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**(Note:** Each six-part lesson revolves around an article from *Time For Kids*. The article titles are listed here for you to choose topics that will appeal to your students, but the individual articles do not begin on the first page of the lessons. The lessons in this book may be done in any order.)

# Introduction *(cont.)*

## General Lesson Plan

At each grade level of this series, there are 20 articles that prove interesting and readable to students. Each article is followed by questions on the following topics:

**Sentence comprehension**—Five true/false statements are related back to one sentence from the text.

**Word study**—One word from the text is explained (origin, part of speech, unique meaning, etc.). Activities can include completion items (cloze statements), making illustrations, or compare and contrast items.

**Paragraph comprehension**—This section contains one paragraph from the text and five multiple-choice questions directly related to that paragraph. The questions range from drawing information directly from the page to forming opinions and using outside knowledge.

**Whole-story comprehension**—Eight multiple-choice questions relate back to the whole article or a major part of it. They can include comprehension that is factual, is based on opinion, involves inference, uses background knowledge, involves sequencing or classifying, relates to cause and effect, or involves understanding the author's intent. All levels of reading comprehension are covered.

**Enrichment for language mechanics and expression**—This section develops language mechanics and expression through a variety of activities.

**Graphic development**—Graphic organizers that relate to the article are used to answer a variety of comprehension questions. In some lessons, students create their own maps, graphs, and diagrams that relate to the article.

The following is a list of words from the lessons that may be difficult for some students. These words are listed here so that you may review them with your students as needed.

Word	Page	Word	Page	Word	Page
Inupiat	21	sauropod	61	camouflage	109
Osborne	27	grizzly	63	gorillas	111
<i>Titanic</i>	29	Cleopatra	69	caused	119
medicines	33	Goddio	70	Nikolai	124
monarch	39	chores	82	Anchorage	125
mimicry	43	capitalize	85	apostrophe	127
platypus	45	skeleton	87	giraffe	131
Koorina	47	quilt	93	adjective	133
athlete	51	ancestors	94	Inuit	137
Madagascar	57	Bengal	105	Nunavoot	137
prosauropods	61	Korku	105		

Name \_\_\_\_\_ Date \_\_\_\_\_

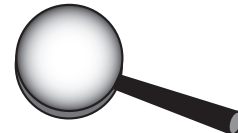
# Sentence Comprehension

**Directions:** Read the following sentence carefully and answer the questions below “True” (T) or “False” (F).

I think it is wrong to kill animals and eat them.

1. The person in this sentence eats meat. \_\_\_\_\_
2. Some people don't like to eat meat. \_\_\_\_\_
3. People kill animals for food. \_\_\_\_\_
4. The person in this sentence probably thinks no one should ever eat meat.  
\_\_\_\_\_
5. Some people think it is wrong to kill animals. \_\_\_\_\_

## Word Study



**Directions:** Read the definition and then answer the questions.

**vegetarian**

a person who does not eat meat

1. Name two reasons why you think vegetarians don't eat meat.

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2. What kinds of foods do you think a vegetarian eats?

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Whole Story Comprehension

**Directions:** Read the letter below and answer the questions on the following page.

## Meet a Vegetarian

Dear Principal Jacobs,

The school lunch menu should change. I am a vegetarian. This means that I do not eat meat. All the lunches at school have meat in them. This is not fair.

I think it is wrong to kill animals and eat them. My mom says that the school should have lunches I can eat.

Please ask the lunchroom workers to serve more salad, spaghetti, and vegetables. This way there will be choices for everyone.

Thank you for your time.

Sincerely,

Shaniece Johnson

Second Grade

Name \_\_\_\_\_ Date \_\_\_\_\_

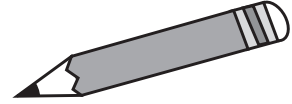
# Whole Story Comprehension *(cont.)*

**Directions:** After you have read the previous page, answer the questions below.

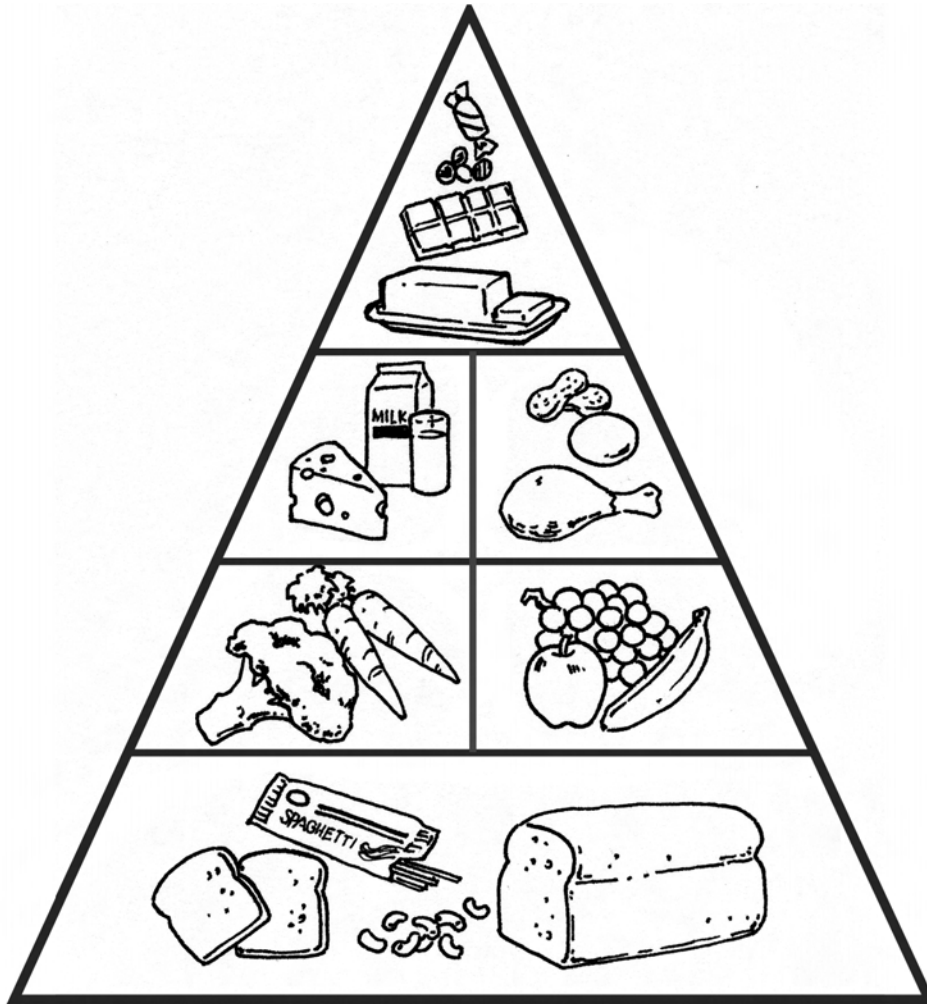
- 1.** This writing is in the form of
  - a. a letter.
  - b. a story.
  - c. a play.
  
- 2.** It is written to
  - a. a teacher.
  - b. a friend.
  - c. a principal.
  
- 3.** The girl is
  - a. happy.
  - b. upset.
  - c. excited.
  
- 4.** The girl wants the principal to
  - a. eat the school lunches.
  - b. cook the school lunches.
  - c. ask the workers to change the lunches.
  
- 5.** She would like the school to serve
  - a. more meat.
  - b. more sandwiches.
  - c. more spaghetti and vegetables.
  
- 6.** The girl is in
  - a. second grade.
  - b. high school.
  - c. sixth grade.
  
- 7.** At the end of the letter, the girl
  - a. says the menu should change.
  - b. thanks the principal.
  - c. explains that she is a vegetarian.
  
- 8.** She hopes that the school will give children
  - a. more choices.
  - b. more chicken.
  - c. a longer recess.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Graphic Development



**Directions:** Look at the food pyramid. Plan a healthy meal for a vegetarian. Remember not to include meat.



Fruit \_\_\_\_\_

Vegetable \_\_\_\_\_

Protein \_\_\_\_\_

Grain \_\_\_\_\_

Fat \_\_\_\_\_