



Pecos Bill

6

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the tall tale “Pecos Bill”
- ✓ Identify the characters, plot, and setting of “Pecos Bill”
- ✓ Identify the tall tale elements in “Pecos Bill”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “Pecos Bill” (RL.2.5)
- ✓ Compare and contrast the way the Grand Canyon is formed in “Paul Bunyan” and “Pecos Bill” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” onto a chart (W.2.8)
- ✓ Generate questions and gather information from class discussions and the read-aloud “Pecos Bill” to determine whether a statement is a fact or tall tale (W.2.8)
- ✓ Produce complete sentences in a shared classroom activity related to a core vocabulary word—*relaxed* (L.2.1f)
- ✓ Identify real-life connections between words—*canyon*, *cyclone*, *tame*, *relaxed*, and *persuaded*—and their use (L.2.5a)
- ✓ Provide synonyms and antonyms of the core vocabulary word *relaxed* on a horizontal word wall (L.2.5a)

- ✓ Distinguish shades of meaning among verbs *relaxed* and *tightened* and their closely related verbs on a horizontal word wall (L.2.5b)

Core Vocabulary

energy, n. Power; the ability to be active

Example: The children had a lot of energy to burn at recess.

Variation(s): none

persuaded, v. Caused to do something by asking, convincing, or arguing

Example: The kids persuaded their parents to get pizza for dinner.

Variation(s): persuade, persuades, persuading

relaxed, v. Loosed a grip on something

Example: Peary relaxed the tension on the leash so her dog could run in front of her.

Variation(s): relax, relaxes, relaxing

tame, v. To train to obey people

Example: The cowboy needed to tame his wild horse.


Variation(s): tames, tamed, taming

Vocabulary Chart for Pecos Bill			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Arizona <i>canyon</i> cowboy coyote <i>cyclone</i> fleas lasso rattler/rattlesnake Texas	energy journey persuaded* scurried taught	cow dirt doggie grabbed man river spun squeeze tail
Multiple Meaning	saddle	relaxed tame*	ride
Phrases	covered wagon Grand Canyon headed west mountain lion Pecos Bill Pecos River	birthday suit spark of wildness	fussing and fighting shake/knock off the greatest _____ that ever lived
Cognates	<i>cañón</i> coyote <i>ciclón</i> <i>lazo</i>	energía persuader* relajar	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Bill’s family packs up to head west
2. 6A-2: Baby Bill falls out of the wagon
3. 6A-3: Young Bill howls at the moon with coyote pups
4. 6A-4: Bill meets a man on a horse
5. 6A-5: Pecos Bill looks for his tail
6. 6A-6: Pecos Bill and the cowboy at the campfire
7. 6A-7: Pecos Bill rides a mountain lion
8. 6A-8: Pecos Bill tickling a giant rattler
9. 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso
10. 6A-10: Pecos Bill rides a cyclone

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Tall Tale Review	Tall Tales Characteristics Chart	15
	Introducing “Pecos Bill”	Instructional Master 6A-1; U.S. map	
	Vocabulary Preview: Canyon, Cyclone	images of canyons; images/video clips of cyclones	
	Purpose for Listening		
Presenting the Read-Aloud	Pecos Bill	Image Card 6; U.S. map	15
Discussing the Read-Aloud	Comprehension Questions	Tall Tales Characteristics Chart; U.S. map	10
	Word Work: Tame		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Syntactic Awareness Activity: Horizontal Word Wall	long strip of chart paper; rubber bands (optional)	20
	Vocabulary Instructional Activity: Persuaded		
	End of Lesson Check-In	Instructional Master 6B-1	

Advance Preparation

Prepare a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 5 (Pecos Bill). Students can use this response card to preview, review, and answer questions about this tall tale as well as fill in the characters and settings of the story.

For Vocabulary Preview, bring in pictures of canyons, e.g., Grand Canyon (in U.S.), Copper Canyon (in Mexico), Taroko Gorge (in Taiwan), Colca Canyon (in Peru), Gorge du Verdon (in France). You may wish to find a video clip of the Grand Canyon to show students. You may also wish to bring in images of cyclones or show short video clips of cyclones.

Note: Be sure to preview videos for classroom appropriateness.

For Syntactic Awareness Activity, prepare a horizontal word wall with the core vocabulary word *relaxed* on the far left and the word *tightened* on the right. You may wish to write words related to *relaxed* on index cards and, with students' help, place them on the continuum between the end words. (See activity for word suggestions.)

For the End-of-Lesson Check-In, prepare a copy of Instructional Master 6B-1 (Fact or Tall Tale?) for each student.

Note to Teacher

You may wish to have the class continue to signal that they just heard an exaggeration in the story.

You may wish to fill out the Tall Tales Characteristics Chart (Instructional Master 5A-1) together with the class as they answer the comprehension questions for this story.



Pecos Bill

6A

Introducing the Read-Aloud

15 minutes

Tall Tale Review

- Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Read and briefly explain the characteristics of American tall tales.
 - Frontier Setting
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions
 - Humor
 - Exaggerations/Larger-Than-Life
- Using the Tall Tales Characteristics Chart, review what students have already learned about tall tales, specifically the tall tale “Paul Bunyan.”



Introducing “Pecos Bill”

◀ Show image 6A-7: Pecos Bill rides a mountain lion

- Tell students that the main character in today’s tall tale is named Pecos Bill.
- Say to students: “Tell your partner what is interesting about this picture of Pecos Bill.” Allow fifteen seconds for students to talk. Call on two students to share.
- Mention that Pecos Bill is riding on a mountain lion. Mountain lions are very fierce predators that hunt other animals for their food. Ask: “Do you think a person can really ride on a mountain lion, or does this picture show an exaggeration?”
- Tell students that Pecos Bill was born in East Texas.

[Point to the eastern part of Texas on the U.S. map. Mention that Pecos Bill will move even more west in this story.]

Picture Walk

- Tell students that you will take a picture walk through this story together.



← Show image 6A-1: Bill's family packs up to head west

- Ask students who they think the people in this picture are. (Pecos Bill's family)
- Tell students that Pecos Bill is a little baby during this part of the story. There were eighteen children in his family. Have students try to find where Pecos Bill is. Have students find the father (or Pa) and mother (or Ma). Count the eighteen children (one child's legs are sticking out of the wagon).
- Ask students what it looks like the family is doing. Tell students that they are packing up and moving west because another family moved in fifty miles away from them. [Tell students that fifty miles is like from the school to _____. Ask whether that seems close by or far away to them.]



← Show image 6A-3: young Bill howls at the moon with coyote pups

- Have students tell their partner what seems interesting about this picture.
- Ask students what kind of animal is in the picture. Tell students they are coyote pups or baby coyotes. The coyote pups are howling at the moon. Invite students to howl like coyote pups.
- Ask students to guess why Pecos Bill is with the coyote pups.



← Show image 6A-4: Bill meets man on horse

- Ask students who they think the man on the horse is. (a cowboy)
- Explain that cowboys are men that work on a ranch—a place where cattle are raised. Women who work on a ranch are called cowgirls. Being a cowboy or cowgirl was a common job on the frontier because many people raised cattle for food, sold cow's milk, or sold the cattle to make money.
- Tell students that after Pecos Bill meets this cowboy, his life changes. Tell students to listen carefully to the tall tale to see how Pecos Bill's life changes.

- Give students Response Card 5 (Pecos Bill) from Instructional Master 6A-1. Ask students if they remember the name of the animal in this picture. Remind students that tall tale characters have amazing adventures. The image they see in this response card is one adventure.

Vocabulary Preview

Canyon

1. In today's tall tale you will hear that Pecos Bill creates a *canyon* called the Grand *Canyon*.
2. Say the word *canyon* with me three times.
3. [Show Image Card 6 (Grand Canyon) and other images of canyons you have prepared.] A canyon is a deep, narrow valley [point to the valley or the section between two steep sides] with steep sides [point to the deep sides]. Sometimes canyons have a stream flowing through them.
4. It takes thousands or millions of years to create a canyon. A canyon is created by flowing water that cuts through the soil and goes deeper and deeper into the earth.
5. [Show the images of canyons you have prepared.] Have you been to a canyon, or would you like to visit a canyon someday?



Cyclone

◀ Show image 6A-10: Pecos Bill rides a cyclone

1. In today's tall tale, Pecos Bill rides a *cyclone*!
2. Say the word *cyclone* with me three times.
3. In this story, the word *cyclone* is used to mean a tornado, a powerful storm with very strong winds.
4. A cyclone or tornado can be so powerful that it can damage homes and rip trees out from the ground.
5. [You may wish to show a short video of a cyclone or use the picture of the cyclone in the image.] How would you describe a cyclone?

Purpose for Listening

Remind students that the title of this tall tale is “Pecos Bill,” and the setting for this story is the American frontier. Remind students that a tall tale is one type of fiction. Tell students to listen carefully to hear about Pecos Bill’s amazing adventures.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with the tall tale “Pecos Bill”
- ✓ Identify the characters, plot, and setting of “Pecos Bill”
- ✓ Identify characteristics of tall tales in “Pecos Bill”

Pecos Bill



Note: Examples of exaggeration are followed by an asterisk (*).

← **Show image 6A-1: Bill’s family packs up to head west**

The greatest cowboy that ever lived was the one they called Pecos Bill.

Bill was born in East Texas and might have lived there forever,

[Point to Texas on a map, and have a student point to the eastern part of Texas.]

but one day his Pa came running out of the house shouting to his Ma, “Pack up everything we got, Ma! There’s neighbors moved in near about fifty miles away, and it’s gettin’ too crowded around here.”*

[Tell students that is like someone moving to _____ with no one else in between. Ask: “Do you think that is crowded, or is this an exaggeration?”]

So Bill’s folks loaded a covered wagon with everything they owned and headed west. It was a long, hard journey. The children were packed in the back of the wagon, all eighteen of them. They fussed and hollered and fought as the wagon bounced along.

The children were so loud that Bill’s ma said you couldn’t hear the thunder over the noise.*



← **Show image 6A-2: Baby Bill falls out of the wagon**

One day the wagon hit a rock and little Bill fell right out. With all the fussing and fighting, nobody noticed. The wagon just kept on going. So Little Bill found himself sitting in the dirt along the banks of the Pecos River, and that’s how he came to be named Pecos Bill.

[Point to the Pecos River on a map (in west Texas but to the east of the Rio Grande).]

But that was later.

Little Bill was not your average—or regular—baby. He didn’t cry. He just crawled along on the dusty plain, keeping his eyes peeled for whatever came along. And the first thing to come along was a coyote.

When the coyote saw this dirty, naked, little creature crawling around on all fours, she thought he was a cute little animal, even if his ears were mighty small. Little Bill reached up and patted the coyote’s head and said, “Nice doggie!”*



← **Show image 6A-3: Young Bill howls at the moon with coyote pups**

The doggie—I mean coyote—liked Little Bill. She took him home and raised him with her pups. The coyotes taught Bill to roam the prairies and howl at the moon. They taught him the secrets of hunting, how to leap like a mountain lion, and to run like the wind. They taught him how to chase lizards and lie so still that he was almost invisible.*

[Ask: “Do you think a little boy can really be part of a coyote pack, or is this an exaggeration?”]

The years went by—eighteen of them to be exact—and Bill grew up strong and healthy. One day he was out hunting along the Pecos River when he saw a most unusual—and strange—sight. It seemed to be a big animal with four legs. Or was it six legs? And why did it have one head in front and another on top?

[Say: “Tell your partner what you think Bill sees.” Call on two partner pairs to share.]



← **Show image 6A-4: Bill meets a man on a horse**

Well, it turned out to be a horse with a man riding it, something Bill had never seen before. Bill scurried—and quickly ran—around the horse a few times. Then he slowly crept forward and took a sniff of the man’s boot.

“Boy,” said the man, “what are you doin’ scampering around down there in your birthday suit?”

[Explain that Bill is naked—wearing his “birthday suit”—just like babies are born naked.]

“Sniffin’,” said Bill. “I’m a coyote!”

“No, you ain’t,” said the man. “You’re a man, like me.”

“Nooo!” howled Bill. “Coyoteeeee!”

“What makes you think you are a coyote?” said the man.

“I have fleas!” said Bill.

[Explain that fleas are very small, wingless, bloodsucking insects that jump from animal to animal.]

“So what?” said the man. “Lots of men here in Texas have fleas.”

But Bill was not **persuaded**—he did not believe the man. He was sure he was a coyote.

“Here’s the thing,” said the man. “Coyotes have pointy ears and big bushy tails. And you don’t.”



← **Show image 6A-5: Pecos Bill looks for his tail**

[You may wish to have students mirror you as you act out what Bill is doing.]

“Yes, I do!” cried Bill. He felt sure he had a tail, just like all the other coyotes. He looked over his shoulder but couldn’t see one.

He reached back to grab his tail but he could not feel one.

He backed up to the river and looked for his tail in the reflection, but it was not there.

Bill was surprised. He thought for a moment. Then he decided the man must be right. If he didn’t have a tail, he couldn’t be a coyote. If he wasn’t a coyote, he must be a man.

Bill decided he’d have to say farewell to his four-legged friends and try living as a man. He went to stay with the man, who just so happened to be a cowboy.

Mid-Story Check-In

1. *Literal* Who is this tall tale about?
 - This tall tale is about Pecos Bill.
2. *Inferential* Describe Pecos Bill’s childhood.
 - Answers may vary, but should include examples from the read-aloud text, e.g., household with eighteen children; didn’t cry; grew up with coyotes.

3. *Literal* Who raised Bill the first eighteen years of his life?
 - Coyotes raised Bill the first eighteen years of his life.
4. *Evaluative* What do you think Bill will become later in this story?



← **Show image 6A-6: Pecos Bill and the cowboy at the campfire**

The man gave Bill some clothes to wear and a horse to ride. He also gave him a nickname: Pecos Bill.

[Ask: “Why do you think the man calls Bill, Pecos Bill? (He found Bill near the Pecos River.) Tell students that for the rest of this story, the author will sometimes use the name “Bill” and other times use the nickname “Pecos Bill”.]

At first Bill had trouble living like a man. He couldn’t stand the way his clothes scratched and pulled at his skin—he thought clothes were uncomfortable, or the way his boots came between his bare feet and the good, old dirt—he preferred walking around barefoot. And he couldn’t see the need for a knife or fork when it was just as easy to use your fingers to pick up your meat and tear it with your teeth.

Bill learned to act like a man, but he still had a spark of wildness in him, and it would flash out from time to time. One day he was out riding on his horse when he was surprised by a mountain lion. The mountain lion scared Bill’s horse away and charged right at Bill. But Pecos Bill was too quick for that mountain lion. He dodged the big cat, then hopped right onto his back.



← **Show image 6A-7: Pecos Bill rides a mountain lion**

The mountain lion was not happy, no sir. He bucked. He snarled. He tried to twist around and bite Bill. Bill held on to the lion’s neck with one hand. With his other hand, he waved his cowboy hat in the air and shouted “Yahoo!”

The mountain lion did everything he could to shake Bill off, but it was no use. Finally, he gave in and let Bill ride him. Then, Bill put a saddle on the lion and rode him like a horse. Bill had tamed the mountain lion.*

[Ask: “Do you think a man can really ride on a mountain lion’s back and tame a mountain lion? This is an _____.”]

Another day, Pecos Bill was attacked by a giant rattlesnake. This particular rattlesnake was a mean old fellow who thought he was the king of the whole desert. He struck at Bill's heel, but Pecos Bill was too quick for that rattlesnake.



← **Show image 6A-8: Pecos Bill tickling a giant rattler**

Pecos Bill grabbed the rattler by the neck and squeezed him hard. The snake wriggled and writhed in Bill's grip.

"Say 'uncle' if you've had enough!" said Bill.

"G-g-g-uncle!" said the snake, gurgling out the sounds as best as he could.

Bill **relaxed** his grip a bit—or loosened his hold—and asked the rattler, "Who's the boss around here? Who's in charge?"

"I was . . ." said the snake. "But now you are."

"Well then," said Pecos Bill, "How'd you like to work for me?"

"Sure thing!" said the rattler. The rattler just looked at Pecos Bill with admiration and purred like a kitten. Pecos Bill had squeezed all the meanness right out of that snake*!



← **Show image 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso**

Next, Pecos Bill rolled the rattler up into a coil and rode away on his mountain lion. On the way back to camp, he spotted a runaway cow. He grabbed the rattler and tied a loop at one end of him to make a lasso.*

[Explain that a lasso is a rope tied in a circle at the end; it is used to catch farm animals such as a cow or horse. Have a student point to the lasso. You may wish to have students mirror you as you act out what Bill is doing.]

Then he rode after the cow, swinging his lasso above his head. When he was close enough, he tossed the looped end of the snake over the cow.

Pecos Bill jumped off the mountain lion and pulled the lasso tight, stopping the runaway cow right in his tracks.

Pecos Bill brought the cow back to his friend, the cowboy. After that, he taught all the cowboys at the ranch how to use a lasso to catch a runaway cow. He taught them other things, too. He taught them how to **tame** wild horses—and make them no longer wild—by riding them down, just as he had done with the mountain lion. He even taught them how to sing cowboy songs around the campfire at night, in a voice that sounded a lot like a lonesome coyote howling at the moon.

Pecos Bill was famous for his riding skills. He once rode a wild mustang called the Backbreaker that no one else could ride. But that story pales in comparison to the time he rode something that no other man had before, and I reckon no man ever will again—a cyclone!



← **Show image 6A-10: Pecos Bill rides a cyclone**

That's right. Pecos Bill lassoed a cyclone with his rattlesnake lasso and jumped on its rip-roaring back.* The cyclone spun furiously, trying to throw Bill off. It went spinning this way and that way across the deserts of Arizona, trying to knock Bill off by rising up into the air and digging down into the ground. Pecos Bill didn't let go until the cyclone spun itself out of **energy**—and did not have the power to keep moving.

By that time the two of them had carved out a deep canyon. If you ever go to Arizona, you can still see that canyon today. It's called the Grand Canyon.

[Show Image Card 6 (Grand Canyon) and point to where it is located in Arizona on a map.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
 - The title of today's story is "Pecos Bill."
2. *Evaluative* What kind of special story is "Pecos Bill"?
 - "Pecos Bill" is a tall tale.

Is this tall tale fiction or nonfiction?
 - This tall tale is fiction.

Note: You may wish to fill out the Tall Tales Characteristics Chart as students answer the following six questions.

3. *Inferential* Where in the American frontier does this story take place?
 - This story starts in East Texas, then Pecos Bill's family moves west towards the Pecos River, and Pecos Bill goes to the Grand Canyon in Arizona. [Show that Pecos Bill traveled west from East Texas to West Texas to Arizona.]
4. *Inferential* How was Pecos Bill's childhood amazing?
 - Pecos Bill's childhood was amazing because he grew up in a family with eighteen kids, he was left behind as a baby and did not cry, and he was raised by a pack of coyotes.
5. *Literal* What is one amazing adventure Pecos Bill has in this tall tale?
 - Answers may vary, but should be something that is explicitly stated in the text, e.g., taming a mountain lion; squeezing the meanness out of a rattlesnake.
6. *Evaluative* What are some things the tall tale says Pecos Bill created and invented?
 - The tall tale says Pecos Bill invented the lasso made from a rattlesnake and created the Grand Canyon with a cyclone.

Do you think he really created any of these things?
 - No, he did not really create any of these things.

7. *Evaluative* What is one thing you find humorous or funny about this tall tale.
 - Answers may vary, but should refer to something explicitly stated in the text, e.g., Pecos Bill looking for his tail; Pecos Bill making the rattler say “Uncle.”
8. *Evaluative* Name one exaggeration from this tall tale, and explain how it is an exaggeration.
 - Answers may vary, but should refer to something explicitly stated in the text.

Does this exaggeration make Pecos Bill seem larger than life?

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Did the tall tales say Paul Bunyan/Pecos Bill created the Grand Canyon? (Yes/No)

Paul Bunyan/Pecos Bill created the Grand Canyon by . . .

I think _____’s way is more interesting because . . .

9. *Evaluative Think Pair Share:* The tall tales “Paul Bunyan” and “Pecos Bill” both say that the main character created the same thing in nature. What is it?
 - Grand Canyon

How did each character create it? Which way do you think is more interesting or exciting?

 - Paul Bunyan created the Grand Canyon with Babe by digging their way west.
 - Pecos Bill created the Grand Canyon by riding on a cyclone.
10. After hearing today’s story and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Tame

1. In the read-aloud you heard, “[Pecos Bill] taught them how to *tame* wild horses by riding them down, just as he had done with the mountain lion.”
2. Say the word *tame* with me three times.

3. To tame an animal means to make it listen to and obey people by training it.
4. The cowboy needs to tame a horse before letting children ride on it.
5. Can you think of other people who tame animals?

[Prompt students to think about circus animals or house pets. Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ tame _____."]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several examples of animals.

Think about whether that animal can be tamed and who might tame that animal. If the animal I describe can be tamed, say, "[name of person] can tame the [name of animal]."

If the animal I describe cannot be tamed, say, "No one can tame [name of animal]."

1. a pony
 - A cowboy can tame a pony.
2. a pet dog
 - An owner can tame a pet dog.
3. a tiger in the jungle
 - No one can tame a tiger in the jungle.
4. a pet kitten
 - An owner can tame a pet kitten.
5. a shark in the ocean
 - No one can tame a shark in the ocean.
6. a pet rabbit
 - An owner can tame a pet rabbit.
7. a mountain lion
 - No one can tame a mountain lion.
8. a bear in the woods
 - No one can tame a bear in the woods.



Complete Remainder of the Lesson Later in the Day



Pecos Bill

6_B

Extensions

20 minutes

↔ Syntactic Awareness Activity

Horizontal Word Wall: Relaxed

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they create sentences for the words.

Materials: long horizontal chart paper; rubber bands (optional); words written on index cards

in green—*relaxed, let go, loosen, unwind, unbend*

in red—*tighten, squeeze, tense up, stiffen, strain*

1. In tall tale you heard, “Bill *relaxed* his grip a bit [on the rattler].”
2. Say the word *relaxed* with me three times.
3. *Relaxed* means to loosen something or to make it less tight.
4. First we will make a Horizontal Word Wall for *relaxed*. Then you will make up sentences using the words on the word wall.
5. [Place *relaxed* on the far left of the chart. Then pick a red word like *tighten* and ask where it should go. (on the far right). Hold up the rest of the cards and ask on which side each of them should be placed on the horizontal word wall.]
6. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

Extending the Activity

- You may wish to have students practice using the words on the horizontal word chart by using rubber bands. Have students extend the rubber band between two hands and have them say a red word, e.g., *tighten*. Then have them put their hands together and have them say a green word, e.g., *relaxed*. You can also have students do this with their arm muscles.

↔ Vocabulary Instructional Activity

Word Work: Persuaded

1. In the read-aloud you heard, “The man said, ‘You’re a man, like me.’ (. . .) But Bill was not *persuaded*.”
2. Say the word *persuaded* with me three times.
3. To be persuaded means to be convinced or to be talked into agreeing with something.
4. If your little brother wears a coyote mask and howls like a coyote, would you be persuaded that he is really a coyote?

After much back and forth, the kids persuaded their parents to get pizza for dinner.

5. Have you ever *persuaded* your parents to do something or to get something? Try to use the word *persuaded* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I persuaded my parents to . . . ”]

6. What’s the word we’ve been talking about?

Use an *Acting* activity for follow-up. Directions: [Write the options on the board. Partner pairs may also wish to make up their own.] With your partner, choose one of the options. One partner will do the persuading until the other partner is persuaded. Then choose another option and switch roles.

- staying up later for an hour
- buying a candy bar at the checkout line
- watching more TV
- signing up for _____ lessons [art, piano, karate, swimming, etc.]
- going on a vacation


10 End-of-Lesson Check-In (Instructional Master 6B-1)

Fact or Tall Tale?

Using Instructional Master 6B-1, have students distinguish what could be real and what is purely fiction in the tall tale, “Pecos Bill.”

[Write the words *Fact* and *Tall Tale* on the board for students.]


Directions: I am going to read eight statements. If the statement is something that could really happen, or is a fact, write *Fact*. If the statement is something that could not really happen or is a tall tale exaggeration, write *Tall Tale*. Listen as I will read each sentence before you write your answer. Let’s do the first one together.

 Above and Beyond: Some students may be able to do this worksheet independently.

1. Coyotes raised baby Bill. Is this a fact, or is this a tall tale? This is an exaggeration and could not really happen. This is a tall tale.
 - Tall Tale
2. The Pecos River is in Texas.
 - Fact
3. The Grand Canyon is in Arizona.
 - Fact
4. Pecos Bill tamed a mountain lion.
 - Tall Tale
5. Cyclones are storms with very strong winds.
 - Fact
6. Pecos Bill rode on a cyclone.
 - Tall Tale
7. A rattlesnake can be used as a lasso.
 - Tall Tale
8. Cowboys take care of cattle.
 - Fact

Extending the Activity

- Have partner pairs orally make up fact or tall tale statements and quiz one another using their statements.

 Above and Beyond: Some students may be able to write a fact or tall tale statement on their own.