

Application Lesson 6

Materials Needed:

- *Student Book*: Application Lesson 6
- Application Overhead Transparencies 25–29
- Appendix A Reproducible 6: Writing Strategy—Multi-Paragraph Answer
- Appendix B Reproducible F: Application Lesson 6
- Appendix C Optional Vocabulary Activity: Application Lesson 6
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation
- Washable overhead transparency pen

Text Treatment Notes:

- Black text signifies teacher script (exact wording to say to students).
- Green text in parentheses signifies directions or prompts for the teacher.
- Green text signifies answers or examples of answers.
- Green graphics treatment signifies reproduction of Overhead information.
- Green text and green graphics treatment do not appear in the *Student Book*.

ACTIVITY A

Vocabulary

ACTIVITY PROCEDURE, List 1

(See the *Student Book*, page 75.)

Tell students each word in the list. Then, have students repeat the word and read the definition out loud. For each definition, provide any additional information that may be necessary. Then, have students practice reading the words by themselves.



Use Overhead 25: Activity A
List 1: Tell

1. (Show the top half of Overhead 25.) Before we read the passage, let's read the difficult words. (Point to **patients**.) The first word is **patients**. What word?_ Now, read the definition._
2. (Point to **medicines**.) The next word is **medicines**. What word?_ Now, read the definition._
3. (Pronounce each of the words in List 1, and then have students repeat each word and read the definition.)
4. Open your *Student Book* to **Application Lesson 6**, page 75.
5. Find **Activity A, List 1**, in your book. Let's read the words again. First word._ Next word._ (Repeat for all words in List 1.)

ACTIVITY PROCEDURE, List 2

(See the *Student Book*, page 75.)

Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Using the overhead transparency, assist students in checking their work. Next, have students read the first word to themselves, first part-by-part and then as a whole word. Have them read the definition out loud. Continue with the other words on the list.



Use Overhead 25: Activity A
List 2: Strategy Practice

1. Find **List 2**. Circle the word parts at the beginning and end of words, and underline the vowel sounds in the rest of the word. Look up when you are done._
2. (Show the bottom half of the Overhead 25.) Now, check and fix any mistakes._

ACTIVITY A Vocabulary

List 1: Tell

- | | |
|-----------------------|--------------------------------------------------------------------------------------|
| 1. patients | <i>n.</i> ▶ (people under a doctor's care) |
| 2. medicines | <i>n.</i> ▶ (drugs or other substances used to treat disease or to relieve pain) |
| 3. procedure | <i>n.</i> ▶ (a course of action with steps in a definite order) |
| 4. recipient | <i>n.</i> ▶ (a person who receives) |
| 5. anesthetic | <i>n.</i> ▶ (a drug or other substance that causes loss of feeling, especially pain) |
| 6. efficiently | <i>adv.</i> ▶ (getting the desired result with as little effort as possible) |
| 7. foreign | <i>adj.</i> ▶ (not belonging to) |

List 2: Strategy Practice

- | | |
|-------------------------|------------------------------------------------------------------------------|
| 1. generosity | <i>n.</i> ▶ (willingness to give or share freely) |
| 2. incompatible | <i>adj.</i> ▶ (not able to work together or get along with) |
| 3. suitable | <i>adj.</i> ▶ (meets the requirements of) |
| 4. surgery | <i>n.</i> ▶ (the removal or repair of injured or diseased parts of the body) |
| 5. suture | <i>v.</i> ▶ (to stitch together the edges of a cut or wound) |
| 6. consciousness | <i>n.</i> ▶ (the state of being awake) |
| 7. susceptible | <i>adj.</i> ▶ (easily affected) |
| 8. immune | <i>adj.</i> ▶ (protected from a disease or infection) |
| 9. medications | <i>n.</i> ▶ (substances used to treat diseases) |
| 10. gradually | <i>adv.</i> ▶ (little by little; slowly) |

TALLY

VOCABULARY

Points

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3. Go back to the first word. Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word._ What word?_ Now, read the definition._
4. (Repeat with all remaining words in List 2.)

Note A.2-1: You may wish to provide additional practice by having students read words to a partner.

ACTIVITY PROCEDURE, List 1 and 2

(See the *Student Book*, page ??.)

Tell students to look in List 1 or List 2 for a word you are thinking about. Have them circle the number of the word and tell you the word. Explain to students to make a tally mark for each correct word in the Tally box, and then enter the number of tally marks as points in the blank half of the Vocabulary box.

1. Remember, the words I'm thinking about will be in either List 1 or List 2. For every word you correctly identify, make a tally mark in the Tally box. If you don't identify the correct word, don't do anything.
2. Circle the number of the appropriate word.

- If you are willing to give and to share freely with other people, you are said to have this. (Wait.) What word? **generosity**
 - When two people cannot get along or work together they are said to be this. (Wait.) What word? **incompatible**
 - When something happens slowly over time, it happens like this. (Wait.) What word? **gradually**
 - People who are under the care of a doctor are these. (Wait.) What word? **patients**
 - If you get the desired result with as little effort as possible, you are working in this way. (Wait.) What word? **efficiently**
3. Count all the tally marks, and enter that number as points in the blank half of the Vocabulary box.

ACTIVITY PROCEDURE, List 3

(See the *Student Book*, page 76.)

The words in the third list are word relatives. Have students use the *REWARDS* Strategies to figure out the first word in each family. Have them read the definition of the verb and then read nouns and adjectives that are related to that verb.



Use Overhead 26: Activity A List 3: Word Relatives

1. Turn to page 76. Find **Family 1** in **List 3**. Figure out the first word. Use your pencil if you wish. Put your thumb up when you know the word. What word? Read the definition.
2. Look at the noun in Family 1. Figure out the word. What word?
3. Look at the adjective in Family 1. Figure out the word. What word?
4. (Repeat Steps 1–3 for all word families in List 3.)

Note A.3-1: You may wish to provide additional practice by having students read a word family to the group or to a partner.

Note A.3-2: An additional vocabulary practice activity called Quick Words is provided in Appendix C of this Teacher's Guide. See Appendix C for information about how this optional activity can be used.

List 3: Word Relatives

	Verb	Noun	Adjective
Family 1	incorporate (to make part of another thing)	incorporation	incorporated
Family 2	designate (to indicate)	designation	
Family 3	permit (to allow)	permission	permissible
Family 4	donate (to give)	donor donation	
Family 5	commune (to come together)	community	communal

ACTIVITY B Spelling Dictation

1. incorporate	4. permit
2. incorporation	5. permission
3. incorporated	6. permissible

SPELLING 6
Points

ACTIVITY B

Spelling Dictation

ACTIVITY PROCEDURE

(See the *Student Book*, page 76.)

For each word, tell students the word, then have students say the parts of the word to themselves while they write the word. Using the overhead transparency, assist students in checking their spelling and correcting if they misspelled. Then, have students enter the number of correctly spelled words as points in the blank half of the Spelling box.

Note B-1: Distribute a piece of light cardboard to each of the students.



Use Overhead 26: Activity B

1. Find **Activity B**.
2. The first word is **incorporate**. Say the parts in **incorporate** to yourself as you write the word. (Pause and monitor.)
3. (Show **incorporate** on the overhead.) Check **incorporate**. If you misspelled it, cross it out and write it correctly.
4. The second word is **incorporation**. Say the parts in **incorporation** to yourself as you write the word. (Pause and monitor.)
5. (Show **incorporation** on the overhead.) Check **incorporation**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **incorporated**, **permit**, **permission**, and **permissible**.)
7. Count the number of words you spelled correctly, and record that number as points in the blank half of the Spelling box at the bottom of the page.

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List 3: Word Relatives

	Verb	Noun	Adjective
Family 1	incorporate (to make part of another thing)	incorporation	incorporated
Family 2	designate (to indicate)	designation	
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ACTIVITY B Spelling Dictation

1. incorporate	4. permit
2. incorporation	5. permission
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SPELLING  6
Points

ACTIVITY C

Passage Reading and Comprehension

ACTIVITY PROCEDURE

(See the Student Book, pages 77–79.)

Have students read the title of the passage and each heading. Ask them to tell their partners two things that the passage will tell about.

Passage Preview

1. Turn to page 77. Let's preview the passage.
2. Read the title. What is the whole passage going to tell about?
3. Now, let's read the headings. Read the first heading. Read the next heading. (Continue until students have read all headings.)
4. Turn to your partner. Without looking, tell two things this passage will tell about.

ACTIVITY PROCEDURE

Provide students with an Information Web from Appendix B. Have students read the passage silently to each embedded number, and then reread the same information orally either to a partner, together as a group, or individually. Ask the corresponding comprehension question or questions. Once students finish reading a section labeled A, B, C, or D, have them fill in the Information Web before going on to the next section.

Note C-1: If students do not finish reading the passage during class, have them use their Information Webs to review the information at the beginning of the next class.



Use Overhead 27: Activity C

Passage Reading

1. (Provide an Information Web for each student.)
2. Turn back to the beginning of the passage. You're going to read the passage and answer questions about what you've read. During passage reading, you are also going to fill in an Information Web to help you remember the important details of the passage. Later, you'll use this Web to review the content of the passage with your partner.
3. Read the title.

ACTIVITY C Passage Reading and Comprehension

Note: For this activity, you will need Reproducible F found in the Teacher's Guide.

Heart Transplants

In the last lesson, you read about the cardiovascular system. This organ system is one of several systems that perform specific life functions. Organ systems consist of organs and tissues that work together to perform specific jobs. However, organs such as the heart, liver, kidneys, or lungs can become diseased and unable to perform their job efficiently, leading to life-threatening illnesses. When a person's life is threatened because of a weakened or damaged organ, an organ transplant can be performed. In this article, you will read about one type of organ transplant, the heart transplant, the first of which was completed in December 1967. At that time, it was an extremely experimental procedure. Today, however, heart transplants save thousands of lives each year. (#1)

Who Is Eligible for a New Heart?

Heart disease is one of the leading causes of death among both men and women. Doctors prescribe many types of medicines to people who have heart disease; however, when a person's heart is failing in spite of all other therapies, that person may become a candidate for a heart transplant. Generally, the patients should be under 60 and in good health; other than having advanced heart disease. People who have other health problems may not be eligible for a transplant. Because their immune system is weakened during the transplant procedure, people with an already weak immune system or other health problems would be too susceptible to, or too likely to get, an infection. (#2)



Student Book: Application Lesson 6 77

(from Application Lesson 6)

Reproducible F

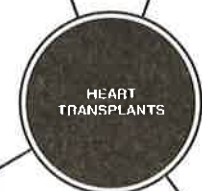
ACTIVITY C Passage Reading and Comprehension

D. WHAT IS NECESSARY AFTER THE TRANSPLANT?

- The body may try to reject the new heart.
- For this reason, the patient must take special medications.

A. WHO IS ELIGIBLE FOR A NEW HEART?

- When a person has a failing heart and has NOT responded to prescribed medications, a heart transplant may be called for.
- People with other health problems are generally not eligible.



C. WHAT OCCURS DURING THE SURGERY?

- When the donor heart is removed from the body, it is packed in special chemicals and placed on ice.
- When the surgery begins, the damaged heart is removed, and the patient is kept alive using a heart/lung machine.
- Once the heart is working OK or properly, the patient is closed up.

B. WHAT MUST HAPPEN BEFORE THE TRANSPLANT?

- The person's name goes on a waiting list until a suitable donor heart is located.
- The heart must match in blood and tissue types.

4. Find number 1 in the passage. (Pause). Read down to number 1 silently. Look up when you are done._
5. (Wait for students to complete the reading. Then have students reread the part by having them read orally to a partner; read together orally as a group, or read aloud individually.)
6. (Ask the question or questions associated with the number. Provide feedback to students regarding their answers.)
7. (Repeat steps 4–6 for all paragraphs in Section A.)
8. Now, look at your Information Web. Find the section labeled A._ The information you've just read will help you to fill in this Web.
9. With your partner, fill in the blanks for Section A. You can refer back to the passage for information. Look up when you're done._ (Move around the room and monitor students as they complete the section.)
10. (When the majority of students have finished, show Overhead 27). Look at the overhead and check your work. Fix up or add to any of your answers.
11. Now read down to the next number silently. Look up when you are done._
12. (Repeat steps 5–11 until the students have finished the passage and the Information Web.)
13. Now use your Information Web to retell the important information from the passage to your partner.

Comprehension Questions

- #1 **When would doctors consider performing an organ transplant?**
When a person's life is threatened because of a weakened or damaged organ.
- #2 **Who is a good candidate for a heart transplant? Who may not be eligible?**
Good candidates are people whose hearts are failing despite trying all other therapies, in good health, and under 60 years of age. Individuals may not be eligible who have other health problems or weak immune systems, leaving them more susceptible to infections.

ACTIVITY C Passage Reading and Comprehension

Note: For background information, see the Reader's Guide.

Heart Transplants

In the last lesson, you read about the cardiovascular system. This organ system is one of several systems that perform specific life functions. Organ systems consist of organs and tissues that work together to perform specific jobs. However, organs such as the heart, liver, kidneys, or lungs can become diseased and unable to perform their job efficiently, leading to life-threatening illnesses. When a person's life is threatened because of a weakened or damaged organ, an organ transplant can be performed. In this article, you will read about one type of organ transplant, the **heart transplant**, the first of which was completed in December 1967. At that time, it was an extremely experimental procedure. Today, however, heart transplants save thousands of lives each year. (#1)

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Student Book Application Lesson 6 77

(from Application Lesson 6)

Reproducible F

ACTIVITY C Passage Reading and Comprehension

D. WHAT IS NECESSARY AFTER THE TRANSPLANT?

- The body may try to reject the new heart.
- For this reason, the patient must take special medications.

A. WHO IS ELIGIBLE FOR A NEW HEART?

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- People with other health problems are generally not eligible.

HEART TRANSPLANTS

C. WHAT OCCURS DURING THE SURGERY?

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- When the surgery begins, the damaged heart is removed, and the patient is kept alive using a heart/lung machine.
- Once the heart is working OK or properly, the patient is closed up.

B. WHAT MUST HAPPEN BEFORE THE TRANSPLANT?

- The person's name goes on a waiting list until a suitable donor heart is located.
- The heart must match in blood and tissue types.

#3 From where do donor hearts come?

Most often from people who are brain dead and who have specified to their family and friends that they will donate if they die.

#4 Why do people have to wait a long time for a transplant?

Have to wait for a heart that matches their tissue and blood types; there also aren't as many designated donors as needed.

#5 Once a donor heart is removed, how do the doctors help preserve it before surgery?

Pack it in special chemicals and pack it in an ice cooler for transport.

#6 How do doctors keep the recipient's blood flowing through the body while the heart is removed during surgery?

Connect the recipient to a heart-lung machine that allows oxygen and blood to continue to flow through the body during surgery.

#7 What do recipients take to help their body accept the new organ?

Special medications to prevent the body from rejecting the heart.

APPLICATION LESSON

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B

What Must Happen Before the Transplant?

Once a patient is accepted for a transplant, their name goes on a waiting list. They must wait until a suitable donor heart is located. Donor hearts usually come from people who are brain dead. This means that their brains no longer function, but their bodies do. Their organs, including their heart, are still healthy. Donors are people who have specified to their family and friends that they are willing to donate organs when they die. Doctors must have this permission in order to use donor organs for transplants. (#3)

People on the waiting list must wait until a heart becomes available that matches their blood and tissue type. Except when organs are donated from an identical twin, donor organs will be somewhat incompatible with those of the recipient. Nevertheless, it is important to find a heart that is as similar to the recipient's blood and tissue type as possible.

Unfortunately, the waiting list is a major barrier to people receiving needed transplants. The list is long, and not enough donor organs are available. The medical community is trying to educate people about how important it is to designate themselves as organ donors before they die so that more people will choose to be organ donors. (#4)

C

What Occurs During the Surgery?

When a suitable donor is found, the donor heart is removed from the body and packed in special chemicals that will help to preserve the heart while in transport. It is then packed in a cooler of ice and quickly brought to the hospital where the transplant patient is prepared for surgery. As soon as the new heart arrives, the surgery begins. (#5)

The surgery takes about five hours. First, doctors put the patient to sleep with an anesthetic. Next, they open the patient's chest and remove the diseased heart. Meanwhile, the patient is hooked up to a heart-lung machine. This machine functions as the patient's heart and lungs during surgery, allowing oxygen and blood to continue flowing through the body. It also cools the blood, which protects the other organs. The doctors sew the new heart's blood vessels into the blood vessels in the patient's chest. Once the heart is connected properly, the blood is warmed gradually. The new heart starts to beat. Once the doctors are sure it is working properly, they suture (sew or close up) the patient's chest and bring him or her to the recovery room. Most patients regain consciousness in a few hours, and leave the hospital within a week. (#6)

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APPLICATION LESSON

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D

What Is Necessary After the Transplant?

Heart transplant patients generally return to normal lives. It is, however, very important that they incorporate special medications into their routine. These medications ensure that the body accepts the new heart. Normally, the body's immune system gets rid of or rejects foreign material. Doctors need to prevent the body from rejecting the new heart, which the body experiences as foreign material. Special drugs suppress, or restrain, the patient's immune system. Otherwise, the body might see the new heart as foreign and reject it. As long as these drugs are successful, heart transplant patients are able to continue their lives, thanks to the generosity of people who were willing to share their organs. (#7)



ACTIVITY D Fluency Building

Cold Timing

Practice 1

Practice 2

Hot Timing

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ACTIVITY D

Fluency Building

ACTIVITY PROCEDURE

(See the *Student Book*, page 79.)

Have students complete a Cold Timing, one or two practices, and a Hot Timing of the Activity C article. For each timing, have students record the number of correct words read. Finally, have students complete their Fluency Graphs.

Note D-1: When assigning partners for this activity, have the stronger reader read first. As a result, the other reader will have one additional practice opportunity.

- Now, it's time for fluency building.
- Find the beginning of the passage again. **(Pause.)**
- Whisper-read. See how many words you can read in one minute. Begin... **(Time students for one minute.)** Stop... Circle the last word that you read... Record the number of words you read after **Cold Timing**...
- Let's practice again. Begin... **(Time students for one minute.)** Stop... Put a box around the last word that you read... Record the number of words you read after **Practice 1**...
- (Optional)** Let's practice one more time before the Hot Timing. Begin... **(Time students for one minute.)** Stop... Put a box around the last word that you read... Record the number of words you read after **Practice 2**...
- Please exchange books with your partner... Partner 1, you are going to read first. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin... **(Time students for one minute.)** Stop... Twos, cross out the last word that your partner read... **(Assist students in subtracting the number of mistakes from the number of words read.)** Twos, record the number of correct words in your partner's book after **Hot Timing**...
- Partner 2, you are going to read next. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin... **(Time students for one minute.)** Stop... Ones, cross out the last word that your partner read... Ones, record the number of correct words in your partner's book after **Hot Timing**...
- Exchange books... Turn to the Fluency Graph on the inside back cover, and indicate on the graph the number of Cold Timing and Hot Timing words you read correctly...

D

What Is Necessary After the Transplant?

Heart transplant patients generally return to normal lives. It is, however, very important that they incorporate special medications into their routine. These medications ensure that the body accepts the new heart. Normally, the body's immune system gets rid of or rejects foreign material. Doctors need to prevent the body from rejecting the new heart, which the body experiences as foreign material. Special drugs suppress, or restrain, the patient's immune system. Otherwise, the body might see the new heart as foreign and reject it. As long as these drugs are successful, heart transplant patients are able to continue their lives, thanks to the generosity of people who were willing to share their organs. (#7)



ACTIVITY D Fluency Building

Cold Timing

Practice 2

Practice 1

Hot Timing

ACTIVITY E

Comprehension Questions— Multiple Choice

ACTIVITY PROCEDURE

(See the *Student Book*, page 80.)

Have students complete item #1. Then, have students share the rationale for their answers. Encourage thoughtful discussion. Proceed item-by-item, emphasizing the rationale for the *best* answer. Have students record points for each correct item.

Note E-1: The correct Multiple Choice answers are circled.

1. Turn to page 80. Find **Activity E**.
2. Use the Multiple Choice Strategy to complete item #1. Be ready to explain why you selected your answer. (Wait while students complete the item. Call on individual students. Ask them why they chose their answer and why they eliminated the other choices. Encourage discussion. Provide students with feedback on their choices, focusing on why or why not those choices might be appropriate.)
3. (Repeat Step 2 for items 2–4, pausing after each item to confirm student responses and provide feedback.)
4. Count the number of items you got correct, and record that number in the blank half of the Multiple Choice Comprehension box.

ACTIVITY E Comprehension Questions— Multiple Choice

Comprehension Strategy—Multiple Choice

Step 1: Read the item.

Step 2: Read all of the choices.

Step 3: Think about why each choice might be correct or incorrect. Check the article as needed.

Step 4: From the possible correct choices, select the best answer.

1. (Cause and effect) Which person is most likely to be eligible for a heart transplant?
 - a. Pete—a wealthy 80-year-old with lung cancer and a defective heart.
 - b. Mary—a 45-year-old with a defective heart and a poor immune system.
 - c. Rita—a 30-year-old former professional tennis player with advanced heart disease.
 - d. Martha—a 52-year-old with high blood pressure who has just started a diet and exercise program.
2. (Compare and contrast) Which of the following would be an unnecessary requirement for a person to be a heart donor?
 - a. The individual must be brain-dead with organs that are still healthy.
 - b. The individual must have blood and tissue types that match closely that of the recipient.
 - c. Prior to death, the organ donor must have told friends and family members that he or she wished to be an organ donor.
 - d. Prior to death, the individual must specify to his or her minister, rabbi, or priest his or her desires.
3. (Vocabulary) Which of these words is related to the word recipient?
 - a. repent
 - b. receive
 - c. recent
 - d. recipe
4. (Main idea) What is the main idea of this passage?
 - a. The first heart transplants in 1967 were very experimental.
 - b. Many people with heart disease can live normal lives if they have the benefit of a donated heart and surgery.
 - c. A heart donor must be brain-dead and still have a healthy heart that closely matches the blood and tissue types of the recipient.
 - d. One of the perils of heart transplants is the possibility that the body might reject an incompatible heart.

MULTIPLE CHOICE COMPREHENSION

ACTIVITY F

Vocabulary Activities

ACTIVITY PROCEDURE

(See the *Student Book*, page 81.)

Have students complete each item orally and provide feedback on their answers. Then have students respond to each question in writing by answering “yes” or “no” and providing a reason for their answers.

Yes/No/Why

1. Turn to page 81. Find **Activity F**. Read item #1. Tell your partner your answer and your reason for it. (Pause. Then call on individual students. Encourage discussion. Provide students with feedback on their choices, focusing on their explanations for their answer.)
2. Write your answer and your reason for it in the space provided. Look up when you are done.
3. Read item #2. Tell your partner your answer and your reason for it. (Pause. Then call on individual students. Encourage discussion. Provide students with feedback on their choices, focusing on their explanations for their answer.)
4. Write your answer and your reason for it in the space provided. Look up when you are done.
5. Read item #3. Tell your partner your answer and your reason for it. (Pause. Then call on individual students. Encourage discussion. Provide students with feedback on their choices, focusing their explanations for their answer.)
6. Write your answer and your reason for it in the space provided. Look up when you are done.

Note F-1: You may wish to do this as an oral task only rather than an oral and a written task.

ACTIVITY F Vocabulary Activities

Yes/No/Why

1. Is surgery suitable for most patients?

Example answer: No. Most patients do not need surgery when they are ill.

2. If you are susceptible to a disease, are you immune to it?

Example answer: No. These are opposites. If you are susceptible to a disease, you are easily affected. If you are immune, you are protected from the disease.

3. Is anesthetic incompatible with consciousness?

Example answer: Yes. If you are under an anesthetic, you will not be totally conscious.

ACTIVITY PROCEDURE

Have students read the words and definitions and then complete the sentence stems for each vocabulary word. Have them share answers with partners and with the class. Then, have students give themselves points in the blank half of the Vocabulary box.

Completion Activity

1. Read the first word and its definition. _
2. Now, read the sentence stem. _
3. Think of how you would complete the sentence stem and write it. _ Share your answer with your partner. _ (Call on a few students to share answers with the class.)
4. (Repeat Steps 1–3 for the rest of the words.)
5. If you participated in answering all seven questions, give yourself 7 points in the blank half of the Vocabulary box.

Note F-2: You may wish to do this as an oral task only rather than an oral task and a written task.

Completion Activities

1. **donation:** something you give
Some organizations that accept donations are
Answers will vary.

2. **permitted:** allowed to
Special events that you are permitted to attend include
Answers will vary.

3. **gradually:** little by little, slowly
Some things happen very quickly in life, but these things happen gradually:
Answers will vary.

4. **generosity:** willingness to give or share freely
People demonstrate their generosity by
Answers will vary.

ACTIVITY G

Expository Writing— Multi-Paragraph Answer

ACTIVITY PROCEDURE, Plan and Write

(See the *Student Book*, pages 83–85.)

Have students read the prompt and the three topics. Have students read the **LIST** of details under topic a, then guide them in adding details for topics b and c. Have students look at topic a again. Explain that details that don't go with a topic should be **CROSSED OUT**. Have students **CONNECT** details as shown in the example plan. Have students **NUMBER** their details in the same manner as in the example plan for topic a. Next, have students **WRITE** paragraph a. Guide students in completing the plan for topic b and writing paragraph b. Repeat for topic c. Finally, explain that after the answer is written, they should **EDIT** their work, revising for clarity and proofreading for errors in capitalization, punctuation, and spelling.



Use Overheads 28 and 29: Activity G

1. Turn to page 83. Find **Activity G**. Today you will write all three paragraphs.
2. Find the prompt in the middle of the page. Read the prompt out loud with me: **Describe what occurs during each stage of a heart transplant: before surgery, during surgery, and after surgery.**
3. Turn to page 84. Read topic a. Read topic b. Read topic c.
4. Read the details **listed** under topic a.
5. Now, it's your turn to add details to topic b. Look back in the article and locate details that describe what happens during heart transplant surgery. Write the details in the Planning Box.
6. Add details to topic c. Look back in the article and locate details that describe what happens after heart surgery. Write the details in the Planning Box.
7. Let's use the steps for topic a. First, read the details and **cross out** any details that do not go with the topic. Next, draw brackets to **connect** details that could easily go into one sentence. Now, **number** the details in a logical order.
8. (**Show Overhead 28**). Now, look at the example plan for topic a on the overhead. Yours doesn't need to be the same, but it should be similar.

ACTIVITY G Expository Writing—Multi-Paragraph Answer

Writing Strategy—Multi-Paragraph Answer

- Step 1: **LIST** (List the details that are important enough to include in your answer.)
 Step 2: **CROSS OUT** (Reread the details. Cross out any that don't go with the topic.)
 Step 3: **CONNECT** (Connect any details that could go into one sentence.)
 Step 4: **NUMBER** (Number the details in a logical order.)
 Step 5: **WRITE** (Write the paragraph.)
 Step 6: **EDIT** (Revise and proofread your answer.)

Prompt: Describe what occurs during each stage of a heart transplant: before surgery, during surgery, and after surgery.

Plan: Complete the Planning Box with your teacher.

Example Multi-Paragraph Plan

Planning Box	
(topic a) <i>before surgery</i>	
① (detail) – must be eligible	
② (detail) – eligible—under 60 and otherwise healthy	
③ { (detail) – goes on waiting list	
(detail) – wait for suitable donor heart	
④ (detail) – must match blood and tissue type of recipient	
(topic b) <i>during surgery</i>	
① (detail) – donor heart removed from body	
② { (detail) – donor heart packed in special chemicals and packed in ice	
(detail) – transported quickly	
{ (detail) – recipient is put to sleep	
③ { (detail) – diseased heart removed	
(detail) – recipient put on heart-lung machine	
④ { (detail) – new heart is connected to blood vessels	
(detail) – blood is warmed and heart begins to beat	
⑤ (detail) – incision is sutured	
(topic c) <i>after surgery</i>	
① { (detail) – resume a normal life	
(detail) – must take special medications so his or her body won't reject the heart	
② (detail) – these drugs suppress the immune system so it won't reject the heart as a foreign material	
(detail) – wait for a suitable donor	

Write: Write paragraphs a, b, and c on a separate piece of paper.

9. Take out a blank piece of paper. Using your plan for paragraph a, **write** paragraph a. If you finish early, please reread and **edit** your paragraph. Don't forget to use the spelling of words in the plan and the article to correct your errors. (Move around the room and monitor your students as they are writing.)
10. (When the majority of students are done, proceed with the lesson.) Now, use the steps for topic b. First, read the details and **cross out** any details that do not go with the topic. Next, draw brackets to **connect** details that could easily go into one sentence. Now, **number** the details in a logical order.
11. Now, look at the example plan for topic b on the overhead. Yours doesn't need to be the same, but it should be similar.
12. Locate your piece of paper. Using your plan for paragraph b, **write** paragraph b. If you finish early, please **edit** your paragraph. (Move around the room and monitor your students as they are writing.)
13. (When the majority of students are done, proceed with the lesson.) Now, use the steps for topic c. First, read the details and **cross out** any details that do not go with the topic. Next, draw brackets to **connect** details that could easily go into one sentence. Now, **number** the details in a logical order.
14. Look at the example plan for topic c on the overhead. Yours doesn't need to be the same, but it should be similar.
15. Locate your piece of paper. Using your plan for paragraph c, **write** paragraph c. If you finish early, please **edit** your paragraph. (Move around the room and monitor your students as they are writing.)
16. (When the majority of students are done, proceed with the lesson.) Now, edit your paragraphs. Please carefully read your paragraphs. Be sure that your paragraphs are clear. Proofread for any errors in capitalization, punctuation, and spelling. (Give students time to proofread their paragraphs.)

Evaluate: Evaluate the paragraphs using this rubric.

Rubric— Multi-Paragraph Answer	Student or Partner Rating	Teacher Rating
1. Did the author state the topic in the first sentence?	a. <input checked="" type="checkbox"/> Yes Fix up b. <input checked="" type="checkbox"/> Yes Fix up c. <input checked="" type="checkbox"/> Yes Fix up	a. Yes No b. Yes No c. Yes No
2. Did the author include details that go with the topic?	a. <input checked="" type="checkbox"/> Yes Fix up b. <input checked="" type="checkbox"/> Yes Fix up c. <input checked="" type="checkbox"/> Yes Fix up	a. Yes No b. Yes No c. Yes No
3. Did the author combine details in some of the sentences?	a. <input checked="" type="checkbox"/> Yes Fix up b. <input checked="" type="checkbox"/> Yes Fix up c. <input checked="" type="checkbox"/> Yes Fix up	a. Yes No b. Yes No c. Yes No
4. Is the answer easy to understand?	<input checked="" type="checkbox"/> Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the article?	<input checked="" type="checkbox"/> Yes Fix up	Yes No
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	<input checked="" type="checkbox"/> Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	<input checked="" type="checkbox"/> Yes Fix up	Yes No

WRITING  13
Points

Student Book: Application Lesson 6

85

ACTIVITY PROCEDURE: Evaluate

Ask students to read each question in the rubric. Guide them in evaluating the paragraphs using the guidelines. Have students total their points and record them in the blank half of the Writing box.

17. Turn to page 85. Let's evaluate paragraph a.
18. Read question #1 with me. Circle "Yes" for a if your topic sentence includes the topic, before surgery.
19. Read question #2 with me. Circle "Yes" for a if all of your details tell about what occurs before surgery.
20. Read question #3 with me. Circle "Yes" for a if you combined details into one sentence.
21. Now, check paragraphs b and c carefully and answer questions 1 through 3.
22. Read question #4. Reread your paragraphs. Circle "Yes" if your paragraphs are easy to understand.
23. Read question #5. Carefully examine your paragraphs. If you think a word is misspelled, underline it and check back in the plan or article

and correct the spelling. Circle "Yes" if you believe that you have very few spelling errors.

24. Read question #6. Carefully examine your sentences. Be sure that each sentence begins with a capital. If all sentences begin with a capital, circle "Yes."
25. Read question #7. Examine your sentences. Be sure that each sentence ends with a period. If all sentences end with a period, circle "Yes."
26. Count up your points and record them in the Writing box.
27. (Show Overhead 29). Look at the overhead. Let's read the three example paragraphs. Yours do not have to be the same, but they should be similar. (Read the paragraphs to your students or with your students or call on a student to read the example paragraph.)
28. (Distribute Appendix A Reproducible 6: Writing Strategy—Multi-Paragraph Answer. Have students place this in a notebook or a folder for future reference.)
29. In the next lesson, you will do more of the writing on your own.

Note G-1: The rubric can be used in a variety of ways. Instead of the students evaluating their own paragraphs, you may wish to have their partners provide feedback. The second column is designed for teacher feedback. If you have a small group, it would be useful to give daily feedback on writing. If the group size is large, you can give feedback to a number of children each day. You may wish to give students bonus points based on your feedback.

Evaluate: Evaluate the paragraphs using this rubric.

Rubric— Multi-Paragraph Answer	Student or Partner Rating	Teacher Rating
1. Did the author state the topic in the first sentence?	a. <input checked="" type="radio"/> Yes b. <input checked="" type="radio"/> Yes c. <input checked="" type="radio"/> Yes	Fix up Fix up Fix up
2. Did the author include details that go with the topic?	a. <input checked="" type="radio"/> Yes b. <input checked="" type="radio"/> Yes c. <input checked="" type="radio"/> Yes	Fix up Fix up Fix up
3. Did the author combine details in some of the sentences?	a. <input checked="" type="radio"/> Yes b. <input checked="" type="radio"/> Yes c. <input checked="" type="radio"/> Yes	Fix up Fix up Fix up
4. Is the answer easy to understand?	<input checked="" type="radio"/> Yes	Fix up
5. Did the author correctly spell words, particularly the words found in the article?	<input checked="" type="radio"/> Yes	Fix up
6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things?	<input checked="" type="radio"/> Yes	Fix up
7. Did the author use correct punctuation, including a period at the end of each sentence?	<input checked="" type="radio"/> Yes	Fix up

WRITING **13**
Points

ACTIVITY H

Comprehension— Single-Paragraph Answer

ACTIVITY PROCEDURE

(See the *Student Book*, page 86.)

Have students read the *What Is* statement and the *What If* question. Have students turn the question into part of the answer and write down a topic sentence for their answer. Then, have them complete their answer. Encourage them to use evidence from the article and their own experience and background knowledge. Engage students in a discussion. Award points for writing and participating in the discussion.

Note H-1: To increase the quality of the discussion, the students are asked to think and write about the *What If* before the discussion. However, you may be working with students who have difficulty generating ideas for their paragraph. If that is the case, switch the order of activities: engage the students in a discussion, and then have them write their paragraphs.

1. Turn to page 86. Find **Activity H**.
2. Find the *What Is* statement in the middle of the page. Read it out loud with me: **Heart transplants can significantly improve an individual's length and quality of life.**
3. Find the *What If* question. Read it with me: **What would your chances be of being on a heart transplant waiting list IF you smoked, did not exercise, and were overweight? Explain your answer.**
4. Think how you might turn the question into part of the answer. Tell me your idea for a topic sentence. (Example sentence: **If you smoked, did not exercise, and were overweight, you would NEVER be on a waiting list for a heart.**) Take out a piece of paper and write your topic sentence. (Move around the room and monitor as students write.)
5. You are ready to add ideas to your paragraph. Use evidence from the article, your own background knowledge and experience. If you finish early, reread your paragraph and edit it so that it is easy to understand and clear. (Move around the room and monitor as students write.)
6. Read your paragraph to your partner.
7. If you included wording from the question in your answer and added evidence from the article, award yourself four points for writing.

ACTIVITY H Comprehension—Single-Paragraph Answer

Writing Strategy—Single-Paragraph Answer

- Step 1: Read the stem.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

Prompt:

What Is—Heart transplants can significantly improve an individual's length and quality of life.

What If—What would your chances be of being on a heart transplant waiting list IF you smoked, did not exercise, and were overweight? Explain your answer.

Write and Discuss: Write a paragraph. Then share your ideas. Use the Discussion Guidelines.

Discussion Guidelines

Speaker		Listener	
Looks like:	Sounds like:	Looks like:	Sounds like:
<ul style="list-style-type: none"> Facing peers Making eye contact Participating 	<ul style="list-style-type: none"> Using pleasant, easy-to-hear voice Sharing opinions, supporting facts and reasons from the article and from your experience Staying on the topic 	<ul style="list-style-type: none"> Facing speaker Making eye contact Participating 	<ul style="list-style-type: none"> Waiting quietly to speak Giving positive, supportive comments Disagreeing respectfully

WRITING	DISCUSSION
4	4
Points	Points

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8. (Engage students in a discussion. Award four points to students who are active participants in the discussion.)

Note H-2: If your students are having difficulty writing the *What If* paragraphs, read or show them the following example paragraph:

Example Single-Paragraph Answer

If you smoked, did not exercise, and were overweight, you certainly would be more likely to suffer from heart disease. However, you would never find your name on a heart waiting list because you must be healthy in other ways to make the success of the transplant more probable. If you were a stationary, overweight person who smokes, you would be very unlikely to be healthy in all other ways, making you ineligible for a transplant.