

Theme 6

Lesson 26: Draw and Evaluate Conclusions

Monitor Comprehension: Read Ahead

Using a K-W-L chart can help you keep track of what you want to find out as you read ahead.

- Write what you already know about the subject or question in the **What I Know** column of the chart. You can start writing in this column before you start reading and then add to it as you read.
- Write your questions in the **What I Want To Know** section of the chart. These are questions that you hope to answer as you read ahead.
- Write the answers to your questions in the **What I Learned** section of the chart.

K What I Know	W What I Want to Know	L What I Learned

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Lesson 27: Draw and Evaluate Conclusions

Monitor Comprehension: Read Ahead

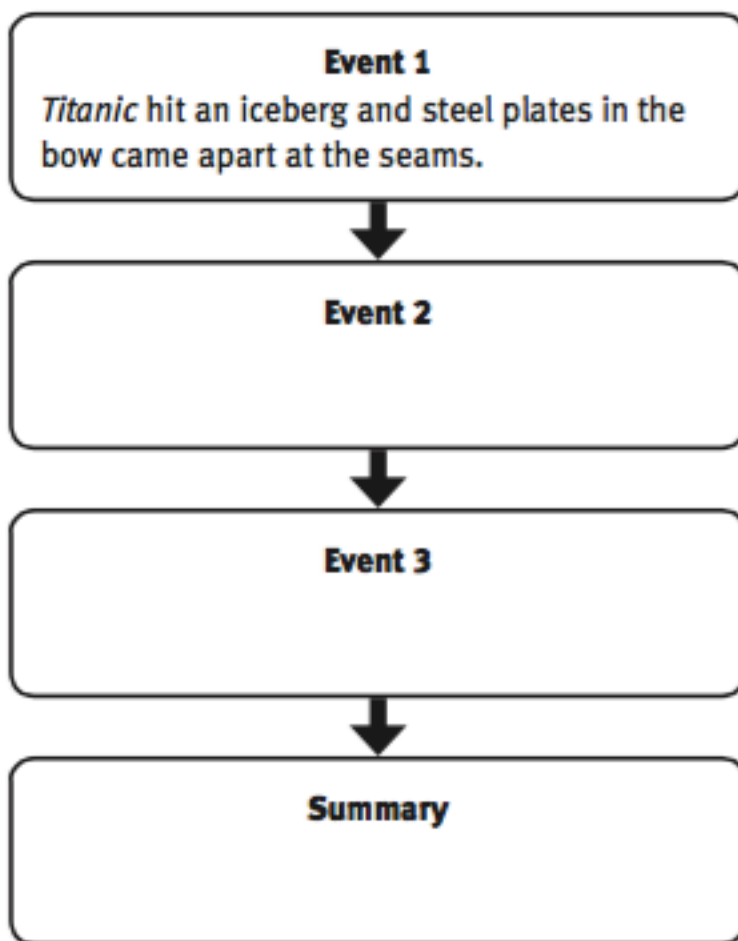
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Summarize

It took less than three hours to sink the unsinkable *Titanic*. The impact of the collision with the iceberg broke rivets, and some steel plates on the ship's bow came apart at the seams. Water flooded in through six openings at a rate of 7 tons per second. While the bow sank gradually, the stern lifted from the water. The strain on the midsection was too great, and the ship broke in two. The bow plunged downward; the stern righted itself briefly, then turned almost vertical and sank. Debris fell from the ship on its two-plus-mile journey to the ocean floor. The bow and stern landed nearly 2,000 feet apart, and the debris was strewn over a half-mile area of ocean floor.



Connotation/Denotation

The **denotation** of a word is its dictionary definition.

fragrance: something which has a distinctive smell

stench: a strong lingering smell

The **connotations** of a word are the feelings and values usually associated with that word. Connotations affect the way readers feel about a subject.

A strong **fragrance** rose from the corner of the garden.

A strong **stench** rose from the corner of the garden.

- *Stench* and *fragrance* are synonyms.
- Both words denote a scent or smell.
- However, *stench* is associated with a foul, unpleasant smell.
- *Fragrance* is associated with a sweet, agreeable smell.

Words with a **similar denotation** often have **different connotations**. For example:

words that mean "a smell"	<i>fragrance, perfume, odor, aroma, stink</i>
words that mean "group"	<i>mob, gang, gathering, mass, horde</i>
words that mean "determined"	<i>stubborn, persistent, inflexible, mulish, tenacious</i>
words that mean "extravagant"	<i>wild, fantastic, unbalanced, silly, bizarre, crazy</i>
words that mean "hide"	<i>bury, ditch, conceal, cover</i>
words that mean "child"	<i>juvenile, kid, youngster, minor, teenybopper, brat</i>

Lesson 28: Characterization

Answer Questions

One TV network was showing an hour of Tommy's favorite comedy, and he wanted to watch it. Liza, however, was determined to see an hour-long action program she liked a lot. This was a problem because the shows were on at exactly the same time. The family owned only one television set.

Tommy chuckled to himself. He knew his younger sister's bedtime was only an hour away. He said to Liza, "I'll make a deal with you. If you let me watch *Buddies*, you can watch whatever you want afterward."

Liza thought for a minute and then said, "I've got a better idea. Let's watch my program now, and then *you* can watch anything you want to for the rest of the night."

1. What kind of show did Liza want to watch?
2. Why did Tommy and Liza need to make a deal?
3. Why do you think Tommy chuckled to himself?
4. What does Liza's response to her brother tell you about her?

Answer Questions

	Where to Find the Answer	How to Find the Answer
RIGHT THERE	Text	Look for the answer in one place.
THINK AND SEARCH	Text	Look for the answer in more than one place. Put the information together.
AUTHOR AND YOU	The Text + Your Head	Think about your own prior knowledge. Look for clues in the text. Combine your knowledge and the clues.
ON YOUR OWN	Your Head	Think about your own prior knowledge.

Lesson 29: Characterization

Answer Questions

Clara was outside checking her mailbox. The letter she was looking for was not there. Clara bit her lips to keep from crying. The letter she wanted was from her dad. He was a soldier, stationed far away. Clara had not heard from him in a while.

As Clara turned to go back into her house, she saw something glinting red right at the place where the sidewalk met the grass. She crouched down for a closer look. Clara expected to see a bit of foil ribbon or a bottle cap. What she did not expect to see was a control button, but that's what the shiny red thing appeared to be. It was definitely something meant to be pushed. (Although oddly, the button was not connected to anything.) Clara also did not expect the control button to have on it the words *Hello, Clara. Push me.*

Now Clara had read enough stories to know that pushing that button could go either way. In some stories, the main character took a chance and went down a rabbit hole, opened a game, or began to read some strange book and then—POOF!—the entire world changed, and the character was off on some crazy adventure. The adventure was not always good, though it was always interesting. So, Clara was very unsure about pushing the button. She looked at that button for a long time. Then she looked around. No one was there. This was a decision she would have to make on her own.

1. How do you think Clara feels when there is no letter from her father?
2. What does the control button say?
3. What might Clara be thinking about?
4. Why is Clara unsure about pushing the button?

Lesson 30: Review Week