
Why Didn't I Think of That?

Improving Reading Comprehension

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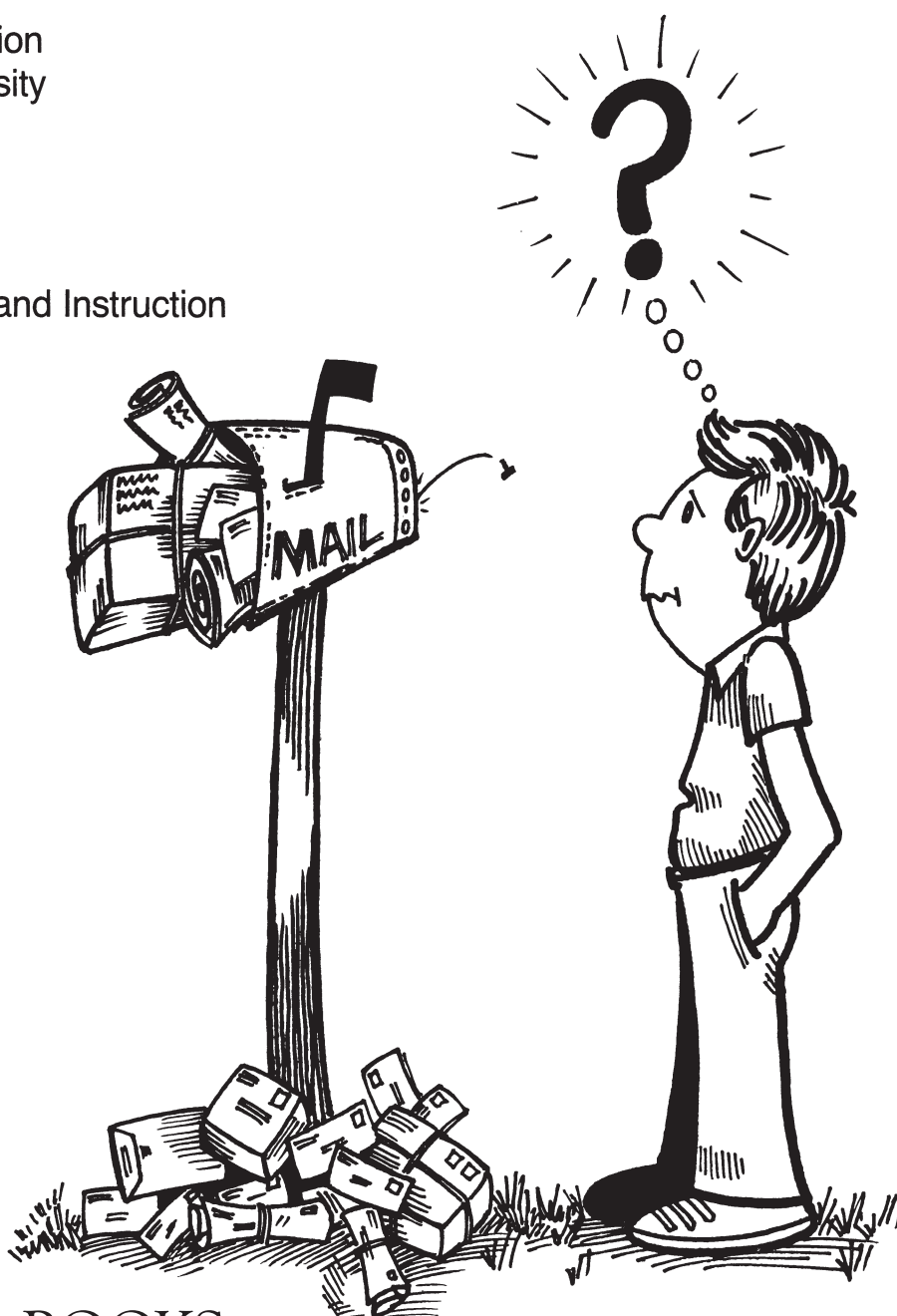
Improving Reading Comprehension

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Introduction

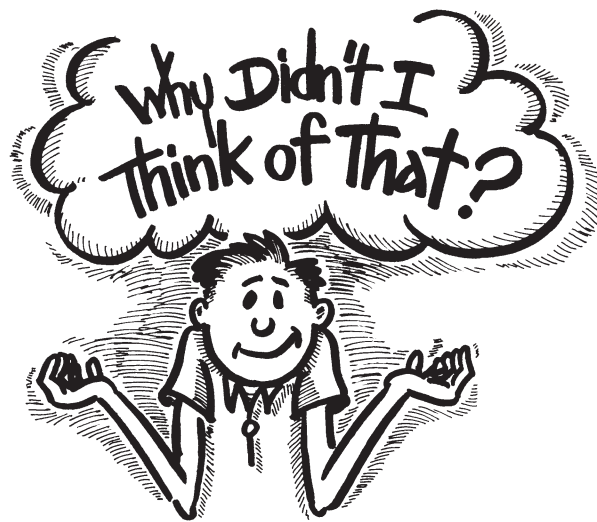
Many teachers, regardless of the subject, use inexpensive, readily available materials such as newspapers, magazines, junk mail, or catalogs to teach reading comprehension skills. Now *Why Didn't I Think of That?* presents imaginative, structured activities using these same materials, and designed to help students in grades five through eight become lifelong readers. The text features more than sixty reproducible activity sheets for developing reading comprehension skills in regular, slow, gifted, ESL, homebound, or special education students. Each activity focuses on a primary objective, clearly defined on each sheet so that teachers, students, parents, and administrators will commonly understand each activity's purpose.

But before embarking upon the activities, the balance of this Introduction presents: the rationale behind the *Why Didn't I Think of That?* approach; an examination of different ways to use readily available reading materials in various contexts; and explanations of how to teach specific comprehension skills via these materials.

WHY NOT USE WORKSHEET 1,001?: RATIONALE

“When you finish reading this assignment, complete the worksheet on page. . . .” The student's apathetic response to this familiar direction indicates that we need a more innovative approach to developing comprehension skills. Using materials such as newspapers, magazines, junk mail, and catalogs promotes such innovation and allows students to select topics of interest to them.

Research indicates that students learn best when they 1) read more, 2) have direct instruction, 3) get immediate feedback, and 4) stay on task. *Why Didn't I Think of That?* facilitates these advantages:



Read more—Students select from a variety of sources. Then they scan items looking for a selection, find several possibilities, and read all or part of each.

Have direct instruction—Each activity sheet lists step-by-step directions for completing the task.

Get immediate feedback—Both while working on an assignment and after completing it, students share, check, and sometimes evaluate each other's progress. Students provide each other with immediate feedback and, when needed, correction.

Stay on task—As students finish each step, they place a check mark in the box next to the step. This helps students remain on the task, complete their work, (Where students write on separate sheets of paper, we suggest they number the steps as shown on the activity pages. Then, you can quickly check their progress.) and—if they don't complete the assignment in that day's allotted time they can easily remember where they stopped.

When finished, many students will want to read items shared by their peers, or complete the additional practice section included with some activities.

THE NEW GAME PLAN: STRATEGIES FOR USING HOME READING MATERIALS

Before you give students the appropriate sheet, *model the procedure* for completing that activity: 1) Note the objective, 2) read the sheet, 3) look up definitions of any new words, 4) select item(s) from the home reading materials, and 5) complete the step-by-step instructions and check each one (if some students have trouble following written directions, you can tape-record instructions as you model the activity).

Since you select one item while students select others, you do not answer the same questions or duplicate the assignment. In other words, students cannot simply copy your model. For instance, you demonstrate sequencing by using an article titled “How to Build a Birdhouse for under \$10,” while a student chooses the article “How to Fly a Kite.”

Such modeling both arouses interest and helps students visualize what to do. By focusing on a particular skill, students can improve their overall comprehension scores while reading interesting, real-life materials. And they must apply numerous prerequisite or related skills as they complete activities. For instance, to distinguish between important and irrelevant details in a story, the student must first find the main idea.

ONE-ON-ONE: INDIVIDUALIZED LEARNING APPROACH

Assume you have the following individuals in a class:

- 1.) Kevin, your straight-A student, finishes every assignment early;
- 2.) Yvonne, your slow learner, has difficulty sequencing events, while most of the class already has mastered this skill;
- 3.) Chuck, the computer-whiz, completes workbook pages quickly, but any additional practice bores him.

Using home materials for practice, you might proceed as follows: while Kevin completes a cause/effect rewriting activity he enjoys, Yvonne lists the sequential steps in a simple

recipe, and Chuck evaluates the information in a computer-magazine article. In such a manner, this individualized learning approach enables all three students to meet their reading comprehension needs while also selecting items of personal interest. (While sometimes you may choose to assign specific activities and materials, for motivational purposes encourage students to select items of individual interest.)

Each activity is designed for a specific number of students. The flag in the upper right corner of the mailbox at the top of each activity page indicates the number of students that should participate in that activity.

Students can repeat activities—something they *cannot* do with workbooks—simply by using different home-reading materials. For example, a student who has prepared a poster detailing how to pop popcorn can repeat the activity using an article about last night’s baseball game. This individual approach prompts students to select materials and activities of interest, to pace themselves, and to build lifelong, solid reading habits.

THE HOMEWORK ASSIGNMENT IS NOT ON THE BOARD!

You’ve heard the statement, “For tomorrow, read pages 3-10 and complete the questions at the end of the story.” While answering such questions may benefit some students, the majority will derive more value from individualized homework tasks. As such, once you introduce a skill and allow time for classroom practice, you then can vary homework assignments according to abilities. While Johnny completes one activity for reinforcement, Ginger can maintain her skill by finishing a different activity.

DITTO FOR TUTORIALS

Students attending tutoring sessions can profit by completing activity sheets as well as by doing assigned homework. Since most activities require little time, students may complete several during one session. This will make them feel more successful than will reading one long chapter and answering the

questions. In addition, the objective and directions on each activity sheet will help tutors understand the exact purpose and task.

TWO-BY-TWO: PAIRING

Students working in pairs respond to each other's work by sharing, proofreading, and evaluating. Whether pairs are teacher assigned, student chosen, or randomly selected, students benefit from working together. Valuable teacher time is saved when students give one another immediate feedback. And after students complete their work, they may file it (for your review) in folders or notebooks, on the bulletin board, or in your basket.

CAPTURING THE TEAM SPIRIT: GROUPING

The suggested activities work well when students are grouped according to needs, interests, and competitive spirit. To address particular needs, form groups around certain skills, such as sequencing or main idea. Interest groups can plan bulletin boards depicting persuasive techniques used in advertising, or fact/opinion statements on sports trivia. In addition, teams can compete by attempting to highlight—in a specified time period—the most cause/effect clues in a certain item.

AND THEN THERE WERE TWENTY-FIVE: WHOLE CLASS

Have you ever heard the comment, “And today we’re going to locate the main idea in a paragraph”? . . . Students need such practice, but they also can benefit from using home-reading materials. By first locating the main idea in advertisements, the class can more easily locate the theme in a longer, more detailed story. In addition, before students take year-end standardized competency tests, you can use the activities to review skills that were taught in the fall.

CENTERING ATTENTION ON HOME-READING MATERIALS: LEARNING CENTERS

Once students finish their class assignment, rather than wasting valuable time, they can work in the learning centers.

The centers can revolve around such topics as Peddling Persuasion; First, Then and Now—Steps to Sequence; or Reading Comprehension Begins at Home. Regardless of the chosen topic, students will enjoy bringing materials from home, completing activities, and assuming responsibility for their learning. And by working in these centers, not only are they staying on task, they are also locating additional items of interest to read.

WHAT DID I MAKE? GRADING PROCEDURES

The following ideas will help you plan a quick, efficient program for grading. Use the grid on page ix which designates / (introduced), + (demonstrated), * (mastered) for recording the progress of students. Duplicate the page for each student and place it in a folder so each student can note individual progress. Record points in the grade book by using a check to equal 10 points for in progress, a check-plus to equal 25 points for mastered. Place a silver star on a check list when students complete two activities relating to a specific skill, a gold star when they complete at least six of them. Use several activity sheets for practicing a skill. Then select another sheet for evaluating. And plan a contract. A certain number of completed sheets within an allotted time can equal a particular grade. Grades for group and pair activities, such as arranging bulletin boards or marking clue words, can earn the same number of points as completion of an activity sheet.

BUILDING THE COLLECTION: MATERIALS AND EQUIPMENT

So students will not waste valuable time searching, arrange materials according to type (newspapers, magazines, junk mail, catalogs), or topic (sports, news, science, etc.). Reserve a

place for current additions to the collection, and dispose of outdated ones. You may want to assign student monitors the task of organizing new items and discarding old ones. Both parents and students can help collect materials. The letter following describes for parents the types of materials needed for this phase of the reading program.

Students will need a pen, scissors, and paper for almost every activity. In fact, we have often suggested that students use their paper rather than writing on the activity pages—perhaps they will write more. Other necessary materials

and equipment include junk mail, envelopes, timer, paste/tape/stapler, highlighters, and boxes in which to place categorized materials. (You can save money by using junk mail envelopes rather than buying new ones.) A more elaborate collection of materials might include construction paper, folders, graph paper, yarn, colors, poster board, transparencies, tape recorders, and blank cassettes. Also, you may find that your students want to design additional activities, and so may require other materials.

SAMPLE LETTER TO PARENTS

Dear _____,

I am very pleased to be working with _____ this year. As part of our instructional program, I am using reading materials that are available to people throughout their lives. Typical materials include: 1) daily newspapers; 2) magazines such as *Time*, *Reader's Digest*, *Sports Illustrated*, and *Family Circle*; 3) junk mail such as letters, brochures, and advertisements; 4) catalogs from department, discount, and specialty stores. Consequently I am asking you to donate appropriate, everyday reading materials to add to the class collection. Please send these materials by _____. Any help you can give will be greatly appreciated.

Emphasis in the activities will not be on content of the reading material. It will be on developing skills which students can apply to any reading situation. By using home-reading materials, I hope to motivate students to read more and to understand the relationship between classroom activities and the real world.

In addition, at times during the year, _____ will be completing reading comprehension activity sheets for homework. Please help your child find suitable materials and follow the directions. If you have any questions, feel free to contact me. My telephone number is _____, and my conference period is from _____ to _____.

Sincerely,

SAMPLE
Checklist for Reading Comprehension

Names	Main Idea	Details	Sequence	Fact/Opinion	Cause/Effect	General Conclusion	Evaluation
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

Key: / = Introduced + = Demonstrated * = Mastered

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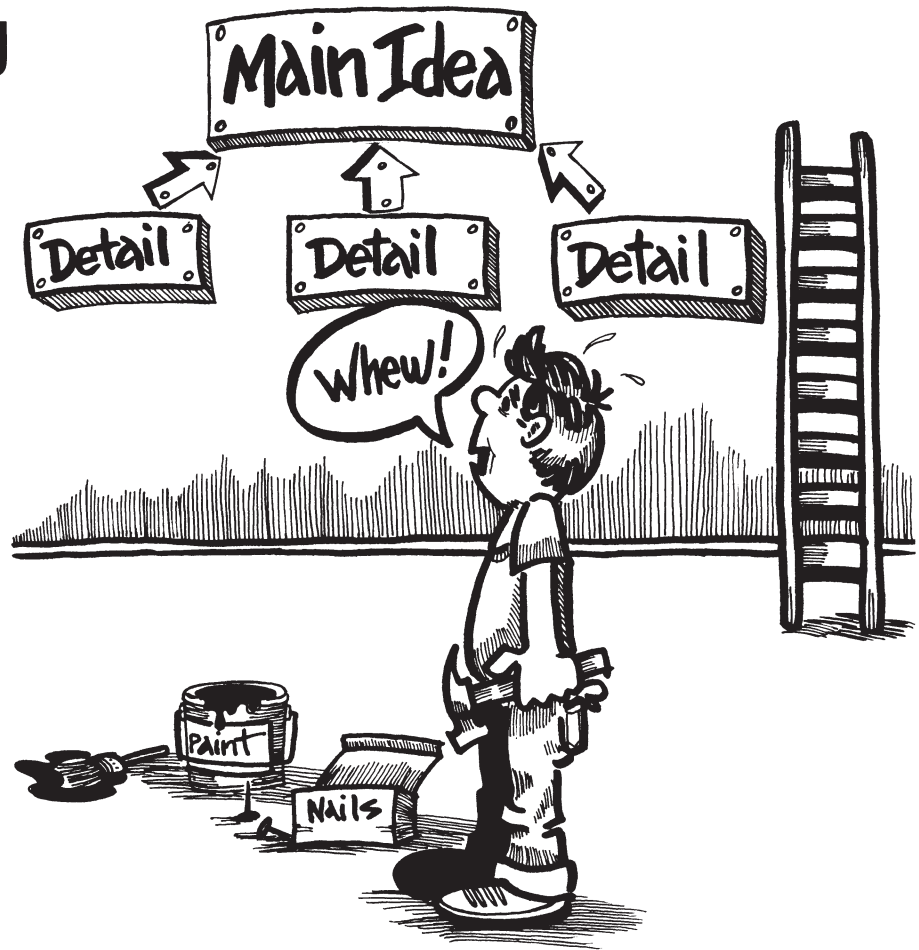
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Identifying Main Idea



ATTENTION!! ATTENTION!! HERE'S THE MAIN EVENT!!!

Home-reading materials provide many opportunities for students to practice searching for main ideas. This practice will help them identify main ideas in other types of reading. For years, for instructional purposes, educators attempted to break down the reading process into its smallest elements. Today, leading authorities suggest that we view reading as a holistic process. The following discussion describes activities you can use to encourage students to combine skills and apply them in reading situations.

MATCHING MAIN IDEAS

One of the simplest activities allows students to work in pairs. Students select articles, clip off headlines, then place articles and headlines in separate junk-mail envelopes for each other

to match. Students must use articles with the same number of columns, so that width offers no clue for matching.

Before students begin this activity, explain to them that newspapers and articles use headlines for two purposes: 1) to tell the reader what the article is about, or 2) to attract the reader's attention. Frequently, attention-getting headlines do not state the main idea of the article.

After several students have completed this activity, you can use the headline/article envelopes for team competition or learning center practice. Also, students can use the same procedure to match other items such as pictures and captions, cartoons (not comic strips) and captions, and questions and answers.

WRITING MAIN IDEAS

Have students choose an item and write several headlines for it. All the headlines except one should state the main idea. Encourage them

to write one of the following types of incorrect headline: 1) an attention-getting headline, or 2) a headline stating one of the details given as supporting evidence. You can use this activity to evaluate whether or not students are able to differentiate between the main idea and details.

For additional practice, allow one student to read an item. Have the student cut off the first and last paragraphs, place them in one envelope, and place the remainder of the item in a second envelope. Then have two pupils read the separate paragraphs and write main idea statements *before* reading the entire piece. Their sentences will be different. This assignment helps students learn that we can express the same idea in many different ways.

To teach students to pinpoint the main idea, have them write telegrams to friends. Selecting the words that precisely express the main idea for the telegram helps them understand the concept of identifying main ideas. Or, for group work, have students read separate paragraphs within one article, write main idea statements, and read them aloud to the group. Finally, each pupil can study the entire article, and the group

can decide whether or not they correctly identified the main idea.

After students have completed several activities, they will be ready for a more difficult assignment. Ask them to highlight the main idea in a brochure or advertisement and write a reply letter requesting additional information. All the steps in the writing process are included in this activity:

prewriting—deciding what the main idea is, listing points to use in their reply; eliminating unnecessary points; and determining the organization.

writing—writing a topic sentence with a main idea; completing a rough draft of the letter.

revising—checking the ideas and arrangement.

editing—making corrections.

proofreading—final revising and rearranging.

rewriting—producing a final copy to be mailed.

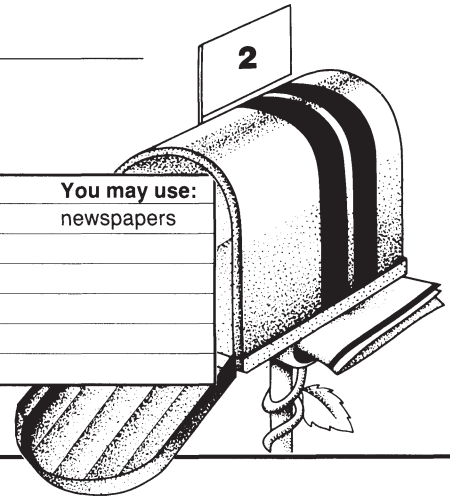
These activities help students develop main idea skills. They also encourage development of other skills including finding details, drawing conclusions, and evaluating information. In addition, students draw from sources other than the teacher and write for a different audience.

Name _____ Date _____

Headline Hunters

Objective: identifying main ideas in headlines.

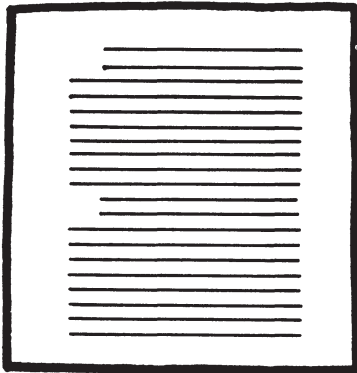
You will need:	You may use:
scissors	newspapers
pen	
stapler, paste or tape	
envelope	



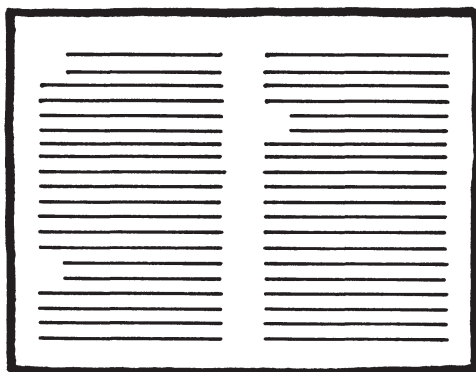
- ☐ 1. Select at least five articles with headlines.
- ☐ 2. Number lightly on the back of each article and its headline.

HINT: Be sure all headlines and articles have the same number of columns so that the other student must read the article in order to match it with the headline.

One Column



Two Columns



Headline →

1

Cut →

Article →

1

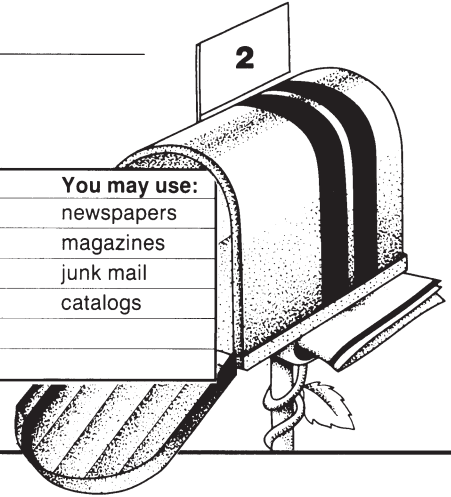
- ☐ 3. Cut the headline from each article.
- ☐ 4. Mix up the articles and headlines.
- ☐ 5. Place them in an envelope.
- ☐ 6. Exchange envelopes with the other student.
- ☐ 7. Read the articles and headlines; match them.
- ☐ 8. Check each other's work by looking at the numbers on the back.
- ☐ 9. Attach your envelope to this sheet.

Name _____ Date _____

Picture Perfect!

Objective: identifying main ideas in pictures.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
envelope	catalogs



- ☐ 1. Find at least five pictures with captions.
- ☐ 2. Number lightly on the back of each picture and caption.
- ☐ 11. Write a new caption for each.

New caption for Picture A: _____

New caption for Picture B: _____

Picture →	1	2	3
Cut →	-----	-----	-----
Caption →	1	2	3

- ☐ 3. Cut each picture from its caption.
- ☐ 4. Mix up the pictures and captions.
- ☐ 5. Place them in an envelope.
- ☐ 6. Exchange envelopes with other student.
- ☐ 7. Match the pictures and captions.
- ☐ 8. Check each other's work by looking at the numbers on the back.
- ☐ 9. Attach your envelope to this sheet.
- ☐ 12. Attach the two pictures to the back of this sheet.
- ☐ 13. Answer these questions: Did the new captions change the main idea of the picture?

___ Yes ___ No

If yes, are your new captions logical?

___ Yes ___ No

Additional Practice

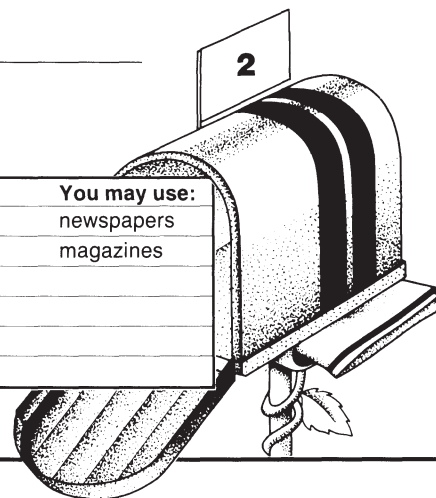
- ☐ 10. Choose two pictures from your envelope.

Name _____ Date _____

Cartoon Capers

Objective: identifying main ideas in cartoons and advice columns.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	
envelope	

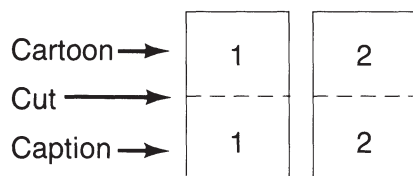


Additional Practice

- ☐ 1. Select at least five cartoons with captions.

HINT: Select cartoons, not comic strips that have only one frame.

- ☐ 2. Number lightly on the back of each cartoon and its caption.



- ☐ 3. Cut each cartoon from its caption.
- ☐ 4. Mix up the cartoons and captions.
- ☐ 5. Place them in an envelope.
- ☐ 6. Exchange envelopes with the other student.
- ☐ 7. Read the captions and match them with the cartoons.
- ☐ 8. Check by looking at the numbers on the back.
- ☐ 9. Attach your envelope to this sheet.

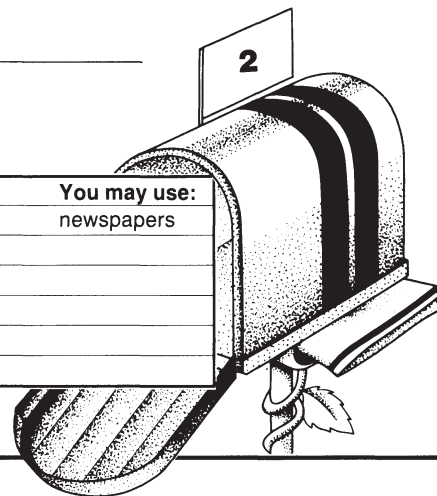
- ☐ 10. Select at least five questions and answers from advice columns.
- ☐ 11. Number lightly on the back of each question and its answer.
- ☐ 12. Cut each question from its answer.
- ☐ 13. Mix up the questions and answers.
- ☐ 14. Place them in an envelope.
- ☐ 15. Exchange envelopes with the other student.
- ☐ 16. Read the items and match them.
- ☐ 17. Check each other's work by looking at the numbers on the back.
- ☐ 18. Attach your envelope to this sheet.

Name _____ Date _____

Headline Guessing

Objective: identifying main ideas in newspapers.

You will need:	You may use:
scissors	newspapers
pen	
stapler, paste or tape	



- ☐ 1. Select an item in a newspaper and read it.
- ☐ 2. Think of two other headlines beside the one in the newspaper that state the main idea.
- ☐ 3. Write the headlines in any two blanks below.
- ☐ 5. Ask another student to read the item.
- ☐ 6. Ask the student to circle the headline that *does not* state the main idea.
- ☐ 7. Answer the following questions: Did the student select the correct headline?
___ Yes ___ No

Headline A: _____

Headline B: _____

Headline C: _____

- ☐ 4. Think of another headline which *does not* state the main idea.

HINT: This headline may be either attention-getting (Celebrate!) or may state details that support the main idea (Two Hundred People Attend the Fireworks Display!).

What is the difference between a headline that states the main idea and an attention-getting headline? _____

- ☐ 8. Cut out the item and attach it to this sheet.

Name _____ Date _____

What's It All About?

Objective: identifying and writing main ideas in articles and letters.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
envelope	



- ☐ 1. Select an article or letter and read it.
- ☐ 2. State the main idea in one sentence, but do not let the other student see what you have written.

The main idea of this item is _____

- ☐ 3. Cut off the first and last paragraphs of the item and place them in an envelope.
- ☐ 4. Place the remainder of the item in another envelope.
- ☐ 5. Ask the other student to read the first and last paragraphs and write the main idea.

My friend thinks the main idea is _____

- ☐ 6. Ask the other student to read the entire item.
- ☐ 7. Decide if both of you stated the same main idea. (Remember, the two of you do not need to use the same words in your main idea statements.)
____ Yes, we did. ____ No, we did not.
- ☐ 8. If the two of you did not agree, then together write a new main idea sentence.

We (your names) _____

and _____

now think the main idea is _____

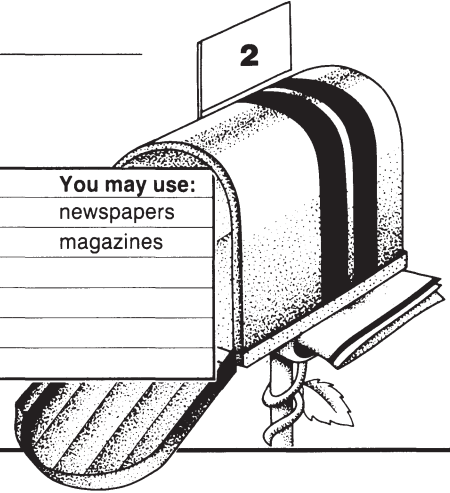
- ☐ 9. Attach the item to this sheet.

Name _____ Date _____

Western Union Calling

Objective: identifying and writing main ideas in articles.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	



- ☐ 1. Read an article and underline the sentence that best states the main idea.
- ☐ 2. Write the main idea in your own words. Use your paper if you need more space.

I think the main idea is _____

- ☐ 3. Delete any unnecessary words.
- ☐ 4. Write a telegram to your friend in which you state the main idea in ten words or less.

WESTERN UNION	
TELEGRAM	
TO	FROM
MESSAGE	

- ☐ 5. Deliver the telegram and the article to your friend. Ask that student to read them and answer these questions:
- a. Does the telegram make sense?
___ Yes ___ No
- b. Does the telegram state the main idea?
___ Yes ___ No
- c. Are all unnecessary words deleted?
___ Yes ___ No
- ☐ 6. Correct your telegram if any of the questions received a "No" answer.
- ☐ 7. Ask your friend to read the corrected version and sign for delivery of the telegram.

Received from Western Union

Signature _____

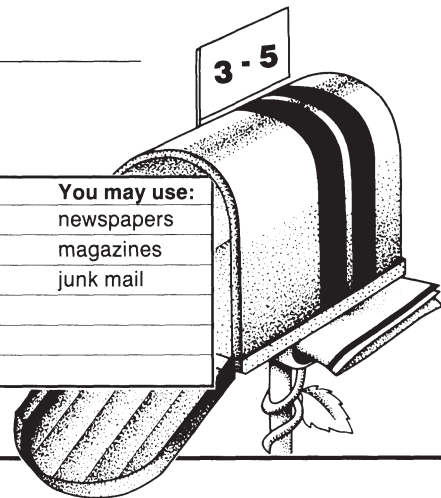
- ☐ 8. Cut out the article; attach it and the telegram to this sheet.

Name _____ Date _____

Hear Ye! Hear Ye!

Objective: identifying and writing main ideas in articles and letters.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	



- ☐ 1. Select an article or letter that has at least as many paragraphs as there are students in your group.

- ☐ 2. Letter the paragraphs lightly on the back.

a
b
c

- ☐ 3. Cut the paragraphs apart and give each group member a different paragraph.

- ☐ 4. Read the paragraphs silently and have each group member write what the main idea of the paragraph is.

Paragraph A: _____

Paragraph B: _____

Paragraph C: _____

- ☐ 5. Read the main idea statements aloud. Do they sound alike?
___ Yes ___ No

- ☐ 6. Beginning with the first paragraph, read the entire item aloud.

- ☐ 7. Decide as a group what the main idea of the item is and write it.

We, _____ (name),

_____ (name),

_____ (name),

_____ (name),

_____ (name),

think the main idea is _____

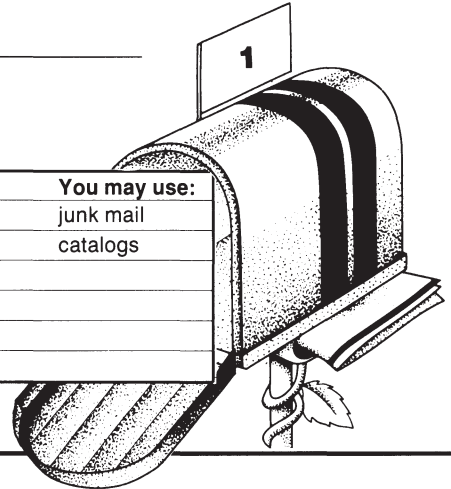
- ☐ 8. Attach the paragraphs to this sheet.

Name _____ Date _____

Can You Tell Me?

Objective: identifying main ideas and writing to request additional details.

You will need:	You may use:
paper	junk mail
scissors	catalogs
pen	
stapler, paste or tape	
highlighter	
envelope/stamp	



- ☐ 1. Select a brochure or catalog advertisement about a product you like and read it.
- ☐ 2. Highlight the main idea.
- ☐ 3. Write the main idea in your own words.

The main idea of this item is _____

- ☐ 4. Write three questions that you would like to ask the company about the product which are *not answered* in the item. Use your paper.

EXAMPLES

How much does it cost? What colors are available? How long does it last? When would I receive it? Why is it better than the other products?

- ☐ 5. Fill in the blanks in the following letter asking the company for more information.

Dear _____

I read an item in _____

_____ which told

me about _____ (product).

I have several questions. Please let me know (questions) _____

Please send the answers to the following address:

Name _____ Grade _____

School _____

Address _____

City _____ State _____

Zip _____

I hope to hear from you soon.

Sincerely,

_____ (name)

Go to the next page

Can You Tell Me?

(continued from page 10)

- ☐ 6. Reread your letter and make any changes that will improve it. Does your letter make sense?
___ Yes ___ No

- ☐ 7. Read your letter to check for punctuation and/or grammatical errors. Correct any errors.

- ☐ 8. Ask your teacher to read your letter and make suggestions. Make the changes.

- ☐ 9. Copy the letter on your notebook paper.

- ☐ 10. Check it carefully for any errors.

- ☐ 11. Ask your teacher to read your final copy of the letter.

- ☐ 12. Address an envelope and put a stamp on it.

Your Name
Address
City, State Zip

Stamp

Company Name
Address
City, State Zip

- ☐ 13. Mail your letter to the company.

- ☐ 14. Attach the company letter or advertisement and your rough draft to this sheet.

Identifying Details

WHO IS IT ABOUT?

WHAT HAPPENED?

WHEN AND WHERE DID IT HAPPEN?

WHY DID IT HAPPEN?

Some students may think that they must be able to recall everything they have read. Such a task is difficult even for advanced students, and it is impossible for less capable ones. Activities in this book teach students to find meaningful details in the materials they read, rather than indiscriminately trying to remember all details.

COMMON DETAILS

News and sports stories are particularly appropriate for practice in identifying essential details because of the newspaper writing style—commonly referred to as the 5-W's. The writer often includes in the first sentence as many critical details as necessary for general comprehension: Who? What? When? Where? Why? Once students can answer these questions, they have the basic skills they need to identify details in other materials. You can provide students with daily practice by having them select a news or sports story, then highlight the 5-W details.

In addition, have students mount advertisements and draw lines or attach yarn (for younger students) from the questions to the answers. They will enjoy finding the 5-W's in each item. Before individuals post items on the bulletin board, they can ask student editors to check their work and sign their paychecks. . . if the assignment has been completed correctly. This type of activity provides immediate feedback. When the writers collect a certain amount of money, let them purchase items, such as pencils, with their paychecks.

Who?
What?
Where?
When?
Why?



PICTURE-PERFECT DETAILS

After students become proficient in finding details in written material, have them list details in a picture and ask another person to draw the picture using only the list. This activity teaches the importance of being specific. You may even ask another teacher's class to exchange lists with your students. Then have the two classes draw each other's pictures.

Students can use junk mail and catalogs to look for details by cutting apart pictures and descriptions and having other students attempt to match the items. Less capable pupils will probably have a variety of topics in their selections, such as clothing, cars, and jewelry, while more advanced students will more likely choose a specific category, such as computers. Have them cut out both pictures and descriptions, then discard the remaining paper so they cannot simply match cut lines to find correct answers.

Or, have students choose an item they want to purchase; list the particular features; search advertisements to find the item; and write a sales pitch. Selections will vary according to

your students' level of maturity and their interests. This activity gives students a reason to read for specific details while ignoring irrelevant ones.

GRAPHS, TIME LINES, AND CHARTS

Students also can find specific weather details, such as daily high and low temperatures. They can prepare a bar graph with high temperatures; plot highs and lows with lines; or draw a time line, placing certain temperatures above and others below the line. Have students use graph paper appropriate to their graphing skills. Following such activities, advanced pupils can design their own system for collecting and recording details regarding baseball, football, or basketball.

Charting a selection using the main idea as the central element and supporting details as subsidiary elements helps students, too. If you ordinarily use webbing or mapping as a technique for organizing writing, you may want to use one of those methods rather than charting. Otherwise, ask student groups to prepare a chart classifying information as main idea, important details, and unimportant details.

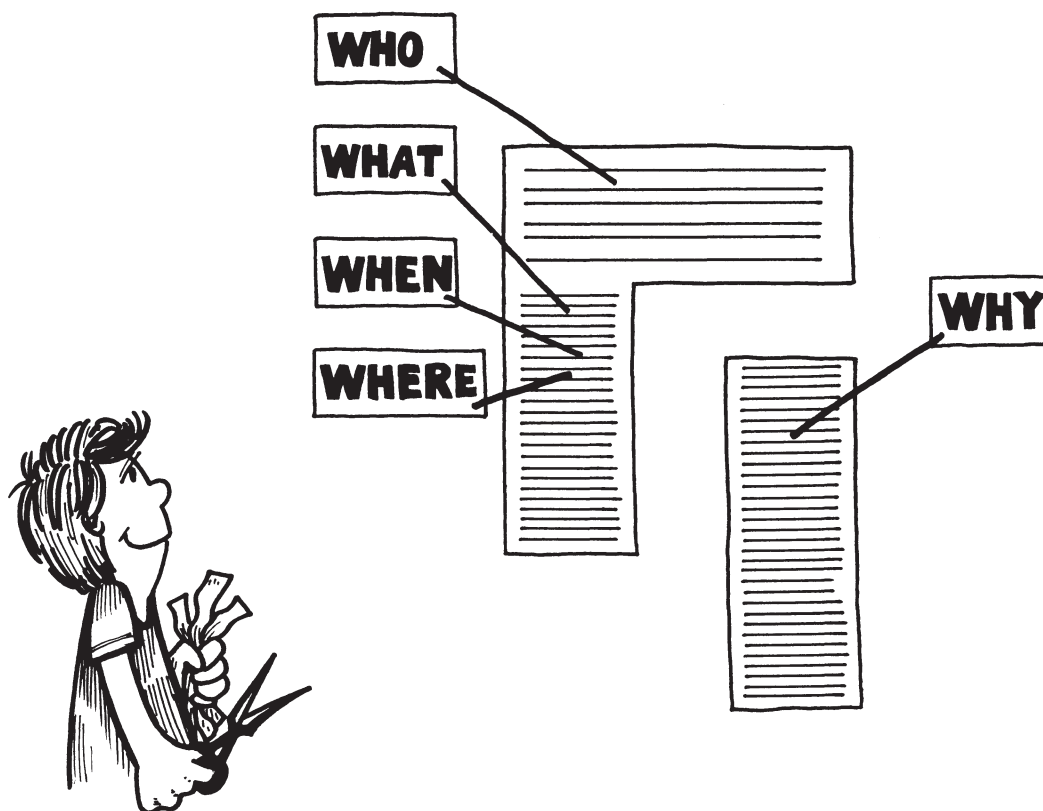
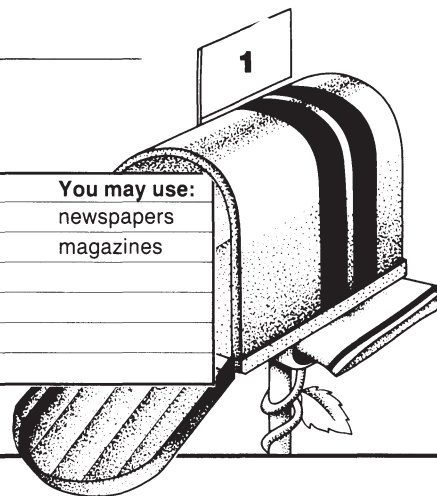
Statements such as “Lose up to sixty pounds in sixty days with new, improved Vittels” provide ideal opportunities for students to combine their main idea study with work in locating details. This type of reading also leads naturally into an analysis of persuasive techniques.

Name _____ Date _____

Can You Find All Five?

Objective: identifying details regarding who, what, when, where, and why in articles.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	
highlighter	



- ☐ 1. Select a news or sports article.
- ☐ 2. Read it carefully.
- ☐ 3. Circle the main idea in the article.
- ☐ 4. Write the main idea in your own words.

Go to the next page

Can You Find All Five?

(continued from page 14)

- ☐ 5. To help you find the details that support the main idea, answer the following questions. Use your paper if you need more space.

Who was involved? _____

What happened? _____

When did it happen? _____

Where did it happen? _____

Other important details: _____

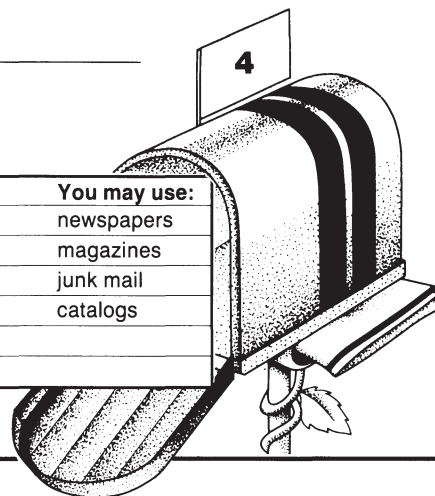
- ☐ 6. Highlight answers to the 5-W questions in the article.
- ☐ 7. Cross out unimportant details.
- ☐ 8. Cut out the article and attach it and your work to this sheet.

Name _____ Date _____

Getting Paid for the Scoop!

Objective: identifying details in pictures.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
highlighter	
markers or yarn	



- ☐ 1. Pretend that three members of your group are ad writers and one is an editor.
- ☐ 2. Select and read the same letter or advertisement.

Ad writers only:

- ☐ 3. Decide as a group what the main idea is and write it in your own words.

We, _____ ,
 _____ , _____ ,
 and _____

think the main idea is _____

Editor only:

- ☐ 4. On your paper write the answers to the 5-W questions: Who? What? When? Where? Why?

HINT: Some letters and advertisements will not answer all five questions.

Ad writers only:

- ☐ 5. Find and highlight answers to the 5-W questions: Who? What? When? Where? Why?
- ☐ 6. Ask the editor to check your work.
- ☐ 7. Attach the advertisement or letter to construction paper.
- ☐ 8. Cut out the 5-W cards you will find on the next page.
- ☐ 9. Put the advertisement or letter on the bulletin board.
- ☐ 10. Use markers or yarn (for younger students) to connect the five questions and answers.

Go to the next page

Getting Paid for the Scoop!

(continued from page 16)

- ☐ 11. Sign this card and ask your editor to sign it. Attach it to your work on the bulletin board.

Ad Writers' Names

Editor's Name

- ☐ 12. Ask the editor to sign your check if you completed the assignment correctly.

Date _____
Pay to the Order of _____ \$50.00
_____ Dollars
for _____ Editor's Name _____

WHO

WHAT

WHERE

WHEN

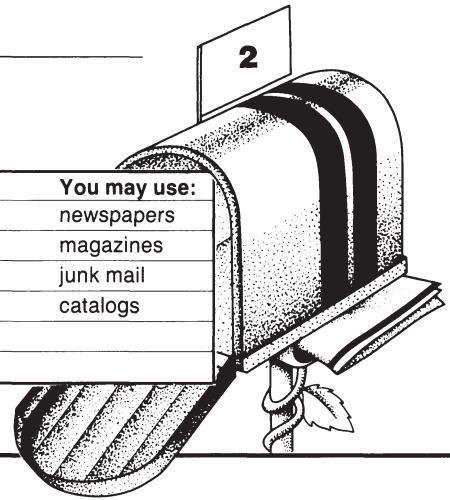
WHY

Name _____ Date _____

Private Eye

Objective: identifying details in pictures.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Pretend to be a private eye.
- ☐ 2. Select a picture you like.
- ☐ 3. List details you see in it. Use your paper.

HINT: Remember to include every detail. Who is in the picture? What is happening? Where? What time of day? What colors? How many people, buildings, etc., are in the picture? Be very specific!

- ☐ 4. Use your list to write a paragraph giving the details of the picture. Use your paper.
- ☐ 5. Put the picture away so the other student cannot see it.
- ☐ 6. Exchange paragraphs, but keep your pictures.
- ☐ 7. Read each other's paragraphs.
- ☐ 8. Draw a picture using only the details from the paragraph. Use your paper.
- ☐ 9. Get out your pictures and compare them with your drawings.
- ☐ 10. Discuss and list below other details that would have helped your partner draw the picture. Use your paper if you need more space.

Private-Eye List of Details

_____	_____
_____	_____
_____	_____
_____	_____

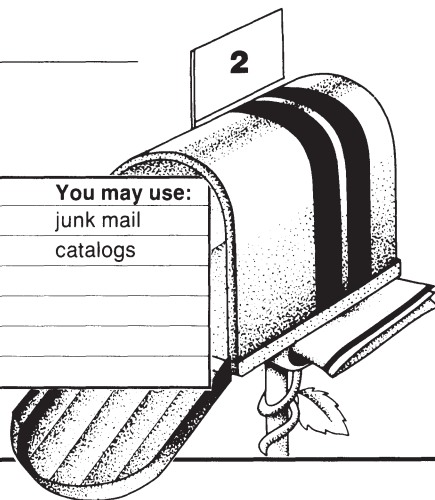
- ☐ 11. Rewrite your paragraph and add the other details. Use your paper.
- ☐ 12. Read each other's second paragraphs.
- ☐ 13. Decide if the added details would have helped in drawing the pictures.
___ Yes ___ No
- ☐ 14. Fill in the blanks on each other's sheet.
I, _____ ,
Private Eye, used _____'s
descriptive paragraph to draw the
picture. Then we talked about other
details I could have used.
- ☐ 15. Attach the picture, your partner's drawing, and your two paragraphs to this sheet.

Name _____ Date _____

Can You Picture It?

Objective: identifying details in pictures.

You will need:	You may use:
paper	junk mail
scissors	catalogs
pen	
stapler, paste or tape	
envelope	



- ☐ 1. Find at least five pictures with words or sentences that tell about the picture.
- ☐ 2. Number lightly on the back of each picture and words.
- ☐ 3. Cut apart the picture and the words.
- ☐ 6. Exchange envelopes with another student.
- ☐ 7. Look at the pictures and read the descriptions.
- ☐ 8. Underline the details that helped you know which pictures and words to match.
- ☐ 9. Check each other's work by looking at the numbers on the back.
- ☐ 10. Attach your envelope to this sheet.

LAWNCHAIR

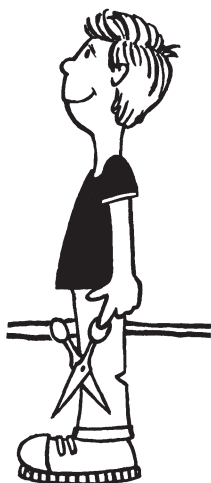


THIS

LAWNCHAIR



NOT THIS



Additional Practice

- ☐ 11. Select your favorite picture from the five.
- ☐ 12. List the details in the picture. Use your paper if you need more space.

- ☐ 13. Write a paragraph using your own words to describe the picture. Use your paper.

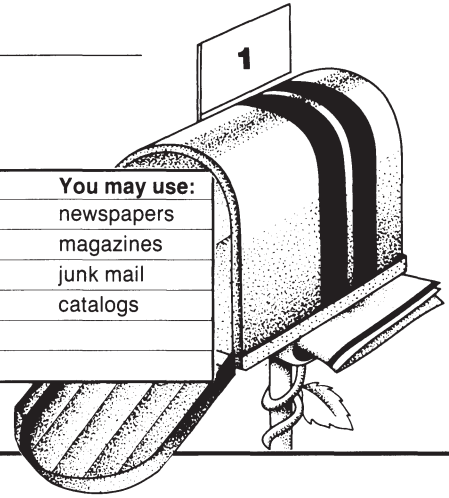
- ☐ 4. Mix them up.
- ☐ 5. Place the picture and the words in an envelope.
- ☐ 14. Attach the picture and paragraph to this sheet.

Name _____ Date _____

Dream Wishes

Objective: identifying specific details in an advertisement.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Think of an item you would like to buy.
- ☐ 2. Write its name. _____
- ☐ 3. List the features (details) that you want, such as size, color, brand, and cost. Use your paper if you need more space.

Details About My Item

- ☐ 4. Find a picture of the item that has most, if not all, of the features you listed above. Cut the item out.
- ☐ 5. Pretend you are a salesperson who must sell the item.

- ☐ 6. Answer these questions to help you get ready to talk to customers about the item. Use your paper if you need more space.

What is it? _____

Where can I buy it? _____

When is it available? _____

Why should I buy it at this store? _____

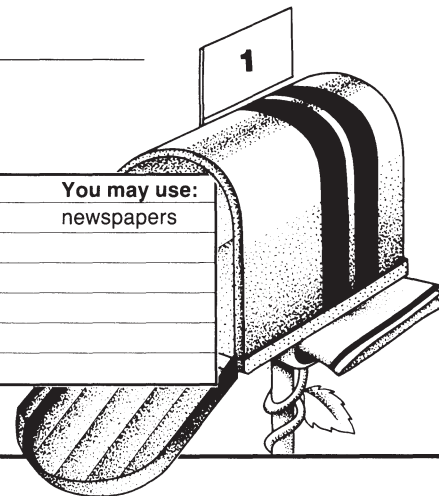
- ☐ 7. Write a sales talk describing the item to a customer. Remember you are the salesperson in the store. Use your paper.
- ☐ 8. Attach the picture of the item and your work to this sheet.

Name _____ Date _____

We Set a Record!

Objective: identifying specific details for plotting a bar graph.

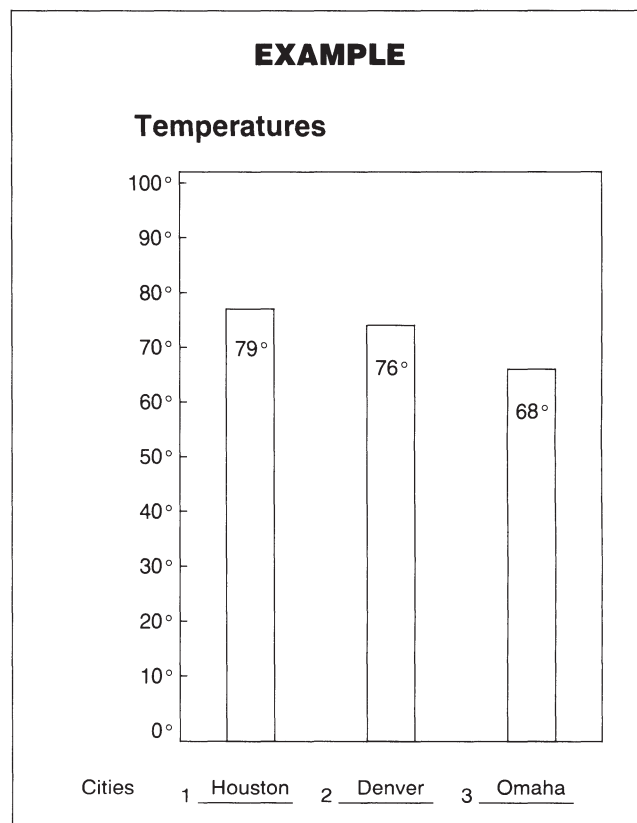
You will need:	You may use:
graph paper	newspapers
scissors	
pen	
stapler, paste or tape	



- ☐ 1. Find the weather report in the daily newspaper and read it.
- ☐ 2. Write the names of three cities that have high temperatures above 0° but below 100°.

Names of Cities	Temperatures
1. _____	_____
2. _____	_____
3. _____	_____

- ☐ 3. Draw a bar graph indicating the high temperature for the day in each city.



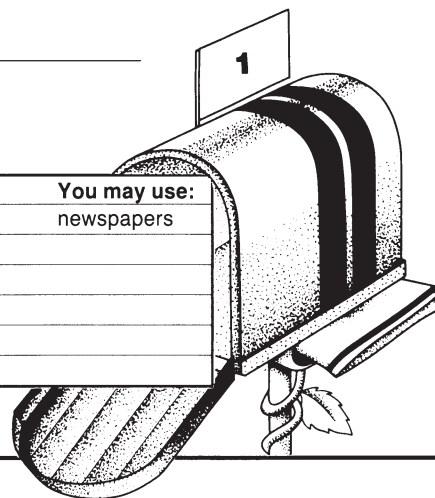
- ☐ 4. Cut out the weather report and attach it and the graph to this sheet.

Name _____ Date _____

Weather Reporter, Will It Snow?

Objective: identifying and graphing details.

You will need:	You may use:
graph paper	newspapers
scissors	
pen	
stapler, paste or tape	



- ☐ 1. Find and read the weather report in today's newspaper.

- ☐ 2. Identify two cities that have high temperatures above 50°, but below 100°.

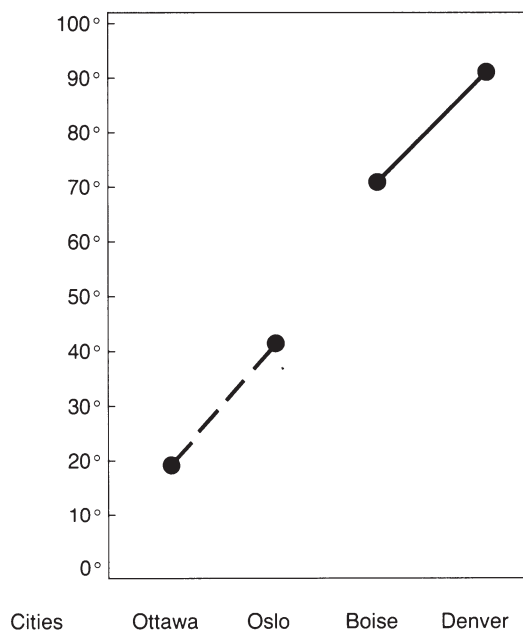
Names of Cities	Temperatures
1. _____	_____
2. _____	_____

- ☐ 3. Write the names of two cities that have high temperatures above 0°, but below 50°.

Names of Cities	Temperatures
1. _____	_____
2. _____	_____

EXAMPLE

Temperatures



- ☐ 4. Use graph paper to plot a line graph indicating the temperatures of the four cities. Plot temperatures above 50° in solid lines; plot temperatures below 50° in broken lines.

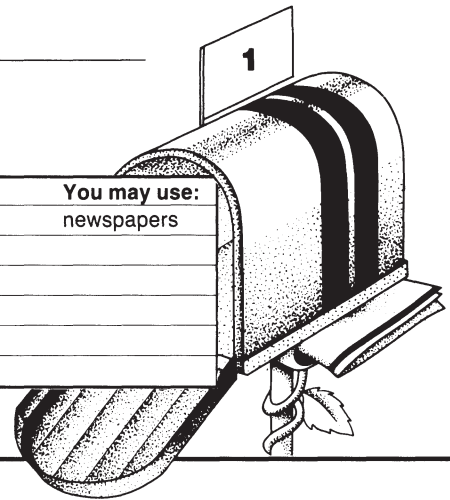
- ☐ 5. Cut out the weather report and attach it and the graph to this sheet.

Name _____ Date _____

Heat Wave!

Objective: identifying details and recording them on a time line.

You will need:	You may use:
paper	newspapers
scissors	
pen	
stapler, paste or tape	



☐ 1. Begin this activity on a Monday.

☐ 2. Find and cut out the weather report every day this week.

☐ 3. Choose a city and record its high and low temperatures every day.

Name of My City	Days	High	Low
_____	Mon.	1. _____	/ _____
	Tues.	2. _____	/ _____
	Wed.	3. _____	/ _____
	Thurs.	4. _____	/ _____
	Fri.	5. _____	/ _____

☐ 4. Make a time line showing the temperatures. Use your paper.

Example: —————→						
Highs	45	55	60	75	80	
Lows	30	38	45	68	66	
Day	1	2	3	4	5	

What was the highest temperature for the week? ____ the lowest temperature? ____

☐ 5. Attach the five weather reports and your time line to this sheet.

Additional Practice

☐ 6. Pretend you are the weather reporter for WXYZ News.

☐ 7. Write a weather report. Use your paper if you need more space.

In the past week, we have had _____

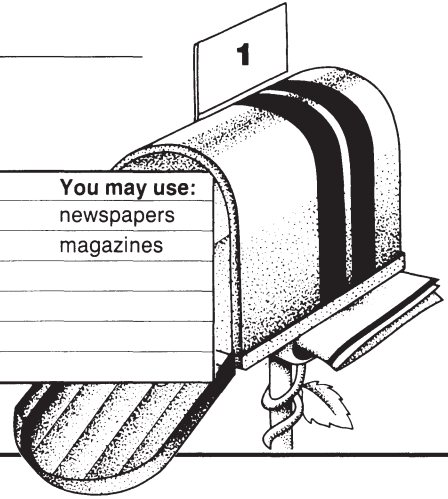
☐ 8. Attach the weather report to this sheet.

Name _____ Date _____

Take Me Out to the Ball Game

Objective: identifying and graphing details in sports articles.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	



- ☐ 1. Select a sports article about an actual baseball, football, or basketball game.
- ☐ 2. Read the article carefully.
- ☐ 3. Write the scores for the different innings, or quarters. (The newspaper might not report the scores for every inning or quarter. Write as many as you can find.)

Baseball

	Innings										
Teams	1	2	3	4	5	6	7	8	9	Extra	

Basketball or Football

	Quarters				
Teams	1	2	3	4	

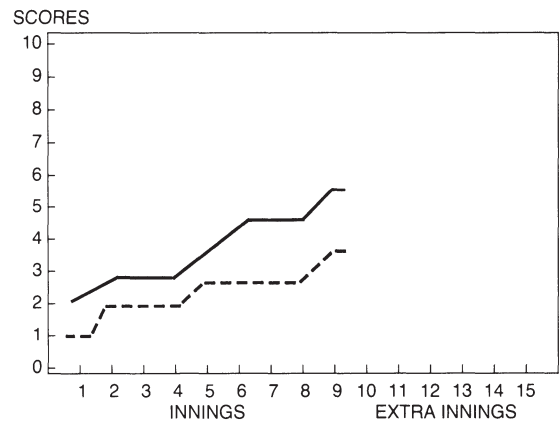
- ☐ 4. Make a time line or graph that shows the scores. Use your paper.

EXAMPLES

Teams	Quarters			
	1	2	3	4
1. <u>Bears</u>	7	20	20	27
2. <u>Redskins</u>	7	21	28	31

Final Score: Team 1 27 Team 2 31

or



Team 1 ----- Team 2 _____

Final Score: Team 1 4 Team 2 6

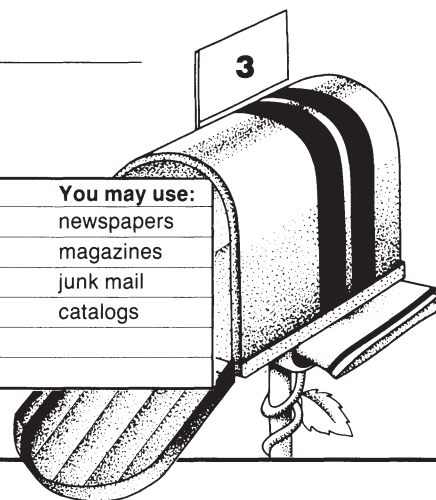
- ☐ 5. Write the name of the team that won the game;
The winner is _____.
- ☐ 6. Cut out the article and attach it and your graph or time line to this sheet.

Name _____ Date _____

It's the Best, Improved, New, Safe

Objective: identifying and charting details in advertisements and letters.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
highlighter	catalogs



- ☐ 1. Select an advertisement or letter that makes a claim.
- ☐ 2. Read the item carefully.
- ☐ 3. Highlight the main idea.
- ☐ 4. Circle the details.
- ☐ 5. Cross out the unimportant information.

EXAMPLE

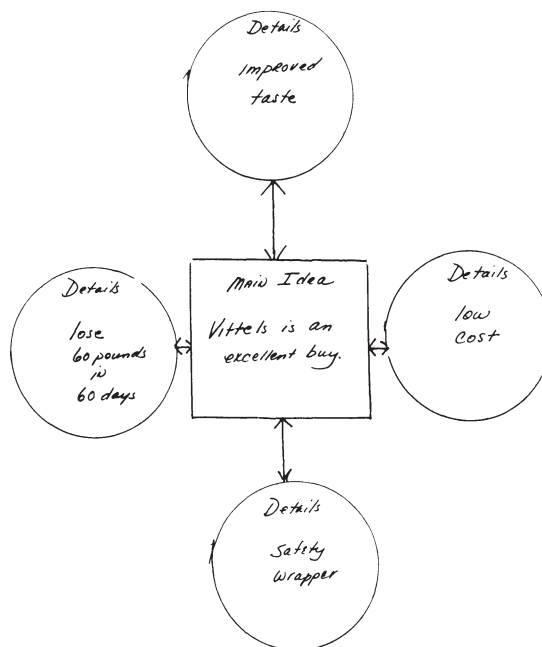
Vittels—Excellent Buy

You can lose sixty pounds in sixty days while you enjoy their improved taste, low cost, and safety wrapper.

- ☐ 6. Make a chart showing the main idea and details. Use the chart form on the next page.

HINT: You might not find enough details to fill all the circles.

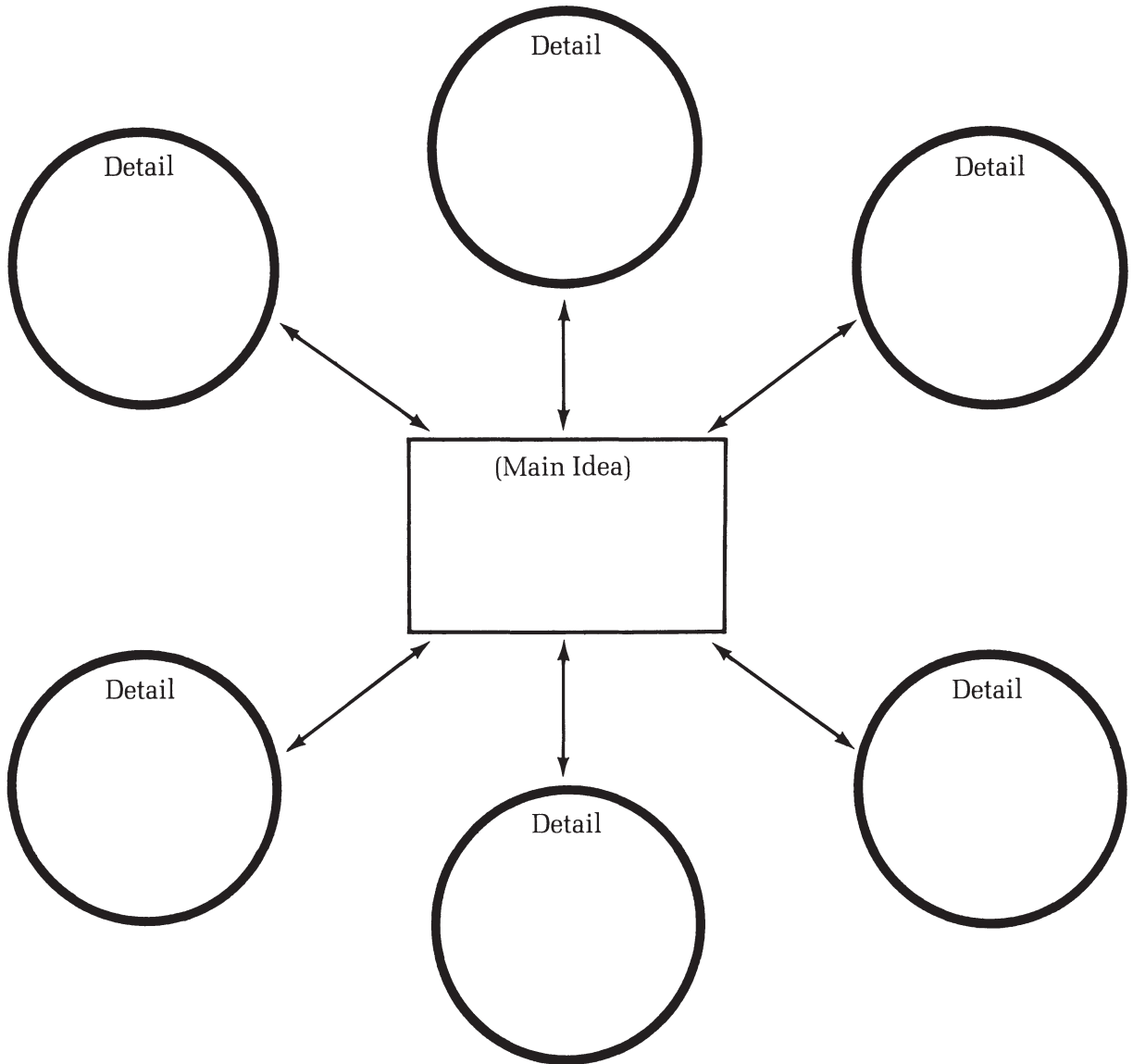
EXAMPLE



- ☐ 7. Cut out the item and attach it to your chart.
- ☐ 8. Exchange items and charts with another group.
- ☐ 9. Read the item.
- ☐ 10. Check each other's charts.
- ☐ 11. Sign the chart if the group selected the correct main idea and details.
- ☐ 12. Check with your teacher if you cannot agree.

Go to the next page

Names _____



We checked the chart. The students selected the main idea and details.

Group

Signatures: _____

Identifying Sequence

FIRST . . .

THEN . . .

IN THE LAST FEW SECONDS . . .

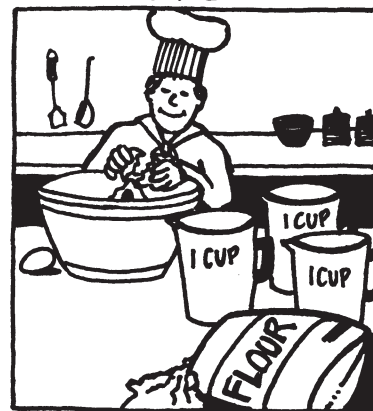
The words and phrases above offer clues to the sequence of events. Recipes, how-to items, order forms, comic strips, articles, maps, and floor plans provide students with excellent materials for locating clues and developing expertise in sequencing.

FINDING AND WRITING CLUES TO SEQUENCE

Although students may know the meanings of clue words and phrases, they may not identify them in context as clues to sequence. Recipes, how-to articles, and forms provide a good starting point for learning how to put events in order. Students can find items, number the steps, block out clue words, and substitute words of their own choice. In addition, you can have students prepare oral or written directions. Tell them to make a special effort to include sequential clues. Or, expand the activities into the listening area by having class members list the steps they hear in oral directions given by a student. Then individuals can place their items on the bulletin board for others to read.

Maps, another essential part of everyone's life, frequently appear in junk mail and newspapers. Have students find maps and write directions using both time and space clues to tell a friend how to reach a particular destination. Both types of clue words appear on the activity sheet.

ADD TWO EGGS



ADD ONE CUP OF MILK



COOK AT 375° FOR TWENTY MINUTES



REMOVE AND EAT



REVERSIBLE AND IRREVERSIBLE EVENTS

Students will easily sequence comic strips dealing with irreversible events, such as someone going out in the rain and getting wet. However, they will find it more difficult to sequence frames that depict reversible events, such as a character eating a sandwich and reading a book. Have students locate both types of strips and rewrite the sentences without reversing the depicted sequence. In addition, have them find a recipe or how-to article and list the steps.

WRITING TO UNDERSTAND SEQUENCE

The order of events is reported in syntactical structures that are difficult for students to understand. To help students learn to read such material, have them write known events in those structures. Practice should focus on sentences that 1) begin or end with a dependent clause, 2) contain negative elements, 3) have a clause or a phrase between the subject and verb, and 4) are stated in the passive voice.

Although students need to use these specific structures, do not forbid them to use others. By

learning different ways to communicate events which have a known order, students can begin to attach meaning to written material that reports a sequence of events. Students do not need to know the names of the sentence elements that cause difficulty. Therefore, grammatical terminology does not appear on the activity sheet. However, students can label the events in chronological order, discuss which sentences are easier to understand, and state the reasons why. As an alternative to numbering events, have students develop a time line. The television schedules of sports games are particularly appropriate for this activity.

Also, floor plans can furnish practice in working with direction. Is the den on the east side of the first floor of the house, facing north? By using as many clue words as possible, students can write directions enabling the reader to pinpoint a specific area.

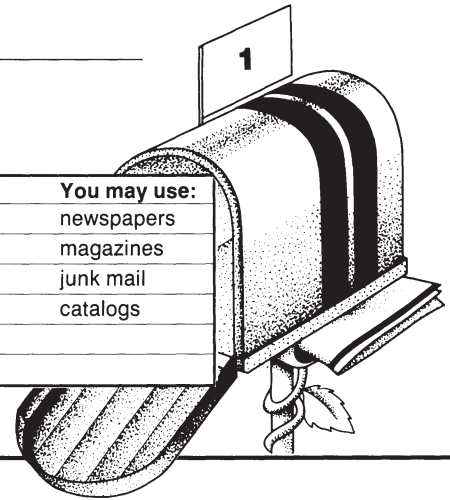
Home-reading materials provide students with opportunities to practice, reinforce, and maintain the sequencing skill in combination with other skills. As students practice sequencing, they experience the natural, meaningful integration of several skills: identifying details, comprehending difficult syntactic structures, as well as giving and following directions.

Name _____ Date _____

As Easy as 1, 2, 3

Objective: identifying sequence through clue words.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
marker	
bulletin board	

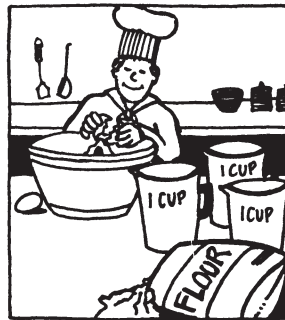


- ☐ 1. Select a recipe, how-to article, or order form.
- ☐ 2. Read the item carefully.
- ☐ 3. Place a number beside each step in the item.

EXAMPLE

1. First, mix 3 cups of flour and 2 eggs.
2. Next, add 1 cup of water.

ADD TWO EGGS



ADD ONE CUP OF MILK



- ☐ 4. Delete the sequence clues and add your own.

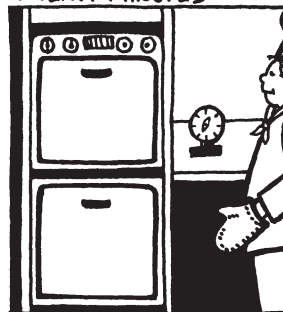
EXAMPLE

First, mix . . .

Other Clue Words

next, then, first, after, 1, 2, 3, before, now, later, last

COOK AT 375° FOR TWENTY MINUTES



REMOVE AND EAT



- ☐ 5. Write at least two sentences explaining how clue words help you to understand sequence. Use your paper if you need more space.

I understand _____

Go to the next page

Additional Practice

- ☐ 6. List the first three steps in your item in sequential order and circle the clue words.

Step 1 _____

Step 2 _____

Step 3 _____

- ☐ 7. Write new step-by-step directions with other clue words. Use your paper.
- ☐ 8. When your teacher directs you to, plan a speech to give to the class to explain the steps in your item. Write your speech on your paper.

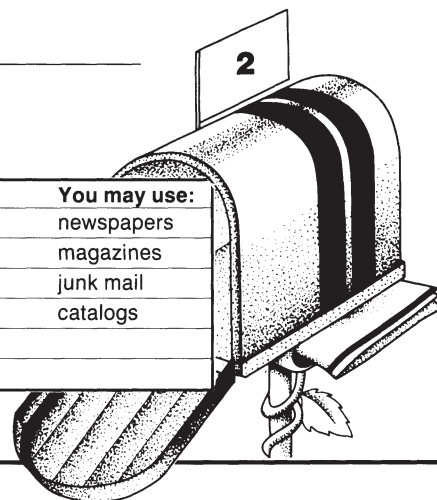
- ☐ 9. Ask the students to list the steps while you give your speech.
- ☐ 10. Place the item and your step-by-step directions on the bulletin board when your teacher directs you to.
- ☐ 11. Attach your other work to this sheet.
- ☐ 12. When your teacher directs you to, vote as a class on what the title of the bulletin board should be.

Name _____ Date _____

Where's Main Street?

Objective: using space and time clues in writing directions in sequence.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Select an advertisement with a map that shows how to find a certain place.
- ☐ 2. Read the item and look carefully at the map.
- ☐ 3. Underline any space- or time-clue words that explain how to find the place.
- ☐ 4. Write directions telling a friend how to find the place. Use your paper.
- ☐ 5. Exchange directions with your friend and read them.
- ☐ 6. Draw a map based on your friend's directions (without looking at the advertisement). Use your paper.
- ☐ 7. Compare the advertisement map and your map. Do the two maps look similar?
___ Yes ___ No
- ☐ 8. Decide as a pair how to change the directions to make them easier to follow if you checked "no."
- ☐ 9. Write the revised directions. Use your paper.
- ☐ 10. Ask your friend to sign the sheet if both of you agree on the directions.

EXAMPLES	
Space	Time
right, into, left, across, over, south, north, forward	before, after, first, (1), later, earlier, then, next

I drew a map using the other student's directions. I agree that the other student's directions would be easy to follow.

Signature _____

EXAMPLE

Go *south* on Main Street to the *first* light. Turn *left* on *Fifth* Avenue. It's the *second* building on your *right*.

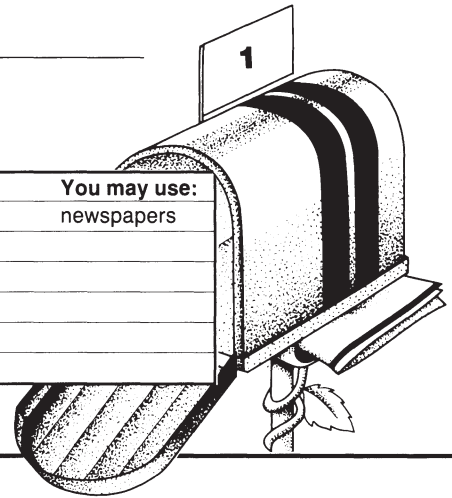
- ☐ 11. Cut out the advertisement map and attach it and your directions to this sheet.

Name _____ Date _____

What's Next in the Comic Strips?

Objective: identifying and rewriting the sequence of events in a comic strip.

You will need:	You may use:
paper	newspapers
scissors	
pen	
stapler, paste or tape	



- ☐ 1. Select a comic strip that shows events that could have happened only one way.

EXAMPLE

Garfield turned the refrigerator upside down and poured all the food into his mouth.

- ☐ 2. Write the sequence of events in the comic strip. Use your paper.
- ☐ 3. Select another comic strip that shows events that could have happened several ways.

EXAMPLE

Garfield ate the fish from the fish market.
Garfield ate the sausage from the butcher.
Garfield drank some water from the fountain.

EXAMPLE

After Garfield ate the fish from the fish market, he ate the sausage from the butcher, then he drank some water from the fountain.

Garfield did not eat the sausage from the butcher until he ate the fish from the fish market and drank some water from the fountain.

or

First Garfield ate the sausage from the butcher, then he drank some water from the fountain, and then he ate the fish from the fish market.

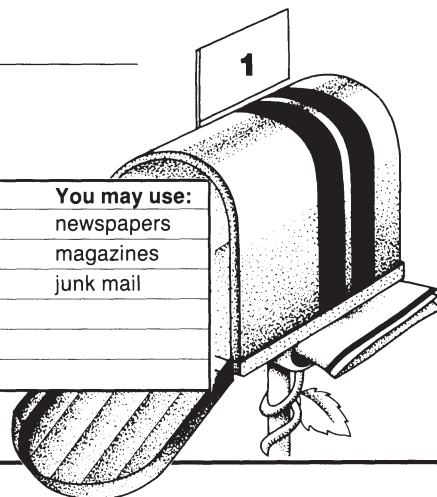
- ☐ 5. Explain how you tell the difference between irreversible events (ones that can happen in only one order) and reversible events (ones that can happen in more than one order). Use your paper if you need more space.
- _____
- _____
- ☐ 4. Write the sequence of events in three different sentences. Number the events to indicate the order in which they happened. Use your paper.
- ☐ 6. Cut out the comic strips and attach them and your work to this sheet.

Name _____ Date _____

Can You Make It?

Objective: identifying sequence in directions.

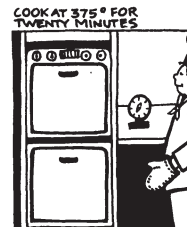
You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	



- ☐ 1. Select an item that tells how to make or do something and read it.

EXAMPLES

recipe, how-to article



- ☐ 2. Answer the following questions:
What can you make or do by completing the steps? _____



Must you complete the steps in a certain order?
___ Yes ___ No

- ☐ 5. Combine any steps you can. Use your paper.

- ☐ 3. Number the steps lightly in your item.
- ☐ 4. List the steps described in the item. Use your paper if you need more space.

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

EXAMPLE

Step 3. Warm the oven to 375°.

Step 4. Bake the cake for 30 minutes.

After warming the oven to 375°, bake the cake for 30 minutes.

- ☐ 6. Explain how step-by-step directions help you.

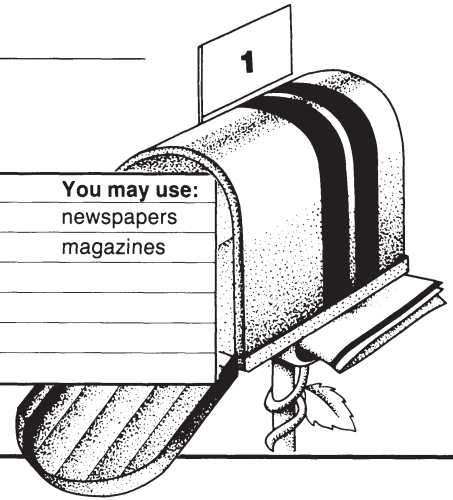
- ☐ 7. Cut out the item and attach it and your work to this sheet.

Name _____ Date _____

How Many Ways Can You Say It?

Objective: writing events in sequence using different structures.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	



- ☐ 1. Select an item that describes an event that could have happened in more than one way.

EXAMPLE

Comic strip—Charlie Brown listened to Schroeder play the piano. Then, he watched Snoopy eat.

- ☐ 2. Read the item carefully.
- ☐ 3. Write the sequence of two events that happened in the item.

Event A _____

Event B _____

Additional Practice

- ☐ 4. Combine the two sentences using the following sentence patterns. Number the events 1 and 2 to show the order. Use your paper.

HINT: Remember not to change the meaning or order of events.

- A. After he listened to Schroeder play the piano, Charlie Brown watched Snoopy eat.
- B. Charlie Brown watched Snoopy eat after he listened to Schroeder play the piano.
- C. Charlie Brown did not watch Snoopy eat until he listened to Schroeder play the piano.
- D. Charlie Brown, having heard Schroeder play the piano, watched Snoopy eat.
- E. Schroeder's playing the piano and Snoopy's eating were watched by Charlie Brown.

- ☐ 5. Reread your sentences and put a star beside the two that are easiest to understand.
- ☐ 6. Write the reasons why you believe these two are easiest to understand. Use your paper.
- ☐ 7. Cut out your item and attach it and your work to this sheet.

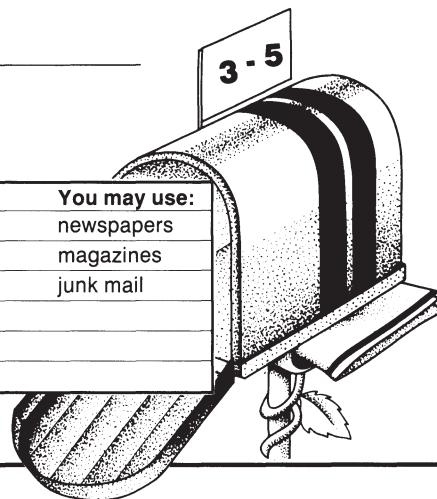
Name _____ Date _____

New Game Show:

Sentence Celebrities

Objective: writing two events in sequence using different sentence structures.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
timer	
marker	



- ☐ 1. Divide into teams of three members.
- ☐ 2. Pretend you are team contestants on a game show. You are competing against another team.
- ☐ 3. Select one item that describes a sequence of two events that could happen in more than one way. Read it to your team.
- ☐ 6. As a group, brainstorm the ways in which you can combine the two sentences. Use the following sentence patterns and add any others. Number the events 1 and 2. Use your paper.
- ☐ 7. Read your sentences as a group when the timer sounds.
- ☐ 8. Delete those sentences that are alike, do not make sense, or do not tell the correct sequence of events.

EXAMPLE

Nancy put on her raincoat. Nancy opened her umbrella.

- ☐ 4. Write the sequence of the two events.

First event: _____

Second event: _____

- ☐ 5. Set the timer for fifteen minutes.

EXAMPLE

- A. After putting ^① on her raincoat, Nancy opened ^② her umbrella.
- B. First Nancy put ^① on her raincoat, and then she opened ^② her umbrella.
- C. Nancy did not open ^② her umbrella until she put ^① on her raincoat.
- D. Nancy, having put ^① on her raincoat, opened ^② her umbrella.
- E. The raincoat was put ^① on and the umbrella was opened ^② by Nancy.

Go to the next page

New Game Show: Sentence Celebrities

(continued from page 35)

☐ 9. Have the teams exchange sentences.

☐ 10. Check each other's sentences. Do all the sentences make sense?
___ Yes ___ No

Is the sequence of events correct in each sentence?

___ Yes ___ No

Total number of correct sentences:

Your team _____ Other team _____

☐ 11. The team that wrote the greater number of correct sentences will sign the sheet.

We _____ , _____
(your names)

and _____ won the game.

☐ 12. Give the game-show winners a blue ribbon.

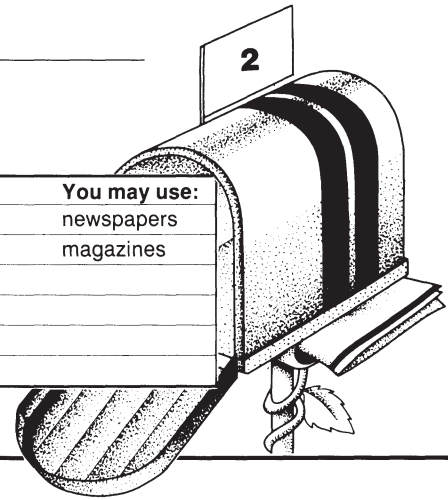


Name _____ Date _____

The Sleuth Returns

Objective: using space clues in writing directions.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	



EXAMPLE

The criminal is in the _____ which is located on the *right* side of the *first* floor, facing *north*.

Space Clue Words

right, across, north, over, forward, by, south, into, sideways



- ☐ 1. Pretend that you and your partner are detectives looking for a criminal in a house.
- ☐ 2. Study a floor plan of the house carefully.
- ☐ 3. Decide in which room you think the criminal would hide, but do not tell your partner.
- ☐ 4. Without using the room's name, write directions to the room. Use as many space clue words as you can. Use your paper.

- ☐ 5. Give the floor plan and directions to your partner.
- ☐ 6. Ask your partner to locate the room using your directions, then fill in the blank.

I think the criminal is in the _____

(room). Detective's name _____

- ☐ 7. Check your partner's work and, if the criminal was caught, give her/him a merit badge.



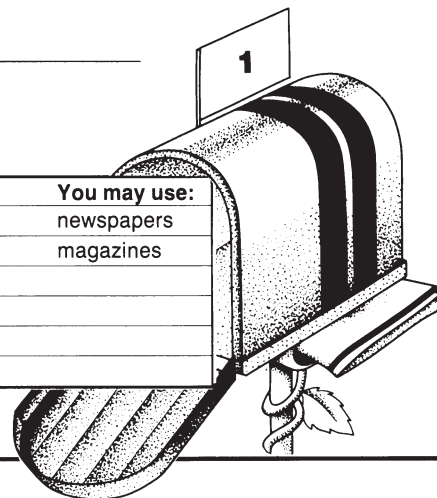
- ☐ 8. Cut out the floor plan and attach it and your work to this sheet.

Name _____ Date _____

Show Time

Objective: creating a time line with a schedule.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	



- ☐ 1. Find the television schedule.
- ☐ 2. Select your two favorite channels.
- ☐ 3. Select one day, and circle the names of the programs offered on those two channels during any three-hour time frame.
- ☐ 4. Write a letter by each show to indicate what type of program it is. Use the following key.

C—Comedy G—Game Show N—News
D—Drama M—Music X—Other

EXAMPLE

Thursday Night

Channel 11 6:00 p.m. News N
6:30 p.m. Wheel of Fortune G

- ☐ 5. Draw a time line to indicate what types of programs were shown in any three-hour time frame. Use your paper.

EXAMPLE

Thursday evening 6:00 p.m. — 9:00 p.m.

Channel 2 N M C C C C C



Channel 11 N G D D D
P.M. 6 6:30 7 7:30 8 8:30 9

- ☐ 6. Cut out the television schedule and attach it and your time line to this sheet.

Distinguishing Between Fact and Opinion

ARE YOU SURE IT'S TRUE?

Yes, I read it in the newspaper.

Of course it's true! I heard it on TV.

Students, as well as many adults, often believe that any printed word must be true. In addition, they tend to believe statements which they hear repeated frequently. For many people, distinguishing between fact and opinion is difficult. The key to remember: facts can be verified, while broad general statements and qualitative statements cannot. Often, disagreements stem from opinions. For example, students can agree that one teacher is taller than another (can be verified), but they may not agree that one is nicer than the other (cannot be verified because we may not agree on qualities related to niceness).

Factual reports usually appear in news and sports stories, feature stories, court reports, death notices, and catalog descriptions. Opinion statements are found in advice columns, letters, brochures, book reviews, and editorials.

FINDING FACTS AND OPINIONS

Young students can understand that a factual statement is one that they can verify. However, some may have difficulty remembering that factual statements may be either true or false. If you have not done so recently, you may wish to give your students a pretest in which they locate both fact and opinion items and answer questions.

Following the pretest, have students find statements dealing with quantity. Once they have demonstrated the ability to identify quantitative words, have them practice in



teams. Each team can locate as many factual headlines or titles as possible within a twenty-minute period.

As a whole-class project, divide the bulletin board into two categories and have students place sample statements in the appropriate columns: Fact/Opinion. You will need to designate specific procedures and times for class members to post selections and sign the bulletin board sheet. For the next activity, advanced students can highlight clue words in advice columns and reviews, while less capable ones can use comic strips to find opinions.

REWRITING FACTS AND OPINIONS

In addition, have students find factual headlines and rewrite them to reflect opinions. Conversely, they can select items expressing opinions and replace them with factual statements. Then they can discuss the changes in meaning that occur, as well as the author's purpose in choosing particular words.

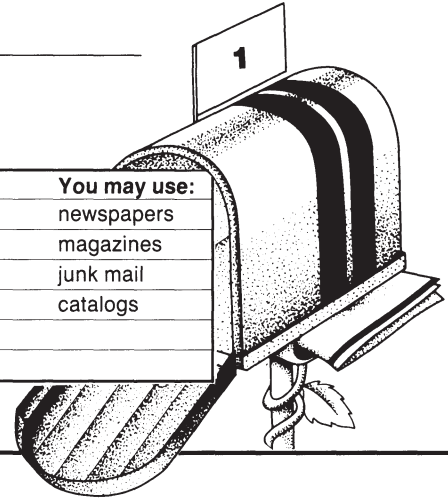
To conclude their work, have students analyze two items on the same subject, one expressing an opinion and one stating facts. Students will need this skill when they begin evaluating information.

Name _____ Date _____

Believe It or Not

Objective: distinguishing between fact and opinion.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
dictionary	catalogs



- ☐ 1. Find the scores for any sports game.

Name of the game: _____

Teams: _____ and _____

Final score _____ to _____

Is the score a fact (true or false) or opinion statement? _____

- ☐ 2. Find an advice column, such as "Dear Abby," and write the name of the column. _____

Read one question and answer. Is the answer a fact (true or false) or opinion statement? _____

- ☐ 3. Find the front section of the newspaper. Copy one headline that states a fact.

Copy one headline that states an opinion.

- ☐ 4. Find an advertisement for a store, such as Sears. Find a list of the store locations. Is each address a fact (true or false) or opinion statement? _____

- ☐ 5. Find a word that you do not know the meaning of in an article. Write it.

Find the word in the dictionary. Write the definition. _____

Is the definition a fact (true or false) or opinion statement? _____

- ☐ 6. Select an article.

- ☐ 7. Underline the fact (true or false) statements in the article and circle the opinion ones.

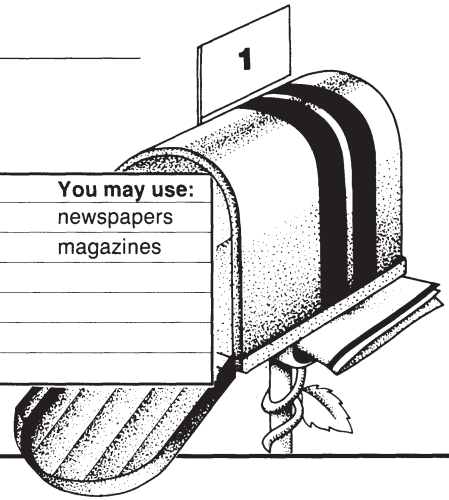
- ☐ 8. Attach all the items to this sheet.

Name _____ Date _____

Truth or Consequences

Objective: distinguishing between fact and opinion by locating quantitative words.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	
highlighter	



- ☐ 1. Select an article about something that actually happened.

EXAMPLES

Event, Celebration, Game

- ☐ 2. Read the article carefully.
- ☐ 3. Highlight factual clue words.

EXAMPLES

Fact

3 days
231 miles
7 feet 6 inches tall

Opinion

long time
great distance
tall

- ☐ 4. Write two true statements about the item. Use your paper.

EXAMPLE

Ginger King ran *faster* than any other person in the 100 meter dash.

- ☐ 5. List words that indicate the statements in the article are true. Use your paper if you need more space.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HINT: These words can be verified to prove that they are true. For example, you can measure to tell if one person is *taller* than another.

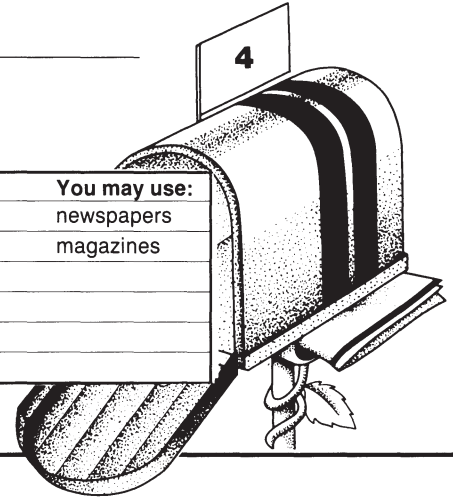
- ☐ 6. Cut out the item and attach it and your work to this sheet.

Name _____ Date _____

To Tell the Truth

Objective: distinguishing between fact and opinion in headlines and titles.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	
timer	
envelope	



- ☐ 1. Divide into teams of three or four members when your teacher directs you to do so.
- ☐ 2. Set the timer for twenty minutes.
- ☐ 3. Find and cut out as many factual (true or false) headlines and titles as you can before the timer sounds.
- ☐ 4. Read all the headlines and titles and, as a team, determine if any of them are opinion.
- ☐ 5. Throw away any opinion statements.
- ☐ 6. Count the number of factual headlines and titles your group has. Total _____
- ☐ 7. Put all the items in an envelope.
- ☐ 8. Exchange envelopes with another team.
- ☐ 9. Discuss with the other team any items you think are opinion statements.

- ☐ 10. Count the total number of fact items each team found.

My Team Total _____

Other Team Total _____

- ☐ 11. After determining which team found more factual headlines and titles, list the names of the winners.

The Winning Team

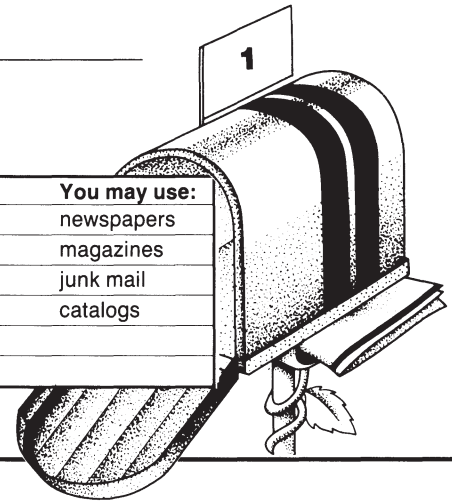
- ☐ 12. Give each member of the winning team a blue ribbon.
- ☐ 13. Attach your envelope to this sheet.

Name _____ Date _____

It's True It's Not!

Objective: distinguishing between fact and opinion statements.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
bulletin board	



- ☐ 1. Cut out the words at the bottom of this sheet.
- ☐ 2. Place the words side by side on your desk.
- ☐ 3. Find items that would fit under each category.

EXAMPLE

Fact

Twenty Die in Hotel Fire (headline)

Opinion

High Quality Health Care
(advertisement)

- ☐ 4. Cut out the factual (true or false) and opinion statements and place them under the appropriate words.
- ☐ 5. Check your work carefully.
- ☐ 6. When your teacher directs you to, place the cut-out statements under the appropriate bulletin board headings: Fact/Opinion.

FACTS

OPINIONS

- ☐ 7. Discuss the statements as your teacher directs.
- ☐ 8. When your teacher directs you to, make a signature sheet. Use your paper.
- ☐ 9. Ask students who added items to the bulletin board to sign the sheet.
- ☐ 10. Place the sheet on the bulletin board.

Additional Practice

- ☐ 11. Find other fact and opinion statements during the next two days.
- ☐ 12. When your teacher directs you to, place new items on the bulletin board.

Name _____ Date _____

If You Want My Advice, . . .

Objective: identifying clue words in opinion statements.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	
highlighter	



- ☐ 1. Select an advice column, book review, editorial, or a page of comic strips and cut it out.

- ☐ 2. Read the item carefully.

- ☐ 3. Highlight all the opinion clue words.

EXAMPLES

possibly, probably, maybe, surely, perhaps, in all likelihood, most likely, guess, should, most, seems, usually, think, believe, might

- ☐ 4. Exchange items with another student.

- ☐ 5. Read the item and check the opinion clue words. Did the student find all the clue words?
 ___ Yes ___ No

If not, write the new words you found.
 Use your paper if you need more space.

- ☐ 6. Discuss any new words you found. Did the two of you agree on the new clue words?
 ___ Yes ___ No

Sign the other student's sheet if you agreed.

Student's Signature _____

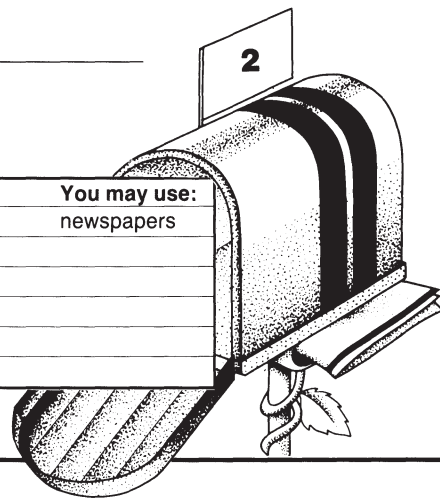
- ☐ 7. Give the item back to the student and attach your item and work to this sheet.

Name _____ Date _____

Fact-Finding Mission

Objective: rewriting factual statements as opinions.

You will need:	You may use:
paper	newspapers
scissors	
pen	
stapler, paste or tape	
envelope	



- ☐ 1. Find three factual headlines and cut them out.
- ☐ 2. Copy the factual headlines, and rewrite them as opinion headlines. Use your paper.

EXAMPLE

Fact: Astros to Play in Pennant Race

Opinion: Fiery Astros Fight for First

- ☐ 3. Place the headlines in an envelope.
- ☐ 4. Exchange papers and envelopes with another student and check the other student's work.
- ☐ 5. Sign the student's activity sheet if the assignment was completed correctly.

Student's Signature _____

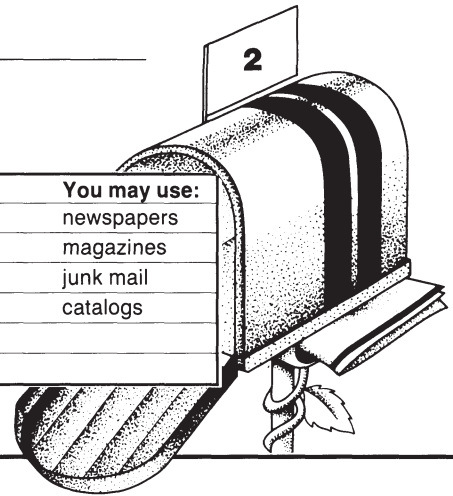
- ☐ 6. Return the activity sheet, paper, and envelope to the student.
- ☐ 7. Attach your envelope and work to this sheet.

Name _____ Date _____

Salesperson of the Month Club

Objective: distinguishing between fact and opinion and writing factual statements.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Find an advertisement for a product you like and write its name. _____
- ☐ 2. Pretend you are a salesperson for that product.
- ☐ 3. Delete all the opinion statements you find in the advertisement.
- ☐ 4. Write factual statements above the deleted opinion statements.

EXAMPLE

\$125, nonbreakable plastic
~~less costly,~~ ~~feather light~~

- ☐ 5. Write a new advertisement for the product in which you use only factual statements. Add at least five facts. Use your paper.

HINT: You can tell the price, amount, color, size, length, height. Is the product guaranteed? For how long? Who sells it? Is it breakable?

- ☐ 6. Read the new advertisement to another student, but do not tell what the product is.
- ☐ 7. Ask the student to guess what the product is.

Did the student guess correctly?
 ___ Yes ___ No

What other facts would have helped the student? List them. Use your paper if you need more space.

Additional Facts

- ☐ 8. Cut out the salesperson of the month badge if the student guessed the name of the product.



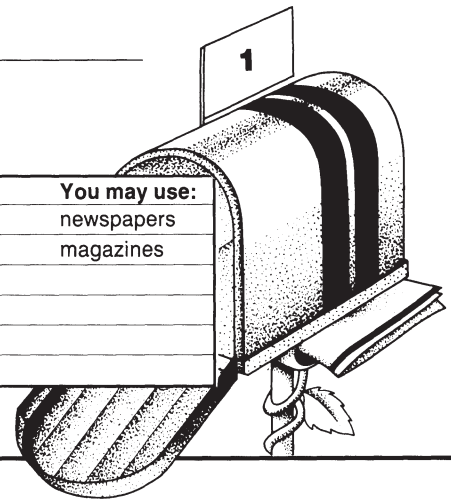
- ☐ 9. Attach the item and your work to this sheet.

Name _____ Date _____

Finding Facts and Offering Opinions

Objective: distinguishing between fact and opinion in articles.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	
highlighter, yarn	
envelope	



- ☐ 1. Find two articles, one factual and the other opinion, about the same subject.

EXAMPLE

Sports Event: the Olympics

Article A—Who Won the Events?

Article B—Who Should Have Been Named Best Player?

- ☐ 2. Read each article carefully.
- ☐ 3. Make a chart that lists the facts and opinions stated in each article. Use your paper.
- ☐ 4. Read the chart and make any corrections.
- ☐ 5. Cut out the articles and attach them and your chart to this sheet.

Additional Practice

- ☐ 6. Rewrite two factual statements to make them opinions. Use your paper.

EXAMPLE

Fact: Won three out of four games

Opinion: Champions

- ☐ 7. Rewrite two opinion statements to make them facts. Use your paper.

EXAMPLE

Opinion: Cold weather

Fact: 35°

EXAMPLE

Opinions

Article A. best player in league
friendly competitor

Article B. most valuable player

Facts

Article A. won three out of four tournaments
twenty-four years old
scored 42 points in last game

Article B. 6-feet 3-inches tall
basketball player

Understanding Cause-Effect Relationships

IF I . . . ,

THEN HE

CONSEQUENTLY, WE

Americans constantly search for causes of events or behaviors. Yet students at all educational levels have difficulty finding causes and effects as they read. Students may have this problem for a number of reasons: 1) difficulty in understanding certain sentence structures; 2) inability to recognize clues that point to causes and effects; and 3) insufficient practice to reinforce and maintain skills. The activities that follow are designed to help students learn how to identify causes and effects in the materials they read.

WHY QUESTIONS . . . BECAUSE ANSWERS

The procedure introduced in the first two activities may furnish all the help many students need to distinguish between cause and effect. Students look at a picture or a headline and ask a *Why?* question. Then they read the caption or article to find the answer. Finally, they write the answer to their *Why?* question in a sentence beginning with the word *because*. In sentences of this structure, cause immediately follows *because*; effect appears following the comma. Note: some teachers advise students, "Never begin a sentence with *because*." No doubt some students put a period rather than a comma after the clause, resulting in a sentence fragment. However, students should know that, when properly written, beginning a sentence with *because* is not incorrect. After they complete the first two sheets, have students plan a bulletin board with the caption "Finding Causes and Effects."

Police arrest suspect in church fires!

Possible causes: why?



SHORT SENTENCES FROM LONG SENTENCES

Another practical activity designed to increase comprehension requires students to rewrite long or difficult sentences in two or more easy-to-read short, active voice sentences. Model the procedure, but do not require students to learn the terminology regarding types of sentences. If your students are accustomed to sentence combining activities, point out that this activity reverses the usual procedure.

DEALING WITH OTHER SYNTACTIC PROBLEMS

Have students explore cause-effect relationships by rewriting statements in as many ways as possible including, but not limited to, several of the syntactic models presented. These structures, difficult for many

students to understand, consist of sentences which 1) begin with a dependent clause, 2) end with a dependent clause, 3) contain negative words, 4) contain a phrase or clause between subject and verb, and 5) are stated in the passive voice. These activities provide an opportunity for students to become adept at handling various sentence patterns.

As pupils share the results of their work on the chalkboard, make a mental note of any sentences that contain the difficult constructions so that you can refer to them later. Allow students to use additional information from the article if they wish. No doubt some students will write *because* sentences of the type assigned in the previous activities. You may want to call attention to these sentences and explain that they are a difficult construction which students now understand and can write.

If you are working with slower students, concentrate on one structure at a time until they master it. This type of practice not only improves students' ability to deal with cause-effect, but also helps them comprehend other material that includes such constructions.

FINDING AND USING CLUES TO CAUSE

Identifying the clue words that appear in an explicit statement of cause-effect helps some students to understand the cause-effect relationship; however, others view it as an extremely difficult task. As students read articles or letters, have them search for clue words and replace them with other words.

If appropriate for the maturity and ability of your students, you can emphasize that clues often follow certain patterns. Since, because, and *if/then* point forward to cause, while *therefore* and *consequently* point back to cause. *When* and *as a result* may point in either direction.

ADDITIONAL PRACTICE

Whether you choose whole-class, group, pair, or individual activities, pupils need to reinforce and maintain their skill levels. Students can play a game in teams in which they highlight as many cause-effect statements as possible within a particular time frame. Afterwards, they can check each others' collections and award prize money to the ones who collected the greatest number of correct statements. To make this activity more interesting, you may award prizes, such as erasers, to the students who collect a certain number of correct statements.

After forming pairs, students can select an advertisement, letter, or brochure, and determine what the writer wants the reader to do or buy. They can ask a question such as, "Why should I go to Disney World?" and give only the question to the other student, who then writes three plausible reasons. Afterwards, the students compare their reasons with those of the writer and discuss differences. Reasons will vary, and students can discuss whether or not they presented good, logical ones.

Brainstorming possible causes after reading a title or headline that states an effect can help students develop their expertise. Their concern should not be with what actually happened, but what possibly caused the situation. Groups can complete a similar activity using an advertisement with a picture.

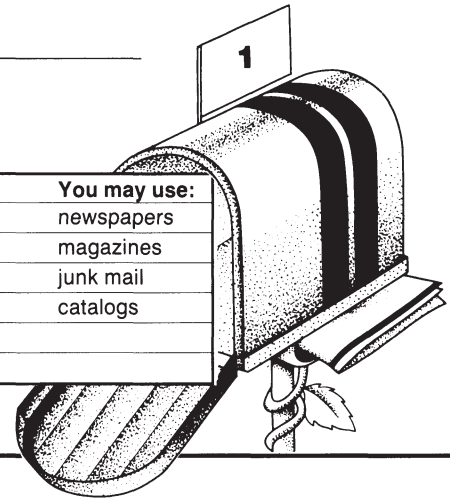
Attempting to guess logical possibilities and encountering multiple cause-effect relationships helps students develop problem solving techniques. These skills will aid them throughout their lives, not only in understanding what they read, but also in everything they do.

Name _____ Date _____

Why? Because

Objective: writing cause-effect captions.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



**Police arrest suspect
in church fires!**

Possible causes: why?



- ☐ 3. Write a Why? caption. Use your paper if you need more space.

EXAMPLE

Why is the fire department urging parents not to buy firecrackers for their children?

I wonder why? _____

- ☐ 1. Select a picture with a caption and cut it out.
- ☐ 2. Look at the picture, but do not read the caption.

Go to the next page

Why? Because

(continued from page 50)

- ☐ 4. Answer your *Why?* question with a *Because* sentence. Use your paper if you need more space.

EXAMPLE

Because firecrackers are dangerous, the fire department is urging parents not to buy them for their children.

Because _____

(cause)

_____ ,

(effect)

_____ .

HINT: The first part of the sentence beginning with the word *Because*, is the *Cause*; the second part is the *Effect*.

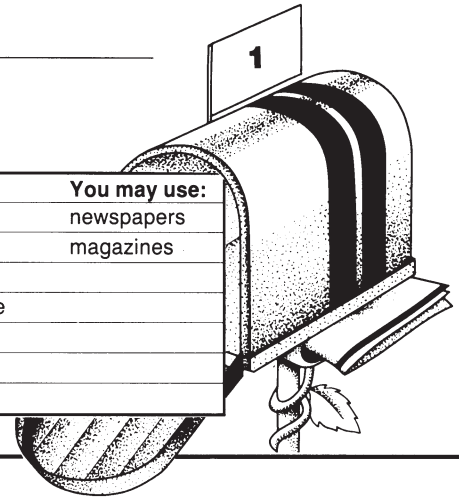
- ☐ 5. Read the caption, underline the *Cause* statement, and circle the *Effect* in the caption if it has one.
- ☐ 6. Decide if the caption matched your *Cause* sentence. Did the caption and your statement match?
___ Yes ___ No
- ☐ 7. Attach the item and your work to this sheet.

Name _____ Date _____

Headlines, Titles – Read All About It!

Objective: identifying cause-effect
relationships in articles.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	
yarn	
index cards	
bulletin board	



- ☐ 1. Select a headline or title you can ask a *Why?* question about, *but do not read the article.*
- ☐ 2. Write two *Why?* questions (effect) about the item. Use your paper.
- ☐ 6. Write two possible *Because* statements if your questions were not answered. Use your paper.
- ☐ 7. Cut out the item and attach it and your work to this sheet.

EXAMPLE

Headline: British Jetliner Hijacked

Why? question: Why was the jetliner hijacked?

Additional Practice

- ☐ 3. Read the article carefully to find the answers to your *Why?* questions.
- ☐ 4. Decide if your two questions were answered in the article.
___ Yes ___ No
- ☐ 5. Write two *Because* statements (cause) to answer your questions. Use your paper.
- ☐ 8. When your teacher directs you to, plan a bulletin board with the title, "Finding Causes and Effects."
- ☐ 9. Select two pictures and captions, and two headlines and titles.
- ☐ 10. Write cause-effect statements on index cards for these items.
- ☐ 11. Circle the causes.
- ☐ 12. Add the items and cards to the board, **but do not place them in matched order.**

Go to the next page

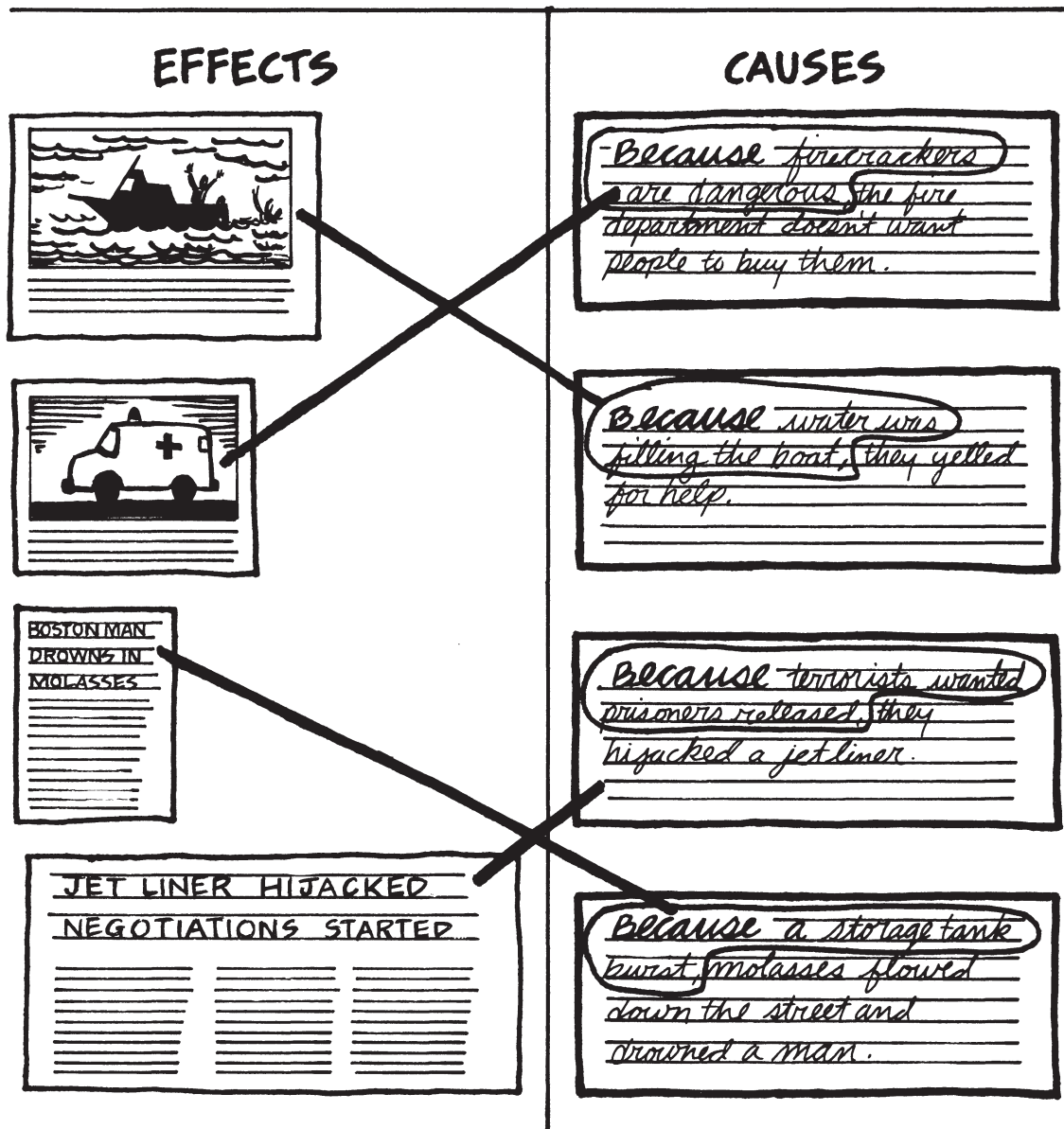
Headlines, Titles – Read All About It!

(continued from page 51)

- ☐ 13. Attach yarn to the pictures/captions and headlines/titles.
- ☐ 14. Ask other students to attach the yarn from the picture/caption or headline/title to the correct statement when your teacher directs you to.

EXAMPLE

FINDING CAUSES AND EFFECTS

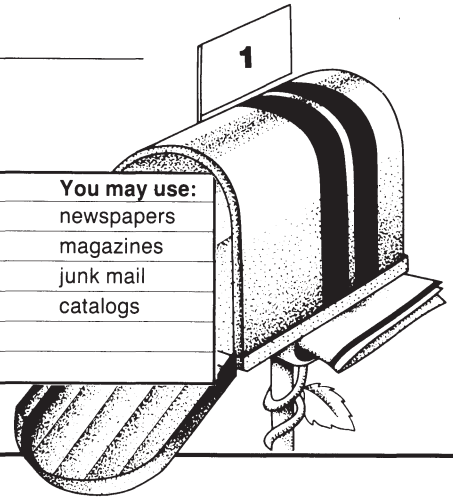


Name _____ Date _____

Say It Again, Sam

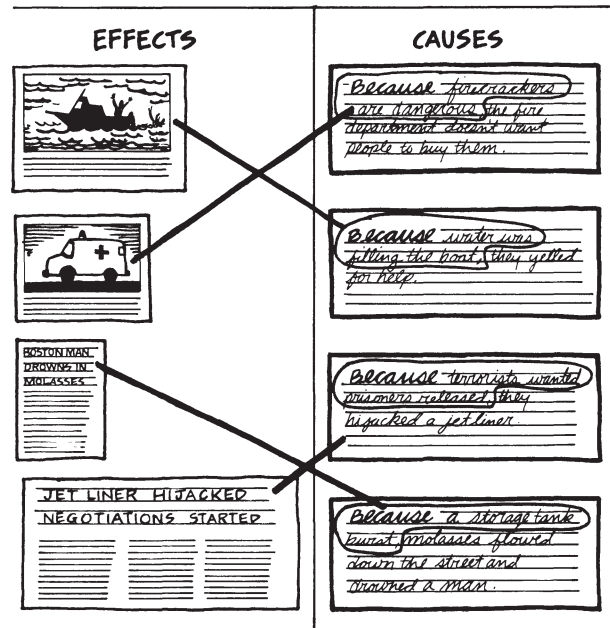
Objective: rewriting sentences to find cause-effect relationships.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Select an article or advertisement and read it.
- ☐ 2. Select a cause-effect statement in the item.
- ☐ 3. Copy the statement.
- ☐ 4. Rewrite the cause-effect statement in short sentences that are easy to understand. Use your paper.
- ☐ 5. Underline any cause statements in your rewritten sentences and circle the effect ones.
- ☐ 6. Cut out the item and attach it and your work to this sheet.

FINDING CAUSES AND EFFECTS



EXAMPLE

Since the fundraisers collected over one million dollars during the telethon, XYZ charity plans to repeat the activity next year.

Rewritten

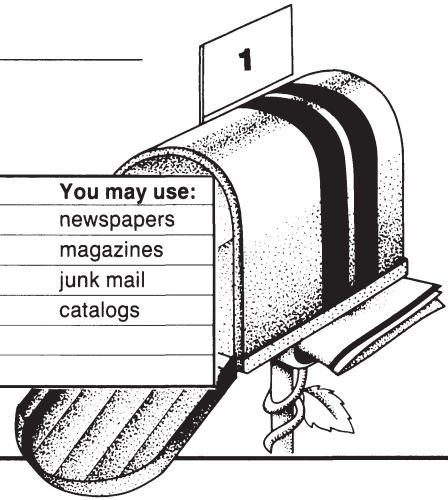
Cause—XYZ Charity had a telethon.
Cause—The fundraisers collected over one million dollars.
Effect—They are planning another telethon.
Effect—The telethon will be held next year.

Name _____ Date _____

That's Easy to Understand

Objective: rewriting cause-effect statements in different sentence patterns.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
chalkboard	
chalk	



- ☐ 1. Read any item and select a cause-effect sentence in it.

- ☐ 2. Copy the sentence.

- ☐ 3. Rewrite the sentence in as many ways as you can, *but do not change the meaning of the original sentence*. To begin, use the five sentence patterns in the example. Use your paper.

EXAMPLE

Egyptian authorities permitted a hijacked British jetliner to land in Cairo when the hijackers threatened to kill the passengers.

- A. Because hijackers threatened to kill the passengers, Egyptian authorities let the British plane land in Cairo.
- B. Egyptian authorities let the plane land when hijackers threatened to kill the passengers.
- C. Egyptians did not let the plane land until hijackers threatened the passengers.
- D. Egyptian authorities, because hijackers threatened to kill the passengers, let the plane land in Cairo.
- E. Because passengers were threatened by hijackers, a British plane was permitted to land in Cairo.

- ☐ 4. Attach the item and your work to this sheet.

Additional Practice

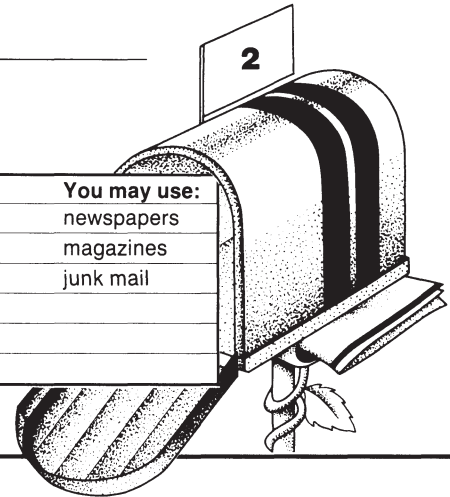
- ☐ 5. Read all the rewritten sentences.
- ☐ 6. When your teacher directs you to, write the sentence pattern that is easiest to understand on the chalkboard.
- ☐ 7. When your teacher directs you to, write the sentence pattern that is hardest to understand on the chalkboard.
- ☐ 8. When your teacher directs you to, discuss as a class why some sentences are harder to understand than others.

Name _____ Date _____

What Happened?

Objective: writing clue words in cause-effect sentences.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
marker	



- ☐ 1. Select an article or letter and read it.
- ☐ 2. Locate all the clue words to cause-effect and delete them with a marker.

HINT:

→ → →
Since, because, if/then
point forward to cause.

← ← ←
Therefore and consequently
point back to cause.

↔ ↔ ↔
When, as a result, and so
point either way.

- ☐ 3. Make sure the deleted words cannot be read.
- ☐ 4. Exchange items with another student.
- ☐ 5. Read the other student's article.
- ☐ 6. Write new clue words above the deleted words.

Because **EXAMPLE**
[redacted] he did not win the race, . . .

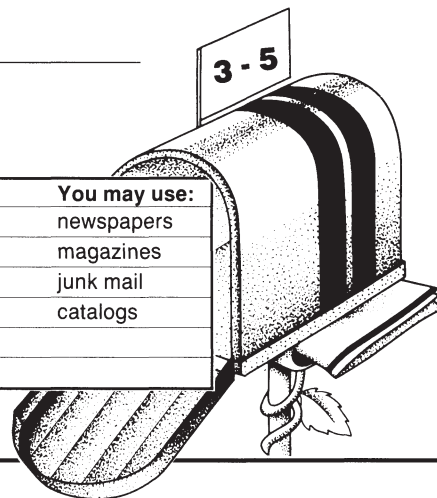
- ☐ 7. Read the new version of the article. Do the new sentences make sense?
___ Yes ___ No
- ☐ 8. Correct any sentences that are unclear.
- ☐ 9. Exchange items again and check the other student's work. Do the sentences make sense?
___ Yes ___ No
Did the student change the meaning of any sentences in your article?
___ Yes ___ No
- ☐ 10. Sign the student's sheet if the assignment was completed correctly.
The assignment was completed correctly.
Partner's Signature _____
- ☐ 11. Cut out your item and attach it to this sheet.

Name _____ Date _____

Search for Clues: New Game Show

Objective: identifying clues to cause-effect statements.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
highlighters	catalogs



- ☐ 1. Pretend you are in a race with another team on a game show.
- ☐ 2. Set the timer for twenty minutes.
- ☐ 3. Select any items and work as a group to highlight *Cause* statements.
- ☐ 4. Draw arrows pointing toward the *Cause* statements.
- ☐ 5. Underline *Effect* statements with a different color highlighter.

HINT:

→ → →
Since, because, and if/then
point forward to cause.

← ← ←
Therefore and consequently
point back to cause.

↔ ↔ ↔
When, as a result, and so
point either way.

- ☐ 6. Count the number of cause-effect statements your team highlighted.

Cause _____ Effect _____
- ☐ 7. Exchange items with the other team and check each other's work.

- ☐ 8. Discuss with the other team any items you believe are not cause-effect statements.

- ☐ 9. Decide which team located the most cause-effect statements.

Game Show Winner: My team located _____ correct statements. The other team located _____ statements.

- ☐ 10. Fill in the blanks and give each winner a game prize check.

We, _____ , _____
(your names)

_____ , _____

and, _____ won the game.

Game Bank

Pay to the order of _____ \$50.00

_____ Dollars

For Winning the Game _____

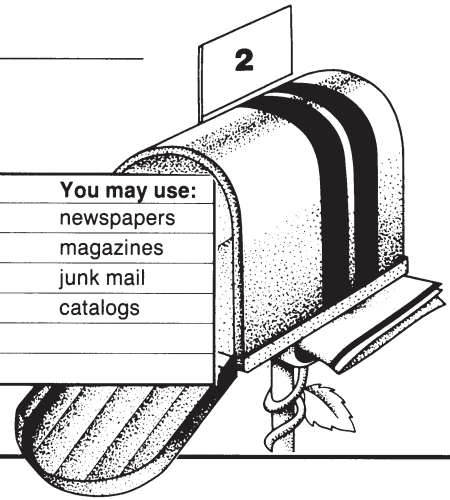
- ☐ 11. Cut out the items and attach them to this sheet.

Name _____ Date _____

Why Me?

Objective: identifying cause-effect relationships in advertisements, letters, or brochures.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Find an advertisement, letter, or brochure in which the writer wants you to do or buy something.
- ☐ 2. Read the first two sentences of the item to find out what it is about, but *do not read the entire item*.
- ☐ 3. Write a *Why?* question about the item. Use your paper.

EXAMPLE

Why should I visit Disney World?

- ☐ 4. Exchange papers with the other student.
- ☐ 5. Read the other student's question and write three reasons to answer it. Be sure your reasons make sense. Use the other student's paper.

EXAMPLE

I want to visit Disney World *because* I can see famous cartoon characters such as Mickey Mouse.

- ☐ 6. Return the paper to the student.

- ☐ 7. Read the entire item you selected.
- ☐ 8. Write the reasons given in the item for wanting you to do or buy something. Use your paper.
- ☐ 9. Check the other student's reasons. Do they make sense?
___ Yes ___ No

How many of the student's reasons were the same as the reasons given in the item? _____

HINT: Remember that the student's reasons can be different from the ones given as long as all the reasons make sense.

- ☐ 10. Sign the sheet if the student completed the assignment correctly.

I checked _____'s assignment. It was completed correctly.

Your Signature _____

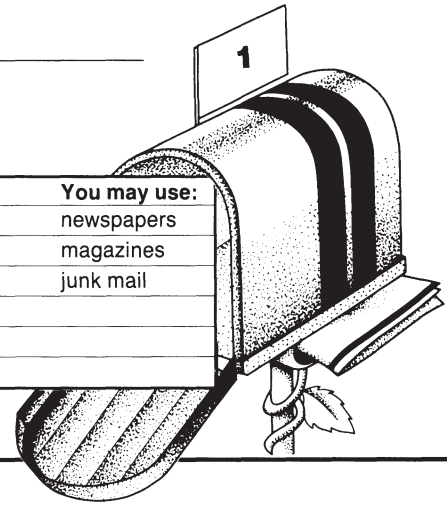
- ☐ 11. Attach the item and your paper to this sheet.

Name _____ Date _____

What Could Have Caused . . . ?

Objective: projecting possible causes for a given effect.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	
chalk	
chalkboard	



- ☐ 1. Find an interesting title or headline that states an *effect*, but do not read the item.
- ☐ 2. Copy the title or headline on your paper.
- ☐ 3. Write as many possible *causes* as you can for this *effect*. Use your paper.

- ☐ 4. Read the article and circle the actual causes. Did any of your possible causes match the actual causes?
___ Yes ___ No

Do all the causes make sense?
___ Yes ___ No

EXAMPLES

- A. *Because* he was running from a burning church with a gasoline can in his hand, the police arrested him.
- B. *When* two policemen heard him bragging in a bar, they arrested him for burning churches.
- C. A motorist saw him toss a lighted newspaper into a pile of rubbish piled next to the church and notified the police; *consequently* the police arrested him.
- D. *As a result* of hard work by arson investigators, police arrested him for burning churches.
- E. He set a church on fire. He couldn't get out because the door had locked behind him. He called firemen to rescue him. They turned him over to the police.

Additional Practice

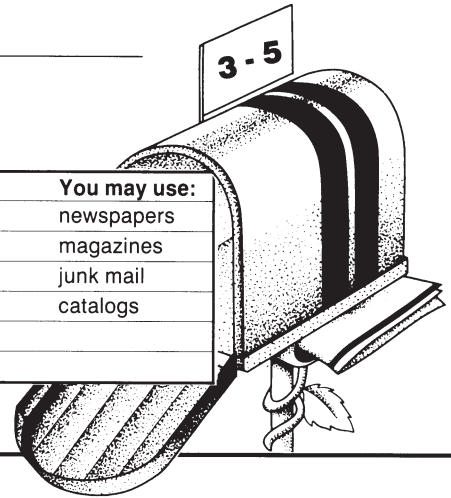
- ☐ 5. Underline all the clue words in your sentences.
- ☐ 6. Explain how you can tell the difference between a cause and an effect. Use your paper.
- ☐ 7. Write your title on the chalkboard.
- ☐ 8. As a class, brainstorm possible causes for the effect title.
- ☐ 9. Cut out the item and attach it and your work to this sheet.

Name _____ Date _____

Can You Picture This?

Objective: projecting possible causes for a given effect.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
highlighter	



- ☐ 1. As a group, select one advertisement picture and look at it carefully. *Do not read the advertisement.*

EXAMPLE

Beautiful cat licking its face while standing by a bowl of Feline Fritters.

- ☐ 2. Ask one group member to write all the group's ideas. Use your paper.
- ☐ 3. In your group, brainstorm possible causes for the artist using this picture for the advertisement.

EXAMPLES

- A. People should buy Feline Fritters *because* it will make their cats beautiful.
- B. *Because* the beautiful cat licked its face, Feline Fritters must taste good.
- C. Feline Fritters must make cats beautiful; *consequently* people should buy it for their cats.

- ☐ 4. Highlight the clue words in your sentences.
- ☐ 5. Read the advertisement and list the actual reasons stated for the artist using the picture. Use your paper if you need more space.

HINT: Sometimes clue words for cause are not actually stated in advertisements.

Actual Causes for Using the Picture

A. _____

B. _____

- ☐ 6. Cut out the picture and advertisement and attach them and your work to this sheet.
- ☐ 7. Ask all group members to sign their names. The following people participated in this activity:

Group names _____

Making Generalizations and Drawing Conclusions

THEN EVERYBODY MUST BE
ALL INDICATIONS ARE THAT

Students need practice in making sound generalizations based on logical thoughts. They also need practice in drawing accurate conclusions. Home-reading materials provide opportunities for them to develop these skills.

PREDICTING OUTCOMES

Students can begin studying predictions by reading daily weather forecasts. They can make predictions for the week and, on Friday, they can decide whether or not they were accurate. Sometimes students draw false conclusions based on specific facts. For instance, they may decide that because it rained every day last week, it will rain every day this week, too. They need practice in making predictions that are based on as much information as possible.

The ability to predict outcomes is essential to drawing conclusions. To help students become more skillful at predicting outcomes, have them cut off the final frame of a comic strip. They can then ask other students to read the remaining frames and supply possible outcomes. Although students may want to read the final frame to determine if they guessed correctly, have them accept any logically developed ending and discuss which endings they liked best.

Students can make a bulletin board with the heading, "Mystery Movies." First, have them place the titles of various movies and possible



plot outlines on the board. Students who see the movies can report later on the accuracy of the class predictions.

Role playing an advice columnist provides another means of forecasting. Students can read letters from "Lonely Soul" or "Heavy Heart" and write responses. Later they can read what the columnist said, and determine if their replies (as well as the columnist's) were based on clear, logical thinking, or if they failed to consider some aspects of the problem.

In addition to working with short writing selections such as comic strips, movie advertisements, and advice columns, students can use letters, articles, and newspapers for predicting outcomes. Have them read the beginning of an item and list possible outcomes of both positive and negative replies. For example, a letter from a record company might state that the recipients will receive five free records of their choice when they join the club. Students can anticipate the positive and negative results of membership.

For a longer assignment, the class, or individual students, can choose a story that might be in the news for a period of time, such as a hijacking or storm. As they follow the story, they can list possible outcomes, revise their predictions when they feel they have sufficient information, and, finally, compare their forecast with the actual happenings.

MAKING GENERALIZATIONS

Politicians and advertisers, among others, make generalized statements to constituents and consumers, such as “Everyone wants . . .” and “Everybody loves” Yet, do they really know what every person wants or loves? Labeling specific facts and generalizations helps students understand the differences between the two. Have students evaluate the truth of various statements by dividing a collection into three categories: true, false, or unknown.

DRAWING CONCLUSIONS

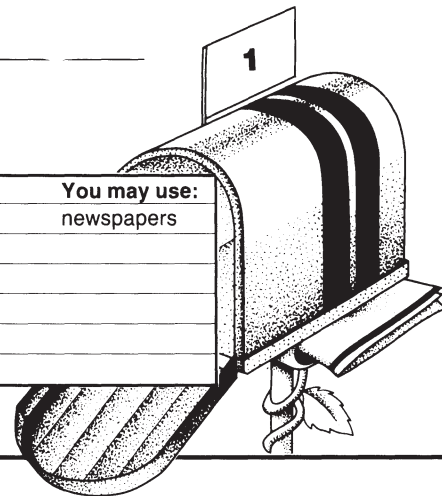
As another alternative to the tiresome workbook page, students should pretend to be imaginary space visitors who base their conclusions about this planet’s population on items they find in the junk mail, newspapers, magazines, and catalogs. They can send messages to their planet friends based on the information gathered. Students can concentrate on one aspect of Earth life, such as types of transportation available, or various aspects, such as what people wear, buy, and eat. Or, they can select a particular group of people and make conclusions about them. The space visitors can keep a separate log to record all their activities. After collecting data for three days, the visitors can turn in the log of activities to the space leader (their cosmic teacher).

Name _____ Date _____

Forty-Percent Chance of Rain

Objective: predicting outcomes in weather.

You will need:	You may use:
scissors	newspapers
pen	
stapler, paste or tape	



- ☐ 3. Each day this week, cut out the weather report, and record the degrees.

EXAMPLE

Tuesday High 30°, Low 12°

- ☐ 4. On Friday, compare your predictions with the records. How accurate were your predictions?

- ☐ 1. On Monday, cut out the weather report and read it.
- ☐ 2. Write your weather predictions for this week below.

	Predictions	Actual
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

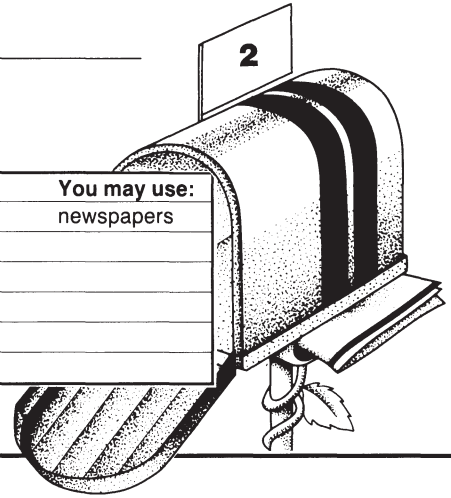
- ☐ 5. Attach the items to this sheet.

Name _____ Date _____

The End

Objective: predicting outcomes in comics.

You will need:	You may use:
paper	newspapers
scissors	
pen	
stapler, paste or tape	



- ☐ 1. Select a comic strip and cut off the last frame.
- ☐ 2. Exchange comic strips with another student, *but do not give the student the last frame.*
- ☐ 3. Write at least three different endings for the other student's comic strip. Use your paper.
- ☐ 4. Circle the one you like best.
- ☐ 5. Tell why you like it best. _____

- ☐ 6. Exchange last frames. Did you predict the ending?
___ Yes ___ No

- ☐ 7. Give the student your comic strip.
- ☐ 8. Attach the student's comic strip and your work to this sheet.

Additional Practice

- ☐ 9. Select a comic strip that has no words in the last frame.
- ☐ 10. Draw at least two last frames and predict what could be said.
- ☐ 11. Exchange with another student.
- ☐ 12. Decide which prediction you like best and write your reasons. Use your paper.
- ☐ 13. Cut out the items and attach them and your work to this sheet.

Name _____ Date _____

Mystery Movies

Objective: predicting outcomes in movies.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	
bulletin boards	



- ☐ 1. Find the movie advertisements in today's newspaper.
- ☐ 2. Select one movie that nobody in your group has seen. Read the title and any information in the advertisement.
- ☐ 3. Predict what might happen in the movie. Use your paper if you need more space.

Name of the movie: _____

What might happen: _____

- ☐ 4. Read each other's predictions and vote on the group's favorite one.

- ☐ 5. Sign the sheet that describes the group's favorite prediction.

We, _____ , _____ ,

and _____ , like this prediction

best for _____

_____ (movie).

- ☐ 6. When your teacher directs you to, cut out the advertisement and attach the group's favorite prediction and group names to the bulletin board.

Additional Practice

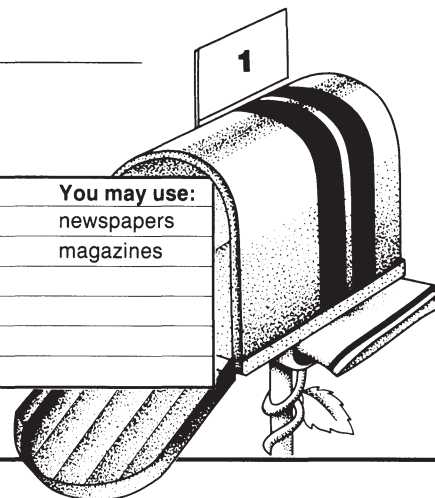
- ☐ 7. Select another movie advertisement.
- ☐ 8. Predict the plot. Use your paper.
- ☐ 9. When your teacher directs you to, place the advertisement and your plot on the bulletin board.

Name _____ Date _____

What Can I Do?

Objective: predicting outcomes.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	



☐ 1. Select a letter from an advice column.

☐ 2. Read only the letter asking advice; *do not read the reply.*

☐ 3. List things you need to consider when you write a reply. Use your paper.

EXAMPLES

Who is writing for advice?

What is the problem?

What solutions can be offered? Will they work?

HINT: Your advice does not have to be the same. Did you deal with the same problems?

___ Yes ___ No

Does your advice make sense?

___ Yes ___ No

☐ 5. Read the advice the columnist wrote.

☐ 6. Cut out the column and attach it and your work to this sheet.

☐ 4. Write your reply. Deal with all the problems the letter writer mentioned. Use clear, logical thinking. Use your paper if you need more space.

Dear _____ ,

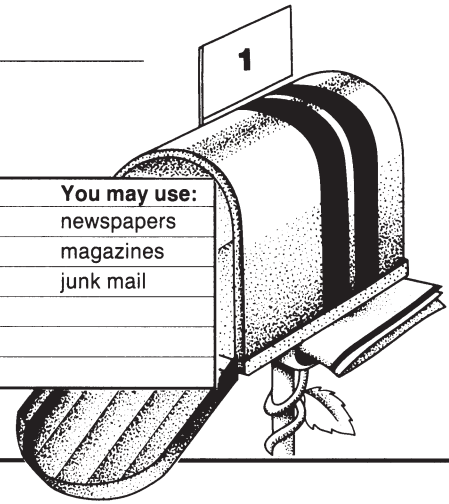
Signed _____

Name _____ Date _____

Master the Possibilities

Objective: predicting outcomes.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	
highlighter	



- ☐ 1. Select a letter or an article.
- ☐ 2. Read only the heading or title and the first two sentences, *do not read the rest of the item.*

EXAMPLE

Beware! It's that blooming ragweed time again. Dr. A. Blessing takes a good look at the weeds beside the road.

- ☐ 3. List five or more possible outcomes. Use your paper.

EXAMPLES

People will get hay fever.
People will get runny noses.

- ☐ 4. Read the entire letter or article.
- ☐ 5. In the letter or article, circle any outcomes you listed.
- ☐ 6. Attach the article and your work to this sheet.

Additional Practice

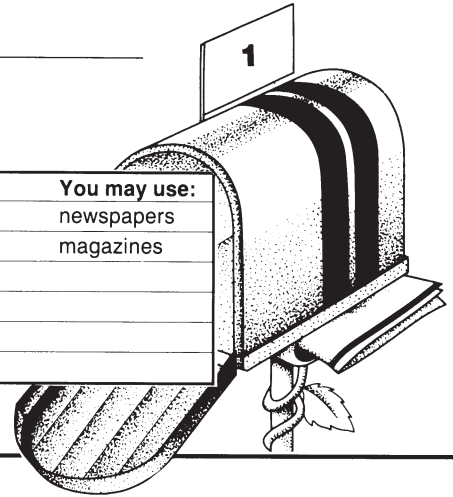
- ☐ 7. Select two headlines, *but do not read the item.*
- ☐ 8. Write the headlines and list possible outcomes. Use your paper.
- ☐ 9. Read the items carefully.
- ☐ 10. Highlight the actual outcomes. Did you predict the actual outcomes?
___ Yes ___ No
Are your predictions logical and clear?
___ Yes ___ No
- ☐ 11. Cut out the items and attach them and your work to this sheet.

Name _____ Date _____

Educated Guess Week

Objective: predicting outcomes in articles.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	
stapler, paste or tape	



- ☐ 1. Select and read an article on a topic which will be in the news for several days or weeks.

EXAMPLES

Kidnappers are holding a person for ransom.

A storm is approaching.

Two people are running for governor.

- ☐ 2. List your topic. _____

- ☐ 3. Predict one or more possible outcomes. Use your paper.

EXAMPLE

I predict: The storm will knock out power, blow down tall trees, and flood low areas of the city.

- ☐ 4. Each day, check the newspapers and magazines to find articles on your topic.

- ☐ 5. Read the articles you find.

- ☐ 6. Revise your predictions if you need to. Date your revisions. If you need more space, use your paper.

Date: _____ I predict: _____

Date: _____ I predict: _____

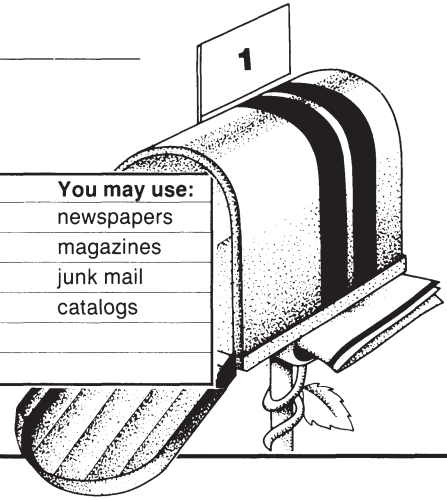
- ☐ 7. Circle information in the articles that led you to change your prediction.
- ☐ 8. Cut out all the articles and attach them and your work to this sheet.

Name _____ Date _____

General or Specific

Objective: identifying general and specific statements.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
	catalogs



- ☐ 1. Find three items that list specific facts. Circle and label the facts **SF**.

EXAMPLES

Yesterday in (Point Barrow, Alaska) the temperature was (- 60°). **SF**

The crowd ate (127 apple pies). **SF**

- ☐ 2. Find three items that make general statements. Circle and label the generalizations **G**.

EXAMPLES

The (weather) seems to be getting (colder) every year. **G**

(Everybody) loves apple pie. **G**

Additional Practice

- ☐ 3. Examine your statements to determine if each is true, false, or unknown. Write the appropriate word beside each sentence.

EXAMPLES

True: The temperature was 60° at Point Barrow yesterday.

False: Everybody loves apple pie.

Unknown: The weather will get colder every year.

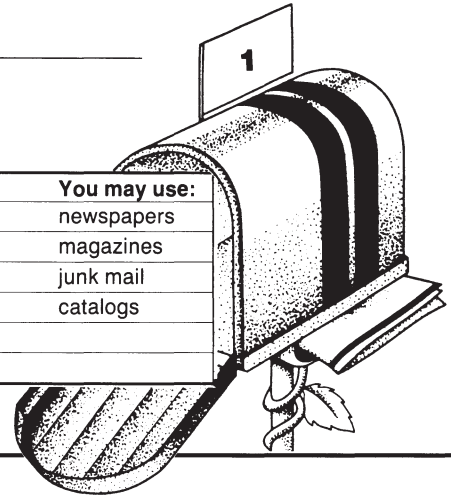
- ☐ 4. Cut out the items and attach them to this sheet.

Name _____ Date _____

Galaxy Friend

Objective: drawing logical conclusions from collected data.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
markers	
envelope	



- ☐ 1. Pretend you are an observer from another galaxy. You are here to find out what life is like on Earth.
- ☐ 2. Cut out items, including pictures, that would help someone from your planet understand Earth life.

EXAMPLE

What do people buy, eat, wear, and do?

Where do people go?

What types of transportation do they use?

- ☐ 3. Write three conclusions based on what you find. Explain what led you to draw these conclusions. Use your paper.

EXAMPLES

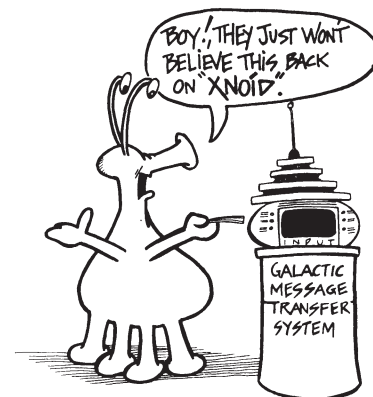
Conclusion: Humans like to eat pizza.

Led to conclusion: I found twenty coupons from pizza parlors in the junk mail. Humans were pictured eating these round, saucer-type dishes.

- ☐ 4. Attach the items and your work to this sheet.

Additional Practice

- ☐ 5. Write a letter to your galaxy friend. State your conclusions and explain what led you to draw them. Use your paper.
- ☐ 6. Revise your letter and proofread it.
- ☐ 7. Write your final copy on your paper.
- ☐ 8. Decorate your paper so that it becomes galaxy stationery.
- ☐ 9. Address an envelope to your galaxy friend.
- ☐ 10. Give your letter to a galaxy friend in your class. Ask your friend to read it and answer the following: Do the conclusions seem logical based on the information?
___ Yes ___ No
- ☐ 11. Attach your items and letter to this sheet.

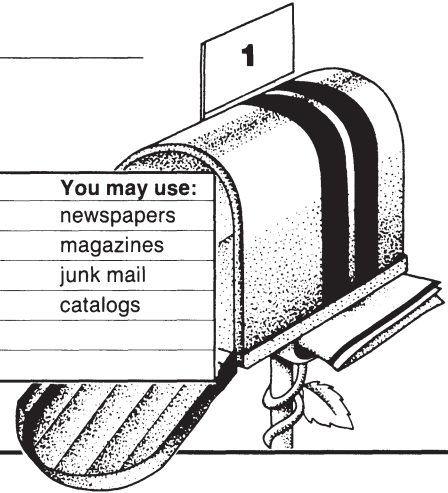


Name _____ Date _____

Space Station Revisited

Objective: drawing conclusions based on collected data.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs



- ☐ 1. Pretend you are an observer from another galaxy and will be on planet Earth for three days.
- ☐ 2. Keep a log (diary) showing what happens on Earth. Cut out any items you would want to mention in your log.
- ☐ 3. Write an entry in your log each day for three days. Mention what you found in the items. Use your paper if you need more space.

Entry A. Day _____

Entry B. Day _____

Entry C. Day _____

- ☐ 4. Read your entries for the three days. Then write at least five conclusions about Earth life. Use your paper.
- ☐ 5. Attach your items to this sheet and give your log and conclusions to your cosmic teacher.

Evaluating Information

BUY ONE; GET ONE FREE!

DONATE TO

BEST, MOST RELIABLE

Throughout their lives, students must make decisions concerning what to purchase, believe, or accept. It is helpful for young readers to have some knowledge of factors that may influence them.

TONE AND MOOD

Students make decisions every day. Particular words, symbols, and colors influence the decisions they make. Home-reading materials provide students with an excellent opportunity for learning how tone and mood can be set by the use of certain words, symbols, and colors. Readers are bombarded by advertisements telling them that a particular product is the best, the least expensive, or the most reliable one available. Other items claim that a certain candidate is the best. Have students find items containing emotional words and phrases that set a positive or negative tone and mood.

After completing the first activities, have students engage in competition. They can divide into groups, select several pages of materials, and within a given amount of time, circle the emotional words and phrases. Then, they can divide the marked words and phrases according to the tone and mood set: positive or negative. Allow students to challenge choices and respond to others' challenges.

For extra practice, have students place their marked words on the appropriate positive or negative side of a bulletin board with the heading: "Tone and Mood." They can find items at home or at school and add them to the board during the allotted reading time.



By examining home-reading materials, students learn that it is not only words that affect feelings. The use of symbols, such as the American flag, can also influence the reader. For a week, have students collect symbols from home-reading materials. Then, have them discuss what the symbols represent and how they influence thinking. Students can also design symbols to represent their class.

Colors also influence tone and mood. Have students form groups and select colorful pictures. They can then prepare a collage depicting a particular tone or mood. Afterwards, have them write a title and an explanatory paragraph to accompany the collage.

The suggested activities will help students learn how to make decisions—decisions they must make every day—based on sound judgement.

PERSUASIVE TECHNIQUES

Even young students can locate items that illustrate the use of persuasive techniques. Have pupils work in pairs to find and classify such materials. If this is the first experience your students have had in examining persuasive techniques, you might have them find only one kind during a given lesson, or model the activity for them.

Along with words, phrases, and sentences, have them locate pictures that illustrate the use of various persuasive techniques. Pictures of a superstar holding a product or Ben Franklin walking into a savings and loan association are examples. Once students have completed several activities, they can plan a bulletin board as a class project with the theme: "Persuade Me."

AUTHOR'S PURPOSE

Have students locate items written for specific reasons, such as to give advice, persuade,

entertain, provide information, give a biased or opposing view, or for a combination of reasons. Have students select an item and attempt to state the author's purpose in writing it. This activity will help students understand the importance of evaluating information.

AUDIENCE IDENTIFICATION

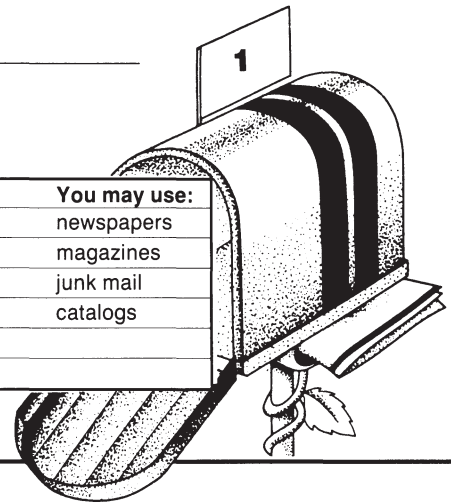
When magazines or newsletters are directed toward specific groups, such as parents (*Parents Magazine*) or teachers (*The Reading Teacher*), students can easily identify the audience. Have students find home-reading materials geared toward specific consumers. Then, have them list reasons a certain group might buy that publication. Students can rewrite the items for a different audience and add pictures that would appeal to that new audience. For instance, an advertisement for a rock concert can be rewritten to appeal to parents. Audience identification will help students understand the choices writers make when they are trying to reach a certain group.

Name _____ Date _____

You Have Just Won

Objective: identifying tone and mood through positive, emotionally laden words.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
	catalogs



- ☐ 1. Select an item that would make people feel positive (happy).

EXAMPLE

Win a Free Trip to Hawaii

- ☐ 2. Read the item carefully.
- ☐ 3. Circle the words that set the positive (happy) tone or mood.

EXAMPLES

Positive Words

marvelous, win, bargain, free, great, heaven, prize, superior, terrific, stars, ultra, super, perfect, enjoy, save, fantastic

- ☐ 4. Cut out the item and attach it to this sheet.

Additional Practice

- ☐ 5. Select three words you circled. Write them below. Then, write three other positive words that have almost the same meaning.

EXAMPLE

Terrific is similar to wonderful.

- A. _____ is similar to _____ .
- B. _____ is similar to _____ .
- C. _____ is similar to _____ .

- ☐ 6. Write a sentence in which you describe how positive words make you feel.

Name _____ Date _____

Oh! How Terrible!

Objective: identifying tone and mood through negative, emotionally laden words.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	



- ☐ 1. Select an item about something that would make people sad or unhappy.

EXAMPLE: Auto Crash Kills Four

- ☐ 2. Read the item carefully.
- ☐ 3. Circle the words that set the negative (unhappy) tone or mood.

EXAMPLES

Negative Words

tragedy, massacre, frightening,
disappointed, sad, ill, corrupt,
fumbled, terrible, sick, unhappy,
horrible, damaged, defeated, bad, kills

- ☐ 4. Cut out the item and attach it to this sheet.

Additional Practice

- ☐ 5. Select three of the words you circled and write them below. Then, write three other negative words that have almost the same meaning.

EXAMPLE: Horrible is similar to terrible.

- A. _____ is similar to _____ .
- B. _____ is similar to _____ .
- C. _____ is similar to _____ .

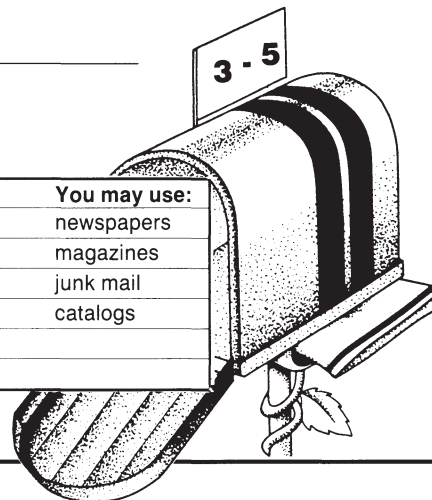
- ☐ 6. Write a sentence in which you describe how negative words make you feel.

Name _____ Date _____

Winning Makes Me Positively Happy

Objective: identifying tone and mood through positive and negative words.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
highlighter	catalogs
timer	



- ☐ 1. Select items about something that would make people either feel positive (happy) or negative (unhappy).

- ☐ 2. Set the timer for twenty minutes.

- ☐ 3. Highlight the positive words and underline the negative words that set the tone and mood.

- ☐ 4. As a team, decide whether you marked any words incorrectly and put an X over those words.

- ☐ 5. Count the number of correct words.
Total correct _____

- ☐ 6. Exchange items with another team and check each other's work.

- ☐ 7. Discuss with the team any words they marked incorrectly.

- ☐ 8. Count the number of words marked correctly.
Total correct for the other team _____

- ☐ 9. Decide who found more positive and negative words.
___ We did. ___ They did.

- ☐ 10. Have the winners sign their names.

We Won the Game

Additional Practice

- ☐ 11. Select six highlighted words from the items your group found and write them. Write **P** or **N** after each to show whether they are positive or negative.

EXAMPLE

horrible accident (N)

A. _____ () D. _____ ()

B. _____ () E. _____ ()

C. _____ () F. _____ ()

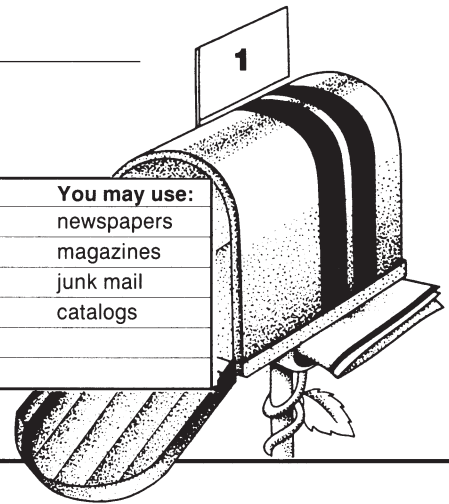
- ☐ 12. Cut out your items and attach them to this sheet.

Name _____ Date _____

Positive Versus Negative

Objective: identifying tone and mood through positive and negative words.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
highlighter	catalogs
bulletin board	



- ☐ 1. Cut out the headings at the bottom of this sheet and place them side by side on your desk.
- ☐ 2. Select items that set a positive (happy) or negative (unhappy) tone or mood.
- ☐ 3. Read the items carefully and highlight the positive and negative words or phrases.

EXAMPLES

(Positive) Wonderful Fun-Filled Weekend
(Negative) Terrible Accident Injures 10

- ☐ 4. Cut out the highlighted words and place them under either the positive or negative headings on your desk.
- ☐ 5. Check your work carefully.
- ☐ 6. Select two words or phrases under each heading.
- ☐ 7. When your teacher directs you to, place them under the appropriate heading on the bulletin board: Positive or Negative.

Additional Practice

- ☐ 8. During the next three days, select other words and phrases while at home.
- ☐ 9. When your teacher directs you to, add the new words and phrases under the appropriate bulletin board heading.

Positive

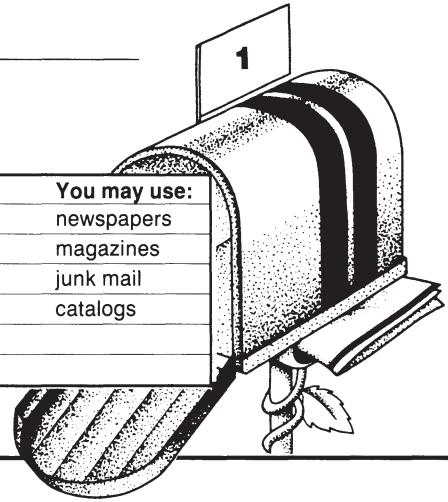
Negative

Name _____ Date _____

Salute the Flag

Objective: identifying tone and mood through symbols.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
envelope	



- ☐ 1. Select picture symbols from advertisements that make you feel positive (happy) or negative (unhappy) about what you see or read.

EXAMPLES

Doves represent peace. Smiling faces represent happiness. American flag and Statue of Liberty represent patriotism. Skull represents death.

- ☐ 2. Write what three of your symbols are and what they represent.
- A. Symbol a _____ represents _____ .
- B. Symbol b _____ represents _____ .
- C. Symbol c _____ represents _____ .
- ☐ 3. Write at least two sentences describing how symbols influence the way you feel about a product, service, or idea. Use your paper.

- ☐ 4. Cut out the advertisements and place them in an envelope.
- ☐ 5. Attach the envelope and your work to this sheet.

Additional Practice

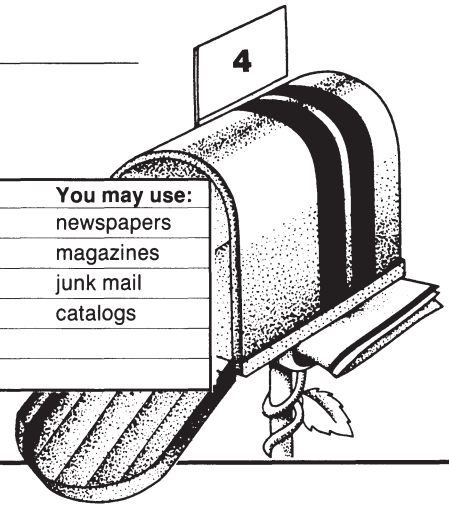
- ☐ 6. For the next three days, collect symbols.
- ☐ 7. When your teacher directs you to, discuss your favorite symbols with the class.
- ☐ 8. Draw a symbol to represent your class. Use your paper.
- ☐ 9. When your teacher directs you to, vote on the best symbol to represent the class.

Name _____ Date _____

Color Me Beautiful

Objective: identifying tone and mood through color.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
poster	
bulletin board	



- ☐ 1. Select one of the following colors: red, blue, yellow, green. Vote on a color if you cannot agree.
- ☐ 2. Find pictures that have mainly that one color in them.
- ☐ 3. Make a collage with the pictures all the group members find.
- ☐ 4. As a group, decide on a title for the collage. Write it on the top of the collage.
- ☐ 5. Individually, write at least two sentences describing how the color makes you feel. Tell why. Use your paper.
- ☐ 6. Cut out your sentences and attach them to the back of the collage.
- ☐ 7. Read each other's sentences and discuss your feelings.
- ☐ 8. When your teacher directs you to, place your collage on the bulletin board.

EXAMPLE

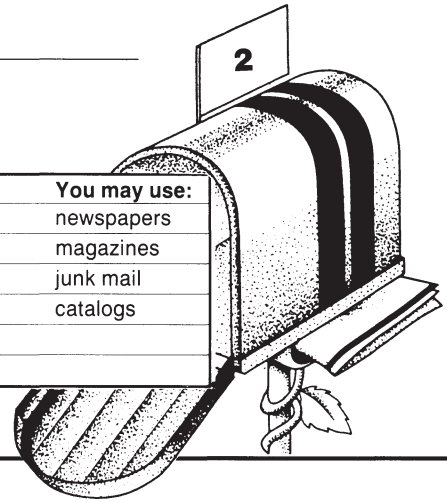
Blue—Color Me Peaceful and Quiet.

Name _____ Date _____

Are You Convinced?

Objective: identifying persuasive techniques in words and phrases.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
envelope	catalogs



- ☐ 1. Select three advertisements that attempt to persuade you to buy or do something.

EXAMPLES

Everyone's Riding the New Crazy 8
Send Donations to . . .

- ☐ 2. Read the advertisements carefully.
- ☐ 3. Circle the words used to persuade you.
- ☐ 4. On the back of each of the three advertisements, write which persuasive technique(s) the writers used.

EXAMPLE

Back of ad—plain folks

Persuasive Techniques

Name Calling: Giving a bad label to something or someone you oppose (ugly duckling)

Transfer: Connecting a person, idea, or thing with something highly regarded (American flag)

Bandwagon: Urging others to follow (Everybody wears. . .)

Plain Folks: Expressing the idea that something common is best (good ole country cookin')

Glittering Generalities: Giving a good label to something or someone you like (We love peace!)

Card Stacking: Telling only good things about your side and only bad things about the opposition (clean, classy cats; dirty, dumb dogs)

HINT: You probably will not find examples of all six persuasive techniques in the three advertisements, but you may find several in one.

Go to the next page

Are You Convinced?

(continued from page 80)

- ☐ 5. Cut out your advertisements and place them in an envelope.
- ☐ 6. Exchange envelopes with another student.
- ☐ 7. Ask the student to read the advertisements and tell you which persuasive techniques are used in each.
- ☐ 8. Check the student's work by looking at the back of the advertisements.
- ☐ 9. Decide if you both agree on the types of persuasive techniques used.
____ Agree ____ Disagree

- ☐ 10. Ask the student to sign the sheet if you agree.

Student's Signature _____

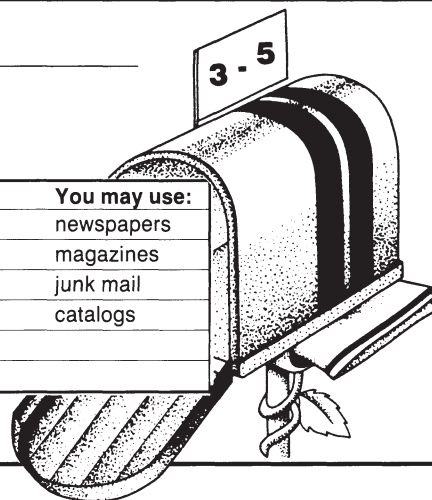
- ☐ 11. If the two of you cannot agree, ask your teacher what he/she thinks.
- ☐ 12. Attach the envelope to this sheet.

Name _____ Date _____

Persuade Me

Objective: identifying persuasive techniques in pictures.

You will need:	You may use:
scissors	newspapers
pen	magazines
stapler, paste or tape	junk mail
marker	catalogs
index cards	
bulletin board	



- ☐ 1. Select five pictures from advertisements that persuade you to buy or do something.
- ☐ 2. Write on the back of each picture which persuasive technique(s) the artist used.

EXAMPLE

Ben Franklin walking into a savings and loan association—transfer

Glittering Generalities: Giving a good label to something or someone you like (doves for peace)

Card Stacking: Telling only good things about your side and only bad things about the opposition (two types of cars showing why one is better than the other)

HINT: You probably will not find examples of all six persuasive techniques in the five pictures, but you may find several in one.

Name Calling: Giving a bad label to something or someone you oppose (ugly monster)

Transfer: Connecting a person, idea, or thing with something highly regarded (American flag)

Bandwagon: Urging others to follow (crowd of people holding a product)

Plain Folks: Expressing the idea that common is best (two old farmers eating a hearty breakfast)

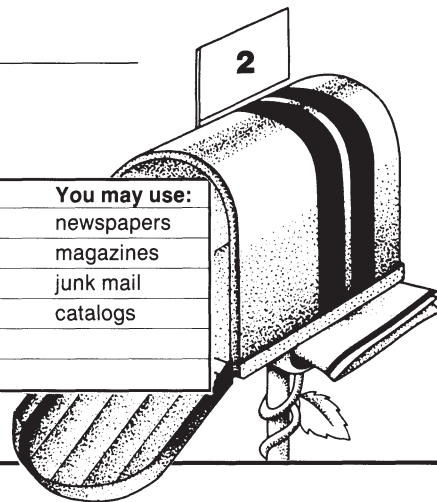
- ☐ 3. When your teacher directs you to, write the name of each of the six persuasive techniques on separate index cards.
- ☐ 4. When your teacher directs you to, divide the bulletin board into six sections and label each one with the name of a technique.
- ☐ 5. Cut out the advertisements and place the pictures under the appropriate headings on the bulletin board.

Name _____ Date _____

Why Did the Author Write This?

Objective: identifying the author's purpose.

You will need:	You may use:
paper	newspapers
scissors	magazines
pen	junk mail
stapler, paste or tape	catalogs
envelope	



- ☐ 1. Select one item for each of the four purposes for writing.

EXAMPLES

To give information—front page news story, factual catalog descriptions

To persuade—letter to buy something, advertisement

To give a biased viewpoint—editorial, letter from a politician

To give advice—advice column, how-to article

Some writings will contain two or more of these purposes.

- ☐ 6. Ask the student to read the items and write the purpose(s) on the front of each item.

- ☐ 7. Check each other's work for accuracy.

- ☐ 8. Ask the student to sign your sheet if you completed the assignment correctly.

I checked the assignment, and it was completed correctly.

Student's Signature _____

- ☐ 9. Attach your envelope to this sheet.

- ☐ 2. Read each item carefully.
- ☐ 3. On the back of each item, write lightly the author's purpose(s): to inform, to persuade, to give a biased viewpoint, to give advice.
- ☐ 4. Cut out the items and place them in an envelope.
- ☐ 5. Exchange envelopes with another student.

Additional Practice

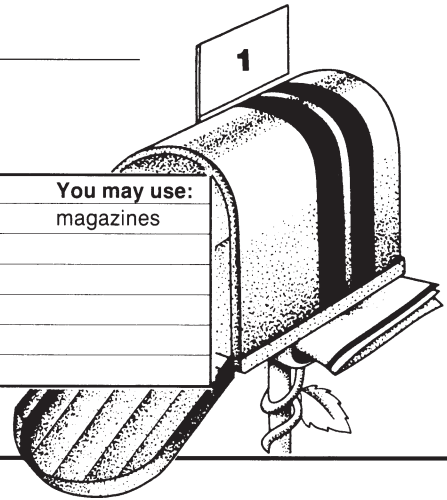
- ☐ 10. Pretend that you are a politician.
- ☐ 11. Write an advertisement or letter to persuade someone to vote for you. Use your paper.
- ☐ 12. Attach your work to this sheet.

Name _____ Date _____

Who Wants to Read That?

Objective: identifying the audience.

You will need:	You may use:
paper	magazines
scissors	
pen	
stapler, paste or tape	



- ☐ 1. Select two magazines that are written for specific audiences.

EXAMPLE

Parents Magazine – For parents.

- ☐ 2. Write the name of each magazine and the audience who might buy it.
- ☐ 3. Select one of the magazines and write the reason you know it is written for that audience. Use your paper.
- ☐ 4. Select an advertisement for one magazine and write who would be interested in it.

would be interested in _____ .

EXAMPLES

children, teenagers, mothers, fathers,
grandmothers, teachers, boys, girls

More than one group might be
interested.

Additional Practice

- ☐ 5. Pretend that you are an ad writer.
- ☐ 6. Rewrite an advertisement to interest another audience. Use your paper.

EXAMPLE

Rewrite an advertisement for a rock concert in a way that would persuade your parents to go.

My new audience is _____ .

My topic is _____ .

- ☐ 7. Draw a picture, or locate one, that would go with your advertisement. Use your paper.
- ☐ 8. Cut out the actual advertisement and attach both advertisement and picture or drawing to this sheet.

