



515 PARAGRAPH SEQUENCING & MAIN IDEA A

PRODUCT CONTENTS

MANIPULATIVES: 30 pages (30 sets)

7 pages of teacher information

Attacking Birds	
Alfred Hitchcock, the master of suspense, was filming a movie called <i>The Birds</i> in 1963. Producers had already spent \$250,000 on mechanical birds, but they did not work. That is when they de	HITCHCOCK'S MOVIE
No one had ever worked with so many untrained animals before. Only 125 of the thousands of birds in the film were trained. Bird expert, Ray Berwick, taught them stunts and used other tricks to create the illusion.	TRAINING BIRDS
For instance, he rewarded seagulls for landing on people's heads when they were standing still. The birds would follow the people and land on them as soon as they stopped. Filming was then cut so that the birds could receive their food treats.	SEAGULL TRICK
After the film was completed, the birds were released. Berwick claimed that trained birds would forget the tricks in one week. There were reports during the first week of seagulls landing on people's heads. Only those who worked on <i>The Birds</i> could understand this phenomenon.	RELEASING THE BIRDS

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SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a summary of the skills targeted by this product. Additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

MATERIALS PREPARATION

PDF pages are designed to be printed on 8.5 x 11 inch sheets. Cover-weight paper in a variety of colors is available at office supply stores or online. Lamination is recommended so materials will last.

All Reading Manipulatives pieces have a code that is used for maintaining set integrity and student recordkeeping. The first part denotes the product, followed by a hyphen and the set number.

Put student sets in zipper bags. Answer keys can be kept in the bags or stored separately. Select containers for the 30 student sets that hold and display the sets most efficiently.

ANSWER KEYS & STUDENT CHECKLISTS

Answer keys are provided because active involvement builds accountability. When done thoughtfully, students learn from checking their work and analyzing any errors they make. Manipulatives encourage cooperative learning. Students should be allowed to assist one another as a need arises.

Checklists are important for tracking the materials that have been completed. The last page of this guide is a master for student checklists that can be copied and cut.

David Vetter was born in 1971 with an immune system disease. Even the mildest of germs could be deadly since David's body could not protect him. Doctors knew he must stay in a sterile environment until a cure was found.

PSA-1

Sterile plastic bubbles were created for David to live in. He had a crib bubble and a playroom bubble. He had to spend half of his time at the hospital. A transport bubble took him there. Only people wearing sterile protection were allowed to touch him.

PSA-1

As he grew, family and friends tried to allow David to be like other children. He played with toys and watched television. When he was six, NASA made him a special space-bubble suit like astronauts wear. For the first time, he really saw the outdoors. It made it easier for him to play with friends.

PSA-1

After living in the bubble for 12 years, David received a bone marrow transplant from his sister. Everyone hoped it would fix his immune system. Sadly, it did not work and David died. However, doctors learned much from David and have been able to help other children who have this disease.

PSA-1

The Boy Who Lived in a Bubble

PSA-1

ABOUT DAVID'S DISEASE

PSA-1

BUBBLES FOR PROTECTION

PSA-1

HOW DAVID SPENT HIS TIME

PSA-1

ATTEMPT TO CURE DAVID

PSA-1

PSA-1 The Boy Who Lived in a Bubble

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515 PARAGRAPH SEQUENCING & MAIN IDEA A – 30 SETS

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ANSWER KEY

PARAGRAPH SEQUENCING & MAIN IDEA A

PSA-1 _____	PSA-11 _____	PSA-21 _____
PSA-2 _____	PSA-12 _____	PSA-22 _____
PSA-3 _____	PSA-13 _____	PSA-23 _____
PSA-4 _____	PSA-14 _____	PSA-24 _____
PSA-5 _____	PSA-15 _____	PSA-25 _____
PSA-6 _____	PSA-16 _____	PSA-26 _____
PSA-7 _____	PSA-17 _____	PSA-27 _____
PSA-8 _____	PSA-18 _____	PSA-28 _____
PSA-9 _____	PSA-19 _____	PSA-29 _____
PSA-10 _____	PSA-20 _____	PSA-30 _____

STUDENT CHECKLIST