

## Building Language Skills with The Seattle Times

January 5, 2017

**Article: "Rant & Rave"**

**Sunday, December 25, 2016** in the print replica of The Seattle Times, NW Arts&Life, page H8

### **Standard:**

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### **Objective:**

Students will discuss the difference between a rant and a rave.

Students will share their opinions by writing about things that make them rant or rave after reading the 'Rant & Rave' column in The Seattle Times as an example.

### **Pre-Reading:**

What is a rant? What is a rave? Can you think of anything that makes you want to rant or rave?

### **Vocabulary:**

As you read, look for the following vocabulary words that appear in today's article. Write down what you think the words mean based on the "context," or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

*Charity*

*Dazzling*

*Demearing*

*Fortunate*

*Hooray*

*Low-income*

*Majority*

*Rant*

*Rave*

*Scarce*

**Comprehension:**

1. Why did the senior citizen call to ask for advice about a ramp?
2. What organization helped the senior citizen rebuild the ramp?
3. Where should people put their expired food, rather than donating it?
4. What did Dino do?
5. Who spent hours outside on a cold winter's night in order to keep someone's family warm?
6. What do a majority of people do to Salvation Army bell ringers?
7. What kind of dog was the rescue dog?
8. What was the rescue dog missing?

**Post-Reading:**

**After reading the column discuss the following questions:**

Could you relate to any of these rants or raves? Did you agree or disagree with any of them? Why? Are there any patterns that you notice between things that people rant about and what people rave about? Did any of these speak to you? Did any of the rants or raves you read inspire you to change how you do something?

**Building Language Skills:**

Write your own rant (or rave) about something that happened over winter break. Describe what happened and why it made you feel like ranting or raving. If you write a rant: try to

suggest a way that the situation could have been handled differently in the future to improve the outcome. If you write a rave: how do you plan on paying your good luck forward and sharing it with others?

Once you have finished writing your rant or rave, see if you can switch gears and write the opposite (i.e. if you first wrote a rant, now write a rave or if you first wrote a rave, now write a rant).

*Teachers: You can find additional examples of rants and raves in various daily editions of The Seattle Times. Make sure to preview all content before sharing it with your students!*

**Comprehension Question Answers:**

1. Because he/she had broken a bone in his/her foot
2. Habitat for Humanity
3. In the yard waste and recycling
4. He alerted people in the cul-de-sac that a house was on fire
5. A furnace repair person
6. Walk past them as if they're annoying ghosts
7. An old black lab
8. An eye