

UNIT 18 OPENER

▶ Preteach: Instructional Terms

A **brochure** is an **informational text**. Its purpose is to provide readers with quick information about a particular topic. Brochures typically feature the following characteristics: visual aids such as photographs and maps, headings and subheadings, and short paragraphs. Another interesting feature is that brochures do not require start-to-finish reading. Readers may enter or exit the text at any point. **Ask: How does each of these characteristics help readers obtain quick information?**

Informational texts are based on **main ideas and details**. The whole text has a main idea, and each paragraph of the text has a main idea as well. In informational texts, the main idea is usually stated near the beginning of a paragraph. Sometimes, however, the main idea may appear later in the paragraph or remain unstated. Details serve to support or explain the main ideas and may take the form of facts or examples. When the main idea is unstated, the details are used to imply the main idea. **Say: Supply supporting details for the following main idea: The weather is hot.**

When reading informational texts, good readers **take notes** about the main ideas and details. Such notes help readers understand and remember what they read. Notes should contain key words and phrases as well as diagrams or quick sketches. As they read, suggest that students use outlines to take notes. Draw a blank outline on the board and help students place information in it.

As they read, students may encounter unfamiliar words. Students may consult **dictionaries** or **glossaries** to learn the meanings of these words. Glossaries will provide students with a word's pronunciation, part of speech, and definition applicable to the way that the word is used in the text. Dictionaries will provide additional parts of speech, forms of the word, and definitions. Students should choose which text to consult on the basis of their needs. Have students compare and contrast the glossary and dictionary entries for a word in one of the class textbooks.

▶ Scope and Sequence at a Glance

Genre: Informational Text (Travel Brochure)

Title: Star-Spangled Planner

Cross-Curricular Connection: Social Studies/Geography

Comprehension Strategy: Take Notes

Comprehension Skill: Identify Main Idea and Supporting Details (Headings and Text Structure)

Vocabulary Strategy: Dictionary/Glossary (Unfamiliar Words)

Decoding Support: V/CV Pattern for Syllabication: Open; VC/V Pattern,

▶ Summary of Reading Passage

Star-Spangled Planner

This travel brochure describes each region of the United States, including the Northeast, the Mid-Atlantic, the Southeast, the Midwest, the Southwest, and the Pacific West. For families planning vacations, the brochure provides interesting historical information about each region as well as suggestions for activities or destinations.

Lexile: 840

Word Count: 794



UNIT 18 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the lesson's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word, and read its definition. Also, point out how students can use their knowledge of words with the VC/V pattern to form the syllables of unfamiliar vocabulary words.

colonial Adjective. Having to do with colonies: groups of people who left their country and settled in certain area.

Most American **colonial** children made their own toys, such as cornhusk dolls and wooden tops.

destination Noun. The place to which a person is traveling.

Aspen, Colorado, is a great **destination** for winter skiing.

glacier Noun. Huge, slow-moving mass of ice.

Massive **glaciers** sculpt mountains and carve out valleys in the Earth's surface.

magnificent Adjective. Extremely beautiful or impressive.

The **magnificent** view from the mountaintop took my breath away.

region Noun. Area; specific place or district.

My relatives live in the southwest **region** of the United States.

tourist Noun. Someone who travels for fun and pleasure.

We joined a group of adventurous **tourists** hiking to the ancient ruins.

 **Quick Connect Activities**

Distribute copies of a map of the United States, which is blank except for the states' names. Then, ask students to write what they know about each state within the borders of the state. Invite volunteers to share their entries.

 **Destination Journal**

Ask students to write journal entries on this topic: **Write about a time when your family traveled away from home. Perhaps you went on a vacation, or maybe you traveled to visit family members in another city or state. Using details that appeal to the senses, describe the trip. Where did you go and why? What did you do during the trip? What did you do upon arrival? Would you recommend that others visit this location? Why or why not?**

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre might choose from these selections for further reading.

... If You Lived 100 Years Ago by Ann McGovern. 1999. Scholastic.

(Below-level students.) Readers experience life in New York as it was 100 years ago. *Lexile: 770*

Early Travel by Bobbie Kalman. 1992.

Crabtree Publishing. (On-level students.) This book explains how people traveled before they had access to planes, trains, and cars.

Lexile: 790

Travel Agent by Michael Burgan. 2000.

Capstone Books. (Above-level students.) The book introduces readers to a career in the field of travel and leisure. *Lexile: 830*

Books with Related Themes

Students who are fascinated by travel may find these books intriguing.

Frank's Great Museum Adventure by Rod Clement. 1998. HarperCollins.

(Below-level students.) Frank and his dog travel through history via museum exhibits. *Lexile: 770*

Journey to Center Place by Viola Gates. 1996.

Roberts Rinehart. (On-level students.) Drought forces three families to travel to northwestern New Mexico, where they learn about Anasazi life. *Lexile: 800*

The Root Cellar by Janet Lunn. 1981. Penguin

Books. (Above-level students.) Rose finds a passage to the Civil War period in the root cellar.

Lexile: 840

LESSON 1 PLANNER

▶ Genre Study

Assess students' prior knowledge of **informational texts** such as **brochures** by asking them whether they have ever planned a trip to a museum, a state park, or a historical site. **Ask: How did you obtain information to help you plan the visit?**

Using a brochure as a model, point out to students the following characteristics of a brochure:

- visual aids such as maps and photographs
- headings and subheadings
- short paragraphs
- features that allow readers to enter and exit the text at any point

Tell students to use these characteristics to create brochures for an upcoming school event. Remind students to make use of other elements of design, such as color, shape, and composition.

▶ Build Background

The subject of this slide show in the courseware is the geographic diversity of the United States. Assess students' prior knowledge of the great variety of cityscapes and landscapes by asking these questions: **What other cities have you visited? What other states have you visited? What natural landforms have you enjoyed?** Record students' responses on the board to create a collective travel list for the class. Display a map of the United States, and invite students to place tacks on the map for each location listed on the board.

In the courseware, students will view a travel brochure. Each of the characteristics listed above will "pop out" at students. Students will understand the purpose of a travel brochure and how each of its characteristics supports this purpose.

Remind students that one of the benefits of travel is education. When someone ventures outside familiar surroundings, that person is likely to learn about different cultures, ethnicities, and histories. **Ask: What might a traveler learn by visiting each of the places listed on the board?**

▶ Learning Objectives

- Recognize distinguishing features of informational texts, including brochures.
- Recognize the author's purpose in writing informational texts, including brochures.
- Learn the meanings of grade-level and content vocabulary words in context.
- Recognize when to use a dictionary and glossary to determine meaning of unfamiliar words.
- Identify the parts of a glossary and dictionary entry.
- Recommend when to use a dictionary or glossary to identify the meanings of grade-level vocabulary.

▶ QuickFact: Information Center

Tourism is an important part of the economy in the United States. On average, Americans make more than one billion trips each year to theme parks, natural sites, historical monuments, and other places of interest. Popular destinations include New York, California, Florida, and Hawaii. Additionally, more than two million tourists from such places as Europe, Japan, and Latin America visit the United States every year.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

Vocabulary Strategy: Dictionary/Glossary

Review with students the difference between a dictionary and a glossary by comparing and contrasting entries for the same word in both sources. List similarities and differences on the board. Also, review the parts of an entry, including pronunciation, part of speech, and definitions. Emphasize that multiple-meaning words such as *network* or *sound* will be defined in context in a glossary entry, but that all uses will be included in dictionary entries. Students should use this difference to choose which reference to consult. **Ask: What are some other reasons that you might choose to use a glossary instead of a dictionary or vice versa?**

Differentiated Instruction

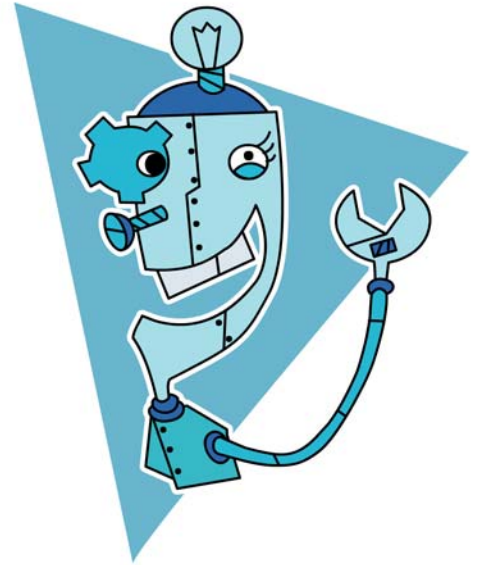
ELL: Distribute picture dictionaries to facilitate understanding. Have students locate definitions for the following words: *federal*, *geyser*, *glaciers*, *magnificent*, *network*, and *sound*.

Special Needs: Distribute primary dictionaries to facilitate understanding. Have students locate definitions for the following words: *federal*, *geyser*, *glaciers*, *magnificent*, *network*, and *sound*.

Above-level Students: Provide small groups of students with sets of three different dictionaries. Have students compare and contrast the entries in these dictionaries. It may help students to use triple Venn diagrams to record their observations.

Quick Connect Activities

- Have students write short stories about a character who travels through the pages of a dictionary or glossary. Remind students to decide on character traits, setting, and plot before they start writing. Invite volunteers to share their stories with the class.
- Have students write the answer to this question: **Is using a dictionary or glossary still a mystery to you, or have you discovered a useful strategy for finding the meanings of unfamiliar words? Explain.** (*Metacognition*)



Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Provide small groups of students with sample brochures. Have students use self-stick notes to label the characteristics they find in each brochure.
- Have each student list the characteristics of a brochure.
- Have each student locate the meanings of an unfamiliar set of words in a glossary or dictionary. For each word, have students note whether the definition comes from a dictionary or a glossary and why he or she chose to consult this source.

LESSON 2 PLANNER

▶ Comprehension Skill: Main Ideas and Details

Students are told that the **main idea** is the most important idea in a paragraph or passage. The **details** support or tell more about the main idea. The main idea may be stated or unstated. Stated main ideas may appear anywhere in a paragraph. Students should use details, headings, and subheadings to determine unstated main ideas. Ask students to identify the unstated main idea supported by the following details: *My stomach was rumbling, so I headed for the kitchen. There, I found some bread and peanut butter. I decided to make a sandwich.*

In the courseware, students will identify main ideas and supporting details found in a series of brochures. Suggest that students use the following question to help them identify the main idea: *What is this paragraph or passage mainly about?*

▶ Comprehension Strategy: Taking Notes

Students are told that **taking notes** is a good way to keep track of important ideas and details. This strategy will help students understand and remember what they read.

In the courseware, students will view a travel brochure and then select the best set of notes from four possible choices. **Say: First, focus on the main idea. Then, move on to the supporting details. Remember that you are looking for only the most important details.**

▶ Differentiated Instruction

ELL: Provide students with blank outlines to aid them with identifying main ideas and supporting details.

Special Needs: Help students learn to differentiate between important and unimportant details by providing the following checklist:

- √ This detail could be taken out of the passage, and the passage would still make sense.
- √ This detail tells about something extra that is interesting, but not essential, to the passage.

Above-level Students: Have students select topics and write paragraphs that contain stated main ideas and supporting details. Then, have students rewrite their paragraphs with unstated main ideas.

▶ Learning Objectives

- Identify the main idea and supporting details in a travel brochure.
- Identify the main idea of a travel brochure by analyzing text features, including headings.
- Identify details that support the main ideas in a travel brochure.
- Recognize that the purpose of taking notes is to improve reading comprehension.
- Determine effective notes for an informational text to populate an outline.

▶ Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have each student complete an outline for an informational text by identifying main ideas and supporting details.
- Have each student write a paragraph about a place that he or she has visited by stating a main impression of the place and supporting this impression with details.
- Have each student write a main idea about a topic of choice. Then, have partners complete each other's paragraphs with supporting details.

LESSON 3 PLANNER

 Story Summary

This travel brochure introduces six regions of the United States. The brochure's content describes highlights of each area.

- Readers are introduced to the American Northeast. The text discusses colonial history and stunning scenery, and recommends activities such as hiking and historical walking tours.
- Readers are introduced to the Mid-Atlantic region. The text discusses large cities and local government, and recommends activities such as visiting museums or going to the Baseball Hall of Fame in Cooperstown, New York.
- Readers are introduced to the Southeast. The text discusses history and warm weather, and recommends destinations such as the Outer Banks of North Carolina or the Mississippi River.
- Readers are introduced to the Midwest. The text discusses farming and festivals, and recommends destinations such as the Great Lakes and Mount Rushmore.
- Readers are introduced to the Southwest. The text discusses the scenery and recommends destinations such as San Antonio, Texas, and Sedona, Arizona.
- Readers are introduced to the Pacific West. The text discusses jungles and glaciers and recommends destinations such as Yellowstone National Park and San Francisco, California.

 Destination Journal

Ask students to write journal entries on this topic: **If you could visit any state, and money and time were not issues, which state would you visit? Why? What would you do there? Whom would you bring with you? What would you hope to learn during your visit?**

 Learning Objectives

- Read a travel brochure to build vocabulary, fluency, and comprehension.
- Take notes while reading a travel brochure to assist comprehension.
- Identify main ideas and supporting details while reading a travel brochure.
- Use a dictionary or glossary while reading a travel brochure to understand unfamiliar words.
- Demonstrate comprehension of a travel brochure.

 Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the courseware.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Provide students with a number of travel brochures. Have each student select a brochure to read. Have each student identify the selected brochure's main ideas and supporting details.
- Have each student create a dictionary entry and a glossary entry for one of the vocabulary words. Combine the dictionary entries into one volume and the glossary entries into another for classroom use.
- Have students describe which type of note-taking strategy would have been most helpful to use while reading a travel brochure.

LESSON 4 PLANNER

▶ Comprehension Skill: Main Ideas and Details

Remind students that informational texts are based on main ideas and supporting details. Ask students to identify a main idea and its supporting details in *Star-Spangled Planner*.

After students have worked through the courseware, **ask: How does identifying main ideas and details improve your abilities as a reader?**

▶ Comprehension Strategy: Taking Notes

Review the strategy of outlining as a means for taking notes on an informational passage. Suggest that students use heads and subheads to set up outlines before they begin to read. Remind students that outlining does not require the use of complete sentences. Key words and phrases are sufficient. **Ask: How do you decide which details to include in the outline and which to leave out?**

▶ Differentiated Instruction

ELL: Distribute simple annotated maps of the United States for students to consult as they read. Help students find the map entry for each state, city, or geographical reference. Encourage students to add their own notations to the maps.

Special Needs: Point out the heads and subheads. Suggest that students write one main idea for each region. Then, tell students to list two to three supporting details for each main idea. Help students differentiate between important and unimportant details.

Above-level Students: Assign a different region of the United States to each of several small groups. Challenge students to use encyclopedias or school-approved Internet sites to add a paragraph to the *Know Before You Go!* section of the brochure. Instruct students to include a main idea as well as supporting details in each of their paragraphs.

▶ Learning Objectives

- Determine main ideas and important details in an informational text to record in an outline.
- Take notes on an informational text using an outline format.
- Evaluate the usefulness of taking notes in an outline format for comprehending an informational text.

▶ Assessment: Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have small groups of students compose tip lists for identifying the main ideas and most important supporting details in an informational text.
- Have each student make an outline for *Star-Spangled Planner*, leaving some areas of the outline blank. Have partners complete the outlines.
- Have each student write an outline for an informational paragraph on a topic of choice. Then, have students use their outlines to write the paragraphs.

UNIT 18: Star-Spangled Planner

Name: _____ Date: _____

 **Comprehension Skill: Using a Fishbone Chart**

Directions: You have learned that recording main ideas and supporting details can help you comprehend written text. Use the **Fishbone Chart** below to record the main idea and supporting details from a written text. Write the main idea of the passage in the box and the supporting details on the slanted lines.

Passage Title:

