

## Ansel Adams

Ansel Adams traveled to the Yosemite Valley in 1916 with his new Brownie Box camera. He was headed on a trip that would last a lifetime. Adams became America's most celebrated nature photographer. His haunting black-and-white photographs of the West and Southwest capture the awesome beauty of the world. They are also proof of Adams's artistic understanding of light and shadow, shapes, perspective, and patterns.

His first portfolio of prints was published in 1927. At that time, photographers were still fighting to be fully recognized by art museums. Ansel Adams and other influential photographers formed a group to promote photography as a unique art form. In 1937, Adams had six photographs in the first photography exhibit ever held at New York City's prestigious Museum of Modern Art.

In a career that spanned nearly seventy years, Adams never stopped shooting photos.

## Penicillin

“450 DIE AS FLAMES AND PANIC TRAP COCOANUT GROVE CROWD” screamed the headline of the *Boston Herald* on Sunday morning, November 29, 1942. The fire was the most devastating in the history of Boston. But the Cocoanut Grove disaster would have been even worse if it hadn’t been for recent medical advances that helped many of the victims survive.

One of these advances was a drug called penicillin that was then available only from the government. Most of the Cocoanut Grove victims were taken to two large hospitals in Boston. Many were already dead or died soon after arrival. At the time, serious burns were very difficult to treat and most badly burned patients died from infection. The doctors caring for the more than 200 Cocoanut Grove victims who survived the first 24 hours saved far more lives than they expected. Their success was mostly due to several recent medical breakthroughs. One of these was penicillin, a new germ killer, or antibiotic, that could fight bacteria. Because it was still difficult to make, only tiny amounts of penicillin were available. At the time of the Cocoanut Grove fire, penicillin was still a kind of “secret weapon,” reserved for the use of soldiers. But the government released it to help treat the fire’s victims in what would become one of the drug’s most important clinical trials. The success of the skin grafts that saved the severely burned patients was largely due to the use of penicillin. The fire helped push the U.S. into figuring out ways to produce penicillin in large amounts. Penicillin was called a “miracle drug” because it could control infections that had almost always killed the patient before the drug’s discovery.



## Oral Reading Fluency

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## Oral Reading Fluency

### Penicillin

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# Student Record Form: Oral Reading Fluency

**DAR Levels 0-9/10**

**Strategy: Modeling**

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Passage Title:** \_\_\_\_\_ **Passage Level:** \_\_\_\_\_

Did the student seem to recognize what made your reading fluent? **Y** or **N**  
Explain:

Use the Fluency Checklists to record observations about the student's oral reading.

**Observed difficulties:**

- reads aloud haltingly
- repeats words and phrases often
- makes frequent self-corrections
- sounds out many words
- adds extra words often
- waits and/or asks for help

**Observed strengths:**

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

**Additional observations:**

<p><b>During this activity, the student seemed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged</li> <li><input type="checkbox"/> Somewhat engaged</li> <li><input type="checkbox"/> Passively cooperative</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Additional Comments:</b></p>
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DAR Levels 0-9/10
Strategy: Repeated Reading

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Passage Title: \_\_\_\_\_ Passage Level: \_\_\_\_\_

Use the Fluency Checklists to record observations about student's oral reading.

First Attempt

Observed difficulties:

- reads aloud haltingly
repeats words and phrases often
makes frequent self-corrections
sounds out many words
adds extra words often
waits and/or asks for help

Observed strengths:

- reads smoothly
reads at an appropriate rate
reads with good phrasing
uses context

Additional observations:

Did the student seem to recognize what made his or her reading fluent? Y or N
Explain:

Second Attempt

Observed difficulties:

- reads aloud haltingly
repeats words and phrases often
makes frequent self-corrections
sounds out many words
adds extra words often
waits and/or asks for help

Observed strengths:

- reads smoothly
reads at an appropriate rate
reads with good phrasing
uses context

Additional observations:

Record the student's response to the following question:

Did it help you to read the passage a second time? How?

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. The first column contains a checklist for student engagement levels.