

UNIT 24 OPENER

▶ Preteach: Instructional Terms

To engage student interest, have one or more copies of a local newspaper available for students to peruse as you work with this unit.

Ask: Which section of the newspaper contains columns about health and fitness?

Newspaper columns contain **informational text** that deals with real-life subjects. Remind students that nonfiction texts explain how things work, give facts, and show directions. Like readers of other nonfiction texts, readers of newspaper columns are looking for information to expand their knowledge base.

As readers access information, they find it helpful to **summarize** what they have learned. Encourage students to pause after reading informational text to create a mental summary. **Ask: How does constructing a summary help you understand what you have just read? What should you do if you think a part of your summary is incomplete?**

As students construct summaries, they should recall **main ideas** and **supporting details**. Prompt students to recognize that a useful summary includes all of the main ideas and enough of the supporting details to clarify the main ideas. Point out that students can summarize informational text by writing a paragraph or making an outline. The kind of information and the purpose of the summary will guide them in choosing the best format for a summary.

Students should be familiar with **context clues**. As they work with this unit, they will expand this skill to include words from other languages that have been incorporated into English. **Ask: Why should you become aware of words that have been added to English?** As the class discusses this concept, explain that English is a living, growing language. Many words from other languages will come into English during your students' lives.

▶ Scope and Sequence at a Glance

Genre: Informational Text: Column in Newspaper

Title: Healthy, Wealthy, and Wise

Cross-Curricular Connection: Science

Comprehension Strategy: Summarize

Comprehension Skill: Main Idea and Supporting Ideas

Vocabulary Strategy: Context Clues (Unfamiliar Words—Words from Foreign Languages Now Part of English)

Decoding Support: Divide Words with More than One Syllable

▶ Summary of Reading Passage

Healthy, Wealthy, and Wise

The purpose of this informational newspaper column is to help adolescents develop healthy habits. The passage explains why sleep is important, and how much sleep is needed. The dangers of overexposure to sun and steps to have healthy skin are also covered. Finally, the column outlines healthful eating habits and encourages students to take care of their health.

Lexile: 970

Word Count: 978



UNIT 24 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.

- adolescence** Noun. Period from puberty to adulthood in which one grows up.
During **adolescence** boys and girls go through many physical and social changes.
- confirmation** Noun. (1) Act or process of finding that something is true or will happen. (2) Religious ceremony in which a person is accepted into a church.
(1) Hanna's huge grin was **confirmation** that she had finally passed the bar exam.
(2) **Confirmation** is an important rite of passage in Manuel's traditional family.
- diplomat** Noun. Person employed to handle negotiations between countries.
While serving as a **diplomat**, Ms. Steele helped put together a clean air treaty.
- exposure** Noun. (1) Condition of being uncovered or unprotected. (2) Harmful effect of severe weather on the body. (3) Film that produces a photograph when hit by light. (4) Length of time film is hit by light.
(1) Extended **exposure** to cold temperatures can result in a condition known as hypothermia.
(2) Many climbers have died of **exposure** while attempting to scale Mt. Everest.
(3) How many **exposures** do you have left in your camera?
(4) These photographs are rather dark because they received limited **exposure**.
- external** Adjective. On the outside; outer.
Even though Lisa was upset, she showed no **external** signs of anger or distress.
- guaranteed** Adjective. (1) Promised or absolutely certain. verb. (2) Promised or secured.
(1) Good study habits are a **guaranteed** strategy for getting better grades.
(2) Dr. Hoggan **guaranteed** that King and Gypsy would feel better by morning.
- opt** Verb. Choose.
Most students will **opt** for a longer summer vacation if given the choice.
- renowned** Adjective. Well-known or famous.
Renowned author Shel Silverstein wrote witty, comic poetry for kids of all ages.
- significantly** Adverb. In a way that has a major importance or effect.
Working at the museum **significantly** increased Josh's interest in art and sculpture.

 **Quick Connect Activities**

Cut out a variety of healthful food shapes from construction paper, and label each food. On the back of each cutout, write a vocabulary word. Tape each cutout on the board so that the vocabulary word does not show. Organize the class into teams. Have students from each team take turns selecting a cutout. They should define the word written on it. If they define the word correctly, their team keeps the food cutout. The first team to earn enough foods for a healthful meal wins.

 **Destination Journal**

Have students write journal entries on this topic: living healthful lives. **What health goals do you need to work on? How do you plan to reach your goals? Why are they important?**

 **Book Lists****Books with Related Themes**

Students who are fascinated by health and fitness may find these books intriguing.

***A Healthy Diet* by Elaine Landau. 2003. Franklin Watts.** (Below-level students.)
This guide details how to achieve a healthful diet.
Lexile: 940

***Physical Fitness* by Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn. 2002. Franklin Watts.** (On-level students.)
This book explains how to overcome minor health problems and how a healthy body functions. *Lexile: 960*

***Burp! The Most Interesting Book You'll Ever Read about Eating* by Diane Swanson. 2001. Kids Can Press.** (Above-level students.)
This book explains the digestive system.
Lexile: 1050



LESSON 1 PLANNER

▶ Genre Study

Open the session by asking students which newspapers they see or read on a regular basis. Introduce the concept of a newspaper column, and determine whether students are familiar with any particular columnists. If possible, show students examples of news, opinion, advice, and other columns. Have students work in groups to list common features in the columns. List the features on the board or on chart paper, including these:

- a headline or title
- a byline showing the author's name
- type set in columns
- photos or illustrations with captions
- subheadings
- sidebars, or smaller additional stories relating to the topic of the main column
- a running head or foot

As the class adds to the list, make certain that all students understand the features and why they are included in newspaper columns. For example, a photograph of the columnist helps readers find the work of a writer they enjoy. Charts, photographs, and illustrations help explain concepts that are difficult to write about.

Share the Pen: Begin to write a newspaper column on an issue that relates to students. Select a topic, and have students begin doing research on it.

▶ Build Background

The subject of the slide show is teen health. Determine students' awareness of this topic by asking this question: **What do you do to keep yourself healthy?** As the class discusses the question, record on the board key issues that students raise. Track these questions to be sure that the courseware answers them, and encourage students to do additional research if questions remain unanswered.

In the courseware, students are introduced to physical activity as part of a healthful lifestyle. **Ask: How much physical activity do you need each week? Why is physical activity important? How does physical activity contribute to a healthy body? How does physical activity affect how much you eat or drink?**

Remind students that preventing health problems is much easier than fixing them. Consider inviting a health professional or science teacher to answer student questions about health and fitness. Remind guests to be sensitive to body image concerns with this age group, and make sure to mention that variety in body types is normal.

▶ Learning Objectives

- Recognize distinguishing features of informational texts, including newspaper columns.
- Recognize the author's purpose in writing informational texts, including newspaper columns.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use context clues and/or cognates to determine the meaning of foreign language words used in English.
- Write a paragraph(s) demonstrating knowledge of context clues, foreign language words used in English, or grade-level vocabulary.

▶ QuickFact: Athlete Diets

An athletic teenager may require up to 5,000 calories a day. On the other hand, a non-athlete needs about 3,000 calories. Athletes also need more water because water is lost through sweating during physical exertion. Dehydration, or lack of water, may cause fatigue or heatstroke. Moderate amounts of cool water—from 6 to 8 ounces every 15 or 20 minutes—before, during, and after activity may prevent dehydration.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

▶ Vocabulary Strategy: Context Clues (Words from Foreign Languages)

Students are told that many foreign words have become part of the English language. These words are often printed in *italic* type. Context clues, or the words surrounding the foreign word, often help readers understand a new word.

Encourage students to look for **cognates**, words that do not substantially change from one language to another. The cognate used in the courseware is the Spanish *favorita*, which means *favorite* in English. Challenge students to identify other cognates. English language learners may contribute words from their first language.

▶ Differentiated Instruction

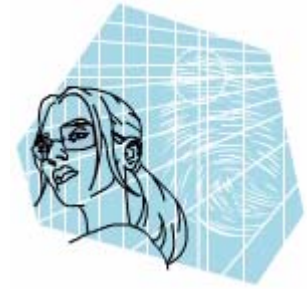
ELL: Encourage English language learners to become the class experts on cognates. Ask them to identify cognates that their native language and English have in common. Some other languages share more cognates with English than others, especially Indo-European languages such as Greek and some Romance languages, such as Spanish and Portuguese.

Special Needs: These students may benefit from using visual cues to find context clues. Provide students with highlighters and a printed version of the passage. Have students find vocabulary words and then highlight parts of the passage that are probably context clues. Ask students to concentrate on the highlighted clues to help determine the meaning of the word in question.

Above-level Students: These students may enjoy going on "cognate hunts." Invite them to find foreign-based words in the reading they do for class or for pleasure. Direct students to find the definition and origin of the word in a dictionary. This information will reveal whether the word is indeed a cognate. Consider having this group of students make a bulletin board of cognates.

▶ Quick Connect Activities

Have students draft a letter to a newspaper columnist. In the letter, students should react to information supplied in a particular column. Consider sending the best letters to the columnists.



▶ Destination Journal

Have students write journal entries that propose newspaper columns especially for adolescents.

What kind of column would be most appealing? What topics might such a column address? Who is the best audience for the column?

▶ 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:

- Ask students to work in groups to find examples of and name the distinguishing features of newspaper columns.
- Have students discuss a columnist's reason for writing a certain column: to inform, to entertain, or another purpose.
- Have students write sentences that contain the vocabulary words. Then have students give the sentences, minus the vocabulary words, to a partner, who will fill in the missing words.
- Have students spend one minute brainstorming a list of cognates.



LESSON 2 PLANNER

Comprehension Skill: Main Idea and Supporting Ideas

Tell students that the main idea is the most important idea in a paragraph or passage. Details support or expand on the main idea. As a class, determine the main and supporting ideas in a sample paragraph or two.

In the courseware, students work with a newspaper column to find main ideas and supporting details. Students also learn that the main idea is not always directly stated; sometimes it must be inferred from the details. Review with students how to use the supporting details to determine the unstated main idea of a paragraph.

Comprehension Strategy: Summarize

Summarizing is a strategy that helps readers remember main ideas and key details. A summary is a condensed version of a paragraph or passage. For a longer reading, a summary can be a combination of summaries from each section of the passage.

In the courseware, students work with several short passages from the main and supporting ideas activities. Because students are already familiar with the main ideas for these texts, they can easily summarize them.

Differentiated Instruction

ELL: Students whose first language is Spanish should be familiar with the term *summary*; it is easily translated from the Spanish *sumario*. Remind students that English and Spanish share many cognates.

Special Needs: These students may benefit from using graphic organizers to determine the main idea and supporting details in a paragraph. Draw columns on a paper, and invite students to write supporting ideas inside the columns. Next, draw a roof over the columns. Write the main idea on the roof. Point out that the main idea is held up by the supporting ideas in the same manner that a roof is held up by columns. As an alternative, students may also use the idea web on page 227.

Above-level Students: Challenge students to use their summarizing skills when reading literature. Have students work as a group to summarize a book they have read on their own. Have students rate each book that they have summarized. Make the summaries and recommendations available to students who are looking for leisure reading.

Learning Objectives

- Recognize that the main idea of an informational newspaper column may be unstated.
- Identify stated and unstated main ideas of an informational newspaper column.
- Identify supporting details of stated and unstated main ideas in an informational newspaper column.
- Recognize that summarizing is a strategy to improve reading comprehension.
- Select the best summary of an informational newspaper column.

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 students work together to determine the main idea and supporting details for reading that they are doing in science or social studies. Ask students to determine whether the main ideas are stated or implied.
- As students read, have them keep a tally of the position of the topic sentence in each paragraph: at the beginning, middle, or end. After students have collected statistics on twenty paragraphs, have them determine the most common placement of the topic sentence.
- Have each student select an article from the daily newspaper and write a summary of it.

LESSON 3 PLANNER

 Story Summary

This **informational newspaper column** gives advice about health issues relating to young people. It is made up of several sections.

The first section gives advice about the most reliable people to contact for advice about health issues. The article suggests that students should seek advice only from certified health professionals who are well informed about the issues in question.

The next section discusses adolescent sleep needs. Teenagers' sleep needs are different from those of young children and adults. Because of changes in body rhythms, teenagers stay up late and sleep after others have awakened. To avoid being sleepy through the day, teenagers who drink coffee, iced tea, or soda with caffeine, should cut back after lunch. Caffeine over stimulates the body for six to eight hours after ingesting it, causing sleep deprivation. They should get regular exercise and sleep in a darkened room.

Healthy skin is the topic in the next segment. The ultraviolet rays in sunlight harm skin, so teens are advised to avoid tanning from the sun or from tanning beds. The article advises teens to use sunscreen of at least SPF 15 and to avoid being in the sun between 10 A.M. and 4 P.M.

Wise eating is the subject of the next segment of the article. Eating breakfast and drinking water or low-fat milk through the day are encouraged. Teenagers should also eat two to two-and-a-half cups of vegetables and one-and-a-half to two cups of fruit each day. The article cautions against eating very large portions of food.

The article concludes with reasons for developing healthful habits as a teenager, such as disease prevention and high energy levels.

 Destination Journal

Challenge students to write journal entries that list health-related questions that they can research. Have each student research one question and then write a plan to use this information to improve his or her health. Ask students to consider these questions: **Why did you choose this topic? How can you use information to improve this area of your health? What will be the benefits of carrying out your plan? Will carrying out the plan be easy or difficult? Why?**

 Learning Objectives

- Read a newspaper column to build vocabulary, fluency, and comprehension.
- Summarize sections of a newspaper column while reading.
- Identify stated and unstated main ideas and supporting details while reading a newspaper column.
- Use context clues and cognates to determine the meaning of foreign words while reading a newspaper column.
- Demonstrate comprehension of a newspaper column.

 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:

- Invite students to read several different newspaper columns and articles. Have students work in groups to find examples of the characteristics of informational text.
- Have students select a chapter or part of a chapter from a textbook and summarize it.
- Have students peruse their reading for other classes to find cognates. Challenge students to use context clues to determine a possible meaning for each word, and then check the definition of the cognate in a dictionary.



LESSON 4 PLANNER

 **Comprehension Skill: Main Ideas and Supporting Ideas**

Remind students that the main idea of a text is not always explicitly stated. The animation recalls the concepts of main idea and supporting details, reminding students that when main ideas are not directly stated, looking at supporting details can help them determine the main idea.

The courseware prompts students to identify which main ideas are stated and which are not. **Ask: Can you find a sentence that tells the main idea in each paragraph? If so, where in the paragraph is the sentence located?** Remind students that stated main ideas often appear as the first or last sentence in a paragraph. **Ask: If the main idea is not stated, what information can help you identify it as the main idea?** [supporting details]

 **Comprehension Strategy: Summarize**

Recall with students that a summary is written after a definite amount of text has been read. It contains the main points in a paragraph or passage. Summaries are best done after the paragraph or passage has been read completely, so that the reader can determine the most important ideas.

In the courseware, students select the best summary. They also write a summary of an article. Remind students that summaries deal with main ideas and should include only the most important supporting details.

 **Differentiated Instruction**

ELL: Point out to students that summarizing more often, at the sentence level rather than the paragraph level for example, will help them comprehend more challenging texts.

Special Needs: Have students work in pairs to summarize the selection. Students should pause after reading each paragraph and take turns giving a verbal summary of the paragraph to a partner.

Above-level Students: Invite students to read several columns by one writer and then determine the writer's general reasons for writing these columns. After they read these columns, have them summarize the body of work.

 **Learning Objectives**

- Distinguish between stated and unstated main ideas and supporting details in an informational newspaper column.
- Examine supporting details for stated and unstated main ideas in an informational newspaper column.
- Analyze summaries of an informational newspaper column.
- Summarize an informational newspaper column after reading.

 **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:

- For homework, have each student locate a reading containing an unstated main idea. Have small groups choose one of the articles and explain to the class how they used details to arrive at the main idea.
- Ask students to work in pairs to write a paragraph with an unstated main idea. Then have them trade papers with another pair, who should determine the main idea in the new paragraph.
- Many newspapers contain a table of contents with summaries of key stories. Have students read the summaries and the articles to determine the accuracy of the summaries. How might students have written the summaries differently?

UNIT 24: Healthy, Wealthy, and Wise

Name: _____ Date: _____

Comprehension Skill: Use a Web Diagram to Identify Main Ideas and Supporting Details

Directions: You have learned that one effective way to identify the main idea of a reading passage is to first identify the main idea of each paragraph in the passage. In the outer ovals of the **Idea Web** below, record the main idea and the details used to support it for each paragraph. Then use those ideas to determine the main idea of the passage. Write the main idea of the passage in the box in the center of the web.

