

Reading Comprehension 600 Series

Book 2
Volumes C and D

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

Teacher Instruction

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Characters' Feelings

Student Practice: 1 - 4

Outcome: Students will identify characters' feelings and emotions.

Teacher Introduction: "When we read a story we can figure out how a character feels about what is happening."

"Sometimes the author tells us exactly how a character feels. Many times, the author doesn't. We have to figure out how a character feels by their words and actions."

"Knowing how a character feels helps us better understand the story. Understanding a character's feelings helps us to understand why they act the way they do in a story."

"Think about what the following story tells you. How do the characters feel?"

Example: *Display the following example to students. Read the story aloud while the students read it silently. Then ask the students to describe the character's mood. Have them explain their answers by using details from the story.*

- Miguel looked out the window of the bus. He was with his mother. They were going to visit his grandmother in New York City. The New York skyline was impressive. He couldn't believe how tall the buildings were.
When the bus stopped and he stepped outside, there seemed to be millions of people around him. Everyone was rushing in different directions. They all were in a hurry. His mother grabbed his hand. She led the way to the subway.
Miguel didn't know how to react to everything. It was all so big. There were so many people and lights. It was like nothing else he had ever seen. Miguel stayed close to his mother. He didn't want to get lost. At the same time, he looked around him at all the things to see.

The correct answers are in italics.

- How does Miguel feel in this passage?
 - A. excited
 - B. scared
 - C. *excited and scared*
 - D. bored

- Samantha got off the bus at the wrong stop. She didn't know where she was. She looked at the street names, but she didn't recognize any of them. She didn't know what to do.
Samantha tried to keep calm. There were people all around. She wasn't sure if she should ask one of them for help or not. Her mother always told her not to talk to strangers.
She sat down on a bench. Sam held her head in her hands. She didn't have a map. She didn't have any idea of where she was. She wanted to cry, but she knew that wouldn't help her. She worried that she would never find her way home.
- How did Samantha feel in this passage?
One possible answer is that Samantha was scared. She was also worried. She may have been losing hope.

"Now let's try doing the exercises on our own. Remember, the story will give you clues about the character's mood."

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 similar to the Student Practice.

Enrichment Activity: Have students write short passages about characters on 3" x 5" cards. Have them concentrate on showing how the character feels through actions or words, rather than telling how the character feels. On the reverse of the card, have students write the name of the feeling the character feels. Have students trade cards with each other and "quiz" each other on the characters' feelings.

REFLECT AND CONNECT

THINK about how you can understand a character's feelings.

EXPLAIN to your partner why understanding a character's feelings is important.

WRITE a few sentences explaining how you can understand a character's feelings and why it is important.

Directions: Read each of the following passages. Answer the questions which follow each passage.

TEAM CONSENSUS

Marta lost her mother's ring this morning. She had borrowed it. Marta tried to be careful but somehow she lost the ring. She didn't want to tell her mother. She knew she didn't have a choice. Marta thought her mom would be really angry for sure.

After Marta got up the courage, she went into her mother's room. "Mom," she asked, her voice shaking, "I need to tell you something. You know that ring? I lost it." She felt like she was going to cry. Her mom looked angry; she sighed.

"Well, where do you remember having it last?" she asked. Marta told her that she remembered having it in her room this morning. They started to look for the ring together. Marta breathed a sigh of relief. At least her mom was not too upset.

1. How did Marta feel before she told her mother she had lost the ring?
 - a. Marta felt happy.
 - b. Marta felt worried.
 - c. Marta felt silly.
 - d. Marta felt foolish.

2. How did Marta's mother feel? How could you tell?

André got his test back. He started to smile immediately. At the top of the page, Mrs. Lantham had written "A++" in big red letters. André remembered how much he had studied. There had been so many things he wanted to do besides study that night, but he made himself do it.

André ran in the door of the apartment, yelling for his mom. She looked around the corner, holding the phone in one hand and her finger to her lips with the other. He couldn't sit. He walked back and forth around the room. It seemed to take forever for her to get off the phone. She asked, "Now, what is so important?"

André held up his paper. She smiled and said, "See, I told you that you could do it." She took him down to the store and bought him his favorite dessert. After dinner they enjoyed some apple pie with ice cream.

3. How did André feel when he got back his test?
- a. André was only a little happy.
 - b. André was angry.
 - c. André was sad.
 - d. André was excited.
4. How did André feel when he got home? How can you tell?

TEAM MASTERY

Last week, during his soccer game, Willie scored his first goal. It was great. He ran around screaming and yelling. Everyone on his team was cheering for him. His parents congratulated him after the game. Willie smiled that night. He planned to score another goal this week.

It was raining on the day of the game. Willie's soccer game was canceled. He sat down on the front step of his house. He looked at the rain from the porch. Willie wished it would stop raining. He wished that he could score that goal in the game. Willie didn't know why it had to rain at all.

5. How did Willie and his team feel after he scored his first goal?
- a. They were surprised.
 - b. They were annoyed.
 - c. They were excited and happy.
 - d. They wished it hadn't happened.
6. How did Willie feel about the rain?

Tina's mom had a new baby. When Tina's mother came home from the hospital everyone wanted to see Ryan. Tina liked Ryan, but she thought everyone was making a big deal about him. She remembered when she was the youngest child, before Ryan was born. She sometimes wished that he wasn't around.

One afternoon, her older brother Nolan saw Tina moping around. He asked her what was wrong. Tina told him that ever since Ryan was born nobody paid any attention to her. Nolan told her that he remembered when she was born, he felt that way too.

7. How did everyone, except Tina, feel about Ryan?
- a. Everyone was sorry for Tina.
 - b. Everyone was excited about Ryan.
 - c. Everyone thought Ryan was better than Tina.
 - d. Everyone wanted Ryan to go home.

8. How did Tina feel about Ryan?

TIME FOR CHECKOUT

Joe was going to turn 12 on Tuesday. He and his mother were planning a big party for his birthday. All of his friends were invited. So far, everyone but Marcus said they were coming. Joe wondered if Marcus didn't like him anymore.

As it got closer to his birthday, Joe noticed that Marcus wasn't very friendly. He thought that it was time to talk to Marcus. When Joe asked Marcus if there was anything wrong, Marcus told him that he hadn't gotten his invitation to the party. Joe told him that he had sent it a week and a half ago. They decided it must have gotten lost in the mail. Marcus agreed to come to the party.

9. How did Joe feel when Marcus didn't tell him that he was coming to his party?
- Joe was angry with Marcus.
 - Joe thought Marcus was a snob.
 - Joe thought that Marcus was moving.
 - Joe thought that Marcus didn't like him anymore.
10. How did Marcus feel when he didn't get his invitation? How can you tell?

Alan was playing his first concert for the school. He had been practicing for the concert for the last year. Alan was one of the best trumpet players in the band. He knew that he was going to do fine.

Still, right before he left for the concert, his stomach started to feel funny. He couldn't stop talking the whole way to the show. His palms started to sweat as they entered the parking lot. His knees felt funny, too.

As soon as the music started, Alan felt better. The band played really well. Alan even played his solo without missing a note. The audience clapped loudly. Everyone in the band took a bow. Alan met his parents afterwards. They were smiling, and he was, too. The whole way home he talked about how much fun it had been.

11. How did Alan feel before the concert?
- Alan was sleepy.
 - Alan was nervous.
 - Alan wanted to go to Spain.
 - Alan was happy.
12. How did Alan feel after the concert? Explain your answer.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how you can understand a character's feelings.

EXPLAIN to your partner why understanding a character's feelings is important.

WRITE a few sentences explaining how you can understand a character's feelings and why it is important.

Directions: Read each of the following passages. Answer the questions which follow each passage.

Anuj watched his sister graduate from high school. Sudha looked a little silly in her black robe and her cap. Anuj smiled as she walked up on the stage. He couldn't believe that she was old enough to be done with school. But he knew that she wasn't really done. She was going to college in September.

After the ceremony, Sudha met her family in the lobby of her school. She was smiling. She held up her diploma. "Look guys, I made it." Her mother and father smiled, too. They told her that they were proud of her.

Sudha said good-bye to a couple of her teachers. She felt like she might cry when she said good-bye to Ms. Furlong. Ms. Furlong was one of the greatest teachers in the world, at least according to Sudha. She was the one who encouraged Sudha to go to college.

1. How did Anuj feel as he watched his sister graduate from high school?

- a. Anuj couldn't believe she made it.
- b. Anuj felt happy for her.
- c. Anuj was so bored he thought he would die.
- d. Anuj was jealous.

2. How did Sudha's family feel when she held up her diploma?

3. How did Sudha feel when she said good-bye to her teacher, Ms. Furlong?

A few months later Sudha went to college. Anuj was quiet the whole ride up to the school. He felt like Sudha was leaving him forever. Anuj wondered who he would talk to after school now. Anuj didn't want Sudha to go to school.

When they got there, Sudha tried to be brave. She told everyone that she would write soon. She said she would miss them. Sudha watched as they pulled away in the car. She started to cry.

4. How did Anuj feel about taking Sudha to her college?

- a. Anuj was excited for Sudha.
- b. Anuj felt sorry for Sudha.
- c. Anuj didn't want Sudha to get a college education.
- d. Anuj was sorry to see Sudha going away.

5. How did Sudha feel when her family pulled away in the car?

Comprehension Casino

Student Practice: 5 - 10

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 students' 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

This is the first year I have ever been allowed to stay up. Every other year, my parents told me that I was too young. They always said maybe next year.

END OF PART ONE

Then, when the next year came, I would still have to go to bed and my brothers and sisters would get to stay up, having all the fun. Finally, my parents said yes this year.

END OF PART TWO

Tonight has been great. We have been sitting around playing games and watching the specials on TV. My mom made some great food for us too.

END OF PART THREE

At 11:55 p.m., we all quit our games and watched the TV. At less than a minute to midnight, the ball began to drop. It reached the bottom at midnight, and we all wished each other a Happy New Year.

END OF PART FOUR

Answer: c

Example:

- a. The main character is finally allowed to stay up and watch a scary movie.
- b. The main character is finally allowed to stay up on Christmas Eve.
- c. The main character is finally allowed to stay up on New Year's Eve.
- d. The main character is finally allowed to stay up and play games with his family.

Score Sheet

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

Story 1

Danny kept twitching in his seat. He didn't have to wear nice clothes very often, so he wasn't used to them.

END OF PART ONE

He sat in the third pew from the front. His dad was on one side of him. His mom was on the other. His two sisters were on the other side of his mom.

END OF PART TWO

The church looked really nice. There were all kinds of flowers up by the altar. Most of his relatives were there. They all looked pretty dressed up, too.

END OF PART THREE

Finally the organ began to play. Danny saw his uncle, dressed in a tuxedo, looking down the aisle. The wedding was beginning.

END OF PART FOUR

Answer: d

Story 1

- a. Danny is wearing nice clothes because he is at a church.
- b. Danny is dressed up for school pictures.
- c. Danny is wearing nice clothes because he is going to a funeral.
- d. Danny is in church for his uncle’s wedding.

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 three 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.

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.
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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 three 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

Comprehension Casino Stories

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

Story 1

Danny kept twitching in his seat. He didn't have to wear nice clothes very often, so he wasn't used to them.

END OF PART ONE

He sat in the third pew from the front. His dad was on one side of him. His mom was on the other. His two sisters were on the other side of his mom.

END OF PART TWO

The church looked really nice. There were all kinds of flowers up by the altar. Most of his relatives were there. They all looked pretty dressed up, too.

END OF PART THREE

Finally the organ began to play. Danny saw his uncle, dressed in a tuxedo, looking down the aisle. The wedding was beginning.

END OF PART FOUR

Answer: d

Story 2

I sent a letter to my sister last week. I wanted to thank her for the present she sent me for my birthday.

END OF PART ONE

I got the address from my dad and wrote it as neatly as I could on the envelope. Then I used a stamp from Mom's desk.

END OF PART TWO

The next day, I walked down to the corner and mailed it at the mail box. Well, today I got a surprise in the mail. It was my letter to my sister. The post office returned it.

END OF PART THREE

I put the wrong stamp on the letter. I put a postcard stamp on the letter. It wasn't enough postage to mail the letter to my sister.

END OF PART FOUR

Answer: a

Story 3

Most Sundays, Suda goes over to visit her grandparents. She always has a good time with her grandma, talking and cooking.

END OF PART ONE

Today when she got there, Grandma was at the sink. The sink was full of apples and she was busy peeling them.

END OF PART TWO

Suda asked to help. She was put to work quickly, chopping apples right beside her grandmother.

END OF PART THREE

After they were finished peeling and chopping, Grandma made a crust. They filled it with apples and put the pie in the oven to bake.

END OF PART FOUR

Answer: c

Story 4

Bella couldn't believe what time it was. She looked at the clock again. Sure enough, it was eight-thirty.

END OF PART ONE

She jumped out of bed and got dressed. Luckily, she had taken a shower the night before.

END OF PART TWO

Bella ran downstairs. She grabbed two pieces of bread to eat. Then she grabbed her script and her coat and ran out the door.

END OF PART THREE

She caught a bus on the corner and made it to play rehearsal just in time. She always had trouble getting to Saturday morning practices.

END OF PART FOUR

Answer: d

Story 5

Raul is staring out the window. The rain is pouring down and it doesn't look like it will stop, ever. Today was supposed to be his class picnic.

END OF PART ONE

They were all going to meet in the park and play soccer. There was going to be a cookout, too. The picnic was supposed to happen in three hours but it suddenly decided to rain.

END OF PART TWO

Raul decided to read the book he had picked out from the library. He went up to his room and lay on his bed. He fell asleep while he was reading. Raul's mom woke him saying, "Hey, aren't you ready for the picnic yet?"

END OF PART THREE

Raul was confused. He thought the picnic was going to be cancelled. Then his mother pointed to the window. The sun was shining and the day looked beautiful. Raul jumped out of his bed and hurried to get ready.

END OF PART FOUR

Answer: b

RC 6C2
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. The main character is finally allowed to stay up and watch a scary movie.
- b. The main character is finally allowed to stay up on Christmas Eve.
- c. The main character is finally allowed to stay up on New Year's Eve.
- d. The main character is finally allowed to stay up and play games with his family.

Story 1

- a. Danny was wearing nice clothes because he is at a church.
- b. Danny was dressed up for school pictures.
- c. Danny was wearing nice clothes because he is going to a funeral.
- d. Danny was in church for his uncle's wedding.

Story 2

- a. The main character's letter was returned because the wrong kind of stamp was on it.
- b. The main character's letter was returned because the address was too messy to read.
- c. The main character wrote a thank you letter.
- d. The main character wrote a thank you letter and got another letter in return.

Story 3

- a. Suda likes to visit her grandparents on the weekends.
- b. Suda made apple sauce with her grandmother.
- c. Suda baked a pie with her grandmother.
- d. Suda learned how to make apple crisp with her grandmother.

Story 4

- a. Bella overslept and was late for school.
- b. Bella overslept and almost missed the last soccer game of the year.
- c. Bella thought she was late for school, but finally realized it was Saturday and she didn't have to go to school.
- d. Bella overslept and almost missed Saturday play rehearsal.

Story 5

- a. Raul's school picnic was spoiled by rainy weather.
- b. Raul went to the picnic when the rain stopped and the sun came out.
- c. Raul finished reading the book he had taken out from the library since his picnic was cancelled.
- d. Raul fell asleep and dreamed that he went on an adventure.

Fact and Opinion

Student Practice: 11 - 13

Outcome: Students will differentiate between statements of fact and statements of opinion.

Teacher Introduction: “Today we will study facts and opinions. Share with your team everything you know about facts and opinions.”

Give teams one minute to share prior knowledge. Take another minute or two to have teams share their knowledge with the class.

“Listen to the following sentence carefully, ‘Tomatoes need a lot of sunlight to grow.’ In your teams discuss whether this is a fact sentence or an opinion sentence. Make sure you can explain your answers.”

Give teams one minute to discuss possible answers. Take another minute or two to have teams share their knowledge with the class. Be sure teams include reasons why they think the sentence is a fact or opinion.

“A **fact** is something that can be proven. It can be shown to be true or false. ‘Tomatoes need a lot of sunlight to grow,’ is an example of a fact sentence. If you check out this statement, you will find that it is true.”

“Listen to this next sentence carefully. ‘Tomatoes taste terrible.’ In your teams, talk about whether this is a fact sentence or an opinion sentence. Why do you think it is a fact sentence or an opinion sentence?”

Give teams one minute to discuss possible answers. Take another minute or two to have teams share their knowledge with the class. Be sure teams include reasons why they think the sentence is a fact or an opinion.

“An **opinion** is an idea based on what someone thinks or feels is true. Unlike facts, opinions can change from person to person. ‘Tomatoes taste terrible’ is an example of an opinion. Some might disagree. They might think that tomatoes are the best-tasting food around. You cannot check to see if the opinion is true or false. There is no way to prove it.”

“Recognizing the difference between facts and opinions is important. Facts are ideas that can be proven true. Opinions are ideas that are not able to be proven true or false.”

“Let’s look at a few examples. We will work on identifying facts from opinions.”

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

- One of the best things about my dog Jack is that he wakes me up every morning. He wakes me up because he needs to go for a walk every morning. Because Jack wakes me up, I am never late for school. Usually Jack comes into my room and bumps my hand with his cold nose. I don’t mind that. Sometimes, though, he will lick me in the face to wake me up. That’s a pretty gross way to wake up.

“First we will look for fact sentences. Remember, fact sentences are sentences that you can prove are true or false. Work in your teams to find two sentences in the paragraph that are facts.”

Allow one minute for team discussion. Then ask for volunteers to give their two examples of factual sentences. Ask students to support their answers.

“Now that we have learned how to find fact sentences, let’s look for opinion sentences. Remember, opinion sentences will talk about things that you cannot prove are true or false. An opinion tells how someone feels about something. Find two sentences in the paragraph that are opinion sentences.”

Allow one minute for team discussion. Then ask for volunteers to give their two examples of opinion sentences. Ask students to support their answers as to why the sentences they have chosen are opinions.

“Let’s try another example. We’ll look for facts and opinions in another paragraph.”

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

- Hot dogs are disgusting. That’s all there is to it. It’s a good thing not many people watch hot dogs being made. They would never eat them. The best meat has been used already. What do they do with the leftover scraps? They grind them up and make hot dogs.

“Read the following sentences and discuss them in your teams. Which are fact sentences? Which are opinion sentences?”

- a. The best meat has been used already.
- b. Hot dogs are disgusting.
- c. They grind them up and make hot dogs.
- d. They would never eat them.

Allow one minute for team discussion. Then ask for volunteers to give their examples of fact sentences and opinion sentences. Ask students to support their answers as to why the sentences they have chosen are fact sentences or opinion sentences. (Sentences a and c are facts; b and d are opinions.)

Student Practice: The Student Practice contains 12 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 3–4 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: The test contains two passages similar to those in the Student Practice. There are five points for scoring.

REFLECT AND CONNECT

THINK about how to identify a fact and an opinion.

EXPLAIN to your partner how to identify a fact and an opinion.

WRITE a few sentences explaining how to identify a fact and an opinion.

Directions: Read each selection. Answer the question asked below the selection. Write your answer on your paper.

TEAM CONSENSUS

1. We have venetian blinds on the windows of our house. We had curtains until about a month ago. The new blinds are better than the old curtains. With the old curtains, you could either have light coming in or no light coming in. With the new blinds, we can have as much or as little light as we want. We just have to adjust the blinds. There is one thing the curtains were good for. The curtains were better at keeping cold drafts from coming into the house.

Write two fact sentences from this paragraph on your paper. Tell why they are facts.

2. Sauerkraut tastes great on hot dogs. Sometimes my dad will boil hot dogs and make baked beans. And of course, we have sauerkraut on the hot dogs. I can always tell when dad is making this dinner. I come into the house and smell the sauerkraut heating up on the stove. My friends usually leave immediately if they smell the sauerkraut. They say just the smell of it makes them sick. I agree that it smells sort of bad, but not as bad as they say. How bad can pickled cabbage be? Anyway, I love sauerkraut, no matter what anyone says.

Which two of the following sentences are opinion sentences? Write the letter of the sentence on your paper.

- a. Sometimes my dad will boil hot dogs and make baked beans.
- b. Sauerkraut tastes great on hot dogs.
- c. My friends usually leave immediately if they smell the sauerkraut.
- d. How bad can pickled cabbage be?

TEAM MASTERY

3. Who's afraid of the big bad wolf? If you ask most people, they would probably say they are afraid of wolves. Whenever we see wolves in movies, they usually look frightening. If it is a nature movie, we often see a pack of wolves chasing a deer through the forest. At the end, the deer is being eaten by the wolves. So, what we do is picture ourselves as the deer. We worry that we will be chased through the forest by a pack of wolves and eaten. But the truth is that scientists have studied wolves and found that wolves are not really dangerous to humans. There are few reports of wolves ever attacking humans. So, don't worry about wolves getting you. You are not Little Red Riding Hood.

Write two opinion sentences from this paragraph on your paper. Tell why they are opinions.

4. My family used to take two types of vacations during the summer. Sometimes we would go camping in the mountains. Other times, we would go down to the beach. When we went camping, we'd pack up the van and drive into one of the national parks nearby. We'd set up camp and then go hiking on the trails that we found. One time we swam in a mountain stream that we found. It was almost too cold for swimming, but I didn't care. I thought the water felt great. When my family went to the beach, we would spend our time swimming and laying on the beach. We also played frisbee. Sometimes we'd set up a volleyball net and play games of volleyball until we were too hot. Then we'd go jumping in the ocean waves. The best part about going to the beach was sitting around a bonfire.

Which two of the following sentences are fact sentences? Write the letters of the sentences on your paper.

- a. We'd set up camp and then go hiking on the trails that we found.
- b. I thought the water felt great.
- c. The best part about going to the beach was sitting around a bonfire.
- d. We also played frisbee.

TIME FOR CHECKOUT

5. I went sledding with my brother Carl yesterday. We stayed out for a couple of hours. The hill we sledged was perfect. No one else had found it yet. We packed a trail and then zipped down the hill until we were half frozen. Carl and I trudged home feeling pretty tired. It's hard work running back up a snowy hill. When we walked in the door I smelled hot chocolate. That smell is the best smell in the world. I could feel myself starting to thaw. We took off our cold wet clothes and came back to the kitchen counter. The hot chocolate was waiting for us. Each big mug had marshmallows floating on top. I blew on the hot chocolate and took a sip. It was the best hot chocolate ever.

Write two fact sentences from this paragraph on your paper. Tell why they are facts.

6. Last Saturday it felt like winter was finally here. Grandma and I walked down to the Broadway market early in the morning. Neither of us really mind the cold. Someone in the neighborhood had lit a fire in their fireplace. I caught the smell of wood smoke in the air. Wood smoke is the best winter smell of all. We walked around the market and looked at what everyone was selling. Then we bought the ingredients for Grandma’s famous potato soup. She also said hello to all the people she knew at the market. She’s been going to that market for years. As we walked back to her house, Grandma told me stories about when she was a little girl in the city. I think she was a lot like me when she was little.

Which two of the following sentences are opinion sentences? Write the letters of the sentences on your paper.

- a. Wood smoke is the best winter smell of all.
- b. We walked around the market and looked at what everyone was selling.
- c. She’s been going to that market for years.
- d. I think she was a lot like me when she was little.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to identify a fact and an opinion.

EXPLAIN to your partner how to identify a fact and an opinion.

WRITE a few sentences explaining how to identify a fact and an opinion.

Directions: Read each selection. Answer the question asked below the selection. Write your answer on your paper.

1. I used a pickaxe for the first time today. This summer I worked at a farm owned by my father's friend. It was a pretty good place to work. He taught me how to fix all kinds of things. I helped him fix fences and then paint them. I helped feed the chickens and also collected their eggs. The only thing he didn't let me do was drive his tractor. He said I'm still too little. I sat in the tractor once but it wasn't turned on. He should give me a chance. I could reach all the pedals just fine. Who knows? Maybe he just wanted to wait and see if I was responsible enough. By next summer, I should be able to drive the tractor.

Write three opinion sentences from this paragraph on your paper. Tell why they are opinions.

2. Classical music is here to stay. Some people think it is boring, but I don't think they have really listened to it if they think that. Other people don't like it because it usually doesn't have words. I think you can say plenty without ever using a word. Classical music has been around a long time. I think that's pretty impressive. Some of the pieces that are played today, were being played back in the 1500s. I doubt that the same thing will be true of some of the songs you hear on the radio today.

Which two of the following sentences are fact sentences? Write the letter of the sentence on your paper.

- a. Classical music has been around a long time.
- b. Some of the pieces that are played today were being played back in the 1500s.
- c. Classical music is here to stay.
- d. I doubt that the same thing will be true of some of the songs you hear on the radio today.

Fantasy and Realistic Fiction

Student Practice: 14 - 15

Outcome: Students will distinguish between selections of fantasy and selections of realistic fiction.

Teacher Introduction: *Read the following example aloud to your students. Ask them to decide whether they think the story is fantasy or realistic.*

- Regina fell into a well. She was transported to a different world. She came out of a drain pipe on the side of a mountain. All the flowers there were alive. They had faces and they talked to her.

Ask your students the following question.

“Do you think this story could really happen? Why or why not?”

No, this story could not happen in real life. People can't be transported to other worlds and flowers can't talk.

“This is a story of pure imagination. The events could not happen in real life. We call these types of stories fantasies.”

“Can anyone think of other types of stories that are fantasies? Can anyone name some stories that might be fantasies?”

Allow students to respond. Encourage students to share their ideas. Then read the following example to the students.

- Adrian slept in today. It felt good to get up late. He had been very busy with school and soccer. Adrian was glad his dad didn't get him up early to do yardwork.

“Do you think this story could happen in real life? Why or why not?”

Yes, this story could happen in real life. The events are realistic.

“This is a story about real people and real events. You may have had experiences like this one. This is called realistic fiction. Notice that the word ‘realistic’ has the word ‘real’ in it. That means that the events of a story are believable. They could happen in real life.”

“Can anyone think of other stories that are realistic?”

Allow students to respond. Encourage students to share their ideas.

Allow students to respond. Encourage students to share their ideas.

“Today we are going to practice telling the difference between realistic stories and fantasies. The most important thing to ask yourself is: Could this story happen in real life?”

“Let’s try a few examples.”

Examples: *Read the following examples aloud to your students. Have them decide whether the selection is fantasy or reality or neither.*

- Ralph had to go to the doctor’s office. He wasn’t feeling very well. He had a headache and a fever. His mother drove him to the doctor’s office. The doctor listened to his chest and looked in his ears. “Yes, Ralph,” he said, “You’re definitely sick.”
 - Do you think this is fantasy or reality? Why?
This is realistic fiction. The events could happen in real life.

“Let’s try another example.”

- Last night a vampire came into my room. It was scary. She had very pale skin. She looked like she was sick. Her fangs were sharp. She tried to bite my neck but I stopped her. Boy, am I glad I escaped that.
 - Do you think this is fantasy or reality? Why?
This is fantasy. There is no such thing as a vampire.

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.

Enrichment Activity: Have students pick their favorite realistic story and re-write it as a fantasy. Have them edit each other’s work. Have them work together to publish it as a book for the classroom.

REFLECT AND CONNECT

THINK about what makes something fantasy or realistic fiction.

EXPLAIN to your partner how to tell fantasy from realistic fiction.

WRITE a few sentences explaining the difference between fantasy and realistic fiction.

Directions: Read each selection. Decide if it is fantasy or realistic fiction. Write that on your paper. Explain why you think it is fantasy or realistic fiction.

TEAM CONSENSUS

1. Ricky didn't think it was fair. Jimmy had started it. First Jimmy said something about Ricky's dog, Shelby. Ricky was angry so he told Jimmy that he was a jerk. One thing led to another and the boys had a fight. Mrs. Johnson sent Ricky to the principal.
2. Juliet has the power to turn invisible. Sometimes when she doesn't want to be seen, she will turn invisible. It only lasts for about five minutes, and then you can see her. So, if she does it you just have to wait a while and look for her again.
3. Every now and then Jack turns into a werewolf. It usually happens on the nights of full moons. His nails grow long, like claws. He grows a lot of furry hair all over his body. Luckily, Jack is a friendly guy, even as a werewolf.
4. Kim never worries when she goes to the dentist. She brushes her teeth twice a day and flosses every day. She has never had a cavity in her life. Every time she sees the dentist he tells her that she is doing a great job with her teeth. Kim always leaves smiling.

TEAM MASTERY

5. Sam's father is from Jamaica. He talks about how life was different in Jamaica. She likes to hear about her father's homeland. He says that it is usually warm there all year round. He says that people go to Jamaica for vacations. Someday he wants to take Sam there to see her family history.
6. Millie learned how to fly without an airplane. She says it isn't that hard. Millie says that all you really need to do is think about it very hard. Then you start flapping your arms and all of a sudden you are flying.
7. Zach can stretch his arms forever. He is made of plastic. If he wants to pick up a book on the other side of the room, it is no problem. All he has to do is stretch his arm out and pick it up. He doesn't even have to get out of his chair.
8. Chloe went to visit her aunt in West Virginia last summer. She had a good time. Her aunt lives in the mountains. It is very different there. There aren't as many buildings in the mountains. Chloe spent her days reading and swimming. Sometimes she would go fishing.

TIME FOR CHECKOUT

9. My brother was walking down the street the other day. He met the evil witch Zelda. She asked him a riddle that no one had ever answered correctly before. John got it right. Zelda was so mad that she turned my brother into a pumpkin.
10. Mom made some good cookies for Halloween. They were shaped like jack-o'-lanterns. She put orange icing on them. We weren't allowed to eat any of them until Halloween night.
11. Matthew bought the wrong kind of apples. Mom wanted tart apples. Matthew bought Red Delicious apples. They are one of the sweetest kinds there are. He had to go back to the store and get some green-skinned apples.
12. Izhar got a really good grade on his science test. He was excited to show his father when he got home. Izhar's dad works in a laboratory. He brings people back to life after they die. He is a scientist. Izhar knew that his dad would be happy.

TIME FOR CHECKOUT**REFLECT AND CONNECT**

THINK about what makes something fantasy or realistic fiction.

EXPLAIN to your partner how to tell fantasy from realistic fiction.

WRITE a few sentences explaining the difference between fantasy and realistic fiction.

Directions: Read each selection. Decide if it is fantasy or realistic fiction. Write that on your paper. Explain why you think it is fantasy or realistic fiction.

1. Ray is planning a vacation to the moons of Saturn this summer. He is excited to go to the moons and spend time on their warm beaches. Ray went to Pluto last year for a ski trip. It was so cold, he thought his blood might be frozen.
2. Mr. Watson is actually a superhero. He is an amphibian. His house is underwater. He can live on land, but he has to get wet at least once a day. Mr. Watson spends his free time battling super-villains.
3. Charlie likes to play the piano. His grandfather has a big piano at his house. Charlie likes to go there and play for hours. It is more fun than when he plays at home. Charlie's grandfather likes to listen to his music. Charlie hopes to be a famous piano player someday.
4. My brother thinks there is a monster that hides in his closet. He is afraid to go to sleep at night. I've told Jason that monsters are make-believe many times. He still thinks that the monster is going to come and get him at night.
5. Sari took the subway to get to the bus station. It is the fastest way to get from her house to the station. While she was on the subway a strange thing happened. When they stopped, a group of pigs came on the train. They all stood up on their hind legs like people. They were talking about something important. Sari couldn't believe her eyes.

Following Written Directions

Student Practice: 16 - 18

Outcome: Students will demonstrate ability to understand written directions by answering content and sequence questions.

Teacher Note: *The introductory example involves the directions for pumping up a ball. For best results in this exercise, reproduce the numbered steps on large strips of paper.*

Examples: *Display the following so that it is visible to all students.*

1. Pump slowly so you don't fill the ball too much.
2. Use a little spit to make the needle wet.
3. Push the needle slowly into the air hole.
4. Use the pump to inflate the ball.
5. Slowly twist the needle onto the end of the pump.

"Do you think you would be able pump up a ball by following these directions? Explain your answer." No. The directions are out of order. I can't pump the ball up before I have the needle in the ball.

Put the directions in the correct order (5, 2, 3, 4, 1). Remove step 4. Display them so that they are visible to all students.

"Imagine pumping up a ball by following these directions? What would happen? Explain your answer." I wouldn't be able pump up a ball by following these directions, because they are missing a step. The step is missing where you actually pump up the ball.

Put the directions back in the correct order (5, 2, 3, 4, 1).

"Would these directions work? Explain your answer." Yes, these directions would work. They include all the steps and the steps are in the right order.

"So we have learned that for directions to work, they must be written in the correct order and they must not skip steps. Thinking about what we have just learned, what do we need to do to use directions well?" We need to read the directions in order and not skip steps.

"Let's do a practice example of following directions."

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

- Let's see if a plant will make chlorophyll without sunlight. First, take a healthy plant that has plenty of green leaves. Find a large healthy leaf. Use a paper clip and attach a small piece of paper to the leaf. Leave the paper on the leaf for a few days. When you take the paper off the leaf, what do you see? Why do you think this happened?

"What do these directions explain? The directions explain how to do an experiment to see if plants will make chlorophyll without sunlight.

"What do you need for this project? For this project you need a healthy green plant, a small piece of paper and a paper clip.

"What do you do after you attach the piece of paper to a leaf?

- A. Take the paper clip off immediately.
- B. Leave the paper on the leaf for a few days.
- C. Place the plant in the sunlight.
- D. Call in your parents for a demonstration.

"What do you do after you take the paper off the leaf?"

- A. Put the paper on a different leaf and leave it on longer.
- B. Cut off the dead leaf so it doesn't harm the plant.
- C. Record observations and list possible explanations.
- D. Water the plant well and give it plant food.

Student Practice: The Student Practice contains three passages with four questions for each passage. The first passage is intended as Teacher Guided Practice with Team Consensus. Have students discuss the passage and questions together as a team before answering. The team members should all agree. The second passage is for Team Mastery. Have students write their answers to all four questions **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 passage three for Additional Practice.

Test: The test contains a passage and questions similar to those in the Student Practice. There are five points for scoring.

Enrichment Activity: Have students think about something they do every day. Then have them write directions for that action. Make sure the directions are clear enough so someone who is completely unfamiliar with the action would be able to do it.

REFLECT AND CONNECT

THINK about how you should follow directions.

EXPLAIN to your partner what to remember when they are following directions.

WRITE about what to remember when you are following directions.

Directions: Read the following examples of directions. Answer the questions that follow the selection. There are both multiple choice and short answer questions. Record your answers on your own paper.

TEAM MASTERY

To operate the fax machine you must follow this list of instructions. First, place the papers to be faxed face down in the top tray. Next, enter the phone number including 1 and the area code. Finally, hit the start button and your papers will be faxed.

1. What do these directions explain?
2. What is the first thing you must do?
 - A. Turn on the fax machine's power.
 - B. Enter your account number.
 - C. Clean off any dust that might have gotten on the machine.
 - D. Place the papers to be faxed face down in the top tray.
3. When do you enter the fax number?
4. When do you hit the start button?
 - A. Before you place your papers on the fax machine.
 - B. At the end, when all other directions have been followed.
 - C. Before you enter the phone number.
 - D. After you enter the area code.

TEAM CONSENSUS

Find out your pulse rate at rest, and after you have been exercising. Turn your left arm over so the palm is facing up. Press your pointer and middle finger onto your wrist. You should press at about the spot where your thumb meets your wrist. That bump you feel is your pulse. It tells you how fast your heart is pumping your blood. When you can clearly feel the pulse, count the number you can feel in a minute. Then exercise and repeat the pulse count. Compare the two measures. What do you think it means?

5. What do these directions explain?
6. Where do you press your pointer and middle finger?
 - A. You press them on the side of your head.
 - B. You press them on your ankle.
 - C. You press them on your wrist.
 - D. You press them on your arm.

7. What does your pulse tell you?
8. Why do you compare the two measures of your pulse?
- To finish a science project for an "A."
 - To see the difference between my pulse at rest and after exercise.
 - To see how many times the heart beats during a minute.
 - Because the doctor needs to know.

TIME FOR CHECKOUT

Make a banana smoothie. You need twelve ounces of milk, two bananas, and a blender. Ask an adult to help you use the blender. Pour the milk into the blender. Add the bananas to the milk. Place the top back on the blender. Blend the milk and bananas at a low speed. Pour the smoothie into a glass. Enjoy.

9. What do these directions explain?
10. What do you need to make a banana smoothie?
- Bananas, milk, and a blender.
 - Open space on the kitchen counter.
 - Bananas, milk, a blender and an adult.
 - Bananas, milk, honey and a blender.
11. Why do you think you place the top back on the blender?
12. When do you pour the smoothie into a glass?
- After you have blended the bananas and milk.
 - After you have found an adult to help you.
 - After adding the bananas but before you add the milk.
 - Before adding the bananas but after adding the milk.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how you should follow directions.

EXPLAIN to your partner what to remember when they are following directions.

WRITE about what to remember when you are following directions.

Directions: Read the following examples of directions. Answer the questions that follow the selection. There are both multiple choice and short answer questions. Record your answers on your own paper.

It's really pretty easy to make a big splash with a "cannonball." Go up on the diving board and walk to the edge. Take a step back. Now step forward onto the edge of the diving board and push down. The board should spring back, pushing you into the air. Jump away from the diving board and into the water. Before you hit the water, grab your shins and pull your knees to your chest. You will hit the water and make a big splash. Before you do cannonballs, be sure that the water you are jumping into is deep enough. And also, make sure no one is in the pool below you.

1. What do these directions explain?
2. What will happen when you push down on the diving board?
 - A. You will make a big splash.
 - B. Nothing will happen until you jump.
 - C. You will dive into the pool.
 - D. It will spring back, pushing you into the air.
3. What should you do before you hit the water?
4. Why do you think you should be sure that the water is deep enough?
 - A. Deeper water means a bigger splash.
 - B. So that you don't hit the bottom of the pool.
 - C. It is illegal to do cannonballs in water that is not deep.
 - D. It is easier to do cannonballs in deep water.
5. Why should you make sure no one is in the pool below you?

Diagrams

Student Practice: 19 - 21

Outcome: Students will read diagrams. They will demonstrate their understanding by answering questions about the diagrams.

Teacher Introduction: *Display the overhead of the radio for students.*

“Can anyone tell me what this is?” Allow students to respond. Guide them to the understanding that it is a diagram of a radio.

“This is an example of a diagram. Why do we use diagrams?” Allow students to respond. Record their answers on the blackboard.

“We use diagrams for many purposes. Some purposes are to help us see how things work, how they fit together, or if things are next to each other or far apart. Today we are going to practice using diagrams. We will look at a few diagrams and answer some questions about them.”

“Lets practice with this diagram.”

Examples: *Re-direct students’ attention to the diagram. Ask them the following questions about the diagram. Discuss how students got their answers. The correct answers are in italics.*

- What does the antenna do on the radio?
 - A. Raises the volume.
 - B. Lowers the volume.
 - C. *Picks up the radio signals.*
 - D. Tunes in the radio.

- If you turned the volume knob up, what would happen to the level of the sound?
 - A. *It would get louder.*
 - B. It would get softer.
 - C. Nothing would happen.
 - D. You would lose the station.

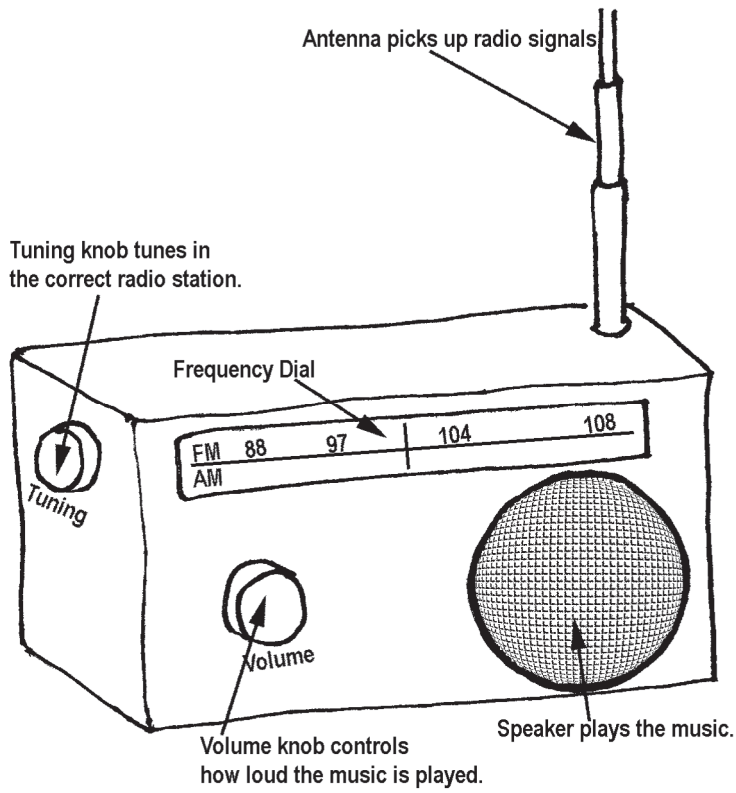
- What does the speaker do?
 - A. It doesn't do anything.
 - B. It changes the station.
 - C. *It plays the music.*
 - D. It is noisy.

- If you wanted to tune in your favorite station, which knob would you use?
You would use the tuning knob.

Student Practice: The student practice contains three diagrams. Each diagram has four questions. The first diagram and its questions are intended as Teacher Guided Practice with Team Consensus. The second diagram and its questions are intended as 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 the third diagram and its questions for Additional Practice.

Test: The test contains one diagram with four questions similar to the Student Practice.

Enrichment Activity: Have students draw a diagram of a familiar area such as their school, the local playground, their neighborhood, or the town square. Allow students to share their diagrams with the class.



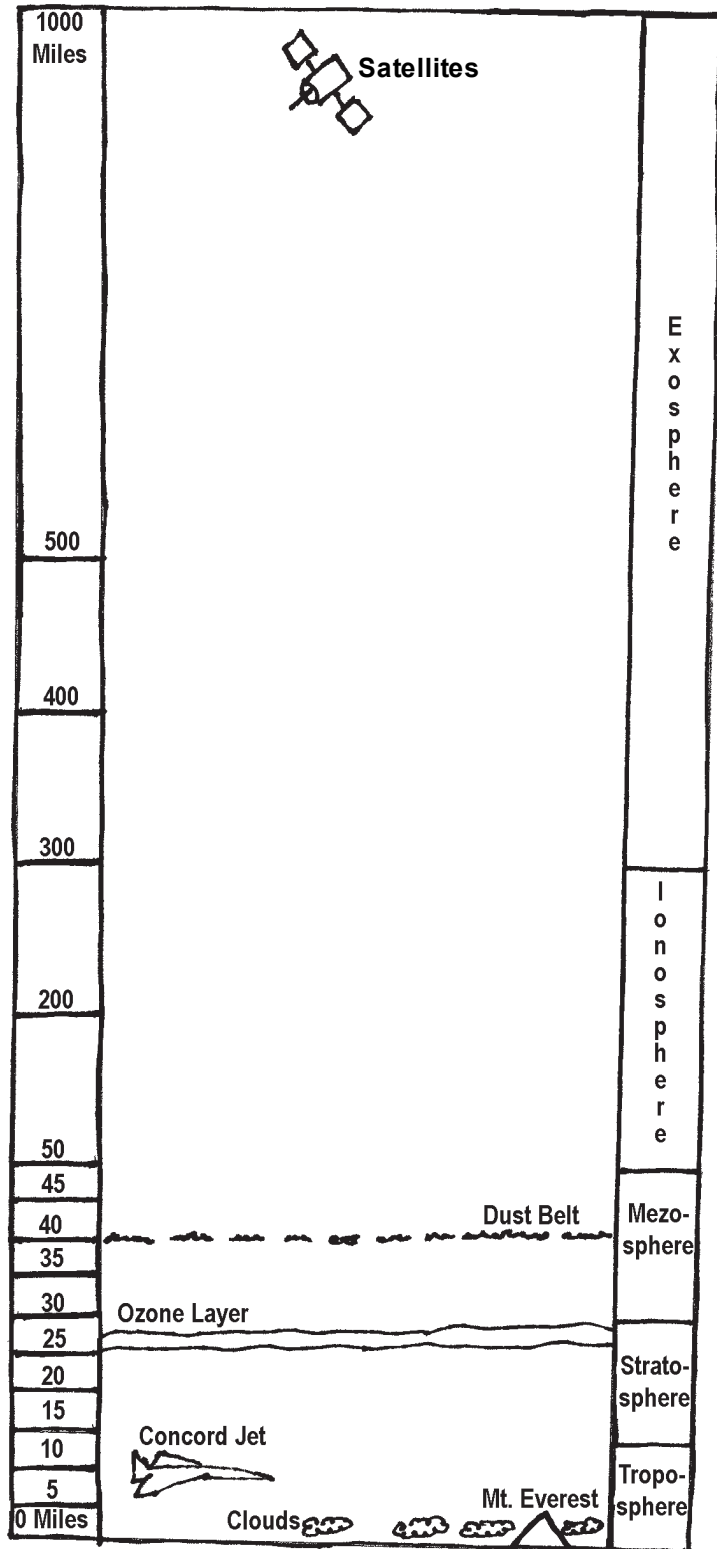
1. What does the antenna do on the radio?
 - A. Raises the volume.
 - B. Lowers the volume.
 - C. Picks up the radio signals.
 - D. Tunes in the radio.

2. If you turned the volume knob up, what would happen to the level of the sound?
 - A. It would get louder.
 - B. It would get softer.
 - C. Nothing would happen.
 - D. You would lose the station.

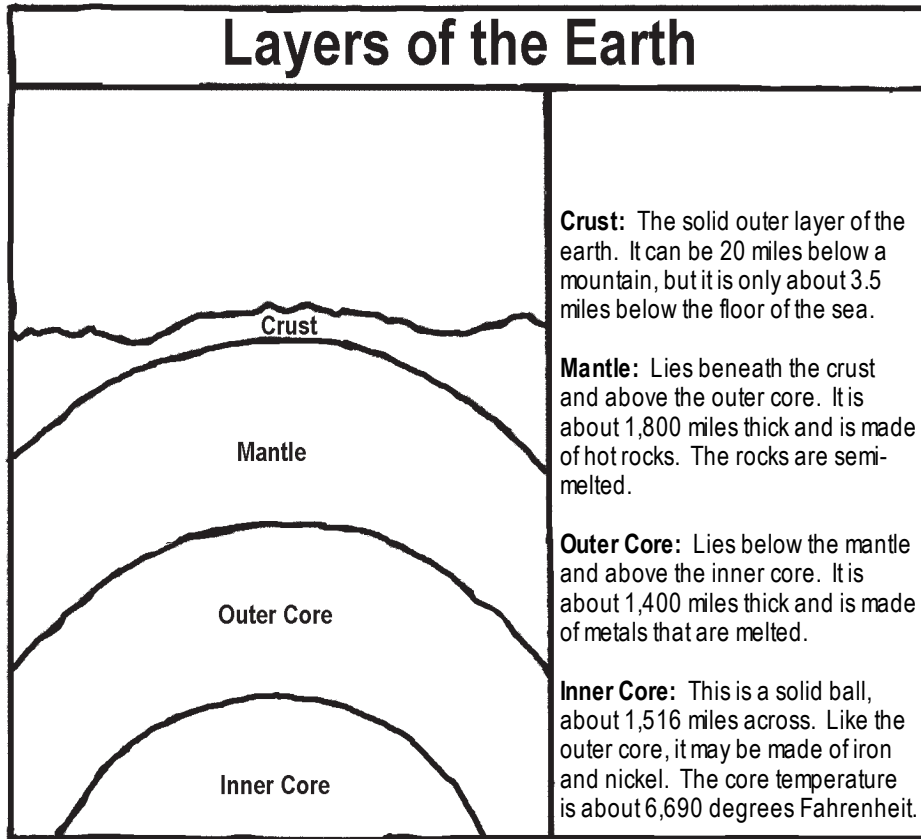
3. What does the speaker do?
 - A. It doesn't do anything.
 - B. It changes the station.
 - C. It plays the music.
 - D. It is noisy.

4. If you wanted to tune in your favorite station, which knob would you use?

LAYERS OF THE ATMOSPHERE



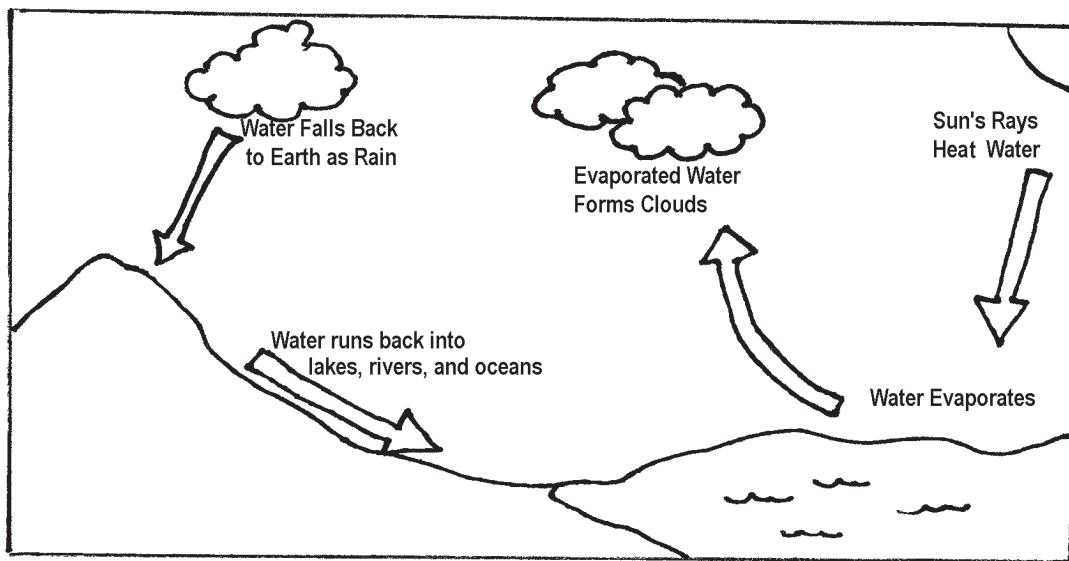
- At what height does the exosphere begin?
 - 25 miles above the earth's surface
 - 50 miles above the earth's surface
 - 40 miles above the earth's surface
 - Can't tell from the diagram.
- In which layer is the dust belt located?
 - 100 and 200 miles up
 - 200 and 500 miles up
 - 1000 miles and up
 - 500 and 1000 miles up
- According to the diagram you can find satellites at about —
 - 100 and 200 miles up
 - 200 and 500 miles up
 - 1000 miles and up
 - 500 and 1000 miles up



1. How many miles below the sea floor is the earth's crust?
 - A. 20
 - B. 2
 - C. 3.5
 - D. 35
2. What makes up the mantle?
 - A. pop rocks
 - B. semi-melted rocks
 - C. iron
 - D. nickel
3. The inner core is made of mainly –
 - A. 20 tiny balls
 - B. iron and nickel
 - C. rocks
 - D. plastic

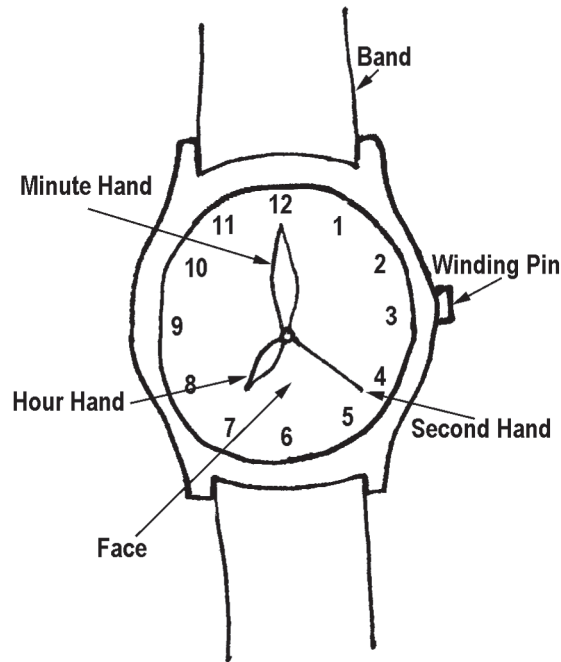
4. How thick is the outer core?
- A. 1,400 miles
 - B. 200 miles
 - C. 3.5 miles
 - D. 35 million miles

RAIN CYCLES



1. What happens after the water evaporates?
 - A. It falls as rain.
 - B. The sun heats the water.
 - C. It rolls down hill.
 - D. It forms clouds.
2. How does the water get back to the earth?
 - A. It rolls down hill.
 - B. It falls as rain.
 - C. The sun heats the water.
 - D. It forms clouds.
3. What causes the water to evaporate?
 - A. The sun heats the water.
 - B. It rolls down hill.
 - C. It forms clouds.
 - D. It falls as rain.
4. How does the water get back to the lake?

THE WATCH FACE



1. Is the minute hand longer or shorter than the hour hand?
2. If the hour hand is pointing at the seven and the minute hand is pointing at the 12, what time is it?
 - A. seven o'clock
 - B. twelve minutes after seven
 - C. twelve thirty-five
 - D. No one can tell time with this watch.
3. What is the part that holds the watch to your arm called?
 - A. the band
 - B. the second hand
 - C. the face
 - D. the winding pin
4. What is the part with the numbers on it called?
 - A. the time of day
 - B. the hour
 - C. the face
 - D. the case

Similes and Metaphors

Student Practice: 22 - 23

Outcome: Students will identify similes and metaphors and distinguish between the two.

Teacher Introduction: *Read each of the following examples aloud to your students.*

- * Darnel is a very smart boy. He always does well in school.
- * Darnel is a star in his class. His teacher says that he is as bright as the noonday sun. He always does well in school.

“Which description did you like better?”

Students will most likely enjoy the second paragraph more.

“What are some of the words that make this better?”

Darnel is a star in his class. He is as bright as the noonday sun.

“As you have noticed, there are ways authors make writing more interesting to read. One way is by using figurative language. Figurative language uses a creative and original idea to describe someone or something. Two important kinds of figurative language are **similes** and **metaphors**. Both similes and metaphors make comparisons between two different objects.”

“A simile compares two different things, using the words ‘like’ or ‘as.’ Can anyone find an example of a simile in our example?”

As bright as the noonday sun.

“A metaphor is like a simile, but it doesn’t use ‘like’ or ‘as.’ Can anyone find an example of a metaphor in our passage?”

Darnel is a star.

“It is important to be able to understand similes and metaphors when we are reading. The best way to understand a simile or a metaphor is to figure out what two items are being compared. Then we have to decide how they are related. Understanding similes and metaphors will help us understand what we are reading better.”

“Let’s look at a few examples of sentences that have some similes and metaphors. First we’ll look at the sentences without the similes and metaphors. Then we’ll look at them with the similes and metaphors.”

Examples: *Display the following examples on board or overhead projector.*

* **Some people say that Mr. Smithers is a mean old man.**

* **Some people say that Mr. Smithers is cold as ice.**

“What is the simile in the second sentence?”

Cold as ice.

“How does this help you understand the sentence?”

This helps us understand that Mr. Smithers is very unfriendly.

“As we said, **metaphors** are like similes, but they are not as explicit. They do not use “like” or “as.” An example of a metaphor is:

* **Max has a very good memory.**

* **Max’s head is a computer. He remembers everything.**

“What is the metaphor in the second sentence?”

Head is a computer.

“How does this help your understanding of the sentence?”

This helps us understand how much Max can remember.

“Now we’re going to practice finding similes and metaphors in a passage. When you read each paragraph, first figure out what the main comparison is. Then list the individual comparisons, telling whether they are metaphors or similes. Remember that metaphors can also be supported or reinforced by non-figurative language.”

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 RC 6C7 contains five exercises on similes and metaphors.

REFLECT AND CONNECT

THINK about why authors use similes and metaphors.

EXPLAIN why authors use similes and metaphors to your partner.

WRITE a few sentences explaining why authors use similes and metaphors.

Directions: Carefully read each selection. On your paper, write the words that make the mind movie better. Write whether it is a simile or a metaphor. Explain why the author used either the metaphor or simile.

TEAM CONSENSUS

1. Marcus wanted to paint his room green. When he showed his mom the color she said, "Why, that's as green as grass. Are you sure you want to paint it that color?"
2. Jasmine looked at the mountain of work ahead of her. She wasn't sure how she was going to get it all done before Tuesday.
3. Michelle had a hard time sleeping last night. She got a new mattress and it felt hard as a rock.
4. My father drives a dinosaur of a car. He says it is a classic Chevy.

TEAM MASTERY

5. "Don't just sit there like a bump on a log. Get up and help me," my brother said. I didn't feel like moving.
6. Billy is a snail about getting his homework done. Sometimes it takes him five hours to do something that should only take an hour.
7. I'm a real chicken when it comes to getting flu shots. I will run from a needle any day.
8. Charlie's mom says he is like a bull in a china shop. He does everything so quickly and roughly that he leaves a big mess behind.

TIME FOR CHECKOUT

9. Regina is so pretty. She has eyes like stars twinkling in the sky. Her smile is always bright and cheerful.
10. Joe's stomach is a bottomless pit. He can eat forever, and he is never full.
11. When Dad tried on his new shirt, he said, "Boy, this fits like a glove."
12. My bedroom is a real icebox at night. Sometimes I have to sleep under three blankets to keep warm.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about why authors use similes and metaphors.

EXPLAIN why authors use similes and metaphors to your partner.

WRITE a few sentences explaining why authors use similes and metaphors.

Directions: Carefully read each selection. On your paper, write the words that make the mind movie better. Write whether it is a simile or a metaphor. Explain why the author used the metaphor or simile.

1. Christian is as stubborn as a mule. Once he makes up his mind, there's no changing it.
2. Grandma is a fountain of kindness. She will help anyone she can whenever she can.
3. The surface of the lake was as smooth as glass. There was no wind and so there were no waves.
4. Mr. Manno's bark is much worse than his bite. He's really a nice man. He just has a loud mouth.
5. After the movie my mother started to cry like a baby. It was a very sad movie.

Suffixes

Student Practice: 24 - 25

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

Teacher Introduction: “Have you ever noticed that some words end 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 end with ‘est’?”

Record students’ responses where they will be visible to all. Now, demonstrate how suffixes change the meaning of words.

- smallest
- smartest
- fastest

“What do these words mean? How are they similar? How does their similarity affect their meaning?”

- Smallest means the most small. Nothing is smaller.
- Smartest means the most smart. No one is smarter.
- Fastest means the most fast. No one or nothing is faster.

“All of these words contain ‘est.’ In these cases, *est* means most.”

“Removing the three letters ‘est’ changes the meaning of these words. What would the words mean without the suffix ‘est’?”

- small It means little but you don’t know how little.
- smart It means intelligent but you don’t know how intelligent.
- fast It means quick but you don’t know how quick.

“Adding the suffix ‘est’ to a word changes the meaning.”

“When we read, we come across these kinds of words 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 suffixes because so many words have them. Knowing what these suffixes mean will help us to understand unfamiliar words that use suffixes.”

NOTE: For our purposes in this lesson it is not imperative to give students long lists of suffixes to memorize. We want to instill the idea that we can figure out what words mean if we know another word that has the suffix. There is a good chance that the meaning might be similar.

“Today we will learn a few more suffixes. Then we will use our knowledge to figure out what different words mean in sentences.”

Examples: *Introduce each of the following suffixes and their meanings as we introduce the suffix “like.”*

- childlike
- homelike
- lifelike

“What do these words mean? How are they similar? How does their similarity affect their meaning?”

- Childlike means to be similar to a child.
- Homelike means to be similar to home.
- Lifelike means something is similar to being alive.

“They all have ‘like’ in their suffix. In these cases, *like* must mean to be similar to.”

“Removing the suffix changes the meaning of the word. They all change from a quality to a thing.”

- A child is a young human being.
- A home is a place where we live with our family.
- A life is the state of being alive.

“Adding the suffix ‘ing’ to these words changes the meaning of the words.”

- singing
- talking
- jumping

“What do these words mean? How are they similar? How does their similarity affect their meaning?”

- Singing is to be in the middle of song.
- Talking is to be in the middle of speaking.
- Jumping is to be in the middle of springing into the air.

“They all have ‘ing’ in their suffix. In these cases, *ing* must mean to be in the middle of doing something.”

“Removing the suffix changes the meaning of the word. They now cannot be used to describe doing something.”

- Sing is something you might do or have done, but you aren’t doing it now.
- Talk is something you could do but are not doing.
- Jump is something you could do but are not doing now.

“Adding the suffix ‘ing’ to these words changes the meaning of the words.”

“Before we do the practice, let’s review the suffixes we have just learned.

- “est” means the most.
- “like” means to be similar to something else.
- “ing” means to be in the middle of doing something.

Student Practice: There are 12 exercises in the Student Practice. 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 four items similar to the examples and Student Practice.

REFLECT AND CONNECT

THINK about how suffixes help you figure out unfamiliar words.

EXPLAIN to your partner how suffixes help you figure out unfamiliar words.

WRITE about how you will use suffixes to help you figure out some unfamiliar words.

Review of Suffixes

- **“est”** means the most.
- **“like”** means to be similar to something else.
- **“ing”** means to be doing something.

Directions: Read the following sentences, paying attention to the boldfaced words. First, write down the suffix found in the boldfaced word and what it means. Second, write the meaning of the boldfaced word in a sentence or two.

TEAM MASTERY

- There is no doubt that Janey is the **strongest** in our gym class.
 1. Write the suffix and what it means.
 2. Write the meaning of the boldfaced word.
- We were all **eating** dinner when the phone rang.
 3. Write the suffix and what it means.
 4. Write the meaning of the boldfaced word.

TEAM CONSENSUS

- Corinna's father spent a winter in Alaska. He said that Alaska was the **coldest** place he had ever lived.
 5. Write the suffix and what it means.
 6. Write the meaning of the boldfaced word.
- Before we knew it, everyone was **running** down the street trying to get away from that mean old dog.
 7. Write the suffix and what it means.
 8. Write the meaning of the boldfaced word.

TIME FOR CHECKOUT

- Today was the first **springlike** day that we have had. I can't wait for summer to finally come.
 9. Write the suffix and what it means.
 10. Write the meaning of the boldfaced word.

- The pool was filled with kids. Everyone was having a great time **splashing** each other.
 11. Write the suffix and what it means.
 12. Write the meaning of the boldfaced word.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how suffixes help you figure out unfamiliar words.

EXPLAIN to your partner how suffixes help you figure out unfamiliar words.

WRITE about how you will use suffixes to help you figure out some unfamiliar words.

Directions: Read the following sentences, paying attention to the boldfaced words. First, write down the suffix found in the boldfaced word and what it means. Second, write the meaning of the boldfaced word in a sentence or two.

- Sol walked down her street. She noticed **paintlike** markings every few feet.
 1. Write the suffix and what it means.
 2. Write the meaning of the boldfaced word.

- Our neighbor Grandma Legore is the **kindest** woman I know.
 3. Write the suffix and what it means.
 4. Write the meaning of the boldfaced word.

Synonyms

Student Practice: 26 - 29

Outcome: Students will identify synonyms based upon context clues in a selection.

Teacher Introduction: *Introduce the concept of synonyms with the following example.*

- The house was completely **abandoned**. No one was inside it at all. It looked like someone had been living there but they weren't there now.

Give students the following four choices:

- full
- closed
- deserted
- open

Ask your students:

*"Which word from our choices means the same thing as abandoned?" **Deserted** means the same thing as abandoned.*

"There are many words which mean the same thing, or nearly the same thing in our language. These words are called synonyms. Today we are going to practice choosing synonyms for boldfaced words in our exercises."

"Some of the words in the exercises will be familiar to you. Finding the synonym will be easy for them. Some of them may be unfamiliar. Does anyone remember how to figure out the meaning of an unfamiliar word?"

Allow students to respond. If necessary, remind them of the list the steps for figuring out the meaning of an unfamiliar word from earlier lessons.

Figuring Out 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

“Once you have decided on a meaning for the word then you should be able to figure out which word in the list is the synonym.”

“Let’s try an example together.”

Examples: *Read the following example aloud as students read it silently.*

- Raymond says that his **ambition** is to become the greatest basketball player in history.

In this passage **ambition** means the same as —

- A. trip
- B. goal
- C. expectation
- D. plan

*Discuss how students knew the meaning of the word. How did they choose “goal” as the synonym?
Introduce the following example to the students.*

- Mrs. Sanders **approved** our plan for the set design for the school play.

In this passage **approved** means the same as —

- A. denied
- B. liked
- C. thought about
- D. accepted

Discuss how students knew the meaning of the word. How did they choose “accepted” as the synonym?

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 similar to the Student Practice on the Test.

REFLECT AND CONNECT

THINK about how to find synonyms.

EXPLAIN to your partner how you would find a synonym.

WRITE a few sentences explaining how to find synonyms.

Figuring Out 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**

Directions: Read the following passages. Pay attention to the boldfaced word. Choose the synonym, or word that means the same, from the list following each passage.

TEAM CONSENSUS

1. My brother Matthew was so hungry that he seemed to **assault** his plate of spaghetti.

In this passage **assault** means the same as—

- A. attack
- B. munch
- C. zero
- D. eat slowly

2. When Sari saw her brother's card trick she looked **bewildered**. "Show me again, Mike," she demanded. "I didn't catch it that time." He showed her again. She said, "That's one good trick! How do you do it? I can't figure it out."

In this passage **bewildered** means the same as—

- A. sure
- B. right
- C. confused
- D. bored

3. Sylvia was **uninterested** in the movie. She thought that it was a pointless movie. She decided to do something else instead.

In this passage **uninterested** means the same as—

- A. interested
- B. excited
- C. bored
- D. enjoying

4. The ants **consumed** the crumbs in a matter of minutes. The crumbs were completely gone.

In this passage **consumed** means the same as —

- A. threw out
- B. ate
- C. drank
- D. slept

TEAM MASTERY

5. The newborn horse looked a little **awkward**. Its body looked a little too big for its legs, and it seemed like it was having trouble standing and walking. It kept tripping over its own hooves.

In this passage **awkward** means the same as —

- A. foolish
- B. slow
- C. silly
- D. clumsy

6. There are **rigid** guidelines about who can and who cannot be an agent for the FBI or CIA.

In this passage **rigid** means the same as —

- A. loose
- B. old
- C. long
- D. strict

7. Snow in the month of May is an **uncommon** sight in Maryland.

In this passage **uncommon** means the same as —

- A. normal
- B. unusual
- C. ugly
- D. everyday

8. Water is **vital** for things to live. Without enough water, most living things would die.

In this passage **vital** means the same as —

- A. essential
- B. average
- C. unnecessary
- D. luxury

TIME FOR CHECKOUT

9. After Marcell and his family moved out, their apartment was **vacant** for a few weeks.

In this passage **vacant** means the same as —

- A. open
- B. empty
- C. closed
- D. guarded

10. When we pulled into the driveway, it **appeared** that nobody was home.

In this passage **appeared** means the same as —

- A. showed
- B. viewed
- C. seemed
- D. opened

11. Ralph's puppy is a **male**. He likes to play outside a lot. He also likes to play inside, but he makes too much of a mess inside.

In this passage **male** means the same as —

- A. woman
- B. ugly
- C. small
- D. boy, man

12. “What a **lovely** day!” exclaimed Judy. It was sunny and warm. The air was crisp and clean. The leaves on the trees had just begun to turn colors. In this passage **lovely** means the same as –

- A. beautiful
- B. ugly
- C. ancient
- D. cute

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to find synonyms.

EXPLAIN to your partner how you would find a synonym.

WRITE a few sentences explaining how to find synonyms.

Directions: Read the following passages. Pay attention to the boldfaced word. Choose the synonym, or word that means the same, from the list following each passage.

1. Rachel didn't just get mad; she was **irate**.

In this passage **irate** means the same as —

- A. furious
- B. happy
- C. tired
- D. excited

2. Sometimes Grandpa talks like he is a hundred years old. The other day he said, "I remember when I met your grandmother. She was a young **maiden** then."

In this passage **maiden** means the same as —

- A. boy
- B. hag
- C. girl
- D. vision

3. "Where are my shoes now?" **bellowed** Regina. She is always loud when she can't find something.

In this passage **bellowed** means the same as —

- A. called
- B. said
- C. yelled
- D. whispered

4. Diem was **anxious** about performing her solo for the school. She had never played by herself for so many people. Her stomach was starting to feel funny.

In this passage **anxious** means the same as —

- A. excited
- B. happy
- C. angry
- D. nervous

5. When the king gave the knight his medal he said, “You have been quite **valiant**. Not many men would have the courage to face a dragon alone.”

In this passage **valiant** means the same as—

- A. weak
- B. brave
- C. quiet
- D. foolish

Integration of Skills

Student Practice: 30 - 33

Outcome: Students will demonstrate the ability to utilize several reading comprehension skills. These skills will include: Character’s Feelings, Main Idea, Fact and Opinion, Similes and Metaphors, Personification, Fantasy and Reality, and Synonyms.

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.

Examples: *Read the following example aloud. Have students follow along on their own copy. Work with them to answer the questions following the passage.*

* Matthew slipped on the wet grass. Suddenly he was sliding straight down the hill. He reached out and tried to grab a root. It slipped right through his hands. The wet grass laughed at him as he glided along. The next thing Matthew knew, he was not in Virginia.

Everything around him looked different. He wondered how he would get home in time for dinner. His mother sure would be angry. He began to worry. Suddenly the tree he had hit started talking to him. “What on earth are you doing here?” the tree asked. “Good,” Matthew thought, “at least I’m still on Earth.”

The correct answer is in italics.

- A. How did the author personify the grass?
The author wrote that the grass laughed at Matthew.
- B. Is this story fantasy or reality? Explain your answer.
This is a fantasy. Things like this can’t happen in real life.
- C. How did Matthew feel when he realized he wasn’t in Virginia?
- a. *worried*
 - b. silly
 - c. foolish
 - d. smart

- D. How was the tree personified in the passage?
- a. The tree could think.
 - b. *The tree could talk.*
 - c. The tree could walk.
 - d. The tree was Matthew's father.

Student Practice: The Student Practice contains three 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.

* Matthew slipped on the wet grass. Suddenly he was sliding straight down the hill. He reached out and tried to grab a root. It slipped right through his hands. The wet grass laughed at him as he glided along. The next thing Matthew knew, he was not in Virginia.

Everything around him looked different. He wondered how he would get home in time for dinner. His mother sure would be angry. He began to worry. Suddenly the tree he had hit started talking to him. "What on earth are you doing here?" the tree asked. "Good," Matthew thought, "at least I'm still on Earth."

- A. How did the author personify the grass?
- B. Is this story fantasy or reality? Explain your answer.
- C. How did Matthew feel when he realized he wasn't in Virginia?
 - a. worried
 - b. silly
 - c. foolish
 - d. smart
- D. How was the tree personified in the passage?
 - a. The tree could think.
 - b. The tree could talk.
 - c. The tree could walk.
 - d. The tree was Matthew's father.

Directions: Read the following selections. Answer the questions for each passage.

TEAM CONSENSUS

1. Rachel and her grandmother went to the ice cream parlor. Rachel got a vanilla cone and her grandmother got a fudge sundae. The two sat down. "I remember when I was young," her grandmother began, "we used to go to the ice cream parlor every Saturday. Your grandfather and I would get cones and watch the ducks in the pond out back. We always had a fun time. That was even before your mother was born." Rachel smiled as she listened to the story.

"One time your grandfather was feeding the ducks the rest of his cone. He crumbled it up in his hand and tried to get them to eat out of his palm. Those

birds would have none of that. They just walked up and looked at him. They were afraid of getting too close. They were like children who didn't trust a stranger." Rachel could tell that her grandmother enjoyed telling the story. Grandma was smiling.

- A. Where is this story taking place?
- a. in an ice cream parlor
 - b. by a pond
 - c. in the park
 - d. at Grandma's house
- B. How does Rachel feel about her grandmother's story?
- C. What does the simile, "like children who didn't trust a stranger," tell you about how the ducks felt about Rachel's grandfather?
- a. The ducks were friendly.
 - b. The ducks were angry.
 - c. The ducks might have been afraid.
 - d. The ducks weren't hungry.
- D. How did telling the story make Grandma feel?
- a. Grandma was sad.
 - b. Grandma was happy.
 - c. Grandma was annoyed.
 - d. Grandma was tired.

TEAM MASTERY

2. Gus had never been on a boat before. He didn't know what to expect. As he climbed on board he noticed that it felt a little wobbly. Gus wasn't sure if he would like the ride or not. He knew there was no turning back once they were out on the bay.

Before he knew it, Mr. Charlie had pulled the boat out of the slip and they were headed for the bay. Gus tried to relax. The sun felt good. The wind started to pick up as they got out of the harbor. The boat raced through the waves. Gus smiled as the spray of the waves kissed his cheek. It felt cool on the warm day.

- A. Where does this story take place?
- a. in Asia
 - b. on a boat
 - c. in the desert
 - d. Seattle, Washington
- B. How did Gus feel about getting on the boat?
- a. He was happy.
 - b. He was hungry.
 - c. He was worried.
 - d. He was not interested in the boat.
- C. How does the author personify the waves in the passage?
- a. The author says they slapped Gus.
 - b. The waves spoke to Gus.
 - c. The spray of the waves kissed Gus's cheek.
 - d. The waves are not personified.
- D. How had Gus's feelings changed by the end of the passage.
- a. Gus was happy to be out sailing.
 - b. Gus hated sailing.
 - c. Gus wanted to go home.
 - d. Gus was tired of sailing.

TIME FOR CHECKOUT

3. John was in the outfield. The sun sank low on the horizon. It looked like a person peering over a wall. John tried to watch the ball carefully. Until the lights came on it would be hard to see. Sally pitched the ball. Crack! Ray had hit the ball.

John knew it was coming toward him, but he couldn't see the ball. It was too dark. As he heard the ball scream by his ear he knew that Ray would get to the base. John wished they would turn the lights on earlier in the park. He thought that it shouldn't matter whether it was a scheduled game or not. He knew he would have caught the ball if he had seen it. "Those people who run the park are so foolish," he began.

- A. How did John feel after he missed catching Ray's hit?
- a. John was happy.
 - b. John was sad.
 - c. John was angry.
 - d. John thought it wasn't fair.
- B. What simile does the author use to help us picture the sun setting?
- C. How is the ball personified in the passage?
- a. The ball talks to John.
 - b. The ball screams past John's ear.
 - c. The ball wears a baseball cap.
 - d. The ball has an argument with the bat.
- D. Where does this story take place?
- a. at a school
 - b. at a stadium
 - c. in a small town
 - d. in a park

TIME FOR CHECKOUT

Directions: Read the following selections. Answer the questions for each passage.

1. It was the first time this year that it had snowed. They didn't have school because of it. Jerry was glad to have an extra day off of school. Mom said that it would be a hard winter this year. She said, "I can't ever remember it snowing this early. Not before Thanksgiving." Jerry watched as the snowflakes drifted to the ground. They fell softly like feathers to the ground. Jerry decided to go outside.

It was cold. The wind bit at his cheeks. Still, Jerry walked over to Doug's house. Doug came running up the street. "Jerry! Jerry!" Doug was yelling, "You gotta come see this. The snowman is alive." Jerry thought Doug was kidding until he rounded the corner. Sure enough, there was a snowman dancing in the street.

- A. How did Jerry feel about having an extra day off?
- a. He didn't like it.
 - b. Jerry was happy.
 - c. Jerry wished he was at school.
 - d. Jerry was tired of being home.
- B. What time of year was it?
- a. early spring
 - b. late spring
 - c. late fall
 - d. summer
- C. How does the simile, "fell softly like feathers," help you understand the story?
- D. Is the second paragraph fantasy or realistic fiction?
- E. How does the author personify the wind?
- a. The wind whispered secrets.
 - b. The wind tapped on Jerry's window.
 - c. The wind bit Jerry's cheeks.
 - d. The wind is not personified.

RC 6C1

Student Practice Answers

1. b
2. Marta's mother was a little angry but she wasn't too mad. She sighed and she asked Marta where she had it last.
3. d
4. André was excited when he got home. He could hardly wait to show his mother his test.
5. c
6. Willie was unhappy about the rain.
7. b
8. Tina liked Ryan, but she sometimes wished he wasn't there. She felt like nobody had paid attention to her since Ryan was born.
9. d
10. Marcus felt bad. He probably thought Joe didn't want him there. You can tell because Marcus didn't talk to Joe.
11. b
12. Alan was relieved, excited, and happy. He had done a good job and he was smiling a lot. During the whole ride home he talked about how fun it was.

Student Test Answers

1. b
2. Sudha's family was proud of her. They were happy for her.
3. Sudha was sad to say good-bye to her teacher.
4. d
5. Sudha was sad. She was probably scared also.

RC 6C2

Answers are included in the Student Practice.

RC 6C3

Student Practice Answers

1. We have venetian blinds on the windows of our house./We used to have curtains until about a month ago.

2. b. Sauerkraut tastes great on hot dogs.
d. How bad can pickled cabbage be?
3. If you ask most people, they would probably say they are afraid of wolves./So, what we do is picture ourselves as the deer.
4. a. We'd set up camp and then go hiking on the trails that we found.
d. We also played frisbee.
5. I went sledding with my brother Carl./We stayed out for a couple of hours.
6. a. Wood smoke is the best winter smell of all.
d. I think she was a lot like me when she was little.

Student Test Answers

1. It was a pretty good place to work./He should give me a chance./By next summer I should be able to drive the tractor.
2. a. Classical music has been around a long time.
b. Some of the pieces that are played today were being played back in the 1500s.

RC 6C4

Student Practice Answers

1. Realistic Fiction. The events are real. They could happen in real life.
2. Fantasy. People can't turn invisible.
3. Fantasy. People don't turn into werewolves.
4. Realistic Fiction. The events could happen in real life.
5. Realistic Fiction. The events in this story could happen.
6. Fantasy. People can't fly on their own.
7. Fantasy. People can't stretch their arms like this. They aren't made of plastic.
8. Realistic Fiction. The events could happen in real life.
9. Fantasy. People can't be turned into pumpkins.
10. Realistic Fiction. The events could happen in real life.
11. Realistic Fiction. The events could happen in real life.
12. Fantasy. People can't be brought back to life after they die.

Student Test Answers

1. Fantasy. People can't take vacations on other planets.
2. Fantasy. People aren't amphibians.
3. Realistic Fiction. The events could happen in real life.

4. Realistic Fiction. People can believe that monsters exist. The events could happen in real life.
5. Fantasy. Pigs don't walk on their hind legs. They also don't talk to each other.

RC 6C5

Student Practice Answers

1. These directions explain how to use a fax machine.
2. D. Place the papers to be faxed face down in the top tray.
3. After you place the papers to be faxed face down in the top tray.
4. B. At the end, when all other directions have been followed.
5. The directions explain how to find out your pulse rate at rest and after you have been exercising.
6. C. You press them on your wrist.
7. It tells you how fast your heart is pumping your blood.
8. B. To see the difference between my pulse at rest and after exercise.
9. The directions explain how to make a banana smoothie.
10. C. Bananas, milk, a blender, and an adult.
11. If you don't, then the milk and bananas will shoot out making a mess.
12. A. After you have blended the bananas and milk.

Student Test Answers

1. These directions explain how to make a big splash doing a cannonball.
2. D. It will spring back, pushing you into the air.
3. Grab your shins and pull your knees to your chest.
4. B. So that you don't hit the bottom of the pool.
5. You should make sure there is no one in the pool below you because otherwise you might land on someone and hurt them.

RC 6C6

Student Practice Answers

- | | Layers of the Earth | Rain Cycles |
|---|------------------------------|---|
| Layers of the Atmosphere
1. About 300 miles up.
2. A
3. The Mezosphere
4. C | 1. C
2. B
3. B
4. A | 1. D
2. B
3. A
4. It rolls downhill. |

Student Test Answers

The Watch Face

1. The minute hand is longer than the hour hand.
2. A
3. A
4. C

RC 6C7

Student Practice Answers

1. *As green as grass* is a simile. It helps us understand which shade of green Marcus wanted to paint his room.
2. *Mountain of work* is a metaphor. It helps us understand how much work Jasmine has to do.
3. *Hard as a rock* is a simile. It helps us understand that Michelle's new mattress is very hard.
4. *Dinosaur of a car* is a metaphor. It helps us understand how old the car is.
5. *Like a bump on a log* is a simile. It helps us understand that the narrator is not moving.
6. *Billy is a snail* is a metaphor. It helps us understand how slow Billy is about doing his homework.
7. *I'm a real chicken* is a metaphor. It helps us understand how much the narrator doesn't like getting shots.
8. *Like a bull in a china shop* is a simile. It helps us understand how rough Charlie can be.
9. *Eyes like stars twinkling in the sky* is a simile. It helps us picture Regina's eyes.
10. *Joe's stomach is a bottomless pit* is a metaphor. It helps us to understand how much Joe can eat.
11. *Fits like a glove* is a simile. It helps us to understand how well it fits.
12. *Bedroom is a real icebox* is a metaphor. It helps us understand how cold it is in the room at night.

Student Test Answers

1. *Stubborn as a mule* is a simile. It helps us to understand how stubborn Christian is.
2. *Fountain of kindness* is a metaphor. It helps us to understand that Grandma is very kind.

3. *Smooth as glass* is a simile. It helps us understand how smooth the surface of the lake looked.
4. *His bark is much worse than his bite* is a metaphor. It helps us understand that Mr. Manno just makes a lot of noise, but isn't really that mean.
5. *Cry like a baby* is a simile. It helps us to understand how the narrator's mother cried.

RC 6C8

Student Practice Answers

1. "est" means the most.
2. Janey has the most strength of the whole gym class.
3. "ing" means to be in the middle of doing something.
4. They were in the middle of having dinner.
5. "est" means the most.
6. Coldest means that Corinna's father felt the most cold in Alaska.
7. "ing" means to be in the middle of doing something.
8. Running means that everyone was in the middle of a run.
9. "like" means to be similar to something else.
10. In this sentence a springlike day is a day that seems like a spring day.
11. "ing" means to be in the middle of doing something.
12. In this sentence the kids are in the middle of throwing water at each other.

Student Test Answers

1. "like" means to be similar to something else.
2. In this sentence there are marks on the street that are similar to paint marks.
3. "est" means the most.
4. In this sentence Grandma Legore is the most kind of all the women this person knows.

RC 6C9

Student Practice Answers

- | | | | | | |
|----|---|----|---|-----|---|
| 1. | A | 5. | D | 9. | B |
| 2. | C | 6. | D | 10. | C |
| 3. | C | 7. | B | 11. | D |
| 4. | B | 8. | A | 12. | A |

Student Test Answers

1. A
2. C
3. C
4. D
5. B

RC 6C10

Student Practice Answers

1. A. a
B. Rachel likes the story. She smiles as she listens to her grandmother.
C. c
D. b
2. A. b
B. c
C. c
D. a
3. A. c
B. It is compared to a person peering over a wall as it sets on the horizon.
C. b
D. d

Student Test Answers

1. A. b
B. c
C. This helps us picture the snowflakes falling to the ground.
D. The second paragraph is fantasy. Snowmen can't come to life.
E. c

Fix-It

Student Practice: 39 - 40

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. A paragraph describes something, or tells a story. Each paragraph has one main thought or main idea. 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 that 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 better sentence to take its place, one which fits the main idea of the paragraph.”

“Let’s try an example together:”

Display the following paragraph for students.

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

* Last winter was pretty rough. We had enough snow and ice to last us ten years. In March we thought that the long winter was about to end. We were wrong. In the second week of March, a snowstorm hit our town. Snow looks pretty as it falls. Once again, we got buried under three feet of snow.

“This paragraph is talking about a rough winter. One sentence seems out of place:”

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

Snow looks pretty as it falls.

“This sentence does not talk about a rough winter, 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 appropriate sentences for 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, substitute the sentence below, or a suitable sentence from a student, for the sentence that does not fit.

“One fitting sentence might be:”

We couldn’t believe that winter wasn’t over.

“If we replace the sentence that doesn’t fit with this one, all of the sentences in the paragraph will work together to talk about the main idea, a snowy winter.”

Student Practice: The student practice contains eight 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 take short paragraphs from reading books, copy them down, and add one sentence that is out of place. Then allow students to exchange these paragraphs with classmates, and play the “Fix-It” game.

Directions: Read each paragraph carefully. Decide what the main idea is. Find the sentence that does not fit this main idea. Write that sentence on your paper. Then write a new sentence that fits the main idea.

TEAM CONSENSUS

1. My grandfather makes wine. It is a tradition in my family. His father taught him how to do it. He also rides his bike a lot. My grandfather is teaching my father how to make wine, too. Grandfather told me that anyone can make wine. He said it just takes patience and hard work. I hope that some day I will make great wine, too.
2. Javier woke up and looked out his window. He saw pigeons sunning themselves on the roof next door. The sun was shining and he couldn't wait to get to the park. The park was built in 1979. Javier jumped out of bed and dressed quickly. He went downstairs and ate breakfast. Javier said goodbye to his mother and went to the park.

TEAM MASTERY

3. June wanted to type her research paper. She just got new curtains for her room. June went to the library early Saturday morning. Luckily, no one was using the computers. June asked the librarian for help. Then she was able to use the computer to type her paper. When she finished typing, she read it over, and printed it out. June saved a copy on a disk in case she wanted to make any changes.
4. Cora has been painting since she was five. She won a scholarship to take professional art lessons last year. At the studio, she gets to use the best brushes and paints to make her art. Recently, Cora won an art contest at school. Everyone says that she is a great artist. She can also climb trees better than anyone in the neighborhood.
5. I know Spring is finally here because the grass is getting greener. The flowers are starting to bloom also. The air smells better than it has in a while. I like the way it smells in the Fall, too. The best part about Spring is that I can get outside more. It is warmer and it doesn't get dark as quickly as it does in the winter.

TIME FOR CHECKOUT

6. Shannon writes her own stories. She carries around a little notepad for her ideas. Her brother Paul uses one for his homework. Whenever she thinks of an idea for a story, she writes it down on the notepad. When she has some quiet time, she read her notes. She uses her notes to write a story.
7. We studied Africa in school today. Next week we will study South America. I looked up Africa in the encyclopedia when I got home. I read all about the continent. Then I looked up the countries in Africa and read about them, too. I spent my whole evening reading about the countries of Africa. I didn't realize there was so much to learn.
8. Rabbits make good pets. Snakes make good pets, too. Rabbits are soft and friendly. I like to take my rabbit out of its cage and let it hop around my room. It took a while for my mom to let me have a rabbit. I had to prove that I would be responsible by always doing my housework on time. Now I make sure that Mom knows I am still responsible. I make sure that I feed my rabbit at the right times and keep its cage clean.

TIME FOR CHECKOUT

Comprehension Casino

Student Practice: 41 - 46

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 will prevent students from prematurely reading the stories to be presented.

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

"In Comprehension Casino, each team will be given a story paragraph. The paragraph will be broken into sections. You will read a section and stop. Then you will decide what you think is the main idea of the paragraph. For a main idea to be correct, it must fit the **entire** story. Then you will read the next section. After that section, you will either stay with your first decision about the main idea, or change your decision based on new information. You will do this until you finish 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 example 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.

Note: 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 let's look at the main idea score sheet."

Read the four possible choices for the main idea.

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

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 part is visible.

Read the second part with the class.

*"Look again at the four choices on the main idea score sheet. 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 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. Now we 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? Why was it hard to get the right answer?”

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 tries. 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. Included is an overhead of the directions. Stress the importance of using the mask correctly so that players do not see too much of the story.

Display directions as an overhead. 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

Dad gave me a boost up to the first branch. I climbed from there. I went higher and higher in the tree.

END OF PART ONE

I only stopped when the branches got too thin to climb. From way up in the tree I could see the road that Mom drove every day.

END OF PART TWO

Everything else was ready. We just had to wait. Dad watched me from below. Everyone was excited and smiling. Finally, I saw her van.

END OF PART THREE

“She’s coming!” I said. I climbed down as fast as I could. We all went inside and hid. My mom walked in and we all yelled, “Surprise!” We had a great birthday party for her.

END OF PART FOUR

answer: b

Example

- a. The narrator is climbing up the tree to pick apples.
- b. The narrator is watching for his mother so they can surprise her for her birthday.
- c. The narrator’s family is about to have Thanksgiving dinner.
- d. The narrator loves to climb trees.

Score Sheet

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

Story 1

Stan had spent most of the morning in the library. It was lunchtime and he could hear his stomach growling.

END OF PART ONE

Stan walked home. When he came in the door, he smelled soup. He was just in time for lunch.

END OF PART TWO

After lunch, he sat down at the dining room table. He spread out all of his books. He got out a new notepad and began to work.

END OF PART THREE

He spent most of the afternoon reading and taking notes. Soon, he would be able to write his research paper.

END OF PART FOUR

Answer: b

Story 1

- a. Sam is studying for a tough math test.
- b. Sam is working on a research paper.
- c. Sam is reading about great inventors.
- d. Sam is reading about important inventions.

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 three 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.

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 three 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

Comprehension Casino Stories

These are the stories that you use for the Comprehension Casino Game. Cover up the stories and follow the directions to play the game.

Story 1

Stan had spent most of the morning in the library. It was lunchtime and he could hear his stomach growling.

END OF PART ONE

Stan walked home. When he came in the door, he smelled soup. He was just in time for lunch.

END OF PART TWO

After lunch, he sat down at the dining room table. He spread out all of his books. He got out a new notepad and began to work.

END OF PART THREE

He spent most of the afternoon reading and taking notes. Soon, he would be able to write his research paper.

END OF PART FOUR

Answer: b

Story 2

Minh woke up to the knocking on her door. "It's time to get up," her mother said. Minh looked out the window. It was still dark outside.

END OF PART ONE

She rolled out of bed with a groan. "Why do we have to leave so early?" she thought. She walked down to the kitchen.

END OF PART TWO

Her mom and dad were downstairs already. They were eating breakfast. Minh sat down and then her little sister walked into the kitchen.

END OF PART THREE

"Hurry up and eat," Minh's father said. "Everyone's going to the beach today. I don't want to get stuck in traffic."

END OF PART FOUR

Answer: b

Story 3

Chapel felt incredibly tired. She didn't know if she could take one more step. She realized she had made a big mistake in the beginning.

END OF PART ONE

She shouldn't have started out so fast. It was hard not to go fast. She was too excited. She'd have to remember for the next time.

END OF PART TWO

Chapel wanted to give up right now. She wanted to sit down and rest. Her tongue felt dry.

END OF PART THREE

The race was almost over. She had come this far and she couldn't quit now. It was her first running race and she had learned a lot.

END OF PART FOUR

Answer: c

Story 4

Allen pulled himself out of his bed. He needed to brush his teeth and wash his face. He didn't want to get up but he knew that he should.

END OF PART ONE

He walked down to the bathroom and flipped on the light. He brushed his teeth and washed his face.

END OF PART TWO

Then he walked back down to his bedroom. He put the book he was reading on the table next to the bed.

END OF PART THREE

Allen crawled into bed and turned off the light. He pulled the covers up under his chin and fell asleep immediately.

END OF PART FOUR

Answer: d

Story 5

Chanda started knocking on the door. "I hope someone's home," she said. No one answered. She walked around the house and looked in the windows.

END OF PART ONE

She didn't see anyone. She came back to the front door and knocked some more. Still, no one answered. Finally, she went around back and sat down on the porch.

END OF PART TWO

"No one will be home for a while," she thought. She pulled out a book and read for a while. Chanda was surprised when the back door finally opened.

END OF PART THREE

"What are you doing out here?" her mother asked. "I forgot my key," said Chanda. "I was locked out."

END OF PART FOUR

Answer: a

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

Example for Students

- a. The narrator is climbing up the tree to pick apples.
- b. The narrator is watching for his mother so they can surprise her for her birthday.
- c. The narrator's family is about to have Thanksgiving dinner.
- d. The narrator loves to climb trees.

Story 1

- a. Stan is studying for a tough math test.
- b. Stan is working on a research paper.
- c. Stan is reading about great inventors.
- d. Stan is reading about important inventions.

Story 2

- a. Minh has to get up really early to get to school.
- b. Minh and her family got up early so they could drive to the beach without getting stuck in traffic.
- c. Minh has to get up really early to do her chores before school.
- d. Minh has to get up really early to make breakfast for her family.

Story 3

- a. Chapel is hiking on a long trail and feeling very tired.
- b. Chapel is riding on a long bike trip.
- c. Chapel is running in her first race.
- d. Chapel is chasing her friend through the woods.

Story 4

- a. Allen got up and brushed his teeth and washed his face before school.
- b. Allen washed up and brushed his teeth before reading the rest of his book.
- c. Allen read the rest of his book before he washed up and brushed his teeth.
- d. Allen got up and brushed his teeth and washed his face before going to bed.

Story 5

- a. Chanda forgot her key and got locked out of her house.
- b. Chanda went over to her friend's house, but no one was home.
- c. Chanda's friend wasn't home so she decided to read a book and wait for her.
- d. Chanda likes to read out on the back porch.

Main Idea and Supporting Details

Student Practice: 47 - 48

Outcome: Students will identify the stated or paraphrased main idea of a selection.

Teacher Introduction: *Ask your students to discuss what they already know about main ideas. Have them discuss the following questions within their teams.*

- What is the main idea of a passage?
- What are supporting details of a passage?
- How can you tell the difference between a main idea and a supporting detail?

Allow students a few minutes to discuss these questions and then have them share their responses with the class.

Next pass around a few greeting cards with different themes. Have students identify the themes of each card; for example, you may have birthday cards, get well cards, and thank you cards. Ask students how they knew what each card was for. Have them specify details about each card that support the main theme.

“We have just identified the main ideas and supporting details of these cards. Everything we read has a main idea. A main idea is the subject of a passage. It is what the passage is about.”

“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 a sentence 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 ideas that support the main idea.”

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

“Let’s read a paragraph and figure out its main idea.”

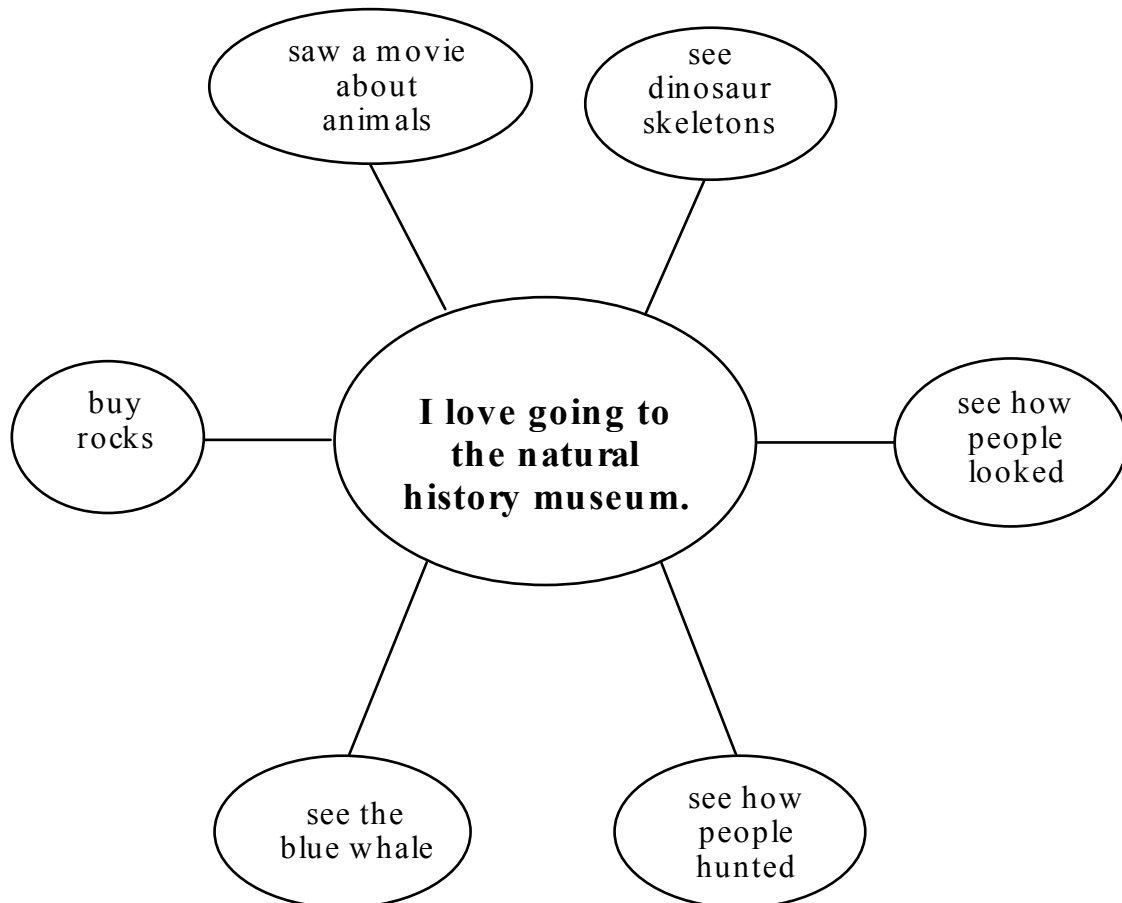
Examples: Display the following passage for students to read silently as you read aloud:

I love going to the natural history museum with my mom. I like to look at the dinosaur skeletons. The big blue whale skeleton which hangs from the ceiling is great. It is huge! I also like to see exhibits showing how people looked many years ago. You can see how people used to hunt and what clothes they used to wear. I saw a movie on how animals have changed over the years the last time we went to the museum. I also bought some really neat rocks at the gift shop.

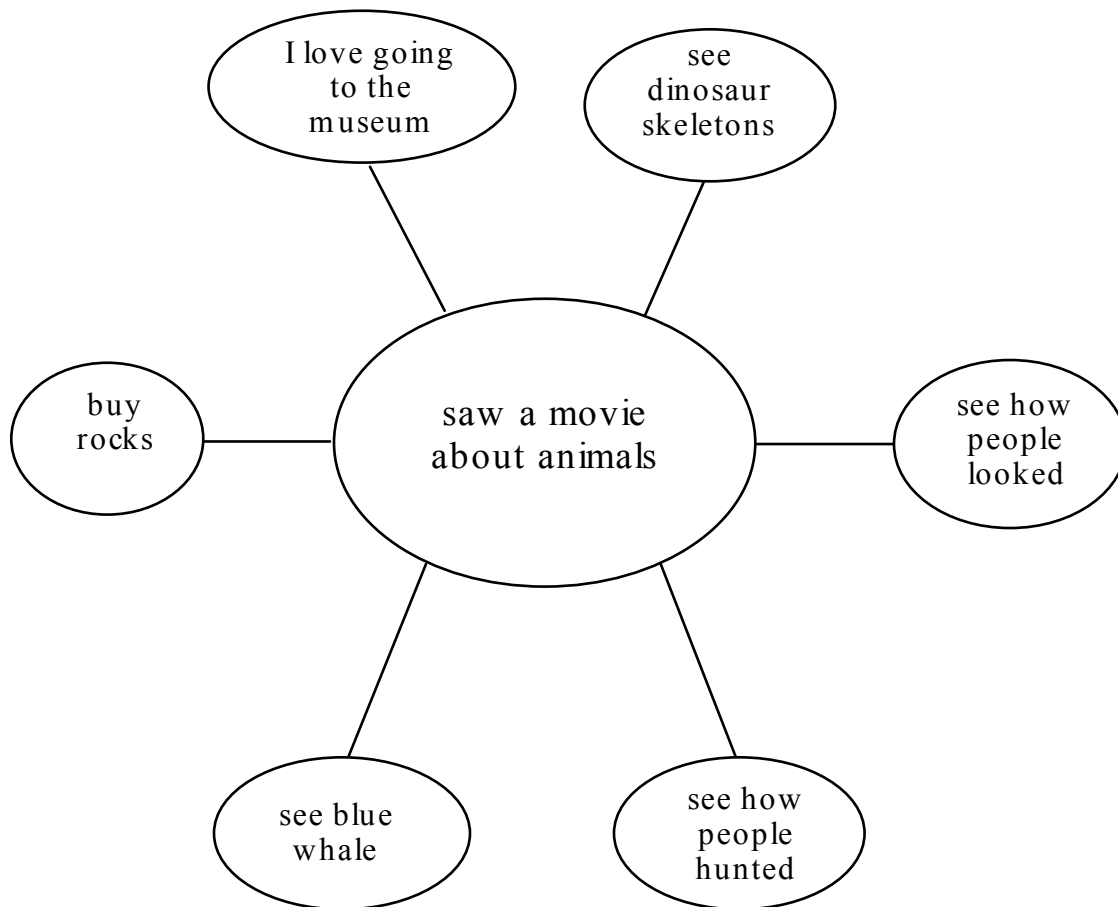
Ask yourself these questions:

- What is the paragraph about?
- What are the details in the passage that support the main idea?

Use the following graphic organizer to work through the example with students.



Next, have students look at a graphic organizer in which a supporting detail is being used as a main idea. Work through this example using the main idea guidelines from the early explanation. Guide students to discover the unsuitability of using a supporting detail as a main idea.



“Let’s do another example.”

A blank main idea web is included in your overheads. You may want to use it for the following examples. You may also want to duplicate it and provide it for students to use.

- Many different animals migrate every year. This means that they move from one part of the world to another. Most animals move from cold areas to warm areas. Some animals do this because it is easier to find food in warm areas during the winter. Some animals migrate to lay their eggs in safe places. Most animals go back home when summer comes.

What is the main idea of this paragraph? Why?

The correct answer is in italics. Display all the answers for student reference. If students have difficulty identifying the main idea of the paragraph, construct a Main Idea Web with them on the board.

- Most animals move from cold areas to warm areas.
- Some animals migrate because it is easier to find food in warm areas during the winter.
- *Many different animals migrate every year.*
- Some migrate to lay their eggs in safe places.

“The main idea of this paragraph is that many different kinds of animals migrate every year. Every idea supports the idea that many animals migrate every year.”

“Let’s try another example.”

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

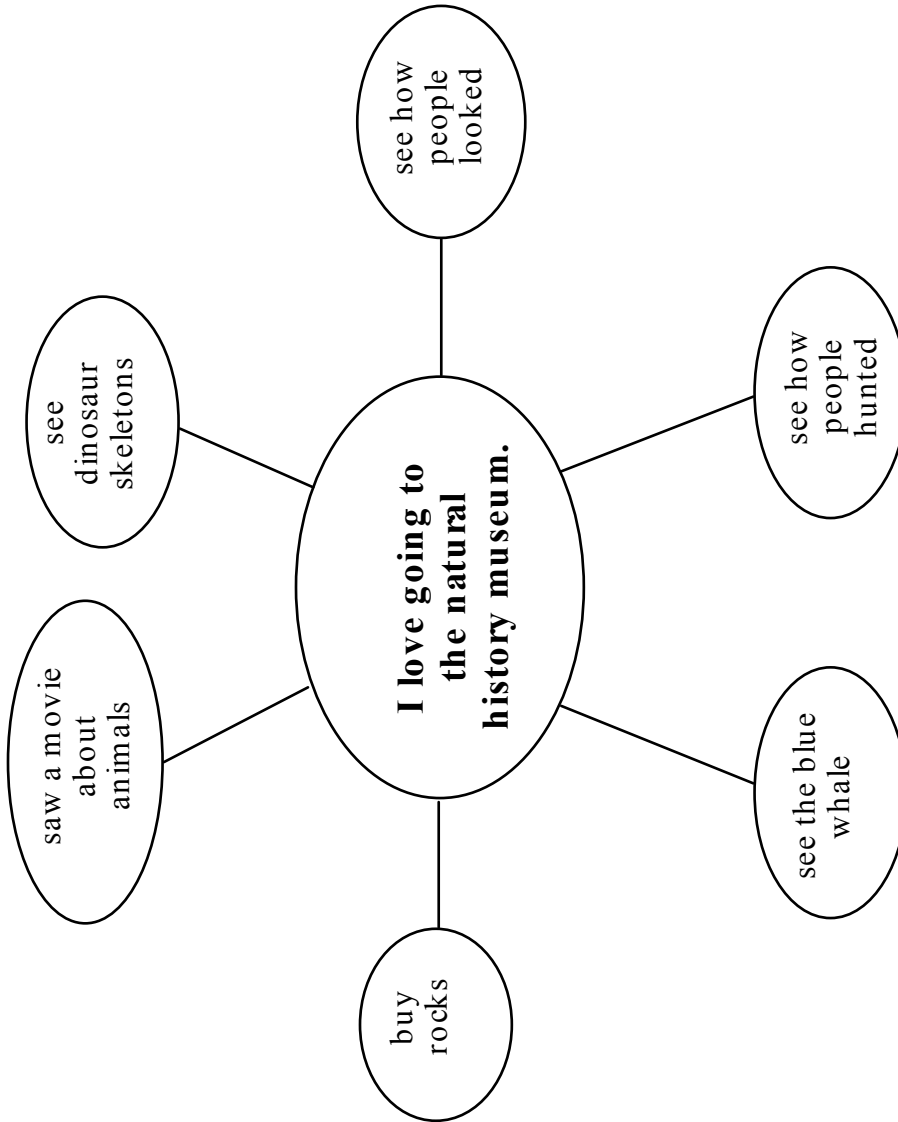
- My pen pal Bjorn tells me about where he lives in his letters. Bjorn lives in Greenland. Bjorn’s family lives near the ocean. His father is a fisherman. Bjorn told me that his town is very beautiful and very cold. He also told that his town is very small. Not many people live in Greenland even though it is very large.
- Bjorn told me that his town is very beautiful and very cold.
- *My pen pal Bjorn tells me about where he lives in his letters.*
- Not many people live in Greenland even though it is very large.
- Bjorn’s family lives near the ocean. His father is a fisherman.

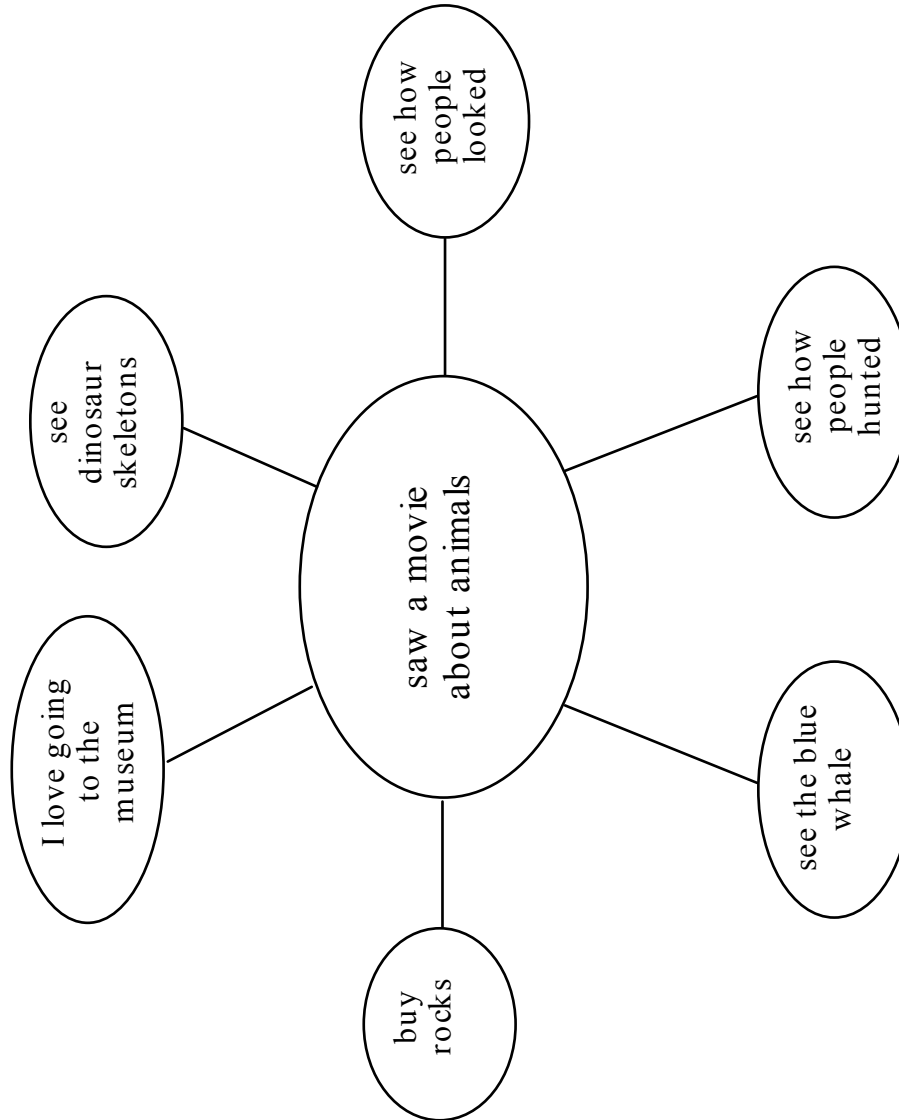
“The main idea of this paragraph is that Bjorn writes about where he lives in his letters. Every idea in this paragraph supports this one idea.”

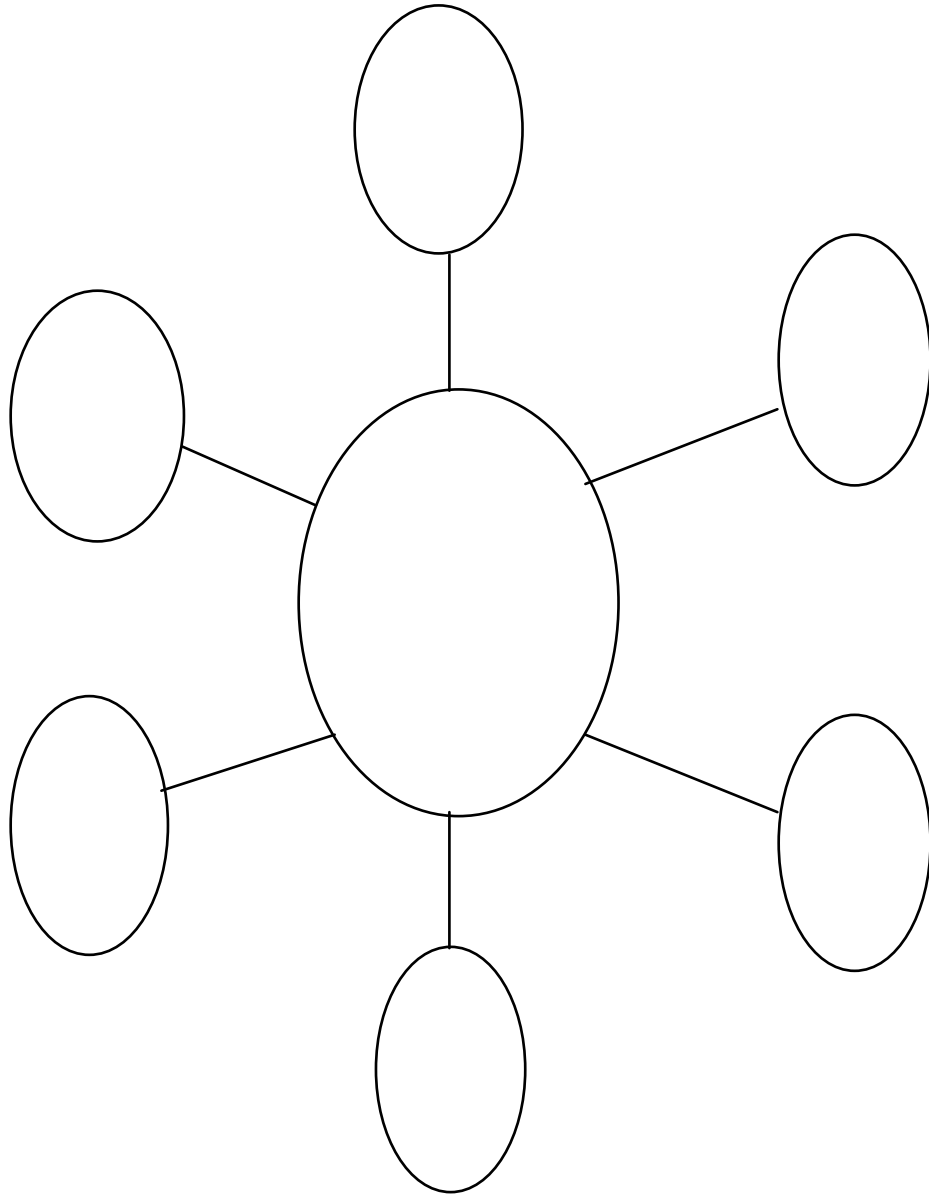
Student Practice: The Student Practice contains three items. Item 1 is intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Item 2 is for Team Mastery. Have students write their answers to all 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 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 item 3 for Additional Practice.

Test: The test contains one item similar to the student practice.

Enrichment Activity: Have students create main idea cards. Have them write their own passages on one side of an index card. On the other side of the card, have them write the main idea of the card. Then have them exchange with their partners and other teams to identify the main idea of each passage.







Identifying the Main Idea

- ◆ What is the paragraph about?
- ◆ What details in the paragraph support the main idea?

REFLECT AND CONNECT

THINK about how to find the main idea.

EXPLAIN how to find the main idea to your partner.

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

Directions: Carefully read the following paragraphs. Write the Main Idea and three supporting details on your paper.

TEAM MASTERY

1. My parents and I pulled the weeds out of our garden last Saturday. My mom got the tools from the shed. My dad got the hose and turned on the water. We had to make sure that the dirt was wet. We pulled the weeds out of the wet ground. We put down some new soil after we were done pulling out the weeds. This will help the other plants and flowers grow.

TEAM CONSENSUS

2. My grandfather told me that his old record player is not like my CD player at all. He showed me his old record player. He had to turn a crank on the side to make the record spin. Then he put a needle on the record to make the music play. He also put a big horn on the end of the arm which had the needle on it. The horn made the sound coming from the needle much louder. We listened to some old records. They sounded scratchy but I really liked them.

TIME FOR CHECKOUT

3. It is hard moving to a new town. I was very nervous when my family moved last year. I missed my old friends. I had to leave them all behind. I also had to go to a new school. I was not sure if I could make new friends there. I made many new friends after only a few weeks. I am not lonely anymore though.

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: Carefully read the following paragraph. Write the Main Idea and three supporting details on your paper.

- My brother Juni always finds interesting rocks in the stream near our house. He has found a whole pile of different kinds of rocks. Some are blue and flaky. They are so thin I can see light through them. Others are white and very hard. He found one rock that looked like gold. He showed it to me and told me he was rich! He told me later that this rock is called 'Fool's Gold.' I was really fooled.

Prediction

Student Practice: 49 - 50

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: “Have you ever felt like you knew what was going to happen next in a story? Sometimes when we read, we know, or THINK we know, what will happen next. When we talk about, or write about what we think will happen, we are making predictions.”

“We make predictions, using what we know about the characters and the events of what we have read so far. We also use what we have learned in our own lives to predict what might happen next.”

“Making predictions will help us to better understand what we are reading. As we read about new facts and events, we add them to what we already know. Then we make more predictions about what will happen next.”

“As we are reading, we might say to ourselves, ‘Ah-ha! I knew that was going to happen.’ Or we might say, ‘Wow! That’s different from what I thought was going to happen.’ Either way is okay. The story might not turn out the way you thought it would. You will still understand the story better by making predictions. Predictions make you think more about a story.”

“Making predictions can be fun, too. Making predictions is like being a detective. You try to figure out what will happen next. Making predictions can be like solving a mystery.”

Examples:

“I’m going to read the title of a paragraph. Think about the title. What do you think the paragraph will be about?”

Read the title.

“Now we are going to work with an example. Read silently to yourself as I read aloud. When we have finished reading, we will make a prediction about the story together.”

Read the following paragraph aloud to the class. Students have a copy of the paragraph in their practice section. Have them read along.

“Deana’s Report”

Deana sat quietly in her seat. She did not want the teacher to call on her. She knew she would have to give her book report sooner or later. Deana hoped it would be later. She was afraid to talk in front of the whole class. Almost everyone had given their book reports. Deana stared at her desk.

“We need to answer a couple of questions to make a good prediction. Let’s think about what we have read as we answer these questions.”

“What has happened so far? With your partner, figure out what has happened in the paragraph.”

Give teams a couple of minutes to discuss the events of the paragraph. Then, elicit a summary of the events of the paragraph containing all pertinent details.

“Now let’s answer another question. How is what happened in the story different from what you expected to happen? Or, is the story what you expected? Answer this question with your partner.”

Give teams a couple of minutes to discuss the similarities and differences. Then have them share their answers.

“Now we know what happened. We also know what we thought would happen. Next, talk with your partner about what you think will happen next. This is your prediction. You must support your answer with a reason. This reason tells why you think it is true. Write out your answer on your paper.”

Give students a couple of minutes to make and record their predictions and supporting reasons. Then have them share their answers. Remember, a prediction is valid if it is supported.

“Now, let’s continue this example. Try to form a mind movie as you read so that you can see what is happening. Partner-read the paragraph and then we will talk about the paragraph together.”

Then it happened. “Deana, will you give us your book report?” her teacher said. Deana could not move. “Deana, are you okay?” her teacher asked. “I’m okay,” Deana said. She walked slowly up to the front of the class. She took a deep breath. She tried to relax. Then she spoke up loud and clear.

She told her class about the book she had read. She told her class why she liked it and why they should read it too. When she was finished her teacher told her what a great job she did. Deana sat down in her seat again. She felt happy.

“Did your prediction match what happened in the paragraph? How was the your prediction different from what happened? How was it the same as what happened?”

Give teams a couple of minutes to compare what happened in the paragraph with their prediction. Then have them share what they have found.”

“Now we know what happened. We also know what we thought would happen. Next, talk with your partner about what you think will happen next. You must support your answer with a reason. This reason tells why you think it is true. This is your prediction. Write out your answer on your paper.”

Give students a couple of minutes to make and record their predictions and supporting reasons. The example section ends here, so have students share their predictions and reasons. Re-emphasize that to be valid, a prediction must be supported.

Student Practice: The Student Practice contains one long passage broken into sections. The first paragraph 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 have a supported prediction. The second paragraph is for Team Mastery. Have students write their predictions **before** discussing them within the team. The Checkout gives students an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. Then have students go on to the final section.

Test: There is no test for this lesson.

Note that there is no answer sheet for the Student Practice, since answers will vary. Checkout for the Student Practice will be in the form of partner discussion.

Enrichment Activity: Have students identify things about which they can make predictions in their daily lives. Encourage students to make predictions about events such as elections and sporting events. Be sure students support their predictions.

Making a Prediction

1. What has happened so far?
2. How is that different from what you expected?
3. How is it the same as what you expected?
4. Make a prediction about what will happen next.
5. Support your prediction with evidence.

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?

Example:**“Deana’s Report”**

Deana sat quietly in her seat. She did not want the teacher to call on her. She knew she would have to give her book report sooner or later. Deana hoped it would be later. She was afraid to talk in front of the whole class. Almost everyone had given their book reports. Deana stared at her desk.

**Stop Reading
Make a Prediction**

Then it happened. “Deana, will you give us your book report?” her teacher said. Deana could not move. “Deana, are you okay?” her teacher asked. “I’m okay,” Deana said. She walked slowly up to the front of the class. She took a deep breath. She tried to relax. Then she spoke up loud and clear. She told her class about the book she had read. She told her class why she liked it and why they should read it too. When she was finished her teacher told her what a great job she did. Deana sat down in her seat again. She felt happy.

Directions: Read each of the following paragraphs. They are all parts of one story. Follow the five steps and make a prediction about each item. Write your answers in complete sentences on your own paper. Remember to support your answers.

TEAM CONSENSUS**“Harold Goes to the Library”**

Harold decided that he wanted to go to the library. He asked his mother if they could go that afternoon. They left the house after breakfast. Harold was so excited that he could not help but walk fast. His mother had to ask him to slow down more than once. They got to the library, and Harold went right to the check-out desk. The librarian asked Harold, “Can I help you?”

**Stop Reading
Make a Prediction**

1. What has happened so far?
2. How is that different from what you expected?
3. How is it the same as what you expected?
4. Make a prediction about what will happen next.
5. Support your prediction with evidence.

TEAM MASTERY

Harold said, “Yes. I want to get a library card.” The librarian said, “Of course. Just fill out this form and I will give your own card.” The librarian asked Harold to write down his address, phone number, and his full name. He wrote down his name, his street address, and his phone number. But then he stopped. He didn’t know his zip code!

Stop Reading
Make a Prediction

1. What has happened so far?
2. How is that different from what you expected?
3. How is it the same as what you expected?
4. Make a prediction about what will happen next.
5. Support your prediction with evidence.

TIME FOR CHECKOUT

Harold started to get upset. He really wanted to check out a book on his own. Just then his mother walked up. She whispered the zip code in his ear. Harold wrote down the numbers as fast as he could. He handed the form to the librarian. A few minutes later he had his first library card. He turned and walked right to the books on the shelves. He already knew which book he would take out first!

Stop Reading
Check Your Prediction

1. What has happened so far?
2. How is that different from what you expected?
3. How is it the same as what you expected?

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?

Characterization

Student Practice: 51 - 53

Outcome: Students will read a passage and identify traits of a character.

Teacher Introduction: “An important part of every story we read is understanding what the characters are like. An author lets us know what the characters are like through the character's words, thoughts and actions. This is called Characterization. Characterization helps us to figure out a character's nature, or what a character is like.”

Read the following example to students.

“Anita saw a man stand up from a park bench. She saw something fall from his back pocket. The man started walking away. Anita walked over to see what he had dropped. It was his wallet. Anita grabbed the wallet and ran after the man. ‘Mister, you dropped this,’ she said.”

“Think about what happened in this short story. From what you have read, what do you think about Anita? What kind of a person do you think she is? Explain your answer.”

(Accept supported answers.) Anita is an honest person. Otherwise she might have taken the man’s wallet and kept his money.

“So, in this example Anita is Characterized as an honest person. Let’s look at another example.”

“Anita saw a man stand up from a park bench. She saw something fall from his back pocket. The man started walking away. Anita looked back at the book she was reading. She was just getting to the good part. She didn’t feel like chasing after the man.”

“Think about what happened in this story. It is similar to the other paragraph but Anita is not the same. What do you think about this Anita? What kind of person do you think she is? Explain your answer.”

(Accept supported answers.) Anita is a lazy person. She could not be bothered to help the man who dropped something.

“Let's look at some words that authors use for characterization.”

Work through the following list. Have the students tell what kind of person each word describes. What might a “impatient” person do? Would they want a “impatient” person as a friend.

impatient	kind
shy	nervous
helpful	jealous
boastful	dishonest

Student Practice: The Student Practice contains six passages. Questions 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. Questions 5-8 are for Team Mastery. Have students write their answers to all four questions **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 questions 9-12 for Additional Practice.

Test: There are two passages on the test similar to the Student Practice.

Enrichment Activity: Have the students create character webs to present their own character traits. They should include at least one fact to support each trait. Students could even make character traits for partners or friends.

REFLECT AND CONNECT

THINK about how to understand a character's nature.

EXPLAIN to your partner how to understand a character's nature.

WRITE a few sentences explaining how to understand a character's nature.

Directions: Read the following paragraphs. Answer the questions that follow the paragraphs on your own paper.

TEAM MASTERY

Bart squirmed in his seat. He couldn't wait for the school bell to ring. When the bell rang he could go home. There was just one more minute to go. To Bart, that one minute seemed like an hour. Finally, the bell rang. Bart shot out of his seat. He ran to his bicycle. Five minutes later, after a very quick ride, he was at home. He ran into the house and threw his books on the table. Then, he hurried into the kitchen where his mom was baking oatmeal raisin cookies.

1. What word describes Bart?
 - a. lazy
 - b. nervous
 - c. impatient
2. Explain your answer.

Sam loves his horses. He takes good care of them. Sam's horses eat the sweetest grass and sleep on the softest hay in the county. He brushes their coats every day. He also talks to them like they are his friends. Sam will never sell his horses. Sam even keeps his old horses. They rest in the field when they cannot help on the farm anymore.

3. What word describes Sam?
 - a. glad
 - b. mean
 - c. kind
4. Explain your answer.

TEAM CONSENSUS

Shawna wanted to hide or take her bike to the park. She would rather do anything than help her sister get ready for the party. It wasn't that Shawna minded helping her sister. It was just that Shawna didn't want to be at Gwen's party.

Whenever Shawna was with a group of people, she would suddenly not be able to talk. Her hands would get sweaty and she felt very uncomfortable. She

wasn't like this around people she already knew. It just happened around people she didn't know yet. She didn't know many of her sister's friends.

5. What word describes Shawna?
 - a. shy
 - b. unfriendly
 - c. bold

6. Explain your answer.

Jorge jumped when he heard the telephone ring. He was alone in the house. He always felt strange when he was alone. He wondered if something bad might happen.

"I guess I had better answer that," he thought. Jorge walked into the kitchen. He was about to pick up the phone when it stopped ringing. Jorge sat down at the kitchen table. He tapped his fingers on the table. The wind was blowing a tree branch against the window pane. It made a creepy scratching sound on the glass. Jorge wished someone else would come home.

7. What word describes Jorge?
 - a. kind
 - b. boastful
 - c. nervous

8. Explain your answer.

TIME FOR CHECKOUT

Jarrold always did his chores around the house. His parents didn't have to keep telling him what to do. Jarrold didn't mind doing work. When he was done with a job, he would find his parents and ask if they needed him to do something else. He figured that if he got his work done quickly, then he could play much quicker.

9. What word describes Jarrold?
 - a. helpful
 - b. lazy
 - c. impatient

10. Explain your answer.

Jenny Parker was never satisfied. As soon as she saw someone else doing something, she wanted to do it too. This applied to everything. She always wanted other girls' clothes, other people's bikes, pets and toys. She even got mad at her little sister because she got better grades than Jenny. One day, at lunch, she saw that Maria had an odd looking red vegetable. She had never seen one like it. When Maria was not looking Jenny grabbed it and bit into it.

"Yowwwwwwwww!" she yelled as she spit it out. She ran to get some water. Everyone laughed. Jenny had bitten into a spicy red pepper.

11. What word describes Jenny?

- a. mean
- b. jealous
- c. unhappy

12. Explain your answer.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how to understand a character's nature.

EXPLAIN to your partner how to understand a character's nature.

WRITE a few sentences explaining how to understand a character's nature.

Directions: Read the following paragraphs. Answer the questions that follow the paragraphs on your own paper.

Jamie told Rachel that he could run faster than she could. He said he could probably run faster going backward. He said that he could even win if he ran on one leg. The two children decided to have a race. They started at the lamppost and ran to the end of the block. Rachel reached the end of the block before Jamie. He said that she had not really won because he had let her start before he had. Rachel couldn't believe it. She said they should run the race again. This time, Rachel made sure they started at the same time. She beat Jamie again.

1. What word describes Jamie?
 - a. shy
 - b. friendly
 - c. boastful

2. Explain your answer.

Dave always thought it was more interesting to tell a tall tale than tell the truth. He always made up outrageous and unbelievable stories about things that happened to him. For example, once he told us that he was chased by a pack of wolves on the way to the store. We knew he was lying because wolves don't live anywhere near us.

He would also lie about simple things. Dave made up stories about why he hadn't finished his homework and why he hadn't done his chores. He told these stories so often that he didn't even realize he was doing it.

3. What kind of a person do you think Dave is?
 - a. dishonest
 - b. pleasant
 - c. nervous

4. Explain your answer.

Problem and Solution

Student Practice: 54 - 55

Outcome: Students will identify the problem in a selection, predict a solution and support that prediction.

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

- “OK, class,” said Mrs. Matson. “Pass in your homework assignments.” Jamel opened his book to take out his homework. He suddenly felt cold in his stomach. The assignment was not there. Then he remembered where it was. He could picture it on the table in the kitchen. Jamel had asked his mom to look at it during breakfast. She had checked it but then he forgot to put it back in his book. Jamel couldn’t believe it. He always turned in his homework on time. He didn’t know what to do. He didn’t know what Mrs. Matson would say.

Ask students the following questions. Guide them to appropriate responses.

- “What is Jamel’s problem in this paragraph?” *Jamel has forgotten his homework assignment at home.*
- “Predict two ways Jamel might solve his problem?” *Jamel might hope that Mrs. Matson doesn’t notice that his assignment is missing. Or, Jamel might tell Mrs. Matson that he forgot his assignment and ask if he can bring it in tomorrow.*
- “Support one of your predictions.” *Jamel will probably tell Mrs. Matson that he forgot his assignment. He has always brought his assignments in on time so she probably won’t be that mad.*

“Problems, like the one we just worked on happen all the time in stories. A problem in a story is a situation or event that causes trouble for the characters. Jamel’s problem was that he forgot his homework assignment at home.”

“Problems can take many different forms in literature. For example, you might read about someone who is thirsty and looking for water. Problems might 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?
- Are there two or more things that 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 character knows what the problem is, he or she must find a solution to the problem. A solution is a way to solve the problem. Today we are going to practice predicting solutions to problems. It is important to make predictions when we are reading because they help us to understand what we are reading better. We can make predictions after the problem has been established and before it has been 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 acceptable as long as you can support your prediction.”

“Let’s look at another example of a problem and try to predict some solutions.”

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

- Benita and Muhammad are neighbors. Yesterday, they were walking home from school. They turned the corner onto their block. “Look at that,” Muhammad said. He pointed to a trash can that had been knocked over. “Who keeps doing that?” Benita asked. “I don’t know,” Muhammad said. “But I sure am sick of trash all over our street.” “Me too,” said Benita. “Once people see a dirty street, then they don’t care about dropping more trash.”

“What is the problem in this paragraph? Use the list of questions to help you figure out the problem.” *Work through the questions with students. Someone keeps knocking trash cans over on Benita and Muhammad’s street. They are sick of the trash.*

“Now let’s predict two probable solutions to the problem. Use the list of questions to help you figure out the predictions.” *Work through the questions with students. Benita and Muhammad will clean up the trash this time. Benita and Muhammad will get people from the neighborhood to help them clean up the street.*

“Finally, support one of your predictions.” *I think Benita and Muhammad will get other people in the neighborhood to help them clean up the street. If they don’t get other neighbors involved in the clean up, then the other neighbors won’t care about keeping the street as clean.*

Student Practice: The Student Practice contains three items. Questions 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. Questions 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 questions 9-12 for Additional Practice.

Test: The Test contains one item similar to the Student Practice.

Enrichment Activity: Have students read newspaper or magazine articles, which present problems. Have them 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?
- Are there two or more things that 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?
-

3. Support a Prediction

- Give reasons why you think the problem will be solved as you predicted.

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 the following selections. Identify the problem. Predict two solutions. Support one of your predictions.

TEAM CONSENSUS

There was a loud crack when Eddie hit the ball. A few seconds later, Eddie heard glass breaking. All the other kids ran. Eddie ran too, but not far. He hid behind a tree and watched the house where the window broke. A few seconds later, the back door of the house flew open. A woman came out yelling. She looked around, but didn't see anyone. Then she looked at the broken window. "Who did this!" she yelled again. Eddie didn't say a word. He heard her say she didn't know how she would pay for a new window.

1. What is the Problem?
2. Predict a Solution.
3. Predict a Solution.
4. Support one Prediction.

TEAM MASTERY

Mom's birthday is coming up. It is about a month from now. I have no idea what I'm going to give her for her birthday. Well, I know what I'd like to give her. I want to get Mom this scarf I saw in a store downtown. I think she would like it, too. I just don't have enough money.

5. What is the Problem?
6. Predict a Solution.
7. Predict a Solution.
8. Support one Prediction.

TIME FOR CHECKOUT

Carol loved two things. She loved to play soccer and read books. She played on a soccer team at school. She had a bookshelf filled with books in her room. She would often read books instead of doing her homework. One day Carol came home and saw that her report card had come in the mail. Her mom was upset when she read the report card. Carol's grades had gone down. Her mom told her that she would not be able to play soccer any more if she didn't start getting better grades.

9. What is the Problem?
10. Predict a Solution.
11. Predict a Solution.
12. Support one Prediction.

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 the following selections. Identify the problem. Predict two solutions. Support one of your predictions.

James felt afraid. The school day was over. Most of the kids had gone home. He didn't want to leave, though. He knew Allen would be waiting outside when he came out. Allen would demand the money that he did not have. James had spent the money. He was too hungry to skip lunch. Also he was sick of Allen taking his money after school. Now he wished he had the money back. He didn't know how he would get out of school without Allen seeing him.

1. What is the Problem?
2. Predict a Solution.
3. Predict a Solution.
4. Support one Prediction.

Following Written Directions

Student Practice: 56 - 58

Outcome: Students will demonstrate ability to understand written directions by answering content and sequence questions.

Teacher Note: *The introductory example presents the directions for making biscuits. For best results in this exercise, reproduce the numbered steps on large strips of paper.*

Teacher Introduction: *Display the following so that it is visible to all students:*

Making Biscuits

1. Bake in the oven until biscuits are brown.
2. Get out the biscuit mix.
3. Lightly grease the cooking sheet.
4. Put balls of biscuit mix onto the cooking sheet.
5. Combine the biscuit mix and water.
6. Find a cooking sheet and a mixing bowl.

“Do you think you would be able to make biscuits by following these directions? Explain your answer.” No. The directions are out of order. I can’t bake the biscuits before I combine the ingredients.

Put the directions into the correct order (6,2,3,4,5,1). Remove the final step.

“Imagine making biscuits by following these directions. Could you do it? Explain your answer.” I wouldn’t be able to make biscuits following these directions, because the step where you actually bake the biscuits is missing.

Put the directions back in order (6,2,3,4,5,1).

“Would you be able to make biscuits by following these directions? Explain your answer.”

Yes I would. These directions are all in the correct order and all the steps are in place.

“So for directions to work, they must be written in the correct order and they must not skip steps. Thinking about what we have just learned, what do we need to do to use directions well?” We need to read the directions in order without skipping steps.

“Let’s do a practice example of following directions.”

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

- Planting a flower bed will take some work, but if you work hard it can be beautiful. First, figure out where you will plant the flowers. You need to know whether your flowers will need a lot of sun or shade. Next, you should dig up the soil. Take out any rocks and weeds that you find. Break up the soil well. Now you should water the ground. If you can, add some fertilizer to the soil. Mix the fertilizer in well. Now make a row of small holes and plant your seeds. Cover the seeds with soil and put a stick in the ground near each of your seeds. Keep the ground moist and wait for your flowers to grow.

“What do these directions explain?” The directions explain how to start a flower garden.

“Why do you need to know where to plant your flowers?” You need to know whether your flowers will need a lot of sun or shade.

“What do you do after you dig up the soil?” After you break up the soil, you must take out any rocks and weeds that you find.

“When do you put a stick in the ground near each of your seeds?” After you have covered the seeds with soil.

Student Practice: The Student Practice contains three passages with four questions for each passage. The first passage is intended as Teacher Guided Practice with Team Consensus. Have students discuss the passage and questions together as a team before answering. The team members should all agree. The second passage is for Team Mastery. Have students write their answers to all four questions **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 passage three for Additional Practice.

Test: The test contains a passage and questions similar to those in the Student Practice. There are five points for scoring.

Enrichment Activity: Have students think about something they do every day. Then have them write directions for that action. Make sure the directions are clear enough so that someone who is completely unfamiliar with the action would be able to do it.

REFLECT AND CONNECT

THINK about how you should follow directions.

EXPLAIN to your partner what to remember when they are following directions.

WRITE about what to remember when you are following directions.

Directions: Read the following examples of directions. Answer the questions that follow the selection. You will answer both multiple choice and short answer questions. Record your answers on your own paper.

TEAM MASTERY

It is important to be careful when you choose where you set up your tent. You will not sleep comfortably if you choose poorly. First, choose a spot that is on high ground. That way, if it rains, the water will not collect in a puddle under your tent. Next, choose a spot that has some shelter. An overhanging tree will help keep some of the rain off if you are caught in a storm. Finally, choose a spot for your tent that isn't on bumpy ground. Otherwise you will have a lumpy place to put your sleeping bag.

1. What do these directions explain?
2. What should you do first?
 - A. Choose a spot that is in a sunny place.
 - B. Choose a spot that has some shelter.
 - C. Choose a spot for your tent that isn't on bumpy ground.
 - D. Choose a spot that is on high ground.
3. Why should you choose a spot that has some shelter?
4. What is the last thing you should do before you set up your tent?
 - A. Choose a spot that isn't on bumpy ground.
 - B. Choose a spot that is under a tree.
 - C. Choose a spot that is near a river.
 - D. Choose a spot that is close to a main road.

TEAM CONSENSUS

Our front porch needs to be repainted. Here's what we need to do. First, we will scrape the wood. This will take off all the old paint that is peeling. Next, we will wash the whole porch. New paint will stick better to a clean surface than to a dirty one. Then we will paint the whole porch. After we have finished painting, we'll put up signs saying "wet paint." Otherwise someone will probably walk or sit on our wet paint. After the first coat is dry, we will put on a second coat. After the second coat is dry we will be finished.

5. What do these directions explain?
6. What do you do second?
 - A. Make "wet paint" signs.
 - B. Paint the porch.
 - C. Wash the porch.
 - D. Scrape the porch.

7. Why will we wash the porch?
8. When will we put up “wet paint” signs?
 - A. After we clean the porch.
 - B. Before we scrape the porch.
 - C. After we paint the whole porch.
 - D. Before we sit on the porch.

TIME FOR CHECKOUT

You will have two hours to complete this test. Complete the sections in order. The first part is twenty multiple choice questions. Choose the best answer and write it on your paper. In the second part, you will complete fifteen short answer questions. Complete your answers with one or two sentences. In the last section, you will choose two of four essay questions. These answers will need to be at least three paragraphs each.

9. What do these directions explain?
10. When do you do the multiple choice part?
 - A. The multiple choice part comes last.
 - B. The multiple choice part comes first.
 - C. The multiple choice part comes second.
 - D. The multiple choice part comes third.
11. How will you answer the second part of the test?
12. What do you have to do to complete the last part of the test?
 - A. Complete fifteen multiple choice answers.
 - B. Write answers to four essay questions.
 - C. Finish a second multiple choice section.
 - D. Write answers to two of four essay questions.

TIME FOR CHECKOUT

REFLECT AND CONNECT

THINK about how you should follow directions.

EXPLAIN to your partner what to remember when they are following directions.

WRITE about what to remember when you are following directions.

Directions: Read the following examples of directions. Answer the questions that follow the selection. There are both multiple choice and short answer questions. Record your answers on your own paper.

Spring is here and it's time for us to clean up the alley. First, we need supplies. We will need brooms, shovels, trash bags, and work gloves. We will also need volunteers. After we have all of the supplies, we can get to work. We'll start at the north end of the alley and work our way down. First, we'll pick up the big stuff and put it in the bags. Next, we'll sweep up what we can. Finally, we'll use shovels for trash that needs to be scraped up. After we're all done, we'll take the bags and put them out for the trash pick-up on Monday.

1. What do these directions explain?
2. What will they do first?
 - A. Sweep the whole alley.
 - B. Pick up all the trash.
 - C. Gather up all the supplies they need.
 - D. Use their shovels to scrape up trash.
3. Where will they start the cleaning?
4. What will they do second when they are cleaning?
 - A. They will clean up the alley.
 - B. They will sweep up what they can.
 - C. They will get volunteers to help.
 - D. They will use their shovels.
5. Why will they use shovels?

Compare and Contrast

Student Practice: 59 - 61

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**. Readers are better able to understand what they are reading when they can compare and contrast.”

Show students an analog watch and an analog wall clock. Ask students to note how the watch and clock are similar, and how they are different. After about three minutes, allow volunteers from each group to compare and contrast the watch and the wall clock. Then conduct the following discussion with the students.

“We have just examined a watch and a wall clock. We have found that there are both similarities and differences between the watch and the wall clock. For example, both the watch and the wall clock tell time. This is **comparison**. We can **contrast** the watch and the wall clock as well. The watch is much smaller than the wall clock. You can carry the watch in your pocket or on your wrist. The wall clock is too big.”

“It is useful to ask ourselves three main questions when we are looking for comparisons and contrasts in our reading.”

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 example to 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.”

- * Selimah and Marisa were out on one of their favorite hiking trails. Suddenly, they saw the opening to a cave. They had never seen it before. “Let’s check this place out,” Selimah said. She and Marisa looked

into the cave. Marisa didn't say anything. She looked down into the cave. It was the last place she wanted to go. "Come on, Marisa," Selimah said. "Don't be scared. It's only a cave. We will be perfectly fine in there." Marisa shook her head. "What if we get lost inside and can't find our way out?" she said. "What if we slip and fall into a deep hole? No one will know where to look for us." "Trust me," said Selimah. "We'll be fine."

"We can compare and contrast the two characters Selimah and Marisa by looking at different sentences within the passage."

How are Selimah and Marisa similar? *They both enjoy hiking on trails.*

How are Selimah and Marisa different? *Selimah wants to go into the cave. She thinks that it will be exciting. Marisa does not want to go into the cave. She is afraid and thinks it will be dangerous.*

"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 & 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:

- * People wear sunglasses and eyeglasses to help them see.

“The word **both** shows us that a **comparison** is being made. Sunglasses and eyeglasses are **similar** because they both help people to see.”

* Sunglasses protect the eyes from bright sunlight. They also block glaring reflections. Eyeglasses, however, have lenses to refocus light rays. This helps near- and far-sighted people to see clearly.

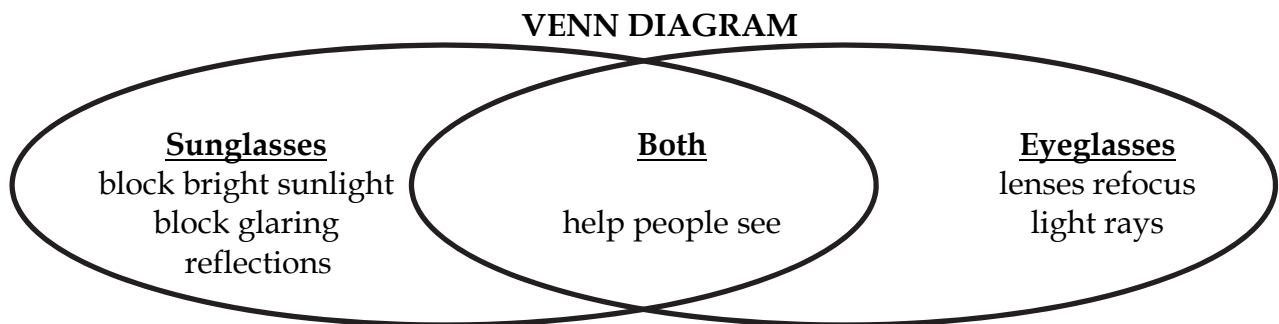
“The word, **however**, however, shows us that sunglasses and eyeglasses are being **contrasted**. These two kinds of glasses help people in different ways.”

“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. These represent 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. 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 how sunglasses and eyeglasses both help people see more clearly. Let’s again compare and contrast how sunglasses and eyeglasses help people see. Descriptions in the left section of this Venn Diagram refer to sunglasses and descriptions in the right section describe eyeglasses. Descriptions placed in the middle where the two sections overlap describe what **both** sunglasses and eyeglasses do.”

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

“There is one final thing to remember when you are looking for comparisons and contrasts in your reading. Authors do not always make direct or obvious comparisons. Instead, the author may describe two things separately and expect the readers to compare and contrast them on their own. This is called an *implied* comparison. It 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. Here’s a good strategy for answering this question: look for two people or things which the author pays special attention to describing. We know that the author is comparing or contrasting them if he describes the same characteristic in each one.”

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 two questions: how are the two things similar and how are they 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 six items. Questions 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. Questions 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 questions 9-12 for Additional Practice.

Test: The test contains 2 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

People have used many different ways to write messages to each other throughout history. The ancient Egyptians used to carve pictures and symbols into large stone tablets. Each picture and symbol had a different meaning. Today we use computers to send pictures and words to each other. We can print our words and pictures on paper and mail them to people. We can also send them to each other over the Internet without using any paper. Computers are much faster to use than stone tablets!

1. Write one similarity.
2. Write one difference.

“Lift with your legs, not your back,” Mr. Peterson told James and Tara. He told them over and over again how to lift the boxes they were moving out of his garage. They were supposed to bend their legs, squat down, and stand up with the box. Both James and Tara tried to do this every time. Tara’s legs were getting tired, however. She didn’t feel like she could move another box. James was also tired. He told Mr. Peterson he wanted to sit down for a few minutes. He was able to start moving boxes again after resting for only a few minutes. Yet Tara didn’t want to rest. She felt that if she stopped working she might never start again. But Tara was very tired. She forgot Mr. Peterson’s instructions. She began to lift with her back. Tara’s back was aching by the end of the day.

3. Write one similarity.
4. Write one difference.

TEAM MASTERY

Roderick and Joel both love to read. They both go to the library every Saturday to check out books. Joel likes to take his books home. He reads them in his room. This way he can lay on his bed and read comfortably. Roderick shares his bedroom with his younger brother. His brother is very noisy. Roderick usually stays at the library to read. This way he can concentrate on his books.

5. Write one similarity.
6. Write one difference.

You can find out what is going on in the world by watching the news on television and by reading it in newspapers. Television news shows you events as they happen. Reporters can talk to people directly. They can also show you people doing many different things. Unlike television, newspapers report events that have already happened. Yet newspapers can tell you more about an event. You can fit more words in a newspaper article than you can in a television report. You can also read a newspaper article many times. This allows you to think about it longer.

7. Write one similarity.
8. Write one difference.

TIME FOR CHECKOUT

Books have remained very similar throughout history. They have always had pages that were bound together into one collection. But books have been made in many different ways. Over four hundred years ago books were written by hand. Copying a book took months or even years. Back then books were very valuable because it took so long to make them. In contrast, books are printed using computers today. Many copies of a book can be printed very quickly. Making books is much easier and faster today. Books are much cheaper to buy today.

9. Write one similarity.
10. Write one difference.

Both Teddy and Wilhelm were trying to clean out the attic. "What should we do with all this stuff?" asked Wilhelm. "We could have a yard sale," Teddy suggested. "Then we could sell all of this stuff and buy those baseball cards we wanted." "But we can't just get rid of all this stuff," said Wilhelm. "Look! Here are my old roller skates," he protested. "And what about these games and this baseball bat?" "This is how we got so much stuff up here in the first place," said Teddy. "Why don't we just keep the things we don't want to sell to some stranger?" said Wilhelm. They agreed to keep their most important things right where they were.

11. Write one similarity.
12. Write one difference.

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. Write one similarity and one difference between the two things being compared.

1. You can make many different kinds of clothes from wool and cotton. Cotton comes from plants. Large machines take small tufts of cotton off the stalks. The tufts of cotton are spun together into large pieces of cloth. You can use cotton to make sweaters, pants, and socks. Wool comes from sheep. Sheep grow a special kind of hair called fleece. This is shaved off the sheep. It is also spun together. You can use wool to make sweaters, pants, or socks, too.
 1. Write one similarity.
 2. Write one difference.

2. Eileen and Mert often go to their family's cabin. They love to go out on the lake in boats. Eileen always takes their small sailboat out. She sails across the lake on windy days without doing much work at all. Mert always takes the canoe across the lake. She likes to move slowly across the water. Sometimes she even stops in the middle and enjoys the peace and quiet. She also enjoys the exercise she gets from paddling the canoe across the water.
 3. Write one similarity.
 4. Write one difference.

Integration of Skills

Student Practice: 62 - 64

Outcome: “Students will demonstrate the ability to utilize several reading comprehension skills. These skills will include: Following Written Directions, Main Idea and Supporting Details, Characterization, Prediction, Problem and Solution, and Compare and Contrast.”

Teacher Introduction: “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.”

Examples: *Read the following example aloud. Have students follow along on their own copy. Work with them to answer the questions following the passage.*

It is not difficult to dust the furniture in your house. All you need is a rag and some dusting spray. Start in the living room. Clear off a wood surface, like an end table. Spray a little dust spray on the wood. Use your rag to rub the table. If you need to, spray a little more dust spray. Rub the table until it shines. After you are done, put everything back on the table where it was before. Repeat this process until everything is clean.

The correct answer is in italics.

- A. What is the main idea of the paragraph?
- a. *It is not difficult to dust the furniture in your house.*
 - b. Clear off a wood surface, like an end table.
 - c. Rub the table until it shines.
 - d. After you are done, put everything back on the table where it was before.
- B. Why did you choose your answer to question A?
- C. What should you do first?
- a. Spray a little dust spray on the wood.

- b. *Clear off a wood surface, like an end table.*
 - c. Use your rag to rub the table.
 - d. Put everything back on the table where it was before.
- D. When should you put everything back on the table where it was before?
- a. *After you have rubbed the table until it shines.*
 - b. Before you have sprayed a little dust spray on the wood.
 - c. Before you have cleared off a wood surface.
 - d. After you have repeated this process.

Student Practice: The Student Practice contains three 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.

It is not difficult to dust the furniture in your house. All you need is a rag and some dusting spray. Start in the living room. Clear off a wood surface, like an end table. Spray a little dust spray on the wood. Use your rag to rub the table. If you need to, spray a little more dust spray. Rub the table until it shines. After you are done, put everything back on the table where it was before. Repeat this process until everything is clean.

- A. What is the main idea of the paragraph?
- It is not difficult to dust the furniture in your house.
 - Clear off a wood surface, like an end table.
 - Rub the table until it shines.
 - After you are done, put everything back on the table where it was before.
- B. Why did you choose your answer to question A?
- C. What should you do first?
- Spray a little dust spray on the wood.
 - Clear off a wood surface, like an end table.
 - Use your rag to rub the table.
 - Put everything back on the table where it was before.
- D. When should you put everything back on the table where it was before?
- After you have rubbed the table until it shines.
 - Before you have sprayed a little dust spray on the wood.
 - Before you have cleared off a wood surface.
 - After you have repeated this process.

Directions: Read the following selections. Answer the questions for each passage.

TEAM CONSENSUS

1. Stewart sat in the little row boat. The boat was tied up to his uncle's dock. He tapped his feet on the bottom of the boat. "What was taking Uncle Joe so long?" he thought. It felt like he had been sitting there for hours. Uncle Joe had said he would be down in a minute. Stewart tightened his life jacket. He had never been out in a boat before. This was going to be his first time out on the lake. "It can't be that hard," Stewart thought. "The lake's not that big." He looked at the house again. He didn't see Uncle Joe. "I'm not waiting any longer," Stewart said. He untied the boat and pushed off into the lake. Then he looked up at the house. There was Uncle Joe walking down to the lake holding the oars for the boat.
- A. What word describes Stewart?
- a. honest
 - b. lazy
 - c. helpful
 - d. impatient
- B. Explain your answer to question A.
- C. Make a prediction. What will happen to Stewart since he doesn't have the oars?
- D. Support your prediction. Write what you think will happen.

TEAM MASTERY

2. Stewart felt foolish. Now he was out in the boat without any oars. The lake was small, but not that small. He saw Uncle Joe running down to the lake. Uncle Joe was laughing. "Hey Stewart," he said. "Rowboats work better if you have the oars." Stewart wasn't too far from the dock yet. "Throw me an oar, Uncle Joe," yelled Stewart. Uncle Joe tossed an oar. It landed with a splash in the water. Stewart leaned over the side of the boat and picked up the oar. "Now throw the other one," yelled Stewart. Uncle Joe threw the other oar. Then Uncle Joe gave Stewart directions about how to row back in to shore.
- A. How is what happened to Stewart different from what you expected?
- B. How is what happened to Stewart the same as what you expected?
- C. What was Stewart's problem?
- D. What was the solution to Stewart's problem?

TIME FOR CHECKOUT

3. You can use a riding mower and a push mower to cut the grass on your lawn. The riding mower is better if you have a large yard. It will make cutting the lawn easier. The push mower is better for small yards and doing trimming around bushes and trees.

Before you start mowing with either, you need to make sure the gas tank is full. Next, you should start the engine. You should mow in straight lines across the lawn. This will make your lawn look neat. Take care while you are mowing that you don't miss spots. Also, watch for rocks and sticks. These can ruin your mower blades and they can shoot out and hurt you or someone else.

- A. What do these directions explain?
- B. What do you need to do before you start the mower engine?
- a. Make sure the gas tank is full.
 - b. Mow in straight lines.
 - c. Take care so you don't miss spots.
 - d. Watch out for rocks and sticks.
- C. Write one similarity between using a riding lawn mower and a push lawn mower.
- D. Write one difference between using a riding lawn mower and a push lawn mower.

TIME FOR CHECKOUT

Directions: Read the following selections. Answer the questions for each passage.

1. Joe Briggs and Gil Gottfreed were both under pressure at the end of the game. Joe Briggs was pitching in the ninth inning of the last baseball game of the season. Gil Gottfreed was last at bat with two outs. His team was down by one point. Joe could feel the sweat going down the back of his neck. His arm was sore from pitching. His hand was a shaking a little. Gil was sweating, too. He stood at home plate, his legs quivering slightly. His hands felt sticky in his batting gloves.
 - A. What is the main idea of the passage?
 - a. Joe Briggs was pitching in the ninth inning of the last baseball game of the season.
 - b. Gil Gottfreed was last at bat with two outs.
 - c. His team was down by one point.
 - d. Joe Briggs and Gil Gottfreed were both under pressure at the end of the game.
 - B. Why did you choose your answer to question A.
 - C. Write one similarity between Joe Briggs and Gil Gottfreed.
 - D. Write one difference between Joe Briggs and Gil Gottfreed.

Integration of Skills

Student Practice: 65 - 68

Outcome: Students will demonstrate the ability to utilize several reading comprehension skills. These skills will include: Character’s Feelings, Drawing Conclusions, Problem and Solution, Fact and Opinion, Compare and Contrast, and Cause and Effect.

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 students follow along on their own copy. Work with them to answer the questions following the passage.*

Jeannie had a geography test and a math test in the morning. She could barely keep her eyes open. She could not focus on her work. Jeannie had to find a way to remember all the things she was reading. Suddenly she had an idea. “I will use what I like about both subjects to remember what I need to know for the test,” she thought.

Jeannie likes geography and math. She uses her imagination to study for each class. When she is studying geography she imagines that she is in the places she is reading about. If it is cold she imagines that she is wearing her big winter coat. If it is hot she pretends she is swimming in the cool ocean. Math is very different. Jeannie pretends each math problem is a mystery. She has to solve the mystery using the clues in her book. Jeannie did very well on her tests. She was very proud of herself.

The correct answer is in italics.

- A. How did Jeannie feel the night before her tests?
- a. mad
 - b. *tired*
 - c. sad
 - d. happy
- B. How do you know how Jeannie felt before her tests?
- She could barely keep her eyes open. She could not focus on her work.*

- C. How is the way Jeannie studies for her geography test different from the way she studies for her math test?
Jeannie imagines she is in the places she reading about for her geography test. Jeannie pretends that each math problem is a mystery.
- D. How is the way Jeannie studies for her geography test similar to the way she studies for her math test?
She uses her imagination to make her studying easier.

Student Practice: The Student Practice contains three 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.

Jeannie had a geography test and a math test in the morning. She could barely keep her eyes open. She could not focus on her work. Jeannie had to find a way to remember all the things she was reading. Suddenly she had an idea. "I will use what I like about both subjects to remember what I need to know for the test," she thought.

Jeannie likes geography and math. She uses her imagination to study for each class. When she is studying geography she imagines that she is in the places she is reading about. If it is cold she imagines that she is wearing her big winter coat. If it is hot she pretends she is swimming in the cool ocean. Math is very different. Jeannie pretends each math problem is a mystery. She has to solve the mystery using the clues in her book. Jeannie did very well on her tests. She was very proud of herself.

- A. How did Jeannie feel the night before her tests?
- a. mad
 - b. tired
 - c. sad
 - d. happy
- B. How do you know how Jeannie felt before her tests?
- C. How is the way Jeannie studies for her geography test different from the way she studies for her math test?
- D. How is the way Jeannie studies for her geography test similar to the way she studies for her math test?

Directions: Read the following selections. Answer the questions for each passage.

TEAM CONSENSUS

1. Mattie and I are going to a party at school tomorrow. We had to bring something for our friends to eat. We knew what we wanted to bake, but we did not have anything to bake it with. Just then Mattie's mom came in the room. "I'm going shopping. Do you need anything? Mattie and I smiled. "Can we come with you?" I asked.

We all went to the store together. I went to aisle six and got the chocolate chips. Mattie went with her mom to aisle three and got the flour and the sugar. When we got back to Mattie's house, her mom helped us bake the cookies like we were supposed to. She turned on the oven. She also watched as Mattie and I mixed the batter. Mattie's mom made sure we did not forget anything. We baked three batches. Everyone loved our cookies. There were none left over!

- A. What did Mattie and her friend bake?
- a. chocolate cake
 - b. lemon pie
 - c. ice cream
 - d. chocolate chip cookies
- B. Did their friends like what they baked? (Explain your answer.)
- C. How did Mattie and her friend get what they needed to bake their food?
- a. They asked Mattie's mom to buy it for them.
 - b. They just guessed and hoped they were right.
 - c. They went with Mattie's mom to the store.
 - d. They did not get what they needed.
- D. How did Mattie and her friend make such delicious cookies?

TEAM MASTERY

2. My brother Bennie and I have a canoe and a motorboat at my parents' summer cottage. We like to take each boat out on the lake near the cottage. Bennie and I like to paddle quietly in the canoe. Paddling a canoe is best in the early morning. We paddle out into the middle of the lake and watch the sun rise. If we wait long enough we see many different kinds of animals.

Bennie and I take the motorboat out when we have to get somewhere fast. The motorboat is much faster than the canoe. It is also much louder. We almost never see any animals when we are in the motorboat. Riding in the motorboat is not as much fun as paddling the canoe.

- A. Which two of the following sentences are opinions?
- a. My brother Bennie and I have a canoe and a motorboat at my parents' summer cottage.
 - b. Paddling a canoe is best in the early morning.
 - c. Bennie and I take the motorboat out when we have to get somewhere fast.
 - d. Riding in the motorboat is not as much fun as paddling the canoe.
- B. Write two facts from the above paragraph.
- C. Is the motorboat or the canoe louder?
- D. What do Bennie and his brother see while they are in the canoe that they can not see while they are riding in the motorboat?
- a. the sky
 - b. the water
 - c. animals
 - d. other boats

TIME FOR CHECKOUT

3. It has been raining all day. I wanted to go out into the garden with my mother and plant some new flowers and plants. I am very tired of being inside, especially on a Saturday! I watched the weather channel this morning to see when it would stop raining. But there is a hurricane in Florida pushing rain clouds all the way up here to Baltimore.
- I cannot really get too upset about the rain. My mother and I planted some new flowers in the garden last week. The rain will help these flowers and the grass grow. Also, the rain can be fun sometimes. It can be fun to splash around in puddles.
- A. Why was it raining in Baltimore?
- B. Why is rain good for flowers and other plants?
- a. It washes the bugs off them.
 - b. It washes all their dirt away.
 - c. It helps them grow.
 - d. It will flood the garden.

- C. How does rain make this person feel happy?
- a. This person will not go outside in the rain.
 - b. This person thinks the rain can be fun sometimes.
 - c. Rain never makes this person happy.
 - d. If it rains this person will not have to go to school.
- D. In what ways does this person not like rain?

TIME FOR CHECKOUT

Directions: Read the following selection. Answer the questions that follow.

1. I went out to see a comet with my dad last night. He showed me how to look through the lens to see the comet. It was incredible! He told me we had to wait until it was dark outside before we could see the comet. This was because the sunlight was too bright and blocked out the light coming off the comet. The comet was beautiful. The comet had a small round center. The center was very bright. The comet also had a tail. My dad told me that the tail came from water or gas coming off the comet as it sped through space. I also thought it was amazing that we could see something that was so far away so easily.
- A. Why did this person and his father wait until it was dark to look for the comet?
- B. What did this person and his father use to see the comet?
- a. a flashlight
- b. nothing
- c. binoculars
- d. a telescope
- C. Which two of the following sentences are opinions?
- a. The comet was beautiful.
- b. The comet's tail came from water or gas coming off the comet as it sped through space.
- c. We had to wait until it was dark outside before we could see the comet.
- d. It was amazing that we could see something that was so far away so easily.
- D. Write two facts from the above paragraph.

6D1

1. He also rides his bike a lot.
2. The park was built in 1979.
3. She just got new curtains for her room.
4. She can also climb trees better than anyone in the neighborhood.
5. I like the way it smells in the fall, too.
6. Her brother Paul uses one for his homework.
7. Next week we will study South America.
8. Snakes make good pets, too.

6D2

Answers are contained in the Student Practice

6D3

Student Practice Answers

1. My parents and I pulled the weeds out of our garden last Saturday.
My mom got the tools from the shed.
My dad got the hose and turned on the water.
We put down some new soil after we were done pulling out the weeds.
2. My grandfather told me that his old record player is not like my CD player.
He had to turn a crank on the side to make the record spin.
He also put a big horn on the end of the arm which had the needle on it.
The horn made the sound coming from the needle much louder.
3. It is hard moving to a new town.
I was very nervous when my family moved last year.
I had to leave all my old friends behind.
I made many new friends after only a few weeks.

Student Test Answers

1. My brother Juni always finds interesting rocks by the stream near our house.
2. He has found a whole pile of different kinds of rocks.
3. He found one rock that looked like gold.
4. He told me that this rock is called 'Fool's Gold.'

6D4

Answers accepted if they are supported.

6D5

Student Practice Answers

(Answers to the second question below each paragraph may vary.)

1. c. impatient
2. Bart is impatient. He can't wait to get out of school.
3. c. kind
4. Sam is kind. He takes care of his horses really well.
5. a. shy
6. Shawna is shy because she has a hard time meeting new people.
7. c. nervous
8. Jorge is home alone. He is worried that something might happen to him.
9. a. helpful
10. Jarrod doesn't mind doing his chores around the house. He is very helpful to his parents.
11. b. jealous
12. Jenny is jealous. She always wants what someone else has.

Student Test Answers

1. c. boastful
2. Jamie is boastful because he tells Rachel that he can easily beat her in a race.
3. a. dishonest
4. Dave is dishonest because he never tells the truth.

6D6

Student Practice Answers

1. Eddie hit a ball and broke someone's window.
2. (Answers may vary)
3. (Answers may vary)
4. (Answers may vary)
5. The author does not have enough money to buy a birthday gift.
6. (Answers may vary)
7. (Answers may vary)
8. (Answers may vary)
9. Carol will not be able to play soccer unless her grades get better.
10. (Answers may vary)
11. (Answers may vary)
12. (Answers may vary)

Student Test Answers

1. James doesn't know how he'll get out of school without Allen seeing him.
2. (Answers may vary)
3. (Answers may vary)
4. (Answers may vary)

6D7

Student Practice Answers

1. These directions explain how to choose a place to set up your tent.
2. D. Choose a spot that is on high ground.
3. An overhanging tree will help keep some of the rain off if you are caught in a storm.
4. A. Choose a spot that isn't on bumpy ground.
5. These directions explain how to repaint an old porch.
6. C. Wash the porch.
7. New paint will stick better to a clean surface than to a dirty one.
8. C. After we paint the whole porch.
9. These directions explain how to complete a test.
10. B. The multiple choice part comes first.
11. Complete your answers with one or two sentences.
12. D. Write answers to two of four essay questions.

Student Test Answers

1. These directions explain how this group is going to clean up the alley.
2. C. Gather up all the supplies they need.
3. They'll start their cleaning at the north end of the alley.
4. B. They will sweep up what they can.
5. They will use shovels for the trash that needs to be scraped up.

6D8

Student Practice Answers (some answers may vary)

1. Many different people have sent messages to each other using symbols and pictures.
2. Ancient Egyptians carved pictures into large stone tablets. Today we can send pictures and words to each other much faster using computers.
3. James and Tara were both getting tired from helping Mr. Peterson move boxes.
4. James rested so he would not strain his back. Tara did not rest and her back ached later that day.
5. Roderick and Joel both like to read.
6. Joel reads his books at home. Roderick stays at the library to read.
7. Both newspapers and television can tell you what is going on in the world.
8. Television can tell what is happening by showing you the news as it is happening. Newspapers take longer, but give you more news.
9. Books have always had pages that are bound together.
10. Books were once written by hand. Now we use computers to print them.
11. Teddy and Wilhelm were both cleaning out the attic.
12. Teddy wanted to sell everything and buy baseball cards. Wilhelm wanted to save most of his belongings.

Student Test Answers

1. Wool and cotton are both used to make sweaters.
2. Wool comes from sheep. Cotton comes from plants.
3. Both Eileen and Mert like to go out on the water in boats.
4. Eileen likes to sail across the lake on windy days. Mert likes to paddle the canoe slowly across the water.

6D9

Student Practice Answers

1. A. d.
B. Stewart is impatient because he couldn't wait for his Uncle Joe to come down to the boat.
C. Answers will vary.
D. Answers will vary.
2. A. Answers will vary.
B. Answers will vary.
C. Stewart was out in a row boat on the lake without any oars.
D. Stewart's Uncle Joe threw him the oars and then told him how to row back in to shore.
3. A. These directions explain how to use a lawn mower.
B. a.
C. Both a riding mower and a push mower will cut your grass.
D. The riding mower is better for large yards and the push mower is better for small yards and trimming.

Student Test

1. A. d.
B. Answers will vary.
C. Both Joe Briggs and Gil Gottfreed are sweating and shaking a little.
D. Joe wants to strike Gil out and Gil wants to get a hit.

6D10

Student Practice Answers

1. A. d.
 B. Yes. They did not have any cookies left over.
 C. c.
 D. They were very careful when they baked the cookies. They asked
 Mattie's mom for help when they needed it.
2. A. b and d.
 B. *Answers will vary.*
 C. The motor boat is louder.
 D. c.
3. A. A hurricane in Florida pushed rain clouds north.
 B. c.
 C. b.
 D. *Answers will vary.*

Student Test Answers

1. A. The sunlight blocked the light coming off the comet.
 B. d.
 C. a and d.
 D. *Answers will vary.*

