

### About the Book

Text Type: Fiction/Humorous Page Count: 24 Word Count: 2,286

### Book Summary

*Miltie Math-head: Football Hero?* is a humorous story about a boy who is extremely good at math, but not so successful as a football player. He is small, and the other kids make fun of his attempts to fit in with the team. But once he realizes that football is all about math (angles, arcs, and distance), Miltie masterminds a few impressive plays that lead his team to a championship victory. Illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand text
- Identify author's purpose
- Identify colons used in text
- Identify time and order words

#### Materials

Green text indicates resources available on the website

- Book—*Miltie Math-head: Football Hero?* (copy for each student)
- Chalkboard or dry-erase board
- Make, revise, and confirm predictions, author's purpose, colon, time and order words 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](http://VocabularyA-Z.com).

- Content words:

Story critical: **competitors** (n.), **odds** (n.), **parallel** (adj.), **perpendicular** (adj.), **plays** (n.), **self-confidence** (n.)

Enrichment: **angles** (n.), **arcs** (n.), **grid** (n.), **intersect** (v.), **line of scrimmage** (n.), **offensive line** (n.), **physics** (n.), **quarterbacks** (n.)

### Before Reading

#### Build Background

- Ask students to tell what they know about football. Ask whether anyone has ever played on a football team and, if so, to explain what they know about the sport. Ask whether anyone has ever watched a football game, either on television or at a live event.
- Provide books or magazines with pictures of football players and discuss characteristics of the gear that is used and the field the sport is played on.

## Preview the Book

### Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name). Point out the glossary at the end of the book and discuss its use.
- Preview the table of contents on page 3. Ask students what information they can tell from looking at the chapter titles. (Accept any answers students can justify.)

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain that good readers often make predictions about what will happen in a book based on what the characters say, do, and think in the story. Readers may need to revise or confirm their predictions based on what they learn from reading. Before reading a book, readers can make predictions by reading the title and looking at the illustrations.
- Model using the title and cover illustration to make a prediction as you preview the book.  
*Think-aloud: Let's look at the front cover. I see an illustration of a boy who doesn't seem to be big enough to play football with the other players. Since the title of the book is Miltie Math-head: Football Hero?, I think this might be a story about a boy who is really good at math and wants to be a good football player, too. I'll have to read the story to find out.*
- Encourage students to make predictions about what they think they will read about in the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary


- As students preview the story, ask them to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *competitors*, *parallel*, and *perpendicular*.
- Explain to students that most of the time, good readers use context clues to help figure out the meaning of an unfamiliar word in the text. However, sometimes they may not find enough context clues to clearly define the unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *parallel* in the glossary. Have students follow along on page 13 as you read the sentence in which the word *parallel* is found to confirm the meaning.
- Point to the word *competitors* on the board. Repeat the process, reading the definition of *competitors* in the glossary and reading the sentence in which *competitors* is found on page 12.
- Point to the word *perpendicular* on the board. Have students read the definition of *perpendicular* in the glossary and locate the sentence in which *perpendicular* is found on page 14. Remind students to check whether a word makes sense by rereading the sentence in which it occurs.

### Set the Purpose

- Have students read the book, making predictions about what will happen in the story based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events of the story.
- Introduce and explain the **make-revise-and-confirm-predictions worksheet**. Encourage students to fill out the first column, *What I predict will happen*, before they begin reading.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 9. Encourage students who finish before everyone else to go back and reread.
  - When they have finished reading, ask students to explain why the boy is called Miltie Math-head. (His brain is especially quick with math problems. He can multiply four-digit numbers in his head faster than a calculator.)
  - Model making, revising, and confirming a prediction.  
**Think-aloud:** *So far my prediction is right. I thought the story might be about a boy who is really good at math and wants to be a good football player, too. I know that his nickname is Miltie Math-head because his brain is so good with math problems. Since the title of the next chapter is "Miltie's Math Pays Off", I predict that Miltie's math skills might help him in some way. From what I've read about his buddy Dan, he seems like a good friend. I think Dan will help convince the others to give Miltie a chance.*
  - Direct students to page 9 in the book. Read these sentences aloud: *Now, of course, it all makes sense. But at first, most of the players would have said the odds of Miltie leading our team to victory were one in a million.* Ask students what this tells them about what will happen next. Explain that, in these two sentences, the author is using a technique called *foreshadowing*. The author is hinting at what will happen next in the story. Discuss how foreshadowing might help readers make, revise, and confirm predictions in a story.
  - Encourage students to continue to make, revise, and confirm their predictions as they read the remainder of the story. Encourage them to fill out the middle section of their worksheet, *Changes in my prediction*. Remind them that if their first prediction has already been proved correct, they may use this section to make another prediction about what might happen next in the story.
-  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

- Discuss how making predictions about what will happen in the story keeps readers actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I predicted that Miltie's math skills might help him in some way, and I wanted to read the story to find out if my prediction was right. My prediction turned out to be correct—his math skills helped him lead his team to a victory. Also, Dan helped persuade the others to give Miltie a chance.*
- Ask students to share their predictions about what might happen in the story.
- Have students fill out the last column of their worksheet, *What actually happened*.

### Teach the Comprehension Skill: Author's purpose

- **Discussion:** Discuss the author's purpose for writing *Miltie Math-head: Football Hero?*
- **Introduce the skill:** Write the following terms on the board: *to inform, to entertain, to persuade*. Invite students to define the terms in their own words. Encourage them to give examples of times they might have said something to inform, entertain, or persuade. Point out that writers often have one of these three purposes for writing.

## Lesson Plan *(continued)*

## Miltie Math-head: Football Hero?

- **Check for understanding:** Ask students to think of a book they've read recently that taught them something (science book, biography, and so on). Ask them to think of something they've read that was funny, scary, silly, or mysterious (comics, fiction books). Ask students for an example of something they've read that attempted to get them to believe or do something (an advertisement or poster). Write students' responses on the board under the appropriate category.
- Now ask students what the author's purpose was for writing *Miltie Math-head: Football Hero?* (to entertain). Ask students how they think the author's humor made the book more entertaining and fun to read. Turn to page 4 and read the description of Miltie aloud: *After eating lunch, he weighed 70 pounds-fully dressed, in hiking boots, with a roll of quarters in his pocket.* Discuss how the author could have simply said that Miltie was small, but that this humorous description makes the story more entertaining.
- If time allows, have students turn to page 5 and locate and discuss three other humorous passages from the text:
  - He was slower than ketchup dribbling out of a new bottle.*
  - This is the 40-yard dash, not the 40-yard dawdle.*
  - Everything about him was big and strong, even his breath.*
- **Extend the discussion:** Ask students if they were entertained by the humor in *Miltie Math-head: Football Hero?* Ask what they thought about all of the nicknames the boys had for each other and if anyone has a nickname they'd like to share with the class.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their responses aloud once students have finished.

### Build Skills

#### Grammar and Mechanics: Colon

- Review or explain that a *colon* is a punctuation mark (:) used before a long quotation, explanation, example, or series. It also is used after the salutation of a formal letter.
- Direct students to the title page. Write *Miltie Math-head: Football Hero?* on the board and ask students how the colon is used in this instance (before an explanation that further describes Miltie).
- Ask a volunteer to read the sentence on page 11 that contains a colon (Football is all about math: angles, arcs, distance). Ask students how the colon is used in this instance (before examples of how football is about math).
- **Check for understanding:** Have students locate the colon used on page 5. Have them identify how the colon is used (an explanation).
- **Independent practice:** Introduce, explain, and have students complete the [colon worksheet](#). If time allows, discuss their responses aloud once students have finished.

#### Word Work: Time and order words

- Review or explain that writers present the events of a story in a particular order. Signal words are often provided to help readers identify the order of events. Ask students to identify examples of time and order words (*today, first, then, while, dates, times of the day*, and so on).
- **Think-aloud:** *I know that a process, like a story, also has a sequence of events. For example, when I brush my teeth, first I take the lid off the toothpaste. Next, I put the toothpaste on the toothbrush. Then, I put the toothbrush head in my mouth and begin wiggling the bristles against my teeth. After that, I spit out the foamy toothpaste. Last, I rinse my mouth with clean water.*
- Have volunteers explain the order of a simple process, such as making a sandwich or getting ready for school. Use time and order words (*first, next*, and so on) to record the steps on the board.
- Have student turn to page 18. Read the first paragraph aloud as students list for time and order words. Ask student which were used (*first, Then, and Finally*).



**Check for understanding:** Have students review the book, circling all the time and order words and phrases used. Remind them to look carefully: some time and order words, such as *then* and *once*, are used more than one time in the text.

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

## Build Fluency

### Independent Reading

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

### Home Connection

- Give students their book to take home and read to a younger sibling or friend.

## Extend the Reading

### Writing Connection

Have students add to the story by telling what happens to Miltie's team the following season. Ask the writers to tell whether Miltie plays starting quarterback instead of Dan, how his teammates treat him, and if the team still uses Miltie's plays on a regular basis. Point out that the story is written in the past tense. Have students write their stories in the past tense as well.

### Math Connection

Provide graph paper for students to draw out all of the plays Miltie described on pages 13 and 14 and 20 to 22. Have them chart the plays on the grid of the graph paper, paying special attention to Miltie's use of math vocabulary: *angles*, *arc*, *grid*, *intersect*, *parallel*, and *perpendicular*. If time permits, have students create their own football plays, charting them on the grid of the graph paper.

### 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.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- accurately make logical predictions based on available pictures and text; revise or confirm predictions as they preview and read the book
- thoughtfully analyze the author's purpose; recognize humor in writing
- accurately recognize and understand the use of colons during discussion and on a worksheet
- correctly identify time and order words in text, during discussion, and on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)