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Standards Solution Holding**

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T (Title)	
H (Headings)	
I (Introduction)	
E (Every first paragraph sentence)	
V (Visuals and vocabulary)	
E (End of article questions)	
S (Summary)	

Fourth Grade Biography Worksheet

THIEVES Pre-Reading Template

Who: This pre-reading activity is effective for all grade levels and all levels of readers. For struggling readers or ELL students, use this as a group activity to “prime the pump” for reading. For more advanced readers, it can be used as an independent activity ahead of reading.

What: Students interact with the text before they read it.

1. In the first box (T), students record information about the title (ex: predictions, inferences, etc.). Then, they can discuss or consider these questions:
 - a. What is the title?
 - b. What do I already know about this topic?
 - c. What does this topic have to do with the preceding chapter?
 - d. Does the title express a point of view?
 - e. What do I think I will be reading about?
2. In the second box (H), students write down the different section headings from the text. Then, they can discuss or consider these questions:
 - a. What does this heading tell me I will be reading about?
 - b. What is the topic of the paragraph beneath it?
 - c. How can I turn this heading into a question that is likely to be answered in the text?
3. In the third box (I), students write a summary or bulleted list of information presented in the introduction of the text. Then, they can discuss or consider these questions:
 - a. Is there an opening paragraph, perhaps italicized?
 - b. Does the first paragraph introduce the chapter?
 - c. What does the introduction tell me I will be reading about?
 - d. Do I know anything about this topic already?
4. In the fourth box (E), students write down the first sentence of every paragraph. Then, they can discuss or consider these questions:
 - a. What do I think this chapter is going to be about based on the first sentence in each paragraph?
5. In the fifth box (V), students summarize any visuals and write down any highlighted/important vocabulary words. Then, they can discuss or consider these questions:
 - a. Does the chapter include photographs, drawings, maps, charts, or graphs?
 - b. What can I learn from the visuals in a chapter?

- c. How do captions help me better understand the meaning?
 - d. Is there a list of key vocabulary terms and definitions?
 - e. Are there important words in boldface type throughout the chapter?
 - f. Do I know what the boldfaced words mean?
 - g. Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?
6. In the sixth box (E), students write down any questions that are presented at the end of each section. Then, they can discuss or consider these questions:
- a. What do the questions ask?
 - b. What information do they earmark as important?
 - c. What information do I learn from the questions?
7. In the seventh box (S), students write a summary or bulleted list of the entire text. Then, they can discuss or consider these questions:
- a. What do I understand and recall about the topics covered in the summary?

Where: This activity can be used for biographies in any subject area.

When: This before reading activity guides students to preview a text effectively by drawing their attention to important textual elements, and helping them to make predictions and anticipate meaning. Students use the acronym THIEVES:

T: Title

H: Headings

I: Introduction

E: Every first paragraph sentence

V: Visuals and vocabulary

E: End of chapter questions

S: Summary

Why: It will help activate students' background knowledge and help them to make predictions. It will also help set a purpose before reading.

*****Please see the sample of a 4th grade biography and how THIEVES can be applied to it. Note that student answers will vary.*****

BASEBALL'S GIRL UMPIRE by Glenna Marra

Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota. She couldn't wait to join her brother, Hank, and the boys for a game of baseball.

Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her. She would probably have to umpire again. At least she'd be part of the game. Amanda knew all the rules, and the boys could count on her.

Over the next few years, local teams began asking her to call their games, too. One summer day in 1904, Amanda and her mother traveled to Hawarden, Iowa, to watch Hank pitch in the championship semiprofessional game. Two local teams were scheduled to play a game before the semipro teams. Amanda agreed to be the umpire. Little did she know she'd be making baseball history that day.

As Amanda finished the morning game, she saw two men walking toward her. To her surprise, they were the managers of the semipro teams. They were **impressed** with her umpiring and wanted her to call the afternoon championship game. They would even pay her.

MAKING HISTORY

The large crowd watched in **disbelief** as the 5-foot-10-inch 16-year-old took her position behind the pitcher's mound, where umpires stood. She was about to become the first female paid to umpire a baseball game.

"Strike!" "Ball!" "Safe!" "Out!" Amanda was calm and confident and made her calls fairly. She was "right on the spot," watching closely as each play was made.

News of Amanda's expert umpiring spread. Newspaper reporters said that she "knows her baseball book," is "the possessor of an eagle eye," and "is absolutely fair."

Managers began to ask for her first when they needed an umpire.

Amanda was popular with the fans, too. She "makes a hit with the crowd when she throws up her right arm and shouts, 'Stee-rike,'" wrote a reporter. At one game, the **spectators** weren't happy with the umpire and insisted on replacing him with Amanda. They decided to collect the money to pay her and hired a car to take her to the game.

Amanda became a big attraction. Posters that said "The Only Lady Umpire in the World" drew large crowds to games. She made "an inspiring sight on the **baseball diamond**." Her uniform was a white blouse, blue ankle-length skirt, cap, and black necktie. Later she wore a shirt with "UMPS" on the front.

In those early days of baseball, crowds threw bottles at male umpires and shouted insults like "Kill the umpire!" But Amanda usually received polite comments such as "Beg your pardon, Miss Umpire, but wasn't that one a bit high?" And if a player was **unruly**, she wasn't afraid to stand up to him or take action. Once, she threw out six players in a game.

A TOUGH JOB

Being an umpire was hard work. Amanda made all the calls for the entire game. She couldn't take a break and go to the **dugout** as the players did.

And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 **innings** on a day when the heat reached 100 degrees. The game ended in a tie at sundown.

Umpiring **suit**ed Amanda. "It isn't as easy as it looks, but for all that, there is a good deal of enjoyment in the work. Of course the players kick sometimes, just awfully, but not when I'm umpiring... You've got to have confidence in your ability or you won't do well at anything."

Amanda’s career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, \$15 to \$25 a game. With her earnings, Amanda paid for college, where she studied physical education.

Many years later, other women followed in Amanda’s footsteps as umpires. Today, women are referees in professional soccer, basketball, football, and tennis.

<p style="text-align: center;">T (Title)</p>	<p><i>The title is “Baseball’s Girl Umpire”</i></p> <p><i>I know that an umpire is like a referee</i></p> <p><i>I think this biography will be about a girl who became baseball’s first umpire.</i></p>
<p style="text-align: center;">H (Headings)</p>	<p><i>The first heading is “Making History.”</i></p> <p><i>I think the topic of this section will be about how this girl made history in sports as the first girl umpire.</i></p> <p><i>The second heading is “A Tough Job.”</i></p> <p><i>I think the topic of this section will be about how being a girl umpire can be difficult.</i></p>
<p style="text-align: center;">I (Introduction)</p>	<p><i>The introduction talks about the childhood of the first girl umpire.</i></p> <p><i>It tells me her name and where she is from.</i></p>
<p style="text-align: center;">E (Every first paragraph sentence)</p>	<ol style="list-style-type: none"> 1. <i>Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota.</i> 2. <i>Would they let her play?</i> 3. <i>Over the next few years, local teams began asking her to call their games, too.</i> 4. <i>As Amanda finished the morning game, she saw two men walking toward her.</i> 5. <i>The large crowd watched in disbelief as the 5-foot-10-inch 16-year-old took her position behind the pitcher’s mound, where umpires stood.</i> 6. <i>“Strike!” “Ball!” “Safe!” “Out!” Amanda was calm and confident and made her calls fairly.</i> 7. <i>News of Amanda’s expert umpiring spread.</i> 8. <i>Amanda was popular with the fans, too.</i> 9. <i>Amanda became a big attraction.</i> 10. <i>In those early days of baseball, crowds threw bottles at male umpires and shouted insults like “Kill the umpire!”</i> 11. <i>Being an umpire was hard work.</i> 12. <i>And she worked in all kinds of weather.</i>

	<p>13. <i>Umpiring suited Amanda.</i></p> <p>14. <i>Amanda's career as an umpire lasted six years.</i></p> <p>15. <i>Many years later, other women followed in Amanda's footsteps as umpires.</i></p>
<p>V (Visuals and vocabulary)</p>	<p><i>There are no visuals in this text.</i></p> <p><i>Important Vocabulary</i></p> <ol style="list-style-type: none"> 1. <i>Impress: :to make someone feel respect</i> 2. <i>Disbelief: difficulty accepting something as real</i> 3. <i>Spectator: someone who watches a game or event</i> 4. <i>Baseball diamond: a baseball field</i> 5. <i>Unruly: difficult to control</i> 6. <i>Dugout: a low shelter by the field where players and coaches sit</i> 7. <i>Inning: a division of a game during which each team has a chance to score until three outs are made against them</i> 8. <i>Suited: right for a person</i>
<p>E (End of article questions)</p>	<p><i>There are no end of article questions.</i></p> <p><i>My question is "who are some other woman referees in other sports?"</i></p>
<p>S (Summary)</p>	<p><i>Amanda Clement was the first female umpire in the history of baseball.</i></p> <p><i>She was very good at her job.</i></p> <p><i>Fans and players liked her.</i></p> <p><i>Her job was not always easy.</i></p> <p><i>She was an umpire for six years.</i></p> <p><i>Other women became umpires and referees after she did.</i></p>