

Lesson Objective

- Students will sequence events.

Background Information

This section demonstrates how to determine the order in which events occur, sometimes using time markers and other strategies to identify the relationship between events.

Knowing the sequence of events is an important and often critical factor in a reader's understanding of a text.

First, students need to determine from the question which events they are required to sequence. Then, they should locate them in the text and look for any time-marker words that could be helpful. Examples could include: *before, then, when, while, after, finally, at last, or following*.

Students may also find creating timelines of sections of the text or specific events a useful strategy.

Activity Answers

Fun with the Dunns Pages 39–42

• Practice Page: Page 41

1. (c)
2. (d)
3. 4, 3, 2, 5, 1
4. Eleanor began to cry on cue and then smiled at Jake who clenched his fists, got up, and headed for the back door.

• On Your Own: Page 42

1. (b)
2. He glared at Imogen and Eleanor, he raised his eyebrows, he slumped into the chair, and he wrinkled his brow.
3. (a)
4. Answers will vary.
5. First: "No, I have to practice my violin."
Last: "Where are you going?"

Writing a Spy Novel..... Pages 43–44

• Try It Out: Page 44

1. (c)
2. She reads the manuscript through, jotting notes on a separate sheet of paper. Then, she takes several months to edit the manuscript and finally sends it to her publisher.
3. (d)
4. 3, 2, 5, 1, 4

Assessment Answers

Sequencing.....Page 58

1. (c)
2. The paintings were sold for millions of dollars; The twins disappeared; The twins' parents received letters from Isabel.
3. (d)
4. 4, 2, 3, 1

Lesson Objective

- Students will compare and contrast people, places, and events.

Background Information

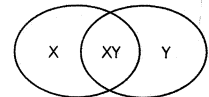
The ability to compare and contrast the information provided in a text enhances the reader's understanding of that text and is an important comprehension skill students need to practice.

Students are required to categorize information in order to determine what some people, places, and events have in common or how they differ.

Graphic organizers are very useful tools for identifying similarities and differences, particularly Venn diagrams, T-charts, and compare-and-contrast charts.

same	different

T-chart



Venn diagram

A	B	A	B
compare		contrast	

Compare-and-Contrast chart

Activity Answers

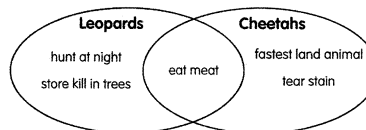
Leopards and Cheetahs..... Pages 45–48

- Practice Page: Page 47

1. (c)

	Cheetah	Leopard
Hunt at night		x
Fastest land animal	x	
Tear stain	x	
Store kill in trees		x
Eat meat	x	x

2. (a)



(b) eat meat

- They both stalk their prey to get as close as possible so they don't have to run for long.
- Answers should include three of the following: leopards are larger, have shorter legs, have rosettes instead of spots, don't have a "tear stain" mark, have a larger head, and can retract their claws.

- On Your Own: Page 48

1. (c)

2. (b)

- Cheetahs and leopards both climb trees to keep watch for prey. Leopards also climb trees to rest or to store their prey.
- "tear stain" mark—to reduce glare; non-retractable claws—help them grip the ground when they are running; a lean body—to increase their speed; large nasal passages—helps them take in more air when recovering after a kill
- cheetah; quickly; large cats, hyenas, or other scavengers might drive them away; leopard; it is strong enough to drag its prey into a tree to store it for later consumption.

Bigfoot?..... Pages 49–50

- Try It Out: Page 50

1. (d)

2. (c)

- They were both collecting sticks, stood/walked on two legs, and shrieked and ran when frightened.
- The writer of Account 1 stood frozen to the spot at first then tried to get his camera. He called out to the creature and chased after it, and then finally took some photographs of its footprints. The writer of Account 2 also felt frozen after leaping to his feet and called out to the creature but didn't take any photographs or chase the creature.
- The creature from Account 1 had long, shaggy fur, a short neck, facial features like a gorilla and smelled like a pungent curry, whereas the creature from Account 2 had short, fuzzy fur, a long neck, facial features like an orangutan, and smelled like strong perfume.

Assessment Answers

Finding Similarities and Differences..... Page 59

1. (c)

2. (c)

- The first art expert had been offered money by the twins to be part of their hoax, so he declared the paintings to be genuine. The second art expert correctly declared the paintings to be fakes.
- (a) Belinda (b) Isabel (c) Belinda and Isabel (d) Belinda

Lesson Objective

- Students will use information from a text to predict outcomes not explicitly stated in the text.

Background Information

To be able to predict outcomes, often in terms of the probable actions or reactions of specific characters, students need to focus on content and understand what they read. They need to monitor their understanding as they read, constantly confirming, rejecting, or adjusting their predictions.

The focus of this section is on teaching students how to locate and use the information provided in the text to determine probable outcomes and then to evaluate their predictions.

Students need to be able to locate specific information related to an issue and/or characters, using keywords and concepts. Their predictions should not be wild guesses, but well-thought-out, relevant ideas based on the information provided and some prior knowledge.

If students' answers differ, it is suggested that they check again to see why their answer varies from the one given. If they can justify their answer, teachers may decide to accept it.

Activity Answers

Lost!Pages 51–54

- Practice Page: Page 53
 1. (c)
 2. (b)
 3. Answers should indicate that Flynn would not be pleased about it.
 4. Answers could indicate that Megan would probably try to get to the horse again.

- On Your Own: Page 54
 1. (d)
 2. Answers should indicate that Flynn would not be happy about it, but Aaron would like to go.
 3. (a)
 4. Answers will vary.

Moonlight ForestPages 55–56

- Try It Out: Page 56
 1. (b)
 2. (c)
 3. Answers will vary. Answers could indicate that Mr. Johns seems to be a joker, so Ella's costume will probably end up being close to what she wants.
 4. (b)
 5. Answers will vary.

Assessment Answers

PredictingPage 60

1. (a)
2. Answers will vary.
3. Answers will vary.
4. (b)

SEQUENCING

- Make sure you know which events you need to sequence. Then find those events in the text.
- Pay attention to how they are related. Making a mental picture of what is happening in the text sometimes helps you imagine the sequence.
- Always check all possible answers before deciding on your answer.

FINDING SIMILARITIES AND DIFFERENCES

- Make sure you understand the question before you begin. Then find the keywords.
- Use a chart, table, Venn diagram, or other type of organizer, if you need to. This will help you find similarities and differences.
- Always check all possible answers before deciding on your answer.

PREDICTING

- You need to find the information that connects to the question.
- The answer will not be found in the text, but there is information you can use and think about as you read. The writer will suggest, rather than tell, what is likely to happen. You must use the details in the text to help you predict.
- Always check all possible answers before deciding on your answer.

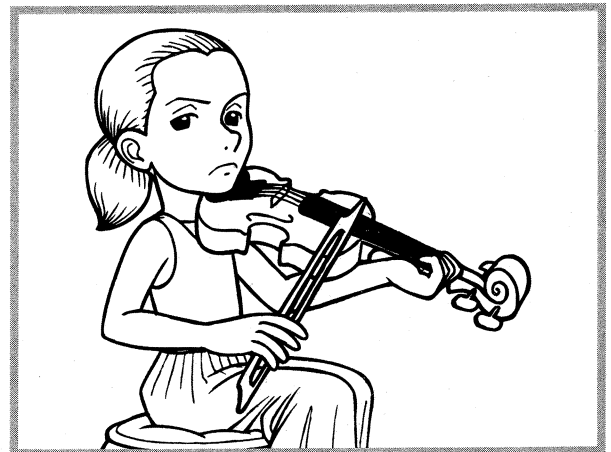
Name _____

To fully understand what you read, you must be able to determine the order in which events happen. This is called *sequencing*.

Activity: Read the story below and complete pages 40–42.

Fun with the Dunns

1. "But I don't want to go!" I said. "Please, Mom, don't make me. Please?"
2. "You have to go," said Mom, putting down her lipstick. "I certainly can't let you stay here on your own. You know what happened last time your father and I went out—and that was just for half an hour."
3. "They were accidents!" I said. "Letting the bath overflow and blowing up the microwave could have happened to anyone."
4. "Anyone named Jake, that is." Mom pursed her lips. "No, sorry, Jake. Your father and I are going out to have a nice lunch with Mr. and Mrs. Dunn, and you can stay with Imogen and Eleanor. It will only be for a few hours."
5. And that's why, a short time later, I was standing in the Dunns' family room with their horrible daughters. Imogen was 16 and was only interested in talking about boys on the phone to her friends. Eleanor was my age, and she hardly talked at all except to boss people around. I glared at both of them.
6. "I'll be on the phone in my room if either of you need me," said Imogen. She flounced out. Hopefully that would be the last I'd see of her for the day. That just left Eleanor. She was looking me up and down.
7. "Is it okay if I watch TV?" I asked hopefully.
8. "No," she said. "I have to practice my violin."
9. I raised my eyebrows. "Do you have to do it in here?" I said.
10. "Whose house is this?" she asked. "I'll practice wherever I like." She turned her back to me and picked up her violin case off the floor.
11. "Fine," I said. "I'll read a book."
12. "I hope you brought your own," said Eleanor, plucking the violin strings. "Because I'm not lending you any of mine."
13. I really couldn't stand her. I slumped onto the lounge chair.
14. "Don't sit there," she said. "That's Dad's favorite chair."
15. "Don't be ridiculous!" I said.
16. "Okay," she said. "Sit there and then when your mom and dad come back, I'll start crying and say that you were mean to me."
17. I wrinkled my brow. Surely nobody could cry on cue? Just as I thought this, her lip trembled and a tear started rolling down her cheek. She smiled. "It's a little talent of mine."
18. That did it. I couldn't stand to be in the room with this girl anymore. I clenched my fists, got up, and headed for the back door.
19. "Where are you going?" Eleanor called.
20. "None of your business," I snarled. "Just leave me alone."



Name _____

Follow the steps below to learn how to determine the sequence of events.

- The order in which things happen is very important.
- Make sure you understand which events you need to sequence.
- Look in the text to find the events listed as possible answers and underline them.
- You will need to determine how these events are related. There may be some time-marker words, such as *then*, *before*, or *next*, in the text to help you.
- Always check all possible answers before making a decision.

1. Which event happened **after** Eleanor smiled?

- (a) Eleanor's lip trembled.
- (b) Jake spoke for the first time.
- (c) Imogen spoke.
- (d) Jake headed for the back door.

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

- (a) Eleanor's lip trembled just before she smiled (paragraph 17). This is not a good answer.
- (b) Jake spoke for the first time right at the beginning of the text. This is not the best answer.
- (c) Imogen only spoke once in paragraph 6, about halfway through the text. This cannot be a good answer.
- (d) Jake did head for the back door after Eleanor smiled. This must be the best answer.

1. What happened just **before** Eleanor plucked the violin strings?

- (a) Imogen flounced out of the room.
- (b) Eleanor picked up her violin case.
- (c) Jake said that he would read a book.
- (d) Jake wrinkled his brow.

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

- (a) Many events take place between Imogen flouncing out of the room and Eleanor plucking the violin strings. This is unlikely to be a good answer.
- (b) Eleanor did pick up her violin case not long before she plucked the strings. This could be the answer.
- (c) Jake said that he would read a book just before Eleanor plucked the violin strings. This is the best answer.
- (d) Jake wrinkled his brow (paragraph 17) after Eleanor plucked the violin strings. This could not be the best answer.

Name _____

Use the strategies you learned to practice sequencing. Use the clues in the "Think!" boxes to help you.

1. Which event took place **first**?

- (a) Jake told Eleanor not to be ridiculous.
- (b) Eleanor looked Jake up and down.
- (c) Jake glared at Eleanor and Imogen.
- (d) Jake slumped onto the lounge chair.

Think!

You may need to scan the text and underline each event to find out which one took place **first**.

2. Which of these events happened **between** Jake's mom pursing her lips and Jake asking if he could watch TV?

- (a) Jake said, "Do you have to do it in here?"
- (b) Jake felt he couldn't stand to be in the room with Eleanor anymore.
- (c) Jake said, "But I don't want to go!"
- (d) Jake's mom mentioned lunch with Mr. and Mrs. Dunn.

Think!

Find the part of the text that describes Jake's mom and the part that describes Jake asking if he could watch TV, and then read what happened in between to determine the answer.

3. Put these events in order by using the numbers 1 to 5.

- ☐ Eleanor turned her back to Jake.
- ☐ Imogen left the room.
- ☐ Jake admitted he had blown up the microwave.
- ☐ Jake clenched his fists.
- ☐ Jake's mom told him he couldn't stay in their house on his own.

Think!

You will need to find all of these events in the text to determine the order in which they happened.

4. Explain the events that took place after Jake wrinkled his brow.

Think!

Find this event in the text and read the sentences after it.

Name _____

Use the strategies you have been practicing to help you determine the sequence of events.

1. What happened last?

- (a) Jake thought that nobody could cry on cue.
- (b) Jake snarled at Eleanor.
- (c) Jake's mom told him that she and his father were going out to lunch.
- (d) Eleanor threatened to tell Jake's mom and dad that he had been mean to her if he didn't get off the chair.

2. Apart from speaking, list four things that Jake did at the Dunns' house before the tear rolled down Eleanor's cheek.

- _____
- _____
- _____
- _____

3. What was Eleanor's first response to Jake asking if she had to practice her violin in the family room?

- (a) "Whose house is this?"
- (b) She showed him how she could pretend to cry.
- (c) "I hope you brought your own."
- (d) "I'll practice wherever I like."

4. Describe two events, in order, that took place between the two listed below.

- Jake said he didn't want to go to the Dunns' house.

- _____

- _____

- Jake stood in the Dunns' family room.

5. Write the first and last statements Eleanor said.

First: _____

Last: _____

Name _____

Activity: Read the story below and complete page 44.

Writing a Spy Novel

1. As a well-known author, many people have asked me about the process I use to write one of my spy novels. Here is an example of my usual routine.
2. Once I have a basic story idea in my head, I literally go in search of the main characters. I visit public places where I find lots of people—train stations, shopping centers, and parks. I then watch for people who may fit my story idea. I take note of how they walk, how they speak, and what they are wearing. After a few hours, I come home with plenty of ideas. I give the characters names, think up backgrounds and family details for them, and write their details into a notebook. Often, I will mix up the characteristics of the people I observed and merge them into one character.
3. Next, I expand on my plot by drawing a cluster diagram. Some people may know this as a “mind map.” In the middle of a large sheet of paper, I write the working title of my novel in a circle. Then, I draw lines out from the title and in more circles, I write the names of the locations and main events that I want to create in the novel. Then, I pin the sheet of paper to a corkboard above my desk so I can see it easily as I write. Around it, I pin the character notes I wrote earlier.
4. Now you might think I would actually start writing—but I don’t! At this stage, I always go for a long walk. I take a voice recorder with me. As I walk, I visualize the events of my novel as if it were a movie and talk into the recorder to help record the most vivid images. Sometimes, I even suggest which famous actors I would choose to play each of the main characters if my spy novel were to be made into a movie.
5. Once I return from my walk, I sketch some of the important scenes I visualized. I am very lucky that I can draw as well as write—I would be quite lost if I couldn’t! Once all of this is in place, I then try to forget about my plans for the novel for about a week. Then, when I get back to my desk, I can consider everything I have written or drawn with a fresh eye. Sometimes, I am horrified by some of my weak ideas, or I spot a huge hole in the plot. I always feel that this week off is worth it.
6. Now I begin writing! I work on a computer with a large screen, so I can see two pages at a time. I don’t write my novels in order because I find that idea quite daunting. Instead, I write the most exciting scenes first; the ones I can visualize most clearly. This helps to keep me interested. I only have one rule—I always write the ending last. This is because I almost always change my original ending while I am writing.
7. Once I have written all the scenes, I then put them in order. This is a long and tedious task. I really don’t enjoy this aspect of creating a novel, but it is the price I pay for writing out of order! Once it is together, I read it through. I don’t allow myself to make any changes on this first reading, but I do jot notes on a separate sheet of paper as ideas occur to me.
8. After this stage, it is time for editing. This takes me several months. Then finally, the manuscript is sent to my publisher. I keep my fingers crossed that they—and my loyal readers—will like it!



Try It Out

Name _____

Use the strategies you learned and practiced in *Fun with the Dunns* to help you determine the sequence of events.

Remember:

- Make sure you know which events you need to sequence.
- Find and underline them in the text.
- Determine how they are related. Look for time-marker words.
- Check all possible answers before making a decision.

Think!

Find the part of the text that describes the author drawing a cluster diagram to find out what happens before.

1. Which of these things does the author do before she draws a cluster diagram?
 - (a) She goes for a walk.
 - (b) She makes a mind map.
 - (c) She watches people.
 - (d) She starts writing the novel.

2. Explain what the author does after putting her scenes in order.

3. Which of these things occurs between the author returning from her walk and beginning to write?
 - (a) She pins up her character notes on a corkboard.
 - (b) She talks into a voice recorder.
 - (c) She writes the most exciting scene.
 - (d) She draws some of the scenes she visualized.

4. Use the numbers 1 to 5 to show the order in which these events happen in the text.

	The author takes a week off.
	The author pins the cluster diagram to a corkboard.
	The author edits the manuscript.
	The author writes character details in a notebook.
	The author writes the ending of the novel.

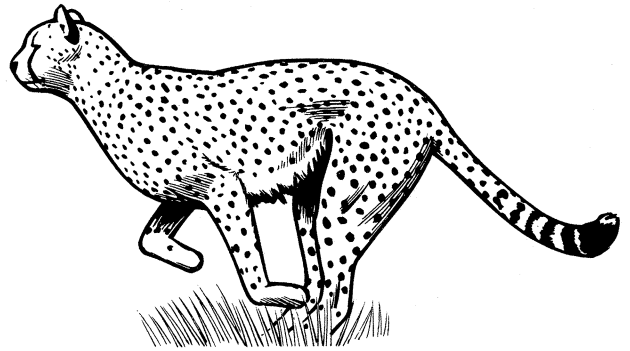
Name _____

To help you understand what you read in a text, you sometimes need to think about how things are alike or how they are different and make comparisons.

Activity: Read the passage below and complete pages 46–48.

Leopards and Cheetahs

1. Leopards and cheetahs are members of the cat family. Because they both have spotted coats, many people confuse them.
2. Leopards live in Africa and some parts of Asia. The adults are solitary animals. They are found in rainforests, mountains, grasslands, and even deserts. Leopards prefer to live in shaded areas with some cover, such as rocks or dense foliage, to hide in or behind. Most leopards are a tan color with flower-shaped spots called *rosettes*. Like lions, tigers, and jaguars, leopards can roar. They also purr when they are content.
3. Like all cats, leopards are meat-eaters. They hunt at night for their prey, which may include baboons, large birds, antelope, and even porcupines. They may also hunt for fish, because unlike other cats, they are strong swimmers. Leopards can run quickly (reaching 36 miles per hour in short bursts), but they don't chase their prey over long distances, preferring instead to stalk and then pounce, grabbing it with their retractable claws. Leopards are incredibly strong. They can drag the large animals they have hunted up trees to eat or store for later consumption. Leopards will often climb trees to rest or keep watch for prey.
4. Unfortunately, leopards are endangered largely due to humans hunting them for their fur. In some areas, farmers think of leopards as pests.
5. Cheetahs are smaller and lighter than leopards. Their legs are also longer in proportion to their bodies. They are a tan color, with a pattern of black solid spots on their coats. Their heads are smaller in proportion to their bodies in comparison to a leopard's, and they have a characteristic black "tear stain" on their faces, running from the corner of the eye to the mouth. This is thought to be an adaptation that helps deflect the sun's glare from their eyes. Unlike other cats, cheetahs cannot retract their claws fully, using them for grip while running. Cheetahs can make a variety of sounds, including purring and a unique bird-like "chirp." However, unlike other big cats, they cannot roar.
6. Cheetahs live in Africa. They are endangered, largely due to habitat loss and because humans hunt them for their fur. Cheetahs are generally solitary animals but are sometimes found living in small groups. They live in grasslands and open plains where prey is abundant. They will sometimes climb trees to keep watch for prey.
7. Cheetahs are the fastest land animal on Earth and are truly built for speed, having very little fat on their bodies compared to that of a leopard. Cheetahs can reach speeds of about 70 miles per hour—but only in short bursts. This means they must stalk their prey, aiming to get as close as possible before having to sprint. Cheetahs hunt during the day, mainly preying on young or small antelope. They are the only cat that can turn in mid-air while running. Cheetahs have larger nasal passages than other cats—an adaptation that helps them to take in more air while they are recovering after catching their prey. They are not strong enough to hide or guard their catch, so they eat the meat quickly before a larger cat, hyena, or other scavenger drives them away from their meal. Because of this, cheetahs hunt much more often than leopards, who often store their prey.
8. So based on the descriptions of leopards and cheetahs that you read, which animal do you think is pictured above?



Name _____

Follow the steps below to learn how to organize information to make it easier to answer questions about similarities and differences.

- Make sure you understand the question and underline the keywords.
- Sometimes, it is easy to see how things are different or the same if you are comparing two things. However, if there are three or more things to compare, it can be helpful to organize the information in a chart. Two examples are shown below.
- Always check all possible answers before making a decision.

1. Which two things do cheetahs and leopards have in common?

- They are meat-eaters, and they hunt during the day.
- They can purr, and they have retractable claws.
- They have retractable claws, and they hunt during the day.
- They are meat-eaters, and they can purr.

	Leopard	Cheetah
Meat-eater		
Purrs		
Retractable claws		
Hunts during the day		

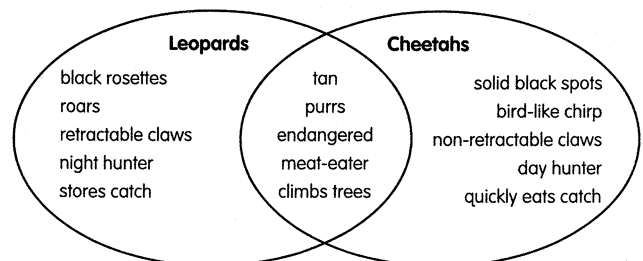
2. Choose the best answer. Think about each choice carefully. You will find it useful to complete the chart above first and use it to find the best answer.

- Both cats are meat-eaters, but only cheetahs hunt during the day. This is not a good answer.
- Both cats can purr, but only the leopard has retractable claws. This cannot be the best answer.
- Only the leopard has retractable claws, and only the cheetah hunts during the day. This is not a good answer.
- Both cats are meat-eaters and can purr. This is the best answer.

1. Use the information in the Venn diagram to help you find the answer.

The leopard and the cheetah both:

- are night hunters and purr.
- are endangered and have solid black spots.
- are tan and can climb trees.
- are day hunters and eat meat.



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

- The leopard is a night hunter, but not the cheetah. This is not a good answer.
- Both animals are endangered, but only the cheetah has solid black spots. This is not a good answer.
- Both animals are tan and can climb trees. This is a very good answer, but check all answers.
- Only the cheetah is a day hunter, so this is not a good answer.

Finding Similarities and Differences

Practice Page

Name _____

Use the strategies you learned to practice finding similarities and differences. Use the clues in the "Think!" boxes to help you.

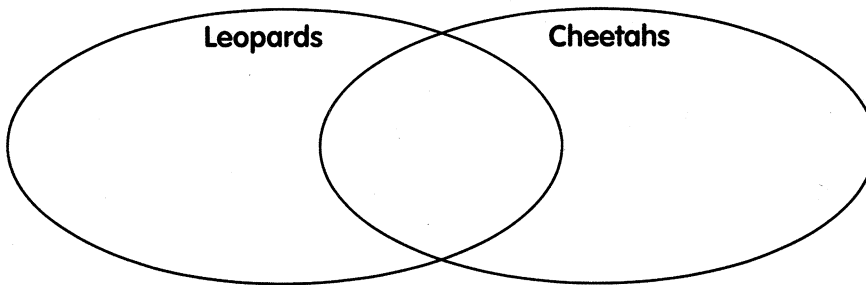
1. Refer to the text to complete the chart, which in turn will help you to answer this question.

Which two things are only true of leopards?

- (a) They hunt at night, and they are the fastest land animal on Earth.
- (b) They are the fastest land animal on Earth, and they have a "tear stained" face.
- (c) They store their kill high in a tree, and they hunt at night.
- (d) They have a "tear stained" face, and they store their kill high in a tree.

	Cheetah	Leopard
Hunt at night		
Fastest land animal		
Tear stain		
Store kill in trees		
Eat meat		

2. (a) Complete the Venn diagram to show the information in the chart above.



Think!

You will not need to refer to the text. The information you need should be on the chart you completed above.

(b) What do both animals do? _____

3. What is similar about the way leopards and cheetahs catch their prey?

Think!

Refer to the text. You may not need to use a chart to help you complete questions 3 and 4.

4. List three ways in which leopards differ in their appearance from cheetahs.

- _____
- _____
- _____

Finding Similarities and Differences

Name _____

Use the strategies you have been practicing to help you identify similarities and differences. You can draw a chart or Venn diagram on a separate sheet of paper if needed.

1. What is one difference between leopards and cheetahs?
 - (a) Cheetahs are always solitary animals.
 - (b) Leopards are not solitary animals.
 - (c) Cheetahs sometimes live in small groups.
 - (d) Leopards sometimes live in small groups.
2. Which two things do leopards and cheetahs have in common?
 - (a) They are considered pests, and they eat antelope.
 - (b) They eat antelope, and they are endangered.
 - (c) They are endangered, and they are strong swimmers.
 - (d) They are strong swimmers, and they are killed as pests.

3. Explain the different reasons why cheetahs and leopards climb trees.

4. List four special adaptations cheetahs have that leopards do not. Explain how each adaptation helps the cheetah.

- _____
- _____
- _____
- _____

5. Complete the sentence to show one difference in the way leopards and cheetahs handle their prey.

A _____ must eat its prey _____ because _____

whereas a _____ doesn't have to because _____

Name _____

Activity: Read the journal entries below and complete page 50.

Bigfoot?

Account 1—July 11, 2003

1. I was on a camping vacation in the forest, when I saw the creature called "Bigfoot." It was early morning, about 6 a.m., and the sun was just rising. I had bent down to light a campfire to boil some water for a cup of tea, when I heard some rustling in the bushes behind me. I stood up and whirled around, afraid it might be a bear. But instead, I was awestruck to see a giant ape-like creature. It stood on two legs and was much taller than an adult human. I would guess it was about 10 feet tall. It was covered in reddish, long, shaggy fur and had a large head with facial features like those of a gorilla. It had a very short neck. The creature appeared to be collecting sticks that it tucked under its arm as it walked. It moved slowly and steadily on its long, powerful legs.
2. I must have stood frozen in the spot for about 20 minutes, watching the creature. I was downwind of it, and I smelled a strong odor—similar to a pungent curry. Finally, I thought to get my digital camera. I slid sideways towards my tent, but unfortunately, I stepped on a twig, which cracked loudly. Although the creature was some distance away, it heard my ruckus. It turned its head and looked directly at me with terrified eyes. I called out, trying to reassure it, but it let out an ear-piercing shriek, dropped its sticks, and began to run. I chased after it, but it must have been going at twice my speed, and I soon lost it. I returned to the place where it had dropped the sticks and looked at its footprints. I could fit three of my feet into one of its prints. It also had four toes on each foot. I took some photographs and then packed up camp and headed to the ranger's station to explain what I had seen. However, no one would believe me. Nevertheless, I will never forget what I saw that day.



Account 2—July 15, 2003

3. I was hiking through the forest when I saw some huge, four-toed footprints. I had just bent down to study them, when I heard a yelping sound. I looked up and found myself face to face with an ape-like creature. Its fur was a reddish color and short and fuzzy. It had facial features like those of an orangutan and a long neck. I leaped to my feet, and the creature did the same. It towered over me, and I am not a short man. It had a ferocious look on its face, and I was sure it wanted to eat me. I wanted to run, but I felt frozen. As I stood there, I could smell a curious odor from the creature. It wasn't unpleasant—it resembled strong perfume.
4. The creature raised its hand. It was clutching a bundle of sticks, and I yelled in fear. Then, to my surprise, the creature placed its hand on my head and patted it. Its expression had changed to one of curiosity. It regarded me with its head tilted to one side. Then, it backed away slowly, grunted, and strode away on its two long legs. I wanted to call out to it, but I didn't want to frighten it. I suddenly remembered that I had my camera in my pocket, and I dug it out and aimed it at the creature. At that moment, it glanced over its shoulder and saw what I was doing. It shrieked and began to run, still clutching the sticks.
5. "Wait!" I called, but the creature was disappearing into the trees. I marveled at its speed. I didn't even attempt to chase it.
6. I wish I had some pictures of that day to prove what I saw. It was unforgettable.

Name _____

Use the strategies you learned and practiced in *Leopards and Cheetahs* to help you recognize similarities and differences. Remember to use charts or Venn diagrams if you need to.

Remember:

- Make sure you understand the question and underline the keywords.
- Use a chart or Venn diagram if you need to.
- Check all possible answers before making a decision.

Think!

Try to find each answer in both parts of the text.

1. The creatures in the journal entries are the same because:
 - (a) they both have long, shaggy hair.
 - (b) they both have large eyes.
 - (c) they both have long necks.
 - (d) they both have four toes on each foot.
2. Which two things do the accounts have in common?
 - (a) They take place in the forest, and the writer took photographs.
 - (b) The writer took photographs, and the creature patted him on the head.
 - (c) They both take place in the forest and occur in 2003.
 - (d) They both occur in 2003, and the creature pats the writer on the head.

3. Write three things the creatures did that were similar.

- _____
- _____
- _____

4. Compare the different actions the two writers took when they saw the creatures.

- _____
- _____
- _____

5. List four differences between the way the creatures looked and smelled.

- _____
- _____
- _____
- _____

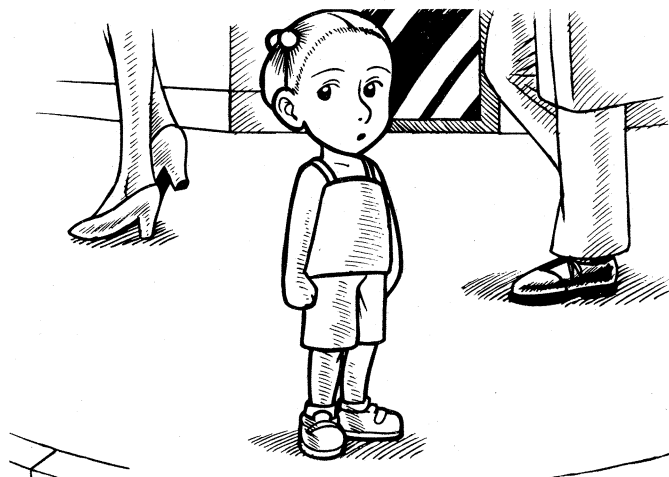
Name _____

As we read, it is important to think about what is happening and to predict what we think may happen next.

Activity: Read the story below and complete pages 52–54.

Lost!

1. "Now wait right here and look after Megan. We'll only be a few minutes."
2. Flynn watched his mom and dad disappear into the souvenir shop. He sighed. He was getting really sick of walking around cities on this vacation. Why couldn't they spend an afternoon hanging out at the hotel just watching free inhouse movies? That would be much more fun than looking at boring historical sites and museums. He glanced at his brother, who was happily taking photographs of a fountain. Aaron loved history, just like their parents.
3. Megan was grasping Flynn's hand tightly. "Horsie!" she called out, pointing to a horse and carriage trotting down the street.
4. "Yeah, big deal." Megan was only three, but she was so annoying, always chattering away—often to animals and complete strangers, much to his mom's horror.
5. "Horsie!" Suddenly, Megan wrenched her hand away and took off down the street after the carriage. In an instant, she'd disappeared around the corner.
6. "Megan!" Flynn yelled. He tapped Aaron on the shoulder. "Help me get her!" He took off with Aaron hot on his heels.
7. "Not again," he heard Aaron mutter behind him. Flynn wasn't sure if he was referring to Megan taking off or him neglecting to look after her properly. He didn't have time to think too much as he darted through a group of people and rounded the corner.
8. There was no sign of Megan.
9. "Where is she?" Flynn could feel familiar panic rising. A million plans flashed through his mind. Should they go back and find their parents? Should he and Aaron split up and hunt down different streets? Should they...?
10. "Flynn." Aaron's sensible voice brought him to his senses. "Here's what we'll do. She could only have gone in two directions—either farther along this street or down the alleyway. I'll take the alleyway. I'll meet you back here in five minutes."
11. Flynn nodded. He looked at his watch and then ran off down the street, dodging the crowd. The street came to a dead end after about 100 yards. He turned back. A sick feeling hit him. What if someone had kidnapped her?
12. "Flynn!" He squinted ahead and saw Aaron waving at him. Megan was by his side, grinning.
13. Flynn jogged up to them. He felt sudden anger boil up inside him, and he screamed at her. "Megan! Don't you dare run off like that again!"
14. Her face turned red, and she started to bawl. She clung to Aaron, and he picked her up and cuddled her. He shook his head and rolled his eyes at Flynn and walked past him around the corner back to their parents. They were standing outside the souvenir shop with worried looks on their faces.
15. Flynn just knew he'd be in trouble again.



Name _____

Follow the steps below to learn how to make a prediction about what may happen next.

- The answers are not found in the text, but there is information for you to use and think about.
- You need to find information related to the question. (This could be underlined.)
- Think hard! What is the writer suggesting might happen?
- Always consider all possible answers before making a decision.

1. Which of these things are Flynn's parents most likely to say to him when they first find out that Megan ran away?

- (a) "Are you having a good day?"
- (b) "Isn't Megan naughty?"
- (c) "I'm sure you feel bad about Megan running away."
- (d) "Flynn! Why weren't you watching Megan?"

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

- (a) Flynn's parents are unlikely to make such a casual comment after finding out that their daughter had run away. This is not a good answer.
- (b) Flynn's parents will probably think that Flynn is at least partly to blame for Megan running away, so they are unlikely to say such a thing.
- (c) Flynn's parents will probably want Flynn to explain how Megan got away. They would not likely empathize with how he is feeling. This is not the answer.
- (d) Flynn's parents would want an explanation for Megan's disappearance. They are feeling worried, so they will probably speak sharply to Flynn. This is the best answer.

1. Which of these things would Megan most likely do if she saw a dog and its owner?

- (a) hide behind her mother
- (b) watch the dog
- (c) run over and talk to them
- (d) scream in terror

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

- (a) The text suggests that Megan is confident for a three-year-old, and she likes animals. This is not a good answer.
- (b) Megan obviously likes animals, so she might just watch the dog. However, when she saw the horse, she ran up to it. This is not a likely answer.
- (c) When Megan saw the horse, she ran over to it. The text also says that she likes to chatter to animals and people. This is a good answer.
- (d) Megan was not frightened to run up to a horse—a much larger animal than a dog. The text also says she likes chattering to animals. This is not a likely answer.

Name _____

Use the strategies you learned to help you predict what will happen. Use the clues in the "Think!" boxes to help you.

1. Which of these things is most likely to happen the day after the story finishes?

- (a) The family would do whatever Megan wanted to do.
- (b) The family would spend an afternoon at the hotel watching movies.
- (c) The family would visit a historical site or museum.
- (d) The family would look at horses.

Think!

Consider what most members of the family are enjoying on this vacation.

2. How might Megan behave towards Flynn for the rest of the day?

- (a) She would want him to cuddle with her.
- (b) She would stay away from him.
- (c) She would tease him to get a reaction out of him.
- (d) She would want him to look after her again.

Think!

Read about how Megan reacted when Flynn screamed at her.

3. What would Flynn most likely say and do if his parents were to ask him to look after Megan again?

Think!

Read about how Flynn reacted to Megan running away.

4. If Megan were to see the horse again, what do you think would happen?

Think!

Consider Megan's personality and what she did the first time she saw the horse.

Name _____

Use the strategies you have been practicing to help you make predictions about what may happen.

1. Most likely, what would have happened if Aaron hadn't been nearby when Megan ran away?
 - (a) Megan would have ran back to their parents.
 - (b) Flynn would have checked the alleyway.
 - (c) Megan would have found Flynn.
 - (d) Flynn would have panicked.
2. Explain how you think both Aaron and Flynn would react to their parents suggesting they go on a walking tour of the historical parts of the city that afternoon.

3. Which of these things would most likely have happened if the boys hadn't found Megan within five minutes?
 - (a) Aaron would have come up with another plan.
 - (b) They would have checked the alleyway and the street again.
 - (c) Flynn would have told Aaron to go away.
 - (d) Megan would have found her way back to the souvenir shop.

4. Explain what you think Aaron will do once the boys reach their parents and what Flynn's reaction might be.

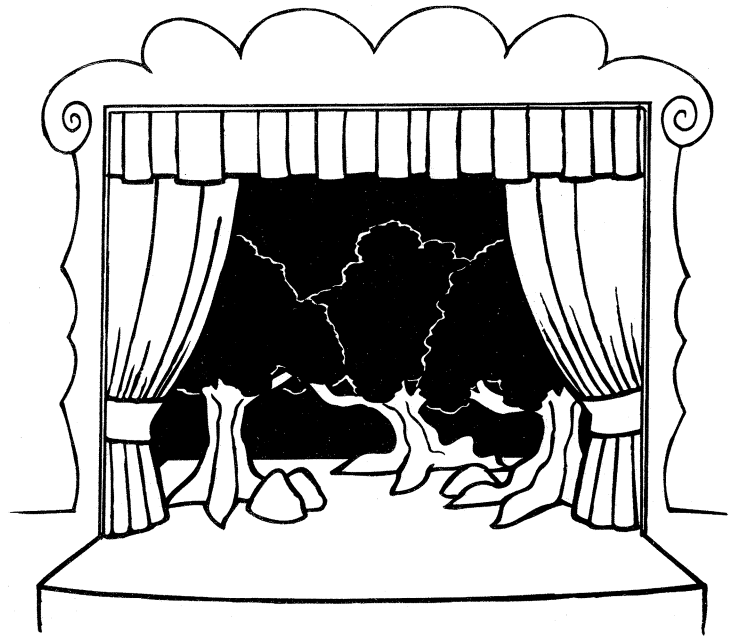
Name _____

Activity: Read the diary entry below and complete page 56.

Moonlight Forest

Dear Diary,

1. It's almost here! Tomorrow is the opening night of "Moonlight Forest." Even though I have acted in so many of our community theater group's plays before, this is the first time I have had the lead role.
2. I usually feel quite confident about acting, but this time I am really nervous. When I get nervous, my mind tends to go blank. I am so worried that I will forget all of my lines. Mrs. Sinclair, the acting coach, says that is ridiculous. She says that I have only ever forgotten one line at a rehearsal—and that didn't matter because I covered it so well! I suppose she's right—I've taken acting classes for so many years that I can make things up on the spot. But I still worry about it!
3. The other thing I worry about is the costumes. I haven't even tried mine on yet! Mr. Johns, who is in charge of costumes and props, has been sick for the last two days and hasn't been able to get to the theater. My costume is supposed to be a fairy dress. I am hoping for a long, floaty dress in a pale color, but the last time I hinted about that to Mr. Johns, he wrinkled up his nose and said that he had a "much better idea" for my costume. He then talked loudly to the other cast members about how much he liked tutus and bright colors. My stomach dropped to my knees. I hope he was joking.
4. The thing I worry about least is the other actors. Most of them are very experienced, and I know they'll help me out if something goes wrong on stage. Mr. Johns, who apart from doing props and costumes, is also playing a goblin. He sometimes makes up lines as he goes along as a joke, but I overheard Mrs. Sinclair warning him not to do that this time. The only person I worry about in the cast is Jeremy. He's six years old, and he's playing an elf. He is super-confident and giggles all the time when he's on stage, so he misses some of his lines. I think he got the part because he's Mrs. Sinclair's nephew. She won't yell at him, so the rest of us have to. But he doesn't listen to anyone. He just jumps around until it's his turn to go on stage. Often, he's so busy jumping that he misses his cue and barges on stage at the wrong time.
5. I think the set and the music are some of the best things about our play. We are having a string quartet coming in to play for us. They are excellent. One of them is my cello teacher! They played the music for our production last year, and they sold a lot of their CDs to the audience members afterwards.
6. The set has been made by the senior art class at the local high school, and I think it's perfect. Everyone who has seen it stops and stares in amazement. How they used chicken wire, paper, and paint to make such a realistic and spooky-looking forest, I really don't know. I am terrible at arts and crafts.
7. I had better go to the dress rehearsal now. Wish me luck!



—Ella

Try It Out

Name _____

Use the strategies you learned and practiced in *Lost!* to help you make predictions.

Remember:

- You need to find and underline the information related to each question.
- The answer is not in the text, but there is information you can use and think about.
- The writer will suggest, rather than tell, what is likely to happen.
- Check all possible answers before making a decision.

Think!

Read Ella's comments on each of these things to find out which one she dislikes or is the least talented at.

1. If Ella were to participate in the theater group's next production, what would she be least likely to do?

- (a) act
- (b) help make the set design
- (c) help with the music
- (d) help Mrs. Sinclair

2. Which of these things is most likely to happen if Ella goes blank on stage?

- (a) She will run offstage.
- (b) The other cast members will laugh at her.
- (c) She will make up lines on the spot.
- (d) She will laugh about it.

3. What kind of costume do you think Ella will end up wearing? Give reasons for your answer.

4. If something were to go wrong on the opening night of the play, which of these things is it most likely to be?

- (a) The musicians will forget their music.
- (b) Ella's costume won't fit her.
- (c) Mr. Johns will refuse to go on stage.
- (d) The audience will laugh at the set.

5. Do you think Jeremy will completely spoil the play on opening night? Explain why/why not.

Name _____

Activity: Read the story below, and use pages 58–60 to show how well you can sequence, find similarities and differences, and predict.

Terrible Twins' Tale to Hit Big Screen

1. American director Brock Coleson announced in an interview yesterday that he is going to make a movie based on the true story of Belinda and Isabel Kidd.
2. Born in 1970 in a small town in New Zealand, Belinda and Isabel were labeled as "geniuses" by their teachers. Belinda had a particular interest in and talent for art, while Isabel concentrated on mathematics and history. Isabel then went on to study art history and archaeology at a university, while Belinda did courses in makeup artistry and painting, excelling at both. She was also able to sell many of her paintings. According to their few friends, both girls were described as "shy" and "the sort of girls who kept to themselves." The twins were not identical, and apart from their red hair, they did not even look like sisters.
3. After Isabel finished her college degree, the girls decided to go to Europe, using the money they had saved from their part-time jobs in fast food and Belinda's earnings from selling her artwork. The trip was supposed to last six weeks. But it was not to be. A few weeks into their vacation, much to their family and friends' surprise, the Kidds were appearing in European newspapers. The twins claimed that while vacationing in France, they had found two paintings by famous artists that had never been seen before. The art world was amazed and curious. The paintings were inspected by a renowned art expert and declared to be genuine. Promptly, they were sold for millions of dollars at auction. The girls then seemed to disappear. Over the next six months, their parents back in New Zealand received occasional letters from Isabel saying that she and Belinda were well and happy and continuing with their travels. They had rejected the offer of interviews from the media, as they both "didn't want to be famous," she said.
4. But the truth was about to come out. The paintings were examined again by another art expert, and to the new owner's horror, they were found to be clever fakes. Investigation by police revealed that the first art expert had been in on the twins' hoax. In return for declaring the paintings to be real, the twins had promised him half the money they made. But they had vanished too quickly, and he had never been able to claim his money. He said that he had met only Belinda in person when she had turned up at his London office and explained their plan. He said he didn't have a clue where the twins were now.
5. Police are still hunting for the twins to this day. Family and friends claim they have had no contact with them.
6. In the meantime, Coleson has great plans for his movie. "The movie will be based on some of the events in the Kidds' lives," he said in the interview. "Other events will be fictionalized to make the story more exciting. One interesting fact that I will take into account is that I believe the twins' parents received a letter just a few weeks ago that seemed to be in Isabel's handwriting. It said that she and Belinda were sorry for what they had done and were planning to make amends for their crime. However, the parents have denied the letter exists." Coleson would not say who the target audience for his movie is but said he was hoping to attract a "younger" audience.



Name _____

Remember:

- Make sure you know which events you need to sequence, then find and underline them.
- Determine how they are related. Look for time-marker words.
- Check all possible answers before making a decision.

1. What did Isabel and Belinda do after Isabel finished her degree?

- (a) They saved up their money.
- (b) They went to a small town in New Zealand.
- (c) They went to Europe.
- (d) They sold some of Belinda's paintings.

2. In order, list three things that happened in between the two events below.

- The two paintings were inspected by the first art expert and declared to be genuine.

- _____
- _____
- _____

- The paintings were inspected by the second art expert.

3. What happened a few weeks into Isabel and Belinda's vacation?

- (a) The police began hunting for them.
- (b) They went to France.
- (c) They were labeled as "geniuses."
- (d) They appeared in European newspapers.

4. Write the numbers 1 to 4 to place these events in the order in which they happened in "real life."

- ☐ Coleson announced he was going to make a movie based on the Kidds' lives.
- ☐ Isabel wrote that she and Belinda didn't want to be famous.
- ☐ The paintings were found to be clever fakes.
- ☐ Belinda did a course in makeup artistry.

Finding Similarities and Differences

Unit 2

Assessment

Name _____

Remember:

- Make sure you understand the question and underline the keywords.
- Use a chart or Venn diagram if you need to.
- Check all possible answers before making a decision.

1. Which of these two things did the twins have in common?

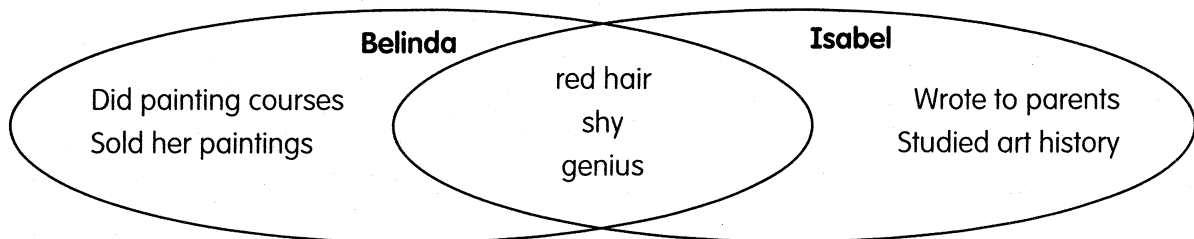
- (a) excellent at painting and red-haired
- (b) interested in mathematics and excellent at painting
- (c) red-haired and shy
- (d) shy and interested in mathematics

2. Isabel and Belinda are different because:

- (a) only Belinda did a course in art history.
- (b) only Isabel kept to herself at school.
- (c) only Belinda met the first art expert.
- (d) only Isabel is being hunted by the police.

3. Explain the difference between the first and second art experts.

4. Use the Venn diagram to help you to answer the questions below.



- (a) Who was shy and sold her paintings? _____
- (b) Who studied art history and had red hair? _____
- (c) Who was a genius and shy? _____
- (d) Who had red hair and did a painting course? _____

Name _____

Remember:

- You need to find and underline the information related to each question.
- The answer is not in the text, but there is information you can use and think about.
- The writer will suggest, rather than tell, what is likely to happen.
- Check all possible answers before making a decision.

1. If the first art expert were to find the twins, which of these things would he be most likely to do?
- (a) turn them into the police
 - (b) tell them about the movie
 - (c) pay them money
 - (d) plan another art hoax with them

2. Do you think the twins will try another art hoax? Explain why/why not.

3. Write how you think Belinda and Isabel would react to the news of the movie being made. Give reasons.

4. Most likely, which of these scenes would Coleson most want in his movie?

- (a) Belinda and Isabel eating lunch
- (b) the police chasing and very nearly catching the twins
- (c) Belinda selling her paintings
- (d) the twins working in their classroom at school