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Careers in Education:

Teacher
Counselor
Teacher aide
School secretary
Principal
Coach
Trainer

Vocabulary

vaguely — not clearly
grimly — feeling gloomy or worried
administer — to give or direct
ridicule — to make fun of or tease
mentality — way of thinking
maintain — to keep or continue to do something
potential — ability
navigate — to find the way
excel — to do a good job
deterrent — something that stops you
She be trippin' — slang for "She doesn't know what she's talking about."

Language Pattern Alert

This lesson tells about Dr. Sampson Davis from two different *points of view*. The book chapter is written in the *third person*, meaning the author is not part of the story and is telling a story about other people.

Your tutee will read a note that is written in the *first person*, meaning the author is the person in the story. Dr. Sampson Davis is writing in his own words, referring to himself as "I."

Book: **We Beat the Street:
How a Friendship Pact Led to Success**

Authors: *Drs. Sampson Davis, George Jenkins and Rameck Hunt,
with Sharon Draper*

Genre: *Biography*

Theme: *Decisions We Make*

Greet your tutee and have a friendly warm-up chat.

The theme of the next three lessons is “Decisions We Make.” We’ll read three chapters in a book called **We Beat the Street**. The book is about three friends who made a decision that changed their lives.

Think aloud about an important decision you made, and how it changed your life. Ask your tutee to do the same.

Turn to the Lesson Eight Semantic Map in the Tutee Activity Book. This map will be used for Lessons Eight, Nine and 10.

Let’s add our decisions and their consequences on this Semantic Map.

say

CAREER FOCUS

Today we’ll read about a young man who worked hard in school. His mother wanted him to get the best education possible. Jobs in education include teachers, counselors, teacher aides, and principals.

We talked about careers in education the first time we met. Have you thought any more about becoming a teacher or school counselor? Which of your teachers or counselors would be a good role model if you were interested in a career in education?

Make a positive comment, or model by sharing your own thoughts.

VOCABULARY PREVIEW

For this lesson, you will preview the vocabulary words before the tutee reading.

TUTOR READ ALOUD

*Show your tutee the book, **We Beat the Street**. Read the title and the authors' names to the tutee. Hand the book to your tutee and have him or her browse through it.*

Let's look at the front and back covers and predict what we think the book will be about. I notice that it is written by three doctors. What else does the cover tell us?

Accept reasonable answers. Point out the short summary on the back cover if your tutee does not mention it.

say

We can learn a lot about a book by looking at the cover before we read. That's important, because it gets you ready to use your own experiences and background knowledge. Thinking ahead helps you understand what you read. When I think about the title, **We Beat the Street**, I think about _____.
Tell me what you think about the title.

Accept reasonable responses. Make a positive comment.

Turn to Chapter 8, "I Don't Even Know Anybody Who Went to College," page 60.

Readers are always thinking when they are reading. They think about what will come next in the story. They use what they know to help them predict what will come next.

say

Show your tutee page 60. Read the chapter title to your tutee.

Readers make predictions and ask questions before reading. This helps them set a purpose for reading. Based on the title, what do you think this chapter will be about? Why do you think so?

Ask your tutee what he or she thinks the chapter title means. Accept reasonable responses and make a positive comment.

TUTOR INSTRUCTION SHEET

say

Let's read the chapter to find out more.

Read pages 60 and 61 to your tutee. At the end of page 61,

I notice that the author is telling us about Sampson's life at age 12. This kind of writing is called a biography. What kind of person is Sampson's mother? Why is education important to her?

Accept reasonable answers, or show your tutee the place in the text where the reader learns that Sampson's mother cannot read.

Read pages 62 and 63 to your tutee.

Why do you think Sampson didn't want to go to the new school?

Discuss the reasons Sampson didn't want to change schools. Ask your tutee how he or she thinks this decision will change Sampson's life.

Why did Sampson decide to do his best on the test?

Make a positive comment, or show your tutee the place in the text where Sampson didn't want to be beaten.

Show your tutee the first Decision-Making Chart in the Tutee Activity Book.

Every decision has consequences. We'll find out later how Sampson's decisions changed his life. Let's look at a chart that outlines some steps for making a careful decision. We'll fill it out as if we are Sampson, but the chart also could help us as we make decisions of our own in the future.

The chart already has the first step filled in. Sampson has to make a decision. Should he change schools? We'll fill in the rest of the steps using information from this chapter. When we get to the last box, consider the fact that Sampson is now a doctor. How did his decision to change schools make a difference in his life?

say

Help your tutee think through his or her responses for each step. Make a positive comment.

This chart will be helpful to you when you have a decision to make. We will use another one like it after you read.

AFTER TUTOR READ ALOUD

After reading, good readers think about what they have read to check their predictions and understanding of the text. I predicted _____ and _____ happened in the text. Were your predictions and opinions of the text correct?

Review and discuss important ideas to add to the Semantic Map.

VOCABULARY PREVIEW

Turn to the Lesson Eight Vocabulary Chart in the Tutee Activity Book.

Before you read, we're going to preview some of the harder vocabulary words. That way you won't have trouble with them as you read. Let's start with the words in this chart.

Read each word in the chart to your tutee. Ask your tutee to mark the box that describes how well he/she knows the word. Ask your tutee what he or she thinks the meaning is. Be sure your tutee understands the correct meaning before you read aloud.

Your tutee should fill in only the "Preview" section now. You will complete the "Review" boxes at the end of the lesson.

say**BEFORE TUTEE READING**

Turn to page 65, "A Conversation with Dr. Sampson Davis: Making Good Grades."

Now it is your turn to read. You're going to read a note written by Sampson as an adult. Both of the selections we're reading today are about the same person, but they are told with a different *point of view*. The chapter I read aloud was told in the *third person*, which means the author is not part of the story, but is telling a story about someone else.

The note you are going to read is told in the *first person*, which means the author is telling his or her own story. Dr. Sampson Davis is telling the story in his own words. It's easy to see the difference because first-person writing usually uses "I" instead of "he" or "she."

Show your tutee in the text that Sampson is "he" in the book chapter and "I" in the note on page 65.

Sampson is now Dr. Sampson Davis. Let's see what he has to say about his life as a 12 year old.

say

FIRST TUTEE READING

Show your tutee the Progress Form in the Tutor Guidebook.

I am going to use this form while you are reading. This is not a test. It's another way I can help you with your reading. I'll show you what I was doing when you finish.

Now read the first two paragraphs of "Making Good Grades."

Stop if you come to a word you don't know. I'll help you use a reading strategy to figure it out.

Refer to the reading strategy bookmark as needed. Mark the progress form as your tutee reads.

After paragraph two,

Sometimes pictures in our heads help us understand the text better. While you were reading, I visualized _____. What did you visualize?

Make a positive comment.

What did Sampson call kids who failed in school?

Make a positive comment, or show your tutee the place in the text where Sampson calls them "losers."

Have your tutee finish reading page 65.

Continue to mark the progress form as your tutee reads. Make positive comments to your tutee during and after his or her reading.

SECOND TUTEE READING

Sometimes when I want to understand something better, I read it again. Then I retell it in my own words. Retelling helps me to remember important ideas. I'd like you to read this passage again with more expression. Then you will retell it in your own words.

Have your tutee read the passage again. Mark another progress form. Show your tutee the completed progress form. Make a positive comment if your tutee has read more fluently the second time.

say

Now retell the main ideas in Dr. Sampson's note.

If your tutee has trouble retelling the passage, use the following prompts:

The topic is _____.

The first important idea is _____.

The next important idea is _____.

Another important idea is _____.

I learned _____.

If your tutee still has trouble, model by retelling the passage. After the retelling,

Sampson tells us that he thinks it is important to maintain good grades and be proud of them. What do you think about doing well in school?

Make a positive comment, or model by sharing your own thoughts.

say

VOCABULARY REVIEW

Ask your tutee to turn to the Vocabulary Chart for Lesson Eight.

Discuss the meaning of the first word. Ask your tutee to talk about the word as he or she understands it. Then help your tutee shorten the definition and write it in the box called "My Definition."

In the next box, let's draw a picture of what this word means.

Help your tutee draw a picture that helps explain the meaning of the word.

In the next box, write the meaning of the word as it was used in the text. If needed, help your tutee look back in the text to remember how the word was used.

say

In the last box, write any other ways this word might be used. Some words may have more than one meaning. If you can't think of anything, leave that box blank.

Now let's look at the next word. Tell me what you understand about this word.

Help your tutee fill out the remaining boxes in the same way. Use this process for all the words.

POST-READING ACTIVITY

Turn to the blank Decision-Making Chart in the Tutee Activity Book.

Let's take a look at another Decision-Making Chart. Fill in the rows with information about a problem that you had to solve.

say

Vocabulary Preview				Vocabulary Review			
Word or phrase	Own I know this word/phrase. I can explain what it means to others.	Known I recognize this word/phrase, but I am not exactly sure how to explain it to others.	Unknown This word/phrase is new to me. I do not know what it means.	My definition	Draw a picture	Meaning in the text	Other ways it can be used
ridicule							
mentality							
potential							
excel							
deterrent							

WE BEAT THE STREET

Progress Form 1 – Lesson Eight

	Tutee read correctly	Tutee corrected him/herself	Tutor assistance provided
1. Making Good Grades			
2. When I was in school, a good grade could destroy a kid.			
3. High marks could open you up to ridicule, to name-calling, to being made an outsider.			
4. I never understood the mentality that made failing equal to being cool.			
5. As far as I was concerned, kids who failed in school were losers.			
6. They couldn't get jobs, had no chance of going to college, had no hope for their future.			
7. I thought failing was pretty dumb. I still do.			
8. For me, school was always easy and didn't take much effort, but I know that many people struggle to do well and maintain high goals.			
9. I respect anyone who does his or her best to reach his greatest potential.			
10. I was able to navigate the unspoken rules of the culture of a school community.			
11. I managed to be one of the "cool" kids while excelling in school at the same time.			
12. Lots of kids actually admired me for my good grades and academic achievements.			
13. If others make fun of you because you do well in school, don't let that be a deterrent.			
14. It's stupid to fail, especially if you do it on purpose.			
15. It's smart to grab what you can from the teachers and lessons around you.			
16. Life is rough—you need all the knowledge you can get to succeed.			
17. Be proud of your academic success.			

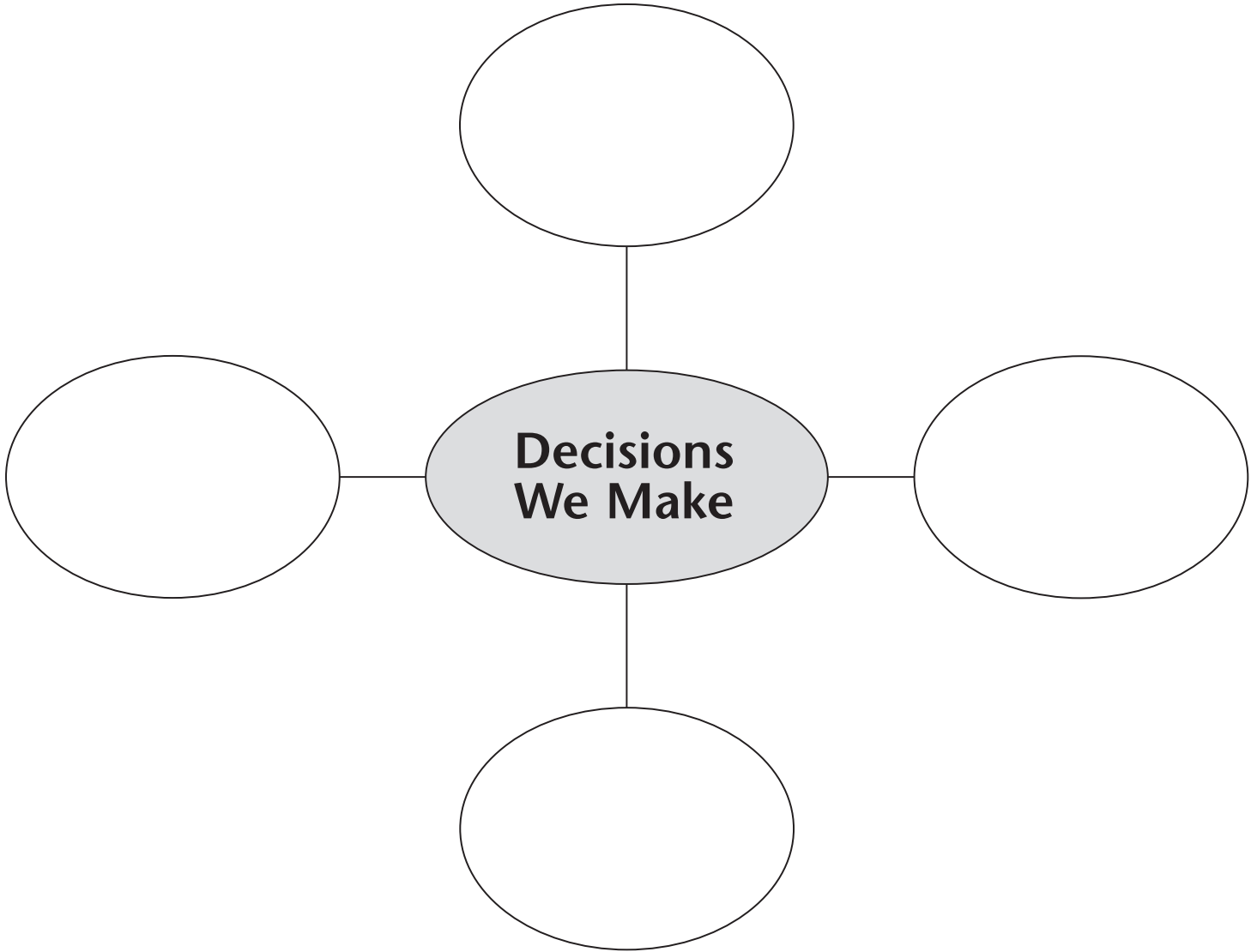
WE BEAT THE STREET

Progress Form 2 – Lesson Eight

	Tutee read correctly	Tutee corrected him/herself	Tutor assistance provided
1. Making Good Grades			
2. When I was in school, a good grade could destroy a kid.			
3. High marks could open you up to ridicule, to name-calling, to being made an outsider.			
4. I never understood the mentality that made failing equal to being cool.			
5. As far as I was concerned, kids who failed in school were losers.			
6. They couldn't get jobs, had no chance of going to college, had no hope for their future.			
7. I thought failing was pretty dumb. I still do.			
8. For me, school was always easy and didn't take much effort, but I know that many people struggle to do well and maintain high goals.			
9. I respect anyone who does his or her best to reach his greatest potential.			
10. I was able to navigate the unspoken rules of the culture of a school community.			
11. I managed to be one of the "cool" kids while excelling in school at the same time.			
12. Lots of kids actually admired me for my good grades and academic achievements.			
13. If others make fun of you because you do well in school, don't let that be a deterrent.			
14. It's stupid to fail, especially if you do it on purpose.			
15. It's smart to grab what you can from the teachers and lessons around you.			
16. Life is rough—you need all the knowledge you can get to succeed.			
17. Be proud of your academic success.			

8

Semantic Map



Name _____ Date _____

Decision-Making Chart

8

Define the decision to be made.	Should Sampson change schools?
What are the choices?	
Understand the consequences.	
Make a decision.	
How did the decision make a difference? What did you learn?	

8

Decision-Making Chart

Define the decision to be made.	
What are the choices?	
Understand the consequences.	
Make a decision.	
How did the decision make a difference? What did you learn?	