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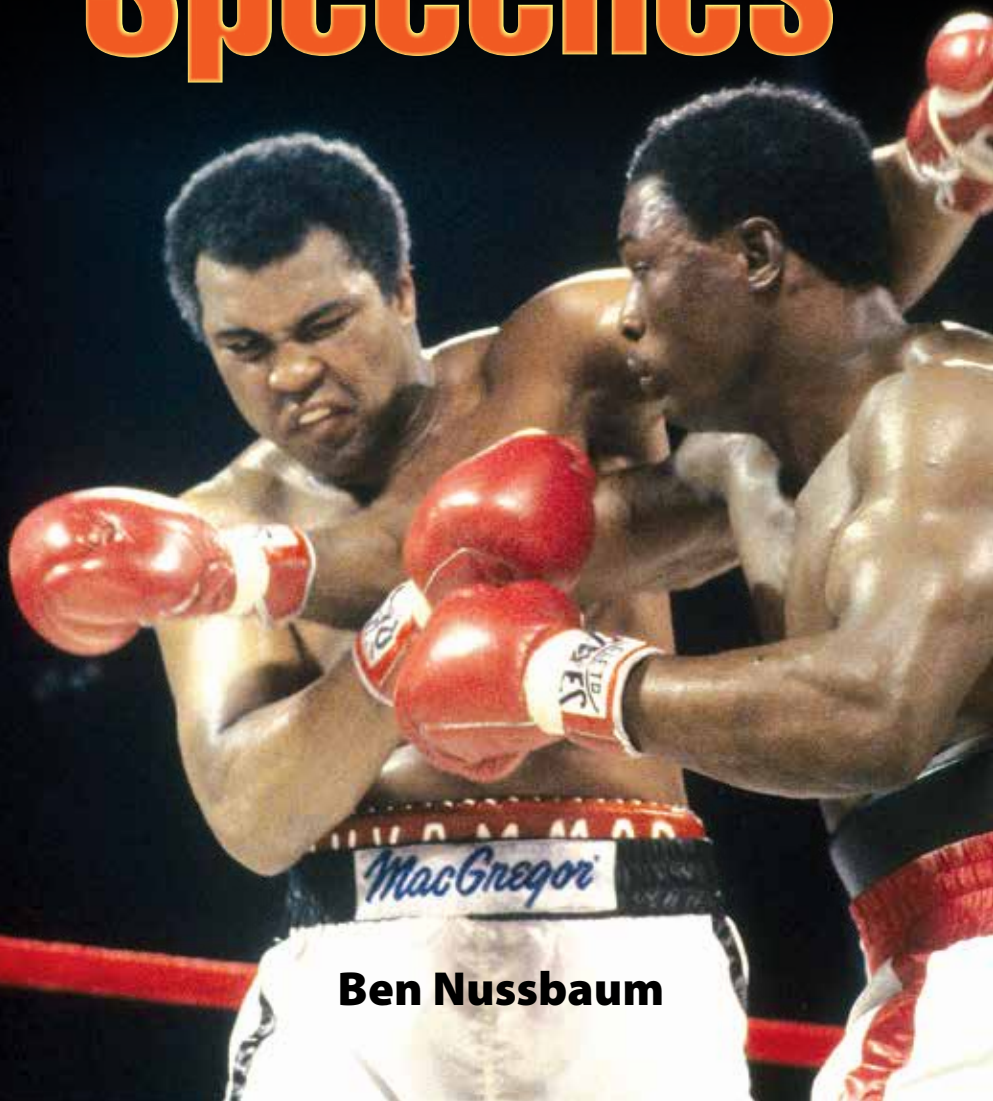
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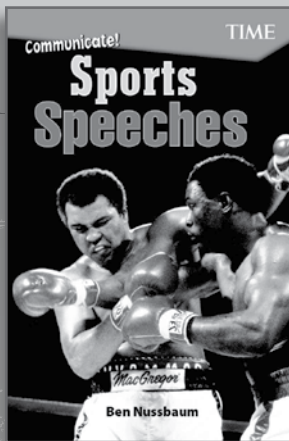
Communicate!

TIME

Sports Speeches



Ben Nussbaum



Make Inferences

Communicate! Sports Speeches

Make Inferences

Big Idea

Influence

Essential Question

How does influence reach across groups?

Objectives

- › Use text structure to comprehend a variety of texts.
- › Analyze the text to make and support inferences.
- › Make connections between characters in the text and people or events in their lives.

Materials

- › copies of *Communicate! Sports Speeches*
- › student practice pages
- › chart paper, sticky notes

Unit Overview

Students will learn and practice three strategies that will help them make inferences. They will make connections to the text, tie details together, and use text evidence to defend their inferences. As students read *Communicate! Sports Speeches*, they will use magnifying glasses as a reminder to look carefully for clues in the text.

Text Summary

The world of sports is full of passion and drama. Athletes and coaches suffer heartbreaking losses and enjoy pulse-pounding victories—and they share their experiences, emotions, wisdom, and wit. Some sports speeches have stood the test of time. They’ve been replayed, memorized, and cut into tiny snippets for the Internet age. The best of the best are celebrated in this book.

Key Words

anglicize	outmaneuver
cantankerous	riveted
degenerative	superlatives
orator	truculent

Text Measurement

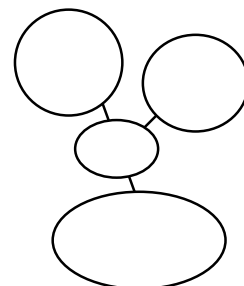
Lexile: 890L

Text Structure: Description

Structure Vocabulary

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

Structure Organizer



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Day 2: Use The Strategy

Communicate! Sports Speeches

5 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 you about the topic?
 - › How do the headings help us predict the content?
2. Use student practice page 12 to review the words *riveted* and *outmaneuver* on reader pages 21 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:

After reading pages 14–23, discuss the traits—physical, mental, and emotional—necessary to succeed and overcome obstacles. Discuss as a group whether all traits are necessary across all sports. Compare and contrast the skills and traits necessary for the sports, and discuss why these traits may vary drastically.

5 Model

1. Review the magnifying glass and how we use it to help us make inferences. Say, “Remember, when we read, we use our magnifying glass to help us make connections.”
2. Introduce today's focus: Tie Details Together. Say, “When reading, making connections is one part of making an inference. When we are able to tie details together, our connections to the text are made stronger. When we can use multiple details to connect what we already know, we can strengthen the inferences we are able to make.”
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 14–15 aloud, modeling fluent reading. Read page 16, then pause to model how to tie details together before reading page 17. Say, “I see that the first sentence on page 17 asks, ‘What makes a great athlete?’ I know that I can make connections between what I have already read and what I will read in the paragraphs that follow.” Continue reading page 17. Say, “Pat Summitt and Vince Lombardi are quoted, explaining how perseverance and hard work make great athletes the best they can be. The text even points out the true meaning behind Lombardi's famous quote—setting goals is more important than winning. Now, I can tie all of these details together to support the message of the text.”

Words to Know

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



Self-Rating	Word	Definition
	cantankerous (page 4)	
	orator (page 4)	
	riveted (page 21)	
	outmaneuver (page 22)	
	anglicize (page 27)	
	superlatives (page 28)	
	degenerative (page 34)	
	truculent (page 41)	

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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.