



IFG99169

READING FIRST

Language Arts

Grade K

# Reading for Every Child Comprehension



- Based on Reading First Research
- Cross-Curricular Activities
- Develops Specific Reading Comprehension Skills
- Includes Projects, Worksheets, Games, and Graphic Organizers





Reading for Every Child  
**Comprehension**

Grade K

by  
Karen Breitbart

Published by Instructional Fair  
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## Instructional Fair

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There are thirteen different types of pages for each of the six main comprehension strategies in this book. The pages may be copied and used in a number of different ways.

- Group them by strategy, and use them as a whole class, in small groups, with the Title I teacher, reading specialists, tutors, or after-school programs.
- Copy, laminate, and use in centers.
- Copy onto transparencies and use for whole-class activities.
- Use the pages and activities as "Comprehension Strategy Units" with your students.
- Display finished products and have an Open House, featuring student work.
- At the end of a unit, set up a "Comprehension Strategy Museum," with one room per strategy. Invite parents and other students. Completed *Book Projects* make nice features.

Comprehension Skills  
listed by  
page number

	Main Idea and Details	Story Structure	Sequence	Prediction	Conclusions	Cause and Effect
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Use this table to help you find pages that will meet your needs.

<b>Page Type</b>	<b>Page Description/Suggestions</b>
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Page Type	Page Description/Suggestions
Teacher's Resource	Find an introduction to and ideas for each skill.
Graphic Organizers	Use in any subject throughout the day when you want to highlight the way a reading comprehension strategy can help students understand material.
Introduction and Direct Practice	Use to introduce or remediate each skill as part of a packet, a pullout lesson, or whole-group work.
Writing Prompts	May be copied, laminated, and cut apart to use in a center, on a ring, or in a box as cards. They may also be copied on transparencies and used on the overhead.
Writing Activity	Work on the comprehension skill during writing workshop.
Math	Apply comprehension strategies to math problems.
Social Studies	Use as part of a social studies lesson, homework, or packet.
Science	Use with a science class, as homework, centers, or packets.
Fine Arts	Partner with art or music teachers to expand on these ideas.
Read Aloud/Listening	Use to teach strategies through modeling any time you read for listening comprehension.
Book Project	Assign and display as creative book reports.
Reading Take-Home Record	Use as nightly book homework that practices a specific comprehension strategy. Model how to fill them out in class at open house, or at conferences: student reads and fills out; listener signs.
Games	Play during transitions or down times and use in centers.



# Reading First

The Reading First program is part of the *No Child Left Behind Act*. This program is based on research by the National Reading Panel that identifies five key areas for early reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

## Phonemic Awareness

Phonemic awareness focuses on a child’s understanding of letter sounds and the ability to manipulate those sounds. Listening is a crucial component, as the emphasis at this level is on sounds that are heard and differentiated in each word the child hears.

## Phonics

After students recognize sounds that make up words, they must then connect those sounds to *written* text. An important part of phonics instruction is systematic encounters with letters and letter combinations.

## Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is to read more smoothly and with *comprehension*.

## Vocabulary

In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

## Comprehension

Comprehension is “putting it all together” to understand what has been read. With both fiction and nonfiction texts, students become active readers as they learn to use specific comprehension strategies before, during, and after reading.



# Introduction

The goal of reading instruction is to produce good readers who enjoy reading. A good reader not only reads the words in the text correctly, but also makes meaning from the text. Good readers have personal interactions with the author by relating the text to his or her own personal experiences. Making meaning and relating personal experiences are essential parts of reading comprehension. Reading comprehension is one of the hardest things to teach because there are so many components involved. This book breaks down the different skills used by good readers. It contains activities which can be used to lay the foundation necessary to build the following comprehension skills: finding the main idea, recognizing story structure, sequencing, predicting, drawing conclusions, and recognizing the relationship between cause and effect.

Reading comprehension strategies can be taught and learned before children can actually read. They can be used when the children are listening to stories that are being read out loud. Using these strategies while listening to text helps lay the foundation necessary for future success in reading comprehension.

Reading comprehension skills can be practiced all day long. This book is designed to help facilitate lessons or activities that introduce or lay a foundation for comprehension strategies. Each section contains an introduction to the comprehension skill as well as graphic organizers, a skill worksheet, journal prompts, a writing activity, listening comprehension activities, a reading record sheet, a game, and activities to be used during math, science, social studies, and fine arts. All of these activities are open-ended and can be used as a supplement to any unit or prescribed curriculum.

With the help of these activities, teachers will find sneaky ways to introduce reading comprehension skills throughout the day!



**Teachers:** The following pages will assist you in providing your class with an introduction to the concept of finding the main idea. Being able to find the main idea will strengthen your children’s ability to comprehend or “get the meaning” out of print.

## Helpful Tips:

Explain that “main idea” is simply the main reason that the author wrote the story or paragraph. For example, have the children complete the following sentence:

The main reason you eat lunch is...  
(because you are hungry, to give you energy, to keep you healthy).

Write the children’s responses on the board. Lead the class in a discussion about their responses and help them choose the best response.

Ask the class if “because you like peanut butter sandwiches,” “because your Mom gave you a cookie for dessert,” or “because we go to lunch at 11:30” are good responses. Tell the children that these responses do not tell the *main reason* for eating lunch. Explain that these ideas are the *details* that tell about someone’s lunch.

Another explanation of main idea is to make a picture in your brain about what the author is trying to say. Read an excerpt from a story. Tell the children to make a picture in their brains about what the author is saying. Have the children tell what the picture is in one sentence. This one sentence will often refer to the main idea.

The activities found on the following pages will help strengthen the reader’s ability to find the main idea in stories and paragraphs as well as find details that help explain the main idea.

## Share with parents:

- I Feel Happy! (p. 10)
- The Daily News (p. 12)
- What Did I Learn in Science? (p. 13)
- Frame It! (p. 16)

## Additional pages to reinforce main idea and details:

- Balloon Toss (p. 40)
- Drawing Conclusions from Art (p. 63)

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## Answer Key

### Page 8

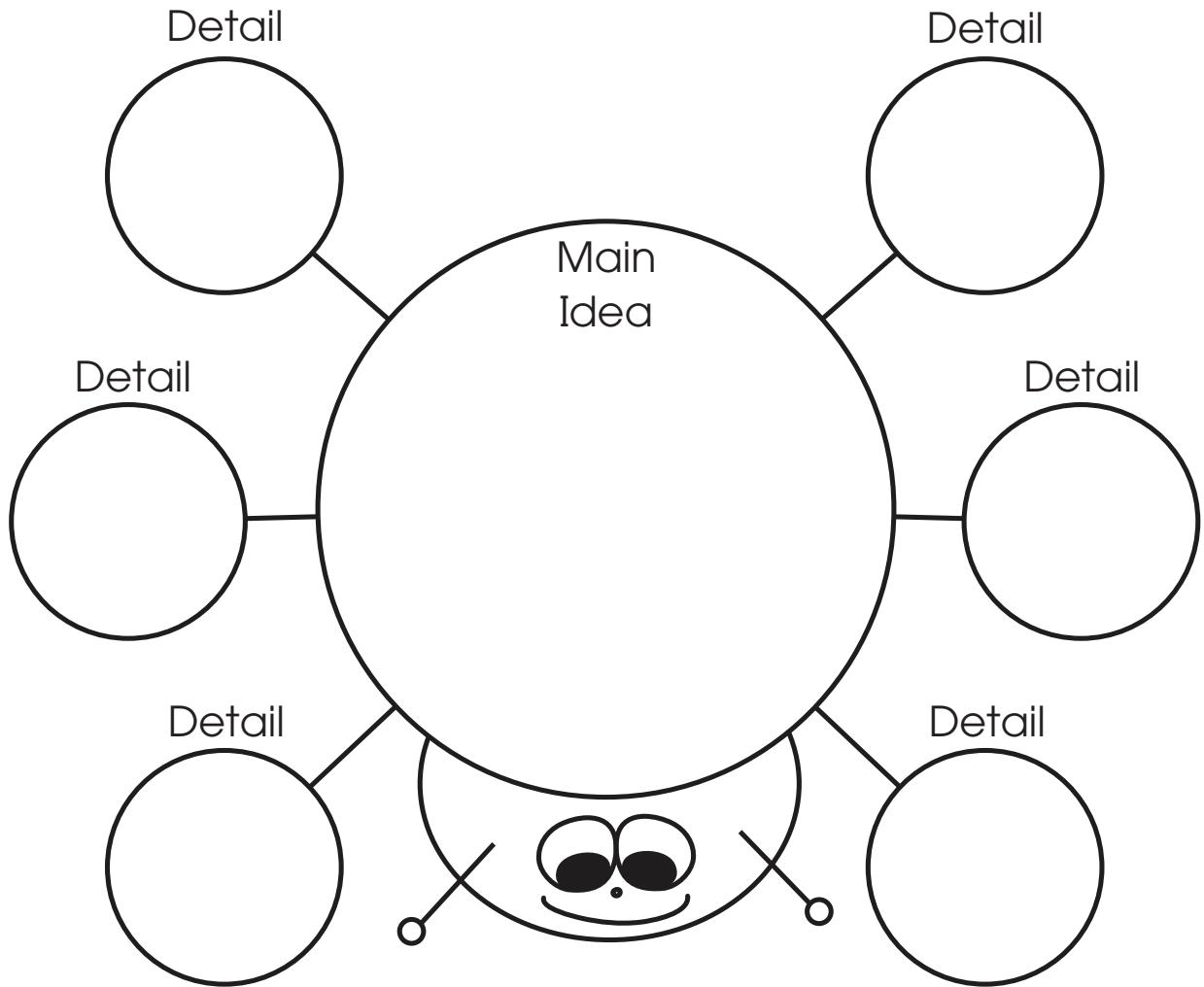
1. a spider
2. Picture should show Nancy and Chris having fun at the beach.
3. The main idea is, “Nancy and Chris had fun at the beach.”





# Organize Main Ideas and Details

**Directions:** Use these to help you with main ideas and details. Think about what you read. Write the main idea. Then write the supporting details.



Main Idea

---



---



---

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_



# Practice Main Ideas and Details

**Directions:** Draw a main idea for these details.

1. Main Idea

has 8 legs



makes a web



eats bugs



Read the story. Answer the questions.



## Fun at the Beach

It is a sunny day. Nancy and Chris go to the beach. They play. They swim. They dig in the sand. They eat ice cream. Nancy and Chris have fun at the beach.

2. Draw a picture of the main idea of the story.

3. Tell the main idea of the story. Write one sentence.

\_\_\_\_\_



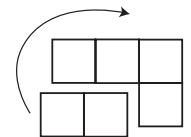
**Teachers:** Practice main idea and detail skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.\* Choose a prompt as the main idea. Students can write, dictate details, or draw a picture that supports the given main idea.

## Journal Prompts

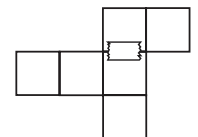
<p><b>Main Idea</b> I love going to _____.</p>	<p><b>Main Idea</b> I hate being sick.</p>	<p><b>Main Idea</b> _____ can be fun pets.</p>
<p><b>Main Idea</b> My favorite game is _____.</p>	<p><b>Main Idea</b> I can make silly faces.</p>	<p><b>Main Idea</b> I like to spend time with _____.</p>

\*To make a die

1. Cut



2. Tape



3. Fold and tape



## Extra Journal Prompts

We do lots of fun things at school.

I do not like to eat \_\_\_\_\_.

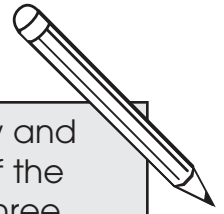
I can write some letters and words.

\_\_\_\_\_ is my favorite toy.





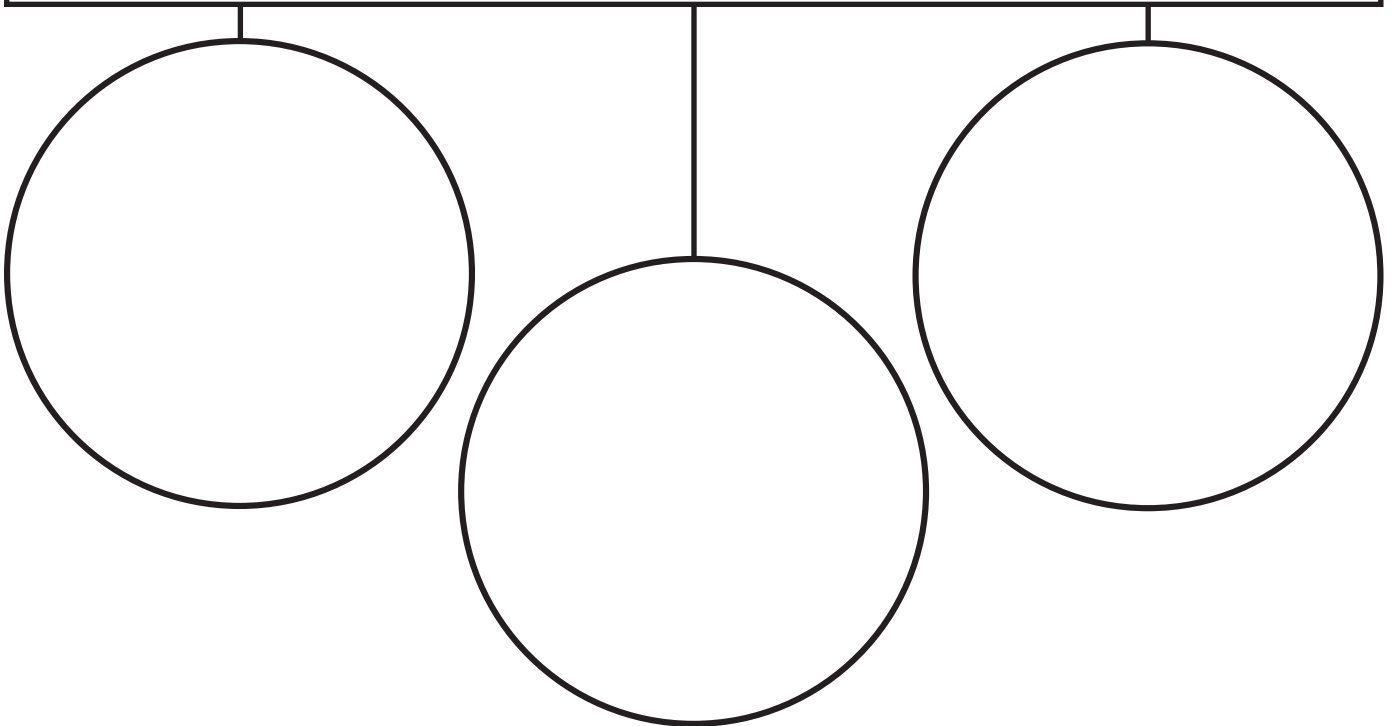
# I Feel Happy!



**Teacher's Note:** You may have students cut out the pieces below and make them into mobiles. They can write their names on the back of the main idea and color smiley faces on the back of each circle. Use three pieces of yarn to attach detail circles to the main idea. Then hang it up.

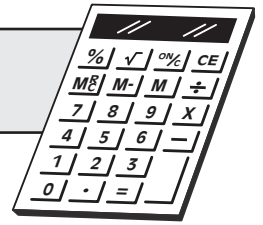
**Directions:** What makes you feel happy? Write three things in the circles. Draw a picture with each one.

I feel  
happy!





**Teachers:** Use the shape scavenger hunt below to practice main idea and detail relationships in math.

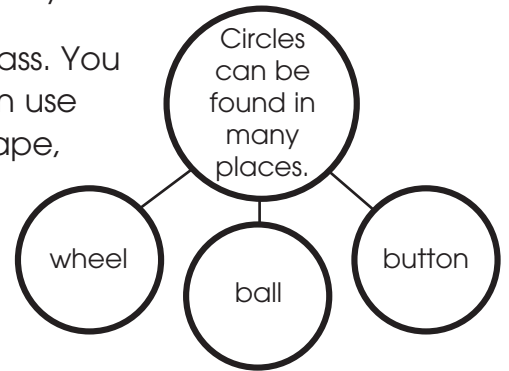


## Shapes in Many Places

**Materials:** crayons, markers, and optional copies of the form below

**Activity:**

1. Choose a shape you want to work on with the class. (This same game may be played on several occasions with different shapes.) Remind children that a main idea is what a story, reading selection, or activity is mostly about. Remind them that they can make a picture in their brains that looks like the main idea. Tell the class that today the main idea is, “(the shape of your choice) can be found in many places.”
2. Have the children look around the room for examples that support this main idea by finding things that are shaped like the shape you want to work on. Give them blank paper or copies of the form on this page, and have them draw the items they see.
3. Let the children share their findings with the class. You may list the details in a graphic organizer. Then use their ideas to write a paragraph about the shape, using the main idea, “(name of shape) can be found in many places.” While you are writing, point out how the children’s papers give examples or support the main idea.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Shape Scavenger Hunt

**Directions:** Find things that are shaped like a \_\_\_\_\_. Draw them on this paper.



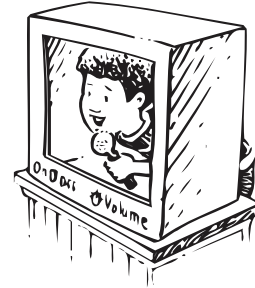
**Teachers:** The children will prepare news reports to present to the class. After each news report is presented, the class will tell what the main idea is and discuss what details help to support the main idea.



## The Daily News

### Preparation:

- Find a large empty box. Cut a large rectangle hole in the bottom of the box. This will be the screen. Fold in the sides of the box. Use markers to draw an on/off button and volume control. Use the cardboard left over from the cutout to make a remote control.
- Assign each child a day to present his or her news report.
- Make one copy of the bottom of this paper for each child to take home. This will help them prepare their news reports.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Daily News

I will be the newscaster on \_\_\_\_\_.

Please help me prepare my news report.

The main idea of my news report will be:

**There are lots of ways to be a good helper at \_\_\_\_\_.**

These details help tell about my main idea.

(draw or write)

1.

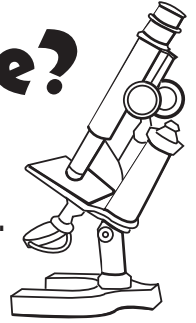
2.

3.





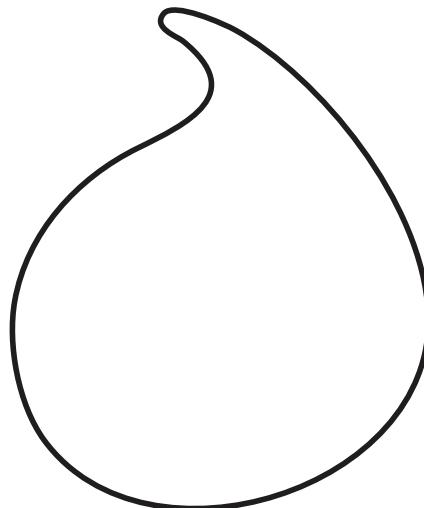
# What Did I Learn in Science?



**Directions:** Write the main idea in the cloud. Draw a picture of it. Then write or draw details in the drops.

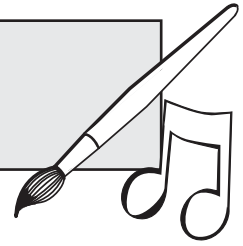
I am learning about \_\_\_\_\_.

Here are three things I learned.





**Teachers:** Art is a great time to work on main idea and detail skills. Discuss details of pictures you see or make, and conclude what main idea the details support.



## A Picture Is Worth 1,000 Words!

**Materials:** several examples of professional or amateur artwork

### Activity:

1. Show one of the examples of art to the children. Ask them to think about what story the picture can tell. Let the children know that there can be many main ideas in a picture, because artwork speaks to people in different ways. Just make sure the main ideas can be supported by the details you see.
2. Have one child share what story he or she sees in the picture. Ask the child to tell what he or she thinks the main idea of the picture is (or the main part of the story that the artist wanted to tell).
3. Ask another child to share his or her thoughts about the story or main idea of the artwork, supporting it with details he or she sees.
4. Lead the class in a discussion about the similarities and differences between the ideas. Remind the children that even though their thoughts may be different, all supported interpretations are correct.
5. Continue working in this way with the remaining examples of art.

### Optional:

Display several works of art with various main ideas. Allow one person to say a main idea, and then call on another child to come up and point to the picture that corresponds with the main idea. Have the pointer tell which details let him or her know which picture to choose. The pointer then gets to tell the main idea of another picture, and call on someone else to come up and point out the correct picture. Continue playing this way until you choose to stop.



The reverse process is also a fun game. It is played the same way, except the first child lists several details they see in a picture, and the child they call on must point out the picture and state the main idea.



**Teachers:** Use this activity to reinforce main idea/detail skills during read-aloud time.

## Phone a Friend!

**Materials:** a telephone

**Activity:**

1. Read a paragraph or page of a book to the children.
2. Give the telephone to one of the children. Have the child “phone a friend” and tell that friend the main idea.
3. Continue reading. The next time you stop reading, the first child will pass the phone to a new child. The new child will then “phone a friend” and tell the friend the main idea.
4. Continue reading, passing the telephone, and having the children tell the main idea until the story or reading selection is complete.

**Ideas for books that illustrate main ideas and details:**

*Animal Doctor* by Betsy Imershein

*How Things Grow: A Book about Nature* by Nancy Buss

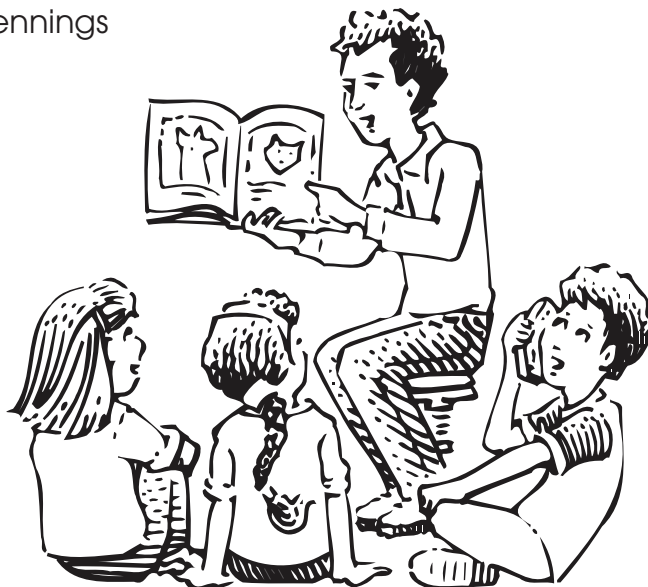
*How to Hide a Butterfly and Other Insects* by Ruth Heller

*The Milk Makers* by Gail Gibbons

*The Reason for a Flower* by Ruth Heller

*The Tiny Seed* by Eric Carle

*Seeds* by Terry Jennings





# Frame It!



**Directions:** Choose one of your favorite books. Draw a picture that shows the main idea. Then finish the sentences. Your picture will make other people want to read this book!

My book is called \_\_\_\_\_.

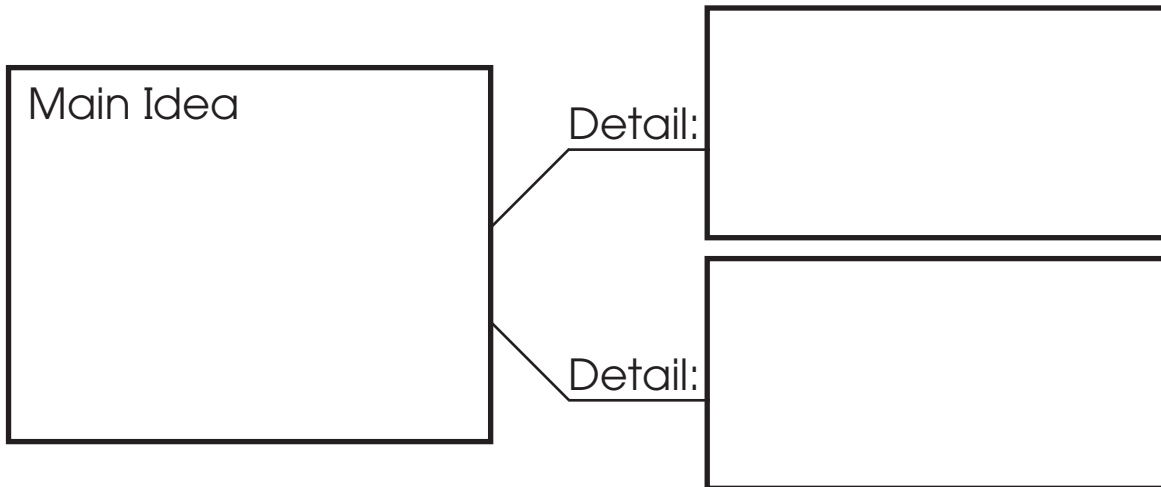
**Frame It!**

The main idea is \_\_\_\_\_

**Teachers:** Enlarge and send one of these slips home with nightly books to reinforce main idea/detail skills.

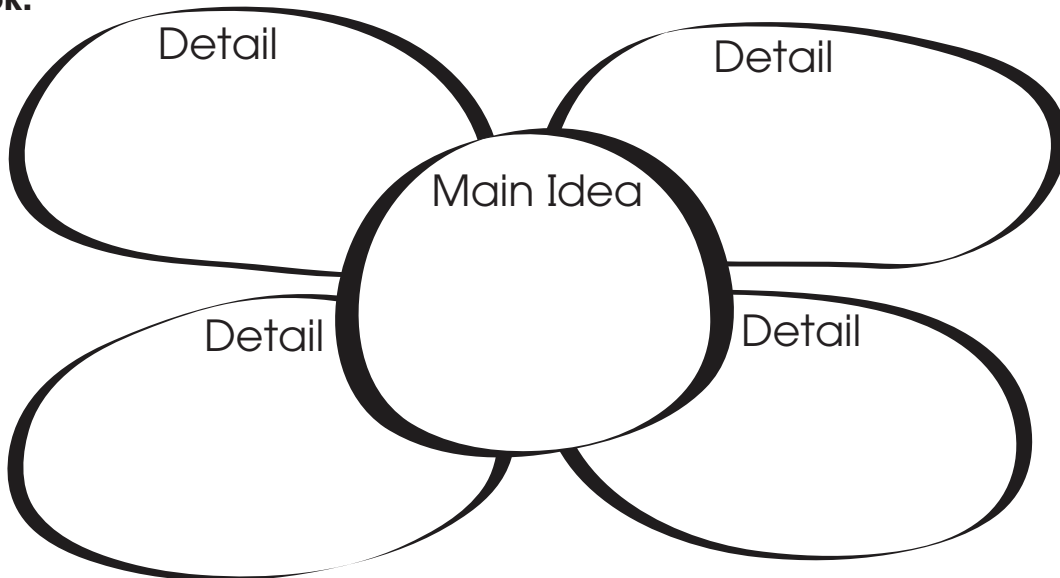
Name \_\_\_\_\_ Date \_\_\_\_\_  
Title and Author \_\_\_\_\_  
Pages \_\_\_\_\_ Signature \_\_\_\_\_

**In the spaces below, draw or write one main idea with two details from your book.**



Name \_\_\_\_\_ Date \_\_\_\_\_  
Title and Author \_\_\_\_\_  
Pages \_\_\_\_\_ Signature \_\_\_\_\_

**In the spaces below, write one main idea with four details from your book.**





**Teachers:** Have fun practicing main idea/detail skills with this game.

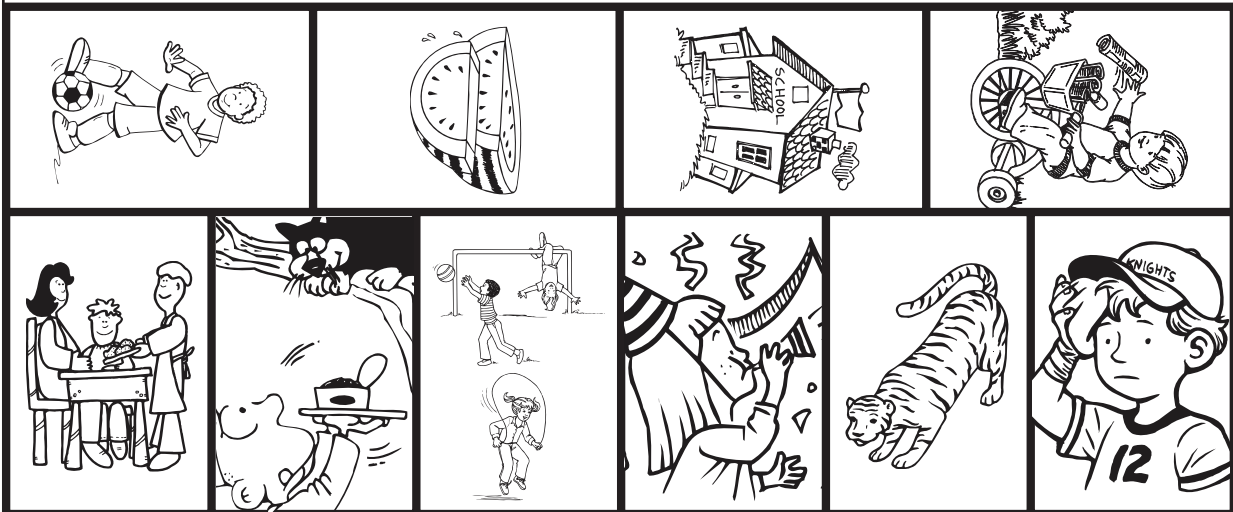
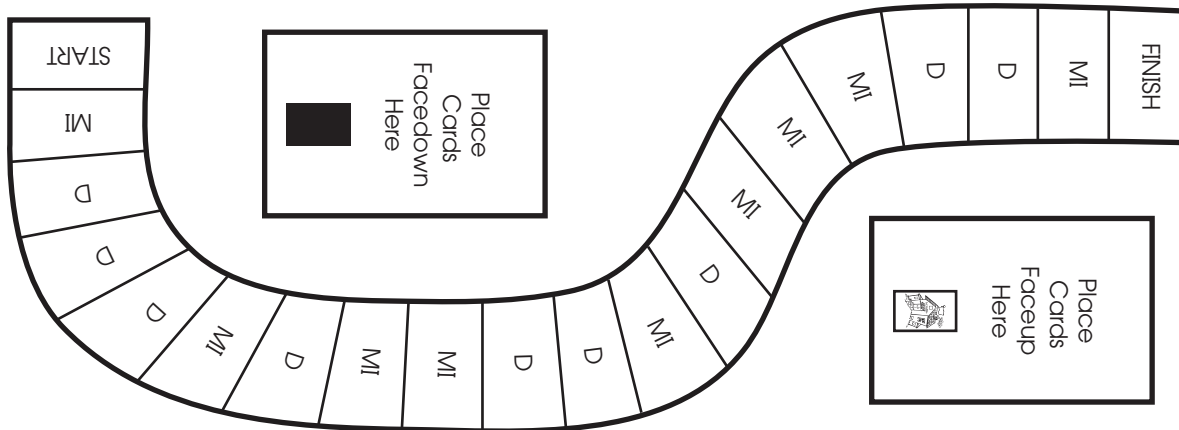
## Race to the Finish

**Type:** a game to help the children practice figuring out main ideas from a given set of details

**Materials:** numbered cube, game pieces (colored cubes, beans, etc.), game board, and picture cards

**Set up:** Enlarge (150%) and copy the game board and picture cards on card stock. Cut them out and laminate for durability. Color them if you want. To make more cards, cut out scenes from old books, magazines, or newspapers.

**Procedures:** Place the picture cards facedown on the table. Children roll the numbered cube and move their game pieces. Players draw cards on their turns. When they land on an "MI" space, they will tell the main idea of the picture. When they land on a "D" space, they will tell a detail about the picture. The winner is the player who crosses the finish line first.







**Teachers:** The following pages will help you focus students on the key elements in a story. When students approach a story with a mental framework of expectations, they are more likely to catch and retain what is read, leading to improved comprehension.

### Helpful Tips:

Story structure refers to the main parts of a story. These are the unwritten “rules” for writing or telling a story. Stories from centuries ago and from across the world all address the same story structure.

Kindergarten is a good time to introduce the concept of story structure. A simple example of story structure follows:

- Characters
- Setting
- Plot
  - Event(s) at the beginning.
  - Event(s) in the middle.
  - Event(s) at the end or the conclusion.

(You may want to use “Problem” and “Solution” instead of “Plot” and “Events.”)

Understanding story structure helps children strengthen their

comprehension because they understand the need to focus their attention on these important elements of the story. Focusing on these key parts also leads to greater recall of the story and an improved ability in retelling the story.

### Share with parents:

- Character Trading Cards (p. 23)
- Social Studies Stories (p. 25)
- Puppets! (p. 27)
- Modeling-Dough Sculptures (p. 29)

### Additional pages to reinforce story structure:

- Practice Sequencing (p. 34)
- Sequence the Song (p. 39)
- Story Chains (p. 41)

### Answer Key

#### Page 21

1. The main character is Sam.
2. The picture should show that Sam did not have any money.
3. The picture should show Sam’s mother giving her money or Sam wearing her new blue dress.

#### Page 24

Example:  $3 + 4 = 7$

#### Page 26



Characters – The class  
 Setting – The classroom  
 Plot – We filled the jar with ice. We covered the ice with water. We dried the jar. We sprinkled salt over the ice. We shook the jar and watched frost form. We learned about frost.

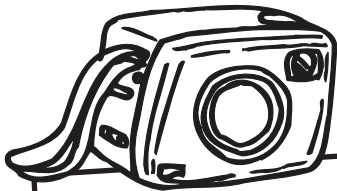


# Organize Story Structure

**Directions:** Use these to help you organize important parts of a story. Think about what you read. Then write down the story elements in one of the organizers.

## Story Map

<p>Characters:</p> 	<p>Setting:</p> 	<p>Problem: ☹️</p>    <p>Solution: 😊</p>
--	---	--



## Story Map

Setting

Event 1
Event 3

Event 2

Characters



# Practice Story Structure

**Directions:** Look at this story map of *The Three Little Pigs*. Draw pictures to go with the words.

<p><b>Characters:</b> the three pigs, the wolf</p>	<p><b>Setting:</b> the pigs' houses</p>
<p><b>Problem:</b> The wolf wants to eat the pigs.</p>	<p><b>Solution:</b> The wolf gets hurt and runs away.</p>

Read the story. Then answer the questions.

## The Shopping Trip

Sam went shopping. She picked out a blue dress. Then she went to pay. Oh, no! Sam forgot to bring money. She asked her mom for help. Her mom helped her pay. At home, Sam paid her back.



1. Who is the main character? \_\_\_\_\_
2. Draw a picture that shows Sam's problem.
3. Draw a picture of the story's ending.



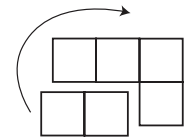
**Teachers:** Practice story structure skills with these journal prompts as students write about important elements in their favorite stories. Enlarge and cut the prompts into cards for centers, use them on the overhead, or make a journal-prompt die.\* Students can write, dictate sentences, or draw pictures that complete the journal prompt.

## Journal Prompts

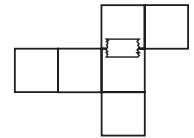
<p style="text-align: center;"><b>Story Structure</b></p> <p><b>Character:</b> Draw or write about your favorite main character.</p>	<p style="text-align: center;"><b>Story Structure</b></p> <p><b>Setting:</b> Draw or describe a good setting for a pirate.</p>	<p style="text-align: center;"><b>Story Structure</b></p> <p><b>Problem:</b> In my favorite story, the problem is _____.</p>
<p style="text-align: center;"><b>Story Structure</b></p> <p><b>Character:</b> I like to read stories that have silly main characters because _____.</p>	<p style="text-align: center;"><b>Story Structure</b></p> <p><b>Solution:</b> I like to read stories that have happy endings because _____.</p>	<p style="text-align: center;"><b>Story Structure</b></p> <p><b>Setting:</b> I think _____ is a great setting for a story because _____.</p>

\*To make a die

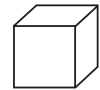
1. Cut



2. Tape



3. Fold and tape



## Extra Journal Prompts

**Character:** One mean storybook character is \_\_\_\_\_.

I do not like this character because \_\_\_\_\_.

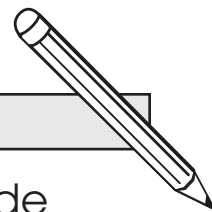
**Setting:** Draw or write about a scary story setting.

**Problem:** Draw or write about a funny story problem you remember.

**Solution:** In the last story I read, this is how the story problem was solved:



# Character Trading Cards



**Teacher's Note:** Copy the page on card stock for durability.

**Directions:** Make character trading cards and trade them with your friends! Draw a character. Then fill out the bottom of the card alone or with help.

Character's Name: \_\_\_\_\_

Title of story: \_\_\_\_\_

Setting: \_\_\_\_\_

Problem the character had: \_\_\_\_\_

\_\_\_\_\_

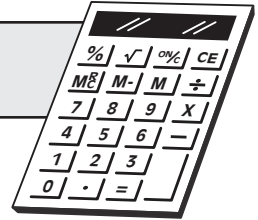
How the problem was solved: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Teachers:** Use story structure to understand and write math story problems.



## Math Story Problems

**Materials:** chart paper and markers, props from around the room, and a lot of imagination

### Activity:

1. Tell the children that they will help you make up the math story problems for the day. Copy the story map from the bottom of the page.
2. Have the children help you come up with ideas to fill in the story problem map. Then work together to write a story problem. Example:

<b>Characters:</b> a little boy		<b>Setting:</b> a park	
<b>Events:</b>	<b>Beginning</b> The little boy began to dig in the sand.		
	<b>Middle</b> He found three rocks.		
	<b>End</b> Then he found four more rocks.		
<b>Problem:</b> How many rocks did the little boy find in all?		<b>Solution:</b>	

One fine day a little boy was playing in the park. He began to dig in the sandbox. He dug and dug. Then he found three rocks! He kept digging. He was very excited when he found four more rocks! How many rocks did the little boy find in all?

3. Finally, choose children to act out and solve the problem.
4. Continue planning, acting out, and solving problems as time allows.

### Math Story Problem Map

<b>Characters:</b>		<b>Setting:</b>	
<b>Events:</b>	<b>Beginning</b>		
	<b>Middle</b>		
	<b>End</b>		
<b>Problem:</b>		<b>Solution:</b>	





**Teachers:** Use a story map to create a social studies story that reinforces basic story elements.



## Social Studies Stories

**Materials:** chart paper and markers

**Activity:**

1. Tell the children that they will help you plan and write a story about what they have been studying in social studies.
2. Write a story map on chart paper or copy the book map below.
3. Have the children help come up with ideas to fill in the story plan. Then work together to write a social studies story. Any unit can be used. Here's an example from a unit on community helpers:

**Characters:** fireman

**Setting:** A forest

**Events:** The firefighters hear the alarm at the firehouse.

The firefighters get dressed and get the truck ready.

The firefighters travel to the fire.

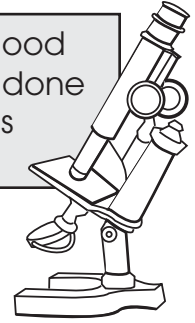
The firefighters work together to put out the forest fire.

4. Next, have the children dictate a story based on the plan. When it is finished, let the children draw illustrations. Use blank paper or pass out copies of the book map below. (You may enlarge it and write the story in before copying. This way the children can cut and staple to create mini-books.) For a sequencing extension, cut apart and mix up the events. Have children put them in the right order.

Title:	Characters:	Setting:	Event #1:
Event #2:	Event #3:	Event #4:	Event #5:



**Teachers:** Writing a class story about your science experiments is a good way to practice reading comprehension skills in science. This may be done with any experiment. Below is a sample experiment that demonstrates how frost is formed, which makes for interesting plot events!



## Story Element Science

**Sample Experiment:** Making Frost

**Materials:** books about weather, and for each small group: one baby food jar, 4 tablespoons of rock salt, ice, tap water, paper towels, and a timer

### Activity:

1. Ask the children to tell what they know about frost. Have them share when and where they have seen frost. Tell them that frost is a thin layer of small ice crystals. Explain that frost is formed when the water vapor in air touches a freezing surface. The air that is trapped in the small ice crystals causes the frost to look white.
2. Divide the children into small groups and have them create frost as follows: (You may want to copy and post these directions.)

## Frost

1. Fill the baby-food jar three-quarters full with ice.
2. Cover the ice with tap water.
3. Dry the outside of the jar with paper towels.
4. Sprinkle the ice over the salt.
5. Shake the jar back and forth to mix the ice, water, and salt.
6. Scratch the outside of the glass with a fingernail every 15 seconds for 2 to 3 minutes.



A thin layer of frost will form on the outside of the glass after 15 to 30 seconds. It will become thicker and thicker.

3. Have the children help you write a story about the experiment. Remind the children to include all of the story elements. Start your story with the sentence, "Today our class wanted to learn about frost."
4. After writing the story, read it to the children. Have the children find the main characters, the setting, and the plot (events).



Name \_\_\_\_\_

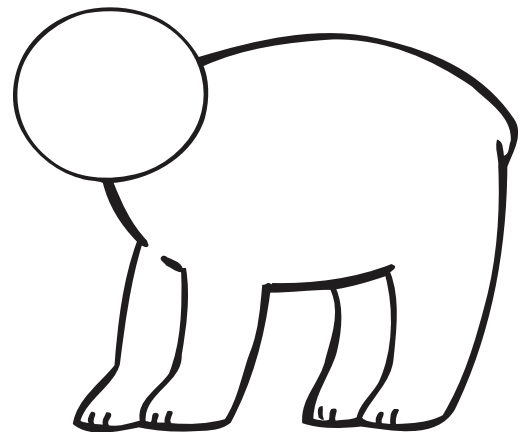
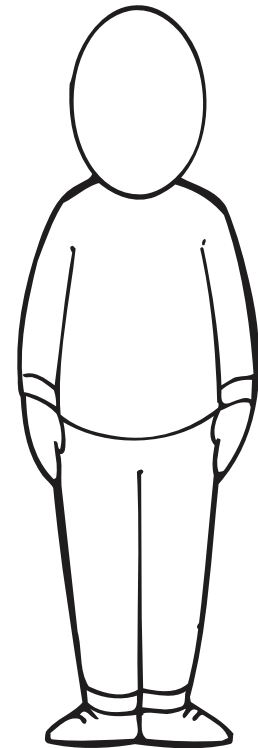
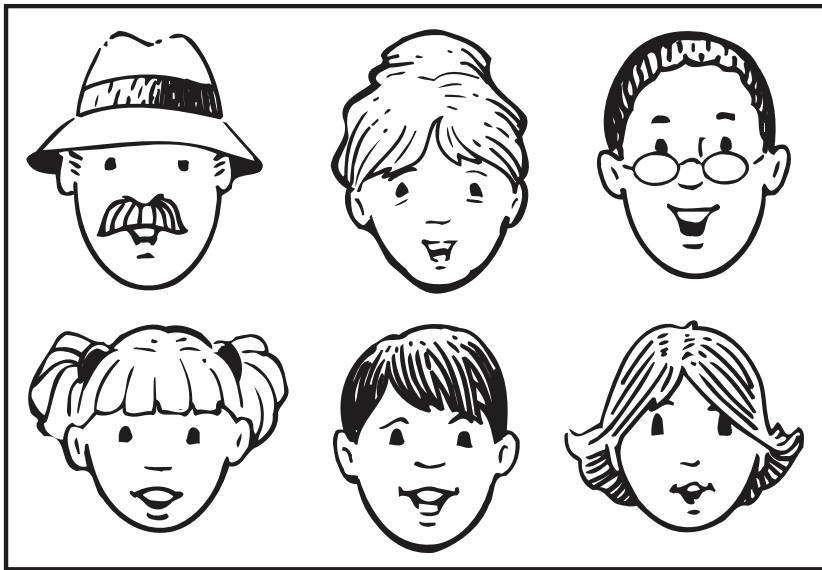
Date \_\_\_\_\_

**Comprehension**

Story Structure—Fine Arts

# Puppets!

**Directions:** Color, cut out, and glue the puppets to craft sticks. These are your **characters**. On another paper, color a **setting**. Make up **events** that tell a story. Then use the puppets to act out your story!





**Teachers:** Use this activity to reinforce story structure skills during read-aloud time.

## Incoming Beanbags!

**Materials:** permanent markers and five beanbags

**Preparation:** Use the markers to draw the following on the beanbags:

- On one beanbag, draw a stick figure and write the word *character*.
- On one beanbag, draw several trees and write the word *setting*.
- On three beanbags, draw question marks and write the words *Event 1*, *Event 2*, and *Event 3*.

### Activity:

1. Read a short story to the children.
2. Throw the beanbags to some of the children.
  - The child who catches the “character” beanbag will tell who was the main character of the story.
  - The child who catches the “setting” beanbag will describe the setting of the story.
  - The children who catch the “events” beanbags will tell the events in beginning-middle-end order.
3. Continue reading short stories, throwing the beanbags, and having the children describe the story parts.

### Ideas for books that illustrate story structure:

*A Boy, a Dog, and a Frog* by Mercer Mayer

*Are You There, Baby Bear?* by Catherine Walters

*Corduroy* by Don Freeman

*Do You Want to Be My Friend?* by Eric Carle

*The Library* by Sarah Stewart

*Mama Bear* by Chyng Feng Sun

*The Mother’s Day Mice* by Eve Bunting

*On Mother’s Lap* by Ann Herbert Scott



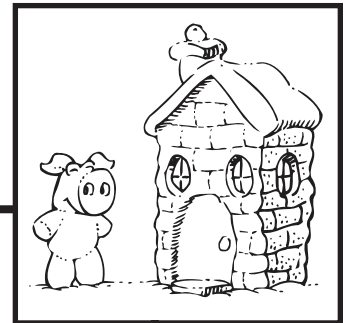
**Teachers:** Sculpting book characters and settings will help the children focus on the different elements present in stories.



## Modeling-Dough Sculptures

### Activity:

1. Lead the children in a discussion about their favorite books. Tell them that they will be making modeling-dough sculptures of either their favorite character or the setting of their favorite story.
2. Give each child modeling dough and enough time to create a sculpture. When the sculptures are complete, have each child share the following:
  - What is the sculpture of?
  - Is it a character or a setting?
  - What story is it from?
3. Let children use sculptures to act out one story event.



### Modeling Dough Recipe

1 cup of cornstarch  
2 cups of baking soda  
1  $\frac{1}{4}$  cup of water  
Food coloring

1. Mix the dry ingredients together in a bowl.
2. Add the food coloring of your choice to the water.
3. Add the colored water to the dry ingredients and mix with a spoon until the mixture is smooth.
4. Heat the modeling dough over medium heat, stirring constantly, for 5 minutes.
5. Let the modeling dough cool and knead it until it is no longer sticky.



**Teachers:** Enlarge and send one of these slips home with nightly books to reinforce story structure skills.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_



Draw or write the characters.



Draw or write about the setting.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_



Draw or write the story problem.



Draw or write the solution.





**Teachers:** Have fun practicing story structure skills with this game.

## Character, Setting, and Plot BINGO!

**Type:** a game to help the children focus the parts of a story

**Materials:** books which are familiar to the class, BINGO markers (pennies, counters, etc.), and BINGO cards (below)

**Set up:** Make enlarged copies of the BINGO cards below on card stock. Laminate them for durability.

- Procedures:**
1. Show the children the books that you will be talking about. Have the children help you review the books by talking about the characters, setting, and plot of the story.
  2. Give each child a BINGO card and BINGO markers. Tell them that when you name a character in one of the stories, they can cover up one of the character squares on their BINGO cards. When you name a setting, they can cover up one of the houses on the BINGO card. And when you name an event from one of the stories, they can cover up one of the question mark spaces.
  3. Tell the children that when they cover up 5 in a row, they can call out BINGO!

B I N G O					B I N G O				
	???		???			???			???
???		???		???			???		
		FREE	???		???		FREE		
???				???			???		???
		???				???			





**Teachers:** The following pages will assist you in developing your students' sequencing skills. The ability to comprehend and follow sequence not only helps increase reading comprehension with stories and historical events, but can also aid the children with following sets of directions.

## Helpful Tips:

Sequencing refers to the order of actions or events. Most children find sequencing the easiest of the text structures to understand. This is probably because children see many examples of sequencing in their lives. They follow directions daily and often read and hear stories in which sequence plays a significant part.

Teaching children to identify signal words that often appear in texts containing sequence helps them learn to focus on the order of events. Some signal words include *first*, *then*, *next*, *finally*, and *last*.

Sequence can be taught throughout the day. Children can be encouraged to recall the sequence of daily occurrences. For example, when the class returns from lunch, they can work together to recall the steps taken before, during, and after lunch. (Washed hands, lined up, walked to cafeteria, got in the lunch line, etc.)

Children can also recall the sequence of events after reading or listening to a story. They can use their understanding of sequencing when planning stories or performing creative skits.

Strong sequencing skills will help children improve comprehension by increasing recall and will strengthen their story-telling ability by helping them focus on the logical order of events. In addition, understanding sequence will assist the children when they are following a set of specific instructions in which the order is important.

## Share with parents:

- Practice Sequencing (p. 34)
- Follow the Steps! (p. 38)
- Sequence the Song (p. 39)
- Story Chains (p. 41)

## Additional pages to reinforce sequencing:

- Math Story Problems (p. 24)
- Social Studies Stories (p. 25)
- Incoming Beanbags! (p. 28)

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## Answer Key

### Page 39

- |           |          |
|-----------|----------|
| 1. Fly    | 5. Dog   |
| 2. Spider | 6. Goat  |
| 3. Bird   | 7. Cow   |
| 4. Cat    | 8. Horse |





# Organize Sequence

**Directions:** Use these to help you with the sequence of events in a story. First read a story or paragraph. Write the title in one of the organizers. Then fill in the events.

Book Title: \_\_\_\_\_

1<sup>st</sup> event                      2<sup>nd</sup>                      3<sup>rd</sup>                      4<sup>th</sup>

Book Title: \_\_\_\_\_

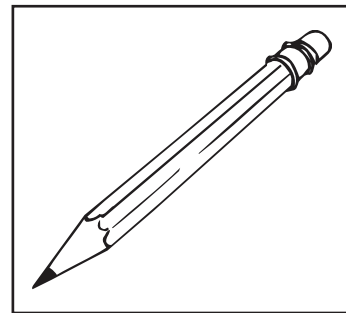
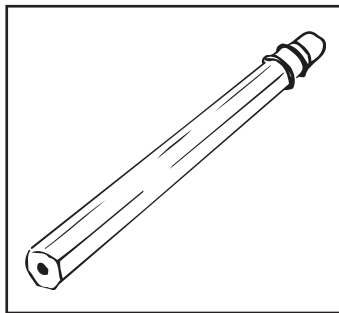
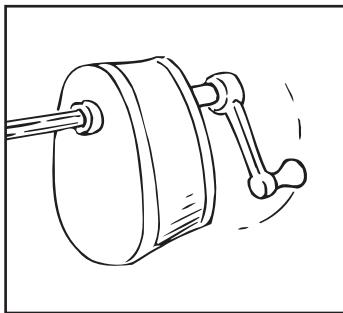
1<sup>st</sup>                      2<sup>nd</sup>                      3<sup>rd</sup>



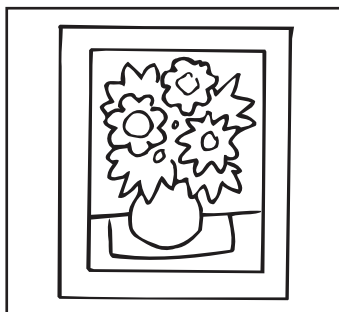
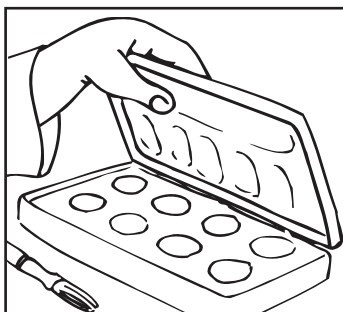
# Practice Sequencing

**Directions:** Help put these events in the right order.  
Draw lines to match the words to the correct pictures.

1.            First                            Next                            Last



2.            Beginning                            Middle                            End



**Try this!** Tell your own sequence story. On your own paper, write or draw three things you did yesterday. Make sure you put them in the right order!



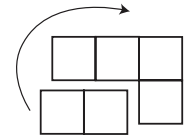
**Teachers:** Practice sequencing skills with these journal prompts. Children will consider the concept of sequencing while writing. Enlarge and cut the prompts into cards for centers, use them on the overhead, or make a journal-prompt die.\* Students can write, dictate, or draw pictures that complete the journal prompt. Use the writing activity at the bottom of the page for more in-depth practice.

### Journal Prompts

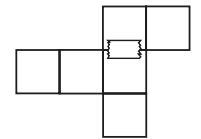
<p><b>Sequencing</b></p> <p>My favorite story is _____. This is what happened: In the beginning ... In the middle ... At the end ...</p>	<p><b>Sequencing</b></p> <p>The first thing I do when I get to school is _____ because _____.</p>	<p><b>Sequencing</b></p> <p>There are three things I do when it is time for lunch.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p><b>Sequencing</b></p> <p>When I wake up on Saturday, I do several things.</p> <p>First, I ... Next, I ... Finally, I ...</p>	<p><b>Sequencing</b></p> <p>The last thing I do before bed is _____ because _____.</p>	<p><b>Sequencing</b></p> <p>This is how to brush your teeth.</p> <p>First, you ... Then, you ... Last, you ...</p>

\*To make a die

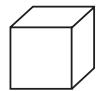
1. Cut



2. Tape



3. Fold and tape



### Writing Activity: Getting Dressed!

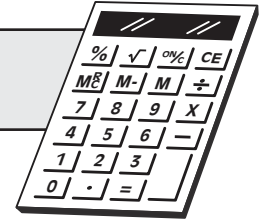
The children will draw pictures and write or dictate the steps that they take when they get dressed in the morning.

After the children have completed the steps; have them reread the steps to make sure they make sense. (Did they forget to put on their socks? Do they have the steps in logical order? Did they put their shoes on before they put on their pants?)





**Teachers:** These activities will allow the children to practice the concept of sequencing in a variety of math contexts.



## Sequencing Your Friends

**Materials:** paper, crayons, and three index cards labeled “Beginning,” “Middle,” and “End.”

### Activity 1:

1. Give the children paper and crayons. Have each child draw a picture that shows an event that occurred in his or her favorite story.
2. Set up a graphing area on the floor, wall, or chalkboard. Use the index cards to label three rows or columns.
3. Have each child share his or her picture. They should state the story title, explain the event, and tell whether it is from the beginning, middle, or end of the story.
4. After sharing, each child can place their artwork in the appropriate row or column (“Beginning,” “Middle,” or “End”).
5. Finally, lead the class in a discussion about which column has the most pictures and which column has the least. Note similarities within the different categories, such as the way beginnings may start off with certain words or a problem. The middles may show the problem getting worse or the characters trying to solve it. And the ends may show the problem being solved and use certain words such as “happily ever after.”
6. For fun, you may take turns making up silly stories that combine different children’s beginnings, middles, and ends.

### Activity 2:

1. Ask the children how they use sequencing every day. Remind them that they often use their understanding of sequencing when they get dressed in the morning and also when they follow the daily school schedule.
2. Tell them that there is also sequencing in math. Discuss that numbers come in a sequence that is never changed.
3. Choose three volunteers. Have the class discuss the height of the children and decide how to put them in order. Then have the first volunteers sit down and choose four more, repeating the same process.
4. Finally, have the entire class stand up and work together to order themselves.

**Optional:** Find other ways and things to sequence in math such as time, ordinal numbers, counting numbers, length, or weight.

**Teachers:** Time lines are used in social studies texts. This activity will help build an understanding of sequencing through time lines.



## We All Grow Up!

**Materials:** magazines and scissors

**Preparation:** Have the children look through magazines, find pictures of people, and cut them out.

### Activity:

1. Lead the class in a discussion about the similarities and differences between the people in the pictures that were cut out from the magazines. (Similarities: They are all people. Differences: Some are men and some are women. Some are children and some are adults. Some are babies and some are school-aged children.)
2. Choose several of the pictures. Tell the children that you need help putting them in order from youngest to oldest. Work together as a group to make a time line on the wall or chalkboard. Have the children estimate ages for the people and put them in age order.
3. Lead the class in a discussion about the people in the time line. Discuss what types of activities each person on the time line would do in an average day. For example, babies would take naps and drink bottles. Younger children may go to preschool and spend a lot of time playing. Young school-aged children may spend time learning to read and recognize numbers. They may also spend time learning to play sports. Older children may spend a lot of time in school, doing homework, and playing organized sports. Grown-ups may raise children or work.



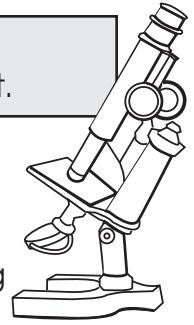


**Teachers:** Following the correct sequence is very important in science experiments. Practice this comprehension skill whenever you experiment.

## Follow the Steps!

**Sample Experiment:** Slimy Steps!

**Materials:** 2 cups of white glue, 2 cups plus 1 1/3 cups of water, 2 mixing bowls, spoon, measuring spoon, mixing spoon, and starch flakes

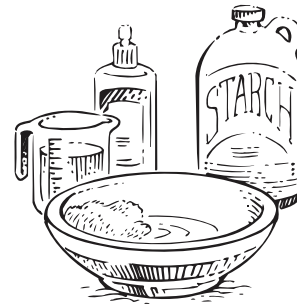


### Activity:

1. Tell the children that they will be performing an experiment that demonstrates a chemical change. Explain that a chemical change is when you mix items together and an entirely new material is created. This new material will be totally different from the original things mixed together.
2. Show the children the materials for the experiment. Tell the children to pay attention to the order of steps in the experiment. Copy or write the following procedure on chart paper or sentence strips:

## SLIME!

1. Mix 2 cups of white glue and 2 cups of water together in a bowl.
2. In a separate bowl, dissolve 4 teaspoons of starch flakes in 1 1/3 cups of water.
3. Slowly pour the glue mixture into the starch mixture. Gently mix it.
4. The *Slime* will separate. Lift it out and drain it.
5. Have fun playing with your slime!



3. Read and follow the recipe. After the experiment has been performed, hide the directions and have the children recall the order of steps that they used to perform the experiment. If steps are written on sentence strips, you can mix them up and take turns having students unscramble them.
4. Give each of the children some *Slime* and have them make observations about its texture. Finally, discuss how a new material (a solid) has been formed out of the old materials (liquid and powder). Tell the children that this change is called a chemical change.



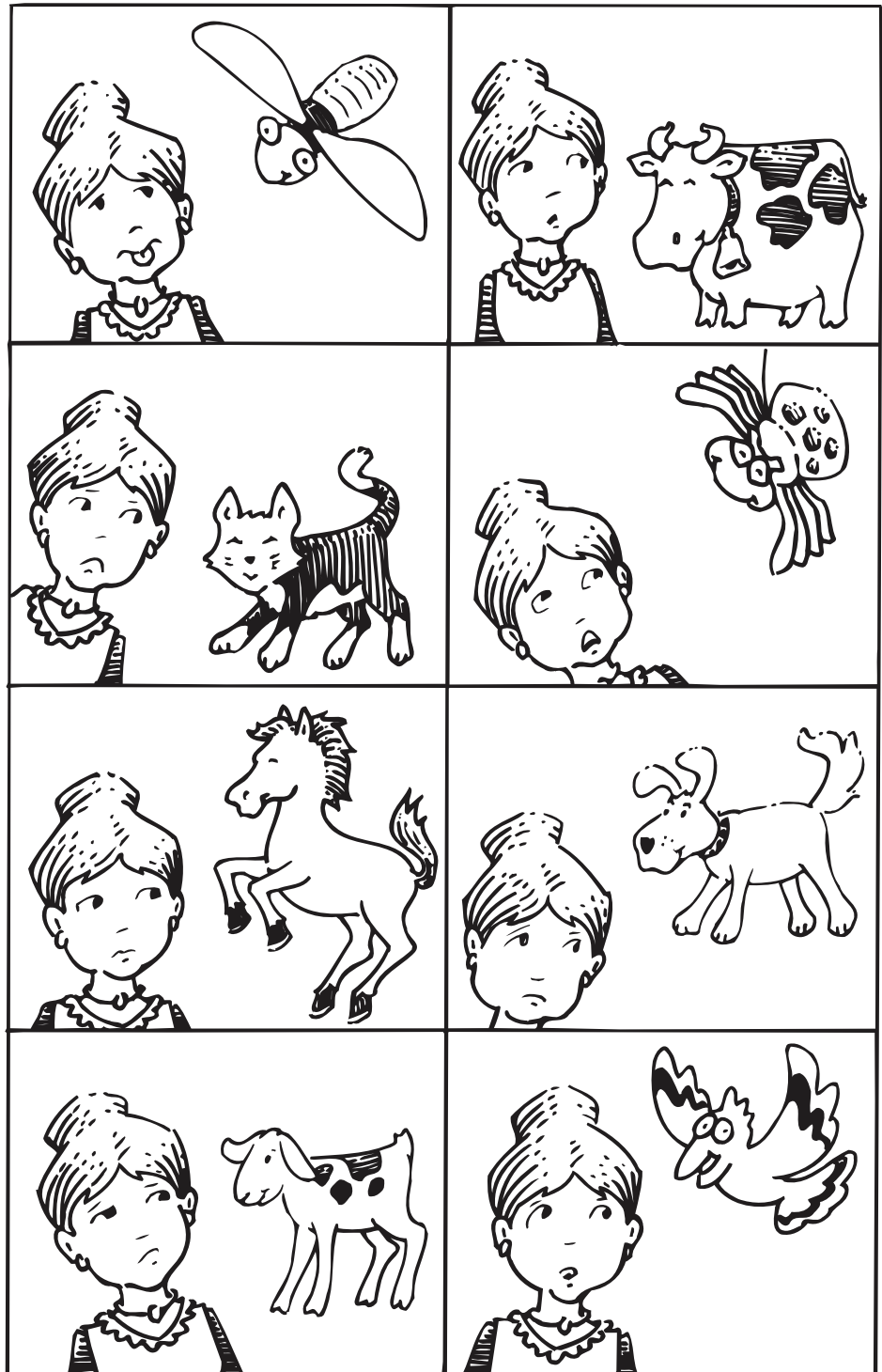
# Sequence the Song

**Teacher's Note:** For this activity, find a copy of the song or story about the old lady who swallowed a fly. Play or read it aloud to the class.



## Directions:

1. Listen to the story. It is about an old lady who swallows a fly.
2. Cut out the pictures.
3. Put them in the correct **sequence**.







**Teachers:** Use this activity to reinforce sequencing skills during read-aloud time.

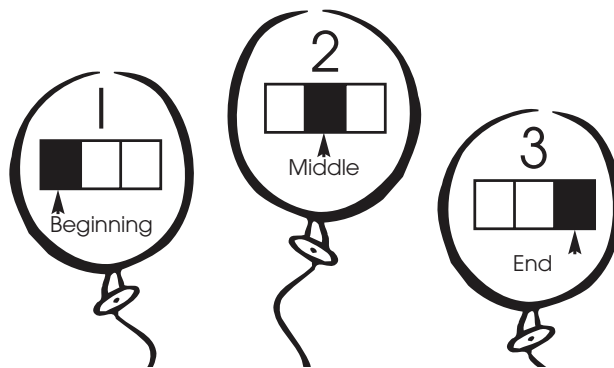
## Balloon Toss

**Materials:** three balloons and a permanent marker

**Preparation:** Blow up the balloons and write one number (1 – 3) on each balloon using the permanent markers. You may want to add the words *beginning*, *middle*, and *end*. You may also want to draw a rectangle divided into three parts and shaded to indicate *beginning*, *middle*, and *end*, as pictured below.

### Activity:

1. Read aloud any story, poem, or nonfiction reading selection.
2. Toss the balloons to the children listening. Have the children who catch the balloons line up in numerical order.
3. Finally, have the children retell the main events in order as follows:
  - The child with the number 1 balloon will tell the beginning event.
  - The child with the number 2 balloon will tell the middle event.
  - The child with the number 3 balloon will tell the ending event.



### Ideas for books that illustrate sequence:

*This Is the Hat* by Nancy Van Laan

*The Giant Pumpkin* by Joy Cowley

*The Wheels on the Bus* by Paul O. Zelinsky

*The Very Hungry Caterpillar* by Eric Carle

*A House for Hermit Crab* by Eric Carle

*A Tree for Me* by Nancy Van Laan

*Backyard Sunflower* by Elizabeth King

*Bears in the Night* by Stan and Jan Berenstain

*Five Little Monkeys Jumping on the Bed* by Eileen Christelow





# Story Chains



**Directions:** Follow these steps to make a story chain.

1. Listen to a story.
2. Draw events from the story in the sections below.
3. Cut the sections apart and put them in order.
4. Glue the ends to make connected loops.
5. Hang up your story chain and enjoy!



<b>My Name:</b>	<b>Story Title:</b>
<b>Beginning:</b>	
<b>Middle:</b>	
<b>End:</b>	



**Teachers:** Enlarge and send one of these slips home with nightly books to reinforce sequencing skills.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

**Draw or write about the beginning, middle, and end of the story.**

**In the beginning:**

**In the middle:**

**At the end:**

**Start**

**Finish**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

**Draw or write three things that happened in the story. Put them in the right order.**





**Teachers:** Have fun practicing sequencing skills with this game.

## Obstacle Course

**Type:** a fun game to help the children focus on sequence

**Procedures:**

1. Have the children help build an obstacle course in the classroom using tables, chairs, and other classroom items. Do not give instructions about how the children are to travel through the obstacle course!
2. Divide the children into pairs. Give paper, pencils, and crayons to the pairs of students.
3. Tell students to decide what order to use when traveling through the course. After the pairs have decided on the order, have the children draw a picture showing the obstacles in their chosen sequence.
4. Finally, have each pair stand near the beginning of the course and show their plan to the class. Have them explain, using ordinal numbers (first, second, and so on), how they plan to move through the course. After they have explained their plan, time them as they race through the course!
5. After each team goes through, have them check their plan to make sure they followed the sequence they chose. This will encourage them to develop a link between memory and sequencing skills. Point out how you use your memory whenever you want to remember sequence, and apply that to remembering story sequences.





**Teachers:** The following pages will assist you in developing students' prediction skills. Making predictions helps readers interact with the story before, during, and after reading.

## Helpful Tips:

Prediction refers to making a guess about what the writer will write next. This guess is based on personal life experience and clues in the text. It doesn't matter if the prediction is correct or incorrect, because only the writer knows for sure what the reader is going to read next.

Most experienced readers enjoy thinking about what the writer is going to write next. Making predictions helps readers interact with the author. When you have children make predictions about a book before it is read, you are helping them mentally prepare for reading. When you have children make predictions while reading or listening to a story, you are helping them relate the text to their personal experiences, thus making it more meaningful and memorable. Predicting also sets readers up to look for details that confirm their prediction, and makes them pay closer attention than if they had not made predictions.

Model this practice while you read aloud to your children. When you read a story about a child who is nervous, say, "I have been nervous

before. This reminds me of the time that I... Everything turned out okay though. I think everything will turn out fine for the child in the book, too." Then continue reading. When everything does turn out fine, say, "See? My prediction was correct. I thought that would happen because I was fine, too!"

While you are reading, ask the children to predict what they think will happen. Also, ask why they are making this prediction. Ask if it reminds them of something that happened before.

When children learn to relate the text to past experiences and interact with the author by making predictions, they will improve their comprehension and get more enjoyment from reading.

## Share with parents:

- 100 Years from Now (p. 49)
- Mixing Colors (p. 50)
- What's in the Box? (p. 51)
- Open the Door! (p. 53)
- Whose Clues? (p. 55)

## Additional pages to reinforce prediction:

- Modeling-Dough Sculptures (p. 29)
- Draw It! (p. 67)

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## Answer Key

### Page 46

Answers will vary.

### Page 50

Red + blue = purple

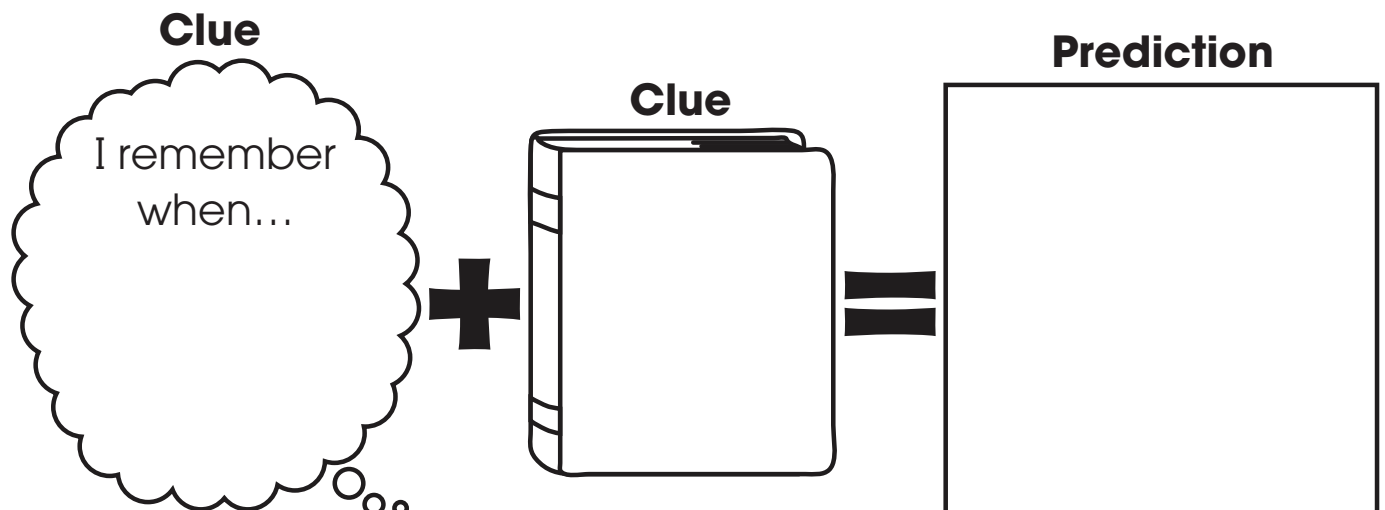
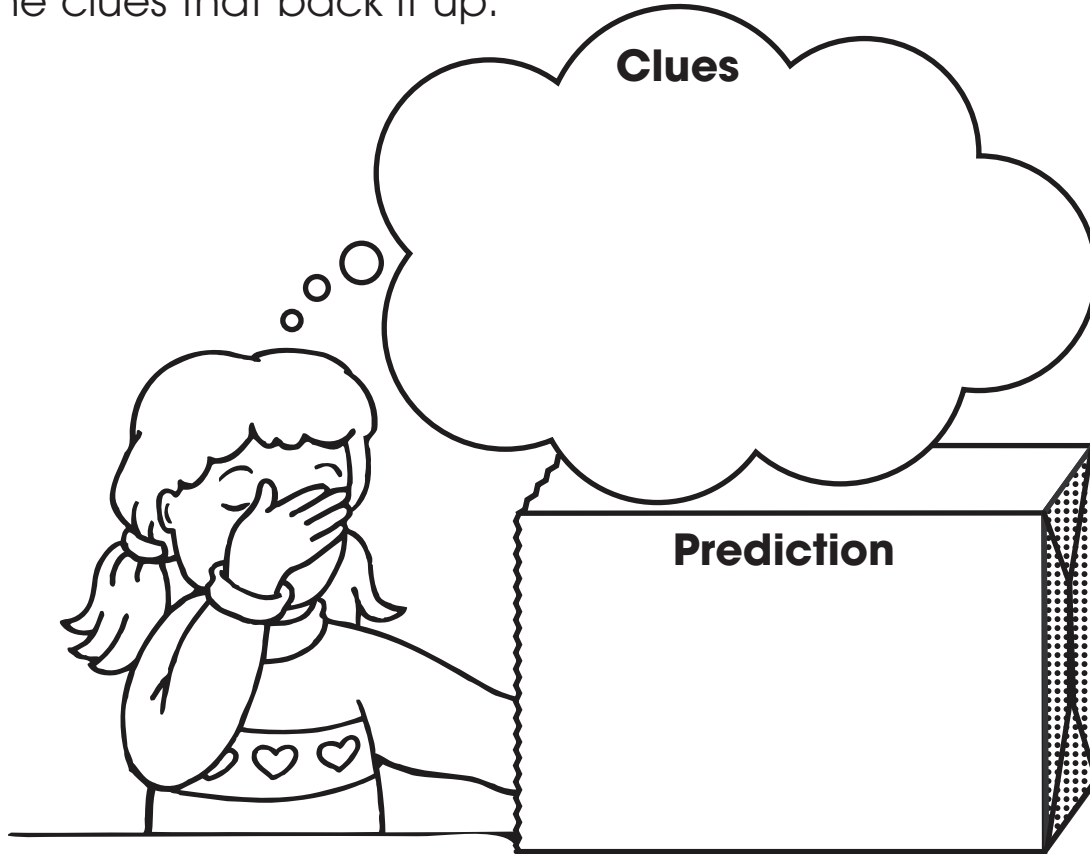
Blue + yellow = green

Red + yellow = orange



# Organize Predictions

**Directions:** You can make predictions before, during, and after you read. Use these to help you. Choose one organizer. Write what you predict will happen. Then write the clues that back it up.





# Practice Making Predictions

**Directions:** Make predictions as you read this story.

## Cosmo the Dog's Dirty Day



1. Look at the title.  
Write or draw what you think will happen in the story.

Cosmo was a dog. He loved to be a dirty dog! One day Cosmo saw a mud puddle.

2. Make a prediction. Write or draw what you think will happen next.

Cosmo jumped right in the mud puddle and rolled around!

3. Was your prediction correct?

**Yes No**

4. What do you think will happen next? Write or draw a picture to show how you think the story should end.



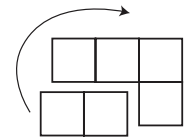
**Teachers:** Practice prediction skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.\* Students can write, dictate sentences, or draw pictures that complete the journal prompt. Use the writing activity at the bottom of the page for more in-depth practice.

## Journal Prompts

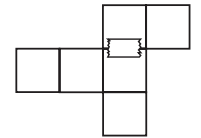
<p><b>Prediction</b></p> <p>Choose a book. Look at the cover. What do you think this book will be about?</p>	<p><b>Prediction</b></p> <p>If people don't do their work, I predict they will _____.</p>	<p><b>Prediction</b></p> <p>Kel was playing ball. The score was tied. The ball flew to Kel and...</p> <p>How do you think Kel's soccer game will end?</p>
<p><b>Prediction</b></p> <p>I read one page of the book _____. It reminds me of the time I _____. That is why I predict _____.</p>	<p><b>Prediction</b></p> <p>Quinn went outside. There was a big hole by the fence. His dog was gone!</p> <p>What do you think will happen next? _____</p> <p>Why do you think so?</p>	<p><b>Prediction</b></p> <p>I predict I will eat _____ for lunch because _____.</p>

\*To make a die

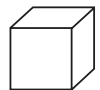
1. Cut



2. Tape



3. Fold and tape



Name: \_\_\_\_\_ Date: \_\_\_\_\_

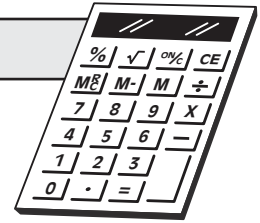
## Writing Activity: An Exciting Story

1. Write or dictate a story. Tell about something exciting that happened to you. Be tricky and leave off the end!
2. Tell the story to a friend. Let him or her guess the ending.
3. Tell your friend if the prediction is correct. Then tell the end of your story.





**Teachers:** Make predictions fun with this estimation activity.



## Math Mystery Socks

**Materials:** ten adult socks, manipulatives (small blocks, pennies, teddy bear counters, beans, etc.), paper, and crayons or pencils

**Preparation:** Put small sets of objects in the bottom of each sock, reinforcing quantities the class is working on. Use marker to label socks 1–10.


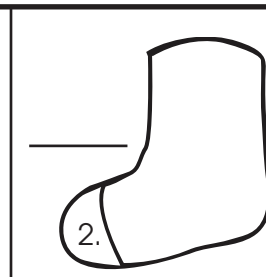
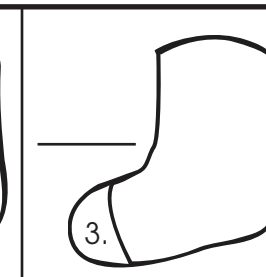
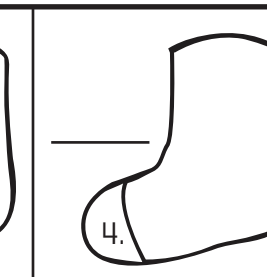
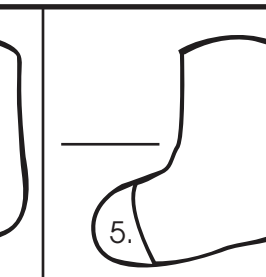
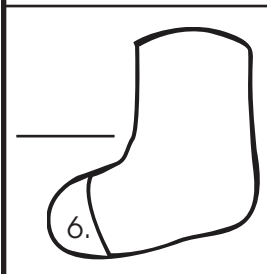
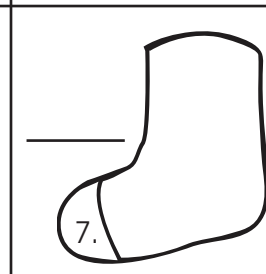
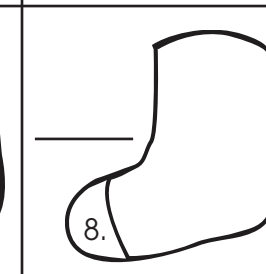
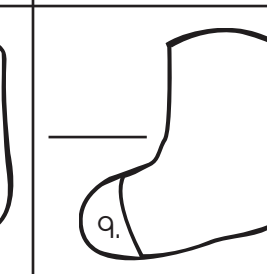
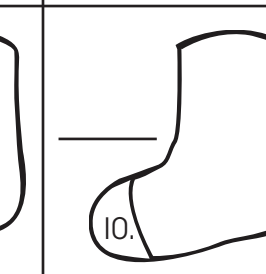
### Activity:

1. Lead the class in a discussion about how predictions can help in math. Predictions (estimates) help check if your answers make sense.
2. Show the *Math Mystery Socks* to the children. Explain that they will be making predictions about what kind and how many items are in each sock. They can gather clues by feeling the outside of each sock.
3. If desired, pass out copies of the form below. Have students record predictions for each sock.
4. After the children have had a chance to document predictions, have the class work together to empty the socks and check predictions.
5. Discuss which items were easier to make predictions about and why.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Math Mystery Socks

**Directions:** On each sock, draw what you think is inside. Next to the sock, predict how many items are inside it.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____





# 100 Years from Now



**Directions:** Finish the sentences below with words or pictures.

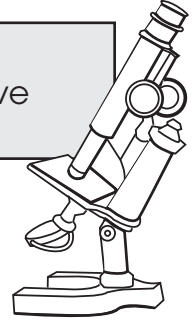
One hundred years from now, I think schools will look like:

I think that during the day, school children will:  
(Write or draw all the things you can think of.)





**Teachers:** Prediction is a key element of every science experiment. Whenever you experiment, focus on using clues from what you observe and what you already know to make informed predictions.



## Mixing Colors

**Sample Experiment:** Mixing Colors

**Materials:** three clear plastic squeeze bottles and three glasses (for each group or the whole class), water, food coloring, crayons, and copies of the activity form below










**Preparation:** Fill the three squeeze bottles with water, and add food coloring to make them red, blue, and yellow.

**Activity:**

1. Pass out activity forms. Let children choose which color combinations they want to make and color the bottles on the form.
2. Discuss predictions in science. Prompt children to use observation and background knowledge to predict the results of each color combination and color in the glasses in the second column accordingly.
3. Allow students to squeeze the different color combinations into each glass. Discuss and evaluate how the results compare with the predictions, and have students circle *yes* or *no* in the third column.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Mixing Colors

Colors	Prediction	Were you correct?
 +  =		yes      no
 +  =		yes      no
 +  =		yes      no

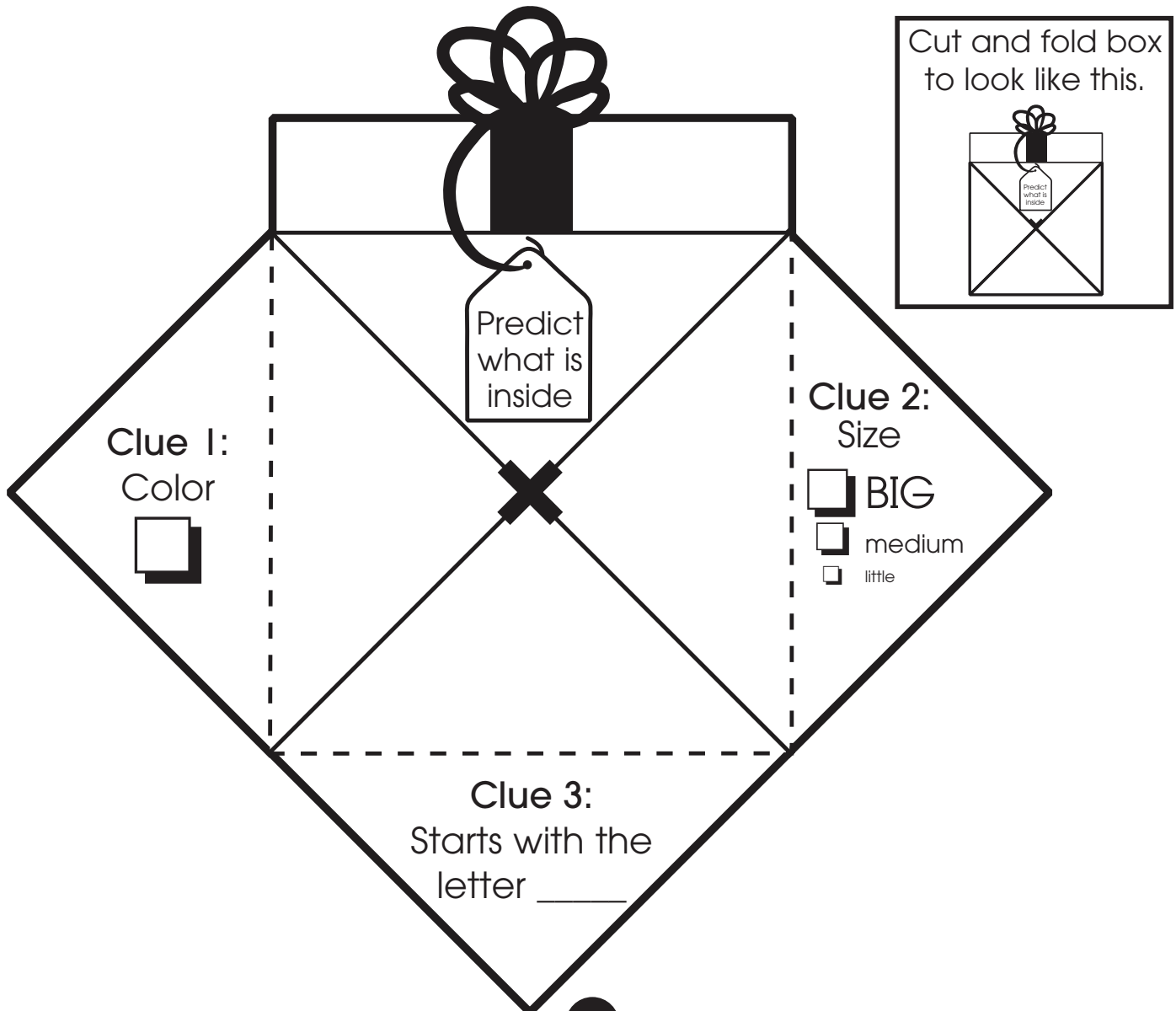


# What's in the Box?



**Directions:** Follow the steps to make a prediction box.

1. Cut out the box along the wide solid lines.
2. Draw a picture on the **back** of the box.
3. Fill in the three clues on the front of your box.
4. Put a loop of tape on the **X**. Fold in along the dotted lines.
5. Show one clue at a time to your friends. Let them make predictions about what is inside your box!





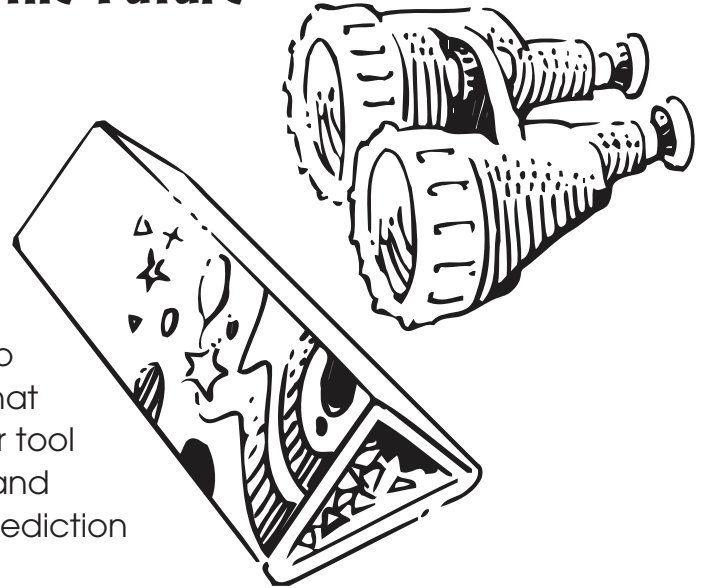
**Teachers:** Use this activity to reinforce prediction skills during read-aloud time.

## Look into the Future

**Materials:** binoculars or kaleidoscope

**Activity:**

1. Show the children the binoculars or kaleidoscope. Say that while you are reading, you will stop and hold up the special tool. When you do this, they need to think about what will happen next. Pass whichever tool you're using to one lucky child, and have this child share his or her prediction with the class.



2. Read until you find out if the prediction was right or not. Stop and evaluate the prediction. Continue predicting and evaluating in this same way as you read through the book.

**Optional:** Call on several children to discuss their predictions out loud. In this way, they will see that people have different predictions, but that it's okay if the predictions are incorrect.

### Ideas for books that illustrate prediction:

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.

*Don't Wake up Mama!* by Eileen Christelow

*Goldilocks and the Three Bears* by Jan Brett

*I Was So Mad* by Mercer Mayer

*Look Book* by Tana Hoban

*Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr.

*The Snowy Day* by Ezra Jack Keats

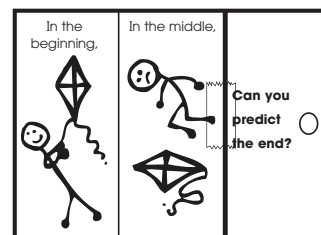


# Open the Door!



**Directions:** Read a book. Then follow the steps to make a fun book report.

1. Write or draw pictures to show what happened in the beginning, middle, and end of your story.
2. Cut out the big box and the small box. Only cut on the thick black lines.
3. The small box is a door. Tape the door so it covers the “At the end” space.
4. You are done! Show your project to other children. Let them guess what happens at the end. Then open the door. See if their prediction was right!



In the beginning,	In the middle,	At the end,	<b>Can you predict the end?</b> ○
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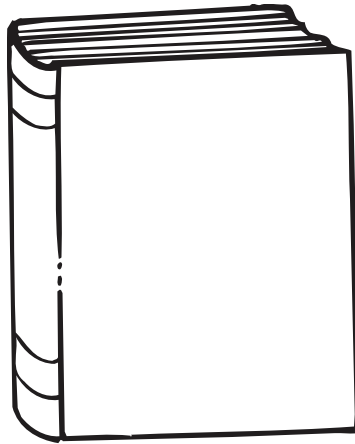
**Teachers:** Enlarge and send one of these slips home with nightly books to reinforce prediction skills.

Name \_\_\_\_\_ Date \_\_\_\_\_

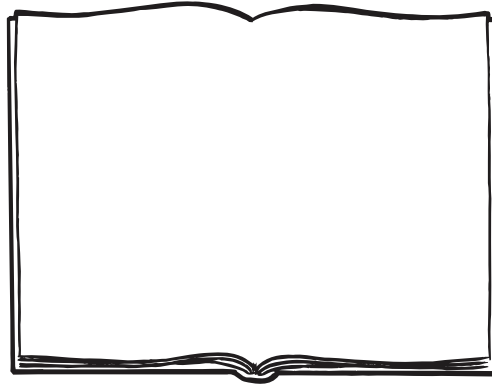
Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

**Draw two clues you see on the cover of the book.**



**Make a prediction. Write or draw what you think will happen in the story.**



Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

**What happened in the beginning?**

**What happened in the middle?**

**Predict what will happen at the end.**



**Teachers:** Have fun practicing prediction skills with this game.

## Whose Clues?

**Type:** a game to help the children develop clue-based prediction skills

**Setup:** Have each child bring an item to school in a bag.

- Procedures:**
1. Have a child give three clues about what is in his or her bag. Write or draw these clues on the board or on chart paper.
  2. The rest of the children will try to predict what the child has in the bag.
  3. The first child to guess the item correctly will be the next person to give clues about his or her item.

**Note:** Encourage the children to be specific with their three clues. For example, if the item is a teddy bear, good clues would be: it's a toy, it's fuzzy, and it's something you can sleep with.



It is red.  
It is crunchy.  
You can eat it.



**Teachers:** Use the following pages to help you work on drawing conclusions with your class. Drawing conclusions involves a mental process where the children relate what they are reading to their own experiences, thus forming a deeper comprehension of the text.

## Helpful Tips:

Drawing conclusions is all about “reading between the lines.” Answers to the comprehension questions that we ask young children are often directly stated in the text. Asking children to draw conclusions challenges them to comprehend the text at a higher level. The answers are often not directly stated in the text. This information is inferred. Authors let you draw your own conclusions about events or character’s actions. They may leave hints or clues the reader can use to draw his or her own conclusions.

Children draw conclusions and make inferences in their everyday lives. For example, if you ask children what they think happened if they see a teacher talking sternly to a child, they will infer or draw the conclusion that the child must have done something wrong. Ask children what they think may have happened to a crying child lying on the ground next to a bicycle. They will correctly infer or draw the conclusion that the child fell off the bike. Although

the children did not actually see or hear these events, they still are able to draw conclusions.

Reading aloud to students provides many opportunities for modeling this strategy. When you read the text “the cold wind whipped through the child’s hair,” say, “Wow! I bet it is really cold. That child must be freezing!” When Goldilocks is woken up by the bears and runs from the house, say, “Goldilocks must have been very surprised and afraid when she woke up and saw the three bears staring down at her. I would have been so afraid!” Feelings that characters are experiencing are often inferred. By modeling this behavior, you demonstrate how to have a deeper interaction with the text.

## Share with parents:

- Famous Americans (p. 61)
- Conclusions about Magnets (p. 62)
- I Learned a Lesson (p. 65)

## Additional pages to reinforce drawing conclusions:

- We All Grow Up! (p. 37)
- Mixing Colors (p. 50)
- What’s in the Box? (p. 51)

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## Answer Key

### Page 58

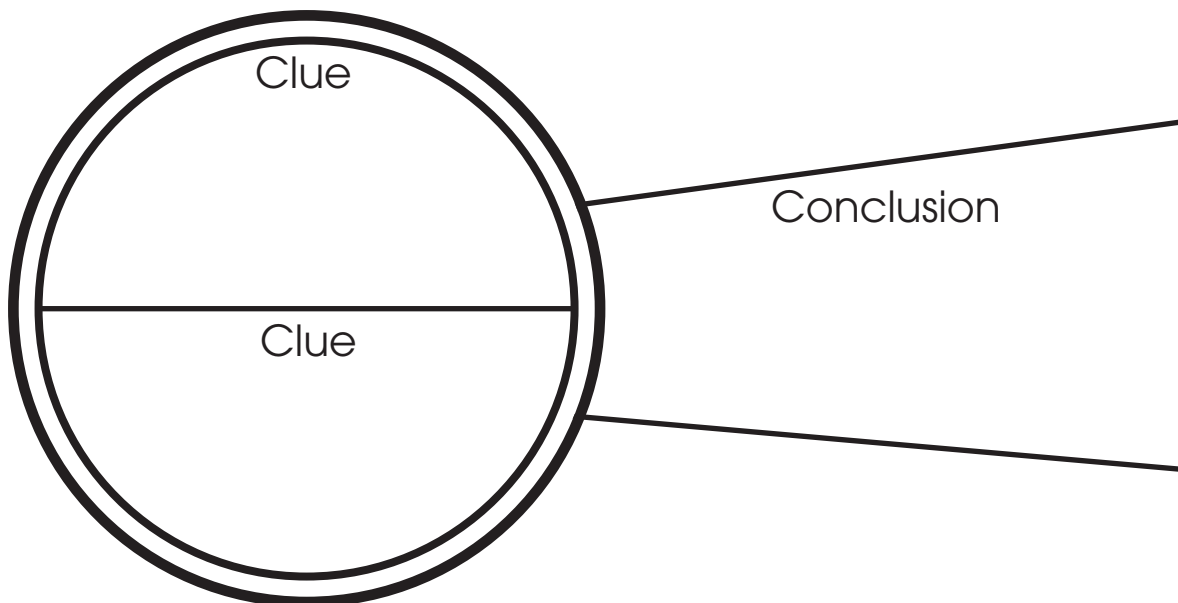
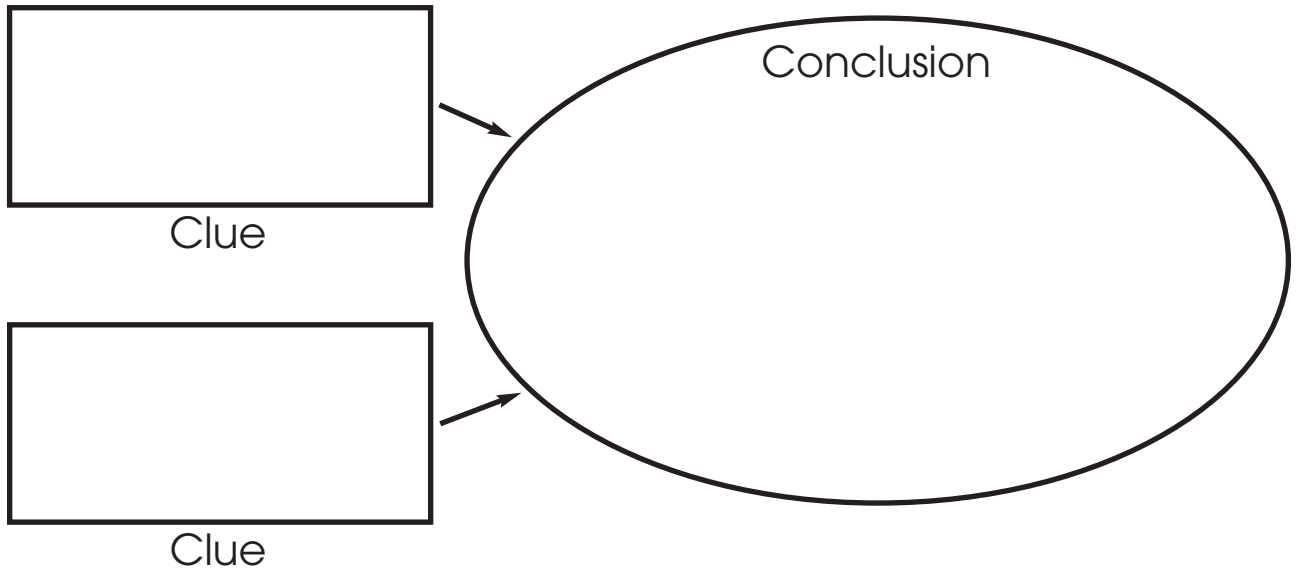
1. The picture should be of a beach scene.
2. sand toys, umbrella towels, sandwiches, or drinks





# Organize Conclusions

**Directions:** Use these to help you draw conclusions. First read a story or paragraph. Think, “What conclusion can I draw from my reading?” Draw or write your conclusion in an organizer. Then draw or write supporting clues.



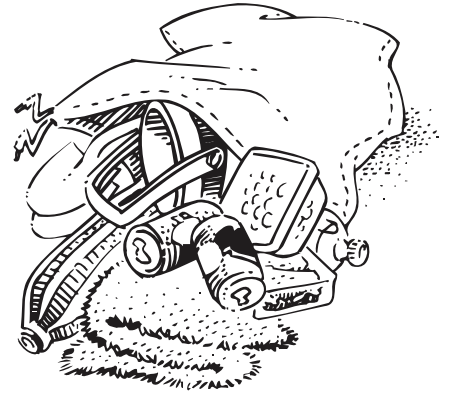


# Practice Drawing Conclusions

**Directions:** Read the story. Then answer the questions.

## The Surprise Trip

The family is taking a trip. First Mom packs sand toys. Next she packs a big umbrella. Then she packs some towels. Finally, she packs sandwiches and drinks. "Where are we going?" asks the family.



1. Draw a picture that shows where the family is going.

2. Clue words helped you draw a conclusion. Circle four clue words from the story. Write them here.

\_\_\_\_\_

\_\_\_\_\_



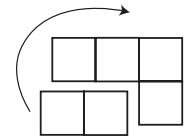
**Teachers:** Practice drawing-conclusion skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.\* Students can write, dictate sentences, or draw pictures that complete the journal prompt. Use the writing activity at the bottom of the page for more in-depth practice.

### Journal Prompts

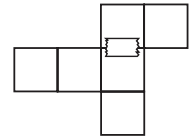
<p><b>Conclusions</b></p> <p>Who is the funniest person you know? Give reasons that show how funny this person is.</p>	<p><b>Conclusions</b></p> <p>Mom bought ice cream, caramel, and sprinkles. Draw a picture of what Mom was going to make.</p>	<p><b>Conclusions</b></p> <p>The conclusion is "Going to the beach is fun." Give three reasons why the beach is fun.</p>
<p><b>Conclusions</b></p> <p>The conclusion is "It is windy at the park." Describe what the sky, trees, and grass look like at the park.</p>	<p><b>Conclusions</b></p> <p>Draw a conclusion: Is it hot or cold outside? Give reasons that support your answer.</p>	<p><b>Conclusions</b></p> <p>What animal makes the best pet? Why do you think this?</p>

\*To make a die

1. Cut



2. Tape



3. Fold and tape



### Writing Activity: Who Made This Mess?

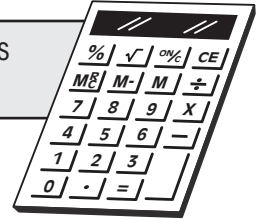
While the children are out of the classroom, make a big mess. Turn over the chairs, put toys on the floor, and throw paper around the classroom. When the children return to the classroom, have them draw conclusions and write or dictate what they think happened while they were gone.

For more advanced conclusion work, turn on a well-placed fan in front of a stack of scratch paper, a center, or anywhere it will make a harmless mess. Turn off the fan before students come back, but leave it in place. See if they can conclude that the fan caused the mess.





**Teachers:** Use this pattern activity to work on drawing conclusions in math.



## Patterns

**Materials:** small items that can be used for patterning (pennies, buttons, pattern blocks, beads, various kinds of beans or macaroni)

### Activity:

1. Tell the children that they will be working on making patterns with many different kinds of items. Explain that you will show them the beginning of the pattern, and they will have to draw conclusions about why the items are in the order that they are in. Then they will use the remaining items to continue the pattern.
2. After you have given several examples, have the children work in small groups to create their own patterns. Then have the groups change working areas and look at another group's patterns. After drawing conclusions about the pattern, they will use the remaining items to continue the pattern.
3. Finally, lead the class in a review of what they learned about drawing conclusions with patterns. Have volunteers explain the thinking processes they used when trying to figure out patterns.

**Optional:** Use the activity sheet below before the activity as preparation, with the activity as a record sheet, or after the activity as a review or extension.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Pattern Conclusions

### Draw a conclusion. What comes next?

1. 

--	--	--	--	--	--	--	--	--

### Make your own patterns.

2. 

--	--	--	--	--	--	--	--	--

3. 

--	--	--	--	--	--	--	--	--



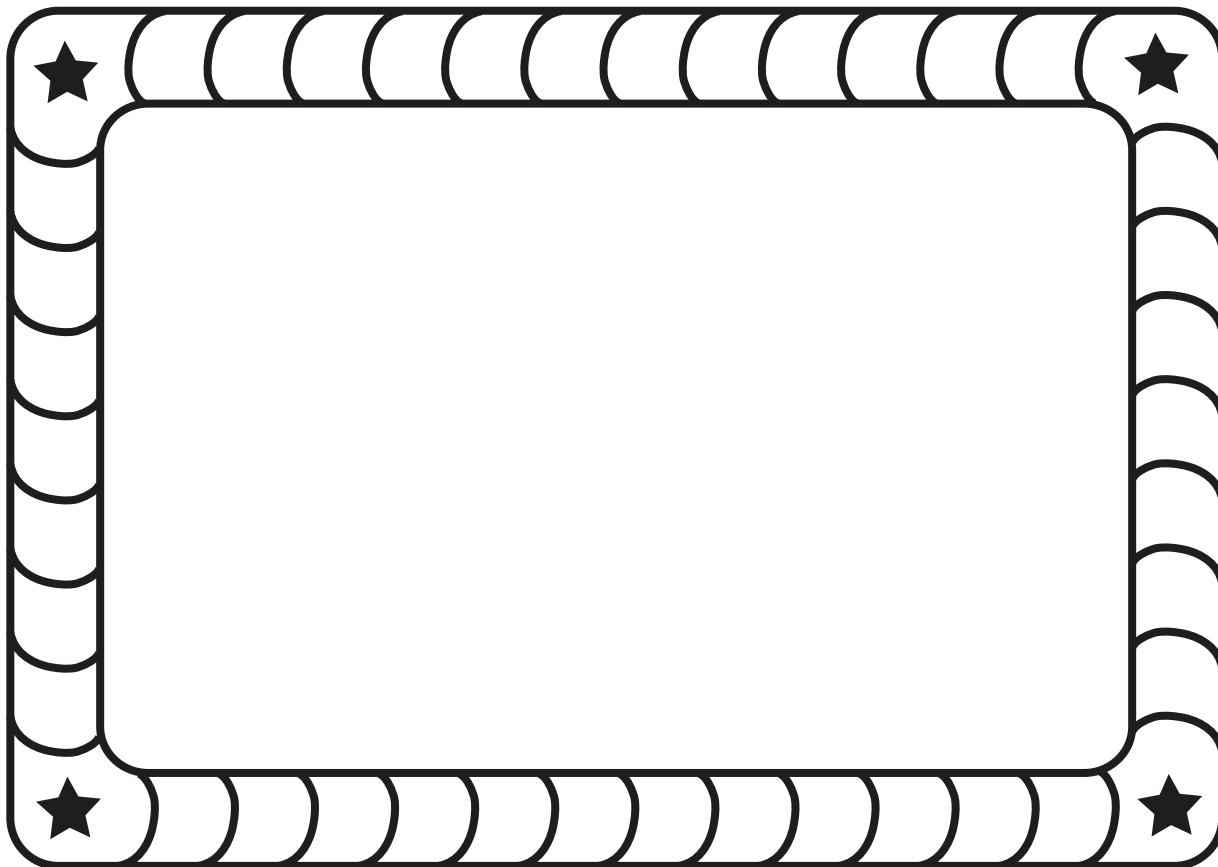
# Famous Americans



**Directions:** Choose a famous American. Then fill in the spaces below. Draw conclusion about him or her.

This famous American's name is \_\_\_\_\_.

Here is a picture of him or her:



Do you think this person was a good student? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_

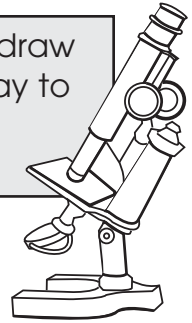
Do you think this person was a good friend? \_\_\_\_\_

Why or why not? \_\_\_\_\_

\_\_\_\_\_



**Teachers:** At the end of nearly every experiment, the experimenters draw conclusions. Point this out to students during science. This is a great way to practice the skill of gathering clues and using them to formulate conclusions.



## Conclusions about Magnets

**Sample Experiment:** Magnets

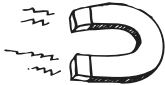

**Materials:** different types of magnets and items to test (items made out of metal, paper, plastic, and cardboard)

**Activity:**

1. Set up tables or a center with magnets, test items, and these activity sheets. Tell students they will be working on drawing conclusions in science, just like they do in reading. This time, however, they will be drawing conclusions about magnets by doing some experiments.
2. Demonstrate how to test items to see if they are magnetic, modeling how to fill out the form on an overhead or large copy of the form.
3. Allow students to explore and draw or write their results. Afterward, compare observations and record class conclusions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Magnets

<p>Things that are attracted to a magnet.</p> 	<p>Things that are not attracted to a magnet.</p> 	<p><b>Conclusion:</b></p> <p>Things that are made out of _____</p> <p>are attracted to magnets.</p>
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# Drawing Conclusions from Art

**Directions:** Look at the picture. Draw a conclusion about what is happening in the picture or how the person feels. Then write or tell about your conclusion. Explain how you figured it out.



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**Teachers:** Use this activity to reinforce drawing-conclusion skills during read-aloud time.

## Draw a Conclusion!

**Materials:** magnifying glass

**Activity:**

1. Show the children the magnifying glass. Tell them that when you are reading, you may stop and give it to someone. Explain that the person who has the magnifying glass will have to be like a detective and draw a conclusion from the text. Explain that drawing conclusions means figuring out the hidden messages.
2. Read aloud any story, poem, or nonfiction reading selection.
3. Periodically, stop reading and give the magnifying glass to someone. Ask the child to draw a conclusion about the character by asking questions such as, "How do you think the character is feeling?" "What do you think the character is thinking?" or "Do you think the character is happy about what happened? How can you tell?" Have the student hold the magnifying glass up to the clues that helped him or her reach that conclusion. After the child shares, continue reading.

**Optional:** After the child has shared his or her conclusion, have the rest of the class tell whether they have drawn the same conclusion or a different one.

### Ideas for books that illustrate drawing conclusions:

*Are You My Mother?* by P. D. Eastman

*The Biggest House in the World* by Leo Lionni

*Can I Keep Him?* by Steven Kellogg

*The Digging-est Dog* by Al Perkins

*Hattie and the Fox* by Mem Fox

*Never Babysit the Hippopotamuses!* by  
Doug Johnson

*Whose Hat Was That?* by Brian and  
Rebecca Wildsmith







# I Learned a Lesson



**Directions:** Use this page to write a book report. First, read a book. Then fill in the lines below.

I read a book called \_\_\_\_\_.

I learned a lesson from this story. Here is a picture of what I learned.



**Teachers:** Enlarge and send one of these slips home with nightly books to reinforce drawing-conclusion skills.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

Draw a conclusion about the main character. Circle or draw how the character felt at the end of the story.



happy



sad



mad

other

How do you know the character felt that way? Write or draw the clues you used.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

Draw a conclusion about the setting. Circle the tree that shows what season the story happened in.



Spring



Summer



Fall



Winter

How do you know it was that season? Write or draw the clues you used.













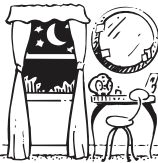

**Teachers:** Have fun practicing drawing-conclusion skills with this game.

## Draw It!

**Type:** a guessing game to help the children focus on drawing conclusions based on a given set of clues

**Set up:** Enlarge and copy the game cards. Cut them apart.

- Procedures:**
1. Divide the children into teams. The first team will draw a card, read the question out loud, and silently read the conclusion.
  2. The players on the team will think of three clues and draw them on the board or on chart paper while the rest of the class draws a conclusion.
  3. You may call on teams to win points, or have them write answers down and give points to everyone with the correct answer. The team who comes up the most correct conclusions will be the winners.

<p>How does the girl feel?</p>  <p><b>happy</b></p>	<p>What season is it?</p>  <p><b>spring</b></p>	<p>What time of day is it?</p>  <p><b>morning</b></p>	<p>Where is the girl playing?</p>  <p><b>the park</b></p>
<p>How does the girl feel?</p>  <p><b>mad</b></p>	<p>What season is it?</p>  <p><b>fall</b></p>	<p>What time of day is it?</p>  <p><b>afternoon</b></p>	<p>Where is the girl playing?</p>  <p><b>her room</b></p>
<p>How does the girl feel?</p>  <p><b>tired</b></p>	<p>What season is it?</p>  <p><b>winter</b></p>	<p>What time of day is it?</p>  <p><b>night</b></p>	<p>Where is the girl playing?</p>  <p><b>the pool</b></p>

**Alternative:** Cut off the answer for each card and write it on the back. Put the cards in a stack (faceup) and have players draw conclusions about the picture on the card. Play for points or use them with a game board.



**Teachers:** The following pages will assist you in modeling and practicing cause and effect skills. Learning to see the relationships between events and actions leads to better comprehension in many curriculum areas.

## Helpful Tips:

Cause and effect describes the relationship between two actions. Understanding cause and effect means understanding the “why” in relationships. Cause and effect writing is often found in the science, history, and geography curriculums.

The cause and effect section is the last section in this book because the prerequisite skills for understanding this include being able to find the main idea, draw conclusions, infer meaning, predict, and follow a sequence of events.

Pointing out signal words that often show cause/effect relationships can help children learn to identify these relationships. Some of these signal words include *because*, *therefore*, *since*, *as a result of*, and *so*.

There are many fiction books that are good examples of cause and effect relationships, such as, *If You Give a Mouse a Cookie*, *If You Give a Moose a Muffin*, and *If You*

*Give a Pig a Pancake*, all by Laura Joffe. Choose one of these books to read to your class. Then ask cause questions such as, “Why did \_\_\_ happen?” or “What caused \_\_\_?” Also include effect questions such as, “What happened because \_\_\_?” or “What was the result of \_\_\_?”

Looking for the reasons things happen (cause/effect) is part of our human nature. Therefore, understanding the cause/effect text structure is essential in learning how our world works. In addition, being able to foresee results of actions and events can produce more responsible citizens.

## Share with parents:

- Crazy Crayons (p. 74)
- Making Music with Water (p. 75)
- What Made It Happen? (p. 77)

## Additional pages to reinforce cause and effect:

- Practice Making Predictions (p. 46)
- Conclusions about Magnets (p. 62)

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## Answer Key

### Page 70

1. The first picture shows that Tim is cold.
2. The second picture shows Tim putting on dry clothes or snuggling under a blanket.

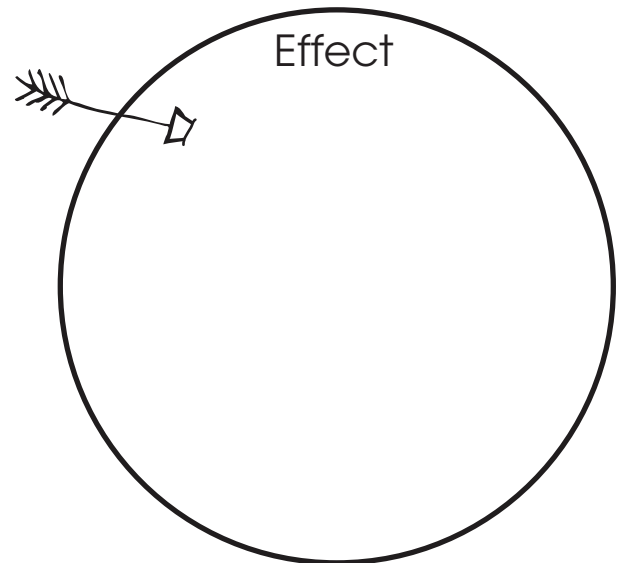
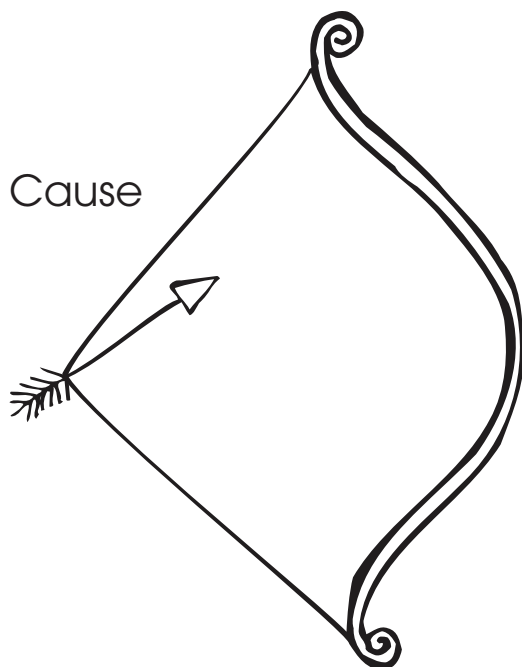
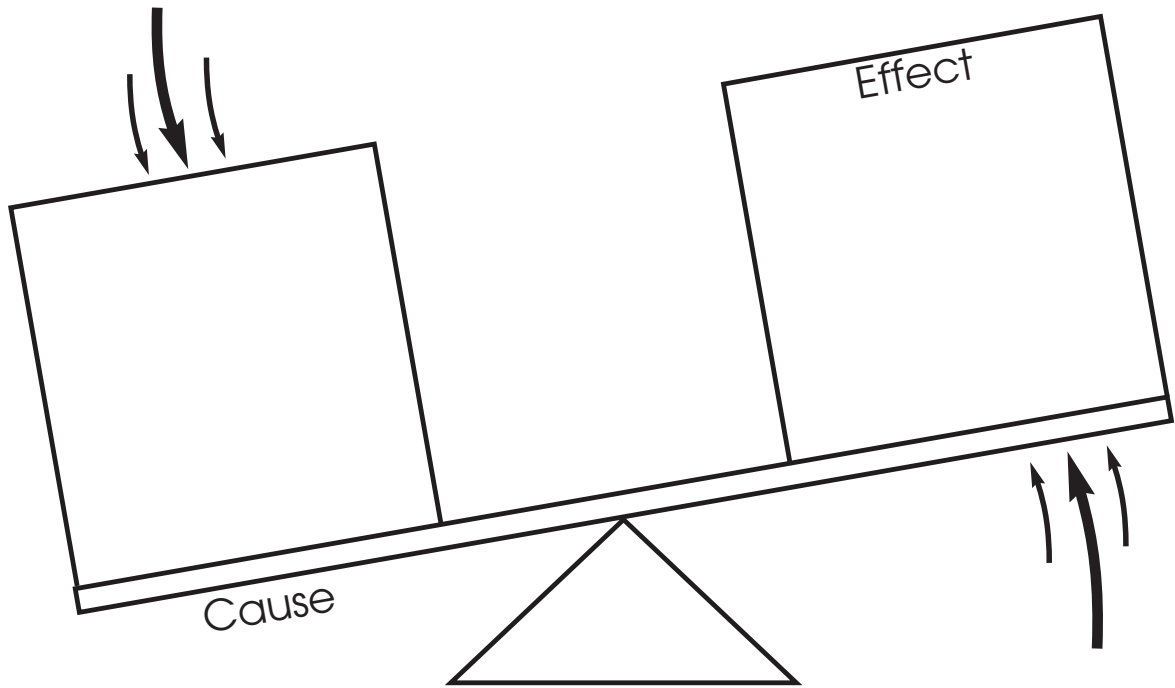
### Page 75

The glasses that have higher water levels will create higher musical pitches.  
The glasses that have lower water levels will create lower musical pitches.



# Organize Cause and Effect

**Directions:** Use these to help you with cause and effect. Write a cause in one of the organizers. Then write the effect after the cause that made it happen.



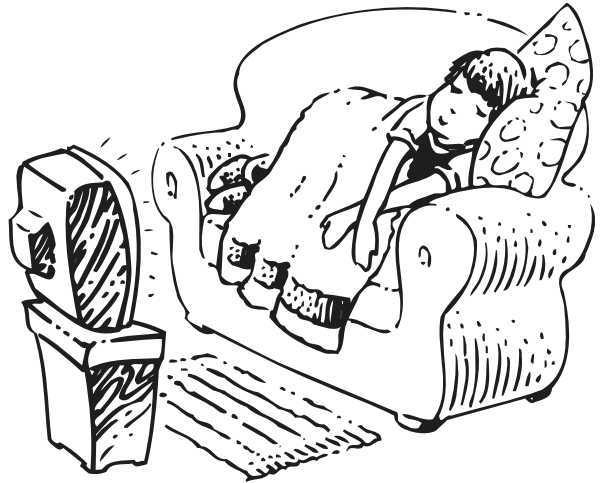


# Practice Cause and Effect

**Directions:** Read the story. Answer the questions.

## The Snowy Day

Tim played in the snow. He built a snowman. He threw snowballs. Soon, he got cold and rushed inside. He undressed and put on warm clothes. Then he sat on the couch. Tim wrapped himself in a big blanket. As he watched TV, he fell asleep.



1. Draw a picture that shows why Tim rushed inside.

2. Draw a picture that shows what caused Tim to warm up.



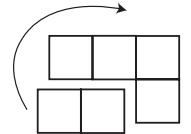
**Teachers:** Practice cause and effect skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.\* Students can write, dictate sentences, or draw pictures that complete the journal prompt. Use the writing activity at the bottom of the page for more in-depth practice.

## Journal Prompts

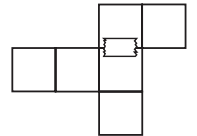
<b>Cause</b>	<b>Cause</b>	<b>Cause</b>
I yelled and jumped around wildly when _____.	The dog was barking like crazy because _____.	The reason I am wearing pajamas is _____.
<b>Effect</b>	<b>Effect</b>	<b>Effect</b>
Since I forgot to eat breakfast, _____.	If everyone follows the class rules, then _____.	When I cross my eyes, _____.

**\*To make a die**

**1. Cut**



**2. Tape**



**3. Fold and tape**



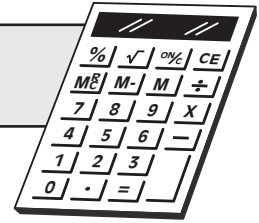
### Writing Activity: Chain of Events Story

Discuss how actions can cause a chain of events. Have the children work together to make a class book about a chain of events like Laura Joffe's *If You Give a Mouse a Cookie*.

1. Tell the children that they are going to write and illustrate a book like Laura Joffe's. Have the children discuss what kind of animal they will write about and what will happen on the first page. Have one child draw an illustration and write or dictate words to complete this prompt: If you give a \_\_\_\_\_ a \_\_\_\_\_ then he will ask for \_\_\_\_\_.
2. Go around the class and have them continue the story. Each child will write or dictate and illustrate a page in the book.
3. On the last page of the book, write the following:  
That is why you should never give a \_\_\_\_\_ a \_\_\_\_\_.
4. Make a cover page. Then combine all of the pages to make a book. Read it to the class and store it in the classroom library.



**Teachers:** Use this activity to have children practice figuring out how to cause a desired effect.



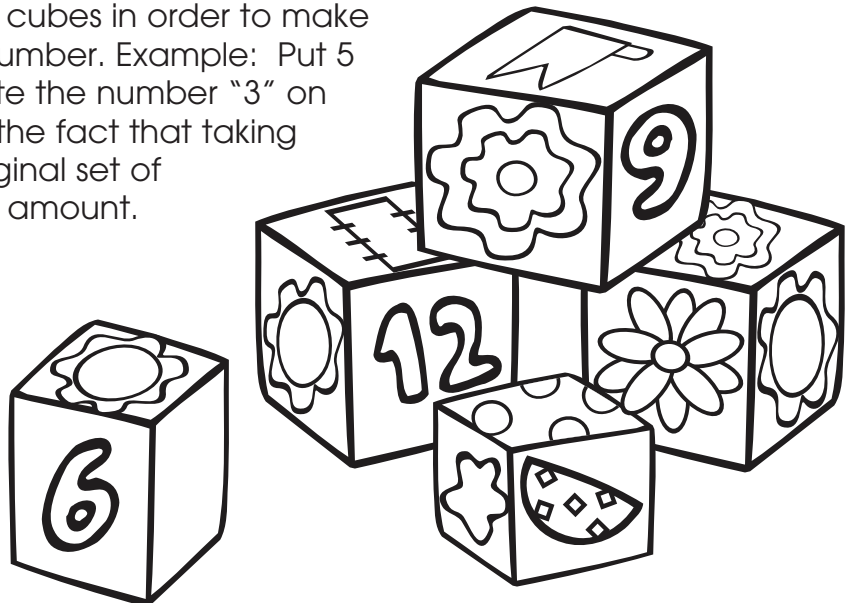
## Make a New Number

**Materials:** basket, slips of paper, crayon or pencil, and cubes

### Activity:

1. First choose a number and write it on a slip of paper ("X"). Next, put a few cubes in the basket. Pass the basket to one of the children. Tell him that you want "X" (say the number) cubes in the basket and that you don't have enough. Have the child count the cubes and add more cubes until he has reached "X." For example, you may want to have 7 cubes. Write 7 on the slip of paper. Put in 4 cubes and pass it over to a child. Tell the child that you would like to have 7 cubes and that you don't have enough. Have the child figure out how many more cubes need to be added to the basket.
2. Finally, ask the child what he or she did to make the number of cubes equal the number on the slip of paper. Reinforce the fact that adding cubes to the original set of cubes caused the number to change to the desired amount.
3. Continue working in this manner.

**Optional:** Make the set of cubes larger than the number written on the slip of paper. This will cause the children to have to take away some cubes in order to make the set match the desired number. Example: Put 5 cubes in the basket and write the number "3" on the slip of paper. Reinforce the fact that taking away cubes *caused* the original set of cubes to match the desired amount.







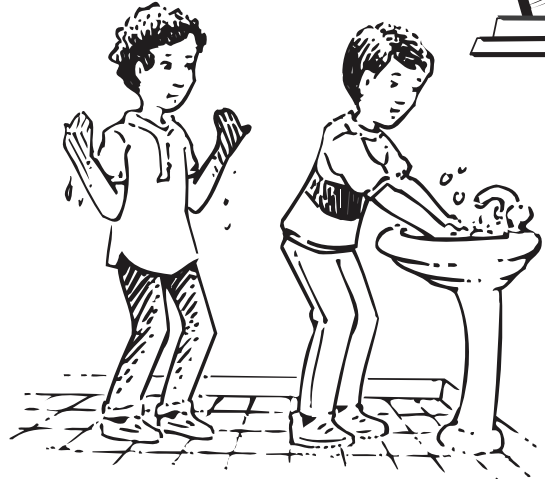
**Teachers:** Use this activity to practice recognizing cause and effect in the context of hand washing.



## Hand Washing 101

### Activity:

1. Lead the class in a discussion about hand washing. Discuss why it is a good idea to wash your hands before eating, after going to the bathroom, after doing an art project, and after coming inside from the playground.
2. Copy the following on the board or on chart paper:

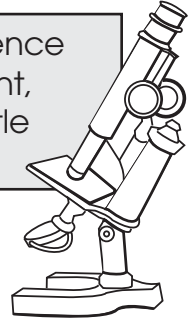


Causes	Effects
If I wash my hands before I eat...	
If I do not wash my hands before I eat...	
If I wash my hands after doing an art project...	
If I do not wash my hands after doing an art project...	
If I wash my hands after playing in the playground...	
If I do not wash my hands after playing in the playground...	
If I wash my hands after going to the bathroom...	
If I do not wash my hands after going to the bathroom...	

3. Have children finish the sentences to tell the results of each action.



**Teachers:** Cause and effect relationships are an essential part of science experimentation. After setting up and performing a science experiment, good scientists always make note of causes and effects. Have your little scientists do the same.



## Crazy Crayons

**Sample Experiment:** The Effect of Heat on Crayons

**Materials:** muffin tins, foil liners, old crayons, and an oven (or toaster oven)

**Activity:**

1. Preheat the oven to 350 degrees.
2. Have the children help to sort through the classroom crayons and collect the broken ones. Have them peel the paper off and fill the foil-lined muffin tins with the broken crayons.
3. Put the filled muffin tins into the preheated oven and bake them until they are melted.
4. Allow the children to watch through the window as the crayons melt.
5. After the crayons cool, let the children create pictures with them.

**Optional:** Have the children work together to answer the cause and effect questions on the form below. When finished, ask, "What made the crayons interesting to color with? That's another cause!"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Crazy Crayons

What caused the crayons to melt? Draw or write the cause.

Why are the crayons shaped like muffins? Draw or write the cause.

**Cause:**

**Cause:**

**Effect:**

The crayons melted.

**Effect:**

The crayons were shaped like muffins.



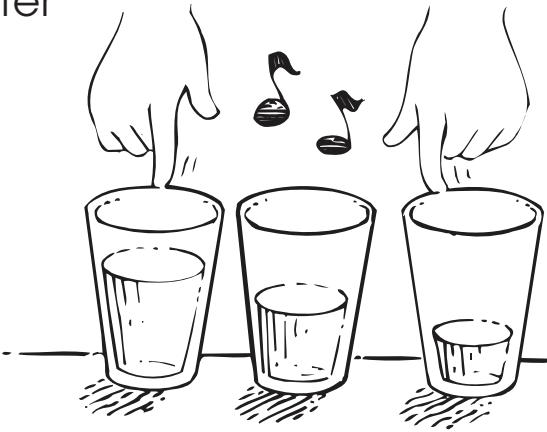
# Making Music with Water

**Materials:** different crystal glasses or jars filled to different levels with water



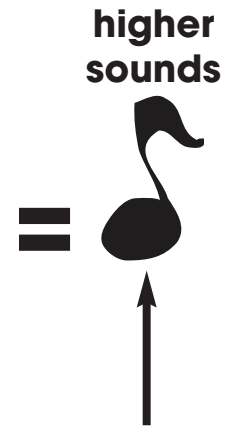
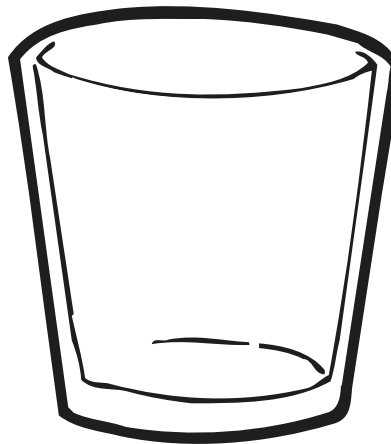
**Directions:** Wet your finger. Then rub it around the top of a glass. Listen to the sound it makes!

Answer the questions below.



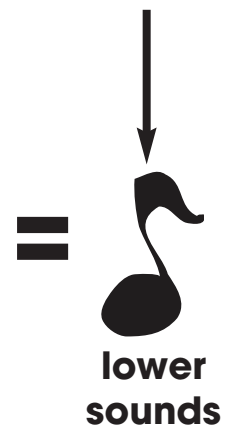
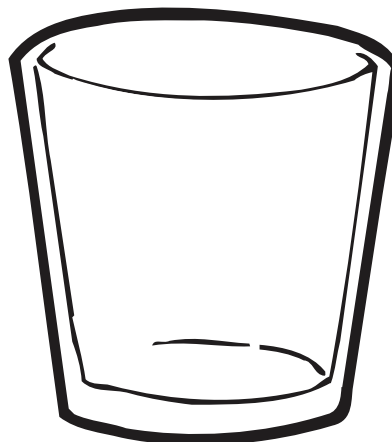
What makes the sounds higher?

Color water in this glass to show the cause.



What makes the sounds lower?

Color water in this glass to show the cause.





**Teachers:** Use this activity to reinforce cause-and-effect skills during read-aloud time.

## What and Why?

**Materials:** permanent marker and two soft balls

**Preparation:** Write “What?” and “Cause” on one ball. Write “Why?” and “Effect” on the other ball.

### Activity:

1. Read a story or poem to the children.
2. Stop reading and toss the balls to two students. Have the child who catches the “What?” ball tell what just happened. Have the child who catches the “Why?” ball tell what caused this to happen.
3. Continue reading, stopping, and tossing the balls until the end of the story or poem.

### Ideas for books that illustrate cause and effect:

*Library Lil* by Suzanne Williams

*little blue and little yellow* by Leo Lionni

*The Cake That Mack Ate* by Rose Robart

*Swimmy* by Leo Lionni

*The Big Sneeze* by Ruth Brown

*The Patchwork Farmer* by Craig Brown





# What Made It Happen?

**Directions:** Read a book. Then follow these steps.



1. In the **effect** box, write or draw something that happened in the story.
2. In the **cause** arrow, write or draw what made it happen.
3. Cut on the dotted lines. Fold the grey strip to make a spring. Tape the spring on the box. Tape the effect on the spring.

**Cause:**

Fold this strip back and forth to make a spring

**Effect:**

Tape spring and effect here.

This is how it will look.



**Teachers:** Enlarge and send one of these slips home with nightly books to reinforce cause and effect skills.

Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

**In the story, the character felt** \_\_\_\_\_.

Show what made the character feel this way.

Show how the character felt.

**Cause:**

**Effect:**

Name \_\_\_\_\_ Date \_\_\_\_\_

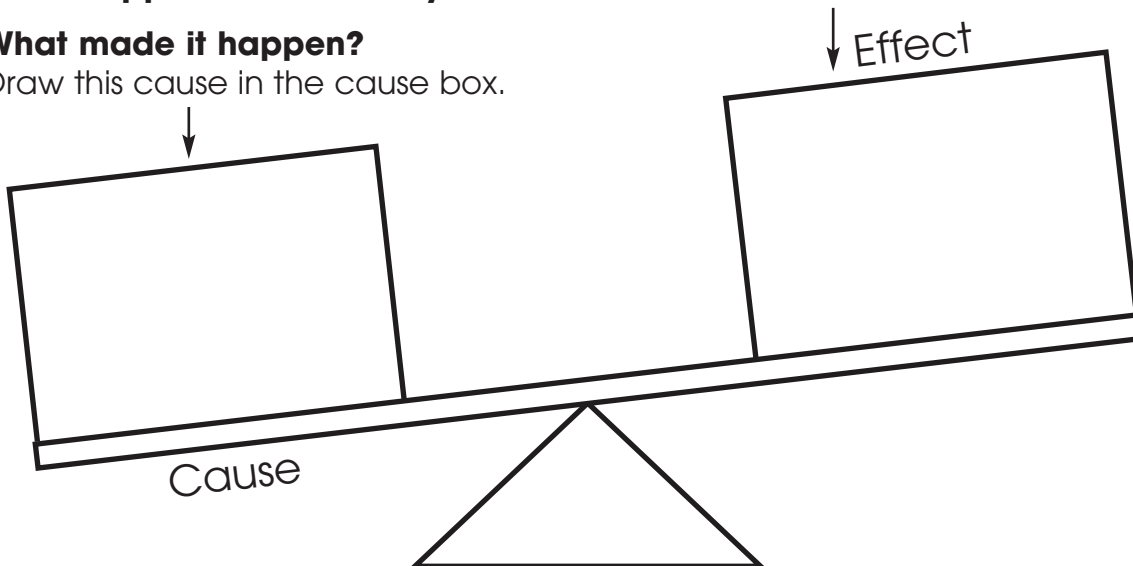
Title and Author \_\_\_\_\_

Pages \_\_\_\_\_ Signature \_\_\_\_\_

**What happened in the story?** Draw this effect in the effect box.

**What made it happen?**

Draw this cause in the cause box.





**Teachers:** Have fun practicing cause and effect skills with these games.

## “That Made Me...”

**Type:** a game that helps children recognize chains of causes and effects

**Materials:** Mousetrap game (optional)

**Procedures:** Gather together as a whole class. (A circle works well for this activity, but is not necessary.) One person starts by stating an event: “One day, I decided to \_\_\_\_.” Move on to the next student in a prearranged order or call on someone to continue with the next event: “When (previous person’s name and action), it made me (action that is an effect). Continue in this way for as long as desired.

Example: One day, I decided to take off my shoes.

When Tyler took off his shoes, it made me sneeze.

When Sarah sneezed, it made me say, “Gross!”

When Max said, “Gross,” it made me laugh.”

And so on.

**Optional:** You may use this format to review chains of causes and effects in stories. Instead of making up events from student to student, have children list the chain of effects for a given story.

**Example:** One day the Big Bad Wolf was hungry.

When the Big Bad Wolf was hungry, it made him try to eat the pigs.

When the Big Bad Wolf tried to eat the pigs, it made them run to their brother’s house.

And so on.

Mousetrap, the board game, can also be used as a good visual example of cause and effect and chain events. Turning the crank starts a chain of events that eventually help to trap a mouse. Have the children work together to set up the trap. Then the children can take turns trapping the mouse.



Name \_\_\_\_\_

Date \_\_\_\_\_

# Comprehension

## Think Like a Reader!

The name of the book is \_\_\_\_\_.

**I think this book will be about...**



Draw a picture!

**This book is pretend.**



While I read, I will remember:

- Characters  
 Setting  
 Beginning  
 Middle  
 End

Here is a picture of my favorite part:

Would I give this book to a friend?

Yes  No



**This book is real.**



While I read, I will remember:

- Facts  
 Interesting Things

Here is a picture of something I learned:

Would I give this book to a friend?

Yes  No

