

Making Connections

Reading Comprehension Skills and Strategies


Book 3

Unit 4 Skill Focus: Drawing Conclusions/Predicting Outcomes

Unit 4 Theme: Fables

Text 1

Unit 4 Drawing Conclusions/Predicting Outcomes Combine information from a text with what is already known to build additional meaning.



Who Was Aesop?

Aesop's fables are known and loved around the world. Yet very little is known about the man who told these stories. Aesop is thought to have been a slave in ancient Greece. He was born more than 2,500 years ago, in about 620 BCE. Aesop was a wise man. His master admired him for his wisdom. At that time, a master could free a slave whom he admired. Aesop told stories because, in those days, very few people could read or write. When stories were good and well told, people would remember them and retell them. This is how they were passed along.

How do you know Aesop was free?

Text 2

The Lion and the Mouse

The lion was a little mouse was laughing through the hole in the cave. The lion straightened his back and made the lion laugh his face.

He wanted her quickly pleased to laugh again across the animal's tail. She roared with fury, opening his mouth wide. "You could help of the lion!" repeated the laughing mouse. "If you laugh up for making you I you will want the I will never forget it. One day, I might be able to help you."

The lion was very pleased by what the little mouse had said. "You are an excellent creature to sleep with the sting of the lion!" she then took laughing.

The lion heard her laughing and thought the lion that he gave him the lion's tail.



Text 3

The Tortoise and the Hare


Tortoise and Hare were friends who lived near a very big hill. Hare, with his long, strong legs, could run up the hill and then down again in very seconds. Tortoise, with his short, stubby legs, could not move very fast. It took him a very long time to get anywhere.

Hare always teased Tortoise about how slowly he walked. Tortoise was sick and tired of Hare's teasing, so one day he challenged Hare to a race.

"This is a joke! You've got to be kidding!" Hare said with a laugh. "I can run circles around you. You'll never beat me!"

"We'll see," said Tortoise.

Which animal should win the race?



Scaffolding Level:

MODELING

GUIDED

COACHING/INDEPENDENT

Text 4

The Ant and the Grasshopper

The summer days a grasshopper was hopping around, chirping and singing to his heart's content. An ant passed by carrying a long kernel of wheat to his nest.

"Why not come and play with me instead of working so hard?" asked the grasshopper.

"I'm collecting food now," said the ant. "I recommend that you do the same."

"Why bother?" asked the grasshopper. "We have plenty of food at the moment!"

"Get yourself," replied the ant. The ant continued his work and the grasshopper heaped merrily away.

When winter came, the grasshopper had no food and was very hungry. I think I'll pay a visit to that little ant, he thought. He probably has plenty of food.

When the ant saw the starving grasshopper, he felt sorry for him. "I will help you this time," he said. "But next summer, you had better chirp, sing, and work!"

How do you know the ant was preparing for winter?

Text 5

Unit 4 Drawing Conclusions/Predicting Outcomes

Name: _____ Date: _____

Read the text and answer the questions below.

The Sick Lion

There was a very old lion who lived in a cave. He was so old, he could no longer go out to hunt for his prey. The lion thought very hard about his problem. He knew he must eat, and he was getting very hungry. He came up with a plan.

Many animals passed by the lion's cave every day. "Oh, I am so sick and feeble," the lion would say, loud enough for the other animals to hear. "Won't someone come in and talk to me?"

One day a fox came along. The lion asked her to enter. "Please, clever fox, come entertain me with your stories," the lion said. "I am all alone in my cave and cannot leave."

The fox was too clever to fall for the lion's tricks. "I am not coming into your cave," she said. "I see many footprints going into your cave. However, I do not see any footprints coming out. I will stay right here."

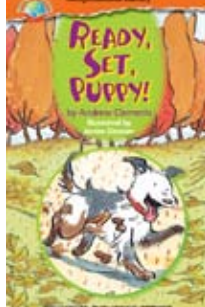
All in the circle next to each correct answer.

1. When the fox came by the cave, the lion thought he would

- (A) go out and visit some animals.
- (B) have a party.
- (C) get something to eat for lunch.
- (D) get a friend to share his cave.

Text 6

READY, SET, PUPPY!



Scaffolding Level:

INDEPENDENT

INDEPENDENT

INDEPENDENT

BEFORE READING

Skill Focus

Ask a volunteer to define drawing conclusions/predicting outcomes. *(combining information from a text with what you already know to build additional meaning)*

Background Knowledge

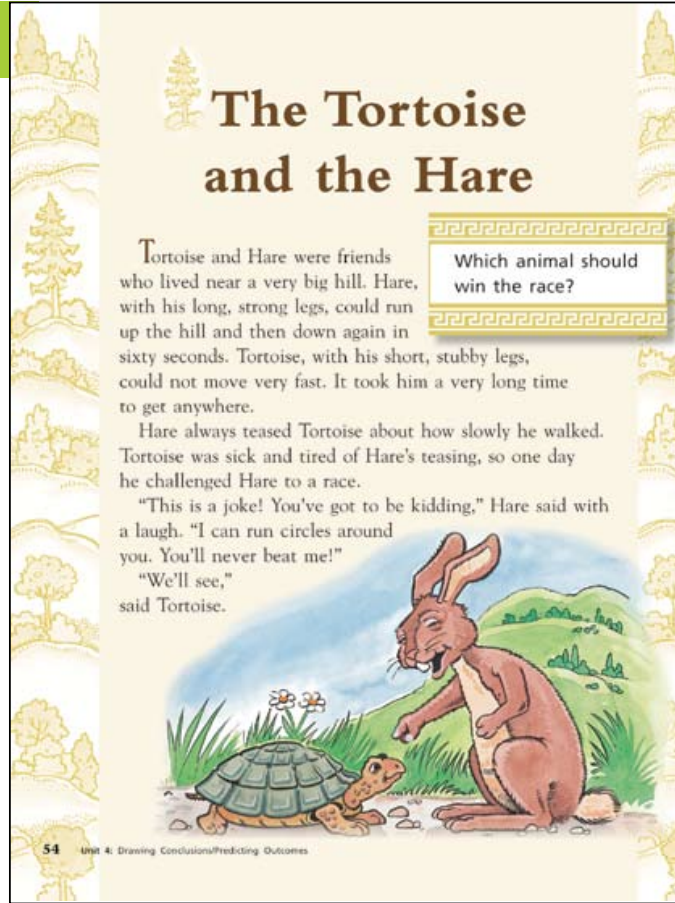
Invite students to discuss with a partner what they remember about “The Lion and the Mouse.” Tell them that they are going to read another of Aesop’s fables. Then have students predict whether the characters in this fable will be people or animals *(animals)* and whether or not this fable will try to teach a lesson.

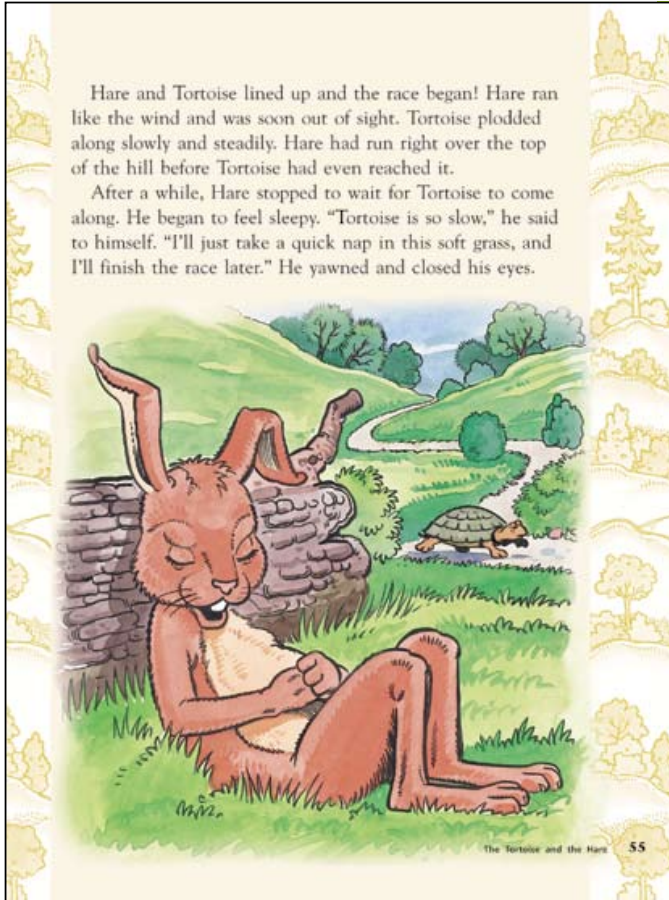
Text Structure and Purpose

Have students open their books to page 54. Encourage them to predict how this fable may be similar to “The Lion and the Mouse.” *(Beginning tells about a problem. There is action and dialogue between the animal characters in the middle. A character learns a lesson at the end.)*

Text Features

Have students read the title and focus question silently, then ask a volunteer to read them aloud. Direct them to look at the illustrations on pages 54–56 and invite them to discuss with a partner what they show. Ask: “What is happening in the picture on page 55? Why do you think Hare is sleeping while Tortoise is walking?” Then ask: “What do you think happened on page 56? How did Tortoise get ahead of Hare?”





Hare and Tortoise lined up and the race began! Hare ran like the wind and was soon out of sight. Tortoise plodded along slowly and steadily. Hare had run right over the top of the hill before Tortoise had even reached it.

After a while, Hare stopped to wait for Tortoise to come along. He began to feel sleepy. "Tortoise is so slow," he said to himself. "I'll just take a quick nap in this soft grass, and I'll finish the race later." He yawned and closed his eyes.

DURING READING

Comprehension Monitoring/ Question Generating

First Reading

Depending on students' needs, have them read the text independently, in small cooperative groups, or with you. Remind students to circle words and phrases they don't understand. Discuss the words that students have circled.

Vocabulary For example, students can use context and picture clues to figure out the meaning of *stubby*. Have them read the entire sentence, then look at the picture of the tortoise to see that *stubby* means "small and short."

Phrases and Sentences If students have circled the phrases "This is a joke!" "You've got to be kidding," or "I can run circles around you," ask students to picture in their minds what these phrases tell about

Hare's personality. (*Hare is overconfident and not very nice.*) Ask: "If someone said these sorts of things to you *with a laugh*, how would you feel?" (*annoyed, hurt, upset*)

Text 3: The Tortoise and the Hare

Rereading

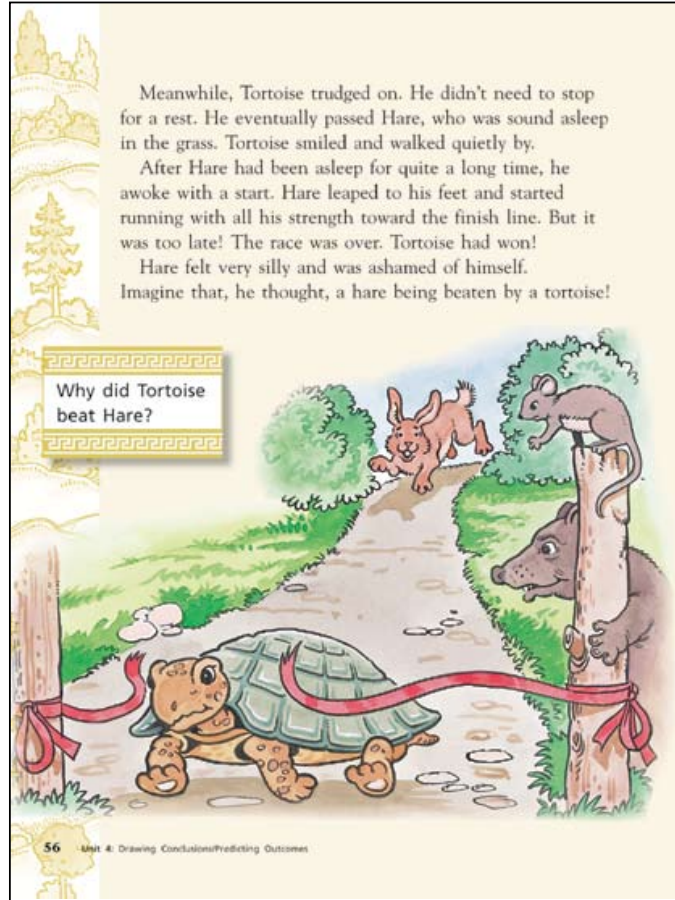
Have students reread the focus questions silently, then ask volunteers to read them aloud. Direct them to underline elements in the text that help them draw conclusions and predict outcomes to answer these questions. Ask volunteers to suggest answers. *(Page 54: Answers will vary. Have students support their position; Page 56: He kept moving while Hare took a nap. Hare thought he couldn't be beaten, but he was wrong.)*

Cooperative Learning

Give students the opportunity to work in small groups, or with you, to clarify any other words, phrases, and sentences. Then invite the groups to share their ideas with the class.

Next, students can reinforce their understanding of drawing conclusions and predicting outcomes with the following activity:

- Have each group focus on one page of the text to answer the question: *Who will win the race?*
- Working together, have them find the details from that page that support their answer.
- Then have reporters from each group come to the front of the room to share these details with the class.



Practice the Skill

Predict Outcomes

- How would Tortoise have described his day?
My slow and steady pace helped me to beat Hare in a race.
- What might Tortoise say to Hare after winning the race?
You don't have to be the fastest to win the race.

Lesson of the Story

If Hare said, "I've learned an important lesson today," what would that lesson be?
Answers will vary. (Possible answer: Slow and steady wins the race.)

Vocabulary

What does "ran like the wind" mean?
ran very fast



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AFTER READING

Reread for Fluency

Ask students to think about how Hare might talk (*quickly, with self-confidence*) and how Tortoise might talk. (*slowly, carefully*) Have students reread the text with a partner, with one reading Hare's dialogue like Hare and the other reading Tortoise's dialogue like Tortoise. They can read the non-dialogue text together. Have them monitor each other for accuracy and appropriate expression.

Graphic Organizers and Question Answering

Ask students to compare the first Predict Outcomes question with the Lesson of the Story question. **Ask:** "How do you think Tortoise felt at the end of the race? How do you think Hare felt?"

Summarizing

Have students work in small groups

to create an oral summary of the text and have a volunteer from each group share their summary with the class.



Find ELL support for summarizing below.

ELL Support

To help students summarize the story, work with them to create a simple story map. First record characters and setting. Then work through story events in order: The animals race; Hare gets ahead; Hare stops to rest and falls asleep; Tortoise passes Hare to win the race! Write each event in a separate box with arrows in between. Number each box in order.



ACTIVITIES FOR USE UPON COMPLETION OF UNIT 4, TEXTS 1–5

Text Connections

Explore the following questions and activities with the whole class or in small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

- 1 Why do you think Aesop wrote about animals instead of people in his fables?
- 2 What is the moral of each of the fables you read?
- 3 Which one of the fables do you think teaches the most important lesson? Why do you think so?
- 4 Each fable has two main characters. Which character in each fable do you like best? Why?
- 5 Research more of Aesop's fables in the school library or on the Internet. Print out or write down the ones you like. Share with the class your favorite stories and their morals.
- 6 Create an original fable. First decide what lesson you would like the fable to teach. Then decide on and use a graphic organizer to plan the characters, setting, problem, solution, and other story events. Illustrate the different events of the story, write underneath the illustration what is happening, and put the pages together in sequence to form a book for the class library. Be sure to include a cover and a title page.
- 7 Reread one of the fables from this unit until you know it well and can tell the story without looking at the text. Retell the story aloud to the class.



The Tortoise and the Hare

Tortoise and Hare were friends who lived near a very big hill. Hare, with his long, strong legs, could run up the hill and then down again in sixty seconds. Tortoise, with his short, stubby legs, could not move very fast. It took him a very long time to get anywhere.

Hare always teased Tortoise about how slowly he walked. Tortoise was sick and tired of Hare's teasing, so one day he challenged Hare to a race.

"This is a joke! You've got to be kidding," Hare said with a laugh. "I can run circles around you. You'll never beat me!"

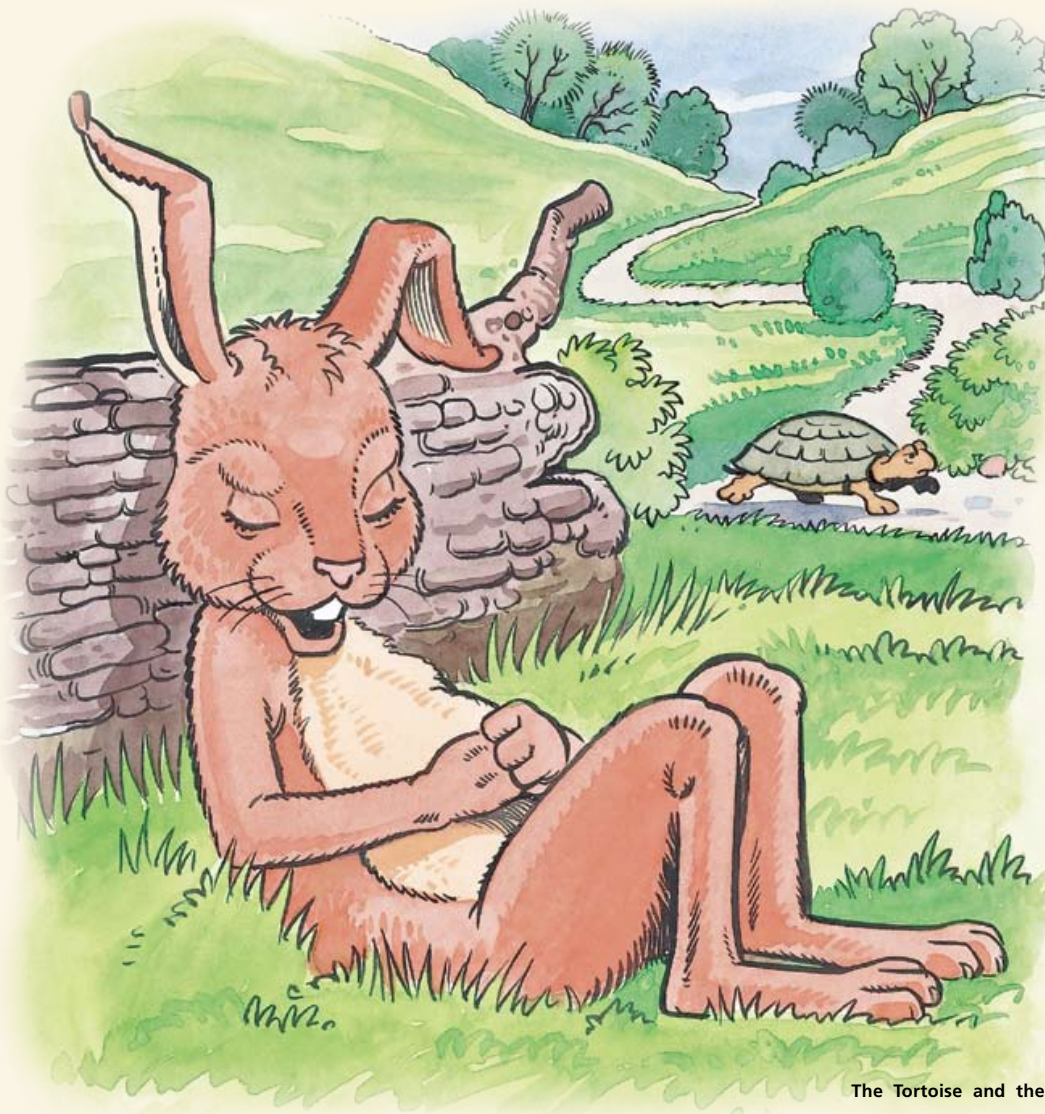
"We'll see,"
said Tortoise.

Which animal should
win the race?



Hare and Tortoise lined up and the race began! Hare ran like the wind and was soon out of sight. Tortoise plodded along slowly and steadily. Hare had run right over the top of the hill before Tortoise had even reached it.

After a while, Hare stopped to wait for Tortoise to come along. He began to feel sleepy. "Tortoise is so slow," he said to himself. "I'll just take a quick nap in this soft grass, and I'll finish the race later." He yawned and closed his eyes.



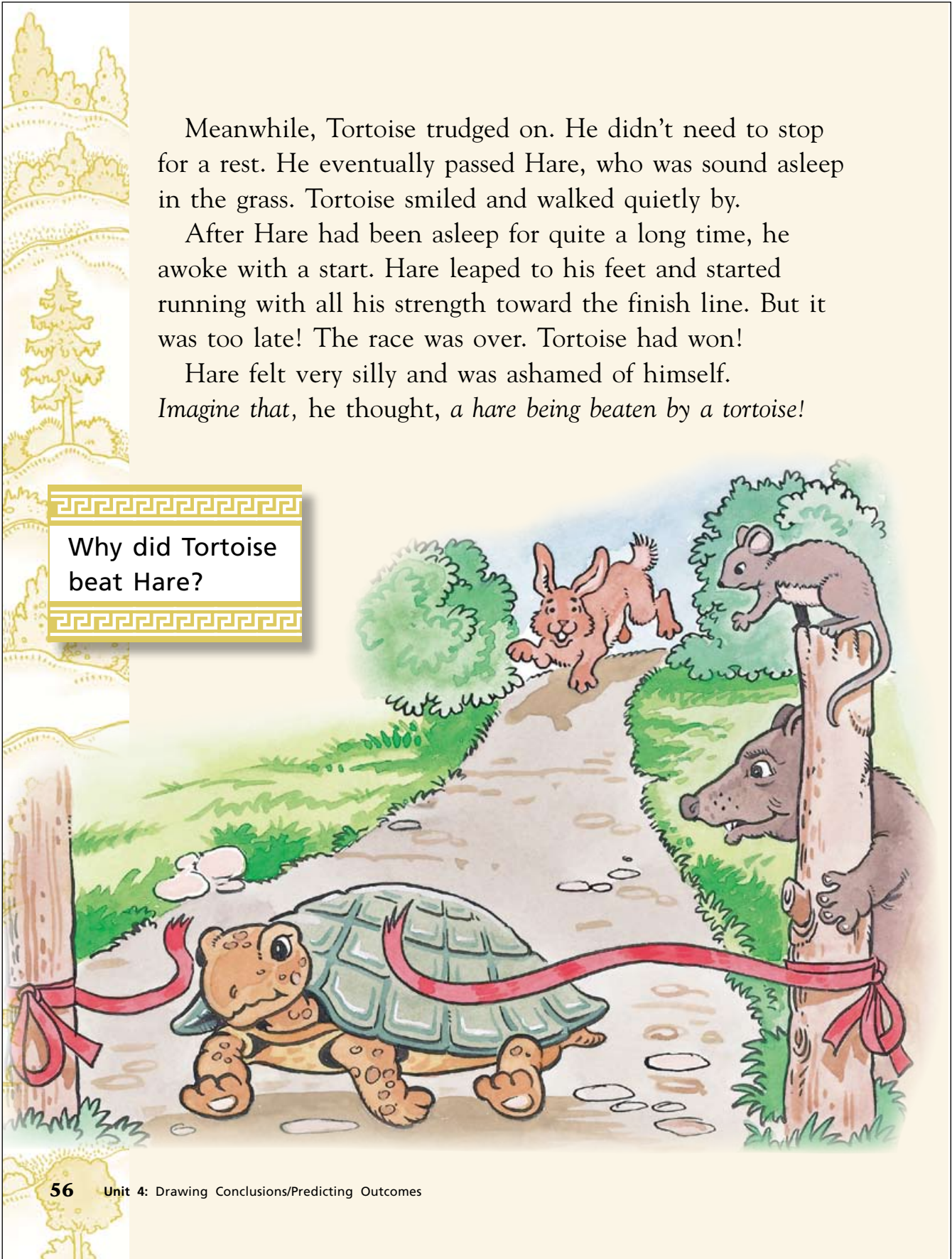
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Meanwhile, Tortoise trudged on. He didn't need to stop for a rest. He eventually passed Hare, who was sound asleep in the grass. Tortoise smiled and walked quietly by.

After Hare had been asleep for quite a long time, he awoke with a start. Hare leaped to his feet and started running with all his strength toward the finish line. But it was too late! The race was over. Tortoise had won!

Hare felt very silly and was ashamed of himself. *Imagine that, he thought, a hare being beaten by a tortoise!*

Why did Tortoise beat Hare?



Practice the Skill

Predict Outcomes

1. How would Tortoise have described his day?

2. What might Tortoise say to Hare after winning the race?

Lesson of the Story

If Hare said, "I've learned an important lesson today," what would that lesson be?

Vocabulary

What does "ran like the wind" mean?



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