



Book 6 Teens Take Action

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Content Focus: Social Studies/Social Responsibility

Teens around the world work to make the world a better place. Get inspired by their efforts to achieve change.

World Knowledge

Students will understand how teens can take action to make the world a better place.

Word Knowledge

Content-Area Words

- **inclusion** (*noun*) When everyone has the same chances, no matter what they look like or what disabilities they have.
- **Indigenous** (*adjective*) Of or relating to the earliest known inhabitants of a place and especially of a place that was colonized.
- **pollute** (*verb*) To contaminate or make dirty or impure, especially with industrial waste or other products produced by humans.

Point out different forms of one or more of the words: *include, inclusive; pollution* (p. 10), *polluting*.

Decodable Text Targets

See the referenced pages for additional instruction.

- Long *e*, Long *i* Spelled with *y*, p. 68
- Open and Closed Syllables, p. 76
- Endings with Spelling Changes: *-y* to *i*; Drop Final *e*, p. 82
- Contractions with *n't*, p. 81

High-Frequency Highlights

about, better, her, live, old, one, sometimes, today

Whole- and Small-Group Instruction Options

The following steps offer instruction for guiding students through this text in whole or small groups, in conjunction with direct instruction in the targeted skills.

Get Ready to Read

Warm-Up/Check Readiness Have students read the words on page 4 of the student book using the Word Warm-Up Routine (p. 12). Listen in to identify strengths and weaknesses.

Teach/Review Based on observations and time available, group students for direct instruction in one or more of the decodable text targets listed on the left.

Practise: Multisyllabic Words From the Text

Write the following words for students: *quickly, planet, taken, habits, detect*. Guide them to use the following steps to read the words, keeping in mind that they may need to try splitting words into syllables before or after the consonant to determine if the syllable is open or closed:

1. **Look** Find the vowel spellings, so you can try splitting this word into syllables. (Remember every syllable has a vowel sound.)
2. **Read** Read each syllable. Then read the whole word.
3. **Fix** Adjust your pronunciation or try another vowel sound as needed to read the word correctly.
4. **Connect to Meaning** Invite students to use the words in a sentence.

See page 94 for Word-Reading Routines for practising reading single-syllable words and words with affixes.

Introduce/Review High-Frequency Highlights Use the High-Frequency Word Routine (p. 13) to teach or review the high-frequency words on page 5 of the student book.

Read the Text

Engage Read aloud the title and have students repeat it. Talk about its meaning. Read aloud “Spotlight On” (p. 6). Invite students to share ideas about what they know and what they want to learn about the topic.

Display Remind students to refer to the steps of the Word-Reading Routines (p. 94) as needed as they read.

First Reading Have students read the text independently or with partners. Listen in and provide feedback as needed. For students who need more support, model fluent reading while they follow along. As students read the text, have them flag or make note of words they struggle to read or don’t understand. Model using Word-Reading Routines to decode words and the glossary to define words. Offer feedback as needed using the Corrective Feedback guidance on page 7.

Second Reading Have students whisper-read with partners. Give help as needed. For students who may need more support, have them echo-read the text with you or pair them with a more fluent reader.

Upon completion, have partners discuss the main ideas of the text. Then invite students to jot down questions about the text.

After Reading

Build Comprehension and Knowledge

Use the following questions to monitor comprehension and reinforce knowledge and vocabulary. Encourage students to refer to the text to help them explain their answers.

- **Big Ideas** *What did Autumn Peltier do to help Indigenous people in Canada have safe, clean water?*
- **Vocabulary** *How can recycling help the environment?*
- **Your Questions** *What are some questions you have about the text?*
- **Deep Thinking** *The book says that being an activist “takes a lot of work and a lot of time.” Why do you think that is?*
- **Reflect** *What are some things you could imagine doing to take action and help solve a problem?*

Write

Dictation: Apply Word Knowledge Have students write the sentence below. You may want to model the writing.

A teen activist is solving problems by giving gifts to kids in need.

Reading Response: Apply World Knowledge Invite students to respond to the prompt. Guide them to use writing skills and strategies they’ve been working on.

- Think about the teens you read about in this book. Which one inspires you most? Why? (**Opinion/Argument**)

Focus On Differentiated Instruction

Fluency: Accuracy/Automaticity

Introduce Let students know that repeated reading can help them build accuracy and read at an appropriate rate.

Show Read a section of the text, such as “Close-Up on Autumn Peltier” (p. 11), modelling making and correcting one or two mistakes, such as misreading and/or skipping words.

Try It! Choose sections of the text for students to practise reading. Have them read a section three to four times, working on correcting any mistakes and reading with greater accuracy and fluency each time. Then invite them to read the section aloud to the group or a peer. Possible sections:

- Close-Up on Ryan (p. 12)
- Close-Up on Kesz (p. 19)

> **Option** Use a copy of the Oral Reading Rubric on page 93 to record observations.

Text Features: Maps

Introduce Guide students to use the map of the world on pages 8 and 9 to deepen their understanding of the locations in the text.

Show Read aloud the text at the top of the map. Then read aloud the names and countries of the activists. Explain that each coloured leader line points to the place on the map where the activist is from.

Try It! Have students locate each of the activists on the map. As time permits, ask questions such as: *Which activists are from Canada? On what page can you find out more about Leah?*

Language Support

Vocabulary Read the last sentence on page 7 and discuss the meaning of *activist*. Have students share terms for *activist* and related words in their home languages. Then discuss issues students might want to get active about today or in the future.

Multiple-meaning words

Review that some words have more than one meaning, so readers may need to pay attention to how words are used to clarify their meanings. For example, page 12 says, “Ryan Hickman’s goal is to recycle things...” Often, *goal* refers to scoring a point in a game. But in this case, that meaning doesn’t make sense. The sentence helps show that *goal* means something that someone aims to do. Continue with other multiple-meaning words, such as *case* (p. 7), *safe* (p. 10), *streams* (p. 11), and *camps* (p. 20).