**Sample Lesson**

**Extreme Sports**

**“Street Luge: Fast, Fun, . . . Dangerous!” pages 4–11**

<table>
<thead>
<tr>
<th>Introduce</th>
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<tbody>
<tr>
<td><strong>Summary</strong> Street luge is a fast, dangerous sport that is becoming increasingly popular in the United States. Lying on an extra-long skateboard that has no padding and no brakes, racers use their bodies to steer and their feet to stop. Although the racers use regular streets that have been closed to traffic, sidewalks, street signs, and telephone poles are all potential hazards. Even the best racers have suffered multiple broken bones and skin scrapes. The sport has been around for years and is finally gaining more and more attention, including being featured on TV sports shows.</td>
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<table>
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<tr>
<th>BEFORE READING</th>
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<tbody>
<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.</td>
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<tr>
<td><strong>position</strong>: place</td>
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<tr>
<td><strong>hazards</strong>: dangers</td>
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<tr>
<td><strong>fractured</strong>: broke</td>
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<tr>
<td><strong>daredevil</strong>: a person who takes chances and acts recklessly</td>
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<tr>
<td><strong>invented</strong>: discovered</td>
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<tr>
<td>1. What word goes with “created”? (invented)</td>
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<tr>
<td>2. What word goes with “risk taker”? (daredevil)</td>
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<tr>
<td>3. What word goes with “set or put in the right spot”? (position)</td>
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<tr>
<td>4. What word goes with “cracked”? (fractured)</td>
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<tr>
<td>5. What word goes with “things that can hurt you”? (hazards)</td>
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<thead>
<tr>
<th>Activate Prior Knowledge</th>
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<tr>
<td>1. Ask students with skateboarding experience to describe how to do it. Then ask those students to imagine what it would be like to ride a long skateboard on their backs, feet first. Do students think they would have more or less control of the board? Why?</td>
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<tr>
<td>2. Ask students what is dangerous about riding a skateboard, either the traditional way or luge-style. Have them describe the kind of safety equipment that riders should wear. (Possible answers: helmet, knee and elbow pads, wrist guards, protective clothing)</td>
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<th>Preview</th>
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<tr>
<td>Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about the dangerous sport of street luge racing. I think I will learn that many street luges break bones and get scrapes while riding.)</td>
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<th>DURING READING</th>
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<tr>
<td><strong>Vocabulary in Context</strong> As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.</td>
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<th>AFTER READING</th>
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<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about their responses to street luge. Ask students: Which evidence makes street luge seem dangerous? Why do you think people do it even though they can get hurt?</td>
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<tr>
<td><strong>English Language Learners</strong> Place students in pairs. Ask them to take turns explaining something they know to their partner, such as the difference between football and soccer. Then have the partner identify what he or she believes to be the main idea of the explanation. The student should provide details that support the main idea.</td>
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<tr>
<th>GRAPHIC ORGANIZERS</th>
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<tr>
<td>Use Graphic Organizer 1 as a Main Idea-and-Details Map. Ask students to write <em>Street luge is a dangerous sport</em> in the center bubble of the graphic organizer. Then have students write details that support this main idea in the surrounding bubbles. Discuss their responses.</td>
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Unit 1, Lesson 1

Extreme Sports
“Snowboarding Out of Bounds,” pages 14–21

Introduction
Summary Snowboarding is a sport that shares similarities with surfing, skateboarding, and skiing. As with those sports, there is an element of risk involved. Millions of people ride snowboards without injury, but every year some get hurt and a few even die, usually as a result of high-speed crashes. The risks, however, become extreme when snowboarders leave the safety of designated trails. Many riders have lost their way and were lucky enough to have been rescued. While some have been found in good condition, others have suffered frostbite, and still others have died. Their fates serve as a reminder of how dangerous it is to snowboard out of bounds.

BEFORE READING
Build Vocabulary List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **veered**: changed direction
- **huddled**: snuggled
- **brewing**: developing
- **deceiving**: misleading
- **sober**: serious

1. If a car veered, did it stay straight or turn off the road?
2. If the birds were huddled, were they close together or perched separately?
3. If the weather report said a storm is brewing, is it clouding up or already raining hard?
4. If the depth of the water is deceiving, is it as deep as you think it will be or deeper?
5. Would you smile or frown if you heard sober news? Why?

Activate Prior Knowledge
1. Have students who have snowboarded or watched it on television describe it. Where do they snowboard? What equipment do they need? What is it like?
2. Discuss some basic safety rules that skiers and snowboarders should follow, including always staying with a partner, skiing in bounds, and paying attention to warning signs and trail markers.

Preview Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: I think I will read about how snowboarders’ attitudes can get them in trouble on the slopes.)

Build Background Sherman Poppen of Muskegon, Michigan, is credited with creating the first snowboard in 1965. Watching his daughter standing up on her sled, Poppen had an idea for a toy. He put together two skis and tied a string to the front to help with balancing. He called it a Snurfer, combining the words “snow” and “surf.” News of the Snurfer spread, and before long, Poppen was holding competitions. Jake Burton modernized the Snurfer in 1977 by adding foot bindings so that boarders would have more control. He also laminated the boards to increase their strength and flexibility and even added a polyethylene base to improve their speed over the snow. These enhancements made snowboarding more popular, and in 1998 snowboarding became an official Olympic sport.

DURING READING
Cause and Effect A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?

DIFFERENTIATED INSTRUCTION
Kinesthetic learners may benefit from using physical movements to understand cause-and-effect relationships. Have students perform actions that illustrate cause and effect, such as clapping their hands to produce a sound. Then have them brainstorm actions that demonstrate cause-and-effect relationships, such as scoring a goal at a soccer match that results in fans cheering.

ENGLISH LANGUAGE LEARNERS
Have students fold pieces of paper in half lengthwise and label the left side **Cause** and the right side **Effect**. They should draw sketches or cut pictures from magazines that show cause-and-effect relationships. For example, they may place a picture of someone striking a match on the left and a fire in a fireplace on the right.

GRAPHIC ORGANIZERS
Use Graphic Organizer 4 as a Cause-and-Effect Chart. Have students label the columns **Causes** and **Effects** and write each sentence below in the **Effects** column. Then, in the **Causes** column, ask students to write one cause for each effect. Discuss responses.

**Effects**
Trevor Szold became lost. Szold’s nose, fingers, and feet had swollen and turned black. Williamson and Volkerding left the marked trail. Jeff Thornton had a heart attack and died.
## Extreme Sports

### “Bungee Jumping,” pages 22–29

#### Teach Lesson Skills

<table>
<thead>
<tr>
<th>Introduce</th>
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<tr>
<td><strong>Summary</strong> Bungee jumping is a sport in which people jump from a great height with a thick rubber band, called a bungee cord, attached to their ankles. They free-fall for about 150 feet before the bungee cord snaps them back up, preventing them from hitting the ground. The sport, originally called “land diving,” began long ago in the South Pacific as a rite of courage. Modern bungee jumping originated in England on April 1, 1979, when members of the Oxford Dangerous Sports Club decided to jump from a bridge with rubber cords tied to their ankles. A New Zealander named Alan John Hackett further popularized the sport by starting the first bungee jumping center. The sport soon became popular in the United States, and many people of all ages have now taken the plunge and lived to tell the tale.</td>
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#### Before Reading

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **ritual**: formal, traditional event
- **ensure**: guarantee
- **pleasurable**: enjoyable

1. One ritual that the athlete performed before every game was . . .
2. The teacher wanted to ensure that everyone was listening, so he . . .
3. The vacation was pleasurable because . . .

**Activate Prior Knowledge**

- Ask students how many of them know someone who has bungee jumped. Have they done it, or would they like to try it? Would they be scared or excited?
- Have students explain what elastic is. Explain that a bungee cord is kind of like elastic—it stretches and then snaps back.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answers: I think I will read about bungee jumping and what it feels like to jump from high places with only a bungee cord to keep you from hitting the ground.)

#### During Reading

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

#### Differentiated Instruction

- **Support Individual Learners** Have students describe to other students something they did that was daring. Ask them to tell what they did, where they did it, who was there, and what if felt like. As they describe it, have other students act out, sketch, or write a description of what they see in their mind’s eye.

- **English Language Learners** Have students take turns describing one of their favorite places. As they describe it, ask the other students to visualize what the place is like and then draw pictures or write descriptions of the place. Allow students to ask questions if they need additional information to clarify their visualizations.

- **Graphic Organizers** Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to label the columns Fact and Opinion and then write the sentences below in the appropriate columns. Discuss their responses.
  - Bungee jumping began in the South Pacific. As thrills go, it’s hard to beat bungee jumping. Bungee jumping is a joyful experience. A jumper can hit speeds of 60 miles an hour.

#### After Reading

**Respond to the Article** Have students write a journal or blog entry about their responses to bungee jumping. Ask students: Based on what you learned from the article, would you like to try bungee jumping? Why or why not? Have students use evidence from the text to support their responses.
**Unit 1, Lesson 3**  
**Extreme Sports**  
“White-Water Thrills,” pages 30–37

<table>
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<th>Introduce</th>
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<td><strong>Summary</strong></td>
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<th>BEFORE READING</th>
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<tr>
<td><strong>Build Vocabulary</strong></td>
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| Rookies: beginners |
| Swamp: fill with water |
| Meek: timid |

| 1. If you were choosing people for your team, would you want rookies? Why or why not? |
| 2. If you swamp a boat, will it float or sink? |
| 3. Would a meek person be more likely to try something daring or do something safe? |
| 4. Are pitfalls more likely when hiking in the mountains or walking in the park? |
| 5. If you think someone is a potential friend, would you be interested in spending more time with him or her? Why? |

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<tr>
<th>Activate Prior Knowledge</th>
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<tr>
<td>1. Ask students who have been white-water rafting to share their experiences. Have them describe what it was like and what was exciting about it.</td>
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<tr>
<td>2. Discuss the types of safety equipment and basic skills people should have before doing an extreme water sport, such as rafting. <em>(Possible answers: swimming skills, protective clothing, life vests or jackets)</em></td>
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| Preview | Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article is about white-water rafting. The picture and caption suggest that it is an exciting river adventure.)* |

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<th>DURING READING</th>
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<tr>
<td><strong>Ask Questions</strong></td>
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<th>AFTER READING</th>
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<tr>
<td><strong>Respond to the Article</strong></td>
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<td>Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper and want more information about the article. Have them write at least five questions they can ask the writer to gain the additional information.</td>
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<th>ENGLISH LANGUAGE LEARNERS</th>
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<tr>
<td>Have students look at an article in a news magazine. Help them read the headline and captions if necessary. Ask students to write three questions about the pictures accompanying the article. Then have students read the article with a partner to find out if their questions about the pictures are answered in the text.</td>
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<tr>
<td>Use Graphic Organizer 2 as a Question-and-Answer Chart. Ask students to label the left column <em>Questions</em> and the right column <em>Answers</em>. Then have them write at least three questions about the article in the first column. Have partners exchange papers and write the answers to each other’s questions in column 2. Discuss their responses.</td>
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</table>
**Summary**
Hang gliding got its start when water-skier Bill Moyes attached a kite to a motorboat and then harnessed himself to the kite. The motorboat pulled the kite and Moyes into the air. Eventually Moyes had to release the rope that was connecting him to the motorboat and he glided back down to Earth. Before long, Moyes stopped using a motorboat to take flight and just jumped off ledges and cliffs. Many followed his lead and began flying through the clouds while attached to flexible kites, shifting their weight to steer them. Some pilots have been seriously injured or killed in hang gliding accidents, but those who do it are willing to put aside their fears to experience the joy of flight.

**BEFORE READING**

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **gradually**: a little at a time
- **plummeting**: falling suddenly
- **flexible**: bendable

1. The water in the pool **gradually** got deeper.
2. The apple rolled off the counter and went **plummeting** to the kitchen floor.
3. Dancers stretch often to keep their muscles **flexible**.

**Activate Prior Knowledge**
1. Have students name some different ways people can fly through the air, such as on airplanes, in hot air balloons, and by skydiving and hang gliding. Ask them which way they think would feel most like being a bird and why.
2. Ask students if they have ever flown a kite. Have them describe the conditions you need to fly a kite and how it works. Explain that hang gliding is like flying attached to a kite. Discuss how some of the same principles that apply to flying a kite might also apply to flying a hang glider.

**Preview**
Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about hang gliding. I think I will read about what hang gliding feels like and why people do it.)

**Build Background**
Flying a hang glider involves three forces: lift, drag, and gravity. The way these three forces are balanced dictates the height of the glider, the distance it can go, and how long it can stay in flight. In order to create lift—the force that keeps the glider in the air—the pilot must launch the glider by running down a slope fast enough to get air moving over the surface of the wing at 15 to 25 miles per hour. Once the glider is aloft, it moves forward while being pulled down by gravity. In order to stay high in the air, the pilot needs to gain more lift by catching rising air currents. While in flight, the pilot and glider run into air molecules, which create a frictional force called drag. Drag slows the glider down. Pilots can speed up the glider by pulling back and tipping its nose down. To slow or stop, pilots push forward to tip the nose up.

**DURING READING**

**Determine Word Meanings from Context**
Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>complicated</strong>: difficult to understand</td>
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<tr>
<td><strong>navigate</strong>: steer</td>
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</table>

1. The instructions were **complicated**, so I asked for help.
2. You use a steering wheel to **navigate** your car.

**AFTER READING**

**Respond to the Article**
Have students write a journal or blog entry about the pilots’ reactions to hang gliding. Ask students: Why do you think hang gliding brings some people such great joy? Do you think you would feel the same way? Why or why not? Have students use evidence from the text to support their responses.

**DIFFERENTIATED INSTRUCTION**
Ask students to bring in some song lyrics that contain a word that may be unfamiliar to other students. Have students take turns explaining to the class how they determined the meaning of the unfamiliar word using context clues.

**ENGLISH LANGUAGE LEARNERS**
Show students how to use explanation to define a word within a sentence. Point out that when authors use an unfamiliar word or phrase, they may follow it with details that explain what it means. Provide an example from the article, such as, “Pilots also have to be on the lookout for ‘dust devils.’ These are tight swirls of air that lift sand, dirt, and bits of litter off the ground.” Help students see that the second sentence explains dust devils.

**GRAPHIC ORGANIZERS**
Use Graphic Organizer 1 as a Characteristics Map. Ask students to write Hang Gliding in the center bubble and one of the adjectives about hang gliding in each of the outer bubbles. Then have students add a fact that they learned from the article that supports each adjective. Answers will vary.

- Easy
- Dangerous
- Scary
- Joyful
### Unit 1, Lesson 5

**Extreme Sports**

“Climbing the World’s Highest Mountains,” pages 46–53

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**Introduce**

**Summary** Climbing any mountain is a challenge, but climbing the world’s tallest mountains can be extremely dangerous and even deadly. Lack of oxygen, avalanches, freezing temperatures, storms, and hidden crevasses are just a few of the obstacles that climbers must endure to make it safely up and back down the world’s highest peaks. The climbers who scale these mountains are well aware of the dangers they face, but they can’t fight the inner need that drives them to climb to the top.

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### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

| starved for: extremely hungry for | threat: danger |
| altitude: height | fierce: violent |
| classic: typical |

1. If you swim underwater for a long time, you will be starved for oxygen because . . .
2. Planes fly at a high altitude because . . .
3. A classic breakfast for you might include . . .
4. Lightning is a threat when you are outside because . . .
5. The dog seemed fierce because . . .

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**Activate Prior Knowledge**

1. Ask students to share what they know about mountain climbing. Ask them to name the highest mountains in the world. (Mount Everest, K2) Point them out on a map.
2. Show students photos of tall mountains. Go to http://www.nationalgeographic.com, enter “mountains gallery” (in quotes) in the search box, and click on the first result. Ask students to imagine climbing to the top of one of these mountains. What dangers might they face along the way? What do they think it would be like to stand at the top?

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about mountain climbers and the extreme challenges they face as they attempt to conquer the world’s highest mountains.)

**Build Background** An average trip to the top of Mount Everest and back takes about two and a half months, which includes periods of acclimatization and rest. After flying in and gathering supplies, a climbing team will take a week or two to trek to the base camp at the foot of the mountain, where they will stop to rest and give their bodies time to adjust to the elevation. Since air pressure is lower at higher altitudes, the climbers’ lungs have a hard time getting enough oxygen. With time, their bodies adjust by expanding the size of the lungs and producing more red blood cells to carry oxygen. From the base camp, climbers will go through several more camps, stopping to acclimatize, before attempting the final push to the summit. There are about 15 different routes that a climbing expedition may take to get to the top, with the South Col Route through the Khumbu Icefall and Hillary Step (named after Sir Edmund Hillary) used the most frequently.

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### DURING READING

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

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### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to climbing the highest mountains in the world. Ask students: What do you think about the dangers involved in climbing the world’s highest mountains? What parts of the article surprised you, and what parts met your expectations? Have students use evidence from the text to support their responses.

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### DIFFERENTIATED INSTRUCTION

**Support Individual Learners** Collect passages, newspaper headlines, jokes, or cartoons that require students to make inferences in order to understand the text fully. Place students in groups and have them work together to make inferences based on the text. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share their inferences with the class.

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**ENGLISH LANGUAGE LEARNERS** Several picture books for older readers can be useful for helping students understand the concept of making inferences. Why? by Nikolai Popov shows how disagreements can escalate into war. The Wreck of the Zephyr by Chris Van Allsburg tells the story of a boat, a sailor, and a storm. Have students read the books in small groups and make three inferences about what happened in each book.

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**GRAPHIC ORGANIZERS** Use Graphic Organizer 1 as a Concept Map. In the center bubble, ask students to write Mountain climbers face many dangers. In the surrounding bubbles, have students write some dangers that climbers face. Discuss their responses.
A boy leads the contrada’s horse. Then, meanwhile, at last, when, and at this point. The jockey follows dressed as a knight. Then come young men dressed in costumes. They cross the finish line first —with or without a jockey—is the winner. The winning contrada celebrates while the others begin plotting their revenge.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **loyalty**: faithfulness
- **assigned**: given out
- **pampered**: spoiled

1. Which act shows loyalty—standing up for your friends or saying things about them that aren’t true?
2. If your seat at school is assigned, did you choose your seat or did your teacher tell you where to sit?
3. Which would make you feel pampered, having someone cook for you or cleaning the kitchen?

**Activate Prior Knowledge**

1. Have students describe what a horse race is like. *Horses run around a track and are ridden by jockeys. The horse that crosses the finish first is the winner.*
2. Ask students to name some famous horse races in the United States. *(Possible answers: the Kentucky Derby, the Preakness Stakes, the Belmont Stakes)*
3. Discuss why people value good sportsmanship, honesty, and fair play. How do these things make athletics fair, safe, and enjoyable? What happens when people don’t play by the rules?

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: I think this article is about a wild horse race called the Palio. The race is held in Italy and attracts many fans.)*

### DURING READING

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases, such as, then, meanwhile, at last, when, and at this point.

**ENGLISH LANGUAGE LEARNERS** Have students describe an event from their past in time order or explain something they can do using steps in a process. Prompt them to use signal words in their description.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the Palio. Ask students: Do you think the contrade go too far in their efforts to win the Palio? Why or why not? Have students use evidence from the text to support their responses.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the parade events below in the correct order on the chart. Discuss their responses.

- The jockey follows dressed as a knight.
- Then come young men dressed in costumes.
- People with flags lead the way.
- A boy leads the contrada’s horse.

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**Build Background** The Kentucky Derby is perhaps the most famous American horse race, held yearly on the first Saturday in May since its founding by Colonel M. Lewis Clark in 1875. The race is 1.25 miles long and is restricted to three-year-old horses. The Derby is sometimes referred to as "the most exciting two minutes in sports" and has also been dubbed the Run for the Roses because the winning horse gets a garland of more than 500 roses placed around its neck. The Kentucky Derby is the first event in a horse-racing series called the Triple Crown. To be awarded this coveted honor, the same horse must win the Kentucky Derby, the Preakness Stakes (run in Maryland in mid-May), and the Belmont Stakes (run in New York in June).
## Unit 2, Lesson 7

### Extreme Sports

“Skiing the Impossible,” pages 68–75

<table>
<thead>
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<th>Introduce</th>
<th>Summary</th>
<th>Most people are content to ski on well-marked trails and can find one that’s just right for their ability level. For extreme skiers, though, even the most challenging black diamond trail is too tame. These skiers jump off cliffs and ski down glaciers and slopes of 45 to 60 degrees. The best of the best compete each year in the World Extreme Skiing Championship. Extreme skiers are well aware that death is a possibility, but they love the rush they get from facing their fears head on and conquering them, one mountain at a time.</th>
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</table>

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

| litter: clutter up | tuck: crouch |
| summit: peak | triumph: victory |
| courting: looking for |

1. What word goes with "pursuing"? (courting)
2. What word goes with "bend your knees"? (tuck)
3. What word goes with “the top of a mountain”? (summit)
4. What word goes with “success”? (triumph)
5. What word goes with “make a mess of”? (litter)

### Activate Prior Knowledge

1. Have students who have been skiing or watched it on television describe what it is like. What equipment do skiers need? What is exciting about it? What is dangerous?
2. Invite students to share an example of a time they did something they were afraid of. What did they do, and why did they do it? How did they feel beforehand? How did they feel afterward?
3. Discuss why people take on challenges. What are the risks? What are the rewards?

### Preview

Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: I think this article will be about extreme skiers and the dangerous stunts they perform.)

### DURING READING

**Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, as a result, since, consequently, therefore, and so to show cause-and-effect relationships by asking: What happened? Why?

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the risks extreme skiers take. Do you agree with the extreme skiers who say they don’t have a death wish? Why or why not? Have students use evidence from the text to support their responses.

### DIFFERENTIATED INSTRUCTION

Ask students to watch a news report about something that was caused by an action, such as an injury caused by an accident. Ask students to rewrite the report using words such as because, as a result, since, consequently, therefore, and so to show cause-and-effect relationships. Have students read their reports aloud while listeners identify the cause-and-effect relationships.

### ENGLISH LANGUAGE LEARNERS

Have students tell a partner about a recent event in their lives and what caused it. Model by sharing a recent event in your own life. Point out how you used key words to show the cause-and-effect relationship in your story.

### GRAPHIC ORGANIZERS

Use Graphic Organizer 4 as a Cause-and-Effect Chart. Have students label the columns Causes and Effects. Have them write each sentence below in the Effects column. Then, in the Causes column, ask students to write one cause for each effect. Discuss their responses.

### Effects

- Ulmer doesn’t ski on marked trails.
- Tardivel always climbs up a new run before he skis down it.
- Gouvy and Moroni fell to their deaths.
- Extreme skiers move on to different slopes.

**BUILD BACKGROUND** In the 1960s Sylvain Saudan, a Swiss ski instructor, paved the way for the sport of extreme skiing. He developed a turn called the windshied wiper, which allowed him to ski steep slopes without catching the edge of his skis or sending piles of snow down the slope. After perfecting his unique turn and conquering some of Europe’s steepest slopes, Saudan came to North America, and in 1972 he skied down Mt. McKinley, setting a world record at the time. In 1973 ski stunter Rick Sylvester further revolutionized the sport by combining extreme skiing with skydiving. Skiing off of the top of a 3,000-foot cliff, Sylvester shed his poles and skis and took a free fall of almost 2,000 feet before opening his parachute and drifting safely to the ground. Though Sylvester’s ski-and-chute method was controversial among other skiers, they knew that he had changed the sport forever, showing that the unimaginable was, indeed, possible.

**Sylvester shed his poles and skis and took a free fall of almost 2,000 feet.**

**Support Individual Learners**

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<thead>
<tr>
<th>Build Background</th>
<th>The Wild Side</th>
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<tr>
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<td>76. What word goes with “something else”? (clutter)</td>
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## Extreme Sports

### “Race Through the Sand,” pages 76–83

**Summary** The Marathon of the Sands, or *Marathon des Sables*, is said to be the world’s toughest footrace. Participants run 140 miles over seven days in the scorching heat of the Sahara Desert. Runners endure blisters, sunburn, windburn, heatstroke, hunger, and extreme dehydration as they race over sand and rocks in 120-degree heat. Despite the terrible suffering, most runners keep going. In fact, the challenge and the suffering are precisely what motivate participants from all around the world to compete in this grueling test of endurance.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

| dehydrated: dried out | communal: shared |
| captivated: fascinated | quipped: joked |

1. The runners felt dehydrated after the long race in the hot sun.
2. Mari was so captivated by the book that she could not put it down.
3. A piece of bread and water make a meager meal.
4. The class had a communal supply of pencils for everyone to use.
5. When Julio dropped the egg on the floor, he quipped, “Anyone for scrambled eggs?”

**Activate Prior Knowledge**

1. Have students who run explain why they enjoy it. Have them tell how far they go and what kind of equipment they bring with them, such as a water bottle. Ask them if they can imagine running 140 miles.
2. Point out the Sahara Desert on a map. Have students share what they know about deserts.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about a marathon that takes extreme runners through the desert. I think I will read about all the dangers associated with this run.)

**Build Background** The Sahara Desert is one of the hottest, driest regions in the world. This vast desert covers more than three million square miles, which is just a little smaller than the area of the United States. The familiar landscape of dunes and blowing sand—called an erg—makes up only about a tenth of the Sahara’s surface area. Regs, which are flat, stony areas that the wind has cleared of sand and other fine materials, are far more common though less familiar. Hammadas are stretches of bedrock that have been exposed and buffed smooth by the wind. The northeast trade winds are the main cause of the extreme lack of precipitation in the Sahara. As the air of the trade winds moves south, its temperature increases, and it absorbs all moisture. These conditions make rainfall in the Sahara scarce.

### DURING READING

**Predict** Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the conditions the runners face in the Marathon of the Sands. Ask students: How are the challenges the runners face similar to some of the other challenges you have read about? How are they different? Have students use evidence from the text to support their responses.

### DIFFERENTIATED INSTRUCTION

**Give students a comic strip with the final frame missing.** Ask them to draw their prediction of what happens at the end. Remind them to use clues the author has provided. When they finish, give them the rest of the comic and have them compare their predictions to the ending.

### ENGLISH LANGUAGE LEARNERS

**Have students read Bad Day at Riverbend by Chris Van Allsburg.** Have students draw a three-column chart in their notes and make and record three predictions about what the greasy, slimy substance is that’s invading Riverbend.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Characteristics Map. Ask students to write *Marathon of the Sands* in the center bubble. Then have them write each word about what the racers experience during the run, shown below, in the outer bubbles. Ask students to add a fact that they learned from the article that supports each adjective. Discuss their responses.

- Hunger
- Thirst
- Pain
- Suffering
Summary  Stunt flying began around 1910 when aviation was still new and thrilling to people. Daredevil pilots performed risky, breathtaking moves that drew flocks of people to air shows. As time went on, the shows grew more and more outrageous. Pilots flew upside down and did loops close to the ground. Some people jumped out of planes or even walked on the wings. By the 1930s, air shows were coming to an end. Stunt flying was dangerous—sometimes even deadly—and there were new laws against low-level flying. Pilots, too, were starting to treat flying as serious business. Still, some modern pilots continue to fly in daring ways. The spirit of stunt flying lives on in them.

BEFORE READING

Build Vocabulary  List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

<table>
<thead>
<tr>
<th>enthralled: fascinated</th>
<th>wowed: dazzled</th>
</tr>
</thead>
<tbody>
<tr>
<td>flimsy: fragile; easily broken</td>
<td>awestruck: amazed</td>
</tr>
<tr>
<td>defying: challenging</td>
<td></td>
</tr>
<tr>
<td>1. I was enthralled by the movie because . . .</td>
<td></td>
</tr>
<tr>
<td>2. I could tell the paper airplane was flimsy because . . .</td>
<td></td>
</tr>
<tr>
<td>3. Defying the rules can be dangerous because . . .</td>
<td></td>
</tr>
<tr>
<td>4. The crowd was wowed by . . .</td>
<td></td>
</tr>
<tr>
<td>5. The people were awestruck when . . .</td>
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</tbody>
</table>

Activate Prior Knowledge  Ask students to share what they know about planes or stunt flying. Have those who have seen stunt flying as part of a special event or an air show share what they remember about the experience. What kinds of tricks did the pilots do?

Preview  Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about stunt pilots who put on exciting shows in the years after World War I.)

Build Background  On December 17, 1903, Orville and Wilbur Wright prepared to make history. They had spent years developing the Wright Flyer and were finally ready to try it out. They tossed a coin to see who would go first. Orville won and went on to make the world’s first powered, piloted flight. It lasted 12 brief seconds and went just 120 feet, but it marked the beginning of the era of aviation. The Wright brothers then kept their plane hidden from other aviators until they could obtain a patent for the invention. Their isolation only fueled speculation about their flying abilities. When their patent was finally granted, they headed for France with one of their unassembled planes. On August 8, 1908, Wilbur Wright put all doubts to rest with a display of flying skills that proved that the Wrights were leaders in aviation. While most flights at the time lasted only a few seconds, Wilbur circled his plane for over two and half hours—an incredible feat for the time.

DURING READING

Infer  An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

AFTER READING

Respond to the Article  Have students write a journal or blog entry about their responses to people’s reactions to air shows. Ask students: Why do you think people kept going to air shows, even though the planes sometimes crashed? Have students use evidence from the text to support their responses.

DIFFERENTIATED INSTRUCTION

Organize students into groups and give them a political cartoon or a comic strip with the caption or speech balloons covered up. Have each group work together to infer what the caption or speech balloons might say. Invite groups to share their inferences with the class and discuss what clues they used to make them. Then uncover the caption or speech balloons and compare students’ inferences with the original text.

ENGLISH LANGUAGE LEARNERS

Give students pictures of people cut from magazines. Have partners make a list of details in the photo that they observe. Then have them make inferences based on those details and their own knowledge and experience. Have partners talk about their inferences and how they made them.

GRAPHIC ORGANIZERS

Use Graphic Organizer 2 as Fact-and-Opinion Chart. Ask students to label the columns Facts and Opinions and then write each statement below in the appropriate column. Discuss their responses.

In 1911 Beachey flew under the bridge at Niagara Falls.
Stunt flying began around 1910.
Stunt flying should be illegal.
Wing walking is the most exciting stunt.
People flocked to see air shows.
**Introduction**

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **grueling:** very difficult
- **resumed:** began again after an interruption
- **exhausted:** extremely tired

1. What word goes with “imagine that you see things that aren’t there”? (hallucinate)
2. What word goes with “challenging”? (grueling)
3. What word goes with “stamp on”? (trample)

**Activate Prior Knowledge**

1. Have students who have seen or read about dogsledding describe what the sport is like. What kinds of dogs are used? What do the dogs do?
2. Discuss the weather and temperature in Alaska, and ask students what would be challenging about sledding for weeks in these kinds of conditions. (Possible answers: snow, ice, storms, freezing temperatures)
3. Ask students why they think dogsledding was an essential kind of transportation in Alaska before there were aircraft or snowmobiles.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: I think I will read about the Iditarod, a dogsled race that is run to commemorate the journey that brought life-saving serum to Nome, Alaska, in 1925.)

**DURING READING**

**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

- **hallucinate:** have fantasies
- **trample:** beat down with one’s feet

- 4. What word goes with “worn out or fatigued”? (exhausted)
- 5. What word goes with “restarted”? (resumed)

**BUILD BACKGROUND** On a dogsled team, the swiftest and smartest dogs run at the front of the pack. They are followed by swing dogs, whose task is to guide the team around turns and curves. Wheelers, positioned directly in front of the sled, are typically the biggest and strongest dogs. Team dogs round out the rest of the group. All of the dogs are hooked up to the sled with a group of lines. Although each dog wears a collar and a harness, there are no reins, so mushers have to shout out commands to communicate with their dogs. To start the team, for example, a musher might say “hike.” “Gee” and “haw” are directional commands used to steer the sled right and left. To stop the sled, a loud “whoa” does the trick. The dogs and the musher must communicate well together to ensure that the ride goes smoothly and the lines don’t get tangled.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to the Iditarod race. Ask students: What do you think draws people back to this race year after year? What words would you use to describe a musher in the Iditarod? Have students use evidence from the text to support their responses.

**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners**

Have students work in pairs to read a passage from a newspaper or magazine. Ask them to identify at least three unfamiliar words, use context clues to figure out the meanings, and discuss how the context clues helped them. Then have students check the meanings in a dictionary.

**ENGLISH LANGUAGE LEARNERS**

Show students how to use synonyms to define a word within a sentence. Point out that when authors use an unfamiliar word, they may use a synonym, a word with a similar meaning, before or after the word. Provide an example from the article, such as, “That means all the racers—or mushers, as they are called—push themselves and their dogs to the limit.” Help students see that the synonym racers helps readers know the meaning of mushers.

**GRAPHIC ORGANIZERS**

**Use Graphic Organizer 2 as a Fact-and-Opinion Chart.** Ask students to label the columns Facts and Opinions and to write the following sentences about the article in the appropriate columns. Discuss their responses.

- The Iditarod is 1,160 miles long.
- The snowy silence is enjoyable.
- There is no shame in dropping out of the Iditarod.
- Lack of sleep can make racers see things.
Summary Most people find looking at the cliffs and the 190-foot waterfalls to be thrilling enough, but some daredevils can’t resist the challenge of attempting crazy stunts at Niagara Falls. Frenchman Jean François Gravelet, or Blondin, was the first to make several daring trips across the falls on a tightrope in 1859. Blondin left the falls in 1860, but his antics inspired others to try crazy stunts. People have since jumped into the falls and gone over them in barrels and canoes. Some were successful, but others lost their lives. Still, it seems likely that others will continue to find ways to challenge themselves at Niagara Falls.

BEFORE READING
Build Vocabulary List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **churning**: swirling
- **loony**: foolish
- **accurate**: exactly correct

1. Would you prefer to sail a boat on churning water or calm water? Why?
2. If a friend asked you to do a loony stunt, would you do it? Why or why not?
3. If your math teacher told you your answer was accurate, would you be pleased or upset?
4. If you are in bed recuperating, are you getting better or getting sick?
5. Which would be a plunge, stepping off the curb or jumping off the high dive?

Activate Prior Knowledge
1. Tell students that Niagara Falls is on the border between New York, United States, and Ontario, Canada. Point out this area on a map.
2. Show students photos of Niagara Falls. Go to Google Images and search for “Niagara Falls.” Invite students to describe what they see. Ask them to imagine what it might feel like to go over these falls or jump into them.

Preview Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This article is about the crazy stunts that people perform at Niagara Falls.)

DURING READING
Visualize Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

AFTER READING
Respond to the Article Have students write a journal or blog entry about their responses to the crazy stunts people have tried at Niagara Falls. Ask students: Do you think the people who go over the falls in barrels and canoes fully understand the dangers? Why or why not? Have students use evidence from the text to support their responses.

DIFFERENTIATED INSTRUCTION
Have students work in groups of three to practice visualizing. Ask one student to read a paragraph from a newspaper or magazine article. Have the other students visualize the text and discuss their visualizations. How are they the same? How are they different? Then have students switch roles.

ENGLISH LANGUAGE LEARNERS
Tell students that words and phrases in texts can help them visualize the action. Share these words and phrases from the article. Have students describe what they visualize when they read them: He did a headstand on the wire. He walked across it with baskets on his feet. His oak barrel was smashed like an egg.

GRAPHIC ORGANIZERS
Use Graphic Organizer 1 as a Concept Map. Ask students to write Stunts at Niagara Falls in the center bubble. Then have students write a sentence in each of the outer bubbles about some of the stunts people have tried.
# Extreme Sports

## “Extreme Biking,” pages 114–121

### Summary

Extreme bikers race down hills at 60 miles per hour, dodging ruts, rocks, and tree stumps along the way. Even though they wear padded clothing and protective helmets, occasional injuries are unavoidable. Extreme bikers don’t seem to mind. Riders like Missy “the Missile” Giove live for the danger. They rely on physical strength, guts, and instinct to propel them through their rides and know that crashes are an inevitable part of the sport. In fact, Giove believes the crashes are one reason that downhill biking has become such a popular spectator sport.

### BEFORE READING

#### Build Vocabulary

List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **gutsy**: courageous
- **offbeat**: weird
- **thrive on**: do well in

<table>
<thead>
<tr>
<th>Statement</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>1. You have to be gutsy to . . .</td>
<td>unique: one-of-a-kind</td>
</tr>
<tr>
<td>2. An offbeat meal to have for breakfast would be . . .</td>
<td>acknowledged: admitted</td>
</tr>
<tr>
<td>3. I thrive on . . .</td>
<td>4. It’s fun to give a friend a unique gift because . . .</td>
</tr>
</tbody>
</table>

#### Activate Prior Knowledge

1. Discuss with students why most people ride bikes and what kind of safety equipment they wear. *(Possible answers: for exercise; to get from place to place; helmets)*
2. Now ask students to imagine going down a hill on their bikes at 60 miles per hour. How would they feel? *(Possible answers: out of control; thrilled; like I’m flying)*

#### Preview

Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? *(Possible answer: This article is about extreme biking, a sport that has bikers riding down mountains at high speeds. The caption says that it’s a dangerous sport, so I think I will read about some of those dangers.)*

#### DURING READING

#### Ask Questions

Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: Who is Missy Giove? What does she do? What makes her unique? Why do people enjoy extreme biking? How do they stay safe?

#### AFTER READING

#### Respond to the Article

Have students write a journal or blog entry about their responses to extreme biking. Ask students: Why do you think offbeat characters are attracted to the sport? What parts of the article surprised you, and what parts met your expectations? Have students use evidence from the text to support their responses.

### DIFFERENTIATED INSTRUCTION

Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper and want more information about the article. Have them write at least five questions they can ask the writer to gain the additional information.

### ENGLISH LANGUAGE LEARNERS

Have students look at an article in a news magazine. Help them read the headline and captions if necessary. Ask students to write three questions about the pictures accompanying the article. Then have students read the article with a partner to find out if their questions about the pictures are answered in the text.

### GRAPHIC ORGANIZERS

Use Graphic Organizer 1 as a Characteristics Map. Ask students to write Missy Giove in the center bubble and one of the adjectives about Giove below in each of the outer bubbles. Then have students add a fact that they learned from the article that supports each adjective. Answers will vary.

- Thrill-seeking
- Unique
- Strong
- Determined
**Unit 3, Lesson 13**

**Extreme Sports**

“Buzkashi: War on Horseback,” pages 122–129

<table>
<thead>
<tr>
<th>Introduce</th>
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<tbody>
<tr>
<td><strong>Summary</strong> Buzkashi is the national sport of Afghanistan. Horsemens try to grab a dead goat from a ditch, gallop down the field and around a pole, and put the goat back in the ditch. The horseman who completes this task scores a point for his team, and money or gifts are awarded before play resumes. A good buzkashi horse is highly valued, and the horses are very carefully trained. Skilled riders are also important, and young boys spend years in training. Though official buzkashi games are played with rules and referees, unofficial games are also frequently played the more traditional way—without rules.</td>
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<table>
<thead>
<tr>
<th><strong>BEFORE READING</strong></th>
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<tbody>
<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.</td>
</tr>
</tbody>
</table>

- **conquered**: took by force
- **scoop up**: pick up
- **slaughtered**: killed

- **emerges**: comes out
- **incredible**: extraordinary

1. The army **conquered** the village.
2. The child bent down to **scoop up** the shell from the water.
3. The farmer **slaughtered** the pig so that his family would have food during the winter.
4. Our pet turtle **emerges** from its shell to eat.
5. The actor’s performance in the play was **incredible**.

<table>
<thead>
<tr>
<th><strong>Activate Prior Knowledge</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Ask students to share what they know about sports that are popular in the culture of their heritage. Ask them to tell about the sport. Discuss how sports can unite a culture or country and reflect its values.</td>
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<tr>
<td>2. Help students find Afghanistan on a map.</td>
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<table>
<thead>
<tr>
<th><strong>Preview</strong></th>
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<tbody>
<tr>
<td>Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? <em>(Possible answer: This article is about buzkashi, a sport in which players on horseback compete to grab the body of a goat and race with it across the field.)</em></td>
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<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
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<tbody>
<tr>
<td><strong>Identify Sequence</strong> Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases, such as before, then, and when.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>AFTER READING</strong></th>
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<tbody>
<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about their responses to the sport of buzkashi. Ask students: Why do you think buzkashi is so important to the Afghan people? How do their feelings about the sport remind you of the loyalty fans in the United States have to their favorite sports team?</td>
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<tr>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
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<tr>
<td>Have students write the steps for a process, game, or activity that they know how to do. Remind them to use key sequence words as they write the steps in order. Then ask students to cut apart the steps. Have partners rearrange the steps in the correct sequence.</td>
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<tr>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
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<tbody>
<tr>
<td>Have students make a list of activities they would like to do over a weekend. Ask them to sequence the events in order of importance. Then have students share their lists and discuss the sequence of events.</td>
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<table>
<thead>
<tr>
<th><strong>GRAPHIC ORGANIZERS</strong></th>
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<tbody>
<tr>
<td>Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the events below in the correct order on the sequence chart. Discuss their responses.</td>
</tr>
</tbody>
</table>

- The players form a circle.
- When a point is scored, there is a break in the game.
- The riders gather around the goat.
- The horses explode toward each other.
**Unit 3, Lesson 14**

**Extreme Sports**

“BASE Jumping,” pages 130–137

<table>
<thead>
<tr>
<th>Teach Lesson Skills</th>
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<tbody>
<tr>
<td><strong>Introduce</strong></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
</tr>
</tbody>
</table>

| **BEFORE READING** |
| **Build Vocabulary** | List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students. |
| **astonishment** | surprise |
| **extreme** | extraordinary |
| **banned** | forbidden |
| 1. Which would cause **astonishment**, finding a dollar or finding a buried treasure? |
| 2. Which is **extreme**, jumping off the bed or jumping out of an airplane? |
| 3. If taking pictures is **banned** in a museum, would you get in trouble for doing it? |
| **underground** | secret or hidden |
| **earthbound** | located on or held to the earth |
| 4. If a meeting is **underground**, does everyone know about it or just a few people? |
| 5. Which is **earthbound**, a tree or a bird? |

| **Activate Prior Knowledge** |
| **1. Discuss with students what parachutes are and when they are used.** (Parachutes are safety devices that can be used when people jump out of an airplane to slow their fall.) |
| **2. Explain that some people parachute off buildings, bridges, and other structures. Why might this be unsafe?** (Possible answer: Jumpers might be paralyzed or killed if their parachute doesn’t work correctly.) |

| **Preview** | Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: I think this article is about people who take part in BASE jumping, an illegal activity in the United States.) |

| **DURING READING** |
| **Find Vocabulary in Context** | As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read. |

| **AFTER READING** |
| **Respond to the Article** | Have students write a journal or blog entry about their responses to BASE jumpers. Ask students: Why do you think laws against BASE jumping haven’t stopped jumpers? Have students use evidence from the text to support their responses. |

| **DIFFERENTIATED INSTRUCTION** |
| **Explain that a fact is a statement that can be proved true. An opinion is a statement that reflects someone’s beliefs or feelings and cannot be proved. Then read aloud letters to the editor from a newspaper or magazine. Ask students to decide if the each letter includes facts, opinions, or both.** |

| **ENGLISH LANGUAGE LEARNERS** |
| **Students may need to see pictures to help them understand the differences between fact and opinion. Have them look at a picture from a book, newspaper, or magazine. Ask them to identify and record as many facts as they can about what they see in the picture. Then have them record their opinions.** |

| **GRAPHIC ORGANIZERS** |
| **Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Have students label the columns Facts and Opinions and write the following sentences about the article in the appropriate columns. Discuss their responses.** |
| **BASE jumping is against the law in the United States.** |
| **A scraped knee doesn’t make a sport extreme.** |
| **Over 30 BASE jumpers have died.** |
| **People should not try extreme sports like BASE jumping.** |

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UNIT 3 The Wild Side Teacher Guide 148
### PREVIEW

**Ask students what clues the title of the article, the photograph, and the photo caption provide.** What predictions about the article might students make? *(Possible answer: I think I will read about the Raid Gauloises, a race in which contestants face all kinds of challenges.)*

### DURING READING

**Predict**  Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**Activate Prior Knowledge**  1. Ask students how many of them have ever done a team activity or done a triathlon. Invite them to share the experience.  
2. Ask students to imagine that they could create an extreme race. Where would it be held? What kinds of activities would it include?

**Build Background**  In 2003 the Raid Gauloises was reorganized into the Raid World Championship. The event’s sponsors wanted to elevate the sport’s credibility and increase its popularity while also providing athletes with new opportunities to challenge themselves. The new race lasts between five and seven full days and nights, and teams can expect to cover distances of more than 125 miles. The course of the race is different every year, but kayaking, mountain biking, inline skating, mountain climbing, caving, snowshoeing, and skiing are among the disciplines that participants can usually expect in a given year. Up to 50 teams can participate. Like the former Raid Gauloises teams, the teams are usually mixed with a minimum of one man and one woman on each team. The results are determined by ranking the distance covered by each team. The team with either the longest distance or shortest time is the winner.

### AFTER READING

**Respond to the Article**  Have students write a journal or blog entry about their responses to what they learned about the Raid Gauloises. Ask students: What kinds of personalities and skills do you think team members look for when choosing others to be on their team for the Raid Gauloises? Why?

### DIFFERENTIATED INSTRUCTION

**Have students tell a partner a story. They should stop at least three times and ask, “What do you think happened next?” The partner should make a prediction. Then have students change roles. Partners should tell each other whether their predictions were correct.**

**ENGLISH LANGUAGE LEARNERS**  Help students make predictions by giving them a variety of prediction starters. For example, you might say, “I put on sunscreen. I grabbed a beach towel. What am I going to do next?” or “I got a broom and dust pan. What am I going to do next?” Have students give their predictions and explain how they made them. Then have partners try the activity together.

**GRAPHIC ORGANIZERS**  Use Graphic Organizer 7 as an Inference Map. In the bottom box, ask students to write the inference shown below about competitors in the Raid Gauloises. Then, in the top boxes, have students write three details from the article that support the inference. Discuss students’ responses.

Competitors in the Raid Gauloises have to be strong physically and mentally.
Cave Diving

Imagine making your way through a deep, narrow cave. The darkness around you is so thick that your flashlight beam barely cuts through it. You feel as though the walls are closing in on you.

Next, picture yourself deep-sea diving. You’re taking in air from a tank on your back as you swim slowly through the cold water, hearing nothing but the sound of your own breathing.

Now, put those two images together, and you’ll begin to understand the sport of cave diving. However, you’ll need to add one more element to the scene: danger. Cave diving is one of the world’s most dangerous sports. Every year, about 20 people die cave diving. In fact, the National Speleological Society, which provides information about cave exploration, says a successful dive is “one you return from.”

Some divers are drawn by the beauty and mystery of undersea caves. For others, it is the thrill of going where few people have gone before. For still others, cave diving is a way to test both their physical ability and their courage. One thing is certain: this sport is not for the faint of heart.

Cave divers may descend hundreds of feet before entering a cave. Then they swim far into the darkness of the cave. In an emergency, cave divers can’t just swim up toward the sunlight. That’s what makes the sport so dangerous. They first have to retrace their path out of the cave. If they run out of air before finding their way out, they die.

Cave divers depend on their equipment to survive. That’s why they bring along extra gear. If their face mask breaks or, much worse, their oxygen tank runs out of air, they will have another as a backup. Besides masks and oxygen tanks, cave divers wear rubber suits to stay dry and warm. Swim fins help them move through the water. Lights help them see.

Divers may also use small, battery-powered underwater scooters to pull themselves along. This makes cave exploration easier. Also, because the divers don’t have to use as much energy, they breathe less oxygen and so can stay underwater longer.

To keep from getting lost, cave divers use guide lines. These nylon cords are positioned throughout a cave’s main tunnels. The lines have knots in them. Two knots closely followed by one knot means you are heading out of the cave. One knot followed by two means you are moving deeper into it. When divers need to return to a cave’s entrance, they can touch the lines to guide them back.

Cave diving requires several years of training. It also requires steady nerves. It’s easy to panic when you feel trapped in an underwater cave. Having the right equipment and the necessary knowledge can save your life.
Extreme Sports

Unit 1 Assessment Questions

1. Which sentence states the main idea best?
   a. Cave diving is especially risky if you don’t know what you’re doing.
   b. Exploring underwater caves is a dangerous sport that requires training and courage.
   c. Cave divers depend on guide lines to lead them back to a cave’s entrance.

2. In order to protect themselves, cave divers
   a. carry extra equipment.
   b. use underwater scooters.
   c. wear swim fins.

3. Which answer is probably true?
   a. Cave diving is likely to become one of the most popular sports.
   b. Cave diving is not risky if you swim with a buddy.
   c. Without guide lines, more cave divers would die.

4. What is the correct meaning of the underlined word?
   Cave divers depend on their equipment to survive.
   a. stay alive
   b. reach bottom
   c. point the way

5. What was the author’s purpose in writing this article?
   a. to warn readers not to try cave diving
   b. to inform readers about a challenging sport
   c. to encourage readers to give cave diving a try

6. Which answer correctly restates this sentence from paragraph 4?
   One thing is certain: this sport is not for the faint of heart.
   a. Having a healthy heart is certainly necessary for cave diving.
   b. If a cave diver’s heart is in poor condition, he may faint.
   c. Only brave people should go cave diving.

7. Why is cave diving more dangerous than other types of diving?
   a. Cave divers cannot swim directly to the surface.
   b. Cave divers go deeper than other divers.
   c. Cave divers swim only in complete darkness.

8. Battery-powered underwater scooters
   a. show divers the way back to the entrance.
   b. help cave divers stay warm and dry.
   c. extend the time divers can be underwater.

9. From the information in the article, you can conclude that
   a. land caves are easy to explore.
   b. cave diving is a sport likely to interest only a small number of people.
   c. having the right equipment makes cave diving easy enough for anyone to try.

10. The main purpose of paragraphs 1 and 2 is to
    a. help readers picture cave diving.
    b. compare cave exploration with deep-sea diving.
    c. explain how caves in the ocean are different from caves on land.
Extreme Sports

Unit 2 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

The Ironman Triathlon

Have you ever raced against a friend in a swimming pool? Or taken part in a bike race? Or maybe dashed around a track? Even if you’ve only watched others do these things, you know how exhausting such races can be.

Now imagine a race that combines all three activities—swimming, biking, and running—with hundreds of people competing against you. That’s the challenge of a triathlon.

Triathlon comes from the Greek words for “three” and “contest,” and that is exactly what a triathlon is. It’s a long-distance competition in which athletes participate in three events, one right after the other. Whoever has the best overall time wins. The triathlon is much more than a test of physical ability. It’s a test of endurance—the ability to keep going even when your body is begging for rest.

The first triathlons took place in France in the 1920s. In America, triathlons got their start in California in 1974. It was a few years later, though, that a more difficult form of the triathlon created in Hawaii drew international attention.

Hawaiian athletes sometimes argued about which sport had the best athletes. Finally, a naval officer named John Collins suggested combining three popular sports into one amazing challenge. This event, called the Ironman Triathlon, required athletes first to swim 2.4 miles. Next, they had to bike 112 miles. Finally, they had to run 26.2 miles—the length of a marathon!

Today, Ironman races are held in different locations around the world. These contests qualify athletes for the king of Ironman competitions—the Ironman World Championship held every October in Kona, Hawaii. The first Ironman, held in 1978, had only 15 participants. Now some 1,800 men and women from over 50 nations take part in the World Championship.

Hawaiian Ironman events begin with athletes swimming through Kailua-Kona Bay. Next, athletes must find their bicycle amidst hundreds of other bikes, put on the necessary clothing and footwear, and start pedaling. The changeover to biking is also a time for athletes to drink something and maybe eat an energy bar to keep up their strength. After biking the required miles, athletes take off on foot to complete the final part of the Ironman. Along the way, support crews offer water and sometimes food to help the athletes make it to the end.

The maximum time allowed to complete an Ironman is 17 hours, but winners usually finish in the hard-to-believe time of nine hours or less! Probably the most dramatic finish occurred in 1982. Julie Moss, age 23, was less than 500 yards from the finish line when her strength ran out. After collapsing to the ground several times, Julie somehow forced herself to crawl the last 15 feet. The crowd went wild, cheering the courage of a true Ironman.
Extreme Sports

Unit 2 Assessment Questions

1. Which sentence states the main idea best?
   a. The Ironman Triathlon tests the endurance of athletes as they compete in swimming, biking, and running.
   b. Triathlons got started in California about 50 years after the first triathlons in France.
   c. Only athletes in the best physical condition can compete in the Ironman Triathlon.

2. Ironman athletes have to swim
   a. 112 miles.
   b. 26.2 miles.
   c. 2.4 miles.

3. Which answer is probably true?
   a. A fast runner could still win the Ironman even if he didn’t know how to swim.
   b. The early triathlons in California were not as challenging as the Ironman.
   c. It’s easiest for athletes to drink and eat during the swimming part of the race.

4. What is the correct meaning of the underlined word?
   Probably the most dramatic finish occurred in 1982.
   a. remarkable
   b. recent
   c. distant

5. What was the author’s purpose in writing this article?
   a. to call attention to some outstanding athletes
   b. to explain what an Ironman Triathlon is
   c. to persuade readers to enter an Ironman Triathlon

6. Which answer correctly restates this sentence from paragraph 4?
   It was a few years later, though, that a more difficult form of the triathlon created in Hawaii drew international attention.
   a. It took people around the world a few years to find out that the Hawaiian triathlon was difficult.
   b. To get people’s attention, Hawaii created its own triathlon several years later.
   c. Several years later, people around the world learned of a harder triathlon that had started in Hawaii.

7. Based on the author’s account, Julie Moss’s efforts can best be described as
   a. weak.
   b. heroic.
   c. useless.

8. The most important quality for an Ironman athlete to have is
   a. physical strength.
   b. intelligence.
   c. endurance.

9. The main purpose of paragraphs 1 and 2 is to
   a. compare swimming, biking, and running.
   b. give readers a feeling of what a triathlon involves.
   c. explain why triathlons are popular around the world.

10. Into which of the following theme groups would this article best fit?
    a. physical fitness for children
    b. team sports
    c. activities that test human limits
**Extreme Sports**

**Unit 3 Assessment Article**

**Directions:** Read this article. Then answer each question that follows. Circle the letter of your answer.

**Motocross Madness**

The air is filled with a sound like the buzz of a thousand giant wasps. Riders in brightly colored outfits cling to the handlebars as their roaring machines fly over hills, swerve around obstacles, and skid through turns. Spinning tires kick up dirt as bikes zoom by. This is motocross, the sport of off-road motorcycle racing, suitable only for competitors who have equal amounts of skill and nerve.

2 The word **motocross** is a blend of **motorcycle** and **cross-country**. Motocross racers do multiple laps around a racecourse laid out over rugged terrain. Typically, the course is a dirt track with steep hills, numerous curves and turns, and man-made jumps. There may also be wet or muddy areas. Races generally consist of two heats, or rounds, from 15 to 40 minutes each. The rider with the fastest total time wins the competition.

3 Motocross bikes have a powerful motor to provide the strength and speed needed to compete in races. They also have strong brakes, which are needed to handle quick changes of speed as riders travel the rough, twisty course. Knobby tires aid in gripping the loose surface of the track. The bikes’ heavy-duty framework helps racers cope with pounding jumps and hard landings.

4 The riders of these bikes wear helmets, goggles, boots, gloves, and chest protectors to reduce injury in a crash. Nevertheless, riders can still get hurt. Their injuries range from bruises and sprains to broken bones and concussions.

5 As dangerous as motocross racing is, though, freestyle motocross is even worse. This version of motocross does not involve racing. Instead, freestyle riders compete by jumping large ramps and performing tricks in midair. Jumps may cover 60 feet or more and soar higher than 20 feet into the air. Judges award scores based on the tricks that riders do.

6 The daring freestyle tricks make spectators gasp. Riders hang on to the seat of their motorcycle while dangling their legs in the air. They do amazing flips with their bikes, all while flying through the air. No wonder the tricks have names like “Kiss of Death,” “Suicide Can,” and “Dead Body”!

7 Freestyle riders risk serious injury—or worse. In 2009 24-year-old Jeremy Lusk was competing in a freestyle event in Costa Rica. Lusk, a medal-winning rider nicknamed “Pit Bull” for his determination, attempted a backflip during a 100-foot jump. Failing to rotate completely, he crashed headfirst into the dirt. He hit so hard that his helmet split in half. Three days later, he died from his injuries.

8 And yet, motocross riders continue to compete in races and freestyle events. In the words of Mike Metzger, another well-known motocross rider, “You put your life on the line when you ride a motorcycle.” Metzger should know. His own career ended when he broke his back doing a backflip in 2007.
Extreme Sports

Unit 3 Assessment Questions

1. Which sentence states the main idea best?
   a. Motocross is a fast, noisy, and thrilling sport that often makes the audience gasp.
   b. Motocross riders risk broken bones and other serious injuries when they compete.
   c. Motocross events are exciting but dangerous contests that require skill and daring.

2. The word motocross is a blend of
   a. motor and crossroad.
   b. motorcycle and cross-country.
   c. motor and crossing.

3. Which answer is probably true?
   a. Success at motocross requires hours of training and practice.
   b. Most bicycle riders have the skills needed to succeed at freestyle motocross.
   c. Motocross riders will not get injured as long as they wear proper helmets.

4. What is the correct meaning of the underlined word?
   This is motocross, the sport of off-road motorcycle racing, suitable only for competitors who have equal amounts of skill and nerve.
   a. people who take part in a contest
   b. audience members viewing a sports event
   c. judges who pick the winner of a race

5. What was the author’s purpose in writing this article?
   a. to encourage readers to attend motocross events
   b. to stress the importance of practice in sports
   c. to inform readers about a thrilling but risky sport

6. Which answer correctly restates this sentence from paragraph 3?
   They also have strong brakes, which are needed to handle quick changes of speed as riders travel the rough, twisty course.
   a. Motocross riders must be strong in order to control their speed during a race.
   b. Motocross bikes must have strong brakes to deal with the twisting racecourse.
   c. Using their strong brakes, motocross riders can increase their speed around the course.

7. Jeremy Lusk was killed because
   a. the brakes on his motorcycle failed.
   b. he was not wearing protective gear.
   c. his bike did not turn all the way around.

8. A key difference between motocross racing and freestyle motocross is that
   a. freestyle competitions are not races.
   b. freestyle riders often get injured.
   c. freestyle riders do not compete against one another.

9. The main purpose of paragraph 7 is to
   a. explain who Jeremy Lusk was.
   b. show how dangerous freestyle is.
   c. point out the risk of doing a backflip.

10. According to the author, freestyle motocross is
    a. just as dangerous as motocross racing.
    b. more dangerous than motocross racing.
    c. not as dangerous as motocross racing.
## Extreme Sports

### Unit 1 Language Development Activity: Suffixes

<table>
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<tr>
<th>ESL/DI Skill</th>
<th>Suffix: -er (rafter, keeper)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Highlights</strong></td>
<td><strong>Teacher Preparation</strong></td>
</tr>
<tr>
<td>1. Suffix diagram: whole class, small group, individual</td>
<td>1. Review the article “White-Water Thrills” (Unit 1, Lesson 3, p. 30).</td>
</tr>
<tr>
<td>2. Analyzing word construction: whole class, small group</td>
<td>2. Print one copy of Unit 1 Activity Sheet: Suffix Diagram for each student and a copy of Unit 1 Activity Sheet Answers: Suffix Diagram for yourself.</td>
</tr>
<tr>
<td>3. Sharing personal experiences/opinions: small group</td>
<td>3. Write the following on the board: Most rafters know the risk; A keeper is a kind of whirlpool.</td>
</tr>
<tr>
<td>4. Note Taker: individual role</td>
<td>4. Draw the blank diagram from Unit 1 Activity Sheet: Suffix Diagram (from step 2) on the board.</td>
</tr>
<tr>
<td>5. Creating original suffix diagram: individual, small group</td>
<td>5. Students deduce the definition of keeper (something who/that keeps) and write it under the word keeper in the right-hand box. Point out the sentence on the board. Explain that a whirlpool is a swirling body of water, and ask why a whirlpool would be “something that keeps.” (It keeps the raft in it; It is hard to get out of it.) Point out that rafter and keeper are nouns formed from verbs.</td>
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</table>

### Activity Steps:

1. Review the article “White-Water Thrills” (Unit 1, Lesson 3, p. 30) with the class. Distribute the blank activity sheets.

2. Point out the sentences from the article on the board and ask students what word part is in both underlined words (the suffix -er). Write -er in the middle box of your activity sheet diagram. Students do the same in their diagrams.

3. Fill in the right-hand boxes of your diagram with the words rafter and keeper. Volunteers identify the smaller words within the larger words. (raft, keep) Tell students that the smaller words are verbs. Write the verbs in the left-hand boxes with their definitions underneath (raft: paddle an inflated boat; keep: hold onto). Students fill in their activity sheets.

4. Give the class an example of another word that has the suffix -er, for example, winner. Tell students that winner means “someone who wins.” Volunteers deduce what rafter means. (someone who travels by raft). Write someone who travels by raft under the word rafter in the right-hand box. The class deduces a general definition of the suffix -er (someone who).

5. Write a more inclusive definition of -er (someone or something who/that) under -er in the center box. Explain that a noun with the suffix -er is not always a person, so who doesn’t always work. Students fill in their diagrams.

6. The class collaboratively explains why rafters want to avoid keepers. (Possible response: If they can’t get out of the keeper, they are in danger of sinking or getting too tired.)

7. Students form small groups and choose a Note Taker.

8. With help from the group, the Note Taker writes a list of sports professions that end in -er. (Possible responses: boxer, pitcher, catcher, runner, biker, wide receiver, linebacker, kicker) Group members who have participated in any of these sports explain what the sport is and what it demands of an athlete.

9. Circulate among groups to participate in the conversations.
Extreme Sports

Unit 2 Language Development Activity: *Multiple Meanings*

**ESL/DI Skill | Multiple-Meaning Words:** band, trails, signs, green, good

**Activity Highlights**
1. Discussion/analysis: small group
2. Writing sentences: individual
3. Reading sentences aloud: small group, whole class

**Teacher Preparation**
1. Review the article “Skiing the Impossible” (Unit 2, Lesson 7, p. 68).
2. Write on the board or otherwise present the short passage below this box. (“[Kristen] Ulmer is….”)
3. For each group of 3 to 5 people, provide a dictionary.

[Kristen] Ulmer is one of a small band of extreme skiers... Normal ski trails are marked. Signs tell everyone how hard the different trails are. Green circles are easy paths... Blue squares... can be skied by most good skiers.*

**Activity Steps:**

1. Review the reading article “Skiing the Impossible” (Unit 2, Lesson 7, p. 68) with the class.
2. Volunteers read the sentences on the board aloud to the class.
3. Students form small groups.
4. Groups talk about what the underlined words mean in the context of the sentences.
5. Each student chooses an underlined word from one of the sentences. If possible, there should be a different word for each student.
6. Each student writes an original sentence with his or her chosen word, unrelated to the article, using the meaning the word has in the sentence on the board (call this meaning M1). He or she underlines the word in the sentence. For example: I saw a movie about a band of robbers. Circulate to provide assistance to students as they write.
7. Students count off to determine an order for participating in the next steps.
8. Each Student 1 says his or her word (band) and reads the M1 sentence to the group.
9. The group talks about why the chosen word has the same basic meaning in Student 1’s sentence as it does in the sentence on the board. (Possible response: In both sentences, a band is a small group that moves around together—the skiers and the robbers.)
10. Students collaborate to identify a second meaning (M2) for the word.* They find or confirm the additional meaning in the dictionary. (band: “a group of performing musicians”) Circulate among groups to support students’ work.
11. Each student writes an original sentence using M2 of the chosen word. For example: My sister is in a rock band. Each student reads his or her sentence to the group.
12. Repeat Steps 8–11 for Student 2, Student 3, etc. with the words they chose in step 5.
13. Once everyone has taken a turn, volunteers read both of their sentences to the class.

*Multiple meanings: band (“small group that moves together” / “a group of performing musicians”); trails (“marked paths” / “pieces left behind that lead to something”); signs (“written messages giving directions” / “things that tell something about the future”); green (“the color of blue and yellow combined” / “friendly to the environment”); good (“skilled” / “well behaved”).
Extreme Sports

Unit 3 Language Development Activity: Syntax

ESL/DI Skill | Syntax: Adjective Placement
---|---
1. Constructing correct syntax with paper word squares: small group, individual kinesthetic role
2. Discussion/analysis of syntax: small group
3. Sharing prior knowledge of parts of speech: individual

Activity Steps:
1. Review the selection “Extreme Biking” (Unit 3, Lesson 12, p. 114) with the class.
2. Students form small groups.
3. Distribute a set of 19 word squares to each group. Tell students they will be making sentences by putting squares in a row.
4. Each group chooses a student, the Conductor, to move the squares around for the activity.
5. Write on the board: The athletes raced downhill.
6. Each group finds the paper squares for these words, and the Conductor puts the squares in the correct order to form the sentence.
7. Write the parts of speech under each word on the board and point out the syntax, or word order: article, noun, verb, adverb. Explain that an adverb gives more information about the action of a verb. Where or how did the athletes race? (downhill)
8. Write the following sentence on the board under the first one: The athletes were gutsy.
9. With the group, the Conductor leaves the first sentence intact and creates the second sentence in another row, with new squares, below the first sentence.
10. Volunteers help you identify the word order: article, noun, verb, adjective. Write the parts of speech under the words, stressing that gutsy is an adjective and is at the end of the sentence.
11. Students work to express the meaning of the two sentences in just one sentence, using five of the eight squares. The Conductor puts the chosen word squares in a row. (The gutsy athletes raced downhill.) Circulate to check progress.
12. When all the groups have constructed the new sentence correctly, a volunteer reads it to the class. Write the sentence on the board and point out the word order: article, adjective, noun, verb, adverb. Write the parts of speech under the words, stressing that in this sentence, the adjective gutsy is immediately before the noun. Compare the placement of the adjective to its placement in the original sentence: The athletes were gutsy.
13. Students shuffle all the word squares and repeat the process with the following sentences: The dreadlocks dangled down. / The dreadlocks were dyed. (The dyed dreadlocks dangled down); The daredevil crashed frequently. / The daredevil was aggressive. (The aggressive daredevil crashed frequently.) Circulate to check students’ progress.
14. If time permits, give additional practice with sentences created by you or the students.

Teacher Preparation
1. Review “Extreme Biking” (Unit 3, Lesson 12, p. 114).
2. Print one copy of Unit 2 Activity Sheet: Word Squares for each group of 3 to 5 students.
3. Cut each activity sheet to make a set of 19 paper word squares (one set for each group). Shuffle the squares within each set of 19.

Activity Highlights
1. Constructing correct syntax with paper word squares: small group, individual kinesthetic role
2. Discussion/analysis of syntax: small group
3. Sharing prior knowledge of parts of speech: individual