

## Developmental Series Sample

**Objective 4:** The student will apply critical thinking skills to analyze culturally diverse written texts.

### Knowledge and Skills Statement

**(3.9) Reading/comprehension:** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

### Student Expectation

**(F)** The student is expected to make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.

## ACTIVITY Home Alone (conclusions)

### Materials

*Home Alone* game sheets for each player  
*Home Alone* game board for each group of 2 to 4 players  
*Home Alone* game cards for each group of players  
 Game token for each player  
 Die for each group of players

### Procedure

Divide the class into groups of two to four students, and distribute materials. Students place the *Home Alone* game cards face up in the rooms where they belong. Students place all game tokens at the START space. Players take turns rolling the die and moving the number of spaces indicated on the die to reach each of the rooms on the *Home Alone* game board. Players must begin play by drawing a front porch card, but after correctly answering that card, they may reach the rooms in any order they wish. They can move their tokens one space horizontally, vertically, diagonally, or any combination of these for each spot on the die.

Once inside a room, a player picks up a card and reads the paragraph on it. Then (s)he finds a conclusion statement on the *Home Alone* game sheets that is based on the information printed on the card just read. The player selects that sentence on the game sheet by printing the first letter(s) of the room that (s)he is in (e.g., K for kitchen, FP for front porch) on the line next to the sentence chosen.

Then (s)he turns the card over to check the answer. If the number on the back of the card matches the number of the sentence (s)he selected, then the answer is correct, and the player may roll again to proceed to another room. If the player



chose incorrectly, then (s)he should put an "X" on top of the letter written on the line next to the sentence chosen. The player then takes one step out of the room and waits for his or her next turn.

The object is to correctly draw one conclusion for each room of the house. Once a player has done this, the player moves to the back door to greet the parents. The first player to correctly draw conclusions in each room and reach the PARENTS space is the winner.

### **Enrichment**

Students choose a card that they did not use during the game, if possible. They read the card, draw their own conclusion from it, and write it down. Students look at their game sheets to see if they drew a logical conclusion. If not, they may refine their conclusions if necessary, but point out to them that their conclusions probably will not exactly match the text on the game sheet.

Students create their own posters that illustrate and succinctly state their safety or health conclusions. Explain that effective posters have few words, so students should chose their words carefully. They may have to shorten their original conclusion statements in order to craft catchy and easy-to-read posters. Also, the graphics or illustrations should support the words. Students display their posters in the classroom.



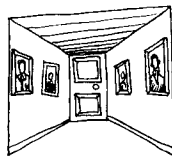
## Home Alone (sample portion of game sheet)

Front Porch



- \_\_\_\_\_ 1. Taking a planned path home will help keep you from getting lost.
- \_\_\_\_\_ 2. Taking a ride home from a stranger is not safe.
- \_\_\_\_\_ 3. A personal information card will be helpful if you have a problem.
- \_\_\_\_\_ 4. Do not give your house key to anyone.
- \_\_\_\_\_ 5. A neighbor friend can help make sure you are safe while home alone.

Hall



- \_\_\_\_\_ 1. You should not let anyone in your house while your parents are gone.
- \_\_\_\_\_ 2. Locking the doors helps keep you safe.
- \_\_\_\_\_ 3. Knowing how to adjust the thermostat will help you be more comfortable.
- \_\_\_\_\_ 4. If you tell a caller that your parents cannot come to the phone, the caller will think that an adult is in the house with you.
- \_\_\_\_\_ 5. You should have friends over only if your parents have given you permission.



# Home alone (game board)



Place kitchen cards here.

**Kitchen**

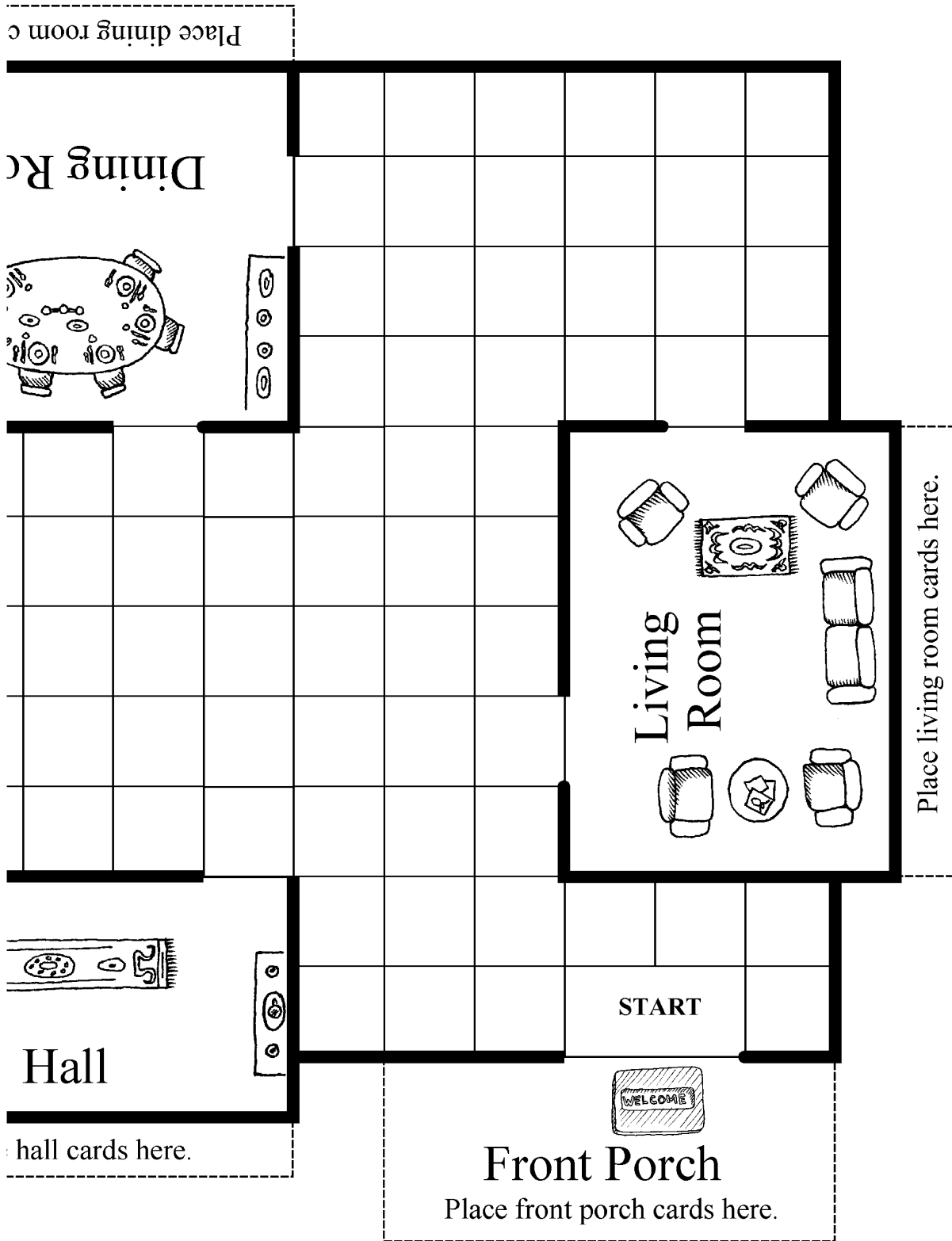
Place

cards here.

**HOME ALONE**

com





Home Alone (1st 5 of 25 cards)

The first step in being home alone is to get home safely. Never take a ride with a stranger, even if it is cold or rainy outside. Don't trust strangers who say that they were sent by your parents to pick you up.



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Talk with your parents about the path you take to get home from a location. Think about the way you go. Each time that you travel home from this place, follow the same path.



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Wear your house key around your neck on a chain, but hide it under your shirt. Or, you can pin your key to the inside of your clothing. Do not even give your best friend your key.



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Carry a card stating your name, address, telephone number, and the telephone number where your parents can be reached. If you get lost, a police officer can help by using information on the card.



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A neighbor who is a friend of the family should be given your home-alone schedule. This neighbor can keep a watchful eye on you.



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# TEXAS GRADE 3 READING

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*Read the selection. When you are finished, you will be asked to draw conclusions based on what you have read.*

### Recipe for Precipitation

- 1 Have you ever spent a lazy summer afternoon looking for shapes in the clouds? People can relax and daydream for hours while watching the white puffy forms drift slowly across the sky. Clouds are not only beautiful. They are also very busy places. Clouds are where precipitation (preh-sip-uh-TAY-shun) forms. Precipitation is the name for the different forms of water that fall from the sky. Rain is a type of precipitation. Snow is, too. Sleet and hail are also types of precipitation. Each of these travels from clouds to the ground. From beginning to end, this trip is truly remarkable.
- 2 The air around us contains water. You cannot see the water. It is in the form of a gas called water vapor. High in the sky, temperatures are often very cool. When water vapor meets this cool air, it turns back into liquid water. This water looks like tiny drops. These are called droplets. The droplets are so small and light that air currents can hold them up in the sky. These little droplets are what makes clouds form. As more droplets form inside a cloud, they bump into each other and stick to each other, making bigger and heavier droplets. When the droplets get big enough and heavy enough, they can fall to the ground as rain. Farmers usually like to see rain fall. It means their crops will have plenty of water. Some people even like to play in the rain when it is warm outside.
- 3 Snow is another type of precipitation. The difference between rain and snow is that the water droplets that fall when it snows are frozen. Snow forms when the air in a cloud gets very cold. The cold air causes the droplets



in the cloud to freeze. Like rain droplets, when the frozen droplets bump into each other, they get bigger and heavier. Then they fall from the cloud. This time when the droplets fall, they fall in the form of snow. Snow takes the shape of small, flat, six-sided crystals of ice. These are called flakes. Snowflakes are cold, but they are also light and soft. Lots of boys and girls like to play in snow. People can go snow skiing, snowboarding, or sledding in snow.

4 A third type of precipitation is called sleet. Sleet, like snow, is made up of falling water droplets that have frozen. The main difference between the two is that the droplets making up sleet freeze on their way to the ground, not inside a cloud. Sleet forms when rain or melted snow falls through a cold layer of air. The liquid water freezes to form small pieces, or pellets, of clear ice. Sleet is cold, but it is not light and soft like snow. Not many people want sleet to fall on their heads. There are not many fun things to do outside when sleet is falling.

5 Hail is the fourth type of precipitation. Hail falls as balls of hard ice called stones. Usually, these stones are little like peas or marbles. Sometimes, though, they are as big as softballs! Hail is formed when falling ice is caught by a wind and thrown back upwards in a giant looping manner between the top and bottom layers of a thundercloud. The ice mixes more and more with cold water droplets. It gets larger and heavier until it falls to the earth. Even though hail is made of ice, it can fall in the middle of the summer. Falling hail, when the stones are large, can cause a lot of damage to uncovered cars, roofs of houses, and farmers' crops. It can hurt people who are standing outside. Also, the same kinds of storms that make hail can also make tornadoes. For these reasons, hardly anyone is ever happy to see hailstones falling from the sky.

6 Water can fall from the sky in several different ways. Precipitation can be warm or cold. It can be hard or soft. It can be small or large. Some types of precipitation are fun, but others can be bad news. The next time you are staring up at a cloud, think about all the different things going on inside it. Can you guess what type of precipitation might fall from it?





(Questions 1 and 2 of 6)

1 After reading the story, the reader can infer that —

- A most of the time, hail and snow fall to the ground at the same time.
- B most people who like to ski would rather see hail falling than snow falling.
- C most farmers would rather see rain falling on their crops than hail falling on them.
- D most of the time, tornadoes and snowstorms happen at the same time.

2 The information in this selection suggests that —

- A raindrops are the largest type of precipitation.
- B hailstones are lighter than sleet pellets.
- C hailstones are the smallest type of precipitation.
- D hailstones are heavier than snowflakes.

