

# Vale Middle School Reading Article

To: *Rescue or Not, That is the Question With Distressed Animals* (2014-05)

**Instructions:** COMPLETE ALL QUESTIONS AND MARGIN NOTES using the CLOSE reading strategies practiced in class. This requires reading of the article three times.

**Step 1:** Skim the article using these symbols as you read:

(+) agree, (-) disagree, (!) important, (!!) surprising, (?) wondering

**Step 2:** Number the paragraphs. Read the article carefully and make notes in the margins.

Notes should include:

- Comments that show that you understand the article. (A summary or statement of the main ideas of important sections may serve this purpose.)
- Questions you have that show what you are wondering about as you read.
- Notes that differentiate between fact and opinion.
- Observations about how the writer's strategies (organization, word choice, perspective, support) and choices affect the article.

**Step 3:** A final quick read noting anything you may have missed during the first two reads.

Your margin notes are part of your score for this assessment. Answer the questions carefully in complete sentences unless otherwise instructed.

Student \_\_\_\_\_

Class/Period \_\_\_\_\_

## To Rescue or Not, That is the Question With Distressed Animals

Maybe it's a baby robin that falls out of a nest in the backyard, or twin deer fawns left orphaned after their mother gets struck by a car or eaten by wolves, or perchance a bald eagle, behaving strangely, staggering on the ground and unable to fly.

When wild animals appear to be in distress, should human beings intervene to rescue them or is it better to back off and let nature take its course?

This existential question is being debated again following an incident in Yellowstone National Park involving a bison.

Earlier in May, a Canadian tourist captured a wild bison calf with his bare hands and loaded it into his SUV. The man said he found the animal alone and shivering along the roadside in Yellowstone's wildlife-rich Lamar Valley. Once he turned it over to rangers, park biologists made several attempts to resuscitate the youngster with its head but when the calf was rejected, they euthanized it.

Kassam was fined \$110 for violating park regulations, which strictly forbid contact with wildlife, and is supposed to make a court appearance

*Note on my thoughts, reactions and questions as I read:*

# Middle School Reading Article

**Léo Pomar**



## **Middle School Reading Article:**

Contemporary Readings in Literacy Education Marva Cappello, Barbara Moss, 2010 Contemporary Readings in Literacy Education is designed to provide students with high quality journal and research articles in literacy education The readings are contextualized with introductions and discussion questions by the editors of the text The text will help instructors to easily integrate the latest research into their course in a meaningful way This reader with edited content and contextualizing material makes the latest research more interesting and accessible to the students of literacy education **Readings for**

**Teaching Science in Elementary and Middle Schools** Rezba, Richard J. Rezba, 1996 *Middle School Journal*, 2003

*Resources in Education*, 2000-10 More Reading Connections Liz Knowles, Martha Smith, 1999-10-15 Here are more great topics and sample book club sessions to help you start a book club and keep it going Chapters in this volume cover humor families social issues folklore and mythology sports magazines picture books as art censorship the Internet middle school readers gender bias booktalks and the arts For each genre the authors offer a general overview discussion questions a bibliography resources for further reading and appropriate Web sites If you want to promote literacy and involve parents in the reading program you ll love this book and its companion The Reading Connection Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-04-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by

region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

The Many Faces of School University Collaboration Ruth Ravid, Marianne G. Handler, 2001-08-15 What drives certain collaborative projects to success while others with similar goals fail Learn the key elements of successful collaborations that can serve as guideposts when beginning the collaborative process This book describes a range of models including advantages and disadvantages of each that are available to those contemplating school university collaboration The perspectives of educators from the United States Canada and Australia are included Essays will guide university administrators education students principals superintendents and classroom teachers new to the collaborative planning role

Books and Reading ,1922 *The School* ,1928 Selected Articles on School Library Experience ,1925

**Improving Schools Through Action Research** Cher Hendricks, 2006 This compact clear and user friendly text provides everything a pre service or in service teacher needs to know to follow the research cycle and conduct an action research project This text emphasizes reflective processes used in planning and conducting action research studies data analysis techniques quantitative and qualitative and displaying and explaining results It provides specific information needed to complete each step of the action research cycle with chapter activities that help the student reader conduct projects focused on school improvement Each activity includes a research paper component that helps students create a research paper as they complete the activities in each chapter This text has more emphasis on reflective and reflexive activities than other text and is geared toward adults professionals who will use these activities to conduct action research for educational change and school improvement

*Personnel Journal* ,1928

**Course of Study and Rules and Regulations of the Public Schools of Chester Illinois** Chester (Ill.). Board of Education, 1904

**Home and School Reading and Study Guides** ,1993 *Examination Questions on Bishop Harold Browne's Exposition of the 39 Articles* James Gorle, 1878

*Teaching Reading* Pamela J. Farris, Carol J. Fuhler, Maria P. Walther, 2004 A Balanced Approach to Literacy Instruction provides students with a strong background in using a balanced approach to literacy instruction Using the National Standards for English Language Arts as a guide the book calls for classroom teachers to become knowledgeable of and to master several literacy instructional practices applying each when appropriate A wide variety of literacy instructional practices are clearly presented Theories are accompanied by practical research based ideas that students can use as they complete their field based experiences and go out into their own classrooms In addition to its in depth coverage of phonics comprehension assessment and vocabulary instructional strategies A Balanced Approach to Literacy Instruction

has wide coverage of technology and writing Ways to meet the needs of diverse student populations are discussed throughout the book Students also are provided with thorough lesson plans in reading writing and technology for them to consider using or adapting for their field based experiences **The Journal of the National Education Association** ,1922

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