

Draw Conclusions

Directions Read the article. Then answer the questions below.

You didn't have to see the last race to know how the track meet had gone. All you had to see were the faces of the Cardinals' runners. No one was smiling. Tracy, who usually couldn't stop laughing about something, was completely silent. The team dragged their bags onto the bus.

At the next track meet, the girls' spirits were high. They were singing their school's fight song as they entered the other team's stadium. Tracy was her usual self, giggling like crazy.

The meet started off well. The Cardinals won the 800-meter relay by more than two seconds. But then the Cardinals started to lose race after race.

This time things were different, however. The girls weren't sad or angry. Instead they kept on cheering as loudly as they could. One of the fans asked Tracy how she could be so cheerful when her team was losing. She answered, "Doing our best and having fun is more important than winning or losing."

1. What conclusion can you draw about how the first meet went?

2. What details in the passage support this conclusion?

3. What conclusion can you draw about what happened between the track meets?

4. What details in the passage support this conclusion?

~~5. On a separate sheet of paper, draw a graphic organizer that shows one conclusion you draw from the passage and the details that supported that conclusion.~~

© Pearson Education 4



Home Activity Your child has drawn conclusions using details in a short passage. Watch a sporting event in your local area or on television. Ask your child to draw conclusions about why the event turned out the way that it did.

Name _____

Why? What?
Cause and Effect

Directions Read the article. Then answer the questions below.

As more and more people wanted to move West, the ways they traveled changed to meet their needs. Many early settlers moved across the country by wagon. Wagons carried much more than saddlebags could carry on a horse. Wagons were also covered, which protected travelers from bad weather. Some people joined wagon trains. A wagon train was a group of wagons that

traveled together. Traveling together in a wagon train kept people safer. Wagon trains were carefully planned out before they left for their journeys. People agreed to follow certain rules and elected officers to keep order along the way. Soon technology changed again, however, and people said good-bye to wagons and hello to railroads.

1. Why did people start using wagons instead of horses?

2. What was an effect of having a cover on a wagon?

3. Why did people join wagon trains?

4. What was an effect of new technology?

~~5. On a separate sheet of paper, explain why you think people stopped using wagons and started traveling on trains.~~

© Pearson Education 4



Home Activity Your child read an article and answered questions about cause and effect. Read a short story with your child. Ask your child to identify causes and effects in the story.

Main Idea and Details

Directions Read the article. Then answer the questions below.

A hundred years ago, lumberjacks worked in forests all over North America. They were known for their hard work, their strength, and the immense amount of food they ate. Today, lumberjacks are mostly just a memory. You can learn about lumberjacks by reading

books, visiting museums, or attending lumberjack competitions. History comes alive at a lumberjack competition. In these competitions, modern-day lumberjacks compete in events like logrolling and wood chopping. Lumberjack music, food, and costumes are also part of these events.

1. In one or two words, what are all of the sentences about?

2. What is the main idea of the passage?

3. What is one supporting detail that tells more about the main idea?

4. What is another supporting detail for the main idea?

~~5. On a separate sheet of paper, write a summary of the passage in one or two sentences.~~

Main Idea: The most important thing the author has to say.

Details: Support the Main Idea



Home Activity Your child identified the main idea and supporting details of a nonfiction passage and wrote a summary of it. Read a short magazine or newspaper article with your child. Work together to identify the main idea and supporting details of the article. Then use this information to write a short summary.

Sequence

Directions Read the following passage. Then answer the questions below.

Today I learned how to make green chili pie. First you must gather the ingredients—6 or 7 green chilies, 1 cup of grated Fontina cheese, 4 eggs, 2 cups light cream, salt, and pepper. Then preheat the oven to 425°. Butter the bottom of a pie pan and line it with chilies. Sprinkle the cheese over them. Mix the eggs, cream, salt, and pepper together in a bowl. Pour this mixture over the cheese. Bake the pie for 15 minutes. Then lower the heat to 325° and bake for 20–30 minutes longer. Test the pie for doneness by removing it from the oven and inserting a knife into the center. If the knife comes out clean, the pie is done. You may serve the pie hot or cold.

1. What is the first step in making green chili pie?

2. What is the last step in making the pie?

3. What step follows baking the pie for fifteen minutes? How do you know this is the next step?

4. If these steps were written in a different order, would it matter? Why or why not?

5. On a separate sheet of paper, explain the steps of a process you know well.

★ Extra Credit!! 😊



Home Activity Your child identified the steps in a process. Perform a household chore with your child, like making a bed, and have your child name the steps that make up the process.