

# Activities

**(May be used as blackline masters to display activities for students to reference)**

### Activity 1: Getting Ready to Read-Anticipation Guide

**Directions:** Read each statement. Then, in column one (labeled PRE), write a plus sign (+) if you agree with the statement, a minus sign (-) if you disagree, or a question mark if you are unsure about your opinion. For most statements there are no right answers. Towards the end of the unit, you will indicate your reactions in column two (labeled POST).

	Pre	Post	
1.	_____	_____	Sixth graders benefit from parent involvement at school.
2.	_____	_____	Schools should limit parents' access to classrooms.
3.	_____	_____	Parent volunteers have a positive impact on learning.
4.	_____	_____	It's a parent's job to smooth out life's bumps for their kids.
5.	_____	_____	Children should ask parents for help when they need it.

### Activity 2 Option 2: Take a Stand

Your teacher will place a sign for “agree” on one side of the room and “disagree” on the other side. All students stand in the middle of the room.

1. After the teacher reads each statement aloud, walk to the side of the room that expresses your viewpoint.
2. Once you have taken a stand, create a trio and explain your reason for choosing this side.
3. The teacher will ask for 2-3 volunteers for each side to paraphrase their trios thinking.
4. Your teacher will repeat the process for each statement.
5. Return to your seats and talk about the results of the activity with your classmates in a large group dialogue.

### **Activity 3: Surveying the Text**

Discuss the following questions:

1. What are you noticing about the structure of this document?
2. Look at the headings. Create a question based on the heading. For example, Parent Involvement is one of the headings. A question might be, “Why is parent involvement important?”
3. What do you think is the document’s purpose?
4. Who is the intended audience?

### **Activity 4 Understanding Key Vocabulary option 1: Concept Sort**

1. Group the words together based on their meanings.
2. With your group, develop categories for each group of words.
3. Based on the words and the categories, discuss what you think the text might be about. Be prepared to share the important points of your discussion with the class.

### **Activity 5: Reading for Understanding- Read to Get the Gist**

Read the document independently and mark your text to support your understanding of its purpose. After you finish the document, discuss the following questions with your classmates:

1. What are some key ideas about parent involvement, parental rights and responsibilities?
2. What were some new ideas for you?
3. Look at the questions you created from question 2 for Activity 3: Survey the Text. Answer the questions you generated and quiz a partner to check understanding.

### **Activity 7: Summarizing and Responding- Eight Key Words**

You are going to share the information that you just read from the text. You will need eight index cards for this activity.

1. Select at least eight key words that you feel will be the most useful for sharing information from the text.
2. Write one key word on each of the index cards.
3. Share your words with a partner. Select the eight key words that you both agree are significant or necessary for sharing information from the text.
4. Place the eight key words in a logical order.
5. With your partner, take turns sharing information from the text using the eight key words.
6. After you and your partner have shared, make any changes to the key words that you have selected by eliminating or adding words.
7. Return to your seat and use your eight words to write the main idea and the most important details of the text.

### Activity 8: Surveying the Text

Write the answers to the following questions.

1. What does the title, “Putting Parents in Their Place: Outside Class,” tell you about Strauss’s position on appropriate parent involvement in schools?
2. What does it mean to “put someone in his or her place”?
3. What do you think is the article’s purpose?
4. Turn the subheading of “Putting Parents in their Place” into a question.
5. In what ways is the structure of this text different than the text you read from the Parent Handbook?

### Activity 9: Assessing Key Vocabulary

Review the list below and before you read, write the definition (if you know it) and mark if you know it (K), have an idea about it (I), or don’t know it (D).

		<b>Before Reading</b>			<b>After Reading</b>
<b>Word</b>	<b>Definition</b>	<b>Know it well (K)</b>	<b>Have an idea (I)</b>	<b>Don’t know it (D)</b>	<b>K, I, or D</b>
helicopter parent					
self-reliant					
micromanaging					
intrusive					
mutually supportive					
pesky					
extent					

### **Activity 10: Reading for Understanding- Read to Get the Gist**

Read the document independently and mark your text to support your understanding of its purpose. After you finish the document, discuss the following questions with your classmates:

1. What are some key ideas about the idea of helicopter parents from this text?
2. What were some new ideas for you?
3. What additional questions to you have about helicopter parents and how they affect their children?

### **Activity 11: Close Reading for Understanding Using Evidence-Based Questions**

1. A helicopter parent is defined as a parent who is overly involved in the life of his or her child. What is Strauss' claim about helicopter parents?
2. In the opening paragraph of the text, Strauss uses the terms needy, overanxious and pesky to describe some parents. What is the connotation of these terms? How do these terms establish the author's opinion?
3. In line 13, Donald Pollock, chairman of the Department of Anthropology at State University of New York, describes the millennial generation as "poor babies." How does Strauss' use of Pollock's quotation strengthen her argument?
4. Is Strauss a credible source for the issue of helicopter parents? Why or why not? Use evidence from the text to support your response.

### **Activity 12-Considering the Structure of the Text- Descriptive Outlining**

Read “Putting Parents in Their Place” again, this time silently. Draw a line where you think the introduction ends. Then draw a line above where you think the conclusion begins. As you reread the article, consider not only what each section says, but also how it says it.

Now answer the following questions:

1. What is the main idea of each section?
2. What words, sentences, and or phrases does the author use to support her claim?
3. Which section is the most persuasive? Least persuasive? Explain your answer.
4. What do you think is the text’s main argument?

### Activity 13: Analyzing Stylistic Choices: Looking Closely at Language

A connotation is an emotional or cultural association of a word that can significantly impact the tone (or attitude) of a writer's work. These associations are what we think and feel when we read a word, not necessarily what we see when we look up a definition in a dictionary. For example, the word "water" carries connotations of life, purity, and renewal—none of which would appear in a standard dictionary entry for the term.

Complete the following with the whole class:

What feelings does each of the following words or phrases from "Putting Parents in their Place" create? What images or situations could you associate with each word or phrase? The first one is an example of possible responses.

Word/phrase	Feelings	Associations
Pesky	Irritation, annoyance, exasperation	Trivial problems, insects (like a fly), or something that won't go away (like a rash, stain, or little brother)
Screaming		
Kicked out		



### Activity 14: Looking Closely at Language- Using the Words of Others

Directions: This exercise is designed to help you become aware of the language that writers such as Strauss use to talk about the writing of others. For each of the following examples from "Putting Parents in their Place," identify the source of the comment (who said it) ,whether the remark is a direct quotation or a paraphrase and evidence (how you know) . If necessary remind students that a direct quote is an account of the exact words used by a person in a conversation or in writing while a paraphrase is a restatement of the words used by a person in a conversation or writing. You may also want to consider modeling the first statement with students.

Statement	Speaker (Who said it?)	Is it a direct quotation or a paraphrase?	Evidence
Educators say the shift in parental engagement coincides with the rise of the millennial generation, kids born after 1982.			
"They have been the most protected and programmed children ever -- car seats and safety helmets, play groups and soccer leagues, cellphones and e-mail," said Mark McCarthy, assistant vice president and dean of student development at Marquette University in Milwaukee.			
Some parents who once had unlimited access to classrooms or school hallways are being kicked out, principals say.			
College officials say they, too, are trying to find ways to handle ubiquitous parents.			
A problem is presented and parents are asked, "Tell me what you've done already to solve this problem," said Patricia Chase.			

After you complete the chart, discuss the following question:  
 How does using the words of others impact the author's credibility?

### **Activity 15: Thinking Critically- Responding to a Prompt**

Respond to the following prompt. Refer back the work that you did in Activity 13 and Activity 14 to help you.

What is Strauss' claim in "Helicopter Parents"? Do you agree with her claim? Use information from the texts that we have read thus far to support your response.

### **Activity 16: Thinking Critically- Responding to the Video**

Think and respond to the questions below. Be prepared to share your response with your partner.

1. Based on what you saw in the video, would you consider Derek Redmond's father a "helicopter parent?" Why or why not?
2. Do you agree with the action that Derek Redmond's father took? Explain your answer.

### **Activity 17: Thinking Critically- Philosophical Chair**

#### **Discussion Statement: Parents that are too involved**

1. Read the statement and decide if you agree or disagree.
2. Sit facing each other across the center of the room depending on your response to the statement.
3. If undecided, sit in the neutral zone so that you can see both sides.
4. Briefly summarize the previous speaker's points before stating your response.
5. Think before you speak and organize your thoughts.
6. After speaking, wait until two other students have spoken before speaking again.
7. If you are sitting in the neutral zone, take notes on both sides. If your position changes, move to the appropriate side and state why you can to this conclusion.

### Activity 18: Reflecting on Your Reading Process-Post Reading Survey

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