

Reading Comprehension 600 Series

Book 1
Volumes A and B

SUCCESS FOR ALL[™]
READING WINGS[™]
C.I.R.C.

Teacher Instructions

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Table of Contents

Volume A

6A1	Unfamiliar Words	1
6A2	Multiple Meaning Words	9
6A3	Sequence	16
6A4	Cause and Effect Relationships	26
6A5	Problem and Solution	35
6A6	Main Idea and Supporting Details	43
6A7	Personification	52
6A8	Prediction	58
6A9	Compare and Contrast	68
6A10	Unfamiliar Words	79
600 A	Answer Key	87

Volume B

6B1	Fix-It (No Test)	99
6B2	Comprehension Casino (No Test)	103
6B3	Author's Purpose	117
6B4	Making Inferences	131
6B5	Drawing Conclusions	141
6B6	Cause and Effect Relationships	151
6B7	Compare and Contrast	158
6B8	Multiple Meaning Words	168
6B9	Prefixes	175
6B10	Integration of Skills	186
600 B	Answer Key	195

Unfamiliar Words

Student Practice: 1 - 2

Outcome: Students will use context clues to determine the meaning of an unfamiliar word.

Teacher Introduction: *Read the following sentence aloud to your students.*

- Maria stood at the front of the room. She answered Ryan’s question **condescendingly**, saying, “Of course I know that, Ryan. Everyone knows that the reason an apple falls to the earth is because of gravity. I wanted to find out what causes gravity.”

“What does the word ‘condescendingly’ mean in this sentence?”

“Condescendingly” means in a patronizing manner. She answered his question in a demeaning way.

“How do you know?” *Maria says that everyone knows about gravity. She implies that Ryan is not smart.*

“Sometimes when we read, we may come to a word or a group of words we don’t recognize or understand. We could look up every word in the dictionary, but then we might spend more time reading the dictionary than reading what we want to read.”

“Many times we can determine the meaning of a word by reading the other words around it. Understanding the meaning of a word in context may be easier if we use context clues to figure out what an unfamiliar word means.”

“When we come to a word which we do not recognize in a selection, there are several steps we can take to find out what it means without looking it up in the dictionary.”

“First, we need to sound out the word if we are unsure about how to pronounce it. Why do you think this is important?”

- *Sometimes a word may look strange to us, but once we learn to pronounce it we may recognize it from our own conversations.*

“Second, we can look for word parts which we recognize. How do you think this might help us with new words?”

- *Sometimes there may be a root word, or word upon which the unfamiliar word is based, that can help us to understand the meaning.*

We may recognize another word within the unfamiliar word that will help us to understand the meaning.

“Third, we need to reread the sentence looking for words which might tell us something about the unfamiliar word.”

- *There are often other words in the sentence that tell you something about the word you do not know. This is the context of a sentence. The context helps you to determine the meaning of the word you do not understand.*

“Fourth, decide on a meaning for the word based upon the clues in the sentence.”

“Fifth, substitute the meaning in place of the word to see if it makes sense in the sentence.”

- *It is very important that the meaning we choose makes sense in the sentence.*

“If you still don’t understand the word, what is one other thing you can do before you look it up?”

- *We can ask our partners if they know what the word means. Sometimes a word that is unfamiliar to you may be familiar to your partner. He or she might be able to tell you what it means when you ask him or her.*

Display the following for student reference:

Unfamiliar Words Steps

- Sound it out
- Look for word parts you recognize
- Carefully reread the sentence, looking for words which might tell you something about the unfamiliar word.
- Decide a meaning for the word.
- Substitute your meaning to see if it makes sense in the sentence
- Ask your partner

“Let’s try this with an example.”

Examples: *Discuss the following examples with your students. Display each example for the students to read.*

- Fortunately, Sara had the **foresight** to bring extra rope on the climbing trip. No one had expected to get hurt, but now we needed the extra rope to lower Jim to safety.

*“We are going to use our context clues to decide what **foresight** means.”*

- Sound out the word. *If your students are unsure of the pronunciation of the word, then guide them to sound it out.*
 - Are there any parts of the word that you recognize? *Students will recognize the word “sight” in “foresight.” They may be familiar with the prefix “fore.”*
 - Carefully reread the passage, looking for words that might tell you something about the unfamiliar word. *No one expected to get hurt, but Sara had expected that something bad might happen. Now they needed the rope.*
 - Decide a meaning for the word. *“Foresight” means looking ahead and planning for the future.*
 - Substitute your meaning in place of the word to see if it makes sense in the sentence. *This meaning makes sense in this passage.*
 - Ask your partner. Do you agree upon the meaning?
- As Janine walked into the doctor’s office she was greeted by the **receptionist**.
 - Sound out the word. *If your students are unsure of the pronunciation of the word then, guide them to sound it out.*
 - Are there any parts of the word that you recognize? *Students may notice the similarity between “receptionist” and “reception.”*
 - Carefully reread the passage looking for words that might tell you something about the unfamiliar word. *Janine was greeted by someone when she came into the doctor’s office.*
 - Decide a meaning for the word. *A receptionist is someone who greets or receives people as they enter an office.*

- Substitute your meaning in place of the word to see if it makes sense in the sentence. *This meaning makes sense in this passage.*
- Ask your partner. Do you agree upon the meaning?

“In this exercise there will be sentences which have a boldfaced word. Think very carefully about what each sentence tells you. Then choose the meaning that best fits the boldfaced word.”

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five items.

Unfamiliar Words Steps

- **Sound it out.**
- **Look for word parts you recognize.**
- **Carefully reread the sentence, looking for words which might tell you something about the unfamiliar word.**
- **Decide a meaning for the word.**
- **Substitute your meaning to see if it makes sense in the sentence.**
- **Ask your partner.**

REFLECT AND CONNECT

THINK about how to figure out unfamiliar words.

EXPLAIN how to figure out unfamiliar words to your partner.

WRITE a few sentences explaining how to figure out unfamiliar words.

Directions: Read the following selections, paying careful attention to the boldfaced words. Then, using context clues, write a meaning for the boldfaced word.

TEAM CONSENSUS

1. Sonia stood still against the wall, **aghast** at the sights in the Halloween haunted barn. She looked as she was going to faint.
2. Monica awoke and smashed her fist down upon the object **emitting** noise next to her bed. The alarm stopped ringing, and she fell back to sleep.
3. The **spectators** lined the stands. They waited anxiously for the football game to begin.
4. Last year there was a huge earthquake in California. It destroyed many buildings and injured many people. It was considered a major **catastrophe** of the year.

TEAM MASTERY

5. After cutting lawns for the entire summer, Jeff thought that the work had gotten very **monotonous**. He was tired of doing the same thing day after day.
6. Kisha was tired of Dawn's **procrastinating**. Kisha wanted to get started on their project for science class as soon as possible. She didn't want to put it off any longer.
7. The Sanders are **tentatively** planning a trip to Louisiana next spring, but they may end up going to Maine if Mrs. Sanders' mother needs them.
8. Laura is a very ambitious girl. She plans to go to college and then, **eventually**, law school. After that, Laura hopes to work as a lawyer.

TIME FOR CHECKOUT

9. Sometimes, Cathy thinks that everything she has to do is **overwhelming**. She thinks that going to school, swimming on the team, and doing her homework are enough for her, but then she has to watch her younger sister, while her mother works in the afternoon.
10. It was a **frigid** day in the middle of February. Icicles hung from the gutters on the old barn. The gravel road was a frozen sheet of ice.

11. As Juan's family crossed the desert in their car, he couldn't help feeling how **desolate** it was. There seemed to be no one around for hundreds of miles.
12. The black outline of the large house on the hill looked **forbidding** against the moonlight.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to figure out unfamiliar words.

EXPLAIN how to figure out unfamiliar words to your partner.

WRITE a few sentences explaining how to figure out unfamiliar words.

Directions: Read the following selections, paying careful attention to the boldfaced words. Then, using context clues, write a meaning for the boldfaced word.

1. The Beatles and the Rolling Stones were two of the most successful early rock 'n' roll bands. Many people consider them **legendary** for their work in the music world.
2. When the clerk had rung up my order he said, "That will be \$12.54, **precisely**." I gave him 12 one dollar bills, two quarters, and four pennies.
3. As we drove by the city landfill, the **stench** of rotting garbage filled the car. It smelled so bad we were all gagging.
4. I tried to **reassure** my friend that things would be okay, but she was convinced that we wouldn't ever see each other again. I told her not to be silly; she was only moving across town.
5. In many cities **pedestrians** have the right of way at crosswalks, but you should still look both ways, because some drivers don't pay very close attention.

Multiple Meaning Words

Student Practice: 3 - 4

Outcome: Students will use knowledge of parts of speech, main idea, and context clues to determine the meaning of a multiple meaning word.

Teacher Introduction: *Read the following paragraph aloud to your students. Have them pay close attention to the word **royalty** and how it is used in the paragraph.*

“Rita wants to become a successful writer. She likes the idea of writing novels and short stories that people would like to read. Rita often imagines writing, and living off the **royalty** payments her publisher would pay her.”

“How is the word, ‘royalty’ used in this selection? What does it mean in this context?” *This word is used as a noun. Rita dreams of getting paid royalties for her writing. Royalties must mean getting paid money.*

“When we are reading, we might find a word that has more than one meaning. These words can be confusing if we don’t recognize the context in which they are being used. It is important to be able to understand the meaning of a multiple meaning word from the context around it so that then we don’t always have to look words up in the dictionary.”

Review the following definitions with your students:

Nouns are words that are names of people, places, things, or ideas.

Thomas, Pen, Bottle, and Computer are nouns.

Verbs are words that describe actions or states of being.

Goes, Slept, Arrived, Threw, and Is are verbs.

Adjectives are words that describe nouns. Adjectives include words which tell what kind, which one, how many, and how much.

New, Striped, This, One, and None, are adjectives.

Adverbs are words that modify verbs, adjectives, or other adverbs. Adverbs include words that say when, where, in what manner, and to what extent.

Upward, Daily, Noisily, and Hardly are adverbs.

“There are three important things to ask yourself when you come across a word which has multiple meanings.”

Display the following for your students’ reference. Discuss these steps with your students.

1. **How is the word used in the selection? Is it a noun, verb, adverb, or adjective?** *Knowing how a word is used is the first step to understanding its meaning. If it is a verb, then you can rule out the meanings of the word as a noun.*
2. **What is the rest of the selection about? How might this word fit in to the selection?** *Knowing what the main idea of the selection is helps us to decide what the correct meaning for the word might be.*
3. **What would make sense?** *This is perhaps the most important. If a meaning doesn't make sense in the sentence, then you know that it is not the correct meaning. In the above example, it wouldn't make sense to say that Rita was looking forward to living off her king and queen payments.*

“Let's look at another example.”

Examples: *Read the following aloud to your students. Have them pay close attention to the way the word **barrel** is used in the selection.*

As Mama stared down the **barrel** of her musket, she knew that if she missed, the bear would charge. Mama knew that she would not have time to reload the musket before the bear got to us inside the cabin. She looked very tense. I could hear her breathing as she aimed for the bear.

Use the above steps to guide students to determine the meanings of the word.

“What does the word barrel mean in the sentence, ‘As Mama stared down the barrel of her musket, she knew that if she missed, the bear would charge?’”

1. **How is the word used in the sentence? Is it a noun, verb, adverb, or adjective?** *The word is used as a noun.*
2. **What is the rest of the selection about? How might this word fit in to the selection?** *The rest of the selection is about a mother getting ready to shoot a bear.*
3. **What would make sense?** *Barrel must mean the tube through which a bullet is shot from a gun.*

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five items.

REFLECT AND CONNECT

THINK about how to determine the meaning of a multiple meaning word.

EXPLAIN to your partner how to determine the meaning of a multiple meaning word.

WRITE a few sentences to explain how you would determine the meaning of a multiple meaning word and how you can use this information the next time you read.

Directions: Read each selection. Using the strategies of this lesson, decide what the boldfaced words mean. Write the meaning on your paper.

TEAM CONSENSUS

1. In the play, John plays a man of upstanding **character**.
2. "What a **novel** idea!" exclaimed Grandma when she heard about the compact discs.
3. As the motorboat sped by, it left a huge **wake** trailing behind it.
4. I was a little confused when Mr. Fashola said he was making a **skeleton**. Then I saw the frame for his new shed in his backyard.

TEAM MASTERY

5. At first, Julia had some **reservations** about going to Rashelle's party. After she got there, her fears disappeared.
6. Irene faced her class. She was ready to **present** her oral report.
7. When Julio asked his mother what time it was, she said that it was **quarter** past four.
8. No matter how hard the question, Saul could not be **stumped**.

TIME FOR CHECKOUT

9. Seth could not believe that he had gotten a "D" on the spelling test. It was over a **minute** detail. His "k" looked like the letters "l" and "c" placed closely together.
10. At first, writing a four-page paper seemed a **mammoth** task for Robert. After he had written the third page, though, he realized that he would probably need five.
11. When Janna's mother was sick last winter, Janna had to spend all her time at home. She had the job of **nursing** Mrs. Winston back to health.
12. The **keep** was in the center of the castle, where everyone was sure to be safe.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to determine the meaning of a multiple meaning word.

EXPLAIN to your partner how to determine the meaning of a multiple meaning word.

WRITE a few sentences to explain how you would determine the meaning of a multiple meaning word and how you can use this information the next time you read.

Directions: Read each selection. Using the strategies of this lesson, decide what the boldfaced words mean. Write the meaning on your paper.

1. “How do you **account** for your behavior today, Duane?” asked the principal.
2. Anthony wanted to know how much it would cost to send a three pound package to India. He looked at a postal **schedule** and found out.
3. Vanessa found it **puzzling** that her friend could have arrived at her house so quickly.
4. Michelle **spent** the summer at her grandmother’s house in Hunker, Pennsylvania.
5. Over the years, there have been many discoveries that have helped humankind to **progress**.

Sequence

Student Practice: 5 - 7

Outcome: Students will identify sequences with interrupters such as flashbacks, stories within a story, and story entry in the middle of the plot in passages.

Teacher Introduction: *For today's lesson, prepare a short story about how your class has progressed so far, which includes a remembrance of the first day of school. Tell the story to your students in the form of a flashback. For example, something funny may have happened, or you may recall how nervous the students were at the beginning of the year.*

"We certainly have come a long way as a class this year. Why, I remember as if it were yesterday when ... on the first day of school." Begin telling your story here.

"We know that story events happen in a particular order, which we call sequence. Why is the sequence of a story important?" The sequence of a story is important because it helps us to understand the flow of the story.

"Sometimes the sequence is interrupted, and what is written is not exactly the order in which it happened. For example, my story about the progress we've made as a class included a part where I remembered something from the beginning of the year."

"Today we are going to learn about three sequence interrupters: flashbacks, stories within a story, and story entry in the middle of the plot. It is important to be able to recognize when the sequence of a story is being interrupted because we will understand what we are reading better when we know that the normal sequence of a story is being interrupted."

Examples: *Read the following paragraph aloud to students, while they follow along on either an overhead or their own copy:*

"As I read the following paragraph, follow along and listen for flashback clues which will help you answer the questions."

- Sam waited in the cold snow for the school bus. As the frigid wind whipped under his jacket and blew off his hat, he remembered this past summer. Sam recalled the hot days swimming in the lake, playing baseball in the field, and the Fourth of July picnic. All summer, it had been so hot in the house, he and his brother had slept on the front porch. With these memories to keep him warm, Sam waited a little more patiently for the school bus.

Ask your students:

“Where is Sam in this paragraph?” *Sam is waiting for the school bus on a cold winter morning.*

“What is Sam thinking about?” *Sam is thinking about the summer.*

“Does anyone know what the use of events that occurred before the time of the current story events is called?” *A flashback.*

“A flashback is a scene that presents an event that occurred before the time of the story. Flashbacks are often presented through a dream sequence, dialogue, or a recollection. There are certain clue phrases which let you know when a flashback is occurring.”

“To what time is he flashing back?” *Sam is remembering how hot it was in the summer and all the fun things he did.*

“What clues let you know this is a flashback?” *The author uses the terms “He remembered,” and “With these memories....”*

“Some other flashback clues include:

Display list for student reference.

I remember Before The last time Years ago

“There are other sequence interrupters that we will be looking at today. One is a story within a story. A story within a story interrupts the sequence when a character tells a completely different story in the text. This other story most often includes completely different characters, and is used when two people are speaking, or a character is explaining a situation.”

Display the story so students can follow along.

“Read this passage silently as I read it aloud.”

- We sat around the fire eating our dinner and roasting marshmallows. It had gotten too dark to play any games, so we started to tell some stories. One camp counselor told a story that was really scary. He said that their camp was on an old Indian village.

“A long time ago, an Indian princess fell in love with a warrior from another tribe. She begged her father to let her marry the warrior but he would not allow them to get married, and the princess was heartbroken. The princess could not be consoled, and she never stopped crying. To this day,” the counselor said, “you can still hear her cry if you listen very hard.”

Just then, the wind whistled through the trees with a haunting sound, and the campers swore it sounded like a crying princess.

Ask your students:

“Where is this story taking place?” *The story is taking place around a campfire.*

“What is the story within the story?” *There is a ghost story told by a camp counselor.*

“How do you know this is a separate story?” *There are different characters, and it says the counselor is telling a story.*

“The last sequence interrupter we are going to look at is entry into the story in the middle of the plot. In this case, we enter in the middle of the action, and we are not told directly what happened before that point. Most of the time there are clues which let us know what happened before.”

Display the paragraph so students can follow along as you read.

“Read this passage silently as I read it aloud.”

- Running around the corner, the detective saw Maryann struggling with a man dressed all in black. They were both pulling on a large duffel bag. They tugged so hard the bag ripped open, and the money flew into the air. The criminal ran, but the detective and Maryann stayed to collect the bank’s missing money as it landed on the ground.

Ask your students:

“Where did we enter the story? How do you know?” *We entered the story in the middle of the plot. Action is already taking place, there is no formal beginning, and we are not told exactly what happened to put them in this situation.*

“What had the criminal done?” *The criminal had robbed a bank.*

Student Practice: There are 6 items on the Student Practice with 15 questions about them. Items 1 and 2 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 3-4 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 5-6 for Additional Practice.

Test: There are three items on the test with eight questions about the items.

Enrichment Activity: Have your students write their own mystery story. Before they start writing, you may want to have them brainstorm what makes a good mystery (suspense, a crime to be solved, and/or unknown questions to be answered). Students must include one of the three sequence interrupters discussed in this lesson.

REFLECT AND CONNECT

THINK about how to identify an interrupted sequence.

EXPLAIN to your partner how to identify an interrupted sequence.

WRITE a few sentences explaining how you can identify an interrupted sequence.

Directions: Read each of following paragraphs. After reading each paragraph, answer the questions which follow.

TEAM CONSENSUS

1. Dana was thoroughly enthralled with the ice skating competition. The women were so athletic, flawlessly making their triple jumps, and yet so graceful and beautiful. “Mom, don’t you think this is amazing?” she asked.
Just then a elderly woman spoke up, “Skating would not be what it is today if it weren’t for Sonja Henie. She was only eleven years old when she skated in the 1924 Olympics. She performed in other Olympics, then professional shows. She even made ice skating movies. Sonja was the first to make skating both athletic and artistic. Young people forget about her.” Dana was amazed by the elderly woman’s story, and promised herself that she would look for Sonja Henie’s old movies at her video store.
 - A. Which sequence interrupter is used in this example? How do you know?
 - B. Who was Sonja Henie?

2. John White called out, but he was met with silence. He started to worry – there was not a trace of anyone, living or dead, to be found in this first American settlement of Roanoke, Virginia. The place was completely deserted. Upon further exploration, he saw there were no animals left, either. He was late with his supply ship, but everyone and everything could not just disappear. John White stood in wonder; the only trace he could find was the word “Croatan” scratched into a piece of wood.
 - A. Which sequence interrupter is used in this example? How do you know?
 - B. What was wrong with the settlement?
 - C. What may have happened before the captain arrived?

TEAM MASTERY

3. Bob and Susan were staying with their grandfather one afternoon. Bob and Susan were trying to teach their grandfather how to play the video game, and he couldn’t seem to get the hang of it. Grandfather recalled the games of his own childhood. He had enjoyed playing baseball, marbles, and tag. Things were so much simpler in those times. Nonetheless, Grandfather continued his attempt to master the video game.

- A. Which sequence interrupter is used in this example? How do you know?
- B. What made Grandfather remember his own childhood games?
4. The crowd lifted Lee to their shoulders, yelling with happiness. The game had ended with a miracle, and no one thought Lee would be the one to perform it. A reporter asked Lee what he had been thinking when he took that last shot. Lee replied, "I never had a doubt about the shot going in. Even though I was very nervous, I just knew it was going in." With that, Lee took his turn holding up the championship trophy, waving to the cheering crowd.
- A. Which sequence interrupter is used in this example? How do you know?
- B. What did Lee do in the game?
- C. Was everyone surprised that Lee was the hero? How do you know?

TIME FOR CHECKOUT

5. Brad was so bored. He did not want to go to yet another yard sale with his grandmother. He thought they were more like junk sales, and he couldn't understand why his grandmother liked them so much. As if she read his mind, his grandmother told him to look for Aladdin's lamp in the piles of junk.
- "Aladdin's lamp was magic, and would give the owner three wishes," she began. "When Aladdin found it, he wished for food, wealth, and to be a prince. I wonder what you might wish for, when you find that lamp, Brad," his grandmother finished. Brad was already dashing to the tables to look for it.
- A. Which sequence interrupter is used in this example? How do you know?
- B. Why did Grandmother mention Aladdin's lamp? Do you think the lamp really exists?
6. The plane was ready to take off, and Jill was very nervous about the flight. The weather was clear and it was in the middle of the day, but Jill was not able to calm down. She couldn't stop thinking about her last flight. In her mind, Jill heard the pilot's voice over the intercom, "Ladies and Gentlemen, we have lost our left engine. We'll have to make an emergency landing." Jill dragged her mind back to the present and looked out the window at the clear blue sky. She knew she shouldn't worry. She finally put on her headphones and shut her eyes, hoping they would take off soon.

- A. Which sequence interrupter is used in this example? How do you know?
- B. Why was Jill so nervous?
- C. How did Jill try to calm down?

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to identify an interrupted sequence.

EXPLAIN to your partner how to identify an interrupted sequence.

WRITE a few sentences explaining how you can identify an interrupted sequence.

Directions: Read each of following paragraphs. After reading each paragraph, answer the questions which follow.

1. Lindsay came to the top of yet another hill, and nearly cried with relief when she finally saw a gas station. However when she got closer, she noticed that it was dark. She couldn't believe it was closed. There wasn't even a pay phone to call someone. She decided not to walk back to her car, since it was over three miles away on the deserted road. She set the gas tank down and stretched out on a bench near the door. Lindsay tried to get comfortable and take a nap. Tomorrow, someone could give her a ride back to her stranded car with some gas.

A. Which sequence interrupter is used in this example? How do you know?

B. What happened to Lindsay's car?

C. Why couldn't Lindsay do anything until morning?

2. Nell was busy cooking Thanksgiving dinner for her husband and two little girls. The kitchen was full of wonderful smells. The smells of turkey, stuffing, and squash mingled together. Nell thought back to her grandmother's Thanksgiving meals.

Suddenly Nell saw her grandmother bustling around the kitchen. It was her grandmother's kitchen. She stood at the old porcelain sink peeling the apples for pie, and her brothers setting the table. Nell was pulled back from her memory when her daughter, Angela asked her, "Mom, what should I do with the apples now?" Nell smiled as she took the apples from her daughter and began cooking them for the filling to the pie.

A. Which sequence interrupter is used in this example? How do you know?

B. What made Nell think of her Grandmother's holiday meals?

3. Kim was searching through the attic for a photo album, when she knocked over an old box. Wiping the dust off the lid, Kim saw the years "1830-1845" and "County Cork, Ireland" inscribed. Looking inside, she found letters and postcards written in a language which she couldn't read. Kim went downstairs and called her grandmother to ask about the box and the writing.

"Well Kim," her grandmother began, "your great-great-great grandparents grew up in Ireland. They met when they were young and married soon after they met. Your great-great-great grandmother Eileen and her husband Kenneth planned on staying in Ireland to raise their family. But then there was the Potato Famine in 1845. The potato crop was ruined that year and over a million people died. Another million left the country. That's why we arrived in America. Those letters are written in an Irish language called Gaelic and they are from your relatives in

Ireland. They wrote to your great-great-great grandparents asking them about America.” Kim thought this was a fascinating story, and decided that she wanted to draw her own family tree.

- A. Which sequence interrupter is used in this example? How do you know?
- B. What is Grandmother’s story about?
- C. Did Kim like the story? How do you know?

Cause and Effect Relationships

Student Practice: 8 - 9

Outcome: Students will recognize and understand Cause and Effect Chains in a selection.

Teacher Introduction: “In stories, and in life, events either lead to something or they are caused by something. An event that leads to another event or character’s actions is called a CAUSE. An event that results from another event or character’s actions is called an EFFECT. These kinds of relationships are called Cause and Effect Relationships.”

In previous lessons students have learned to ask themselves a series of questions to determine the cause and effect relationship in a selection. These questions are:

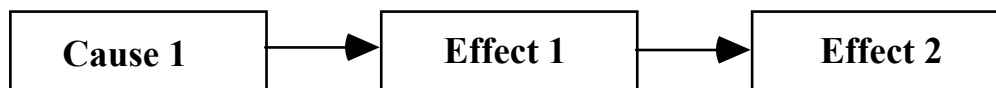
- 1. Are there any clue words in the selection?*
- 2. What information is in the selection?*
- 3. Did one event cause another event in the selection?
This is the CAUSE.*
- 4. Which event happened as a result of the Cause?
This is the EFFECT.*

“Until now, we have talked about cause and effect relationships in which a single cause produces a single effect. Today, we want to extend our understanding of passages with cause and effect relationships by recognizing cause and effect chains.”

“Sometimes, a cause leads to an effect, and then that effect becomes a cause for another effect. In other words, the effect of one cause becomes the cause of a second effect. This is called a Cause and Effect Chain.”

“In a Cause and Effect Chain, one cause usually leads to one effect which leads to another effect. Sometimes people call this second effect an *indirect effect* because it is an effect of Cause 1, but not the direct effect.”

The following Graphic Organizer may be helpful for students:



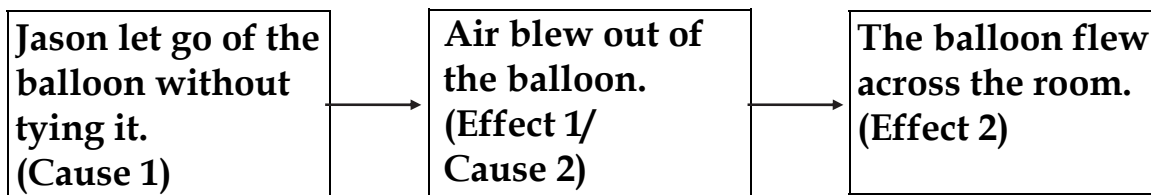
Cause 1 leads to Effect 1 which leads to Effect 2.

“For example:”

- **Because Jason let go of the balloon before he tied it, the air blew out of the hole. Because the air blew out of the hole, the balloon flew across the room.**

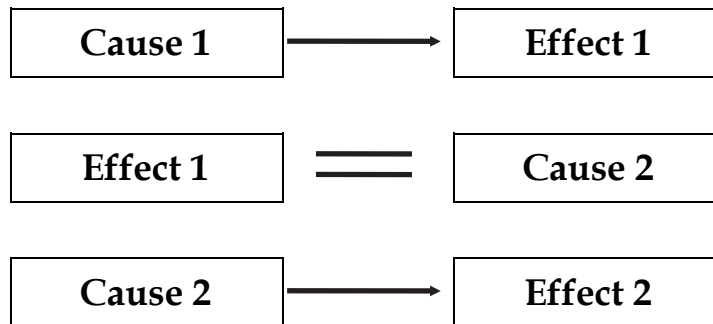
“What caused the air to blow out of the balloon?” *Jason let go of the balloon before he tied it.*

“What caused the balloon to fly across the room?” *The air blowing out of the hole caused it to fly across the room.*



“Because the indirect effect usually cannot happen without the direct effect, we sometimes think of the first effect becoming the cause for the second effect. Thinking of Cause and Effect Chains in this way will help us to better understand what we are reading.”

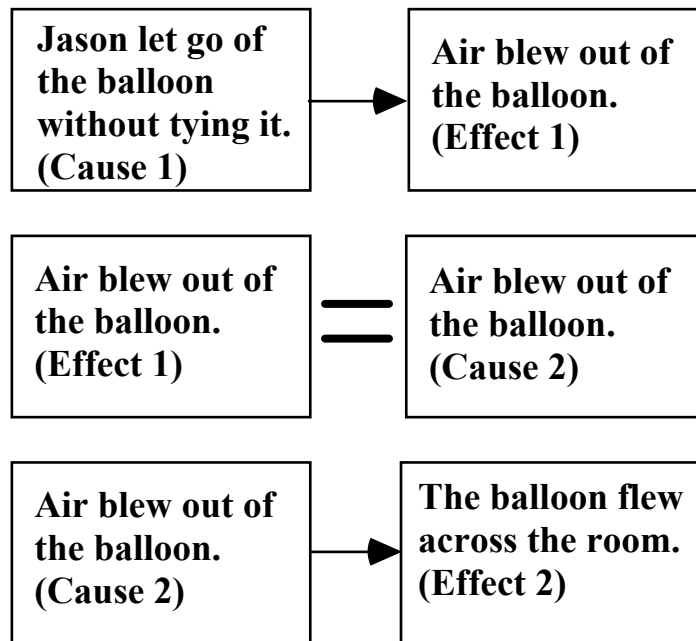
The following Graphic Organizer may be helpful for students:



Cause 1 leads to Effect 1:
 Effect 1 serves as (becomes) Cause 2:
 Cause 2 leads to Effect 2.

With the same example:

- **Because Jason let go of the balloon before he tied it, the air blew out of the hole. Because the air blew out of the hole, the balloon flew across the room.**



“We can recognize a Cause and Effect Chain by asking ourselves several questions.”

Display these questions for your students.

1. What information is in the selection?
2. Did one event cause the other events in the selection?
This is CAUSE 1.
3. Which event happened as a result of Cause 1?
This is EFFECT 1.
4. Did Effect 1 lead to any other events?
Then Effect 1 becomes the second Cause, or CAUSE 2.
5. What event happened as a result of Cause 2?
This is EFFECT 2.

Examples: “As I read this paragraph, form a picture in your mind (Mind Movie) so that you can ‘see’ what makes the events happen in this story.”

Read the following paragraph aloud to your students.

- Sam slowly crept up the squeaky wooden stairs of the old house. Rumors had it that the house was haunted. Sam wasn’t sure if he believed in ghosts. Sam heard a strange sound, like a moan, coming from a room. He was really beginning to get scared. His heart was beating so fast that he could hardly breathe. All of a sudden, his head started to spin and then he fainted.

1. What information is in the selection?
Sam crept up the squeaky wooden stairs of an old house that was supposed to be haunted.
He heard a strange sound, like a moan, coming from a room.
He got scared.
He fainted.
2. Did one event cause the other events in the selection?
 This is CAUSE 1.
Sam heard a strange panting noise as he was creeping up the stairs to the old house.
3. Which event happened as a result of Cause 1?
 This is EFFECT 1.
Sam got scared.
4. Did EFFECT 1 lead to any other events?
Yes, Effect 1 did lead to another event.
 Then Effect 1 becomes the second Cause, or CAUSE 2.
5. What event happened as a result of Cause 2?
 This is Effect 2.
Sam fainted because he got scared.

“So you can say that:

Because Sam heard a strange panting sound as he was creeping up the stairs of the old house, he got scared. Since he got scared, he fainted.”

“Let’s look at another example.”

Read the following paragraph aloud to your students. Instruct students to form Mind Movies so that they can see how the events lead to each other.

- Plants make their food through the process of photosynthesis by using sunlight. The leaves of a plant sitting near the window in Susan’s house began to grow toward the light because it needed the light to make food. Susan had to turn the plant so that it would grow evenly.
1. What information is in the selection?
Plants make their food through the process of photosynthesis. Plants need light for photosynthesis to take place. The leaves on Susan’s plant grew toward the sunlight. Susan needed to turn the plant for even growth.
 2. Did one event cause the other events in the selection?
 This is CAUSE 1.
The plant made its food through photosynthesis.

3. Which event happened as a result of Cause 1?
This is EFFECT 1.
The leaves began to grow toward the light.
4. Did Effect 1 lead to any other events?
Yes, Effect 1 led to another event.
Then Effect 1 becomes the second Cause, or CAUSE 2.
5. What event happened as a result of Cause 2?
This is EFFECT 2.
Susan needed to turn the plant so that it would grow evenly.

“So we can say that:

Since the plant made food from sunlight, the leaves began to grow toward the light. Since the leaves were growing toward the light, Susan had to turn the plant so it would grow evenly.”

Student Practice: The Student Practice contains 10 items. Items 1-2 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 3-6 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 7-10 for Additional Practice.

Test: The Test contains five items similar to the Student Practice.

Enrichment Activity: Have students identify events which have happened in the past few days which were cause and effect chains. Have students write paragraphs about these events, being sure to write in sentence structures which express cause and effect.

Cause and Effect Chains

1. What information is in the selection?
2. Did one event cause the other events in the selection?
This is CAUSE 1.
3. Which event happened as a result of Cause 1?
This is EFFECT 1.
4. Did Effect 1 lead to any other events?
Then Effect 1 becomes the second Cause, or CAUSE 2.
5. What event happened as a result of Cause 2?
This is EFFECT 2.

REFLECT AND CONNECT

THINK about how to identify cause and effect chains.

EXPLAIN to your partner how to identify cause and effect chains.

WRITE a few sentences explaining how to identify cause and effect chains and how you can use this information the next time you read.

Directions: Read each selection below. After each selection, write a sentence identifying Cause 1, Effect 1, Cause 2, and Effect 2.

TEAM CONSENSUS

1. Chris likes to learn many languages. He has learned German and French. Now he wants to learn Spanish. His parents decided to have a foreign exchange student from Spain come to stay at their house so Chris could practice his Spanish.
2. If you attach two tin cans with a length of string, you and a friend can send and receive messages through it. When you talk into one can, your voice makes the string vibrate, and the sound travels along the string. Your friend can hear your message and send you an answer in the same way, almost like a telephone.

TEAM MASTERY

3. It had just stopped raining, and the red tiles on the roof glistened in the sunlight. Dan stepped very slowly and carefully on the slippery tiles. Suddenly, a hawk swooped by his head, and Dan lost his balance and started sliding down the roof.
4. As he was sliding down the roof, Dan saw an exhaust pipe coming out between the tiles. Thinking quickly, he grabbed the pipe. The pipe kept him from falling off the roof.
5. The table groaned under the weight of all the food piled on it. Tracy, the elegant Irish setter, wagged her tail happily. You could tell that she was excited to get a chance to eat some human food. Tracy jumped up on the table for a bite to eat. Just then a table leg broke, and plates of food crashed to the floor.
6. Anita had never been roller skating before but decided to try because she was invited to Lenora's birthday party at the skating rink. Soon she found that she was a natural skater. She didn't fall once. After the party Anita decided that she would go skating again soon.

TIME FOR CHECKOUT

7. Popcorn is a special kind of corn. It is smaller and has a harder outer shell than ordinary corn. It also has water inside. When popcorn is heated, the water inside turns to steam. The steam produces great pressure and makes the kernel burst open. If popcorn gets old and the water inside dries out, it will not pop.

8. Seth was very angry with his brother Bill but he didn't want to fight. He went to his room instead. In his room, he found a book about a strange trip down below the surface of the sea. Seth began reading. He sat in his room for the rest of the day.
9. Rachel's friend Jasmine was not in school yesterday. Rachel always eats lunch with Jasmine. She wasn't sure who she would eat lunch with, but when the time came, the new girl, Becky, asked to eat lunch with her. Today Rachel, Becky, and Jasmine ate lunch together.
10. On June 28, 1914, the Austrian Archduke and his wife, the Archduchess, were driving in a parade. The parade was in Sarejevo, the capital of the Austrian province of Serbia. A man, who was angry that his people were subject to the more powerful country of Austria, jumped out from the crowd and shot the Archduke and his wife. The two died, so Austria went to war against Serbia. This was the beginning of what was later known as World War I.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to identify cause and effect chains.

EXPLAIN to your partner how to identify cause and effect chains.

WRITE a few sentences explaining how to identify cause and effect chains and how you can use this information the next time you read.

Directions: Read each selection below. After each selection, write a sentence identifying Cause 1, Effect 1, Cause 2, and Effect 2.

1. John Hancock deliberately signed his name on the Declaration of Independence big, bold, and in the center. He was angry with the British government. Other men signed the Declaration of Independence only after John Hancock had signed his signature so boldly.
2. Part of the earth's atmosphere is called the ozone layer. This layer filters out harmful solar rays. For many years people used aerosol sprays which were harmful to the ozone. Scientists recognized the problems the sprays were causing, such as creating a hole in the ozone layer. Now most aerosol sprays are made so that they are not harmful to the ozone.
3. Ernie was starving for chocolate chip cookies. He grabbed the cookie jar and began to eat all the cookies. When it was time for him to eat dinner, Ernie wasn't hungry anymore.
4. Since Julie had put the yeast in the salt shaker by mistake, the bread her mother was making didn't rise. Later that night Julie's mother had to run to the store to get bread for the dinner she was having for her sister.
5. After a long day at work, Emil went home with a headache. He took two aspirin tablets and reclined on the couch. Soon he was fast asleep. When he woke up, he found that he had missed his favorite television show, but he didn't have a headache.

Problem and Solution

Student Practice: 10 - 11

Outcome: Students will identify the problem in a selection and predict a probable solution to the problem.

Teacher Introduction: “Every story has a plot, or a sequence of events which builds to the climax and resolution of the story. Part of this sequence of events is sometimes called the problem of the story. A problem in a story is a situation or event that causes trouble and must be dealt with by the characters.”

“Problems can take many different forms in literature. For example, a problem for someone who is thirsty might be finding water. Problems might, therefore, be something that someone needs and cannot get. They might also be obstacles that stand in the way of a character’s goals. For example, if the person who is thirsty is in a desert, that may be more of a problem than simply being thirsty.”

“The following questions will help you identify the problem in a story.”

Display this list for student reference.

- What has happened in the selection so far?
(What have you learned so far?)
- Are there two or more things which seem to be conflicting with each other?
- What are the challenges facing the character?
- Are there any things that could stop the character from doing what he or she has to do? If so, what are they?

“After the problem has been established, the character must find a solution to the problem. A solution is a way to solve the problem. The solution leads to the resolution of a story. The resolution of a story is the way in which the character deals with the problem and what happens as a result of the way in which the character deals with the problem.”

“Today we are going to practice predicting solutions to problems. When we are reading, it is important to make predictions because they help us to understand what we are reading better. One place where we can make predictions is after the problem has been established, but before it is resolved.”

“We want to predict solutions which are probable. This means that the characters should be able to achieve these solutions. Notice the similarity between the words ‘probable’ and ‘probably.’ If something is probable it means that it will probably happen. So our predicted solutions should be solutions that could, and probably will, happen. They should not be unrealistic.”

“The following questions will help you predict a probable solution in a story.”

Display this list for student reference.

- What does the character have to do to solve the problem?
- How could the character face the challenges in the story?
- Are there long-term solutions to the problem?
- What do you think would be the best way to solve the problem?
- How would you solve the problem?

“It is important to understand that there may be many different solutions possible to one problem. Sometimes one solution may be a better solution than the others. Sometimes none of the solutions seem to be very good. It is important to remember that any prediction is correct as long as you can support your prediction with evidence.”

“Let’s look at some examples of problems and try to predict some solutions.”

Examples: *Display the following example for students. Have students read silently as you read the example aloud.*

- Arnold’s father worked a lot. It seemed to Arnold that his dad was always gone. This Saturday was going to be different. This Saturday, Arnold and his father were going fishing. Arnold was very excited all week. On Saturday morning, as Arnold was getting ready for the big day, the telephone rang. Arnold’s father came to him and said, “Son, I have to go down to the plant today. I’m sorry.” Arnold was angry and sad at the same time.

What was the problem?

- What has happened in the selection so far?
Arnold’s dad works a lot. Arnold was supposed to go fishing with his dad on Saturday. Saturday morning, his father got a phone call and had to go to work.
- Are there two or more things which seem to be conflicting with each other?
Arnold’s dad can’t fish with his son because he has to go to work.

- What are the challenges facing the character?
Arnold wants to be able to go fishing with his father, but he can't because of his dad's job.
- Are there any things that could stop the character from doing what he or she has to do? If so, what are they?
Unless Arnold's dad's job changes, or unless he can change his work schedule, Arnold and his dad will not get to spend time together.

The problem is that Arnold's father has to work on a day that he was going to go fishing with his son. This makes Arnold angry and sad.

"Now let's predict a probable solution to the problem."

- What can the characters do to solve the problem? How could the character face the challenges in the story?
Arnold and his dad may be able to go fishing on Sunday.
- Are there long-term solutions to the problem?
There really doesn't seem to be a long-term solution to this problem.
- What do you think would be the best way to solve the problem?
It would be best if Arnold's father could find some time to spend with his son.
- How would you solve the problem?
If I were Arnold's father I would find a way to spend some time with my son.

Display the following example for students. Have students read silently as you read the example aloud.

"Let's look at another example."

• Ryan didn't like the group of people that his sister Jessica was hanging around with. He thought they were bad news. He had seen one of the boys smoking a cigarette. He thought that they might get Jessica in trouble. Ryan didn't know what to do. When he had said something to Jessica, she told him to mind his own business. Ryan was scared that something bad was going to happen to his sister.

What was the problem?

- What has happened in the selection so far?
(What have you learned so far?)
Ryan is concerned about his sister. He doesn't like the group of people who she has been hanging around with. He has seen one boy smoking cigarettes. He thinks they might get Jessica in trouble. He has tried to talk to her but she won't listen. He is scared that something bad will happen to her.

- What are the challenges facing the character?
Ryan has to find a way to make sure that his sister isn't going to get in trouble or get hurt.
- Are there any things that could stop the character from doing what he or she has to do? If so, what are they?

If Jessica won't listen to him then he will have to try to solve the problem another way. He might not really have anyone to turn to for help.

The problem is that Ryan is concerned about his sister. He doesn't think she is hanging around with a good group of people.

Now let's predict a probable solution to the problem.

- What does the character have to do to solve the problem? How could the character face the challenges in the story?
Ryan either has to find a way to convince Jessica not to hang around with these people or he needs to talk to someone else, like his parents.
- Are there long-term solutions to the problem?
If Ryan can find a way to convince Jessica that she shouldn't hang around with these people, then it may be a long term solution.
- What do you think would be the best way to solve the problem?
The best way for Ryan to solve the problems would be if he could talk to his sister.
- How would you solve the problem?
If I were Ryan I would try to talk to my sister again. If that didn't work I would talk to my parents.

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The Test consists of five items similar to the Student Practice.

Enrichment Activity: Have students read newspaper or magazine articles about current events. Have them identify problems and predict probable solutions to these problems based upon what they have learned in this lesson.

Predicting Probable Solutions to a Problem

1. Identify the Problem

- What has happened in the selection so far?
(What have you learned so far?)
- Are there two or more things which seem to be conflicting with each other?

2. Predict a Solution

- What does the character have to do to solve the problem?
- How could the character face the challenges in the story?
- Are there long-term solutions to the problem?
- What do you think would be the best way to solve the problem?
- How would you solve the problem?

REFLECT AND CONNECT

THINK about how to predict a probable solution.

EXPLAIN to your partner how you would predict a probable solution.

WRITE a few sentences explaining how you would predict a probable solution and how you can use this information the next time you read.

Directions: Read each of the following selections. Identify the problem and predict a solution for each selection.

1. Marc had been planning to go camping with his friends this weekend. On Thursday, his mother told him that he could not go camping until he had mowed the lawn, cleaned his room and shown her his finished homework for the week. Marc didn't know how he would ever get all that done and be able to go camping. He felt like his mother was telling him that he could not go at all.
2. Kendra was with her sister at the mall. Kendra stopped by a shop to look at the window. She thought Lisa had stopped with her but when she looked up, Lisa had disappeared.
3. Ishar always checked his pocket before he left school to make sure he had his key. He knew that he had his key before he left school today but when he got home he found that he didn't have it anymore. Ishar figured he had lost the key to his house on his way home from school.
4. Sally hadn't done very well on her science test. She knew that her mother would be angry. Her teacher said that she had to get her mother or father to sign the paper. Sally didn't want to go home after school because she didn't want to show her mother the test paper.

TEAM MASTERY

5. Winston's neighborhood was always littered with trash. Every day it seemed like more trash ended up on the sidewalk. Winston thought that it looked awful. He asked his mother, "Mom, can you think of any way we can keep our street cleaner? How come the city doesn't clean up after all those litterbugs?"
6. This morning Anuj had been in a hurry. He grabbed his book bag and ran out the door. He just barely made the bus. After he was on the bus, Anuj realized that he had left his gym clothes at home. If he didn't have his clothes he couldn't participate, and he would get a bad grade in gym for the day.
7. Randi slipped and fell on the ice when she was showing off her new gymnastics flip on the playground. She immediately noticed that her arm really hurt. The school nurse called her mother and said that Randi might have broken her arm. Her mother came to school and took her to the doctor's office. After they got some X-rays, they knew it was true. Randi had broken her arm when she fell. Now she might not be able to perform in her gymnastics competition in two months.
8. Sara was getting restless in the car on the way to her grandparent's house. She tried to keep herself busy reading and drawing pictures, but she was tired of sitting still. She noticed that her brother's books seemed to be moving over into her space. She started

pushing them back at John. He got angry and started yelling at Sara. Her mother started to get upset.

TIME FOR CHECKOUT

9. Alex always put his lucky silver dollar on the night stand next to his bed when he went to sleep. The problem was that he had slept at his friend Stan's house last night. Right before he went to sleep he said, "Stan, I hope I can find my silver dollar in the morning. I'm putting it in my shoe." When he woke up Alex couldn't find his lucky charm.
10. Stephen was playing the guitar for his family. He was right in the middle of his favorite song when he broke a string. Usually when he broke a string he would try to finish the song before changing the string. He tried not to get flustered but he couldn't help it. He had to stop playing.
11. Maria left the window open the night before because it had been hot. During the middle of the night the temperature must have dropped. Now it was so cold in the house that she thought she was going to freeze to death.
12. Alexandra's grandfather couldn't read. He wanted to learn to read. Alexandra thought maybe she could teach him. She tried, but she soon found that it was more difficult than she had thought. She didn't think that it was going to work.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to predict a probable solution.

EXPLAIN to your partner how you would predict a probable solution.

WRITE a few sentences explaining how you would predict a probable solution and how you can use this information the next time you read.

Directions: Read each of the following selections. Identify the problem and predict a solution for each selection.

1. Marcos ran over a big piece of glass on his bike. Now he had a flat tire. He was supposed to ride into town and pick up some milk for his mother.
2. Melanie's brother was constantly borrowing her things without asking. When she went to find them, they were always gone. This morning Melanie was upset when she couldn't find her hair brush. She yelled, "Rodney, where is my hair brush?"
3. Raymond was supposed to pitch in today's baseball game. He had been very excited, but now it looked like it was going to rain. Raymond was starting to get sad. He really wanted to pitch in the game.
4. After the hurricane, Annika's house didn't have a roof anymore. She wondered where they would live. "How can we live in a house that has no roof?" she wondered. "We might as well live outside."
5. Melissa had a report due on Monday. It was Sunday and she hadn't started it. She also wanted to go to her friend Katrina's birthday party. She knew that she couldn't do both things, and she wished she had done her report yesterday instead of playing all day.

Main Idea and Supporting Details

Student Practice: 12 - 14

Outcome: Students will identify the stated or implied main idea and the supporting details of a selection.

Teacher Introduction: *Have students read the first paragraph of a news article from a recent paper. Have students tell what the article is about. Ask students how they knew this. Have them specify details from the article that support the main theme.*

“We have just identified the main idea of a news article. Everything we read has a main idea. A main idea is the subject of a passage. It is what the passage is about. The main idea can usually be stated as a generalization, which is a statement that tells only the main parts of something without giving specific details.”

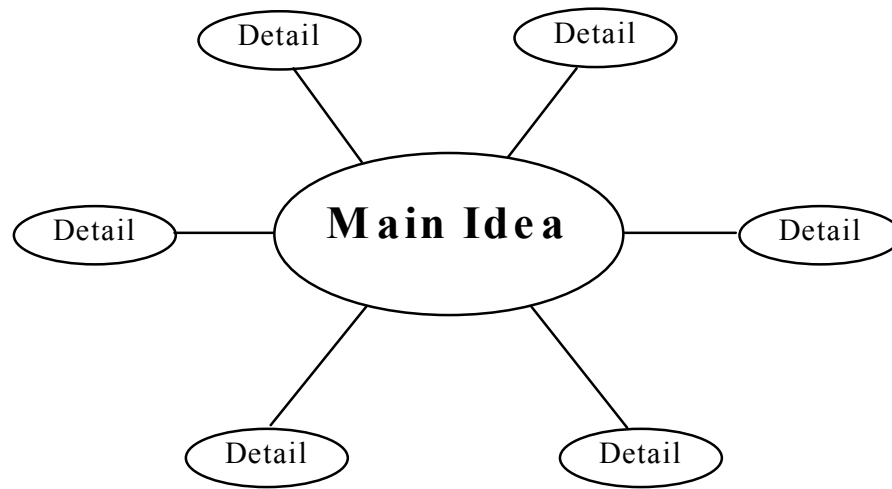
“It is important to be able to identify main ideas. If we know what the main idea is, then we understand what the passage is about.”

“After we think we have found the main idea we must test ourselves to see if we are right. We must ask ourselves if the rest of the paragraph supports the main idea.”

“If we find that there is a statement that does not support the main idea we have chosen, then we have probably chosen a detail rather than the main idea. The details in a paragraph will tell you more about the main idea of the paragraph. Details are specific ideas that support or explain the main idea.”

“We can use a graphic organizer called a Main Idea Web to show the difference between the main idea and the details that support it.”

Display the following graphic organizer for student reference:



“Many times the main idea is directly stated in the passage. However, there are times when the main idea is implied. In these cases, none of the sentences will tell you the main idea, but all of the sentences will lead you toward one general idea. If you can form a generalization about a paragraph, then you probably have found the implied main idea.”

Ask yourself these questions:

- What is the one general idea in the passage?
- Is there another idea in the passage that might include this idea? (If so, then it is not the main idea.)
- What are the details in the passage that support the main idea? Are there any details that do not seem to support the main idea? (If so, then we may not have chosen the true main idea.)

“Let’s try this with some examples.”

Examples: *Display the following passage for students to read silently as you read aloud.*

- Asian elephants have been domesticated, or tamed, for use by humans, for centuries. People in southern Asia have used these elephants to do work and as transportation. Male Asian elephants have long tusks, while female Asian elephants have short tusks. One good way to tell an Asian elephant from an African elephant is to look at the ears. Asian elephants have small ears shaped like the country of India.

- What is the one general idea in the passage?
Asian elephants are the one general idea talked about in the passage.
- Is there another idea in the passage that might include this idea? (If so, then it is not the main idea.)
No, there is no other idea that would include this idea.
- What are the details in the passage that support the main idea?
Asian elephants have been domesticated, or tamed for use by humans, for centuries. People in southern Asia have used these elephants to do work and as transportation. Male Asian elephants have long tusks, while female Asian elephants have short tusks. One good way to tell an Asian elephant from an African elephant is to look at the ears. Asian elephants have small ears shaped like the country of India.
- Are there any details that do not seem to support the main idea? (If so, then we may not have chosen the true main idea.)
No there are no details that do not support the main idea.

“The main idea of this paragraph is the general idea of Asian elephants. The details that support this idea include: Asian elephants have been domesticated, or tamed for use by humans, for centuries. People in southern Asia have used these elephants to do work and as transportation. Male Asian elephants have long tusks, while female Asian Elephants have short tusks. One good way to tell an Asian elephant from an African elephant is to look at the ears. Asian elephants have small ears shaped like the country of India. ”

“Let’s try another example.”

Display the following passage for students to read silently as you read aloud.

- The lion is the most social of all cats. This means that the lion tends to behave in manners similar to humans. They live in prides, which resemble human families. Both males and females defend the pride’s territory. Lionesses care for one another’s cubs and hunt together. When fighting occurs, it is usually against intruders, but sometimes it is a squabble over food.
- What is the one general idea in the passage?
The lion is the most social of all the cats.
- Is there another idea in the passage that might include this idea? (If so, then it is not the main idea.)
No, there aren’t any other ideas that would encompass this one.
- What are the details in the passage that support the main idea?
The lion tends to behave in manners similar to humans. They live in prides,

which resemble human families. Both males and females defend the pride's territory. Lionesses care for one another's cubs and hunt together. When fighting occurs, it is usually against intruders, but sometimes it is a squabble over food.

- Are there any details that do not seem to support the main idea? (If so, then we may not have chosen the true main idea.)

No, all the details support the main idea.

“The main idea of this paragraph is that lions are the most social of all cats. The details that support this include: The lion tends to behave in manners similar to humans. They live in prides, which resemble human families. Both males and females defend the pride's territory. Lionesses care for one another's cubs and hunt together. When fighting occurs, it is usually against intruders, but sometimes it is a squabble over food.”

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five items similar to the Student Practice.

Enrichment Activity: In order to show students the utility of identifying the main idea and supporting details of a paragraph when writing, give them a simple, factual topic, such as “What our town (city) is like.” Have students decide what the main idea of their paragraph will be, then have them list the details they will offer to support that main idea. Then students can write their paragraphs. This exercise can be repeated, using increasingly difficult topics, as well as requiring that students state the main idea at the end of their paragraphs, or that they do not state it explicitly at all (implied main idea).

REFLECT AND CONNECT

THINK about how to find the main idea and supporting details.

EXPLAIN how to find the main idea and supporting details to your partner.

WRITE a few sentences explaining how to find the main idea and supporting details and how you can use this information the next time you read.

Directions: Read each selection to identify the main idea and supporting details. On your paper, write the main idea of the selection. Then list three supporting details of each selection.

TEAM CONSENSUS

1. John F. Kennedy was the 35th president of the United States of America. At only 43 years old, he was the youngest man ever to be elected President. In 1963, when he was killed, he was also the youngest man to die as president. Many people saw the time of Kennedy's service in office as a time of great optimism and good fortune in the United States. Thus, when he died, many people not only saw it as a tragedy, but as an end to a vigorous period.
2. Origami is the art of paper folding. It was developed in Asia. You can make many different shapes, including animals and birds, with one piece of paper. Origami is not hard, but it does take some practice. You have to learn how to fold the paper correctly the first time so that your art will look good when it is done. Origami is closely related to the mathematical science of geometry.
3. Polar bears look white but they don't have white fur. It is actually colorless. Underneath the fur the polar bear has black skin. Their fur is actually hollow hair shafts and the reflection of light make it appear white. The Polar bear's thick coat protects it from the cold and camouflages it on the ice.
4. The Children's Museum of Indianapolis is the world's largest children's museum. It is also the fourth oldest children's museum in the United States of America. It is a five-story brick museum which houses major galleries exploring many different things. There are galleries exploring natural sciences, history, foreign cultures, and the arts. Every year the museum presents more than 4,000 programs and activities.

TEAM MASTERY

5. Hot air balloons use gases that are lighter than air to fly. This can be accomplished in several ways. Most commonly, the air inside the balloon is heated with a huge flame to make it weigh less than the air around the balloon. Sometimes other gases, such as hydrogen or helium, are used to make a balloon rise.
6. During the time of the dinosaurs, the continents were joined in one large land mass. The dinosaurs roamed over this land mass for many years. Then there were changes in the earth that destroyed the dinosaurs. Scientists believe that this was also when the continents separated. This is why dinosaurs have been found on every continent except Antarctica.

7. In 1929, Henry Ford established the Henry Ford Museum and Greenfield Village in Dearborn, Michigan. He wanted to preserve historical materials documenting the full range of the American Experience from European settlement to the present. This is part of the mission of the museum. Secondly, he wanted to use the museum's resources to teach American history to the public.
8. Missy Giovi is one of the best female mountain bikers in the world. She started racing professionally in 1991. In 1995, she placed seventh overall in the World Cup Downhill races. She placed first in races in France and Sweden. In 1994, she also won several races. In her spare time, Missy Giovi likes to go rock-climbing and snowboarding. She is a true female athlete.

TIME FOR CHECKOUT

9. Badgers are big, weasel-like mammals common in North America, Europe, and Asia. They have thickset bodies, long blunt claws, sharp teeth and powerful jaws. Badgers are night creatures. After the sun sets, they come out of their dens and begin feeding. They eat almost anything, including plants, animals, and insects.
10. Vladimir Ilyich Lenin was one of the first leaders of the communists in Russia. Before his time, Russia was ruled by a series of Emperors known as Tsars (pronounced "Zars"). Lenin believed in communism, and he wanted the country to be run by the workers rather than the elite. He didn't want to see the country split into poor and rich groups. He wanted to see everyone as equals. He wrote several books on communism. With the help of the Bolshevik party, Lenin overthrew the old government in 1917. He led Russia from that time until he died in 1924.
11. There are two primary reasons why elephants are endangered. First, their homes are being destroyed. When man moves into new lands, where elephants lived before, he destroys their natural habitat, or the place where they live. With fewer and fewer places to live, the number of elephants has dropped. Secondly, they have been hunted almost to extinction. At one time it was legal to hunt elephants. Now it is not. Still, people poach, or illegally hunt, elephants for their ivory tusks.
12. Inoculation is a way of protecting people from infection. Sometimes inoculation is called vaccination. When you get an inoculation, you are given a very small dose of the disease. Your immune system produces cells which help you to fight off the disease. Once you have produced these cells, you have little chance of ever being infected with the disease.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to find the main idea and supporting details.

EXPLAIN how to find the main idea and supporting details to your partner.

WRITE a few sentences explaining how to find the main idea and supporting details and how you can use this information the next time you read.

Directions: Read each selection to identify the main idea and supporting details. On your paper, write the main idea of the selection. Then list three supporting details of each selection.

1. Many people do not distinguish between *soap* and *detergent*. Soap is a substance that cleans things. It is made by mixing fat with a chemical, such as lye. Soap loosens dirt in clothes and carries it away. Soap usually leaves behind deposits, such as the common ring around the bathtub. Detergents are also substances that clean. Detergents are often used instead of soap. They do not leave behind deposits. Detergents generally clean better than soap.
2. Bangladesh is a country in Asia that gained its independence in 1971. Prior to that, Bangladesh was part of Pakistan. It is one of the most densely populated countries in the world. Most of the population is extremely poor. During the rainy season, the people are in constant peril. Rivers flood the flat land. In 1991, a cyclone killed 125,000 people in Bangladesh.
3. Elizabeth Blackwell was the first woman doctor in the United States. While she was growing up in New York, Ms. Blackwell decided to become a doctor. She was faced with great opposition. Many colleges would not admit her to their medical programs. Eventually though, Ms. Blackwell obtained her doctor's degree from the Geneva College of Medicine in New York. Still, she faced opposition. After college, Dr. Blackwell could not get a job. Instead, she started a clinic for the poor in New York. Later in her life, Dr. Blackwell went to England and opened a medical school for women.
4. Grover Cleveland served two terms as president of the United States. His first term was between 1885 and 1889. He served again between 1893 and 1897. He was known for his common sense and for refusing to grant special privileges to people who demanded them. For this reason he was sometimes unpopular. However, this was also a reason that the United States became one of the most powerful nations on earth. He understood that a firm and steady government was important during a time of such rapid change. His friends called him Uncle Jumbo, because he was a large, friendly man.
5. The emu is the second largest bird in the world. The only bird that is larger is the ostrich. An emu is about as tall as a man; however, it is not nearly as heavy as a man. Emus have thick, dark feathers; however, its wings are so small, it cannot fly. It can run very fast though, because it has very strong legs.

Personification

Student Practice: 15 - 16

Outcome: Students will identify personification used as figurative language.

Teacher Introduction: “As you know, writers use figurative language to make writing more vivid and to help readers form a better ‘mind movie’ about what is being described. One kind of figurative language is personification, in which animals, objects, and things are given human attributes or characteristics. An obvious example of this is when someone refers to a ship as female, calling it ‘she.’ Here is another example. Can you see how the personification works?”

Display the following examples on board or overhead projector.

- **The mountain hugged the shore of the lake. Like a mother, it seemed to hold the lake on all sides keeping the water calm and still.**

“How is the mountain being compared to a person?”

Guide students to pointing out that hugging and holding are human actions.

“Why would a writer want to compare a mountain to a person?”

By comparing the mountain to a person the author helps us to picture the lake better.

“How does the personification affect our mind movie?”

The personification makes the mind movie clearer.

“Let’s try this with another example. See if you can pick out the use of personification.”

Display the passage for the students to see. Allow time for discussion to ensure that students understand uses of personification.

- **The clothes that Sally hung out to dry on the clothesline in the back yard flapped in the wind. They looked like dancers high-kicking to the rhythm of the wind. The shirts bowed to the skirts. They swirled around each other. The socks bounced up and down. The sheet swayed back and forth.**

“What things in this passage are being compared to people?”

Clothes on a clothesline in the wind.

“What kind of people are they being compared to?”

The clothes are being compared to dancers.

“What words does the writer use to imply that the things on the clothesline are like people?”

They looked like dancers high-kicking to the rhythm of the wind. The shirts bowed to the skirts. They swirled around each other. The socks bounced up and down. The sheet swayed back and forth.

“Why would a writer want to create this sort of image, rather than simply saying that the clothes were flapping in the wind?”

This writing helps us to make better mind movies and understand what we are reading better.

“Understanding personification used as figurative language will help us understand what we are reading.”

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test after 6A7 contains five exercises on personification.

Enrichment Activity: Many common expressions use personification, and we usually don't realize it. One example is when we speak of “getting to the heart of the matter.” Another example would be when we speak of a table's legs. In teams, have students brainstorm examples of personification that exist in everyday speech. Each student can choose one example from the list to illustrate humorously. This exercise should help students recognize personification in literary contexts.

REFLECT AND CONNECT

THINK about why authors use personification.

EXPLAIN how why authors use personification to your partner.

WRITE a few sentences explaining why authors use personification.

Directions: Carefully read each of the sentences below. On your own paper, identify the personification in each item. Explain why the author may have used the personification.

TEAM CONSENSUS

1. The dark empty cave yawned open at the base of the towering mountain.
2. As they began their descent into the earth, Jimmy and Nolan had the frightful feeling that they were being swallowed alive.
3. The hungry fire devoured everything in its path.
4. The raindrops drummed out a steady rhythm on the roof.

TEAM MASTERY

5. The brave divers shuddered as they peered into the dark, dank mouth of the deep sea cave.
6. In the spring, gentle showers caress the trees and flowers.
7. Marco fed the campfire with small logs.
8. The stars twinkled down upon the earth like many eyes watching the activities of the night.

TIME FOR CHECKOUT

9. As Lucas walked down the street, the rain slapped his face.
10. The tree's branches waved like arms in the wind.
11. As Andrea watched the night sky, it seemed that the constellations made friendly conversation, twinkling back and forth between themselves.
12. The Little Dipper tagged behind its father, the Big Dipper, to spy upon the earth.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about why authors use personification.

EXPLAIN how why authors use personification to your partner.

WRITE a few sentences explaining why authors use personification.

Directions: Carefully read each of the paragraphs below. On your own paper, identify the personification in each item. Explain why the author may have used the personification.

1. At night, the gnarled old tree in front of the big abandoned house looks like a witch guarding its treasure. It bends low over its roots.
2. Jessica lay in her bed, listening to the sighs and cries of the city.
3. The sky clouded over with displeasure, its wrath building until it exploded in a furious thunderstorm.
4. Calvin's parents bought him a bicycle, but when Calvin tried to learn how to ride it, the bike refused to let him ride.
5. It was early spring, and the meadow was waking up after its long winter sleep.

Prediction

Student Practice: 17 - 19

Outcome: Students will make predictions based upon a selection they have read. Students will write their predictions in complete sentences, giving evidence to support their answers.

Teacher Introduction: “Sometimes when we read a passage, we have an idea about what will happen next. When we talk or write about what we think is going to happen, we are making predictions. Sometimes, even when we don’t think we know what will happen, we can make a prediction with some careful thought and a little work.”

“Making predictions is important because we have a better understanding of the complete picture when we make predictions. Making predictions is like trying to put together a jigsaw puzzle. Each prediction we make is like a new piece of that puzzle. Even if we don’t put our pieces in exactly the right spot, we make progress toward the solution.”

“The same thing is true when we make predictions. Even if the story does not turn out exactly as we thought it would, our predictions help us to understand what we have been reading and what we are about to read.”

“This is because a good prediction is not simply a guess. It is a decision. We decide what we think might happen in a selection by examining four things.”

- What we know about the type of passage we are reading
- What we know about the characters in the selection
- The events or information in the selection so far
- Our own personal knowledge

“It is important to make predictions as we move through a selection. When we get new information, we add them to our knowledge. With that knowledge we can make wise decisions about what we are reading, and what we think will happen next.”

“There are five steps to making a good prediction.”

List the following steps for your students. A larger version of these steps is included at the end of the Teacher Instructions.

1. Summarize the selection.

- What has happened so far?
- What have you learned so far?

2. Use prior knowledge and experience.

- Have you ever been in a situation like the one in the selection? How did you react?
- Do any of the characters remind you of someone you know? How are they similar? How are they different?
- How is this different from what you expected?

3. Look for clues.

- What type of writing is this? (fairy tale, realistic fiction, narrative nonfiction, essay)
- Do the problems and events in the story remind you of any other stories you have read? What were they? How is this situation similar or different?
- Have the characters been in any situations similar to the present one? How did the characters react or respond before?

4. Make a prediction.

- What do you think might happen next?
- How will the problem be resolved?

To make a prediction, use:

What you've learned by summarizing.
Your prior knowledge and experiences.
Your study of selection clues.

5. Support your prediction with evidence.

“Using these steps every time you make a prediction will ensure that you have a good prediction. A good prediction is any prediction which you can support with evidence from the selection. By following these steps, we are almost certain to have evidence for the predictions which we make.”

Examples: “Listen as I read the following passage aloud. Try to form a Mind Movie so that you can see what is happening. Then we will make a prediction together.”

Read the following passage to your students. Then lead a discussion to make a prediction about the story.

Life Without Jamie

It was a cool day in October. Bethany walked among the brown corn stalks, trampled down by the harvesting. The muddy red clay made a squishy-popping sound as she trudged through the field. The sky was gray overhead.

The wind bit her cheeks. The ground had never changed between the barn and the rusting barbed wire fence.

Still, she watched each step. Bethany remembered when this walk had been a happy one.

It had been nearly a year since her mother died. Jamie's death overshadowed even the times that were supposed to be fun. Bethany couldn't remember a time in the past year when her father had acted normally. Even when Aunt Eilene came to visit in May, her father had seemed like he was somewhere else. He looked at the sky a lot now.

With each day, Bethany was getting more worried about her father. Ever since the harvesting season had ended, he had let the farm go. Everything was just barely getting done. Sometimes he wouldn't even get out of bed before suppertime.

Winter was fast approaching, and there was a lot to be done. The house still needed to be weatherized. They didn't have much wood split for the Franklin stove. The hay bales had been sitting in the wagon for so long now, Bethany wondered if they could possibly be saved.

At first Bethany expected that her father would be sad. Everyone was sad. Now, though, she felt that she was responsible for too much. She felt about forty-two years old, with all the worries and the fears to go with the age. She had only been in the seventh grade for a little over a month. Bethany wanted to feel like a kid again.

Have students share their ideas in response to the following questions. Guide students to make a prediction about the story. Encourage diverse viewpoints as long as students provide evidence to support their answers.

1. Summarize the selection.

- *Bethany was walking a familiar walk between the barn and a fence. It was a cool overcast day in October. It had recently rained.*
- *Bethany's mother, Jamie, died nearly a year ago. Her father had been very sad. He was still very sad. Bethany's father was not doing the things he needed to be doing to get ready for the winter. Bethany felt that she was doing the work of an older woman, and she was only in the seventh grade. She wanted to feel like a kid again.*
- *Answers will vary.*

2. Use prior knowledge and experiences.

- *Answers will vary. Encourage student discussion if a student has had such an experience.*

3. Look for clues.

- *This is realistic fiction. Students should recognize that realistic fiction is like life. It is a genre in which people react to events in ways similar to real life.*
 - *If students have read any other stories about the loss of a parent, then encourage a discussion comparing and contrasting the two stories.*
- 4. Make a prediction.**
- *A possible prediction for this story is: Based upon what I know about the story so far, the type of story it is, the characters, and my own personal experiences, **I predict that Bethany will have to help her father get happy so that he can go on with his life.***
- 5. Support your prediction with evidence.**
- *Encourage students to find evidence for their predictions within the text and from their own personal experience.*

Student Practice: The Student Practice contains 10 items. Items 1-2 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 3-6 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 7-10 for Additional Practice.

Test: The Test contains five items similar to the Student Practice.

Enrichment Activity: Provide students with articles from the news that lend themselves to prediction, such as a series of articles or articles about an unresolved or ongoing event in the world. Have students read the articles and then make a prediction about each article.

Note that there are no answers for this RC Lesson. CHECKOUT will be in the form of partner discussion.

Remember, the five steps in making a prediction are:

- 1. Summarize the selection.**
- 2. Use prior knowledge and experiences.**
- 3. Look for clues.**
- 4. Make a prediction.**
- 5. Support your prediction with evidence.**

If you follow each of these steps, your prediction will be a good one, whether it turns out to be true or not.

REFLECT AND CONNECT

THINK about how to make a prediction.

EXPLAIN how to make a prediction to your partner.

WRITE a few sentences explaining how to make a prediction. Why is it useful?

Directions: Read each of the passages below. Using the steps, make a prediction about each item.

TEAM CONSENSUS

1. Katrina lifted her head from her pillow. She couldn't believe it was Monday morning already. The weekend seemed as if it had been too short. She wasn't sure that she was ready to face another week of school. There's only one more before winter break, she told herself, as she dragged her feet to the bathroom. It wouldn't be so bad. After all, one week was only five days, if you didn't count the weekend. Then Katrina remembered that she was supposed to be in the school play on Thursday.
2. Stacey tried to hide behind Eddie. It always seemed that she was called on when she didn't have her work done. Stacey wasn't a poor student. Sometimes, though, she just didn't seem to have the time to do her homework at night. She would try to get it done before school, but that never worked. It didn't seem fair that she had to watch "Jack and Jill," as she called her brother and sister, cook dinner, and still have homework to do.

Mrs. Polanski seemed to be going down each row asking questions. Stacey read her book as quickly as she could. Maybe, if she got through it before Mrs. Polanski got to her, she could make it look as if she had her done her assignment.

TEAM MASTERY

3. Martin bravely climbed onto the plane in Gainesville, Florida. He was going to see his grandparents in San Francisco. Martin had never been on a plane before. His dad told him that it was like a ride at Walt Disney World®, only more comfortable. Martin wasn't sure what that meant, but he was excited to fly. He hoped he might get to see the cockpit before he got off the plane. He turned when he got to the top of the stairs and waved good-bye to his mom and dad. Then he was greeted by a flight attendant, who helped him find his seat.
4. Evelyn sat on the subway with her mother. Every now and again there was light in the tunnel and you could see spray paint on the walls of the tube. Evelyn was anxious to get to where they were going so that she could see her father. He would be waiting for them. Mom would get off the train, but she wouldn't stay long. In fact, she would get on the next train back. Evelyn thought it was silly for her mother even to ride with her, but she said that the subway was no place for a little girl. Evelyn didn't like being called little. Soon they would be pulling into the station where Dad would be waiting.

5. Diabetes is a disease that affects thousands of people. Diabetes is caused by a lack of insulin. Insulin is a chemical that the human body produces naturally which helps turn sugar into energy. Insulin is produced in the pancreas.
- There are two types of diabetes: Type One and Type Two. When someone has Type One diabetes, the pancreas can't produce insulin at all. In Type Two diabetes, the pancreas is fine, but the rest of the cells in the body don't respond to the insulin properly. People who have Type One need insulin shots.
6. Wayne wanted to play kickball after lunch today, but everyone else wanted to play basketball. Wayne said that basketball was dumb, and that only dumb people played basketball. Well, Billy really likes basketball. He watches as many pro games as he can. He was not happy to hear Wayne say that it was a dumb thing to do. Billy told Wayne that he was dumb. That's when it all got started. Wayne hit Billy. Then Billy hit Wayne. Mrs. Larkin broke up the fight and sent the boys to see the principal. Wayne looked at his shoes while he waited for his mother to come pick him up from school. Billy sat at the other end of the bench, looking at the floor.

TIME FOR CHECKOUT

7. Rick was getting close to the top of the mountain. He only had about fifty feet left to go and he would reach the top of the climb. Below him his ropes dangled freely in the air. He checked to see that everything was set, just in case he fell. He was getting tired. Rick felt his back and arm muscles burning as he reached for the next handhold. The key was not looking down. If you looked down on a cliff like this you might get too scared to move. Always look up, that was Rick's motto.
8. William walked up to the edge of the chrome pyramid and knelt down. "There were places like this on earth," he said to his son Kevin. "They were built by ancient people in remote areas the modern age didn't even touch until late in the twentieth century. People used to say that they might have been built by space travelers." Kevin looked at the chrome structure. It was huge. The light it reflected was almost blinding, even through his visor.
- "Why do you think it is here?" Kevin asked. "Do you think the same space travelers built this pyramid as the ones on earth?" His dad thought for a moment. He wasn't sure. They could have had a hand in it. It sure looked like the ones in Egypt and Central America. But it was made of chrome. They didn't have enough pieces of the puzzle yet.

9. Seth had worked hard to make his gift for Father’s Day. He spent a long time cutting and sanding the wood. He had put it all together while his father was at work. It was going to be the best Father’s Day present Seth had ever given to his father. With his older brother’s help, Seth had made his father a new footstool. The night before Father’s Day, Seth finished the project with a final coat of stain. He left the shed door open so that the footstool would dry before morning.
10. Regina walked up to the front door of the old house. She was trying to sell candy to raise money for her softball team. Regina had always heard stories about the old woman who lived in the house. She was supposed to be really mean. Regina knocked on the door and waited. She wasn’t sure if she heard someone coming or not. A gray cat brushed against her ankles. Regina almost screamed out loud. She was sure that no one was going to answer the door. Just when she turned to walk down the sidewalk, she heard the lock turn in the door.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to make a prediction.

EXPLAIN how to make a prediction to your partner.

WRITE a few sentences explaining how to make a prediction.
Why is it useful?

Directions: Read each of the passages below. Using the steps, make a prediction about each item.

1. Maria's birthday was Saturday. Diem still hadn't gotten her friend a gift. She was beginning to get nervous. Diem knew how important it was to Maria that they were best friends. She just didn't know what to get for her. Maria seemed to have everything that any girl could want. She already had nice clothes. She lost interest in dolls and other "baby toys" long ago. Diem had asked her sister, Alvina, if she could think of anything to get for Maria, but she was no help.
2. Amy sat at the edge of the pool. Brad was sure that it would be really funny to push her into the water. Amy was just the type to scream really loud and the water was really cold. Not to mention, she had never actually gotten in the pool the whole time Brad had known her. His mind was made up. Brad ran up behind Amy and pushed her right into the pool. He was laughing before she was even under the water. But his laughter stopped when she came to the surface. Amy was splashing about, calling for someone to save her. She couldn't swim.
3. Martha was tired of being cooped up in the car. When her family finally pulled into the parking lot of Hershey Park, she was so excited she jumped out of the car and started running toward the gate. Her parents hadn't noticed her running off. The Karstetters had eight kids in their family after all. With the confusion of eight kids, one could easily get lost in the shuffle.
Soon Martha knew that she was lost. She looked around and saw many faces, but none of them were familiar. She didn't know what to do. She wanted to sit down and cry but was afraid someone might see her. Martha looked around once more. She began calling out, "Mom!! Dad!! Where are you guys?!"
4. As the sun sank below the rooftops in the city, the temperature started to drop. It had been a boiling hot summer so far. Even as the sun sank, sweat rolled down Carlito's cheeks. The few spots of grass had turned brown and dried up. Carlito was tired of the heat already. There didn't seem to be much you could do during the day because it was so hot. The pool was closed for the summer because the city didn't have enough money to keep it open. That's what they said at least. Carlito didn't believe them. He had heard his older brother say that it was only their pool that was not open this summer.
Carlito looked at his friends, "We have to do something to get the pool open." Everyone looked at him as if he were speaking a strange language. Felicia spoke up, "Carlito, you know that the city doesn't have the money to open the pool." That's when he told his friends about the pool that was open across the city. It was unfair, and they were going to do something about it.

5. Many inventions have curious beginnings. For example, earmuffs were invented by a fifteen-year-old boy. Chester Greenwood lived in Maine. He wanted to stay outside and play in the snow with his friends, but his ears always got too cold. He tried tying a scarf around his head, but it didn't work very well. Then he got an idea. He decided to cover just his ears. Chester invented earmuffs and soon his idea caught on. Another invention with curious beginnings is the hula-hoop.

Compare and Contrast

Student Practice: 20 - 22

Outcome: Students will identify similarities and differences between characters and objects.

Teacher Introduction: “When we look at how two things or people are similar, we say we are **comparing** them, or **making a comparison**. Likewise, looking at differences between them is called **contrasting**, or **making a contrast**. When readers can compare and contrast as they read, they are better able to understand what they are reading.”

Ask students to bring in pictures of themselves when they were much younger, even baby pictures if available. Tell students to share their pictures with their teams. Ask students to note how their team members look similar to and how they look different from the pictures they have brought in. Encourage students to make generalizations about how one’s appearance changes as he or she grows older. After about three minutes, allow volunteers from each group to compare and contrast individual photos, and to make generalizations aloud. Then conduct the following discussion with the students.

“We have just examined photographs of each of you as younger children. We have found that there are both similarities and differences between your appearance in the pictures and how you look today. For example, most of you have *similar* hair color and the *same* color eyes as you did when you were younger. This is **comparison**. We can **contrast** your appearance today and in the picture as well. You all look *different* from your photos because you have grown, changed your hair styles, lost and grown teeth, changed your clothing, etc.”

“When we are looking for comparison and contrast in our reading, it is useful to ask ourselves three main questions.”

Display the following sentences for student reference.

- **What two things are being compared or contrasted?**
- **Compare:** How are these two things similar?
- **Contrast:** How are these two things different?

Examples: *Display the following examples for students. Have students read along silently as you read the examples aloud.*

“Now let’s read a passage about two characters, and identify likenesses and differences between them.”

- Paul climbed the creaking attic stairs step by step, waving the flashlight beam ahead of him. Even though he was pretending to be brave for Melissa, who waited nervously at the bottom of the steps, his heart was pounding, and his knees shook every time the floorboards whined. He reached the top of the stairs and stopped. A funny smell came out of the darkness of the old attic, something like moth balls and mildew mixed with spice. Melissa, in a loud whisper, called up to Paul, telling him to look for a light bulb chain. Paul, on the other hand, had frozen still, shining his flashlight straight into the corner. There, amidst the dusty cobwebs and old bookcases, a large pair of black beady eyes blinked twice, and disappeared.

“We can compare and contrast the two characters Paul and Melissa by looking at different sentences within the passage.”

How are Paul and Melissa similar? *Paul and Melissa are both nervous in the old attic.*

How are Paul and Melissa different? *Paul is pretending to be brave, and Melissa is waiting nervously at the bottom of the attic steps. Melissa was calling for Paul to turn on the light, but Paul was frozen still, looking at something.*

“Many times authors use words or phrases which tell us that they are comparing or contrasting. The following words and phrases are often used by writers to show that a comparison or a contrast is being made.”

Display the following chart for students.

Comparing and Contrasting	
Words and Phrases that Compare	Words and Phrases that Contrast
<p>and also as well both in the same way is similar to like likewise similarly too</p>	<p>although as opposed to but contrasted with however nevertheless on the other hand than though unlike yet</p>

“Consider the following sentences:”
 Display the following sentences for students.

- Sunglasses and eyeglasses are both worn to improve vision to some degree.

“The word **both** shows us that a **comparison** is being made. Sunglasses and eyeglasses are **similar** because each serves the purpose of aiding vision.”

- Sunglasses protect the eyes from bright sunlight, and block glaring reflection. Eyeglasses, in contrast, have lenses to re-focus light rays, allowing near-sighted and far-sighted people to see clearly.

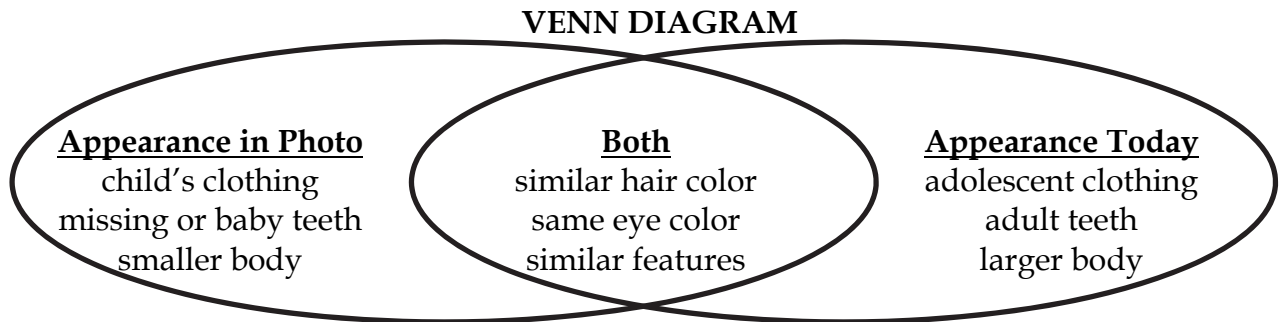
“The phrase **in contrast** shows us that sunglasses and eyeglasses are being **contrasted**. The two kinds of glasses improve vision in different ways.”

“If we are comparing *and* contrasting people or things, we can easily organize the similarities and differences we find by making a Venn Diagram. Venn diagrams are divided into two labeled regions, representing the two things you are comparing and contrasting. Descriptive words and phrases in each region describe that particular person or thing. Words and phrases placed in the section where the two regions overlap, therefore, describe *both* people or things. In other words, similarities can be placed in the overlapping section, and differences outside this section, in their respective regions.”

Display the following graphic organizer and guide students to fill it in as follows.

NOTE TO TEACHER: Venn diagrams are named after John Venn (1834-1923), an English logician who invented them as a tool to show relationship between sets in symbolic logic.

Display the following diagram for students.



“Recall our earlier discussion about the way your appearance has changed as you’ve grown older. Let’s again compare and contrast your appearance in the photograph you have with your appearance today. Descriptions in the left section of this Venn Diagram refer to the photograph alone, and descriptions in the right section uniquely describe your appearance today. Descriptions placed in the middle where the two sections overlap describe your appearance **both** then and now.”

Discuss with students other general similarities and differences between their photographs and their present appearances, and record their main points in the appropriate sections of the Venn Diagram.

“One final hint to remember when looking for comparison and contrast in our reading is that authors do not always make direct or obvious comparison. Instead, the author may describe two things separately and expect the readers to compare and contrast them on their own. This *implied* comparison is just as useful as any other, but it requires special attention by the reader. We may still answer the Three Main Questions for Comparison and Contrast, but deciding *what* the author is comparing or contrasting may take some thought. A good strategy for answering this question is to look for two people or things which the author pays special attention to describing. If the author describes the same characteristic in each one, we know that he is comparing or contrasting them.”

Summarize the skills and tools you have just introduced to the students.

“Remember, when we are looking for comparison and contrast in our reading, it is useful to ask ourselves how the two things are similar and how they are different. We should also remember that clue words can help us recognize comparison and

contrast in our reading. Finally, it may be a good idea to organize the similarities and differences we find in our reading using a Venn Diagram.”

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains 5 passages similar to those in the Student Practice.

Enrichment Activity: The versatility of the skill being taught offers an unlimited range of comparison/contrast activities. For example, to coincide with the example from this lesson, ask students to compare and contrast their own particular lifestyles, habits, responsibilities, etc., now with those they held when they were younger. Have students construct short passages which demonstrate the similarities and differences they find. Encourage students to try using several different clue words in their writing.

Display the following guidelines for students to refer to while completing the student practice.

Compare: to show how two people or things are *similar*.

Contrast: to show how two people or things are *different*.

- What two things are being compared or contrasted?
- Compare: How are these two things similar?
- Contrast: How are these two things different?

REFLECT AND CONNECT

THINK about how to identify comparison and contrast.

EXPLAIN how to identify comparison and contrast to your partner.

WRITE a few sentences explaining how to identify comparison and contrast and how you can use this information the next time you read.

Directions: Read the following sentences. For each exercise, write one similarity and one difference between the two things being compared.

TEAM CONSENSUS

1. Lester and Leah both entered acid-rain projects in the school science fair. Although Lester worked very hard on his project, Leah won first prize because her display was more organized. She also spoke clearly to the judges. Lester's display kept falling down, and he mumbled when he spoke.
2. Records and CDs are both round, flat discs which hold music. Record players play music by dragging a needle through grooves on records. CD players, on the other hand, reflect laser light off compact discs to read the music stored on them. Most people buy CD players instead of record players because CDs sound much clearer than records do.
3. The day of the great river race arrived, and all the animals gathered to watch. Both Hare and Tortoise had agreed to settle their dispute once and for all by running the rapids in homemade boats. Tortoise had devised a raft made of floating dam logs. Hare, on the other hand, had fashioned a canoe out of birch bark with a bed sheet attached as a sail. The race began, and Hare's canoe flew ahead down the river, while Tortoise floated slowly and steadily with the current.
4. In-line skates, or "Rollerblades," are a modernized version of the classic roller skate. Both types of skates are made of special supportive boots with wheels attached to the sole. Roller skates have two pairs of wheels arranged in a square, as opposed to Rollerblades, which have wheels all in a line like ice skates. Because of this wheel arrangement, Rollerblades tend to be faster and easier to maneuver than their classic counterparts.

TEAM MASTERY

5. Before the age of computers, typewritten letters and papers had to be prepared with typewriters. Anyone who has used a manual typewriter will agree that mistakes are costly and time-consuming. Each 'typo' must be erased or blotted from the page, or the page must be retyped. Today, computer word processors accomplish the same tasks, but much more efficiently. Unlike typewriters, they allow users to type documents and then edit them over and over on a computer screen before producing a final proofread copy from a printer, saving time, paper, and ink.

6. On Wednesdays and Fridays, Karen anxiously awaited the last period of the day, when Mrs. Chandler would open up the supply cabinets in the art room, revealing piles upon piles of clean white paper, construction paper, paints, scissors, glue, glitter, pastels, crayons, and charcoal. She could live forever in the art room, Karen decided. She was an excellent artist, besides, doodling on the backs of papers and in her notebook all through her classes, and sketching cartoon drawings of the old crooked librarian. Her friends seemed unable to understand her love for art. They would gossip and pass notes in class, and though they loved giggling over Karen's drawings, not one of them could draw a realistic horse or face to save her life. So, when Mrs. Chandler announced the poster contest, Karen could not understand why her friends were the first to sign up. That is, not until she heard about the first prize. Then, Karen knew she had to win the contest.
7. The yak is an animal similar to the American plains buffalo, and found primarily in the mountains of Asia. Both shaggy brown creatures have been hunted extensively in the wild for their meat and hide. In addition, the yak has been used widely as a tamed beast of burden. The American buffalo, in contrast, was not successfully domesticated, and actually faced near extinction only a century ago due to reckless and aggressive overhunting. Yaks and buffalo are herbivorous, feeding mainly on grasses and scrub vegetation.
8. Most plants survive with sunlight, water, and nutrients from the soil, but a few very special plants have adapted ways to eat insects as well. Two of the better known carnivorous plants are the Venus flytrap and the pitcher plant. The Venus flytrap lures insects into leaf traps with red patches and sweet nectar. When the insect touches sensitive hairs inside the leaf trap, the two halves spring closed, capturing the insect, and the plant releases digestive juices. The pitcher plant is more passive. Unwary insects fall into water-filled tube shaped leaves. Unable to escape, they drown, and are digested by the plant.

TIME FOR CHECKOUT

9. Giant waves crashed over the hull, snapping ropes and tearing the rigging of the ship free. Captain Englebert ducked just as the massive boom swung above his head and crashed sidelong into a pile of crates. Cursing the storm, and his crew, all of whom were huddled and shaking in the galley, the weathered Captain made his way across the lurching deck made slippery with brine, and caught hold of the spinning wheel with a firm grasp. He'd seen the sea angry. This was just a temper tantrum, but he had agreed to take on a novice crew, and they had fled their posts when the first lightning bolt struck the main mast. Now it was just the Captain with his ship full of whimpering men against the bucking sea. And it suited him just fine.

10. Two of the most important reference books you will find in your library are encyclopedias and dictionaries. The two serve similar but distinct purposes. In both books, entry words are listed in alphabetical order, followed by information. Dictionaries list words in a particular language along with their pronunciations, etymologies (word history), definitions, and rules for usage. Encyclopedias, on the other hand, list entries that pertain to all areas of knowledge with in-depth information on each topic. For this reason, a dictionary is typically a single book, yet encyclopedias often span many volumes.
11. Elevators and escalators. The two machines' names sound the same, and in fact they serve the same function – to move people and their belongings up and down levels of a building. The difference is in the way they operate. Elevators are compartments that move vertically from floor to floor in a hollow shaft within a building, using motors, cables, pulleys, and counterweights. Escalators, sometimes called “moving staircases,” use motors as well, to provide smooth and continuous upward or downward motion to the steps. Especially popular in more populated areas, these machines, though often taken for granted, save people a great deal of time and energy on a daily basis.
12. I hadn't taken ten steps from the cabin and they were on me like flies. They were flies, of course, but more the size of hummingbirds, I thought.
“Don't like them moose flies much, eh?” Gus was sitting on an overturned paint bucket smoking a pipe and watching me swat futilely at the growing swarm. Somehow, as a native Canadian and an infrequent bather, he had managed to acquire a natural aura that repelled the vicious pests. “Seems they're mighty keen on that 'merican perfume of yours.”
“It's *cologne*, Gus. And it's French. Now how do I make them stop!?” I spun around in a dizzying frenzy, bitten three times already.
“Seems to me, 'long as you've got blood, they've got a meal. Now I suppose if you could do something about *that*, you'd be in the clear, eh?” Gus was not helping.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to identify comparison and contrast.

EXPLAIN how to identify comparison and contrast to your partner.

WRITE a few sentences explaining how to identify comparison and contrast and how you can use this information the next time you read.

Directions: Read the following sentences. For each exercise, write one similarity and one difference between the two things being compared.

1. The queen bee is the single most important bee in the colony for the simple reason that she lays all of the eggs in the hive. There is just one queen bee per colony, and she rules the thousands of other bees with chemical messages called pheromones. She in turn is fed, cared for, and protected by the rest of the hive. Most of the honeybees in a colony are worker bees, sterile females who collect pollen and nectar from flowers, make honey, and build the hexagonal hive chambers of wax. In addition, they raise and feed the larvae as they emerge from their tiny eggs.
2. Humans have teeth to help them bite, tear, and chew their food. Look in a mirror and you will notice that your teeth come in several different shapes and sizes, each according to its function. The small sharp teeth in the front of your mouth are called incisors, and they serve to bite food off in small pieces, as when you bite an apple or a candy bar. The broad flat back teeth, or molars, are used for grinding and crushing food into even smaller pieces before it is swallowed. Both kinds of teeth are made of calcified bone with a hard enamel covering for protection. Humans practicing proper oral hygiene can avoid tooth decay throughout life.
3. Nora has two pet mice, Binky and Cole. They are both females, and they live in the same glass cage with wood shavings, a tin of water, a tuft of cotton, and a wheel. Binky is sleek and white with pink eyes and ears. She can run for hours on the creaking wheel, squeaking along in time. Cole is deep brown, fat, and lazy. Nora can pick her up while she's sleeping and not even wake her. You can probably guess which mouse has made a nest with the cotton. Binky isn't left out, however. Quicker and stronger, she takes her pick of all of the sunflower seeds when Nora puts food in the cage.
4. If you have ever seen a checkerboard and a chessboard, you will know that the two are identical. If you have played both games, however, you will know that they are quite different. True, in each game one captures the opponents pieces and removes them from the board. True, each player lines up his or her game-pieces in rows to begin. Chess pieces each have names, however – King, Queen, Bishop, Knight, Rook, and Pawn – and each piece moves in a unique way. Checkers, in contrast, can only slide or jump. Furthermore, the object of a game of chess is to “capture” the opposing King, while a game of checkers ends when one opponent has no more pieces left to move.

5. Lester and his twin sister, Leah, celebrate their birthday in October. As a birthday gift, their parents let them pick what foods they will eat during the day. Lester likes to choose the breakfast, so Leah usually selects the dinner menu. If they are not in school, both agree on what to eat for lunch. Lester is a music fan, so he usually receives tapes and CDs as presents. Leah often gets sports gear or clothing. On the birthday cake, they each have separate candles to blow out, and chances are their birthday wishes are not the same. They certainly agree on this, however: chocolate cake with chocolate frosting.

Unfamiliar Words

Student Practice: 23 - 24

Outcome: Students will use context clues to determine the meaning of an unfamiliar word.

Teacher Introduction: *Read the following sentence aloud to your students.*

- It is sometimes difficult to keep your **composure** when you have to give a speech. To keep yourself calm you might try drinking a glass of water or taking a deep breath right before your speech.

“What does the word ‘composure’ mean in this sentence?” “Composure” means to remain calm.

“How do you know?” The first sentence talks about keeping your composure when you have to speak. The rest of the passage explains how to keep yourself calm when you speak.

“Sometimes when we read, we may come to a word or a group of words we don’t recognize or understand. We could look up every word in the dictionary, but then we might spend more time reading the dictionary than reading what we want to read.”

“Many times we can determine the meaning of a word by reading the other words around it. Understanding the meaning of a word in context may be easier if we use context clues to figure out what an unfamiliar word means.”

“When we come to a word which we do not recognize in a selection, there are several steps we can take to find out what it means, without looking it up in the dictionary.”

“First, we need to sound out the word if we are unsure about how to pronounce it. Why do you think this is important?”

- *Sometimes a word may look strange to us, but once we learn to pronounce it we may recognize it from our own conversations.*

“Second, we can look for word parts which we recognize. How do you think this might help us with new words?”

- *Sometimes there may be a root word, or word upon which the unfamiliar word is based, that can help us to understand the meaning. We may recognize another word within the unfamiliar word which will help us to understand the meaning.*

RC 6A10 Unfamiliar Words

Teacher Instructions

“Third, we need to reread the sentence. We will look for words which might tell us what the unfamiliar word means.”

- *There are often other words in the sentence which tell you something about the word you do not know. This is the context of a sentence. The context helps you to determine the meaning of the word you do not understand.*

“Fourth, think of a meaning for the unfamiliar word based upon the clues in the sentence.”

“Fifth, put the meaning in place of the word to see if it makes sense in the sentence.”

- *It is very important that the meaning we choose makes sense in the sentence.*

“If you still don’t understand the word, what is one other thing you can do before you look it up?”

- *We can ask our partners if they know what the word means. Sometimes a word which is unfamiliar to you may be familiar to your partner. He or she might be able to tell you what it means when you ask him or her.*

Display the following for student reference:

Determining the Meaning of Unfamiliar Words

- Sound it out
- Find word parts you know
- Look for sentence clues
- Think of a meaning
- Does your meaning make sense?
- Ask your partner

“Let’s try this with an example.”

Examples: *Discuss the following examples with your students. Display each example for the students to read.*

- There are many plants that grow in the wild that are **edible**. For example, dandelions and some mushrooms are okay to eat.
 - Sound out the word. *If your students are unsure of the pronunciation of the word then guide them to sound it out.*
 - Are there any parts of the word which you know? *Students may not know this word.*
 - Carefully reread the passage, looking for words which might tell you something about the unfamiliar word. *The passages says that some plants are okay to eat.*
 - Think of a meaning for the word. *“Edible” means okay to eat.*
 - Put your meaning in place of the word to see if it makes sense in the sentence. *This meaning makes sense in this passage.*
 - Ask your partner. Do you agree upon the meaning?

- During the first half of the football game the home team **dominated**. By half time the score was 36 to 3. It didn’t seem like the visiting team could score any points. The home team seemed to rule the visiting team.
 - Sound out the word. *If your students are unsure of the pronunciation of the word, then guide them to sound it out.*
 - Are there any parts of the word which you know? *Students may not know any part of the word “dominated.”*
 - Carefully reread the passage looking for words which might tell you something about the unfamiliar word. *By the second half, the score was 36 to 3. It seemed that the visiting team could not score. The home team seemed to rule.*
 - Think of a meaning for the word. *Dominated means to control or rule.*
 - Put your meaning in place of the word to see if it makes sense in the sentence. *This meaning makes sense in this passage.*
 - Ask your partner. Do you agree upon the meaning?

“In this exercise there will be sentences which have a bold-faced word. Think very carefully about what each sentence tells you. Then choose the meaning that best fits the bold-faced word.”

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five items.

Determining the Meaning of Unfamiliar Words

- Sound it out.
- Find word parts you know.
- Look for sentence clues.
- Think of a meaning.
- Does your meaning make sense?
- Ask your partner.

REFLECT AND CONNECT

THINK about how to figure out unfamiliar words.

EXPLAIN how to figure out unfamiliar words to your partner.

WRITE a few sentences explaining how to figure out unfamiliar words.

Directions: Read the following selections, paying careful attention to the bold-faced words. Then, using context clues, write a meaning for the bold-faced word.

TEAM CONSENSUS

1. In some places it was once the custom to **banish** people who had broken laws. They were told that they could not return to their community ever again. This ensured that they would not commit their crimes again in that place.
2. From the cliffs, the sea appeared to be a huge **abyss**. It stretched on for miles and the blue-black water looked like it was bottomless.
3. The sun was shining so brightly in the morning that the threat of rain seemed highly **improbable**.
4. Every few weeks there is a different **ethnic** festival in the city. Last week was the Polish festival. A few weeks before that was the Greek festival. Next month there is going to be an Irish festival.

TEAM MASTERY

5. As Agnes waited in the emergency room, she **fidgeted** from one foot to the other. She was very nervous. She kept moving around and looking at her watch.
6. When man landed on the moon, many people believed that they would never witness anything of that **magnitude** again in their lives. It was perhaps the single biggest event in their lives.
7. Jocinda looked **serene**. She sat peacefully next to the window with a slight smile on her face.
8. During the mystery movie, I couldn't stand the **suspense**. I wanted to get to the end and find out what happened as fast as possible.

TIME FOR CHECKOUT

9. It came on all of a sudden. Alan was **stricken** with chicken pox one morning when he woke up.

10. When we opened the garage door we found old **relics** of a different time. There were horseshoes on one wall and old saddles on the other. In the middle was an old horse-drawn carriage.
11. The three boys sang in **unison**. Their voices mixed together and seemed to become one.
12. Some people think that during **primitive** times, humans may have lived in caves. People have found paintings in caves that date back for thousands of years.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to figure out unfamiliar words.

EXPLAIN how to figure out unfamiliar words to your partner.

WRITE a few sentences explaining how to figure out unfamiliar words.

Directions: Read the following selections, paying careful attention to the bold-faced words. Then, using context clues, write a meaning for the bold-faced word.

1. Every person is **unique**. There are no two people who are exactly the same.
2. When my brother gets upset he lets his **wrath** show. Sometimes he yells and screams and even kicks holes in the walls. Mother doesn't like it when he gets angry.
3. Many movie stars claim that they do not like all the **publicity** in their lives. They say that they wish they could live like normal people, without all the news reports and articles about them every week.
4. My mother really likes her **occupation**. She is a doctor. All day she works to help people feel better.
5. Kim's older sister just got a **promotion**. Now she is a manager at the store. She has more to do, but she gets paid a little better too.

RC 6A1

Student Practice Answers

1. Feeling great fear or shock.
2. Sending out or giving forth.
3. People who watch something without taking part.
4. A sudden happening which causes great loss.
5. Dull or boring.
6. Putting off doing something until later; delaying.
7. Made or done for the time being; not definite or final.
8. In the end; finally.
9. Overcoming completely; overpowering.
10. Extremely cold.
11. Not lived in; deserted.
12. Looking dangerous, unpleasant, or threatening.

Student Test Answers

1. Worthy of legend; someone who is very famous and talked about.
2. Exactly in every detail.
3. A very foul smell; stink.
4. To lessen the doubts and fears of; to make feel secure again.
5. A person who is walking.

RC 6A2

Student Practice Answers

1. all the things a person does, feels, and thinks and by which he or she is judged
2. new and unusual
3. trail of waves behind a boat
4. a frame; anything which resembles a skeleton and is used as a frame
5. fears
6. to give
7. the point fifteen minutes after four o'clock
8. be puzzled; make unable to answer
9. extremely small
10. incredibly big; enormous; huge
11. taking care of a sick person, as a nurse would
12. the stronghold or center building of a castle

Student Test Answers

1. explain
2. list of details, or rates
3. difficult to understand

4. to pass time
5. move forward

RC 6A3**Student Practice Answers**

- 1.A. This example has a story within a story, since an elderly lady is telling story and it has different characters in it.
- 1.B. Sonja Henie was the world's first famous female figure skater.
- 2.A. This example has entry into the story mid-plot, since the action is already taking place and there is no formal beginning.
- 2.B. There is no one in the settlement.
- 2.C. Answers may include: they were attacked and captured by unfriendly Indian tribes, or everyone in the village chose to leave, etc.
- 3.A. This example has a flashback. The phrase "Grandfather recalled ..." is a clue.
- 3.B. Grandfather remembered his own childhood games when attempting to play the video game.
- 4.A. This example has entry into the story mid-plot, since the action is already taking place and there is no formal beginning.
- 4.B. Lee shot the winning basket of the game.
- 4.C. Everyone was surprised by Lee because they didn't think he would be able to make the shot.
- 5.A. This example has a story within a story, since Grandmother is telling the story and it has different characters in it.
- 5.B. Grandmother mentioned the lamp so she could interest Brad. Answers may vary as to whether the lamp truly exists.
- 6.A. This example has a flashback. Jill's mind going back into the past is a clue.
- 6.B. Jill was nervous because of the emergency landing they made the last time she flew.
- 6.C. Jill shut her eyes and listened to her headphones to calm down.

Student Test Answers

- 1.A. This example has entry into the story mid-plot, since the action is already taking place and there is no formal beginning.
- 1.B. Lindsay's car ran out of gas.
- 1.C. The gas station was closed and the road was completely deserted.
- 2.A. This example has a flashback. Nell's thoughts going back in time are a clue.
- 2.B. The smells of the kitchen made Nell remember her Grandmother's holiday meals.
- 3.A. This example has a story within a story, since Grandmother is telling the story and it has different characters in it.
- 3.B. Grandmother's story is about the struggles Kim's ancestors faced in Ireland, and why they chose to come to America.
- 3.C. Kim liked the story. The reader knows because she wants to draw her family tree.

RC 6A4**Student Practice Answers**

1. Cause 1: Chris likes to learn many languages.
Effect 1: He has learned German and French, and wants to learn Spanish.
Cause 2: Chris wants to learn Spanish.
Effect 2: His parents decided to have a foreign exchange student stay with them.
2. Cause 1: You talk into one tin can.
Effect 1: Your voice makes the string vibrate, and sound travels along the string.
Cause 2: Your voice makes the string vibrate, and sound travels along the string.
Effect 2: Your friend can hear your message and send you an answer in the same way.
3. Cause 1: A hawk swooped by Dan's head as he was walking across the slippery roof.
Effect 1: Dan lost his balance.
Cause 2: Dan lost his balance.
Effect 2: Dan started sliding down the roof.
4. Cause 1: Dan saw an exhaust pipe coming out between the tiles.
Effect 1: Dan grabbed the exhaust pipe.
Cause 2: Dan grabbed the exhaust pipe.
Effect 2: The pipe kept him from falling off the roof.
5. Cause 1: Tracy was excited to eat some human food.
Effect 1: She jumped up on the table.
Cause 2: Tracy jumped up on the table.
Effect 2: A leg broke, and plates of food crashed to the floor.
6. Cause 1: Anita got an invitation to a skating party.
Effect 1: Anita tried skating and was good at it.
Cause 2: Anita tried skating and was good at it.
Effect 2: She decided to go skating again soon.
7. Cause 1: Popcorn is heated.
Effect 1: The water inside turns to steam.
Cause 2: The water inside turns to steam.
Effect 2: The steam produces great pressure and the popcorn bursts open.
8. Cause 1: Seth was angry at Bill but didn't want to fight.
Effect 1: Seth went to his room instead, and found a book.
Cause 2: Seth went to his room instead, and found a book.
Effect 2: Seth read the book for the rest of the day.
9. Cause 1: Jasmine was not in school yesterday.
Effect 1: Rachel ate lunch with Becky.
Cause 2: Rachel ate lunch with Becky.
Effect 2: Today Rachel, Becky, and Jasmine ate lunch together.
10. Cause 1: A man was angry that his country was subject to Austria.
Effect 1: He shot the Archduke and Archduchess of Austria.

Cause 2: He shot the Archduke and Archduchess of Austria.

Effect 2: Austria went to war with Serbia and began World War I.

Student Test Answers

- Cause 1: John Hancock was angry with the British government.
Effect 1: He signed the Declaration of Independence big, bold, and in the center.
Cause 2: John Hancock signed the Declaration of Independence big, bold, and in the center.
Effect 2: Other men signed the Declaration of Independence only after John Hancock had signed.
- Cause 1: People used aerosol sprays for many years which were harmful to the ozone.
Effect 1: Scientists noticed problems the sprays were causing, such as making a hole in the ozone layer.
Cause 2: Scientists noticed problems the sprays were causing, such as making a hole in the ozone layer.
Effect 2: Now most aerosol sprays are made so that they are not harmful to the ozone.
- Cause 1: Ernie was starving for chocolate chip cookies.
Effect 1: He grabbed the cookie jar and began to eat all the cookies.
Cause 2: Ernie grabbed the cookie jar and began to eat all the cookies.
Effect 2: When it was time for dinner, he wasn't hungry.
- Cause 1: Julie put the yeast in the salt shaker.
Effect 1: Her mother's bread didn't rise.
Cause 2: Her mother's bread didn't rise.
Effect 2: Julie's mother had to run to the store for bread.
- Cause 1: Emil left work with a headache.
Effect 1: Emil took some aspirin and fell asleep.
Cause 2: Emil took some aspirin and fell asleep.
Effect 2: Emil missed his favorite television show, but he didn't have a headache anymore.

RC 6A5

Student Practice Answers

(Note: Any solution that can be supported is an acceptable answer.)

- Problem:** Marc felt like his mother was telling him that he couldn't go camping when she said that he had to cut the grass, clean his room, and finish all his homework.
- Problem:** While Kendra was looking at something in a store window at the mall her sister disappeared.
- Problem:** Ishar lost the key to his house on the way home from school today.

4. **Problem:** Sally didn't want to go home after school because she had done poorly on her test.
5. **Problem:** Winston's neighborhood was always dirty and he wanted to see it be cleaner.
6. **Problem:** Anuj forgot his gym clothes. He wouldn't be able to participate in class and he would get a bad grade for the day.
7. **Problem:** Randi broke her arm and she might not be able to perform in the gymnastics competition in two months.
8. **Problem:** Sara was restless and she started fighting with her brother.
9. **Problem:** Alex couldn't remember where he had put his lucky charm.
10. **Problem:** Stephen broke a string on his guitar and had to stop playing.
11. **Problem:** Maria left the window open during the night and now it was very cold in her house.
12. **Problem:** Alexandra had tried to teach her grandfather to read but it was very difficult for her to do.

Student Test Answers

(Note: Any solution that can be supported is an acceptable answer.)

1. **Problem:** Marcos had a flat tire on his bike and he wouldn't be able to ride into town to pick up the milk for his mother.
2. **Problem:** Rodney was always borrowing Melanie's things without asking. This made her angry.
3. **Problem:** Raymond was supposed to pitch in today's game but it looked like it was going to rain. He was sad.
4. **Problem:** Annika's house lost its roof during the hurricane.
5. **Problem:** Melissa wanted to go to her friend Katrina's birthday party but she had to work on her report for school.

RC 6A6

Student Practice Answers

1. *Main idea:* John F. Kennedy, the 35th president of the United States.
Supporting details: At only 43 years old, he was the youngest man to be elected to the Presidency ever. In 1963, when he was killed, he was also the youngest man to die as president. Many people saw the time of Kennedy's service in office as a time of great optimism and good fortune in the United States. Thus, when he died, many people not only saw it as a tragedy, but as an end to a vigorous period.
2. *Main idea:* Origami is the art of paper folding.
Supporting details: It was developed in Asia. You can make many different shapes, including animals and birds with one piece of paper. Origami is not hard, but it does take some practice. You have to learn how to fold the paper

- correctly the first time, so that your art will look good when it is done.
Origami is closely related to the mathematical science of geometry.
3. *Main idea:* Polar bears look white, but in reality they don't have white fur.
Supporting details: Rather than having white-colored fur, hollow hair shafts reflect light and make the hair appear white. The Polar bear's thick coat protects it from the cold and camouflages it on the ice.
4. *Main idea:* The main idea of this passage is a general description of the Children's Museum of Indianapolis.
Supporting details: It is the world's largest children's museum. It is also the fourth oldest children's museum in the United States of America. It is a five story brick museum which houses major galleries exploring many different things. There are galleries exploring natural sciences, history, foreign cultures and the arts. Every year the museum presents more than 4,000 programs and activities.
5. *Main idea:* There are several ways to make hot air balloons fly.
Supporting details: Most commonly, the air inside the balloon is heated with a huge flame to make it weigh less than the air around the balloon. Sometimes other gases, such as hydrogen or helium, are used to make a balloon rise.
6. *Main idea:* This passage explains why dinosaur remains have been found on all the continents except Antarctica.
Supporting details: During the time of the dinosaurs, the continents were joined as one large land mass. The dinosaurs roamed over this land mass for many years. Then there were changes in the earth that destroyed the dinosaurs. Scientists believe that this was also when the continents separated.
7. *Main idea:* The Henry Ford Museum and Greenfield Village in Dearborn, Michigan is the main idea of this passage.
Supporting details: In 1929, Henry Ford established the Henry Ford Museum and Greenfield Village in Dearborn, Michigan. He wanted to preserve historical materials documenting the full range of the American experience from European settlement to the present. This is part of the mission of the museum. Secondly, he wanted to use the museum's resources to teach American history to the public.
8. *Main idea:* Missy Giovi is a true female athlete.
Supporting details: Missy Giovi is one of the best female mountain bikers in the world. She started racing professionally in 1991. In 1995, she placed seventh overall in the World Cup Downhill races. She placed first in races in France and Sweden. In 1994, she also won several races. In her spare time Missy Giovi likes to go rock-climbing and snowboarding.
9. *Main idea:* The main idea is a description of badgers.
Supporting details: Badgers are big, weasel-like mammals common in North America, Europe, and Asia. They have thickset bodies, long blunt claws, sharp teeth and powerful jaws. Badgers are night creatures. After the sun

- sets, they come out of their dens and begin feeding. They eat almost anything, including plants, animals, and insects.
10. *Main idea:* Lenin was one of the first leaders of the communists in Russia.
Supporting details: Lenin believed in communism, and he wanted the country to be run by the workers rather than the elite. He didn't want to see the country split into poor and rich groups. He wanted to see everyone as equals. He wrote several books on communism. With the help of the Bolshevik party, Lenin overthrew the old government in 1917. He led Russia from then until he died in 1924.
11. *Main idea:* There are two reasons why elephants are endangered.
Supporting details: First their homes are being destroyed. When man moves into new lands, where elephants lived before, he destroys their natural habitat, or the place where they live. With fewer and fewer places to live, the elephants' numbers have dropped. Secondly, they have been hunted almost to extinction. At one time it was legal to hunt elephants. Now it is not. Still, people poach, or illegally hunt, elephants for the ivory in their tusks.
12. *Main idea:* Inoculation is a way of protecting people from infection.
Supporting details: When you get an inoculation, you are given a very small dose of the disease. Your immune system produces cells which help you to fight off the disease. Once you have produced these cells, you have little chance of ever being infected with the disease.

Student Test Answers

1. *Main idea:* There is a difference between a soap and a detergent.
Supporting details: Soap is a substance that cleans things. It is made by mixing fat with a chemical, such as lye. Soap loosens dirt in clothes and carries it away. Soap usually leaves behind deposits, such as the common ring around the bathtub. Detergents are substances that clean. Detergents are often used instead of soap. They do not leave behind deposits. Detergents generally clean better than soaps.
2. *Main idea:* Bangladesh is the main idea of this paragraph. It is a general description.
Supporting details: Bangladesh is a country in Asia that gained its independence in 1971. Prior to that, Bangladesh was part of Pakistan. It is one of the most densely populated countries in the world. Most of the population is extremely poor. During the rainy season, the people are in constant peril. Rivers flood the flat land. In 1991, a cyclone killed 125,000 people in Bangladesh.
3. *Main idea:* Elizabeth Blackwell was the first woman doctor in the United States.
Supporting details: While she was growing up in New York, Ms. Blackwell decided to become a doctor. She was faced with great opposition. Many colleges would not admit her to their medical programs. Eventually though, Ms. Blackwell obtained her doctor's degree from the Geneva College of Medicine in New York. Still, she faced opposition. After college, Dr. Blackwell could

not get a job. Instead, she started a clinic for the poor in New York. Later in her life, Dr. Blackwell went to England and opened a medical school for women.

4. *Main idea:* Grover Cleveland is the main idea of this passage.
Supporting details: Grover Cleveland served two terms as president of the United States. His first term was between 1885 and 1889. He served again between 1893 and 1897. He was known for his common sense and for refusing to grant special privileges to people who demanded them. For this reason he was sometimes unpopular. However, this was also a reason that the United States became one of the most powerful nations on earth. He understood that a firm and steady government was important during a time of such rapid change. His friends called him Uncle Jumbo, because he was a large, friendly man.
5. *Main idea:* The main idea of this paragraph is a description of the emu.
Supporting details: The emu is the second largest bird in the world. The only bird that is larger is the ostrich. An emu is about as tall as a man; however it is not nearly as heavy as a man. Emus have thick, dark feathers; however, its wings are so small, it cannot fly. It can run very fast though, because it has very strong legs.

RC 6A7

Student Practice Answers

Note: Explanations may vary.

1. The cave yawned
This helps us understand what the opening of the cave looked like.
2. They were being swallowed
This helps us understand how Jimmy and Nolan felt as they went deeper into the earth.
3. The hungry fire devoured
This helps us understand that the fire burned very rapidly and destroyed everything in its path.
4. Raindrops drummed
This helps us understand how raindrops sound on the roof.
5. The dark, dank mouth
This helps us understand how the divers felt about the opening to the sea cave.
6. Showers caress the trees and flowers
This helps us understand that the rain is gentle.
7. Marco fed the campfire
This helps us understand that Marco put wood on the fire. Without his help the fire would go out.
8. Like many eyes watching the activities
This helps us understand how the stars looked in the sky.

9. The rain slapped
This helps us understand how the rain felt on Lucas's face.
10. Branches waved like arms
This helps us understand how the branches moved in the wind.
11. The constellations made friendly conversation
This helps us understand how the constellations appeared to Andrea.
12. Its father
This helps us understand that the little dipper is smaller than the big dipper like a child is smaller than its mother or father.

Student Test Answers

Note: Answers may vary.

1. Like a witch
This helps us understand that the tree looks scary at night.
2. Sighs and cries of the city
This helps us understand what the city sounded like to Jessica.
3. With displeasure, its wrath building, it exploded in a furious thunderstorm
This helps us understand that a storm was coming.
4. Refused to let him ride
This helps us understand that Calvin felt like his bike wouldn't let him ride. He felt frustrated.
5. The meadow was waking up
This helps us understand that the meadow started to grow flowers and grass again in the spring.

RC 6A9

Student Practice Answers

1. Both entered acid-rain science fair projects at school.
Leah's presentation was smoother and more organized than Lester's. Leah won first prize.
2. Both are flat discs which hold music.
The two discs store music in a different ways and play music with different quality. CD players are more popular than record players.
3. Both agreed to race homemade boats in the rapids.
The two fashioned different kinds of boats. Hare started the race quickly, while Tortoise floated slowly and steadily.
4. Both are boot-like skates with wheels attached to the sole.
The wheels are arranged differently for both types of skates, and so they perform differently.
5. Both yield a final typewritten document.
Word processors are computerized and thus allow flexibility in editing, arranging, and printing documents. "Typos" are costly with a typewriter.

6. Both Karen and her friends sign up for the poster contest.
Karen is artistic. Her friends are not.
7. Both are similar shaggy brown animals hunted for their meat and hide. Yaks and buffalo are herbivorous.
Yaks have been domesticated, but not buffalo. American buffalo have neared extinction.
8. Both are insect-eating carnivorous plants. Both lure, capture, and digest insects.
The two plants lure and capture insects in different ways.
9. Both are on a ship in the ocean during a storm.
Captain Englebert is experienced and brave. His novice crew is terrified. The Captain is on the ship's deck, the crew, in the galley.
10. Both are reference books with words and terms listed alphabetically. Both may be found in the library.
The two have different uses, different scope, and therefore oftentimes, different lengths.
11. Both are machines used to transport people and their belongings between different levels of a building. Both are powered by motors and found in populated areas.
Both save people time and energy.
The two machines function differently because of their distinct shapes.
12. Both are in Canada.
The narrator attracts flies; Gus repels them. The narrator wears cologne; Gus rarely bathes. Gus is Canadian. The narrator is probably American.

Student Test Answers

1. Both are bees in the hive.
The queen bee lays eggs and directs the others who do all the work of collecting, protecting, and building.
2. Both are teeth made of calcified bone and enamel. Tooth decay may be prevented in both with proper dental hygiene.
Incisors and molars have different shapes and placement related to their different functions.
3. Both are females living in the same cage.
The mice have different names, different appearances, and different exercise habits.
4. Checkerboards and chessboards are identical. Both games involve lining up starting pieces in rows, and removing opponents pieces by capturing them.
Chess pieces have names and unique rules of movement. Checkers are all alike, and they may only slide or jump. The object of each game is different.
5. Both are twins, and so they share a birthday in October. They both get to choose birthday foods, and blow out their own candles on a chocolate cake.
Taylor is a boy, Leah a girl. They receive different kinds of presents; they select food for different meals; and they blow out separate candles and make different wishes.

RC 6A10

Student Practice Answers

1. *Banish* means to force someone to leave his country as a form of punishment.
2. An *abyss* is something that is very big and usually too deep to measure.
3. *Improbable* means that it is unlikely.
4. *Ethnic* means that something has to do with different groups of people's cultures and customs.
5. *Fidgeted* means to move around nervously.
6. *Magnitude* means incredible size.
7. *Serene* means calm.
8. *Suspense* is the condition of feeling anxious or nervous.
9. *Stricken* means to become suddenly ill.
10. A *relic* is anything that remains from the past.
11. *Unison* means that they sang at the same time.
12. *Primitive* means early or ancient.

Student Test Answers

1. *Unique* means that there is only one of a kind with nothing else like it.
2. *Wrath* means anger.
3. *Publicity* is the information which brings a person to the attention of the public.
4. An *occupation* is a job.
5. A *promotion* is an advancement in grade, rank, or position in a job.

Fix-It

Student Practice: 33 - 34

Outcome: Students will identify one sentence in the paragraph which does not match the topic and write a more appropriate sentence to replace it.

Teacher Introduction: “A paragraph is a group of sentences that all work together to describe something, or to tell a story. Each paragraph has one main thought or main idea, and each sentence in the paragraph should support this idea. Today, we will play a game called ‘Fix-It.’ The purpose of this game is to give you practice finding sentences which do not fit in a paragraph because they do not support the main idea. This is how we will play the game: First, you will read a paragraph and decide what the main idea of that paragraph is. Then you will identify one sentence in the paragraph which does not fit the topic. Finally, you will write a more appropriate sentence to take its place, one which fits the main idea of the paragraph.”

“Let’s try an example together:”

Examples: *Display the following examples for students. Have students read along silently as you read the examples aloud.*

- Each autumn, Stephanie and her family made apple cider in their back yard. First they gathered several bushels of “drop” apples from the local orchard – the fallen bruised apples made the sweetest cider. After washing the apples, they fed them into the hand-turned grinder on their cider press to chop the fruit into tiny bits of pulp. Wine makers also use presses to squeeze the juice from grapes. Finally, Stephanie turned a giant corkscrew on the press which lowered a flat board down on the pulp, squeezing all of the juice out. The dark brown cider ran heavy, and was collected in gallon jugs beneath the press.

“This paragraph is talking about how Stephanie’s family makes apple cider. One sentence seems out of place, however:”

Ask volunteers to identify the out-of-place sentence.

Wine makers also use presses to squeeze the juice from grapes.

“This sentence does not talk about cider making, and so it does not belong in the paragraph. Let’s think of other sentences which could take its place.”

Ask volunteers to think of sentences appropriate to the paragraph. Allow students to suggest sentences aloud, and examine each one for suitability. Explain why each one does or does not fit in the paragraph. Finally, use the sentence below in substitution, or a suitable sentence from a student.

“One fitting sentence might be:”

Stephanie fed the apples into the grinder while her brother turned the crank.

“If we replace the awkward sentence with this one, all of the sentences in the paragraph will work together to talk about the main idea, Stephanie’s family making apple cider.”

Student Practice: The student practice contains 8 paragraphs, each with one off-topic sentence for identification and substitution. Items 1-2 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 3-5 are for Team Mastery. Have students write their answers to all four items before discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 6-8 for Additional Practice.

Test: There is no Test for this RC.

Enrichment Activity: Ask students to generate three separate main ideas for paragraphs and then to swap these ideas with a partner. Next ask students to construct meaningful paragraphs from their partner’s list of main ideas, adding one sentence that is out of place. Then allow students to exchange these paragraphs with classmates once again, and play the “Fix-It” game.

Directions: Read each paragraph carefully and decide what the main idea is. Find the sentence which does not fit this main idea, and write it on your paper. Write a new sentence which fits the main idea of the paragraph.

TEAM CONSENSUS

1. You can always tell that fall is here when the leaves begin to change color. Suddenly, the green woods become orange, red, and yellow. Wildflowers bloom in the spring, making the forest alive with color. In the fall, you can see lots of squirrels gathering nuts for their winter store. You know that fall has really arrived when it begins to frost.
2. Field hockey is played on a grass field. It is played with a curved hockey stick and a ball. Just as in soccer, the object of field hockey is to get the ball past the other team's goalie and into the goal. For the past three years, I have been the goalie on the school's soccer team. The players move the ball down the field by hitting it with the sticks. Field hockey is a fast-paced game and it can be lot of fun.

TEAM MASTERY

3. Antoine saw the mailman coming up the street. Quickly, Antoine ran to meet him. He asked the mailman if his package had arrived. The mailman smiled and handed Antoine a flat brown wrapped box. Every Christmas, Antoine's family gets dozens of greeting cards in the mail. Antoine thanked the mailman and raced home. He ripped open the box in the kitchen. There was the Frisbee that he had sent for after collecting ten cereal box tops.
4. At the circus, Jeff saw the trapeze performers do triple flips as they swung from bar to bar. He also saw a lion tamer in a cage with four ferocious lions. The brave lion tamer made the lions leap through rings of fire. But Jeff's favorite part of the circus was the clown act. The clowns did flips and somersaults. One of the clowns gave Jeff a lollipop. Jeff likes going to the zoo as well, because he likes to watch the monkeys play.
5. Rosita and Maria carried wood, a ladder, a hammer, and nails to the backyard. Their father began to build a base for the tree house. Soon, the three of them had finished building the walls and the roof. Their father built a new closet in the girls' bedroom so they would have a place to put all of their clothes. Rosita ran a rope through a pulley above the tree house. Maria tied a big basket at the end of the rope. She loaded the basket with juice, cookies, and comic books. Then Rosita pulled the basket up into the tree house. Now their wonderful hide-away was complete.

TIME FOR CHECKOUT

6. As Lucas walked past the old abandoned house he thought he heard someone calling his name. Carefully he opened the door to the house and looked inside. No one was there. Lucas walked into the house and looked around the dusty old rooms. Then he heard the voice calling his name again. Lucas opened the door to the basement and realized someone had played a trick on him. There was a haunted house at the end of a dark street on the edge of town. There on the first step was a tape recorder, and the voice on the tape kept calling his name over and over.

7. Gerbils are a part of the rodent family. They look like small squirrels, except that they don't have bushy tails. Squirrels usually sleep through the coldest part of the winter. Gerbils are very common pets. They can live in a small cage with wood shavings and they eat seeds and drink water. Gerbils are friendly animals and love to be held.

8. Late at night the wind started to blow. Soon rain started to fall, and lightning streaked across the sky. Lightning is very difficult to photograph because it passes so quickly. It rained so hard that many streets flooded. The wind knocked down trees and power lines, leaving people without electricity. By morning, the storm had finally ended, but not without leaving a great deal of damage all over town.

TIME FOR CHECKOUT

Comprehension Casino

Student Practice: 35 - 40

Outcome: Students will use all of the information in a paragraph to determine the main idea.

Overview: Comprehension Casino is a game designed to improve each student's ability to identify the main idea of a paragraph. The purpose of the game is to teach students the importance of reading carefully to determine which one of four competing choices best fits the main idea of the paragraph. In most cases, the students will find it difficult to accurately determine the main idea after reading the first part or two. The goal is to teach students that it is usually necessary to use all of the information in the paragraph to determine the main idea, and that using only a portion of the paragraph will often be misleading.

Hand out a story mask for each student. This mask will be used to cover portions of text so make sure that the mask is thick enough and large enough to cover the whole story. Ask students to open their books to the page which contains the first story. Have students place the mask over that story and close the book. This way students won't prematurely read the stories to be presented.

Teacher Introduction: "Today we are going to play Comprehension Casino. This game will ask us to figure out the main idea of a paragraph. It will show us how important it is to read carefully. We will also learn to use all the information presented in a paragraph to figure out the main idea of the paragraph."

"Each team will be given a story paragraph that is broken into sections. You will read a section, stop, and then choose an answer from four possible main ideas. For a main idea to be correct, it must fit the **entire** story. Then you will read the next section and decide to keep your first main idea, or change your answer because of new information. You continue until the end of the paragraph.

Display the following Comprehension Casino story and main idea score sheet as an overhead. Make sure that you have a mask covering the story. Refer students to the main idea score sheet in their books.

Note: Have students create an answer sheet modeled after the answer box used with the examples on overheads.

Note: You may need to model more than one story to make sure that students fully understand the process of Comprehension Casino. A second set of overheads made from Story One of the student practice, follows the modeling directions for Example One. You may also want to skip the scoring component of the game until the class knows the game well.

Carefully pull the mask down until only the first part is visible. The messages beginning "End of Part...." serve as reminders of where to stop.

"Let's read the first part together."

Read the first part with the class.

"Now look at the main idea score sheet."

Read the four choices for the main idea of the first segment.

"Think about what we have read so far. Which of these main idea choices fits the story? Talk about it with your team. Decide on one sentence that you think is the main idea of what you have read so far."

Allow one minute for student discussion.

"Which main idea best fits what we have read so far? Why do you think so?"

Record student's choices.

Carefully pull the mask down until the second segment is visible.

Read the second part with the class.

"Look again at your four choices for main idea. You now have more information. Do you want to change your answer for the main idea or is it still correct? Remember that a main idea is correct if it fits the **entire** story. Talk with your team about any changes you might want to make to your answer."

Allow one minute for student discussion.

"Does any team want to change their main idea answer? If so, explain why."

Record any changes that are made.

Read the third part with the class.

"Now we've read three parts and we have new information. Discuss in your team any changes you might want to make to your answer, or why your answer should stay the same.

Allow one minute for student discussion.

"Does any team want to change their main idea answer? If so, explain why."

Record any changes that are made.

Read the fourth part with the class.

“This is the last part in the story. We now have all the information. One last time, discuss any changes you might want to make to your answer, or why your answer should stay the same.”

Allow one minute for student discussion.

“Does any team want to change their main idea answer? If so, explain why”

Record any changes. The correct answer is “b.”

Discussion of Modeled Example: “Think back to when we had read only the first part of the story. Think about your first answer for the main idea. How did you decide on that answer? What made getting the correct answer difficult?
Too little of the story was available. Players made guesses based on what they had read so far. They may have also used prior knowledge to make a guess.

Discuss the second, third, and fourth try. Elicit the reasons why getting a more accurate main idea became progressively easier; more information was presented. Emphasize that an accurate main idea, one that fits the whole story, is only possible through a close, careful reading of the whole paragraph. All of the information expressed must be used in forming an accurate main idea.

Student Practice: Before students begin team work, discuss the directions for Comprehension Casino and facilitate teams picking the first monitor. Stress the importance of using the mask correctly so that players do not see too much of the story. Included is an overhead of the directions. It might also be useful to have the directions displayed prominently in the classroom where they will be visible to all students.

Test: There is no test for this exercise.

Comprehension Casino

Chanel saw lights flashing on her bedroom wall. The lights seemed to be coming through her window.

END OF PART ONE

Chanel was very tired because a loud thunderstorm had been rumbling all through the night. She mostly wanted to get back to sleep, but she was too curious.

END OF PART TWO

She flipped back the covers and walked across the cool floor to the window. Opening the blinds, she looked outside.

END OF PART THREE

That's when she saw the red flashing lights of a power company truck. A big tree had fallen on the power lines across the street. She saw the men working to clear the mess and fix the lines.

END OF PART FOUR

Answer: c

Example:

- a. There is a burglar outside, trying to get into Chanel’s house.
- b. Someone is trying to get Chanel’s attention by flashing a light through her window.
- c. The flashing lights are from the power company’s truck. Workers are outside trying to fix a line damaged from the storm.
- d. The flashing light is being caused by tree branches moving past the street light outside Chanel’s window.

Score Sheet

	A	B	C	D
Part 1				
Part 2				
Part 3				
Part 4				

Story 1

André opened the door of Finegan’s Hardware. He heard the tinkle of the bell that told the store owner someone was in his shop.

END OF PART ONE

The narrow aisles were crowded with tools and equipment of all kinds. There didn’t seem to be anyone in the store at all.

END OF PART TWO

Then, from the back of the shop, he heard a voice. “I’m coming. Just give me a minute.” André heard shuffling sounds.

END OF PART THREE

André waited, and then Mr. Finegan came up one of the aisles. “What can I do for you, son?” André hesitated and then said, “I saw your ‘help wanted’ sign, and I was hoping to get a job in your store.”

END OF PART FOUR

Answer: d

Story 1

- a. André has come to Finegan’s hardware to buy a new hammer.
- b. André helps Mr. Finegan carry a heavy saw from the back of the shop.
- c. André wanted to return a screwdriver to Finegan’s, but there isn’t anyone in the store.
- d. André is looking for a job at Finegan’s Hardware store.

Score Sheet

	A	B	C	D
Part 1				
Part 2				
Part 3				
Part 4				

Directions For Comprehension Casino

1. Each team selects a member to be the "monitor" for the first story. Other team members take turns being the monitor for each of the following stories.
2. The monitor will place the booklet on the table so all of the team members can see the story.
3. The monitor slowly and carefully pulls the mask down and stops when "End of Part One" is visible. This marks the end of the first part.
4. All team members read the first part of the story.
5. All team members compare the main idea choices on the score sheet. Each member must choose and mark which main idea best fits the story part they have read so far.
6. Go back to step four and repeat the process. This time, the monitor will stop at "End of Part Two." This process is repeated through "End of Part Four." Then teams go on to step 8.
7. After all the members of the team have read the entire story and selected their last main idea choice, the monitor should uncover the answer. The students should check their answers and mark the correct answer on their score sheets.
8. Scoring:

Incorrect answer after part	4	=0 points
Correct answer after part	4	=5 points
Correct answer after parts	4 & 3	= 6 points
Correct answer after parts	4, 3 & 2	= 7 points
Correct answer after parts	4, 3, 2 & 1	= 8 points

Student Practice: Follow the directions to play Comprehension Casino.

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5. All team members compare the main idea choices on the score sheet. Each member must choose and mark which main idea best fits the story part they have read so far.
6. Go back to step four and repeat the process. This time, the monitor will stop at "End of Part Two." This process is repeated through "End of Part Four." Then teams go on to step 8.
7. After all the members of the team have read the entire story and selected their last main idea choice, the monitor should uncover the answer. The students should check their answers and mark the correct answer on their score sheets.
8. Scoring:

Incorrect answer after part	4	=0 points
Correct answer after part	4	=5 points
Correct answer after parts	4 and 3	=6 points
Correct answer after parts	4, 3 and 2	=7 points
Correct answer after parts	4, 3, 2 and 1	=8 points

Comprehension Casino Stories

Cover up the stories and follow the directions to play Comprehension Casino.

Story 1

André opened the door of Finegan’s Hardware. He heard the tinkle of the bell that told the store owner someone was in his shop.

END OF PART ONE

The narrow aisles were crowded with tools and equipment of all kinds. There didn’t seem to be anyone in the store at all.

END OF PART TWO

Then, from the back of the shop, he heard a voice. “I’m coming. Just give me a minute.” André heard shuffling sounds.

END OF PART THREE

André waited, and then Mr. Finegan came up one of the aisles. “What can I do for you, son?” “André hesitated and then said, “I saw your ‘help wanted’ sign, and I was hoping to get a job in your store.”

END OF PART FOUR

Answer: d

Story 2

Jimmy was laying on the blanket with his two brothers. The sky still held the color of the setting sun. He didn’t think it was ever going to get dark.

END OF PART ONE

Jimmy took a sip of his soda and threw a clump of grass at his youngest brother. They had a grass battle going until his mom called from the blanket next to him and told them to knock it off.

END OF PART TWO

Finally, it was dark enough. The sun was completely down. He knew they’d start soon.

END OF PART THREE

There was a burst of white light and a thunder clap. Jimmy lay back on the blanket and stared at the sky. The fireworks had begun.

END OF PART FOUR

Answer: a

Story 3

Many thousands of years ago, there was a civilization called Atlantis. Atlantis was located on a large island in the Atlantic Ocean.

END OF PART ONE

Its people were very wealthy and lived in beautiful buildings. The temples of Atlantis were decorated with gold, silver, copper, and ivory.

END OF PART TWO

The people of Atlantis were not as beautiful as their island or their buildings. They had become greedy and dishonest.

END OF PART THREE

Some say that their gods decided to punish the people of Atlantis. For a day and a night, violent eruptions shook the island. It disappeared forever into the sea.

END OF PART FOUR

Answer: c

Story 4

An oil platform is like a huge steel and concrete hotel in the middle of the ocean. Several hundred workers can live there for weeks at a time.

END OF PART ONE

Most platforms stay in position for about 25 years, although one rig has survived for 60 years.

END OF PART TWO

Oil platforms are built to rest on the ocean floor and stand out above the waves. Then drills are used to dig down through the earth's crust to find pockets of oil.

END OF PART THREE

Once oil is found, it is pumped out of the earth. Every day, these platforms pump millions of barrels of oil from beneath the earth's surface.

END OF PART FOUR

Answer: d

Story 5

My neighbor Mrs. Meyer handed me a list. “This has everything you should do while we are away for the next two weeks. Let me show you where you will find everything you need,” she said.

END OF PART ONE

She then showed me each plant that needed to be watered. She pointed to the closet where I’d find the watering can and the plant food.

END OF PART TWO

“And you should only feed Inca once a day. She eats at dinner time and then needs to go for a walk after dinner. Inca also needs to go out once in the morning and once at about ten in the evening.”

END OF PART THREE

I heard the click of dog toenails on the tile, and Inca came in with her tail wagging. She licked my hand. I knew this would be a fun two weeks.

END OF PART FOUR

Answer: b

RC 6B2
Comprehension Casino
Main Idea Choices

This sheet contains the main idea choices for each story. Follow the directions for Comprehension Casino to play the game.

Example:

- a. There is a burglar outside, trying to get into Chanel's house.
- b. Someone is trying to get Chanel's attention by flashing a light through her window.
- c. The flashing lights are from the power company's truck. Workers are outside trying to fix a line damaged from the storm.
- d. The flashing light is being caused by tree branches moving past the street light outside Chanel's window.

Story 1

- a. André has come to Finegan's hardware to buy a new hammer.
- b. André helps Mr. Finegan carry a heavy saw from the back of the shop.
- c. André wanted to return a screwdriver to Finegan's, but there isn't anyone in the store.
- d. André is looking for a job at Finegan's Hardware store.

Story 2

- a. Jimmy and his family are waiting to watch a fireworks show.
- b. Jimmy and his family are at a family reunion.
- c. Jimmy and his family are waiting to watch an outdoor movie.
- d. Jimmy and his brothers are always fighting.

Story 3

- a. Atlantis was a large civilization that used to exist. It was a large island in the Atlantic Ocean.
- b. The people of Atlantis were very wealthy.
- c. Some say Atlantis was destroyed by its gods when the people became greedy and dishonest.
- d. The people of Atlantis were greedy and dishonest.

Story 4

- a. Many workers can live on an oil platform for weeks at a time.
- b. Oil platforms can last for about 25 years or more.
- c. Oil platforms stand on the ocean floor and drill for oil.
- d. An oil platform pumps oil out of the earth's surface. The platform is big enough so that the workers actually live on it.

Story 5

- a. The author learns about feeding and watering plants.
- b. The author learns what to do to take care of the Meyer's plants and dog while they are away for two weeks.
- c. Mrs. Meyer shows the author the work she wants done during the next two weeks.
- d. Mrs. Meyer tells the author how to take care of Inca, her dog.

Author's Purpose

Student Practice: 41 - 43

Outcome: Students will identify examples of author's purpose, and express how to approach different types of writing.

Teacher Introduction: *Create an overhead or chart with the following headings. Cover the author's purposes until the appropriate time in the lesson.*

To Inform	To Explain How to Do Something	To Persuade	To Entertain
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"Today we are going to add to what you already know about authors. We are going to discover four reasons why authors write. These reasons are called the 'author's purpose'. We already know that an **author** is a person who writes."

Add any appropriate student responses from the group discussion.

"So, what does the **purpose** part of 'author's purpose' mean? A purpose is a reason why someone does something. It is a goal. So, the author's purpose tells us why authors write books and other types of written material. It tells us about an author's goal in writing."

"Today we will learn about four categories of author's purpose. We will look at examples of writing, including books, magazines, and posters. We will learn how to find clues in these examples that tell us why the author wrote the example (the author's purpose). Finally, we will learn what to keep in mind when we read different types of author's purpose."

Note: Avoid announcing the titles as you begin the exposition of each author's purpose. It will be more useful and rewarding if the students discover the titles themselves.

Examples: *Display the following examples to students.*

• Example 1 (To Inform)

The Egyptians were using locks in 2000 B.C. Their locks and keys were made of wood and used to secure the royal treasures. The locks were decorated with gold to show their importance.

"What kind of writing is in this example? How do you know?"

This example contains writing that tells me facts about Egyptian locks.

“Why do you read this type of writing?”

I read this type of writing to learn facts about a certain subject.

“Why do authors write this type of material?”

Give students about one minute for partner discussion.

“Now, let’s share your discussions with the whole group. What is the author’s purpose for writing these examples?”

Allow approximately two minutes for this discussion. You might wish to record students’ main ideas as they are presented. Since there are a variety of correct responses, you may need to direct student discussion. When students have offered answers that approximate “To Inform” uncover the “To Inform,” column header.

“Your answers (possibly cite those you have recorded) fall under the category of writing **to inform**. The example was written to give readers information about a particular topic. In this case, the topic is Egyptian locks.

Note: It will be useful to ask students for other examples of writing “To Inform.” Other examples may include textbooks, pamphlets, and non-fiction books about subjects that they might find interesting.

“Now we have learned to recognize when authors are writing to inform. The next thing we must figure out is what we will keep in mind when we read other selections that are meant to inform.

Display the chart box so that all students may clearly see it.

“Look at the box marked ‘To Inform.’ Read the information silently while I read it aloud. Now think about the information in the box and what you have already learned. What might your purpose be for reading selections written to inform?”

Give teams two to three minutes to write a statement. Then ask for volunteers to share their statements with the class.

If the author’s purpose is to inform, we will pay attention to all the facts that the author includes. We might even write down notes that will help us remember some of the facts for later.

- **Example 2 (To Explain How to Do Something)**

There is no need to buy garlic from the store if you grow it yourself. To grow your own garlic, you will need a clove of garlic, potting soil, and a small pot. Fill the small pot about three quarters with potting soil. Next, place an unpeeled garlic clove in the potting soil with the pointed end up. Cover the clove with potting soil. Keep the pot in the sun and water it every few days.

“What kind of writing is in this example? How do you know?”

This is an example of directions. I know because it is a list of steps I must take in order to grow garlic.

“Why do you read directions?”

I read directions so that I know the correct way to complete a task.

“Why do authors write directions?”

Give students about one minute for partner discussion.

“Now, let’s share your discussions with the whole group. What is the author’s purpose for writing this example?”

Allow approximately two minutes for this discussion. You might wish to record students’ main ideas as they are presented. Since there are a variety of correct responses, you may need to direct student discussion. When students have offered answers that approximate “To Explain How to Do Something,” uncover the “To Explain How to Do Something” column header.

“Your answers (possibly cite those you have recorded) fall under the category of writing **to explain how to do something**. Authors write directions so that the reader will know the correct way to complete a task. These are step-by-step instructions that tell the reader how to successfully grow their own garlic.

Note: It will be useful to ask students for other examples of writing “To Explain How to Do Something.” Other examples may include recipe books, pamphlets containing game rules, and booklets explaining how to put simple items together.

“Now we have learned to recognize when authors are writing to inform. The next thing we must figure out is what we will keep in mind when we read other selections that are meant to explain how to do something.

Display the chart box so that all students may clearly see it.

“Look at the box marked ‘To Explain How to Do Something.’ Read the information silently while I read it aloud. Now think about the information in the box and what you have already learned. What might your purpose be for reading selections written to explain how to do something?”

Give teams two to three minutes to write a statement. Then ask for volunteers to share their statement with the class.

*If the author's purpose is to **explain how to do something**, we will understand the goal of the writing. We will read all of the steps before we begin. Then we will complete the steps in order, until we have finished the task.*

• **Example 3 (To Persuade)**

If you are looking for the best high school to attend, look no further than Central High. We have modern facilities, including new computers that run the latest software. Our academics at Central High are very strong. We offer advanced placement courses in many subjects. Also, we have a strong speech and debate team that has brought home many trophies at the district, regional, and state level. Athletics are important at Central High as well. Our football and men's and women's basketball programs are extremely strong. Our teams have won state competitions several times in the last ten years. In addition, we have growing programs in baseball, soccer, and wrestling. And finally, I should mention that our teaching staff is well-trained and helpful to all students. So, when you are looking for a fine place to spend your high school years, you'll need to look no further than Central High.

“What kind of writing is in this example? How do you know?”

This writing is an example of an author giving their opinion. They are also trying to convince the reader to agree with their opinion. I know because of the words used by the author. They are words someone would use to convince another person.

“Why do you read opinions like this?”

I read opinions to find out what another person is thinking. I read the opinion and try to decide whether or not I agree with the opinions.

“Why did the author write this opinion?”

Give students about one minute for partner discussion.

"Now, let's share your discussions with the whole group. What is the author's purpose for writing these examples?"

Allow approximately two minutes for this discussion. You might wish to record students' main ideas as they are presented. Since there are a variety of correct responses, you may need to direct student discussion. There is a definite possibility that some students will say that these examples are examples of writing To Inform. While this is correct, you must ask them to go further into the exploration of the examples. Yes, the examples aim to inform, but they go a step further. What is the end goal of the example? When students have offered answers that approximate "To Persuade," uncover the "To Persuade" column header.

"Your answers (possibly cite those you have recorded) fall under the category of writing **to persuade**. The author of the opinion is trying to get the reader to believe that Central High is the best high school in the area and that they should choose it for their school. One purpose authors have when they write is to persuade their readers to take some action, or to agree with the author about an opinion."

Note: It will be useful to ask students for other examples of writing "To Persuade." Other examples may include opinion columns in the newspaper, excerpts from a politically persuasive speech, persuasive advertisements, and a brochure from an environmental or other group, asking for donations to a cause.

"Now we have learned to recognize when authors are writing to persuade. The next thing we must figure out is what we will keep in mind when we read other selections that are meant to persuade.

Display the chart box so that all students may clearly see it.

"Look at the box marked 'To Persuade.' Read the information silently while I read it aloud. Now think about the information in the box and what you have already learned. What might your purpose be for reading selections written to persuade?"

Give teams two to three minutes to write a statement. Then ask for volunteers to share their statement with the class.

If the author's purpose is to persuade, we will look carefully at the information the author has written. The author will be trying to change our opinions or get us to take some action. So, we will realize that we should think carefully about the writing and whether we agree with it or not. We will not just accept the writing as fact.

• Example 4 (To Entertain)

Bianca climbed through the window and onto the fire escape. She crouched on the landing and looked around. Nothing moved. It was a hot, still night in the city. She could usually count on a little breeze to blow through her window and keep her cool. There was no breeze tonight and it was too hot to sleep. She sat on the iron fire escape and felt the warmth. The metal had been baking in the sun all day.

“What kind of writing is in this example? How do you know?”
This example is a piece of fiction. It has a character and is telling a story.

“Why do you read fiction like this example?”
I read fiction for enjoyment.

“Why did the author write this piece of fiction?”

Give students about one minute for partner discussion.

“Now, let’s share your discussions with the whole group. What is the author’s purpose for writing these examples?”

Allow approximately two minutes for this discussion. You might wish to record students’ main ideas as they are presented. Since there are a variety of correct responses, you may need to direct student discussion. When students have offered answers that approximate “To Entertain,” uncover the “To Entertain,” column header.

“Your answers (possibly cite those you have recorded) fall under the category of writing **to entertain**. The author wrote this piece of fiction, hoping the reader will enjoy it, and that’s entertainment.

Note: It will be useful to show students other examples of writing “To Entertain.” Other examples may include cartoons, books of poems, joke books, and one of their favorite fictional books.

“Now we have learned to recognize when authors are writing to entertain. The next thing we must figure out is what we will keep in mind when we read other selections that are meant to entertain.

Display the following chart box so that all students may clearly see it. This chartbox will be used for the exposition of all four examples.

“Look at the box marked ‘To Entertain.’ Read the information silently while I read it aloud. Now think about the information in the box and what you have already learned. What might your purpose be for reading selections written to entertain?”

Give teams two to three minutes to write a statement. Then ask for volunteers to share their statements with the class.

*If the author's purpose is **to entertain**, we will read to find out what happens to a character or how a story turns out. We might also read to understand a character's feelings or an author's experience.*

So, why is what we have learned important? Why do we need to be able to recognize different authors' purposes? Knowing about an author's purpose helps us know what to expect when we read. Authors write differently when they write to entertain than they do when they write to inform. They include different material in each type of writing. If we know what an author's purpose is, it helps us to think about how we will read what the author wrote.

It will be helpful to reinforce each of the following statements by quickly reviewing an example you have used when you originally taught each author's purpose.

If the author's purpose is **to entertain**, we will read to find out what happens to a character or how a story turns out. We might also read to understand a character's feelings or an author's experience.

If the author's purpose is **to inform**, we will pay attention to all the facts that the author includes. We might even write down notes that will help us remember some of the facts for later.

If the author's purpose is to **explain how to do something**, we will understand the goal of the writing. We will read all of the steps before we begin. Then we will complete the steps in order, until we have finished the task.

If the author's purpose is **to persuade**, we will read the author's ideas carefully. The author will be trying to change our opinions or get us to take some action. We will realize that we should think carefully about the author's ideas. We will decide whether we agree or disagree with the author's ideas. We will not just accept the writing as fact.

Student Practice: There are 12 exercises in the Student Practice. The students will read each selection and determine the author's purpose. Then they will use information from the chart box to create a statement telling what they will keep in mind when they read similar selections. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five exercises similar to the Student Practice.

Enrichment Activity: Have students think about the four authors' purposes given above in examples. Instruct students to think about any other author's purposes that haven't been discussed above but that might be important. If they have a new author's purpose to add to the list, have them either find an example for proof, or write their own example. Have them explain why their writing is an example of the author's purpose they suggest.

<p>To Inform:</p> <ul style="list-style-type: none"> • pay attention to facts • take notes • remember for later 	<p>To Explain How to Do Something:</p> <ul style="list-style-type: none"> • understand the goal • read all the steps • complete steps in order
<p>To Persuade:</p> <ul style="list-style-type: none"> • read carefully • think about author's ideas • agree/disagree with author's ideas 	<p>To Entertain:</p> <ul style="list-style-type: none"> • find out what happens • follow character's actions • understand character's feelings • share author's experience

REFLECT AND CONNECT

THINK about an author's purpose.

EXPLAIN the four forms of an author's purpose to your partner.

WRITE a few sentences explaining how to recognize the four forms of an author's purpose.

Directions: Read the following selections. Decide why the author wrote the selection: to entertain, to inform, to explain how to do something, to persuade. Write on your own paper, the author's purpose that best fits the selection. Next, write a short statement telling what you will keep in mind when you read similar selections. Use information from the chart box to complete your sentences.

TEAM CONSENSUS

1. Chocolate was first grown in Central and South America. It is made from the seeds of a tropical tree called cacao. Early Central and South Americans didn't eat chocolate bars like we do today. They crushed the seeds to make a drink. Chocolate was enjoyed as a drink for many years. In 1819, a man from Switzerland named Francois-Louis Cailler, made the first chocolate bar.
2. To make face paint, you need the following: one teaspoon of corn starch, one half teaspoon water, one half teaspoon cold cream and food coloring. Stir the corn starch and the cold cream together until you have blended them well. Add the half teaspoon of water and stir again. Now add food coloring and stir until the color is even through the whole mixture. To apply the paint, use a small paintbrush. The paint will come off with soap and water.
3. The best thing about going to Grandma's is the peanut butter cookies. She doesn't have them made when I get there. I make them with her. While we work, we listen to the radio and Grandma tells me stories about when she was little. She also tells me stories about my mom. I usually tell her about what's going on in school or about my friends. When the cookies are done, we sit at the old kitchen table, Grandma with her coffee and me with milk. We eat the cookies while they are still warm.
4. The Benton School needs more books for its library. We haven't purchased new books in three years. It's not that we haven't wanted books in the last three years. The problem has been money. Every year we have asked for money to buy books and every year we have been told that no money is available. This cannot continue! We need new books and we also need to replace books that have been damaged over the years. This year, let's make it a priority to have money to buy new books.

TEAM MASTERY

5. Today, we use signatures to sign important papers. Long ago, however, signatures were not common. Instead, seals were used. A seal was a design that represented a family or company. When an important letter was being sent, it would be closed and hot wax would be dripped on the paper to keep it closed. Then, the person who had the seal, pressed the seal into the hot wax. This left an imprint of the seal's design. That way, the person or group who read the letter knew that it was truly the words of the person who sent it. The first seals were used in ancient Sumeria and India for signing documents.
6. It is a much better idea to get up early in the morning. It's not a good idea to sleep so long that you have to rush around to get ready. I think it's good to be up an hour and a half before you have to leave for the day. That way you can shower and eat breakfast without hurrying. You can even do a little studying in the morning if you have a test that day. If you get up late, you have to hurry, and worst of all you will not feel awake in school until about second period.
7. Henny awoke. He knew that the sun was just rising. He could see the pink colors through the window. Moving quietly so he wouldn't wake anyone up, he went downstairs. After he poured milk on his cereal and found a spoon, Henny went outside on the porch to eat. He sat there on the front porch eating his cereal and watching the street come to life.
8. Before you repaint your room, you need to prepare. First, clean the room so that there is no junk lying around. Next, you need to move all the furniture into the center of the room. Take down any posters on the wall. Now, cover your furniture with an old sheet. Finally, clean the walls to get off any dirt or dust that you find.

TIME FOR CHECKOUT

9. Sidra watched the old man roll the black ball. He straightened and let out a whoop. His roll had made it the closest. Sidra liked to go down to Little Italy and watch the old men play bocci and smoke their cigars. Most of all, she liked the smells of garlic and good food coming from the restaurants. Sidra promised herself that one day, she would own a restaurant like that. Then she could make good food and good smells of her own.
10. The electric microphone has not been around for very long. This device that amplifies, or makes sound louder, was invented in 1916 and first tested at Madison Square Gardens in New York.

11. You have to quit eating all that junk food. If you want a healthy body, eat a balanced diet. Try to eat from all the different food groups and especially eat fruits and vegetables. If you only eat candy bars and potato chips, your body won't run as well. You will be surprised how much better you can feel if you cut out the junk food and start eating right.
12. To make a string telephone you need two cans and a long length of string. Connect the string to the bottoms of each can. Now each of you hold one can and walk away from each other. When the string is stretched tightly, talk into the can. The other person should be able to hear what you are saying. Experiment with different lengths of string to see how far away you can be and still hear the other person talking.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about an author's purpose.

EXPLAIN the four forms of an author's purpose to your partner.

WRITE a few sentences explaining how to recognize the four forms of an author's purpose.

Directions: Read the following selections. Decide why the author wrote the selection: to entertain, to inform, to explain how to do something, or to persuade. Write on your own paper, the author's purpose that best fits the selection. Next, write a short statement telling what you will keep in mind when you read similar selections. Use information from the chart130box to complete your sentences.

1. My Great Uncle Sen is a weird guy. We don't get to visit him very often because he lives a couple of hours away. My mom says that the best word to describe Great Uncle Sen is a hermit. A hermit is a person who likes to live all alone. When we visit him it is always a surprise for him because since he doesn't have a phone, we can't call ahead. Even though he is surprised he is usually glad to see us and sometimes smiles through his big red beard. He never lets us into his cabin, and I always wonder what it looks like in there. We visit with him sitting on the front porch. My favorite part of visiting my great uncle is when he pulls out his old banjo. He leans his chair back against the wall and plays fast tunes. Sometimes he even closes his eyes and lets out a whoop or yell.
2. This year we should go to the mountains for vacation. I'm tired of the beach and getting all hot and sandy. Also, there are always too many people around. This year we should go somewhere in the mountains. That way we can hike and catch fish from streams. This year, let's skip the beach for a change.
3. Native Americans call flute music "wind that breathes life into the heart." They use flute music to go along with many of their traditional dances. Native Americans use wooden flutes to make their music. The six holes of the flute represent to them the Earth, sky, and the four directions: north, south, east, and west.
4. No-bake craft clay is an easy thing to make. You need one cup of cornstarch, one and a quarter cups of cold water, two cups of baking soda, and food coloring. First, add all the ingredients into small sauce pan. Mix the ingredients well. Now, heat the mixture on medium for about four minutes. You will know it is done when the mixture begins to look like mashed potatoes. When it is done, remove from the heat and turn it out onto a plate. Knead it like dough until it is all mixed again. Now you have clay.
5. I like watching TV sometimes, but I think listening to music is much better. It is better because you can do other things while you are listening to music. You can cook. You can read. You can also talk to other people without being distracted. On the other hand, if you are watching television, that is often all you can do. TV takes most of your attention.

Making Inferences

Student Practice: 44 - 47

Outcome: Students will make an inference about a passage.

Teacher Introduction: “Do you think it is more fun to try to figure out how to do something, or to be told exactly how to do it? How do you feel when you figure something out on your own?” *Students will probably say that they feel good when they figure something out on their own. Guide students to the understanding that figuring things out gives us a sense of accomplishment and that feels good.*

“Authors know that it is fun to figure things out. When they let you figure things out for yourself it makes reading a story more interesting.”

“Most of the time, authors leave us clues in their writing. We have to pick up these clues and use them to make inferences. Authors don’t always tell us everything directly. They often depend upon us to make inferences about story characters and events. When we make inferences we use what we see, hear, and read, combined with what we already know.”

“Inferences help us to understand what we are reading by helping us to get to know the characters, relate causes to effects, draw conclusions, and make predictions.”

“Today we are going to practice making inferences by answering a question that follows a passage.”

Examples: *Read the following examples aloud to your students. Have them follow along on their own copy or an overhead. Then help students to make inferences about each passage.*

Anita was walking through the woods with her father and brother. It was a warm fall day, probably the last one of the year. As they were walking past a few boulders, Anita heard the sound of a baby’s rattle. She stopped in her tracks. She looked around the path but didn’t see anything. Anita quickly and carefully moved on to the clearing where her father and brother were waiting. Later, a Park Ranger told them that there had been quite a few rattlesnake attacks that month.

- What inference can you make about what Anita heard in the woods? *Anita heard a rattlesnake in the woods.*

- What facts in the passage helped you make this inference? *Anita hears the familiar sound of a baby's rattle. She moves quickly to get away from the spot where the snake might be.*
- How did your prior knowledge help you to make this inference? *Students are probably familiar with rattlesnakes from science classes or television. Some students may have firsthand experience with these snakes.*

“Let’s look at another example.”

Mahatma Gandhi has been called “the father of modern India.” He helped free India from British rule by peacefully disobeying British laws. In 1947 Britain gave India its independence. Shortly after that, a fellow Hindu shot Gandhi for preaching peace between the Hindus and the Muslims of India.

- What inference can you make about the feelings between the Hindus and the Muslims of India in 1947? *The Hindus and the Muslims did not get along with each other.*
- What facts in the passage helped you make this inference? *A fellow Hindu shot Gandhi for preaching peace between the Hindus and the Muslims of India.*
- How did your prior knowledge help you to make this inference? *People don't usually hurt or kill people they agree with. Some students may be familiar with the differences between different religious groups.*

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-6 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 7-12 for Additional Practice.

Test: There are five items on the Test which are similar to the examples.

Enrichment Activity: Have students read a detective story. Have them identify the inferences that the detective makes throughout the story, with their partners. Have the partners decide what facts, clues, and prior knowledge helped the detective make the inferences. Have the partners present their findings in the form of a chart.

REFLECT AND CONNECT

THINK about why authors want readers to make inferences.

EXPLAIN why authors want readers to make inferences, to your partner.

WRITE a few sentences explaining why authors expect readers to make inferences.

Directions: Read each passage carefully. Then answer the question following the passage.

TEAM CONSENSUS

1. John Hancock was the first man to sign the Declaration of Independence because he was the president of the Continental Congress. Today you might be asked to put your “John Hancock” on something.

What do you think people mean when they ask you to put your “John Hancock” on something?

2. Every year, more people die from scorpion bites than from poisonous snakes in the United States and Mexico. Scorpions are plentiful in warm, dry areas. Their stingers are attached to poison glands.

Scorpions are very common in and around houses. They can be found hiding in bedclothes, between the sheets of beds, in shoes, and in other things that humans use. Snakes are rarely found in people’s houses.

Why do you think more people die from scorpion bites than poisonous snake bites in the United States and Mexico?

3. All living things need to have food, shelter, and water in order to survive. Very few animals can live in the dry deserts of the world. Those that can survive in the desert have adapted so that they require less water or have found other ways of getting water. When people first started to form civilizations, they usually settled near rivers, lakes, or other sources of water.

What can you infer about why people settled around bodies of water?

4. Miranda scowled across the table at her brother. She couldn’t believe that he had told Karen about her grade in gym class. Miranda was usually very athletic. She just hadn’t been interested in badminton, which was the game they had played for the whole quarter. Karen was a girl in class who liked to make fun of other girls who couldn’t play sports very well.

What was Miranda’s fear?

TEAM MASTERY

5. Nolan wanted to buy something nice for his mom's birthday. When he counted his money he knew that five dollars would not buy a gold chain or silver ring. Next Nolan thought of taking his mom out for dinner. He still needed more than five dollars.

The night before his mom's birthday, Nolan still didn't have a present for her. He knew that it was too late to get one, so he sat down at his desk. Nolan wrote a letter to his mom. He told her he didn't have a present for her. He also told her about the things he liked about her. He said he was glad she was his mom. The next day when he gave her the letter, Nolan's mom smiled. Then she hugged him and said, "This is the best present I have ever gotten."

What can you infer about Nolan's mom?

6. The ancient myth of Pyramus and Thisbe is a story of two young people who are in love. Their parents lived in houses next door to each other. The couple wanted to get married. Unfortunately, their parents would not allow them to be married.

This myth is very similar to Shakespeare's play, *Romeo and Juliet*, in which two young people are not allowed to marry because their parents have been fighting for many years.

What can you infer about why Pyramus' and Thisbe's parents would not allow them to be married?

TIME FOR CHECKOUT

7. Alvina walked into her new school. She had a funny feeling in her stomach. Everything was so different from when she lived in China. Alvina still wasn't used to seeing everything written in English. She found her name on her desk and sat down. She didn't speak to anyone because she wasn't sure what to say to these new people. Everyone in the class seemed to be watching her. Alvina stared at the top of her desk. She didn't even hear her teacher Ms. Farnish when she asked her to tell a little about China.

What can you infer about the way Alvina feels?

8. This morning there was a stiff breeze blowing in Jason's window. When he left his house, he left the window open. His cat Seymour was sleeping on his bed. When he got home he heard Seymour crying from inside his room. At first Jason didn't understand why Seymour was crying. When he got to his room he found that the door was closed.

What can you infer about how the door got shut?

9. Marleen peddled further up the trail. She loved to ride her mountain bike through the woods near her house. With each push she felt like she was ready to get off her bike and walk up the hill. Finally, she was at the top of the hill. Marleen smiled. Now she got to ride down the hill.

As she started down the hill, Marleen felt her front tire begin to wobble. Soon she noticed that her tire was flat. Marleen got off her bike and started walking home. "Oh well," she thought, "at least I didn't have an accident."

How do you think Marleen feels as she walks home?

10. People have been on the move throughout history. They moved for various reasons, including change of seasons and expanding populations. No matter what, people have always lived in areas where they could grow food and hunt animals. After the Ice Age, people started to move north into the lands which had been covered by ice for centuries.

Why didn't people live in the places where the ice had covered the land during the Ice Age?

11. Max and his sister Rachel usually don't get along very well. The two are always fighting like cats and dogs. Last week Rachel had an accident on her bicycle. She knocked out her two front teeth.

When she came into the house, Max knew just what to do. He called 911 and had an ambulance come for his sister. Then he called his mother at work. He met his mother in the Emergency Room at the hospital.

What can you infer about Max as a character?

12. Trevor and his uncle sometimes went fishing off the Hanover Street bridge. Trevor always told his uncle that he was going to catch the biggest fish of the day, but he usually didn't. Sometimes Trevor felt disappointed. His mother knew how Trevor felt by looking at his face.
- Last weekend Trevor and his uncle went fishing. They fished all day. When they got home, Trevor came into the kitchen with their ice chest. His mother saw his face and knew something about their fishing trip had been different.

What do you think was different about Trevor and his uncle's fishing trip?

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about why authors want readers to make inferences.

EXPLAIN why authors want readers to make inferences, to your partner.

WRITE a few sentences explaining why authors expect readers to make inferences.

Directions: Read each passage carefully. Then answer the question following the passage.

1. Kisha often wondered which wild animal had harmed the most people. When Kisha visited the zoo she saw a sign which read: THE MOST DANGEROUS ANIMAL IN THE WORLD. She looked in the window below the sign and found that she was looking at her own reflection in a mirror. Kisha understood what the sign meant later that night as she watched the news and saw reports on wars, traffic accidents, and shootings around the city.

What inference can you make about the most dangerous animal in the world?

2. Andre was suddenly alone in the mall. Just a minute before he had been with his sister and their mother and now he couldn't see them anywhere. Andre had been walking along with them, but he stopped to watch a performer. He thought he had told them to stop but they weren't around now. Andre didn't know what to do. He began looking for a police officer, but he couldn't find one.

How do you think Andre feels?

3. Angela woke up early. She was in a strange place. Immediately she knew she was not in the city. There were no cars going by on the street. She didn't hear any voices outside. She got up and walked out of the room where she had slept. It was cold in the house. Her grandfather was busy building a fire in the big wood stove. Soon it would be warm. Her grandmother was warming over some biscuits and coffee in the kitchen. She looked out the window and noticed a light blanket of snow covering the fields.

Where is Angela?

4. Gina spends most of her time watching the television. She usually doesn't go out of her house on weekends, unless her mother makes her. Since Gina watches so much television she sometimes doesn't get her homework done. Last week Gina brought home her report card. After Gina's mother saw it, she told Gina that she couldn't watch television until her homework was finished.

What can you infer about Gina's grades?

5. Greg is a boy who can't use his muscles below his waist. He was in a car accident with his older brother two years ago. Before that, Greg was just like any other boy his age. Now he has to use a wheelchair to get around. At first it was hard for Greg to get used to the idea of not being able to walk, but not anymore.

About a year ago, Greg met another boy who couldn't walk. His name was Simon. Simon asked Greg to come to his basketball game one weekend. Greg thought Simon was kidding. But Simon wasn't joking around. Now Greg is in a basketball league for people in wheelchairs. Greg and his team went all the way to the national championships last month.

What can you infer about Greg as a person?

Drawing Conclusions

Student Practice: 48 - 50

Outcome: Students will draw logical conclusions to a selection.

Teacher Introduction: “Sometimes authors do not tell us everything we need to know when they are writing. Sometimes we need to figure out some things on our own so that we will better understand what we are reading. When we do this we are *drawing conclusions*. A conclusion is an opinion or judgment reached by thinking about what we know from the selection and our lives. Usually, we draw conclusions when we are finished reading a selection.”

“When we draw a conclusion, we use the information the author gives us, combined with what we already know from our own lives to figure out the details missing from the passage. It is important to pay attention to the details that the author gives you so that you can relate them to your own knowledge and draw conclusions about what you are reading.”

“When we draw conclusions we follow three steps.”

List the following steps for student reference.

Steps for Drawing Conclusions

1. Identify what you know from the selection.
2. Identify what you know from your own life.
How is this related to the information in the selection?
3. Draw your conclusion. Use what you know from the selection and what you know from your own life.

“Let’s try this with an example or two.”

Examples: *Display the following example for students. Have them read silently to themselves as you read the example aloud.*

In the 16th century, an Italian scientist named Galileo studied gravity. Most people believed that heavy objects fell faster than light ones. Galileo conducted an experiment. He stood high above the ground and dropped two objects of greatly different weights. He dropped them at the same time. The objects hit the ground at almost the same time. Galileo reasoned that air resistance caused the objects to hit the ground at nearly the same time. Galileo said that the larger the surface of an object, the more air resistance. The air slowed down the larger object as it fell more than it slowed down the smaller object.

- If you dropped a large feather and a tiny metal ball, which would fall faster?

1. Identify what you know from the selection.

A scientist worked on a theory about gravity. He reasoned that objects fall at different rates because of air resistance rather than weight.

2. Identify what you know from your own life.

How is this related to the information in the selection?

Students may suggest an experience with air resistance such as, it is harder to ride a bike into the wind than when the wind is at your back. Students may also suggest experiences where the surface area of something made it difficult to move.

3. Draw your conclusion based upon what you know from the selection and what you know from your own life.

The tiny ball would fall faster because it has a smaller surface and less resistance.

“Let’s try another example.”

Display the following example to your students. Have them read silently to themselves as you read the example aloud.

Janet’s mother opened the car door. “Come on, Janet!” she called. “We have something important to do today.” Janet reluctantly climbed into the front seat. She always dreaded this day. Twice a year, she and her mother had to go to the place Janet could not even name. Every time she thought about the cold office, or the man in the white jacket who looked in her mouth, she shuddered.

- Where was Janet going?

1. Identify what you know from the selection.

Janet is going somewhere cold. She goes there twice a year. The man there looks in her mouth. She doesn’t like him.

2. Identify what you know from your own life.

How is this related to the information in the selection?

Students may suggest that the passage reminds them of going to the doctor or dentist. The dentist looks in your mouth. Often a dentist’s chair feels cold.

3. Draw your conclusion based upon what you know from the selection and what you know from your own life.

Janet is going to the dentist.

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains 5 items similar to the examples.

Enrichment Activity: Have students practice drawing conclusions by playing “Charades.” You may want to limit the individual charades to a specified time, such as two or three minutes.

Steps for Drawing Conclusions

1. What do you know from the selection?
2. What do you know from your own life?
How is this related to the selection?
3. Draw your conclusion. Use what you know from the selection and what you know from your own life.

REFLECT AND CONNECT

THINK about why authors want readers to draw conclusions.

EXPLAIN why authors want readers to draw conclusions, to your partner.

WRITE a few sentences explaining why authors expect readers to draw conclusions.

TEAM CONSENSUS

Directions: Read each of the following selections and the question that follows each selection. Using your Steps for Drawing Conclusions, answer the question that follows each selection.

1. In 1799, a French officer discovered a large black stone near the Rosetta mouth of the Nile River. This stone, known as the Rosetta Stone, was covered with three different types of writing. There were ancient Egyptian hieroglyphics, which are symbols or pictures that stand for words, words from an old Egyptian language called Demotic, and ancient Greek words. A French scholar named Jean François Champellion translated the Greek portion of the writing. Using the Greek writing, he was then able to identify proper names in the ancient Demotic text. Finally, after a lot of work, he managed to figure out what the hieroglyphics meant. They celebrated the crowning of the pharaoh, the king of all Egypt.
 - What do you think the Greek writing was about?
2. It was the day of the big game. Troy had been practicing the entire season for this game. Troy's team played the best it ever had, but at the bottom of the last inning, the game was still close. Troy's team was leading by one run. The other team had two outs and a man on third. They also had their best hitter at bat. Troy wound up and threw the ball. There was a loud crack. It was a line drive straight at him. Suddenly, Troy's teammates were surrounding him. They laughed and cheered, lifting him onto their shoulders.
 - Who won the game?
3. Pressure is the force that pushes on a surface. Pressure increases the closer you get to the center of the earth. If you are high up in the mountains, the air pressure is pretty low, depending on how high you have climbed. At sea level, the pressure on your skin is about 15 pounds per square inch. Under the ocean, the pressure is much greater, and it increases the deeper you go.
 - What do you think the pressure will be outside of a high-flying jet?
4. Many farmers spray their fields with herbicides, which are chemicals that kill plants. To ensure that their crops grow, they often use *selective* herbicides, which only kill the undesired weeds.
 - Why do you think it is important for a farmer to make sure that the herbicide he or she is using is *selective*?

TEAM MASTERY

5. Eli Whitney was born in Westborough, Massachusetts, in 1765. As a boy, he worked in the shop at his father's farm. There he developed mechanical skills. At the age of 12, Eli constructed a violin. Later in life, he invented the cotton gin, which made it easier to remove seeds from cotton fibers. As a result of the invention, the United States quickly became the most important cotton-growing country in the world.
- Why do you think the United States became the most important cotton growing country in the world?
6. Swans are some of the heaviest birds able to fly. Despite their weight, their broad wings and powerful breast muscles enable them to fly as well as other birds once they're airborne. One thing that is different, though, is that swans need a long "runway" so that they can take off.
- Why do you think swans need a long runway to take off?
7. There are many people in the world who believe that it is wrong to kill animals. Some actively protest against the killing of animals for food. Others refuse to eat meat or wear leather.
- Why would someone who doesn't believe in killing animals be opposed to wearing leather?
8. Ryan jumped out of bed and scrambled to get dressed. He had accidentally turned off his alarm and fallen back to sleep. He ran downstairs and out the door without even having his breakfast. The bus stopped only a couple of blocks from his house, and he ran as fast as he could to get there. Just as he got there, the bus started to pull away. Ryan ran after it waving his arms until it stopped.
- Why was Ryan in such a hurry to get to the bus?

TIME FOR CHECKOUT

9. Shelly couldn't remember if she had locked her car door. It was such a habit that she told herself, "I'm sure I locked it." She went into the mall and shopped for a few hours. When she came out her car was nowhere to be found.
- Do you think Shelly locked the door to her car? Explain.
10. Maxine held her chin up with her hand. She struggled to keep her eyes open as her favorite show came on the television. She had been talking about the show all evening. It was supposed to be a new episode. As she yawned for the fifth time in

Student Practice

as many minutes, her mother said, "You know Max, I can tape this show for you if you want."

- Why did Maxine's mother offer to tape the show for her?

11. Juan got up early today. He was planning to play a match of his favorite game with Carla. He got dressed in his athletic shorts and a tee shirt. He put on his athletic shoes. He grabbed his racket and a tube of rubber balls covered in green felt. Then he headed for the courts.

- What was Juan planning to do with Carla?

12. Samantha walked down the street licking her mint chocolate chip ice cream cone. It was a hot day and she wanted to make sure that the ice cream didn't melt on her hand so she was being very careful to lick it from the bottom up. She was concentrating on her ice cream cone when she heard the screech of a braking car and she noticed that she was in the middle of Fifth Avenue.

- Why hadn't Samantha known that she was walking in the middle of Fifth Avenue?

TIME FOR CHECKOUT**REFLECT AND CONNECT**

THINK about why authors want readers to draw conclusions.

EXPLAIN why authors want readers to draw conclusions, to your partner.

WRITE a few sentences explaining why authors expect readers to draw conclusions.

Directions: Read the following selections and the question which follows each selection. Using your Steps for Drawing Conclusions, answer the question which follows each selection.

1. The brain is the organ which controls all the other parts of the body. Almost every organism on earth has a brain, but the size of their brains varies greatly. For example, most insects have very small brains which serve only to regulate their bodies. Some dinosaurs had brains that were only as large as a walnut. Mammals, on the other hand, have very large brains in relation to their size. Human beings have the largest brains among mammals their size. Not only is it larger, but humans have learned to use more of their brains. The brain of a human being regulates all of the body and has more room left over for other things.
 - Why do you think human beings have become advanced while insects have not?

2. Sara had been sleeping all night without her blanket. Suddenly she woke up shivering. She reached for her blanket and pulled it on top of her. Soon she fell back to sleep, snug and warm.
 - Why did Sara wake up in the middle of the night?

3. Thomas sat down to his dinner with the look of a hungry wolf in his eye. He ate everything that his mother put in front of him. He had three helpings of chicken and four helpings of mashed potatoes. He even ate two helpings of green beans, which he usually didn't like that much. Thomas washed it all down with a big glass of milk. After about a half hour, Thomas was lying on the couch holding his stomach and moaning.
 - Why was Thomas holding his stomach and moaning?

4. When human beings make things, we use natural resources such as trees and water. Some resources are renewable, which means that the earth will naturally replace them when we use them. Some are nonrenewable, which means that they will not be replaced by the earth naturally. People have almost always conserved the nonrenewable resources, but recently there has been a movement to conserve renewable resources as well. People have started to protect forests that have never been cut down because it can take thousands of years for a forest to grow.
 - Why might people be conserving resources that will naturally renew themselves?

5. Catrina and her friend Marie hadn't spoken to each other since Marie moved to California. One evening Catrina's mother came into her room and said, "Trina, you have a phone call." Catrina was puzzled. She didn't usually get phone calls after eight. It was nearly eight-thirty. When she got to the phone she smiled. She started talking excitedly, "Oh my gosh, I haven't talked to you in so long. Let me tell you all about the new teacher at school."
- Who called Catrina?

Cause and Effect Relationships

Student Practice: 51 - 52

Outcome: Given a passage to read, students will identify the cause(s) of a given event or of a character's actions.

Teacher Introduction: "We have looked at cause and effect relationships before. We know that events either lead to something, or they are caused by something. When we know that an event leads to another event or to a character's actions, the original event is called a CAUSE. When we know that an event resulted from another event or from a character's actions, this event is called an EFFECT. These kinds of relationships are called Cause and Effect Relationships."

"Sometimes there will be a cause and effect relationship surrounded by information that is not part of the cause and effect relationship. In these cases it is important to be able to tell the difference between the cause and effect relationship and the other information."

"It is important to understand the causes of an event or character's actions because we will better understand the meaning of what we are reading."

"To determine the cause(s) of an event or character's actions in a selection, ask yourself the following."

Display the following questions for your students' reference:

1. What has happened in the selection?
2. What is the result of the events in the selection?
3. Which events lead to, or caused, the result?
These events are the causes.

Examples: *Display the following example to students. Have students read along silently as you read the example aloud.*

- Alex was running down the street. There was a huge fire in an apartment building and he wanted to see it. It was the middle of January and it was cold. Most of the sidewalks were clear of snow and ice. There was a large patch of ice in the middle of this sidewalk, though. Alex slipped on the ice because he didn't see it.
 - Why did Alex slip on the ice?

Guide students through the following to answer the question.

1. What has happened in the selection?
Alex was running to see a fire. He slipped on a patch of ice.
2. Which events lead to, or caused, the other event?
These events are the causes.
Alex didn't see the ice.

Display the following example for students. Have students read along silently as you read the example aloud.

- Belinda burned her mouth on the hot spaghetti. She was so hungry that she couldn't wait for it to cool. She had been playing soccer all day in the sun. She only had a half a sandwich for lunch. She was very excited after the game because her team won.
 - Why did Belinda burn her mouth on the hot spaghetti?

Guide students through the following questions to make their list.

1. What has happened in the selection?
Belinda burned her mouth. She was very hungry. She couldn't wait for the spaghetti to cool. She had been playing soccer all day. She only ate half a sandwich for lunch. Her team won the game and she was excited.
2. Which events lead to, or caused the other event?
These events are the causes.
Belinda was so hungry that she couldn't wait for the spaghetti to cool.

Student Practice: The Student Practice contains 10 items. Items 1-2 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 3-6 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 7-10 for Additional Practice.

Test: The test contains five exercises similar to the Student Practice.

Enrichment Activity: Have students examine their everyday lives in terms of causes and effects. Encourage students to think about why they do things the way they do during the day. What causes can they identify in their daily routines? Instruct them to write a story of one school day in terms of causes and effects.

Introduce students, especially those who need extra help, to the following Cause and Effect sentence structures.

If A=Cause, B=Effect

- | | |
|-------------------------|---|
| 1. A causes B. | Too much rain (A) causes flooding (B). |
| 2. B because A. | There was flooding (B) because of too much rain (A). |
| 3. B is caused by A. | Flooding (B) is caused by too much rain (A). |
| 4. B as a result of A. | We had flooding (B) as a result of too much rain (A). |
| 5. A is the cause of B. | Too much rain (A) is the cause of flooding (B). |
| 6. B is due to A. | Flooding (B) is due to too much rain (A). |
| 7. Because A, (then) B. | Because we had too much rain (A),
we had flooding (B). |
| 8. Since A, (then) B. | Since there was too much rain (A),
there was flooding (B). |
| 9. A so B. | It rained too much (A) so we had flooding (B). |

Finding Causes in Cause and Effect Relationships

- 1. What events happened?**
- 2. Which event caused the other event?
This is the CAUSE.**

REFLECT AND CONNECT

THINK about how to find causes.

EXPLAIN to your partner how to find causes.

WRITE a few sentences explaining how to find causes and how you can use this information when you read.

Directions: Read each of the following selections and the question which follows. Then use the strategies identified in this lesson to write answers in complete sentences in response to the question.

TEAM CONSENSUS

1. Martha was afraid of the dentist because she had heard stories from other kids. She heard about drills and big steel hooks. She also heard that dentists like it when you feel pain. She didn't want to go to her appointment, but she knew she had to. She went reluctantly. After it was all over, she knew that the stories had only been stories. She liked her dentist a lot. Mrs. Prosser was very funny.
 - Why was Martha afraid of the dentist?
2. After practice, Stan always changed in the locker room before going home. He didn't like wearing his sweaty practice clothes home. The next morning as Stan got dressed, he couldn't find his belt. When he went to practice, Stan found that he had left his belt in his locker.
 - Why couldn't Stan find his belt in the morning?

TEAM MASTERY

3. Reina felt like going outside. The weather had been very ugly for the past four days. She was excited to see the sun. For a change she could go out and ride her bike instead of sitting around her mother's apartment.
 - Why did Reina feel like going outside?
4. Roberto walked up to the busy intersection at 33rd and Charles Street. He knew that the cars coming were dangerous. Roberto looked both ways before he crossed the street.
 - Why did Roberto look both ways?
5. Malcolm was riding his bike. He was on his way home from the pool. It was only about two or three blocks from home. The last block though, was a big hill. Malcolm peddled harder to climb up the hill.
 - Why did Malcolm peddle harder?
6. It was Saturday morning and Michelle wanted to visit her friend Jen. No one was home to give her a ride over to Jen's house. Usually she could get one of her older brothers to drive her to Jen's house. Today it looked like she was on her own. She rode her bike to Jen's house.

- Why did Michelle ride her bike to Jen’s house?

TIME FOR CHECKOUT

7. Marco wanted to learn to play the guitar because his uncle used to play. He always liked the way uncle Paco had played the guitar at family gatherings. Marco imagined himself playing for the family. He knew that it would be great. Someday all the kids in the family would gather around him and listen.
- Why did Marco want to learn to play the guitar?
8. Ruth wanted to go to the fair. She knew that there were many rides there. She also knew that the fair had good food. She had heard that you could even see baby farm animals there. Ruth was excited to see a baby horse. Finally, she asked her mother if she could go.
- Why did Ruth ask her mother to take her to the fair?
9. The boys were getting ready to play basketball. Stephen’s dad had put up a net over the garage. Stephen went into his room to get the ball. It was flat. Stephen filled the ball with air so that it would bounce.
- Why did Stephen fill the ball with air?
10. Antoinette got a dog for her birthday. She was very happy. She had wanted a dog for about two years. She named her dog “Spotty” because he has so many spots. Every afternoon she came home and was greeted by Spotty at the door.
- Why did Antoinette name her dog Spotty?

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to find causes and effects.

EXPLAIN to your partner how to find causes and effects.

WRITE a few sentences explaining how to find causes and effects and how you can use this information when you read.

Directions: Read each of the following selections and the question which follows. Then use the strategies to identify the causes and write answers in complete sentences in response to each question.

1. Mariah was sitting at the edge of the pool. She was enjoying the water on her legs. The sun felt good on her back. Suddenly Jamie came up and pushed her into the pool. He was laughing when she came to the surface. Mariah started yelling because she couldn't swim. Jamie had to sit on the bench for the next fifteen minutes.

- Why did Mariah start yelling?

2. It was only four-thirty but Salimah was very hungry. Salimah decided to eat dinner early. She made a big salad with lots of good vegetables. She also had a baked potato and a small steak. She was stuffed at the end of dinner.

- Why did Salimah make dinner at four-thirty?

3. When he was in college my dad was a huge fan of football. To this day, he still watches every game he can. Today his school played their oldest rival. Dad was happy because his college team won the football game.

- Why was Dad happy?

4. Two years ago, Ryan's family went to the beach. They had a very good time there. They enjoyed the sand and the waves. The following year they went to the mountains. They had fun there also, but not as much as they did at the beach. This year, Ryan's family went to the beach for vacation.

- Why did Ryan's family go back to the beach this year?

5. Every time Linda went to her grandmother's house she had pie. Linda loved her grandmother's pie. Last year Linda's aunt had Thanksgiving at her house. Linda had a good time, but her aunt's pie wasn't as good as Grandma's. Linda is excited because her grandmother is having Thanksgiving this year.

- Why is Linda excited?

Compare and Contrast

Student Practice: 53 - 55

Outcome: Students will identify similarities and differences between characters and objects.

Teacher Introduction: “When we look at how two things or people are similar, we say we are **comparing** them, or **making a comparison**. Likewise, looking at differences between two things or people is called **contrasting**, or **making a contrast**. When readers can compare and contrast, they are better able to understand what they are reading.”

Present each team with a labeled picture of a single-family house and an apartment building. Ask students to discuss in their teams how these two buildings are the same and how they are different. Allow three minutes for team discussion. Ask for volunteers from each team to compare and contrast the buildings.

“What is the same about these two buildings? What is different about these two buildings?”

As students volunteer answers, have them explain whether they are comparing or contrasting. Record similarities and differences in a place visible to all students.

“Many times authors use words or phrases which tell us that they are comparing or contrasting. The following words and phrases are often used by writers to show that a comparison or a contrast is being made.”

Display the following chart for students.

Comparing and Contrasting	
Words and Phrases that Compare	Words and Phrases that Contrast
<p>and also as well both in the same way is similar to like likewise similarly too</p>	<p>although as opposed to but contrasted with however nevertheless on the other hand than though unlike yet</p>

Note: For reinforcement, underline all the words from this list as they appear in the student discussion of the apartment building and the single family house.

Examples: *Have students read along silently as you read the examples aloud.*

“Let’s look at the following examples.”

Display the following sentences for students.

- Bubble gum and chewing gum are both chewed.

“The word **both** shows us that a **comparison** is being made. Bubble gum and chewing gum are **similar** because they are chewed.”

- Bubble gum is also good for blowing bubbles. Chewing gum, however, is not as good for blowing bubbles. Chewing gum bubbles are not as big as bubbles made from bubble gum.

“The word **however** shows us that bubble gum and chewing gum are being **contrasted**. Both gums are good for chewing, but chewing gum is not very good for blowing bubbles.”

“When we are looking for comparison and contrast in our reading, it is useful to ask ourselves three main questions.”

Display the following sentences for student reference.

- **What two things are being compared or contrasted?**
- **Compare: How are these two things similar?**
- **Contrast: How are these two things different?**

Display the follow example for students. Have students read along silently as you read the example aloud.

“Now let’s read a passage about two characters, and identify likenesses and differences between them.”

- Marci and Sol watched Samantha ride her new bike on the sidewalk in front of their houses. Marci thought Samantha was showing off on her new bike. It was starting to annoy her. She wished she had a bike like Samantha’s, but she figured she would never be able to buy one. Sol admired Samantha’s bike too. She liked the way it gleamed in the light. Sol wanted a bike like Samantha’s and decided to start saving money to buy a one. Suddenly Samantha lost her balance. She and her bike fell over with a crash. Marci just sat there laughing at Samantha, but Sol jumped off the step to see if Samantha was hurt.

“We can compare and contrast the two characters Marci and Sol by looking at different sentences within the passage.”

How are Marci and Sol similar? *Marci and Sol are both watching Samantha ride her new bike. They both want a bike like Samantha’s.*

How are Marci and Sol different? *Marci thinks she will never be able to buy a bike like Samantha’s. Sol decides to save money to buy one. When Samantha falls, Marci just laughs but Sol tries to help her.*

“One final hint to remember when looking for comparison and contrast in our reading is that authors do not always make direct or obvious comparison. Instead, the author may describe two things separately and expect the readers to compare and contrast them on their own. This *implied* comparison is just as useful as any other, but it requires special attention by the reader. We may still answer the Three Main Questions for Comparison and Contrast, but deciding *what* the author is comparing or contrasting may take some thought. A good strategy for answering this question is to look for two people or things which the author pays special attention to describing. If the author describes the same characteristic in each one, we know that he is comparing or contrasting them.”

Summarize the skills and tools you have just introduced to the students.

“Remember, when we are looking for comparison and contrast in our reading, it is useful to ask ourselves how the two things are similar and how they are different. We should also remember that clue words can help us recognize comparison and

contrast in our reading. Finally, it may be a good idea to organize the similarities and differences we find in our reading using a Venn Diagram.”

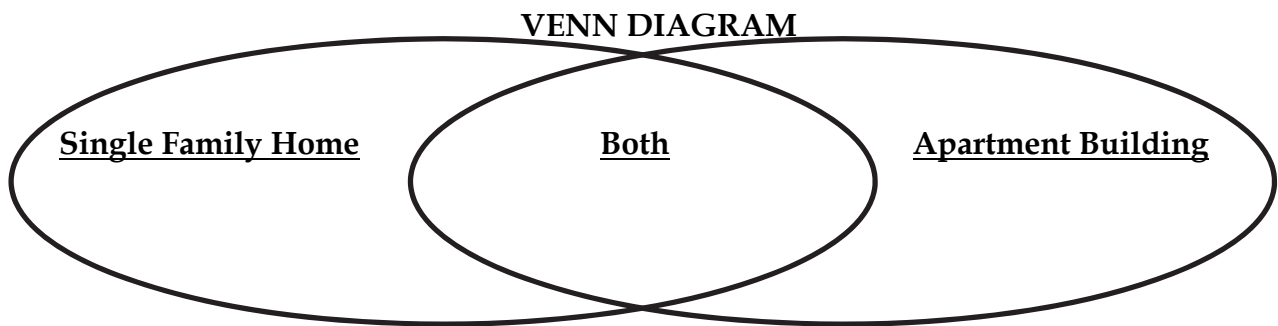
NOTE TO THE TEACHER: the following explains the use of a Venn Diagram. This section should be taught at your discretion. It may be especially useful as a tool for students having difficulty mastering the concept of compare and contrast.

“If we are comparing *and* contrasting people or things, we can easily organize the similarities and differences we find by making a Venn Diagram. Venn diagrams are divided into two labeled regions. Each region represents the two things you are comparing and contrasting. Descriptive words and phrases in each region describe that particular person or thing. Words and phrases placed in the section where the two regions overlap, describe *both* people or things. In other words, similarities can be placed in the overlapping section, and differences outside this section.”

Display the following graphic organizer and guide students to fill it in.

NOTE TO THE TEACHER: Venn diagrams are named after John Venn (1834-1923), an English logician who invented them as a tool to show relationship between sets in symbolic logic.

Display the following diagram for students.



“Recall our earlier discussion about the similarities and differences between the single family home and the apartment building. Let’s again compare and contrast the buildings in these pictures. Descriptions in the left section of this Venn Diagram refer to the single family home, and descriptions in the right section describe the apartment building. Descriptions placed in the middle where the two sections overlap describe both buildings.”

Discuss with students other general similarities and differences between the single family home and the apartment building. Record their main points in the appropriate sections of the Venn Diagram.

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five passages similar to those in the Student Practice.

Enrichment Activity: The versatility of the skill being taught offers an unlimited range of comparison/contrast activities. For example, to coincide with the example from this lesson, ask students to compare and contrast their own particular lifestyles, habits, responsibilities, etc., now, with those they held when they were younger. Have students construct short passages which demonstrate the similarities and differences they find. Encourage students to try using several different clue words in their writing.

Compare: to show how two people or things are *similar*.

Contrast: to show how two people or things are *different*.

- What two things are being compared or contrasted?
- Compare: How are these two things similar?
- Contrast: How are these two things different?

REFLECT AND CONNECT

THINK about how to identify comparison and contrast.

EXPLAIN how to identify comparison and contrast to your partner.

WRITE a few sentences explaining how to identify comparison and contrast and how you can use this information the next time you read.

Directions: Read the following sentences. For each exercise, write one similarity and one difference between the two things being compared.

TEAM CONSENSUS

1. The United States has both a rainforest and desert in its territory. The Olympic National Rainforest is located in Washington State. The climate is very wet as its name suggests. The rainforest is a great place for plants and trees to grow since there is so much rain. The Mojave desert is located in California. Its climate is very dry and hot. Because there is so little rain and since temperatures get so high, it is much more difficult for plants and trees to grow.
2. A movie camera and a snapshot camera both take pictures. The movie camera, though, takes continuous pictures. When played back, these pictures show motion as it happens in real life. The snapshot camera, however, takes single pictures. It captures one scene at a time and does not show motion.
3. Sammy and Joaquim are friends. They both go to the same school. Sammy seems to know everyone. He walks down the hall at school and waves or smiles to just about everyone he sees. Joaquim, on the other hand, is pretty quiet in school. He has a group of friends that he hangs around. They always eat lunch together. But Joaquim doesn't seem to know that many people in school.
4. My mom drives a regular car to work but my dad drives a pick-up truck. We usually use Mom's car when we go on trips because all of us, which includes my two brothers, can't fit in the truck. The truck has been good to have, though, because we would never have been able to fit our new couch in or on Mom's car. It's also fun riding in the truck, because you sit up higher than in the car. You can see over the tops of other cars when you're in the truck.

TEAM MASTERY

5. We used to have an old rotary phone in our kitchen. To dial a number, you had to use a small wheel on the face of the phone. You put your finger in the hole marked for each number and crank the wheel around. The phone sounded fine, but it took a lot longer to dial phone numbers. When that phone finally broke, we replaced it with a touch tone phone. To dial this one, you just have press number buttons. It is much quicker for dialing phone numbers.

6. Telescopes and binoculars help you see things that are in the distance. Telescopes usually are set up on a stand. The viewer aims the telescope at the object or objects they want to look at. The telescope helps the viewer see the distant object clearly. Binoculars also help you see things that are in the distance. Binoculars are a better choice for looking at things that might be on the move. They are also better if you are on the move. You simply have to hold binoculars up to your eyes. There is no stand to take down and set up, like for a telescope. You can sling a pair of binoculars over your shoulder and find another place and another view.
7. Benny seems to talk all the time. Every time I turn around, I hear him explaining everything to everyone. And the worst part about it is that you don't know what to believe. I think he makes half of it up. June is totally different. She does a lot of listening. She sometimes explains things too, but she does it quietly. If June tells you something, then she knows about it. She never tries to act like she knows something she doesn't.
8. Mountain bikes are very different from road racing bikes. It is true that you ride both bikes, but what you ride them on is what makes them different. Mountain bikes are built for riding over rough ground. The tires are wide and knobby to help you get better traction on wet or loose dirt trails. The frames of mountain bikes are tougher. They can take to the bumps of a trail without breaking. A road bike, however, is built for speed. Road bikes are made as light as possible. They have skinny tires without knobs of any kind. The smooth, narrow tires help the racing bike speed along because there is nothing to hold it back.

TIME FOR CHECKOUT

9. Simon heard the shouts and yelling from around the corner. He ran to see what was wrong. Suddenly he came upon the scene of an accident. A man had been hit by a car as he was crossing the street. The driver was out of the car. He was walking in circles and pulling at his hair and clothes. A crowd had gathered around the accident. People were watching but no one seemed to be doing anything. The crowd kept shouting at each other. They didn't seem to know what to do. The injured man was lying on the ground. Simon knew what he had to do. He walked into the middle of the crowd and shouted for quiet. He pointed to two separate watchers and ordered each of them to call for an ambulance. Simon was a trained emergency worker, so he carefully checked the injured man. After he had checked the man, he got the driver to sit down and tried to calm him down.

10. A catamaran is a kind of sailboat. It's different, however, from other sailboats. Usually sailboats have what is called a monohull. A monohull means that the hull (the part of the boat you sit in) is one piece. A catamaran, instead, has a hull made of two narrow sections. When the wind gets strong, sailboats usually lean over to one side. Instead of leaning over when the wind gets strong, a catamaran will lift one of its hull sections out of the water and sail along on the other one.
11. We have both a dog and a cat at home. When I come home from school our dog runs out to say hello. I can tell he's happy to see me. He always wants to play. My cat doesn't rush out to see me, but I know he likes me too. He meows to me when he sees me and sometimes rubs against my leg. At night he likes to sit in my lap, something my dog is too big to do.
12. Writing articles for a daily newspaper and writing articles for a monthly magazine are two very different jobs. They are similar in that they both give information to the reader. They are different because of the type of publication. Daily newspapers come out every day. So, the articles must be written quickly. The newspaper journalist must explain their article quickly. The magazine journalist may have over a month to work on a story. They can take their time investigating parts of the story.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to identify comparison and contrast.

EXPLAIN how to identify comparison and contrast to your partner.

WRITE a few sentences explaining how to identify comparison and contrast and how you can use this information the next time you read.

Directions: Read the following sentences. For each exercise, write one similarity and one difference between the two things being compared.

1. Savan and I like to go to movies, but we have a few problems. I like science fiction movies, but Savan likes plain action-adventure movies. So we trade off going to movies. First we'll see one that I like and then one that he likes.
2. If I had a choice between a pocket watch and a wrist watch, I'd get a pocket watch. Some people say "Big deal. They both tell time." I guess I just like pocket watches because they don't get in the way. Wrist watches get banged around whenever you move. One of my friends said he wouldn't want a pocket watch because he wouldn't want to wait to tell the time. But I don't think I need to find out the time in such a hurry.
3. Jeremy ran into the kitchen with some exciting news. He tossed his book bag on the counter without looking. His bag slid across the counter and knocked a bottle of ketchup and a bottle of mustard off. The glass bottle that was holding the mustard shattered onto the floor leaving a mess. The plastic bottle of ketchup hit the floor with a thump but did not break.
4. Sylvia and Simone both love pizza but they get in arguments about what to put on the top. Sylvia loves pepperoni and sausage. She even likes anchovies. Simone likes onions, olives, and green peppers. They can usually make some kind of compromise, except on one thing. Simone cannot stand anchovies.
5. Potato chips are one of my favorite snacks. My mom has started to get these baked potato chips. She says they are lower in fat than the regular chips. They also have less salt. If they are lower in fat, they are supposed to be better for you. I wasn't so sure I'd like the new baked potato chips until I tried them. They are definitely not the same as the regular chips, but they do have a good taste.

Multiple Meaning Words

Student Practice: 56 - 57

Outcome: Students will use knowledge of parts of speech, main idea, and context clues to determine the meaning of a multiple meaning word.

Teacher Introduction: *Read the following paragraph aloud to your students. Have them pay close attention to the word **alert** and how it is used in the paragraph.*

“John was wide awake and **alert** at five-thirty this morning. He couldn’t believe how rested he felt after only six hours of sleep. He was ready to take on the world.”

“How is the word ‘alert’ used in this selection? What does it mean in this context?”
Alert was used as an adjective. It means that he was watchful and ready.

“When we are reading, we might find a word that has more than one meaning. These words can be confusing if we don’t recognize the context in which they are being used. It is important to be able to understand the meaning of a multiple meaning word from the context around it so that we don’t always have to look words up in the dictionary.”

Review the following definitions with your students:

Nouns are words that are names of people, places, things, or ideas.

Thomas, Pen, Bottle, and Computer are nouns.

Verbs are words that describe actions or states of being.

Goes, Slept, Arrived, Threw, and Is are verbs.

Adjectives are words that describe nouns. Adjectives include words which tell what kind, which one, how many, and how much.

New, Striped, This, One, None, are adjectives.

Adverbs are words that modify verbs, adjectives, or other adverbs. Adverbs include words that say when, where, in what manner, and to what extent.

Upward, Daily, Noisily, Hardly are adverbs.

“There are three important things to ask yourself when you come across a word which has multiple meanings.”

Display the following for your students’ reference. Discuss these steps with your students.

- 1. How is the word used in the selection. Is it a noun, verb, adverb or adjective?** *Knowing how a word is used is the first step to understanding its*

meaning. If it is a verb, then you can rule out the meanings of the word as a noun.

- 2. What is the rest of the selection about? How might this word fit in to the selection?** *Knowing what the main idea of the selection is, helps us to decide what the correct meaning for the word might be.*
- 3. What would make sense?** *This is perhaps the most important. If a meaning doesn't make sense in the sentence, then you know that it is not the correct meaning.*

"Let's look at another example."

Examples: *Read the following aloud to your students. Have them pay close attention to the way the word is used in the selection.*

* Mr. Kerrigan is so set in his ways. He is a **fossil** who doesn't believe that anything new can be good. He always talks about how things were better when he was young.

Use the above steps to guide students to determine the meanings of the word.

"What does the word fossil mean in this passage?"

- 1. How is the word used in the sentence? Is it a noun, verb, adverb or adjective?** *The word is used as a noun.*
- 2. What is the rest of the selection about? How might this word fit in to the selection?** *The rest of the selection talks about how Mr. Kerrigan is set in his ways and that he believes that nothing new can be good.*
- 3. What would make sense?** *Fossil must mean that Mr. Kerrigan is a very old person who is set in his ways.*

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: There are five items on the test.

REFLECT AND CONNECT

THINK about how to determine the meaning of a multiple meaning word.

EXPLAIN how to determine the meaning of a multiple meaning word to your partner.

WRITE a few sentences to explain how you would determine the meaning of a multiple meaning word and how you can use this information the next time you read.

Directions: Read each selection. Using the strategies of this lesson, decide what the bolded words mean. Write the meaning on your paper.

TEAM CONSENSUS

1. Roselita was a legal **alien** from Mexico. She decided not to become a citizen of the United States.
2. Joyce **commits** much of her time to helping others by working in a soup kitchen.
3. "I give you my **leave**. You may go to the concert," Dad said. I always hated when he spoke so formally, but I was glad he gave me permission to go.
4. It **remains** to be seen whether or not James is guilty, but so far he is the most likely character in the book.

TEAM MASTERY

5. This dog is supposed to be a **select** breed. He is very valuable.
6. When I asked Ahmed if he had taken my pencil he **waffled** on the subject. He almost talked around the issue before I even knew he was doing it.
7. Andie's sister Cathy **served** in the navy for eight years after college.
8. In a striking **display** of courage, Peter stood up to the bully, Jason on the playground last week.

TIME FOR CHECKOUT

9. Nathan and Jimmy decided to **team** up and work together.
10. When she got to her grandmother's house, Angela was **content** to listen to stories from the past.
11. After the game, Maggie said, "We really **creamed** them, didn't we?" They had won the game twenty-five to two.
12. Marco came into the room. He was upset and everyone knew it. "Boy, am I **steamed**," he said. "I can't believe that the whole class tried to trick me like that."

TIME FOR CHECKOUT**REFLECT AND CONNECT**

THINK about how to determine the meaning of a multiple meaning word.

EXPLAIN how to determine the meaning of a multiple meaning word to your partner.

WRITE a few sentences to explain how you would determine the meaning of a multiple meaning word and how you can use this information the next time you read.

Directions: Read each selection. Using the strategies of this lesson, decide what the bolded words mean. Write the meaning on your paper.

1. Lynn took the lead. She shined her light down the dark **passage** and started to creep forward. We were excited. No one knew what was at the end of the hall.
2. There was no sense in trying to **cover** for Max any longer. Jim knew they were caught.
3. The two politicians started to **hurl** insults at the end of the debate. Everyone was embarrassed for them.
4. When mother asked about the house for rent, the old woman said, "I'm sorry dear. It's already been **let** for the year."
5. We all had the chicken pox, **save** Marie. She already had it two years earlier. As a result she did not get it again.

Prefixes

Student Practice: 58 - 61

Outcome: Students will identify the meaning of a word based upon their understanding of prefixes.

Teacher Introduction: “Have you ever noticed that some words start with the same letters? Have you ever noticed that these words have something in common in their meaning? Can anyone tell us some words that start with the letters ‘ir’?”

Allow students to respond. Record their responses. Demonstrate how prefixes change the meaning of words.

- irregular
- irresponsible
- irreconcilable

“What do these words mean? How are they similar?”

- Irregular means not regular.
- Irresponsible means not responsible.
- Irreconcilable means not reconcilable.

“They all have a *not* in their meaning. *Ir* must mean *not*.”

“Removing the two letters ‘ir’ changes the meaning of these words. What would the words mean without the prefix ‘ir’?”

- Regular means normal.
- Responsible means that you must get the credit or blame for something.
- Reconcilable means that you can make two things friendly again or that you can settle something.

“In the same way adding the prefix ‘ir’ changes the meaning of words.”

Demonstrate this with the following example.

- What does the word ‘replaceable’ mean? *It means that something can be replaced.*

- What would happen if you added the prefix ‘ir’ to this word? What would the word mean then? *Irreplaceable means that something is not replaceable.*

“You can see from this example that the prefix is important. Sometimes you will get the meaning of the word from the prefix and not the root word.”

“When we read we come across words with prefixes all the time. Most of the time we know what the word means from the other words in the sentence. Sometimes we may need to re-read the word and look for word parts.”

“It is important to recognize some of the major prefixes because so many words have them. Knowing what these prefixes mean will help us to understand unfamiliar words that use prefixes.”

NOTE: For our purposes in this lesson, it is not imperative to give students long lists of prefixes to memorize. We want to instill the idea that we can figure out what words mean if we know another word that has the prefix. There is a good chance that the meaning might be similar.

“Today we are going to learn a few prefixes. Then we will use our knowledge to figure out what different words mean in sentences.”

Examples: *Introduce each of the following prefixes and their meaning, as we introduced the prefix “ir.”*

- midnight
- midday
- midway

“What do these words mean? How are they similar?”

- Midnight means the middle of the night.
- Midday means the middle of the day.
- Midway means the middle or half of the way.

“All of the words have a *middle* in the meaning. *Mid* must mean *middle*.”

Work through the following example with your students.

- Mrs. Long came **midmorning** with the news.

In this sentence the word **midmorning** means —

- A. early in the morning
- B. in the afternoon
- C. in the middle of the morning
- D. afternoon

The correct answer is “C. in the middle of the morning.”

“Let’s look at some more words with prefixes.”

- prowar
- pro-union
- pro-American

“What do these words mean? How are they similar?”

- Prowar means you are in favor of war.
- Pro-union means you are in favor of the union.
- Pro-American means you are in favor of American things.

“All of the words have an *in favor* in their meaning. *Pro* must mean *in favor*.”

Work through the following example with your students.

- Tom Greenwater is a **pro-environment** candidate.

In this sentence the word **pro-environment** means —

- A. in favor of environmental programs
- B. in favor of green things
- C. against the environment
- D. not sure about the environment

The correct answer is “A. in favor of environmental programs.”

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test contains five items similar to the student practice.

Enrichment Activity: Challenge students to create crossword puzzles with words that have prefixes. Have them work with their partners to think of ten words and their meanings. Then have them draw a crossword on a piece of graph paper. Make copies of the crossword puzzles for the class.

REFLECT AND CONNECT

THINK about how prefixes can help you understand words.

EXPLAIN to your partner how prefixes can help you understand words.

WRITE a few sentences explaining how prefixes can help you understand words.

Directions: Read the following selections, paying careful attention to the boldfaced words. Then choose the answer which you think is the best meaning for the boldfaced word from the list provided.

TEAM CONSENSUS

1. Carla was acting **irrationally**. She wouldn't listen to anything anyone tried to tell her.

In this sentence the word **irrationally** means —

- A. reasonable
- B. not rational
- C. quiet
- D. loud

2. Angie did a flip in **midair** off the diving board.

In this sentence the word **midair** means —

- A. as she hit the water
- B. in the middle of the air
- C. underwater
- D. in the clouds

3. Most people in the United States are **pro-democracy**.

In this sentence the word **pro-democracy** means —

- A. in favor of democracy
- B. against democracy
- C. republican
- D. democrat

4. Mom made me an **irrefusable** offer. I told her it sounded great.

In this sentence the word **irrefusable** means —

- A. able to be refused
- B. not able to be refused
- C. the best
- D. the worst

TEAM MASTERY

5. We had a huge **midterm** exam. It covered everything we learned so far.

In this sentence the word **midterm** means —

- A. in the middle of the term
 - B. at the end of the term
 - C. in the middle of the year
 - D. in the middle of the month
6. Some people are **pro-nuclear**. Others believe we should avoid nuclear power because of its dangers.

In this sentence the word **pro-nuclear** means —

- A. against power companies
 - B. against nuclear war
 - C. in favor of nuclear war
 - D. in favor of nuclear power
7. The way a person dresses should be **irrelevant** when you decide whether or not he or she would do a good job.

In this sentence the word **irrelevant** means —

- A. the most important thing
 - B. the only thing
 - C. relevant
 - D. not relevant
8. “Give me a call **midmonth** and let me know how things are,” said Dr. Jones.

In this sentence the word **midmonth** means —

- A. in the beginning of the month
- B. at the end of the month
- C. in the middle of the month
- D. next week

TIME FOR CHECKOUT

9. People who believe computers can solve many of our problems are **pro-technology**.

In this sentence the word **pro-technology** means —

- A. against technology
 - B. in favor of technology
 - C. in favor of computers
 - D. in favor of air conditioning
10. The warm smell of fresh bread was **irresistible**. I had to stop and get a loaf.

In this sentence the word **irresistible** means —

- A. tempting
 - B. enjoyable
 - C. unable to be resisted
 - D. not a problem
11. The number five is the **midpoint** between zero and ten.

In this sentence the word **midpoint** means —

- A. the point in the middle
- B. the point at the end
- C. the beginning
- D. an unimportant point

12. Many people say that they are **pro-education**.

In this sentence the word **pro-education** means —

- A. against educating people
- B. fear education
- C. educated fully
- D. in favor of programs for education

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how prefixes can help you understand words.

EXPLAIN to your partner how prefixes can help you understand words.

WRITE a few sentences explaining how prefixes can help you understand words.

Directions: Read the following selections, paying careful attention to the boldfaced words. Then choose the answer which you think is the best meaning for the boldfaced word from the list provided.

1. Renee tried to open the bottle but it wouldn't budge. She decided that the lid was **irremovable**.

In this sentence the word **irremovable** means —

- A. stuck
- B. not removable
- C. easily removed
- D. too tight

2. Ramone's shorts were a little too big. They came down **midleg** on him.

In this sentence the word **midleg** means —

- A. high above the knee
- B. to the ankle
- C. the middle of the foot
- D. the middle of the leg

3. My father is **pro-conservation**. He thinks that it is important to reduce, reuse, and recycle so that we have a clean planet.

In this sentence the word **pro-conservation** means —

- A. in favor of saving things
- B. against conservation
- C. in favor of conservation
- D. in favor or using things up

4. After trying to solve the math problem for hours, Jose decided it was **irresolvable**.

In this sentence the word **irresolvable** means —

- A. not resolvable
- B. easily solved
- C. questionable
- D. remarkable

5. The area in the middle of the country is sometimes called the **midland**.

In this sentence the word **midland** means —

- A. westernmost point of the land
- B. eastern point of the land
- C. highest part of the land
- D. middle of the land

Integration of Skills

Student Practice: 62 - 66

Outcome: Students will demonstrate the ability to utilize several reading comprehension skills. These skills will include: Main Idea, Author's Purpose, Making Inferences, Drawing Conclusions, Cause and Effect, Compare and Contrast, and Multiple Meaning Words.

Teacher Introduction: Over the last few weeks, we have learned many skills which will help us when we read. Today, we are going to practice using a number of these skills at one time. We are going to read passages that are a few paragraphs long and answer questions about them.

Let's look at an example.

Example: *Read the following example aloud. Have your students follow along as you read.*

If we could suck all the water out of the oceans, we would be able to see the sea's floor. It would be an amazing landscape. The bottom of the ocean would look a lot like the dry land with which we are familiar. It has huge mountains, deep valleys, gorges, trenches, ridges, and large flat plains.

Between 1968 and 1975, a deep-sea drilling ship bored more than 400 holes in the sea floor. Its name was *Glomar Challenge*. It collected rock and soil samples for examination. These samples helped scientists to form a picture of the sea floor and its many details.

From these samples scientists learned more about the continental shelf and the continental slope. They believe that the long flat shelf extending from the land to the sea may have been dry land at one time. Scientists are still learning about the sea floor. They use computers and deep sea vessels to learn more every day.

The correct answer is in italics.

- A. **Main Idea:** What is this passage mostly about?
- a. The animals of the ocean.
 - b. *The sea floor.*
 - c. Scientists.
 - d. Ways to save water.

- B. **Multiple Meaning Words:** What does the word “bored” mean in the passage?
- a. to be uninterested
 - b. *to drill a hole*
 - c. a wild pig
 - d. cut in half
- C. **Compare and Contrast:** How are the bottom of the sea and the land we live on similar?
- a. They both have fish on them.
 - b. They are both dry.
 - c. *They both have mountains and valleys.*
 - d. They both stop at the ocean.
- D. **Author’s Purpose:** What is the author’s purpose?
- a. to persuade
 - b. *to inform*
 - c. to entertain
 - d. to explain how to do something

Student Practice: The Student Practice contains 3 items. Item 1 is intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Item 2 is for Team Mastery. Have students write their answers to all four items **before** discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students need more practice at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to item 3 for Additional Practice.

Test: The test contains one item similar to the Student Practice.

Example: Read the following example to yourself as your teacher reads it aloud.

If we could suck all the water out of the oceans, we would be able to see the sea's floor. It would be an amazing landscape. The bottom of the ocean would look a lot like the dry land with which we are familiar. It has huge mountains, deep valleys, gorges, trenches, ridges, and large flat plains.

Between 1968 and 1975, a deep-sea drilling ship bored more than 400 holes in the sea floor. Its name was *Glomar Challenge*. It collected rock and soil samples for examination. These samples helped scientists to form a picture of the sea floor and its many details.

From these samples scientists learned more about the continental shelf and the continental slope. They believe that the long flat shelf extending from the land to the sea may have been dry land at one time. Scientists are still learning about the sea floor. They use computers and deep sea vessels to learn more every day.

- A. What is this passage mostly about?
- a. the animals of the ocean
 - b. the sea floor
 - c. Scientists
 - d. Ways to save water.
- B. What does the word "bored" mean in the passage?
- a. to be uninterested
 - b. to drill a hole
 - c. a wild pig
 - d. cut in half
- C. How are the bottom of the sea and the land we live on similar?
- a. They both have fish on them.
 - b. They are both dry.
 - c. They both have mountains and valleys.
 - d. They both stop at the ocean.
- D. What is the author's purpose?
- a. to persuade
 - b. to inform
 - c. to entertain
 - d. to explain how to do something

Directions: Read the following selections. Answer the questions for each passage.

TEAM CONSENSUS

1. Last year, Shawna went to camp in the mountains. She had a good time learning about different kinds of animals. She had fun when they went for a walk through the woods. The only thing that she wasn't sure about was swimming in the lake.

Shawna usually swam in a public pool in the city. In that water you could easily see the bottom of the pool. She liked knowing what was on the bottom around her feet. The lake looked dark. She knew that there were fish in the water. Shawna didn't want to swim in the lake.

She would usually just sit on the grass and watch the other kids swim. "Hey Shawna, why don't you ever swim?" asked her camp counsellor. Shawna told her that she would if she could see the bottom. The counsellor told her that she was also afraid of swimming where she couldn't see the bottom. She said that she got used to it, though. She told Shawna to only go in as far as she could see the bottom at first. Shawna agreed to try it.

- A. What is this passage mostly about?
- a. Shawna's swimming ability.
 - b. Shawna's fear of swimming in the lake.
 - c. a camp counsellor
 - d. the cold lake
- B. What is the Author's Purpose in this passage?
- a. to persuade
 - b. to inform
 - c. to explain how to do something
 - d. to entertain
- C. How are Shawna and her counsellor similar?
- a. They were both afraid of swimming in the lake at one time.
 - b. They both have brown hair.
 - c. They both go to school in the city.
 - d. They are not similar at all.

- D. Why was Shawna afraid of swimming in the lake?
- a. Shawna couldn't see.
 - b. Shawna didn't like swimming.
 - c. Shawna couldn't see the bottom of the lake.
 - d. Shawna was just being silly.

TEAM MASTERY

2. Tina had never been to the art museum before. She wasn't sure what to expect. Tina wasn't sure if she even wanted to go. Still, it was a field trip and she didn't want to be stuck at the school building by herself. So she turned in her permission slip on Tuesday.

When Friday came, she got up and went to school. They all got on the bus and rode down to the art museum in the city. Tina began to wonder if she would like the trip or not. Looking at old paintings didn't sound all that fun to her.

The bus pulled to a stop and they all got out. They had to form a line to go into the museum. They went through two gigantic wooden doors with lions' heads carved into them. That was when Tina thought that maybe this would be fun.

Inside the museum was amazing. There were huge pillars of marble that stretched way up to the top of the ceiling. Tina thought you could easily fit a few giraffes in there. She found a room with all kinds of carvings. Tina smiled as she looked at a wooden statue of a person that was carved 400 years ago.

- A. What do you think Tina would say about the trip to the art museum?
- a. "It was boring. I never want to go back."
 - b. "It was okay, but it wasn't real great."
 - c. "I loved it. I can't wait to go again."
 - d. "It was just as I had expected. It wasn't fun at all."
- B. How was Tina's reaction to the museum different than she expected?
- a. Tina found the museum fun and interesting. She expected it to be boring.
 - b. Tina found the museum boring. She expected it to be interesting.
 - c. Tina's expectations were correct.
 - d. She thought that it would be really silly.

- C. What is this passage mostly about?
- a. Tina and the lion
 - b. Uncle Nate's crazy trip to the museum
 - c. Tina's first trip to the art museum
 - d. the last thing on earth
- D. What is the author's purpose?
- a. to entertain
 - b. to inform
 - c. to persuade
 - d. to explain how to do something

TIME FOR CHECKOUT

3. Ray's older brother Joe was trying to teach him how to ride a skateboard. Ray was scared. He thought for sure that he was going to fall and kill himself on the road. He felt all wobbly on the board.
- Joe told him to hold out his arms and try to keep his balance that way. Ray did it. Sure enough, it helped. But he still felt like he was going to fall. Ray kept practicing. Every night he would practice in the driveway. When it was raining he practiced in the garage.
- Finally one day Ray just got on the board and started skating like he was a pro. He ran inside and got Joe. He wanted to show him just how good he had gotten. Joe was impressed. He and Ray went skating down to the basketball courts to meet the other boys.
- A. This passage is mostly about—
- a. Professional skateboarding
 - b. Figure skating
 - c. Ice hockey
 - d. Ray learning to skateboard
- B. Why did Ray get better at skateboarding?
- a. He got better because he took a few months off.
 - b. He got better because he practiced.
 - c. He got better because he had to.
 - d. He took some lessons from a professional.

- C. What does the fact that Ray practiced so much tell you about his desire to skateboard?
- a. Ray didn't want to learn.
 - b. Ray only practiced because he had to.
 - c. Ray really wanted to learn to skateboard.
 - d. Ray didn't trust Joe.
- D. How was Ray different at the end of the passage than he was at the beginning?
- a. Ray had gone to school.
 - b. Ray had turned professional.
 - c. Ray hadn't changed.
 - d. Ray had learned how to skateboard.

TIME FOR CHECKOUT

Directions: Read the following selections. Answer the questions for each passage.

1. If you get a flat tire on your bike, you have to change that tire. It is a pretty easy job, if you have the right tools. First, you need a set of wrenches to take the wheel off the bike. Once you have the wheel off the bike, you will need a pair of pliers.

Using the flat handle of the pliers, pry off the tire and the inner tube. Take the inner tube out of the tire. Now put a new tube into the tire. Pump it up a little before you try to put it in the tire.

Next, put the tire and the new tube back on the wheel. You may need to use the pliers' handle again to get them back on the wheel. Finally, you need to inflate the tire with air and put the wheel back on the bike.

- A. This passage is mostly about—
- changing a flat.
 - changing your mind.
 - adding air to your tire.
 - using the right tools.
- B. The author's purpose is—
- to inform.
 - to explain how to do something.
 - to persuade.
 - to entertain.
- C. Why do you think you use the flat handle of the pliers to remove the tire?
- Because this makes it harder.
 - Because this makes it more fun.
 - So you don't cut yourself.
 - So you don't put a hole in the tire.
- D. Why would you have to change the tire on your bike?
- To repair a flat tire.
 - Because of a Big Bully named George.
 - Due to too much air pressure in your tire.
 - Due to not enough air in your tire.

- E. Why do you think you should pump the inner tube up a little before putting it in the tire?
- a. It is always best to begin with a fully inflated tube.
 - b. It is easier to put the tube in the tire that way.
 - c. You can't inflate the tube once it is in the tire.
 - d. It is harder to put the tube in the tire that way.

RC 6B1

Student Practice Answers

1. Wildflowers bloom in the spring, making the forest alive with color.
2. For the past three years I have been the goalie on the school's soccer team.
3. Every Christmas Antoine's family gets dozens of greeting cards in the mail.
4. Jeff likes going to the zoo as well, because he likes to watch the monkeys play.
5. Their father built a new closet in the girls' bedroom, so they would have a place to put all of their clothes.
6. There was a haunted house at the end of a dark street on the edge of town.
7. Squirrels usually sleep through the coldest part of the winter.
8. Lightning is very difficult to photograph because it passes so quickly.

RC 6B2

Answers are included with the exercises.

RC 6B3

Student Practice Answers

- | | |
|-----------------------------------|------------------------------------|
| 1. To Inform | 7. To Entertain |
| 2. To Explain How to Do Something | 8. To Explain How to Do Something |
| 3. To Entertain | 9. To Entertain |
| 4. To Persuade | 10. To Inform |
| 5. To Inform | 11. To Persuade |
| 6. To Persuade | 12. To Explain How to Do Something |

Student Test Answers

1. To Entertain
2. To Persuade
3. To Inform
4. To Explain How to Do Something
5. To Persuade

RC 6B4

Student Practice Answers

1. People want you to sign something when they ask for your "John Hancock."
2. More people die from scorpion bites because they are more likely to find scorpions in their houses and in things that they use.
3. People settled near water because they needed to have water in order to live.
4. Miranda was afraid that Karen was going to tease her now.
5. Nolan's mother knows that Nolan cares about her, and she doesn't need a nice present on her birthday.

RC 600 B Series

Teacher Answer Key

6. Pyramus' and Thisbe's parents must have been having an argument like Romeo's and Juliet's parents.
7. Alvina is very nervous in her new school.
8. The door must have blown shut with the breeze.
9. Marleen is not happy about getting a flat tire, but she is glad she didn't have an accident.
10. People couldn't live in these places because they couldn't survive there.
11. Max is level-headed and he really does care about his sister, even though they usually fight.
12. Trevor finally caught a big fish when he and his uncle went fishing.

Student Test Answers

1. Human beings do more to hurt each other than wild animals ever do.
2. Andre is scared because he can't find his mother and sister.
3. Angela is at her grandparents' house which seems to be in the country.
4. Gina got poor grades. She probably got them because she watches too much television.
5. Greg is a strong person. He doesn't let the fact that he can not walk stop him from having fun.

RC 6B5

Student Practice Answers

Answers may vary.

1. The Greek writing was about the crowning of the pharaoh. Champellion used the translation to figure out the other languages.
2. Troy caught the ball and his team won the game.
3. The air pressure outside a high flying jet will be low because it is further away from the earth.
4. If the herbicide is not *selective* it might kill the crops as well as the weeds.
5. The United States became the most important cotton growing country because the cotton gin was invented there. The cotton gin helped make the United States so important.
6. Swans are so heavy that they have to build up enough speed to take off.
7. Leather is made from the skins of animals.
8. If Ryan missed the bus, he would be late for school.
9. Shelly probably forgot to lock the door to her car, otherwise she probably wouldn't have thought about it at all.
10. Maxine's mother could tell that Maxine was tired. She wanted her to know that she could go to sleep without worrying about missing her favorite show.
11. Juan was planning to play tennis with Carla.
12. Samantha was so concerned with her ice cream cone that she wasn't paying attention to where she was going.

Student Test Answers

1. The size of the human brain and the fact that they have learned to use it, allows humans to do other things besides just live. For example, they can think.
2. Sara woke up because she was cold.
3. Thomas had eaten so much that he had made himself sick.
4. Even though some resources renew themselves, it may take a long time for this to happen. Therefore, some people believe that it is important to conserve even renewable resources.
5. Catrina's friend, Marie, called her.

RC 6B6

Student Practice Answers

1. Martha had heard stories from other children about how bad the dentist was.
2. Stan left his belt in his locker at school.
3. The weather was nice and it had been ugly for four days.
4. Roberto looked both ways because he wanted to cross the busy intersection.
5. Malcolm peddled harder to climb up the hill.
6. No one was home to give her a ride over to Jen's house.
7. His uncle Paco used to play the guitar. Marco wanted to be like him.
8. Ruth wanted to go to the fair.
9. The ball wouldn't bounce without air.
10. Her dog had many spots.

Student Test Answers

1. Jamie pushed her into the pool and she couldn't swim.
2. Salimah was hungry so she decided to have dinner early.
3. Dad was happy that his college team won the football game.
4. Ryan's family liked the beach better than the mountains.
5. Linda is excited because she is looking forward to her grandmother's pie.

RC 6B7

Student Practice Answers

1. The United States contains both a rainforest, which has a wet climate, and a desert, which has a hot and dry climate.
2. Both a movie camera and a snapshot camera take pictures. The movie camera takes continuous pictures, and the snapshot camera takes single pictures.
3. Sammy and Joaquim both go to the same school. Sammy is outgoing and knows many people. Joaquim is quiet and doesn't know that many people.
4. Both the car and truck are used for transportation. The car can fit more people in it than the truck can.

Teacher Answer Key

5. Both phones can make calls. The touch tone phone is much quicker and easier to dial.
6. Both telescopes and binoculars help you see objects that are in the distance. The binoculars are easier to carry with you if you are on the move.
7. Both Benny and June talk and explain things to others. June listens a lot more than she talks and she doesn't explain things that she really doesn't know about.
8. You can ride both kinds of bikes. Mountain bikes are tougher than road bikes. Road bikes are faster on smooth roads than mountain bikes.
9. Simon and the crowd were at the scene of the accident. The crowd didn't know what to do to help. Simon was trained in first aid and he knew how to help.
10. Both boats sail on the water. The catamaran has more than one hull. If it is going fast, it will lift one of these hulls out of the water.
11. Both the cat and the dog like the owner. They show their affection in different ways.
12. Both types of articles give information to the reader. The newspaper articles must be written in a day or sometimes less. Magazine articles sometimes can be written during a month.

Student Test Answers

1. Both like to go to movies. They both like different types of movies.
2. Both watches tell time. The pocket watch won't get banged up like a wrist watch would.
3. Both bottles were holding something. The glass bottle broke on the floor but the plastic bottle did not break.
4. Sylvia and Simone love pizza. They disagree about what to put on the pizza.
5. Both are potato chips. One kind is lower in fat than the other kind.

RC 6B8**Student Practice Answers**

1. An *alien* is someone from another country.
2. *Commits* means to set apart something for some purpose.
3. *Leave* means permission.
4. *Remains* means that it is still undecided.
5. *Select* means that the dog is very special or the best.
6. *Waffled* means to talk in an unclear manner.
7. *Served* means that she worked in the Navy.
8. *Display* means to do or to show something.
9. *Team* means to join forces and work together.
10. *Content* means to be happy with.
11. *Creamed* means to have beaten badly.
12. *Steamed* means that he was very angry.

Student Test Answers

1. A *passage* is a hallway.
2. *Cover* means to protect from discovery.
3. *Hurl* means to yell insults at each other.
4. *Let* means rented.
5. *Save* means except.

RC 6B9

Student Practice Answers

- | | | | | | |
|----|---|----|---|-----|---|
| 1. | B | 5. | A | 9. | B |
| 2. | B | 6. | D | 10. | C |
| 3. | A | 7. | D | 11. | A |
| 4. | B | 8. | C | 12. | D |

Student Test Answers

1. B
2. D
3. C
4. A
5. D

RC 6B10

Student Practice Answers

- | | | | | | | | | |
|----|----|---|----|----|---|----|----|---|
| 1. | A. | b | 2. | A. | d | 3. | A. | d |
| | B. | d | | B. | a | | B. | b |
| | C. | a | | C. | c | | C. | c |
| | D. | c | | D. | a | | D. | d |

Student Test Answers

1. A. a
B. b
C. d
D. a
E. b

