

# LESSON PLAN

# THE COWBOY

An I Like to Read® Book, Level F

written and illustrated by Hildegard Müller

*The Cowboy is sitting alone on the beach with his silly hat when he becomes a hero and a friend.*

**Learning Objectives:** Read text with purpose and understanding. Identify the sequence of events, problem and solution, point of view, and theme of the story. Read new vocabulary words in and out of context.

**Guided Reading Level:** F

**Grade Level Equivalent:** Grade 1

**Interest Level:** Pre-K-3

## Instructional Standards

**Reading Literature:** RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7,9

**Reading Foundation Skills:** RF.K-1.1,2,3,4

**Writing:** W.K-1.1,3,6,8

**Speaking and Listening:** SL.K-1.1,2,4,5,6

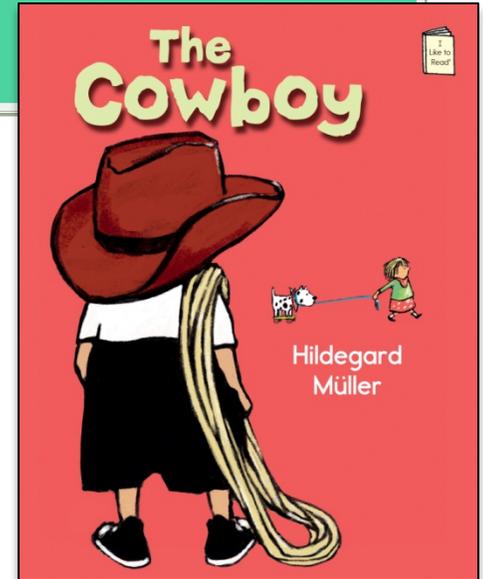
**Language:** L.K-1.1,2,4,5,6

## BEFORE READING

1. Read the title and discuss the front and back cover illustrations and text.
2. What do the title, illustrations, and back cover tell us about the book?
3. Why do you think the author made the girl and her dog smaller than the cowboy on the front cover?
4. Discuss the words on the back cover. They usually give us a hint about what we will be reading about.
5. Write “cowboy” on the board. Invite students to tell what they know about cowboys.
6. Read the name of the author/illustrator. Discuss each role.

## Word Work:

1. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>. Invite students to read along with you as you flash the cards.
2. Write the vocabulary words on the board: **cowboy, Anna, Toto, Toto’s, leash, beach, scarf, silly, water, learn, learns, swim, swims, wave, everyone, talks, comes, says, help, helps, spins, rope, throws, falls, beautiful.**
3. Find the proper nouns (names or places that are capitalized).
4. Discuss the word “Toto’s.” Why do we use an apostrophe after a name? Because it shows possession or ownership.
5. Which character do you think is Toto? What are some possessions that Toto may have (bone, leash, treat, collar, toy)?
6. Invite students to create sentences about Toto showing possession. Ex: **Toto’s** bone is big. **Toto’s** leash is blue.



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## Mini Lesson: Discuss Verb Conjugation

Conjugating a verb is simply creating an orderly arrangement of its many forms. We use different forms of the same verb depending of the situation. For example, we can change the verb *walk* to *walks*. *See* to *sees*.

### Write on the board:

I: see

You: see

We: see

He, she, it: sees

They: see

7. Find all of the action words/verbs from the vocabulary words: **learn, swim, swims, talks, comes, says, help, helps, spins, throws, falls.**
8. Have students think of simple sentences using the verbs, and chart. Ex: I **swim**. She **swims**.
9. Take a picture walk through the book. Have students predict what the story will be about.
10. Read the book to find the problem and solution of the story.

### DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and think about what the characters are saying and how they are acting and feeling.
3. Think about word meaning. Discuss strategies you use when you come to a word that you do not know or understand.
4. Why do you think the author uses large and bold print in the story?
5. Is this story fiction or nonfiction? Could it be realistic fiction?
6. Predict what will happen in the story you read.
7. What is the sequence of events?
8. How do the illustrations and words help us understand what the story is about?
9. What do the illustrations tell us that the words do not?
10. Look at the facial expressions and body language of the characters. How do the punctuation marks (periods, question marks, commas, exclamation points, and quotation marks) help us know what the characters are saying and feeling?
11. Have the students read the book independently.
12. Where and when does the story take place (setting)?
13. Who is the main character in the story? Explain.
14. Who is telling the story (point of view)?
15. What is the problem in the story? How does the problem get solved?
16. What does the word "wave" mean in the story?
17. How does the author use pictures and details to develop the setting, plot, and characters in the story?
18. How does the story change from the beginning to the end of the book?

### AFTER READING

1. How does the story include the theme of friendship and acceptance?
2. How do you know that Anna has changed her mind about the boy?
3. In the beginning, Anna calls the hat "very silly," but in the end she calls it "beautiful." What changed her mind?
4. Do you think that someone who dresses like a cowboy could be a good friend? Does it matter how someone dresses?
5. What is important about a person?
6. Summarize the book. Tell what happens in your own words.



7. Why is the book *The Cowboy* considered fantasy or fiction?
8. What do you think will happen next? Write an ending and draw a picture.
9. Using what you know about the story elements, setting, events, and the characters, answer the questions. Prove your answer using the book. Decide if you found the answers using the illustrations or the words.

- Who is telling the story?
- Anna cannot find Toto's leash in the beginning of the story. Where is Toto's leash?
- Why does Anna walk by the boy in the cowboy hat at the beach?
- Why is it a big day for Toto?
- What does Anna shout to Toto when the big wave comes?
- How does Anna feel when Toto is too far away in the water?
- Who is "everyone"?
- Why does the boy ask for help? What is his plan?
- Why is the boy a hero?
- What changes about Anna in the story? What lessons does she learn?

10. Verb practice: **talk, talks, throw, throws, helps, learns, run**

Toto \_\_\_\_\_ how to swim.

They \_\_\_\_\_ to see Toto.

The boy \_\_\_\_\_ get Toto out of the water.

Anna \_\_\_\_\_ to the boy in the cowboy hat.

We \_\_\_\_\_ to each other.

Anna cannot \_\_\_\_\_ a rope.

The boy in the cowboy hat \_\_\_\_\_ the rope.

*Guide written by Marla Conn, reading/literacy specialist and educational consultant*

3.18

