



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 1,501

Book Summary

The desire to be the best has driven some of the greatest athletes to ruin their reputations, careers, and often their bodies by taking steroids. While touching on a few of these stories, this informational book explains what steroids are, how they affect the human body, and why they are dangerous when abused.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Identify cause and effect
- Recognize and use hyphenated compound adjectives
- Make, confirm, and revise predictions about content vocabulary definitions

Materials

Green text indicates resources are available on the website.

- Book—*Spoiled Sports: The Dangers of Steroids* (copy for each student)
- Chalkboard or dry-erase board
- Summarize, cause and effect, hyphenated compound adjectives, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **cheater** (n.), **hormone** (n.), **scandals** (n.), **side effects** (n.), **steroids** (n.), **synthetic** (n.)

Enrichment: **competitive** (adj.), **illegally** (adv.), **puberty** (n.), **reputation** (n.), **stamina** (n.), **stunted** (adj.)

Before Reading

Build Background

- Show students the cover of the book and ask them if they know who it is (Lance Armstrong). Ask them if they know what he is famous for and what recent events ruined his reputation. If students have no background knowledge, lead a short discussion on Lance Armstrong and his use of steroids.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name.)

Introduce the Reading Strategy: **Summarize**

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to find out about in each section.
- Have students preview the rest of the book, looking at photographs, captions, and other text features. Show students the glossary and review its purpose.
- Explain to students that this book has a lot of information, photographs, and graphics, so one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*, or project a copy of the [summarize worksheet](#). Read pages 4 and 5 aloud to students and model summarizing.

Think-aloud: *To summarize, I need to decide what information is the most important to remember in a section. To do this, I can consider who and what the section is about, what happened, and when and why it happened. Then, I can organize that information into a few sentences. This section gives an introduction to Lance Armstrong. The author explains that he was like a superhero in the world of cycling, winning the Tour de France seven times—no one had ever done that! I will write Lance Armstrong under Who, and Tour de France, grueling cycling race, and won seven times under What, and French countryside under Where. The author goes on to say that Armstrong was at the top of the sports world, but it all collapsed when it was found that he was illegally taking steroids. Armstrong admitted in 2013 that his success was a big lie, and he was stripped of all his honors. I will write these things under the heading Why. When I organize all of this information, a summary of this section might be: Lance Armstrong was a champion in the sports world, winning seven Tour de France cycling races across the demanding French countryside. But Armstrong admitted in 2013 to illegally taking steroid drugs, so he was stripped of all his honors.*

- Write the summary on the board. Discuss how you used the information in the chart, along with your own words, to create a summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen, and the *effect* is what happens because of, or as a result of, the action or event.
- **Think-aloud:** *I know there are reasons, or causes, for events to happen. When the temperature outside is very cold, and it drops to below 32 degrees Fahrenheit (0 degrees Celsius), a puddle of water will freeze. The cause is the temperature dropping; the effect is the puddle freezing.*
- Explain to students that there can be more than one effect from a cause. Project a copy of the top half of the cause-and-effect worksheet onto the board, and write *temperature drops below 32 degrees* in the *Cause* box and *puddles freeze* in the top *Effect* box. Ask students what else can happen when the temperature drops below 32 degrees Fahrenheit. Record appropriate responses.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

Lesson Plan *(continued)*

Spoiled Sports: The Dangers of Steroids

Introduce the Vocabulary

- Write the following vocabulary words on the board: *cheater*, *hormone*, *steroids*, and *synthetic*. Read each word aloud. Discuss with students that these are words they probably associate with, or may have learned about, in current events. Lance Armstrong (pictured on the cover) is probably the most famous athlete caught using steroids.
- Introduce and explain the **content vocabulary worksheet** to students. Have students write what they know or think each word means. Explain to them that after they finish reading the book, they will either make a checkmark if their definition was correct or write the correct definition that they learned from reading the book.


Set the Purpose


- Have students read to learn about steroids, their effects, and the athletes who have been caught using them.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 6 and 7. Model summarizing important information in the section titled, "What Are Steroids."
Think-aloud: I made sure to stop reading at the end of this section to summarize what I'd read so far. First, I thought about the information that answered the questions Who, What, When, Where, and Why. Then, in my mind, I organized the important information into a few sentences. In this section I read that steroids can mean different things—they are naturally occurring substances in the human body that affect bone and muscle growth. Some steroids are prescribed by a doctor for things such as asthma, skin problems, and cancer. But anabolic-androgenic steroids are similar to the hormone testosterone, and they are artificially used to repair muscle fibers quickly, so steroid users become stronger more quickly than others.
- Invite students to assist you in filling in this information on the chart. Have them decide which facts go in the various boxes of the chart. Point out that sometimes not all of the questions (who, what, when, where, and why) are answered in every section.
- Create a summary with students for this page on the basis of the information in the chart. *(Steroids occur naturally in the body and affect bone and muscle growth; other steroids are prescribed by doctors for health reasons such as asthma, skin problems, and cancer. But the artificial anabolic-androgenic steroids used by athletes speed up the repair of muscles, so steroid users get stronger more quickly than others.)*
- Have students read pages 8 and 9. Create or project a copy of the bottom half of the **cause-and-effect worksheet** on the board. Explain to students that sometimes there can be multiple causes that lead to one major effect. Write: *The steroid craze began* in the Effect box. Ask students to use the text on page 8 to identify the causes of this effect. *(John Ziegler learned that Soviet Union athletes were using steroids; Ziegler developed his own synthetic steroid; he wrote about it in bodybuilding magazines.)* Write this information in the Cause box.
- **Check for understanding:** Have students read up to page 11. Ask students to first assist you in determining which of the cause-and-effect graphic organizers would best represent the information on page 10, regarding steroid use (the one on the top half of the worksheet, with one cause and multiple effects). Next, ask students to help you to fill out the graphic organizer to best represent what the effects of steroid use are (*Cause:* steroid use; *Effect:* can cause stroke or heart attack; destroys the liver; disrupts the brain's ability to function; disrupts natural hormone levels; can cause severe withdrawal symptoms).
- Have students reread pages 10 and 11. When students have finished reading, ask students to identify the important information. Give each pair of students a copy of the summarize worksheet to record the *Who*, *What*, *When*, *Where*, and *Why* on these pages.
- Have pairs work together to create a summary on the worksheet. Have them read their summaries aloud to the group, listening for similarities and differences.


 Have students read the remainder of the book. Remind them to underline information in each section that answers the questions who, what, when, where, and why, and to think about cause-and-effect relationships.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

 Divide students into pairs. Assign each pair one of the remaining sections from the book. Remind them to underline information that answers the questions who, what, when, where, and why while reading. Have each pair discuss the information they underlined in their section. Have them use the information to rehearse an oral summary of the section. When students have finished, have them share and discuss their summaries aloud.

- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about steroids because I summarized as I read the book.*
- **Independent practice:** Distribute an additional copy of the summarize worksheet. Have students write a summary for the section they worked on.

Reflect on the Comprehension Skill

- **Discussion:** Distribute a copy of the cause-and-effect worksheet to students. Review with them that sometimes cause-and-effect relationships can be complex—some of the effects can be positive and some can be negative. We can use different graphic organizers to help us understand them.
- **Independent practice:** Have students reread page 15. Ask them to use their worksheet to organize the effects of using steroids as discussed in the "Conclusion." Ask students to identify which graphic organizer they should use (one *cause*, multiple *effects*). If time allows, have them share their findings.
- **Enduring understanding:** In this book, you read about illegal drugs called steroids that some athletes use to enhance their performance. You also read about the dangerous side effects of steroids. Now that you know this information, what will you tell people your age about steroids?

Build Skills

Grammar and Mechanics: Hyphenated compound adjectives

- Write the following sentence on the board: *Sometimes doctors prescribe steroids to treat health problems.* Have a volunteer come to the board and circle the adjective in the sentence (*health*). Then have another volunteer underline the noun that the adjective describes (*problems*).
- Review or explain that *adjectives* are words that *describe nouns or pronouns*. An adjective tells which one, how many, or what kind.
- Write the following sentence on the board: *Lance Armstrong seemed like a real-life superhero.* Underline the word *superhero*. Have a volunteer come to the board and underline the word that describes superhero (*real-life*).

Lesson Plan *(continued)*

Spoiled Sports: The Dangers of Steroids

- Explain that this word is an example of a hyphenated compound adjective. Point out that not all compound adjectives are hyphenated. However, each part of a compound adjective alone does not describe the noun. For example, it doesn't make sense to describe the *superhero* as a *life superhero*. The meaning associated with the superhero would not be as strong or descriptive if the superhero were described as a *real superhero*. However, together the words *real* and *life* create a compound adjective that better describes *superhero*.
- Write the following sentence on the board: *The Tour de France covers a 2,173-mile course across the French countryside.* Circle the word *course*. Have a volunteer come to the board and underline the words that describes the course (*2,173-mile*). Invite students to read the sentence again, substituting the phrase *2,173-mile course* with *2,173 course* and *mile course*. Have them explain whether each one makes sense and how the meaning of the sentence is changed.



Check for understanding: Have students identify and circle the remaining hyphenated compound adjectives in the book. Have them underline the nouns these adjectives describe.

- **Independent practice:** Introduce, explain, and have students complete the [compound adjectives worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Content vocabulary**

- **Check for understanding:** Have students complete the content vocabulary worksheet. Have them make a checkmark in the third column if the word meant what they thought it did before reading. If not, have them write the definition using the book's glossary or a dictionary.
- **Independent practice:** Ask students to turn over their worksheet and write two sentences using two of the words from the worksheet. Have them erase the vocabulary word from the sentence, then exchange worksheets with a partner. Ask each student to fill in the missing words from their partner's sentences.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students discuss the risky effects of steroid use.

Extend the Reading

Informational Writing Connection

Provide print and Internet resources for students to further research one famous athlete caught using steroids (for example, Lance Armstrong, Mark McGwire, Sammy Sosa, Barry Bonds, Marion Jones, and so on). Invite students to add to the information from the book by finding additional facts about his or her career, accomplishments, steroid use, and the consequences. Citing information from their research on note cards, have students participate in a roundtable sharing and discussion format.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Provide print, Internet, and other media resources for students to further research anabolic steroids. Divide the group in half and have one group report on how steroids work in the body (extending the information on page 7) and the other group report on the negative effects of steroids (extending the information on pages 10 and 11). If time allows, have students create a bulletin board highlighting this information or share their findings with the rest of the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- accurately identify cause-and-effect relationships in the text, during discussion, and on a worksheet
- correctly identify hyphenated compound adjectives in the text, during discussion, and on a worksheet
- make, confirm, and revise predictions about content vocabulary definitions on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**