



FOCUS ON Reading Strategies

Teacher Guide

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What Skills Are Covered in *Focus on Reading Strategies*?

The following standards-based literacy skills are covered in the six workbooks for students in grades 3–8.

Focus on Reading Strategies	Grade 3 Level C	Grade 4 Level D	Grade 5 Level E	Grade 6 Level F	Grade 7 Level G	Grade 8 Level H
Reading						
Analyze Plot Structure	✓	✓	✓		✓	
Analyze Tone						✓
Articulate Author's Perspective					✓	
Compare and Contrast	✓	✓			✓	
Describe Mood						✓
Determine Main Idea			✓		✓	
Distinguish Fact and Opinion	✓					
Distinguish Point of View					✓	
Draw Conclusions	✓			✓		✓
Examine Theme	✓	✓	✓	✓		
Find Relevant Details	✓			✓		✓
Interpret Symbolism						✓
Make Connections	✓	✓	✓	✓	✓	✓
Make Inferences	✓			✓		
Practice Active Questioning	✓	✓	✓	✓	✓	✓
Predict	✓	✓	✓	✓	✓	
Recall Facts	✓	✓	✓	✓	✓	✓
Recognize Cause and Effect			✓		✓	
Recognize Persuasive Techniques				✓		✓
Sequence Events	✓	✓				
Summarize				✓	✓	✓
Understand Characterization	✓	✓	✓	✓	✓	
Use Prereading Strategies	✓	✓	✓	✓	✓	✓
Use Visual Mapping	✓	✓	✓	✓	✓	✓
Writing						
Write a Friendly Letter	✓		✓		✓	✓
Write a Prediction	✓		✓	✓	✓	
Write an Interview	✓	✓	✓	✓		
Write to Describe	✓	✓	✓	✓	✓	✓
Write to Entertain	✓	✓	✓	✓	✓	✓
Write to Explain	✓	✓	✓		✓	✓
Write to Inform	✓		✓	✓		✓
Write to Persuade	✓		✓	✓	✓	✓
Write to Summarize		✓		✓	✓	✓
Vocabulary						
Analyze Multiple Meanings		✓	✓	✓		
Build Vocabulary	✓	✓	✓	✓	✓	✓
Classify Words		✓		✓	✓	
Identify Parts of Speech	✓		✓	✓	✓	✓
Recognize Base Words	✓	✓		✓	✓	✓
Understand Prefixes & Suffixes	✓	✓	✓	✓	✓	
Understand Synonyms & Antonyms	✓	✓	✓	✓	✓	✓
Use Context Clues	✓	✓	✓	✓	✓	✓
Use a Dictionary	✓	✓	✓	✓	✓	✓

The following strategies are covered in the six workbooks for students in grades 3–8.

<p>Previewing</p> <ul style="list-style-type: none"> 10 most important words Analyze title Anticipation guide Brainstorm Framed sentence Knowledge chart KWL chart Make connections prompt Predict based on introduction Predict based on key words Prediction chart Prior knowledge prompt Probable passages 	<p>Knowing How Words Work</p> <ul style="list-style-type: none"> Create a scenario using target word Create sentences with target word Frayer model Identify synonyms Identify word parts Knowledge rating checklist Provide examples Rewrite definitions Student VOC strategy Use context clues Use dictionary Word parts chart
<p>Self-Questioning</p> <ul style="list-style-type: none"> Think-along questions 	<p>Monitoring</p> <ul style="list-style-type: none"> Check for understanding multiple-choice questions Review activities Think-along questions
<p>Making Connections</p> <ul style="list-style-type: none"> Make connections prompt Metacognitive statement Op-ed piece Persuasive essay Think-along questions Venn diagram 	<p>Summarizing</p> <ul style="list-style-type: none"> 5 Ws organizer Plot chart Retelling chart Sequence chart Story frame Story string Think-along questions Write newspaper article Write summary
<p>Visualizing</p> <ul style="list-style-type: none"> Cause-and-effect organizer Character map Comparative organizer Diagram Draw pictures to visualize Frayer model Hierarchical organizer Plot chart Problem/solution organizer Semantic map Sequential organizer Series of events chain Spider map Story frame Story string Venn diagram 	<p>Evaluating</p> <ul style="list-style-type: none"> 10 most important words Characterization chart Character map Character sketch Think-along questions

How Is Each Lesson Organized?

Each lesson in *Focus on Reading Strategies* has six sections. Students will use multiple strategies as they complete the activities in each section. The variety of activities addresses multiple learning styles.

Before Reading: Heads Up Direct instruction in this section accesses prior knowledge and builds background knowledge to provide a framework for deeper understanding of the reading selection in the lesson. Research shows that readers are in a better position to understand what they're reading if prior knowledge is activated (Vacca, 2002; Irvin, et al., 1995).

During Reading: Think-Along Questions Specific questions are interjected throughout the selection to promote active reading. Readers will question what they read, make predictions, make connections, and practice the featured skill as they answer the questions and interact with the author's words. Research shows that proficient readers keep a constant check on their understanding as they read (Duke & Pearson, 2002; Irvin, et al., 1995).

After Reading: Read with Understanding This multiple-choice question offers practice in the featured skill. The format of this activity is similar to questions included in state, national, and standardized tests.

After Reading: Make Sense of Words A featured strategy will be applied to vocabulary bolded within the selection. Students are encouraged to use this vocabulary strategy with other words that they identify as difficult as they read. Research substantiates vocabulary knowledge as an important factor in successful comprehension (Laflamme, 1997; Barton & Billmeyer, 1998). Building vocabulary will increase students' comprehension (Stahl, 1999).

After Reading: Understand by Seeing It Students use visual mapping strategies with a variety of graphic organizers to practice the skill featured in the lesson.

After Reading: Write to Learn Reading instruction should make connections between reading and writing (Duke & Pearson, 2002). Students connect reading and writing and demonstrate their understanding of the selection through this low-stakes writing activity. Research shows that low-stakes writing helps readers interact personally with the text without the pressure of completing a finished piece of writing (Vacca, 2002).

Will Students Have a Chance to Review?

Two Review lessons, one after the first three units and the second after the last three units, offer students an opportunity to make connections as they practice the skills and strategies from the previous three units on a new selection.

How Is Listening Comprehension Included?

A Listening Comprehension activity follows each review. The selections for each listening lesson and directions for presenting them are provided in this resource. These selections and the activities that follow help students learn to become attentive, active listeners. Students will make and confirm predictions as they complete the questions related to the listening selections.

All About Using the *Focus on Reading Strategies* Workbooks

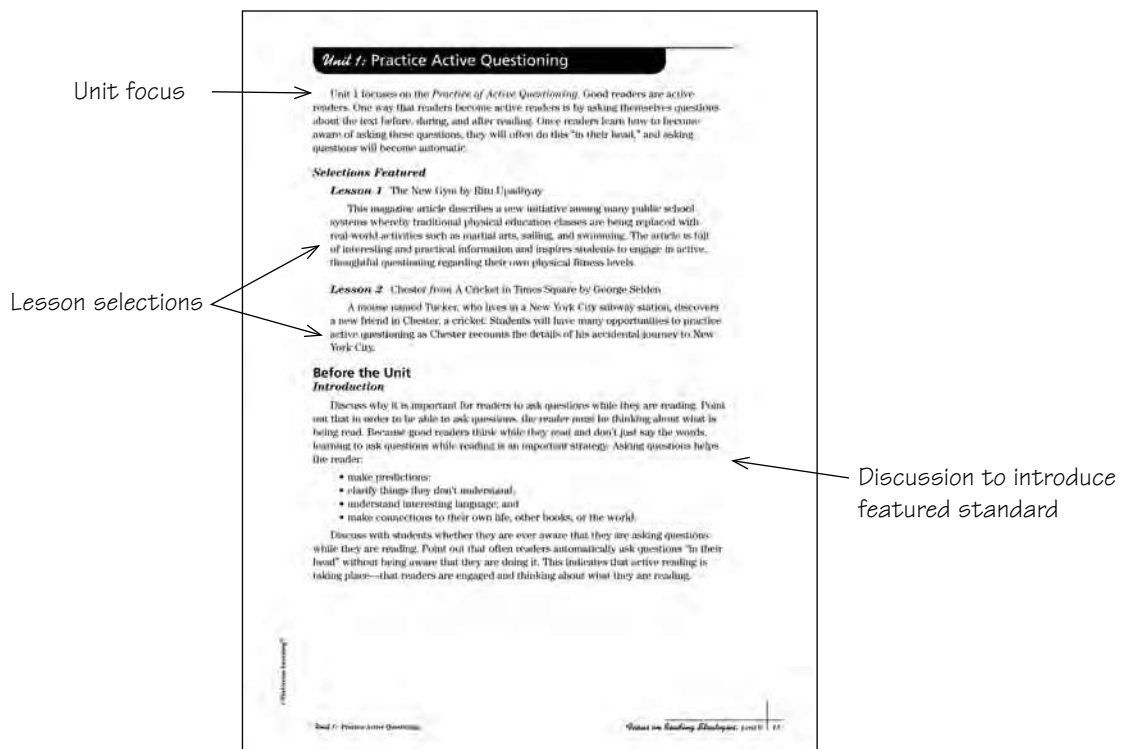
Which Students Should Use the *Focus on Reading Strategies* Workbooks?

Focus on Reading Strategies workbooks Levels C–H are designed for all students in grades 3–8. By third grade, students have mastered the cognitive processes of reading. It is at this point that they need to begin using strategies to master comprehension.

The standards-based skills and reading strategies featured within each unit of the *Focus on Reading Strategies* workbooks align to the National Standards for the English-Language Arts. The *Focus on Reading Strategies* workbooks are written for students reading at or near grade level. The interest level and reading level of the selections in the workbooks are grade-level appropriate.

How Are the Units Introduced?

Unit introductions are provided in this Teacher Guide. Teachers frontload instruction through discussion, a minilesson, and related standards practice in the teacher guide before students begin each unit in the *Focus on Reading Strategies* workbook. In addition, vocabulary from the two lesson selections in each unit in the Student Workbook is featured with definitions and offered as reproducible word cards at the end of each Unit Introduction to prepare students for reading the selections.



Teacher-directed minilesson

Minilesson
The Flat Tire

Materials
Create an overhead transparency of the text on pages 47–48 to model and practice active questioning.

Procedure

- Ask students to read the title of the passage. Explain that good readers always question themselves about the title or topic they are about to read. Model think-aloud strategies by sharing your thoughts as written on the transparency. *I wonder if the flat tire is on a car or a bike and what problems a flat tire might cause the characters in the story.*
- Model-read the first sentence of the passage, continuing to share the think-alouds that show how good readers practice active questioning as they read. *I wonder why they aren't talking much. Are they mad about something? Or nervous? Discuss students' responses. Explain how these questions immediately get you thinking about the topic and set a purpose for reading the rest of the story.*
- Continue to model active questioning by reading the questions that follow the next sentence and discuss students' responses. *Now I know why Jim isn't talking much, but why isn't his aunt giving him a pep talk or advice for the big game?*
- Read the next two sections and discuss the active reading questions. *I wonder why Jim's palms are sweaty. I wonder if he will get there. Will a flat tire cause Jim to miss the championship game? After discussing these questions, an important point to model and clarify is the fact that good readers ask questions that take them deeper into the story. Questions asked should never distract readers from the story or lead them off track. Share an example of a distracting question. *I wonder what kind of car they have.**
- Finish the selection. Have students offer active reading questions at the stopping points. Be sure to affirm good questions and guide students toward more appropriate questions if they seem to get off track. It is important that students realize that all readers will not ask the same questions. *You will ask questions based on your background knowledge or connections you have to the topic or the way you read and process text. The important thing to remember is that the question must continue to move you through the text.*
- At the end of the selection, discuss what students found difficult or helpful about active questioning. *As you begin to concentrate on active questioning, it may seem like it is interfering with your reading, but with continued practice, active questioning will become automatic and you will do it "in your head," gaining the benefit without the interruption.*

Reproducible Practice
Driver's Ed
Use the reproducible paragraphs on pages 19–20 for further practice on active questioning.

Focus on Reading Strategies, Level D | 19

Read 1: Practice Active Questioning

The Flat Tire

I wonder if the flat tire is on a car or a bike and what problems a flat tire might cause the characters in the story.

Jim and his aunt did not talk much as they drove down Beacon Street toward the park.

I wonder why they aren't talking much. Are they mad about something? Or nervous?

Jim was anxious and excited about pitching in the championship game of the summer.

Now I know why Jim isn't talking much, but why isn't his aunt giving him a pep talk or advice for the big game?

His palms were sweaty, and his heart was beating so fast. Nothing could stop him from getting to this game!

I wonder why Jim's palms are sweaty.

Suddenly, Jim heard a loud pop, and the car swerved. Jim's aunt took the car over to the side of the road. She got out. All Jim could do was get to the game. "We've got a flat tire," she said. "It's going to take me a while to change it."

Questions do you have while reading this section of the story?

Jim next to the car as Aunt Pat pulled a spare tire and some tools from the trunk. He waited silently as his aunt started to remove the flat tire. Then he looked at his watch and sighed. Aunt Pat looked at her watch and said, "I'm not too upset, Jim," she said. "I'll be finished soon."

Questions do you have while reading this section of the story?

What questions do you have while reading this section of the story?

Focus on Reading Strategies, Level D | 20

Read 2: Practice Active Questioning

Think-alouds for discussion

Practice related to the featured standard

Directions: Read the passage. In the right column, write questions you have before, during, and after reading.

Driver's Ed

"Come on in," Rochelle's mom said. "You're letting some of the air seep out of the house."

Rochelle turned around and saw her oxygen tank caught in the front door. She jerked it free, and the door slid shut. She pushed a button, and the inner door slid open. Next, Rochelle pulled off her helmet and hung it on a hook. Then she took off the rest of the suit and her oxygen tank. She quickly stored them in the locker beside the front window. Outside she could see the other dome houses in her neighborhood. Their silver coverings were shining in the sunlight.

"How was school today? What did you study?" Rochelle's dad asked from his computer station.

"Yolanda and Tim were out sick. They both had colds. The rest of us learned about the history of our colony. Then we practiced driving a hovercraft around the school dome. It's so great not having any gravity! It makes everything so much fun," Rochelle answered. "But I came close to crashing!"

"Oh, my! What happened?" asked her mother.

"I pressed the power button on my hovercraft instead of grabbing the power stick. Miss Yumiko had to pull the stick for me."

Active Questioning

Before Reading:

During Reading:

After Reading:

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Read 1: Practice Active Questioning

Vocabulary word cards

kayaking paddling a small fiberglass or plastic canoe The New Gym	poses positions of the body held for a time The New Gym
promotes helps the development or growth of The New Gym	skippers captains of ships or boats The New Gym
statistics facts about a particular subject that are collected and arranged in the form of numbers The New Gym	vigorous requiring strength and energy of the body The New Gym
yoga system of exercising by using special ways of breathing and holding the body The New Gym	eavesdropping listening to others talking when they do not know they are being overheard Chester
fates predetermined paths for the way things turn out in the end Chester	haunches the hips and upper part of the thighs Chester
melody pleasing arrangement of sounds Chester	rush hour time of day when business or traffic is very heavy Chester

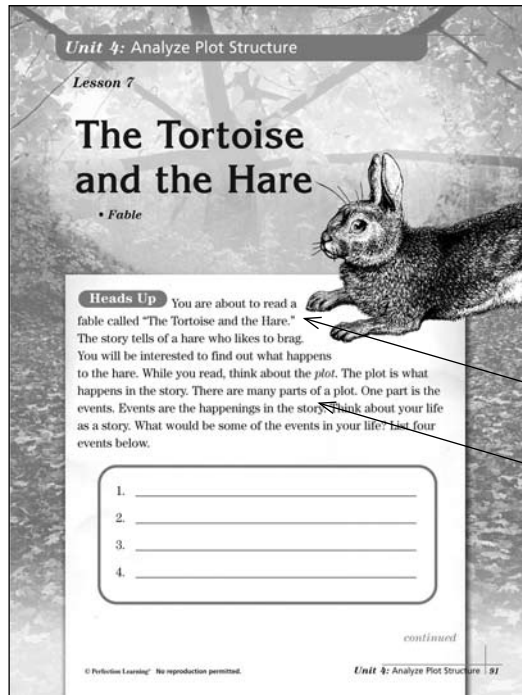
Focus on Reading Strategies, Level D | 22

Read 1: Practice Active Questioning

Can Students Work Through the *Focus on Reading Strategies* Workbooks Independently?

The *Focus on Reading Strategies* workbooks are written to be completed independently by students. The direct instruction and clear, detailed directions provide explanations and practice of important literacy skills and strategies. Response Keys for introductory activities and workbook lessons follow each Unit Introduction in this Teacher Guide and can be reproduced for self-correcting.

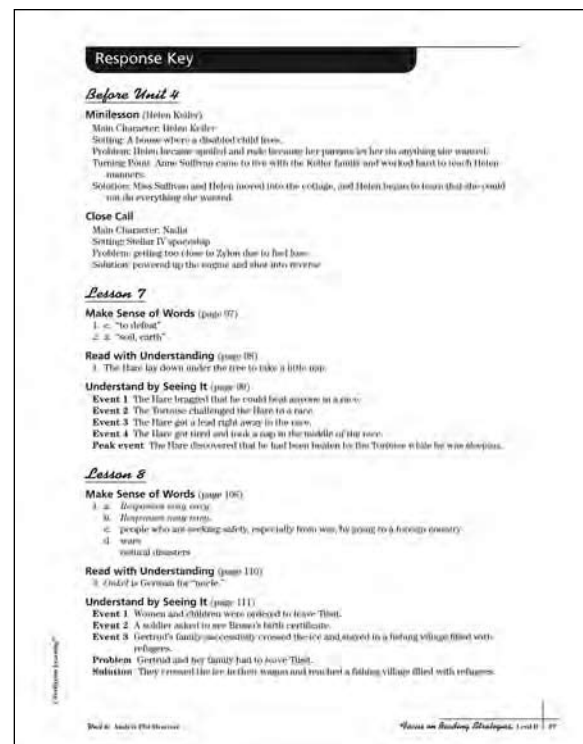
Student Workbook



Explanation of the featured skill

Detailed directions

Response Key for introductory activities



What About Students Reading Above or Below Grade Level?

Although Levels C–H correspond to grades 3–8, a grade-level designation does not appear on the workbooks. As a result, students can be provided with a workbook at a higher or lower grade level based on their individual needs. English-Language Arts standards cycle up the grades, becoming more challenging as they are based on more difficult reading material. Therefore, students reading above or below grade level can use the *Focus on Reading Strategies* workbooks at their own individual reading level and still practice grade-appropriate English-Language Arts standards.

While the *Focus on Reading Strategies* workbooks are designed to be used independently by students, learning will be enhanced through classroom discussion. Talking about text, whether teacher-directed or student-to-student in partners or small groups, extends and deepens comprehension (Duke & Pearson, 2002). Teacher-directed lessons are recommended for struggling readers and English Language Learners. Although all students benefit from classmates' discussion, this discussion is especially beneficial for struggling readers and English Language Learners.

Blackline masters of graphic organizers used in the workbooks are included at the end of this Teacher Guide. Use these graphic organizers to help struggling or disadvantaged readers extend their use of reading strategies and build comprehension in reading outside their work in *Focus on Reading Strategies*.

At the end of each Unit Introduction, a Jump Start Vocabulary section lists and defines key vocabulary. Preteaching this key vocabulary is critical for English Language Learners, who cannot rely on context clues and general background knowledge to the extent that their English Language peers can.

How Long Will It Take to Complete a Unit?

With a 30- to 40-minute class period, you should be able to cover a unit in two weeks. Shown below is a sample plan.

- Day 1: Unit Introduction and Minilesson
- Day 2: Complete reproducible practice activity and discuss
- Day 3: Heads-Up for first lesson and read selection
- Day 4: Reread selection and complete Make Sense of Words, Read with Understanding, and Understand by Seeing It
- Day 5: Reread selection and complete Write to Learn
- Day 6: Discuss all workbook activities completed for first lesson
- Day 7: Heads-Up for second lesson and read selection
- Day 8: Reread selection and complete Make Sense of Words, Read with Understanding, and Understand by Seeing It
- Day 9: Reread selection and complete Write to Learn
- Day 10: Discuss all workbook activities completed for second lesson

National Standards for the English-Language Arts

Together NCTE (the National Council of Teachers of English) and IRA (International Reading Association) formulated twelve national standards with the vision that “all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society.” These standards do not address specific curriculum or instruction but encourage varied reading and experiences related to reading. *Focus on Reading Strategies* offers a wide range of text and the instruction and practice related to reading, addressing the following eight of the twelve National Standards for English-Language Arts.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

All About *Focus on Reading Strategies*, Level D

The fiction and nonfiction selections represent a wide variety of interesting reading for students in grade 4.

Unit 1: Practice Active Questioning

Lesson 1: The New Gym

Magazine Article by Ritu Upadhyay

Lesson 2: Chester from A Cricket in Times Square

Novel Excerpt by George Selden

Unit 2: Compare and Contrast

Lesson 3: Ancient School Days

Magazine Article by Nancy Prince-Cohen

Lesson 4: Trouble from Felita

Novel Excerpt by Nicholasa Mohr

Unit 3: Sequence Events

Lesson 5: What Is a Law?

Web Page by U.S. Government Printing Office

Lesson 6: The Bremen Town Musicians

Folktale retold by Peg Hall

Review 1

Historical Background of the Bicycle

Narrative Nonfiction by Beth Dvergsten Stevens

Listening Comprehension 1

Beyond a Reasonable Doubt

Short Story by Edward Siegel

continued



Unit 4: Analyze Plot Structure

Lesson 7: The Tortoise and the Hare

Fable retold by Karen Berg Douglas

Lesson 8: Christmas 1944

Diary Entry by Gertrud Schakat Tammen
(as told to Diana Star Helmer)

Unit 5: Understand Characterization

Lesson 9: The Secret

Novel Excerpt by Patricia Murray

Lesson 10: The Good-bye

Novel Excerpt by Cynthia Mercati

Unit 6: Examine Theme

Lesson 11: The Frog Prince

Fairy Tale retold by L. L. Owens

Lesson 12: Teevee

Poem by Eve Merriam

Review 2

Traps

Novel Excerpt by Bonnie Taylor

Listening Comprehension 2

Lesson for Today

Short Story by Edward Siegel



Unit 2: Compare and Contrast

Unit 2 focuses on *Comparing and Contrasting*. To compare means to examine how things are similar. To contrast means to evaluate how things are different. Being able to compare and contrast information is a critical reading strategy.

Selections Featured

Lesson 3 Ancient School Days by Nancy Prince-Cohen

This expository article provides information about schools in three ancient societies dating as far back as 400 B.C. The different cultures, as well as the unfamiliar time periods, provide ample opportunity for students to compare and contrast information.

Lesson 4 Trouble *from* Felita by Nicholasa Mohr

This novel excerpt comes from a story about a girl named Felita whose family moves into a new neighborhood. While reading, students will experience Felita's fear and frustration over the neighborhood's prejudice and resistance to her ethnicity. Students will be able to compare and contrast Felita's situation to a time when they, too, felt isolated or left out.

Before the Unit

Introduction

Explain to students that comparing means looking for similarities, or how things are alike, and contrasting means looking for differences. Remind the students that comparing and contrasting is an important reading strategy. List the following signal words on the board or an overhead transparency and explain that they often indicate a compare and contrast relationship:

like same but unlike on the other hand however

Clarify for students that whenever they have used a Venn diagram in the past, they have utilized the skills of comparing and contrasting.

Minilesson

Which Would You Choose?

Materials

Create an overhead transparency of the text on page 28 to model and practice *comparing and contrasting*.

Procedure

- Remind the students that comparing and contrasting information shows how items are alike and different and that good readers think about similarities and differences to help them better understand a text.
- Ask the students to read the passage to themselves. Explain that it is sometimes helpful to use a graphic organizer to see how items are alike and different.
- Review the characteristics listed in the far left column of the chart. Explain that it is difficult to compare and contrast the two candy bars within the paragraphs and that the chart will help in sorting out the information.
- Model-read the first two paragraphs and ask for student volunteers to identify the characteristics to fill in the Nutty Nougat column. (Ingredients: *pecans, caramel, chocolate, marshmallow*; Shape: *rectangular*; Package Size: *five ounces*; Price: *\$2.25 each*)
- Follow the same procedure for the next two paragraphs and the Chocolate Monster. (Ingredients: *chocolate and marshmallow*; Shape: *circular*; Package Size: *two per package*; Price: *\$1.90*)
- Demonstrate how to compare and contrast the two candy bars by asking the following questions.

What two ingredients do the candy bars share?

Which candy bar has more ingredients?

Which candy bar is more expensive?

What other comparisons can you make?

Reproducible Practice

Best Friends

Use the reproducible paragraphs and graphic organizer on page 29 for further practice on *comparing and contrasting*.

Which Would You Choose?

Last year the candy bar industry was extremely busy creating brand-new candy bar varieties. Of all of the newly introduced types, two have been very successful and remain popular.

The first is a candy bar called Nutty Nougat. It is made of pecans, caramel, chocolate, and marshmallow. It is rectangular in shape and weighs five ounces. It is popular because of its chewy consistency and nutty flavor, but it is expensive compared to most other candy bars and sells for \$2.25 each.

The second successful candy bar is also made with chocolate and marshmallow, but it has no nuts or caramel. It has a circular shape and comes in a package of two. This bar is called the Chocolate Monster and is sold with monster tattoos in the package. It is considered a bargain at only \$1.90.

Both candy bars are incredibly popular and beat out all other new recipes in taste tests last year. Which would you choose?

Characteristic	Nutty Nougat	Chocolate Monster
Ingredients		
Shape		
Package Size		
Price		

Directions: Read the paragraphs below. Then fill in the graphic organizer to compare and contrast Jen and Michelle.

Best Friends

Jen and Michelle had known each other for six years. They met in kindergarten and were now in fifth grade together. Both girls loved swimming in the summer and skiing in the winter. They were both good students and each played an instrument. Jen was a drummer, and Michelle was taking piano lessons. Jen was tall and thin with long brown hair and a lot of freckles. Michelle was an average height and had golden blond hair tied back in a ribbon. She wore wire-rimmed glasses, which accented her beautiful hazel-colored eyes.

Jen was particularly talented with her skiing. She had won several junior racing medals and was planning on skiing for her high school team when she got older. Michelle was more of a recreational skier, but her talents were evident in her swimming. She held her swim club’s record for the fastest 50-yard freestyle by an eight-year-old girl.

Despite these differences, the girls got along perfectly. They spent as much of their free time together as possible and were even placed in the same classroom at school. Each girl had other friends as well, but it seemed none were as important to them as Michelle and Jen were to each other.

Characteristic	Jen Only	Both Girls	Michelle Only
Description			
Activities			

Jump Start Vocabulary

Preteach key vocabulary to English Language Learners and struggling readers. Without this preteaching, they may be unable to access the concepts. Important vocabulary and relevant definitions are shown below. Discuss the meanings and provide examples. Whenever possible, provide visual clues as well.

Ancient School Days

astronomy: science that studies the motion, size, and makeup of the stars, planets, comets, etc.

cultures: groups of people that share customs and features of everyday life

medieval: belonging to the Middle Ages

philosophy: study of human thought about the meaning of life and problems of right and wrong

priest: person of special rank who performs religious rites

toga: loose outer garment worn by citizens of ancient Rome

Trouble

mi hijita: my daughter (Spanish)

P.S.: abbreviation for *public school*, used to designate different school districts

stoop: small porch or platform with steps at an entrance of a house

tio: uncle (Spanish)



astronomy

science that studies the motion, size, and makeup of the stars, planets, comets, etc.

Ancient School Days

cultures

groups of people that share customs and features of everyday life

Ancient School Days

medieval

belonging to the Middle Ages

Ancient School Days

philosophy

study of human thought about the meaning of life and problems of right and wrong

Ancient School Days

priest

person of special rank who performs religious rites

Ancient School Days

toga

loose outer garment worn by citizens of ancient Rome

Ancient School Days

mi hijita

my daughter (Spanish)

Trouble

P.S.

abbreviation for *public school*, used to designate different school districts

Trouble

stoop

small porch or platform with steps at an entrance of a house

Trouble

tio

uncle (Spanish)

Trouble

Response Key

Before Unit 2

Minilesson (Which Would You Choose?)

Characteristic	Nutty Nougat	Chocolate Monster
Ingredients	pecans, chocolate, caramel, marshmallow	chocolate, marshmallow
Shape	rectangular	circular, includes monster tattoos
Package Size	five ounces	two per package
Price	\$2.25	\$1.90

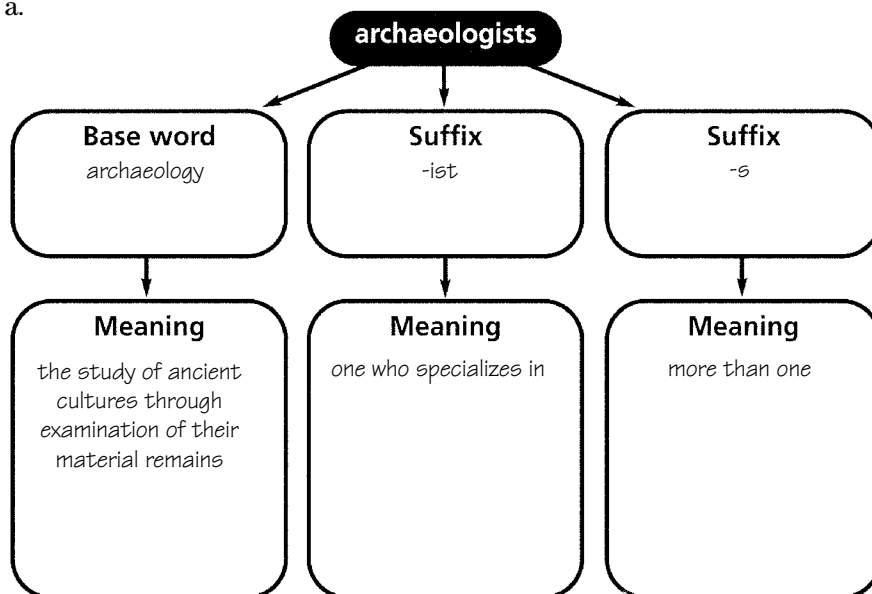
Best Friends

Characteristic	Jen Only	Both Girls	Michelle Only
Description	tall, thin, brown hair, freckles	female, fifth-graders, friendly	average height, blond hair, glasses, hazel-colored eyes
Activities	drummer, award-winning skier	love swimming and skiing, play an instrument, good students	piano player, record-breaking swimmer

Lesson 3

Make Sense of Words (page 38)

1. a.



b. people who specialize in the study of ancient cultures through examination of their material remains

c. Responses may vary.

2. a. "Baa Baa Black Sheep"

b. Parchment is made from the skin of a sheep or goat.

Read with Understanding (page 40)

3. The teacher of the ancient schools in Europe stood in front of the class and listened to the students read.

Response Key *continued*

Understand by Seeing It (page 42)

Responses may vary; suggested responses follow.

Spartan (Contrast)

1. Students went to school for 23 years.
2. Students wore one chiton for 8 years.
3. Boys formed eating groups called *sussitions*.
4. Girls went through the same hard physical training as boys.

How they were alike (Compare)

1. Training wasn't easy.
2. Students were taught to fight.
3. Girls went to school also.

Aztec (Contrast)

1. Some boys were trained to be priests or leaders.
2. Students left school at age 15.
3. Students learned to play musical instruments.
4. Girls learned skills to be good homemakers.

Lesson 4

Make Sense of Words (page 53)

What I knew about hopscotch before reading

Responses may vary.

What I know about hopscotch now

It is a game.

It uses chalk.

A person goes forward and backward.

Clues from the text that added to my understanding

"They were having a good time, using bottle caps and keys to toss on the chalked squares."

"I did the whole ten boxes forward and backward without one mistake."

Read with Understanding (page 54)

1. Her apartment is on the third floor.

Understand by Seeing It (page 55)

Responses may vary; suggested responses follow.

How Felita and the girls contrast

Felita is new to the neighborhood.

Felita is a different race than the girls.

Felita's mom speaks Spanish at times.

Felita was afraid to make friends.

How Felita and the girls compare

Felita and the girls like to play hopscotch.

Felita and the girls will go to the same school.

Felita and the girls are all about the same age.