

HighWire
MAGAZINE

That's Lucky

*Good fortune and happiness
will be yours*

What Are the Odds?

Lightning can
strike the same
place twice

Believe Your Luck

Good luck or
coincidence?

Step on a Crack ...

Can you avoid
bad luck?

Volume 7, Issue 10 Teacher Guide

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That's Lucky

Teacher Guide

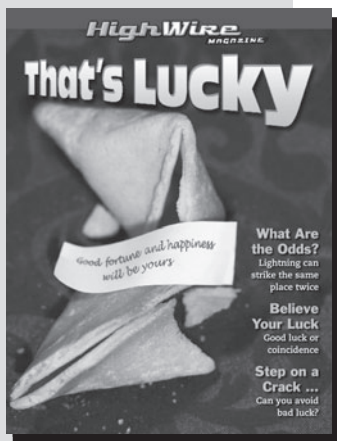
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



That's Lucky

Key Reading Strategy: *Drawing Conclusions*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Drawing Conclusions. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 11. **Assessment Master 11** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: science, mathematics, social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about the various beliefs people have about luck and superstition. It discusses the possible reasons why people continue to hold these beliefs even though scientists say that superstitious and luck-based beliefs don't make sense.

Making Connections

Tell the students that they will be debating whether luck exists and that they should think about their views as they read. Encourage them to discuss this by asking questions such as the following:

- What is the first thing you think when you hear the words “that’s lucky”?
- Do you believe in luck and superstition? Why/why not?
- Do you know anyone who is superstitious? What do they do or say that shows they are superstitious?

Lesson Focus

Making connections
Skimming
Drawing conclusions

About This Selection

This article describes the likelihood of freak events actually happening. Knowing the odds can calm people's fears and help them to make wise decisions.

Word Talk

Glossary words: *statistics, probability, manufacturers*
Other vocabulary: *meteorites, guarantees, mathematicians, decision, influence*

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.



Assessment Tip

Watch for the students who are able to use prior knowledge and information from the text to enhance their comprehension.

What Are the Odds?

page 2

Before Reading

Making Connections

Write the title of the article on the board. Ask questions such as the following:

- What does the question “what are the odds?” mean?
- Have you heard someone say this before? Where and when?
- What are odds? Can you think of another word for this?

Anticipation Guide

Hand out copies of **BLM 1**, Anticipation Guide, which contains general statements related to the selection. Read aloud each statement as the students follow along. Ask them to rate how strongly they agree or disagree with each statement. Then lead a whole-class discussion, encouraging the students to share their views.

During Reading

Skimming

Have the students skim the text to look for unfamiliar words, phrases, or ideas. Review the strategies the students can use to help gain meaning, such as rereading, reading on, asking a friend, or consulting a dictionary. Discuss and clarify any problems before reading the text.

After reading, prompt a discussion by asking questions such as the following:

- Are you more likely to find a four-leaf clover or win an Academy Award? How do you know?
- Do you believe that knowing the odds can change your behavior? Why/why not?
- Is knowing the odds about certain events a good thing? Why/why not?
- What kind of person cares about odds or statistics? Why?

★Think Aloud

Read aloud page 2 and the first column on page 3 as the students follow along. Model Think Aloud, pausing occasionally to share your thinking and note the words in the text that triggered that thinking. Focus on making connections and drawing conclusions. Have the students work in pairs to practice Think Aloud as they read the rest of the text. Ask questions such as the following:

- What other statistics do you know that are similar to those in this article?
- What conclusions have you drawn about:
 - Larry Reynolds
 - living in Florida
 - playing golf
 - eating salads at the Sloppy Joe Cafe?

Silent Exchange

Students write an open-ended question at the top of a page. In small groups, students pass the questions around. Each student writes a response to each question. At the end, they discuss their responses.

Text Reformulation

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

After Reading

Anticipation Guide

Have the students complete the final column of the Anticipation Guide. Ask for volunteers to share any changes to their responses or to explain why their responses have stayed the same.

Silent Exchange

Have the students use a Silent Exchange to share their points of view about the text.

Text Reformulation

Have the students use the information in the text to write either a newspaper report or a poem called “What Are the Odds?”

Lesson Focus

Making predictions
Asking questions
Drawing conclusions

About This Selection

In this classroom discussion, students ask a math teacher if there is a formula for winning the lottery. Their teacher explains why it's not that simple.

Word Talk

Glossary word: *illusion*
Other vocabulary:
randomly, possibilities, jackpot, control

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

If the students are having trouble understanding the text, have them determine the most important ideas and jot them down.

Ask an Expert: Cracking the Code

page 6

Before Reading

Making Predictions

Tell the students they will be reading a selection called “Cracking the Code.” Ask questions such as the following:

- What comes to mind when you hear the words “cracking the code”?
- What kind of code do you think the title is referring to? Why do you think that?

Asking Questions

Ask the students to focus on the title and generate as many questions as they can about the topic. Have them record their questions in their notebooks for future reference.

During Reading

Say Something

Have the students work in pairs, taking turns to read aloud sections of the text. Explain that they should pause occasionally to say something about what they read. The “something” could be:

- a prediction (“I think Mr. Peters will explain that Sumar is wrong – winning the lottery isn’t that simple!”);
- a question (“What other events are more likely to happen than winning the lottery?”);
- a comment (“If you saved all the money you would normally spend on lottery tickets in one year, I bet you would save a lot of money.”);
- a connection (“I can understand what Mr. Peters is saying about the illusion of control. When I play board games with my family, we each have a special throw to try to roll a certain number.”).

The partner will respond to what was said, then read on until pausing to say something.

After Reading

Asking Questions

Have the students review the questions they raised before reading. Tell them to note which questions were answered during reading and to list any new questions. Encourage them to think of ways they could find the answers to any unanswered questions.

★Drawing Conclusions

Discuss the students' conclusions about the text. Ask questions such as the following:

- What does the author think about lotteries? How do you know that?
- Knowing that the word “illusion” means a false or deceptive idea, what do you think the phrase “illusion of control” means? (when people feel as though they can control a situation when in reality they have no impact on the outcome)
- Is buying a lottery ticket a good way of spending your money? Why/why not? (Remind the students to compare the information in the text with what they already know about lotteries.)

Creative/Aesthetic Response

The students could:

- write a letter to the editor of a newspaper or magazine about whether lotteries should be allowed, giving reasons why or why not;
- create a poster that clearly presents the odds of winning a lottery and why people would be better off saving their money.

Lesson Focus

Text features
Monitoring for meaning
Drawing conclusions

About This Selection

This article explores several theories about luck, including the wheel of fortune, the butterfly effect, and the idea that luck can be created.

Word Talk

Glossary words:
intervenes, unpredictable, medieval, psychologist, chaos theory
Other vocabulary:
coincidence, fate, attitude, butterfly effect

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.

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.



Reflection and Metacognition

Ask the students to think about how learning new vocabulary can help them extract more meaning from a text.

Believe Your Luck

page 8

Before Reading

Word Splash

List some words from Word Talk on chart paper or a transparency. Ask the students to predict what the article will be about. Discuss the meanings of any unfamiliar words. Hand out copies of **BLM 2**, Probable Passage, and have the students write a short passage that they think might appear in the article.

During Reading

Text Features

Have the students look over pages 8 to 13, noting the text features (photographs, captions, fact boxes, glossary words, headings). Ask questions such as the following:

- Why has the designer chosen to use different font sizes in the first sentence? Have you seen this done before? Where? (picture books, advertisements, magazine articles)
- What additional information do the photos and captions give you that the text doesn't?
- Are photographs and illustrations always helpful? Why do you think that?
- Why hasn't the information in the photographs and illustrations been added to the text?

Guided Reading

Take the students through the article section by section. Ask questions such as the following:

- What is your opinion on Pasquale Benenati's good fortune? Do you have any questions about his wins?
- In Turning the Wheel, the author tells us about the “wheel of fortune.” What do you think of this theory? Why do you think that?
- Have you ever heard someone say, “What goes around, comes around”? What do you think it means? Do you believe this saying? Why/why not? Could it be linked with the idea of the wheel of fortune?
- What does Douglas William Jerold mean when he says, “Some people are so fond of bad luck, they run halfway to meet it”? What kind of person behaves like this? Why?
- What do you think of the butterfly effect theory? Why do you think that? Can you think of another way of describing this idea?

Encourage the students to go back to the text to find evidence to support their views.

**Assessment Tip**

Look for the students who are able to use prior knowledge and information from the text to develop a well-reasoned conclusion.

Monitoring for Meaning

Discuss with the students any instances where they had trouble gaining meaning. Model reading strategies that they can use to solve these points of confusion. Rereading and reading on are the best starting points for figuring out problems. Other strategies include checking the context; using clues from the illustrations, photographs, and layout; asking for help; and consulting a dictionary. Making connections to ideas or information that the students already know can also help. Have the students work in pairs to practice these strategies as they reread the text together.

After Reading**★Drawing Conclusions**

Prompt a discussion by asking questions such as the following:

- What is your opinion of whether good and bad luck exist?
- Did any of the theories make you rethink your initial opinion? How?
- Do people create their own luck? Why/why not?
- Can you change your luck? How?

Creative/Aesthetic Response

The students could create a multimedia collage that encompasses the different theories in the article. For example, they might use images of a wheel, a butterfly, and a hat filled with names.

Key Reading Strategy: Drawing Conclusions

To draw conclusions, readers consider the ideas, facts, and information put forward by an author. Then they take information they already know and put it together with the information they have learned during reading. They also consider the author's opinion of the topic.

Reading and Discussing the Page

Discuss the strategy of drawing conclusions in order to understand a text. Ask questions such as the following:

- Can you think of a time when you needed to draw conclusions about a text? What was the situation?
- How did drawing conclusions help you to understand the text?
- Do you use this strategy when you're not reading? When?
- Why do you draw conclusions?

Read aloud the introductory paragraph as the students follow along.

Encourage them to use the I Read, I Think, Therefore strategy to respond to the questions in Try It Out. Read aloud For Real or ask for a volunteer. Ask questions such as the following:

- Based on the conversation, would you draw a different conclusion about the new kid on the team?
- What conclusion would you draw?

Ask the students to think of a similar situation that they or someone they know has experienced, where an initial response about someone or something has been reconsidered. For example, they could reconsider their ideas about a movie, a book, a new neighbor, or even a piece of clothing. Encourage them to share their experiences about their original conclusion, the reason why they reconsidered the conclusion, and the new conclusion that they drew.

Have the students use **BLM 3**, Drawing Conclusions, to gather and infer information about the key ideas in "Three Is the Lucky Number."

Remind the students that authors have a purpose and a point of view and readers should think about this when drawing conclusions. For example, the author's purpose may be to:

- provide information;
- persuade the reader to think a certain way about an issue;
- provoke a debate;
- entertain the reader;
- create a fictional world.

Ask questions such as the following:

- What do you think the author's purpose was in writing "Three Is the Lucky Number"?
- Does the author's purpose affect your response to the story? How?

As a conclusion, ask questions such as the following:

- While you were reading "Three Is the Lucky Number," what were you thinking?
- Taking into account all the information, what conclusion did you draw about people's attitudes – positive or negative – toward luck?
- Did drawing conclusions help you to understand the text?
- Did you rethink your own ideas about the existence of luck? What conclusion did you draw?

Write these questions onto the board and have the students write their responses in their notebooks. When they have finished, encourage them to share their ideas.

Lesson Focus

Text features
Monitoring for meaning
Drawing conclusions

About This Selection

Spiro, the main character in this story, has had an overdose of bad luck. When events take a positive spin, he feels certain that the number 3 on his new basketball jersey is the cause.

Word Talk

Vocabulary: *disappointing, positive, changing*



Teaching Tip

Have a range of narrative texts in the class so that the students can study examples of the ways plots move. Before reading, map these plots with the students.

Extra Help

Display examples of graphic organizers in the classroom for the students to refer to.

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.

Three Is the Lucky Number

page 16

Before Reading

Text Features

Tell the students that the story they're going to read is fiction. Ask:

- What features do you expect to find in a fiction story?

With the students, discuss and chart the way the plot moves in fiction (orientation, problem, climax, resolution). Ask them to keep this structure in mind as they read.

During Reading

Monitoring for Meaning

Review fix-up strategies that the students could use when they hit a trouble spot. List ideas on the board, such as reading on, rereading, using clues from illustrations or photographs, checking the context, asking for help, and consulting a dictionary.

Have the students read the story independently. At the end of each page, have them work in pairs to summarize the page and note down any unfamiliar words, phrases, or sentences. Encourage them to try to clarify these points with their partners. If this doesn't work, have them use the strategies listed on the board. Ask questions such as the following:

- What does the author mean when he writes "his feet felt like cement"?
- What does the phrase "Spiro threw up his arms" convey?
- What does "like taking candy from a baby" mean? Can you think of another way to express this?
- In your opinion, what does Spiro's father think about Spiro's changing luck?

Graphic Organizer

Have the students create a graphic organizer that summarizes the main points. Appropriate graphic organizers include a timeline, a chain of events, or a comparison chart (comparing the attitudes of Spiro and Nickolas).

After Reading

★Somebody Wanted But So

Have the students complete a Somebody Wanted But So activity, focusing on drawing conclusions. For example, they could comment on how Spiro's belief in good and bad luck affects his attitude toward his coach, his employer, and his performance in basketball. By looking at things in a more positive way, Spiro realizes that hard work has its rewards and that, on reflection, luck hasn't played such an important role after all.

Text Reformulation

The students could work in pairs or small groups to rewrite the story as a script for a play or to act it out as readers' theater. They can then present the play to the class.

Write a Sequel

Draw the students' attention to the end of the story and explain that the story remains open. Ask them to write what might happen after "... swish!"

Research

Discuss the idea of superstition and how it can affect a person's behavior. Have the students research a superstition about their favorite sport or activity. Ask them to use the Internet to find answers to questions such as the following:

- How and where did this superstition originate?
- Who follows or believes this superstition?
- How does it affect their play or behavior?

Encourage them to share their research with the class.

Lesson Focus

Making predictions
Making judgments
Drawing conclusions

About This Selection

Superstitions surround many areas of life. This article explains that although superstition is irrational, many people find it difficult to ignore superstitious beliefs.

Word Talk

Glossary word:
superstitious
Other vocabulary:
irrational, rituals, mascot, statues, wisdom



Teaching Tip

Have books and websites about superstitions available for the students to read and use for research.

Extra Help

Rereading the text will help those who are struggling to draw clear conclusions.



Reflection and Metacognition

Ask the students to think about how hearing the text read aloud helps them to understand it better.

Step on a Crack ...

page 24

Before Reading

Making Predictions

Read aloud the title of the article and ask questions such as the following:

- What is the rest of this phrase? (“break your mother’s back”)
- What does it mean? (If you are careless, bad luck will come your way.)
- Does this phrase give you any idea as to what the article might be about?

Discuss superstition. Ask questions such as the following:

- Are you superstitious? What about?
- Do you know anyone who is superstitious?
- What is he or she superstitious about?

K-W-L Chart

Introduce a K-W-L chart using the following steps:

1. Discuss superstitions.
2. Brainstorm what the students already know about superstitions, and record the key information in the first column of the chart, “What I Know.”
3. Ask the students to generate questions that address gaps in their knowledge. Record these questions in the second column, “What I Want to Know.”

During Reading

Read Aloud

Read aloud pages 24 and 25 as the students follow along. This gives them an opportunity to benefit from the fluency of a capable reader and hear the pronunciation of unfamiliar words.

Making Judgments

Model the Think Aloud approach, pausing occasionally to share your thinking and note the words in the text that triggered that thinking. Have the students work in pairs to practice the strategy while reading the rest of the text. Ask questions such as the following:

- What kinds of people do you think invented these superstitious beliefs?
- Why are people reluctant to give up their superstitions even in the face of scientific evidence? What do you think about that? Why?
- Can you share an interesting fact about superstition from this article? Why did you find it interesting?
- What do you think would happen if Michael Jordan didn’t wear his old college shorts under his uniform?

After Reading

K-W-L Chart

Record the information the students have learned in the third column of the K-W-L chart, “What I Learned.” Ask them to review the first two columns and use check marks to identify:

- the information in the first column that was confirmed by the reading;
- the questions in the second column that were answered by the reading.

★Drawing Conclusions

Encourage discussion by asking questions such as the following:

- Do you think superstitious people are luckier than people who are not superstitious? Why do you think that? Can you find evidence from the text to support your views?
- Have your ideas about superstitious beliefs changed after reading this article? How? Why?

Research

Ask the students to choose a superstition from the article or one that they know about. Have them use a library or the Internet to research the superstition. They can then present a speech to the class or display their findings in the classroom. They should use the five Ws (who, what, where, when, why) as well as how to help guide their research.

Debate

Have the students debate the motion “Superstitions are nonsense.” They could involve the whole class or run a formal debate with speakers, rebuttals, and judging.

What if ...?

The students could invent their own superstitions, giving a fictional explanation of how the superstition works, where and how it originated, and why some people believe it. Give them an example or two (or ask for suggestions from the class) to get them started. One example might be, “If you accidentally drop your cellphone, you will have an argument with your best friend.”

Featured Graphic Organizer: Double Entry Journal

A Double Entry Journal is a useful tool for organizing information. The first column usually contains an idea, and the second column contains the evidence or details from the text that support that idea.

Reading and Discussing the Page

Read aloud the introductory paragraph as the students follow along. Point out the following:

- The left column contains simple statements.
- The right column contains evidence from the text to support these statements.
- Evidence is in the form of direct quotations.

Cover the evidence in one row and ask the students to find the evidence in the text.

Having done this, ask questions such as the following:

- When might you use a Double Entry Journal?
- Why would you use a Double Entry Journal instead of another kind of graphic organizer?
- Is this a useful way of organizing information? Why/why not?

Ask the students to complete **BLM 4**, Double Entry Journal, using the information in “What Are the Odds?” or “Believe Your Luck.” More confident students may wish to use another article.

Featured Project: What Influences Your Life?

Materials required: writing materials

Read aloud the introduction and have the students talk to a partner about whether they are planners or accepters.

Discuss their experiences of persuasive writing. Ask questions such as the following:

- Where have you read examples of persuasive writing before?
- What are some of the words you would expect to find in a persuasive text?

Write the students' responses on the board. They can refer to these when they are planning their own writing.

With the students, read through the questions at the top of the page. Ask the students to decide which question they wish to write about and which direction they will take.

Read through the instructions. Make sure the students understand what they are required to do. Clarify any points of confusion before leaving the students to work through the activity independently.

Have the students use a Double Entry Journal to plan their writing. Tell them to place the topic of each paragraph in the left column and the supporting ideas in the right column.

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “What Are the Odds?” (*That’s Lucky*, pages 2–5), 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
	You have to be in to win.	
	Knowing the odds for something happening can help people to make wise choices.	
	You have more chance of winning an Academy Award than you do of dying in an airplane crash.	
	Statistics are just mathematical mumbo jumbo!	
	Lightning never strikes in the same place twice.	

Probable Passage

Name: _____ Date: _____

What to do:

- Read and discuss the following words from “Believe Your Luck” (*That’s Lucky*, pages 8–13). What do you think the article will be about?
- Use the words from the list below to write a short passage.

luck	fate	psychologist	attitude
coincidence	chance	opportunity	unlucky
chaos theory	control	disastrous	unpredictable
positive	risks	events	changes

Drawing Conclusions

Name: _____ Date: _____

What to do:

- As you read “Three Is the Lucky Number” (*That’s Lucky*, pages 16–23), find the key points and write them in the “I Read” column.
- Note your reaction to these points in the second column. What do you understand from the information?
- Use the information you’ve gathered to draw a conclusion about the theme of the story.
- Using the same method, use the back of the page to draw conclusions about “Believe Your Luck” (*That’s Lucky*, pages 8–13).

I Read

I Think

Therefore ...

Double Entry Journal

Name: _____ Date: _____

What to do:

- Reread either “What Are the Odds?” (*That’s Lucky*, pages 2–5) or “Believe Your Luck” (*That’s Lucky*, pages 8–13).
- Find the main ideas and write them in the left column.
- Find evidence from the text, or from your own knowledge and experience, that supports those ideas. Write the evidence in the right column.
- Add more boxes if you need them.

Ideas from the Text	Evidence That Supports These Ideas