

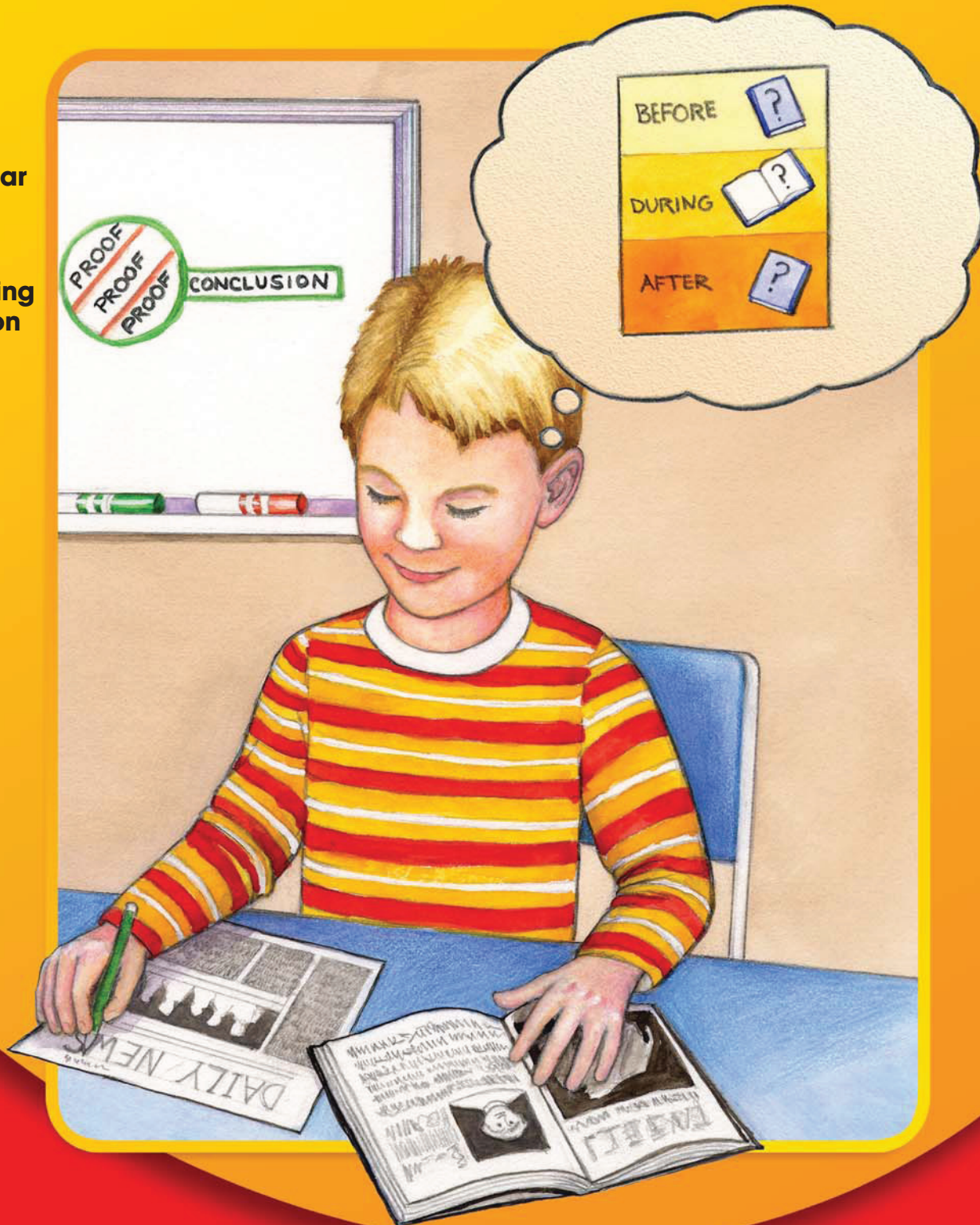
Reading for Every Child Comprehension

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 3

by
Kelly and Rob Hatfield

Published by Instructional Fair
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Instructional Fair

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Reading for Every Child: Comprehension—grade 3

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Table of Contents

Reading First 4
Main Idea and Details..... 5-19
Author’s Purpose 20-34
Prediction 35-49
Drawing Conclusions/Making Inferences 50-64
Cause and Effect 65-79
Good Reader’s Guide..... 80

Introduction

There are fifteen different types of pages for each of the five main comprehension strategies in this book. The fifteen 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. *Book Projects* make nice features.

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	Author’s Purpose	Prediction	Conclusions	Cause and Effect
Teacher’s Resource	Find sample test question wording, best practices, cross-referenced pages, and an answer key for each skill.	5	20	35	50	65
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.	6	21	36	51	66
Introduction and Direct Practice	Use to introduce or remediate each skill as part of a packet, a pullout lesson, or whole-group work.	7	22	37	52	67
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.	8	23	38	53	68
Writing Activity	For consistency with your writing program, label rubrics on these pages according to traits you teach.	9	24	39	54	69
Math	Apply comprehension strategies to math problems.	10	25	40	55	70
Social Studies	Use as part of a social studies lesson, homework, or packet.	11	26	41	56	71
Science	Use with science class, as homework, centers, or packets.	12	27	42	57	72
Fine Arts	Partner with art teachers to expand on these ideas.	13	28	43	58	73
Technology	Copy, laminate, and use in centers.	14	29	44	59	74
Read-Aloud/Listening	Use to teach strategies during daily book time.	15	30	45	60	75
Book Project	Assign and display as creative book reports.	16	31	46	61	76
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	32	47	62	77
Games	Play during transitions or down times and use in centers.	18	33	48	63	78
Test Preparation	Help prepare students for standardized reading tests. Note key words in questions and make lists or posters for students to refer to when taking tests.	19	34	49	64	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.



Teachers: Learning main idea and detail helps children to organize and understand reading material. This reading strategy is also a key skill in note taking and summarization.

Some sample test questions targeting main idea and detail:

- What is this passage mostly about?
- What word best describes (main character)?
- A good title for this story would be...
- What lesson does the story teach?
- Which statement is not true about ____?
- Summarize this story or article.

Double-duty pages:

- Use main idea/detail cards (p. 18) to summarize or review concepts in language arts, math, science, social studies, and fine arts.

Share with parents:

- Reading Pictures (p. 11)
- Self-Portraits (p. 13)
- All About Me (p. 14)
- Book Mobile! (p. 16)

Additional pages to reinforce main idea and details:

- What’s the Point? (p. 28)
- What If...? (p. 41)
- Let’s Experiment! (p. 42)
- How Do They Do That? (p. 44)
- Prediction Flappers (p. 46)
- You’re the Author! (p. 54)
- Who Has Big Feet? (p. 59)
- Character Trait Masks (p. 61)
- You’re the Author! (p. 69)

Best practices:

- Use *main idea/detail* vocabulary throughout the day in all subject areas.
- Directly teach *main idea/details* in other content areas.
- Use directed reading/thinking activities to model the process of understanding main idea, supporting details, and summarization.

Answer Key

Page 7

1. articles of clothing
2. get ready in the morning
3. Main idea: Tina loves to play all kinds of different sports. Details: All other sentences.
4. Answers will vary. All should support the main idea of “Ahmad loves to read!”
5. Tanu does not like green beans.
6. He likes carrots. (crossed out)

Page 10

1. a
2. 11 bushels of beans, 3 bushels of carrots, 1 bushel of corn, 4 bushels of tomatoes
3. d

Page 12

1. birds
2. fish
3. amphibians
4. reptiles
5. mammals

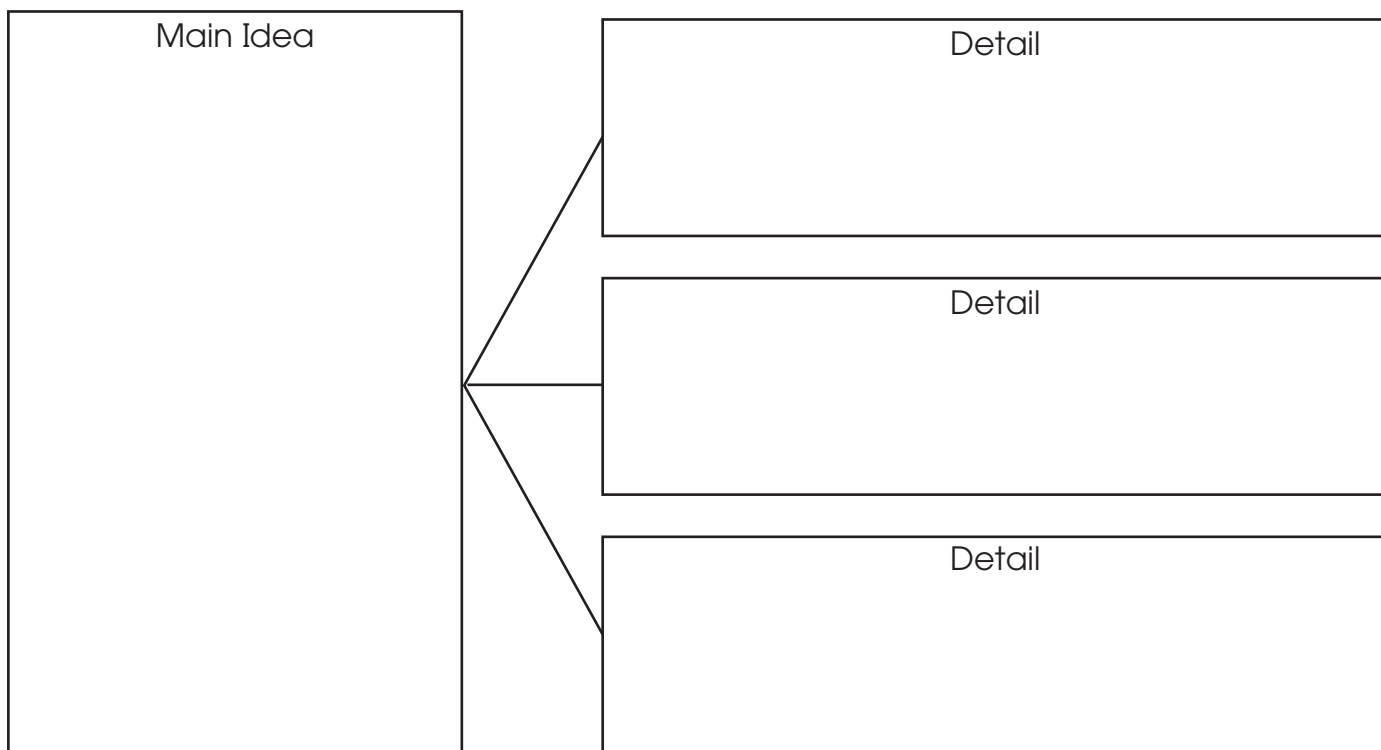
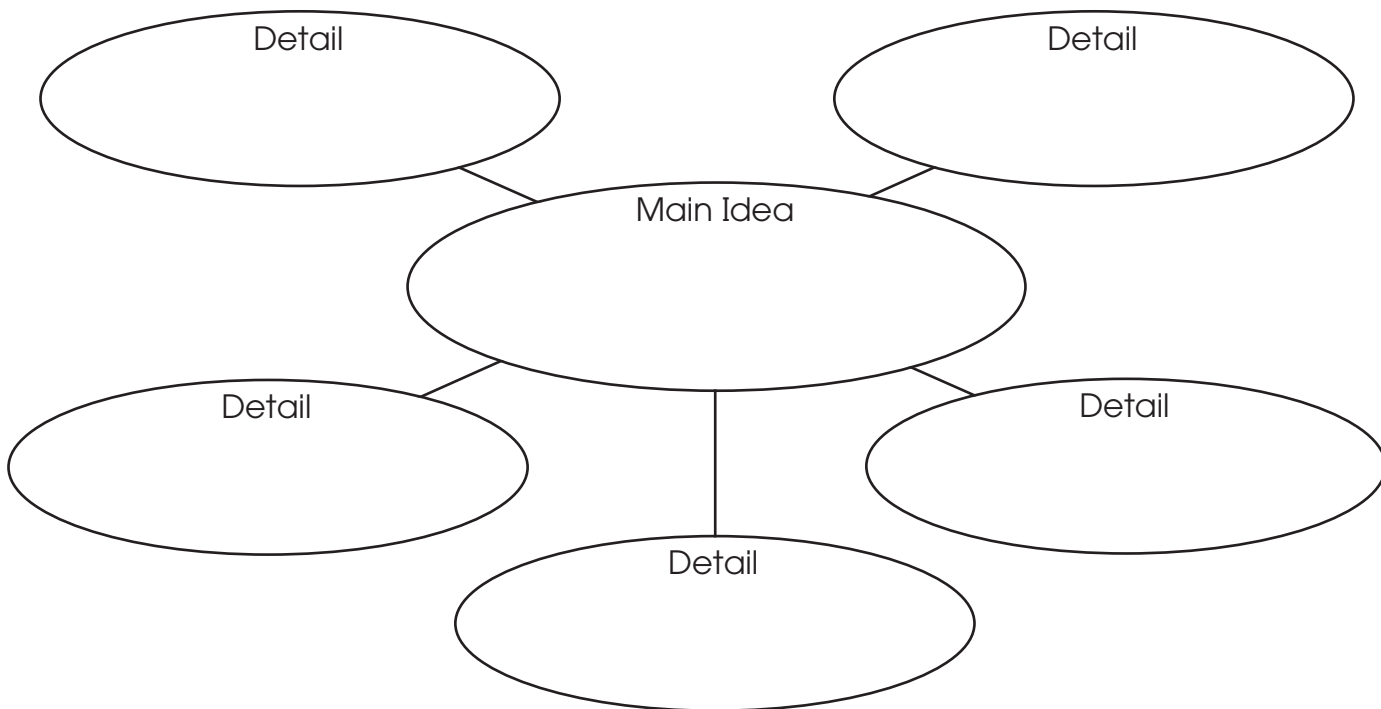
Page 19

1. D
2. B
3. B, C



Organize Main Ideas and Details

Directions: Use the graphic organizers below to help you organize and understand information you have read.



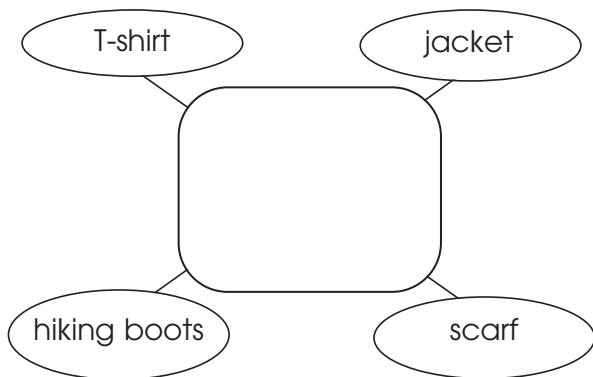


Practice Main Ideas and Details

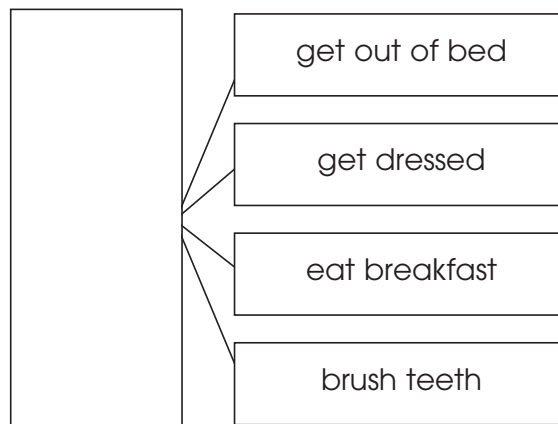
Everything we read has a **main idea**. The main idea is what the writing is mostly about. **Details** tell more about the main idea.

These details tell about one main idea. Write each main idea.

1.



2.

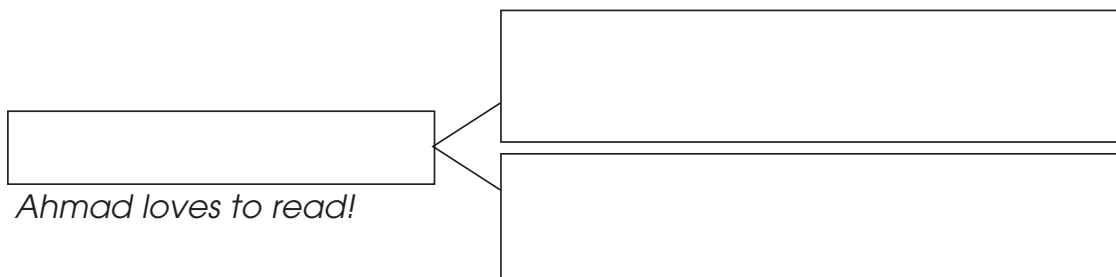


3. A paragraph also tells one main idea. Look at this paragraph. Circle the main idea and underline the details.

Tina loves to play all kinds of different sports. She was voted First Captain of the school kickball team. She is a great softball batter, and she can steal bases, too. At lunch recess, she can even beat the boys at dodge ball. She hasn't tried basketball yet, but I bet she'll try soon!

Write two details that support this main idea.

4.



Words, paragraphs, and even stories have main ideas.

The cafeteria served green beans today at lunchtime. Tanu glanced at his tray and then made an ugly face. He stirred the beans around, but he didn't put any near his mouth. He likes carrots. Tanu hopes we don't have green beans at lunch again for a long time.

5. What is this paragraph mostly about? _____

6. Cross out the sentence that does not support the main idea.



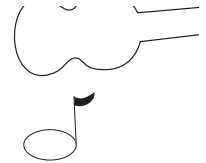
Teachers: Practice main idea and detail skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

<p>Main Idea/Detail <i>Main Idea:</i> It must be tough to be the President of the United States. <i>Details:</i> Why?</p>	<p>Main Idea/Detail <i>Main Idea:</i> Last night, a very unusual alien came to my house. <i>Details:</i> Why was he unusual? Tell what he looked like, what he said, and what he did.</p>	<p>Main Idea/Detail <i>Main Idea:</i> Someday, I'd like to travel to _____. <i>Details:</i> As anyone can see, this would be a perfect place to visit because...</p>
<p>Main Idea/Detail <i>Main Idea:</i> Penguins are terrific! <i>Details:</i> What makes them so wonderful?</p>	<p>Main Idea/Detail <i>Main Idea:</i> My favorite musical performer is _____. <i>Details:</i> Give details to explain why this is your favorite performer.</p>	<p>Main Idea/Detail <i>Main Idea:</i> Everybody likes Dinky Kleinmann! <i>Details:</i> Why?</p>

***To make a die**

1. Cut



2. Tape



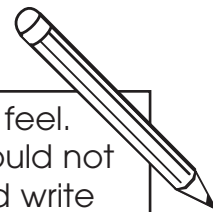
3. Fold and tape

Writing Prompts

<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> My favorite character from a book is... <i>Details:</i> Share the joy of reading by telling about your favorite character from a book. Include the book title, the character's name, and at least three of the character's special qualities.</p>	<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> It's easy to get from home to school! <i>Details:</i> Explain how you travel from your home to your school. Include as many details as you can. Write strong topic and concluding sentences.</p>
<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> I wish I were... <i>Details:</i> Think about some sort of an animal that you like and why. Write an expository paragraph explaining why you would like to be that creature. Give at least two reasons with specific details.</p>	<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> I'd like to paint pictures on my bedroom wall. <i>Details:</i> Give at least three reasons with explanations as to why your parents should allow you to paint pictures on your wall.</p>



You're the Author!



Good story writers *show* what they want the reader to see, think, or feel. For your **main idea**, picture a dark, stormy night. A good author would not just *tell* the reader that the night is stormy. Instead, the author would write **details** that *show* the dark, stormy night.

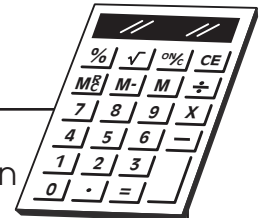
Directions: Work through the writing process below to create a paragraph with a clear main idea and supporting details.

- Prewrite:** On another page, brainstorm ten things that you might see, hear, or feel on a dark, stormy night.
- Draft:** On a blank sheet of paper, write a paragraph that shows a dark, stormy night. **Do not use the words dark, stormy, or night.**
- Revise:** Share your work with someone. Ask for changes to make your writing better. Revise your work. Include at least three changes.
- Proofread:** Edit for grammar, spelling, and punctuation errors.
- Publish:** Write a final copy of the stormy night. (Remember to indent your paragraph.)

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	The paragraph includes several details describing the main idea "stormy night."
1	2	3	4	All details support the main idea of a dark, stormy night.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses words that describe a dark, stormy night without using those exact words.
1	2	3	4	There are no errors in capitalization, punctuation, or spelling.
1	2	3	4	The paper is clean. Handwriting is neat. Paragraphs are indented.



What It All Means



Good readers use **main idea** and **details** to help them solve math problems. During reading, the *main idea* tells you what's going on in the problem. The *details* tell more about the main idea and give you the numbers you need to solve the problem.

Directions: Read these word problems and answer the questions. Use *main idea* and *details* to help you.

Ed and Peg pick 17 bushels of squash on Sunday. On Monday, Peg picks 11 bushels of beans. Ed picks 3 bushels of carrots and 1 bushel of corn. Tuesday, Ed plays 2 soccer games, and Peg picks 4 bushels of tomatoes. How many bushels of vegetables did Ed and Peg pick?

- Choose the best summary of the *main idea* of this problem.
 - Ed and Peg picked bushels of vegetables.
 - Ed and Peg like squash the best on Sundays.
 - Ed picked vegetables Sunday and Monday but played soccer on Tuesday.
 - Peg picked 11 bushels of beans by herself.
- Copy the main idea into the circle below. Then write down details from the word problem that support the main idea. The first one is done for you.

17 bushels of squash

- Which detail can you ignore because it doesn't support the main idea?
 - 11 bushels of beans
 - 3 bushels of carrots
 - 1 bushel of corn
 - 2 soccer games
 - 4 bushels of tomatoes



Reading Pictures



A collage is made up of many pictures. The pictures are the **details**. The title is the **main idea**. Think about the main idea of helping others. One picture detail might show a friend carrying books. More details might show a person picking up trash or raking leaves.

Directions: Follow the steps below to make a collage using the main idea your teacher gives you, or one from this list:

- protecting the earth
- working together
- new technology
- wants/needs
- human or natural resources
- consumers/producers
- goods/services
- U.S. symbols
- branches of government
- presidents
- land forms
- geographical regions

1. Write the topic or **main idea** as your title in the box below.

Title: _____

2. On the back of this sheet, create your collage. Find pictures that show at least seven **details**. Explain how each detail supports the main idea.

• _____

• _____

• _____

• _____

• _____

• _____

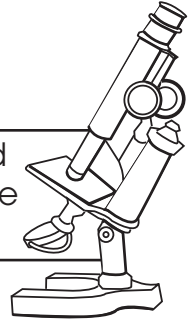
• _____

3. Share your collage. Ask others to guess your main idea from the details in your collage.



Classify This!

Grouping things into categories helps scientists make sense of the world around them. Each category is a **main idea**. Trait **details** describe the category. Things that fit into that category are the example **details**.



Directions: Look at the graphic organizer below. Trait details have been listed for all five vertebrate categories:

mammals, birds, reptiles, amphibians, and fish

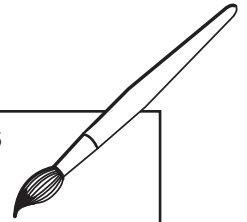
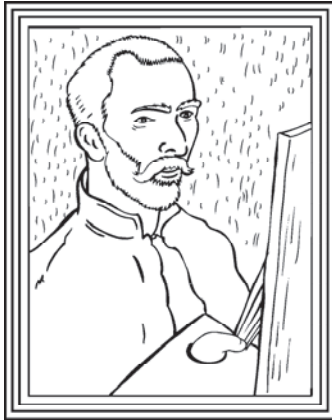
Fill in the main idea boxes with the correct category names. Then complete the detail lines with three examples for each group.

Main Idea Categories	Details
1. <input type="text"/>	Traits: feathers, wings, babies hatch from eggs Examples: _____
2. <input type="text"/>	Traits: live in water, breathe through gills, have scales Examples: _____
3. <input type="text"/>	Traits: live in water and on land, moist skin Examples: _____
4. <input type="text"/>	Traits: live on land, dry scaly skin, breathe with lungs Examples: _____
5. <input type="text"/>	Traits: hair on bodies, feed milk to young Examples: _____

Try this! Now that you have practice sorting things into categories, make your own chart! Organize other things from the world around you. Main ideas could include types of trees, insects, plants, weather, food, rocks, or natural disasters.



Self-Portraits



A portrait is a picture of a person. School pictures are portraits. Many artists draw or paint pictures of themselves. They are called self-portraits.

Directions: Today you will be the artist and draw a picture of yourself. You are the **main idea**. Adding special **details** will make the portrait look like you.

First, write down at least seven details about yourself. Color of eyes, hair, and skin is a good place to start. Then, add other details about you.

On a blank sheet of paper, draw your self-portrait, including the details you wrote above. Use color to make your picture look real.

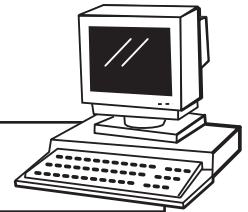
When you are finished, write a one-paragraph self-portrait. Begin with the main idea, you. The details should include what you are like on the *inside*. Do you like animals? Are sports special to you? What foods do you like? Include a concluding sentence.

Revise your writing to make it your very best. Edit for any errors in punctuation, grammar, and spelling. Write your word portrait in your nicest handwriting.

Using a large piece of art paper, make a poster of your two portraits. Display it to share with others.



All About Me



Do you have a pen pal? What about an e-pal? E-pals are like pen pals, but you send e-mail letters instead of paper letters.

Directions: Get ready for a new e-pal. What might you want to know about this student?

1. Make a list of questions you might ask in your first letter.

2. Your e-pal will also want to know about you. Answer the questions you wrote above with details about yourself.

3. Now, look at these details and write a **main idea** or topic sentence about yourself. Include your name.

4. Use the **main idea** and **details** you wrote above to write a paragraph about yourself. End your paragraph with a concluding sentence.

5. Use a word processing program to type your work on the computer. Insert a large box above your work. Put a picture of yourself in the box. Type your name in large, bold letters below your picture.

6. With your teacher's help, send the letter to a real e-pal. If you don't have an e-pal, you may print it out and send it to a pen pal.

Try this! Ask your teacher to put the class pages into a slide show or class book for parents to see.



Teachers: Use the following ideas for support when modeling the reading process and focusing on main idea and details.

Main Idea/Detail Active Reading Guide

Prereading:

- Focus your attention on the title, author, and illustrations.
- Examine a few entries from the table of contents.
- Is the book fiction or nonfiction? How do you know?
- Predict what the main idea of the book will be.
- When we're done, you will come up with a different title that shows the main idea. What is this book or story mostly about?



During Reading:

- What is the main idea of this part (phrase, sentence, paragraph, section, chapter, or book)?
- What details support this main idea?
- Does anyone have any questions or comments about this part of the story or book?

Postreading:

- What was this story, book, or section mostly about?
- What is another good title for this story or book? Why?
- How would you summarize what we just read?
- What lesson does this story teach? How do you know?
- How would you describe the main character in one word? What details support that idea?



Ideas for books that illustrate main idea and details:

- *Lunch Money and Other Poems About School* by Carol Diggory Shields—This is a book full of fun poetry that works well for presenting main idea and details in a poetic form.
- *Harry and the Terrible Whatzit* by Dick Gackenbach—With focus on emotions such as fear, love, and courage, Harry's transformation helps the child to see the main idea in character traits.
- *Aesop's Fables* by Aesop—Choose a version to fit with your students listening capacity. These short tales provide practice in recognizing an unstated main idea.
- Any informational book—Nonfiction books naturally lend themselves to main idea and details. Because the main ideas and details are often specifically stated, these books help students who are weak or immature in this skill find success. Content area reading can also be used, highlighting the way headings and titles clue you in to main ideas.



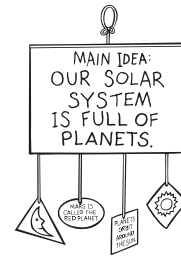
Book Mobile!



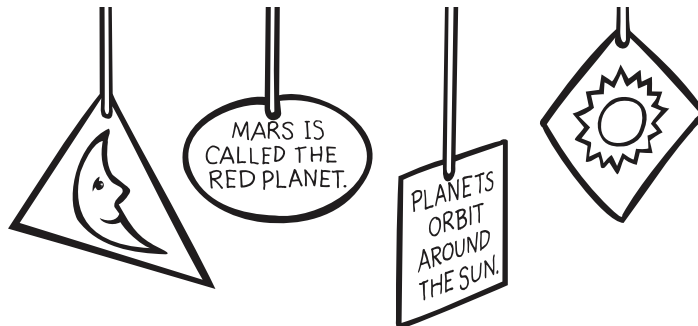
Everything we read has a **main idea**. **Details** tell us more about the main idea. Think about a book you read recently. What was it about? That is the main idea of the book.

Directions: To share your book with others, you will create a mobile.

Materials needed: cardboard, heavy paper or index cards, colored pencils, string, scissors, and glue



1. Cut two pieces of cardboard the exact same size. On one piece, write the title of the book and the author's name. Add your name and the date below the title and author. On the other piece of cardboard, write the main idea of the book. An example is *Fred learns a lesson about friendship* or *We were invaded by aliens!* Think about a newspaper headline. This is just a main idea. That's the type of main idea you want to have for your mobile.
2. Next, think about the details. They must tell more about the main idea. The details you include should tell what happens from the beginning to the end of the story. Cut out two of the same shapes for each of your details. Draw a picture of your detail on one of them, and explain your detail on the other. Make at least four sets of shapes for your details.



3. Attach your details to your main idea with string and glue. Put a small amount of glue on the back of one detail. Lay the string over the glue. Sandwich the string with the other part of the detail. Glue the rest of the details together in the same way. Glue the cardboard main-idea pieces together with the strings inside. Include a loop of string on the top to hang your mobile. Be creative and have fun!

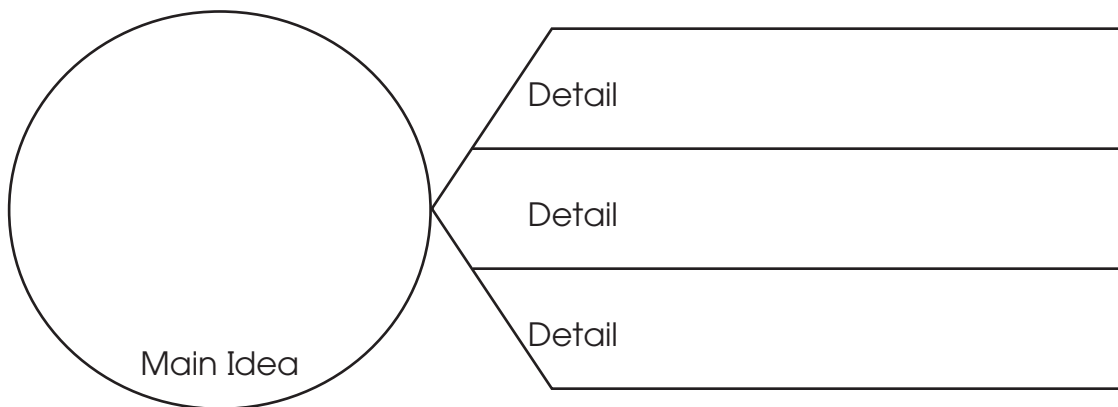
Teachers: Send one of these slips home with nightly books to reinforce main idea/detail skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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

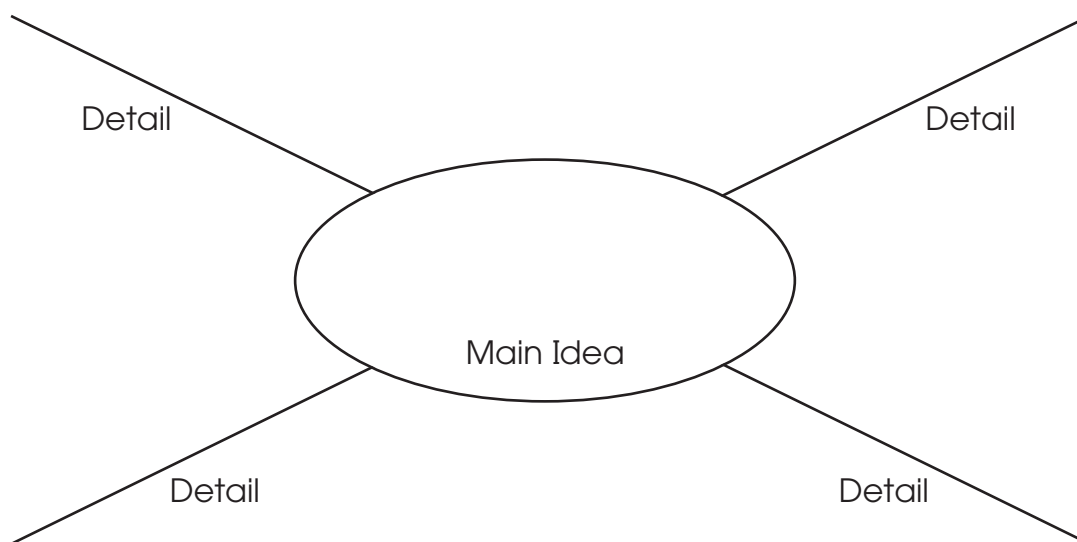


Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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





Teachers: Have fun practicing main idea and detail skills with these games.

What's the Big Idea?

Type: a class game to practice main idea and details

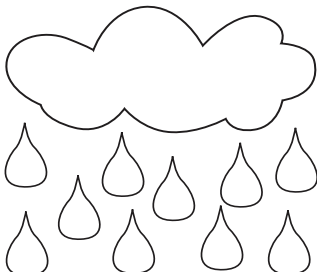

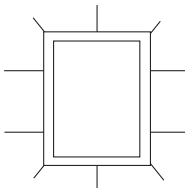
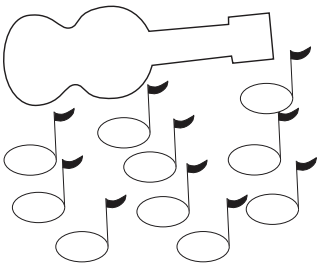
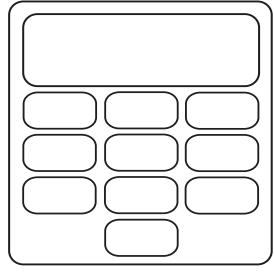
Materials: none

Set up: whole class or small groups

Procedures: Children all write down a main idea and twelve details to go with it. These can be focused on whatever the class is studying at the time; for example: main idea is herbivores and details are about herbivores.

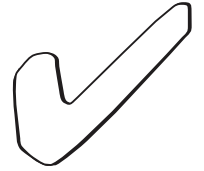
One child begins by telling one detail at a time. The class must guess what the main idea is. The child who guesses the main idea correctly takes the next turn or chooses the next person to take a turn. If a child stumps the class using good details, he or she deserves a round of applause.

For fun that lasts and lasts, copy and enlarge the card templates below. Have students write their main ideas and details on the appropriate category of card. Cards can then be collected and stored for future games. When there are enough cards, they can be put in separate envelopes or boxes and used as a trivia game, with pre-existing boards from other games or a new board of your own making. The first player or team to win one main idea card from each category is the winner!

Language Arts/Misc.	Science	Social Studies
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 		
		
People/Art	Music	Math



Practice Test



Directions: Read the article and answer the questions that follow.

You Must Be Dreaming

Did you dream fantastic dreams last night? There are two states of sleep, one for rest and one for dreaming. The first state of sleep is called S-sleep. S-sleep takes up around three-fourths of your sleeping time. During S-sleep, your body is in a state of deep rest. Your heart rate and breathing are very slow, and your eyes don't move much.

At other times during the night, your body will enter a state called D-sleep. Your eyes twitch slightly and your pulse and breathing speed up. While in D-sleep, sounds and touches may be sensed and reflected in your dreams.

Your body changes from S-sleep to D-sleep about four or five times throughout the night. S-sleep can last up to 90 minutes before your body is ready for more D-sleep. Your



1. What is this article mostly about?
Ⓐ fantastic dreams
Ⓑ D-sleep
Ⓒ your heart rate and breathing
Ⓓ the two states of sleep
2. Which statement is **not** true about the two states of sleeping?
Ⓐ Your body changes from one state to the other many times.
Ⓑ Nightmares can be caused by too much D-sleep.
Ⓒ During S-sleep your eyes are more relaxed and don't move a lot.
Ⓓ D-sleep lasts from five to twenty minutes.
3. Which details support the information about D-sleep? (Fill in all that apply.)
Ⓐ lasts up to ninety minutes
Ⓑ eyes can twitch
Ⓒ your body can hear and feel
Ⓓ state of deep rest



Teachers: Children comprehend reading better when they understand the author's purpose in creating the book, article, advertisement, and so on.

Some sample test questions targeting author's purpose:

- The author wrote this article to...
- What lesson is the author trying to teach?
- Why do you think the author ends the selection this way?
- What does the author want you to do?
- What important idea does the writer want us to understand?
- Why did the author use these words?

Double-duty pages:

- Use the titles on page 22 as story starters and paragraph starters.

Share with parents:

- You're the Author! (p. 24) (makes a great class book)
- What's the Point? (p. 28)
- Make It Sell! (p. 31)

Additional pages to reinforce author's purpose:

- You're the Author! (p. 9)
- Self-Portraits (p. 13)
- Let's Experiment! (p. 42)
- How Do They Do That? (p. 44)
- Penelope's Pickle Jar (p. 48)
- You're the Author! (p. 54)
- What Do You Want? (p. 55)
- Then and Now (p. 56)
- Who Has Big Feet? (p. 59)
- Looking for Solutions (p. 71)
- Special Effects (p. 74)

Best practices:

- Use *author's purpose* vocabulary throughout the day in all subject areas.
- Directly teach *author's purpose* in other content areas.
- Use directed reading/thinking activities to model the process of figuring out author's purpose.

Answer Key

Page 22

1. E 2. I 3. I 4. E 5. E
6. I 7. b 8. c 9. e 10. d
11. a 12. f
13. You should save a little from each dollar you get.

Page 25

1. How much change do Aunt Blue and Diz get back?
2. c
3. d
4. get you to practice adding and subtracting money and try to trick you with extra information

Page 26

1. b 2. c 3. a 4. c
5. Check student maps.

Page 27

1. a. Table 1, b. Graph 2, c. Graph 1, d. Graph 2
2. Yes, she could make a similar graph with the "New Elm Tree" data from Table 1.
3. She needed to know the right kind of chart to make for different people.
4. They needed to know which chart would tell them what they wanted to know.
5. Answers will vary.

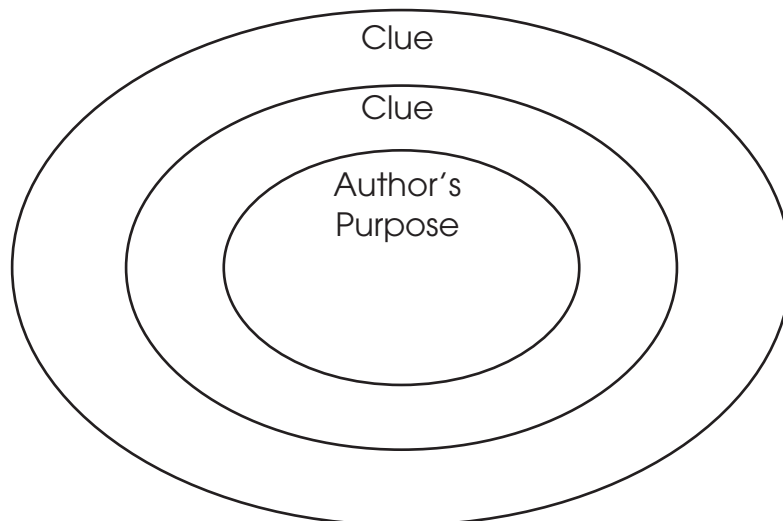
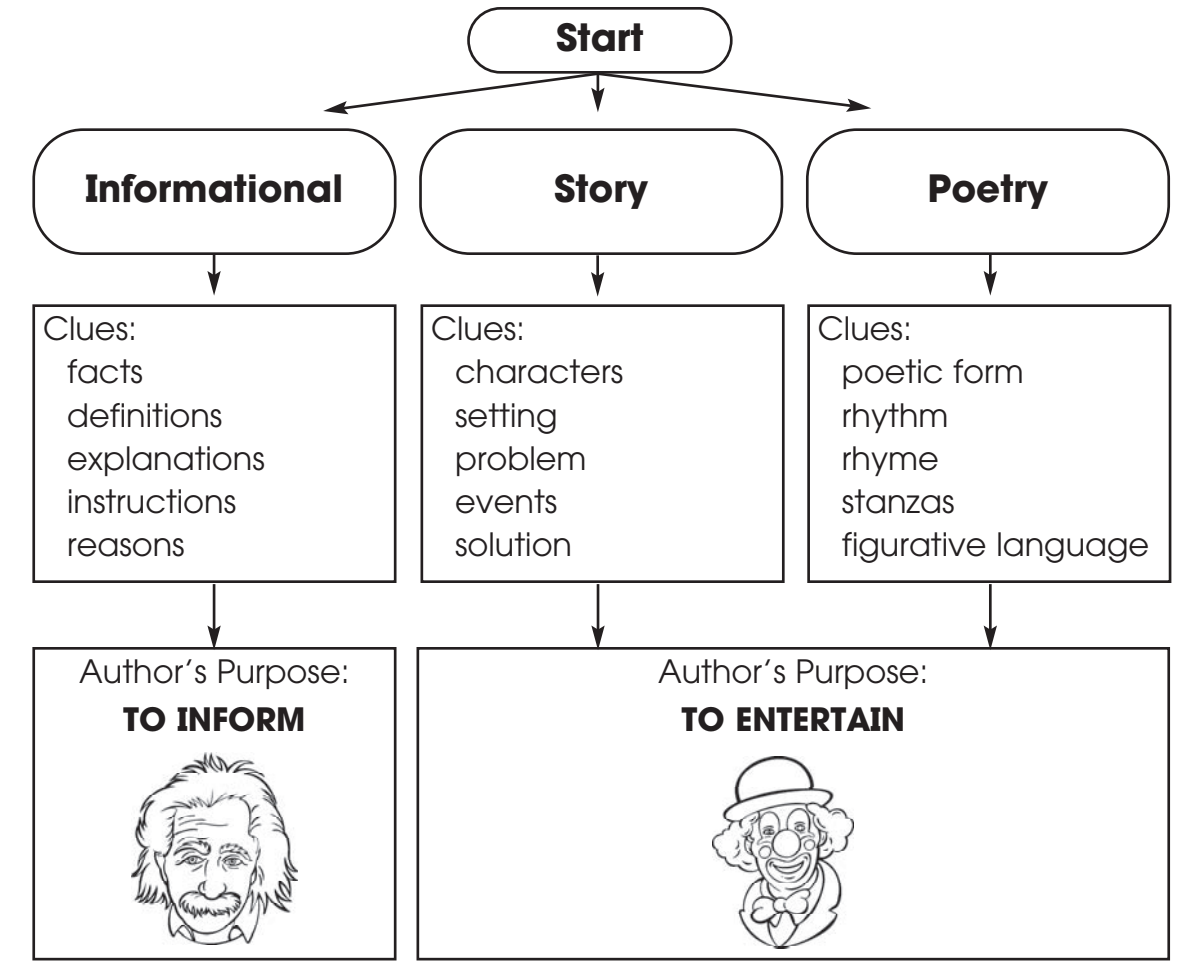
Page 34

1. C
2. He wants to help others to be safe.
3. Follow what flight attendants say. Keep your seatbelt snug across your lap. When walking, use the seats to help you keep your balance.
4. A



Organize Author's Purpose

Directions: Use the graphic organizers below to help you organize and understand information you have read.





Practice Author's Purpose

An **author** writes for a **purpose**. The author may write to inform readers or to entertain them. Writers often entertain through stories or poems.

Look at these book titles. Write *I* if you think the author's purpose is to inform. Write *E* if you think the author wrote to entertain.

1. _____ *The Frog That Ate Chicago*
2. _____ *How to Juggle*
3. _____ *All About Tigers*
4. _____ *Aardvark's Awful Afternoon*
5. _____ *Dancing on the Moon*
6. _____ *Simple Science Experiments*



Authors have other purposes, too. A book might share facts. Some give reasons or teach you how to do something. There are scary stories, funny stories, and poetry. An author might want to make you think or feel.

Match the sentences below to each author's purpose.

- | | |
|--|--------------------------|
| 7. _____ First, you must wrap the gift with paper. | a. entertain with poetry |
| 8. _____ Slowly the door creaked open. | b. teach |
| 9. _____ Can you see why I like frogs? | c. frighten |
| 10. _____ The whale is really a mammal. | d. give facts |
| 11. _____ I reach so far to touch a star. | e. give reasons |
| 12. _____ When the bubble popped, it covered his whole head! | f. entertain with humor |

Read the paragraph below. Then use what you know about author's purpose to answer question 13.

What do you do when you've earned a dollar? Do you spend it right away, or do you hold on to it? If you learn to save one dime out of every dollar, then you will have learned the secret of the rich. Saving one dime at a time can make you a very wealthy person.

13. What important idea about money does the writer want the reader to understand?

Teachers: Practice author's purpose skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

<p>Author's Purpose: Persuade <i>Topic:</i> Gooney Juice <i>Purpose:</i> Create an advertisement to sell as much Gooney Juice as possible.</p>	<p>Author's Purpose: Give Thanks <i>Topic:</i> \$100 <i>Purpose:</i> Write a note to your Uncle Howard thanking him for the very generous birthday gift of \$100 he sent to you.</p>	<p>Author's Purpose: Entertain <i>Topic:</i> a magic carpet ride <i>Purpose:</i> Write a story about how you learned to steer the magic carpet.</p>
<p>Author's Purpose: Persuade <i>Topic:</i> Your grandmother has invited you to spend a week with her vacationing in Scotland. <i>Purpose:</i> Persuade your parents to let you go with your grandmother.</p>	<p>Author's Purpose: Give Facts <i>Topic:</i> the basketball player's sneakers <i>Purpose:</i> Describe the shoes using all five senses.</p>	<p>Author's Purpose: Teach <i>Topic:</i> chocolate milk <i>Purpose:</i> Write a paragraph to teach a first grader how to make chocolate milk.</p>

*To make a die

1. Cut



2. Tape



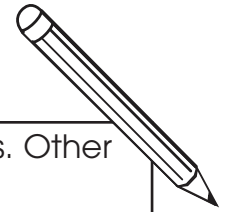
3. Fold and tape

Writing Prompts

<p>Author's Purpose Writing Prompt Give Facts <i>Topic:</i> fire safety <i>Purpose:</i> You are now the fire chief for your home. Create a map and written fire escape plan for your home to be shared with your family. Include five tips for general fire safety.</p>	<p>Author's Purpose Writing Prompt Compare/Contrast <i>Topic:</i> Choose two jobs you might like to do when you grow up. <i>Purpose:</i> How are the jobs alike? How are they different? After you compare and contrast them, tell which one you think you like the most and why.</p>
<p>Author's Purpose Writing Prompt Entertain with Humor <i>Topic:</i> Think of the funniest or most embarrassing thing that has happened to you. <i>Purpose:</i> Write a story about what happened. Your purpose is to get your reader to laugh out loud.</p>	<p>Author's Purpose Writing Prompt Give Reasons <i>Topic:</i> your favorite entertainer <i>Purpose:</i> Write a letter to your favorite star. Tell the person what you like about the work he or she does. Remember to use proper letter form.</p>



You're the Author!



People write for many **purposes**. Sometimes we write to share facts. Other times we write stories to enjoy.

Directions: The zoo has sent you an animal for your birthday! Sadly, the animal is not a good pet. Use the writing process to prepare a letter to the zoo.

- **Your first purpose** is to thank the zoo for the kind gift.
- **Your second purpose** is to explain why you must return the animal to the zoo.

Prewrite: Use the animal your teacher assigns, or choose your own zoo creature. Please write a letter to the zoo thanking them for the animal and explaining why you cannot keep it.

Brainstorm ideas on a graphic organizer or your own paper.

Draft: Use each of the words from the word list below. Each word must be used in its own sentence. You will have at least twenty sentences.

Word List: sorry, please, because, happened, thank, difficult, wish, whenever, meanwhile, happy, from, unable, although, family, while, keep, that, extra, very, better

Revise: To match your purpose, write your letter in correct letter form. Begin with "Dear" and end with "Yours truly." Cross out each word in the word list as you use it. Then, you will know which words you still need to use.

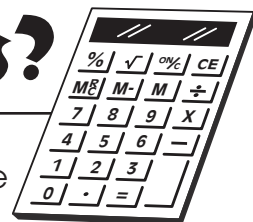
Proofread: Edit your work for any errors.

Publish: Write a final copy of your letter in letter form. Have fun!

Revise and Redo	Developing	Good	Quality and Complete	Grading Rubric
1	2	3	4	The letter clearly accomplishes both purposes: thanking the zoo and explaining why the pet must be returned.
1	2	3	4	Letter format is used, including greeting, introduction, middle, conclusion, and closing.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses all twenty words from the word list.
1	2	3	4	There are no errors in capitalization, punctuation, or spelling.
1	2	3	4	The paper is clean. Handwriting is neat. Letter-format spacing is used.



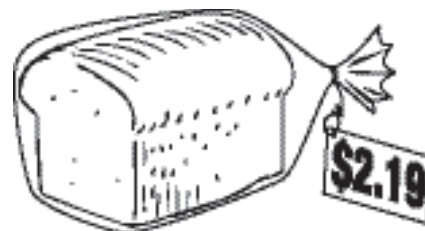
Why Are We Doing This?



Good readers use author's purpose to help them solve math problems. During reading, the **author's purpose** helps you decide what the author wants you to figure out. Think "What is this problem asking?" Knowing the purpose helps you pick out which details are useful and which math skills to use.

Directions: Read this word problem and answer the questions. Use author's purpose to help you.

Aunt Blue and Diz walk one mile to the store to buy bread. Aunt Blue has \$1.57, and Diz has \$0.83. It takes them 20 minutes to walk to the store and 25 minutes to walk home. The bread costs \$2.19. How much change do Aunt Blue and Diz get back?



1. Underline the question in the problem above. What is this problem asking?

2. There is a lot of extra information. Which details are useful in solving this problem?

- a. 20 minutes there and 25 minutes back
- b. one mile to the store
- c. \$1.57, \$0.83, and \$2.19
- d. none of the above

3. Which math skills will you use to solve this problem?

- a. multiplication
- b. addition
- c. multiplication and addition
- d. addition and subtraction

4. What is the *author's purpose* for this problem? (Hint: there are two parts—extra information and math skills.)

5. On a new piece of paper, write a math lesson for first graders. Your purpose is to teach them how to add. You should include some instruction and some problems.



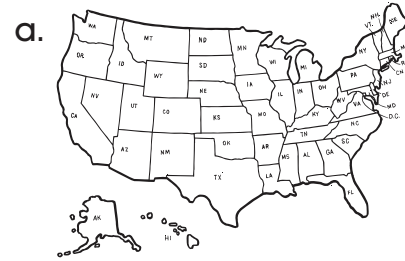
Map Match



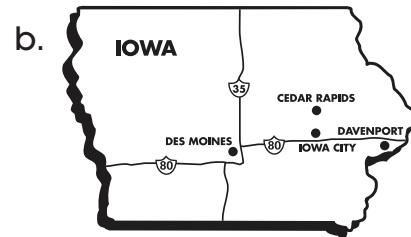
Did you realize you use author's purpose when you are working with maps? Knowing the purpose helps you choose a map with the information you need.

Directions: Write the letter that matches each purpose below with the correct map.

1. Help locate cities and highways in a given state. _____

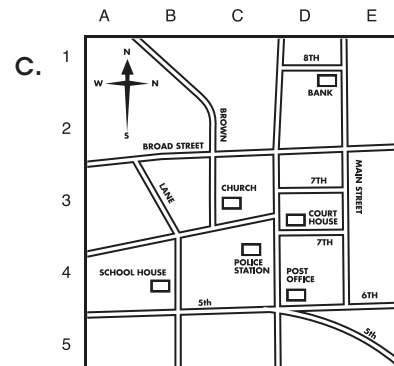


2. Get directions to the city post office. _____



3. Locate states. _____

4. Find streets by their grid locations, such as A5, C3, or D1. _____

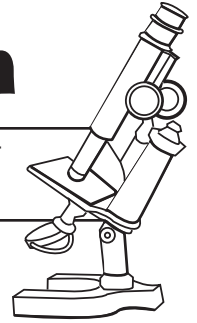


5. Now choose one of the author's purposes below and draw your own map on another paper. Include a compass rose, a map key, and correct labels.

- Draw a map of your school to help a new student find his or her way around.
- Draw a map of the street you live on to show a friend how to find your house.
- Draw a map of your classroom to let substitutes know where everyone sits.
- Draw a map of your state to show the capital city, your city, and one special physical feature (mountain, river, lake, and so on).



Share Your Information



A scientist must know how to share results with others. He or she might have a special **purpose** for each audience.

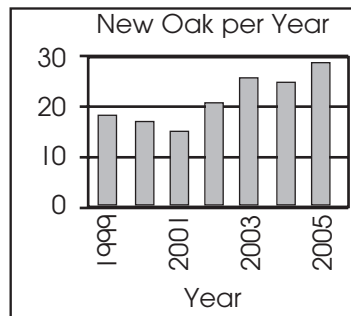
Directions: Use the charts to answer the questions below.

Maxine Baum studied the growth of new trees in a forest. She believes some years the new trees died because of bugs. She tested her theory in the forest. Her results are shown in these three different charts.

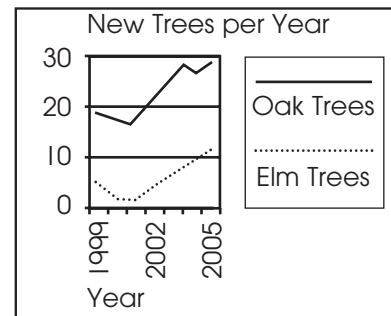
Table 1

Year	New Oak Trees	New Elm Trees
1999	18	5
2000	16	2
2001	15	2
2002	21	5
2003	26	7
2004	25	9
2005	29	11

Graph 1



Graph 2



1. Choose the best chart to present the results to each audience.

Audience**Best chart**

- another scientist who wants to see her original data
- a ranger who wants to compare elm trees and oak trees
- a logger who cares only about oak trees
- a book publisher who wants to present her results

2. If the logger from choice **c** cared only about elm trees, could the scientist prepare a different chart? How? _____

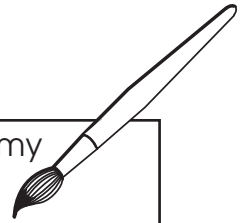
3. Why was author's purpose important for Maxine? _____

4. Why was knowing the author's purpose important to the people reading Maxine's charts? _____

5. What can you learn about author's purpose from this exercise? _____



What's the Point?



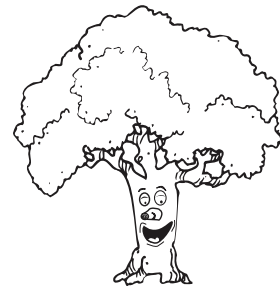
Authors and artists are alike in many ways. Both must ask, "What is my **purpose**?"

If the purpose is to make an object look real, the artist draws the object true to life. If the artist is creating a cartoon, the object might have eyes, a nose, and a mouth even if it is a tree. The purpose could be to explore color. The object might be just colors and shapes.

Directions: Follow the steps below to draw with three different purposes.

Your purpose is to draw one object in three different ways. Choose a type of car or animal that you like. Write it here: _____

In the first box, draw your object to look real. In the second box, draw it like a cartoon. In the last box, you choose the purpose. Write down your purpose and draw your car or animal to match the purpose.



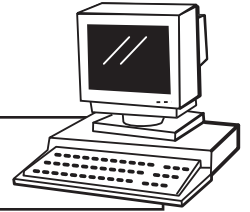
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Real**Cartoon**

Try this! Create an abstract piece of art. First, create a picture. Then, cut the picture into small squares and glue them back together in a different pattern.



What's the Point?



The Internet, or Net, is a tool. It can be used for many **purposes**. You can use the Net to talk, do research, and conduct business.

Directions: Complete the activities below to discover how to use the Internet for different purposes.

1. **Purpose:** Communication.

Send an e-mail letter to a student in your class. Ask for the e-mail address, type the note, and send it to him or her. Attach a copy to this page.

2. **Purpose:** Research.

Do you know which park became the first national park in America? Search to find the answer. Write the name of the park here:

3. **Purpose:** Business.

Go back to the research site you used in the last question. Look at the site with the results. Do you see any advertising on this page? Sometimes there are boxes or banners with advertising in them. Other times there are links to click for buying books on your topic. If you do not see any, go to a new Web site and look again. Write what you find on the line below.

4. People put Web sites on the Net for different **purposes**.

List four purposes for Web sites. If you cannot think of any, search to find different kinds. Write the purpose and Web address for each website.

Purpose	Web site

For what purpose or purposes might you use the Internet?

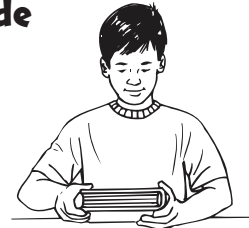


Teachers: Use the following ideas for support when modeling the reading process and focusing on author's purpose.

Author's Purpose Active Reading Guide

Prereading:

- Focus your attention on the title, author, and illustrations.
- Examine a few entries from the table of contents.
- Is the book fiction or nonfiction? How do you know?
- Based on the above, what is the author's purpose for this book? (inform/entertain)
- Predict what to expect from the book (facts, story, humor, and so on).
- Purpose for listening: Listen to the words and ideas the author uses. After reading, you should be able to tell why the author chose to write the book.



During Reading:

- What important idea about _____ does the author want us to understand?
- What details support this purpose?
- What is the author's purpose for writing this section?
- Does anyone have any questions or comments about this part of the story or book?

Postreading:

- How would you describe the author's purpose, or why did the author write this book?
- What evidence do you have to support that idea?
- Is the purpose the same as you predicted before we began reading?
- Why do you think the author chose to end the story or book this way?



Ideas for books that illustrate author's purpose:

- *Aunt Chip and the Great Triple Creek Dam Affair* by Patricia Polacco—Aunt Chip believes in books instead of TV. This book has a very clear author's purpose told in a fantastical, fun manner.
- *Agatha's Feather Bed* by Carmen Agra Deedy—This is a delightful book, about all the skills in reading. It's listed here in author's purpose because the author makes a specific point and uses witty words and pictures to focus on the purpose.
- *The Table Where Rich People Sit* by Byrd Baylor—This story has a strong purpose. Throughout the book are opportunities for asking what purpose the author had for putting in certain details.
- Any informational book—Similes abound in these books to help people understand unfamiliar information. Ask why the author included each simile.



Make It Sell!



Directions: You want to sell books! You must create a new book jacket for the book you just read. Color a picture about something exciting in the book for the front. On the back, write about the story. Fill in the blank at the bottom with the **author's purpose**. Your *purpose* is to make people want to buy and read the book. Give the reader a *purpose* for reading!

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <p>Title</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <p>Author</p>	
<p>You'll LOVE this book!</p>	<p>The author clearly wrote this book to _____!</p>



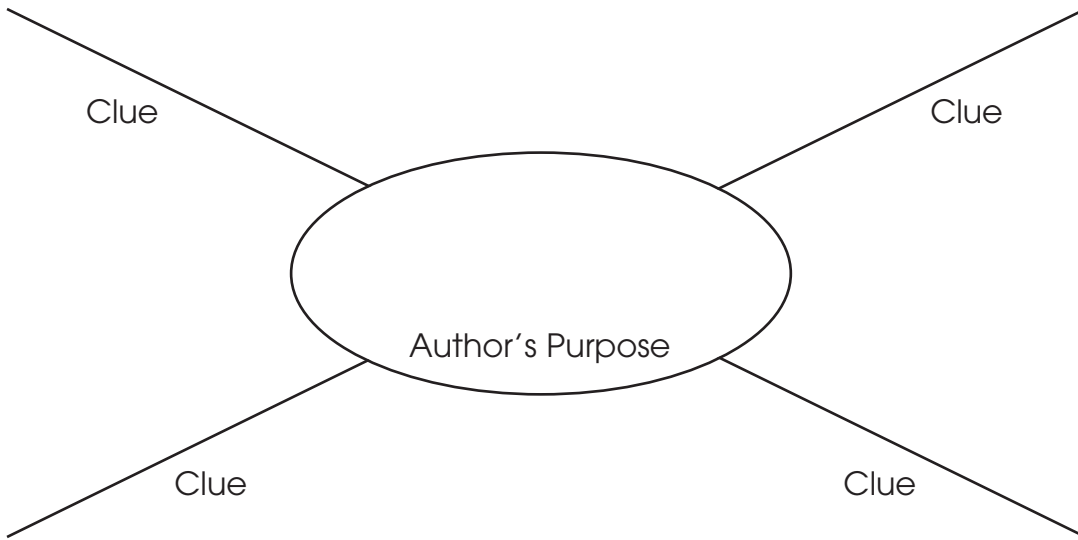
Teachers: Send one of these slips home with nightly books to reinforce author's purpose skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write the author's purpose for the story, and the clues that helped you figure out that purpose.

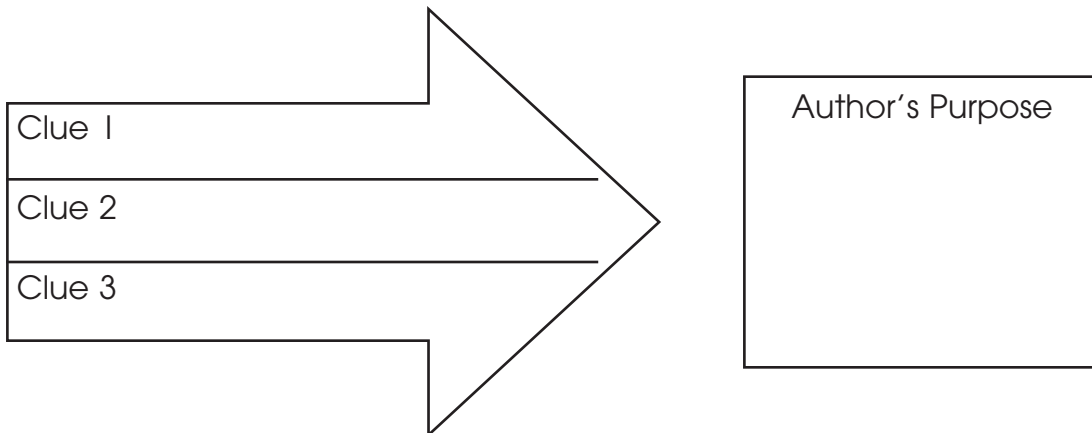


Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write the author's purpose for the story, and the clues that helped you figure out that purpose.



Teachers: Have fun practicing author's purpose skills with these games.

Guess the Purpose

- Type:** a simple game to reinforce author's purpose
- Materials:** pencil and paper
- Set up:** can be played in any configuration
- Procedures:** Each student begins by writing down a purpose and four sentences that support that purpose. For instance, the author's purpose is to frighten. Sentences might include: "I hear a noise in the night. I try to turn on the light, but the power is out. I call for my parents, but they don't hear me. I try to scream, but no sound comes."

To help the students come up with ideas, write the following list on the chalkboard, or place it on a poster or the overhead for the children to use as a resource.

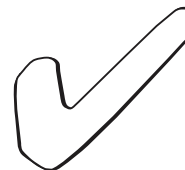
TO INFORM	TO ENTERTAIN
share facts	tell a story
offer an opinion	share a poem
persuade	frighten
inspire or motivate	make someone laugh
defend	make someone think
	make-believe

When called on, each student moves to the front of the classroom, where the student offers ONLY his or her sentences. If needed, the student can add sentences to support the purpose. The class tries to guess the purpose. Repeat the game once a month as children become more mature in their understanding and their abilities.

- Alternative:** This game can also be played silently on paper. Students write their sentences only, and then trade them with a partner. Each child reads the sentences and writes down the author's purpose. The partners check their answers, then continue the game.



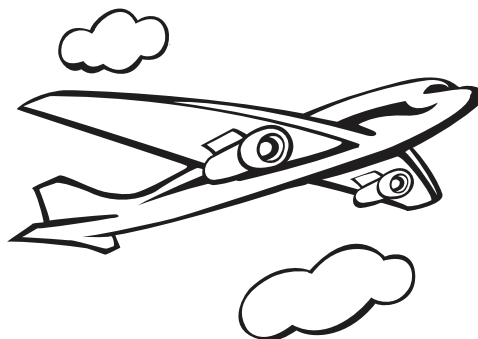
Practice Test



Directions: Read the following article and answer the questions that follow.

Safety on Board

People fly on airplanes more than ever before. They fly to see family and friends in far-off cities. People also fly for work and for vacation. With so many people on planes, it is good to know how to be safe. There are only a few key rules on plane safety. By knowing these rules, people can fly without fear. The first rule is to follow what the flight attendants say. This is by far the most important rule for flight safety. The flight attendants' first job is to keep people safe.



The second rule is to keep your seatbelt snug across your lap. Planes can sometimes bounce around in the air. If people have their seatbelts on, they stay safe. One more rule is important when people need to get up to walk. When walking down the aisle, people should use the seats to keep their balance. With a bouncing plane, it is difficult to walk. Following these rules helps people fly safely and without fear.

- The author of this article wanted to
 - give people reasons to be afraid to fly.
 - persuade people to use their seatbelts.
 - inform people about plane safety.
 - explain why he was afraid to fly.

2. Why does the author feel he should share the safety rules?

- What three safety rules does the author share?

4. Why did the author give more detail about each rule?

- to explain the reason for the rule
- to show that he knew a lot about safety
- to make the reader do what the author wanted
- to help the reader know more about seatbelts



Teachers: Children deepen their understanding when they use clues from the reading to predict what will happen next.

Some sample test questions

targeting prediction:

- What will happen next?
- What clues do you have to support your prediction?
- The next time this happens to this character, he will most likely...
- Use the title and pictures. Predict what you think this story will be about.
- If this story ends like (another story), what will happen next?
- When (character) grows up, he will most likely...
- How do you know?

Double-duty pages:

- Connect Great-Aunt Grizelda’s million (p. 38) with math. Have children find prices and total up the cost of the items.
- Math prediction (p. 40) can also help with test-taking skills.
- Predicting a tornado (p. 44) can be part of a science study of weather.
- Flappers (p. 46) can also be used with math facts, cause and effect, and more.

Share with parents:

- What If...? (p. 41)
- Prediction Flappers (p. 46)
- Penelope’s Pickle Jar (p. 48) can be used as an icebreaker for parents.

Additional pages to reinforce prediction:

- Then and Now (p. 56)
- How Does That Work? (p. 57)
- Looking for Solutions (p. 71)
- What Causes That? (p. 73)

Best practices:

- Use *prediction* vocabulary throughout the day in all subject areas.
- Directly teach *prediction* in other content areas.
- Use directed reading/thinking activities to model the process of using clues to make predictions.

Answer Key

Page 37

1. Answers will vary. Nonfiction
2. Answers will vary. Fiction
3. Answers will vary. Fiction
4. Tim will go home.
5. Any two sentences from the paragraph.
6. The character will go on a vacation (to tropical islands or Hawaii).
7. Any two sentences from the paragraph.

Page 40

1. c, d
2. a, c
3. He could have predicted it would be more than 100 and noticed he had the wrong answer.
4. a
5. c
6. More than 30; 31

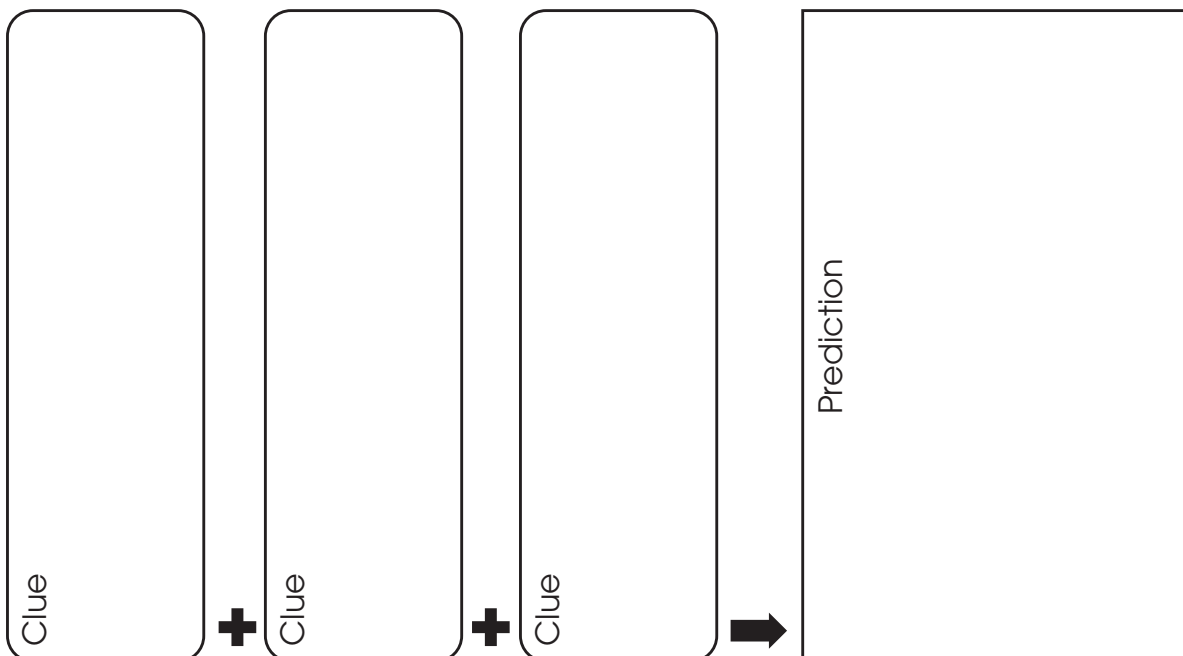
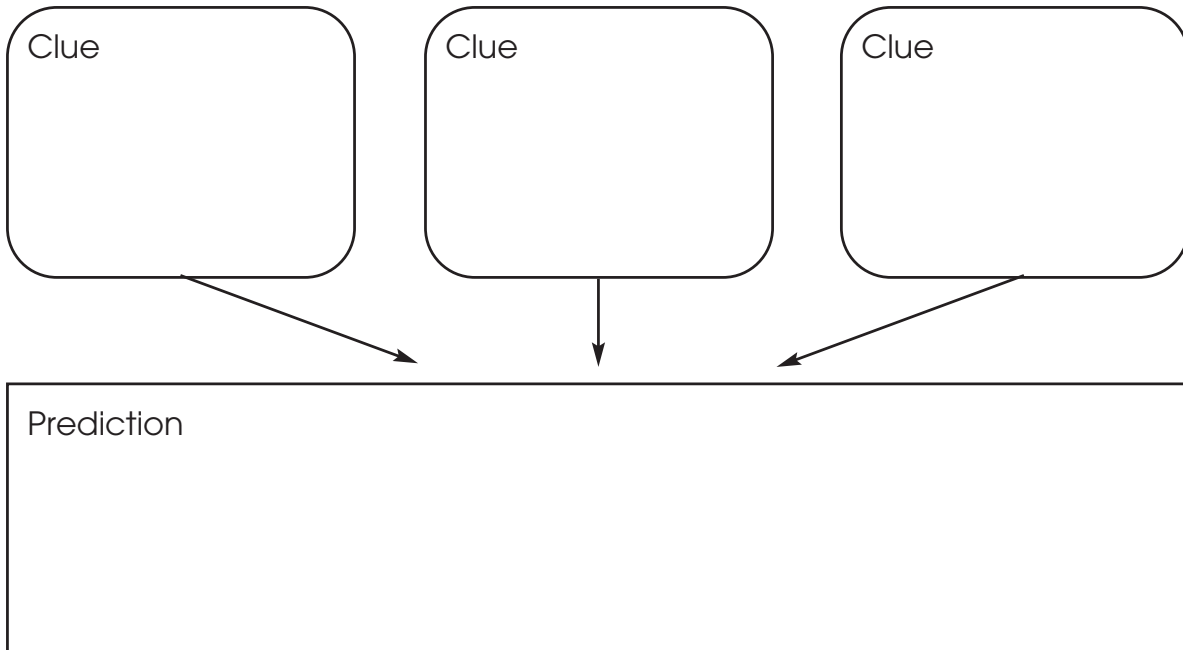
Page 49

1. B
2. A
3. Possible answers are:
 - A. Call for help or communicate with others
 - B. Help Mom and Carli if they are hurt
 - C. Use to feed all of them, if needed
 - D. Wear to protect themselves from sun



Organize Predictions

Directions: Use the graphic organizers below to help you organize and understand information you have read.





Practice Making Predictions

When you **predict**, you try to look into the future and say what might happen next. Without facts or clues, all you can do is make a *wild* guess. That is why good predictions use facts or clues to make an *educated* guess.

Look at the book titles below. Predict what each book is about. Also, predict if the book is fiction or nonfiction. Use the clues from the titles.

1. *The Gold Rush of 1949* _____

2. *The Haunted Castle* _____

3. *A Day on the Chocolate River* _____

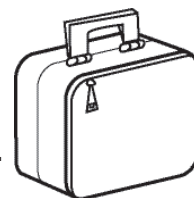
Read the paragraphs below. Use the clues to answer the questions.

Tim put his head on his desk and closed his eyes. He couldn't even sleep because his head was pounding. His teacher walked by his desk and put her hand on his forehead. Then, she sent him to the office.

4. Predict what will happen next. _____

5. Write two clues you used to make your prediction.

Let's see, I have the tickets in my pocket. My suitcase is packed with my bathing suit, sun block, and everything else I'll need. My camera is in my bag with my wallet. In just five hours I will see the islands again. I hope we can have a luau.



6. In detail, predict what will happen next. _____

7. Write two clues you used to make your prediction. _____



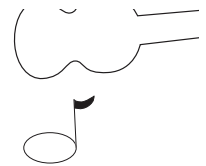
Teachers: Practice prediction skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

<p>Prediction</p> <p><i>Given:</i> Think about the weather this morning. Was it windy, cloudy, clear, warm, or cold?</p> <p><i>Predict:</i> Predict what the weather will be like later today. Support your prediction with three reasons.</p>	<p>Prediction</p> <p><i>Given:</i> Think about your next quiz, and what you have done to study.</p> <p><i>Predict:</i> Use these facts to predict how you will do on the quiz. Support your answer.</p>	<p>Prediction</p> <p><i>Given:</i> Think about your home and your family.</p> <p><i>Predict:</i> Predict the conversation you would have with your family if you brought an elephant home for a pet.</p>
<p>Prediction</p> <p><i>Given:</i> You may know your best friend better than he knows himself.</p> <p><i>Predict:</i> Based on what you know about your best friend, predict what he will be when he grows up.</p>	<p>Prediction</p> <p><i>Given:</i> Your team is up by one goal in the soccer game. When your goalie gets injured, you are called in to take her place with one minute left in the game.</p> <p><i>Predict:</i> Predict who will win the game and why.</p>	<p>Prediction</p> <p><i>Given:</i> Your great-aunt Grizelda left a million dollars for you to inherit on your eighteenth birthday.</p> <p><i>Predict:</i> Based on your interests and goals, predict what you will do with the money and why.</p>

***To make a die**

1. Cut



2. Tape



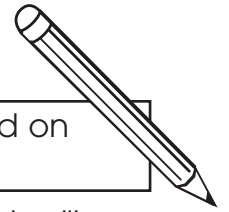
3. Fold and tape

Writing Prompts

<p>Prediction Writing Prompt</p> <p><i>Given:</i> People have visited the moon, but no one has lived there permanently. Imagine you decide to move to the moon.</p> <p><i>Predict:</i> Predict what your life will be like there. Use what you know about the moon and outer space to describe details of your everyday life.</p>	<p>Prediction Writing Prompt</p> <p><i>Given:</i> At the end of the story, “The Three Little Pigs,” the big bad wolf runs far away and is never heard from again.</p> <p><i>Predict:</i> Write a sequel. Predict where the big bad wolf went and what he did for the rest of his life.</p>
<p>Prediction Writing Prompt</p> <p><i>Given:</i> Think about the qualities it takes to be an explorer. A person must be brave and determined to find out about a place we know little about. Now, think about the students in your class.</p> <p><i>Predict:</i> Predict which of your classmates would make a great explorer. Support your prediction with reasons.</p>	<p>Prediction Writing Prompt</p> <p><i>Given:</i> The leaders of your community voted to take down the trees and the rest of the park near your home. They plan to build a factory there to help bring money to the city.</p> <p><i>Predict:</i> Predict how life will change for your neighborhood. Where will you play ball? What will the animals do? What about noise?</p>



A Paris Prediction



A **prediction** tells what you think will happen in the future. It is based on information.

Directions: Your family is moving to Paris, France. Predict what life will be like there and how you will make new friends.

- Prewrite:** On a graphic organizer or your own paper, brainstorm all you know about Paris, France.

Did you know seven facts about Paris or France? If not, find out more information. Use the resources you have. Here are some ideas: a dictionary, encyclopedia, and the Internet. You can ask others who have been there, too.

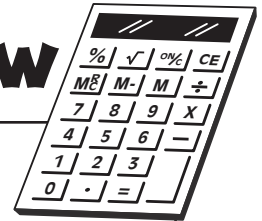
Next, brainstorm ideas on how to make friends. List them below your Paris facts.

- Draft:** On a blank sheet of paper, write your prediction paragraph. Use your notes to help you. Begin with an introduction. End with a conclusion.
- Revise:** Revise your work. Add creative adjectives about Paris, France.
- Proofread:** Edit for any errors.
- Publish:** Write a final copy.

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	Predictions are based on facts and information.
1	2	3	4	The paragraph begins with an introduction and ends with a conclusion.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses creative adjectives for describing Paris, France.
1	2	3	4	There are no errors in capitalization, punctuation, or spelling.
1	2	3	4	The paper is clean. Handwriting is neat. Paragraphs are indented.



Know Before You Know



Good readers use prediction before, during, and after a math problem.

- *Before Reading:* Use clue words to predict what type of problem it is. (money, time, measurement, and so on)
- *During Reading:* Use given details to predict (estimate) an answer that would make sense.
- *After Reading:* Check your work. Compare your final answer with your prediction (estimate) to see if it makes sense. (For example, if you predicted an answer should be less than 20 and your answer is 33, you must work your problem again.)

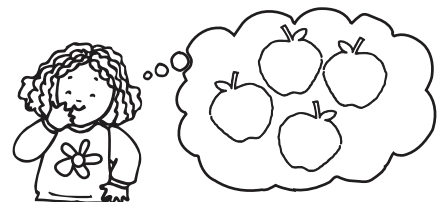
Directions: Read these problems and answer the questions. Use prediction to help you. Predict the results and circle all the right answers. Do not calculate.

- $50 + 24$
 - less than 50
 - more than 100
 - more than 60
 - less than 90
- $108 - 71$
 - less than 50
 - more than 50
 - more than 20
 - more than 170
- Dexter did not try to predict his answer to $71 + 37$. His answer was 48. How could predicting have helped him check his work? _____

- One kilogram is close to 2 pounds. How many pounds are in 24 kilograms?
 - close to 50
 - less than 30
 - more than 100
 - more than 80
- One foot equals 12 inches. How many inches are in 3 feet?
 - less than 20
 - more than 50
 - more than 20
 - more than 100
- Bob has 9 apples. Wilma has 13 apples. Lyn has 9 apples.

Use rounding to predict the number of apples. _____

Find the number of apples. _____





What If...?



Directions: What if all the soil in the world became poisoned and farmers couldn't grow any food? What if we ran out of gasoline, fresh water, or wood? Imagine something happened to one of our natural resources and predict how our daily lives would be affected. Write a newspaper article in the space below describing your prediction. Remember to tell who, what, where, when, and why.

The Third-Grade Times

Cost-Free

Today's Edition

Disaster!

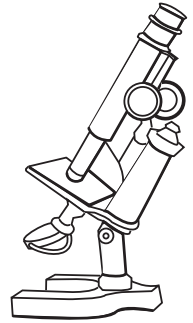
By _____

Picture



Let's Experiment!

Directions: Use this lab report with a science experiment of your choosing. 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 (Purpose 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?

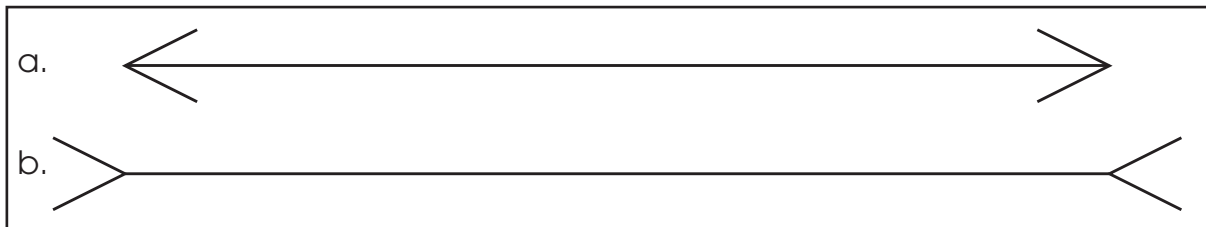
On the back of this sheet, draw a picture of your experiment.



A Grand Finish!



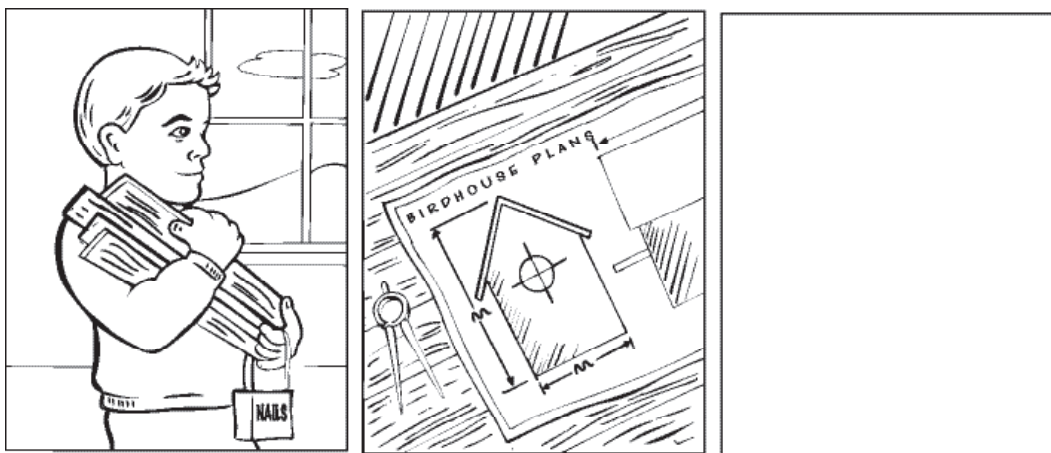
Directions: Complete the activities below to learn about how you use prediction with optical illusions and comic strips.



Look at the two lines in the box. Predict which line is longer. _____

Now, measure the lines. Which one is longer? _____

How did your prediction match your answer? _____



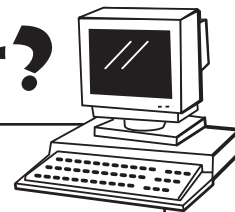
Based on what you see in the first two boxes of this picture story, **predict** what you think the last picture will be.

Complete the comic strip following your own prediction.

Try this! Create your own comic strip. Leave the last box empty. Ask a friend to complete the art. Did your friend create the same ending you would have?



How Do They Do That?



The Internet is a research tool. It can also be used to help **predict**. Do you wonder how people can predict tornadoes? Today, you will find out.

A prediction is based on data. Data is a form of information. People who predict tornadoes must use data. What kind of data do they use? How do they get the data?

Directions: Follow the steps below to learn about weather prediction from the Internet.

1. Data is used to help predict tornadoes. Predict what type of data is used.

2. You will use the Internet. Conduct a search. Use the keyword *tornado*. Search for this information:

a. Two *instruments* that gather data about **tornadoes**

b. Two types of *data* that help predict tornadoes

c. How fast can tornado winds blow?

d. How often are the predictions correct?

3. Write a short paragraph. Tell the reader how to predict tornadoes. Use your notes from above. Don't forget topic and concluding sentences.





Teachers: Use the following ideas for support when modeling the reading process and focusing on prediction.

Prediction Active Reading Guide

Prereading:

- Focus your attention on the title, author, and illustrations.
- Examine a few entries from the table of contents.
- Is the book fiction or nonfiction? How do you know?
- Predict what the book will be about based on the information above.
- Next, predict what you think you can expect from the book (facts, story, humor, and so on).
- Listen carefully to the details so you can predict what will happen next.



During Reading:



- How could you summarize what we have read so far?
- Based on your summary, what do you predict will happen next?
- What clues from the story or book support your prediction?
- Does anyone have any questions or comments about this part of the story or book?

Postreading:

- How would you summarize the story or book?
- How does this compare with your prediction of what would happen?
- Did you find what you expected to find in the book (facts, drama, humor)?
- If this situation happened to the main character again, what do you think he or she would most likely do?
- What do you predict might happen to the characters after the book (if fiction)?
- What evidence do you have to support that idea?



Books that illustrate prediction skills:

- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson—This historical fiction book allows ample clues to help the children predict what will happen throughout the book.
- *Jumanji* by Chris Van Allsburg—This is a clever fantasy book with many opportunities for prediction. Focus on the children supporting their predictions with clues from the book.
- Any poetry book—Reading poetry without the last word of the rhyme allows children to use their knowledge of rhyme and content to predict. “Mother Doesn’t Want a Dog” from *If I Were in Charge of the World* by Judith Viorst is a perfect poem for predicting the end of the poem and the rhymes.



Prediction Flappers



We start to read a story because we like it. We keep reading a story to find out what happens. Good readers **predict** what will happen next. They predict before, during, and after reading.

Directions: Share your book with others. Make a prediction flapper for the book you just read.

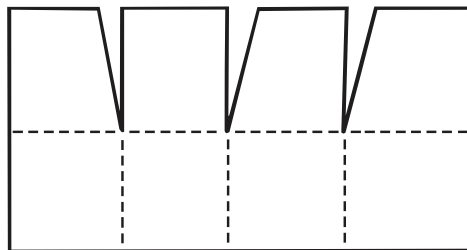
1. Answer these questions to help you complete your prediction flapper.

What is the problem in the story? _____

What are two important events in the story? _____

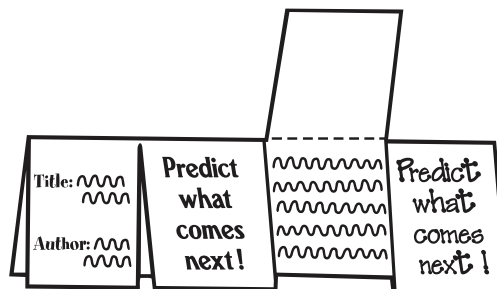
How is the problem solved? _____

2. Fold a piece of paper lengthwise. Then, fold the paper in half the other direction and in half again. You should have eight boxes in two rows of four. Unfold the paper and cut the paper as shown. Fold the cut portion over the uncut squares.



3. On the outside of the first flap, write the title and author of the book. Lift the flap to write about the character and his or her problem.

4. On the outside of each of the next three flaps write *Predict what comes next!* Lift each flap to write what comes next. Finish with the solution to the problem.



5. Write your name and date on the back of the flapper and share it with your class.



Teachers: Send one of these slips home with nightly books to reinforce prediction skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write what you think will happen next, and the clues that make you think so.

Clue _____



Clue _____

Clue _____

Prediction

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write what you think will happen next, and the clues that make you think so.

Clue

Clue

Clue

Prediction



Teachers: Have fun practicing prediction skills with these games.

Penelope's Pickle Jar

Type: a class estimation game to teach prediction and mean or average

Materials: medium-sized plastic, clear jar; small, like items to put in jar; chalkboard and chalk; parent letter (below)

Set up: No special set-up is required.

Procedures: Teacher fills the jar with small, like items such as marbles, candies, bubble gum, and so on. Place the jar in sight and tell the children that their job is to predict or estimate how many items are in the jar. Each prediction must be a different number. The children record their predictions with evidence describing what they based their predictions on. These papers can be turned in to the teacher or deposited in a "Prediction Box."

At the end of the week, write these predictions on the board or overhead. Teach mean or average through the children's predictions. Total all the predictions and divide by the number of predictions.

Finally, dump out the contents of the jar and count. You may use this as a chance to model multiplication groupings or skip counting. Whoever's prediction is closest to the actual number gets to keep what is in the jar. The child takes the jar and contents home but must return the jar the next week refilled. The parent letter requests the items for the jar.

Date _____

Dear Parents,

Congratulations to your child, who won the Penelope's Pickle Jar contest for this week! Your child's prediction of the number of items in the jar was the closest to the actual number. Your child is also learning how to figure out the mean or average of all of the numbers predicted. Please give your child a congratulatory hug! Your child is allowed to keep everything in the pickle jar. The jar itself, however, needs to return to school for the children to use again.

Would you be so kind as to fill it with tiny treasures for another boy or girl to win? Some ideas are: small candies, erasers, marbles, pennies, and so on. The items should be small enough that the children cannot count them all. If you would rather not fill the jar, please send it back to school and I will fill it for you. The jar should be returned to school by _____.

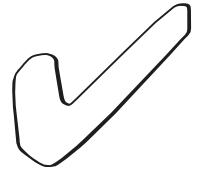
Thank you so very much for your help with this special lesson.

Sincerely,





Practice Test



Directions: Read this story and answer the questions that follow.

Emergency Landing!

“We’re going to have to go out to the landing strip to find Mom and Carli,” said Brandon, trying not to scare his young sister. He pulled out his backpack and canteen and laid them on the bed.

Morgan grabbed her pack and canteen to set them next to Brandon’s. “Do you think they got caught in that sandstorm this morning?” she asked.

“Probably,” said Brandon, watching as Morgan packed her dolls. “Mom’s a smart pilot, though. She’d land as soon as she saw the storm coming. They probably just couldn’t get back,” he added. He pulled the dolls out of the backpack and, grinning, shook his head. Brandon grabbed his radio, a

battery, and a first-aid kit. He put them in Morgan’s pack.

“We’ll need to bring enough water for them, too,” said Brandon. “Would you please go fill the two big bottles and the canteens?”

Morgan hurried to get the water ready for their sudden trip. Brandon packed some sunscreen and hats in Morgan’s pack. He folded some torn sheets and put those in his backpack. If they got too hot, they could shade themselves under the sheets. Also, they could build a stretcher, if they had to. Finally, he filled the rest of his pack with the water bottles, fruits, and breads. They were finally ready to head out across the sands.

- Predict where Brandon and Morgan are going.
 - on a hike in the forest
 - into the desert
 - across the ocean
 - over the mountains
- Based on the story, what will happen next?
 - Mom and Carli are found.
 - Another sandstorm comes.
 - Mom and Carli are gone!
 - The airplane crashes.
- When Brandon packed for the trip, he predicted the types of things he might need. Predict what Brandon might do with each item.
 - radio and battery _____

 - first-aid kit _____

 - fruit and bread _____

 - sunscreen and hats _____





Teachers: Because authors do not directly tell the reader everything, it is important for children to use clues to draw conclusions and make inferences about the reading. This skill dramatically increases reading comprehension.

Some sample test questions targeting making inferences:

- Why did (character) do (action)?
- What clues do you have to support your thinking?
- Explain what this quote means.
- How are _____ and _____ alike? How are they different?
- You can tell from the story that...
- What is the real reason that (character and action)?
- Which word best describes the character?
- What is the setting? time of day? season?
- How does the character feel?

Double-duty pages:

- Drawing conclusions about feelings (p. 54) connects with art. Have children paint people with different feelings. Then, have others draw conclusions about the feelings expressed in the paintings.

Share with parents:

- Another Dimension (p. 58)
- Who Has Big Feet? (p. 59)
- The Mystery Person (p. 63)

Additional pages to reinforce drawing conclusions:

- Practice Main Ideas and Details (p. 7)
- Share Your Information (p. 27)
- Guess the Purpose (p. 33)
- A Paris Prediction (p. 39)
- What If...? (p. 41)
- Let's Experiment! (p. 42)
- You're the Author! (p. 69)
- Looking for Solutions (p. 71)
- What Makes That Happen? (p. 72)
- What Causes That? (p. 73)

Best practices:

- Use *conclusions/inferences* vocabulary throughout the day in all subject areas.
- Directly teach *conclusions/inferences* in other content areas.
- Use directed reading/thinking activities to model the process of using clues to draw conclusions.

Answer Key

Page 52

1. excited 2. bored
3. angry 4. sunrise
5. The sun peered up and Chandra turned off the alarm clock.
6. sleeping
7. She rubbed her sleepy eyes and turned off alarm clock.
8. evening or dusk
9. darkening sky, across the lake in one day, lantern needed to see

Page 53

10. a surprise
11. She put on the light because she didn't want to be seen until they opened the door.

Page 55

1. Underline "Does Dale have enough gum for both Kim and Mat?"; c
2. a 3. b

Page 57

- 1-2. The north end of each magnet is touching the south end of the other magnet.
3. Rainfall is increasing over time.

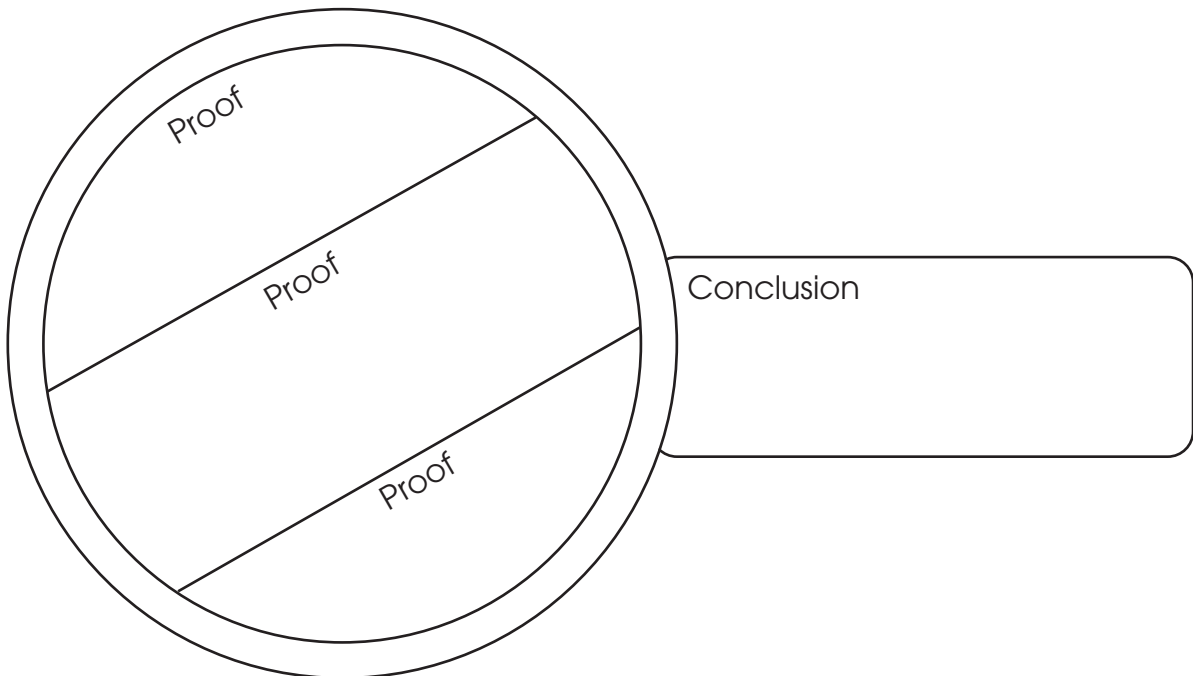
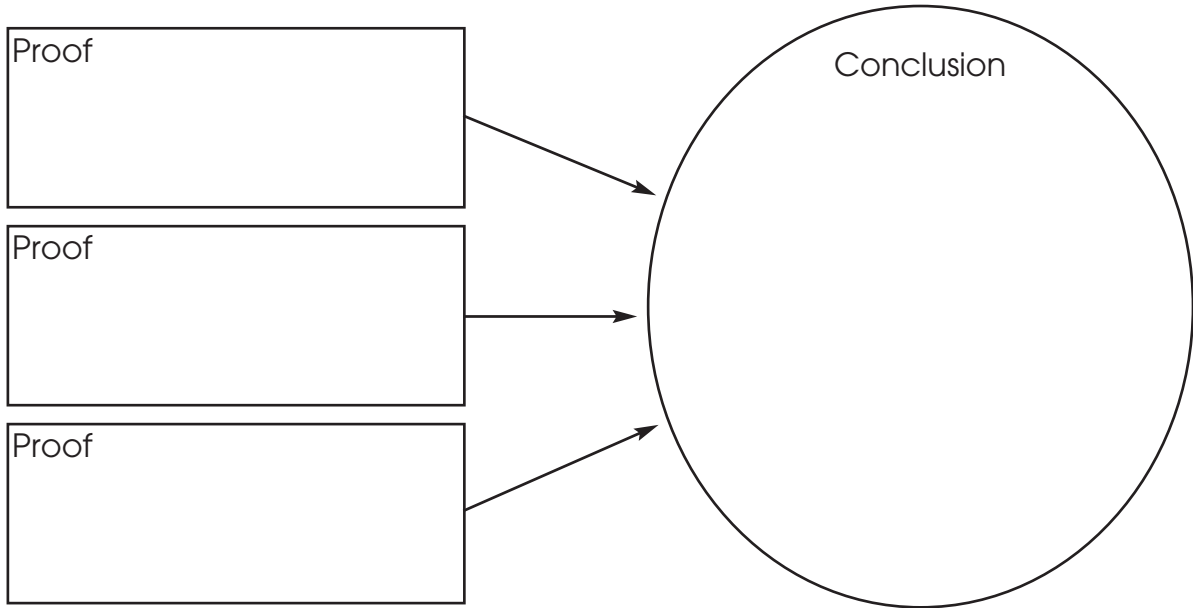
Page 64

1. C 2. C 3. D
4. If Chen keeps his mother from doing her work, they won't be able to go to the game that night.



Organize Conclusions & Inferences

Directions: Use the graphic organizers below to help you organize and understand information you have read.





Practice Drawing Conclusions

Authors do not like to tell everything. Instead, they like to leave clues for the reader to find. The reader uses these clues. The reader must figure out what the clues mean. This is how the reader **draws a conclusion**.

Read these sentences. Draw a conclusion about how each person feels. Underline the clues that helped you draw that conclusion.

1. Eli waved his arms and spoke so fast no one could understand him.

How does Eli feel? _____

2. Sally sighed and kicked at a rock. She stared off into the distance.

How does Sally feel? _____

3. Ben crossed his arms and gritted his teeth. His hands were clenched into fists.

How does Ben feel? _____

Read these two paragraphs. Then, answer the questions.

The sun peered up over the edge of the world. Chandra rubbed her sleepy eyes and turned off the alarm clock.

4. What time of day is it? _____

5. How do you know? _____

6. What was Chandra doing? _____

7. How do you know? _____

June looked up at the darkening sky with a sparkle in her eye. She'd made it all the way across the lake in one day. She hurriedly tied the boat to the dock and grabbed the lantern. The light swung happily at her side as she walked up the path. June put out the light before she crossed the open lawn to the small house. She didn't want to be seen until they opened the door. The doorbell rang a friendly bing-bong.



8. What time of day is it? _____

9. How do you know? _____

10. What is June planning? _____

11. What clues did you use to draw that conclusion? _____



Teachers: Practice conclusion skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

<p>Drawing Conclusions <i>Conclusion:</i> It's fall!</p> <p><i>Facts:</i> Write details which lead your reader to the conclusion that it is autumn. Do not tell the reader the season, but show him.</p>	<p>Drawing Conclusions <i>Conclusion:</i> That's why Commander Klecko believes there are aliens on earth.</p> <p><i>Facts:</i> What are the details that would lead someone to draw this conclusion? Explain.</p>	<p>Drawing Conclusions <i>Conclusion:</i> Deirdre is furious.</p> <p><i>Facts:</i> Write details that lead readers to conclude that Deirdre is angry. Do not use the word <i>furious</i> or any synonyms that mean <i>angry</i>.</p>
<p>Drawing Conclusions <i>Conclusion:</i> The weather is hot.</p> <p><i>Facts:</i> Describe some hot-weather clothing and activities. Lead your reader to the conclusion that it is hot.</p>	<p>Drawing Conclusions <i>Facts:</i> You begin your day by getting up twenty minutes late. At school you have a test that you forgot about.</p> <p><i>Conclusion:</i> Continue writing about your day, ending with a conclusion.</p>	<p>Drawing Conclusions <i>Facts:</i> Look at your teacher and gather facts that tell you how she is feeling today.</p> <p><i>Conclusion:</i> Conclude how your teacher feels, listing your evidence.</p>

*To make a die

1. Cut



2. Tape



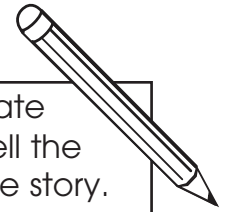
3. Fold and tape

Writing Prompts

<p>Drawing Conclusions Writing Prompt <i>Facts:</i> Jake's father went away for a week. It is Jake's birthday party. Someone knocks on the door.</p> <p><i>Conclusion:</i> Write a paragraph giving details about each fact. Draw your own conclusion and include it at the end of your paragraph.</p>	<p>Drawing Conclusions Writing Prompt <i>Facts:</i> During recess you notice your bicycle is missing. At the end of the day, your bike is back. Only your sister knows the lock combination.</p> <p><i>Conclusion:</i> Write a paragraph to explain what happened. Include clues, more details, and your conclusion.</p>
<p>Drawing Conclusions Writing Prompt <i>Conclusion:</i> Jade is sick. She has a bad cold.</p> <p><i>Facts:</i> Write a paragraph about Jade. Never tell your reader that she has a cold but describe her symptoms. Also add details about where she is, how she is dressed, and what she is doing.</p>	<p>Drawing Conclusions Writing Prompt <i>Facts:</i> Mr. Uden hears children playing baseball outside. Then a baseball crashes through his window. A few minutes later, the doorbell rings.</p> <p><i>Conclusion:</i> Write a full paragraph using and adding to the facts. Include at least three additional details. End with your conclusion.</p>



You're the Author!



A good reader **draws conclusions** when reading. Writers must create clues for the reader. In a story, a good writer sometimes does not tell the main idea. Instead, he writes details. Then, the reader is active in the story. The story is also a joy to read.

Example: Instead of *Shari was happy*, write *Shari skipped down the street toward home, singing a little tune and grinning from ear to ear.*

The reader concludes that Shari is happy because of the clues the author gave us: *skipping, singing, a big grin.*

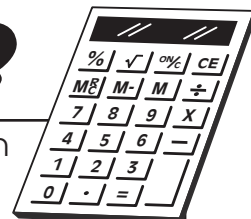
Directions: Now, craft your writing in the same way. Use the writing process below to create a descriptive paragraph.

- Prewrite:** Think about being sad. What does someone who is sad look like? What might he or she do? Brainstorm your ideas on a graphic organizer or your own paper.
- Draft:** Write a paragraph showing a sad person. Use your ideas above to paint a picture in the reader's mind. Include the details, but do not tell the reader "she is sad." Allow the reader to draw his or her own conclusion.
- Revise:** Revise your writing and add two more adjectives and two vivid verbs.
- Proofread:** Edit your work for any errors.
- Publish:** Write a clean copy of your work. Share your writing with a friend. Ask him or her to draw a conclusion about the person. Did your writing lead to the right conclusion?

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	Details paint a picture in the reader's mind without using the word <i>sad</i> .
1	2	3	4	Details lead the reader to the correct conclusion.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses at least two adjectives and two vivid verbs.
1	2	3	4	There are no errors in capitalization, punctuation, or spelling.
1	2	3	4	The paper is clean. Handwriting is neat. Paragraphs are indented.



What Do You Want?

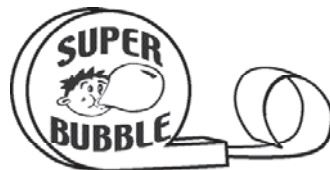


Good readers use **drawing conclusions** to help them solve math problems. During reading, you look at the question and *draw a conclusion* that tells what kind of answer you need. You also *draw conclusions* about how to solve the problem.

In math, students can learn to make word problems easy. They can **draw conclusions** that tell what kind of answer they need.

Directions: Read this word problem and answer the questions that follow. *Draw conclusions* to help you.

Dale has a wheel of bubble gum that he unwinds and sells for 2 cents per inch. He has 27 inches of bubble gum left on his wheel. Kim wants 17 inches of gum and Mat wants 8 inches. Does Dale have enough gum for both Kim and Mat?



- Underline the question in the problem above. What kind of answer will this problem have?
 - just a number
 - a number of inches
 - “yes” or “no”
 - a number of cents
- Next, you draw a conclusion about how to solve the problem. The question wants to know if Dale has enough gum for *both* Kim and Mat altogether. From the clue “both” you can conclude that your first step is to:
 - add up $17 + 8$ to find out how much gum Dale would need for Kim and Mat.
 - subtract $17 - 8$ to find out how much more gum Kim wants than Mat.
 - multiply 27×2 cents to find out how much money Dale can make.
- From the clue “does Dale have *enough*,” you can conclude that your next step is to:
 - multiply 17×2 cents to see if Kim has enough money.
 - compare 27 with $17 + 8$ to see if 27 inches is enough for Kim and Mat.
 - compare 17 with 8 to see if Mat wants enough gum.

Use Your Knowledge! Ask these questions when your teacher gives you a story problem. You can draw conclusions to make your work easy.



Then and Now



Did you ever wonder what it was like to live long ago? How was life different from what it is now?

Directions: Imagine pioneer life. Use what you know to draw some conclusions. Complete the chart to help you organize your thoughts.

Category	Then	Now
1. communication		letters take a few days to deliver
2. entertainment		watch television or play video games
3. cooking		electric stove or microwave
4. traveling		cars, boats, trains, or planes
5. toys		electronic, plastic, sports equipment
6. temperature control		heating and air conditioning
7. chores		clean room, help with dishes, take out trash
8. snack foods		potato chips, sodas, cookies

Based on these thoughts, write down other changes you imagine from years ago.

Try this! Now imagine yourself in the future. Draw some conclusions about how life might change. On a blank sheet of paper, add ideas to your chart. This time, look one hundred years into the future.



How Does That Work?



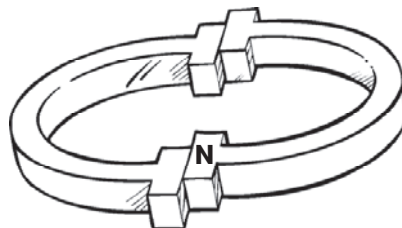
Scientists must **draw conclusions**. They start with the facts they already know. Then they observe and collect data clues. Finally, they put facts and data together to draw conclusions about what they observed. These conclusions help them understand our world.

Directions: Look at the information below and answer the questions.

FACTS:

- Magnets have two ends or poles called north and south.
- A north end always attracts or pulls toward a south end.
- A south end always attracts or pulls toward a north end.
- A north end pushes away from a north end.
- A south end pushes away from a south end.

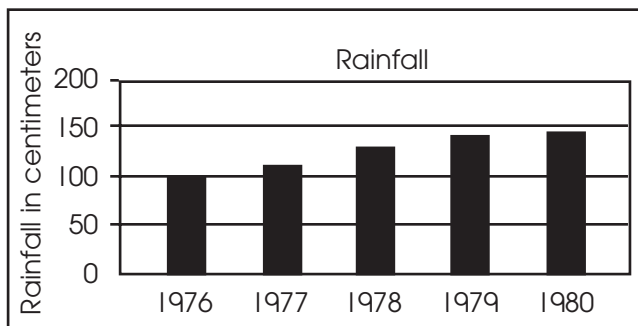
OBSERVATION DATA:



1. CONCLUSION: What can you conclude about these two magnets?

2. Use your conclusion to label the poles for the magnets. Use N for north and S for south.

3. Look at the data in this graph. Use what you already know about graphs to understand it. What conclusion can you draw about rainfall?





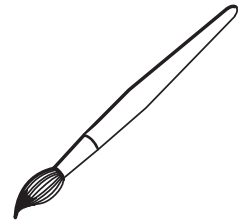
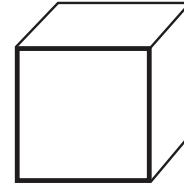
Another Dimension

Directions: Draw conclusions in the activities below to learn about 3-D shapes and pictures.

Here is a square.



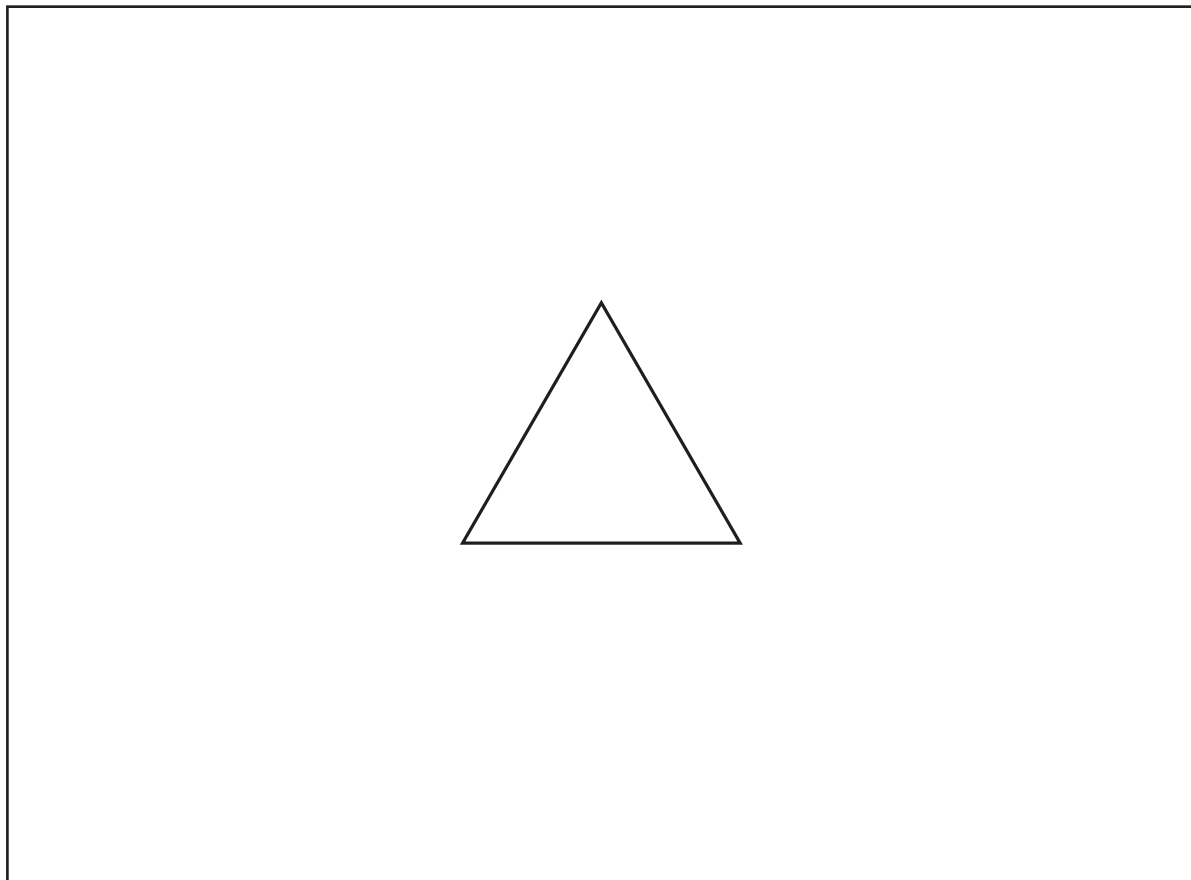
The artist created a box from the square.



What **conclusions** can you draw about how the artist made the square into a box? Explain.

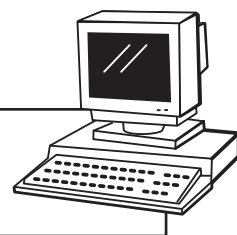
Below is a triangle. It is also the open end of a tent belonging to two young campers in the wilderness. Use the same technique the artist used above to complete the drawing of the tent. The tent now has three dimensions!

Add details to your drawing. Include a box for camp food. Use the 3-D technique you learned above.





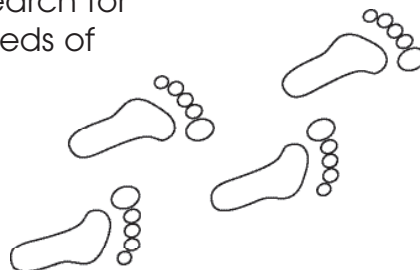
Who Has Big Feet?



The Internet is a tool. It can be used to find information. Web sites offer all kinds of information. Some is true, and some is not. It is up to you to decide if the information is correct.

Directions: You are now a detective. You must search for clues to find the answer to a mystery that is hundreds of years old. You will not use a magnifying glass to search for clues. You will use the Internet.

Use the Internet to find clues about the mystery of Bigfoot. Use a search engine to look up the word *Bigfoot*. Find Web sites with facts and opinions about the monster. Answer the following questions.



1. What other names does it have? _____
2. Where can the creature be found? _____
3. What does it look like? _____

4. Has the creature ever been:
truthfully photographed? _____
caught? _____
studied? _____
5. What other evidence can you find that it is real?

6. You must **draw your own conclusion** about Bigfoot. Does this creature exist? Based on the clues you found on the Internet, what do you think?



Teachers: Use the following ideas for support when modeling the reading process and focusing on drawing conclusions. Because prediction uses the same skills, prediction is included in the questions.

Drawing Conclusions Active Reading Guide

Prereading:

- Focus your attention on the title, author, and illustrations.
- Examine a few entries from the table of contents.
- Is the book fiction or nonfiction? Draw the conclusion and tell what clues you used.
- Predict what the book will be about based on the information above.
- Next, predict what you think you can expect from the book (facts, story, humor, and so on).
- Listen carefully to the details so you can draw conclusions about the characters and events.



During Reading:

- What conclusions can you draw about the meaning of this section (phrase, sentence, paragraph, section, chapter, and so on)?
- What evidence or proof do you have for your conclusions?
- What do you predict will happen next?
- What clues from the story or book support your prediction?
- Does anyone have any questions or comments about this part of the story or book?

Postreading:

- What conclusions can you draw about the meaning of this selection?
- What evidence or proof do you have for your conclusions?
- What caused you to like or dislike this selection?
- How did this compare to your prediction of what would happen?
- How does this connect to other selections you have read?
- Would you recommend this to someone else? Why or why not?



Books that illustrate drawing conclusions and making inferences:

- *Song and Dance Man* by Karen Ackerman—This charming vignette of children with their grandfather leads the reader to many conclusions. Ask questions throughout this treasure.
- *Miss Nelson Is Missing* by Harry Allard and James Marshall—A popular book, this story is a type of mystery. Focus on clues and evidence here, or with any mystery!
- Informational books—While reading, stop short of the author's conclusions. Ask the students to draw their own conclusions. *Why* is a marvelous question!



Character Trait Masks



When we read, we often **draw conclusions** about characters' personalities. We look at their actions and ask "Are they greedy? Kind? Thoughtful? Sneaky?"

Directions: Share a book with the class by making a set of character trait masks based on your own conclusions.

1. Choose two characters from the story you just read. Write their names in the two boxes below. In the oval next to each name, write one word that best describes his or her personality. On the connecting lines, write details from the story that prove your conclusion about each character.

Character	Describe	Details _____ Details _____ Details _____
Character	Describe	Details _____ Details _____ Details _____

2. Now, make life-sized masks representing each of your characters. On cardstock, draw the character's face. Include details that match his or her personality (nervous expression, kind eyes, greedy smile, and so on). Cut out the face and attach it to a craft stick.
3. On the back of each mask, write a paragraph using the information from the graphic organizer in #1. Begin with one sentence describing your conclusion about the character's personality. Follow with the three details that prove your conclusion. Write the book title, the author's name, and your name on a folder, and place the masks inside.
4. Take turns presenting your character masks to the class. Begin by stating the title and author. Then display each character mask and read your paragraph from the back. As a fun alternative, you may act out the details written on the back. Let the class guess what conclusion you drew!



Name _____ Date _____

Comprehension

Drawing Conclusions/Making Inferences—Record Your Reading

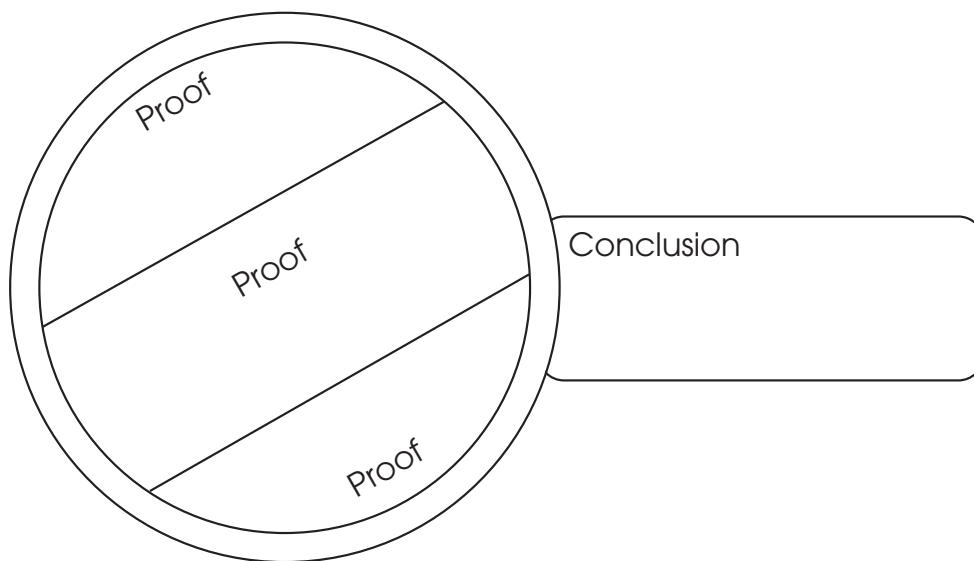
Teachers: Send one of these slips home with nightly books to reinforce conclusion skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write one conclusion you drew while reading your story. Write the proof for that conclusion on the lines.

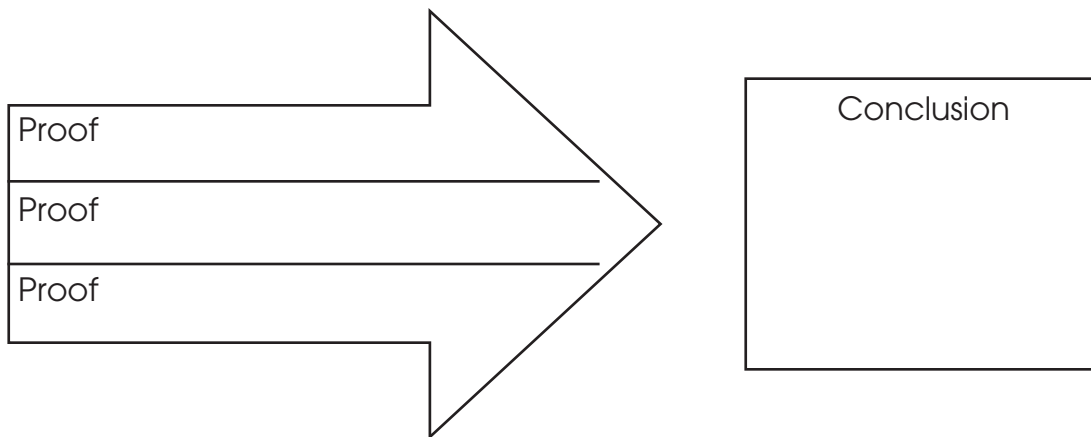


Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write one conclusion you drew while reading your story. Write the proof for that conclusion on the lines.





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

The Mystery Person

Type: a class game to help children use clues to draw conclusions

Materials: paper, pencil, resource materials, optional blank puzzle

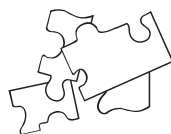
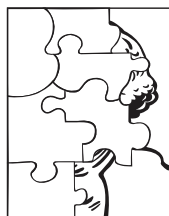
Set up: can be played in any configuration

Procedures: Each child should choose a person for the mystery person game. The person should be a famous person that everyone would know, such as subjects of biographies or scientists, political figures from social studies, and so on.

Every child must come up with six clues that tell about his or her person and arrange them from general to specific.

Taking turns, the children share **clues**, one at a time, from the most general to the most specific. The class tries to **draw a conclusion** as to the name of the mystery person. Using the vocabulary will help the students connect the game skill with reading skills.

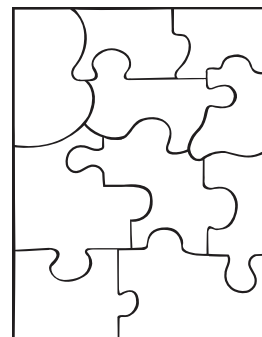
Optional: Teachers can create a fun introduction to the game. Use a laminated picture of the subject. Cut a piece of



construction paper into ten puzzle pieces to tape on top of the picture covering it completely. Then, using ten clues from general to specific, share the first clue. If the children do not guess the name of the mystery person, remove one puzzle piece. Continue in this manner until the picture is completely uncovered or until the children guess the mystery person correctly.

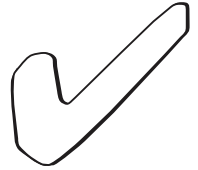
Additional mystery possibilities:

- occupations
- inventions
- locations
- articles from a specific time period or area of study such as Columbus's ships
- book characters or titles
- research materials
- historical time periods using things you might see or hear
- quotations as clues for a speech or famous person





Practice Test



Directions: Read the story and answer the questions that follow.

If You Do, You Won't

"You've been in the house all day long," complained Mrs. Wu while glaring at Chen. "Even worse," she added, "you are keeping me from getting my work done. I can't wait for tomorrow morning when you get on that bus for school just so I can work."

"I went out to play baseball after lunch," said Chen. "I was gone for almost two whole hours this afternoon."

"It wasn't enough, Chen," sighed his mother, "not nearly enough."

"But..."

"I know you are very excited about tonight," said Mrs. Wu. "Just remember, if you keep me from finishing my work, we can't go."

"Mom, we have to go," protested Chen loudly. "We already have the tickets, and our seats are right on the court!"

"Chen, if you keep me from finishing, you won't go anywhere tonight."

"But..."

"Chen, if you do, you won't!" she insisted forcefully.

Chen entertained himself quietly the rest of the afternoon.



- Where does Chen want to go tonight?
 - Ⓐ to a brand new movie
 - Ⓑ out for dinner and ice cream
 - Ⓒ to a sporting event
 - Ⓓ to a baseball game

2. What day is it?

- Ⓐ Friday
- Ⓑ Saturday
- Ⓒ Sunday
- Ⓓ Monday

3. What time of day is it?

- Ⓐ morning
- Ⓑ lunchtime
- Ⓒ before 2:00 p.m.
- Ⓓ after 2:00 p.m.

4. Explain the meaning of this quote "If you do, you won't!"

Teachers: Understanding cause and effect helps children to track and make connections in the reading. This skill helps the children understand the world, whether it is the fictional world created in a book or in the real world around them.

Some sample test questions targeting cause and effect:

- Why did (character) do _____?
- Which (phrase, sentence, paragraph) describes the effect or result of _____?
- What happens to (character) when he _____?
- Because (character) was _____, he did _____...
- According to the story, (character) did (action) because...
- Why might you choose to _____?

Double-duty pages:

- Volcano writing prompt (p. 68) can supplement a study of earth sciences.
- Three-sided dioramas (p. 76) can be used with science, social studies, art, and so on

Share with parents:

- You're the Author! (p. 69)
- Looking for Solutions (p. 71)
- Special Effects (p. 74)
- A String of Events (p. 76)

Additional pages to reinforce cause and effect:

- Book Mobile! (p. 16)
- You're the Author! (p. 24)
- Share Your Information (p. 27)
- Practice Test (p. 34)
- What If...? (p. 41)
- Let's Experiment! (p. 42)
- How Does That Work? (p. 57)
- Another Dimension (p. 58)

Best practices:

- Use *cause and effect* vocabulary throughout the day in all subject areas.
- Directly teach *cause and effect* in other content areas.
- Use directed reading/thinking activities to model the process of finding cause and effect.

Answer Key

Page 67

1. cause—the horrible storm; effect—caused the walnut tree to fall
2. cause—the kitten began to mew loudly; effect—I poured her some milk
3. cause—it snowed three feet overnight; effect—we pulled out our sleds
4. cause—the sour smell from the garbage; effect—attracted the rats
5. the hot wind blowing

6. It soothed her thirst and gave her hope.
7. Her eyes were playing tricks on her.
8. She sees nothing.
9. She might have gone under them for shade or found water nearby.

Page 70

1. a. 5, 7, 9, 11
b. odd
c. an odd number
2. an even number

3. an even number
4. a. 2, 4, 6, 8
b. even and odd
c. an even number
d. an even number

Page 79

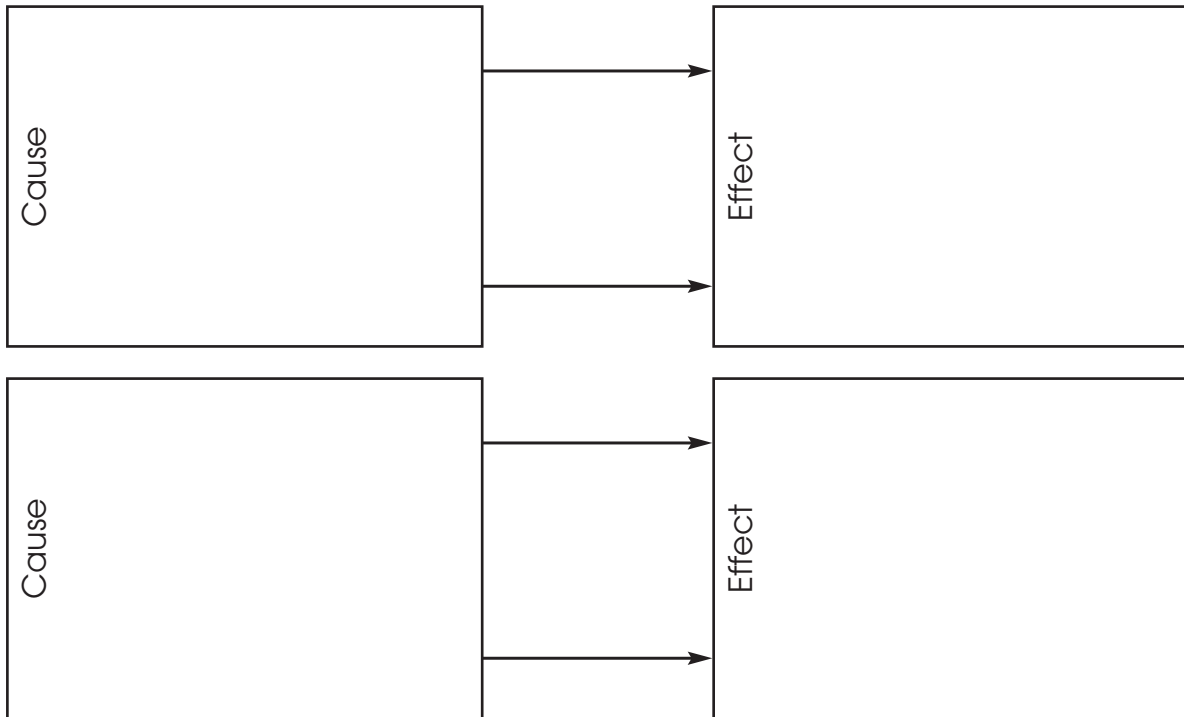
1. B
2. C
3. A-2, B-6, C-1, D-5, E-3, F-4
4. Answers will vary.



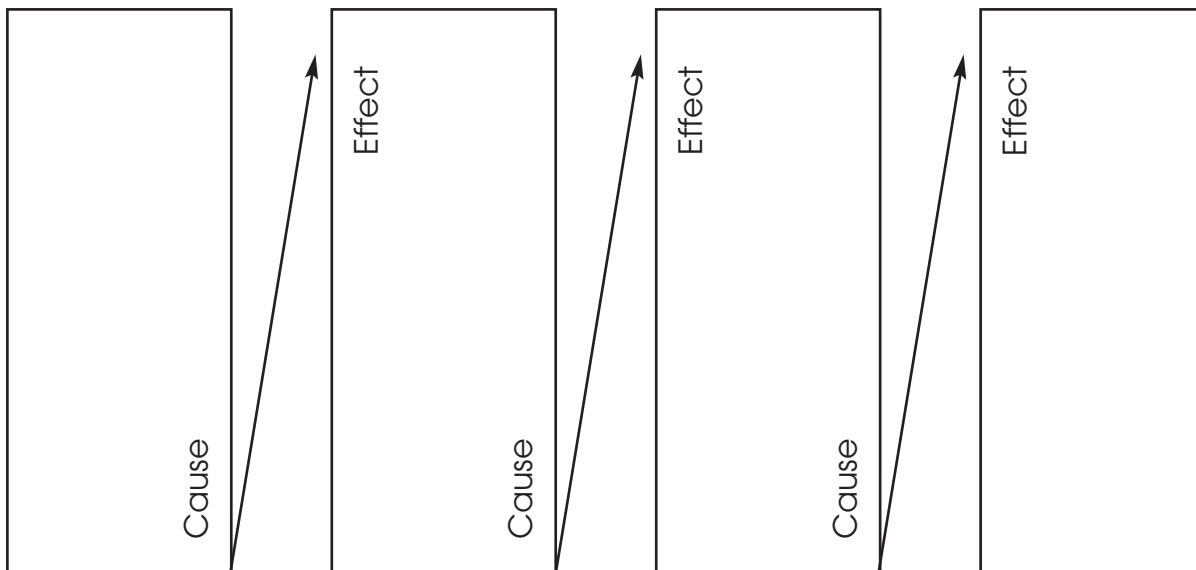
Organize Causes and Effects

Directions: Use the graphic organizers below to help you organize and understand information you have read.

Use this graphic organizer when you have separate causes and effects.



Use this graphic organizer when you have a chain of causes and effects.



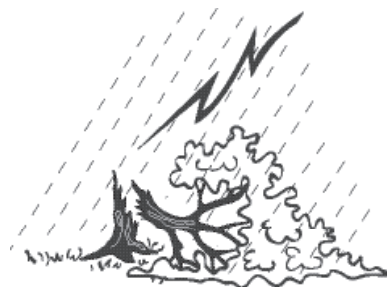


Practice Cause and Effect

You already know about **cause** and **effect**. You know the effect of dropping an egg on the floor. You know the effect of giving your mom flowers. *Each action causes something else to happen.* This is cause and effect.

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

1. The horrible storm caused the walnut tree to fall.
2. The kitten began to mew loudly, so I poured her some milk.
3. We pulled out our sleds because it snowed three feet overnight.
4. The sour smell from the garbage attracted the rats.



Read this paragraph. Then, answer the questions.

The hot wind blew hard, kicking up a swirl of sand. Kala looked for shade or water, but her eyes played tricks on her. She saw trees in the distance, and then wiped her eyes and looked again. Nothing but sun-scorched sand stretched out before her. She opened her canteen and poured some water down her throat. The water soothed her growing thirst and gave her hope.

5. What caused the swirl of sand?

6. What effect did drinking water have on Kala?

7. What caused Kala to see trees when there were no trees?

8. What happens to Kala when she wipes her eyes?

9. What effect might real trees have had on Kala?



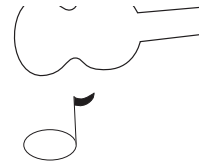
Teachers: Practice cause-and-effect skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

<p>Cause and Effect</p> <p><i>Cause:</i> This morning you woke up two hours early!</p> <p><i>Effect:</i> Write down the effects that happened as a result of starting your day early.</p>	<p>Cause and Effect</p> <p><i>Cause:</i> You drop your lunch money through a grate on the sidewalk.</p> <p><i>Effect:</i> What do you do to get your money?</p>	<p>Cause and Effect</p> <p><i>Effect:</i> You come home from school and find your bedroom furniture is laid out perfectly...on the ceiling!</p> <p><i>Cause:</i> Explain what might have caused this to happen.</p>
<p>Cause and Effect</p> <p><i>Cause:</i> All of the books in the world disappear!</p> <p><i>Effect:</i> What effects would this have on the world? How would people share information or read for enjoyment?</p>	<p>Cause and Effect</p> <p><i>Effect:</i> Your best friend just told you that he or she cannot be your best friend anymore.</p> <p><i>Cause:</i> Write about what caused this unhappy situation.</p>	<p>Cause and Effect</p> <p><i>Effect:</i> You and your brother are both called to the principal's office for something you did not do.</p> <p><i>Cause:</i> Explain to the principal what really happened.</p>

*To make a die

1. Cut



2. Tape



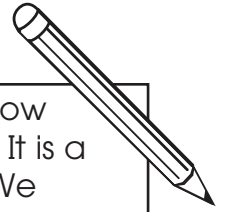
3. Fold and tape

Writing Prompts

<p>Cause and Effect Writing Prompt</p> <p><i>Effect:</i> You've been saving your money for three months to buy a baseball mitt. But when you go to get your money, it's gone!</p> <p><i>Cause:</i> Write two paragraphs. In the first, explain the situation and where you hid the money. In the second, explain how you figured out the cause and solve the mystery.</p>	<p>Cause and Effect Writing Prompt</p> <p><i>Cause:</i> A volcano in Mexico erupts!</p> <p><i>Effect:</i> Explain the effects of the eruption on the earth and on the small town three miles away from the volcano. Write in newspaper article form, with a headline. Tell <i>who, what, when, where, why,</i> and <i>how</i> in the first couple of sentences. Research volcanoes if needed.</p>
<p>Cause and Effect Writing Prompt</p> <p><i>Cause:</i> You wake up in the morning with a super power.</p> <p><i>Effect:</i> Write a story that tells what the power is and what happens during your day. Include a beginning, a middle, and an end.</p>	<p>Cause and Effect Writing Prompt</p> <p><i>Effect:</i> A student missed a math problem on a test.</p> <p><i>Cause:</i> You are a teacher. Write a paragraph to the student explaining the mistake that caused her to get the problem wrong.</p>



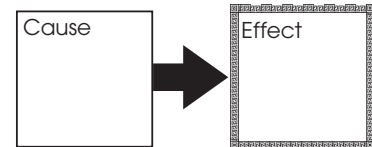
You're the Author!



Have you ever heard the story of how the elephant got his trunk? How about why the dog barks? This type of story is called a Just So story. It is a made-up story that explains how or why something is the way it is. We already know the effect. The Just So story explains the cause.

Directions: Work through the writing process below to create your own Just So story.

- Prewrite:** Brainstorm ideas for your story. Here are a few ideas to get you started: *How the Turtle Got Its Shell*, *Why Wolves Howl to the Moon*, *How the Bear Lost His Tail*.



On your own paper, make a chart like the one pictured. Write your story title in the effect box. Then, think about the causes for your story.

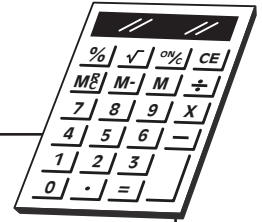
- Draft:** Use your ideas and your imagination to write your story. Be creative and have fun! Remember to include a beginning, a middle, and an end.
- Revise:** Revise your work. Add at least three adjectives to your story.
- Proofread:** Edit for grammar, spelling, and punctuation errors.
- Publish:** Write a final copy of your Just So story. When your story is the best it can be, create a picture to go with your story.

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	There is a clear and creative cause for the chosen effect.
1	2	3	4	The story has a clear beginning, middle, and end.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses three or more adjectives.
1	2	3	4	There are no errors in capitalization, punctuation, or spelling.
1	2	3	4	The paper is clean. Handwriting is neat. There is a quality illustration.

Try this! Rudyard Kipling made Just So stories popular. Look for his stories in the library.



Odds and Evens



In math, students learn what causes numbers to change in a known way. Addition causes a number to go up. Subtraction causes a number to go down. If a student knows these effects, math is simple to learn.

Directions: Read these problems and answer the questions. Use cause and effect to help you.

1. a. Add three to each even number in the first column. Write the answer in the second column.
 b. Are the answers odd or even numbers? _____
 c. Therefore, the effect of adding an odd number to an even number is _____

	+3
2	_____
4	_____
6	_____
8	_____

2. What is the effect of adding an even number to an even number?

3. What is the effect of adding an odd number to an odd number?

4. a. Now, multiply each number in the first column by two. Write the answer in the second column.

- b. Are the answers odd or even numbers? _____

	x2
1	_____
2	_____
3	_____
4	_____

- c. What is the effect of multiplying an odd number by an even number?

- d. What is the effect of multiplying an even number by an even number?

Use Your Knowledge! Next time you take a test on multiplication, use your knowledge about effects. When you see odd and even numbers, you'll know whether your answer should be odd or even.



Looking for Solutions



Directions: Follow these instructions to make a **cause-effect-solution** poster.

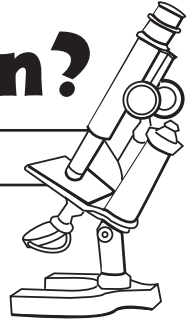
1. Think about a problem you see in your classroom, community, or the environment. Write this in the "Effects" space below.
2. Now, think about what caused the problem. Write all the possibilities you can think of in the "Causes" space.
3. To make a change in the cycle, we must look for a solution. Can you think of any possible solutions to the problem? Put your ideas down in the "Solutions" space.
4. How do the solutions change the causes and effects? Write down any changes in the "New Causes" and "New Effects" spaces.





What Makes That Happen?

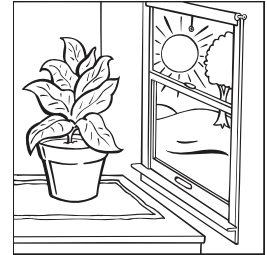
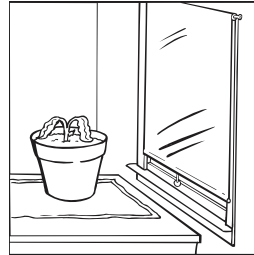
Scientists use several methods to learn about **causes** and **effects**.



Directions: Answer the questions below to understand more about cause and effect in science.

- Often, scientists begin with a question about something they observe. "What caused the volcano? Why do fish need fins? What causes rain?" Write three questions *you* have about effects *you* observe in nature.

- Sometimes, you can figure out a cause by observing the effect and using clues to draw conclusions. Look at the drawing on the right.



What may be causing the difference in the two plants?

- Sometimes, you learn about causes by finding out what other people have already discovered. For each effect below, write one sentence that explains the cause. (You may ask other people or look up the answer.)

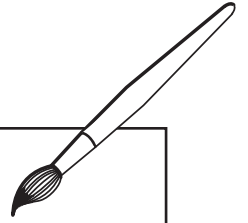
- Hail: _____
- Earthquakes: _____
- Thunder: _____

- Sometimes, you must do your own experiment to figure out a cause. Choose one of the questions you wrote for #1. Look in books or online to find an experiment that will help you answer your question. Do the experiment and record your results on the lines below.

The answer to my question is _____



What Causes That?



Artists work with mediums. A medium is the type of materials they use. Some artists use pen and ink to draw. Others work with oil paints or pastels. All artists must know about the mediums they use.

Directions: The way to mix colors for art depends on the materials you choose. Follow the steps below to experiment with the effects of different mediums.

- Using a red crayon, color in this box.
Using a blue crayon, color over the red in the box.



What **effect** does the coloring have? What color is it?

What do you think **causes** this to happen?

- Using a red colored pencil, lightly sketch in this box.
Using a blue colored pencil, sketch over the red.



What **effect** does this coloring have? What color is it?

What do you think **causes** this to happen?

- Using red watercolor paint, paint in this box.
When the red is *completely* dry, use blue watercolor paint to paint over the red.



What **effect** does the painting have?

Is this different from the crayons and pencils? How?

- Mix red and blue watercolor paint. Paint in the box.
What **effect** does the painting have?

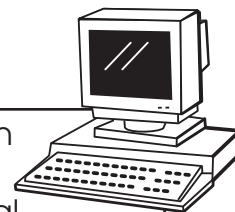


Is this different from painting with red and then blue? How?

What do you think **caused** the difference?



Special Effects



You have seen special **effects** in movies. These effects help explain the movie to the viewer. Picture a plane crash with no smoke or fire. A viewer might think the plane just landed. But, with the special effects, the viewer knows exactly what happened.

Special effects can help with printed works, too. Your computer has a word processor. This program has some effects. Special effects do the same thing they do in movies. They help explain the written work to the reader.

Directions: Use some special effects to make a powerful poster.

1. Use the word processor on your computer. Learn how to use each of these special effects. What **causes** each **effect**? Ask for help if you need it. When you learn how to use each one, place a checkmark in the blank.
 - a. _____ change the font color and size
 - b. _____ use bullets to list facts or traits
 - c. _____ use highlight or background colors
 - d. _____ insert pictures or clip art

2. Your job is to create a poster for your missing pet. Brainstorm the type of information you want on your poster. Write your ideas here.

3. Now, design your poster. How will you lay out the information? Will you use a bulleted list to describe the pet? Will you use a large font for the word **MISSING**? How about a special font for the pet's name? Use the special **effects** to make your poster powerful.

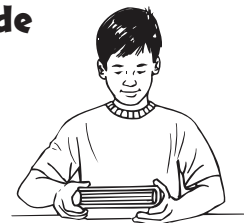


Teachers: Use the following ideas for support when modeling the reading process and focusing on cause and effect.

Cause and Effect Active Reading Guide

Prereading:

- Focus your attention on the title, author, and illustrations.
- Examine a few entries from the table of contents.
- Is the book fiction or nonfiction? How do you know?
- Predict what you think you can expect from the book (facts, story, humor, and so on).
- Listen carefully for different causes and effects in the story. See if you can find a chain of causes and effects.



During Reading:

- What was the cause of the character's problem in the story?
- What effects have you heard so far?
- What caused each effect? Give specific examples.
- What do you predict will happen next?
- What clues from the story or book support your prediction?
- Does anyone have any questions or comments about this part of the story or book?



Postreading:

- What effect did the problem have on the main character?
- How could you describe the result of _____?
- What caused you to like or dislike this selection?
- What effect does this selection have on your life?
- According to the story, why did (*the character*) do (*a certain action*)? (Ask any other questions using "why" to focus on cause and effect.)
- Will reading this book cause you to look for more books by this author?



Books that illustrate cause and effect:

- *The Mitten* by Jan Brett—A sweet, predictable story about animals and a boy's lost mitten. This book is good for introducing cause and effect.
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst—This classic book offers an empathetic bond with all children, no matter how old! Children connect with this book well and "see" cause and effect in relation to their own lives.
- *Just So Stories* by Rudyard Kipling—These traditional cause and effect stories continue to entertain children over one hundred years after they were written. The stories offer reasons for known effects such as "How the Leopard Got Its Spots."
- Informational books—While reading, stop to ask what caused something else or what effect one thing had on another.



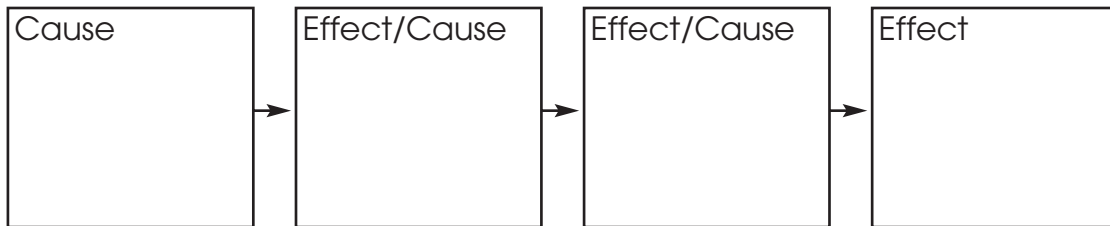
A String of Events



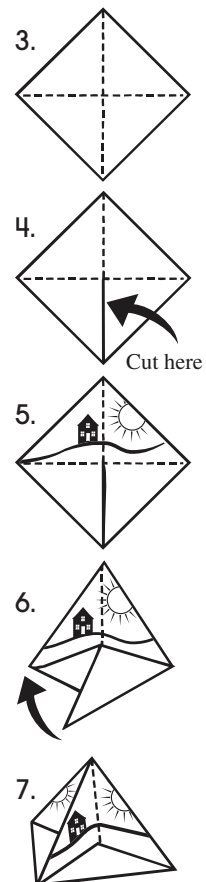
Stories are made up of events. The events are often a string of **causes** and **effects**. The problem at the beginning of the story starts by causing a new effect. That effect then causes another effect, which causes another effect. The final effect is usually the conclusion.

Directions: Follow the steps to make three-sided dioramas about your book or story.

- You will show how four events tell a story. In the graphic organizer below, write a string of the main causes and effects from your book. The first one should be from the beginning of your book, and the last one from the end.



- Next, gather four square pieces of paper, crayons, scissors, and glue.
- Begin with one square piece of paper. Fold one corner to the opposite corner. Crease the paper on the fold. Unfold the paper. Repeat with the other two corners.
- Cut from one corner to the center. STOP cutting at the center. Repeat with the other three pieces of paper.
- Turn one piece of paper so the cut corner is pointing toward you. Draw a scene from your first event in the top half of the paper. Repeat with the last three events on the other three sheets of paper.
- The bottom half of your paper should look like two triangles with the cut in the center. Slide the right triangle under the left triangle. Glue in place to make a three-sided diorama. Repeat with the other three events.
- Order the scenes back to back to form a square. Glue together. Make a card to tell the title of your book, the author, and your name.





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

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

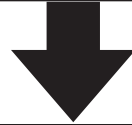
In the spaces below, write two causes and effects from your book.

Cause



Effect

Cause



Effect

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

In the spaces below, write a chain of causes and effects from your book.

Cause



Effect

Cause



Effect

Cause



Effect



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

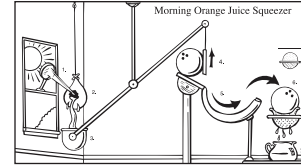
A Chain of Causes and Effects

Type: a class game to help children understand causes and effects

Materials: paper and pencils if desired

Set up: whole class

Procedures: Teacher begins with “One day, I saw a strange sight.” Teacher makes up a cause like “A tiger was walking down the middle of the street.” A student must think of an effect for this cause. The first student says, “When (teacher’s cause), it (add the effect).” The student calls on another student. The second student must use the first student’s effect as a cause, and add an effect using the same pattern of, “When (first student’s effect), it (new effect).” Each new player should use the exact words of the person who went before, and then add his or her own effect.



This game can also be played on paper with each student beginning his or her paper with a cause. Pass the papers to the right. The next student writes, “When (first student’s cause), it (add an effect).” Continue writing and passing to the right. When the papers have gone around the room, or when the students reach the end of the page, collect all of the papers and share them with the class. Using the vocabulary helps children connect the game with reading skills.

Switch-A-Roo!

Type: a variation on the classic cause and effect chain game

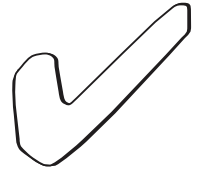
Materials: none

Set up: whole class

Procedures: Play this game verbally the same as the chain game above, but at the end of a specific amount of time (try beginning with 60 seconds), the teacher calls out “Switch-a-roo!” At this point, if the children were finding effects for causes, they must turnabout and find causes for the effect just given. The new causes must be different than the ones already named. For example, if the last effect before the switch-a-roo was, “My mom screamed,” the next student must provide a different cause for Mom’s scream. Use the sentence, “The (give effect already given), because (add new cause).” Continue switching the game forwards and backwards with a call of Switch-a-roo! whenever you choose.



Practice Test

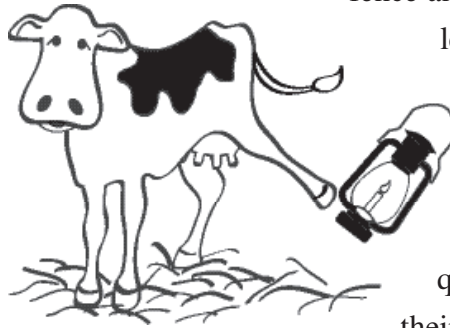


Directions: Read this article. Answer the questions that follow.

The Great Chicago Fire

In 1871, a huge fire burned in the city of Chicago for two days. The flames burned one-third of the great city.

The fire began on October 8, after a long, dry summer. The lack of rain was one reason the fire spread so quickly. It is believed that the fire started when a cow kicked



over a lantern. The dry grass caught fire

and burned quickly. The burning grass caught the cow shed on fire. Then, the fence and house burned. The fire

leapt to the next house. The houses in downtown Chicago were built close together. That is another reason the fire spread quickly. Over 250 people lost their lives in the fire. Another

90,000 people lost their homes.

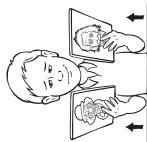
- What was the effect of the long, dry summer?
 - The lantern fell over too easily.
 - The grass and houses were very dry.
 - The houses were built close together.
 - There was no rain all summer.
- After the first house, what caused the other houses to burn?
 - The cow kicked over a lantern.
 - One-third of the city was destroyed.
 - The houses were built close together.
 - Over 250 people lost their lives.
- Number the causes of the great Chicago fire in order from 1–6.
 - _____ The cow kicked over the lantern.
 - _____ The close buildings all caught fire.
 - _____ The long, hot summer made everything dry.
 - _____ The fire jumped to the second house.
 - _____ The grass and the shed caught fire.
 - _____ The first house burned.
- The Chicago fire was awful. What is one positive effect that could come from such a terrible cause?



The Good Reader's Guide

PREREADING

Preview the Selection: table of contents, chapter headings, illustrations

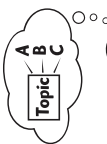


- What is my **purpose** for reading?

information
 entertainment

- What **type** of reading selection is this?

fiction
 nonfiction



- What do I **already know** about this topic or author?

- What can I **predict** that I'll find out by reading this selection?

A + B = C?
I think I'll find out about....

DURING READING

Check for Understanding



- What is the **author's purpose** for writing this portion of the reading?



- What **conclusions can I draw** about the meaning of the text (phrase, sentence, paragraph, section, chapter, or book)?

- What is the **main idea** of this section? What **details** support this **main idea**?

- What do I **predict** will happen next?

C + D = E?
Next I think....

What if I Don't Understand?

- Reread
- Review
- Ask questions

POSTREADING

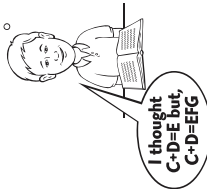
Check for Understanding



- How would I describe the **author's purpose** for this reading selection?



- How would I **summarize** this selection?



- How did the section compare with what I **predicted**?

Drawing Conclusions About What I Read

- What **caused** me to like or dislike this selection?
- What **effect** does this selection have on my life?
- How does this connect to other selections I have read?
- Would I recommend this to anyone else? Why or why not?
- What do I **predict** will happen next?