

HighWire
MAGAZINE

Adrenaline



Adrenaline RUSH!

Why do we take risks?

Body on Alert!

Getting prepared for anything

Stressed Out?

Signs to watch out for

Volume 9, Issue 6 Teacher Guide



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High Wire Magazine – Adrenaline Teacher Guide

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Adrenaline

Teacher Guide

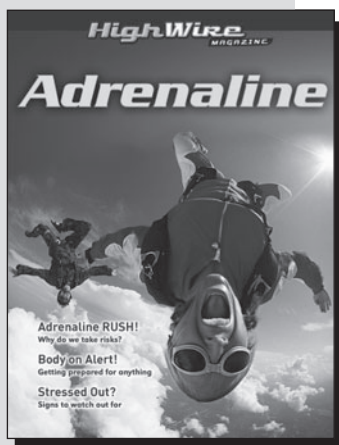
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



Adrenaline

Key Reading Strategy: *Asking Questions*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Asking Questions. Opportunities to practice using this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 3**, in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: science, social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about how people respond to stress and about the pros and cons of stress. It talks about how and why our bodies release adrenaline and the effects it can have on us.

Making Connections

Tell the students that as they work their way through this magazine, they will learn about being pumped, wired, and stressed. Ask questions such as the following:

- What do you think of when you hear the word “adrenaline”?
- What does “fight or flight” mean? Do you know what the fight or flight response is?
- When have you been so wired that you could feel the adrenaline coursing through you? What were you doing?
- Why do you think some people are constantly in search of the next adrenaline buzz?

The selections in this issue of *High Wire Magazine* include a variety of genres, although most of them are nonfiction. Spend some time previewing a variety of nonfiction forms of writing before you start reading the selections.

Lesson Focus

Asking questions
Making notes

About This Selection

This article looks at how the hormone adrenaline affects us and the relationship it has with other chemicals the body produces.

Word Talk

Glossary words: *flee, hormone, eliminate, simulated*

Other vocabulary: *drugs, endorphins, "fight or flight," threatened, stressed, glands, bloodstream, physical reactions, diverted, relieve pain, testosterone, extreme activities*

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.

Extra Help

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



Teaching Tip

Suggest that the students use the same heading and subheadings as the text to help them organize their notes. It provides a ready-made structure and will be easier to understand when reading the notes back.

Adrenaline RUSH!

page 2

Before Reading

Making Connections

Ask the students questions such as the following:

- Why do people get involved in extreme sports?
- Do you take part in an extreme sport? Which sport? How does it make you feel?
- If you don't participate in an extreme sport right now, which ones appeal to you most? Why?

★Asking Questions

The comprehension strategy Asking Questions will carry over into the During Reading and After Reading sections of the teaching plan.

Ask the students to look at the title and the list of words in "Word Talk," and have them ask questions about the content of the text.

Record the students' responses on a large piece of chart paper.

During Reading

Say Something

Model this with the students, and make sure they all feel confident enough to try it. Ask them to practice this activity using pages 2 to 5 of the selection.

★Asking Questions

While they are reading, students can ask questions such as the following:

- Does this make sense?
- How does this information connect to what I already know?
- What does the writer say about ...?
- What does the writer mean by ...?

Making Notes

While the students are reading the rest of the article, have them focus on making notes. Review the various strategies for note taking. Ask the students to focus on the effect of adrenaline on the body. You could write questions such as the following on the board to direct their thinking:

- Where is adrenaline made?
- Why is it important?
- What are the physical effects of adrenaline?
- What happens if we have too much adrenaline?



Assessment Tip

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

Text Reformulation

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

Double-Entry Journal

Have the students complete a Double-Entry Journal with the headings “Words from the text” and “I am confused because.” For example, in the first column, students might write: “drugs made by our own bodies” from the introduction. In the second column, they might write “I am confused because I thought drugs were bad for the body.”

After Reading

★Asking Questions

Prompt the students to ask further questions, such as these:

- Why did/didn’t ...?
- What have I learned?
- I wonder if ...

Text Reformulation

As a class, use the information in the text to create class reference materials about this topic. These could be visual organizers, word charts, or note-making prompts.

Creative/Aesthetic Response

Students could do one of these activities:

- Create a visual collage or other artwork symbolizing the adrenaline rush brought on by extreme experiences.
- Write a diary entry describing an activity that has given them an adrenaline rush. Have them focus on how they felt and the effect on their bodies. Was it a positive or a negative experience?

Key Reading Strategy: Asking Questions

Asking questions is at the root of all research, as well as being at the root of gossip and teen–parent arguments. Essentially, asking questions is the only way we can satisfy our natural curiosity about the world. It is one of the most important reading strategies to use when we are reading a text with unfamiliar vocabulary or on an unfamiliar topic.

Reading and Discussing the Page

Ask the students to read the text on page 10, then invite them to think about the types of questions they most often need to ask.

Read through “Try It Out,” and make sure the students understand what they need to do. Tell them that the questions they will be required to ask will be largely topic based. Make sure they reread the entire article, including the boxes and captions attached to the illustrations.

Have the students read the “For Real” section.

Ask the students to read either “The Wave” or “Emergency Room” and complete **BLM 1**, Asking Questions.

Lesson Focus

Asking questions
Text features
Skimming

About This Selection

This graphic text shows a runner prepared for a race and labels points on his body that are affected when we are nervous or about to do something challenging.

Word Talk

Glossary words: *pupils dilate, glucose*
Other vocabulary: *peak performance*



Reflection and Metacognition

Have the students reflect on how the use of graphic features helps us to identify important information.

Body on Alert!

page 12

Before Reading

★Questioning

Have the students recall what they have learned so far about adrenaline and list more questions they may have about the topic.

Text Features

Ask the students the following questions:

- What is a graphic text?
- How is it different from an informational or literary text?
- What is the purpose of a graphic text?

If they are unsure about the purpose of a graphic text, you could also encourage them to ask questions about this.

Skimming the Text

Have the students skim the text to identify any unfamiliar words. Once they have a list, ask them to read the text thoroughly to clarify these words. Make time at the end of reading to provide further help.

During Reading

Text Features

Have the students identify the different features in the text. For those who struggle with this task, you could have the features written on the board and have the students match each feature to its place in the text (see page 10).

Have the students identify how each element has been used to effectively present the information. Ask questions such as the following:

- How have important words and information been emphasized?
- Is there any information you think has been left out? What is it?
- Can you think of a better way to present this information? How?
- Do you have any criticisms of the text? What are they?

After Reading

Creative/Aesthetic Response

Have the students create a graphic text of their own, labeling the graphic with the key information.

Lesson Focus

Monitoring for meaning
Finding the main idea

About This Selection

Stress is a reaction to pressure or change that affects the mind and body. This article lists some of the causes and signs of stress and suggests ways to handle it.

Word Talk

Glossary words:
metabolism, overwhelmed
Other vocabulary:
unavoidable, pressure, stressors, responds, cortisol, unmotivated, challenges, nervous system, reserves, negative, control, action plan, physical, realistic

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.



Assessment Tip

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

Stressed Out?

page 14

Before Reading

Word Splash

Write the words from “Word Talk” onto a transparency or piece of chart paper. Working individually, in pairs, or in groups, have the students use the new vocabulary to predict the content of the selection.

Making Connections

Ask the students questions such as the following:

- Do you have any tips for relieving stress?
- What are the things you find most stressful?
- What happens to you when you are really stressed?

During Reading

Guided Reading

Read aloud the text on page 14 while the students follow along. Have them skim the remaining text to identify any unfamiliar words or concepts. Explain these, and then have the students read the text and answer the focus questions below. Make yourself available for further clarification of any words they haven’t picked up in this initial skim.

Record the questions for each section on chart paper beforehand so that they are clearly visible as the students are reading.

Focus questions for “What is it?”

- Why do we feel stress?
- What are the physical reactions brought on by stress?
- What is your “metabolism”?

Focus questions for “So stress is bad?”

- Why do we sometimes need stress?
- What would happen if we never experienced stress?
- How do we know if we are suffering from stress overload?

Focus questions for “Here’s the good news!”

- Why do you think it is important to prioritize the things we need to get done?
- Do you agree that it is important to take time out for fun when you are feeling stressed – even if you have deadlines to meet? Why/why not?
- What other suggestions do you have for dealing with stress?



Teaching Tip

Use the following strategies to help students determine the main idea:

- Activate prior knowledge.
- Note the type of text.
- Set a clear purpose for the text.

Scales

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

Finding the Main Idea

Finding the main idea is about determining what is the most important piece of information in a text. The text in this selection has been divided up, so the students should be able to find the main idea more easily than in other selections.

Model this strategy by reading aloud a paragraph and identifying the main idea, explaining to the students why you consider it to be the main idea. Tell them that the main idea often appears at the beginning of a paragraph. The rest of the paragraph illustrates and expands the point.

Have them read through the text and jot down the main idea in each paragraph. When they have finished, they should have a relatively concise piece of writing that makes just as much sense as the original text. They could partner with a classmate and read each other’s work to check whether it makes sense.

After Reading

Scales

Each student could develop a scale based on the theme of the article. Each scale should comprise a set of statements. Classmates can rate their level of agreement to each statement on a range from “strongly disagree” to “strongly agree.” Each statement should be one that forces students to discuss their position and to provide evidence in support of it from the text.

Text Reformulation

Have the students use the information in the text to either write a poem or create an informational poster about how people can be aware of the signs of stress overload, what they can do to avoid it, and how they can resolve it.

Lesson Focus

Making connections
Visualizing

About This Selection

In an email, a girl asks about lifting up her heavy little sister. The response explains how adrenaline can make us push our bodies to the limits of strength.

Word Talk

Vocabulary: *feat, myth, limit, life-threatening*



Reflection and Metacognition

Have the students discuss how visualizing the events helped them to understand the text. Did it make reading more enjoyable? Why?



Assessment Tip

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

Ask an Expert: Feats of Strength

page 20

Before Reading

Making Connections

Ask the students questions such as the following:

- Looking at the title, what do you imagine the email is about?
- Have you ever experienced any incredible feats of strength yourself? In what situation?
- What other out-of-the-ordinary feats of strength do you know about?

During Reading

Visualizing

Read aloud the text to the students and have them create a journal. They could put an excerpt from the text on the left-hand side and either a visual image or a description of their mental image on the right.

Shared Reading

Read the two pages using a Shared Reading approach. Encourage the students to use sticky notes to mark any places where they have questions about words or concepts. Take time after reading to answer these questions.

After Reading

Creative/Aesthetic Response

Students could write a fictional piece about a similar sort of out-of-the-ordinary feat of strength.

Research

Students could look in the library or on the Internet to find out about other similar situations.

Graphic Organizer

page 22

Featured Graphic Organizer: Question, Answer, Detail

A QAD (Question, Answer, Detail) chart helps to organize one's thinking about a piece of text. It prompts the reader to ask questions and then look for the answer and supporting details in response to those questions.

Reading and Discussing the Page

Read the introductory text on page 22. Ask the students questions such as the following:

- Is there anything in the text you don't understand?
- Why do we use graphic organizers?

Have the students look carefully over the QAD chart, then have them answer the following questions:

- What features do you recognize in this text? Are they unique to this type of text? In what other texts have you seen them?
- What is the advantage of this kind of chart over other forms of graphic organizer? (It is very clear; it breaks down the answer and details into separate columns to make them easier to understand; there is no overlapping of information.)
- Is this a useful source of information? Why/why not?
- In what situation could you see yourself using a QAD chart?

Students can now make a QAD chart of their own, using **BLM 2**, Question, Answer, Detail. They could use "Adrenaline Rush" or "Emergency Room" for more practice, creating their own questions.

Lesson Focus

Making connections
Asking questions

About This Selection

This interview with an emergency room nurse details the difficulties of her job and how she manages to relax at the end of the day.

Word Talk

Glossary words:

exhilarating, abusive, gruesome

Other vocabulary: *cope, urgent, frustrated, violent, supportive, relax, challenge*

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.

Extra Help

If the students struggle with this activity, cue when in the text they should stop and think aloud.



Assessment Tip

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

Emergency Room

page 24

Before Reading

Probable Passage

Discuss the vocabulary listed in “Word Talk,” including the contexts in which the words are commonly used. Ask the students what they think the article will be about, then have them complete **BLM 3**, Probable Passage.

Making Connections

Ask the students questions such as the following:

- Have you ever been in an Emergency Room? For what reason?
- What did you think about the way the staff in the ER worked?
- Would you ever want to work in an ER? Why/why not?

During Reading

Think Aloud

Start reading the selection aloud and stop to share your thinking with the students, noting the words in the text that triggered that thinking. For example, you might stop at the end of the introduction to discuss what kind of text this selection will be and to give your thoughts on the first question: “I think being a nurse in the ER would be a very stressful job because the text says Fiona Walker has to cope with an adrenaline rush each day.” Have the students try this with a partner.

★Asking Questions

Some common questions that students ask to help them clarify their understanding of the text include the following:

- Does this make sense to me?
- What part of this section is most important?
- What does the author want me to know about this topic?
- What other questions do I have?
- Does this remind me of anything I have seen before?

Guide the students through the first three questions. Then leave them to ask their own questions. Have them look on the Internet or at books in the classroom to see if they can find the answers to their questions.

After Reading

Text Reformulation

Students could reformulate the text as a letter from a nurse to a family member or as a newspaper article about working in the ER.

Lesson Focus

Making inferences

About This Selection

Sam is good at fishing, so his brother takes him to a dangerous spot to catch salmon. When waves engulf his brother, a surge of adrenaline helps Sam save him.

Word Talk

Vocabulary: *panic, froze, coaxed, sickeningly, unpredictable, trembling, persuade, desperately, useless jelly, hot fluid, electric current, dizzy, elation*

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.



Reflection and Metacognition

When the students have read the story, have them return to their groups to discuss their predictions. Ask them to consider how using text features such as illustrations to make predictions can help them to understand the story.



Teaching Tip

To help them make inferences, provide students with focus questions such as these:

- What details are/are not included?
- Why did/didn't the author tell you that?

The Wave

page 26

Before Reading

Anticipation Guide

Make copies of the Anticipation Guide **BLM 4**, that contains several statements about the theme of the selection. Read each statement aloud as the students follow along. Ask the students to write down whether they strongly agree, agree, disagree, or strongly disagree with each statement; then lead a whole-class discussion.

During Reading

Text Features

Read the first half of page 26 aloud and identify the three characters: Sam, Jason, and Costa. Before the students read any further, have them get into small groups and use the illustrations to create a profile and a possible story line for each of the characters.

Making Inferences

Review the technique of making inferences. Have the students read the story and look at the following excerpts and make inferences or draw conclusions about them.

Page 26:

Panic filled his chest; it froze his arms and legs.

The people who lived along the coast knew it was the best place for salmon, but it was a dangerous place.

Page 27:

It was all right for Costa and Jason ... But the only sport Sam was good at was fishing.

Page 28:

Costa flung him the rod, then stomped back to the base of the cliff and started fiddling with his cellphone.

Page 30:

It was as if this scream gave him new energy, a new crazy strength ...

Once the students have finished drawing their inferences from these excerpts, encourage them to find more places in the text to make inferences. Have them create a two-column chart with the headings "Words from the Text" and "I Infer." They should write the excerpts in the left-hand column and their inferences in the right-hand column. The students can review the statements on the Anticipation Guide and complete the third column.

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.

Marking the Text

This selection has some excellent examples of metaphors and similes, especially on pages 29 and 30. Define both of these literary devices for the students. Write the definitions on the board and have the students brainstorm some well-known examples.

Encourage the students to mark the similes and metaphors in the text, either with sticky notes or by keeping a bookmark. Give them an opportunity to make their own metaphors and similes to replace the existing ones.

After Reading

Somebody Wanted But So

Have the students choose a character from the story and create a sentence saying what the character wanted, what keeps the character from achieving that goal, and how the character resolved the conflict.

Creative/Aesthetic Response

Students could do one of these activities:

- Write a journal entry from Sam's point of view describing his experiences.
- Choose two of the characters and write a conversation that takes place between them the following day. Alternatively, ask students to role-play the conversation.

Featured Project: How to Ace an Exam

Materials required: paper, pens/pencils

Read aloud the paragraph at the top of the page, and hold an informal class discussion about how the students prepare for an exam, how they might structure their lives differently to fit in extra study time, and the different ways they study.

Explain to the students that their project will be to create a tip sheet for their classmates, for the purpose of helping them do well in an exam by giving suggestions on how they might make exam time as stress-free as possible.

Invite the students to brainstorm ideas on different ways to present a tip sheet. There are two suggestions on page 32. What else can they suggest?

The first thing the students are required to do is interview other students in their class to find out how they cope with exams. You may wish to extend this to students in other classes, as well as friends and family members. (Otherwise you may end up with a lot of very similar projects.)

Give the students some guidance and ideas on how to conduct an effective interview. Make sure their questions are open-ended, which gives the interviewee an opportunity to think about the question and answer with enough information.

When the students have all the information they need and are sorting out which tips they are going to use, they may consider using tips for a particular type of exam, tips that are mainly long-term solutions or short-term solutions, or tips that focus on relieving stress or organizing notes.

Remind the students that their tip sheets must be neatly and clearly laid out and easy to read and understand.

Display the tip sheets around the classroom so students can refer to them later on.

Asking Questions

Name: _____ Date: _____

What to do:

- ➔ After you have read either “The Wave” (*Adrenaline*, pages 26–31) or “Emergency Room” (*Adrenaline*, pages 24–25), use the starter questions below to help you formulate some questions about the selection.
- ➔ Choose two questions from the top half of the chart – these questions relate to knowledge and information. Then choose another two questions from the bottom half of the chart – these questions relate to analyzing and evaluating. Write your questions on the other side of this paper. Be sure to extend each question, filling in the specific thing you want to know in each case.
- ➔ Now share your questions with someone else who has read the same selection, and see if he or she can answer them.

	Event	Situation	Choice	Person	Reason	Means
Present	What is ...?	Where/When is ...?	Which is ...?	Who is ...?	Why is ...?	How is ...?
Past	What did ...?	Where/When did ...?	Which did ...?	Who did ...?	Why did ...?	How did ...?
Possibility	What can ...?	Where/When can ...?	Which can ...?	Who can ...?	Why can ...?	How can ...?
Probability	What would ...?	Where/When would ...?	Which would ...?	Who would ...?	Why would ...?	How would ...?
Prediction	What will ...?	Where/When will ...?	Which will ...?	Who will ...?	Why will ...?	How will ...?
Imagination	What might ...?	Where/When might ...?	Which might ...?	Who might ...?	Why might ...?	How might ...?

Question, Answer, Detail

Name: _____ Date: _____

What to do:

- ➔ Look at the question prompts on the QAD chart below, and read “The Wave” (*Adrenaline*, pages 26–31).
- ➔ When you have finished reading, fill in the chart to check how well you have remembered the key ideas and details of the story.

Question	Answer	Detail
Why did the characters go to such a dangerous place?		
How did Costa and Jason feel about Sam to begin with?		
What changed their opinion and why?		

Probable Passage

Name: _____ **Date:** _____

What to do:

- ➔ Read and discuss the following words from “Emergency Room” (*Adrenaline*, pages 24–25). What do you think the article will be about?
- ➔ Use the words from the list to write a short passage below.

gruesome supportive cope urgent violent

exhilarating frustrated abusive relax challenge

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

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “The Wave” (*Adrenaline*, pages 28–31), 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 in the final column.

Response before reading	Statement	Response after reading
	It is often hard to decide whether to do what you know is right.	
	It’s important to stand by your family, even if you don’t agree with them.	
	Other people’s opinion of you is important.	
	We have to be pushed beyond our limits to know what we’re capable of doing.	