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TIME

Unsung
Heroes

RISK TAKERS



Heather E. Schwartz



Monitor Comprehension

Unsung Heroes: Risk Takers

Big Idea

Roles

Essential Question

What makes a hero?

Unit Overview

- › Use text structure to comprehend a variety of texts.
- › Monitor and modify reading strategies by questioning the text as needed to demonstrate understanding.
- › Relate an event, character, conflict, or theme to personal experiences.

Materials

- › copies of *Unsung Heroes: Risk Takers*
- › student practice pages
- › chart paper, sticky notes

Throughout this unit, students will learn and practice three strategies that will help them monitor their comprehension. They will notice when they learn something new, pause to self check their understanding, and ask the teacher or a peer for specific help. As students read *Unsung Heroes: Risk Takers*, they will use compasses as a reminder to pause and ask themselves, “Am I on the right track?”

Text Summary

Every day, ordinary people are thrown into circumstances they didn’t expect and never wanted. Those who act with courage, determination, and hope transform the lives of those around them. They put their own lives in danger and become heroes. These are the stories of some of the world’s most inspiring heroes. Their names may not be familiar, but their stories deserve to be told.

Key Words

anesthesia	epidemic
canonized	impoverished
embedded	injustice
endured	poverty

Text Measurement

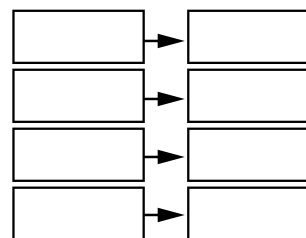
Lexile: 970L

Text Structure: Problem-Solution

Structure Vocabulary

problem, issue, challenge, dilemma, solution, answer, solve, overcome, resolve, fix

Structure Organizer



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Day 2: Use the Strategy

Unsung Heroes: Risk Takers**5 Review Text**

Have students use the graphic organizer on student practice page 11 to review the problem-solution text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important features on reader pages 12–21.
 - › What do the pictures tell us about the topic?
 - › How do the headings help us predict the content?
- Use student practice page 12 to review the words *canonized* and *epidemic* on reader pages 15 and 18. Have students rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

Intermediate or Advanced Language Learners:

Read the "Treating Typhus" sidebar on page 19. Ask students to point out the medical words, such as *lice*, *fever*, *hallucination*, and *vaccines*. Discuss their meanings as needed.

5 Model

- Review the compass and how we use it to help us monitor comprehension. Say, "Remember, when we read, we use our compass to help us learn something new."
- Introduce today's focus: Self Check. Say, "When reading a text, it's easy to skim over the words and feel as though we have read it. But self checking makes us stop after reading a paragraph or a page and ask ourselves, *Did that make sense?* Self checking might be rereading, making a connection to something else, visualizing the information, or forming questions while reading."
- Read pages 12–15 aloud, modeling fluent reading. After reading, pause to model how to self check. Say, "When I read the first paragraph on page 15, I was self checking my comprehension by visualizing. The text says that Father Damien organized the patients into a community. I imagined ill—but happy—people celebrating together in the town they built, listening to a band or singing in a choir."
- Return to the model from day 1, and write *page 15: visualize, community*. Guide students as they copy this information.
Note: Save this model, as you will be adding to it throughout the week.

Words to Know

Directions: Before studying each word, assess your background knowledge.



Self-Rating	Word	Definition
	injustice (page 4)	
	poverty (page 6)	
	canonized (page 15)	
	epidemic (page 18)	
	impoverished (page 26)	
	endured (page 30)	
	embedded (page 36)	
	anesthesia (page 38)	

0

This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I kind of know what this word means.

3

I could teach this word to a friend.