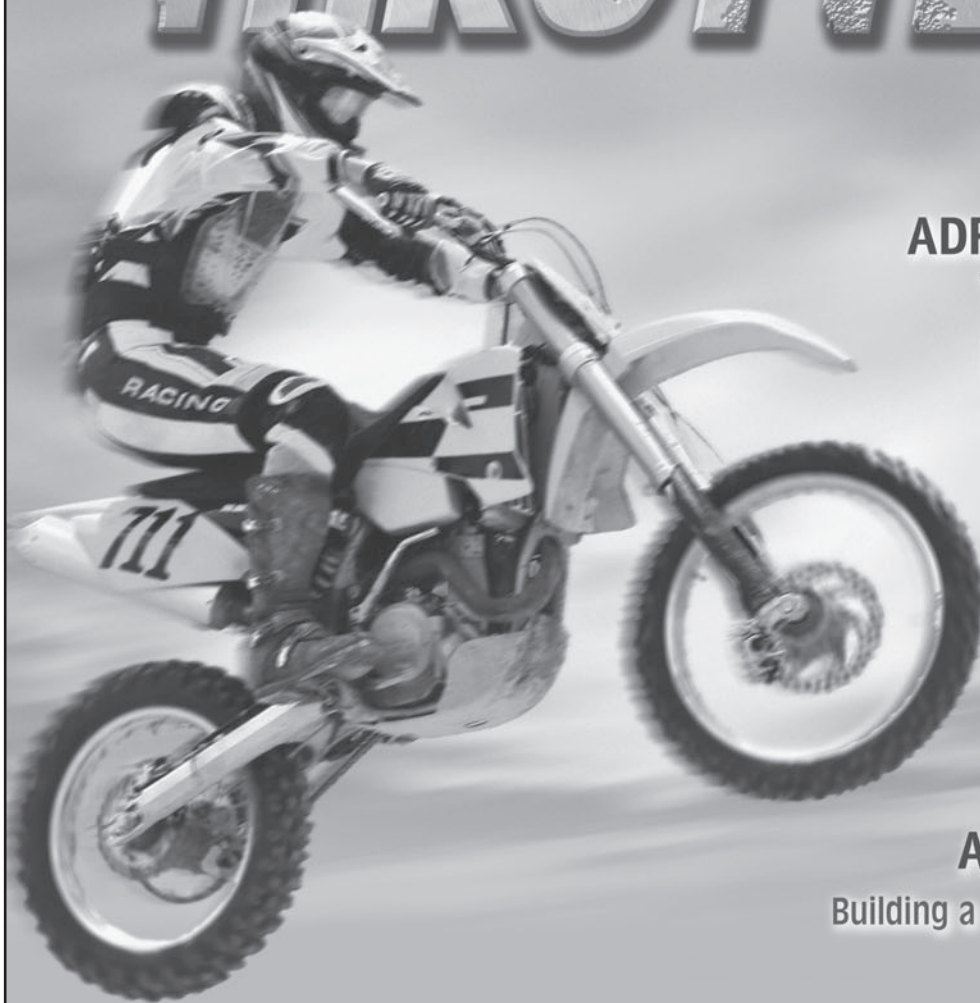


**HighWire**  
MAGAZINE

# FULL THROTTLE



## ADRENALINE ON TWO WHEELS

Motorcycle racing –  
then and now

## RUNNING ON SALT

Breaking records  
at Bonneville

## CHOPPERS AND BOBBERS

Building a custom motorcycle

Volume 8, Issue 11 Teacher Guide





## High Wire Magazine – Full Throttle Teacher Guide

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# Full Throttle

## Teacher Guide

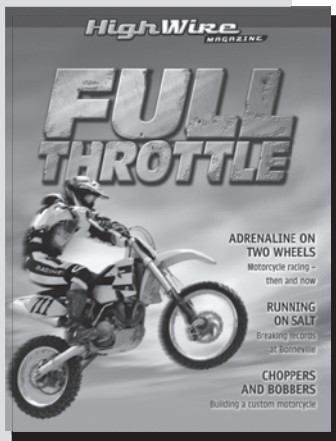
### TABLE OF CONTENTS

Full Throttle Lesson Plans .....	4
Adrenaline on Two Wheels .....	5
Strategy Focus .....	7
Running on Salt .....	8
Miracle Man .....	10
Ask an Expert: Carla's Open Road .....	12
Graphic Organizer .....	14
Choppers and Bobbers .....	15
Project .....	17
Blackline Master 1: Anticipation Guide .....	18
Blackline Master 2: Summarizing and Note Taking .....	19
Blackline Master 3: Probable Passage .....	20
Blackline Master 4: Labeled Diagram .....	21
Blackline Master 5: Nonfiction Review .....	22

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.



# Full Throttle

## **Key Reading Strategy:** *Summarizing and Note Taking*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Summarizing and Note Taking. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 14** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** science, technology

## **Introducing the Magazine**

### **Setting the Scene**

Tell the students that this issue of *High Wire Magazine* is about motorcycles. It has articles about different types of motorcycles, motorcyclists, races, and events.

### **Making Connections**

Ask questions such as the following:

- Do you know someone who has a motorcycle? How does he or she use it? (as a form of transportation, for racing, or as a hobby)
- Where do people go to watch motorcycle races?
- What motorcycle races do you know about?
- What are some positive/negative/interesting things about motorcycles?

## Lesson Focus

Making connections  
Summarizing and  
note taking  
Asking questions

## About This Selection

Motorcycle racing has changed dramatically since it began a century ago. This article describes major forms of motorcycle racing today and profiles two racers at the forefront of the sport.

## Word Talk

Glossary words:  
*transportation, blisteringly, circuits, sealed track, pinnacle, terrain*  
Other vocabulary: *dodging, gallop, whizzed, stadium, obstacles, global, tarmac, exhilarating, swarm, unpredictable, adrenaline*

## Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

## Marking the Text

Students can use sticky notes or plain paper bookmarks to mark their thoughts, questions, predictions, or comments.



## Teaching Tip

This selection makes heavy vocabulary demands. Review the ways the students can figure out unfamiliar vocabulary.

# Adrenaline on Two Wheels

page 2

## Before Reading

### Making Connections

Read aloud the title and discuss the meaning of the word “adrenaline.” Discuss the title and the possible content of the article. Ask the students to share their experiences of motorcycles.

### Anticipation Guide

Give the students copies of **BLM 1**, Anticipation Guide, which asks them to agree or disagree with a set of statements about this selection. Have them complete the “Response before Reading” column.

## During Reading

Read aloud page 2. Tell the students that the article is about motorcycles in the past and the present. Explain that you will be using this text to focus on Summarizing and Note Taking.

### ★Marking the Text

Distribute sticky notes and ask the students to concentrate on what the text is telling them and to look for key words as they read. Tell the students they will be expected to write at least one quality note from each section. An example of a quality note could be:

- (paragraph 1, page 3)  
“Motorcycles in the early twentieth century were cheap and easy to ride. They became popular for both transportation and racing.”
- (paragraph 2, page 3)  
“Many people joined motorcycle clubs. Dirt racetracks were built all over the United States. People loved to watch the best riders compete.”

As you read aloud the first text box on page 3, use chart paper or a transparency to model note taking. Read aloud the second box and ask the students to write a summary on a sticky note. Share and discuss the sticky notes.

Ask the students to read pages 4 and 5, summarizing the information and recording it on sticky notes, which they can place on the text. Continue with this strategy, asking the students to read a section, summarize it, and record it on a note. Have the students share and discuss their notes.

## After Reading

### Anticipation Guide

Ask the students to complete the “Response after Reading” column. Encourage them to share their new responses. Ask them to find the examples in the text that changed their opinions.

**Assessment Tip**

Look for the students who are able to record key information from a text and use that information to generate a brief, accurate summary.

**Asking Questions**

After discussing the students' notes, ask them to each write five questions they would like to ask about motorcycles. Activate their thinking by asking questions such as the following:

- What would you like to know about motorcycle racing?
- In your opinion, what is the most interesting thing about motorcycles?
- What does it take to become a professional on the motorcycle racing scene?

**Creative/Aesthetic Response**

The students could:

- use their notes, along with information from a library, the Internet, or experts in the community, to write and present a short speech about motorcycle racing;
- design a racetrack for one of the forms of motorcycle racing described on pages 4 and 5;
- use the information from page 6 as well as from the Internet to write a journal of one racer's experience in the Dakar Rally.

## Key Reading Strategy: Summarizing and Note Taking

During reading, good readers summarize and take notes to help them understand what they have read and to condense the key messages so they can retell and organize information. Readers can use a variety of oral and visual organizers to develop the skills and processes that help them summarize their reading.

When readers are summarizing, they are looking for key words or ideas. When readers are note taking, they are recording those key words and ideas.

### Reading and Discussing the Page

Have the students read the introductory paragraph. Ask questions such as the following:

- What is a note?
- What is a summary?
- When would you need to summarize and take notes? For what purpose?

Ask the students to read page 10. Discuss graphic organizers that help with this strategy, such as T-charts, mind maps, and ideas webs.

Ask the students to read Try It Out. Have them work in pairs or small groups to summarize the information from “Adrenaline on Two Wheels” on a two-column chart. Using these notes, they can prepare cue cards for an oral presentation to the class.

Distribute copies of **BLM 2**, Summarizing and Note Taking, for students to use individually while they read “Running on Salt.”

Read aloud For Real as the students follow along. Ask:

- Apart from police officers, who would need to take notes to summarize information?



## Lesson Focus

Making predictions  
Asking questions  
Monitoring for meaning

## About This Selection

This article tells the story of how the barren salt flats of Bonneville, Utah, became a racetrack for some of the fastest motorcycles in the world. One of the early competitors was mechanic Burt Munro, whose record still stands.

## Word Talk

Glossary words: *barren, modified, 1,000 cc*  
Other vocabulary: *accelerated, imbalance, evaporated*

## 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.



## Teaching Tip

Encourage all the students to answer questions. To ensure specific individuals don't dominate, use strategies such as paired discussion.

# Running on Salt

page 12

## Before Reading

Tell the students that they will be reading an article called “Running on Salt.” Ask them to suggest what the article may be about. Read aloud the introductory paragraph on page 12. Discuss what the salt flats must be like.

## Probable Passage

Hand out copies of **BLM 3**, Probable Passage. Discuss the words that are listed, including the contexts in which they are used. Ask the students to predict what the article will be about. Have them write a Probable Passage.

## K-W-L Chart

Explain to the students how a K-W-L chart works. Ask them to brainstorm what they already know about the topic and record this in the first column, “What I Know.” Ask the students to generate questions that address gaps in their knowledge, and record these questions in the second column, “What I Want to Know.”

## During Reading

### Monitoring for Meaning

Have the students skim the text and identify any words or ideas that are unfamiliar or confusing. Spend time clarifying any trouble spots, and reiterate strategies that students can use to extract meaning from a text. Some ideas include consulting a dictionary, asking a friend, reading on, using visual cues, or using the context.

### Guided Reading

Support the students as they read through the article section by section. Ask questions such as the following:

(After reading Flat Out)

- Why was Bill Rishel's idea unusual?
- What do you think happens in Speed Week?

(After reading Staying in Control)

- What are some of the challenges of competing on the salt flats?

(After reading From Sea to Salt Flat)

- How were the salt flats created? Explain how in your own words.

(After reading Streamlining)

- How fast is 75 miles per hour? (Discuss as a whole class)
- What modifications were made to motorcycles to make them go faster?



### **Double/Triple Entry Journal**

Two-or three-column charts are used for students to record parts of the text and their inferential or critical thinking about each part.

### **Text Reformulation**

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

Read aloud *The Transformer*. Discuss what characteristics a person like Burt Munro might have. Ask questions such as the following:

- When Burt arrived with his motorcycle at Speed Week in 1967, why were people surprised? Which part of the text supports your answer?

### **Double Entry Journal**

Ask the students to reread the text independently. Have them draw up a Double Entry Journal with the headings “Words from the Text” and “This Is Important Because.” If there are ideas or phrases the students are confused about, have them note these down as they are reading.

## **After Reading**

### **K-W-L Chart**

Have the students complete their K-W-L charts by adding what they learned in the “What I Learned” column. They could then generate additional questions about the topic.

### **Text Reformulation**

The students could reformulate the text as a poster advertising:

- Speed Week;
- motorcycling.

## Lesson Focus

Making connections  
Summarizing and note  
taking

## About This Selection

Todd is a talented dirt-bike racer. When Todd realizes that his father won't allow him to ride a more powerful bike, Todd decides to enter a race without telling him and narrowly avoids making a worse mistake.

## Word Talk

Vocabulary:  
*inexperienced, revved,  
vibrate, snagged*



## Teaching Tip

Remind the students of strategies for extracting meaning from a text, for example, rereading, reading on, using visual cues, asking a friend, and consulting a dictionary.

## 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.

# Miracle Man

page 16

## Before Reading

### Making Connections

Ask questions such as the following:

- What kinds of activities do you do with members of your family? (for example, sports, cooking, or crafts)
- Are the rules in sports different for adults and teenagers?
- Have you ever done anything against your parents' wishes? Why? What was the consequence? (Discuss the students' experiences.)

### Word Splash

Use the vocabulary listed below and a selection of other words from the story to make a Word Splash.

give it some juice  
challenger  
checkered flag  
state championships  
track  
revved  
vibrate  
skidding  
full throttle  
grounded  
banned

Have the students make predictions about the content of “Miracle Man.”

## During Reading

### Think Aloud

Read aloud page 16 while the students follow along. Model Think Aloud to encourage the students to think while they are reading. Explain that thinking about what they read helps to make it more meaningful. During the Think Aloud, focus on the skill of making connections. Use sentence starters such as the following:

- “This tells me more about ...”
- “I think the author is telling me ... because ...”
- “This reminds me of the time that I ...”
- “Maybe this will mean ...”

Have the students practice Think Aloud by reading the rest of the text in pairs.

### ★Summarizing and Note Taking

Photocopy and enlarge the first page of this story to use as the focus for taking notes. This focus includes asking questions, identifying key words and phrases, writing notes in the students' own words, and rereading. Ask questions such as the following:

- Which part of this text is the most important?
- What does the author want you to know about this story?
- What did you find interesting?
- What other questions do you have?
- Does this remind you of anything you have read or seen before?

Have the students reread the story independently. Ask them to pause after each page and generate notes using a combination of key words and answers to the above questions.

After they have finished rereading the story and taking notes, they can focus their note taking on one of the characters in the story. Encourage them to imagine and describe the character (for example, appearance, personality, and sense of humor). Ensure they reread the text to gain a deeper understanding of the character.

Organize the students into groups according to the characters they have chosen. Ask them to share and compare their notes and discuss the differences and similarities. Have them complete a piece of descriptive writing or an artwork that summarizes their understanding of the character.

### After Reading

#### Creative/Aesthetic Response

Ask the students to write a letter to Todd, telling him what they think of his decision to ride (against his father's wishes). Ask them to imagine what they would have done if they were in Todd's situation.

#### Word Splash

Revisit the Word Splash. Discuss how close the students' predictions were.

#### Debate

Encourage a debate among the students over whether Todd should have ridden in the motorcycle race.

### Lesson Focus

Making connections  
Summarizing and note  
taking

### About This Selection

On this web page, a motorcycle expert answers some frequently asked questions about staying safe on the open road.

### Word Talk

Glossary word: *reflective*  
Other vocabulary:  
*resistance, vulnerable,*  
*automatically, adjust*



### Assessment Tip

Look for the students who are able to record key information from the text and can use that information to generate a brief, accurate summary.

### Extra Help

Pairs of students could check that their notes answer the question by reading the question and then checking each other's notes.

# Ask an Expert: Carla's Open Road

page 22

## Before Reading

### Word Splash

Use the vocabulary from Word Talk and other words from the selection to make a Word Splash. Have the students make predictions about the content.

### Making Connections

Ask the students the questions on the "Ask an Expert" pages.

- How safe is a motorcycle compared with a car?
- What are the rules?
- Is it unsafe to carry a passenger on a motorcycle?
- Is it safe to ride at night?

Discuss each question. Finally, ask:

- What is an expert?

Explain that these four questions have been given to a motorcycling expert on a website.

## During Reading

### Guided Reading

Tell the students that while they are reading, they should focus on the meaning of the text. As you guide them through each section, ask questions such as the following:

(After reading "How safe is a motorcycle compared with a car?")

- Why is it more dangerous to ride a motorcycle than to drive a car?
- What does "riding by the rules" mean?

(After reading "What are the rules?")

- What are the three rules the writer wants the reader to know? Rate them in importance. (Discuss the students' responses.)

(After reading "Is it unsafe to carry a passenger on a motorcycle?")

- What is a "technique"?
- Does it matter who the passenger is? (for example, a child, an elderly person)
- How does a rider learn to adjust his or her riding?

(After reading "Is it safe to ride at night?")

- Who needs to ride at night?
- What are the other dangers a rider should be aware of when riding at night?

### ★Summarizing and Note Taking

Tell the students that they are going to reread the text independently and take notes to identify the important information. They will use these notes to write a short summary.

Read aloud the first paragraph, identifying the key information. Explain that key words are a signal as to what the text is about. A two-column chart could be used with the headings “Questions” and “Notes.” Model using this chart by asking questions such as the following:

- Where does the author answer the question, “How safe is a motorcycle compared with a car?”
- What are the key words?
- Are there other important points to note down?

While reading, the students can test their understanding by summarizing the text in each section. Encourage them to keep adding to the chart as they read. They should combine the information on the chart to write a quality summary of the whole article.

### After Reading

#### Word Splash

Have the students revisit the predictions they made before reading the article. Discuss how close their predictions were.

#### Creative/Aesthetic Response

The students could create a poster or brochure advertising motorcycle safety. Discuss the target audience for the poster or brochure (peers, learners, bikers).

## Featured Graphic Organizer: Labeled Diagram

A labeled diagram is an effective way to communicate details and scientific or technical information. It can be a picture or photograph that has clear pointers and concise language. It is an excellent tool to use when summarizing and note taking and can help students to turn their notes into a passage or summary.

### Reading and Discussing the Page

Have the students look at the labeled diagram on pages 24 and 25. Point out that the labels have titles and explanations. Explain that the labels are written as notes. Discuss the features of the diagram, including:

- title
- labels
- suitability of the photograph
- accurate pointers.

Have the students generate a list of items that they could display as a labeled diagram, for example, another vehicle, an animal or insect, or a musical instrument. Encourage them to think of items that they are familiar with and would be able to explain to others. Ask the students to choose one item from the list and have them use **BLM 4, Labeled Diagram**, to display the information.

## Lesson Focus

Making predictions  
Asking questions

## About This Selection

Mechanic Rob Graham has a passion for restoring old motorcycles. In this interview, he talks about his unusual hobby and describes how he puts together a new model.

## Word Talk

Glossary words: *softail, customize, chromed, suspension, absorb, forks*  
Other vocabulary: *restoring, modifications, transportation, distinctive, speedometer*



## Teaching Tip

If some students have little knowledge of the subject or have difficulty making connections with the theme, pair them with other students to complete any of the questioning activities.



## Reflection and Metacognition

Have the students discuss how the different text and graphic features, such as subheadings and labeled diagrams, helped them to understand the information. Could they use this understanding in other subject areas?

# Choppers and Bobbers

page 26

## Before Reading

### Making Predictions

Read aloud the title of the article, and ask whether any of the students can predict what “choppers” or “bobbers” could be. Ask them to predict what they think the article will be about.

### Asking Questions

Explain to the students that they will be reading about a mechanic who enjoys restoring old motorcycles. Tell them to look at the photographs. Ask the students what questions they would ask the mechanic who restores these motorcycles. Record the questions for future reference.

## During Reading

### Guided Reading

Hand out copies of **BLM 5**, Nonfiction Review, which asks the students to make predictions about the article based on the first page. Explain that when they read a nonfiction text, it should unfold in a way that makes sense. A nonfiction text contains the answers to the five Ws (who, what, when, where, why) as well as how. This information works together to explain the main ideas. Read aloud and discuss the instructions, then ask the students to work independently to complete the nonfiction review.

Have the students read pages 26 and 27 independently. Ask them to summarize the two interview questions and answers on page 27, then tell them to look at the photographs and labels on pages 28 and 29. Ask questions such as the following:

- How do these diagrams help you?
- What kind of information do they give you?

Now have the students read pages 28 and 29. Ask:

- Do the diagrams relate to the text?

Discuss the students’ responses, then have them read pages 30 and 31. Ask questions such as the following:

- How did the diagram on page 29 help you understand this article?
- Do the diagrams make a difference to your understanding?

## After Reading

### Making Predictions

Discuss how accurate the students’ predictions were on the meaning of choppers and bobbers.

Have them complete the second part of the **BLM**. Discuss the accuracy of their predictions.



### **Asking Questions**

Have the students review the questions they asked before reading the article. Ask questions such as the following:

- Which of your questions did the interviewer ask Rob Graham?
- What were the answers?
- Which questions didn't he answer?

Discuss ways that the students could find answers to their questions.

### **Creative/Aesthetic Response**

The students could:

- write a poem about riding a chopper on the open road;
- create a poster advertising a convention day on choppers and bobbers, designed to appeal especially to teenagers.

## Featured Project: Design Your Dream Bike

**Materials required:** paper, pens/pencils

Tell the students they will be designing their dream bike.

Read aloud the introductory paragraph and discuss the project. Ask the students to share their knowledge of all the different motorcycles that they now know. Discuss the features of the bikes. (The students can refer back to the articles to prompt their thinking.)

Read the first section with the students. Have them write down all their ideas and share them with the group. Ask questions such as the following:

- What would your dream bike look like?
- What will it be able to do?
- How will the different features affect the performance of the bike?

Read the second section with the students. Ask questions such as the following:

- What information do you want to collect?
- Where is the best place to look?
- How will you find exactly what you are looking for?

Read the next two sections with the students, then allow them time to carry out their research.

Once the students have completed their labeled diagrams, ask them to share their designs with the class. Have them come up with a name for the bike. The students could also plan an advertising campaign for their bikes, including advertisements, radio ads, and jingles.

# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Before reading “Adrenaline on Two Wheels” (*Full Throttle*, pages 2–9), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the article, then look back at the statements. Have you changed your ideas? Write your new response, or rewrite your original response, in the final column.

Response before Reading	Statement	Response after Reading
	All motorcycles are used as a way to get from one place to another.	
	Anyone can take up motorcycling as a sport.	
	Motorcycles are a new form of transportation.	
	Motorcycles cost a lot of money to buy and run.	
	Only very athletic people should ride motorcycles.	
	You should always wear a helmet when you ride a motorcycle.	

# Summarizing and Note Taking

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- As you read “Running on Salt” (*Full Throttle*, pages 12–15), use the two-column chart below to write some brief notes about each section. In the first column are subheadings from the article. Note the main ideas in the second column as bullet points. (Add more bullet points as you need them.)
- Use the notes you’ve made to summarize the article.

Sections	Main Ideas
Flat Out	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Staying in Control	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
From Sea to Salt Flat	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Streamlining	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
The Transformer	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Accelerating into the Future	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Summary:	

# Probable Passage

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## What to do:

- ➔ Read and discuss the following words from “Running on Salt” (*Full Throttle*, pages 12–15). What do you think the article will be about?
- ➔ Use the words from the list to write a short passage below.

high-speed  
streamliner  
technology  
imbalance

control  
sleek  
transformed  
barren

desert  
incredibly  
beaten  
accelerated

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Labeled Diagram

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Choose an object you are familiar with and would be able to explain to others.
- ➔ Draw or find a picture of the object and paste it into the center box.
- ➔ Choose the particular features of the object. Join the features to the smaller boxes with an arrow and write a brief description of each feature.

The diagram template consists of a large central rounded rectangle with a thick border. Surrounding this central box are eight smaller rectangular boxes, each with a thin border. These smaller boxes are arranged in three rows: one box at the top center, two boxes on the left and right sides, two boxes on the left and right sides, and two boxes at the bottom center. This layout is designed for students to draw a central object and then label its various features with arrows pointing to the surrounding boxes.

# Nonfiction Review

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Turn to “Choppers and Bobbers” (*Full Throttle*, pages 26–31).
- Read aloud and discuss page 26 with a partner.
- Predict the answers to the five Ws (who, what, when, where, why) as well as how. Record your predictions about the article in the first part of the chart below.
- When you have read the whole article, record your answers to the questions in the second part of the chart. Write an answer to the question below the chart.

## 1. Write your predictions after reading page 26.

Who?	What?	When?	Where?	Why?	How?

## 2. Write your answers after reading the whole article.

Who?	What?	When?	Where?	Why?	How?

How close were your predictions? Reread your predictions and compare them with the article.

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