Sample Pages from

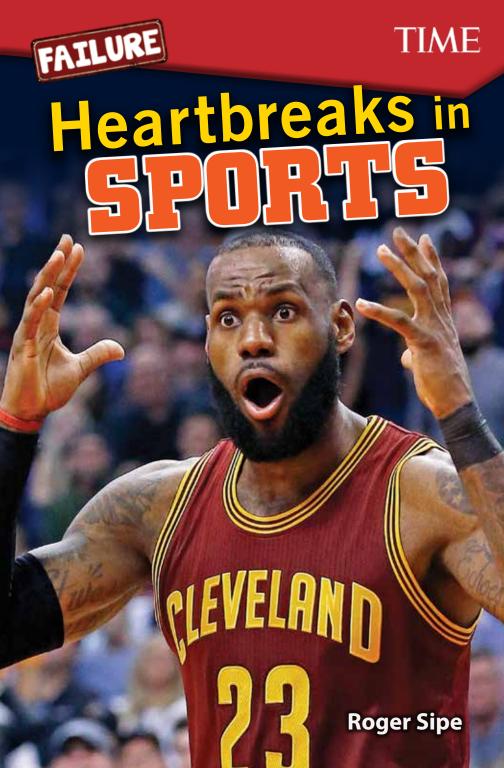**Teacher Created Materials**
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To **Create** a World in which
Children Love to **Learn!**

FAILURE

Heartbreaks in SPORTS

Roger Sipe

Synthesize Elements

Failure: Heartbreaks in Sports

Big Idea

Resolve

Essential Question

How do public figures recover from failure?

Unit Overview

Synthesize Elements

Throughout this unit, students will learn and practice three strategies that will help them synthesize elements. They will identify the author's purpose or perspective, combine corroborating details, and resolve conflicting details. As students read *Failure: Heartbreaks in Sports,* they will put two halves of a map together as a reminder that different elements can work together to bring clarity or provide additional information.

Text Summary

Losing is tough, especially if you lose in the last seconds of a contest. But losing also teaches valuable lessons that build character, encourages sportsmanship, and makes you work harder. From basketball's king, LeBron James, to football's most valuable player, Tom Brady, even the best have been on the losing side. Perhaps that's how they got to be the best.

Key Words		Text Measurement
controversial	intercepted	Lexile: 1050L
elite	reigning	
humid	synonymous	

Text Structure: Sequence

Structure Vocabulary

first, next, then, last, before, after, during

Structure Organizer

Objectives

› Use text structure to comprehend a variety of texts.

› Identify the author's purpose or perspective.

› Resolve conflicting details by determining which detail supports the text.

Materials

› copies of *Failure: Heartbreaks in Sports*

› student practice pages

› chart paper, sticky notes

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12–25 # Day 2: Use the Strategy

Failure: Heartbreaks in Sports

⏱5 Review Text

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

Introduce New Text

1. Explore important features on reader pages 12–25.

   › What do the pictures tell us about the topic?

   › How do the headings help us predict the content?

2. Use student practice page 12 to review the words *synonymous* and *elite* on reader pages 15 and 22. 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 pages 18–19. Find Cleveland, Ohio, on a map. Make sure students know what sport the time line is referring to, and explain the acronyms as needed. For example, NFC and AFC stand for National Football Conference and American Football Conference, the two divisions in football. MLB stands for Major League Baseball, and NBA stands for National Basketball Association.

⏱5 Model

1. Review the map and how we use it to help us synthesize elements. Say, "Remember, when we read, we use our map to help us figure out the purpose of a text or understand the author's perspective."

2. Introduce today's focus: Combine Corroborating Details. Say, "To *corroborate* something means to use pieces of evidence that support each other. When we read, we want to find details that corroborate a main idea or an opinion. Then, we combine these details together as confirmation of the idea."

3. Read pages 12–15 aloud, modeling fluent reading. After reading, pause to model how to combine corroborating details. Say, "On page 13, the text says that Connecticut was devastated about losing to Mississippi. But what evidence is there? The Huskies were on a three-year, 111-game winning streak. They had won the last four championships. These details definitely corroborate their devastation over losing."

4. Return to the model from day 1, and write *page 13: Connecticut devastated over loss*. Guide students as they copy this information. **Note:** Save this model, as you will be adding to it throughout the week.

Name_____ Date _____

Words to Know

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

Self-Rating	Word	Definition
	controversial (page 10)	
	intercepted (page 10)	
	synonymous (page 15)	
	elite (page 22)	
	humid (page 26)	
	reigning (page 29)	

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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.