/ sound.
- **Check for understanding:** Say the following words one at a time and have students clap their desk if the word begins with the /b/ sound: *pot, bag, barrel, dig, big, man, bean, and bun.*

Phonics: Initial consonant **Bb**

- Write the word *bull* on the board and say it aloud with students.
- Have students say the /b/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *bull*.
- Have students practice tracing the letter *Bb* on their desk while saying the /b/ sound.
-  Have students work with a partner to look through the book and circle all words that begin with the letter *Bb*.
- **Check for understanding:** Invite volunteers to share with the class one word they circled in the book until all words are written on the board. Say each word, one at a time, and have volunteers come to the board and circle the initial *Bb* in each word while the other students trace the letter *Bb* in the air.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant *Bb* worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Plural nouns**

- Draw pictures of nouns on the board. Point to each picture and have students identify it by calling out the name of the object. Write on the board the noun that identifies each picture. Remind students that *nouns* are words that name a *person, place, or thing*. Have students work with a partner to determine whether each noun is a person, place, or thing.
- Have students read page 4 and point to all the nouns. Call on random students and have them share one noun with the class. Write the words *cowboys* and *bulls* on the board. Ask students to discuss with a partner what these nouns have in common (they both end in -s).
- Draw on the board a picture of one horse and a picture of a group of horses. Ask students to listen closely; point to the first picture while saying the word *horse* aloud and then to the second picture while saying the word *horses* aloud. Ask students to point to the word that ends in -s. Write the words *horse* and *horses* under the corresponding pictures.
- Explain to students that a *plural noun* indicates *more than one* person, place, or thing. To make a noun plural, we often add the letter -s to the end of the noun.
- Have students point to the picture that shows more than one horse. Point out that the plural noun ends in -s.
-  Have students reread the book with a partner and underline all the plural nouns. Call on random students to share a plural noun with the rest of the class, and have other students give a thumbs-up signal if they agree that the word is a plural.
- **Check for understanding:** Write the following words on the board: *desk, cat, belt, and pig*. Have students write the words on a separate sheet of paper and draw a picture for each word. Then, have students change each word into a plural noun and add to their drawings so the pictures show more than one of each object.
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

Word Work: **Question words**

- Read page 3 aloud to students. Have them point to the sentence that is a question. Ask students to share with a partner how they know that the sentence is a question. Invite a volunteer to share their reasoning with the rest of the class.
- Remind students that questions end with a question mark. Explain to students there are other signs to indicate a sentence is a question. Ask students to point to the first word in the sentence (*what*). Have them call out the word to the front of the class.

- Explain to students that the word *what* is a question word. Question words begin most questions. Have students write down questions about what the student sitting next to them likes or does or thinks. After students have had a chance to interrogate their neighbor, invite volunteers to share their questions with the rest of the class. Record the sentences that use question words on the board.
- Read a question aloud, and ask students to point to the question word. Invite a volunteer to come to the board and circle the question word. Repeat with the remaining sentences.
- Compile a list of question words on the board, such as *what*, *who*, *when*, *where*, and *why*. Discuss with students what type of information each word elicits.
- **Check for understanding:** Have students ask a partner three questions, each using a different question word. Then, have students switch partners and ask three new questions, again using a different question word for each sentence.

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. Have them discuss the main idea with someone at home and share the details that support it.

Extend the Reading

Informational Writing and Art Connection

Brainstorm with students to generate a list of other special events like the rodeo, focusing on ones that are familiar to students. Possible examples include the circus, monster truck shows, sporting events, or birthday parties. Have students choose an event they have attended in the past and draw four pictures that represent activities or scenes from their chosen event. Write the following sentence starter on the board: *What happens next at the _____?* Have students write two sentences for each picture, first a sentence describing the activity in the picture and then the sentence starter with their event name filling in the blank. Ask students to collect the four sets of pictures and sentences together and to add a title page with their name and a title. Have students staple all of the pages together to create a book. Invite volunteers to share their book with the rest of the class.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Read with the class several stories set in the Old West, using both fiction and nonfiction books. Discuss with the class what daily life was like for cowboys and what skills they needed to survive. Discuss with students why the cowboys were always men. Create a daily timeline for cowboys, and have students copy it on a separate sheet of paper. Have students work in groups to role play a cowboy's life in the Old West. Discuss with the class how these cowboy skills transformed into some of the competitions at the rodeo today.

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 use the strategy of visualizing to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- consistently discriminate initial consonant /b/ sound during discussion
- correctly identify and write the letter symbol that represents the /b/ sound during discussion and on a worksheet
- accurately use plural nouns during discussion and on a worksheet
- correctly use question words during discussion and in oral sentences

Comprehension Checks

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