

HighWire
MAGAZINE

MOVING ON

Moving On
Change is natural

The Wrong House
Nicki faces big changes at home

Far from Home
Animals on vacation

Volume 9, Issue 11 Teacher Guide

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Moving On

Teacher Guide

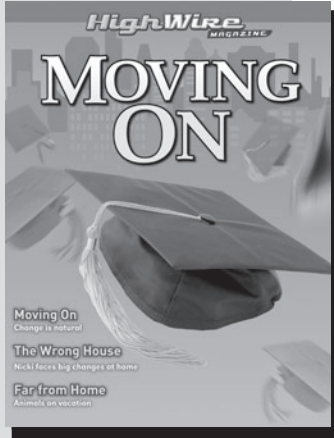
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- 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.



Moving On

Key Reading Strategy: *Making Connections*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Making Connections. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 8** in the Program and Assessment Guide can be used with this strategy.

Curriculum Link: social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about changes in peoples' lives, both foreseeable and unexpected, and what people do to make big changes positive and survivable.

Making Connections

Tell the students that as they read this magazine, they will learn about the different ways people are affected by change and how they move on.

Prompt a discussion by asking questions such as the following:

- What comes to mind when you look at the cover of this magazine?
- What does the term “moving on” mean to you? What experiences can you share of moving on?
- What changes will definitely occur in your future? How do you know for sure?
- How do you feel about these changes? Why?
- How do you think you would feel if your life changed very suddenly and unexpectedly? Explain.

Lesson Focus

Text features
Making connections
Making inferences

About This Selection

Change is inevitable. This article discusses the transitions many people face, the challenges that accompany change, and what people can do to help them move forward.

Word Talk

Glossary words: *inevitable*, *amputated*

Other vocabulary: *discrimination*, *refugee*, *comfort zone*, *circumstances*, *independence*, *isolated*, *motivational*

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.



Assessment Tip

Listen for the students who make connections with the text from a variety of contexts: a personal experience (text-to-self); another text they have read (text-to-text); or a TV show or movie (text-to-world).

Moving On

page 2

Before Reading

Probable Passage

Discuss the vocabulary listed in Word Talk and clarify any unfamiliar words. Explain to the students that they will be writing a Probable Passage using a list of words from the article to predict what they will be reading. Have the students complete **BLM 1**, Probable Passage.

Text Features

Have the students look through the article and comment on its features, such as the title, headings, subheadings, fact boxes, captions, and photographs. Ask questions such as the following:

- Which photographs are the most effective? What information do they give you about the text?
- Using the headings and subheadings, what do you predict this article will be about?
- How do the arrows relate to the title?
- Look at the quotations. Do they help you to predict what the article will be about? How?

During Reading

★Think Aloud

Tell the students that reading can become more meaningful if they make connections while reading. Remind them they can make a connection to personal experiences, to other texts they have read, or to knowledge they have already gained about the topic. Begin by modeling the strategy.

Read aloud page 3 and pause to share the connections you make with the text. For example, make a text-to-self connection: “I remember facing change when I moved from a small town to the city.” As you read to the end of the page, you might pause to make a text-to-text connection, “I have read articles that advise anyone who finds the city overwhelming to join a club and make new friends.”

Have the students work in pairs to carry out a Think Aloud activity as they read. Have them pause when they read something that triggers a connection with their own lives and experiences. Tell them to mark these points with sticky notes or bookmarks. Share their connections as part of a whole-class discussion about moving on.

Making Inferences

Explain that making inferences (or inferring) means gathering information that is not directly stated in the text. Good readers use their own knowledge together with clues from the text to make inferences. Have the students reread the quotations scattered throughout the text.

Text Reformulation

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

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.

Ask them to work in pairs to infer what each quotation means. Ask:

- ★What connections do these quotations bring to mind? (Remind the students that they can look back at their sticky notes from the Think Aloud activity.)

Encourage the students to use their own experiences, other texts they have read, and facts they have learned from other sources.

Ask the students to record their responses on a three-column chart with the headings “Quotation,” “Connection I Made,” and “I Infer.” The students can share and discuss their inferences in small groups.

After Reading

Text Reformulation

Ask the students to think about a change that is inevitable for most people, such as moving house, changing teachers, or having friends move away. Ask them to use information from “Moving On” to create a newspaper advice column that helps people understand how they can turn a major change into a positive experience.

Silent Exchange

To encourage questioning, have the students carry out a Silent Exchange based on the information in “Moving On.” When they have written their responses, have them work in small groups to discuss their viewpoints.

Key Reading Strategy: Making Connections

Good readers use prior knowledge and experience as a bridge for making connections with new information. Making connections enables them to gain a clearer understanding and take deeper meaning from what they read. Relating prior knowledge and experiences to a text, not only supports new learning, but can also prompt a greater focus on the text and a greater enjoyment of reading.

The strategy of making connections can be broken into three categories to help readers focus their thinking:

- text-to-self (connections with personal experiences);
- text-to-text (connections with other texts);
- text-to-world (connections with information from a variety of sources, such as TV shows or movies).

Reading and Discussing the Page

Before reading Making Connections, ask the students to brainstorm what they think this strategy means. Record their thoughts on chart paper or a transparency.

Read aloud the first paragraph. Ask questions such as the following:

- How does the text prompt you to think about your own experiences?
- Does this make the paragraph easier to understand? How?

Have the students read through the rest of page 8 independently, then ask them to reflect on their initial ideas. If there are any changes or new thoughts, have them add these to the brainstorm recorded earlier. (Ensure that text-to-self, text-to-text, and text-to-world connections are included.)

Have the students read page 9. Discuss and clarify any questions or points of confusion before they begin the activities in Try It Out.

Hand out copies of **BLM 2**, Making Connections, for the students to use when reading, “The Wrong House.” Encourage them to reflect on the kinds of connections they are using and how using this strategy enables them to make greater sense of the text.

Lesson Focus

Making inferences
Making connections

About This Selection

Nicki is dismayed when she returns from college to discover that her house has been renovated. She is angry and reluctant to accept the change but soon realizes she must move on.

Word Talk

Vocabulary: *disintegrating*, *sauntered*, *eyeballed*, *obsession*, *decades*

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 the text.



Assessment Tip

Listen for the students who make connections to the text from a variety of contexts: personal experience (text-to-self); another text they have read (text-to-text); or a TV show or movie (text-to-world).

The Wrong House

page 10

Before Reading

Anticipation Guide

Hand out copies of **BLM 3**, Anticipation Guide. Read through each statement together and ask the students to write their own responses in the first column. Responses include “strongly agree,” “agree,” “disagree,” or “strongly disagree.” Discuss the students’ responses, then have them justify their choices to a partner.

Making Connections

Have the students review the connections they made while completing **BLM 2**, Making Connections. Ask questions such as the following:

- Have you ever experienced sudden or unexpected changes? Share your experiences.
- How did you feel, or how do you think you would feel, about sudden or unexpected changes?

During Reading

Making Inferences

Using a Guided Reading approach, read aloud pages 10 and 11. Ask questions such as the following:

- What do you think the girl on the bus was really trying to tell Nicki?
- After reading the first two paragraphs on page 11, what do you infer has happened to Nicki’s parents? Explain your reasoning.
- How do you think Nicki feels toward Arun? How has the text helped you to make this conclusion?

Have the students read pages 12 and 13 either independently or in pairs. Ask questions such as the following:

- Did Nicki like the changes to her house? What information did you use to make this decision?
- What further information does the text give you about Nicki’s feelings toward Arun?

Have the students continue reading the next two pages. Ask questions such as the following:

- Why do you think Nicki felt as though “the whole world was ganging up on me” and “pushing me out of the way”? How was Nicki really feeling?
- Why do you think Steph was speaking in her “drama-queen voice”? What can you infer about Steph’s feelings toward Nicki?



Reflection and Metacognition

Ask the students to reflect on inferring information that was not explicitly in the text. Discuss how this helped them to extract deeper meaning from the text.

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.

Have the students read the rest of the story. Ask questions such as the following:

- What does Nicki mean when she says, "He's not really a 'phone' person"?
- Do you think that Nicki's father is glad to hear about the changes to the house? How can you tell?
- What was he really trying to say to Nicki?
- What do you think helped Nicki begin to accept the changes?
- Is "The Wrong House" a good title for this story? Why/why not?

To explore the strategy of making inferences, explain that the author has used figurative language, particularly similes and metaphors, to make the story descriptive and more exciting. These similes and metaphors give clues to the meaning of the text without telling the reader directly. Choose a few examples from the text, and discuss the definitions of "simile" and "metaphor." Record the definitions on the board.

Ask the students to work in small groups to brainstorm any well-known examples of similes and metaphors, such as "brave as a lion" and "a heart of gold." They will need to look for further examples in the text and to mark these with sticky notes. Share the similes and metaphors that they find. Discuss their meanings, then have the students suggest phrases that could be used to replace them. They will need to ensure that each example still makes sense. Have the students make a two-column chart with the headings "Metaphor/Simile from the text" and "Replacement."

After Reading

Anticipation Guide

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

Somebody Wanted But So

Ask the students to choose a character from the story and generate a sentence saying:

- what the character wanted;
- what caused difficulties for the character;
- how the character resolved those difficulties.

Lesson Focus

Asking questions
Text features

About This Selection

This article describes the migrating habits of animals such as lemmings, gray whales, and wildebeest. Some travel incredible distances each year to find food, warmth, and a safe place to give birth.

Word Talk

Glossary words: *robust, gorging, instinctive, retain, navigate*

Other vocabulary:

voyagers, continents, hemispheres, migrate, magnetite, navigating

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.



Reflection and Metacognition

Ask the students to reflect on how using text features helped them to extract meaning from the text. Did it make the text easier to read? Were they able to find important information?



Teaching Tip

To activate their questioning, have the students use the five Ws (who, what, where, when, why) as well as how.

Far from Home

page 18

Before Reading

Asking Questions

Explain to the students that this article is about the ways that some creatures move on (migrate) to survive. Have the students work in small groups to brainstorm questions about animal migration. Encourage them to consider:

- why animals migrate;
- how far they travel;
- how they find their way.

Record the questions on chart paper or a transparency. Ask the students to keep these questions in mind as they read and to refer back to them after reading.

During Reading

Text Features

Text features include titles, headings, subheadings, fact boxes, captions, and photographs. Explain that good readers use text features to gain a deeper understanding of the text. Have the students create a Double Entry Journal with the headings “Text Features” and “Purpose.” Explain that as they read, they should identify as many text features as they can, then write how each feature helps the reader to better understand the text. When they have finished their journals, ask questions such as the following:

- What are the features of a nonfiction text? (factual information, names and dates, photographs, captions)
- How has the author drawn attention to important words and information? (use of colors, arrows circling words, bold fonts, and fact boxes)
- How do the fact boxes help you? What kind of information do they give you?
- Can you think of any ways to improve the presentation of this article? How? Why?

After Reading

Asking Questions

Refer the students to the questions they brainstormed before reading. Read each question and discuss the answers using information from the text. Have the students research any unanswered questions using a library or the Internet.

Graphic Organizer

Explain that a Venn diagram helps readers to make connections between ideas in the text. Ask the students to create a Venn diagram that presents the similarities and differences between the migratory behaviors of two of the species in this article. Have them share and discuss their findings. As a conclusion, discuss the effectiveness of this graphic organizer in presenting information.

Creative/Aesthetic Response

The students could:

- write a poem about the journey of one of the animals discussed in the article;
- write a journal that documents the experiences, especially the difficulties and obstacles, of a migrating animal;
- create an artwork showing the two “homes” that a migratory animal has, emphasizing the differences in season and setting.

Featured Graphic Organizer: Fishbone Map

A fishbone map is a graphic organizer that presents the causes and effects of an event or situation. The most important causes are recorded on the “bones” and the effect/s of those causes are recorded on the “head” of the fish, hence the term “fishbone map.”

Reading and Discussing the Page

Read aloud the introductory text on pages 24 and 25. Discuss the terms “cause” and “effect” and give examples to clarify their meanings and relationship. Ask questions such as the following:

- Why do we use graphic organizers?
- Is there anything in the text that needs to be clarified?

Ask the students to look closely at the fishbone map and take note of the following points:

- The main parts of the fishbone map include the head, spine, and bones.
- The topic is recorded in bold lettering on the spine of the map.
- The causes include only essential information and are recorded on the bones.
- The effect of all the causes is recorded on the head.
- The words “Causes” and “Effect” appear underneath the map.
- Different colors have been used to separate the causes and effects, making the map easier to understand.

Have the students use **BLM 4**, Fishbone Map, to create a fishbone map about the migratory habits of another creature from “Far from Home.”

To further practice the skills of making a fishbone map, the students could use “Staying Extreme” or “The Wrong House” to identify the causes and effects of another situation.

Lesson Focus

Making predictions
Making connections
Monitoring for meaning
Summarizing and note taking

About This Selection

Soon after Nathan Fa'ave took up adventure racing, he discovered that he had a serious heart condition. This article describes how Nathan learned to cope with his condition so that he could move on to his next challenge.

Word Talk

Glossary words:
diagnosed, rappelling
Other vocabulary: *atrial fibrillation, world-class, adrenaline, setback*

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.

Staying Extreme

page 26

Before Reading

Making Predictions

Write the title of the selection onto chart paper or a transparency. Have the students scan this selection and think about the way it has been organized. Ask questions such as the following:

- What do you think this article is about?
- How does the organization of the text help you to make that prediction?

★Making Connections

Ask questions such as the following:

- What do you know about extreme sports? Have you seen, heard, or read anything about extreme sports? Share your knowledge and experiences.
- What makes something “extreme”?
- If you were taking part in an extreme sport, what might keep you from “staying extreme”?

During Reading

Monitoring for Meaning

Explain to the students that it is important to check their understanding of the text by continually asking themselves, “Does this make sense to me?” Discuss the strategies that students can use to gain meaning from the text. These include rereading, reading more slowly, using visual cues, asking for help, and consulting a dictionary. Write the strategies on chart paper or a transparency.

Have the students draw a two-column chart with the headings “Strategy” and “Tally.” Explain that as they read, they should record the number of times they use each strategy. This will enable them to see which strategy they are using the most and which strategies they could try next time to gain a deeper understanding of the text.

Say Something

Have the students work in pairs to read the article, using Say Something. When they have finished reading, have them join another pair to share and discuss their predictions, questions, comments, and connections. Ask questions such as the following:

- Do any parts of the text need clarifying?
- In the first paragraph of the main text on page 26, Nathan thinks, “Welcome to adventure racing.” What does he mean? Explain.
- How is the text in the red box at the top of page 27 important in defining Nathan’s achievements?
- What steps did Nathan take to stay extreme?



Reflection and Metacognition

Ask the students to reflect on summarizing and note taking. Discuss how doing this helped them to understand the main ideas in the text.

- Why would “People think he’s crazy”? (page 28)
- How does Nathan seem to achieve more than is “humanly possible”?

After Reading

Summarizing and Note Taking

Explain that when readers summarize information, they reduce a story or article to its most important ideas. Ask:

- What valuable lessons has Nathan learned that could help people to move on after receiving life-changing news?

Have the students reread the text and make short notes about the steps Nathan took to overcome his obstacle. Tell them to write short sentences that summarize these steps, then draw an ideas web with the words “Moving on” in the center and their sentences around it. Explain that an ideas web is a way of clearly presenting a number of ideas around one main idea. The students can then share and discuss their ideas in small groups.

Plus-Minus-Interesting Chart

Ask the students to choose one of the following ideas and complete **BLM 5**, Plus-Minus-Interesting Chart:

- receiving life-changing news
- trying to set a record in an adventure race
- running a marathon
- racing in a team.

Have the students exchange their work with a partner. Explain that the partner should add some further ideas under at least one column of the PMI chart.

Creative/Aesthetic Response

Using information from the text, the students could write a journal entry from Nathan’s point of view during a race.

Lesson Focus

Making connections
Synthesizing

About This Selection

A high school student is preparing a speech about starting high school. He gives tips on what to expect and how to handle the change.

Word Talk

Vocabulary: *cue cards, campus, guidance counselors, orientation*

Ask an Expert: From Middle School to High School: Building Bridges page 30

Before Reading

★Making Connections

Have the students create a K-W-L chart, using the headings “What I Know,” “What I Want to Know,” and “What I Learned.” Ask them to complete the first column by filling in everything they know about moving from middle school (or junior high school) to high school. Have them write everything that they want to know in the second column. Explain that as they read, they should fill in the third column with what they have learned. They can also add anything further that they want to know.

During Reading

Say Something

Explain the Say Something activity, ensuring that the students understand the terms “prediction,” “question,” “comment,” and “connection.” Tell them to offer one of these at each pause.

When the students have finished reading, ask questions such as the following:

- Are there any parts of the text that need clarifying?
- What do you think “building bridges” refers to?
- Is it a good idea for a high school junior to talk to middle school students? Why/why not?
- Why do you think cue cards are useful when giving a speech? How are they helpful?
- Describe how Damien has organized the points he wanted to make. How is this effective?

Synthesizing

Explain to the students that a useful reading strategy is to think carefully about new information and compare it with what they already know. This is called synthesizing or creating a new understanding. For example, you might say, “I had thought that the older students would be the only people to help you at the start of high school. But I read that there’s also help from tutors, teachers, guidance counselors, and study groups. There’s plenty of help I had no idea about!”

Ask the students to review their K-W-L charts. Ask for volunteers to share some of the thoughts they recorded in the first column. Discuss the changes they have made to their original knowledge or thinking. Talk about how synthesizing has affected their thinking.

After Reading



K-W-L Chart

Ask the students to complete the “What I Learned” column by filling in all that they have learned. If some questions remain unanswered, you could organize a similar scenario in which a high school junior responds to their questions.

Creative/Aesthetic Response

The students could design an informative poster for students about to enter their junior year of high school. Encourage them to use their own knowledge as well as the information from this selection.

Text Reformulation

Ask the students to write an article for the school magazine for new high school students. They can use Damien’s speech notes to help them.

Featured Project: Debate

Have the students read the title of this project. Encourage connections by asking questions such as the following:

- What is a formal debate? Have you ever been to one? Share your experiences.
- Is debating important? Why?
- To hold a formal debate, what do you need?

Have the students read page 32 independently. Discuss their answers to the above questions and clarify any misunderstandings.

Have the students scan “Moving On” to find the quotations at the beginning of each section. As a class, decide which quotation to debate. Ask for volunteers for the roles of moderator and judge, then have the students vote on who should have these roles. (Remind them to consider someone who they believe will be fair and unbiased.)

Organize the students into teams of at least five. Explain that they must assign the role of speaker to three students in the team, and that all team members are responsible for researching the information.

Ensure that a library and the Internet are available for the teams to do their research. Remind the students that they need plenty of evidence and that each speaker must have a different point to make.

Before the debate, have the students arrange their evidence in a logical order and practice their speeches. Remind them about the technique of note taking that Damien used in “Ask an Expert.”

Discuss and clarify the term “rebut.” Emphasize the importance of having plenty of facts to argue against the other team’s points. Remind the students to take notes throughout the debate on points that they can argue.

When the debate is finished, have the judge sum up the arguments of each team and decide which team has won.

Afterward, encourage the students to reflect on the debate and discuss whether it was successful. Ask them to think about what they would do differently next time to improve their performance.

Probable Passage

Name: _____ **Date:** _____

What to do:

- ➔ Read the following words from “Moving On” (*Moving On*, pages 2–7).
- ➔ Use a dictionary or thesaurus to find the meanings of any words that you don’t understand.
- ➔ What do you predict this article will be about? Write a short passage using the words below.

new circumstances

inevitable

independence

change

discrimination

opportunities

challenges

solution

responsibilities

options

positive

life

[illegible]

Making Connections

Name: _____ Date: _____

What to do:

- ➔ Read “The Wrong House” (*Moving On*, pages 10–17).
- ➔ As you read, use the table below to note down the connections that you make.
- ➔ Share and discuss your connections with a partner. How did these connections help you to make greater sense of the text?

Connections		
Text-to-self	Text-to-text	Text-to-world

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “The Wrong House” (*Moving On*, pages 10–17), read the statements in the table below. In the first column, write your response: agree, strongly 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.

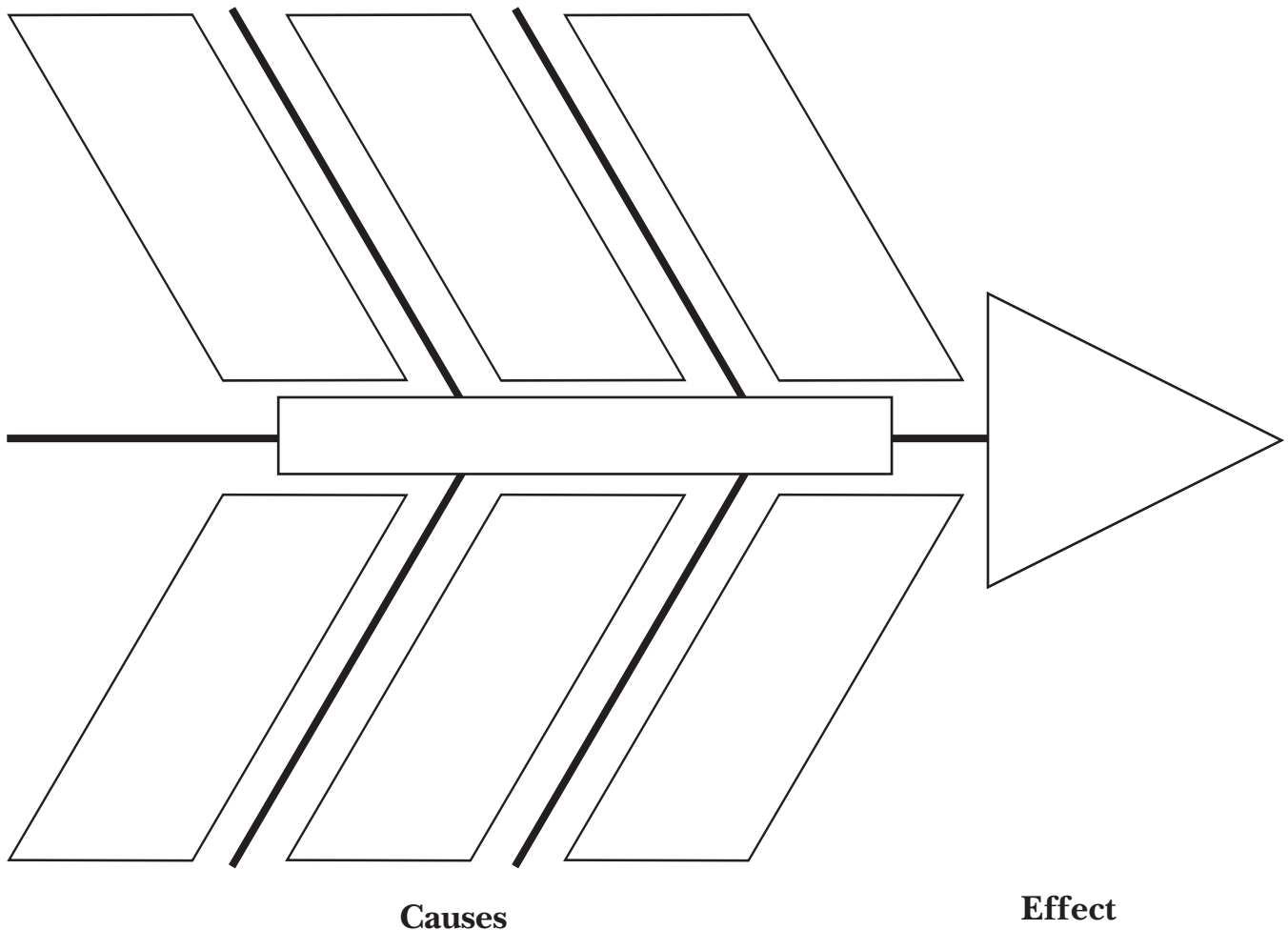
Response before Reading	Statements	Response after Reading
	Any kind of change in your life can make you feel worried and upset.	
	It is too difficult to cope with many changes all at once.	
	Being grumpy about a situation can make the situation even worse.	
	When there are lots of changes happening, it's best to stay away from the situation altogether.	
	It doesn't matter what changes are happening at home as long as your family is there.	

Fishbone Map

Name: _____ Date: _____

What to do:

- Choose a creature (apart from wildebeest) from the article “Far from Home” (*Moving On*, pages 18–23).
- Gather information from the text to explain why your creature migrates (the causes). Record this information along the bones of the map.
- On the head of the fishbone map, record the effect that migration has on your creature.
- Think of a title. Write it in bold lettering along the spine of the fishbone map.



Plus-Minus-Interesting Chart

Name: _____ Date: _____

What to do:

- Choose one of the ideas below.
 - receiving life-changing news
 - trying to set a record in an adventure race
 - running a marathon
 - racing in a team
- Fill in each of the columns in the chart describing what you think are the pluses, the minuses, and the interesting aspects of the idea. Include your reasons.

Idea: _____

Plus	Minus	Interesting