Directed Reading and Thinking Activities

Twenty-one high-interest stories with teacher scripts to improve reading comprehension and make students fall in love with reading

By Lindsay Young

Many stories in this book are based on real events. Some names and identifying details have been changed to protect the privacy of individuals.

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Introduction

When Professor Lesley Clear, Ph.D., at University of California, Irvine, conducted this style of Directed Reading and Thinking Activities (DRTA) with her class of future TESL teachers, I knew it was a fun activity, but I love to read. The true testament to this activity is that my high school students, who dislike reading and struggle with it, also think this is a fun activity. Not only does it engage them, but also the strategies that are embedded within this one activity (accessing prior knowledge, making/checking predictions, reading with a purpose, chunking a text into manageable sections, and summarizing/questioning) allow the students to access texts that are at their actual grade level, as opposed to their independent or instructional reading levels which may be significantly lower. These strategies are what good readers naturally do, but in DRTA they are explicitly taught.

I encourage you to go to Msyoungsteachingstrategies.weebly.com where you can view a video of DRTA being done in the classroom. As one proponent of DRTA, Martha Haggard claimed in "Developing Critical Thinking with the Directed Reading Thinking Activity," that it is difficult to explain the type of magic this activity creates in the classroom (1988). The video will provide a sample of the enthusiasm it generates. I was discussing this with a colleague, and it became clear to me why it generates enthusiasm. In real life, do we ever sit down to read an article in the morning paper and then turn to our partners for a list of reading comprehension questions that we answer, in writing, using only complete sentences? And do we submit it to them for a grade? No! DRTA teaches students why we read. It teaches students that reading is an active experience; one in which we share ideas and opinions, and relate the subject matter to our own lives. During reading, maybe we agree, disagree, or have a little debate about the text, but all of this is why we read: to talk about it with each other, to get to know ourselves, our world, and one another a little better.

History of Directed Reading and Thinking Activities

Directed Reading and Thinking Activities were first introduced by Russell G. Stauffer in his 1969 book *Directing Reading Maturity as a Cognitive Process*. In her 1988 article "Developing Critical Thinking with the Directed Reading Thinking Activity," Martha Haggard clearly explains how this technique can be used on any text. The version of DRTA that is found in this book is slightly different. First of all, the stories are written and chunked for this activity. This means the sections are manageable, the vocabulary controlled, and the text is chunked so that the predictions pay off. This is important when students are first learning the strategy of making and checking predictions, so they can meet with immediate success. This adapted version of DRTA was taught to me by Professor Lesley Clear, Ph.D., at University of California, Irvine, who built on what she learned from Leslie Adams, a colleague of hers at UCI. For students who have reading disabilities or are learning to read in another language, I recommend using this version first, so that the strategies are clear and the skills will be easier to transfer to regular texts.

How to use this Book

In the classroom, I conduct DRTA approximately once a week. When I do an activity it is always on theme; for instance, if we are reading about folktales in our textbook I might use "The Shepherd Boy Who Cried Wolf" or "The Farmer, his Son, and their Donkey." If it is Halloween I might use "The Babysitter." So I never do the activities out of context, and I teach the embedded strategies all year long. If you explicitly teach these skills in conjunction with doing the activities, you can point out to students that it is the strategies themselves that making reading enjoyable. As I mentioned above, the following reading strategies are embedded in this single activity:

- Looking at the title
- Chunking the text
- Accessing Prior Knowledge
- Making and Checking Predictions
- Setting a Purpose/Reading with Purpose
- Questioning

Through an action research study that I conducted in my classroom, I found that for students the most enjoyable part of DRTA was making and checking predictions. This is also fun to do and easy to teach using activities that do not involve reading. Thus, it has become part of our classroom culture to make predictions on a regular basis. For instance, if someone knocks on the door, before we open it we predict who it will be, or if we know who it is, we predict what he or she will say. Additionally, if someone is tardy, we predict how many minutes late he or she will be. The students love this, and it gets them in the habit of being active thinkers instead of passive observers.

Another successful activity that I use to teach these reading strategies is the Reading Strategy Bookmark. Blank bookmarks are sold at teacher stores, or alternatively, card stock can be cut to form bookmarks. We divide the bookmark into three sections: before reading/during reading/after reading. The students have them all year and as we learn the strategies we put them under the appropriate heading. The students know if they get stuck reading, they can always use one of the strategies that is on their bookmarks.

Finally, there is the question generation game, which I also learned from Professor Lesley Clear. In this game, which can serve as a warm-up on a regular basis, the teacher writes answers on the board: "In the garden." "For twenty years." "It was Alice." Students then come up with the questions for these answers. Sometimes we have contests for funniest, scariest, or weirdest. Question generation is a challenging skill, and when students become more accustomed to DRTA, hopefully, they will begin generating their own questions instead of relying on the teacher to do so.

This brings me to my last point about how to use this book. Directed Reading and Thinking Activities are very flexible. While I have included questions in the teacher's script, please feel free with more advanced students to have them generate questions for each other. Teachers can also pull in other reading strategies and ask students to visualize, tell what a vocabulary word means, make an inference and support it with evidence, or recite a part of the text the way they think a character would say it. The possibilities are endless, and you can easily tailor the activities to fit your lesson objectives.

Audience for this Book

According to the "Fry Readability Graph," the texts in this book are at the 10th grade level. This was measured using only four textual samples, so it may vary slightly. The vocabulary is relatively controlled, but the reading level is still high because of the multisyllabic words and complex sentences. However, I have had students that are reading at third grade levels successfully and enjoyably access these texts because they are making use of the necessary strategies. I think these are enjoyable for all secondary school students as well as adults who are learning English as a Second Lange or are struggling with reading. I hope you enjoy this as much as I do. Thank you!

A New Man

1.
Twenty-three years ago, a baby boy was born. His parents named him Tyler Gold. He went to school, finished college, and started his own business. Now 23 years later, he has decided that he does not like the name Tyler Gold and wants to change it.

2.
Tyler does not think his name is "cool enough." Also, because he recently started a business, he wants to have a name that people will recognize and remember. He thinks this will make him, and his business, more memorable. In order to legally change his name, Tyler has to appear in court before a judge.

3.
The judge asks Tyler if he is changing his name to hide from the police or creditors. Tyler says, "No." The judge makes sure that Tyler has filed the correct paperwork. Tyler is nervous; he knows name changes can be denied, but then he remembers the man in Wisconsin last year who successfully changed his name to Beezow Doo-Doo Zoopittybop-Bop-Bop, and he feels confident his request will be honored.

4.
Yes! The judge granted the request. Tyler's new name is Tyrannosaurus Rex, which in Greek means "tyrant lizard king." He walked into the courtroom Tyler Gold and walked out a new man: Tyrannosaurus Rex Joseph Gold.

Title of Reading Selection: "A New Man"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "A New Man." What does that mean? How can someone be new? What can you change to make yourself new? Have you ever felt like a new person? What did you do to make yourself feel like a new person?

Prediction before Section 1: Let's predict. What is this man going to do, or change, to make himself "new"?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what he is going to do, or change, to make himself a "new man"?

Comprehension Questions
1. What is he going to do? (Change his name.)
2. What is his current name? (Tyler Gold.)
3. How old is he? (23.)

Prediction before Section 2: Let's predict. Why does he want to change his name? What are some reasons people might change their names?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict why he wants to change his name?

Comprehension Questions
1. Why does he want to change his name? (Not cool enough; He wants to have a name that people will recognize and remember.)
2. Why is it important to him that people recognize his name and remember it? (Because he just started a new business, and he thinks it will help him.)
3. What does he have to do to legally change his name? (He has to appear in court before a judge.)

Prediction before Section 3: What do you think the judge is going to ask Tyler before he changes his name?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what the judge asked Tyler?

Comprehension Questions
1. What did the judge ask Tyler? (If he is changing his name to hide from police or creditors.)
2. What are creditors? (People or companies that you might owe money to.)
3. What did Tyler say? (No.)
4. Why is Tyler nervous? (He knows that name changes can be denied.)
5. Why does Tyler think that his request will be honored? (Because someone was able to change his name to Beezow Doo-Doo Zoopittybop-Bop-Bop.)
6. Who can pronounce that name? **OR** Let's say it all together! **OR** How do you think he says his name? With enthusiasm or matter-of-factly? Will you say his name the way you think he says it?

Prediction Before Section 4: Let's predict two things. First of all, do you think his name change will be granted? Yes or no? Secondly, what is he going to change his name to? Everyone should make a prediction.
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict what his name was changed to?

Comprehension Questions
1. What is his new name? (Tyrannosaurus Rex Joseph Gold.)
2. What does his new name mean? (Tyrant Lizard King.)
3. Do you think he is a "new man"? (Opinion.)
4. Will people treat him differently? (Opinion.)
5. What were the two reasons he changed his name in the first place? (Not cool enough, wanted his name to be memorable and recognizable for his new business.)
6. Do you think this name was a good choice for his reasons? Why or why not? (Opinion.)
7. What would you change your name to if you had to choose another name? (Opinion.)

Possible Extension Activities

1. Have students write an acrostic poem using their names. Here is an example using T-Rex from the story:

Tyler wanted a different name.
Ready for a change.
Everyone was surprised by his
Xtraordinary new name.

2. Have students research the meanings and/or origins of their names.

3. Here are two children's books that discuss names and multiculturalism for additional reading:

- *My Name is Yoon* by Helen Recorvits and Gabi Swiatkowska
- *The Name Jar* by Yangsook Choi

4. *What's in a Name Questionnaire* by Lesley Clear

In pairs or groups of 3, share your responses to one or more of these questions about names. Please feel free to choose which question(s) you would like to discuss:

- How did you get your name?
- Does your name have a special meaning?
- What, for you, is the best thing about your name?
- What, if anything, do you think is challenging about your name?
- Do you use more than one name (i.e. different names depending on circumstances)?
- How did you choose a name for your child? Or, have you thought of what name(s) you might choose for future children?
- Have you ever wished that you had a different name? If so, what name would you choose for yourself?

A Real Bargain

1.

Betty had a fantastic weekend. She went out early on Saturday morning to a couple of garage sales. She was looking for cheap paintings. Betty is an artist, and she wants to reuse the canvas, or paint over the painting that is already there. New canvases usually cost around forty dollars, and Betty found an old painting for ten!
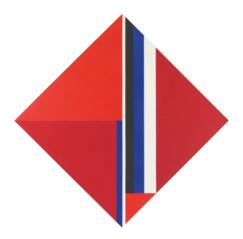
2.

Betty was going to re-use the canvas to paint cat portraits, which are her specialty.

She did not like the painting she bought at the garage sale; it was not her style.

3.

Before she could start to paint, a friend saw the painting and said, "Oh my goodness! You can't paint over that! Check the label!"

4.

Betty googled the name on the painting and saw that it was famous: "Vertical Diamond" by Ilya Bolotowsky. She also discovered that it was worth a lot more than ten dollars!

5.

She decided to let Sotheby's auction it off, and they said it should sell for between fifteen and twenty thousand dollars. The night of the auction, friends and family gathered around the television to watch. They saw that some paintings sold for much less than the asking price, some paintings sold for much more, and some did not sell at all. Betty was nervous, and then the bidding on her painting started.

6.

It sold for twenty-seven thousand dollars! Betty was in shock. She bought it for ten and sold it for twenty-seven thousand! What a bargain. Betty has a lot plans for her money.

7.

She is going to make some home improvements and pay down some debts. She also plans to paint a collection of "Vertical Diamond" paintings with big cat heads in the middle of them.

Title of Reading Selection: "A Real Bargain"

Concept Development Questions to Access Prior Knowledge: Pull down the coversheet so you can see the title. What does it say? We are going to read a true story titled "A Real Bargain." What is a bargain? Have you ever gotten anything for a bargain? What? How did it make you feel?

Prediction before Section 1: Let's predict. What kind of bargain is the woman in the story going to find? (Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
    1. Did we accurately predict what kind of bargain she found?

Comprehension Questions
    1. What did she get? (A painting that she can paint over.)
    2. How much did she spend? (Ten dollars.)
    3. How much would a new blank canvas have cost? (Forty dollars.)
    4. What does she want to do with the old painting? (Paint over it.)

Prediction before Section 2: Let's predict. What do you think she wants to paint? (Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
    1. Did we accurately predict what she is going to paint?

Comprehension Questions
    1. What is her specialty? (Cat portraits.)
    2. How does she feel about the painting that she is going to paint over? (She doesn't like it.)

Prediction before Section 3: Let's predict. If she *likes* cat portraits, what do you think the painting that she doesn't like looks like?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
    1. Did we accurately predict what the painting looked like?

Comprehension Questions
    1. Describe the painting to me. (It has different sized lines going down the middle of a diamond.)
    2. Do you like this painting? (Opinion.)
    3. Do you think her friend likes the painting? What is the evidence for your answer? (Yes, because the friend told her she couldn't paint over it.)

4. What exactly did her friend say? Read it to me. ("Oh my goodness! You can't paint over that! Check the label!")

Prediction Before Section 4: Let's predict. Why would her friend want her to check the label? AND/OR Let's predict. What do you think the title of the painting will be?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict why the friend wants her to check the label? AND/OR
2. Did we accurately predict what the title of the painting is?

Comprehension Questions
1. Why did her friend tell her to check the label? (Her friend probably recognized the painting.)
2. What did she find when she googled it? (She saw that it was famous, and it was worth more than ten dollars.)
3. What is the name of the painting? (Vertical Diamond.)

Prediction Before Section 5: Let's predict. How much do you think the painting is worth?
 (Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict how much the painting is worth?

Comprehension Questions
1. How much money did the auction house think it would sell for? (Between fifteen and twenty thousand dollars.)
2. What is an auction? (A sale where items are sold to the person who offers the most money, or the highest bidder.)
3. Why was Betty nervous? (She didn't know what would happen; some paintings sold for less, some sold for more, and some didn't sell at all.)

Prediction Before Section 6: Let's predict. How much money do you think her painting is going to sell for?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict how much her painting sold for?

Comprehension Questions
1. How much did she sell it for? (Twenty-seven thousand dollars.)

2. Why was that a bargain? (Because she bought it for ten dollars.)
3. How would you feel if that happened to you? (Opinion.)
4. How would you feel if you were the people who sold the painting for ten dollars? (Opinion.)

Prediction Before Section 7: Let's predict. What do you think she is going to do with the money?
(Write student predictions on the board.)

Please Silently Read Section 7.

Prediction Check
1. Did we accurately predict what she is going to do with the money?

Comprehension Questions
1. What is she going to do? (Make home improvements, pay off debts, and make a collection of vertical diamonds with cat heads on them.)
2. What do you think about that? (Opinion.)
3. What would you do with the money? (Opinion.)
4. Do you think that she should give any money to the people that she bought the painting from for ten dollars? (Opinion.)

A Very Special Day

1.

It was a beautiful day in July. The guests arrived early and took their seats. The orchestra began to play. Everyone was very excited and *curious* to see the bride and groom.

2.

Sadly, the bride that the wedding was planned for passed away in June, but no one wanted to cancel the wedding, so another female took her place. The couple had never met before this day, and the groom was chosen in an online vote, but Baby Hope and Chilly are still walking down the aisle.

3.

4.

There were over 200 people and 50 dogs who attended the wedding. The wedding set a world record for the most expensive animal wedding in history. The bride's wedding dress alone was $6,000, and a famous florist built a traditional Jewish Wedding Huppa for $5,000 that the couple was married under.

5.

The total amount spent was approximately $250,000. The previous record-holder for an expensive pet wedding was $16,000. All the money raised from the wedding was donated to animal shelters.

Title of Reading Selection: "A Very Special Day"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "A Very Special Day." What is the most special day you have ever had? What kinds of days are special?

Prediction before Section 1: Let's predict. What kind of special day do you think this story will be about? (Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what the special day was?

Comprehension Questions
1. What is the special day? (A wedding.)
2. Yes, but it does not say that in the text. What was your evidence? (Bride and groom, guests, orchestra playing.)

Prediction before Section 2: Let's predict. Why would they be curious to see the bride and groom? (Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict why people were curious about the bride and groom?

Comprehension Questions
1. People might be curious for a couple of reasons. What are they? (The bride passed away in June and another female took her place, bride and groom had never met before, the groom was chosen in an online vote.)
2. What do you think about this bride and groom? (Opinion.)
3. What are there names? (Baby Hope and Chilly.)

Prediction before Section 3: Let's predict. Based on the information and their unusual names, what do you think they are going to look like? Visualize what you think they look like, and describe it to me. (Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what they look like?

Comprehension Questions
1. What are they? (Dogs.)
2. Which one is Chilly? (The groom on the left.)

3. Which one is Baby Hope? (The bride on the right.)
4. What do you think of having a wedding for animals? Would you attend one if you were invited? (Opinion.)

Prediction Before Section 4: Let's predict. How many guests do you think there were? How many humans and how many dogs?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict how many guests there were?

Comprehension Questions
1. How many humans and how many dogs were there? (200 people and 50 dogs.)
2. How much did the bride's wedding dress cost? ($6,000.)
3. What were they married under? (A Wedding Huppa.)
4. What kind of tradition is that? (A Jewish tradition.)
5. What did they set a world record for? (The most expensive animal wedding.)

Prediction Before Section 5: Make a prediction. How much do you think they spent on the wedding?
Remember they set a world record.
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict how much they spent?

Comprehension Questions
1. What was the amount spent on the wedding? ($250,000.)
2. What is the second most expensive animal wedding on record? ($16,000.)
3. Would you ever marry animals together? (Opinion.)
4. How much would you spend? (Opinion.)
5. What did they do with the money that was made? (Donated it to the shelter.)

Armed and Grading

1.

In one small Texas town, the local K-12 school has approximately 100 students. There are no security guards or metal detectors, but they allow teachers to carry concealed weapons, specifically guns. How do they decide which teachers are allowed to carry concealed weapons?

2.

After filling out an application, paying $70, and taking a 10-hour class, teachers receive a concealed-weapons permit from the state. Next, the school board must approve each teacher who wants to carry a weapon. They look at the teacher's personality and his or her ability to respond in an emergency situation. Finally, if they are approved, they must use bullets that do not ricochet (bounce off of objects when they are fired).

3.

The community feels that this is an excellent safety solution because a school shooter would most likely target a security guard with a visible weapon, but the teachers' weapons are concealed, so they can protect the children. Some parents are taking children out of larger schools and enrolling them in this small school because they feel their children will be safer with armed teachers. After recent school shootings, Texas is not the only state that is considering allowing teachers to carry guns.

4.

Arizona, Kansas, Minnesota, Missouri, Oklahoma, Oregon, and South Dakota are considering laws that allow teachers and principals to carry guns in school. However, while the students say they rarely think about which one of their teachers is carrying a gun, not everyone thinks this is a good idea.

5.

Many people think the idea of arming teachers is just crazy. Here are some of the arguments against teachers carrying guns: a shot might be fired accidentally; a student could easily steal the gun; it creates a negative environment; it is a teacher's job to educate the students, not be a security guard; and finally, what if the teacher is not psychologically sound? Perhaps we need fewer guns in schools, not more!

Title of Reading Selection: "Armed and Grading"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "Armed and Grading." What do you think this means? What does it mean to be armed? Who gives grades? Based on this information, let's make a prediction.

Prediction before Section 1: Let's predict. What is this story "Armed and Grading" going to be about? (Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what "Armed and Grading" is about?

Comprehension Questions
1. What does "armed and grading" mean? (They are letting teachers carry guns, or concealed weapons, in school.)
2. What does "concealed" mean? (Hidden.)
3. How many students are in the entire K-12 school? (100.)
4. Where does this take place? (A small town in Texas.)
5. Do you think this is a good idea? (Opinion.)

Prediction before Section 2: Let's predict. What do you think teachers have to do in order to be allowed to carry a concealed gun? For example, is there a test?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what teachers have to do in order to be allowed to carry a concealed weapon?

Comprehension Questions
1. What do they have to do? (1. Fill out an application. 2. Pay $70. 3. Take a 10-hour class. 4. Be approved by the school board.)
2. What two things does the school board look at? (The teacher's personality and his or her ability to respond in an emergency situation.)
3. Why would they need to use bullets that did not ricochet, or bounce off of objects? (Because a bullet that ricochets can cause an injury.)

Prediction before Section 3: Let's predict. Do you think the community and the parents think this is a good idea? Yes or no?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict whether the community and parents think this is a good idea?

Comprehension Questions
1. Do they think that it is a good idea for teachers to carry concealed weapons? (Yes.)
2. What is one reason they think it is a good idea? (A school shooter will most likely shoot someone that has a visible gun, but the teacher is going to be able to protect the children because no one will know that he or she is carrying a weapon.)
3. After recent school shootings, what are other states considering? (Letting teachers carry guns.)

Prediction Before Section 4: Let's predict. Which states are considering letting teachers carry weapons? Everyone say one state.
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict the states?

Comprehension Questions
1. Which states are considering allowing teachers to carry guns? (Arizona, Kansas, Minnesota, Missouri, Oklahoma, Oregon, and South Dakota.)
2. Do the students often think about which teachers or principals are carrying guns? (No, rarely.)
3. Would you think about which teachers or principals were carrying guns? (Opinion.)

Prediction Before Section 5: Let's predict. What are some reasons that people think this is a bad idea?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict why some people think this is a bad idea?

Comprehension Questions
1. Tell me all five reasons that are in the article. (1. A shot might be fired accidentally. 2. A student could easily steal the gun. 3. It creates a negative environment. 4. Teachers are there to educate the students, not to be security guards. 5. What if the teacher is not psychologically sound?)
2. Would you want to go to a school where the principals and/or teachers carried concealed weapons? Why or why not? (Opinion.)

Destination Weddings

1.

When you think of destination weddings, maybe you think of people getting married in Las Vegas or having a romantic wedding in Hawaii, but did you know that some couples get married in restaurants, stores, and even underwater?

2.

In Europe and Asia, couples can get married at McDonald's for only $300. In many countries, McDonald's is considered a nice restaurant, not fast food. However, many people do not care how nice the restaurant is: Recently, a young couple from Illinois was married at a Taco Bell while customers continued to order food and eat around them. When weddings take place at restaurants and stores, they usually stay open for business.

3.

One couple surprised shoppers by exchanging vows at an Ikea store in College Park, Maryland.   They had their first date there two years before, and they had their wedding and reception there, as well. Music played, people danced around the furniture for sale, and everyone ate the Swedish meatballs Ikea is known for. The store manager is unsure if they will have more weddings at this location.

4.

In honor of the date 09/09/2009, a 99¢ Only Store in Los Angeles invited engaged couples to be wed at a group ceremony in aisle 9, on 09/09/09, at a cost of 99 cents. They received almost 3,000 applications. Why are people stepping away from tradition and looking for strange ways to wed?

5.

For some, the reason they are skipping the church might be as simple as saving money, but others are saying that they really want to make their day unique, special, and completely their own. For those couples, there are places like Jules' Undersea Lodge.

6.

At the Jules' Undersea Lodge, you can make your underwater dream wedding come true. For $1,750 plus tax, you can have this resort all to yourself and even stay there for the honeymoon. Guests scuba dive to the underwater lodge and have plenty of room to relax in with two bedrooms, a dining area, a kitchen, and a living area. It is located in Key Largo, Florida, 21 feet under water.

Title of Reading Selection: "Destination Weddings"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "Destination Weddings." What do you think this term means? What is a destination? Have you ever been to a wedding? Where was the wedding?

Prediction before Section 1: Let's predict. What destinations do you think will be mentioned in this article?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
    1. Did we accurately predict where people have their weddings?

Comprehension Questions
    1. What are the more common destinations mentioned? (Las Vegas & Hawaii.)
    2. What are the more unusual places that people get married? (Restaurants, stores, and underwater.)

Prediction before Section 2: Let's predict. Which restaurants do you think people get married in?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
    1. Did we accurately predict which restaurants?

Comprehension Questions
    1. Which two restaurants are mentioned? (McDonald's and Taco Bell.)
    2. Where does it only cost $300 to get married at McDonald's? (Europe and Asia.)
    3. Do the restaurants stay open for business? (Yes.)
    4. Why do you think someone would get married at a Taco Bell or McDonald's? (Possible answer: because they met there.)

Prediction before Section 3: In the first section, it mentioned that some couples were married in stores. Which stores do you think will be mentioned in the next section?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
    1. Did we accurately predict which stores?

Comprehension Questions
    1. What is the name of the store? (Ikea.)

2. Where is it located? (College Park, Maryland.)
3. What do they sell? How do you know that? (Furniture; "...people danced around the furniture for sale.")
4. Why did the couple choose Ikea? (They had their first date there two years before.)
5. Why do you think the manager is unsure if they will have any more weddings there? (Possible answer: Maybe someone spilled a drink on the furniture that was for sale.)

Prediction Before Section 4: Let's predict another store that people have gotten married at.
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict another store people have gotten married at?

Comprehension Questions
1. What was the store? (99¢ Only Store.)
2. How many applicants did they have? (3,000.)
3. On what date did they have the promotion? (9/9/09.)

Prediction Before Section 5: Let's look at the last sentence of section four and predict the answer to that question: Why are people stepping away from tradition and looking for strange ways to wed?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict why people are looking for different ways to wed?

Comprehension Questions
1. What comes to your mind when you think of a traditional wedding? (Possible answer: a ceremony in a church, a bride in a white dress, the wedding march.)
2. What are two reasons that couples are stepping away from tradition? (They want to save money, and they want a day that is unique and completely their own.)

Prediction Before Section 6: What do you think the Jules' Undersea Lodge is?

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict what the Jules' Undersea Lodge is?

Comprehension Questions
1. Where is it located? (Key Largo, Florida, 21 feet under water.)
2. How do couples get there? (Scuba dive.)
3. How many rooms does it have? (Two bedrooms, a dining area, a kitchen, and a living area.)

4. What do you think a lodge is? (Possible answer: a type of resort or hotel.)
5. Would you want to stay there? Why or why not? (Opinion.)
6. If you had to choose a place to get married that would be "completely *you*" where would that be?
    (Possible answer: I love to hike, so I might get married on my favorite hiking trail.)

Does the Punishment Fit the Crime?

1.
Ray and Gemma Nickel are worried about their teen daughter's disrespectful behavior. Their 13-year-old is rude and defiant at home, her grades have dropped, and her parents say that she acts like she just doesn't care about anything! In order to get her to listen, they decided to make her punishment humiliating and public.

2.
On Saturday, the 13-year-old girl had to spend 90 minutes standing at a busy intersection with a handwritten sign.

3.
This is what the sign said: "I'm a self-centered teenager with no respect for authority. I'm also super smart, yet I have 3 Ds because I DON'T CARE."

4.
Shocked drivers took pictures of her with their cell phones, and someone called the police because they thought the punishment was cruel and possibly illegal. The police decided that nothing illegal was being done, but after pictures were posted on Facebook, people began calling the Nickels "The worst parents ever!"

5.
People who disagreed with the punishment had three main points:
1. How would her parents, or anyone, feel if they were forced to stand on a corner with a sign that had THEIR mistakes all over it?
2. This is a risky punishment because recently teenage girls have killed themselves over public humiliation (for example, bullying or cyber bullying).
3. She won't learn anything from this except maybe to hate her family.
In response to the criticism, the Nickels said that having her hold a sign wasn't their first choice for a punishment.

6.
They had tried grounding her, but it didn't help, they explained. Her mom said they had just gotten to the point where they didn't know what else to do. Did the punishment work?

7.
Ultimately, the Nickels say that their daughter is not damaged from the experience, and her behavior has improved.

Title of Reading Selection: "Does the Punishment Fit the Crime?"

Concept Development Questions to Access Prior Knowledge: Please pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "Does the Punishment Fit the Crime?" Have you heard this saying before? What does it mean? Have you ever had a punishment that fit the crime? For instance, if you text instead of doing your chores and have your phone taken away, that punishment would fit the crime. However, what if you did the same thing, and your parents said you couldn't watch television for a week? Would that punishment fit the crime?

Prediction before Section 1: Let's predict. This story is about a teenager; what do you think he/she is going to be punished for in this story? What bad thing did he/she do? What kinds of things do **you** get in trouble for?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
    1. Did we accurately predict what she did?

Comprehension Questions
    1. What did she do that got her in trouble? (She is rude and defiant at home, her grades have dropped, and she acts like she doesn't care about anything.)
    2. What word do her parents use to describe her behavior? (Disrespectful.)
    3. Do you agree with them? (Opinion.)
    4. What kind of punishment are they going to give her? (Humiliating and public.)

Prediction before Section 2: Let's predict. What kind of humiliating, or embarrassing, and public punishment are they going to give her?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
    1. Did we accurately predict the punishment?

Comprehension Questions
    1. What are her parents going to make her do? (They are going to make her stand at a busy intersection for 90 minutes with a handwritten sign.)

Prediction before Section 3: Make a prediction. What is the sign going to say? I want you to write on a blank piece of paper what you think the sign is going to say, and hold it up.
(Have students show their predictions to each other or read them aloud.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what the sign said?

Comprehension Questions
1. Please read it to me. ("I'm a self-centered teenager with no respect for authority. I'm also super smart, yet I have 3 Ds because I DON'T CARE.")
2. What do you think about this? (Opinion.)
3. What does self-centered mean? (That you only care about yourself.)
4. What would you do if your parents gave you this for a punishment? (Opinion.)

Prediction Before Section 4: Let's predict. How do you think the people that saw her with the sign reacted?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict how people reacted?

Comprehension Questions
1. What did they do? (Took pictures, called the police, posted pictures on Facebook, and called them the worst parents ever.)
2. Why did someone call the police? (They thought the punishment was cruel and possibly illegal.)
3. What would you have done if you had seen one of your friends with that sign? Would you have posted a picture on Facebook? Called the police? (Opinion.)

Prediction Before Section 5: Let's predict. Give me a specific reason that you think people are calling them the "worst parents ever" for using this punishment. What specifically might be wrong with it?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict any of the three main points?

Comprehension Questions
1. What are the three main reasons that people disagree with this punishment? (1. How would most people feel if they had to let the whole world know their mistakes? 2. Recently teens have been killing themselves due to public humiliation, and this is public humiliation. 3. She won't learn anything from this punishment except maybe to hate her family.)

Prediction Before Section 6: What do you think the parents' other idea for a punishment was?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict what their other idea for a punishment was?

Comprehension Questions
1. What punishment did they try first? (Grounding.)
2. Did the grounding work? (No.)
3. Does grounding work for you? (Opinion.)

Prediction Before Section 7: Do you think that holding the sign as a punishment worked for the girl?
Vote yes or no.
(Write student predictions on the board.)

Please Silently Read Section 7.

Prediction Check
1. Did we accurately predict whether or not the punishment worked?

Comprehension Questions
1. What do the parents say? (That their daughter was not damaged by the experience, and her behavior has improved.)
2. If you had that punishment, would it change your behavior? (Opinion.)
3. Do you think this punishment fit the crime? (Opinion.)

Extension Activity
Following are some "crimes" teenagers have committed. Your challenge is to come up with a punishment that fits the crime. There is a prize for the most creative punishment.

Crime	Punishment
I told my daughter that she could not go out dressed in short shorts and a halter-top. She didn't argue, and went upstairs to change. Later, I went to the movies with my husband, and we ran into my daughter and her boyfriend. Guess what she was wearing? Those short shorts and halter-top that I told her to change out of.	
My wife and I went out of town and left our 18-year-old son and 17-year-old daughter alone. They were not supposed to have anyone in the house. We came back and the house was completely trashed: lamps broken, food on all the surfaces, drinks spilled, and smelling like alcohol. The worst part was that somehow our pool is now green instead of blue. I don't know what they put in it.	
My daughter got straight Fs on her report card!	
My son isn't old enough to drive, and he doesn't have a permit or license, but we already have a car for him. It used to be his grandmother's, and it is parked beside our house. He knows he is not allowed to drive it. I was doing some work on it a couple of weeks ago, and I filled up the tank. Yesterday I noticed a scratch on the bumper. I asked my son about it, and he swears that he has not driven it, but I checked the tank, and it is almost empty, so I know he is lying.	

Love at First Sight

1.

Last summer, Sandy Crocker, a dentist from Canada, took a trip to Ireland. After a long day of sightseeing, he stopped in a café to take a break and started talking to a woman. He instantly felt a connection, but before he could get her information, she was gone. What made him fall in love with her after only a two-minute encounter?

2.

Sandy said he just knew she was a good person. He does not know her name or where she is from. He does not know whether or not she is married or has a boyfriend. All he knows is that she is approximately five feet six inches tall with reddish brown hair and freckles, which does not make her stand out in Ireland. So what is his plan to find her?

3.

Sandy returned to Ireland the following summer with a plan to find his mystery girl. He decided he would stay in the same town for a month, contact the local papers, and hang out in local places. He took out personal ads, and to his surprise the national media began to follow the story. One reporter asked, what if she knows you are looking for her, but she is not interested in your finding her?

4.

Sandy said that he is not really attached to the outcome. He is more interested in the journey. He says we all have things that we regret not doing in life, and thirty or forty years from now, he doesn't want to look back and regret not searching for the woman of his dreams.

Title of Reading Selection: "Love at First Sight"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "Love at First Sight." Have you heard this saying before? Do you believe in love at first sight? What do you think it means? How can people fall in love at first sight? Is it really love?

Prediction before Section 1: Let's predict. What do you think this story is going to be about?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
    1. Did we accurately predict what the story is about?

Comprehension Questions
    1. What happened to Sandy Crocker? (He was visiting Ireland; he went into a café and started talking to a woman. He felt an instant connection.)
    2. What is the problem? (She was gone before he could get her information.)

Prediction before Section 2: Let's predict. What do you think made him fall in love with her after only two minutes?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
    1. Did we accurately predict what made him fall in love with her?

Comprehension Questions
    1. What does he know about her? (He knew she was a good person; She is 5 feet 6; She has reddish brown hair and freckles.)
    2. What does he not know about her? (He does not know her name, where she is from, and/or if she has a boyfriend/husband.)
    3. What would you do at this point if you were Sandy? Forget about it or look for her? (Opinion.)

Prediction before Section 3: Let's predict. What do you think he's going to do?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
    1. Did we accurately predict what Sandy's plan is?

Comprehension Questions
1. What steps is he taking to find her? (He is staying in the same town; he contacted the local papers; he is hanging out in local places; he took out personal ads.)
2. What do you think about what Sandy is doing? How would you feel if you were the girl? Would you be flattered or scared? (Opinion.)

Prediction Before Section 4: Let's predict. How do you think Sandy answers the reporter's question, "What if she knows you are looking for her, but she is not interested in your finding her?"
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict how Sandy responded?

Comprehension Questions
1. What did he say? (He wants to live life with no regrets.)
2. Do you think the woman knows, but she is not coming forward? What would you do if you were the woman? (Opinion.)

Possible Writing Extension Activities
1. Pretend you are Sandy Crocker looking for the girl, and write a personal ad to the local paper.
2. Pretend you are the girl responding to the personal ad, but you do not want to be found. Write back to the local paper.
3. Pretend you are 90 years old; look back on your life and think about any regrets you might have.

Mandatory Vacation

1.

Picture this: A small island with trees, beaches, farms, and private wooden cottages. It sounds like the perfect vacation, but the residents are actually convicted criminals confined to what some are calling the "world's nicest prison," located on Bastoy Island, Norway.

2.

During the summer months, the prisoners can hang out at the beach, go fishing, play tennis, or go to the spa. When you ask the cook what's for dinner, he offers gourmet menu choices with everything from chicken con carne to salmon. Additionally, neither the 115 prisoners nor the guards wear uniforms, and the inmates have keys to their own rooms.

3.

It would be very easy to escape, but no one really tries to because if they were caught, they would be sent to a prison that was not as nice. Nothing but one and a half miles of seawater stops the prisoners from leaving. They could steal a boat or swim. The guards' only request is that if the prisoners do escape, they call when they get to shore to let them know they made it safely, so the prison does not have to send rescue boats out.

4.

Despite the nice conditions, inmates are still ready to leave when their sentence is up. "It's still prison," said one inmate, "In your mind, you are locked up." For some prisoners it is too much freedom; they want to go back to high security prisons. Some wonder, if murderers, rapists, and drug traffickers get to go to a nice prison like this, will they be afraid to commit another crime, or will they just do the same thing again because they have such a nice place to serve time?

5.

The point of prison is not to punish, but to make sure that people do not commit crimes again, or to rehabilitate them. After being released from Bastoy only 16% commit crimes again. This is much lower than other places. In the U.S. 43% of inmates commit crimes within two years of being released. This suggests that the traditional prison system may not be as effective as some alternatives.

6.

Some other prisons are also trying original approaches to rehabilitation: pairing shelter cats and dogs with prisoners, teaching meditation, performing Shakespeare, and group dancing. While all of these activities are fun, no other place provides the resort-like atmosphere of Bastoy.

Title of Reading Selection: "Mandatory Vacation"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so that you can see the title. What does it say? We are going to read a true story titled "Mandatory Vacation." What does mandatory mean? If I say, "You must take this test, it's mandatory," what am I saying about the test? Yes, that you must take it. So, mandatory means you *must* do something. What would a mandatory vacation be? (A vacation that you are forced to go on.) Have you ever been forced to go on a vacation? Maybe not, because people usually want to go on vacations, right? What was the last vacation you went on?

Prediction before Section 1: Let's predict. What is the "mandatory vacation" in this story going to be? Where are people forced to go on vacation?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what the "mandatory vacation" is?

Comprehension Questions
1. Where are the criminals confined? (In the "world's nicest prison.")
2. How is this like a mandatory vacation? (They have to go there, but it sounds like a beautiful, fun place.)
3. Where is the prison located? (Bastoy Island, Norway.)

Prediction before Section 2: Let's predict. What do the prisoners do there?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what they do?

Comprehension Questions
1. What do the prisoners do during the summer months? (Go to the beach, go fishing, play tennis, go to the spa.)
2. What kind of food do they have there? (Gourmet food, everything from chicken con carne to salmon.)
3. Do the prisoners and guards wear uniforms? (No.)
4. How many prisoners are there? (115.)
5. Are they locked in cells? How do you know? (No, because it says they get to carry their own keys.)

Prediction before Section 3: Let's predict two things. First of all, do you think prisoners try to escape from this beautiful, fun place? Raise your hand if you say yes (teacher counts). Raise your hand if you say

no (teacher counts). Secondly, if you said yes, why do you think that? If you said no, why do you think that? (Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict whether or not prisoners try to escape?

Comprehension Questions
1. Do they try to escape? Why? (No, because if they were caught they would be sent to a prison that was not nearly as nice.)
2. How could they escape? (They could steal a boat or swim.)
3. How many miles is it to land? (1 1/2.)
4. Why do the guards want the prisoners to call if they successfully escape? (So the guards don't have to send a rescue boat out.)
5. Would you call if you had just escaped from prison? (Opinion.)

Prediction Before Section 4: Let's predict. Do you think the prisoners want to leave when their time is up, or is it so nice that they want to stay?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict? Do they want to leave when their time is up?

Comprehension Questions
1**.** Do they want to leave? Why? (Yes, because you're still locked up in your mind.)
2. What does it mean that "for some prisoners it is too much freedom"? (Opinion. They feel more comfortable with someone telling them what to do. They don't trust themselves.)
3. What kind of crimes did the people who are sentenced to this prison commit? (Serious crimes, murder, rape, drug related charges.)
4. Please read the last sentence of Section 4. ("Some wonder, if murderers, rapists, and drug traffickers get to go to a nice prison like this, will they be afraid to commit another crime, or will they just do the same thing again because they have such a nice place to serve time?")

Prediction Before Section 5: Let's predict. Do people that serve time at this prison end up committing more crimes than people who serve time at traditional prisons?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict which type of prison is most effective?

Comprehension Questions
1. Which type of prison may work better: a luxury prison or a traditional prison? (Perhaps a luxury prison.)
2. What percentage of inmates commits crimes after being released from Bastoy? (16%.) If 100 inmates are released from Bastoy, how many will commit more crimes? (16.)
3. What percentage of inmates commits crimes after being released from a traditional U.S. prison? (43%.) If 100 inmates are released from a traditional U.S. prison how many are likely to commit more crimes? (43.)
4. What might be more effective than the traditional prison system? (Alternative approaches.)

Prediction Before Section 6: Let's predict. What are some alternative approaches that you think prisons might be using to make rehabilitation more likely?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict any of the alternative approaches?

Comprehension Questions
1. What are the alternative approaches some prisons are trying? (Pairing shelter cats and dogs with prisoners, teaching meditation, performing Shakespeare, and group dancing.)
2. Which approach do you think is the best? (Opinion.)
3. Can you think of any programs that would help prisoners rehabilitate? (Opinion.)

Possible Extension Activities

1. Go to www.stixy.com. This is a free online bulletin board. Have students log in under the teacher's account and post pictures of the nicest prisons in the world and the worst prisons in the world. I have four computers in my classroom, and this is a great activity for small group instruction. Students can go to Google Images and easily do this independently. After the entire class has had a chance to post pictures and comments, look at stixy as a whole class. You can stop here or go on to #2.

2. You can then ask students this question, and have them do a quick write on it. I am not necessarily a fan of quick writes, but after all of the reading/researching students have done on this topic, they will have a lot to write. Alternatively, you may pose the question and have students do a think-pair-share activity:

    You have read about an incredibly nice prison, Bastoy, and you have found pictures of the best prisons in the world and the worst prisons in the world. Keeping the images in mind, please think about the following scenario: In 2011, in Norway, a 33-year-old man killed 77 people with a bomb and a shooting spree. He did this because he wanted to prevent Norway from becoming multi-cultural, and specifically, to prevent Muslims from immigrating. This man killed 77 people: innocent men, women, and teenagers. He lives in Norway, so there is a possibility he could end up in Bastoy. Where do you think a criminal like this belongs? Think of all the images of prisons you have seen. Where do you think he should serve his time, and why?

Please, Arrest Me!

1.

Recently, a 30-year-old woman waited outside the county jail to commit a crime, so that she would be arrested. Why did she want to get arrested? She wanted to go to jail where smoking isn't allowed, so that she could quit the bad habit.

2.

Her plan was to hit a police officer; she knew that would get her arrested immediately. She waited in front of the county jail for hours, intent on hitting an officer in uniform. Her victim, the cop, said he was leaving the jail when she stepped in front of him. He attempted to go around her, but she blocked his path and slapped him in the face. She was arrested and put into the county jail.

3.

The woman pleaded guilty to the misdemeanor and was sentenced to 63 days in jail. While she won't be allowed to smoke in jail, she will be provided three meals a day and free time to nap, watch television, or attend educational classes. The county jail system also provides support for kicking the habit.

4.

Inmates are encouraged to quit while incarcerated and given help kits containing gum and straws that they can chew on. One of her neighbors and a former smoking buddy said, "There must be easier ways to quit than slapping a cop." There are.

5.

Experts recommend that if you are trying to quit smoking, you should have a list of things to do when a craving hits: take a walk, drink a glass of water, chew a piece of gum, wash your face, brush your teeth, take a nap, get a cup of coffee or tea, or practice deep breathing. All of these are things that she could have done outside of jail but will have plenty of time to do inside!

Title of Reading Selection: "Please, Arrest Me"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "Please, Arrest Me." What do you think this means? Have you ever known anyone who was arrested? Why would someone *want* to be arrested?

Prediction before Section 1: Let's predict. Why does the person in "Please, Arrest Me" want to be arrested?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
    1.   Did we accurately predict why she wants to be arrested?

Comprehension Questions
    1.   Why did she want to be arrested? (So she can go to jail and quit smoking.)
    2.   Why does she think she will be able to quit in jail? (Smoking isn't allowed there.)
    3.   Where is she waiting to commit her crime? (Outside the county jail.)

Prediction before Section 2: Let's predict. What kind of crime is she going to commit?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
    1.   Did we accurately predict what crime she is going to commit?

Comprehension Questions
    1.   What crime did she commit? (She hit a police officer.)
    2.   How long did she have to wait? (Hours.)
    3.   Where did she slap him? (In the face.)
    4.   What happened immediately? (She was arrested and put into jail.)

Prediction before Section 3: Let's predict. How long is her sentence, or how many days will she have to be in jail for her crime?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
    1.   Did we accurately predict how long she was going to be in jail?

Comprehension Questions
    1.   How many days is she going to be in jail? (63 days.)

2. What will she do in jail? (She will be provided three meals a day and free time to nap, watch television, and/or attend educational classes.)
3. Will they help her quit smoking? (She's not allowed to smoke, and they provide support for quitting.)

Prediction Before Section 4: Let's predict. What kind of support does the jail provide for quitting? (Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict the kind of support they provide?

Comprehension Questions
1. What does the jail do to encourage inmates to quit smoking? (They provide a kit containing gum and straws to chew on.)
2. Why or how would this help someone quit smoking? (Because it gives a person something to put in his or her mouth besides a cigarette.)
3. What does "incarcerated" mean? (To be in prison or jail.)
4. What did her neighbor say? Do you agree or not? ("There must be easier ways to quit than slapping a cop." Opinion.)

Prediction Before Section 5: Let's predict. What are some easier ways that experts recommend for quitting smoking?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict some easier ways to quit smoking?

Comprehension Questions
1. Tell me the eight ways that are in the article. (Take a walk, drink a glass of water, chew a piece of gum, wash your face, brush your teeth, take a nap, get a cup of coffee or tea, or practice deep breathing.)
2. Will she be able to do all of these in jail? (Yes.)
3. Do you think her plan made sense? Why or why not? (Opinion.)
4. Do any of these tips for quitting smoking surprise you? (Opinion.)

Should We Move?

1.

A Pennsylvania couple found themselves in a familiar situation this week when a car crashed into their home. Sonya and Wade were getting ready for work on Tuesday morning when they heard a loud booming noise. Unfortunately, they knew what it was before going outside.

2.

This was the fourth time their house had been hit by a car in the last six months. "My house also got hit in December, my house got hit in March, and my house got hit in May," Sonya said with disbelief. " Luckily, Sonya and Wade have never been hurt, but they have had serious damage done to their garage, car, and front porch from the various accidents.

3.

Sonya and Wade live on a curve, and their house is close to the road. Recently, the town put in a two-lane bridge directly across from their house, and if a car comes across the bridge and doesn't stop, it ends up in their house. Sonya said a driver going faster than the 30 mph speed limit caused the latest accident.

4.

Sonya believes he was going approximately 65 mph!
"He was actually airborne when he hit," she said. The driver is in the hospital with injuries but is expected to make a full recovery. She estimates that she has $40,000 in property damages, and the man who hit the house has only $5,000 in property damage coverage. What's the solution? Should they move?

5.

The couple doesn't want to move. They want to put a large boulder in front of their house to prevent accidents from damaging their home. The problem with this is that they have been told that such an obstacle would make them responsible for any damage the boulder did to an out-of-control driver. Is it worth the risk to stay in their house, or should they move?

Title of Reading Selection: "Should We Move?"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "Should We Move?" Have you ever moved before? Why did you move? Did you want to move or not?

Prediction before Section 1: Let's predict. Why do you think the people in this story are considering, or thinking about moving? What do you think the problem/concern is with where they live now?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict why they might be thinking about moving?

Comprehension Questions
1. What happened that might make them want to move? (A car crashed into their home.)
2. What did Sonya and Wade hear? (A loud booming noise.)
3. What were they doing when they heard it? (Getting ready for work.)

Prediction before Section 2: Let's predict. How did they know what the noise was before going outside?
Optional: If students predict that it has happened before, ask them to predict how many times they think it has happened.
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict how they knew what the noise was?
2. Did we accurately predict how many times it has happened before?

Comprehension Questions
1. How many times has their house been hit by a car? (Four times in the past six months.)
2. How is Sonya telling this story? (With disbelief.)
3. Has either Sonya or Wade been hurt? (No.)
4. Would you feel safe living there? Why or why not? (Opinion.)
5. What part of the property has been damaged? (Garage, car, and front porch.)

Prediction before Section 3: Let's predict. Why do you think so many cars hit their house?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict why so many cars hit their house?

So Many Fines!

1.

A fine is money that you have to pay as a punishment. People can be fined for many things. Some fines that you may be familiar with are fines for speeding, fines for littering, and even fines for truancy. Generally speaking, the cost of fines varies, and the fine should fit the severity of the crime. Some fines are twenty dollars while a fine for drinking and driving might reach six thousand. Recently, in a small town in Massachusetts, an unusual fine was implemented that some people feel violates our first amendment right to freedom of speech.

2.

In Middleborough, Massachusetts, population 23,000, if you swear in public you must pay a fine. The people passed this new law at a town meeting with a vote of 183-50. Police can now write tickets for cursing, just like they do for speeding. There is no official list of words that you can be ticketed for; it is the policeman's decision whether or not it is inappropriate.

3.

The fine for cursing is twenty dollars. The police chief says that the tickets will not be issued when someone drops an ice cream cone, or is watching a sporting event, but it is meant to cut down on teens swearing loudly in public areas. The townspeople claim that teens sit on benches and just yell back and forth using inappropriate language that makes other people uncomfortable. However, Middleborough is not the only place that has an unusual fine.

4.

Until recently, a person who committed adultery in West Virginia could be fined at least twenty dollars. Also, in West Virginia someone who wore a hat inside a movie theater could be fined. Both of these laws were repealed in 2010. Today, in Forest Park, Georgia, be careful if you are a guy that likes to wear his pants low enough to show the top of your underwear. You will be fined one thousand dollars! Perhaps the most extreme fine is in Thailand: if you are caught throwing your gum on the ground, you will pay six hundred dollars.

Title of Reading Selection: "So Many Fines"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "So Many Fines." What does that mean? What is a fine? Let's create a list of all the things that you can be fined for. Have you, or someone you know, ever been fined for any of these things?

Prediction before Section 1: Let's predict. What kinds of fines do you think we are going to read about? (Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what fines the text mentions?

Comprehension Questions
1. What fines do they mention in Section 1? (Speeding, littering, truancy, drinking and driving.)
2. How do they decide the cost of the fine? (The fine should fit the severity of the crime.)
3. If you can be fined $6,000 for drinking and driving, what do you think you could be fined $20 for? (Opinion.)
4. What does our first amendment right guarantee? (Freedom of speech.)

Prediction before Section 2: Let's predict. What is this unusual fine going to be for? What kind of law/fine could violate our freedom of speech?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what people are being fined for?

Comprehension Questions
1. What are people being fined for? (Swearing in public, cursing.)
2. How many people voted at the town meeting? (183+50=233.)
3. How many people live in the town? (23,000.)
4. Can you form an opinion about the number of people that voted vs. the number of people that live in the town? (Answers will vary, but hopefully students will come to the conclusion that the number of people who voted is so small that their opinion on cursing may not accurately reflect the opinion of the entire town.)
5. Who decides if the language used is inappropriate or not? (The police officer.)

Prediction before Section 3: Let's predict. How much do you think people are being fined for cursing?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict how much the fine is?

Comprehension Questions
1. How much is the fine? ($20.)
2. What is the fine meant to cut down on? (Teens swearing loudly in public areas.)
3. Why won't there be a fine issued if someone swears when dropping an ice cream cone or watching a sporting event? (Answers will vary. Possible answer: Sometimes a curse word might slip out by accident, and they do not want to fine people for accidental cursing; however, they do want to fine people for being disrespectful.)
4. How do people say the cursing makes them feel? (Uncomfortable.)
5. Would this make you uncomfortable? What if you were walking with your grandmother, little sister/brother, or son/daughter? (Opinion.)

Prediction Before Section 4: Let's predict. What kind of other unusual fines do you think we will read about in Section 4? Everyone must predict one thing.
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict any of the unusual things you can be fined for?

Comprehension Questions
1. What are the unusual things? (Adultery/cheating, wearing a hat in a theater, wearing pants so that the top of your underwear shows, throwing gum on the ground.)
2. Which of these do you think is the strangest? (Opinion.)
3. Which fine is the most overpriced: throwing gum on the ground or low pants? (Opinion.)

Extension Activity
Think of one thing that happens at this school, or in your neighborhood, that you do not like. It can be something that is done by teachers or students. Fill in the following sentence:

When _____ does _____ they will be fined
_____.

Example: When the main office makes an announcement during class time they will be fined ten dollars.

We will then read all of the fines out loud to the class and try to guess who wrote which fine.

Strange Diets

1. The Tapeworm Diet

In this diet, you eat a tapeworm egg inside of a pill, and let it grow in your body until it is fully mature. The tapeworm lives inside you and feeds off the food that you eat, so you do not have to change the amount or type of food you eat to go on this diet. People can lose one to two pounds per week. Once you have lost the amount of weight you want to, you take a de-worming pill that will kill off the tapeworm and help you eliminate it.

2. The Sleeping Beauty Diet

This diet involves a lot of sleep because if you aren't awake, you aren't eating. People on this diet take sleeping pills and sleep for days at a time in order to lose weight. Because you are not eating, your body is forced to use stored fat for energy; however, the diet is not healthy. Elvis Presley was a fan of this diet.

3. The Baby Food Diet

In this diet you substitute one or two meals a day with baby food in a jar. It is true that eating small, nutrient-packed baby food is healthier than snacking on junk food, but the fact remains that baby food was meant for infants—not adults!

4. Nose Tube Diet

This diet involves being given liquid that totals 800 calories a day (as opposed to the usual 2,000-3,000) through a tube that runs from the nose through the esophagus and into the stomach. It costs $1,500 for 10 days! It promises to help you lose as much as 20 pounds. The downside? You have to walk around with a tube in your nose, and it might look like you are really sick, not just on a diet.

5. The Cotton Ball Diet

In this diet you eat cotton balls. Some people eat them dry, and others soak them in gelatin first. The idea is that cotton balls are low in calories but very filling, so you won't want to eat anything that is fattening. The cotton balls are also high in fiber, which is thought to be good for you.

Title of Reading Selection: "Strange Diets"

Concept Development Questions to Access Prior Knowledge: Please pull your cover sheet down to look at the title. What does it say? We are going to read a story titled "Strange Diets." What does that mean? Have you ever been on a diet? Has anyone in your family ever been on a diet? What kind of strange diets have you heard of? Please pull your coversheet down further to see the subtitle for Section 1 What does it say? ("The Tapeworm Diet").

Prediction before Section 1: Let's predict. How do you follow the tapeworm diet? What do you do? What do you eat?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what the tapeworm diet is?

Comprehension Questions
1. What do you swallow inside of a pill? (A tapeworm egg.)
2. What does the tapeworm do? (Lives inside you and eats the food you eat.)
3. Do you have to change your diet? Why, or why not? (No, because the tapeworm eats the food, so you're not getting the calories.)
4. How many pounds can you lose? (1-2 pounds per week.)
5. What do you do when you've lost all the weight you want to lose? (Take a deworming pill that kills the tapeworm.)
6. Would you ever do this diet? (Opinion.)
7. Pull your coversheet down. What is the subtitle for Section 2? ("The Sleeping Beauty Diet")
8. Who was Sleeping Beauty? (A fairytale princess who was put to sleep by a witch and could only be awoken by true love's kiss.)

Prediction before Section 2: Let's predict. How do you follow the Sleeping Beauty diet? What do you do? What do you eat?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what you do on the Sleeping Beauty diet?

Comprehension Questions
1. What do you have to take? (You must take sleeping pills.)
2. How long do you sleep for? (Days at a time.)
3. What is the rational behind this, or why do people think this works? (If you're asleep you're not eating, and your body must use stored fat for energy.)
4. What celebrity used this diet? (Elvis Presley.)
5. Would you follow this diet? (Opinion.)

6. Pull your coversheet down. What is the subtitle for Section 3? ("The Baby Food Diet")

Prediction before Section 3: Let's predict. How do you follow the baby food diet? What do you do?
What do you eat?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what you do on the baby food diet?

Comprehension Questions
1. What do you eat? (Baby food in a jar.)
2. How many meals do you eat baby food for? (One or two meals.)
3. Do you think this works? (Probably, because you are eating less food, and you are eating nutrient rich food instead of junk food.)
4. Would you follow this diet? (Opinion.)
5. Pull your coversheet down. What is the subtitle for Section 4? ("The Nose Tube Diet")

Prediction Before Section 4: Let's predict. How do you follow the nose tube diet? What do you do?
What do you eat?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict what you do on the nose tube diet?

Comprehension Questions
1. Where does the tube go? (In through your nose, down your esophagus, and into the stomach.)
2. What goes through the tube? (A liquid diet of 800 calories a day.)
3. How many calories do people usually eat? (2,000-3,000.)
4. How much does it cost? ($2,500 for 10 days!)
5. How much weight could you lose? (20 pounds.)
6. What is one bad thing, or downside? (That it might look like you are really sick because you have a tube in your nose!)
7. Would you follow this diet? (Opinion.)
8. Pull your coversheet down. What is the subtitle for Section 5? ("The Cotton Ball Diet")

Prediction Before Section 5: Let's predict. How do you follow the cotton ball diet? What do you do?
What do you eat?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict what you do on the cotton ball diet?

Comprehension Questions
1. What do you eat? (Cotton balls.)
2. What are the two kinds of ways that people can eat them? (You can eat cotton balls plain, or you can soak them in gelatin.)
3. Why would this diet work? (Because cotton balls are low in calories and filling, so you can't eat anything else.)
4. What are cotton balls high in? (Fiber.)
5. Would you follow this diet? (Opinion.)
6. Which diet that we have read about today is the strangest? (Opinion.)
7. If you had to follow one, which one would you choose? (Opinion.)

Extension Activity
Come up with your own strange diet. Write one paragraph trying to persuade people to follow it, and be as creative as you can. Your paragraph should include the following information:
•   The name of the diet
•   What you have to do while you're on the diet
•   How long you have to be on the diet for
•   How much it costs
•   Why it works
•   How much weight you could lose
•   Why you should do this diet instead of another diet

Super Dad

1.
Desmond Hatchett is thirty-three years old and lives in Knoxville, Tennessee. If Desmond wanted to take his children to see a movie, out to dinner at Chucky Cheese, or to a ballgame like a normal father, he would not be able to without a lot of help, money, and reservations. Why? Because Desmond Hatchett is the father of thirty children!

2.
Desmond has children with eleven different women. The oldest child is fourteen years old, and the youngest is a toddler. In a 2009 interview, when he had only twenty-one children, Hatchett claimed that he was done. When asked if he could be a father to them all, he said he knows all of their names, ages, and birthdates. But, can he support them financially?

3.
Back in 2009, Hatchett was in court to answer charges that many of the mothers were not receiving child support. The state already takes half his paycheck and divides it up. This does not amount to much because he is making only minimum wage. In Knoxville, minimum wage is $7.25 an hour.

4.
Some of the moms receive as little as $1.49 a month. The state cannot do anything about this: if they put him in jail, he will not be able to work; if they fine him, that is less money for the moms; and they cannot order him to stop making babies. He hasn't broken any laws. Hatchett explains how he was able to have so many children: He had four kids in the same year-- twice.

Title of Reading Selection: "Super Dad"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so that you can see the title. What does it say? We are going to read a true story titled "Super Dad." What does that mean? What would make a father deserve a title like "Super Dad"?

Prediction Question before Section 1: Let's predict. Why is this father going to be called "Super Dad"? (Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict why he is a "Super Dad"?

Comprehension Questions
1. "Why is he "super"? (Because he has thirty children.)
2. What is his name? (Desmond Hatchett.)
3. Where does he live? (Knoxville, Tennessee.)
4. If he wanted to take his kids to see a movie, and children's tickets were $6.00, how much would it cost him? ($180.00.)

Prediction Questions before Section 2: Let's predict. How many women do you think Mr. Hatchett has children with?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict how many moms there are?

Comprehension Questions
1. How many are there? (11.)
2. How old is his oldest child? (14.)
3. How old is his youngest? (A toddler.)
4. When asked if he could be a father to them all, what did he respond? (That he knew their names, ages, and birthdates.)
5. Does that make a good father? (Opinion.)

Prediction Questions Before Section 3: Let's predict. Do you think he can support them financially? (Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict if he can support them financially?

Comprehension Questions
1. What happened to him in 2009? (He was taken to court for not paying child support.)
2. What does the state do with his paycheck? (Takes half of it and divides it up.)
3. Let's do some math. How much money do you think each mom gets?
   How many hours does the average person work a week? (40 hours.)
   How much money does Desmond make in a week*? (40 x 7.25 = 290.00.)
   *Teachers may point out that this figure does not include state or federal income tax, so this is the **most** each child could receive in a month.
   How many weeks in a month? (4 x 290.00= 1,160.00.)
   They take half of it, so how much is half? (1,160.00 / 2 = 580.00.)
   Now remember: how many children does he have? (30.)
   Approximately, how much money could each child get per month? (580.00 / 30= 19.33.)

Prediction Questions Before Section 4: Let's predict. What is the least amount of money some moms get?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict the smallest amount?

Comprehension Questions
1. What is the least amount of money some moms receive? ($1.49 per month.)
2. Why can't the state do anything about it? (If they put him in jail, he will not be able to work; if they fine him, that is less money for the moms; they cannot order him to stop making babies because he has not broken any laws.)
3. What is his explanation for having so many children? (He had four kids in the same year-- twice.)
4. Was Desmond Hatchett cheating on any of the women? (Possibly, because he had four kids in the same year-- twice.)

The Babysitter

1.

It was a dark, stormy night and Jamie, a sixteen-year-old girl, was babysitting for a new family. The family was very wealthy and lived in an old mansion just outside of town. The mansion was huge and had over twenty rooms. The father told Jamie that they would be home by midnight from their date, and that once the children were asleep, she should go into his office and watch TV there.

2.

The parents leave. Jamie puts the kids to bed and goes into the office. She tries watching TV, but a clown statue in the corner of the room disturbs her. She tries to ignore it, but she feels like it is staring at her. She looks at the television and then back at the clown. Did it just move? Finally, she can't take it anymore. She calls the father and asks, "Is it okay if I switch rooms? This clown statue is really creeping me out."

3.

The father says, "Get the kids, and leave the house! I'm calling 911!" She asks, "What's going on?" He responds, "Just do it!" She runs outside with the kids to the end of the driveway as the police and parents pull up. She asks again, "What's going on?"

4.

The police run into the house, and the father says to Jamie, "We don't HAVE a clown statue." He then explains that the children have been complaining about a clown watching them while they sleep. He and his wife had just ignored it and assumed that they were having nightmares.

5.

The police came out of the house with the clown in handcuffs. It was the same clown that had been hired for one of the children's birthday parties several months ago, and he had been living in the house since then! The house was so big that he was able to hide when he needed to. He would go into the kids' rooms at night and watch them while they slept. He had been in the office right before the babysitter came in. When she entered, he didn't have enough time to hide. He just froze in place and pretended to be a statue. "You all are very lucky," said the police as they put the giggling clown into the back of their patrol car.

Title of Reading Selection: "The Babysitter"

Concept Development Questions to Access Prior Knowledge: We are going to read a story titled "The Babysitter." How many of you have ever babysat? Is this a challenging job or an easy job? What is the craziest thing that has ever happened to you during babysitting? What do you like most/least about babysitting?

Prediction before Section 1: Let's predict. What kind of story do you think this is going to be? What genre? Comedy, horror/scary, romance, science fiction, fantasy?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what type of story, or genre "The Babysitter" is?

Comprehension Questions
1. What is the genre or type? (Horror/scary.)
2. What tells you that this is going to be a scary story? (1. Dark, stormy night. 2. They lived in an old mansion outside of town. 3. It was strange that the father said to go into a specific room.)
3. Had Jamie ever babysat for this family before? How do you know? (No, it says "new family.")
4. What kind of house is a mansion, big or small? (Big.)
5. How many rooms are in this mansion? (Over 20.)
6. What did the father tell Jamie to do after the kids were sleeping? (Go into the office and watch TV.)

Prediction before Section 2: Let's predict. Do you think Jamie is going to find anything unusual in the office? If so, what?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what the unusual thing in the office was?

Comprehension Questions
1. What is in the office? (A clown statue.)
2. How does Jamie feel about this statue? (It disturbs her. She thinks it is staring at her. It creeps her out.)
3. What does she do about it? (She calls the father and asks him if she can change rooms.)

Prediction before Section 3: Let's predict. What is the father going to say?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
   1.   Did we accurately predict what the father said?

Comprehension Questions
   1.   What did the father say? Read me the quote with the same expression you think he would use.
        ("Get the kids, and leave the house! I'm calling 911!")
   2.   What does Jamie do? (She gets the kids and runs to the end of the driveway.)
   3.   Who shows up? (The parents and the police.)

Prediction Before Section 4: Let's predict. Why did the father tell her to take the kids and leave the house? What alarmed him?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
   1.   Did we accurately predict what alarmed the father-- why he told her to take the kids and leave the house?

Comprehension Questions
   1.   What alarmed him? (They don't have a clown statue.)
   2.   What had the children been complaining about? (A clown watching them while they slept.)
   3.   What did he and his wife think the children were having? (Nightmares.)

Prediction Before Section 5: Let's predict. What is the clown's story? For example, who was he? Why was he in the house? Had he been there for long? Take a minute to think, and tell me the clown's story.
(Teachers might want to set a timer for one minute to let them think of a story. Teacher can ask them to jot down notes on their coversheets. Do not write these predictions on the board because they will be too long. Simply ask students to share.)

Please Silently Read Section 5.

Prediction Check
   1.   Did anyone accurately predict the clown's story?

Comprehension Questions
   1.   Who was he? (A performer at one of the children's parties.)
   2.   How long had he been living in the house? (For several months.)
   3.   What would he do at night? (Watch the children sleep.)
   4.   What did he do when the babysitter came into the office? (Froze and pretended to be a statue.)
   5.   Finish this sentence: The clown was giggling as the police officers put him in the patrol car. This shows that he was _____. (Crazy, insane, out of his mind, evil.)
   6.   What did the police mean when they said, "You all are very lucky"? (The police meant that everyone was lucky the clown did not hurt them.)

Possible Extension Activity

1. Print a scary story from the Internet. Divide the story into four sections. Put students into groups of four and give each student one section. Direct each student to learn his or her part of the story well enough to retell it (without seeing the other parts). Have them retell it as a group going in order section by section.

The Birthday Celebration

1.

Doug was turning sixty-five. He wanted to do something really special for his birthday, but he couldn't think of anything. He posted his dilemma on Facebook and received a lot of responses: have a party, go on vacation, buy yourself something you've always wanted. One unusual response caught his attention.

2.

Someone said, "For the sixty-five years you have been alive, why don't you do sixty-five random acts of kindness?" Doug thought about this and decided on a perfect random act of kindness that he would do for sixty-five minutes.

3.

He decided that he would stand at a busy intersection in his hometown and hand out five-dollar bills to people who drove by. Many people thought that he was just another panhandler asking for money, but the sign he held was not asking for money.

4.

The sign read, "I have a home, and a car, and a job. Do you need a few bucks for some coffee?" Some people drove by several times wondering if they had misread the sign. Others stopped to say hello and compliment him; some people tried to give *him* money; others took the money and said thank you.

5.

He passed out three hundred and seventy five dollars that day! But that wasn't the only random act of kindness he did.

6.

He said keep the change when he gave his barber fifty dollars for a twelve dollar hair cut; he said keep the change when he paid ten dollars for his dollar cup of coffee; he bought lunch for some strangers at a diner; he gave bus fare to a man and his daughter. One reporter asked him if he would ever do this again.

7.

He said, "Absolutely, I don't think I can wait until my next birthday."

Title of Reading Selection: "The Birthday Celebration"

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so that you can see the title. What does it say? We are going to read a true story titled "The Birthday Celebration." What kinds of birthday celebrations have you had, or been to? What was a favorite way you have celebrated your birthday? What do you think this story is going to be about? Whose birthday celebration?

Prediction before Section 1: Let's predict three different things: What do you think this story is going to be about? Whose birthday celebration? How old is the person turning?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what the story is about? Did we accurately predict whose birthday celebration? Did we accurately predict how old the person is turning?

Comprehension Questions
1. How old is Doug turning? (65.)
2. What is a dilemma? (A problem.)
3. What is his dilemma? (He doesn't know what to do for his birthday.)
4. What do his friends on Facebook suggest? Read it to me. ("Have a party, go on vacation, buy yourself something you've always wanted…")

Prediction before Section 2: Let's predict. What do you think the unusual suggestion that caught his attention is?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what the suggestion was?

Comprehension Questions
1. What was the suggestion? (That Doug should do sixty-five random acts of kindness.)
2. What is a random act of kindness? Can you give me an example? (Something kind that you do for someone for no reason. Possible Example: Buying coffee for the person behind you in line.)
3. How long is Doug going to do his random act of kindness for? (65 minutes.)
4. Have you ever done a random act of kindness, or had one done to you? (Answers will vary.)

Prediction before Section 3: Let's predict. What is Doug going to do for sixty-five minutes?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what he does?

Comprehension Questions
1. What is he doing? (Handing out five-dollar bills to strangers.)
2. Where is he doing this? (At a busy intersection in his hometown.)
3. What do some people think he is doing? (***Asking*** for money.)
4. What is a panhandler? (Someone who asks strangers for money.)

Prediction Before Section 4: Let's predict. What do you think his sign says?
(If students have notebook paper or whiteboards, you could have them create the sign they think he is holding-- for an extra bonus, offer a prize to the person who gets the closest.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict what his sign said?

Comprehension Questions
1. What did it say? Read it to me. ("I have a home, and a car, and a job. Do you need a few bucks for some coffee?")
2. What are three different ways people responded? (Students may list three out of the four: Some people complimented him, some offered him money, some drove by several times, others took the money.)
3. What would you have done? (Answers will vary.)

Prediction Before Section 5: Let's predict. How much money do you think he gave out?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict how much money he gave out?

Comprehension Questions
1. How much money was it? (Three hundred and seventy-five dollars.)
2. How many people did he hand out money to?   (375/5 = 75 people.)

Prediction Before Section 6: Let's predict. What other kinds of random acts of kindness do you think he did?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict what other random acts of kindness he did?

Comprehension Questions
1. What were the other random acts of kindness? (Told barber to keep the change, told barista to keep the change, bought lunch for strangers, bought bus fare for strangers.)
2. How would you feel if you were at a restaurant and when you went to pay, the cashier told you someone had already paid for you? (Answers will vary.)

Prediction Before Section 7: Let's predict. What do you think he said to the reporter?
(Write student predictions on the board.)

Please Silently Read Section 7.

Prediction Check
1. Did we accurately predict what he said to the reporter?

Comprehension Questions
1. What did he say? Tell me in your own words. (That he would do it again, and he didn't think he could wait until his next birthday.)

Possible Extension Activity
- Please take out a sheet of paper and brainstorm for 5 minutes about all the possible random acts of kindness that people could do. Try to list as many as you can think of. Also, you can add to the list random acts of kindness that you would *love* to have done to you.

- Next, share the list with a partner or in groups of 3-4. Each person select a random act of kindness that you will do this week.

- After you do your random act of kindness, be prepared to tell the class. We can't wait to hear about it!

The Farmer, His Son, and Their Donkey
By Aesop

1.
A farmer and his son were taking their donkey to the market to sell. On the way they met a group of girls, laughing and talking, who exclaimed, "Did you ever see such a pair of fools? They are walking along the dusty road when they could be riding!" The farmer thought this made sense, so he let his son ride the donkey, and he continued to walk. Next, they passed a group of old women who shook their heads disapprovingly.

2.
The old women said, "You'll spoil that son of yours, letting him ride while you walk along on foot! Make him walk, young lazybones! It'll do him all the good in the world." The famer took the women's advice, and took his son's place on the back of the donkey while the boy walked along behind. They had not gone far when they came across a group of women with their children. The farmer heard them talking about him.

3.
"What a selfish old man! He rides in comfort, but lets his poor little boy follow as best he can on his own legs!" So he made his son get on the donkey behind him. Further along the road they met some travellers.

4.
"Good heavens!" they said, "with a load as heavy as the two of you the poor beast will be so exhausted by the time he gets to the market that no one will want to buy him. Why, you'd better carry him!" So they got off, tied the donkey's legs together with a rope, slung him on a pole, and at last reached the town, carrying him between them.

5.
Because this was so crazy to see, the people in the town laughed, made fun of the father and son, and called them lunatics. They were crossing a bridge over the river when the donkey became frightened by the noise and his unusual situation. He kicked and struggled till he broke the ropes that bound him, fell into the water, and drowned.

6.
The farmer and son made their way home, angry and ashamed. The moral of the story is if you try to please everyone, you'll end up pleasing no one.

Title of Reading Selection: "The Farmer, His Son, and Their Donkey" by Aesop

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so you can see the title. What does it say? We are going to read a folk-tale titled "The Farmer, His Son, and Their Donkey." Have you ever read a folk-tale? What do you know about folk-tales? (They always have a lesson or moral; they are passed down from generation to generation.)

Prediction before Section 1: Let's predict. Based on the title, what do you think this story is going to be about? What do you think the relationship is going to be between these three characters?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what is happening in the story?

Comprehension Questions
1. What are they going to do with the donkey? (Sell it.)
2. What do the girls think about the father and his son? (They think they are a pair of fools.)
3. Why do the girls say they are fools? Please read the section to me. ("Did you ever see such a pair of fools? They are walking along the dusty road when they could be riding.")
4. What did the farmer do to show that he agreed with the girls? (He let his son ride the donkey.)
5. How are the old women shaking their heads? (Disapprovingly.)
6. Can someone show me what that looks like? (Have a student shake his head disapprovingly.)

Prediction before Section 2: Let's predict. What do the old women disapprove of?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what the old women disapproved of?

Comprehension Questions
1. Why does the woman call the son "lazybones"? (He is riding on the donkey, while his father is walking on foot.)
2. What will "do him all the good in the world"? (Letting him walk.) Why? (Because he will learn to work hard.)
3. Do you think the farmer is easily influenced? What is the evidence? (Yes. First, he puts the boy on the horse when the girls criticize him, and now, he is getting on the horse because the old women told him to.)
4. Do you think he will continue to do what people tell him to do? (Opinion.) Why? (Answers will vary.)

Prediction before Section 3: Let's predict. What do you think the women and the children are saying about the farmer?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what they were saying?

Comprehension Questions
1. What did these women say? (They said the man was selfish.)
2. Why do you think these women felt sorry for the son, as opposed to the young girls, or older women? (These women are mothers, and their job is to take care of children.)

Prediction Before Section 4: Let's predict. What do you think the travelers are going to recommend?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict what the travelers recommended?

Comprehension Check
1. Why did the travelers say that the man and his son should carry the donkey? ("With a load as heavy as the two of you, the poor beast will be so exhausted by the time he gets to the market that no one will want to buy him.")
2. How did they carry the donkey? Can someone draw a picture on the board, or show me? (Answers will vary.)

Prediction Before Section 5: Let's predict. What do you think will happen to the donkey next?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict what happened to the donkey?

Comprehension Questions
1. Why did the donkey begin to struggle? (The donkey was frightened by the noises and unusual situation.)
2. What did the town people do? (Laughed, made fun of the father and son, called them lunatics.)
3. How do you think the father and son felt? Why? (Answers will vary. Silly because they caused the donkey to drown by carrying him.)

Prediction Before Section 6: Let's predict. What do you think the moral of the story is?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict the moral of the story?

Comprehension Questions
1. What is the moral of the story? (If you try to please everyone, you'll end up pleasing no one.)
2. Do you agree with this? Why or why not? (Answers will vary.)
3. Can you think of a time when you tried to please someone instead of doing what you knew was right, and it didn't work out? (Answers will vary.)

The Honest Woodcutter
By Aesop

1.
A woodcutter was chopping down a tree near the river when his axe bounced off the trunk, flew out of his hands, and fell into the water. As the woodcutter was worrying about his loss, Mercury appeared and asked him why he was upset. The woodcutter told him what had happened. Mercury felt very sorry for him because without his axe how could he support himself?

2.
Mercury dove into the river to retrieve the axe. When he resurfaced, he had an axe made out of solid gold in his hands. It was much nicer than the one the woodcutter had dropped. Mercury asked, "Is this the axe you lost?"

3.
The woodcutter replied that it was not, and so he dove in again. This time he brought up a beautiful silver axe, and asked if that was his. "No, that is not mine either," said the woodcutter. Once more, Mercury dove into the river, and brought up the missing axe. The woodcutter was overjoyed and thanked him. Mercury was so pleased with the man's honesty that he gave him the gold and silver axes to keep. The woodcutter went back to the village and told his friends; one of them was very jealous.

4.
He was determined to get what his friend had. He went to the river and began to chop down a tree. The man figured out a way to let his axe drop into the water so that it looked like an accident. Mercury appeared as before, and on learning that the axe had fallen in, he dove in and brought up a golden axe, as he had done before. "Is this yours?" Mercury asked.

5.
"That's mine, that's mine," the man cried. He stretched out his hand for the prize. Mercury was so disgusted at his dishonesty that he not only refused to give him the golden axe, but he did not recover the axe that the man had let fall into the stream.

6.
The moral of the story is honesty is the best policy.

Title of Reading Selection: "The Honest Woodcutter" by Aesop

Concept Development Questions to Access Prior Knowledge: Pull down your coversheet so that you can see the title. What does it say? We are going to read a story titled "The Honest Woodcutter." What is a woodcutter? What kinds of tools does a woodcutter need to do his work? What does it mean to be honest? In stories and movies, what usually happens to honest people-- good things or bad things? Can you give an example?

Teacher's Note- this story works well if students know who Mercury is. If they have not studied mythology, just explain Mercury is like a fairy.

Prediction before Section 1: Let's predict. What do you think is going to happen to the honest woodcutter in the first section of the story? Something good or something bad? What?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
1. Did we accurately predict what happened to the woodcutter?

Comprehension Questions
1. What happened? Was it good or bad? Why? (The woodcutter's axe fell in the river; this is bad because without his axe he cannot support himself.)
2. Who appeared and asked why he was upset? (Mercury.)
3. Can you think of any other stories or movies with fairies in them? (Possible answers: Cinderella, Sleeping Beauty, and Peter Pan.)

Prediction before Section 2: Let's predict. Do you think the Mercury is going to help the woodcutter? How?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
1. Did we accurately predict what the Mercury would do?

Comprehension Questions
1. What does Mercury do? (He dives into the river to retrieve the axe.)
2. What does he come out with? (A solid gold axe.)
3. How do you think the woodcutter feels when he sees the solid gold axe? (Possible answer: Excited.)
4. Why do you think he feels that way? (Possible answer: Because Mercury might give it to him, and it is much nicer than the one he had.)

Prediction before Section 3: Let's predict. What do you think the woodcutter is going to say?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what the honest woodcutter told Mercury?

Comprehension Questions
1. What did he say? (He told him it was not his.)
2. How many more axes did Mercury bring to the surface? (Two.)
3. What was the second axe made out of? (Silver.)
4. How did Mercury feel about the woodcutter? (He was pleased with his honesty.)
5. How did the woodcutter's friends react to the story? (One of them was very jealous.)

Prediction Before Section 4: Let's predict. What is the jealous friend going to do?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict what the jealous friend did?

Comprehension Questions
1. What did he do? (He went to the same spot and threw his axe into the water, but made it look like an accident.)
2. What did Mercury do? (He dove in to retrieve the axe.)

Prediction Before Section 5: Let's predict. What is this man going to say to Mercury? Who thinks he will tell the truth? Who thinks he will lie?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict whether or not he told the truth?

Comprehension Questions
1. What did he say? (That's mine.)
2. How did the Mercury feel about this man? (He was disgusted at his dishonesty.)
3. What did he do to teach him a lesson? (He didn't get his axe for him.)
4. How would you describe this man? (Possible answers: jealous and dishonest.)
5. What is the evidence? (Possible answers: He became jealous of his friend when he heard of his good fortune, then he tried to lie to Mercury to get the same treasures.)

Prediction Before Section 6: Let's predict. Sometimes fairytales, folktales, and/or fables have morals, what do you think the moral of this story is?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict the moral of the story?

Comprehension Questions
1. What is the moral of the story? (Honesty is the best policy.)
2. Tell me what that means in your own words. (Possible answer: If you don't know what to do, you should tell the truth. If you are honest and tell the truth, you can't go wrong.)
3. Do you agree or disagree? Why? (Opinion.)

The Optimist

1.

This is a story about identical twins. One was a hopeful optimist. "Everything is coming up roses!" he would say. The other was a sad and hopeless pessimist. He was sure that everything that could go wrong would go wrong. The worried parents of the boys took them to a local psychologist.

2.

The psychologist suggested a plan to balance the twins' personalities. "On their next birthday, put them in separate rooms to open their gifts. Give the pessimist the best toys you can afford, and give the optimist a box of manure." The parents followed these instructions and carefully observed the results.

3.

When they peeked in on the pessimist, they heard him audibly complaining: "I don't like the color of this computer…I wanted a Wii, not an Xbox…I don't like this game…I bet this toy will break…I know someone who has a better toy car than this…"

4.

The parents walked across the hall to check on the optimist. He was happily throwing the manure up in the air and giggling.

5.

"You can't fool me! Where there is this much manure, there's got to be a pony!"

Title of Reading Selection: "The Optimist" an Anonymous Story*
Teacher Guide by Lesley Clear & Lindsay Young

*Do not have students look at the title before concept development.

Concept Development Questions to Access Prior Knowledge: How many of you have siblings?
Cousins? Are you similar to your siblings/cousins, or very different?
(Generate ways that people are different and make a list on the board.)

Prediction before Section 1: Let's predict. We are going to read a story about two brothers who are different. How do you think the siblings in this story are going to be different?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
　　1.　Did we accurately predict how they are different?

Comprehension Questions
　　1.　One is a _____ and the other is a _____. (Optimist, Pessimist.)
　　2.　What is an optimist? Provide evidence from the text to support your answer. (It says "hopeful," so maybe it means someone who thinks the best of everything.)
　　3.　What is a pessimist? Provide evidence from the text to support your answer. (It says "sad and hopeless," so maybe it means without hope; you think the worst of everything.)
　　4.　What is a psychologist? (A doctor for your mind.)

Prediction before Section 2: Let's predict. What do you think the psychologist is going to tell them to do?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
　　1.　Did we accurately predict what the psychologist would do?

Comprehension Questions
　　1.　What does the psychologist tell them to give the pessimist on his birthday? (The best toys they can afford.)
　　2.　Is the pessimist the positive, hopeful twin, or the negative, hopeless one? (The negative, hopeless one.)
　　3.　Why do you think the psychologist would have the parents do that? (Possible Answer: To make him happier.)
　　4.　What does the psychologist tell the parents to give the optimist on his birthday? (A box of manure.)
　　5.　Is the optimist the positive, hopeful twin, or the negative, hopeless one? (The positive, hopeful twin.)
　　6.　Why do you think the psychologist would have the parents do that? (Possible Answer: To make him more negative.)

7. What is the purpose behind the psychologist's plan? (To balance the twins' personalities.)

Prediction before Section 3: Let's predict. How do you think the pessimist will react?

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict how the pessimist reacted?

Comprehension Questions
1. What did his parents hear him doing? (Complaining.)
2. What did he say was wrong with the computer? (He doesn't like the color.)
3. What would you have said/done if you were the parents? (Answers will vary.)

Prediction Before Section 4: Let's predict. How do you think the optimist will react?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict how he reacted?

Comprehension Questions
1. What two things is he doing? (He is giggling and throwing the manure up in the air.)

Prediction Before Section 5: Make a prediction. Why is he giggling?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict why he was giggling?

Comprehension Questions
1. What did he think was nearby? (A pony.)
2. Is this a positive way of looking at the world? (Yes.)
3. What do you think the psychologist thought would happen? (Possible Answer: The psychologist probably thought that he could change the twins' personalities by making the negative twin have a better experience of the world and the positive twin having a worse experience.)
4. Did the twins change? (No.)
5. What does this show? (Possible Answer: That your attitude about the world does not change easily. If someone is negative and you give him or her the best thing in the world they will see it as bad, and if someone is happy and you give them the worst thing in the world they will see it as good.)

The Secret Ingredient

1.
The South Carolina Police reported that a fast food worker spit into two cups of iced tea after the customers sent them back because they were not sweet enough. Eating out can be a risk. We assume that the food is fresh, the kitchen is clean, and that employees have washed their hands.

2.
The worker did it because he was upset that the customers complained. A surveillance camera caught the teenage boy leaning over the drinks before returning them. The customers claimed they discovered phlegm in the drinks when they removed the lids.

3.
He was arrested Wednesday and charged with a felony: malicious tampering with food. He was released on $5,000 bail and could face up to 20 years in prison. This incident is scary because it proves the urban legend is true: an annoyed waiter can and will do something to your food if you make him mad. There are many other recent examples of fast food joints serving contaminated food and having unsanitary kitchens.

4.
Recently, it was reported that 60% of restaurants in the nation's top 10 chains (McDonalds, Taco Bell, Wendy's, Burger King, KFC, Pizza Hut) have received health code violations in the past 18 months. The most common reasons were rodent droppings, insects, food borne illnesses, debris and grime on counters and in prep areas, poor employee sanitation, and unusual items found in customers' food.

5.
Items reported to have been found in fast food are as follows: bandages, cockroaches, a fake fingernail, maggots in Wendy's fries, saliva on a Whopper, a bloody Band-Aid in a Pizza Hut pizza crust, chicken head in a McDonald's Happy Meal, and a fried mouse in a basket of Popeye's chicken.

6.
Although restaurants are cleaner now than they were in the past, there are several things that you can do to have a good experience. 1. Check the restrooms; if the bathrooms are clean, then the kitchen probably is. 2. Check to see if the employees are neatly dressed, wearing hairnets and/or gloves. 3. Wash your hands. 4. Eat the food while it's hot; once food cools, bacteria can multiply at an incredibly fast rate. Finally, restaurants have no control over the impulsive nature of human beings. Maybe it would be better just to sweeten that tea yourself.

Title of Reading Selection: "The Secret Ingredient"

Concept Development Questions to Access Prior Knowledge: Please pull down your coversheet so you can see the title. What does it say? We are going to read a story tilted "The Secret Ingredient," which is based on a true story. What does secret ingredient mean? Does your family have any recipes that they won't share because there is a secret ingredient? Is a secret ingredient a good thing or a bad thing? Why?

Prediction before Section 1: Let's predict. What is the secret ingredient in this story going to be?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
  1. Did we accurately predict what the secret ingredient is?

Comprehension Questions
  1. What is the secret ingredient? (Spit.)
  2. Why did the customers send the tea back? (It wasn't sweet enough.)
  3. Where did this happen? (South Carolina.)
  4. Why can eating out be a risk-- what do we assume? (The food is fresh, the kitchen is clean, and employees have washed their hands.)

Prediction before Section 2: Let's predict two things. First of all, why did the employee do that?
Secondly, how did the customers find out?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
  1. Did we accurately predict why the employee did it?
  2. Did we accurately predict how the customers found out?

Comprehension Questions
  1. So, why did he do it? (He was upset that the customers complained.)
  2. How did the customers find out? (They saw phlegm.)
  3. Would you be upset if a customer said the tea wasn't sweet enough? Why or why not? (Opinion.)
  4. What kind of camera caught him? (A surveillance camera.)
  5. What is a "surveillance camera"? (A camera that films what is going on.)

Prediction before Section 3: Let's predict. What do you think is going to happen to him? What will his punishment be? Be specific. (For example, if a student says jail or fine, ask "How long? How much?")
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
1. Did we accurately predict what is going to happen to him-- his punishment?

Comprehension Questions
1. What happened to him? (He was arrested and charged with malicious tampering of food, which is a felony.)
2. How much was bail? ($5,000.)
3. How much time could he spend in prison? (20 years.)
4. Do you think the punishment fits the crime? Why or why not? (Opinion.)
5. What do you think should happen to the employee? (Opinion.)
6. Read the last sentence of the section out loud to me. ("There are many other recent examples of fast food joints serving contaminated food and having unsanitary kitchens.")

Prediction Before Section 4: Let's predict. Which "fast food joints" do you think this article is going to mention?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict the fast food restaurants mentioned?

Comprehension Questions
1. Which restaurants are listed? (McDonalds, Taco Bell, Wendy's, Burger King, KFC, Pizza Hut.)
2. What were the most common health code violations? Someone read the sentence please.
("The most common reasons were rodent droppings, insects, food borne illnesses, debris and grime on counters and in prep areas, poor employee sanitation, and unusual items found in customers' food.")

Prediction Before Section 5: Let's predict. What are some of the "unusual items" that you think have been found in the food?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict the unusual items that were found in the food?

Comprehension Questions
1. Which ones did the article mention that are not on our list? (Answers will vary.)
2. What do you think is the grossest item? (Opinion.)

Prediction Before Section 6: Let's predict. What are some things that you can do to ensure that you have a good, clean dining experience?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict the safety tips?

Comprehension Questions
1. Please tell me all four safety tips in your own words. (1. Check bathrooms for cleanliness. 2. Check out employees for cleanliness. 3. Wash your own hands. 4. Eat food while it's hot.)
2. Do you agree or disagree with these tips? (Opinion.)
3. Do you think that you should send food back in a restaurant if you don't like it? (Opinion.)
4. Would you be afraid the waiter would do something to it? (Opinion.)

Fast Food from around the World These are menu items from fast food restaurants around the world. Write a creative description of what you think the menu item is, and we will see how it compares to the real one when you're finished. The first one has been done for you. Create your own in the blank space.

McDonald's Malaysia	McDizz	A refreshing drink for a hot day. We mix Minute Maid Orange Juice with Sprite to cool you off.
Dunkin' Donuts China	Dry Pork and Seaweed Donuts	
McDonald's Hong Kong	Corn Bowl	
McDonald's Mexico	Flaming Hot Doritos Quarter Pounder	
Starbucks Japan	Coffee Jelly Frappuccino	
McDonald's Japan	The Meat Monster	
McDonald's Asia	McRice Burgers	

Teacher Copy These are the actual menu items. Compare these items to the ones that students have come up with, and have them share the menu items they created.

McDonald's Malaysia	McDizz	Minute Maid O.J. w/ Sprite
Dunkin' Donuts China	Dry Pork and Seaweed Donuts	A common ingredient in Chinese cuisine, dried pork makes an appearance at breakfast in this savory doughnut.
McDonald's Hong Kong	Corn Bowl	Steamed fresh corn in a small bowl is available as a side in place of fries.
McDonald's Mexico	Flaming Hot Doritos Quarter Pounder	A quarter pounder with Flaming Hot Doritos on it.
Starbucks Japan	Coffee Jelly Frappuccino	Coffee flavored jelly, coffee-based Frappuccino, and whipped cream.
McDonald's Japan	The Meat Monster	An all-American burger. Beef, cheese, lettuce, tomato, bacon topped off with a grilled chicken breast.
McDonald's Asia	McRice Burgers	Two rice patties instead of bread with a beef or pork patty between them

The underlined information is incorrect. Scan the text for the correct information. Cross out the incorrect information, and write the revision above it.

1. A surveillance camera caught the teenage boy <u>looking</u> over the drinks before returning them.

2. He was released on <u>$15,000</u> bail and could face up to <u>25</u> years in prison.

3. Recently, it was reported that <u>6%</u> of restaurants in the nation's top <u>15</u> chains (McDonalds, Taco Bell, Wendy's, Burger King, KFC, Pizza Hut) have received health code violations in the past <u>8</u> months.

4. Although restaurants are <u>not cleaner</u> now than they were in the past, there are several things that you can do to have a good <u>expectation</u>.

The Shepherd Boy Who Cried Wolf
By Aesop

1.

Once upon a time, there was a shepherd boy whose job it was to sit on the hillside and watch the village sheep as they grazed. One day he became very bored, and to amuse himself he cried out, "Wolf! Wolf! The wolf is chasing the sheep!" The villagers came running up the hill to help the boy get rid of the wolf and save their precious sheep.

2.

When they arrived at the top of the hill, they did not see a wolf. The boy laughed at the sight of their angry faces. "Hey boy, don't cry wolf when there is no wolf!" said the villagers. They went grumbling back down the hill. Several hours later, the boy got bored again and wanted to play another trick.

3.

He cried out again, "Wolf! Wolf! Oh my goodness the wolf is eating the sheep!" To his delight, he watched the villagers run up the hill to chase the wolf away. When they saw there wasn't really a wolf there, they became very angry and said, "Save your cries, for when something is *really* wrong!" The boy just grinned and watched them grumble down the hill once more.

4.

Later he saw a REAL wolf coming towards the flock of sheep. Alarmed, he jumped to his feet and began screaming, "Wolf, Wolf! There really is a wolf here! Help!" The wolf began to attack the sheep one by one. "Help! Wolf!" screamed the boy.

5.

The villagers heard the boy's screams, but they didn't come. At sunset everyone wondered why the boy did not return to the village with the sheep. They went up the hill to find the boy and saw him shaking and crying. He said, "There really was a wolf here; it ate some sheep, and the others ran away. I called for help. Why didn't you come?"

6.

They looked at the boy, and a wise old man said, "Nobody believes a liar, even when he is telling the truth."

Title of Reading Selection: "The Shepherd Boy Who Cried Wolf" by Aesop

Concept Development Questions to Access Prior Knowledge: Please pull down your coversheet so you can see the title. What does it say? We are going to read a story titled "The Shepherd Boy Who Cried Wolf." What is a shepherd? What do you think it means to "cry wolf"? Why would he be concerned if there were a wolf?

Prediction before Section 1: Let's predict. Why do you think he is going to cry wolf?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
    1. Did we accurately predict why he cried wolf?

Comprehension Questions
    1. Why did he cry wolf? (He was bored, to amuse himself.)
    2. What was his job? (To sit on the hillside and watch the sheep as they grazed.)
    3. How did the villagers respond to his cry? (They came running to drive away the wolf and save their sheep.)

Prediction before Section 2: Let's predict. How do you think the villagers react when they find there is no wolf? What are they going to say or do?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
    1. Did we accurately predict the villagers' response?

Comprehension Questions
    1. What line tells you how they feel? (They went grumbling back down the hill.)
    2. What does grumbling look like? (Responses will vary, but ask students to grumble using a line the villagers might say: "That crazy boy. There's no wolf. Waste of my time.")
    3. How do you think you feel when you grumble? (Possible answer: annoyed, irritated.)
    4. What did the boy do several hours later? (Got bored and wanted to play another trick.)

Prediction before Section 3: Let's predict. What trick do you think he is going to play next?
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
    1. Did we accurately predict what the trick is?

Comprehension Questions
1. What did he do? (He cried wolf again.)
2. How is this time different from the last time? You might have to look back to Section 1. (Last time he said the wolf was chasing the sheep, and this time he said the wolf is eating the sheep.)
3. How did the villagers feel this time? (Very angry.)
4. How did the boy feel? (Happy, satisfied.)
5. What two phrases tell you how he felt? (1. To his delight. 2. The boy just grinned.)

Prediction Before Section 4: Let's predict. What do you think is going to happen next?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict?

Comprehension Questions
1. What happened? (A real wolf came and began to attack the sheep.)
2. What did the boy do? (He cried wolf.)

Prediction Before Section 5: Let's predict. What do you think the villagers are going to do?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict what the villagers did?

Comprehension Questions
1. What did they do? (They didn't go check on him when they heard him scream.)
2. What was the boy doing when they found him? (Shaking and crying.)

Prediction Before Section 6: Let's predict. What are they going to say in response to the boy's question?
(Write student predictions on the board.)

Please Silently Read Section 6.

Prediction Check
1. Did we accurately predict what they said?

Comprehension Questions
1. What is the reason the old man gives? ("'Nobody believes a liar, even when he is telling the truth.'")
2. Tell me what that means in your own words. (Possible answer: If you lie all the time you can't expect people to believe you when you tell the truth.)
3. Have you ever "cried wolf" or had a friend that has? (Answers will vary.)

What's for Dinner?!

1.

If you go to 72-year-old Arthur's house for dinner, be prepared to eat whatever he has found on the side of the road. Yes, Arthur eats road kill!

2.

His unusual eating habits began almost forty years ago in 1976. Arthur was a **taxidermist (tax- i- derm-ist),** someone who stuffs dead animals. (Think about the stuffed bears and mountain lions that you may have seen at a museum.) He used to pick up animals off the side of the road, skin them, and stuff them, but he began to feel guilty about throwing the meat away, so one day he decided to eat it. He has eaten many things in the past forty years.

3.

Since Arthur has begun his unusual diet, he has eaten swan, hedgehog, barn owl, sparrow, cat, badger, bat, buzzard, and various unidentified reptiles. His favorite is badger head because it has the eyes, the brain, the salivary glands, the tongue, and jaw muscles. "Five different tastes and textures in one saucepan!" Arthur says.

4.

Arthur says the only thing he wouldn't eat is a human being, and that is because he doesn't want people to call him a cannibal. He was tempted to eat his cat when it died, but he didn't know what he would tell his wife. She's a vegetarian.

5.

Arthur would never kill an animal on purpose. He believes that if you leave half a burger on your plate, that animal has died in vain, for no reason. Also, he says that since he adopted this diet he has not gotten sick; however, he had gotten sick in the past from eating at a restaurant buffet. Arthur claims eating road kill is a new adventure, and best of all it's free: "I'm a freegan, I try to eat all my meals for free."

Title of Reading Selection: "What's for Dinner?!"

Concept Development Questions to Access Prior Knowledge: Please pull down your coversheet so you can see the title. What does it say? We are going to read a true story titled "What's for Dinner?!" What do you think this title means? Look at the punctuation. Why does it have a question mark and an exclamation point? How are you supposed to say that? What is the best/worst/most unusual dinner you've ever had?

Prediction before Section 1: Let's predict. What is going to be for dinner in this story?
(Write student predictions on the board.)

Please Silently Read Section 1.

Prediction Check
 1. Did we accurately predict what dinner is?

Comprehension Questions
 1. What does Arthur eat? (Road kill.)
 2. What is road kill? (Dead animals found on the side of the road-- usually killed by traffic.)
 3. How old is Arthur? (72.)

Prediction before Section 2: Let's predict. Why did he start eating road kill?
(Write student predictions on the board.)

Please Silently Read Section 2.

Prediction Check
 1. Did we accurately predict why he started to eat road kill?

Comprehension Questions
 1. Why did he start eating road kill? (He was a taxidermist; He stuffed animals that he found on the side of the road, and he felt guilty for throwing the meat out.)
 2. What is a taxidermist? (Someone who stuffs animals.)
 3. Have you ever seen a stuffed animal? What about at a natural history museum? Or a deer head above a fireplace? (Answers will vary.)
 4. How many years has he been doing this? (Almost 40, since 1976.)

Prediction before Section 3: Let's predict all the things that we think he has eaten.
(Write student predictions on the board.)

Please Silently Read Section 3.

Prediction Check
 1. Did we accurately predict all the animals he has eaten?

Comprehension Questions
1. Which animals did we predict? Which animals did we leave out? (Answers will vary.)
2. What is his favorite? (Badger head.)
3. Why is badger head his favorite? (Because it has five different tastes and textures in one pan.)
4. What is a texture? (How something feels.)
5. Possible Question: What do you think the texture of a badger's eyeball is? (Answers will vary.)
6. What are the five different parts of a badger head? (Eyes, brain, salivary glands, tongue, and jaw muscles.)

Prediction Before Section 4: Let's predict. Is there anything that Arthur won't eat? What is it?
(Write student predictions on the board.)

Please Silently Read Section 4.

Prediction Check
1. Did we accurately predict what he won't eat?

Comprehension Questions
1. What won't he eat? (Humans, his pet cat.)
2. Why won't he eat humans? (Because he doesn't want people to call him a cannibal.)
3. What is a cannibal? (Someone or something that eats its own kind.)
4. Do you think that is a good reason, or is there a better reason not to eat people? (Answers will vary.)
5. Why didn't he eat his pet cat? (He didn't know what he would have told his wife.)
6. She is a vegetarian. What is that? (Someone who doesn't eat meat.)
7. Do you think they have dinner together? Explain. (No, because she is probably grossed out by his dinner.)

Prediction Before Section 5: Let's predict. Why does Arthur eat this way? What does he say the benefits are?
(Write student predictions on the board.)

Please Silently Read Section 5.

Prediction Check
1. Did we accurately predict why he eats this way/the benefits of the diet?

Comprehension Questions
1. What is the first reason he chooses to eat like this? (He believes that if you don't eat all of your burger, an animal has died for no reason.)
2. Do you agree? Why or why not? (Answers will vary.)
3. What is the second reason he gives? (He has not gotten sick since he adopted this diet.)
4. What is the third reason? (It is a new adventure.)
5. What is the best reason? (It's free.)
6. What is a freegan? (Someone who eats all his or her meals for free.)
7. What is your opinion about his lifestyle? (Answers will vary.)