

Table of Contents

Introduction	3
About the Book and Lessons.	4
Common Core State Standards Correlations	7
Unit 1	
Lesson Notes and Activity Answers	9
Learning About the Strategies: Helpful Hints	12
<i>Understanding Words</i> : The Case of the Cottingley Fairies.	13
<i>Understanding Words</i> : The Animal Whisperer.	17
<i>Finding Information</i> : Saint Valentine's Day.	19
<i>Finding Information</i> : Buried Treasure.	23
<i>Identifying the Main Idea</i> : Learning a Musical Instrument.	25
<i>Identifying the Main Idea</i> : Working Dogs	29
Assessments: Champion of the Chimpanzees	31
Unit 2	
Lesson Notes and Activity Answers	35
Learning About the Strategies: Helpful Hints	38
<i>Sequencing</i> : The Dare	39
<i>Sequencing</i> : Disappearing Coin Trick.	43
<i>Finding Similarities and Differences</i> : Dragons	45
<i>Finding Similarities and Differences</i> : Clever Fables	49
<i>Predicting</i> : Going to School with Jess Warden	51
<i>Predicting</i> : Murder Mystery Party.	55
Assessments: Super-Ride	57
Unit 3	
Lesson Notes and Activity Answers	61
Learning About the Strategies: Helpful Hints	64
<i>Drawing Conclusions</i> : Fear of Flying.	65
<i>Drawing Conclusions</i> : Learning	69
<i>Summarizing</i> : Speech Exams	71
<i>Summarizing</i> : Clowning Around.	75
<i>Making Inferences</i> : The Wesley Mystery	77
<i>Making Inferences</i> : Family History	81
Assessments: Joan of Arc	83
Unit 4	
Lesson Notes and Activity Answers	87
Learning About the Strategies: Helpful Hints	90
<i>Cause and Effect</i> : How to Conserve Water	91
<i>Cause and Effect</i> : Changing Matter.	95
<i>Fact or Opinion</i> : Redbacks vs. Tigers	97
<i>Fact or Opinion</i> : Bonsai Trees	101
<i>Point of View and Purpose</i> : Kids in the Kitchen	103
<i>Point of View and Purpose</i> : Giftlands	107
Assessments: Save the Sirenians!	109

Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards>.

READING: LITERATURE STANDARDS	Pages
Key Ideas and Details	
ELA.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	23-24, 51-54, 55-56, 57-60, 69-70, 77-80, 81-82, 107-108
ELA.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	23-24, 39-42, 51-54, 55-56, 57-60, 69-70, 71-74, 77-80, 81-82, 97-100, 103-106
ELA.RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	39-42, 51-54, 57-60, 69-70
Craft and Structure	
ELA.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	17-18, 39-42, 49-50, 51-54, 55-56, 57-60, 69-70, 71-74, 77-80, 81-82, 97-100, 103-106, 107-108
ELA.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	39-42, 51-54, 57-60, 71-74, 77-80, 81-82, 97-100, 103-106
ELA.RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	23-24, 51-54, 57-60, 71-74, 97-100, 103-106, 107-108
Range of Reading and Level of Text Complexity	
ELA.RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All literature/fiction passages offer the opportunity for students to read and comprehend literature in the grades 6-8 text complexity band proficiently.

Common Core State Standards Correlations *(cont.)*

READING: INFORMATIONAL TEXT STANDARDS	Pages
Key Ideas and Details	
ELA.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	13-16, 19-22, 25-28, 29-30, 31-34, 65-68, 83-86
ELA.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	19-22, 25-28, 29-30, 31-34, 65-68, 75-76, 83-86, 91-94, 101-102, 109-112
ELA.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	19-22, 31-34, 43-44, 45-48, 65-68, 83-86, 91-94, 95-96, 101-102, 109-112
Craft and Structure	
ELA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	13-16, 19-22, 25-28, 29-30, 31-34, 43-44, 45-48, 65-68, 75-76, 83-86, 91-94, 95-96, 101-102, 109-112
ELA.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	13-16, 19-22, 25-28, 29-30, 31-34, 45-48, 65-68, 75-76, 83-86, 91-94, 95-96, 101-102, 109-112
ELA.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	25-28, 31-34, 45-48, 65-68, 83-86, 91-94, 101-102, 109-112
Integration of Knowledge and Ideas	
ELA.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	65-68, 83-86, 101-102, 109-112
Range of Reading and Level of Text Complexity	
ELA.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All nonfiction passages offer the opportunity for students to read and comprehend nonfiction in the grades 6-8 text complexity band proficiently.

Name _____

Words are the building blocks we use to communicate with others. It is important that we understand what they mean and that we know some ways to determine their meanings when used in context.

Activity: Read the passage below and complete pages 14–16.

The Case of the Cottingley Fairies

1. In July 1917, in the village of Cottingley, England, 10-year-old Frances Griffiths slipped and fell into a stream in her back garden, soaking her dress. When her mother scolded her for being careless, Frances said that she and her cousin, 16-year-old Elsie Wright, had become distracted while playing with fairies. Frances's mother sent her straight to her bedroom for giving such a ludicrous excuse. Frances was so upset that Elsie suggested they take a photograph of the fairies to prove her story. The girls soon persuaded Elsie's father, Arthur Wright, to lend them his camera, and they disappeared off into the garden to take a photograph.



2. Later, Arthur developed the photograph in his darkroom and saw a picture of Frances with a group of tiny winged creatures dancing around her. Elsie claimed these were fairies, but her father took little notice. A few months later, the girls borrowed the camera again and this time took a photograph of Elsie with a dancing gnome-like creature. The girls both gave their word that the photographs were real, but Arthur was angry and refused to let them use the camera again.
3. A few years later, Elsie's mother brought the photographs to the attention of a photographic expert, Edward Gardner. He announced that they were genuine. He was certain they had not been tampered with in any way to create the fairy images. In August 1920, he took his own camera to Cottingley and asked the girls to take more photographs. They soon produced three more images containing fairies. Gardner showed these to a number of people, including the author of the Sherlock Holmes mysteries, Arthur Conan Doyle. Doyle, a firm believer in supernatural beings, was convinced the photographs were real. He wrote two magazine articles about his belief in the fairies, and the photographs soon became famous. There were many skeptics but also a wealth of believers. The photographs became the topic of numerous heated debates.
4. For more than 60 years, Frances and Elsie were interviewed about the photographs, but they gave evasive answers to any direct questions. However, in the early 1980s, they finally confessed to their hoax. The fairies were paper cut-outs that Elsie had traced from a children's book. The girls had then used hatpins to hold each cut-out in position. However, Frances insisted up until her death in 1983 that she really had played with fairies in her back garden and that one of the photographs was valid.

Name _____

Follow the steps below to learn how to determine the meaning of words.

- Find and underline the word or phrase in the text.
- Read the sentence containing the word—this will be very helpful.
- Think about the other words in the sentence to find out what clues they give you.
- If you are still not sure, read the sentences before and after and even the whole paragraph if needed.
- Always check all possible answers before choosing one.

1. What does the word **scolded** mean in paragraph 1?

- (a) hugged
- (b) rewarded
- (c) cried with
- (d) yelled at

2. Choose the best answer. Think about each choice carefully.

- (a) The text talks about Frances being careless enough to fall into a stream and soak her clothes. It doesn't seem likely Frances's mother would want to hug her because of this. This answer doesn't seem likely.
- (b) Frances's mother would not reward Frances if she was careless. This is not a good answer.
- (c) It is possible Frances's mother might cry if Frances had fallen into a stream, but the text doesn't say Frances was hurt or upset. It only says she soaked her dress. This answer is probably incorrect.
- (d) Frances's mother would probably yell at her child if she had been careless enough to soak her dress. This seems like the best answer.

1. What does the word **evasive** mean in paragraph 4?

- (a) noisy
- (b) nice
- (c) indirect
- (d) honest

2. Choose the best answer. Think about each choice carefully.

- (a) It doesn't make sense that Frances and Elsie would raise their voices to answer a direct question about their photographs. This is not a good answer.
- (b) Frances and Elsie might answer direct questions nicely, but this word seems too vague. It is probably not the correct answer.
- (c) The text says that Frances and Elsie had faked the photographs. This would mean they would find it awkward to answer direct questions. It would therefore make sense for them to give indirect responses. This is a good answer, but check all answers.
- (d) Frances and Elsie would not want to answer direct questions about their photographs honestly, given that the text says they had faked them. This cannot be the best answer.

Understanding Words

Practice Page

Name _____

Use the strategies you learned to practice defining the meaning of words. Use the clues in the "Think!" boxes to help you.

1. What does the phrase **tampered with** in paragraph 3 mean?

- (a) wrinkled
- (b) changed on purpose
- (c) purchased
- (d) moved around

Think!

The last few words of the sentence will give you a clue.

2. What does the word **hoax** mean in paragraph 4?

- (a) trick
- (b) book
- (c) friends
- (d) something difficult

Think!

Read the last three sentences of the text carefully.

3. (a) What does **gave their word** in paragraph 2 mean?

(b) Give an example of a time when you have **given your word**.

Think!

The rest of the sentence following the phrase will help you.

4. What is the meaning of the word **insisted** in paragraph 4?

- (a) lied
- (b) whispered
- (c) repeated firmly
- (d) said loudly

Think!

The rest of the sentence will give you a clue.

Name _____

Use the strategies you have been practicing to help you determine the meaning of these words and phrases.

1. The word is **skeptics** (paragraph 3). What is the best meaning?

- | | |
|------------------------|---------------|
| (a) people who doubted | (b) accidents |
| (c) fairies | (d) authors |

2. The word is **ludicrous** (paragraph 1). What is the best meaning?

- | | |
|------------------------|----------------|
| (a) politely explained | (b) bad |
| (c) uncomfortable | (d) ridiculous |

3. Write three other phrases or words that mean the same as **a wealth of**. (paragraph 3)

4. (a) The word **valid** is found in the last sentence of paragraph 4. Write two other words from the text that have the same meaning.

(b) Write a sentence containing the word **valid** about something that has happened to you.

5. What does the word **distracted** in paragraph 1 mean?

- | | |
|-------------|-----------------|
| (a) worried | (b) sidetracked |
| (c) thirsty | (d) tired |

6. The words **heated debates** in paragraph 3 mean:

- | | |
|--------------------------|-------------------------|
| (a) hot speeches. | (b) boring discussions. |
| (c) intense discussions. | (d) long reports. |

Name _____

Activity: Read the story below and complete page 18.

The Animal Whisperer

1. "Could you do me a favor?" Sarah's father asked as he put down his CB radio. "Dan says some important visitors have just arrived, and they've requested a tour. Would you mind?"
2. Sarah looked up from her book. "Aw, Dad, can't Jason do it?"
3. "He's helping the keepers with the orangutans," said her father. "Please, Sarah? I'm run off my feet today."
4. Sarah could see the tension in his face and knew she should oblige. "All right then." She slid off the bed and started to pull on her boots.
5. "Thanks," he said. "Can you meet them at the otter enclosure? Just show them around for half an hour. I know you'll do a great job. There might be other whisperers around, but you're the best." He smiled and left the room.
6. Sarah stood and caught her reflection in the mirror. Could people tell there was something special about her just by looking? Her plain, solemn face stared back. She always wished she didn't look so serious. Sarah shook her head and then hurried out the front door. The fragrance of the morning rain still hung in the air as she went past the aviaries.
7. A little further up the path, she could see Dan waiting with a family of four—two parents and two young children. The family glanced at her then turned their attention back to the otters, which were frolicking about as usual. The family obviously thought she was too young to be their tour guide. Knowing Dan, he probably hadn't mentioned that Sarah was only 12.
8. Dan saw her and waved. She waved back and strode up to the family, flashing a smile. "Hi, I'm Sarah. I'm the zoo director's daughter."
9. She saw the parents exchange puzzled looks.
10. "You'll be in great hands with Sarah," said Dan. "She's an animal whisperer."
11. The parents looked even more bewildered.
12. "Like a horse whisperer," Sarah broke in. "But I can communicate with almost all animals. See ...?" She pointed to the otters. They had stopped playing and had scampered up to the barrier. Sarah climbed over it, bent down, and spoke soothingly to them in her melodious voice. They pushed their heads into Sarah's shoulder, nuzzling her.
13. Sarah heard the family gasp. She had grown accustomed to that happening. Animal whisperers weren't the sort of people you encountered every day.

