

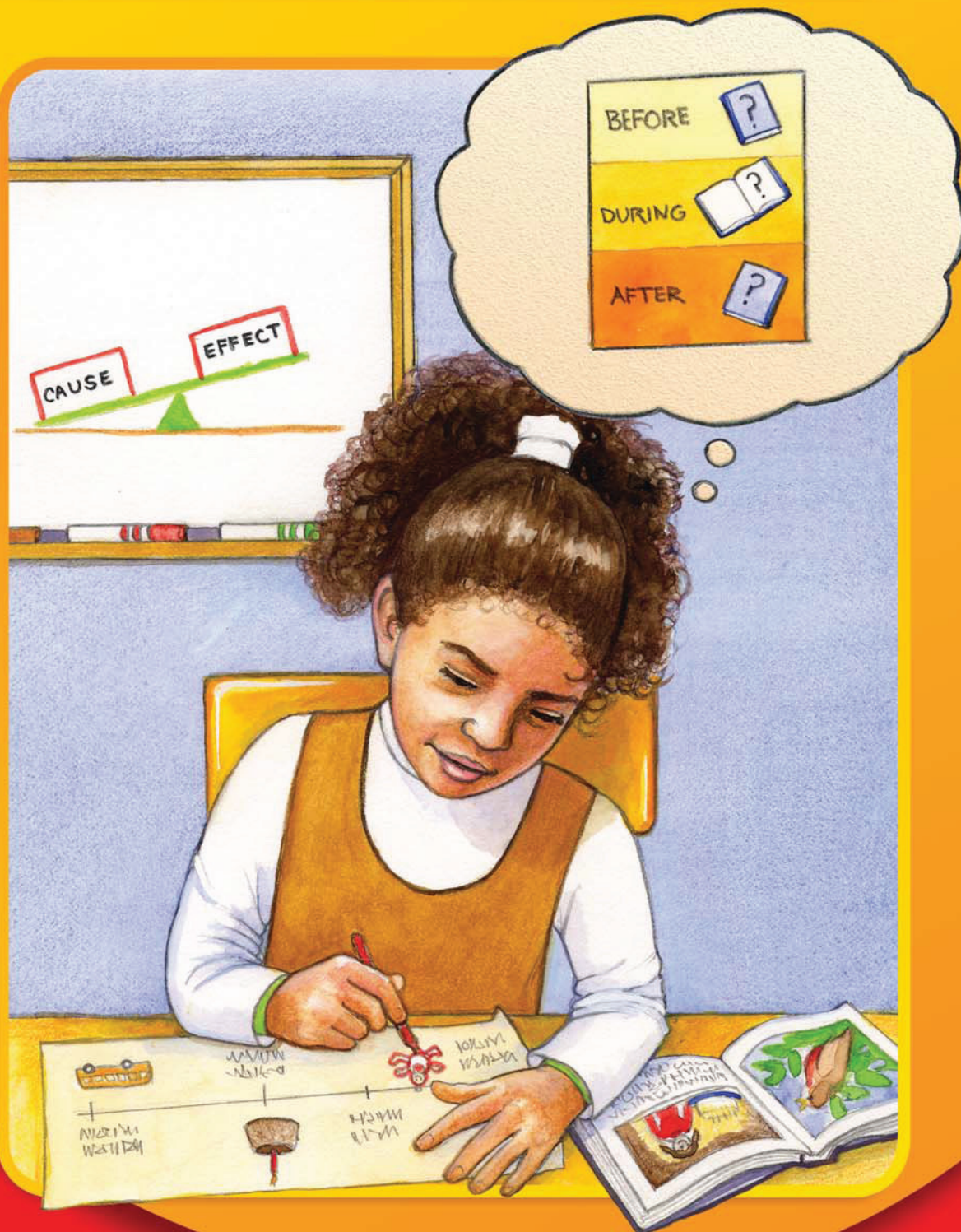
Reading for Every Child Comprehension

ALIGNED TO

STATE & NATIONAL
STANDARDS!

TeachingStateStandards.com

- 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 2

by
Karen Breitbart

Published by Instructional Fair
an imprint of
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Instructional Fair

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Reading for Every Child: Comprehension—grade 2

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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 |

Use this table to help you find pages that will meet your needs.

| Page Type | Page Description/Suggestions | Comprehension Skills listed by page number | | | | | |
|----------------------------------|--|--|-----------------|----------|------------|-------------|------------------|
| | | Main Idea and Details | Story Structure | Sequence | Prediction | Conclusions | Cause and Effect |
| Teacher's Resource | Find an introduction to and ideas for each skill. | 6 | 19 | 32 | 44 | 56 | 68 |
| 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. | 7 | 20 | 33 | 45 | 57 | 69 |
| Introduction and Direct Practice | Use to introduce or remediate each skill as part of a packet, a pullout lesson, or whole-group work. | 8 | 21 | 34 | 46 | 58 | 70 |
| 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. | 9 | 22 | 35 | 47 | 59 | 71 |
| Writing Activity | Work on the comprehension skill during writing workshop. | 10 | 23 | 35 | 47 | 59 | 71 |
| Math | Apply comprehension strategies to math problems. | 11 | 24 | 36 | 48 | 60 | 72 |
| Social Studies | Use as part of a social studies lesson, homework, or packet. | 12 | 25 | 37 | 49 | 61 | 73 |
| Science | Use with science class, as homework, centers, or packets. | 13 | 26 | 38 | 50 | 62 | 74 |
| Fine Arts | Partner with art or music teachers to expand on these ideas. | 14 | 27 | 39 | 51 | 63 | 75 |
| Read Aloud/Listening | Use to teach strategies through modeling any time you read for listening comprehension. | 15 | 28 | 40 | 52 | 64 | 76 |
| Book Project | Assign and display as creative book reports. | 16 | 29 | 41 | 53 | 65 | 77 |
| 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. | 17 | 30 | 42 | 54 | 66 | 78 |
| Games | Play during transitions or down times and use in centers. | 18 | 31 | 43 | 55 | 67 | 79 |



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. Reading comprehension strategies 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.

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:

- A Terrible Pet (p. 10)
- The Daily News (p. 12)
- Classification Books (p. 13)
- Frame It! (p. 16)

Additional pages to reinforce main idea and details:

- The Scientific Process (p. 50)
- Drawing Conclusions from Art (p. 63)
- Who Am I? (p. 67)

Answer Key

Page 8

1. things with wheels
2. birds
3. (b) Jess wanted a kitten for her birthday.
4. Answers vary. Examples: Jess Wanted a Kitten, Jess's Birthday, and so on.
5. Answers vary. Example: Jess woke up when she felt a tiny, warm, fuzzy body snuggling up to her in her bed. She opened her eyes and was delighted to see her birthday wish had come true. Jess screamed with happiness as she hugged her new kitten.

Page 11

1. Carly brought 20 apples home.
2. (b) The apple tree was full of apples.
3. There were 25 kids playing tag.
4. c



Name _____ Date _____

Comprehension

Main Idea/Detail—Graphic Organizers

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 in an organizer. Then write the supporting details.

Main Idea

Detail

Detail

Detail

Detail

Main Idea

Detail

Detail

Detail



Practice Main Ideas and Details

A **main idea** is what the writing is mostly about. **Details** tell more about the main idea.

Directions: Write a main idea for each group of details.



2. Details: parrot, crow, eagle, ostrich Main Idea: _____

Read the story. Answer the questions.

The Birthday Wish

Jess was excited. Tomorrow was her birthday. She hoped her parents would give her a kitten for a present. Jess dreamed about owning a soft, cuddly kitten. All week she tried to show her parents that she was responsible. Each day she carefully made her bed. She also picked up her toys. Jess really hoped that her birthday wish would come true!



3. What is the main idea of this story?
 - a. Jess made her bed.
 - b. Jess wanted a kitten for her birthday.
 - c. Jess's parents did not think she was responsible.
4. Write another good title for this story. _____
5. Write an ending for this story:
 Jess woke up on the morning of her birthday. Then _____

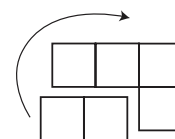
Teachers: Practice main idea and detail skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.* Choose a prompt as the main idea. Students can write details that support the given main idea.

Journal Prompts

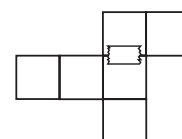
| | | |
|---|--|--|
| <p>Main Idea</p> <p>_____ is my favorite activity.</p> | <p>Main Idea</p> <p>Holidays are exciting.</p> | <p>Main Idea</p> <p>If I could get an unusual pet, I would get a _____.</p> |
| <p>Main Idea</p> <p>The best place I ever went is _____.</p> | <p>Main Idea</p> <p>It is important to eat a healthy lunch.</p> | <p>Main Idea</p> <p>One person I really admire is _____.</p> |

***To make a die**

1. Cut



2. Tape



3. Fold and tape



Extra Journal Prompts

The best thing about second grade is _____.

_____ is the most disgusting food in the world!

I know a lot of information about _____.

There are lots of reasons I am an important part of this class.



A Terrible Pet



Directions: What animal would make a terrible pet? Write its name in the sign below. Draw a picture of in the box. Then list the reasons why it would be such a bad pet.

BEWARE
OF PET



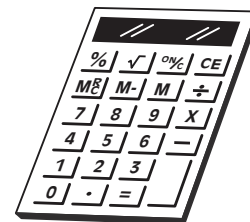
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Use the main idea and details above to write your own paragraph or book. Use interesting words and pictures for your details. That will make your writing fun to read!





Word Problems

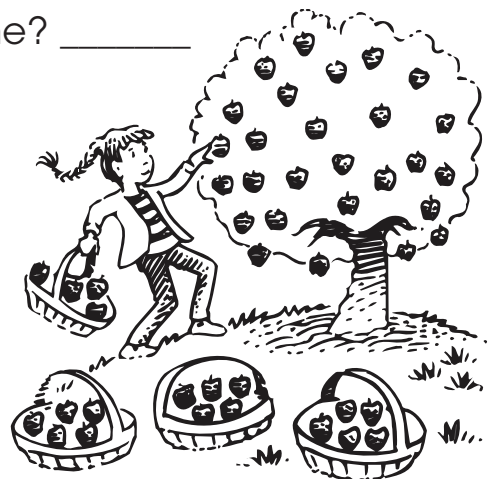


Directions: Find the main idea and solve the problems.

Carly ran out to the apple tree. The tree was almost leaning over from the weight of the apples. Carly couldn't believe how many apples there were! She had four baskets. She filled each basket with five apples. Then she ran to her house.

1. How many apples did Carly bring home? _____
(show your work here)

2. What is the main idea of the story?
a. Carly likes apples.
b. The apple tree was full of apples.
c. Carly had four baskets.



At recess, fifteen kids were playing tag. Ten more kids stood in the shade and watched. They wanted to play tag, too. One of the kids playing tag asked if anyone wanted to join the game. All ten kids joined in.

3. How many kids were playing tag? _____
(show your work here)



4. What is the main idea of the story?
a. The kids liked to play tag.
b. Some kids were standing in the shade.
c. There were a lot of kids playing tag.

Make up your own word problem and write it on the back.
Ask a friend to find the main idea and solve the problem.



Teachers: Use articles to teach main idea and details in social studies.



The Daily News

Preparation: Find a newspaper or magazine article that reinforces the social studies concept you are teaching (for example: rules and laws, landforms, American symbols, or goods and services). Make copies for the class if appropriate. Also copy and pass out the student part of this page.

Activity: Discuss how newspaper and magazine articles can tell us more about the world around us if we can understand and remember what we read. The way we understand and remember is by looking for main ideas and details. As a class, read the article aloud. Then use this page to have students summarize the article's main idea and the details that support it. If desired, have students practice reading their letters aloud with a partner.

Name _____ Date _____

Directions: Read the article from your teacher. Then write a note to a classmate. Tell what you learned from the article. Include the main idea and three details. Finally, share your letter with your classmate.



Dear _____,

Today in class we read an article for social studies. It was mostly about (main idea) _____.

The article had some very interesting details.

Did you know that (detail) _____.

Also, (detail) _____.

One more thing the article talked about was (detail) _____.

I learned a lot about (main idea) _____!

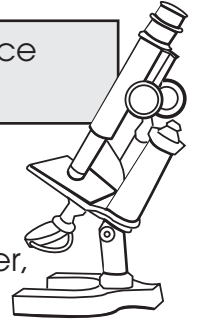
Sincerely,



Teachers: Use this activity to work on main ideas and details in science any time you are working on classification.

Classification Books

Preparation: Gather old magazines or artifacts representing science objects you want to classify (for example: animals, rock types, weather, or natural disasters). Make a classification book for each student as follows: cut and copy the header below, then staple it together with a cover and one page for each type of your main idea (i.e., five for the different animal classes, three for the different rock types, and so on). You may want to read aloud from the *Eyewitness Books* series or other relevant books to provide students with examples of classification books.



Activity:

1. Discuss classification with the class. Point out that classifying is simply putting details into their correct main idea groups. Tell the class they will be working on sorting out the details of the main idea you are studying and finding examples for each detail group.
2. Pass out one blank classification book to each student, and have everyone open to the organizational page below. Work together to fill it out with your chosen main idea and relevant details.
3. Show students the magazines and artifacts you have gathered, and tell them they will be going on a hunt for examples of each detail. Model how to take your book's first blank detail page and write a sentence on the top for one of the details: "One type of _____ is _____." Then model how to search for and gather examples of that detail, gluing the examples on the page.
4. Allow books to dry, then put into a class library or share with parents.



There are ____ different types of _____.

Each page in this book shows examples of one type.

Here are the different types:



A Musical Story

Directions: Main ideas and details are all around us! They are even in art and music. Look at the picture and song below. Tell what main idea and details you see in each one.

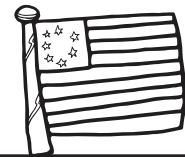


“You’re a Grand Old Flag” by George M. Cohan

You’re a grand old flag,
You’re a high flying flag
And forever in peace may
you wave.

You’re the emblem of
The land I love.
The home of the free and the brave.

Ev’ry heart beats true
’neath the Red, White and Blue,
Where there’s never a boast or brag.
Should auld acquaintance
be forgot,
Keep your eye on the
grand old flag.



Fill in this graphic organizer with the main idea and details you find in the song.

The main idea of this picture is:



Some details that tell about it are:

- _____
- _____
- _____

Now use your imagination. On another paper, write your own main idea and details. Then use those ideas to write a song and draw a picture. Have fun!



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

Microphones

Materials: empty toilet paper rolls (one for each child), aluminum foil, scrap paper, crayons, and tape

Preparation:

Have the children make microphones as follows:

- First, let them decorate their empty toilet paper rolls.
- Give each child a piece of scrap paper and a medium-sized piece of aluminum foil.
- Help the children crumple up the scrap paper, place it on the toilet paper roll, and fold the foil over the top so that it looks like a microphone. Use tape to secure the foil.

Activity:

1. Read a paragraph or page of a book to the children.
2. Ask, "What is this book, story, or paragraph mostly about?" Choose one child to speak into his or her microphone and "report" the main idea. Then ask, "What details tell more about the main idea?" Choose two or three other "reporters" to speak into their microphones and tell details that support the main idea.
3. Continue reading and choosing "reporters" to report the main ideas and details until the story or reading selection is complete.

Optional: During silent reading times, have the children keep their microphones on their desks. This can be a visual reminder to stop during reading and think about the main idea and details as they read.

Ideas for books that illustrate main ideas and details:

Abe Lincoln's Hat by Martha Brenner
Albert Einstein by Stephanie Sammartino McPherson
Amelia Earhart by Jane Sutcliffe
Dolley Madison by Jean L. S. Patrick
Harriet Tubman by Maryann N. Weidt
Marie Curie by Laura Hamilton Waxman
Thomas Jefferson by Victoria Sherrow
Fabulous Animal Facts That Hardly Anyone Knows by Rita Golden Gelman
Thank You, Sarah, The Woman Who Saved
Thanksgiving by Laurie Halse Anderson





Frame It! A Family Project

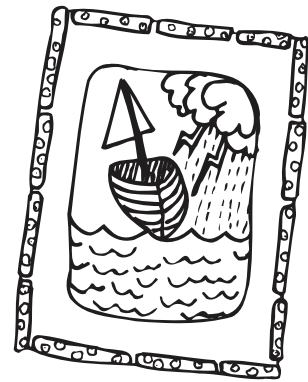


Teacher's Note: Provide each student with the materials listed below to help them complete this book project.

Materials: paper, craft sticks, markers or crayons, a variety of art supplies (sequins, beads, stickers, and so on), and glue

Directions:

1. Read a book with your family or a group of other students.
2. Discuss what each person thinks is the main idea of the book.
3. Answer the questions at the bottom of this page.
4. Draw a picture that illustrates the main idea.
5. Glue craft sticks onto the edges of your paper to create the frame.
6. Use the art supplies to decorate your frame. Be creative!
7. Cut off the bottom part of this page. Glue it to the back of your picture.
8. Bring this project back to school on _____ and be prepared to share it with the class.



Name _____ Date _____

The title of my book is _____.

The main idea of the story is _____.

Here are some details that support the main idea:

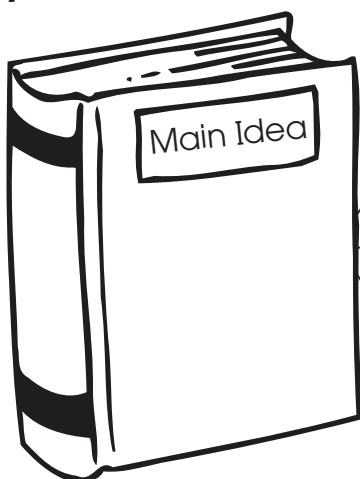
Teachers: Enlarge and send one of these slips home with nightly books to reinforce main idea/detail skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write one main idea and three supporting details from your book.



Detail

Detail

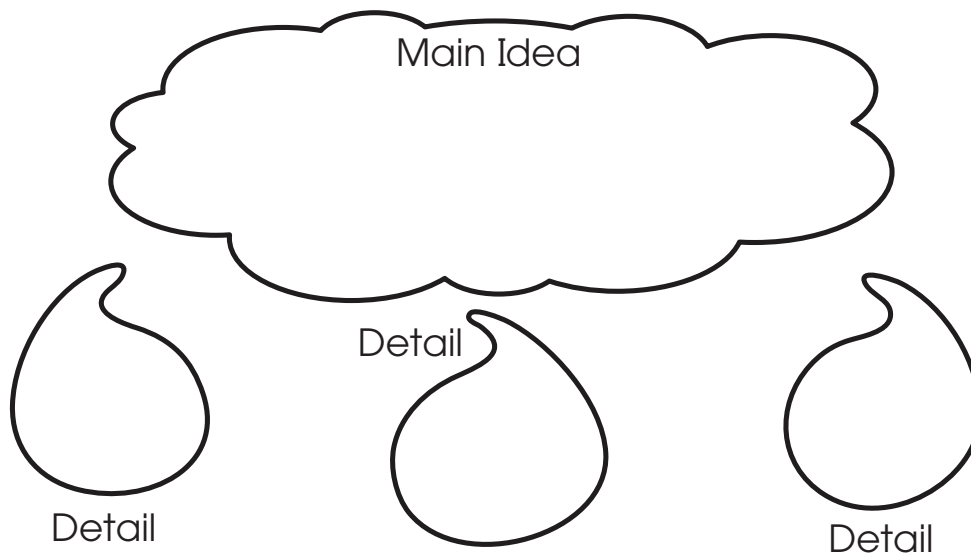
Detail

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below write one main idea with three details from your book.





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

Find Your Main Idea!

- Type:** a game to help the children practice figuring out main ideas from a given set of details
- Set up:** Enlarge and copy the game cards below, then cut them apart.
- Procedures:**
1. The object of this game is for the “details” to find their “main idea.”
 2. Choose five children to be the “main ideas,” and give them the main idea cards. The remaining children will be the “details.” Give each “detail” child a detail card.
 3. When you say, “GO!” the “details” will scramble to find the “main idea” that they support.
 4. Make it challenging! Time the children to see how quickly they can group themselves.

| | | | | | |
|--|---|---|--|--|---|
| Main Idea: Abraham Lincoln was a great president. | Main Idea: Rules and laws are important. | Main Idea: Fish are different than other animals. | Main Idea: There are three stages in the life of a frog. | Main Idea: Wild weather can cause lots of damage. | Main Idea: Goldilocks was very rude. |
| Detail: He helped free the slaves. | Detail: They help keep us safe. | Detail: They have scales. | Detail: In the beginning, it is an egg. | Detail: Hail can make dents in cars. | Detail: She walked right into someone else’s house. |
| Detail: His nickname was “Honest Abe.” | Detail: They help us show respect for others. | Detail: They breathe through gills. | Detail: Then it becomes a tadpole. | Detail: Strong wind can rip the roof off a building. | Detail: She ate up someone else’s breakfast. |
| Detail: He helped keep the United States together. | Detail: They show us the right way to act and behave. | Detail: Fins help them swim in the water. | Detail: Finally it grows up to be an adult amphibian. | Detail: Flood waters can destroy a house. | Detail: She broke someone else’s chair. |

Optional: After the children have used these cards, divide them into groups and have them make up their own cards by writing three details that tell about a main idea. Use their cards to play another round of “Find Your Main Idea!”

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 a good story. Stories from centuries ago and from across the world all address the same story structure. Story structure refers to the following:

- Characters
- Setting
- Plot
 - What is the problem?
 - What events occur to solve the problem?
 - What is the solution or outcome of the problem?

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 to retell the story.

In addition, understanding story structure aids children in writing better stories. Using their knowledge of story structure, children can create a “story map” that will help organize their thoughts before a writing assignment. This will help them produce a more complete story.

Share with parents:

- Story Elements (p. 23)
- Someone Special (p. 25)
- Story Structure In Music (p. 27)
- Book Bags (p. 29)

Additional pages to reinforce story structure:

- Climb the Stairs (p. 41)
- Order! Order! (p. 43)
- Why I Think What I Think (p. 65)

Answer Key**Page 21**

1. a field
2. Sparky and Annabelle are the main characters.
3. (c) They didn’t have anything to eat.
4. Answers vary. Examples: They went looking for food. They worked together.

Page 26

Today our class wanted to learn about surface tension. We filled a bowl with water and then sprinkled pepper on top of the water. The pepper floated. Then we put several drops of soap into the water. The pepper flew to the sides of the bowl! We learned that the soap caused the water molecules to break apart and spin wildly around. This spinning is what pushed the pepper to the edge of the bowl.

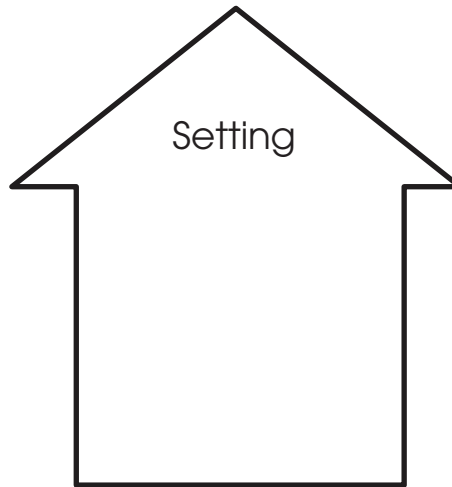
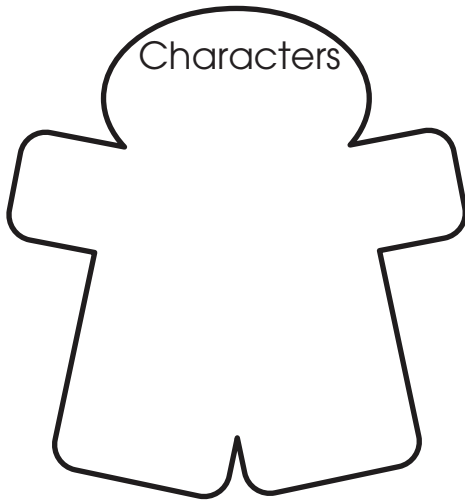
Characters: The class
Setting: The classroom
Plot:

- Problem: We wanted to learn about surface tension.
- Events: We filled the bowl with water. We sprinkled pepper into the water. We added soap to the water.
- Outcome: We saw what happened to the pepper when the soap broke the water’s surface tension.



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.



| | |
|----------|-------|
| Problem | ? |
| Solution | |

| | |
|---------------------------|---|
| Characters (who?) | Problem (what is wrong?) |
| | Beginning Events |
| | Middle Events |
| | Ending Events |
| Setting (where and when?) | Solution (how is the problem resolved?) |



Practice Story Structure

Story maps show how a story is organized. The *characters*, *setting*, *problem*, and *solution* are **story parts**. They help you understand a story.

Directions: Read the story. Then answer the questions.

Sparky and Annabelle

Sparky and Annabelle were hamsters. They were also best friends.

"Annabelle, I need your help," said Sparky. "I do not have any food left."

"I am out of food, too!" cried Annabelle. "What are we going to do?"

They decided to go out into their field to look for seeds and nuts. They were having a lot of trouble finding good things to eat. They looked under the trees, behind the bushes, and next to the fence. Then they saw a garden.

"Hey! Look over here! I see a lot of seeds!" yelled Sparky.

"Yum," said Annabelle, "seeds are my favorite thing to eat."

They quickly picked up corn seeds, bean seeds, and pumpkin seeds. Then they went home and filled their tummies!



1. What is the setting? _____
2. Who are the main characters? _____
3. What was their problem?
 - a. They had a lot of work to do in the garden.
 - b. They were best friends.
 - c. They didn't have anything to eat.
4. What did they do to solve their problem?



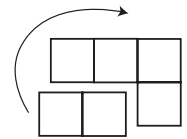
Teachers: Practice story structure skills with these journal prompts as students write about important elements in their favorite stories. Enlarge and cut the prompts into cards for centers, use them on the overhead, or make a journal-prompt die.*

Journal Prompts

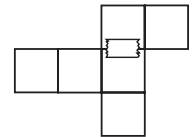
| | | |
|---|---|---|
| <p>Story Structure</p> <p>Character: Here are the characters from the last book I read: _____. I can tell that _____ is the main character because ...</p> | <p>Story Structure</p> <p>Setting: I think the book _____ has a fun setting because ...</p> | <p>Story Structure</p> <p>Plot: Pretend you have to write a story about Granny Gator. Make up a funny problem for the story. Then describe how she solves it.</p> |
| <p>Story Structure</p> <p>Plot: Think about stories you know. How many of their problems and solutions can you remember in ten minutes? List them. Try to get the most!</p> | <p>Story Structure</p> <p>Character: Describe an interesting character from a book you have read. Use specific details in your description that paint a word picture of that character.</p> | <p>Story Structure</p> <p>Setting: Describe the setting of a book you just read. Include details about how the setting looks, sounds, and smells.</p> |

***To make a die**

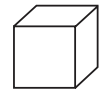
1. Cut



2. Tape



3. Fold and tape



Extra Journal Prompts

Character: If I could meet one storybook character, I would choose _____ because ...

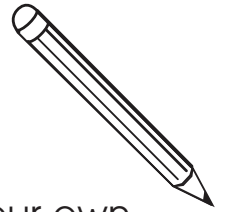
Setting: Pretend you win a vacation to any setting you have read about. Where would you go? Why?

Plot: Think of an interesting problem you have had in your own life. Write about it. Then trade papers with someone else and write solutions for each other's problems.

Plot: Think about an annoying problem that won't go away (like a mosquito or an itch). This is your problem. Write about all the things you do to try to solve the problem. End with a solution that finally works.



Story Elements in Narrative Writing



When you write a narrative story about something from your own life, it's important to include all the story elements. You must have clear characters, settings, problems, and solutions.

Directions: Think about something funny, sad, scary, or interesting that happened to you. Fill in the story map below to plan for your narrative story.

| | | | |
|------------------|---------------|---------------|--|
| Characters | | Setting | |
| Problem | | Solution | |
| Beginning Events | Middle Events | Ending Events | |

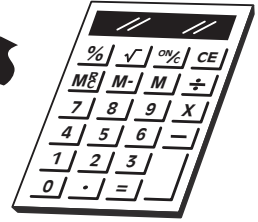
Now use your plan to write a clear and interesting narrative story on your own paper.

For fun, you may draw your settings, make puppets or costumes of your characters, and act out your story as a puppet show, play, or movie!





Math Story Problems



Directions: Understanding story structure can help you understand and solve math story problems. Use the story-problem maps below to solve and write story problems.

1. Junior went ice fishing. First he caught two tomcods. Then he caught 6 smelt. Later he caught 3 more tomcods. How many fish did Junior catch?



| | | |
|--|-----------|------------------|
| Characters: | | Setting: |
| Events: | Beginning | |
| | Middle | |
| | End | |
| Problem (Math Question): How many fish did Junior catch? | | Solution: |

2. Now plan your own math story problem here:

| | | |
|---------------------------------|-----------|------------------|
| Characters: | | Setting: |
| Events: | Beginning | |
| | Middle | |
| | End | |
| Problem (Math Question): | | Solution: |

3. Write your math story problem on another page. Then trade with a friend and solve each other's story problems!



Someone Special



Directions: Use story structure to find out about a person. Do an interview or research the person you choose. Fill in the story map below. Then use it to write a biography!

Character: Who are you writing about? _____

Setting: Where did he or she live? _____

When was he or she alive? _____

Problem: What big problems did he or she face?



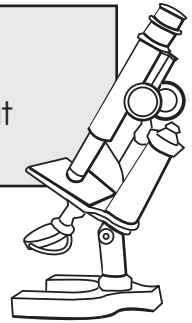
Solution: How were the big problems solved?

Events: What important things happened in his or her life?

Now write a biographical paragraph about your character! Be sure to include all of the story elements.



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 provides an example of surface tension.



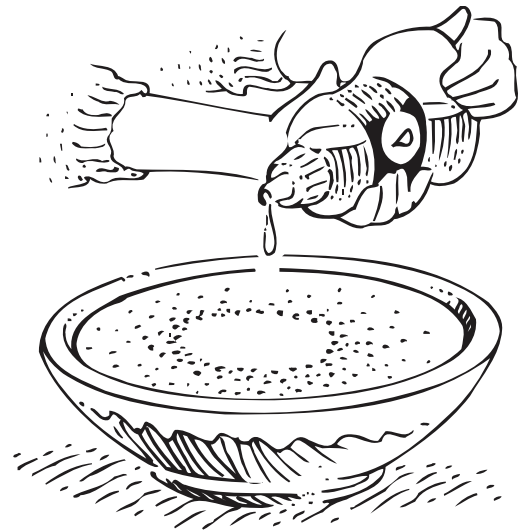
Story Elements in a Science Experiment

Sample Experiment: Pepper Push

Materials: pepper, dish soap, and a small bowl filled with water

Activity:

1. Have the children work together to complete the following steps:
 - Fill a bowl halfway with water.
 - Shake pepper into the water. It will float on top.
 - Put one drop of dish soap in the center of the bowl.
 - Watch what happens!
2. Discuss what causes the pepper to react as it did. The soap breaks the surface tension of the water and causes the pepper to be pushed away. Explain that surface tension is a very thin invisible layer of water molecules on top of the water. These molecules are lined up in a row and hanging on to each other. The soap causes the water molecules to spin like crazy, bumping into each other and into anything that is nearby (the pepper). This spinning and bumping is what causes the pepper to move away from the soap and toward the edge of the bowl.
3. Gather the children together and have them help you write a story about the experiment. Remind the children to include all of the story elements in the story. Start with the sentence, "Today our class wanted to learn about surface tension."
4. After writing the story, read it to the children. Have them find the main characters, the setting, and the plot (including the problem, the events, and the solution/outcome).



Note: This experiment works best with small groups of children. It is difficult for children to observe what happens to the pepper when they are far away from the bowl.



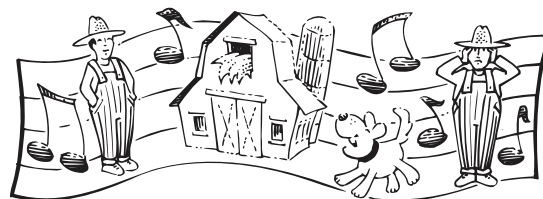
Story Structure in Music

Teacher's Note: Use this page to help students discover story structure in music. Find a song and play it for the class. Country, folk, and children's music often contain stories that are easy to follow.



Directions: Story structure can be found in music. Listen closely to a song. Does it tell a story? Listen for the story parts and write them below.

This is the main character in the song.



The problem was _____

Was the problem solved? _____ If it was, how? _____

These are some events that were mentioned:

I like this song because _____



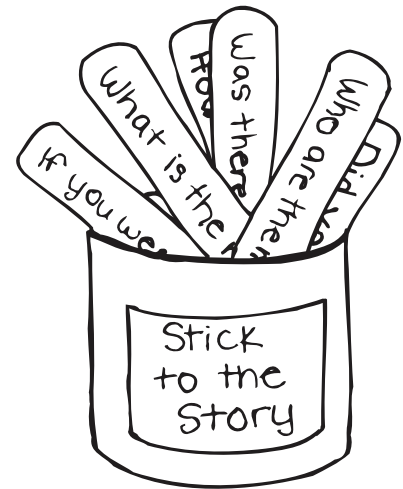
Teachers: Use this activity to reinforce story structure skills during read-aloud time.

Stick to the Story!

Materials: craft sticks, permanent marker, and a coffee cup or empty can

Preparation: Use the permanent marker to write one of the following on each craft stick:

- Who are the characters?
- Who is the main character? How can you tell?
- Describe the main character.
- Would you like to be friends with the main character? Why or why not?
- What is the setting of the story (where and when)?
- Describe one exciting event.
- What was your favorite part?
- Was there one problem or more than one?
- What was the main problem?
- How was the problem solved?
- What happened at the beginning of the story?
- What happened in the middle of the story?
- How did the story end?
- Did you like the way the story ended? Why or why not?
- If you were a character, how would you have solved the problem?



Activity:

1. Read any story, poem, or nonfiction reading selection.
2. Let several children choose a stick. Then have each child read aloud the question on the stick and answer it. This will increase your children's attention and listening comprehension as they focus on remembering and reporting on important story elements.

Ideas for books that illustrate story structure:

Flat Stanley by Jeff Brown

Invisible Stanley by Jeff Brown

Frog and Toad Are Friends by Arnold Lobel

It's Great to Be Eight by a collection of well-known authors

It's Heaven to Be Seven by a collection of well-known authors

Jennifer Jones Won't Leave Me Alone by Frieda Wishinsky

Little Bear by Elsa Holmelund Minarik

Liza Lou and the Yellerbelly Swamp by Mercer Mayer

Second-Grade Friends by Miriam Cohen



Book Bags



Directions: Make a book bag about a story you read!

1. Make a mini book to retell the story. Fill out the pages below. Color them and cut them out. Then staple the book together. Draw pictures and put the book in a bag.
2. Next, put things inside your bag that tell about the story. Be creative!
3. Finally, read your mini book to the class and share what you have in the bag. Have fun!

| | | |
|---|---|--|
| <p>Name _____</p> <p>Book Title: _____</p> <p>Author: _____</p> <p style="text-align: right;">①</p> | <p>The main character's name is _____.</p> <p>The other characters are: _____</p> <p style="text-align: right;">②</p> | <p>The setting of this story is _____.</p> <p>Here is a picture: _____</p> <p style="text-align: right;">③</p> |
| <p>In the beginning of the story, _____</p> <p style="text-align: right;">④</p> | <p>In the middle of the story, _____</p> <p style="text-align: right;">⑤</p> | <p>At the end of the story, _____</p> <p style="text-align: right;">⑥</p> |



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

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

Character: The main character in my book is

_____.

I know he or she is the main character because:

Setting: This story takes place _____.

I would/would not like to visit here because:

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

The main character's problem was

Three events that occurred during the story were

1. _____

2. _____

3. _____

The problem was solved when



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

Musical Chairs

- Type:** a game to help the children focus on the parts of a story
- Materials:** music, construction paper, tape, markers, and one chair for each child in the class
- Set up:** Make several signs: three that say “character,” three that say “setting,” and three that say “plot.” Attach these signs to chairs.
- Procedures:**
1. Play music and have the children walk around the chairs.
 2. When you stop the music, all of the children should quickly sit in the closest chair.
 3. The children who sit in the chairs with construction paper signs should tell about the characters, settings, or plots of their favorite stories.
 4. Then turn the music on and have the children move around again! Repeat this process as time allows.





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. Chronological order, or the order of events that have already occurred, can commonly be found in historical text. Other examples of sequence can be found in instructions or recipes.

Of all of the text structures, most children find sequencing the easiest to understand. This is probably because they 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 commonly appear in texts containing sequence helps them learn to focus on the order of events. Some signal words are *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, and so on).

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.

Having a grasp on sequence will help children improve comprehension by increasing recall. It can strengthen writing ability by helping the children 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:

- Time Lines (p. 37)
- Follow the Steps! (p. 38)
- Sequencing Songs (p. 39)
- Climb the Stairs (p. 41)

Additional pages to reinforce sequencing:

- Story Elements... (p. 23)
- Math Story Problems (p. 24)
- Book Bags (p. 29)

Answer Key

Page 34

1. 4 Erica packed her clothes for the morning.
3 Erica packed her toothbrush.
1 Erica packed her sleeping bag.
2 Erica packed her nightgown.
2. Either: They put on make-up, brushed their hair, and played fashion show. OR: They got ready for bed, got their blankets, and went to bed.



Name _____ Date _____

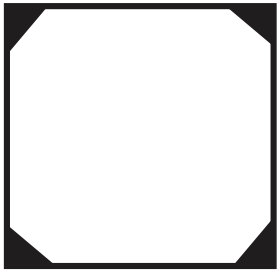
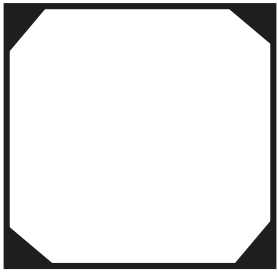
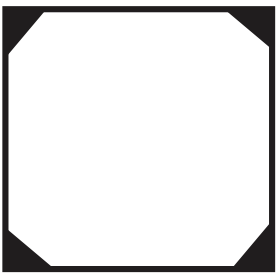
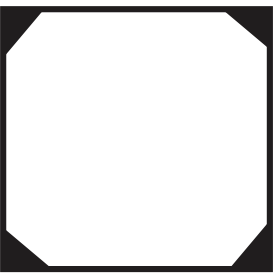
Comprehension

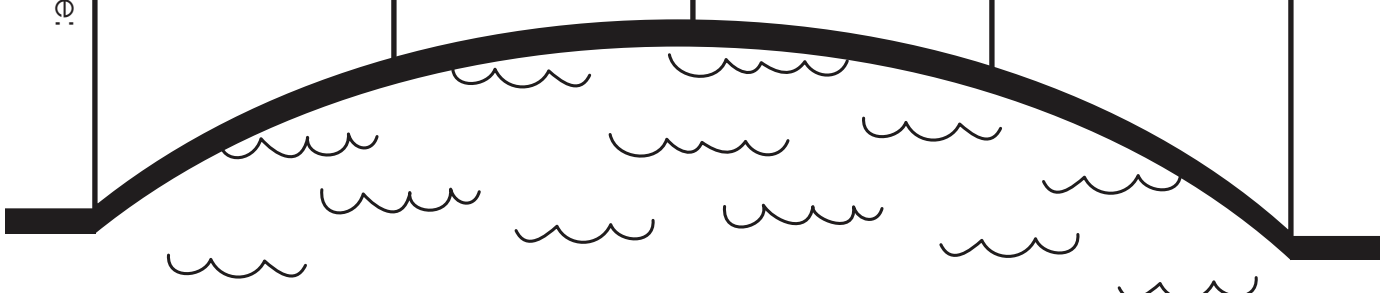
Sequencing—Graphic Organizers

Organize Sequence

Directions: Use these organizers 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: _____

| | | | |
|---|---|--|---|
|  |  |  |  |
| In the beginning, _____ _____ _____ _____ | Next, _____ _____ _____ _____ | Then, _____ _____ _____ _____ | At the end, _____ _____ _____ _____ |

| | | | | |
|----------------------|--|-----------|-----------|-----------|
| Book Title: _____ | 1st Event | 2nd Event | 3rd Event | 4th Event |
| |  | | | |



Practice Sequencing

Every story has a **sequence of events**. *Events* are the things that happen. *Sequence* is the correct order of events. Look for clue words such as **first**, **next**, **then**, and **last** or **finally** to help you.

Directions: Read the story. Answer the questions.

Erica Sleeps Over



Erica felt excited as she packed to spend the night at Lindsay's house. First, she packed her sleeping bag. Next, she packed her nightgown. Then, she packed her toothbrush. Finally, she packed some clothes for the morning.

"What about your *blankie*?" Erica's brother teased.

"I'm not taking it," Erica said. "Lindsey will think I'm a baby."

Erica went over to Lindsey's house. The two girls had fun! First, they put on make-up. Next, they brushed each other's hair. Then, they played fashion show. Finally, it was bedtime.

The girls got ready for bed. Then Lindsey pulled out a blanket! Erica ran next door and got her blanket, too. Finally, the girls snuggled up with their blankets and said, "Good night!"

1. Write the number by these sentences to show the order that Erica packed things in her suitcase.

___ Erica packed her clothes for the morning.

___ Erica packed her toothbrush.

___ Erica packed her sleeping bag.

___ Erica packed her nightgown.

2. Find another sequence in the story. Write the sentences in order: First, _____

Next, _____

Finally, _____



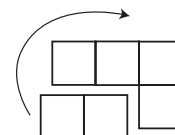
Teachers: Practice sequencing skills with these journal prompts. Children will consider the concept of sequencing while writing. Enlarge and cut the prompts into cards for centers, use them on the overhead, or make a journal-prompt die.* Use the writing activity at the bottom of the page for more in-depth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

Journal Prompts

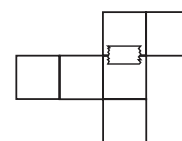
| | | |
|---|---|---|
| Sequencing When you have a problem with someone, what steps can you take before going to the adult in charge? | Sequencing Pretend you have a substitute teacher. She asks you to write out directions for what to do when it is time for lunch recess. | Sequencing What food do you know how to make? List the steps in the right sequence. (Then trade recipes with your friends!) |
| Sequencing How do you play your favorite game? List the steps. | Sequencing In an emergency, the right sequence may save your life. List the steps you take if the fire alarm in your school goes off. | Sequencing Pretend you just saw a bike accident. Describe the sequence of events. |

***To make a die**

1. Cut



2. Tape



3. Fold and tape



Writing Activity: Sequence Puzzle

Enlarge, copy, pass out, and use the puzzle template below to have students write about any type of sequence. Some ideas include:

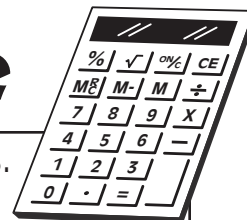
- a story they read
- a personal narrative
- how-to instructions
- biography or autobiography
- emergency action steps
- directions to go somewhere

You may have them complete the puzzles, cut, and trade for fun, or put them in envelopes and use them as a sequencing center. The puzzles may also act as prewriting organizers for a paragraph or story about your chosen topic.

| | First | Next | Last | |
|--------|-------|------|------|---------|
| Title: | | | | The End |



Story Problem Sequence



Look for the sequence of events in math story problems. Make a chart of what happened at the beginning, middle, and end. It can really help you figure out a problem!

Directions: Read the problems below and fill in the charts.

1. Lu went shopping. At first, she had \$10. Then, she bought a book for \$3. How much money did Lu have at the end?

| In the beginning: | In the middle: | At the end: |
|-----------------------------|---|----------------------------------|
| How much money did Lu have? | What happened with Lu's money? Show it as a math problem: _____ - _____ = _____ | How much money did Lu have left? |

2. Carlos had a bad day. He started off with 5 cookies in his lunch. On the bus, his lunch bag broke. 4 cookies fell on the floor! How many cookies did poor Carlos have left?



| In the beginning: | In the middle: | At the end: |
|-----------------------------------|---|--|
| How many cookies did Carlos have? | What happened to Carlos's cookies? Show it as a math problem: _____ - _____ = _____ | How many cookies did Carlos have left? |



3. How can sequence help you solve math problems?
- _____



Time Lines



Directions: Time lines are used to show important events in someone's life. Choose a famous American. Read and learn about his or her life. Then complete the time line book below by writing the events and years in order.

| | |
|--|---|
| <p>My Time Line Book About _____</p> <p>By _____</p> | <p>_____</p> <p>was born in the year _____.</p> <p><input type="text"/></p>  |
| <p>The first important life event is _____</p> <p>_____</p> <p>_____</p> <p><input type="text"/></p> | <p>The next important life event is _____</p> <p>_____</p> <p>_____</p> <p><input type="text"/></p> |
| <p>The last important life event is _____</p> <p>_____</p> <p>_____</p> <p><input type="text"/></p> | <p>_____</p> <p>died in the year _____.</p> <p><input type="text"/></p>  |

Cut the book out on the dotted lines. Then tape it together in order to make one long time line. Fold it like an accordion so it makes a book. Now you can read your time line like a book or display it as a line!





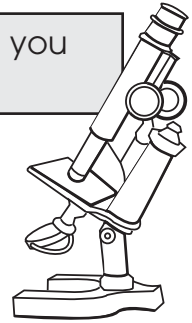
Teachers: Use these projects to reinforce sequencing skills whenever you work on life cycles.

Follow the Steps!

Flip Book

Materials: 10 to 30 small pieces of paper (stapled into a book) for each child, an animal that develops through life cycles for the class to observe

Activity: Discuss life cycles with the class. Bring out the animal you will be observing and introduce it to the class. Pass out a booklet to each student and have them write a title on the front: "Life Cycle of a (chosen animal)." Give students a little time every day to observe the animal and draw a picture of it in their booklets. When the animal reaches maturity, have a class discussion about the sequence that students observed. The books of their observations should now work as flip books! Let students go back and label each stage in their books. Then have them try to remember and retell the sequence of the life cycle without looking at their books.

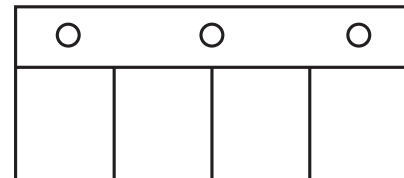


Wind Socks

Materials: sturdy paper, yarn or string, pencils, and markers

Preparation: Decide on an animal whose life cycle you want to study with the class. Draw lines to divide a master paper as shown, with the number of bottom sections equaling the number of stages in your animal's life cycle. On sturdy paper, make one copy of this master for each student.

Punch 3 holes in the top of each paper, and tie string through every hole.



Activity: After studying the life cycle of an animal, have students make wind socks representing what they learned. Pass out a prepared paper to each student. Have them write "The Life Cycle of the (animal)" across the top. Then give them time to fill in each section with a drawing and/or explanation of each stage. Tape the edges together to make a cylinder, and tie the strings together at the top. Hang it up and enjoy!

Puzzles

Puzzles also work well for sequencing practice. Buy or make many blank puzzle pieces that can link together in a horizontal chain. Let students draw and color each stage of a life cycle on a different puzzle piece. Then have them mix up the pieces and try to sequence them correctly!



Name _____

Date _____

Comprehension

Sequencing—Fine Arts

Sequencing Songs

Directions: Sequencing helps you create a picture in your mind. When you understand the sequence, you can picture things in the right order. This song is all mixed up! Cut the boxes apart. Then put them in the right order so they tell a story.



It rolled down the garden,
and under a bush,
And then my poor meatball
was nothing but mush!



The mush was as tasty,
as tasty could be,
And then the next summer
it grew into a tree.



On top of spaghetti,
all covered with cheese,
I lost my poor meatball
when somebody sneezed.



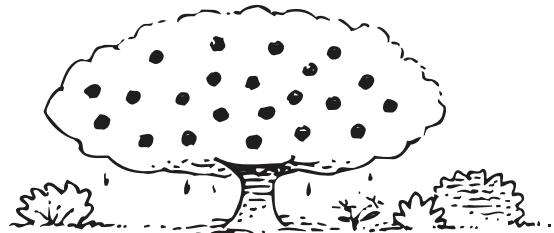
So if you have spaghetti,
all covered with cheese,
Hold onto your meatball,
'cause someone might sneeze.



It rolled off the table,
and onto the floor,
And then my poor meatball
rolled out of the door.



The tree was all covered,
all covered with moss,
And on it grew meatballs,
all covered with sauce.





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

Rolling the Ball

Materials: one ball

Activity:

1. Read aloud any story, poem, or nonfiction reading selection.
2. When you have finished reading, have the children sit in a circle.
3. Roll the ball to one of the children. Have the child tell the first event of the story. Then this child will roll the ball to another child. This child will tell the second event. Have the children continue rolling and telling events of the story in the correct sequence.
4. After the students work their way through the major events, or as an alternative to rolling the ball, ask students these questions:
 - What happened right after (a given event)?
 - What happened right before (a given event)?
 - Which happened first (one story event) or (another story event)?
 - Why did (a character do something) before (doing something else)?
 - Why did (a character do something) after (doing something else)?
 - What might have happened if (a given event happened) at the beginning of the story?
 - What caused (an event) to happen: something that happened before it in the story or something that happened after it?
 - How does knowing the sequence help you understand the story?
 - Why do active readers pay attention to story sequence?
 - What can you do while you read to help you remember the sequence?

Ideas for books that illustrate sequence:

The Adventures of Taxi Dog by Debra Barracca

Caps for Sale by Esphyr Slobodkina

Cindy Ellen: A Wild Western Cinderella by Susan Lowell

Class Clown by Johanna Hurwitz

Goldie Locks Has Chicken Pox by Erin Dealey

I Know an Old Lady Who Swallowed a Pie by Alison Jackson

I Miss You, Stinky Face by Lisa McCourt

Junie B. Jones and that Meanie Jim's Birthday by Barbara Parks

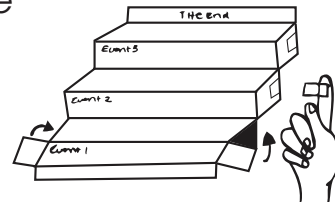
Katy No-Pocket by Emmy Payne



Climb the Stairs

Directions:

1. Read a book. Then write about three events from your book in the spaces below. Make sure to put the events in order! (Start at the bottom.) Then draw pictures in the boxes.
2. Cut the paper on all the dotted lines. Fold on all the solid lines so it looks like stairs. Then glue or tape the white boxes onto the grey boxes to make sides for the stairs.
3. Show your stairs to the class and tell them about your story.



| | | | |
|---|-----------------|--|---|
| | The End | | |
| ↓ | Event 3 Picture | | ↓ |
| | Event 3 | | |
| ↓ | Event 2 Picture | | ↓ |
| | Event 2 | | |
| ↓ | Event 1 Picture | | ↓ |
| | Event 1 | | |
| | Title: | | |
| | Author: | | |



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

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

There are four main events in this story:

1st _____

2nd _____

3rd _____

4th _____

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

| First, | Next, | Last, |
|--------|-------|-------|
| | | |

If the last event happened in the beginning, _____



Teachers: Have fun practicing sequencing skills with this game.

Order! Order!

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

Materials: cardboard or thick construction paper, wet- or dry-erase marker, scissors, hole punch, and yarn

Set Up:

- Cut out ten cardboard circles and laminate them. Punch a hole in each.
- Make 10 yarn necklaces and string one circle on each.
- Use the dry-erase marker to write any series of story events. (These may be from books you read aloud in reading class or in the library. They may also be stories that the students haven't heard before as long as they have strong clue words or a logical sequence.)

Procedures: Choose ten children and play the game as follows:

- Mix up the necklaces and put them on the floor.
- When the teacher says, "GO!" the players run to the necklaces and each put one on.
- After each child has put on a necklace, students work together to put themselves in sequential order!
- Time the children while they are doing this. The group of children with the quickest time wins!
- If you want to let several teams race, you may make more circles and have the whole class racing at once.

Optional: For other sequencing variations, write words on the circles and have the children put themselves in alphabetical order. Write numbers on the circles and have the students get into numerical order. Other items to sequence: schedules or routines, life cycles, seasons, months, days of the week, birthdays, holidays, rainbow colors, historical figures, money values, and measurements (length, height, weight).



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 the children make predictions while reading, you are helping them relate the text to their personal experiences, thus making the text more meaningful and memorable. It also sets readers up to look for details that confirm their predictions 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 knew 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:

- Park Predictions (p. 49)
- What Will Happen? (p. 51)
- The Author Tricked Me! (p. 53)

Additional pages to reinforce prediction:

- Practice Drawing Conclusions (p. 58)
- Writing Activity (p. 59)

Answer Key

Page 46

1. Answers will vary.
2. I think he will play basketball. I think this because the story says that Gregg practices dribbling the ball.

3. They call him a hero so he must be a good basketball player.
4. Answers will vary.
5. Answers will vary.



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.

Clue

Clue

Clue

Clue

Prediction

Clue

Clue

Clue

Prediction



Practice Making Predictions

When we read, we can **predict**, or figure out what comes next. Look for word and picture clues. Use them to help you predict.

Directions: Make predictions as you read this story.

Game Day!

1. *Look at the title.* What do you think will happen in the story?

On Saturday morning, Gregg's alarm clock rang. He jumped out of bed and put on his uniform. "Today is game day," he thought. He started to practice dribbling the ball.



2. *Stop reading.* What kind of game do you think

Gregg will be playing today? _____

Why do you think this? _____

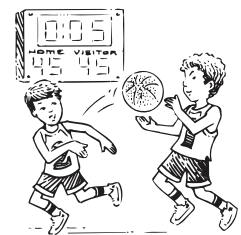
After breakfast, Gregg grabbed his basketball and ran to the park. His friends were already there. They were warming up and shooting hoops. "Hey, it's Gregg! Hooray! Our hero is finally here!"



3. *Stop reading.* Why do you think that Gregg's friends called

him a hero? _____

The game started, and both teams played hard. Gregg scored a lot of points. The score was tied with only five seconds left in the game! The fans chanted, "Gregg, Gregg, Gregg!" His teammate passed him the ball.



4. What do you think will happen next?

5. On another piece of paper, write an ending for the story.

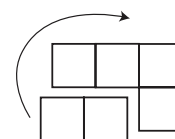
Teachers: Practice prediction skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.* Enlarge the writing activity at the bottom of the page for more in-depth practice.

Journal Prompts

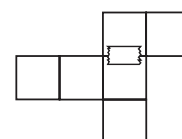
| | | |
|---|--|---|
| <p>Prediction</p> <p>If I buy a pet snake and a pet mouse and put them in the same cage, I predict _____ because ...</p> | <p>Prediction</p> <p>After Goldilocks ran away from the three bears, I predict she _____ because ...</p> | <p>Prediction</p> <p>Predict what you will do this summer. Give reasons why you think so.</p> |
| <p>Prediction</p> <p>What do you predict will happen to someone who reads a lot? Why?</p> | <p>Prediction</p> <p>Jordan went to the beach. Suddenly, dark clouds filled the sky. The wind started to whip the sand around. What will happen next? Give reasons why.</p> | <p>Prediction</p> <p>Madison's baby brother has been keeping her up at night. She hasn't slept well for two weeks! Predict what will happen. Explain why you think so.</p> |

***To make a die**

1. Cut



2. Tape



3. Fold and tape



Name _____ Date _____

Writing Activity: Something Scary!

Directions: Write a letter to a friend that tells a story about something scary that happened to you. Describe the beginning and middle of your story, but leave off the ending. Ask your friend to guess what happened.

Dear _____,

One day, something very scary happened to me. I was _____

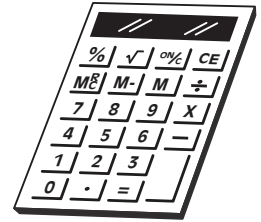
Can you guess what happened next? On the back, write what you think.

Your friend,



Predicting Weights

Materials: five items found in the classroom, pencils, balance scale(s), and cubes to be used for weighing items

**Directions:**

- Look at the items. Use clues you see to put them in order from heaviest to lightest. Write them in the chart below.
- Predict how much item #3 weighs. Write the reason for your prediction. Then weigh it on the scale and write down its real weight.
- Now use the clues you know and see. Predict the weights of the other items. Write your predictions on the chart.
- Write your reason for each prediction.
- Weigh each item to check your predictions.
- Write the real weights in the last column. How did you do?



| Item | Predicted Weight | Reason for Prediction | Real Weight |
|------|------------------|-----------------------|-------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

How did knowing the weight of #3 help you predict the other weights? _____



Park Predictions



Directions: Your city is thinking about getting rid of a park near your school. Help them think about the future. Predict what will happen for each of their ideas below.

1. If the city builds a factory on the park land,

2. If the city builds houses on the park land,



3. If the city builds a grocery store on the park land,

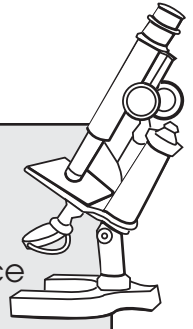
4. If the city leaves the park as it is,



5. Now draw your own conclusion. What do you think the city should do with the land? Give two reasons why.



The Scientific Process



Teacher's Note: Whenever you experiment, focus on using clues to make informed predictions. Introduce a *hypothesis* as the scientific prediction you make when you do an experiment. Use this lab report with a science experiment of your choosing. It will help you use science time to reinforce main idea, prediction, cause and effect, and drawing conclusions.

Directions: Follow the steps to discover answers to your questions about the world around you. (Notice how the scientific process is similar to the active reading process!)

| | |
|--------|--|
| Before | Question (Problem and Main Idea): What do I want to find out? |
| | Hypothesis (Predict): What do I think will happen? |
| | Materials: What do I need? |
| During | Procedure (Causes): What will I do? |
| | Observations (Effects): What happened? |
| After | Conclusion (Draw Conclusions): What have I learned? |



What Will Happen?

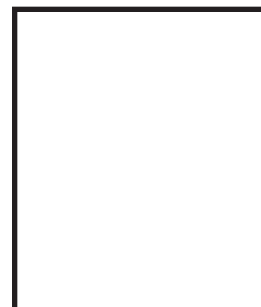
Directions: Good predictors use clues to make a smart guess. Follow the steps below to make smart predictions in art.



Materials: markers, crayons, a paintbrush, a cup of water, and a spray bottle filled with blue water (very diluted blue paint)

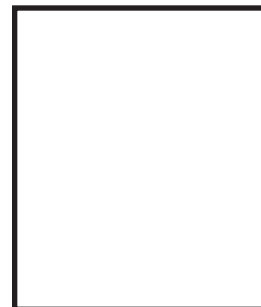
1. Color the inside of this box with crayons.
Predict what will happen if you paint it with water.

Now paint it with water. What happened?



2. Color the inside of this box with markers.
Predict what will happen if you paint it with water.

Now paint it with water. What happened?



3. In this aquarium, draw things you would find in a fish tank.
Use both markers and crayons. Make a colorful picture!



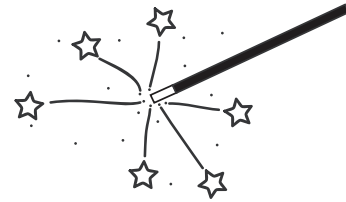
4. Predict what will happen if you spray this picture with blue water. _____
5. Check your prediction by wetting your picture. What happened? _____
6. Discuss what clues helped you make a good prediction.



Teachers: Use this activity to reinforce prediction skills while reading aloud.

Magic Wand

Materials: something that looks like a magic wand



Activity:

1. Begin read-aloud time by discussing how predictions help active readers remember and understand what they read. Trying to predict what will happen next is like a game that makes reading more fun!
2. Copy and post the chart below. Discuss where to look for helpful clues.

Where to Look for Prediction Clues

| Before Reading | During Reading | After Reading |
|--|--|---|
| Title Pictures Your own experience | Story events Titles and headings Pictures Your own experience | Story events Pictures Your own experience |

3. Show the children the magic wand. Tell them that during the story, you will stop and wave the magic wand. When you wave it, they need to think about what will happen next and make a prediction.
4. Read aloud any story, poem, or nonfiction reading selection. Periodically, stop reading and wave the magic wand. Then, have the children think quietly about what they think will happen next. Have some students share their predictions and the supporting clues.
5. After some sharing, read on until you find out if the prediction was right or not. Continue predicting and checking until the end of the book.

Ideas for books that illustrate prediction:

Harry and the Terrible Whatzit by Dick Gackenbach
Junie B. Jones Smells Something Fishy by Barbara Parks
Is Your Mama a Llama? by Deborah Guarino
The Littles by John Peterson
The Stories Julian Tells by Ann Strugnell
More Stories Julian Tells by Ann Strugnell
Mouse Tales by Arnold Lobel
The Mystery of the Missing Dog by Elizabeth Levy
Pirates Past Noon by Mary Pope Osborne
The Schoolyard Mystery (Invisible Inc. Hello Reader) by Elizabeth Levy





The Author Tricked Me!

Teacher's Note: You may cut off the activity on this page and enlarge it for student use.



Directions: Cut these four pieces apart on the thick black lines. Use the numbers to put them in order. Staple them at the top. Then read a book. Think of three times the author tricked you about what would happen next. Then fill in all these pages to make a flip book!

| | |
|---|---|
| <p>1 _____</p> <p>My Prediction Flip Book</p> <p>In the beginning, I predicted</p> <p>_____</p> <p>_____</p> | <p>2</p> <p>But really,</p> <p>_____</p> <p>_____</p> <p>In the middle, I predicted</p> <p>_____</p> <p>_____</p> |
| <p>4</p> <p>But really,</p> <p>_____</p> <p>_____</p> <p>The author really tricked me!</p> <p>Book Title _____</p> <p>Name _____</p> | <p>3</p> <p>But really,</p> <p>_____</p> <p>_____</p> <p>In the end, I predicted</p> <p>_____</p> <p>_____</p> |



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

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

Before reading, look through the book and gather clues. Write your prediction below. List the clues that helped you make that prediction.

| Clues |
|-------|
| |
| |
| |
| |
| |
| |
| |
| |



I predict
this book will be
about:

When you finish reading, check: was your prediction correct? ☐ yes ☐ no

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

Read a new book but stop before you read the last two pages. How do you think it will end? Write your prediction below. Then write two clues you used to make that prediction.

| Clue | Clue |
|------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



| Prediction: |
|-------------|
| |
| |
| |
| |
| |
| |
| |
| |

When you finish reading, check: was your prediction correct? ☐ yes ☐ no



Teachers: Have fun practicing prediction skills with this game.

What Next!

Type: a game to help children practice using prediction skills in all subjects throughout the day

Setup: Set aside several books whose covers give clues about their main ideas. Copy the chart below onto the board, an overhead, or paper.

Prediction Chart

| Prediction | Clues from the book | Clues from your own experience |
|---|-----------------------------------|---|
| Example: I predict this book will be about tigers. | The title is <i>Jungle Cats</i> . | I know tigers are in the cat family and live in the jungle. |

- Procedures:**
1. Choose one book and hold it up for the class to look at. Prompt children to look for title and picture clues on the cover. If you want to add some text clues, read the back cover copy aloud.
 2. Ask students to think about what the main idea of the story will be. After a pause, allow them to share their prediction with a partner.
 3. Call on a few students to share their predictions with the class. As they share predictions, you may write them on the chart. After each prediction, ask the student to back it up with either clues from the book, clues from their own experience, or both. Award two points for each prediction that can be supported and one point for each clue.
 4. Hold up another book and continue the game as with the first book.

Optional: Play this game throughout the day. Simply ask students to make predictions based on clues they can sense (see, hear, smell) and their own background knowledge. Here is a list of opportune times for working on prediction skills with this fun game! Make predictions about:

- schedules
- games
- movies
- field trips
- articles
- experiments
- songs
- assemblies
- vocabulary
- weather
- lunch
- awards
- story elements
- math problems
- unusual objects
- special guests



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.” When we ask children comprehension questions, the answers are often directly stated in the text. This enables them to look back in the text to find the answer. Asking children to draw conclusions challenges them to comprehend the text at a higher level. The answers are not directly stated in the text. The conclusion is inferred. Authors often leave hints or clues about events or character actions that let the reader 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 may have 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.

Model this strategy when you are reading aloud to the class. 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.” Feelings that characters are experiencing are inferred. By modeling this behavior, you demonstrate how to have a deeper interaction with the text.

Share with parents:

- Similar and Different (p. 61)
- Drawing Conclusions from Art (p. 63)
- Why I Think What I Think (p. 65)

Additional pages to reinforce drawing conclusions:

- A Musical Story (p. 14)
- Story Structure in Music (p. 27)
- The Scientific Process (p. 50)

Answer Key

Page 58

1. Answers vary. Example: I think Smith is nervous about getting his report card. I think this because the story says that Smith had trouble doing his work because he was worried about what his parents would say about his grades.
2. Answers may vary. Example: I don’t think Smith is going to get good grades. I think that Smith knows this and that is why he is taking so long to get home.
3. Answers vary. Example: I think Smith’s parents will not be happy when they see his grades. I think

this because Smith was worried and that means he must know that his grades are not good.

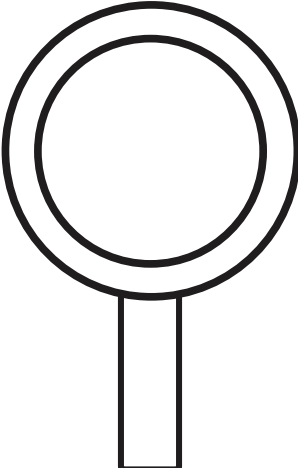
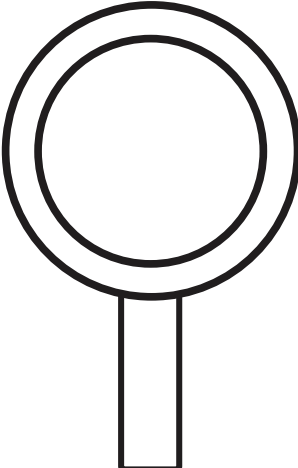
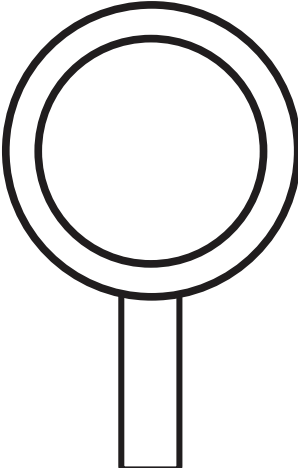
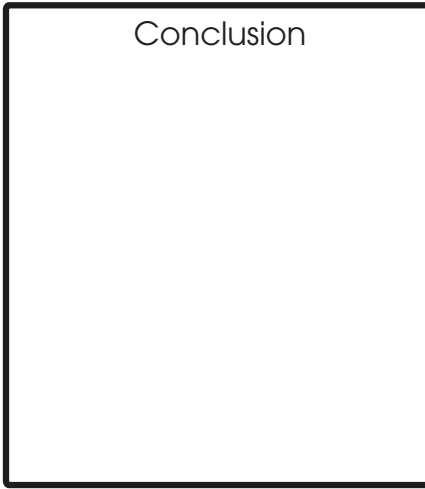
Page 60

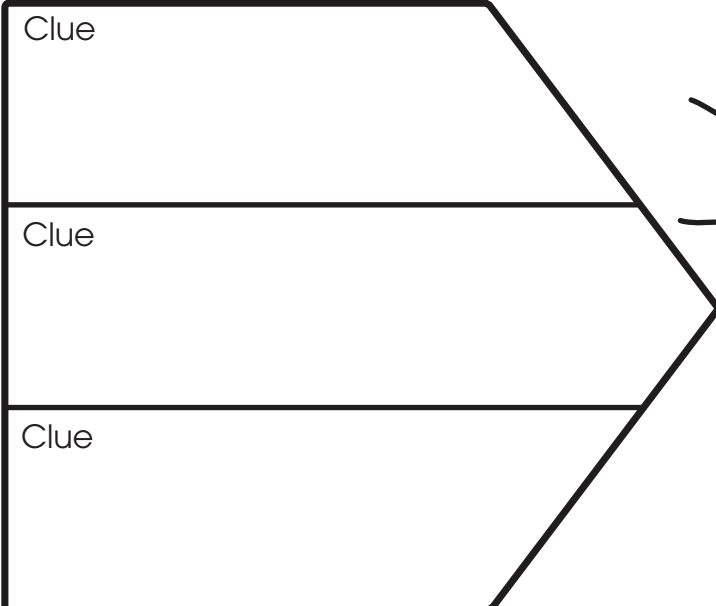
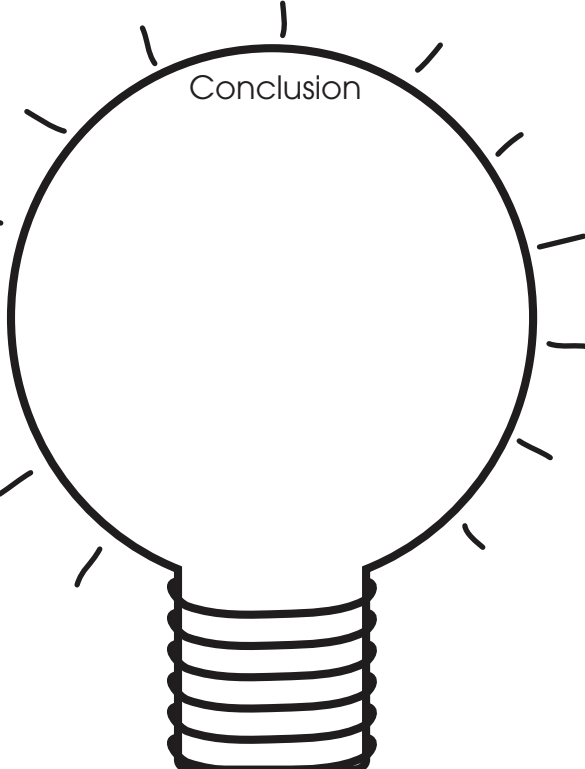
1. “Movie” was chosen by the most children.
2. “Baseball” was chosen by the most boys.
3. “Dance” was chosen by the most girls.
4. “Bike” was chosen by the least amount of children.
5. “Baseball” was chosen by the least amount of girls.
6. “Dance” was chosen by the least amount of boys.



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?” Write your conclusion in one of the organizers. Then write the clues that support it.

| Clue | Clue | Clue | Conclusion |
|--|--|---|--|
|  |  |  |  |

| Clue | Conclusion |
|---|--|
|  |  |



Practice Drawing Conclusions

Readers can be like detectives. Look for word and picture clues. Use them to **draw conclusions** and figure out the story.

Directions: Read the story. Then answer the questions.

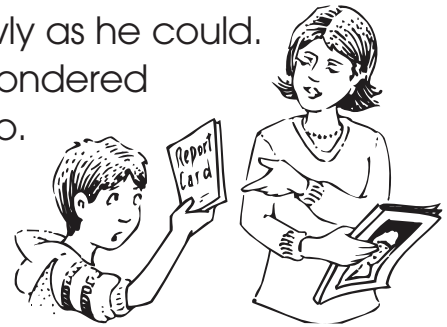
Report Card Day

Smith was very nervous. Today was report card day. He wondered what his grades would be. He worried about what his parents would say. Finally, Smith's teacher handed out the report cards.



When the bell rang, Smith took his time leaving school. He played on the swings until he was the only child left. Then he took the long way home. He walked as slowly as he could. Sometimes he stopped to look at anthills. He wondered if the ants were bringing home report cards, too.

When Smith got home, he walked into the kitchen. His mother was waiting for him. "Do you have your report card?" she asked. Smith handed her his report card and went to his room.



1. How did Smith feel about getting his report card?

What makes you think this? _____

2. What kind of grades do you think he got on his report card?

Why do you think this? _____

3. How do you think Smith's parents will feel when they see his report card?

Why do you think this? _____

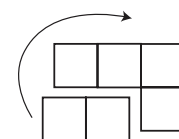
Teachers: Practice drawing-conclusion skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.* Enlarge the writing activity at the bottom of the page for more in-depth practice.

Journal Prompts

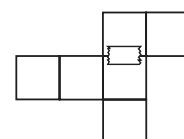
| | | |
|---|---|--|
| <p>Conclusions</p> <p>Pat went to the store. She bought lemons, sugar, and ice. What do you think she was going to make?</p> | <p>Conclusions</p> <p>Explain how detectives draw conclusions. How do conclusions help them solve mysteries?</p> | <p>Conclusions</p> <p>The conclusion is that the baby is tired. Write three sentences that can make you think this without saying, "the baby is tired."</p> |
| <p>Conclusions</p> <p>The conclusion is that it is a beautiful spring day. Describe what you see, hear, and smell.</p> | <p>Conclusions</p> <p>Write a story that describes someplace you have been without saying the name of the place.</p> | <p>Conclusions</p> <p>When you read a story, how do you figure out what the author is trying to tell you?</p> |

***To make a die**

1. Cut



2. Tape



3. Fold and tape



Name _____ Date _____

Writing Activity: What Will You Be?

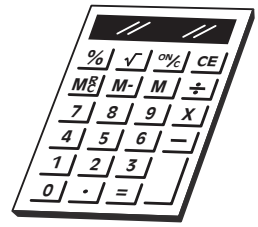
Make a list of things you are good at or things you enjoy doing.

Now look at your list and draw a conclusion: What job would you be good at?

On another paper, write a paragraph about what you want to be when you grow up. Include the reasons that led you to that conclusion.



Drawing Conclusions from a Graph





















Directions: Look at the graph below. Draw conclusions about what you see. Then answer the questions.



= 2 girls



= 2 boys

| | |
|----------|--|
| Dance |     |
| Baseball |      |
| Movie |      |
| Bike |     |

- Which activity was chosen by the most children?

- Which activity was chosen by the most boys?

- Which activity was chosen by the most girls?

- Which activity was chosen by the least amount of children?

- Which activity was chosen by the least amount of girls?

- Which activity was chosen by the least amount of boys?



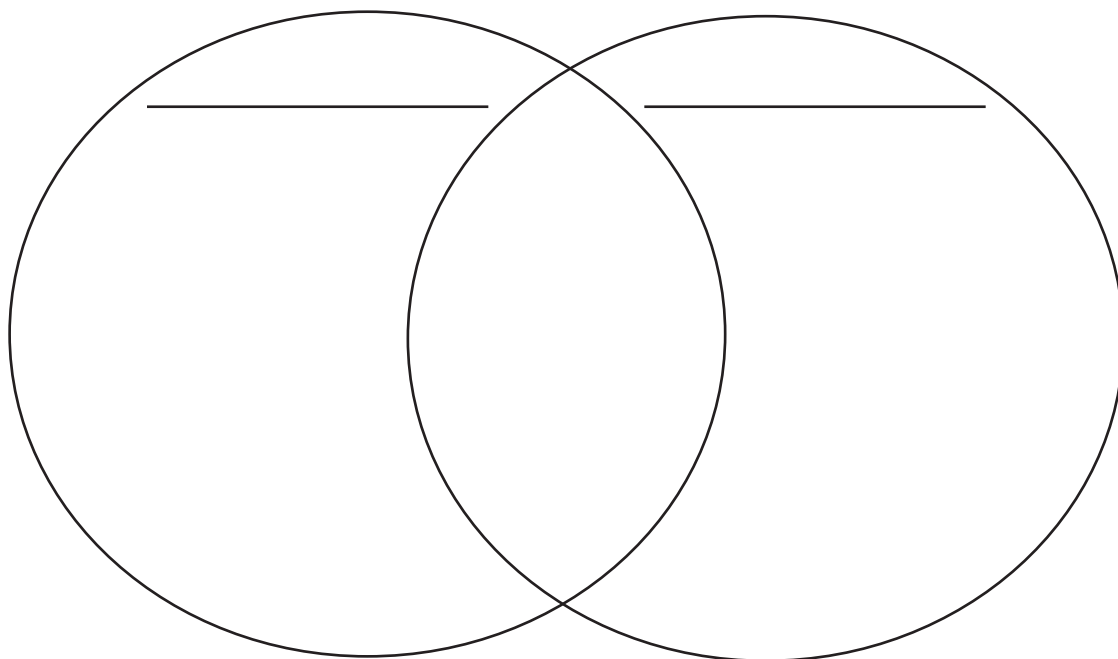
Similar and Different



Teacher's Note: Use this page every time you want to work on comparing and contrasting to draw conclusions in social studies.

Directions: When you compare two things, you have to draw conclusions. Follow the steps to figure out how things are similar and different.

1. Choose two people or things to compare for social studies. Write one at the top of each circle.
2. Think about ways the two are similar. List these things in the middle circle.
3. List ways they are different in their own circles.

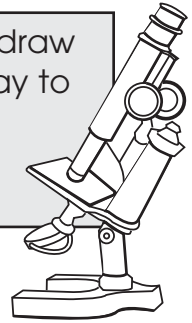


4. Now draw a conclusion about how the two things are similar.

5. Draw a conclusion about how the two things are different.



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. You may use the lab report form on page 50 to help you record experiments and draw conclusions.



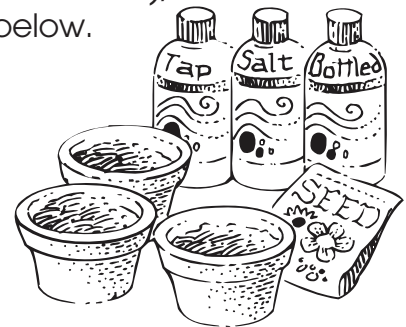
Water and Plants

Sample Experiment: What Kind of Water Is Best for Plants?

Materials: three small pots, seeds, good potting soil, bottled water, tap water, salt water (from an ocean or water mixed with table salt), a sunny place to put the plants, and copies of the chart below.

Activity:

1. Have the children fill three pots with soil. Decide which pot will receive the bottled water, which will receive the tap water, and which will receive the salt water. Label each pot.
2. Have the children plant two seeds in each pot.
3. Water the plants daily with the same amount of water. Put the plants outside so that they receive sunshine every day.
4. Check on the pots and make observations. Record them on the chart.
5. Encourage the children to draw conclusions about which type of water is the best for plants based on the observation clues.



What Kind of Water Is Best for Plants?

| Water Type | Observation Clues | | Conclusion |
|---------------|---------------------------|------------------------|---|
| | How healthy does it look? | How much has it grown? | |
| Salt water | | | This type of water is _____ for plants. |
| Tap water | | | This type of water is _____ for plants. |
| Bottled water | | | This type of water is _____ for plants. |



Drawing Conclusions from Art

Directions: Work on drawing conclusions with the pictures below.

1. Look at this picture. Draw a conclusion about how this person is feeling.



List the clues that led you to that conclusion.

2. Now draw your own picture. Choose one of these emotions: happy, sad, excited or scared. _____

Use picture details that show the emotion you chose.

3. Show your picture to your class. See if they can draw a conclusion about the emotion you chose. Your teacher can display everyone's art on a board titled "How Do We Feel?"



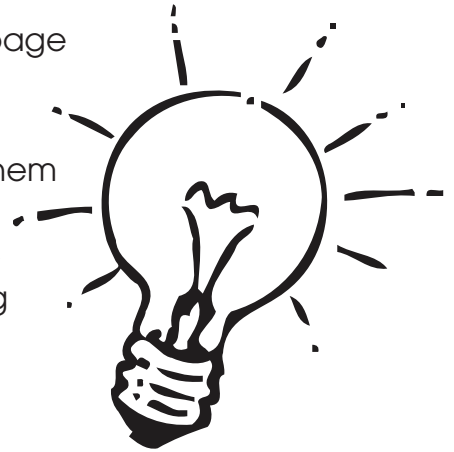
Teachers: Use this activity to reinforce drawing-conclusion skills while reading aloud.

Draw a Conclusion!

Materials: a real light bulb or a copy of the bulb on this page

Activity:

1. Show the children the light bulb or bulb picture. Tell them that when you are reading, you will stop and hand the bulb to one student. The person who receives the bulb will have to find the hidden message by drawing a conclusion about the text.
2. Read aloud any story, poem, or nonfiction reading selection.
3. Periodically, stop reading and ask a question that prompts the children to draw a conclusion. Some sample questions include: "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?"
4. Hand the light bulb to a student. Let him or her share a conclusion and the clues that support it.
5. Continue reading, questioning, and sharing conclusions in this same way.



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

Ideas for books that illustrate drawing conclusions:

Amelia Bedelia (I Can Read Book Series) by Peggy Parish

Amelia Bedelia 4 Mayor by Peggy Parish

Big Max by Kin Platt

The Giving Tree by Shel Silverstein

The Great Kapok Tree, A Tale of the Amazon Rain Forest by Lynn Cherry

How My Parents Learned to Eat by Ina R. Friedman

The Case of the Spooky Sleepover (Jigsaw Jones Mystery #4) by James Preller

Frankenstein Moved In on the Fourth Floor by Elizabeth Levy

Lucky Pennies and Hot Chocolate by Carol Diggory Shields



Why I Think What I Think

Directions: For this book report, you will do a pretend talk-show interview! The host sent you some of the questions she may ask. Get ready for the interview by answering the questions below.



1. What is the title of the book you read?

2. Who is the main character? _____

3. What is the main character like? Draw a conclusion.

☐ smart ☐ kind ☐ other _____

☐ careless ☐ brave _____

☐ responsible ☐ a good friend _____

What does the character do or say that makes you think this?

4. Draw some conclusions about the setting.

Where does this story happen? _____

How can you tell? _____

When does this story take place? _____

How can you tell? _____

5. Did the characters in this book do a good job of solving the problem? _____ What makes you think so? _____

6. What is your conclusion about this book? Would you tell other people to read it? _____ Why or why not?

Try this! Act out the TV interview. Have someone pretend to be the host. They can ask you these questions. You can even act it out in front of class or on a videotape!



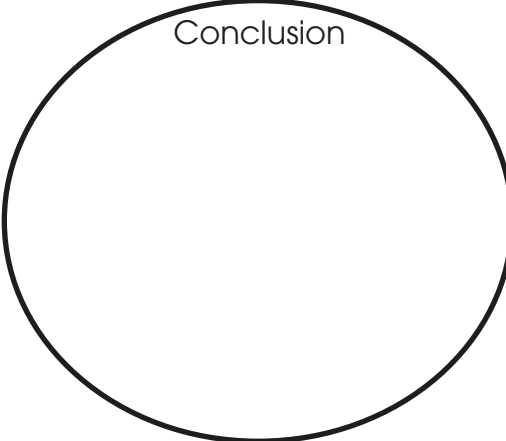
Teachers: Enlarge and send one of these slips home with nightly books to reinforce drawing-conclusion skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

**Draw one conclusion about something in the book. Write it below.
Then list the clues you used to draw that conclusion.**

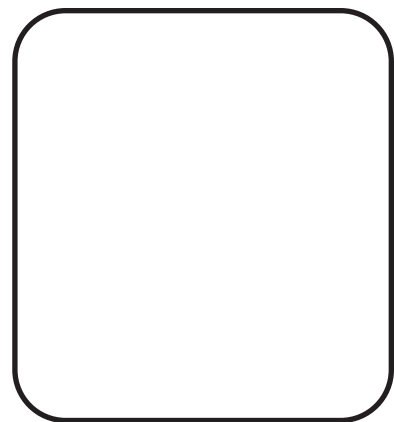
| | |
|------|---|
| Clue |  |
| Clue | |
| Clue | |

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

Write and draw one thing the character did.



Why did the character do this? _____



Teachers: Have fun practicing drawing-conclusion skills with these games.

Yes or No?

Type: a game where students gather clues and draw conclusions about a mystery object

Procedures:

1. Choose one child to stand at the front of the class and think of a person, place, or thing. (It is a good idea to have the child tell the teacher what noun he or she is thinking of.)
2. The rest of the class will ask “yes” or “no” questions and try to draw conclusions about what the child is thinking of. It may be helpful to draw a T-chart on the board or paper and write “It is:” and “It is not:” at the top. As children guess, record the data on the chart. (Without the chart, students may tend toward random guessing instead of clue-based conclusions. Use this opportunity to strongly reinforce the importance of basing conclusions on clues.)
3. The child who guesses the secret noun gets to be “it” next.

Example: The child is thinking of a puppy.

Possible questions: Is it a person? Is it an animal? Is it big? Is it small? Does it have fur? Does it have four legs?

Who Am I?

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

Set up: Have each child write five clues about him or herself on an index card. Tell them to write their names upside down near the bottom of the cards. Gather the index cards.

Procedures:

1. Choose one child. Have him or her pick a card and read the clues out loud to the class.
2. The class will try to predict who wrote the card based on the clues.
3. The first child who drew the correct conclusion will be the next child to pick and read a card out loud.
4. Continue playing in this manner as time allows.



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 science, history, and geography curriculums.

The reason the cause and effect section is the last section in this book is 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*, *If You Give a Pig a Pancake*, all by Laura

Joffe. Choose one of these books to read to your class. Then ask causal 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 reason why 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:

- Think of the Effect (p. 73)
- Crazy Kernels (p. 74)
- Mixed Media (p. 75)
- Acting Out Cause and Effect (p. 77)

Additional pages to reinforce cause and effect:

- Story Elements in a Science Experiment (p. 26)
- Park Predictions (p. 49)
- The Scientific Process (p. 50)

Answer Key

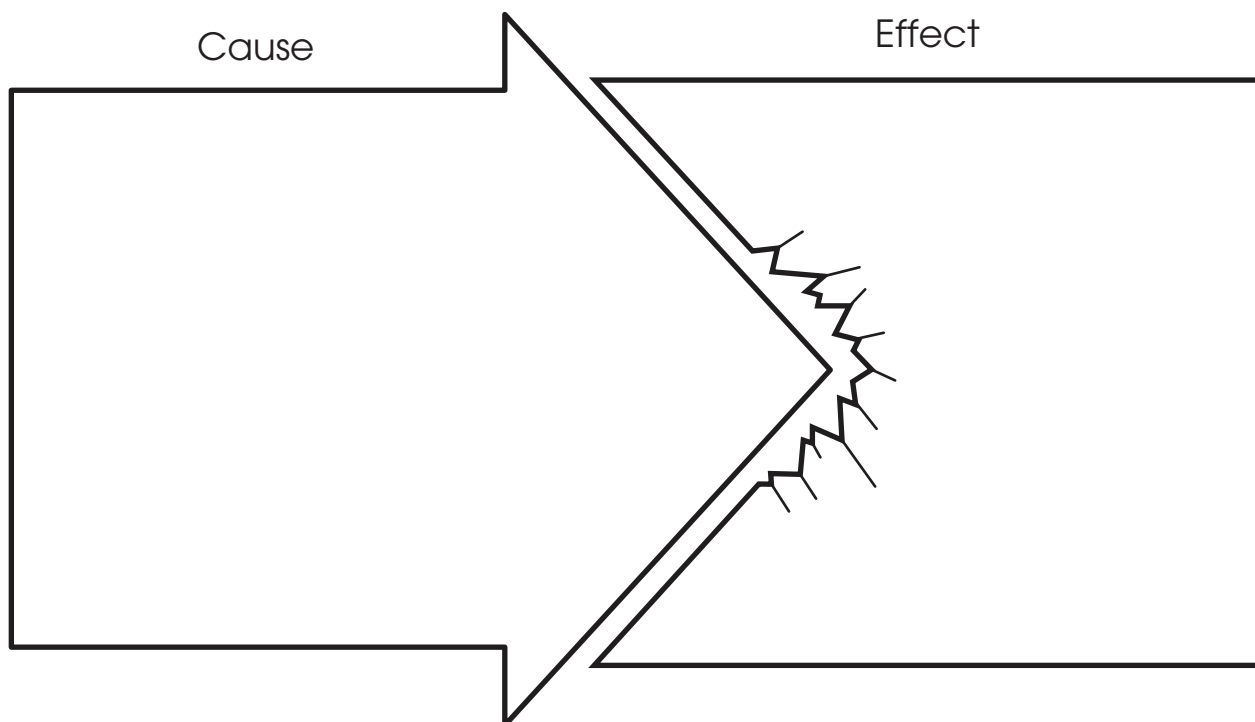
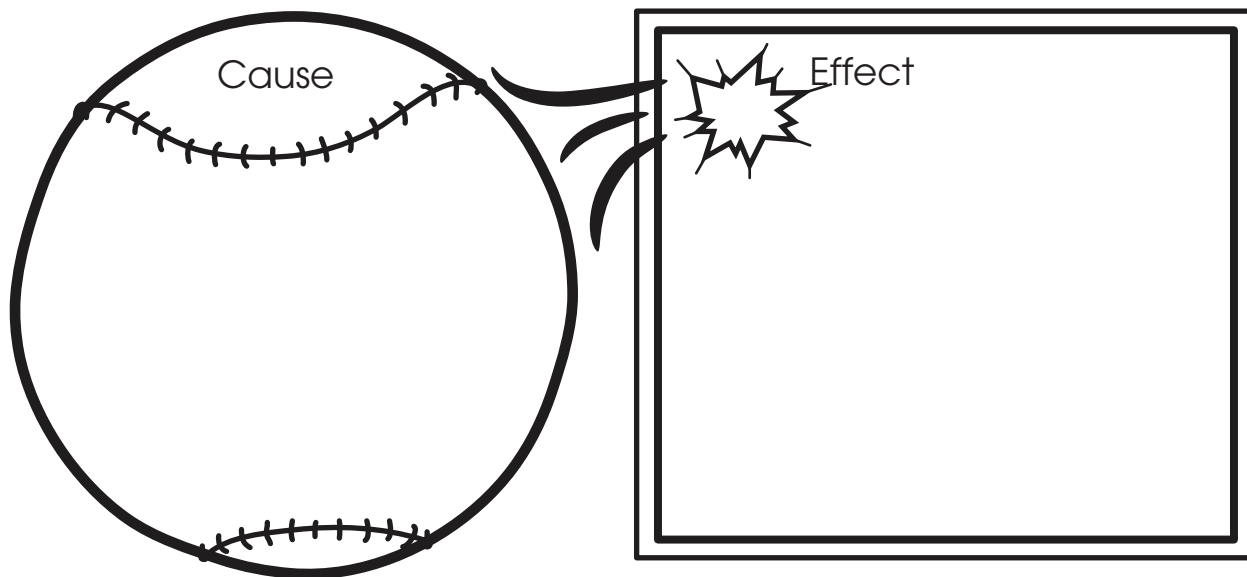
Page 70

1. because she was hungry
2. so he can learn about the world
3. The children stopped playing when they noticed the balloon floating over the playground.
4. The wind pushed it on a crooked path through town.
5. The children stopped following the balloon when they became tired and noticed that it was almost time for dinner.



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

One thing can make another thing happen. The first thing is the **cause**. What happens is the **effect**.

Directions: Read each sentence below. Circle each cause. (Hint: Make a picture in your mind. Think about what really happened first.)

1. The baby cried because she was hungry.
2. Marcus reads every night so he can learn about the world.

Read the story. Answer the questions.

The Mysterious Balloon

An odd balloon floated over the playground. A group of children stopped playing to watch it. Then they began to follow it. A light breeze pushed it on a crooked path through town.



The children walked through tall field grass. They splashed through a creek. They climbed up a steep hill. Still, the quiet balloon floated over their heads. The children began to get tired.

Then the sun started to set. The children looked at each other. They knew that it was almost time for dinner. They had to go home. They waved goodbye and watched the balloon float away.



3. What caused the children to stop playing?

4. What effect did the wind have on the balloon?

5. What caused the children to stop following the balloon?



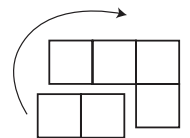
Teachers: Practice cause and effect skills with these journal prompts. Enlarge and cut them into cards for centers, use them on the overhead, or make a journal-prompt die.* Enlarge the writing activity at the bottom of the page for more in-depth practice.

Journal Prompts

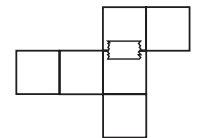
| Cause | Cause | Cause |
|---|--|---|
| I laughed so hard my sides hurt when _____. | I was late for school because _____. | The police officer turned on his siren and raced across town because _____. |
| Effect | Effect | Effect |
| Since it was so hot outside today, _____. | As a result of scoring the winning run in the game last week, _____. | Whenever I help out someone in need, _____. |

***To make a die**

1. Cut



2. Tape



3. Fold and tape



Teacher's Note: For this activity, you may have students imagine ways to break a water balloon. You may also give them real balloons outside, and let them experiment to discover different ways to cause the same effect.

Name _____ Date _____

Writing Activity: Water Balloons

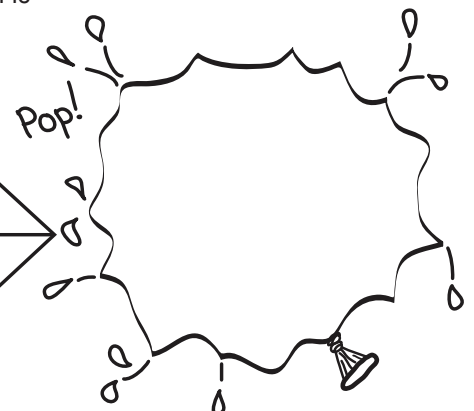
Directions: Fill in the arrow with four different ways to cause a water balloon to break. Use it to write a paragraph.

1. Since _____

2. When _____

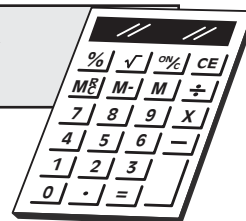
3. Because _____

4. The effect of _____ was that _____





Teachers: Graphs are a great tool for learning cause and effect, main idea and details, and drawing-conclusion skills in math.



How Does Your Heart Beat?

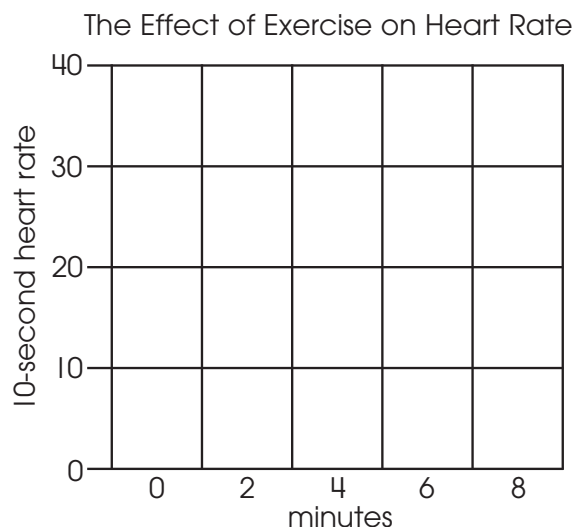
Materials: several stethoscopes and a copy of the data sheet below for each student

Activity:

1. Divide the children into small groups. Have them take turns using the stethoscopes to listen to each other's heartbeats.
2. Gather the children together and show them how to feel their heartbeats on the inside of their wrists or on the right side of their throats.
3. As a class, practice finding and counting heart rates for ten seconds. Take an official resting heart rate (for ten seconds), and have each child record it on their data sheet.
4. Next, have the children jump up and down for two minutes. Stop and let everyone find their pulses again. Tell everyone to count their active heart rates for ten seconds and record it on their data sheets.
5. Continue jumping for two more minutes and take another active heart rate (for the four-minute mark). Then have everyone sit down and rest. After two minutes (at the six-minute mark), take and record a resting heart rate. Rest for two more minutes (until the eight-minute mark) and take a final resting heart rate.
6. Model and assist students in filling out the bar graphs with their data.
7. Finally, study the graphs and have the children discuss the differences in their heart rates. Lead a discussion about the cause-and-effect relationships between exercising and heart rates.



| Data | | |
|---------|---------|----------------------|
| | minutes | 10-second heart rate |
| resting | 0 | |
| | 2 | |
| jumping | 4 | |
| | 6 | |
| resting | 8 | |





Think of the Effect



Directions: There are many causes and effects we study in social studies. Complete the sentences below.

Write down the name of a famous American. _____

What is the most important thing he or she did? _____

What effect does this have on your life? _____

Imagine the effect these other things would have on your life.

- If Abe Lincoln did not fight to keep the United States together,

- If our city had no mayor,

- If all the water in our town became polluted,

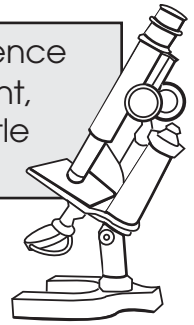
- If our town had a law against sugar,

- If maps were never invented,





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.



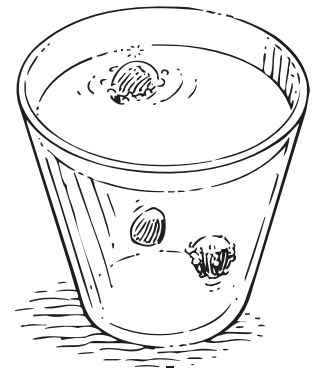
Krazy Kernels

Sample Experiment: The Effect of Soda on Popcorn Kernels

Materials: one clear plastic cup for each child, popcorn kernels, and some kind of clear soda

Activity:

1. Discuss the way science works to find cause-and-effect relationships in the world. Tell students they are about to figure out the cause for something unusual. Post these experiment directions.
 - Put several popcorn kernels into the cup of soda.
 - Observe what happens to the kernels.
 - Think about what is causing the effects you see in your cup.
2. Pass out several popcorn kernels and a cup to each student. Pour soda in each cup and allow students to drop in the kernels.
3. Tell the children to observe the effect the soda bubbles have on the kernels. Ask, "What causes the kernels to act this way?" (The kernels will initially sink to the bottom of the cup because they are heavy. Then the soda's carbonation bubbles will attach to the kernels, making them light enough to rise to the top of the liquid. As the kernels reach the top, the bubbles will pop and the kernels will again sink to the bottom of the cup.)
4. Discuss observations with students. You may record them in the lab report form from page 50 or write them on an organizer like the one below.

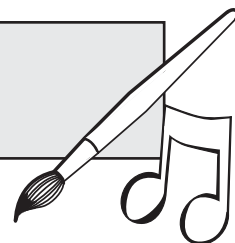


Optional: You may start a "What causes..." box where students can submit questions about the world. Use down time or listening comprehension time to answer the questions. Reinforce each cause and effect relationship by writing it on a graphic organizer (like the one below) and posting it. The questions and answers may be bound as a class book or put together to make a "Science Causes and Effects Quilt."

| Effect | Cause |
|--|-------|
| Question: Why _____ _____ _____ | |



Teachers: Focusing on the effects of different mediums is a great way to work on cause and effect during art. Use this activity to focus on the effects of adding different materials to paint.



Mixed Media

Materials: paper, paint brushes, tempera paint, and various materials to mix with the paint such as sand, glitter, dried herbs, grass, flour, salt, dirt, and so on (Be creative!)

Activity:

1. Have the children choose which materials they want to mix into the paint. Each child's material choice can be different.
2. Have each child paint a picture.
3. Display the children's art on a bulletin board, titled "Mixed Media."
4. Lead the class in a discussion about the artwork. Discuss how the different textures change the look and feel of the art.
5. Lead the children in a discussion that involves cause and effect questions and statements. Example: "What made Jamie's picture so bumpy?" (She mixed flour in her paint and this caused the paint to be thicker and bumpier than regular paint.)
6. You may want to start a chart like the one below to highlight and track the effects of different mediums you use.



| Medium Type (Cause) | Effect |
|---------------------|--------|
| | |
| | |
| | |
| | |

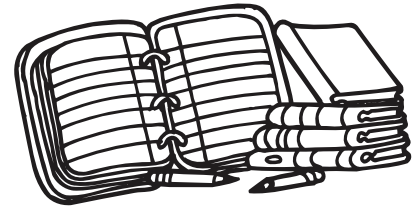


Teachers: Use this activity to reinforce cause-and-effect skills while reading aloud.

What and Why?

Materials: walkie-talkies

Preparation: Write “What? (the effect)” on one of the walkie-talkies and “Why? (the cause)” on the other.



Activity:

1. Read a story or poem to the children.
2. Stop reading and pass the walkie-talkies to two students. The child who has the “What?” walkie-talkie will tell what just happened. The child who has the “Why?” walkie-talkie will tell what caused this to happen.
3. Continue reading, stopping, and passing the walkie-talkies to the children until the end of the story or poem.

Ideas for books that illustrate cause and effect:

Betsy Who Cried, Wolf! by Gail Carson Levine

Click, Clack, Moo: Cows That Type by Doreen Cronin

Giggle, Giggle Quack by Doreen Cronin

If You Take a Mouse to the Movies by Laura Joffe Numeroff

If You Take a Mouse to School by Laura Joffe Numeroff

Library Lil by Suzanne Williams

The Paper Bag Princess by Robert N. Munsch

Stephanie’s Ponytail by Robert N. Munsch

Tomas and the Library Lady by Pat Mora





Acting Out Cause and Effect

Directions: Read a book. Then follow the steps below.

For this project, you will act out three scenes from your book.



1. First, choose three interesting effects from the book. Write them in the *effect* spaces below.

| | |
|---------|----------|
| Cause 1 | Effect 1 |
| Cause 2 | Effect 2 |
| Cause 3 | Effect 3 |

2. Next, write the cause for each of the effects.
3. Now practice acting out each cause-and-effect scene. (You may get other people to help you out if you have more than one character.)
4. Finally, perform one scene for the class. Start by acting out the cause. Then stop and call on five people in the class to predict the effect. Act out the effect and see how many people guessed correctly! (You may award points if you want to play it like a game.) If you have time, you may act out all three of your scenes. Have fun!



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 _____

Tell about something that happened in the story.

Why did this happen?

Cause

Effect

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

The character did this because:

Cause

One thing the character did in the story was:

Effect





Teachers: Have fun practicing cause and effect skills with this game.

Creative Causes and Effects

Type: a game that helps children think of imaginative causes and effects

Materials: Make cause or effect cards by writing causes and/or effects on index cards. You may use causes and effects that pertain to what you are studying in class, or just use generic, fun causes and effects. Pictures can also make interesting prompt cards. Here are some starter ideas:

Causes:

- Because the Native Americans helped the settlers...
- If our school had no rules...
- When the elephant escaped from the zoo...
- Whenever I eat too much candy...

Effects:

- The reason the plants died is...
- We had to get rid of our pet anaconda because...
- The reason I do my homework is...
- Our town created a new law against chewing gum after...

Procedures: Begin by dividing the class into two teams. Tell them they will have two minutes to think of causes or effects that go with a sentence you read. Play proceeds as follows:

- The teacher draws a card from the pile and reads the cause out loud.
- Teams have two minutes to discuss possible effects of the cause.
- At the end of the time, the teacher calls on any student from team 1 to share one effect that goes with the cause. If the effect really could result from the cause on the card, the team earns one point.
- The teacher next calls on any student from team 2 to share one effect that goes with the cause from the card. If the student can answer with a reasonable effect that is different from team 1, team 2 earns a point.
- The teacher continues in this way until 10 students (or 5 students for a quicker version) from each team have had a chance to answer.
- The teacher then chooses a new cause card and reads it aloud. Play continues as before. In the end, the team with the most points wins.



Comprehension

Think Like a Reader!

I am reading _____.

Why did I choose this book? ☐ **Fun!** ☐ To **learn** something new

What do I think the book is going to be about? _____

BEFORE



☐ **This book is pretend.**

While I read, I will remember:

☐ Characters _____

☐ Setting _____

☐ Plot _____

DURING



☐ **This book is real.**

While I read, I will remember:

☐ Facts _____

☐ Details _____

☐ Interesting things _____

The main character is: _____.

The story takes place: _____.

Three events that happen are:

1. _____

2. _____

3. _____

AFTER

Here is a picture of my favorite part:

Here is a picture of something I learned:

Would I give this book to a friend? Yes ☐ No ☐