

UNIT 04 OPENER

▶ Preteach: Instructional Terms

Students should be familiar with reading **informational text**, which provides them with fact-based knowledge. Informational text may be the nutrition information on a cereal box, the content of a textbook, or the directions for assembling a toy. One of the most common forms of informational text is **newspaper articles**. **Ask: What kinds of articles do you expect to find in a newspaper? Why do many people begin the day by reading a newspaper?**

Most newspaper articles are presented in a predictable format. Provide a large image of a newspaper as you show these features to students. At the top of the article is a **headline**, which is a large-type summary of what is contained in the article. Under the headline, the writer's name appears in the **byline**. Newspaper articles are **set in columns** of type to accommodate many articles on a page and make them easier to read.

Newspapers have several characteristics that help readers understand an article. **Photographs** and **illustrations** help readers visualize the content of an article. **Subheads**, small headlines within an article, help readers find information. **Sidebars** are additional smaller articles that highlight a longer aspect of an article. A **running head** gives a short version of the headline at the top of each page of a long story.

Point out that as students read informational text, they will see that each paragraph has a **main idea** and **supporting details**. The main idea is the major point of the paragraph, and the supporting details explain the major point. Challenge students to find the main idea in the following paragraph:

Newspapers contain information that people use in their everyday lives. News articles tell about interesting events in the world, the nation, and the community. The opinion pages show what people think. Comics and puzzles entertain and challenge readers, and advertisements may help people find good prices for things they need.

Students will benefit from learning to **summarize**, or state a shorter version of, informational text. Encourage students to pause after each paragraph to summarize its message.

▶ Scope and Sequence at a Glance

Genre: Informational Text (Newspaper Article)

Title: Cool Kid Inventions

Cross-Curricular Connection: Technology

Comprehension Strategy: Summarize

Comprehension Skill: Identify Main Idea and Supporting Details

Vocabulary Strategy: Context Clues (Multiple-Meaning Words)

Decoding Support: Vowel Patterns in Longer Words

▶ Summary of Reading Passage

Cool Kid Inventions

This magazine article discusses the fact that young people have invented items that are now in common use. For example, it tells the story of young Chester Greenwood, who invented earmuffs. It also reports that ten-year-old Becky Schroeder invented a clipboard that glows in the dark, and that nine-year-old Chris Haas designed a basketball that helps children shoot correctly.

Lexile: 509

Word Count: 502



UNIT 04 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 aloud its definitions.

beneath Preposition. (1) Under. (2) Not worthy of.

- (1) Katie's rabbit is hiding **beneath** the bed.
- (2) Ben feels it is **beneath** him to sit with the kindergartners.

business Noun. (1) Buying and selling of goods and services. (2) Company that makes products or provides services. (3) Concern.

- (1) Kay's knowledge of **business** will help us sell more clothing.
- (2) Mr. Jenkins started his own pet sitting **business**.
- (3) My feelings about the subject are none of their **business**.

glow Verb. (1) Shine or give off a soft light. (2) Show feelings of warmth.

Noun. (3) Soft light.

- (1) A full moon will **glow** brighter on a clear night.
- (2) The children **glowed** when their parents cheered and clapped at the school play.
- (3) The sign flashed with a strange red **glow**.

invent Verb. (1) Create or make something new. (2) Make up.

- (1) For her science project Meghan **invented** a robot that washes dishes.
- (2) Justin **invented** a tale about why he was late to class.

patient Noun. (1) Someone in the care of a doctor or other medical worker.

Adjective. (2) Able to wait without getting upset or angry.

- (1) The **patient's** bandages will be removed tomorrow.
- (2) Please be **patient** while waiting for your turn.

realize Verb. (1) Come to know or be aware of something. (2) Achieve.

- (1) Monica **realized** she hadn't studied well enough for her test.
- (2) My family finally **realized** our dream of a new house.

 **Destination Journal**

Have students write a short explanation of what they expect to find in a newspaper. Ask them to refer to specific types of information and to reflect on how a newspaper helps its readers perform everyday tasks such as shopping and cooking.

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

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

***Lew Wallace Boy Writer* by Martha E. Schaaf. 2001. Patria Press, Inc.** (Below-level students.)

This fictionalized biography recounts the life of a boy who became an inventor, a statesman, and a writer. *Lexile: 570*

***Thomas Alva Edison: Great Inventor* by Nancy Smiler Levinson. 1996. Scholastic Inc.** (On-level students.) This biography tells the story of the most famous inventor from the United States. *Lexile: 620*

***African-American Inventors II* by Susan Henderson. 1998. Capstone Press.**

(Above-level students.) This book briefly describes the contributions of five African-American inventors. *Lexile: 680*



LESSON 1 PLANNER

 Genre Study

Determine students' prior knowledge of newspaper articles by asking whether any students have read a newspaper. Ask students how they can tell the topic of a newspaper article. Students will probably mention the headline, first paragraph, and photographs or illustrations as the key clues in determining the content of the article. As you work through the information about newspaper text features, use an enlarged version of a paper to help students see the features.

Assist students in identifying the following text features that are common to most newspaper articles:

- A headline is the large title above each article.
- A byline identifies who wrote the story.
- Articles are set in columns of type.
- Photographs or illustrations with captions are used to create visual interest and assist understanding.
- Subheads divide articles.
- Sidebars are short articles that relate to a large one.
- A running head is a title that appears at the top of each page of a multi-page article.

As you discuss the features, elicit from students how each feature helps readers select articles of interest and understand what they are reading. Also, invite students to consider why reporters write news articles. Students may mention that reporters enjoy writing, that they want to share information, and that reporting is their profession.

Share the Pen: Write a short news article about an event—for example, a class field trip or a school program. When the article is complete, create a headline and suggest pictures that could accompany it.

 Build Background

The subject of this brief slide show in the courseware is famous inventors and inventions of the past. Assess what students know about inventors and inventions. **Ask: What are the names of some famous inventors? What would it take to create a successful invention?**

Remind students that inventors need to be curious and knowledgeable. **Ask: What other qualities must an inventor have?**

 Learning Objectives

- Recognize distinguishing features of newspaper articles.
- Recognize the author's purpose in writing newspaper articles.
- Learn the meanings of grade-level and content vocabulary words in context.
- Recognize that some words have multiple meanings.
- Use the context to determine the meaning of multiple-meaning words.
- Create sentences to demonstrate knowledge of multiple-meaning words or grade-level vocabulary.

 QuickFact: Edison

Thomas Edison is one of the most productive inventors from the United States. He received 1,093 U.S. patents for his work. Among his many contributions were the electric light system, the phonograph, and motion pictures.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

▶ Vocabulary Strategy: Context Clues

Review with students the concept of context clues, which are hints within the text that help determine a word's meaning. This lesson shows how context clues help readers determine which meaning of a multiple-meaning word applies to a given sentence.

Work through the examples in the courseware, such as *duck*, *cast*, and *block*. Challenge students to write at least two sentences for multiple-meaning words in the vocabulary list.

▶ Differentiated Instruction

ELL: These students may benefit from working together to determine the variety of meanings for words used in the courseware and passage. For example, *spring*, *light*, and *drive* have several meanings. Invite students to construct an illustrated dictionary that will define and illustrate several meanings for each word.

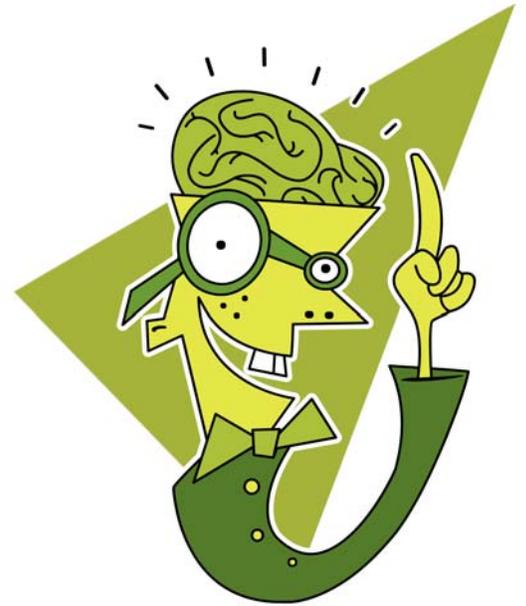
Special Needs: Assist these students in learning the parts of news articles by writing the text feature terms on self-stick notes. Have students place the labels near the corresponding feature on a news article.

Above-level Students: Invite students to analyze the different sections of a newspaper. Ask them to read articles in the news, opinion, and feature sections of a newspaper. Then have them discuss which articles are most interesting, most thought-provoking, and most useful.

▶ Quick Connect Activities

Have students write short articles for a class newspaper. Ask students to write headlines for the articles. Combine their articles and circulate the finished product to families.

Invite each student to consider whether he or she would want to be an inventor. Ask students to write about the kind of preparation necessary for becoming an inventor and to indicate the frustrations and rewards they might encounter.



▶ Destination Journal

Invite students to have some fun writing sentences with multiple-meaning words. Challenge them to use one word twice in a sentence, using a different meaning each time. For example: The dog started to bark when it rubbed against the rough bark of the tree.

▶ 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 students work in small groups to name the parts of a news article.
- Have students write original sentences that include the vocabulary words from the lesson.

LESSON 2 PLANNER

Comprehension Skill: Identify Main Idea and Supporting Details

The courseware uses a concept wheel to introduce features of main ideas and details. Draw a web diagram, and use it to show the relationship between the main idea and the details that support it.

The courseware teaches that opinions are not supporting details. Help students differentiate between opinions, which are based on feelings, and facts, which can be proved. Use this example: Your grade on a test is a fact. Whether you thought the test was easy or hard is your opinion.

Comprehension Strategy: Summarizing

Explain to students that summarizing will help them understand what they are reading. Point out that summarizing as they read will allow them to keep track of important ideas. Remind students to ask themselves this question as they read: What is the main idea of this paragraph or section of a passage?

The courseware walks students through a news article about service dogs to illustrate how to use details to summarize a paragraph. Students will also have an opportunity to write a summary using a Blog template.

Differentiated Instruction

ELL: Spanish-speaking students may recognize the similarity between the English term *summary* and the Spanish word *sumario*, which has the same meaning. *Sumario* may be used as a noun or an adjective.

Special Needs: Have students use one color to highlight the main idea in a paragraph and another to highlight the details. Point out that the main idea often is found in the first or last sentence of a paragraph.

Above-level Students: Invite students to condense their summaries further by having them write telegraphic responses to the classic journalism questions: who, what, why, where, when, and how. The responses should convey the main idea of the reading material.

Learning Objectives

- Recognize a topic sentence in a paragraph.
- Identify the topic sentence in a paragraph that contains the main idea.
- Identify details supporting the main idea or topic sentence in a paragraph.
- Recognize that summarizing is a strategy to improve reading comprehension.
- Identify the best summaries of informational texts.

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 in groups to find the main idea and supporting details for paragraphs in newspaper or magazine articles.
- After groups have decided on main ideas and supporting details for the articles, have them write short summaries of the articles. Have groups trade their work and critique the summaries written by classmates.

LESSON 3 PLANNER

Lesson 3: Summary and Journal Writing

 Story Summary

This newspaper article tells about items invented by children. The article gives details about three useful inventions that children created.

The first invention discussed is earmuffs, which were invented by Chester Greenwood in Farmington, Maine, in 1873. Young Greenwood wanted to go skating, but the cold wind hurt his ears. With help from his grandmother, he put fur pieces on his hat. The fur covered his ears and kept them warm. Later, he changed and improved the design. As an adult, Greenwood had a factory that made thousands of pairs of earmuffs.

The next invention is the work of Becky Schroeder, who couldn't do her homework in the dark of the car. She decided to cover a clipboard with paint that would glow in the dark. She patented her invention and started a company that sold Glo-Sheets. Now her invention helps many people work in the dark.

The last invention is an improvement on the basketball. Chris Haas painted hands on a basketball to show where a player should hold the basketball to shoot correctly. A manufacturer saw the invention and began to make the basketballs. Now they are sold all over the world.

The article concludes by encouraging readers to be creative and look at problems in a different way.

 Destination Journal

Ask students to write journal entries on this topic: **Chester Greenwood, Becky Schroeder, and Chris Haas invented items because of a situation in their lives that they wanted to change. Think about a situation in your life that you want to improve, such as a skill you want to acquire or a difficulty you would like to overcome. Then write about an invention that would help you achieve this goal. Be as specific as you can about why the invention is necessary and how it would work.**

 Learning Objectives

- Read a newspaper article to build vocabulary, fluency, and comprehension.
- Summarize text of a newspaper article at appropriate points while reading.
- Identify the main idea and supporting details while reading a newspaper article.
- Use context clues while reading a newspaper article to determine meanings of multiple-meaning words.
- Demonstrate comprehension of a newspaper article.

 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:

- Have students work in small groups to make a list of the features found in newspaper articles.
- After students have read the article, have each of them write a brief summary of it. Remind students that summaries include main ideas and important details. Not all supporting details are important enough to be in a summary.



LESSON 4 PLANNER

Comprehension Skill: Main Idea and Supporting Details

The courseware explains how journalists organize their writing to give the most important news first. **Ask: Why would it be important to give the main idea first in a news story?**

Point out that journalists put the most important news first, use key points and examples to help their readers understand the article, and emphasize the main idea. Encourage students to read articles in your community newspaper and to look for these qualities in the writing.

Comprehension Strategy: Summarizing

Remind students that although a summary is short, it is important because it contains the main idea in a text. In the courseware, Ann Droid teaches summarizing by using informational text about the Pulitzer Prize. **Ask: How do summaries help readers?**

Have students check Ann Droid's work with the Pulitzer Prize article. Review each point that the magnet selected. **Ask: Why was this point important enough to be selected by the magnet?**

Differentiated Instruction

ELL: Point out that headlines and news articles rely on key words to get their information across. If students are having difficulty understanding an article, they should look up key nouns and verbs in a dictionary.

Special Needs: Point out that newspapers summarize articles in their headlines. Have students read a headline and predict what the article will be about. Then have them check their prediction by reading the full article.

Above-level Students: Have students work with news articles in a paper that serves your community. Challenge them to read the first paragraph of a news article and evaluate the paragraph to determine whether it emphasizes the most important aspect of the news.

Learning Objectives

- Distinguish between main ideas and details in a paragraph.
- Identify the key characteristics of a good summary of informational text.
- Write a summary of a paragraph of 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:

- In pairs or small groups, have students write an informational paragraph and determine the main idea and supporting details. Ask each group to share its paragraph with the class.
- Ask students to summarize informational reading that they have done for other classes. Invite them to make outlines or web diagrams that show the relationship between main ideas and supporting details. Have students evaluate the work of their classmates.

UNIT 04: Cool Kid Inventions

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 a passage on the box and the supporting details on the slanted lines.

Passage Title:

