

# Florida Treasures

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# Plot Development

## Analyze Character, Setting, and Plot

**Explain** Review the terms *character*, *setting*, and *plot*. Write the following passage on the board: *Terry and Chris had just started Saturday morning batting practice when their softball sailed over the baseball field's high fence. Walking all the way around the fence to get the ball back would have taken forever. "I've got an idea, Terry," Chris said. "Spot," Chris called to his dog, and pointed to the ball. "Run and get the softball for us." Spot had the ball back in no time!* Read the paragraph aloud with students. Tell them that they will identify the characters and the setting in this passage. Students should think about the beginning, middle, and end of the passage to describe how the characters and the setting help to move the plot along.

**Guided Practice** Ask: *Who is this story about?* (Terry, Chris, and Spot, a dog) *Where and when does the story happen?* (on a baseball field on a Saturday morning) *What happens in the story?* (Terry and Chris lose a softball over a fence. Chris asks his dog, Spot, to get it. Spot returns the ball.) Help students identify clues as necessary.

**Practice** Draw a diagram with three circles on the board and label the circles *Beginning*, *Middle*, and *End*. Reread the passage with students. In the circles have students list the events that form the plot development. Then have them use the diagram to retell the story.

## Retell a Story

**Materials** story books

**Explain** Tell students that they will describe for the rest of the class the characters, the setting, and the plot of a story. Provide story books and have small groups each choose a story.

**Guided Practice/Practice** As they read the story they chose, have each group work together to list the following story elements: the main characters, the setting, and the main events of the plot. Circulate and offer assistance as needed. Students from each group should then take turns retelling the story to the rest of the class. Remind them that their retelling should summarize the characters, setting, and plot events. Encourage students to describe the main characters' traits as well.

# Main Idea and Details

## Identify an Unstated Main Idea

**Explain** Discuss how identifying the main ideas and supporting details can help students summarize a passage. Write this information on the board: *Sea turtles get caught in the nets of fishing boats. Many are hit by speedboats or other ships. Sea turtles are also hunted for their shells.* Read the sentences with students. Tell them that they will be identifying the details and the unstated main idea of the paragraph.

**Guided Practice** Say: *You can usually find the main idea of a passage, even if it is not directly stated, by summarizing the details that are given. Let's summarize the most important details on the board. (Sea turtles get caught in fishing boat nets. Many are hit by speedboats or other ships. Sea turtles are hunted for their shells.) The main idea of this passage seems to be that sea turtles face many dangers.*

**Practice** Write this statement on the board: *People can help sea turtles.* Tell students this is a main idea that has been stated. Ask students to brainstorm sentences that give more information to support the main idea and write the details on the board. (Possible answers: Fishing boat crews can carefully remove turtles from their nets and return them to the ocean. Speedboats can watch for turtles and avoid hitting them. People can stop hunting the turtles for their shells.)

## Main Idea Sentences

**Explain** Ask a student to define what the main idea of a paragraph is. Point out that identifying main ideas is important both when reading and writing. When writing, students should state the main idea of a paragraph in a topic sentence. Tell students that they will develop main idea sentences based on supporting details provided.

**Guided Practice/Practice** Write several sentences on the board that will serve as supporting details. For example, write: *Skippy eats the best dog food. He gets plenty of exercise. Juanita takes Skippy to the vet when he gets sick.* Ask students to read the sentences aloud and summarize them to find a main idea for the passage. (Possible answer: Juanita takes good care of her pet.) Then ask students to make up three detail sentences and exchange them with a partner. Each student writes a topic sentence that shows the main idea for the details.

# Problem and Solution

## Identify Problem and Solution

**Explain** Remind students that the plot of a story usually begins with a problem and ends with a solution. The plot development moves from conflict to resolution. Write the following paragraph on the board: *Marcus needed help with his math homework because he had missed some classes when he was sick. He called a friend from class and said, "Taylor, I can help you with your science project. Do you have time to help me with the math homework?"* Read the paragraph with students. Tell them that they will identify the problem and the solution, or resolution of the conflict, in this paragraph.

**Guided Practice** Ask a volunteer to state the problem that Marcus faced. (At the beginning of the paragraph, Marcus needed help with his math homework.) Then ask how Marcus solved the problem. (In the middle of the paragraph Marcus called a classmate and offered to help his friend with a science project. Finally, he resolved his problem by asking for help with his math homework.)

**Practice** Read this text aloud to students: *Maria looked in all the usual places for the basement key. She needed to leave for school, and her schoolbag was locked in the basement. Having no choice, she climbed all the way up to the attic where her mother was looking through some old files. "Mom," Maria asked, "can I please borrow the basement spare key?"* Have students listen carefully and raise their hands when they hear Maria's problem. (Her schoolbag was locked in the basement.) Have them raise their hands again when they hear the solution. (Maria borrows the basement spare key.)

## Find a Solution

**Materials** chart paper, classroom props

**Explain** Review the terms *problem* and *solution*. Tell students that they will identify other possible solutions to the main problems in stories that they have recently read.

**Guided Practice/Practice** On chart paper, list several story titles that the class has read recently. Then discuss and summarize the problems that the main characters in the stories faced and the solutions that the characters found. Divide the class into three teams. Ask each team to select one story listed and think of a different solution for the problem. Tell them to act out their new solution. Schedule a time for teams to present their dramatizations to the rest of the class.

# Main Idea and Details: Summarize

## Summarize

**Explain** Write the following on the board without the underlining: Spider silk, the stuff spiders use for webs, is remarkable material. It is amazingly strong but stretchable. Scientists are trying to make artificial spider silk. One day it may be used in everyday objects. Read the text with students. Tell them that they will identify key phrases to help them create a summary.

**Guided Practice** Ask: *What key words and phrases help form a summary?* After underlining the phrases, say, *A good summary would be the following: Spider silk is strong but stretchable. Artificial spider silk may be used in everyday objects one day.*

**Practice** Write the following on the board without the underlining: Some of the largest trees in the United States are in Sequoia National Park. This park is located in California. No one can cut down these trees. They are protected by law. That way many visitors every year can enjoy these giant trees. Have students underline key phrases and then write a summary for the passage.

## The Summary Game

**Materials** index cards, poster board, masking tape

**Explain** Remind students that summarizing a story or article means briefly retelling the main events or ideas. Tell students that they will write summaries of popular stories and use them in a game.

**Guided Practice/Practice** Assign each pair of students a different popular story to summarize. Have each pair write a short summary on an index card. Circulate and offer assistance. Attach the cards face down on poster board with masking tape. Have students choose a card and read aloud the summary. If the student can name the popular story described in the summary, he or she keeps the card. The winner is the student with the most cards after all summaries are correctly identified.

# Compare Characters, Settings, Events

## Make Comparisons

**Explain** Remind students that when readers compare and contrast characters, settings, or events they look for how the characters, settings, or events are alike and different. Write this paragraph on the board: *Mr. and Mrs. Badger want to take their three children on vacation. Mr. Badger wants to go to the mountains because the family can camp out and hike across the hills. Mrs. Badger wants to go to the beach so they can all go swimming and also relax on the sand.* Read the sentences. Have students tell how Mr. and Mrs. Badger are alike and how they are different.

**Guided Practice** Say: *Both characters are alike because they want to take their children on vacation. They are different because Mr. Badger wants to go to the mountains and Mrs. Badger wants to go to the beach. What is another difference?* (Mr. Badger wants to camp and hike, and Mrs. Badger wants to swim and relax on the sand.)

**Practice** Read this paragraph aloud. Ask students to compare and contrast the characters. *Andrew and John are brothers. Andrew likes to play sports and does not like to sit still for very long. John likes to read and to work on the computer. He sits quietly for long periods of time. Both boys really like to cook and are very good at it.*

Help students tell how the boys are alike and how they are different. (alike: brothers, like to cook; different: Andrew plays sports, does not like to sit still; John likes to read and work on the computer, likes to sit still)

## What's the Difference?

**Materials** drawing paper, markers or crayons

**Explain** Tell students they will draw two bedrooms, one for an athletic person and the other for a person who enjoys relaxing more than sports.

**Guided Practice/Practice** Have students work with partners to plan two bedrooms for the two different people. Encourage them to use a Compare and Contrast Chart to share their ideas for the different rooms before they draw them. Tell them to label items in each room that are alike and that are different. Allow them to present their drawings to the class and to display them in the classroom.

# Relevant Facts and Details: Facts/Opinions

## Identify Facts and Opinions

**Explain** Review the terms *fact* and *opinion*. Write the following on the board: *The Chinese are credited with inventing the first kites. At first, the Chinese used kites to carry messages. Kites are now used as great toys. Also, most people can easily afford them.* Read the text with students. Tell them that they will identify facts and opinions.

**Guided Practice** Discuss the first two sentences with students. Ask: *Are the first two sentences facts or opinions? (facts) How do you know?* (A fact can be proved by checking a reliable source.)

**Practice** Ask students to circle the words or phrases in the last two sentences that show these sentences express opinions. (great, most, easily)

## Listen for the Facts

**Materials** nonfiction book

**Explain** Point out that when reading nonfiction it is important to focus on relevant facts and details and to distinguish an author's opinions from facts. Remind students that a fact can be proved, such as by checking a reference book, but an opinion cannot be proved either true or false. Tell students that they will listen for statements of fact and opinion. Ask students to give examples of words or phrases that signal opinions, such as *best, worst, or I think*.

**Guided Practice/Practice** Read aloud a passage from a nonfiction book. Pause after each sentence. Ask students if the sentence states a fact that can be proved or an opinion. If the statement is a fact, ask students where they might check to see if the fact is true (for example, an online site, an atlas, or a print encyclopedia). If the statement is an opinion, ask students to state the clue words that helped them identify it as an opinion.

# Author's Purpose

## Analyze Author's Purpose

**Explain** Remind students that an author's purpose is the main reason why an author writes, such as to entertain, inform, or explain. Point out that sometimes authors also write to persuade readers to do something or to think a certain way. Write the following on the board: *The new library in Oakdale is open weekdays from 9:00 to 6:00. It has a reference section and twenty computers for the public. A reading room is located on the second floor.* Read the text with students and explain that the passage tells about a new library. The purpose of the paragraph is to inform.

**Guided Practice** Read this text aloud to students. Have them listen for the author's purpose. *Our neighborhood's new bookstore is the most popular in town. Many customers say this is the best bookstore for both fiction and nonfiction books, and the prices are very cheap. In addition, the bookstore looks terrific, with attractive bookcases and thick blue carpet.* Ask students to identify the author's purpose. (to persuade)

**Practice** Have students dictate an entertaining story about the opening day at a new library. Volunteers can each add a sentence. Remind students that the story should have a beginning, middle, and end and that their purpose is to entertain.

## What's Your Purpose?

**Explain** Tell students that they will work in pairs to write a paragraph and have their classmates guess their purpose. Discuss three basic purposes for writing (entertain, inform, explain).

**Guided Practice/Practice** On small slips of paper write *entertain, inform, or persuade*. Fold the slips and have each pair choose one randomly. Then assign a general subject students are familiar with, such as soccer or pets. Have partners write a paragraph about the chosen subject using the purpose they chose randomly. After writing, have students read aloud the paragraphs and have classmates guess the purposes. Discuss what evidence students used for their guesses.

# Plot Development: Make Inferences

## Make Inferences and Analyze

**Explain** Write this paragraph on the board: *Jon took some blueberries out of the refrigerator. His teenage brother Bill organized all the other materials on the countertop. Bill carefully preheated the oven. After mixing all the ingredients, Jon poured the batter into the muffin pan.* Read the sentences aloud. Say: *Authors do not always tell every detail in a story. Readers have to use clues in the story and their own experiences to figure out the missing information. I think this story takes place in a kitchen.*

**Guided Practice** Ask: *What were Jon and his brother making? What clues make you think so? Underline the clues.* (They were making blueberry muffins. The clues include blueberries, batter, and a muffin pan.)

**Practice** Read this paragraph aloud. Have students listen carefully. *Bill said, "Let me put the pan in the oven." After waiting the correct amount of time, Bill removed the pan. "Once they're cool, we can eat!" Bill continued. But when Bill tried to remove the muffins, they wouldn't come out of the pan. "Oh, no, Jon, I think we forgot one thing!" Bill shouted.* Ask: *What do you think Jon and Bill forgot to do?* (They forgot to grease the pan so the muffins wouldn't stick.)

## Follow All Clues

**Explain** Review the term *inferences*. Ask students to explain how they make inferences about a story.

**Guided Practice/Practice** Tell students that they will make inferences to complete statements. On the board write statements that students might make during daily conversations but leave the statements incomplete. Read the statements and invite students to make inferences to complete them. For example, *This morning the weather forecaster said there is a seventy percent chance of rain this afternoon. I'd better pack my \_\_\_\_.* (Possible answers are *umbrella, raincoat, boots, or rain hat.*) Another example is *Every day after his walks, my dog tracks dirt onto the living room rug. So my family has decided to \_\_\_\_.* (Possible answers: *use the kitchen back door when we return from walking the dog or make sure we use an old towel to wipe the dog's paws when we return from walks*)

# Cause and Effect

## Cause-and-Effect Relationships

**Explain** Remind students a *cause* is why something happens and an *effect* is what happens as a result of a cause. Ask students to listen for cause and effect as you read the following paragraph: *Much of the energy we use comes from coal, natural gas, and petroleum. These types of fossil fuels are not renewable. That means that once they are used up there will be no more of these fuels. Many people are working to conserve fuel. Some people use less fuel because they have solar panels on their homes. Some power companies use less fossil fuel since they operate windmill farms to generate a portion of electricity.* Explain that one effect is that many people are trying to conserve fuel. The cause is that some types of fuel are not renewable.

**Guided Practice** Guide students to find another cause-and-effect relationship about solar panels. Ask: *Why are some people using less fossil fuel?* (They have solar panels on their homes.)

**Practice** Read the last sentence of the passage again. Have students describe the cause-and-effect relationship in the sentence. (Because some power companies operate windmill farms, they use less fossil fuel.)

## Cause and Effect Buildup

**Materials** number cubes

**Explain** Brainstorm everyday examples of cause and effect, such as, "Because my sister lost her baseball mitt, she asked for a new mitt for her birthday," or, "Because tomorrow is Saturday, we do not have school."

**Guided Practice/Practice** Organize students into small groups to make number cube structures. As students build their structures, encourage them to describe their buildings using cause and effect words. For example, they might say, "Because we removed a bottom piece, the tower collapsed" or "Since we used more number cubes than that group, our building is taller than theirs."

# Chronological Order (nonfiction)

## Order of Events

**Explain** Write the following on the board: *My friend Tyler takes his dog for a walk every morning. First, he puts on her leash. Next, they walk to the corner and carefully cross the street. Last, they return home, and Tyler gives his dog a biscuit.* Read the text with students. Circle the words *first*, *next*, and *last* and tell students these are words the writer uses to signal the sequence or chronological order of events.

**Guided Practice** Ask students to retell the order of events on the board. (Tyler puts on his dog's leash. They go for a walk, return home, and the dog gets a biscuit.)

**Practice** Write this paragraph on the board. Have students circle the sequence words that give clues to the chronological order. *I help set the dinner table. First, I set out the plates. Second, I place napkins near the plates. Then I place forks and knives on the table. Finally, I put a glass near each plate.* (first, second, then, finally)

## Instructions in Chronological Order

**Explain** Remind students that chronological order refers to the sequence in which events occur. Tell students that they will put a series of instructions in order.

**Guided Practice/Practice** Divide a sheet of paper into four-panel sections. Have pairs of students write simple four-step instructions for an everyday task, one step in each panel. Cut and separate the panels. Challenge other pairs of students to work together and arrange the panels in the correct chronological order. Have the pairs then summarize the order.

# Plot Development: Draw Conclusions

## Draw Conclusions

**Explain** Write this paragraph on the board: *Sam carefully carried home a bag from the store. As he entered his front door, Sam's large dog jumped up on him. Sam's bag fell to the floor with a loud crash. "Oh, no," Sam shouted.* Read the paragraph with the students. Remind students to use clues in the story to draw conclusions.

**Guided Practice** Tell students to use the clues *carefully carried*, *loud crash*, and *"Oh, no"* to draw a conclusion. Ask: *What do you think was in the bag?* (something breakable)

**Practice** Read this paragraph to students: *Rita arrived home and let her tennis racket slip from her hand to the floor. She walked slowly to the kitchen and poured cold water in a large glass. "Finally!" Rita said as she settled herself into a comfortable chair.* Ask: *How do you think Rita feels when she arrives home? How did you decide?* (She is probably tired. The clues include *slip from her hand*, *walked slowly*, *"Finally!"* and *comfortable chair*.)

## Play Detective

**Materials** index cards

**Explain** Remind students that when they draw conclusions about a story they use information from the text and their own experience to form opinions about the characters, setting, or plot. Discuss stories that the class has read recently, and have students draw conclusions about which character was the best problem-solver.

**Guided Practice** Describe the traits and actions of a superhero character to students. For example, *Ms. Dash can run 100 miles per hour. She once swam across the Pacific Ocean. She protects ordinary people from criminals, including the evil mastermind Mr. Doom.* Then have students draw conclusions to complete this sentence: *I can tell Ms. Dash is the main character of a fantasy, not a realistic story, because \_\_\_\_\_.*

**Practice** Have students work in small groups to create a character who has a secret. Have each group brainstorm five clues to the secret and write each clue on a separate index card. Then have groups challenge each other to guess the secret using as few of the clues as possible.

# Plot Development: Make Predictions

## Make and Analyze Predictions

**Explain** Remind students that making predictions about plot development means trying to guess what will happen next in a story. Point out that good readers make predictions as they read and then read on to confirm them.

**Guided Practice** On the board write: *Manuel heard a noise outside. He looked out his kitchen window and saw a trash can knocked over. Peeking out from behind the can was a tiny kitten.* Help students make predictions about what might happen next. Then write on the board: *Manuel and his mom placed a small bowl of tuna near the trash can. Manuel was so happy when the kitten walked slowly toward the bowl.* Have students read the sentences and confirm or revise their predictions. Ask students to discuss the story clues that helped them make their predictions.

**Practice** Have students write the next two sentences of the story. Then have them compare what they think will happen next with others in the class.

## Can You Make a Prediction?

**Materials** picture story books

**Explain** Tell students that they are going to make and confirm or revise predictions about a story. Remind students that their predictions should be logical and should be based on what has happened in the story so far.

**Guided Practice/Practice** Distribute picture story books to partners. Have one student read aloud the first few pages of the book. Have the partner make a prediction about what might happen next. Then have the first student read the next few pages that will confirm or contradict the prediction. Have partners switch roles as they finish reading the book. Afterward, discuss why a story with surprising plot twists can often be fun to read.

# Chronological Order (fiction)

## Chronological Order of Events

**Explain** Write the following sentences on the board: *The baseball team needed to raise money for team T-shirts. First, they held a meeting to discuss fundraising ideas. Then the team agreed upon a used book sale. Next, they asked their classmates to donate used books. Finally, the team sold the books in the cafeteria during lunch hour.* Remind students that they can use clue words to determine the sequence of events.

**Guided Practice** Read the paragraph with students. Ask them to circle the words that signal the chronological order of events. (first, then, next, finally) Then have them retell the order of events in the passage. (The baseball team meets, agrees to hold a used book sale, asks for book donations, and sells the books during lunch hour.)

**Practice** Have students write a paragraph that tells about the opening baseball game for the team. Remind them to use sequence words such as *first, next, and last* in their paragraphs. Ask students to read their paragraphs aloud. Remind the class to listen for the sequence or chronological order of events.

## Directions Out of Order

**Materials** envelopes

**Explain** Tell students that they will put a set of directions in correct chronological order, or the proper sequence.

**Guided Practice/Practice** Write a few sets of simple directions. Cut and separate each step. Place each cut set in an envelope. Have pairs of students rearrange the steps in order. Then have them read the directions to the class. Ask the class if they agree with the sequence of the steps. For example, *Directions to the Gym: Turn right after leaving the classroom. Walk down the stairs. Turn left at the bottom of the stairs.*

# Essential Message/Theme

## Identify Theme

**Explain** Choose a fairy tale and read a version of it aloud. If, for instance, you are reading a version of "Cinderella" you might say, *The theme of this story is that a person whom some people see as very lowly might really be very beautiful and worthwhile. Even though Cinderella is treated very badly by her stepmother and stepsisters, she is such a beautiful person that the Prince falls in love with her at the ball and searches all over the kingdom for her.*

**Guided Practice** Retell another fairy tale, such as "The Frog Prince," where someone gets transformed through a special process. Ask questions that will help students identify the theme, such as *What is the hero or heroine like at the beginning of the story? What is this person like at the end? How is the transition made? What can you learn from this?*

**Practice** Ask students to name other fairy tales or similar stories that they know. Write the titles on the board and help students to identify the theme of each of them.

## Theme Theater

**Materials** construction paper, scissors

**Explain** Remind students that the theme of a story is its essential message, or what the author wants readers to learn. Tell students that they will decide on a theme and plan a skit about it.

**Guided Practice/Practice** Have students work with partners to brainstorm the theme of a skit where at least one character is transformed. Encourage them to make simple masks from construction paper for their characters as they plan their skits. Remind them to include dialogue and actions in their skits. Characters who get transformed should have at least two masks to represent the transformation. Give students time to rehearse and then perform their skits for the class.

## Relevant Facts and Details

### Identify Facts and Details

**Explain** Write the following paragraph on the board: *Hummingbirds are very small birds. They are able to hover, or fly in one place, by beating their wings very fast. Some hummingbirds beat their wings 70 times per second. In fact, they get their name from the humming sound their wings make while beating.*

**Guided Practice** Read the text with students. Draw a Descriptive Web on the board and write *hummingbirds* in the main circle. Ask students to identify descriptive facts and details about hummingbirds and record them on the web.

**Practice** Write this text on the board. Read it with students. *Ants are social insects that live in groups called colonies. Ants need other ants to build nests, gather food, and protect themselves. Ants use their senses of smell, touch, sound, and taste to communicate.* Have students create Descriptive Webs to record the characteristics of ants.

### It Looks and Sounds Good

**Materials** paper, pencils, crayons, or markers

**Explain** Point out that not every piece of information in a nonfiction article is equally important. Sometimes when they read nonfiction students will be looking for information about a specific subject and should focus on the facts and details most relevant to that subject. Then explain that authors of nonfiction often use the description text structure to give characteristics about their subject.

**Guided Practice/Practice** Have each student name a kind of tree and give relevant facts and details about it. (For instance, a fir tree is evergreen, has flat leaves called needles, and has cones.) Suggest that they use Description Webs to organize the characteristics of the tree they have chosen. Then ask them to draw a picture of their tree and add the web to it.

# Plot Development: Make Judgments

## Make Judgments

**Explain** Write on the board: *Lorenzo was sent to the store by his mother. His mother said to hurry so she could prepare supper on time. Lorenzo knew a shortcut across a nearby empty lot, but he also knew a new building was being constructed there. It was a dangerous place to cross. He decided to walk fast and shop quickly but not to take the shortcut.* Explain that good readers can make judgments by carefully evaluating a character's words and actions.

**Guided Practice** Read aloud the paragraph on the board. Discuss with students Lorenzo's decision not to cross a construction site. Ask: *What judgment can you make about Lorenzo and the way he carries out his errand?* (Possible answer: He is a sensible person.)

**Practice** Discuss how making judgments about a character can help readers evaluate the development of the plot. Have students think of another situation Lorenzo might face. Ask students to describe the situation and make judgments about the actions Lorenzo might take. Then have them share their results with classmates.

## You Be the Judge

**Materials** judge's gavel made from cardboard, index cards

**Explain** Review how readers use their own ideas and experiences to form opinions about the characters in a story. Tell students they will make a judgment about a character and give reasons for making it.

**Guided Practice/Practice** Elect one student as a judge and divide the rest of the group into two teams. Have each team choose a story they have read recently and write a judgment about a character on an index card along with the reasons they made the judgment. Then choose one of the team members to read aloud the judgment and the reasons for it. The opposing team must argue the opposite side of the judgment and give good reasons for their point of view. The person elected to hold the judge's gavel must decide which judgment makes the most sense.

## Relevant Details: Draw Conclusions

### Draw Conclusions

**Explain** Remind students that any conclusions they draw about what they are reading should be based on relevant details in the text. Write the following on the board: *The stripes of zebras help to protect them from predators. When zebras are traveling in a herd, animals that hunt them cannot see individual zebras because the stripes make the herd look like a large striped block.*

**Guided Practice** Read the text with students. Suggest that students use a Conclusions Map to organize clues and draw a conclusion. (Zebras need to be protected from predators, which will hunt them for food.)

**Practice** Write the following paragraph on the board and read it aloud to students. Have students draw a conclusion about why zebras have stripes. *Lions, which are the main predators of zebras, are color blind, so even though the zebra's stripes do not match the background colors of the surroundings, the lions cannot see the difference between the zebras and the background. This helps the zebras to escape from their predators.*

### Color Me Hidden

**Materials** paper, crayons or markers

**Explain** Tell students that they will draw an animal that is hidden against its background by its coloring. Tell them that they can use an example of a real or a made-up animal in their picture.

**Guided Practice/Practice** Invite students to share their pictures with classmates. Have them draw conclusions about the characteristics that allow the animals to disguise themselves against the background. Ask them to make a list of ways that animals can be hidden in plain sight.