

Teacher Guide

Reading Comprehension

It's easier than you think!

Book Three

Guth
LEARNING SERIES

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Book Three

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Similar to *Books One* and *Two*, many of the pages in **Reading Comprehension: Book Three** can be taught as guided lessons. However, there are two significant additions in *Book Three*. **First**, because some middle school students still struggle with sounding out unfamiliar words, decoding skills are reviewed on pages 15-28. All of the information a teacher needs to teach students how to sound out words is included in the student books. Just read through these pages with students. The **second** addition (pages 33-56) teaches the nine parts of speech. This section reviews concepts taught in *Books One* and *Two*, but also includes traditional terminology. For example, when a student recognizes that the reason an author added a group of words was to describe the subject, the student will also identify those words as adjectives.

Day 1 The lessons on pages 1-4 review concepts students practiced in *Reading Comprehension: Books One* and *Two*. The lesson you teach is written on the student page. **To teach, all you need to do is read and discuss the information in the gray boxes on each page.**

Page	Concept	Homework
1	Than, then	
2	To, too, two	
3	Its, it's / their, they're, there / your, you're	
4	Who, whom	

Day 2 On page 7, demonstrate **how** to answer multiple choice questions: 1. How are the choices **different**? (then, than, you're, your) 2. Since this question is testing two concepts, solve each concept separately. Follow the test-taking tips that are included above each gray box. Remember to end each class period correcting any work that was done independently. Make sure students correct all of their mistakes.

Page	Concept	Homework
5	Who, whom	
6	Whose, who's	
7	Review of similar words; choosing the correct word in a testing format	
8	Review of words that look or sound similar	

Day 3 An easy way for students to find out if they know the difference between the words listed on pages 9-11 is to give the students a spelling quiz **before** they open their books. Have students take out a blank sheet of paper. Read the sentences under the **Examples** column. After reading each sentence, ask students to spell the word written in bold.

Page	Concept	Homework
9	Accept, except / capital, capitol / of, have / many, much / quiet, quite	
10	Aisle, isle / choose, chose / heard, herd / pole, poll / subsequently, consequently	
11	All together, altogether / cite, site, sight / imply, infer / principal, principle / stationary, stationery	

Day 35 Complete pages 119-121 with students. While the concepts discussed on these pages may *seem* like simple common-sense ideas that everyone knows, teach these pages as if you were giving initial instructions. Students may not be willing to admit it, but some middle school students still struggle with knowing when answers will be directly stated and when answers require them to analyze the given information.

Page	Concept	Homework
119	Directly stated answers	
120	References	
121	Allusions	

Day 36 Similar to the way students assume they can't solve math word problems, when some students read a question that asks *what can you infer*, they automatically believe they will get the answer wrong, and they make a guess without even trying. The lessons on pages 122-124 were designed to help students change their attitude about inference questions. Work through these pages with students, helping them understand how capable they really are. They make inferences all the time. Your job is to show them *how* to transfer this life skill to correctly answering test questions.

Page	Concept	Homework
122	Inferences	
123	Inferences	
124	Finding evidence	

Day 37 Complete page 125 with students. On page 126, discuss the example in the top box, then ask students to make 3 inferences about the boy jumping in a sack. Have students read their responses, pointing out when their responses are just an observation, not a reference. Then ask students to write three inferences about the cable car. Discuss their responses. Follow this procedure for the remaining pictures. Teach page 127 as a guided lesson: Read through question 1 together and then model how to rewrite sentence 2. Have students rewrite statements 3-8 independently, correcting statement 3 before moving on to statement 4, etc.

Page	Concept	Homework
125	Inferences	
126	Inferences	
127	Open-ended questions	

Day 38 Have students complete pages 128-129 independently.

Page	Concept	Homework
128	Passage comprehension, answering test questions	
129	Passage comprehension, answering test questions	

Do you remember how to use each of these words correctly?

than	to	its	their	your	who	whose
then	too	it's	they're	you're	whom	who's
	two		there			

- ☛ In each box, choose the answer that makes the statement appropriate for standard written English. Work through this page with your teacher to **master the strategy of crossing off wrong answer choices.**

For question 1, first choose between *you're* and *your*. Cross off two wrong choices. Then choose between *then* and *than*.

Be sure to do this first. Then decide between the two remaining choices.

~~You're~~ dad is older then both of my parents.

1

1. ~~A.~~ NO CHANGE
~~B.~~ ~~You're~~ dad is older than
~~C.~~ Your dad is older ~~then~~
 D. Your dad is older than

For question 2, first choose between *whose* and *who's*. Cross off two wrong choices. Then choose between *their* and *they're*.

Mom asked, "~~Whose~~ going to their party?"

2

2. ~~F.~~ NO CHANGE
 G. Who's going to their
~~H.~~ ~~Whose~~ going to they're
 J. Who's going to ~~they're~~

For question 3, first choose between *who* and *whom*. Cross off two wrong choices. Then choose between *to* and *too*.

Who wants to watch a movie?

3

3. A. NO CHANGE
~~B.~~ ~~Whom~~ wants to
~~C.~~ Who wants ~~too~~
~~D.~~ ~~Whom~~ wants too

For question 4, first choose between *its* and *it's*. Cross off two wrong choices. Then choose between *to* and *too*.

~~Its~~ too late to start watching a movie now.

4

4. ~~F.~~ NO CHANGE
~~G.~~ Its to
 H. It's too
 J. It's ~~to~~

For question 5, first choose between *than* and *then*. Cross off two wrong choices. Then choose between *there* and *they're*.

My friends are going to the library.
~~Than~~ there going out to eat.

5

5. ~~A.~~ NO CHANGE
~~B.~~ ~~Than~~ they're
~~C.~~ Then ~~there~~
 D. Then they're

Prepositional phrases can modify the verb by telling *when*, *where*, or *how* the action happened. Remember: Every prepositional phrase **starts with a preposition** and **ends with a noun or pronoun**.

James worked.

Where did James work?

How did James work?

How did James work?

When did James work?

Where did James work?

Basic sentence + prepositional phrase	<i>when</i>	<i>where</i>	<i>how</i>
James worked <i>in the garage</i> .		X	
James worked <i>in a hurry</i> .			X
James worked <i>by himself</i> .			X
James worked <i>over his lunch hour</i> .	X		
James worked <i>over there</i> .		X	

Prepositional phrases can modify the subject by telling *what kind* or *which one*. Remember: Every prepositional phrase starts with a preposition and ends with a noun or pronoun.

The **package ripped.**

Which package ripped?

What kind of package ripped?

Which package ripped?

Which package ripped?

Basic sentence + prepositional phrase	<i>what kind</i>	<i>which one</i>
The package <i>on the front porch</i> ripped.		X
The package <i>of cookies</i> ripped.	X	
The package <i>with pink ribbons</i> ripped.		X
The package <i>for Maggie</i> ripped.		X



Look for prepositions

Every prepositional phrase **starts** with a preposition and **ends** with a noun or pronoun.

- ★ Circle each prepositional phrase. ★ Draw an arrow to the noun or verb the phrase modifies.
- ★ Label the arrow *when*, *where*, *how*, *what kind*, or *which one*.
- ★ Mark the subject and verb. They will be **outside** the circled phrases. Follow examples 1-2.

1. The teachers *in the math department* met *in the library* *before school*.

2. A box *of chocolate bunnies* was delivered *by a volunteer* *in a bunny costume*.

3. The players *on field two* traveled *from Stillwater and Shakopee* *in cars* *with their parents*.

4. Meat *in the refrigerator* *with expired use-by dates* will be tossed *into the garbage can*.

5. Supporters *of the project* marched *in the parade* *with colorful banners and loud kazoos*.

4 problems in 3 minutes

- ⊛ The questions on this page ask you to find the choice that is NOT correct.
 - **The portion that is underlined in the passage is correct.**
 - Three of the answer choices are also correct.
 - You need to find the choice that is NOT written correctly.



The Gateway Arch in St. Louis, Missouri is the tallest monument in the United States.
 Visitors can ride a tram to the top. 1

Which of the following alternatives to the underlined portion would NOT be acceptable?

1. A. United States. Tourists
- B. United States; visitors
- C. United States, visitors
- D. United States, and visitors

The International Peace Garden sits on the border between North Dakota and Canada;
 it takes more than two hours to tour its 2,339 acres by car. 2

Which of the following alternatives to the underlined portion would NOT be acceptable?

2. F. Canada; It takes more than
- G. Canada. It takes more than
- H. Canada. It can take over
- J. Canada; it takes at least

The Grand Coulee Dam on the Columbia River west of Spokane, Washington is the largest concrete dam in the United States, generating
 enough power to supply 4.2 million households with electricity for one year. 3

Which of the following alternatives to the underlined portion would NOT be acceptable?

3. A. United States. It generates
- B. United States; it generates
- C. United States, and it generates
- D. United States. Generating

The Lake Pontchartrain Causeway in New Orleans is the longest bridge in the United States, running over water for almost 24 miles. 4

Which of the following alternatives to the underlined portion would NOT be acceptable?

4. F. States. It runs
- G. States. Running
- H. States; it runs
- J. States. This bridge runs

Read this paragraph from *Robinson Crusoe*. **Why** did the author write these words?



As soon as I came to the seashore I was surprised to see that I had taken up my lot on the worst side of the island, for here indeed the shore was covered with innumerable turtles, whereas, on the other side I had found but three in a year and a half. Here was also
 5 an infinite number of fowls of many kinds, some which I had seen, and some which I had not seen before, and many of them very good meat, but such as I knew not the names of except those called penguins.

1. **Why** did the author write the above paragraph? **What is the author's purpose?**

- ~~A.~~ to compare the seashores of two different islands
- B.** to give reasons why the narrator felt he had chosen the worst side of the island
- ~~C.~~ to provide examples of the types of meat the narrator eats
- ~~D.~~ to provide evidence that the narrator could not identify some types of fowl

Think critically as you read through each answer choice:

- Is the passage comparing *two different islands* or *two different sides* of one island?
- The first sentence clearly states that the narrator feels he had chosen the worst side of the island. Does the rest of the paragraph give reasons to support that statement? **yes**
- If choice C is correct, you should be able to list the types of meat he eats. Can you? **no**
- Line 7 supports the claim made in choice D that the narrator did not know the names of all the fowls. Is that the purpose of the entire paragraph? **no**

2. **What is the main idea** of the above paragraph?

- F. The meat of some of the fowls is very good.
- G. This side of the seashore was full of surprises.
- H.** **This side of the island** had more turtles and birds **than the other side.**
- J. Even though there was an infinite number of fowls, the narrator only knew penguins.

The **main idea** of a paragraph expresses the author's purpose.

THINK: What point or concept does the author want the reader to know from this paragraph?

- Each answer choice makes a true statement.
- Which choice expresses the author's purpose?
- Which choice matches your answer for question 1?

Choice H compares the two sides of the island. How does choice H express choice B?