




Scholastic READ 180
Stage C
Anchor Video Guides

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Stage C Workshop #1 Survivors

Pre-Reading Discussion Topic: Surviving a Difficult Challenge


 Discussion Task: When we finish watching, be prepared to discuss two qualities that can help a person survive a really difficult challenge.

Brainstorming List:

1.

2.

3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One quality that can help a person survive a really difficult challenge is _____.

Model Academic response (in a complete sentence): One quality that can help a person survive a really difficult challenge is _____.

My response:

2. Sentence starter: Another quality that can help a person survive a tough challenge is _____.

Model Academic response (in a complete sentence): Another quality that can help a person survive a tough challenge is _____.

My response:

✎ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____. One quality that can help a person survive a really difficult challenge is...
- My idea is similar to _____'s idea. One quality that can help a person survive a really difficult challenge is...
- My idea builds upon _____'s idea. One quality that can help a person survive a really difficult challenge is...

✎ If time permits, watch the video again and write down an example of someone who survived a life-threatening situation.


One example of someone who survived a life-threatening situation is

_____.

Graphic Organizer:


Difficult Situations	People Who Can Help

Pre-Reading Discussion Topic: Killer Plagues

 Discussion Task: When we finish watching, be prepared to talk about two ways that plagues have spread.

Brainstorming List:

- 1.
- 2.
- 3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One way that plagues have spread is

_____.

Model Academic response (in a complete sentence): One way that plagues have spread is _____.

My response:

2. Sentence starter: Plagues also spread by _____.

Model Academic response (in a complete sentence): Plagues also spread by _____.

My response:

✍ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

👂 Active Listening Strategies: Acknowledging Your Classmates' Ideas

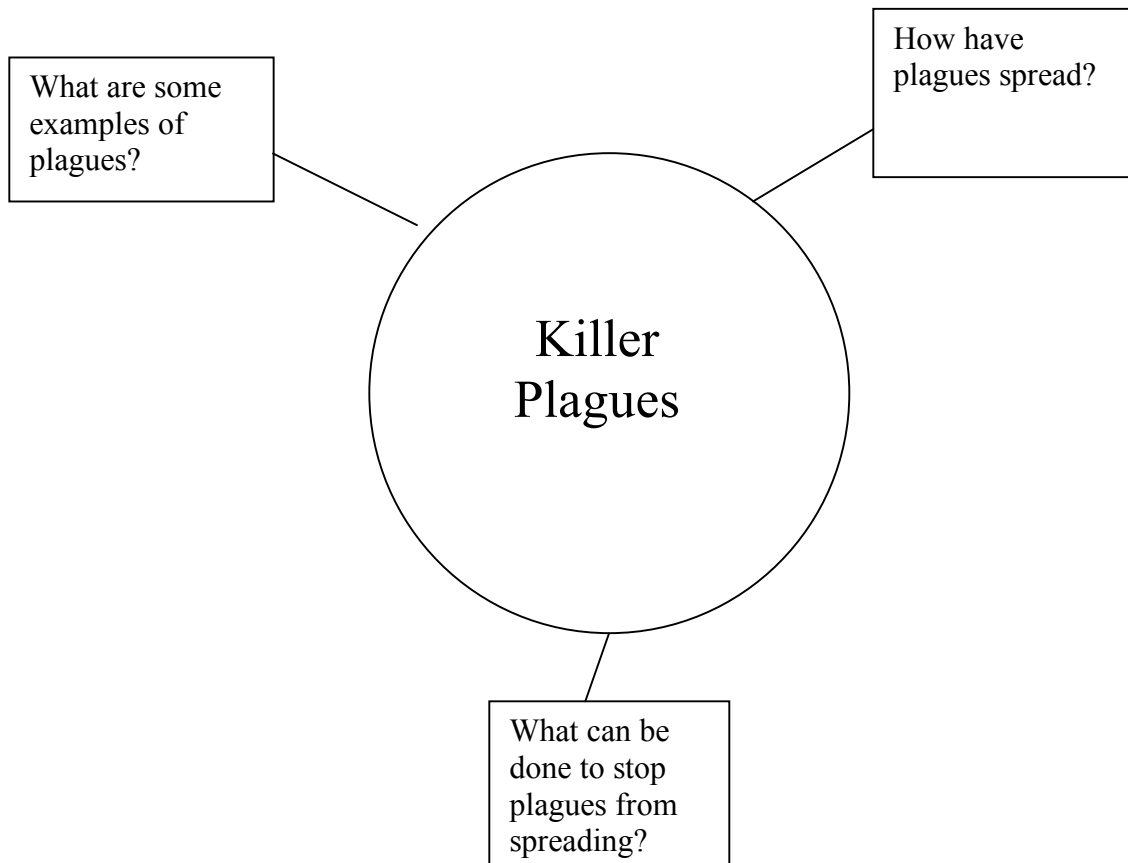
- I agree with _____. One way that plagues have spread is...
- My idea is similar to _____'s idea. One way that plagues have spread is...
- My idea builds upon _____'s idea. One way that plagues have spread is....

✍ If time permits, watch the video again and write down one way that medical workers tried to halt the spread of SARS.

One way that medical workers tried to halt the spread of SARS is


_____.

Graphic Organizer:




Stage C Workshop #3 Combat Zone

Pre-Reading Discussion Topic: War

 Discussion Task: When we finish watching, be prepared to talk about at least two reasons that people want to remember the Vietnam War and the attacks of September 11, 2001.

Brainstorming List:

- 1.
- 2.
- 3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One reason that people want to remember these events is _____.

Model Academic response (in a complete sentence): One reason that people want to remember these events is _____.

My response:

2. Sentence starter: People also want to remember these events because _____.

Model Academic response (in a complete sentence): People also want to remember these events because _____.

My response:

✍ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

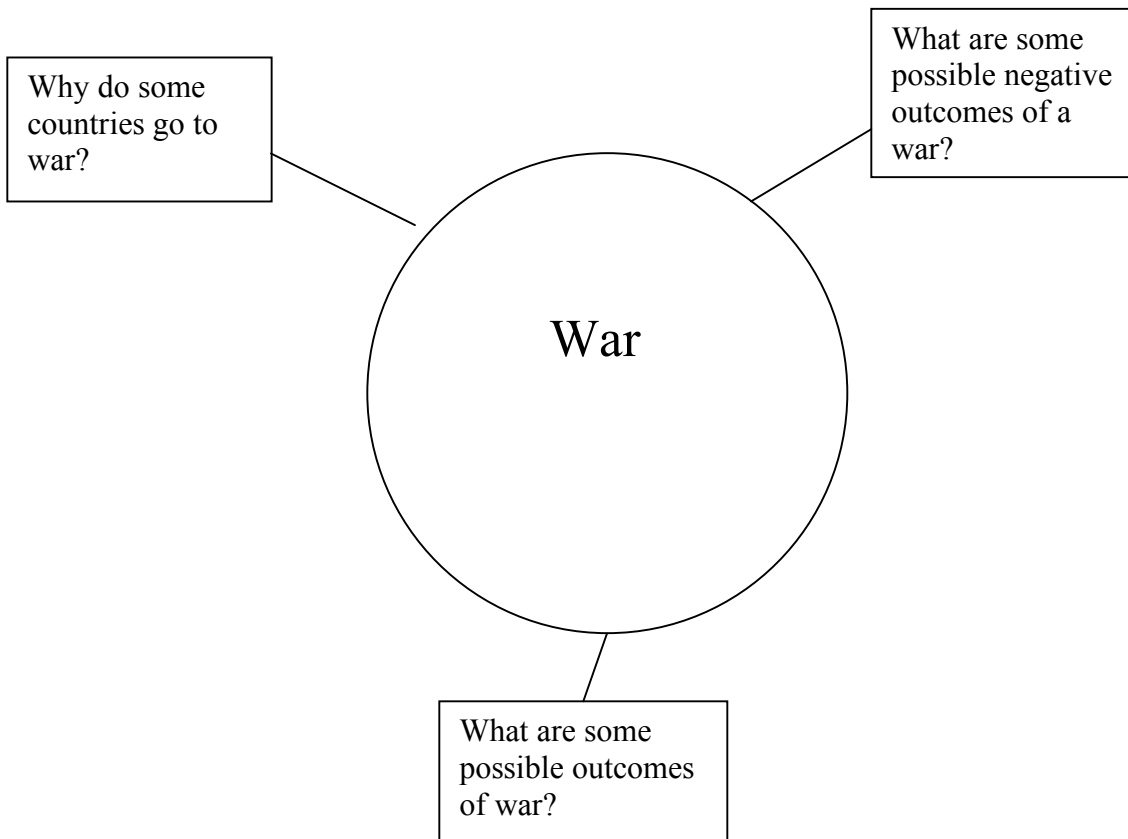
- I agree with _____. One reason that people want to remember these events is...
- My idea is similar to _____'s idea. One reason that people want to remember these events is...
- My idea builds upon _____'s idea. One reason that people want to remember these events is...

✍ If time permits, watch the video again and write down one way that people have remembered these events.

One way that people have remembered these events is


_____.

Graphic Organizer:



Stage C Workshop #4 When Music Offends

Pre-Reading Discussion Topic: Freedom of Expression


 Discussion Task: When we finish watching, be prepared to talk about at least two reasons that some songs offend people.

Brainstorming List:

1.

2.

3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One reason that some songs offend people is

_____.

Model Academic response (in a complete sentence): One reason that some songs offend people is _____.

My response:

2. Sentence starter: Another reason that some songs offend people is

_____.

Model Academic response (in a complete sentence): Another reason that some songs offend people is _____.

My response:

✎ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

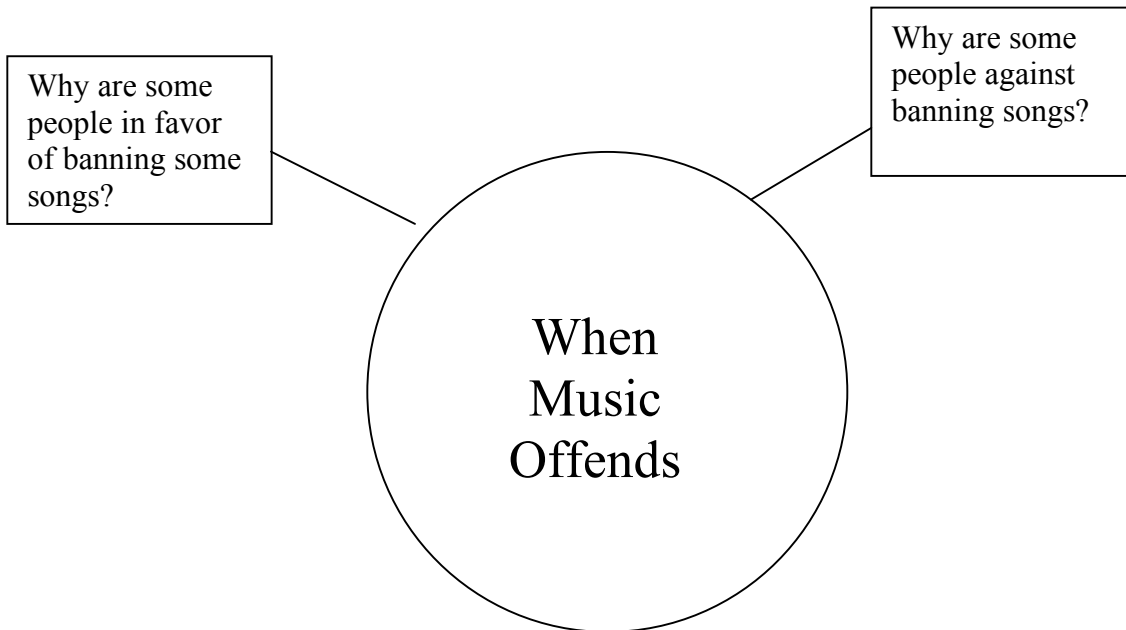
☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____. One reason that some songs offend people...
- My idea is similar to _____'s idea. One reason that some songs offend people...
- My idea builds upon _____'s idea. One reason that some songs offend people...

✎ If time permits, watch the video again and write down an example of a TV station, performer, event, or kind of music some people have found offensive.


One example of a TV station, performer, event, or kind of music some people have found offensive is _____.

Graphic Organizer:



Stage C Workshop #5 In the Money

Pre-Reading Discussion Topic: Teens and Money


 Discussion Task: When we finish watching, be prepared to talk about at least two reasons why teens might have trouble managing their money.

Brainstorming List:

1.

2.

3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One reason why teens might have trouble managing money is _____.


Model Academic response (in a complete sentence): One reason why teens might have trouble managing money is _____.

My response:

2. Sentence starter: Another reason why teens might have trouble with money is _____.

Model Academic response (in a complete sentence): Another reason why teens might have trouble with money is _____.

My response:


 Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

 Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____. One reason why teens might have trouble managing money...
- My idea is similar to _____'s idea. One reason why teens might have trouble managing money...
- My idea builds upon _____'s idea. One reason why teens might have trouble managing money...

 If time permits, watch the video again and write down one good piece of advice related to money.


One good piece of advice related to money is _____.

Graphic Organizer:

How do teens get money?	What do teens spend money on?
Parents	Food


Stage C Workshop #6 Amigo Brothers

Pre-Reading Discussion Topic: Competition

 Discussion Task: When we finish watching, be prepared to talk about at least two reasons it would be difficult to compete against a friend or relative.

Brainstorming List:

- 1.
- 2.
- 3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One reason it would be difficult to compete against a friend or relative is _____.

Model Academic response (in a complete sentence): One reason it would be difficult to compete against a friend or relative is _____.

My response:

2. Sentence starter: Another reason competition against a friend or relative might be difficult is _____.

Model Academic response (in a complete sentence): Another reason competition against a friend or relative might be difficult is _____.

_____.

My response:

✍ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

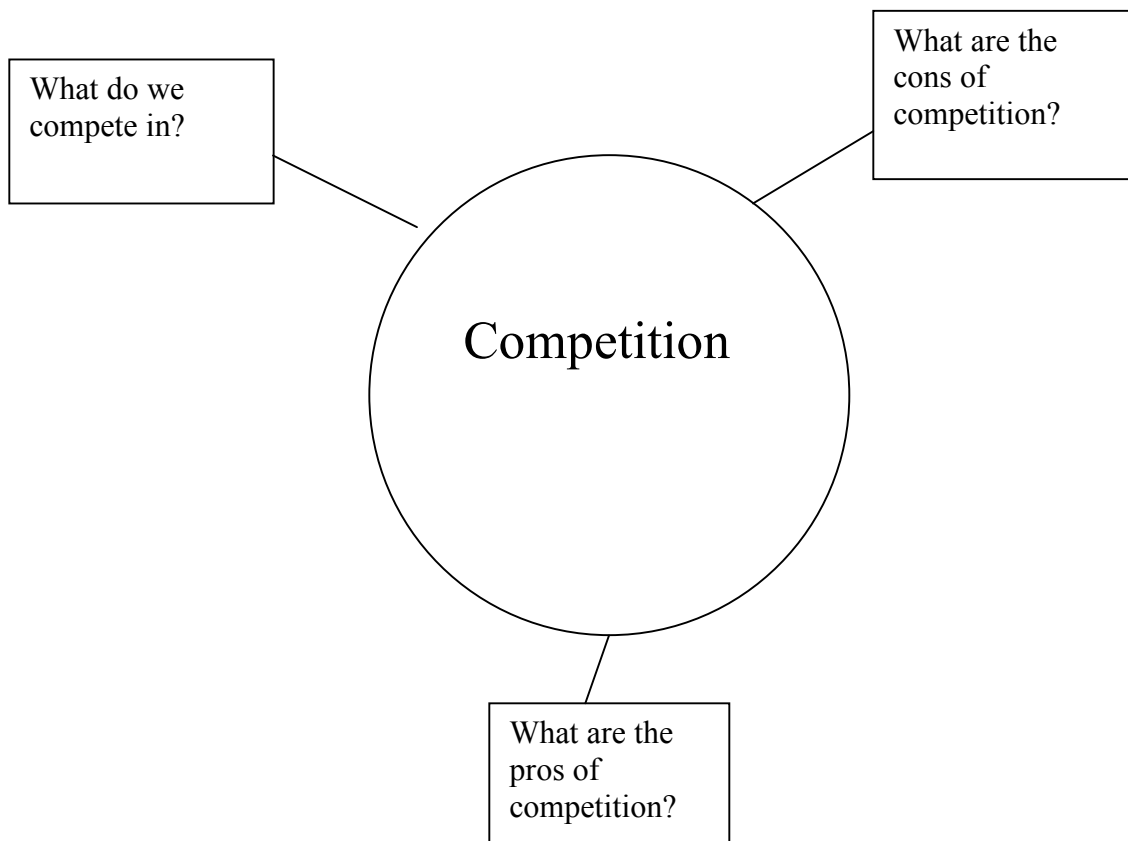
☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____ . : One reason it would be difficult to compete against a friend or relative is...
- My idea is similar to _____'s idea. : One reason it would be difficult to compete against a friend or relative is...
- My idea builds upon _____'s idea. : One reason it would be difficult to compete against a friend or relative is...

✍ If time permits, watch the video again and write down one good thing about competition.


One good thing about competition is _____.

Graphic Organizer:



Stage C Workshop #7 Your Brain Exposed

Pre-Reading Discussion Topic: The Brain


 Discussion Task: When we finish watching, be prepared to talk about at least two things in your body that your brain controls.

Brainstorming List:

1.

2.

3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One thing that my brain controls is

_____.

Model Academic response (in a complete sentence): One thing that my brain controls is _____.


My response:

2. Sentence starter: My brain also controls _____.

Model Academic response (in a complete sentence): My brain also controls

_____.

My response:

 Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

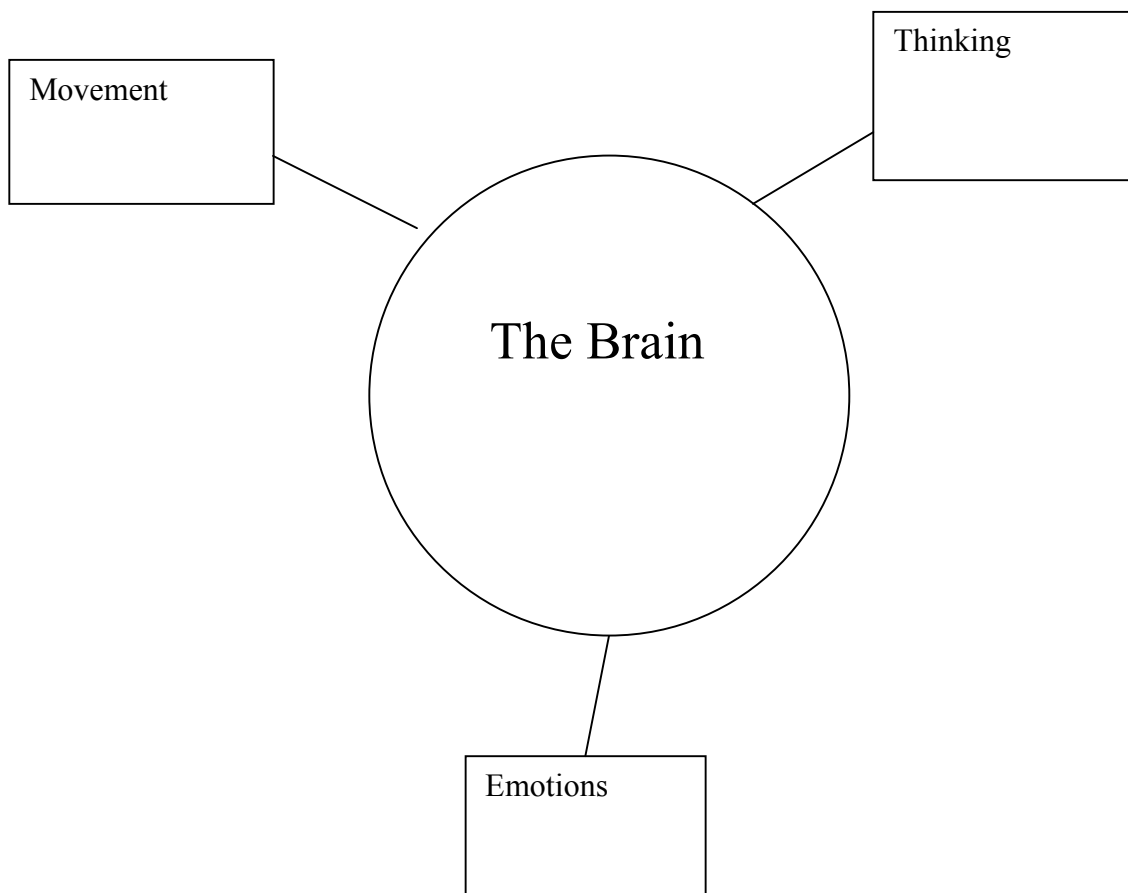
☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____. One thing that my brain controls is...
- My idea is similar to _____'s idea. One thing that my brain controls is...
- My idea builds upon _____'s idea. One thing that my brain controls is...

✍ If time permits, watch the video again and write down one interesting thing that you learned about the brain.


One interesting thing that I learned about the brain is _____.

Graphic Organizer:




Stage C Workshop #8 Crime, Punishment...and Teens

Pre-Reading Discussion Topic: Teen Crime

 Discussion Task: When we finish watching, be prepared to talk about at least two kinds of punishment these teens received.

Brainstorming List:

- 1.
- 2.
- 3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One kind of punishment that a teen received is _____.

Model Academic response (in a complete sentence): One kind of punishment that a teen received is _____.

My response:

2. Sentence starter: Another kind of punishment is _____.

Model Academic response (in a complete sentence): Another kind of punishment is _____.

My response:

✍ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____. One kind of punishment that a teen received is...
- My idea is similar to _____'s idea. One kind of punishment that a teen received is...
- My idea builds upon _____'s idea. One kind of punishment that a teen received is...


✍ If time permits, watch the video again and write down one example of a teen who turned his life around after committing a crime.

One example of a teen who turned his life around is _____.

Graphic Organizer:


Why do some teens commit crimes?	What are some possible results of breaking the law?

Pre-Reading Discussion Topic: Civil Rights

 Discussion Task: When we finish watching, be prepared to talk about at least two ways that people fought discrimination against African Americans during the civil rights movement.

Brainstorming List:

- 1.
- 2.
- 3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter: One way that people fought discrimination against African Americans was _____.

Model Academic response (in a complete sentence): One way that people fought discrimination against African Americans was _____.

My response:

2. Sentence starter: Another way that people fought discrimination was _____.

Model Academic response (in a complete sentence): Another way that people fought discrimination was _____.

My response:

✍ Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____. One way that people fought discrimination against African Americans was...
- My idea is similar to _____'s idea. One way that people fought discrimination against African Americans was...
- My idea builds upon _____'s idea. One way that people fought discrimination against African Americans was...

✍ If time permits, watch the video again and write down one example of segregation.


One example of segregation is _____.

Graphic Organizer:

Forms of Protest	Dangers protesters faced

Stage Workshop

Pre-Reading Discussion Topic:


 Discussion Task: When we finish watching, be prepared to

Brainstorming List:

1.

2.

3.

 Select two of your ideas and write each in a complete sentence using the following starters:

1. Sentence starter:


Model Academic response (in a complete sentence):

My response:

2. Sentence starter:

Model Academic response (in a complete sentence):

My response:

 Active listening and note-taking task: Jot down two ideas shared by classmates that you agree with.

1.

2.

☞ Active Listening Strategies: Acknowledging Your Classmates' Ideas

- I agree with _____.
- My idea is similar to _____'s idea.
- My idea builds upon _____'s idea.

✍ If time permits, watch the video again and write down

Graphic Organizer:

