Dear Teacher,

This issue of Action is sure to please music lovers, animal lovers, and educators too! With a new look and more skills-based activities, Action is even better prepared to grab your students’ attention and boost their literacy.

- A profile of the popular band Jonas Brothers shows that, just like other people, pop stars face challenges. This story comes with an activity designed to teach students about **multiple-meaning words**.
- A Readers Theater play based on the early life of Frederick Douglass will help students appreciate the power of literacy. The play is followed by a **Venn diagram** on which students can take notes about what they’ve read.
- “Caring for Harbor Seals” describes the difficulties these seals face due to sharing their habitat with humans. The **content-area vocabulary** will interest science lovers, and the **fact vs. opinion** graphic organizer will give animal lovers a chance to record their thoughts about seals.

Sincerely,

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

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We value your input! Please let us know what you think of the changes we’ve made to Action. Please take a few moments to complete and mail the postage paid survey enclosed in this Teacher’s Edition.
**VOCABULARY IN ACTION**

### Multiple-Meaning Words

**MeetinG State Standards:**
Students will demonstrate understanding that a word can have more than one meaning. This is similar to North Dakota’s standard, “Use vocabulary knowledge to gather information.”

**About the Story:** These teen idols are also real people with heart.

**Pre-Reading Skill Builder:**
- **Multiple-meaning words** are boldfaced in this selection. They include *hottest, plays, stars, act, handle, dreams,* and *fans.*
- **Multiple-meaning words** often change from a noun to a verb. For example, *I went to band practice* shows the word as a noun. *I must practice my trumpet* turns the word into a verb. Review “noun” as *person, place, thing, or idea* and “verb” as an action word. Try using these words as nouns, then verbs, in original sentences: *staple, tire, trick, stamp, color.*
- **Starter:** Play “Thumbs up, Thumbs down” by having students give their immediate opinion of the Jonas Brothers. This activity should elicit strong opinions, and generate interest in reading.

**Post-Reading Skill Builder:**
- **Reading Strategy:** Summarize.

Using the three headings in the story, have students summarize what they have read. *Working Hard for Success*—What did they do to become successful? *Scary News*—Tell what this scary news was. *Living the Dream*—What is the dream, and how are the Jonas Brothers living it?

- **Science connection:** What is diabetes? Did you know there are two main types of diabetes: Type 1 and Type 2? Type 1, the kind that Nick has, requires injections of insulin (or that an insulin pump be worn) and affects less than 10 percent of those with diabetes. Type 2 diabetes is treated with exercise, pills, and changes in diet.

**FLUENCY IN ACTION**

### Reading With Expression

**MeetinG State Standards:**
Students will read aloud with appropriate expression. This is similar to Alaska’s standard, “In speaking, demonstrate skills in volume, intonation, and clarity.”

**About the Story:** This play depicts the life of a young slave and his escape to freedom.

**Pre-Reading Skill Builder:**
- **Looking for the “W’s”:** Remind students that they need to focus on what is being read. One way to do that is to watch for the five W’s: who, what, when, where, and why.
- **Preview:** Before they read, have students flip through the pages of the play. Suggest they look at the artwork and photograph, check out how long the play is and the skills taught, and then find a part they’d like to read.

**During-Reading Skill Builder:**
- **Comprehension Strategy:**
  - “Thinking Aloud”— Good readers draw on background knowledge, make predictions as they read, and ask questions if they don’t understand. Model good reading by doing a “think-aloud.”
  - Follow these steps:
    - “Think aloud” as you read the play’s title: *Frederick Douglass: How a daring young man used words and courage to escape from slavery.*
    - “Hmm, this play must have taken place a long time ago. I wonder who Frederick Douglass was.”
    - Read the Narrator 1 part: *Frederick Douglass was born in 1817. At least he thinks so.* “Why wouldn’t someone know what year they were born in?”
    - Read N2; doing so will answer the questions above.
    - Read N3; “It’s so sad that Frederick couldn’t see his mother often and that she died when he was only 7. That must have been very difficult.”
    - Have students continue the “think-aloud.”
Lesson 3: Dealing With Tough Times

**Meeting State Standards:**
Students will answer both direct and inferential questions about a text. This is similar to New York’s standard, “Explain the meaning of literary works with some attention to meanings beyond the literal level.”

**About the Story:** Looking on the bright side helps a teen cope with his family’s financial problems.

**Words in Action Vocabulary:** unemployed, privacy, eventually, siblings, scholarships

**Pre-Reading Skill Builder:**
- **Introduce the vocabulary** on p. 12. Use the following sentences as a quick quiz of usage:
  - You have a large family if you are one of six (siblings).
  - If I apply for and receive several (scholarships), I can go to college.
  - In this bad economy, many people are (unemployed).
  - Many teens keep personal journals because they enjoy (privacy).
  - I’m running out of clean clothes, so I will (eventually) need to do laundry.
- **Title connection:** “Dealing with Tough Times.”
  - Allow students time to volunteer stories of tough times they have been through. Can they share what strategies they used to persevere? Did they learn anything from their experiences?

**Post-Reading Skill Builder:**
- **Fact vs. Opinion:** This is often a difficult concept to grasp. Play “List Five” using the text of this story—list five facts about Caleb, starting with Caleb is 17. Then, list five opinions that Caleb stated. Start with I think we all need a little bit of quiet.
- **Compare/Contrast:** Ask students, “How are you and Caleb alike? How are you and Caleb different?” Try making a Venn diagram (like the one found on p. 11 following the play) to compare and contrast each student with Caleb.

Lesson 4: Caring for Harbor Seals

**Meeting State Standards:**
Students will distinguish between fact and opinion. This is similar to Oklahoma’s standard, “Distinguish between stated fact, reasoned judgment and opinion in text.”

**About the Story:** The harbor seals of Alki Beach in Seattle, Washington, live risky lives because of their proximity to humans. Some generous teens have found ways to help.

**Words in Action Vocabulary:** habitat, migrate, propeller, mammals, blubber

**Pre-Reading Skill Builder:**
- **Vocabulary in Context:** After decoding p. 16 words and discussing the definitions, play Clue below:
  - Humans, monkeys, cats, and dogs are examples of them. (mammals)
  - This fat keeps whales, seals, and polar bears warm. (blubber)
  - Without this, you would need to use a paddle to move your boat! (propeller)
  - Forests, grasslands, oceans, and deserts are examples of these. (habitats)

**Post-Reading Skill Builder:**
- **Literal:** Ask students to create a question that can be answered directly from the text, such as What is the name of a group that helps the seals? (Seal Sitters)
- **Inferential:** Have them create a think-and-search-of-author-and-me question, such as Why do people make life difficult for the seals? (Perhaps they are curious because they’ve never seen one up close.)
- **Critical:** Have them create an on-my-own question, such as What problem do we have in our community, and how could I help fix it?
These are our suggestions for the best way to use each feature with your Read 180® program.

**Debate and Readers Theater Play:**
These features are just right for your 20-minute whole-group instruction period. Each feature, with its accompanying activities, can be completed in about 20 minutes.

**“Jonas Brothers,” “Dealing With Tough Times,” and “Caring for Harbor Seals”:**
These features are most useful for small-group instruction. Students can read the text together. “Dealing With Tough Times” comes with a 10-question comprehension quiz. “Caring for Harbor Seals” has a graphic organizer on p. 19.

**Real-life Reading and Writing/Crossword:**
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.).
One Word, Two Meanings

In English, there are many words that have more than one meaning. For example, the word *bark* means both “the outside of a tree” and “the sound a dog makes.” Check out the words below. Then fill in the circle next to both meanings of each word.

1. leaves
   A. goes away
   B. watches TV
   C. things that grow on plants
   D. dreams

2. fall
   A. a kind of cookie
   B. the season that comes after summer
   C. tumble, drop
   D. great friendship

3. foot
   A. 12 inches
   B. a kind of dog
   C. a part of the body
   D. tooth

4. light
   A. not heavy
   B. not dark
   C. a kind of bird
   D. a kind of book

5. ring
   A. a piece of jewelry worn on the finger
   B. a piece of jewelry worn around the neck
   C. a hot drink
   D. the sound a bell makes

6. saw
   A. yelled at
   B. a type of shirt
   C. a tool used for cutting
   D. viewed, looked at

7. seal
   A. rip
   B. a type of sea animal
   C. a type of soup
   D. stick shut with glue or tape

8. block
   A. secret cave
   B. toy used for building things
   C. stand in the way
   D. love

9. right
   A. the opposite of left
   B. correct
   C. shy
   D. very loud

10. rose
    A. a type of horse
    B. stood up
    C. sat down
    D. a type of flower
The Same But Different

A Venn diagram can show how two things are alike (comparisons) and how they are different (contrasts). Try comparing and contrasting two people you like. They can be friends, family members, or anyone you know. In the outer parts of the Venn diagram, write contrasting details (things that are different). In the center, write comparisons (things that are the same).

PERSON 1

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<thead>
<tr>
<th>Name</th>
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| is great at |
| write a skill this person has that you admire |

| He/she enjoys |
| write an activity this person likes to do |

| One of my favorite things |
| about him/her is |
| write one reason you like this person |

PERSON 2

<table>
<thead>
<tr>
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<td>_________</td>
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| is great at |
| write a skill this person has that you admire |

| He/she enjoys |
| write an activity this person likes to do |

| One of my favorite things |
| about him/her is |
| write one reason you like this person |

BOTH

| They are both |
| write a describing word, such as funny or smart |

| They both like |
| write something that both people like, such as pizza or dogs |

Both

| They both like |
| write something that both people like, such as pizza or dogs |

| One of my favorite things |
| about him/her is |
| write one reason you like this person |

| One of my favorite things |
| about him/her is |
| write one reason you like this person |
Jonas Brothers in the News

Newspaper stories usually report facts. Facts are pieces of information that are true and can be proved. But in the “Opinion” section of a newspaper, you can read people’s opinions—what they think and believe.

Below are 10 statements about the band Jonas Brothers. Next to each fact, write an F. Next to each opinion, write an O. Then write one fact and one opinion of your own.


_____ 2. Nick Jonas has diabetes.

_____ 3. Joe Jonas is the most talented member of the group.


_____ 5. They are the greatest band in history.

_____ 6. The Jonas Brothers raised money for diabetes research.

_____ 7. They should all get haircuts.

_____ 8. Kevin Jonas is good-looking enough to be a model.


_____ 10. The brothers don’t deserve to be famous.

Write your own Jonas Brothers fact: ______________________________________________________

Write your own Jonas Brothers opinion: ____________________________________________________