

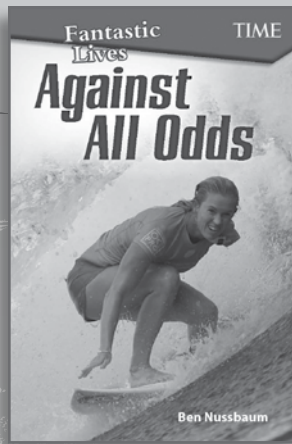
Fantastic
Lives

TIME

Against All Odds



Ben Nussbaum



Ask Questions

Fantastic Lives: Against All Odds

Ask Questions

Big Idea

Distinction

Essential Question

How can trauma lead to distinction?

Unit Overview

Throughout this unit, students will learn and practice three strategies that will help them question the text. They will ask questions to engage with the text, clarify confusing information, and challenge the author or the content. As students read *Fantastic Lives: Against All Odds*, they will use microphones as a reminder to ask questions while reading.

Text Summary

Difficult times come to everyone. But facing adversity doesn't have to stand in the way of being successful or happy. Adversity can make people tougher and wiser. It can even teach kindness! Discover the stories of people who overcame incredible odds to create fantastic lives, including talk show queen Oprah Winfrey, Ringo Starr of the Beatles, and surfer Bethany Hamilton.

Key Words

adversity	improvised
apprenticeship	insurmountable
dyslexia	philanthropist
empathy	porters

Text Measurement

Lexile: 950L

Objectives

- › Use text structure to comprehend a variety of texts.
- › Question the text as needed when reading to demonstrate understanding.
- › Apply understanding of the text to clarify meaning or ask questions.

Materials

- › copies of *Fantastic Lives: Against All Odds*
- › student practice pages
- › chart paper, sticky notes

Teacher Created Materials

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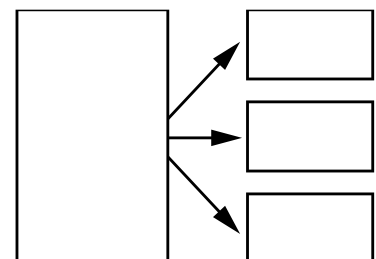


Text Structure: Cause and Effect

Structure Vocabulary

cause, effect, because, result,
affect, change, consequence,
since

Structure Organizer



Day 2: Use the Strategy

Fantastic Lives: Against All Odds**5 Review Text**

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

Introduce New Text

1. Explore important features on reader pages 12–19.
 - › What do the pictures tell us about the topic?
 - › How do the headings help us predict the content?

Intermediate or Advanced Language Learners:

Read the "Tutu, Too" sidebar on page 12. Explain that *apartheid* was a system of government in South Africa from 1948 until 1991. Literally meaning *separateness*, apartheid was run by whites and worked to segregate people based on race. Mention Nelson Mandela to help students make a connection between his crusade to defeat racial discrimination and Tutu's own effort.

5 Model

1. Review the microphone and how we use it to help us ask questions. Say, "Remember, when we read, we use our microphone to help us ask questions to engage with the text."
2. Introduce today's focus: Ask Questions to Clarify. Say, "Sometimes when we read, there are things that just don't make sense. We might be confused, or we don't understand the text. When this happens, we should still ask questions, but instead of engaging with the text, we want to ask a question that helps us clarify what we're reading. That way, as we search for the answer to our question, we are working to better understand what we're reading."
3. Read pages 12–15 aloud, modeling fluent reading. After reading, pause to model how to ask questions to clarify. Say, "When I began reading about Starkey's health problems, I asked myself, *What is peritonitis?* I wasn't sure what that word meant, but the text said it was a serious infection. Since he spent a year recovering in the hospital, I realized its seriousness. I realized that it's a bold word, which means I can find its definition in the glossary. If I hadn't stopped to ask a clarifying question, I might not have noticed the available definition for the infection."
4. Return to the model from day 1, and write *page 12: recover from serious infection = peritonitis*. 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
	insurmountable (page 4)	
	adversity (page 10)	
	apprenticeship (page 12)	
	improvised (page 15)	
	dyslexia (page 20)	
	porters (page 32)	
	empathy (page 38)	
	philanthropist (page 38)	

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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.