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READING FIRST

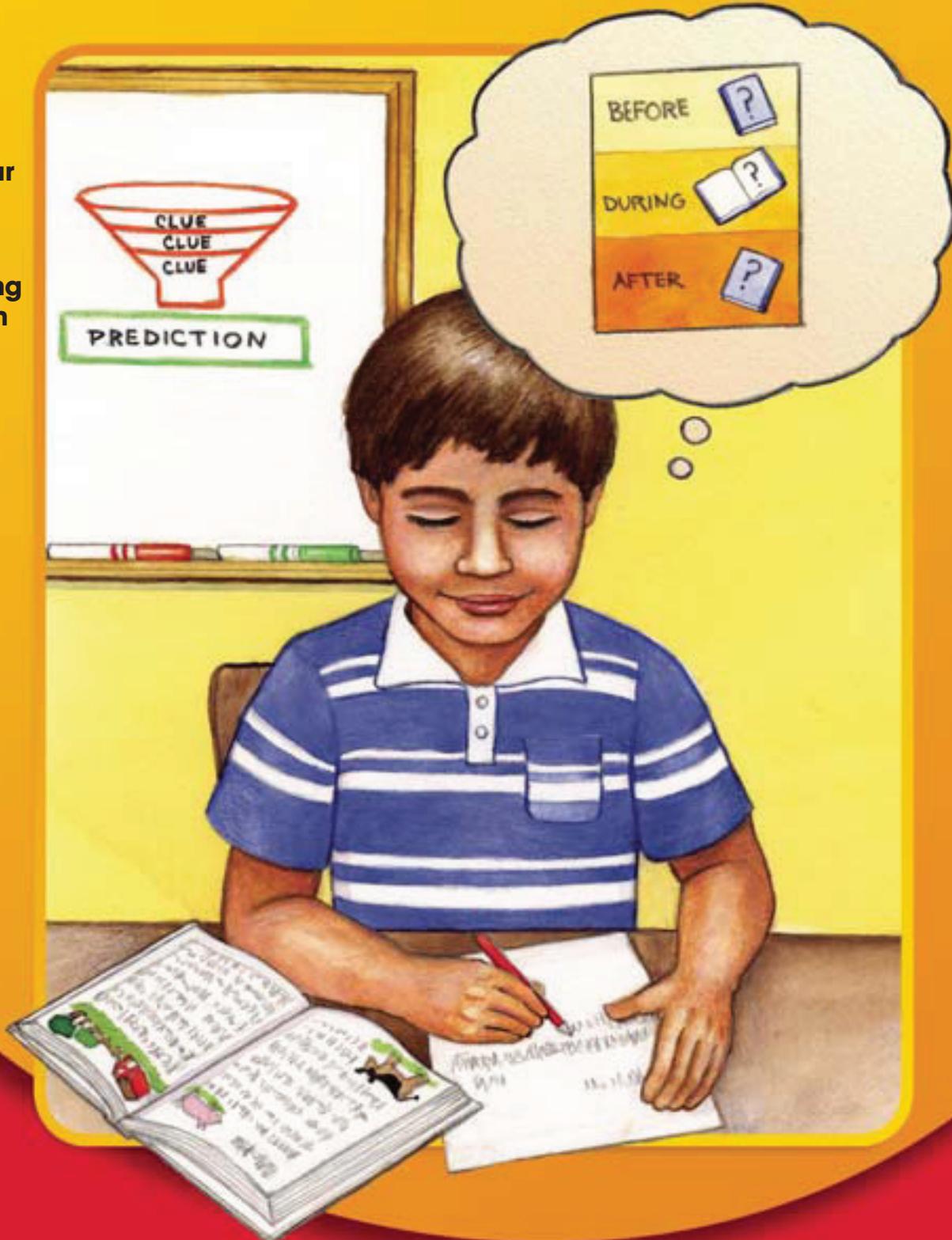
Language Arts

Grade 4

Reading for Every Child Comprehension



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



Reading for Every Child: Comprehension, Gr. 4

Instructional Fair

Reading for Every Child
Comprehension

Grade 4

by
Kelly and Rob Hatfield

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Reading for Every Child: Comprehension—grade 4

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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.

Comprehension Skills (listed by page number)					
Main Idea and Details	Author’s Purpose	Prediction	Conclusions	Cause and Effect	
5	20	35	50	65	
6	21	36	51	66	
7	22	37	52	67	
8	23	38	53	68	
9	24	39	54	69	
10	25	40	55	70	
11	26	41	56	71	
12	27	42	57	72	
13	28	43	58	73	
14	29	44	59	74	
15	30	45	60	75	
16	31	46	61	76	
17	32	47	62	77	
18	33	48	63	78	
19	34	49	64	79	

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

Page Type	Page Description/ Suggestions	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:

- Create a map (p. 11) for someplace your class is studying in social studies or in literature.
- Use note taking (p. 12) in study skills and all content areas.
- Use the comic strip book project (p. 16) to show cause and effect in social studies.

Share with parents:

- Mapping the World (p. 11)
- A Picture Worth 1,000 Words (p. 13)
- Comic Strip Theme (p. 16)

Additional pages to reinforce main idea and details:

- Practice Author’s Purpose (p. 22)
- Why Are We Doing This? (p. 25)
- Let’s Experiment! (p. 42)
- A Cliffhanger Commercial (p. 46)
- You’re the Author! (p. 54)
- In Conclusion... (p. 57)
- Current Event Cause and Effect (p. 71)
- Tricks of the Trade (p. 73)

Best practices:

- Use *main idea* and *detail* vocabulary throughout the day in all subject areas.
- Directly teach *main idea* and *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. planets
2. going on a trip
3. Answers will vary, but should support the idea that Lisa enjoys team sports.
4. All sentences should be underlined but the first.
5. friends wishing Olaf a happy birthday

6. Cross out the sentence, "The blindfold was made of a dark fabric."
7. By being responsible, Joy earned a pet dog.

Page 10

1. a. M, b. D, c. D, d. D, e. M
2. $Q \times 4 = R$
3. 36
4. +2, +1
5. 16, 18, 19

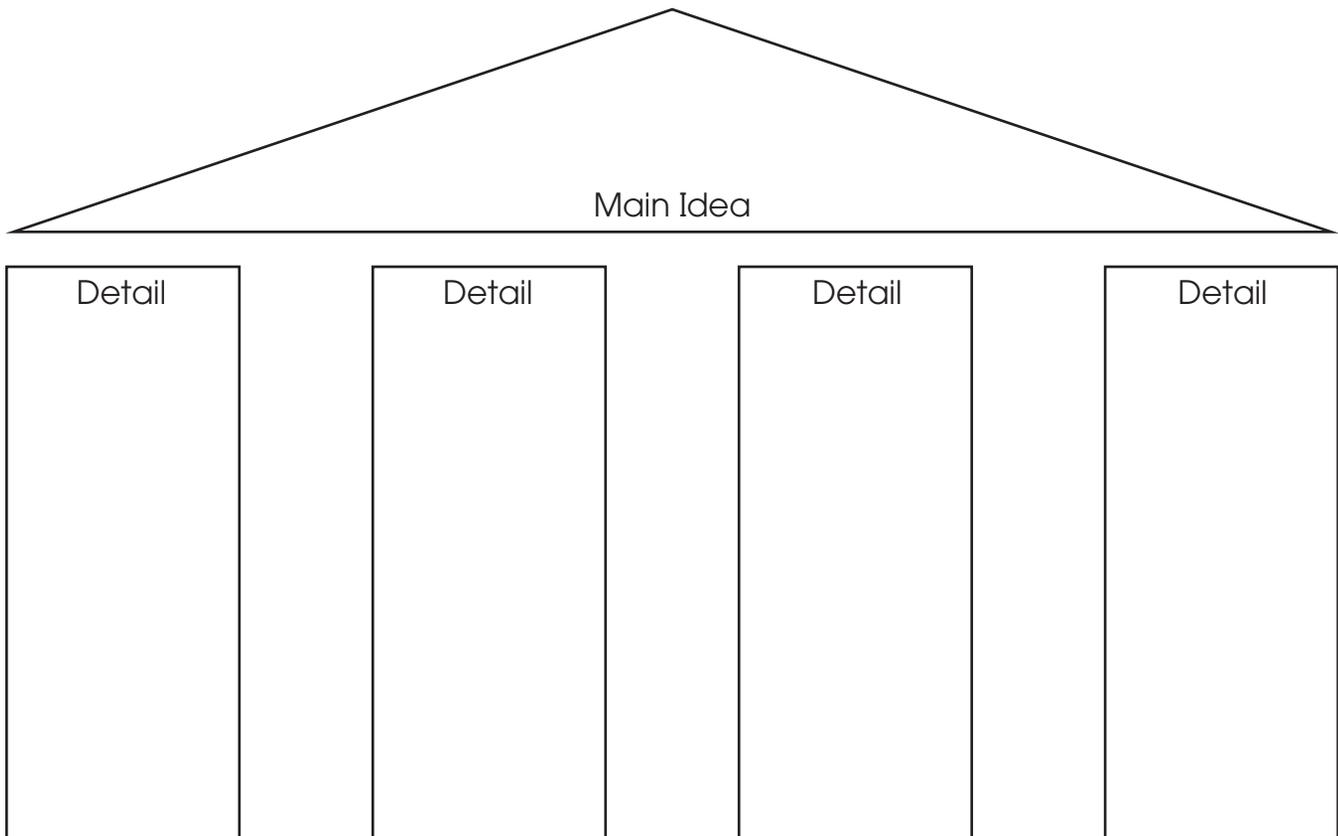
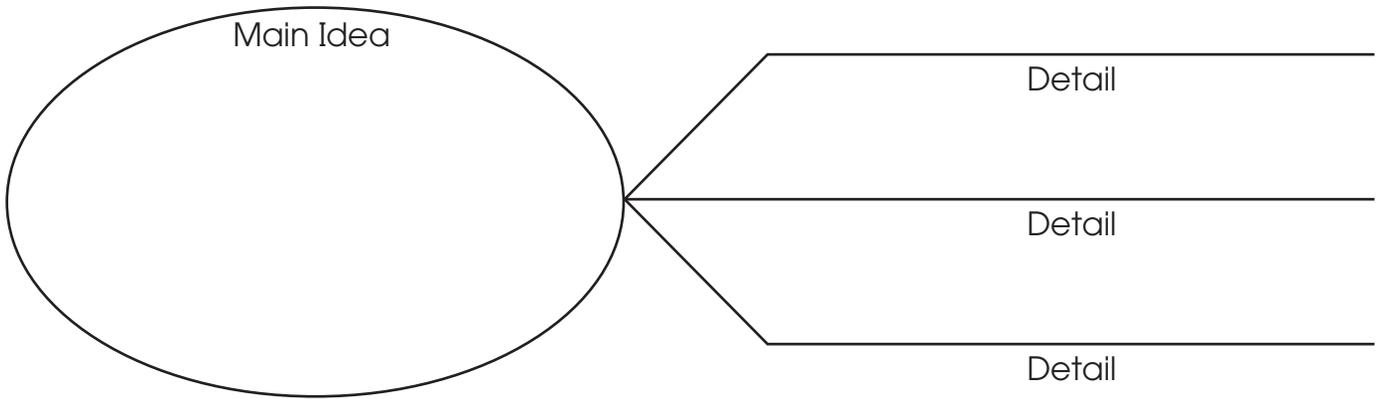
Page 19

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



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. _____: Mars, Jupiter, Pluto, Neptune
2. _____: buy tickets, pack luggage, board airplane, arrive
3. *Lisa enjoys team sports.* Write two details that support this main idea.

A paragraph also tells one main idea. Read the paragraph below. Answer the questions that follow.

Everyone had gathered for Olaf’s birthday. Olaf entered the room, still blindfolded. Ivan led him to the center of the room and then nodded toward the band. The trumpets and flutes started first. The trombone joined in with the drums as they played a snappy version of “Happy Birthday.” Olaf tore off the blindfold and looked around the room. The blindfold was made of a dark fabric. His friends began to sing and call out congratulations to him.

4. Underline the details in the paragraph.
5. What is the paragraph mostly about? _____
6. Cross out the sentence that does not support the main idea.

Stories also have main ideas. Read the story below.

Joy wanted a dog for as long as she could remember. Her parents explained that when she was responsible enough, she could have one. That was three months ago. She had been helping Mr. Hopkins with his yard work every Saturday. If that didn’t show them she was responsible, what would? A



knock on her bedroom door startled Joy from her thoughts. She opened the door and there stood her father. From behind his back, her father pulled out a beagle puppy with a red ribbon tied around his neck!

7. Write the main idea for the story. _____
-



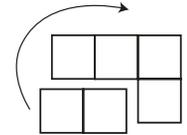
Teachers: Practice main idea and detail skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

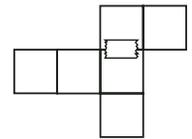
<p>Main Idea / Detail <i>Main Idea:</i> I would like to design skyscrapers. <i>Details:</i> Explain why.</p>	<p>Main Idea / Detail <i>Main Idea:</i> Although all the seasons are fun, my favorite season is _____. <i>Details:</i> What makes your favorite season special? Give detailed reasons.</p>	<p>Main Idea / Detail <i>Main Idea:</i> Everyone wants the newest toy, a trickle bee! <i>Details:</i> What is a trickle bee? What does it do, and why does everyone want one?</p>
<p>Main Idea / Detail <i>Main Idea:</i> Last night I dreamed my family vacationed in Antarctica. You'll never believe what we saw! <i>Details:</i> Describe what you saw.</p>	<p>Main Idea / Detail <i>Main Idea:</i> The three reasons I would most like to be a tree are... <i>Details:</i> Give details to explain why you would like to be a tree.</p>	<p>Main Idea / Detail <i>Main Idea:</i> My little brother wore the dirtiest clothes yesterday! <i>Details:</i> Describe your little brother's clothes in detail.</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> Last month, I graduated from college. Tomorrow, I begin my new job! It is a dream I have had since I was in the fourth grade. <i>Details:</i> What is your new career? Tell what you will do in your new job.</p>	<p>Main Idea / Detail Writing Prompt <i>Main Idea:</i> You'd like to build a go-cart. <i>Details:</i> Give at least three reasons with explanations as to why your parents should allow you to build a go-cart.</p>
<p>Main Idea / Detail Writing Prompt <i>Main Idea:</i> I'm sorry that your family is moving, but there are some ways that we can keep in touch. <i>Details:</i> Finish this note to your friend, describing five ways that you and your friend can remain close.</p>	<p>Main Idea / Detail Writing Prompt <i>Main Idea:</i> I love to _____! Here's an example of what I do. <i>Details:</i> In a few steps, teach another person how to do what you like to do. Include any materials needed.</p>



You're the Author!



Good story authors rarely *tell* a **main idea**. Instead of telling, authors *show* the **main idea** through **details**. A good author does not *tell* that a character is happy. Instead, the author *shows* the character smiling or laughing. A good author paints a picture in the reader's mind.



Directions: Follow the steps in the writing process below to create a picture in your reader's mind.

- Prewrite:** On a graphic organizer or your own paper, brainstorm at least eight actions people might use when they are angry.
- Draft:** On a blank sheet of paper, write a paragraph that shows a friend who is angry. **Do not use the words angry or mad in your writing.** Begin with the sentence, "When I heard the door slam, I knew something was wrong." Explain how you knew your friend was angry. Use ideas from your list above.
- 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 paragraph. (Remember to indent.)

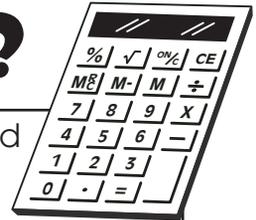


Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	The paragraph includes several details explaining how you knew your friend was angry.
1	2	3	4	All details support the main idea of an angry friend.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses words that describe an angry friend 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.

Use Your Knowledge! Write a different paragraph showing a different emotion. Draw a picture to go with your writing. Remember to show, not tell.

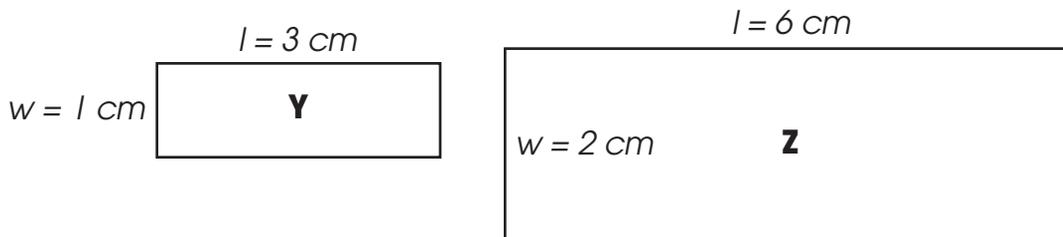


What Are the Rules?



In math, the rules, or formulas, are the **main ideas**. The numbers and answers in math problems are **details**. For example, the formula for area of a rectangle is $A = lw$. You may have a practice problem that tells you the length is 5 and the width is 3. The formula is the main idea. The *length*, *width*, and *answer* are the details.

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



- I. Write **M** next to *main ideas* and **D** next to *details*.
 - a. _____ The formula for perimeter of a rectangle is $P = 2l + 2w$.
 - b. _____ The length of rectangle Y is 3 cm.
 - c. _____ The perimeter of Y is 8 cm.
 - d. _____ The area of Z is 12 square cm.
 - e. _____ The formula for area of a rectangle is $A = lw$.

The way sets of numbers are related to each other is a **main idea**. The numbers in the sets are the **details**. Each number in Set Q is related in the same way to the number below it in Set R.

Set Q	3	5	7	
Set R	12	20	28	

2. What is the main idea of the two sets? _____
3. Extend Set Q to include 9. What would be the Set R number detail to match it? _____

Look at the pattern of numbers: 1, 3, 4, 6, 7, 9, 10, 12, 13, 15

4. What is the main idea of this pattern? _____
5. The numbers are the details to support the main idea. Write down the next three details to support the pattern above. _____, _____, _____



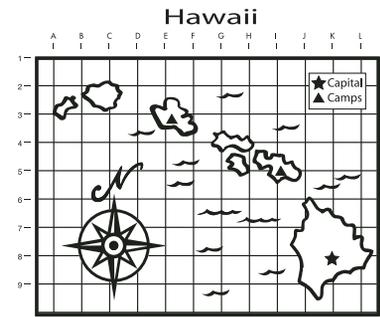
Mapping the World



The details on a map help people understand locations in a visual way.

Directions: Follow the instructions below to make a map. Include four things: a title to identify it, a compass rose for orientation, a key, and a scale to show the size of the features on your map.

1. For the subject of your map, use the main idea your teacher gave you, or choose a building, city, state, or region. Use this **main idea** as the title of your map.
2. List the details for your map that you feel are important. (Hint: Think about what you want your viewer to understand.)

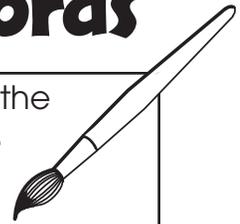


3. In the box below, create a draft of your map using a ruler for straight lines. Erase and change as needed. On a blank sheet of paper, create the final copy of your map remembering to include the title, north arrow or compass rose, key, and scale.



A Picture Worth 1,000 Words

Many pictures would look exactly the same except for one thing—the **details**. Think of the **main idea** “house.” The picture in your mind is different than the pictures in your classmates’ minds. What makes these pictures different? Details!



Directions: In the box below create a drawing of a spaceship, the main idea. The details you add will make your spaceship different. What color(s) will it be? Will it have landing gear of any sort? You choose the size, shape, colors, and other details. Make your spaceship as detailed as you like.

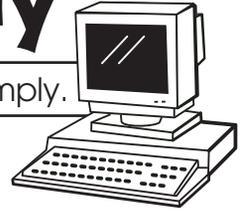


1. Write down at least five strong details you used in your picture.

2. Now write a description of your spaceship. The topic and concluding sentences tell about the main idea, the spaceship. The rest of the paragraph tells about the details you drew in your picture.



Information Superhighway



Use the Internet as a research tool to find information quickly and simply.

Directions: Complete the activities below to practice using the Internet to research some zoo information.

Suppose you are traveling to Fort Wayne, Indiana. You might like to visit the zoo there. How could you find out more information about it? What types of information would you like to have about the zoo?

1. Write three questions that would help you plan your zoo trip.

Can you find the answers to your questions on the Internet? An official zoo site should have current information. You might find out location, hours, special attractions, and even directions to get there.

2. Use a search engine to find a zoo for your imaginary trip. Where is the zoo located? Record the complete name of the zoo, the town, and the web address below. The zoo you chose is your **main idea**.

Next, find out some **details** about the zoo you would like to visit.

3. What are the weekday and weekend hours that the zoo is open?

4. How much will it cost for tickets for your whole family to enter the zoo? Check the prices for the different age groups. Please show your work.

5. List three animals in this specific zoo that you and your family would enjoy seeing. _____, _____, _____

6. Does this zoo have a grizzly bear exhibit? _____

How do you know? _____

7. Choose another main idea or use the main idea your teacher gives you. Following the same procedure as above, search the Internet for details.



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 reading, 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 what we read?

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:

- *Brother Eagle, Sister Sky* by Susan Jeffers—This book is a beautiful message regarding our earth and people, shared through the words of Chief Seattle. Chief Seattle often uses figurative language not common in today's children's books.
- *If You're Not from the Prairie* by David Bouchard—A poetry book with specific environmental details. Ask, "What is the author trying to tell us?" Have children write the details for their own environment, following the pattern from the book.
- *Fables* by Aesop—Choose a version to fit with your students' listening capacity. Use these to help children recognize 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 texts also work very well here.



Comic Strip Theme



Everything we read has a theme or **main idea**. Maybe the theme is that *friendship is valuable*. It could be a message like *prejudice hurts everyone*. The **details** that support that idea are the events in the book.

Directions: Think about the theme of your book. What details or events did the author include to help him share the message with the reader? Create a comic strip of the book. Use the main idea as the title of the comic strip, and use the events as pictures.

Comic Strip Title: _____

Created by: _____

Based on the book: _____

by: _____

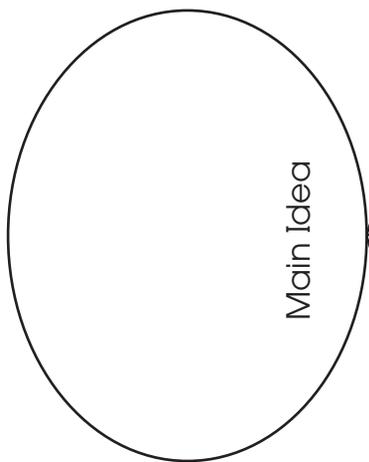
Teachers: Send one of these slips home with nightly books to reinforce main idea/detail skills.

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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



Detail

Detail

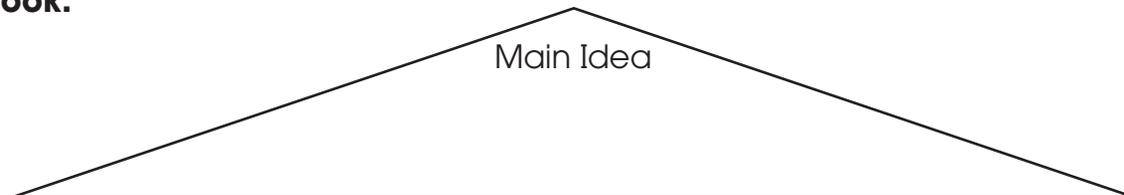
Detail

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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



Detail

Detail

Detail



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

Categories

Type: a noisy rhythm game to help children conceptualize main idea and details

Materials: none

Set up: can be played in any configuration, but works best in a circle so the children know whose turn is next

Procedures: Set up clapping pattern. Clap-clap-pause for two beats. Clap-clap-pause for two beats, continue.



First child says “categories” in the first pause. Next child says a category or main idea in the next pause. Students begin taking turns naming details for the category during each pause. If a child misses a beat with his or her “detail” for the category, or if a child repeats a detail, the game begins again with the next child calling out “categories.”

Sample categories which correspond to fourth-grade curriculum:

Social Studies: transportation, regions, oceans, states, continents, national symbols, citizens’ rights, famous statesmen

Science: producers, consumers, sources of light, mammals, birds, vertebrates, plant parts, plant characteristics

English: adverbs, adjectives, verbs, nouns

Math: polygons, units of weight/length, measuring tools

Main Idea / Detail 20 Questions

Type: a thoughtful game based on detail clues

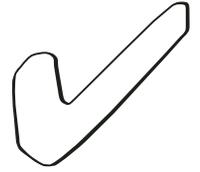
Materials: chalkboard, overhead, or other score-keeping device

Set up: can be played in any configuration

Procedures: One child is the “teacher.” This child chooses a main idea. The other children ask the “teacher” 20 detail questions to find out the answer. All questions MUST be answerable with a simple yes or no, or the child loses his or her turn. To reinforce the main idea/detail relationships, have someone record details on the board, overhead, or graphic organizer poster as you play. If the children figure out the answer, the class wins. If the “teacher” stumps the class, he earns a round of applause.



Practice Test



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

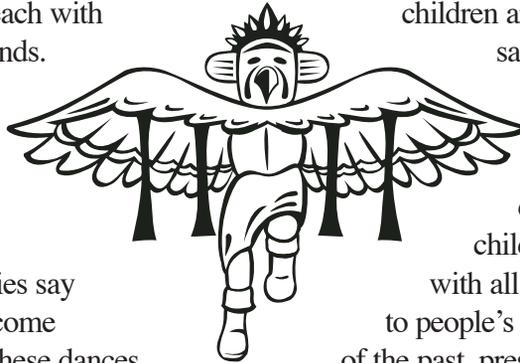
Behind the Mask

A huge fire flickers in the darkness, spilling orange light. Near the fire, a man wears a large, brightly painted kachina mask. He dances in a circle around the fire to bring rain or social good to the tribe. The Zuni tribe believes the spirit of a kachina lives in the dancing man. They say there are more than 200 kachina spirits, each with its own strengths and legends.

Some Pueblo tribes claim the spirits lived on earth in ancient times, but were later sent to live at the bottom of a great desert lake. Old stories say the real kachinas used to come dance for the tribe. After these dances, a member of the tribe always died, or “left with

the kachina.” Finally, the stories say, the spirits agreed to come no more. Instead, they let the masked men dance for them to bring the rain or social good.

The power of the kachinas is very real to these tribes. When not used in a dance, the masks are kept hidden from children. Young children are told that the kachinas they saw dancing are real. They believe that the spirits will punish them for misbehaving. Only later, during a special ritual, do the children learn of the masks. As with all beliefs, kachinas bring hope to people’s lives. The kachinas are a part of the past, present, and future. Kachina dolls are collected around the world.



- What is this article mostly about?
 - kachina masks
 - the Zuni tribe
 - the kachina spirits
 - kachina dolls
- Which word or phrase best fits the empty box?

kachinas	
important	powerful
spirits	

- ancient
- kachina dolls
- Pueblo tribes
- fire

- Which detail does not support the main idea in this article?
 - Kachinas punish misbehaving children.
 - Kachina spirits live in the dancer.
 - Kachina dolls are collected around the world.
 - Kachinas are powerful and important.

- What is the best title for this article?
 - Kachina Dolls Around the World
 - Bringers of Hope
 - Ancient Spirits Punish Children
 - How to Make Kachina Masks



Teachers: Children better comprehend reading 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 action does the author want us to take?
- What important idea does the writer want us to understand?
- Why did the author use these words?
- Why did the author compare these two items?
- For whom is this article intended?

Double-duty pages:

- Use "For or Against?" (p. 26) for a real debate on an issue in science or literature.
- Use the titles or first lines on p. 22 as story or journal starters. Have students research and complete the writing.
- Have children perform short clips of their plays (p. 31) to entice others to read the books or to teach speaking and listening.

Share with parents:

- You're the Author (p. 24)
- What Do I Want? (p. 28)
- A Different Purpose (p. 31)

Additional pages to reinforce author's purpose:

- Use any writing prompt pages (8, 23, 38, 53, and 68) to read and ask children to provide the author's purpose.
- Predict the Answers (p. 40)
- Let's Experiment! (p. 42)
- A Cliffhanger Commercial (p. 46)
- The Magic of Perspective (p. 58)
- Current Event Cause and Effect (p. 71)

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 understanding author's purpose, teacher's purpose, and student's purpose.

Answer Key

Page 22

1. E 2. I 3. I
4. E 5. I 6. E
7. e 8. f 9. b
10. c 11. a 12. d

13. Haunted houses are not really haunted; they just make sounds because they are old.

Page 25

1. f 2. b 3. a
4. e 5. c 6. d
7. b

8. a. Y, b. N, c. Y, d. N
9. Practice addition and multiplication.

Page 27

1. d 2. e 3. f
4. b 5. c 6. a
7. a. Y, b. N, c. Y, d. Y, e. N, f. N

8. So he or she will know what purpose to use and what details to include.

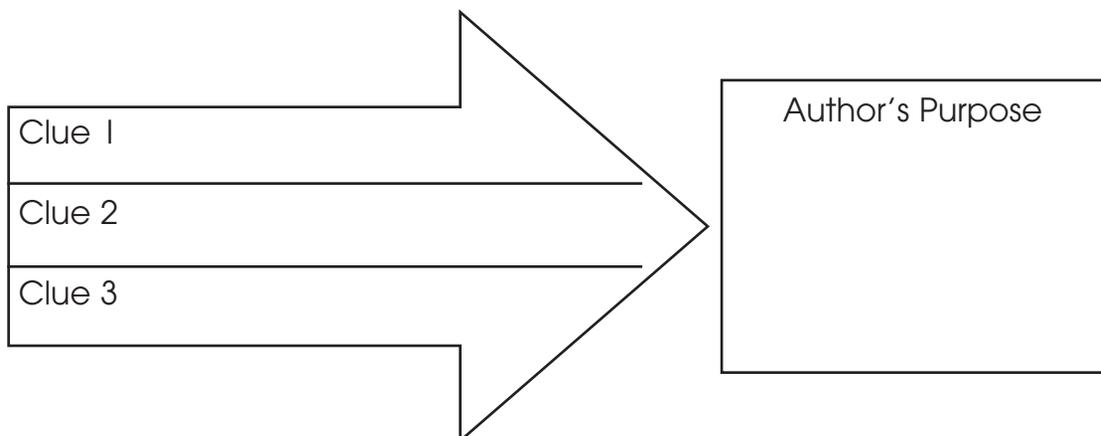
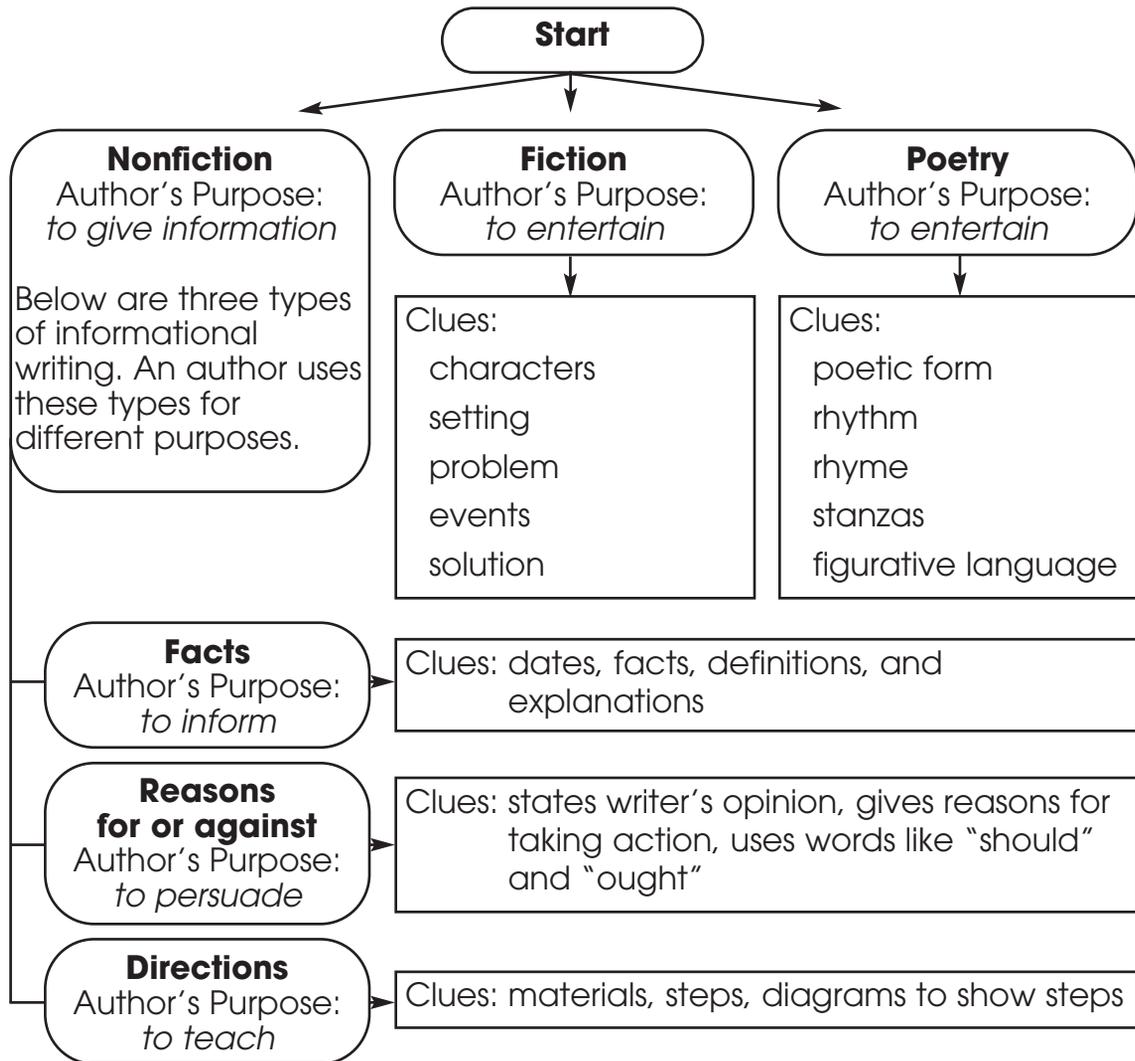
Page 34

1. C 2. A
3. He wanted to show the need for clean-up.
4. A clean park promotes visitors, the economy, and new citizens as well as family recreation.



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 or to entertain readers. There are many purposes for writing.	Inform	Entertain
	Give Facts Persuade Express Opinion Compare / Contrast Teach / How-To	Story Scary Story (frighten) Funny Story (humor) Poetry

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. ____ <i>A Special Summer</i> | 4. ____ <i>Pepito, the Little Gray Burro</i> |
| 2. ____ <i>How to Build a Birdhouse</i> | 5. ____ <i>Science Fair Experiments</i> |
| 3. ____ <i>The Hubble Telescope</i> | 6. ____ <i>Rhymes for Rhinos</i> |

Match the sentences below to each author's purpose.

- | | |
|--|--------------------------|
| 7. ____ This is why you should vote for me. | a. entertain with poetry |
| 8. ____ Cindy's cat spit at itself in the mirror. | b. teach |
| 9. ____ First, gather all of the materials listed. | c. frighten |
| 10. ____ The hair on Brenda's neck bristled. | d. give facts |
| 11. ____ I asked a bird, but he hadn't heard. | e. persuade |
| 12. ____ The narwhal's horn is actually a tooth. | f. entertain with humor |

Read the paragraph below.

Most haunted houses are not haunted at all. They are simply old houses with creaks and rattles and other settling noises. Sometimes wind causes the sounds. Other times the wood just shrinks or settles differently than the rest of the house, making a noise. The next time you go into a house you think is haunted, try to find the real reasons for the spooky sounds. You might find they are not spooky at all.

13. What important ideas does the author want the reader to understand?



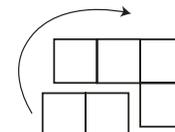
Teachers: Practice author's purpose skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

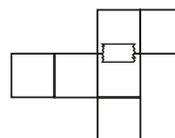
<p>Author's Purpose: Persuade</p> <p><i>Topic:</i> Your friend has the Plutonium flu.</p> <p><i>Purpose:</i> Create a warning sign to keep people away.</p>	<p>Author's Purpose: Give Thanks</p> <p><i>Topic:</i> your recent trip to the South Pole</p> <p><i>Purpose:</i> Write a note to thank your Aunt Cathy for taking you to the South Pole.</p>	<p>Author's Purpose: Persuade</p> <p><i>Topic:</i> your soccer team</p> <p><i>Purpose:</i> Write an advertisement to recruit new soccer players for your team.</p>
<p>Author's Purpose: Give Facts</p> <p><i>Topic:</i> a new outfit you would like to have</p> <p><i>Purpose:</i> In full detail, describe the new outfit you would like to have.</p>	<p>Author's Purpose: Frighten</p> <p><i>Topic:</i> things that go bump in the night</p> <p><i>Purpose:</i> Write a description of a night that was scary because of something unknown.</p>	<p>Author's Purpose: Teach</p> <p><i>Topic:</i> multiplication</p> <p><i>Purpose:</i> Teach third graders how to multiply.</p>

*To make a die

1. Cut



2. Tape



3. Fold and tape



Writing Prompts

<p>Author's Purpose Writing Prompt</p> <p>Persuade</p> <p><i>Topic:</i> a new pet</p> <p><i>Purpose:</i> Write a letter to persuade your parents to allow you to have the new pet you want.</p>	<p>Author's Purpose Writing Prompt</p> <p>Compare / Contrast</p> <p><i>Topic:</i> When you get home from school, you get to choose whether to go to the zoo or the museum.</p> <p><i>Purpose:</i> Compare and contrast the two options. Then, tell which option you would choose and why.</p>
<p>Author's Purpose Writing Prompt</p> <p>Entertain</p> <p><i>Topic:</i> While telling a friend about the ending of a great book, you suddenly find you are living in the book!</p> <p><i>Purpose:</i> Write a story that tells what you find in the last chapter and how you and your friend get out of the book.</p>	<p>Author's Purpose Writing Prompt</p> <p>Express Opinion</p> <p><i>Topic:</i> Your school has decided to serve only broccoli for lunch from now on.</p> <p><i>Purpose:</i> Write a letter to your principal to share your opinion about this situation.</p>



You're the Author!



People write for many different **purposes**. Sometimes we write to share facts, while at other times, we write stories to entertain.

- Prewrite A:** Brainstorm ideas you might include in a paragraph about your dream house. *Your purpose is to make it as appealing as you can.*
- Draft A:** On another sheet of paper, write a description of your dream house. Share the features and create a picture of the house in the reader's mind.
- Prewrite B:** Next, brainstorm ideas you might include in a paragraph about a haunted house. *Your purpose is to make the house scary.*
- Draft B:** Write a description of your haunted house. Create a frightening image in the reader's mind, but remember to focus on the house itself.
- Revise:** When you finish writing, check to be certain you have achieved your purposes. Have someone read your descriptions. Ask what you can change to make the dream house more appealing and the haunted house scarier.
- Proofread:** Edit your work for any errors.
- Publish:** Write a final copy of both descriptions.

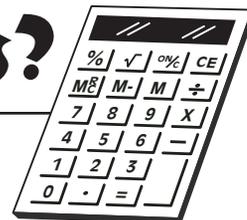


Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	The paragraphs clearly accomplish both purposes: making the dream house sound appealing and the haunted house sound scary.
1	2	3	4	Paragraphs each have a clear main idea with descriptive supporting details.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	Dream house adjectives and verbs make it sound appealing. Haunted house adjectives and verbs make it sound scary.
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.

Try It! Ask a friend to draw a picture of each house from your descriptions. Did you describe them well? Did your descriptions create an image in your reader's mind?



Why Are We Doing This?



In math lessons, an **author's purpose** may be to teach or to give practice. When the author defines new math terms, gives some examples, or shows math pictures, his purpose is to teach. The purpose of a page full of problems is to give practice.

Match the problems with the purposes. Hint: Always ask why the author wants you to do something.

- | | |
|--------------------------------|---|
| 1. ___ practice division | a. When you see 2×3 , think of adding two groups of three. |
| 2. ___ practice addition | b. Add: $4 + 8 + 6 + 1 + 2 + 3$ |
| 3. ___ teach multiplication | c. When you first learn, you can count on your fingers to add. |
| 4. ___ practice multiplication | d. Count how many groups of four go into twenty when you divide. |
| 5. ___ teach addition | e. Multiply four by five. |
| 6. ___ teach division | f. How many times does 4 go into 20? |

Sometimes, an author's purpose is to test students' math skills. Read this word problem and answer the questions.

Victor's father is a beekeeper who lives 2 miles from town. Victor decided to start his own hive by collecting bees. He walked 3 miles each day to a field of flowers. The table shows how many bees Victor collected each day. His father said his bees would multiply by two every month. How many bees does Victor have to begin his new hive?

Bees	Day
2	1
3	2
1	3
4	4

7. The author's purpose in this problem is...
- to give practice in addition and multiplication.
 - to teach students which information to use and practice addition.
 - to give practice in distance and addition.
 - to teach students how to use all of the information given in a problem.
8. Is there enough information in the word problem to answer these questions? Write **Y** for yes or **N** for no.
- ___ How far did Victor walk altogether in four days?
 - ___ How far from town is the field of flowers?
 - ___ What fraction of his bees did Victor collect on day 4?
 - ___ How many bees will Victor have after one month?



9. What would be the author's purpose if he asked the question in 8a?



For or Against?



Every citizen has rights and responsibilities. However, each citizen may have different opinions. In our country, the Constitution gives us the freedom to discuss our different ideas. Instead of fighting about differences, people may have **debates** or write **petitions**.

Debate

- People talking
- Presents for *and* against
- Expresses different opinions

Petition

- Letter or form to sign
- Presents for *or* against
- Persuades with one opinion

Directions: Follow the steps below to *write a petition letter*. Your purpose is to be *persuasive*.

1. Use the issue your teacher gives you, or choose one from the list below. Choose something that you can get excited about but still discuss fairly.

watching television
longer school days

year-round school
closing city parks for more houses

2. Brainstorm ideas *for* and *against* the issue. Include at least three ideas for each.

ISSUE:	
FOR	AGAINST

3. On another sheet of paper, write a paragraph explaining reasons *for* the issue. Then, write a paragraph explaining reasons *against* the same issue. After exploring both sides of the issue, write a paragraph that explains *your* opinion. Write to persuade your audience that your opinion is the correct one. How can you help your audience to see your point of view?

Note: Always remember to respect each person's right to his or her own opinions. ONLY use words that treat every citizen with respect and dignity, no matter what that person believes about the issue. Respect for each other's opinions is one thing that makes our country great!



Explain What You Learned



When a scientist shares her test results, she must know what the audience wants to see. Each presentation is set up to share the results in the best way. She could use pictures, models, charts, graphs, or reports to reach her audience. Her **purpose** could be to inform, persuade, advise, or teach the audience.

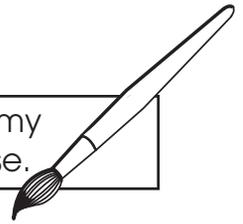
Directions: Match each audience on the left with the type of presentation needed. Then answer the rest of the questions below to see how scientists use author's purpose.

- | | |
|---|--|
| 1. ____ a technical magazine wanting to publish the detailed results | a. a short scientific report highlighting the test and the results |
| 2. ____ another scientist who disagrees with the results | b. a picture and detailed description of the test |
| 3. ____ the public, who wants to know how the results affect them | c. a one-page summary that tells how the results might be useful to the city |
| 4. ____ a popular science book that wants to show a picture and details of the test | d. a technical report with color photos |
| 5. ____ a busy mayor, who needs to know the conclusions of the test | e. a scientific report that explains why the test results are true |
| 6. ____ another scientist who agrees with the results | f. a simple slide show that explains how the results will affect people |
7. The scientist used a complicated math equation in her work. Which audiences would want to see this equation? Answer **Y** for yes and **N** for no.
- | | |
|------------------------------|--------------------------------|
| a. ____ a technical magazine | d. ____ a college math student |
| b. ____ the mayor | e. ____ the public |
| c. ____ another scientist | f. ____ the scientist's family |
8. Why must the scientist know the audience before sharing her results?
- _____
- _____



What Do I Want?

Authors and artists are alike in many ways. Both must ask, "What is my **purpose**?" They both use specific details to accomplish this purpose.



Directions: Your **purpose** is to sketch a house in four different ways. Follow the steps below to use purpose in art. If desired, refer to your description on p. 24.

1. In the first box, pretend you are an architect, and draw a house that looks completely real.
2. In the second box, pretend you are a comic-book designer, and draw a cartoon-style house.
3. In the third box, pretend you are the illustrator for a children's novel about a haunted house. Draw the house with features that make it look scary.
4. In the last box, you may choose your own purpose. Write your purpose on the line below the picture, and draw a house to match the purpose.



realistic

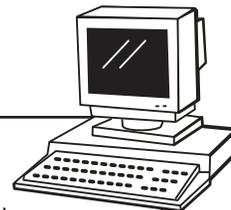
cartoon

frightening

 artist's purpose



What's the Point?



The Internet, or Net, is a tool. It can be used for many **purposes**. You can use the Net to communicate, research, and do business. Some Web sites are designed to inform. Others try to sell or entertain. Still others are simply opinion pages.

Directions: Your job is to determine the **purpose** for a certain type of Web site. Use your school's Web site or another school's Web site for this activity.

The first step is to locate your Web site. Use a search engine if you do not know your school's site. Next, browse through the site to see what links are available. What does the site provide? Answer the following questions.

1. What is the Web address of the home page? _____
2. What different items do you find on the home page?

_____	_____
_____	_____
_____	_____

3. Look at the items you found on the school's Web site. Using your notes above, write down four different items you found on the site. After each item, list its purpose.

item	purpose

4. Choose a link that you think might present a different purpose. What items do you find on this page?

_____	_____
_____	_____

What do these clues tell you about the purpose of this Web site?

5. Surf the Web to find other sites. What additional purposes can you find?



Teachers: Use the following ideas for support when modeling the reading process and focusing on 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).
- 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?
- Who is the intended audience for this book?
- 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:

- *Number the Stars* by Lois Lowry—An exquisite Newbery Award-winning story of a brave young girl in occupied Denmark during World War II. Read chapter two. Then, ask why the author might have included the story-within-a-story.
- *The Random House Book of Poetry for Children* selected by Jack Prelutsky—A marvelous collection of all types of poetry. Choose different author's purposes to share many examples in a short period time.
- *There's a Boy in the Girls' Bathroom* by Louis Sachar—This is a book with a definite entertainment purpose. It also carries a deeper message about self-esteem and building positive relationships.
- Any informational book—Nonfiction books are written to share information. Choose and identify texts that inform, persuade, or teach.



A Different Purpose



Directions: Use information from the book you just read to complete the newsletter below. You will write each section for a different purpose.

1. Fill in facts about your book in the "Book Bio" section.
2. Express your opinion about the author's purpose in "In My Opinion."
3. Choose one small part of your book to rewrite as a mini-play or reader's theater. State the setting and write dialogue for two or three characters.

__ / __ / __	<h2>Book Report Monthly</h2>	_____ ¢
<p>This month's Featured Book: _____</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p style="text-align: center;">In My Opinion</p> <p>I just finished reading this book, and I would like to tell you about the author's purpose. In my opinion, the author's main purpose for writing this book was to _____.</p> <p>I based this conclusion on several clues from the book.</p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Book Bio</p> <p>Here are some important facts about this great book.</p> <p>Title: _____</p> <p>Author: _____</p> <p>Fiction or Nonfiction: _____</p> <p>Main Characters: _____</p> <p>Settings: _____</p> <p>Problem: _____</p> <p style="text-align: center;">To find out the solution, you'll have to read it for yourself!</p> </div> </div>		
<p>Act It Out! For your entertainment, one section of the book has been turned into a mini-play. Use the script below to perform your own reader's theater! (Setting: _____)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		



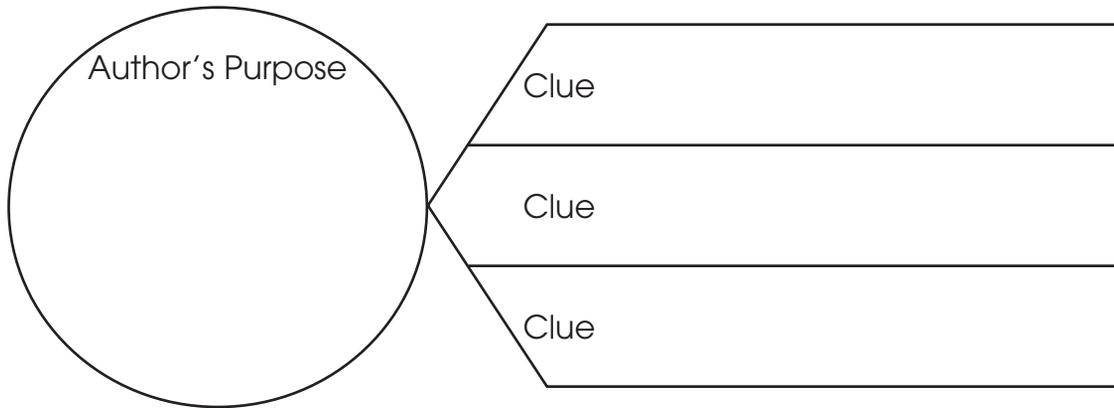
Teachers: Send one of these slips home with nightly books to reinforce author's purpose skills.

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.

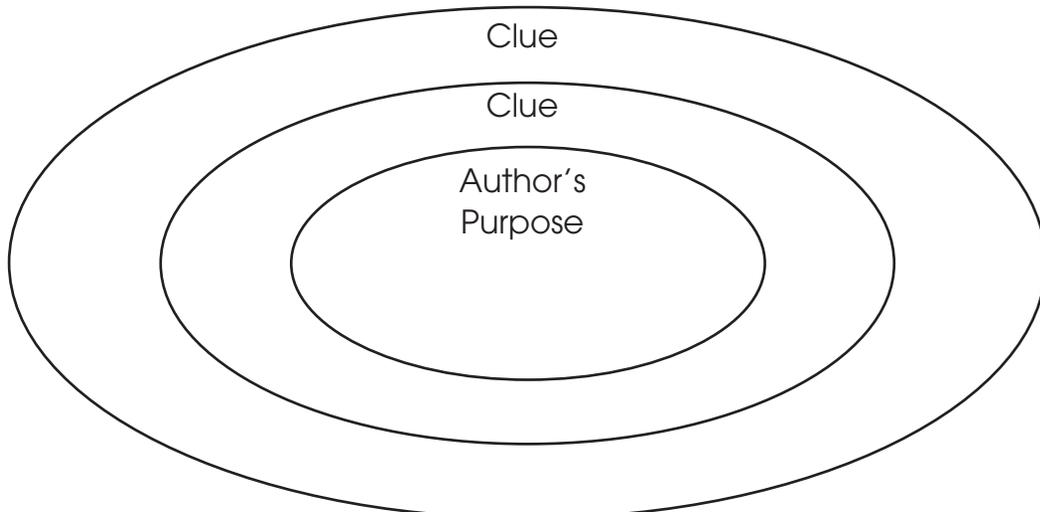


Name _____ Date _____

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.

Which Pattern Fits

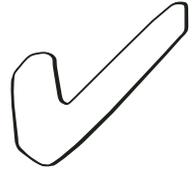
- Type:** a game to help children develop a visual reference set for the clues associated with different types of author's purpose
- Materials:** teacher selected texts, overhead projector or poster with the Author's Purpose Pattern Cards below
- Set up:** Enlarge and display the pattern cards in a way that every student can read them. Select texts to reinforce a specific purpose, review a variety of purposes, preview an upcoming lesson, or overall review.
- Procedures:** Begin by calling students' attention to the clue patterns. Note similarities and differences. Read, post, or refer to your text. Call on a student to tell you the author's purpose and state the text clues for that pattern. Award points as desired.

Author's Purpose Pattern Cards

<p align="center">Inform</p> <hr/> <p align="center">Main Idea (Heading)</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p align="center">Facts/Supporting Details (dates, facts, explanations, definitions)</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<p align="center">Inform and Persuade/ Express Opinions</p> <hr/> <p align="center">Opinion</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p align="center">Reasons</p> <table border="0" style="width: 100%;"> <tr> <td align="center">For</td> <td align="center">or</td> <td align="center">Against</td> </tr> <tr> <td>• _____</td> <td>_____</td> <td>• _____</td> </tr> </table>	For	or	Against	• _____	_____	• _____	• _____	_____	• _____	• _____	_____	• _____	• _____	_____	• _____	<p align="center">Inform and Compare/Contrast</p> <hr/> <p align="center">Comparison</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p align="center">Similarities/Differences</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<p align="center">Inform and Teach</p> <hr/> <p align="center">Finished Products</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>Materials:</p> <ul style="list-style-type: none"> • _____ • _____ <p>Steps:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>Diagrams:</p>			
For	or	Against																			
• _____	_____	• _____																			
• _____	_____	• _____																			
• _____	_____	• _____																			
• _____	_____	• _____																			
<p align="center">Entertain with a Story</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Characters:</td> <td style="width: 50%;">Setting:</td> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </table> <p>Problem:</p> <p>Events:</p> <p>Solution:</p>	Characters:	Setting:			<p align="center">Entertain with a Scary Story</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Funny Character:</td> <td style="width: 50%;">Funny Setting:</td> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </table> <p>Scary Problem:</p> <p>Scary Events:</p> <p>Scary Solution:</p>	Funny Character:	Funny Setting:			<p align="center">Entertain with a Funny Story</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Funny Character:</td> <td style="width: 50%;">Funny Setting:</td> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> </table> <p>Funny Problem:</p> <p>Funny Events:</p> <p>Funny Solution:</p>	Funny Character:	Funny Setting:			<p align="center">Entertain with Poetry</p> <p>Poetic Form stanzas</p> <div style="border: 1px solid black; padding: 5px;"> <p>Rhythm: da dum-da dum-da dum</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Rhyme:</p> <table border="0" style="width: 100%;"> <tr> <td>a</td> <td rowspan="3" style="border-left: 1px solid black; padding-left: 5px;">←</td> </tr> <tr> <td>b</td> </tr> <tr> <td>a</td> </tr> <tr> <td>b</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Figurative Language:</p> <ul style="list-style-type: none"> • Similes • Metaphors • Other word pictures </div>	a	←	b	a	b	
Characters:	Setting:																				
Funny Character:	Funny Setting:																				
Funny Character:	Funny Setting:																				
a	←																				
b																					
a																					
b																					



Practice Test



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

Call to Arms—A Speech by the Mayor

“My friends, I am proud to be your choice for mayor of your town and your neighborhoods. As I promised before the election, I will work hard for all of you. My number one goal as mayor will be to get all of you to work hard for each other. With all of us working together, we can build a town that is second to none.

“My first call to arms is for volunteers to help clean up our city park. Every visitor to our town drives past the park. Instead of a lush, green lawn, we show them litter and large bare patches of mud. We don't show the visitors a clear blue pond with cattails and lily pads. Instead, we show them a murky, gray pool with a broken boardwalk. Instead of colorful

flowers, we offer mounds of brown dirt without any plants. My friends, I'm prepared to work out there with you, hauling trash or planting flowers. I'll help rebuild the boardwalk and clean the pond.

“With a beautiful park, we invite the town's visitors to stay. They will spend their time and money and some will settle down and help our town to grow. With a clean park, we will have a place to take our families for picnics and play. This is your town; these are your neighborhoods, and your families and children. Are you willing to work for each other to help me take care of your park? Who will help me this Saturday morning?”

1. The mayor gave this speech to
- Ⓐ complain about the dirty park.
 - Ⓑ thank the people for electing him as mayor.
 - Ⓒ find volunteers to help clean the park.
 - Ⓓ try to get visitors to stay.

2. Why did the mayor say that he would help clean the park?
- Ⓐ He wanted to show that cleaning the park was important to him.
 - Ⓑ The park was too dirty for the people to clean it all by themselves.
 - Ⓒ The mayor is the only one interested in having visitors stay.
 - Ⓓ He had to help because they elected him mayor.

3. Why do you think the mayor described the ugly park?

4. What important ideas about a clean park did the mayor want the people to understand?



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?
- What might have happened if...?

Double-duty pages:

- Use “A New Discovery!” (p. 39) in conjunction with social studies and change.
- Create commercials (p. 46) for a science discovery or biography for Presidents’ Day or Black History Month.

Share with parents:

- A New Discovery! (p. 39)
- A Glimpse into the Future (p. 41)
- Let’s Experiment! (p. 42)
- Predict the Finish! (p. 43)
- A Cliffhanger Commercial (p. 46)

Additional pages to reinforce prediction:

- You’re the Author! (p. 9)
- A Picture Worth 1,000 Words (p. 13)
- Practice Author’s Purpose (p. 22)
- A Different Purpose (p. 31)
- In Conclusion... (p. 57)
- What’s the Effect? (p. 70)
- Clean and Safe (p. 72)

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. nonfiction—a biography of a person named Houdini
2. fiction—a mystery of a lamp and bad things that might happen because of it
- 3-4. Answers will vary, but should support the prediction.
5. Answers will vary.
6. Answers should support the prediction.

Page 40

1. about \$28
2. \$27.02
3. $\$20 + \$10 - \$28 = \2
4. \$2.98
5. \diamond, \diamond
6. 21
7. 6
8. 4

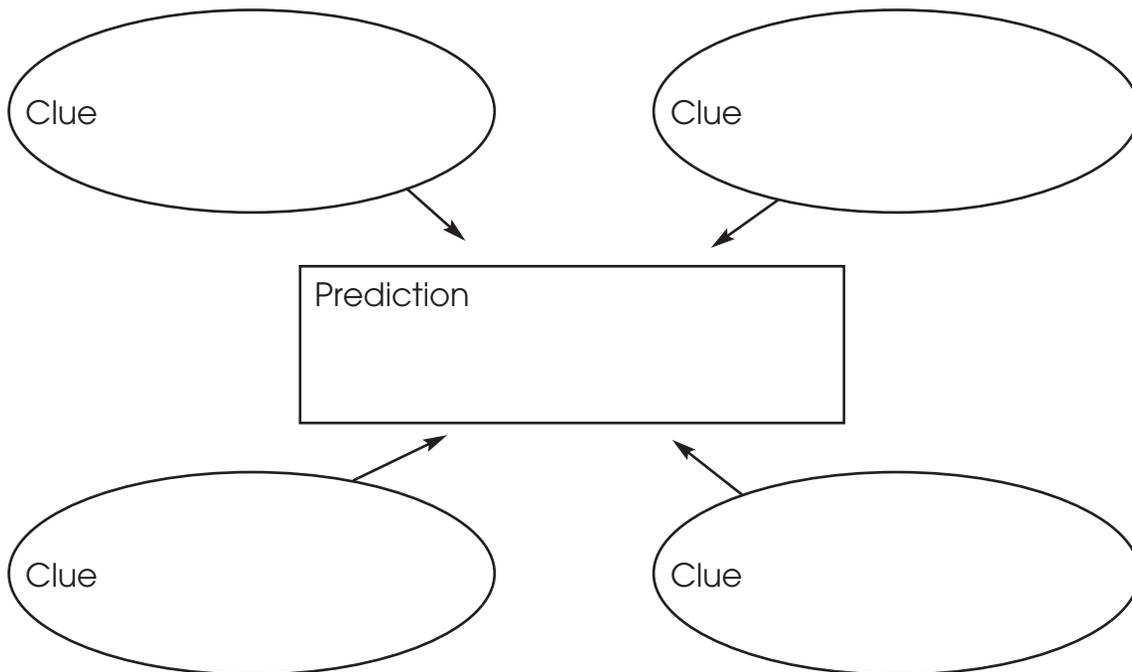
Page 49

1. D
2. A
3. D
4. Answers will vary, but should be supported through clues in the text.



Organize Predictions

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



Clue _____

Clue _____

Clue _____



Clue _____

Prediction



Practice Making Predictions

When you **predict**, you look at the facts and try to tell what will happen next. The facts can come from your own knowledge or from the writing itself. Titles, pictures, and text usually provide many clues.

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

1. *The Life of Houdini* _____

2. *The Curse of the Lamp* _____

Tracy made some predictions after reading one chapter of each book below. Invent two clues that could have led to each prediction.

3. *The Case of the Midnight Boat*
Tracy's prediction: The three boys will hide in the shack and watch the dock. When midnight comes, they will see a mysterious boat.

Clue 1: _____

Clue 2: _____

4. *Space Travel in the Twenty-First Century*
Tracy's prediction: The author will talk about the pictured space station and describe how new technology will affect space travel.

Clue 1: _____

Clue 2: _____

Sometimes your best predictions come from how you feel about a character or story. Read the story below and predict what will happen.

Zachary pressed his nose to the cold window and stared at the bread. His mouth watered and his stomach urged him to enter the store. Zachary could bear it no longer. He straightened his shabby clothes and tied his oversized shoes. He used his mitten to wipe some of the dirt and grime from his face. He was as clean and as brave as he ever would be. He opened the door and walked in.

5. Predict what will happen next. _____
6. What clues from the text support your prediction? Do the clues match your feeling about what will happen? _____



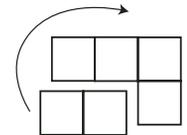
Teachers: Practice prediction skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

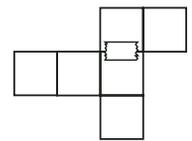
<p>Prediction</p> <p><i>Given:</i> Think about the subject of your next test. What have you done to study? How often? How hard?</p> <p><i>Predict:</i> How will you do on the test? Support your answer.</p>	<p>Prediction</p> <p><i>Given:</i> Your baseball team is down by one run in the bottom of the ninth inning. You are on first base, and your best friend is up to bat.</p> <p><i>Predict:</i> Predict what will happen next.</p>	<p>Prediction</p> <p><i>Given:</i> Think about the duties of the President of the United States.</p> <p><i>Predict:</i> Predict what life would be like if you were the President.</p>
<p>Prediction</p> <p><i>Given:</i> Your family is planning a trip to Alaska.</p> <p><i>Predict:</i> Predict what you will do and see there.</p>	<p>Prediction</p> <p><i>Given:</i> Think about elementary school. Now think about what you know about middle school or junior high.</p> <p><i>Predict:</i> Predict what your next school will be like.</p>	<p>Prediction</p> <p><i>Given:</i> You find a strange statue with ruby eyes. You take it to the museum.</p> <p><i>Predict:</i> Describe the statue and predict what the museum will tell you about it.</p>

***To make a die**

1. Cut



2. Tape



3. Fold and tape

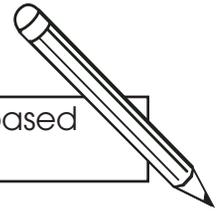


Writing Prompts

<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Think about the qualities it takes to be a musician. A person must be creative and have strong musical and math (fraction) skills. A musician must also be able to play a musical instrument or sing well. Now, think about your classmates.</p> <p><i>Predict:</i> Predict which classmate would make a great musician. Support your prediction.</p>	<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Cinderella had two mean stepsisters.</p> <p><i>Predict:</i> Write a sequel to Cinderella that predicts what happened to the stepsisters. Remember to write it as a story with a problem and a solution.</p>
<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Yesterday, as you were walking, you saw a large dog in a cage. As you passed him, he spoke to you.</p> <p><i>Predict:</i> Predict what conversation you would have with the dog. What would he tell you? Write your prediction in the form of a dialogue.</p>	<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Weather forecasters predict the weather based on information and measurements from all over the world. Think about the weather conditions today when you came to school.</p> <p><i>Predict:</i> What will the weather be like this afternoon? Give three supporting reasons.</p>



A New Discovery!



To **predict** is to tell what you believe will happen in the future. It is based on information.

Directions: Follow the steps below to write a prediction paragraph.

- Prewrite:** A scientist has just made a great discovery! He found a way to use empty plastic bottles to fuel cars. On notebook paper or a graphic organizer, brainstorm anything you know about fuel for cars. Include how and where your family buys fuel.

Predict how this discovery will change life in America. Thought starters:

- Will fuel cost more or less?
- Will there still be service stations?
- If so, how will they work?
- How will the discovery affect pollution?

- Draft:** Use your notes to write your prediction in paragraph form. Include a strong introduction. In your conclusion, add your opinion. Will this change be good or bad for our environment and us?

- Revise:** Revise your work.

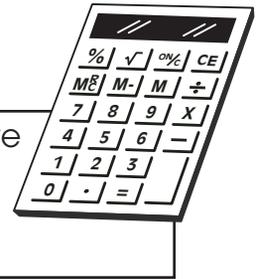
- Proofread:** Edit for grammar, spelling, and punctuation errors.

- 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 a strong introduction. It ends with a conclusion that states an opinion about this discovery.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses prediction vocabulary, such as probably, may, could, or might, and opinion vocabulary, such as believe, think, hope, or feel.
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.

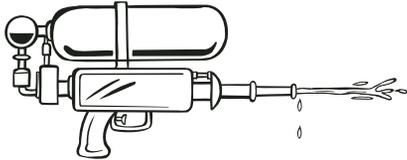


Predict the Answers



Prediction is an important math skill. It can help a student estimate whether the answer is reasonable or not. Students can learn to predict answers. They can also learn to predict which math skills they will use to solve a problem.

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

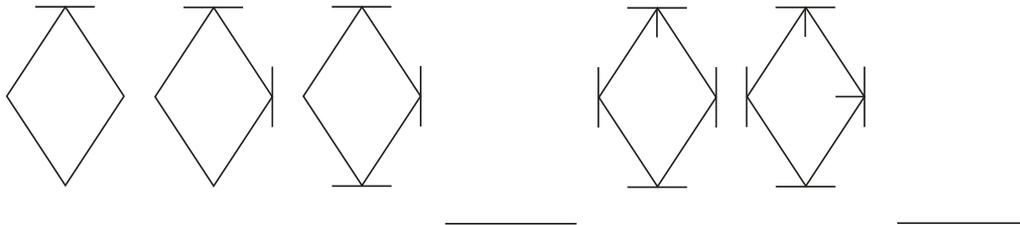


Daniel buys 7 squirt guns for an upcoming pool party. He has a twenty-dollar bill and a ten-dollar bill. Each squirt gun costs \$3.86. How much do the squirt guns cost altogether?

1. If you round the cost to the nearest dollar, you can predict the answer. What answer would you predict for this problem? _____
2. What is the answer to the question above? _____ Was this close to your prediction? _____
3. The problem could have asked how much change Daniel would get back. Using your prediction above, predict how much change Daniel gets back. Show your work. _____
4. Solve the problem to find Daniel's exact change. Was your prediction close to your answer? _____

Some math problems can only be solved by a prediction. Patterns, sets, or series must be solved by predicting. Think about these patterns and predict the missing items.

5.



6. 1, 5, 9, 13, 17, _____

7. 24, 21, 18, 15, 12, 9, _____

You can also predict with probability. Read this question. Predict the answer.

8. Flipping a coin has a probability of 50% for heads. In other words, if you flipped a coin twice, you could predict that one time it would face heads up. How many heads would you predict if you flipped a coin 8 times? _____





A Glimpse into the Future



Do your parents ever talk to you about spending money wisely? The way you spend or save your money today will have consequences for the future. If you save one dollar a week for a whole year, at the end of the year you will have \$52 to spend on something nice.

People in our government must use our country's resources wisely. They must make decisions about natural resources, jobs, and money. The decisions people make today will effect the world for many years to come. In order to make wise decisions, they cannot afford to make wild guesses. They must use all the clues they can to **predict** the effects of their choices.

Directions: Imagine you have been hired by the government to help them make wise decisions. For each situation listed below, gather clues and use them to predict the future effects. Explain the clues you used to make each prediction.

1. Your city wants to cut down a nearby forest to make room for a paper factory. _____

2. A construction company is asking for a permit to drain a local pond.

3. There is a petition to raise the speed limit in your neighborhood by 10 miles per hour. _____

4. The elementary school wants to change the stop sign in front of their building to a stoplight. _____

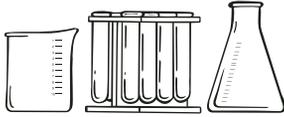
5. The local humane society feels that a leash law needs to be put into effect because there are too many stray dogs. _____

Discuss your predictions with someone, explaining the clues you used.



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!)



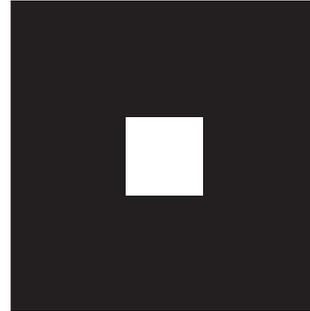
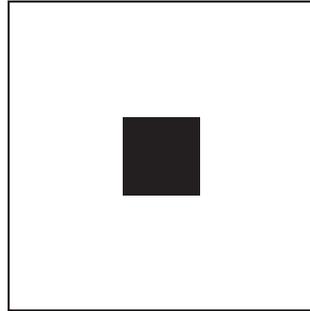
Before	Question (Purpose and Main Idea): What is the main idea, or what do I want to find out, and why?
	Hypothesis (Predict): What do I think will happen?
	Materials: What items do I need to conduct my experiment?
During	Procedure (Causes): What steps will I use to cause results?
	Observations (Effects): What effects did I observe?
After	Conclusion (Draw Conclusions): What conclusions can I draw from my results? Was my prediction correct? Did I find out what I wanted to find out?

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



Predict the Finish!

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



Look at the two squares. Predict which inner box is larger. _____

Now, measure the boxes. Which box is larger? _____

How did your prediction match your answer? _____



Based on what you see in this picture, predict what you think the woman is doing.

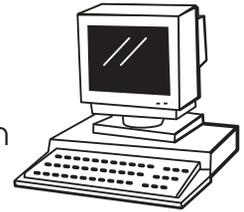
Complete drawing the picture to reflect your prediction.

Did your picture match your classmates'? Brainstorm different activities that the woman could be doing in the picture.

Try this! Create your own prediction picture. Ask a friend to complete the art. Did your friend create the same picture you would have?



Life as an Eskimo



Directions: Follow the steps below to learn how gathering clues on the Internet can help you make more accurate predictions.

1. Predict what your life would be like today as an Eskimo living in Alaska.

The prefix “*pre*” means before. To **predict** what you think life would be like, you are using any knowledge or ideas you have about Eskimos. You are doing this *before* you have all the facts. To make a strong prediction, you must have strong clues.

2. You will use the Internet to research the life of an Alaskan Eskimo today. Conduct a search for *Alaska*, *Eskimo*, and *today*, or any other search word that you feel will help you.



What can you find out about the Eskimos’ ...

environment? _____

homes? _____

foods? _____

schools? _____

transportation? _____

beliefs? _____

traditions? _____

entertainment? _____

3. Use the information you found on the Internet. Again, predict what your life might be like as an Alaskan Eskimo today.

4. How close were you to your first prediction? _____

5. Which prediction was more accurate? Why? _____



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 what we read?

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:

- Any Hardy Boys mystery by Franklin W. Dixon—This series of books includes classic cliffhangers.
- *The Fortune-Tellers* by Lloyd Alexander—This book focuses on the art of prediction. Its humorous storyline as well as its focus on fortune-telling makes this an ideal book to introduce prediction.
- *A Year Down Yonder* by Richard Peck—A Newbery Award-winning book that offers many opportunities for prediction.
- Any poetry book—Reading poetry without the last word of the rhyme allows children to use their knowledge of rhyme and content to predict.



A Cliffhanger Commercial



Pretend that your book has just been made into a movie. You have been hired to do the advertising for the movie. You will want to give the title and author, but what else is important? People need a reason to see a movie. Your job is to give them reasons. You must help them to **predict** what might happen in the movie. When people are curious to find out what happens, they will go to see the movie.

Directions: Follow the steps below to create the layout for a movie preview.

1. First, list the title and author of the book: _____

2. Think about movie previews you have seen. If you have the chance, watch a few previews and look for these important features: *character introduction, setting, problem, exciting events, and clues leading you to predict possible solutions.*

3. Now think about the most exciting parts of the book. Is the setting unique or unusual? Is there a character that is heroic or remarkable? Is the plot itself the most exciting part of the book? What about the climax?

Setting: _____

Character: _____

Plot: Event #1: _____

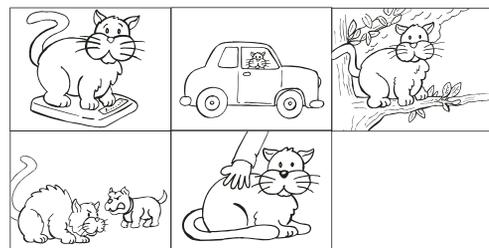
Event #2: _____

Event #3: _____

Climax: _____

4. On blank paper, brainstorm your ideas and notes about the book. What interested you? What do you think will make exciting or cliffhanging clips for a TV commercial? What makes you want to see a movie?

5. Create a storyboard for your commercial. Use a large piece of white construction paper, and divide the paper into six blocks. Use these blocks to create pictures and written details of what will happen in your commercial. Create exciting parts without telling the ending for each part. Offer clues only. Leave the viewer begging to see the movie. Include the title and author in the last block of your storyboard.





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.

Prediction



Teachers: Have fun practicing prediction skills with these games.

Prediction or Guess?

- Type:** a prediction game
- Materials:** teacher-selected books or text passages
- Set up:** can be played in any configuration: whole class, small group, or individually
- Procedures:** Begin by displaying one selected book or text. Some examples include a book the reading class is reading together, a textbook passage you are about to read, a newspaper article, or a math problem. The students must look at the text and make a prediction about it. Individual students may be called on to state their predictions. If a student can back up the prediction with relevant clues, one point is awarded to the students. If no relevant clues can be provided, the prediction is labeled a “wild guess,” and one point is awarded to the teacher. Play continues for as long as the teacher wants. The “team” with the most points at the end is declared the winner. (Students enjoy trying to beat the teacher at predictions!) In this process students will practice making meaningful predictions and learn the importance of basing predictions on relevant clues.

For a good transition or time filler during line up, cleanup, or any down time, let the class make predictions about things or situations in the immediate environment. (What might we have for lunch next Friday? What do you predict tonight’s homework will be? Predict tomorrow’s weather? and so on.)



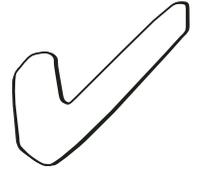
Alternative Version: Trick-the-Class Prediction or Guess

This game is played the same way as Prediction or Guess? (described above), with one exception. Instead of the students making predictions about a given text or subject, the teacher makes the prediction. But the class is warned to watch out! The teacher is going to try to “trick” them by throwing in a few wild guesses! After presenting the text, the teacher states a “prediction.” The class votes thumbs up if they think it’s a real prediction and thumbs down if they think it’s a guess. If the class votes correctly, they get a point. If they vote incorrectly, then the teacher has successfully “tricked” them, and the teacher gets the point. The winner is the “team” with the most points when the teacher ends the game.





Practice Test



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

Junior Miners

Angie spoke in a gentle voice, trying to coax Archie, her brother, to settle down. The bare lightbulb still swung back and forth from the force of the slamming door. Archie stood with his arms straight down at his sides and his hands clenched tightly. His eyes and lips bulged out with anger, but the wet streaks down his cheeks still glimmered in the swaying light.

“Pa only says those things because he cares about you, Arch,” said Angie.

“He’s got no right to tell me I can’t join up,” shouted Archie, hoping his dad could hear. “I’m the last boy in my class to join the Junior Miners Club. I was only waiting

for my birthday so I could join, and Pa knew that.”

“Dad doesn’t want...”

“I know, but,” Archie’s face softened as he took a breath, “I want to be just like him when I grow up, Angie. Everybody says Dad is the best miner in the whole company. He saved Mr. Reynolds’s life when the south run collapsed and everyone said he was a hero. How am I ever going to be a hero if I don’t get to be a coal miner?”

“There are other ways, Arch,” said Angie softly. “There’s probably a million ways to be a hero.”

- Predict what the rest of this story will be about.
 - the Senior Miners Club
 - Archie saves Mr. Reynolds’s life
 - Archie’s birthday
 - a disagreement
- Angie started to say something, but Archie interrupted her. Based on the story, predict what you think she was going to say.
 - Dad doesn’t want you to be a miner.
 - Dad doesn’t want you to be a hero.
 - Dad doesn’t want you to join the club for one more year.
 - Dad doesn’t want you to see him at work in the mines.
- What do you think will most likely happen next?
 - Angie and Archie will have a fight.
 - Archie’s dad will let him do whatever he wants.
 - Angie will try to talk Archie into joining the Junior Miners Club.
 - Archie will find some way to be a hero.
- Predict what Archie will be when he grows up. Support your prediction.



Teachers: Because authors do not directly tell the reader everything, it is important for students 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?
- Why is this character (trait)?

Double-duty pages:

- Use the same method (p. 59) to draw conclusions about political promises and beliefs, especially in an election year.
- Write a letter (p. 61) from the subject of a biography or author, especially if the subject is no longer living.

Share with parents:

- Then and Now (p. 56)
- The Magic of Perspective (p. 58)
- Character Interview (p. 61)

Additional pages to reinforce drawing conclusions:

- You're the Author! (p. 9)
- Practice Author's Purpose (p. 22)
- A New Discovery! (p. 39)
- Let's Experiment! (p. 42)
- Clean and Safe (p. 72)

Best practices:

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

Answer Key

Page 52

1. happy
2. frightened
3. humorous
4. nighttime
5. the light in the valley
6. trying to get home
7. each step brought her closer to home
8. Dean is playing in a band.
9. He is holding a trombone, wearing a uniform, and getting ready to play and march.
10. He will signal the band to begin.

11. The director raised his baton. All eyes were on the director. They would soon snap up their instruments and begin to play and march.

Page 55

1. a.; Rule: $K=J \times 4$
2. b 3. divide by 4

Page 57

1. a. upward b. 30, 35, 40 c. answers will vary
2. a. downward b. at 8 c. answers will vary

3. a. irregular b. 10 c. answers will vary

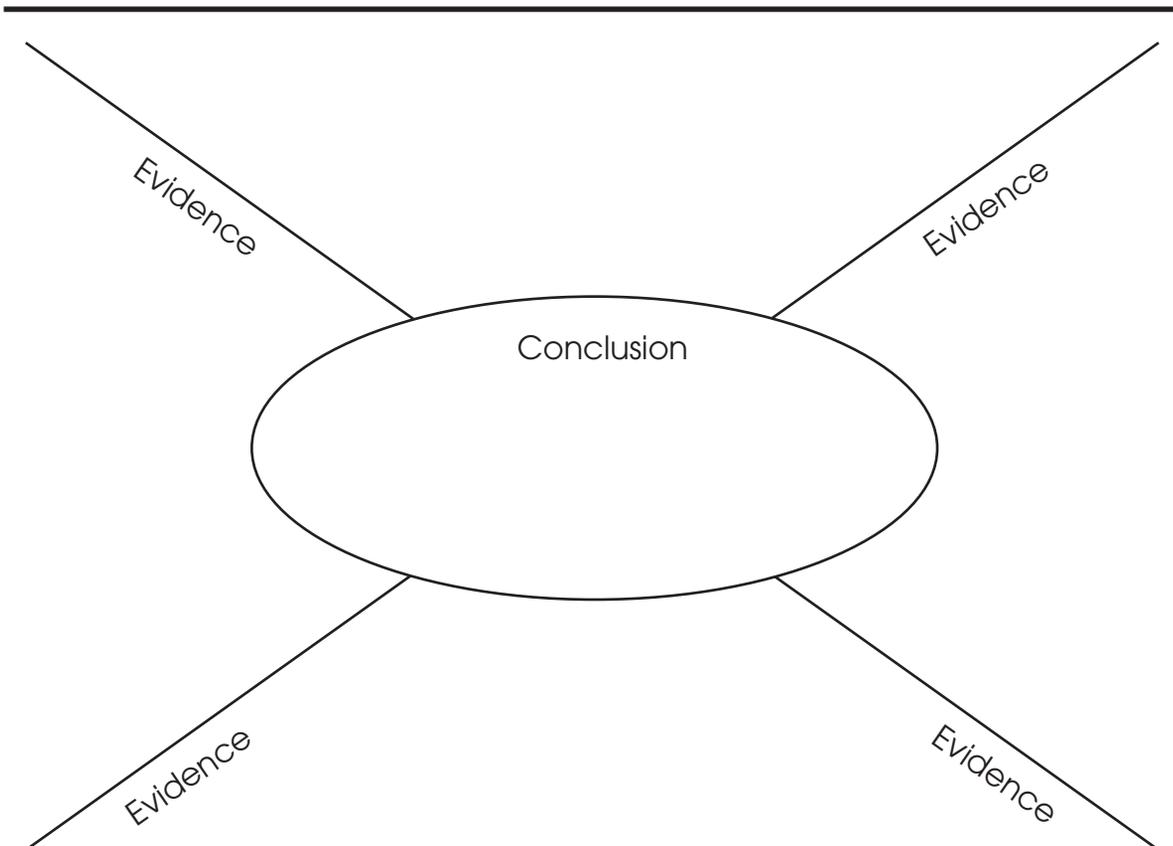
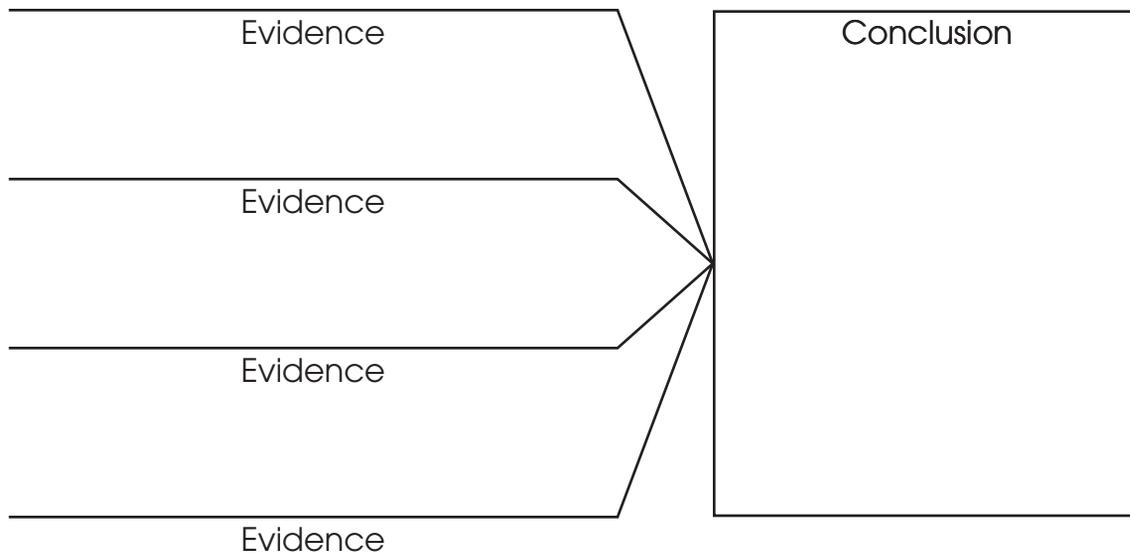
Page 64

1. A 2. D
3. No, she was not dressed for the water (long dress), the weather was stormy, and the water was freezing.
4. At least four including Nina due to the six hands (at least three people) that grabbed for her.
5. She was struggling hard and was very tired from being in the water.



Organize Conclusions

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





Practice Drawing Conclusions

Authors sometimes leave clues for their readers. The reader must use these clues to **draw conclusions**. This lets the reader discover the meaning of a book and makes it fun to read.

Read these sentences. Draw a conclusion about how each person feels.

1. Ruth leaned out the tower window, tossing flowers to the prince.
How does Ruth feel? _____
2. Ida's heart pounded as she heard the growls and clung to a branch.
How does Ida feel? _____
3. Lee burst out laughing every time he looked at his dad's wild hair.
How does Lee feel? _____

Read these paragraphs and answer the questions that follow.

Kuna wrapped her blankets around her and fought against the biting wind. Each step, she knew, brought her nearer to home, or to collapse. She did not know what her destiny would be, but she kept climbing and pushing her numb feet through the deep snow. As she reached the top of the pass, she looked down into the valley and saw a single, flickering light in the distance.

4. What time of day is it? _____
5. What clue makes you think that? _____
6. What was Kuna doing? _____
7. What clue makes you think that? _____

Dean looked across the row of crisp, red uniforms, bright, white shoes, and sparkling instruments. He puffed out his chest, raised his chin, and held his trombone perfectly still. The director raised his baton and everyone stood up straight, ready to start marching and playing their instruments. All eyes stared at the director.

8. What is Dean doing? _____
9. What clue makes you think that? _____
10. What will the director do next? _____

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



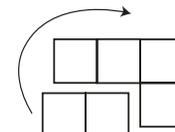
Teachers: Practice conclusion skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

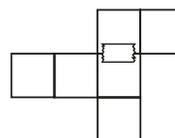
<p>Drawing Conclusions</p> <p><i>Conclusion:</i> What do you do?</p> <p><i>Facts:</i> Describe the uniform or clothes a person with this job might wear. Include details about the types of tools or equipment required. Allow readers to draw conclusions about what you do for a living.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> What type of street is this? Country? City? Highway?</p> <p><i>Facts:</i> Describe a street with details that can be seen there. Guide your readers to the right conclusion.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> The weather is freezing cold.</p> <p><i>Facts:</i> Write a paragraph leading your reader to this conclusion. (Hint: Think about cold-weather clothing and activities.)</p>
<p>Drawing Conclusions</p> <p><i>Facts:</i> You have a headache and begin to fall asleep in class. Your teacher asks if there is something wrong.</p> <p><i>Conclusion:</i> Draw a conclusion about why you feel this way.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> You won the grand prize!</p> <p><i>Facts:</i> Explain the facts that lead to this conclusion. Write a one-paragraph story.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> Draw a conclusion about what is the best school lunch.</p> <p><i>Facts:</i> List the facts that lead you to draw that conclusion.</p>

*To make a die

1. Cut



2. Tape



3. Fold and tape

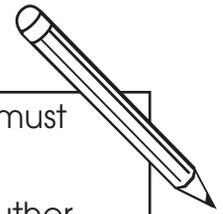


Writing Prompts

<p>Drawing Conclusions Writing Prompt</p> <p><i>Facts:</i> Shel takes Ted's book. Ted is angry. Ted takes Shel's pen. Shel is mad, too. Finally, they make up.</p> <p><i>Conclusion:</i> Use words that paint a picture and allow readers to draw their own conclusions. Rewrite the story above.</p>	<p>Drawing Conclusions Writing Prompt</p> <p><i>Conclusion:</i> Conner is embarrassed.</p> <p><i>Facts:</i> Write a paragraph about Conner. Never tell your reader that he is embarrassed. Instead, describe his behavior and how he looks. Show, don't tell the reader that Conner is embarrassed.</p>
<p>Drawing Conclusions Writing Prompt</p> <p><i>Facts:</i> Britt moves to a new city. Britt attends a new school. Britt is lonely. Another new student starts at the school.</p> <p><i>Conclusion:</i> Rewrite the story, but give the readers enough details to draw their own conclusions.</p>	<p>Drawing Conclusions Writing Prompt</p> <p><i>Facts:</i> You are in the African jungle with a famous explorer. He calls to you for help. Running in his direction you find only his diary. He is gone. What clues do you find in his diary?</p> <p><i>Conclusion:</i> Write your conclusion about what happened to the explorer.</p>



You're the Author!



A good reader **draws conclusions** when reading. As a writer, you must create the clues for the reader to use.

For example, instead of stating the main idea "It was spring," the author may write:

A rainbow of flowers peered out of their green jackets. Birds twittered overhead as the sunshine warmed the wet earth.

The reader concludes that it is spring because of the clues the author gave us: flowers blooming, birds twittering, warm sun, and wet earth.

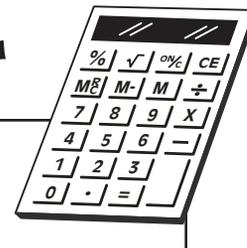
Directions: Now, you will practice crafting your writing in the same way.

- Prewrite:** Think about a season other than spring. What does the earth look like during that season? What might you see people do during that season? Brainstorm your ideas on a graphic organizer or your own paper.
- Draft:** Write a description paragraph. Use your prewriting ideas to create a picture in readers' minds. Include the details that show your season without starting it, so readers draw their own conclusions.
- Revise:** Revise your description to include at least two more adjectives and two vivid verbs. Ask a friend to read it and draw a conclusion about the season. Did your writing lead to the right conclusion? If not, ask your friend to help brainstorm more ideas and rewrite your description. If so, congratulations on writing well!
- Proofread:** Edit your work for any errors.
- Publish:** Write a clean copy of your work.

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	Details create a picture in the reader's mind without naming the season.
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.



Leap to the Answer

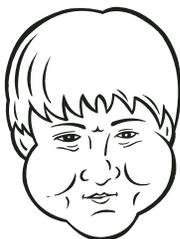


When you **draw a conclusion**, you look at the facts and figure out what will come next. In math, you can draw conclusions to help solve problems.

Directions: Read the word problems and answer the questions.

During a contest in class, Robert held his breath twice as long as Shawn. Shawn held his breath for 10 seconds longer than Val. Kristal won the game by holding her breath 5 seconds longer than Robert.

1. Which of the following tables could be a record of their times?



a.

Person	Time
Robert	70 sec.
Shawn	35 sec.
Valerie	25 sec.
Kristal	75 sec.

b.

Person	Time
Robert	70 sec.
Shawn	35 sec.
Valerie	30 sec.
Kristal	80 sec.

c.

Person	Time
Robert	70 sec.
Shawn	40 sec.
Valerie	30 sec.
Kristal	75 sec.

Each number in Set J is paired with a number in Set K. Draw a conclusion about how the two sets are related, and write it in the "Rule" box.

Set J	2	5	6	10
Set K	8	20	24	40

Rule: $K = J$ _____

2. If the number in set J is 11, how do you find its match in Set K?

- Add 6 or 15 or 18 or 30 to 11.
- Multiply 11 by 4.
- Set J cannot have 11 since it is an odd number.
- Add or multiply 11 by 6.

3. If the number in Set K is 36, how do you find its match in Set J?

Use Your Knowledge! You can set up two sets, like the last question, to write secret messages. You can use the alphabet for one set and create another set for the code. All you need to do is explain to your friend how the two sets are paired. After you give him the key, he will be able to decipher your notes.



Then and Now



Companies are producers. They are in business to make money. They make money by selling products or services to consumers. But how do they create a demand for their goods and persuade people to buy what they sell? They advertise!

Directions: Your job is to become an advertising or *ad* detective. Like a super sleuth, you will search for clues to help you uncover the secrets of the ad. What reasons do companies use to entice you to buy? What **conclusions can you draw** from their ads?

1. Find an advertisement. Ideas for places to find an ad are a magazine, a newspaper, flyers, or ads sent to your home. Attach your ad to this page.

What product or service is being sold? _____

What is the name of the company that is advertising? _____

3. Look for clues that show you the method the company is using to sell the product. Are people smiling or laughing in the ad? Is someone looking very pretty or handsome? Methods may include low price, happiness, beauty, health, and wealth. Write down the clues you find on the lines below.

Clue

Clue

Clue

Clue

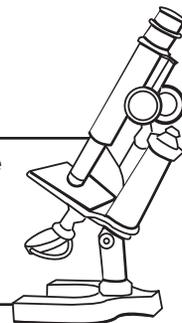
Conclusion

4. Review the clues you discovered. How do these relate to the product? **Draw a conclusion** about what the company is trying to make you believe and write it in the box above. (Examples—“If you use this product, you will be healthy,” or “This toothpaste will make you popular.”)

5. Would you like to buy this product or service? Why? _____



In Conclusion...



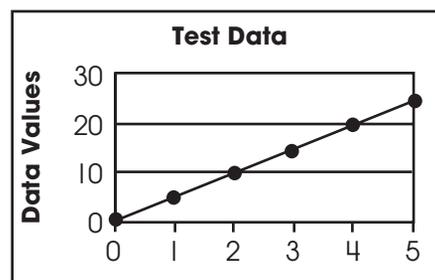
Scientists can look at data and **draw conclusions**. One trick they use to help draw conclusions is to look for trends or patterns in the data. A *trend* is a way to describe the direction or movement of the data. For example, if values increase, the data has an *upward trend*.

Directions: Review each graph and describe the trends. Trends can be *upward*, *downward*, or *irregular*. When a trend is irregular, scientists look for an average. Answer the questions for each graph.

1. a. *trend*: _____

b. What conclusions would you draw about what the data would look like at times 6, 7, and 8?

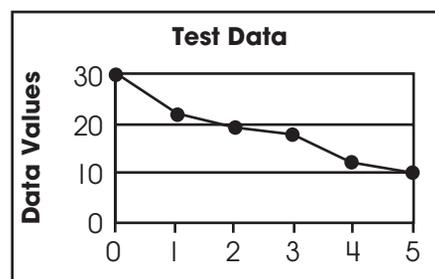
c. This trend could show pollution over the years. What else might this graph show? (Hint: What is something that increases over time?)



2. a. *trend*: _____

b. When would you expect the line to go to zero?

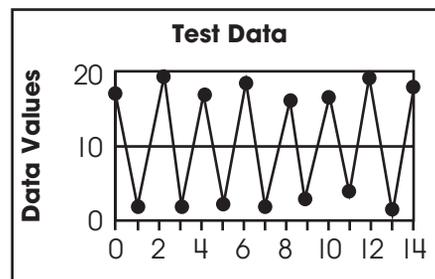
c. This trend could show members of endangered species. What else might this graph show? (Hint: What is something that decreases over time?)



3. a. *trend*: _____

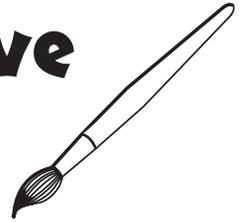
b. Estimate the average value for this data.

c. This data could represent the number of deer in a forest from year to year. What else might this data represent? (Hint: What is something that changes up and down over time?)





The Magic of Perspective



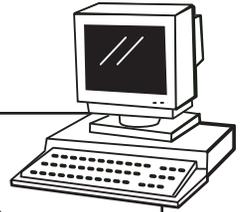
Directions: Using the picture, **draw a conclusion** about the length of the street. Explain how you came to that conclusion.

The artist used a vanishing point to create this illusion. When you look down a long street, path, or room, it looks like both sides move toward the middle. At some point, the view vanishes. Draw light lines from the vanishing point to the edges of the picture. Observe how the buildings and street all follow these lines.

In the box below, draw very light lines from the vanishing point to the dots on the sides of the box. Use these guidelines to create your own picture of a street, a very long hall, or a straight dirt road. Use the artist's picture as your guide. Add details to complete your drawing.



Nessie



The Internet is a research tool. It can be used to find information. Web sites offer a great deal of information. Some information is true, and some is not. This means that you must use your common sense to determine if the information is correct.

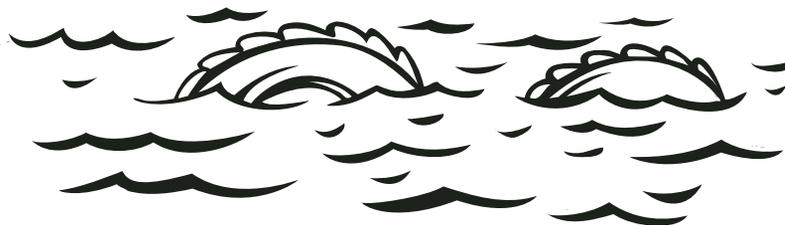
Directions: You are now a detective and must search for clues to find the answer to a mystery that is hundreds of years old. You will not use a magnifying glass to search for clues. You will use the Internet.

Use the Internet to discover Nessie, the Loch Ness Monster. Locate clues by using a search engine. Find Web sites with information, opinions, and facts about this mystery. 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. When was the monster first “discovered”? _____
6. What other evidence can you find in support of the creature?

7. You must **draw your own conclusion** about Nessie. Does this creature exist? Based on the clues you found on the Internet, what is your opinion?





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)?
- 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 what we read?

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:

- *Bunnicula* by Deborah and James Howe—This is a fantasy book with a few twists. Students are able to draw their own conclusions about the text.
- *Under the Quilt of Night* by Deborah Hopkinson—This book starts questions and stirs curiosity about slavery, quilts, and the Underground Railroad.
- *Summer of the Swans* by Betsy Byars—A poignant story about a special child and his sister. A Newbery Award winner.



Character Interview



Directions: Think about the story you just read. Imagine that you get to do an interview with the main character. Use clues from the story to draw conclusions about how the character would answer the questions below. Pick out the ten most interesting questions you can confidently answer: five from the “Character” box and five from the “Events” box. Copy the ten questions on another sheet of paper; then answer them. When you are finished, you may act out the interview in one of three ways:

1. Dress up like the character and ask a friend to “interview” you by reading the questions in front of the class. As your friend reads the questions, you may read your answers. (For a high-quality performance, try to memorize some or all of your answers!)
2. Dress up like the character and have an adult be your interviewer. Conduct the interview the same way as described in number 1, but videotape the interview instead of performing it live in front of the class.
3. Make a puppet that looks like your main character. You pretend to be the interviewer and let the puppet answer (with your voice). You may perform this live in front of the class or get help in videotaping it.

Character Questions

- How do you feel about your family?
- Which character helped you the most?
- To which character were you closest?
- With which character did you have the biggest conflict?
- What is your favorite food?
- What is your favorite TV show?
- What is your favorite game or sport?
- What is your favorite thing to read?
- What is your favorite craft or hobby?
- What is your favorite book?
- What is your favorite toy?
- What is your favorite place?

Event Questions

- What was the most exciting thing that happened in the story?
- What was the best thing that happened to you?
- What was the toughest problem you faced?
- Describe how you felt at the beginning of the story.
- What decision do you regret the most?
- When did you realize there was a problem?
- How did you react when the first solution didn’t work?
- When you were feeling bad, what helped you feel better?
- What skills or talents did you use to solve the story problem?



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 evidence for that conclusion in the boxes.

Evidence

Evidence

Evidence

Conclusion

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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

Evidence

Evidence

Evidence

Conclusion



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

What's My Job?

- Type:** Students use clues to draw conclusions about occupations.
- Materials:** paper, pencil, resource materials
- Set up:** can be played in any configuration
- Procedures:** Every child chooses an occupation and comes up with at least six clues that describe it. This can include tools used, education required, daily routine, and so on. Then, they arrange the clues from general to specific. (If students write each occupation on a note card with its clues, they may be saved and used again for review games.)

A child shares **clues**, one at a time, from the most general to the most specific. The class tries to **draw a conclusion** as to the work this person does or the name of the profession. When the class identifies the profession, the next child takes a turn. Using the vocabulary will help the students connect the game skill with reading skills.

- Alternative:** This can also be played with famous personalities such as political figures from social studies subjects of biographies or scientists.

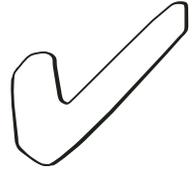
The Press Pass Detective

- Type:** Children use clues to draw conclusions about headlines.
- Materials:** student-brought newspaper articles, chalkboard
- Set up:** can be played in any configuration
- Procedures:** Each child brings in a newspaper article with a headline. The teacher writes five or six of the headlines on the board. The teacher or students then take turns reading each of those five or six articles, skipping the first few sentences that tell who, what, where, when, and why. Sentences read should still give clues about the article. Students draw conclusions about which headline the details support. Ask students what clues they used. Repeat with other articles.

Bonus Prize: Present winners with a "press pass" to do something fun such as bonus free reading time or lunch with the teacher.



Practice Test



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

Gasping for Breath

A towering wave crashed down over Nina, pushing her down. She struggled against the freezing water, then burst to the surface and gasped for breath. Her full-length dress was heavy in the water and tried to drag her under.

A blinding bolt of light crackled through the black sky. The sharp sting of hail left red marks on Nina's face as she fought to keep her head above water.

"Too tired," her mind kept telling her. "There's no land nearby, and you are too tired to keep fighting." Nina's thoughts



drifted back to the ship she was on...how long ago? It felt like hours or days, but it could only have been minutes...how long?

Nina thought of the warmth of the cabin. She remembered the comfort of being below deck while the storm rocked the ship. She drifted into the memory of dancing with her father on the deck before the storm. She drifted under the water and into a peaceful dullness.

Six hands plunged into the water, catching parts of Nina and her dress and pulling her aboard the small boat. Nina struggled for a

- You can tell from the story that
 - A storm destroyed the ship.
 - Nina swam too far from the shore before the storm.
 - Nina didn't know how to swim.
 - The storm was almost over.
- Which of the following statements is probably true?
 - Nina danced on deck with the captain shortly before the storm.
 - The storm and the ship were located somewhere near the equator.
 - Nina shouldn't have been on the deck in a full-length dress during the storm.
 - If the boat had been one minute later, it would have been too late for Nina.
- Was Nina prepared to go into the water? How do you know?

- At the end of the story, at least how many people were in the boat? How do you know?

- Why does it seem so long ago that Nina was on the ship?



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 _____?
- What might have happened if...?

Double-duty pages:

- Create “gifts” (p. 69) as social studies projects.
- The “earth stops turning” writing prompt (p. 68) can be rewritten for any scientific phenomena.

Share with parents:

- You’re the Author! (p. 69)
- Current Event Cause and Effect (p. 71)
- Build a Bridge (p. 76)

Additional pages to reinforce cause and effect:

- Two-Column Notes (p. 12)
- Comic Strip Theme (p. 16)
- For or Against? (p. 26)
- Practice Making Predictions (p. 37)
- A New Discovery! (p. 39)
- Let’s Experiment! (p. 42)
- Then and Now (p. 56)
- In Conclusion... (p. 57)

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. circle–The hurricane; underline–caused some flooding along the Gulf coast.
2. circle–The puppy was scratching; underline–I let him outside.
3. underline–We visited my grandma; circle–she was lonely.
4. circle–The scent of freshly baked bread; underline–woke us up on Saturday morning.
5. He forgot his lunch.
6. He wanted to eat the carrot sticks after school.

7. It is in the lunchbox that Charles had.

8. Ask Charles about the slip in the box.

9. She watched a movie the night before that did not end until after midnight.

10. The reader must infer the answer.

odd, even, odd, even, even; (col. 2) odd, even, odd, even, even, odd

Page 72

1. answers will vary
2. color turns lighter

Page 79

1. A, B, C, D, F, H
2. B
3. Answers will vary, but should include disappearance of the acid rain caused by the cars.
4. Answers will vary, but must be supported.

Page 70

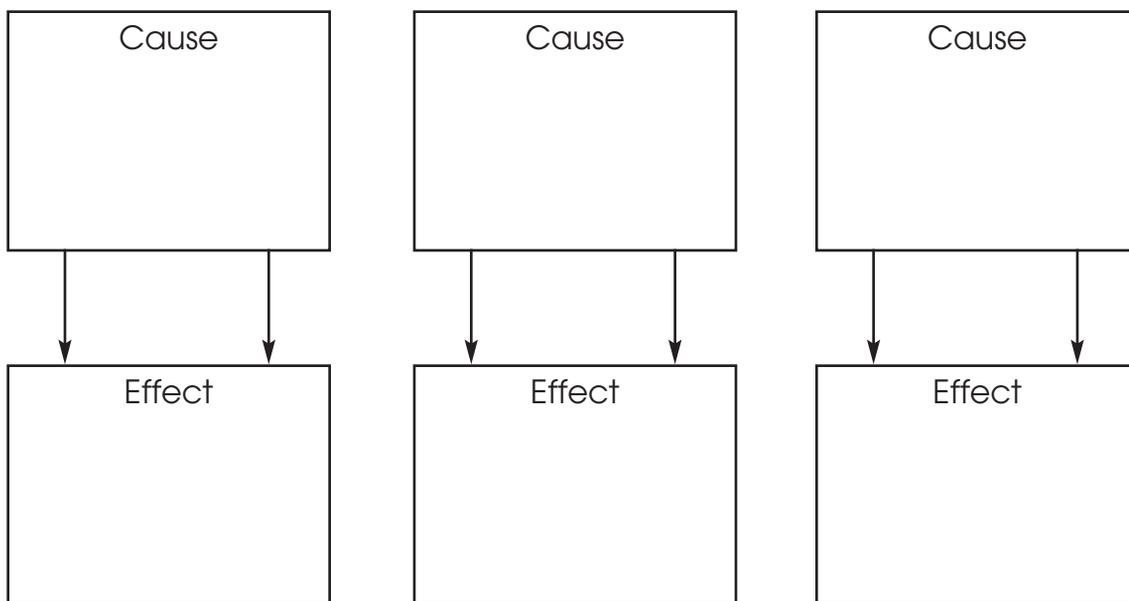
1. a. for +7: 15, 17, 19; for times 3: 18, 24, 30, 36; for -5: 1, 3, 5, 7
b. odd, c. even, d. odd
2. examples will vary; effects begin with given even, and reading down are: (col. 1)



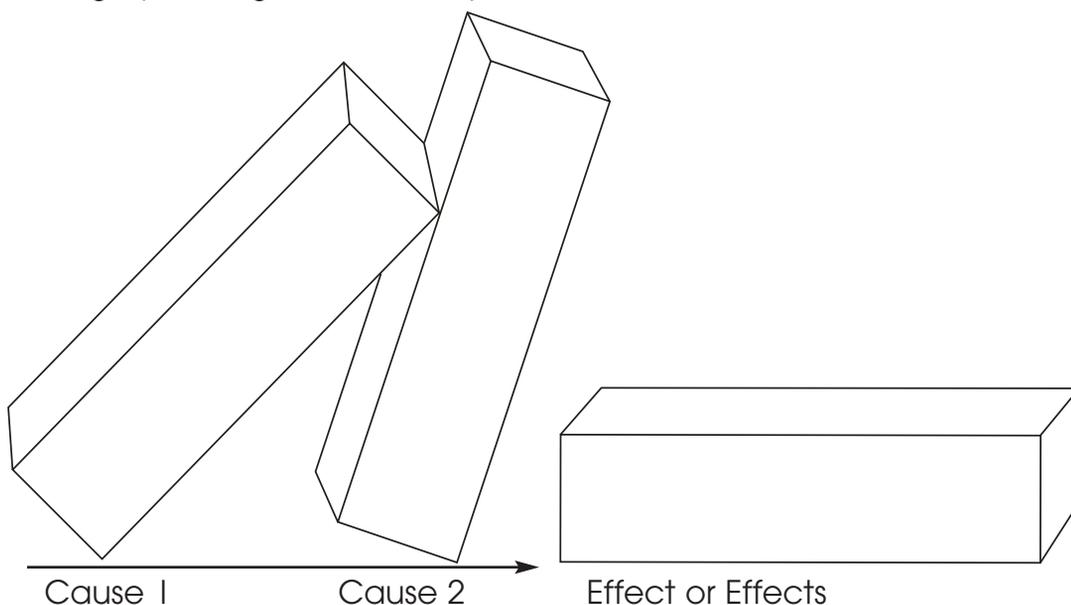
Organize Causes and Effects

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

A cause, or action, causes something else to happen, the effect. If you drop a glass on a tile floor (a **cause**), the glass will break (the **effect**). Fiction and nonfiction are full of causes and effects.

Read each sentence below. Circle each cause and underline each effect. (Hint: Picture the order of events. Think, *what happened first?*)

1. The hurricane caused some flooding along the Gulf coast.
2. The puppy was scratching at the back door, so I let him outside.
3. We visited my grandma because she was lonely.
4. The scent of freshly baked bread woke us up on Saturday morning.

Read these paragraphs and answer the questions.

“So you see, Mrs. Elbert, Charles started it all yesterday when he forgot his lunch. As his best friend, I had to share my lunch—a bologna sandwich, carrot sticks, and a cookie. I did not want the carrot sticks, so I let Charles keep my lunch box. He said he would eat them after school and then give my box back. Well, after school I forgot to get it and that is where I put the permission slip. Can I bring it in tomorrow?”

5. How did Charles begin this chain of causes and effects?

6. Why did Charles keep the lunch box?

7. Why doesn't the student have the permission slip?

8. How could Mrs. Elbert find out if this student's story is true?

Sleepily, Jenny crawled out from under her cozy covers to switch off the alarm clock. The movie she watched the night before didn't end until after midnight. She recognized that it would be a long day. She hoped she could stay awake in school.

9. Why is Jenny tired? _____

10. How do you know what caused her tiredness? _____



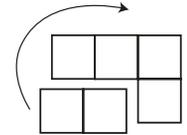
Teachers: Practice cause-and-effect skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

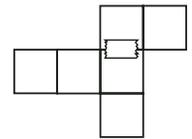
<p>Cause and Effect</p> <p><i>Cause:</i> Your parents have already left for work, but you miss the bus to school.</p> <p><i>Effect:</i> What will you do?</p>	<p>Cause and Effect</p> <p><i>Effect:</i> You wake up on Saturday morning to discover that your hair is blue!</p> <p><i>Cause:</i> Explain what you believe might have caused this to happen.</p>	<p>Cause and Effect</p> <p><i>Cause:</i> Your friend just confessed to you that he or she cheated on the big test your class took. He or she asks you not to tell anyone.</p> <p><i>Effect:</i> What do you do?</p>
<p>Cause and Effect</p> <p><i>Cause:</i> A talent agent comes to your town to find the next big star. He chooses you and asks you to move to Hollywood.</p> <p><i>Effect:</i> How does this change affect your life?</p>	<p>Cause and Effect</p> <p><i>Effect:</i> Your friend missed a math problem on a quiz.</p> <p><i>Cause:</i> Explain the cause of the error. Show how $3 + 3$ is not the same as 3×3.</p>	<p>Cause and Effect</p> <p><i>Cause:</i> Your friend spilled water on the floor during science and didn't clean it up.</p> <p><i>Effect:</i> What could happen due to the water left on the floor?</p>

***To make a die**

1. Cut



2. Tape



3. Fold and tape



Writing Prompts

<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Cause:</i> You didn't do your homework last night.</p> <p><i>Effect:</i> Write your teacher a story to explain why you couldn't do your homework. Include a chain of causes and effects. The last effect is your not doing your homework.</p>	<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Cause:</i> The earth stops turning.</p> <p><i>Effect:</i> Think about what might happen if the earth stopped turning. Explore possible effects. Write the positive and negative effects of this sudden change in our world.</p>
<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Effect:</i> You are vacationing by a lake and hear a funny, scratching sound from the deck of the cabin. You see an upside-down flowerpot and a tiny, furry nose poking up through the drain hole. You gently lift the pot and ask, "Now how did you get in here?" The squirrel answers you.</p> <p><i>Cause:</i> What does the squirrel say?</p>	<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Effect:</i> It is your parents' wedding anniversary. Stepping into the garage, your mother screams. The car in the garage is gone!</p> <p><i>Cause:</i> Using the information above, write a mystery that explains the cause of the missing car.</p>



You're the Author!



One of the greatest gifts we can give in our lives is to give back to the world. People may do this through art, scientific discoveries, or volunteering to help others in need. Each one gives a gift (the **cause**) with positive results (**effects**).

Directions: Imagine you will be able to give any gift you want to the world, and follow the steps below.

- Prewrite:** Maybe your gift will be food for hungry people or possibly a cure for disease. Think about what you would like to give and the effects your thoughtfulness would have. Brainstorm your gift ideas.
- Draft:** What will your gift be? On a blank sheet of paper, write about your gift. Begin with this statement, "If I could, I would give the world the gift of..." Explain why you share this offering and how your gift could help others. Give details with examples to show the reader why this gift is unique and valuable.
- Revise:** Share your paragraph with someone. Ask for ideas or changes that would help to make your explanation more meaningful. Revise your work and add at least two adverbs to make your writing richer.
- Proofread:** Edit for grammar, spelling, and punctuation errors.
- Publish:** Write a final copy of your gift paper.

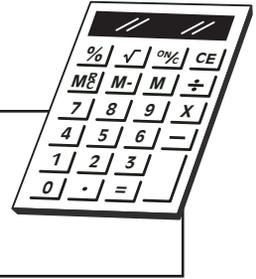


Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	There is a clear description of the effects of the gift.
1	2	3	4	The paragraph begins with a clear cause that is followed by supporting effects.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses at least two adverbs to make the writing rich.
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.

Try This! Think about a gift you could give to a family member or friend. Think about the effects of the gift. Write a letter to that person explaining what you would give and why.



What's the Effect?



In math, students learn what causes numbers to change in a known way. Adding and multiplying cause a number to go up. Subtraction causes a number to go down. Knowing the effects makes math easier.

Directions: Complete the problems below to learn about using cause and effect to understand math problems.

1. a. The top of each T-chart tells you the operation and number to use to fill in the right side of the charts. Once you complete the chart, answer the following questions.

	+ 7
6	13
8	_____
10	_____
12	_____

	x 3
6	_____
8	_____
10	_____
12	_____

	- 5
6	_____
8	_____
10	_____
12	_____



- b. Look at the first T-chart. Is the effect of adding an odd number to an even number odd or even? _____
- c. Look at the second T-chart. You multiplied even numbers by an odd number. Is the effect odd or even? _____
- d. Look at the third T-chart. Is the effect of subtracting an odd number from an even number odd or even? _____
2. Fill in the chart below with one example and the effect for each cause.

Cause	Example	Effect: even or odd	Cause	Example	Effect: even or odd
even + even	4 + 4 = 8	even	odd + even		
even + odd			odd + odd		
even - even			odd - even		
even - odd			odd - odd		
even x even			odd x even		
even x odd			odd x odd		

Use Your Knowledge! Next time you take a math test, use your knowledge about effects. You will know whether your answer should be odd or even.



Current Event Cause and Effect

Newspaper and magazine articles are full of **causes** and **effects** that are related to social studies. Use an article about current events to take a closer look at causes and effects in the world around you.



Directions: Obtain a current events article from your teacher or find one of your own. Then use it for the activity below.

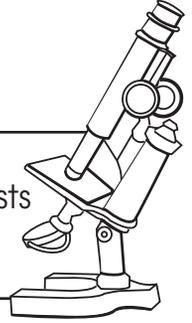
1. Find effects: With your pencil or a highlighter, underline all the effects you see in this article.
2. Identify the main effect: Which of the underlined effects seems to be the most important, or main idea, in this article? Use your pencil or highlighter to add a box around that effect. Write it in the line below.
3. Find causes: Now read through the article again, looking for words, phrases, or sentences that state the causes of your circled effect. Use a different colored highlighter or your pencil and circle each cause. List two important causes in the *cause* boxes below.
4. Predict effects: Look again at the effect you circled. Does this article predict that this effect will cause future events (new effects)? If so, list them in the *Predict Effects* box below. Then list the future effects you predict will happen as a result of the main effect from this article.

Cause	Cause
↓ ↓	
Main Effect	
↓	
Predict Effects	

Now you know how to comprehend and make connections with current-events articles!



Clean and Safe



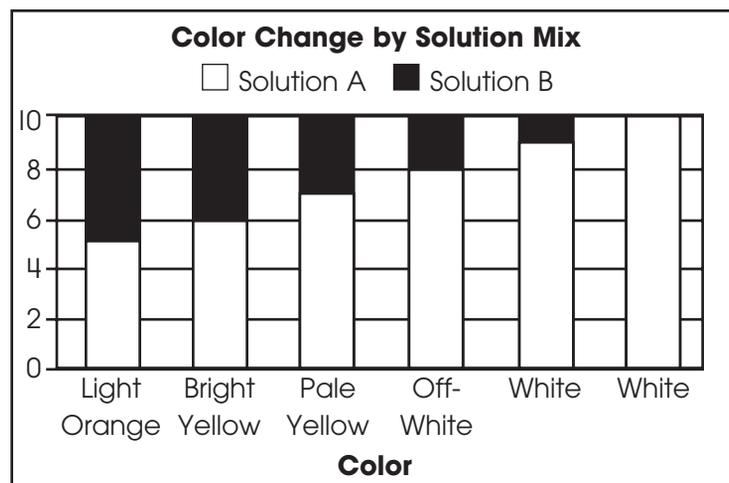
Scientists design tests to help them learn about **causes** and **effects**. This work is done in a lab or other safe working area. They conduct tests to help answer questions they have. Then, they look at the results to draw conclusions.

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

1. A safe work area or lab is important to scientists because it protects them and makes test results more reliable. For each safety problem below, write a possible effect of the test results.

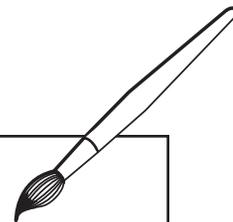
Safety Problem	Possible Effect
a. water spilled on the floor and left there	
b. dirty containers or soap left in containers	
c. dangerous chemicals left out on the desk	
d. a closed room with no fresh air	
e. flies or other bugs able to get into the experiment	

2. Often, the scientist can put the results of a test into a graph. Look at the graph on the right. What is the effect of mixing more solution A with solution B?





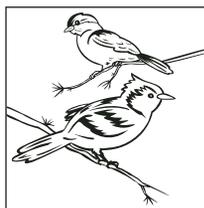
Tricks of the Trade



Some pictures look like you could walk right into them. How do artists create the illusion of depth in a picture?

Directions: We know the **effects**. Follow the steps below to discover what **causes** our eyes to trick us, and how artists create those tricks.

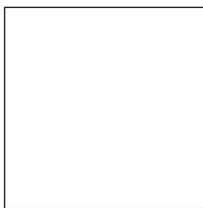
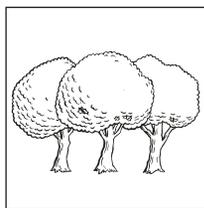
1. *The effect of size:* Items drawn larger on the page will appear closer.



Look at the first box. The two birds are different sizes. Which bird appears to be closest to you? Now you draw two items in the next box. Make one larger than the other.

Why do you think this causes the eye to be tricked?

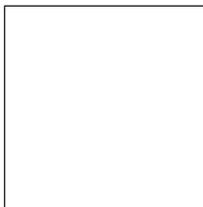
2. *The effect of overlapping:* When objects are drawn to overlap one another, the objects in the front seem to be closer.



Look at the three trees in the box. Which tree appears closest? Now you draw three items of the same size in the next box. Overlap the items.

How could you use this effect in a drawing?

3. *The effect of placement:* When objects are drawn or painted lower on the page, they appear closer.



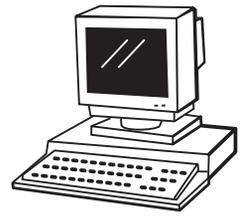
In the first box, the two mailboxes are the same size. One is drawn lower on the paper. Now you draw two items in the second box. Make one item lower in the box.

Why does this trick cause things to look closer?

On a blank sheet of paper, practice and combine these tricks to create depth in your art.



Tech Trivia



Directions: Use the Internet to search for the answers to these questions. Write down the Web site where you found your information.

1. Who *caused* Abraham Lincoln's death? _____

_____ Web site: _____

2. What was the *effect* of the Japanese attack on Pearl Harbor?

_____ Web site: _____

3. What *causes* the disease *scurvy*? _____

_____ Web site: _____

4. Name three major *effects* of the 1989 Loma Prieta earthquake.

_____ Web site: _____

5. What *causes* tides? _____

_____ Web site: _____

6. In the song, what *happens* "When you wish upon a star"?

_____ Web site: _____

7. List three *causes* of hail. _____

_____ Web site: _____

8. What *happens* when you mix red, blue, and green?

_____ Web site: _____

9. Many people were drawn to the Wild West. Name three *reasons* for westward movement in America. _____

_____ Web site: _____



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 causes and effects in the story.



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 what we read?

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*)?
- Will reading this book cause you to look for more books by this author?



Books that illustrate cause and effect:

- *Skinnybones* by Barbara Park—A silly and fun realistic fiction book that works well as a basic introduction to cause and effect.
- *The Whipping Boy* by Sid Fleischman—A great introduction to cause and effect in a Newbery Award-winning book.
- *From the Mixed-up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg—Wonderful causes and effects abound in this Newbery Award winner.
- Informational books—While reading, stop to ask what caused something else or what effect one thing had on another.
- Logic puzzles—These stories present a situation and ask readers to figure out details of the cause.



Build a Bridge



The main character in a story is different at the beginning of the book than he or she is at the end of the book. This is due to the **causes** and **effects** in the story.

Directions: Tell about the main character at the beginning and the end of the story. Then build a bridge from how the character is at the beginning of the book to how he or she is at the end of the book. Use the important events that cause changes in the character.



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

Cause and Effect Answers

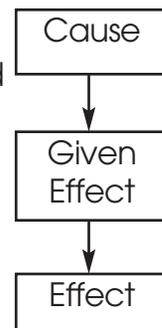
Type: This game helps children practice thinking in causes and effects.

Materials: pencils and paper

Set up: Use any configuration where students can work in pairs.

Procedures: Choose partners for this game, or allow the children to choose their own partners. Tell the students that their job is to come up with reasonable causes and effects to events you give them. (See lists below.) These must be written on their papers to discourage any cheating.

Give the children one event from the list below, and tell them they have one minute to brainstorm a good cause and effect to complete a cause and effect chain. Then, have each pair of students share their idea with the class. For every reasonable cause or effect each pair gives that no one else has, award those students a point. The object is to be creative but reasonable about their causes and effects.

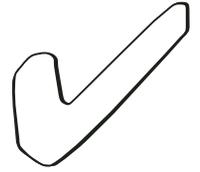


- You do not complete your homework.
- Snow is six feet deep at your house.
- You lie to your parents.
- You forget your lunch money.
- The principal wants to see you.
- You find a dollar bill on the playground.
- Long, beautiful hair grows on the tops of your feet.
- You discover a new use for pencil erasers.
- You oversleep in the morning.
- The moon disappears.
- You fall asleep at school.
- Balloons are delivered to your school for you.
- Your science experiment explodes.
- You must stay after school.
- The king cobra at the zoo escaped!
- You feel sick to your stomach.
- You can speak another language.

Optional: Ask the students to create lists of events. Compile these lists and play the game another time.



Practice Test



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

Driving Cars Kills Fish

You may know that water pollution is a real problem. Fish and other wildlife can be killed or forced to move to cleaner water. Plants, too, pay the price for the pollutants humans add to water. But did you know that cars in Las Vegas could kill fish in Colorado?

When cars are running, they fill the air with pollution from their engines. This is, of course, called air pollution. When the winds blow through Las Vegas, the air pollution, or smog, is pushed to the east.

The polluted air hits the Rocky Mountains and combines with moisture to form clouds. When the clouds gain enough moisture, they form droplets of water and begin to rain. The pollution from the air is trapped inside the raindrops. Rain with trapped pollutants is sometimes called acid rain. When it falls, it lands in lakes and rivers in Colorado. The smog has now been turned into water pollution. That is how cars in Las Vegas can kill fish in Colorado.

1. Circle all the causes listed in this article that create water pollution in Colorado.
- Ⓐ The Rocky Mountains
 - Ⓑ smog in Las Vegas
 - Ⓒ air pollution in raindrops
 - Ⓓ clouds and rain
 - Ⓔ smog in Colorado
 - Ⓕ pollution blowing to the east
 - Ⓖ lakes and rivers in Colorado
 - Ⓗ acid rain

2. What is the effect of smog combining with rain?
- Ⓐ clouds and rain
 - Ⓑ acid rain
 - Ⓒ acid clouds
 - Ⓓ smog in Colorado

3. What would be the effect of using cars that do not produce pollution? Support your answer.

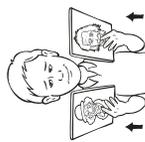
4. Where do you think the air pollution from your car or the bus you ride goes? Support your answer.



The Good Reader's Guide

PREREADING

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



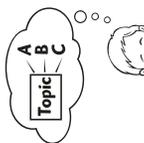
Fiction Nonfiction

- 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 when I review the phrase, sentence, paragraph, section, chapter, or book?

- What is the **main idea** of this section, and what **details** support it?

- How could I **summarize** what I have read so far?

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

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

What if I Don't Understand?

- Reread, review, and ask questions

POSTREADING

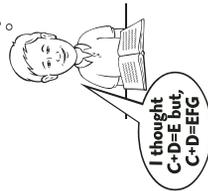
Check for Understanding



- 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?