

Reading Comprehension Questions

Circle the correct answer

Question 1 – "Pumpkin in a Jar"

□ The maiden replied, "The reason I broke the jar, which had been kept in my family for many years by my mother, O king! is that I should not like to have it used by anyone else after you, Your Majesty, has touched it."

□ Upon hearing that, the king made no reply. In his heart, he marveled at the actions of the woman. Surely, she was a good, virtuous maiden after all.

After the maiden explained why she broke the jar, why did the king believe she was virtuous?

- A.** He was annoyed that she had wasted a perfectly good jar.
- B.** The word "virtuous" means "unpredictable."
- C.** He was flattered that she didn't want anyone else to drink from the jar.
- D.** He thought she was going to offer him a jar of pure gold.

Question 2 – "Pumpkin in a Jar"

Later, in their royal chambers, when his new wife revealed her secret, the king laughed long and hard.

At the end of the story, what was the king feeling when he laughed long and hard?

- A.** He admired the clever woman who was now his wife.
- B.** He felt joy at the prospect of divorcing his new wife the next day for having tricked him.
- C.** He was amused since the maiden was surely joking.
- D.** He was happy that he had his jar back and a full-grown pumpkin in it, besides.

Hidden Answer

Question: What should anyone puzzle over puzzles?

To Discover the Answer: Find the words listed below in the box of letters. The words may be listed forwards, backwards, or diagonally so look carefully! When you are done, the answer will be revealed! *(Don't worry if there are extra letters at the end of the message—that's normal!)*

C M U R D N U N O C E P
C R E A T I V E U Z C Z
E L Y T I N G O V E I R
N M P T E U Z Z L E V S
I A C A O R I D D L E S
G Z N B R G C O A D D E
M E N T H E R E B R A I
N X D B U Y T A S H E Q
T H I N K I N G M D P M

CONUMDRUM

DEVICE

RIDDLES

CREATIVE

ENIGMA

SECRET

CRYPTOGRAM

MAZE

THINKING

Answer Key

Hidden Answer

"PUZZLING OVER
PUZZLES CAN
BROADEN THE
MIND."

Illusions #1

Test Your Creative Thinking!

Is this a young girl
or an old woman?



Actually both! It's an old woman looking to the left with her chin to her chest and a young girl looking away from you over right shoulder. Notice that the nose of the old woman forms the chin of the girl!

Is this a sax player
or a woman?

Actually both! A sax player in profile in black and a woman in shadow looking directly at you!



More Illusions

Test Your Creative Thinking!

A cool profile?



It's actually the word "Liar" standing on end with the letter "r" at the bottom!

Goblet, right?



How about two faces in profile looking at each other?

Other Stories

with a Theme of Creative Thinking

Story Title: Weighing the Elephant (China)

Book: More Folk Tales from China

Author: Sian Tek-Lim

Publisher: The John Day Company, NY, 1948

Page(s): 135-136

Synopsis: A general is given a magnificent gift from a foreign leader—an elephant! Yet how can the beast be weighed? Certainly an elephant cannot stand on any scale! At last the general's six-year-old son speaks up. He suggests that they lead the elephant onto a large boat and mark the waterline. After leading the elephant off, they fill the boat with stones until it sinks to the same waterline. Last, each stone on the boat is weighed and added together.

Story Title: Borrowing the Enemy's Arrows (China)

Book: More Folk Tales from China

Author: Sian Tek-Lim

Publisher: The John Day Company, NY, 1948

Page(s): 56-57

Synopsis: The leader of an army desperately needs 100,000 arrows, but there isn't enough time to make so many. So he assembles a "crew" of straw dummies and positions them to look as if they crowd the deck of 20 ships. At dusk, he send the fleet up the Yangtze River into enemy territory. As the ships approach, the enemy releases a volley of arrows against the shadowy ships. Thousands of arrows become stuck in the straw dummies, and the leader has what he needs!

Story Title: The Faithful Wives (Germany)

Book: Clever Folk Tales of Wisdom, Wit, and Wonder

Author: Euthilde M. Kronberg

Publisher: Libraries Unlimited, 1993

Page(s): 5-6

Synopsis: (*Legend*) A king surrounds the castle of a rebellious duke. The people inside the castle, facing starvation, believe they must surrender. However the duke's wife, the Lady Elizabeth, has a different idea. She delivers a petition to the king: "We, the sad and distraught wives of the conquered, humbly beg you to let us and our offspring leave the castle with what we can carry on our backs." The king—not an unjust man—agrees. Imagine his surprise when the next morning, a long row of wives awkwardly make their way out of the castle with their husbands on their backs! Laughing, the king allows the men to leave, renaming the castle: "The Castle of the Faithful Wives."

Research Topics

"Pumpkin in a Jar"

Choose any topic to the right of a black circle.
(Or write in your own idea at the end.)
Remember, you can work individually or in pairs.



Step 1: Choose a topic from "The Pumpkin in a Jar"

Pumpkins

- Describe the fruit—its size, shape, color, ordinary & unusual uses.
- Describe the plant—its characteristics, favorable climate, how to grow.
- History of pumpkins in connection with Thanksgiving.

Philippines

- History of the country.
- The land—are there hills? plains? deserts? woods?
- History of royal families and the government in the Philippines today.
- Animals of the Philippines (deer are mentioned in the story).

Huts and Wells

- **Huts**—construction, shape, different kinds of huts throughout the world, pros & cons of living in a hut.
- **Wells**—How they work, how much they are in use today, when they were supplanted by plumbing, pros & cons of wells

Jars and other Pottery

- Pottery created by early humans, BC. -or- pottery created in the last 2000 years.
- Modern pottery—its techniques, improvements to the art.

Your own idea for a topic from the story:

Plan Your Research



Step 2: Write as a question what it is you want to find out about your topic. This will be your opening, for now.

What do you already know about your topic?

1. _____
2. _____
3. _____

What do you want to find out about your topic?

1. _____
2. _____
3. _____

Challenge: *what else?* _____

Sources you plan to use: (check as many as you want)

- _____ books
- _____ encyclopedias
- _____ atlases
- _____ almanacs
- _____ dictionaries
- _____ magazine articles
- _____ interviews
- _____ Internet
- _____ other:

Research Tips



Step 3: Record facts on Fact Cards you can cut out on the next few pages. You can ask your teacher for more.



Tips for the library

- ✓ Ask to see the area of the library where books on your topic are shelved. Ask if there's an "inter-library loan" system where you can request titles from other libraries, too.
- ✓ Ask if you can search a computer database for magazine articles on your topic. You can often search by subject or keywords.

Tips for other sources

- ✓ You can use **online** encyclopedias such as Britannica and Encarta.
- ✓ If you go on the Internet, pay attention to domain name extensions such as "edu" (education), "org" (non-profit organization), or "gov" (government). Be careful of "com" (commercial) sites. Many of these have excellent information, but may also have advertisements and little else.

Tips on taking notes

- ✓ Use a separate index card for each fact or quotation you might want to use. Try to think of a heading for each card. For example, "Huts today" or "Largest pumpkins ever" or "Where pumpkins grow."
- ✓ Summarize the information in your own words (paraphrasing). Use quotation marks if you copy the information exactly (this rule applies if you are copying a lot of information or only a phrase).
- ✓ Be sure to write down the source, including the author's name and the page number where the information appears.

Organize Your Fact Cards



Step 4: Organize your Fact Cards
so your thoughts "flow" in
a natural and logical way.

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Fact:

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Fact:

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Fact:

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Fact:

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Fact:

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Fact:

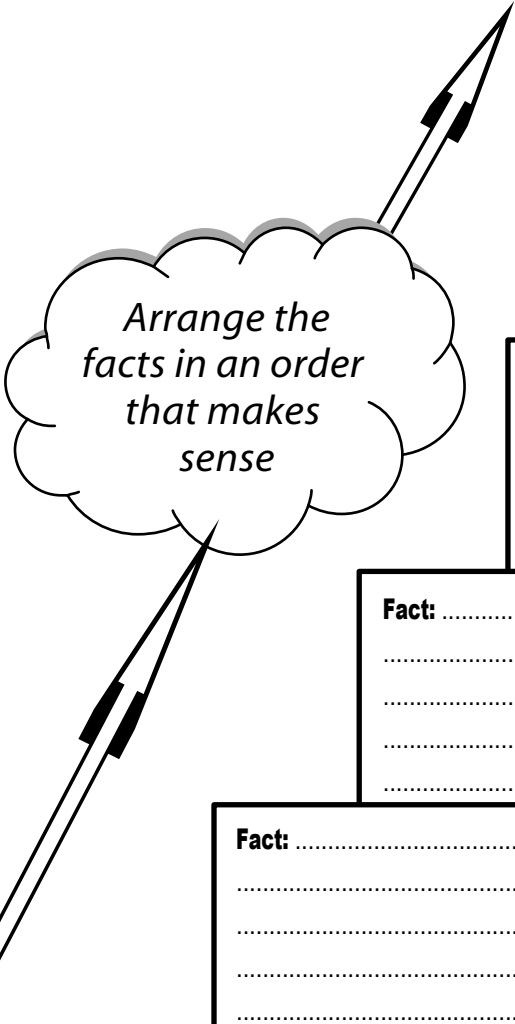
.....

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Source: Book, web site, other.....
Author

Year published pages (if any)



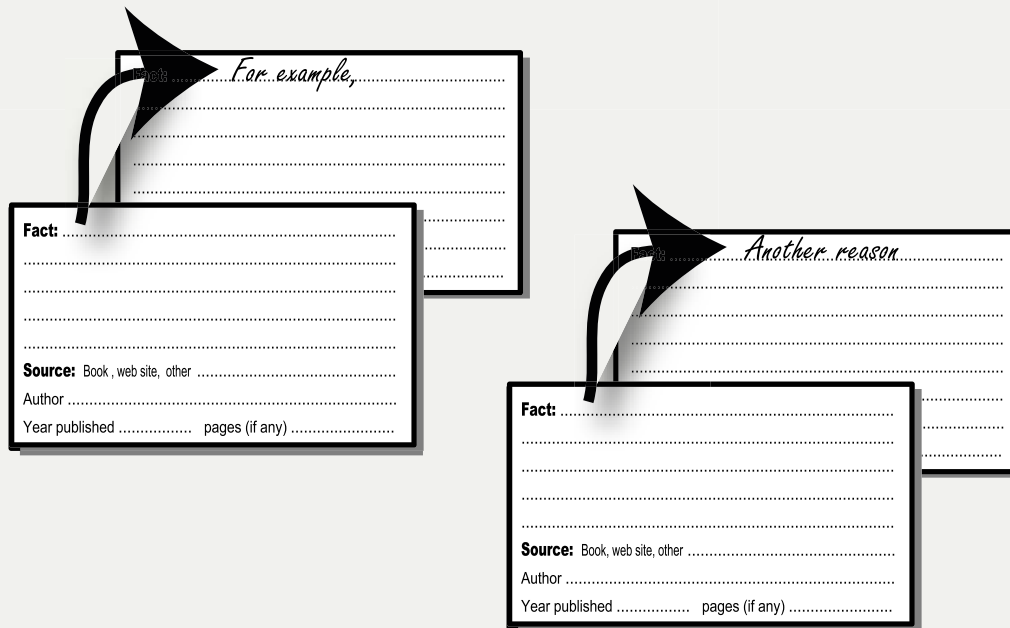
Arrange the facts in an order that makes sense

*** You should have at least six Fact Cards - try to get ten or more!**

Transitional Words

Connect to the next idea

How can you make the transition more smooth from the information on one Fact Card to the next? **Transitional words** can do the trick:




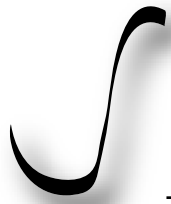
Other Transitional Words:

What's more,
Another interesting fact...
This is shown by...
Which leads us to...
After that...
I was surprised to learn..
That is why...

⇒ Add **transitional words** as necessary to your Fact Cards so your research report will flow more smoothly.

Hook Your Audience

 **Step 5: Rewrite the opening. Create a "hook" to engage the interest of your audience.**



A "hook" grabs someone by the chin. That's what you want your opening to do. Earlier, you wrote the opening as a question. How can you rewrite your opening to be sure it hooks your audience?

Turn the page to learn three techniques. Read them. Then come back here to write a great hook for your introduction.

Rewrite your opening here.
"Hook" the interest of your audience.



Opening:

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Three Ways to Hook your Audience:

1. Ask an interesting question.

Did you know the largest pumpkin pie was over five feet in diameter and weighed over 350 pounds?

*What do I have in common with the African bush pig?
When it's hot, we both love to wallow in the mud.*

2. State an unusual or fascinating fact.

*If you think a penny isn't much, consider a paisa.
There are 100 paisa in one rupee, and one rupee is
only about two cents in U.S. money!*

*The cassava plant may not look like much, but its roots
make good bread and believe it or not, its leaves have
protein—the same protein as in eggs!*

3. Share your reaction to what you learned.

*I had never heard of bush pigs before, and now I think
about them all the time. That's because...*

Write a Conclusion

 **Step 6: Write a reasonable conclusion.**

- _____ Is your conclusion linked to your opening?
Is it linked to the question you wrote on page 13?
- _____ Does it follow logically from the data you presented?
- _____ Do you use words that are catchy or memorable?

Turn the page to learn three techniques. Read them, then come back here to write your own conclusion.

Write your conclusion here.
Be sure it's linked to your opening!



<p>Conclusion:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Three Ways to Write a Conclusion:

1. Answer the question you asked at the beginning.

In conclusion, the fact that the the largest pumpkin pie was over five feet in diameter and weighed over 350 pounds is only one example of how much people have loved pumpkins throughout history.

2. Describe a logical conclusion from your facts.

Though it's hard to imagine why people used to keep track of a coin worth two one-thousandth of a penny, the fact that they did shows us something important: how much even a little bit of money meant to people who were poor in ancient India.

3. End with something catchy.

*Bush pigs deserve their day in the sun. I can see it now
- bush pig stuffed animals, bush pigs on backpacks and computer
games. Bush Pig America, here I come!*

Organize Your Fact Cards—Model

Story: "Shiloh"

Topic: beagles

Conclusion: Everyone should care about this topic because
..... *beagles are one of the friendliest and most loyal breeds of dog.*

Fact: *The most famous beagle in the world is "Snoopy" from Charlie Brown.*

Source: *www.bartleby.com/59/8/Peanuts*

Fact: *Beagles used to live and work in packs, so that is why they are so friendly and devoted. That is one reason beagles make good pets.*

Source: *The Essential Beagle, by Ian Dunbar Ph.D. 1999*

Fact: *When the Romans invaded England long ago, they brought beagles. Later, the dogs were bred to hunt rabbits in packs. Beagles were brought to America in the 1860's.*

Source: *The Story of the Beagle, by Martha Mulvany, 1973.*

Fact: *A beagle is a small hunting dog. Beagles are usually only 13 to 16 inches high. They can run up to 40 miles an hour to chase a rabbit!*

Source: *Americana Encyclopedia, 2001*

*** Challenge!**
Add more fact cards!

Organize your fact cards in a "flow" that makes sense

Start here! ▶

Organize Your Fact Cards—Model

Story: "Holes"
Topic: the desert

Conclusion: Everyone should care about this topic because
deserts cover almost half the surface of the earth.

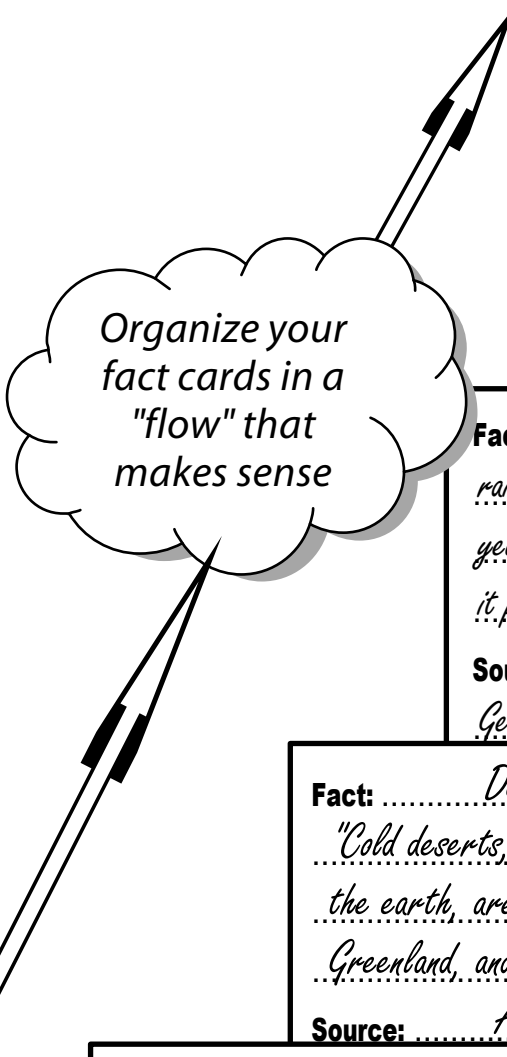
Fact: The desert can't soak up sudden rains so the water rushes over the surface, carrying along rocks and boulders. They cut channels and make the desert beautiful.
Source: Deserts, by Martin Bramwell,

Fact: Deserts get less than 10 inches of rain per year. Some deserts go 10 to 20 years with no rain (as in "Holes") and then it pours 10 inches in a few hours!
Source: Gardens of Sand, by Michael George, 2004.

Fact: Deserts are not always hot. "Cold deserts," covering about 16% of the earth, are located at the North Pole, Greenland, and Antarctica.
Source: American Encyclopedia,

Definition: A desert is a region that, because of environmental extremes, can support little or no plant life.
Source: American Heritage Dictionary, 1982

★ **Challenge!**
Add more fact cards!



Start here! ▶

Fact Cards

Fact:

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Source: Book, web site, other

Author

Year published pages (if any)

Fact:

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Source: Book, web site, other

Author

Year published pages (if any)

**photocopy as needed*

Extra Fact Cards

Fact:

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Source:

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Fact:

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Source:

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**photocopy as needed*

Revise Your Story


 When **WHOOTIE OWL'S PASS-THE-DRAFT GAME** is over, look at the comments the other students in your class wrote on your rough draft. *What do you think?* You may agree with some of them, with none of them, or with *all* of them! Choose the ones you think will make your writing more interesting, more clear— and more convincing!

 Begin your **final copy** on the next page. Include suggestions from **WHOOTIE OWL'S PASS-THE-DRAFT GAME** you thought were good. As you write, consider the three questions below. Write your **final copy** *in pencil* so you can make revisions. Ask yourself:

1 Am I using a voice that's clear and strong? Do I sound as if *I really mean it*?

2 Do my examples and reasons prove my opinions?

3 Are there places where I can strengthen my writing with:
 ***similes,**
 ***descriptive details,** or
 ***transitional words?**

 *If you have a lot of changes and your pages look messy, then rewrite it one last time for a neat and clean **final copy**.*



WHOOTIE OWL'S PASS-THE-DRAFT GAME

How to Play

- Cut out your rough draft.
- Listen as your teacher tells you how to break into small groups.
- Bring your rough draft to your group.
- When your teacher says "Pass the Draft!", pass your rough draft to the person on your right. Read the paper that's handed to you. **Think**—what would make the writing better? Keep your comments **POSITIVE**. Look at the chart below for pictures, words, or both. Be **NICE!**—use at least one smile face!
- When your teacher says "Pass the Draft!" again, pass it to your right.
- When your own rough draft is returned to you, the game is over. You'll have many good comments on your draft—and so will everyone else. *Everyone wins!*

Comments Chart

Something you like:



Something you do not like:



Something you do not understand:



A suggestion:



I like this part.

Good reason.

Good example.

Funny!

Good word choice.

Good ending.

~another thought of your own~

Take out this part.

You already said this.

Something is missing.

Need more detail.

~another thought of your own~

I don't understand.

Confusing.

Your example doesn't prove your opinion.

Your example is saying something different from your opinion.

~another thought of your own~

Here's an idea...

Move this part someplace else.

How about trying this?...

~another thought of your own~

Present Your Research



Step 7: Present your research to the class.

There are a several ways to do this. Your teacher may ask you to use one (or more) of the following ways to present. If you worked with someone else, you can present together.

- ✓ Oral Presentation
- ✓ Hand-out
- ✓ Poster
- ✓ *Other:* Song / Slide show / Powerpoint
- Mock newspaper

Present Your Research—Oral Presentation

- An old saying goes: "Tell 'em what you're going to tell 'em, then tell it to 'em, then tell 'em what you told 'em." What that means is that you should say in the beginning what your research will be about, then present your research, and in the end summarize your findings.
- Practice in front of a mirror, at home. Use a tape recorder and listen to yourself.
- When you give an oral presentation in front of the class, you are like an actor on stage. Dress appropriately. Look your audience in the eye.
- Even if you feel nervous, appear calm. Just lowering your shoulders can help. Face the classroom.
- Speak slowly and enunciate clearly. Speaking to the person at the back of the classroom can help. Try to vary the tone of your voice.
- In an oral presentation, it's especially important to leave your listeners satisfied. End with a conclusion that's interesting or gives a punch line.

Present Your Research—Poster

Planning the poster:

- ✓ Leave enough "white space" around the poster—that means blank space with nothing written on it. Believe it or not, it's easier for a viewer to read your poster if about a third of it is "white space."
- ✓ Choose the main findings of your research for your poster. However, do keep other findings handy so you can refer to your notes if you are asked questions. Index cards work well for notes.
- ✓ The title should be large enough to see from about ten feet back. Test it!
- ✓ It's good to use illustrations if a viewer can see the illustration from about ten feet back. *Tip:* Pictures with thick, black lines are easier to see than pictures that look "gray" and have little contrast.
- ✓ Write everything in pencil first. Make sure you can fit everything you want and that you've left enough white space. Double-check for spelling errors and other mistakes. When you're sure the poster is just how you want it to be, apply the permanent markers.

Presenting the poster:

- ✓ Before you present, prepare index cards of your important facts. This will help you if you are asked a question. Remember to read everything on your poster one last time so it's all fresh in your mind.
- ✓ When it's your turn, stand by your poster and announce the topic of your research. You might say, "I did my report on -----." Point to the most important point first and explain each area of interest. Try to look at the poster as little as you can so your audience can see your whole face.
- ✓ Talk without using ANY "um"s or "like"s. It's not easy!

Other Creative Presentation Ideas:

If your teacher approves, you may also present your research with a song, slide show, power point presentation, newspaper with your findings highlighted as "news," a skit, riddles for the class to guess, or in another creative way.

Present Your Research—Handout

Suggested order for a handout:

- Title page. Give your handout a title. Make the title
 - attractive on the page. List the name or names
 - of the students who did the research.

- Opening. Remember, make it catchy! The first time someone looks at the first paragraph of your handout, they're paying the most attention to it. Isn't that how you read things yourself? When the opening is
 - catchy, don't you read on and if it's not, don't you
 - skim the rest? Other readers are the same way.
 - Be sure your opening is appealing!

- Your opening should lead directly to the facts you want to present.
-
- Facts. Present the facts in your research. You can
 - use full sentences or summarize with a bulleted
 - list. A bulleted list looks like this:
 - first fact
 - second fact
 - third fact, etc.
 - Note*: mention the resources you used in your
 - research.

- Illustrations help the reader picture what you are describing. Draw your own, or use pictures you can cut out or copy from a book, or print from the Internet, if that's allowed. Note the source at the bottom or side of an illustration found from a book or web site.

- Conclusion. Be sure the conclusion is linked to your
 - opening. It should follow from the data you
 - presented. Try to make it punchy if you can!

- Be ready to answer questions other students may ask.

Name: _____

Date: _____

Total Score: _____

Self-Scoring Rubric

Circle the box that best describes your work

(1)

(2)

(3)

WRITING

Clarity	It may be hard for a reader to follow my writing. I'm not sure if a reader will be clear about what I'm trying to say.	I think my writing is clear. I give at least two examples to prove my point.	I think I make my point very well. I use two or more examples to prove my point. My ideas are fresh and interesting.
Word Choice	I'm not comfortable trying new words. -or- Some words I use may be confusing to the reader.	I take some risks with word choices. I'm not sure if my word choices work very well.	I use many words that are bright and exciting. They help the reader imagine what I am trying to say.
"Pass the Draft Game"	I do not think the comments I made were very useful.	I made at least a couple of comments I think the writers will find useful.	I tried to imagine what would make the writing better. I was polite when I made my suggestions.

EFFORT

Extent	I didn't put a lot of effort into it.	I put some good effort into it.	This was my best effort.
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ACHIEVEMENT

Quality of Work	I'm not very proud of my work this time.	I like my work. I think parts of my writing are good quality.	I'm proud of my work. This is an example of my best-quality writing.
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About the Self-Scoring Rubric *and How to Use It*

The value of using self-scoring rubrics:

- Easy to use and to explain. Makes sense at a glance. Concise and digestible.
- Makes teacher's expectations very clear. Articulates clear criteria.
- Provides insights to *students* and *teachers* alike about a student's strengths and areas in need of improvement.
- Provides opportunities for improvement through revision.
- Helps define "quality."

Tips on using Whootie Owl's Self-Scoring Rubric:

- Read aloud the Self-Scoring Rubric to your students before they begin the rough draft of their original story. That way, students will understand what they are expected to do, and how they are expected to do it.
- Ask students to complete the Self-Scoring Rubric when they have completed the Whootie Owl Story Journal.
- Review each student's self-assessment in a private conference. If your assessment of the student's work differs from the student's self-assessment, ask the student to support her or his claim.
- If you like, add up the "points." That is, each column has a value of (1), (2), or (3). Find the total number of "points."
- Keep each student's Self-Scoring Rubric in the student file. The next time your class completes a Whootie Owl book, show the student the prior Self-Scoring Rubric and discuss how the Writing, Effort and Achievement selections changed and, if you added the points as described above, how the sum changed.

Self-Evaluation—*After Your Presentation*

How could your presentation have been better?

- greater number of resources?
- more detail and depth?
- more interesting or unusual information?
- more effective presentation? (*how?*)

 *I should have*

 *The next time*

Recall Game: *How much can you remember?*

How many facts can you remember from the presentations?

List as many as you can. See who can list the most facts!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Use more paper if you want.