

Skills Reviewed and Maintained

- **Comprehension**
Comparing and Contrasting
Drawing conclusions
- **Writing**
Report

Teach

- Ask students what they do when they're reading and come across an unfamiliar word. They might mention checking a dictionary or glossary. Remind them that readers often figure out a word's meaning by looking at its context.
- Display a paragraph on an overhead projector and read it aloud.
- Have students compare the narrator's opinion. They should contrast the adjectives in it.
- Have volunteers suggest other context clues to help figure out what the underlined words mean.
- Invite students to read the article. Have them circle clues that help them decipher the meaning of the underlined words.
- Make some students select the correct meaning for *summit* and *interior*. They should identify "from its base up to," "inside," and "pushed out," as context clues.

Practice

Introducing Vocabulary

- Before students read the article, introduce the vocabulary words and discuss their meaning. Use each word in a contextual sentence that suggests its meaning.
- Have students preview the title and the photograph and then tell what they expect to learn. Remind them to figure out the meaning of the underlined words by using the surrounding words and sentences.

Checking comprehension

- Clarify for students that they will be contrasting or finding differences between, a lander and a rover. Suggest they make a two-column chart with the heading *lander* and *rover* and list features of each.
- Help students use article details to draw conclusions about how the rover helped the mission. Invite them to reread the second and third paragraphs to find them.

Practicing comprehension Skills

- Present the following types of context clues: synonyms, antonyms, examples, and descriptions. Model finding the meaning of *proves* by using *spacecraft* as a synonym clue and *Mariner 4* and *Pathfinder* as example clues.

Practicing Vocabulary

- Have students identify the words that have long e and o, which are words that have diphthongs, and circle them.
- Ask students to complete the vocabulary exercise independently. Go over the answers together.

Apply

Making the Reading and Writing Connection

- Partners can compare their report and then make a Venn diagram to show the similarities and differences between their choices.

ESL Strategy

- Have students draw a mural of the rover exploring the surface of Mars. Have them label objects from the article that are pictured, such as rover, rocks, soil, clouds.

Multiple Intelligences: Verbal–Linguistic, Interpersonal

- Have small groups “explore” the classroom or school grounds as they were aliens examining a new planet. Have them note items of special interest or collect samples to take back. Then have them write a report to present to the “folks” back home.

Home- School Connection

- Have students read a newspaper article with a family member. Both readers should underline words that are unfamiliar or difficult. Then they can circle context clues to help them figure out the words meanings.