

### About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 1,538

### Book Summary

Winston Churchill was a talented and ambitious young man who became a strong leader for his country. *Winston Churchill: Never Give In* covers the life and accomplishments of this famous British figure, who played a major role in the history of the twentieth century. Discover how Churchill overcame both personal and professional challenges to become prime minister of Britain and successfully lead his country through the difficult days of World War II. Photographs and maps support the text.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Retell to understand text
- Sequence events in the text
- Understand and use dashes
- Identify and use the prefix *un-*

#### Materials

Green text indicates resources are available on the website.

- Book—*Winston Churchill: Never Give In* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Sequence events, dashes, prefix *un-* 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: *ambitious* (adj.), *depressions* (n.), *politics* (n.), *prime minister* (n.), *undaunted* (adj.), *wit* (n.)

Enrichment: *aristocratic* (adj.), *empire* (n.), *Nobel Prize* (n.), *Parliament* (n.), *rally* (n.), *toil* (v.)

### Before Reading

#### Build Background

- Have students think of names of presidents of the United States. Invite students to share a name with the rest of the class, and record a list on the board.
- Discuss with students the president's job for the country. Have students share with a partner why the country needs a president.
- Write the words *prime minister* on the board. Explain to students that a prime minister is a leader for Britain with a role similar to that of the president of the United States. Share with students that this story is about the life of a famous prime minister.

### 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: **Retell**

- Explain to students that engaged readers stop now and then during reading to retell in their mind what is happening in the story. Discuss with students how interacting with the text by retelling will help them understand and remember what they read.
- Remind students that a retelling describes the events of the story in the correct order. Point out that people frequently retell stories as part of their daily lives, such as describing a vacation or explaining what happened in school to a student who was absent. Reinforce with students that biographies are a retelling of a person's life.
- Read page 4 aloud and model how to retell.  
*Think-aloud: As I read, I will stop to retell the information from the story in my own words. The first page of the biography introduced Winston Churchill's character. It jumped to a point in the middle of his life when he was a prime minister of Great Britain in October 1941. He spoke at Harrow, his school when he was a boy, to encourage his nation as they fought against Germany during World War II. Germany had conquered most of Western Europe, but Britain was still standing against their power. Churchill remained undaunted and believed that Britain's only goal was victory. He encouraged his people to never give in, no matter how desperate the situation. Churchill lived by those words his entire life. He never gave in against whatever challenge he faced. This is how I would retell the first page of the story. I include as many details as I can remember, but I give the retelling in my own words.*
- Point out that this first page in the biography jumps to a point in the middle of Churchill's life. Explain to students that some biographies introduce the subject's character by showing an important moment in his or her life, before backing up and describing that life in chronological order. Encourage students to keep track of the dates and remember the order of events in Churchill's life, even if the narrative sometimes jumps ahead.
- Have students read page 5 aloud. Ask students to work with a partner and retell the events from this page. Remind students that each retelling should be different because it will be in the student's own words. Invite volunteers to share their retelling with the rest of the class. Ask students if the biography has now backed up to the beginning of Winston Churchill's life.
- Have students place sticky notes on the bottom of pages 7, 9, 11, 13, and 15. Explain that as they read, they will stop each time they see a sticky note to think about what has happened in the story so far and retell the information in their own words.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Review or explain that knowing the order in which the events happen in a text is important to understanding the story. Point out that in a biography, the events described are part of the subject's personal history or are important historical events that are related to the subject's life.
- Explain that authors can use transition words to describe the order of events. In a biography, the author also uses dates and ages to organize the sequence of events.

## Lesson Plan *(continued)*

## Winston Churchill: Never Give In

- Model organizing the sequence of events of a life, using your own as a model.  
**Think-aloud:** *If I wanted to organize the sequence of events in my own life, I would start by collecting important dates and events related to my history. I was born in Arizona on May 25, 1979. I attended Brichta elementary when I was five, starting in August 1984, and later I went to University High School in 1993, when I turned fourteen. I graduated from high school in May 1997. Later that year, in August of 1997, I began my college years at the University of Arizona. I married my husband on May 18, 2001, while we were both still attending college. I was twenty-two years old. (Adapt think-aloud to personal information.)*
- Record the dates and events on the board as you describe them in the think-aloud.
- Draw a timeline on the board. Review with students how to fill in a timeline, and remind them that timelines organize the dates of events related to a subject. Begin your timeline with the date of your birth. Draw a point at the beginning of the timeline. Write the date above the point on the line and the corresponding event beneath the line. Invite students to identify the event that came next by examining the dates on the board, and continue filling in the timeline until all dates are recorded and organized in the correct sequence of events.
- Erase the timeline from the board, and draw a new empty one for the story. Point out that in the timeline for the story, the dates of events will all be related to Winston Churchill's life and the important historical events connected to him.
- Remind students that the first page of the story jumped ahead to the middle of Churchill's life. Ask students to point to the spot on the timeline of his life where they think they would record this event. Write the date and event on the board, but leave it off the timeline for the moment.
- Have students discuss with a partner why the author chose to begin the story in this manner. Explain to students that stories occasionally skip around in time. Sometimes, authors want to foreshadow future events, and sometimes they want to catch interest by jumping into the middle of the action. Explain that in this case, the author began in the middle to introduce Winston Churchill's personality and to provide a hook for the story. Emphasize that it is important to keep track of the actual sequence of events, even if the story describes some of them out of order, and point out that a timeline is a great tool to help keep this sequence of events clear.

### Introduce the Vocabulary

- Write the following story-critical vocabulary words on the board: *ambitious*, *undaunted*, and *wit*. Review the correct pronunciation for each word. Explain to students that all three words explain parts of Winston Churchill's character.
- Have students take out three separate pieces of paper and divide each paper into four rectangles. Have students write one vocabulary word in the first rectangle of each piece of paper.
- Have students discuss in groups what they already know about the meanings of the words on the board. Direct students to page 8 and have them find and point to the word *ambitious*. Have students read the sentence and discuss with a partner what they learn about the definition of the word on the basis of the context of the sentence. Repeat with the remaining two words from the board.
- Turn to the glossary on page 16. Remind students that a glossary contains a list of words and their definitions specific to the book. Have students point to the word *ambitious*, and call on a student to read its meaning aloud while the other students follow along. Repeat with the remaining two words from the board.
- Have students write a definition for each word in the second rectangle on their separate pieces of paper. In the third rectangle on each paper, have students draw a picture that depicts the meaning of the appropriate word.
- In the fourth and final rectangle, have students write a sentence that accurately uses the vocabulary word recorded on that paper. Invite volunteers to share their sentence and picture for a word with the rest of the class.
- Have students discuss in groups what they can predict about Winston Churchill's personality, considering that all three of these words relate to him.

## Lesson Plan *(continued)*

## Winston Churchill: Never Give In


### Set the Purpose


- Have students read to find out more about Winston Churchill's life. Remind students to keep track of the sequence of events using the timeline, and to retell the story of his life as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Point out the sticky note at the bottom of page 7 and remind students the note is a signal to retell.
- **Model retelling.**  
**Think-aloud:** *On page 7, I read about Churchill's activities in his forties and a description of his personality and habits. To retell this page, I would focus on reciting as many of the details as I can remember in my own words. My retelling is as follows. Churchill worked quickly and with great energy. He wrote forty-three books in his life! In his forties, he also became interested in art and started painting. Unfortunately, his creative moments were followed by terrible depressions. Churchill struggled with depression throughout his life. When he wasn't sad, he had a great sense of humor. He had a reputation as having a sharp wit, or being a clever and talented man. Sometimes, his wit could be unkind to others. That is how I would retell the information from page 7. The information is not about any special dates or events, but covers a period of time, so I didn't have to worry about the sequence of events too much for this part of the story. For most of the biography, though, the correct sequence of events is central to the retelling.*
- Remind students that a retelling in a biography involves the sequence of events from the subject's life. Have students discuss with a partner the dates and events from the first four pages, as well as any other facts they learned. Call on random students to share a detail from the story, and record it on the board.
- Discuss with students the sequence of these details. Point out that some information covers a period of his life and is not associated with specific dates, such as the information describing his forties. Begin recording important events and dates on the timeline on the board. Invite students to help fill in the timeline by identifying the next date or event. Continue until all pertinent information from the first four pages is recorded.
- Have students retell the information from page 6 to a partner. Remind students to use their own words in the retelling and to use the information from the board and the story as a guide. Point out that the timeline will help students place the events in their retelling in the correct sequence. Invite volunteers to share their retelling with the rest of the class.
- Remind students that a retelling includes details and descriptions of the events of a story while a sequence of events in a timeline lists the most important events and their dates. For example, a timeline shows when Winston Churchill was born, but a retelling would also describe his family and his home, not just his birth. Encourage students to fully describe the events in their retelling and to use the timeline as a guide.
- **Check for understanding:** Have students read pages 8 through 11. Remind students to stop at every sticky note and retell in their minds what they have read up to that point.
- Review the events recorded on the timeline. Point out that the events are described in concise wording and only the most important details for each date are included.
- Introduce and explain the **sequence events worksheet**. Have students copy the timeline from the board on the back of the worksheet. Then, have students start recording new dates and events they read in the story on the front side of the worksheet. Have students discuss with a partner where they would record these events on the timeline.
- Invite volunteers to come to the board and continue filling out the timeline. After each new entry, discuss whether this is the correct event to come next, and have students record it on the timeline on their worksheet. Continue until all events and dates have been entered on the timeline in the correct sequence of events.

 Have students read the remainder of the book. Remind them to stop at the remaining two sticky notes to retell the story in their minds. Encourage them to focus on the sequence of events in Churchill's life and to keep the retelling organized with the correct order.

 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

- Retell in detail with students the information from page 13.  
*Think-aloud: The tide of the war began to turn toward the end of 1942. In November, the Allies defeated Germany in North Africa, and the Soviet army pushed them from the east. Stalin, the leader of Russia, urged Churchill and Roosevelt to attack from the west. They launched an invasion on June 6, 1944, known as D-Day. As a result of this attack, they freed France from Nazi control. On May 7, 1945, Germany surrendered. Churchill told the British people that it was their victory, the victory of freedom. Four months later, Japan surrendered, and World War II was over. People were happy, but also sad. The war had a terrible cost. More than 40 million people had died.*
- Have students write a retelling of the conclusion of the biography, pages 14 and 15. Remind students to use their own words in the retelling and to focus on describing events in the correct order with sufficient detail and description. Invite volunteers to read their retelling to the rest of the class.
- Have students work with a partner to retell the entire story. As students work on retelling the biography, monitor the classroom and listen to ensure students are using their own words to retell the events of the story, placed in the correct order with sufficient detail.
- Discuss with students how a retelling is different from a summary. Have students share with a partner how retelling the story helped them to remember and understand what they read.

### Reflect on the Comprehension Skill

- **Discussion:** Review the timeline on the board. Have students share with a partner other important dates from the story, and call on random students to share a date with the rest of the class. Record dates on the board. Point to a date, and have students search through their story to find the events corresponding to that time. Invite volunteers to describe the events associated with the date, and record events on the board.
- Refer to the event from the first page of the story, Churchill's speech at Harrow in 1941. Have students discuss with a partner where this event belongs on the finished timeline. Invite a volunteer to come to the board and add it to the timeline.
- **Independent practice:** Have students complete the sequence events worksheet. If time allows, have students compare their timeline with that of a partner.
- Discuss with students how the timeline helped them organize the sequence of events. Explain to students that a timeline can also help them keep track of how old a person is during important moments of his or her life. Have students work in groups to review the book and find references to Churchill's age and then add his age to the appropriate places on the timeline on their worksheets.
- **Enduring understanding:** In this book, you learned about Winston Churchill's life and his significant role in World War II. Why was Churchill considered by some to be the greatest man any of them had known? What other people played important roles during that time, and what did you learn about them?



### Build Skills

#### Grammar and Mechanics: Dashes

- Write the following sentence on the board: *Rather than going to Oxford or Cambridge—the best universities in England—he entered the Royal Military Academy.* Have students read the sentence aloud. Ask students to point to the dashes in the sentence.
- Review or explain to students that a *dash* is a punctuation mark used to *clarify information* within a sentence or to *add information*. It is also used to indicate a break or omission in a sentence. Ask students to dash a line in the air with their finger.
- Ask students to identify how the dash is used in the sentence on the board (to add information about Oxford and Cambridge). Explain to students that when a dash adds information in the middle of the sentence, the sentence includes another dash to bracket the information.
- Direct students to page 7 in the book and have them find the sentence that uses dashes. Have students read the sentence aloud, and share with a partner how the dash is used in the sentence (to clarify information about Churchill's new interest). Invite a volunteer to share with the rest of the class.
- Explain to students that hyphens are shorter in length than dashes and are used to connect two words. Point out that hyphens are also used when writing number words such as *forty-one*. Have students find the hyphen on page 6 (in the word *twenty-six*). Remind students not to confuse a dash with a hyphen.
- **Check for understanding:** Have students find the sentence on page 13 that uses dashes and read it aloud. Record the sentence on the board: *On June 6, 1944—known as D-Day—a huge Allied invasion force landed on the coast of France.* Have students point out the dashes in the sentence, and remind them to distinguish the dash from the hyphen in the sentence. Invite a volunteer to come to the board and circle the dashes. Ask students to explain to a partner how the dash is used in the sentence (to add information about the date by describing its name). Point out that the hyphen in *D-Day* is used to join words.
- **Independent practice:** Introduce, explain, and have students complete the [dashes worksheet](#). If time allows, discuss their answers aloud.

#### Word Work: Prefix *un-*

- Have students point to the word *undaunted* on page 4. Remind them it is a vocabulary word and is listed in boldface print. Review with students the meaning of the word *undaunted* as discussed in the vocabulary section of the lesson.
- Have students share with a partner the prefix for the word *undaunted*. Review or explain to students that a *prefix* is a *group of letters added to the beginning of a word that changes its meaning*. Explain to students that adding the prefix *un-* changes the meaning of the word to mean *not* the base word. For example, the word *undone* means *not done*.
- Cover the prefix *un-* on the word *undaunted*, and have students identify the base word. Ask students to discuss with a partner the meaning of the word *daunted*. Point out that since *undaunted* means *not afraid*, the word *daunted* means *afraid*.
- Have students find and circle words that use the prefix *un-* on pages 9 and 14 (*unsuccessfully*, *unexpected*). Invite volunteers to share a word with the rest of the class and record both words on the board. Share with students the meanings of the words *successfully* and *expected*, and have students discuss with a partner the meanings of the words *unsuccessfully* and *unexpected*.
- **Check for understanding:** Write the following words on the board: *known*, *reasonable*, *helpful*, and *common*. Have students discuss with a partner the meanings of the base words. Have students add the prefix *un-* to each word, and work with a partner to use the new words in oral sentences that accurately reflect the word's meaning.
- **Independent practice:** Introduce, explain, and have students complete the [prefix \*un-\* worksheet](#). If time allows, discuss answers aloud.

### 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 demonstrate how to retell a story to someone at home.

### Extend the Reading

#### Biographical Writing and Art Connection

Have students choose a person in their life they admire and consider a leader. Have students interview the person, and focus on three areas: the person's childhood and background, influences, and accomplishments. Guide students in writing questions for their interviews, and have students record the questions and answers on a separate sheet of paper. On the basis of the information from the interview and their own knowledge of the person, have students write a biographical report. Remind students to use at least five paragraphs, with an introduction and a conclusion. Have students peer edit their papers and write final drafts. Invite students to draw a portrait of their biographical subject as a cover page for their report.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

#### Social Studies Connection

Create a timeline with the class on events associated with World War II. Assign students to groups, and provide groups with age-appropriate reading materials on different periods of the war. Have groups research their time period and identify the most important dates and events that occurred. Draw a large timeline on poster paper. Have groups add their dates and events to the timeline; groups will need to communicate with each other to ensure they record dates in the correct sequence. Then, have students illustrate the timeline by finding pictures to print out or drawing illustrations that represent the events recorded on the timeline. Have students present their timeline to another 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 retelling to comprehend the text during discussion
- accurately identify a sequence of events from a person's life during discussion and on a worksheet
- accurately use dashes in sentences during discussion and on a worksheet
- correctly define and use the prefix *un-* during discussion and on a worksheet

#### Comprehension Checks

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