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DECEPTION

TIME

Reality TV



Jordan Smith



Summarize

Deception: Reality TV

Summarize

Big Idea

Belonging

Essential Question

How do shared differences help one belong?

Unit Overview

Students will learn and practice three strategies that will help them summarize the text. They will retell narrative fiction, identify the main idea and details, and synthesize graphics. As students read *Deception: Reality TV*, they will use cameras as a reminder to “take pictures” of the important details in the text.

Text Summary

In the world of reality TV, things aren’t always what they seem. Learn how reality TV got its start and how it has evolved. There are now hundreds of reality shows, which means there is something to interest everyone. Explore the ways you can connect with others through your hobbies and interests. But remember, it’s just TV!

Objectives

- › Use text structure to comprehend a variety of texts.
- › Identify key details and summarize the main idea, using supporting details from the text.
- › Summarize information provided in graphics.

Materials

- › copies of *Deception: Reality TV*
- › student practice pages
- › lined paper, chart paper, sticky notes

Key Words

compelling misconception
documentary moguls
entrepreneurs prominent
garner prowess

Text Measurement

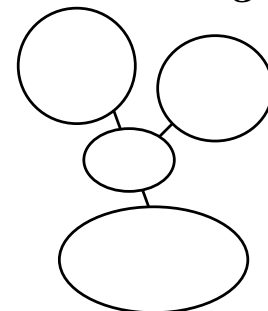
Lexile: 930L

Text Structure: Description

Structure Vocabulary

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

Structure Organizer



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Huntington Beach, CA 92649-1030
www.tcmpub.com

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Day 2: Use The Strategy

Summarize

Deception: Reality TV

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 *prominent* and *prowess* 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 referencing the reality roles on pages 16–17, have students compare and contrast all three roles—judge, producer, and host. Create a Venn diagram to compare all three, and discuss what important traits each individual must possess in order to do these jobs effectively.

5 Model

1. Review the camera and how we use it to help us summarize. Say, “Remember, when we read, we use our camera to help us retell narrative fiction.”
2. Introduce today's focus: Identify Main Idea and Details. Say, “Throughout our reading, we must determine what message the author is trying to convey to the reader. Rather than guess or assume, we must use pieces of information that connect to that main idea. As readers, we must find details that support the author's main idea. The more details that support the main idea, the easier it is to summarize it.”
3. Read pages 14–15 aloud, modeling fluent reading. Explain to students 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.” Continue modeling fluent reading on pages 16–17. Then, pause to model how to identify main idea and details. Say, “As I look at the small paragraph at the top of page 16, I notice the final sentences hinting at a main idea. The author explains that hosts, producers, and judges play important roles and, sometimes, have more than one role. As I read through the descriptions listed on both pages, I begin to notice information that supports this idea. Julianne Hough was a contestant before she was a judge, and Jeff Probst produces *Survivor* in addition to being the show's host. Finally, the main idea is supported by the fact that

Words to Know

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



Self-Rating	Word	Definition
	misconception (page 4)	
	documentary (page 6)	
	prominent (page 14)	
	prowess (page 19)	
	compelling (page 24)	
	garner (page 30)	
	moguls (page 38)	
	entrepreneurs (page 38)	

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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.