

# Learning from Others

FOCUS QUESTION

## What life lessons can we learn from others?

### About the Lesson

OBJECTIVES

Content Objectives

- Determine the theme and topic of a story.
- Use details from the text to determine the theme.
- Understand how people can face challenges and learn life lessons with help from others.

Language Objectives

- Understand and use the term *theme* appropriately when speaking and writing.
- Use text evidence to justify ideas about a story’s theme during partner discussion.
- Discuss in groups the life lessons of characters in the stories and take notes.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.  
*theme, character, problem*

Spanish Cognates

*tema, problema*

### Build Knowledge

Lesson texts build knowledge about:

- Winning, losing, and learning from activities involving competition
- How to be a leader
- Taking risks and challenging yourself

### Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
  - Understand theme
  - Determine theme
- In Sessions 1 and 3, pair students of varying language-proficiency levels to **Buddy Read** the texts. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

### Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Thumbs-Up	1	connectedness, multiple perspectives
Stand and Share	1, 3	spontaneity, movement, connectedness
Jump in Reading	2	spontaneity, collective success
Give One, Get One	2, 4	movement, shared responsibility
Pick a Stick	2, 6	spontaneity
Musical Shares	4	movement, musicality, social interaction
Somebody Who	5	social interaction

LEARNING PROGRESSION | Determine Theme

**Students build on this skill:**  
**RL.3.2** Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**Students learn this skill:**  
**RL.4.2** Determine a theme of a story from details in the text.

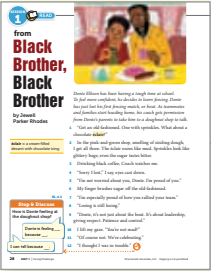

**Students prepare for this skill:**  
**RL.5.2** Determine a theme of a story or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

**Students review and practice:**

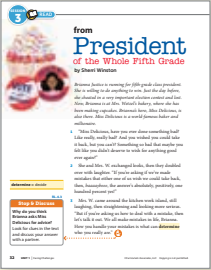

- **RL.4.1** Make inferences
- **RL.4.3** Describe characters
- **RL.4.4** Determine word meanings

LESSON PLANNING GUIDE



TEXT 1: from *Black Brother, Black Brother* • REALISTIC FICTION

SESSION 1	<b>SCAFFOLD READING</b> 	<b>TEXT AT-A-GLANCE</b> <b>Concepts/Background</b> <ul style="list-style-type: none"><li>fencing</li><li>winning and losing in sports</li></ul> <b>Language</b> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>confident, bout, rallied, patience, urgent, intent, (a) rush, exhale, focus, bond, glows</i></li><li><b>Idioms:</b> <i>born to (do something)</i></li><li><b>Figurative Language:</b> <i>éclair oozes like mud; sprinkles look like glittery bugs, (fencing) like being on a huge screen in high-def</i></li></ul>	<b>ENGLISH LEARNER SUPPORT (EL)</b> <b>Speaking/Reading</b> <ul style="list-style-type: none"><li>Role-play, Interpret figurative language</li></ul> <b>Speaking</b> <ul style="list-style-type: none"><li>Leverage cognate knowledge</li></ul> <b>Speaking/Writing</b> <ul style="list-style-type: none"><li>Collaborate with a partner</li></ul>
SESSION 2	<b>PRACTICE THE FOCUS STANDARD</b> <ul style="list-style-type: none"><li>Formative Assessment </li></ul>		

TEXT 2: from *President of the Whole Fifth Grade* • REALISTIC FICTION

SESSION 3	<b>SCAFFOLD READING</b> 	<b>Concepts/Background</b> <ul style="list-style-type: none"><li>class elections</li><li>people who become famous because of their business success</li><li>giving and receiving advice</li></ul> <b>Language</b> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>deserve, absolutely, positively, (kitchen) island, close (near and dear), delicately, goals</i></li><li><b>Idioms:</b> <i>take back, talk it out, get carried away with, hang out</i></li><li><b>Informal Language:</b> <i>something bad, baaaaybeee, dirty details</i></li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>Identify informal language, Analyze word parts, Interpret idioms, Analyze phrases</li></ul> <b>Speaking/Reading</b> <ul style="list-style-type: none"><li>Prompt retelling, Demonstrate use of standard skill</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>Use sentence frames, Collaborate with a partner</li></ul>
SESSION 4	<b>PRACTICE THE FOCUS STANDARD</b> <ul style="list-style-type: none"><li>Formative Assessment </li></ul>		

TEXT 3: *The Trouble with Talent* • REALISTIC FICTION

SESSION 5	<b>INDEPENDENT READING AND PRACTICE</b> <ul style="list-style-type: none"><li>Formative Assessment </li></ul> 	<b>Concepts/Background</b> <ul style="list-style-type: none"><li>talent shows</li><li>auditions</li></ul> <b>Language</b> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>turkey loaf, drop out</i></li><li><b>Idioms:</b> <i>my jaw drops to my feet, putting yourself out there</i></li><li><b>Informal Language:</b> <i>ew</i></li><li><b>Descriptive Language:</b> <i>river of sweat running down my neck</i></li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>Explore descriptive language, Role-play</li></ul> <b>Speaking/Reading</b> <ul style="list-style-type: none"><li>Collaborate with a partner</li></ul> <b>Listening/Reading</b> <ul style="list-style-type: none"><li>Read aloud questions and answer choices</li></ul> <b>Speaking/Writing</b> <ul style="list-style-type: none"><li>Talk before writing, Identify text evidence</li></ul>
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KNOWLEDGE BUILDING

SESSION 6	<b>RESPOND TO THE FOCUS QUESTION</b> <ul style="list-style-type: none"><li><i>What life lessons can we learn from others?</i></li></ul>	<ul style="list-style-type: none"><li>Integrate information from the lesson texts</li><li>Collaborative discussion</li><li>Short response</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>Use sentence frames</li></ul>
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## Before Teaching the Lesson

Preview the texts in advance of teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **from *Black Brother, Black Brother: Fencing*** Fencing is an organized sport that involves competitive, safe combat using a long, flexible sword. Fencers wear protective suits to prevent injury during both practice rounds and dueling competitions; the latter are known as bouts. As an alternate means of representation, show students videos or photos of professional fencers in a bout.
- **from *President of the Whole Fifth Grade: Elections*** In an election, each person gets to vote, and the person who receives the most votes wins. Elections occur for class presidents but also for real-life political positions.
- **The Trouble with Talent: Talent Shows** In a talent show, ordinary people perform to show off their talents, such as singing, playing an instrument, dancing, and so on.

## Talk About the Topic

### BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about characters who face challenges and learn life lessons through advice from others.
  - Ask students to **Raise a Hand** to share why a teacher, friend, or family member might be able to give important advice.
  - Introduce the focus standard. **Say, *As you read, you will determine the theme of the text and look for key details that support that theme.***
  - Discuss the difference between *life lessons* and school lessons. Have students explain what a *life lesson* is in their own words. **EL**
- 2 • Ask students to complete Notice and Wonder with a partner. Circulate to identify gaps in background knowledge.
  - Use **Thumbs-Up** to have students vote for which text they are most interested in reading.



# Learning from Others

1

## FOCUS QUESTION

# What life lessons can we learn from others?

2

## NOTICE AND WONDER

Look at the three stories you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

## THINK ABOUT LIFE LESSONS

The characters in these stories learn life lessons from challenges and get advice from others. Have you ever learned a life lesson from a difficult experience or from a helpful person? Write notes and tell a partner about what you learned.

### Sample responses.

Memory	Lesson Learned
One year our team was really bad in baseball. We didn't win a single game! But we ended up having a strong team spirit.	Teamwork matters more than winning.

I remember \_\_\_\_.

The lesson I learned was \_\_\_\_.



from *Black Brother, Black Brother*  
by Jewell Parker Rhodes

## LESSON 2



from *President of the Whole Fifth Grade*  
by Sherri Winston



*The Trouble with Talent*  
by Lee Lewis

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LESSON 2 | Learning from Others

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### 3 INTRODUCE ESSENTIAL CONCEPTS

- Model how to share about a life lesson by sharing a personal example of a life lesson you have learned, such as from a challenging experience. Talk about good advice you received from others that helped with this experience.
- Then have students work in pairs to complete Think About Life Lessons.
- Have students **Turn and Talk** to complete the activity. Circulate and listen for relevant, thoughtful connections. Then invite those students to lead in sharing their life lessons during the group discussion below.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students identify a relevant memory and are able to articulate a life lesson.

#### HELP & GO: Background

- Brainstorm about life lessons. Encourage students to think of things they have accomplished that were difficult. Some examples may include learning a new skill, studying for a test, playing a sport, overcoming a challenge at school, learning to do something new around the house, or learning a skill on the playground.
- **Ask**, *What did you learn from your experience? What would you do differently in the future? This is the life lesson.* Help students fill in the chart.

- Engage students in a group discussion about life lessons.
- Encourage students to identify the Spanish cognate *experiencia* (experience) and to help them understand and engage with the prompt. **EL**



## 1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you will read about a boy who gets advice and learns a life lesson from his fencing coach.*
- Have students read through paragraph 12. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding. Monitor based on annotations, observation, and your knowledge of students.
- CHECK IN** Students understand that comparing doughnuts to *mud* and *bugs* (paragraph 2) shows that Donte is upset about something.

### HELP & GO: Language

- Reread paragraph 2. Have students discuss the words *mud* and *bugs* and gather the different feelings associated with those words. **Ask**, *Why do you think Donte compares delicious doughnuts to those things? The doughnuts don't look good to him because he's unhappy.*
- Have students show what face they would make if they were about to eat mud or bugs. What does this tell you about how Donte feels? **EL**

## 2 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss**.
- LISTEN FOR** Students identify that Donte is afraid Coach is mad at him for losing his match.

### HELP & GO: Comprehension

- Remind students that Donte just lost his fencing bout. **Ask**, *What does Donte do when he sees Coach watching him? Donte apologizes for losing, and he keeps his eyes cast down. How does Donte respond when Coach says he's proud? Donte says "Losing is still losing."* Have students reread paragraph 10. Point out that Donte thinks Coach is mad at him. **Ask**, *What do all these details help you know about Donte? Donte is worried that Coach is upset with him for losing.*

SESSION  
1

READ

# from Black Brother, Black Brother

by Jewell  
Parker Rhodes



Donte Ellison has been having a tough time at school. To feel more confident, he decides to learn fencing. Donte has just lost his first fencing match, or bout. As teammates and families start heading home, his coach gets permission from Donte's parents to take him to a doughnut shop to talk.

- 1 "Get an old-fashioned. One with sprinkles. What about a chocolate **éclair**?"
- 2 In the pink-and-green shop, smelling of sizzling dough, I get all three. The éclair oozes like mud. Sprinkles look like glittery bugs; even the sugar tastes bitter.
- 3 Drinking black coffee, Coach watches me.
- 4 "Sorry I lost," I say, eyes cast down.
- 5 "I'm not worried about you, Donte. I'm proud of you."
- 6 My finger brushes sugar off the old-fashioned.
- 7 "I'm especially proud of how you rallied your team."
- 8 "Losing is still losing."
- 9 "Donte, it's not just about the bout. It's about leadership, giving respect. Patience and control."
- 10 I lift my gaze. "You're not mad?"
- 11 "Of course not. We're celebrating."
- 12 "I thought I was in trouble."

2

RL.4.3

### Stop & Discuss

How is Donte feeling at the doughnut shop?

Donte is feeling \_\_\_\_  
because \_\_\_\_.

I can tell because \_\_\_\_.

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LESSON 2

### 3 Support Reading

- Have students read paragraphs 13–21.
- **CHECK IN** Students understand the meaning of *urgent* and *intent* and *he glows*.

#### HELP & GO: Vocabulary

- Call attention to paragraph 13. Explain that *urgent* means “requiring immediate attention” and *intent* means “eager.” Clarify that these words, along with Coach “holding his breath,” are clues that show Coach can’t wait to hear Donte’s answer.
- Guide students to understand that *he glows* in paragraph 20 means Coach is happy. **Ask**, *What kinds of things glow? lights* Does Coach’s face really glow? *No. Why does the author use this word? to show joy*
- Have students show what their face looks like when glowing with happiness. **EL**

### 4 Stop & Discuss

- Use **Turn & Talk** to complete **Stop & Discuss**.
- **LISTEN FOR** Students understand Donte and Coach feel the same way about fencing.

#### HELP & GO: Comprehension

- Have students identify the text evidence that proves Coach and Donte think alike. **Ask**, *In paragraphs 14 through 16, how does Donte describe the way he felt when he fenced? “the best,” “rush,” “high-def,” “clear, crisp,” “good”* What does Coach say about the way he felt when he fenced? *“the same way,” “unstoppable,” “You reminded me of me”* Point out to students that this dialogue shows how Coach and Donte feel positive and energized when they fence.

### Discuss the Whole Text

Revisit the Focus Question. **Ask**, *Do you think Coach teaches Donte a life lesson in this story? Why or why not?* Have students use **Stand and Share** to explain their responses. Record ideas for later use.

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13 “Not at all.” He leans against the table, his hands folded. “What’d you feel, Donte? When you were fencing?” Coach is urgent, intent like he’s holding his breath until I answer.

14 “It was the best.” I exhale. “The speed, the flick of the foil. The rush inside my head.”

15 “You felt alive?”

16 “Yeah. Like being on a huge screen in high-def. Everything clear, crisp. Even so fast, beyond fast. I knew moves before they happened. I can’t explain. Even though I was losing, it felt good.”

17 Coach’s hands smack the table. “I know exactly what you mean. I felt the same way.”

18 “You did?”

19 “I felt unstoppable when I fenced. Today, you reminded me of me. Yet, still without question, you. Watching your focus, your joy, I knew you were born to fence.”

20 Coach’s face is eager, happy. Crazy, he glows. He pats my hand. I feel the warmth, the bond between us.

21 Coach knows what’s in my mind. (I say it anyway.) “I want to fence,” I say, **insistent**. “I want to be the best.”

**foil** = light, flexible sword used in fencing

**insistent** = in an eager, sure way

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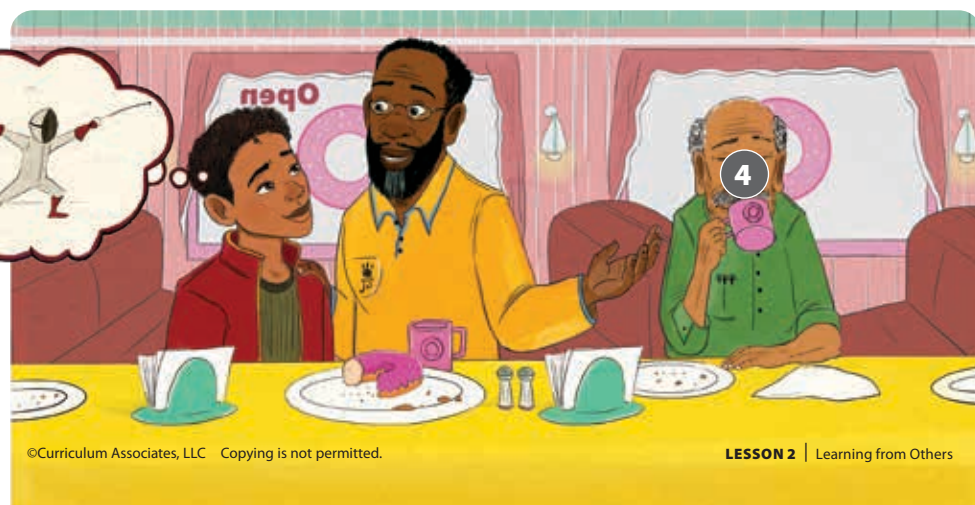
RL.4.3

#### Stop & Discuss

How are Donte and Coach alike?

Talk with a partner about how they each feel about fencing.

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## Reconnect to the Text

Use **Raise a Hand** to have students recall *Black Brother, Black Brother*. **Ask**, *What do Donte and Coach talk about in the doughnut shop?*

### 1 Introduce the Standard

- Use **Jump in Reading** to have students read aloud the bulleted text.
- Have students identify the Spanish cognate *tema* (theme) to help clarify meaning. **EL**

### 2 Reread/Think

**MODEL THE STANDARD** Model how to find the theme of a familiar story.

- **Say**, *To figure out a theme, ask, "How do the characters react to a problem? What do they learn?" Then think about how this could relate to a bigger message about real life.*
- **Say**, *Let's figure out the theme of "The Three Little Pigs." The problem in the story is that the wolf keeps blowing over the pigs' houses. One pig builds a brick house, and the pigs learn that the wolf can't blow this house over. But the theme is not "pigs should build houses out of brick." The theme is a general message that we can apply to our own lives. One theme of the story is "it's worth taking time and effort to prepare." Notice that this theme describes a big idea about life. And it doesn't mention specific story details about the pigs and houses.*
- Call on volunteers to share other possible themes. Model how to change specific statements about the pigs and houses into more general ideas about hard work and preparation.

**GUIDE STANDARDS PRACTICE** Have students reread *Black Brother, Black Brother* and complete the graphic organizer.

- Help students identify Donte's problem and what he learns. **Ask**, *What is Donte worried about? How does Coach help him feel better? What does Donte realize about fencing?*

SESSION  
2

PRACTICE

RL.4.2 Determine a theme of a story, . . . from details in the text; . . .

### 1 Determine Theme

- The **theme** of a story is an important message or lesson about life that the author wants to share.
- To help figure out the theme the author is sharing, pay attention to the problems characters face and what they learn from those problems.

### 2 Reread/Think

Reread *Black Brother, Black Brother*. Think about what the characters do, say, think, and feel as they try to solve their problems. Then answer the questions in the chart.

Who are the characters?

- Coach
- Donte

What do the characters learn?

Donte learns that Coach isn't mad. Coach helps Donte realize that he loves fencing and it's OK that he lost.

What is the problem in the story?

Donte has lost his first fencing match and he thinks Coach wants to talk to him because he's mad at Donte.

What is the theme of the story?

Doing what you love is more important than winning.

LESSON 2

### 3 Talk

Discuss your chart with a partner. Then, discuss what you think the theme of the story is. Make changes to your chart if you need to.

The lesson Donte learned is \_\_\_\_.

That lesson makes me think the theme is \_\_\_\_.

### 4 Write

What is the theme of this part of *Black Brother, Black Brother*? Use details from your chart, as well as ideas from your partner discussion, to support your response.

**Sample response: The theme of *Black Brother, Black Brother* is that doing what you love is more important than winning.**

**Coach and Donte talk at the doughnut shop. Donte thinks he**

**is in trouble for losing, but Coach isn't mad. He says he's**

**proud of Donte and they are celebrating. Donte says, "Even**

**though I was losing, it felt good." That makes Coach very happy, and he says, "I**

**knew you were born to fence."**

#### WRITING CHECKLIST

- ☐ I stated the theme.
- ☐ I used text details.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

### 3 Talk

- Use **Give One, Get One** to have students share their charts. Have partners discuss the theme.
- **LISTEN FOR** Students identify a theme in the story. Use **Help & Go** scaffolds as needed. ✓

#### HELP & GO: Standards Practice

- If students express a theme in terms of specific details "inside" the story, guide them to translate their ideas into general statements about life. Challenge students to restate the theme as a general statement without mentioning characters in the story.

### 4 Write

- Have students complete the Write task and use the checklist to check their work.
- Students may work with a partner to discuss their ideas, write notes, and find supporting details for their ideas about theme. **EL**
- Use written responses to determine whether students need additional support. ✓
- **LISTEN FOR** Students use specific details from the story to explain the theme.

#### HELP & GO: Writing

- **Say,** *Write down your theme and read it over. Does it reflect what Donte learns and what Coach teaches him?* Work with students to refine their themes. Alternately, they may share their ideas with a partner.
- **Ask,** *What details helped you identify this theme?* Have students reread paragraphs 13–16. *Coach helps Donte realize that fencing makes him feel excited, thrilled, and alive. Donte decides Coach is right and he was born to fence.*

- Use **Pick a Stick** to invite students to share responses.



## 1 Support Reading

- Set a purpose for reading. **Say**, *Today, you will read to learn what advice one character gets to help her solve a problem.*
- Have students read through paragraph 3, circling unknown words and marking confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand the meaning of *something bad*, *baaaaybeee*, and *absolutely*.

### HELP & GO: Vocabulary

- Clarify that *something bad* refers to *cheating on a very important election* from the introduction.
- Point out *baaaaybeee* in paragraph 2 and have students say it aloud. **Ask**, *What word is Miss Delicious saying? baby How does she say it? joyfully, excitedly EL*
- Explain that the word *absolutely* in paragraph 2 shows strong agreement. Provide students with the following words: *absolutely, sure, okay, positively, 100 percent*. **Say**, *Which words show the strongest agreement? absolutely, positively, 100 percent Which words show agreement? sure, okay*

## 2 Stop & Discuss

- Use **Turn and Talk** to complete **Stop & Discuss**.
- LISTEN FOR** Students understand that Brianna asks Miss Delicious for advice because she respects her.

### HELP & GO: Comprehension

- Have students reread the introduction. **Ask**, *How does Brianna feel about Miss Delicious? She looks up to Miss Delicious. Why? Miss Delicious is famous and successful.* Discuss the benefit of asking advice from people you respect and who are successful.
- Have students explain the meanings of the word parts in *world-famous* to help them make sense of the hyphenated adjective. **EL**

SESSION  
3

READ



## from President of the Whole Fifth Grade by Sherri Winston

*Brianna Justice is running for fifth-grade class president. She is willing to do anything to win. Just the day before, she cheated in a very important election contest and lost. Now, Brianna is at Mrs. Wetzel's bakery, where she has been making cupcakes. Brianna's hero, Miss Delicious, is also there. Miss Delicious is a world-famous baker and millionaire.*

- "Miss Delicious, have you ever done something bad? Like really, really bad? And you wished you could take it back, but you can't? Something so bad that maybe you felt like you didn't deserve to wish for anything good ever again?"
- She and Mrs. W. exchanged looks, then they doubled over with laughter. "If you're asking if we've made mistakes that either one of us wish we could take back, then, *baaaaybeee*, the answer's absolutely, positively, one hundred percent yes!"
- Mrs. W. came around the kitchen work island, still laughing, then straightening and looking more serious. "But if you're asking us how to deal with a mistake, then let's talk it out. We all make mistakes in life, Brianna. How you handle your mistakes is what can **determine** who you really are."

**determine** = decide

2

RL.4.3

### Stop & Discuss

**Why do you think Brianna asks Miss Delicious for advice?**

Look for clues in the text and discuss your answer with a partner.

## LESSON 2

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- 4 And that was what I really needed to know. How could I handle my mistakes, and who was I, really?
- 5 After we finished up in the kitchen, we drank coffee and talked.
- 6 Like any smart kid knows, even when you're feeling all close and connected to grown-ups you don't tell them all the dirty details. Hey, too much information would just confuse them.
- 7 But I did talk about my problem at school. My friends had warned me not to get carried away with the election. They had warned me about wanting to win more than I wanted to be a good president.

4

RL.4.3

**Stop & Discuss**

What two pieces of advice do Brianna's school friends give her?

Underline both sentences that describe the advice.



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## 3 Support Reading

- Have students read paragraphs 4–7.
- **CHECK IN** Students understand Brianna's thoughts in paragraph 4.

**HELP & GO: Sentence Comprehension**

- Have students focus on the word *that* in the first sentence of paragraph 4. Guide students to understand that the second sentence, the question she asks herself, explains what *that* refers to.
- Point out the second sentence in paragraph 4: "How could I handle my mistakes, and who was I, really?" **Ask**, *What is Brianna wondering about in this sentence? She is wondering who she is as a person and how she will handle her mistakes.*

- **CHECK IN** Students understand phrases such as *dirty details* and *get carried away with*.

**HELP & GO: Language**

- Explain that the phrase *dirty details* in paragraph 6 is another way of saying "secrets."
- Explain that when Brianna got *carried away with* the election (paragraph 7), she made bad choices. She wasn't actually "carrying" anything. **EL**

## 4 Stop &amp; Discuss

- Have students **Turn & Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students underline the advice from Brianna's friends in paragraph 7.

**HELP & GO: Comprehension**

- Have students draw boxes around both instances of the word *warned* in paragraph 7. Explain that when people *warn* you, they tell about something bad that could happen. **Ask**, *Why did Brianna's friends warn her? She was getting overly involved in the class election.*

## 5 Support Reading

- Have students read paragraphs 8–10.
- CHECK IN** Students understand how Brianna is both passionate and motivated.

### HELP & GO: Comprehension

- Have students reread paragraph 8. **Ask**, *According to Miss Delicious, what makes Brianna passionate? She makes the mistake of cheating to win and she gets carried away. What does Brianna have that shows she's motivated? goals and dreams*

## 6 Stop & Discuss

- Have students **Turn & Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students identify that Miss Delicious tells Brianna to enjoy her childhood.

### HELP & GO: Comprehension

- In paragraph 8, point students to the phrase *keep in mind*. **Ask**, *Why does Miss Delicious say this to Brianna? Miss Delicious is about to say something she wants Brianna to remember*. Have students discuss what Miss Delicious wants Brianna to remember.
- Clarify that when Miss Delicious advises Brianna (in paragraph 8) not to be “in a rush to grow up,” she is telling Brianna that she doesn’t have to act like an adult so soon. **EL**

## Discuss the Whole Text

Revisit the Focus Question. **Ask**, *Do you think Brianna learns a life lesson from Miss Delicious? Why or why not?* Have students **Stand and Share** their responses. Record responses next to the Session 1 responses.

## SESSION 3 READ

**passionate** = having strong feelings and beliefs

**motivated** = hard working, excited to get things done

**5** **8** “Even if you did get carried away,” said Miss Delicious, delicately holding the teacup as she sipped her cream-and-sugared coffee. “Even if that’s true, you’ve learned from it. Making that mistake, getting carried away, heck, that just means you’re **passionate**. So what? It doesn’t mean you wouldn’t make a great president. I think it’s wonderful that you’re so **motivated** and that you’re a young lady with goals and dreams. But keep in mind, you’re a kid. So be a kid. Take your time. Enjoy your life. Play basketball. Hang out with your friends. Don’t be in a rush to grow up. Trust me, you’ll have plenty of time to make your millions!”

**9** If I was going to be president of the whole fifth grade, I needed to act like a leader now rather than later.

**10** And with that, I let out a big breath and did my best to start fixing what I’d messed up! 🙌

**6**

RL.4.3

### Stop & Discuss

What advice does Miss Delicious give Brianna?

Miss Delicious shares with Brianna that \_\_\_\_.





## SESSION

4



## PRACTICE

RL.4.2 Determine a theme of a story, ... from details in the text ...

## LESSON 2

## 1 Determine Theme

- To find the theme of a story, think about how the characters solve their problems. What do they learn?
- Then think about what readers can learn from the story. What message or lesson can readers apply to real life?

## 2 Reread/Think

Reread *President of the Whole Fifth Grade*. Complete the chart below to figure out the theme of the story.

Who are the characters?

- Brianna
- Miss Delicious

What do the characters learn?

Brianna learns from from Miss Delicious that making mistakes can teach Brianna who she wants to be. Her mistakes don't mean she can't still be a great president.

What is the problem in the story?

Brianna makes a mistake when she cheats in the election contest, and now she feels bad about what she's done.

What is the theme of the story?

Mistakes aren't always bad if you learn from them.

## Reconnect to the Text

- Have students **Raise a Hand** to recall *President of the Whole Fifth Grade*. Ask, *What do Brianna and Miss Delicious talk about in the story?* *the class election, learning from mistakes*
- Provide sentence frames if needed: *Brianna and Miss Delicious talk about \_\_\_\_\_. They also talk about \_\_\_\_\_. EL*

## 1 Practice the Standard

- Review the bulleted text at the top of the student page.
- Explain to students that important advice that helps solve a problem can come in the form of dialogue, or conversation. Point out that quotation marks in a text can help locate dialogue shared between characters. **EL**

## 2 Reread/Think

**MODEL THE STANDARD** Remind students how to use text evidence to fill out the chart.

- Say, *The main characters in this story are Brianna and Miss Delicious. Let's write those names in the first box. Brianna is the one with the problem. What is Brianna troubled by? The introduction tells me that she cheated at the election contest, and now she feels bad about what she's done. I'll answer the second question with these details.* Write the answer in the second box, and have students do the same.

**GUIDE STANDARDS PRACTICE** Have students complete the chart either independently or in pairs.

- Ask guided questions: *What advice does Miss Delicious share about making mistakes? How does this help Brianna think differently about her own mistake?*
- Remind students that to figure out the theme, they should think about how the lesson the character learns can be applied to all people and in many situations, not just the ones in the story.



## 3 Talk

- Use **Give One, Get One** to have students share responses. Encourage them to use the details in their charts to help them understand what lessons Brianna learns.
- Tell students they may phrase the theme differently from someone else. Have students keep this in mind as they respectfully agree or disagree with each other's ideas.

## 4 Write

- Ask students to recall the definition of *theme*. (A theme is an important message or lesson about life that the author wants to share.) Remind them that a theme is relevant to many people in all kinds of situations.
- Have students complete the Write activity. Remind them to use the Writing Checklist.
- Provide sentence starters: *The theme is \_\_\_\_\_. One thing Brianna does is \_\_\_\_\_. Brianna learns \_\_\_\_\_. EL*
- **LOOK FOR** Students include details from the text that support the theme.

**HELP & GO:** Writing

- Review paragraphs 2 and 3. **Ask**, *How does Miss Delicious help Brianna think differently about her mistakes? Miss Delicious tells Brianna that everyone makes mistakes and that the important thing is how you handle your mistakes.*
  - Have students reread paragraph 8 and explain the advice from Miss Delicious in their own words. **Ask**, *What does Miss Delicious tell Brianna to do differently? be a kid, take your time, enjoy life*
  - Encourage students to review their writing with a partner. Have them check that their responses include clearly stated themes. **EL**
- Use written responses to determine whether students need additional support. ✓
  - Use **Musical Shares** to have students share responses.

## SESSION

## 4



## PRACTICE

## 3 Talk

Share your chart with a partner. Discuss the theme of the story. Use text evidence to support your ideas. It is okay to change your mind about the theme as you work together.

I think the theme is \_\_\_\_.

The details that show this are \_\_\_\_.

## 4 Write

What is the theme of *President of the Whole Fifth Grade*?  
Use at least two details from the text to support your answer.

**Sample response: The theme of *President of the Whole Fifth***

***Grade is that mistakes aren't bad if you learn from them.***

***Brianna gets carried away with the school election and makes***

***a bad choice. She talks to Miss Delicious about it. In response,***

***Miss Delicious says, "Even if that's true, you've learned from***

***it." At the end, Brianna realizes Miss Delicious is right. Brianna tells herself, "I***

***needed to act like a leader now rather than later," and she says she is going to fix***

***her mistake.***

**WRITING CHECKLIST**

- ☐ I stated the theme.
- ☐ I used text details.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

## SESSION 5 READ

## LESSON 2

# The Trouble with Talent

by Lee Lewis

1

1 My heart pounds out a wild drum solo as I near the music teacher's door. What had made me think I could sing in the talent show?

2 I had signed up last Wednesday, after eating turkey loaf for lunch. Eating the gray lump was mistake #1. Signing up for the show may have been mistake #2.

3 I take a deep breath and open Mrs. Ramirez's door.

4 She looks up from her desk and smiles. "Hi, Riley."

5 "Can we, um, talk about the talent show?" I ask.

6 She pats the chair next to her desk, and I sit. I swallow nervously. Mrs. Ramirez helped me discover I love singing. But she has high **expectations** for her students—like, *really* high—and I don't want to disappoint her.

7 "What's on your mind?" she asks.

8 "Um, I like singing in your class," I begin, as I feel a river of sweat running down my neck. *Ew*.

9 Mrs. Ramirez tilts her head, waiting.

10 "But," I mumble, "I don't know if I can sing in front of the whole school." I look down at the floor.

11 Mrs. Ramirez is quiet for what seems like minutes. Then she picks up a photo on her desk and hands it to me.

**expectations** = a belief about how good someone can be at doing something



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LESSON 2 | Learning from Others 37

## Reconnect to the Texts

Display responses to the Focus Question for *Black Brother, Black Brother* and *President of the Whole Fifth Grade*. Invite students to **Raise a Hand** to make connections between the texts.

### 1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read about a boy who gets advice from a teacher. Then you will use details from the text to determine the theme of the story.*
- If students need more support, work in small groups to guide reading.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand *river of sweat running down my neck*.

#### HELP & GO: Language

- Explain that authors sometimes use creative language to help the reader understand scenes, characters, and events.
- Guide students to analyze phrases that cue Riley's nervousness, like *I feel a river of sweat running down my neck* (paragraph 8).

- **CHECK IN** Students explain why Riley is nervous before speaking with Mrs. Ramirez.

#### HELP & GO: Comprehension

- Help students understand the humor used in paragraph 2. **Say**, *Riley is nervous. He describes his lunch as a "gray lump" to express in a funny way that he has an upset stomach.* **EL**
- Have students reread paragraph 6. **Ask**, *Is Riley scared of Mrs. Ramirez? No. How do you know? She helped him discover he loves singing. So, what is Riley afraid of then? disappointing his teacher*

## 2 Independent Reading

- **CHECK IN** Students understand why Mrs. Ramirez shows Riley the photograph.

### HELP & GO: Comprehension

- **Ask**, *Why is Riley surprised about the photograph? He didn't know his teacher had been in a band when she was young. What was it like for Mrs. Ramirez to audition for the band? She was absolutely terrified. Was she glad she joined the band? Yes, because she smiles about it later.*
- Guide students to understand that Mrs. Ramirez shows Riley the photograph because she wants to show him that she knows what it's like to be nervous about performing.
- **CHECK IN** Students explain the idioms *My jaw drops to my feet* (paragraph 14) and *It's not easy putting yourself out there* (paragraph 15).

### HELP & GO: Language

- Explain that *my jaw drops to my feet* is a way of saying Riley is surprised by the photograph.
- Have students demonstrate their jaw dropping open in surprise. **EL**
- Tell students that *putting yourself out there* is an expression that means "taking a chance" or "trying something new."
- **CHECK IN** Students explain Mrs. Ramirez's advice to Riley.

### HELP & GO: Sentence Comprehension

- Have students reread paragraphs 22 and 23 and explain them to a partner. **Ask**, *What does Riley mean by "I want to do something I love"? Riley wants to sing.*
- **Ask**, *What is mistake #3? Mistake #3 is giving up.* Connect back to paragraph 2. Explain that this completes an earlier thought about mistakes Riley made. Have students discuss how "giving up" could be considered a mistake.
- Have students work with a partner to explain Mrs. Ramirez's advice. **EL**

SESSION  
5

2

**auditioned** = did a short performance to show off a talent



38 UNIT 1 | Facing Challenges

- 12 The photo shows an all-girl band wearing leather jackets and spiky boots. The drummer looks like a younger Mrs. Ramirez. "Is that your daughter?" I ask.
- 13 "That's *me*!" Mrs. Ramirez laughs.
- 14 My jaw drops to my feet. "*You were in a band?*"
- 15 Mrs. Ramirez's eyes twinkle. "I still remember the day I **auditioned**. I was sixteen and absolutely terrified." She pauses and says, "It's not easy putting yourself out there."
- 16 "No, but you did it," I say.
- 17 "Yes, I did," Mrs. Ramirez nods. "But guess what would've happened if I hadn't taken that chance."
- 18 "What?"
- 19 "Nothing. I'd still be the same old me," she says.
- 20 "And you wouldn't have been in the band."
- 21 Mrs. Ramirez smiles. "Exactly."
- 22 Mrs. Ramirez is right. If I drop out, nothing bad will happen, but nothing *amazing* will happen, either. I want to do something I love instead of making mistake #3—giving up.
- 23 "Thanks for the talk, Mrs. Ramirez." I hand the photo back to her. "Maybe I'm ready to take my chance, too."

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## Respond to Text

### 3 Reread/Think

Reread "The Trouble with Talent." Then choose the best response to each question.

#### 1. PART A

What is the theme of the story?

- ☒ A. Taking a risk can lead to success.
- ☐ B. It can be hard to ask others for help.
- ☐ C. To do something well, you have to practice it every day.
- ☐ D. As you get older, it becomes easier to perform on stage.

#### PART B

Which detail from the text **best** supports the answer to Part A?

- ☐ A. "I take a deep breath and open Mrs. Ramirez's door." (paragraph 3)
  - ☐ B. "The drummer looks like a younger Mrs. Ramirez." (paragraph 12)
  - ☐ C. "I still remember the day I auditioned. I was sixteen and absolutely terrified." (paragraph 15)
  - ☒ D. "If I drop out, nothing bad will happen, but nothing *amazing* will happen, either." (paragraph 22)
2. Why does Mrs. Ramirez show Riley an old photograph of herself?
- ☐ A. to show that everyone has musical talent
  - ☒ B. to show the importance of trying something new
  - ☐ C. to show how clothing has changed over time
  - ☐ D. to show that practice is key to being a good drummer

### 3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices as needed. **EL**
- Point out that item 1 has two parts. Students should answer Part A first. Then they should answer Part B.

## Answer Analysis

Use the answer analysis below to review the practice items with students. Have students use **Somebody Who** to share responses and to agree and build on or disagree and explain their reasoning.

1. **PART A** The correct choice is **A**. Riley learns through talking with Mrs. Ramirez that taking a risk can lead to success. Choice **B** is a detail from the story. Choices **C** and **D** are reasonable but not in the story.

**PART B** The correct choice is **D**. This is the best choice because this quotation shows the point in the story when Riley understands the risk involved in order to be successful. Choices **A**, **B**, and **C** are smaller details from the story.

**DOK 3 | RL.4.2**

2. The correct choice is **B**. Mrs. Ramirez uses the picture to show Riley that she took a chance when she was younger and played in a band even though she was scared. Choices **A**, **C**, and **D** do not correctly describe Mrs. Ramirez's motivation in showing Riley the old photograph. **DOK 2 | RL.4.2**



#### 4 Answer Analysis

3. The correct choice is **C**. In paragraph 10, Riley looks down at the floor and is afraid at the thought of singing in front of the whole school. There is no evidence to support choices **A**, **B**, or **D**. **DOK 2 | RL.4.1**
4. The correct choice is **A**. When someone says their *heart is pounding*, it is a metaphor meaning they feel anxious or nervous about something. There is no evidence to support choices **B**, **C**, or **D**. **DOK 2 | RL.4.4**

#### 5 Write

- Have students respond independently to the Write prompt. **DOK 2 | RL.4.2**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- Before students begin writing, direct them to **Turn and Talk** with a partner about the feelings and situations that Riley experiences in this story. **EL**
- LOOK FOR** Students accurately identify not just the theme of the story but also specific details that support the theme.

##### HELP & GO: Writing

- Provide students with sentence starters: *The lesson Riley learned is \_\_\_\_\_. One clue is \_\_\_\_\_. Another clue is \_\_\_\_\_.*
- Have students go back to the text and underline the details that show how the character is changing. **EL**

#### Lesson Wrap-Up

Have students revisit the Focus Question using examples from the text. Record students' responses. Invite them to make connections between the three texts they have read.

SESSION  
5

PRACTICE

#### 4 Reread/Think

3. Why does Riley want to quit the talent show?
- A.** He is worried he is not a good singer.
  - B.** He feels there is not enough time to practice.
  - C.** He is scared to sing in front of other students.
  - D.** He promised to play with his band at the same time.
4. What does Riley mean when he says his *heart pounds out a wild drum solo* in paragraph 1?
- A.** He feels nervous before talking with Mrs. Ramirez.
  - B.** He wants to tell Mrs. Ramirez he feels ill.
  - C.** He is eager to play a song for Mrs. Ramirez.
  - D.** He is playing the drums outside Mrs. Ramirez's door.

#### 5 Write

How does Riley change from the beginning of the story to the end? What lesson does he learn, and how does he learn it? Use details from the story in your response.

**Sample response: When Riley first goes to Mrs. Ramirez's**

**room, he is nervous about singing in the talent show and**

**wants to drop out. Mrs. Ramirez shows Riley a photo of her**

**when she was younger. She was nervous too, but she**

**decided to take a chance and play with her band. Hearing**

**about Mrs. Ramirez's experience gives Riley the courage to**

**take a risk in the talent show. The lesson Riley learns is that**

**a person has to take risks if they want to achieve**

**something important.**

##### WRITING CHECKLIST

- ☐ I described how Riley changes throughout the story.
- ☐ I explained the lesson Riley learns and how he learns it.
- ☐ I used details from the story.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.



# Respond to the Focus Question

What life lessons can we learn from others? **Sample responses shown.**

## 1 Reread/Think

With your group, decide which story each of you will reread. Reread the story and answer the questions on the lines below.

TEXT: *President of the Whole Fifth Grade*

What lesson does a character learn in this story, and who do they learn it from?  
How can you use this lesson in your own life?

*Brianna learns from Miss Delicious that she shouldn't have cheated, but she made mistakes and can do better next time. I know that making mistakes is okay as long as I learn from them.*

## 2 Talk

Talk with your group about the life lessons shared in each story. Take notes below.

It was \_\_\_ who shared a life lesson in the story I read. The lesson was \_\_\_.

Title	Lessons Learned
from <i>Black Brother, Black Brother</i>	A game is more than just about winning.
"The Trouble with Talent"	Once we combat our fears, we can do amazing things.

## 3 Write

Think about a time you lost a competition that was important to you, made a bad mistake, or were scared to try something. Who helped you and how?

# Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all three texts.

## 1 Reread/Think

- Divide students into small groups. Have them each choose a story to reread. Tell students to write about a lesson a character learns and how they can apply that lesson in their own lives.
- Direct students to relevant portions of the texts *Black Brother, Black Brother* (paragraphs 5–12), *President of the Whole Fifth Grade* (paragraphs 3 and 4), and "The Trouble with Talent" (paragraphs 15–23).
- Remind students that they can flip back to reference each text.

## 2 Talk

Have students complete the Talk activities. Recall the life lessons from each story.

## 3 Write

- **LISTEN FOR** Students make relevant connections with personal experiences.

### HELP & GO: Writing

- Provide students with sentence frames to help them structure their writing: *In the story \_\_\_, the character \_\_\_ learns a life lesson. They learn that \_\_\_. I had a similar experience when I \_\_\_. \_\_\_ helped me by \_\_\_. EL*
- **Ask,** *Have you ever lost a sports game, made a mistake, or been nervous to try something new? Did anyone say or do anything to help you when that happened?* Have students brainstorm ideas.

- Have students respond to the prompt. Use **Pick a Stick** to have several students share their responses.