

## Dangers of Smoking

Term 3

### *The Rotten Reality*

Here's something really cool to do. You can make your hair and clothes reek. You can stain your teeth and fingers yellow. You can even make your breath smell like a dragon. Wait- there's more!

Would you like to suffer from respiratory problems, asthma, chronic cough, and increased phlegm production? Would you like to face chronic bronchitis, emphysema and lung cancer later in life? Does this sound like a good idea to you?

Oddly enough, 3000 kids every day choose to do this because they want to look cool. How cool is it to strain your heart, ruin your lungs and gasp for breath? These are the effects of smoking that the tobacco ads don't usually show. Advertisers and movie stars often make smoking look trendy or glamorous, but in reality, smoking kills. Many of the actors who smoke in the movies don't light up in real life. Tobacco companies have been known to pay studios so the stars smoke on film.

### *The Real Truth*

What's the real truth about smoking? In actual fact, 87 percent of kids never smoke at all. Most of the kids who do smoke wish they could quit. So, why don't they just stop? It's not that easy. Nicotine is a highly addictive drug that grows naturally in the tobacco plant. Consequently, smoking can be as addictive as cocaine or

heroin. It traps many kids even if they don't plan to be smokers. According to a recent survey, 40 percent of teens who smoke said they tried to quit but couldn't.

### *The Real Cost*

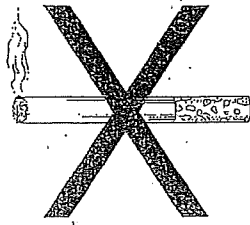
Before you take that first puff, what's it going to cost you? Let's say you start smoking at the age of 13 (some do) and smoke an average of 25 cigarettes every day. By the time you turn 30, at \$8 a pack, you will have spent about \$50,000 on cigarettes. Just think what you could have done with that money. Buy a car. Spend a summer in Europe. Pay for university. Puts it in perspective, doesn't it?

### *Do the Math*

If you smoke 11 cigarettes a day and spend \$5.95 on a pack of cigarettes, the chart below shows what you could have bought over a time period of 5 years.

Time	Cost	Alternative
1 day	\$2.62	Snacks
3 days	\$7.85	Lunch
5 days	\$13.09	Movie ticket
1 week	\$18.33	X-L Pizza
3 weeks	\$54.98	Part tank of gas
1 month	\$78.54	Leather basketball
2 months	\$157.08	MP3 player
3 months	\$235.62	Leather jacket
6 months	\$476.48	Snowboard
1 year	\$955.57	Stereo system
3 years	\$2866.71	Computer
5 years	\$4777.85	A really nice vacation

Source: Health Canada website



Don't be a victim of the tobacco industry's \$6.2 billion a year advertising campaign to get you to start smoking!

### *The Shocking Facts and Figures About Smoking*

- 90% of all smokers started before the age of 18.
- The average age of a new smoker is 13.
- Cigarettes contain over 4000 chemicals.
- The chemicals in cigarettes include acetone (nail polish remover), hydrazine (rocket fuel), formaldehyde (preserving agent for dead animals), cyanide (rat poison), and ammonia (toilet bowl cleaner).
- Every 10 seconds, somewhere in the world, someone dies from tobacco-related causes.
- Smoking causes more deaths than illegal drugs, homicides, car accidents, alcohol and AIDS combined. This is over 45 000 deaths in Canada each year.
- Smoking affects the ability to think and move by reducing the oxygen supply to the brain.

### *Second-Hand Smoke*

Do you want to hang around with people who smoke? You're not smoking, right?

Health Canada estimates that more than 1100 non-smokers die each year because of second-hand smoke.

### *Health Risks of Second-Hand Smoke:*

- eye irritation, headache, nausea and dizziness
- nasal discomfort and sneezing
- cough and sore throat
- higher heart rate/blood pressure
- lung cancer, childhood asthma, heart disease and stroke

### *Don't Get Left in the Smoke*

The next time you think someone looks cool smoking, think again. Believe it or not, kids who smoke usually start because they want to fit in. But more and more people will not tolerate smoking in their homes or places of business.

So set your own trend. Instead of getting caught in an addiction, choose to be smoke free. If you can make it past high-school graduation without lighting up, you probably never will!



Seven out of ten girls say they won't date a guy who smokes. Eight out of ten guys say they won't date a girl who smokes.

**Dangers of Smoking: STUDENT RESPONSE SHEET**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. **BEFORE YOU READ.** Using the title, *Dangers of Smoking* and your background knowledge, write several interesting questions that might be answered in this text.

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**NOW READ THE STORY.**

2. What are three important ideas the author presented in this text? Write out each important idea in a sentence in your own words. For each key idea, list at least two details in point form from the text that tell more about that main idea. Organize your notes in a chart, web, outline or other format.

3. Explain several advantages of not smoking, using the information from the text and the text boxes.

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4. Why do you think cigarette companies target teens with their ads and pay Hollywood actors to smoke in movies that teens would see? Use your background knowledge and information from the text to explain. Give two or three reasons.

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5. What do the underlined words mean in this text?

respiratory \_\_\_\_\_  
trendy \_\_\_\_\_  
addictive \_\_\_\_\_  
tolerate \_\_\_\_\_

6. What is one reading comprehension strategy you used today?

How did it help you understand this text? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Real Truth**

What's the real truth about smoking? In actual fact, 87 percent of kids never smoke at all. Most of the kids who do smoke wish they could quit. So, why don't they just stop? It's not that easy. Nicotine is a highly addictive drug that grows naturally in the tobacco plant. Consequently, smoking can be as addictive as cocaine or heroin. It traps many kids even if they don't plan to be smokers. According to a recent survey, 40 percent of teens who smoke said they tried to quit but couldn't.

**The Real Cost**

Before you take that first puff, what's it going to cost you? Let's say you start smoking at age 13 (some do) and smoke an average of 25 cigarettes every day. By the time you turn 30, at \$8 a pack, you will have spent about \$50,000 on cigarettes. Just think what you could have done with that money. Buy a car. Spend a summer in Europe. Pay for university. Puts it in perspective, doesn't it?

174 words

Whole Class Reading Assessment – Reading for Information										Date: _____		Student Name: _____		
<b>READING LEVEL AS RELATES TO INSTRUCTIONAL DECISIONS</b>														
Miscues	0	1	2	3 - 4	5-6	7-8	9-10	11 or more						
	Independent Level			Instructional Level				Frustration Level						
<b>Oral Reading Fluency</b>														
	Not yet Within Expectations			Meets Expectations (minimal to moderate)			Fully Meets Expectations			Exceeds Expectations				
Pacing	<ul style="list-style-type: none"> <li>slow &amp; laborious</li> <li>struggles with words</li> </ul>			<ul style="list-style-type: none"> <li>rate varies</li> <li>some hesitations</li> </ul>			<ul style="list-style-type: none"> <li>generally conversational</li> <li>some smooth, some choppy</li> </ul>			<ul style="list-style-type: none"> <li>conversational &amp; consistent</li> <li>smooth &amp; fluent throughout</li> </ul>				
Expression (prosody)	<ul style="list-style-type: none"> <li>monotone</li> </ul>			<ul style="list-style-type: none"> <li>monotone combined with some expression</li> </ul>			<ul style="list-style-type: none"> <li>appropriate expression used of much of the time</li> </ul>			<ul style="list-style-type: none"> <li>appropriate expression maintained throughout</li> </ul>				
Phrasing	<ul style="list-style-type: none"> <li>word-by-word</li> <li>long pauses between words</li> </ul>			<ul style="list-style-type: none"> <li>some word-by-word, some phrases</li> </ul>			<ul style="list-style-type: none"> <li>mostly phrases, some smooth &amp; some choppy</li> </ul>			<ul style="list-style-type: none"> <li>phrases consistently throughout, generally smooth &amp; fluent</li> </ul>				
Accuracy in reading	<ul style="list-style-type: none"> <li>makes frequent errors</li> </ul>			<ul style="list-style-type: none"> <li>makes occasional errors that affect meaning of text (e.g., reads "can" for "car").</li> </ul>			<ul style="list-style-type: none"> <li>makes occasional errors that do not affect meaning of text (e.g., mispronouncing names).</li> </ul>			<ul style="list-style-type: none"> <li>self-corrects, or does not make errors with familiar text.</li> </ul>				

WCRA Assessment –Nonfiction Text - Term 1						Grade 6	Student Name: _____
<b>Accuracy:</b> Independent Instructional Frustration					<b>Strategies Used to Decode</b>		
Notes:					Sounds out letters		
					Uses word parts, groups or letters		
<b>Fluency</b>					Uses some visuals, then guesses		
					Reads to end of sentence & rereads		
					Skips and reads on		
					Partial attempt, then goes on		
Pacing					Errors are meaningful		
Expression					Errors are real words		
Phrasing					Stops or notices when meaning is lost		
Accuracy					Self corrects at appropriate rate 1:3		
					Appeals for help before attempting		

WCRA Assessment –Nonfiction Text - Term 2						Grade 6	Student Name: _____
<b>Accuracy:</b> Independent Instructional Frustration					<b>Strategies Used to Decode</b>		
Notes:					Sounds out letters		
					Uses word parts, groups or letters		
<b>Fluency</b>					Uses some visuals, then guesses		
					Reads to end of sentence & rereads		
					Skips and reads on		
					Partial attempt, then goes on		
Pacing					Errors are meaningful		
Expression					Errors are real words		
Phrasing					Stops or notices when meaning is lost		
Accuracy					Self corrects at appropriate rate 1:3		
					Appeals for help before attempting		

WCRA Assessment –Nonfiction Text - Term 3						Grade 6	Student Name: _____
<b>Accuracy:</b> Independent Instructional Frustration					<b>Strategies Used to Decode</b>		
Notes:					Sounds out letters		
					Uses word parts, groups or letters		
<b>Fluency</b>					Uses some visuals, then guesses		
					Reads to end of sentence & rereads		
					Skips and reads on		
					Partial attempt, then goes on		
Pacing					Errors are meaningful		
Expression					Errors are real words		
Phrasing					Stops or notices when meaning is lost		
Accuracy					Self corrects at appropriate rate 1:3		
					Appeals for help before attempting		

Sept 2012

**Gr. 6 RUBRIC – SD 23 WCRA READING RUBRIC**

Student Name: \_\_\_\_\_

Reading	Quest. #	Category	Not Yet Meets Expectations	Meets Expectations Minimally - Moderately		Fully Meets Expectations	Exceeds Expectations							
				-	+									
Before	1	Predictions, questions, background knowledge [PLO B5]  <input type="checkbox"/> No answer	<ul style="list-style-type: none"> <li>predictions or questions may be illogical or irrelevant</li> <li>no evidence of connections to prior knowledge</li> </ul>		<ul style="list-style-type: none"> <li>predictions or questions generally logical but simplistic</li> <li>makes simple connections to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>predictions or questions logical, thoughtful, relevant</li> <li>makes specific, logical connections to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>predictions or questions relevant; may be insightful, unique</li> <li>makes many connections to prior knowledge; insightful</li> </ul>							
								During	2	Main Ideas & details; Note-taking [PLO B1 & B2]  <input type="checkbox"/> No answer	<ul style="list-style-type: none"> <li>has difficulty identifying important idea(s)</li> <li>confuses main &amp; supporting ideas</li> <li>no organization</li> </ul>		<ul style="list-style-type: none"> <li>Identifies some important idea(s); has trouble restating in own words</li> <li>details value or partial</li> <li>some organization in notes</li> </ul>	<ul style="list-style-type: none"> <li>accurately restates important ideas(s)</li> <li>details complete, accurate, relevant</li> <li>logically organized notes</li> </ul>
3	Accuracy & Use of Text Features (captions, graphics, bolded terms etc.) [PLO B7 & B11]  <input type="checkbox"/> No answer	<ul style="list-style-type: none"> <li>incomplete, inaccurate or irrelevant information</li> <li>little or no use of text features</li> </ul>		<ul style="list-style-type: none"> <li>partially accurate information; may be vague or missing details</li> <li>includes some information from key features, graphics</li> </ul>	<ul style="list-style-type: none"> <li>response clear, detailed, complete</li> <li>includes most accurate, relevant information from key features</li> </ul>	<ul style="list-style-type: none"> <li>response precise, accurate &amp; thorough</li> <li>includes important, specific details from text features</li> </ul>								
							4		Inferences, conclusions, connections (match own ideas with info in text) [PLO B6 & B8]  <input type="checkbox"/> No answer	<ul style="list-style-type: none"> <li>unable to make logical inferences, conclusions, or connections</li> </ul>		<ul style="list-style-type: none"> <li>makes obvious inferences, conclusions or connections</li> <li>text support may be vague, missing or confusing</li> </ul>	<ul style="list-style-type: none"> <li>makes logical inferences, conclusions or connections</li> <li>some specific text support evident</li> </ul>	<ul style="list-style-type: none"> <li>makes one or more logical inferences, conclusions or connections</li> <li>clear specific or insightful support</li> </ul>
AFTER	6	Metacognition – knowledge of strategies [PLO B6 & B11]  <input type="checkbox"/> No answer	<ul style="list-style-type: none"> <li>unable to state strategies used or describe application</li> </ul>		<ul style="list-style-type: none"> <li>comprehension strategy stated only; application vague</li> </ul>	<ul style="list-style-type: none"> <li>comprehension strategy effective; application well-explained</li> </ul>	<ul style="list-style-type: none"> <li>comprehension strategy &amp; application show knowledge &amp; expertise</li> </ul>							

## **The Real Truth**

What's the real truth about smoking? In actual fact, 87 percent of kids never smoke at all. Most of the kids who do smoke wish they could quit. So, why don't they just stop? It's not that easy. Nicotine is a highly addictive drug that grows naturally in the tobacco plant. Consequently, smoking can be as addictive as cocaine or heroin. It traps many kids even if they don't plan to be smokers. According to a recent survey, 40 percent of teens who smoke said they tried to quit but couldn't.

## **The Real Cost**

Before you take that first puff, what's it going to cost you? Let's say you start smoking at age 13 (some do) and smoke an average of 25 cigarettes every day. By the time you turn 30, at \$8 a pack, you will have spent about \$50,000 on cigarettes. Just think what you could have done with that money. Buy a car. Spend a summer in Europe. Pay for university. Puts it in perspective, doesn't it?



## Dangers Of Smoking: ANSWER KEY

GR. 6 TERM 3

1. BEFORE YOU READ. Using the title, Dangers of Smoking and your background knowledge, write several interesting questions that might be answered in this text.

Minimal: simplistic, vague	Fully: specific, refers to title
<ul style="list-style-type: none"><li>• How many people smoke?</li><li>• Why do people start smoking?</li><li>• How dangerous are cigarettes?</li><li>• Can smoking kill you?</li><li>• How long does it take?</li><li>• Are kids smoking more now?</li></ul>	<ul style="list-style-type: none"><li>• Why do kids really start smoking?</li><li>• Why can't kids say 'no'?</li><li>• What are the real dangers of second hand smoke?</li><li>• Why would anyone choose to smoke when the dangers are known?</li><li>• Why do parents choose to smoke around their kids?</li><li>• How can kids learn to say no so they won't be addicted at an early age?</li></ul>

### NOW READ THE STORY.

2. What are three important ideas the author presented in this text? Write out each important idea in a sentence in your own words. For each key idea, find at least two details from the text that tell more about that main idea. (answers will vary. (Must have three of the following, although wording will vary.)

#### Main Idea - Smoking is unhealthy

- Health problems such as asthma, lung cancer, bronchitis, heart problems
- Tobacco ads don't show health problems, only the glamorous side of smoking
- It ruins your lungs and strains your heart. Over 45000 people die each year.

#### Main idea- Smoking is addictive

- 87% of kids don't smoke; those who are addicted to nicotine wish they could quit
- Nicotine is as addictive as cocaine or heroin
- Once you start it is very hard to stop.

#### Main idea - Smoking costs a lot

- Smoking is really expensive. You spend almost \$1000 a year, \$50,000 by age 30.
- it prevents you from doing or buying many things, such as a computer or a nice vacation

#### Main idea - Second hand smoke can harm you too

- About 1100 people die each year from second hand smoke
- There are many health risks due to second-hand smoke like cancer and asthma

#### Main idea - It is best to just not start smoking

- Kids usually start smoking so they can 'fit in'
- Choose to be smoke free - set your own trend
- If you can make it to grade 12 without smoking, you probably never will

3. Explain several advantages of not smoking, using the information from the text and the text boxes. (Look for good explanations for fully with some reference to text boxes. Exceeding: thoroughly explained plus insight)

- *Your clothes, hair and breath won't smell, so you won't be offensive to others.*
- *Your teeth and fingers won't be stained.- appearance will be improved.*
- *You aren't as likely to get lung cancer or asthma or other diseases.*
- *You will save a lot of money - maybe buy a car, etc.*
- *Your brain will work better because there's more oxygen going to the brain.*
- *You won't become addicted, which is hard to deal with later if you want to quit..*
- *You could have more dates (boyfriends/girlfriends). (visual feature, caption)*
- *You won't be inhaling all the chemicals so you will be healthier.*

4. Why do you think cigarette companies target teens with their ads and pay Hollywood actors to smoke in movies that teens would see? Use your background knowledge and information from the text to explain. Give two or three reasons.

- **Answers will vary** (Look for evidence from the text to support their explanation)
- *If you start young, then you will be hooked. Older people don't start smoking.*
- *If you like the actors, you want to be just like them. They make smoking look cool.*
- *Once you start smoking it is really hard to quit. If you start at age 13, like the average teen, they will make a lot of money off you during your lifetime. Instead of having the money for a TV or a computer, you will be paying them for the cigarettes.*

5. What do the underlined words mean in this text?

respiratory - problems with your breathing, lungs

trendy - cool, the in thing to do, fashionable

addictive - something you can't quit, you're hooked and can't stop, dependent on

tolerate - put up with, allow, permit

6. What is one reading comprehension strategy you used today?

*I made personal connections*

How did it help you understand this text? *I thought about what we had learned in DARE and how smoking would affect my life. I don't want my hair and breath to stink - my dad smokes and his breath is gross! When I read about the actors they pay to smoke I was angry. That's not fair when kids like me look up to actors - they should be good role models, not helping to try and get kids addicted. When I read the list of things you could buy if you didn't smoke I was picking out what I would like to do with that money. But if you don't smoke, you still have to come up with the money, right? When I relate it to my own life, I understand it better, I guess.*

**CLASS AT A GLANCE** 2012-13

WCRA Term: \_\_\_\_

Grade: \_\_\_\_

Teacher: \_\_\_\_\_

READING	Quest. #	TOPICS & alignment with PLOs <i>[reading nonfiction]</i>	Not Yet Within Expectations 1	Meets Expectations		Fully Meets Expectations 3	Exceeds Expectations 4
				2	Minimal - Moderate 2.5		
BEFORE	1	Predictions, Questions, Access Prior Knowledge [PLO B5]					
	2	Main/important Ideas & supporting details; note-taking [PLO B1 & B2]					
	3	Extracting information from text & text features [PLO B7 & B11]					
	4	Inferences, connections, conclusions, interpretations (matching own ideas to text) [PLO B6 & B8]					
	5	Word Skills [PLO B6]					
AFTER	6	Metacognition: knowledge of reading strategies [PLO B6 & B9]					