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# Using the *CARS* and *STARS Plus Series*

## ***CARS Plus Series***

**Diagnose** needs of the class by administering 5 Pretests

**Benchmark** during instruction to monitor progress, using 5 longer tests

**Assess** mastery by administering 5 Post Tests



## ***STARS Plus Series***

**Instruct** the class in 1 to 6 strategies, based on students' needs (differentiate instruction using Books P-H)



## What are the *CARS* and *STARS Plus Series*?

The *CARS* and *STARS Plus Series* are a comprehensive resource that allows you to identify and teach essential reading comprehension strategies. As the diagram above indicates, the *CARS Plus Series* is the assessment component and the *STARS Plus Series* is the instruction component.

### *CARS Plus Series*

The *CARS Plus Series* is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies. It contains Pretests, Benchmarks and Post Tests. This ten-level series is designed for students in years P to 8. The *CARS Plus Series* helps teachers place students in the companion *STARS Plus Series* for reading instruction and remediation.

### *STARS Plus Series*

The *STARS Plus Series* is a prescriptive reading series that provides essential instruction in the same 12 reading strategies as the diagnostic *CARS Plus Series*. This ten-level series is also designed for students in years P to 8. The *STARS Plus Series* provides precise instruction in and practice with the strategies students need to master in order to achieve reading success.

Book B in both the *CARS Plus* and *STARS Plus Series* features the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Distinguishing Between Real and Make-believe



## How do I get started with the *CARS* and *STARS Plus Series*?

As shown in the diagram on page 4, the *CARS Plus Series* is used to diagnose the needs of the class, monitor students' progress and assess students' mastery of the strategies. The *STARS Plus Series* is used to instruct the class in targeted reading strategies, based on the diagnosis from the *CARS Plus Series*.

To get started, use the following steps:

### 1. Diagnose

Administer the five pretests in the *CARS Plus Series* to diagnose the needs of the students in your class. (See the *CARS Plus* teacher guide for additional information.)

### 2. Instruct

Based on the results of the *CARS Plus* diagnosis, assign specific strategy lessons in the *STARS Plus Series* to remediate areas that need improvement and reinforcement. Or, you may have students complete an entire *STARS Plus* student book in order to build and reinforce students' basic knowledge of reading strategies. (See pages 7 and 10–11 for information about differentiating instruction.)

### 3. Benchmark

Use the five Benchmarks in the *CARS Plus Series* and the Review Lessons in the *STARS Plus Series* (see page 6) to monitor students' progress.

### 4. Assess

Use the five Post Tests in the *CARS Plus Series* and the Final Review in the *STARS Plus Series* (see page 6) to assess mastery of the strategies taught in the *STARS Plus Series*.



## Why do the *CARS* and *STARS Plus Series* concentrate on 12 reading strategies?

The reading strategies in these series were based on reviews of the following:

- Current research on reading comprehension
- Gaps in basal or core reading programs

The strategies in both series cover a range of areas that lead to success in reading comprehension:

- Literal comprehension
- Inferential comprehension
- Text structure and organisational patterns
- Vocabulary and concept development
- Metacognitive strategies

Practice in these reading strategies leads to success on tests as well as improves students' overall reading comprehension.



## How do researchers define the relationship between skills and strategies?

According to Regie Routman (2000), strategies are the thinking, problem-solving processes that the learner deliberately initiates, incorporates and applies to construct meaning. At this point, the reading strategies become instinctively incorporated into one's reading.

According to Afflerbach et al. (2008), when a reading strategy becomes effortless and automatic, the strategy has become a skill. Reading skills operate without the reader's deliberate control or conscious awareness.



## What is in the *STARS Plus* student book?

### Strategy Lessons

Each student book contains 12 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected-response (multiple-choice) questions.

The strategy lessons are scaffolded, providing a gradual release of support. Each lesson moves from modelled instruction to guided instruction to modelled practice to guided practice to independent practice. (See Features of a *STARS Plus* Lesson on pages 12–23 for more information about the strategy lessons.)

### Review Lessons

A four-page review lesson follows every three strategy lessons. Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons.

### Final Review

A twelve-page final review gives practice in all 12 reading strategies. Students read four longer passages and answer 48 selected-response questions that focus on all the reading strategies in the book.



## What is in the *STARS Plus* teacher guide?

### Overview

Information about using the *CARS* and *STARS Plus Series* and the Classroom Reading System, including:

- Suggested Pacing Chart
- Features of a *STARS Plus* Lesson
- Research Summary
- Reproducible Strategy Bookmarks

### Lesson Plans

Six-page guides for each *STARS Plus* student-book lesson, including a facsimile of each student-book page with correct answers, teacher tips and these special features:

- ELL Support
- Genre Focus
- Teacher's Corner
- Reteaching
- Connecting with Literature

### Reproducible Answer Form

A reproducible bubble sheet that students may use to record their answers to Parts Two–Five of each lesson

### Completed Answer Form

A filled-in bubble sheet that may be used for correction purposes



## How can I provide differentiated instruction using the *STARS Plus Series*?

There are two easy ways to provide differentiated instruction in the classroom using the *STARS Plus Series*.

### By Reading Strategy

Use the results from the Pretests in the *CARS Plus Series* to diagnose the individual needs of the students in your classroom.

Then use *STARS Plus Book B* to provide targeted instruction in one specific strategy or in several strategies to remediate areas that need improvement and/or reinforcement.

Or, you may wish to provide instruction using the entire *STARS Plus Book B* to build students' basic knowledge of all the reading strategies.

### By Reading Level

Students in the same classroom are likely to be reading at different skill levels (below year level, at year level or above year level). You can use the levelled books in the *STARS Plus Series* (Books P–H) to meet this need.

To enable this type of differentiated instruction, the sequence of the strategies and the page numbers across the books in the *STARS Plus Series* are the same from lesson to lesson (with some exceptions in Books P–C). So all students in the classroom receive the same reading-strategy instruction but work with appropriately levelled reading passages.

For example, some year-two students may work in the on-level Book B, which contains reading passages that don't extend beyond a year-two reading level. At the same time, other students in the class may be assigned an above-level book, while other students may be assigned a below-level book.



## How can I assess students' progress in the *STARS Plus Series*?

After students have been placed into the *STARS Plus Series*, based on the diagnosis from the *CARS Plus* Pretests, several methods may be used to assess students' progress in the *STARS Plus Series*.

You may use classroom observation to monitor and informally assess students' mastery of the strategies taught in each *STARS Plus* lesson.

You may also use the following to formally assess students' mastery of the strategies:

### *STARS Plus* Review Lessons

A review lesson follows every three strategy lessons. The reviews may be used to assess students' mastery of the reading strategies taught in those three lessons in the *STARS Plus* student book.

### *STARS Plus* Final Review

A final review follows all 12 strategy lessons. The final review may be used upon completion of the student book to assess students' mastery of all 12 reading strategies.

### *CARS Plus* Benchmarks

These five tests may be used throughout instruction in the *STARS Plus* student book (after the *CARS Plus* Pretests and before the *CARS Plus* Post Tests) as individual progress-monitoring tools to monitor students' progress in applying all 12 reading strategies.

### *CARS Plus* Post Tests

These five tests may be used upon completion of the *STARS Plus* student book to assess students' overall mastery of all 12 reading strategies. The results of the *CARS Plus* Post Tests may be compared with the results of the *CARS Plus* Pretests to assess students' mastery of the reading strategies.

# Features of a STARS Lesson

This 12-page section guides teachers through a sample lesson plan from the teacher guide. Each lesson plan contains facsimiles of the student-book lesson. Numbered boxes point out and describe the key features in both the teacher guide and the student book.

## INTRODUCTION

**Lesson 4**

**RECOGNISING CAUSE AND EFFECT**

**1** ★★★ **LESSON OBJECTIVES**

Students will learn to:

- Recognise cause and effect in a reading passage by understanding what happens and why it happens.
- Identify when test questions are asking them to recognise cause and effect.

**2** ★★★ **GETTING STARTED**

**Introduce the Strategy**

Tell students that today they will learn how to find what happens in a story and why.

**SAY:** Good readers think about what happens in a story and why. Knowing what happens in a passage and why it happens helps the reader to better understand the events in the passage. You already know how to think about why things happen because you do this every day.

**Model the Strategy**

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose you are going to see a popular movie. When you enter the theatre, you see that most of the seats are already taken. Why are there so few seats?

Students should recognise that the reason there are so few seats is that the movie is popular; lots of people want to see it. Point out that few seats is *what* happened. The movie being popular is *why* it happened.

**3** **ELL Support**

**Pronouns**

Draw the chart below on the board:

<u>Anya</u> picked up the dishes.	<u>She</u> picked up the dishes.
<u>Tom</u> planted a seed.	<u>He</u> planted a seed.
<u>Spiders</u> build webs.	<u>They</u> build webs.
<u>The picture</u> is hard to see.	<u>It</u> is hard to see.

Point out that the underlined words in each row have the same meaning. The only difference is that a pronoun has taken the place of a word. Explain that pronouns are words that take the place of another word (a noun). For example, when talking about yourself, you would say “me” or “I”; you usually do not use your name. *Me* and *I* are pronouns. Other common pronouns are *she*, *he*, *they* and *it* as used in the chart. Tell students that as they read the passages in this lesson, they will find the pronouns *she* (pages 40, 41 and 44), *he* (pages 41, 44 and 46), *they* (page 42) and *it* (page 45).

**4** **Genre Focus**

**Historical Fiction**

Define this genre for students. Explain that some stories tell about made-up events using actual characters from history. Stories using people from history involved in made-up events make for interesting story telling. One story that students may be familiar with is the story of Pocahontas. Pocahontas was an actual Native American who lived during the 1600s. She is known for helping early European settlers. These are facts. But other stories about Pocahontas are based on events likely made up or exaggerated. When reading stories that have real people from history, the reader must keep in mind that sometimes the events did not happen quite the way the writer says. Students will read historical fiction on pages 44 and 45.

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## RECALLING FACTS AND DETAILS

## ★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Recall and identify details within a reading passage that support the main idea.
- Identify when test questions are asking them to recall facts and details.

## ★ ★ ★ ★ GETTING STARTED

## Introduce the Strategy

Tell students that today they will learn how to find details that tell more about the main idea as they read.

**SAY:** Good readers know that the most important idea of a passage tells what the passage is mostly about. Good readers also know that all of the ideas in a passage tell something about the main idea. These ideas are called details. You already know how to find details because you do it every day.

## Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose someone asks you “What did you do over the summer holidays?” You tell the person about the things you did over the summer holidays.

Point out to students that since the person asked about their summer holidays, students tell about the things they did over the summer holidays. The things they did tell more about the most important idea, which is what they did over the summer holidays. Explain that this is an example of recalling facts and details.

## ELL Support

## Past Tense of Irregular Verbs

Draw the chart below on the board:

fill	walk	feed	run
filled	walked	fed	ran

Point out to students that the ending *-ed* is added to many words to show something that has already happened. Adding *-ed* to *fill* and *walk* tells the reader that the action has already happened. Explain that this rule of adding *-ed* is not true for all words, however. Two of these words are *feed* and *run*. Point out that *-ed* cannot be added to *feed* to show what already happened. The same is true for the word *run*. Tell students that as they read the passages in this lesson, they will find the words *fed* (page 15), *walked* (page 17), *run* (page 22) and *filled* (page 23).

## Genre Focus

## Personal Narratives

Define this genre for students. Explain that some stories tell about actual events that happened to the writer or someone they know. These stories are easy to recognise because they use the words *I*, *me* or *my*.

Like stories that are made up by a writer, stories that actually happened have a beginning, a middle and an ending. The beginning tells a little bit about the writer's subject. They might read some general information about a pet snake named Clyde that lives in a large tank. The middle part of the story is where most of the action takes place. Perhaps the snake got out of its tank and the writer had to find it. The ending tells what finally happened. Maybe the snake was found in a bathtub by a surprised neighbour! Students will read short fiction on page 23.

## Guided Instruction

### PART TWO: Learn About the Strategy

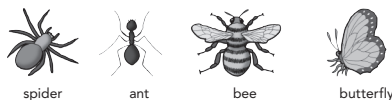
#### WHAT TO KNOW

Sentences that tell more about the main idea are called **facts and details**. Facts and details help explain the main idea.

- Facts and details often answer *who, what, where, when* and *why* questions.
- Some of these questions might be “*Who* is the story about? *What* happens in the story? *Where* does the story take place? *When* does the story take place? *Why* do these things happen?”

Read this story about insects. The main idea is found in the first sentence. It is underlined for you. As you read, think about the sentences that tell more about the main idea.

All insects have six legs. A spider looks like an insect, but it is not. A spider has eight legs. Ants, bees and butterflies are insects. They all have six legs.



The sentences that tell more about the main idea are:

A spider looks like an insect, but it is not.

A spider has eight legs.

Ants, bees and butterflies are all insects.

They all have six legs.

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Read this story about Hector. The main idea is found in the last sentence. It is underlined for you. As you read, think about the facts and details that tell more about the main idea. Then answer the questions.

Hector walked past the pet shop. In the window was a bird inside a big cage. The bird was very large and had bright feathers. On the cage was a sign. The sign said that the bird could talk. Hector went home and asked his dad if he could get the bird. “I want a pet that can talk,” said Hector.

1. What happened in the story?
  - Ⓐ Hector saw a pet that he wanted.
  - Ⓑ Hector played with a bird.
  - Ⓒ Hector talked to a bird.
  - Ⓓ Hector got a new pet.
2. Why did Hector want the bird?
  - Ⓐ The bird was large.
  - Ⓑ The bird had bright feathers.
  - Ⓒ The bird could talk.
  - Ⓓ The bird was in a big cage.

#### Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about recalling facts and details.

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## AT A GLANCE

Students learn how to find facts and details as they read. Students then practise the strategy by reading a passage and answering two questions about recalling facts and details.

## STEP BY STEP

### Page 16

- Introduce the lesson by reading aloud the information in the What to Know box.
- Tell students that together you will read a passage and talk about how good readers can identify the details in a story that tell more about the main idea.
- Read or have a student volunteer read the story.
- Direct students to follow along as you read the information under the story.
- Direct students to find and underline the main idea of the story.
- Conclude the lesson by reviewing the concepts in the What to Know box.

### Page 17

- Direct students to read the passage and answer the questions. Guide students as needed.
- Organise students to work in pairs to complete the Work with a Partner activity at the bottom of the page.
- When students have finished working in pairs, discuss the answers as a class.

**Tip:** If students are having trouble answering the questions, remind them to first think about the story they read. Ask them to think about the *who, what* and *where* that the details describe. Then point out that the answers to questions about details can always be found by looking back at the story.

**Tip:** Have students underline the information in the story that they used to answer question 2.



## DISTINGUISHING BETWEEN FACT AND OPINION

## ★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Distinguish between fact and opinion in a reading passage by figuring out whether statements can or cannot be proved.
- Identify when test questions are asking them to distinguish between fact and opinion.

## ★ ★ ★ ★ GETTING STARTED

## Introduce the Strategy

Tell students that today they will learn how to figure out the difference between fact and opinion as they read.

**SAY:** Good readers think about the details they read. Often details tell things that are facts. Facts can be proved. Sometimes, details tell what someone thinks or feels. These details cannot be proved. You already know how to tell the difference between a fact and an opinion because you do this every day.

## Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Someone asks you about the books you read recently. You say, “I read a book about dinosaurs. I liked the book a lot!” Which statement can be proved? Which statement cannot be proved?

Point out to students that they can prove the first statement, “I read a book about dinosaurs.” This is something that actually happened. Students cannot prove the second statement, “I liked the book a lot!” This tells what someone thinks or feels. This statement is not true for everyone who reads the book. Explain that this is an example of distinguishing between fact and opinion.

## ELL Support

## Comparatives and Superlatives

Draw the chart below on the board:

far	fine	nice
farther	finer	nicer
farthest	finest	nicest

Explain to students that some words are used to describe things. Sometimes different forms of the same word can be used to describe similar things. For example, suppose you live in Sydney. Adelaide is *far* from where you live. Darwin is even *farther* away. Perth is the *farthest* away of all these cities. The three words used to compare distance in these sentences are: *far*, *farther* and *farthest*. Discuss the other words in the chart. Work with students to use each word form in a sentence. Tell students that as they read the passages in this lesson, they will find words that compare something: *farther* (page 95), *finest* (page 96) and *nicest* (page 99).

## Genre Focus

## Folktale

Define this genre for students. Explain that a folktale is a story that comes from a certain country or group of people that lived long ago. A folktale is a story that was told over and over again before it was ever written down. A folktale often tells something about the people who once told them. The characters in folktales may be people or animals. Characters that are people may be ordinary or may have special abilities that real people do not have. Animals may behave like humans, having the ability to talk or perform acts that real animals cannot. A folktale usually contains a lesson (such as how to behave or how to treat a friend) or offers an explanation for a natural event (such as why there is rain or why stars fill the night sky). Students will read a folktale on page 104.

## Guided Practice

### PART FOUR: Build on What You Have Learned

#### MORE TO KNOW

- Real stories include stories about a real person's life, stories in a newspaper or stories that give facts about something.
- Make-believe stories include fables, fairy tales and tall tales.

Read the first part of a fable about a lion and a mouse. Then answer the questions.

#### The Lion and the Mouse

One day, a lion was dozing in the sun. A mouse ran over the lion's nose and woke the lion. The lion put his huge paw over the tiny creature.

"What a nice snack you will make," the lion said.  
"Do not eat me!" the mouse begged. "I did not mean to bother you. I was just looking for food for my hungry children."

"Well, I am hungry too!" The lion opened his huge mouth.  
"If you let me go, I promise to do a kind deed for you one day," said the mouse.

The lion laughed. "How could a tiny creature like you ever help a mighty creature like me? Still, I will let you go because you gave me a good laugh."

- Which of these could really happen?
  - Ⓐ A lion is hungry.
  - Ⓑ A lion laughs.
  - Ⓒ A mouse talks to a lion.
  - Ⓓ A mouse makes a promise.
- You can tell that the fable is mostly make-believe because
  - Ⓐ lions do not sleep.
  - Ⓑ animals cannot talk.
  - Ⓒ mice do not look for food.
  - Ⓓ lions do not eat mice.
- Which of these could not really happen?
  - Ⓐ A lion dozes in the sun.
  - Ⓑ A mouse runs off.
  - Ⓒ A mouse begs not to be eaten.
  - Ⓓ A lion puts its paw over a mouse.
- Which of these could really happen?
  - Ⓐ A mouse looks for food.
  - Ⓑ A mouse makes a promise.
  - Ⓒ A lion thinks a mouse is funny.
  - Ⓓ A lion talks to a mouse.

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Read the next part of the fable about the lion and the mouse. Then answer the questions.

Days later, the mouse was looking for food again. She heard a noise. It sounded like a loud, sad roar. The mouse ran toward the sound as fast as she could. She found the lion trapped under a huge net. Hunters had placed the trap for the lion.

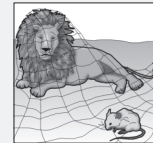
"Poor me!" said the lion. "Soon the hunters will take me away."

"Do not fear!" the little mouse said. "I will free you."

"And how will you do that?" the lion asked. But the little mouse did not answer. She went to work chewing on the net with her sharp teeth. Soon, she had made a hole big enough for the lion to escape.

"I told you that I would do a kind deed for you one day!" the mouse said.

This time the lion did not laugh. He thanked the mouse instead.



- Which of these could really happen?
  - Ⓐ A lion tells a mouse he is afraid.
  - Ⓑ A lion is trapped by hunters.
  - Ⓒ A mouse says, "Do not fear!"
  - Ⓓ A mouse figures out a way to save a lion.
- Which of these could really happen?
  - Ⓐ A mouse hears a noise.
  - Ⓑ A mouse does a kind deed.
  - Ⓒ A mouse keeps a promise.
  - Ⓓ A mouse runs to help a lion.
- Which of these could not really happen?
  - Ⓐ A mouse hears a loud, sad roar.
  - Ⓑ Hunters set a trap for a lion.
  - Ⓒ A lion thanks a mouse.
  - Ⓓ A mouse chews on a net.
- Which of these could not really happen?
  - Ⓐ A mouse uses her teeth to chew.
  - Ⓑ A lion says, "Poor me!"
  - Ⓒ A mouse looks for food.
  - Ⓓ Hunters come to take a lion.

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## AT A GLANCE

Students are introduced to additional information about distinguishing between real and make-believe and then they answer questions about two passages.

## STEP BY STEP

### Pages 132–133

- Read the information in the More to Know box.
- As needed, guide students as they complete both pages.
- Discuss the correct responses as a class.

**Tip:** Ask volunteers to provide information from the passage that helped them identify correct answers for each question.

- The statement in choice A could really happen.
- The statement in choice B tells something that is make-believe.
- The statement in choice C could not really happen.
- The statement in choice A could really happen.

- The statement in choice B could really happen.
- The statement in choice B could not really happen.
- The statement in choice A could really happen.
- The statement in choice C could not really happen.



## Reteaching

Draw the graphic organiser below to verify the correct answer to question 9. Explain the information in each box. Work with students to complete the chart.

	Could really happen	Could <u>not</u> really happen
A lion tells a mouse he is afraid.		✓
A lion is trapped by hunters.	✓	
A mouse says, "Do not fear!"		✓
A mouse figures out a way to save a lion.		✓