

**Ready, Set, Read!**

**Student**

**Workbook**

## Welcome to Ready, Set, READ!

Reading is essential for everyday life. Everywhere you turn there are materials to read – at home, in school, at work, and out in the community. Ready, Set, READ! has been designed to provide you with strategies and techniques that you can use to become a more effective reader. This is your workbook. It includes lots of activities for you to complete as you build your reading skills.

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## Lesson 1: Building Vocabulary through Signal Words

### Signal Word List

#### 1. Continuation Signals (Warning – there are more ideas to come.)

and	also	another	again
and finally	first of all	a final reason	furthermore
in addition	last of all	likewise	more
moreover	next one	reason	other
secondly	similarly	too	with

#### 2. Change-of-Direction Signals (Watch out – we’re doubling back.)

although	but	conversely	despite
different from	even though	however	in contrast
instead of	in spite of	nevertheless	otherwise
the opposite	on the contrary	on the other hand	rather
still	yet	while	though

#### 3. Sequence Signals (There is an order to these ideas.)

first,	second,	third	A, B, C	in the first place
for one thing	then	next	before	now
after	while	until	last	during
since	always	o’clock	on time	later

#### 4. Time Signals (When is it happening?)

when	immediately	now	lately
already	little by little	at the same time	final
after awhile	once	during	

#### 5. Illustration Signals (Here’s what that principle means in reality.)

for example	specifically	for instance	to illustrate
such as	much like	in the same way	as similar to

#### 6. Emphasis Signals (This is important.)

a major development      it all boils down to      a significant factor      most of all

a primary concern	most noteworthy	a key feature	more than anything else
major event	of course	a vital force	pay attention to
a central issue	remember that	a distinctive quality	
should be noted	above all	the most important issue	
by the way	the main value	especially important	
the basic concept	especially relevant	especially valuable	
important to note	the principle item		

7. Cause, Condition, or Result Signals (Condition or modification is coming up.)

because	if	of	for	from
so	while	then	but	that
until	since	as	whether	in order that
so that	therefore	unless	yet	thus
due to	resulting from	without	consequently	

8. Spatial Signals (This answers the “where” question.)

between	below	about	left	alongside	here
outside	around	close to	far	right	over
away	side	near	in	into	beside
middle	next to	beyond	north	east	on
opposite	over	south	there	inside	in front of
under	these	out	behind	across	adjacent
above	toward	west	by	upon	

9. Comparison-Contrast Signals (We will now compare idea A with idea B.)

and	or	also	too	best	most
either	less	less than	more	than	same
better	while	though	even	then	half
much as	like	but	still	yet	however
although	opposite	rather	different from		

10. Conclusion Signals (This ends the discussion and may have special importance.)

as a result	consequently	finally	from this we see
in conclusion	in summary	last of all	therefore

11. Fuzz Signals (The idea is not exact, or the author is not positive and wishes to qualify a statement.)

almost	if	looks	maybe	could
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some                      except                      should                      alleged                      nearly  
might                      reputed                      seems like                      sort of                      was reported  
purported                      probably                      like

Retrieved from the World Wide Web on 03/15/05 at:  
[http://www.nifl.gov/readingprofiles/PF\\_Signal\\_Words.htm](http://www.nifl.gov/readingprofiles/PF_Signal_Words.htm). Original document by  
Fry, E. B., Kress, J. E., & Fountoukidis, D.L. (1993). The reading teacher's book of lists,  
3rd edition. Englewood Cliffs, NJ: Prentice Hall, pp.185-187.

## Personal Dictionary

Word _____ Synonym(s) _____ Antonym(s) _____ Contrasted Word(s) _____	Meaning _____ _____ Sentence _____ _____
Word _____ Synonym(s) _____ Antonym(s) _____ Contrasted Word(s) _____	Meaning _____ _____ Sentence _____ _____
Word _____ Synonym(s) _____ Antonym(s) _____ Contrasted Word(s) _____	Meaning _____ _____ Sentence _____ _____
Word _____ Synonym(s) _____ Antonym(s) _____ Contrasted Word(s) _____	Meaning _____ _____ Sentence _____ _____
Word _____ Synonym(s) _____ Antonym(s) _____ Contrasted Word(s) _____	Meaning _____ _____ Sentence _____ _____

\*Make as many copies of this page as you need.

## Signal Word Matching

Match the signal word with its category.

	<b>Signal Word</b>	<b>Category</b>
	Different from	Comparison-Contrast
	Resulting from	Cause, condition, or result
	Most of all	Emphasis
	After	Sequence
	Furthermore	Continuation
	However	Change-of-direction
	Now	Time
	For example	Illustration
	Between	Spatial
	As a result	Conclusion
	Almost	Fuzz

## Signal Word Checkup

### *Signal Words*

moreover	nevertheless	for instance	for example
furthermore	therefore	in addition	consequently
then	however	otherwise	as a result

Insert the appropriate connector and the correct punctuation (as needed) in the sentences below.

1. Regular exercise can strengthen your body \_\_\_\_\_ a sensible diet helps to control your weight.
2. The small dog had little hope for recovery \_\_\_\_\_ her owner believed she would be well in time for the dog show.
3. The traffic was heavier than usual \_\_\_\_\_ we were late for our appointment.
4. Candy can be a very expensive gift \_\_\_\_\_ it is available almost everywhere.
5. In our home, we teach our children to save their money \_\_\_\_\_ they have saved enough for a new computer.
6. He was not young or in very good shape \_\_\_\_\_ we believed the man would win the marathon.
7. Fruit is a healthy snack \_\_\_\_\_ it does not have many calories.
8. I have finished this lesson \_\_\_\_\_ I feel comfortable using coordinating conjunctions.

### **Part 2**

On the back of this page, write five compound sentences using five different connectors. Remember to use the correct punctuation.

## How Children Think - Jean Piaget's Theory of Cognitive Development

### Piaget Cognitive development 4 Stages Concrete Abstract

How human beings develop cognitively has been thoroughly researched. Theorists have suggested that children are incapable of understanding the world until they reach a particular stage of cognitive development. Cognitive development is the process where a child's understanding of the world changes based on their age and experiences.

Jean Piaget, a Swiss psychologist, suggested that children go through four separate stages in a set order. He stated that once children had certain experiences and reached a certain age, they then could go to the next level.

He called his stages of development:

- ❖ sensorimotor,
- ❖ preoperational,
- ❖ concrete operational, and
- ❖ formal operational.



The **sensorimotor** stage in a child is from birth to approximately two years of age. During this stage, children have few experiences from which to draw information. In fact, during this time frame, children don't realize that things continue to exist even if they are out of sight. According to Piaget, a person or thing that has disappeared from the child's sight is gone forever to an infant this age.

The **preoperational** stage takes place from two to seven years of age. This is when children really begin to learn to talk and use language. They begin to express themselves and can even pretend. This is also the stage of being "egocentric." At this age, children view everything from their own perspective. It's the "mine" stage.

Children in the **concrete operational** stage are seven to twelve years of age. Children at this age can think abstractly; they don't always need to see things to understand them. At this age, children also have a better understanding of time. They begin to understand what an hour feels like.

The **formal operational** stage begins in most people at age twelve and continues into adulthood. Thinking at this stage is abstract, formal, and logical. At this stage, children can use logic to solve problems. Thinking and understanding are no longer tied to things that can be observed.

Some theorists believe that not everyone reaches this top level of understanding. However, they do believe, like Piaget, that age and experiences assist children in developing their thinking and understanding skills.

## Captions - An Essential Signal

Write your own caption for each of the following photos.

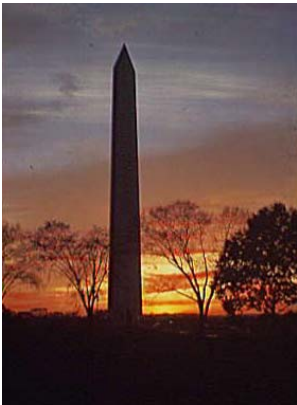


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# Text Preview Form

**Title of the Article**

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**Heading 1**

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**Heading 2**

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**Heading 3**

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**Description of Pictures Included in the Article**

<p><b>Photo 1</b></p>          
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<p><b>Photo 2</b></p>          
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**Key Words in the Article**

- 1.
- 2.
- 3.
- 4.
- 5.

**Nonword Emphasis Signals in the Article**

- 1.
- 2.
- 3.
- 4.
- 5.

**Based on the signals in this article, I think it is about** \_\_\_\_\_

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## Establishing a Purpose for Reading

### Anticipation Guide

**Directions:** Read each statement. If you believe that a statement is true, place a check in the Agree column. If you believe that the statement is false, place a check in the Disagree column.

Agree	Disagree	
		1. Toddlers will eat anything and rarely refuse to sample new types of food.
		2. Children should have three meals a day and should avoid any snacks between meal times.
		3. Most children learn to like a food after it has been offered a few times.
		4. Children should eat 5 to 6 small meals a day rather than 3 big meals.
		5. Children should be rewarded with love and attention, not food.
		6. If children are allowed to make some decisions about the foods they chose to eat, you can avoid many problems associated with eating.
		7. Meal times can be some of the most stressful times of the day if you have small children.

**Based on the questions listed above, what do you think the upcoming story is about?**

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## **Establishing a Purpose for Reading**

### **Feeding Your Toddler**

As toddlers, children work hard to develop a sense of autonomy or independence. Sometimes, young children may refuse to eat certain foods or get "stuck" on a specific food. They will insist on eating only hot dogs, macaroni and cheese, or grilled cheese sandwiches. This is certainly not the most nutritious food for children. Usually, this is just a phase or a way for little ones to assert their independence. If your child does not refuse all foods of the same food group, everything will be alright.

You should offer your children three meals a days with planned snacks in between. A serving size for a toddler is smaller than an adult portion. So don't give your toddler a whopper-sized helping of mashed potatoes when a spoonful will do. A child's serving size is approximately  $\frac{1}{4}$  to  $\frac{1}{2}$  an adult's portion size. Children's appetites vary – some days they won't eat much at all, and other days they seem to eat everything in sight!

### **Keep Offering New Foods to Your Child**

Most children learn to like a food after it has been offered a few times. Offer foods often and show your joy with eating foods. Children may not like certain foods because they are mixed with other foods or are full of mysterious sauces. So, skip the green bean casserole if your child does not like it and serve the green beans separately.

### **Check Your Child's Growth**

If you feel your child is not growing enough, then you should check with the doctor to see if your child needs to eat more. A child has a very small stomach. Your child may need to eat 5 to 6 small meals a day to get the right amount of food. If you feel your child is overweight, check with the doctor first to see if you should change the way your child is eating. It is not a good idea to restrict your child's calories. Make sure that you provide healthy food choices and increase your child's level of physical activity

### **Set the Right Rules for Eating**

- Keep your home stocked with breads, cereals, fruits, vegetables, low-fat milk products (for children over 2 years) and lean meats.
- Don't keep lots of snack foods around like cola, chips, candy, etc.

- Set up a schedule for meal and snack time and try to keep it the same everyday.
- Eat only at the table and not in front of the television
- Reward your children with love and attention, not with food.
- Help your child avoid using food to solve problems such as eating when he/she is depressed.
- Shop for groceries and let your children help prepare meals.

### **Make Meal Times Happy Times.**

If you provide structure and time limits and let your child make some decisions about food, you can avoid many problems associated with eating. You should decide which foods you will provide to your child. You should also decide the time and the place where foods are eaten. But, let your child decide which foods to eat and how much. That way everyone wins, and meals can become pleasant times for you and your children.

Adapted from: *Feeding Your Toddler*, State of Michigan WIC Program. Retrieved from the World Wide Web on 02/28/05 at: <http://www.michigan.gov/mdch>.

## KWL Worksheet

<b>What do you KNOW about the topic?</b>	<b>What do you WANT to learn about the topic?</b>	<b>What did you LEARN about the topic?</b>

## **A Look Back In Time**

### **Forecasting Weather and the D-Day Invasion of World War II**

Weather has an effect on everything – where people live, the crops they grow, the clothes they wear, and even the decision to wage war or enter a new battle. One of the most important battles of World War II depended on the weather.

For more than a year, leaders from the United States and Great Britain planned for the invasion of Normandy – on the coast of France. Their intent was to open a new front in the war and push the Germans out of France. These Allied leaders had planned everything – movement of troops, artillery, and the number of ships and aircraft that would take part in the battle. Everything that could be controlled was. However, the weather could not be controlled.

For the invasion to be successful required certain weather conditions. The Navy needed light winds, good visibility, and limited waves. The Army wanted to land on dry ground. They needed low tides and good visibility so that they could avoid land mines and other obstacles on the beach. The Air Force wanted some cloud cover so they would not easily be tracked as they flew to their targets. The plan was to launch the attack in June when the weather would be at its best.

Since the weather was such an important factor in the planning and execution of the invasion, teams of meteorologists from both Great Britain and the United States worked for months developing a forecast. At that time, weather forecasts only covered a day or so. Long-range forecasts were not done back in the 1940's. To help develop their forecast, they reviewed more than 40 years of weather maps for the region. They needed to be able to develop a reliable long-term forecast, so the invasion could be scheduled for the right time. For months prior to D-Day, the meteorologists developed from three to ten-day forecasts to prove that it could be done. Since General Dwight Eisenhower wanted to launch the attack in June, they looked at the moon phases and when low and high tides could be expected. There were possibilities for the invasion – June 4-7 or June 17-18.

As the final preparations were made, a cold front moved in and with it came high winds and heavy surf. On the evening of June 4, General Eisenhower gave the order to temporarily put a hold on the invasion for 24 hours. The meteorologists predicted that the coast of France where the invasion would occur would be between weather fronts on June 6. Based on their information, General Eisenhower launched the attack at dawn on June 6. The weather cooperated; there were light winds with calmer seas for the landing craft just as the meteorologists had predicted.

Had the meteorologists not pushed for the June 6 invasion, the Normandy invasion might not have taken place. On the alternate date of June 17, the worst June storm to ever hit the English Channel between Great Britain and France began and lasted for five days. Had it not been for the hard work of meteorologists and their development of long-term forecasting, World War II could have continued much longer and cost many more lives.

## Getting the GIST

Read the first two sentences of the following paragraph. Write a summary of the two sentences using no more than 15 words. Read the second two sentences of the paragraph. Write a summary of the two sentences using no more than 15 words. When you have finished writing the two sentences, combine them to get the GIST of the paragraph.

*Susan decided that she would like to have a flower garden. She bought some small flowering plants from a plant nursery. Then she bought some fertilizer, a shovel, and some pine straw. She dug up the ground where she wanted her flower garden to grow. She raked all the leaves and sticks out of the garden and made holes in the ground for her plants. She put fertilizer in the holes. Then she carefully put a small plant in each hole and pressed it into the ground. Finally, she covered the ground with pine straw.*

### Step 1 (First two sentences)

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### Step 2 (Second two sentences)

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### Step 3 (Next two sentences)

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### Step 4 (Last two sentences)

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### The GIST of this paragraph is:

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## Getting the GIST Short Passage Version

*Proper nutrition is essential for healthy living. The media is filled with information and misinformation about proper nutrition and how to maintain a healthy weight. The U. S. Food Guide Pyramid serves as a guide for what people can eat each day and maintain a healthy lifestyle. The Pyramid includes a variety of foods that enable people to get the nutrients needed to keep their bodies healthy and help them maintain a healthy weight.*

**The GIST of this paragraph is:**

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*The Food Guide Pyramid includes information on the types of foods that people should consume on a daily basis as well as how much of each food type. The Pyramid includes the “servings” that a person should consume of each food type – however, it does not include examples of what a “serving” is. This information is provided separately from the USDA and is important information for students to have when developing healthy eating habits. The Pyramid should be considered only as a guide for identifying the foods people consume. Life experiences, food intolerances, allergies, and even family background and culture impact what people choose to eat. The Pyramid is merely a starting point to determine eating patterns that ensure each person gets the nutrients he/she needs to be healthy.*

**The GIST of this paragraph is:**

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**The GIST of this passage is:**

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## Lincoln and the Little Girl

By Charles W. Moores

In the old days, when Lincoln was one of the leading lawyers of the State, he noticed a little girl of ten who stood beside a trunk in front of her home crying bitterly. He stopped to learn what was wrong, and was told that she was about to miss a long-promised visit to Decatur because the wagon had not come for her.

“You needn't let that trouble you,” was his cheering reply. “Just come along with me and we shall make it all right.”

Lifting the trunk upon his shoulder, and taking the little girl by the hand, he went through the streets of Springfield, a half-mile to the railway station, put her and her trunk on the train, and sent her away with a happiness in her heart that is still there.



## How is Chocolate Made?

Chocolate is made from cacao beans. Cacao trees grow in the tropics, most of them in a region of the equator.

When the beans are gathered, they are allowed to ferment. The high temperature of the fermenting beans kills the seeds and allows the substances that give chocolate its flavor time to form. When the beans turn a rich brown, fermentation is complete and drying begins.

At the chocolate factory, the beans are cleaned and roasted to a dark brown. The roasted beans are cracked and the shell removed, leaving the nib, or meat, of the bean.

The nibs are crushed in mills between large grinding stones or heavy steel discs. Under the friction of grinding, the fat in the nibs melts, and "chocolate liquor" is formed. Chocolate liquor is the base for chocolate. When hardened, it is sold as unsweetened or bitter chocolate for baking and other uses.

The fat called cocoa butter makes up about 54 percent of the bean. Cocoa butter is added when making eating chocolates. Sweet chocolate, which may be dark, light, or bitter-sweet, is a combination of chocolate liquor, sugar, cocoa butter, and a little vanilla or other added flavor. Milk chocolate contains milk as well as these other ingredients.

The chocolate mixture is ground into a smooth paste. The paste is kneaded under heavy rollers. Then the chocolate is molded into shape. Finally it is wrapped by automatic machines, packaged in large boxes, and shipped to stores across the world.



## **Lunar Litter – Astronauts Left a Wealth of it Behind**

By Cindy Schreuder of the Sun Sentinel

Neil Armstrong left more than footprints when he took his giant leap for mankind. He also left his boots. He wasn't alone. All 12 of the U.S. astronauts who walked on the moon during the Apollo program left their boots – along with six top-quality still cameras, three moon rovers, sections of six spaceships, plus assorted tools, sample bags and hundreds of other items.

Just about everything NASA sent to the moon, except for the astronauts, was deemed too heavy to tote home. So anything that could be junked to lighten the load, even bags of human waste, was left behind. And there it will stay for thousands of years because the moon has no atmosphere to cause decay or corrosion.

“They may have a little lunar dust on them but they would not have changed,” said Terry White, a former NASA official who compiled a 28-page list of items left behind during the six lunar-landing missions.

Scavengers on the moon could find everything needed for a nostalgic field trip. Whether the equipment would work – after several decades of disuse, exposure to dust and the moon's nearly 500-degree temperature extremes – is another matter.

“I know if I were going back I wouldn't want to plan on using anything,” said Larry Haskin, a former NASA scientist. “It would be a pleasant surprise if it worked.” Some of the stuff should still work, at least theoretically.

Upon landing, moon visitors could strap on abandoned lunar backpacks and use the emergency supply of oxygen in the tanks. They could zip around on lunar rovers, though they'd need fresh batteries because the originals probably conked out long ago. “If you don't start your car for several decades, you can be sure your battery's dead,” Haskin said.

To remember the visit, tourists could snap still photos with discarded Hasselblad cameras, widely regarded as the world's finest. Lenses caked with lunar dust could be cleaned with the brushes that were left behind.

More stylish visitors could opt to use discarded video cameras to record their own small steps and giant leaps.

The scientifically curious could check out the now-defunct experiments, including one gizmo that measures moonquakes and another that detected solar wind.

Homesick visitors could salute the six American flags, which remain upright absent a breeze and unfurled thanks to a special spring sewn into the cloth.

Six Apollo missions landed on the moon, each in a different spot. “Wherever people go, they're going to leave their mark,” said Brian Welch, a NASAS spokesman at the

Johnson Space Center in Houston. "Those sites will be in the condition we left them for a million years. Whether that's terrible or not, history will judge."

Some of the items left behind by the Apollo missions:

- Six lunar-landing vehicles
- Five science laboratories
- Three battery-powered moon cars
- TV and still-camera gear
- 12 life-support backpacks
- Hammers, scoops, and other tools
- Six American flags
- Two golf balls that Alan Shepard hit
- Falcon feather from the Air Force Academy
- Thumbprints of moonwalker Jim Irwin's family on silver medallions

This article contains 512 words. If you would like to calculate your reading rate using the entire article, time yourself as you read the article. Take the total amount of time required and divide that number into 512.

For example: If it took you 3.5 minutes to read the entire article. Divide 512 by 3.5 to get 146 words per minute.

Source: ABE Florida Reading Resource Guide-2004. Retrieved from the World Wide Web on 03/17/05 at: <http://www.abeflorida.org/resources.html>

## Improving Your Reading Rate

Each of the following sites provides you with a chance to practice reading and improve your reading rate.

This is the Houghton Mifflin E-Learning Companion. It includes 25 reading selections with comprehension questions.

- [http://college.hmco.com/collegesurvival/watkins/learning\\_companion/1e/students/timed\\_reading.html](http://college.hmco.com/collegesurvival/watkins/learning_companion/1e/students/timed_reading.html)

This is the English Language Study Centre Zone developed by the University of Victoria, British Columbia, Canada. It includes different levels of reading passages with comprehension questions, quizzes, and vocabulary.

- <http://web2.uvcs.uvic.ca/elc/studyzone/index.htm>

This is another Houghton Mifflin site entitled “Reading Matters 3.” It includes 6 reading selections with comprehension questions.

- [http://college.hmco.com/esl/wholey/reading\\_matters3/1e/students/timed.html](http://college.hmco.com/esl/wholey/reading_matters3/1e/students/timed.html)

## TIPP? Sheet

Elements	Notes
<b>T-Title</b> What does the title, subheadings, and layout tell me about this text?	
<b>I-Introduction</b> What is included in the introduction?	
<b>P-Paragraphs</b> What information is included in the first and last sentence of each paragraph?	
<b>P-Photographs</b> What do the photographs, maps, charts, tables, illustrations tell me?	
<b>??-Questions</b> What questions do I have about this text?	

## A Close Encounter with Lightning

*Story by Matt Kelsch*

In the early morning of July 5, 1973 the best fireworks show I have ever seen occurred near my Long Island home, less than 10 hours after the Fourth of July fireworks had ended. On Long Island, the scariest part of a thunderstorm is lightning. Frequent, close lightning strikes were what I loved and feared, and that day I was to get a show I'd remember for the rest of my life.

That morning, the voice on the weather radio warned about a line of strong thunderstorms moving east across New York City and onto Long Island. Judging from the crackle of the static on the radio, there was a lot of lightning traveling with these storms. The weather radar on the early morning news showed a line of gray-white blobs representing the thunderstorms. The brightest white blobs were the strongest storm cells. Were the brightest blobs headed my way? I was hopeful because I liked incredible storms. But, I also liked gardening, and I knew I only had about an hour to tend to my garden outside before the storm would chase me indoors.

By 6:30 AM my dad had left for the Great South Bay where he earned money during the summer as a clam digger. I was harvesting peas and picking up bottle rocket remnants that had fallen into the garden the previous night. Through the haze of the humid morning I could see dark gray clouds appearing on the west and northwest horizon. I was happy. I moved to the front yard rock garden where I had a better view of the approaching thunderstorms. Shortly before 7:00 AM, the western sky was dark and deep booms rumbled through the air. This was really going to be a good one! Within 5 minutes I began to see detail in the low, charcoal-colored cloud that was moving out ahead of the most intense part of the thunderstorm. The thunder had grown louder and sharper. At 7:10 AM the angry dark cloud was almost upon me. Just beyond the low hanging, dark cloud I could now see a slightly lighter cloud that offered a backdrop to many fat and long-lasting lightning bolts. I sat in the rock garden awestruck by the power and beauty of the show. In a place that received about 20 days per year with thunderstorms, I just didn't get enough of this, or so I thought.



By 7:20 the darkest part of the cloud was directly overhead and the frequent dance of lightning bolts was getting quite close. Loud, crashing thunder followed less than 5 seconds after the lightning indicating that the lightning strikes were within a mile of me. Large raindrops began to splat on the ground around

me as a breath of cool air pushed over me from the storm. I stood up and began backing toward the house, not able to take my eyes off the angry but fascinating sky. If only this could happen at least once a week, I thought. I wasn't sure what would finally chase me indoors, rain or lightning. Then it hit. First there was a loud hiss that moved rapidly overhead and to my left, which was followed a split second later by a brilliant bolt of lightning into the back of the next-door neighbor's house. The explosive force of the lightning bolt nearly knocked me off my feet. I couldn't tell if my house had been hit. I turned toward the front door and paused briefly to see if the house was on fire. Another intense flash from behind was followed instantaneously by a deafening crash of thunder. I dashed inside. Although my nerves were quite rattled there was still that powerful desire to go back to the front door and watch the show. Within a minute I was sitting at the door beside my dog, Bismarck, who unlike many dogs enjoyed watching thunderstorms too. Heavy sheets of rain were swept along by the gusty wind as lightning continued to hit within a mile or two of my location. After about ten minutes the most electrical part of the storm was off to the east and southeast and the rain became gentle.

When the storm ended I learned that lightning damaged houses on both sides of ours and struck a clump of three scrub oak trees just behind the house. At the base of the trees, large cobblestones were dislodged and two crows were found dead, apparently electrocuted. One of the trees dried up and died over the next few weeks. The lightning strike had caused dishes to fall from shelves and pictures to fall off walls along the back wall of the house. Half of the house had no electricity. The next-door neighbor on the other side lost a television set to the electrical surge and two of four bulbs in a kitchen light fixture popped when the lightning struck. A few miles away at the marina, my Dad had waited to set the boat into the bay when he heard the thunder. He saw several wet and dazed fishermen stagger back into the marina after the storm, stunned by the ferocity of the sudden squall.



#### **SAFETY RULES: (Adapted from NOAA)**

- **Keep an eye on the sky and listen for the sound of thunder.** Look for darkening skies, flashes of lightning, or increasing wind and listen for thunder.
- **If you see or hear a thunderstorm coming or your hair stands on end, go inside immediately!** Get inside a completely enclosed building, or if no

enclosed building is convenient, get inside a hard-topped all-metal vehicle.

- **Be the lowest point.** Lightning hits the tallest object.
- **If you can't get to a shelter, stay away from trees.** If there is no shelter, crouch in the open, keeping twice as far away from a tree as it is tall.
- **Avoid metal!** Avoid leaning against metal vehicles. Get off bicycles and motorcycles. Don't hold on to metal items such as golf clubs, fishing rods, tennis rackets or tools. Large metal objects can conduct lightning. Small metal objects can cause burns.
- **Get out of the water.** It's a great conductor of electricity. Stay out of the water, off the beach and out of small boats or canoes. Lightning can strike the water and travel some distance beneath and away from its point of contact.
- **Move away from a group of people.** Stay several yards away from other people. Don't share a bleacher bench or huddle in a group.

The source of this material is the University Corporation for Atmospheric Research (UCAR). © 2002 University Corporation for Atmospheric Research. Retrieved from the World Wide Web on 03/25/05 at: [http://www.ucar.edu/educ\\_outreach/webweather/story\\_lightning.html](http://www.ucar.edu/educ_outreach/webweather/story_lightning.html).

## A Close Encounter with Lightning Questions - Skimming

Now that you have skimmed the article using the TIPP? sheet, answer the following questions?

1. What is this story about?
2. What information did the weatherman give that morning?
3. What was the writer's feeling about thunderstorms?
4. Was the father's work as a clam digger his regular job?
5. Were thunderstorms common in that area?
6. What types of photographs are included in the story?
7. Why do you think the fishermen reacted the way they did upon their return to the marina?
8. Was this storm dangerous to people and property?
9. Who developed the safety rules?
10. Based on this article, what should you do in case of a thunderstorm?

## A Close Encounter with Lightning Questions - Scanning

**Scan the article and answer the following questions.**

1. Who is the author of the story?
2. Where did this event occur?
3. Where did the author's dad work as a clam digger?
4. When was the darkest part of the cloud overhead?
5. What was the dog's name?
6. How many crows died?
7. What happened to one of the trees?
8. How many safety rules are provided by NOAA?

## Antonyms

Write an antonym for each of the following words. When you are finished, use each pair of words in a sentence. The first one has been completed for you.

Word	Antonym
1. beautiful	
2. intelligent	
3. last	
4. foolish	
5. forget	
6. accidental	
7. departure	
8. violent	
9. luxury	
10. chaos	

1. For someone so beautiful, she had an ugly temper.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## Homophone Fun

***Homophones are words that sound alike but have different spellings and meanings. See if you can figure out what the following sentences or phrases are really trying to say.***

Eye halve a spelling chequer.

---

It came with my pea sea.

---

It plainly marques four my revue.

---

Miss takes eye kin knot sea.

---

Eye strike a key and type a word.

---

And weight for it to say.

---

whether eye am wrong oar write.

---

It shows me straight a weigh.

---

As soon as a mist ache is made.

---

It nose bee fore two long.

---

And eye can put the error rite.

---

Its rare lea every wrong.

---

I am shore your pleased to no.

---

Its letter perfect awl the weigh.

---

My chequer tolled me sew.

---

## Heteronyms

A heteronym is a word that has a different sound and different meanings, but the same spelling. Write one sentence that includes each meaning of the heteronym.

Heteronym	Sentence
1. upset	He was <u>upset</u> over the team's <u>upset</u> during the basketball tournament.
2. invalid	
3. object	
4. minute	
5. conduct	
6. digest	
7. contract	
8. converse	
9. address	
10. compound	
11. desert	

12. complex	
13. discount	
14. relay	
15. convict	

## Willow and Ginkgo

By Eve Merriam

The willow is like an etching,  
Fine-lined against the sky.  
The ginkgo is like a crude sketch,  
Hardly worthy to be signed.  
The willow-music is like a soprano,  
Delicate and thin.  
The ginkgo's tune is like a chorus  
With everyone joining in.

The willow is sleek as a velvet-nosed calf,  
The ginkgo is leathery as an old bull.  
The willow's branches are like silken thread,  
The ginkgo's like stubby rough wool.

The willow is like a nymph with streaming hair,  
Wherever it grows, there is green and gold and fair.  
The willow dips to the water,  
Protected and precious, like the king's favorite daughter.

The ginkgo forces its way through gray concrete,  
Like a city child, it grows up in the street.  
Thrust against the metal sky,  
Somehow it survives and even thrives.  
My eyes feast upon the willow,  
But my heart goes to the ginkgo.

**Similes and Metaphors**  
**Test Your Skill!**

Decide whether each sentence contains a simile or a metaphor. Put an S in Column 1 if it contains a simile or an M if it contains a metaphor. In Column 2, write the words that are being compared and the meaning of the simile or metaphor.

Sentence	Col. 1	Col. 2
1. The baby was like an octopus, grabbing at all the cans on the grocery store shelves.	S	
2. As the teacher entered the room she muttered under her breath, "This class is like a three-ring circus!"	S	
3. The giant's steps were thunder as he ran toward Jack.	M	
4. The pillow was a cloud when I finally laid my head upon it after a long day.	M	
5. I feel like a limp dishrag.	S	
6. Those girls are like two peas in a pod.	S	
7. The fluorescent light was the sun during our test.	M	

8. No one invites Harold to parties because he's a wet blanket.	M	
9. The bar of soap was a slippery eel during the dog's bath.	M	
10. Ted was as nervous as a cat with a long tail in a room full of rocking chairs.	S	

Retrieved from the World Wide Web on 03/25/05 at: <http://www.bedfordk12tn.com/harris/1poe.htm>.

## I WANDERED LONELY AS A CLOUD

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed--and gazed--but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

*-William Wordsworth*

## I WANDERED LONELY AS A CLOUD

Make a list of the metaphors, similes, and personification that you found in the poem. Write a brief description of what Wordsworth was trying to say with each figure of speech.

Metaphors

Similes

Personification

Activity adapted from Poetry Imagery a webquest retrieved from the World Wide Web on 03/28/05 at:  
[http://project.edtech.sandi.net/marston/Poetry/poetry\\_lessons/Poem-Clouds/student.html](http://project.edtech.sandi.net/marston/Poetry/poetry_lessons/Poem-Clouds/student.html).

## Clichés

A cliché is a phrase, often metaphorical, that has been used so often it becomes commonplace. How often have you heard that something is "white as snow"? "She was a flower among women" is another example. Even "I'll be back in a jiffy" is a cliché. The following clichés are listed by categories

### Actions

ate like a pig  
avoid it like the plague  
busy as a bee  
called his/her bluff  
came out of thin air  
caught my eye  
cleaned me out  
crossed my mind  
cry me a river  
disappeared in/with/like a puff of smoke  
disappeared into thin air  
disappeared off the face of the Earth  
dropped like a stone  
fly like an eagle  
grab the bull by the horns  
hit me like a ton of bricks  
hit the hay  
I feel it in my bones  
jiggles like Jello/jelly  
left out in the cold  
lies like a rug  
like looking for a needle in a haystack  
my blood froze  
nipped in the bud  
pull a fast one

sat bolt upright  
scream bloody murder  
sing like a bird  
sleep like a log  
slipped my mind  
stopped in his/her tracks  
throw caution to the wind  
throw out the baby with the bath water  
turn over a new leaf

### Color

black as coal  
black as night  
black as soot  
bone-white  
coal black  
fiery red  
green with envy  
icy blue  
jet black  
milk-white  
pitch black  
blood red  
ruby red  
snowy white  
white as a ghost  
white as a sheet  
white as snow

### **Consistency, Texture and Touch**

rough as sandpaper  
smooth as glass  
smooth as silk  
stiff as a board  
thick as glue/paste  
thick as mud  
thick as pea soup  
thicker than blood  
thin as water  
tough as leather

### **Description of People**

eyes like stars  
fair as day  
fiery eyes  
green with envy  
hair like silk  
healthy as a horse  
mind like a sieve  
mind like a steel trap  
sick as a dog  
so hungry I could eat a horse  
you look as if you've seen a ghost

### **Difficulty**

easy as pie  
like taking candy from a baby  
piece of cake

### **Emotion**

burning with desire  
fiery temper  
happy as a clam  
heavy heart

mad as a wet hen  
my heart sings  
so mad/angry it made his  
blood boil

### **Light**

bright as day  
bright as the sun  
clear as crystal  
clear as day  
clear as mud  
clear as water  
dark as night

### **Size and Shape**

big as a house  
big as a mountain  
built like a tank  
flat as a board  
flat as a pancake  
reed-thin  
slender as a reed  
tall as a tree  
wide as the sea

### **Speed**

a mile a minute  
fast as lightning  
faster than a speeding bullet  
in a jiffy  
like a bat out of hell  
quick as a bunny  
slower than a snail  
slower than molasses

**Strength**

strong as a bull  
strong as a truck  
weak as a baby

**Temperature**

burning up  
cold as ice  
fiery hot  
ice cold

**Weather**

blowing up a storm  
brewing up a storm  
hotter than blazes  
pouring rain  
raining buckets  
raining cats and dogs

**Weight**

heavy as lead  
light as a feather

**Other Descriptive Phrases**

as [fill in the blank] as the day  
is long  
behind closed doors  
can't put my finger on it  
cut to the chase  
I can dream, can't I?  
like a bolt from the blue  
like a cat on a hot tin roof  
like a fish out of water  
like a kid in a candy store  
like two peas in a pod  
on solid ground  
on the edge of my seat

on the other hand  
out of the blue  
quiet as a mouse  
sparkled like diamonds  
sharp as a knife  
so quiet you could hear a pin  
drop  
sour as lemons  
stood/stuck out like a sore  
thumb  
the big picture  
the living daylights  
used to death  
with an iron fist

**Miscellaneous**

beauty is in the eye of the  
beholder  
a bitter pill  
a chill in my bones  
a new lease on life  
in any way, shape or form  
in one ear and out the other  
the ball is in your court  
the hands of time  
the light at the end of the  
tunnel  
time on my hands  
tough act to follow  
makes my skin crawl  
money doesn't grow on trees  
my nerves are shot  
so far, so good  
tastes like battery acid  
that rings a bell  
wishful thinking

## DRTA Prediction Verification Checklist

Instructions: Before reading, record your predictions about the content of the text in the first column of this checklist. As you read, place a check mark in the appropriate column to the right of each prediction to indicate if the predication was proved, disproved, partially right or wrong, not mentioned, or if there was not enough information to prove or disprove the prediction.

Prediction	Proved	Disproved	Partially Right/ Wrong	Not Mentioned	Not Enough Info.

**Reading Strategies: Comprehension.** (excerpts from Six Reading Strategies for Adult Educators by Mary Jo Clark, M. Ed. and Leonore Ganschow, Ed.D. Retrieved from the World Wide Web on 03/28/05 at: [literacy.kent.edu/nto/manual02/Section4\\_BasicSkills.pdf](http://literacy.kent.edu/nto/manual02/Section4_BasicSkills.pdf).)

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## Reading Log

Name: \_\_\_\_\_ Date \_\_\_\_\_

Document Name (i.e., newspaper, magazine, brochure, etc.) \_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Author (if noted): \_\_\_\_\_

Main Idea: \_\_\_\_\_

Supporting Details (include only one to three details):

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

One thing I agreed with in the reading selection:

One thing I disagreed with in the reading selection:

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