

**HighWire**  
MAGAZINE

# WITHIN REACH

## ONE RED PAPER CLIP

Kyle MacDonald "trades up"

## THE PATH TO SUCCESS

Learning from mistakes

## AWKWARD STAGE

Finding strength within

Volume 8, Issue 12 Teacher Guide



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## High Wire Magazine – Within Reach Teacher Guide

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# Within Reach

## Teacher Guide

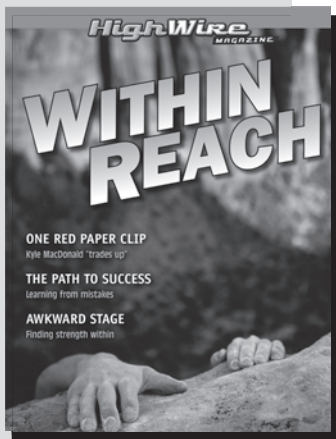
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



# Within Reach

## Key Reading Strategy: *Asking Questions*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Asking Questions. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 11. **Assessment Master 3** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** social studies, science

## Introducing the Magazine

### Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about overcoming challenges. It contains stories and articles about people who have triumphed over barriers and achieved amazing results.

### Making Connections

Explain to the students that this magazine includes a variety of both fiction and nonfiction selections about everyday people who have strived to achieve a goal while overcoming enormous barriers. Ask questions such as the following:

- Have you worked really hard for something that means a lot to you? Have you had a personal goal that has been difficult to achieve because of obstacles?
- Who are some of your role models who have overcome hardships to achieve their goals?
- Why do you think this magazine is titled Within Reach?
- What is within your reach right now?

## Lesson Focus

Making connections  
Making predictions  
Making inferences  
Asking questions

## About This Selection

This article tells the story of Kyle MacDonald, whose unusual idea helped him reach his goal of owning a home. Starting with one red paper clip, Kyle carried out a series of trades. He described his experience on a blog.

## Word Talk

Glossary words:  
*unattainable, prosperity*  
Other vocabulary: *Internet*  
*blog, sculptor, artistic,*  
*think outside the box,*  
*generator, funtential,*  
*sound engineer, ultimate*

## Extra Help

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



## Reflection and Metacognition

Have the students reflect on how asking questions helps them to understand a text better.

# One Red Paper Clip

page 2

## Before Reading

### Making Connections

Ask questions such as the following:

- What do you know about trading?
- What do you know about trading on the Internet?

Discuss the students' experiences and ensure they have a basic understanding of how things are traded on the Internet.

### Making Predictions

Tell the students they will be reading an article about a man who traded up a paper clip. Ask questions such as the following:

- Why do you think he is doing this?
- Who do you think would want to trade with him?
- What would happen if no one wanted to trade with him?
- Look at the pictures on page 3. Can you predict how the story might begin?
- What would you trade for a paper clip?

## During Reading

### Skimming

Have the students skim the text. Ask them to jot down any questions as they encounter unfamiliar words or ideas. Make sure you set aside time to clarify any misunderstandings.

### Making Inferences

Have the students read pages 2 and 3 independently. Ask questions such as the following:

- What game could Kyle remember playing as a child? Why do you think he remembers this?
- Why do you think people wanted to trade with Kyle?
- What kind of person is Kyle? Why do you think that?

## After Reading

### ★Asking Questions

Prompt the students to ask further questions, such as:

- Why did/didn't ...?
- What did ...?
- How did ...?

Discuss their questions with the group.

### **Text Reformulation**

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

### **Text Reformulation**

With the students, write a report for Kipling's local newspaper about Kyle's move to the town. Use information from the article to write the report.

### **Creative/Aesthetic Response**

The students could:

- write a letter to Kyle to tell him what they think about his trades, including which trades were the most interesting or outrageous and why;
- create an artwork that shows Kyle's journey from one red paper clip to a house;
- write an alternative ending to Kyle's story, describing other unusual trades he might have made before finally trading up for a house.

## Lesson Focus

Making connections  
Making inferences  
Asking questions

## About This Selection

In this letter, a young gymnast asks a professional pole vaulter how she regains her courage after experiencing a setback. The pole vaulter's reply describes the importance of learning from mistakes and overcoming doubt.

## Word Talk

Glossary word: *poised*  
Other vocabulary: *pole vaulting, collarbone*



## Teaching Tip

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

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

## 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.

# Ask an Expert: Fan Letter

page 8

## Before Reading

### Making Connections

Have the students look at Alice Somers's address. Ask:

- What does this tell us about the author of the letter?

Discuss pole vaulting and ask:

- What attributes would a successful pole vaulter have?

Compare pole vaulting with other sports.

With the students, skim both letters to find key information about Samantha and Alice. Ask questions such as the following:

- What do Samantha and Alice have in common?
- Why is Samantha writing to Alice?

## During Reading

### Making Inferences

Remind the students that inference is when we read between the lines to find out what is really happening in a story. Explain that one way of making inferences is to examine an event in the text and think about how it affected other events. Tell the students that they will use a Double Entry Journal to record some events from the two letters and their inferences about them.

### Double Entry Journal

Ask the students to draw up a Double Entry Journal with the headings "Event" and "I infer." While they read the text, they should note down what happened and their inference about how these events affected Samantha's confidence.

★After reading, ask questions such as the following:

- What attributes would a successful gymnast have? Are there any similarities to pole vaulting?
- What do you think frightens Samantha? Why do you think that?
- What advice do you think a successful athlete would give Samantha?

Have the students read Alice's reply. Ask:

- Is Alice able to answer Samantha's questions? What advice does Alice's letter give?

### Read Aloud

Reread the text aloud, emphasizing the punctuation. Pause and discuss periods, exclamation marks, dashes, brackets, and commas. Discuss how punctuation helps the reader to make sense of the text and read it with expression.



## After Reading

### Creative/Aesthetic Response

The students could:

- reflect on their own challenges and write to Samantha giving her advice, including aspects of Alice's feedback if they wish;
- write a poem describing a pole vaulter's feelings before and after successfully clearing the bar at a big event;
- write a descriptive piece about the gymnast's return to competition when she was placed last at a meet. The students will need to use descriptive language so that we know how the character is feeling and acting.



## Lesson Focus

Making connections  
Asking questions  
Summarizing

## About This Selection

This article describes the importance of persisting in spite of setbacks. Using well-known scientists, inventors, politicians, and artists as examples, it emphasizes that setbacks are part of any journey to success.

## Word Talk

Glossary words:

*contaminated, investors, aviator, prejudice, biplane, apartheid, sabotage, doctorate*

Other vocabulary: *bacteria, spores, infection, penicillin, optimistic, version, airborne, automobile, civil rights, strikes, boycotts, inequality, barrier*

## 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

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

# The Path to Success

page 10

## Before Reading

### Word Splash

Write the words from Word Talk onto chart paper. In pairs, the students can discuss the words and generate a meaning for each. Discuss their definitions, and once agreed, write them on the chart paper. Ask:

- Do these words give you any idea what the article may be about?

### Making Connections

Ask questions such as the following:

- What are some things you have found difficult? (For example, learning to swim, riding a bike)
- What would you do if you failed at something? (For example, a math test, a computer game)

Read the opening paragraph. Ask:

- Can you think of anything you failed at that you later turned into a success?

## During Reading

### Guided Reading

Explain that you will read the text with the students and will pause to define any vocabulary and concepts. Read aloud page 11 while the students follow along. Ask questions such as the following:

- What is penicillin?
- How was it invented? When and by whom?
- What mistake did Alexander Fleming make?

Explore what might have happened if Fleming hadn't made a mistake.

Turn to page 12. Ask the students to look at the illustration and captions. Discuss what they think Taking Flight might be about. What do they already know about the Wright brothers? Record their knowledge on chart paper.

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

- How long did the Wright brothers work on their planes?
- Why didn't they give up?

Discuss how far 120 feet is.

Look at the definitions the students generated before reading. Ask them to review these in light of what they have just read.

### Extra Help

For reluctant readers, give extra support in generating questions. You could offer them “question starters” as support.

### Sketch-to-Stretch

Students create a visual (sketch) based on a literary work to “stretch” their thinking and to help them see the text in new ways.

### ★Asking Questions

Ask the students to read *Carrying On* independently and to note down any questions they have. Share the questions and ask:

➤ Can we answer them? If not, what can we do to find the answers?

Read aloud Nelson Mandela while the students follow along. Ask questions such as the following:

➤ What was Nelson Mandela’s tragedy?

➤ What motivated him?

Explain the importance of summarizing what they have read. Encourage the students to include the key points in the article. Model this strategy by reading the first two paragraphs about Faith Ringgold on page 14. Demonstrate how to filter out non-important information and summarize the main idea. For example, the information about Faith often missing school is interesting, but the information that Faith found a way to enrol in college is more important. The main idea is that Faith didn’t give up despite the barriers she faced.

Have the students read *The Journey*. Discuss the main idea of this section and prompt the students to come up with ideas about tragedy, failure, goals, and effort.

### Sketch-to-Stretch

Ask the students to create a Sketch-to-Stretch that summarizes the path to success taken by one of the people in the article.

## After Reading

### Research

Use research tools such as a library or the Internet to locate information about the life of one of the people in the article.

## Key Reading Strategy: Asking Questions

Good readers ask themselves questions before, during, and after reading. The “before” questions focus on predictions based on the title, the illustrations, and the reader’s previous knowledge. During reading, a good reader is constantly making predictions, asking questions, and making connections. The “after” questions are those that the reader researches or discusses with someone. Sometimes, readers return to the text for further clarification.

### Reading and Discussing the Page

Discuss why asking questions is so important when reading. Explain that we ask questions before, during, and after reading.

Before reading, discuss with the students what kinds of questions they should ask themselves before starting to read. These could include questions such as the following:

- What do you already know about this topic?
- What questions do you have?
- Where might you go to research the answers?

Explain that some of the questions readers ask before reading may be about whether they will like this story or whether they want to read it. You also make decisions about how you will read it. If it is a new topic you will probably read it slowly and carefully, looking up new vocabulary as you read.

Demonstrate asking questions before reading, using the Strategy Focus page (Asking Questions, page 16). Model questions such as:

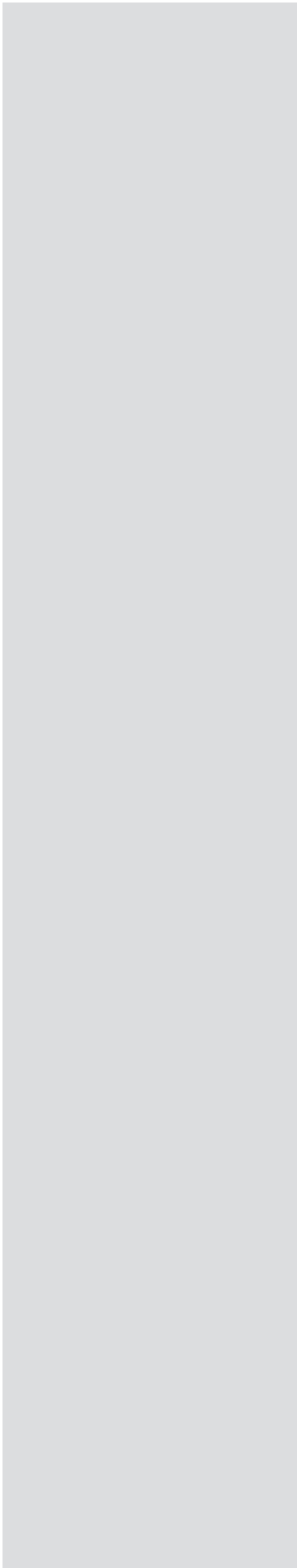
- What type of text is this?
- What do I know about this kind of text?
- What do the illustrations tell me?
- What will I find out?
- How will I read it?

Ask the students to help you answer the questions. Ask them if they have other questions.

Tell the students that you are going to read page 16. During reading, ask them to note down any questions. Discuss the students’ questions, then analyze the kinds of questions that readers ask while they are reading (for example, questions about characters, setting, main events, and plot development).

Explain that readers also have questions after they finish reading. These are often big questions, for example, the theme of the text, the main events, or the motivation of characters. Often we may want to talk to someone about these questions. When reading a nonfiction text, we may need to return to it or do further research to answer questions.

Read For Real and discuss any questions the students have.



Read through Try It Out together and ensure the students understand what they need to do. Have plenty of sticky notes available so that they can mark places in the text that need to be clarified. Encourage them to also use the sticky notes to record their questions about each section. Have them work through the article, then share their answers with the group.

Discuss possible places where students might find answers to their questions, for example, a library or the Internet. They could also ask experts in the community, such as career advisors, guidance counselors, or a grandparent.

Use **BLM 1**, Asking Questions, to encourage the students to ask questions about “The Path to Success” and plan out how they are going to answer them.

## Lesson Focus

Making connections  
Asking questions

## About This Selection

Andrew Holleman was just twelve years old when he launched a successful campaign to save a wetland area from developers. This article describes how and why he tackled this seemingly impossible challenge.

## Word Talk

Glossary words: *daunting, campaigners, abandoned, withdrawn, dedication*

Other vocabulary:

*overwhelmed, developer, subdivision, wetland, drainage, endangered, authority, ecosystem, classified, species, senators, petition, representatives, opinion, environmental organization, opponent, stage fright, perspective*

## 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.

# Andrew Holleman: On a Mission

page 18

## Before Reading

### Making Connections

Ask questions such as the following:

- What might have been on the land before our school was built?
- What happens to an area if it is developed for housing?

Discuss the students' ideas and ask:

- Are there any local areas that are homes to wildlife?

Discuss them.

### Probable Passage

Discuss the vocabulary listed in Word Talk. Hand out copies of **BLM 2**, Probable Passage. Ask the students to use the list of words from the story to write a Probable Passage.

## During Reading

### Shared Reading

Read aloud the first column on page 18 and discuss the setting and characters. Record on a chart the point at which Andrew began his mission. Ask the students to read the second column independently. Pause and discuss what they have read, focusing on Andrew's problem. Ask questions such as the following:

- What could Andrew do? What might be the outcome?
- What would you do?

Continue with the Shared Reading approach, stopping after each section to record the events on the chart. The events should include:

#### Breaking It Down

- Andrew uncovers information about the Hatch Act.
- He discovers that the land the developers are planning to build on is classified as wetland.

#### Getting the Word Out

- Andrew makes a plan to persuade people to join his campaign.
- He takes a petition around Chelmsford and speaks to people about the development, including the Town Board, the local newspaper, and the local TV station.

#### A Tough Opponent

- Andrew forms a neighborhood committee and raises more than \$16,000.
- The committee hires a lawyer and an environmental scientist to help push the campaign forward.

### 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.



#### Teaching Tip

When evaluating information, it may pay to review the skills of finding the main idea, comparing and contrasting, and drawing conclusions. We use these skills when we question the validity of information and how it affects us.



#### Reflection and Metacognition

Have the students reflect on how graphic features help them to identify important information.

- Andrew speaks at many town meetings and keeps working to put the last pieces of his plan together.
- The proposal to develop the wetland is withdrawn, and Andrew receives the Environmental Program Global 500 Award for Achievement.

### After Reading

#### ★Silent Exchange

Ask the students to carry out a Silent Exchange to encourage questioning and sharing points of view.

Additional activities the students could do include the following:

- research local areas that are set aside for wildlife;
- research a local ecosystem;
- research a local bird or other animal.

## Featured Graphic Organizer: Flowchart

A flowchart is an effective way to display events in a process. It is useful to illustrate a decision-making process, as well as to display a system. Creating a flowchart can help students understand and analyze the topic more fully.

### Reading and Discussing the Page

Discuss the students' knowledge of flowcharts. Ask questions such as the following:

- What do you know about flowcharts?
- Where have you seen flowcharts used?
- Why might you use a flowchart?

Ask the students to read the introductory paragraph and the example. Ask questions to ensure they understand what they have read. As a group, generate a list of rules for constructing a flowchart.

Explain to the students that a flowchart shows a process in a clear sequence of steps, including options, decisions, and actions. Tell them that each of these steps is clearly identified by diamonds (decisions), rectangles (actions), and ovals (start and end). For a flowchart to make sense, events must be in the correct order with clearly labeled “yes” and “no” options where decisions are made.

Tell the students that they, as a group, will be creating a flowchart on making a cup of hot chocolate (or making a sandwich or another process that would be appropriate). Refer to the rules while you generate the flowchart and encourage student input.

After you have completed the shared chart, ask the students to create their own flowchart, using **BLM 3, Flowchart**. Ensure the students understand they will need to use diamonds, rectangles, and arrows and finish with an oval.



## Lesson Focus

Making connections  
Figurative Language  
Visualizing

## About This Selection

Navin, the main character in this story, wants a part in the school musical, but first he has to conquer his stage fright. It's not easy, but he discovers that hard work pays off.

## Word Talk

Vocabulary: *audition, applause, chorus, auditorium, frantically, warble, commotion, strutting, crummy, fuming, compliment, committed, debut*

## 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.

# Awkward Stage

page 24

## Before Reading

### Making Connections

Tell the students they will be reading a story about a school production. Discuss individual experiences of school productions. Ask questions such as the following:

- What was the production called?
- Did it include singing or dancing?
- Did you audition for the production? If so, how?
- What kind of characteristics do people who want to be in a school production need to have?

### Text Features

Tell the students that this is a narrative. Explain that it needs rich imagery and descriptive language to portray the characters and action vividly to successfully hold the reader's attention. You may want to discuss simile and metaphor, descriptive adjectives, and vivid verbs.

Point out the examples (listed below) where the imagery provides a rich description of what is happening in the story.

- "He eyeballed me."
- "... rolling his eyes and shooting me a sideways glance."
- "Dylan snorted."
- "... they started growing on me."
- "I belted out songs ..."
- "... would be a piece of cake."

Have a piece of chart paper available to record other examples of descriptive language. Ensure you make time at the end of the lesson to discuss these.

## During Reading

### Say Something

Model this with the students using page 24, and make sure that they all feel confident enough to try it. Ask them to practice this activity on pages 25 and 26.



### **Reflection and Metacognition**

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

### **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.

### **Visualizing**

Have the students close their eyes and visualize the scene while you read aloud page 27. Ask questions such as the following:

- What images do you see in your head?
- Do your mental images help you to understand what is happening?

Continue with the Say Something approach until the end of the story.

### **After Reading**

#### **Somebody Wanted But So**

Have the students select a character from the story and write a paragraph to say:

- what the character wanted;
- what keeps the character from achieving his or her goal;
- how the character resolved the problem.

#### **Creative/Aesthetic Response**

The students could write a short descriptive piece about someone getting stage fright. Explain they need to use descriptive language so that we know exactly how the character is feeling and acting. Before writing, students might like to revisit the text and make a list of the descriptive language.

## Featured Project: Role-play

Read aloud the instructions on page 32. Discuss the rules of role-play, ensuring that you include:

- no put downs;
- positive language for the audience;
- appropriate physical behavior.

Read through the scenarios with the students. Discuss the story line to ensure they understand the plot and what the role-play needs to show.

Either put the students into groups or let them select their own. Be aware that role-play can be very unnerving for some students and that those students will need support.

Give the groups time and an area where they can practice. Support them in their negotiations with their peers. Try to keep their props to a minimum.

Ask them to perform their role-play to an audience – possibly their classmates.

After the performance, hold some interviews where the students, still in character, appear and answer questions. Encourage the audience to ask questions and to give advice to the characters about being resilient and striving for their dreams.



# Asking Questions

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

What to do:

- ➔ Reread “The Path to Success” (*Within Reach*, pages 10–15).
- ➔ For each topic, complete the chart below to help you formulate some interesting questions.

Topic	Question	Where Will I Find the Answer?	Key Words
Apartheid			
Disease			
Space flight			
African American artists			
(Your own topic) _____ _____			

# Probable Passage

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

## What to do:

- ➔ Read and discuss the following words from “Andrew Holleman: On a Mission” (*Within Reach*, pages 18–21). What do you think the article will be about?
- ➔ Use the words from the list below to write a short passage.

habitat

ecosystem

species

overwhelmed

endangered

wetland

petition

opinion

abandoned

environmental




developer

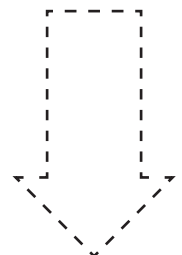
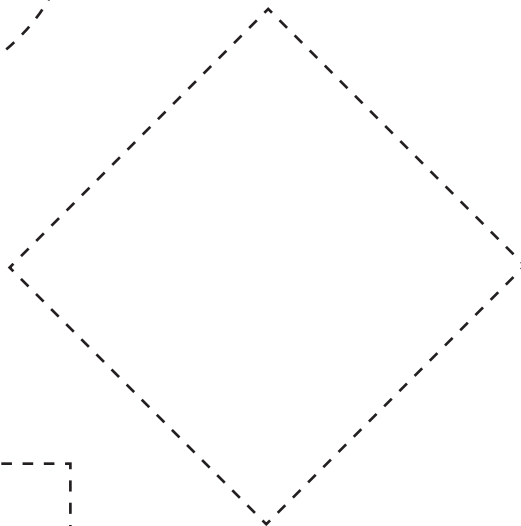
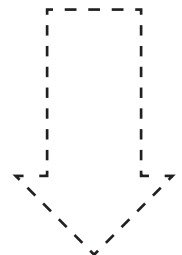
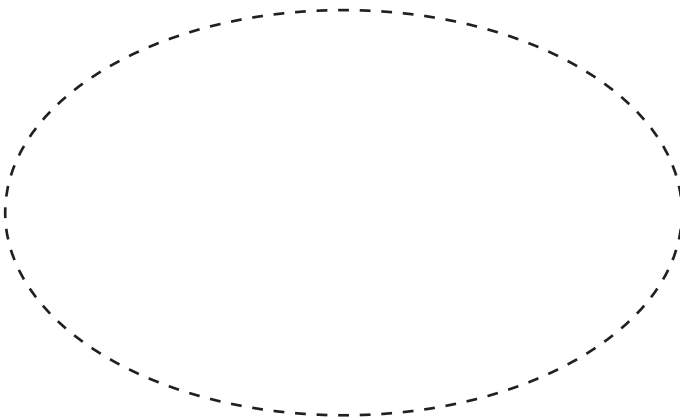
stage fright

# Flowchart

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

## What to do:

- Choose a topic you know a lot about (for example, cooking or computer games).
- Think about the steps in the process. Start at the beginning and put the first step in the oval. Map the rest of the process using a clear sequence of steps.
- Make sure you include: clearly labeled “yes” and “no” options,  for decisions,  for actions, and  at the start and end. You can cut out the shapes provided or make your own.
- Check that you’ve put the events in the right order and that your flowchart makes sense.







# Flowchart