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FAILURE

TIME

Business **BLUNDERS**



Kristy Stark



Synthesize Elements

Failure: Business Blunders

Synthesize Elements

Big Idea

Resolve

Essential Question

When should failing ideas be abandoned?

Unit Overview

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: Business Blunders*, 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

What do many well-known companies have in common? For starters, these global companies sell millions of dollars in goods each year. But some of these companies also have something else in common—each has had a major failure in the past. They took risks that crash-landed instead of paying off!

Key Words

competitor	obsolete
iconic	proprietary
loyalty	synonymous
niche	vintage

Text Measurement

Lexile: 870L

Objectives

- › Use text structure to comprehend a variety of texts.
- › Resolve conflicting details by determining which detail supports the text.
- › Pair text with features (maps, images, charts) to increase understanding of the text.

Materials

- › copies of *Failure: Business Blunders*
- › student practice pages
- › chart paper, sticky notes

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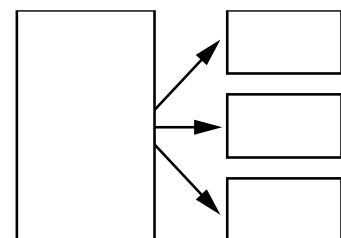


Text Structure: Cause and Effect

Structure Vocabulary

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

Structure Organizer



Day 2: Use The Strategy

Failure: Business Blunders

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 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 *competitor* and *loyalty* on reader pages 18 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 14–15, discuss how the Ford corporation responded to the feedback. Discuss other potential tests, tasks, or surveys that could be used to gather as much consumer information as possible to better existing products.

5 Model

1. Review the maps and how we use them to help us synthesize elements. Say, “Remember, when we read, we use our maps to help us identify purpose or perspective.”
2. Introduce today's focus: Combine Corroborating Details. Say, “As the author continues to explain business blunders, she must use multiple supporting details to strengthen her perspective and purpose for writing. Using ideas that support, or corroborate, her argument, the author is able to gain the support of the reader as well. When we know ideas can be supported, we are much more willing to share the author's perspective and identify her purpose for writing.”
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, pause to model how to combine corroborating details. Say, “The author explains that Coca-Cola is one of the most well-known brands in the world. She supports this sentence with the facts that follow: it is the world's largest beverage company, its sodas traveled to space, and the name for the product even translates well in other languages. When all of these details are brought together, proper support is given to strengthen the statement that this is a globally impactful brand.”

Words to Know

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



Self-Rating	Word	Definition
	niche (page 4)	
	synonymous (page 13)	
	competitor (page 18)	
	loyalty (page 22)	
	iconic (page 24)	
	obsolete (page 32)	
	vintage (page 35)	
	proprietary (page 36)	

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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.