

Week of May 26th- May 28th

Hello families,

I hope all is well. This week in the packet there will be the leveled reader for your student to read. Once this is read, please complete the Venn Diagram in response to the leveled reader. On the Venn Diagram, your student will compare and contrast what was in the leveled reader.

The reading menu can be completed with either a personal book that is being read, or through a book on Epic. The class Epic code is ych1028.

There will be a MAZE reading passage. Your child will read through this and choose the word that makes the most sense within the sentence.

There will be a vocabulary crossword page for your student to complete.

During the phone check in call I will be discussing with your student the question that they chose for the reading menu from week 6. In addition, I will also ask to check in about the math and how the lessons went through Khan Academy. We will also talk about the assignments on Vocabulary Spelling City.

For feedback for week 7, I will need a picture of the Venn Diagram and the MAZE passage. That can either be before our check in call so that I can help go over any questions or it can be after, as long as it is turned in by Sunday the 31st. It can be sent to me through DOJO or through email at [jschwartz@vernoniak12.org](mailto:jschwartz@vernoniak12.org).

Packet will have:

- Leveled reader
- Reading Menu
- Venn Diagram
- MAZE Passage
- Vocabulary Crossword Puzzle
- Physical Education Activity Log

Keep reading, practice math fact fluency with the flashcards or moby max, ask questions, and remember to keep your heads up and hands washed! Have a wonderful three day week!

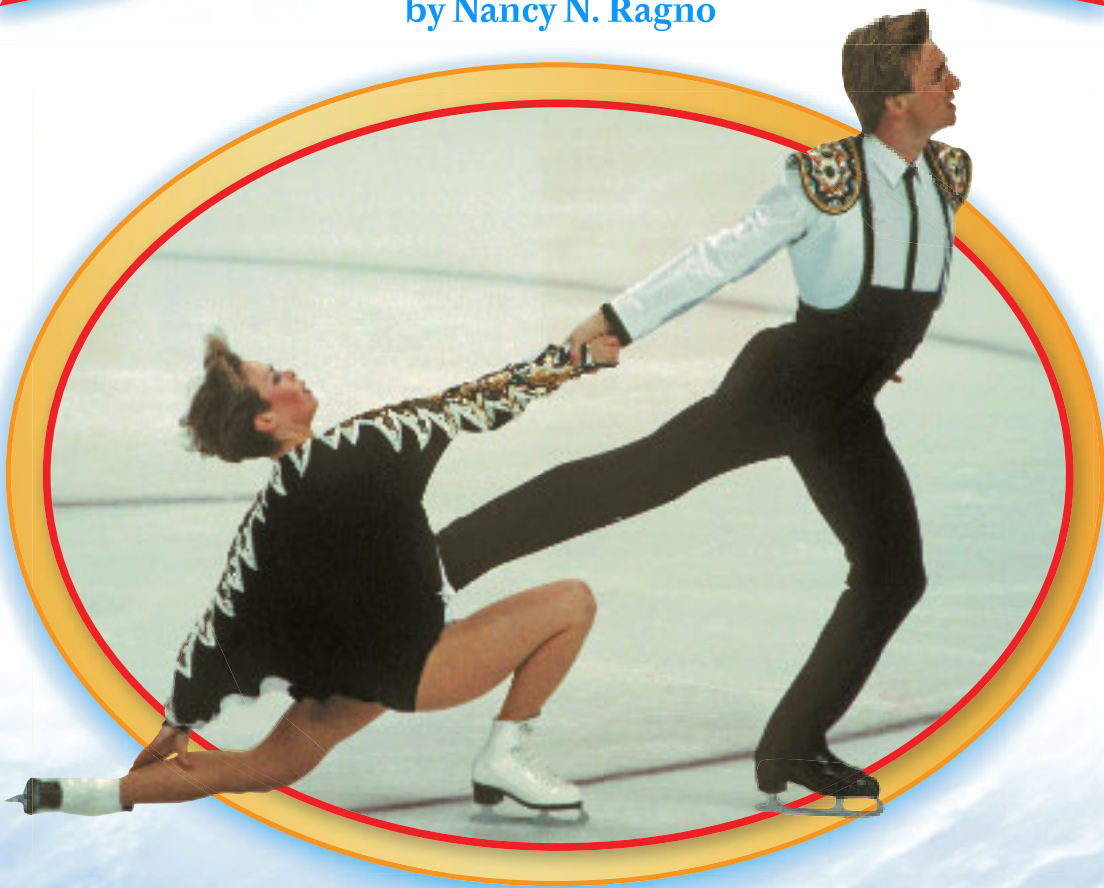
Sincerely,

Mrs. Schwartz



# *Champions on Ice*

by Nancy N. Ragno



HOUGHTON MIFFLIN HARCOURT

# Champions on Ice



by Nancy N. Ragno



**HOUGHTON MIFFLIN HARCOURT**  
School Publishers

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**Nottingham, England: A city close to the center of England and home of Jayne Torvill and Christopher Dean.**

**I**t was February 14, 1984, and in Sarajevo, Yugoslavia, the Olympic Games were well underway. A young British team, Jayne Torvill and Christopher Dean, were about to make history in an event traditionally dominated by the Russians—ice dancing. They had been a team since 1975, and everything had been building toward the 1984 Olympics since then. Now the big moment had finally arrived. They both kneeled on the ice, arms outstretched, still as two stone statues. They looked into each other’s eyes, silently waiting for the first beat of Maurice Ravel’s hypnotizing song *Bolero*. This was it—the pinnacle of their amateur careers. How did they get here?




## Beginnings in Nottingham

Jayne Torvill was born in Nottingham, England, on October 7, 1957. Jayne had no brothers or sisters, but she had aunts, an uncle, and lots of cousins who lived in the same neighborhood. Jayne and her cousins were inseparable, in and out of one another's houses all the time. When she was eight, Jayne went on a class trip to the Nottingham ice rink. There, everyone in the class was fitted with rented skates and teetered into a rope enclosure on the ice. Jayne had a good sense of balance and got the feel of how to stand up on the skates right away. Then the rope was let down, and they were allowed to skate all over the rink. Jayne loved the feeling of sailing over solid ground with the wind brushing her cheeks. She was "hooked" and persuaded her parents to bring her back to the rink the next day.



Soon Jayne was taking two and then three lessons a week from Thelma Perry, her skating teacher. Jayne jumped, spun, waltzed, and did the foxtrot—all on ice. She cut lobes, or semicircles, on its smooth surface. Skating in time to the music came quite naturally to Jayne, and she advanced quickly. Soon she began taking the National Skating Association tests in figure skating and ice dancing. She won certificate after certificate.

 When she was twelve, Jayne began pair skating with her first partner, Michael Hutchinson. Michael was sixteen, good-looking, and very popular. Jayne, who was young and shy, looked up to Michael like a big brother. Jayne and Michael did quite well. In 1970, they won the British Junior Championships. They skated together for two years. Then Michael accepted an offer to work with a new skating partner in London, and Jayne was left without a partner.

## **Pair Skating**

In pair skating, the skaters are sometimes apart and sometimes together. When apart, they move in unison, synchronizing their jumps, spins, and footwork. When together, they do pair spins, lifts (one lifts the other), and spirals. Very exciting!

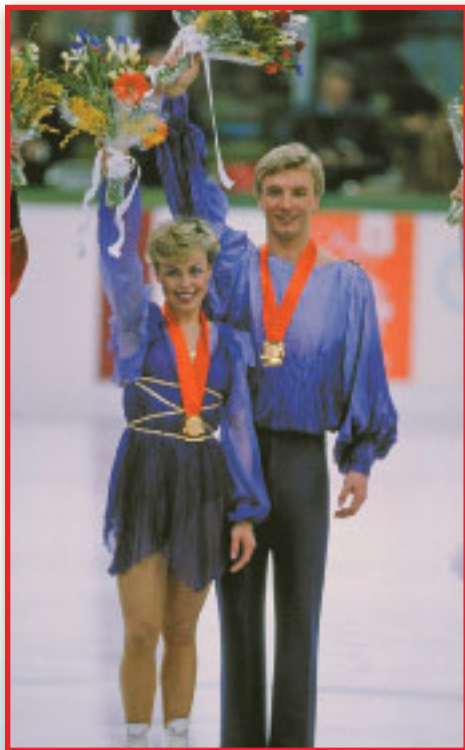
## **Christopher Dean's Story**

Christopher Dean was born on July 27, 1958, also in Nottingham, England. When Chris was ten, his stepmother, Betty, and his dad thought about getting him ice skates for Christmas. Chris loved any athletic challenge, but would he be interested in skating? They drove to the Nottingham ice rink to find out. Chris was immediately awestruck.

Christopher was most awed by the ice itself. The rectangle of ice was covered by an arched roof and ringed with banks of wooden seats, with an organ at the end. The huge hall echoed with the screams of children and organ music, while crowds of skaters whisked by on the frozen surface. It was wonderful and thrilling!

His first time on ice, Chris tried to skate immediately. No holding on to the sides like a beginner! As Chris staggered, crashed down, and got up for the hundredth time, he saw that the leather on his new skates was scuffed. His skates might have suffered from his falls, but not Chris. He was exhausted, but he charged on, skating, falling, and picking himself up again.


Torvill & Dean—Ice Dancing’s Award-Winning Team.






## **Pair Skating vs. Ice Dancing**

Pair skating and ice dancing are Olympic figure skating events. The **chief** difference between them is that the couple is always together in ice dancing, which limits the height of lifts and jumps, unlike in pair skating. The ice dancing event has three parts: compulsory dances, an original dance, and a free-skating dance.

 Every Saturday, Betty or his dad dropped Chris off at the rink. Chris taught himself to skate backward, do turns, and make a skid-stop, which is a sideways jump that stops short and makes a “shower of ice” explode from the blades. Betty suggested that he take lessons. Chris agreed but was unsure of what kind of lessons to take. Free skating? Ice dancing? Betty suggested that he try ice dancing because it was similar to ballroom dancing.

 When Chris was fourteen, he teamed up with his first partner, Sandra Elson, who was thirteen. In the years they skated together, they won the British Primary and Junior Dance Championships. Then, in 1974, the pair parted ways, and Chris found himself without a partner. By then, his school days were over. He had decided to be a policeman and went to police cadet training every day. Jayne, in the meantime, had begun working at an insurance company while she wasn't skating.




## Partners!


Jayne and Chris both wanted to continue ice dancing, but they needed partners to do so. In 1975, Chris's skating teacher brought them together and became their coach. They worked extremely hard and immediately formed a strong **bond**. Each morning at six o'clock, they would meet at the rink to practice before they went to work. Then they would practice diligently after work in the evening.



### Sections of the Olympic Ice Dancing Event


<b>COMPULSORY DANCE</b> (20% OF SCORE)	<b>ORIGINAL DANCE</b> (30% OF SCORE) A two-minute time limit	<b>FREE DANCE</b> (50% OF SCORE) A four-minute time limit
All couples perform the same routine with a series of specified steps in a set way. Some rhythms and tempos include foxtrot, tango, waltz, and polka.	Couples follow a set rhythm but create their own routine. The rhythm, such as the tango, is selected by the International Skating Union.	Couples choose their steps and music. They are judged on both their technical skill and artistic interpretation of the music.


 Jayne and Chris's hard work paid off. In 1980, they became the British National Dance Champions and placed 5th at the Olympics. As they thought ahead to the 1984 Olympics, they realized they had to make a decision: either devote themselves to training for the Olympics or remain at their jobs. A job was like an **intruder** into the intense world of the Olympic athlete.


 Jayne and Chris were **companions** as well as partners, held together by their love of ice dancing. In the end, they decided to quit their jobs and train for the Olympics for the next four years. However, they needed money to live on while they trained. They appealed to the city of Nottingham to fund their expenses for four years. Nottingham's citizens showed their **affection** and support for their hometown team, Torvill and Dean, by awarding them the money they had requested.

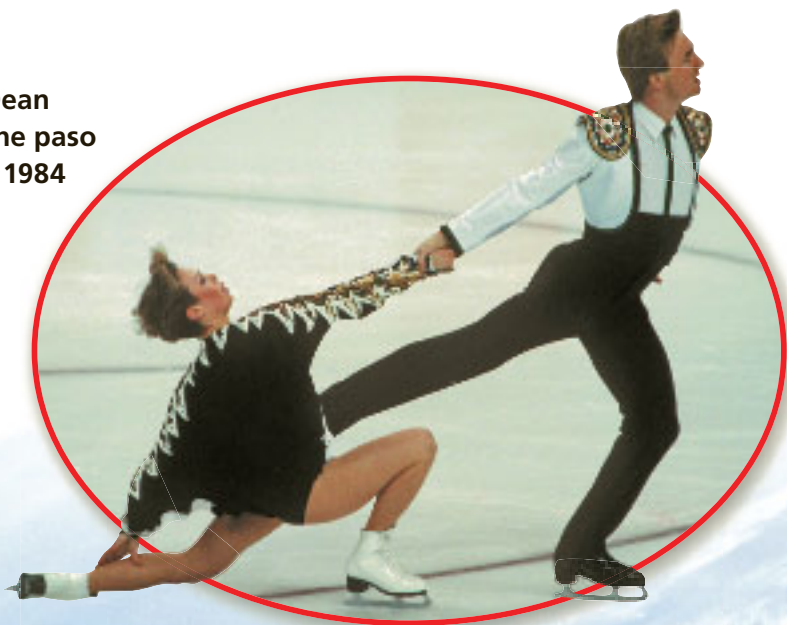
## **Bringing Changes to Ice Dancing**

The pair decided to train at a rink in Germany that had excellent facilities. During this time, they also won the World Championships in 1981, 1982, 1983, and 1984! The next year was the Olympics.

 Torvill and Dean had three parts to prepare for the Olympics. First came the compulsories: three patterns of the same dance. What could they do to add some originality to each pattern? What about altering their holds and upper-body positions? No one had done this before. Originality could be risky, but they decided to take the risk. After all, they felt that the judges and audience must get bored sitting through the same music and dance dozens of times.

 Next was the original dance. The set rhythm was the paso doble, a dance that imitates a Spanish bullfight. Usually, the woman represented the bull and the man represented the bullfighter.

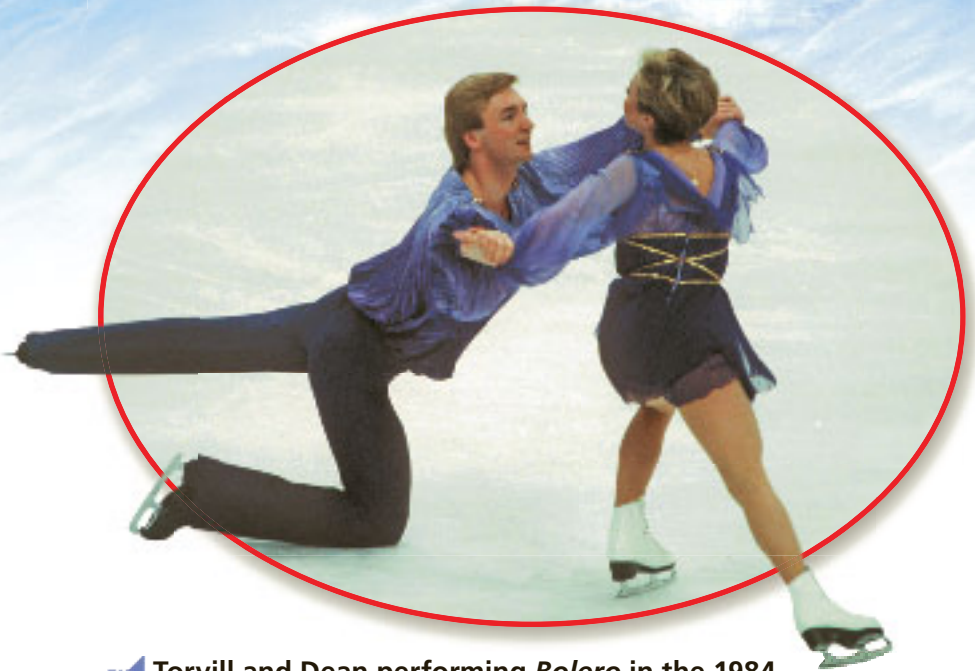
 **Torvill and Dean dancing to the paso doble at the 1984 Olympics.**




🔊 In researching the dance, Jayne and Chris discovered that the woman was supposed to symbolize the bullfighter's cape. Jayne would stretch out her arms in bat-like fashion and be the matador's cape. She would keep her face blank and unmoving, exactly the opposite of what the female ice dancer traditionally did.

🔊 Finally came the grand finale: the free dance. To show their skill with dancing in different styles and tempos, skaters customarily patched together parts of different compositions, often from different composers. Chris decided they should use a single piece of music—one composer, one style—for the four-minute dance.

🔊 Jayne thought of another innovation. Traditionally, the free dance began fast. Then there was a slow section, which allowed skaters to catch their breath. Why not *start* with a slow tempo? Maybe something like Ravel's *Bolero*. Chris agreed. *Bolero* is extremely dramatic and hypnotic in its repeated rhythm and melody. It begins slowly with a single snare drum that establishes the rhythm. Next, other orchestral voices are slowly added. Dancing to *Bolero* had its drawbacks, however. It is seventeen minutes long. The maximum time allowed was four minutes and ten seconds. However, as they discussed the piece, their enthusiasm for it grew.




 **Torvill and Dean performing *Bolero* in the 1984 Winter Olympics.**

 The dancers asked the arranger Bob Stewart to write an arrangement for them that maintained the impact of the original song but held to the time limit. Bob's arrangement was exactly what Jayne and Chris had hoped for. Unfortunately, however, his masterpiece was eighteen seconds too long. Suddenly, Chris had an idea. He wondered what, exactly, was the basis for the rule about timing? Time started only when the skaters started skating. What if they started the dance kneeling on the ice, moving only their upper bodies for the first eighteen seconds? That would work!



## The 1984 Olympics at Sarajevo

On the evening of February 14, Jayne and Chris waited in the sidelines for their turn on the ice. The compulsories and original dance had both gone well the previous week, and they had picked up several sixes (perfect scores). Roars of applause erupted after each of the other teams finished. Jayne and Chris were nervous. They knew they were taking a huge risk and were breaking with tradition. Would the audience and judges be responsive? Would they approve?



When Jayne and Chris skated out and took their positions with knees on the ice and arms outstretched, a hush fell across the audience. Their eyes locked together as they began swaying and turning their upper bodies to the beat. They showed absolute concentration, appearing unaware of their surroundings. In the end, Jayne and Chris gave a perfect performance. Each judge gave them a six (perfect scores) for their interpretation of *Bolero*. This was a first! They proudly received the gold medal amid a huge response from the audience. The applause roared on and on. Bouquet after bouquet was thrown onto the ice. Torvill and Dean had done it. Giving up their jobs, training tirelessly—all of the risks had been worth it!



## Changes in the Olympics

After the Olympics, Jayne and Chris turned professional. Then, in 1994, they decided to compete in the Olympics once again. As usual, they decided to end their free dance with a daring move that no one had done before. Chris gave a low lift, and Jayne thrust herself off Chris's back in a spectacular over-the-shoulder somersault. The crowd went wild. Jayne and Chris came in third. First or third place—it didn't matter to them. They had danced their best. Proudly, they moved onto the next chapter in their lives!



### The Career of Torvill and Dean

<b>1957</b>	Jayne Torvill is born.
<b>1958</b>	Christopher Dean is born.
<b>1975</b>	Jayne and Chris become partners.
<b>1980</b>	They become British National Dance Champions and fifth in the Olympics.
<b>1981–1984</b>	They win the World Championships four times.
<b>1984</b>	They win the Olympic gold medal.
<b>1994</b>	They win a bronze medal in the Olympics.
<b>1999</b>	They announce their retirement.

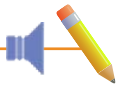
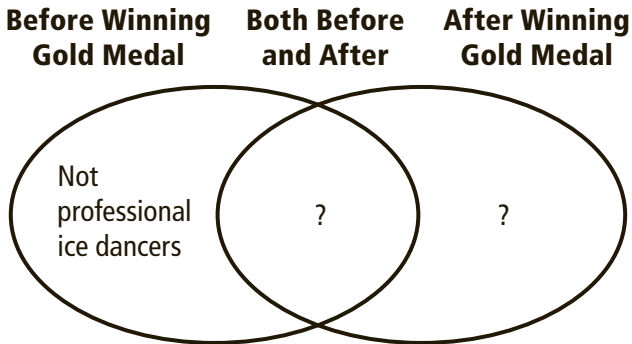


# Responding



## TARGET SKILL Compare and Contrast

How did the lives of Torville and Dean change after they won the Olympic gold medal? Copy and complete the chart below.



## Write About It

**Text to World** Write an informative paragraph that describes why good sportsmanship is a very important part of playing and competing in sports and other activities. Be sure to organize your ideas in the best order.



### TARGET VOCABULARY

affection

bond

charged

chief

companion

enclosure

exhausted

inseparable

intruder

suffered



### EXPAND YOUR VOCABULARY

compulsory

interpretation

lobes

timing



### TARGET SKILL

**Compare and Contrast** Examine

how details or ideas are alike or different.



### TARGET STRATEGY

**Analyze/Evaluate** Think

carefully about the text and form an opinion about it.



**GENRE Narrative Nonfiction** gives factual information by telling a true story.

**Level:** S

**DRA:** 40

**Genre:**

Narrative Nonfiction

**Strategy:**

Analyze/Evaluate

**Skill:**

Compare and Contrast

**Word Count:** 1,880

4.5.24

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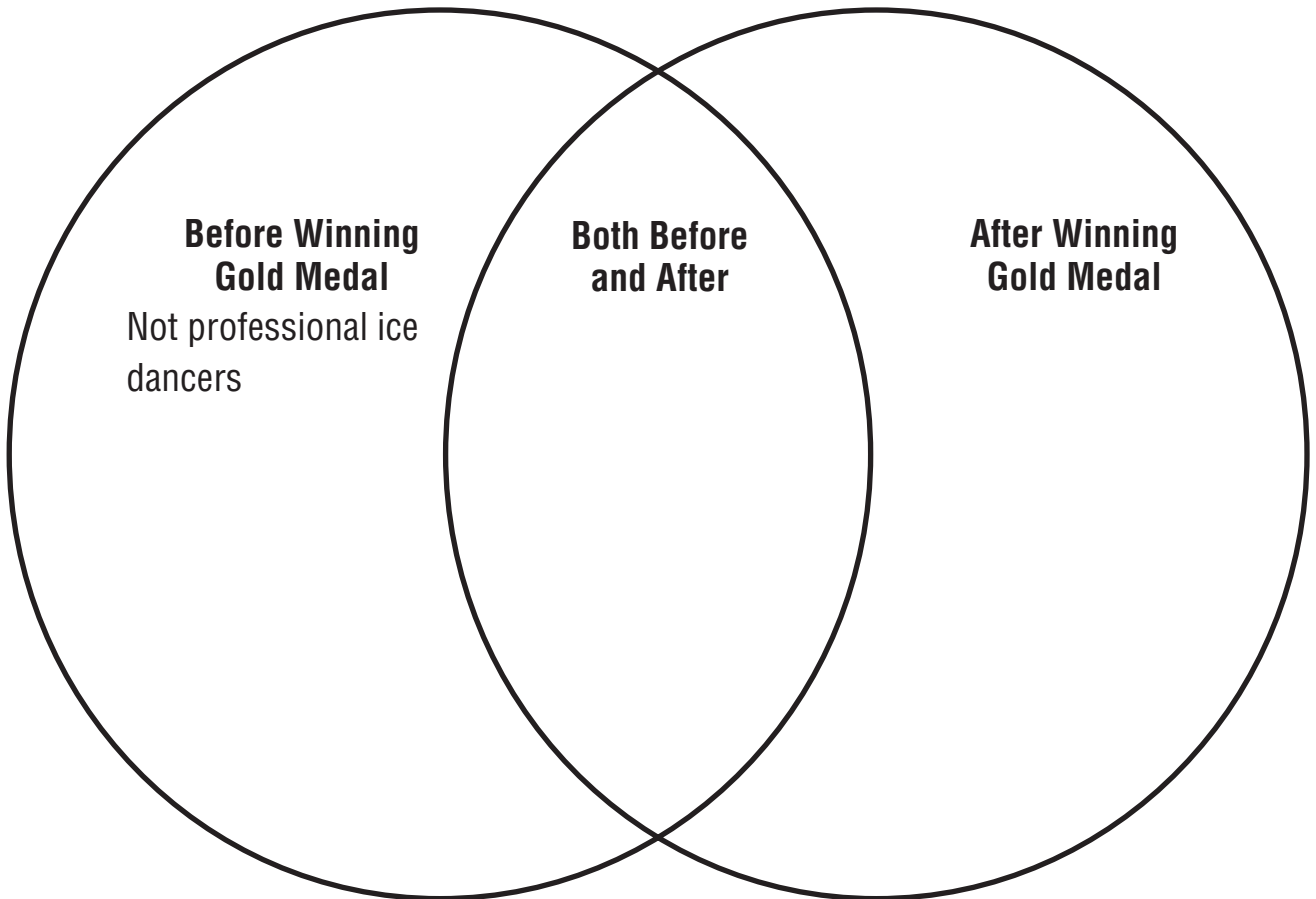
**1220377**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Venn Diagram: \_\_\_\_\_

**Champions on Ice**  
Graphic Organizer 14

Title or Topic \_\_\_\_\_

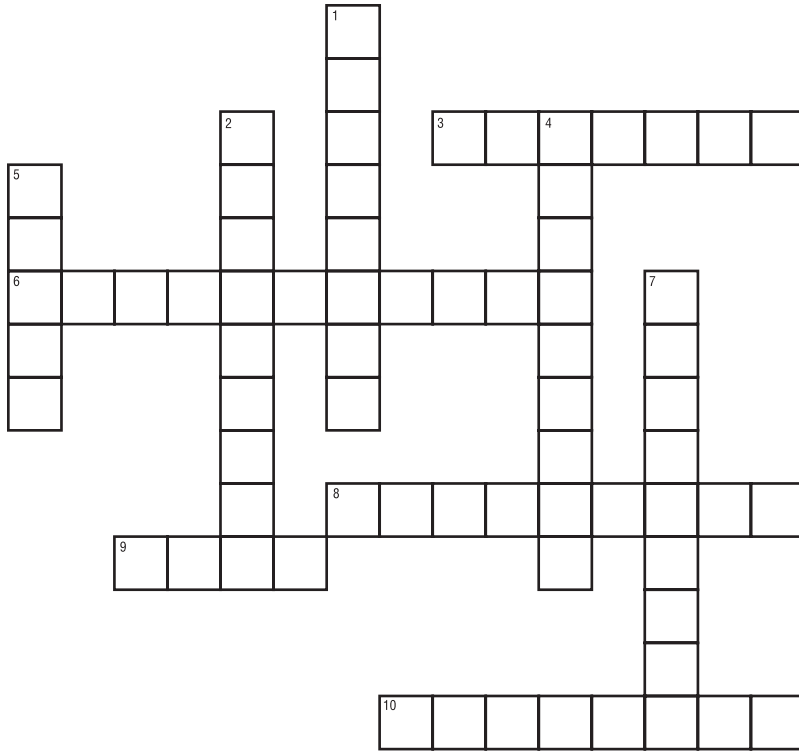


Name \_\_\_\_\_ Date \_\_\_\_\_

# Target Vocabulary

**Dangerous Waves**  
Target Vocabulary

Complete the Crossword Puzzle using the Target Vocabulary words and clues below.



**Vocabulary**

- intruder
- chief
- charged
- companion
- bond
- inseparable
- affection
- enclosure
- exhausted
- suffered

**Across**

- 3. moved forward quickly
- 6. not able to be taken apart
- 8. an area that is closed off
- 9. close relationship
- 10. someone who goes into a place where he or she does not belong

**Down**

- 1. felt pain
- 2. someone who goes with someone else
- 4. friendly feeling
- 5. most important
- 7. very tired

Name: \_\_\_\_\_

## Practice 1

After playing in the dirt, Sam went \_\_\_\_\_ to wash her hands.

home  
summer  
was

## Practice 2

On her way home, she \_\_\_\_\_ an ice cream truck.

chair  
sleep  
saw



C: \_\_\_\_\_

I: \_\_\_\_\_

AS: \_\_\_\_\_

## The Clown College

At most schools, students get in trouble for clowning around. That is certainly not the case at

Clown College. For making thirty teaching years, Clown College has been teaching future clowns could no important skills

for a career in the there circus way. Can you imagine such a thing? Has Else People actually go to school to learn

imagine young how to goof around correctly in size became fifty professionals shoes!

To the people who run a clown circus such, this training is no joke. They something are look to Clown College

when they want to grow years hire professionals who can safely entertain a is crowd fourteen. The Clown College was

founded in the clown's career late nineteen sixties. Its mission was simple. The clowning apply founders wanted to create a

place where moved accepted young people could go to learn the can schools craft of clowning. They looked all over the

entertain country lucky for the best and brightest among those who wanted trouble very to be clowns. They went from where city boss

to city holding auditions. Every year, turned only quitting thirty students were accepted into the program its be. The

competition didn't end there, though. Car Every Only the very best of those thirty would experienced began get to go on the

road with the jobs nineteen circus. For some unlucky students, all those fact pies country in the face turned out

to example  
be  
road for nothing.

Education continued for the lucky  
though  
ran students who were chosen to go on the best  
chosen  
road. They

learned to walk on stilts and education  
apply  
turnover just the right amount of make-up. By the professional  
sixties  
end of their

training, they knew everything about just  
clowning  
say, from polka dots to miming. Many of the were  
staying  
students

believed they had found their dream job  
people  
actually. Where else, for example, would a boss  
employees  
expertly say,

“Today we're going to see how  
nothing  
amount many of you we can fit into this most  
time  
tiny car.”

As the trained clowns moved forward  
get  
pies with their careers, the people who ran  
walk  
today the circus

began to notice something. Learn  
Turnover  
More among employees started to go way down. Wanted  
End  
Instead of quitting,

clowns were actually staying with and mean  
learned  
enjoying their jobs. What did this mean for the circus? First  
Found  
Thing,

the longer people stayed with the circus, the more  
create  
city polished their skills became. Experienced clowns

continued  
world  
are better in most situations than clowns with less  
dream  
place experience. The second thing is perhaps

the mission  
most  
fit important. A clown's job is to make  
didn't  
would people laugh. Clearly, a clown who tiny  
is  
notice happy



has an easier time making the 

audience
better
program

 laugh.

The number of professional clowns 

case
thirty
continues

 to grow. In fact, there are over 

fourteen
been
longer

hundred expertly trained clowns in the 

knew
did
world

 today. All this is thanks to Clown College, which

provides
circus
crowd

 a place where students are encouraged to 

joke
fifty
goof

 off.



# READING MENU 27



After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.

1. Which character from the story reminds you of a character from another story that you have read? Why?	2. Retell the three events that you think are the most important events in the story.	3. If you have not read the ending, how do you predict the problem will be solved?
4. What do you think the author wants you to learn from this story? Give evidence from the text.	5. What genre is the story that you are reading? How do you know?	6. Choose two characters from the story and explain their relationship. How do they feel about one another?
7. Write three questions that you can answer about your topic after reading. Include answers.	8. What text feature did you use while reading? How did it help you to better understand the text?	9. What part of the text was hard to understand? What strategies did you use to help you to comprehend?

## SELF CHECK

- I answered the entire question that I chose.
- I wrote in complete sentences.
- I used evidence and examples from the text to support my answer.
- I edited my work to make sure that it makes sense.

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_ Book Author: \_\_\_\_\_

Lined writing area consisting of 16 horizontal lines for student response.

	0	1	2	
Completion	Question is not answered.	Question is partially answered.	Answer is complete.	
Sentences	Answer is not in complete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.	
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.	
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.	
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.	

