

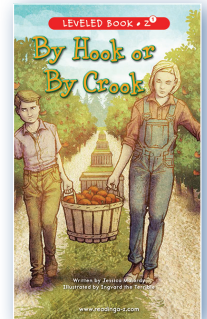
### Focus Question:

What traits do Charlie and Ruth possess? Why are these important to their survival?

### Book Summary

Text Type: Fiction/Historical

*By Hook or by Crook* tells the story of Ruth and Charlie, two American children living through the Great Depression. After their father leaves and their mother passes away, Ruth and Charlie need to find a way from Missouri to their grandparents in California. With its engaging characters and taut storytelling, *By Hook or by Crook* teaches students important lessons about a devastating era in American history. The book can also be used to analyze characters as well as to make, revise, and confirm predictions.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze characters
- ☐ Describe information provided by a glossary
- ☐ Identify and use possessive nouns
- ☐ Recognize and use hyphenated compound words

#### Materials

- ☐ Book: *By Hook or by Crook* (copy for each student)
- ☐ Make, revise, and confirm predictions; analyze character; possessive nouns; 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *barren* (adj.), *boxcar* (n.), *Depression* (n.), *pneumonia* (n.), *shantytown* (n.), *traversed* (v.)

**Enrichment:** *aghast* (adj.), *bearings* (n.), *boarders* (n.), *careened* (v.), *congested* (adj.), *conjectured* (v.), *glowered* (v.), *Hoooverville* (n.), *meandered* (v.), *noxious* (adj.), *raucous* (adj.), *skedaddle* (v.), *smuggled* (v.), *soup kitchen* (n.), *stowing* (v.)

- **Academic vocabulary:** *become* (v.), *certain* (adj.), *couple* (n.), *despite* (prep.), *final* (adj.), *opportunity* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Draw the Hobo Hieroglyphs from page 12 on the board (pictures only, no words). Have students work with a partner to generate a list of meanings for each symbol. Invite volunteers to share their meanings with the class.
- Explain to students that the pictures on the board are hobo hieroglyphs. Lead students into a discussion of the word *hobo*, and ask what they know about the time in American history known as the Great Depression. Invite students to share their prior knowledge with the class.

##### Introduce the Book

- Give students their copy of *By Hook or by Crook*. 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

Review with students how engaged readers make predictions about what will happen in a story while they are reading. Point out that, while they are reading, engaged readers think about their predictions and revise, or change, them as needed. Have students read page 3 of the story, and ask them to make a prediction about what will happen next. Model how to complete the [make-revise-and-confirm-predictions worksheet](#). Have students make a prediction about what will happen in this story and share their prediction with a partner.

##### Introduce the Comprehension Skill:

#### Analyze character

- Explain to students that when reading a story, it is important to learn about and understand

### Guiding the Reading (cont.)

- the characters. Write the word *Analyze* on the board and read it aloud with students. Point out that when a reader analyzes a character, he or she is considering the character's words, actions, thoughts, and effect on others. Create four columns on the board with the headings *Words, Actions, Thoughts, and Effect on Others*.
- Read pages 3 through 5 aloud to students as they follow along. Invite students to use information from these pages to identify the main characters, Ruth and Charlie. Then, have students describe what each character says, does, and thinks on these pages, and what effect, if any, each character has on other characters. Record students' responses in the chart on the board, and then discuss as a class what conclusions students can draw about Ruth and Charlie on the basis of the first few pages of this 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 19. 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 what happens to Ruth and Charlie. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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.

- What problem do Ruth and Charlie have? What plan does Ruth create to solve their problem?* (level 2) pages 5–6
- Why did so many Americans "ride the rails" during the Great Depression, despite the dangers they faced?* (level 3) page 6
- What was the purpose of the hobo hieroglyphs?* (level 1) page 12

- Why did Ruth wear boys' clothing on her journey?* (level 3) page 13
- Why does Ruth say, "By hook or by crook, we have to get to California," and what does she mean?* (level 3) page 16
- How would you describe Ruth? How would you describe Charlie? Why?* (level 3) multiple pages
- What is the author's purpose for writing this book? What evidence supports your answer?* (level 3) multiple pages

### Text Features: Glossary

Explain that a glossary helps readers define unknown words in the book. Place students into small groups, and give each group the words from the glossary written on note cards. Ask students to work together to sort the words in alphabetical order, which is how they will be presented in the glossary. Then ask students to find the glossary words in the story and write the page number on which the word first appears on the note card. Afterward, students can work together to create a definition of each word, using their prior knowledge and the context of the story. Students can double-check their definitions with the glossary on page 19 when they are finished. Remind students that a book's glossary is an important tool to help them clarify the meaning of unknown words and should be referred to while reading a story.

### Skill Review

- Model for students how to revise predictions while reading. Have students return to the make-revise-and-confirm-predictions worksheet and read the prediction they made after reading page 3.  
*Think-aloud: After I read page 3, I thought about what was happening to the characters in the story. Ruth and Charlie are siblings who lost both of their parents during the time of the Great Depression in the United States. From this first page, I predicted that Ruth would get a full-time job in order to care for her brother, which would create a hard life for her. As I continued reading pages 4 and 5, the author shared more background information about the family. Now, on page 6, I read that Ruth's idea to take care of her brother is to jump on a train and ride west to California, where their grandparents live. From this, I know that my first prediction was incorrect, so I am going to revise it and make a new prediction. I will continually make, revise, and confirm predictions while I'm reading to better engage in the story.*
- Have students review their predictions from page 3 and revise them as needed. Encourage them to also make new predictions as they continue reading the story.
- Draw students' attention back to the four-column chart on the board. Ask students to think of other ways they can describe Ruth or Charlie, on the basis

### Guiding the Reading (cont.)

of what they have read so far. Add this information to the chart on the board.

- Model how to complete the **analyze character worksheet**. Remind students to use specific examples and details from the text to describe Ruth and Charlie.

### 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: **Analyze character**

Review the analyze character worksheet that students completed. Invite volunteers to share their examples with the class. Remind students that analyzing characters is one way to better understand and learn more about the characters in a story.

### 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: *Charlie and Ruth possess many important traits, including bravery and tenacity. Bravery helps them face the unknown and jump on their first train, even though they almost don't make it, and tenacity helps them continue their journey, even though it seems endless.*)

### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

#### Grammar and Mechanics: **Possessive nouns**

- Write the following sentence on the board: *Ruth watched her mother's casket descend into the earth.* Read the sentence aloud, pointing to the word *casket*. Ask a volunteer to explain whose casket the sentence is referring to (*Ruth's mother*). Explain that the word *mother's* shows that the casket belonged to the mother.
- Review or explain that words like *mother's* are called **possessive nouns**. Share with students that a possessive noun is formed by adding an 's to the end of the word to show ownership, or possession. Point out that if a word is plural and already ends in s, a possessive noun is formed by adding an apostrophe after the existing s in the word.

- Direct students to page 4. Have them find a possessive noun on the page (*father's*). Ask a volunteer to read aloud the sentence containing the possessive noun *father's*. Ask another volunteer to explain what belongs to the father (whistling).
- **Check for understanding:** Have students circle the possessive nouns in the book and underline the item that each one owns.
- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

### Word Work: **Hyphenated compound words**

- Write the word *suitcase* on the board. Ask students which two words were joined together in the word *suitcase*. 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 that the definitions of the two words can help students figure out the meaning of the bigger word.
- Write the word *runner-up* 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 *runner-up* 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: *left-handed, brother-in-law, pre-school, sixty-six*. 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.