

CHILD SAFETY		Student/Class Goal The safety of their children is always on the minds of parents. As a way to keep their kids as safe as possible, the parents want good information about child safety.
Outcome <i>(lesson objective)</i> Students will apply a context clues strategy, learn new information to keep their kids safe and write a paragraph or two explaining how they will put the new information to use at their homes.		Time Frame 1-2 hours
Standard <i>Read with Understanding</i>		NRS EFL 3-4
COPS Determine the reading purpose.	Activity Addresses Components of Performance Students find new information about their child's safety and what they can do to better protect their child.	
Select reading strategies appropriate to the purpose.	Students will have to use context clues to completely understand the text.	
Monitor comprehension and adjust reading strategies.	If any of the information the students read seems confusing, they will go back and re-read those sections or discuss them with their classmates.	
Analyze information and reflect on its underlying meaning.	Students will decide what new child safety tips would be best for their children at their homes.	
Integrate it with prior knowledge to address reading purpose.	Students will use the information they read and their prior knowledge about child safety to write a short plan to provide a safer environment for their children.	
Materials <i>Keeping Your Kids Safe Outdoors</i> Article <i>Context Clues</i> Teacher Resource		
Learner Prior Knowledge All parents are concerned about the safety of their children, but they may not be aware of all the things they can do to keep their children safe. Review or teach the use of context clues with the group and ask them to use this strategy with unfamiliar words before seeking assistance from a classmate, the dictionary, or the teacher. For further information, the teacher can refer to the <i>Context Clues</i> Teacher Resource.		
Instructional Activities Step 1 - Ask students to share with the class what they do to keep their kids safe at home. List these on the board or on a flip chart. Read the article aloud or have the students read the article, Keeping Your Kids Safe Outdoors . Select text so that students have some prior knowledge of the concept of outdoor safety and can reason the meaning (infer) from their background knowledge. Prior to session, choose one or two example words to be defined through context. Word Sorts can also be completed as a pre-reading strategy with unfamiliar words. Model the process of gaining information from the text using the <i>Context Clues Strategy</i> to figure out new words: ➤ Lead a Think Aloud using an example from the text. When you come to a word you don't know READ until you come to a good stopping place. Use the context (words and phrases nearby that provide meaning) to FIGURE OUT the unknown word. GUESS what the word might be. TEST your guess. Ask yourself if the word LOOKS or SOUNDS RIGHT and MAKES SENSE. ➤ Use key words surrounding the target word, as well as prior knowledge to decide the word meaning. Circle the clues in the passage the help with the word meanings. Check the word with a dictionary. Step 2 - Students should now choose 4-5 unknown words to practice the strategy. They can work in pairs or individually. TEACHER NOTE Students who have difficulty using the context to determine word meaning may need further modeling and verbalizing of the thought process. Guide the students as they work through the process. Make sure they have adequate concept understanding to reason from the text and that the text supports word meaning. An alternative form of practice is to copy a page of text deleting several unknown words (cloze). Have the students use the context clues to guess what the word might be. Compare their guess to the actual text word.		

Step 3- Once everyone has read or listened to this article, have them form small groups to share what new safety tips they learned. A spokesperson for the group can report out to the class.

Step 4 - Each student can choose one or two safety tips they will implement at home. Then write a paragraph or two explaining why she chose to focus on these particular safety tips and how they will be implemented. Students can share these paragraphs with the rest of the class.

Assessment/Evidence *(based on outcome)*

The paragraphs describing the new safety plans

Observation of successful use of context clues and finding new information.

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Can go on to the lesson on writing a class brochure about safety tips for children.

Technology Integration

Keeping Your Kids Safe Outdoors <http://www.cbsnews.com/stories/2005/07/04/earlyshow/living/parenting/main706097.shtml>

Think Aloud Teaching Strategy http://literacy.kent.edu/eureka/strategies/think_aloud.pdf

Word Sorts Teaching Strategy http://literacy.kent.edu/eureka/strategies/word_sorts.pdf

Purposeful/Transparent

Students understand the importance of safety. The teacher models use of a context clues strategy. They review and are advised to use context clues while reading an article.

Contextual

Students understand the importance of safety. The teacher models use of a context clues strategy. They review and are advised to use context clues while reading an article.

Building Expertise

Students have a chance to practice using context clues after the teacher models the skill. Students learn more ways to keep their children safe.

Understanding Vocabulary from Context

The context of a word is its environment or the words which surround it. By looking closely at these surrounding words, you can pick up hints or clues which will help you with the meaning of a difficult word. Research has shown that most good readers use context clues regularly. There is a good research base for concluding that students can use meaning or context clues to help identify words and that instruction can help improve their use of such clues. Knowing something about these different types can help sharpen word attack skills and improve overall reading ability.

Types of Context Clues

Synonyms. Very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does, e.g., On a March night a girl was attacked by a *maniac* as she came home from work. The *madman* took half an hour to murder her, but no one called the police. From the description of the events in the first and second sentences we know that the words *maniac* and *madman* refer to the same person and are probably synonymous.

Antonyms. Words with opposite meanings may be found in the same context, e.g., To be white and not black, *affluent* and not poor, is enough to provide status in certain social groups. We note that *white* and *black* are opposites, so when we see the next pair of words in a parallel construction, we can assume that *affluent* is the opposite of *poor*, and must therefore mean rich.

Association with other words in the sentence, e.g., Brian is considered the most troublesome student ever to have walked the halls of Central High School. He has not passed a single class in his four years there and seldom makes it through an entire hour of class without falling asleep or getting sent to the office. His teachers consider him completely *incorrigible*.

Example. Many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word, e.g., The lantern illuminated the cave so well *that we were able to see the crystal formations on the rocks*.

Summary. A summary clue sums up a situation or an idea with a word or a phrase, e.g., Mr. Alonso contributes money to the Red Cross, the Boys Club, and the Cancer Fund; he also volunteers many hours in the emergency ward of the hospital. *He is indeed altruistic*. From this account of Mr. Alonso's deeds, the reader may well infer that altruistic means unselfish.

Comparison and Contrast. Comparison and contrast usually show the similarities and differences between persons, ideas, and things, e.g., The Asian gibbon, *like other apes*, is specially adapted for life in trees. The phrase *like other apes* indicates that the Asian gibbon is a type of ape. In the example, The major points of your plan are clear to me, but the details are still *hazy*, but introduces a clause that contrasts in meaning with the previous one and signals the fact that *hazy* is the opposite of clear. As the trial continued, the defendant's guilt became more and more obvious. With even the slightest bit of new evidence against him, there would be no chance of *acquittal*.

Definition. Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear, e.g., Later Congress voted to augment or *increase* the job training program. Assuming that the word *augment* may be unfamiliar to some of the readers, the writer explains the meaning by giving a familiar word.

Tone and Setting, e.g., The streets filled instantly with *bellicose* protesters, who pushed and shoved their way through the frantic bystanders. The scene was no longer peaceful and calm as the marchers had promised it would be.

Cause and Effect, e.g., Since no one came to the first voluntary work session, attendance for the second one is *mandatory* for all the members.

Series of similar words, e.g., The *dulcimer*, fiddle, and banjo are all popular among the Appalachian Mountain people.

Reading Clues

Deduction - What does the sentence concern? Which words does the *unknown* word seem to relate to?

Part of Speech - Which part of speech is the unknown word? Is it a verb, noun, preposition, adjective, time expression or something else?

Chunking - What do the words *around* the unknown word(s) mean? How could the unknown word(s) relate to those words? - This is basically deduction on a more local level.

Vocabulary Activation - When quickly skimming through the text, what does the text seem to concern? Does the layout (design) of the text give any clues? Does the publication or type of book give any clues to what the text might be about? Which words can you think of that belong to this vocabulary category?

Keeping Your Kids Safe Outdoors

NEW YORK, July 4, 2005

<http://www.cbsnews.com/stories/2005/07/04/earlyshow/living/parenting/printable706097.shtml>

(CBS) For kids, summer usually means a lot of swimming, biking and playing outside.

But this time of year is not all fun and games; it's actually the most dangerous time of year for kids. More children visit the emergency room during the summer months than they do at any other time of the year.

On the Fourth of July your kids face additional risks, even in your own backyard. Camille Chatterjee, an editor with Parenting magazine visits *The Early Show* to offer advice on avoiding some of the most common outdoor hazards.

Fireworks

Fireworks injure nearly 4000 kids each year. Boys aged 10 to 14 are actually at the highest risk, but fireworks - even "safe" fireworks - pose a danger to all kids. You may be surprised to hear that sparklers are one of the top three fireworks most likely to hurt someone. [They burn at temperatures up to 2,000 degrees](#). What parent would hand their child something that hot? Sparklers also easily ignite clothing.

What can parents do?

- Parenting magazine suggests not allowing young children to even touch fireworks, and closely supervising other children. The best way to avoid injury is to visit a professional fireworks show.
- Make it clear that kids should never use fireworks unless an adult is present, and they should leave the area immediately if their kids begin playing with fireworks.
- Teach your children to "stop, drop, and roll" in case their clothing does catch on fire.
- Never try to re-ignite fireworks that malfunction.

Find information about Drowning and Sun exposure in page 2, and Bugs and Active Driveways in page 3.

Drowning

This is one of the biggest summer dangers kids face. Sixty percent of drowning occurs among children four and under. The vast majority are boys. What should scare parents most of all is that seven out of ten children who [drown are being "supervised" at the time](#).

And kids don't need a pool or lake to get in trouble. A cooler full of melted ice or a wading pool can spell trouble. Keeping a child safe involves more than putting up a fence around a pool.

What can parents do?

- Safety experts recommend "actively supervising" kids around water. This means trying to maintain eye contact with kids at all times. Parents should NOT be drinking, grilling, talking on the phone or reading while supervising.
- At a party, designate an adult as the "water watcher." You can rotate this responsibility, but make sure one person is assigned at all times. What often happens is that all adults assume someone else is keeping a close eye on the pool.
- Remember - inflatable water wings and inner tubes will not keep kids from drowning and any child using one should not be considered "safe."

Sun

All parents realize they need to protect their kids from the sun, but sometimes this is easier said than done. Plus, there are so many different sunscreens out there, you have to wonder: Is one better than another? Parenting magazine has some suggestions:

- You need to buy a sunscreen that provides both UVA and UVB protection, and is paba-free. Paba is a chemical that irritates children's skin.
- For babies 6 months and younger who will be in direct sunlight, opt for a swimsuit with as much coverage as possible, or have boys cover up with a t-shirt. Babies this young should use chemical-free children's sun block with zinc oxide or titanium dioxide, like Mustela's High Protection sun lotion, since regular sunscreen can be irritating at this age.
- Kids older than 6 months can use standard infant sun blocks like Coppertone Water Babies, but make sure they're paba-free and be sure to apply it 30 minutes prior to sun exposure. Other good picks include: Banana Boat Baby Magic Sunblock Lotion SPF 50 and Coppertone Kids Sunblock Lotion SPF 40.

A note on these high SPF numbers - they do not protect skin better than a lower SPF, but they do last a bit longer, which is great for kids.

- Of course, the best protection is to keep kids out of direct sunlight whenever possible. Products like the Kel-Gar Sun Dome and the Graco Pack n' Play Sport provide safe, sun-free areas for kids to hang out and play in the shade.

The Kel-Gar Kids' Sun Dome is the cheaper option at \$35. It easily pops up and easily folds back into its own carrying case to provide shelter from the sun - not to mention a fun hangout spot for naps and snacks. (\$35. Available at: 800-388-1848, www.kelgar.com)

The Graco Pack 'N Play Sport is a new version of the old standard, and it's much easier to open: Just take it out of its carrying case, expand the walls with one push, and secure the latches on either side. The padded, water-resistant floor makes for quick cleaning after a long day in the sand or dirt (you can hose it down and let it drip-dry), and the canopy, which provides UV protection, slips right into a hidden storage pocket. (\$150, 800-345-4109, www.gracobaby.com)

Bugs

Kids' sensitive skin is particularly vulnerable to bug bites, and parents certainly want to protect little ones from ticks.

What can parents do?

- If your child can't stand bug spray, L.L. Bean offers a line of Bug-Repellent Clothing. This is the first line of kids' clothing to be approved by the EPA. A safe dose of permethrin is pre-applied to the clothes, and the effectiveness lasts for 25 washes. Unlike DEET, which repels insects, permethrin actually kills them when they get stuck on the fabric, as ticks sometimes do.
- If bugs are really a problem for your child, you'll still need to apply bug spray to exposed skin. Buy a product with no more than a 10 percent concentration of DEET (marked on the label), and follow the product's instructions on age restrictions and how to apply.
- Keep excess DEET absorption down by applying it only as frequently as recommended. Skip combo sunscreen-DEET products. Sunscreen needs to be reapplied often; DEET doesn't. It's especially important to keep DEET away from your child's eyes and mouth.
- Apply the product to her face by first putting some in your hands, and then wiping it onto her skin.
- Don't put any on kids' hands, since they often touch their faces.
A good choice: Off!'S Skintastic Insect Repellant For The Family with 4.75 percent DEET.

Driveway Safety

On the Fourth, the driveway can be a dangerous place. There are lots of cars coming and going, and lots of kids riding bikes, playing ball, etc.

What can parents do?

- On this busy day, it really makes sense to block off your driveway. This keeps kids and drivers contained. You can simply put trashcans or lawn chairs across the bottom of the driveway.
- Or, invest in The Kid Safe Driveway Guard from KidKusion. It is a 36"-high net suspended between two poles that expands to separate your driveway's end from the street. Cost is \$90.00.