

Implicit Main Ideas Student Page

Sometimes the main idea of a passage is not stated. This is called an implicit, or implied, main idea. When you read this kind of passage, you need to figure out the main idea so that you can understand the author's main point.

Directions:

1. Read the paragraphs below. In the space provided, write a sentence to express the main idea of each paragraph.

Before you arrive in middle school, you will probably have an open house or orientation. This will be your chance to tour the school and meet the teachers. On the first day, there will be plenty of staff members in the halls to direct you to your home-room. Teachers are always ready to help you open your lockers and answer your questions. Even the older students are not so bad. Many schools even have a buddy program that pairs older students with younger ones.

Be sure to start with an organized binder. Use folders or dividers to give each class its own section. Some teachers will want you to set up your notebook in a certain way, while others will let you decide. Don't wait to put papers in their proper places. At the end of each class, sort through your classwork and notes to get everything organized. When you have tests, quizzes, and homework, you will be able to find things more easily.

Main idea:

or
* Middle school is nothing to be afraid of.
* There are many ways that you will be helped during your adjustment to middle school.

Main idea:

Organization is important in order to succeed in school.

2. Share your main ideas with a partner. Think about the following questions:

- Do your main idea statements agree?
- What clues in each paragraph helped you to create a main idea statement?

FIGURE 5-2.

Gardening with Native Plants

What is a native plant?

Native plants are the plants that naturally grow in an area. They are accustomed to the rainfall, temperature, and pests of the region. The wildlife of an area depends on native plants for food and shelter.

But native plants are disappearing. When forests and meadows are bulldozed to build houses and shopping centers, plants are destroyed. The animals that depend on these plants either die or move elsewhere. The U. S. Forest Service reports that when a single plant species becomes extinct, up to 30 other kinds of plants and wildlife are in danger.

You can help by putting native plants in your garden or wildlife habitat. Native plants are great to grow. Once they are established, they don't need lots of water and chemicals to stay healthy. And putting in native plants may attract wildlife to the area as well. For example, monarch butterflies are attracted to milkweed. So when we put native plants into our garden, we're helping animals too.

Choosing native plants

What are the best native plants for your garden? Different plants have different needs. When you go to a nursery to buy plants, read the labels carefully to find out if the plant will thrive in your garden.

Sunlight

Some plants like to bask in the sun all day, while others prefer shade. Look at the information about a plant to find out what it likes.

Full sun—the plant is in direct sunlight for at least 6 hours each day

Partial shade—the plant receives at least 3–6 hours of sun

Full shade—the plant receives less than 3 hours of sun

Moisture

Some plants can't stand to have their roots wet. Find out if your plant likes it wet or dry.

FIGURE 3-1.

Wet—A plant that likes wet conditions needs a site where it is always wet, even weeks after a rain.

Moist—These plants like the areas that stay soggy for a few days after rain, but eventually dry out.

Dry—If a plant likes dry conditions, it needs a place where the rain quickly dries.

Plant Size

Pay careful attention to the eventual size of a plant. Even though most of the plants look the same size at the nursery, some will stay small, while others could grow taller than your house.

If you are making a wildlife habitat, try to make it as much like a natural forest as you can. Start at the bottom with some low-growing plants to provide shelter for bugs, reptiles, and amphibians. Include some shrubs and understory trees to provide food and cover for birds and squirrels. And don't forget to plant tall-growing canopy trees.

Directions:

In the space below, write a summary of the article. Remember to use the subheadings to help you figure out important ideas.

FIGURE 3-1. *Continued*

Native Plant Summaries

Which summary is best?

#1

Native plants are the plants that naturally grow in an area. Orchids, sawgrass, and leather ferns grow in Florida. But native plants are disappearing. Native plants are great to grow. When you choose native plants, think about the amount of sun the plant needs. Some plants can't stand to have their roots wet. Pay attention to the eventual size of the plant.

#2

Best summary

Although native plants are beautiful and important to wildlife, they are disappearing. People can easily grow native plants in their gardens because they are accustomed to the conditions of an area. When choosing a native plant, think about the plant's needs: Be sure that you have the right amount of sunlight, moisture, and space. appropriate space to accommodate plant size.

#3

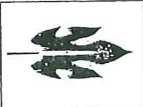
Native plants are used to the rain in an area. They depend on the wildlife of an area for food and shelter. Native plants are being bulldozed over. That shouldn't happen! People need to protect native plants so that they don't become extinct. Put native plants in a forest. Have low-growing plants to attract bugs, reptiles, and amphibians. Have shrubs and understory trees for birds and squirrels.

Directions:

Choose which summary of "Gardening with Native Plants" is the best. Then, explain your choice on the lines below.

FIGURE 4-1.

READING STRATEGIES FOR THE CONTENT AREAS, VOLUME 2
DURING-READING STRATEGIES

	<h2 style="font-family: cursive;">Reading Tool</h2>	<p>Strategies of Independent Strategic Readers Supported by This Reading Tool:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Have strategies to use when encountering new words. <input type="checkbox"/> 2. Connect new knowledge to make meaning. <input type="checkbox"/> 3. Think ahead to what might be coming. <input checked="" type="checkbox"/> 4. Continually evaluate own understanding. <input type="checkbox"/> 5. Create images of what is being read. <input checked="" type="checkbox"/> 6. Periodically summarize what is read. <input type="checkbox"/> 7. Use textual cues, visuals, and organization. <input type="checkbox"/> 8. Have a plan for how to approach the task.
<p>GIVE ME A HAND!</p>		

HOW TO USE:

- ☛ Instruct students to identify key points from the assignment as they read.
- ☛ Have students write each key point on one of the four “fingers” and “thumb” of the graphic on the tool page.
- ☛ After the reading is completed and the key points have been identified, have students write two or three sentences to summarize the reading. The summary is written in the “palm” of the graphic on the tool page.
- ☛ Allow time for students to share key points and summaries with one another.

TIPS / VARIATIONS:

- ☛ Encourage students to trace their own hand to use for recording key points and summaries.
- ☛ Encourage students to use small sticky notes to mark potential key points in the text as they read. They can then continue to evaluate the points to determine which five are the most important.
- ☛ Instruct students to organize key points on the fingers and hand in their order of importance, with the thumb as the most important point, signifying a thumbs-up.
- ☛ Make sure students include enough information about each key point to be able to recall what they read.
- ☛ Have students remember the key points by thinking about each key point as they look at their own hands.
- ☛ Prior to reading, provide students with tips for how to identify key points from the text.
- ☛ Have students share in small groups or with the whole class. If desired, instruct students to build consensus on a common set of five key points.
- ☛ Encourage students to add an arm to the hand and to use this space to write shared notes or notes from the teacher. Bracelets, watches, rings or other jewelry can also be added to provide additional information or notes.
- ☛ Try to bring the class to a consensus about the five key points after students have had a chance to share their own.

GIVE ME A HAND!

Directions: As you read, determine the five most important or key points to remember. Write one point on each finger of the hand. Then, in the palm, write two or three sentences that summarize the reading assignment.

Key Point #5

Evaluate the points you choose, and write them in the order of importance on each finger.

Key Point #4

Key Point #3

Key Point #2

Write one key point on each finger.

Key Point #1

Be ready to defend your choice of key points.

Summary:

Summarize the text in two or three sentences. Be sure to include your key points and show how they relate to one another.

Topic:

Bone Up on Bone Loss! Exercise to Build Healthy Bones!

Bone Health Is Important

Our bones give us the freedom to do the things we want to do. They help us to stand up straight, to run, to jump, and to play. That's why it is important for our bones to stay strong and healthy our whole lives long.

Unfortunately, many older people have bones that are weak and break easily. Osteoporosis is a condition in which bones are fragile, making them fracture or break much easier. Osteoporosis usually doesn't show up in our bones until we are adults, but can start when we are young.

Between the ages 10 to 18 is when you make the bone that must last a lifetime — this bone is known as peak bone mass. To reach the best possible peak bone mass means getting enough exercise and calcium. Bones are like a bank account — if you deposit lots of exercise and calcium now, when you are young, you will have strong bones for later in life.

How Exercise Helps Bones

One important way to help keep your bones healthy for your entire life is through exercise. Exercise is the way you tell bones that they need to be strong. Just like exercising your muscles can make them grow bigger, exercising your bones makes them work harder, which helps them to build up bone mass. And building bone mass as a child or teenager is especially important because this is when our bones are growing the most.

Good Exercises for Healthy Bones

"Weight-bearing" exercise is one of the most important things kids can do right now to build bone mass and reduce the risk for osteoporosis later. Weight-bearing exercises make your bones and muscles work. For exercises, like jogging or jumping rope, your feet and legs are carrying your body weight. Regular weight-bearing exercise can help people reach the best possible peak bone mass when they are young, and help keep that bone strength throughout life.

However, some activities like swimming do not involve weight-bearing benefits. But, they build strong muscles which also helps to build strong bones.

In fact, the 1996 Surgeon General's Report on Physical Activity and Health recommends that

Here are some good exercises for building strong and healthy bones:

- Walking
- Jogging
- Climbing stairs
- Hiking
- Aerobic dancing
- Racquet sports
- Dancing
- Cross country skiing

Jumping and running sports are also great exercises for bone health. Sports like basketball, volleyball, soccer, field hockey, and softball are other good ways to build strong bones too.

everyone over age two should participate in at least 30 minutes of moderate physical activity, on most preferably, each day of the week. To keep your bones growing strong, gradually begin to exercise with more intensity and for longer periods of time.

Other Important Things for Healthy Bones

Our bodies continually remove and replace small amounts of calcium from our bones. If your body removes more calcium than it replaces, your bones will become weaker and have a greater chance of breaking.

In addition to proper exercise, other things like calcium are important for building strong and healthy bones. When we get enough calcium from the foods we eat and drink, our bodies don't have to take the calcium from our bones. Kids should start now to store plenty of calcium in their bones for later in life.

Milk and other dairy foods, such as cheese and yogurt, are excellent sources of calcium. One 8-ounce glass of milk has about 300 milligrams (mg) of calcium. Children and teens need about 1300 mg of calcium a day. Kids also can get calcium from alternative sources such as foods rich in calcium or supplements. Check the nutrition label on foods you buy to choose foods high in calcium and low in fat and calories.

Make a Commitment to Last a Lifetime

Healthy bones are important for a healthy body. Getting enough physical activity is the way to make your bones grow strong. Whether it's as part of a gym class, an after school sport, or just playing with friends, being active is a key to strong bones. And getting enough calcium when you are younger helps your bones to stay strong and healthy. Don't forget, what you do for your bones now can have a big impact on what your bones do for you later in life.

Some Foods High in Calcium

- Yogurt, 1 cup - 400 mg
- Cheddar cheese, 1 1/2 ounces - 300 mg
- Milk, 1 cup - 300 mg
- Orange juice with added calcium, 1 cup - 300 mg
- Tofu made with calcium, 1/2 cup - 260 mg
- Broccoli, 1 cup - 118 mg
- Dry roasted almonds, 1/4 cup - 100 mg
- Corn tortillas, 3 tortillas - 80 mg

How Much Calcium Do Kids Need Each Day?

Age	Milligrams
1-3 years	500 mg
4-8 years	800 mg
9-18 years	1,300 mg

Vitamin D is also important for bone health because it helps your body to absorb more calcium. Milk and some other foods have vitamin D added. Also, sunlight is important for activating vitamin D.

A Room Full of Silly Clowns

by Amie Jane Leavitt

Mike looked in the hallway mirror and combed his hair. His hands were shaky. The comb almost fell out of his hand twice. His knees also started shaking when he thought about getting up in front of his class at school.

"Are you excited about your speech today?" Mike's older brother Phil asked, as Mike walked into the kitchen.

"I don't know," Mike answered. Just thinking about talking in front of the whole class made Mike feel strange. Inside his stomach, it felt like there were hundreds of butterflies flying around. "I thought I was excited. But now I'm not sure how I feel," Mike said.

As he poured a bowl of cereal, Mike imagined himself standing in front of his class holding his paper. What if he dropped it under a desk? What if he started coughing and couldn't stop? Mike put the bowl of cereal back on the counter and grabbed a glass of water instead. He really wasn't that hungry after all.

Phil looked at Mike's sad face. He knew exactly how Mike was feeling. Phil had been in Mike's shoes many times before. Phil had given lots of speeches in front of his class. Phil had even given a speech in front of the entire school when he was running for class president. Maybe Phil could tell Mike a few things he had learned while giving his speeches.

"You'll do a great job on your speech, Mike. You've practiced it for weeks. I know you're scared, but I can tell you some tricks to use if you get really nervous. Do you want to hear about them?" Phil asked.

"Sure!" Mike said. He sat next to Phil at the kitchen table. *This is great,* Mike thought.

Phil told Mike that he should imagine himself doing a good job. He couldn't let himself think about the bad things that could happen.

"Sometimes people think things are going to be worse than they really are. This makes them so scared that they can't do their best. Only think good thoughts!" said Phil.

Then, Phil said that when Mike stands in front of the class, he should imagine that everyone in the room is wearing a silly costume.

Phil knew this would work because he did it himself all the time. When Phil gave his speech for class president, he was really nervous. But then he imagined that everyone was wearing fluffy orange clown hair and big red noses. He felt much better and was able to finish his speech.

Later that day, Mike remembered Phil's tips as he stood in front of his class holding his paper. He tried to imagine doing a good job.

His voice cracked a little when he started saying the first words. He was afraid that all those bad things he thought of earlier would come true. But then, he looked up. The room was no longer filled with his classmates. Instead, several funny-faced clowns were sitting at the desks in front of him! Even Miss Ellison wore a polka-dotted costume and a big, colorful wig on her head.

Mike smiled and started reading his speech again. Every once in a while, he glanced up to see if the clowns were still there. They were. But, once he gave the last words of his speech, the clowns disappeared. His classmates were sitting in front of him, clapping their hands.

Mike smiled as he walked to the back of the classroom and took his seat. He was glad his speech was finally over.

Bats Can Be Farmer-Friendly!

by Linda McGraw

Problem

Bats have a reputation for being scary, but they actually do a lot of good — especially for farmers. They love to eat insects, the way you probably love cookies or ice cream. One insect that bats will devour is the corn earworm moth, which costs American corn and cotton growers about \$2 billion a year to control and in crop losses.

Agricultural Research Service (ARS) researchers in College Station, Texas, have been studying whether the great big appetite of one bat — called the Mexican free-tailed bat — includes corn earworm moths. A million of these bats can gobble up nearly 10 tons of insects in just one night. That means the 20 million bats living in Bracken Cave — the most famous of bat "hang-outs" — near San Antonio, Texas, can put a huge dent in moth populations. ARS meteorologist John K. Westbrook at College Station has studied moth migration — the way moths travel from one location to another — for 17 years. He knows that bats and moths typically fly in the air at about the same altitude.

In early June, billions of corn earworm moths emerge from the Lower Rio Grande Valley along the border of Texas and Mexico. Some moths feed on cotton after feasting on southern corn, while others travel northward to gobble their way through midwestern corn, cotton, and other field crops.

Problem

Cotton and corn farmers are controlling the moths mostly by spraying their crops with pesticides. But the ARS researchers are looking for cheaper and more environmentally friendly ways to control the damaging moths. Dr. Westbrook and bat specialist Gary F. McCracken of the University of Tennessee and Merlin Tuttle of Bat Conservation International think that bats could help farmers reduce the numbers of moths chomping on their corn crop and their profits.

Solution

In studies to confirm the bats' appetite for moths, Dr. McCracken and Dr. Westbrook attached radiomicrophones to helium-filled balloons called "tetroons." While the tetroons were drifting 2,500 feet above the ground, the microphones picked up the high-frequency sounds of bats searching for and feeding on moths. Now, if more farmers built bat houses instead of bird houses, there might be a big reduction in moths!

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Bats Can Be Farmer Friendly

Which BEST summarizes the passage? (WHY is this the best summary?)

A. Even though most people think bats are scary, they are actually helpful because they love to eat insects. Scientists wanted to know if bats will also eat the corn earworm moth, so they studied the problem. They found the bats do eat the moths, meaning farmers can use bathouses to ward off the moths.

B. Farmers want to find a way to ward off bats from their farms. So scientists studied the problem to see if the bats will eat corn earworm moths. They found the bats do eat the moths, meaning the farmers can use the moths to lure bats away from the farms.

C. Billions of corn earworm moths appear in early June. The moths feed on corn and on cotton. Some travel north to feed on other crops. Farmers are controlling the moths mostly by spraying their crops with pesticides.

D. A million bats can eat up to 10 million tons of insects in one night. But if there are not enough insects, the bats will eat corn and cotton. So scientists are studying the problem to see if bats will eat corn earworm moths. If they do, the scientists can guarantee the bats a steady diet of the insects so they do not eat corn.

Bone Up on Bone Loss! Exercise to Build Healthy Bones!

Bone Health Is Important

Our bones give us the freedom to do the things we want to do. They help us to stand up straight, to run, to jump, and to play. That's why it is important for our bones to stay strong and healthy our whole lives long.

Unfortunately, many older people have bones that are weak and break easily. Osteoporosis is a condition in which bones are fragile, making them fracture or break much easier. Osteoporosis usually doesn't show up in our bones until we are adults, but can start when we are young.

Between the ages 10 to 18 is when you make the bone that must last a lifetime — this bone is known as peak bone mass. To reach the best possible peak bone mass means getting enough exercise and calcium. Bones are like a bank account — if you deposit lots of exercise and calcium now, when you are young, you will have strong bones for later in life.

How Exercise Helps Bones

One important way to help keep your bones healthy for your entire life is through exercise. Exercise is the way you tell bones that they need to be strong. Just like exercising your muscles can make them grow bigger, exercising your bones makes them work harder, which helps them to build up bone mass. And building bone mass as a child or teenager is especially important because this is when our bones are growing the most.

Good Exercises for Healthy Bones

"Weight-bearing" exercise is one of the most important things kids can do right now to build bone mass and reduce the risk for osteoporosis later. Weight-bearing exercises make your bones and muscles work. For exercises, like jogging or jumping rope, your feet and legs are carrying your body weight. Regular weight-bearing exercise can help people reach the best possible peak bone mass when they are young, and help keep that bone strength throughout life.

However, some activities like swimming do not involve weight-bearing benefits. But, they build strong muscles which also helps to build strong bones.

In fact, the 1996 Surgeon General's Report on Physical Activity and Health recommends that

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everyone over age two should participate in at least 30 minutes of moderate physical activity, on most preferably, each day of the week. To keep your bones growing strong, gradually begin to exercise with more intensity and for longer periods of time.

Other Important Things for Healthy Bones

Our bodies continually remove and replace small amounts of calcium from our bones. If your body removes more calcium than it replaces, your bones will become weaker and have a greater chance of breaking.

In addition to proper exercise, other things like calcium are important for building strong and healthy bones. When we get enough calcium from the foods we eat and drink, our bodies don't have to take the calcium from our bones. Kids should start now to store plenty of calcium in their bones for later in life.

Milk and other dairy foods, such as cheese and yogurt, are excellent sources of calcium. One 8-ounce glass of milk has about 300 milligrams (mg) of calcium. Children and teens need about 1300 mg of calcium a day. Kids also can get calcium from alternative sources such as foods rich in calcium or supplements. Check the nutrition label on foods you buy to choose foods high in calcium and low in fat and calories.

Make a Commitment to Last a Lifetime

Healthy bones are important for a healthy body. Getting enough physical activity is the way to make your bones grow strong. Whether it's as part of a gym class, an after school sport, or just playing with friends, being active is a key to strong bones. And getting enough calcium when you are younger helps your bones to stay strong and healthy. Don't forget, what you do for your bones now can have a big impact on what your bones do for you later in life.

Some Foods High in Calcium

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Milk, 1 cup - 300 mg
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How Much Calcium Do Kids Need Each Day?

Age	Milligrams
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Vitamin D is also important for bone health because it helps your body to absorb more calcium. Milk and some other foods have vitamin D added. Also, sunlight is important for activating vitamin D.

Bone Up on Bone Loss! Exercise to Build Healthy Bones!

Which BEST summarizes the information under the subheading "Other Important Things for Healthy Bones"? (WHY is this the best summary?)

A. Older people often have weak bones that break. It is important to make your bones strong when you are young.

B. Foods high in calcium are needed for strong bones. You can get calcium from dairy foods and from supplements.

C. Exercising and getting calcium are important for strong bones. What you do as a kid has a big impact on the rest of your life.

D. Jogging or jumping rope are good exercises for making your bones stronger. Everyone should exercise for at least half an hour each day.

A Room Full of Silly Clowns

by Amie Jane Leavitt

Mike looked in the hallway mirror and combed his hair. His hands were shaky. The comb almost fell out of his hand twice. His knees also started shaking when he thought about getting up in front of his class at school.

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"You'll do a great job on your speech, Mike. You've practiced it for weeks. I know you're scared, but I can tell you some tricks to use if you get really nervous. Do you want to hear about them?" Phil asked.

"Sure!" Mike said. He sat next to Phil at the kitchen table. *This is great*, Mike thought.

Phil told Mike that he should imagine himself doing a good job. He couldn't let himself think about the bad things that could happen.

"Sometimes people think things are going to be worse than they really are. This makes them so scared that they can't do their best. Only think good thoughts!" said Phil.

Then, Phil said that when Mike stands in front of the class, he should imagine that everyone in the room is wearing a silly costume.

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Later that day, Mike remembered Phil's tips as he stood in front of his class holding his paper. He tried to imagine doing a good job.

His voice cracked a little when he started saying the first words. He was afraid that all those bad things he thought of earlier would come true. But then, he looked up. The room was no longer filled with his classmates. Instead, several funny-faced clowns were sitting at the desks in front of him! Even Miss Ellison wore a polka-dotted costume and a big, colorful wig on her head.

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Mike smiled as he walked to the back of the classroom and took his seat. He was glad his speech was finally over.

A Room Full of Silly Clowns

Which BEST retells the story? (WHY is this the best retelling?)

A. Mike is nervous about giving a speech in class. His brother Phil gives Mike some tips to help him. One tip is to practice the speech for weeks. Mike practices his speech for a few more weeks and when he gives it, his speech is a success.

B. Mike is nervous about giving a speech in class. His brother Phil gives Mike some tips to help him. One tip is to imagine everyone in the class dressed as clowns. Mike goes to school and does this, and his speech is a success.

C. Mike is nervous about going to school because it is the day everyone is supposed to dress up as clowns. His brother Phil helps him make a clown costume during breakfast. Mike goes to school and sees everyone dressed up and has fun.

D. Mike is nervous about giving a speech in class because he has not practiced the speech. His brother Phil helps him practice the speech during breakfast. Mike goes to school and gives his speech in class. It is a success.

KEY – Choose the BEST Retell/ Summary

Bats Can Be Farmer Friendly

A. Even though most people think bats are scary, they are actually helpful because they love to eat insects. Scientists wanted to know if bats will also eat the corn earworm moth, so they studied the problem. They found the bats do eat the moths, meaning farmers can use bathouses to ward off the moths.

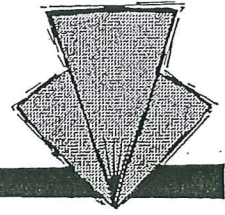
Bone Up On Bone Loss! Exercise to Build Healthy Bones

B. Foods high in calcium are needed for strong bones. You can get calcium from dairy foods and from supplements.

A Room Full of Silly Clowns

B. Mike is nervous about giving a speech in class. His brother Phil gives Mike some tips to help him. One tip is to imagine everyone in the class dressed as clowns. Mike goes to school and does this, and his speech is a success.

Making Inferences



Inferring the Author's Intent

Directions: Respond to the prompts and questions in order to draw a conclusion about the author's intent.

Title of text: _____

Main topic: _____

Important subtopics: _____

Text structure selected: _____

Text features included: _____

Words or phrases that reveal the author's beliefs or opinions about the topic:

Conclusion about the author's purpose (What does the author want the reader to gain from reading the information?):

Implicit Main Ideas Student Page

Sometimes the main idea of a passage is not stated. This is called an implicit, or implied, main idea. When you read this kind of passage, you need to figure out the main idea so that you can understand the author's main point.

Directions:

1. Read the paragraphs below. In the space provided, write a sentence to express the main idea of each paragraph.

Before you arrive in middle school, you will probably have an open house or orientation. This will be your chance to tour the school and meet the teachers. On the first day, there will be plenty of staff members in the halls to direct you to your home-room. Teachers are always ready to help you open your lockers and answer your questions. Even the older students are not so bad. Many schools even have a buddy program that pairs older students with younger ones.

Be sure to start with an organized binder. Use folders or dividers to give each class its own section. Some teachers will want you to set up your notebook in a certain way, while others will let you decide. Don't wait to put papers in their proper places. At the end of each class, sort through your classwork and notes to get everything organized. When you have tests, quizzes, and homework, you will be able to find things more easily.

Main idea:

Main idea:

2. Share your main ideas with a partner. Think about the following questions:

- Do your main idea statements agree?
- What clues in each paragraph helped you to create a main idea statement?

FIGURE 5-2.

Gardening with Native Plants

What is a native plant?

Native plants are the plants that naturally grow in an area. They are accustomed to the rainfall, temperature, and pests of the region. The wildlife of an area depends on native plants for food and shelter.

But native plants are disappearing. When forests and meadows are bulldozed to build houses and shopping centers, plants are destroyed. The animals that depend on these plants either die or move elsewhere. The U. S. Forest Service reports that when a single plant species becomes extinct, up to 30 other kinds of plants and wildlife are in danger.

You can help by putting native plants in your garden or wildlife habitat. Native plants are great to grow. Once they are established, they don't need lots of water and chemicals to stay healthy. And putting in native plants may attract wildlife to the area as well. For example, monarch butterflies are attracted to milkweed. So when we put native plants into our garden, we're helping animals too.

Choosing native plants

What are the best native plants for your garden? Different plants have different needs. When you go to a nursery to buy plants, read the labels carefully to find out if the plant will thrive in your garden.

Sunlight

Some plants like to bask in the sun all day, while others prefer shade. Look at the information about a plant to find out what it likes.

Full sun—the plant is in direct sunlight for at least 6 hours each day

Partial shade—the plant receives at least 3–6 hours of sun

Full shade—the plant receives less than 3 hours of sun

Moisture

Some plants can't stand to have their roots wet. Find out if your plant likes it wet or dry.

FIGURE 3-1.

Native Plant Summaries

Which summary is best?

#1

Native plants are the plants that naturally grow in an area. Orchids, sawgrass, and leather ferns grow in Florida. But native plants are disappearing. Native plants are great to grow. When you choose native plants, think about the amount of sun the plant needs. Some plants can't stand to have their roots wet. Pay attention to the eventual size of the plant.

#2

Although native plants are beautiful and important to wildlife, they are disappearing. People can easily grow native plants in their gardens because they are accustomed to the conditions of an area. When choosing a native plant, think about the plant's needs. Be sure that you have the right amount of sunlight, moisture, and space.

#3

Native plants are used to the rain in an area. They depend on the wildlife of an area for food and shelter. Native plants are being bulldozed over. That shouldn't happen! People need to protect native plants so that they don't become extinct. Put native plants in a forest. Have low-growing plants to attract bugs, reptiles, and amphibians. Have shrubs and understory trees for birds and squirrels.

Directions:

Choose which summary of "Gardening with Native Plants" is the best. Then, explain your choice on the lines below.

FIGURE 4-1.

Reading Between the Lines – Making Inferences
Check Stories (*Secondary, Elementary, & Blank Checks*)

Check Chart for “Ordeal by Cheque”

<i>Entry date:</i>	<i>Paid to:</i>	<i>Amount:</i>	<i>Signed by:</i>
8/30/03	A baby shop	\$148.00	Lawrence Exeter
9/2/03	A hospital	100.00	Lawrence Exeter
10/3/03	A physician	475.00	Lawrence Exeter Sr.
12/10/03	A toy company	83.20	Lawrence Exeter Sr.
10/6/09	A private school for boys	1250.00	Lawrence Exeter Sr.
8/6/15	A military academy	2150.00	Lawrence Exeter Sr.
9/3/21	A Cadillac dealer	3885.00	Lawrence Exeter Sr.
9/7/21	An auto repair shop	228.75	Lawrence Exeter Sr.

Pre-reading Questions for "Ordeal by Cheque"

- 1) What clues do the checks provide to help you understand the story?

- 2) What is the story about?

- 3) How would you describe the main characters?

- 4) What do you think will happen in the remainder of the story?

Reading Between the Lines – Making Inferences
Check Stories (Secondary, Elementary, & Blank Checks)

Ordeal by cheque

BY WUTHER CRUE

LOS ANGELES, CALIF. Aug. 30th 19 03 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Gossie Gander Baby Shoppe \$ 148.50
One hundred + forty eight ——— 50 DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Sept. 2nd 19 03 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hollywood Hospital \$ 100.00
One hundred ——— XX DOLLARS
Lawrence Exeter

LOS ANGELES, CALIF. Oct. 3rd 19 03 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Dr. David M. McCoy \$ 476.00
Four hundred + seventy six ——— XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Dec. 17th 19 03 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF California Toyland Co. \$ 83.20
Eighty Three ——— 20 DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Oct. 6th 19 07 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Palisades School for Boys \$ 1,250.00
Twelve hundred + fifty ——— XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Apr. 18th 19 10 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF City Bicycle Co. \$ 52.50
Fifty two ——— 50 DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Aug. 26th 19 15 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Columbia Military Acad. \$ 2,150.00
Twenty-one hundred + fifty ——— XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Sept. 3rd 19 21 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hollywood Cadillac Co. \$ 3,885.00
Thirty eight hundred + eighty five ——— XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Sept. 7th 19 21 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Wilshire Auto Repair Service \$ 288.76
Two hundred + eighty-eight ——— 76 DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Oct. 15th 19 21 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Stanford University \$ 337.00
Three hundred + thirty-nine ——— XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. June 1st 19 23 No. _____

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Miss Daisy Windsor \$ 25,000.00
Twenty-five thousand ——— XX DOLLARS
Lawrence Exeter Sr.

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Content Area Reading: Literacy and Learning across the Curriculum, Sixth Edition.

Richard T Vacca and Jo Anne L Vacca.

Addison-Wesley Educational Publishers, Incorporated.

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Reading Between the Lines – Making Inferences
 Check Stories (Secondary, Elementary, & Blank Checks)

LOS ANGELES, CALIF. June 7th 19 23 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF French Line, Ile de France \$585.00
Five hundred + eighty-five ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Nov. 18th 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Beverly Diamond + Gift Shops \$678.45
Six hundred + seventy-eight ^{45/100} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Aug. 23rd 19 23 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Banque de France \$5,000.00
Five thousand ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Nov. 16th 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Hawaii Steamship Co. \$560.00
Five hundred + sixty ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Feb. 13th 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF University Club Florists \$76.50
Seventy-six ^{50/100} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Nov. 21st 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Lawrence Epeter, Junior \$200.00
Two hundred thousand ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. June 22nd 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF University Club Florists \$312.75
Three hundred + twelve ^{75/100} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Nov. 22nd 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Ambassador Hotel \$2,250.00
Twenty-two hundred + fifty ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Aug. 11th 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Riverside Hightland Co. \$56,000.00
Fifty-six thousand ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Dec. 15th 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF University Club Florists \$183.50
One hundred + eighty-three ^{50/100} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Oct. 30th 19 26 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Renaissance Interiors \$22,000.00
Twenty-two thousand ^{xx} DOLLARS
 Lawrence Epeter Sr.

LOS ANGELES, CALIF. Feb. 18 19 27 No. _____
 HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD
 PAY TO THE ORDER OF Oceanview Home Sweet Shoppes \$27.00
Twenty seven DOLLARS
 Lawrence Epeter Jr.

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 Richard T Vacca and Jo Anne L Vacca.
 Addison-Wesley Educational Publishers, Incorporated.
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Reading Between the Lines – Making Inferences
Check Stories (Secondary, Elementary, & Blank Checks)

LOS ANGELES, CALIF. July 16, 1927 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Parisian Gown Shoppe \$225.00

Nine hundred twenty five DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Aug. 30, 1929 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Tony Spagoni \$126.00

One hundred twenty six DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Dec. 1, 1927 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Anita Lingerie Salon \$750.00

Seven hundred, fifty DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. May 25, 1930 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF University Club Florists \$87.00

Eighty seven DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. April 1, 1928 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Parisian Gown Shoppe \$1,150.00

Eleven hundred fifty DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. May 28, 1930 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Broadway Diamond Co. \$575.00

Five hundred, seventy five DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Nov. 1, 1928 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Moderne Sport Shoppe \$562.00

Five hundred, sixty two DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Nov. 13, 1930 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Miss Flossie Wentworth \$50,000.00

Fifty thousand DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. July 1, 1929 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF The Bootery \$45.25

One hundred, forty five DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Nov. 14, 1930 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Wall & Smith, attys. at law \$525.00

Five hundred twenty five DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Aug 23, 1929 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Tony Spagoni \$126.00

One hundred twenty six DOLLARS

Lawrence E. Peter, Jr.

LOS ANGELES, CALIF. Nov. 15, 1930 No. _____

HOLLYWOOD STATE BANK 90-984
 6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Mrs. Lawrence E. Peter, Jr. \$5,000.00

Five thousand DOLLARS

Lawrence E. Peter, Jr.

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 Richard T Vacca and Jo Anne L Vacca.
 Addison-Wesley Educational Publishers, Incorporated.
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Before reading the above, use the simple story below to model the process of making inferences.

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date <u>January 15, 2000</u>	
pay to the order of: <u>ABC Kennel</u>	\$ <u>100.00</u> —
<u>One Hundred and no/100</u> — — — — —	dollars
United Bank of Washington Branch 9876 360-555-9876	
for _____	<u>John Doe</u>
⑆123456789:0000:98765-43210	

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date <u>January 15, 2000</u>	
pay to the order of: <u>My-T-Fine Pet Shop</u>	\$ <u>27.93</u> —
<u>Twenty Seven and 93/100</u> — — — — —	dollars
United Bank of Washington Branch 9876 360-555-9876	
for _____	<u>John Doe</u>
⑆123456789:0000:98765-43210	

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date <u>January 18, 2000</u>	
pay to the order of: <u>Long's Veterinary Clinic</u>	\$ <u>32.00</u> —
<u>Thirty Two and no/100</u> — — — — —	dollars
United Bank of Washington Branch 9876 360-555-9876	
for _____	<u>John Doe</u>
⑆123456789:0000:98765-43210	



Reading Between the Lines – Making Inferences
Check Stories (*Secondary, Elementary, & Blank Checks*)

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date <u>April 20, 2000</u>	
pay to the order of: <u>Black's Furniture Repair</u>	\$ 127.87—
<u>One Hundred Twenty Seven and 87/100</u> -----	dollars
United Bank of Washington Branch 9876 360-555-9876	
for _____	<u>John Doe</u>
1:123456789:0000:98765-43210	

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date <u>May 1, 2000</u>	
pay to the order of: <u>Spotless Carpet Cleaners</u>	\$ 67.50—
<u>Sixty Seven and 50/100</u> -----	dollars
United Bank of Washington Branch 9876 360-555-9876	
for _____	<u>John Doe</u>
1:123456789:0000:98765-43210	

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date <u>May 8, 2000</u>	
pay to the order of: <u>Joe's Dog Training School</u>	\$ 45.00—
<u>Forty Five and no/100</u> -----	dollars
United Bank of Washington Branch 9876 360-555-9876	
for _____	<u>John Doe</u>
1:123456789:0000:98765-43210	



Reading Between the Lines – Making Inferences
Check Stories (*Secondary, Elementary, & Blank Checks*)

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date _____	
pay to the order of: _____ \$ <input style="width: 100px;" type="text"/>	
_____ dollars	
United Bank of Washington Branch 9876 360-555-9876	
for _____	
⑆123456789:0000:98765-43210	

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date _____	
pay to the order of: _____ \$ <input style="width: 100px;" type="text"/>	
_____ dollars	
United Bank of Washington Branch 9876 360-555-9876	
for _____	
⑆123456789:0000:98765-43210	

MR & MRS JOHN DOE 12345 Roundtree Street Kelso, WA 99666 PH. 360-555-1234	0000 12-3456/7890 WA 9876
date _____	
pay to the order of: _____ \$ <input style="width: 100px;" type="text"/>	
_____ dollars	
United Bank of Washington Branch 9876 360-555-9876	
for _____	
⑆123456789:0000:98765-43210	



Reading Between the Lines – Making Inferences
Check Stories (*Secondary, Elementary, & Blank Checks*)



Reading Between the Lines – Making Inferences
Check Stories (*Secondary, Elementary, & Blank Checks*)

“Ordeal by Cheque”

In this activity, students read "Ordeal by Cheque" by Wuther Crue. This activity uses checks to tell a story. Students must depend on the clues on the checks to make inferences and determine what is happening in the story. Students will have to search for clues and defend their interpretations. They will learn to revise and deepen interpretations based on additional information in the series of checks and based on their collaborative learning. This activity helps clarify how to make inferences because the students are very conscious of the need to interpret based on clues to make sense of the story. First, ease the students into the story by asking the pre-reading questions with the check chart below. Then, have students “read between the lines” to create an interpretation of the story based on the clues and evidence in the text. This activity can be modified by using postcards or shopping lists to provide the story information for interpretation.

Desired Outcomes:

- Students see the developmental process of creating well-defended interpretations
- Students demonstrate problem-solving abilities
- Students learn to search for and identify clues and evidence from texts
- Students revise and deepen interpretations based on collaborative learning

Materials/Preparation:

- 1) Copies of a series of checks (postcards, shopping list, telephone bill, etc.)
- 2) Copies of the Problems-Clues-Interpretation Chart
- 3) Small groups of Students

What to Do:

- 1) Teach or review the steps for making interpretations.
- 2) Model your interpretive thinking using a mini-set of checks.
- 3) Pass out copies of the checks to small groups of students.
- 4) Have students interpret the checks to determine what is happening in the check story.
- 5) Have students fill out the Problems-Clues-Interpretation Chart filling in the problems they identify in the text, the clues they find that help explain the problems and their interpretations. Sometimes a clue is identified before a problem. The big problem in this activity is to figure out the story with very little text. Students may orally explain their interpretive thinking if their writing skills are not well developed or the chart can be used as a group activity.
- 6) Have students explain the story and their chart defending their interpretive thinking as they explain.

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