

ACTION TEACHING GUIDE



September 6, 2010

**ISSUE DATES
2010-2011**

SEPTEMBER 6

SEPTEMBER 20

OCTOBER 4

OCTOBER 25

NOVEMBER 8 & 22

DECEMBER 6

JANUARY 10

JANUARY 31

FEBRUARY 14

MARCH 7

MARCH 28

APRIL 18

MAY 9

**QUESTION ABOUT
YOUR SUBSCRIPTION?
PHONE: 1-800-SCHOLASTIC
E-MAIL: www.scholastic.com/custsupport**

Action gives you HIGH-interest articles for teen students, all at an accessible LOW reading level.

New resources—free for you! Welcome back to school! We hope you love our new, improved teaching guide, with three step-by-step lesson plans. Plus, we have more great content on our Web site, www.scholastic.com/actionmag. There you'll find:

- five free bonus skills sheets per issue
- great videos to get kids excited to read articles in the magazine
- an index of articles by subject and skill—and much more!



And don't miss this! We now also offer differentiated articles at www.scholastic.com/actionmag. Versions are available in three reading levels.

Thanks for subscribing, and let me know what you think of our new content!

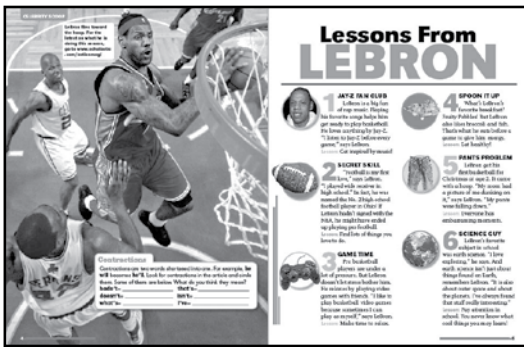
Sarah Jane Brian, Editor
sbrian@scholastic.com

ISSUE-AT-A-GLANCE: reading levels, skills, and standards

PAGE	ARTICLE	READING LEVEL	SKILLS	STANDARDS*
4	CELEBRITY SCOOP Lessons From LeBron	Lexile 610/ Dale-Chall Grade 3	CONTRACTIONS	1, 6, 11, 12
6	READERS THEATER PLAY Avatar	Dale-Chall Grade 4	FLUENCY AND SEQUENCE OF EVENTS	1, 3, 4, 6, 11, 12
12	TEEN SPOTLIGHT On Drugs at 13	Lexile 520/ Dale-Chall Grade 3	READING COMPREHENSION: TEST PREP	1, 3, 11, 12
16	CURRENT EVENTS Texting Can Kill	Lexile 770/ Dale-Chall Gr. 4	READING A BAR GRAPH	1, 11, 12
20	DEBATE No Teens Allowed	Lexile 790/ Dale-Chall Grade 4.5	FACT VS. OPINION	1, 3, 5, 6, 11, 12
22	REAL-LIFE READING Your Best Budget	N/A	MAKING A BUDGET	1, 12
24	VOCABULARY PUZZLE Zoë Saldana	N/A	VOCABULARY WORDS IN CONTEXT	1,12

*See p. T5





LESSON PLAN: Writing Quotations

Use with “Lessons From LeBron,” pages 4-5

STANDARDS:

NCTE & IRA Standard
6—see page T5

TIME ALLOTMENT:

20 minutes

MATERIALS:

- *Scholastic Action* magazine—September 6, 2010, issue
- white and/or colored paper
- scissors

OBJECTIVE:

To understand and utilize quotations

PREPARATION:

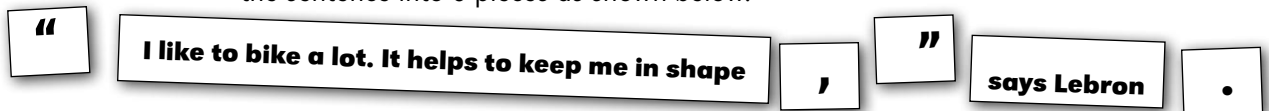
Cut paper into 2-inch-wide strips

PROCEDURE:

- **2 Minutes:** Ask students what quotations, or quotes, are. What purposes do they serve? (Quotations show the exact words a person said. They can help show the reader what that person believes.)
- **3 Minutes:** Have students read “Lessons From LeBron” on page 5. Pause after the first quote in the first section. Explain the format of the quotation—beginning quotation marks, the words the person said, comma, closing quotation marks, the verb “says” or “said,” who said the quote, and a period to end the sentence.
- **5 Minutes:** Instruct students to read the remainder of the article and underline quotations as they go.

ASSESSMENT:

- **5 Minutes:** Following is an additional LeBron James quote: “I like to bike a lot. It helps to keep me in shape,” says LeBron. Have each student print it on a strip of paper. (Tip: Leave space between words and punctuation.) Next, have students cut the sentence into 6 pieces as shown below.



- **5 Minutes:** Instruct students to mix up the pieces and reassemble the sentence into correct quotation format. As time permits, have students write their own quotes and repeat the activity.

MODIFICATIONS

- For a student who has a visual processing disorder, use a different color paper for each quote.

EXTENSIONS

- Introduce different formats of quotations, such as those that begin with the speaker. (For example: LeBron said, “I’m terrible at tennis. The ball comes too fast!”)
- Have students think of synonyms for “said” to use in quotations. Explain that different words convey different meanings to the reader. For example, you might use words such as “stated” or “explained” if someone said something plainly. But if someone said something with emotion, you might use words like “exclaimed” or “demanded.”



LESSON PLAN: Understanding Text Features

Use with “On Drugs at 13,” pages 12-14

STANDARDS:

NCTE & IRA Standards
1 and 3—see page T5

TIME ALLOTMENT:

40 minutes

MATERIALS:

- *Scholastic Action* magazine—September 6, 2010, issue
- blackboard, large chart paper, or interactive whiteboard

OBJECTIVE:

To identify and understand the purposes of nonfiction text features

PREPARATION:

On your blackboard, whiteboard, or chart paper, draw the following chart:

TEXT FEATURE	WHAT IT DOES	SYMBOL
Headline	Tells in a few words what the article is about	☆
Subtitle	Summarizes the article in a sentence or two	×
Subheading	Organizes the article into parts and gives clues about what’s to come	✓
Caption	Gives information about a picture	□
Byline	Names the writer of the article	○

PROCEDURE:

- **2 minutes:** Have students turn to page 12 and look at the article “On Drugs at 13.” Explain that this is a nonfiction, or true, article.
- **5 minutes:** Ask students to look for features that catch their attention. Provide correct terminology for the features, including:
 - **Headline** (at the beginning of the article)
 - **Subtitle** (sentence(s) beneath the headline)
 - **Subheadings** (section headings within the article)
 - **Captions** (text on the photos)
 - **Byline** (line that credits the article’s writer)
- **3 minutes:** Now ask students to predict what the article will be about, based on the headline, captions, and other text features.
- **15 minutes:** Have students take turns reading the article aloud. Pause at each feature to discuss its purpose as described in the chart. Have students use the chart to make the correct symbol mark in their magazines next to each text feature.

ASSESSMENT:

- **10 minutes:** Divide students into groups of two. Have each pair turn to the article “Texting Can Kill” (page 16). Ask students to identify text features and mark them using the symbols on the chart.
- **5 minutes:** Have groups exchange articles to check each other’s work.

EXTENSION:

- Have students create a large chart of text features to display in the classroom. Throughout the year, have students identify text features in *Scholastic Action* articles and/or other materials. When students come across additional features of nonfiction text, such as maps, graphs, and labels, have them add these features to the chart.

Know the Facts

1. Mall workers are often too busy to watch for teens.

2. The mall does not allow teens to enter without a parent or guardian on Friday and Saturday nights.

3. Many store owners at the mall like teen customers.

4. Malls are the best places for teens to hang out.

5. Teens should not be allowed in shopping malls at all.

LESSON PLAN: Persuasive Writing

Use with “No Teens Allowed,” pages 20-21

STANDARDS:

NCTE & IRA Standards
4 and 5—see page T5

TIME ALLOTMENT:

40 minutes

MATERIALS:

- *Scholastic Action* magazine—September 6, 2010 issue
- writing paper
- blackboard or interactive whiteboard

OBJECTIVE:

To write a persuasive letter to the editor

PREPARATION:

On the board, write the following example of a persuasive letter to the editor:

Dear Editor,

I feel strongly that teens should not be allowed in our local mall without an adult after 6 p.m. Teens often gather in large groups and scare away customers. Also, teens are more likely than adults to steal from stores. For these reasons, I think there should be a rule that bans teens from the mall after 6 p.m. unless they are with an adult.

Sincerely,
Dan Wallace

PROCEDURE:

- **10 Minutes:** As a class, read “No Teens Allowed” on pages 20-21. Have students summarize each side of the argument.
- **5 Minutes:** Explain the purpose of a letter to the editor. Say, “Sometimes when people feel strongly about something, they write letters to a newspaper. They do this to express their opinions and to persuade others to see their point of view. The paper publishes some letters.”
- **5 Minutes:** On the board, display the sample letter to the editor. Point out the features of the letter, including the greeting (“Dear”), the body text, and the closing (“Sincerely”). Show that the writer’s opinion is stated in the first sentence and is then supported by two reasons. Finally, point out that the writer ends with a proposed solution.
- **10 Minutes:** Have students write their own letters to the editor in response to the “No Teens Allowed” debate. Divide students into groups of four. Make sure that group members are on the same side of the debate. Tell each group that before they write, they should discuss their opening opinion statement, two supporting reasons, and a proposed solution. Then have students write their letters.

ASSESSMENT:

- **10 Minutes:** Ask a representative from each group to share their letter with the class. Tell other students to listen for and identify the following: a clearly stated opinion, reasons to support the opinion, and a proposed solution.

EXTENSION:

- Have students write letters to the editor of the school or local newspaper addressing a relevant issue in their lives.

NCTE & IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1. Students read a wide range of materials, from books to periodicals to electronic resources.
2. Students read a wide range of literary works.
3. Students apply a wide range of reading strategies in order to comprehend, interpret, evaluate, and appreciate texts.
4. Students adjust their writing and speaking styles to communicate effectively with a variety of audiences.
5. Students alter their process of writing to adjust their style of communication.
6. Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.
7. Students research issues using a variety of sources, then synthesize the data to communicate their discoveries for a purpose or to an audience.
8. Students conduct research using a variety of information and technological resources.
9. Students develop an understanding and respect for languages of other cultures and the diversity of English language use.
10. Students who are learning English use their primary language to find and develop competency in the English language arts and understanding of other content areas.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to achieve their own goals (for learning, enjoyment, etc.).

ACTION SOLUTIONS

Answers to skills activities

CONTRACTIONS, P. 4

hadn't = had not
doesn't = does not
what's = what is
that's = that is
isn't = is not
I've = I have

OUT OF ORDER, P. 11

Correct order: 3, 6, 4, 1, 5, 2

SHOW WHAT YOU KNOW, P. 15

1. d; **2.** b; **3.** a; **4.** c; **5.** b;
6. a; **7.** c; **8.** c; **9.** d; **10.** b

TEXTING TEENS, P. 19

1. a; **2.** d; **3.** d; **4.** a

WHAT DO YOU THINK? P. 21

1. O; **2.** F; **3.** F; **4.** O; **5.** O

GET MONEY SMART, P. 23

Answers may vary. Accept any list of items that add up to less than \$230.

ZOË SALDANA, P. 24

1. A (unusual); **2.** G (graceful); **3.** E (practice);
4. E (moved); **5.** K (height)

Zoë's statement: "I'm very proud to say I am A GEEK!"

PUT IT TOGETHER, P. T6

1. we'll
2. don't
3. wouldn't
4. wasn't
5. didn't
6. it's
7. she'll
8. I'm
9. should've
10. I'll

WHAT MADE THAT HAPPEN? P. T7

1. b
2. c
3. d
4. e
5. a

BACK IT UP, P. T8

Answers may vary. Acceptable details include:

- Reggie Shaw caused a texting-and-driving accident that killed two people.
- Texting takes a driver's attention away from the road for enough time to cross a football field.
- In 2008, almost 6,000 people were killed in crashes related to driver distraction.
- Utah passed a law that treats people who DWT as harshly as those who drive drunk.
- Madison Golden drove off the road while reading a text.

**To find the answer key to our
online reproducibles, go to
www.scholastic.com/actionkey.**

Name: _____

SCHOLASTIC
ACTION
SKILLS
ACTIVITY

SKILL:
Understanding
Contractions

USE WITH:
"Lessons From
LeBron," p. 4

Put It Together

A contraction is made when two words are shortened into one. For example, *could not* becomes *couldn't*. Some other contractions are *we've*, *he's*, and *they'll*.

Each sentence below has a blank with two words beneath it. In each blank, write the contraction that can be made from the two words.

1. Hurry up or _____ miss the bus!
(we will)
2. I like olives, but I _____ like them on pizza.
(do not)
3. My brother _____ let me borrow his bike after I lost his skateboard.
(would not)
4. I went to see Casey at her house, but she _____ there.
(was not)
5. I was in such a hurry this morning that I _____ eat breakfast.
(did not)
6. Can you believe _____ September already? It seems like the summer just started.
(it is)
7. My mom says _____ pick us up from the mall at seven o'clock.
(she will)
8. _____ so happy to be taking Spanish this year!
(I am)
9. I _____ bought a new backpack—this one is falling apart.
(should have)
10. I have to get to class now, but _____ see you at lunch!
(I will)

Name: _____

SCHOLASTIC
ACTION
SKILLS
ACTIVITY

SKILL:
Understanding Cause
and Effect

USE WITH:
"On Drugs at 13," p. 12

What Made That Happen?

A *cause* is what makes something happen. An *effect* is what happens. Below are some causes and effects from the story "On Drugs at 13." Draw a line from each cause to its effect. We've done the first one for you.

Causes

- | |
|---|
| 1. Kenny's boss thought Kenny always looked high. |
| 2. Kenny was unhappy at Phoenix House. |
| 3. Kenny ran out of friends to stay with. |
| 4. Living on the streets, Kenny felt cold and alone. |
| 5. Kenny talked with other teen drug addicts. |

Effects

- | |
|--|
| A. He began to understand how drugs had taken over his life. |
| B. Kenny was fired from his job. |
| C. After spending three weeks at Phoenix House, Kenny ran away. |
| D. For nearly three months, Kenny lived on the streets. |
| E. He decided to get off the streets and go back to rehab. |

Name: _____

SCHOLASTIC
ACTION
SKILLS
ACTIVITY

SKILL:
Main Idea and
Supporting Details

USE WITH:
"Texting Can Kill," p. 16

Back It Up

The **MAIN IDEA** of a story is what the story is all about. **Supporting details** are facts and examples that support the main idea. Below is the main idea of the article "Texting Can Kill." In each box, write a detail that supports it. We did one for you.

Main Idea:

Driving while texting (DWT) is very dangerous.

Detail 1:

Experts say that
DWT is even more
dangerous than DWI.

Detail 2:

Detail 3:

Detail 4:
