

HighWire
MAGAZINE

FIRST OFF THE MARK

The Magic Mark

Athletes work toward a magic mark

Getting There First

Potato chips, sticky notes,
and more

Winners and Losers

Is being first
always important?



Volume 7, Issue 2 Teacher Guide

 Learning Media®

ISBN-13: 978-0-17-635831-0
ISBN-10: 0-17-635831-5



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High Wire Magazine – First Off the Mark Teacher Guide

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Developed in collaboration with
Learning Media Limited

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Distributed by Learning Media Limited
Box 3293, Wellington, New Zealand

www.learningmedia.co.nz

ISBN-13: 978-0-17-635831-0
ISBN-10: 0-17-635831-5

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First Off the Mark

Teacher Guide

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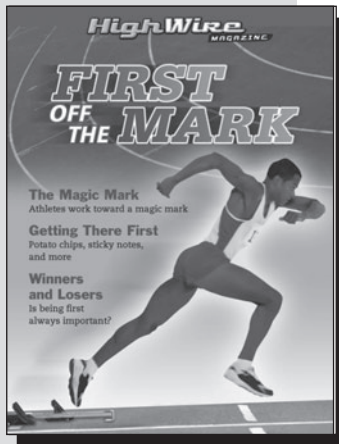
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



First Off the Mark

Key Reading Strategy: *Asking Questions*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Asking Questions. The students can practice using this strategy at places in the magazine marked with the symbol ★. For more on this strategy, see page 7. **Assessment Master 3** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: math, social studies, science

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* looks at how people have achieved being the first to do something momentous. Discuss the title and the link it has with the photograph on the cover. Ask:

➤ What else could this title be referring to?

The students could record their ideas and then share them with the class.

Making Connections

Explain to the students that the magazine includes a variety of both fiction and nonfiction articles and stories about people who have strived to achieve a goal. Encourage a discussion among the class about some of the personal goals they have had and the sacrifices they have made in order to achieve them.

Tell the students that this magazine also includes the stories of some inventions that we now consider everyday things. Encourage them to share any stories they may know about how things came to be invented.

Lesson Focus

Making connections
Asking questions
Visualizing

About This Selection

This report outlines records that have been set and broken in various track-and-field events. Athletic enhancements and future limits are also discussed.

Word Talk

Glossary words:
crosswind, enhance, endurance
Other vocabulary:
regularly, generated, shaved, clear, ancient, spirit of competition, disqualified



Assessment Tip

Watch for students who demonstrate their interaction with a text by asking questions of what they read. Look especially for questions that reflect a desire for additional clarification or information.

The Magic Mark

page 2

Before Reading

Making Connections

Discuss with the students the motivations that push people beyond expectations and achieve world records. Ask questions such as the following:

- What motivates you to play sports, read a book, or study for an exam?
- What sacrifices do you have to make when you are studying or training? What are the compensations?
- What is an appropriate reward for achieving a new world record? Why do you think that?

Talk about some of your own achievements and talk to the students about how those achievements made you feel. Discuss the effect they have had on your life. Ask questions such as the following:

- Have you ever really strived for something? Were you successful? Describe your experience.

Text Features

Have the students look through the selection and comment on the features that will support them in reading the text (headings, subheadings, photographs, captions). Ask questions such as the following:

- Why have italics been used on page 2?
- What information does the photograph give you? (For example being black and white.)
- Why do some photographs have captions and some do not?
- What is the difference between a heading and a subheading? How can you tell the difference?
- Why has the author used the orange box on page 3 instead of including the information in the main body of the text?

During Reading

Skimming

Have the students skim the text. Ask them to jot down any questions that arise as they encounter unfamiliar words or ideas. Make sure you set aside time to clarify any misunderstandings.

Visualizing

Read aloud the introductory passage on page 2. As you read, ask students to visualize what the day was like. Ask:

- What words and ideas were the most helpful to create a visual picture?

Have the students read page 3 independently. Tell them to focus on the question “Records are broken all the time, so what was so special about this one?” Have them discuss why this question was included.

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

Say Something

Write the following headings on the board:

- Famous Athletes
- Records
- Cheating
- Future Records

Use Say Something to read to the end of the article. In pairs, have one student record a question about each of the four subjects and the other use sticky notes to mark the text with any information on the questions.

Then organize the class into four groups, and ask the students to write their questions on chart paper. Ask:

➤ Where could you find the answers to your unanswered questions?

After Reading

Making Judgments

Have a whole-class discussion on the topic: “Athletes who cheat should be banned for life.”

Silent Exchange

Ask the students to carry out a Silent Exchange to encourage questioning and sharing points of view.

Key Reading Strategy: Asking Questions

Able readers develop a curiosity through questioning. These questions may be developed with a fellow reader. Using this curiosity to create questions helps to increase a reader's knowledge of more specific information.

Reading and Discussing the Page

Look at the photograph on page 2. Have the students speculate about the roles of the people watching the race.

- Who are they?
- What might they be thinking?

Discuss how photographs often motivate us to read on and create questions about text.

Discuss whether there is a difference between the questions one would ask about nonfiction and fiction texts. Ask:

➤ Why might there be a difference?

Practice asking questions of a text by having the students choose a piece and use the Say Something approach to take turns reading, listening, and asking questions. When the reader stops, the listener asks a question, which the pair discusses and tries to answer. Then they swap roles.

Lesson Focus

Asking questions
Predicting

About This Selection

In this article, inventions such as Liquid Paper, potato chips, Post-it Notes, and sandwiches are described. Students learn how these famous inventions came about.

Word Talk

Glossary words:

aspiring, disagreeable, earl, famished, nifty, adhesive

Other vocabulary:

errors, upper-class, commonly

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.



Teaching Tip

You could pair students to work on the T-chart together, with one student recording the problem and the other the solution. They can discuss their ideas before writing them.

Scales

A Likert scale asks students to rate their level of agreement with a statement on a range from “strongly disagree” to “strongly agree.”

Extra Help

Reinforce the vocabulary by showing students real items that are referred to in this selection, for example, sticky notes.

Getting There First

page 10

Before Reading

Word Splash

Tell the students they will be reading about inventors and their inventions. List some words and phrases on chart paper or a transparency and see whether the students can predict what inventions they relate to. Include words such as “potatoes,” “quick-drying paint,” “slices of bread,” “fillings,” “paper,” “glue,” and “sticky.”

When they have predicted the inventions, tell the students that they will be reading about how potato chips, Post-it® notes, Liquid Paper®, and sandwiches were invented. Ask questions such as the following:

- How would your lives be different without these things?
- What could you use instead?

During Reading

Graphic Organizers

Use a T-chart to record the problem on one side and the solution on the other.

Read aloud page 10 using the Shared Reading approach. Ask questions such as the following:

- What other “everyday” things can you think of?
- How could you find out who invented them?

Scales

Draw a scale on the board and have the students rate the importance of each invention. The scale could range from “useless” to “extremely important.”

After Reading

Creative/Aesthetic Response

Have the students think of a new product and write an ad for it.

Questioning

Have the students complete **BLM 1**, Asking Questions.

For a further questioning activity, the students could take part in a Jeopardy-style “Quiz with a difference.” Have the students write down three or four facts from the selection. Then have them work in pairs to tell each other the answer (the fact). The challenge is to work out the question. For example, “George Crum” is the answer; the question is, “Who invented the potato chip?” They could then be shared with the whole class.

Making Judgments

Students could undertake these additional activities:

- judge the value of an invention against a set of criteria
- debate the most important invention from the article, based on the scale made earlier.

Lesson Focus

Making connections
Text features

Word Talk

Vocabulary: *microchip*,
artificial, *virtual reality*,
disposable



Assessment Tip

Watch for students who demonstrate their interaction with a text by asking questions of what they read. Look especially for questions that reflect a desire for additional clarification or information.

A Timeline of Firsts

page 16

Before Reading

Making Connections

Explain to the students that they are going to be looking at a timeline, which is a form of graphic text. Ask questions such as the following:

- What is a graphic text?
- What sort of information would you expect from a graphic text?
- How is a graphic text different from a literary text? Is the information any different?

Tell the students the title of the selection. Ask:

- What things would you expect to be on the timeline?

Have the students offer ideas for definitions of “firsts.”

During Reading

Skimming

Have the students skim through the introductory text and identify unfamiliar words. Explain these before asking the students to read this paragraph independently.

Guided Reading

Read aloud “Some people just can’t turn their brains off.” Ask questions such as the following:

- What tone does the author use when talking about the tooth phone and self-cleaning windows?
- What is the purpose of this passage? Would the information be as effective without it? Why?

Ask the students to look at the information presented on the timeline. Ask questions such as the following:

- Are any of these inventions unfamiliar to you?
- Which of these inventions do you think has had the biggest impact on people’s lives? Why? Which has had the least impact?
- How would our lives be affected if we didn’t have some of these things?
- Are there any other firsts that could be on the timeline?

Text Features

Ask the students to identify the features of a timeline (headings, dates, time periods).



Reflection and Metacognition

Have the students discuss how a graphic text helps them to understand the information.

After Reading

Research

Write the headings “I wonder when ...” and “I found out ...” on chart paper. Encourage the students to add their ideas, for example, “I wonder when the play station was invented.” Then ask the students to conduct their own research and find out the answers. When they have done this, they can add their findings to the chart.

Graphic Organizer

Have the students contribute their ideas to a list of criteria for creating a timeline. Discuss features such as layout, time span, sequence of ideas, use of color, pictures, and title.

Using the above criteria, students could do these activities:

- Read “The Magic Mark” and create a timeline using the information in the article.
- Create a timeline of their own life.

Lesson Focus

Questioning

About This Selection

An expert explains how race timekeeping has evolved and looks at the importance of technology in accurate timekeeping.

Word Talk

Vocabulary: *accurately, jumble, timekeepers, hand-operated, stopwatches, relied, computerized, measure, scanned, high-quality*



Reflection and Metacognition

Ask the students to reflect on how the K-W-L chart increased their understanding of the article. Encourage specific comments (for example, “I learned that thinking about what I already knew helped me to ask good questions”).

Ask an Expert: By the Skin of Your Teeth

page 18

Before Reading

Making Connections

Tell students this selection is an email exchange called “By the Skin of Your Teeth.” Ask questions such as the following:

- Look at the pictures and the title. What will this be about?
- Have you ever heard this expression before? If so, what was it related to?
- How do you think the title relates to measuring time?

Refer to the article “First Off the Mark,” and ask the students to think about the differences between various ways of recording time. Record the differences on a T-chart.

During Reading

K-W-L Chart

Have the students independently read the email on page 18. Using a K-W-L chart, discuss and record what Jacob already knows and what he wants to find out.

Shared Reading

Using a Shared Reading approach, read the first two paragraphs of the reply on page 19. After each one, pause and ask if any of the questions from the chart have been answered. Model how to record the answers in the “L” column of the K-W-L chart.

After Reading

K-W-L Chart

Have the students read the rest of the reply independently. Then discuss what they learned, and record any answers to their questions in the last column of the K-W-L chart.

Ask questions such as the following:

- ★Are there any unanswered questions?
- How could you find the answers?

Lesson Focus

Making inferences
Predicting

About This Selection

In this story, Marko learns the value of balancing athletic ambition with other parts of his life. His passion for triathlons is overshadowed by his guilt for abandoning his family, and Marko realizes the value of thinking of others before himself.

Word Talk

Glossary word: *muttered*

Other vocabulary:

pounding, fumbled, ragged, refueling, reloading, semifinals, nationals, churning, conserving, quads, neck and neck, flat out

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



Assessment Tip

Watch for students who demonstrate their interaction with a text by asking questions of what they read. Look especially for questions that reflect a desire for additional clarification or information.

Winners and Losers

page 20

Before Reading

Making Connections

Discuss the concept of winning. Ask questions such as the following:

- Why is winning so important to some people?
- Why is winning more important to those people than just competing? What length will some athletes go to in order to win? (use drugs, sacrifice time with friends and family, cheat)

Tell the students that this is a story about Marko's experience of training for and competing in a triathlon. Ask questions such as the following:

- What are the events in a triathlon? (swim, cycle, run)
- What distances are covered in each one?

Probable Passage

Have the students complete the activity on **BLM 2**, Probable Passage.

During Reading

Making Inferences

Ask the students to read pages 20 to 22 independently. Ask questions such as the following:

- How does Sofia feel about sports? How do you think she feels about Marko?
- Who provides Marko's main support? How do you know?
- What kind of person do you think Marko is? Why do you think this?

Predicting

Read pages 23 and 24 to the students. Ask the students to predict what will happen on the day of the triathlon.

Read to the end of the selection using a Shared Reading approach. Stop at the end of page 26 to discuss whether their predictions were correct.



Reflection and Metacognition

The students can record their predictions and check them at the end of the story. Ask them to consider how predictions can help them to read for meaning.

Extra Help

A student with no experience of preparing for a sporting event can be paired with one who has a lot of experience. Ask them to share their understanding of the characters in the story.

After Reading

Making Judgments

Encourage students to form opinions by asking them questions such as the following:

- What did Marko gain by being stubborn?
- What do you think might happen in two weeks' time?

Additional Activities

Students could do these activities:

- Have a triathlete talk to the class and answer questions about the sport.
- Organize a mini-triathlon, thinking about places in your area that would be appropriate.
- Map out a triathlon in your area, using the correct distances.

Lesson Focus

Making connections
Visualizing

About This Selection

This poem addresses the pressure to succeed in athletic competition. The poet is weighed down by the long preparations for the race, and finally, he forgets all this as he takes his mark.

Word Talk

Glossary word:

cartridge

Other vocabulary:

release, narrowing, slack, weight, shimmer



Reflection and Metacognition

Ask the students to reflect on the use of visual images to help find the meaning of a poem.

Sketch-to-Stretch

Students create a storyboard with a series of sketches that represent the stages in the story.

The Long Fall Forward

page 28

Before Reading

Making Connections

Tell the students that they will be reading a poem that reflects an athlete's thoughts and emotions in the lead up to an important race. Have the students discuss their emotions before a big event in their lives, for example, an exam, a sporting event, a celebration, or stage appearance. Ask:

- What physical (bodily) responses do you have at these times?
- How do they make you feel?

Discuss what the phrase "the long fall forward" might mean. Encourage students to share their ideas. Tell them that the author has used similes and metaphors. Make comparisons between one thing and another.

During Reading

Visualizing

Use a Sketch to Stretch activity as you read the poem aloud. Tell the students to create a mind picture as you read. Read the poem and then provide the students with paper to draw their mind pictures.

Encourage the students to share their drawings with a partner or small group. Explain that poems are often open to interpretation; therefore, the students' drawings may be quite different.

Now have students read through the poem independently. As they read, have them focus on the mental images the text creates. Ask them to record these in the form of a Double-Entry Journal. On one side, head a column "Quote from the poem" and on the other "What I see."

After Reading

Revisiting the Selection

Make a large copy of the poem, and use a highlighter to identify the similes and metaphors. Discuss what each one means and whether it is familiar to the students. On chart paper, list examples of other poems the students know. These could then be displayed so others can be added later.

Reread the last two lines of the poem. Ask the students to tell you what has just happened. (The race has just begun and he is about to find out what the future holds with regard to winning or losing.)

Text Reformulation

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

Ask questions such as the following:

- Why do you think the author has left the ending open in this way?
- What are some alternative scenarios if the poem were to be continued?

Record these ideas on the board.

Have the students work in pairs to write three or four additional verses.

Text Reformulation

Students could reformulate the poem as a diary entry that covers the buildup to the event and the subsequent outcome.

Graphic Organizer

page 30

Featured Graphic Organizer: Using a T-Chart

A T-chart is a graphic organizer that helps organize information relating to two qualities. For example, a student can describe the pros and cons of an argument, evaluate the advantages and disadvantages of a decision, or list facts and opinions in a piece of writing. In this example, the T-chart is being used to compare and contrast the use of figurative language with their literal meanings. T-charts are an easy way to highlight the way specific pieces of information relate to one another.

Reading and Discussing the Page

Read the T-chart explanation on page 30 to the students. Share some examples of similes and metaphors that may be familiar to them, and record these on the board or chart paper to refer to again later.

Using the Shared Reading approach, read “The Long Fall Forward” on page 28 together, identifying the examples of figurative language that are recorded on the T-chart on page 31. Clarify the literal meaning of each one, and encourage the students to share other examples they may know of.

Refer to the similes and metaphors recorded earlier. Draw a T-chart and use some examples of similes to compare their meanings.

Use **BLM 3**, Figurative Language – Metaphors and Similes, to have the students interpret the figurative language used in “Winners and Losers.”

Featured Project: Read All About It!

Materials required: Internet access and/or reference resources for researching current record holders, and a camera for photographs.

Tell the students that they are going to write a newspaper article about a record-breaking achievement.

Read aloud the introduction. Use a think-pair-share approach to get the students to think about this independently and with a partner. Encourage them to share their thoughts with the class. They could revisit the article “First Off the Mark” about Roger Bannister.

Have the students create a mind map about breaking a sporting record. Ask them to consider how the person felt, the challenges faced, and the training requirements. Then ask them to record details, such as the name of the person, the location of the event, and what happened during the race.

Discuss writing a newspaper article. Have examples that include the following:

- main headline
- a powerful opening statement
- information about the event (who, where, why, what, when statements)
- formal language
- description of conditions, atmosphere, thoughts, and feelings of the athlete
- use of direct quotations (a few words from the athlete or coach).

Ask the students to read the first two orange bands of text independently to find out about headlines. Then have them write three headlines of their own. Give them time to discuss their headlines with a partner, choose the best one, and write an explanation of why they’ve chosen it. Encourage partners to share their choices. Discuss the importance of a headline, and clarify its main purpose.

Ask students to read the rest of the information on the project page independently. Discuss how an opening statement must include a summary of all the main information. It should also entice the reader to continue reading.

Give students the opportunity to use the Internet or library to find information about current record-holders for their chosen event and make a list of the main ideas. Have students include these ideas in their opening statement.

★ Brainstorm questions a reader might want to know, using the five Ws. Explain that they will need to answer these questions in their article.

Tell the students they need to include a drawing or photograph of the event. Discuss aspects such as the following:

- what the photo might show
- what the reader might want to see (put yourselves in their shoes).

Use some examples of captions from *High Wire Magazine* to show how a caption gives a brief piece of information related to the photograph.

Asking Questions

Name: _____ Date: _____

What to do:

- ➔ Reread the article “Getting There First” (*First Off the Mark*, page 10).
- ➔ For each invention, complete the chart below by writing the invention, the problem that triggered the invention, and the solution the inventor found.
- ➔ In the bottom row, write a question you have about the invention. Think of questions that would help you find out more about the problem, the invention, the inventor, or the public response to the invention.

Invention	Liquid Paper®	Potato Chips	Sandwiches	Post-it® Notes
What’s the problem?				
How did the inventor respond?				
My question				

- ➔ What might have happened if one of these had not been invented? Think of a different solution for one of the problems.

A different solution could be _____

Probable Passage

Name: _____ Date: _____

What to do:

- ➔ Read and discuss the following words from “Winners and Losers” (*First Off the Mark*, page 20).
- ➔ Write the words from the list into the passage below. Check that the passage makes sense with the words you’ve added.

mutter
reloading

pounding
semifinals

fumbled
churning

ragged
conserve

refueling
nationals

Marko had been riding hard, and his heart was _____ by the time he finished the race. His breathing was _____, and he panted as he said goodbye to his friend. Marko _____ as he took off his sweaty gear and then sat down to eat dinner. He was starving and began eating quickly, feeling the need for some _____ after using up so much energy on the ride. His family wanted to know how he’d done, but all he could do was _____ replies to them through mouthfuls of food while _____ his fork with more. The _____ were in two weeks’ time. If he did well in those, he was sure to get a place at the _____. It was important to _____ his energy for training to be sure of everything going okay on the day. His stomach was _____ just thinking of what it would be like on the day of the big race.

Figurative Language – Metaphors and Similes

Name: _____ Date: _____

What to do:

- Reread the story “Winner and Losers” (*First Off the Mark*, page 20) and the graphic organizer, “Using a T-Chart” (page 30).
- For each metaphor and simile in the chart below, write the literal meaning.

Figurative Language	Literal Meaning
Eat like a pig (simile, page 21)	
A piece of cake (metaphor, page 22)	
Ate up the laps (metaphor, page 25)	
Lost a lot of ground (metaphor, page 25)	
Neck and neck (metaphor, page 25)	
Clawed their way back (metaphor, page 26)	