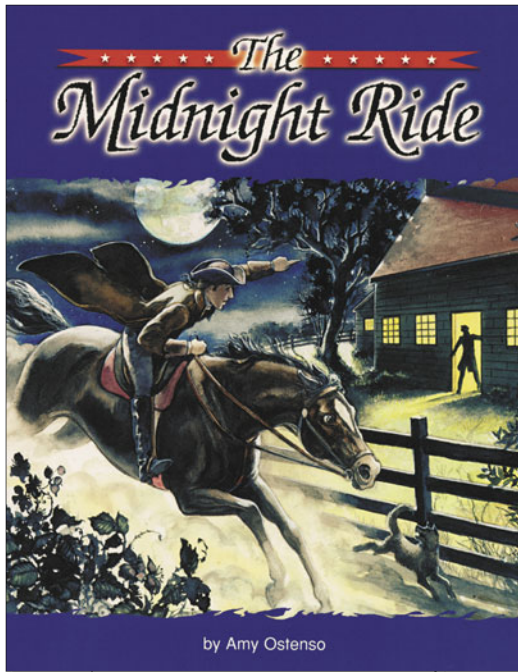


# The Midnight Ride



by Amy Ostenso

**Leveling Systems**  
**Avenues:** ● Beginning  
**DRA:** NF28  
**Fountas and Pinnell:** L  
**Lexile:** 260

**T**his nonfiction narrative chronicles the famous ride of Paul Revere who warned the Minutemen in Concord and Lexington that the British were coming. The text is supported by maps and illustrations, while a recurring clock image emphasizes the time line. Sidebars provide additional information. *16 pages, 400 words*

## In This Guided Reading Lesson:

## Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>American Revolution Words:</b></p> <ul style="list-style-type: none"> <li>attack</li> <li>British</li> <li>hero</li> <li>message</li> <li>messenger</li> <li>patriot</li> <li>soldier</li> </ul>	<p style="text-align: center;"><b>Spotlight STRATEGY</b></p> <p style="text-align: center;">Use Visuals</p>	<p><b>Paul's Path:</b></p> <ul style="list-style-type: none"> <li>Map Enhancement</li> </ul> <p><b>Ride Time Line:</b></p> <ul style="list-style-type: none"> <li>Journal Entries</li> </ul>	<p>Relate Problem and Solution (<a href="#">PDF</a>)</p> <p>Identify Sequence (<a href="#">PDF</a>)</p>

## Build Background

**Introduce the American Revolution** Use a world map to identify Great Britain and the United States. Then read aloud the following passage to introduce key words and concepts:

- ▶ For about 150 years, a big part of America belonged to England. The American people were unhappy. In 1775, a war started between Americans and English soldiers. It was the American Revolution. The war lasted eight years, but the Americans won. The United States of America became a new country.

Have students page through *The Midnight Ride* to get a visual image of the period. Then have them make observations about differences between the Revolutionary period and life in the United States today. For example: *Some soldiers rode horses. Today, most soldiers drive vehicles.*

### Materials

- world map

## Build Vocabulary

**American Revolution History** Present these explanations of the key words:

- Harvey gave a note to the teacher. Harvey is a messenger. The note is a message. *Have a student pass you a piece of paper.*
- People from England fought people in America in 1775. People from England are British. The people in America were called patriots. *Show England and the United States on a map.*
- People fight against each other in wars. The people who fight are soldiers. Another word for *fight* is attack. *Point to soldiers in the book on pages 14–15.*
- Firefighters risk their lives to save other people. They are heroes.

Then read the first sentence and ask questions to elicit usage of the key words. For example:

- ▶ Harvey gave a note to the teacher. What is Harvey?  
What is the note?

Follow this pattern for each set of sentences.

### Key Vocabulary

attack  
British  
hero  
message  
messenger  
patriot  
soldier

# 1 Preview the Book

**Cover** Read the title and look at the picture. When do you think this story takes place? (in the past, at midnight)

**Pages 2–3** *Point to Paul Revere.* This story tells about this man. The caption says his name is Paul Revere. *Point to the insert.* This picture and caption tell me about important people in history. They are colonial **messengers** who carry information from one place to another. *Point to the map.* This large map shows the trail of the midnight ride. *Demonstrate how to use the map key and scale to locate important areas and measure distances.*

**Pages 4–5** Good readers look for clues to help them understand what they are reading. The story starts “late in the day.” I wonder what time it is, so I look for clues in the art. *Point to the clock.* This clock says 10:00. The moon, lantern, and dark sky show that it is nighttime. The **patriot** leaders want America to be free from Great Britain. They send Paul to deliver a **message** to other leaders.

**Pages 6–7** *Point to the clock.* It is an hour later. Paul passes **British** ships. They are from Great Britain.

**Pages 8–9** *Point to the map.* This map shows two ways to get to the same place. I wonder why Paul takes the longer way. I look at the picture for clues. *Point to the soldiers.* Now I see. Paul needs to get away from the **soldiers**. That is why he takes the longer path.

**Pages 10–13** Time passes quickly. Paul and his friends meet and ride on.

**Pages 14–15** Soon it is morning. The British soldiers **attack** with horses and guns. But the American people are ready—thanks to Paul and his friends.

**Page 16** Today, patriots like Paul Revere are **heroes**. We honor their bravery and courage. They helped to make the United States a free country.



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Use Visuals** Students may have trouble understanding some of the facts in the story (pages 4, 7, 11, 12, 13, 14). Remind these students to search for clues in the art to help them understand the details of Paul Revere's ride.

## 3 Respond to the Book

**Paul's Path** Provide chart paper for partners to enlarge the map on pages 2–3. Have them identify story details to add, including clocks, key events, and the path that Paul took. When the maps are completed, have the partners use them to retell the story of Paul Revere's midnight ride. Students can take turns relaying key points while pointing to the locations and symbols on the map.

**Ride Time Line** Display a Time Line and add half-hour increments starting at 10 p.m. and ending at 1:30 a.m. Model how to complete the first entry, including the time, location, and event. Help students record information about Paul Revere's ride. Encourage them to approximate times that aren't explicit in the book. Then have students use the time line as a reference to write journal entries about the ride from the point of view of Paul Revere.

### Materials

- chart paper, 1 sheet per pair of students
- art supplies

### Materials

- Time Line from *Picture It! Big Book*, page 22

Answers will vary. Sample response:

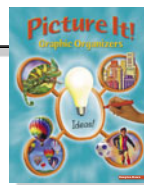
## Time Line

### The Midnight Ride



22

Use only a black dry-erase marker.



Picture It! Big Book, page 22

# from The Midnight Ride

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	It is late in the day. A boy hears the British general's secret plan. The boy tells the patriot leaders. They must act quickly.		
5	It is 10 p.m. The patriot leaders ask Paul to ride to Lexington. That is where John Hancock and Sam Adams are.		
6	Paul's friends help him get across the river. They are very quiet. They pass big British ships.		
7	When Paul gets to Charlestown, he meets other friends. They give him the fastest horse in town. Paul leaves Charlestown at 11 p.m. The moon helps Paul see.		
8	Paul sees two British soldiers. The British soldiers see Paul.		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**


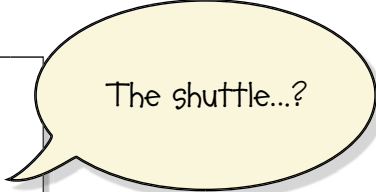

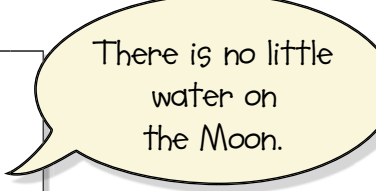
$$(101 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 101 \text{ words} = \text{_____}\%$$

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90%                      read a lower-level text</li> <li><input type="checkbox"/> between 90–94%                continue at this level</li> <li><input type="checkbox"/> 95–100%                          read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>