

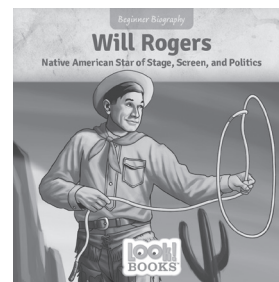
# Teaching with Will Rogers: Native American Star of Stage, Screen, and Politics

## CONNECTION TO STANDARDS

Students will distinguish between information provided by pictures or illustrations and information provided by words in a text. (CCSS.ELA-LITERACY.RI.1.6)

## DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *spotlight, variety, politics, popular, honest, observations, success, victims, tragic, altitude, organization.*
- Have each student choose a vocabulary word and write it in a new sentence.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the words' or phrases' meanings.



Lexile: 800  
Words: 708

GRL: TK

## BEFORE READING

### Build Background Knowledge:

- Tell students that they'll be reading about Will Rogers, a famous cowboy, actor, writer, author, and radio host.
- Explain that Will Rogers used his fame and money to help others in various ways. Ask students to think about how they might be able to help others if they were famous or had a lot of money. Invite students to share their ideas with the class.

### Preview

- Show the cover of the book and explore the cover illustration. Ask students to describe what they see, and to guess what Will Rogers is doing.
- Turn to the Table of Contents on page 3. Explain that the Table of Contents is an important text feature (a part of a book that is not the main story) that tells readers the titles of chapters or sections and what page they begin on.
- Read the chapter and section titles aloud as a class.

**Predict:** Ask students to predict some of the things they will learn about Will Rogers in the book. Have students support their predictions with evidence they discovered while previewing the Table of Contents.

**Vocabulary:** Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning.

### **Skill Introduction:**

- Ask students to close their eyes and try to imagine what Will Rogers looked like in real life. Then turn to page 10 and look at the photo of Will. Ask students if what they pictured in their minds matches what they see in the photo.
- Explain that photos show people what a person, place, or thing looks or looked like in a way that a written description cannot.
- Now lead students in a brief picture walk of the book, exploring the illustrations on each page. Explain that while the illustrations give them some information about Will Rogers and the things he did, the text will provide even more details and expand on what they’re seeing in the illustrations.

## **DURING READING**

**Check for Understanding:** Ask students the following questions as they read.

- p. 6, *How did Will earn the nickname “the Cherokee kid”?* (He performed in Wild West shows, doing lasso tricks and riding broncos.)
- p. 8, *What did Will accomplish in 1933?* (He became the highest paid movie star in Hollywood.) *How about in 1934?* (He was voted the most popular male actor.)
- pp. 10-11, *What were some of Will’s accomplishments as a writer?* (He wrote a weekly newspaper column that appeared in more than 500 newspapers across the country. He wrote nearly 4,000 columns. He wrote six books, several of which became bestsellers.)
- p. 12, *What did Will begin to do in 1922?* (He began to speak on the radio.) *What happened in his radio career in 1933?* (He got his own Sunday-evening radio show.)
- pp. 14-15, *What are some things Will did to help others?* (He donated a lot of money to charities and disaster-relief efforts. He performed at events to raise money for different causes. He helped drought victims.)

- pp. 18-19, *How does Will continue to keep an eye on the U.S. government even after his death?* (A statue of him at the U.S. Capitol faces the House Chamber, where Congress meets.)
- pp. 20-21, *How does Will's giving spirit live on?* (The Will Rogers Institute provides money for hospitals and medical research. The Will Rogers Motion Picture Pioneers Foundation gives money and help to theater workers.)

### Reinforce Vocabulary

- p. 11: Review the definition of *quips*. Read this famous Will Rogers quip to the class: "Don't let yesterday take up too much of today." Explain its meaning. Then invite students to come up with and share their own quips.
- p. 15: Go over the definition of *humble*. Ask students to share what being humble means to them.

### AFTER READING

#### Review:

- Point out the "Good to Know" fact boxes on pages 4, 9, 10, 13, 17, and 18. Invite volunteers to take turns reading them aloud for the class. Explain that these fact boxes are a type of text feature that gives the reader extra facts about a topic that doesn't fit in the main text.
- **Extra Extension:** Have students turn to the Timeline (another text feature) on page 22. Ask students to write their own "Good to Know" fact box using a fact they learn in the timeline that was not in the main text. Have them indicate what page they would include it on.

#### Skill:

- Have students go back through the book and look only at the illustrations without reading the text. Have them write a short paragraph about Will Rogers using only the illustrations as their guide. For example, the first sentence, based on the illustration on page 5, might say something like, "Will Rogers rode horses." The second sentence, based on page 7's illustration, might say, "He swung lassos onstage."
- Once students have completed their paragraphs, have them compare their paragraphs to the actual text of the book. Point out that the text of the book gives many more details and explanations about what is shown in the illustrations.
- *Note: As an alternative (especially if you have younger students), you can invite students to raise their hands and dictate their sentences as you write them on the board. Then you can read the paragraph aloud as a class.*