

**HighWire**  
MAGAZINE

# Dress It UP

**Adornment  
through the Ages**  
Standing out in a crowd

**Another Bad Hair Day**  
Going to extreme lengths

**Worked Like a Charm**  
Express and impress!

**Volume 9, Issue 12 Teacher Guide**

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High Wire Magazine – Dress It Up Teacher Guide

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# Dress It Up

## Teacher Guide

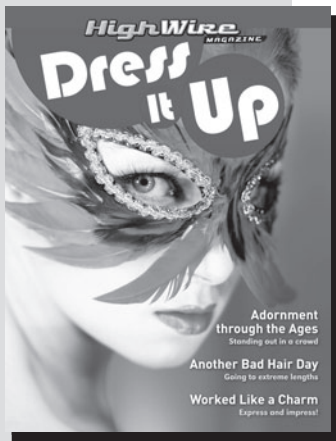
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



# Dress It Up

## Key Reading Strategy: *Synthesizing*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Synthesizing. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 9.

**Assessment Master 15** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** social studies, visual arts

## Introducing the Magazine

### Setting the Scene

Tell the students that this issue of *High Wire Magazine* explores many forms of adornment, from body piercing to dressing up the outdoors.

Ask the students to imagine a plain cellphone. Ask them to think of all the accessories they could add to that cellphone to make it more appealing, for example, a different-colored faceplate, a unique carrying case, or a belt clip or colorful strap.

### Making Connections

Explain to the students that people have been adorning themselves and their environments throughout history. The purpose of adornment is often aesthetic, but sometimes it has another function, such as to show that a person belongs to a certain group. Ask the students to think about the ways people adorn themselves today. Ask questions such as the following:

- Why do people wear jewelry?
- Why do they change their hairstyles?
- Why do some people decorate their homes with sculptures and paintings?

Explain that when readers receive new information, they may learn and change their thinking. This is called synthesizing. Each new piece of information may change the reader's thinking about the topic, characters, or events in a text. After reading each piece of new information, the students should ask themselves, "Does this new information change my thinking?"

# Adornment through the Ages

page 2

## Lesson Focus

Making connections  
Synthesizing

## About This Selection

This article explores ways that people have adorned their bodies throughout history, comparing the tattoos, jewelry, and footwear of past and present.

## Word Talk

Glossary words:

*mummified, status, arthritis, charred, kohl, embroidered, punks, fickle*

Other vocabulary:

*Aboriginal, accessories, lifestyle, culture, traditionally, enduring, permanent, temporary, precious, ruffles, impractical, catwalk, contagious, ritual, transformation*



## Teaching Tip

To ensure that each student shares his or her knowledge, assign the letter A to one partner and the letter B to the other. Ask A to share an idea, then ask B to share.

## Extra Help

Work with a small group of students who experience difficulty with higher-level thinking. Support their learning by modeling further examples of synthesizing.



## Assessment Tip

Look for the students who use the starter sentences consistently to articulate their new understanding.

## Before Reading

### New Vocabulary

Tell the students they are going to create a personal list of unfamiliar words from the article “Adornment through the Ages.” To create the list, the students should skim the text to identify unknown words, and then record them in their notebooks. Next, the students will work in small groups to create a master list of ten unknown words. Have them take turns sharing their words, and explain that only those words unfamiliar to all should be added to the master list. The students can use a dictionary or thesaurus to find the meanings.

### Making Connections

Have the students work in pairs. Tell them that they will be reading “Adornment through the Ages.” Discuss the meaning of “adornment,” consulting a dictionary if necessary. Ask:

- What do you know about adornment?

Ask the students to turn to their partner and share their knowledge.

Next, ask the students to turn to another pair to create a group of four. Ask them to first think independently and then brainstorm a list of ways that people have adorned their faces and bodies throughout history. After the brainstorm, ask each group to share a new idea. Record the list on chart paper for future reference. Discuss how the students knew this information. Ask:

- Did you read about this or learn it from another source?

## During Reading

### ★Synthesizing

Remind the students that when they read new information and compare it with what they already know, they often create a new understanding. Tell them that this is called synthesizing. With each new piece of information they read, they should ask themselves, “Has this information changed my beliefs?”

Ask the students to turn to page 2. Read aloud the title and the first paragraph. Ask:

- What would you do to stand out in a crowd?

### ★Say Something

Using Say Something, model synthesizing for the students. Ask them to turn to page 3 and scan the photographs. Read aloud the caption and pause to say something about what you have read. The “something” could be:

- a prediction (“I think this article will compare adornment of the past with adornment of today.”);

## 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.

- a question (“How might other indigenous peoples have decorated their bodies?”);
- a comment (“I didn’t know that body paint could be used to show a person’s tribe.”);
- a connection (“I used to think that a tribe’s body paint designs were random. Now I think it’s a little like the ZIP code I have in my address that tells others where I belong.”).

Continue reading aloud while the students follow along. Pause at the end of the first paragraph to say something. The “something” could be, “I didn’t know that body paint and tattoos were meant to frighten enemies. I used to think they were used like camouflage. Now I think that people have tattoos today because they want to make a statement.”

Continue reading aloud to the end of page 3, then ask the students to turn to page 4. Tell them to continue reading the rest of the article in pairs or groups of three, using the Say Something strategy to practice synthesizing. Ask the students to listen attentively to their classmates because they will be asked to share an example of a classmate’s new understanding. Write the sentence starters below on the board or chart paper. The students should try using the following sentence starters when they pause to say something about what they have read.

- “I didn’t know ...”
- “I used to think ...”
- “Now I think ...”

## After Reading

### ★Synthesizing

To generate a whole-class discussion about synthesizing, ask the students to share an example of a classmate’s new understanding. Ask questions such as the following:

- What new understanding does your classmate show?
- Did anyone else draw the same conclusion?

### Making Connections

To generate a whole-class discussion about the students’ connection with the topic, ask questions such as the following:

- Would you get a tattoo? Why/why not?
- What is your opinion of body piercing?
- Why do you think some women wear high-heeled shoes?
- Is wearing jewelry still a symbol of status and wealth today? Why do you think that?



# Worked Like a Charm

page 10

## Lesson Focus

Text features  
Making predictions  
Synthesizing

## About This Selection

Will has an opportunity to impress Sam by dressing up for a theme party. His experiments lead him to create a winning hairstyle.

## Word Talk

Vocabulary: *rapids, braided, mousy, impressive, mullet, existence, phase, version, stumped, charms, apparently, oyster, bandanna, seize, cellophane, compliment*



### Teaching Tip

The students will need paper and writing materials to complete the Making Predictions activity.



### Assessment Tip

Look for the students who are able to make appropriate predictions based on their background knowledge and the clues from the text.

## Before Reading

### New Vocabulary

Write the words from Word Talk onto chart paper or a transparency. Ask the students to work in pairs to discuss their meanings. Tell them to use a dictionary to find the meanings of words that are unfamiliar to them both.

### Text Features

Tell the students that they will be reading a fictional story. Explain that authors usually structure fictional stories in similar ways. Ask questions such as the following:

- What are the features of a fiction text? (characters, a setting, a plot, an initiating event, a conflict, a resolution)
- How is a fiction text different from a nonfiction text?

## During Reading

### Making Predictions

Tell the students to turn to the story “Worked Like a Charm” on page 10. Explain that making predictions is an excellent way for readers to deepen their understanding of a story or topic. Tell the students that while they read, they should be making predictions about what will happen next. They should base their predictions on the clues in the story and their own knowledge. Explain that with each new piece of information, they will revise their previous prediction. Tell the students that they will be jotting down their predictions as they read.

Tell the students that when they read a story, it should unfold in a way that makes sense. A story has characters, a setting, a plot, and a conflict that is resolved in some way. Hand out copies of **BLM 1**, Fiction Assessment. Read aloud and discuss the instructions.

Read aloud the title and ask the students to look at the illustration on page 10. Ask questions such as the following:

- How does the illustration help you predict where the story takes place and who the characters are?
- What clues does the title give you as to what the story will be about?

Read aloud the first paragraph while the students follow along. Ask:

- What do you know about Will so far? What do you predict he will do in the story?

Ask the students to read the rest of page 10 independently. When they have finished, ask:

- What new information have you learned about Will’s character? What do you predict will happen next?

The students can now complete the first section of the BLM.

Ask the students to turn to page 11. Read aloud the first paragraph while the students follow along. Ask:

- What is the conflict in the story? What do you predict will happen next?

Tell the students to read the rest of page 11 independently. Ask them to write a brief summary of their knowledge about Will, then ask:

- Based on your summary, what do you predict Will might do next?

Tell the students to turn to page 12 and look at the illustrations. Ask:

- What clues do the illustrations give you about what will happen next?

Tell the students to read page 12 independently. When they have finished, ask questions such as the following:

- Were your predictions correct?
- What do you think Will wants?
- Does this knowledge help you predict what will happen next? How?

Tell the students to read page 13 independently. Ask:

- Did reading the text confirm your predictions, or do you need to revise your original ideas?

Read aloud page 14 while the students follow along. Ask:

- Using your knowledge of Will's personality, how will he react to his friends' responses to his hair?

Read aloud the text on page 15 while the students follow along. Pause at the end of the first column to ask:

- What do you know about the situation so far that will help you predict what will happen next?

Ask the students to read the final column independently. Ask questions such as the following:

- How close were your predictions?
- When did you need to revise your predictions?

Have the students complete the second section of **BLM 1, Fiction Assessment**.

## After Reading

### ★Synthesizing

Ask questions such as the following:

- What does the word “cool” mean in the context of this story?
- What did Will mean when he referred to Jackie as being “uncool”?
- Has your thinking about what it means to be “cool” changed? If so, how?

### Fiction Assessment

Have the students work in small groups. They should share and discuss their original ideas about the story and discuss how close their predictions were.

### Creative/Aesthetic Response

The students could rewrite the story from Sam McKendry's perspective. Tell them to use the clues in the text to write the story through her eyes.



## Key Reading Strategy: Synthesizing

Synthesizing is a strategy that good readers use to learn and change their thinking in the light of new ideas or information. It involves bringing together new ideas and background knowledge to better understand the overall topic.

Each piece of new information can change the way readers think about the topic, characters, or events in a text. After reading new information, readers should ask themselves, “Does this information change my thinking?” Synthesizing helps readers to become more critical of what they read and prompts them to “read between the lines” for other meanings and perspectives.

Remind the students about the synthesizing activity they completed when they read “Adornment through the Ages.” Recap on the following sentence starters:

- “I didn’t know ...”
- “I used to think ...”
- “Now I think ...”

Discuss the process of synthesizing. Explain that when readers synthesize, they:

- identify ideas in the text that are new or different from what they thought were correct;
- identify what they used to think was correct;
- express their new thinking on the topic.

Remind the students that good readers practice synthesizing when reading both fiction and nonfiction texts. They are constantly forming and adapting their opinions.

### Reading and Discussing the Page

Have the students turn to pages 16 and 17. Read aloud the introductory paragraph as the students follow along. Ask:

- Why do people change the way they look?

Read aloud the text under the heading Synthesizing while the students follow along. Confirm the meanings of the terms “reading between the lines” and “perspectives.”

Hand out copies of **BLM 2, Synthesizing**, which highlights the activities from Try It Out. Read aloud and discuss the instructions while the students follow along.

Read aloud For Real while the students follow along. Encourage them to share other examples of using ideas from a variety of sources to improve their performance in a sport or activity.

# Dressing Up the Outdoors

page 18

## Lesson Focus

Making connections  
Evaluating information  
Synthesizing

## About This Selection

Christo and Jeanne-Claude are two artists who specialize in dressing up outdoor areas. This article explains why they create such elaborate artworks and describes other reasons why people dress up buildings.

## Word Talk

Glossary words: *sarong*, *scaffolding*

Other vocabulary:

*landscapes, artworks, creations, appreciate, ripples, site, nylon, statement, mesh, barrier, image, renovations*

## 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

Before the lesson, make a large Plus-Minus-Interesting (PMI) chart to use as a model.



### Assessment Tip

Look for the students who are able to analyze and evaluate the textual and visual information, using evidence to support their views.

## Before Reading

### Word Splash

Write the words from Word Talk onto chart paper or a transparency. Discuss their meanings. Tell the students they will be reading an article that contains these words. Ask them to think about the words and predict what the article will be about. Have them record their predictions.

### Making Connections

Generate discussion and make connections by asking questions such as the following:

- What is an art installation?
- What kinds of materials would you use to create an art installation?
- What do you know about art installations? Where did you learn this?
- Where have you seen art installations?

Have the students look at the photographs on pages 18 and 19. Ask:

- What do these photographs show?
- Are they art installations? Why/why not?

Record the students’ responses so that they can refer back to them at the end of the lesson.

## During Reading

### Evaluating Information

Explain to the students that the article “Dressing Up the Outdoors” focuses on environmental art installations or “dressing up” outdoor areas. The article highlights two artists who work together to create very large, temporary artworks.

Tell the students that when they are reading, they should think about the ideas through the eyes of an art critic. Explain that an art critic would analyze the written and visual information to decide what is positive, negative, and interesting about the artwork. He or she would use this to critique or evaluate the art.

Tell the students that there are no right or wrong answers because a critique is based on background knowledge and personal taste. Ask the students to draw a PMI Chart. They should divide a sheet of paper into three columns with the headings “Plus,” “Minus,” and “Interesting.”

In the first column, they should record the things they like about the art installation; in the second column, they should record the things they dislike about it; and in the third column, they should record the things that they find interesting or want to know more about. Tell the students to justify their answers using evidence from the text.

Have the students examine the photographs on pages 18 and 19. Read aloud the title and the introductory paragraph. Ask:

- What is a tutu? Describe it.

### Extra Help

Group the students who have difficulty with higher-level thinking skills. Model using a PMI chart to explicitly teach analyzing and evaluating.

### 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.

Read aloud the rest of page 18 while the students follow along. Pause and tell them to record their thoughts about *The Surrounded Islands* on the PMI chart. Ask a few volunteers to share their thoughts.

Ask the students to look at page 19. They should examine the photos, read the text independently, and record a second entry on their PMI charts. They can turn to page 20 and repeat the process.

Ask the students to look at page 21. Read aloud the text while the students follow along. Ask:

- Have you ever seen a building that was draped in an advertisement? Describe it.

Share and discuss the students' PMI charts.

## After Reading

### ★Synthesizing

Return to the discussion about art installations. Explain that the students shared their opinions about art installations before reading and they may now have changed their opinions based on what they have read. Remind them that this is called synthesizing.

Model synthesizing using the sentence starters discussed in the Strategy Focus lesson. For example, you could say:

- “I didn’t know that art installations could be done outdoors.”
- “I used to think art installations were displayed only in art galleries.”
- “Now I think an art installation can be displayed anywhere.”

Ask the students to practice synthesizing using the notes from the discussion and the sentence starters.

### Making Connections

Encourage the students to make connections with the article by carrying out a Silent Exchange. They can do this in small groups. Each student will need a sheet of paper and a pencil. Review and model the concept of asking an open-ended question. Open-ended questions include:

- How did Christo and Jeanne-Claude become interested in dressing up the outdoors?
- How do they think of new ideas?
- What is the most challenging thing about making these artworks? Why do you think that?

Ask the students to write an open-ended question about the article on their sheet of paper. Have each student pass this question to the person on the right. The students can respond to each question passed to them. Monitor the time for writing a response (two or three minutes), then signal for them to pass to the right. When the questions have been returned to their owners, the students can take turns reading aloud the questions and responses.

### **Text Reformulation**

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

### **Text Reformulation**

Have the students write an art critique for a newspaper about one of Christo and Jeanne-Claude's artworks. Tell them to use the ideas from their PMI charts. They can also do further research using the Internet or a library.

### **Creative/Aesthetic Response**

The students could:

- create a poster advertising an “opening day” display for one of Christo and Jeanne-Claude's artworks;
- design an art installation for the school, drawing a sketch to show how it might look;
- invent their own idea for a large art installation that uses various materials. They should write a description of how the art installation would look, including where it would be displayed and why.

## Lesson Focus

Monitoring for meaning  
Making connections

## About This Selection

In this email exchange, a tattoo artist describes various options for tattoo removal.

## Word Talk

Vocabulary: *pact*,  
*dermabrasion*, *pigment*,  
*excision*, *scalpel*,  
*penetrate*, *blemish*

## Teaching Tip

The students will need paper and writing materials to complete the K-W-L chart.

## Extra Help

Struggling readers may find the strategy of using context challenging. Explicitly teach the skill through repeated modeling.



## Assessment Tip

Look for the students who are able to articulate their thinking process clearly when they use a fix-up strategy.

# Ask an Expert: Are Tattoos Forever?

page 22

## Before Reading

### K-W-L Chart

Using a K-W-L chart helps to set a context and a purpose for reading the text. Use this activity to find out what the students already know, what they want to know, and what they have learned about tattoos. Have them work in pairs to complete a chart. Tell them to divide a sheet of paper into three equal columns, using the headings “What I Know,” “What I Want to Know,” and “What I Learned.” Have them complete the first two columns.

## During Reading

### Monitoring For Meaning

Tell the students that while they are reading, there may be times when they are confused by a word, sentence, or idea. Tell them that they will practice some of the fix-up strategies as they read. These strategies include:

- using prior knowledge (what they know about the topic before reading);
- using context (clues from what they have read);
- rereading (rereading the passage and adjusting the reading rate by slowing down or speeding up);
- asking a friend or consulting a dictionary.

Ask the students to turn to page 22. Read aloud Max’s email and ask questions such as the following:

- What does Max mean when he says, “he and his friend made a pact”?
- What does Max mean when he says, “This seems a bit over the top to me”?

Ask the students to turn to page 23. Read aloud Frank Turlington’s email. Pause at appropriate points to ask questions such as the following:

- What does Frank mean when he says that the designs of the 1970s and 1980s were “pretty extreme”?
- Why do you think Frank used a dash and an ellipsis in the next paragraph?

When reading aloud the description of dermabrasion, model using prior knowledge and context as fix-up strategies. For example, you could say, “I haven’t heard the word ‘dermabrasion’ before. I know from biology class that the prefix ‘derma’ is another word for ‘skin.’ I also know from seeing bandage commercials on TV that ‘abrasion’ means ‘scrape.’ When I put those words together, I come up with ‘skin scrape.’ If I read the rest of the sentence, I learn that the skin is sanded.”

Continue to pause at appropriate points to ask questions such as the following:

- What does “pigment” mean?
- What is a scalpel?
- What do you know about skin grafts?
- What do you know about laser surgery?
- What other words or terms need to be clarified?

## After Reading

### K-W-L Chart

Ask the students to work in pairs to review the “What I Want to Know” column and check off the questions that were answered. They should then fill in the “What I Learned” column. Encourage them to use the Internet or a library to find the answers to any remaining questions.

### Making Connections

Generate a discussion about tattoos by asking questions such as the following:

- Why do you think people get tattoos?
- Are tattoos more acceptable today than they were in the past? Why/why not?
- Have you read any books or seen any TV shows or documentaries that examined the art of tattoos? What did you learn?
- Do you know of anyone who has had a tattoo removed?
- ★Now that you know more about tattoos, have you changed the way you think about getting a tattoo? How?
- ★Have you changed the way you feel about people who have tattoos? How?



## Featured Graphic Organizer: Discussion Web

A discussion web is a helpful model to use when organizing information in preparation for a debate or discussion. It prompts readers to consider both sides of an issue and come to a personal conclusion.

### Reading and Discussing the Page

Tell the students to turn to page 24. Review the terms “pro” and “con.” Discuss the purpose of a discussion web and ask:

- Have you ever used a discussion web? If so, was it useful? Why/why not?

Read aloud the introduction while the students follow along.

Ask the students to read the information in the discussion web independently. Initiate a discussion by asking questions such as the following:

- Do you agree with the pros? Why/why not?
- Do you agree with the cons? Why/why not?
- What could you add to the lists of pros or cons?
- Do you agree with the conclusion? Why/why not?

Hand out copies of **BLM 3**, Discussion Web. Tell the students they will be rereading the article “Adornment through the Ages.” They will use the information in the article, their own knowledge, and information from the Internet or a library to look at both sides of the issue of body piercing.

When the students have completed their discussion web, have them work in small groups to discuss the pros and cons. When they have finished, they can work in teams to debate the issues with other groups.

# Another Bad Hair Day

page 26

## Lesson Focus

Synthesizing  
Making connections

## About This Selection

It's impossible to predict which way fashion will turn. This article describes various hairstyles of the past and defines some popular hair trends today.

## Word Talk

Glossary word: *fad*  
Other vocabulary:  
*braids, decades, cringe, sported, backlash, cutting-edge, tastes, traditional, plains, wisdom, lopsided, influence, maintain, tousled, mane, comeback*

## 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.

## 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.

## Extra Help

Work with a small group of students who experience difficulty with independent reading. Read aloud the article while the students complete the Triple Entry Journal. Provide opportunities for the students to reread the text independently.

## Before Reading

### Word Splash

Write the words from Word Talk onto chart paper or a transparency. Discuss their meanings. Tell the students they will be reading an article that contains these words. Ask them to think about the words and predict what the article will be about. Have them record their predictions.

### Anticipation Guide

Hand out copies of **BLM 4**, Anticipation Guide, which has general statements related to "Another Bad Hair Day." Read aloud each statement as the students follow along. Ask them to write in the left column whether they strongly agree, agree, disagree, or strongly disagree with each statement.

## During Reading

### ★Synthesizing

Tell the students that they will continue to develop their ability to synthesize information when they are reading. Remind them that each time they read new information, they should ask themselves, "Has this information changed my thinking?"

Tell the students they will be reading an article that highlights the history of some hairstyles.

Ask them to divide a sheet of paper into three equal columns to make a Triple Entry Journal. Tell them to use the headings "Information from the Article," "I Used to Think," and "Now I Think."

Ask the students to turn to page 26. Read aloud the title and the introductory paragraph. Ask:

➤ What hairstyles are popular today?

Tell the students to read the article independently and record their thinking in the Triple Entry Journal. Tell them they should make at least one entry per section.

## After Reading

### Making Connections

Discuss the students' thinking about the topic. Ask questions such as the following:

- ★Did your understanding of hair fashions change? How?
- Do you think people's hairstyles affect the way that others think about them? Explain.
- Do people today wear similar hairstyles to show that they belong to a particular group? Explain.



### **Assessment Tip**

Look for the students who are able to independently demonstrate their ability to synthesize new information.

### **Word Splash**

Ask the students to revisit their predictions based on the Word Splash. Ask questions such as the following:

- Which word gave you the biggest clue?
- Which word gave you the wrong idea?

### **Anticipation Guide**

★Have the students look back at the statements and their responses. Ask:

- Have your responses changed? How?

Tell the students to add their new responses to the final column. Have a whole-class discussion. Ask:

- What surprises were there?

### **Creative/Aesthetic Response**

The students could:

- design a hairstyle of the future, using the hairstyles discussed in the article as inspiration;
- research a hairstyle of the past and design a modern version of it.

## Featured Project: Design Your Own Accessory

**Materials required:** paper and writing materials

Tell the students that they will each be designing an accessory. Ask them to turn to page 32. Read aloud the title and the introductory paragraph. Brainstorm ideas for accessories and record the students' ideas on chart paper or the board. Ask questions such as the following:

- What are some common accessories? (sunglasses, scarves, hair ties, belts)
- What new or different items could you accessorize? (You could suggest bags for gym clothing or equipment, belt loops, cellphones, water bottles, or stationery.)

Read aloud and discuss the instructions. Remind the students to refer to the instructions to ensure they fully complete the project.

On completion, have each student present his or her accessory design to the class. Remind the students to include the following in their presentations:

- a diagram;
- a description of the features;
- three qualities that would make the accessory appealing to consumers;
- a name and slogan.



# Fiction Assessment

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

What to do:

- Turn to the story “Worked Like a Charm” (*Dress It Up*, pages 10–15).
- Read aloud and discuss page 10 with your classmates.
- In the first section of the chart below, record your predictions about the plot, the main characters, the setting, the conflict, and the resolution of the story.
- When you have read the whole story, complete the second section of the chart.
- Write an answer to the question below the chart.

**1. Write your predictions after reading page 10.**

What happens in the beginning?	Who will be involved?	Where will it happen?	What will the conflict be?	How will it end?

**2. Write the actual events after reading the whole story.**

What happened in the beginning?	Who was involved?	Where did it happen?	What was the conflict?	How did it end?

Reread your predictions and compare them with the actual events in the story. How close were your predictions?

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# Synthesizing

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

What to do:

- Reread “Worked Like a Charm” (*Dress It Up*, pages 10–15). Think about what you read in “Adornment through the Ages.” Answer the questions below.
- Read “Another Bad Hair Day” (*Dress It Up*, pages 26–31). Answer the questions below.

### “Worked Like a Charm” and “Adornment through the Ages”

1. In this story and article, what are some similar ideas about accessorizing?  
\_\_\_\_\_  
\_\_\_\_\_
2. What did you learn about accessorizing from “Adornment through the Ages” that helped you understand the characters’ actions in “Worked Like a Charm”?  
\_\_\_\_\_  
\_\_\_\_\_

### “Another Bad Hair Day”

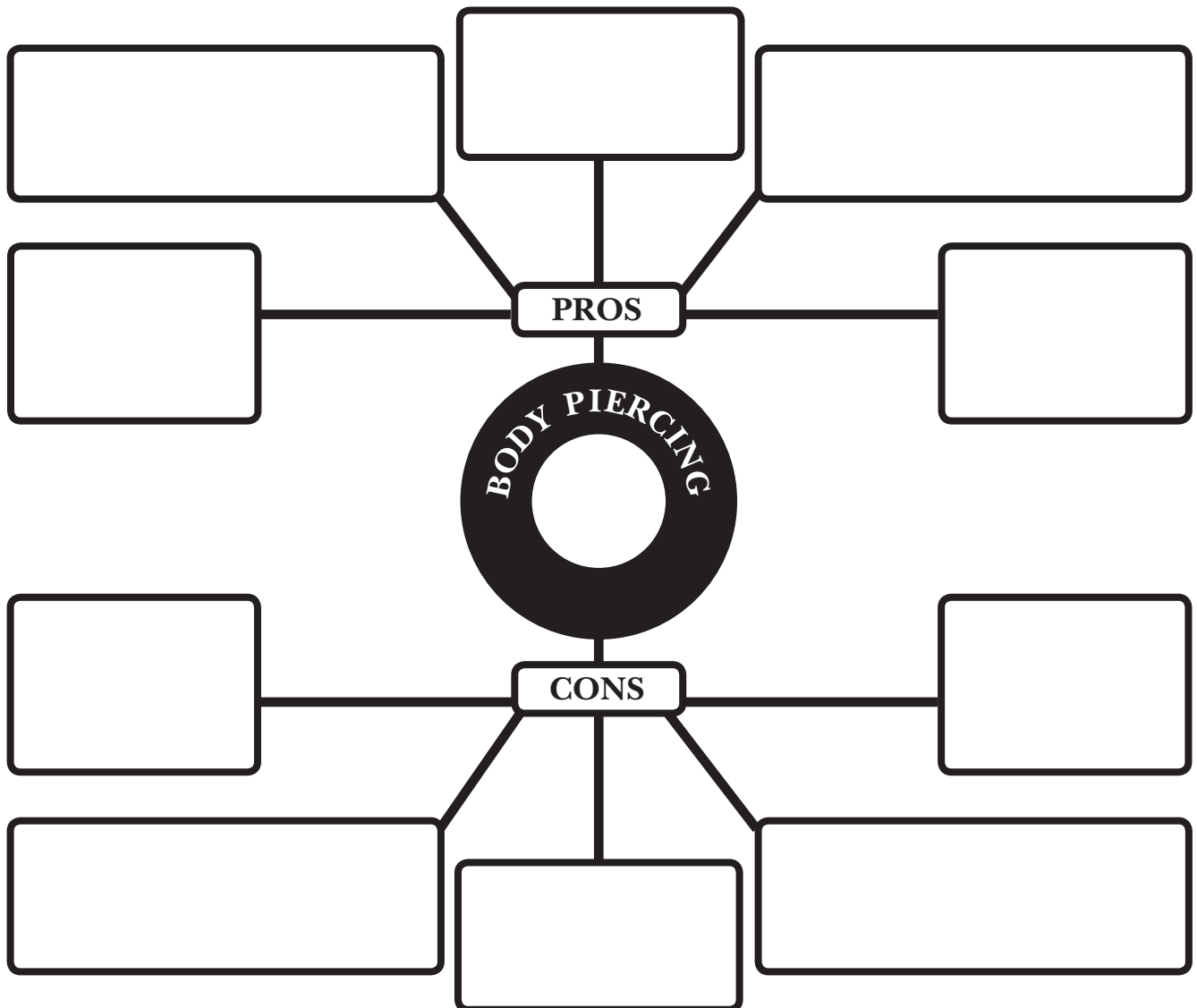
1. How are hairstyles similar to accessories?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do some people spend hours styling their hair?  
\_\_\_\_\_  
\_\_\_\_\_
3. What did you learn from the rest of this magazine that helped you understand this article?  
\_\_\_\_\_  
\_\_\_\_\_
4. How does the last paragraph help you to synthesize the information in this magazine?  
\_\_\_\_\_  
\_\_\_\_\_

# Discussion Web

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

What to do:

- Reread “Adornment through the Ages” (*Dress It Up*, pages 2–9).
- Complete the discussion web below by filling in the pros and cons of body piercing. Use the information from the article, your own knowledge, and the Internet or a library.
- Write your conclusion on the back of this page.



# Anticipation Guide

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

- What to do:
- Before reading “Another Bad Hair Day” (*Dress It Up*, pages 26–31), 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	Statements	Response after Reading
	Mullets became popular during the 1960s when people in groups like the Beatles and the Rolling Stones wore them.	
	Rather than pay a barber, some people used a bowl as a guide when cutting their hair.	
	Native Americans believed that long braids symbolized wisdom and power.	
	The “emo” hairstyle became popular because it is easy to care for.	
	Wigs were popular in the sixteenth century because it was easier to get rid of lice from a wig than from real hair.	
	It takes about two hours to have dreadlocks done at a salon.	