

## To the Teacher

*Developing Reading Power* is a unique supplemental series in which high-interest stories are paired with activities that promote literal and inferential comprehension. Each lesson features a story from *Highlights for Children*, multiple-choice and short-answer comprehension questions, and a cloze passage derived from the story itself.

The central feature of *Developing Reading Power* is the story that is the basis of a lesson. Each story was selected through a procedure that involved both interest and readability criteria, resulting in a collection that is of high interest and becomes progressively more difficult.

First, several stories in the *Developing Reading Power Series* were chosen from past issues of *Highlights for Children*. These stories were selected for their appeal to young readers and represent a wide variety of literary styles, including fiction, humor, folktales, biography, mythology, history, science, and nature study.

*Developing Reading Power Book 2* progressively builds a student's basic reading

skills, especially those relating to comprehension and the cloze technique. Thus a primary purpose of the stories and activities in this book is to build readiness for Books 3 and 4. The stories in those books are grouped according to children's interests, and the DRP\* readability of the stories was used to arrange the stories by their text difficulty.

The readability of the stories was measured in Degree of Reading Power (DRP) units by the DRP Readability Analysis Service at TASA. TASA has established a carefully standardized set of procedures to ensure that the Bormuth mean of cloze formula, one of the most dependable measures available, is applied consistently to determine the DRP readability of text. (For more information about the DRP Program and linking text difficulty to student reading ability, call TASA at 800-800-2598.)

Each question in the comprehension skills section of the lessons in Book 2 reflects one or more of the skills that are listed below.

## Comprehension Skills List

- Recognizing the main idea
- Recalling details
- Choosing an appropriate title for a story
- Sequencing events
- Reacting personally to a story
- Drawing conclusions
- Making inferences
- Recognizing cause-and-effect relationships
- Identifying and interpreting feeling and attitudes
- Understanding word meaning and context
- Relating personal experiences to what has been read
- Expressing personal feelings
- Relying on prior knowledge to answer a question

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## Comprehension Skills

Fill in the circle before the answer to each question.

1. What is another good title for the story?

- a. Mrs. Holly's Garden
- b. Carrots for Lunch
- c. Planting a Garden

2. What did Rabbit like to eat from the garden?

- a. orange carrots
- b. green carrot tops
- c. green lettuce

3. Why couldn't Mrs. Holly find her carrots?

- a. Rabbit took all the carrots.
- b. She forgot to plant the carrots.
- c. The carrots were under the ground.

4. Why did Mrs. Holly go to visit Rabbit?

- a. to yell at him
- b. to work out a plan for the garden
- c. to bring him some carrots

5. What lesson did Mrs. Holly and Rabbit learn?

- a. Gardens are hard work.
- b. Carrots are good for you.
- c. It is better to share.



## Thinking Skills

Where did Rabbit live?

What other things do rabbits eat?

What things grow in a garden other than carrots?

What are some things you must do to take care of a pet rabbit?

## Leaf Shapes

Stephanie Moody

Mark and Kate were walking through the forest.

"Let's have some fun," said Mark. "Let's

find leaves that are different shapes."

"I see a big leaf. It looks like a heart."

"There is a leaf like a star."

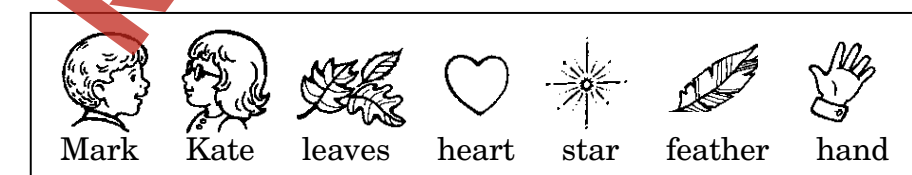
"And there is another leaf that looks like a feather."

"This leaf is shaped like my hand when I spread my fingers apart."

"This leaf is the best shape of all," said Mark.

"What shape is it?" asked Kate.

"It is leaf shaped," said Mark.



## Reading Power

Choose a word from the box and write it in the space.

exercise	beg	dinner	run	doctor	park
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Lee's pet dog, Chow, loved to \_\_\_\_\_ for food from the table. When the Chu family took Chow to see the animal \_\_\_\_\_, she said that Chow was getting too fat. Chow could not eat between meals, and Chow would have to \_\_\_\_\_. The family stopped giving Chow food from the table. After Chow had his own \_\_\_\_\_, the family would take him to the \_\_\_\_\_ to run. Now he was begging for a \_\_\_\_\_ in the park.

# Little Dragon's Birthday

Ann Devendorf



Once upon a time there lived a little dragon. He lived with his parents in the great woods. Like all dragons, he puffed fire. Little Dragon puffed orange fire.

On Little Dragon's birthday, his mother said, "I've made a birthday cake for you. You may run and look for your friends. Tell them to come and have some birthday cake."

Little Dragon ran into the woods. He found Mouse, Mole, and Turtle there.

"It's my birthday," he said. "Come and have some birthday cake."

"Thank you," they answered. "We'd like to come. But tell us something, please. With your breath of fire, how do you blow out your candles?"

"Wait and see," he told them, and they followed Little Dragon to his house.

Mother Dragon put the cake on the table. Little Dragon made his wish, and then he blew a big breath of fire. He lit every candle on the cake!

"Oh," laughed his friends. "Now we know what dragons do. They don't blow out the candles. They blow them on!"

"That's what we do," laughed Little Dragon. "And I got my wish, too."

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## Reading Power

Fill in the circle before the word that completes each sentence.

Winter was coming. It was time for Mouse to find a 1.

1.  a. friend  b. house  
 c. meal  d. game

First Mouse moved into an old shoe that was lost by the lake. But the shoe had a 2, and the cold wind blew in. Then Mouse found a metal pail in the meadow.

2.  a. heel  b. foot  
 c. lace  d. hole

But the 3 banged on the roof.

3.  a. rain  b. snow  
 c. wind  d. clouds

Complete each sentence with as many different words that you can think of. Write the words in the spaces below the story. One word has already been done for you.

Mouse found a 4 pile of hay in a barn. He tried to move in, but Cat chased him away. Mouse didn't know where he was going to 5. He had to do something before 6 came.

4. big 5. live 6. winter

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Teacher footnote:** Encourage the students to think of grammatically appropriate words that complete the blanks. Discuss how some are consistent with the meaning of the story and some change it. Whenever possible, discuss the variations of meaning implied by different words.

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## Comprehension Skills

Fill in the circle before the answer to each question.

1. What is another good title for the story?

- a. Danny's New Whistle  
 b. Danny Plays Police Officer  
 c. Mother's New Teakettle

2. Why did Danny think that no one liked his whistle?

- a. They did not ask to play with it.  
 b. No one was smiling.  
 c. They had their own whistles.

3. What happened first?

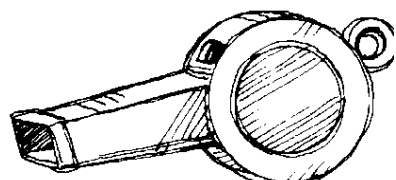
- a. Danny was told not to blow his whistle inside.  
 b. Danny's mother went into the kitchen.  
 c. Danny blew his whistle.

4. What problem did the three runners have with Danny?

- a. They did not want to play with him.  
 b. They thought the race had begun.  
 c. They thought he was too young to race.

5. Why should Danny blow his whistle soft and low?

- a. It will not bother anyone.  
 b. Nobody likes to hear a whistle.  
 c. His whistle will last longer.



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## Thinking Skills

How did Danny feel when the people were not smiling?

\_\_\_\_\_

Why did the driver of the car stop?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name other things that a whistle is used for.

\_\_\_\_\_

\_\_\_\_\_

Write a letter to the police officer that says you are sorry for blowing your whistle.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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