XTRA Weekly
A Real News Curriculum

FOR THE INSTRUCTOR

OBJECTIVE	The "For the Instructor" page is intended to give instructors ideas to introduce the main topic of this week's XTRA Weekly article to students before they read the selection**.**
AGE GROUP	Level II (Grades 6–8)
RELATED COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS	**Vocabulary and Concept Development:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **Reading Comprehension**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Distinguish among fact, opinion, and reasoned judgment in a text. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **Writing Applications:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. **Speaking Applications:** Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
SUPPLIES NEEDED	Pictures of drones Paper, pens/pencils Poster board or construction paper (12" × 18") Butcher paper Art materials (felt-tip pens, colored pencils, crayons, etc.)
SUGGESTED TIME FRAME FOR ACTIVITIES	**Vocabulary and Reading Comprehension:** 1 hour **"For the Instructor":** ½ hour **Writing Extension—Biography:** 2 hours (1 hour for research; 1 hour for writing) **Speaking Extension—Informative Presentation:** 1½ hours (1 hour for preparation and writing of presentation; ½ hour for class presentations) **ELL Activity**: 1 hour **Parent/Guardian Involvement Activity**: 1 hour

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PREPARATION

- Locate pictures of drones. If you have difficulty finding a suitable image at your location, you can download a graphic from the following website (Google Images):

  https://www.google.com/search?q=drones&safe=active&client=firefox-b-1-d&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi2gt6LgcfkAhUBvp4KHYhPCJ0Q_AUIFCgD&biw=1373&bih=949

- For more information related to the article and extension activities, visit the following websites:

  https://www.grc.nasa.gov/WWW/k-12/UEET/StudentSite/historyofflight.html

  https://afterschoolallstars.org/

  https://www.biography.com/search?query=aviation

  https://www.dronethusiast.com/history-of-drones/

- The following are additional facts related to topics in the article to share with students:

  --Another term often used to describe a drone is UAV, *or* unmanned aerial vehicle.

  --The first drone was a radio-controlled pilotless aircraft developed in 1917.

WARM-UP ACTIVITY

To prepare students for reading this week's article, do the following activity:

1. Have students do the "Predicting" Extension Activity.

2. Ask students if they have ever operated a drone. Have students share any experiences they have had using or observing drones.

3. Show students pictures of drones. Tell students that by doing this week's activities, they will learn about a program that teaches students how to fly drones.