

#2



World of Warcraft



INSTRUCTOR'S GUIDE

WORD SQUAD

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INSTRUCTOR'S GUIDE

INTRODUCTION

Welcome to *Word Squad* — the first book in a series created by Dark Horse Comics (publisher of *Star Wars*, *Digimon*, and many others) and education experts from Teachers College, Columbia University. This Instructor's Guide will provide you with information about using *Word Squad* as a tool for classroom instruction, individual study, after-school programs, tutoring programs, and English acquisition programs. Enjoy *Word Squad*, and thank you for using our material.

Why Comic Books?

There are two main reasons why comic books can be extremely effective tools for learning: fun and flexibility. Numerous research reports show that when students are having fun, they are more motivated to learn, leading to more learning and better performance. With fun characters, artistic imagery, and an engaging story, *Word Squad* represents the maximum amount of fun combined with quality learning. Regarding flexibility, this series can be used as classroom supplemental instruction, review before a test, after-school help, and practically any other way that you see fit.

Who Should Use *Word Squad*?

Word Squad will appeal to every student. However, it is specifically designed for students who are struggling in English Language Arts for any of a variety of reasons:

- English is a second language, a non-native language, or is not a language spoken at home.
- Motivation is low because of poor performance throughout a student's school experience.

- Learning is a low priority in a student's life.
- Visual learners lack appropriate material to make connections to English Language Arts curriculum.
- Learning disabilities or other special needs are keeping a student from reaching full potential.

How Do I Use *Word Squad*?

You know your students best, so use the following information simply as a guide to meet your needs.

Timing: Complete the book in two 40-minute class periods, or one 40-minute class period plus homework. Alternatively, use *Word Squad* as a 10-minute introduction every day for two weeks. Every exercise has a suggestion for timing so that you can pace the class appropriately. However, you may want to allow more or less time for an exercise, depending on the needs of your students.

Delivery: Assign a student to each character, and have the students read the text aloud. If time allows, have students act out the parts as a mini-play. Alternatively, have students work in groups and have group members pick characters to act out.

Exercises: Have students work on the exercises in groups or individually. Many exercises have more than one correct answer—sample answers are provided for you in this Instructor's Guide. As an assessment of individual performance, have students complete the last four pages of review questions on their own.

For Students with Limited English Proficiency and English Language Learners:

Encourage students to associate the text with the pictures, and to figure out the meanings of words from the clues provided. In the exercises, be sure to explain the answers thoroughly and provide follow-up questions related to the same material. For Spanish speakers, encourage students to use their knowledge of Spanish word parts to help them understand the English words—many word parts are parallel between the two languages.

For Students with Learning Disabilities:

Provide ample time for students to work through the material and complete the exercises. Discuss the story as a class and make sure students understand how the exercises relate to what the characters are doing in the story.

For Students with Low Motivation:

Make sure students are involved in the material by having them act as the characters or comment on the story. The open-ended exercises are excellent opportunities for you to seek a wide variety of correct answers, particularly from students who are less motivated to perform their best.

How Do I Get Support?

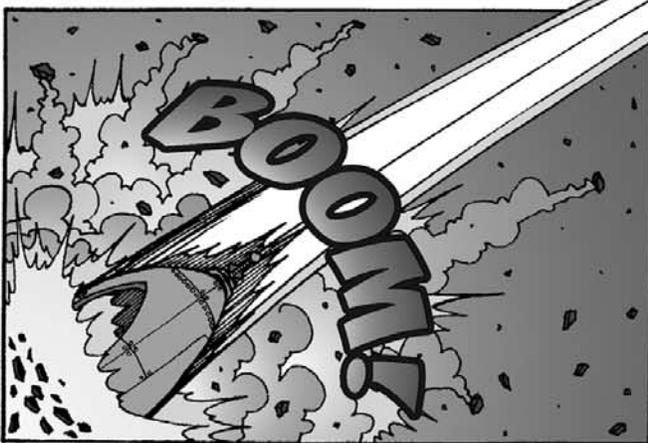
Email your questions or comments to:

education@darkhorse.com

You will get a response from an education expert within 24 hours.



• **START HERE** •



Delivery

Use the first panel as an introduction to the story: The Word Squad has taken the professor's time machine. Now they are lost in time, and they need to read and write in order to figure out where they landed. Make a connection to how reading and writing are important if you are lost in real life. For example, ask:

“What would you do if you were lost in a foreign city, and didn't speak the language?”

Answer: Read a map.

“What would you do if you were in a bus station, and needed to get back home?”

Answer: Read a bus schedule.

Have students identify types of reading material that contain facts. Some answers are:

- Maps
- Newspapers
- Atlases
- Biographies
- Encyclopedias

Tell students that these types of reading material represent nonfiction. Have students identify some differences between fiction and nonfiction.

- Nonfiction is factual. Fiction is made-up.
- Nonfiction is based on observations. Fiction is based on creativity.
- Nonfiction tells about real people/events. Fiction tells about people/events that never existed.

Remind students that some fiction can use real people or events, but in made-up situations. This is often called historical fiction.

Notes for LEP Students and ELLs

Review the storyline as introduced on this page, and ask the students for their predictions about what will happen next. How do they know? They should use the clues from the text to help them. For example, in the last panel Suzette and Apollo say, “Let's read.” A good prediction would be: the Word Squad is going to read to find out where they are. Tell students that it is important to look for clues in everything they read. Doing so will help them figure out the meaning of texts, even if they do not understand every word.

A NEWSPAPER ARTICLE



When you read a newspaper article, it is important to understand the main idea. You should also be able to tell how the details support the main idea. Suzette and Apollo read the newspaper article below. Help them understand the main idea and details.

TEA DUMPED INTO THE OCEAN!!!

On December 16, American patriots dressed up as Native Americans and boarded the vessels of the British East Indian Company docked in the Boston harbor. The patriots dumped all the tea that was on the three ships into the ocean. They emptied 342 chests of tea. Residents of Boston are now calling this event the Boston Tea Party.

The Boston Tea Party was a reaction to the Tea Act of 1773. This act was passed by British Parliament to save the East India Company from bankruptcy. The Tea Act offered Americans tea at a very low price in order to outsell the American merchants. Hence, the British East Indian Company would be saved from bankruptcy, the American merchants would be out of business, and the taxation of the Americans by the British would remain.

Over 5,000 people from Boston and surrounding towns gathered at the Old South Meeting House to plead with the governor to repeal the Tea Act. However, Governor Hutchinson refused, and 60 men dressed as Mohawk Indians went to the Boston harbor. There they boarded the three ships of the East India Company and dumped the tea into the Boston harbor. The British are very mad, and this event will only increase the tension between the American colonies and the British government.

1. What is the main idea of the article? _____

2. What are 3 details that support the main idea? _____

Delivery

This page introduces the first type of nonfiction presented in this comic book—a newspaper article. Before students read the newspaper article, ask them to identify some of the important features.

The Headline: Newspaper articles start with a headline to tell you what the article is about. The bigger the headline, the more important the article. The headline on this article tells you that it must be pretty important.

First Paragraph: The first paragraph introduces the most important information. In most cases, you can read the first paragraph to know exactly what a newspaper article is about. The following paragraphs provide additional facts and background information.

Timing

8 minutes

Sample Answers

1. **Main Idea:** *American patriots dumped tea into the ocean as a protest to British taxes.*

In a newspaper article, the main idea will almost always come from the first paragraph. Make sure that students do not copy a sentence, or even a phrase, from the article when they identify the main idea. It is important for students to be able to summarize what they read. Also, a main idea should act as an umbrella for the entire article. A main idea that is too narrow: *American patriots dumped 342 chests of tea.* A main idea that is too broad: *American patriots are mad at the British.*

2. Three Supporting Details:

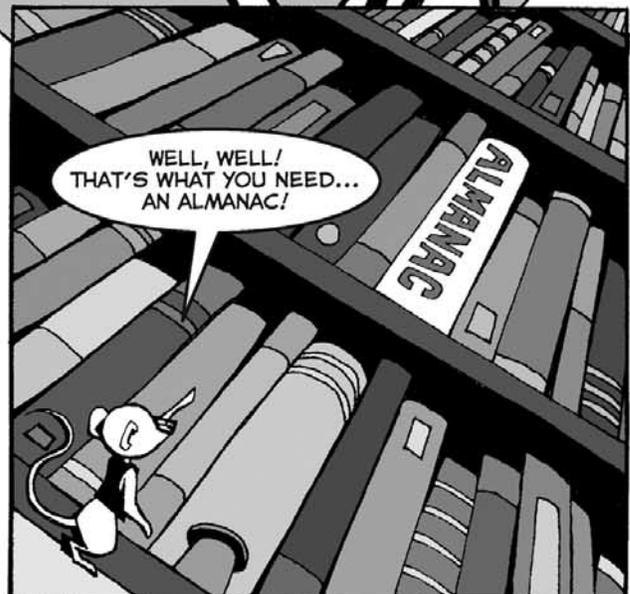
- *The patriots emptied 342 chests of tea.*
- *It was a reaction to the Tea Act of 1773.*
- *Many people tried to get the governor to repeal the tax.*

Supporting details are usually facts. They support the main idea by providing data that someone could look up. The supporting details are very important in nonfiction. Without them, readers would never be sure if the main idea is accurate or not.

Feel free to expand this exercise by having students look at actual newspaper articles. In each one, they should identify the main idea and several supporting details. Also, have students write their own newspaper articles on a topic that you identify.

Notes for LEP Students and ELLs

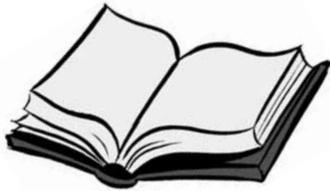
Newspaper articles can be daunting for ELLs because of all the facts—names, dates, places, etc. It is important to emphasize that students should read for the main idea, which is generally simple in a newspaper article. All of the difficult material is probably supporting details—much less important than the main idea. If students can identify the main idea, they will be able to read newspaper articles successfully.



Delivery

Use the first panel to have students predict what Derek and Lola will find at the library. Some good predictions are: history books, libraries, and maps. However, if you were lost in time, the thing you would need most is an almanac. An almanac tells you practically everything you would want to know about a place—its history, population, land features, important dates, etc.

AN ALMANAC ENTRY



Almanacs are full of facts and figures, so it is a good idea to know what you are looking for before you begin to read. Lola and Derek want to find out what era they landed in. What types of information would be useful?

THE AMERICAN COLONIES

Name: The American Colonies (property of the United Kingdom)

Location: North America

Population: approx. 2.5 million

Languages: English, Spanish, French, Dutch

Government: Independent states. Each state has a governor and constitution.

Economy: Agriculture (cotton, tobacco, produce), shipbuilding, and commerce

Immigration: Most settlers are English, but there are also Dutch, Swedes, and Germans in the middle region, a few French in South Carolina and elsewhere, and a scattering of Spaniards, Italians, and Portuguese throughout the colonies.

Regions

New England Colonies

New England in the Northeast has mostly thin, stony soil. The long winters make it difficult to make a living from farming. New Englanders use water power and establish grain mills and sawmills. Lots of trees encourage shipbuilding. Excellent harbors promote trade, and the sea is a source of great wealth. For example, the fishing industry in Massachusetts is a very big business.

Middle Colonies

The Middle Colonies, including Pennsylvania, New York, and Delaware, have a large mix of different cultures. In New York, the population along the Hudson River includes Dutch, French, Danes, Norwegians, Swedes, English,

Scots, Irish, Germans, Poles, Bohemians, Portuguese, and Italians. There are many farmers in the middle colonies, but other trades are very important, such as weaving, shoemaking, cabinetmaking, and other crafts.

Southern Colonies

The Southern Colonies (Virginia, Maryland, North and South Carolina, and Georgia) are mostly rural farmlands. Charleston, South Carolina is the leading port and trading center of the South. There the settlers have learned to combine agriculture and commerce, and the marketplace is a major source of wealth. Dense forests also bring money: lumber, tar, and resin from the longleaf pine provide some of the best shipbuilding materials in the world.

1. What is one similarity between the New England region and the Southern region? _____

2. About how many people live in the American Colonies at the time of the almanac entry? _____

3. Is there a President of the American Colonies? How do you know? _____

Delivery

Ask students if they have ever used an almanac before, and why. A good way for students to remember what an almanac is to think of a super-map. An almanac often includes maps, but it also includes a lot of other information. You would use an almanac to answer questions such as:

- What is the population of Brazil?
- What are the major exports of Puerto Rico?
- Who is the leader of Japan?
- How large is Cuba?
- What is the average rainfall in Canada?

(As an additional exercise, you can have students use an almanac to answer the questions above and other questions related to places in the world. If you do not have access to a printed almanac, you can use the electronic almanac at www.worldalmanacforkids.com.)

Timing

8 minutes

Answers

1. *Both have shipbuilding*
2. *Approx. 2.5 million*
3. *No, because each state has its own governor.*

Unlike a newspaper article, you generally wouldn't read an entire almanac entry. Rather, you would search the almanac entry to find the answers to questions you have. Students should use the headings to help them locate the proper information. For example, in question 1, the important headings are *New England Colonies* and *Southern Colonies*. In question 2, the important heading is *Population*. In question 3, *Government*.

Notes for LEP Students and ELLs

Make sure students do not try to read the almanac as if it were a story or newspaper article. Tell students that an almanac is really a collection of facts, without a main idea. They should identify what they want to know before they start looking at all the words, dates, etc. If students have trouble answering the questions, walk them through each one, modeling how they would locate the proper information.



Delivery

Discuss how the Word Squad used the newspaper and almanac to figure out where and when the time machine landed. If you have time, have students pretend they are a part of the *Word Squad*. Present them with facts from a particular country, and have them use a newspaper and almanac to figure out where they landed.

A SPEECH



A speech is a spoken essay. There is usually a main idea and supporting details. Read the speech below. As you read, figure out the main idea and think about the speaker's tone.

The question before us is very difficult for this country. The subject is whether we will be free or will we remain slaves. It is natural for us to be hopeful that things will change. It is tempting to close our eyes to the problem before us. But I am willing to know the whole truth, to know the worst, and to do something about it.

I have only one lamp to light the way, and that is the lamp of experience. I can only judge the future by judging the past. And judging by the past, I wish to know what the British have done in the last decade to make you think that our problems will get better. Ask yourselves why our petition was met with warlike response. Are battleships and armies equal to love and peace? No, these are signs of war.

We have done everything possible to stop the storm that is now coming. We have petitioned. We have asked. We have begged. None of this has worked. There is no longer any room for hope. If we wish to be free, we must fight! There is no other choice. The time for peace has ended.

1. What is the main idea of the speech? _____

2. What is the tone of the speech? _____

3. How do you know? _____

Delivery

Ask students when speeches are used (political campaigns, protests, graduations). A speech is a spoken essay; this is a good way for students to think about speeches. Speeches usually involve fewer facts than a newspaper article or almanac entry, but because they are spoken, students need to listen very carefully to understand the main idea. Therefore, encourage a student to read the speech on this page aloud. It is adapted from Patrick Henry's famous "Give me liberty or give me death" speech.

Timing

8 minutes

Sample Answers

1. **Main Idea:** *We must fight for our rights.*

Like a newspaper article, the details in a speech are much less important than the main idea itself. Therefore, students should concentrate on the main idea. Unlike a newspaper article, however, the main idea of a speech may not be right at the beginning. Students will have to work a little harder to understand the main idea.

2. **Tone:** *Angry, passionate*

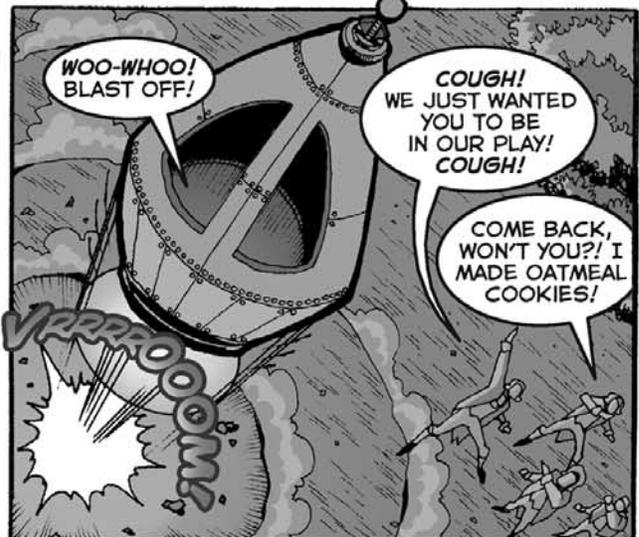
The tone is an extension of the vocabulary and words chosen for the speech. Phrases such as "If we wish to be free, we must fight!" let the listener know that the speaker feels very strongly about the subject.

3. *Because of the words and vocabulary*

As an exercise, have students identify certain phrases that lead to the angry tone. Some examples are: *very difficult, close our eyes to the problem, warlike responses, signs of war, storm that is now coming, we have begged, time for peace has ended.*

Notes for LEP Students and ELLs

Read the speech aloud several times. Use a tone of voice that indicates anger. This will help students recognize the tone of the words themselves. If students have trouble identifying the main idea, work through each sentence of the speech as a group. What does the sentence mean? How does it lead to the main idea?



"...FOR NOW, TELL ME ABOUT OUR NEXT ADVENTURE!"

Delivery

This is a good place to emphasize the ideas: “Things are not always what they seem” and “Don’t judge a person by his or her appearance.” The Word Squad thinks the strange-looking characters are going to harm them. In fact, they are just actors in a play.

Notes for LEP Students and ELLs

Students may need some help interpreting the story (i.e., the mouse fixed the time machine for the Word Squad). Encourage students to use the pictures to help them make conclusions about the storyline. Ask for volunteers to piece the story together. As a group, they should be able to learn from each other’s interpretations.

FACTS AND OPINIONS



When you read nonfiction, it is important to understand what is a fact and what is an opinion. A fact is something that you can prove. An opinion is something that a person thinks or feels. For example:

Fact: The skipper beetle is on the list of endangered species.

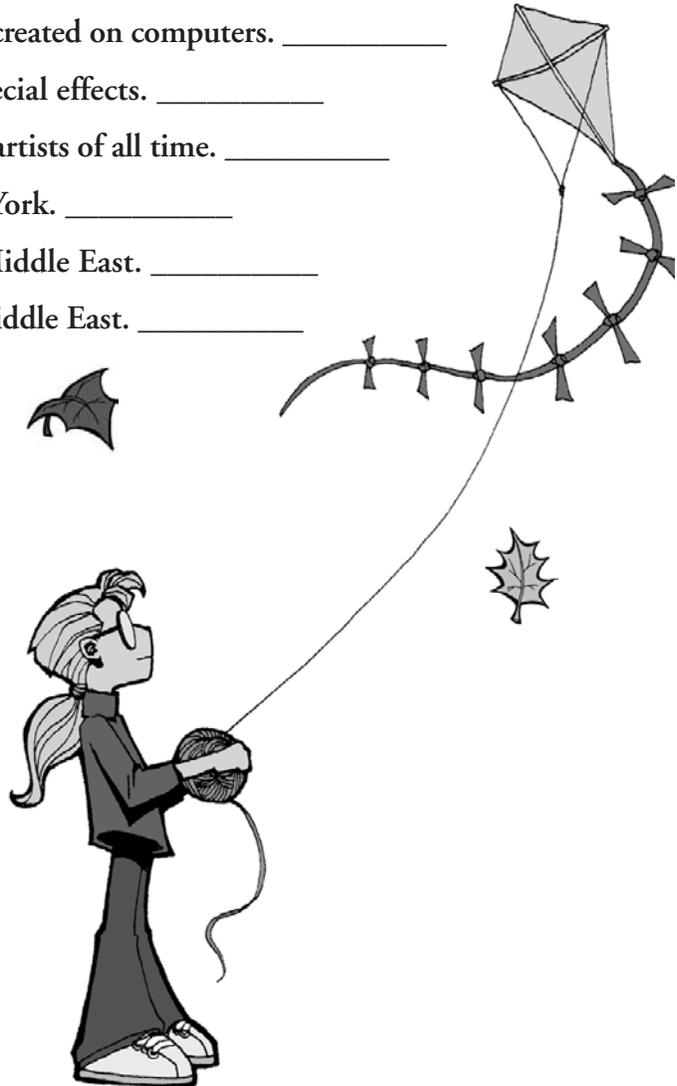
Opinion: We should try to get the skipper beetle off the list of endangered species.

For each sentence below, write FACT or OPINION.

1. The movie *Star Wars* featured special effects created on computers. _____
2. The movie *Star Wars* featured incredible special effects. _____
3. Busta Rhymes is one of the greatest hip hop artists of all time. _____
4. Busta Rhymes was born in Brooklyn, New York. _____
5. President Bush will host a summit on the Middle East. _____
6. President Bush has a strong policy on the Middle East. _____

7. Now write a **FACT** on your own:

8. Now write an **OPINION** on your own:



Delivery

The difference between facts and opinions is very important. Students need to be able to determine when a writer or speaker is presenting something that can be proven (a fact) or something that is based on a person's feelings or beliefs (opinion). Use the exercise on this page to help students understand the differences.

Timing

8 minutes

Answers

1. *fact*

Someone could research how the special effects were created.

2. *opinion*

It is the person's belief that the special effects were incredible. Someone else might think they were boring.

3. *opinion*

Someone else might not think as highly of Busta Rhymes.

4. *fact*

You could find out where Busta Rhymes was born.

5. *fact*

Look in a newspaper or online to find out if President Bush will host a summit.

6. *opinion*

A person could disagree with this position.

7. *Sample:* There are 60 seconds in a minute.

8. *Sample:* Baseball games should not last longer than three hours.

Notes for LEP Students and ELLs

One clue to the difference between facts and opinions is often the use of adjectives. For example, in statement 2 the word *incredible* leads to an opinion. If students can recognize such adjectives in a sentence, they will be a step closer to identifying opinions vs. facts. Have students locate the adjectives in the rest of the opinions. (#3 = *greatest*; #6 = *strong*). Encourage students to use #7 and #8 to write about something that interests them.

Now reread the newspaper article about the Boston Tea Party. Can you identify the opinion in the article?

TEA DUMPED INTO THE OCEAN!!!

On December 16, American patriots dressed up as Native Americans and boarded the vessels of the British East Indian Company docked in the Boston harbor. The patriots dumped all the tea that was on the three ships into the ocean. They emptied 342 chests of tea. Residents of Boston are now calling this event the Boston Tea Party.

The Boston Tea Party was a reaction to the Tea Act of 1773. This act was passed by British Parliament to save the East India Company from bankruptcy. The Tea Act offered Americans tea at a very low price in order to outsell the American merchants. Hence, the British East Indian Company would be saved from bankruptcy, the American merchants would be out of business, and the taxation of the Americans by the British would remain.

Over 5,000 people from Boston and surrounding towns gathered at the Old South Meeting House to plead with the governor to repeal the Tea Act. However, Governor Hutchinson refused, and 60 men dressed as Mohawk Indians went to the Boston harbor. There they boarded the three ships of the East India Company and dumped the tea into the Boston harbor. The British are very mad, and this event will only increase the tension between the American colonies and the British government.

1. Which of the following sentences contains an opinion?

- (A) First sentence of the article
- (B) Last sentence of the article
- (C) First sentence of the middle paragraph
- (D) First sentence of the last paragraph



2. Why is it important to support your opinions with facts?

3. What are some ways to check the facts in this newspaper article? _____

Delivery

Have students reread the article, keeping an eye out for facts and opinions.

Timing

6 minutes

Sample Answers

1. *(B) Last sentence of the article.*

In the last sentence, the writer puts forth her opinion about how the Boston Tea Party will affect the British. The rest of the choices are all facts that a person could research to find out if they are true.

2. *It is important to support your opinions with facts because that is the only way for people to know if your opinion is valid.*

Use an example to demonstrate. Which is the stronger opinion?

(A) Michael Jordan is the greatest athlete of all time.

(B) Tiger Woods is the greatest athlete of all time because he has broken every record in his sport and has helped young children become aware of staying fit.

3. *Use an encyclopedia, look at online resources, read books from people who witnessed the event.*

This is a good place to discuss primary and secondary resources, if you think your students will understand. Primary resources are those created by actual witnesses to an event. This could be a newspaper article or a book. Secondary resources are those created by people who did not witness the event—encyclopedias, textbooks, etc. Both are important when you go to research facts.

Notes for LEP Students and ELLs

In question 1, review each of the answer choices and discuss why they are facts or opinions. In questions 2 and 3, have students explore a variety of resources to help them get the experience of checking facts.

PARAGRAPH TOPICS

Nonfiction texts are made up of paragraphs. Each paragraph has a topic that supports the main idea. You can usually find the topic of a paragraph by locating the topic sentence. The topic sentence can be the first sentence of the paragraph, or it may be another sentence in the paragraph.



Underline the topic sentence in each of the paragraphs below.

1. Sharks are mean animals, right? Well, some scientists think that when sharks attack, they are actually trying to protect themselves. When a shark comes close to large objects, it rolls its eyes into the back of its eye sockets. This protects the shark's eyes from damage. Then the shark switches to "electro" detection. It senses electrical fields. A person swimming in the ocean gives off a wild and scattered electrical field, and the shark thinks it is being attacked! The scientists who believe in this theory point out that people who thrash around in the water get attacked by sharks more often than people who remain still.

Now restate the topic of the paragraph: _____



2. Music is entertainment for many people, but for some people music is medicine. Music therapists are doctors who use music to help people. Music therapists work in hospitals, nursing centers, schools, and treatment centers. They use music to help people with brain damage or other serious problems. For example, the patient might compose songs for the purpose of expressing feelings. Another patient might learn to play the piano for the purpose of improving motor skills. While these may seem like very new treatments, music therapy has been around for hundreds of years.

Now restate the topic of the paragraph: _____

Delivery

Paragraph topics are important in nonfiction because they allow the reader to understand the author's purpose, or main idea. Paragraphs are a way of organizing the information—without paragraphs, we would simply have lists of facts, which are hard to follow and rather boring. Have students identify the topic of each paragraph provided. Make sure they do not copy exact sentences or phrases from the paragraph; they should use their own words to summarize.

Timing

6 minutes

Sample Answers

1. *Underline second sentence. (Well, some scientists think that when sharks attack, they are actually trying to protect themselves.)*

Restate: *Sharks attack because their senses tell them that they must protect themselves.*

2. *Underline first sentence. (Music is entertainment for many people, but for some people music is medicine.)*

Restate: *Music therapy can be used to help sick people recover.*

Notes for LEP Students and ELLs

Students should look towards the beginning of a paragraph for the topic sentence. The topic sentence may not always be the first sentence of the paragraph, but in most cases it will be one of the first three.

READING PASSAGES

Now it's time to read some nonfiction. Remember to pay attention to the main idea and paragraph topics. When you finish reading the passage, answer the questions on the next page.

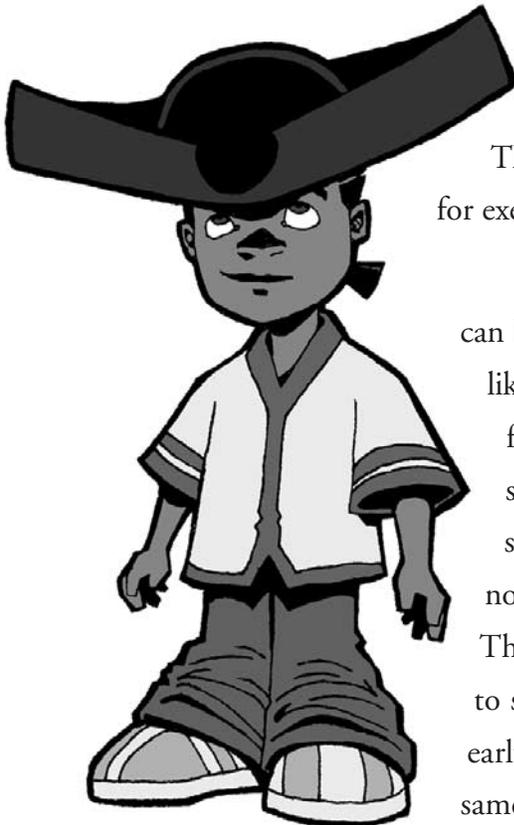
When you watch sports on television, you see the players, the ads, and the stadiums. It all looks very modern. However, almost every sport that is popular today began hundreds of years ago. Some sports (such as track and field, boxing, and wrestling) are a thousand years old or more. In some cases, the rules of the game have changed very little. For example, the first list of rules for golf appeared in 1744. One rule from that list is: "You are not to remove stones, bones, or any other matter for the sake of playing your ball." That rule still exists in golf—except that bones don't usually appear on golf courses today!



One of the most ancient ball games is field hockey. Field hockey predates the Romans and Greeks. It was played by the Egyptians at least as far back as 2500 BC, and perhaps before 2800 BC. Modern historians know about field hockey in ancient

times because tombs, vases, and other artifacts show pictures of people playing the game. The pictures feature a ball, sticks, and goal areas.

The Egyptians played field hockey and other sports for exercise and entertainment, just as we do today.



Even very modern sports such as snowboarding can be traced back to another time. Snowboarding is like surfing on the snow, and surfing has been around for centuries. Although no one knows exactly when surfing began, there is no doubt that the ancient sport of "wave sliding" was popular in the islands now known as Hawaii around the sixteenth century. The wave sliders used polished pieces of flat wood to surf on the waves. Can you imagine what those early surfers would say if they saw people doing the same thing in the snow?

Delivery

Give students plenty of time (approx. 6 minutes) to read the passage. For less advanced readers, remind them not to get stuck on small details. They should keep reading for the main idea and paragraph topics.

Notes for LEP Students and ELLs

Allow for more time to read the passage. Before students go on to the questions on the next page, discuss what the passage was about. Also, find out where in the passage students had difficulty, and go over those spots.

1. What is the main idea of the article? _____

2. Why does the author include the rule about golf in the first paragraph? _____

3. Why do you think it is important to know about the history of sports? _____

4. How do historians know that the Egyptians played field hockey?

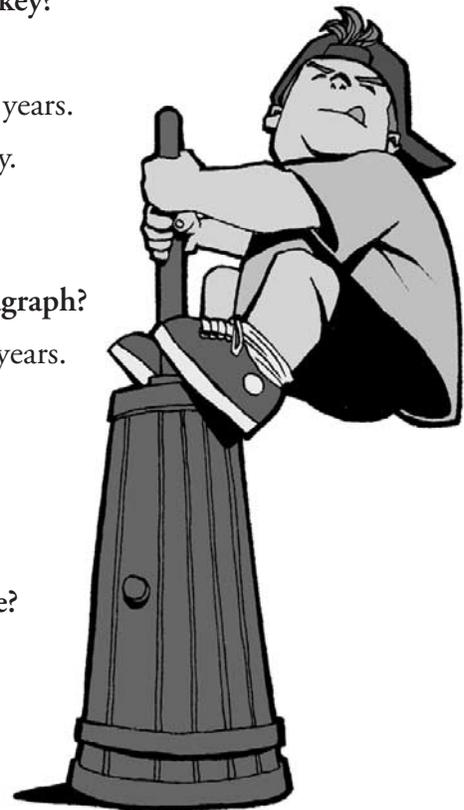
- (A) The Egyptians wrote books about field hockey.
- (B) The rules for field hockey have not changed in thousands of years.
- (C) The Egyptians left artifacts that show pictures of field hockey.
- (D) People in Egypt today often play field hockey.

5. Why does the author mention snowboarding in the last paragraph?

- (A) To show how a very modern sport can be traced back many years.
- (B) To say that snowboarding is a better sport than surfing.
- (C) To point out that surfing began in Hawaii.
- (D) To discuss the future of surfing and snowboarding.

6. Which of the following would be the best title for this article?

- (A) The History of Surfing
- (B) How Sports Began
- (C) Sports in Ancient Egypt
- (D) Sports Are Great



7. If you could find out about the history of your favorite sport, which sport would that be and why?

Delivery

Have students answer the questions in complete sentences. Then review the answers as a class. Encourage students to think about how their own experiences helped them understand what the passage was about.

Timing

8 minutes

Sample Answers

1. *Sports have interesting histories that can be traced back to long ago.*
2. *The rule about golf is included to demonstrate how a modern sport has a rule from hundreds of years ago.*
3. *It is important to know about the history of sports because sports are very important in society today and they influence many young children.*
4. *(C) The Egyptians left artifacts that show pictures of field hockey.*

The answer to this detail-oriented question is in the middle of the second paragraph.

5. *(A) To show how a very modern sport can be traced back many years.*

This answer is directly related to the main idea.

6. *(B) How Sports Began*

The title should be a short summary of the main idea. (A) and (C) are too narrow because they only relate to portions of the passage. (D) is too broad.

7. *(Sample) Baseball is my favorite sport because it involves a lot of skill and strategy. I would find out its history because there are many great players that I don't know about.*

Encourage students to read their answers aloud. Make sure they write in complete sentences and support their answers with some reasons.

Notes for LEP Students and ELLs

Work through the questions as a class. Encourage students to use the passage to help them answer the questions. They can do this by looking for key words in the questions, then finding those key words in the passage. Doing so should help them locate the appropriate information. See more notes on the next page.

Notes for LEP Students and ELLs

Use the following guidelines to help students understand the passage about the history of sports.

Previewing: *Learning about a text before reading it.*

Before students read the passage, discuss the history of sports. Which sports do they know the history about? Which sports would they like to learn more about? If time allows, have students look up the history of their favorite sport online or in an encyclopedia.

Contextualizing: *Placing a text in its historical, biographical, and cultural contexts.*

Discuss who students think wrote this article. Was it written in the present time or long ago? Was the author an expert or a novice in the history of sports? How could students check the facts in the article?

Questioning to understand and remember:
Asking questions about the content.

Ask questions about each of the paragraphs as students read. In the first paragraph, are all sports brand new or do they have long histories? In the second paragraph, why did the Egyptians play field hockey? In the last paragraph, what do you think early surfers would say if they experienced snowboarding?

Summarizing: *Identifying the main ideas and restating them in your own words.*

Have students identify the main idea of the passage—to discuss the history of sports.

Comparing and contrasting related readings: *Exploring similarities and differences between texts to understand them better.*

Ask students to compare this text to other texts that they have read in class. How are they similar? How do they differ? Also, ask students to compare this text with their own experiences with sports.



Word Squad

