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*Unsung
Heroes*

TIME

Pioneers in Science



Elise Wallace



Monitor Comprehension

Unsung Heroes: Pioneers in Science

Big Idea

Roles

Essential Question

Why are some roles overlooked?

Unit Overview

Students will learn and practice three strategies to help them monitor their comprehension. They will notice when they learn something new, pause to self check their understanding, and ask the teacher or a peer for specific help. As students read *Unsung Heroes: Pioneers in Science*, they will use compasses as a reminder to pause and ask themselves, "Am I on the right track?"

Text Summary

There are a few scientists who are famous. We all know their names—Einstein, Curie, Galileo, Darwin. But there are many scientists who are overlooked. During their lives, these scientists faced great prejudice and had to work twice as hard to succeed. Let's celebrate these unsung heroes of science!

Key Words

anesthesia	nebulae
collaborative	practical
diverse	segregated

Text Measurement

Lexile: 800L

Objectives

- › Use text structure to comprehend a variety of texts.
- › Identify new information while reading.
- › Relate an event, character, conflict, or theme to their own personal experiences.

Materials

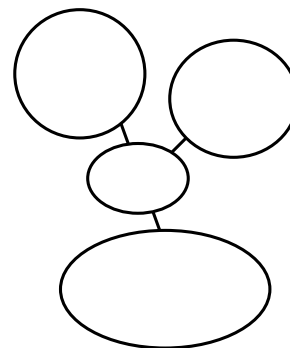
- › copies of *Unsung Heroes: Pioneers in Science*
- › student practice pages
- › chart paper, sticky notes

Text Structure: Description

Structure Vocabulary

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

Structure Organizer



Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
www.tcmpub.com

28750 (i20840)

ISBN 978-1-4258-3430-2

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Day 2: Use The Strategy

Unsung Heroes: Pioneers in Science

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 *nebulae* and *collaborative* on reader pages 14 and 19. 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 discussing Percy Julian's important contributions to the field of medicine on pages 16–17, ask students why they think some of history's greatest scientists have not received proper credit for their work because of racial bigotry.

Model

1. Review the compass and how we use it to help monitor comprehension. Say, "Remember, when we read, we use our compass to help us learn something new."
2. Introduce today's focus: Self Check. Say, "When we read any piece of text, it is important to check our own understanding while we read. If we do not self check, we may become confused or miss important details in the text. However, if we monitor our comprehension from paragraph to paragraph, even page to page, we can more fully appreciate what the author is trying to convey."
3. Read pages 14–17 aloud, modeling fluent reading. After reading "Chemistry Champs" on pages 16–17, pause to model how to self check. Say, "When I read that Percy Julian was a stand-out student, I assumed that he would be very successful. However, I also read that the odds were stacked against him because of 'extreme racial bigotry.' I was unsure what the author meant. As I continued reading, I read that Julian fought against rejection to become one of the most influential chemists of his time. Even after being rejected by many schools, he did not give up. He persevered, getting accepted into Harvard where he had the chance to show his strengths and knowledge with others. Self checking helped me to understand that his perseverance was just as important as his intelligence to his success."

Words to Know

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



Self-Rating	Word	Definition
	segregated (page 9)	
	diverse (page 10)	
	nebulae (page 14)	
	collaborative (page 19)	
	practical (page 26)	
	anesthesia (page 28)	

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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.