



1. Instructional Purpose
  - examples of exaggeration
  - meaning of exaggeration
  - new vocabulary such as flapjacks
2. What two places may cause students difficulty?
  - new vocabulary (young'uns)
  - information about shingling a gopher hole
3. What will you model that will help students negotiate the difficult parts?
  - comprehension questions - what does that mean?
  - word etymology (base (root) word)
  - examples of where I see exaggeration
4. What do they need to do with the information they are reading?
  - Answer questions for homework
  - Complete the unit assessment
5. How will they hold their thinking while they read?
  - Graphic Organizer
  - Tally marks for exaggeration
  - Notes they write to themselves.

selection is broken into two parts.  
On the first day, read pages 360–366. On  
the second day, read pages 367–375.

## Comprehension Strategies

First  
Read

### Teacher Modeling

#### 1 Monitoring and Clarifying

*Clarifying helps me understand the meanings of difficult words and ideas. I never heard of anything this strange! You can't plant nails, water them, and have them grow. I can tell that the speaker is exaggerating a lot. Since I find these wild stories funny, I think the speaker is exaggerating to create humor.*

### Prompting

**2 Visualizing** *Visualizing scenes from the selection enhances the humor. What pictures do you see in your mind?*

### Student Sample

**Visualizing** *I can see the jackrabbits flying over the house. That would be very funny to see.*

### Word Knowledge

The skills students are reviewing in Word Knowledge should help them in reading the story. This lesson focuses on words with consonants doubled before the inflectional endings *-ed* and *-ing*. Words with consonants doubled before the inflectional endings *-ed* and *-ing* will appear in boxes similar to this one throughout the selection.

**Consonant doubled before *-ed* and *-ing*:**  
ripping

### First Reading Recommendation

ORAL • CHORAL

**Focus Questions** What are some things you can do to prevent a natural disaster? Have you ever been frightened by the

# McBroom and the Big Wind



Sid Fleischman  
illustrated by Walter Lorraine

I can't deny it—it does get a mite windy out here on the prairie. Why, just last year a blow came ripping across our farm and carried off a pail of sweet milk. The next day it came back for the cow

But that wasn't the howlin', scowlin', almighty big wind I aim to tell you about. That was just a comf little prairie breeze. No account, really. Hardly worth bragging about.

It was the *big* wind that broke my leg. I don't expect you to believe that—yet. I'd best start with some smaller weather and work up to that bonebreaker.

I remember distinctly the first prairie wind that came scampering along after we bought our wonderful one-acre farm. My, that land is rich. Best topsoil in the country. There isn't a thing that won't grow in rich topsoil, and fast as lightning.

The morning I'm talking about our oldest boys were helping me to shingle the roof. I had bought a keg of nails, but it turned out those nails were a whit sh. We buried them in our wonderful topsoil and watered them down. In five or ten minutes those nails grew full half-inch. 1

360



### Informal Assessment

Observe individual students as they read, and use the Teacher Observation Log found in the **Program Assessment** to record anecdotal information about each student's strengths and weaknesses.