3rd ELA LEAP Practice
Week 4

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td><em>The Three Little Pigs</em></td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
</tbody>
</table>
Week 4 Day 1
Chapter 8
Sentences, Punctuation, and Spelling

This chapter covers the following standards: L.1h-i, L.2a-g, L.3

In this chapter, you will learn about different types of sentences. You will learn how to capitalize certain words. You will learn about apostrophes, quotation marks, and commas. You will also learn some spelling rules.

**Sentences**

**Simple Sentences**
A simple sentence has a subject and a verb. It is one independent clause. An independent clause is a sentence that can stand on its own.

Here are some examples of simple sentences. The subject in each sentence is underlined. The verb is in italics (slanted type).

Examples:
Russ bought a chocolate ice cream cone.
David raked leaves in the yard.
Toby and Rhea like the same kinds of songs.

**Compound Sentences**
A compound sentence joins two sentences with a comma and a coordinating conjunction. These conjunctions can be used to join two sentences:

**Coordinating Conjunctions**
Coordinating conjunctions are words that join sentences together. There are seven coordinating conjunctions (for, and, nor, but, or, yet, and so). You can remember them by these letters: FANBOYS. You use FANBOYS and commas to join sentences together.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR</td>
<td>Gives a reason for something</td>
</tr>
<tr>
<td></td>
<td>Lisa was late to school, for she overslept.</td>
</tr>
<tr>
<td>AND</td>
<td>Joins things or ideas together</td>
</tr>
<tr>
<td></td>
<td>I like to go fishing, and I like to go hiking.</td>
</tr>
<tr>
<td>NOR</td>
<td>Presents a non-contrasting idea</td>
</tr>
<tr>
<td></td>
<td>Jim does not like singing, nor does he like dancing.</td>
</tr>
</tbody>
</table>

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Chapter 8 Sentence Structures, Punctuation, and Spelling

<table>
<thead>
<tr>
<th>BUT</th>
<th>Presents a contrasting idea</th>
<th>Walter does not like learning algebra, but he does enjoy learning about history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>Presents an alternative option or idea</td>
<td>We can go to the jazz concert, or we can go to the art museum.</td>
</tr>
<tr>
<td>YET</td>
<td>Presents a contrast or an exception</td>
<td>Sammy wants to see a movie, yet he doesn't have enough money to buy a ticket.</td>
</tr>
<tr>
<td>SO</td>
<td>Presents a consequence</td>
<td>My brother did not finish his chores on time, so he cannot go to the amusement park with his friends.</td>
</tr>
</tbody>
</table>

When joining two sentences, always put a comma before the conjunction. Here are some examples of compound sentences.

Examples: Sam was late to school, for the bus got a flat tire.
Mom made cupcakes, and I put chocolate frosting on them.
I do not like broccoli, nor do I like spinach.
I like apples, but I do not like oranges.
Lucy must study for the math test, or she will fail.
Mary wants to buy a car, yet she doesn't have enough money.
My sister got sick, so she can't go to the birthday party.

Practice 1: Coordinating Conjunctions

<table>
<thead>
<tr>
<th>for</th>
<th>and</th>
<th>nor</th>
<th>but</th>
<th>or</th>
<th>yet</th>
<th>so</th>
</tr>
</thead>
</table>

Write the correct conjunction in each sentence.

1. It was a good movie, ________ it was too long.
2. I do not like beets, ________ do I like carrots.
3. Roger did not do his chores, ________ he cannot go to the party.
4. My mom will either ask me to babysit my little brother, ________ she will ask my sister.
5. Dad wants to build a new house, ________ he doesn't have the money.
6. My mother is a nurse, ________ my father is an engineer.
7. I like my new poster, ________ it glows in the dark.

Complex Sentences

A complex sentence contains an independent clause (complete sentence) and a dependent clause (incomplete sentence).

A dependent clause is a group of words that cannot stand alone as a complete sentence. A dependent clause might be missing a subject or a verb. Or a dependent clause might be missing a complete thought.
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For example, what if you read the words “Walking out of the forest”
 Would you know what the author was talking about? The author does not make it clear who or what was walking out of the forest.

“Walking out of the forest” is a dependent clause because it does not have a subject or a verb.

You can combine a dependent clause and an independent clause together to make a complex sentence.

Example: Walking out of the forest, I saw a beautiful rainbow.

    Dependent Clause           Independent Clause

Example: During the thunderstorm, the electricity in the house went out.

    Dependent Clause           Independent Clause

Example: Slithering through the grass, the snake moved toward a pile of rocks.

    Dependent Clause           Independent Clause

Example: In the middle of the night, I heard a loud, creepy noise.

    Dependent Clause           Independent Clause

You can also use subordinating conjunctions to join sentences together as well.

Example: When you go in the kitchen, you will find some cookies.

    Dependent Clause           Independent Clause

Example: Since Mindy is a great dancer, she will enter a dance contest.

    Dependent Clause           Independent Clause

Example: Paul gave his speech even though his teeth were chattering from fear.

    Independent Clause         Dependent Clause

Example: We could see clearly last night because the moon was so bright.

    Independent Clause         Dependent Clause

Subordinating Conjunctions

<table>
<thead>
<tr>
<th>after</th>
<th>if</th>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>since</td>
<td>when</td>
</tr>
<tr>
<td>as</td>
<td>so that</td>
<td>whenever</td>
</tr>
<tr>
<td>because</td>
<td>than</td>
<td>where</td>
</tr>
<tr>
<td>before</td>
<td>that</td>
<td>wherever</td>
</tr>
<tr>
<td>even if</td>
<td>though</td>
<td>whether</td>
</tr>
<tr>
<td>even though</td>
<td>unless</td>
<td>while</td>
</tr>
</tbody>
</table>
Chapter 8  Sentence Structures, Punctuation, and Spelling

**Practice 2: Subordinating Conjunctions and Dependent Clauses**

For questions 1 – 4, circle the subordinating conjunction. Then, underline the dependent clause.

1. When you go in the kitchen, you will find some cookies.
2. Since Mindy is a great dancer, she will enter a dance contest.
3. Paul gave his speech even though his teeth were chattering from fear.
4. We could see clearly last night because the moon was so bright.

Use the word bank for questions 5 – 8. You may only use a subordinating conjunction once.

| if | because | until | when |

5. Use a word from the word bank to join these two sentences together to make a complex sentence.
   I can't watch TV. I finish my homework.

6. Use a word from the word bank to join these two sentences together to make a complex sentence.
   My parents come home. We will go see a movie.

7. Use a word from the word bank to join these two sentences together to make a complex sentence.
   I have to go to the store. I need milk, eggs, cereal, and bananas.

8. Use a word from the word bank to join these two sentences together to make a complex sentence.
   You clean your room. I will take you to park.

**Practice 3: Sentences**

Read each the following sentences. Then, choose whether the sentence is simple, compound, or complex.

1. Jake forgot to give the teacher the last page of his homework, so he did not get an "A".
   A. simple
   B. compound
   C. complex
Chapter 8  Sentence Structures, Punctuation, and Spelling

2. The cat jumped over the fence and chased the squirrel all over the backyard.
   A. simple
   B. compound
   C. complex

3. After mowing the lawn, I went over to Peter's house.
   A. simple
   B. compound
   C. complex

4. Jenny enjoys spending time with her best friend and going camping with her family.
   A. simple
   B. compound
   C. complex

5. After they turned twelve weeks old, the puppies got to play outside.
   A. simple
   B. compound
   C. complex

6. My best friend moved to Georgia, but she will come back to visit me this summer.
   A. simple
   B. compound
   C. complex

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Capitalization Title Rules

Capitalizing Titles of Books, Poems, Songs, and Movies
Which words should be capitalized in a title?

Rule: The first and last words should always be capitalized, no matter what the word is. Look at the following examples. Smaller words (a, an, the, of, for, and in) are not capitalized.

- The Wizard of Oz
- Jack and the Beanstalk
- Twinkle, Twinkle Little Star
- This Land is Your Land
- Charlotte's Web
- Charlie and the Chocolate Factory
- The Farmer in the Dell
- 101 Fun Science Experiments for Kids
- Cinderella
- Little Bo Peep

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Week 4 Day 2
Capitalizing Titles of People

Rule: Capitalize a person’s title when it comes before or after the person’s first or last name. Look at the following examples.

Dennis Martin, M.D.  Senator Harris
Mrs. Janice Franklin  Queen Elizabeth
Doctor Richards  Dr. Martin
Mr. Michael Lawson  Professor Nelson

Practice 4: Capitalizing Titles

Rewrite each title using capital letters correctly.

1. how to build a toy robot at home.

2. the wind in the willows

3. the little engine that could

4. diary of a wimpy kid

5. 101 wonderful cookie recipes

6. Dr. Seuss wrote the book Mr. Brown Can Moo! Can You?

7. Professor Taylor loves Walt Disney’s Snow White and the Seven Dwarfs.

8. Mr. Sandford wrote a book called Jimmy Clark and His Amazing Dog Ralph.
Apostrophe and Comma Rules

Apostrophes
An apostrophe is needed to show possession. Using an apostrophe shows who owns the object in the sentence.

The possessive of a singular noun is formed by adding an apostrophe and s.

Examples: David’s coat is on the floor. 
I found Mitten’s toy mouse.
Don’t sit in Dad’s chair.
Mary’s sweater is pretty.

The possessive of a plural noun is formed by adding an apostrophe after the s.

Examples: This is my parents’ car.
The twins’ parents are very nice.
I am trying out for the boys’ baseball team.
The principal is counting the students’ votes.

Commas and Addresses
In a full address, there are commas. One goes after the street name. Another goes after the town or city name.

Examples: 2913 Pickle Lane, Sawyer, Ohio 42301
101 Maple Leaf Drive, Choctaw, Oklahoma 73020
4011 Washington Avenue, Etowah, Tennessee 37331

Commas and Quotation Marks
Writers use commas and quotation marks to show when people are speaking. Quotation marks show where the quote begins and ends. Use them in pairs. One quotation mark goes before the quote. The other goes after it. Periods and commas go inside the second quotation mark.

Examples: Austin says, “I like the way she sings.”
“It’s time to play outside,” said Grandpa.
Nancy asked, “Can I have pancakes for breakfast?”

Practice 5: Apostrophes and Commas

1. Read this sentence.
The teachers classrooms will be used in the fall festival.

Part A
Is the word teachers singular or plural in this sentence?
A. singular
B. plural
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Part B
Where should the apostrophe go in the word teachers?
A. teachers'
B. teacher's

2. Read this sentence.
Have you seen Jackies new house?
Part A
Is the word Jackies singular or plural in this sentence?
A. singular
B. plural
Part B
Where should the apostrophe go in the word Jackies?
A. Jackie's
B. Jackies'

3. Read this sentence.
The girls gymnastics team won the competition.
Part A
Is the word girls singular or plural in this sentence?
A. singular
B. plural
Part B
Where should the apostrophe go in the word girls?
A. girl's
B. girls'

4. Read this sentence.
The police officers car was spotted driving on the highway.
Part A
Is the word officers singular or plural in this sentence?
A. singular
B. plural
Part B
Where should the apostrophe go in the word officers?
A. officer's
B. officers'
Chapter 8  Sentence Structures, Punctuation, and Spelling

Read the passage. It contains mistakes. Then answer the questions about it.

1. During breakfast, I thought about all the fun I would have at Camp Tomahawk. 2. I closed my eyes while thinking about swimming in the lake and hiking along the nature trails. 3. Then, I heard the sound of my mother's voice.

4. "Ashley, have you finished packing yet?"

5. "No, Mom," I said.

6. "Ash, I asked you have all your packing done last night" Mom said.

7. "I know. I'm almost done. Can I take Lisa's jacket with me?"

8. "You will have to ask her. Did you write down your grandparents' address? I know Grandma and Grandpa will want to hear about all the fun you are having at camp."

9. "No, Mom. What is their address again," I asked?

10. Handing me a pencil and a piece of paper, Mom said, "Their address is 240 Oak Lane Benton Tennessee 37307."

5. What change, if any, is needed to the underlined text in sentence 3?
   A. mother's
   B. mothers'
   C. mother's
   D. No change

6. What change, if any, is needed to the underlined text in sentence 6?
   A. night" Mom, said.
   B. night," Mom, said.
   C. night," Mom said.
   D. No change

7. What change, if any, is needed to the underlined text in sentence 7?
   A. Lisa's jacket
   B. Lisa's jacket
   C. Lisas' jacket
   D. No change

8. What change, if any, is needed to the underlined text in sentence 8?
   A. grandparents address
   B. grandparent's address
   C. grandparent's address
   D. No change
Week 4 Day 3
Chapter 8 Sentence Structures, Punctuation, and Spelling

9. What change, if any, is needed to the underlined text in sentence 10?
   A. 240 Oak Lane, Benton, Tennessee 37307
   B. 240, Oak Lane, Benton Tennessee 37307
   C. 240 Oak Lane Benton, Tennessee 37307
   D. No change

Spelling Rules
You need to know how to spell words, so you will know them when you read. You also must spell them correctly when you write. Here are some spelling rules that will help you learn how to spell words correctly.

**Rule 1:** When a suffix is added to a root word, the spelling of that word might change.

**Example:** If the suffix starts with a vowel (a, e, i, o, u) and is added to a word ending in a silent e, then drop the silent e.
   
   please + ing = pleasing like + able = likable

**Example:** If the suffix starts with a consonant and is added to a word that ends in a silent e, then the e stays.
   
   love + ly = lovely

**Rule 2:** You will need to learn some words by memory. This is because they have irregular spellings. Irregular means odd or unusual. Here are some examples.

**Example:** enough (sounds like ee-nuf). In some words, gh sounds like f. Other examples are tough and laughter.

**Example:** should (sounds like shuhd). The i is silent, like it is in half and calf.

**Rule 3:** Most of the time i comes before e. You might already know the famous i before e rule. It goes like this: “Put i before e, except after c, or when sounded like a as in neighbor and weigh.” It’s a good rule most of the time.

**Examples:** siege, receipt, brief, deceive, grieve, believe, ceiling

However, there are plenty of words that do not follow this rule, like protein, scientist, beige, society, heist, glacier, and ancient. You will simply need to learn these words one by one. Some words are just weird. Hey, there’s another one: weird.

**Rule 4:** y to i

When a word ends in y, you usually change the y to i when you add a suffix.

**Examples:** happy + ness = happiness
   
   scurry + ed = scurried

But don’t change the y to i if you are adding the suffix ing.

**Examples:** try + ing = trying
   
   carry + ing = carrying
Here is another exception. If the word has a vowel before the y, then keep the y before adding a suffix.

**Examples:** destroy + er = destroyer
   play = ed = played

---

**Rule 5: Consonant doubling** is just what it says. When you add certain suffixes to words, you might have to add another consonant. Here is a way to know when to double a consonant.

Ask yourself three questions:
1. Does the word have one syllable?
2. Does the word have one vowel?
3. Does the word have one consonant at the end?

If you answer "yes" to ALL of these questions, then double the consonant. If you answer "no" to any of them, do not double it.

**Example:** *hop*
   one syllable? YES
   one vowel? YES
   one consonant at end? YES
   Change it!
   hop + ed = hopped

**Example:** *sing*
   one syllable? YES
   one vowel? YES
   one consonant at end? NO
   Don't change it!
   sing + ing = singing

---

### Commonly Misspelled Words

<table>
<thead>
<tr>
<th>a lot</th>
<th>choose/chose</th>
<th>government</th>
<th>rhyme/rhythm</th>
<th>to/too/two</th>
</tr>
</thead>
<tbody>
<tr>
<td>all right</td>
<td>embarrass</td>
<td>knowledge</td>
<td>schedule</td>
<td>weather/whether</td>
</tr>
<tr>
<td>believe</td>
<td>environment</td>
<td>receive</td>
<td>separate</td>
<td>write/writing</td>
</tr>
<tr>
<td>beginning</td>
<td>February</td>
<td>restaurant</td>
<td>they/their/there</td>
<td>your/you're</td>
</tr>
</tbody>
</table>

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**Spelling Resources**

Some words do not follow rules. They have to be learned and remembered. One way to learn tricky words is to keep a journal. If you always misspell certain words, write them out in a notebook or on a 3 x 5 card. Then you can review them and learn them.

Also, instead of guessing at the spelling of a word, use a spelling resource. This could be a print or online dictionary or thesaurus.
Practice 6: Spelling

1. Which underlined word is not spelled correctly?
   There are three horses grazing in the fields.
   A. three
   B. horses
   C. grazing
   D. fields

2. Which underlined word is not spelled correctly?
   Those ducks are hoping mad, so be careful.
   A. ducks
   B. hoping
   C. so
   D. careful

3. Which underlined word is not spelled correctly?
   My teacher walkd down the hall.
   A. teacher
   B. walkd
   C. down
   D. hall

For questions 4 – 10, underline the word that is not spelled correctly in each sentence.

4. How many wild horses are their?
5. My birthday is in Feburary.
6. Do you know if the whether will be bad tomorrow?
7. The dog chewed up my mother’s sliper.
8. We will have a breif meeting at noon.
9. Where is you’re homework?
10. I like playing baseball alot.
Chapter 8 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>apostrophe</td>
</tr>
<tr>
<td>simple sentence</td>
</tr>
<tr>
<td>quotation marks</td>
</tr>
</tbody>
</table>

In this chapter, you learned that a (1) ________________ is a group of words that cannot stand alone as a complete sentence. An (2) ________________ is needed to show possession. Writers use commas and (3) ________________ to show when people are speaking. A (4) ________________ has a subject and a verb. It is one independent clause. A (5) ________________ contains one independent clause and a dependent clause. A (6) ________________ is made by joining two sentences with a comma and a coordinating conjunction.

See the Teacher Guide for the Chapter 8 Review.
Week 4 Day 4
Chapter 13

Research Skills

This chapter covers the following standards: W.7, W.8, W.9

How to Research a Topic

Did you ever see something and think, “Wow! I’d like to know more about that”? That can happen. If you want to know more, you can look it up. This is called research. It’s not as hard as it might sound.

To research some person, place, or thing, you just need to ask some questions about it. Then, you need to know how to find answers.

Print and Digital Research Sources

You probably know already where to look up many things. For example, where would you look to see how to spell or say words? That’s right—you would look in a dictionary. What about if you wanted to know some quick facts about volcanoes? Yes, you could look in an encyclopedia. These are reference sources. You can find them at the library. You can also find them online.

<table>
<thead>
<tr>
<th>Types of Reference Sources</th>
<th>What it Contains</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>A dictionary has words in alphabetical order; tells you what words mean, what part of speech they are, and how to say them.</td>
<td>American Heritage Dictionary, Merriam-Webster Dictionary</td>
</tr>
<tr>
<td>Thesaurus</td>
<td>A thesaurus has words in alphabetical order; shows you other words that mean the same thing, and some words that mean the opposite.</td>
<td>Roget’s Thesaurus</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>An encyclopedia has topics (people, places, animals, historical events, and so on) in alphabetical order; tells you facts about a topic and sometimes includes pictures.</td>
<td>Encyclopedia Britannica</td>
</tr>
<tr>
<td>Reference Web Sites</td>
<td>Reference web sites are Internet web sites that can show definitions of words or facts about a topic; you find them by typing key words (the name of what you are looking for) or looking through pages in alphabetical order.</td>
<td>dictionary.com, kids.britannica.com</td>
</tr>
</tbody>
</table>
Newspapers provide news about current events. They tell what's going on in the world and in your town. Many have sections on business, politics, the arts, crime, weather, ads, and editorials (articles that give opinions about issues).

Magazines have articles and ads. You can find magazines on many topics, including beauty, health, sports, fishing, cars, and so on.

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>New York Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazine</td>
<td>TIME for Kids</td>
</tr>
</tbody>
</table>

You are a source, too. Everything you have read and done in your life gives you facts. Say you have to write a report about fish. You might think about pet fish you had. You can include what you know about how they eat and behave. You can recall experiences in which you observed your fish. This makes you a source.

**Key Word Search**

The best way to find a topic online is to use a search engine. Some popular search engines are Google, Yahoo!, and Bing. Each has a space where you can type in your topic. The engine does a key word search of what you typed. Key words should be specific. Say that you have to do research on a bug. You decide your bug will be a *beetle*. If you use the key word *beetle*, you will get millions of pages! Some will be about the bugs, but others may be about pest control. Some may even be about the Volkswagen car. So be specific. Try *beetle insect*. Or pick one kind of beetle.
Practice 1: Research Sources

Look at the sources. Then answer the questions that follow.

Source 1 - From the Book, *Cartoon Characters Yesterday and Today*

Source 2 - From the Book, *Cartoon Characters Yesterday and Today*

<table>
<thead>
<tr>
<th>A</th>
<th>Archie 32, 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bugs Bunny 22, 24, 25</td>
</tr>
<tr>
<td>C</td>
<td>Charlie Brown 36, 38, comic strip characters 12, 30, 32, 36</td>
</tr>
<tr>
<td>D</td>
<td>Daffy Duck (see Bugs Bunny), Disney characters 5, 19</td>
</tr>
<tr>
<td>E</td>
<td>Elmer Fudd (see Bugs Bunny)</td>
</tr>
<tr>
<td>F</td>
<td>Flintstones, The 39</td>
</tr>
</tbody>
</table>

H | Hello Kitty 42, 43 |
|---|-------------------|
L | Looney Tunes characters 8, 22 |
M | Mickey Mouse 19 |
P | Popeye 30, 31, Pluto (see Mickey Mouse) |
R | Road Runner 27, 28, 29 |
S | Snoopy (see Charlie Brown), SpongeBob SquarePants 43, 44 |
W | Wile E. Coyote (see Road Runner) |
Source 3 - Internet Website Information cartoons-R-us.net

Speed Racer

One fun old cartoon is Speed Racer. It was adapted from a Japanese anime. It was on American TV in 1967 and ’68. In 2008, a live-action movie was made about Speed Racer’s adventures.

The characters are silly but fun to watch. Speed Racer is a young race car driver. He solves a lot of mysteries. Trixie is his girlfriend. He also has a pet monkey named Chim-Chim and a little brother named Spritle. Mom and Pops Racer are Speed’s parents. They manage the racing team. Racer X is a mysterious rival who turns out to be Speed’s brother!

To read more, click on the characters:

Speed Racer
Trixie
Spritle and Chim-Chim
Racer X

To visit the official Speed Racer Web site, click here.

1. In the book Cartoon Characters Yesterday and Today, where can you see a picture of the Road Runner?
   A. Page 27
   B. Page 28
   C. Page 29
   D. Page 30

2. In which chapter would you look for information about Daffy Duck, a character who was in some cartoons with Bugs Bunny?
   A. Chapter 1
   B. Chapter 2
   C. Chapter 3
   D. Chapter 4
Chapter 13  Research Skills

3. What would be the **best** page to start reading to find out about Snoopy?
   A. Page 18
   B. Page 26
   C. Page 36
   D. Page 38

4. What would you **most likely** do to learn more about Speed Racer?
   A. Read the book *Cartoon Characters Yesterday and Today*.
   B. Search the TV listings for reruns of the old cartoons.
   C. Go to the bookstore to see if they have Speed Racer comics.
   D. Click on the link to the official Speed Racer website.

5. What key word search would **most likely** help you learn about which cartoon characters people like today?
   A. famous cartoons
   B. popular cartoons today
   C. TV cartoons
   D. What are the best cartoons?

Taking Notes

When you read sources, you can't remember all the facts they give you. A good way to hang on to the facts you need is to **take notes**. Use a journal or note cards to jot down any information you might want to use. Here is an example.

Jordan is writing his report on bugs. The bug he picked is the soldier beetle. Here is an article he found about it.

**Soldier Beetle, Family Cantharidae**

Counteracts these pest(s): Aphid

**How to recognize**

Approximately 1/2 inch in length, the adult soldier beetle has a narrow, black abdomen and bright red head or thorax. The soldier beetle larva is various shades of orange with black markings.

**Benefits**

Soldier beetles prey upon aphids, caterpillars, grasshopper eggs and beetle larvae, among other insects around the garden.

**How to attract**

Since some soldier beetles feed on nectar, you may be able to attract them with flowering plants.

**Fun fact**

Soldier beetles are nicknamed leatherwings because of their soft, cloth-like wing covers.

Source: http://www.govlink.org/hazwaste/house/yard/problems/goodbugs
Week 4 Day 5
Jordan was at school when he found this on the Internet. He could not print the page. So he took some notes. Look at the facts he wrote down.

Soldier beetle
Cantharidae
1/2 inch long, black and red
eats aphids, caterpillars, other garden pests
plant flowers to attract them
soft wings - nickname leatherwings

See how easy that was? Jordan wrote just a few important words and phrases. These will help him when he writes his report. When you take notes, also write down where the facts came from.

Practice 2: Taking Notes

The Milky Way Galaxy

1. The Milky Way is not just the name of a candy bar. It is our galaxy. The Milky Way is a huge spiral galaxy. This means it looks like a large pinwheel.

2. It includes the Sun and the Earth and other planets. The galaxy includes 200 billion stars. Some stars are too far away to be seen with the eye. People must use powerful telescopes.

3. The stars that can be seen in the sky are ones that lie close to the solar system. They can be seen without a telescope, like the North Star and the Big Dipper. Scientists believe that the Milky Way is 14 billion years old. It contains young, blue, so-called type I stars.

4. It also contains the older, red, type II stars. Some scientists who study stars think that in the center of the Milky Way is a really big black hole. The Milky Way is a source of endless study.

1. Make some notes about the facts in this source. Look back at the note card example in this chapter. Remember to include the main idea and important details.
**Organize Information**

Once you have gathered your sources, you need to organize the information from these sources. The following are some ways you can organize your information.

**Outlines**

Outlines are a way to organize your information by writing out ideas using topics and subtopics. Outlines are very useful in that they can easily be adapted into reports. The following is an example of an outline.

I. Introduction—Why Kids Should Have a Pet
   
II. Healthier Kids
   A. Increased self-esteem
   B. Improve social skills
   C. Lowers anxiety and blood pressure

III. Teaches Responsibility
   A. Must feed the pet
   B. Must groom the pet
   C. Must take pet to the vet

IV. Conclusion

You can also use graphic organizers to help organize your ideas. Here are two examples.

A **Venn diagram** is useful when comparing and contrasting ideas. It is a quick visual way to see points that are alike and those that are different.

A **T-chart** is a graphic organizer, shaped like a “T” that is used for listing two separate viewpoints of a topic. A T-chart can be used to compare and contrast two things, to list advantages and disadvantages, to separate facts from opinions, etc. Topics can include anything that can be cleanly divided into two opposing views.

The T-chart below shows reasons why young children should and should not be allowed to have a pet.

<table>
<thead>
<tr>
<th>Should Young Children Have a Pet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons They Should</td>
</tr>
<tr>
<td>• companionship</td>
</tr>
<tr>
<td>• responsibility</td>
</tr>
<tr>
<td>• exercise and play</td>
</tr>
<tr>
<td>• reduces stress</td>
</tr>
</tbody>
</table>

**Apples**
- every climate
- juice only
- many colors
- skin

**Oranges**
- tropical climate
- juice with pulp
- orange color
- rind
After organizing your information, you need to determine what **organizational pattern** you will use when writing a report or an essay about a topic. Look at the following table.

<table>
<thead>
<tr>
<th>Organizational Pattern</th>
<th>Example Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequential order</td>
<td>how to change a tire</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>how a friend has affected your life</td>
</tr>
<tr>
<td>Comparison and contrast</td>
<td>the similarities and differences between alligators and crocodiles</td>
</tr>
<tr>
<td>Problem and solution</td>
<td>air pollution and how to solve this problem</td>
</tr>
</tbody>
</table>

**Research Activity**

**Step 1:** Choose one of the topics listed. Or think of your own topic.
- An unusual fruit or vegetable
- How to take care of your favorite pet
- A place I would like to visit
- A famous person in American history
- Animals of the desert
- A fun outdoor activity
- A fun indoor activity
- How to play your favorite sport or game

**Step 2:** Do some research in books and on the Internet. Ask your teacher, tutor, or librarian for help.
- Find some sources about your topic
- Take notes about facts you find
- Write 3-5 paragraphs about the topic

**Chapter 13 Key Term Activity**

Fill in the blanks with the correct word.

| Word Bank | T-chart | reference sources | encyclopedia | outlines | search engine | notes |

In this chapter, you learned that newspapers, magazines, and encyclopedias are different types of (1) _______________________. A (2) _________________________ can be used to compare and contrast two things. A good way to hang on to the facts you need is to take (3) _______________________. An (4) _________________________ has topics in alphabetical order. (5) _________________________ are a way to organize your information by writing out ideas using topics and subtopics. The best way to find a topic online is to use a (6) _________________________.

See the Teacher Guide for the Chapter 13 Review.