



UNIT 4.07

WHO GETS TO DECIDE WHAT'S SAFE?

SCHEDULE

Day 1
Action News
Reader's Theater

Day 2
Characters' Perspectives

Day 3
Word Study

Day 4
Math

Day 5
Partner Work

Day 6
Interview

Day 7
Science

Day 8
Prepare and Debate

Day 9
Pre-Writing

Day 10
Writing

This page has been left blank intentionally.

Action News

Who gets to decide what's safe?

Crystal Pond Closed Down

PAIGE: Thanks for that weather report, Sunny! It sounds like it's going to be hot, hot, hot! Our next report
REIDER: is about Crystal Pond, where some kids were trying to cool down on their first day of summer vacation. But instead of enjoying the fun day of swimming they and their families had **organized**, they were **informed** that they had to get out of the pond **immediately**. Reporter Shelley Summers is calling in now with a report. Hello, Shelley? What's up out there at Crystal Pond?

SHELLEY SUMMERS: Well, Paige, I'm here at Crystal Pond which was closed down about an hour ago because of a bacteria scare. A scientist from the local clean water **organization** told us that the rain last week washed animal waste into the pond, which made it unsafe for swimmers.

PAIGE: How are the swimmers taking this news?

SHELLEY: They are not happy! It's hot, and they're on vacation and want to swim in the cool water! I've spoken to a few kids, and they say the pond is crystal clear and perfect for swimming, but the lifeguards are not letting anyone back in the water.

PAIGE: Any word on when the pond might reopen, Shelley?

SHELLEY: **According** to the folks from the local clean water **organization**, they're keeping a close watch on bacteria levels and say they will let the public know when it's safe. Some of the disappointed visitors are saying that this is yet another **case** of officials being too cautious.

PAIGE: Well, it can't be soon enough for those kids and their families. Thanks for that report. Keep us updated, will you, Shelley?

SHELLEY: Will do. Back to you, Paige!



Turn and Talk: Sometimes young people think that adults are too cautious or overprotective. Think of a time in your own life when this might have happened. Share your story with a partner.



wordgen.serpmedia.org/action_news

Reader's Theater

Who gets to decide what's safe?

Swim at Your Own Risk

Andre and Tina's day at the pond is put on hold.

Line

- 1  **Lifeguard Lizzie:** (*yelling from the shore*) Everyone out of the water! That **includes** adults and children. The pond is closed for swimming! My job is to keep you safe, so out you go!
- 2  **Tina:** (*swimming*) The lifeguard seems to want everybody out of the pond.
- 3  **Andre:** Again? Let's just ignore her and see what happens. My beach day was ruined last week. I'm not going to let it happen again.
- 4  **Tina:** Besides, the sign at the pond entrance says, "Swim at Your Own Risk." I'm feeling risky today!
- 5  **Lifeguard Lizzie:** What's wrong with you two? Didn't you hear the whistle? Get out of the pond, **immediately!** The pond is closed because bacteria levels are too high. It's not safe for swimming, **according** to our local science expert here (*pointing at Dr. Proctor*).
- 6  **Tina:** We didn't know you meant to **include** us. No need to yell! Geez!
- 7  **Andre:** (*now out of the water*) But the water is totally clear. Nothing bad has ever happened to me from swimming here. We probably took a bigger risk riding our bikes here today. People drive like maniacs in this town!
- 8  **Dr. Proctor:** Excuse me, but I couldn't help overhearing. My name is Dr. Proctor, and I am a scientist with the Clean Water **Organization**. Last week we had a lot of rain. Sometimes rain can wash harmful things into the pond, like animal waste or lawn fertilizer. This can raise the level of bacteria in the pond. Scientists have the best **information**, so we know what is safe.
- 9  **Andre:** That's nice of you to **inform** us about the situation, Dr. Proctor, but I think we should make the final decision about whether we swim or not.
- 10  **Lifeguard Lizzie:** Not so fast there. When I'm on duty, I'm your boss. Kind of like your mother or your father. I'm responsible for you. If you want to swim in this pond, you follow my rules, got it?
- 11  **Tina:** Okay, okay. Geez, we we weren't planning on drinking the water, we just wanted to have a little fun. We've been looking forward to swimming today, especially because we didn't get to go last week. Now our day is ruined.
- 12  **Andre:** (*pointing to something*) Dr. Proctor, did you say animal waste? Is that what I think it is?
- 13  **Dr. Proctor:** Yes, it's exactly what you think it is.
- 14  **Tina:** Gross! I just decided not to go swimming today!



Discussion question: Who do you think should decide if it's safe to swim in Crystal Pond?

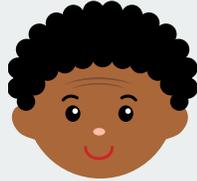
Characters' Perspectives

Who gets to decide what's safe?

Dr. Proctor, Tina, Andre, and Lifeguard Lizzie

Directions: With a partner, talk about each statement and decide which ones describe Dr. Proctor's and Tina's perspectives. Find and highlight evidence from the Reader's Theater text to support your answer. Then, in your own words, write Andre's and Lifeguard Lizzie's perspectives.

What does Dr. Proctor think?



- Dr. Proctor thinks that scientists know what is safest.
- Dr. Proctor thinks that the Clean Water Organization does more important work than lifeguards.
- Dr. Proctor thinks that it's a good idea to use pesticides to get rid of bugs because he loves his flower garden.

What does Tina think?



- Tina thinks the lifeguard is being fair and is only doing her job.
- Tina thinks they should all listen to the scientist and wait to swim until it's safe.
- Tina thinks that people can decide which risks they want to take.

What does Andre think?



What does Lifeguard Lizzie think?



What do you think?

Word Study

Who gets to decide what's safe?

A Closer Look at Our Focus Words

	organize (v.) organization (n.)	include	case
<p>Definition</p> 	<p>(verb) to arrange (noun) a group of people who work together</p>	<p>(verb) to take in; to make part of something larger</p>	<p>(noun) instance or example</p>
<p>Turn and Talk</p> 	<p>If you could organize the perfect birthday party, where would it be?</p>	<p>My idea of a perfect day would include _____.</p>	<p>Should all kids who fight in school be expelled, or is every case different?</p>
<p>Rewrite with a focus word</p> 	<p>This room is a mess!</p> <hr/> <hr/> <hr/> <hr/>	<p>There are eight planets in our solar system.</p> <hr/> <hr/> <hr/> <hr/>	<p>There are very few exceptions to this rule.</p> <hr/> <hr/> <hr/> <hr/>
<p>Choose a picture</p> 	<p>Which coin collection has been organized?</p> 	<p>Circle the book cover that includes both the author's name and the title.</p> 	<p>In case of fire, which sign should we follow?</p> 
<p>Draw something to remember</p>  <p>Draw a picture, write a word, or give yourself another way to remember each word.</p>			

Word Study, continued

Who gets to decide what's safe?

	immediate (adj.) immediately (adv.)	according (to)	inform (v.) information (n.)
<p>Definition</p>  <p>(<i>adjective</i>) right away; instant (<i>adverb</i>) at once; instantly; right away</p>	<p>(<i>preposition</i>) as stated by; on the authority of</p>	<p>(<i>verb</i>) to give someone facts (<i>noun</i>) facts provided or learned about something or someone</p>	
<p>Turn and Talk</p> 	<p>I think we need to take immediate action to save _____.</p>	<p>According to my parents, I need to get better at _____.</p>	<p>I get my information about what's happening in the world by _____.</p>
<p>Rewrite with a focus word</p> 	<p>We are going to be late! _____ _____ _____</p>	<p>My friend says that yellow is the happiest color. _____ _____ _____</p>	<p>The public needs to know about climate change. _____ _____ _____</p>
<p>Choose a picture</p> 	<p>Circle the sign that would get your immediate attention.</p>  	<p>According to which speaker is ice cream the best dessert?</p>  	<p>Circle the sign that informs people about driving conditions.</p>  
<p>Draw something to remember</p>  <p>Draw a picture, write a word, or give yourself another way to remember each word.</p>			

Math

Who gets to decide what's safe?

Sari Studies Samples from Crystal Pond

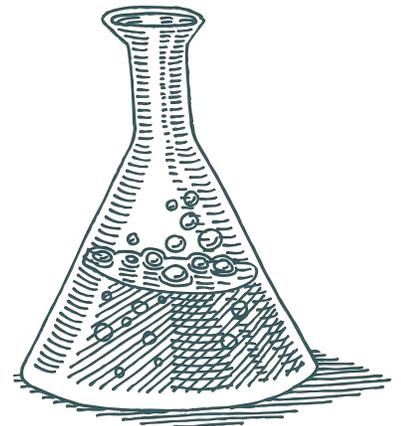
1. Sari lives $\frac{3}{4}$ kilometer (km) from Crystal Pond. How far will Sari have to walk to collect the water samples? Remember that Sari has to walk both ways.

2. It takes Sari and her brother Rhan 15 minutes to walk from their home to Crystal Pond. They leave for Crystal Pond at 4:00 pm, and spend 20 minutes collecting water samples at the pond. At what time will Sari and Rhan return home?

- Sari collected a water sample from Crystal Pond for her science project investigation. When she gets back to the science lab, Sari will divide her sample up into the following containers:

- I. Five (5) test tubes that each contain 50 milliliters (mL) of water
- II. Three (3) flasks that each contain 250 milliliters (mL) of water

3. Sari is using 1-liter bottles to collect the pond water. How many bottles should she fill so that she has enough water to fill her test tubes and flasks? Remember that there are 1,000 mL in a liter.



Word Study in Math!

Many of the words that are used in science, math, and social studies are cognates! What are cognates? Cognates are words that have “language relationships,” which means they come from the same root. The English word *mathematics* is *matemáticas* in Spanish. Can you see the similarities in spelling?

Here are some translated words from this word problem. They are in Spanish. Can you guess what they are in English? (If you’re lucky enough to speak Spanish, Kriolu, or Portuguese, you may be able to figure these out quickly!)

investigación

minuto

litro

metro

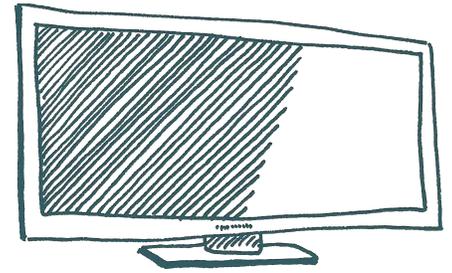
Partner Work

Who gets to decide what's safe?

Safety Check

Let's check our own safety! How safe are our viewing habits?

Violent programs are in the hot seat! Did you know that many children have been badly hurt by other kids who used pro-wrestling moves they saw on television? **According** to a recent newspaper article, a six-year-old girl was killed by a 12-year-old boy after he crushed her by imitating his favorite WWE wrestling moves. Although people agree that this **case** is a terrible tragedy, many don't think television programs are to blame. They believe that kids or adults who watch them don't understand that these programs are just fun and not real.



Many parents are concerned that programs like WWE and other examples of television violence will have a negative effect on their children's behavior. Some professionals say that younger children can't be sure what's real and what isn't and should not be allowed to watch violent programs until they are older and know the difference. But how do we know if a television program is violent or inappropriate? The ratings given to videos, television programs, and movies can **inform** us about what to watch and maybe what NOT to watch.

Use the following video game ratings to rate the programs you watch.

Work with a partner.

Rating	Appropriate for...
EC	Child (3 Years of Age and Older)
E	Everyone
E 10 +	Ages 10 and Older
T	Teen
M	Mature (Ages 17 and Older)
AO	Adults (Ages 18 and Older)



Discussion question: Do you think kids are influenced by what they see on television? Talk to your partner and discuss some of your own examples.

My favorite television show is _____
_____ .

I would give this show a rating of _____
because _____
_____ .

My favorite video game is _____
_____ .

I would give this game a rating of _____
because _____
_____ .

My favorite movie is _____
_____ .

I would give this film a rating of _____
because _____
_____ .

*Note: If you don't have a favorite show, game, or movie, please write the letters "n/a" in the space. N/A means "not applicable," which means you did not **include** an answer because the question doesn't apply to you.*

Interview

Who gets to decide what's safe?

Interview with Dr. Ellen Abell

Dr. Ellen Abell is an expert on children and families. She is worried that kids are watching too much television and that this is making them less active, less able to connect with their families, and less successful in school. We asked her how we could watch our favorite programs and play our games but still be good students, be active, have strong families, and develop good social skills.



Susana: Thanks so much for talking with us today, Dr. Abell. We kids hear a lot about how bad television programs and video games can be for us because of the violence in some of them. But you're saying that too much television can cause problems in school and in relationships, even if it isn't violent. Can you tell us what you mean by this?

Dr. Abell: Well, kids watch a lot more television and play more video games today than they ever did before. That means they're doing less of what kids used to do, which was to play outside for hours, then come home and spend time with their families and at their desks doing homework. Instead, they're sitting in front of a television or a computer.

Arun: But aren't some programs okay to watch? I heard video games make your brain more efficient and they help with learning.

Dr. Abell: That can be true. And I think anything in moderation is fine. It's okay to watch television and play video games for fun and for learning, but more kids than ever are doing way too much of both. So they aren't reading as much, spending time outside with friends, or playing sports. A lot of kids are not as healthy because they aren't moving. They're sitting!

Susana: Well, I love to dance and I'm on a baseball team, so I move a lot! But I also read something you wrote that said kids who watch too much television don't develop good social skills or language skills. I'm not sure what that means. Could you explain that to us?

Dr. Abell: Sure. Kids who spend more time watching television, instead of interacting with their friends and family, sometimes don't know how to behave when they're with other people. We learn how to be friends with others by spending time together. Getting along with others involves knowing how to listen to their thoughts and feelings and how to share our own. These are skills that develop only with practice.

Arun: I read about a **case** of a kid who was obsessed with a video game and made exploding sounds all day long in school. He sure didn't seem like he was paying attention!

Dr. Abell: Well, **according** to some studies, some kids have trouble paying attention in school because their language skills aren't developed enough. They spend more time with their video games than with people. If kids don't understand what teachers are saying or don't understand what they're reading because they haven't heard the words before, this makes it difficult to do well in school. It's also hard to make friends if kids are relying on video games for fun and friendship.

Susana: Well, I'm going to keep a diary of how much television I watch and how much exercise I get.

Arun: I think I'll do the same. Thanks so much, Dr. Abell, for **informing** us about this important issue!



Discussion questions: How much time should kids spend watching TV and playing video games each week? Who should make this decision?

Science

Who gets to decide what's safe?

Observing Water Samples

Today we are going to conduct an experiment to find out if water that looks clear might be unsafe for drinking or for swimming.

Procedure 1:

Observations of the first glass of water

What does the water look like?

What color is the water?

What does the water smell like?

Procedure 2:

Observations of the second glass of water

What does the water look like?

What color is the water?

What does the water smell like?

**Turn and talk**

Would you drink the water from the first glass?

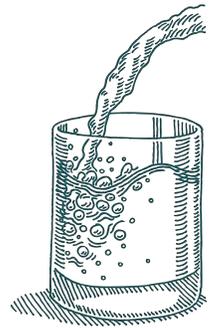
Would you swim in water from the first glass?

**Turn and talk**

Would you drink the water from the second glass?

Would you swim in water from the second glass?

How do you think a scientist might figure out what is in the water?

**Word Study in Science!**

By adding the prefix “un-” to the word “happy,” we change its meaning and create a new word: “unhappy!”

What happens when you add the prefix “un-” to the following words? Write your answers in the space under the word you changed.

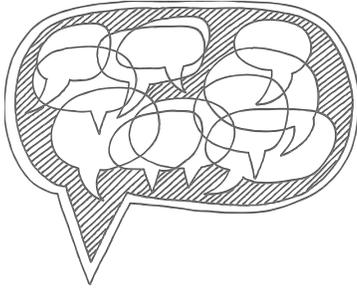
able

clear

safe

Prepare and Debate

Who gets to decide what's safe?



Who gets to decide what's safe?

Your teacher will explain the format of this week's discussion or debate. You may need to **organize** some notes in the space below:

Who decides?	Water Safety	Media
<p>Experts (e.g., scientists or law makers)</p>		
<p>Parents</p>		
<p>Kids</p>		

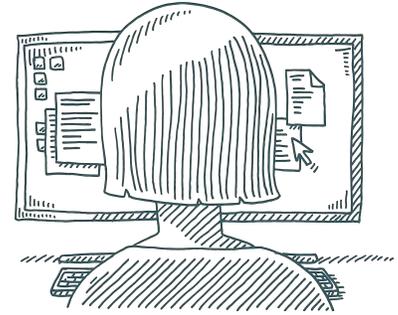
Pre-Writing

Who gets to decide what's safe?

Comparing Blog Posts

A blog about television and media asked readers to post about the question, "Who gets to decide what's safe on television?"

Read the following posts and determine each author's perspective. Then write one or two sentences explaining why you do or don't agree with the blogger.



As an elected official, I know that the people in my state trust me to make good decisions. A topic of **immediate** importance is children's health. I have proposed a law limiting the kinds of programs that can be shown during the times of day that children usually watch television, and making rating systems more strict. I am also working with doctors and psychologists from the Media Safety **Organization** to **inform** residents about the danger of violent television and video games and the benefits of exercise and social interaction. I will not feel that my job is done until this law passes, and children can once again be children.

- Marisol Alvarez, state representative

According to Ms. Alvarez, who should decide what's safe?

- children
- parents
- lawmakers

Do you agree with Ms. Alvarez? _____

My **immediate** concern is for the health of my children. I know that each child is a special **case**. Some children are mature enough to watch shows with violence, and some are not. My wife and I do our best to be **informed** about the latest television shows and video games. Our children can only watch programs that fit the rules that we create. I would rather that my wife and I be the ones who control which shows our children watch, not some lawmaker who doesn't know our family.

- Mr. O'Halloran, protective father

According to Mr. O'Halloran, who should decide what's safe?

- children
- parents
- lawmakers

Do you agree with Mr. O'Halloran? _____

I've been watching television my whole life. **According** to some adults, I should not be allowed to watch the shows that I like because some of them contain violence. The truth is that I like my television shows for many reasons that do not **include** violence. Most of all, I like the stories and characters. My mother works a lot, and the television gives me something interesting to watch while I wait for her to come home. I would love to go outside and play, but my neighborhood is more dangerous than the neighborhoods on some of the television shows that I watch! Until I can go outside and play in safety, I should be able to watch the shows that I like.

- Lisette A., teenage swimmer

According to Lisette, who should decide what's safe?

- children
- parents
- lawmakers

Do you agree with Lisette? _____

Writing Support Option

Who gets to decide what's safe?

Use this chart to plan your writing if you find it helpful.

TOPIC SENTENCE:
Introduce your opinion.

My opinion is _____

REASONS:
Provide reasons that are supported by facts and details.

A REASON AGAINST:
Strengthen your argument by showing you have thought about both sides of the issue.

People who disagree with me might say _____

RESPONSE:
How would you respond to the reason against?

CLOSING SENTENCE:
Restate your opinion.

In conclusion, _____

This page has been left blank intentionally.