

**Reading Lessons for
Alaska State Standards**

Grade 6

Mastery Packet 17 (Review)

Lesson 3

**Lesson Time - approximately 60
minutes**

Teacher Materials

Student Materials

student forms for this lesson

REVIEW 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**

R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.

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

R2.7 Explain the characteristics of the following:

- **fiction and non-fiction**
- **prose and poetry, and**
- **four major genres of fiction - short story, drama, novel, and poetry.**

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

Direct Instruction

Teacher says: The purpose of these next few lessons is to review:

- explaining the characteristics of fiction and nonfiction and
- continue to work in your It's In The News project

When you have completed the student practice, work on your It's In The News project.

Name _____ Date _____

Student Practice

Directions: Read the following passages then complete the next two student practices.

Violin Recital
By George Shannon

My concert was a great success.
I'm sure of it because
The moment that I finished it
I heard such wild applause.

There were a few uneasy spots
When notes came out unplanned,
And when I tripped across the stage
And landed in the band.

My best notes were the highest ones.
I saw tears in Mom's eyes.
But folks all loved my polka best
That brought a small surprise:

Two strings and then a blister popped.
My bow shot through the air,
Across the stage, then off the wall,
And through my teacher's hair.

Oh yes, it was a great success.
I'm sure beyond a doubt.
The moment that I finished it
The crowd jumped up to shout!

A Box Full of Sound **By Etta Kaner**

What is empty and yet full of sound? A soundbox. Stringed instruments have a soundbox to make the sound of their strings louder. To find out how this works, make and play this box harp.

What You'll Need:

pencil
empty tissue box (200-tissue size)
10 paper fasteners
scissors
5 rubber bands, all the same size
cardboard
tape
glue

What to Do:

1. Use the pencil to punch five holes at each end of the box. The holes should be 1 cm (1/4 inch) from the top of the box. Measure 3.5 cm (1 1/2 inches) in from the side of the box and make the first hole. Make the other holes 1.5 cm (1/2 inch) apart in a line across the box.
2. Insert the fasteners into the holes and open their stems.
3. Cut each rubber band once to make a string.
4. Tie one end of each string around a fastener just below its head. Use a double knot.
5. Loop the other end of each string twice around the fasteners at the other end. Do not tie them.
6. Cut two cardboard rectangles 5 cm by 15 cm (2 by 6 inches). Score each rectangle by drawing a line with the tip of scissors along its length to make three equal columns.
7. Fold along the scored lines and tape to make two long triangular bridges.
8. Slide the bridges under and across the rubber strings. Glue each bridge in place 2 cm (3/4 inch) from each end of the box.
9. Tune your box harp by stretching or loosening each string (rubber band) and rewrapping it twice around its fastener. Can you tune the strings so that they go from a low to high pitch?
10. Now you are ready to play your box harp by plucking the strings.

How does it work? The vibrations of the string make the box and the air inside it vibrate. Since the soundbox has a much larger surface area than the string, it can shake many more molecules of air. When more molecules are vibrating, you hear a louder sound. Guitars, violins, piano, and other stringed instruments use soundboxes to make their strings sound louder. Most soundboxes have a soundhole, which allows the vibrating air inside the box to travel to the outside air and on to your ear.

Name _____ Date _____

Student Practice

Directions: Write the title of the each passage on the appropriate fiction or nonfiction line. Check the line for the type of fiction and nonfiction.

Fiction - Title : _____

Nonfiction – Title : _____

Drama _____

Autobiography _____

Fairy tale _____

Biography _____

Historical Fiction _____

Essay _____

Novel _____

Personal--Diary/Journal _____

Picture Book _____

Technical Instruction _____

Poetry _____

Newspaper/Magazines _____

Science Fiction _____

Novel _____

Short Story _____

Picture Book _____

Prose _____

Short Story _____

Myth _____

Fantasy _____

Fable _____

Name _____ Date _____

Student Practice

Directions: Identify, compare and contrast the fiction and nonfiction passages as you read them. Write using words and phrases placed in the chart below.

Chart One

Characteristics of a fiction passage	Shared Characteristics of passages	Characteristics of a nonfiction passage

Directions: Fill in keywords (important words) that describe the plot, character(s), and setting from the passages as you read them.

Chart Two

	<i>Title:</i>	<i>Title:</i>
plot		
character(s)		
setting		

Closing

Have students share their passage comparisons with each other.

NOTE: Violin Recital is fiction – poetry and A Box Full of Sound is a nonfiction – technical instruction. You may allow students to collect the materials and build a soundbox in school if they get ahead in their lessons.

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

- Show students a few paragraphs about whales from an encyclopedia and the opening paragraph from Rudyard Kipling's "How the Whale Got His Throat." Discuss how the authors of the two pieces have different purposes for writing and how language was used in each case. "How does the author talk to the reader?" in other words. Discuss how illustrations can help the reader know fact from fiction, too.
- Have students take a news article from the newspaper and rewrite it as a piece of fiction, or have them take a comic strip (or television show) and rewrite it as if they were news reporters describing an incident that actually happened near their homes.
- Have students choose a favorite animal and find an encyclopedia article, a news article, and a poem about it. How did different authors handle the same content?
- Have students read and record poetry and prose, then ask them to analyze the differences they can hear between the two.
- Ask students to look at different writings of poetry and prose and have them make a T chart, listing similarities and differences in parallel columns.
- Have students map the basic characteristics of each genre.