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READING FIRST

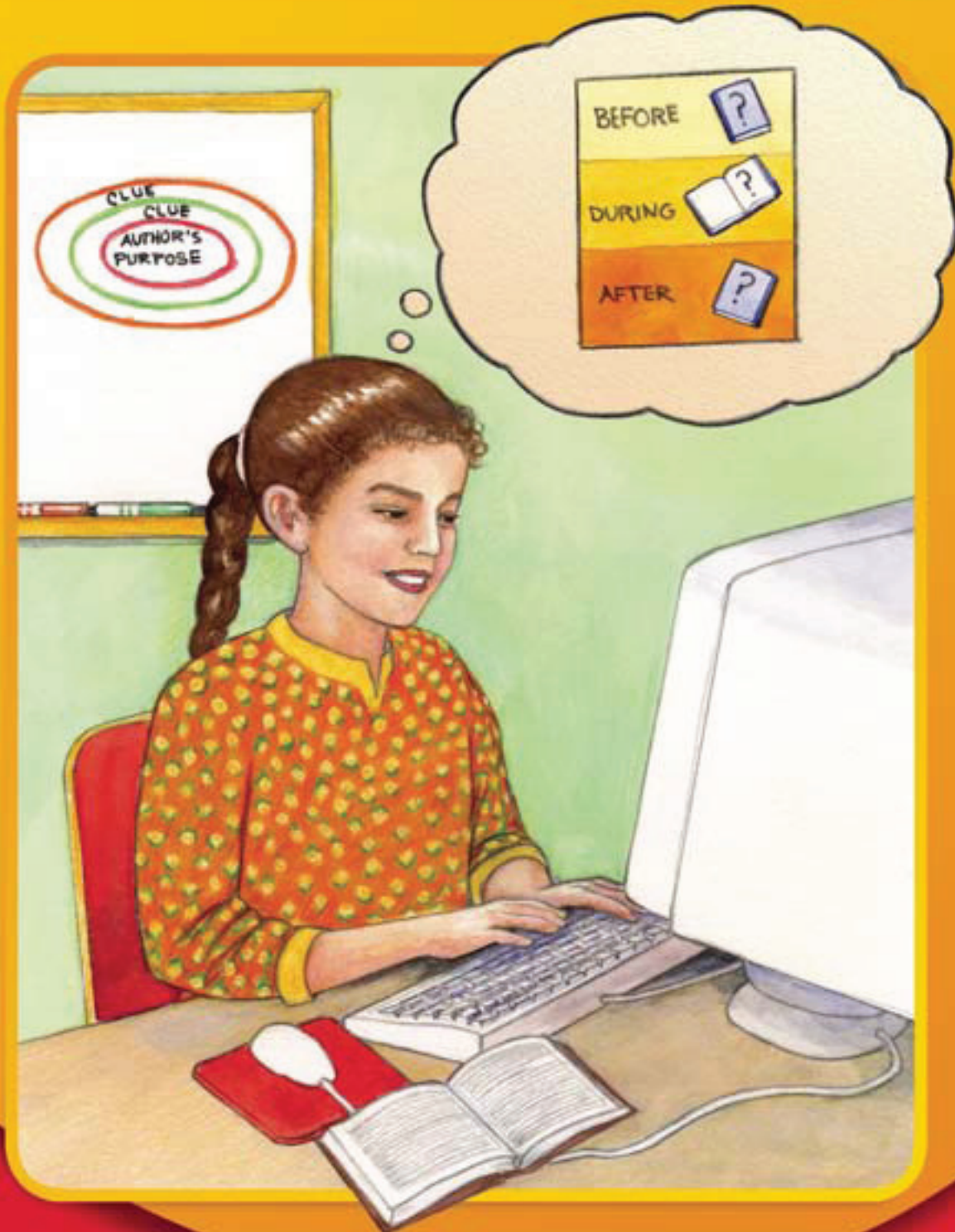
Language Arts

Grade 5

Reading for Every Child Comprehension



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



Reading for Every Child **Comprehension**

Grade 5

by
Kelly and Rob Hatfield

Published by Instructional Fair
an imprint of





Instructional Fair

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3195 Wilson Drive NW
Grand Rapids, Michigan 49544

Reading for Every Child: Comprehension—grade 5

ISBN 978-0-74242-065-6



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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.

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

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	

Page Type

Page Description/ Suggestions

Teacher’s Resource	Find sample test-question wording, best practices, cross-referenced pages, and an answer key for each skill.
Graphic Organizers	Use in any subject throughout the day when you want to highlight the way a reading comprehension strategy can help students understand material.
Introduction and Direct Practice	Use to introduce or remediate each skill as part of a packet, a pullout lesson, or whole-group work.
Writing Prompts	May be copied, laminated, and cut apart to use in a center, on a ring, or in a box as cards. They may also be copied on transparencies and used on the overhead.
Writing Activity	For consistency with your writing program, label rubrics on these pages according to traits you teach.
Math	Apply comprehension strategies to math problems.
Social Studies	Use as part of a social studies lesson, homework, or packet.
Science	Use with science class, as homework, centers, or packets.
Art	Partner with art teachers to expand on these ideas.
Technology	Copy, laminate, and use in centers.
Read Aloud/Listening	Use to teach strategies during daily book time.
Book Project	Assign and display as creative book reports.
Reading Take-Home Record	Use as nightly book homework that practices a specific comprehension strategy. Model how to fill them out in class, at open house, or at conferences: student reads and fills out; listener signs.
Games	Play during transitions or down times and use in centers.
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.



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 would be a good title for this story?
- What lesson does the story teach?
- Which statement is not true about _____?
- Which statements support this idea?
- Which statement does *not* support the main idea?
- Summarize this story or article.

Double-duty pages:

- Use “I have a dream...” prompt (p. 8) to celebrate Martin Luther King Jr. Day.
- Use the technology search (p. 14) during election time in social studies.
- Combine reading *The Table Where Rich People Sit* (p. 15) with math and money.
- Stand Up...! game (p. 18) works well in any content area.

Share with parents:

- Extra! Extra! Read All About It! (p. 11)
- Variation on a Still Life (p. 13)
- Not Bored with a Board Game! (p. 16)

Additional pages to reinforce main idea and details:

- What I Mean to Say (p. 27)
- It’s Your Move (p. 41)
- A Search for Predictors (p. 44)
- You’re the Author! (p. 54)
- Cut to the Answer (p. 55)
- A Book Report Card (p. 61)
- Freedom! (p. 71)

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 demonstrate the process of understanding main idea, supporting details, and summarization.

Answer Key

Page 7

- I. Writing process steps;
II. Types of writing
- Answers will vary.
- the biggest frogs in the world
- Bowling balls can weigh as much as 16 pounds.
- 5–6. Answers will vary but should capture the ideas of the stories.

Page 10

- d
- The bars on the graph representing # of apples sold get bigger over time.
- a, b, d
- The # of apples sold per week increased over time.
- The table shows more apples being sold as the weeks go on.

6. c

- Yes, because the table’s data could match the bars in the graph.

Page 19

- C
- B, D, E, F, G
- B
- B



Organize Main Ideas and Details

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

Main Idea



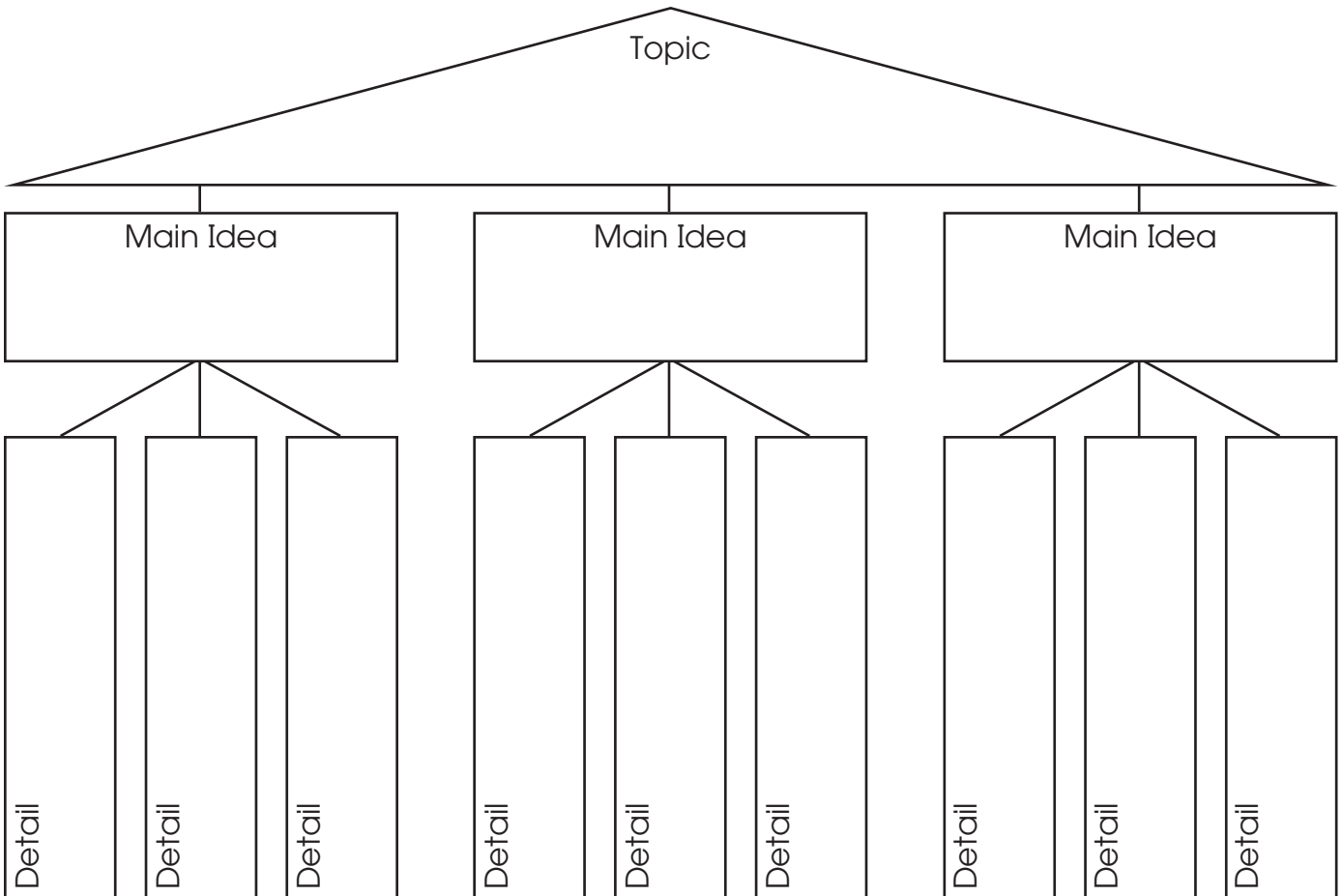
Detail



Detail



Detail





Practice Main Ideas and Details

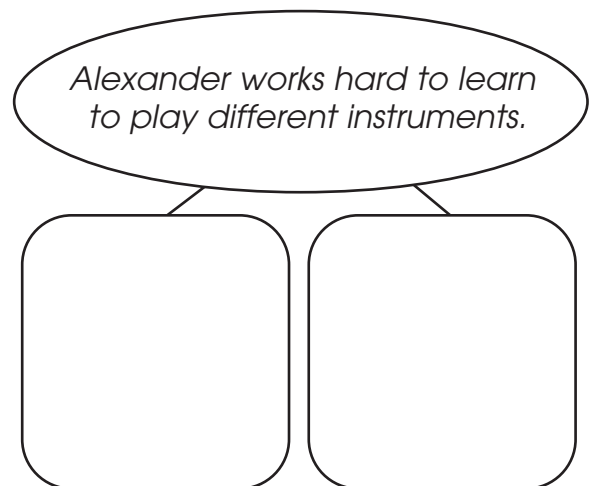
Everything we read has a **main idea**, or theme, and details. The main idea is what the writing is mostly about. **Details** in the writing support the main idea.

Read the questions. Think of main ideas and details that go together.

1. Each group of details in this outline tells about one main idea. Write the missing main ideas on the lines with Roman numerals.

<p>I. _____</p> <p>A. Brainstorm ideas B. Write a rough draft C. Revise D. Edit</p> <p>II. _____</p> <p>A. Expository B. Persuasive C. Narrative</p>
--

2. Write two details that support the main idea below.



A paragraph also tells one main idea. Read the following paragraph. Underline the details, and answer the questions that follow.

The bullfrog is the largest frog in North America. It can grow to 18 inches long and weigh over one pound. But, as grand as the bullfrog may seem, the African giant frog is the king of frogs. This huge amphibian can grow as long as 26 inches. Even more impressive, it can tip the scales at over 10 pounds. Try picking up a 10-pound bowling ball next time you go to a bowling alley. Bowling balls can weigh as much as 16 pounds. If there were a crown for the king of frogs, the African giant frog would surely be wearing it.

3. What is the paragraph mostly about? _____
4. Cross out the sentence that does not support the main idea.

Even stories have main ideas. Write the main idea of each story below.

5. *The Three Little Pigs* _____

6. *Robin Hood* _____



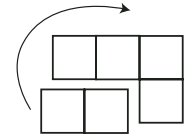
Teachers: Practice main idea and detail skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

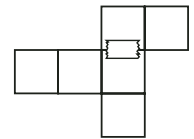
<p>Main Idea/Detail <i>Main Idea:</i> The scent of _____ always makes me think of _____. <i>Details:</i> Why? Explain in detail.</p>	<p>Main Idea/Detail <i>Main Idea:</i> I have a secret place where I go to be alone. <i>Details:</i> Describe your special place and explain why you love to be alone there.</p>	<p>Main Idea/Detail <i>Main Idea:</i> Storms can be horrid sometimes, but last week’s storm was the worst! <i>Details:</i> Describe the storm in detail.</p>
<p>Main Idea/Detail <i>Main Idea:</i> The oddest thing happened yesterday... <i>Details:</i> What happened? Explain in detail.</p>	<p>Main Idea/Detail <i>Main Idea:</i> Winter is my favorite season. <i>Details:</i> Explain why.</p>	<p>Main Idea/Detail <i>Main Idea:</i> There’s a new restaurant down the street from school. You’ll never believe what they serve! <i>Details:</i> What’s the name of the restaurant, and what do they serve? How is this unusual dish prepared?</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> Paragraphs are building blocks of writing. To write a great paragraph, the writer needs to know a few basics. <i>Details:</i> What are the basics a writer should know before writing a paragraph? How can someone write a perfect paragraph?</p>	<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> Your friend wants to do something very dangerous. <i>Details:</i> Talk your friend out of it. What is it your friend wants to do? Give at least three reasons with supporting details as to why your friend should avoid this certain danger.</p>
<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> I have a dream... <i>Details:</i> Martin Luther King Jr. had a very special dream. His dream was for his children to live in a world without hate and prejudice. Explain a special dream that you have and how you could make your dream come true.</p>	<p>Main Idea/Detail Writing Prompt <i>Main Idea:</i> In our home, there is an old portrait that hangs on the wall. Last night, the man in the picture came to life and spoke to me! He asked me for some ideas for getting out of the picture. <i>Details:</i> Tell who the man in the picture is. Give him some ideas for getting out of the picture.</p>



You're the Author!



Good authors *show* what they want the reader to see, think, or feel. Think of the **main idea**, *The Perfect Friend*. A good author would tell the reader that this writing describes a perfect friend. That same author would also fill the writing with **details** that *show* the qualities of that wonderful friend.

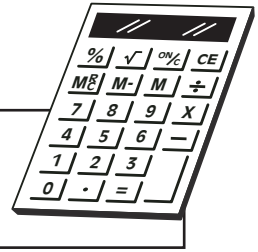
Directions: Work through the writing process below to create a paragraph with a clear main idea and supporting details.

- Prewrite:** Begin by brainstorming at least eight qualities of a perfect friend. Write them in the detail spaces of a graphic organizer or on a sheet of notebook paper.
- Draft:** Now, use the details you brainstormed to write a paragraph about the perfect friend. Begin with, "Good friends come and go, but the perfect friend is a friend forever." Use ideas from your list above.
- Revise:** Share your paragraph with another person. Ask for ideas or changes that would make your writing even better. Revise your work. Include at least three changes.
- Proofread:** Edit for grammar, spelling, and punctuation errors.
- Publish:** Write a final copy of your perfect-friend paragraph. Remember to indent.

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	The paragraph includes several details <i>showing</i> the qualities of a perfect friend.
1	2	3	4	All details support the main idea: <i>the perfect friend</i> .
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses words that describe a perfect 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.



Graphing It

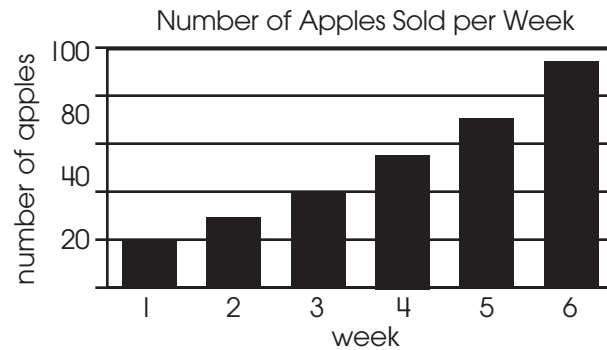


Graphs, charts, and tables are three good ways to present information. The **main idea** can be found in the title and trends of each graph. Supporting **details** are displayed in the data.

Review this graph and answer the questions that follow.

1. What is the main idea of this graph?

- the number of apples sold
- apples per week from one to six
- Week six is almost four times bigger than week one.
- The number of apples sold increased over time.



2. How do you know?

3. What details support the main idea?

- The size of the bars increase each week.
- Week three sold twice as many apples as week two.
- The words on the left say *number of apples*.
- The numbers steadily increase between week one and week six.

Number of Apples Sold per Week	
Apples Sold	Week
20	1
30	2
40	3
55	4
70	5
95	6

Look at the data table and answer the questions that follow.

4. What is the main idea of this table? _____

5. How do you know?

6. Which detail supports the main idea?

- The title gives the main idea.
- The title of the right column is *week*.
- The table shows the number of apples sold increasing each week.
- The apples sold in week three decreased from week two.

7. Could the details of the table be the same details from the graph above?

Why or why not? _____



Extra! Extra! Read All About It!

Headlines tell the main ideas of newspaper articles. These articles are not written like other types of writing. Important details, including who, what, where, when, and why, are in the first couple of sentences. Other details follow these 5Ws.



Directions: Practice main ideas and details with the following articles.

1. Look at this article. Which headline is the *best* main idea for these details?

During the final seconds of last night's home game, Manny Shifler, a fifth-grade student, scored the winning goal to lead the Eagles to victory.

a. **Manny Shifler is a fifth-grade Eagles student!**

b. **Manny Shifler wins the game!**

c. **Eagles win in final seconds!**

2. Now be creative and write a short newspaper article for the headline below. In the first two sentences, use details that tell who, what, where, when, and why.

Spaceship Lands in State Capital!


3. Find three articles in the newspaper about something you studied in social studies. Underline or highlight the important details of who, what, where, when, and why. Reword the headlines as topic sentences, clearly stating main ideas.

4. Choose one article from #3, and rewrite it as an expository paragraph. Attach your articles and your paragraph to this page.

Try this! Rewrite the story of Cinderella as a newspaper article. Have fun with it! What other stories can you rewrite as articles? Create a class newspaper using books you read. Include advertising, pictures, and the paper's name.



Variation on a Still Life



Many pictures would look exactly the same except for one thing—the details. Think of the main idea *truck*. The picture in your mind is different from the pictures in your classmates' minds because of one thing—details! The main idea for this activity is *still life*, which means that the subject of the picture is inanimate, or not alive. Often still-life pictures are flowers in a vase or a simple bowl of fruit.

Directions: Follow the steps below to create a still-life sketch of a book. This activity will require a sheet of paper and a pencil with an eraser.

1. Choose a book for your artwork and place it on your desk or a table. Next, move the book around into different positions until you like the point of view. Will your book be lying on its side, lying open, or maybe standing up? The choice is yours. The book is the main idea, and the details are the position of the book, the shadows, the textures, and the qualities of the book itself.
2. Look very carefully at your book and create a list of details you notice about it. You might note the color, the size, the writing on the cover, any pictures, and the pages. You might notice other details you would like to include. Write the details for your sketch on the lines below.

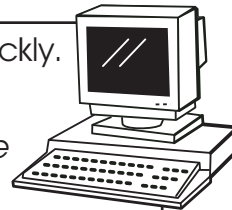
3. Now, think about the overall shape of the book. Most books are rectangular, but, in different positions, the book can look very different. On your paper draw the outline of the book *as you see it*. Next, add some of the details you noticed about the book from your list. Add some shadows and shading to show how dark or light the book appears.
4. When you finish sketching the outline and shading, draw the pictures and text that you see on the book. Remember to sketch them *as you see them*.
5. Complete the sketch of your book with all of its details by signing your name to your work.



Those Who Search Will Find

The Internet is a research tool that may be used to find information quickly. Web sites may offer many details about your topic. But *BE CAREFUL!*

Some details you find are *true and important* to you, some are *true but not important*, and some are *not even true*. You must use your good-reader skills to figure out which details to include in your research and which to ignore. *Only include details which support your main idea AND you know to be true.*



Directions: Follow these steps to research your city's mayor on the Internet.

1. Write three questions you have about the job of the mayor.

2. Think about the mayor's job. Because he or she is the leader of your town or city, what words might you use in your search?

3. Now use your search words to locate Web sites with the information you want. Write the answers to your questions from # 1 on the lines below.

What is the Web address for the most useful site? _____

4. Your mayor is different from any other mayor. Use the Web sites to find out two things your mayor is *for* and two things he or she is *against*. Write them below.

5. Your mayor's name is your **main idea**. The other information provides the **details** about your mayor. Share this information by writing a paragraph or essay about your mayor using the main idea and details from your Internet research.

6. Choose another main idea or use the main idea your teacher gives you. Following the same procedure as above, search the Internet for details. Write a paragraph or essay to share the information with your class.

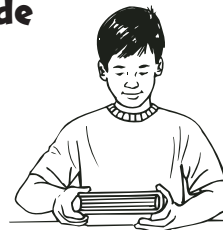


Teachers: Use the following ideas for support when modeling the reading process and focusing on main idea and details.

Main Idea/Detail Active Reading Guide

Prereading:

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



During Reading:

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

Postreading:

- What was this story, book, or section mostly about?
- What is another good title for this story or book? Does your title refer to the main idea?
- How would you summarize what we just read?
- What is the theme of this book?
- What lesson or moral does this story teach? What is your evidence?
- How would you describe the main character in one word? What details support that idea?



Ideas for books that illustrate main idea and details:

- *The Table Where Rich People Sit* by Byrd Baylor—This different book has a strong message. Tie it in with math, using the details as a demonstration. Have students write values on their own details, following the pattern from the book.
- *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien— A Newbery Award winner. Read the chapter called "Isabella," but don't read the last paragraph until students state the main ideas and supporting details from that chapter.
- *Aesop's Fables* by Aesop—Choose a version to fit with your students' listening capacity. These stories are short and excellent for providing practice in stories that teach lessons or morals. Use these to help children recognize an unstated main idea.
- Any informational book—Nonfiction books naturally lend themselves to main idea and details. Specifically stated main ideas and details help students who are weak or immature in this skill find success. Content areas are easily tied in.



Not Bored with a Board Game!

Your company, Snazzy Games, Inc., has been hired to create a colorful board game based on the main ideas and details from the book you just read.



Think: How will you make the newest Snazzy Game exciting? Why would someone want to play it? What are the object and rules of the game? What will the board, game pieces, and cards look like? Let your imagination run wild!

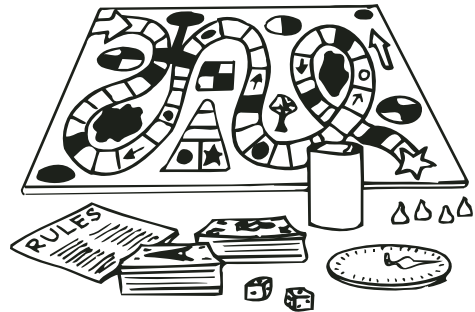
Directions: First, make a list of several main ideas from the book. Main ideas may involve conflicts, resolutions, events in the plot, characters, setting, facts, or opinions. Next, think of details that support each main idea. Finally, use your ideas to make the kind of cards your game requires.

Remember, this is not a trivia game about your book. Use things from your book to let others practice their skills of matching main ideas with supporting details.

Material needed: cardboard or poster board, construction paper, markers or colored pencils, scissors, glue, a ruler, and maybe dice, a spinner, play money, or markers for game pieces

Please submit your board game with these items:

- Object and rules of the game
- Playing board, playing pieces, and a method for determining moves such as dice, a spinner, or draw cards. Examples include:
 - Game board with start, finish, one space to move for each correct answer, cards
 - Game board with start, finish, spaces marked with main ideas, playing pieces, cards, spinner/dice
 - Game board where each space is marked with a different main idea, different-colored markers for different players' correct answers, cards
- Cards—if this Snazzy Game has them. Examples include:
 - Cards with main idea and three or four details: Players choose the one detail that doesn't support the main idea.
 - Cards with one set of details and three or four main ideas: Players choose the one main idea that's supported by the details.
 - Cards with one detail: Players move to or cover a space on the board that has a matching main idea.



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

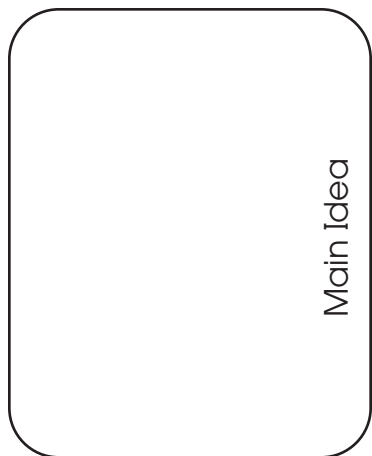
Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

Write one main idea with three details from your book.

Main Idea



Detail



Detail



Detail



Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

Write one main idea with three details from your book.

Main Idea



★ _____
Detail

★ _____
Detail

★ _____
Detail



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

Stand Up for Your Ideas!

Type: a game for content reinforcement through main idea and details

Materials: none

Set up: played in teams of equal size

Procedures: Break the class into teams. Teams should be seated on opposite sides of the room. The teacher chooses the main ideas and writes them on separate pieces of paper. Teacher gives each team a different main idea for all team members to see.

The first student from Team A stands up and gives a detail or clue about their main idea. For instance, if the class is studying states, the main ideas could be names of states. The first clue could be "state." Team B tries to guess which state. If they are correct, all of Team A must be seated. If not, the first player on Team A remains standing.

The first student from Team B stands up and takes a turn offering only a detail about their main idea. Someone from Team A guesses. If correct, Team B must be seated. If incorrect, the first player on Team B remains standing. Continue in this manner until one team has all team members left standing. The whole class cheers for the winning team.

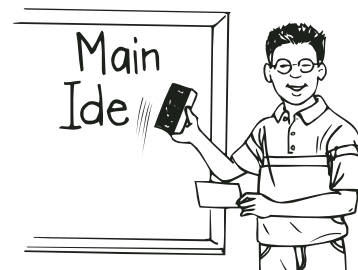
Main Idea and Detail Word-Erase

Type: an old favorite with a twist to reinforce main idea and details

Materials: a chalkboard and chalk

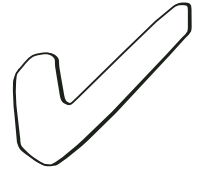
Set up: whole class, small groups, or partners

Procedures: One student begins by writing "Main Idea" on the chalkboard. This student chooses a main idea and tells the teacher what it is, or uses the teacher's idea. The student gives a detail about his or her main idea. Then, the other students have the opportunity to guess the main idea. If the students guess incorrectly, the lead student erases one letter of the words "Main Idea" on the chalkboard. The round is over when the students guess correctly or the last letter is erased. The lead student will need eight details, one for each letter of "Main Idea."





Practice Test



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

Who Wants Wrangel?

Wrangel Island is a rocky wasteland north of the Arctic Circle. The island is smaller than the state of Delaware. It is very cold and desolate. The island is near the northeast coast of Russia.

Who would want to claim such a place? An American whaler first mapped the island. In 1916, the Russians claimed the island. At that time, the Russians had a tsarist government. Five years later,



an explorer sent a group to claim the island for Britain. Only one brave Eskimo woman survived the tragic trip.

In 1923, the United States set up a small group of Eskimo settlers on Wrangel Island. The Russians forced these Eskimos to leave one year later. Finally, ten years after they first claimed the island, the Russians established a colony there. To this day, the Russians run a trading post and a weather station on Wrangel Island.

- What is this article *mostly* about?
 - the deaths of several explorers
 - a Russian trading post and weather station
 - different countries that claimed Wrangel Island
 - describing an island in the Arctic
- What are the *most important* details to support the main idea? (Fill in the circles next to all that apply.)
 - Wrangel Island is a rocky wasteland.
 - An American whaler first found the island.
 - Wrangel Island is smaller than Delaware.
 - Explorers tried to claim the island for Britain, but failed.
 - Russians built a trading post and weather station on the island.
 - America brought Eskimo settlers to the island.
 - Russians claimed the island first.
- Which statement does *not* support the main idea?
 - Russia and America have left settlers on the island.
 - The Russians had a tsarist government.
 - The expedition for Britain's claim led to the deaths of several men.
 - The Russians claim Wrangel Island today.
- What is the *best* title for this article?
 - Wrangel: A Detailed Description
 - Claiming Wrangel
 - An American Whaler's Discovery
 - The Story of a Trading Post and Weather Station



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

Some sample test questions targeting author's purpose:

- Why did the author write this article?
- 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 the class president lesson (p. 26) during elections for student council.
- Use *The Lorax* (p. 30) for studying the environment in social studies.

Share with parents:

- You're the Author! (p. 24)
- What's the Point? (p. 28)
- Search Smarter (p. 29)
- Letter to the Author (p. 31)
- The Invention Game (p. 33)

Additional pages to reinforce author's purpose:

- Use any of the writing prompts (pages 8, 23, 38, 53, and 68) to ask the author's purpose.
- Not Bored with a Board Game! (p. 16)
- You're the Author! (p. 39)
- Let's Experiment! (p. 42)
- You're the Author! (p. 54)
- Drawing Conclusions About TV (p. 56)
- What Caused That? (p. 72)

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 demonstrate the process of understanding author's purpose, teacher's purpose, and student's purpose.

Answer Key

Page 22

1. I 2. I 3. E
 4. I 5. E 6. E
 7. f 8. d 9. e
 10. a 11. c 12. b
 13. Answers will vary but could include ideas such as to show the horrors of war or the extermination of the Jews.

Page 25

1. E 2. E 3. P
 4. P 5. E 6. b
 7. $\frac{11}{20}$
 8. 11 out of 20 students had stickers
 9. Yes. I learned and practiced fractions.

Page 27

1. c 2. d 3. e
 4. b 5. a

6. Answers will vary. Possibly phone companies may be excited and car makers may be angry.

Page 28

1. b, x 2. a, v 3. d, z
 4. c, w 5. e, y

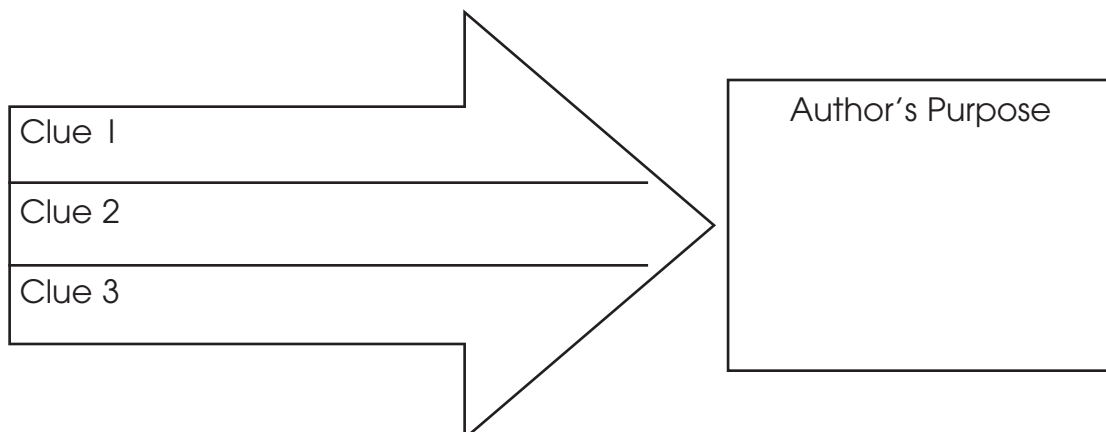
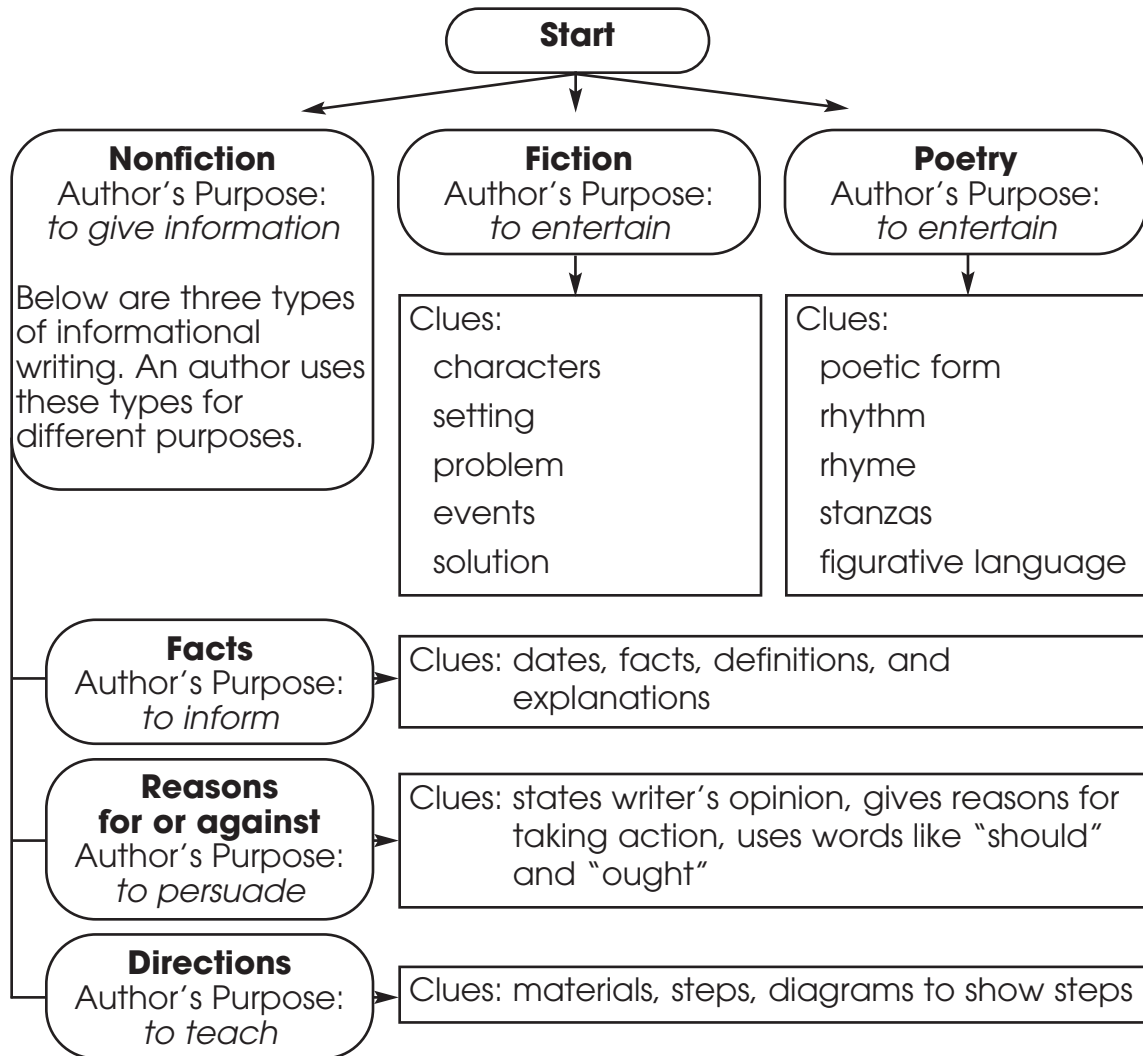
Page 34

1. B 2. B 3. D
 4. Answers will vary.



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 can write to inform or entertain the reader. Maybe the author chooses to write to convince others to take action. There are many purposes for writing as well as many styles.

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

1. _____ *The Ancient Egyptians*
2. _____ *How to Cook in Three Easy Steps*
3. _____ *Prized Pearls and Peggy's Poems*
4. _____ *Science Experiments You Can Do at Home*
5. _____ *The Tales of John Muir and Stickeen, His Faithful Dog*
6. _____ *The Winter of the Weathered Windmill*

Authors have other purposes, too. A book might share facts, give reasons, or teach you how to do something. For entertaining, there are scary stories, funny stories, and poetry. Authors may want to make you think or imagine.

Match these sentences to each author's purpose.

- | | |
|--|--------------------------|
| 7. _____ The dog bit a hole in Kim's shorts! | a. entertain with poetry |
| 8. _____ The African giant frog is the largest in the world. | b. teach |
| 9. _____ This explains why no one should litter. | c. frighten |
| 10. _____ I began to whistle as I passed by a thistle. | d. give facts |
| 11. _____ The strange knocking grew louder. | e. give reasons |
| 12. _____ First, collect the tools you will need. | f. entertain with humor |

Read the paragraph below and answer the question.

Dale and Izak were next-door neighbors and had been best friends from the day they were born. Now, they struggled to say goodbye. Dale's mother assured him that they could visit Izak's family someday. They all waved goodbye as the overpacked station wagon pulled away. With the outbreak of World War II, Dale never saw Izak again.

13. Why do you think the author ended the writing this way?

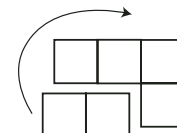
Teachers: Practice author's purpose skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

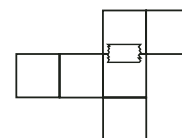
<p>Author's Purpose Give Thanks</p> <p><i>Topic:</i> something special</p> <p><i>Purpose:</i> Write a thank-you note to an adult for something special that person did for you.</p>	<p>Author's Purpose Entertain with Humor</p> <p><i>Topic:</i> One day, as you're brushing your teeth, your toothbrush talks to you. It gives you advice.</p> <p><i>Purpose:</i> Share the entertaining advice your toothbrush gives you.</p>	<p>Author's Purpose Entertain</p> <p><i>Topic:</i> You suddenly shrank to the size of an ant!</p> <p><i>Purpose:</i> Describe your bedroom from an ant's point of view.</p>
<p>Author's Purpose Give Reasons</p> <p><i>Topic:</i> If you had a million dollars to do one good deed, what would you do?</p> <p><i>Purpose:</i> Explain why you would want to spend the money that way.</p>	<p>Author's Purpose Frighten</p> <p><i>Topic:</i> Think of a time you were frightened.</p> <p><i>Purpose:</i> Retell the experience, and make the reader feel scared, too.</p>	<p>Author's Purpose Teach</p> <p><i>Topic:</i> division</p> <p><i>Purpose:</i> Teach fourth graders how to divide.</p>

*To make a die

1. Cut



2. Tape



3. Fold and tape



Writing Prompts

<p>Author's Purpose Writing Prompt</p> <p>Explain</p> <p><i>Topic:</i> You've been wandering the desert for a month and you survived! Reporters want to know how you did it.</p> <p><i>Purpose:</i> Explain to the reporters how you survived in the desert.</p>	<p>Author's Purpose Writing Prompt</p> <p>Persuade</p> <p><i>Topic:</i> You know a family who is homeless.</p> <p><i>Purpose:</i> Write a letter convincing people in your community to help build these people a home.</p>
<p>Author's Purpose Writing Prompt</p> <p>Persuade</p> <p><i>Topic:</i> two new movies, <i>The Valley of the Crescent Moon</i> and <i>The Whale That Swallowed Miami</i></p> <p><i>Purpose:</i> Write an advertisement for one of these movies. Don't tell all the details, but persuade the people to see it.</p>	<p>Author's Purpose Writing Prompt</p> <p>Compare/Contrast</p> <p><i>Topic:</i> growing up</p> <p><i>Purpose:</i> Compare what you could and couldn't do in first grade to what you can do today. Show the similarities and differences between the first grade and the fifth grade. Celebrate the differences!</p>



You're the Author!



The way we write must match the purpose : to inform, entertain, take notes, and more. Look at the traits of expository and narrative writing:	Expository Writing	Narrative Writing
	informs states main idea supporting facts are the details key words: one thing, another, also	entertains by telling a story main idea tells what story is about story events are the details key words: at first, then, in the end

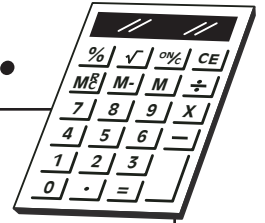
Directions: Follow the steps below to write paragraphs with different purposes. Begin by choosing one of these topics: *a birthday, a pet, or a subject at school.*

- Prewrite #1:** Prepare to write an **expository** paragraph. *Your purpose is to inform your audience about your topic.* Look at the chart above and think about what to include. Brainstorm ideas on a graphic organizer or paper.
- Draft #1:** Below your brainstorming, write an expository paragraph that *informs your audience.* Think: readers should *learn about your topic* from the details.
- Prewrite #2:** Now prepare to write a **narrative** paragraph with the same topic. This time, *your purpose is to entertain your audience with a story about your topic.* Look back at the chart and think about what to include in this paragraph. Brainstorm your ideas on another graphic organizer or paper.
- Draft #2:** Below your brainstorming, write a narrative paragraph that *entertains your audience.* Think: readers should *enjoy your funny or scary details.*
- Revise:** Make sure you achieved your purposes. Have someone read your descriptions. Ask what you can change to make your paragraphs better.
- Proofread & Publish:** Edit for errors, and write a final copy of both descriptions.

Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	Each paragraph clearly accomplishes its purpose: sharing information or telling an entertaining story.
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	Expository adjectives make the facts detailed and interesting. Narrative verbs and adjectives make the story lively, interesting, and exciting.
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.



Explain. Then, Practice.



The **author's purpose** in most math lessons is either to explain or to give practice. You can figure out the author's purpose by looking at the activity.

Activity	Author's Purpose
new rule or math idea is being shared	to explain
problems to work	give practice (improve math skills)

Read, but don't solve, each of these math questions or sentences. Write *E* if the author is explaining or a *P* if the author's purpose is practice.

- ____ To multiply two by three, you could count by twos three times.
- ____ Add the ones column first. If the number is > 9 , carry the tens.
- ____ Two plus three plus seven minus one minus nine equals what?
- ____ Add four and six. Then, take that answer and multiply by five.
- ____ First, read the word problem all the way through. Then, find out what information you will need to answer the question. Finally, solve the problem.

Read the following word problem and answer the questions.

If two out of three children have chewing gum, then the fraction of children that have chewing gum is $\frac{2}{3}$. Mr. deVraasel hands out stickers to some of his fourth-grade students. He has twenty students in his classroom, but he only gives stickers to eleven. What fraction of children has stickers?

- The author's purpose for this exercise is ...
 - to explain how to find a fraction.
 - to explain how to find a fraction and give practice.
 - to give students practice with fractions.
 - to show that Mr. deVraasel was not fair when he handed out stickers.
- What is the answer to the word problem? _____
- How do you know? _____

- Did the author achieve his purpose? Why or why not? _____



Class President!



In America, we choose people to represent us. We elect these people to help run the school, city, state, and federal governments. But before we choose who to vote for, we find out how they feel about certain topics or issues. If we want a safe country, we would choose a person who is tough on crime. If we want a strong military, we would choose someone who wants that, too.

Think about your class. What is important to you regarding your class? Maybe you think students should be allowed to sit wherever they like. Maybe you feel that students should volunteer to help younger children read. The things that are important to you become your issues.

Directions: Follow the steps below to create a campaign speech. You have two purposes: *to express your opinions about three issues that are important to you, and to persuade others to vote for you for class president.*

1. List three issues for your campaign and what you intend to do about them.

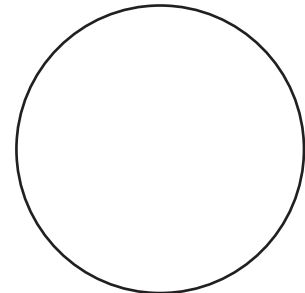
- _____

- _____

- _____

2. Create a slogan or motto for your campaign. Write it on this button.

3. On another sheet of paper, write your full campaign speech. Introduce yourself and inform your audience that you are running for class president. Be sure to include your three issues and what you will do about each one. Conclude with your slogan. Ask a friend to listen to your speech and offer suggestions on how to make it even better!

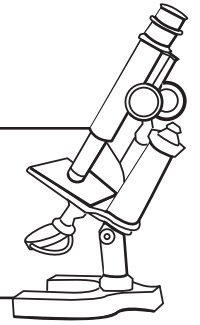


4. If your class has time, present your speeches and hold a mock election. How effective was your campaign speech? Ask three students in your class to offer their feedback regarding your speech and your stand on the issues.

Try this! Create a full-color campaign poster. Include your name, your position on at least one issue, and your campaign slogan.



What I Mean to Say



Sometimes, **author's purpose** is determined by what audience the author is trying to speak to. A scientist must present her work to many different audiences, and therefore must write speeches with different purposes.

Directions: In the quotes below are the opening lines of six speeches made by a scientist. In each speech, the scientist must set the mood for the rest of the talk and match her purpose to her audience. Write the letter of the correct audience on the line next to each speech bubble.

- a. a group of doctors excited about the research
- b. a group of scientists who disagree with the conclusions
- c. The Nature Society, which is upset by the work
- d. a reporter for the magazine *Amazing People!*
- e. the public, who wants to know how the research affects them

1. _____ Good afternoon, everyone. Thank you for inviting me to talk about my work and, maybe, show you that it's not as bad as you may have heard.

2. _____ I've been interested in science since I was a child. Even before going to school, I had a dream that I'd make a big discovery.

3. _____ My friends, the men and women in the field of science are working hard for you every day. I'd like to share some of that work and show you how you will benefit.

4. _____ My fellow researchers, I am here to share how I came to my conclusions. Perhaps once you see my research, you will change your minds about this subject.

5. _____ Today, I'll spend a little time describing how I came up with the data. But, I'd like to spend more time on how this work will lead to new treatments for disease.

6. A scientist has just found a way to use phone lines to transport people from place to place. He says, "Just dial your destination and forget the car." List one audience that might be excited to hear about his research. List one audience that will be angry.

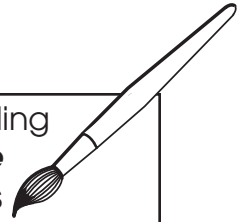
excited audience: _____

angry audience: _____



What's the Point?

In many ways, understanding a piece of art is similar to understanding what you read. Develop your skills of figuring out **author's purpose** by looking for *artist's purpose*. Use the clues you see in book details and art details to determine the purpose. People who figure out *purpose* understand what they see and read!



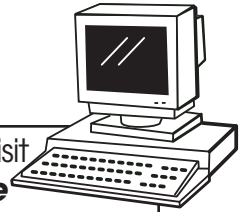
Directions: Draw lines connecting each artist's/author's purpose to one artistic style and one writing style that would be used for that purpose.

Artistic Style	Artist's/Author's Purpose	Writing Style
1. diagrams and technical drawings; details describe parts of a subject and may show how it works	a. entertain with a feeling or impression	v. poetry; may include rhythm, rhyme, stanzas, and figurative language that makes readers feel a certain way
2. loose sketches, modern art, or Impressionist work; details focus more on an idea or mood than on looking real	b. teach/explain how to do something	w. nonfiction, persuasive text; details state writer's opinion and give arguments for taking action
3. cartoon or simple line drawing; exaggerated or unrealistic features	c. convince with reasons for or against	x. nonfiction, directions; details may include materials and steps
4. advertisements, photos, or drawings; details try to show how great or terrible the subject is	d. entertain with humor	y. nonfiction, expository, or reference text; details give facts about a topic or main idea
5. photo or realistic drawing; details of the subject are true to life	e. inform with facts	z. fiction or nonfiction, narrative text; includes funny details for readers to enjoy

Try this! Go on a scavenger hunt through newspapers, books, and magazines, finding examples of each artist's purpose. Divide a large paper into five columns of two, and write one purpose in each column. Glue the examples you found in the top five squares, and draw your own examples in the bottom five squares!



Search Smarter



The Internet may be used for entertainment or information. When you visit a Web site, use clue words to help you determine the **author's purpose** for different links. This will help you find what you want without wasting time and energy.

Clue Words	Purpose
fun, games, cards, downloads, contests, prizes	Entertainment
commercials, promotions, store, products, sell	Information—Persuade
recipes, ideas, cookbooks	Information—Teach /How-To
about, information (Info), history, news	Information—Give Facts

Directions: Follow the steps below to practice doing research on the Internet. Look for *author's purpose* clue words to help you find facts quickly.

1. Log on to a kid-safe search engine, such as *Ask Jeeves for Kids*, *Yahooligans*, or *KidsClick!* Use the key words "snack foods" to pull up a list of sites. Choose one snack food you like and write it here:

Click on the link for the snack food you chose, and write the Web address or addresses you are using for your research. _____

2. Begin by locating the following **facts** for one serving of your snack:
 - a. How many calories does it contain? _____
 - b. What % or how many grams of fat does it contain? _____
 - c. List the amount of carbohydrates or sugars. _____
 What clue words told you where to click for **facts**? _____

3. Next, find something the Web site **teaches** or **explains** about your snack.
 - a. Write what it teaches you to make or do. _____
 - b. List the materials you need. _____
 - c. List the steps you take. _____
 What clue words told you where to click for **teaching** or **explanation**? _____

4. Now find something **persuasive** on the site.
 - a. Describe it. (a commercial, a product, a promotion) _____
 - b. What is it trying to persuade you to do or believe? _____

What words or pictures are used to **persuade** you? _____

5. Finally, find something **entertaining** on the Web site.
 - a. Describe it. (a game or contest) _____
 - b. What makes it fun or entertaining? _____
 What clue words told you where to click for **entertainment**? _____

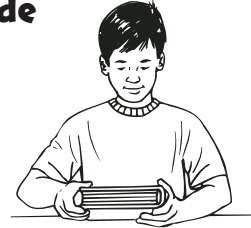


Teachers: Use the following ideas for support when modeling the reading process and focusing on author's purpose.

Author's Purpose Active Reading Guide

Prereading:

- Focus your attention on the title, author, and illustrations.
- Examine a few entries from the table of contents.
- Is the book fiction or nonfiction? How do you know?
- Based on the above, what is the author's purpose for this book?
- 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:

- *A Wrinkle in Time* by Madeleine L'Engle—This is a Newbery Award-winning science fiction book. Try reading chapter three, "Mrs. Which." Ask why the author chose to put in the science, Calvin's family, and Meg's father.
- *The Giver* by Lois Lowry—Read the first chapter of this Newbery winner. Ask students what the author's purpose is for the book and its unusual setting.
- *The Lorax* by Dr. Seuss—This book has a definite purpose. It opens up questions such as, "Why didn't the author just tell us pollution is bad?" or "Why did the author choose make-believe creatures and Thneed to share his message?"
- Any informational book—Similes abound in these books to help people understand something unfamiliar. As you come across similes in a text, ask why the author used them.



Letter to the Author



Directions: Did the author accomplish his or her purpose in the book you just read? Give the author some feedback. Use this prewriting guide to help you prepare a letter to the author. When you finish, rewrite and mail it!

1. INTRODUCTION PARAGRAPH: My name is _____, and I just finished reading your book _____. I wanted to let you know how your author's purpose helped me understand the book before, during, and after reading it.

2. BODY PARAGRAPH A: Before reading, I predicted that your author's purpose was _____. I based this prediction on these clues I noticed while previewing the book:

Thinking about your purpose before reading helped me use my prior knowledge about _____ and prepare myself to look for

_____.

3. BODY PARAGRAPH B: While I was reading, I decided I was (right/wrong) about the author's purpose. It really was to _____. A few important story clues that showed me your purpose were:

Thinking about your purpose during reading helped me pick out the main idea and three important supporting details.

Main idea: _____

Details: _____

4. BODY PARAGRAPH C: After reading the book, I asked myself "Did I get the point?" I knew that your purpose was to _____. I think you accomplished your purpose because I really

- | | |
|--|---|
| <input type="checkbox"/> was entertained with _____ | <input type="checkbox"/> was persuaded that _____ |
| <input type="checkbox"/> was frightened by _____ | <input type="checkbox"/> learned how to _____ |
| <input type="checkbox"/> learned information about _____ | <input type="checkbox"/> other: _____ |

Thinking about your purpose after reading helped me summarize the story this way: _____

5. CLOSING PARAGRAPH: Was I correct about your author's purpose? Please write me back and let me know if _____. Thank you! Your book was _____!



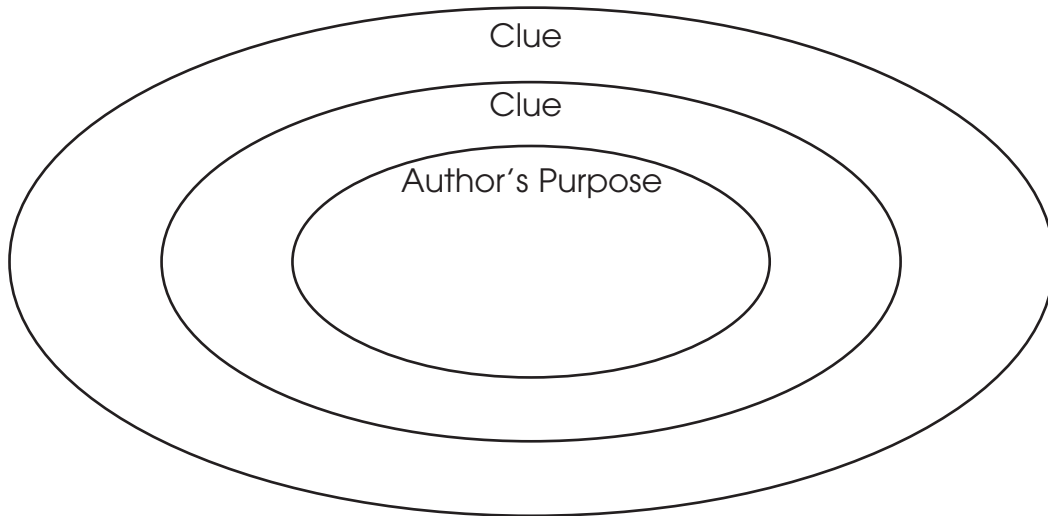
Teachers: Send one of these slips home with nightly books to reinforce author's purpose skills.

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 _____

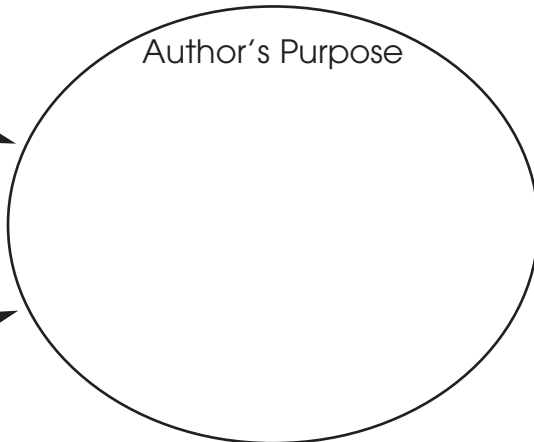
Pages _____ Signature _____

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

Clue 1

Clue 2

Clue 3





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

Tell Me Why

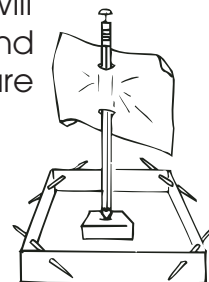
- Type:** a game to help children figure out purpose
- Materials:** student whiteboards with markers, chalkboards with chalk, or scratch paper and pencils; selected passages that have clear author's purposes; list or graphic organizers listing different author's purposes
- Set up:** students can work alone, in pairs, or in teams
- Procedures:** The teacher begins by presenting a text (a common book or magazine, on posters or overheads, or read orally). After the text is read, students think about the correct author's purpose, pair to discuss answers with partner or team, then share their answer by writing it on their board or paper. After a reasonable time let them hold up answers as you share the correct author's purpose.

This game may be divided into "Rounds" and played for points if you have time.

- 1:** (1 pt./ correct answer) Choose "to entertain" or "to inform"
- 2:** (2 pts.) Choose "to entertain" or "to inform," and list two supporting clues
- 3:** (3 pts.) Choose a specific type of author's purpose (teach, inform, so on)
- 4:** (4 pts.) Choose a specific type of author's purpose, and list two supporting clues

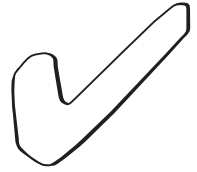
The Invention Game

- Type:** an imaginative game to demonstrate different purposes
- Materials:** Each set of students should have a plastic bag with the following items: two rubber bands, three index cards, a tack, three paper clips, a pencil, a marble, a penny, four toothpicks, a plastic cap to a bottle, and a small eraser
- Set up:** students work in pairs
- Procedures:** Using ONLY the items in the bag, the students must create whatever the teacher tells them. The purpose will be different each time. After each round, remind students of the purpose, and allow them to share their inventions.
- Ideas for invention purposes:** a boat, plane, or vehicle; a splint for a broken finger; a game with a purpose; a machine that does something;





Practice Test



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

Dear Mrs. Billiard,

I am sorry to write to you with such distressing news, but I do not know what else I should do. I am a student in your fifth-period science class, and I have to tell you about the cheating that happened during our last test. I spoke with my parents and they suggested that I write a note to you. I've decided to keep my note anonymous because I don't want to get in trouble or make the other kids mad at me.

During your last test, seven students had copies of notes that they shared back and forth. Please know that I am not one of them! I will not name them, again because I do not want to be known as a tattletale. But, I know that cheating is wrong and unfair to everyone else in the class, so I don't want them to get away with it. I don't know what you can do about it since the test is already over. My dad said that whenever you point out a problem, you should offer a solution. If I were the teacher, I would give another test. The students who studied will still be able to do well on the test and the students who cheated will be unprepared. I'm sure you will know what you need to do.

Sincerely,

An Honest Student

- Why did the author write this letter?
 - The other kids told him to write the letter.
 - He didn't want the cheaters to get away with it.
 - He did poorly on the test and wants to retake it.
 - His parents made him.
- What was the purpose for an anonymous letter?
 - He was afraid the teacher would find out who he was.
 - He was afraid the other students would find out who he was.
 - He was one of the cheaters.
 - He didn't know to whom he should send the letter.
- What fact did the author want the teacher to understand *the most*?
 - He wanted to take the test over.
 - He was in her fifth-period science class.
 - His parents suggested that he should write the letter.
 - He was not one of the cheaters.
- One of the author's purposes was to keep the letter anonymous. Did the student give the teacher any clues as to who he is? How do you know?



Teachers: Students have a deeper understanding of a selection 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 the writing prompt for meteorologists (p. 38) with studies of weather in science.
- Use Predict the Finish! (p. 43) to assist in using illustrations when predicting in reading.

Share with parents:

- Predict the Answers (p. 40)
- Let's Experiment! (p. 42)
- Fast Forward (p. 46)

Additional pages to reinforce prediction:

- Practice Author's Purpose (p. 22)
- Cut to the Answer (p. 55)
- Drawing Conclusions About TV (p. 56)
- You're the Author! (p. 69)
- Freedom! (p. 71)

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 demonstrate the process of using clues to predict what might happen next.

Answer Key

Page 37

1. fiction—something that happens at midnight
2. fiction—a day where things went wrong or didn't happen as they normally do
3. nonfiction—an account of when Americans first walked on the moon
4. Man has now walked on the moon and didn't sink into it.
5. We now know that the moon passes in front of the sun to create the eclipse.

6. We use light bulbs and electricity to make light now.

7-8. Answers will vary.

Page 40



2. 14, 18, 17

3. S, V, Y

4. a

5. Prediction: $10 \times 10 = 100$;

Solution: $12 \times 9 = 108$

6. Prediction: $100 \times 10 = 1,000$;

Solution: $101 \times 11 = 1,111$

7. Round both numbers to nearest ten; multiply 160×10 to get prediction of 1,600.

Page 49

1. B

2. B

3. D



Organize Predictions

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

Clue _____

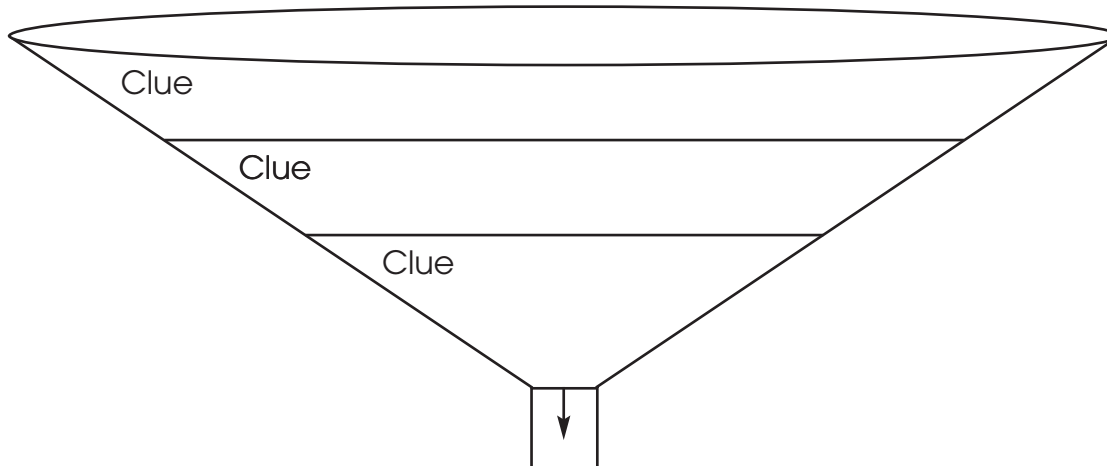
Clue _____



Clue _____

Clue _____

Prediction



Prediction



Practice Making Predictions

When you **predict**, you look at the facts and try to tell what will happen in the future. The facts can come from *the words and titles you read, the pictures you see, or the knowledge you have.*

Use the titles below to help you predict what each book is about.

1. *The Clock Struck Midnight* _____

2. *The Upside Down Day* _____

3. *When Man First Walked the Moon* _____

Use the *knowledge you have* to explain what has changed since people believed in the facts below.

4. If someone were to walk on the moon, he might sink into the surface. _____

5. Magic or spirits make the sun go dark during an eclipse. _____

6. There is no way to create light, except by fire. _____

Use the *context clues* from the story below to predict what will happen next.

Sir Archibald grabbed the rope and swung the end with the iron hook in large circles. He angled the rope and let it fly upward, toward the top of the massive stone wall. The crash of metal against stone rang out, and Sir Archibald pulled the rope taut.

7. Predict what will happen next. _____

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



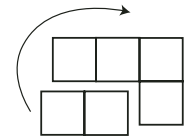
Teachers: Practice prediction skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

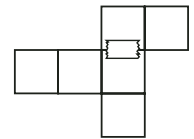
<p>Prediction</p> <p><i>Given:</i> Meteorologists predict the weather. It is based on many measurements and information from many sources.</p> <p><i>Predict:</i> Predict what the weather will be like when you go home from school today. Give three reasons to support your prediction.</p>	<p>Prediction</p> <p><i>Given:</i> Your family is traveling to _____.</p> <p><i>Predict:</i> Predict what your trip will be like.</p>	<p>Prediction</p> <p><i>Given:</i> Think about your next test or quiz. Think about the subject and what you have done to study.</p> <p><i>Predict:</i> Based on the above information, predict how you will score on your next exam. Support your answer.</p>
<p>Prediction</p> <p><i>Given:</i> Think about space travel. What do you know about it?</p> <p><i>Predict:</i> Write a prediction about what life would be like on Mars. Include details about the living environment.</p>	<p>Prediction</p> <p><i>Given:</i> Your parent unexpectedly picks you up during lunch at school.</p> <p><i>Predict:</i> Predict why, where you go, and what you do.</p>	<p>Prediction</p> <p><i>Given:</i> Your best friend invited you to spend a summer with his or her family in Canada. You would like to go, but your parents must be persuaded.</p> <p><i>Predict:</i> Predict the talk you will have with your parents. Write it in dialogue form with correct punctuation.</p>

*To make a die

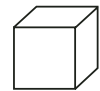
1. Cut



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 scientist. A scientist must use the information he or she has and predict into the unknown. Now, think about your classmates.</p> <p><i>Predict:</i> Predict which member of your class would make a great scientist. Support your prediction with reasons why you think so.</p>	<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Think about your life now and what you want to do when you grow up. Now, imagine you are fifty years older.</p> <p><i>Predict:</i> Write an autobiography of your life. Predict what you will have done in the last fifty years.</p>
<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Choose a book you enjoyed reading in the last six months.</p> <p><i>Predict:</i> Using the same characters, write a sequel to the book. Predict what will happen to these characters now. Write the sequel in narrative form.</p>	<p><u>Prediction Writing Prompt</u></p> <p><i>Given:</i> Your aunt just found your great-grandfather's diary and is mailing it to you.</p> <p><i>Predict:</i> What do you already know about your great-grandfather and what life was like when he was a boy? What do you know about diaries? Predict what one journal entry might say.</p>



You're the Author!



A **prediction** is your belief of what will happen in the future. Be sure when you write a prediction that it is based on information, not just a wild guess.

Directions: Follow the steps below to write your own prediction, based on information given to you as well as your own knowledge.

- Prewrite:** You are driving through the desert with your family. The car overheats and stops running! In the car, you have four bottles of water, a small make-up kit with a mirror, two magazines, a spare tire, and a flashlight. Predict how your family might get help. On your own paper, make a chart like the one below. Brainstorm anything you know about deserts, signaling for help, and how items from the car could be used to help you.

If you do not know anything about survival or signaling for help, look up information. You may look in a dictionary, an encyclopedia, or the Internet.

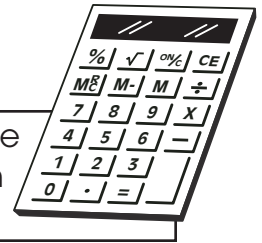
Deserts	Signaling for Help	Items You Have	How They Could Be Used

- Draft:** Using your notes, write your prediction in story form. Use your imagination!
- Revise:** Revise your work.
- Proofread:** Edit for grammar, spelling, and punctuation errors.
- Publish:** Write a final copy of your survival in the desert.

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 and ends with a conclusion.
1	2	3	4	Grammar is correct and sentences are complete.
1	2	3	4	The writer uses prediction vocabulary, such as <i>probably</i> , <i>may</i> , <i>could</i> , or <i>might</i> .
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.

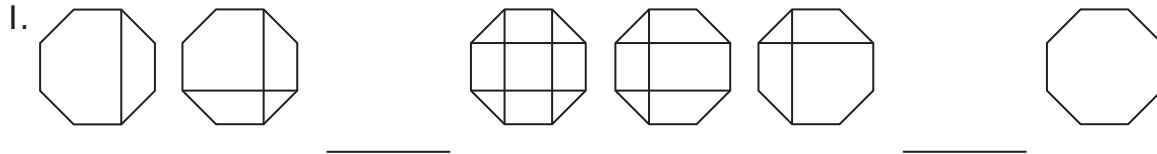


Predict the Answers



Prediction is an important math skill. Predicting your answer before you work on a problem helps you to check your work. Some math problems, like series or patterns, should be solved by prediction.

Think about these patterns and predict the missing items.



2. 2, 6, 5, 9, 8, 12, 11, 15, _____, _____, _____

3. A, D, G, J, M, P, _____, _____, _____

4. These numbers form a pattern: 16, 25, 36, 45, 56, 65, 76, 85. Predict which number will fit the pattern if it is extended two more times. Use the clues.

a. 105

b. 106

c. 95

d. 115

Read each problem and predict your answer. To predict, round each number to the nearest ten and multiply. Then, solve each problem to see how close your answer was to your prediction.

5. $12 \times 9 =$

prediction work:

solution work:

6. $101 \times 11 =$

prediction work:

solution work:

7. What could you do to predict an answer to this problem: $156 \div 12$?



It's Your Move



A part of social studies is the movement of people. Even within the United States, there are many differences based on location. For someone who is used to life in Michigan, where the weather can be very cold and wet, Arizona, where it is hot and dry, could be a big change.

Directions: Today, you are going to imagine that your family is moving across the country. You will be moving to an area that is very different from the place you live now. Think: *What do you already know about moving?* Use these clues to **predict** what types of changes you might experience.

1. Brainstorm types of changes you predict might occur.

2. Choose one of the topics you brainstormed above. Predict how you would cope with that change.

3. Predict what would be frightening about the move and why.

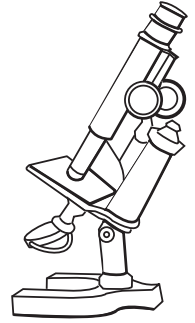
4. Predict what would be exciting and fun about moving and why.

Try this! Choose a real town or city in the United States with which you are not familiar. Research the area to see how it is different from your current location. Would you feel excited or nervous about making those changes? How could you help yourself to adjust to the changes?



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 why am I conducting this experiment?
	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 test my hypothesis?
	Results/Observations (Effects): What happened? What effects did I observe?
After	Conclusion (Draw Conclusions): What conclusions can I draw from my results? Was my hypothesis correct? Did I discover answers to my main question? Did I achieve my purpose?

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

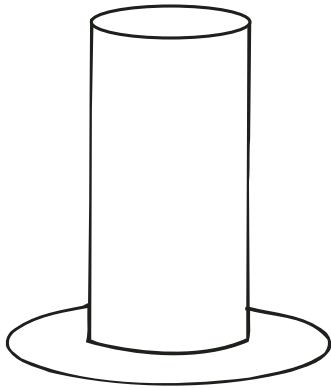


Predict the Finish!

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



Sometimes artists and authors create misleading clues on purpose. In art, this called an *optical illusion*. In reading, this is called a story with a surprise ending, or *dramatic irony*. The famous story “The Gift of the Magi” by O. Henry is a story with dramatic irony. This picture of Lincoln’s hat is an optical illusion.



Look at the picture of Lincoln’s top hat. **Predict** how much taller the hat is than its width. _____

Now, measure the brim and the height of the hat. What did you discover? _____

How did your prediction match your answer?

Did the clues you saw help you or trick you?

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

What clues led to your prediction?

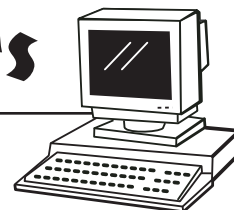
Complete the picture to reflect your prediction. Did your picture match your classmates’? Brainstorm activities the man might be doing.



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



A Search for Predictors



The word **predict** means *pre*, or *before*, and *dict*, to say or to put into words. When you predict, you are putting something into words before it happens.

Directions: Besides students, who predicts anything? Follow the steps below to learn about predictions from the Internet.

1. On the Internet, search using the word **prediction**. How many different groups of people who predict things did you find? List them here.

_____	_____
_____	_____
_____	_____
_____	_____

Did you find any people who predict things without using data? Some people claim to see into the future, but only guess. A guess is an opinion based on little or no data. A true prediction is based on data clues or information.

2. Look back at your list. Circle the people who base their predictions on data.



Meteorologists base their predictions on many types of weather *data* from all over the world. One type of data they look at is weather patterns. Other data they use includes temperatures and the movement of air masses. With all of this information, they predict or forecast the weather.

3. From your list, choose two other types of people who predict. What *data* do they use to make their predictions? Use the Internet to research what these predictors do, and write about them on the lines below.

Predictor A: _____

Data used: _____

Predictor B: _____

Data used: _____



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 and words from the story or book support your prediction?
- Does anyone have any questions or comments about this part of the story or book?

Postreading:

- How would you summarize the story or book?
- How did this compare with your prediction of what would happen?
- 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?
- Did you find what you expected to find in the book (facts, drama, humor)?



Ideas for books that illustrate prediction:

- *The Fortune-Tellers* by Lloyd Alexander—How can the new fortune-teller make such accurate “predictions”? A humorous storyline and focus on fortune telling makes this an ideal book to introduce the art of prediction.
- *The Z Was Zapped* by Chris Van Allsburg —A fun alphabet book made for older students. Let children use their knowledge of the alphabet, the types of words Van Allsburg uses, and the pictures to make predictions.
- Any *Hardy Boys* mystery by Franklin W. Dixon—This series of books includes classic cliffhangers. At the end of each chapter, something happens to make the reader want to turn the page.
- *Hatchet* by Gary Paulsen—Read chapter one of this classic survival tale. Stop often to ask prediction questions. At the end, have the students predict what the secret might be. Have them support their predictions with story evidence.

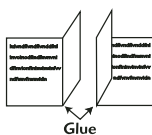


Fast Forward

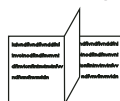


Directions: Follow the steps below to predict what one character from your book will look like ten or twenty years later. Assemble and display the finished products.

1. Choose a character from the book you just read. Use clues from the story to describe him or her in the spaces below. Begin with what you see "In the Book."
2. Combine story clues with your imagination to predict what the character will be like "In the Future." Think: *Does he have contact lenses, a new hairstyle, or a moustache now? Where might she live and why? Does he have a family? Where does she work? What does he do for fun now?*
3. Inside the frames, draw pictures of your character in the book and in the future. When finished, you may cut and assemble as shown below:



Glue



Display

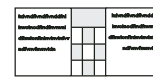
or



Cut Pictures



Weave



Display

In the Book _____

Character's name:

Physical description:

Personality traits:

Things he or she enjoys:

In the Future: ____ years from now

Character's name:

Physical description:

Personality traits:

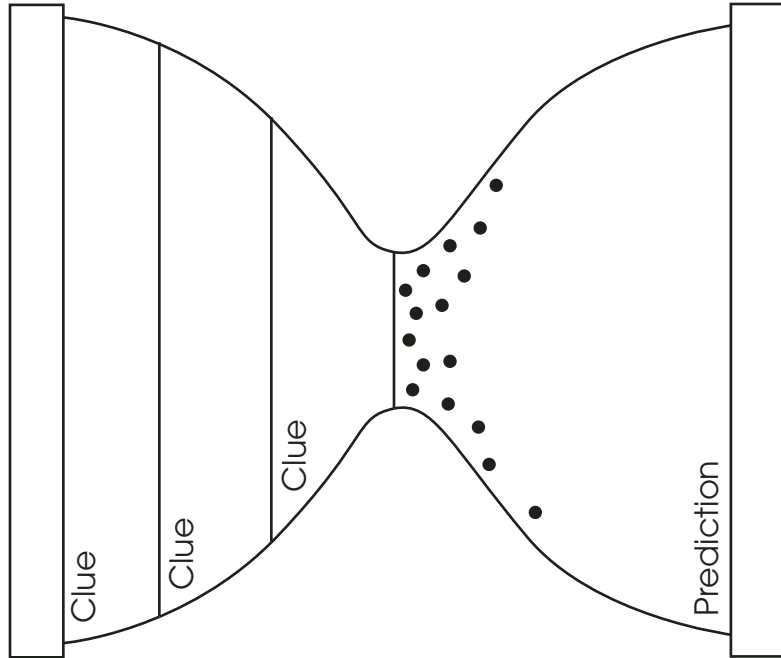
Other details about his or her life:



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.



Name _____ Date _____
Title and Author _____
Pages _____ Signature _____

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

Clue _____

Clue _____



Clue _____

Prediction



Teachers: Have fun practicing prediction skills with these games.

Prediction Detectives

Type: a card game reinforcing the connection between evidence and predictions

Materials: blank game cards for each student, magazines or photocopied text to cut and paste on cards

Set up: whole class, small groups, or partners

Procedures: Pass out one or several photocopied game cards (shown below) to each student. Make photocopies of text, disposable magazines, or newsletters available to students and give them these instructions:

1. Choose a text you can make an accurate prediction about.
2. Cut and paste the text into the designated box on a game card.
3. Write an evidence-based prediction on the "Prediction" line.
4. Write two pieces of real evidence from the text on two of the "Evidence" lines.
5. Find one piece of evidence from the text that does not directly support the prediction. Write it on the remaining "Evidence" line.
6. Turn the card over. Write the letter (a, b, or c) of the non-supporting evidence. Then write your initials on the top right corner.

Once cards are prepared, they can be collected and played as a whole class or put in a center with a game board, playing pieces, and spinner or dice!

Glue or print text here:

Prediction: _____

Which evidence statement below does NOT support the prediction?

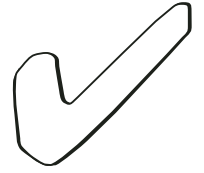
a. _____

b. _____

c. _____



Practice Test



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

A New Life

Max slid open the door of the boxcar, letting in a strip of bright sun and a blast of cold air. He stuck his head out and looked up and down the platform for people. The coast was clear, so Max hopped down onto the track, grabbed his bag, and headed into town. Pausing in front of the station, he took in the scenery. A horse-drawn carriage passed him, followed by a few dogs chasing a mule. He also heard a sound from his own past, a blacksmith's hammer ringing out.

"Finally," said Max excitedly to himself, "the freedom of the frontier." He knew he would miss his family, but he'd had too much of the civilized life. He was never very good at going to school or watching his grammar and manners. He wanted freedom and danger and to carve his own place out of the big world. That's why he decided to leave, just like Josh, his older brother.

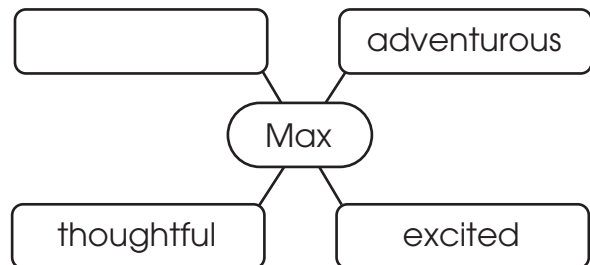
As Max strolled down the street, he spied a couple of young kids huddled together in the alley across the street. Curious, he took a few steps toward them and then realized that they had been sleeping there. They were not much younger than he, a boy and a girl, and they were shivering in the cold and watching Max fearfully.

"This should help," offered Max, pulling his warmest blanket from his bag and handing it to the boy. The boy took it slowly, wrapping it tightly around him and the girl.



1. Based on Max's actions, you can predict what kind of person he is. Which word fits best in the empty box?

- (A) afraid
- (B) kind
- (C) lonely
- (D) selfish



2. Max will need to earn some money to live in this new town. Predict what Max might do to earn money and "carve his own place in the world."

- (A) give blankets to the poor
- (B) get a job with the blacksmith
- (C) buy a home to help homeless children
- (D) become a train bandit

3. Predict what events might make Max have to sleep outside in the future.

- (A) Max gives away too many blankets.
- (B) Max goes to work for the blacksmith.
- (C) The boy and girl tell someone that Max was on the train.
- (D) Max cannot find a way to earn any money for a room.



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 Cut to the Answer (p. 55) to assist children in studying economy.
- Show Me Your Evidence (p. 63) can also introduce logic problems in math.

Share with parents:

- Drawing Conclusions About TV (p. 56)
- Positive or Negative? (p. 58)
- A Book Report Card (p. 61)

Additional pages to reinforce drawing conclusions:

- Practice Author’s Purpose (p. 22)
- Search Smarter (p. 29)
- Tell Me Why (p. 33)
- Predict the Answers (p. 40)
- Let’s Experiment! (p. 42)
- You’re the Author! (p. 69)

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 demonstrate the process of using clues to draw conclusions.

Answer Key

Page 52

1. He might get another cookie.
2. She is waiting for class to be over.
3. Dex thinks Amy might like him.
4. morning
5. sunlit deck, docked during the night
6. long
7. Paul had nearly forgotten what it was like to stand on solid ground.
8. Paul is in a French-speaking country or area. He arrived by boat.
9. The four shadows are people. Only people cook with a kettle over a fire.
10. The surroundings are too beautiful to interrupt with sound.

Page 55

1. Westgate, because they pay the most per lawn.
2. Eastgate, because $9 \text{ lawns} \times \$5/\text{lawn} = \45 . That’s more than Northgate ($6 \times \$6 = \36), Southgate ($4 \times \$8 = \32), or Westgate ($2 \times \$20 = \40).
3. a. $\$20/2\text{h} = \$10/\text{h}$
b. $\$6/.5\text{h} = \$12/\text{h}$
c. $\$5/.25\text{h} = \$20/\text{h}$
d. $\$8/.5\text{h} = \$16/\text{h}$
4. Cut 8 more Eastgate lawns because she’ll make the most money.
5. No, because her current rate works out to be $\$20/\text{h}$, so $\$12$ would be too cheap.

Page 57

1. a. battery, water tank
b. switches, valves
c. bulbs, faucets
2. wire 3. pipe
4. a. No water flows out.
b. Leave switch 1 open.

Page 58

1. Triangle 2. HELLO
3. Answers will vary.

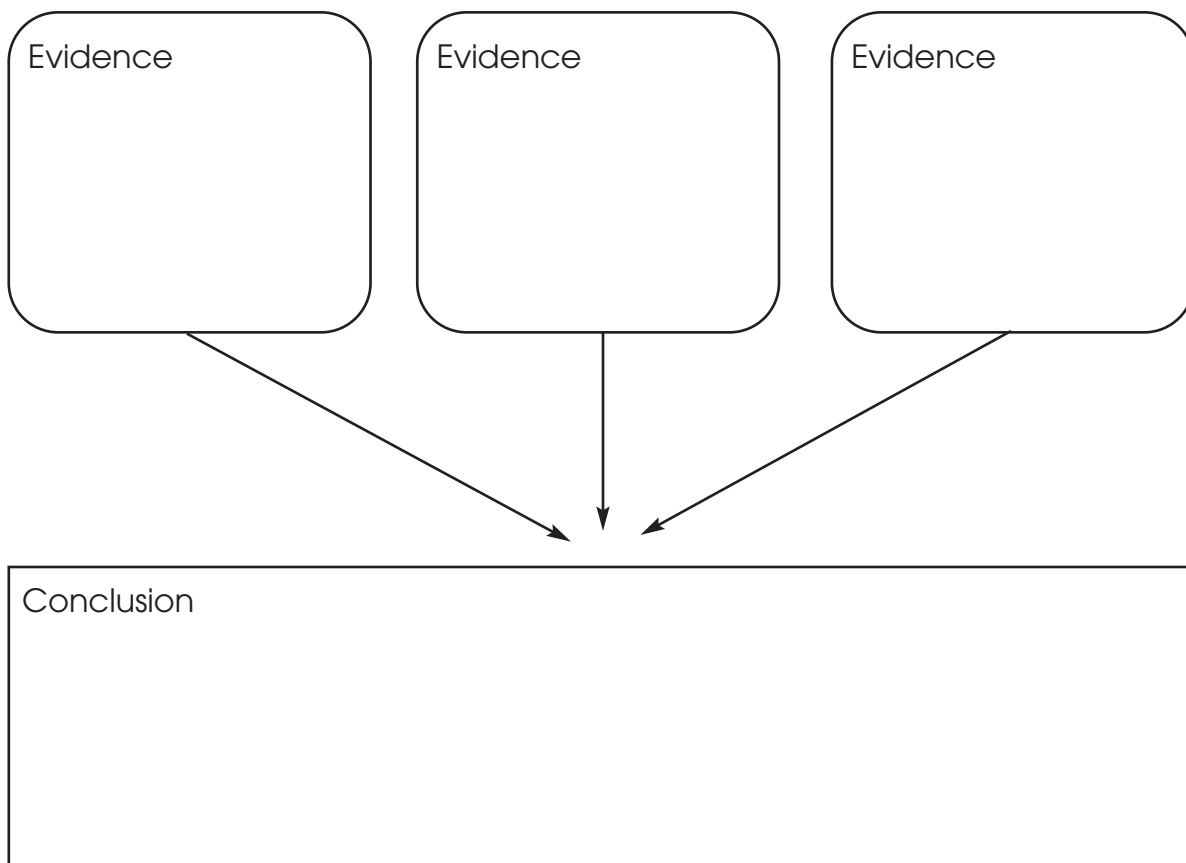
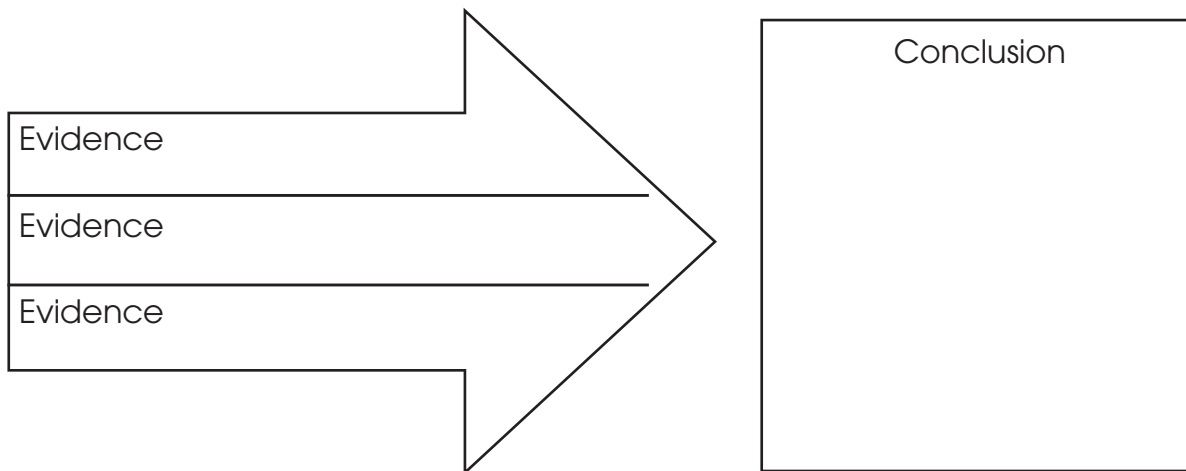
Page 64

1. C 2. A
3. a grocery store because they picked up food there
4. B
5. tired voice, “once again,” three times already, I still have no idea where it could be, even if we have to go back home, Quentin sounded irritated



Organize Conclusions

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





Practice Drawing Conclusions

Authors like to leave clues for readers without explaining what the clues mean. Readers must use these clues to **draw conclusions** about the book. This helps them discover the meaning of the book and makes it fun to read.

Read these sentences. Draw conclusions about what each person is thinking.

1. Jacob looked from the plate full of sugar cookies to his mother's turned back. What is Jacob thinking? _____
2. Beth sat at her desk closely watching the second hand on the class clock. What is Beth thinking? _____
3. Dex was sure Amy smiled at him, just for a moment, while pretending to read. What is Dexter thinking? _____

Read these two paragraphs and answer the questions.

Paul climbed the short ladder, lifted the hatch, and stepped onto the sunlit deck. His squinting eyes revealed that they had made port and docked during the night. He hurried down the gangplank and paused on the dock to stretch his weary legs. Paul had nearly forgotten what it was like to stand on solid ground. A few men pushed a loaded cart over the wooden dock, laughing and speaking French.

4. What time of day is it? _____
5. What clue makes you think that? _____
6. Was the journey long or short? _____
7. What clue makes you think that? _____
8. Where is Paul and how did he get there? _____

A hundred fireflies filled the dark meadow with their candle dance. The soothing hum of the crickets and the low croak of the frogs gave the dance its own music. The first of the stars winked down on a small tent near the middle of the field. A low fire squatted under a kettle of sweet-smelling stew. Two large shadows leaned over the kettle, scooping the hot stew into bowls, while two smaller shadows sat on a nearby log gazing silently into the fire. No one wanted to make a sound.

9. What are the four shadows and how do you know? _____
10. Why does no one want to make a sound? _____



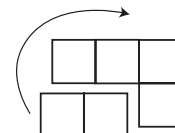
Teachers: Practice conclusion skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

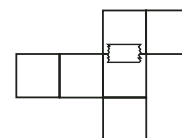
<p>Drawing Conclusions</p> <p><i>Conclusion:</i> It's January.</p> <p><i>Facts:</i> Write details to lead your reader to this conclusion. Do not tell the reader the month, but show him. Include things you might see, hear, or do.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> Calvin is thrilled that he won the Grand Championship!</p> <p><i>Facts:</i> Describe what Calvin did to win the championship. Include details to help your reader conclude what Calvin did and how he feels.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> Eileen is surprised!</p> <p><i>Facts:</i> Write details to lead your reader to the conclusion that Eileen is very <i>surprised</i>. Do not use the word <i>surprised</i> or any synonyms.</p>
<p>Drawing Conclusions</p> <p><i>Facts:</i> A kind note is left on your desk. The new student smiles at you during class.</p> <p><i>Conclusion:</i> Write additional details and include your conclusion about what is happening.</p>	<p>Drawing Conclusions</p> <p><i>Conclusion:</i> You earned an A+ on a tough test! You studied very hard for it.</p> <p><i>Facts:</i> Write at least seven details that lead up to this conclusion.</p>	<p>Drawing Conclusions</p> <p><i>Facts:</i> Just before dinner, you lie down for a quick nap. When you wake up, your whole family is gone!</p> <p><i>Conclusion:</i> List the clues you find and draw a conclusion about what happened to your family.</p>

*To make a die

1. Cut



2. Tape



3. Fold and tape

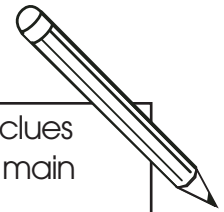


Writing Prompts

<p>Drawing Conclusions Writing Prompt</p> <p><i>Facts:</i> You hear sounds outside by the garbage cans. You send your dog out to investigate and hear him yelp. Your dog comes in with porcupine quills in his nose.</p> <p><i>Conclusion:</i> Write a paragraph using the facts. Give details about each fact. Draw your own conclusion and include it at the end of your paragraph.</p>	<p>Drawing Conclusions Writing Prompt</p> <p><i>Conclusion:</i> There is no other way Dusty could survive on a desert island for so long!</p> <p><i>Facts:</i> Write a paragraph. Include at least five facts that lead to this conclusion. End your paragraph with the conclusion above.</p>
<p>Drawing Conclusions Writing Prompt</p> <p><i>Conclusion:</i> Therefore, Mrs. Black couldn't have let Muenster, the class mouse, out of his cage.</p> <p><i>Facts:</i> Write a paragraph. Include at least three facts that lead to this conclusion. End your paragraph with the conclusion.</p>	<p>Drawing Conclusions Writing Prompt</p> <p><i>Facts:</i> Your mother mentions that there will be a surprise on Saturday. Your father is cleaning the guest room.</p> <p><i>Conclusion:</i> Write a short story. Include these facts and three additional facts that you make up. End your story with the conclusion you draw from the information.</p>



You're the Author!



Good readers **draw conclusions** when reading. Writers must create the clues for the reader. Sometimes good writers offer details instead of stating the main idea. This makes stories more interesting and readers more involved.

Instead of saying "Jonathan came in the house for supper," you may write:

Jonathan ducked inside the heavy front door at exactly the same moment as the sun slipped behind the hills. A delicious smell greeted him. From the kitchen, his mom told to him wash his hands.

Readers conclude that Jonathan is going to have supper because of the clues: the setting sun, a delicious smell, his mom in the kitchen, and hand-washing.

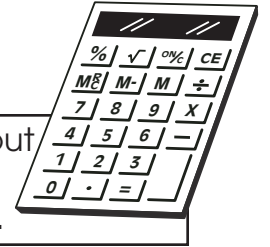
Directions: Now develop your own writing skills. Work through the writing process below to create a paragraph that leads readers to draw a conclusion.

- Prewrite:** Think about someone who is afraid. What does someone look like when he or she is afraid? What might a scared person experience or do? Brainstorm your ideas in a graphic organizer or on your own paper.
- Draft:** Write a vignette, or small part of a story, about a paragraph long. Use your ideas above to create a picture in the reader's mind. Include the details to show someone who is afraid, but do not tell the reader. Allow the reader to draw his or her own conclusion.
- Revise:** Revise your vignette to include at least two more adjectives and two vivid verbs. Share it with a friend, asking him or her to draw a conclusion about the character. Did your writing lead to the right conclusion? If not, brainstorm more ideas and rewrite.
- Proofread & Publish:** Edit your work for any errors. Write a clean copy.

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 emotion.
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.



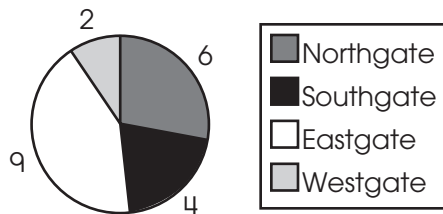
Cut to the Answer



When you **draw a conclusion**, you look at the facts and figure out what they mean. This leads to a better understanding of the material. In math, you can draw conclusions to help solve problems.

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

Dianne mows lawns in four nearby neighborhoods. She records her pay and the number of lawns she mows so that she can learn how to make more money. Read this pie chart and table to help Dianne draw conclusions.



Neighborhood	Pay per Lawn
Northgate	\$6
Southgate	\$8
Eastgate	\$5
Westgate	\$20

- From the data above, which lawns do you think are the largest? Why?

- In which neighborhood does Dianne make the most money? How do you know?

- A lawn in Westgate takes two hours to mow. A lawn in Eastgate takes only 15 minutes to mow. Lawns in Northgate and Southgate take about 30 minutes. How much does Dianne make per hour in each neighborhood? *Hint: Think about how many lawns Dianne can mow in one hour for each neighborhood.*
 - Westgate: _____ c. Eastgate: _____
 - Northgate: _____ d. Southgate: _____
- If Dianne wanted to mow lawns for two more hours per month, what should she do to earn the most money? Why?

- If someone in Eastgate wanted to pay Dianne \$12 per hour to mow the lawn, should she accept the offer? Why or why not?



Drawing Conclusions About TV

Advertisers pay for the television you watch. They pay for commercials or ads because they want to persuade you to buy their products and services. Advertisers must know who watches the television shows. If a company is selling diapers, running a commercial during cartoons, when most viewers are children, will not help to sell its product. Children do not care if a diaper keeps a baby dry. For selling toys, an ad during children's cartoons is perfect. The company will reach the group of people who will want to buy its product.



Directions: Now it is your turn to decide if a company is reaching the customer who will buy its products. Follow the directions below.

1. Choose an age-appropriate, half-hour-long TV show to watch. Ask permission from your parents.
2. Write down every commercial running during the program. Include the product name and the type of product in the chart. Use additional paper if needed.

Product Name	Type of Product or Service	Buyer

3. Look at the types of products being advertised. **Draw conclusions** about who might want to buy those products. Include your ideas on the chart under *buyer*.

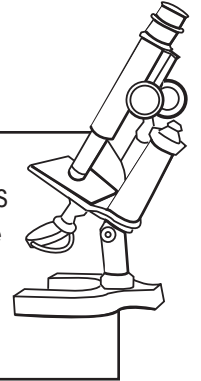
4. Do the ads target mostly one group of people? Do you fit into that group?

5. What conclusions can you draw about the audience for that television show?

6. What do your answers tell you about the advertising?

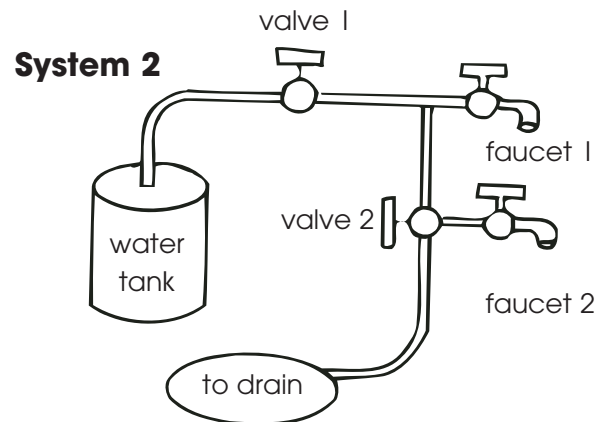
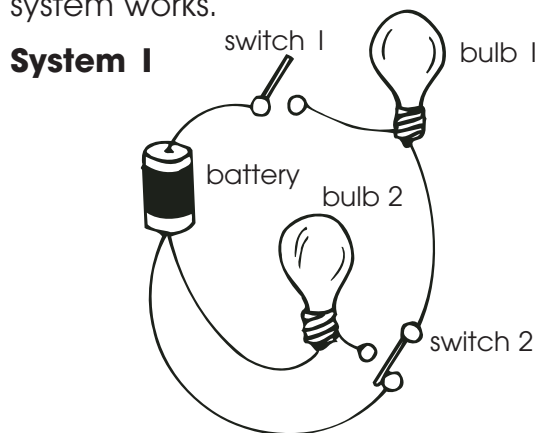


Model It



Scientists need to create models of complex systems. In science, a system is a group of many parts or things that work together. Scientists create models to help them **draw conclusions**. They can refer to the model when they explain their ideas to others. Models are a very powerful way to show a complex system. Good readers can also use these models to draw conclusions.

Directions: Use the models below to draw conclusions about how each system works.



1. System 1 is an electrical system, and system 2 is a water system. Both systems have parts that do the same job. Identify the parts from each system that do these jobs.

Job	System 1	System 2
a. supplies the energy for the system	_____	_____
b. stops or starts the flow of energy in the system	_____	_____
c. produces an output for the system	_____	_____

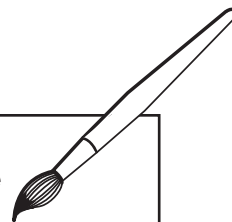
2. What do the connecting lines represent in system 1? (Hint: how do you connect things in an electrical system?)

3. What do the connecting lines represent in system 2?

4. a. What happens in system 2 if **valve 2** and **faucet 2** are open, but **valve 1** is closed? _____
- b. How could you create this same effect in system 1?



Positive or Negative?



Sometimes artists and authors like to make their work interesting by letting readers and viewers *draw conclusions*. They leave out some details and add other clues, so that it's up to you to figure out what's there. Artists may leave out colors or patterns to create *negative spaces*. Viewers draw conclusions about these blank or white areas based on the *positive-space* clues the artist leaves.

Directions: Use positive-space clues from the pictures below to help you draw conclusions about what you see in the negative space.

1. Draw a conclusion about this picture. What shape do you see?

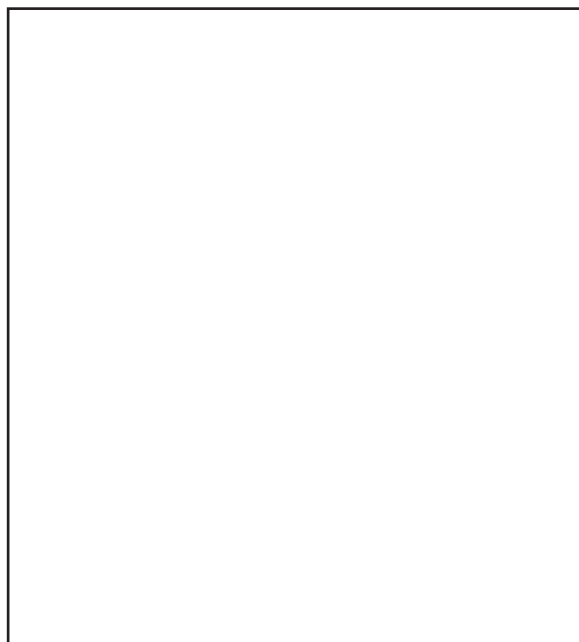
- The eye is trained to see lines, which is why your eye creates the shape, even though a shape is not actually drawn.

2. In this picture, the white or negative space is the main point of the picture.



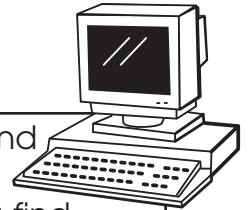
Draw a conclusion: what do you see in the negative space? _____

3. Now create your own pictures focusing on the negative space. Create the negative space by placing positive space around it. The darker or brighter the positive space, the stronger the negative space next to it will be. Maybe your negative space will create an interesting shape. Maybe your name will be created from the negative space. Use your imagination, and think backwards to create negative pictures!





The Hoodoo Sea



The Internet is a research tool. It can be used to find information and gather clues. Web sites offer a tremendous amount of information. You must first draw conclusions about whether the information you find is a true fact, a false fact, or an opinion. Then you can put the facts together to draw your own conclusions about the subject.

Directions: You are now a detective and must search for clues to find the answer to an unsolved mystery that is hundreds of years old: the mystery of the Bermuda Triangle. Search all types of Web sites. Look for information, opinions, and facts. Use the information you find to answer the following questions.



1. In detail, what is the Bermuda Triangle?

2. Give two incidents that support the mystery.

3. Give two incidents that *do not* support the mystery.

4. What other evidence can you find that convinces you for or against the Bermuda Triangle mystery?

5. You must **draw your own conclusion** about the Bermuda Triangle. Is the legend true? Based on the clues you found on the Internet, what is your opinion? Why?



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 this part of the story or book?



Postreading:

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

Books that illustrate drawing conclusions and making inferences:

- *Holes* by Louis Sachar—Read chapter nine. Ask questions regarding where they are, who they are, why they are there, and so on. Students can draw MANY conclusions, but should support their conclusions with the text.
- *A Single Shard* by Linda Sue Park—This Newbery Award winner takes place in Korea near the end of the twelfth century. Read chapter one. Then ask students to draw conclusions about the setting and characters.
- *Bud, Not Buddy* by Christopher Paul Curtis—A Newbery Award winner, this book offers many opportunities to draw conclusions. Read chapter nine. Ask where Bud is going and why. Ask students what they can tell about the book from this chapter.



A Book Report Card



Directions: Think about the book you just read. Draw your own conclusions about the book and complete the book report card below. Assign a grade from A to F based on your conclusions, and support them by writing complete and specific comments in the comment box.

REPORT CARD		
Title: _____		
Author: _____		
Critic: _____		
Date of Critique: _____		
Topic	Grade	Comments
Setting Was the setting suitable for the conflict and action?		
Characters Were the characters believable?		
Conflict, Plot, and Action Were the conflict, plot, and action exciting and fun to follow?		
Resolution Did the author resolve the conflict well?		
Recommendation Would I recommend this book to anyone else? Why or why not?		



Name _____ Date _____

Comprehension

Drawing Conclusions/Making Inferences—Record Your Reading

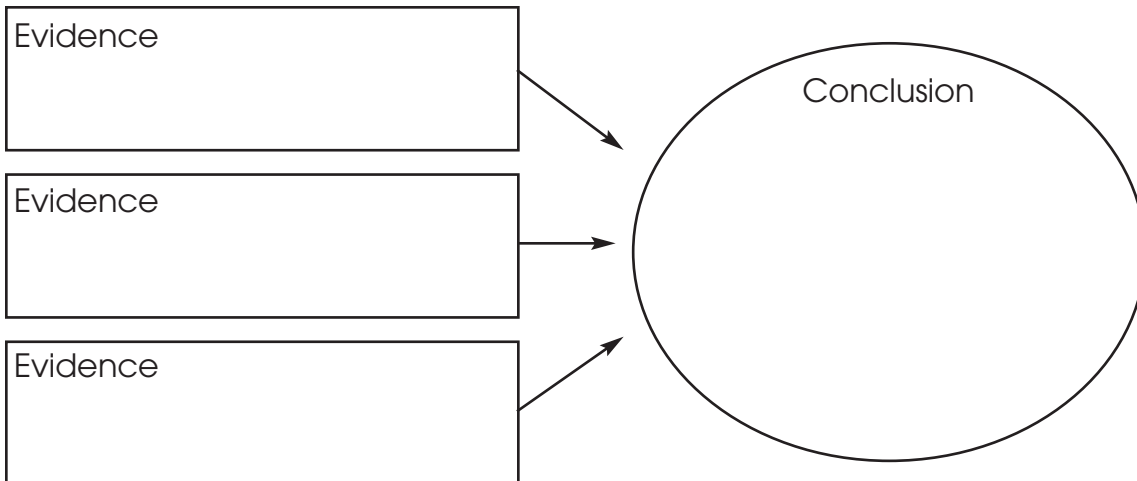
Teachers: Send one of these slips home with nightly books to reinforce conclusion skills.

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.

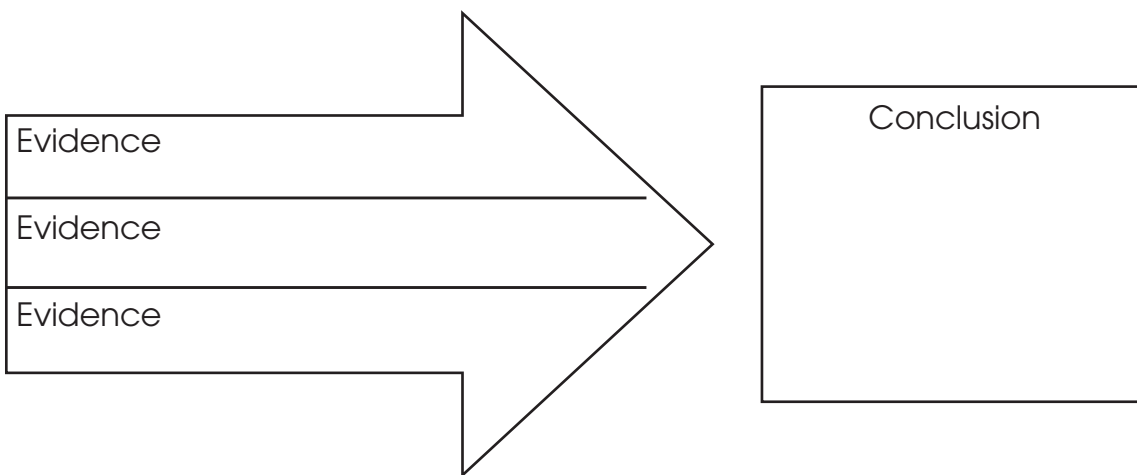


Name _____ Date _____

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 arrow.





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

Show Me Your Evidence

- Type:** a class game to help children practice supporting conclusions with reasonable evidence
- Materials:** paper and pencil for each student
- Set up:** individuals or teams
- Procedures:** Given a conclusion, students must list as many reasonable evidence statements as they can think of in a given time period. When time is up, answers are shared and compiled onto a class list. Points are given to each student or team for each reasonable evidence listed. Three points are awarded for each evidence listed that is unique to one student or group.

Categories that make for good conclusions include:

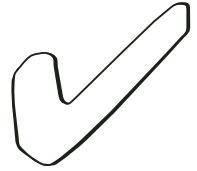
feelings	solution
place (setting)	holiday
person (character)	causes
problem	effects

Conclusion or “LUC”?

- Type:** a class game to help children practice finding the evidence that supports a conclusion
- Materials:** highlighters (one per student), copies of selected text(s) (including an overhead copy if you want to use it to lead the class or have students show answers on the overhead)
- Set up:** individuals
- Procedures:** Begin by discussing the difference between *guesses* and *conclusions* that are based on evidence. Tell the class that if a conclusion doesn't have supporting evidence, it's "Just **LUC**" (pronounced *luck*): **L**ousy **U**nsupported **C**onclusions. Pass out copies of selected text to each student. Allow the students to read a designated section silently, then state a conclusion about the text. Give students a designated period of time (one to three minutes) to highlight all the evidence in the text that supports that conclusion. At the end of the time, call on students to share answers. Every so often, state a conclusion that has no evidence in the text. Then when it's time for students to share answers, they should tell you it was "Just **LUC**!"



Practice Test



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

Lost

Kevin and Quentin sprawled out in the soft grass and stared up at the winking stars. Their packs were completely unpacked, with all their contents dumped out over the ground next to them.

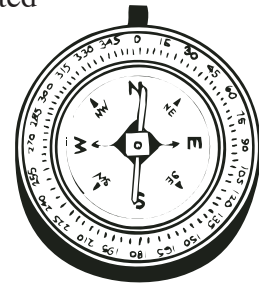
“Okay, Q, let’s try it again, from the beginning,” said Kevin in a tired voice.

“I’ve traced over every single step I made today,” said Quentin. “We’ve tried this story three times already, and I still have no idea where it could be.”

“We can’t go any farther without a compass, Q, even if that means we go back home to get another one.”

Quentin let out a deep sigh. “We left home early this morning and walked to Malan’s to pick up the food. I never took it

out while we were there, even when I had to get out my money to pay. Next, we headed out of town along McCully’s Trail that begins behind Penwick’s farm. We stopped for a dip in his pond, but I’m certain it wasn’t with me when I was swimming. We walked the rest of the afternoon until we sat down here in this meadow, and you wanted to explore with the compass. We know it’s not in either of our packs or our pockets, so where do you think it could be?” Quentin sounded irritated.



- You can tell from the story that Kevin and Quentin
 - live in a large city.
 - swam in the pond for most of the day.
 - unpacked their packs in a hurry.
 - don’t care about where the compass might be.
- Which of the following statements is probably true?
 - Quentin forgot to pack the compass.
 - The boys don’t know how to get home.
 - Quentin and Kevin packed heavy coats in their packs.
 - The boys are lying in their tent discussing the missing compass.
- What kind of store do you think Malan’s could be? Why?

- How do the boys feel?

<input type="radio"/> A sleepy	<input type="radio"/> B frustrated
<input type="radio"/> C angry	<input type="radio"/> D calm
- Write down clues from the text to support your answer to number 4.



Teachers: Understanding cause and effect helps children to track and make connections between facts or events in their reading.

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:

- Use melting ice prompt (p. 68) to tie in with earth science or social studies.
- Use You're the Author! (p. 69) to make social studies connections.

Share with parents:

- You're the Author! (p. 69)
- Freedom! (p. 71)
- Tricks of the Trade (p. 73)

Additional pages to reinforce cause and effect:

- Variation on a Still Life (p. 13)
- What I Mean to Say (p. 27)
- You're the Author! (p. 39)
- Let's Experiment! (p. 42)
- Cut to the Answer (p. 55)
- Model It (p. 57)
- The Hoodoo Sea (p. 59)

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—tornado; underline—caused much damage in the small town of Salina
2. underline—I refilled my snake's water bowl; circle—it was almost empty
3. circle—bright searchlights; underline—attracted people to the premiere of the new movie
4. helped the driver to see and called the wolves out
5. the sound of the distant wolves
6. calm the horse and keep him going on
7. he was missing his paper
8. 1—it caused his mother to put his paper on the counter, and 2—he remembered where it was

Page 70

1. a. 8
b. 6 R 2
c. a whole number answer
d. an answer with a remainder
2. 8
3. 50, 2
a. a number greater than 10
b. a number less than 10
4. multiplying it by a number bigger than its denominator

Page 72

1. an X-ray picture of a key
2. energy from the vacuum tubes going through the desk to the plate
3. Doctors now use X-rays to see inside bodies and look at bones. It helps them know when something is broken and how to treat it.

4. the candy bar melted with no heat
5. microwaves from short radio waves
6. People now use microwaves to heat up food quickly in microwave ovens.
7. destroyed bacteria
8. penicillin mold
9. To fight sickness from bacteria, people can take penicillin to make them well.

Page 79

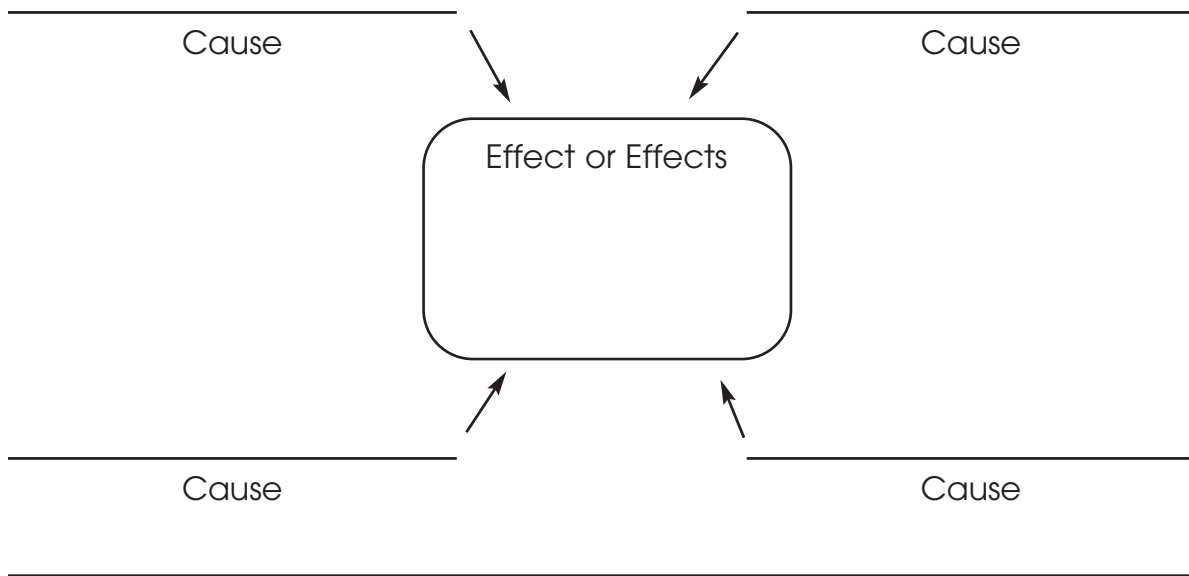
1. A, B, D
2. B, C
3. A, B, D, F
4. Answers will vary. Should include a connection with the oxygen and carbon dioxide balance.



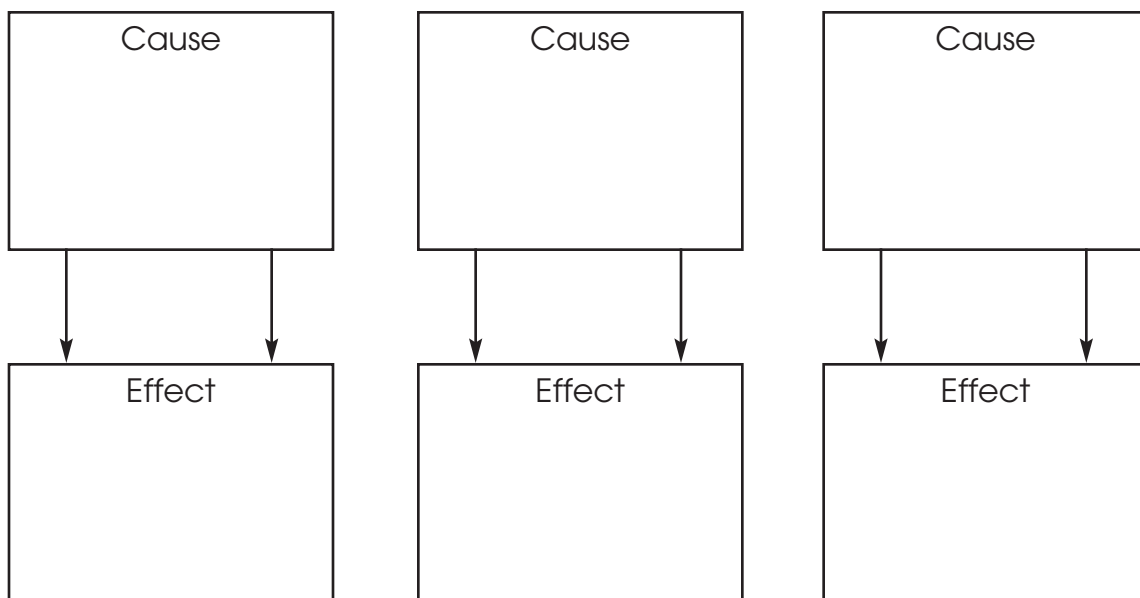
Organize Causes and Effects

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

Use this graphic organizer when you have a group of causes for one effect.



Use this graphic organizer when you have separate 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.

In each sentence below, circle the cause and underline the effect.

Think: Which event occurred first?

1. The tornado caused much damage in the small town of Salina.
2. I refilled my snake's water bowl because it was almost empty.
3. Bright searchlights attracted people to the premiere of the new movie.

Read these paragraphs. Then, answer the questions.

The full moon gazed down on the thick forest and lit the way for a horse-drawn carriage. The light helped the driver to see the tree-lined road, but it also beckoned to the wolves. The wolves answered the cold, white moon with a single howl, followed by a chorus of voices. At this eerie sound, the horse's breath shuddered and his step broke rhythm. The driver chirped softly and flicked the reins to calm the horse's nerves and keep him trotting onward.

4. The same moon had two different effects. What were they?

5. What caused the horse to break his rhythmic step?

6. What was the driver hoping to cause by flicking the reins?

Keenan searched through all the pockets of his backpack. He flipped through his history, science, and English books. Panicked, he thought back to the night before, when his mother checked the paper. She read it, then set it on the counter when the supper on the stove boiled over. *The counter*, remembered Keenan.

7. What caused Keenan to search through his books and backpack?

8. What were the first effect and the last effect of the pot boiling over?



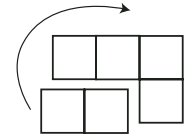
Teachers: Practice cause-and-effect skills with these writing prompts. Cut them into cards for centers, use them on an overhead, or make a journal-prompt die.*

Journal Prompts

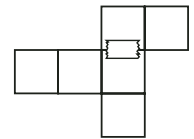
<p>Cause and Effect</p> <p><i>Cause:</i> It snowed six feet overnight. You and your family are snowed in!</p> <p><i>Effect:</i> What effects will this have on your day and on your family?</p>	<p>Cause and Effect</p> <p><i>Effect:</i> Your sister borrowed your favorite shirt without asking. When it is returned, it has a huge orange stain on the front.</p> <p><i>Cause:</i> How does she explain the stain?</p>	<p>Cause and Effect</p> <p><i>Cause:</i> You lose your voice on the day you are supposed to present your big project to your class.</p> <p><i>Effect:</i> What will you do?</p>
<p>Cause and Effect</p> <p><i>Effect:</i> You return to school from winter break. Your best friend has a full-length leg cast. He or she says, "You'll never believe what happened!"</p> <p><i>Cause:</i> What happened?</p>	<p>Cause and Effect</p> <p><i>Cause:</i> Today is your birthday!</p> <p><i>Effect:</i> Describe what you did today that made it the most wonderful birthday ever!</p>	<p>Cause and Effect</p> <p><i>Cause:</i> You grow ten inches taller every year! You are almost a giant!</p> <p><i>Effect:</i> How will you handle the differences and difficulties of living in a world of smaller people?</p>

***To make a die**

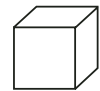
1. Cut



2. Tape



3. Fold and tape

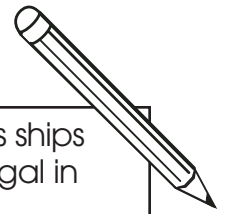


Writing Prompts

<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Cause:</i> The news has just reported that all of the ice and snow in the polar ice caps and the high mountains are melting. At this rate, there will be no ice or snow left in the world in 24 hours.</p> <p><i>Effect:</i> Write two paragraphs to explain the effects the world will see due to this global melting.</p>	<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Cause:</i> You and a friend borrow a rowboat for a day on the lake. Suddenly, the wind picks up, waves bounce the boat around, and rain begins to fall.</p> <p><i>Effect:</i> What do you do to reach safety? Write two paragraphs: one explaining the situation, and one telling how you get back to shore safely.</p>
<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Effect:</i> You are being honored at the White House.</p> <p><i>Cause:</i> Write a paragraph to explain the cause of this great honor.</p>	<p><u>Cause and Effect Writing Prompt</u></p> <p><i>Cause:</i> Your parents have asked you to help plan a family vacation.</p> <p><i>Effect:</i> Write a paragraph to explain where you would like to go and why.</p>



You're the Author!



Do you ever wonder what life would be like if Columbus had turned his ships back? What if the South had won the Civil War and slavery were still legal in America? How different life would be!

Directions: Today it's your duty to take your thoughts beyond wonder. You will inquire as well as respond to the fascinating question *What if?* Your question becomes the **cause**, and your answer, the **effects**.

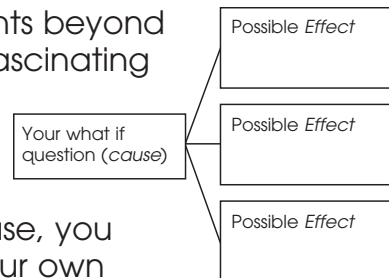
Prewrite: On your own paper, make a graphic organizer like the one pictured here. For the cause, you may use the question your teacher assigns or your own question, or one of the imagination starters below.

- What if America had lost the Revolutionary War?
- What if the U.S. had found life on the moon?
- What if the world stopped turning?

What will your "What if..." question be? _____

Once you have written your question in the cause box, brainstorm what would happen as a result. Write your ideas in the effects boxes.

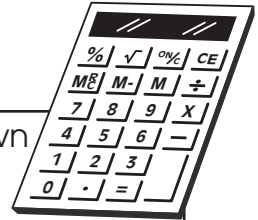
- Draft:** Below your graphic organizer, write your ideas about the situation. Use your "What if..." question as the title to your work. The conclusion should show your opinion about the outcome of the situation.
- Revise:** Revise and edit.
- Proofread:** Edit for grammar, spelling, and punctuation errors.
- Publish:** Write a final copy to share with others.



Grading Rubric				
Revise and Redo	Developing	Good	Quality and Complete	
1	2	3	4	There is a clear description of the possible effects.
1	2	3	4	The paragraph begins with a clear cause, contains supporting effects, and concludes with an opinion about the outcome.
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.



What's the Effect?



In math, students learn what **causes** numbers to change in a known way. Multiplication causes a number to go up. Division causes a number to go down. Other causes and effects can be found for any operation in math. If a student knows the **effects**, math can be simple.

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

1. When a number is divided, it may cause one of two effects. Solve these two problems, then answer the questions.

a. 56 divided by 7 equals _____

b. 56 divided by 9 equals _____

c. What is the effect of dividing a number by one of its factors?

d. What is the effect of dividing a number by a non-factor?

There are two steps to multiplying fractions. First, multiply the numerators, the top numbers. Then, multiply the denominators, the bottom numbers. The new numerator and denominator give you the answer. Look at these examples: $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{10} \times \frac{1}{2} = \frac{1}{20}$, $\frac{1}{1} \times \frac{1}{2} = \frac{1}{2}$, $\frac{56}{1} \times \frac{1}{7} = \frac{8}{1}$

2. From the previous problem, you found the effect of dividing 56 by 7. What is the effect of multiplying 56 by $\frac{1}{7}$? _____

3. Multiply 10 by 5 and write your answer here _____. Now, multiply 10 by $\frac{1}{5}$ and write your answer here _____.

a. What is the effect of multiplying 10 by a number greater than one?

b. What is the effect of multiplying 10 by a fraction less than one?

4. What causes a fraction, like $\frac{1}{4}$, to increase to a number greater than 1?



Freedom!



The core democratic values talk about liberty and personal, political, and economic freedom. In America, we enjoy many freedoms. Sometimes we do not think of what life might be like without these freedoms.

Directions: Consider the following changes. What **effects** would these changes have on your life?

1. Many years ago, girls were not allowed to attend school. How would your life be different if girls did not have the freedom to go to school?

2. Long ago in England, people were forced to practice the same religion as the king. Some people wanted the freedom to believe whatever they chose. These people came to America to enjoy religious freedom. What effect would there be on your life if we did not have freedom of religion?

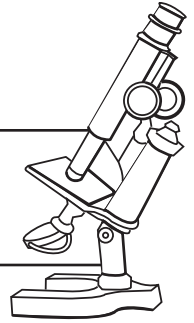
3. In the U.S., we enjoy the freedom of speech. This means that we have the right to say what we like when we like, even if others do not agree. In many countries, people are put in jail or worse if they speak out against the government. What effect would the loss of this freedom have on you and your family?

Try this! Ask your parents to help you think of other freedoms we have in the United States. Write about what it would be like if you didn't have those personal freedoms.



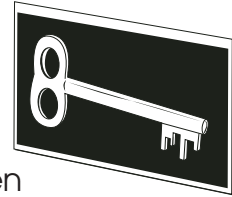
What Caused That?

Many inventions have been based on accidents. In each case, a scientist noticed an **effect** that he couldn't explain. Then, through more experiments, the **cause** was discovered.



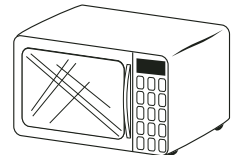
Directions: Read the unexpected causes and effects, and answer the questions.

Wilhelm Roentgen worked a lot with vacuum tubes. He bought a photographic plate. The plate was stored in one of the drawers of his desk, near the vacuum tubes. When he reached for the plate, he found that it had been exposed to some kind of energy. The plate had a perfect picture of the key that lay on top of the desk. He later learned that the vacuum tubes created an x-ray. The x-rays passed through the wood of the desk and created the picture of the key on the plate.



1. What was the unexpected effect? _____
2. What caused it? _____
3. Explain the effect of this accident on medicine. _____

P. Spencer worked on radar systems. He was testing short radio waves. He noticed that the candy bar in his pocket melted. There was never any heat from the equipment. He soon learned that the system also created microwaves.



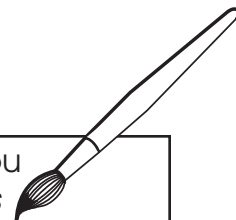
4. What was the unexpected effect? _____
5. What caused it? _____
6. Explain the effect of this accident on kitchens. _____

Sir Fleming grew cultures in small bowls. Cultures are groups of bacteria. One of his dishes was dirty and grew a mold. Fleming noticed that the mold had destroyed all the bacteria in the dish. He soon discovered that the mold could be used to fight bacteria and disease. The mold was called penicillin.

7. What was the unexpected effect? _____
8. What caused it? _____
9. Explain the effect of this accident on medicine. _____



Tricks of the Trade



Identifying causes and effects in the world around you will help you recognize them in things you read. Artists achieve different *effects* by working with different mediums. A medium is any type of material, such as oil paints or pastels, used to create art. Using a new medium can be tricky until you learn how to *cause* the effect you want.

Directions: Explore watercolor paints through the tasks below. Figure out the **causes** from the **effects** you see.

1. Using a white crayon, draw three lines in this box.
Using a small amount of paint and water, paint the entire box.

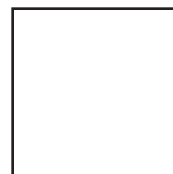


What effect does the coloring have?

What do you think caused this to happen?

How could you use this effect in a painting?

2. Using a small amount of paint and water, paint this box. When the paint is just slightly damp, sprinkle a little bit of salt on the paint in the box. Allow the paint and salt to dry *completely* without touching it.



What effect does the salt have?

What do you think caused this to happen?

How could you use this effect in a painting?

3. Using a small amount of paint and water, paint this box. While the paint is still wet, dab a different-colored paint in a few places in the box.

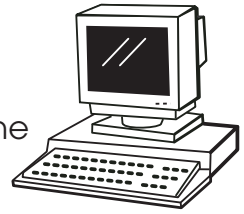


What effect does painting wet-on-wet have?

How could you use this effect in a painting?



Tech Trivia



Directions: Use the Internet to learn about causes and effects in the world around you. Log on to a kid-safe search engine such as *Yahooligans* or *Ask Jeeves for Kids*, and search for the answers to these questions. Write down the Web site where you found your information.

1. What *caused* Da Vinci's painting "The Last Supper" to fade? _____

_____ Web site: _____

2. What *effect* does mixing baking soda and vinegar have? _____

_____ Web site: _____

3. Why did Lincoln make the Emancipation Proclamation? _____

_____ Web site: _____

4. What *causes* a hurricane? List three factors. _____

_____ Web site: _____

5. What *effect* does a prism have on white light? _____

_____ Web site: _____

6. What did the Confederate States do that caused the Civil War? _____

_____ Web site: _____

7. What *caused* Francis Scott Key to write the words to our national anthem?

_____ Web site: _____

8. Name three things that *happened as a result of* the eruption of Mt. St. Helens.

_____ Web site: _____

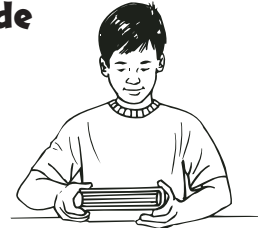


Teachers: Use the following ideas for support when modeling the reading process and focusing on cause and effect.

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 different causes and effects in the story. See if you can find a chain of causes and effects.



During Reading:



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

Postreading:

- What effect did the problem have on the main character?
- According to the story, why did (character) do (action)?
- 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?
- Will reading this book cause you to look for more books by this author?



Ideas for books that illustrate cause and effect:

- *Old Yeller* by Fred Gipson—The basic set-up for this classic story is full of causes and effects. Students could raise their hands to share cause and effect as they hear them in the story for more active listening.
- *Pink and Say* by Patricia Polacco—This rich book ties in well with social studies and the Civil War. Causes and effects are plentiful. Students should support their ideas with examples or clues from the text.
- *Where the Red Fern Grows* by Wilson Rawls—A book about a boy's relationship with two hunting dogs. For causes and effects, read chapter two.
- Informational books—While reading, stop to ask what caused something else or what effect one thing had on another.



Ask!



You are a reporter who has been asked to interview the main character of your book for a magazine. You are limited to only five **cause and effect** questions.

Directions: Think about the five most important events in the book. You might also think of anything in the book about which you are curious. Choose five questions you would like to ask the main character of your book. (You may use the question starters listed below or make up your own.) Write your choices on the numbered lines below.

Question Starters

Cause: For what reason...

What caused you to...

What was the biggest cause...

Why did you...

Why did you choose to...

Effect: What was the effect of...

How did (*a story event*) effect...

How would you describe the effect of...

What happened as a result of...

What would have happened if...

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____

Now go back and answer the questions the way you believe the main character would answer them. Use clues from the book and what you know about the book and the character. For extra fun, get someone to act as the main character and perform your interview live in front of class. You may also videotape it and air it like a TV interview.



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

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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

Cause	→	Effect
	→	

Cause	→	Effect
	→	

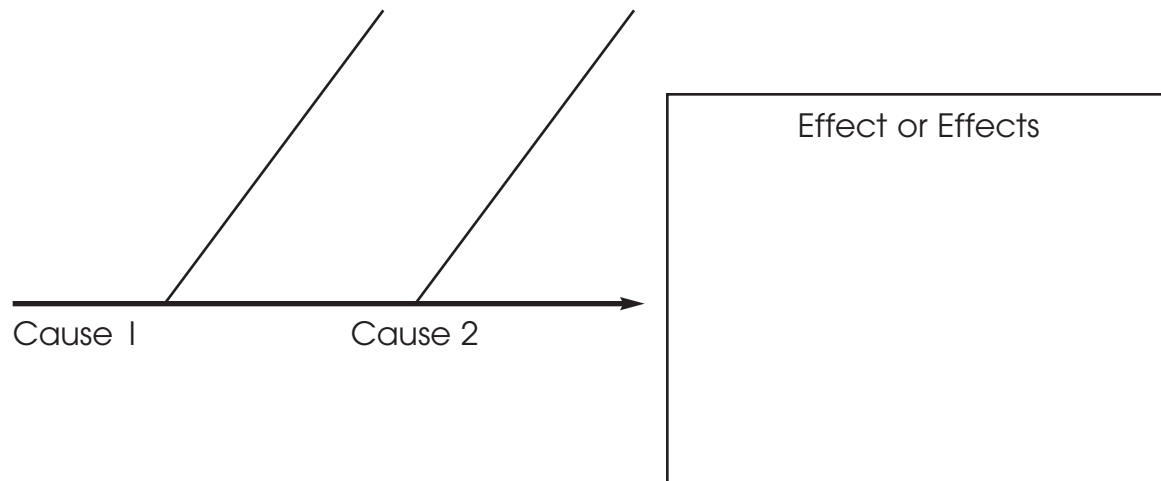
Cause	→	Effect
	→	

Name _____ Date _____

Title and Author _____

Pages _____ Signature _____

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





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

Character Cause and Effect Trivia

Type: a game to help children practice figuring out cause and effect

Materials: pencils and paper

Set up: any configuration

Procedures: Each child should write his or her name on an index card. Then, on the other side of the card, the students should write down three causes and effects regarding a character in a story. They should be written in question and answer form. (e.g., Why were the Tucks unusual? They were immortals.)

Students turn their cards in to the teacher. The teacher reads each question and gives the children the opportunity to answer. Each correct answer gains the student one point. Each reasonable cause and effect question that stumps the class gives the question creator one point.

Cause and Effect Lesson Review

Type: a game to help evaluate causes and effects in lessons

Materials: note cards (at least one per student)

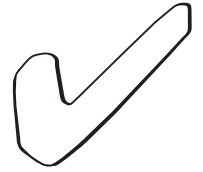
Set up: students work alone and as a whole class

Procedures: At the end of a lesson, pass out blank note cards to students. Have them write one cause and effect they learned from the lesson (cause on the front, effect on the back). Collect the cards and play cause and effect review in any of these formats:

- Teacher reads a cause or effect and calls on a student to guess what cause or effect is on the back of the card.
- Teacher reads a cause or effect. Students write the corresponding effect or cause on scrap paper, check answers as teacher reveals it.
- Teacher reads a cause and effect. Students vote thumbs up if it's a correct pairing, and thumbs down if it's not.
- Cards are collected and put in a center with any game board and dice or spinner. Players read the cause or effect and guess what's on the back of the card. Correct answers move them forward.
- Categorize cards (science, social studies, literature) and put in a center as a trivia game. Players take turns choosing a category and trying to guess what cause or effect goes with the clue given on the card. Players keep correct cards and win when they have one from each category.



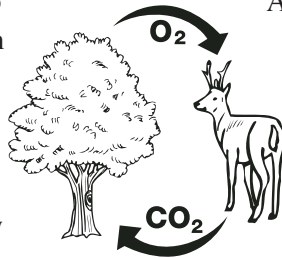
Practice Test



Directions: Read the article and fill in all the answers that apply.

A Delicate Balance

Nature is both fragile and resilient, violent and gentle. In all ways, nature is a delicate balance. One good example is the oxygen cycle. Animals need oxygen to keep their bodies healthy. They breathe in the oxygen and breathe out carbon dioxide. Carbon dioxide is a waste product in the form of a gas. Plants, on the other hand, need carbon dioxide to stay healthy. They absorb the gas and use it to grow or fight disease. When plants consume the



carbon dioxide, they create their own waste product—oxygen. Nature is in balance when plants and animals trade these two gasses.

Animals take the oxygen and give back carbon dioxide. Plants take the carbon dioxide and give back oxygen. Sometimes this cycle is forced out of balance. When this happens, the effects can be tragic. Animals may be forced to move to other areas. Plants and animals could die. Nature is tough, but we must to be careful not to destroy its fragile balance.

- What could be the effects of killing all of the plants in an area?
 - Animals that eat only plants would have to move away.
 - There would be less oxygen for the animals to breath.
 - There would be less carbon dioxide in the area.
 - There would be more carbon dioxide in the area.
- If this balance of gasses works the same under water, what do you think could be the effects of taking all the fish out of a small pond?
 - The plants that use carbon dioxide would have to move to another pond.
 - There would be too much oxygen and the plants would die.
 - There would be less carbon dioxide in the area.
 - There would be more carbon dioxide in the area.
- Which events could damage the oxygen balance?
 - Pesticides kill all the plants in an area.
 - Humans capture, hunt, or fish all the animals out of an area.
 - Humans are careful not to leave their trash when they hike and camp.
 - A mudslide covers all the plants in an area.
 - Humans plant new trees.
- Why do you think people are concerned about how fast forests are being cut down? Explain the causes and effects.

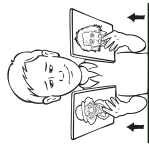


Comprehension

The Good Reader's Guide

PREREADING

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



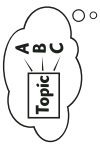
- What is my **purpose** for reading?

- information**
 entertainment

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

- fiction**
 nonfiction

- What **specific type** of reading selection is this? Genre:
-



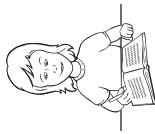
- What do I **already know** about this topic or author?

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

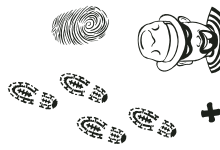
A + B = C?
I think I'll find out about....

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

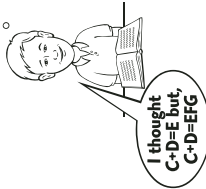
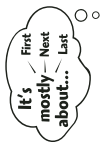


- How would I describe the **author's purpose** for this reading selection?

- What is the theme or the **main idea** of the whole selection?

- How would I **summarize** this selection in a few sentences?

- 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?