



## About the Book

Text Type: Nonfiction/Biography Page Count: 22 Word Count: 1,278

### Book Summary

Daniel Boone is a name that brings to mind the wild frontier, and with good reason. Daniel Boone lived in the early days of the United States, when the country was still young and expanding. The push to move west was led by men like Daniel Boone, who had excellent hunting and tracking skills and knew how to survive in the wilderness. His amazing life story provides a glimpse of the wild frontier days of post-Revolution America.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Summarize to understand and remember information in text
- Identify cause-and-effect relationships in informational text
- Identify subjects and predicates within sentences
- Apply prefixes to change the meaning of words

### Materials

Green text indicates resources available on the website

- Book—*Daniel Boone* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, subjects and predicates, prefixes 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

- Content words:  
 Story critical: *ammunition (n.), goods (n.), outpost (n.), pioneers (n.), scout (v.), teeming (v.)*  
 Enrichment: *cure (v.), mourned (v.), purified (v.)*

## Before Reading

### Build Background

- Have students share what they know about Daniel Boone and about frontier life in early America.
- Ask students what difficulties early settlers living in the wilderness might have experienced. Ask what conditions or circumstances might have caused these difficulties.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

- Have students preview the table of contents. Explain that the table of contents helps readers understand what the book is about. Have students use the table of contents to share what they think happened to Daniel Boone and what might have caused the events to happen.

## Introduce the Reading Strategy: **Summarize**

- Tell students that one strategy readers use to better understand a story is to pause after reading a few pages to summarize in their own words what they have read.
- Model how to summarize.  
*Think-aloud: As I am reading, I am going to pause after a few pages and put what I've read so far into my own words. This will help me to remember what is happening in the book.*
- As students read, they should 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 a word. They can look for base words, prefixes, and suffixes or other word endings. They can also look for familiar words within words to help them work out words.
- Model how to use context clues to work out an unfamiliar word. Ask students to turn to page 16 and find the word *ammunition*. Explain that the sentence containing the unknown word says that Daniel had to bring an animal back for every bullet missing. In the sentence before, it says that the Native Americans only gave Daniel a few bullets. Show students that by putting this information together they can infer, or guess, that *ammunition* means *bullets*.

## Set the Purpose

- Have students read the story to learn more about Daniel Boone. Remind students to summarize while they read to help them remember and understand what the text is about.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 6. Have them reread the pages if they finish before everyone else.
- Have students read aloud individually and listen for their use of word-attack strategies as they read.
- Model how to summarize.  
*Think-aloud: As I read, I paused after a few pages to think about what has happened so far in the text. I learned that Daniel Boone loved spending time in the woods. His love of the woods caused him to leave his family and move to the woods. I will keep reading and thinking about what happens to Daniel Boone so that I can put the whole story together in my own words.*
- Have students read the rest of the book. Ask them to use their own words to think about what happens to Daniel Boone and what circumstances cause these events to happen.



Tell students to make a small question mark in their books 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

- Review with students that summarizing the book while reading helps readers to better remember important details and understand the story.  
*Think-aloud: When I paused after reading every few pages to think about what was happening in the text, I was able to remember the events of Daniel Boone's life and the circumstances that caused them to happen. This helped me to better understand the text.*

## Teach the Comprehension Skill: **Cause and effect**

- **Discussion:** Review with students the information they learned about Daniel Boone and the events of his life.
- **Introduce and model:** Tell students that one strategy for understanding information in text is to identify cause-and-effect relationships. Explain that a cause is the reason why an event happens and the effect is what happens as the result of the cause. Give students the [cause-and-effect worksheet](#). Have them reread page 5. Say: *Daniel Boone went to live in the woods* (effect). *When I reread this page, I could identify that the cause of his move was his love of the woods.* Write the cause on the worksheet.
- **Check for understanding:** Ask students to reread page 6 and to identify what caused Daniel Boone's family to worry about him and send out a search party (*he disappeared into the woods and did not come back*).
- **Independent practice:** Have students complete the worksheet by identifying either the cause or effect for various events in the text. Then have students identify another cause and effect within the story.

 Instruct students to use the inside back cover of their book to make a cause-and-effect chart of events in their daily lives. For example, *I missed the bus* (cause). *I was late to school* (effect).

## **Build Skills**

### **Grammar and Mechanics: Subjects and predicates**

- Explain that every sentence has two parts: a subject and a predicate. Tell students that a *subject* tells who or what did something, and a *predicate* tells what was done.
- Have students turn to page 5 and read the following sentence: *He loved the trees and wild animals of the forest.* Ask students to identify the subject (*he*) and the predicate (*loved the trees and wild animals of the forest*).

 Ask students to read the remainder of page 5. Have them circle the subject and underline the predicate in each sentence in the text.

- **Check for understanding:** Have students complete the [subjects-and-predicates worksheet](#).

### **Word Work: Prefixes**

- Write the following prefixes on the board: *dis-*, *re-* and *un-*. Discuss the meaning of each prefix: *dis-* (apart from; not), *re-* (again), *un-* (not).
- Have students turn to page 5 in the text and locate the word *disappear*. Ask what this word means (to no longer be there). Have students explain how the meaning of the sentence would be changed if the prefix *dis-* were not part of the word.
- Write the following words on the board: *do*, *fair*. Have students identify the meaning of each base word. Then have the students add the prefixes *re-* and *un-*. Have students identify how the meaning of each word has changed.
- **Check for understanding:** Have students complete the [prefixes worksheet](#).

## **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.

## **Extend the Reading**

### **Writing and Art Connection**

Have students read other stories about frontier life in early America. Using this information, have students write a story about a day in the life of a person living on the frontier. Tell students that their stories should include details about the following: housing, travel, clothing, jobs, and food. Students can create a drawing of what life during frontier times might have been like.

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

### **Math Connection**

Have students use a map to trace Daniel Boone's journey. Using a map scale, have students calculate the miles covered during his travels.

### **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 summarize while reading to understand and remember information in the book
- accurately identify effects and their causes within text
- correctly identify subjects and predicates on a worksheet
- apply the correct prefixes on a worksheet

### **Comprehension Checks**

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