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# **K**-W-L CHART



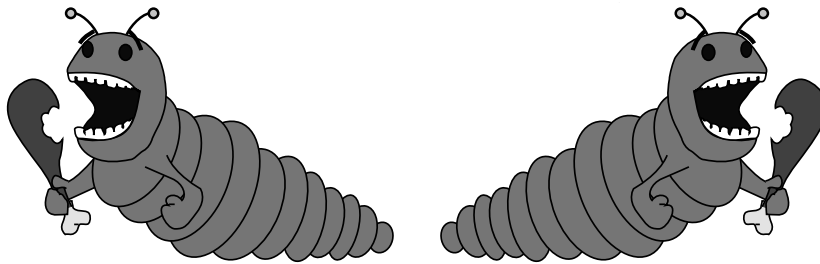
*Donna Ogle*

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

<b>K</b>	(title) <b>W</b>	<b>L</b>
<b>(what I already know)</b>	<b>(what I want to find out)</b>	<b>(what I have learned)</b>

From Ogle, D.M. (1989). The know, want to know, learn strategy. In K.D. Muth (Ed.), *Children's comprehension of text* (pp. 205–223). Newark, DE: International Reading Association.

# C HOMPING CHAMPS



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

**Directions:** The article you will be reading is about fuzzy little insects called dermestid (dur-MES-tid) beetles. Pretend you are one of these tiny beetles. Read the statements below and check the items you think are true about yourself. After reading the article go back and check those items that the author agrees with.

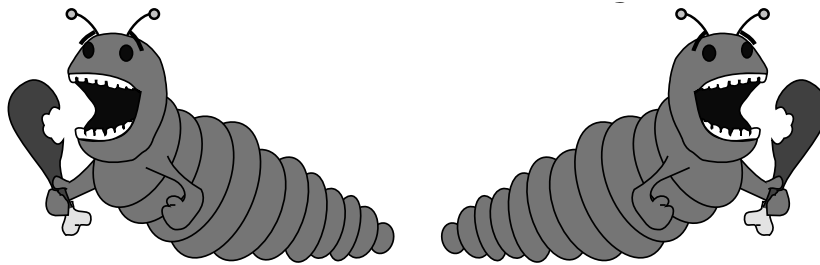
## Before You Read

- 1. I help museums save money by cleaning the bones of dead animals for their exhibits.
- 2. My favorite food is raw flesh.
- 3. I work for my room and board in museums all around the world.
- 4. My house is made of metal.
- 5. I can eat and eat and never get full.
- 6. After three days of eating, I spin a cocoon and turn into a butterfly.
- 7. Baby dermestid beetles are called dermies.

## After You Read

- 
- 
- 
- 
- 
- 
-

# CHOMPING CHAMPS\*



In a dark room in a museum lie the bodies of a monkey, a fox, a deer, and fifty bats. The skeletons of these animals soon will be used for studies and displays. But first the bones must be perfectly cleaned by a team of the museum's hardest workers.

These workers, fuzzy little insects called *dermestid* (dur-MES-tid) beetles, keep busy at their job nearly 24 hours a day. Dermestids are smaller than your thumbnail, but they have mighty appetites. They can scurry in and out of a skeleton's every nook and cranny—no matter how small—leaving no flesh on the bones. Just 60 larvae can make a small bird's bones spotless in only three days.

It would take loads of time and hard work for a person to do the same job by hand. By using hungry beetles, museums save money—and get spanking-clean skeletons.

Most of the eager eaters are the beetles' young, or *larvae*. They love to feast on dried flesh and almost anything else! That's why they always must be kept in boxes made of metal.

Scientists cut most of the extra meat off an animal's body, then let the remaining meat dry. As soon as they put the body into a beetle box, the chompers get busy. Adult females lay their eggs in the dried flesh right away, providing a steady supply of food from the moment the larvae hatch. After stuffing themselves for many days, they burrow into a layer of cotton on the bottom of their box, change into adults, and come out ready to lay their own eggs. (Dermestids live only about a month.)

One museum put its beetles to work on elephants and whales. Even though it will take years, they know they can count on the chomping champs.

\*Adapted from Fred Johnson

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# **M**Y DAILY ACTIVITIES



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

<b>When</b>	<b>Time</b>	<b>Events/Activities</b>
Before school		
At school		
After school		
At bedtime		

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# T HINKING CHART



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

Story Title \_\_\_\_\_

<b>What has happened?</b>	<b>What will happen next?</b>	<b>Why do I think so?</b>

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# PREDICT-O-GRAM



*Camille L.Z. Blachowicz*

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

**Directions:** What do you think these words will be used to tell about? Write them on a square on the Predict-O-Gram. You may have more than one word on a square.

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Predict-O-Gram for \_\_\_\_\_

<b>Setting</b>	<b>Characters</b>	<b>Goal or Problem</b>
<b>Action</b>	<b>Resolution</b>	<b>Other Things</b>

From Blachowicz, C.L.Z. (1986). Making Connections: Alternatives to the vocabulary notebook. *Journal of Reading*, 29, 643–649.

# **G**ETTING TO KNOW MY CHARACTER



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

Story \_\_\_\_\_

My Character \_\_\_\_\_

<b>Facts about my character</b>	<b>My character's actions</b>
<b>My character's conversations</b>	<b>My character's thoughts and feelings</b>

Adapted from Richards, J.C., & Gipe, J.P. (1993). Getting to know story characters: A strategy for young and at-risk readers. *The Reading Teacher*, 47, 78–79.

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# COMIC STRIPS



By

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# **P**ROBLEM-SOLUTION CHART



Problem

Possible Solutions

1.

2.

3.

Pros	Cons

Pros	Cons

Pros	Cons

We chose \_\_\_\_\_

because \_\_\_\_\_

# C ONCLUSION HIERARCHY



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

Important Question \_\_\_\_\_

\_\_\_\_\_

Beginning Clues \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Middle Clues \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ending Clues \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Our Conclusion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from Barton, J., & Sawyer, D.M. (2004). Our students *are* ready for this: Comprehension instruction in the elementary school. *The Reading Teacher*, 57, 334–347.

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