





NAME \_\_\_\_\_

## Daredevils and Show-offs

### Point of View

**Directions:** Write what you think these people feel about their role as daredevils or stunt people. Record the clues you found in the text that helped you determine their point of view. Then write your own point of view about dangerous stunts and the people who perform them.

Person	Their Point of View	Text Clues
<b>Mabel Stark</b> 		
<b>Philippe Petit</b> 		
<b>Mary Evans (Nadia)</b> 		
<b>Evel Knievel</b> 		

What is your point of view about dangerous stunts and the people who perform them?

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## Daredevils and Show-offs

LEXILE™ 940

### FOCUS STRATEGIES

#### Metacognitive Skill Making Connections to Prior Knowledge

As they read, good readers make connections between what they already know about a topic and new information in the text. This helps them be active readers and increases their understanding of the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you relate information in the book to your knowledge and experience.

#### Comprehension Skill Identify and Evaluate Point of View

To be critical readers, students need to identify the point of view of the author and the author's purpose for writing the text, particularly for nonfiction. If they know why the author wrote the text, they are in a better position to assess the information the author provides in order to determine its accuracy and validity. They should learn not to accept information from one source, but read a variety of texts to compare and evaluate the information. In fiction, and in books such as *Daredevils and Show-offs*, students can also identify the point of view of characters in order to understand their motives. They can evaluate these motives and decide how the characters' motives compare to their own personal point of view.

#### Vocabulary Skill Suffixes

As students become more familiar with how words work, they are better able to handle unfamiliar vocabulary as they read. Knowing how to recognise familiar suffixes and/or root words can help them get meaning from what they read.

Focus Vocabulary Skill: Words with suffixes

famous	p 3, 11, 12, 13, 20, 22	eventually	p 19, 22, 24
dangerous	5, 21, 26	successfully	16
glorious	7	badly	7, 21
fabulous	4	harmless	4
nervously	10	equipment	10
previously	25	retirement	13

## X-zone

### SUMMARY

Many men and women try risky stunts for various reasons: for the challenge, thrill, and excitement; for the money; to break records; and to provide an exciting show for an audience. This book is about daredevils who have thrilled audiences with their feats.

### OUTCOMES

Students will:

- Understand that readers connect prior knowledge to what they read.
- Identify and evaluate point of view.
- Recognise suffixes and understand how they affect the meaning of root words.

### ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they identify and evaluate point of view of characters. Note whether they can independently apply the strategy as they read the rest of the book.
- Note whether students can relate prior knowledge to what they read.
- Note whether students recognise suffixes and understand how to use common suffixes to get meaning from unfamiliar vocabulary.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

## Before Reading

### → Preview the Book

#### Build Background

- Ask students what they know about stunts and famous stunt people. Write their ideas in a fact web on the board.
- Write the question *Why might people risk their lives to try dangerous stunts?* on the board. Record students' ideas on the board.

#### Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Have them preview the table of contents and make predictions about the text. Ask them what they know about any of the types of stunts listed in the contents page and add their ideas to the web.
- Model making connections to prior knowledge.  
**Think-Aloud:** I know that being a stunt person is dangerous. I also know that performing with wild animals such as tigers is dangerous, and that trainers sometimes get hurt by their animals. What I don't know is why people want to lead such dangerous lives. I can guess that it might have something to do with the thrill and perhaps the desire to be famous. If I think about what I already know as I read, I will be able to better understand new information that I find out from the book.
- Preview the book with students, looking at the chapter headings, sidebars, photos, and artwork. Help them make further connections between personal knowledge and the book. Add what they know to the web on the board.

#### Preview Text Features

- Point out the columns headed *Daring Facts*, and tell students that these columns will provide interesting bits of information about daredevils and their feats.
- Discuss the comparative diagram on page 9. Tell students that graphic information is a useful tool that helps in many ways. It can clarify texts, provide interesting, additional information, or illustrate examples of what students are reading in the main body text.

### → Introduce the Focus Vocabulary Skill: Suffixes

- Point out the word *dangerous* on page 5. Explain that recognising that a word has a suffix and then finding the root word can help them read difficult words. Point out the root word *danger*. Explain that the suffix *-ous* means having the qualities of the root word, in this case *danger*. Have students tell how the suffix adds to the meaning of the word *danger*.

### → Set the Purpose

**Teacher Tip:** This lesson pertains to pages 4–17 of *Daredevils and Show-offs*.

#### Identify and Evaluate Point of View

- Tell students that they will be reading pages 4–17 silently. Explain that you want them to read to figure out why these people attempt such dangerous stunts.

#### Making Connections to Prior Knowledge

- Remind students to be active readers by connecting personal knowledge to what they read. Point out how important it is for them to challenge themselves when something they read doesn't make sense, by asking clarifying questions.

#### Word Skills

- Remind students to use what they know about the structure of words and the context to figure out difficult words.

## During Reading

### → Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.  
Pages 4–7: Ask students what they know about people who perform with wild animals. Then have them read these pages to decide what they think the author's purpose for writing this text is. When students have finished reading, briefly discuss their ideas (to entertain, to provide information).  
Pages 8–11: Ask students to read these pages to check their ideas on the author's purpose. Have them share what they find out.  
Pages 12–17: Ask students what they know about movie stunt people and Evel Knievel. Then as they read the next pages have them think about why these people risk their lives to perform stunts. Briefly discuss what they find out.
- Have students reread pages 4–17, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

## After Reading

### → Reflect on Reading Strategies

- Ask them to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

### → Introduce the Focus Comprehension Skill: Identify and Evaluate Point of View

#### Model

- Explain that to read a text critically, students need to determine why the author wrote the text and what his/her point of view is.  
**Think-Aloud:** I ask myself as I'm reading: Why is the author writing this? What does he/she want me to know or believe about the topic? I think this author is telling me facts about stunt people. He seems to have a neutral point of view about these people, and doesn't appear to want the reader to think a certain way about them. I need to form my own opinions about stunt people based on what I read here and what I know from my own experience. So the next questions I ask myself are: What is the point of view of these stunt people? Why do they do what they do? What are my thoughts about what they do?

#### Guided Practice

- Give students a copy of the graphic organiser. Lead students in a discussion about why Mabel Stark performed with tigers. Help them search the text for clues and help them combine the text information with personal knowledge. Clues to help them determine Stark's point of view are on pages 6 and 7 (she loved the animals and enjoyed the thrill). Encourage students to share their point of view about Stark.

### → Independent Practice

- Have students complete the graphic organiser independently, by first filling in their ideas on the characters' points of view and the pages where they find clues. When they are finished, have them write their point of view about people who perform dangerous stunts. Have students share their completed worksheets.

### → Vocabulary Skill: Suffixes

- Write these words from the text on the board: *famous, glorious, fabulous, dangerous, nervously*. Have volunteers tell you the root word in each.
- Remind students that the suffix *-ous* means having the qualities of the root word. Discuss how the meanings of the first four root words on the list are affected by adding the suffix *-ous*.
- Discuss how the meaning of *nerve* is affected by adding the suffix *-ous*. Have students use it in oral sentences. Then point out that by adding *-ly* to the word, an adverb is created. Have students use *nervously* in oral sentences, reinforcing that adverbs describe action.
- Review common suffixes with students and how they affect their root words. Have pairs of students search pages 4–17 to find words with suffixes (*harmless, hardly, badly, equipment, safety, retirement, injury, successfully, certainly*). Discuss the words they find.

### → Apply the Lesson

- Have students read the rest of the book independently and determine point of view of the characters.
- Remind students to make connections between the text and prior knowledge.
- Encourage students to look for suffixes and root words.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.