

Lewis and Clark and Me

Day 1: Before You Read

1. Word Study

Suffixes

-er and -or are suffixes added to the end of the verbs to create nouns. These suffixes come from Middle English and German and mean "someone who."

Take Notes From Above

-er means _____

-or means _____

-or	-er
contractor	seeker
director	employer
counselor	settler
navigator	explorer

A **base** word is the smallest, real word inside of a longer word that remains when all prefixes and suffixes are removed. It is the part of the word that carries the central meaning.

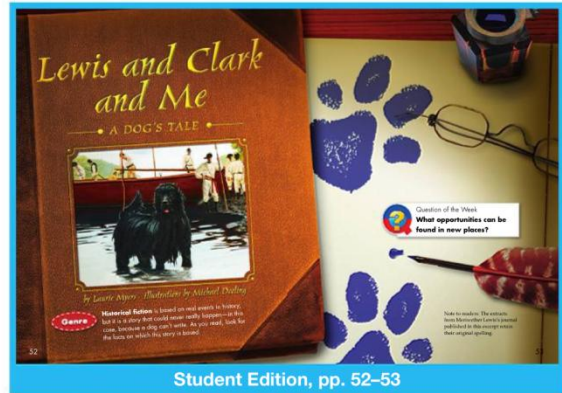
For each word above on the chart, **circle** the base word.

Choose **two** words from the chart above. Use the meaning of the base word and the meaning of the suffix to come up with a definition each word.

1. _____ - _____

2. _____ - _____

2. Introduce Main Selection



Student Edition, pp. 52–53

GENRE Explain that **historical fiction** is realistic fiction that takes place in the past. It is a combination of imagination and fact because fictional characters are placed in a factually historical setting. Real historical people sometimes appear as characters. Their speeches and actions may be fictional or could be based on factual experiences.

PREVIEW AND PREDICT Have students preview the title, illustrations, and insets in *Lewis and Clark and Me*. Have them gain an overview of the text and predict what they will find out as they read.

PURPOSE By analyzing *Lewis and Clark and Me*, a historical fiction text, students will gain knowledge of opportunities found in new places.

Take Notes from Above

Genre- _____

Story Prediction- _____

Reading Strategy of the Week:

Author's Purpose/Point of View:

(Pick: persuade, inform, entertain) readers with a story about _____

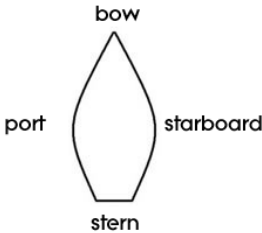
Lewis and Clark and Me

Day 2-3: Close Reading Questions for While You Read

Name _____

Page	Question	My Answer						
54	<p>Together: Think about whose perspective this story is written from. In other words, who is the one telling the story?</p> <p>How is this different from other historical fiction stories you have read?</p>	<hr/> <hr/> <hr/> <hr/>						
54	<p>Together: By paying close attention to how Seaman responds to Lewis and by sharing his thoughts, the author gives clues as to how Seaman feels about Lewis? How does Seaman feel about Lewis?</p> <p>Go back to the text and find words and phrases that helped you draw this conclusion. Write them on the lines.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>						
55	<p>Independently: Circle the physical features make Seaman a good pick for Lewis' trip?</p>	<table border="0"> <tr> <td>wet nose</td> <td>large hands</td> </tr> <tr> <td>webbed paws</td> <td>muscular</td> </tr> <tr> <td>chest</td> <td>thick coat</td> </tr> </table>	wet nose	large hands	webbed paws	muscular	chest	thick coat
wet nose	large hands							
webbed paws	muscular							
chest	thick coat							
56	<p>Together: <i>"As we walked away, my rope in his hand, he put his other hand on my head. After that, he didn't need a rope. I would follow this man to the ends of the Earth."</i> What do these lines tell us about how Seaman and Lewis feel about each other?</p>							
56	<p>Independently: The author includes real excerpts from Captain Lewis' journals for the reader at the top and bottom of some pages. Check the boxes that tell the benefits of adding these journal entries to his story?</p>	<input type="checkbox"/> lets the reader compare the real events to the story <input type="checkbox"/> makes it more interesting <input type="checkbox"/> shows us how Lewis could not spell very well <input type="checkbox"/> teaches us facts from history <input type="checkbox"/> makes a good resources to write a research paper						
57	<p>Independently: What words/phrases does the author use to let the reader know both Seaman and the men were excited the day they left?</p>	<p>Seaman -</p> <p>Lewis/men -</p>						

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Day 2-3: Close Reading Questions for While You Read cont.		
58	<p>Together: Use context clues/illustrations to help you determine the meaning of the word poling.</p>	
59	<p>Independently: Circle the word(s) on the diagram that is mentioned in the text.</p> <p>Together: How does using real ship/boat words improve the story?</p>	<div style="text-align: center;">  </div> <div style="margin-left: 200px;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>
59	<p>Together: About how much real time do you think is covered on this page? 1 min., 1 hour, 1 day?</p>	<div style="text-align: center;"> <p>_____</p> </div> <p>Author's chose to <i>explode the moment</i> for particularly exciting or important events in the text.</p>
60	<p>Independently: Summarize this page in one sentence.</p>	
61	<p>Independently: Look at this sentence from the text. <i>The admiration of the crew was great, but the look of pride on Lewis's face was better than all the men's praise added together.</i></p>	<p>↔ Circle the 2 words in the excerpt that have similar meanings.</p> <p>Notice how the location of the words is the same for both the halves of the compound sentence.</p>
61	<p>Together: How does the journal entry's retelling of the squirrel event differ from the story's version? Which do you like better?</p>	<ul style="list-style-type: none"> ● ●
62	<p>Independent Seaman uses the word scrawny to describe the Indians' dog? What does the connotation of this word tell the reader about how Seaman feels towards it?</p>	
64	<p>Independent: Why did the Indians think Seaman was a bear?</p>	
66	<p>Independent: At the beginning of the story, you probably thought you were going to learn about Lewis and Clark's exploration of the United States. What else was the author's purpose?</p>	
66	<p>Independent: Do you think the author of this story has a dog?</p>	

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1. Word Study

Suffixes

-er and -or are suffixes added to the end of the verbs to create nouns. These suffixes come from Middle English and German and mean "someone who."

Take Notes From Above

-er means someone who

-or means someone who

-or	-er
contractor	seeker
director	employer
counselor	settler
navigator	explorer

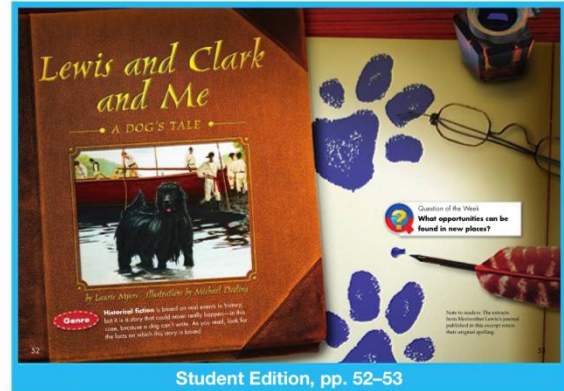
A **base** word is the smallest, real word inside of a longer word that remains when all prefixes and suffixes are removed. It is the part of the word that carries the central meaning.

For each word above on the chart, **circle** the base word.

Choose **two** words from the chart above. Use the meaning of the base word and the meaning of the suffix to come up with a definition each word.

- contractor - someone who contracts or someone who agrees to do something specifically for another
- director - someone who directs or someone who is chosen to control
- counselor - someone who counsels or someone who advises others
- navigator - someone who navigates or someone who directs or manages
- seeker - someone who seeks
- employer - someone who employs or someone who hires other
- settler - someone who settles
- explorers - someone who explorers

2. Introduce Main Selection



Student Edition, pp. 52-53

GENRE Explain that **historical fiction** is realistic fiction that takes place in the past. It is a combination of imagination and fact because fictional characters are placed in a factually historical setting. Real historical people sometimes appear as characters. Their speeches and actions may be fictional or could be based on factual experiences.

PREVIEW AND PREDICT Have students preview the title, illustrations, and insets in *Lewis and Clark and Me*. Have them gain an overview of the text and predict what they will find out as they read.

PURPOSE By analyzing *Lewis and Clark and Me*, a historical fiction text, students will gain knowledge of opportunities found in new places.

Take Notes from Above

Genre - a combination of historical facts and fiction in a story.

Story Prediction - accept any answer that involves outdoor adventure with a dog.

Reading Strategy of the Week:

Author's Purpose/Point of View:

The reason the author wrote the story. It includes one of the following (persuade, inform, or entertain) along with the summary/main idea of the text.

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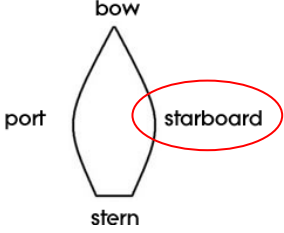
Day 2-3: Close Reading Questions for While You Read

Name _____

Page	Question	My Answer
54	<p>Together: Think about whose perspective this story is written from. In other words, who is the one telling the story?</p> <p>How is this different from other historical fiction stories you have read?</p>	<p>the dog</p> <p>other historical fiction stories are from the perspective of a human character</p>
54	<p>Together: By paying close attention to how Seaman responds to Lewis and by sharing his thoughts, the author gives clues as to how Seaman feels about Lewis? How does Seaman feel about Lewis?</p> <p>Go back to the text and find words and phrases that helped you draw this conclusion. Write them on the lines.</p>	<p><u>he likes him right off the bat</u></p> <p><u>there was a purpose about him, I sensed this man was part of what I wanted, I sat straighter, I wagged my tail and stepped forward, I wanted to sniff him, Lewis scratched where I liked to be scratched</u></p>
55	<p>Independently: Circle the physical features make Seaman a good pick for Lewis' trip?</p>	<p>wet nose large hands <u>webbed paws</u> muscular chest <u>thick coat</u></p>
56	<p>Together: <i>"As we walked away, my rope in his hand, he put his other hand on my head. After that, he didn't need a rope. I would follow this man to the ends of the Earth."</i> What do these lines tell us about how Seaman and Lewis feel about each other?</p>	<p><u>Lewis likes this dog, this dog will be loyal to Lewis forever</u></p>
56	<p>Independently: The author includes real excerpts from Captain Lewis' journals for the reader at the top and bottom of some pages. Check the boxes that tell the benefits of adding these journal entries to his story?</p>	<p><input checked="" type="checkbox"/> lets the reader compare the real events to the story <input checked="" type="checkbox"/> makes it more interesting <input type="checkbox"/> shows us how Lewis could not spell very well <input checked="" type="checkbox"/> teaches us facts from history <input type="checkbox"/> makes a good resources to write a research paper</p>
57	<p>Independently: What words/phrases does the author use to let the reader know both Seaman and the men were excited the day they left?</p>	<p>Seaman - always loved the water, happiest day of my life Lewis - excited by the way he walked, voice was louder, voices, didn't complain</p>

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Day 2-3: Close Reading Questions for While You Read cont.

58	<p>Together:</p> <p>Use context clues/illustrations to help you determine the meaning of the word poling.</p>	<p>illustration shows poles in water similar to rowing, river was low, when not poling they were digging. Poling must mean using poles to help move the boat in shallow water</p>
59	<p>Independently:</p> <p>Circle the word(s) on the diagram that is mentioned in the text.</p> <p>Together:</p> <p>How does using real ship/boat words improve the story?</p>	 <p style="color: red; text-align: right;">makes it more realistic to use words the men really would have used.</p>
59	<p>Together:</p> <p>About how much real time do you think is covered on this page? 1 min., 1 hour, 1 day?</p>	<p style="color: red;">1 minute</p> <p>Author's chose to <i>explode the moment</i> for particularly exciting or important events in the text.</p>
60	<p>Independently:</p> <p>Summarize this page in one sentence.</p>	<p style="color: red;">Lewis told Seaman to fetch the squirrel</p>
61	<p>Independently:</p> <p>Look at this sentence from the text. <i>The <u>admiration</u> of the crew was great, but the look of <u>pride</u> on Lewis's face was better than all the men's praise added together.</i></p>	<p>↔ Circle the 2 words in the excerpt that have similar meanings.</p> <p>Notice how the location of the words is the same for both the halves of the compound sentence.</p>
61	<p>Together:</p> <p>How does the journal entry's retelling of the squirrel event differ from the story's version?</p> <p>Which do you like better? hopefully story</p>	<ul style="list-style-type: none"> • journal entry is short and summarizes the event without creating a vivid picture in the reader's mind. • more interesting by adding details that create a vivid picture in the reader's mind and a feeling in their heart.
62	<p>Independent</p> <p>Seaman uses the word scrawny to describe the Indians' dog?</p> <p>What does the connotation of this word tell the reader about how Seaman feels towards it?</p>	<p style="color: red;">negative connotation</p> <p style="color: red;">Seaman thinks he is better</p>
64	<p>Independent:</p> <p>Why did the Indians think Seaman was a bear?</p>	<p style="color: red;">It was unlike any dog they had ever seen or knew existed. They could not grasp the concept that a dog could be that large.</p>
66	<p>Independent:</p> <p>At the beginning of the story, you probably thought you were going to learn about Lewis and Clark's exploration of the United States. What else was the author's purpose?</p>	<p style="color: red;">To show readers the bond/joy of companionship that can exist between humans and dog, and to show the author's feelings that that dogs have human-like thoughts. This may be different than what the reader originally thought.</p>
66	<p>Independent:</p> <p>Do you think the author of this story has a dog?</p>	<p style="color: red;">based on her positive feelings about dogs, probably yes.</p>

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