

- 3.6(B)** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 3.6(D)** Create mental images to deepen understanding.
- 3.6(G)** Evaluate details to determine key ideas.
- 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Introduction

Real-World Connection

Caleb likes to read stories. His favorite story is “The Dragons, the Gift, and the Villagers.” His friend, Josie, says she also likes that story. She asks him to describe his favorite part. Caleb talks about what the dragon looks like, and asks Josie about her favorite character. What other questions would be good to ask when talking about a story? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Caleb and Josie.

Words to Know

mental image
detail
fluency



What I Am Going to Learn

- Ask questions to help understand the text.
- Make mental pictures to help understand the text.
- Notice details to determine key ideas.
- Read at the right pace for comprehension.

What I May Already Know 2.6(B), 2.6(D), 2.6(G), 2.4

- I know how to ask questions while I read.
- I know how to make pictures in my mind to help understand the text.
- I know how to find details and main ideas in a text.
- I know how to read accurately and at the right pace.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

When you want to be sure you understand a text completely, you can ask yourself different questions. You can ask questions before, during, and after reading. Asking these questions will help you better understand the content.

You ask and answer questions when you read articles that give you information and made-up stories.

Make sure your questions have a strong connection to what you are reading. For example, you would not ask a question about life on the prairie in the 1800s while reading an article about life in cities today.

Doing these things will help you find answers to your questions.

- Reread part of the text you have just finished.
- Go back to an earlier part of the text.
- Read on to search for an answer.
- Look for pictures and other graphics.

Types of Questions

Here are some kinds of questions you could ask.

- **Is there information that I do not understand?**

Imagine you are reading about how caterpillars change into butterflies. You do not understand how this happens. You are not clear about what stages the creatures pass through.

- **Is there something in the passage that I cannot picture in my mind?**

Look for clues that will help you make **mental images**. These are pictures in your mind that help you understand the passage. Clues might be in another sentence. They might be in pictures or other helpful graphics.

Imagine you are reading a story about red-tailed hawks that live in a big swamp. You might ask, “*What does this hawk look like?*” Then you look for **details** that will help you see the bird in your mind. When you read that the hawk has a brown head and a red tail, you can picture it better. Being able to picture the hawk helps you make sense of the rest of the article, so now you are ready to read on.

Think About It

Use a K-W-L chart as you read. Write what you know in the first column. Write your questions in the middle column, and then read. You might find answers to your questions as you read, or you might need to put details together to figure out the answers you need.

- **Is there something in the text that is confusing?**

Imagine you just read about how female seahorses lay eggs. Then you read that the male seahorse carries the eggs. You are confused by these details. Look for ways to make the ideas clearer. Ask a question.

For example, you might ask, “*Does the female or the male seahorse have babies?*” You reread what you have read so far, but you still cannot find an answer to your question. Then you read on with your question in your mind.

In the next paragraph, you find out that the female seahorse does lay eggs. Now you know you have that information correct, but what about the male seahorse? The paragraph tells you that the female lays the eggs in a pouch on the male seahorse’s belly. The male seahorse carries the eggs and gives birth. Those details answer your question.

- **Other Sources for Answers**

Sometimes you will not be able to find the answers you need in the selection that you are reading. You can then look for answers in other sources. Another book about the same topic might give details in a different way or provide more details. You could also look for more information on the internet or in an encyclopedia.

- **Support Your Answers**

Use facts and details from your reading to show your answers are true. Make sure the facts and details provide enough evidence to support your response.

- **Be Certain to Read Carefully**

As you read, pay attention to your **fluency**—your rate and accuracy when reading and the way you pronounce and express words. Slow down when the reading is more difficult. Also be careful to read the words correctly and to follow the punctuation rules in your mind. Pause where you see commas. Know that an idea is complete when you see a period.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Follow That Horse

by Shannon Teper

- 1 Cuddles is on the job! Her owner, Dan Shaw, grips the handle of her harness. He says, "Take a walk." The pair starts off. Because he is blind, Dan can't see the road ahead. He knows he's safe with Cuddles. Cuddles is one of only a few trained guide horses for blind people.
- 2 Cuddles is a chestnut miniature horse. She stands knee-high next to Dan. At 26 inches tall and 80 pounds, she is the size of a large dog. Since Cuddles is compact, she can go everywhere Dan goes. She rides elevators. She fits under restaurant tables. She flies with Dan on airplanes. Cuddles is also housebroken. A horse that isn't housebroken cannot be a guide horse.
- 3 Wherever she goes, Cuddles wears four tiny sneakers. At first, the sneakers must have felt strange. Cuddles lifted her hooves high and tried to step out of them. Now she wears sneakers everywhere. They protect her hooves from being hurt by broken glass or hot pavement, and from slipping on polished floors.
- 4 Cuddles is the first miniature horse to guide a blind owner. Janet and Don Burleson trained Cuddles at the Guide Horse Foundation in Kittrell, North Carolina. The Burlesons wanted to offer another choice to blind people who are allergic to or afraid of dogs.
- 5 Dan feels more comfortable being guided by a horse. "I've loved horses all my life. I'm proud to walk down the street with a horse," he said.
- 6 Cuddles learned 23 different commands during her training. Like guide dogs, horses learn commands such as *forward*, *right*, and *left*, as well as requests such as *Find the door*.

Guided Questions

Read the title. Ask a question about the title. Then read on to find the answer.

Read paragraph 1. In your own words, explain who Cuddles is. Then ask a question.

Look at the word *compact* in paragraph 2. Aside from checking in a dictionary, what can you do to figure out its meaning? What does *compact* mean in this sentence?

- 7 Cuddles also learned to “spook the place.” This means to stand still instead of running away when something frightens her.
- 8 To keep Dan safe, Cuddles was taught to decide when to disobey. If Dan commands her to cross the street when a car is coming, Cuddles won’t cross.
- 9 Cuddles saved Dan from danger recently when a bike raced into his path. She quickly stepped between him and the bicycle. “She makes sure I’m safe,” Dan said.
- 10 Cuddles has been guiding Dan since May 2001. Now he wouldn’t be without her. Dan says, “The best thing about Cuddles is the freedom and independence she’s given me. She’s brought a lot of happiness to my life.”

Big Facts about Little Horses

- Miniature horses are cheap to feed. Hay costs \$4 per week, and oats cost \$.25 per day.
- They don’t have fleas!
- Most people are not allergic to miniature horses.
- They need room to exercise. A fenced-in yard works best.
- Guide horses need special care. At this time, only people over 16 years of age are taught to care for and handle guide horses.
- So far, there are only a few trained miniature guide horses.

Guided Questions

Reread paragraph 3. Describe your mental picture of Cuddles’ sneakers.

What question might a reader ask after reading paragraph 8?

Sketch a mental image you might have after reading paragraph 9.

Critical Thinking



1. Sometimes authors include fact sheets. Reread the fact sheet. Did the writer answer all of your questions about miniature guide horses? If not, what other questions do you have?



2. Think about the details the author included about the job of guide animals in this article. Use these details to explain what guide animals do.



3. Make a mental picture of a guide horse and a guide dog. List the things that are alike about the two pictures. List the things that are different. Share your list with a partner to see if you noticed the same things in your mental pictures.

How Am I Doing?

★ What questions do you have?

★ How do asking questions and creating mental images help you when you read a text?

★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Hector, King of the Barnyard

by Richard Woodard

- 1 Hector was a proud rooster. He ruled the chicken coop. He was the first to rise. He got the sun out of its bed in the morning. He got the chickens out to look for food. He kept them safe from the fox.



- 2 "Isn't he handsome?" said the hens. "And what a beautiful voice."
- 3 "He's so brave and strong."
- 4 "I always feel safe when Hector is around."
- 5 Hector strutted around the yard. Nothing missed his gaze. He was everything a chicken king should be.
- 6 But one day Hector looked out on the farm beyond the hen yard. It bothered him to see the pigs and cows without a leader. He decided to make himself their king, too.
- 7 Hector flew to the pigpen. Not one pig was digging for worms. They just slept in the shade or wallowed in the mud.
- 8 "Get up!" he crowed. "I've come to be your king!"
- 9 The pigs looked up and scratched their heads. Then they went back to sleep.

- 10 "Lazy loafers!" Hector yelled. "It's time to look for food."
- 11 One pig got up and walked over to the trough. "Where's the food?" he said. "Bring us a lot of food, and you can be our king."
- 12 Hector shook his head. "I could never find enough food to feed those lazy pigs," he thought. "They should find their own food, like respectable hens."
- 13 He looked over at the field where the cows were grazing. "That's more like it," he said. "See how they move around looking for their own food? I'll be their king."
- 14 He flew over to the cows. "Good, good," he said. "Heads low, eyes open, dig if you must."
- 15 But as he watched the cows, Hector was amazed to see that they just ate the grass and missed all the bugs. "Faster now," he called out to them. "You eat too slow. They're getting away."
- 16 Hector flew down to the ground and gobbled up a couple of juicy grasshoppers to show the cows how to do it. "Now you try," he said.
- 17 One of the cows looked at Hector and said, "We don't eat bugs. We just eat the grass."
- 18 "The pigs are too lazy, and the cows don't know what's good to eat," Hector complained. "How can I be king to creatures like this?"
- 19 A horse that was grazing nearby stopped to listen to Hector. "What a silly rooster," thought the horse.
- 20 Back at the chicken yard the hens were worried. The fox could be around. Where was their king and protector?
- 21 One hen clucked a worried cluck. Another hen joined in. Pretty soon the yard was full of worried, clucking chickens.
- 22 "Is that the hens?" the horse asked Hector. "Has the fox gotten into the chicken yard? Too bad they don't have a king."
- 23 Hector screamed in alarm. He flew past the cows and past the pigpen. He landed in the chicken yard, kicking up dust and scattering hens, looking everywhere for the fox.
- 24 "Our king is back!" squawked a hen.
- 25 Hector strutted around the yard as the hens settled down to scratch for bugs. "This is more like it," he said. "The rest of the animals will have to find another king."

- 1** The hens like Hector so much because —
- A** he gives them food
 - B** he makes them feel safe
 - C** he bullies them into letting him be king
 - D** he wakes them up every morning without fail
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- 4** In paragraph 14, why does Hector expect the cows to dig for bugs?
- F** He knows they are frightened of him.
 - G** The pigs dug for bugs when he told them to do that.
 - H** He has seen the cows digging for bugs before.
 - J** He thinks this is what all animals eat, since it is what hens eat.

2 What question might a reader ask after reading paragraph 11?

- F** Why do the pigs think Hector should bring them food?
- G** Why do the pigs disobey Hector?
- H** What do pigs usually eat?
- J** Where is the farmer?

5 Which sentence from paragraphs 22 through 24 best helps the reader make a mental picture?

- A** *"Is that the hens?" the horse asked Hector.*
- B** *Hector screamed in alarm.*
- C** *He landed in the chicken yard, kicking up dust and scattering hens.*
- D** *"Our king is back!" squawked a hen.*

3 Read this sentence from paragraph 11.

"Bring us a lot of food, and you can be our king."

After which word should the reader pause when reading this sentence?

- A** *us*
- B** *food*
- C** *you*
- D** *our*

★ **Assessment**

Choose the best answer to each question.

- 1** Based on the title, what question might a reader ask before reading the story?
- A** How tall is Hector?
 - B** Where is the barnyard located?
 - C** What kind of farm animal is Hector?
 - D** Why does the barnyard need a king?
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- 2** What mental image could the reader make after reading paragraph 10?
- F** An angry pig shouting at a rooster
 - G** A sad rooster shaking his head at a pig
 - H** An angry rooster sitting on the fence of a pigpen
 - J** An upset pig making faces at an angry rooster
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- 3** Hector decides not to be the king of the pigs because —
- A** he does not like pigs very much
 - B** the pigs are a lot stronger than he is
 - C** he is angry that they will not dig for worms
 - D** he does not want to look for food for them
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- 4** After reading paragraph 19, what question might the reader ask?
- F** Will Hector convince the cows to eat bugs?
 - G** Why does the horse think Hector is a silly rooster?
 - H** Will Hector want to go back to get the pigs to eat bugs?
 - J** What could the horse do to get Hector back where he belongs?
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- 5** Based on details from the story, what do you think Hector will do after the story ends?
- A** He will try to take over the farm.
 - B** He will stay in the chicken yard and be happy.
 - C** He will try to be king of pigs and cows again.
 - D** He will leave the chicken yard to travel away from the farm.



Exit Ticket

Now you can use questions, mental pictures, and details to help yourself understand what you read. Let's revisit Caleb and Josie from the Real-World Connection to see how they can talk about the texts they enjoy.



Imagine you are discussing favorite stories with Caleb and Josie. What questions can you ask about the stories they like? What details can you share with them about your favorite story?
