

## About the Book

Text Type: Fiction / Tall Tale    Page Count: 16    Word Count: 760

### Book Summary

This tall tale features Annie Oakley, a real Western heroine from American history. Readers will learn about Annie's life, from her learning to shoot at her father's side to how she became the fastest and sharpest shooter in Buffalo Bill's Wild West show. You won't believe this woman's talent!

## About the Lesson

### Targeted Reading Strategy

- Visualize

### Objectives

- Visualize to understand text
- Identify author's purpose
- Identify consonant digraphs *th* and *sh*
- Recognize and use contractions
- Identify and understand the use of homophones

### Materials

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

- Book—**Annie Oakley** (copy for each student)
- Chalkboard or dry-erase board
- Pictures of Buffalo Bill and his Wild West Show
- Dictionary
- **Visualize, contractions, homophones 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

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

- **Content words:**  
 Story critical: **famous** (adj.), **feats** (n.), **rifle** (n.), **sharpshooter** (n.), **tale** (n.), **talent** (n.)  
 Enrichment: **pheasants** (n.), **quintuple** (v.), **telegram** (n.)

## Before Reading

### Build Background

- Show students pictures of Buffalo Bill and his Wild West show. Explain to students that back in the 1880s, traveling entertainment shows were very popular. When Buffalo Bill's show came to town, it was a huge event!
- Show students the cover of the book and read them the title. Explain to them that Annie Oakley was a real woman, and she was one of the first women to travel and perform with Buffalo Bill. She was a sharpshooter, and her rifle-shooting skills are still considered legendary today.

- Explain to students this book is considered a tall tale even though Annie Oakley was a real person. Ask students whether they have read or heard any American tall tales (for example, *Pecos Bill*, *Paul Bunyan*, or *Johnny Appleseed*). Discuss what students remember about the stories.
- Discuss with students what makes these stories unique (the genre of tall tale usually includes a main character that has superhuman strength or characteristics; it usually includes humorous exaggerations as well).

## 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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

### Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or make pictures in their mind, as they read. Readers use what they already know about a topic and the words from the text to make pictures in their mind.
- Read pages 3 and 4 aloud and model visualizing.  
*Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind on the basis of the information I've just read. This helps me to better understand what I am reading. For example, I read that Annie's mom couldn't feed Annie and the other children, so Annie decided to help. I pictured in my mind a little girl picking up her daddy's gun and going out hunting. I imagined her being very confident and good, because I read that she brought home more pheasants than she could carry.*
- Invite students to share what they visualized when they read pages 3 and 4. Have them compare the picture in their mind with the pictures on the front cover and pages 3 and 4.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Author's Purpose**

- Explain to students that an author usually has a reason or purpose for writing a book. The purpose is to inform, entertain, or persuade. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think or do something in a new way.
- Read the title page and the first paragraph on page 3 aloud. Model how to identify author's purpose.  
*Think-aloud: When authors write, they have a reason, or purpose, for writing a book. They want to inform, entertain, or persuade readers. After reading the title and the first page of this book, I think the author wants readers to learn facts and information about Annie Oakley, so I think his purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if he also wants to entertain or persuade us.*

### Introduce the Vocabulary

- Write the following vocabulary words on the board: *feats*, *tale*, *sharpshooter*, *tale*.
- Explain to students these words can be found in the text and knowing what they mean will help them understand what they are reading. Divide students into pairs and assign each pair one of the words. Give each pair a piece of blank paper and have them write their word at the top of the paper. Ask them to draw or write what they know about the word using their prior knowledge.
- Turn to the glossary on page 16. Have students locate the word *feats*, and have a volunteer read the definition. Have another volunteer look up *feats* in a dictionary. Compare the two definitions.

- Have students turn to page 15 in the book and read the sentence in which the word *feats* appears. Repeat the exercise with the remaining vocabulary words. Ask students to compare and contrast the three sources: the dictionary, the glossary, and the text.

## Set the Purpose

- Have students read to find out more about Annie Oakley. Encourage students to visualize Annie's actions while they read and to think about the author's purpose for writing the book.

## During Reading

### Student Reading

- **Guide the reading:** Have students read pages 5 and 6. Encourage those who finish early to go back and reread.
- Model visualizing and identifying author's purpose.  
*Think-aloud:* As I read page 6, I learned about a man named Frank Butler who came to Annie's town and challenged everyone to a shooting contest. I tried to imagine what it must have looked like when he saw small, skinny Annie come forward to challenge him. As I read these pages, I was very intrigued and entertained by the details of Annie's early life. I think now perhaps the author's purpose was to entertain me.
- Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized as they read pages 5 and 6. Invite students to share their drawings. Have them explain their drawings aloud.
- **Check for understanding:** Have students read to the end of page 8. Have them visualize the action and details on these pages as they read. Invite volunteers to explain what they pictured in their mind when they read about the card-shooting contest between Annie and Frank Butler. Ask students to draw in the next box of their worksheet what they pictured while reading.
- Ask students to explain the author's purpose in this section. Ask them if they think it is to inform or entertain the reader on the basis of these pages. Discuss with students whether it could be both purposes.
- Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story and to keep in mind the author's purpose.



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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important information from the book.
- *Think-aloud:* When I read page 14, I tried to imagine the looks on Buffalo Bill and Sitting Bull's faces when they saw the message Annie carved on the boulder with her bullets!
- **Independent practice:** Have students complete the visualize worksheet for two other sections or pages of the book. If time allows, have them share their drawings.


### Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Ask students if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author to inform and entertain readers at the same time? Can an author inform in an entertaining way?


- **Enduring understanding:** In this book, you learned about a great American heroine and entertainer. Annie Oakley was a real woman, but many stories of her sharpshooting feats have been exaggerated over the years. Now that you have read this story, which parts do you think are true and which parts do you think are a tall tale?

## Build Skills

### Phonics: Consonant digraphs *th* and *sh*

- Write the words *shoot* and *thank* on the board, and read them with students. Underline the *sh* and *th* digraphs, and explain that these pairs of letters each combine to make only one sound. Ask students to repeat the words and to listen for the sounds the letters represent.
- Explain that the letter combinations can be at the beginning, in the middle, or at the end of a word. Write the words *bother* and *accomplish* on the board. Read each word aloud and ask students where they hear the sound in the words. Underline the digraph in each word.
-  **Check for understanding:** Have students look through the book to find and circle all of the words that contain a *th* or *sh* digraph. When everyone has finished, make a list of the words found on the board, and circle the digraph in each word.
- **Independent practice:** Give each student two index cards, and have them write one digraph on each card. Say the following words aloud, and ask students to hold up the card of the digraph they hear in the word. Ask whether it is at the beginning, middle, or end of the word: *sharpshooter, mother, show, three, feather, shoulder, breath, wish, thunder*.

### Grammar and Mechanics: Contractions

- Write the following sentence on the board from page 5 of the text: *She started selling the extra food to the people around town and giving food to those who couldn't afford it.* Circle the contraction. Explain that sometimes in written and spoken language we combine two words to make a contraction. When these two words are joined, some of the letters are taken out and replaced by an apostrophe. In this example, *couldn't* comes from *could not* and the *o* is taken out. An apostrophe takes the place of the *o* and helps the reader to see that this word is a contraction.
- Ask students if they can name other common contractions, and write a list on the board.
- Have students turn to page 7. Ask them to find the following sentence: *Is this the best you've got?* Ask volunteers to identify the contraction (*you've*). Ask what two words the contraction *you've* is made up of (*you have*). Discuss which letters have been removed and the location of the apostrophe.
-  **Check for understanding:** Have students circle all the contractions on the rest of page 7. Ask them to turn to a partner and take turns telling what two words make up each of the contractions.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers aloud after students finish.

### Word Work: Homophones

- Have students turn to page 6 and find this sentence: *The townspeople said they knew of one person and sent someone off to fetch Annie.* Write the word *knew* on the board. Ask students to explain the meaning of the word *knew*.
- Write the word *new* on the board. Ask students how this word is different (it is spelled differently; it doesn't mean the same thing). Explain or review how two words that sound the same but are spelled differently and mean different things are called *homophones*.
- Repeat the process above for the words *we'll* (page 7) and *wheel*.
- Write the sentence *She asked the boy to set up cards on two fences.* Explain to students that homophones can be tricky, and they have to know which spelling of the homophone to use. Knowing the meaning of the word and the meaning of the sentence will help them.

## Lesson Plan *(continued)*

## Annie Oakley

- Ask students if they can think of another word that sounds like *two*, but is spelled differently and means something different (*to* or *too*). Ask a volunteer to use *to* or *too* in a sentence. Record the sentence on the board, and compare the two meanings.
- **Check for understanding:** Write the following sentences on the board: *Annie had \_\_\_\_\_, and Frank asked her to marry him; Annie shot each \_\_\_\_\_ before it hit the ground.* Write the words *won* and *one* below the sentences. Ask volunteers to tell which homophone goes in each blank. Ask them how they knew.
- **Independent practice:** Introduce, explain, and have students complete the [homophone worksheet](#). Discuss answers aloud after they are finished.

### 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 students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

### Extend the Reading

#### Narrative Writing and Art Connection

Ask students to reflect on the type of person Annie Oakley must have been, on the basis of the story (for example, strong-willed, confident, and so on). Ask them to pretend to be Annie Oakley and write a letter to Buffalo Bill in her voice. The letter should be Annie's request to join his show and should include details about her sharpshooting skills, perhaps bragging about her abilities. Encourage them to think about the way Annie might have talked. Require an error-free final copy. Visit [WritingA-Z.com](#) for a lesson and leveled materials on narrative writing.

#### Social Studies Connection

Provide print and Internet resources for students to further research Annie Oakley. Ask them to read to find out what details from the book are based on fact (for example, she really did meet and marry Frank Butler, and she really did travel and perform with Buffalo Bill's show). What other interesting details from Annie Oakley's life were not included in the book?

#### 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 comprehend the text during discussion and on a worksheet
- understand and accurately identify author's purpose in text and during discussion
- accurately identify consonant digraphs *th* and *sh* in the text and during discussion
- correctly identify contractions and the words they represent in the text, during discussion, and on a worksheet
- accurately identify and understand the use of homophones in the text, during discussion, and on a worksheet

**Comprehension Checks**

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