

Overview

This exciting new program has been designed to provide opportunities for students to read nonfiction content area material and learn the skills necessary to read nonfiction effectively. Content area literacy is defined as the level of reading and writing skill necessary to read, comprehend, and react to appropriate instructional materials in a given subject area.

The *Exploring Nonfiction Secondary* program has four kits, one for each content area: Science, Social Studies, Language Arts, and Math. Each kit consists of 60 nonfiction-reading cards, 60 overhead transparencies, a Teacher Resource Notebook, a Lesson Plan Notebook, and a CD-ROM. The cards are divided into five categories. The fronts of the cards contain a variety of genres of nonfiction material that a student typically would encounter within a given content area. The backs of the cards provide discussion questions for before, during, and after reading, skill explanations, and writing prompts. The Lesson Plan Notebook contains two complete lessons that match each card. The notebook also contains a Culminating Activity section to be used at the end of the school year. The lessons teach the skills needed to read nonfiction. Each set of two lessons provides a list of vocabulary words with definitions from the fronts of the cards, and a vocabulary activity to reinforce the words, an answer key for the comprehension questions given on the cards, and a creative extension activity idea. The Teacher Resource Notebook contains background information about all of the skills, plus teaching ideas to introduce the skills to your students before using the cards and lessons. The skills in this program have been broken down to provide explicit instruction so they can be explained, modeled, scaffolded, and practiced before students use them on their own and apply them to other reading experiences.

The Teacher Resource Notebook also contains assessments for each of the nonfiction skills, sample parent letters explaining how to reinforce those nonfiction skills, a scope and sequence chart detailing the nonfiction skills that are taught in this program, and an index.

This program integrates listening, speaking, reading, writing, visualizing, and thinking for students to learn using multiple modalities. *Exploring Nonfiction Secondary* provides exciting new information for students in a fun reading format. When there is a strong reading interest, comprehension increases. The *TIME* cards generate interest and they are short enough to keep even reluctant readers engaged. Educators need to establish a purpose for reading various types of reading material. This program provides that purpose via reading lessons for each of the topics on nonfiction. Students often are turned off by reading long textbooks, and therefore never become good readers of that type of material. The cards give readers exposure to different content areas in small doses to keep the interest level high while teaching how to read nonfiction text. As an added bonus, students learn additional content area material in the process.

The *Exploring Nonfiction Secondary* program provides a supportive, well-structured environment for reading informational text that is challenging but not frustrating. Opportunities for active student response are extremely important to maintain enthusiasm for content learning. All of the extension activities for the lessons provide creative expression ideas to conclude the lesson, including projects, discussions, debates, role-playing, and other similar activities. The strategies will be taught in the lessons by modeling, offering guided practice, independent practice, and applying the strategy to other reading situations.

Teaching Reading in the Content Areas

Content area reading can be taught effectively by using a variety of strategies. There are many effective methods for teaching nonfiction reading skills; these methods are explained in each nonfiction skills section. While teaching these essential nonfiction skills, it is important to model everything and keep the students actively engaged in their reading experiences.

Modeling

There are many educational opportunities to show students the importance of the need to read. One extremely effective and often overlooked tool is modeling. Students may not see the immediate value of reading a science text, but if the teacher can show the students how the text can be used to find out more about a topic of interest, then the reason for reading that text has been established. Furthermore, educators can model how important reading is in everyday activities. The instructor can read during silent reading and talk about the books that he or she is reading. If the teacher chooses to read a nonfiction book and shares how much he or she enjoys that book, then students will more likely read that type of text as well. Metacognition can be used to talk about this importance in other situations as well, like reading directions for a math game. The teacher can model using the dictionary to look up words and use words in class that the students are expected to learn.

Teachers can invite people to the classroom that the students look up to and have them talk about how important reading is in their job. For example, a scientist could come to school and share with students how important the skills of reading are to his or her job. Teachers should model strategies using informational texts and provide students with experiences that will help them become strategic readers. They can do this by scaffolding instruction, showing how to do something, doing it together with students, giving students time to practice as a class, in groups, in pairs and individually, then gradually releasing the responsibility for content reading independently.

Actively Engaging Readers

Students need to be actively engaged in the reading process. This can happen when prior knowledge is activated; the students are motivated to read and they can think about the text before, during, and after reading. Content area reading can be difficult for students who aren't familiar with the subject matter, so the teacher needs to help make the material easier to understand by actively engaging the reader; this occurs during three dimensions of reading comprehension. The first dimension is the pre-reading phase, where the purpose for reading is established, prior knowledge is activated, and the language and concepts are developed. The second dimension is the during-reading phase. At this point there is active reasoning; the reader actively communicates with the material being read. Information that is encountered is tested against the reader's own background, experiences, and expectations and knowledge is constructed. The third dimension is the post-reading phase. At this point, assimilation, assessment, application, accommodation, and appreciation can take place. These phases of reading are essential for comprehension.

The Reading and Writing Connection

Reading and writing are interactive processes that use similar strategies. When taught together, they reinforce each set of skills and can improve achievement. Reading and writing together create an atmosphere of communication. Thinking is a critical part of the process, and educators who promote higher-level thinking with both reading and writing processes will help to develop better thinkers.

Readers and writers engage in similar processes for comprehension. Readers have a purpose for reading, and writers have a purpose for writing. Just as readers use prior knowledge to make connections to a particular topic, writers use prior knowledge when writing about a topic. It is crucial that students spend time in these stages to help increase comprehension. Readers predict what comes next in their reading, and writers predict what should come next before they write. A writer constructs his or her own meaning, and a reader has to construct the writer's meaning. A reader can change comprehension strategies while reading, and a writer can change and develop meaning while writing. Readers reread to clarify, and writers rewrite to clarify. Both strategies require rereading to check comprehension. These are just some of the similarities in the process for reading and writing.

When a person reads on a frequent basis, they are exposed to models of good writing. When a reader expands his or her reading collection to read a variety of genres, that reader is also expanding his or her collection of models of writing. When this occurs, students gain understanding of how specific texts work, and this knowledge can be applied to other reading and writing opportunities. When reading, students can see how rules of writing are applied, and they can learn to think about how the author wrote the specific piece. By thinking about the process the writer has used, the reader is gaining knowledge for his or her own writing experiences. When a person practices writing and thinks about the structure of the language, they also will improve their reading skills. When a student writes a story in class, other students can read it, linking the reading and writing experience. The writer can also read his or her story aloud to the class, furthering reading practice. Writers also reread their own work to edit and revise. Writers also often read to gather information before writing. When writing, students need to think about grammar, phonics, spelling, and vocabulary in addition to their other text structure skills. This reinforces what are traditionally thought to be reading skills.

There are many ways to increase the reading and writing connection in class. Students can post a message board, where they write helpful information for other class members to read. They also can have a letter writing center, where students can write letters to one another. Journal writing is another way to work on this connection. It can be accomplished by writing about reading experiences in a "reading journal" created specifically for that purpose. Also, writing can be used to activate background knowledge, by creating graphic organizers, or even with free-writing experiences. Students can write predictions, take notes, write their reactions to reading, create story charts, or add something new to a piece of writing.

Scope and Sequence

Correlation Chart

Exploring Nonfiction—Secondary Level

Program Goal

The student demonstrates competence in general reading skills and strategies to understand and interpret a variety of nonfiction texts. Ultimately, the student becomes an independent seeker of knowledge and uses appropriated nonfiction material to gain such knowledge.

The Correlation to Lessons section of the chart includes the content areas, lesson numbers, lesson sections, and page numbers on which you will find the lessons that match the benchmarks. The correlation information is abbreviated. For example, ER1a, page 4 represents Editorials and Reviews Lesson 1a, page 4.

Content Areas

ER = Editorials and Reviews

RMD = Reference Materials and Documents

PNL = Poetry, Narratives, and Letters

PPE = People, Places, and Events

EP = Environmental Print

Objective and Benchmarks	Correlation to Lessons	
1. The student can identify the main idea and supporting details of informational text.		
f. The student uses graphic sources to find the main idea.	EP4b, page 24	PPE10b, page 60
g. The student is aware of the strategies necessary to identify the main idea and can use them independently.	ER1a, page 4	RMD3b, page 18
h. The student can communicate main ideas.	ER8b, page 48 PNL5a, page 28	PPE5a, page 28
i. The student can communicate critical details.	EP9a, page 52	PPE7a, page 40

Scope and Sequence

Objective and Benchmarks	Correlation to Lessons	
10. The student sets a purpose for reading nonfiction material.		
d. The student is aware of the strategies necessary to set a purpose for reading nonfiction material and can use them independently.	ER6a, page 34 ER12b, page 72	EP11b, page 66
e. The student can read to enjoy nonfiction text.	PPE3b, page 18	
f. The student can solve problems.	ER5b, page 30 PNL4a, page 22	EP12a, page 70
g. The student can form an opinion about a piece of nonfiction text.	ER7b, page 42	PNL7a, page 40
h. The student can skim for facts.	PPE5b, page 30	PPE9a, page 52
i. The student can discover models for his or her own writing.	PNL6b, page 36 PNL11a, page 64	RMD10b, page 60 PPE9a, page 52
j. The student can establish and adjust purposes for reading.	EP6a, page 34	EP8b, page 48
k. The student can choose appropriate nonfiction material based on knowing the defining characteristics of a variety of nonfiction texts.	RMD4b, page 24	RMD8b, page 48

Parent Support

Exploring Nonfiction: Reading in the Content Areas

Dear Parent,

Reading is one of the most important skills we can learn in life. Reading requires a multitude of specific skills and techniques. Students must receive specific instruction in order to master these skills to read both fiction and nonfiction.

We have just started to study nonfiction reading skills using an exciting new program called *Exploring Nonfiction*. The skills and techniques for reading and understanding nonfiction will be taught and reviewed. This letter, and other letters sent home in the future, will contain suggestions of things that can be done at home with your child to reinforce what is being taught in school. Each lesson will focus on a different reading skill that is taught using information from topics related to language arts.

Read through the following list of activities that will reinforce general nonfiction reading skills and use the activities as time and circumstances allow.

- Help your child discover the exciting world of nonfiction reading. Encourage your child to discover nonfiction topics that are of interest to him or her and suggest that he or she actively search for materials about those topics at the school or local library.
- Introduce your child to the vast amount of nonfiction information that can be found on the Internet. Show your child how to search for a language arts topic and navigate around a Web site for information.
- Foster your child's interest in nonfiction topics by visiting educational sites and activities in your local community. Museums, libraries, specialty bookstores, and poetry readings are just a few places that are sure to teach your child something new about the real world. These visits can encourage further reading and research into a topic such as famous literature, poetry, language, and famous authors.
- Point out different kinds of nonfiction materials. Show your child that nonfiction reading skills apply to many different kinds of materials, including books, poetry anthologies, book reviews, biographies, advertisements, etc. Gather these types of materials in your home for your child to look through.
- Consider subscribing to a news magazine to encourage nonfiction reading. Let your child help you decide on a magazine that is interesting and appropriate, with high interest content, colorful pictures, and a simple format.
- Allow your child to see you reading various types of nonfiction material. Discuss the types of reading that you like and why you like them. Talk about how there are different reasons for reading different types of material.

Sincerely,

Assessment

Main Idea and Supporting Details

Rubric

Use this five-level rubric as an assessment tool to determine each student’s progress in mastering the nonfiction skills objective.

The student can identify the main idea and supporting details of informational text.

Level 4—Exceptional

The student effectively uses graphic sources to find the main idea.

The student is aware of the strategies necessary to identify the main idea and uses them without prompting.

The student clearly communicates main ideas.

The student clearly communicates critical details.

Level 3—Capable

The student uses graphic sources to find the main idea.

The student is aware of the strategies necessary to identify the main idea and uses them independently.

The student communicates main ideas.

The student communicates critical details.

Level 2—Developing

The student attempts to use graphic sources to find the main idea.

The student is aware of the strategies necessary to identify the main idea.

The student attempts to communicate main ideas.

The student attempts to communicate critical details.

Level 1—Beginning

The student rarely uses graphic sources to find the main idea.

The student lacks awareness of the strategies necessary to identify the main idea and has difficulty using them.

The student rarely communicates main ideas.

The student rarely communicates critical details.

Level 0

The student makes no attempt to identify the main idea and supporting details of informational text.

Assessment

Making Inferences

Check off the Skill!: Instructions

Use the self-evaluation below to assess each student’s ability to infer, conclude, question, interpret, speculate, and observe. Have students keep the log below over the course of several days. As they use a skill, they can check it off the list and make a note about how, when, and where they used each skill.

Example

Directions: Read the log below. Over the next several days, you will have the opportunity to read nonfiction materials. As you use each skill that is listed below, check it off and record what you were reading and how you used the skill.

Skill	What were you reading?	How did you use the skill?
<input type="checkbox"/> I asked a question.	a chapter in the math textbook that describes an algebraic function	I asked about how this function was similar to another function I knew about.
<input type="checkbox"/> I drew a conclusion.	an article that discusses the benefits of school uniforms	I concluded that the article was biased. It did not mention the fact that students express themselves through their clothing and school uniforms hinder individuality.
<input type="checkbox"/> I interpreted information.	a graph that showed students’ favorite desserts	I noticed that not many students mentioned ice cream. I interpreted that to mean that people don’t enjoy ice cream as much during the winter months.
<input type="checkbox"/> I speculated.	a passage about the extinction of dinosaurs	I speculated how dinosaurs became extinct because of a large meteor hitting Earth.
<input type="checkbox"/> I made an observation.	a biography of Cleopatra	I observed that Cleopatra was a strong, intelligent leader. I believe that she was one of the most fascinating women in history.

Assessment

Setting the Purpose

What's My Purpose?: Instructions

Use the following assessment to test each student's ability to set the purpose for reading. Provide the student with an appropriate text to read. Before they begin reading, have students fill out the information above the dashed line.

Example

Directions: You have learned that students who know and understand their purpose for reading a text have a more meaningful reading experience. Read and answer the following questions. Your teacher will provide a text for you to read. Then answer the questions at the bottom of the page.

Topic: Branches of the U.S. Government

What do you know about this topic?

I know that there are three parts to the United States government. I know that these
three parts work together to help run the country effectively. I know that the president
and his administration make up one branch of the government.

Why are you reading this material?

I am going to read this article so that I can learn more about the other two branches
of the U.S. government.

How will you use this material so you fulfill your purpose for reading?

I will read the article slowly and carefully so that I learn more about our government.
I might reread sections that are confusing to me. I will pay special attention to any
graphs or charts that help me to understand how these branches work together.

Read the text.

Did you learn something new about the topic?

I learned that the judicial and legislative branches make up the other two sections of
our government. I also learned that our Founding Fathers designed the government
so that no one branch would have too much power and authority.

Did the material fulfill your purpose for reading?

The material did help me learn more about our government.

Nonfiction Skills and Strategies

Developing Vocabulary

Introduction

Most teachers know that rote memorization of vocabulary words is ineffective for expanding students' word knowledge. Yet, students need to understand new words that they encounter in their reading if their knowledge base is to increase. In addition to learning word meanings in context, students also need skills to break down words in order to approach their reading with independence and confidence.

Nonfiction reading especially requires the ability to understand technical language. Science and social studies demand that students recognize and build their vocabulary. Mathematics also has a specialized language that students must learn if they are to advance.

Teaching vocabulary can be a frustrating experience if teachers do not have a plan other than assigning a list of words for students to define in the glossary or dictionary. Allot instructional time to word study. Students need to learn not only the meaning of words but also their applicability. In other words, once students learn a new term, they can think about other contexts in which the term might be used and in this way enlarge their schema about that term. When beginning to read an interesting chapter or book, students are easily drawn into diving into the material. Time spent on word study at the outset, however, will pay off handsomely as students will better comprehend the material and begin to use the vocabulary independently.

In short, Abbott (1999) states that vocabulary development should help students become adept at using a variety of word recognition strategies, unlock meanings of technical and specialized words in each content area, establish a systematic, lifelong method of vocabulary inquiry, and become motivated and enthusiastic about vocabulary study.

Skills

Selecting Vocabulary Words to Study

Many teachers feel overwhelmed when teaching vocabulary because they realize that it is impossible to cover thoroughly all students' unknown words. Do not attempt to study every unknown word. Instead, choose words from each selection wisely. Following these guidelines will result in an educationally sound vocabulary list:

- First choose words that are critical to the article's meaning.
- Then choose conceptually difficult words.
- Finally choose words with the greatest utility value—those that you anticipate students will see more often (e.g., choose “anxious” rather than “appalled”).

If you prefer to give students a sense of control of their own learning, you can have them choose the words to be studied. First, put students into teams of three. Have them read the passage and decide as a group which three words they would like to study. When you reconvene as a class, each team tells you the three words it selected. Record their responses on the board, overhead, or chart paper. Do not record any word more than once. Once the list is established, have students define any terms that they can and look up the meaning of any others in the dictionary. Write the definition next to each term and have students copy all the information into their class notebook.

Nonfiction Skills and Strategies

Developing Vocabulary *(cont.)*

Skills *(cont.)*

Elements of Effective Vocabulary Instruction

A wide variety of techniques, as outlined in this section, are essential for successful vocabulary learning; and research has shown that the most effective vocabulary program utilizes both contextual, structural, and classification strategies. Vocabulary instruction is only effective if students permanently add the concepts to their knowledge base. You can achieve success by making certain that your vocabulary instruction includes the following elements:

- Using context clues
- Knowing the meaning of affixes (prefixes, suffixes) and roots
- Learning synonyms and antonyms
- Categorizing (sorting) and classifying concepts

Using Context Clues

Learning vocabulary in context is important for two reasons. First, it makes students become active in determining word meanings; and second, it offers them a way to figure out unknown words in their independent reading. If you teach students how to use context clues, you will eventually be able to omit pre-teaching any vocabulary that is defined in context (as long as the text is written at students' independent reading levels).

There are five basic kinds of context clues:

Definition

Synonym

Contrast

Summary

Mood

1. **Definition:** The easiest case occurs when the definition is given elsewhere in the sentence or paragraph.

Example: The ragged, bedraggled dress hung from her shoulders.

Nonfiction Skills and Strategies

Developing Vocabulary *(cont.)*

Skills *(cont.)*

2. **Synonym:** Another simple case occurs when a synonym or synonymous phrase is immediately used.
Example: The room was so dank that you could feel the dampness creep into your clothing.
3. **Contrast:** The meaning may be implied through contrast to a known word or concept. Be alert to these words that signal contrast: “although,” “but,” “however,” “even though.”
Example: Clothes purchased off a department store rack will rarely be mistaken for haute couture.
4. **Summary:** Another form is a summary that provides a list of attributes.
Example: Tundra, desert, grassland, and rain forest are the names of four of Earth’s biomes.
5. **Mood:** Sometimes the meaning can be grasped from the mood of the larger context in which it appears. In the most difficult situation the meaning must be inferred with few other clues.
Example: In America the end of World War II was marked by a wild sense of euphoria. People were singing and dancing in the streets, many businesses gave their workers the day off with pay, and almost every city nationwide had huge fireworks displays and parades.
Example: Her shrill voice was actually making my ears hurt.

Words in Context

When students can define words in context, their comprehension levels will increase. Secondary school students should be proficient in using context to gain a clear sense of the concepts they are exploring, the topics they are studying, and the purpose for their learning. Structured discussions, small-group dialogues, and paired readings will build students’ ability to identify words in context because they will hear their teacher and classmates use unknown words in real-life conversations. When proficient readers encounter a word they don’t know, they ask three questions:

- Do I know this word?
- If so, how do I know this word? If not, how can I know this word?
- Do I need to know this word?

Proficient readers answer these questions by using context, activating prior knowledge, and using resources available to them. Struggling readers have great difficulty using context and need highly structured word attack strategies in order to make sense of unknown words.

Nonfiction Skills and Strategies

Developing Vocabulary (*cont.*)

Exploring Content Vocabulary

Directions: Explore the content vocabulary connected to the topic you are studying.

<p>Identify words that are specific to the content area that you are studying.</p>	<p>Choose one word. Why do you need to know this word? How will it be useful to you?</p>
<p>Choose a different word. How does this word connect to other words that you are learning related to this topic?</p>	<p>Choose yet another word. What similes or metaphors could you create using this word?</p>
<p>Examine all the words. Which word is the most challenging to understand? Why?</p>	<p>Examine all the words again. Which word is the most difficult to pronounce? Spell it phonetically in the space below.</p>

Nonfiction Reading Material

The following is a list of the types of nonfiction reading material that can be found on the fronts of each card in *Exploring Nonfiction*. Each card's location is denoted with a letter and number designation. Letter designations are as follows:

EP = Environmental Print

PNL = Poetry, Narratives, and Letters

RMD = Reference Materials and Documents

ER = Editorials and Reviews

PPE = People, Places, and Events

The number designations refer to the actual card numbers within each content area's set of cards. Therefore, card *RMD9*, for example, designates *Reference Materials and Documents card number 9*.

Biographical Sketch—PPE1, PPE2, PPE3, PPE4,
PPE5, PPE6

Bus Route—EP12

Catalog—EP4, EP5

Diary—PNL4, PNL5

Dictionary—RMD12

Directions—EP6, EP10, EP11

Document

Consumer—EP7

Editorial—ER1, ER2, ER3, ER4, ER5

Essay—PNL11, PNL12

Glossary—RMD11

Public—EP9

Workplace—EP8

Letter

Advertisement—PNL10

Business—PNL6

Friendly—PNL9

Persuasive/Complaint—PNL8

Thank You—PNL7

Magazine Article/Story—EP3, PPE10, PPE11,
PPE12

News Story—EP1, EP2, PPE7, PPE8, PPE9

Poetry—PNL1, PNL2, PNL3

Primary Source—RMD5, RMD6, RMD7, RMD8

Review

Album—ER10

Book—ER7, ER8

Concert—ER9

Movie—ER11, ER12

Musical—ER6

Textbook—RMD1, RMD2, RMD3

Thesaurus—RMD9

Web Page—RMD4

Writer's Style Guide—RMD10

Nonfiction Skills Taught in the Lessons

Each of the lesson plans in the *Exploring Nonfiction: Secondary Lesson Plan Notebook* includes a Skills section, which gives the primary skills taught in that lesson. The following chart lists these skills and indicates the sections and lessons of the notebook in which they are used. The page number of the lesson is noted in parentheses after the lesson number.

For example, “adapting images” is a skill taught in the People, Places, and Events section of the notebook. The notation 6a(p34) means Lesson 6a, page 34.

Skills	Sections					Reference Materials and Documents
	Editorials and Reviews	Environmental Print	People, Places, and Events	Poetry, Narratives, and Letters		
	Lessons (page number)					
adapting images			6a(p34)			
adjectives	7a(p40)					
analyzing text	7b(p42)	7b(p42)	1a(p4), 1b(p6), 2a(p10), 2b(p12), 4a(p22), 4b(p24), 5a(p28), 5b(p30), 6b(p36), 10a(p58), 12b(p72)	2b(p12), 10a(p58), 11a(p64)		3b(p18), 5b(p30), 7a(p40), 11b(p66)
answering questions	1a(p4), 11b(p66)			8b(p48)		7b(p42)
answers (finding/infering)	9a(p52)	12a(p70), 12b(p72)		3b(p18), 6a(p34), 8b(p48), 11b(p66)		
appropriate material						4b(p24)
asking questions		5a(p28), 5b(p30), 10b(p60)		8b(p48)		7a(p40)
atlas (using)		12a(p70)	10a(p58)			

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Editorials and Reviews

Card 1: Fashion Statement

Vocabulary

Use the following definitions and the suggested activity to aid students' comprehension of the card.



Definitions

enforce—to impose; to put into effect

mandatory—required

uproar—heated excitement or controversy; confusion

midriffs—the middle part of the human body between the chest and the waist

vulgar—crude; indecent

baggy—hanging very loosely

reject—to refuse to accept; disallow

accessories—an article of dress that enhances the basic clothing (for example: belts, scarves, jewelry)

Activity

Make copies of your school's dress code for each student. Then, have them answer the following questions:

- What is your school's policy with regard to bare *midriffs*? *Baggy* pants?
- Are there any *accessories* that are banned at your school?
- Does your school classify any style or fashion as *vulgar*?
- How does your school *enforce* its dress code?
- Do you *reject* or accept the rules as written? Why or why not?

If your school does not have a dress code, have the students work in groups to create one using the questions above as a guideline.

Editorials and Reviews

Card 1: Fashion Statement

Suggested Answers

Comprehension Connection

The following answers are for the Comprehension Connection section on the reverse side of each card. The answers are suggestions to help in your classroom discussions.



Before Reading

1. on the editorial page and in syndicated columns
2. Students should know that the school board sets policy; however, members of the board consider input from teachers, principals, students, parents, and residents of the community as well as experts in making decisions.
3. Most students will oppose uniforms because it takes away one way in which they can express themselves as individuals.



During Reading

1. Uniforms eliminate the problems of inappropriate dress and using clothing to separate kids into haves and have-nots. They reduce conflicts caused by teasing.
2. They force conformity and do not allow students to express their individuality, a cherished American value.
3. Kids will resent the dress code and try to get around it, leading to other forms of disruption.



After Reading

1. Some students may feel that anxiety about wearing acceptable clothing causes stress, but most will agree that being forced to wear uniforms causes resentment and a new set of self-image problems. Students concentrate better when they are “comfortable,” i.e., in jeans.
2. required; the context supplies clues: “enforce,” “must wear”
3. The writer’s answers to the pro-uniform people’s arguments make logical points. The writer’s final argument about “cherished values” depends heavily on emotionally loaded words and notions.

Creative Adventure

The following is an extension activity for students. This activity could be written on a card and placed in a center for individual students or a small group to work on independently.

Think of all the things that you think make you unique. Include your actions, interests, beliefs, and personality traits. Make a collage showing who you are. Hang it in your locker.

Editorials and Reviews

Lesson 1a: Editorial

Fashion Statement



Lesson Objective

The student is aware of the strategies necessary to identify the main idea and can use them independently (Objective 1g).



Skills

- identifying the main idea
- answering questions about the text
- sharing responses and ideas
- reading independently



Materials

- copies of Editorials and Reviews Card 1
- chalkboard or whiteboard
- chalk or whiteboard markers
- pencils
- reading journals
- highlighters



Procedure

1. On the board, write *main idea*. Ask the students to volunteer definitions for the *main idea*. Write the definition variations on the board. Using all of the volunteered definitions, write one concise definition.

Ask the students why understanding the main idea is important when reading text. Allow sufficient time for students to brainstorm a variety of responses. Explain that by knowing the main idea, you, the reader, show that you have understood the material you have read, and the main idea the writer was trying to get across. You have succeeded in your job as the reader. You identified the main idea.

2. Write *Who, What, Where, When, Why, How* in a vertical column on the board. Explain that one strategy for identifying the main idea in a text is to find answers to the following questions, often known as the 5W's + H.

Distribute a copy of Editorials and Reviews Card 1 to each student. Ask each student to read the title of the editorial, study the picture, and read the caption. Ask the students for their predictions for what the main idea could be, based only on the title, the picture, and the caption.

Have each student read the editorial independently. Using a highlighter, have each student find answers to 5W's + H within the text. After the allotted time period, ask volunteers to provide answers to the 5W's + H to write on the board. Discuss discrepancies and variations.

Editorials and Reviews

Lesson 1a: Editorial

Fashion Statement



Procedure *(cont.)*

3. Ask each student to write the main idea of “Fashion Statement” based on the responses to the 5W’s + H in his or her reading journal. Each student should share his or her main idea with the class.
4. Remind the students that although the responses to the *who*, *what*, *where*, *when*, *why*, and *how* questions were similar, we all have unique writing styles. Therefore, all of the main ideas, similar in content, are different in style. Explain that when writing an editorial, it is important that you stay true to your own writing style, just as the author of “Fashion Statement.”



Technology Connection

The students will use a graphic arts computer program to make a poster on the topic of school uniforms. Using the text of Editorials and Reviews Card 1 for reference, the student will include the main idea in a unique, creative way on the poster. The student should also download images, or use clip art, borders, etc., to make the poster effective.



Home-School Connection

The student will ask one of his or her parents or guardians whether or not he or she believes in school uniforms. The student and adult should engage in a conversation discussing the pros and cons of school uniforms. The student will write one paragraph explaining his or her opinion on school uniforms. The student should be sure to include answers to the questions *who*, *what*, *where*, *when*, *why*, and *how* in his or her paragraph.



Assessment

The teacher will assess how the student understood the text of Editorials and Reviews Card 1 through his or her responses and success in identifying the main idea.

Editorials and Reviews

Lesson 1b: Editorial

Fashion Statement



Lesson Objective

The student can use comparison and contrast to clarify word meanings (Objective 3h).



Skills

- using a dictionary
- defining vocabulary
- comparing and contrasting words for clarification
- responding to text



Materials

- chalkboard or whiteboard
- chalk or whiteboard
- reading journals
- dictionaries
- pencils
- copies of Editorials and Reviews Card 1



Procedure

1. Write *mandatory* on the board. Ask the students to define *mandatory* in their reading journals. Several volunteers should offer definitions.

Distribute a dictionary to each student. Instruct the students to look up *mandatory* and write the correct definition in their reading journal. Review the definition as a class.

Ask the students to brainstorm *mandatory* things, such as going to school until you are eighteen, going through a mandatory security check when traveling on an airplane, etc.

2. Ask the students to identify the opposite of the word *mandatory* (*optional*). Write *optional* on the board. Ask the students to find *optional* in the dictionary and write the definition in their reading journal.
3. Explain that when you come across an unfamiliar word when reading a nonfiction text, it often helps to compare and contrast to clarify the word meaning, similar to what the class did with the words *mandatory* and *optional*.

Editorials and Reviews

Lesson 1b: Editorial

Fashion Statement



Procedure (cont.)

4. If your school has a mandatory dress code, ask the students to respond to the following question in their reading journals, “How would you feel if [school name] decided to abandon the mandatory dress code?” If your school does not have a dress code, ask, “[School name] has just announced that we will have a mandatory dress code in effect the first of next month. How do you feel about this?” Review responses.
5. Ask the students to brainstorm circumstances that do require a mandatory dress code, besides a school. Consider school or professional athletic teams, restaurant workers, military, police, fire fighters, nurses, etc. Ask the students to brainstorm occupations that have optional dress codes. Consider musicians, children, etc.
6. Distribute a copy of Editorials and Reviews Card 1 to each student. Ask the students to read the text independently. Group the students. Have each group identify at least two unfamiliar words on Editorials and Reviews Card 1. (The teacher may assign each group the same words, or use these words from the text: *sensitive, midriffs, vulgar, uniformists, reject, values, positive, and individuality*.)

Ask each group to research definitions of these words using a dictionary, and then compare and contrast to clarify the word meaning. The groups will write sentences that clarify the meaning. Close the activity by having each group analyze the sentence containing the word and revise the sentence so the meaning is clearer.



Technology Connection

The student will use the Internet to research schools in their area that have a mandatory dress code. The students will report their summaries (using a word processor) that include the history and reason behind the dress code and its effectiveness.



Home-School Connection

The student will read a nonfiction text with a parent or guardian. The student and adult will each select one word that needs clarification. The student will show the adult the “compare and contrast technique” to assist in properly defining and understanding the word. The student and adult will use this technique to clarify word meanings.



Assessment

The student will be able to explain or write down how he or she used comparison and contrast of teacher-selected words in a nonfiction text to increase comprehension, as well as clarify vocabulary.

Fashion Statement



DAVID ZEILUCK/THE IMAGE BANK/GETTY IMAGES

Uniforms may look nice, but they don't improve our schools or the work of our students.

Last week, the school board recommended that all public schools should enforce a dress code. It declared that students in elementary, middle, and high school must wear uniforms every day. The board also recommended that each school should decide its own style of uniform. Before a mandatory dress code can go into effect, it must be approved by the head of the city's school system. Already, this sensitive issue has caused an uproar.

Many people call for a dress code. On first glance, their reasons appear very logical. They point to the inappropriate clothes that so many kids wear to school today—bare midriffs and low skirts, vulgar T-shirts, baggy jeans. These clothes supposedly prevent students from focusing on their

work. Those in favor of a dress code say school uniforms will allow students to concentrate on their studies instead of on their fashions. Also, if everyone is wearing the same style, individuals won't be teased for wearing less flashy fashions. "Uniformists" claim that discipline in school will improve thanks to a dress code.

Dressing Down

We think none of the uniformists' arguments hold up to close scrutiny.

- Will kids in uniforms concentrate better on their school work? Not likely. Most kids concentrate better when they are comfortable.
- Sure, many kids try to wear inappropriate clothes to school. But the dress codes already in effect allow teachers to reject extreme fashion.

- A dress code may reduce some discipline problems, but it will increase others. Kids will try to get around a dress code. They will wear necklaces, rings, and any other accessories that give them a sense of individuality. These will cause an increase in detention and suspensions—which is disruptive.

American Values

Our schools shouldn't act like fashion critics. They should be teaching kids positive values. And one of our most cherished values is the importance of the individual. Neither parents nor students should be forced to act like everyone else. Like everyone else in our nation, our kids like to express who they are. We think they should be allowed to.

Comprehension Connection



Before Reading

1. Where do newspapers print people's opinions about issues?
2. Who decides what the dress code for a school should be?
3. What arguments would you give for or against wearing uniforms in school?

During Reading

1. What reasons do people in favor of uniforms give to support their opinion?
2. What is the writer's main argument against wearing uniforms?
3. Why does the writer think uniforms will not help school discipline?

After Reading

1. Do you agree that uniforms will not help kids concentrate? Explain your answer.
2. What does the word *mandatory* in the first paragraph mean? How do you know?
3. In your opinion, are the writer's arguments logical (supported by facts) or emotional (supported by feelings)? Explain.

Skill Focus

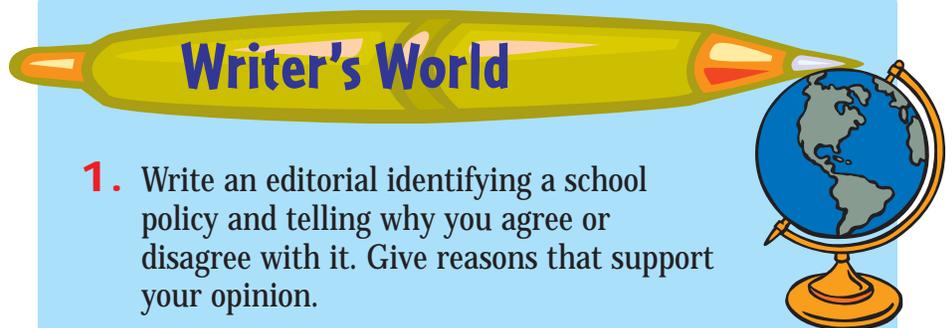
Main Idea and Supporting Details in an Editorial

In an editorial, a writer argues for or against an issue by giving reasons that support an opinion. The writer's opinion for or against is the main idea of the editorial. The reasons the writer uses to support that opinion are the supporting details.

What is the main idea and supporting details in this editorial? In the first paragraph, the writer introduces the topic by explaining the issue—the school board's recommendation of a mandatory dress code. To find the main idea, you know you need to identify the writer's opinion on this issue. In the second paragraph, the writer states the arguments that are made by people who want the dress code. But is the writer pro-uniform? Is that his opinion? You find out at the beginning of the third paragraph that the writer is, in fact, against the dress code (main idea). He goes on to answer the points presented earlier with his own anti-uniform arguments (supporting details).

Look at the details in the third paragraph. Do they support the main idea? How are they different from the arguments in the second paragraph?

Writer's World



1. Write an editorial identifying a school policy and telling why you agree or disagree with it. Give reasons that support your opinion.
2. Interview parents about fashions that were popular when they were teen-agers. Write an article comparing their choices (and the reactions of adults to those choices) with yours.
3. List groups that wear uniforms and the reasons they wear them. Write your conclusion about the usefulness of uniforms.

Poetry, Narratives, and Letters

Card 11: My Role Models

Vocabulary

Use the following definitions and the suggested activity to aid students' comprehension of the card.



Definitions

imitated—copied

courageous—brave

brehtaking—astonishing; incredible

antibiotic—a substance widely used in the prevention and treatment of disease

polio—a highly infectious disease that mostly affects children and can lead to paralysis

vaccine—a prepared substance of a weakened bacteria or virus that, when introduced into the body, prevents disease by stimulating antibodies against it

reforms—changes for the better; improvements

Activity

It is important for students to recognize prefixes that may give them clues as to a word's meaning. Introduce the prefix *anti-*, as in *antibiotic*. *Anti-* can mean “destroying” or “preventing.” *Biotic* means “living.” Thus, an *antibiotic* destroys or prevents a living organism, in this case the virus or bacteria.

Explain to the students that *anti-* can also mean “against” or “opposed to,” as in *anti-war* or *anti-abortion*.

Ask the students to guess the meaning of the following words:

antiaircraft

antidevelopment

antifungal

anti-American

antidiscrimination

antifreeze

Can the students come up with something that they are personally opposed to and describe it using the prefix *anti-*?

Poetry, Narratives, and Letters

Card 11: My Role Models

Suggested Answers

Comprehension Connection

The following answers are for the Comprehension Connection section on the reverse side of each card. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Accept all opinions but ask students to list behaviors they use to identify a role model.
2. Help students develop a list of character traits and behaviors exhibited by admirable people.
3. Most students will agree that good role models are all around them. Though family members and local people may not be glamorous, their everyday examples can have more impact than the distant actions of a star.



During Reading

1. The purpose is to explore what a role model is; in the first part, the writer gives her personal definition of a role model; in the second part, she rejects a popular example of a role model; in the third part, she gives and explains five real examples of role models.
2. She cites explorers who endure hardship to advance civilization; scientists whose discoveries save lives; leaders who change society for the better; workers and citizens who risk their lives to save others; and parents who mold children.
3. *Affect* means to influence or have an effect on; to stir up one's emotions.



After Reading

1. Many examples broaden her definition and show the kinds of behaviors that make a role model: helping, discovering, saving, the way they live their lives, and so on.
2. Some students will argue that the skill, strength, positive attitude, and leadership of many professional athletes are admirable qualities; others will cite the actions of many pros that show poor values. Point out that a high profile offers a chance to become a role model but does not mean that person will rise to the challenge.
3. Accept all qualities students can support with reasons. Students may list kindness, unselfishness, compassion, vision, courage, and endurance.

Creative Adventure

The following is an extension activity for students. This activity could be written on a card and placed in a center for individual students or a small group to work on independently.

Survey students about their role models. Tally the results and make a table showing the people who were mentioned most often. Work with a few classmates to organize drawings or photographs of the role models and inspiring quotations in a “Hall of Heroes.”

Poetry, Narratives, and Letters

Lesson 11a: Essay

My Role Models



Lesson Objective

The student can discover models for his or her own writing (Objective 10i).



Skills

- recognizing strong models for writing
- analyzing text
- brainstorming
- supporting opinions



Materials

- chalkboard or whiteboard
- chalk or whiteboard markers
- copies of Poetry, Narratives, and Letters Card 11
- reading journals
- pencils
- writing paper



Procedure

1. Write *role model* on the board. Using their reading journals, ask the students to brainstorm a list of personal role models. The student should select one role model from his or her list and give at least three reasons to support his or her selection. Circulate the room allowing each student to share his or her role model with supporting statements. Write all role models on the board.
2. Ask the students to study the class list of role models. Instruct the students to look for similarities between the role models. Are a majority of role models athletes? World leaders? Entertainers? Relatives? Group the role models on the board.
3. Ask the class to look at the role models again. Explain that these individuals must have common traits in order to be considered a role model. Brainstorm the traits of a role model. Write the traits on the board. Consider the following traits: honest, brave, strong, rich, loved, dedicated, intelligent, funny, trustworthy, etc.
4. Discuss some of the names listed on the board. Ask the students if an athlete is really a good role model simply because of his or her abilities. Does this make the athlete a role model when he or she isn't on the basketball court, skating rink, or football field? Is an entertainer a role model because of his or her singing ability? What is the behavior of the same entertainer when he or she is not performing?

Poetry, Narratives, and Letters

Lesson 11a: Essay

My Role Models



Procedure *(cont.)*

5. Distribute a copy of Poetry, Narratives, and Letters Card 11 to each student. Instruct the students to read the card independently. Ask the students to write one thing that they learned from the text in their reading journals. Let the students share what they learned.
6. Inform the students that their assignment is to write an essay about their role model or role models. Let the students brainstorm how Poetry, Narratives, and Letters Card 11, “My Role Models” can be of assistance during the writing process. (The author tells who her role model is and then explains her reasons why. The author makes us think of other people who should be considered role models. The author brought the reader in by asking questions like ‘Who are role models?’ The author thought of role models from the past and present.)
7. Ask the students to brainstorm role models in the categories that the author mentioned—explorers, scientists, world leaders, and community helpers. Write the names under the appropriate categories on the board. Encourage classmates to support their ideas with examples.
8. Distribute writing paper to each student. The students will write an essay about their role model or role models and use Poetry, Narratives, and Letters Card 11 as a guide to model the author’s style.



Technology Connection

The students will create a multimedia presentation showing their role model(s) and why these individuals are role models. The student may download images of the individual from the Internet, or use a digital camera to capture his or her own images. The student will create a soundtrack that relates somehow, either through the lyrics, time period, or style, to the role model. The students will show their presentations to the class.



Home-School Connection

The student will read through a magazine or newspaper and select at least three articles that are good models for his or her own writing. The student will read each of the articles and give three reasons why he or she feels these texts are strong models. The student will select one from which to base an essay.



Assessment

The student will be able to model, not copy, a nonfiction text that shows he or she understood the text and structure, and is able to put his or her own style into the format.

Poetry, Narratives, and Letters

Lesson 11b: Essay

My Role Models



Lesson Objective

The student knows vocabulary related to different content areas and current events (Objective 3k).



Skills

- using a dictionary
- locating answers in text
- understanding words may have more than one definition



Materials

- overhead projector
- transparency of Poetry, Narratives, and Letters Card 11
- chalkboard or whiteboard
- chalk or whiteboard markers
- reading journals
- writing paper
- dictionaries
- pencils
- bulletin board



Procedure

1. Write the word *role* on the board. Ask each student to write an original sentence with the word *role* in it. Each student will read his or her sentence to the class. Write several sentences on the board, preferably sentences that show the various meanings of the word or use the word *role* as different parts of speech.

The teacher may choose to use the following sentences to analyze with the class:

- a. In the performance of *The Lion King* I liked watching the character who played the **role** of Simba because he was so talented.
- b. “What is your **role** on the student council?” Grandpa asked.
- c. We must all play a **role** in preserving our freedom.
- d. Apollo Anton Ohno is a good **role** model for speed skating.

Discuss the sentences and brainstorm the various definitions for *role*. Distribute dictionaries to the students. Ask the students to look up the word *role* and write the dictionary definition in their reading journals.

2. Write the word *model* on the board. Ask the student to brainstorm definitions for the word *model* in their reading journals. Ask the students to look up the word *model* in the dictionary and compare their definitions to the dictionary definition. Ask the students to write the correct definition in their reading journals. Have the students select one meaning of *model* (small object built to scale that represents another, often larger object; a style or design of an item; subject for an artist; or a person employed to display merchandise.) Ask each student to write a sentence in his or her reading journal that clearly shows the word’s meaning. Ask volunteers to share their sentences. Discuss and analyze the meaning of the word *model* in each sentence.

Poetry, Narratives, and Letters

Lesson 11b: Essay

My Role Models



Procedure (cont.)

3. Explain that when you read there are often words that may have several meanings. It is up to the reader to determine the correct meaning in order to understand the text. On the overhead projector, display the title only of Poetry, Narratives, and Letters Card 11. Ask the students to use the definitions they know to predict the text based on the title. Discuss.
4. Reveal the pictures and captions on Poetry, Narratives, and Letters Card 11. Discuss how the picture and caption assist the reader in determining the correct definitions.
5. Read the text on Poetry, Narratives, and Letters Card 11 aloud to the class. Discuss how the definitions of *role model* changed in each paragraph of the text. Ask the students to locate the author's definition of *role model* within the text (*First paragraph*—"people whose lives serve as an example to others, whose good qualities are worthy of being imitated.")
6. Discuss how the definitions changed for athletes, explorers, scientists, leaders, citizens, and family members. The students should identify examples from the text that support their answers.
7. The students will write their personal definitions for *role model* in their reading journal. Have each student select one person who fits his or her definition, and write at least three reasons why this person is his or her role model. Distribute writing paper for each student to create a final copy of his or her role model, along with the definition. Display all of the papers on a bulletin board for classmates to read and note the various definitions of *role model*.



Technology Connection

The students will research one of the role models listed in Poetry, Narratives, and Letters Card 11 using the Internet. The students will word process additional information they learned.



Home-School Connection

The student will brainstorm vocabulary that relates to a particular theme with a family member (for instance, words related to a computer, particular sport or activity, occupation, etc.). Then, they will discuss whether or not some of the words have multiple meanings.



Assessment

The student will demonstrate an understanding of specific vocabulary and that vocabulary changes depending upon how it is used in the text. Select two content area or current events passages that contain the same vocabulary word. (See Procedure step 1.) Have the student read both passages and express the various definitions of the vocabulary word based on the word's usage and the context of the passage.

My Role Models

By Alicia Colton



Firefighters are American heroes.



For years, I've heard people talking about role models. By role models, I think they mean people whose lives serve as an example to others, whose good qualities are worthy of being imitated—especially by teens like me.

Who are role models? The people I hear most often being called role models are athletes. It seems to me that sports figures are called role models because they can dunk a basketball or run fast. I guess I would call an athlete a role model if I wanted to become a professional athlete. But as people—not just as athletes—I have no idea whether they lead lives that are admirable. From reading the papers, I know a lot of them should be called the opposite of role models.

Helping People

For me, a role model should be more than someone who just entertains us. A role model should do things that help people. Role models are often courageous because they take a path no one has taken before. That's why I think great explorers are role models—from Lewis and Clark, who made the first trip west to the Pacific Coast, to Neil Armstrong who first walked on the moon.

Sometimes a role model comes up with new, breathtak-



Astronauts are true role models.

Martin Luther King, Jr. is one of our greatest role models.

ing concepts that affect all humans. Scientists often do this, which is why many of them are my role models. Alexander Fleming, who discovered antibiotics, and Jonas Salk, who invented the polio vaccine, are role models for me.

Making a Sacrifice

Leaders can also be role models. One of the greatest was Martin Luther King, Jr. He battled injustice in America at a time when it took courage to seek racial reforms. King was killed for his actions, but his beliefs changed this country forever.

People who sacrifice themselves for others are role models. That's why the firefighters and police officers who died in the World Trade Center and the passengers who fought the terrorists on United Flight 93 are heroes to all Americans.

My parents are my primary role models, even if they don't try to be. From them, I learn how to behave. I learn from them what is expected of me as a citizen of the world, how I should treat other people, and how I should expect to be treated.

There are plenty of worthy role models. And some of the best are those closest to home.

Comprehension Connection



Before Reading

1. What does the term *role model* mean to you?
2. Name several people you think are role models. Tell why you admire them.
3. Does a person have to be famous to be a role model? Why or why not?

During Reading

1. What is the purpose of this essay? What are its main parts?
2. What people does Alicia Colton think are good examples of role models?
3. What is the meaning of the word *affect* in the fourth paragraph?

After Reading

1. Why do you think Colton describes many examples of role models?
2. Do you think professional athletes are role models? Explain your answer.
3. What qualities do you think make someone a role model?

Skill Focus

An Essay of Definition

One kind of essay that students are asked to write is an essay of definition. In it, the writer explores what a term or concept means to him or her. First, the writer gives a good definition for the term. Then he or she supports that definition by describing specific examples.

Alicia Colton begins her essay by telling readers what she thinks a role model is: someone whose life serves “as an example to others,” someone with good qualities “worthy of being imitated.”

Next, she gives an example of role models offered by the media: athletes. She explains why they do not measure up to her definition. She expands her definition by showing what a role model is not. She also shows that she is applying her own standards, not just accepting what many others accept.

The rest of Colton’s essay describes people who she thinks are true role models. As she explores the good qualities of explorers, scientists, leaders, and others, she adds depth to her definition. For example, she finds role models to be courageous trail-blazers. What other qualities does she list as examples?

Writer's World

1. Who has been a role model for you? Write a paragraph describing the person’s qualities and explaining why you want to imitate those qualities.
2. What does *integrity* mean to you? Write an essay defining this term and giving examples. Begin by looking up the word in the dictionary.
3. List as many examples of role models as you can. Make a chart grouping the people into categories, such as *Leaders*, *Scientists*, and *Explorers*.



Environmental Print

Card 10: How to Make an Origami Wallet

Vocabulary

Use the following definitions and the suggested activity to aid students' comprehension of the card.



Definitions

crease—a line made by folding or pressing down

horizontal—parallel to level ground; from side to side; across

vertical—at a right angle to the horizon; from top to bottom

original—first; before all others

triangular—shaped like a triangle

slanted—on a diagonal; neither horizontal nor vertical

denominations—one of a series of kinds or values, as in money

Activity

Students will write one of the following words on a piece of paper: *original*, *vertical*, *triangular*, or *slanted*. Working in pairs, the students will use their selected vocabulary word like an acrostic. They will use the letters of the vocabulary word as the first letter of a word or simple phrase that somehow relates to the vocabulary word. For example:

One of a kind
Replicated but never replaced
I'm the first, etc.
G
I
N
A
L

When they are finished, have pairs that chose the same words share what they came up with. Or, you can post their papers on a board where other students can read it.

Card 10: How to Make an Origami Wallet

Suggested Answers

Comprehension Connection

The following answers are for the Comprehension Connection section on the reverse side of each card. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Some students may have trouble concentrating; others may become confused when directions have many complicated steps.
2. Each step gets you ready for the next step. If done out of order, most directions will not produce the desired result.
3. Students will probably mention paper airplanes or “footballs” for the desktop game, party favors, and some animal and flower shapes.



During Reading

1. You need one sheet of paper, either 8½ x 11 inches or 13 x 15 inches in size.
2. Step 8 locks the wallet halves together.
3. Colorful paper creates interesting and pleasing designs and provides colors on the outside surface of the finished wallet.



After Reading

1. Students may say that it is a creative activity that costs little to enjoy, or that it gives people a fun way to create artworks or gifts.
2. Most steps have several stages and using words alone could easily confuse a reader. The illustrations help the reader visualize what he or she is reading.
3. When giving money as a gift, the wallet is a stylish way to present it; when someone is going to travel, the wallet could be made from paper that represents the country in some way.

Creative Adventure

The following is an extension activity for students. This activity could be written on a card and placed in a center for individual students or a small group to work on independently.

Use the Internet to find directions for making paper. Print the directions out and try making some paper. Cut, fold, or glue the paper to make different useful things, such as notepads, stationery, envelopes, or origami shapes. Display your creations with a paragraph summarizing any problems you had making the paper or the items.

Environmental Print

Lesson 10a: Following Directions

How to Make an Origami Wallet



Lesson Objective

The student recognizes cause and effect (Objective 6c).



Skills

- following directions
- recognizing cause and effect
- brainstorming



Materials

- white paper
- crayons
- scissors
- reading book
- 13" x 15" wrapping paper
- overhead projector
- chalkboard or whiteboard
- chalk or whiteboard markers
- transparency of Environmental Print Card 10



Procedure

1. Hold up a piece of white paper. Hold up a box of crayons. Take one crayon out of the box. Ask the students, “What happens if I put the crayon on the paper?” (*You will make a mark, you can draw something, the paper won’t be white anymore, etc.*) Put the crayon down, and hold up a pair of scissors with the paper. Ask, “What will happen if I use the scissors on the paper?” (*The paper will be cut, you can make a shape, you will have two pieces of paper, etc.*) Hold up a reading book familiar to the students. Say, “Here is a book. What will happen if I read it?” (*You will learn, you will want to read the sequel, you might want to read more books, you might want to stay up all night to read, etc.*) Explain that what you have just demonstrated is cause and effect. If you do something to another “thing,” you get a result.
2. Ask the class to brainstorm other cause-and-effect situations. Write the list on the board. For example, if your school lunch ticket has expired, you either bring a lunch, get money for a new ticket, or go hungry the next day. If you sleep late, you might miss the school bus, have to walk to school, and get a tardy slip. Have students identify the causes, and the various effects. Encourage classmates to offer other effects for certain situations. Inform the students that authors often write using the cause-and-effect structure.

Environmental Print

Lesson 10a: Following Directions

How to Make an Origami Wallet



Procedure *(cont.)*

3. Display Environmental Print Card 10 on the overhead projector. Explain that sometimes the cause-and-effect structure is revealed in the title. Read the title aloud, “How to Make an Origami Wallet.” Ask students to define *origami*. Based on student responses, ask the students to identify the cause and the effect. Read the first paragraph aloud. Ask the students to analyze the picture. Ask students to revise and expand upon the “effects” based on the picture and text. Each student will share his or her new ideas. A volunteer should read each paragraph to the class.
4. Ask the students if the origami wallet seems easy or difficult to make. Distribute a piece of 13" x 15" wrapping paper to each student. As you reread each step in the instructions, ask the students to complete the task with their piece of wrapping paper. Reread each step as needed. Let students assist each other. Upon completion, ask the students to evaluate their origami wallet.
5. Ask the students to share how they feel about the project, and how their thoughts changed from beginning to end. For example, did they think the task impossible? Were they frustrated or excited during the project? Do they think they will use the wallet?



Technology Connection

The students will use a video camera to record a cause-and-effect situation. The students will use props, costumes, sets, etc., to contribute to the project.



Home-School Connection

The student will look through a newspaper or magazine and find at least three examples of cause-and-effect writing structure. The student will explain cause and effect to a parent or guardian and show him or her the text the student has found as examples.



Assessment

The student will be able to identify cause-and-effect writing structure.

Environmental Print

Lesson 10b: Following Directions

How to Make an Origami Wallet

The student can ask questions to seek elaboration and clarification of ideas (Objective 11i).



Skills

- following directions
- revising
- asking questions for information and clarification



Materials

- chalkboard or whiteboard
- chalk or whiteboard markers
- overhead projector
- transparency of Environmental Print Card 10
- copies of Environmental Print Card 10
- 13" x 15" wrapping paper
- reading journals
- pencils
- highlighters



Procedure

1. Write *origami* on the board. Ask students to brainstorm words, phrases or sentences that relate to origami. Let each student write his or her response on the board. Ask the students to think of at least four questions that come to mind when they see the word *origami*. Have each student write a minimum of four questions in his or her reading journal. For example, “What is origami?” “Where did origami originate?” “Why do people make origami?” “How do you pronounce origami?” “Is origami art?” “What can people make with paper?” Circulate the room asking each student to share one of his or her questions. Note the variety of classmates’ questions. Explain that when you ask questions about a topic you are both consciously and unconsciously making yourself more attuned to answers as you then read about the topic.
2. Display Environmental Print Card 10 on the overhead projector, revealing only the first or introductory paragraph. Ask a student to read the text aloud. Have the students answer as many of their own questions as they can using the information in the introductory paragraph.
3. Have students discuss information revealed about origami in the introductory paragraph. Ask students to share what new information they learned. Ask students if more facts about origami should have been included, and why.

Environmental Print

Lesson 10b: Following Directions

How to Make an Origami Wallet



Procedure *(cont.)*

4. Ask the students to predict what the remaining text is about. Share predictions.
5. Distribute a copy of Environmental Print Card 10 to each student. Ask each student to read the text independently. After reading, each student will write in his or her reading journal if they understood the text. Have the students use a highlighter to note passages that were not clear, and to star passages that were clear. Discuss results.
6. Distribute a piece of 13" x 15" wrapping paper to each student. Ask the students to read the directions again, this time completing the task with the wrapping paper. Ask the students to evaluate the text after completing, or attempting to complete the project. Discuss the steps that students thought difficult and easy. Brainstorm how sections could be revised to be clearer.
7. Ask the students to create questions to ask the author of the text in their reading journals. Share questions. Discuss how the answers to these questions would not only provide information, but also clarify ideas.
8. Close by discussing how directions are a challenge to write and comprehend.



Technology Connection

Students will use the Internet to research origami. The students will use their questions based on Environmental Print Card 10 as a guideline. The students will compile all of the new information they have about origami using a word-processing program.



Home-School Connection

The student will read an article from a newspaper or magazine. The student will ask a parent or guardian his or her questions regarding the topic. The student and adult will brainstorm why the author chose not to include “answers” in his or her article.

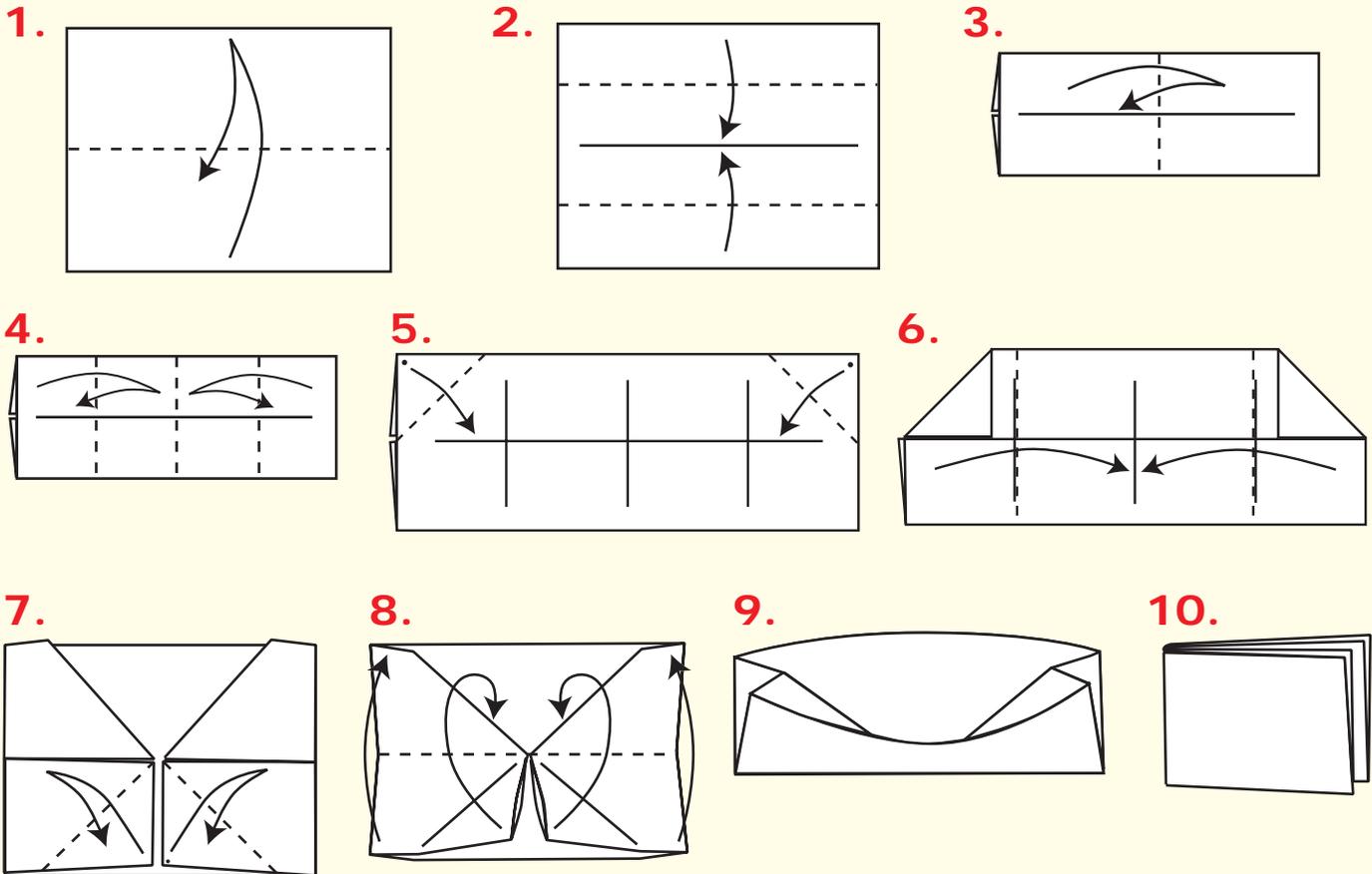


Assessment

The teacher will note the depth of student questions before, during, and after reading various texts.

How to Make an Origami Wallet

Origami is the art of paper folding. To create an origami wallet, follow these instructions. You can use a piece of standard-size paper (8½" x 11"), but paper that is 13" x 15" works even better.



1. If your paper is colored or patterned on one side, place this side up. Make sure the long sides are at the top and bottom, the short sides are at the left and right. Take the bottom edge and bring it to the top edge and fold. Make a sharp crease, then unfold it. Turn the page over.
2. Take the bottom edge and fold it so it meets the center horizontal crease. Take the top edge and fold it so it also meets the center horizontal crease. Turn the paper over once more.
3. Now, take the left edge and fold it so it meets the right edge. Make the crease sharp, then unfold it.
4. Take the left edge and fold it so it meets the center vertical crease. Take the right edge and fold it so it meets the center vertical crease. Now, unfold both back to their original positions.
5. Fold down the top left corner until its side edge lies perfectly level with the center horizontal crease. Fold down the top right corner the same way.
6. Repeat Step 4, folding the left and right ends of the paper so they meet at the center vertical crease.
7. There are two corners at the bottom edge of the paper. These corners are loose near the center vertical crease. Take one corner and fold it up toward the horizontal crease to make a triangular flap. Make a sharp crease and unfold it. Take the other loose corner and do the same with it.
8. Bring up the loose bottom corner from Step 7 and fold it up again. Take the loose triangular flap and place it behind the slanted folded edge above the horizontal crease. Repeat with the other bottom corner. Now, the bottom and top of the paper should be locked together.
9. Look inside the wallet. The locked corners and flaps create a separator. You can use it to keep different denominations apart or to separate private papers.
10. Take the left edge of the wallet and fold it so it meets the right edge. Now you have a really lightweight folding wallet.

Comprehension Connection



Before Reading

1. What do you think is hard about following directions?
2. Why do you have to follow steps in order when you are making something?
3. What things can you make by folding paper?

During Reading

1. What materials do you need to make the wallet?
2. Which step locks the top and bottom halves of the wallet together?
3. Why is colorful paper suggested?

After Reading

1. Why do you think paper folding is so popular around the world?
2. Why is an illustration included with each step in the instructions?
3. What might be a good occasion to give an origami wallet as a gift?

Skill Focus

Seeing Steps Clearly

Most people have questions as they are following written directions to make something. The words alone can leave you confused if they are not very specific. Look at the first step in the instructions for making an origami wallet: Colored side up. Long sides top and bottom. Fold bottom up to top edge, crease, and unfold. Sounds clear, right? Wait a minute. It says “Turn the page over.” You ask, “Which way should I turn it?” You need more information to make the instructions clear.

This is why most directions for making or assembling things include illustrations and diagrams. The dotted lines in the illustrations for this set of instructions represent new folds. Arrows represent the directions of the folds and the faces of paper that go together. By studying the illustration for step 1, you see that you have made the fold correctly. You also see the answer to your question: You turn the paper over to the right, or clockwise. This puts the crease up. What other questions did you ask to clarify, or make clear, these instructions?

Writer's World

1. Write a set of directions for how to fold something—a fancy napkin decoration, a shirt, a paper airplane. Include diagrams. See who can follow your directions.
2. Write directions for how to make something, leaving out illustrations. Make a separate set of directions using only illustrations or diagrams. Have friends try each set of directions separately, then both sets together.
3. Research the history of origami. Make notes for a speech about origami. Include some samples to illustrate your talk.



Reference Materials and Documents

Card 8: The Journals of Lewis and Clark

Vocabulary

Use the following definitions and the suggested activity to aid students' comprehension of the card.



Definitions

expedition—journey undertaken by a group with a specific objective

interpreter—person who can translate from one language to another

indispensable—essential; absolutely necessary

squall—sudden, violent windstorm

ascribe—to assign as a quality or characteristic

fortitude—strength of mind and attitude

cascade—waterfall

precipice—an overhanging or extremely steep mass of rock; face of a cliff

rigors—hardships; difficulties; cruelties

profusely—plentiful; abundantly

anxieties—worries; uneasiness caused by uncertainty and the unknown

exhilarated—uplifted; elated

Activity

Have the students look at the vocabulary words above. Ask them which word they think has the most meanings and why they chose a particular word. Working in groups of six, have them brainstorm all the different definitions they know for each word.

Then, have each member of the group research one of the vocabulary words. As they research their words, have them note the number of different definitions offered.

Referring to the primary source information on Reference Materials and Documents Card 8, tell students to write down the definition that best fits the word within the context.

Have students write a meaningful sentence using the vocabulary word.

When the assignment has been completed, ask students which word had the most meanings. Were their predictions correct?

Close the activity by asking students to write a short paragraph titled, "Expedition to Mars," using at least six of the 12 words listed above.

Reference Materials and Documents

Card 8: The Journals of Lewis and Clark

Suggested Answers

Comprehension Connection

The following answers are for the Comprehension Connection section on the reverse side of each card. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Lewis and Clark were army officers chosen by President Thomas Jefferson to explore the area west of the Mississippi River after the Louisiana Purchase.
2. Encourage students to share their experiences writing journals and the topics they wrote about, such as everyday events, extraordinary experiences, and emotions.
3. A journal is generally written at the time the events it describes are happening. Because the information in a journal is firsthand (i.e., written by someone who was actually there at the time), a journal is considered to be a primary, or original, source.



During Reading

1. Lewis and Clark were proud of their endeavor, excited that they were “about to penetrate a country. . . on which the foot of civilized man had never trodden.” They were also a bit anxious because they were going into a large, unknown wilderness in a few small boats.
2. The explorers respected and appreciated Sacajawea. They praised her quick thinking in the canoe emergency and compared her favorably to the men on the trip for her “fortitude and resolution.” They also sympathized with her emotional response when she unexpectedly encountered a friend and a family member.
3. *Fortitude* means “strength.” *Resolution* means “determination.” The context (Sacajawea “caught and preserved” the articles) makes clear that the writer is praising Sacajawea and that these are positive traits.



After Reading

1. Courage, intelligence, flexibility, and resourcefulness would be important traits on such a perilous journey.
2. Lewis and Clark explored territory previously unknown to Americans, detailed the flora and fauna, described the land’s features, discovered routes for future use, and communicated with Native Americans in the area.
3. The entry gives a firsthand description of a large waterfall, which would be a notable natural resource to mention in the report.

Creative Adventure

The following is an extension activity for students. This activity could be written on a card and placed in a center for individual students or a small group to work on independently.

Research the route of Lewis and Clark’s journey. Draw a map showing the route. On the map, write a quote from Lewis and Clark’s journal that tells an important point about their expedition.

Reference Materials and Documents

Lesson 8a: Primary Source

The Journals of Lewis and Clark



Lesson Objective

The student is aware of the strategies necessary to understand the use of vocabulary in context in nonfiction text and can use them independently (Objective 3f).



Skills

- brainstorming
- comparing and contrasting
- understanding vocabulary in context
- revising
- using a model for writing
- reflecting on various time periods



Materials

- United States map
- reading journals
- pencils
- overhead projector
- chalkboard or whiteboard
- chalk or whiteboard markers
- transparency of Reference Materials and Documents Card 8



Procedure

1. Ask students to brainstorm the ways people differentiate themselves through their speech. For instance, people speak various languages and dialects. People have different voice pitches, intonation, accents, and inflection. Some people speak “broken” English, slang, “rap” style, like a child, stutter, etc.
2. Write *1800* on the board and ask students to make comparisons between the way people speak today and the 1800s. Discuss the differences in vocabulary as well. For example: “Today we are familiar with the words *e-mail*, *Internet*, *telephone*, *rocket*, *hot dog*, and *ozone*. Did people in the 1800s know and use these words? Did individuals from the 1800s use words in their daily vocabulary like *Indian*, *outpost*, *outhouse*, *horse*, *village*, and *wagon*?” Write a list of vocabulary on the board that differentiates the two time periods.
3. Inform students that when they read a nonfiction text from the past, it is important to identify the time period in which the text was written. Even though they were not alive during that time period, students can use their imagination and knowledge of past historical events to prepare for reading.
4. Show the title and picture on Reference Materials and Documents Card 8 on the overhead projector. Ask students what they would be thinking as they prepare to read. Read the introductory paragraph aloud.

Reference Materials and Documents

Lesson 8a: Primary Source

The Journals of Lewis and Clark



Procedure *(cont.)*

5. Using a large United States map, ask a student to locate St. Louis, Missouri. Tell students to think about Lewis and Clark's goal of finding a river that flowed to the West Coast. Use the map to determine if their trip could be successful, and discuss why finding a river to the West Coast was important.
6. Brainstorm with students the equipment and transportation Lewis and Clark, Sacajawea, and 40 others needed for the trip, why so many were on the expedition, and the role of Sacajawea on the expedition. Ask them to predict what they will read about in the various journal entries. (*Indian attacks, wild animals, weather hindrances, terrain obstacles, sickness*) Remind students that the preparation a reader does prior to reading will help him or her understand the vocabulary in context when reading.
7. Ask students to pretend they are either Lewis or Clark and write a first journal entry—prior to the day of departure—in their reading journals. Let students share their entries. Comment on the vocabulary, sentence structure, and content.
8. Uncover the text on the overhead projector, and read each journal entry to the class. For each unfamiliar word, ask students to define the word using context clues. Discuss the differences in language from how we speak and write today. Discuss with students whether they had difficulty understanding the unfamiliar words.



Technology Connection

Instruct students to use the Internet to research the journey of Lewis and Clark. Have students download three images of what might have been seen on the journey and use these images to create three different postcards for Lewis and Clark to send to three different people (for example: the President of the United States, a relative in St. Louis, and Sacajawea's tribe). Tell students to use the text in Reference Materials and Documents Card 8 as a guide when writing the postcards.



Home-School Connection

Have students and at least two of their family members write one journal entry about the same event. The students and family members should share journal entries with one another and discuss their various perspectives.



Assessment

The student will define teacher-selected vocabulary in context in a nonfiction text.

Reference Materials and Documents

Lesson 8b: Primary Source

The Journals of Lewis and Clark



Lesson Objective

The student can choose appropriate nonfiction material based on knowing the defining characteristics of a variety of nonfiction texts (Objective 10k).



Skills

- understanding characteristics of a journal
- identifying purpose
- brainstorming
- determining tone
- supporting opinions



Materials

- chalkboard or whiteboard
- chalk or whiteboard markers
- reading journals
- pencils
- copies of Reference Materials and Documents Card 8
- highlighters



Procedure

1. Write the word *journal* on the board and ask students for definitions. Talk about the characteristics of a journal. (*dates are given, is in chronological order, written from one perspective*) Ask students to share whether or not they keep or have kept a journal. Encourage students who have kept a journal but no longer do so to share their reasons why.
2. Discuss why individuals keep a journal. (*to express feelings, remember events, preserve history, write memories, record dreams, write stories or ideas*)
3. Ask students to name text, fiction or nonfiction, written in a journal style (for instance, *The Diary of Anne Frank*). Have them share summaries of the books with classmates. Discuss the effect the journal style had on the plot, setting, or other elements, and determine whether the journal style contributed to the effect of the book as a whole.
4. Ask students whether more people tended to keep journals in the past (1800s) or the present. Compare and contrast the reasons. For example: “In the past there were no televisions, telephones, computers, radios, video games, cars, malls, fast food restaurants, etc. People, perhaps, had more time to write. Then again, they may have worked harder—tending farms, shops, helping with household chores, etc. Now people have access to word processing programs that allow people to type more quickly than handwriting. Journals can be saved and stored on computer disks. However, we have the phone, e-mail, cameras, and video recorders that might be easier to use than writing about events or story ideas.”

Reference Materials and Documents

Lesson 8b: Primary Source

The Journals of Lewis and Clark



Procedure *(cont.)*

5. Give a copy of Reference Materials and Documents Card 8 to each student to read independently. Ask students to write in their reading journals how they felt about the journal style of writing. Was it interesting? Was it an effective way to tell about the expedition? Was it descriptive? Did it make history more exciting or engaging? Let students share their responses.
6. Discuss how the text would have changed if it had not been written as a journal. For example, would the text have been as interesting or authentic if it was written from a third-person perspective? For example: “They started their journey on April 7, 1804. . .”
7. Tell students to highlight the dates in the journal. Discuss why these particular journal entries were selected for this text.
8. Ask students to analyze each journal entry and determine the tone. For instance, the first one shows apprehension and excitement, the second fear. Students should be able to support their opinions with examples from the text.
9. Inquire if students would like to read more of the Lewis and Clark journal. Ask them why or why not?



Technology Connection

Instruct students to use Internet sites like <http://www.barnesandnoble.com> or <http://www.amazon.com> to search for nonfiction journals that are age-appropriate. Have students read the descriptions of at least five nonfiction journals that they find intriguing and print out the descriptions. Tell students to use a word-processing program to write the reasons why these journals interest them. Post all work on a bulletin board so that the class can read each other’s suggestions, as well as learn about the many nonfiction journals available.



Home-School Connection

Have students go to the library or bookstore with a parent or guardian and borrow or purchase one of the nonfiction journals students researched on the Internet. Students should read a section, selected passages, or the entire book and then give an oral report to the class.



Assessment

The student will be able to identify and regard journals as nonfiction material and determine the purpose of a journal.

The Journals of Lewis and Clark

In 1804, Meriwether Lewis and William Clark began an expedition to reach the Pacific coast by land—a trip that had never been attempted. Forty people, including Sacajawea, a Native American guide and interpreter, took part. During the expedition, they met Native American tribes, and recorded the region's previously unknown geography, wildlife, and plantlife. Here are a few small parts from the journal of the expedition kept by Lewis and Clark.

April 7, 1804 [*The expedition sets off from St. Louis, Missouri.*]

Our vessels consisted of six small canoes, and two large perogues [boats] . . . We were about to penetrate a country at least two thousand miles in width, on which the foot of civilized man had never trodden.

May 14, 1805

This was the narrow escape of one of our canoes containing all our papers, instruments, medicine, and almost every article indispensable for the success of our enterprise. The canoe being under sail, a sudden squall of wind struck her. . . and instantly upset the canoe. . . . Such was the confusion on board, and the waves ran so high, that it was half a minute before she righted, and then nearly full of water, but by baling out she was kept from sinking until they rowed ashore.

May 16

The Indian woman [*Sacajawea*] to whom I ascribe equal fortitude and



Meriwether Lewis and William Clark hoped to find a river that flowed to the West Coast.

resolution with any person onboard at the time of the accident, caught and preserved most of the light articles which were washed overboard.

June 13 [*They arrive at a waterfall formed by the Missouri River.*]

Immediately at the cascade the river about 300 yds. wide; about ninety or a hundred yards of this next the bluff is a smooth, even sheet of water falling over a precipice of at least eighty feet. The remaining part of about 200 yards on my right forms the grandest sight I ever beheld. . . From the reflection of the sun on the spray or mist which arises from these falls is a beautiful rainbow produced which adds not a little to the beauty of this majestically grand scenery.

August 17 [*Sacajawea meets members of her native tribe near the Rocky Mountains.*]

We soon drew near to the camp, and just as we approached it a woman made her way through the crowd towards Sacajawea, and recognizing each other, they embraced with the most tender affection. . . . They had

been companions in childhood, in the war with the Minnetarees they had both been taken prisoners in the same battle, they had shared and softened the rigors of the captivity, till one of them had escaped from the Minnetarees, with scarce a hope of ever seeing her friend relieved from the hands of her enemies. . . . After this [a conference with the tribe's chief] was to be opened, and. . . more intelligibly, Sacajawea was sent for; she came into the tent, sat down, and was beginning to interpret, when in the person of Cameahwait she recognized her brother: she instantly jumped up, and ran and embraced him, thrown over him her blanket and weeping profusely. . . .

November 7 [*They reach the West Coast.*]

We had not gone far from this [*Indian*] village when the fog cleared off, and we enjoyed the delightful prospect of the [*Pacific*] ocean; that ocean, the object of all our labors, the reward of all our anxieties. This cheering view exhilarated the spirits of all the party.

Comprehension Connection



Before Reading

1. What do you know about the expedition of Lewis and Clark?
2. Have you ever written in a journal? What did you write about?
3. Why is a journal considered to be a primary source?

During Reading

1. What were Lewis and Clark's feelings as they set off on their journey? What caused these feelings?
2. How did Lewis and Clark feel about Sacajawea? Explain how you know.
3. What do you think the words *fortitude* and *resolution* mean in the May 16 entry? How does context help you figure out the meanings?

After Reading

1. What character traits do you think would be most important in the leaders of the Lewis and Clark expedition?
2. In what ways do you think the Lewis and Clark expedition was a success?
3. Suppose you were writing a report on Lewis and Clark's study of the region's natural resources. Why would the June 13 entry be an important primary source for your topic?

Skill Focus

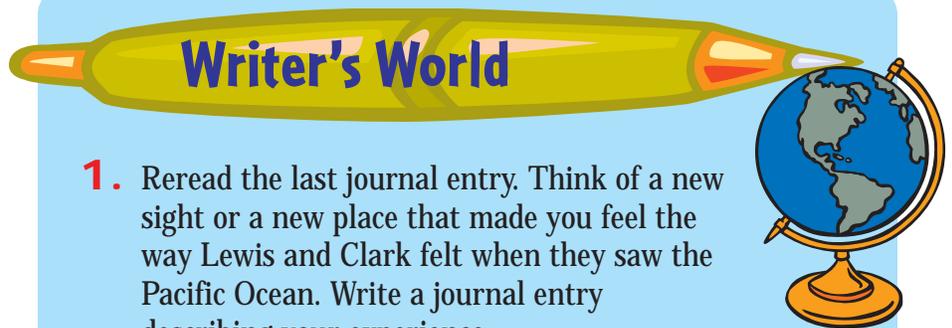
Defining Words Through Context

In their journals, written around 200 years ago, Lewis and Clark use the words *perogues* and *precipice*. You may not be familiar with these and other words in the journals. Of course, you can look up unknown words in a dictionary. Another way to figure out the meanings of unfamiliar words is through context.

When you define words through context, you look at the words and phrases around the unknown word. For example, in the second entry, the writers use the word *indispensable*. Suppose you are unsure of this word's meaning. The items described with this word are papers, instruments, and medicine. They are said to be *indispensable* for *success*. You know that these are all useful items. Since they are connected to the expedition's success, you might try substituting the word *necessary* for the unknown word. If this makes sense in the sentence, your educated guess about the meaning of *indispensable* is correct.

Look for the word *exhilarated* in the last entry. Use the context to figure out the meaning of the word.

Writer's World



1. Reread the last journal entry. Think of a new sight or a new place that made you feel the way Lewis and Clark felt when they saw the Pacific Ocean. Write a journal entry describing your experience.
2. Research one part of Lewis and Clark's journey such as their relationships with Native Americans, their discoveries of unknown animals, or their crossing of the Rocky Mountains. Write a short report on the topic.
3. Find out more about Sacajawea. Write a brief biography of her. Include a time line of the most important events in her life.

People, Places, and Events

Card 4: Tony Hawk: Highflying Skateboarder

Vocabulary

Use the following definitions and the suggested activity to aid students' comprehension of the card.



Definitions

superb—excellent

competitive—intent on winning

stubborn—unyielding; obstinate; bullheaded

single-handedly—all by oneself; alone

Activity

Ask students to identify and define the three vocabulary words that are adjectives describing Tony Hawk. Then, have them work with a partner to add five more adjectives they think would accurately describe professional skateboarders. Have students imagine they are sports writers. Ask them to use several of the adjectives to write a short review of a well-known skateboarder's performance. (Option: Students may choose a top-ranked sports figure from another competitive sport.)

People, Places, and Events

Card 4: Tony Hawk: Highflying Skateboarder

Suggested Answers

Comprehension Connection

The following answers are for the Comprehension Connection section on the reverse side of each card. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Answers will vary. (Encourage students to describe their skateboarding or snowboarding experiences.) These sports require good balance, strong muscles, and practice.
2. Skateboard tricks include endovers (a series of 360-degree turns), wheelies (riding with two wheels off the pavement), and executing spins in mid-air.
3. Positive aspects of competitiveness include working hard, performing your best, and achieving a goal. Negative aspects include focusing on beating others instead of working for one's own fulfillment.



During Reading

1. Tony Hawk tried to swim the length of an Olympic-sized pool without taking a breath, and he was a professional skateboarder by the time he was 14.
2. Skateboarding originated not as a professional sport played in a special place but as an activity practiced by young people on city and suburban streets.
3. Tony Hawk is focused: he made skateboarding success a central goal. He is creative: he used his skateboarding success to succeed in business. He is hard working: he worked tirelessly to become a great athlete and successful businessperson.



After Reading

1. Answers will vary. Students might choose Hawk winning 73 out of 100 competitions, executing a 900, his skateboarding video games, or single-handedly making skateboarding a popular sport.
2. Answers will vary but may include athletes such as Michael Jordan, Tiger Woods, and Sammy Sosa.
3. Answers will vary. However, many people think of skateboarding as a sport due to the athletic ability skateboarders demonstrate. The fact that skateboarding is now an Olympic event has also given it more credibility.

Creative Adventure

The following is an extension activity for students. This activity could be written on a card and placed in a center for individual students or a small group to work on independently.

Find out about several skateboarding tricks. Make an illustrated glossary. Write a description of how each trick is performed, and draw a picture or diagram to go with each description.

People, Places, and Events

Lesson 4a: Biographical Sketch

Tony Hawk



Lesson Objective

The student is aware of the strategies necessary to draw conclusions and make inferences about nonfiction text and can use them independently (Objective 9g).



Skills

- making inferences
- using text clues
- analyzing text
- supporting opinions



Materials

- chalkboard or whiteboard
- chalk or whiteboard markers
- reading journals
- overhead projector
- transparency of People, Places, and Events Card 4



Procedure

1. Write *Tony Hawk* on the board. Ask students to share whatever they know about Tony Hawk. Write their comments on the board.
2. Ask students to write in their reading journals if they have ever tried skateboarding, their experiences, and their reasons for skateboarding. Students who have never tried skateboarding should write their reasons why in their reading journals. Allow students to share their journal entries.
3. After the words *Tony Hawk* on the board, write *Highflying Skateboarder*. Tell students that Tony Hawk is known as a *Highflying Skateboarder*. Discuss what this means. Inform students that this is the title of a nonfiction text. Ask, “What inferences, or judgments, can be made about the text based on the title?” Discuss.
4. On the overhead projector, reveal only the photo on the transparency of People, Places, and Events Card 4. Have students share the inferences that can be made through the photograph and caption. Ask them, after having seen the photograph and the title, if they would like to read about Tony Hawk. Encourage students to support their opinions.
5. Display the first paragraph, and let a volunteer read it to the class. Ask students to identify the main idea in the first paragraph. Explain that the main idea is the topic that will be explored, strengthened, and answered in the text; it is what the text, as a whole, is about. Discuss that in the first paragraph readers learn that Tony Hawk is a skateboarder who is famous because he is a great athlete and “practices endlessly” to perfect his skills. Point out that readers also learn that Hawk’s competitive nature has made him a skateboard champion, and mention that the rest of the text expands on his competitive nature.

People, Places, and Events

Lesson 4a: Biographical Sketch

Tony Hawk



Procedure (cont.)

6. Ask a volunteer to read the next two paragraphs aloud to the class. Discuss the words, phrases, or sentences that reveal Hawk's competitive spirit. ("*burning desire to be good,*" "*became angry and frustrated*" if he couldn't do something, "*hard on himself if he didn't perform well*") Talk about Hawk's personality. Ask, "Do you know people who want to always be the best? (*Keep names anonymous.*) Have you ever been frustrated or angry because you couldn't do something?" Let students share.
7. Display and read the section "Making It Big" to the class. Ask students to note the words, phrases, and sentences that continue to show Hawk's image as a competitive, determined skateboarder. Discuss.
8. Reveal the heading "New Worlds to Conquer" on the overhead transparency. Ask students to make inferences about the text. Discuss what conclusions can be made from the heading, based on information already learned about Tony Hawk. Have a volunteer read this section aloud. Discuss whether their conclusions and inferences were accurate.
9. Read the last line again, "Today, even in retirement, his legend continues to grow." Ask students to infer how this statement is true.



Technology Connection

Have students watch a prerecorded skateboard competition together. Tell them to use a word-processing program to write a letter to the editor of a local newspaper giving their opinion about the following issues: Should a skateboard park be built in your town? Should skateboard parks be banned or closed? Should kids be allowed to ride skateboards on the sidewalk?



Home-School Connection

Have students ask a parent or guardian to read the title of a newspaper or magazine article to them. Instruct students to share their inferences about the text. The adult should show any photographs or share any headings and have students share their inferences again. Tell students to read the text with the adult and discuss whether their inferences were accurate.



Assessment

The student will independently make inferences about nonfiction text and share his or her inferences with supporting statements from the text.

People, Places, and Events

Lesson 4b: Biographical Sketch

Tony Hawk



Lesson Objective

The student understands techniques used to convey viewpoint (Objective 5e).



Skills

- determining viewpoint
- evaluating consistency of viewpoint
- understanding techniques for conveying viewpoint
- analyzing text
- writing a paragraph



Materials

- chalkboard or whiteboard
- chalk or whiteboard markers
- copies of People, Places, and Events Card 4
- highlighters
- pencils
- reading journals



Procedure

1. Write *Tony Hawk skateboards* on the board. Ask students whether that sentence reveals anything about how well Tony Hawk skateboards.
2. Discuss with students what they know about Tony Hawk and his skateboarding abilities.
3. Ask students if the sentence on the board reveals their opinions about Tony Hawk and his skateboarding talents. (*No*) Ask them to revise the sentence in their reading journals to show an opinion—good or bad. Have several student volunteers write their sentences on the board for analysis. Discuss whether the sentences reveal an opinion. Revise the sentences if necessary.
4. Explain that authors often give readers clues about their viewpoints. A *viewpoint* is essentially how someone—the author or reader—views a situation or person.
5. Tell students to look at the sentences they wrote about Tony Hawk in their reading journals and add sentences to support their opinions. For example, if the original sentence was: “Tony Hawk is an awesome skateboarder,” then the revision might be: “Tony Hawk is an awesome skateboarder because he made the world see that skateboarding is a sport.” Write several revised sentences on the board, and discuss whether the opinion is strengthened. Revise as necessary.

People, Places, and Events

Lesson 4b: Biographical Sketch

Tony Hawk



Procedure (cont.)

6. Write *Tony Hawk: Highflying Skateboarder* on the board. Ask students if they can identify the author's viewpoint, based only on this title. Discuss.
7. Distribute a copy of People, Places, and Events Card 4 to each student. Have students read the first paragraph independently and write the clues in their journals that the author gives, revealing his or her viewpoint. Review the words and sentences that convey the author's viewpoint.
8. Ask students if, after reading only the first paragraph, they agree with the author based on his text. Ask students what the author's job is in the remainder of the text. (*to show why Tony Hawk is the best and provide examples of his competitiveness*)
9. Tell students to read the rest of the text independently. Have them use a highlighter to mark words, phrases, or sentences that convey the author's viewpoint. Review these highlighted words as a class. Have students write in their reading journals whether they think the author successfully convinces readers that his or her viewpoint is accurate. Discuss their responses.
10. Brainstorm with students a list of athletes that excel in a sport. Write the names on the board. Instruct students to select one athlete and write a paragraph that not only reveals their viewpoint, but also gives examples to justify this viewpoint. Remind students that the paragraph should include a strong topic sentence and concluding sentence.
11. Put students in small groups, and ask them to read their paragraphs to each other for constructive criticism. Have students evaluate whether the viewpoint is clear and consistent, the athlete is adequately described, and sufficient examples are given to demonstrate this individual's abilities.
12. Have students revise their paragraphs and draw a picture to accompany the text. Post their finished work on a classroom bulletin board.



Technology Connection

Have students use the Internet to research the athlete they wrote a paragraph about in step #10 above. Tell them to locate an article about this person and identify the author's viewpoint. Have students read the article to evaluate the consistency of the viewpoint. Students should download and print the article, boldfacing or italicizing words that convey the viewpoint.



Home-School Connection

Instruct students to read an article on an issue affecting your town or state and determine the author's viewpoint. Tell students to share their findings with a parent or guardian and discuss their viewpoints on that topic.



Assessment

The student will be able to identify the author's viewpoint and share how he or she came to this conclusion through examples from the text.

Tony Hawk: Highflying Skateboarder

Tony Hawk is far and away the most famous name in skateboarding. How did he become so great at his sport? For one thing, he is a superb athlete. For another, Hawk practices endlessly. But what has made Hawk a champion skateboarder is his competitive nature. “If I don’t do my best,” he has said, “it kills me.”

Even as a child in San Diego, California, Hawk had a burning desire to be good at whatever he did. When he was six years old, Tony saw his first Olympic-size swimming pool. Hawk immediately wanted to swim the length of the pool without taking a breath. When he wasn’t able to, he became angry and frustrated.

At age nine, Hawk’s competitiveness became focused on skateboarding. Although Hawk quickly improved at the sport, he was still hard on himself if he didn’t perform well.

Making It Big

Tony Hawk’s stubborn commitment to this street sport paid off. By the time he was 14, Hawk was a professional skateboarder. Two years later, he was considered the best skateboarder on the planet.

During Hawk’s career as a professional skateboarder, he has entered more than 100 contests and has come in first in 73 of them and won second place in 19 others. Hawk has introduced and perfected many amazing skateboard tricks. He was the first skater in a tournament to perform a 900, which calls for the skater to spin two and half times in mid-air!



Tony Hawk has become even more famous since he retired from competition.

Hawk’s competitive spirit has brought him success in other areas. He started a skateboard company that became one of the world’s largest skateboard companies. In 1998, he created a clothing line for young skateboarders.

New Worlds to Conquer

Hawk retired from pro skateboarding in 1999, but he still keeps his hands—and feet—in the sport. Hawk gives skateboarding demonstrations around the world, has written his autobiography, and has helped create skateboarding video games. Hawk also helped create “Tony Hawk’s Gigantic Skatepark Tour,” a popular cable TV show.

Tony Hawk almost single-handedly made skateboarding a popular sport across the world. Today, even in retirement, his legend continues to grow.

IMPORTANT FACTS

- May 12, 1968:** Born in San Diego, California
- 1982:** Becomes a professional skateboarder
- 1984:** Ranked number one skateboarder in the world
- 1995:** Wins the vertical event in the first X Games
- 1998:** Comes in first in the World Cup
- 1999:** Retires from professional skateboarding
- 1999:** With Activision, creates the bestselling video game *Tony Hawk’s ProSkater*
- 2000:** Starts the Tony Hawk Foundation to promote skateboarding; publishes his autobiography, *Hawk—Occupation: Skateboarder*

Comprehension Connection



Before Reading

1. Have you ever been skateboarding or snowboarding? What skills do these sports require?
2. What are some tricks people can do on skateboards?
3. What are some good things and bad things about being competitive?

During Reading

1. How did Tony Hawk show his competitive nature as a boy?
2. Why do you think the author calls skateboarding “a street sport”?
3. Besides competitiveness, what are three other character traits Tony Hawk has? Support each one with an example.

After Reading

1. What do you think Tony Hawk’s most impressive accomplishment is? Why?
2. Who are some other athletes whose talent and personalities have made them popular with young people?
3. Do you think most people consider skateboarding a sport? Why or why not?

Skill Focus

Making Inferences

There are many young skateboarders and skateboarding fans in the United States. This fact is not stated in the biographical sketch about Tony Hawk. It is an inference—a conclusion the reader can make based on facts in the text.

The text states that Tony Hawk is a big success in businesses related to skateboarding. From this fact, readers can infer, or figure out, that there are many skateboarding fans who attend Hawk’s shows and buy his book. Here are some more facts: Hawk’s businesses include clothes for young skateboarders and video games. Most video game players are young. These facts lead to another inference: There are many skateboarding fans, and many are young.

Here are some more facts from the text: Tony Hawk became a professional skateboarder in 1982. He made skateboarding popular almost all by himself. What inference can you make from these facts? Here is one: Skateboarding is a new sport.

When you read, practice making inferences based on facts. Like drawing conclusions, making inferences helps you better understand and remember the information in a text.

Writer's World

1. Do you like competition? What do you feel competitive about? Write a journal entry describing this part of your personality.
2. Think of someone you know who is the “best” at what he or she does, whether it is baking, playing a trivia game, or decorating for the holidays. Write a description of this person.
3. Find out about the history of skateboarding. Write a summary. Include a time line of important events.

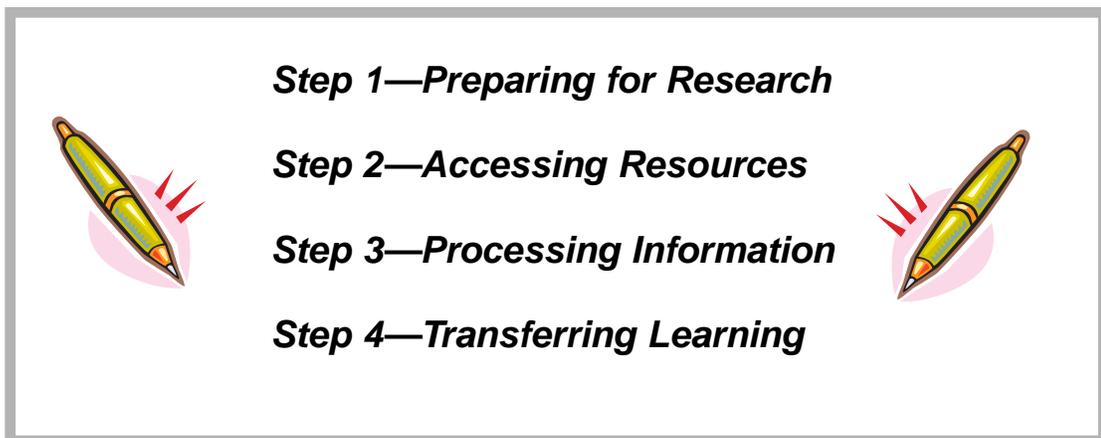


Culminating Activity

The Inquiry Process

Now that your students have experienced a broad exploration of nonfiction, they are ready for a culminating activity—a project. What should that project be? The content and direction of the project is entirely up to you and your students. It may be a project in the form of a report, a presentation, a poster, a story, a newsletter, a speech, a scrapbook, a book of poetry, a songbook, and more. Whatever type of culminating activity you and your students choose, this section will serve as a guide—from beginning to end—using the Inquiry Process.

If you are not familiar with the Inquiry Process, here is a little background information. The Inquiry Process is a step-by-step procedure that will help your students prepare for research, access resources, process information, and demonstrate what they have learned through the creation of a project to share with others. There are four main steps to the Inquiry Process.



Step 1-Preparing for Research

The *Exploring Nonfiction* program has prepared your students with the reading and writing skills necessary for a culminating activity. Now it is time to apply those skills in the preparation, production, and presentation of a research project.

There are four sub-steps in preparing for research.

- Defining the Research Project
- Exploring to Gain a Strong Foundation of Understanding
- Identifying Ways of Organizing Information
- Relating the Information Needed to Prior Knowledge

Culminating Activity

The Inquiry Process

Step 1-Preparing for Research

Defining the Research Project

Many students are overwhelmed at the mere thought of completing a research project. This is partially because a research project has so many facets. Your expectations for each facet must be clearly defined to relieve your students' research-project anxiety.

Types of Research Projects

In order to define the research project, you must look ahead to what you expect your students to produce at the end. What are those final projects? research reports? multimedia presentations? posters? stories? newsletters? The list could go on since there are numerous ways to assess your students' understanding of their research topics beyond the traditional research report. Clearly define for yourself what form—or forms—the final research projects may take.

Scoring Rubrics

For each type of research project, prepare a scoring rubric for its content and format. Many of the content components of the research projects will be scored the same, such as *There is a clearly defined research subject*. The format components will vary, depending upon the research project produced.

Research Project Samples

For each type of research project, produce or provide at least one sample. Allow students to read—and even study—sample research projects, sample stories, and sample newsletters. Set up the computer system in your classroom so that students can view the sample multimedia presentations. Display the sample posters.

Relate the final score or grade for each project to its scoring rubric. Better yet, have students score each sample project. Then compare your students' scores with the actual final scores awarded. This activity will help clarify exactly how their research projects will be graded.

Time Lines

Prepare a time line for your students' research projects with clearly defined benchmarks. Provide adequate time at every step. Research projects take time—lots of time, especially in the beginning. The more time you allow your students to build a strong foundation of understanding their true research interests and their selected contents areas, the better their projects will be.

A Note About Research Notebooks

Being very well organized is one of the keys to successful research, successful nonfiction reading and note taking, successful writing, and just about everything else! To facilitate organization, it is recommended that you require your students to keep a research notebook. It will become both the reservoir of and resource for their research work and culminating research project.

Culminating Activity

The Inquiry Process

Step 1-Preparing for Research

Defining the Research Project (cont.)

A Note About Research Notebooks (cont.)

The notebook can be a 2- to 3-inch three-ring binder with a clear plastic cover for easy insertion of a cover page. Encourage students to create personalized covers for their notebooks. Have them add WordArt, clipart, pictures, borders, and more, so that the covers are true reflections of their research interests.

There are numerous things students need to do just to get ready for their research projects. Putting together a research notebook is one small, accomplishable task that can have its own guidelines. (You will find the *Research Project Preparation* sample guideline on the CD-ROM [filename: prepare.pdf].)

The notebook can be organized using tabbed sheets with inserts that students can easily label. Have students decide what their tab labels should read at the beginning of the project. Some suggestions include Writing Journal, Project Time Line, Reading Notes, and Resources. Periodically check the notebooks for organization.

Research Project Preparation

Get off to the right start with the tools you'll need for writing, organizing, and storing your research information.

Materials You Will Need

- a three-ring binder just for research
 - with at least a 2-inch spine
 - with clear plastic on the front, so you can slip in a cover
- index tabs to help you organize your ideas, notes, and writing
- notebook paper
- pencils

We will discuss how to organize the research notebook in class next week.

