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TIME

Showdown

UNDERDOGS



Lesley Ward



Use Evidence

Showdown: Underdogs

Use Evidence

Big Idea

Victory

Essential Question

What makes a “level playing field”?

Unit Overview

Students will learn and practice three strategies that will help them find and use evidence. They will distinguish fact from opinion, identify evidence, and evaluate the validity of the evidence. As students read *Showdown: Underdogs*, they will use scales as a reminder to weigh different ideas in order to find the strongest evidence.

Text Summary

Everyone loves the story of an underdog—someone who has beaten the odds to become a huge success in life. History is full of people who have overcome oppression, poverty, and bad luck to achieve their goals. Some of those people have become well-known heroes and inspired others to keep trying.

Key Words

adversity oppression
 gruesome pummeling
 memoir sympathizer
 mogul Thoroughbred

Text Measurement

Lexile: 970L

Objectives

- › Use text structure to comprehend a variety of texts.
- › Identify evidence that supports the argument.
- › Use major points in the text to draw conclusions or make and confirm predictions.

Materials

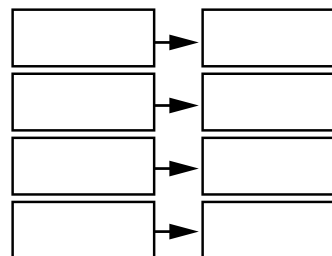
- › copies of *Showdown: Underdogs*
- › student practice pages
- › chart paper, sticky notes

Text Structure: Problem-Solution

Structure Vocabulary

problem, issue, challenge, dilemma, solution, answer, solve, overcome, resolve, fix

Structure Organizer



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Day 2: Use The Strategy

Showdown: Underdogs**5 Review Text**

Have students use the graphic organizer on student practice page 11 to review the problem-solution 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 *pummeling* and *Thoroughbred* on reader pages 21 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 Daymond John's childhood. Ask students to explain how his interests and his determination impacted the person he became.

5 Model

1. Review the scale and how we use it to help us use evidence. Say, "Remember, when we read, we use our scale to help us distinguish fact from opinion."
2. Introduce today's focus: Identify Evidence. Say, "An author can use a combination of facts and opinions to make a piece of text more enjoyable and engaging. As readers, we need to determine what is a fact and what is an opinion. To do this, we have to identify what kind of evidence the author provides as support."
3. Read pages 14–17 aloud, modeling fluent reading. After reading, pause to model how to identify evidence. Say, "The author states that Ursula Burns was a strong math student in the second paragraph. While this may be widely accepted and seem like a fact, the author needs to support it with evidence. Looking further in the paragraph, I see that the author provides just that. The facts that Burns went to Brooklyn Polytechnic Institute, aced her classes, and graduated with a mechanical engineering degree are all evidence to support the statement that she was strong in math."
4. Return to the model from day 1, and write *page 17: strong, acing, engineering*. Guide students as they copy this information. **Note:** Save this model, as you will be adding to it throughout the week.

Words to Know

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



Self-Rating	Word	Definition
	oppression (page 4)	
	sympathizer (page 7)	
	pummeling (page 21)	
	Thoroughbred (page 22)	
	memoir (page 25)	
	mogul (page 33)	
	gruesome (page 35)	
	adversity (page 40)	

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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.