



Teaching with *Sequoyah: Man of Many Words*

CONNECTION TO STANDARDS

Students will use the text features to locate answers to text-dependent questions.

(CCSS.ELA-LITERACY.RI.1.5;2.5;3.5)

BEFORE READING

- Show the class *Sequoyah: Man of Many Words*, and briefly explain to students that Sequoyah was an important man who created an alphabet of sorts for the Cherokee language.
- Write the words “table of contents” on the board or chart paper.
- Define each term separately (table and contents). Explain that a table of contents is a common text feature in many nonfiction texts.
- Point out the table of contents on page 3. Show the class the features of a table of contents (topics and page numbers).

Differentiation: For more advanced students, have several tables of contents available for comparison. Discuss what is common in all table of contents pages and what varies.

DURING READING

- Read *Sequoyah: Man of Many Words* to the class.

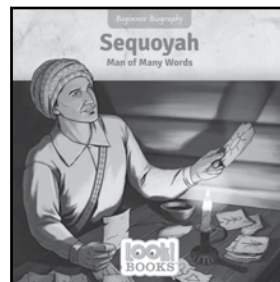
Differentiation: For ESL students, preview the main ideas of the text and the vocabulary in a small group before discussing as a class.

- Pause as needed to discuss the information as needed.
- Pause to clarify ideas and discuss vocabulary words (page 22).

AFTER READING

Text-Dependent Questions:

- p. 5, *What was the new idea that Sequoyah had?* (Sequoyah’s new idea was to create a Cherokee alphabet.)
- p. 10, *How many symbols did Sequoyah use in his new system?* (Sequoyah’s system had 85 symbols.)
- p. 12, *Who was the first person Sequoyah taught his Cherokee alphabet?* (The first person Sequoyah taught the Cherokee alphabet to was his daughter.)



Lexile: 540 GRL: O
Words: 492

I Do

- Ask the first text-dependent question out loud. Display the question for students if necessary.
- Model for students how to use the table of contents to determine where the answer might be located. Use key words in the question and match them to words in the table of contents.
- Explain that the answer is most likely in the section titled “A Big Idea.”
- Go to that section of the text and answer the question as a class. Students might need to hear that section read again in order to find the answer.

Differentiation: For students who are not fluent readers, it might be helpful to first label the different sections on the table of contents with pictures to represent them. For example, the section called “Making a Way to Write” could be represented by a pencil. This can be done with sticky notes.

We Do

- Ask the second text-dependent question out loud.
- In pairs, have students discuss which section in the table of contents would most likely have the answer to the question. Some students will need the topics listed in the table of contents read to them again.
- Call on students to explain which section they think the answer is in and why.
- Explain that the section called “A System that Works” most likely has the answer because the word *system* is in the question and title.
- Turn to “A System that Works” and answer the question as a class.

You Do

- Distribute sticky notes to each student.
- Ask the third text-dependent question.
- Display the table of contents and ask students to write the title of the section they think will have the answer.

Differentiation: For students who are not yet writing, have them draw the symbol that represents their selected section (as done in “I Do”).

- Collect the sticky notes and determine students who need more practice using the table of contents.
- Reteach as needed, explaining why the answer to the third question would be found in the section titled “The First Student.”



Independent/Extension Activities:

- Have students create their own text-dependent questions and write them on index cards. Make sure they write the answers on the back.
- Have students exchange question cards and use the table of contents to answer each question.
- Continue exchanging cards until the students are able to use the table of contents independently.

