

HighWire
MAGAZINE

So You Want to Be a ...



Reach for the Stars

An astronaut's story

To Be the Best

Talent-search TV

The Fame Game

Facing the judges

Volume 9, Issue 8 Teacher Guide

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So You Want to Be a ...

Teacher Guide

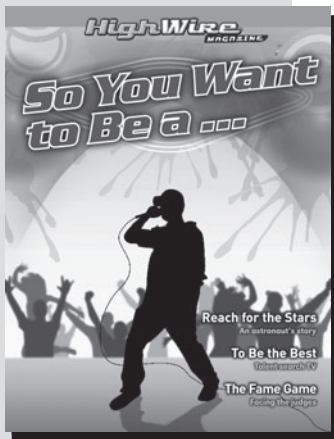
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



So You Want to Be a ...

Key Reading Strategy: *Making Inferences*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Making Inferences. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 9** in the Program and Assessment Guide can be used for this strategy.

Curriculum Links: physical education, health, science

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about people wanting to be the best in their profession and the different paths they take to pursue their dreams.

Ask the students to close their eyes and imagine being an Olympic diver walking toward the edge of the high diving platform. Say, “You can hear the crowd hush as you prepare for the dive. You jump and feel yourself gliding through the air, somersaulting down to the surface of the water. You make a perfect entry! At that very moment, your whole career flashes before your eyes. What do you see?” Encourage the students to share their ideas.

Making Connections

Explain that this magazine investigates some high-profile careers and explores how people have managed to turn their dreams into reality. Ask questions such as the following:

- If you wanted to become a professional singer, what could you do to help your dream come true?
- Think of a successful actor. What did he or she do to succeed?
- What plans could you make if you wanted to become a fashion model? A chef? An astronaut?

To Be the Best

Lesson Focus

Making connections
Making inferences
Making judgments

About This Selection

This article explores the popularity of talent-search TV shows. Contestants risk being embarrassed and criticized, but they also stand to win praise and success.

Word Talk

Glossary words: *tantrums, eliminated, wannabes, aspiring, catwalk, bizarre, ironic, scenario, manipulate, arrogant, psychologists*
Other vocabulary: *off-key, rhythm, anguished, hinges, humiliation, unique, amateur, airtime, post-production, flaws*



Teaching Tip

Remind the students that making a judgment includes their own beliefs, which should be supported by evidence.

Extra Help

Some students may need help using evidence to support their opinions.

Before Reading

New Vocabulary

This activity provides a basis for using words to anticipate content and reinforces strategic pre-reading. Have the students work in pairs or small groups. They will need dictionaries and materials to record their brainstorming.

Read aloud the title and the first paragraph to the students. Ask them to brainstorm possible words that relate to talent-search TV shows (for example, judges, contestants, eliminated, humiliated). Each group should then refine their list to the four most important words. Have each group share their words and explain why they chose them.

Making Connections

Ask questions such as the following:

- Do you watch talent-search TV shows?
- Which show do you like the best? Why?
- If you auditioned for one of these shows, how would you react if a judge was rude to you?

During Reading

Read aloud the title and the text on page 3 while the students follow along. Ask:

- ★Based on your knowledge of the TV show *American Idol* and the photograph of the judges, who do you infer the author is talking about when she says, “It’s the nasty one on the end”?

Making Judgments

Explain that when readers make judgments, they are thinking critically about the ideas in a text. Hand out copies of **BLM 1**, Making Judgments. Read and discuss the instructions with the students. Tell the students that as they are reading, they should identify and record information on the BLM that highlights the positive and negative aspects of being a contestant on a talent-search TV show.

When they have finished reading and collecting evidence from the text, they will make a judgment on whether talent shows do more harm than good for the contestants. Tell them that there is no right or wrong answer, but they must support their judgments with evidence.



Assessment Tip

Look for the students who are able to use the evidence from the text to argue their side.

Text Reformulation

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

After Reading

Debate

Debate the motion that talent-search TV shows do more harm than good for contestants. Divide the students into groups of four. Discuss the features of a strong argument, reminding the students to use evidence to support their views. Assign two students in each group to argue either for or against the motion. Tell them that their personal opinions should be set aside.

Allow the two debaters time to prepare their arguments with their group. Encourage them to use the information they recorded in **BLM 1, Making Judgments**. Assign a moderator to keep speakers within the time limit, then run the debate.

Text Reformulation

Have the students write a letter to the editor about talent-search TV shows. Tell them to use the evidence from the article to express their opinions about whether these shows should continue to be produced.

Key Reading Strategy: Making Inferences

Making inferences means “reading between the lines” to find the meaning beyond the words on the page.

Authors provide clues in the text, but they don’t provide readers with every piece of information. When readers make inferences, they examine the clues as they are reading and think about what the author is not directly telling them.

They combine clues from the text with their prior knowledge, then they use this information to make an inference. Readers may also make predictions or make judgments based on their inferences about implied meanings. Finally, they may draw on their awareness that some meanings are not explicit, and ask questions as they read. They search for the answers through further reading or research.

Reading and Discussing the Page

Have the students turn to pages 8 and 9. Read aloud the introductory paragraph as the students follow along. Ask:

- Did you know what the article “To Be the Best” was about within the first two lines?
- How did you know?
- What does the word “premise” mean?

Read aloud the second paragraph and ask questions such as the following:

- Can you explain what the expression “reading between the lines” means?

Have the students share their ideas and check that they understand the meaning of “inference.”

Read aloud Making Inferences as the students follow along. Ask them to discuss with a partner how readers make inferences.

Ensure that the students understand that to make an inference, they must think about what is being said in the text, consider what they already know, then draw a personal conclusion.

Model this strategy by using the words “I read ...,” “I think ...,” and “Therefore ...”

Have the students read and complete the first activity in Try It Out. As they reread “To Be the Best,” encourage them to think about the clues that the author is giving the reader. After reading, have the students turn to a partner and discuss the question, “What is the author saying about how ‘real’ the TV show is?” Ask for volunteers to share their responses. Ask questions such as the following:

- Did the author give the answer or did you have to read between the lines?
- Can you give an example of how you read between the lines?

Encourage the students to use the sentence starters “I read ...,” “I know ...,” and “I infer ...”

Ask the students to read to the end of Try It Out so that they understand what to do as they read “The Fame Game.” Tell them that they will be using a chart to record their thinking as they read. Remind them that they should practice making inferences while reading in order to better understand what is happening in the story.

Hand out copies of **BLM 2, Making Inferences**. Read and discuss the instructions, then have the students read the story independently. Ask questions such as the following:

- What do you infer about where the characters are and what they are doing?
- What do you infer about the character Sophia?

Now ask the students to record their inferences about the first two quotations on the BLM.

Next, they should look back through the text for interesting quotations and record them, including the page numbers, in the first column. In the second column, they should explain the quotation fully and note the thinking processes they used to make that conclusion. Ask the students to make at least four entries on the chart.

Read aloud For Real while the students follow along. Ask them to draw cartoon characters that have different expressions, such as sad, happy, or scared, alongside the quotations on the chart. They can use these to infer the feelings of the characters in “The Fame Game.”

The Fame Game

page 10

Lesson Focus

Asking questions
Making inferences
Summarizing and note taking

About This Selection

In this story, Amber auditions for *Megastar*, a talent-search show for singers. When she becomes friends with the talented singer Sophia, she discovers that the world behind the scenes isn't as glossy as it appears on the screen.

Word Talk

Vocabulary: *queasy, makeovers, shocked, devoured, stunning, snappy, bewildered*

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Extra Help

Work with a small group of students to focus on one kind of response such as questioning during Say Something.

Before Reading

Word Splash

Write the following words onto chart paper or a transparency: sidewalk, line, auditioning, judges, crying, herded, nervous, celebrating, headphones, torture, studio, unfair, advice, nasty.

Discuss their meanings, then tell the students they will be reading a story that contains these words. Ask them to think about the words and predict what the story will be about. Have them record their predictions.

During Reading

Asking Questions

Ask the students to turn to page 10. Model Say Something by reading aloud the title and the first page while they follow along. Pause at the end to say something. The “something” could be:

- a prediction (“I think that Amber and the girl wearing the headscarf will become friends because they smiled at each other.”);
- comment (“I know that this story is about a competition because everyone is lining up for an audition and there are judges.”);
- question (“What kind of competition is Amber auditioning for?”);
- a connection (“My feet ached after I stood in line for two hours to ride on a roller coaster last summer.”).

Ask the students to work in pairs and to divide the reading evenly. They should take turns reading and pausing to “say something.”

★Making Inferences

Write a list of personality traits on chart paper or a transparency. (An example of traits is listed below.) Explain that the students shouldn't limit their choices to those traits on the list – they should also refer to their own knowledge.

Traits:

sad, happy, talkative, quiet, clever, lazy, hard working, optimistic, pessimistic, confused, scared, brave, strong, weak, loyal, friendly, snobbish, honest, emotional, angry, bossy, rude.

Have the students develop personality profiles for Sophia, Amber, and Nick Clash. Explain that they will be thinking about these characters and making inferences about their personalities. Encourage them to use their own knowledge as well as clues from the text. Have them choose four personality traits for each character and support their inferences with evidence from the text.

Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.



Assessment Tip

Look for the students who are able to use the framework of Somebody Wanted But So to write their summaries.

After Reading

Word Splash

Ask the students to revisit their predictions based on the Word Splash. Ask questions such as the following:

- Did you predict the story was based on a talent-search TV show? Why?
- Which word gave you the biggest clue?

Summarizing and Note Taking

Explain that summarizing and note taking are effective strategies for categorizing and classifying information. A helpful framework to use when summarizing the conflicts and the resolutions of each of the main characters is Somebody Wanted But So. Ask the students to divide a piece of paper into four columns, using the headings "Somebody," "Wanted," "But," and "So."

With the whole class, fill in the columns for one character. Record the information on chart paper or a transparency. Ask questions such as the following:

- What is the name of the main character? (Write "Amber" under "Somebody.")
- What did Amber want? (Write what she wanted under "Wanted.")
- But what stood in her way? (Write the problem under "But.")
- How was the conflict resolved? (Write the outcome under "So.")

Have the students complete their charts independently. When they have finished, ask them to compare their charts with a partner and add any missing information.

Graphic Organizer

page 18

Featured Graphic Organizer: Matrix

Discuss the word “matrix.” Ask questions such as the following:

- Have you heard the word “matrix” before?
- What do you think it means?

Reading and Discussing the Page

Tell the students to turn to page 18. Read aloud the introductory paragraph, then prompt a discussion by asking questions such as the following:

- Is this different from a matrix you have seen before? How?
- Is this graphic organizer useful when drawing conclusions? How?

Tell the students to turn to page 19 and examine the organizer on the clipboard. Ask questions such as the following:

- Are the four categories appropriate for comparing the contestants?
- Would other categories help with the decision making? Give some examples.
- Do you agree with the judge’s conclusions about Sophia?

Ask the students to turn to page 30 of “The Elite Edge” and read the information in the matrix. Hand out copies of **BLM 3, Matrix**. Read aloud and discuss the instructions, then have the students complete the matrix independently.

Ask an Expert: The Fear Factor

page 20

Lesson Focus

Making connections
Reading fluency
Summarizing and note taking
Making inferences
Asking questions

About This Selection

In this conversation, a drama teacher gives students tips on overcoming stage fright.

Word Talk

Vocabulary: *phobia*,
annual, *pressure*,
passionate



Teaching Tip

Remind the students that following the punctuation in the dialogue will help to create the natural rhythm of the text.



Assessment Tip

Look for the students who read fluently and with expression.

Before Reading

Making Connections

Ask the students to recall a time when they had to perform, make a speech, or give a presentation to an audience. Tell them to keep this experience in mind while they consider questions such as the following:

- How did you feel just before you had to perform?
- Did you notice any changes in your body, such as sweaty palms or a racing heart?
- Did you have any problems when you were performing?

Tell the students to turn to a partner and share their experience. Ask for volunteers to share their experiences with the class. Record and display their responses on large strips of paper. Ask the students to think of headings that could be used to organize the responses (for example, “physical” and “emotional” or “before,” “during,” and “after”). When the students have agreed on the headings, organize the responses.

During Reading

Shared Reading

Shared Reading is a particularly useful strategy to develop reading fluency. The students should each have a copy of “Ask an Expert” (a question-and-answer text). Tell the students that they will be practicing reading aloud with appropriate inflection and expression, as in natural speech.

Read aloud the title and opening paragraph while the students follow along. Explain that a phobia of speaking in public (glossophobia) is believed to be the most common phobia and that even successful performers have it. Ask questions such as the following:

- What is a phobia?
- What are some common phobias that you know about?
- What is the difference between a fear and a phobia?

Summarizing and Note Taking

★Based on the information in the introductory paragraph and what you know about people, what kind of advice do you infer Mr. Thorpe will give Alannah, Ryan, and Jenna?

Have the students read the passage independently. Ask them to draw a T-chart on a sheet of paper, using the headings “Questions” and “Answers.” Explain that they should record only the questions and the answers from the text, not the extra details or information.

Read aloud the first question. Note down the actual question on chart paper or a transparency, discussing the words that are not important. Show the students how to check that the question has all the key information.

After Reading

Asking Questions

Tell the students that they will be creating a chart that suggests ways for people to overcome a fear of public speaking. Generate discussion by asking questions such as the following:

- Do you have any other suggestions that might help someone overcome his or her fear of public speaking?
- When you have to give a speech, what helps you to prepare?
- What helps you to stay calm while you are speaking?

Have the students record the suggestions on chart paper. Add the suggestions from “Ask an Expert” to the list. Display the chart in the classroom for future reference when the students are preparing for drama performances or classroom presentations.

Research

Ask the students to find out more about glossophobia. Have them add any further suggestions for overcoming the fear of public speaking to the chart.

Creative/Aesthetic Response

The students could refer to the chart and decide which suggestions would work for them. To help them remember their list of strategies for managing the fear of public speaking, they could:

- create a mnemonic device;
- write a rhyme;
- write an acrostic poem.

Lesson Focus

Monitoring for meaning
Making inferences

About This Selection

In this interview, Bill McArthur tells how he achieved his dream of becoming an astronaut and answers some frequently asked questions about living in space.

Word Talk

Glossary word:

exhilarating

Other vocabulary:

inspires, simulates, aspire, civilian, relevant, aviation, drawback

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

Reach for the Stars

page 22

Before Reading

K-W-L Chart

Tell the students that as they read the interview “Reach for the Stars,” they will be learning about becoming an astronaut. Complete a K-W-L chart to find out what the students already know, what they want to know, and after reading, what they have learned about the process of becoming an astronaut. Complete the chart as a whole class. You will need three transparencies or pieces of chart paper to record the responses.

1. To complete the “What I Know” column, use the Think-Pair-Share strategy. Ask:

➤ What do you know about being an astronaut?

Tell the students to share their ideas with a partner. Ask each pair to share an idea that hasn’t already been recorded.

2. Use the same strategy to generate questions for the “What I Want to Know” column. Ask:

➤ What questions do you have about being an astronaut?

Anticipation Guide

Hand out copies of **BLM 4**, Anticipation Guide, which contains general statements related to being an astronaut. Use the Anticipation Guide to stimulate the students’ prior knowledge and interest in the topic. Read aloud each statement as they follow along. Ask them to write in the first column whether they strongly agree, agree, disagree, or strongly disagree with each statement.

During Reading

Monitoring For Meaning

Tell the students that while they are reading, there may be times when they are confused by a word, sentence, or idea. Tell them that they will be practicing using some fix-up strategies when they encounter something they don’t understand. List the strategies, checking that they understand each one:

- using prior knowledge (“What do I already know about this topic/word?”);
- using context (“Does what I’m reading make sense in this sentence and in the whole text?”);
- rereading (“Do I need to read that again? Would it help if I read more slowly?”);
- asking a friend, consulting a dictionary, or using the Internet (“Do I need help from someone or something else?”).

Read aloud the title and ask the students to look at the photograph on page 22. Ask:

➤ What information can you gather from the photograph?



Assessment Tip

Look for the students who are able to articulate their thinking process clearly when they use a reading strategy.

Read aloud the introduction and demonstrate using a strategy to understand the phrase “the stuff of science fiction.” For example, you could model using prior knowledge. (“I know from the movies that science fiction often contains things like alien spacecraft, time travel, and unknown galaxies. So the ‘stuff of science fiction’ might be all of those things that seem unreal and impossible.”)

Read aloud the first interview question and the answer while the students follow along. Ask:

- When Bill McArthur says, “What I discovered in books was the chance to experience things beyond my everyday life,” what do you think he means?

Discuss any strategies that the students used.

Say Something

Have the students work in pairs or groups of three to use the Say Something strategy. Explain that they will practice using the fix-up strategies when they read something that they don’t understand. Ask the students to take turns reading sections aloud, pausing when they need clarification. They should articulate what they don’t understand and then explain what they will do to regain meaning. Encourage them to try at least one strategy each time they read.

Discuss the various reading strategies. Ask questions such as the following:

- Which strategy did you use the most?
- Did you have to use more than one strategy to fix a section?
- Were there any sections that you were not able to understand, even with the help of the strategies and your partner?

★Making Inferences

Tell the students to reread pages 25 to 27. Ask them to think about the qualities a person needs to become an astronaut. The students should make inferences about the characteristics that might make it difficult to become an astronaut. Tell them to decide on four characteristics that would hinder a person’s entry into the profession. They should explain why each characteristic would be a problem. Have them work in pairs or small groups to discuss their responses.

After Reading

K-W-L Chart

As a whole class, complete the K-W-L chart. Review the questions in the second column, crossing off any that were answered. Display the charts and ask the students to research the answers when they have extra time. They should cross off the questions and add their new learning to the third column.

Anticipation Guide

Have the students look back at the statements and their responses. Ask:

- After reading the article, have you changed your ideas?

Tell the students to record their new responses, or rewrite their original responses, in the final column. Have a whole-class discussion, and ask:

- Were there any surprises?

The Elite Edge

page 28

Lesson Focus

Text features
Summarizing and note taking
Making inferences
Making connections

About This Selection

Only a few athletes have what it takes to become elite. This article looks at six qualities all elite athletes have in common and how those qualities help them to succeed.

Word Talk

Glossary words:
high-octane, fatigue, water-repellent
Other vocabulary: *natural, willpower, maximum, carbohydrates, gear, stroke tempo, efficiency, ultimate*

Marking the Text

Students can use sticky notes or plain paper bookmarks to mark their thoughts, questions, predictions, or comments.



Teaching Tip

Provide the students with sticky notes to jot down notes while reading.

Before Reading

New Vocabulary

Tell the students they are each going to create a list of unfamiliar words from the article “The Elite Edge.” To create the list, the students should skim the text to identify unknown words. Next, they will work in small groups to create a master list of ten words. Have them take turns sharing their words. Explain that only those words unfamiliar to all should be added to the master list. The students can use a dictionary or thesaurus to find the meanings of the words.

Text Features

Ask the students to turn to page 28. Ask questions such as the following:

- Is the font of the title effective? Why/why not?
- What information can you gather from the photographs?

Ask the students to look at pages 29 and 30. Ask questions such as the following:

- Why do you think icons have been used on these pages?
- What kind of graphic organizer has been used on page 30?
- Why do you think this graphic organizer is included?

Ask the students to turn to page 31 and explain that this page focuses on a 200-meter sprinter. Point out that the author has not included a definition of “sprinter.” Ask:

- If you had not heard the word “sprinter” before, what clue could you use to help your understanding?

During Reading

Shared Reading

Read aloud the title and text on page 28 while the students follow along. Ask:

- What do you think the six key factors are?

Record the students’ responses on the board or chart paper.

Marking the Text

Tell the students to turn to page 29. Have them read the six key factors independently. As they read, they should summarize each factor into one sentence and record it on a sticky note. When they have finished reading and summarizing, review the list created by the students during Shared Reading. Ask questions such as the following:

- Which of our key factors match those outlined in the article?
- Should any of our key factors be added to the six in the article? Why?

Ask the students to turn to page 30. Read aloud the questions at the top of the page. Tell the students that they will find the information to answer these questions in the matrix. Ask them to work in pairs and take turns reading aloud the information in the matrix. Encourage them to discuss which sport they believe requires the athlete to work the hardest and why. Have the students read page 31 independently.

After Reading

★Reread page 28 aloud while the students follow along. Ask:

- When you think about the information in the text and what you already know about sports, what do you infer the author means when he says, “Natural talent plays a part”?

Generate discussion by asking questions such as the following:

- Which of the three sports (football, swimming, or sprinting) puts the most demands on an athlete? Why?
- Why does playing one sport require an athlete to eat a certain amount of food?
- Why do athletes need to eat differently from non-athletes?
- Which categories place similar demands on a football player, a swimmer, and a sprinter?

Making Connections

To initiate a discussion and make connections to the article, ask questions such as the following:

- Which of the key factors would be hardest for you to maintain? Why?
- Do you use any of the key factors when you are playing sports? Which ones?
- Would it be easier to follow the key factors if you played an individual sport such as swimming rather than a team sport such as football? Why/why not?
- Could you apply these key factors to another kind of training, such as learning to play a musical instrument? How?

Creative/Aesthetic Response

The students could use their notes to create a motivational slogan for their favorite sport or activity, such as playing an instrument, dancing, or cooking.

Featured Project: What Is Your Dream?

Materials required: a large sheet of paper, writing materials

Tell the students that they will be deciding on a goal and creating a plan for how to achieve that goal. Read aloud the title and the introduction while the students follow along.

Brainstorm some goals and record them in large printing on chart paper or a transparency. Encourage the students to make their goals as ambitious as they like. Explain that their goals may be related to a career choice, but may be related to other ambitions as well, for example, a creative, sporting, or travel endeavor.

Read aloud and discuss the steps. Tell the students to think about how they will organize their page. Suggest dividing the page in half, using the top half for the last four years and the bottom half for the current year.

Have the students work in pairs to prepare their plans. Encourage them to question and discuss one another's goals in order to ensure their ultimate goal is achievable.

Encourage the students to add photographs, illustrations, or diagrams to their plan. You could display the plans around the classroom or encourage the students to revise and add to them over time.

Making Judgments

Name: _____ Date: _____

What to do:

- Read “To Be the Best” (*So You Want to Be a ...*, pages 2–7).
- As you read, record on the chart below the positive and negative aspects of being a contestant on a talent-search TV show.
- When you have finished reading, think critically about the positive and the negative aspects. Ask yourself, “Do talent-search TV shows do more harm than good for the contestants?”
- Write your judgment in the final box. Support your views with evidence from the text.

Positive	Negative
<p>Do talent-search TV shows do more harm than good for the contestants?</p> <p>Judgment:</p> <p>Evidence:</p>	

Making Inferences

Name: _____ Date: _____

- What to do:
- Turn to “The Fame Game” (*So You Want to Be a ...*, pages 10–17).
 - As you read, use your own knowledge and clues from the text to gather information that is not directly stated. This is called making inferences, or inferring. Beside the quotations in the table below, write your inferences in the “I Infer” column.
 - Write some other quotations from the text under “The Text Says.” Add your inferences. (Use the back of this page if you need more space.)

The Text Says	I Infer
My mouth felt like the bottom of a birdcage, and my body ached from a night on the sidewalk. (page 10)	
“Don’t bail now,” she said, nudging me. (page 10)	

Matrix

Name: _____ Date: _____

What to do:

- Read pages 30 and 31 of “The Elite Edge” (*So You Want to Be a ...*, pages 28–31).
- Choose either a pro-football player or a swimming champion to compare with a sprinter. Write your choice in the heading box in the right column.
- Choose any four of the six key factors.
- Use the information about Xavier Carter on page 31 to summarize the key factors for the sprinter. Record your summary in the matrix below.
- Draw conclusions about each sport. (Support your conclusions with evidence from the text.)

Key Factors	Sprinter	
	Conclusion	Conclusion

Anticipation Guide

Name: _____ Date: _____

- What to do:
- Before reading “Reach for the Stars” (*So You Want to Be a ...*, pages 22–27), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
 - Read the article, and then look back at the statements. Have you changed your ideas? Write your new response, or rewrite your original response, in the final column.

Response before Reading	Statements	Response after Reading
	A space shuttle docks at the International Space Station twenty-four hours after liftoff.	
	It’s impossible to grow plants in space.	
	The worst thing about being an astronaut is that if you have an itchy nose when you’re wearing a spacesuit, you can’t scratch it.	
	If you paid three million dollars, you could go on a personal spaceflight with the Russian Space Agency.	
	Astronauts in training must spend time in an aircraft known as the Vomit Comet.	