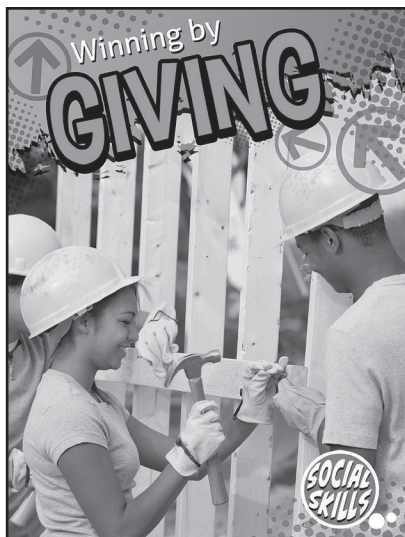


WINNING BY GIVING

LESSON



Guided Reading Level

M

Lexile

620

Total Word Count

724

CURRICULUM FOCUS

Comprehension

- using prior knowledge to connect text to self
- using graphic features
- identify main idea and details
- asking questions

Reading Strategies

- using picture clues
- self-monitoring and self-correcting
- reading on for embedded definitions and supporting details

Text Features

- photographs

Unit Vocabulary

causes

kindness

chores

philanthropy

community
service

share

donate

talents

habit

volunteers

BEFORE READING

Introduce the Book

Introduce *Winning by Giving* by having students read the title and look at the cover photo. Ask students to predict what they think the book will be about.

Activate students' prior knowledge and help them make text-to-self connections by asking:

- What do you think this book will be about?
- What do you think is going on in the photograph?
- What do you already know about this topic?

Have students skim the book by looking briefly at each page without reading all of the text. Have students describe what they see in the photographs. Allow students to share any text-to-self connections that they make via the photos.

WINNING BY GIVING

LESSON

BEFORE READING

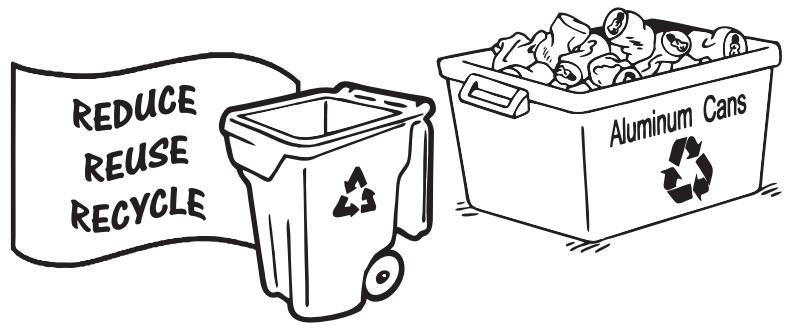
Text Feature Focus

Introduce the focus text feature for this book: photographs. With students, define *photograph* (an image made by a camera of something real).

Ask students how photographs can help them as they read. Tell students that they can look at the photographs and illustrations:

- *before* reading, to help predict what the text will say.
- *during* reading, if they need support in reading unknown text.
- *after* reading, to check that their reading made sense.

Tell students that sometimes the *environmental print* within a photograph can help them understand the meaning. Environmental print includes logos and text on signs, shirts, or other things in the environment. Have students look at the photos on pages 10–11 and read the environmental print (signs on the boxes and t-shirt). How does this text help them understand what is going on in the photographs? Have students look for environmental print in other photographs in the book.



Pre-teach Vocabulary

If students will be reading the text independently, determine which of the vocabulary words might limit their comprehension of the text. Place students in pairs. Display the vocabulary words for students. Have each pair read through the list of vocabulary words and discuss the meaning of each. They should write down any words that they do not know. As a group, review the words that any pair of students said they did not know, explaining the meaning of each word and using it in a sentence.

DURING READING

Give students sticky notes and encourage them to jot down thoughts and questions as they read and stick the notes to the relevant pages.

Read the first page of text aloud to students to model pacing and fluency. Then have students read the rest of the book independently, offering assistance to individuals as needed.

Remind students to use their reading strategies to read unknown words. They should apply problem-solving strategies to complex or unknown words, monitor for understanding, and self-correct. They should read on past a word and look for embedded definitions, supporting details, and context clues, and then reread. If they are unable to read a word or have trouble understanding something, they should mark it with a sticky note.

WINNING BY GIVING

LESSON

AFTER READING

Summarize

Ask students to summarize the text verbally. If necessary, start students off with sentence stems such as, "This book is about..." or "The main idea of this book is..."

Review Students' Notes and Reactions

Have students share the thoughts and questions that they noted on their sticky notes and discuss them as a group. Ask students which reading strategies they used to read unknown or difficult words.

Comprehension/Social Studies Focus

Reread the text with students and discuss the following questions. Have students use the glossary to find definitions for words in bold type. Encourage students to share their personal experiences, but respect their right not to share if they feel uncomfortable.

Pages 4–5: What is *philanthropy*? What three kinds of things can you give to others?

Page 6: How do you help your friends?

Page 8: What are some kind things you could say to a friend who is upset?

Pages 10–11: What is a landfill? How does reducing the amount of trash you throw away save energy? Look at the photographs. What do the labels on the boxes say? What do they mean?

Pages 12–13: What talents could you use to help others? How?

Pages 14–15: Why should you do *chores*? How does doing chores help your family? How does it help you?

Pages 16–17: How else can you help others at school?

Pages 18–19: What are you grateful for? What is a charity? What kinds of charities do you support?

Pages 20–21: Have you participated in any of these kinds of activities? What other *volunteer* activities do you know about?

Page 22: What is a good citizen?

Use the following comprehension questions to discuss the concept of winning by giving with students and assess their understanding:

- Define *philanthropy*.
- How can you show your family that you care?
- How might you show your community that you care?
- How can you show a friend that you care?
- How have other people shown you that they care about you?

WINNING BY GIVING

LESSON

AFTER READING

Listening & Speaking

Place students in pairs and ask them to discuss the main ideas of *Winning by Giving* and their personal views on the subject. Then, have students ask each other questions about the text and about giving. Practice discussion etiquette (e.g., listen to others with care, take turns speaking, stay on topic).

Active Learning

Role-Play

Have students role-play some scenarios involving giving. Here are some examples:

- Just before Claire's birthday, her mom asked her to go through her toys and to decide which ones she really wanted to keep. Claire now has a big pile of toys that she no longer wants.

What could Claire do with the toys?

- Nico's friend, Lewis, is feeling sad because his grandmother is in the hospital.

What can Nico do to help his friend?

- Shelby and Connor would like to volunteer at the retirement home down the street from their school. Shelby loves to sing, Connor loves to play piano, and they both like to bake cookies and cupcakes.

What could Shelby and Connor do?

- Tatiana's next-door neighbor, Mrs. Yee, lives alone, and she hasn't been feeling well lately. Tatiana notices that Mrs. Yee's lawn needs to be mowed and her trash cans are still out by the curb.

What can Tatiana do to help?



Investigate Giving

Have students work together to brainstorm some charitable goals that they might be interested in supporting, such as animal welfare, fighting hunger, or improving the environment. Have students form pairs and assign one pair to each category of charity. Pairs of students should work to investigate local charitable organizations in your area that support their assigned category and report back to the group. A quick Internet search using the name of your community and a keyword or two describing the charitable goal should give them some good ideas.

WINNING BY GIVING

LESSON

ABOUT THE STUDENT ACTIVITY PAGES

Check The Text! (page 93)

Students answer text-dependent comprehension questions about *Winning by Giving*. Encourage students to refer to the text to find answers to the questions.

Word Wise (page 94)

Students write each vocabulary word from the word bank in the correct sentence.

What It Means To Me (page 95)

Have each student choose 2 words from the vocabulary list. Have students write each word and its definition, and then a sentence indicating what the word means to them or how it is a part of their lives.

Circles Of Giving (page 96)

In each section of the graphic organizer, students write some ways that they give to the people in that group and show that they care.

Talent To Share (page 97)

Review pages 12–13 of the text with students and discuss what talents or interests they could use to help others. Have students write two talents or interests and details about how they could use them to help others.

Attitude Of Gratitude (page 98)

Students write and draw about a time when someone did something for them and how they showed gratitude.

Ways To Give (page 99)

Talk with students about ways they can give time, work, or money (or goods) to help someone in need. In the graphic organizer, students list some things they could do to help others in each category: time, work, money, or goods.

What Can I Do? (page 100)

Ask students to think about two things they could do now to give to others and two things they think they would do when they grow up.

Assessment—Marcus Wants To Help (page 101)

This page contains a passage (scenario) and questions that can be used to assess students' understanding of the text content, and determine students' ability to use what they learned to response to the scenario.

Note: Pages 96 (*Circles Of Giving*), 97 (*Talent To Share*), 98 (*Attitude Of Gratitude*), and 99 (*Ways To Give*) address students' understanding and personal reflections based on the content of the reader, and can also serve as assessment tools.

Name _____

Date _____

Check The Text!

Directions: Refer to the text to answer these questions about *Winning by Giving*.

1. What is philanthropy? _____

2. What three kinds of things can you give to someone who needs them?

3. How can you help your friends?

4. How is a kind word like a pebble dropped in water?

5. How does donating your old clothes to charity help the environment?

6. What are some talents people use to help others?

7. How can you help others at school?

8. What is a good citizen?

Name _____

Date _____

What It Means To Me

Directions: Choose two words from the vocabulary list. In the boxes below, write the words and their definitions. Then, write a sentence using each word. The sentence should describe or show how the word is part of your life.

Word	Definition
_____	_____

Sentence

Word	Definition
_____	_____

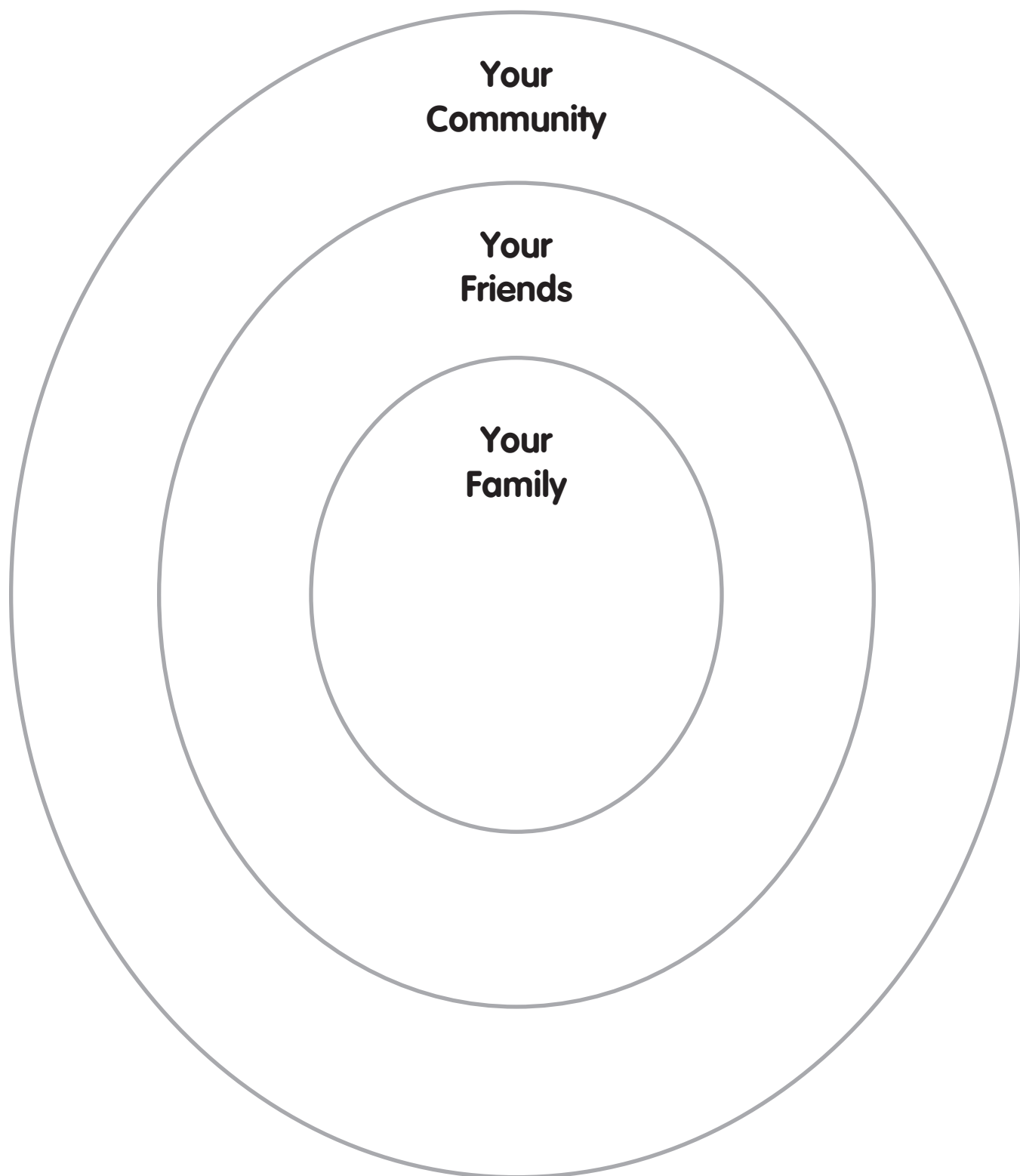
Sentence

Name _____

Date _____

Circles Of Giving

Directions: In each section of the graphic organizer, write some ways that you give to the people in that group and show that you care.



Name _____

Date _____

Talent To Share

Directions: Think of two talents or activities you like to do that you could use to help others. Then, write some details about how you could help others using each talent.

1.

Talent or something I like to do: _____

How I can use it to help others:

2.

Talent or something I like to do: _____

How I can use it to help others:

Name _____

Date _____

Ways To Give

Directions: You can give time, work, money, or goods to someone in need. This is called *philanthropy*. For each type of giving, list some things you could do to help others.

Time

Work

Money or Goods

Skills for

SOCIAL SUCCESS

WRITTEN BY
Meg Greve



FOCUS ON YOU



Trying to figure out a long division problem is hard, but sometimes dealing with your social life at school can be even harder. Figuring out friendships, managing time, and learning about yourself are all important parts of growing up. Believe it or not, everyone feels just like you do. The trick is figuring out how to deal with it all and feel good while doing it.

Dealing with

BULLIES

WRITTEN BY
Cristie Reed

SOCIAL
SKILLS

WHAT IS BULLYING?



A fifth grade girl spreads mean stories about another girl in her class. Every morning on the way to school, a group of bigger boys kick and shove a smaller boy. Every day, a fourth grade girl receives cruel text messages from another girl at her school. All of these situations are examples of bullying.