

LESSON 16 TEACHER'S GUIDE

Elizabeth's Stormy Ride

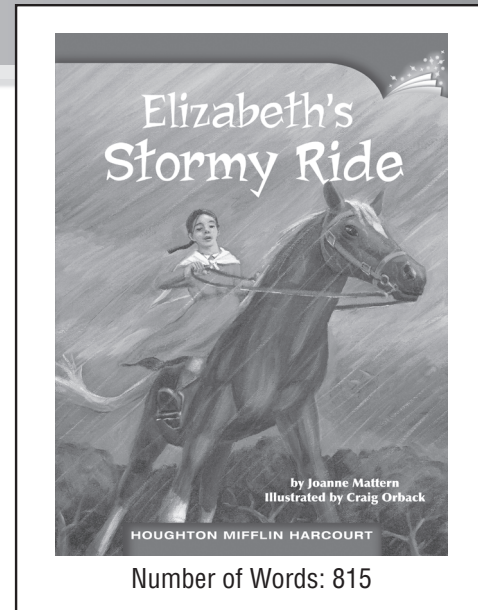
by Joanne Mattern

Fountas-Pinnell Level N

Historical Fiction

Selection Summary

When her mother is about to have a baby, 11-year-old Elizabeth is trusted with the job of riding her horse into town to contact a woman who can help with the delivery. Elizabeth bravely guides her horse through a storm to accomplish this important task.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Historical fiction
Text Structure	<ul style="list-style-type: none"> • Third-person narrative • Main characters and setting introduced on first page • Story problem explained on first page
Content	<ul style="list-style-type: none"> • Conditions of pioneer life: transportation, communication, medical care • Horses and riding
Themes and Ideas	<ul style="list-style-type: none"> • Young people can be responsible and trustworthy. • Determination and courage • Following directions under pressure
Language and Literary Features	<ul style="list-style-type: none"> • Descriptive language that appeals to senses: <i>rough water washed over Bessie's feet</i> • A character that changes and develops over the course of the story
Sentence Complexity	<ul style="list-style-type: none"> • A mix of short and complex sentences • Italicized sentences to emphasize important information
Vocabulary	<ul style="list-style-type: none"> • Words associated with horses: <i>saddle, reins, trotted, hooves, snorted</i> • Phrases related to stormy conditions: <i>thunder crashed, lightning flashed</i>
Words	<ul style="list-style-type: none"> • Many words with inflected endings, such as <i>delivered, steadied, suddenly, swelled, escorted, finally</i>
Illustrations	<ul style="list-style-type: none"> • Colorful illustrations that support the text and portray characters' emotions • Captions for illustrations
Book and Print Features	<ul style="list-style-type: none"> • Thirteen pages of text with illustrations on most pages
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Elizabeth's Stormy Ride *by Joanne Mattern*

Build Background

Help students use their knowledge about pioneer life to visualize the story. Build interest by asking a question such as the following: *What did people do when they needed medical care in pioneer times?* Read the title and author and talk about the cover illustration. Tell students that this story is historical fiction. Explain that although the story is not a true account about a real person, it is a realistic situation that could have occurred in pioneer times.

Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this is a story about an 11-year-old girl, Elizabeth, who needs to get help for her mother who is about to have a baby.

Suggested language: *Turn to page 2. Look at the expression on Elizabeth's face and look back at the cover illustration. What do you think Elizabeth's mother is asking her to do?*

Page 6: Draw students' attention to the sentence: *"Mama said I should turn right at the big tree, she thought."*

Ask: *Why did the author write these words in italics?*

Page 7: Explain that the rain has **swelled** the river and flooded the bridge. *A swelled river is very high water. Ask: What problems do you think this might create for Elizabeth and her horse?*

Page 12: Point out the illustration of Elizabeth and the woman.

Ask: *What do you think Elizabeth is telling her? What do you think will happen next?*

Page 13: Direct students to the highlighted word. **Ask:** *What kinds of attention might a horse **deserve** after a tough ride?*

Now go back to the beginning and read to find out the details of Elizabeth's stormy ride.

Target Vocabulary

churning – stirred up and moving with great force

defended – protected by a person from physical or verbal attack

deserve – to have a right to something or have earned it, p. 13

escorted – to have gone with a person as a guide or protector, p. 4

relied – depended on someone to do something for you, p. 4

reputation – the general public's opinions of a person

satisfied – happy with things that

have happened or with the work that has been done


situation – what is happening at a specific time or place

swelled – grown larger than usual, p. 7

worthy – having value, p. 14

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Monitor/Clarify Strategy  **TARGET STRATEGY** and to find ways to understand parts of the story that are confusing.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the text.

Suggested language: *Have you ever been asked to do something that scared you? What was it? What do you think was the scariest part of Elizabeth's ride?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Even though Elizabeth is only 11 years old, she is given the responsibility of riding her horse into town to get a woman to deliver her mother's baby.• Elizabeth has to overcome stormy weather and her own fears to accomplish this important task.	<ul style="list-style-type: none">• Young people are capable of handling responsibility.• It is possible to overcome fears.• When a task becomes difficult, it is important not to give up right away.	<ul style="list-style-type: none">• The illustrations add to the mood of the story.• The author uses vivid verbs such as <i>swelled</i>, <i>curled</i>, and <i>slapped</i> to make the story more interesting.• The text includes details that make the reader aware of causes and effects and problems and solutions.

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Choices for Further Support

- **Fluency** Lead students in choosing a passage from the text to present as a readers' theater. Remind them to engage their listeners by varying the tone, pitch, and volume of the sentences they are reading.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with multiple-meaning words, using examples from the text. Point out the word *fork* on page 6. Discuss the different meanings of *fork* and identify the meaning used in the story. Repeat this process with the multiple-meaning words *planted* on page 10 and *count* on page 14.

Writing about Reading


Critical Thinking

Have students complete the Critical Thinking questions on BLM 16.7.

Responding

Have students complete the activities at the back of the book, writing the answers in their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Compare and Contrast  **TARGET SKILL** Point out to students that characters often change within a story. They can compare and contrast an individual character by looking for clues about how they act and feel at the beginning of the story and at the end. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

Before her ride, Elizabeth looks very nervous. In contrast, at the end of the story she looks calm. Both before and after the ride, she is determined to do the right thing.

Practice the Skill

Have students share examples of another story in which details or ideas are compared and contrasted.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- The first paragraph on page 2 is mainly about _____.
- Which words on page 10 help the reader understand what *planted* means?
- Which sentences from the story show that Elizabeth is a responsible person?

English Language Development

Reading Support Pair advanced and intermediate readers to read the story softly, or have students listen to the audio or online recordings. Remind students that this is a story about a young girl who has to face a big responsibility.

Vocabulary The story includes vocabulary that is specific to horses. Using illustrations from the story, discuss the meaning of the words *saddle*, *reins*, *hoof*, and *hooves*.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: What is happening to Elizabeth's mother?</p> <p>Speaker 2: She is having a baby.</p> <p>Speaker 1: How does Elizabeth get to town?</p> <p>Speaker 2: rides a horse</p> <p>Speaker 1: What is the weather like?</p> <p>Speaker 2: rainy</p>	<p>Speaker 1: What does Elizabeth's mother ask her to do?</p> <p>Speaker 2: She asks her to go to town and get Mrs. Baldwin.</p> <p>Speaker 1: What problems does Elizabeth have along the way?</p> <p>Speaker 2: The bridge is covered with water. Her horse gets a stone stuck in its hoof.</p>	<p>Speaker 1: Why is <i>determined</i> a good word to describe Elizabeth?</p> <p>Speaker 2: She never gave up, even when her trip into town became very difficult.</p> <p>Speaker 1: What did Elizabeth learn about herself?</p> <p>Speaker 2: She learned that she could be counted on to be brave and dependable.</p>

Responding

TARGET SKILL Compare and Contrast
How did Elizabeth's feelings differ before and after her ride? Copy and complete the chart below.

Before the Ride	Both	After the Ride
She is fearful.	?	?

Write About It

Text to Text Think of another story where the hero or heroine had to overcome his or her fears to solve a problem. Write a descriptive paragraph showing what this character did to solve the problem. Include how the character got over his or her fears.

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Lesson 16
BLACALINE MASTER 16.7

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** Why does Bessie refuse to keep going after reaching the stone wall?
Bessie has a stone caught in her hoof.
- Think within the text** How does Bessie act after hearing the clap of thunder? How is this different from the way she usually acts?
She is usually a calm horse, but she jumps after hearing the thunder.
- Think beyond the text** Do you think Mama should have sent Elizabeth out in the storm? Why or why not?
Yes. There weren't as many ways to get help as there are today. There were probably no neighbors to help, because people lived farther away from each other than they do now, and there were no ambulances.
- Think about the text** What descriptions does the author use to let you know how strong the storm is? Give examples from the text.
Thunder crashes. Lightning flashes. The rain swells the river. The rough water washes over Bessie's feet. The wind blows hard against them.

Making Connections Think about a time when you were afraid to do something, but you did it anyway. Describe your experience.

Write your answer in your Reader's Notebook.

Critical Thinking © Houghton Mifflin Harcourt Publishing Company. All rights reserved. 9 Grade 4, Unit 4: Never Give Up!

Name _____ Date _____

Critical Thinking

Read and answer the questions.

- 1. Think within the text** Why does Bessie refuse to keep going after reaching the stone wall?

- 2. Think within the text** How does Bessie act after hearing the clap of thunder? How is this different from the way she usually acts?

- 3. Think beyond the text** Do you think Mama should have sent Elizabeth out in the storm? Why or why not?

- 4. Think about the text** What descriptions does the author use to let you know how strong the storm is? Give examples from the text.

Making Connections Think about a time when you were afraid to do something, but you did it anyway. Describe your experience.

Write your answer in your Reader's Notebook.

Student _____ Date _____

Elizabeth's Stormy Ride • LEVEL N

Elizabeth's Stormy Ride
Running Record Form

page	Selection Text	Errors	Self-Corrections
5	Elizabeth sat straight and tall in the saddle. "I can do this," she said to herself.		
	Bessie was usually a calm horse. She trotted along the road.		
	Just then, a clap of thunder shook the air. Bessie snorted and jumped. Elizabeth pulled back on the reins to steady her. "It's okay," she said.		
	Bessie paused and trotted on.		
6	Elizabeth rode through the woods. The storm was making the road muddy. Suddenly, Bessie slipped. Elizabeth held tight as the horse steadied herself.		
	They came to a fork in the road. Elizabeth looked around. A big tree reached over the road.		
	Comments:	Accuracy Rate (# words read correctly/99 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓢ cat	0
Omission	̄ cāt	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

