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(**Note:** Each six-part lesson revolves around an article from *Time For Kids*. The article titles are listed here for you to choose topics that will appeal to your students, but the individual articles do not begin on the first page of the lessons. The lessons in this book may be done in any order.)

Introduction *(cont.)*

General Lesson Plan

At each grade level of this series, there are 20 articles that prove interesting and readable to students. Each article is followed by questions on the following topics:

Sentence comprehension—Five true/false statements are related back to one sentence from the text.

Word study—One word from the text is explained (origin, part of speech, unique meaning, etc.). Activities can include completion items (cloze statements), making illustrations, or compare and contrast items.

Paragraph comprehension—This section contains one paragraph from the text and five multiple-choice questions directly related to that paragraph. The questions range from drawing information directly from the page to forming opinions and using outside knowledge.

Whole story comprehension—Eight multiple-choice questions relate back to the whole article or a major part of it. They can include comprehension that is factual, is based on opinion, involves inference, uses background knowledge, involves sequencing or classifying, relates to cause and effect, and involves understanding the author's intent. All levels of reading comprehension are covered.

Enrichment for language mechanics and expression—This section develops language mechanics and expression through a variety of activities.

Graphic development—Graphic organizers that relate to the article are used to answer a variety of comprehension questions. In some lessons, students create their own maps, graphs, and diagrams that relate to the article.

The following is a list of words from the lessons that may be difficult for some students. These words are listed here so that you may review them with your students as needed.

| Word | Page | Word | Page | Word | Page |
|--------------|------|----------------|------|-------------|------|
| hyphen | 21 | Meriwether | 45 | allergic | 75 |
| Missouri | 23 | Ankylosaur | 51 | egrets | 82 |
| eureka | 29 | Cretaceous | 52 | ibis | 82 |
| sauntered | 31 | paleontologist | 53 | phosphorus | 83 |
| onomatopoeia | 33 | Tyrannosaurus | 53 | ferocious | 85 |
| marathon | 34 | Nodosaurid | 53 | billionaire | 88 |
| simile | 37 | browser | 61 | rhetorical | 97 |
| camaraderie | 39 | graffiti | 63 | Pilanesberg | 101 |
| embarrassed | 40 | alliteration | 67 | Minke | 139 |
| quotations | 43 | denotation | 73 | | |

Name _____ Date _____

Paragraph Comprehension

Directions: Read the paragraph below and answer the following questions.

Banning peanut butter creates some sticky problems. Peanut-butter-and-jelly sandwiches are popular. They are nutritious, affordable food for most families. However, there are many choices for a healthful lunch. School cafeterias can provide a wide choice of foods that are safe for all kids. They can even send home suggestions for bag lunches that don't include peanuts. People should be willing to sacrifice a particular food if it might save a child's life. All schools should ban peanuts and peanut products.

1. Which type of sandwich is considered popular, but deadly to some kids?
 - a. ham sandwiches
 - b. sardine sandwiches
 - c. jelly and cheese sandwiches
 - d. peanut-butter-and-jelly sandwiches
2. Who could provide healthy and safe alternatives?
 - a. the cafeterias
 - b. the teachers
 - c. the students that are allergic to peanuts
 - d. the parents of the students
3. The author is ultimately trying to persuade schools to what?
 - a. keep kids from getting allergies
 - b. ban peanuts and peanut products from school
 - c. build more playground equipment for students with allergies
 - d. address the needs of all students with allergies
4. According to the article, who should ban peanuts and peanut products?
 - a. the local grocery stores
 - b. the schools
 - c. the parent/teacher organizations
 - d. the local school boards
5. Sacrificing peanut butter and peanuts could save what?
 - a. time
 - b. money
 - c. a child's life
 - d. none of the above

Whole Story Comprehension

Directions: Read the story below and answer the questions on the following page.

Peanut Problems

Some kids are allergic to peanuts. Should schools be nut-free zones? When Nicholas Pave was three-years-old, he ate a piece of brownie at a party. Within seconds, his throat was itching and his nose was running. An hour later, he started throwing up. Says Nicholas now: "It was scary."

How can one bite of one brownie make someone so sick? Nicholas was having an allergic reaction to peanut-butter chips in the brownie. His mom quickly called the doctor and gave Nicholas some medicine. Without the medicine, he might have stopped breathing. Some people allergic to peanuts have died after eating them.

People who are allergic to peanuts must avoid anything containing a peanut or its oil. Sometimes just smelling or touching peanut oil or peanut dust causes an allergic reaction. That can turn a school cafeteria into a danger zone!

Now some schools have decided not to take any chances. They're cracking down on peanut products to protect allergic kids. In some school cafeterias, peanut-free tables are being set aside. In other schools, no one is allowed to bring any "peanutty" foods at all.

Banning peanut butter creates some sticky problems. Peanut-butter-and-jelly sandwiches are popular. They are a nutritious, affordable food for most families. However, there are many choices for a healthful lunch. School cafeterias can provide a wide choice of foods that are safe for all kids. They can even send home suggestions for bag lunches that don't include peanuts. People should be willing to sacrifice a particular food if it might save a child's life. All schools should ban peanuts and peanut products.

Even if all schools don't ban peanuts, Ann Munoz-Furlong of the Food Allergy Network, points out that teachers and students should have an emergency plan to deal with any allergy attack. Allergic kids should always wash their hands before eating and should never trade foods with other kids. Kids should feel safe in the classroom and the cafeteria.

Name _____ Date _____

Enrichment

Directions: Read the information below and use it to answer the following questions.

In the article about peanuts, there were many signal words. What are signal words? Signal words are used to connect ideas together. There are many types of signal words, and you probably already use them in your writing without knowing it. Look at the types of signal words below. The italicized words came from the article.

For example:

| | | | |
|----------------|------------|-------------|----------------|
| <i>because</i> | but | despite | <i>however</i> |
| so that | similar to | too | next |
| resulting from | later | lately | until |
| <i>within</i> | once | also | <i>though</i> |
| inside | <i>now</i> | and finally | <i>even</i> |
| <i>so</i> | although | more | |

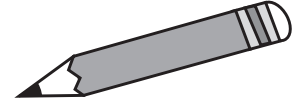
Signal words are used to help us understand what we read. Signal words help us understand how the information is organized and to provide clues about what is important. They help us anticipate the direction of a piece of writing. They tell us that there are more ideas to come, that there is an order to ideas, and that there is going to be a change of direction. They may also tell us where and when something is happening or give something emphasis. They prepare us for examples and tell us that a condition or modification is coming up. Signal words are independent of the content; they can be used with any piece of writing.

Select the correct signal word from the box to fill in the sentences. Some of the signal words may be used more than once, or not at all.

1. Some children are allergic to peanuts, _____ though they don't know it.
2. _____ of the danger to students, some schools are banning peanut products.
3. _____ the cafeteria has agreed to send home ideas for sack lunches, some parents are still very unhappy!
4. Scientists have _____ found that peanut oil and dust should also be avoided.
5. _____, schools should have an emergency plan for allergy attacks.

Name _____ Date _____

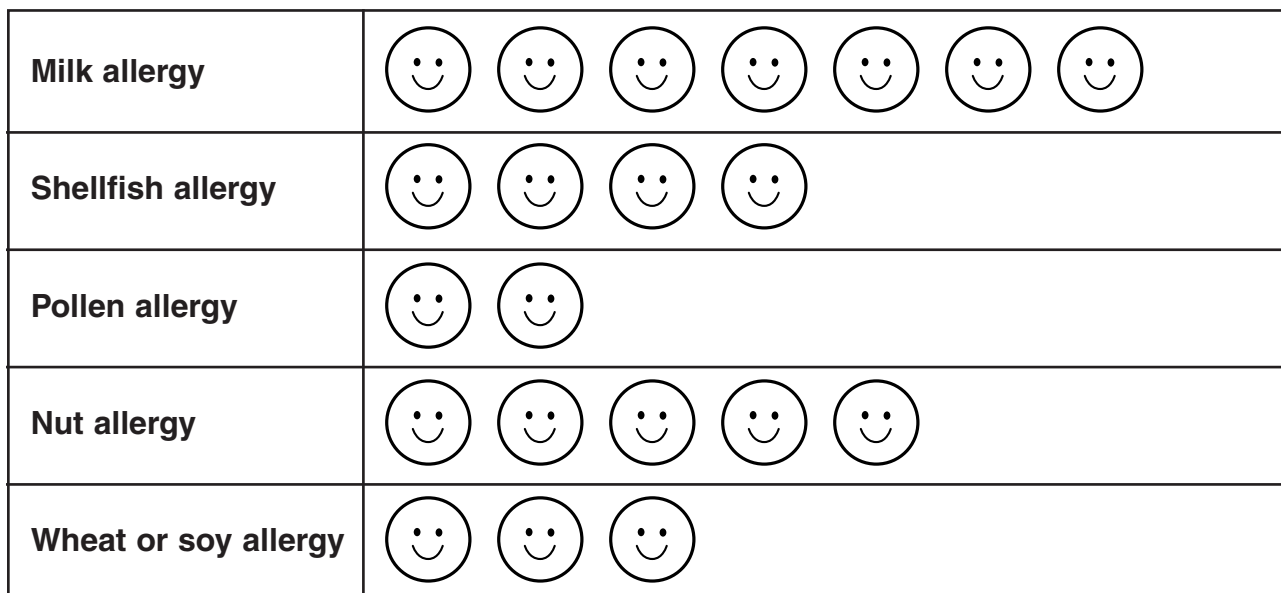
Graphic Development



Directions: Read the following information and then use the fictitious picture graph below to answer the questions about kids with allergies.

One in 20 kids has a food allergy. There are many food allergies, but there are other types of allergies as well. Some of these nonfood allergies include dust, pollen, lotions, and perfumes. An allergy is when the “body thinks that a substance is a harmful invader and tries to attack it.”

Kids with Allergies at Hualapai Elementary School



 = 5 students

1. What allergy do the most people in this graph have?

2. How many more people have an allergy to nuts compared to people with an allergy to shellfish?

3. What is the title of this graph?

4. Which type of allergy on this chart has nothing to do with what a person eats?

5. How many people are allergic to milk?
