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Lesson Exemplars for English Language Learners/Multilingual Language Learners

Grade 5 Module 3A, Unit 1, Lessons 1 and 2: The Value of Sports in People's Lives

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January 2018

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Grade 5 Module 3A, Unit 1, Lesson 1
The Value of Sports in People's Lives, Part 1

https://www.engageny.org/resource/grade-5-ela-module-3a-unit-1-lesson-1

Overview[1]

In this brief unit, students build their background knowledge about the importance of sports within the American culture over time. They read two informational articles, 'It's Not Just a Game!' and 'The Literature of Baseball: The Quintessential American Game.' Students also are reintroduced to reading and writing arguments. They begin to explore how to read opinion pieces. They are introduced to the term 'opinion' and asked to identify and explain how authors use evidence to support their opinions. For the mid-unit assessment, students read and answer text-dependent questions about a new informational article, 'Roots of American Sports,' which will further build students' knowledge about the importance of sports in American society. For the end-of-unit, on-demand assessment, students begin to practice citing evidence to support an opinion, specifically: 'Sports are an important part of American culture.' Then, they identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified.

This is the first lesson in Unit 1. As noted in the introduction, AIR provides scaffolding differentiated for ELL/MLL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets (e.g., [EN]). Where [ALL] is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as student become more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

Why Are Sports Important in American Culture?

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Gallery walk	Tailor sentence frames to particular content.	Provide a glossary and enhance background; use peer partners, modeling, and sentence starters.
Work Time		

[1] There was not RRF feedback on these lessons. These lessons incorporate round 1 NYS educator feedback and feedback from the March Albany meeting.

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Inferring from text: tea party protocol	Provide clearly written and easily accessible definitions of *quote*, provide a quote as a model, and gloss the words in the quote; partner ELLs/MLLs with English-proficient partners who ideally are bilingual.	
Key vocabulary to deepen understanding: Introduction of vocabulary cards	Teach students about word learning strategies and help them apply these strategies; provide glossaries; encourage partner work.	Teach students to use prefixes to understand unknown words, bilingual dictionaries, and glossaries.
Revise inferences: Why are sports important in American culture	Partner students.	
Closing and Assessment		
Debrief and review learning targets	Partner students; provide students with an opportunity to talk about the importance of sports in their home culture.	
Homework		
Homework	Give ELLs/MLLs at the Entering and Emerging levels an opportunity to read in their home language and provide them with some home-language resources; help students determine their English lexile levels and make sure that English texts at this level are available for them to read. Provide audio recordings for these books if possible. Teach students to use on-line dictionaries to find the proper meanings for unknown vocabulary encountered in the texts.	

Text

Tea Party Protocol Cards
There is not connected text that accompanies this lesson. Instead students have access to quotes about sports in American culture.

1. Opening

A. Gallery Walk: Sports in American Culture

Expeditionary Learning Teacher and Student Actions
The teacher introduces the module; asks what *barrier* means; asks students to think-pair-share the meaning of culture; introduces the learning target; asks students to define *observations*; reviews the gallery walk protocol; distributes students' journals and tells student they will record observations (notices) and questions (wonders) in their journals; gives students time to move around the room to record observations and questions; and has students share observations and questions about the pictures.
AIR Additional Supports
The Meeting Students' Needs section is too generic to support ELLs/MLLs. It is not the steps of the gallery walk that will confuse ELLs/MLLs but the content they are reading. The sentence frames have to be tailored to particular content. Add two activities to provide support for ELLs/MLLs: (1) glossary and background information and (2) peer partners, modeling, and sentence starters.

Glossary and Background Text (AIR New Activity 1 for Gallery Walk)

AIR Additional Supports
Prior to the gallery walk, provide definitions for key words.
AIR Instructions for Teachers
• Provide additional support to help ELLs/MLLs understand the meanings of target words: barrier, culture, and observations. *Barrier* and *observations* can be glossed with first-language translations or comprehensible English definitions. The word *culture* can be taught using a brief passage that explains the concept. • Give students an opportunity to talk about the importance of sports in their home country's culture. • Translate English instructions into the home language for ELLs/MLLs at the Entering and Emerging lessons to the extent possible.
AIR Instructions for Students
The definitions for barrier and observations follow: *barrier*—something that blocks the way *observations*—something noticed by watching or listening Read the following passage about the importance of sports in the United States with a partner and answer the questions associated with it. It will help you understand the meaning of the word *culture*. Words that are underlined are glossed.

Text	Glossary
Sports in the United States are an important part of the culture. American people enjoy watching and playing sports in their free time. The four most popular sports are baseball, basketball, football, and hockey. Sports are not just important because they are a popular American pastime. They help teach values such as fairness, justice, and teamwork. Sports also bring together Americans from different backgrounds, races, and countries. During a time of racial segregation, sports helped Americans understand that all people should be treated equally.	*culture*—a group of people's traditions or way of acting *pastime*—hobby or interest *justice*—fairness *racial segregation*—separation by race *equally*—the same

Supplementary Questions

Why are sports an important part of American culture? [ALL]
Sports are an important part of American culture because_____.[EN, EM, TR]

Think about an important sport in your home country or your family's home country Is this sport an important part of the culture of your home country? Explain why. [ALL]

People in my home or my family's home country of _____ enjoy watching and playing _____. This sport is an important part of my family's home culture because_____. [EN, EM, TR]

Peer Partners, Modeling, and Sentence Starters (AIR New Activity 2 for Gallery Walk)

AIR Additional Supports

Prior to the gallery walk, pair ELLs/MLLs at the Entering and Emerging level with English-proficient students (who ideally are proficient in the paired student's home language) so that they can talk together about the photographs.

Provide models of teacher and student discourse associated with each picture and sentence starters to help ELLs/MLLs with this conversation. Provide classroom instructions in the home language to the extent possible for ELLs/MLLs at the Entering and Emerging levels.

Model of teacher talk that defines the words *notice* and *wonder* in context: Look at this picture of the famous American baseball player Babe Ruth (available at following link: http://www.loc.gov/loc/lcib/0912/detail/americana3.html). Let's talk about what we see, or notice, about this picture. Then, let's talk about what we wonder or would like to find out, about this picture. For example, in this picture, I notice that the picture looks very old.

Model of student talk: It is black and white; the baseball uniform looks very different from the uniforms today. I also notice that the symbol on the baseball player's hat ("NY") is the same symbol for the New York Yankees baseball team today. I wonder why Babe Ruth looks so serious. I also wonder whom he gave this picture to because I notice that he signed it "Yours truly, Babe Ruth."

Sentence Starters: Now it's your turn to walk around with a partner, choose your own pictures, and talk about what you see or notice and what you would like to know or wonder about them. Use the words "In this picture, I notice… " and "In this picture, I wonder…" to talk about what you see and what you would like to know more about from the picture.

2. Work Time

A. Inferring From Text

Expeditionary Learning Teacher and Student Actions

The teacher introduces learning targets; asks students to think-pair-share the meanings of *quotes* and *inference*; refers to Modules 1 and 2 work with quotes and inference if students have difficulty recalling the meanings of those words; asks students to define effective listening; tells students that they will use tea party protocol to read quotes from historical figures; reminds students that they have used tea party protocol already in Module 2; distributes tea party protocol cards (two of each card); gives directions to prepare for the tea party; has students read quotes and write inferences from the quotes; gives directions for the tea party; has students walk around the room reading quotes and discussing inferences; has students find a classmate with the same quote and then a classmate with a different quote to compare and contrast their quotes and inferences; and has students turn and talk with a peer to infer the importance of sports in American culture.

AIR Additional Supports

Rather than asking pairs to come up with the meanings of the words *quotes* and *inferences*, provide clearly written and easily accessible definitions of *quote*, provide a quote as a model, and gloss the words in the quote.

To scaffold this activity for ELLs/MLLs,

Define the meaning of the quote and gloss key words and phrases in each quote

Define the word inference and provide an example of an inference

Partner ELLs/MLLs with English-proficient partners who ideally are bilingual. Bilingual partners could translate the quotes to an ELLsMLLs' home languages, and the discussion could be in the home language, but the results could be reported out in English. Alternatively, the quotes could be translated into a student's home language.

AIR Instructions for Teachers: *Quotes*

- Define the word quote and provide some information about it: *Quote* means to repeat the exact words used by someone else. You can repeat someone else's words when you are speaking or writing, but you must make sure to say or write that these words were spoken or written by someone else. In writing, quotes start and end with double lines called quotation marks. We write the author's name at the end with a little line or dash in front of his or her name. This is to make sure that everyone knows these are someone else's words and not our own.
- Provide an example of a quote: "Most people are in a factory from nine till five. Their job may be to turn out 263 little circles. At the end of the week, they're three short, and somebody has a go at them. On Saturday afternoons, they deserve something to go and shout about."—Rodney Marsh, former professional soccer player

- Gloss words and phrases that appear in the quote. Words to be glossed might include *till* (up to); *turn out* (produce, make); *three short* (three less; e.g., 17 is three short of 20); *have a go at* (yell at); *deserve* (have a right to); and *shout about* (feel proud or happy about).

AIR Instructions for Teachers: *Inferences*

Tell students that an inference is a conclusion or opinion about something from known facts or evidence.

Provide sentence frames for ELLs with Entering, Emerging, and Transitioning levels of proficiency.

AIR Instructions for Students: *Inferences*

What is the meaning of the word inference?

Re-read the quote and complete the sentences. Use the glossary to help you.

Most people work _____ hours a day. [EN, EM, TR]

They have to turn out or make 263 things Rodney Marsh called _____. [EN, EM, TR]

At the end of the week, they made _____less than they were supposed to make. [EN, EM, TR]

Someone has a go at or _____at them. [EN, EM, TR]

Next the author tells us that on Saturday afternoons, they deserve something to go and shout about.

On the weekend, people have a right to or _____ something to go and shout about or be _____ about. [EN, EM, TR]

In this quote, we make an _____ that sports are important because they give people something to be _____ about. The author does not tell us this directly. He gives us clues that tell us that is what he means. [EN, EM, TR]

B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards

Expeditionary Learning Teacher and Student Actions

The teacher places students in pairs; introduces learning target; begins vocabulary strategies anchor chart; asks students to recall vocabulary strategies used in previous modules related to using context clues; has students share strategies they have used; records ideas on anchor chart (keeps posted for reference); tells students the purpose of defining new and key (important) words in text; tells students that in Unit 2, they will record vocabulary words on index cards; distributes index cards and gives directions; has students reread quote, circle unknown or key words, write unknown words on new index cards, and use context clues to infer the meaning of each word; has students turn to a partner to discuss words' meanings and write definition or picture on a card; and distributes vocabulary folder to store index cards.

AIR Additional Supports

Student-Directed Learning: Word-Learning Strategies

Teaching students about word learning strategies and helping them apply these strategies is incredibly important and should be provided to ELLs/MLLs at all levels of proficiency.

Use of affixes may be helpful but only if students know the meaning of the root and understand how roots and affixes can be manipulated to create meaning. Moreover, the same prefix can have multiple meanings, and so care needs to be taken with instruction in

this strategy. During the year, teachers might concentrate on the 20 most frequent prefixes. See the new activity 3 for a list of these prefixes.

A useful strategy for ELLs/MLLs is using online bilingual dictionaries (if they are literate in their home languages) or English children's dictionaries. It is important to teach students to try to find the word meaning in the dictionary that matches the word's use in the passage. Using context clues will help them locate the right dictionary word for the quote. See AIR new activity 4 for examples of good online dictionaries.

For ELLs/MLLs whose home language shares cognates with English, using cognate knowledge is very effective for ELLs at all levels of proficiency. AIR suggests some strong minilessons on cognate use, having students put stars next to all target vocabulary that are cognates, and providing ELLs/MLLs with opportunities to use their first-language cognate knowledge to figure out the meanings of English cognates.

Teacher-Directed Instruction

The current activity has students use context to infer word meanings. As previously noted, we suggest having ELLs/MLLs use glossaries created for a lesson or online dictionaries to figure out the meanings of words they do not know. After students look up the word, they can then turn to a partner to discuss word meaning and write definition or picture on card. See new activity 4

Partner Work

ELLs/MLLs at the Entering and Emerging levels of proficiency would ideally be placed with bilingual partners who can support them by using the home language to translate challenging English vocabulary. ELLs/MLLs should be partnered with peers who are stronger in English to the extent possible.

Prefixes (AIR New Activity 1 for Key Vocabulary)

Here are the 20 most frequent prefixes in English:[2]

un = not, against, opposite	*pre* = before
re = back, again	*inter* = between, among
in, *im*, *ir*, *il* =not	*fore* = before
dis = not, opposite of, reverse, separate, deprive of, away	*de* = from, down, away, to do the opposite, reverse, against
en, *em* = put into, make, provide with, surround with	*trans* = across, beyond, change
non = not	*super* = over, above
in, *im* = into, on, near, towards	*semi* = half, partial
over = too much	*anti*—against, opposite
mis = wrong, bad, badly	*mid* = the middle of
sub = under, below, from, secretly, instead of	*under* = not enough

[2] From Michael F. Graves, Diane August, & Jeannette Mancilla-Martinez, *Teaching Vocabulary to English Language Learners* (New York City: Teachers College Press, 2013).

Bilingual Dictionaries (AIR New Activity 2 for Key Vocabulary)

Here are some high-quality online bilingual dictionaries. Bilingual dictionaries should be provided for low-incidence languages also. An example is the Karen dictionary by Drum Publications.
Wordsmyth.(http://www.wordsmyth.net/)
Little Explorers Picture Dictionary (http://www.enchantedlearning.com/Dictionary.html),
Cambridge Learner's Dictionary (http://dictionary.cambridge.org/dictionary/learner-english/),
Word Reference (http://www.wordreference.com/).
High-quality online English dictionaries are Wordsmyth (http://www.wordsmyth.net/) and Merriam-Webster's Learner's Dictionary (http://www.learnersdictionary.com).

Glossaries for Quotes (AIR New Activity 3 for Key Vocabulary)

Here are several quotes from this lesson and glossaries for them.

Text	Glossary
"Sport is a preserver of health." —Hippocrates, ancient Greek doctor and sports fan "The key is not the will to win—everybody has that. It is the will to prepare to win that is important."—Bobby Knight, former college basketball coach. "Sports do not build character. They reveal it."—Heywood Broun, former sportswriter.	*sport*—an activity in which people compete (try to win) with each other *preserver*—something that keeps something safe from loss or harm *health*—the condition of one's body or mind *key*—something that allows or helps someone achieve or do something successfully *will*—the power of the mind to do something *prepare*—make ready *important*—significant; having great consequence *build*—make stronger or larger *character*—ability to know right from wrong *reveal*—show or tell

Expeditionary Learning Teacher and Student Actions

In pairs, teacher has students revise tea party cards to reflect new understanding of vocabulary; asks students to turn and talk about changes and rationale; and has several students share with the class.

AIR Additional Supports

Partner students. ELLs/MLLs who are at the Entering and Emerging level could rewrite in their home language if literate in their home language, and their bilingual partner could help translate the rewrite into English.

With the additional scaffolding ELLs/MLLs have been provided, they should be able to engage in this task without additional scaffolding
Example: N/A

3. Closing and Assessment

A. Debrief and Review of Learning Targets

Expeditionary Learning Teacher and Student Actions *The teacher* asks students why sports are important in American culture; has students support answer by drawing from gallery walk and tea party activities; has several students share responses with the class; reads each learning target aloud; has students use their thumbs to indicate their level of mastery (up indicates "I got it"; sideways indicates "I got it somewhat"; down indicates "I do not understand it yet"); notes which students need more support with text or vocabulary; and reviews journals as well as tea party and vocabulary cards for student understanding.
AIR Additional Supports • Give all ELLs/MLLs an opportunity to discuss these questions with a partner first before reporting to the group. • Provide students with an opportunity to talk about the importance of sports in their home culture.
Example: N/A

4. Homework

A. Homework

Expeditionary Learning Teacher and Student Actions The teacher tells the students that they are expected to read at home from a book related to the module from the Recommended Text list and that the book should be at their independent reading level. The teacher informs the students that they may be assigned additional reading or writing tasks.
AIR Additional Supports Give ELL/MLLSs at the Entering and Emerging levels an opportunity to read in their home language and be provided with some first-language resources. For Spanish speakers, find their lexile reading level for Spanish texts. Help students determine their lexile level in English and make sure that English texts at this level are available for them to read. Ideally, they would be given an opportunity to choose from a variety of texts at their level to help ensure they are motivated to read. Wide reading of comprehensible text is an excellent method of building both content knowledge and English proficiency. If any of these books have audio recordings, they also could be provided along with the books. Because ELLs/MLLs will still encounter unknown

vocabulary at this level, they should be taught to use on-line dictionaries to find the proper meanings for unknown vocabulary encountered in the texts.
Support for Finding Independent Reading Materials Help students find independent reading materials at the appropriate lexical level. Resources such as lexile.com can be used to quickly assess student level and direct students toward appropriate reading choices. http://lexile.com/findabook Website: http://www.alearningoasis.com/ Tutorial: http://www.youtube.com/user/learningoasis

Grade 5, Module 3A, Unit 1, Lesson 2: The Value of Sports in People's Lives

https://www.engageny.org/resource/grade-5-ela-module-3a-unit-1-lesson-2

Overview*

In this brief unit, students build their background knowledge about the importance of sports within the American culture over time. They read two informational articles, "It's Not Just a Game!" and "The Literature of Baseball: The Quintessential American Game." Students also are reintroduced to reading and writing arguments (RI.5.8 and W.5.1). They begin to explore how to read opinion pieces. They are introduced to the term *opinion* and asked to identify and explain how authors use evidence to support their opinions. For the midunit assessment, students read and answer text-dependent questions about a new informational article, "Roots of American Sports," which will further build students' knowledge about the importance of sports in American society. For the end-of-unit, on-demand assessment, students will begin to practice citing evidence to support an opinion, specifically "Sports are an important part of American culture." Then, they will identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified. In the first lesson in this unit, students do a gallery walk to view images and read informational text to learn how athletes broke barriers, use quotes to make inferences about why sports are important in American culture, infer the meanings of new words in the quotes, revise their inferences, and debrief and review learning targets.

This is the second lesson in Unit 1. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

Value of Sports in People's Lives

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Engaging the reader	Define the words *determine* and *gist* and give students an opportunity to determine the gist of a short section of text so they are prepared for determining gist of a longer passage.	
Work Time		
A. First read		Provide the article in an ELL's home; place ELLs/MLLs with bilingual peers who are English-proficient; preview the text; enhance background knowledge; develop ELLs'/MLLs' vocabulary; and engage in close reading.
B. Guided practice	Provide ELLs/MLLs with definitions of the words *opinion* and *evidence* as well as words that signify kinds of evidence such as *details, facts, proof, data,* and *information* and model with the text at hand examples of an opinion and evidence.	
C. Small-group practice	No additional support is necessary if ELLs/MLLs have completed the new activities associated with the First Read and have learned about opinions and evidence.	
Closing and Assessment		
Debrief and review of learning targets	Give ELLs/MLLs with bilingual partners the opportunity to answer first in their home language and then in English, model at least one English response for the students, and ask students to talk about how sports are valuable in their home cultures.	
Homework		
	Supply ELLs/MLLs definitions and ask them to complete sentences that provide context for the definitions; have students review their responses to new activity 4 for the First Read to help them answer the guiding question; and define difficult words needed to answer the question and provide sentence frames,	.

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
	starters, and word banks for ELLs/MLLs at Entering and Emerging levels of proficiency.	

Text

The Value of Sports in People's Lives

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

1. Opening

Engaging the Reader and Reviewing Learning Targets

Expeditionary Learning Teacher and Student Actions

Teachers tell students they will be reading to find out more about the role of sports in people's lives; review the learning target which is to determine the gist; and ask students what they remember about the meanings of the word *determine* and *gist.*

AIR Additional Supports

- Define the words *determine* and *gist.*
- Give students an opportunity to determine the gist of a short section of text so they are prepared for determining gist of a longer passage.

AIR Instructions for Teachers

- This activity will give ELLs practice determining the meaning of unknown words and figuring out the gist of a passage.
- Read the instructions to the students.
- Have students read the text, discuss with a partner, and complete the questions.

AIR Instructions for Students

- Read the text below to determine the gist. What do the words *determine* and *gist* mean?
- There are three important words: *tackling, heading,* and *full body checking*. To determine or find out what they mean, use the glossary.
- Discuss the text with a partner and then determine (or find out) the gist (or main idea).

"Should Kids Under 14 Play Contact Sports?" Adapted from text by Elizabeth Winchester (http://www.timeforkids.com/news/debate/59101)	**Glossary**
What is football without tackling, soccer without heading the ball, and lacrosse and hockey without full body checking? Doctors say that sports would be much safer for kids without these moves. Dr. Cantu is a brain expert at Emerson Hospital in Massachusetts. He says that tackling, heading, and checking can cause concussions and other injuries. Every year, 3.8 million people get concussions from sports. Hits to the brain can be more serious for kids because their brains are not yet as solid as adult brains. Cantu said that sports for children younger than 14 years old should not use full contact.	*tackling*—the act of grabbing and throwing a person down when playing football *heading*—when a soccer player hits the ball with the head when it is in the air *full body checking*—hitting another player with a shoulder, arm, or hip to keep the other player from getting the puck when playing hockey. A puck in hockey is like a ball in soccer. *expert*—someone who knows a lot about something *concussion*—a hit to the brain *injury*—damage to the body *serious*—dangerous *younger*—not as old as *full contact*—touching, hitting, or grabbing other players when playing a sport

Word Bank

gist	tackling	heading
checking	concussions	injures
younger	full	contact

What is the main idea of this passage? [ALL]

The main idea or _____ of this passage is sports that use _____, _____, and _____can cause _____ and other _____. Therefore, sports for children _____than 14 should not use _____ _____. [EN, EM]

The main idea of this passage is _____. [TR]

2. Work Time

A. First Read "It's Not Just a Game!"

Expeditionary Learning Teacher and Student Actions

Teacher distributes journals and places students in groups of four; has students discuss what they have learned about close reading routines in Modules 1 and 2; distributes article "It's Not Just a Game!"; and reads the first three sections of the text aloud. Students reread the first three sections of the text in their groups, circle unknown vocabulary, try to determine the meanings of unknown words, and identify the gist of the text. Students discuss gist; students write a gist statement; teacher cold-calls several students to share gist statements.

AIR Additional Supports

ELLs/MLLs need more support than is provided in this lesson to come to an understanding of the meaning of passages that may be several grade levels or more above their independent reading levels. This passage is lexiled at the sixth- to eighth-grade reading level.

- Providing the article in an ELL/MLL's first language for them to read first will help them understand the meaning of passages in English [EN, EM]. ELLs/MLLs at the Entering and Emerging levels could be placed with bilingual peers who are English-proficient.
- Because it may be difficult to provide home language translations or partner students with bilingual peers, it important to support an ELL/MLL's English development. The scaffolds AIR recommends are
  - Previewing the text through the title to give students an idea about the material they will be reading (new activity 1)
  - Developing background knowledge (new activity 2)
  - Supporting ELLs/MLLs' vocabulary acquisition (new activity 3)
  - Engaging ELLs/MLLs in a first close reading focused on key ideas and details in which ELLs/MLLs have access to an English glossary and opportunities to answer supplementary questions that will help them better comprehend the text (new activity 4)
- After these preparations, students are ready to participate in the first part of the mainstream lesson that consists of talking about the gist in a small group.

See the additional activities that follow

Previewing the Text (AIR New Activity 1 for First Read)

AIR Additional Supports

Ask students to name games specific to their cultures or home countries. This is an opportunity to engage ELLs/MLLs by encouraging them to use the sports vocabulary acquired so far to describe their sports to the teacher and other students who do not share the same cultural background.

AIR Instructions for Students

The title of this passage is "It's Not Just a Game!" Can you name some sports games? What do you think the title might mean?

Enhancing Background Knowledge (AIR New Activity 2 for First Read)

AIR Additional Supports

- Develop student's background knowledge about sports.

AIR Instructions for Teachers

- In order to develop background knowledge, have students choose two sports from among sports listed. The sports should be ones they are less likely to know about.
- Read student directions to the students.
- Instruct students to find pictures and definitions of the sport.
- Have students share with the group.

AIR Instructions for Students

- This article we will read mentions many sports. Some sports may be unfamiliar to you.
- Pick one sport from those listed.
- Find an image that clearly shows what the sport is and write a brief description of the sport.
- Be prepared to present out to the group. There is a model below for what to do.

Sports: wrestling, acrobatics, cricket, golf, horse racing, ice hockey

Golf

In the picture, you can see a man on a golf course. He has just hit a golf ball with his club.

Golf is a game played outside on a golf course. Golfers hit a small, hard ball with a golf club and try to get the ball into holes in the ground. Usually a golf course has either 9 or 18 holes. The objective or goal of golf is to hit the ball the fewest times to get the ball into the holes. Golfers use many different types of clubs to do this.

Building Vocabulary (AIR New Activity 3 for First Read)

AIR Additional Supports

- Provide students with a glossary that includes words key to understanding the text, as well as words that appear frequently in the text. During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. Later, they can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. If they are Spanish speakers, they indicate whether the word is a cognate. Examples of two glossary entries are provided below.
  - Glossed words for the passage on p. 11 of the text might include the following words that are important for answering text-dependent questions: *instinct, humanity, survival, skill, competition, flourished, rules, obey, strategies, enjoyable, accomplishments, responsibility, performance, challenging, value, exercise* (verb), *process, stimulate, imagination, curiosity, creativity, development, solve, recognize, antidepressants, chemicals,* and *cognitive*.
  - Words that might be selected because of frequency in content area texts (they appear in the Coxhead Academic Word List) include *revolutionized, psychology, author, team, individual, ultimate, academy, physical, monitor, attitude, process, creativity, research, odds, chemical,*

seek, process, context, mutual, network, cooperation, gender, ethnicity, isolated, positive, professional, found, utilization, integration, commission, automatically, designed, and *created*.

- Phrases for the passage might include the following: *negotiate plans, settle disagreements, monitor attitude, applied to, hands-on, science of play, research claims, averages and odds, energy level,* and *boost mood*.

AIR Instructions for Teachers

- Review student instructions.
- Pre-teach vocabulary. Choose words to pre-teach that will be key to understanding the text and abstract.
- Familiarize students with their glossary and tell them they will be using it during close reading.
- Briefly review glossed words that might be challenging.

AIR Instructions for Students

- Your teacher will pre-teach several key words.
- The glossary will help you during close reading of the text. As you encounter an underlined word in the text, rewrite it in the space provided.
- If your home language shares cognates with English, note whether the word is a cognate.

Vocabulary Chart

Word ***Translation***	**Rewrite the Word**	**English Definition**	**Example From Text**	**Picture or Phrase**	**Is It a Cognate?**
instinct *instinto*		natural behavior or way of acting that is not learned	Some scientists claim play is a natural instinct—just like sleep.		
humanity *humanidad*		human beings; people	That might explain why sports are likely to be as old as humanity.		

Engaging in Scaffolded Close Reading (AIR New Activity 4 for First Read)

AIR Additional Supports

- Ask a guiding question for each paragraph and make sure that students understand the task demands of each question. Students do not answer the guiding question yet.
- Read aloud the text as students follow along. During this reading, use the glossed definitions or gestures to explain the meanings of challenging words. For example, "Whether you bounce a basketball, or hurl a baseball home, you do it because it is fun." If you bounce a basketball, you hit it against the ground like this [Demonstrate the action]. If you hurl a baseball, you throw it.
- Ask students to work with a partner to answer the supplementary questions.
- Review the answers to the supplementary questions and ask students to correct their answers.
- Discuss the guiding question(s) with the class, and ask students to respond to the guiding question(s) orally. After discussion, ask them to put their answers in writing.
- Give students with entering and emerging levels of proficiency sentence frames and word banks.

AIR Instructions for Teachers

- Review student instructions for first close reading with the class.
- Remind students that the guiding question(s) is (are) designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of underlined words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.
- Have students complete the supplementary questions and, as a class, answer the guiding questions.

AIR Instructions for Students

- Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. You don't answer this question yet.
- As your teacher reads the text aloud, listen and follow along in your text.
- After the text has been read aloud, you will be answering supplementary questions about the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions.
- Your teacher will review the answers with the class.
- Then, discuss the guiding question(s) with your teacher and the class.
- Complete a written response to the guiding question(s).

Guiding Question for First Three Paragraphs

- Name three interesting ideas you learned about sports. Choose one idea from each paragraph. Tell your partner these ideas and explain why you found them interesting. [ALL]

Lesson Text Excerpt

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

Word Bank

natural instinct	strategies	skills	England
fun	wrestled	positions	Olympic games
ran	acrobatics	cricket	nineteenth century
golf	rules	jump	danced
climbed			

Supplementary Questions

Paragraph 1.

1. Why do we play sports? [ALL]
   We play sports because they are _____. [EN, EM]
   We play sports because _____. [TR]
2. Why may sports be as "old as humanity"? [ALL]
   Sports may be "as old as humanity" because play may be a _____ _____. [EN, EM]
   Sports may be "as old as humanity" because _____. [TR]

Paragraph 2.

3. Sports began as a form of survival. What evidence is there that sports began as a form of survival? [ALL]
   Prehistoric man _____, _____, and _____ for his life. [EN, EM]
   The evidence is _____. [TR]
4. What kinds of sports did the Egyptians play? [ALL]
   Egyptians _____, _____, and did _____. [EN, EM]
   Egyptians _____. [TR]
5. How did the Greeks "revolutionize" sports? [ALL]
   Greeks held the world's first _____ _____. [EN, EM]
   Greeks held _____. [TR]
6. When did modern sports "come into play"? [ALL]
   In the _____ _____, modern sports "came into play" [EN, EM]
   Modern sports "came into play" _____. [TR]
7. What are some modern sports? [ALL]
   Some modern sports are _____, _____ and horse racing. [EN, EM]
   Some modern sports are _____. [TR]
8. Where did modern sports come into play? [ALL]
   Modern sports came into play in _____. [EN, EM, TR]

Paragraph 3.

9. Organized sports are considered serious play. Why? [ALL]
   Organized sports are considered "serious" play because there are _____ to obey, _____ and _____ to learn, and _____ to carry out. [EN, EM]
   Organized sports are considered "serious" play because _____. [TR]

Response to Guiding Question(S)

1. The first interesting idea is _____. The second interesting idea is _____. The third interesting idea is _____. [EN, EM, TR]

B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer

Expeditionary Learning Teacher and Student Actions Teacher introduces learning targets; tells students that the author shares opinions about sports and their roles in people's lives; has students define *opinion*; gives an example of an opinion from Module 1; has students discuss how we know whether a statement is an opinion or not; reviews meaning of *evidence*; has students provide evidence from the Module 1 novel to support the opinion that the main character changed from the beginning to the end of the novel; has students share responses; displays Opinion and Evidence graphic organizer on document camera; has students copy organizer into journals; has students share what they do during second read of text; in groups, has students reread the third paragraph, determine the author's opinion, and record in the graphic organizer in the journal; has students reread paragraph to identify two pieces of evidence used to support the opinion (text code *E* for evidence); circulates to support students; asks students what it means *to paraphrase*; and has students record paraphrased examples in the graphic organizer.
AIR Additional Supports Provide ELLs/MLLs at all levels of proficiency with definitions of the words *opinion* and *evidence* as well as words that signify kinds of evidence such as *details, facts, proof, data,* and *information.* They also would benefit from modeling with the text at hand examples of an opinion and evidence. Now that ELLs/MLLs have had an opportunity to grasp the meaning of the passage, they need considerably less scaffolding for this activity.
Example of modeling: An opinion is someone's idea about someone or something. Some people have the opinion that sports began as a form of survival. Evidence means something that gives proof of something or a reason to believe something. The evidence they provide is that many of the sports played today require the participants to jump, run, or climb. For prehistoric people, these were things they had to do to survive; they were not sports.

C. Small-Group Practice: Identify an Author's Claim and Evidence

Expeditionary Learning Teacher and Student Actions Teacher tells students that they will work on the same learning targets from previous section (Work Time, Part B); has students create a new Opinion and Evidence graphic organizer in their journals; tells students to reread a section of "The Ultimate Value of Sports" and discuss what the author's opinion is in groups; has students reread the same article section independently to identify and code with *E* any evidence the author uses to support her opinion; has students record evidence in a graphic organizer; circulates to support students; asks students to share group responses for author's opinion and evidence; and collects journals.
AIR Additional Supports ELLs should be prepared to do this if they have completed the new activities associated with the First Read and have learned about opinions and evidence.

3. Closing and Assessment

A. Debrief and Review of Learning Targets

Expeditionary Learning Teacher and Student Actions The teacher talks about the role of sports in Americans' lives and opportunities for sports figures to affect social change; has students turn and talk to discuss how sports are valuable in our lives; reviews second learning and third learning targets ("identify author's opinion in informational article" and "identify evidence author uses to support opinion," respectively); has student use "Thumb-O-Meter"

(thumb up, sideways, or down) to indicate level of mastery; notes students who need more support; and distributes index cards for homework.
AIR Additional Supports ▪ Give ELLs/MLLs with bilingual partners the opportunity to answer first in their home language and then in English. [EN, EM] ▪ Always model at least one English response for the students. ▪ Ask students to talk about how sports are valuable in their home cultures. This will help ELLs/MLLs connect their background knowledge to the text at hand.

4. Homework

Expeditionary Learning Teacher and Student Actions Students reread three sections of the article "It's Not Just a Game!" to complete these two tasks: (1) Use two pieces of evidence from the text to answer the question "In what ways are sports valuable to people?" [Write the answer on an index card.] (2) Write definitions and draw pictures to represent word meaning on index cards for two words from the following list: *cognitive, monitor, applied, stimulate, development,* and *recognize.*
AIR Additional Supports ▪ Drawing pictures of these words will be difficult because they are abstract. Instead, supply ELLs/MLLs definitions and ask them to complete sentences that provide context for the definitions. An example for the word *monitor* is provided: ▪ Have students review their responses to new activity 4 for the First Read to help them answer the question "In what ways are sports valuable to people?" In addition, define difficult words they may need to answer the question and provide sentence frames and word banks for entering and emerging ELLs to help them answer the question.
Guiding Question: In what ways are sports valuable to people? [ALL] *Monitor* means check something. To monitor my temperature I use a _____. [EN, EM] *Attitude* means a way of thinking or feeling about someone or something. My attitude toward vacation is _____. [EN, EM] Sports helps us _____ our _____because if we are angry at another player we have to _____. [EN, EM] Word bank: *thermometer, happy or excited, monitor, attitude, remain quiet*