

**21**

**Careers in  
Printing and Publishing:**

Writer  
Illustrator  
Cartoonist  
Graphic designer  
Editor  
Publisher

**Vocabulary**

concerned — worried about  
informative — giving information  
threaten — to be a source of danger  
masterpiece — an outstanding work, achievement, or performance  
blood vessel — a tube in the body that contains and carries blood  
momentum — force or speed of movement  
foundation — an organization funded by donations to support a cause  
province — a governing unit or territory within a country; similar to a state within the United States

**Language Pattern Alert: Adjectives**

An *adjective* is a word that describes or modifies a noun. In the English language, adjectives nearly always appear just before the noun that they describe or modify. Examples from the chapter:

<b>Adjective</b>	<b>Noun</b>
comic	book
gentle	cradle
special	book
magical	tour
beautiful	planet

**Book:** Real Kids, Real Stories, Real Change

**Author:** Garth Sundem

**Genre:** Informational

**Theme:** Making a Difference—Now

*Greet your tutee and have a short warm-up chat.*

## CAREER FOCUS

Today we're going to read about a girl who wrote a comic book that has become popular around the world. Do you like to write or draw? A career in publishing might be interesting to you. Jobs include being a writer, illustrator, cartoonist, graphic designer, editor or publisher. What kind of things would you need to study to be successful in this field?

*Accept reasonable answers, or model by sharing your own thoughts and experiences.*

## VOCABULARY PREVIEW

*Turn to the Lesson 21 Vocabulary Chart in the Tutee Activity Book.*

Before we get started, we're going to preview some of the harder vocabulary words in this lesson. That way we won't have trouble with them as we read. Let's start with the words in this chart.

say

*Read each word in the chart to your tutee. Ask your tutee to mark the box that describes how well he/she knows the word. Ask your tutee what he or she thinks the meaning is. Be sure your tutee understands the correct meaning before you read aloud.*

*Your tutee should fill in only the "Preview" section now. You will complete the "Review" boxes at the end of the lesson.*

### READING TOGETHER

In keeping with the theme of "Making a Difference—Now," we'll be reading several chapters of a new book, **Real Kids, Real Stories, Real Change**. In the first story, we'll read about a young girl in Japan who wrote and illustrated a comic book called **Secrets of the Earth**. She wrote about the importance of protecting the earth's natural resources. This comic book has been translated into many different languages and has become popular around the world. It inspires young people to take action.

**say**

*Show your tutee the book and read the title and back cover of Real Kids, Real Stories, Real Change. Show your tutee the table of contents.*

Chapter One includes several stories about young people who have helped the environment. We're going to start on page 28 with "Comic Book Hero." We'll take turns reading and sharing ideas. Readers select a purpose for reading. What do you think our purpose should be?

*If your tutee has difficulty, provide ideas such as: reading for information, reading to find out the answer to a question, or reading for pleasure.*

Readers use prior experiences and background knowledge to help them understand what they read. Here's what I know about comic books \_\_\_\_\_.  
Tell me what you know about comic books.

*Turn to page 28. Skim the text and read the first sentence of each paragraph.*

I think this story is about \_\_\_\_\_.  
What do you think it will be about?

*Encourage your tutee by saying something like, "You may be right. Let's find out!"*

As we skimmed, I noticed the author uses many interesting *adjectives*. Adjectives are words that describe the nouns in the story. In the second paragraph, the author describes Aika as a *gifted* artist—the adjective *gifted* describes her special talent as an artist. Adjectives nearly always appear right before the noun they describe. Let's scan the story and notice some other adjectives before we start reading.

*Help your tutee find several adjectives in the story: comic book, gentle cradle, magical tour, beautiful planet. Remember not to mark in the book, which may be used by other students.*

In addition to setting a purpose for reading and using prior experience, readers also make connections to the text. Examples of connections might be "Comic Book Hero" reminds me of \_\_\_\_\_,  
or "Comic Book Hero" reminds me of the book/article \_\_\_\_\_.

**say**

*Read page 28 to your tutee.*

I made a text-to-self connection as I was reading. This page reminds me of \_\_\_\_\_. I'll place a self-stick note with "T-S" written on it next to the lines where I made a text-to-self connection.

**say**

Do you have a text-to-self connection? Label a self-stick note and place it where you made the connection.

*Make a positive comment.*

*Discuss the connections you and your tutee made. Notice what your connections have in common and how they are different.*

Now you'll read page 29. See if you can make a text-to-self connection as you're reading.

*When your tutee is finished,*

What is your text-to-self connection? Label a self-stick note and place it where you made the connection.

*Make a positive comment if your tutee can make a text-to-self connection, or model by making a connection of your own.*

*Discuss the connections you and your tutee made. Notice what your connections have in common and how they are different.*

*Read page 30 to your tutee.*

This page reminds me of a book called \_\_\_\_\_.  
Do you remember what this kind of connection is called?

*Make a positive comment, or remind your tutee that it is called a text-to-text connection. Place a self-stick note with "T-T" written on it next to the lines where you made the connection.*

What is your text-to-text connection? Label a self-stick note and place it where you made the connection.

**say**

*Make a positive comment if your tutee can make a text-to-text connection. If your tutee cannot make a text-to-text connection, see if he or she can make a text-to-self connection instead. If your tutee makes a connection, be sure he or she uses a correctly labeled self-stick note.*

*Discuss the connections you and your tutee made. Notice what your connections have in common and how they are different.*

*Have your tutee read page 31.*

The third kind of connection is text-to-world, where the reader connects to things that are happening in the news. See if you can make a text-to-world connection as you read the last page of the chapter aloud.

*When your tutee is finished,*

Did you make a text-to-world connection?

*Make a positive comment, or model by making a text-to-world connection of your own. If your tutee cannot make a text-to-world connection, see if he or she can make a text-to-self or text-to-text connection instead. If your tutee makes a connection, be sure he or she uses a correctly labeled self-stick note.*

*At the end of the chapter, STOP READING together.*

**say**

I imagine it made Aika's parents happy to share her work with the world. What do you think? Do you agree with Aika that one person can change the world?

*Accept reasonable responses, and share your own ideas.*

### INDEPENDENT READING

*Turn to page 23, "Show Me the Water!"*

Aika is one of several young environmentalists included in this book. You'll read another story from Chapter One, "Show Me the Water!," while I'm reading my own book. As you read, continue to make text connections with the self-stick notes as we have been doing together. Your connections can be made in any order, depending on where you find them throughout the story.

Remember to use the following text connections:

1. Place a self-stick note labeled "T-S" if you make a connection to prior experiences or background knowledge.
2. Place a self-stick note labeled "T-T" if you make a connection to another book, play, movie or news article.
3. Place a self-stick note labeled "T-W" if you make a connection to special events, people or current events.

Before you begin, remember that readers select a purpose for reading. What do you think your purpose should be?

*Help your tutee set a purpose. Provide ideas such as: reading for information, reading to find out the answer to a question, or reading for pleasure.*

You can refer to the reading strategies bookmark if you need help. I'll be right here reading a book of my own.

*Allow your tutee to read silently. Read a chapter book on your own. Make your own text connections.*

*Make a positive comment when your tutee finishes. Then share a comment or two about your book, using the connections from the self-stick notes.*

Here are the connections that I made to my text as I was reading: \_\_\_\_\_. What are your connections?

*Make a positive comment.*

**say**

**say**

Did you accomplish your purpose for reading? Do you have any questions about the chapter?

*Accept reasonable comments, or model by sharing comments and questions of your own.*

I've been asking you a lot of questions as we read. Sometimes you can find answers written exactly in the text. For example, what are the names of the two characters in the comic book?

*Make a positive comment, or show your tutee the names in the book. The boy's name is Eiichi and the girl's name is Rumi.*

To find the answer to this question, you can reread the text and find the answer in one place. Often your textbooks will ask you questions like this, where you can find the exact answer in the text. But for some questions, you'll have to think about the answers. You'll have to put together several facts or pieces of information in the text. For example, what happened to Aika's comic book after she died?

We won't find the answer to this question in one place because it's a different kind of question. We'll have to think about the question and search the text. The answer will be a combination of several facts.

*Help your tutee search through the text to put together this answer.*

*Prompt your tutee to find all the details that answer the question:*

*Aika's parents made copies of the book and gave them to her friends and teachers to help them remember her.*

*These people made copies and gave them to their friends.*

*As more and more people heard about the book, Japanese newspapers wrote about Aika's story.*

*Eventually, the book was published by a foundation, used as a science textbook in Japan, translated into many languages, and distributed all over the world.*

Our textbooks also include many questions like this one. We have to think about the question and search through the text. We need to learn how to find these answers so we'll do well in our classes.

*Discuss with your tutee the importance of being able to look back at text and find the answer to questions that are not found in one place.*

Let's try it again. I'll ask you a question. Tell me if you think we'll find the answer to this question in one place, or if we'll need to combine information: "How old was Aika when she first started making comic strips?"

*Make a positive comment, or show your tutee the answer in the text.*



say



say

How about this question: “What made Aika want to put so much time and effort into a school project?” Where do you think we will find the answer to this question? How do you think we should look for this answer?

*Accept reasonable responses. If your tutee doesn’t know, show him or her how to start looking and putting together facts to reach the answer.*

*Prompt your tutee to find all the details that answer the question:*

*Aika loved to write stories, create characters, and draw comic strips from a very young age.*

*She also was concerned about the environment.*

*This project gave her a chance to spend time doing what she loved and cared about, so she worked very hard on her comic book to make it her best work.*

It’s important to recognize the difference between simple *in-the-text* questions and questions that ask the reader to search for several pieces of information. We’ll practice this skill again later—it gets easier the more we practice.

## VOCABULARY REVIEW

*Ask your tutee to turn to the Vocabulary Chart for Lesson 21.*

*Discuss the meaning of the first word. Ask your tutee to talk about the word as he or she understands it. Then help your tutee shorten the definition and write it in the box called “My Definition.”*

In the next box, let's draw a picture of what this word means.

*Help your tutee draw a picture that helps explain the meaning of the word.*

*In the next box, write the meaning of the word as it was used in the text. If needed, help your tutee look back in the text to remember how the word was used.*

In the last box, write any other ways this word might be used. Some words may have more than one meaning. If you can't think of anything, leave that box blank.

Now let's look at the next word. Tell me what you understand about this word.

*Help your tutee fill out the remaining boxes in the same way. Use this process for all the words.*

There's one last blank space at the end of the Vocabulary Chart. If you learned another word from our reading today, you can add it there.

*Contribute ideas about other words you and your tutee discussed during the reading. Make a positive comment about your tutee's vocabulary work.*

**say**

## POST-READING ACTIVITY

*Show your tutee the Back Cover Blurb in the Tutee Activity Book.*



say

People often select a book by reading the *blurb*, or short summary, on the back cover. The blurb describes the book and praises it in a way that makes people want to read it.

Imagine you are the publisher of Aika's comic book. Write a blurb for the back cover, and include details about the book, how and why it was created, and why it is important to read it. Be sure to write your blurb in an enthusiastic and positive tone.

*Help your tutee as needed. Comment on any adjectives your tutee uses, or encourage him or her to add detail by using adjectives to describe the nouns in the paragraph.*



*You can read Aika's comic book at*  
<http://www.arvindguptatoys.com/arvindgupta/aikasubota.pdf>.

Vocabulary Preview		Vocabulary Review					
Word or phrase	Own I know this word/phrase. I can explain what it means to others.	Known I recognize this word/phrase, but I am not exactly sure how to explain it to others.	Unknown This word/phrase is new to me. I do not know what it means.	My definition	Draw a picture	Meaning in the text	Other ways it can be used
concerned							
informative							
threaten							
momentum							

