

HighWire
MAGAZINE

Stand by Me



Over the Top

When friendship is tested

Through Thick and Thin

A firefighter puts his life
on the line

48 Hours on Skull Island

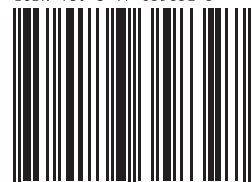
Choose your team and win

Volume 7, Issue 3 Teacher Guide



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Stand by Me

Teacher Guide

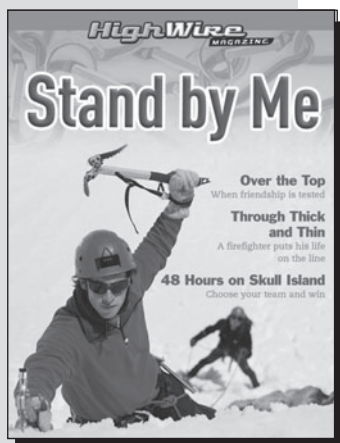
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



Stand by Me

Key Reading Strategy: *Making Connections*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Making Connections. The students can practice using this strategy at places in the magazine marked with the symbol ★. For more information on this strategy, see page 9. **Assessment Master 8** in the Program and Assessment Guide can be used with this strategy.

Curriculum Links: social studies, science

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is a collection of fiction and nonfiction stories and articles about the degree to which people stand by one another in times of need. To help set the scene for the magazine's theme, ask questions such as the following:

- What do you think of when you hear the words “stand by me”?
- Why is it important to know that you have the support of others?
- How could it affect the way you cope with a situation?

Making Connections

Explain to the students that the magazine looks at a variety of different situations in which people's reactions have resulted in either a positive or a negative outcome. Encourage a discussion around the following questions:

- What extent would you go to if someone needed your support?
- Where would you draw the line?

Ask the students to work with a partner to draw a T-chart. Have them title one column “Situation” and the other “Reaction.” Then ask them to give an example of a situation where their reaction would be supportive of another person. Then have them list a situation in which it would be less likely that they would be supportive of others. Encourage some pairs to share their ideas with the class.

Lesson Focus

Making predictions
Visualizing

About This Selection

A young girl, trapped under a trailer after a car accident, is saved by a firefighter. The bravery and dedication of the firefighter allow both of them to survive.

Word Talk

Glossary words: *engulfed*, *torrent*, *resuscitator*, *ashen*

Other vocabulary:

patiently, *unpredictable*,
reactions, *swift*,
consuming, *conscious*,
fumes, *intense*, *thrust*,
groggy

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.

Through Thick and Thin

page 2

Before Reading

Skimming and Scanning

Have the students skim and scan the article, noting the text and layout features, including the headings, subheadings, boxed text, and photographs. Pause to talk about each feature and discuss why it might be helpful as a prediction tool when reading the article. Remind the students that the words in bold type are defined in the glossary.

Visualizing

Have the students close their eyes and visualize the scene as they listen while you read the introductory paragraph on page 2. Ask:

- What pictures did you create in your mind as you listened?

Word Splash

Use a Word Splash to introduce new words in the text and help the students to predict the content from these. Some examples from page 2 could include “unpredictable,” “reactions,” “swift,” and “swerved.”

During Reading

Guided Reading

Have the students read the remaining paragraph on page 2, and then ask:

- What have we learned about the truck driver?
- What do you think is going to happen next?

Have the students turn to page 3 and look closely at the pictures. Ask:

- What do you think the term “engulfed” means?

Have the students check the glossary to see how close their definition is to the one given there.

Have the students read pages 3 to 5 and think about the following questions, which can be recorded on the board:

- Who is saying, “Don’t worry, I’ll get you out”?
- Who is this person talking to?
- Who is saying “Cover me”? Why?
- Why have these photographs been used?
- Why did Royd put his helmet over Jessie’s head?



Reflection and Metacognition

Ask students to reflect on visualizing the scene at the beginning of the article and discuss how doing this helped them to make connections to what was happening in the article.

Text Reformulation

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

Scales

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

Double-Entry Journal

Turn to page 6 and ask the students to complete a Double-Entry Journal as they read to the end of the selection. Have them title one column “Event from the Text” and the other “My Response.”

When the students have read the text, have them share their responses in small groups. Ask questions such as the following:

- What does the term “beyond words” mean in this instance?
- Why has the author described the moment as “precious”?

After Reading

Text Reformulation

The students could reformulate the text into a newspaper article about the accident.

Scales

Have the students complete a Scales activity on the statement “Firefighters should not take that kind of risk.” Have them provide evidence from the text to support their positions.

Lesson Focus

Asking questions

About This Selection

This selection chronicles the ordeal of two men trapped in an ice cave, in journal treatment. By staying together, the men are able to survive until rescued.

Word Talk

Glossary words: *whiteout*, *withdrawn*, *ordeal*
Other vocabulary: *timid*, *buckled*, *willpower*, *visibility*, *calculations*

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.

No Matter What

page 8

Before Reading

Questioning

Locate Grand Teton on a map of North America. Encourage a discussion about mountaineering by asking:

- What do you think the environment on the mountain would be like?
- What kind of preparation would climbers have to make (for example, training, equipment)?
- What do you think is the most dangerous aspect of mountaineering?

Text Features

Have the students quickly look through the selection to note the diary/journal-style headings and look at the illustrations to get a sense of the storyline. Ask:

- What sort of format has this story been written in?
- Why is the story presented this way rather than as a narrative?

During Reading

Shared Reading

Read the text on page 8. Ask questions such as the following:

- What does “no matter what” mean?
- What kind of things could happen to cause the men to be “fighting for their lives”?

Say Something/Double-Entry Journal

Have the students, working in pairs, take turns reading a journal entry and then commenting on it. As they do this, they could also record the “important information” in one column of a Double-Entry Journal and write down their “personal responses” to each piece of information in the other.

Read aloud the “Afterword” on page 11, and discuss the meaning of the word “ordeal” by checking it in the glossary.

Ask questions such as the following:

- Why would Simon think that “each day feels like a gift”?
- Why has the author included an “Afterword” in this article?

After Reading

Revisit the Selection

To engage the students in conversation about the selection, ask questions such as the following:

- What was the main reason why Rick and Simon survived?
- How would this kind of experience affect their friendship?
- Why do you think this article was presented in a daily journal format? Was it effective?

Making Judgments

Have the students reread the text and decide when the men were at their lowest point, justifying their answers with evidence from the text.

Questioning

The students can work with partners to develop five interview questions they would like to ask the survivors. Partners could then role-play their responses.

Key Reading Strategy: Making Connections

By making connections to their own experiences, the students can use their prior learning to make meaning from the text. To support their understanding of a text, the students can:

- think about how the topic connects to their own lives and, in doing so, recall language that relates to these experiences
- make connections to their own knowledge and experiences as they read the text and look at the visual features of the text.

Reading and Discussing the Page

Read aloud the text on the top half of page 12 as students follow along. Establish that:

- their experiences include things that they've seen, heard about, or read
- they can use this strategy before reading, once they know something about the selection they're going to read, or during reading as they encounter a familiar topic or idea
- they can use this strategy after reading as they reflect on what they've read and how it relates to their own experiences.

To make connections, students can ask themselves questions such as the following:

- Have I read a selection like this before?
- Have I seen or done any of the things that I read about in the selection?
- How did this article remind me of myself or of something I've experienced in my own life?
- Have I ever felt the way this character feels?

Distribute copies of **BLM 1**, Making Connections. Have the students read the text from "Try It Out" on page 13. Read the selection "Over the Top," and have the students complete the BLM. Discuss their experiences relating to the story.

Lesson Focus

Making connections
Making judgments

About This Selection

In this story, two co-workers take the time to get to know each other. Even in the face of adversity, getting to know someone can yield a great friendship.

Word Talk

Vocabulary: *organic, dope, stunned, abstract, react, traitor, contempt, blurted*



Teaching Tip

Consider reading this selection over two sessions to provide time for the students to process information, and then link the second reading to the character analysis chart on page 20.



Reflection and Metacognition

Ask the students to discuss the differences between reading fiction and nonfiction and which they find easier, and why.

Over the Top

page 14

Before Reading

Making Connections

Write the phrase “over the top” on the board. Ask questions such as the following:

- How would you react if someone said, “You’re over the top”? Why?
- What are some things that you think are “over the top”? Why?

Model some over-the-top behavior and language, and then ask a couple of student volunteers to demonstrate their understanding of over-the-top behaviors by acting out or saying their own interpretations. These could include character traits, behavior, likes/dislikes, dress, and taste.

During Reading

Marking the Text

Have the students look at the illustrations on pages 14 and 15 first and then read the pages independently. As they do this, have them use sticky notes to mark in the text any instances of behavior that is over the top. Ask:

- What have we learned about Luke?

Read the first paragraph on page 16 aloud. Help the students to pronounce the names of the artists Picasso and Guido Mollinari, whose names appear in the next part of the text.

Have the students read the remainder of the text on pages 16 and 17, continuing to mark the parts that indicate instances of over-the-top behavior. When they have finished, ask questions such as the following:

- Why did Luke give Sarah the T-shirt but then make her promise not to tell anyone where she got it?
- What do we already know about Sarah?

Ask the students to read page 19 and think about how the writer shows how Sarah feels about Luke and the reasons why she changed her attitude toward him.

Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

After Reading**Somebody Wanted But So**

Have the students do a Somebody Wanted But So activity to show the different points of view of the characters.

Text Reformulation

The students could write an alternative ending to the story.

Featured Graphic Organizer: Character Analysis Chart

Reading and Discussing the Page

Discuss the students' understanding of a character analysis chart. Ask:

- Why would it be a useful tool to use? (It shows how the writer develops a person's character.)

Read aloud the description of a character analysis chart on page 20, and then write the column headings "Event," "Reaction," and "What we learned about" on the board. Orient the students to the table by explaining that the "Event" column gives information about a specific happening in the story, the "Reaction" column gives information about how the character reacted to it, and the "What we learned" column is the conclusion we have drawn about the character by putting together the two pieces of information from the first two columns.

Choose an event from a book or from a selection in *High Wire*. Ask questions such as the following:

- Who can recall a situation or event in (the selection) that involved (a particular character)? What happened?
- What was (the character's) reaction to it?
- What did you learn about (the character) from this situation?

Record the students' responses under the appropriate column headings on the board. Repeat this using another situation from the same text.

Have the students each work with a partner to read page 21 using Say Something.

As the students read through each example, ask them to think about whether they agree with what the author has written here and if not, why not. Discuss with the students how charts:

- can be read down columns or across rows, depending on their purpose
- can be used to summarize information in an easy-to-read format
- provide information in a concise format, often using short phrases or words
- can help readers to analyze aspects of a text.

Use the following activities to provide the students with opportunities to make and read character analysis charts:

- The students could create their own character analysis charts by using characters from a well-known traditional tale, a movie, or a book.
- Complete **BLM 2**, Analyzing Characters.
- Have the students select other events from the story and suggest alternative reactions that could be charted to change some of the scenarios and show different character traits.

Lesson Focus

Making connections
Questioning

About This Selection

This poem addresses persecution and the universal responsibility to stand up for humanity.

Word Talk

Glossary words:

communists, unionists, Nazi

Other vocabulary: *activist, consequences*



Teaching Tip

Have other books and photographs of WWII available to use in your discussions.



Reflection and Metacognition

Have the students reflect on how the structure of the poem (repeating stanzas) helps to support their understanding of the text.



Assessment Tip

Listen for the student who makes a connection based on personal experience, a TV show, a movie, or reference to another text.

First They Came

page 22

Before Reading

Making Connections

To help your students access prior knowledge, ask questions such as the following:

- Who are these people and where are they going? (Have them provide evidence from the picture without reading the poem.)
- What do you know about WWII?
- What do you know about Judaism and the plight of the Jews during WWII?

Discuss the meaning of the terms “communist” (someone who supports the view that everything is the property of the community) and “unionist” (a supporter of unions).

Predicting

Have the students look closely at the photograph and note the gestures, body language, clothes, weapons, and background. Read the paragraph at the top of the page to set the scene. Ask questions such as the following:

- Who do you think these people are?
- Where do you think they are going?

Explain to the students that this poem conveys a very powerful message using just a few words and repetition in each of the four stanzas.

During Reading

Read Aloud

Read the poem to the students, and have them listen to and identify the repetition. Read the poem expressively, emphasizing the mood the writer conveys. Have the students write down any words they don’t understand as they listen. Discuss these when you have finished the reading.

After Reading

Questioning

Ask questions such as the following:

- Who were “they”?
- What might have happened if he had spoken out?
- Why do you think there was no one left?
- Where were they?

Creative/Aesthetic Response

The students could find a modern image that reflects the mood or theme of the poem (for example, a picture of an AIDS victim, an African child, or a bleak landscape) and use this as motivation to write their own poem in response.

Lesson Focus

Making connections
Questioning

About This Selection

This article focuses on teamwork and the importance of working together. Students choose characters based on their skills and strengths to compete in a fictional survival game.

Word Talk

Vocabulary: *ultimate*, *contestants*, *complement*, *raging*, *blistering*, *haul*, *stable*



Teaching Tip

Have Double-Entry Journal templates copied in advance for each pair of students.

Extra Help

Remind students to reread any pieces of the text they don't understand to help them find the meaning.



Reflection and Metacognition

Have students reflect on making connections and think about how making a text-to-self connection helped them to understand what they read more easily.

48 Hours on Skull Island

page 24

Before Reading

Making Connections

Invite the students to contribute to a list of reality game shows on television that involve a physical challenge. List these on the board. Ask:

- What are the components of these game shows? (equipment, people, physical challenge)

During Reading

Shared Reading

Read the text on page 24 aloud, and ask the students to list what they see as their own strengths. Have them think about how they would contribute to a team activity such as this. For example, are they innovative, good-humored, reliable, hard-working, honest, or creative?

Ask the students to read “The Task,” and elicit the main obstacles of the challenge (no contact with outside world, tropical forest, quicksand, Mountain of Bones, and rapids). Record these on the board.

Read aloud the description of the island on page 26 while the students study the map and locate each stage.

Encourage the students to discuss the two pieces of equipment they would choose at each stage and their reasons for this choice.

Have the students turn to page 27 and read Stages 3 and 4 independently. Ask them to make their own decisions about the equipment they would choose and what are the most important pieces of information. Ask:

- Why is it called “Fools’ Cove”?

Say Something

Turn to pages 28 and 29. Ask the students to work with a partner to read the description of each contestant. Ask them to think about whether each person would make a good team member and why they think so.



Assessment Tip

Circulate and listen for the student who makes a connection based on personal experience, a TV show, a movie, or reference to another text.

After Reading

Scales

Use **BLM 3**, Using a Scale, to have students complete a scales activity to rate the contestants from best to worst, asking them to provide evidence for their choices.

Questioning

In pairs, have the students interview each other as contestants, asking questions that will draw out their partner's reasons for being sure that he or she will win.

Lesson Focus
Making predictions
Making judgments

About This Selection

In this selection, an expert describes the importance of being a good friend and standing by someone. The context of making friends at school frames the discussion.

Word Talk

Vocabulary: *hick*, *wander*,
reacts, *overreacted*



Reflection and Metacognition

Have students look at the situation from another perspective and discuss some creative solutions to the problem.



Teaching Tip

Gather some examples of advice columns from suitable magazines to use for ideas in the after reading section

Ask an Expert: Ask Susan

page 30

Before Reading

Making Connections

Ask the students questions such as the following:

- What do you know about “advice columns” (for example, Ann Landers and Dear Abby)?
- What kind of publications might include a column like this?
- What do people write in these columns?
- What is the purpose of publishing these questions and answers? Is it a good idea? Why/why not?

Text Features

Have the students scan pages 30 and 31. Ask questions such as the following:

- What text features show that these are letters? (dear ... from ...)
- What can we tell from the expressions on the people’s faces?

During Reading

Guided Reading

Read aloud the first paragraph and then ask questions such as the following:

- What do you think James’s letter will be about?

Have the students read the remaining three paragraphs of the letter and then ask questions such as the following:

- Were you right?
- Why do you think the new girl reacted differently the second time?
- What would your response have been? Why?

Read the opening paragraph of the reply on page 31 aloud to students. Ask:

- What do you think Susan’s advice to James will be? Why?

Have the students read the last two paragraphs of Susan’s reply. Encourage them to discuss what they thought of her advice.

After Reading

Aesthetic/Creative Response

You could give the students another situation (in the form of a letter) and have them write a reply giving their advice.

An alternative could be to have the students work with a partner to role-play the parts, with one person reading the letter and the other responding with advice.

Featured Project: Role-Play

Read each scenario to the students as they follow along.

Provide support for the activity by reading the “Preparing the Role-Play” section at the bottom of the page, helping the students to identify the problem in each scenario and then discussing the characters’ choices.

Using Scenario One, ask questions such as the following:

- What is the problem?
- Who are the characters?
- What choices do they have?
- What are the arguments for and against each choice? How will you bring these out in the role-play?
- How can you work out and role-play different endings for the scenario?

Have the students divide into groups and give each group a different scenario to work with. You may wish to have two different endings for each scenario. Set aside time for the groups to practice their role-plays. Remind them about the features of effective oral presentations, such as:

- speaking in a clear, loud, expressive voice
- facing your audience
- using body language
- making eye contact.

Share their performances of the role-plays with another group or the whole class.

You may wish to discuss such questions as the following:

- What was easy? What was difficult?
- What would you do differently next time? Why?

Making Connections

Name: _____ Date: _____

What to do:

- Before reading the story “Over the Top” (*Stand by Me*, pages 14–19), think about why the author may have chosen this title. Have you ever heard this saying before?
- Write a sentence in your notebook about what the title might mean.
- As you read the story, make notes in your notebook about parts of the story where you felt a connection to something you’ve experienced.
- Note what kind of connection it was. For example, did it remind you of an experience you’ve had, something you’ve read or seen on TV, or something you’ve heard about? Check the information on page 13 to find out more about different kinds of connections readers can make.
- Choose three of the connections you’ve noted, and write about them in the spaces below.

1. When I read _____ (words or events) it reminded me of _____

2. When I read _____ (words or events) it reminded me of _____

3. When I read _____ (words or events) it reminded me of _____

Analyzing Characters

Name: _____ Date: _____

What to do:

- Choose a character from a book you've enjoyed or from a traditional tale.
- Use the chart below to analyze the character through at least three events in the story.
- Refer to the graphic organizer on page 21 of *Stand by Me* for a model.

Character: _____

Book or story: _____

Events	Reaction	What I learned about the character

Using a Scale

Name: _____ Date: _____

What to do:

- Read “48 Hours on Skull Island” (*Stand by Me*, page 24), paying attention to the challenges and the contestants.
- In the chart below, write the contestants’ strengths in the + column and their weaknesses in the – column.
- Next, rate the contestants using a scale from 1 to 10, where 10 is the highest rating. (1 = Not suitable for the challenge; 10 = Very suitable.) Write the rating for each contestant. Then write the reasons for your rating.

Name	+	–	Rating (1–10) Reasons
Camille			
Kim			
Kevin			
Ronnie			
Meena			
Mario			