

More Key Words

Use these words to talk about “The World’s Greatest Underachiever” and “Joseph Lekuton: Making a Difference.”

benefit

noun



A **benefit** is something that is helpful. One **benefit** of rain is that it helps plants grow tall.

duty

noun



When you do your **duty**, you do what you are supposed to do.

identify

verb



When you **identify** something, you tell what it is. She wants to **identify** a type of bird.

impact

noun



What you do has an **impact** on things. The children have a positive **impact** on the park.

learn

verb



To **learn** means to find out how to do something. You can **learn** to play music.

Talk Together

Make a Study Card for each **Key Word**. Then compare your cards with a partner's.

learn

What it means: to find out

Example: I learn about horses from my uncle.

Not an example: I don't know anything about dogs.

Learn to Monitor and Clarify

Look at the round picture of Kemal and his friend. Ask yourself a question about what you see. To find the answer, look more closely at the round picture or look at the big picture.



When you read, check or **monitor** yourself to make sure you understand everything. Ask questions to **clarify** the parts you do not understand.

How to Monitor and Clarify



1. Read the text carefully.

I read _____.



2. Ask yourself: What does this mean?

I ask myself:
_____?



3. Reread the text or read on. Look for facts and details to answer your questions.

I find out _____.

Talk Together

Read Kemal's letter with a partner. Read the sample. Then use **Language Frames** to monitor and clarify. Tell your partner how you checked your understanding of the text.

Language Frames

-  I read _____.
-  I ask myself:
_____?
-  I find out
_____.

Letter

March 14, 20__

Dear Opal,

This week I **learned** something important. I learned that one **individual** can make a big difference. Let me tell you how.

It had been raining hard all week. Then last night, it became a flood. Mr. Ruiz **identified** the problem right away. The flood wall in our **neighborhood** was about to burst! Everyone started to fill and stack sandbags. But the water was rising fast. More **volunteers** were needed, so I **offered** to help.

We stacked hundreds of sandbags. But the situation didn't **improve**. The water kept going higher and higher. Nobody gave up, though. We all did our **duty** and kept working hard.

Finally, the rain stopped. We all cheered. Our neighborhood was saved!

Boy, was I tired, but I felt good, too. My help made an **impact**, and we all understood the **benefit** of working together.

Your friend,
Kemal

Sample

"I read that Kemal learned something.

I ask myself: What did he learn?

I find out that he learned something because of a flood."

◀ = A good place to monitor and clarify your reading

Syllable Division



cat = cat =
1 syllable



rabbit = rab/bit =
2 syllables



puppy = pup/py =
2 syllables

Listen and Learn

 Listen to each sentence. Choose the answer that shows the correct way to divide the word into syllables.

1. You should wear a **helmet** when you ride your bike.



he/lmet hel/met helm/et

2. A **magnet** attracts things that are metal.



mag/net ma/gnet magn/et

3. We read a story about a **princess** locked in a castle.



pri/ncess princ/ess
prin/cess

4. He drove the **tractor** into the field.



tract/or trac/tor tra/ctor

Talk Together

- Listen and read. Find one-syllable words with the consonant-vowel-consonant (CVC) pattern and two-syllable words with the vowel-consonant-consonant-vowel pattern (VCCV).

Over to You

A Neighborhood Cleanup

These kids are upset about the environment. There is too much trash everywhere. The kids decided that they could have an impact on the problem. They start in their own neighborhood.

The kids picked a date for a cleanup. They asked people to volunteer. They asked shop owners for help. Some gave garbage bags, gloves, and tools. One shop offered snacks for the workers. A garden shop offered free plants.

The kids were very happy. Before the cleanup, their neighborhood was filled with rubbish. Now it was beautiful. The kids learned the benefit of working together. They were able to improve their community. They had a small, but important, impact on their world.

Work with a partner.

Take turns. Point to a word with one of the syllable patterns in this lesson. Have your partner tell if it is a one-syllable word or a two-syllable word. Then switch roles and pick another word.

- Practice reading words with consonant-vowel-consonant (CVC) syllables and vowel-consonant-consonant-vowel (VCCV) syllables by reading "A Neighborhood Cleanup" with a partner.

Read an Autobiography

Genre

An **autobiography** is the true story of a person's life written by that person.

First-Person Narrator

The person who tells the story is the narrator. A first-person narrator uses **first-person words** to tell what happens to him or her.

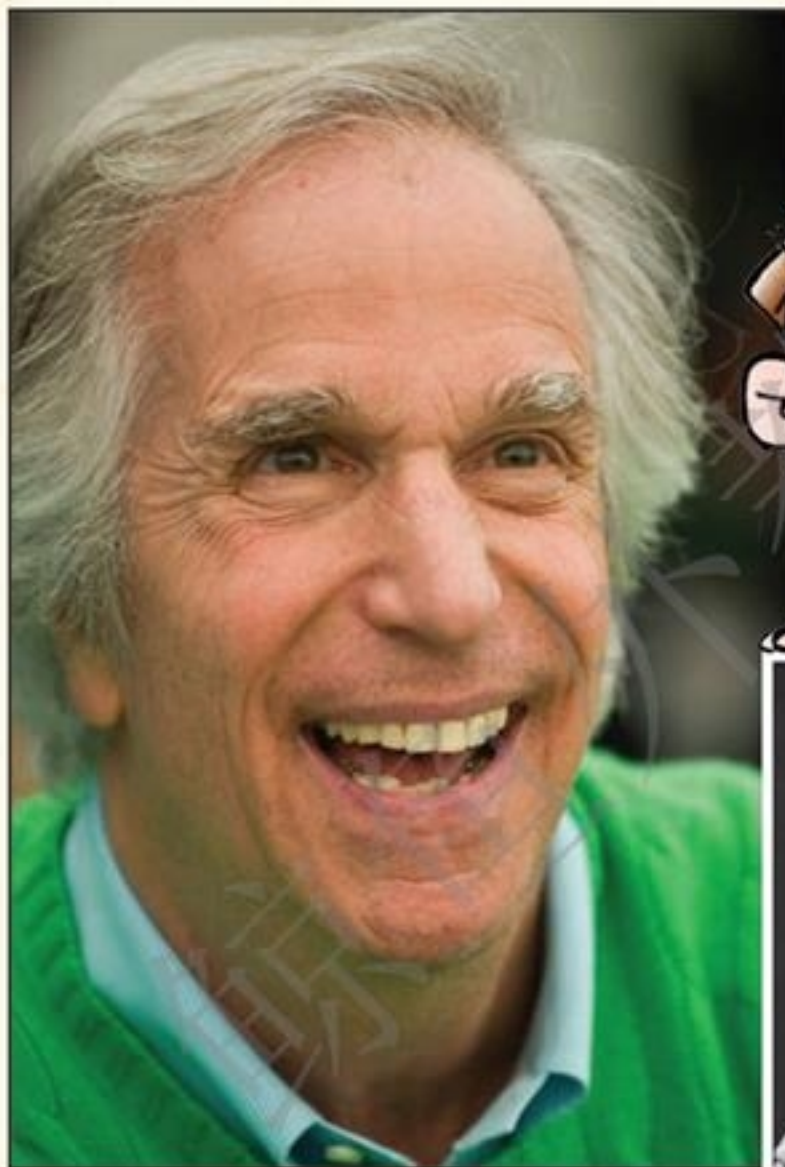
I studied **my** spelling words in my apartment in New York City. Somehow, during the time it took **me** to walk the block from my apartment to my school, the words vanished.

 The World's
GREATEST
Underachiever

BY HENRY WINKLER



HENRY WINKLER is best known for **playing** “The Fonz” on the TV show *Happy Days*. Today, he **is the co-author of a series** of children’s books. Winkler also visits schools to talk to students and share his story.



▲ Winkler is an actor, director, producer, and co-author of children’s books.



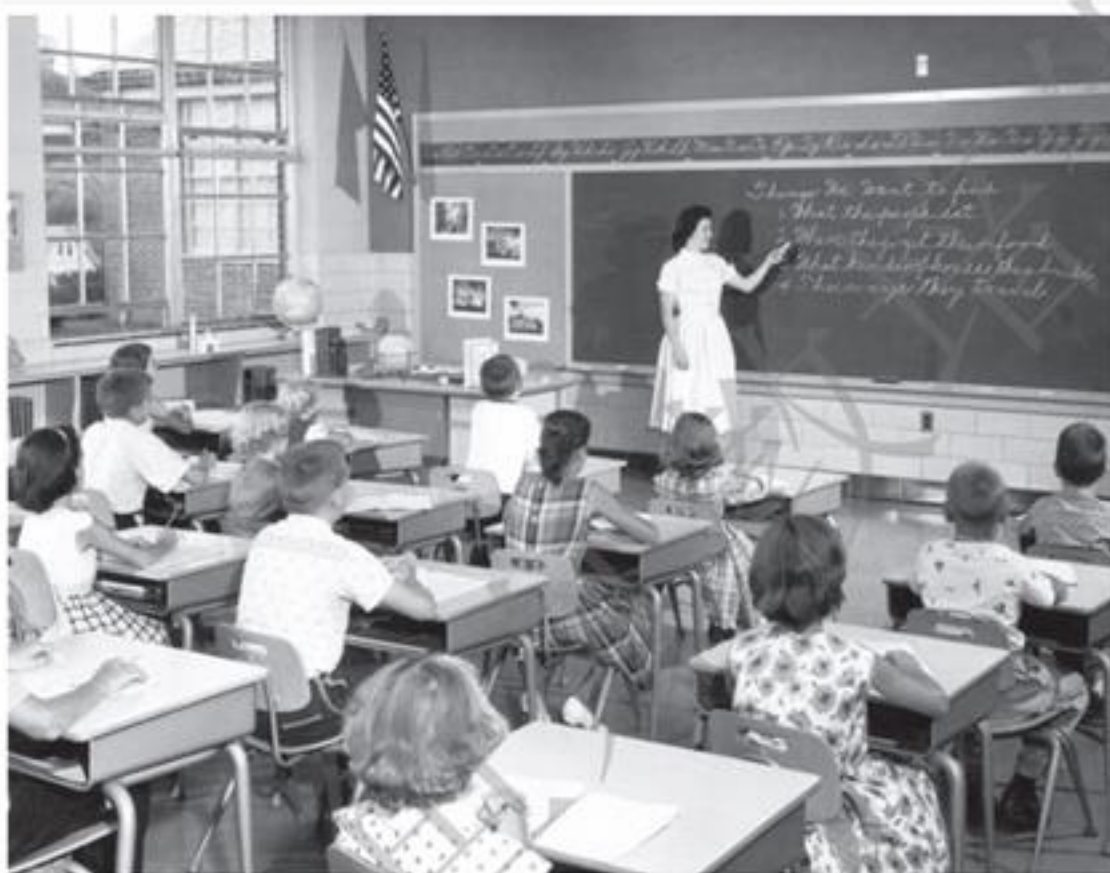
◀ Winkler when he was nine years old

playing being a character called
is the co-author of a series works with another person to write a group

► Set a Purpose

Henry has trouble in school.
Find out what the problem is.

All through grade school, I **was tutored**. If I got a D, I was **in heaven**. If I got a C-minus, I had **achieved greatness**. A's and B's were a **kingdom** I could never enter.



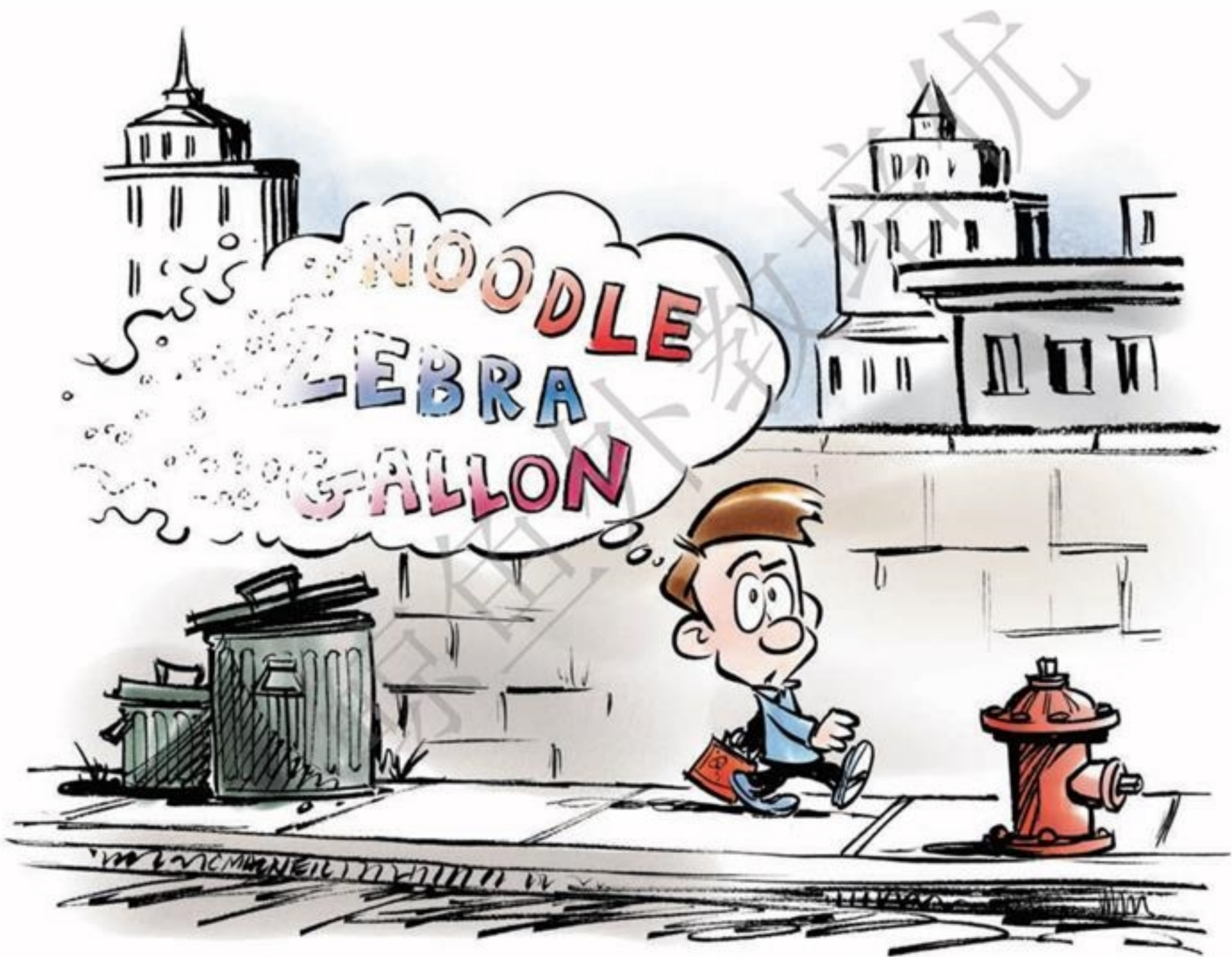
▲ Winkler with his classmates at school

B B A
A B A



was tutored got extra help with schoolwork
in heaven very happy
achieved greatness done a great job
kingdom I could never enter goal I could never reach

I studied my spelling words in my apartment in New York City. Somehow, during the time it took me to walk the block from my apartment to my school, the words **vanished**.



vanished disappeared

My teacher, Miss Adolf, had given me a list of ten spelling words.

My mother and I **went over** the list until I *knew* those words. I felt **terrific**. I thought, *Wow! This time, I'm going to **pass**.*



went over studied
terrific great
pass get a good grade

► Before You Continue

1. **Clarify** What does Henry mean when he says "the words vanished?" How is this a problem at school?
2. **Point of View** Who is telling the story? How do you know?

► Predict

Henry studied his spelling words.
Will his spelling **improve** on the test?

The next day, I went into the classroom and took out a sheet of paper. Then Miss Adolf gave us the words. The first word was *carpet*. I wrote that one down: *c-a-r-p-e-t*. I was feeling **pretty confident**.



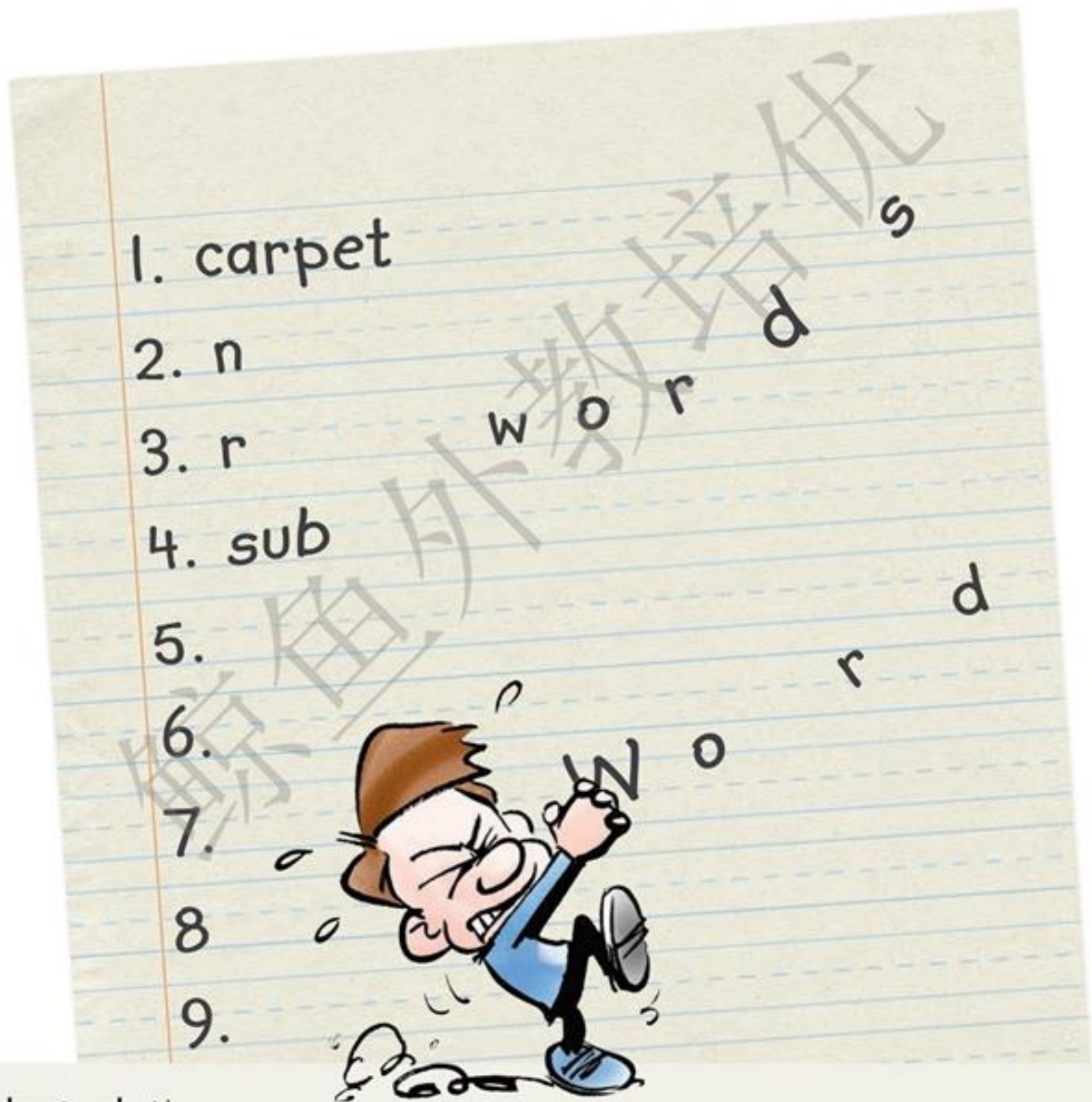
▲ A school in New York City



pretty confident sure that I would do well

Then came *neighbor*—I wrote down the letter *n*. Then *rhythm*—I knew there was an *r*. *Suburban*—I wrote *s-u-b*.

My heart sank. I had gone from **100 percent** to **maybe a D-minus**. Where did the words go?



My heart sank. I became
very unhappy.

100 percent to maybe a D-minus
good to bad

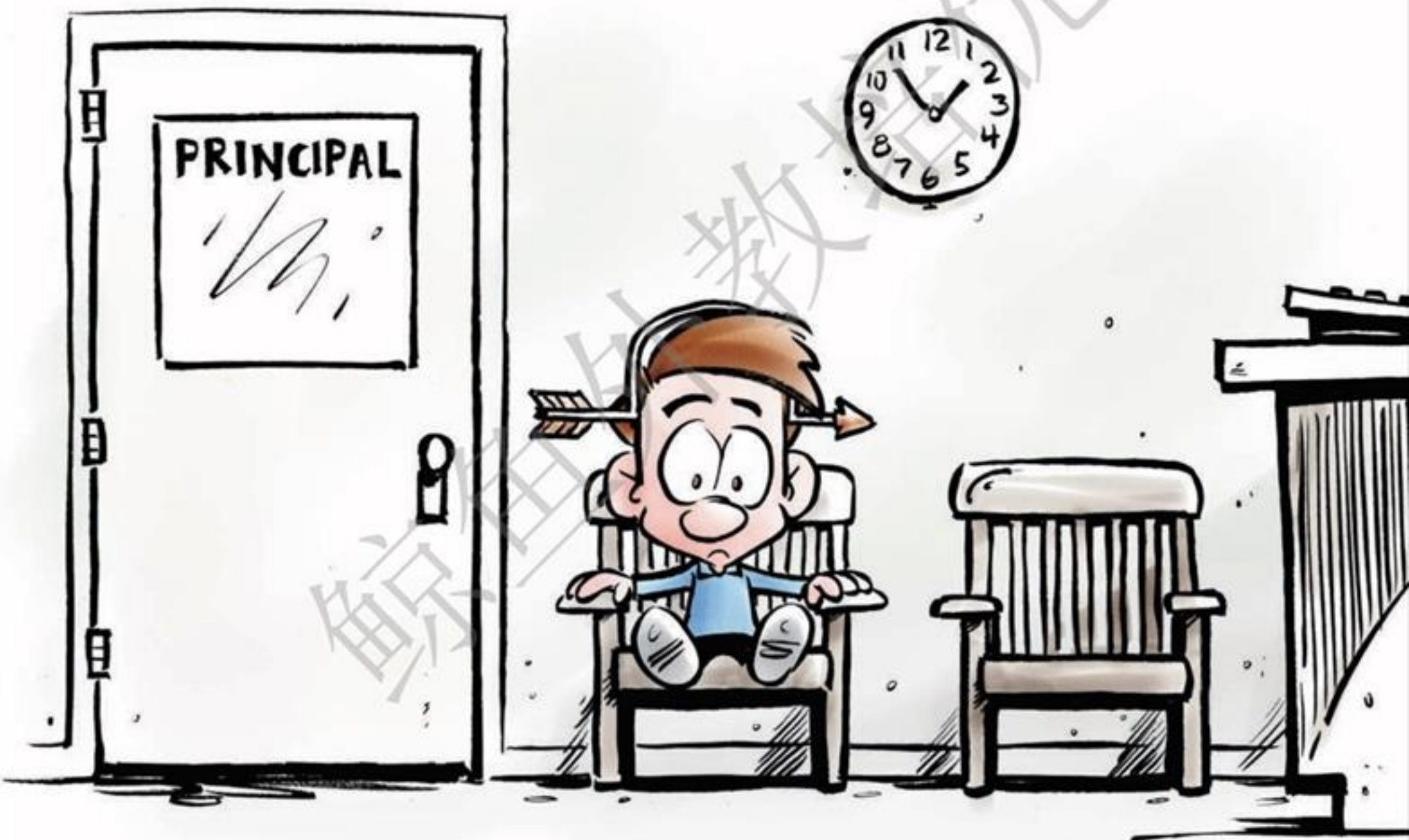
Some people talk about **information sliding off the blackboard of your brain**. That was my life. I was called “stupid,” “lazy.” **My self-image was down around my ankles.**



information sliding off the blackboard of
your brain forgetting things you know
My self-image was down around my ankles.
I did not feel good about myself.

The one thing **I had going for me** was my **sense of humor**. It sure didn't get me any A's, though. It got me a trip to the principal's office.

No matter what I did, it didn't seem to **make a difference**.



I had going for me that helped
sense of humor way of making people laugh
make a difference help

► **Before You Continue**

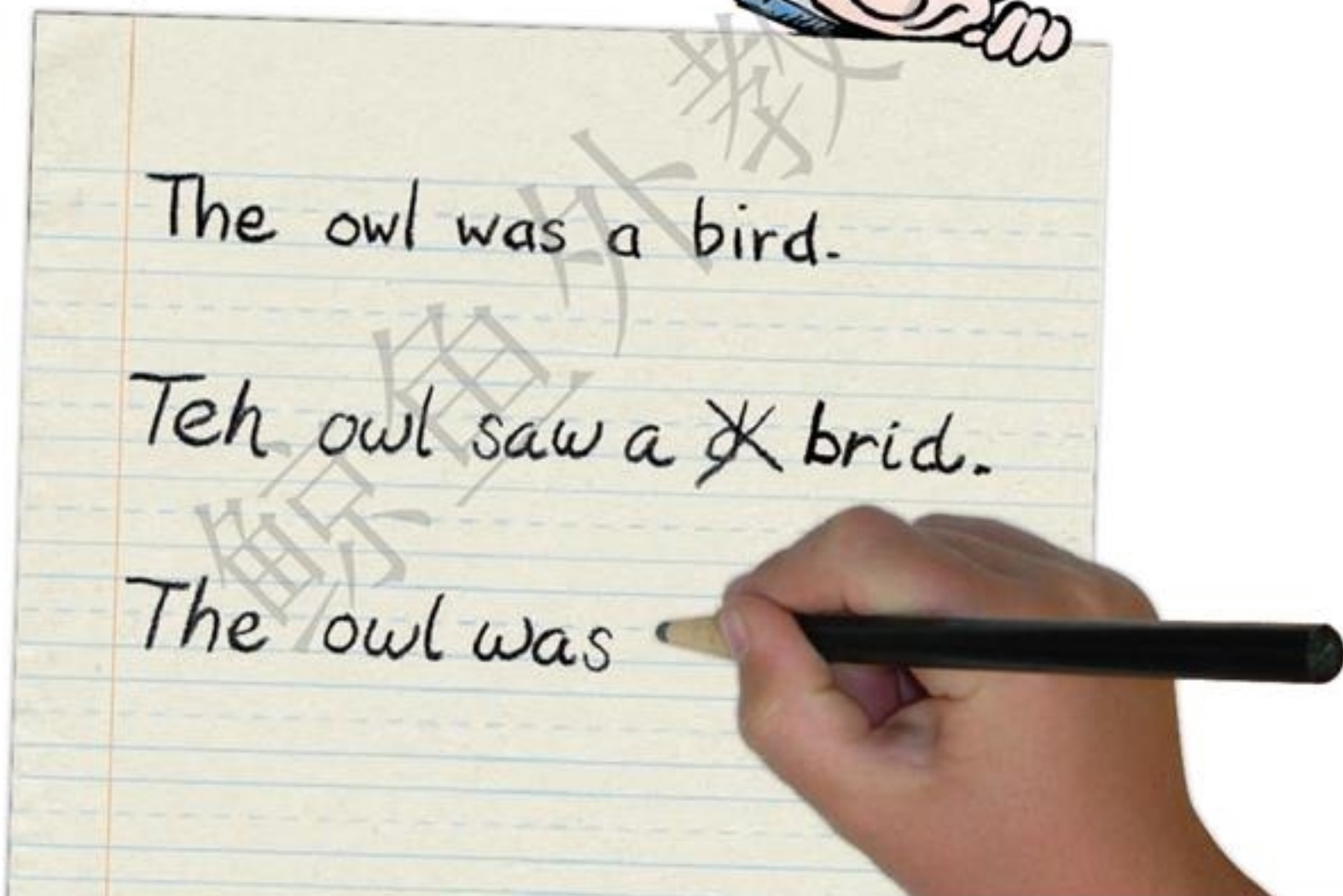
1. **Confirm Prediction** Did Henry's spelling **improve** on the test? Explain.
2. **Goal/Outcome** What does Henry want?

► Predict

What will help Henry **learn** to feel good about himself?

 I wish I'd known then what I know now: I have **dyslexia**. My brain learns differently. When my stepson, Jed, was in the third grade, we had him tested for learning differences. As they explained dyslexia to him, I thought, *That's me!*

- ▼ A person with dyslexia might see *the* as *teh*. He or she might see *was* as *saw*, and *bird* as *brid*.



dyslexia a learning problem that makes it hard to read, spell, write, and do math

A learning disability can really **affect** the way you feel about yourself. Now I know that even if a person **learns** differently, he or she can still **be filled with greatness**.

- ▼ Winkler became famous when he grew up. Here he is as *"The Fonz."*



affect change
be filled with greatness do wonderful things

Today when I visit schools, I tell children that everyone has something special **inside**. It's our job to **figure out what that is**. Dig deep, get it out, and give it to the world as a gift. ❖



▲ Winkler helps young people. He shares his story with them.

inside that people cannot always see at first
figure out what that is find what makes us
special and great

► Before You Continue

1. **Confirm Prediction** How does Henry **learn** to feel good about himself? Was your prediction correct?
2. **Goal/Outcome** What goal does Henry have for the young people he meets today?

Meet the Author

Henry Winkler

Even though school was hard for him, Henry Winkler graduated from high school. He then went on to college and got a master's degree in drama from Yale University.

Mr. Winkler's difficulties in school inspired him to write. His popular children's books are about a character named Hank Zipzer. Like Mr. Winkler, Hank has a learning disability. In his stories, Mr. Winkler uses the real names of two teachers. One of them is Miss Adolf!

Winkler with some of his Hank Zipzer books ▶

Writing Tip

Henry Winkler uses words that sound like him. He writes using his own voice. Write a sentence to describe how you feel about going to school. Use words that sound like you. Read the sentence aloud. Does it sound like something you would say?



Key Words

benefit

duty

identify

impact

improve

individual

learn

neighborhood

offer

volunteer

Talk About It

1. How do you know that "The World's Greatest Underachiever" is an **autobiography**?

I know that it is an autobiography because _____.

2. **Compare** how the author felt about himself when he was young to how he feels now.

Before, Henry felt _____.

Now, he feels _____ because _____.

3. Why do you think Henry calls himself an underachiever in school?

Henry calls himself an underachiever because _____.

Write About It

Henry helps children. Write a letter thanking him. Tell him what you **learned** from his story. Then share how you can have a positive **impact** on people's lives. Use **Key Words**.

_____, 20____

Dear Mr. Winkler,

Thank you _____. I learned _____.

Your friend,

Make Comparisons

Create a comparison chart to show how Henry changed in "The World's Greatest Underachiever."

Comparison Chart

Before	Now
1. Henry had trouble spelling.	1. He writes books.
2. He didn't like school.	2.

Use your comparison chart to compare things about Henry's story for a partner. Use the sentence frames and **Key Words**. Record your discussion.

Before, Henry _____.
Now, he _____.

Fluency

Practice reading with intonation. Rate your reading.

Talk Together

How many ways do adults help students in school? With a partner, brainstorm a list. Use **Key Words**. Share your list with the class.