Dear Teacher,

The following tiered tools are designed to help support and enrich the lessons and worksheets in the “Get Smart About Tobacco” program:

1) Further Background Information and Facts
2) Academic and Domain-Specific Vocabulary Lists
3) Writing Prompts
4) Paired-Text Reading Suggestions
5) Grades 3–5 Standards Chart

For online versions of the lessons and worksheets, visit: scholastic.com/get_smart_about_tobacco.

1: Further Background Information and Facts

According to the Centers for Disease Control and Prevention (CDC), the following factors are important for a successful school-based tobacco prevention program:

• Give students the facts about the short- and long-term dangers and consequences of the use of tobacco and related products.
• Target students before they start smoking.
• Provide tobacco education from kindergarten through high school.
• Highlight that most students don’t smoke.
• Equip students with the tools they need to say no to tobacco.
• Involve parents and families of students.
• Develop a school policy on tobacco use.

Youth Tobacco Use

According to the CDC, the environment in which children grow up affects the likelihood of them smoking in the future. For example, children with parents who smoke may be more likely to smoke themselves. Youth who see tobacco as acceptable among their peers are more likely to smoke.

Little data is known about the smoking rates of children younger than 12. But scientists believe the peak years for first trying a cigarette are between sixth and seventh grades. Some likely start earlier.

Young people are more sensitive to the addictive properties of nicotine because their brains are still developing. They may become addicted faster than adults.

Secondhand Smoke

During 2011–2012, two out of every five U.S. children ages 3–11 were regularly exposed to secondhand smoke.

Even brief exposure to secondhand smoke can put a person’s health at risk.

Scientists estimate that roughly 2.5 million nonsmokers have died from health problems caused by exposure to secondhand smoke since 1964.

E-Cigarettes

Tobacco companies often use images aimed at youth to advertise e-cigarettes. The cigarettes often contain candy-like flavors, and packaging may include youthful colors or patterns or photos of celebrities.

E-cigarettes are the most commonly used tobacco product among middle school students.

2: Academic and Domain-Specific Vocabulary Lists

The following vocabulary words can be previewed with students prior to using the reproducibles in Lessons 1, 2, and 3 or reinforced with students afterward. Encourage students to use these words in their writing and discussions.

Leveled definitions are provided for Grades 3–4 (Basic Definitions) and Grade 5 (Advanced Definitions). Unless otherwise noted, all definitions below are sourced or adapted from The American Heritage Children’s Science Dictionary, Merriam-Webster, or Scholastic Children’s Dictionary.
Basic: Grades 3–4

- **addictive** *(adjective)*: causing a habit or need that is hard to stop
- **blood vessel** *(noun)*: one of the many narrow tubes that carry blood to different parts of the body
- **bronchitis** *(noun)*: a disease that affects the tubes that carry air in the lungs, causing severe coughing
- **cancer** *(noun)*: a serious disease in which some cells in the body grow faster than normal cells and destroy healthy organs and tissues
- **chemical** *(noun)*: a substance
- **chewing tobacco** *(noun)*: a type of tobacco product in which leaves are placed directly in the mouth instead of being smoked
- **cilia** *(cilium)* *(noun)*: tiny hairlike structures on different cells in the body
- **eardrum** *(noun)*: thin, oval membrane that separates the middle ear from the outer ear. It vibrates when sound waves strike it, helping you hear.
- **electronic cigarette** *(noun)*: e-cigarette; a mechanical device for creating an aerosol that contains nicotine that can be inhaled
- **exhaust** *(noun)*: dirty air or vapor that is given off by a running engine
- **exposed** *(adjective)*: open to, not protected from
- **nicotine** *(noun)*: a poisonous substance that is addictive. It is found in the leaves of tobacco plants and used as a chemical to kill insects.
- **organ** *(noun)*: part of a living body that has a particular job, such as the heart that pumps blood or the eyes that detect light
- **pneumonia** *(noun)*: a serious disease resulting from an infection in the lungs, causing difficulties with breathing
- **secondhand smoke** *(noun)*: smoke that is breathed out by a smoker or given off by a burning cigarette or cigar and that is breathed in by a nonsmoker nearby
- **taste bud** *(noun)*: one of many small spots on the surface of the tongue that can detect flavors, including sweet, sour, salty, and bitter
- **tobacco** *(noun)*: the leaves of a tobacco plant that are used in cigarettes or other products

Advanced: Grade 5

- **addictive** *(adjective)*: habit-forming, causing an irresistible need
- **blood vessel** *(noun)*: one of the many narrow tubes that transport blood to different parts of the body
- **bronchitis** *(noun)*: a disease in which the tissues in the bronchial tubes in the lungs become inflamed, causing severe coughing
- **cancer** *(noun)*: a serious disease in which abnormal cells in the body multiply uncontrollably and invade other tissues
- **chemical** *(noun)*: a substance obtained by a chemical process
- **chewing tobacco** *(noun)*: a type of smokeless tobacco product in which processed leaves are placed directly in the mouth
- **cilia** *(cilium)* *(noun)*: tiny hairlike structures on cells
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- **taste bud** *(noun)*: a small sense organ on the tongue that detects flavors, including sweet, sour, salty, and bitter
- **tobacco** *(noun)*: leaves from a tobacco plant used for smoking or chewing
**3: Expanded Writing Prompts**

To extend each lesson after students have read and completed the associated reproducible, assign students to do a quick three-minute “freewrite” of a sentence or two for each writing prompt below. Possible answers are provided in *italics*.

### Lesson 1: “What Do You Know About the Dangers of Tobacco?”

**Basic: Grades 3–4**

What is one fact about tobacco that surprised you? Suppose someone didn’t know any facts about tobacco. How could that affect their decisions about tobacco? *Answers may include that if people don’t know the facts about the dangers of tobacco, they may be more likely to be near tobacco smoke or use tobacco.*

How does tobacco pose a risk for nonsmokers? *People who are near a person who is smoking also breathe in tobacco smoke, which contains dangerous chemicals. The smoke can increase the risk of illnesses like bronchitis and pneumonia. Some of the chemicals can cause cancer.*

**Advanced: Grade 5**

What is one fact about tobacco that surprised you? Do you think a person’s knowledge or lack of knowledge about tobacco could affect their health? Explain your answer. *Answers may include that if people know more about the dangers of tobacco, they may be more likely to avoid being near secondhand smoke or may not use tobacco. That can keep them safe from the health risks of exposure to tobacco and secondhand smoke.*

Why can tobacco affect nearly every organ in the body? *The chemicals in tobacco and smoke enter the bloodstream and travel through the blood to all parts of the body. Use at least two facts to support your answer. Tobacco contains nicotine, which is addictive. Once people start smoking they may not be able to stop because their body craves more of it.*

### Lesson 2: “Tobacco and the Body”

**Basic: Grades 3–4**

Describe two ways tobacco can cause children to get sick.

Answers may include that breathing in secondhand smoke can damage the tissue in the lungs, causing breathing illnesses, such as bronchitis and pneumonia. *Secondhand smoke can cause children to get more ear infections.*

Why can tobacco affect nearly every organ in the body? The chemicals in tobacco and smoke enter the bloodstream and travel to all parts of the body.

Explain how you would use the facts on the worksheet to encourage someone to be tobacco free. *Answers may include telling people facts on how tobacco can affect different parts of the body and can cause potentially deadly diseases. The facts might help prevent someone from using tobacco.*

**Advanced: Grade 5**

Why can tobacco affect nearly every organ in the body? The chemicals in tobacco and smoke enter the bloodstream and travel through the blood to all parts of the body.

Describe two ways tobacco can damage critical organs in the body. *Tobacco affects the signals in the brain.*

What would you say to someone who said they just wanted to try a few cigarettes? *Use facts from the article to support your answer. Tobacco contains nicotine, which is addictive. Once people start smoking they may not be able to stop because their body craves more of it.*

### Lesson 3: “Clear the Air”

**Basic: Grades 3–4**

Why might some people think e-cigarettes are safe? *Answers may include that e-cigarettes don’t release tobacco smoke, so people might think they don’t pose a risk to a person’s health.*

Some states have laws that ban smoking in cars where children are present. Do you think these laws are important? Explain your answer. *Answers may include that breathing in secondhand smoke is dangerous for the health of children. Children in cars have no way to avoid the smoke if someone is using tobacco. Children may find it difficult to say they don’t want to ride in cars with smokers.*
**Advanced: Grade 5**

Why might it be helpful to think beforehand about how to respond if you were in one of the scenarios like the ones in the worksheet? Answers may include that it may be difficult to know what to do or say when faced with situations. Thinking about your response beforehand could help you think of the right things to do to keep you and others safe from tobacco.

Do you think e-cigarettes should be illegal for young people? Support your answer with facts. Answers may include that e-cigarettes contain nicotine, which is addictive. They also contain toxic chemicals. Teens may not know about the dangers or that they can become addicted to nicotine.

**4: Paired Reading Suggestions and Writing Prompts**

Deepen students learning about the dangers of tobacco and related products with the following paired-text reading suggestions and writing prompts. Possible answers for writing prompts are provided in *italics*.

**Basic: Grades 3–4**

**General Tobacco Dangers**

**Materials:** An article for young readers about the dangers of tobacco: [http://kidshealth.org/kid/watch/house/smoking.html](http://kidshealth.org/kid/watch/house/smoking.html)

**Writing Prompt:** What are some ways you can encourage someone who uses tobacco to stop? Answers may include that smoking can harm your health. The chemicals in tobacco can cause heart disease or cancer. Smoking is also expensive and using tobacco is illegal if you are underage.

**Materials:** The book *Smoking Stinks!* by Kim Gosselin and Thom Buttner

**Writing Prompt:** Why do many people still smoke even when they don’t want to? Tobacco contains nicotine, which is a chemical that is addictive. It causes the brain to crave more of the chemical.

**Secondhand Smoke**

**Materials:** An article for young readers about secondhand smoke: [http://kidshealth.org/teen/drug_alcohol/tobacco/secondhand_smoke.html](http://kidshealth.org/teen/drug_alcohol/tobacco/secondhand_smoke.html)

**Writing Prompt:** What are some rules smokers should have so they don’t put other people in danger? Smoke outside and away from other people. Wash hands after smoking. Don’t smoke in the car with other people.

**Advanced: Grade 5**

**Chemicals in Tobacco Smoke**

**Materials:** An interactive site about the chemicals in tobacco smoke: [http://therealcost.betobaccofree.hhs.gov/facts/toxic-mix/index.html](http://therealcost.betobaccofree.hhs.gov/facts/toxic-mix/index.html)

**Writing Prompt:** What are some ways dangerous chemicals get into tobacco? Chemicals from the fertilizer or soil where tobacco plants are grown enter the leaves. Chemicals are added during the processing of tobacco leaves. Chemicals like carbon monoxide are formed when the tobacco burns.

**E-Cigarettes**

**Materials:** An article for grades 4–5 about the dangers of e-cigarettes: [http://headsup.scholastic.com/sites/default/files/NIDA13-INS3_Stu_Mag_ACTION.pdf](http://headsup.scholastic.com/sites/default/files/NIDA13-INS3_Stu_Mag_ACTION.pdf)

**Writing Prompt:** What is one reason why teens are especially at risk from the dangers of e-cigarettes? Use facts from the article to support your answer. E-cigarettes contain nicotine, the same addictive chemical as in tobacco. Because the teen brain is still developing, they are more likely to become addicted to nicotine. Early studies show a link between teens who use e-cigarettes and using tobacco cigarettes.

**Secondhand Smoke**

**Materials:** An article about the dangers of secondhand smoke: [http://headsup.scholastic.com/students/why-secondhand-smoke-is-dangerous](http://headsup.scholastic.com/students/why-secondhand-smoke-is-dangerous)

**Writing Prompt:** How can exposure to secondhand smoke affect the blood flow in nonsmokers? Only 30 minutes of exposure to secondhand smoke significantly slows the blood flow in nonsmokers’ vessels. That means less blood gets to the heart.
# 5: Grades 3–5 Standards Chart

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>National Science Education Standards</th>
<th>Next Generation Science Standards (NGSS)</th>
<th>Common Core State Standards For English Language Arts</th>
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<tr>
<td>• Health/Life Skills</td>
<td>• Properties of objects and materials/Properties and changes of properties in matter</td>
<td>• LS1-1: From Molecules to Organisms: Structures and Processes</td>
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<tr>
<td>• Science Literacy</td>
<td>• Characteristics of organisms/Structure and function in living systems</td>
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<td>• English Language Arts</td>
<td>• Personal health</td>
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<td>• RI.1: Cite textual evidence</td>
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<td>• W.1: Write opinion texts</td>
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<td>• W.7: Synthesize multiple texts when writing</td>
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**ADDITIONAL TOOLS**

“Get Smart About Tobacco”

Grades 3–4 & 5