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

What’s New on the Web for May 9, 2011
Go to www.scholastic.com/actionmag for these great resources and more!

Videos: A preview of the movie Soul Surfer, a virtual ride on the world’s fastest roller coaster, and more!

Lexile 390 / Lexile 520 / Lexile 810

Differentiated articles

Don’t miss out on Action magazine next year! To renew your subscription, go to www.scholastic.com/classmags today. I hope you have a great summer!
Warm regards,
Sarah Jane Brian, Editor
P.S. E-mail me at actionmag@scholastic.com—I’d love to hear from you!

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

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*See p. T8
LESSON PLAN:

Proofreading/Editing

Use with “In the News,” pages 2-3

PREPARATION

- Photocopy page T3 from this Teaching Guide.
- Copy the following chart onto the board:

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>WHAT IT MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert a word, letter, or punctuation mark</td>
<td></td>
</tr>
<tr>
<td>Capitalize</td>
<td></td>
</tr>
<tr>
<td>Check spelling</td>
<td></td>
</tr>
<tr>
<td>Delete a word</td>
<td></td>
</tr>
</tbody>
</table>

PROCEDURE

10 minutes: Read the short news articles on pages 2 and 3 of the magazine. Discuss how news articles, such as the one about a house being lifted by balloons, give specific information about one event.

15 minutes: Tell students they will write their own news stories about recent events in your school or community, such as a talent show, sporting event, class project, event put on by a club, etc. Assign topics to students, then allow them time to write a quick first draft.

5 minutes: Rejoin as a class and introduce the editing symbols you have written on the board. Write the following sentence on the board (including errors): today is the wednesday may 11. Identify the errors and show how you would use symbols to correct the mistakes.

ASSESSMENT

10 minutes: Have students trade their drafts with a classmate. It will be the job of each classmate to edit the news article using editing symbols. Give students time to make their edits, and then join in partnerships to review the edits. At the lesson’s end, collect the drafts to review students’ work. If time permits the following day, have students revise and rewrite their articles using their peers’ feedback.

EXTENSION

Distribute page T3 to give students more practice with editing. For extra credit, students can use editing symbols to mark the errors they find on the work sheet.
You Be the Editor

The news story below contains 10 mistakes. Draw a line through each mistake in spelling, capitalization, or punctuation. Above it, write the correction.

Example: For the past few years, finding a summer job hasn't been easy.

Summer Jobs on the Rise

there is good news for teens. It looks like there will be more hourly jobs this year than there were last year. In addition, they'll pay better.

In a recent survey, more than half of employers said they plan to hire seasonal workers this summer. They said they plan to pay $10.90 an hour, on average. Last summer, the average hourly wage was $10.20.

“this season should be better than the past several years,” said Shawn boyer, who helped to conduct the survey.

Competition for jobs will still be tough. asked what they look for in an employee, most employers said, “A positive attitude.
LESSON PLAN:
Word Roots
Use with “Celebrity Fashion Rainbow,” pages 4-5

PREPARATION
• Photocopy and distribute page T5 from the Teaching Guide.
• On notecards, write the following word roots:

  aud  act  geo
  thermo  aqua

PROCEDURE
5 minutes: Introduce or review the concept of word roots. Explain that word roots are the building blocks of words. They help tell you what the word means. Many of them come from Latin or Greek. Prefixes can be added to the beginning of word roots and suffixes can be added to the end; both of these affixes can change the meaning of a word root.

5 minutes: Use the example of the word root geo, which means “earth.” Brainstorm some words that contain geo, such as geography and geology, and write them on the board. Repeat this activity with the word roots thermo (meaning “heat”—thermometer, thermos, thermostat) and aqua (meaning “water”—aquarium, aquatic, aqueduct).

10 minutes: Open the magazine to page 4. Show students the word roots listed there—aud and act. Then read the article on page 5 and circle the word roots in the article.

ASSESSMENT
15 minutes: Place the notecards prepared prior to the lesson into a hat, basket, or other container and tell students you’re going to play a game. Erase any notes written on the board. Divide the class into two or three teams. A student from each team will draw one word root from the hat. The student’s team must supply a definition of the root, give an example of a word with that root, and then correctly use that word in a sentence. The team will get one point for each correct part of the answer, for a total of three possible points. Play alternates between teams until all word roots have been played. The team with the most points wins the game.
Growing Words

Trees grow from roots, and some words do too. A word root is part of a word. It can help you figure out what the word means.

The word *symphony* (a piece of music that is played by many musicians at once) comes from the root *phon* (meaning *sound*). Use other *phon* words to fill in the blanks in the sentences below.

1. I had a good time when I went to hear the ___________. I had never seen so many people playing instruments at the same time!

2. I need to get new ____________ for my MP3 player. One of the wires on my old pair is broken.

3. I went to the movies, and I forgot to turn off the ringer on my _____________. I was so embarrassed when it rang!

4. I went to a rock concert last week. The singer sang right into the _____________, and it was really loud!

5. My sister is the head cheerleader at her school. At every football game, she shouts out cheers through a _____________.

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**Phon**
LESSON PLAN:

Personal Reactions
Use with “Soul Surfer,” pages 6-10

PREPARATION

Photocopy and distribute page T7 from the Teaching Guide.

PROCEDURE

5 minutes: Students may be familiar with the strategy of making connections—text-to-self, text-to-text, and text-to-world. In this lesson, they’ll explore a specific way of making text-to-self connections, or personal reactions, using a double-entry journal. Distribute page T7 and explain the format of a double-entry journal. In the left-hand column, there are quotes taken from the text. On the right, there is space for students to write their personal reactions to what is happening in the text.

5 minutes: Instruct students to open their magazines to the play that begins on page 6, “Soul Surfer.” Assign roles. Explain that you will pause at the quotes given on the skills sheet so that students can record their personal reactions.

20 minutes: Begin to read Scene 1. As an example, pause at the first quote listed on the skills sheet. Then read the sample personal reaction that could be given about this quote. Continue to read the play until you reach the second quote. Have students think about personal reactions they can share. Prompt them with questions, such as “Does this remind you of something in your life?” or “How would you feel if this happened to you?” Discuss some personal reactions, then have students record their own on the skills sheet. Continue to read the play and repeat this procedure at each subsequent quote.

ASSESSMENT

5 minutes: Place students in small groups and instruct them to discuss their personal reactions to each quote. How are they similar? How are they different?
### Make Connections

Use the double-entry journal below to record your reactions to the play “Soul Surfer.” Next to each quote from the play, write your thoughts and feelings about it.

<table>
<thead>
<tr>
<th>QUOTE</th>
<th>PERSONAL REACTION</th>
</tr>
</thead>
</table>
| **Bethany:** Can you believe we get to come here every day?  
(Scene 1) | **Sample Reaction:**  
I wish I could go to the beach every day. |
| **N1:** Suddenly, a 14-foot-long tiger shark leaps out of the water. Its jaws clamp down on Bethany’s left arm, inches from her face.  
(Scene 1) | |
| **Sarah:** I don’t know why terrible things happen, but I want to believe that something good is going to come out of this.  
(Scene 3) | |
| **Bethany:** She was being more of a friend to me than you were! At least she treated me like I was real competition.  
(Scene 5) | |
| **Bethany:** There’s an eighth-grader from North Carolina who lost his arm. He says he’s trying out for his soccer team because of me. These fans want me to compete.  
(Scene 6) | |
| **Malina:** I’d like to share this win with Bethany. The judges may not have counted that last wave, but I did.  
(Scene 7) | |
COMMON CORE STANDARDS
ENGLISH LANGUAGE ARTS Grades 6-12
These standards have been condensed. For the complete anchor standards, go to www.scholastic.com/actionmag.

READING
- Key Ideas and Details: 1. Determine what text says; make inferences; cite textual evidence; 2. Determine central ideas; summarize key details; 3. Analyze how and why individuals, events, and ideas develop and interact in a text
- Craft and Structure: 4. Interpret words and phrases and how they shape meaning and tone; 5. Analyze the structure of texts; 6. Assess point of view and purpose
- Integration of Knowledge and Ideas: 7. Integrate content in diverse formats and media; 8. Evaluate arguments and claims; 9. Analyze texts with similar themes
- Range of Reading and Level of Text Complexity: 10. Read and comprehend complex texts

WRITING
- Text Types and Purposes: 1. Write arguments to support claims, using reasoning and evidence; 2. Write informative/explanatory texts to examine and convey ideas and information; 3. Write narratives to develop real or imagined experiences
- Production and Distribution of Writing: 4. Produce coherent writing in which development, organization, and style are appropriate to task, purpose, and audience; 5. Develop writing by planning, revising, editing, rewriting, or trying a new approach; 6. Use technology to produce and publish writing and to interact with others
- Research to Build and Present Knowledge: 7. Conduct both short and sustained research projects; 8. Gather information from print and digital sources, assessing their credibility and integrating information while avoiding plagiarism; 9. Draw evidence from text to support research
- Range of Writing: 10. Write routinely over extended and shorter time frames, depending on task

SPEAKING AND LISTENING
- Comprehension and Collaboration: 1. Prepare for and participate in conversations and collaborations with partners; 2. Integrate and evaluate information presented in diverse media and formats; 3. Evaluate a speaker’s point of view, reasoning, and use of evidence
- Presentation of Knowledge and Ideas: 4. Present information, findings, and supporting evidence so listeners can follow reasoning; 5. Make use of digital media and visual displays; 6. Adapt speech to appropriate contexts and communicative tasks

LANGUAGE
- Conventions of Standard English: 1. Demonstrate command of conventions of standard English grammar and usage when speaking or writing; 2. Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing
- Knowledge of Language: 3. Apply knowledge of language to understand how language functions in different contexts
- Vocabulary Acquisition and Use: 4. Determine meaning of unknown words and phrases using context clues, word parts, and references; 5. Show understanding of figurative language, word relationships, and nuances in word meanings; 6. Acquire and use accurately a range of general academic and domain-specific words and phrases

ACTION SOLUTIONS
Answers to skills activities
*SEE THE PRINT EDITION