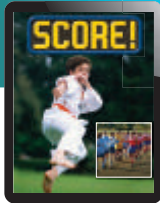


Lesson 4



✓ TARGET VOCABULARY

competition
identical
routine
element
intimidated
unison
recite
qualifying
uniform
mastered

Vocabulary Reader



Context Cards



Vocabulary in Context

1 competition

A contest between evenly matched teams makes for an exciting **competition**.



2 identical

The clothing worn by members of a team is often exactly alike, or **identical**.



3 routine

This coach is explaining a **routine**, or set course of action, that the team must learn.



4 element

Speed is an important part, or **element**, of many team sports, such as hockey.



COMMON
CORE

L.5.6 acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Make up a new context sentence that uses two Vocabulary words.

5 intimidated

Smaller players might be **intimidated**, or frightened, by larger players.

**6 unison**

These rowers must work in **unison** to win. They must move their oars as one.

**7 recite**

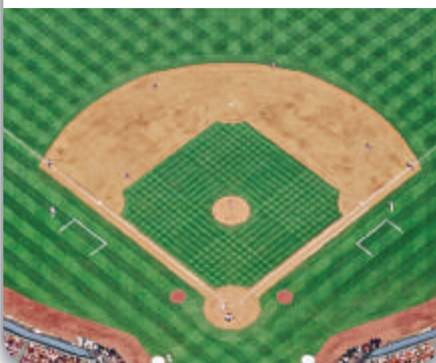
Cheerleaders **recite** a cheer to urge the team to win. Then they shout out another.

**8 qualifying**

This team won three earlier races, **qualifying** them to take part in the finals.

**9 uniform**

Professional baseball fields are **uniform** in size. Bases are always ninety feet apart.

**10 mastered**

The medals these girls won show that they have **mastered** their athletic skills.





Read and Comprehend



✓ TARGET SKILL

Sequence of Events Sequence is a text structure that nonfiction authors can use to organize their information. In a sequence structure, events are described in chronological order. As you read “Double Dutch,” look for time-order words and phrases, such as *years ago*, *first*, and *Friday*. Use a graphic organizer like this one to help you keep track of events and understand how they are related.



✓ TARGET STRATEGY

Monitor/Clarify As you read “Double Dutch,” **monitor**, or pay attention to, your understanding of the text. If something does not make sense, stop to **clarify** it, or make it clear.

PREVIEW THE TOPIC

Physical Fitness

Jumping rope can be a great way to keep fit. Double Dutch is a game of jump rope with a twist. There are two ropes, and each is turned in a different direction. A double Dutch team has at least three or four members, including two rope turners and one or two jumpers. Within the ropes, the jumpers may do the same moves or different ones. The turners may recite rhymes to help keep the jumpers moving in the same rhythm.

As you will see while reading the selection, being on a double Dutch team does more than keep the members in good shape. They also learn lessons about teamwork, discipline, and competition.



Lesson 4

ANCHOR TEXT



MEET THE AUTHOR

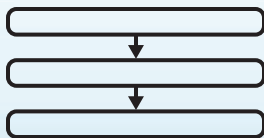
Veronica Chambers

Veronica Chambers was born in Panama. When she was five, she moved to New York City, where she got her first library card and learned to jump double Dutch. She loves to travel and learn new languages. She can speak English, Spanish, Japanese, and French. Her books for young people include novels about best friends Marisol and Magdalena, and the biography *Celia Cruz, Queen of Salsa*. Chambers receives lots of e-mail each day, but she still prefers to write letters.

✓ TARGET SKILL

Sequence of Events

Identify the time order in which events take place.



✓ GENRE

Narrative nonfiction

tells about real people, things, events, or places. As you read, look for:

- ▶ events presented in time order
- ▶ factual information that tells a story
- ▶ pictures of people and events mentioned in the text



RI.5.10 read and comprehend informational texts; **RF.5.4a** read on-level text with purpose and understanding



DOUBLE DUTCH

A Celebration of Jump Rope, Rhyme, and Sisterhood

by Veronica Chambers



ESSENTIAL QUESTION

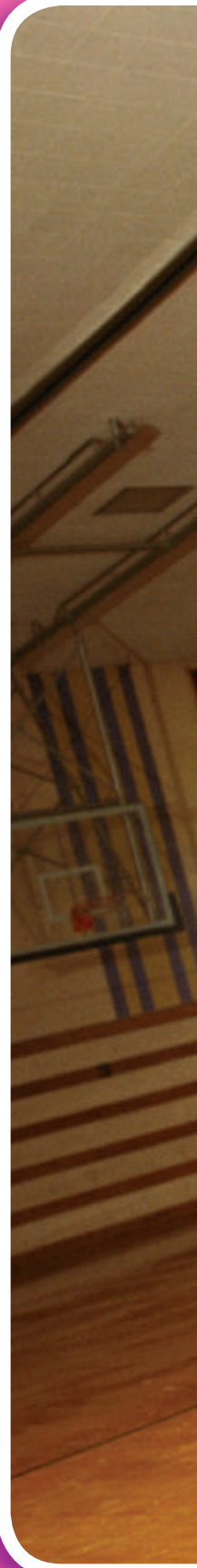
How can being active in sports improve someone's attitude?



ROCKETT GIRLS

It's early Saturday morning, and five girls gather in the gymnasium of Reed Junior High School in Central Islip, Long Island. They are a multiracial group: white, black, and brown, but each girl is dressed in a matching red tracksuit. When they jump into the double-Dutch ropes, each head bobs with an **identical** ponytail. They are a team. And what's more, each girl, averaging only thirteen years old, knows what it's like to be a winner. The Snazzy Steppers, as this team is called, are the New York City champions. They are also ranked fifth in the world.

As they unfold their ropes and begin to jump, they are intensely silent. They don't sing songs; they don't **recite** rhymes. Peggy and Debbie jump in to rehearse their doubles **routine**. They move in **unison**, which isn't easy, and they execute even the most complex moves with a **uniform** grace. It's as if they were rowers on the same boat, their arms and legs slicing and curving together. The two turners offer up tips and criticism. "Don't go faster than the rope," Lanieequah reminds her teammates. Sometimes, the entire team catches a case of the giggles, prompting their coach to insist they focus harder. "I'm not laughing," Peggy mutters. "Yes, you were," whispers Debbie. "I smile and then you laugh."





In the ropes, it seems that the Steppers defy gravity. They do handstands and back-flips. They bend to touch their feet and kick their legs as high as Radio City Rockettes. But they are something even better. They are astronauts of the asphalt, rocket girls limited only by their imagination and their unbelievably limber, athletic bodies.



Coach Rockett



Life for the Snazzy Steppers wasn't always so sweet. It was only five years ago that these girls couldn't jump double Dutch at all. Their coach, David Rockett, started the team eight years ago when he became frustrated with the lack of positive activities for kids in the public school where he teaches. "One recess, I was looking out the window of my classroom," says Coach Rockett. "Some of the kids were doing double Dutch on the playground. I was fascinated by the call-and-response **element**, the rhythms, and the movement." The very next day, Rockett went to the local hardware store and bought a couple hundred yards of clothesline. He made a flyer inviting students to form a double-Dutch team. Forty girls showed up!

Coach Rockett was thrilled but **intimidated**. Most of the girls had no double-Dutch experience. He'd have to teach them; but first, he had to learn himself! No small feat for a forty-something white guy from the 'burbs. But Coach Rockett was determined to see his girls fly. He visited other schools and playgrounds, asking kids for lessons. He studied books about jump rope and scanned the Internet for **competition** tips and news. In just a few short months, he had **mastered** the game. Coach Rockett even wrote a song to help teach his girls how to jump:

ANALYZE THE TEXT

Sequence of Events What are the steps Coach Rockett took to create a double-Dutch team? List the steps in sequential order.



My name is Franny.
I'm the rainbow frog.
Inside the ropes
I'm a double-Dutch star!

Bring three friends together,
who share the same dream.
Two turners and one jumper
make a winning jump-rope team!

Let's start with two ropes,
turners hold the ends.
Don't drop the ropes,
or you'll have to start again.

Bend your knees slightly,
with your feet set apart.
Spin those ropes round and round,
you're off to a good start.

Can you imagine an eggbeater
as it spins round and round?
That's how the ropes look
as they slap on the ground.

Come gather around, friends.
We're going to have some fun
singing and jumping
double Dutch.





Coach Rockett taught the girls all he knew, and then they attended their first competition in Harlem. The girls were pulverized. Back in Central Islip, it had seemed that they were so talented! Everyone at Reed Junior High School was impressed by the way they could do flips and somersaults in the rope. Sure, at home, the Snazzy Steppers were so baaaaad, they were good, but the teams in Harlem were faster, bolder, smoother, and sassier. The girls left Harlem with no trophies and their confidence ripped to pieces. “It was the most painful thing to watch. They thought they were all that,” remembers Coach Rockett. “Then they saw double Dutch for the first time. The girls hid in the bathroom at the competition, feigning illness. They were so scared. They knew they were one of the weakest teams in the league.”

ANALYZE THE TEXT

Narrative Pacing How does the addition of dialogue affect the pacing of the text?

I had a little puppy.
His name was Tiny Tim.
I put him in the bathtub,
to see if he could swim.

He drank all the water,
he swallowed a bar of soap.
Next thing you know,
it was halfway down his
throat.


In jumps the doctor.
In jumps the nurse.
In jumps the lady with
the alligator purse.

Out jumps the doctor.
Out jumps the nurse.
Out jumps the lady with
the alligator purse.

ANALYZE THE TEXT

Rhythm Notice the rhythm, or the way words are stressed, in the poem above. Why is rhythm important in double-Dutch rhymes? How do the double-Dutch rhymes add to the text?





The Snazzy Steppers were down but by no means out. Each year, they returned to competition a little stronger. First, they won fifth place, then fourth, then third, then second. Finally, after a lot of hard work, they grabbed the number-one spot in New York City, **qualifying** for the world championships. They've been flying high ever since. They've also become the best of friends. "It's a funny math," says Coach Rockett. "In double Dutch, one plus one plus one doesn't equal three. One plus one plus one equals one. You have to be tight. If you and I are turning and we have even the tiniest bit of animosity toward each other, it comes out on the ropes. You're trying to get kids to care about each other, to learn about each other, to nurture each other. When it works—when a team comes together—it makes for a powerful group of young women."

Each of the Snazzy Steppers has her favorite element of competition:

"Speed is my favorite thing. The challenge of it," says Debbie.

"Freestyle. It's where you get to express yourself," says Erika.

"My favorite thing is . . . the trophies!" says Katelyn.

"My best moment was when I learned the karate kick, when I was in the third grade. It's such an easy trick, but it was my first trick. The first time I ever showed some style in the rope," says Peggy.

"I'm the only girl on the team who came in knowing street double Dutch. It's different from competitive jumping. In street rope, you jump long and fast. In competition, you're slowing down the rope so you can catch the trick. It was almost harder than learning from scratch. My style had to change," says Lanieequah.



DOUBLE DUTCH IS . . .

“...fearlessness. The audacious willingness to jump in and mix things up when life is sweeping over you from all sides in incessant, overwhelming waves. The skill—ultimately, the thrill—is not in stopping the flow, but in keeping pace with rhythm.”

—Lynette Clementson,
reporter for the *New York Times*

“...confidence in motion.

Double Dutch is bodies in motion, not decoration: strong, glorious, exultant.

Double Dutch is glorious.”

—Peggy Orenstein,
award-winning author of *School Girls*





COMPREHENSION

Dig Deeper

How to Analyze the Text

Use these pages to learn about Sequence of Events, Narrative Pacing, and Rhythm. Then read “Double Dutch” again to apply what you learned.

Sequence of Events

Nonfiction authors often use a text structure known as **sequence** to organize their information. Events are presented in chronological order, or the order in which they happened. To describe the relationships between events in a sequence, authors may include words and phrases such as *first*, *then*, and *years ago*. Sometimes authors skip over certain events in order to keep the story moving. In these instances, readers can use text clues to make **inferences**, or to figure out what has happened on their own.

In “Double Dutch,” the author uses a sequence of events to tell the story of the Snazzy Steppers. The arrangement of the events in time order helps readers understand how the events are connected. Look back through the selection. In what order do the important events happen, and how are they related?

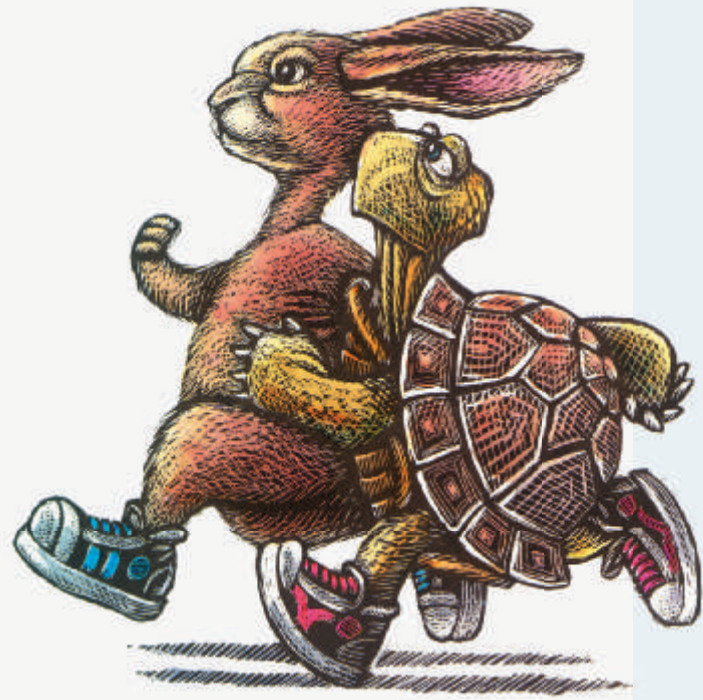


RI.5.3 explain the relationships between individuals/events/ideas/concepts in a text; **RI.5.10** read and comprehend informational texts; **RF.5.4a** read on-level text with purpose and understanding



Narrative Pacing

Even though “Double Dutch” is nonfiction, it has a narrative structure, meaning it is told like a story. To keep the reader’s attention, the author varies the **pacing** of the narrative, or the rate at which it moves along. To slow the pace, the author adds details, such as dialogue. To speed up the narrative, the author leaves out descriptive details or skips over less important events.



Rhythm

In “Double Dutch,” the author includes some of the poems that jumpers use to keep time. These poems have a strong **rhythm**, or beat, formed by stressing certain syllables. Reading these poems aloud or silently helps readers feel as if they are jumping rope, too.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

Review the selection to prepare to discuss this question: *How can being active in sports improve someone's attitude?* As you discuss, ask questions to make sure you understand your partner's ideas. Give examples from text evidence and your own life to clarify your points.



Classroom Conversation

Continue your discussion of "Double Dutch" by using text evidence to explain your answers to these questions:

- 1 In what ways do members of the Snazzy Steppers benefit from their activity?
- 2 Why did Coach Rockett start the team?
- 3 Why does the author include direct quotations from team members?

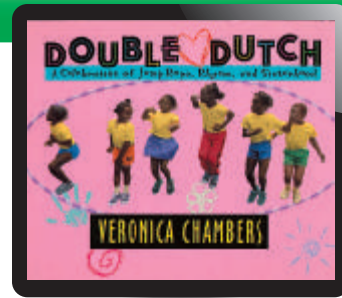
TALK ABOUT WORDS

Analyze Author's Word Choice The author uses strong, descriptive words and phrases to help readers picture the events and understand the girls' feelings. With a partner, choose a passage from the narrative that you think is especially vivid. Discuss which words and phrases help you picture the events or understand how the Snazzy Steppers feel.

Snazzy

WRITE ABOUT READING

Response The Snazzy Steppers went from being one of the worst double Dutch teams in the league to being the best. How did they accomplish this feat? Write a paragraph explaining how hard the Snazzy Steppers worked to become champions. Include quotations and other text evidence to support your explanation.



Writing Tip

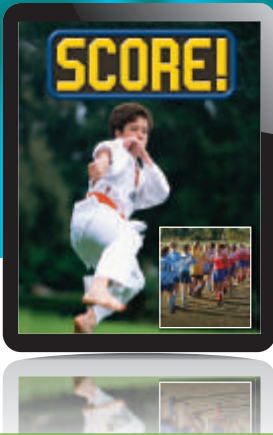
Conclude your explanation with one or two sentences summarizing your main idea.



RI.5.1 quote accurately when explaining what the text says explicitly and when drawing inferences; **W.5.2e** provide a concluding statement or section; **W.5.9b** apply grade 5 Reading standards to informational texts; **SL.5.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic; **SL.5.1c** pose and respond to questions, make comments that contribute to the discussion, and elaborate on others' remarks

Lesson 4

POETRY



✓ GENRE

Poetry uses the sound and rhythm of words to suggest images and express feelings in a variety of forms.

✓ TEXT FOCUS

Rhythm and Rhyme A poem's rhythm is the way it sounds when read aloud. Rhythm is established through line length, punctuation, rhyme and other sound devices, and the stress on certain syllables in the words. Poets often use rhyming words to focus on an image or to heighten certain feelings.



RL.5.10 read and comprehend literature

SCORE!

Winning is not the only element of sports. Many people love to watch a pair of figure skaters spinning in unison. Some are awed by the precision of a gymnast's balance beam routine. For others, teamwork on the basketball court brings them the greatest satisfaction.


Though no two athletes are identical, they all share one thing: the love of sports. The following poems celebrate the joy, beauty, and sportsmanship of athletics in its many forms.



Good Sportsmanship

by Richard Armour

Good sportsmanship we hail, we sing,
It's always pleasant when you spot it.
There's only one unhappy thing:
You have to lose to prove you've got it.



This poem by Jane Yolen shows that karate is much more than a competition. Those who have mastered karate must also have grace and discipline, and they must know how to use their skill wisely.

Karate Kid

by Jane Yolen

I am wind,
I am wall,
I am wave,
I rise, I fall,
I am crane
In lofty flight,
Training that
I need not fight.

I am tiger,
I am tree,
I am flower,
I am knee,
I am elbow,
I am hands
Taught to do
The heart's commands.

Not to bully,
Not to fight,
Dragon left
And leopard right.
Wind and wave,
Tree and flower,
Chop.

Kick.

Peace.

Power.

Deanie McLeanie

by Walter Dean Myers

Deanie McLeanie is a basketball genie
Six foot seven from his sneakers to his beanie
He wears a fourteen jersey and a fifteen shoe
And there's nothing on the court that the kid can't do

He can scoop, he can loop
He can put it through the hoop

He can ram, he can slam
He can do the flying jam

He can tap, he can rap
He can snatch it with a slap

He can dunk, he can plunk
He can stop and make the junk

He can shake, he can bake
He can lose you with a fake

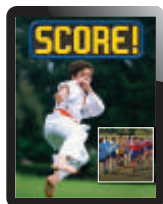
He can pin, he can win
He can do the copter spin

Cause Deanie McLeanie's a basketball genie
Six foot seven from his sneakers to his beanie

He wears a fourteen jersey and a fifteen shoe
And there's nothing on the court that the kid can't do.

WRITE A SPORTS POEM

Write a poem based on a memory of a sporting event you participated in or watched. Think about the feelings you had. Perhaps you felt intimidated by an opponent or excited when your favorite team won a qualifying event. As you write, use the poems in this lesson for inspiration. Include rhyme, repetition, or a uniform rhythm to emphasize emotion and action. Recite your poem to a friend when you are finished.



Compare Texts

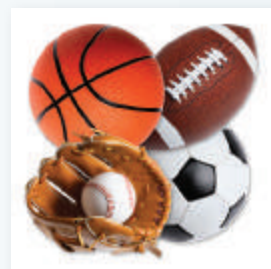
TEXT TO TEXT

Compare Portrayals of Athletes Choose a poem from “Score!” and a passage from “Double Dutch” that describe the movements of athletes. Discuss how the pictures they create in your mind are the same and different. In your comparison, focus on the word choice and the kinds of images used by each writer. Use quotes from both texts to support your thoughts.



TEXT TO SELF

Write a Poem You have read several poems relating to sports and athletes. Write a poem or song about your favorite free-time activity. Use rhyme, rhythm, and sound to show how you feel about the activity. Remember that rhyme is a sound device that can create rhythm or a certain feeling.



TEXT TO WORLD

Summarize a Newspaper Article “Double Dutch” originally appeared as an article in the *New York Times*. Look through a local newspaper and choose an article that interests you. Note the main ideas and supporting ideas in the article, and summarize those points for a classmate.



RL.5.1 quote accurately when explaining what a text says explicitly and when drawing inferences; **RI.5.2** determine two or more main ideas and explain how they are supported by details/summarize; **W.5.10** write routinely over extended time frames and shorter time frames

Grammar



What Are Common and Proper Nouns? When you talk or write about a general person, place, or thing, you use a **common noun**. When you talk or write about a particular person, place, or thing, you use a **proper noun**. Capitalize every proper noun.

Common Nouns	Proper Nouns
boy	Al Moniz
street	Century Boulevard

The name of an organization is a proper noun. Capitalize every important word in the name. Some organizations use a name made up of **initials**, or the first letter of each important word. If a name made from initials can be read as a word, it is called an **acronym**. Acronyms and other names made of initials are written with all capital letters. An **abbreviation** is a shortened form of a word. An abbreviation of a proper noun begins with a capital letter and usually ends with a period.

Name of organization	Uptown Jump Rope Club
Organization initials	SCA (Sports Clubs of America)
Acronym	NATO [NAY toh] (North Atlantic Treaty Organization)
Abbreviation	Mr. (Mister)

Try This!

With a partner, find in the following sentences a **common noun**, a **proper noun**, the name of an **organization**, a name made up of **initials**, and an **acronym**.

- 1 My sister wants to work for NASA or the FBI.
- 2 She is a member of the Lubbock Junior Scientists Club.
- 3 Her hero is Sally Ride.

You have learned to capitalize important words in names of organizations. You also have learned to capitalize all letters in acronyms and names made of initials. When you proofread your work, make sure you have written these items correctly. Remember to capitalize proper nouns such as street names, as well.



Incorrect Capitalization

Wed., oct. 8 7:00 P.M.

Come to a lecture by dr. Roberta price of the American double dutch Association. You may know it by its acronym, Adda. Dr. price has appeared many times on programs on Pbs, the Public Broadcasting system.

Correct Capitalization

Wed., Oct. 8 7:00 P.M.

Come to a lecture by Dr. Roberta Price of the American Double Dutch Association. You may know it by its acronym, ADDA. Dr. Price has appeared many times on programs on PBS, the Public Broadcasting System.




Connect Grammar to Writing

As you revise your fictional narrative next week, look for proper nouns of all kinds. If you find a proper noun that you have not capitalized, rewrite it with correct capitalization.

Narrative Writing

Reading-Writing Workshop: Prewrite

 **Ideas** Good writers explore their topic before they write a draft. As you prepare to write your **fictional narrative**, ask yourself questions such as *Who? Where? What?* Write down words and phrases that you might build into a story.

Chermaine decided to write about a school event. While thinking about her topic, she made notes about her characters, setting, and events. Later, she organized her ideas into a story map. Use the Writing Process Checklist below as you prewrite.



Writing Process Checklist

► Prewrite

-  Do I have enough ideas for a story?
-  Who are my characters?
-  Where and when does my story take place?
-  What are the most important events?
-  Did I include a problem and a solution?

Draft

Revise

Edit

Publish and Share

Exploring a Topic

Who?

- two basketball teams

Where?

- school playground
- basketball court

What?

- argue about using the hoop
- compete in the playoff game

Story Map

Characters

Elly and her team: good kids
Ike and his team: bullies

Setting

School playground and basketball court

Plot

Problem: Some players can't practice because bullies hog the basketball hoop.

Event 1: Elly is chosen to lead the class team.

Event 2: Ike's team won't let them use the hoop.

Event 3: Elly's team ^{secretly} practices every evening.

Solution: Elly's team wins the big game.

Everyone is surprised!

Reading as a Writer

How did Chermaine's story map help her develop new ideas?
What ideas could you add to your story map?

I got some new ideas as I was making my story map. I started adding details about the plot.

