

Social Studies

Genre

Magazine Articles give facts and information about interesting topics.



Text Feature

A **Glossary** defines selected words used in a text.

Content Vocabulary

devices

microphone

limited

accessories

refreshes

Make Life Easier for Everybody

by Adam Alexander

Our world changes every day. New inventions make life easier, better, and a lot more fun. People with disabilities benefit from new technology too. There are now many tools and **devices** that help them do what they want to do. Here are just a few.





At Home

At one time, people with disabilities were **limited** in what they could do at home. Many simple activities were difficult or impossible. With today's technology, they can do more. From faucet grippers to automated doors, handy devices now make working and relaxing at home a *lot* easier.

Using a Glossary



A **glossary** is an alphabetized list of definitions for difficult words or technical terms found within a text. A glossary usually appears at the back of a book and gives the same kind of information as a dictionary.

de·vice (di vīs´) *n.* something made for a particular purpose. The *device* permitted people to use the telephone without having to hold the handset.
syn. invention, mechanism.

de·vise (di vīz´) *v.* to think out; invent.



At Play

Do you enjoy skiing, biking, or playing sports? So do people with disabilities. Today they can find cleverly designed pieces of equipment for almost *any* activity.

Winter sports lovers can fly down ski slopes on sit skis. The skis lift up so skiers can get onto the chairlift. For water skiers, there are specially designed boards. And two-wheel hand bikes make bike riding exciting and fun. There are even short golf clubs for use with wheelchairs!



At the Computer

Computers play an important part in our lives today. Thanks to new technology, people with disabilities can use the computer for fun, learning, and communicating with others.

For people who find it hard to type, keyboards have been designed with special keys or spacing. There are even on-screen keyboards. These work using touch, a pointer, or a mouse.

People with limited or no sight can link a Braille display to their computer. Information from the computer is sent to the display. The display forms raised Braille characters that are read by touch. After each line is read, the display **refreshes**. The old line drops down and a new line of characters lifts up.

Computer programs for people with disabilities are being designed all the time. Some programs read aloud what is on a computer screen. Other programs write text as a person speaks into a **microphone**.

Getting Around

Many people with limited mobility use wheelchairs to get around. There are many kinds of wheelchairs, and many wheelchair **accessories**, or “add-ons.” Accessories include special wheels and support arms for things like cameras and fishing poles. There are even wheelchairs designed for basketball, tennis, or the beach!



Connect and Compare



1. Look at the glossary entries on page 465. What does *devise* mean? **Using a Glossary**
2. What device would you design to help someone with a disability? How would the device make her or his life better? **Synthesize**
3. Think about *The Blind Hunter*. What might Chirobo say about the new devices for people with disabilities? Give reasons for your answer. **Reading/Writing Across Texts**



Social Studies Activity

Research a sport played by people with disabilities. Write about it. Include a title, drawing, and caption.



Find out more about creative solutions at www.macmillanmh.com

Write Directions

Writer's Craft

Time-Order Words

Writers use **time-order words** such as *first*, *next*, and *then* when they write directions. These words help readers know exactly what to do and when to do it.

Vegetable Barley Soup

by Harry H.

Yesterday Dad decided to show me how to make soup. He said some of the best chefs were men. He also said making soup kept him alive in college. This is how we easily made soup.

First, you fill a big pot 3/4 full with water and place it over a burner. Next, you see what vegetables you have. Dad sliced carrots and celery. I added a jar of tomato sauce and barley. Later, you have to skim off the junk that floats on top. The soup starts getting thicker as the water boils away. Then, you add some olive oil and spices, and you have soup!



My directions begin with a time-order word.

I used other time-order words to tell the sequence of the steps.

Your Turn

Think about something you know how to do or how to make. Try to pick something that other people might want to learn how to do. Then write one or two paragraphs explaining how to do it. State your topic clearly in your opening sentence. List any materials that are needed. Then explain each step in order, using sequence words. Use the Writer's Checklist to check your writing.



Writer's Checklist

- Ideas and Content:** Does my writing show knowledge of my subject? Did I leave out any important steps?
- Organization:** Are my steps listed in sequence order?
- Voice:** Will my readers sense my interest in this topic and want to try out my directions?
- Word Choice:** Did I use **time-order words** such as *first*, *next*, and *then*?
- Sentence Fluency:** Are my sentences easy to read and understand?
- Conventions:** Did I use subject and object pronouns correctly? Did I check my spelling?