Unit 3/Week 1

Title: Jump

Suggested Time: 5 days (approximately 45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Working hard, staying focused, healthy competition, and supportive relationships can allow one to overcome adversity and lead to success. Determination and turning of what could have been negative qualities and/or experiences into positive ones.

Synopsis

In this story, Michael Jordan is a very active child. His family helps him to channel his energy into positive activities. He also develops a healthy competition with his brother, Larry. As he grows, Michael works hard and focuses on improving his basketball skills. His relationship with his parents, his brother, and Coach Herring also help Michael to improve and turn what could have been negative qualities (mischief, different kind of energy, the bounciest) into successes. The story ends with Michael beating Larry in a game of one-on-one and eventually becoming a very successful basketball player.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| Use evidence from the text to describe what Michael was like as a child.  | * in and out of mischief
* happy playing sports and games
* different energy and curiosity than brothers/sisters
* bounciest of all the kids
* ran and played with new friends
* tried to keep up with Larry, worked very hard to beat Larry
 |
| The author writes “Maybe, the Jordans figured, if they moved to another house, with more room and space.” A bungalow is a small, one story house. Why did the Jordans figure or conclude that they needed to move to a house with more room and space?  | The Jordans had busy, bouncy kids and a small house. They needed a bigger house for the kids. |
| Which sentence describes how Larry is better than Michael? What is the effect of reading so many different examples of Larry being better than Michael?  | * “Larry was always one jump sooner in checkers, one stroke faster in swimming, one breath longer underwater.”
* “Larry dashed, Michael only ran.”
* “Larry sang, Michael croaked.”
* “Larry leaped, Michael only hopped.”
* to show how important this competition between Larry and Michael is in Michael’s life where Larry was ahead of Michael in everything
* to show Michael wasn’t born a great athlete
 |
| The author writes “Now, Michael knew there was only one way for him to play basketball better than Larry. . .” What did Michael do to improve his basketball skills? | * He had to play more than Larry.
* He played in pickup games on the blacktop at school or the park.
* He played alone in his backyard.
 |
| How did time help Michael? | * He became a fair baseball player.
* He grew smarter and was able to persuade his friends to do his chores for him.
* He grew taller than anyone in his family.
 |
| What evidence from the text supports the idea that “Michael started to live and breathe basketball”? | * gave up baseball
* came back to play with the blacktop kids by the high school even after he had been teased
* he practiced at 6am with Coach Herring
 |
| Michael is teased when he finally played the blacktop kids, but, as the author writes, he “gritted himself back into the game. What does “gritted” mean? What does the author’s used of this word tell us about Michael? | He is determined even when his peers are teasing him instead of supporting and encouraging him. When Michael competes with the blacktop kids by the high school, he missed the layup and was teased. He came back the next day to play again. |
| How can you tell that Coach Herring liked Michael?  | * He puts him on the junior varsity team.
* He meets with him before school at 6am to coach him in basketball.
* Coach Herring is smiling and looks excited while watching Michael practice in the picture.
 |
| What do you think the author means when he says that “Michael turned the tables on Larry”? | Michael was finally able to beat Larry at basketball. |
| The author writes “Soon the brothers were in the thick of the game. . .” Which phrases describe what is happening in “the thick of the game”? | * Tangle of arms and legs flashing around the orange ball
* Larry grinned
* Michael leaped
* Larry leaped
* Michael kept going, going and going past Larry’s hands
 |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | mischieffiguredplucky, varsity, junior varsityusual | curiosity, boundless, bustleprofessional, competitor, career |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | gritted | bungalowcroakedpersuading, dreadedmocking, taunts, scoffed, jeered |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Michael Jordan became a successful professional athlete through working hard and staying focused. There were also people in his life who supported him and helped him to succeed. Complete the chart below with examples from the text. Then, write a paragraph explaining how Michael’s hard work, focus, and supportive family and coach helped him to turn his in basketball into a professional career.*

|  |  |  |
| --- | --- | --- |
| Examples of how Michael Jordan worked hard to become a successful athlete. | Examples of how Michael Jordan stayed focused to become a successful athlete. | Examples of people in Michael’s life who supported him and helped him to become a successful athlete. Include information about how each person helped Michael. |
|  *Practiced basketball more than his brother by playing in pickup games and practicing by himself**Met Coach Herring at 6am for extra coaching* | *Gave up baseball to focus his time on basketball**Did not allow the kids who teased him after he missed the layup to cause him to quit – he came back to play the next day* | *1. Michael’s parents – gave Michael rules and chores which kept him out of trouble, got him involved in sports, involved him in building the new house which taught him about teamwork), put up basketball hoop at new house which allowed him to practice basketball often**2. Larry – competed against Michael, played many 1-1 games with Michael which helped Michael through providing extra practice, he rooted for Michael which gave him encouragement**3. Coach Herring – put Michael on junior varsity team, coached him in basketball before school which gave Michael extra practice* |

Additional Tasks

1. *Why didn’t Michael Jordan give up playing basketball? He could have just stayed with baseball, but he chose not to. Look for evidence in the text to explain why he continued to play basketball.*

Answer:

Michael admired his older brother, Larry. He competed against Larry often and wanted to beat him at basketball. He also watched the blacktop kids by the high school, and he wished that he could be like them. Even though he was so successful at baseball, he loved basketball. Then he finally beat Larry “the best, at his own game” in basketball. Coach Herring put Michael on the junior varsity team and helped him to improve in basketball.

1. *Think about a talent or interest you have and some obstacles or frustrations you have experienced. How can this story help you to think of ways to stay with what you are interested in instead of giving up?*

Answer: Michael was not born good at basketball. He had to practice very hard to become a successful player. He also had to accept the help and support of family, friends, and coaches to become successful.

1. *This story is about the beginning of Michael Jordan’s career. Students could research how he is doing now and what happened in the remainder of his career not included in this story.*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Jump!”**

1. Use evidence from the text to describe what Michael was like as a child.
2. The author writes “Maybe, the Jordans figured, if they moved to another house, with more room and space.” A bungalow is a small, one story house. Why did the Jordans figure or conclude that they needed to move to a house with more room and space?
3. Which sentence describes how Larry is better than Michael? What is the effect of reading so many different examples of Larry being better than Michael?
4. The author writes “Now, Michael knew there was only one way for him to play basketball better than Larry. . .” What did Michael do to improve his basketball skills?
5. How did time help Michael?
6. What evidence from the text supports the idea that “Michael started to live and breathe basketball”?
7. Michael is teased when he finally played the blacktop kids, but, as the author writes, he “gritted himself back into the game. What does “gritted” mean? What does the author’s used of this word tell us about Michael?
8. How can you tell that Coach Herring liked Michael?
9. What do you think the author means when he says that “Michael turned the tables on Larry”?
10. The author writes “Soon the brothers were in the thick of the game. . .” Which phrases describe what is happening in “the thick of the game”?