

Better Than a Touchdown

When I was in eighth grade, I played football for my school. I wasn't a very good player. I never scored a touchdown or caught a pass. In fact, I **failed** to do anything special.

I knew I would never be a football star. But before I went off to high school, I wanted to have at least one **accomplishment** that would make my friends and family proud. I wanted to score a touchdown.

Late in our last game, our team was **winning** easily, by seventeen points. There was no chance of **losing** the game or leaving the field with our heads down.

Suddenly, Coach told me it was my turn to go in. He was being nice, letting everyone have a chance to play.

I was excited. I thought, "Maybe I can score a touchdown today!" On the first play, I ran far down the field, hoping the quarterback would throw me a pass. But after he got the ball, he handed it off to someone else. If he had thrown the ball to me, I could have scored! But he didn't throw it to me, and I didn't score.

On the next play, the same thing happened again. I ran hard down the field, turned around, and waited for a pass that never came. The game ended soon after that. I never caught a pass or scored. I hadn't gotten a chance to **achieve** anything great.

After the game, Coach saw that I was unhappy, and he asked me why. I sighed. "I wanted to score a touchdown," I said, hanging my head.

He said, "Well, we scored a lot today. How would the other team have felt if we scored even more?"

"Bad, I guess," I replied.

Then Coach said, "Bad is right. Nobody likes to lose by so many points. By not scoring, you helped to not rub it in that we won the game. That's much more important than scoring a touchdown that we didn't need."

I thought about it and decided that Coach was right. He had taught me an important lesson.

COMPREHENSION What words help you understand more about playing in a game? Why doesn't the coach want his team to score any more touchdowns?

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Days 1 and 2

"Better Than a Touchdown," Vol. 1, pp. 10–11

An Exciting Project

Rick and Kate teamed up to do a school project.

"Our project can be about volcanoes," said Rick.

Kate said, "Good idea! We can make a model of a volcano."

The two children went to the school library. There, they found books about volcanoes. But none of the books told how to make a model volcano.

Kate said, "Let's ask Mr. Worthy for help. He's the school librarian. He'll know where to find directions to make a model volcano."

Mr. Worthy gladly helped the children. Soon, they had the directions they needed.

Kate said to Rick, "Tomorrow is Saturday. You can come to my house in the morning. Then we can make our model volcano."

So, at the **beginning** of the next day, Rick went to Kate's house. They read the directions for making a model volcano. Then they started to make one. They tore newspaper into strips. They made a paste of flour and water. They used the paste and strips of newspaper to make their volcano. In the **middle** of the day, they stopped to eat lunch.

After eating a sandwich, Rick said, "Next, we need to paint our model."

"But the model is still wet," Kate said. "The directions say to let it dry overnight."

The next afternoon, the children painted their model. They worked for hours. **Finally**, the model was finished. Kate and Rick were pleased with the **results** of their hard work. Their model looked like a real volcano, only smaller.

"When the paint dries, let's make our volcano erupt," said Rick.

Kate poured baking soda into the top of the volcano. Then Rick added vinegar. All of a sudden, foam bubbled at the top of the volcano. Then the foam ran down the sides of the model.

"Wow! That's a great pretend eruption!" exclaimed Rick.

What an exciting **ending** to a busy day.

COMPREHENSION Who at school helped Rick and Kate with their project? What words help you understand when Rick and Kate worked on their project?

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Days 3 and 4

"An Exciting Project," Vol. 1, pp. 12–13

Assessment

Pretest/Posttest Administration p. 64

Pretest/Posttest Blackline Masters pp. 96–97

T6 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 96–97. Use page 64 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Winning and Losing

accomplishment *n.* something done well *It is an accomplishment for any sports team to win the championship.*

achieve *v.* to succeed in doing *If you pay attention and work hard, you can achieve good grades.*

failed *v.* did not do well *The team failed to win the soccer game.*

losing *n.* not winning *Losing the soccer game made the team practice even harder.*

winning *v.* to be ahead or come in first *Mark was winning the race until he tripped and fell.*

Discuss Guide children to see the relationship between each word and the category. Prompt children to use the words to talk about sports.

Read Aloud Explain that you will read aloud a story about a boy who learned something important about winning and losing. Then read aloud "Better Than a Touchdown." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Better Than a Touchdown." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Winning	Losing
accomplishment achieve	failed

1. Think about what you have achieved. Give an example of two of these accomplishments. (Answers will vary.)
2. Write a score for a game. Tell which team is losing and which team is winning. (Answers will vary.)
3. Name two things someone might fail to do. (Sample answers: feed a pet; be nice to your brother; clean your room)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Beginning, Middle, and End

beginning *n.* the start of *At the beginning of the school day, the teacher takes attendance.*

ending *n.* the last thing that happens *The ending of the story was exciting.*

finally *adv.* after a long time *I finally finished my science project.*

middle *n.* between the beginning and the end *I woke up in the middle of the night.*

result *n.* what happens because you do something else first *When Mom cooks dinner, the result is a great meal.*

Discuss Guide children to see the relationship between each word and the category. Prompt them to use the words to talk about what happens every day in their classroom.

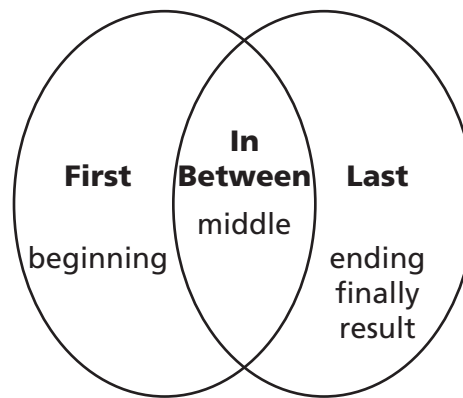
Read Aloud Explain that you will read aloud a story about what happened in the beginning, middle, and end of a school project. Then read aloud “An Exciting Project.” Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread “An Exciting Project.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What do you do in the **middle** of the school day? (Sample answer: eat lunch, have recess)
2. What word might you use to describe cleaning your room after two hours? (**finally**)
3. What word might you use to describe a finished project? (**result**)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Examples Talk with a partner. Tell about an **accomplishment** you would like to achieve.

Describe Talk with a partner. Describe how someone behaves after he or she has **failed** to win a game. How does that person feel about **losing**?

Role-Play Pretend you are on television. Describe a race. What kind of a race is it? Who is in it? Who is **winning**? What happens at the **beginning, middle, and ending**? Use these words: **finally, result.**

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 96–97. Use page 64 to administer the test. Compare scores with Day 1 assessment.