

Teacher Guide

Reading Comprehension

It's easier than you think!

Book Two

Wuth
LEARNING SERIES

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Book Two

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Part Two

Answer Key.	1-139
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Daily repetition of the concepts taught in this book significantly improves one’s reading comprehension skills. If you feel students have mastered a given concept, instead of skipping pages, assign those pages as homework. Always correct homework the day it is due to ensure students are using their new skills correctly. Most of the lessons can be taught as guided practice, correcting mistakes as each page is completed.

Day 1 The lessons on pages 1-4 review concepts students practiced in *Reading Comprehension: Book One*. You may have students in your class who did not complete *Book One*, so be sure to demonstrate **how** to label action verbs and linking verbs when completing page 4.

Page	Concept	Homework
1	Every sentence needs a subject and a verb.	
2	Action verbs	
3	State of being verbs	
4	Some words can be either an action verb or a linking verb.	

Day 2 As you read through the list of abstract nouns on page 5, choose a few words in each column that you think students might not know. Explain the meaning of your selected words. On page 7, check to make sure each student is marking sentences 1-7 correctly.

Page	Concept	Homework
5	Abstract nouns	
6	“Tricks” to remember nouns and verbs; which is which?	
7	Locate the subject and verb in sentences.	
8	Recognize pronouns and find the nouns they refer to.	

Day 3 Continue to demonstrate **how** each sentence should be marked. Project the answer key immediately after students complete pages 9 and 11 and explain **why** each sentence is marked the way it is. **or** Complete pages 9 and 11 with students as a guided lesson.

Page	Concept	Homework
9	Most <i>command</i> sentences start with a verb.	
10	The subject could be a gerund, an infinitive, or a noun clause.	
11	Locate the subject and verb in sentences.	

When you are looking for the answer to a **where** or **when** question...

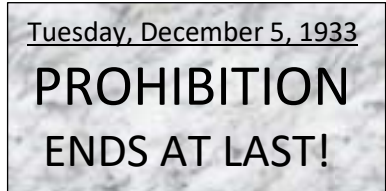
- Look for **indicator** words.
- Look before and after the verb.

Modifiers for action verbs can be placed before or after the verb they modify.

1. Musicians played in illegal bars called speakeasies during Prohibition.
 (Annotations: "where" points to "in illegal bars called speakeasies"; "when" points to "during Prohibition".)
2. During Prohibition musicians played in illegal bars called speakeasies.
 (Annotations: "when" points to "During Prohibition"; "where" points to "in illegal bars called speakeasies".)

- ✪ Mark each sentence for comprehension.
- ✪ Discuss the examples in sentences 1-3 with your teacher.

1. In the summer of 1929, Carl Warmington played the trombone at the Breezy Point Lodge.
 (Annotations: "when" points to "In the summer of 1929"; "what" points to "the trombone"; "where" points to "at the Breezy Point Lodge".)
2. During Prohibition Minnesota was a perfect location for bootleggers.
 (Annotations: "when" points to "During Prohibition"; "where" points to "Minnesota".)
3. When they thought their illegal businesses might be raided, gangsters bribed city officials.
 (Annotations: "when" points to "When"; "whom" points to "city officials".)
4. By the 1930s, most Americans believed that Prohibition was not working.
 (Annotations: "when" points to "By the 1930s"; "what" points to "that Prohibition was not working".)
5. Drinking was still common throughout the entire country.
 (Annotations: "where" points to "throughout".)
6. In 1933 Congress passed a proposed 21st Amendment.
 (Annotations: "when" points to "In 1933"; "what" points to "Congress passed a proposed 21st Amendment".)
7. It was ratified by the end of the year.
 (Annotations: "when" points to "by the end of the year".)



- ✪ Answer questions 8-11. The answers can be found in sentences 1-7.

8. **Where** did Warmington play? at the Breezy Point Lodge
9. **When** did gangsters bribe city officials? when they thought their businesses might be raided
10. **When** did Americans think that Prohibition was not working? by the 1930s
11. **Where** was drinking a common occurrence? throughout the entire country

Use the one-word subject – not the complete subject – to match the verb.

1. The tray of cookies (is / are) on the table.

The one-word subject is **tray**. Use the verb **is**.



2. The cookies on the table (is / are) for the party.

The one-word subject is **cookies**. Use the verb **are**.

- ★ Underline the one-word subject and the complete subject. (Follow the examples in the box.)
- ★ Decide if the one-word subject is singular or plural.
- ★ Choose the verb that correctly matches the one-word subject and print it on the line.

1. The kids on my soccer team arrive early for every game.
plural arrives / arrive



2. Two houses on this block are for sale.
plural is / are

3. My new book about horses has a step-by-step guide on how to train them.
singular has / have

4. The horses on this ranch have been trained by Anne.
plural has / have

5. Everyone except Mr. and Mrs. Williams was a few minutes late.
singular was / were

6. The directions for making pizza include suggestions for unusual toppings.
plural includes / include

7. The package for the troops contains snacks and magazines.
singular contains / contain

8. One of the books does not have a price tag on it.
singular does / do

9. A shipment of fresh fruits and vegetables arrives every morning.
singular arrives / arrive

10. Memories of my dad surface during the holidays.
plural surfaces / surface

____ correct / ____ possible
 _____ %

★ Read this paragraph. The subject and verb have been marked in each sentence.

It is 7:30 on a Tuesday morning. Connor swerves to avoid another tourist and squeezes into a high-speed elevator. Twenty seconds later, he steps onto the station platform, 196 feet beneath the busy streets of Washington, D.C. and waits for his train to arrive. Connor is using the Metro, a rapid transit system that travels through interconnected underground tunnels. This system allows hundreds of passengers to move from one stop to the next, avoiding the heavily trafficked above-ground roads. Travelers can switch from one line to another until they reach their destination.

What is the author's purpose? Why did the author write this paragraph?

- ~~A.~~ to explain why Connor swerved around the tourists
- ~~B.~~ to prove there is a lot of traffic in the morning
- C.** to describe an underground transit system

There is only one mention of Connor swerving and one mention of traffic. Cross off A and B.

Discuss each choice: Do most of the sentences tell why Connor swerved? If they don't, cross off A. Do most of the sentences talk about morning traffic? If they don't, cross off B. Can you describe the underground transit system?

How to Take Notes:

1. Read one entire paragraph.
2. THINK. Determine the author's purpose.
3. Circle words in the passage that express the author's purpose.
4. Write those words.



★ Read the following notes that were written about the above paragraph. Which student expressed the author's purpose?

Student 1

On Tuesday morning, Connor took a high-speed elevator. He waited for his train. He used the Metro to get to his destination.

Student 2


Metro

- Underground train in D.C.
- 196 feet below the street
- Interconnected tunnels
- Avoids traffic on roads

- ★ Read these paragraphs. Mark and label each sentence for comprehension.

Similar to the way coffee is brewed by soaking coffee beans in hot water, tea is brewed by soaking certain types of leaves in hot water. **Both** coffee and tea can be served hot or cold, and **both** beverages offer caffeinated and decaffeinated versions.

The main **difference** between these popular drinks is their caffeine content. A cup of tea might contain 14-70 mg of caffeine, **yet** the same sized portion of coffee will likely contain 95-200 mg of caffeine. Most tea drinkers prefer iced tea; only 15% of the tea that is consumed in the United States is hot tea. **In comparison**, 88% of the coffee drunk in the United States is served as a hot beverage.



Find and circle these words in paragraph 1: *similar, both*.

Find and circle these words in paragraph 2: *difference, yet, in comparison*.

- ★ Discuss with your teacher how these words help you figure out the author's purpose.

- The purpose of the first paragraph is to tell how tea and coffee are alike.
alike / different
- The purpose of the second paragraph is to tell how tea and coffee are different.
alike / different
- Rewrite the author's purpose statements in question form.

How are coffee and tea alike?

How are coffee and tea different?

- Write notes for both paragraphs. Your notes should answer the author's purpose questions. Could your notes be written in a list?

Both coffee and tea

- Are brewed
- Can be served hot or cold
- Can be caffeinated or decaffeinated

Coffee

- Has more caffeine than tea
- Is usually served hot

Tea

- Is usually served cold