

UNIT 29 OPENER

▶ Preteach: Instructional Terms

Informational texts inform readers about real-life, factual topics, explain how something works, or give advice. Online informational texts are located on the World Wide Web. The Internet allows people to access information at any time from anywhere in the world. Two forms of online informational texts include **Web sites** and **Web logs**. Web sites provide information, and Web logs feature **posts**, or entries with people's comments, opinions, and feedback on a topic. Web sites may include **titles**, **subheadings**, **visuals**, **links** to other sites, **audio or video clips**, or links for **blogging**—creating posts on a Web log. Web sites are often created by people with special interests, companies that want to sell their products, or by public service organizations.

When reading Web sites or Web logs, users should identify the author's **viewpoint** and **biases**. Sometimes an author will state a viewpoint or bias directly; at other times, readers must infer this information through the author's choice of words. Readers should note the information an author includes about a topic and what the author leaves out or ignores. Readers should also identify the author's purpose for writing. Identifying an author's viewpoint and biases helps readers think critically about the information.

When reading complicated text, readers sometimes lose their focus and fail to comprehend information. **Monitoring comprehension** by calling on **prior knowledge** can help readers regain their focus. When a reader is lost, he or she should stop reading and ask these questions: *Have I seen or read something like this before? What do I already know about this topic or similar topics?*

As students read informational texts, they may encounter **homophones**, or words that sound the same but have different spellings and meanings. Students should use context clues to determine the homophone's correct meaning.

▶ Summary of Primary Reading Passage

The Midnight Sun

The information in this travel site encourages readers to plan trips to Norway, the land of the midnight sun. The site also explains the midnight sun—its definition, its causes, and its celebrations.

Lexile: 910

Word Count: 766

▶ Scope and Sequence at a Glance

Genre: Informational Text (Web site)

Title: The Midnight Sun & My Visit to the Edge of Night

Cross-Curricular Connection: Science

Comprehension Strategy: Monitor Comprehension (Prior Knowledge)

Comprehension Skill: Author's Viewpoint (compare across texts)

Vocabulary Strategy: Context Clues (Homophones)

Decoding Support: *au* and *aw*

▶ Summary of Secondary Reading Passage

My Visit to the End of Night

This Web log features a series of posts by a teenager from Ecuador who travels to Longyearbyen, Norway, as part of an exchange program.

Lexile: 830

Word Count: 629



UNIT 29 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.

axis Noun. (1) Imaginary straight line around which an object spins.

- (2) Line that runs along the side or bottom of a graph.
- (1) Earth spins on its **axis**, creating night and day around the world.
- (2) Points A and B are located on the Y **axis** of this graph.

cite Verb. (1) Refer to. (2) Use as proof to support an argument. (3) Quote directly from a written work. (4) Recognize someone with a medal or award.

- (1) Grandpa will often **cite** his experiences growing up in Germany.
- (2) Michael is going to **cite** several examples of poems that don't rhyme.
- (3) If you use text directly from a source, **cite** it in your research paper.
- (4) Juvia was **cited** for her selfless work with the Red Cross.

flair Noun. (1) Style or unique quality. (2) Special skill or ability.

- (1) The dresses she designs have a **flair** all their own.
- (2) Brandon has a **flair** for constructing things with his hands.

flare Verb. (1) Shine or flash with a sudden light. (2) Become suddenly violent or angry. (3) Spread outward. Noun. (4) Fire or blaze of light used to attract attention.

- (1) The crowd gasped in delight as fireworks began to **flare** overhead.
- (2) Tempers **flared** when the discussion got personal.
- (3) As Mindy spun around, the skirt **flared** around her ankles.
- (4) The crew of the sinking ship shot several red **flares** into the sky.

hemisphere Noun. One-half of a sphere or ball, such as the planet Earth. Australia is located in the earth's Southern **Hemisphere**.

horizon Noun. (1) Horizontal line where the earth and sky appear to meet. (2) Range or scope of experience.

- (1) Maya watched quietly as the sun rose over the **horizon**.
- (2) Attending college will surely broaden a student's **horizons**.

phenomenon Noun. (1) Fact or event that can be observed. (2) Something extraordinary or remarkable.

- (1) Hurricanes, like earthquakes and tornadoes, are a natural **phenomenon**.
- (2) Many consider the existence of UFOs a strange, unexplained **phenomenon**.

rite Noun. Special act of ceremony or celebration. Fishing with Grandpa Joe is considered a **rite** of passage in my family.

twilight Noun. Time of day right after sunset when the sky is beginning to get dark. Birds sing loudly at **twilight** as if they are saying good-bye to the day.

 **Destination Journal**

Ask students to write a journal entry on this topic:
If the sun never set or if it never got dark where you live, how might your life and your activities be different?

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

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

Bill Gates: Helping People Use Computers by Charnan Simon. 1997. Children's Press.

(Below-level students.) This is a biography of Bill Gates and his work in the field of computers.

Lexile: 830

Choosing a Career in Computers by Chris Weigant. 1997. Rosen Publishing Group.

(On-level students.) This book provides career descriptions for those interested in working in the field of computer technology. *Lexile: 850*

Tru Confessions by Janet Tashjian. 1997.

Scholastic, Inc. (Above-level students.) This book is about Tru who keeps an online computer diary. *Lexile: 920*

Books with Related Themes

Students who are fascinated by the Arctic and the Antarctic may find these books intriguing.

Arctic Babies by Kathy Darling. 1996.

Scholastic, Inc. (Below-level students.) This book contains short descriptions of animals that live in the Arctic. *Lexile: 820*

Antarctic Journal by Jennifer Owings Dewey.

2001. Scholastic, Inc. (On-level students.) This noted children's writer and illustrator chronicles the four months that she spent in the Antarctic.

Lexile: 860

Matthew Henson and Robert Peary, The Race for the North Pole by Laurie Rozakis. 1994.

Blackbirch Press. (Above-level students.) This is the biography of these North Pole explorers.

Lexile: 910



LESSON 1 PLANNER

 Genre Study

Assess students' prior knowledge of **online informational texts** by asking them to compare informational sites with Web logs. **Ask: How have you used informational sites and blogs on the Internet? How are they alike, and how are they different?** Students may note that Web sites seek mainly to provide information, while Web logs also include entries with people's comments.

Introduce the following Web site features:

- Titles, headings, and subheadings
- Pictures, photographs, or other visuals
- Links to information both on the site and elsewhere
- Audio or video clips
- Links for blogging

Remind students that they must verify the reliability of online texts by checking the source of the information. Web sites sponsored by the government or by reputable organizations tend to be more reliable than *.com* sites.

 Build Background

The subject of this slide show in the courseware is the North Pole. Assess students' prior knowledge of the topic. **Ask: What is the North Pole? What images come to mind when you hear "North Pole"?**

The slide show discusses the topography and geography of the North Pole, the magnetic north, and land-versus-glacier exploration. Explain to students that the geographic North Pole, the northern end of Earth's axis, is different from magnetic North Pole, the direction to which compasses point.

Remind students that during the last ice age, much of North America and northern Europe was covered in glaciers like those that now exist in the Arctic. **Ask: What geographic features in North America are often attributed to glaciers? What events within the last 100 years also relate to glaciers?**

 Learning Objectives

- Recognize the distinguishing features of informational texts, including Web sites.
- Recognize the author's purpose in writing informational texts, including Web sites.
- Recognize the distinguishing features of informational texts, including Web logs.
- Recognize the author's purpose in writing informational texts, including Web logs.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use context clues to determine the meanings of homophones.
- Create sentences demonstrating knowledge of homophones, context clues, or grade-level vocabulary.

 QuickFact: Roald Amundsen

Roald Amundsen, born in Norway in 1872, became one of the greatest polar explorers. In the spirit of previous Norwegian explorers, such as Erik the Red and Leif Eriksson, Roald Amundsen and his team became the first explorers to visit the South Pole. Amundsen's other credits include being the first to sail the northern coast of Canada, the first to sail through the Northwest Passage, and one of the first to fly over the North Pole.



Vocabulary Strategy: Homophones

Explain to students that **homophones** are words that sound the same but have different spellings and meanings. Tell students to use context clues to determine the meaning of a homophone in a sentence. As students look for these clues, suggest that they examine punctuation as well as other words, sentences, and paragraphs that surround the homophone.

Provide students with these examples:

- stare/stair
- hare/hair
- cite/sight
- flair/flare

Write the following sentence on the board: *Jack always stares at me with wide eyes when I head for the stairs that lead to the lab.*

Model for students how to use context clues to determine the meanings of the homophones *stares* and *stairs*. "Jack" stares with his eyes. The speaker heads for the stairs, a series of successive steps that lead to the lab.

Differentiated Instruction

ELL: Direct students' attention to the example above, and encourage them to write sentences such as the one above, within which they use two homophones correctly. Then, have students read their sentences aloud to the class. Have class members explain the use of the homophones in each sentence.

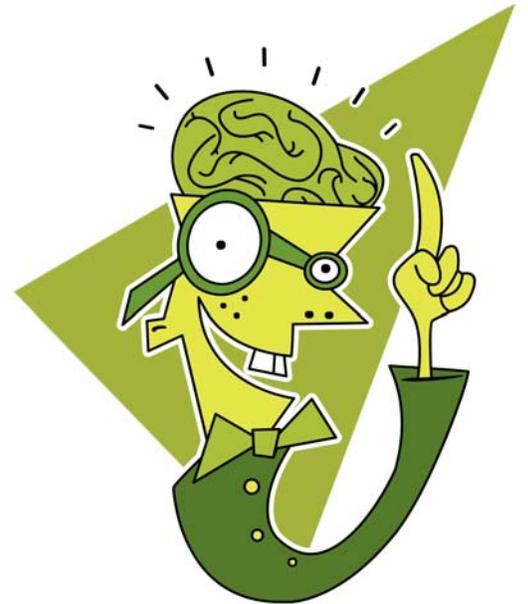
Special Needs: Help students create homophone reference charts that they can consult as they read the passages.

Above-level Students: Challenge pairs of students to create homophone board games. Suggest that students create game cards that include sentences in which various homophones are each used several times. Players must supply the correct homophones in order to advance. Provide students with the following example: *When a hare stares at him from the stairs, his hair stands on end.*

Quick Connect Activities

Have each student write a few paragraphs that describe and promote your town or community. Tell students that their purpose is to attract tourists. Challenge students to use multiple homophones in their writing.

Have students write the answer to this question: **Is decoding unfamiliar words a mystery to you, or have you learned a strategy for decoding homophones by using context clues? 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:

- Ask students to list and describe common Web site elements.
- Have students view a school-approved Web site and ask them to identify the Web site author's purpose.
- Ask students to define homophones, give examples, and write sample sentences.

LESSON 2 PLANNER

Comprehension Skill: Author Viewpoint and Bias

When using Web sites or Web logs, readers should identify the author's **viewpoint** and **biases**. Although an author may state his or her viewpoint or biases directly, it is more likely that readers must infer this information. To help students identify an author's viewpoint, provide them with the following checklist:

- √ *Which words does the author use, and what associations do I have with these words? For example, does the author say disagreement or fight?*
- √ *What information is the author leaving out? What unanswered questions do I have about this subject?*
- √ *What is the author's purpose for writing? Is he or she writing to inform, persuade, describe, explain, or entertain?*

Identifying an author's viewpoint helps readers maintain a distinction between the author's views and their own.

Comprehension Strategy: Monitoring Comprehension (Prior Knowledge)

When reading becomes difficult, readers sometimes lose focus and fail to comprehend information. **Monitoring comprehension** by accessing **prior knowledge** can help readers refocus their attention. When a reader is lost, he or she should stop reading and ask these questions: *Have I seen or read something like this before? What do I already know about this topic or similar topics?* Answers to these questions will help readers clarify the text. Use a passage from a classroom text to model this strategy for students.

Differentiated Instruction

ELL: Ask students to make personal connections to different places with different climates and characteristics, and suggest that they add these connections to reading notes in the form of quick sketches or key words and phrases.

Special Needs: Help students use the questions above to create an author's viewpoint chart that they can fill in as they read the passages.

Above-level Students: In small groups, have students discuss the importance of identifying an author's viewpoint and purpose. **Ask:** **What might happen to a society if people did not know how to think for themselves?**

Learning Objectives

- Recognize the author's viewpoints and biases in informational texts, including Web sites and Web logs.
- Determine the author's viewpoints and biases in two informational texts by identifying information in the texts and omitted information.
- Recognize the purpose of relating a text to prior knowledge as a strategy for monitoring comprehension.
- Identify how the use of prior knowledge helps to monitor comprehension.

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:

- Provide each student with a newspaper editorial. Have students use the checklist to identify the author's viewpoint.
- Have students explain why it is important to identify an author's viewpoint.
- Provide each student with a challenging reading passage. As students read, have them note information from the text that they can relate to previous knowledge.

LESSON 3 PLANNER

Lesson 3: Summary and Journal Writing

 Primary Story Summary

This travel Web site encourages readers to plan trips to Norway, the land of the midnight sun. The midnight sun occurs north of the Arctic Circle. Here the Earth's tilt in proximity to the sun causes daylight to last for over 70 days during summer months.

When these much anticipated days of light arrive, the people living in the Arctic regions welcome them with activity. Gardeners grow flowers and vegetables. Road and home repairs take place through the night. Others just take the opportunity to read all night long.

Many communities hold festivals and celebrations in honor of the midnight sun. One of the most famous of these celebrations is Norway's Sankt Hans, during which people build bonfires along the beaches, grill sausages, and stay up late.

 Secondary Story Summary

Alandra V., a seventeen-year-old from Quito, Ecuador, visits Longyearbyen, Norway, as part of an exchange program. Alandra enjoys photography, so she wants to photograph the land of the midnight sun. Her blogs chronicle her days in Norway.

Alandra describes her host family and comments on the cold weather that is very different from the weather in Ecuador. Alandra finds that she has trouble sleeping without the benefit of night and explains the phenomenon of the midnight sun. She describes a fake marriage ceremony that she witnesses as part of the Sankt Hans celebration and states that she will miss Norway and her new family when she leaves.

 Destination Journal

Ask students to write a journal entry on this topic: **When you are older, do you think that you might like to visit another country as part of a student exchange program? Explain. If your answer is yes, which country would you like to visit? How might you prepare for a visit to this country?**

 Learning Objectives

- Read a Web site to build vocabulary, fluency, and comprehension.
- Use prior knowledge to monitor comprehension while reading a Web site.
- Recognize the author's viewpoints and biases by noting included and omitted information while reading a Web site.
- Use context clues to determine the meanings of homophones while reading a Web site.
- Demonstrate comprehension of a Web site.
- Read a Web log to build vocabulary, fluency, and comprehension.
- Recognize the author's viewpoints and biases by noting included and omitted information while reading a Web log.
- Use prior knowledge to monitor comprehension while reading a Web log.
- Use context clues to determine the meanings of homophones while reading a Web log.
- Demonstrate comprehension of a Web log.

 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 passages, have them compare and contrast the two passages. Ask students to write or speak about ways the two are alike and different, including author's purpose and word choice.



LESSON 4 PLANNER

Lesson 4: Comprehension Skill and Strategy

Comprehension Skill: Author's Viewpoint and Biases

Help students identify **biased** writing by providing them with the following checklist:

- √ Presents only one perspective or one side of an argument
- √ Exaggerates positive or negative aspects of subject
- √ Uses language that appeals to emotion rather than reason

Tell students that balanced writing presents positive and negative aspects of a topic and attempts to use neutral language. Identifying an author's purpose for writing is a good first step in identifying an author's biases. Invite students to apply this checklist to the reading passages.

Comprehension Strategy: Monitoring Comprehension (Prior Knowledge)

Remind students that when they are reading and find themselves confused, they should pause to ask and answer these two questions:

"Have I seen or read something like this before?"

"What do I already know about this topic or similar topics?"

While reading the passages, many students may find the descriptions of Earth's axis and tilt confusing. Encourage students to apply this comprehension strategy as they read these sections of text.

Differentiated Instruction

ELL: Ask students to describe the seasons as they relate to the lengths of days in other countries where they have lived. Help students locate these countries on a globe, noting their proximity to the equator and the poles. Help students understand how Earth's tilt and proximity to the Sun are responsible for shorter and longer days.

Special Needs: Using the points above, help students create author bias checklists to apply as they read. Suggest that students annotate the checklists with examples for each point.

Above-level Students: Have student pairs select topics about which both students are familiar. Ask one student to write a biased piece about the topic while the partner creates a balanced account. Then, invite student volunteers to read the passages to the class. Challenge the class to identify the biased passage and the balanced passage and to explain their choices.

Learning Objectives

- Compare and contrast author's viewpoint/bias in informational text on a Web site and in a Web log.
- Use prior knowledge to monitor comprehension.
- Evaluate the usefulness of using prior knowledge to monitor comprehension.

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 explain how to identify bias in writing.
- Ask students to explain the characteristics of balanced writing.
- Ask students to explain how prior knowledge can help them decipher difficult text.



UNIT 29: The Midnight Sun & My Visit to the End of Night

Name: _____ Date: _____

 **Comprehension Strategy: What's Up on the Web?**

Directions: You have learned to identify author's viewpoint and you have compared viewpoints in two texts. A chart is a useful tool to keep track of author's viewpoint when comparing texts. First record the genre and author's purpose. Then use the chart below to record examples of positive and negative comments you find in the text. When you've finished reading, add up the total positive and negative comments and conclude whether the author's viewpoint was balanced or biased.

Genre: _____

Author's Purpose: _____

Examples of Positive Comments	Examples of Negative Comments

Author's Viewpoint (circle one)

Balanced Biased