LESSON 6 TEACHER’S GUIDE

Are You a Team Player?
by James Anthony

Fountas-Pinnell Level S
Nonfiction

Selection Summary
The role of sports has changed since ancient times. Today, there is an emphasis on teamwork and sportsmanship. Do you have what it takes to be a team player? A quiz in this book will help you determine how you rate as a team player.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative, ending with a direct address to the reader</td>
</tr>
<tr>
<td></td>
<td>Underlying structures include temporal sequence, cause/effect, and compare/contrast</td>
</tr>
<tr>
<td>Content</td>
<td>History of team sports</td>
</tr>
<tr>
<td></td>
<td>Successful teams</td>
</tr>
<tr>
<td></td>
<td>Definition of a “team player”</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Sports can reflect the values and life style of a people.</td>
</tr>
<tr>
<td></td>
<td>Sports provide exercise and can support positive values.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Everyday language</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Simple, compound, and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Parenthetical information set off by dashes</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Clues to meaning in context</td>
</tr>
<tr>
<td>Words</td>
<td>Some multisyllable words: fundamental, phenomenal, popularity</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Contemporary photographs and one historic photograph with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Table of contents, headings, subheadings, charts, and a quiz with answer key</td>
</tr>
</tbody>
</table>

Number of Words: 1,493
Are You a Team Player? by James Anthony

Build Background
Help students use their knowledge of sports and appropriate behavior to visualize the selection. Build interest by asking questions such as the following: What team sports do you like to play or watch? What qualities does a good team player have? Read the title and author and talk about the cover photograph. Explain that this text will provide information about good behavior both on and off the field.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special treatment to target vocabulary. Here are some suggestions:

Page 4: Explain that this book will explore the idea of teamwork, a concept that wasn't originally used in sports. Suggested language: Look at page 4. This artwork shows Native Americans playing lacrosse. The text states that these games could last for three days. How would this be phenomenal by modern standards?

Page 7: Have students locate the highlighted word fundamental. Ask: What is one of the fundamental, or basic, rules of your favorite sport?

Page 8: Explain that a chart can show readers a lot of information in a condensed format. Ask: How could this chart help you remember the traits of a team player?

Page 9: Explain that before 1947 African Americans were not allowed to play on major league baseball teams. This section describes the first major league team to hire an African American player, Jackie Robinson. If the old rules had lingered, or remained, how would baseball be different today?

Pages 10–11: Have students locate the highlighted word flair on page 10 and look at the photo on page 11. Ask: Do you think the players in this photo are playing with dramatic flair?

Now turn back to the beginning of the text to find out more about what makes someone a team player.

Target Vocabulary
berate – angrily lecture someone, p. 7
brainwashed – pressured and forced to change beliefs against one’s will, p. 6
flair – a display of stylish skill, p. 10
fundamental – basic, p. 7
gloat – brag about success or to display selfish satisfaction, p. 7
lingered – remained for awhile longer, p. 9
phenomenal – extraordinary or remarkable, p. 4
reserve – save for future use, p. 10
savor – appreciate fully, p. 11
showdown – decisive, often final, contest or battle between two rivals, p. 5
Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Analyze/Evaluate Strategy to think carefully about the text and to form an opinion as they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the selection.

Suggested language: What did you learn about sportsmanship and team competitions that you didn’t know before?

Ways of Thinking

As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sports competitions can be between individuals or teams.</td>
<td>• Sports has evolved over time from being a means of training and a rite of passage to being a form of recreation and a template for good citizenship.</td>
<td>• Inset texts are set in graphics like clipboards to evoke the playing field experience.</td>
</tr>
<tr>
<td>• Successful modern sports teams emphasize teamwork and good sportsmanship in addition to winning.</td>
<td>• Being a team player is something that can be applied to many facets in life, including school, work, and family.</td>
<td>• Colorful charts call attention to the behaviors that comprise a team player and teamwork.</td>
</tr>
<tr>
<td>• Models of ideal teamwork can be found in the 1947 Dodgers and the 1999 U.S. Women’s World Cup team.</td>
<td></td>
<td>• A quiz about sportsmanship provides readers with an opportunity to evaluate their own behaviors.</td>
</tr>
</tbody>
</table>

Choices for Further Support

• **Fluency** Invite students to choose a passage from the text to use for a readers’ theater. Remind them to pause at important points in the text. For example, they should pause after the comma when reading the quotation on page 3.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that some longer words are compound words, which are made up of one or more shorter words. Have students identify the two compound vocabulary words (*brainwashed* and *showdown*) and find one or more compound words in the text (*teamwork*, *baseball*, *basketball*).
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 6.1.

Responding
Have students use their Reader’s Notebook to complete the vocabulary activities on page 15. Remind them to answer the Word Teaser on page 16. (Answer: reserve)

Reading Nonfiction

Nonfiction Features: Headings, Subheadings, and Insets Remind students that nonfiction has many features to help readers find and understand important information. Headings, subheadings, and insets are three of these features. Tell students that chapter and section headings, in addition to subheadings, signal to readers the kind of information that they are about to encounter in the body copy. Have students locate the section of the text that contains two subheadings (pages 9–10). Have students explain the relationship between the heading and the two subheadings.

Tell students that insets are common in informational texts. They can appear in different styles of type set in differently shaded sections of the page. These types of design considerations make the information distinct from the rest of the text on the page. Authors use these insets to provide additional information about the topic that might not flow with the rest of the text.

Ask students to turn to pages 13 and 14. Explain that the quiz on page 13 is a type of inset. If they haven’t done so already, have students take the quiz and check their answers on page 14. Tell them that the different scores are denoted by subheadings in green type. Afterwards, ask students to suggest another question that could be added to the quiz.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• Why do you think the author wrote this text?
• What made the Brooklyn Dodgers of 1947 a truly successful team?
• In your opinion, what three qualities listed by the author are the most important to have as a team player?
English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Cultural Support The topic of sports will be familiar to many English language learners. You might explain the meanings of idioms such as brute strength (p. 5), win-at-all-costs (p. 6), trash talk, and lose your temper (p. 7).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Who is telling the selection?</td>
<td>Speaker 1: What are some rules of good sportsmanship?</td>
<td>Speaker 1: How can teamwork help outside of sports?</td>
</tr>
<tr>
<td>Speaker 2: a narrator</td>
<td>Speaker 2: You shouldn’t cheat. You shouldn’t argue with referees.</td>
<td>Speaker 2: Students and teachers can use teamwork in the classroom. Many businesses want employees to work as a team. Families can work like a team. Using teamwork can help people reach goals.</td>
</tr>
<tr>
<td>Speaker 1: In ancient times, what were sports supposed to teach young men?</td>
<td>Speaker 1: Why did the 1999 Women’s World Cup team become role models?</td>
<td>Speaker 2: They played well and showed good teamwork.</td>
</tr>
<tr>
<td>Speaker 2: how to fight wars</td>
<td>Speaker 2: Students and teachers can use teamwork in the classroom. Many businesses want employees to work as a team. Families can work like a team. Using teamwork can help people reach goals.</td>
<td></td>
</tr>
</tbody>
</table>

Target Vocabulary
Fill in the first blank with the name of a sport that you like to watch or play. Then fill in the Idea-Support Map with sentences that support or explain why that sport is interesting. Create two more Idea-Support Maps using a different activity and four more Target Vocabulary words. Possible responses shown.

- phenomenal
- flair
- savor
- brainwashed
- gloat
- reserve
- showdown
- lingered
- berate
- fundamental
- savor
- reserve
- showdown
- lingered
- berate
- fundamental

Vocabulary

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Text to Self Review the chart listing qualities of a team player on Page 8. Then write a paragraph explaining which quality you think is most important. Use two words from the Word Builder.

Name ___________________ Date __________

Target Vocabulary

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Text to Self Review the chart listing qualities of a team player on Page 8. Then write a paragraph explaining which quality you think is most important. Use two words from the Word Builder.
Are You a Team Player?

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

Good teamwork is important in many areas of life, not just sports. Review the list of skills on page 12. Which of these skills do you think is most important to success off the sports field? Describe a time when this teamwork skill helped you and your group to reach a goal or solve a problem. Explain how the skill helped.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Target Vocabulary

Fill in the first blank with the name of a sport that you like to watch or play. Then finish the Idea-Support Map with sentences that support or explain why that sport is interesting. Create two more Idea-Support Maps using a different activity and four more Target Vocabulary words.

Vocabulary

- phenomenal
- flair
- gloat
- brainwashed
- showdown
- lingered
- berate
- reserve
- fundamental
- savor

I think ________________ is an interesting sport.

It takes ________________ skill to play successfully.

Nobody likes it when winners ________________.
Are You a Team Player? • LEVEL S

Lesson 6
BLACKLINE MASTER 6.23
Are You a Team Player?
Running Record Form

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Athletic competition has been around for hundreds of years, even before the ancient Olympics in Greece. Athletes throughout history have participated in games and contests. Much of the time, individuals competed for fame and glory. Who could run the fastest? Throw a ball the farthest? Jump the highest? Lift the heaviest object? The concept of teamwork is a more modern idea. Rather than competing one on one, athletes form teams and have to work as a group. Good teamwork is about making choices. Players must choose what is good for the group over individual glory.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy Rate
( # words read correctly / 95 x 100)

Total Self-Corrections

Behavior            | Code | Error |
---------------------|------|-------|
Substitution         | cut  | 1     |
Self-corrects        | cut  | 0     |
Insertion            | cat  | 1     |
Word told            | cat  | 1     |

Grade 6
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