
Lesson Objective:

In this lesson you, the listener, will help the student

Identify and mark the pause points in a passage.

Read a passage including 3 syllable words pausing or inflecting at the appropriate places.

Form a mental picture about what was read and summarize the passage.

Understand the vowel/sound/stick method for dividing long words.

Answer questions about the story.

Note: *Sticks are added in long words (the first time the word appears) to help students sound out each syllable.*

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Vitamin Supplements

The Recommended Daily Allowance of vitamins was set over 40 years ago. The Recommended Daily Allowance tells us how much of each vitamin we should have daily to ward off serious diseases. These diseases included: rickets, scurvy and blindness. What the professionals did not account for is the vitamins needed to maintain optimum health rather than borderline health. Today, experts believe that the Recommended Daily Allowance is not high enough and the amount of vitamins needed for a specific individual is unknown. The processed foods we eat have little nutritional value therefore, many nutritionists believe vitamin supplements should be used daily.

Comprehension Facts: The author explains why many nutritionists believe that the Recommended Daily Allowance of vitamins is too low. Nutritionists believe the allowance only provides for minimum health not for optimum health. In addition, the processed foods we eat have less nutritional value than foods that were eaten 40 years ago so we need to supplement with vitamins daily.

Vocabulary List: **vitamin:** substance necessary for normal life; **nutrition:** food; **determined:** set; **allowance:** daily allotment; **borderline:** minimum; **optimum:** maximum; **supplements:** something that substitutes for something that is missing; **maintain:** keep up; **scurvy:** disease caused by lack of vitamin C; **nutritionist:** person who studies the process by which living things use food; **rickets:** disease caused by lack of vitamin D; **professional:** one who has a career that requires special study

Exercise: (for: small group or individual students)

- 1. Vocabulary:** Review the vocabulary list and ensure that students understand possible word meanings.
- 2. Fluency:** Have a copy of the story for each student. Have each student mark the pause points in the passage with a pencil. General rules for pause points are: before a conjunction (and, or, but, etc.), before a preposition (of, to, in, with, by, for, etc.), before a relative pronoun (who, which, that), after a phrase that indicates time (the first time, second, etc.), to separate a comparison (greater than, more than, etc.) or after a proper name (unless the student chooses to inflect the proper noun). The pause points in the above story have been marked (\ between words).
- 3.** Have a student read a sentence using the pause points.
- 4. Visualization:** Have that student describe the picture that is formed as the sentence is read or how the picture changes as a new sentence is read.
- 5.** Repeat steps 3 and 4 for each sentence in the passage with a different student until all the sentences are read.
- 6. Summary and Comprehension:** Have one or more students read the entire story, pausing or inflecting at pause points and on the last vowel before the punctuation mark. Encourage students to read the passage as if it were being spoken in a conversation or to "Read Like You Talk". Have a student summarize the entire story in his/her own words. Ask students questions like: Who established the Recommended Daily Allowance? (experts on nutrition) To what does the Daily Allowance refer? (vitamins) Who believes that the vitamin daily allowance is too low? (nutritionists) Why is the vitamin daily allowance too low? (It is too low because of the nutritional level of processed foods.) What do nutritionists believe should be used daily? (vitamin supplements)

Name:

Date:

Directions: Each student should have a copy of the story.

Mark the pause points in the passage with a pencil (ex: The Recommended Daily Allowance /of ...).

Vitamin Supplements

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- Answer questions about the story.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Balancing the Brain

The brain is a collection of about ten billion interconnected cells called neurons. Each neuron is connected to a thousand bordering neurons. Neurons use chemical reactions within the body to receive, process, and transmit information to other parts of the body.

Altering the chemical balance of these transmitters can generate errors that can snowball. Errors within the brain are more complex to correct than errors in a digital system, so the chemical balance needs to be maintained. Many drugs, such as alcohol and LSD, have extraordinary effects on the production or destruction of these critical chemicals. Once a neuron fires, the brain relies on chemicals to stop it from triggering all the other neurons in the vicinity. If chemicals do not stop this reaction, a person can lose muscle control.

Comprehension Facts: There are about 10 billion brain cells called neurons. Neurons use chemicals within the body to receive, process, and transmit information to other body parts. The chemical balance in the body is very important to keep the neurons functioning properly. Drugs and alcohol can affect the chemical balance and confuse the neurons so that they fire or do not fire effecting muscle control.

Vocabulary List: **balance:** keep stable; **collection:** group; **interconnected:** attached together; **neuron:** brain cell; **reaction:** response, reply; **receive:** get; **process:** handle; **transmit:** send; **alter:** change; **generate:** create; **error:** mistake; **extraordinary:** very significant; **effects:** results; **production:** making, manufacture; **destruction:** killing; **critical:** important; **triggering:** setting off; **vicinity:** surrounding area; **bordering:** next to, adjacent

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6. **Summary and Comprehension:** Have one or more students read the entire story, pausing or inflecting at pause points and on the last vowel before the punctuation mark. Encourage students to read the passage as if it were being spoken in a conversation or to "Read Like You Talk". Have a student summarize the entire story in his/her own words. Ask questions like: What are brain cells called? (Neurons) What do neurons do? (Neurons receive, process and transmit information to other body parts.) What can get out of balance and alter the way neurons fire and stop firing? (Chemicals) What can drugs and alcohol do to the body? (Alcohol and drugs can alter chemical balance.) What happens when neurons trigger and fail to stop triggering? (A person can lose muscle control.)

Congratulate the student!

Name:

Date:

Directions: Each student should have a copy of the story.

Mark the pause points in the passage with a pencil (ex: The brain is a collection /of about ...).

Balancing the Brain

The brain is a collection of about ten billion interconnected cells called neurons. Each neuron is connected to a thousand bordering neurons. Neurons use chemical reactions within the body to receive, process, and transmit information to other parts of the body.

Altering the chemical balance of these transmitters can generate errors that can snowball. Errors within the brain are more complex to correct than errors in a digital system, so the chemical balance needs to be maintained. Many drugs, such as alcohol and LSD, have extraordinary effects on the production or destruction of these critical chemicals. Once a neuron fires, the brain relies on chemicals to stop it from triggering all the other neurons in the vicinity. If chemicals do not stop this reaction, a person can lose muscle control.