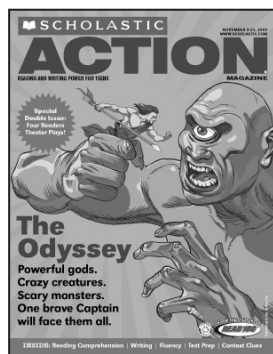


ACTION

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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Going to the Theater

Welcome to *Action's* all-play issue. Each Readers Theater play inside comes with a fluency workout and a follow-up activity. This issue has something for everyone:

- **Romance**—“A Real-Live Blond Cherokee” about a teen boy and girl who get off on the wrong foot but find a way to make things right. (Note: The characters Scott and Josh have one and two lines respectively; perfect for students who want to participate but have trouble with large roles.)

- **Sci-Fi**—“Star Trek” is a journey into space, the future, and a battleground. (Note: It might help to

practice pronouncing characters’ names ahead of time.)

- **Mythology**—“The Odyssey” will take students on an eventful trip through the time of the Trojan War. (As with “Star Trek,” going over characters’ names in advance might prove useful.)

- **Sports/Biography**—“The Blind Side” is based on the true story of pro football player Michael Oher’s early years. To get students excited about this play, first view the video you’ll find at scholastic.com/actionlink.



Sincerely,
Christy Damio Caroleo, Senior Editor
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Don't forget, the *Action* Web site (scholastic.com/actionmag) also has five extra reproducible skills sheets to help you make the most of your class time.

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

Page	Article	Skill taught and reinforced	NCTE & IRA Standards, p. T4
4	A Real-Live Blond Cherokee , Readers Theater play READING LEVEL Dale-Chall Grade 3.5	Fluency/Reading Comprehension: pronouncing double-vowel sounds/identifying the author’s purpose	1, 2, 3, 4, 6, 11, 12
12	Star Trek , Readers Theater play READING LEVEL Dale-Chall Grade 4	Fluency/Reading Comprehension: creating suspense with dialogue/analyzing character	1, 2, 3, 4, 6, 11, 12
18	The Odyssey , Readers Theater play READING LEVEL Dale-Chall Grade 3.5	Fluency/Reading Comprehension: practicing reading unfamiliar names/understanding cause and effect	1, 2, 3, 4, 6, 11, 12
24	The Blind Side , Readers Theater play READING LEVEL Dale-Chall Grade 4	Fluency/Reading Comprehension: adjusting for mood/comparing and contrasting	1, 2, 3, 4, 6, 11, 12
32	Taylor Lautner , puzzle	Vocabulary: using context clues	1, 6, 11, 12



LESSON 1
PAGES 4-12**A REAL-LIVE BLOND
CHEROKEE**, *Readers Theater play***FLUENCY/READING COMPREHENSION
IN ACTION*****Pronouncing Double-Vowel Sounds/
Identifying the Author's Purpose*****■ MEETING STATE STANDARDS:**

Students will determine the author's purpose in order to better understand the text. This is similar to Louisiana's standard "Using comprehension strategies to interpret written text."

About the Story: Celebrate **American Indian Heritage Month** with this play, based on a quirky love story by Native author Cynthia Leitich Smith.

Pre-Reading Skill Builder

- **Stereotypes:** This play deals with our instant opinions of people when we see them. What stereotypes exist in your school? Do you have *preps, skaters, Goths, jocks, and nerds*? Do all students fit into a certain group? If so, is this a good thing?

Post-Reading Skill Builder

- **An author's purpose** in writing is usually to persuade, to inform, or to entertain. Can your students think of examples of each of these? (*inform* — *textbooks, newspapers, encyclopedias; persuade* — *editorials, opinion columns; entertain* — *most fiction books*) For practice in identifying the author's purpose, copy and complete "Author's Purpose" on p. T5.
- **About the author:** Cynthia Leitich Smith's work is noted for its diversity, humor, and midwestern to southwestern settings. Her books include *Jingle Dancer, Rain Is Not My Indian Name, and Indian Shoes*. This play is based on a short story with the full title "A Real-Live Blond Cherokee and His Equally Annoyed Soul Mate," found in the anthology *Moccasin Thunder: American Indian Stories for Today*. Leitich Smith was born in Kansas City, Missouri, and is a tribal member of the Muscogee Nation. She lives with her husband, award-winning children's book author Greg Leitich Smith, in Austin, Texas.

LESSON 2
PAGES 12-17**STAR TREK,**
*Readers Theater play***FLUENCY/READING COMPREHENSION
IN ACTION*****Creating Suspense With Dialogue/
Analyzing Character*****■ MEETING STATE STANDARDS:**

Students will read with expression appropriate to the text. This is similar to Pennsylvania's standard "Use appropriate rhythm, flow, meter, and pronunciation in reading."

About the Story: Based on the hit movie, this play is about two young men who are very different, but whose futures depend on their ability to work together.

Pre-Reading Skill Builder

- **Reading strategy: Connecting new to known** — What do your students already know about *Star Trek*, the TV series, movies, comic books, or computer and video games? What terms or phrases are connected with *Star Trek*? (*Live long and prosper, warp speed, to boldly go where no man has gone before, and Beam me up, Scotty.*)
- **Character education: Create a class theme** — What character traits do your students possess? Which ones do they need to work on? Create a class theme, such as "We earn respect!" or "I am responsible for my behavior." This activity will help students prepare for the character-analyzing graphic organizer on p. 17.

Post-Reading Skill Builder

- **Bullying:** In Scene 1, Spock is bullied for being half-human, half-Vulcan. In Scene 2, the President of the Vulcan Science Academy tells Spock he has a disability because he has a human mother. Use these examples as a springboard for discussion on bullying and discrimination.
- **A world without emotions:** On the board, list as many emotions (both positive and negative) as your class can think of. Then have students write a narrative paragraph about what life would be like if, like Spock, people did not express emotions.

LESSON 3

PAGES 18-23

THE ODYSSEY,*Readers Theater play***FLUENCY/READING COMPREHENSION
IN ACTION*****Practicing Reading Unfamiliar Names/
Understanding Cause and Effect*****MEETING STATE STANDARDS:**

The student will understand the relationship between cause and effect. This is similar to Georgia's standard "(The student) identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s)."

About the Story: This is a humorous interpretation of Homer's *Odyssey*, in which a group of sailors encounter trouble upon trouble in their quest to get home.

Pre-Reading Skill Builder

- **Background:** *The Odyssey* is one of two major Greek poems written by Homer. The other is *The Iliad*. These are based on Greek mythology and are epic poems, meaning they are long narrative poems of heroic deeds and events. Some discussion of the Trojan War might be helpful.
- **Cause and effect**—Explain this concept with real-life examples: You eat too much food (cause), then you feel sick (effect). The girl teased the cat (cause), so the cat scratched her (effect). Joel studied hard for a test (cause), and he got an A (effect).
- **What is an odyssey?** It is a long, adventurous voyage or trip.

Post-Reading Skill Builder

- **Who's who?** To review the characters, say these phrases and have students respond with a character name from "The Odyssey."
 - ◆ Powerful, hates bossy humans, loves the sea (*Poseidon*)
 - ◆ Hungry for human snacks (*Cyclops*)
 - ◆ Leader of men, won the Trojan War, runs into many problems getting his army back home (*Odysseus*)
 - ◆ Finally decides to protect Odysseus until he gets home (*Athena*)
- **After** completing the cause and effect activity on p. 23, use the skills sheet on p. T7 for independent practice.

LESSON 4

PAGES 24-31

THE BLIND SIDE,*Readers Theater play***FLUENCY/READING COMPREHENSION
IN ACTION*****Repeated Readings/
Taking Notes*****MEETING STATE STANDARDS:**

Students will practice reading in order to improve fluency. This is similar to Ohio's standard "Read passages fluently with changes in tone, voice, timing and expression."

About the Story: Based on the upcoming movie, this play tells the true story of the teen years of pro football player Michael Oher.

Pre-Reading Skill Builder

- **Blind side?** What does this mean? Perhaps your football fans can tell you it's the side of the field opposite the way a player is facing. What does it mean to be **blindsided**? It means to be taken unawares or to be attacked from the blind side.
- **True story!** This *nonfiction* play was adapted from the upcoming movie being released on November 20. The movie stars Sandra Bullock, Tim McGraw, and newcomer Quinton Aaron as Michael Oher.

Post-Reading Skill Builder

- **Geography connection:** In the last scene, recruiters from several colleges visit Michael. They are from Louisiana, Georgia, Mississippi, Florida, and Tennessee. Locate each of these on a U.S. map. What do they have in common? (*They are all southeastern states.*) Oher ended up going to Ole Miss in Mississippi. On July 30, 2009, he signed a 5-year, \$13 million contract with the professional football team the Baltimore Ravens.
- **Making a trading card:** At www.scholastic.com/actionmag, click on "Current Issue Reproducibles." There, you'll find a skills sheet on which students can create a trading card of themselves. The theme can be football, dance, singing, running, reading, video gaming, etc. Instead of height and weight, students can list their talents. Instead of college, they can list their current school. Encourage students to add interesting facts that make them special.

Read 180[®] Teachers:

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

“A Real-Live Blond Cherokee,” “Star Trek,” “The Odyssey,” and “The Blind Side”: These features are most useful for *small-group instruction*. Students can read the text together. “A Real-Live Blond Cherokee” comes with an activity for identifying the author’s purpose. “Star Trek” is followed by a skills sheet for analyzing character. “The Odyssey” has a cause-and-effect activity, and “The Blind Side” is accompanied by a note-taking skills sheet.

“Taylor Lautner”: This activity is best used for *independent reading*. The high-interest subject matter encourages students to build literacy skills.

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.).

Action Skills Sheet

**SKILL: Identifying the Author's Purpose
Use with "A Real-Life Blonde Cherakee"**

Name: _____

Date: _____

Author's Purpose

Authors write to inform, to entertain, or to persuade. Your textbooks and most nonfiction pieces usually inform you about a topic. Fiction writing usually entertains you. A letter to the editor usually tries to persuade you. Read the sentences and selections below, and decide the purpose of each one. Write I for inform, E for entertain, or P for persuade on the blank line.

1. It rained three inches yesterday. _____
2. Everyone should recycle unwanted paper. _____
3. Once upon a time, there lived a happy little rabbit named Bounce. _____
4. The author George Eliot was actually a woman writing under a pen name. _____
5. In the book *Twilight*, a vampire falls in love with a human. _____
6. I strongly disagree with the principal's policy that students will be suspended if they come to school wearing clothing with words printed on it. I enjoy wearing clothes that express my feelings. Sometimes I wear fun sayings, and other times I just like to support my favorite football team. This rule should be changed now! _____
7. Alice turned the corner, but the Rabbit disappeared. She found herself in a long, low hallway that was poorly lit. Alice was amazed to find herself surrounded by many doors in the hallway, all of which were locked. (Adapted from *Alice's Adventures in Wonderland* by Lewis Carroll) _____
8. Thanksgiving is a holiday celebrated in the United States. It is celebrated on the fourth Thursday in November. On Thanksgiving, people give thanks for the crops that have been harvested. _____
9. Overcrowding in schools is making it harder to learn. Students get lost in the crowd and never receive the attention they should. Reducing class size is the best way to solve this problem. _____
10. New Jersey's Liberty State Park opened on June 14, 1976, in honor of the nation's 200th birthday. The park lies at the edge of the Hudson River. From there, visitors can see Ellis Island, the Statue of Liberty, and the New York City skyline. _____

Test Your Knowledge

After reading the play "Star Trek," answer the questions below. Fill in the bubble next to the best answer to each question.

1. The play starts out in the year _____.

- (A) 1828 (C) 2009
(B) 2000 (D) 2233

2. What happens first in the play?

- (A) Kirk's father is killed.
(B) A bully bothers Spock.
(C) Kirk passes the Captain's test.
(D) Spock hits Kirk.

3. Nero is from the planet _____.

- (A) Romulus (C) Vulcan
(B) Earth (D) Mars

4. _____ is Spock's father.

- (A) Nero (C) Captain Pike
(B) Sarek (D) Sulu

5. If Spock goes to the Vulcan Science Academy, what must he give up?

- (A) his father
(B) his money
(C) his memory
(D) his human feelings

6. Why doesn't Spock go to the Vulcan Science Academy?

- (A) He doesn't get in.
(B) The President insults Spock's mother.
(C) He can't afford to go there.
(D) He's afraid to leave home.

7. _____ says, "I don't understand jokes."

- (A) Uhura (C) Spock
(B) Sulu (D) Kirk

8. Why does Spock give up being Captain of the *Enterprise*?

- (A) He has lost control of his emotions and hit Kirk.
(B) He is injured and can't fight.
(C) He wants to become a singer.
(D) He wants Uhura to be Captain.

9. What does Captain Pike say to Kirk when Kirk takes over his job?

- (A) "I'll get you for this."
(B) "Congratulations, Captain."
(C) "Have fun!"
(D) "This can't be happening!"

10. At the end of the play, Spock asks to be First Officer on Kirk's ship because _____.

- (A) he respects Kirk
(B) he wants to be near Uhura
(C) he doesn't trust Kirk and wants to watch him
(D) he can't get any other job

Cause and Effect

Have you thought about how your actions affect others? When you smile (cause), other people feel better (effect)! Another example of cause and effect is: *Turning the key (cause) unlocks the door (effect)*. Practice identifying cause and effect in the sentences below.

1. Heavy rain flooded the highway.

Cause _____

Effect _____

2. Kelly studied hard for the test, and so she did very well on it.

Cause _____

Effect _____

3. The driver died as a result of his injuries from the crash.

Cause _____

Effect _____

4. Aaron slept for 11 hours because he was so tired.

Cause _____

Effect _____

5. Angie stayed inside because it was raining.

Cause _____

Effect _____

Action Skills Sheet

SKILL: Taking Notes

Use with "A Real-Live Blonde Cherokee"

Name: _____

Date: _____

Take Note!

Taking notes means writing down the most important parts of a text. Read the article below, and take notes by filling in the blanks.

The Cherokee are an American Indian people originally from the Southeastern United States. As of the year 2000, they are the largest of the American tribes. Originally, the Cherokee were hunter-gatherers. They hunted bison and caribou. They planted corn and squash.

In the 1830s, the American government forced this tribe and others to move to what is now Oklahoma. Their journey was called "The Trail of Tears." Four thousand Cherokee died from the cold, disease, and starvation along the way.

Modern-day descendants of the Cherokee tribe include Bud Adams, the owner of the Tennessee Titans football team, and Sam Bradford, the 2008 College Football Heisman Trophy winner. Another Cherokee was Will Rogers, an entertainer from the 1930s. He was a cowboy, actor, and comedian. He is remembered for his famous line, "I never met a man I didn't like."

Who? _____

Where? _____

Hunted _____

Planted _____

What happened in the 1830s?

How 4,000 Cherokee died in the 1830s:

Modern-day Cherokee:

1. _____

Known for _____

2. _____

Known for _____

3. _____

Known for _____

