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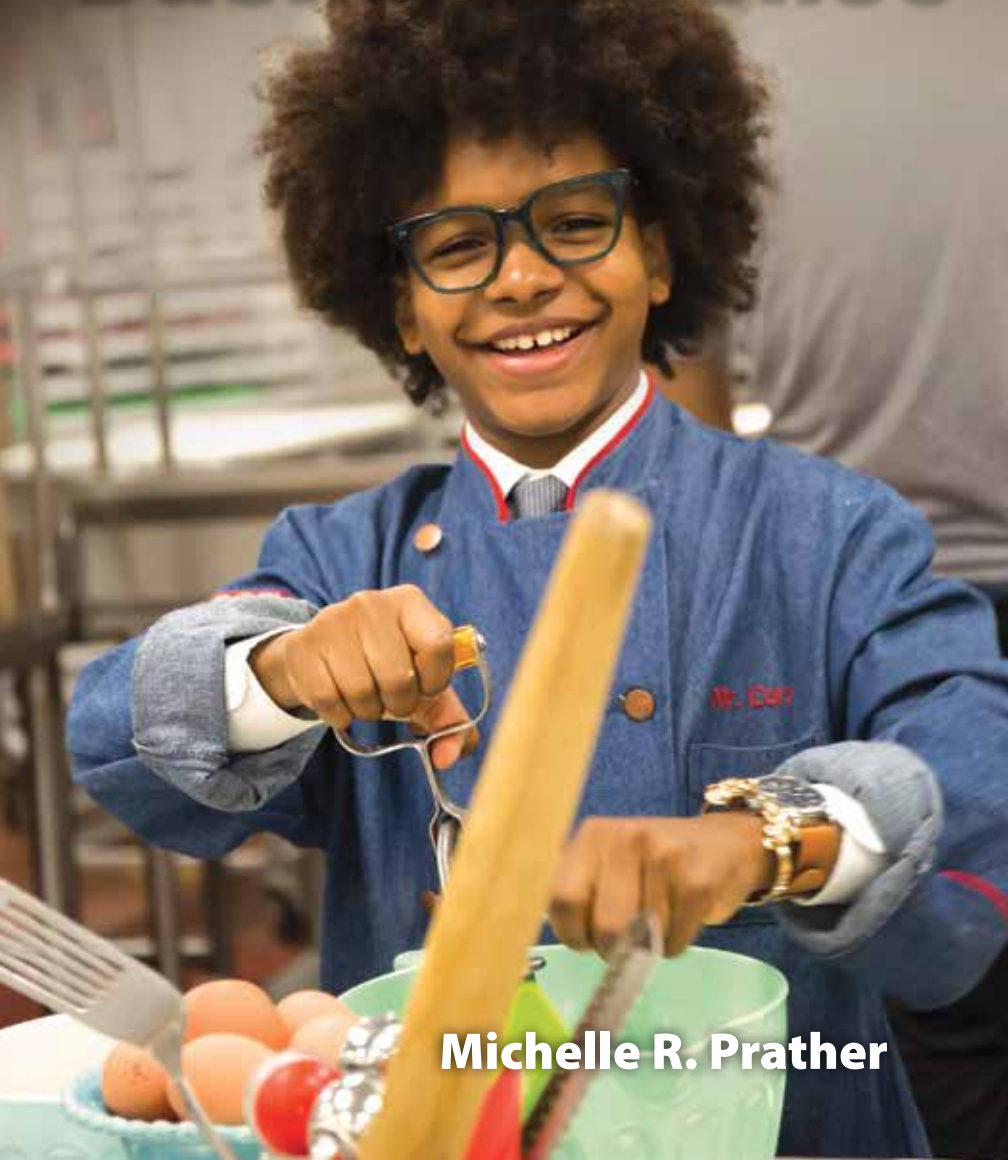
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**Fantastic  
Lives**

**TIME**

# **Business Sense**



**Michelle R. Prather**



# Ask Questions

## *Fantastic Lives: Business Sense*

Ask Questions

### Big Idea

Distinction

### Essential Question

What tools equip some people to do great things?

### Unit Overview

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: Business Sense*, they will use microphones as a reminder to ask questions while reading.

### Text Summary

Starting your own business isn't all about dollars and cents. But it has everything to do with having a good sense of your strengths and the world around you. The five kids featured in this book used creativity and hard work to turn bright ideas into real products and services. And all of them want to help and inspire others as much as they want to grow their businesses.

### Key Words

buzzword	incorporated
coxswain	in kind
facets	manpower
fruition	prototype

### Text Measurement

Lexile: 920L

### 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: Business Sense*
- › student practice pages
- › chart paper, sticky notes

### Teacher Created Materials

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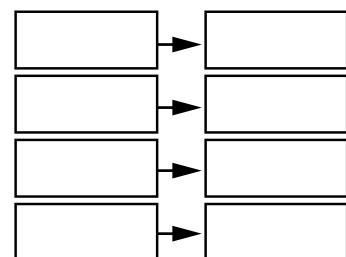


### Text Structure: Problem-Solution

#### Structure Vocabulary

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

#### Structure Organizer



## Day 2: Use The Strategy

## Ask Questions

***Fantastic Lives: Business Sense*****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**

1. Explore important features on reader pages 14–23.
  - › What do the pictures tell you about the topic?
  - › How do the headings help us predict the content?
2. Use student practice page 12 to review the words *in kind* and *manpower* on reader pages 14 and 16. 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:**

After reading pages 14–15, discuss the meaning of *empathy* and its impact on everyday life. Challenge students to think of a time when they could have shown more empathy. Discuss the ripples caused by one small act of kindness and how it affects more than just one or two people.

**5 Model**

1. Introduce today's focus: Ask Questions to Clarify. Say, "Asking questions to engage with the story is important, but it is just as important to clarify as it is to connect. As we continue to read, some ideas and information will be easier to understand than others if we use what we already know and ask questions about what we do not. Doing this is how we can make stronger connections to the text. When we ask questions to clarify, we understand the story and the people in it better."
2. Read pages 14–17 aloud, modeling fluent reading. After reading, pause to model how to ask questions to clarify. Say, "The last sentence of the body text is 'The response was remarkable.' I'm confused. I can ask a question that will help me clarify the text: *What response is the author describing?* I will use this question to guide what I will look for in the text. By skimming the paragraph again, I see that money is important, but so is the support of others through donations and time spent volunteering for the cause. I can clarify that this response may have included increased attention, donations, and even volunteers eager to help the cause."
3. Return to the model from day 1, and write *page 16: funds, volunteers, response*. 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
	fruition (page 4)	
	prototype (page 8)	
	in kind (page 14)	
	manpower (page 16)	
	incorporated (page 25)	
	coxswain (page 26)	
	facets (page 37)	
	buzzword (page 40)	

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.