Standards Focus

Objectives

Students will

- understand the structure and purpose of a textbook, newspaper article, and instructional article
- comprehend text and word meanings

Motivate

What Do You Think?/QuickWrite

Draw a two-column chart on the board. Label the left column *Better* and the right column *Worse*. Ask students to brainstorm the ways that science has changed our lives for the better. Record students' responses in the chart. Repeat this activity for the second column.

Academic Vocabulary

Look for opportunities to use the Academic Vocabulary words in this collection.

- **structure, *n.:*** arrangement of parts
- **reveal, *v.:*** make known
- **effective, *adj.:*** successful
- **outcome, *n.:*** result; ending

Analyzing Visuals

Activity Before students read the caption, have them describe what they think the image shows. ***Possible response:*** *It shows a tsunami's strength and location.*

INFORMATIONAL TEXT FOCUS

Text Structures

CONTENTS

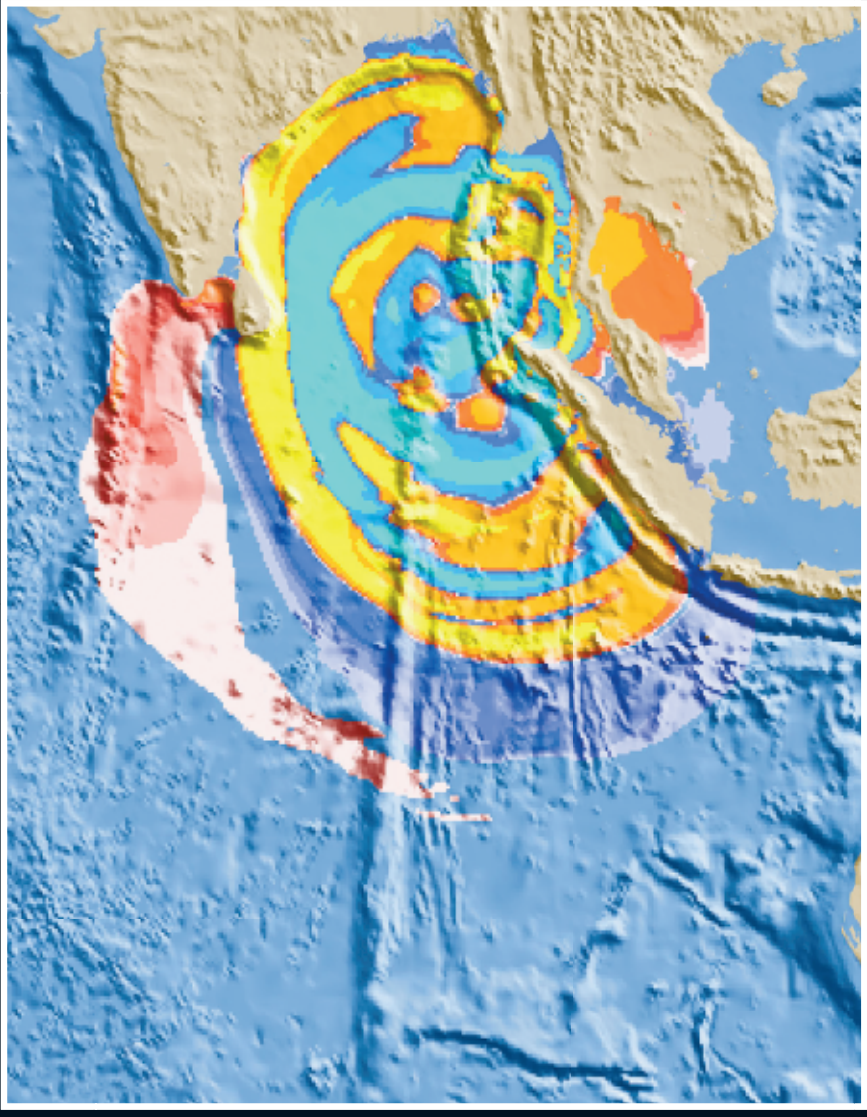
TEXTBOOK CHAPTER
Physical Science
Holt
page 109

NEWSPAPER ARTICLE
Hawaiian Teen Named Top Young Scientist
Associated Press
page 117

INSTRUCTIONS
The Scientific Method
Current Science
page 121

What Do You Think? How can science help us fulfill our wishes?

QuickWrite
List some of the ways that science has changed our lives, for better or for worse.



Tsunami two hours after earthquake.

SKILLS FOCUS pp. 108–125

Informational Skills
- Understand the structure and purpose of a textbook, newspaper article, and instructions.
- Create notes to enhance comprehension of text.
- Understand and analyze the structure and purpose of a newspaper article.

Reading Skills
- Analyze the structure and purpose of a textbook.
- Understand and analyze the structure and purpose of instructions.

Vocabulary Skills
- Demonstrate knowledge of literal meanings of words and their usage.

Writing Skills
- Write to explain.
- Support persuasive arguments and opinions with reasons and evidence.
- Write instructions.