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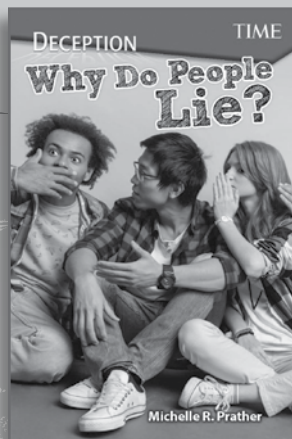
DECEPTION

TIME

Why Do People Lie?



Michelle R. Prather



Summarize

Deception: Why Do People Lie?

Big Idea

Belonging

Essential Question

How does one protect his or her place in the group?

Objectives

- › Use text structure to comprehend a variety of texts.
- › Identify key details and summarize the main idea, using supporting details from the text.
- › Analyze how information is organized logically.

Materials

- › copies of *Deception: Why Do People Lie?*
- › student practice pages
- › chart paper, sticky notes

Unit Overview

Summarize

Throughout this unit, students will learn and practice three strategies that will help them summarize the text. They will retell narrative fiction, identify the main idea and details, and synthesize graphics. As students read *Deception: Why Do People Lie?*, they will use cameras as a reminder to “take pictures” of the important details in the text.

Text Summary

We all lie—from small white lies that spare someone’s feelings to bold lies told to keep us out of trouble. Daily life is sprinkled with tall tales of all types and sizes. Why is deception so widespread, and is it always wrong? Time to find out the truth about lying.

Key Words

compels	intrusive
distressing	ironic
embellish	jeopardizing
incentive	personas

Text Measurement

Lexile: 1030L

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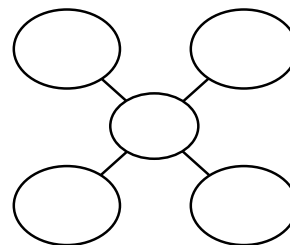


Text Structure: Description

Structure Vocabulary

main idea, topic, concept,
detail, issue, support

Structure Organizer



Summarize

Day 2: Use the Strategy

Summarize

Deception: Why Do People Lie?

Review Text

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

Introduce New Text

1. Explore important features on reader pages 14–23.
 - › 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 *incentive* and *intrusive* on reader pages 20 and 21. 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 section titled “Lying to Get Ahead” on page 22. Ask students to find the three groups of people this section specifically mentions (*athletes*, *high school students*, and *politicians*). Discuss the reasons why these three groups might lie, giving reasons both in the text and from the students' own thoughts or experiences.

Model

1. Review the camera and how we use it to help us summarize. Say, “Remember, when we read, we use our camera to help us retell narrative fiction.”
2. Introduce today's focus: Identify Main Idea and Details. Say, “A text typically has a lot of information in it, and we don't need to necessarily remember all of it. Finding the main idea of what we are reading is one of the best ways to summarize. Adding details that support the main idea makes our summary even more useful.”
3. Explain the concept of a Dig Deeper. Say, “This book includes a Dig Deeper. It usually isn't read like body text because it isn't a continuation of the previous page. Its purpose is to allow readers to dig deeper into a topic that has already been mentioned in the book.” Read pages 14–17 aloud, modeling fluent reading. After reading “Save Ferris!” on page 17, pause to model how to identify main idea and details. Say, “When I read the Dig Deeper, I found the main idea to be that the body reacts in predictable ways to the stress of telling lies. When I read pages 16–17, the main idea was that a person might lie when he or she is afraid. I found two details to support why people lie when they're scared—because they need to keep themselves safe and because they want to stay out of trouble.”

Words to Know

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



Self-Rating	Word	Definition
	personas (page 4)	
	embellish (page 8)	
	incentive (page 20)	
	intrusive (page 21)	
	ironic (page 24)	
	jeopardizing (page 32)	
	distressing (page 36)	
	compels (page 40)	

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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.