**Sample Lesson**  
**Danger Zone**  
“The Running of the Bulls,” pages 4–11

<table>
<thead>
<tr>
<th>Introduce</th>
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<tr>
<td><strong>BEFORE READING</strong></td>
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</table>

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **pierced:** put a hole in
- **flock:** come together
- **custom:** something people have done for years
- **charge:** rush with force
- **scrambled:** climbed or crawled
- **flung:** threw hard

1. She **pierced** her ear so she could . . .
2. People will **flock** to a store when . . .
3. A **custom** in our family is . . .
4. Animals will **charge** when . . .
5. The children **scrambled** on the field during a game of . . .
6. The player **flung** the ball toward . . .

**Activate Prior Knowledge**

1. Help students find Spain and Pamplona on a map.
2. Show students photographs of bulls and ask them what they already know about bulls. Discuss with them how much bulls weigh (up to 1,300 pounds). Encourage them to consider what it might be like to run close to an animal that size.
3. Prompt discussion about festivals and celebrations. What kinds of occasions are celebrated with festivals? What events take place during these special festivals? Have students discuss traditions in their own communities.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: During a festival each year, large bulls run through Pamplona, Spain. People run with the bulls and try not to get hurt.)

<table>
<thead>
<tr>
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<tr>
<td><strong>DURING READING</strong></td>
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**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**ENGLISH LANGUAGE LEARNERS**

Show students how to use appositives to define a word within a sentence. Point out that when commas surround a phrase, the writer might be using the phrase to describe or define the word that comes before it. Provide an example, such as “The southern pine beetle, a tiny black insect, is destroying pine trees throughout the southeastern United States.”

<table>
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<tr>
<th>Support Individual Learners</th>
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<tbody>
<tr>
<td><strong>DIFFERENTIATED INSTRUCTION</strong></td>
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</table>

Ask students to bring in some song lyrics that contain a word that may be unfamiliar to other students. Have students take turns explaining to the class how they determined the meaning of an unfamiliar word using context clues.

<table>
<thead>
<tr>
<th>Graphic Organizers</th>
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</table>

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write **Fact** at the top of the left column and **Opinion** at the top of the right column. Then have students organize the sentences from the article according to whether each sentence is a statement of fact or opinion. Discuss their responses.

- A bull caught the 57-year-old man and pierced him with its horn three times.
- Running with the bulls is exciting.
- Since 1924 the bulls have killed over a dozen people.
- The running of the bulls is in Pamplona, Spain.
- The bulls are tough.
- The corral is 900 yards from the bullring where the bullfight takes place.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about why they think people would take the risk of running with the bulls. How do they think the runners feel during the run? Would students want to run with the bulls? Why or why not?

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*UNIT 1 The Outer Edge Teacher Guide 33*
### Build Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarce</td>
<td>not enough to fill needs</td>
</tr>
<tr>
<td>severely</td>
<td>in a way that causes pain</td>
</tr>
<tr>
<td>legally</td>
<td>in a way allowed by the law</td>
</tr>
<tr>
<td>tourist</td>
<td>a person who travels for fun</td>
</tr>
<tr>
<td>suspicious</td>
<td>like a person who has done wrong</td>
</tr>
<tr>
<td>reveal</td>
<td>make known</td>
</tr>
</tbody>
</table>

#### Preview

Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: Fidel Castro’s daughter and granddaughter escaped to the United States.)

#### Activate Prior Knowledge

1. Help students locate Cuba on a map.
2. Prompt discussion about family. How do students define family? Ask students: Is it more important to be loyal to yourself or to your family?
3. Ask students to think about what freedom means. What is necessary for a person to consider himself or herself to be free?

#### During Reading

**Infer**

An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**ENGLISH LANGUAGE LEARNERS**

Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. For example, You Can’t Take a Balloon into the Museum of Fine Arts, by Jacqueline Preiss Weitzman and Robin Preiss Glasser, shows what happens when a child’s balloon is set free.

**DIFFERENTIATED INSTRUCTION**

Collect passages, newspaper headlines, jokes, or cartoons that require students to make inferences in order to understand the text fully. Place students in groups and have them work together to make inferences based on the text. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share their inferences with the class.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes of the chart according to what they learned from the article about Alina Fernandez’s flight to freedom.

Fernandez built up her weight.
Fernandez told her daughter about her plan.
Fernandez got a fake passport.
Fernandez tried to go to Mexico.

---

**Summary**

Fidel Castro’s daughter, Alina Fernandez, wanted to leave Cuba with her daughter. Fearing how it would look to the outside world if Castro’s own daughter left the country, the government refused her permission to leave. Eventually, Fernandez got a fake passport. She had to gain weight and make other changes to match the picture on the passport. Posing as a Spanish tourist, Fernandez finally left the country in 1993. A few days later, Castro allowed Fernandez’s daughter to join her in the United States.
# Danger Zone

**“Diving into Danger,” pages 22–29**

## BEFORE READING

### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **inflate**: to make bigger by filling with air  
- **explode**: blow up  
- **postpone**: wait to do something until later  
- **ban**: a rule against something  
- **violent**: very strong  
- **forbid**: order not to do something

1. Which word goes with “due date”? (postpone)  
2. Which word goes with “balloon”? (inflate)  
3. Which word goes with “angry”? (violent)  
4. Which word goes with “stop from doing something”? (forbid or ban)  
5. Which word goes with “law”? (forbid or ban)  
6. Which word goes with “blast”? (explode)

### Activate Prior Knowledge

1. Ask students how long they think they can hold their breath. Then ask them how they think they would feel if they held their breath for close to three minutes underwater.  
2. Ask students to share what they know about deep-sea diving or scuba diving. Ask students to discuss the possible risks of deep-sea diving in the ocean. (*Possible answers: problems with equipment, sharks, and injuries*)

### Build Background
Free diving can be a very dangerous sport. Diving in deep water has a major impact on the human body. The body starts to react from the moment the diver first gets into the water. The heart rate drops, and the spleen releases more red blood cells to carry oxygen. Blood vessels in the skin get smaller, and those in the brain, heart, and lungs get bigger. These changes in the body allow important organs to get enough oxygen. Some divers who dive regularly often develop medical problems. These problems are called barotraumas. As the diver goes deeper down, water pressure causes the lungs to get smaller and smaller. The pressure also causes other organs to change shape. In very deep water, the pressure can cause permanent damage to a diver's body. That is why it is against the law to free dive without a spotter, someone with an oxygen tank who watches to make sure nothing goes wrong with the dive.

## DURING READING

### Cause and Effect
A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause and effect relationships by asking *What happened? Why?*

### DIFFERENTIATED INSTRUCTION
Kinesthetic learners may benefit from using physical movements to understand cause-and-effect relationships. Have students perform actions that illustrate cause and effect, for example, clapping their hands to cause a sound. Also have them brainstorm actions in a sport that demonstrate cause-and-effect relationships, such as plays in a soccer match or football game that result in a score.

### ENGLISH LANGUAGE LEARNERS
Have students fold pieces of paper in half lengthwise and label the left side *cause* and the right side *effect*. They should draw sketches or cut pictures from magazines that show cause-and-effect relationships. For example, they may place a picture of a speeding car on the left and draw a traffic ticket on the right.

### AFTER READING

### Respond to the Article
Have students write a journal or blog entry about the idea of free diving. Do they think it’s too risky, or would they like to try to dive deep into the ocean? What do they think they would need to learn and practice before attempting such a dive?

## SUPPORT INDIVIDUAL LEARNERS

- Mestre’s air bag did not inflate.  
- Free divers may black out.  
- Mestre set a record on a training dive, but she was training, so the record wasn’t official.  
- Mestre was underwater for more than eight minutes.
### Danger Zone
"When Wild Animals Go Wild," pages 30–37

#### Introduce

**Summary** Hannah Goorsky loved animals. After college she decided to work as a volunteer at the Sacramento Zoo. Her third day on the job, one of the zookeepers, Chad Summers, was cleaning the cage of two Sumatran tigers. He had not completely closed the door, and Goorsky watched in horror as one of the tigers left the cage and bit Summers. Goorsky used a shovel to hit the tiger in the head until the tiger eventually let go of Summers. Goorsky and Summers learned the hard way that animals in a zoo can still be very dangerous.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

<table>
<thead>
<tr>
<th>vocabulary</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>volunteers</td>
<td>people who work for free</td>
</tr>
<tr>
<td>extinct</td>
<td>died out</td>
</tr>
<tr>
<td>pounce</td>
<td>jump to attack something</td>
</tr>
<tr>
<td>squad</td>
<td>a group of people who work together</td>
</tr>
<tr>
<td>response</td>
<td>something done as an answer</td>
</tr>
<tr>
<td>heal</td>
<td>return to good health</td>
</tr>
</tbody>
</table>

1. The volunteers helped raise money for the church.
2. One day tigers may become extinct.
3. The cat tried to pounce on the food.

#### Activate Prior Knowledge

1. Ask students to describe any pets that they have. Then prompt discussion on the differences between pets and wild animals. Why do some animals not make good pets? Are animals at the zoo tame like pets? Why or why not? What do students think would happen if wild animals at a zoo came in close contact with zookeepers?
2. Help students find Sumatra (in western Indonesia) on a map. Explain that Sumatran tigers can be found only on this island or in zoos. There are only about 500 of these tigers left in the wild. Another 250 or so are in zoos.
3. Use Graphic Organizer 3 as a KWL chart. Have students label the first column Know and write what they already know about tigers. Have students label the second column Want to Know and write what they would like to know about tigers. This exercise will be continued after the reading. See http://www.tigers-world.com/ for more information about tigers.

#### DURING READING

**Ask Questions** Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include Whom is the article mainly about? What problem did that person face? How was the problem resolved? Where did the events take place?

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about what they think of Goorsky’s actions. Would they have responded the same way? Discuss the rewards and dangers of working with animals. Ask students to discuss whether they would like to have such jobs.

#### DIFFERENTIATED INSTRUCTION

Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper, who wants more information about the article. Have them write at least five questions the editor can ask the writer to gain the additional information.

#### ENGLISH LANGUAGE LEARNERS

Have students read an article in *Time for Kids* or *National Geographic Kids*. Help students read the headline and picture captions if necessary. Ask them to come up with three questions about the pictures accompanying the article. Then have students read the article with a partner to find out if their questions about the pictures are answered in the text.

#### GRAPHIC ORGANIZERS

Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now. Students should label the third column *Learned* and add in any information they learned from the article about tigers. Students may wish to add more questions to the *Want to Know* column. Have students discuss their charts. Encourage students to find answers to their questions online or at the library.
### Danger Zone

**“A Daring Rescue,” pages 38–45**

**Summary** In 1996 Beck Weathers became trapped during a climb up Mount Everest. Although blinded by the high altitude and suffering from frostbite, Weathers managed to get to a base camp. The only way for Weathers to make it down from the mountain was by helicopter. Strong winds, blowing snow, and the high altitude made it dangerous for a helicopter pilot to get to Weathers. A pilot named Madan K. C. made the trip. But Weathers gave up his place on the helicopter to a more seriously injured climber. K. C. made the dangerous trip again and flew Weathers out to safety.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with the students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>stranded</td>
<td>left somewhere feeling helpless</td>
</tr>
<tr>
<td>summit</td>
<td>highest point</td>
</tr>
<tr>
<td>altitude</td>
<td>distance above the level of the sea</td>
</tr>
</tbody>
</table>

**Activate Prior Knowledge**

1. Discuss with students times when they needed help and the ways in which people helped them in these situations.
2. Help students locate Mount Everest on a map.
3. Explain that Mount Everest is the highest point in the world. Discuss with the students what they believe would be the dangers of climbing Mount Everest. (Possible answers: lack of oxygen/air, extreme cold, absence of help, limited resources)


**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: Beck Weathers was injured and needed to be rescued during his attempt to climb Mount Everest.)

**DURING READING**

**Predict** Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**DIFFERENTIATED INSTRUCTION**

Give students a comic strip with the final frame missing. Ask them to draw their prediction of what happens at the end. Remind them to use clues the author has provided. When they finish, give them the rest of the comic and have them compare their predictions to the ending.

**ENGLISH LANGUAGE LEARNERS**

Have students read the book Coyote Cry by Byrd Baylor. Have students draw a three-column chart in their notes and make and record three predictions as they read about what happened to Antonio and the coyote.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the situation in which Weathers, K. C., and Gau found themselves. Ask students: If you were Weathers, would you have given up your rescue ride to another injured climber? Why or why not? If you were K. C., would you have risked flying a dangerous rescue mission with your helicopter? If you were Gau, how would you have felt when Weathers gave up his place on the rescue helicopter for you?

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes on the chart according to what they learned from the article about the events on Mount Everest.

Weathers tells another injured climber to take the first rescue helicopter off Mount Everest.

Weathers walks to a base camp.

Weathers becomes nearly blind on Mount Everest. K. C. is called out on a rescue mission with his helicopter.
**Summary** The crew of the tugboat named *Gulf Majesty* set out on September 11, 1999, to pull a barge to Puerto Rico. When the tugboat ran into huge waves caused by Hurricane Floyd, the *Gulf Majesty* began to sink. The crew had to abandon ship. Some of the crew got on a raft, and others ended up hanging onto a piece of wood. The anxious crew members were rescued by U.S. Navy helicopters and rescue workers from the aircraft carrier USS *John F. Kennedy*. The rescuers risked their own lives to save the crew of the *Gulf Majesty*.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **battering**: pounding against
- **conserve**: save
- **distress**: a state of being in trouble

1. The ocean waves were **battering** the rocks.
2. When you leave a room, turn off the lights to **conserve** electricity.
3. The boat sent out a **distress** signal as it started to sink.

**Activate Prior Knowledge**

1. Ask the students to discuss professions that involve saving and protecting people’s lives. (Possible answers: doctors, police officers, nurses, firefighters, paramedics.) Have students discuss whether these jobs appeal to them.
2. Help students draw a route from Florida to Puerto Rico on a map.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: There was a problem on a tugboat. Its crew members were rescued and brought on board the *John F. Kennedy*. The rescue was dangerous.)

**DURING READING**

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases such as **before**, **next**, **now**, **then**, **when**, and **while**.

**ENGLISH LANGUAGE LEARNERS**

Working in pairs, have students find an article from the local or school newspaper written in sequence text structure. While reading the article, they should underline words that indicate sequence text structure. Then have students draw a visual representation of the article, clearly illustrating each event or step.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in the boxes of the chart according to what they learned from the article about the *Gulf Majesty* rescue.

Five members of the tugboat crew get on a rescue raft. The *Gulf Majesty* begins to sink. The crew of the *Gulf Majesty* is reunited on the carrier. The USS *John F. Kennedy* picks up the distress signal.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the situation the crew of the *Gulf Majesty* endured at sea. Ask students: How do you think Shad Hernandez felt before and after rescuing the crew?
**Unit 2, Lesson 6**

### Danger Zone

**“Feel the Thrill,” pages 56–63**

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
<th><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>outlaw</strong>: someone who breaks the law</td>
<td><strong>terror</strong>: great fear</td>
</tr>
<tr>
<td><strong>illegal</strong>: against the law</td>
<td><strong>guilty</strong>: bad for having done something wrong</td>
</tr>
<tr>
<td><strong>fixed</strong>: held in place</td>
<td><strong>thrill</strong>: a feeling of excitement</td>
</tr>
</tbody>
</table>

1. The outlaw robbed the bank.
2. It is illegal to drive without wearing a seat belt.
3. The swing is held on to the tree by fixed ropes.

### Activate Prior Knowledge

**1.** Discuss with students the types of sports they play. Ask them whether these sports involve risk and what they do to prevent injuries. *(Possible answers: special equipment and training)*

2. Ask students how they feel when they are in a high place such as the roof of a building, the edge of a cliff, or the top of a tree.

3. Help students locate Angel Falls, Venezuela, on a map. See [http://www.vertical-visions.com](http://www.vertical-visions.com) for more information on BASE jumping.

### Build Background

When participating in extreme sports, athletes often experience a rush of adrenaline that causes them to feel more happy and alive. Adrenaline is a hormone released by the body’s adrenal glands when a person is frightened or under stress. It produces a response in the body that causes the heart rate to speed up and blood to go to the muscles. This reaction can make a person feel stronger and more energetic. When people take risks, especially physical risks, their adrenaline levels rise. Some people do not feel a sense of well-being when their adrenaline levels increase. But others, such as people who engage in extreme sports, find it exciting. Scientists think that how people respond to a rush of adrenaline depends on their personality and may be genetic.

### BEFORE READING

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
<th><strong>AFTER READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Background</strong> When participating in extreme sports, athletes often experience a rush of adrenaline that causes them to feel more happy and alive. Adrenaline is a hormone released by the body’s adrenal glands when a person is frightened or under stress. It produces a response in the body that causes the heart rate to speed up and blood to go to the muscles. This reaction can make a person feel stronger and more energetic. When people take risks, especially physical risks, their adrenaline levels rise. Some people do not feel a sense of well-being when their adrenaline levels increase. But others, such as people who engage in extreme sports, find it exciting. Scientists think that how people respond to a rush of adrenaline depends on their personality and may be genetic.</td>
<td></td>
</tr>
</tbody>
</table>

**Respond to the Article** Have students write a journal or blog entry about the extreme sport Marta Empinotti and other BASE jumpers take part in. Ask students: Why is BASE jumping illegal? Should it be illegal?

### SUPPORT INDIVIDUAL LEARNERS

**Differentiated Instruction** Help students understand the concept of drawing conclusions by asking them to explain to the rest of the class how they draw conclusions in other areas of their lives. For example, students can relate to the class how they found a missing object or found their way after being lost. Have them explain what details helped them draw a conclusion about where to find the item or find their way.

**English Language Learners** Have students preview an article from a news magazine. Students should preview the article by looking at the pictures and reading the captions, the headlines, and call-out text with a partner. They should complete a three-column chart (Graphic Organizer 3) with the facts they have gathered from their preview in the first column, what they already know about the topic in the second column, and a conclusion about the author’s message in the third column.

**Graphic Organizers** Use Graphic Organizer 1 as a Concept Map. Ask students to write BASE Jumping in the center bubble of the graphic organizer and one of the phrases below in each of the outer bubbles of the Concept Map. Then have students complete the Concept Map by writing sentences around each bubble according to what they learned in the article. Discuss their responses.

- Why people BASE jump
- Places people BASE jump
- Why BASE jumping is a dangerous sport
- Why BASE jumping is illegal

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**Unit 2, Lesson 7**

**Danger Zone**

“To the Top of the World,” pages 64–71

**Introduce**

**Summary** Although Erik Weihenmayer has been blind since the age of 13, he became interested in rock climbing and mountain climbing. In 2001 Weihenmayer decided to climb Mount Everest. His team included the oldest person to climb Mount Everest. The team was successful, and Weihenmayer became the first blind person to reach the top of Everest. He went on to climb the highest peaks on the other continents and to tackle other tough sports.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **disorder:** sickness
- **intact:** whole or complete
- **burden:** a load to be carried

**Activate Prior Knowledge**

1. Ask students which of their five senses they believe is the most important. Why do they think so?
2. Help students locate Mount Everest on a map. If students have completed the Before Reading activities for Lesson 4, remind them that they already know where Everest is. Ask them to share any information they already have about Mount Everest from Lesson 4.
3. Discuss with students why so many people are interested in climbing Mount Everest.

See www.everestnews.com, and www.pbs.org/wgbh/nova/everest/history for more information on Mount Everest.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This story is about a man who climbed to the top of Mount Everest, the highest point in the world.)

**DURING READING**

**Predict** Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the focus and dedication Weihenmayer showed as he set out to be the first blind person to reach the summit of Mount Everest. Ask students: If you were Weihenmayer, would you have carried your own gear and supplies across the ice field, or would you have let your team help you? Discuss their answers.

**DIFFERENTIATED INSTRUCTION**

Give students a comic strip with the final frame missing. Ask them to draw their prediction of what happens at the end. Remind them to use clues the author has provided. When they finish, give them the rest of the comic and have them compare their predictions to the ending.

**ENGLISH LANGUAGE LEARNERS**

Have students read the book **Bad Day at Riverbend** by Chris van Allsburg. Have students draw a three-column chart in their notes and make and record three predictions as they read about what why everything is covered with the same greasy red stripes.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Concept Map. Ask students to write **Erik’s climb to Mount Everest** in the center bubble and one of the phrases below in each of the outer bubbles on the Concept Map. Then have students complete the Concept Map by writing sentences around each bubble according to what they learned in the article. Discuss their responses.

How Erik’s blindness changed his life
Why climbing was difficult for Erik
How Erik’s blindness helped him
What Erik did after climbing Mount Everest
<table>
<thead>
<tr>
<th>Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Danger Zone</strong> “One Dangerous Job,” pages 72–79</td>
</tr>
<tr>
<td><strong>Summary</strong> When Jim Severence was severely injured in 1988 while working as a crab fisher in the Bering Sea, he considered himself lucky. The accident prompted him to quit his dangerous job. Crab fishing is 16 times more deadly than police work. Each year about 15 fishermen die on the job. Sometimes whole crews are killed. One reason crab fishing is so dangerous is that the boats go out in bad weather. The crab fishing season is very short. There is a limit to how many tons of crab can be caught each year, and the season ends when that limit is reached. So the boats race to catch as much crab as they can, even when the sea is rough. Crab fishing is dangerous but can be very profitable.</td>
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<th>BEFORE READING</th>
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<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</td>
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- **fractured**: cracked |
- **capsized**: turned over |
- **recovered**: found again |

1. She fractured her arm when . . . |
2. The boat capsized because . . . |
3. I lost my backpack, but I recovered it by . . . |

**Activate Prior Knowledge** |

1. Ask students what jobs they would consider to be dangerous jobs. Would students want to perform one of these dangerous jobs? Ask students what might motivate them to do a dangerous job. (Possible answers: money, the ability to help others, excitement) |
2. Help students locate the Bering Sea on a map. (between Russia and Alaska) |

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: People who fish for crab have a dangerous job. The winds and the rough water probably make life dangerous on these small boats.) |

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<th>DURING READING</th>
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<tr>
<td><strong>Ask Questions</strong> Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: What is this selection about? What do we learn about crab fishing? What is the main problem or issue in the article?</td>
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<th>AFTER READING</th>
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<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about the dangers of crab fishing. Ask students: Do you think crab fishing is worth all the risks that it involves? What do you think makes people want to do a job like this one?</td>
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<tr>
<th>DIFFERENTIATED INSTRUCTION</th>
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<tr>
<td>Help students become better interactive and independent readers by having them keep a notebook called “My Reading Log.” Have them write answers to the following questions for each book or article they read on their own.</td>
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</table>

- Did anything in the text remind you of an experience you have had? |
- Did you have a positive or negative reaction to something in the text? |
- What part of the text did you agree with? What part did you disagree with? |
- Which part of the text, if any, was confusing to you? |

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<tr>
<th>ENGLISH LANGUAGE LEARNERS</th>
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<tr>
<td>It is especially important for English language learners to question as they monitor comprehension. Assign proficient English-speaking partners to ELLs and ask the partners to help them form questions. Having ELLs actively question what they don’t understand will help them as they encounter difficult text in a new language.</td>
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<th>GRAPHIC ORGANIZERS</th>
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<tr>
<td>Use Graphic Organizer 1 a Concept Map. Ask students to write Crab Fishing in the center bubble of the graphic organizer and one of the phrases below in each of the outer bubbles on the Concept Map. Then have students complete the Concept Map by writing a sentence around each bubble. The sentence should state information the students learned from the article. Discuss their responses.</td>
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- Dangerous |
- Good money |
- Why people do it |
- How to reduce the risks |
**Unit 3, Lesson 9**

**Danger Zone**

“Not Part of the Act,” pages 82–89

<table>
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<tr>
<th><strong>Introduce</strong></th>
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<tr>
<td><strong>Summary</strong></td>
<td>Oscar Garcia had performed his circus act called Wheel of Destiny hundreds of times, yet he never forgot that it was dangerous. In an accident in 1989, Garcia fell 25 feet from the wheel to the ground. He felt lucky that he only had several broken bones—the accident could have killed him. Kristie Randall also suffered a serious fall during a circus stunt. Jacques Mbembo caught on fire during his circus performance. Many performers risk their lives daily for the love of the circus.</td>
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### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence questions on the board. Read the questions aloud and discuss the answers with students.

- **acrobats**: people who perform difficult physical tricks
- **stunts**: tricks that show skill or daring
- **witnessed**: saw

1. Why do acrobats need to be healthy and in good shape?
2. Do you need to be brave to do stunts? Why or why not?
3. If you witnessed a crime, what would you do?

**Activate Prior Knowledge**

1. Prompt discussion about circuses and the acts that spectators might see in a circus. Encourage students to share their experiences watching circus acts that could be dangerous, such as aerial acts, stunts with motorcycles, and acts involving fire. How do they feel when they see these types of performances? Some students may have only witnessed these stunts on television.
2. Ask students what kind of training they think would be required to do stunts in a circus.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: Oscar Garcia does some kind of an act on a big wheel, and he accidentally fell 25 feet to the ground.)

### DURING READING

**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**DIFFERENTIATED INSTRUCTION**

Have students figure out what *reeked* means in the sentence, “The dog came home reeking of an odor so horrible that Luz ran away from him.” Have students take turn explaining to the class how they determined the meaning of the unfamiliar word using context clues.

**ENGLISH LANGUAGE LEARNERS**

Show students how to use examples to explain the meaning of a word. Point out that the meaning of a difficult word may be found in examples that directly follow the word. Provide an example, such as: *Throngs* made Paola nervous. She avoided busy streets, full buses, and other crowded places.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the article. Ask students: Why do you think these circus performers continue to perform even when they know they could be hurt or killed? What do you think might be fun about performing in a circus?

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students organize the sentences about the article according to whether each sentence is a statement of fact or opinion. Discuss their responses.

It is exciting to see acrobats jump and spin. On June 10, 1989, Garcia fell from the Wheel of Destiny. Garcia should not have returned to the circus after falling. Randall did not use a net to catch her if she fell. The audience should know that if someone falls, it is not part of the act. Mbembo suffered from burns.
### Summary
Although she had a broken arm, Alex Coomber was determined to race in the dangerous skeleton event at the 2002 Winter Olympic Games. Her hope was to win a gold medal for her country, Great Britain, but the odds were against her. Besides having to struggle with the pain of her broken arm, Coomber also had to worry about the snow-covered track. In the end, Coomber finished in third place with a sense of pride and satisfaction for what she accomplished at the Olympic Games.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **drive**: energy
- **mechanism**: parts of a machine that work together
- **absolute**: complete

1. Which is more important for doing well in sports, talent or drive? Why?
2. Where would you take a car with a broken mechanism?
3. Would you want to have absolute control over your school? Why?

**Activate Prior Knowledge**

1. Ask students to discuss what they know about the Olympic Games. How do they feel about the Games? Do they watch the Games? Which sports are most interesting to them?
2. Ask students how they feel when they compete in a sport.
3. Help students find Great Britain and Utah on a map.

**Preview** Ask students what clues the title of the selection, the photograph, and the photo caption provide about the article topic. (Possible answer: This story is about skeleton racing in the 2002 Winter Olympics.)

### DURING READING

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**ENGLISH LANGUAGE LEARNERS**
Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. For example, Hey, Al! by Arthur Yorinks is the story of a man named Al who works as a janitor. One morning a bird calls to Al and tells him he has a solution to all of his problems.

### SUPPORT INDIVIDUAL LEARNERS
Collect print advertising, newspaper headlines, or topical cartoons that require students to make inferences in order to understand the message fully. Place students in groups and have them work together to make inferences based on the text. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share their inferences with the class.

### GRAPHIC ORGANIZERS
Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students organize the sentences about the article according to whether each sentence is a statement of fact or opinion. Discuss their responses.

Skeleton racing should not be an Olympic sport. Skeleton racers can reach a speed of over 80 miles per hour. Skeleton racing is more fun than a roller coaster. Coomber should not have raced with a broken arm. Thousands of fans cheered for Coomber. Coomber won a bronze medal at the 2002 Winter Olympics.
Summary  In October 2000, Dr. Matthew Lukwiya was called to come to St. Mary’s Hospital in Kampala, Uganda. A mysterious disease was killing the student nurses. After a night’s worth of research, Lukwiya (known as Dr. Matthew) came to the conclusion that the hospital was suffering from an outbreak of the Ebola virus. Dr. Matthew helped set up procedures to care for the sick and prevent the spread of the disease. Unfortunately, Dr. Matthew himself caught the Ebola virus while trying to help a patient. Dr. Matthew died on December 5, 2000.

BEFORE READING

Build Vocabulary  List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **hesitate**: hold back before acting
- **hideous**: horrible or ugly
- **dreaded**: causing fear or worry
- **goggles**: large eyeglasses that fit tightly around eyes to protect them
- **outbreak**: a sudden happening, usually of something unwanted
- **beloved**: greatly loved

1. He did not hesitate to leave because . . .
2. The movie was hideous because . . .
3. The students did not want to take the dreaded quiz because . . .
4. The scientist wore goggles in the lab because . . .
5. The outbreak of disease happened because . . .
6. The woman cried after she lost her beloved dog because . . .

Activate Prior Knowledge

1. Discuss with students how they react to people who are very sick.
2. Ask students what they would want from their doctors if they were seriously ill. Prompt discussion on the qualities of a good doctor.
3. Help students locate Uganda on a map.

Preview  Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: This story is about a doctor who risked his life to help people infected with a dangerous virus called Ebola.)

DURING READING

**Infer**  An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**Respond to the Article**  Have students write a journal or blog entry about how focused and dedicated Dr. Matthew was as he tried to save the people in the hospital from the Ebola virus. Ask students: What would you do in Dr. Matthew’s position? What parts of the article surprised you, and what parts met your expectations?

DIFFERENTIATED INSTRUCTION

**ENGLISH LANGUAGE LEARNERS**  Ask students to tell a partner a story or folktale that has one or more cause-and-effect events. You may model by retelling a story or by reading from an anthology of multicultural folktales. Point out how you use a cause-and-effect structure when reading or retelling the story.

**GRAPHIC ORGANIZERS**  Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write the following events in order in boxes of the chart according to what they learned from the article.

- Dr. Matthew worked late hours trying to cure and comfort the sick people.
- Dr. Matthew died from the Ebola virus.
- Dr. Matthew got a call on Saturday morning.
- Dr. Matthew stayed up all night to read papers on different diseases.
**Unit 3, Lesson 12**

**Danger Zone**

“Racing Through the Pain,” pages 106–113

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**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **rugged**: difficult
- **disguise**: clothes or ways of acting that hide who you are
- **ultimate**: greatest

1. What might a **rugged** path look like?
2. What would you do if you wanted to **disguise** how you look?
3. What would be the **ultimate** reward for passing a tough school test?

**Activate Prior Knowledge**

1. Prompt discussion on physical challenges. Ask students to describe difficult physical activities they have participated in.
2. Invite students to visualize themselves on a race that runs 300 miles through hot jungles, over high mountains, and across rivers. Ask them what they think some of the challenges of such a race might be.
3. Help students locate Fiji on a map. Point out that the island is near the equator. Prompt discussion on the likely weather conditions in this part of the world.

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: There was a team race on the island of Fiji that lasted for several days. Part of the race was on bicycles.)

**DURING READING**

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the dangers and motivation of participating in the Eco-Challenge. Ask students why they think people participate in a race that has these risks. What do they think motivated Kristina Strode-Penny to compete in the Eco-Challenge?

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**DIFFERENTIATED INSTRUCTION**

Poetry is a good resource for helping students visualize. Choose a poem that describes a place or a behavior to which students could make connections. Read the stanzas to the students. Have them act out what they see in their mind’s eye. Then have them draw a sketch or write a description of their visualizations.

**ENGLISH LANGUAGE LEARNERS**

Have students take turns describing one of their favorite places to other students. As they describe it, ask the other students to visualize what the place is like and then draw pictures or write descriptions of the place. Allow students to ask questions if they need additional information to clarify their visualizations.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write **Fact** at the top of the left column and **Opinion** at the top of the right column. Then have students organize the sentences about the article according to whether each sentence is a statement of fact or opinion.

The Seagate team began the race in Fiji. The Seagate team won the race. Strode-Penny should have quit when she got sick. Eco-Challenges are fun. The race was 300 miles long. Strode-Penny was very brave.
Danger Zone

Unit 1 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

A Job for the Bold

David Rice’s father was an ironworker. His grandfather was an ironworker. Rice, too, became an ironworker. Rice is Mohawk. And for Mohawks, ironworking is like a family business.

Ironworkers help build bridges and tall buildings. They walk on steel beams high above water or city streets. Cranes lift other beams above them. The ironworkers grab the long, heavy bars. They guide them where they should go and fix them in place. Soon a level of beams is put together. The workers climb onto it. Then they put up the next level.

High above the ground, many things can go wrong. You can take a wrong step and fall off a beam. Winds can blow you off. A beam under you may move or crack. Or a beam hanging from a crane may hit and crush you. Ironworking is the most dangerous job in the building trades.

Mohawks got into ironworking in the 1890s. A bridge was going up across the St. Lawrence River. It would connect New York and Canada. The work site was close to a Mohawk reservation. A reservation is land set aside for a tribe. Men from the tribe got jobs on the bridge. They showed no fear as they walked above the river. Soon other builders hired them too.

Men from the reservation took jobs on the Quebec Bridge in 1907. The bridge was not planned well. Suddenly it crashed down. Eighty-six men were killed. Of that number, 33 were Mohawks. It was one of the worst accidents in the history of ironworking in North America.

In New York City at that time, tall buildings were going up. Mohawk ironworkers took jobs there. They helped build most of New York’s important buildings and bridges.

From 1966 to 1974, hundreds of Mohawks helped build the World Trade Center (WTC). That’s where David Rice became an ironworker. In 1971 someone took a photo of Rice at the 110th floor of the South Tower. In the photo, he stands on a beam only 10 inches wide. Nothing but open air is around him. From the picture, you might think that he had no fear at all. But you would be wrong. “I’m scared of heights,” Rice told a reporter.

In 2001 two planes crashed into the WTC. Fires caused the towers to fall. In the months that followed, Mohawk ironworkers came to the site again. But this time they helped take apart what was left.

Rice did not help in the cleanup. By 2001 he had left ironworking.
Danger Zone

Unit 1 Assessment Questions

1. Which of these sentences states the main idea best?
   a. Over the last 100 years, many Mohawks, including David Rice, have taken the dangerous job of ironworker.
   b. David Rice is a Mohawk ironworker who helped build the World Trade Center, even though he fears heights.
   c. One of the most dangerous jobs today is that of ironworker.

2. One of the worst accidents in the history of ironworking in North America was
   a. on a Mohawk reservation in the 1890s.
   b. on the Quebec Bridge in 1907.

3. Which answer is probably true?
   a. David Rice is the only ironworker who was ever afraid of heights.
   b. Only children of ironworkers can become ironworkers.
   c. If you are afraid of heights, you may be able to control your fear.

4. What is the meaning of the underlined word?
   The worker who runs the crane learns to lift things slowly and safely.
   a. a machine with a long arm used to move heavy things up and then from side to side
   b. a tool that measures how heavy a thing is
   c. an animal with long legs that runs slowly but can be trained to carry a person

5. Which statement below is the weakest argument for becoming an ironworker?
   a. The pay is very good.
   b. The work is very dangerous.
   c. Workers take pride in the buildings they work on.

6. Which answer correctly restates this passage from the story?
   And for Mohawks, ironworking is like a family business.
   a. Many Mohawks go into ironworking because others in their tribe are ironworkers.
   b. The business of running a family is much like working with iron.
   c. The first people who worked with iron on bridges and tall buildings were from a Mohawk family.

7. The author tells this story mainly by
   a. comparing Mohawk ironworkers with other ironworkers.
   b. discussing ironworking in general and Mohawk ironworkers in particular.
   c. using his or her imagination to describe Native Americans.

8. From the article, you can predict that
   a. ironworking will always be a dangerous job.
   b. only Mohawks will build New York City's tall buildings.
   c. David Rice will soon go back to ironworking.

9. What caused the Quebec Bridge to fall in 1907?
   a. When 86 men were killed, 33 of them were Mohawks.
   b. There was a mistake in the bridge plans.
   c. It was a bad day for American ironworkers.

10. How was work on the World Trade Center in 2001 like work there in 1971?
    a. In 1971 workers were raising the building, but in 2001 they were taking it apart.
    b. Someone took a picture of David Rice on a beam at the 110th floor.
    c. Mohawk ironworkers took part in the job both times.
Danger Zone
Unit 2 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

Julie Krone, Jockey

Julie Krone was barely three years old when she started riding horses. She won her first race, at a county fair, at five. By the time she was 13, she had set her goal. She would be the best jockey in the world.

For years Krone heard horse owners say, “I don’t want my horse ridden by a girl.” Each time Julie heard such words, she worked twice as hard. She wanted to be seen as a jockey, not a girl jockey. She felt a special joy when she shared the excitement of a race with her horse. In 1981, when she was 18, she won her first big race. As she won more races, more owners hired her. By 1987 she had become one of the top five jockeys in the nation.

Over the next few years, Krone had some huge wins. In 1993 she rode the winner of the Belmont Stakes, a special feat. That made her the first woman to win a race in the Triple Crown. That is horse racing’s most famous set of races. A few months later she joined two male jockeys in the record books. Each of the three won five races in one day at a major track, Saratoga.

But less than two weeks after her big day at Saratoga, Krone was on one of three horses that ran into each other. Krone’s ankle was broken. It took nine months to heal. The next year she broke her wrist and hand in a terrible fall. When she started riding again, she was fearful. Even when she won, she didn’t enjoy racing. So in 1999 she quit.

When Krone retired, she had 3,545 wins. That was more than any other woman jockey. A few months later, she became the first woman elected to horseracing’s Hall of Fame. She had nothing more to prove.

But Krone missed the horses too much. Three years later she started racing again. And she loved it again. Even after she fell in March 2003 and broke her back, she stayed away for only four months. In October she became the first woman jockey to win a race at the Breeders’ Cup. That event is horseracing’s biggest day of the year. She was back in top form.

On December 12, 2003, Krone was riding at a California track. In the third race, one of the lead horses stumbled. A bone in Skidoo’s right foreleg had broken. Skidoo fell right in front of Krone’s horse. Krone’s horse fell, too, throwing her to the ground. Several of her ribs and other bones were hurt. She knew she would be out of action for months.

Would this spill stop Krone? That’s not likely. Despite the dangers, Julie Krone cannot stay away from the sport and the animals she loves.
Danger Zone
Unit 2 Assessment Questions

1. Which of these sentences states the main idea best?
   a. Despite injuries, Julie Krone is the woman jockey with the most wins and the first to enter racing’s Hall of Fame.
   b. To become successful, a jockey must have a real love for horses and the courage to face the dangers in every race.
   c. Julie Krone is one of only three jockeys to win five races in one day at the Saratoga race track.

2. Krone was the first woman to win
   a. the Belmont Stakes.
   b. all three races in the Triple Crown.
   c. a race at a California track.

3. Which answer is probably true?
   a. A jockey who gets along well with horses will not get hurt in a race.
   b. Many men have been elected to racing’s Hall of Fame.
   c. The main reason why Julie Krone became a jockey was to win prize money.

4. What is the meaning of the underlined word?
   Our team won 52 games in a row, and that feat will put us in the record books.
   a. parts at the end of legs, upon which animals or people stand
   b. any day that marks a special event, such as a birthday or holiday
   c. an act that is worth special attention

5. Which statement below best describes the author’s opinion in paragraph 8?
   a. Julie Krone’s love of horses and riding is quite remarkable.
   b. Racing is not really a dangerous sport.
   c. Krone is foolish to go where she may get hurt.

6. The author tells this story mainly by
   a. lining up reasons for taking a particular opinion.
   b. discussing how two things are alike or different.
   c. describing events in the order they happened.

7. Which answer correctly restates this passage from the story?
   She was back in top form.
   a. The form, or shape, of her back was like a top.
   b. She spent time in an area near the top of the stands, behind the seats.
   c. She was as good as she ever was.

8. What was the cause of Krone’s fall in December of 2003?
   a. Several of her ribs and other bones were hurt.
   b. Another horse fell in front of her horse.
   c. Her horse ran into two other horses.

9. Which paragraph provides information that supports your answer to question 8?
   a. paragraph 6
   b. paragraph 7
   c. paragraph 8

10. If you wanted to be a jockey, how could you use the information in this article?
    a. I’d spend as much time with horses as I could so I could understand them better.
    b. I’d send notes to all the horse owners telling them how much I wanted to ride.
    c. I would study the human body so I could understand what would happen if I fell.
Danger Zone
Unit 3 Assessment Article

Directions: Read this story. Then answer each question that follows.
Circle the letter of your answer.

Death in the Mines

March 22, 2003, started like any other day at the small mine in Shanxi Province, China. Miners showed up and went below ground to the work area. But by the middle of the day, the men knew something was wrong. The air in the mine smelled bad. The miners could tell that gases were building up. These gases could poison the men or even explode.

A group of miners returned to the surface to complain. They told the manager that work had to stop. The manager, however, would not listen. “Work now, or lose your jobs,” he told the men. The men knew he meant it. Their jobs might not be good, but at least they paid something. How else could the men support their families? So most of the men went back down to work. Only a few slipped out and went home. They were the lucky ones.

An hour later, the mine exploded. Of 87 men on the job, 72 were killed.

Officials visited the site and closed down the mine for a time. But people in town knew that wouldn’t change anything. After all, the mine was supposed to be closed at the time it had exploded! Officials had found safety problems in January. They had told the owners to make repairs before opening the mine again. The owners had paid no attention.

Miners die in China every day. Why? China’s factories run on coal. To keep the price of coal low, mine owners spend very little on safety. The government wants cheap coal. So it does not force owners to obey the safety laws. Because of this, serious accidents happen often.

Mining is always dangerous. But today the danger to miners is the greatest in China and one other, smaller country. For every miner killed on the job in the United States, 117 miners die in China. At many mines, managers do not report when just a few miners die. At least one manager was caught moving bodies from the mine at night to hide the deaths.

In China, there are far more workers than good jobs. Miners know that if they will not work in a bad mine, someone else will. If miners complain, they are fired. If they join a union, they are fired. If they are hurt on the job, they are fired. And when one man is fired, many others ask for his job.

Chinese officials recently called for a drop in the number of deaths in mines. Officials expected 7,000 deaths in 2003. They want the number to drop to 5,000 in 2007. But until the government does something about the safety problem, Chinese miners will continue to face death in the mines.
Danger Zone

Unit 3 Assessment Questions

1. Which of these sentences states the main idea best?
   a. One thing that puts miners at risk is ignoring safety laws.
   b. As a serious mine accident in March 2003 proves, miners in China are in great danger because safety laws are not obeyed.
   c. When a small mine in Shanxi Province, China, exploded, 72 of the 87 men working there were killed.

2. Recently Chinese officials called for a drop in the number of deaths in mines
   a. from 87 to 72.
   b. from 7,000 to 117.
   c. from 7,000 to 5,000.

3. Which answer is probably true?
   a. To the government in China, keeping the factories running is more important than keeping miners safe.
   b. A worker who leaves the mines can almost always get a better job at a factory.
   c. Since 2003, owners of the Shanxi mine have fixed everything that was wrong.

4. What is the meaning of the underlined word?
   Our city manager is the official who makes sure that the city government is running smoothly.
   a. one who holds an office with a special duty
   b. a person who lives in an office building
   c. one who travels to different places for fun

5. From the statements below, choose the one that you believe the author would agree with.
   a. The Shanxi miners who went home before the blast should have stayed on the job.
   b. The government in China is not doing a good job at protecting its miners.
   c. The goal of cutting the number of deaths in mines is one that can’t be met.

6. The author probably wrote this article to
   a. inform the reader about problems other people face.
   b. explain modern methods of bringing coal out of a mine.
   c. make the reader want to become a coal miner.

7. Which answer correctly restates this passage from the story?
   To keep the price of coal low, mine owners spend very little on safety.
   a. Because mine owners spend so much of their money on coal, they have little money left to spend on keeping the mines safe.
   b. The roofs of most coal mines are low, which is not safe except for little miners.
   c. Making a coal mine safe costs money. Owners would have to raise the price of coal to get that money. They choose not to do so.

8. Which statement below states a fact?
   a. The miners who went home early did not care about supporting their families.
   b. Of the 87 men on the job, 72 were killed.
   c. The Chinese government should make sure its safety laws are obeyed.

9. From information, you can predict that
   a. the next time there is a mine accident in China, the miners will all join unions.
   b. about 117 miners will die in China each year from 2007 till the end of this century.
   c. many more miners will die in China this year than in the United States.

10. How are miners in the United States and miners in China different?
    a. They both work underground.
    b. The safety of U.S. miners is protected better.
    c. Only in China are miners protected by laws.
Danger Zone

Unit 1 Language Development Activity: Syntax

ESL/DI Skill | Syntax: Adjective Placement
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1. Arranging paper squares: individual
2. Discussion/analysis: small group
3. Participation in class discussion: individual
4. Sharing prior knowledge: individual

Activity Steps:

1. Review the article “When Animals Go Wild” (Unit 1, Lesson 3, p. 30) with the class.
2. Students form groups of 3–5.
3. Distribute a set of 24 paper word squares (from Unit 1 Activity Sheet: Word Squares) to each group. Tell students they will be making sentences by putting the squares in a row.
4. Each group chooses a student, the Conductor, to move the squares around for the activity.
5. Write on the board: Hannah loved animals.
6. Each group finds the paper squares for that include these words, and the Conductor puts the squares in the correct order to form the sentence. Point out that there will be squares left over. Students will use these squares later in the activity.
7. Write the parts of speech under each word on the board and point out the syntax, or word order: noun, verb, noun.
8. Write the following sentence on the board under the first one: The animals were wild.
9. With the group, the Conductor leaves the first sentence intact and creates the second sentence in another row, with new squares, below the first sentence.
10. Volunteers identify the syntax: article, noun, verb, adjective. Write the parts of speech under the words. You may want to provide added instruction in the uses of adjectives.
11. Ask students how they could express the meaning of the two sentences in just one sentence, using 5 of the 8 squares. Groups brainstorm a combined sentence. The Conductor puts the chosen word squares in a row. The result should be: Hannah loved wild animals. Circulate among groups to check students’ work.
12. When all the groups have constructed the sentence correctly, write it on the board and point out the word order: noun, verb, adjective, noun. Compare the syntax of this sentence with the syntax of The animals were wild.
13. Students shuffle all the word squares and repeat the process with the following sentences: The zoo had tigers/The tigers were Sumatran/The zoo had Sumatran tigers; Bahagia had claws/The claws were sharp. (Bahagia had sharp claws); Chad did jobs/The jobs were dangerous (Chad did dangerous jobs). If time permits, give additional practice with sentences created by you or the students.

Activity Highlights

1. Arranging paper squares: individual
2. Discussion/analysis: small group
3. Participation in class discussion: individual
4. Sharing prior knowledge: individual

Teacher Preparation

1. Review the article “When Animals Go Wild” (Unit 1, Lesson 3, p. 30).
2. Make a copy of Unit 1 Activity Sheet: Word Squares for each group of 3–5 students.
3. Cut the sheets to make 24 paper word squares for each group. Shuffle the squares within each set of 24.
Activity Steps:

1. Review the article “Risky Rescue” (Unit 2, Lesson 5, p. 48) with the class.
2. Distribute one Unit 2 Activity Sheet: Suffix Diagram to each student.
3. Students form small groups.
4. Point out the sentences on the board. Group members use their books to collaboratively find the sentences in the article. Volunteers tell the class how the sentences fit into the article.
5. Ask students what word part is in all three underlined words. (the suffix -ing)
6. Tell the class that each -ing word has a root verb. Ask volunteers what the root verbs are in leaving, coming, and arriving. (leave, come, arrive)
7. Explain that -ing at the end of a verb means that the action is not all at once. Volunteers explain how the actions leaving, coming, and arriving are not all at once. (Possible responses: The captain had been thinking about leaving for a while; The angels kept coming; The crew members kept coming.)
8. Fill in the left-hand boxes of the activity sheet with the words leave, come, and arrive. Volunteers identify the letter that is in all three of the verbs and where it is located. (e; at the end of the words) Ask the class what happens to the e at the end of the words when -ing is added. (It is deleted.)
9. Students write One way to form -ing words at the top of the middle box of their organizers.
10. Group members collaboratively write a rule for adding -ing to root verbs that end in e. One student takes notes and writes the rule down. Circulate among groups and guide students toward a rule similar to the one in the Unit 1 Activity Sheet Answers: Suffix Diagram.
11. Students copy the rule into the middle box of the organizer and write the three -ing words in the right-hand boxes.
12. Group members share with each other a time when they were leaving somewhere. How were they feeling at the time? Volunteers share their experiences with the class.
Danger Zone

Unit 3 Language Development Activity: Vocabulary Review

ESL/DI Skill: Vocabulary Review: fantastic, confidence, drive, absolute

Activity Steps:
1. Review the article “Skeleton Racing” (Unit 3, Lesson 10, p. 90).
2. Write on the board or otherwise present the following Lesson 10 vocabulary words: fantastic (hard to believe but wonderful); confidence (strong trust in a person or thing); drive (energy), absolute (complete).
3. Review the interview questions below and have a copy on hand.

Interview Questions:
1. Tell about an experience you had that was fantastic. Why was it fantastic?
2. When do you have the most confidence?
3. Name a goal that you have the drive to keep working toward. Why does this goal give you energy?
4. Describe something you did that was an absolute success.

Activity Highlights:
1. Reading sentences aloud: individual
2. Interviewing: partners
3. Personal sharing: individual
4. Taking notes: individual
5. Summarizing partner’s responses: individual
6. Optional game: whole class

Teacher Preparation:
1. Review the article “Skeleton Racing” (Unit 3, Lesson 10, p. 90).
2. Write on the board or otherwise present the following Lesson 10 vocabulary words:
3. Review the interview questions below and have a copy on hand.

Activity Steps:
1. Review the article “Skeleton Racing” (Unit 3, Lesson 10, p. 90).
2. Write on the board or otherwise present the following Lesson 10 vocabulary words: fantastic (hard to believe but wonderful); confidence (strong trust in a person or thing); drive (energy), absolute (complete).
3. Review the interview questions below and have a copy on hand.

Interview Questions:
1. Tell about an experience you had that was fantastic. Why was it fantastic?
2. When do you have the most confidence?
3. Name a goal that you have the drive to keep working toward. Why does this goal give you energy?
4. Describe something you did that was an absolute success.