LANGUAGE ARTS

SAMPLER

- **Aligned to CCSS**
- **Drafting Your Paragraph**
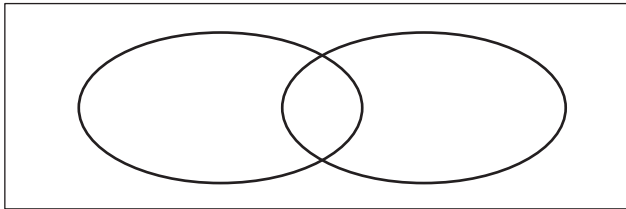- **Making Inferences, Assessment**

GRADES 5-8

NAME: _____

Using Graphic Organizers for Prewriting

Matching: Draw a line from the graphic organizer to the written description of how it is used.

5 W'S CHART

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

VENN DIAGRAM

SENSORY CHART

Subject:
Sight:
Sound:
Smell:
Touch:
Taste:

CAUSE AND EFFECT CHART

Cause	Effect

TIMELINE

_____/ _____/ _____/ _____/ _____/ _____/

1. A diagram made up of two or more intersecting circles representing relationships among concepts. It is a good way to compare and contrast two things and to organize your thoughts for writing.

2. A type of graphic organizer that lets the writer think about and list the "Who, When, Where, What, and Why" of a story or event.

3. A graphic organizer that shows the relationship between two events when one of the events is the reason the other occurred.

4. A graphic organizer showing the key events within a particular period of time.

5. A chart that organizes the details of the sights, tastes, smells, touches, and sounds in a story or event.

Using Graphic Organizers for Prewriting

We know that prewriting is the first stage in the writing process. During prewriting you will spend time choosing a topic and deciding which details about that topic to include in your paragraph. A very good way to organize your thoughts as you brainstorm is to use **graphic organizers**. A **graphic organizer** is a drawing or chart that shows the relationships between facts, terms, and ideas related to a particular topic or topics. Graphic organizers may also be called knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

There are many graphic organizers that can help you organize your thoughts as you prepare to write. The most common ones are the **5 W's Chart,** the **Venn Diagram,** the **Sensory Chart,** the **Cause and Effect Chart,** and the **Time Line**. Each of these graphic organizers has a special purpose as shown in the table below:

1. 5 W'S CHART	A type of graphic organizer that lets the writer think about and list the "Who, When, Where, What, and Why" of a story or event.
2. VENN DIAGRAM	A diagram made up of two or more intersecting circles representing relationships among concepts. It is a good way to compare and contrast two things and to organize your thoughts for writing.
3. SENSORY CHART	A chart that organizes the details of the sights, tastes, smells, touches, and sounds in a story or event.
4. CAUSE AND EFFECT CHART	A graphic organizer that shows the relationship between two events when one of the events is the reason the other occurred.
5. TIMELINE	A graphic organizer showing the key events within a particular period of time.

The Writing Watch Dog says,

"Always remember to use graphic organizers to organize your thoughts when you are prewriting."

Using Graphic Organizers for Prewriting

1. **Put a check mark (✔) next to the best graphic organizer to use for each paragraph prompt.**

a) **Your teacher asks you to write a paragraph about the most important event that happened to you on each of the seven days of last week.**

- ○ **A** Venn Diagram
- ○ **B** Time Line
- ○ **C** 5 W's Chart
- ○ **D** Sensory Chart

b) **Your mom asks you to write a paragraph describing the kitchen as she prepares dinner.**

- ○ **A** Cause and Effect chart
- ○ **B** Time Line
- ○ **C** Sensory Chart
- ○ **D** 5 W's Chart

c) **Your principal asks you to write the details of an auto accident that happened in front of your school building.**

- ○ **A** 5 W's Chart
- ○ **B** Venn Diagram
- ○ **C** Sensory Chart
- ○ **D** Time Line

d) **Your homework in science is to write a paragraph describing the results of a volcanic eruption.**

- ○ **A** Time Line
- ○ **B** Cause and Effect chart
- ○ **C** 5 W's Chart
- ○ **D** Venn Diagram

e) **Your dad asks you to write a paragraph that compares and contrasts the two most popular trucks. He also wants to know the things that both trucks have in common.**

- ○ **A** Venn Diagram
- ○ **B** Cause and Effect Chart
- ○ **C** Time Line
- ○ **D** Sensory Chart

Prewriting Practice

1. **You and a friend have started a childcare business. You plan to take care of your neighbor's children, a boy who is three, and a girl who is five. Use the brainstorming graphic organizer to list some of the activities you will use in your daycare business. Remember that lists do not have to be written in complete sentences.**

Brainstorming List: Daycare Activities

2. **Now compare your brainstorming list of daycare activities with this one written by another student:**

Brainstorming List: Daycare Activities
1. dodge ball
2. wading pool
3. sand table
4. dress-up
5. tricycles
6. watercolor painting
7. Legos
8. story time

Prewriting Practice

3. Your school newspaper has asked you to write a paragraph about an accident in the cafeteria that caused classes to be cancelled for the rest of the day. Use the **5 W's Chart** below to list <u>what</u> happened, <u>where</u> it happened, <u>when</u> it happened, <u>who</u> caused it to happen, and <u>why</u> it happened.

5 W'S CHART
What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

4. Now compare your **5 W's Chart** with this one written by another student:
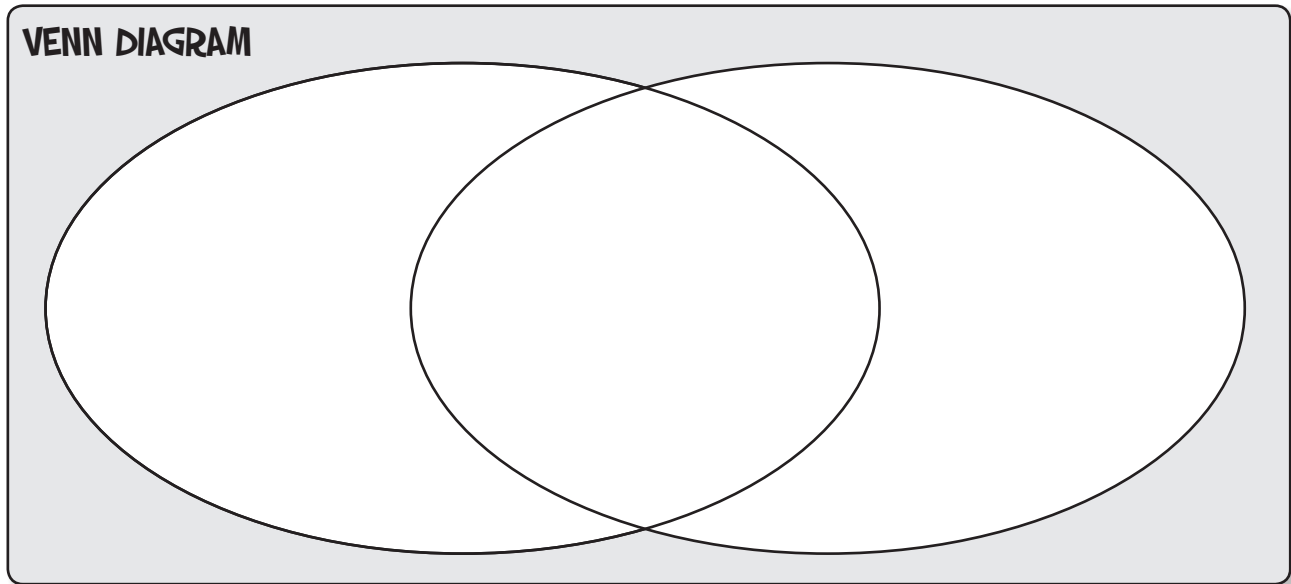
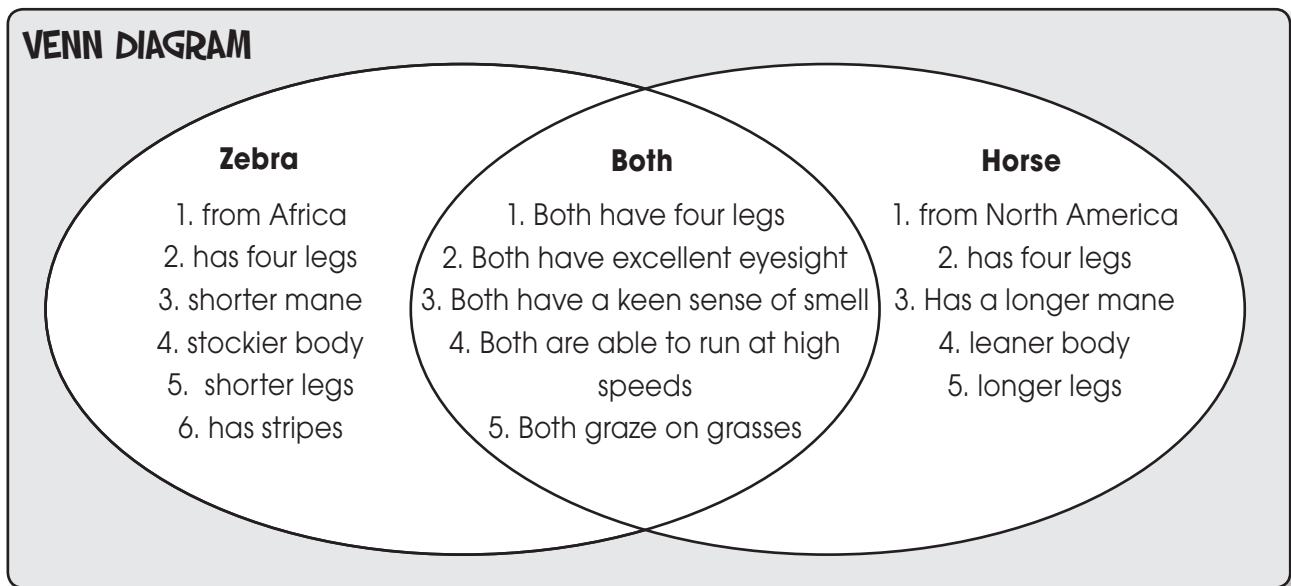| 5 W'S CHART |
|---|
| **What** happened?
A rotten egg burst open |
| **Who** was there?
All of the upper elementary students |
| **Why** did it happen?
The cafeteria manager forgot a package of eggs at the back of the refrigerator. |
| **When** did it happen?
Last Wednesday at 12:15 pm. |
| **Where** did it happen?
In the cafeteria kitchen at Lakewood Elementary School. |

Prewriting Practice

5. Use the **Venn Diagram** graphic organizer below to help you organize your ideas before you write a paragraph about the differences and similarities between a zebra and a horse.

VENN DIAGRAM

6. Now compare your **Venn Diagram** with this one written by another student:

VENN DIAGRAM

Zebra	Both	Horse
1. from Africa	1. Both have four legs	1. from North America
2. has four legs	2. Both have excellent eyesight	2. has four legs
3. shorter mane	3. Both have a keen sense of smell	3. Has a longer mane
4. stockier body	4. Both are able to run at high speeds	4. leaner body
5. shorter legs	5. Both graze on grasses	5. longer legs
6. has stripes		

NAME: _____

Drafting Your Paragraph

Put the letter of the correct term beside its definition:

	Term		Definition	
A	prewriting		anyone who reads or hears your writing	**1**
B	drafting		states what you want your readers to know, believe, or understand after reading your paragraph	**2**
C	writing		putting your ideas on paper as sentences for the first time – the second step in the writing process	**3**
D	purpose for writing		the sentences in the middle of the paragraph that tell more about the topic	**4**
E	audience		the first step in the writing process	**5**
F	things to know about your audience		your reason for writing a paragraph	**6**
			a process, a set of steps toward a goal	**7**
G	topic sentence		Who they are; what level of Information they have about your subject; and the context, or situation, in which they will be reading a piece of writing	**8**
H	detail sentences			
I	summary sentence		the last sentence in a paragraph, it restates the idea in the topic sentence	**9**

A Good Topic Sentence Should:	Bad Example	Good Example
1. be a statement not a question.	"Will the students of City Elementary School successfully complete the written composition exams?"	"Because of their determination and hard work, the students of City Elementary School successfully completed the written composition exams."
2. not be too broad	"All the students did great work."	"The students used correct punctuation, grammar, and sentence structure on their composition exams."
3. not look like an announcement	"They made the highest scores in the school's history."	"As a result of their preparation and enthusiasm, the students made the highest scores in the school's history."

Drafting Your Paragraph

Good writing does not just happen magically. All writers must understand that writing is a process with several steps to the goal of a finished composition. We have learned that **prewriting is the first step in the writing process**. Prewriting involves choosing a topic, brainstorming ideas about the topic, and organizing your ideas in order to write sentences and paragraphs.

The second step in the writing process is called drafting. Drafting is the process of putting your ideas on paper as sentences and paragraphs. When you draft, you begin to put all your prewriting ideas about the topic in an understandable order. Sometimes, doing this is called writing your first or rough draft.

As you begin to draft your paragraph, one of your first tasks will be to decide what the **purpose** or reason for your writing will be. People write for many different reasons. Some of the reasons might be to entertain, to inform, or to persuade an audience.

Another important **job to do** before you write is to decide who your audience will be. A writer's **audience is anyone who reads, sees, or hears a message or composition**. Your audience may be your classmates, your parents, business people, or anyone who happens to read or hear your composition. It is important to know **who** the people are in your audience; **what level of information** they have about your subject; and the **context**, or situation, in which they will be reading your writing.

Finally, as you prepare the first draft of your paragraph, you should always keep in mind that a **good paragraph has three sections** – 1) a **good topic sentence**, 2) three or more **supporting or detail sentences**, and 3) a well-written **summary or closing sentence**.

The Writing Watch Dog says,
"A topic sentence states what you want your readers to know, believe, or understand after reading your paragraph. Detail or supporting sentences are the sentences in the middle of the paragraph that tell more about the topic. A closing or summary sentence restates the thoughts in the topic sentence."

NAME: _____

Drafting Your Paragraph

1. **Put a "P" next to each step that happens in the <u>prewriting stage</u> of the writing process and put a "D" next to each step that happens in the <u>drafting stage</u> of the writing process.**

   [ ] **a)** decide who the audience for the writing will be

   [ ] **b)** use a Venn Diagram to help decide likenesses and differences of two topics.

   [ ] **c)** decide what the purpose for writing will be.

   [ ] **d)** brainstorm ideas for a topic

   [ ] **e)** use a topic sentence, supporting details, and a summary sentence as you write.

   [ ] **f)** organize your ideas into sentences and paragraphs

   [ ] **g)** use a 5 W's Chart to organize details of a topic

   [ ] **h)** indent the first sentence as you begin to write.

   [ ] **i)** use a Sensory Detail Chart to organize the details of a topic

   [ ] **j)** use a Cause and Effect Chart to organize the details of a topic

2. **Define the following terms in complete sentences.**

   a) prewriting –

   b) drafting –

   c) topic sentence -

   d) supporting details –

   e) summary sentence –

   f) purpose for writing –

   g) audience –

   h) writing -

   i) graphic organizers -

   j) first draft –

Using Graphic Organizers in Drafting

Matching: Draw a line from the graphic organizer to the written description of how it is used.

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1. INFORMAL OUTLINE

Topic – _____
1. Topic Sentence –
2. Supporting Details –

3. Closing Sentence -

A graphic organizer that arranges the ideas as they happened.

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2. SEQUENCE CHART

TOPIC –
First,
Second,
Third,
Fourth,
Finally,

A graphic organizer that arranges ideas by their importance.

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3. ORDER OF IMPORTANCE LADDER

Topic _____

Most Important Idea _____

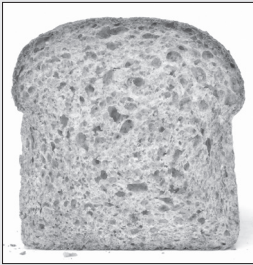**Supporting Details** _____

_____

Summary Idea _____

A graphic organizer that arranges ideas as main topic, supporting details, and closing sentence.

Using Graphic Organizers in Drafting

The second step in the writing process is called **drafting**. Drafting is the process of putting your ideas on paper as sentences and paragraphs. Many writers use graphic organizers to help them keep their ideas in order as they begin to write.

A fun way to organize your ideas for a paragraph is to use a **paragraph sandwich graphic organizer**! Of course, you won't really be making a sandwich in your classroom, but if you pay attention, you'll learn how to write a good paragraph. **The first step in making a paragraph sandwich is to pretend that one piece of bread is the topic sentence.** The topic sentence helps to keep the sandwich together.
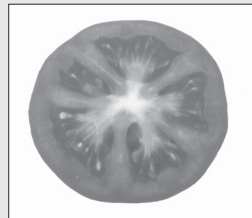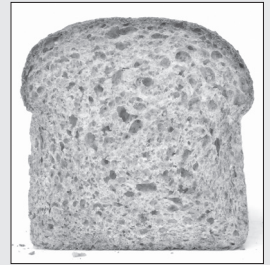
| TOPIC SENTENCE | FIRST SUPPORTING DETAIL | SECOND SUPPORTING DETAIL | THIRD SUPPORTING DETAIL | SUMMARY SENTENCE |

We know that a good sandwich needs more than just a piece of bread and that a good paragraph needs more than just a topic sentence.

Most sandwiches have some kind of meat in them. Let's use ham. In our paragraph sandwich, the ham stands for one of the supporting details of the paragraph.

Now we are on the way to a great sandwich and a great paragraph! Many ham sandwiches have other things besides ham and bread and ours does, too. Let's put cheese and tomatoes on our paragraph sandwich. Each of these things will also stand for supporting details in the paragraph.

Finally, another piece of bread finishes the sandwich and holds the sandwich together just as the summary sentence completes the paragraph!

The Writing Watch Dog says,

"Keep the 'Paragraph Sandwich Graphic Organizer' in mind when you are writing a paragraph and you will always do a great job!"

Using Graphic Organizers in Drafting

Put the letter of the correct term beside its definition:

A | Informal outline

B | Sequence chart

C | Order of importance ladder

D | graphic organizer

E | Paragraph sandwich

F | supporting details

G | summary sentence

H | topic sentence

helps writers organize their thoughts while writing the first draft	**1**
completes a paragraph by restating the topic sentence	**2**
states the main idea of the paragraph	**3**
A graphic organizer that arranges ideas as main topic, supporting details, and closing sentence	**4**
sentences that explain more about the main idea of the paragraph	**5**
lists the events in a topic in the order they happened	**6**
a graphic organizer that represents how a paragraph is written	**7**
a graphic organizer that lists the events of a topic in order of their importance	**8**

2. **Arrange the parts of this Paragraph Sandwich graphic organizer in the order that they happen by placing ❶ by what is done first, ❷ by what is done second and so forth.**

_____ **a)** Second slice of bread

_____ **b)** Slice of ham

_____ **c)** First slice of bread

_____ **d)** Slice of cheese

_____ **e)** Slice of tomato

1.

D	1
G	2
H	3
A	4
F	5
B	6
E	7
C	8

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

(27)

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1. A graphic organizer that arranges ideas as main topic, supporting details, and closing sentence.

2. A graphic organizer that arranges the ideas as they happened.

3. A graphic organizer that arranges ideas by their importance.

(26)

1.
a) P
b) P
c) P
d) P
e) D
f) D
g) P
h) D
i) P
j) P

2.
a) the first step in the writing process
b) putting thoughts on paper as sentences
c) the sentence stating the main idea of the paragraph
d) three or four sentences that support the main idea
e) the last sentence in a paragraph that restates the main idea
f) the reason for writing
g) the people who read or hear a person's writing
h) a process or steps toward a goal
i) a chart or graph that helps the writer organize information about a topic
j) Putting thoughts on paper as sentences for the first time.

(24)

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5. accept any reasonable reply

6. accept any reasonable reply

(21)

1.

E	1
G	2
B	3
H	4
A	5
D	6
C	7
F	8
I	9

(22)

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1. accept any reasonable reply

2. accept any reasonable reply

(19)

3. accept any reasonable reply

4. accept any reasonable reply

(20)

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1. Venn Diagram

2. 5 W's chart

3. Cause & Effect Chart

4. Timeline

5. Sensory Chart

(16)

1.
a) B
b) C
c) A
d) B
e) A

(18)

Making Inferences

1. **Complete each statement with a word or phrase from the box.**

> **"reading between the lines"**   **inference**   **imagination**
> **drawing a conclusion**

a) When you make a sensible decision based on details or facts in a story or article you are _____ ____ _____.

b) Making an inference has also been called _____ _____ _____ _____.

c) Choosing the most likely explanation from the facts and hints that the author has given you is making an _____.

d) When you make inferences from the material an author has written you can sometimes use your own _____.

Circle the correct answer for each question.

2. Buddy and Duke are animals on Mr. Long's farm. They spend their days eating grass and running in the pasture. Sometimes, people like to ride and gallop on them.

Which statement is probably true?

a) Buddy and Duke are horses.
b) Buddy and Duke are cows.
c) Buddy and Duke are sheep.

3. Shannon Miller was an active little girl. She loved to learn dance and gymnastic routines at school. She became so good at gymnastics that her parents sent her to a special school. There she could practice her exercises all the time. She dreamed of winning medals in front of huge crowds.

Which statement is probably true?

a) Shannon became a teacher when she grew up.
b) Shannon won several Olympic gold medals when she was a teenager.
c) Shannon drove a school bus when she grew up.

Making Inferences

Sometimes a friend will try to tell you something without coming right out and saying it. He will *imply* what he wants you to know by giving you hints or clues. If you understand the meaning of his clues, you *infer* it. Writers do this, too. Often, a writer will give you hints about the meaning of the story. Then it's up to you to **infer** or figure out what the clues mean.

Making an **inference** also means choosing the most likely explanation from the facts and hints that the author has given you. It has also been called "reading between the lines". For example, suppose you read the following sentences; "James *licked the final square, posted it at the top corner of the envelope and dropped it in the large blue box. He hoped it would get there in time. Nobody likes a late birthday message."*

What do you think James was doing? If you said mailing a birthday card, you're correct! You used clues such as "licked the final square", "posted it", "envelope", "large blue box", and "birthday message" to infer that James was mailing a birthday card.

In other words, **making an inference is using clues from the text and your own knowledge and experience to figure out what the author is telling you**. By putting all the clues together, you are making a judgment about the meaning of the text. Making inferences allows the reader to use his imagination by reading between the lines of an author's work. It also allows the reader to create his own meaning from the reading selection.

Making an inference can be more complicated than drawing a conclusion. When you draw a conclusion, you make a sensible decision based on details or facts in a story or article. When you make an inference you have to add your own knowledge and judgment to what you read. Both skills are very valuable to you as you read.

The Reading Watch Dog says,

"Making an inference also means choosing the most likely explanation from the facts and hints that the author has given you."

Making Inferences

Read the following selections and then place a check mark (✔) by the correct answer.

1. Mr. Smith took his glasses out of his pocket and cleaned them. Dr. Ross, the principal, looked around at the people in the room. A few of them were still eating and talking. Mr. Smith took out his notes and waited. Just then Dr. Ross stood and tapped her water glass with her spoon. Everyone got quiet.

Which statement is probably true?

○ **A   Mr. Smith was going to leave.**
○ **B   Mr. Smith was going to give a speech.**
○ **C   Dr. Ross was going to read the group a story.**

2. Mrs. Garcia stood in front of the class with a frown on her face. She crossed her arms as she stared at them. None of the students made a sound.

Which statement is probably true?

○ **A   Mrs. Garcia was happy with the students.**
○ **B   The students were crying.**
○ **C   Mrs. Garcia was upset with the students.**

3. Bike World was a store filled with bicycles for sale. Kim had saved up his allowance for months. As he walked down the aisles, he looked at all the different bikes. He knew that he had to pick one soon. Finally, he saw one for $99. He chose it quickly and left.

Which statement is probably true

○ **A   Kim had plenty of money and could buy any bike he wanted.**
○ **B   Kim had about $100 to spend.**
○ **C   Kim's bike was not a good one.**

4. The Holland children are gregarious. They often have parties for their friends. Sometimes, they invite people over to spend the night. At school, they are always surrounded by people.

Which statement is probably true?

○ **A   the Holland children are lonely**
○ **B   the Holland children are not nice**
○ **C   the Holland children enjoy being around other people**

Using Graphic Organizers to Make Inferences

Place a check mark (✔) beside the best answer to each question.

1. When a writer ***infers*** the meaning of a story, he:

○ **A**   plainly states the meaning.
○ **B**   gives you hints or clues about the meaning of the story.
○ **C**   hides the meaning of the story from you.

2. An ***inference*** is:

○ **A**   a prearranged meeting for exchange of information or a discussion.
○ **B**   something that interferes with or delays action or progress.
○ **C**   a judgment you make using clues from the text and your own knowledge and experience to figure out what the author is telling you.

3. Graphic organizers are ***not*** used to:

○ **A**   show pictures in a story.
○ **B**   help you list your ideas on paper.
○ **C**   classify ideas and communicate more effectively.

4. **Read the following passage and complete the graphic organizer.**

Helen Keller had a bad fever when she was a small child. Afterward, she could not see or hear. Her world was dark and silent. Then a woman named Anne Sullivan came to her home. Anne taught Helen to understand an alphabet for blind people. She also taught Helen to spell with her fingers when she wanted to say something. Anne opened a whole new world for Helen. Surely, the day that Anne came into Helen's life was a wonderful one!

Question: How do you think Helen Keller felt about Anne Sullivan?

It Says… (What the text says)	I Say… (My thoughts)	So… (Inference)

Using Graphic Organizers to Make Inferences

Inferring or **making inferences** can be defined as making a logical guess or "reading between the lines." You make inferences when you take your own experiences and combine them with information you've gained from your reading. Graphic organizers can help you list what you've learned from the reading and what you know from real life. The sum of both bits of information is an **inference**.

Graphic organizers are tools that you can use to help yourself think more clearly. They may be charts or diagrams on which you list information about the reading selection. Graphic organizers are not worksheets or illustrations related to the story you've read.

There are many kinds of graphic organizers with many different uses. The best graphic organizers to use to make inferences include the knowledge you've gained from your reading, what you know from your previous experiences, and the inference you can make when you add the two together.

The **Making Inferences** organizer is good to use when you need to make inferences. It asks you to list what the text says in one column, what you say or think in a second column, and what you infer from both of these bits of information in a third column. Each column has an arrow that points to a box marked "Conclusions".

The **Inference Equation** organizer is another excellent tool to use for making inferences. It asks you to list the clues you've learned from the story. Then you should add what you know from your other reading or life experiences. Finally, the organizer provides a space for you to add both of these sets of information together to state the inference you have made.

Reading Between the Lines is the last inference organizer. It has two columns which ask for details from the story and what you already know. The last column is for you to write the inference you've made.

Using Graphic Organizers to Make Inferences

1.   Read the following passage and complete the graphic organizer:

Thomas Edison was a great inventor and a very smart man. When he was a boy, his teachers thought he was a slow learner. It took him a long time to figure out the answers to questions. What his teachers did not know was that Thomas was always trying to figure out how things worked!

No matter how much trouble he got into as a boy, Thomas kept on asking questions. When he grew up everyone called him a genius!

Story Clues +	What I Know =	Inference
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Fact and Opinion

Place a check mark (✔) beside the correct answer to each question.

1. A <u>fact</u> is:

    ○ **A**   **a sense of what is right**
    ○ **B**   **something that is always true and can be proven**
    ○ **C**   **something that somebody does**

2. An <u>opinion</u> is:

    ○ **A**   **how you or someone else feels about a particular topic and may or may not be true**
    ○ **B**   **a plant of the lily family**
    ○ **C**   **to prevent a bird from flying**

3. Some <u>clue words</u> that signal a statement might be an opinion are:

    ○ **A**   **here, there, everywhere**
    ○ **B**   **today, tomorrow, now,**
    ○ **C**   **believe, feel, like**

4. **Put an "F" in front of each FACT and put an O in front of each OPINION.**

    [ ]   **a)** Tom is wearing a blue tie.

    [ ]   **b)** Math is the easiest subject.

    [ ]   **c)** Abraham Lincoln was President of the United States during the Civil War.

    [ ]   **d)** I really enjoyed the baseball game last night.

    [ ]   **e)** George Washington was the best President of the United States.

    [ ]   **f)** Brazil is located on the continent of South America.

    [ ]   **g)** Most people hate bees.

    [ ]   **h)** That boy is the nicest person in the school.

Fact and Opinion

Another good reading skill is being able to tell the difference between a **fact** and **an opinion**. A **fact is something that is always true and can be proven**. An **opinion is how you or someone else feels about a particular topic and may or may not be true**. For example, you might say that vanilla is the best-selling ice cream flavor in the United States. Is this a fact or an opinion? This statement is a fact because you can go to a reference source and prove it. Another person might say that chocolate is the best-tasting ice cream flavor in the U.S. Is this a fact or an opinion? It's an opinion because taste is a personal decision and can change from one person to another.

Knowing the difference between a fact and an opinion will make you a better reader. A writer may often tell you what he thinks or feels. But he may not always give you the facts. It is important to be able to figure out what the writer is saying so you can form your own opinions. As you read what an author says, you should ask yourself if he is stating a **fact** or a personal **opinion**. Since the two may even be in the same sentence, you <u>have</u> to be able to identify each one.

A statement of **fact** <u>can be proven TRUE or FALSE</u>. A statement of **opinion** is <u>what someone believes or thinks</u>. <u>It cannot be proven true or false</u>. There may or may not be a good reason to think this way. You may <u>agree or disagree</u> with an opinion.

There are many types of reference materials to use when you are trying to prove that a statement is a fact. Some of the most useful are: encyclopedias, atlases, dictionaries, textbooks, history books, science books, and calendars.

Newspapers may be a mixture of fact and opinion. Some authors mix facts and opinions in their stories and books. If you see words such as "believe", "like", "most", "least", "best", "worst", "view", "feeling", and "belief", they give you a clue that the statement might be an opinion rather than a fact.

The Reading Watch Dog says,
"Fact and Opinion Key Words"

names

feel

think

places

Fact and Opinion
Signal Words

imagine

dates

times

advice
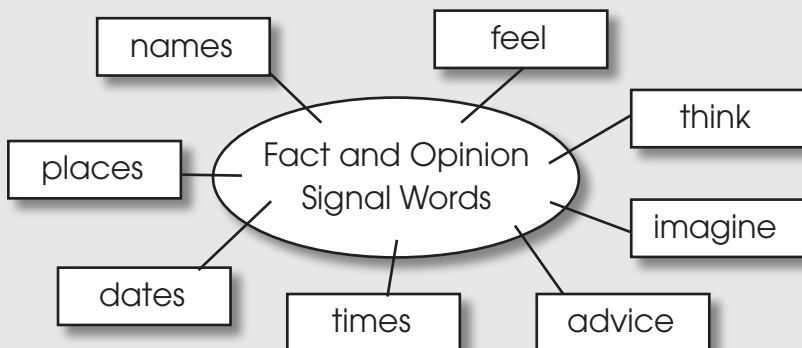
Fact and Opinion

Read the following story and answer the questions that follow it.

The North American grizzly bear is also called a brown bear. Grizzlies live mostly in Montana, Wyoming, Idaho, Alaska, Washington and Canada. Grizzly bears are the most dangerous wild animals in this country. The grizzly bear is very strong. He can kill a human with one swipe of his claw.

A grizzly bear can weigh up to 1,800 pounds. That is about the weight of a big bull. The grizzly is able to stand on its hind feet. When he stands up he can be as tall as 12 feet high. He could reach the ceiling in your classroom. Grizzlies are certainly the most frightening animals in the forest!

Grizzlies have humps on their backs. This bear got its name from its shaggy-looking fur. A grizzly bear's fur is brown with silver tips. I think that grizzly bears are beautiful.

Grizzly bears don't see very well. They are attracted by the smell of an animal or object. Smelling is what the animal does the best.

Most grizzly bears like to live alone. They are active during the morning and early evening hours. Dens or caves are where grizzlies like to live. They often use rock caves and hollow trees for shelter. Grizzly bears would be fun to play with.

Grizzly bears eat insects, wild honey, grasses, roots, berries, fish, moose, elk, deer, sheep, and sometimes other bears. However, grizzly bears do not hunt humans for food.

Place a check mark (✔) beside the correct answer to each question.

1. How many <u>opinions</u> are there in the first paragraph?

    ◯ **A** one
    ◯ **B** two
    ◯ **C** three

2. Which of the following is an <u>opinion</u>?

    ◯ **A** The North American grizzly bear is also called a brown bear.
    ◯ **B** The grizzly bear is very strong.
    ◯ **C** Grizzly bears are the most dangerous wild animals in this country.

3. How many <u>facts</u> are there in the second paragraph?

    ◯ **A** five
    ◯ **B** four
    ◯ **C** three

4. "Grizzlies are certainly the most frightening animals in the forest!" is:

    ◯ **A** a fact
    ◯ **B** an opinion
    ◯ **C** an exaggeration

33

1. ⊘ A
2. ⊘ C
3. ⊘ A
4. ⊘ B

31

1. ⊘ B
2. ⊘ A
3. ⊘ C
4.
   a) F
   b) O
   c) F
   d) O
   e) O
   f) F
   g) O
   h) O

30

1. Accept any reasonable reply.

28

1. ⊘ B
2. ⊘ C
3. ⊘ A
4. Accept any reasonable response.

27

1. ⊘ B
2. ⊘ C
3. ⊘ B
4. ⊘ C

25

1.
   a) drawing a conclusion
   b) reading between the lines
   c) inference
   d) imagination
2. a)
3. b)

1. b)

2. c)

3. a)

4. c)

5. a)

6. c)

7. a)

8. c)

54

Word Search Answers

52
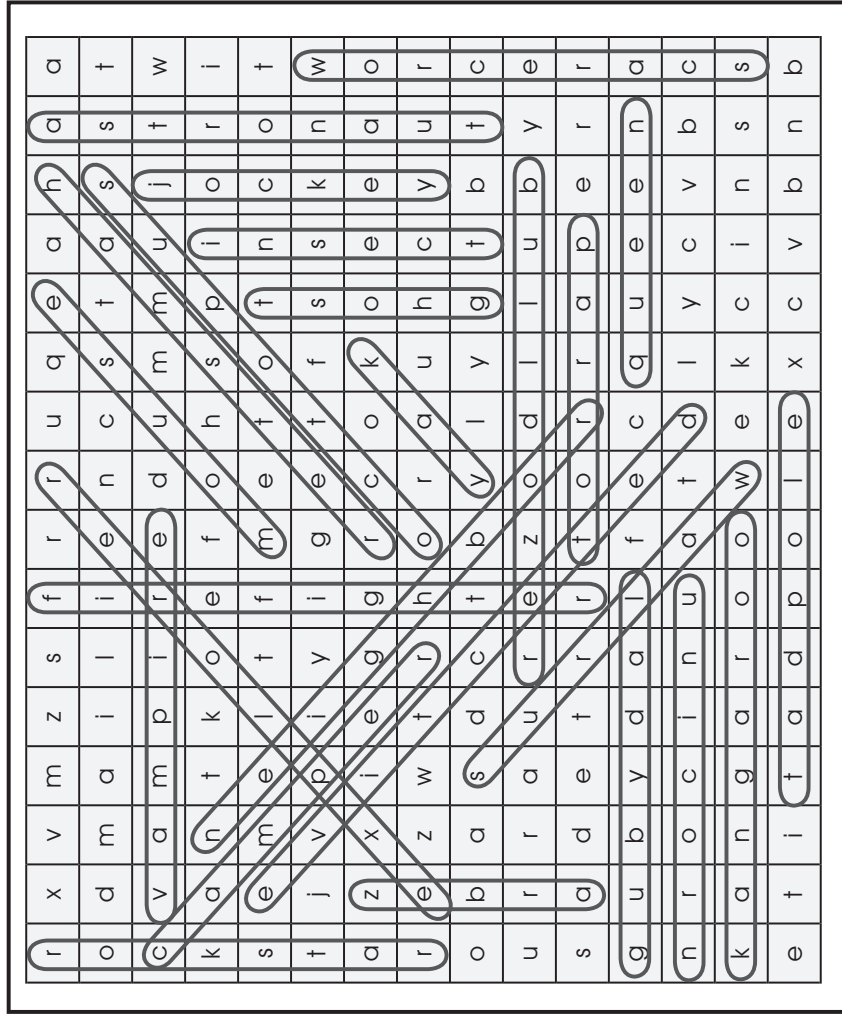
Across:

1. query
4. tickle
7. float
10. wander
12. vanish
15. overcome
16. yank
20. zoom
21. imagine
22. creep
23. peer
24. march
25. disappear

Down:

2. upset
3. joke
5. escape
6. reward
8. listen
9. arrive
11. nestle
13. starve
14. borrow
17. kneel
18. giggle
19. hibernate

51

Crossword Puzzle

Across

1. synonym for ask
4. synonym for making one laugh
7. antonym for sink
10. synonym for walk all around
12. antonym for appear
15. synonym for defeat
16. synonym for pull on quickly
20. synonym for move very quickly
21. synonym for think up
22. synonym for move slowly
23. synonym for stare
24. synonym for stepping quickly
25. synonym for vanish

Down

2. synonym for overturn
3. synonym for make fun
5. synonym for get away
6. antonym for punish
8. antonym for speak
9. antonym for leave
11. synonym for snuggle
13. antonym for feed
14. antonym for lend
17. synonym for bend down
18. synonym for laugh
19. synonym for sleep a long time
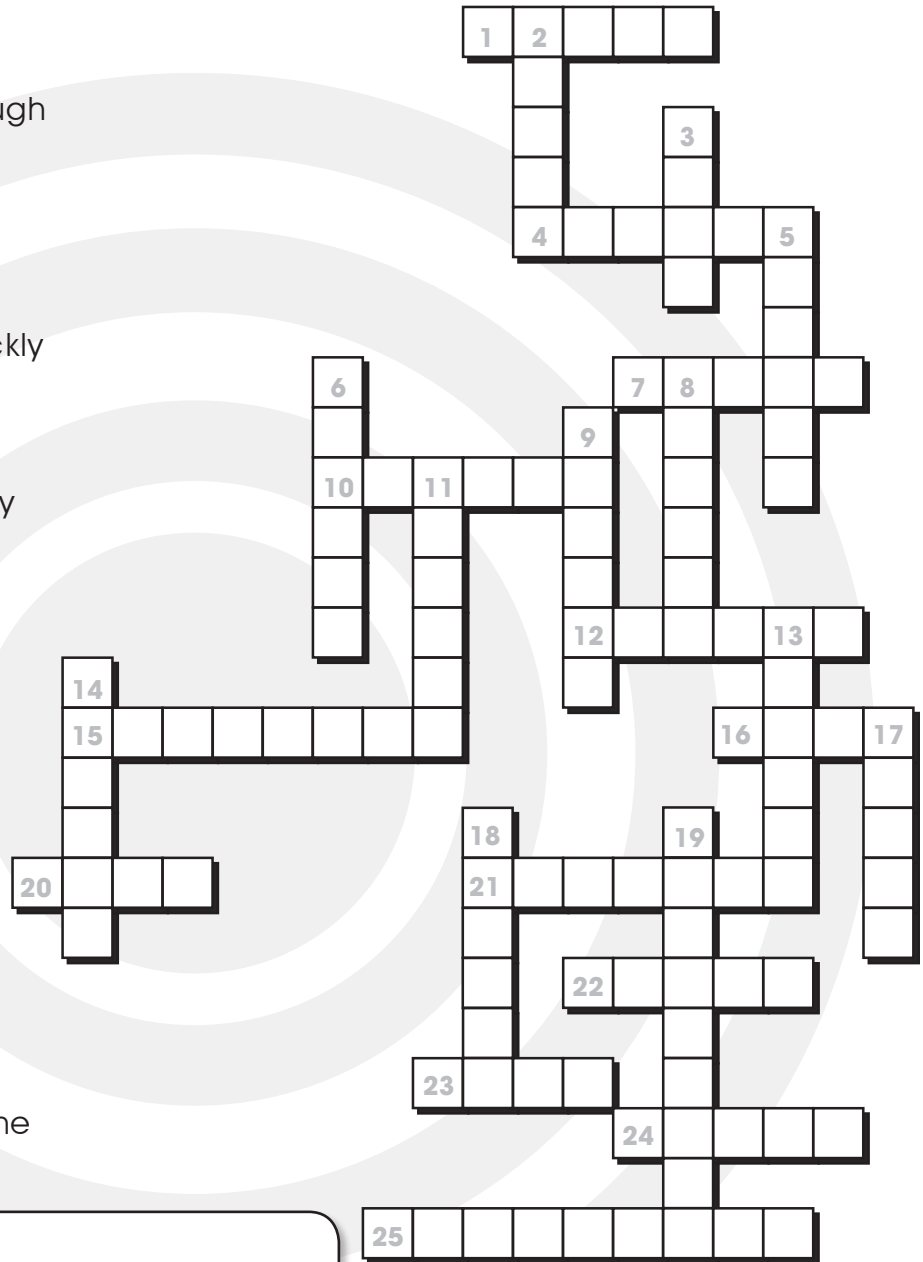
Word List

arrive	float	kneel	peer	upset
borrow	giggle	listen	query	vanish
creep	hibernate	march	reward	wander
disappear	imagine	nestle	starve	yank
escape	joke	overcome	tickle	zoom

Word Search
Who Can be a Character?

Words are placed across and up and down.

astronaut	firefighter	kangaroo	parrot	unicorn
bulldozer	ghost	ladybug	queen	vampire
camper	hamster	mouse	rock star	walrus
detective	insect	neighbor	scarecrow	yak
explorer	jockey	octopus	tadpole	zebra

r	x	v	m	z	s	f	r	r	u	q	e	a	h	a	a
o	d	m	a	i	l	i	e	n	c	s	t	a	s	s	t
c	v	a	m	p	i	r	e	d	u	m	m	u	j	t	w
k	a	n	t	k	o	e	f	o	h	s	p	i	o	r	i
s	e	m	e	l	t	f	m	e	t	o	t	n	c	o	t
t	j	v	p	i	y	i	g	e	t	f	s	s	k	n	w
a	z	x	i	e	g	g	r	c	o	k	o	e	e	a	o
r	e	z	w	t	r	h	o	r	a	u	h	c	y	u	r
o	b	a	s	d	c	t	b	y	l	y	g	t	b	t	c
u	r	r	a	u	r	e	z	o	d	l	l	u	b	y	e
s	a	d	e	t	r	r	t	o	r	r	a	p	e	r	r
g	u	b	y	d	a	l	f	e	c	q	u	e	e	n	a
n	r	o	c	i	n	u	a	t	d	l	y	c	v	b	c
k	a	n	g	a	r	o	o	w	e	k	c	i	n	s	s
e	t	i	t	a	d	p	o	l	e	x	c	v	b	n	b

Comprehension Quiz

Most people have heard of the Bermuda Triangle. This mysterious zone lies off the coast of Florida, between Bermuda and the Bahamas Islands. Many planes and ships have been lost there. Even more intriguing, time has been lost there, too.

One incident took place in January, 1969. On a cloudless, bright afternoon five American Air Force jets took off from Bermuda. Crowds gathered on land and sea to see the Super-Sabre fighter planes lift off into flight. The fighter jets climbed upward and into formation, all the while being tracked by the radar station on shore. Together the five fighters flew into an enormous cloud just off shore. As the crowd watched, only four planes came out on the other side of that cloud! The radar station had reported no plane in trouble or falling. No one else saw anything drop from the sky. One of the Super-Sabres had completely vanished!

Immediately, a search was launched for the missing jet. Nothing was found in the shallow water along Bermuda's coast except for an Air Force life jacket, the same kind used by many local people when boating or fishing. Although the military and the government investigated, no answer was found for this strange disappearance.

Another mysterious happening occurred when a pilot was making a flight across this same area. Bruce Gernon was cruising over the ocean when he encountered a harmless looking cloud. The aircraft rose to fly over it, but the cloud began moving, and climbing, with the aircraft. When Gernon broke into open sky, he realized he was in the middle of the eerie cloud. He later told friends that the cloud looked like a giant doughnut that seemed to rise up for thousands of feet into the air. As his story goes, he gunned the engine and headed for a hole in the cloud. That "hole" turned out to be a glowing tunnel of white walls. Gernon made it out safely, to discover that he was 30 minutes ahead of time. His 75 minute trip had taken only 45 minutes, even though he had never changed his speed instruments. To most, it seemed impossible.

Lost time? Can a mere cloud cause an aircraft to increase its speed? Bruce Gernon has no explanation. Lost aircraft? Under perfect weather conditions and with a perfectly running jet, how could it vanish without a trace? In spite of a wide search and investigation, still no results.

There have been countless mysterious stories from fishermen, boaters and other travelers. There have been just as many theories to explain these events. Could it be human error or confusion over the facts? Or is it possible a black hole hovers over the Bermuda Triangle? What do you think?

Comprehension Quiz

8

Answer the questions by (circling) the **correct letter.**

Word Meaning: Choose the meaning used in the story.

1. **intriguing:**   a) well-known   b) mysterious   c) full of life   d) invisible

2. **enormous:**   a) unable to fly   b) cannot be moved   c) huge   d) unwell

3. **launched:**   a) started   b) ended   c) loaded   d) exploded

3

---

4. Which sentence is true?

   a) The jets took off from Miami.   c) Only four Super-Sabres came out of the cloud

   b) The weather was unsuitable for take-off   d) The fifth jet was later found.

1

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5. Gernon is: a) an experienced pilot   c) afraid of flying
                     b) unable to tell time   d) careless

1

---

6. The best title for this story is:

   a) The Dangers of Flying   c) Beware the Bermuda Triangle
   b) Lost at Sea   d) Clouds

1

---

7. Why do you think Bruce Gernon was able to escape the cloud?

   a) He gunned his engine and headed for the hole.   c) He only thought he was in danger.
   b) He shut off the engine and floated to safety.   d) He was rescued by another plane.

1

---

8. Why do you think most people believe in the reports about strange events in the Bermuda Triangle?

1

   a) People like those kinds of stories.   c) There have been many reliable witnesses.

   b) Ships and planes have accidents.   d) Not many events have happened there.

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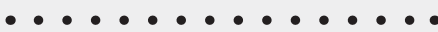
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CC3111	Grades 3-5 Five Strands of Math Big Book Task Sheets
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CC3114	Grades 6-8 Geometry Task Sheets
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CC3309	Grades 3-5 Measurement Task & Drill Sheets
CC3310	Grades 3-5 Data Analysis & Probability Task & Drill
CC3312	Grades 6-8 Number & Operations Task & Drill Sheets
CC3313	Grades 6-8 Algebra Task & Drill Sheets
CC3314	Grades 6-8 Geometry Task & Drill Sheets
CC3315	Grades 6-8 Measurement Task & Drill Sheets
CC3316	Grades 6-8 Data Analysis & Probability Task & Drill