Big Plans for Fall

The end of the school year is fast approaching. But here at Action, we are already hard at work on our plans for next year. I’m excited to announce that we will be adding fantastic new content to our Web site, www.scholastic.com/actionmag. Here’s a sample of what you can look forward to:

- **Differentiated Articles:** Our popular true teen stories will now be available online at three different Lexile® levels!
- **Listen & Read:** Students can listen to the true teen story as they read along (available at all three Lexile® levels).
- **Self-Scoring Quizzes:** Give your students a chance to practice reading comprehension, and leave the scoring to us!
- Plus, as always, you’ll find free bonus skills sheets and great multimedia links to extend the articles in the magazine.

We have great plans for the print magazine too—a Readers Theater play based on the hit movie Avatar, an article about teens who text while driving, the true story of a teen in drug rehab, and much more. Don’t miss out! Renew your subscription on our Web site, or call 1-800-SCHOLASTIC.

Sincerely,
Sarah Jane Brian, Editor
sbrian@scholastic.com

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

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**MEETING STATE STANDARDS:**
Students will correctly construct and identify possessives and plurals. This is similar to Utah’s standard “Students use comprehension strategies during reading to construct the meaning of text.”

**About the Story:** How did a baseball-loving kid in Japan grow up to become the MVP of the 2009 World Series? He never walked away from a challenge.

**Pre-Reading Skill Builder**
- **Nicknames:** As nicknames go, “Godzilla” is pretty fierce! That fictional Japanese monster inspired Hideki Matsui’s nickname. Ask students, “Do you have a nickname? How did you get it? What does it mean?”
- **MVP (Most Valuable Player):** The title given to Hideki after the World Series. Ask students, “What would you be MVP for? Think outside of sports too!”
- **Plurals and possessives:** Can be tricky. Introduce the basic rules:
  - plurals—more than one; usually add s or es (dogs, classes)
  - possessives—show ownership; for singular nouns, add apostrophe and s, (*the ship’s sail, the girl’s dress*)
  - plural possessives—ones that end in s just require an apostrophe after (*the ships’ sails*)

**Post-Reading Skill Builder**
- **Overcoming obstacles** could be a theme for Hideki. As a class, list some of the obstacles he overcame. (*coming from another country, not speaking English, switching from right-handed to left-handed batting, injuries to wrist and knees, changing from Yankees to Angels*)
- **Practice with plurals and possessives** can be found on p. T6.

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**FLUENCY/READING COMPREHENSION: Reading with Feeling/Sequence of Events**

**MEETING STATE STANDARDS:**
Students will read aloud with appropriate emotion. This is similar to Florida’s standard “Students will understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.”

**About the Story:** This is the tale of an adolescent boy who is the last hope for restoring order to a world in chaos. The film opens in theaters July 2, 2010.

**Pre-Reading Skill Builder**
- **The genre** of this play could be identified as action, fantasy, or family entertainment. Ask students to name other books and movies that fall into these categories.
- **Sequence of events** tells the order in which things happen in the plot. Listing the events can yield an outline for students to refer to for summarizing or retelling the story. Practice sequencing by choosing a story you all know (for example, a children’s story such as *Little Red Riding Hood*) and listing five events from that story in their correct order. Remind students that, when telling the plot points, it can help to use words such as *first, next, then, after, and finally*.

**Post-Reading Skill Builder**
- **Complete “What Happened When?”** on p. 11 to improve students’ understanding of sequence of events.
- **Further sequencing practice** can be found on p. T7 of this teacher’s edition. With the skills sheet “Order, Please!” students can test their comprehension of this issue’s true teen story, “Rolling With the Waves.”

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**VOCABULARY**

**Plurals and Possessives**
Lesson 3: Rolling with the Waves, true teen story

Reading Comprehension Test Prep

Meeting State Standards:
Students will demonstrate comprehension of a text. This is similar to Louisiana’s standard “Reading, comprehending, and responding to written texts in extended passages.”

About the Story: Fifteen-year-old Patrick has spent most of his life in a wheelchair. But it hasn’t stopped him from doing what he wants to do—from soccer to surfing.

Words in Action Vocabulary: fund-raisers, spinal cord, paralyzed, disabilities, ultimate

Pre-Reading Skill Builder
• Vocabulary Quick Quiz (write the words on the board, then give these clues aloud):
  ♦ bake sales, raffles, car washes (fund-raisers)
  ♦ best of all (ultimate)
  ♦ in a wheelchair, can’t move legs (paralyzed)
  ♦ blindness, deafness, (disabilities)
  ♦ sends brain messages to body (spinal cord)
• Discussion starter: What physical activities do you enjoy throughout the year? Could you do them if you were in a wheelchair?

Post-Reading Skill Builder
• Who’s an inspiration? Patrick is an inspiration to the members of his surf club, his family, and his community. Ask students to name other people they consider an inspiration.
  • “My ultimate goal,” says Patrick, “is to walk across the stage at my high school graduation.” Ask students, “What is your ultimate goal?”
• Sequence of events refers to a story’s timeline, or order. Putting events in order can yield an outline of the plot. After reading this story, pass out the sequence-of-events activity found on p. T7 of this teacher’s edition.

Lesson 4: On Shaky Ground, current events

Map, Graph, or Chart
Reading a Map

Meeting State Standards:
Students will collect information from a map. This is similar to Arizona’s standard “Record relevant information (e.g., notes, graphs, tables) taken from a research source to organize notes into a finished product.”

About the Story: The recent earthquakes in Haiti and Chile have raised a lot of questions. This article explains how earthquakes happen and what some teens can do to help victims of the earthquakes.

Words in Action/Context-Area Vocabulary: plates, faults, magnitude, epicenter, geologist

Pre-Reading Skill Builder
• Natural disasters: Name some types of natural disasters (tsunami, volcano, hurricane, floods, landslide, blizzard, tornado, avalanche).
• Geography connection: Use a world map to locate Chile (What continent is it on?) and Haiti (On what island is it located?). Identify the bodies of water near each.

Post-Reading Skill Builder
• Vocabulary follow-up: Find clusters of vocabulary words that relate to other natural disasters. Example: for volcano—magma, lava, crater, volcanic ash.
• Has your school done fund-raising for these natural disasters or for other reasons? Ask students, “What have you done, and how did it make you feel?”
MEETING STATE STANDARDS:
Students will present an opinion and support it with details. This is similar to Pennsylvania’s standard “Write paragraphs that have a topic sentence and supporting details.”

About the Story: A new law could make it illegal to advertise junk food during TV shows aimed at kids.

Pre-Reading Skill Builder
• America’s weight problem: Experts say that three out of every 10 U.S. kids are overweight. People who are overweight are more likely to be diagnosed with high blood pressure, diabetes, or high cholesterol, and to have a heart attack.
• Food logs are helpful tools to make us more aware of what we eat. Could your students keep one for a week?
• Allow two minutes for students to list all the junk foods they can think of. Then ask them to come up with one healthy substitute for each item on the list.

Post-Reading Skill Builder
• New York is considering an 18 percent tax on sugary sodas. The hope is that the tax will deter people from buying beverages that are bad for their health. How do your students feel about this?
• Building a persuasive paragraph: Ask students to complete the activity on p. 21. Remind them that the conclusion should restate the topic sentence, but in different words.
• For more practice with persuasive paragraphs, pass out copies of the graphic organizer on p. T8 of this teacher’s edition.

Read 180® Teachers:
These are our suggestions for the best way to use each feature with your Read 180® program.

“Hideki Matsui” and “Junk the Ads?”:
These features are just right for your 20-minute whole-group instruction period. Each article, along with its accompanying activities, can be completed in about 20 minutes.

“The Last Airbender,” “Rolling With the Waves,” and “On Shaky Ground”:
These features are most useful for small-group instruction. Students can read the text together. “The Last Airbender” comes with a pre-reading fluency tip on p. 6 and is followed by a sequence-of-events activity on p. 11. “Rolling With the Waves” comes with a 10-question comprehension quiz on p. 15. “On Shaky Ground” has a map-reading activity on p. 19.

“To the Beach by Bus!” and “Shakira”:
These features are best used for independent reading. These high-interest activities encourage students to use the skills they’ve learned from reading other features.

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.).
What’s the Difference?

**PLURAL NOUNS** mean *more than one* and are usually formed by adding *s* or *es*. Write the plurals of the nouns given below by adding *s* or *es*.

1. class __________________________________________
2. house __________________________________________
3. game __________________________________________
4. beach __________________________________________

**POSSESSIVE NOUNS** show *ownership*, like *my mom’s wallet* or *Jake’s bike*. With SINGULAR nouns, just add ‘s.

   *Singular Example:* the car owned by the man = *the man’s car*

5. The title of the *book* = the _______________________________ title
6. The color of the *sky* = the _______________________________ color
7. The web of the *spider* = the _______________________________ web

With PLURAL nouns, just add an apostrophe after the *s* to make the word possessive.

   *Plural Example:* the nest of the *birds* = the *birds’ nest*

8. The dresses of the *girls* = the _______________________________ dresses
9. The grades of the *students* = the _______________________________ grades
10. The money of the *workers* = the _______________________________ money
Order, Please!

On p. 11 of this issue, you learned about sequence of events with “The Last Airbender.” Now, try to put the events of “Rolling With the Waves” in order. Number the events below in the order they happened in the story. We did the first one for you.

1. After years of hard work at Project Walk, Patrick can now surf in the ocean alone.

2. He learned to play basketball and soccer in his wheelchair.

3. As a result of his accident, Patrick became paralyzed.

4. Project Walk helped Patrick get stronger and stand for the first time.

5. When Patrick Ivison was 1 year old, a car ran over him.

6. In a few years, Patrick hopes to walk across the stage at his high school graduation.
Make Your Point

Good writers back up their opinions with facts. Use the frame below to practice writing a strong persuasive paragraph. In the “Topic Sentence” box, circle should or should not to show your opinion. In the three “Reason” boxes, write facts that help explain why you feel that way. In the “Conclusion” box, restate your opinion.

Topic Sentence

Students at our school should/should not be allowed to use cell phones at school.

Reason #1

Reason #2

Reason #3

Conclusion