

Faster Than Fear

A Novel Unit
using Mood Structures
to improve comprehension
and discussion.



Target Audience: Grade 3

Grade 2 Enrichment

Grade 4 Developing Readers

Thank you for bringing *Faster Than Fear* to your students! I hope these materials will support deep discussions and student growth!

- Unit Structure: This unit was designed for independent reading and small group discussion. However, it could be conducted whole class as a read aloud with students following along in their own text. Each chapter provides independent activities based on the work of Trevor A. Bryan's in Narrative Know-How. As students apply his Mood Structures strategy, they are prepared for discussions focused on character analysis, text structure, point of view, and central message. Each chapter concludes with a quick Word Study activity.

- Pre-requirements: Before beginning this unit, refer to the Mood Structures Strategies as explained in Trevor A. Bryan's Narrative Know-How. Additional resources and lessons for introducing the strategies are included within the book and online through Corwin Literacy. This blog post provides a great overview: <https://www.fablevisionlearning.com/creativity-blog/2019/1/using-mood-and-mood-structures-to-support-student-writers>

- Processes & Strategies: The following strategies and routines are integrated into the unit. If students are unfamiliar with these strategies, modeling and/or prior experiences will be necessary.

Mood Structures, Access Lenses, Character Trait Web, Venn Diagram, VIP, SWBST Organiser, Syllabication Rules, Breaking Words

Please see the resources list at the end of this lesson planner for support with the introduction and use of these strategies and routines.

- Please email me with any questions or concerns at julu@soaringathletes.com. I'm happy to support you and your students in this endeavor.

Unit Overview

Chapter	Independent Reading Activity	Discussion Questions	Lesson Concept	Word Study Activity (Completed prior to the chapter/previewing vocabulary)				
1* Vocabulary: glumly, regional, donate, exasperated, therapy	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	What do you know about Andrew? Support your answer with evidence from the text.RL3.1, RL3.7	Mood Structures, Helpers and Harmers Mood Structures Chart RL3.1, RL3.3, RL3.7	1.Write the word regional. Underline the root word. How does that help you understand the word? L3.4c 2.Say the word “exasperated”; how many syllables? Use the syllables to help spell the word. Discuss the meaning. RF3.3c 3.Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6
Chapter	Mood	Evidence	Reason					
2 Vocabulary: spina bifida**, motivational, shamrock, mobbed, aisle, adaptive	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	How does Chapter 2 connect to Chapter 1? Describe Andrew’s mood(s) Ch 2 How do you know? What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Pass out the Mood Structures Organizer and have students update the first 2 boxes for Chapter 1 and Chapter 2.	Access Lenses RL3.1, RL3.3, RL3.7	1. Review open/closed syllables. Use the syllable structure to help spell mo-tiv-a-tion-al. Have students underline the root word. Discuss how motive helps you understand motivation, motivational. RF3.3c L3.4c 2. Have students write mobbed and identify the syllable break and why. Have students understand the root word. Discuss how mob helps you understand the word mobbed and context of the sentence. (pg. 25) RF3.3c L3.4c 3.Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6
Chapter	Mood	Evidence	Reason					

*Follows introductory Lesson, **For now, don’t go into significant detail with spina bifida. Refer to the author’s notes for your own background. For kids, just explain it’s a medical condition caused by a hole in the spine of an unborn baby which can limit strength and abilities in the lower body. More will be explained in Chapter 4

Unit Overview

Chapter	Independent Reading Activity	Discussion Questions	Lesson Concept	Word Study Activity (Completed prior to the chapter/previewing vocabulary)				
3 Vocabulary: compensator, flexibility, bocci, blurled	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	How does Chapter 3 build on Chapters 1&2? RL3.5 Discuss Chapter 3. RL3.3 Describe Andrew’s mood(s). How do you know? (refer to the access lenses) What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Have students update their Mood Structures Organizer for Chapter 3	Making Predictions RL3.1 Story Arc RL3.5	1. Show the word “compensator”. Have the students use open/closed syllable rules to identify how to say the word. RF3.3 RF3.3c 2. Show the students the word flexibility. Ask them what word they recognize at the beginning of the word. Ask them what word “ibility” sounds like. So putting those words together, what does flexibility mean? L3.4b 3. Review the rest of the vocabulary: bocci, blurled L3.6
Chapter	Mood	Evidence	Reason					
4 Vocabulary: situated, panic, shunt, air quotes	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	Were their predictions correct in how they expected the mood to change? Using their notes, have students discuss Chapter 4. Describe Andrew’s mood(s). How do you know? (refer to the access lenses) What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Have students update their Mood Structures Organizer for Chapter 4.	Character Trait Web RL3.3	1. Have students underline the root word in each of the following in one color, the affix in another color. Discuss how the affix adjusts the meaning of the root word in the new word. -tricycle, equipment, narrowly, easier, personal 2. Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6
Chapter	Mood	Evidence	Reason					

Unit Overview

Chapter	Independent Reading Activity	Discussion Questions	Lesson Concept	Word Study Activity (Completed prior to the chapter/previewing vocabulary)				
5 Vocabulary: single/double axel, gliding	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	How did this chapter confirm or refute our conclusions about Andrew? Using their notes, have students discuss Chapter 5. Describe Andrew's mood(s). How do you know? (refer to the access lenses) What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Have students update their Mood Structures Organizer for Chapter 5	Compare & Contrast RL3.3 Model - Moms Assess - <i>Peter/Andrew</i> Central Message RL3.2	1. Have students copy each word below or have them prepared on a handout. Have the students use their syllabic rules to break apart the words into syllables for decoding. Have them label each syllable open or closed, affix, etc. RF3.3c energetically, admitted, conquered, eagerly, experience, distracted, interfered, interrupting 2. Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6
Chapter	Mood	Evidence	Reason					
6 Vocabulary: rhythm, SUV, assured, process, schedule, cerebral palsy, amputee, heat (as in a track meet), call tent	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	Using their notes, have students discuss Chapter 6. Describe Andrew's mood(s). How do you know? (refer to the access lenses) What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Have students update their Mood Structures Organizer for Chapter 6	<i>T chart: evidence of progress vs. continued struggles RL3.1</i> Making Predictions	1. Have students practice their syllabication rules to the following words. Discuss certain rules as needed such as not breaking blends (str), separating known affixes (ly, tion, dis), etc. similarly, registration, disability, disqualified 2. Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6
Chapter	Mood	Evidence	Reason					

Unit Overview

Chapter	Independent Reading Activity	Discussion Questions	Lesson Concept	Word Study Activity (Completed prior to the chapter/previewing vocabulary)				
7 Vocabulary: staggered, guard rail, rapt, Steri strips	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	Using their notes, have students discuss Chapter 7. Describe Andrew’s mood(s). How do you know? (refer to the access lenses) What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Have students update their Mood Structures Organizer for Chapter 7	Character Development RL3.3 Speed as Access Lens RL3.1 <i>Central Message Exit Ticket RL3.2</i>	1. Have the students read the following words: protection, competition, attention, concentration. When they notice they all have the -tion suffix, discuss what it means and how it impacts the root word. (-ion/-tion = action, process or result) RF3.3b 2. Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6
Chapter	Mood	Evidence	Reason					
8 Vocabulary: invitational, toasted, straddling, momentum, shot put, discus, javelin, resumed	Reading journal with a 4 column chart or provided Mood Tracker organizer <table><tr><td>Chapter</td><td>Mood</td><td>Evidence</td><td>Reason</td></tr></table>	Chapter	Mood	Evidence	Reason	Using their notes, have students discuss Chapter 8. Describe Andrew’s mood(s). How do you know? (refer to the access lenses) What was the reason? Was there a harmer or helper? What mood structure would you assign to this chapter? Have students update their Mood Structures Organizer for Chapter 8	VIP pgs. 107-108 RL3.2 Understanding about adaptive sports RL3.1 “Before I thought. ____, now I know ____” SWBST organizer RL3.3	Preview the vocabulary for Chapter 8. (Refer students to the illustration on pg. 111 to explain a throwing frame and the various field events featured in the chapter.)
Chapter	Mood	Evidence	Reason					

*** Possible Extension***

Read book 1 in the Soaring Athletes Series (Peter's story) and compare to this RL3.9

Lessons

Lesson 1: Introduction

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story - create mood, emphasize aspects of a character or setting.

RF3.3c Decode multisyllabic words.

L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.

L3.5b Identify real-life connections between words and their use.

L3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Chart paper for T chart Anchor Chart on types of moods, markers

Starter Text 1 and 2 - use document camera or computer to project

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart (Run back to back and multiple sheets per student as they will use this throughout the whole book.

Discussion: N/A

Mini-Lesson/Activity: Refer to pg. 64-65 Narrative Know-How for support with this lesson.

Ask students if they've ever heard someone described as "moody"? Discuss and help students develop an understanding of "mood" - a temporary state of mind or feeling; affects how a character thinks, acts, speaks, behaves. Explain that usually moods fall into 2 categories: either a good/positive mood or a bad/negative mood. Brainstorm with students to create an anchor chart.

T chart: Negative & Positive moods; bad mood/good mood [can align opposites] L3.5c

sad/happy; angry/calm, pleasant; frightened, scared/brave, confident;

excluded/included; uncomfortable/comfortable; nervous/excited; embarrassed/proud;

bored/inspired, motivated; rebellious/obedient; lonely/accepted

Show students the Starter Texts 1 & 2 (pictures), one at a time. Work together to answer the following for each picture.

Identify mood of various characters

How do you know? (start chart of access lenses)

What's causing that mood?

Explain that paying attention to a character's mood can be a great way to ensure understanding of a story. Explain that they will be starting a new chapter book. Introduce *Faster Than Fear*

Explore cover & back summary

What moods can you predict Andrew will feel in the book?

What evidence makes you think that?

What might be the reason for each mood?

Have students prepare their journals or use the Mood Tracker organizer when they read chapter 1.

Word Study/ Vocabulary Preview:

1. Write the word *regional*. Underline the root word. How does that help you understand the word? L3.4c

2. Say the word "exasperated"; how many syllables? Use the syllables to help spell the word. Discuss the meaning. RF3.3c

3. Review the rest of the vocabulary words before dismissing for independent reading. L3.5b L3.6 Vocabulary: **glumly, regional, donate, exasperated, therapy**

Independent Reading Activity:

Have students set up their reading journal with a 4 column chart or use the resource sheet provided. Assign Chapter 1.

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

Word Study activities L3.4c, RF3.3c

Lesson 2: Chapter 1

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RF3.3c Decode multisyllabic words.

L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.

L3.5b Identify real-life connections between words and their use.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Narrative Know How Mood Structures Chart

Starter Text 1

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart (Run back to back and multiple sheets per student as they will use this throughout the whole book.

Discussion:

Discuss Chapter 1. What do you know about Andrew? Support your answer with evidence from the text.

Have students refer to their journals/Mood Tracker Charts with the moods, evidence and reasons they identified while reading chapter 1.

Mini-Lesson/Activity: Refer to pg. 66-68 Narrative Know-How for resources/support with this lesson.

In most stories, a character's mood will change throughout the story. Project Starter Text 1 reviewing the mood discussed previously. If the left out rectangle's mood would change, what might happen? People, events, or objects that cause a mood to change can be a helper or a harmer. As this story begins, the game is a harmer because it causes his bad mood - excluded. But if one of the players notices the left out rectangle and invites him to play, then that player becomes a halper. The mood then would become a positive mood because now he gets to play.

If we made a picture of this change, it might look like this: Model how to make a square. Put a + at the top left corner (good mood) and a - at the bottom left corner (bad mood). Then draw the arrow from the bottom left corner, curving up to the upper right corner.

In chapter books moods often change within each chapter. Think about Andrew's mood at the beginning of chapter 1 and at the end. In your journal, make a square. Put a + at the top left corner (good mood) and a - at the bottom left corner (bad mood). If the left edge of the square is the beginning of the chapter, and the right is the end of the chapter, draw an arrow to show how Andrew's mood changed/didn't change in the story.

Summarize: Andrew was feeling down as the chapter began. He wanted to do a sport like his sister but his health prevented that. He was nervous about moving because there were so many unknowns. His mood got worse/stayed bad when he had to pack his room himself. He was still down at the end of the chapter. There were many harmers= medical condition, moving, packing his room by himself.

Introduce the Mood Structures Anchor Chart. (Pg. 68 in Narrative Know How) If necessary, have a familiar story example of each to share with the group.

Have students prepare their journals or use the Mood Tracker organizer when they read chapter 2. They should come ready to talk discuss which mood structure they would assign to Chapter 2 and why.

Word Study/ Vocabulary Preview:

1. Review open/closed syllables. Use the syllable structure to help spell mo-tiv-a-tion-al. Have students underline the root word. Discuss how motive helps you understand motivation, motivational. RF3.3c L3.4c
2. Have students write mobbed and identify the syllable break and why. Have students understand the root word. Discuss how mob helps you understand the word mobbed and context of the sentence. (pg. 25) RF3.3c L3.4c
3. Review the rest of Ch. 2 Vocabulary before dismissing for independent reading L3.6 : **spina bifida, motivational, shamrock, mobbed, aisle, adaptive.** (For now, don't go into significant detail with spina bifida. Refer to the author's notes for your own background. For kids, just explain it's a medical condition caused by a hole in the spine of an unborn baby which can limit strength and abilities in the lower body. More will be explained in Chapter 4)

Independent Reading Activity:

Explain that as students read chapter 2, they will again track the mood changes for chapter 2. Have them set up their journal or use the Mood Tracker charts.

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

Word Study activities L3.4c, RF3.3c

Lesson 3: Chapter 2

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RL3.5 Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story - create mood, emphasize aspects of a character or setting.

RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF3.3c Decode multisyllabic words.

L3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Mood Structures anchor chart

Narrative Know How Access Lenses, Chart paper for anchor chart

Starter Text 1 and 2

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

How does Chapter 2 connect to Chapter 1?

Using their notes, have students discuss Chapter 2.

Describe Andrew's mood(s).

How do you know? RL3.1

What was the reason? RL3.1

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Pass out the Mood Structures Organizer and have students update the first 2 boxes for Chapter 1 and Chapter 2. They will need to add the + - at the top/bottom left corners of each box.

Mini-Lesson/Activity: Refer to pg. 76-78 Narrative Know-How for support with this lesson.

Explain that authors are fairly consistent in the ways they convey a character's mood.

Introduce the Access Lenses while creating an anchor chart. Refer to the starter texts 1&2 to help explain the access lenses as needed. As you explain each lens, have students see if they can find examples in Faster Than Fear. They should be able to locate in text/illustrations: facial expressions, body language, inaction, alone, words, distance, big things (?more 3rd grade classes), zoom in (?Andrew's distractions),

Have students prepare their journals or use the Mood Tracker organizer when they read chapter 2..

Word Study/ Vocabulary Preview:

1. Show the word "**compensator**". Have the students use open/closed syllable rules to identify how to say the word. RF3.3 RF3.3c
2. Show the students the word **flexibility**. Ask them what word they recognize at the beginning of the word. Ask them what word "ibility" sounds like. So putting those words together, what does flexibility mean? L3.4b
3. Review the rest of the vocabulary: **bocci**, **blurled** L3.6

Independent Reading Activity:

Assign Chapter 3. Have students set up their journals if not using the Mood Tracker charts. Emphasize they should be prepared to explain their evidence in terms of the Access Lenses. They will update their mood organizer together after their discussion the next time they meet. RL3.1

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

RL3.1 Students are able to provide textual evidence for their answers.

Lesson 4: Chapter 3

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RL3.5 Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

L3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Access Lenses & Mood Structures anchor charts

Starter Text 1 and 2

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

How does Chapter 3 build on Chapters 1&2? RL3.5

Using their notes, have students discuss Chapter 3. RL3.3

Describe Andrew's mood(s).

How do you know? (refer to the access lenses)

What was the reason?

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Have students update their Mood Structures Organizer for Chapter 3. They will need to add the + - at the top/bottom left corners of each box.

Mini-Lesson/Activity: Using Mood Structure to support Predictions

Ask the students, what do you notice about the mood in each chapter? Are you seeing any patterns? (*The mood usually changes in some way each chapter*)

Explain how understanding that can be a great tool to help them make predictions about a story. When you are expecting a change, you can be on the lookout for clues that will help you recognize the change. When you add your understanding of the plot and the characters, you can even predict how the mood will change.

Investigate the students' understanding of a story arc. You could use a simply familiar story, like the 3 little pigs or a fairy tale, to explain each stage of a story if necessary. In the beginning, the author usually introduces the characters and the problem. Then as the story progresses, the problem often gets worse before it gets better. It usually builds to a climax where the problem is at its worst right before it is solved. Then the story winds down as it wraps up all of the details of the story plot and characters by the end.

When you combine the understanding of a story's overall structure with the mood changes while reading, it can help you predict if a mood change is likely to get worse or better.

Talk about what's happened so far in Faster Than Fear. Andrew started out upset about the move, but now he is excited to have moved because he can play sports like his sister and friends.

Ask: Knowing this is only chapter 3 and the book has 8 chapters, how might understanding a story arc help you predict what might happen in the next chapter? (It's early in the story so the problem will likely get worse rather than better. Andrew's mood will likely get worse.) Are there any clues in chapter 3 that might support their prediction about what will happen in chapter 4?

Having a prediction about what will happen can help their brain connect the new events to what's already happened and improve their understanding of the story.

Word Study/ Vocabulary Preview:

1. Have students underline the root word in each of the following in one color, the affix in another color. Discuss how the affix adjusts the meaning of the root word in the new word. **tricycle, equipment, narrowly, easier, personal** L3.4b

2. Preview vocabulary: **situated, panic, shunt, air quotes** L3.6

Independent Reading Activity:

Assign Chapter 4 and have students set up their journals if not using the Mood Tracker charts. Emphasize they should be prepared to explain their evidence in terms of the Access Lenses. They will update their mood organizer together after their discussion the next time they meet. RL3.1

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

RL3.1 Students are able to provide textual evidence for their answers.

RL3.3 Students are developing appropriate understanding of Andrew's personality.

RL3.5 Students are recognizing how each chapter connects to and builds on the prior chapter(s).

L3.4b Students can explain how an affix adjusts the meaning of the root word.

Lesson 5: Chapter 4

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF3.3c Decode multisyllabic words.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Access Lenses & Mood Structures anchor charts

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

Ask students to remember their predictions about Chapter 4. Were they correct in how they expected the mood to change?

Using their notes, have students discuss Chapter 4.

Describe Andrew's mood(s).

How do you know? (refer to the access lenses)

What was the reason?

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Have students update their Mood Structures Organizer for Chapter 4. They will need to add the + - at the top/bottom left corners of each box.

Mini-Lesson/Activity: Character Development

Point out to students they have now read the first half of the story, 4/8 chapters. By now they should have a good understanding of the main character, Andrew. Work together to create a character trait web identifying key traits of his personality with specific text examples to support each one. This can be a powerful lesson to help students understand the difference between character traits and physical traits. Building empathy with others, especially those with physical disabilities, is essential to functioning well in our diverse society. .

Understanding that Andrew HAS a medical condition but that's not **who he is** can be an important impact of this story. The medical condition might be a reason he has a certain trait but it's not who he is. Possible traits include:

worried= unknown situations ie moving to new house/school

embarrassed= doesn't like to talk about his medical condition, feels alone

lacks focus= easily distracted when packing, when meeting Mr. S

determined= to join the Eagles

easily overwhelmed=lots of kids practicing in the parking lot, racing has lots to remember

scared= almost hits the fence

**** If students have questions about spina bifida, you might refer to or read the author notes with them for more information. ****

Ask: How does this review of Andrew's personality help you make predictions about what might happen in the rest of the story?

Word Study/ Vocabulary Preview:

1. Have students copy each word below or have them prepared on a handout. Have the students use their syllabic rules to break apart the words into syllables for decoding. Have them label each syllable open or closed, affix, etc. RF3.3c

energetically, admitted, conquered, eagerly, experience, distracted, interfered, interrupting

2. Review the following skating words for context: single/double axel, gliding L3.6

Independent Reading Activity:

Assign Chapter 5 and have students set up their journals if not using the Mood Tracker charts. Emphasize they should be prepared to explain their evidence in terms of the Access Lenses. They will update their mood organizer together after their discussion the next time they meet. RL3.1 RL3.3

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

RL3.1 Mood Trackers

RL3.3 Character Trait Web

RL3.5 Mood Structures Organizers

RF3.3c Decoding multisyllabic words

Lesson 6: Chapter 5

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.2 Recount stories...; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF3.3c Decode multisyllabic words.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Access Lenses & Mood Structures anchor charts

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

Using their notes, have students discuss Chapter 5.

Describe Andrew's mood(s).

How do you know? (refer to the access lenses)

What was the reason?

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Have students update their Mood Structures Organizer for Chapter 5. They will need to add the + - at the top/bottom left corners of each box.

Mini-Lesson/Activity: Compare and Contrast

Ask: Last lesson we took a deep dive into Andrew's personality. How did this chapter confirm or refute our conclusions about Andrew?

This chapter provides a contrast between Andrew & Peter's moms. Model how to complete a venn diagram (particularly how the differences should parallel each other) comparing the two moms. [Same=both scared for their kids, both love their boys; Differences= A's mom expects him to do things independently, she trusts him, she thinks independence is important/P's mom wants everything done right, she tries to control things, she thinks safety is most important]

Have students create a venn diagram in their journals/or use the provided organizer. Have students independently complete the venn comparing Andrew & Peter as characters. RL3.3

Lesson part 2: Central Message

We also see Andrew gain several important insights through his discussion with his sister and his friends at school. When a character encounters "Words of the Wiser" from important helpers in a story, that often speaks to the lesson or central message an author wants the reader to leave with after reading the story.

Working together, have students create a web in journals with the problem in the middle and important advice/text evidence from the chapter that addresses the problem. **If students want to make the problem specific to the story, remind them a central message is something they can apply to all of life. Thus the problem isn't Andrew is scared to go fast in his wheelchair, but just "feeling scared". Work together to cite 3-5 insights from both Mikayla and Peter's story about the moms that address how to handle feeling scared.

Word Study/ Vocabulary Preview:

1. Have students apply their syllabication rules to the following words. Discuss certain rules as needed such as not breaking blends (str), separating known affixes (ly, tion, dis), etc. **similarly, registration, disability, disqualified**
2. Preview the following words. Some might be known but difficult to read because of unusual spellings: **rhythm, SUV, assured, process, schedule, cerebral palsy, amputee, call tent, heat** (as in a track meet not temperature) L3.6

Independent Reading Activity:

As students prepare their journals to read chapter 6 if not using the Mood Tracker charts. Discuss how Andrew's insights in Chapter 5 might shape his mood and the next events in the story. Assign Chapter 6.

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

RL3.3 Compare & Contrast of Andrew & Peter
RF3.3c Decoding multisyllabic words

Lesson 7: Chapter 6

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.2 Recount stories...; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RF3.3b Decode words with common Latin suffixes.

L3.6 Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases.

Materials:

Access Lenses & Mood Structures anchor charts

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

Using their notes, have students discuss Chapter 6.

Describe Andrew's mood(s).

How do you know? (refer to the access lenses)

What was the reason?

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Have students update their Mood StructuresOrganizer for Chapter 6. They will need to add the + - at the top/bottom left corners of each box

Mini-Lesson/Activity: Character Development

Explain how we have now identified Andrew's personality (fearful, worrier) and the end goal of learning to overcome fears (central message). Ask, Do we usually learn things instantly or does it often take a while and repeated practice? Last chapter we saw Andrew take in a lot of instruction and good advice and made predictions about how Andrew would now respond. How accurate were your predictions?

Create a T chart and have students provide evidence of progress they see Andrew making (5 sports; his bag, his job; helmet first; hiping/using chair correctly; best 100m time) and evidence of struggles he still faces (doesn't want to go fast; scared to race alone; finishes last) RL3.1 RL3.3

Referring to their Mood Structures Organizers, their central message web, and the progress T chart, have students make predictions about how the author might end the story, knowing they have 2 chapters left to read. What might make a good climax to the story? Why?

Word Study/ Vocabulary Preview:

1. Have the students read the following words: **protection, competition, attention, concentration**. When they notice they all have the -tion suffix, discuss what it means and how it impacts the root word. (-ion/-tion = action, process or result) RF3.3b

2. Preview these additional vocabulary words: **staggered, guard rail, rapt, Steri strips** L3.6

Independent Reading Activity:

Assign Chapter 7 and Have students set up their journals if not using the Mood Tracker charts. Emphasize they should be prepared to explain their evidence in terms of the Access Lenses. They will update their mood organizer together after their discussion the next time they meet. RL3.1 RL3.3

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

RL3.1 Mood Tracker

RL3.3 T Chart about Andrew's growth

RL3.5 Mood Structures Organizer

RF3.3b Decode words with common Latin affixes.

Lesson 8: Chapter 7

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.2 Recount stories...; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Materials:

Access Lenses & Mood Structures anchor charts

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

Using their notes, have students discuss Chapter 7. RL3.1 RL3.3

Describe Andrew's mood(s).

How do you know? (refer to the access lenses)

What was the reason?

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Have students update their Mood Structures Organizer for Chapter 7. They will need to add the + - at the top/bottom left corners of each box.

Mini-Lesson/Activity: Central Message

We have only one chapter left in the story. Do you think Andrew has stayed the same through the story or changed? How was he different in this chapter?

Say: One of the access lenses we know an author uses is symbols. I would like to propose this author used speed as a symbol in this book. What do you think? What evidence supports your position?

(Discuss how slow and fast contrast throughout the story and how that parallels with Andrew's fear and bravery. If students don't bring it up, encourage them to think about the title as evidence too.)

Say: Before we wrap up today, I want you to think about everything we have discussed so far in the story. Go back and look over our character trait chart, look over our central message web, and think about our discussions today. Your exit ticket from group today will be to write the central message you think the author tried to communicate through the story. RL3.2

Word Study/ Vocabulary Preview:

Preview the vocabulary for Chapter 8. (Refer students to the illustration on pg. 111 to explain a throwing frame and the various field events featured in the chapter.) invitational, toasted, straddling, momentum, shot put, discus, javelin, resumed

Independent Reading Activity:

Have students set up their journals if not using the Mood Tracker charts. Explain in chapter 8 the Eagles will be at the next big track meet. What do you predict will happen?

Chapter	Mood	Evidence	Reason
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Assessment possibilities:

RL3.2 Central Message Exit Ticket

Lesson 9: Chapter 8

Standards:

RL3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.2 Recount stories...; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Materials:

Access Lenses & Mood Structures anchor charts

Student copies of Faster Than Fear, one per student plus teacher copy

Student journals and/or Mood Tracker Chart

Mood Structures Organizer

Discussion:

Using their notes, have students discuss Chapter 8. RL3.1 RL3.3

Describe Andrew's mood(s).

How do you know? (refer to the access lenses)

What was the reason?

Was there a harmer or helper?

What mood structure would you assign to this chapter?

Have students finish their Mood Structures Organizer for Chapter 8. They will need to add the + - at the top/bottom left corners of each box.

Mini-Lesson/Activity: Central Message

Part 1. Remind students that last meeting they each wrote a possible central message for the story. Take students to pages 107/108 where Andrew reflects on his discussion with Peter and all he's feeling after the climax of identifying himself as an athlete.

Challenge them to pick one VIP sentence (The Very Important Part) they feel is the most important, best states what the author wants readers to learn. (There's no exact right answer but rather students should be able to justify their choice.) RL3.2

2. Move the discussion to the broader topic of adaptive sports. Point out how this story has a lot of information about the adaptive sport of wheelchair racing as well adaptive field events. Much of the information could have been new. Challenge students to complete a thinking frame (in writing or verbally depending on time) sharing what they had previously known and now learned about adaptive sports through the story.

Before I thought _____, now I know _____.

3. Explain for our final activity, we will complete a SWBST organizer. Have students talk through each part before dismissing them to write their final summarizing paragraph. RL3.3

Sample:

Somebody: Andrew

Wanted: to be an athlete and have a sport.

But: when he moved and had the chance to join the Eagles, he almost crashed into a fence.

So: he got scared and didn't want to go fast to win.

Then: he beat one racer and realized through practice he could gain the skills needed and stop being scared to go fast.

Possible Extension:

RL3.9 Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

Consider reading the 1st book in the series: Flying Like an Eagle (Peter's story) and doing a comparison of the two stories.

Assessment possibilities:

RL3.1 Mood Tracker Charts

RL3.2 VIP sentence & justification

RL3.3 Mood Structures Organizer and/or SWBST organizer

Name _____

Faster Than Fear Mood Tracker

Chapter	Mood	Evidence	Reason

Name _____

Mood Structures Organizer

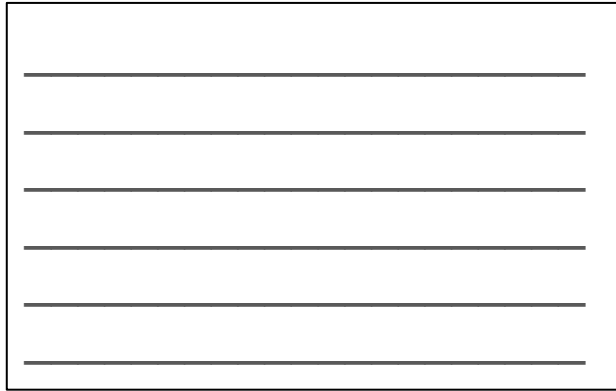
Faster Than Fear

+ Chapter 1 —	+ Chapter 2 —	+ Chapter 3 —	+ Chapter 4 —
+ Chapter 5 —	+ Chapter 6 —	+ Chapter 7 —	+ Chapter 8 —

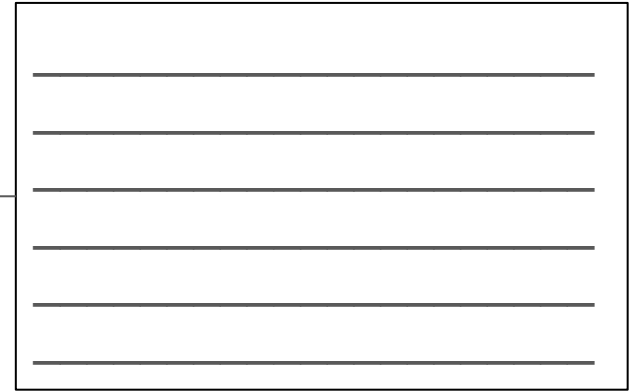
Name _____

Words of the Wiser Web

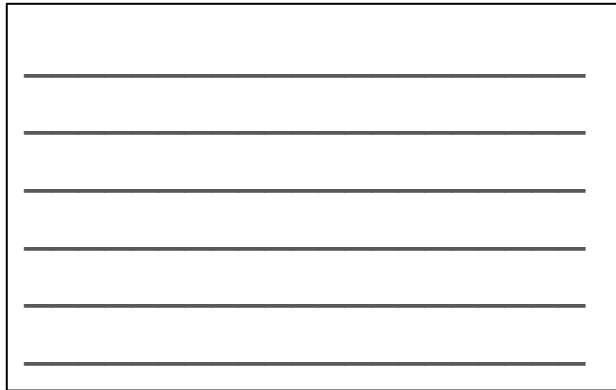
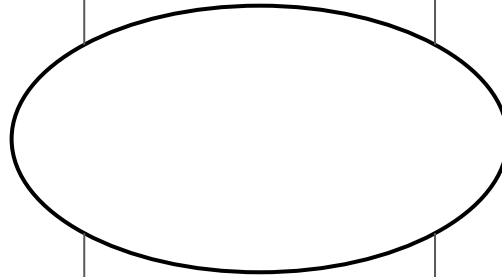
Faster Than Fear



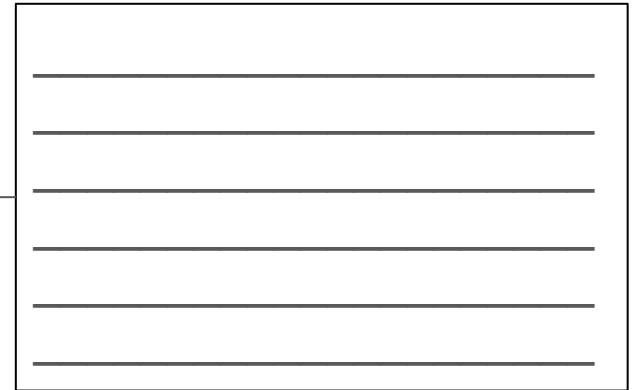
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A rectangular box with six horizontal lines for writing.



A rectangular box with six horizontal lines for writing.

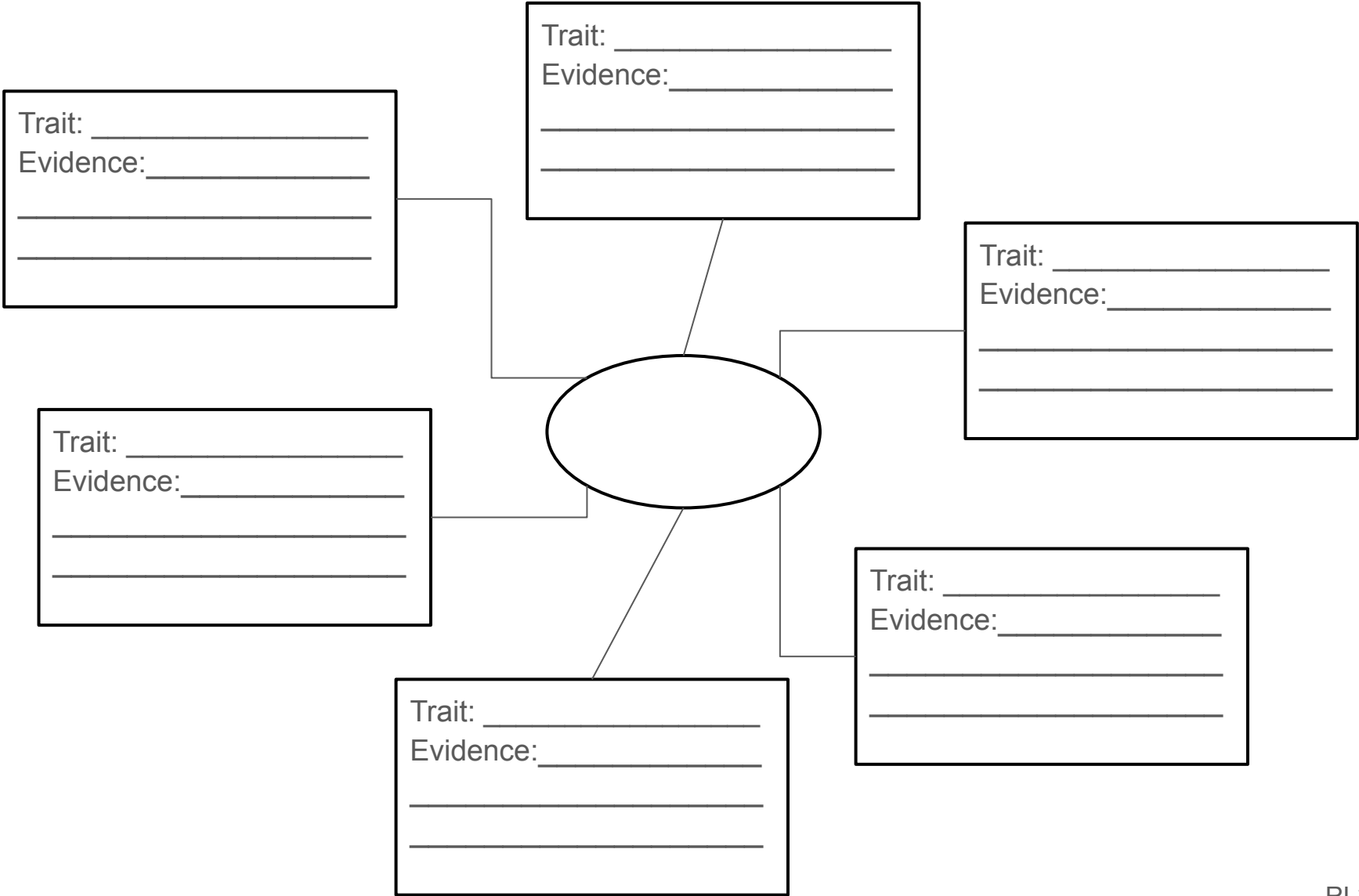


A rectangular box with six horizontal lines for writing.

Name _____

Character Trait Web

Faster Than Fear



Name _____

Compare & Contrast

Faster Than Fear

Andrew

Peter

A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Andrew' and the right circle is labeled 'Peter'. The overlapping area in the center is intended for shared characteristics. Both circles contain horizontal lines for writing.

Name _____ Central Message

Faster Than Fear

RL3.2

Name _____ Central Message

Faster Than Fear

RL3.2

Name _____ Central Message

Faster Than Fear

RL3.2

Name _____ Central Message

Faster Than Fear

RL3.2

Name _____

Faster Than Fear

Somebody:

Wanted

But,

So,

Then,