

Dora's Time to Shine

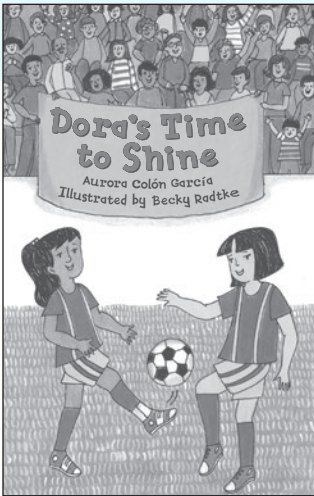
GENRE Realistic Fiction

WHY THIS TEXT?

In this story, students will relate to Dora's enthusiasm for and dedication to playing soccer. Realistic dialogue and illustrations show Dora as she worries about performing, recovers from an injury, and imagines what it would be like to be a soccer star. In the end, she's also a good sport, and that helps make Dora and her teammates role models.

VOCABULARY NETWORK

Words About Soccer sidelines (n.), spectators (n.), tournament (n.)



TEXT COMPLEXITY

READING LEVEL 0 OVERALL RATING Moderately Complex

TEXT X-RAY		
KEY IDEAS	LANGUAGE	BACKGROUND & CULTURE
<ul style="list-style-type: none">Dora gets injured in a soccer game.While at the doctor's office, Dora imagines being a World Cup championship player.Dora's injury requires only a week of rest. She rejoins her team for the State Finals.Though she is in scoring position, Dora sets up the winning shot for a teammate and humbly shares the MVP award.	<p>Key Vocabulary</p> <p>tournament (p. 5) shrill (p. 24)</p> <p>opposing (p. 6) sailed (p. 27)</p> <p>skillful (p. 9) outcome (p. 29)</p> <p>limp (p. 10) effortlessly (p. 29)</p> <p>sidelines (p. 11) embrace (p. 29)</p> <p>immense (p. 18) spectators (p. 38)</p> <p>Idiomatic Expressions</p> <p>catch her breath (p. 10)</p> <p>couldn't take her eyes off (p. 15)</p> <p>hit its mark (p. 39)</p> <p>beamed with pride (p. 39)</p>	<p>The World Cup is an international soccer tournament that determines the best team in the world. Hundreds of nations participate.</p> <p>The World Cup is the most popular sporting event in the world. The tournament takes place every four years, and billions of viewers watch it.</p>

INSTRUCTIONAL SUPPORT

Options for Teacher-Led Sessions

- Key Ideas & Details 2
- Figurative Language..... 4
- Character 6
- Respond & Extend..... 8

Online Printables

- Vocabulary Network
- Organizer
- Comprehension Quiz

Tabletop Minilessons: Reading

- Figurative Language
- Character
- Genre: Realistic Fiction

Key Ideas & Details

GENERATE INTEREST

- What do you know about soccer?
- What makes a good teammate?

BUILD VOCABULARY

Use the Vocabulary Network Organizer to develop vocabulary and explore language connections.

- sidelines (n.), spectators (n.), tournament (n.)

GUIDE INSTRUCTION

Build comprehension of the text, using the prompts below as needed.

4–9

Where and when does this part of the story take place?

(The story takes place on the field at a city soccer tournament.)

Create a Visual Start a two-column chart. Label the left column *Dora's Real Life*. Have students add details about important events from the first chapter. Add new "real-life" details as they occur in the story.

TEXT EVIDENCE

- in the city tournament
- as they lined up on the field
- kicked the ball down the field
- ILLUSTRATION CLUES

English Learner Support

- Does the action happen in a room? In a park?
- The girls are playing on the _____ at a soccer _____.
- Where are the girls? What are they doing?

10–13

Why does Dora have to leave the game? *(Dora injures her ankle and has to go to the doctor to make sure nothing is broken.)*

Discuss Talk about how Dora injures her ankle. Why do Dora's parents and the coach think that she needs to see the doctor? What text evidence helps you know that the injury may be serious?

TEXT EVIDENCE

- Dora's ankle throbbed with pain
- her bruised, swollen ankle
- I think you should take Dora to the doctor
- make sure that you're okay and nothing is broken

English Learner Support

Act out how Dora might have looked as she tried to catch her breath.

17–23

What does Dora imagine while she is in the doctor's office? *(Dora imagines that she is playing in the World Cup for the United States' team.)*

Create a Visual Revisit the chart begun earlier. Label the right column *Dora's Imagined Life*. Have students add details from Dora's imaginings. Point out the clouds on the page edges, which show that Dora is imagining this part of the story and not really playing in the World Cup.

TEXT EVIDENCE

- she became Dora Cruz, World Cup soccer player
- the Tornados, chosen to represent the United States
- a nine-year-old girl had never played in a World Cup
- ILLUSTRATION CLUES

24–29

What does Dora imagine happening at the end of the World Cup championship game? (*Dora scores the winning goal, and her team wins the championship.*)

Reread Have students reread page 29. Have them look for details that describe Dora nervously shaking her hands, taking her position, and then easily making the winning goal.

TEXT EVIDENCE

- *Dora effortlessly lifted the ball with her foot, scoring the winning goal.*
- *the Tornadoes won their first World Cup*

English Learner Support

Explain that the extra period is called a shoot-out because the only thing that happens is that kickers try to score goals. There is no regular game play occurring.

30–33

What does the doctor tell Dora about her injury? (*that it will take a week to heal*) **Why does Dora think this is good news?** (*She thought it would take longer to heal. Now she may be able to play in the finals.*)

Guide Lead students to understand that Dora feels relieved because she expected the doctor to say her recovery time would be much longer.

TEXT EVIDENCE

- *it will heal quickly if you rest for a week and wear this brace to strengthen it*
- *Since Dora had thought it would take longer for her ankle to heal, one week sounded like music to her ears.*

36

What makes the finals game so exciting? (*The game is tied with only two minutes left.*)

Discuss Talk with students about how having a tied game at the end of the story builds suspense. Talk about close or tied games that students have seen or played in. *How would you feel if you were playing in a tied game with only a few minutes left?*

TEXT EVIDENCE

- *The score was still 0–0 . . . the two-minute warning. Everyone felt the excitement in the air*

English Learner Support

Explain that when a game is tied, it means that both teams have the same score.

38–40

What is Dora's plan at the end of the game? (*Dora knows that the other team thinks she will try to score, so she passes instead.*) **Does it work?** (*Yes; Her teammate Daisy scores the winning goal.*)

Reread Have students reread page 39 and look for details in the text about Dora's plan. Talk with them about why Dora's plan was a good one.

TEXT EVIDENCE

- *The opposing team guarded Dora closely because they expected her to attempt the goal, but she had a plan. Instead of kicking the ball toward the goal, she . . . passed it to Daisy.*
- *again Dora passed the ball to Daisy*
- *Daisy's ball hit its mark, and the Tornadoes won*

Figurative Language

INTRODUCE THE DRIVING QUESTION

- How does the author use words to create pictures in readers' minds?

GUIDE INSTRUCTION

Use the prompts below to guide students through the text. For additional support, refer to the relevant Tabletop Minilesson.

9

Why did the author use the phrase *lying in a heap* to describe Dora and Norma after their accident?

(to show that the two girls became entangled and fell to the ground) **What does this suggest about the accident?** (It was serious.)

Reread Have students reread the last two paragraphs. Ask them to identify phrases that tell how the accident happened, such as *became tangled* and *lost their balance*. Explain that authors use vivid descriptions and colorful phrases to create images in readers' minds.

TEXT EVIDENCE

- two players became tangled, lost their balance, and tumbled to the ground
- Dora and Norma were lying in a heap on the ground

English Learner Support

Explain that a heap is a disorganized or “messy” pile of something.

15

The author says that Dora couldn't take her eyes off the story and photos in the magazine. What does she mean? (Dora couldn't stop looking at them.)

Create a Visual Explain that authors sometimes use expressions that mean something different than the meaning of their individual words. Discuss the meaning of *couldn't take her eyes off*. Add the phrase to the left column of a T-chart. In the right column, add the meaning of the idiom. Add other idioms from the story.

TEXT EVIDENCE

- Dora couldn't take her eyes off the story and photos of the World Cup games.

English Learner Support

Be sure students understand that Dora finds the magazine extremely interesting, which is why she “couldn't take her eyes off” it. Her eyes were not actually stuck to the magazine. Act out the meaning.

24

What does the author mean when she says that Dora imagines moving her opponents “on the field like checkers”? (Dora thinks that if she plans correctly, she will be able to control the other players on the field.)

Discuss Talk about what it means to *develop a game plan* in checkers. Explain that checkers is a game of strategy; players must think ahead to their next move. Be sure students understand that the author is implying that soccer is a game of strategy.

TEXT EVIDENCE

- Dora developed a game plan, imagining how she would move the opposing players from place to place on the field like checkers.

English Learner Support

Display a checkerboard for students. Quickly demonstrate how the game is played by moving some of the pieces.

31

What phrase does the author use to describe how Dora feels about the doctor's news? (*like music to her ears*) **What does the author mean?** (*that the news makes her very happy*)

Guide Help students understand that when something is “music to your ears,” it means you are pleased about something. Talk with students about how this phrase makes the story more interesting to read. Discuss how it might be different if the author had just said *Dora was glad*.

TEXT EVIDENCE

- Since Dora had thought it would take longer for her ankle to heal, one week sounded like music to her ears.

English Learner Support

- Act out how Dora feels on page 31.
- Dora thought it would take _____ than one week to heal.
- How does Dora feel when she hears the words *rest for a week*?

39

Dora's and Daisy's families beamed with pride. What does this mean? (*The family members were smiling because they were so proud of the girls.*)

Guide Remind students that authors sometimes use expressions in their writing that mean something different than the meaning of their individual words. Help students understand the meaning of the idiom by explaining that the phrase to *beam* means “to smile happily.”

TEXT EVIDENCE

- Loud cheers rocked the stadium, and the entire team rushed to surround Daisy and Dora, while their families beamed with pride.

English Learner Support

Have students act out the expression *beaming with pride*.

Title

The book is titled *Dora's Time to Shine*. What does the phrase *time to shine* mean? (*a chance to show a person's skill or ability*) **Why is this a good title?** (*Dora is able to show off her skills when she helps Daisy score the winning goal.*)

Discuss Help students understand the phrase *time to shine* by discussing their own talents and abilities. *When have you had a time to shine?*

TEXT EVIDENCE

- Dora passed the ball to Daisy
- Daisy's ball hit its mark, and the Tornados won

English Learner Support

Be sure that students understand that the word *shine* is often used as a verb to indicate that a person is good at something. In this case, Dora shines at soccer.

Character

INTRODUCE THE DRIVING QUESTION

- What can you learn about the characters from their thoughts, actions, and words?

GUIDE INSTRUCTION

Use the prompts below to guide students through the text. For additional support, refer to the relevant Tabletop Minilesson.

4–5

Who is the story about? (Dora) What do you learn about this character? (She plays on a soccer team.)

Reread Have students reread the text and find details that show how Dora acts and speaks to others on her team. *How would you describe Dora?* Discuss what readers learn about her character from each detail.

TEXT EVIDENCE

- Dora dribbled the soccer ball and kicked it to Daisy.
- The Tornados' fans were especially excited because their team was playing a great game
- We're playing like a couple of World Cup champions!

10–13

Why does Dora try to hide her pain? (She wants to stay and watch the game.) **What does this tell you about Dora?** (She would rather stay and support her team than get relief from the pain of her injury.)

Create a Visual Begin a T-chart. Record Dora's actions on the left and what those actions reveal about her on the right.

TEXT EVIDENCE

- "I'm all right, Coach," said Dora, trying to hide her pain. "Please, I want to stay here until the game is over."

English Learner Support

Act out or explain the meanings of unfamiliar verbs such as *groaned*, *throbbed*, and *struggled*.

15–17

What does Dora imagine while reading the article about the World Cup? (what it would be like to play in soccer stadiums all over the world) **What does this reveal about Dora?** (She loves soccer; the excitement and the challenge of "real" competition appeal to her.)

Reread Have students reread to find words and phrases that show that Dora is excited about the magazine, such as *couldn't take her eyes off the story*, *lost in the article*, and *heart raced excitedly*. Discuss how these words and phrases work together to show Dora's excitement and enthusiasm about soccer.

TEXT EVIDENCE

- Dora began to think about what it would be like to play on a World Cup team . . . Could I ever play on a championship team?
- as she imagined what it would be like to play in huge stadiums all over the world

English Learner Support

Explain that when readers are "lost in" what they are reading, they are very interested in and concentrating on what is on the page. They are probably not aware of what is going on around them.

18–29

In Dora’s daydream, how does Dora react when Daisy misses the goal in the shoot-out? (*Dora comforts Daisy by saying that it is okay because Daisy has done her best.*) **What does this tell you about Dora?** (*She is kind and thinks well of people who try their best.*)

Reread Have students reread to find words and phrases that show how Dora feels about Daisy’s effort. On page 26, point out that it is clear that Dora wants Daisy to succeed when she thinks to herself, “You can do it, Daisy.”

TEXT EVIDENCE

- the ball, which sailed high over the goal . . . disappointed that she wasn’t able to help her team
- “It’s OK, Daisy, you tried your best!” Dora comforted her.

English Learner Support

- Point to the words Dora says to comfort Daisy.
- Dora comforts Daisy with the words _____.
- After Daisy misses the goal, Dora _____ by saying _____.

33

How does Dora feel about her teammates? (*She respects them.*) **How do you know?** (*She is confident that they will play well.*)

Discuss Ask students why it is important for teammates to respect each other. Talk about what it means to be a good teammate. Have students tell whether they think Dora is a good team member.

TEXT EVIDENCE

- Everyone on our team is a great player, and we’ll do our very best. We’ll play . . . with lots of spirit and lots of skill.

40

What does Dora do with the award? (*She shares it with Daisy.*) **What does this show about Dora?** (*She respects Daisy and is happy to share because she knows that they wouldn’t have won the game if they hadn’t worked together.*)

Guide Be sure students understand what *humbly* means. Explain that a humble person does not think she is better than other people. Then ask students why they think a humble person would share an award with a teammate. *How do you know that Dora is humble?* Some students may recognize the phrase *sí se puede* as meaning “yes, we can.” Be sure that students understand that in this story, the team is the “we.”

TEXT EVIDENCE

- Dora accepted the award humbly, thanking all of her teammates for their efforts.
- I would like to share this award with Daisy because without her we couldn’t have won this championship!

English Learner Support

Point out that the last phrase in the book is Spanish, not English: “*Sí se puede!*”

Respond & Extend

GENERATE INTEREST

- What does the story teach you about soccer?
- How is Dora's team like a group or team you know?

GUIDE INSTRUCTION

Explain that students will be using what they have read and their own opinions to respond to the text. Then assign and support one or more of the activities below.

Project

Make a Sign

- Make a sign to show your support for Dora's team, the Tornados.
- What message do you want to send?
- Print the words in large letters so the sign is easy to read.
- Display your sign.

Research Connection

Learn About the World Cup

- Go online or use library sources to learn more about the World Cup.
- Write a short report telling what you learned.
- Compare your report with the ones that your classmates write.

Response Writing

1. Write a newspaper

article to tell about the state championship game. Include a headline and details from the story.

2. Write about teamwork and why it is important. Why is it important for teammates to work together? How does working together help a team win? Express your thoughts in a paragraph.

Vocabulary & Language

Understand Compound Words

- Skim the text to find compound words.
- List each word and draw a line between the two small words that make up the compound word.
- Write the meaning of each word.

Hands-On Activity

Investigate Air Pressure

- Find several soccer balls that range from hard to squishy.
- Drop each ball from the same height. Record what happens.
- Which ball is best for a soccer game? Justify your opinion in one or two paragraphs.

