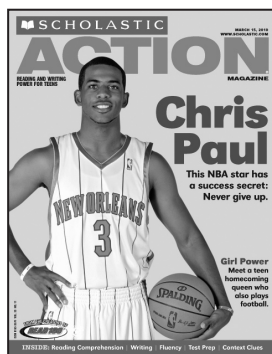


ACTION

Teaching and reinforcing essential reading and writing skills for middle and high school students reading at the 3rd- to 5th-grade level

ISSUE DATES	9/7	9/21	10/5	10/26	11/9-23	12/7	1/11	2/1	2/22	3/15	4/5	4/19	5/10
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Green Action

Dear Teacher,

Each year, *Action* celebrates Earth Day with an issue about going “green” to help the environment. This year, we’re going to be a little more green ourselves! For our April 5 issue, in honor of Earth Day, this Teacher’s Edition (with the answer key) will be found online only instead of being printed and shipped to you.

This is our way of helping the environment one tree at a time. You can easily download the pages from our Web site: www.scholastic.com/actionmag.

You’ll get the same great skills sheets and lesson plans—but without all the extra paper that printing this Teacher’s Edition requires.

So when you don’t see our Teacher’s Edition in your bundle with the next issue, don’t worry! It’s all online waiting for you.

Happy (early) Earth Day!

Sincerely,

Christy Damio Caroleo, Senior Editor
cdamio@scholastic.com

Don’t forget, the Action Web site (www.scholastic.com/actionmag) has five extra reproducible skills sheets for each issue, found only online.

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

Page	Article	Skill taught and reinforced	NCTE & IRA Standards, p. T3
4	Chris Paul , celebrity profile READING LEVEL Lexile: 570/Dale-Chall Grade 3	Vocabulary: analyzing compound words	1, 3, 6, 11, 12
6	Temple Grandin , Readers Theater play READING LEVEL Dale-Chall Grade 4	Fluency/Reading Comprehension: repeated reading/ comparing and contrasting	1, 2, 3, 4, 6, 11, 12
12	More Than a Pretty Face , true teen story READING LEVEL Lexile: 540/Dale-Chall Grade 3	Reading Comprehension: test prep	1, 2, 3, 4, 6, 11, 12
16	Tyler Perry , puzzle	Vocabulary: using context clues	1, 6, 11, 12

VOCABULARY IN ACTION
Analyzing Compound Words**MEETING STATE STANDARDS:**

Students will construct and deconstruct compound words. This is similar to Massachusetts's standard "Students will identify and use compound words."

About the Story: Chris Paul left college to join the NBA. But he never gave up on getting a college degree.

Pre-Reading Skill Builder

- **Basketball basics:** Do your students know that NBA stands for National Basketball Association? Some teams are the LA Lakers, Chicago Bulls, Boston Celtics, and NY Knicks.
- **The New Orleans Hornets** are a basketball team located in Louisiana. When Hurricane Katrina hit New Orleans in 2005, the team relocated to Oklahoma City for two seasons.
- **Compound words:** When introducing this concept, explain that there are three types of compound words:
 - ♦ closed form—the words are written together, as in *notebook* and *firefly*.
 - ♦ hyphenated form—a dash is put between the words, as in *six-pack* and *mother-in-law*.
 - ♦ open form—the words have a space left between them, as in *ice cream* and *post office*.

Post-Reading Skill Builder

- **Setting priorities:** Ask students, "Why do you think Chris Paul wants to complete college when he is already earning millions of dollars each year?" In fact, the average career length for an NBA player is five years. Chris Paul is wise to want a degree so he can manage his money well and prepare for a second career.
- **Compound word practice** continues with the skills sheet "Create-A-Compound" on p. T5.

FLUENCY IN ACTION
Repeated Reading**MEETING STATE STANDARDS:**

Students will practice before reading aloud. This is similar to New Jersey's standard "Reread text for fluency and clarity."

About the Story: Based on a true story, this play follows an autistic teen as she overcomes her challenges and discovers her talents. The play was adapted from an HBO movie.

Pre-Reading Skill Builder

- **Are there any autistic students in your school?** This inspirational play can help others learn about the challenges involved in autism.
- **Autism** is a developmental disorder that appears in childhood. It can include communication difficulties (delayed speech) and social difficulties (inability to make eye contact, problems having conversations). Research is continuing to explore whether this is a genetic or environmental disorder.

Post-Reading Skill Builder

- **Want to learn more?** You can view a recent interview with Dr. Grandin by visiting www.booktv.org and typing in "Temple Grandin." The interview is long, but it provides a great chance to see Dr. Grandin and learn how she thinks. Teachers might learn more about autism and how to relate better to autistic students.
- **Dr. Grandin recognizes** the importance of great teachers and schools in her life. Some questions for discussion:
 - ♦ What is a boarding school, and why do people go to them?
 - ♦ How could taking care of animals be helpful for some students?
 - ♦ How can wood/metal shop classes and cooking/sewing classes be useful to students?
- **Assess comprehension** with the play quiz on p. T6.

LESSON 3

PAGES 12-15

MORE THAN A PRETTY**FACE**, true teen story**READING COMPREHENSION IN ACTION****Test Prep****MEETING STATE STANDARDS:**

Students will demonstrate comprehension by answering questions about a text. This is similar to Louisiana's standard "Reading, comprehending, and responding to written texts in extended passages."

About the Story: Learning to cope with being bullied helped this teen develop strength and courage.

Words in Action Vocabulary: varsity, pageants, scholarships, admired, interception

Pre-Reading Skill Builder

• **Vocabulary Quick Quiz:** (Let students look over the words on p. 12, and then give them the following clues.)

- ◆ Money for college (*scholarships*)
- ◆ "You caught the other team's pass!" (*interception*)
- ◆ Judged for beauty or talent (*pageants*)
- ◆ Mother Teresa, Martin Luther King Jr., and Helen Keller are all greatly... (*admired*)
- ◆ Teams: freshman, JV, and... (*varsity*)

Post-Reading Skill Builder

- **Character education discussion:** *Why do some students bully others?* (They may have been bullied, they might not feel good about themselves, they may lack social skills, and other reasons.) Research some anti-bullying programs that could be tried in your school. Visit www.stopbullyingnow.hrsa.gov.
- **What is the "double victory" mentioned in the subtitle on p. 14?** (*Alicia was voted homecoming queen and also played in her first varsity game—which her team won.*)
- **Title analysis:** How is Alicia *more than a pretty face*? (She doesn't simply rely on her good looks, but also uses her physical abilities to play football and her brain to talk to others about overcoming bullying.)

Read 180® Teachers:

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

"Chris Paul": This feature is just right for your 20-minute whole-group instruction period. The article, along with its accompanying activities, can be completed in about 20 minutes.

"Temple Grandin" and "More Than a Pretty Face": These features are most useful for *small-group instruction*. Students can read the text together. "Temple Grandin" comes with a Venn diagram on p. 11. "More Than a Pretty Face" is followed by a 10-question comprehension quiz on p. 15.

"Tyler Perry": This feature is best used for *independent reading*. Its high-interest subject matter encourages students to use the skills they've developed 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.).