

**Reading Lessons for
Alaska State Standards**

Grade 6

Mastery Packet 14

Lesson 8-9

**Lesson Time - approximately 60
minutes**

Teacher Materials

See Far Out Travel Brochure project for materials

Student Materials

student forms for this lesson

PERFORMANCE STANDARD

R2.1a Use a combination of the following to read and comprehend text:

- **knowledge of phonics, language structure, and semantics;**
- **text structures such as illustrations, graphs, and headers;**
- **self-monitoring and self-correcting strategies when reading;**
- **adjusting reading pace or style based on purpose, task, and type of text.**

R2.8a Define and identify plots, settings, and characters in fiction.

R2.8b Compare and contrast plots, setting, and characters in a variety of works by a variety of authors.

(Bold area above is the performance standard or standard area being addressed in the lesson.)

Direct Instruction

Teacher says: For the next set of lessons we are going to be working on book projects, as well as presenting them at a Literature Fair for the community. While working on these projects we will compare and contrast plots, settings, and characters from the different books we read. Remember to use syllable division rules and letter sounds to identify words you don't know while reading.

NOTE: When students come across words they cannot read, again, do not give them the answer. Assist them in using the decoding skills listed on the board from Mastery Packets 1 and 2.

Put these skills on the board for your students and refer to the posted letter-sound correspondence chart you built for lesson two in Mastery Packet 1 for example words.

When you come to an unknown word try to:

- identify all consonant blends
- identify all consonant digraphs
- identify all the short and long vowel patterns (vc, vce, vccv, vcv)
- identify all the -r and -l controlled vowels
- identify all the vowel digraphs with one sound
- identify all vowel digraphs two possible sounds

Syllable division rules from Mastery Packet 2:

- VC/CV Rabbit Rule
- V/CV Spider Rule
- VC/V Camel Rule
- -le Turtle Rule

Direct Instruction

Book Project Description – As a “See the World” travel agent, each student will create a travel brochure featuring the setting of a fantasy or science fiction book. Students will present their brochures in TV-commercial form, speaking about settings as must-see vacation spots.

Material Suggestions – Students will need 8 1/2” x 11” sheets of paper, markers, paints, and other media to complete brochures.

Tips to Introduce – This project presents a great opportunity to invite a local travel agent who can add authentic knowledge to this project. The agent can share brochures from exotic and distant locations. These will help students gain insight about how brochures both communicate information and convince people to buy vacation packages.

You may decide to form small groups and have each study a travel brochure. Then assign each group the task of making a group brochure of any of the following:

- a setting from a familiar story, such as a fairy tale or folktale
- your school or hometown
- a vacation area close to home.

Classroom connections – As an art tie-in to this book project, have students design “the perfect vacation spot.” You may wish to have them draw a picture of a setting from this vacation paradise, or introduce them to a pictorial-style map, where landmarks are exaggerated in size and marked with pictures. Have students design the vacation setting with only themselves in mind. What would the place be like if the student could have his or her own way in every detail? Students will delight in this project, and it will help them brainstorm for the types of details they should include in their brochures and in the TV commercials, too.

Display and Presentation – Display completed brochures on bulletin boards, as book case toppers, or as tabletop reading display in the library/media center. A hand-held microphone or a cardboard-box “television” can add pizzazz to the presentations.

NOTE: Have students present this at the Literature Fair if they complete this project in time. If students complete the Lit Kit and the Mystery Marionette project, have them choose a different book for the Far-Out Travel Brochure project. This mastery packet’s focus is to have students compare and contrast a variety of books and their story elements.

Far-Out Travel Brochure

Genre: Science Fiction or Fantasy

Name: _____ Due Date: _____

You have just been hired as travel agent for the “See the World” Travel Agency! Your first assignment is to design and produce a travel brochure based on the science fiction or fantasy book you’ve read. The copy and illustrations should entice your reader to visit the far-out location feature in your brochure.

Material Suggestions:

A sheet of 8 1/2” x 11” paper, folded in half; crayons, markers, or paint pens; other media (such as stickers) as desired.

Project Requirements:

1. Have your parent(s) fill out and sign the cut-out form that shows they have read “Far-Out Travel Brochure” book project information.
2. Select a science fiction or fantasy book. Have it approved. Begin reading.
3. As you read the book, determine the setting that will be featured as the focus of your brochure.
4. Your brochure must include the following:
 - a. An interesting cover, with an illustration of the story setting. The name of the location must be easy to read. Also include “This brochure was prepared by (your name).”
 - b. A list of creatures in this fantasy location (main characters). Provide illustrations of the “friendly inhabitants.”
 - c. A detailed description of the location, telling why it would be an ideal vacation spot.
 - d. Create a description and illustration of the “mayor” of this location (the author of the book).
 - e. Design a map of the setting with fantasy directions to reach this destination.
5. Use lots of color and creative lettering to make your brochure eye-catching and fun!
6. Once your brochure is completed, start making notes about the best-selling points of your imaginary vacation spot. You will be creating a TV commercial of one to three minutes, selling your book setting to prospective travelers.
7. Write a script for your commercial, and rehearse it in front of family members. Make sure you have a lead-in that grabs audience attention. Be concise, using only the most interesting details. Work hard to convince your audience that your setting is a great vacation idea.
8. Compete and cut out the Project Designer’s Tag. Clip it to the brochure.

Name _____ Date _____

Here is your check-off list for the “Far-Out Travel Brochure” project.		Check When Done
Choose a work of fiction. Have it approved. Begin reading.	Due date _____	<input type="checkbox"/>
Take notes while reading about the book’s setting. Write text and draw a plan for your brochure.	Due date _____	<input type="checkbox"/>
Edit your brochure text. Finish brochure.	Due date _____	<input type="checkbox"/>
Write, edit, and rehearse TV commercial.	Due date _____	<input type="checkbox"/>

Presentation Guidelines:

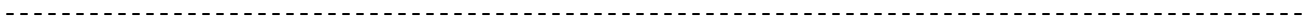
You will do your convincing best as we listen to your TV commercial in class or at the Literature Fair.
Your brochure will be on display for all to enjoy.

Name: _____ Due Date: _____

Far-Out Travel Brochure Scoring Guide

Criteria	Excellent	Good	Fair	Needs Improvement
Project shows personal best.				
Written work is well-organized, neat, and accurate.				
Project design shows thoughtful planning.				
Completely meets project requirements.				
Both brochure and presentation of commercial are persuasive.				
Contents of brochure correlate to setting and details of book.				

Comments:



Project Designer's Tag

Name _____

Title of Book _____

Author _____

Genre _____

Date _____

Please sign and return.

_____’s family has received the book project information for the Far-Out Travel Brochure project.

We are aware that the project is due on _____

Parent Signature _____

Reading Log for Self-Selected Reading

Student: _____

	Date	Title of Book	To Page	Level	Teacher's Comments
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

NOTE:

- Assign students a certain amount of page numbers, time or chapters to read at home for the book they selected for their Far-Out Travel Brochure project.
- Give a certain amount of time in class for students to silent read their books and to ask you questions about their books.
- After students have had time to read, let them begin work on their brochures.

If a student cannot progress further on their brochures, have them play the following game. Before they play reinforce the due dates and check to see what assistance they need to keep going on their brochures.

NOTE: The day before your students are to present (or the Literature Fair) introduce the following:

Teacher says: Today you will need to finish your Far-Out Travel Brochure project. If you don't complete it in class, work on it at home. Tomorrow you will give an oral presentation on your complete project during class (or the Literature Fair). I will score you using the Far-Out Travel Brochure scoring guide and the oral presentation-scoring guide. We are going to go over both scoring guides now to make sure you understand the expectations for your Far-Out Travel Brochure and the oral presentation.

Provide time for your students to complete their Far-Out Travel Brochure project and to practice their oral presentations.

One + One = One

Skill: identifying portmanteau words

Number of players: 4

Materials:

- 2 copies One + One = One game board
- stopwatch or watch with a second hand
- 2 copies of the answer
- 2 envelopes
- pencil for each player

Teacher preparation:

1. Place each answer key inside an envelope and seal it.
2. Give an envelope to each pair.

Object of the game:

to correctly identify as many portmanteau words as possible and the two words that make up each portmanteau in the lesser amount of time

Playing the game:

1. Set the stopwatch for three minutes.
2. To play, one member of each pair reads aloud a definition from the game board.
3. The other member locates the space containing the matching portmanteau word and the space containing the two words that make up the portmanteau word. Then they write the letter of the definition in the triangle at the top, right-hand corner of each box.
4. Play continues in this manner until time is up. Then each pair opens its answer key envelope and checks its answers.
5. The pair with more correct answers is declared the winner.

Variation:

For a whole-group activity, divide students into two teams. Make a transparency of the game board; then assign each team a different colored transparency marker. Play as directed except in turn, with a volunteer from each team. As teams locate the correct word, color the boxes with that team's transparency marker. When all of the words have been identified, the team with more colored boxes is declared the winner.

One + One = One Game Board

- A. for the reason that
- B. a group of things close together
- C. a place for lodging with a parking area easily reached from each room
- D. to give a faint and unsteady light
- E. a car used to carry passengers for a fare
- F. a bicycle with a small motor
- G. to scatter or fall as in drops
- H. good wishes said when leaving
- I. to chuckle with a sound like a snort
- J. the slap or splash of liquid
- K. to empty out with a sudden flow of water
- L. to turn around rapidly
- M. a loud, harsh noise
- N. to blaze with a bright flame
- O. to break into many piece with noise or force
- P. any large spot or stain
- Q. a short curved or wavy line
- R. to move in a confused manner
- S. a television program lasting many hours that usually attempts to raise money for a charity
- T. a word said when leaving someone
- U. troops trained to parachute from an airplane
- V. breakfast and lunch eaten as one meal late in the morning.

twist + whirl	splash + spatter	blotch	clash
fare + ye + well	brunch	gleam + shimmer	slosh
chortle	blot + botch	good-bye	taximeter + cabriolet
farewell	moped	motel	flash + gush
breakfast + lunch	twirl	clap + crash	flutter + hurry
clump	parachute + troops	telethon	flare
slop + slush	smash	motor + pedal	taxicab
flurry	chuckle + snort	splatter	television + marathon
God + be (with) + ye	squiggle	chunk + lump	flush
glimmer	flame + glare	smack + mash	by + cause
squirm + wriggle	because	paratroops	motor + hotel

Players _____

Score _____

Answer Key for One + One = One Game Board

- A. by + cause, because
- B. chunk + lump, clump
- C. motor + hotel, motel
- D. gleam + shimmer, glimmer
- E. taximeter + cabriolet, taxicab
- F. motor + pedal, moped
- G. splash + spatter, splatter
- H. fare + ye + well, farewell
- I. chuckle + snort, chortle
- J. slop + slush, slosh
- K. flash + gush, flush
- L. twist + whirl, twirl
- M. clap + crash, clash
- N. flame + glare, flare
- O. smack + mash, smash
- P. bolt + botch, blotch
- Q. squirm + wriggle, squiggle
- R. flutter + hurry, flurry
- S. television + marathon, telethon
- T. God + be (with) + ye, good-bye
- U. parachute + troops, paratroops
- V. breakfast + lunch, brunch

Name _____ Date _____

Oral Presentation Scoring Guide

CATEGORY	4	3	2	1
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Closing

Everyday have students share a story element from their book, as well as have them give where they are in making their Far-Out Travel Brochures.

Suggested Activities from the *Teacher's Guide to the Alaska Benchmark Examination Grade 6*

Understanding plots, setting, and characters

- Select three or four stories that have lots of information about different characters in relation to different settings, then:
 1. Divide the class into small groups and assign one story to each group. Instruct students to read with attention to details because they are going to be asked to serve as witnesses to the events in the story for a follow-up activity.
 2. When students have finished reading their stories, announce to the class that the main character in each story has been reported to the police as a missing person. The students who read a particular story will be interviewed as witnesses by a team of their classmates in the role of police detectives assigned to figure out what might have caused that story character's disappearance.
 3. Form detective teams of one or more student from each of the other story groups. Have these teams brainstorm list of questions to ask the "witnesses" who read the stories about the "missing" character.
 4. Have individual "detectives" use the lists of questions to interview individual "witnesses" over the next few days. Then have the detective teams meet, compare notes, and write reports of their investigations, including findings and conclusions.
 5. Finally, have detective teams read the story that involved the characters they investigate and compare their perceptions based on the witness interview with what they gathered from the actual story and character.
- Have student explore the similarities and differences in the plots of a detective series on television. Have them discuss how the characters solved their problems on various shows.

Comparing and contrasting plots, settings, and characters

- Have students read a variety of books, and as the year goes on compare the works of the various authors and their books. Make a chart to compare and contrast such features as plots, settings, and characters.