

UNIT 11 OPENER

▶ Preteach: Instructional Terms

Narrative nonfiction presents information about real people, places, and events in the form of a story. It shares the characteristics of fiction, including character, setting, plot, conflict, and theme. The purposes of narrative nonfiction include providing information, description, and entertainment. Through narrative nonfiction, readers often gain a human perspective that may be absent from traditional nonfiction. **Ask: Why might a reader choose to read narrative nonfiction over traditional nonfiction?**

Narrative nonfiction may include both **facts** and **opinions**. A fact is a statement of truth that can be proven. An opinion may be based on facts, but it cannot be proven true. Clue words such as *think* or *believe* may signal that an opinion is coming. **Ask: Which of the following statements is a fact, and which is an opinion?**

The temperature is 78 degrees. I think that this weather is perfect for biking.

Explain to students that one strategy for reading narrative nonfiction is to use a **K-W-L Chart**. Before they read, students should write what they know about a subject as well as any questions that they have about that subject. As students read, they can record answers to their questions. **Ask: What do you know about the circus? What do you want to know about the circus? What kind of text will you read to find answers to your questions?**

As students read, they may encounter unfamiliar vocabulary. Students have already learned about using **context clues** to determine the meaning of such words. However, there are different kinds of context clues. In this lesson, students will learn to identify **synonyms** and **antonyms** as context clues. Words such as *or* or *in other words* signal to readers that the author is providing a synonym or an antonym to clarify an unfamiliar term. Offer this example for students:

The story you will read talks about an acrobat, or circus performer.

The clue word *or* signals that *circus performer* is a synonym for the word *acrobat*.

Students may benefit from a review of the thesaurus: its function, when to use it, and how to use it.

▶ Scope and Sequence at a Glance

Genre: Narrative Nonfiction

Title: The Fun Was in Tents

Cross-Curricular Connection: Performing Arts

Comprehension Strategy: K-W-L

Comprehension Skill: Identify statements of fact and opinion

Vocabulary Strategy: Context clues (synonyms and antonyms)

Decoding Support: Letter Pattern (-*ough* as in *laugh*, *caught*, *taught*)

▶ Summary of Reading Passage

The Fun Was in Tents

The author chronicles her experiences in a circus camp. Initially, the author doesn't want to attend the camp; she is embarrassed by her poor athletic skills. However, encouraged and accompanied by her daughter, the author embarks on a series of lessons in juggling, tumbling, and face painting. Fears are alleviated, and mother and daughter enjoy both their successes and their failures.

Lexile: 710

Word Count: 671



UNIT 11 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the unit's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read aloud its definition.

anxious Adjective. Worried or fearful.

He feels **anxious** during thunder and lightning storms.

declared Verb. (1) Stated or said. (2) Formally announced.

(1) Brandon **declared** that he would be joining our team for the season.

(2) The mayor **declared** a holiday to honor the town's war heroes.

dread Noun. (1) Feelings of fear and uneasiness.

Verb. (2) Fear greatly.

(1) The thought of going into the dark tunnel alone filled me with **dread**.

(2) I **dread** getting on the boat because I cannot swim.

entertainment Noun. Activity or shows for people to enjoy.

Our new board games provided hours of **entertainment**.

firmly Adverb. (1) With determination. (2) Solidly and steadily.

(1) "We have to study for the final," Ahmed stated **firmly**.

(2) The rubber band held the lid **firmly** in place.

immediately Adverb. (1) Right now. (2) Closely or next to.

(1) Shana **immediately** threw the softball to first base to get the last out.

(2) "Stand **immediately** to Luke's left," Ms. Tran directed.

nervous Adjective. (1) Anxious or fearful. (2) Having to do with nerves.

(1) Brianna was **nervous** about giving a speech in front of the whole school.

(2) Dr. Lee is skilled in working with the **nervous** system.

striped Adjective. Having stripes or bands of color.

Tyler wore a green and blue **striped** shirt.

stubborn Adjective. (1) Unwilling to give in. (2) Hard to handle or treat.

(1) Karla pushed the **stubborn** mule, but it would not move.

(2) I can't seem to get rid of this **stubborn** cold.

 **Quick Connect Activities**

Have each student orally describe a time when he or she visited a circus, a zoo, a carnival, or a festival.

 **Destination Journal**

Ask students to write a journal entry on this topic: Describe a time when fear almost kept you from trying something new. Include facts, opinions, and sensory details.

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre may choose from these selections for further reading.

Harry Houdini: Young Magician by Kathryn Kilby Borland and Helen Ross Speicher. 1969. Aladdin Books. (Below-level students.)

This book focuses on the childhood years of the famous magician. *Lexile: 710*

Hanna & Barbera: Yabba-Dabba-Doo! by Laurie Rozakis. 1994. Blackbirch Press.

(On-level students.) This book tells the story of the two cartoonists responsible for such well-loved heroes as Scooby Doo. *Lexile: 800*

Jim Henson: Young Puppeteer by Leslie Gourse. 2000. Aladdin Paperbacks.

(Above-level students.) This book tells the story of Muppet creator Jim Henson. *Lexile: 860*

Books with Related Themes

Students who are fascinated by the circus may find these books intriguing.

The Ringmaster's Secret by Carolyn Keene. 1974. Grosset & Dunlap.

(Below-level students.) Nancy Drew puts her mystery-solving skills to the test by joining a circus. *Lexile: 750*

Kids Perform Circus Arts by Bobbie Kalman. 1997. Crabtree Publishing. (On-level students.)

This book features children learning circus arts, such as juggling. *Lexile: 760*

Klutz by Henrik Drescher. 1996. Hyperion Books. (Above-level students.) A clumsy family

joins the circus. *Lexile: 770*

LESSON 1 PLANNER

Genre Study

Assess students' prior knowledge of **narrative nonfiction** by asking them whether they have seen any movies that were based on true stories. Students may suggest *Apollo 13* or *Cool Runnings*. Ask students how these movies compare with fictional films such as *Hercules* or *The Lion King*. Students should note that all the films feature characters, settings, plots, conflicts, and themes. Students may also note that while the nonfiction films are grounded in reality, the fictional films may feature elements of magic or the supernatural.

Introduce the following characteristics of narrative nonfiction:

- features real people, places, and events
- contains factual information
- presents information in the form of a story

Introduce the following purposes of narrative nonfiction:

- describes events clearly and precisely
- makes the facts interesting
- presents information in an entertaining way
- involves the reader in events

Build Background

The subject of this video in the courseware is the history of the circus. Assess students' prior knowledge of circuses. **Ask: Have you ever been to the circus? Describe the experience. What did you see, smell, hear, taste, and touch?** On the board, record the sensory details that students provide.

Point out to students that the circus brings humans and wild animals into the same space. **Ask: What is the relationship between the animals and the trainers? What is the relationship between the animals and the audience? Why are people interested in seeing wild animals perform?**

Tell students that the circus also features stunts of human daring. **Ask: Why are people interested in watching others perform dangerous tasks? What is the relationship between the performer and the audience?**

Learning Objectives

- Recognize the distinguishing features of narrative nonfiction texts.
- Recognize the author's purpose in writing narrative nonfiction texts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use knowledge of context clues to determine the meanings of synonyms and antonyms.
- Write sentences demonstrating knowledge of synonyms and antonyms as context clues or grade-level vocabulary.

QuickFact: Information Center

In 1792, John Bill Ricketts, an English horseman, opened the first circus in the United States in Philadelphia, Pennsylvania. Originally, the circus was primarily a horse show. History says that one famous patron, George Washington, sold Ricketts's company a horse in 1797. In the nineteenth century, other circuses began to include juggling, acrobatics, clowning, and wild animals.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

Vocabulary Strategy: Context Clues – Antonyms and Synonyms

Review with students how to use **context clues** to determine the meaning of unfamiliar words. Remind students that one kind of context clue that authors provide is the use of **synonyms** or **antonyms**. Clue words such as *or* or *in other words* signal that the author is providing a synonym or antonym to clarify meaning. Synonyms may be substituted for the original words in a sentence without changing the meaning. The same is not true of antonyms. Use the following sentences to model this strategy for students:

Because I had studied the material, I felt composed or calm during the test.

Because I had studied the material, I felt composed during the test. In other words, I wasn't anxious.

Differentiated Instruction

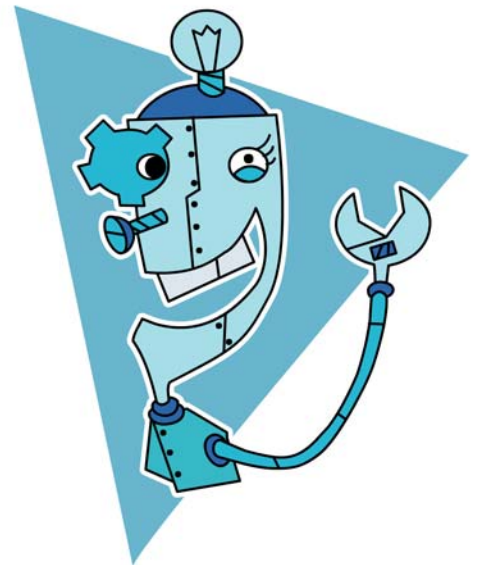
ELL: Review synonyms and antonyms with students. Encourage students to make note cards for the following words: *strong, outgoing, regular, beamed, nervous*. Students should write the word on one side of a note card. On the other side of the card, students should write a list of possible synonyms and antonyms. Encourage students to use bilingual thesauruses if these are available.

Special Needs: Distribute hard copies of the primary passage. Encourage students to use underlining or highlighting to identify unfamiliar words and their context clues and to focus on synonyms and antonyms.

Above-level Students: Have students rewrite the sentences from the primary passage that feature the vocabulary words. Tell students that their revised sentences should include synonyms or antonyms as context clues. Use these sentences to aid struggling readers.

Quick Connect Activities

- Have students use synonyms and antonyms as context clues for difficult words as they write about something special that they have done with a parent or another adult.
- Have students write the answer to this question: Is decoding unfamiliar words a mystery to you, or have you learned to decode unfamiliar words by using context clues such as synonyms and antonyms? Explain. (*Metacognition*)



Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Provide each student with a Venn diagram to use for comparing and contrasting narrative nonfiction with fiction.
- Have each student write five facts and five opinions about the circus.
- Have each student write five sentences about the circus. Tell students to include context clues such as synonyms and antonyms for difficult words in each sentence.

LESSON 2 PLANNER

Comprehension Skill: Fact/Opinion

Remind students that **facts** are true statements that can be proven, and that although **opinions** may be based on facts, they cannot be proven. Provide students with the following checklists to differentiate between facts and opinions.

Facts

- ✓ can be proven.
- ✓ are specific and descriptive.
- ✓ can be seen, heard, smelled, felt, counted, or measured.

Opinions

- ✓ may contain clue words such as *think* or *believe*.
- ✓ are general.
- ✓ may include words that signal quality, such as *good*, *bad*, and *unnecessary*.

Suggest that students use these checklists as they work through the courseware.

Comprehension Strategy: K-W-L Chart

A **K-W-L chart** will help students improve their reading comprehension. Before reading narrative nonfiction, students should always ask themselves what they already know about the topic and what they hope to learn about the topic through their reading.

In the courseware, students will fill out the K and W sections of a chart. Remind students that information for the K section will be phrased as a statement and that information for the W section should be phrased as a question.

Differentiated Instruction

ELL: Suggest that students include illustrations as well as bilingual words and phrases in the K section of the chart.

Special Needs: Have students make fact and opinion checklists on note cards, and remind them to use these as study aids while they are reading.

Above-level Students: Regarding K-W-L charts, ask: What should you do if additional questions occur to you while you are reading? In small groups, have students discuss possible solutions to this problem.

Learning Objectives

- Recognize that nonfiction texts can include both facts and opinions.
- Identify ways to recognize facts and opinions in narrative nonfiction texts.
- Identify facts and opinions in narrative nonfiction texts.
- Recognize that the purpose of using a K-W-L chart is to improve reading comprehension.
- Determine information to record in the K and W sections of a K-W-L chart.

Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have each student write a short passage about a topic of choice. Instruct students to include both facts and opinions in their passages. Students should underline facts and circle opinions.
- Have each student search library books to find five facts and five opinions. For each example, students should write how they know that the statement is a fact or an opinion.
- In K-W-L charts, have small groups of students write what they know and what they want to know about clowning, wild animal taming, or another circus topic. Then, have students skim and scan encyclopedia entries to find the answers to their questions.

LESSON 3 PLANNER

Lesson 3: Summary and Journal Writing

 Story Summary

The author describes her daughter as warm, kind, funny, and stubborn. She emphasizes the word *stubborn* because she is unhappy about the fact that her daughter has talked her into attending a circus camp.

Upon arriving at the camp, the pair is met with a rigorous schedule for the week that includes such activities as tumbling and tightwire walking. The author is apprehensive because she describes herself as clumsy and unathletic. However, her daughter Rachael is encouraging, and they head for the big top tent.

The author soon finds herself having a good time as she and Rachael take juggling lessons from Chico the clown. Mother and daughter paint each other's faces: Rachael becomes a tiger and the author a donkey. Both try walking on stilts. Despite some mishaps and awkward moments, the author regrets having to say goodbye when the camp comes to an end.

During the trip home, Rachael proposes that the mother-daughter team try white-water rafting for their next adventure. The author protests, but it's clear that a river trip is part of her future.

 Destination Journal

Ask students to write a journal entry on this topic: **Imagine that you have the opportunity to plan an adventure for you and a parent or another adult. Time, money, and resources are not problems. You can go anywhere and do anything. Explain what you would want to do and why. Whom would you invite to share your adventure and why?**

 Learning Objectives

- Read a narrative nonfiction e-zine to build vocabulary, fluency, and comprehension.
- Locate information while reading a narrative nonfiction e-zine to record in a K-W-L chart.
- Recognize statements of fact and opinion while reading a narrative nonfiction e-zine.
- Use context clues to determine the meanings of synonyms and antonyms while reading a narrative nonfiction e-zine.
- Demonstrate comprehension of a narrative nonfiction e-zine.

 Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- After students read the primary passage, ask them to list five facts and five opinions from the passage.
- After students read the primary passage, ask them to write brief summaries. Remind them to include facts and opinions.
- Ask students to write in K-W-L charts what they know and what they'd still like to know about face painting or another circus topic.

LESSON 4 PLANNER

 **Comprehension Skill: Fact/Opinion**

Point out to students that almost anything can be described by using **facts** or **opinions**. Facts may convey scientific, historical, or other types of information, but opinions convey the author's insights or perspectives. Both are useful in helping readers understand all parts of a topic. **Say: Write a factual paragraph about your school. Now, write a paragraph filled with opinions about your school. How are the two versions similar and different?**

 **Comprehension Strategy: K-W-L Chart**

Review the **K-W-L chart** system with students. After students read "The Fun Was in Tents," ask them what they know about circus camp. Record this information on the board in the K section of a chart. Then, ask students what they still want to know about circus camp. Record these questions in the W section of the chart. Discuss with students the types of texts they might consult to find answers for the L section of the chart.

 **Differentiated Instruction**

ELL: Invite students to share information regarding circuses, carnivals, or festivals from other countries in which students have lived. If necessary, provide students with sentence starters to help them report sensory details.

Special Needs: Encourage students to color-code their K-W-L charts to help them organize and keep track of information. If possible, allow students to use the same colors to mark the reading passage.

Above-level Students: Invite small student groups to create board games with circus themes. Students should create playing cards that contain facts and opinions about the circus. Encourage students to conduct research to help them create their playing cards. Tell students to design the games in such a way that players must identify facts and opinions in order to advance.

 **Learning Objectives**

- Analyze facts and opinions in narrative nonfiction text.
- Select statements to record in the L section of a K-W-L chart.
- Determine information to record in the L column of a K-W-L chart after reading a narrative nonfiction text.

 **Assessment: Toolkit**

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Provide students with an unfamiliar example of narrative nonfiction. Have students use self-stick notes to identify facts and opinions.
- Provide students with an unfamiliar example of narrative nonfiction. Have students complete K-W-L charts for the passage.
- In K-W-L charts, have small groups of students write what they know and what they want to know about the guitar. Then, have students search school-approved Internet sites to find the answers to their questions.

UNIT 11: The Fun Was in Tents

Name: _____ Date: _____

 **Comprehension Strategy: Using a K-W-L Chart**

Directions: Directions: You have learned how to use a **K-W-L Chart** as an aid to understanding informational text. As you read a textbook, use the **K-W-L Chart** below. Write what you **K**now about the subject of the text in the first column. In the second column, write what you **W**ant to know. When you have finished reading the text, write what you have **L**earned in the third column.

What I Know	What I Want to Know	What I Learned