

HighWire
MAGAZINE

RIPPING AND ROLLING



Hop on Board!
Riding on water, wind, and snow

Everybody's Surfing!
Making the perfect board

Where Snow Meets Sky
Poetry in motion

Volume 9, Issue 10 Teacher Guide

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High Wire Magazine – Ripping and Rolling Teacher Guide

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Ripping and Rolling

Teacher Guide

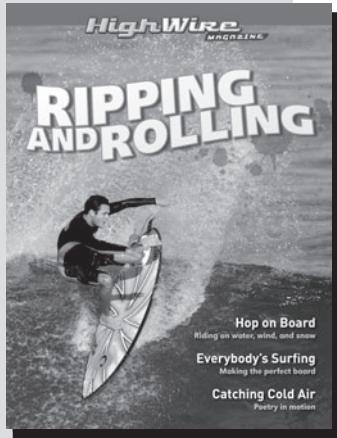
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



Ripping and Rolling

Key Reading Strategy: *Visualizing*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Visualizing. Opportunities to practice this strategy are indicated by the symbol ★. For more on this strategy, see page 10. **Assessment Master 16** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: technology, social studies, science

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about the many forms and styles of board riding. Ask them to share the images that come to mind when they hear the words “ripping and rolling.” Ask questions such as the following:

- “Ripping and rolling” has different meanings depending on the context. What meanings can you think of? (List the students’ responses on the board.)
- What do the words “board sports” make you think of? What mental images do you have?
- What might the articles and stories in this magazine be about?

Making Connections

Explain that this magazine includes everything from ancient Hawaiian surfboard riders to modern sky surfers. Ask questions such as the following:

- What do you already know about board sports? What would you like to know?
- Can you imagine yourself winning a gold medal in a board sport? Which sport would you choose?
- What kind of person enjoys board sports? What skills do you think they require?

Have the students look at the cover and consider what the content of the magazine might be.

- What is happening on the cover? Does it give you any clues about what you will be reading?

Lesson Focus

Asking questions
Monitoring for meaning
Visualizing

About This Selection

This article discusses the origins, history, and popularity of three major board sports – surfing, skateboarding, and snowboarding – and describes some extreme boarding alternatives.

Word Talk

Glossary words:
sacred, status, trucks, polyurethane, inferior
Other vocabulary: *quirky, adrenaline, exhilarating*

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



Teaching Tip

Have a collection of books about board sports available so that the students can support their learning.

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.

Hop on Board!

page 2

Before Reading

Probable Passage

Use **BLM 1**, Probable Passage, which contains a summary of the article, to introduce key words and phrases from the article. The students can compare this passage with the article after reading.

K-W-L Chart

On chart paper or a transparency, begin a K-W-L chart using the following steps:

1. Discuss board sports.
2. Brainstorm what the students already know about the topic and record this information in the first column, “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

Think Aloud

Read aloud pages 2 and 3 as the students follow along. While you are reading, model a Think Aloud, pausing occasionally to share your thinking and note the words that triggered your thoughts. Have the students practice this strategy in pairs as they read pages 4 and 5.

Guided Reading

Take the students through the article section by section. Focus on pages 6 and 7 and ask questions such as the following:

- Why do you think skiers “viewed snowboarding as inferior to skiing”?
- Where does the name “snurfer” come from?
- How do you think Olympic skiers viewed snowboarding when it became an Olympic sport? Why do you think that?
- What are “spins, flips, or grabs”?
- Do you know any other board-riding lingo? What is it? What does it mean?
- Do you know another meaning for the word “grommet”? Look it up and think about whether its meaning has anything to do with the reason why young surfers are known as grommets.
- ★What visual images did you have as you read?

★Visualizing

Describe the use of a Double/Triple Entry Journal and Sketch-to-Stretch. Ask the students to select one of these ways to record their mental image while the text is read aloud. At the end of reading, encourage the students to share their images with the class.

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.

Scales

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

After Reading

K-W-L Chart

In the third column of the K-W-L chart “What I Learned,” record the information the students have 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.

Scale

Using a scale, have the students rate the different board sports from “most exciting” to “least exciting.” Ask them to provide reasons using evidence from the text.

Graphic Organizer

page 10

Featured Graphic Organizer: Venn Diagram

A Venn diagram is a way of sorting information to compare two or more items. Intersecting circles are used to demonstrate the differences and similarities. The unique characteristics of each item are in the outer areas, while the common characteristics are in the area where the circles overlap.

Reading and Discussing the Page

Ask the students questions such as the following:

- What is a Venn diagram?
- Have you used one before? For what purpose? What do you think a Venn diagram is best used for?
- Do you think a Venn diagram is easier to use than a T-chart?
Why/why not?

Read aloud the introductory passage. Have the students examine the diagram, making sure they understand that the different shades of color show the difference in the subject matter. Encourage the students to think of points to add to the lists.

Ask the students to choose two board sports and compare them using **BLM 2**, Venn Diagram. Suggest they use two board sports discussed in “Hop on Board!” or another two of their choice. Have them swap their work with a partner. They can add their own ideas to their partner’s diagram.

Lesson Focus

Making connections
Visualizing
Asking questions

About This Selection

New technologies have revolutionized surfboard design. This interview with surfboard shaper Ralph Blake describes the process of making of a surfboard today.

Word Talk

Glossary words:
revolutionized, maneuverable, styrofoam, planer, airbrush, laminated
Other vocabulary:
construction, polyurethane, fiberglass, strut, fine-tune, resins, evolve

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

Look for the students whose mind pictures or mental images show that they understand the text.



Reflection and Metacognition

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

Everybody's Surfing!

page 12

Before Reading

Anticipation Guide

Hand out copies of **BLM 3**, Anticipation Guide, which has general statements about the article. Read aloud each statement as the students follow along. Ask the students to rate how strongly they agree or disagree with each statement. Then lead a whole-class discussion, encouraging them to share their views.

Making Connections

Discuss the students' thoughts and ideas about the design and process of making a surfboard. Ask questions such as the following:

- Have you ever been surfing or watched others surfing? What is the best thing about it?
- What considerations do you think a surfboard designer must take into account before starting to design a board?
- What do you know about different kinds of surfing and surfboards?
- ★What visual images come to mind when you think about surfing?
- What questions do you have about making a surfboard?

During Reading

★Visualizing

Read aloud page 12 and have the students do a quick sketch of any visual images they have. Create a collage by combining the images, and display it in the classroom.

Triple Entry Journal

Have the students draw up a three-column chart with the headings "Question," "Answer," and "Detail." In the first column, have them record the questions they noted before reading. Have them fill in the second and third columns while they read. To research unanswered questions, the students could use a library or the Internet.

After Reading

Graphic Organizer

Have the students create a chain of events to show the process a board shaper uses when creating a surfboard. Explain that a chain of events presents a clear outline of important events. It moves in a logical way from left to right, showing the correct order of events and describing them in only a few words.

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 the responses.

Silent Exchange

Have the students use a Silent Exchange to share their points of view about the text. Remind them to make their questions open ended to encourage discussion. Examples of open-ended questions include:

- What kind of person would like to design surfboards as a career?
- What would be the most difficult thing about being a surfboard designer? Why do you think that?
- How would surfers choose the kind of board they would like to have?

Anticipation Guide

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

Strategy Focus

page 18

Key Reading Strategy: Visualizing

Visualizing is an important skill for readers to learn. Even if the topic is unfamiliar, if they can form a mental image, then they can form a general idea of the text. Readers can further consolidate their understanding by forming mental images from the words. Visualization helps readers to improve their concentration and memory and to apply new information to other subject areas. It can bring the words to life and heighten a reader's enjoyment of a text.

Reading and Discussing the Page

Ask the students to follow along as you read aloud the title and the first paragraph on page 18. Ask questions such as the following:

- Do you need to have experienced something to be able to visualize it? (Give examples, such as books and fairy tales that have been made into movies. Explain that a moviemaker has a mental image of how scenes and characters will look before he or she starts filming.)
- When have you used visualization to understand a text better? How did it help?

Read Visualizing aloud or ask for a volunteer. Tell the students to think of a piece of writing that evoked especially strong mental images and discuss why the images were so powerful. (Was it because the author knew about the experience? Was it because the author used descriptive language?) You can refer to "Where Snow Meets Sky" for examples of descriptive language.

Have the students complete **BLM 4**, Visualizing, before they work through the activities outlined in Try It Out.

Read aloud Try It Out. Make sure that the students understand exactly what they are required to do. Allow them to ask questions and clarify problems before they start. Give them plenty of time to work through the activity, then have them share their ideas with a partner.

Lesson Focus

Making connections
Visualizing
Monitoring for meaning

About This Selection

Nelson is more interested in doing skateboard tricks than schoolwork. When he's kept after school to finish an assignment, he has an unexpected opportunity to show his skateboarding skills in a positive light.

Word Talk

Vocabulary: *calculate, perimeter, half-pipe, sweltering, janitor, lunge*



Teaching Tip

Reading aloud models fluency and is risk-free for the student, who is then able to enjoy listening. It also helps to create community. Reading aloud the first page can be very helpful for modeling fluency, too, because students hear pronunciation of words and names.



Reflection and Metacognition

Ask the students to reflect on how thinking about their own prior knowledge and experiences helps them to understand the text better.

The Chase

page 20

Before Reading

Making Connections

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

- ★What visual images come to mind when you read the title?
- Considering the theme of this magazine, what ideas do you have about the content of this story?
- What kind of chase do you think it could be?

During Reading

Guided Reading

Read aloud pages 20 and 21 to model fluent reading and help the students gain insight into the characters and the setting. Ask questions such as the following:

- Can you describe the setting of this story?
- If Nelson had twenty problems to solve, why did he throw down his pencil?
- Why do you think Nelson has been labeled a “problem student”?
- How would it feel to be labeled in this way?
- Why was Nelson speechless when he saw Greg’s skateboard? What does this tell you about Nelson?
- Which characters does Nelson like? How do you know?

Use a Guided Reading approach to support the students through the story section by section. Ask questions such as the following:

- Why do you think Nelson forgot about his book report?
- Why didn’t Mr. Lambert take into account Nelson’s success in the competition when he found out about Nelson’s book report?
- What is another way of saying “Mr. Lambert barked”? How would that sound?
- Why did Nelson crouch lower on his skateboard to catch up with the thieves?
- What does “not missing a beat” mean?
- How might Nelson have felt at the end of the chase? What about Mr. Lambert?
- How would you describe Nelson’s personality?

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.

After Reading

Somebody Wanted But So

Have the students do a Somebody Wanted But So activity to show the different points of view of each of the characters.

Making Connections

Discuss the students' responses to the story. Ask questions such as the following:

- Have you ever been in a similar situation? What was it like?
- If you haven't experienced a situation like this before, what do you think it would be like?
- ★What mental images did you have while you were reading?
- ★Are your mental images different when you read fiction and nonfiction? How? Why do you think that is?

Lesson Focus

Asking questions
Visualizing

About This Selection

A pro snowboarder gives instructions and hints on how to perform two snowboarding techniques.

Word Talk

Glossary words: *virtuoso*, *flexed*

Other vocabulary: *carve*, *absorb the impact*

Extra Help

For struggling readers, suggest specific points at which they could stop and think.



Reflection and Metacognition

Ask the students to reflect on the visuals they developed to help them learn new vocabulary. Ask them whether this strategy has helped them to remember new words.

Ask an Expert: Snowboarding Tricks

page 26

Before Reading

Asking Questions

Tell the students they will be reading a text in which a professional snowboarder shares tips on snowboarding tricks.

- What questions would you like to ask a pro snowboarder? List the students' questions on the board or a piece of chart paper.

★New Vocabulary

There are a number of methods of introducing new vocabulary. For this article, introduce a new word and explain its meaning. Then have the students write a meaningful explanation and create a visual.

During Reading

Think Aloud

Model Think Aloud by reading aloud page 26, pausing to share your thinking and noting the words or ideas that triggered that thinking. The students can use Think Aloud with a partner as they read the next page.

★Visualizing

Have the students reread the text and draw a visual for each section. Have them swap their visuals with a partner to check that they have included all the information and that the visual is easy to understand.

After Reading

Asking Questions

Discuss whether the students' initial questions were answered. Ask questions such as the following:

- Did the text answer your questions?
- Does this make you want to find out more about snowboarding? (Encourage the students to use a library or the Internet to research the answers to their questions. They can use the text as a template for presenting their findings.)
- Do you have any more questions?

Silent Exchange

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

Lesson Focus

Making connections
Visualizing
Text features
Monitoring for meaning

About This Selection

This graphic text uses descriptive language to evoke the experience of snowboarding.

Word Talk

Vocabulary: *melt, transforms, signature, stalks*



Teaching Tip

Have other examples of free verse poetry available for the students to look at.



Assessment Tip

Look for the students whose mental images show that they understand the text.

Extra Help

For the students who are struggling with the imagery, you could work with a small group to guide them through each image.

Where Snow Meets Sky

page 28

Before Reading

Making Connections

Discuss what the students know about poetry. Ask questions such as the following:

- How is poetry different from other forms of writing?
- Do you like reading poetry? Why/why not?
- Why would an author choose to write a poem instead of a story?

During Reading

★Visualizing

Read aloud the poem as the students follow along. Have them do a Sketch-to-Stretch while you are reading. Ask questions such as the following:

- When you heard the text, did you create an image in your mind? What was it?
- Which senses do you use the most when you are visualizing?
- Which words, phrases, or ideas inspired the most vivid mental images? Why do you think that was?
- How do you think visualizing can help you to understand the text better?

Text Features

Reread the poem and ask the students to focus on the way the poem uses figurative language such as similes and metaphors. Ask questions such as the following:

- What is a simile? How is it different from a metaphor?
- Can you identify the similes and metaphors in this poem?

Hand out copies of **BLM 5**, Figurative Language. Ask the students to write the literal or actual meaning for each example of figurative language. Ask questions such as the following:

- Would the imagery be as effective if the poem had a structured form? Why/why not?
- Has reading this poem inspired you to read more poetry? Why/why not?

Monitoring for Meaning

Review the strategies the students can use to help them gain a deeper understanding of the text. Have them read through the text independently. Ask questions such as the following:

- What do you think the author means when she says, “Your feet melt and seem to become the board”? Can you think of another way to express this?
- Why does the author compare lines and loops to a signature?



Reflection and Metacognition

Have the students reflect on times when they have done something where they felt totally “carried away” by the experience.



Teaching Tip

Bookmark relevant websites in the “Favorites” list to save the students’ time when searching for poems or texts.

- What do you think about the image of gravity stalking a snowboarder?
- ★Can you visualize gravity snapping like a shark?

After Reading

Creative/Artistic Response

The students could:

- choose another board sport and write a poem about it;
- make a poster or collage that encompasses several of the similes and metaphors used in the poem.

Additional Reading

Encourage the students to use the Internet or a library to generate a list of poems or books of poems for reading in the classroom.

Project

page 32

Featured Project: Create Your Dream Board!

Materials required: drawing and writing materials

Discuss the different kinds of boards the students have read about in this issue of *High Wire Magazine*. Invite some of them to share which board sport appealed to them most and why.

Tell the students that this is their big chance to design their own “dream board.” Tell them that they should use their imagination to design a board that they would like to ride. Encourage them to consider the following:

- where the board will be used;
- how fast it will go;
- how comfortable it will be to ride;
- special features it might have, such as safety mechanisms or an autopilot control.

Read through the instructions with the students, giving them an opportunity to ask questions. When they understand what is required, allow them to work through the design process independently. Remind them to think of a name for their dream board.

You could have the students present their completed designs to the class to explain how the board works. The designs can then be displayed around the classroom.

Probable Passage

Name: _____ Date: _____

What to do:

- Read and discuss the following words from “Hop on Board!” (*Ripping and Rolling*, pages 2–9).
- Write the words from the list into the passage below. Check that the passage makes sense with the words that you’ve added.

skateboarding

kite

kickflips

Olympic

extreme

boarding

boards

status

tricks

spin

ollies

Tony Hawk

world’s

snurfer

sky

People have been riding _____ for hundreds of years. In the fifth century, surfboards were a

sign of the rider’s _____ within their tribe. Today, a surfer’s status is determined by success on

the pro circuit.

In the 1950s, people started sidewalk surfing, also known as _____. This sport came about as a result of surfers’ frustrations on days when there were no waves. They perfected _____ such as _____, grinds, and _____. One of the world’s most famous skateboarders, _____, did the _____ first 900 degree _____.

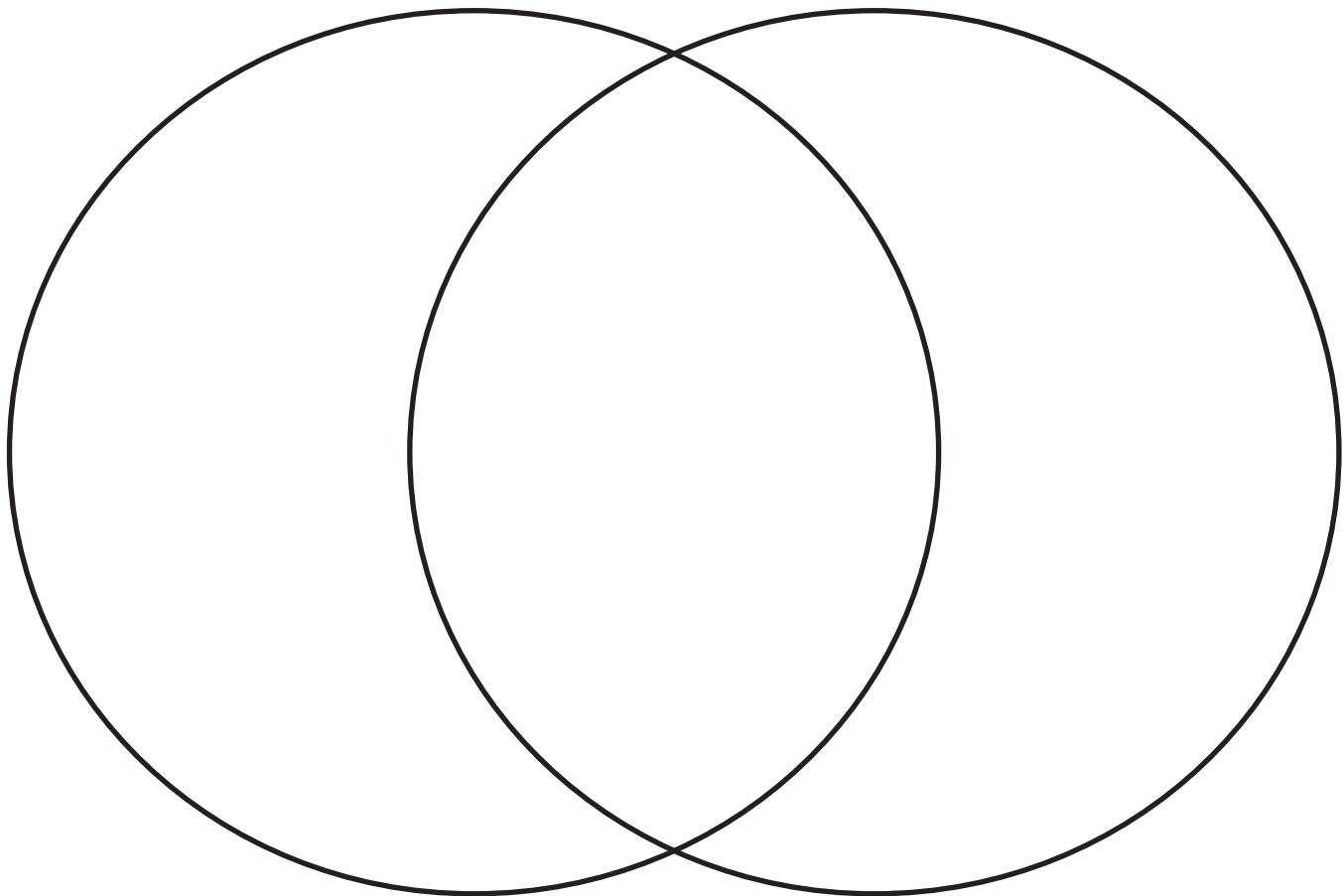
The first snowboard was called a _____. Skiers looked down on snowboarders at first, but in 1998, snowboarding became an _____ sport. Board riding has extended into _____ sports such as _____ surfing, wake _____, and even _____ surfing.

Venn Diagram

Name: _____ Date: _____

What to do:

- Reread “Hop on Board!” (*Ripping and Rolling*, pages 2–9).
- Choose two board sports to compare and contrast.
- Use the Venn diagram below to show the similarities and differences between the two sports. List the features that are unique to each sport in the outer parts of the circles and the similarities in the overlapping part of the circles.
- Check the text to make sure you have recorded the information accurately.



Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “Everybody’s Surfing!” (*Ripping and Rolling*, pages 12–17), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the article and 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
	All surfboards are the same.	
	The technology used for making a surfboard is very simple.	
	The most important part of a surfboard is the fin.	
	Surfing is a multimillion-dollar business.	
	Anyone can learn to surf.	

Visualizing

Name: _____ Date: _____

What to do:

- Before reading “The Chase” (*Ripping and Rolling*, pages 20–25), discuss with a partner the mental image the title conjures up.
- Draw a quick sketch or jot down your mental image.
- As you read through the text, note the parts where you have strong mental images.
- Use the spaces below to either write about or draw your mental images.

1. When I read, (words from text)

my mental image was:

2. When I read, (words from text)

my mental image was:

3. When I read, (words from text)

my mental image was:

Figurative Language

Name: _____ Date: _____

What to do:

- Reread “Where Snow Meets Sky” (*Ripping and Rolling*, pages 28–31).
- Write the literal or actual meaning for each example of figurative language. The first example has been done for you.

Figurative Language	Literal Meaning
Your feet melt and seem to become the board.	You feel as though you’re becoming part of the board.
Air transforms into wind.	
... the slope is carved with lines and loops, your signature.	
... escaping gravity like a rocket.	
Earth shrinks.	
It rises up like a shark, snapping you back to earth.	