

# UNIT 28 OPENER

## ▶ Preteach: Instructional Terms

Authors write **informational texts** to provide readers with fact-based knowledge. One type of informational text is a **news story**. News stories present information through description and fact. They may explain how something works, show how to do something, or communicate specific procedures or steps. News stories are part of media so they may appear in newspapers or on television news broadcasts. **Say: Tell about a time that you read a newspaper or watched a news broadcast to learn some information.** Point out to students that people may consult news stories to learn the weather forecast, gain information about current events, learn how to make barbecue sauce, or find out about interesting people.

When news stories communicate specific procedures, they include **steps in a process**. Such stories often include **diagrams** that support the text. Readers must move back and forth between the written description and the diagram to perform the task being described. **Say: Write the steps for performing a simple process such as mailing a letter or sending an e-mail. Include a diagram as part of your description.**

One strategy for comprehending and remembering the information in a news story is to **summarize**. A **summary** is a restatement in the reader's own words of the main ideas and important details in a written text. Summaries are generally shorter than the original text. When summarizing, readers can use headings and diagrams to isolate main ideas and important details. **Say: Tell me what you did yesterday.** If students provide short accounts of the most important events of the previous day, point out that they are summarizing.

As students read, they may encounter unfamiliar vocabulary. Students have already learned about using **context clues** to determine the meaning of such words. In this lesson, students will practice identifying and using **synonyms** and **antonyms** as context clues. Such signal words as *or* or *in other words* alert readers that the author is providing a synonym or an antonym to clarify an unfamiliar term. Offer this example for students:

The story you will read talks about recyclables, or trash. The clue word “or” signals for readers that *trash* is a synonym for the word *recyclables*.

Students may benefit from a review of the thesaurus, including its function, when to use it, and how to use it.

## ▶ Scope and Sequence at a Glance

**Genre:** Informational Text (Procedural Text)

**Title:** Battle of the Toys

**Cross-Curricular Connection:** Technology

**Comprehension Strategy:** Summarize

**Comprehension Skill:** Identify Steps in a Process

**Vocabulary Strategy:** Context Clues (Synonyms/Antonyms)

**Decoding Support:** Word Endings: **-ery, -ary, -ory** in Context of Synonyms/Antonyms

## ▶ Summary of Reading Passage

### *Battle of the Toys*

This news story describes the winning entries of the annual Sally Ride Science™ TOYchallenge: a virtual jump rope game, a pool toy, a board game, and a recycling game. Under the tutelage of their coaches, students from all over the country used math, science, and engineering skills to develop new toys. Winners received trips to Space Camp® and action figures made in their own likenesses.

*Lexile: 860*

*Word Count: 960*



## UNIT 28 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.

- abstract** Adjective. (1) Hard to understand. (2) Based on ideas or concepts rather than things.
- (1) Jake confused us with his **abstract** strategy for winning the game.
  - (2) **Abstract** art often illustrates an artist's feelings and thoughts.
- annual** Adjective. (1) Happening once every year; yearly. (2) Book published once every year. (3) Plant that lives for only one year.
- (1) Our **annual** holiday football game was canceled due to snow.
  - (2) My sister's high school yearbook is called The Riverside High **Annual!**
  - (3) Poppies and sweet peas are beautiful **annuals** for any garden.
- conceive** Verb. (1) Come up with or develop an idea. (2) Become pregnant.
- (1) Dr. Kline **conceived** a brilliant idea for helping plants grow bigger and stronger.
  - (2) An elephant gives birth 22 months after **conceiving**.
- devise** Verb. Form a new idea; invent.  
We will have to **devise** an experiment to test that theory.
- essential** Adjective. Necessary or needed.  
It's important to eat a good breakfast with **essential** proteins and vitamins.
- panel** Noun. (1) Group of people chosen to perform a task. (2) Flat material such as wood that forms part of a surface. (3) Surface mounted with controls, dials, or other instruments.
- (1) The jury consisted of a **panel** of eight women and four men.
  - (2) Drew installed oak **panels** along the walls of his office.
  - (3) A plane's large instrument **panel** helps pilots fly and control the aircraft.
- preliminary** Adjective. Coming before, usually to prepare for something else.  
Coach holds a **preliminary** meeting with the team before every soccer game.
- primary** Adjective. (1) Most important. (2) First or earliest. (3) Election held in order to choose a candidate for a political party.
- (1) Good health and happiness should be the **primary** concern.
  - (2) **Primary** school prepares students for junior high and high school.
  - (3) Every four years, state **primaries** are held to select nominees for president.
- remarkable** Adjective. Incredible or extraordinary.  
The great pyramids show **remarkable** skills in building and construction.

 **Destination Journal**

Ask students to write journal entries on this topic:  
**Write instructions for how to play a favorite game. Include a diagram.**

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

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

**Women in Engineering Careers** by Jetty Kahn. 1999. Capstone Press. (Below-level students.) This book provides biographies of women in the field of engineering. *Lexile: 810*

**Mae Jemison: The First African American Woman Astronaut** by Liza N. Burby. 1997. Rosen Publishing. (On-level students.) This book is a biography about Mae Jemison. *Lexile: 830*

**Dateline: Troy** by Paul Fleischman. 1996. Candlewick Press. (Above-level students.) This book retells Homer's *Iliad* by juxtaposing the text with contemporary news stories. *Lexile: 860*

**Books with Related Themes**

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

**Old-Time Toys** by Bobbie Kalman and David Schimpky. 1995. Crabtree Publishing. (Below-level students.) This book tells readers about nineteenth-century toys. *Lexile: 830*

**The Legend of the Teddy Bear** by Frank Murphy. 2000. Sleeping Press. (On-level students.) This book tells about the invention of the Teddy Bear. *Lexile: 860*

**The Secret of the Indian** by Lynne Reid Banks. 1989. Avon Books. (Above-level students.) The third book in The Indian in the Cupboard series tells how Omri and Patrick risk discovery of their secret when they need a friend's toy doctors. *Lexile: 870*



## LESSON 1 PLANNER

 Genre Study

Assess students' prior knowledge of **news stories** that communicate procedures or steps by asking them whether they have ever used written directions to complete a project. Perhaps they used written directions to build model airplanes or to install DVD players.

Alternatively, you might provide students with sets of sample directions to skim and scan. **Ask: What did you notice about how the directions were written?** Students may point out that the directions included numbered steps or diagrams.

Introduce to students the following characteristics of a news story:

- presents information with description and fact
- explains how something works
- shows how to do something
- communicates specific procedures or steps

Have students compare and contrast sets of written directions with text or video examples of procedural stories such as a cooking segment from a local news station or a craft article from the arts and entertainment section of a local newspaper. Students will note that news stories often include a narrative component that directions do not.

 Build Background

The subject of the slide show is science. Assess students' prior knowledge of this subject. **Ask: Does anyone know the name of the first woman who went into space?** Some students may know that her name is Sally Ride. **Ask: What do we call a scientist who travels into space?** Explain that in addition to being an astronaut, Ms. Ride is also a physicist, and she founded a company to encourage girls to pursue science, called Sally Ride Science™; it lets boys participate too.

Sally Ride Science™ has programs, camps, activities, festivals, projects, newsletters, games, and more—all about science! **Ask: Why should you learn more about Sally Ride Science™, even if you think you do not like science?** Help students understand that science can be fun, and Sally Ride Science™ helps to make science a fun learning experience.

 Learning Objectives

- Recognize distinguishing features of informational texts, including procedures.
- Recognize the author's purpose in writing informational texts, including procedures.
- Learn the meanings of grade-level and content vocabulary words in context.
- Recognize signal words that indicate synonyms and antonyms.
- Use context clues and signal words to determine the meaning of synonyms and antonyms in a sentence or paragraph.
- Write sentences demonstrating knowledge of synonyms and antonyms as context clues or grade-level vocabulary.

 QuickFact: Information Center

After earning advanced degrees in physics from Stanford University, Sally Ride took honors as the first American woman to be part of an orbital space mission. She was a member of the crew of space shuttle *Challenger* in June of 1983.



## LESSON 1 PLANNER (CONT.)

## Lesson 1: Genre and Vocabulary Study

### Vocabulary Strategy: Context Clues

Review with students how to use **context clues** to determine the meaning of unfamiliar words. Remind students that authors may provide **synonyms** or **antonyms** to clarify the meaning of an unfamiliar term. Clue words such as *in other words*, *is*, *or*, and *that is* can help readers spot synonyms. Clue words such as *but*, *however*, *until*, *instead of*, *yet*, and *while* can help readers spot antonyms. Use the following sentences to model this strategy for students:

The **preliminary** or **first** market tests show that kids respond well to this toy.

The **preliminary** tests are good, *but* I'd like to wait for **final** test results before investing in the product.

### Differentiated Instruction

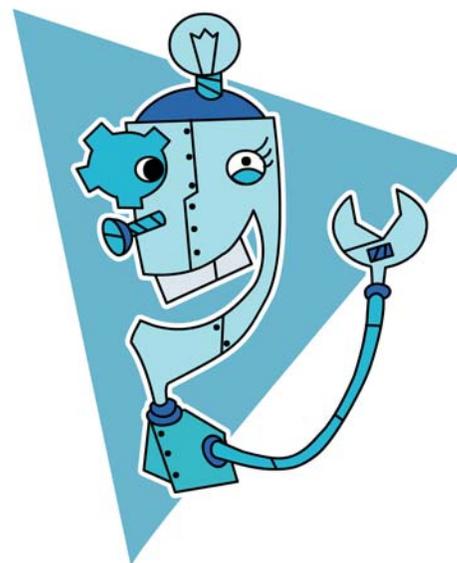
**ELL:** Review synonyms and antonyms with students. Encourage students to make note cards for the following words: *abstract*, *preliminary*, *remarkable*, *recyclables*. Students should write the word on one side of the card. On the other side of the card, students should write a list of possible synonyms and antonyms. Encourage students to consult these cards as they read the primary passage.

**Special Needs:** Encourage students to make reading reference note cards with the clue words that signal an author's use of a synonym or an antonym as a context clue for an unfamiliar vocabulary word. Students can keep the cards on their desks for reference as they read. It may help students to include some sample sentences on their cards as well.

**Above-level Students:** For each synonym or antonym used as a context clue in the primary reading passage, have students suggest another synonym or antonym that the writer might have used. Encourage students to consult thesauruses if necessary.

### Quick Connect Activities

- Have students use synonyms and antonyms as context clues for difficult words as they write about a group project in which they have participated.
- Have students write the answer to this question: Is decoding unfamiliar words a mystery to you, or have you learned one strategy for decoding unfamiliar words using context clues such as synonyms and antonyms? 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:

- Have each student complete a Venn diagram to compare and contrast directions with news stories that feature procedural explanations.
- Have each student write the steps in a simple process such as doing or turning in homework. Challenge students to include diagrams in their explanations.
- Have each student write five sentences about toys, including context clues such as synonyms and antonyms for difficult words in each sentence.

## LESSON 2 PLANNER

 **Comprehension Skill: Steps in a Process**

When explaining a procedure, writers of **informational texts** often include **steps in a process**. These steps explain how to do something in a point-by-point way. Writers also often include diagrams to support the text. Readers may work back and forth between the text and the illustrative diagrams as they complete a process.

Provide students with a sample text that describes how to do something such as make a paper airplane. Strip the text of any diagrams. Ask students to complete the task. Then, provide students with the same text. This time, complement the text with accompanying diagrams. Ask students to complete the task. Then, lead students in a discussion in which they compare and contrast the two experiences.

 **Comprehension Strategy: Summarize**

Explain to students that they should **summarize** when they want to comprehend and remember what they read. Tell students that summaries are shorter than the original text; include only main ideas and important details; and make use of diagrams, headings, and steps in the text as a means of organization.

In the courseware, students will choose the best summary of a text from a series of options. Help students learn to distinguish important details from unimportant details by eliminating specific facts, statistics, or examples. Help students understand that a summary is more general than the original text.

 **Differentiated Instruction**

**ELL:** Diagrams are excellent tools for helping students understand written text. Suggest that students draw their own diagrams anytime they encounter text that explains a procedure or process. Adding diagrams to study notes is a good way to comprehend and remember information.

**Special Needs:** For each possible summary of a text, have students write what is missing or what needs to be added to the example to make it a good summary of the text. It may help students to complete main idea and detail graphic organizers for each paragraph before working with summaries.

**Above-level Students:** Have students discuss why diagrams are essential to describing a process such as making origami while they may not be as important to a description of how to make chocolate chip cookies.

 **Learning Objectives**

- Recognize how diagrams provide visual support for a sequence of events or a procedure.
- Identify the correct sequence of instructions in a procedure.
- Recognize that the purpose of summarizing text is to improve reading comprehension.
- Identify the best summary of an informational text.

 **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:

- Using diagrams, have students write the steps for playing a favorite board game.
- Have students list the characteristics of a summary.
- Have students read a passage of informational text. Then have each student summarize the passage.

## LESSON 3 PLANNER

 Story Summary

This news story tells about the winning entries in the Sally Ride Science™ TOYchallenge held in Pawtucket, Rhode Island. The challenge is open to students in the fifth through eighth grades. The students, with the help of an adult coach, have nine months to design and build exciting new toys or games. Sally Ride sponsors the competition to encourage students, especially girls, to learn about science and engineering.

After defeating student teams from all over the country, four teams advanced to the finals and got the opportunity to present their toys or games to a panel of eight judges.

From Michigan, the Techno Toads tied for first place. Their winning creation was a virtual jump rope game called *Hop to It!* The team mounted movement sensors on a record player. As the turntable rotates, players have to jump to avoid the sensors. If a player missteps, a bullfrog croaks.

From California and sharing first place, the Aquatics designed a pool toy called Underwater Xtreme. The team created a battery-operated capsule that flashes and makes sounds. The capsule can be used for various pool games such as tag. Players can wear goggles that block the flashing light unless they look directly at the capsule.

Also from California and tying for second place, Alakazam! competed with a board game called *Skyscraper*, in which players compete to become head of a construction company.

From Ohio and sharing second place, the 21st Century Gamemakers created a board game called *Trash It?* in which players collect and sort trash for recycling. The directions for this game are included in the story.

The winners will enjoy a trip to Space Camp® in Alabama and receive action figures made in their own likenesses.

 Destination Journal

Ask students to write journal entries on this topic: **Describe an original toy that you might like to enter in the TOYchallenge. What would it do? What would it look like? What materials would you use? Who would you ask to help you and why? Include diagrams as part of your explanation.**

 Learning Objectives

- Read an informational text, including a procedure, to build vocabulary, fluency, and comprehension.
- Summarize after sections while reading an informational text, including a procedure, to increase comprehension.
- Identify steps within a sequence while reading an informational text, including a procedure.
- Use context clues to determine the meanings of synonyms and antonyms while reading an informational text, including a procedure.
- Demonstrate comprehension of an informational text, including a procedure.

 Assessment: Toolkit

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

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

- After students read the passage, have them write brief summaries of the main text. Remind students to include main ideas and important details.
- After students read the passage, have them write brief summaries of the game directions. Remind students to include main ideas and important details.
- After students read the main text, have them choose the best summary among a series of choices.

## LESSON 4 PLANNER

 **Comprehension Skill: Steps in a Process**

Remind students that **diagrams** can help writers clarify **steps in a process**. Diagrams work with a text to help readers visualize what the text describes. Provide students with written copies of the steps in a process, such as how to make a scrapbook. Also, give students a series of mixed-up diagrams that would accompany the directions. Have students place the proper diagrams with the corresponding text.

Then, have students create a series of diagrams to complement the instructions for playing *Trash It?*

 **Comprehension Strategy: Summarize**

Remind students to **summarize** when they are reading **informational texts**. Review with students the characteristics of a summary: shorter than the original; includes only main ideas and important details; makes use of diagrams and headings for structure.

Challenge students to summarize each paragraph from a chapter in either their science or history textbook. Then, have students combine their summary paragraphs into summaries of the entire chapter.

Remind students that they must distinguish between important and unimportant details when writing summaries.

 **Differentiated Instruction**

**ELL:** Before students work to summarize *Battle of the Toys*, they may need support for geographical, technological, and cultural terminology: *Pawtucket*; *Rhode Island*; *East Coast*; *West Coast*; *Michigan*; *Ohio*; *California*; *record player*; *turntable*; *Space Camp*; *Alabama*; *action figures*.

**Special Needs:** Suggest that when students draw diagrams they employ a color-coding system to make the diagrams clear for readers. For example, students might use black lines to show solid structures, red arrows to show movement, and blue icons to show changes of state.

**Above-level Students:** Have small groups of students create their own games. Tell students to write the directions for playing the game. Students should include complementary diagrams along with their directions.

 **Learning Objectives**

- Analyze a diagram to understand the sequence of steps in an informational text with a procedure.
- Identify the key characteristics of a good summary of an informational text.
- Write a summary of 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 students describe how diagrams help explain the steps in a process.
- Have students explain how summarizing is a useful reading tool.
- Have students explain the relationship between diagrams and directions.

UNIT 28: Battle of the Toys

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



**Comprehension Skill: Using a Chain-of-Events Chart**

**Directions:** You have learned how to use sequencing to analyze and better understand the steps in a process. As you read, write each step in a process in the **Chain-of-Events Chart** below.

**Title:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_