

 **Instructional Targets**

**Reading Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong textual evidence.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

**Level 2** Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

**Level 1** Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *The Summer Olympics*, students will follow Keisha, JR and Julie as they learn about the Summer Olympics, the Special Olympics fitness and teamwork. In this chapter, **Teamwork**, Keisha, JR and Julie learn about some of the team events at the Summer Olympics. They will also learn how all the athletes on a team must work together in order for the team to be successful.



**Topic Words**



athlete	event	practice
cheer	medal	team
coach	Olympics	teamwork
compete		



**Literacy Words**

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

\* Power Words

**Benchmark Assessments**

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

**Unit Checkpoint Assessments**

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.





Lesson at a Glance

	Activity 1	Activity 2	Activity 3
<p><b>Instructional Activities</b></p>	Read Aloud	Guided / Shared Reading	Answer Questions
<p><b>?</b> See how these activities fit into the <b>Suggested Unit Pacing</b>.</p>			
<p><b>ULS Materials and Resources</b></p>	<p><b>Chapter 6: Teamwork</b> (Level H/I)</p> <p><b>Communication Board</b></p> <p><b>Standards Connection A</b></p>	<p><b>Chapter 6: Teamwork</b> (Level H/I, F/G or F/G Symbol-Supported)</p> <p><b>Communication Board</b></p>	<p><b>Chapter 6: Teamwork</b></p> <p><b>Communication Board</b></p> <p><b>Comprehension Questions</b> (Fill-In and Multiple-Choice, Levels 3-1)</p> <p><b>Advanced Questions</b></p> <p><b>Fill-In Cards</b> </p> <p><b>Standards Connection B</b></p> <p><b>Standards Connection C</b></p>
<p><a href="#">Instructional Guides: Active Participation Scripts</a></p> <p><a href="#">Instructional Guides: Instructional Tips</a></p> <p><a href="#">SymbolStix PRIME</a></p> <p><b>L<sup>3</sup> Skills: <a href="#">Language Arts Skills</a></b></p>			
<p><b>Additional Materials</b></p>			



## Instructional Targets

### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



## Instructional Routine



<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Use Lesson 15, Activity 3 to introduce and review the Topic Words: athlete, cheer, coach, compete, event, medal, Olympics, practice, team, teamwork. As you read, consider using Lesson 15, Activity 5 to help students use context clues to find the meaning of words in the text.</li> <li>• Continue talking about the Olympics. Ask a focus question such as, "What is a group of people who compete in a sport or game together called—a team or a coach?" Discuss students' responses.</li> <li>• Display Chapter 6, <b>Teamwork</b> (Level H/I), and read the title. Use Standards Connection A to provide a visual.</li> <li>• Preview the chapter. Point out the illustrations of different teams and discuss how people can work together to help their team be successful. Then say, "As I read, it is your job to remember one way to show teamwork."</li> <li>• Review the learning goal with students: <b>I will remember one way to show teamwork.</b></li> </ul>
<b>During Reading</b>	<p><b>Model Fluent Reading</b></p> <ul style="list-style-type: none"> <li>• Read aloud with fluency and expression.</li> <li>• Call attention to things teams can do to be successful by emphasizing the words 'cheer', 'practice', 'hard work', 'work together' and 'teamwork' as you read.</li> </ul> <p><b>Comment on People, Setting and Events</b></p> <ul style="list-style-type: none"> <li>• Comment on how the illustrations and text help you learn about teamwork. For example, on page 47 of the book, say, "The illustration shows the team putting their hands together. The text says that teams encourage each other and cheer each other on."</li> <li>• Point out the implied meaning of a selection of text. For example, on page 48, the text says, "He practices hard." Ask students, "How do you think JR practiced?" Explain that the word 'hard' implies that he put in a lot of work and it wasn't easy.</li> </ul> <p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 48, the discussion question asks, "What could happen if a team doesn't practice?" Model how to find the clues in the text to answer the question. Say, "The page says 'Keisha and Julie are not fast, but they get faster when they practice as a team.' I know teams set goals for themselves. I think practicing and working together helps a team reach their goals."</li> </ul>
<b>After Reading</b>	<p>Revisit the learning goal. Ask, "What is one way to show teamwork?"</p> <p><b>Level 3:</b> Have the student independently describe one way to show teamwork. Provide prompts, such as, "How can you encourage your teammates?" or "Why do members of a team put their hands together?"</p> <p><b>Level 2:</b> Have the student identify one way to show teamwork by providing a sentence frame: Teammates put their hands together to ____ each other on. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p><b>Level 1:</b> Have the student answer a question or complete the sentence frame from Level 2 practice by making a selection from a narrowed field or errorless choice(s).</p> <ul style="list-style-type: none"> <li>• Continue discussion by discussing other ways that teams can work together to show teamwork.</li> <li>• Use Standards Connection A to discuss and compare different book genres and student preferences.</li> </ul>



## Check Understanding










- ✳ **Level 3:** Can the student describe one way to show teamwork from the chapter?
- ✳ **Level 2:** Can the student identify one way to show teamwork? How?
- ✳ **Level 1:** Can the student identify one way to show teamwork by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**




*Reading Standards for Literature*

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This Leveled Chapter Book is presented in three leveled formats: Level H/I, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

	<b>Instructional Routine</b> Guided Reading   or 	<b>Instructional Routine</b> Shared Reading   or 
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the chapter by having students share what they have learned about teamwork.</li> <li>• Use the following Topic Words in conversation about the chapter: athlete, cheer, coach, compete, event, medal, Olympics, practice, team, teamwork. Have students locate the words in the chapter.</li> <li>• Read the first three pages aloud, introducing students to the structure of the language.</li> <li>• Review the learning goal with students: <b>I will read a chapter.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the chapter by having students share what they have learned about teamwork.</li> <li>• Use the following Topic Words in conversation about the chapter: athlete, cheer, coach, compete, event, medal, Olympics, practice, team, teamwork. Help students locate the words in the chapter.</li> <li>• Review the learning goal with students: <b>I will read a chapter.</b></li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Listen as students read quietly to themselves.</li> <li>• Monitor fluency.</li> <li>• Model, prompt or support use of skills and strategies. </li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud while students follow along.</li> <li>• Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board.</li> <li>• Monitor print concepts and fluency. </li> <li>• Model and support use of skills and strategies.</li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the chapter.</li> <li>• Have students locate the High-Frequency Words: as, at, before, best, did, had, play, run, special, than, win.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit the learning goal and talk with students about the chapter.</li> <li>• Have students locate the High-Frequency Words: as, at, before, best, did, had, play, run, special, than, win.</li> </ul>

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Target**

**Reading Standards for Literature**

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.






**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"><li>• Introduce this activity by asking a focus question about the chapter. For example, ask, "What is something a coach does for a team—helps athletes practice together or reads books to athletes?" Discuss students' responses.</li><li>• Tell students they will now answer other questions about the chapter, <b>Teamwork</b>. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, <b>Teamwork</b>. Your job is to answer the questions. You can use the chapter to help you."</li><li>• Review the learning goal with students: <b>I will answer questions about the chapter.</b></li></ul>
<b>Model</b>	<ul style="list-style-type: none"><li>• Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events.</li><li>• Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question.</li><li>• Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.</li></ul>
<b>Provide Practice</b>	<p><b>Choose the most appropriate activity format on the basis of each student's skills and needs.</b></p> <p><b>Level 3:</b> The questions are text only. Have the student answer the questions independently</p> <p><b>Level 2:</b> The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p><b>Level 1:</b> The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
<b>Review</b>	<ul style="list-style-type: none"><li>• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures.</li><li>• Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.</li></ul>



**Check Understanding** 

-  **Level 3:** Can the student independently answer questions about the chapter?
-  **Level 2:** Can the student answer questions about the chapter by selecting a picture?
-  **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

coach work Basketball medal team

Fill-In (Levels 3-1)

1. JR's \_\_\_\_\_ won a race at the Special Olympics. (team)
2. The team listens to the \_\_\_\_\_. (coach)
3. \_\_\_\_\_ is a team sport in the Olympics. (Basketball)
4. The team with the best score wins a \_\_\_\_\_. (medal)
5. Keisha, JR and Julie will \_\_\_\_\_ together. (work)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (soccer ball, chicken, team\*)
2. Who does a team listen to? (radio, cow, coach\*)
3. What is a team sport? (checkers, piano, basketball\*)
4. What can a team in the Olympics win? (medal\*, volcano, moose)
5. What is important to know about this chapter?
  - Basketball is not a team sport.
  - Teams have to work together to try to win.\*
  - Julie doesn't like soccer.

Fill-In Advanced

1. It was our \_\_\_\_\_ that helped us win. (teamwork)
2. People on a team show teamwork by \_\_\_\_\_ together. (practicing)
3. Some athletes compete \_\_\_\_\_. (alone)
4. Being part of a team is \_\_\_\_\_ (hard work).
5. Everyone encourages each other and \_\_\_\_\_ each other on. (cheers)

Multiple-Choice Advanced

6. What is a team sport in the Olympics? (volleyball\*, boxing, weight lifting)
7. What must people on a team do? (eat dinner, work together\*, work alone)
8. What does a soccer player have on a team? (frustration, free time, job\*)
9. Why must a soccer player pass the ball?
  - They have to go to the bathroom.
  - Passing the ball helps the team to score a goal.\*
  - They want to be done with the game.
10. How might being on a team make you feel?
  - Being on a team makes you feel good because you work together.\*
  - Being on a team makes you feel bad because you feel alone.
  - Being on a team makes you feel mad because you cannot win a medal.



 **Instructional Targets**

*Reading Standards for Literature*


- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other cultures); identify personal preferences.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>• Experience various forms of literature having various themes and identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how two stories are similar or different.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a book or story of personal preference.</li> </ul>


Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 13 - Chapter 6  
Standards Connection A
13  
Standards Connection A




What is the title of this chapter?  

---





What do you think this chapter will be about?  


---




This is a Chapter Book.  
What kind of Chapter Book is this?


  
Fiction


  
Nonfiction




What is the chapter topic?

  
Biography


  
Social Studies

  
Science





Compare this book to a Chapter Book that has been read recently.  


---





What kind of book would you choose?

  
Picture Book

  
Chapter Book

  
Comic Book

  
Book with facts

 Copyright © 2023 n2y, LLC. All rights reserved.  
Unique Learning System®, 2023-2024
HIGH SCHOOL, Unit 10  
Lesson 13

 **Instructional Targets**

**Reading Standards for Literature**

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, character, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

**Standards for Speaking and Listening**

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and appropriate to a task, an audience or a situation.

**Standards for Language**

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

**Level 2** Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that supports the development of a theme with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.


**Level 1** Students will...




- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.


Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.

**Standards for Language** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.

Lesson 13 - Chapter 6  
Standards Connection B 13  
Standards Connection B

 **Main Idea (What is this story about?)**

<b>In the beginning...</b> 	
<b>Then...</b> 	
<b>At the end...</b> 	

 **What is important to know?**

Copyright © 2021 n2y, LLC. All rights reserved. Unique Learning System®, Month Year
HS - Unit 6 - Unit Target - Unit Test - Lesson 13, Chapter 6, Title



 **Instructional Targets**

**Reading Standards for Literature**

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**











Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support.</li> <li>● Compare literal and implied meaning presented in a story, play or poem.</li> </ul>	<ul style="list-style-type: none"> <li>● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support.</li> <li>● Identify implied meaning in a literary text with support.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s).</li> <li>● Identify implied meaning in a literary text from a narrowed field or errorless choice(s).</li> </ul>


Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 13 - Chapter 6  
Standards Connection C

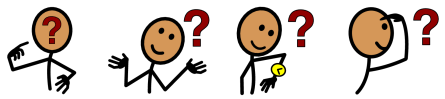




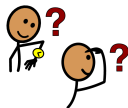
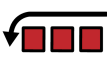
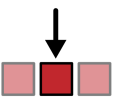
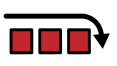

13  
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	⋮	⋮	⋮
 Storyteller (Who?)	⋮	⋮	⋮
 Setting (When or Where?)	⋮	⋮	⋮
 Beginning (What?)	⋮	⋮	⋮
 Middle (What?)	⋮	⋮	⋮
 End (What?)	⋮	⋮	⋮
 Lesson (What?)	⋮	⋮	⋮

 Copyright © 2023 n2y, LLC. All rights reserved. Unique Learning System®. 2023-2023

HIGH SCHOOL, Unit 6  
Lesson 13

## Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

# Chapter 6: Teamwork



Bind This End

JR shows Keisha a picture. It is a picture of JR winning a medal at the Special Olympics.

Keisha asks, “How did you win your medal?”

JR says, “I was in a relay race with my friends. We worked really hard. We had to practice racing



around the track. Our teacher was our coach.

We practiced handing each other the baton.

This is a picture of my team. We won the medal together. We cheered for our team. It was our teamwork that helped us win.”

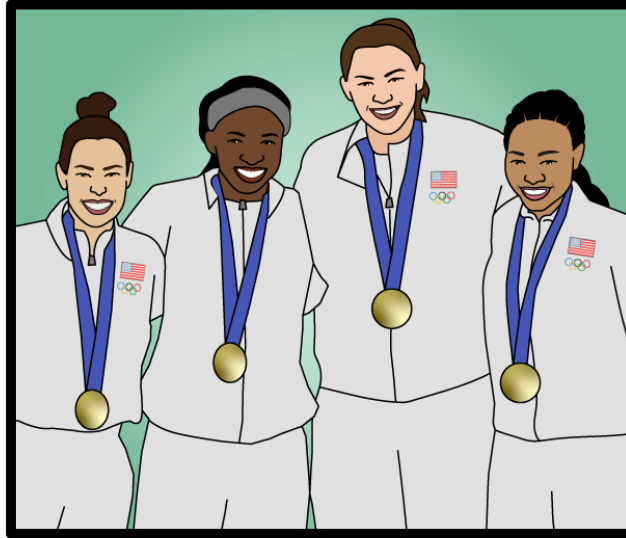
*How did JR win his medal at the Special Olympics?*

JR knows how to be a part of a team also. He knows teamwork helps teams win. People on a team show teamwork by practicing together. They show teamwork by encouraging each other and listening to the coach. A



coach helps the athletes. A coach tells the athletes what job they will do on the team. A coach helps the athletes work together as a team.

*Why is it important to listen to the coach?*



Many events at the Olympics are team events. The U.S. women's 3x3 basketball team won the gold medal in 2021. They worked as a team to win. Other team Olympic events include:

- Soccer.
- Water polo.
- Handball.
- Volleyball.

*Talk about these sports and how the athletes work as a team.*



Some athletes compete alone. But their score is added to their teammates' scores. The team with the best score wins a medal. Some of these Olympic team events are:

- Gymnastics.
- Archery.
- Cross-country running.
- Equestrian.
- Synchronized swimming.

*Talk about these sports and how the athletes work as a team.*

Being part of a team is hard work. Everyone must work together. Working together is better than working alone. Everyone encourages each other and cheers each other on. A soccer player knows their job on the soccer

team. They cannot always kick the ball.

They must pass the ball to their teammates before



they can score. Soccer players know how to be part of a team.

*Talk about the importance of team members working together.*



Keisha, JR and Julie want to be on a team together. They want to be on a team that races.

They practice together.

JR races with his wheelchair. He practices hard. Keisha and Julie



are not fast, but they get faster when they practice as a team. They will work together and get faster. They will cheer for each other. It feels good to be a part of a team. Whether they win or lose, they can be proud of themselves for working together.

*What could happen if a team doesn't practice?*

# Chapter 6: Teamwork

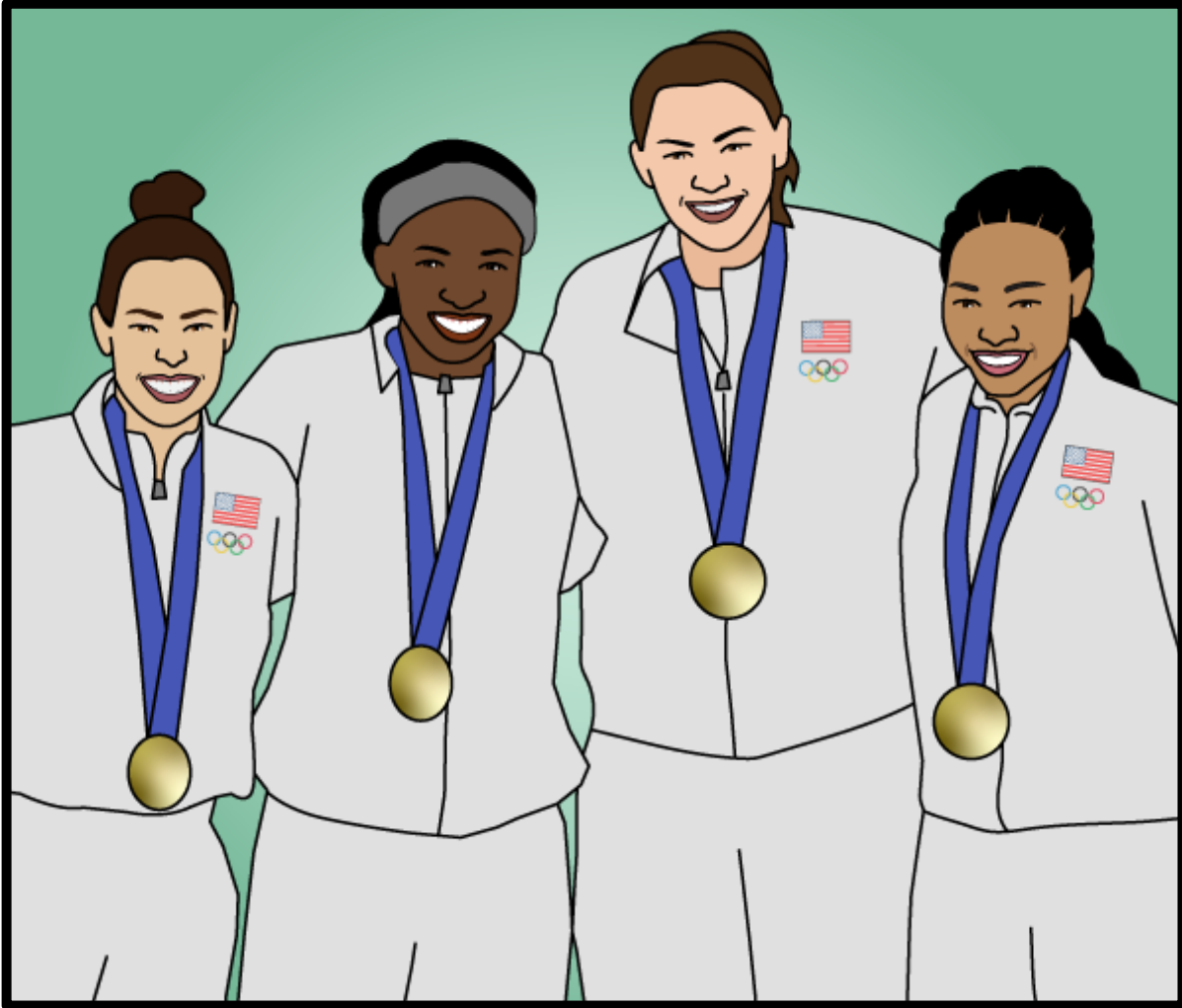




**JR's team won a race at the Special Olympics. They worked hard. They won a medal together. Their teamwork helped them win.**



**Teamwork helps teams win. A team practices together. The coach helps the team. The team listens to the coach. Everyone on the team does their job.**



**The Olympics have many team events. Basketball is a team sport in the Olympics. The U.S. Women's basketball team won the gold medal in 2021.**



**Some athletes compete alone. They add their score to their teammates' score. The team with the best score wins a medal.**



**Everyone works together on a team.  
Everyone on the team must do their  
best.**



**Keisha, JR and Julie want to be on a team. They want to race together. They will work together. They are proud of their team.**



# Chapter 6: Teamwork



Bind This End



JR's



team



won a race



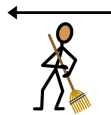
at the Special Olympics.



They



worked



hard.



They



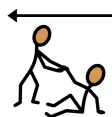
won a medal together.



Their teamwork



helped



them



win.

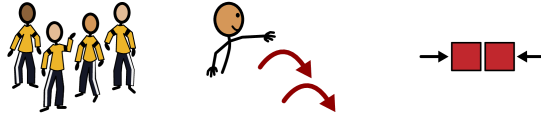




Teamwork helps teams win.



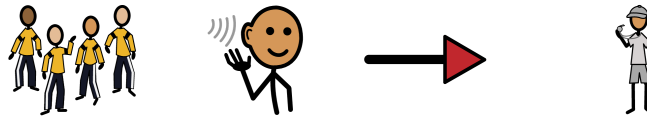
A team practices together.



The coach helps the team.

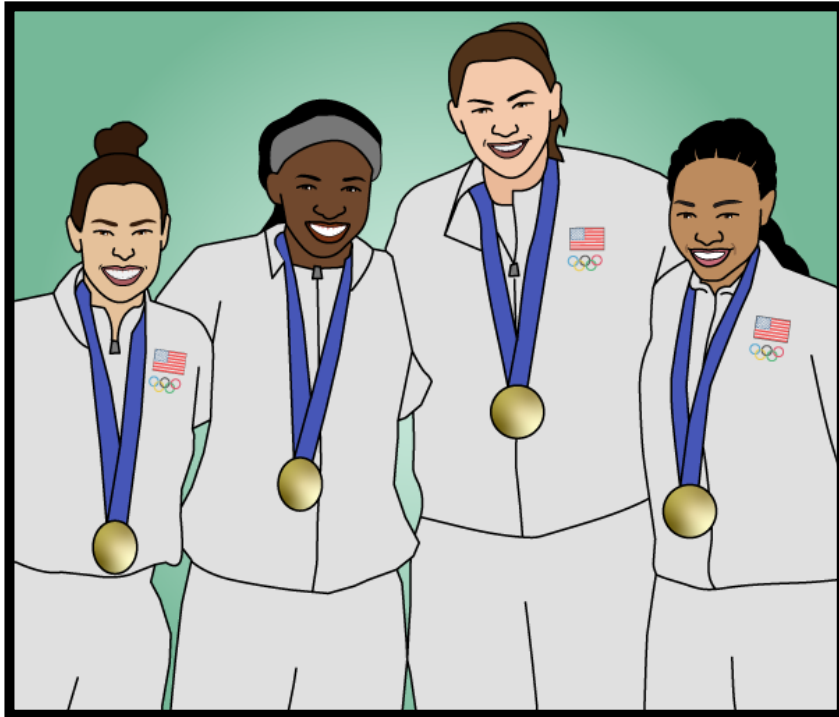


The team listens to the coach.



Everyone on the team does their job.





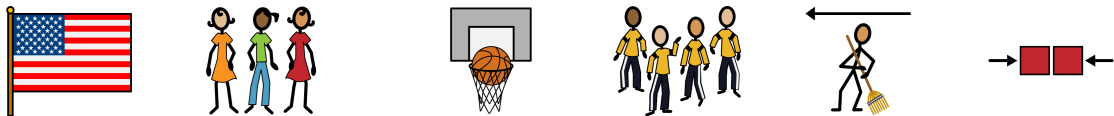
The Olympics have many team events.



Basketball is a team sport in the Olympics.



The U.S. Women's basketball team worked together.

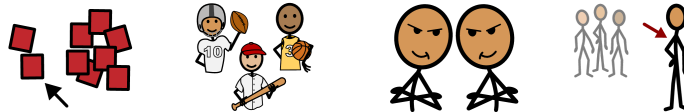


In 2021, they won the gold medal.

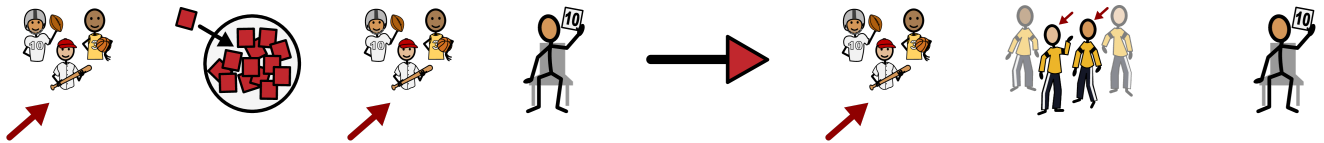




Some athletes compete alone.



They add their score to their teammates' score.



The team with the best score wins a medal.

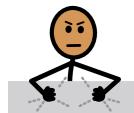




Everyone works together on a team.



Everyone on the team must do their best.

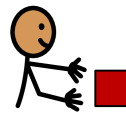




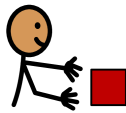
Keisha, JR and Julie want to be on a team.



+



They want to race together.



They will work together.



They are proud of their team.



=



yes



# Teamwork

no



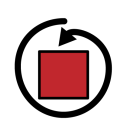
win 	work 	hard 	JR 	team 	race 	Special Olympics 
help 	practice 	together 	medal 	teamwork 	coach 	job 
listen 	compete 	many 	event 	basketball 	sport 	athlete 
add 	want 	best 	score 	Keisha 	Julie 	

Within each category, pictures are listed from left to right in the order in which they appear in the text.





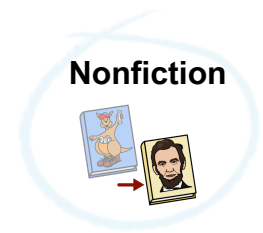
What is the title of this chapter?



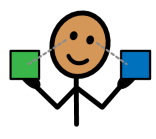
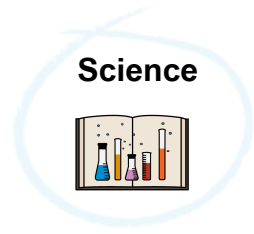
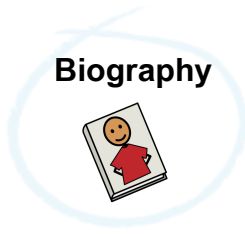
What do you think this chapter will be about?



This is a Chapter Book.  
What kind of Chapter Book is this?



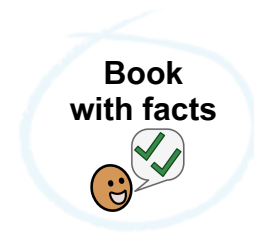
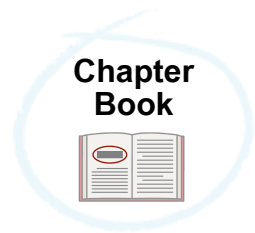
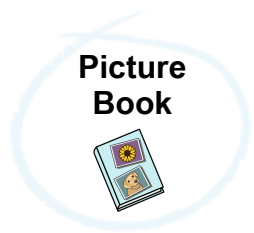
What is the chapter topic?



Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?



Name: \_\_\_\_\_

1. JR's  won a race at the Special Olympics.

2. The team listens to the .

3.  is a team sport in the Olympics.

4. The team with the best score wins a .

5. Keisha, JR and Julie will  together.

Name: \_\_\_\_\_

1. JR's

won a race at the Special Olympics.

2. The team listens to the

.

3.

is a team sport in the Olympics.

4. The team with the best score wins a

.

5. Keisha, JR and Julie will

together.

1. JR's



won a race at the Special Olympics.



2. The team listens to the

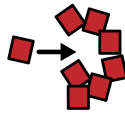


.

3.  is a team sport in the Olympics.



4. The team with the best score wins a



5. Keisha, JR and Julie will



+



together.





**1. What is this chapter about?**

- a. soccer ball                      b. chicken                      c. team

**2. Who does a team listen to?**

- a. radio                                  b. cow                                  c. coach

**3. What is a team sport?**

- a. checkers                              b. piano                              c. basketball

**4. What can a team in the Olympics win?**

- a. medal                                  b. volcano                                  c. moose

**5. What is important to know about this chapter?**

- a. Basketball is not a team sport.
- b. Teams have to work together to try to win.
- c. Julie doesn't like soccer.

### 1. What is this chapter about?

a. soccer ball



b. chicken



c. team

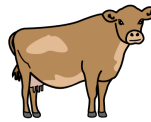


### 2. Who does a team listen to?

a. radio



b. cow



c. coach



### 3. What is a team sport?

a. checkers



b. piano



c. basketball



### 4. What can a team in the Olympics win?

a. medal




b. volcano



c. moose



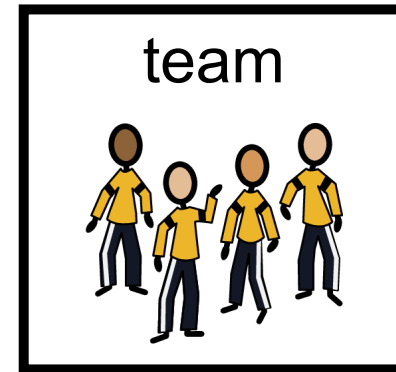
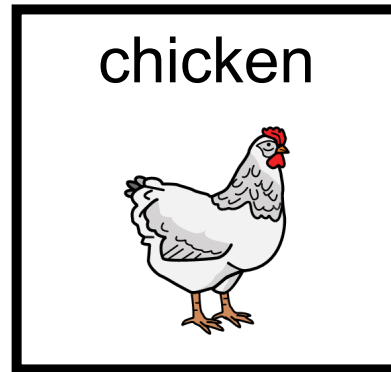
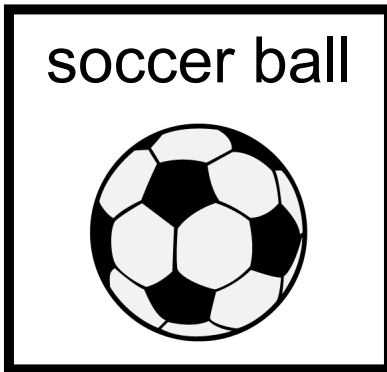
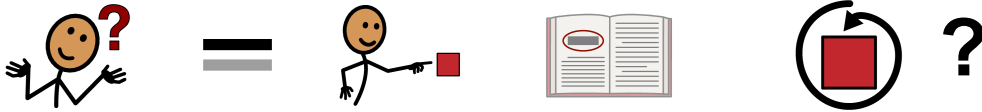
### 5. What is important to know about this chapter?

a. Basketball is not a team sport. 

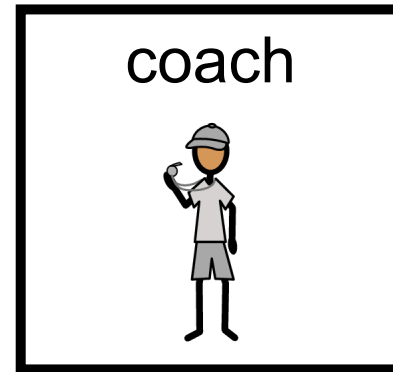
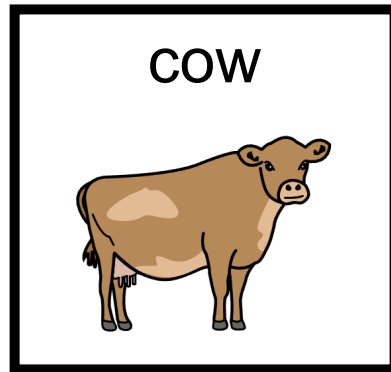
b. Teams have to work together to try to win. 

c. Julie doesn't like soccer. 

1. What is this chapter about ?



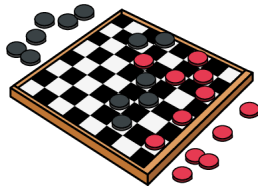
2. Who does a team listen to ?



3. What is a team sport ?



checkers



piano



basketball



4. What can a team in the Olympics win ?



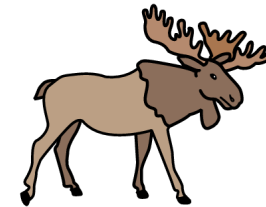
medal



volcano



moose



5. What is important to know about this chapter ?



Basketball is not a team sport.

An illustration of three basketball players in yellow and blue uniforms, with a large red 'X' drawn over them.

Teams have to work together to try to win.

An illustration of two red squares with arrows pointing towards each other from the left and right.

Julie doesn't like soccer.

An illustration of a soccer goal with a soccer ball in front of it, and a large red 'X' drawn over the entire scene.

Name: \_\_\_\_\_

*Use your chapter book to help you fill in the blank.*

1. It was our \_\_\_\_\_ that helped us win.
2. People on a team show teamwork by \_\_\_\_\_ together.
3. Some athletes compete \_\_\_\_\_ .
4. Being part of a team is \_\_\_\_\_ .
5. Everyone encourages each other and \_\_\_\_\_ each other on.



Use your chapter book to help you choose the correct answer.

**6. What is a team sport in the Olympics?**

- a. volleyball
- b. boxing
- c. weight lifting

**7. What must people on a team do?**

- a. eat dinner
- b. work together
- c. work alone

**8. What does a soccer player have on a team?**

- a. frustration
- b. free time
- c. job

**9. Why must a soccer player pass the ball?**



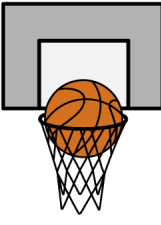







- a. They have to go to the bathroom.
- b. Passing the ball helps the team to score a goal.
- c. They want to be done with the game.

**10. How might being on a team make you feel?**

- a. Being on a team makes you feel good because you work together.
- b. Being on a team makes you feel bad because you feel alone.
- c. Being on a team makes you feel mad because you cannot win a medal.




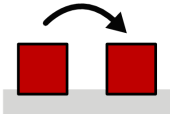

For hands-on instruction, print, cut out and laminate.

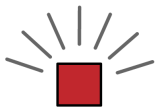
<p>coach</p> 	<p>work</p> 	<p>Basketball</p> 	<p>medal</p> 	<p>team</p> 
<p>coach</p> 	<p>work</p> 	<p>Basketball</p> 	<p>medal</p> 	<p>team</p> 
<p>coach</p>	<p>work</p>	<p>Basketball</p>	<p>medal</p>	<p>team</p>



## Main Idea (What is this story about?)

---

<p><b>In the beginning...</b></p> 	
<p><b>Then...</b></p> 	
<p><b>At the end...</b></p> 	



## What is important to know?

---