

Intermediate Reading and Writing

Lessons 1-20

Succeed in School

1

Teacher



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Creating Christ-Centered, Learner-Focused Experiences

Thank you for accepting the call to be a Succeed in School teacher. You will bless the lives of those you teach. The Lord will bless you because of your service to the youth.

The goal of Succeed in School is to help students learn and progress in their education and develop a stronger testimony of Jesus Christ. The lessons will help youth learn mathematics, reading, writing, speaking, and listening skills. Students can also gain the confidence and skills to lead in their families and in the Church.

The following ideas can help you create Christ-centered, learner-focused experiences as you gather together:

1. **Focus on conversion:** Succeed in School should help the students become more converted to Jesus Christ and His gospel. Share your testimony that the Savior wants to help them with their schoolwork. Ask the students to pray to Heavenly Father for help in their schoolwork and their lives. Invite them to share their testimonies in class and with others.
2. **Make learning relevant:** The lessons will help the students develop the skills they need for school and their future paths. They can apply the things they learn to their lives and discuss them with their friends and family members. There may be words or ideas in the activities that they do not know. Use examples, phrases, or stories that are familiar to help them make connections and understand what they are learning.
3. **Create a sense of belonging:** Each time you gather, encourage the students to be kind. They can support each other as they solve problems, ask questions, and work together. This will help the students feel comfortable, safe, and welcomed. They will grow closer together and learn to rely on and help each other. As the students work in groups, ensure that every student participates and feels included.
4. **Help all students learn:** The students may be at different levels of learning. Ask the students to help each other as they work together. If most of the students do not understand what is being taught, it is OK to review the lesson or go more slowly. If the students continue to struggle, consider finding others in your ward or branch who can also help your students learn. Each student should have his or her own workbook to use each day. Once students have finished their workbooks, they can take them home to share with their families and teach what they have learned.

Learner-Focused Lessons

Students learn best when they are actively involved throughout the class. Activities that focus on the learner usually help students learn a lot more than if they just sat listened to a teacher. Here are some ways to help students be more active learners who understand and enjoy learning:

1. **Create a positive learning environment.** In class, students should feel comfortable trying new things. Praise students for trying even if they do not answer a question correctly. Teach them that making mistakes is part of the learning process. Encourage students to be kind to each other and have fun as they learn together.
2. **Involve the students.** Students should be involved throughout a lesson or activity. You can involve students by asking them to read aloud, share ideas, write on the board, or play a game. Ask different students questions so that many students share during class discussions.
3. **Work together.** When students work together, they learn from and teach each other. Students are encouraged to work with a partner and in small groups to answer questions and solve problems.
4. **Apply learning.** The problems and activities in the lessons help students connect what they are learning to real-life situations. Encourage them to talk with family members and friends about what they learn.
5. **Check for understanding.** You should check to see if students are understanding the lesson by asking questions. You should also look at students' answers in their workbooks or ask them to share the work they have done. If students do not understand a question, try to ask the question in a different way. Give students time to think and respond.

As you pray for help, the Spirit will guide you to other ways to help your students learn.

Contents

Creating Christ-Centered, Learner-Focused Experience	i
Learner-Focused Lessons	ii
Class Rules	iii
Lesson 1: Succeed in School Introduction	1
Lesson 2: Prereading Activities	6
Lesson 3: Rereading and Scanning	16
Lesson 4: Making Connections with Texts	28
Lesson 5: Connecting Texts to Other Texts	39
Lesson 6: Listening Comprehension—Making Connections	54
Lesson 7: Exam Prep Reading Passages	63
Lesson 8: The Divine Process of Learning	75
Lesson 9: Reading and Summarizing	86
Lesson 10: Critical Thinking	95
Lesson 11: Outlining Your Friendly Letter	106
Lesson 12: Drafting Your Friendly Letter	113
Lesson 13: Exam Prep—Time Management and Pacing	116
Lesson 14: Revising Your Friendly Letter	124
Lesson 15: Writing the Final Draft of Your Friendly Letter	134
Lesson 16: Inference	142
Lesson 17: Inference Practice	152
Lesson 18: Predictions and Conditional Statements	159
Lesson 19: Using Inference on Exams	166
Lesson 20: Words to Look for in Exam Questions	175
Extra Activity Pages	186

Class Rules

Be Responsible	Be Respectful	Be Ready
<ul style="list-style-type: none">▪ Arrive on time.▪ Stay on task.▪ Follow instructions.▪ Help clean up.	<ul style="list-style-type: none">▪ Listen to others.▪ Use kind words; don't tease.▪ Don't distract others.	<ul style="list-style-type: none">▪ Bring enough work to do.▪ Bring and share resources.▪ Ask for help.▪ Help others.

How to Use This Guide

The Succeed in School reading and writing lessons help the students improve their reading, writing, speaking, and listening skills. There are also lessons that help students prepare for their exams.

You do not have to be a reading and writing expert to teach this class. The lessons will tell you how to teach the lesson, what questions to ask, and how to help the students do the activities. The students will share ideas and help each other. The class should be full of active learning and fun!

As you teach the lessons, help the students understand that it is OK to make mistakes. Mistakes are part of learning. Do not allow the students to laugh at or tease each other.

Start class on time so that the students learn that it is important to be in class on time. Each lesson should last about 45–60 minutes, but you may need more time if your students do not understand the lesson.

Lesson

The first section of each lesson includes the learning outcome or what will be taught. This section also includes key vocabulary words and any resources you will need to teach the lesson.

The main section of each lesson is written as a script that you may read and follow. Everything you will say is written in regular text and is after the word “Teacher.” Instructions or notes specifically for you are written in *italicized text*.

These are words you will say. “Teacher” is written in bold.

Teacher:

This class will be a wonderful experience as we learn and study together. Every day we will start class with a prayer to invite the Holy Ghost to help us learn.

These are instructions to you. They are italicized.

Ask a student to give the opening prayer.

A symbol will show you what is included in the student workbook:

This picture shows you sections of the student workbook that are included in your teacher guide.



This picture shows the exact pages of the student workbook that are included in your teacher guide.



At times, what you teach may be new to you, and you will want to follow the scripted lesson very closely. Other times, you will be more familiar with what you are teaching, and you will be able to teach using your own words instead of the scripted words; you can also change part of a lesson so that it helps your students learn more effectively. Pray every day and follow the promptings of the Holy Ghost as you teach, and you will be blessed to know and meet your students' needs.

As you teach, notice students who may not understand what you are teaching. More advanced students may be able to help the students who struggle. As the students work together and help each other, they will learn more effectively and practice their speaking and listening skills.

Closing (before class ends)

Before the students leave for the day, gather the class together to review what they have learned. You may also wish to testify of a gospel principle or something the students read that day. Invite the students to think about what they have learned and share it with a friend or family member.

Reflection (after class)

At the end of each class, there is a section for you to reflect on the lesson and write your thoughts about how it went. Consider the following questions as you write your reflections:

- *How do I know if the students learned what was taught?*
- Were the students engaged during the lesson? How could I tell?
- Did I change the lesson plan as I taught the lesson? Why?
- What additional help, support, and resources do the students need about the concepts?
- If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What would I change? Why?

Important Vocabulary Used in This Guide

The following words are used in many of the lessons. These definitions may be helpful to you.

- **encourage:** *to give support, hope, and confidence to someone through praise or kind words*
- **respond:** to say something in reply to or to answer
- **volunteer:** someone who freely offers to do something
- **include:** to make someone or something a part of a larger whole (If you include all of the students in an activity, you **include** all of the students in parts of the activity.)
- **interactive:** an activity or experience where people work with and communicate with others
- **appropriate:** proper or fitting for the situation
- **identify:** to pick out, point out, or recognize something
- **definition:** a statement that explains a word's meaning
- **participation:** to take part or be a part of something
- **engage:** to take part or participate
- **writing prompts:** a sentence or question that students write about or respond to in writing

Extra Student Activities

In the back of the student workbook, there are extra exercises and activities the students can do. Encourage the students to work on these activities if they arrive early to class, if they finish an in-class activity while other students are still working on it, or if class finishes early. These activities will encourage them to think and to practice some of the things they are learning.

Audio Resources

If you or your students have access to the internet, you can find audio files for each of the stories from the Church magazines. To find the audio files, go to ChurchofJesusChrist.org and type the name of the story in the search bar. Click on the name of the article. The story page will allow you to download or listen to the mp3 or mp4 audio file.

Class Attendance

Attendance should be taken near the beginning of every lesson. Count how many students are in class, and write that number next to the lesson number you are teaching that day. An example is shown in the first row: 17 students attended the day the “Example” lesson was taught.

After the last lesson you teach in this guide, share your attendance report with your stake education support supervisor.

Lesson #	# of Students	Lesson #	# of Students
<i>Example</i>	17	12	
1		13	
2		14	
3		15	
4		16	
5		17	
6		18	
7		19	
8		20	
9			
10		Approximately how many nonmember students attended each class?	
11			

1

Succeed in School Introduction

Step 1: Lesson Overview

Learning Outcome

Students will understand the purpose of the Succeed in School lessons.

Note

Before the start of class, invite one student to say the prayer. There will be an opening prayer at the beginning of each class.

Step 2: Discussion

Teacher:

Welcome to the Succeed in School class. This class will be a wonderful experience as we learn and study together. Every day we will start class with a prayer to invite the Lord's Spirit to help us learn.

Ask a student to say the opening prayer.

Teacher:

Heavenly Father wants you to use your mind and develop your intelligence to make your life better and help make the world a better place for all of His children. Listen to what He teaches us about intelligence in the scriptures.

1

Succeed in School Introduction

Ask the students to open their workbooks to “Lesson 1: Succeed in School Introduction.” Ask two students to read the scriptures below (these scriptures are also in the student workbooks).



Doctrine and Covenants 93:36: “The glory of God is intelligence.”

Doctrine and Covenants 130:19: “If a person gains more knowledge and intelligence in this life through his diligence and obedience . . . , he will have so much the advantage in the world to come.”

Ask the students the following question, and discuss their responses for a few minutes.

Teacher:

Those scriptures help us understand that learning—gaining knowledge and intelligence—is really, really important! What can you do to gain knowledge and intelligence?

Possible Answers:

- Work harder in school so I can take care of myself and my family.
- Pray for Heavenly Father’s help to learn.
- Read as much as possible to learn about subjects and new vocabulary.

Praise the students for responding and sharing their ideas. Then, take some time to introduce yourself and any other teachers who are in class today. You may want to tell the students a little about your family, work, and interests. You and the other teachers can also tell students about your school experience growing up and why working hard to learn and do well in school is so important.

Teacher:

We want to get to know you as well. Please stand and tell us your name, your age, and something great about you. For example, if it were my turn, I could stand and say, “My name is Abigail. I am 14 years old. I have a really nice smile,” or “My name is Daniel. I’m 15 years old. I can play football really well.”

Invite the students to stand and introduce themselves.

Teacher:

The Succeed in School classes are excellent extra classes that are specially designed to help you review and practice things you’ve learned in school. Unlike school, where the teachers talk most of the time and show you how to do things, we want you to do a lot of the talking and show each other how to do things in these extra classes. You will practice reading, writing, speaking, and listening in each class. Each day we will pray for the Lord’s help as we work and learn together. Think about why you are here in the Succeed in School class and what you want to learn.

Step 3: Activity

Teacher:

Even though everyone will speak and we will do a lot of activities with partners and in groups, our class must still be a good place to learn. There are some rules that we need to have in our class to make sure everyone can have a good experience.

To help us understand why the rules of our class are important, we are going to play a game. In the game, a few students will act out a class situation. The rest of the class will guess what is happening in the situation.

Ask four students to come up to the front of the class. Show them the writing in the box below (do not show it to the rest of the class). Ask the four students to act out the situation. They may use the chalkboard, chairs, or other things in the class as they act out this situation.

Scenario 1

One person is the teacher, and three people are students. The students are not listening to the teacher. They are just talking and talking.

As the students act out the situation, ask the other students to guess what is happening. You may ask them, "What is happening in this situation? Are the students learning? Why or why not?"

*When the students correctly explain what is happening, ask them what would change to make the class a good place to learn. (**Possible answer:** The students could listen to the teacher and not talk when the teacher is talking.) Ask the four students to act out the situation again showing a good place where students can learn.*

Repeat the activity with the three situations in the boxes below. Each time the students act out a situation, ask the class to answer the following questions:

- *What is happening in this situation? What is going on?*
- *What was good or bad about the things that the students were doing?*
- *Was that a classroom where you could easily learn?*

If the situation does not show a good place to learn, ask the student actors to act it out again showing how to make the class a good place to learn.

Scenario 2

All four people are students. They are helping each other work on a difficult math problem so they can all get the right answer.

Scenario 3

One person is the teacher, and three people are students. The teacher calls on one of the students, and he or she doesn't know the answer. The other students laugh at and make fun of the student.

Scenario 4

One person is the teacher, and three people are students. The teacher asks for help, and one or two students eagerly raise their hands to help the teacher.

Teacher:

As you can see from these situations, some things make it easier to learn and feel happy, and some things make it harder to learn and feel happy. We want the Succeed in School classes to be great places to learn and to feel happy. To make that happen, we need to have a few rules as a class that we live by when we are here. Let's talk about those rules and why they are important.

Ask the class to look in their workbooks at the class rules (shown below). Ask the students what they think each rule means and why it is an important rule to help everyone learn.

Class Rules (Things to Remember)

Be Responsible	Be Respectful	Be Ready
<ul style="list-style-type: none"> ▪ Arrive on time. ▪ Stay on task. ▪ Follow instructions. ▪ Help clean up. 	<ul style="list-style-type: none"> ▪ Listen to others. ▪ Use kind words; do not tease. ▪ Do not distract others. 	<ul style="list-style-type: none"> ▪ Bring enough work to do. ▪ Bring and share resources. ▪ Ask for help. ▪ Help others.

As you explain the rules, please highlight the importance of this class being a safe and respectful place. The students need to know that their classmates won't feel that it is a safe place if others make fun of them. They need to know that we are here to help each other learn.

As a class, talk about the consequences for breaking the rules. You can decide if there are consequences for breaking the rules once or several times and what the consequences will be. The consequences can be serious or funny. For example, if a student breaks a rule, he or she can be warned the first time, then dismissed from class if he or she breaks the rule again. A lighthearted approach is to have a student sing a Primary song if he or she breaks a rule.

1

Succeed in School Introduction

If you have enough time left, ask the students to think about and share why they are coming to the Succeed in School class. If all of class time is over, you can do this activity on the next day of class, or you can skip this activity.

Teacher:

In the last few minutes of our class today, I want to know why you have chosen to participate in the Succeed in School class. You heard us teachers tell you why we are here. Now, we want to know why you are here. Please think about why you have decided to come to the Succeed in School class.

Allow students to think for a moment about why they want to participate in the Succeed in School program.

Teacher:

Now, turn to the person next to you and tell them why you have decided to come to the Succeed in School program.

Step 4: Closing

Ask students to share why they want to participate in the Succeed in School program with a person next to them. Then ask a few of the students to share something their partner said about their reason for attending the Succeed in School classes with all the students.

Encourage the students to share their class experiences today with a friend or family member.



When you go home today, share your class experience with a friend, parent, or family member. How do you think this class will help you? How is this class different from school?

Step 5: Reflection (after class)

Your efforts as a Succeed in School teacher will surely bless the lives of your students and their families. What are your thoughts about being a Succeed in School teacher? What is most exciting to you? What do you think will be most challenging? Record your thoughts in the lines below:

2

Prereading Activities

Step 1: Lesson Overview

Learning Outcome

Students will be able to use prereading activities to read and understand a text.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **text:** anything that you read or write
- **reading activities:** things readers do before, during, and after they read to help them become better readers and remember what they have read
- **prereading activities:** activities readers do before they read to help them understand what they read more effectively
- **prediction:** a guess about what you think will happen

Step 2: Discussion

Teacher:

Welcome to our Succeed in School class. In this class, you will learn things that you need to understand to succeed in school. We will also talk about how you can read and think about things in new ways so that you can learn more effectively and remember what you learn.

In our first few lessons, we will focus on **reading activities** that will help us be better readers. **Reading activities** are the things readers do before, during, and after they read to help them become better readers and remember what they have read.

Today, we are going to talk about **prereading activities**. **Prereading activities** are things we do **before** we read.

When you pick up a book, what is the first thing you do with the book before you even begin to read? Do you look at the outside of the book? Do you look through the book? What do you do?

Encourage students to respond. Because this is one of the first lessons in this class, the students in your class may be a little hesitant to participate. After a few class periods, students will likely become more confident and willing to speak. Be very positive, and praise students as you ask them to answer questions.

Possible responses may include the following:

- *I look at the cover of the book if there is a picture on the cover.*
- *I look through the book to see how long it is.*
- *I look through the book to see if there are pictures.*

Teacher:

Very good. Looking at the book cover, looking through the pages of the book, and looking at the pictures in a book are all prereading activities. Most readers do these activities without even thinking, but it may surprise you to find out that doing these things makes you better readers.

When you use prereading strategies to read, you start your mind thinking about what you will soon read, and you prepare yourself to read.

Ask the students to turn to lesson 2, "Prereading Activities."

Teacher:

Let's look at an example. I want you to imagine that you have picked up a Church magazine. As you flip through the pages, you find the picture that is shown in your student workbook.

Ask the students to look at the picture of the family playing in their workbooks. This picture and the three questions included with the picture are shown below:



Look at this picture with your partner. Discuss the following questions together:

- What do you see?
- What can you guess about the family in the picture?
- What do you think they are doing?



Teacher:

If you saw this picture next to a story in a Church magazine, could you make a **prediction** about the story? A **prediction** is a guess about what you think will happen or what you think the article will discuss.

There are three questions in your workbook that I would like you to discuss with a partner. Look at the picture and discuss these questions together.

Give the students 2–3 minutes to discuss the questions with a partner. Then, ask the students to share what they discussed with the class. If there are students who need help or if this activity is difficult for them, you may want to ask questions to help guide the discussion. Here are some possible questions you may ask:

- What do you think this family is doing? (**Possible answers:** They are playing a game. They are playing football.)
- Where do you think they are? (*Outside or perhaps in a park*)

- Do the people look happy or sad? (*Happy*)
- Why do you think they are happy? (*They are smiling. It looks like they are having fun.*)
- Have you done something like this? Did you have fun? (*Students may share their own experiences. Encourage them to speak and answer.*)

Teacher:

Making predictions and thinking about the pictures in a book, magazine, or story can help you open your mind and be more prepared to read. Doing this will make you a better reader. Let's try this activity again with the article we are going to read today.



"Who Is Your Hero?"

Ask the students to look at the picture of the story called "Who Is Your Hero?"



Teacher:

We are going to read a story called "Who Is Your Hero?" from the Church magazines. In the magazine, the article includes this picture. We can use our prereading activity and talk about what we see in this picture before we read the article.

Encourage the students to respond. Use the following questions to guide the discussion:

- Where do you think these children are? (**Possible answer:** *They are at school, in a classroom.*)
- What clues in the picture help you guess where they are? (**Possible answer:** *It looks like they are sitting at desks with books on them.*)
- Why do you think the boy in the back in the red jacket has his hand up? (**Possible answer:** *He is raising his hand to answer a question or to say something.*)

Teacher:

Very good. Let's continue to use prereading activities by talking about the title of the article. What is the title of the article?

Encourage a student to read the title of the article: "Who Is Your Hero?" Ask, "What is a hero?" Encourage students to respond. If necessary, explain that a hero is someone that you look up to or admire. You may say that a hero can be someone you know or someone you have heard about. For example, your hero might be a famous person in history, or your hero might be your mother, father, grandmother, grandfather, or someone who lives near you.

Teacher:

In this story, a girl named Ellie is in class at school. Her teacher asks all of the students to answer this question: "Who is your hero?"

Before we begin reading and to help us prepare to read, let's think about that question. Who is your hero? Let's answer that. I will go first.

Briefly tell the students who your hero is and why. For example, you could say, "Jesus Christ," as in the story, or you could talk about someone you know in your life and explain why that person is your hero. Then ask each student to say who their hero is and why.

Teacher:

By looking at the picture and the title of the article and discussing them, we have started thinking about the article before we have read it. Prereading activities like the ones we have practiced can help us use our minds more effectively as we read.

Let's read this story together. First, I would like you to listen to the story and follow the words as you listen. Listening to and reading the story will help you understand the story better and learn new words. You may write notes on your copy of the story. You may also underline words you do not know or circle parts of the story you like.

Read the story aloud. It is a good idea to ask different students to read different paragraphs in the story. If your class is made up of struggling readers, you may wish to model reading the story aloud by reading it yourself and asking the students to follow along.

As you read the article together, stop as you read the following words to make sure that the students understand them:

**Vocabulary Words**

- **Abraham Lincoln:** a president of the United States of America in the 1800s
- **thumping:** pounding, beating (In the story, Ellie feels her heart "thumping.")
- **embarrassed:** to feel ashamed, uncomfortable, or self-conscious
- **whisper:** to speak very softly

Step 3: Activity

Prereading Activities Worksheet



"Who Is Your Hero?"

Allow the students time to complete the Prereading Activities worksheet. Correct the worksheet together and allow the students to share their written responses if they wish.

Step 4: Closing

Invite the students to teach their families about prereading strategies. How can these prereading strategies help them in scripture study at home? Encourage them to talk with their friends or family members about their heroes. Ask them to think about how they can be more like their heroes and help the people around them come unto Christ. Bear your testimony of a principle discussed today.



When you go home today, teach a friend or family member about prereading activities. How can prereading activities help you as you read and study for school and also as you study the scriptures?

Talk with a friend or family member about who your heroes are and how you can become like them. How can you be someone who helps others come unto Christ?

Step 5: Reflection (after class)

Think about your experience teaching the students today. Did the students enjoy reading and discussing the story? What worked really well as you completed the prereading and reading activities? What would you like to remember from today that can help you in future lessons?

**Prereading Activities Worksheet for “Who Is Your Hero”**

Choose the best answer for each question below:

1. Why is Ellie afraid to say that Jesus Christ is her hero?
 - a. She is not sure if Jesus Christ is her hero.
 - b. **She is afraid her classmates will laugh at her or whisper about her.**
 - c. She is afraid her answer will make Miss Fitz angry.
 - d. She is worried that her parents will be unhappy with her.

2. Why does the story say, “Ellie’s eyes widened as she slowly looked over” at the boy farther down the row?
 - a. **She is surprised because the boy usually does not say anything in class, and he is not afraid to say that his hero is Jesus Christ.**
 - b. She is angry that the boy said his hero is Jesus Christ and she did not.
 - c. She is worried that the other kids in the class will now make fun of the boy for saying his hero is Jesus Christ.
 - d. She is sad because she cannot remember his name.

3. Which of the following is NOT true about the boy farther down the row?
 - a. **He is a member of Ellie’s church.**
 - b. He speaks very little in class.
 - c. He always sits at the back of the class.
 - d. He is a small boy.

4. What is the most important lesson we can learn from this story?
 - a. We should always pray every day to Heavenly Father.
 - b. When our teacher asks us questions, we should raise our hands and answer.
 - c. We should serve those around us just as Jesus did.
 - d. **We should never be afraid to speak of Jesus Christ.**

2

Prereading Activities

Complete the following sentences. (You may write about anyone you respect or admire.)

One of my heroes is _____ **(Students may write about any hero.)**

This person is my hero because _____. **(Students may write about something this person has done or something they really like about this person.)**

Closing

When you go home today, teach a friend or family member about prereading activities. How can prereading activities help you as you read and study for school and also as you study the scriptures?

Talk with a friend or family member about who your heroes are. How you can become like them? How can you be someone who helps others come unto Christ?



Ellie knew who her hero was, but she was too afraid to say it.

Who Is

By Charlotte Mae Sheppard

Based on a true story

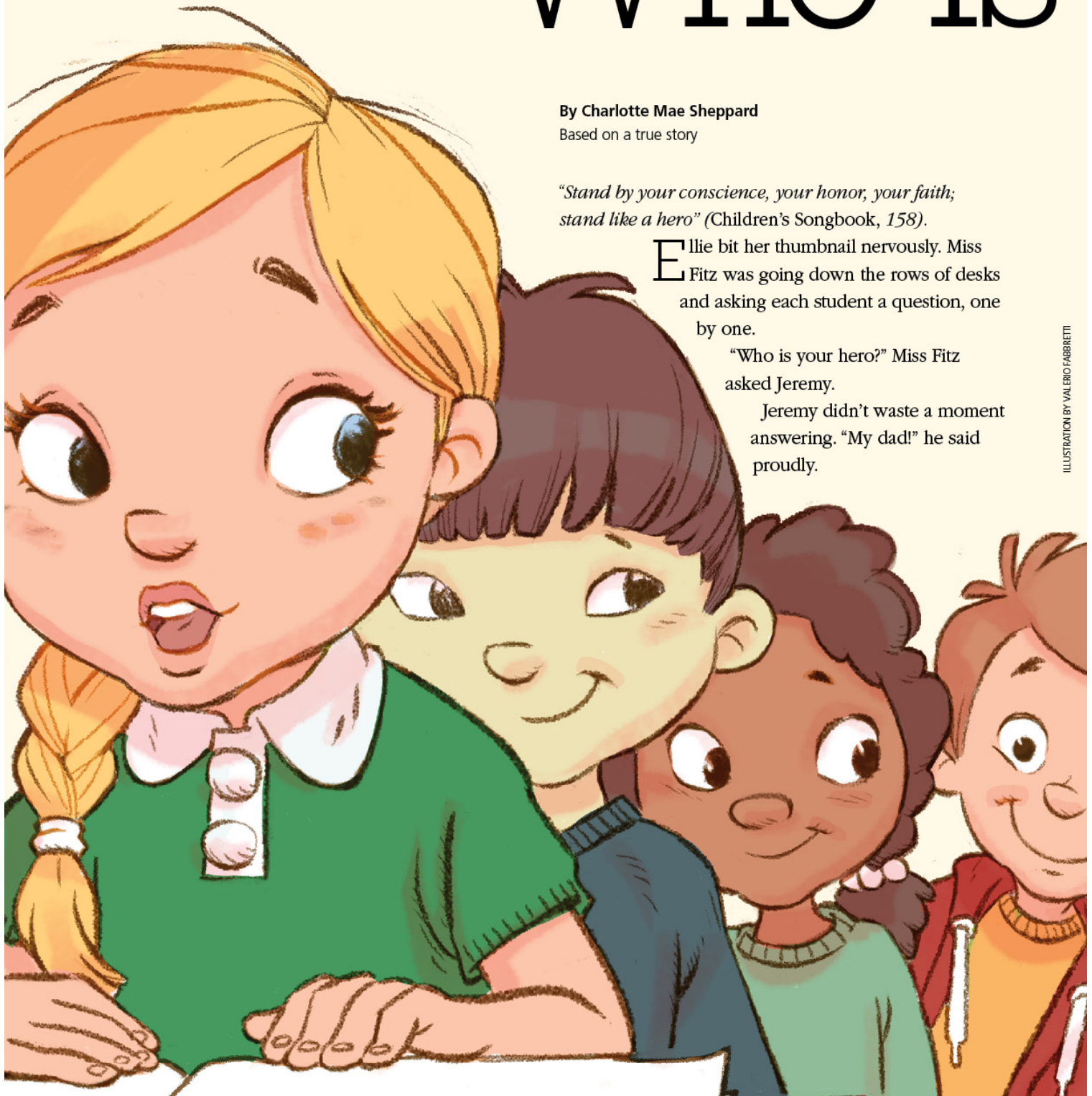
“Stand by your conscience, your honor, your faith; stand like a hero” (Children’s Songbook, 158).

Ellie bit her thumbnail nervously. Miss Fitz was going down the rows of desks and asking each student a question, one by one.

“Who is your hero?” Miss Fitz asked Jeremy.

Jeremy didn’t waste a moment answering. “My dad!” he said proudly.

ILLUSTRATION BY VALERIO FABBRETTI





Your Hero?

Miss Fitz smiled. “And yours, Sarah?”

Her answer came just as quickly. “Abraham Lincoln.”

Ellie felt her heart thumping as Miss Fitz continued down the row of students. They had been talking about heroes all day, and now everyone was supposed to say who their hero was—in front of the whole class!

Amber and Justin said their moms were their heroes. Walter said his was his grandfather. A few other students said theirs was a king or a president.

Only a few students were left before Miss Fitz would reach Ellie. She had to think of a hero—and fast.

Ellie looked down at her shoes, embarrassed. Coming up with a hero wasn't the real problem. She already

knew who her hero was. It was Jesus Christ. He had healed the sick, raised the dead, and paid the price for everyone's sins. He was the greatest hero who ever lived! She was just too afraid to say it.

Ellie bit her thumbnail again at the thought of telling the whole class that Jesus Christ was her hero. What if Jeremy laughed at her? What if Sarah and Amber whispered about her at recess?

Of course she knew Jesus Christ was her hero. But that didn't mean everyone else had to know too.

Miss Fitz stopped right in front of Ellie's desk and smiled. “And who is your hero, Ellie?”

Ellie glanced from the row of students beside her up to Miss Fitz. “Abraham Lincoln,” she whispered.

Miss Fitz beamed. “Good!” she said as she walked to the next student in the row.

As soon as she was gone, Ellie's shoulders dropped in relief. Thank goodness that was over. The last thing she needed was for everyone in class to know that her hero was—

“Jesus Christ,” a voice said.

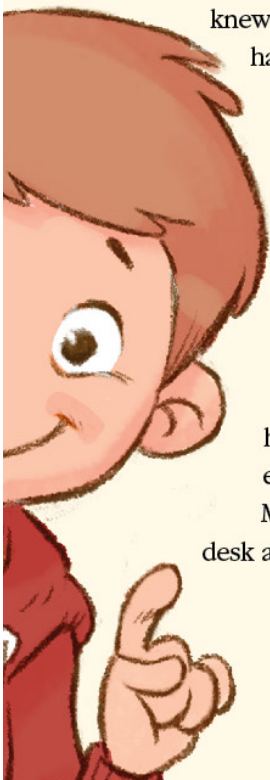
Ellie's eyes widened as she slowly looked over. There—only a little farther down the row—sat a small boy with ruffled hair. He was skinny and shy, and he always sat at the back of the classroom. Ellie didn't even know his name. She couldn't remember him ever saying a single word—until now.

A few students turned to stare at the boy, but he didn't notice them. He just looked up at Miss Fitz and spoke again. “My hero is Jesus Christ.”

Miss Fitz smiled brightly and continued down the row. But Ellie looked at the boy in amazement. She had been afraid to tell everyone about her hero, but he hadn't. He didn't even go to her church! But he knew how important it was to stand as an example of Jesus Christ, even when it was hard.

Ellie smiled at the boy. She wouldn't be afraid to say who her hero was anymore. After all, she had two of them now. ■

The author lives in California, USA.



3

Rereading and Scanning

Step 1: Lesson Overview

Learning Outcome

Students will be able to use rereading and scanning strategies to help them remember and understand what they read.

Vocabulary Words

Students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **passive reader:** a reader who reads the words on the paper without thinking about what the words mean
- **active reader:** a reader who uses reading strategies to read effectively
- **rereading:** reading a passage of a text again to understand it fully
- **scanning:** looking at a text to find specific details without reading every word

Note

This lesson includes two short Church magazine articles that are used to help students practice rereading and scanning. It is not necessary to complete both articles on the same day. The second article may be used as an extra activity for the students to complete at another time.

Step 2: Discussion

Teacher:

We have talked about reading activities that help us become better readers. We talked about prereading activities. Can anyone remember what **prereading activities** are?

Encourage students to respond. If necessary, help students remember that prereading activities are things readers do before they begin reading that help them prepare to read and be more effective readers. These activities include things like looking at the cover of a book, flipping through the pages, looking at the title of an article, looking at the pictures in a story, and making a prediction about the story. (Remember that when you make a prediction, you guess what will happen or guess what the focus of the story or article will be.)

Teacher:

Very good! Today, we will focus on activities we can do during reading that help us become more effective readers.

When we talk about reading, we usually talk about two types of readers—**passive readers** and **active readers**. A **passive reader** simply sees and reads the words on a page. Often, these readers aren't really thinking about what they are reading.

Have you ever read a page of text and then realized that you really didn't know what you had just read? If you have experienced that, you are not alone. Simply seeing the words on a page and not interacting with the text is called **passive reading**. When you are a passive reader, you are not thinking deeply about what you are reading.

Active readers, on the other hand, really think about what they are reading. Sometimes being an active reader means realizing that you do not understand something or that you missed something you read. Instead of going on and reading further, it is sometimes important to stop and **reread** what you have read to make sure you understand.

What do you think it means to **reread** something?

Encourage students to respond. (Possible answer: When you reread something, you read it again.)

Teacher:

Whether you are reading a textbook or a story, there can be a lot of information to read through and understand. Sometimes on an exam or for your homework, you are asked to answer questions about something you have read. If you miss important details or ideas the first time you read, it can be important to stop and reread the passage or a paragraph to understand what you have missed or to find the information you need to answer a question.

Ask the students to turn to lesson 3, Read through the Active Reading Skills chart in the student workbook together:



Active Reading Skills

Rereading	Scanning	Connecting
Sometimes it can be hard to understand and remember the details of what you read. Active readers go back and reread parts of a text they do not understand or remember.	Scanning means you look over a text without reading every word. Sometimes active readers scan a text to find details that they missed.	Active readers make connections with what they read. They connect what they read to their lives and to the world around them.



“That’s So Easy, Grandpa!”

Teacher:

Let’s practice this together. We are going to read a short story and then use rereading and scanning to answer the questions that follow. Let’s read the article called “That’s So Easy, Grandpa!” by Elder Enrique R. Falabella, who is a General Authority Seventy. First, I would like you to listen to the story and follow the words as you listen. Listening to and reading the story will help you understand the story better and learn new words. You may write notes on your copy of the story if you want to. You may also underline words you do not know or circle parts of the story you like.



Before reading the story, show the students the picture of the story in the Church magazine for the article “That’s So Easy, Grandpa!” Ask students what they see in the picture. **(Possible answer:** A young girl is reading the Book of Mormon.) Remind students that reading the title and looking at the picture in the article are prereading activities that can help them prepare to read the article.

Read the story aloud. It is a good idea to ask different students to read different paragraphs in the story. If your class is made up of struggling readers, you may wish to read the story aloud or play the English audio file (available online at ChurchofJesusChrist.org) and ask the students to follow along. As the students become more comfortable in class in later lessons, encourage each student to take a turn reading part of the reading passages included in the lessons.

3

Rereading and Scanning



Vocabulary Words

The following words are in the article and may be unfamiliar to your students. Explain the meaning of the words to your students before you read the article or stop as you read the following words to make sure that the students understand them:

- **stopwatch:** a watch that is often used to time races; the user presses the start button to start counting time on the watch and the stop button to stop counting time
- **impression:** a feeling about something



Rereading and Scanning Worksheet “That’s So Easy, Grandpa!”

After the students listen to the story, discuss the following questions that are found in their student workbooks. As the students answer the questions, ask them to circle the correct answer in their workbooks.

Teacher:

Without looking at the story, can anyone tell me how many pages the Spanish Book of Mormon has?



1. How many pages are in the Book of Mormon in Spanish?
 - a. **642**
 - b. 529
 - c. 498
 - d. 602
-

If any student can remember this number without looking at the story, praise and congratulate that student.

Teacher:

Most of us cannot remember a small detail like that without going back and looking at the story. This involves **rereading**. When you reread, you go back to the story and reread the section that has the information you need—in this case, the number of pages in the Book of Mormon in Spanish. Instead of rereading the entire story, let’s look just for “Spanish” and “Book of Mormon.” Who can find those words first?

3

Rereading and Scanning

Allow students to look for these words and raise their hands when they find them. Ask a student with a raised hand to tell the class where to look in the story. (**Answer:** fourth paragraph). Ask students for the answer to the question. (**Answer:** 642 pages).

Teacher:

Very good! When you were rereading, did you read every word in the story?

Encourage students to respond. Explain to students that when we reread, we often quickly look through a passage without reading every word.

Teacher:

When we allow our eyes to move quickly over the words in a passage to find particular information or details, we call this **scanning** the passage. When we **scan**, we do not read every word; we just look for specific details. To answer our question about the Spanish Book of Mormon, you may have scanned the passage and looked for the words "Spanish," "Book of Mormon," or "pages," or you may have looked for a number.

Now let's try this again. Scan the passage to answer this question:



2. What is the name of Raquel's brother?
 - a. Ramone
 - b. Miguel
 - c. **Esteban**
 - d. Rafael

Allow students to scan the passage. Ask students to raise their hands when they find the name of Raquel's brother. When each student has found the answer, ask a student to provide the answer. (**Answer:** Esteban).

Teacher:

Good job! Let's try one more. Can you scan the passage and find the answer to this question? Raise your hand when you find the answer:

3

Rereading and Scanning



3. How many minutes did it take Raquel to read the page of the Book of Mormon?
- a. Two
 - b. **Three**
 - c. Four
 - d. Five
-

Allow the students to scan the passage. Ask the students to raise their hands when they find the answer. When each student has found the answer, ask a student to say the answer aloud. (Answer: three minutes).

Teacher:

Using rereading and scanning, we can find details that we may have missed the first time we read a passage. We can also use these activities to help us when we do not understand what we are reading. We can go back and scan the passage or reread it to help us better understand and remember what we read.

Ask the students to answer question 4 on their own. Discuss the answer to the question together:



4. Why did it take Raquel and her brother a little more time to read the Book of Mormon?
- a. They took turns reading aloud.
 - b. They decided to read the book of Psalms first.
 - c. They read the Book of Mormon in English.
 - d. **They took time to think and pray about what they read.**
-

Step 3: Activity

There is a second Church magazine article included in this lesson to help the students practice rereading and scanning. If there is not enough time to complete this activity, use it as an extra activity if the students arrive early or if there is extra time on another day. They may complete this activity by reading the article and completing the worksheet on their own.



“Seeing God’s Prophet”

Teacher:

Now we will read the second story on your reading passages paper. This story is called “Seeing God’s Prophet,” by Elder Kim B. Clark, who is an emeritus General Authority Seventy. After reading the story, you will practice scanning and rereading on your own to help you answer questions about the story.

Before reading the story, show the students the picture of the story in a Church magazine for the article “Seeing God’s Prophet.” Ask the students what they see in the picture. (A boy painting a wall.) You may also want to point to the picture of President David O. McKay. Reading the title of the story and seeing this picture can help us guess that the prophet in the title of the article is David O. McKay.



Read this article together as a class, or ask the students to read it individually or in pairs.



Rereading and Scanning Worksheet “Seeing God’s Prophet”

After discussing new or unfamiliar words, ask students to complete the Rereading and Scanning worksheet. Explain that this worksheet includes questions from both passages of text. You may choose to allow students to complete this worksheet on their own or with a partner. Encourage the students to use rereading and scanning to find the details they need to answer the questions.

Allow the students time to complete this worksheet. Correct the worksheet together and allow students to share their written responses if they wish.

Step 4: Closing

Ask the students if they think rereading will help them as they read the scriptures and other texts. Invite them to share with a friend or a family member what they have learned about rereading.



As you go home today, think about how rereading and scanning can help you as you read the scriptures and other books. As you read the scriptures, follow the example of Raquel and her brother, and think and pray about what you read. Share with a friend or family member what you have learned about rereading and how it can help you at home and in school.

Step 5: Reflection (after class)

Think about your experience teaching the students today. This lesson is designed to help you lead a discussion with your students. Did the students participate? Were there some students who felt uncomfortable sharing their thoughts and comments? Do some students share too often? What ideas do you have to improve discussions and involve more students in discussions in the future?



FRIEND TO FRIEND

By **Elder Enrique R. Falabella**
Of the Seventy

“That’s So Easy, Grandpa!”

“Search the scriptures; for in them . . . ye have eternal life: and they are they which testify of me” (John 5:39).

One day I asked my granddaughter Raquel what she thought about setting a goal to read the Book of Mormon. Raquel had recently learned how to read.

“But, Grandpa,” she said, “it’s so hard. It’s a big book.”

Then I asked her to read me a page. I took out a stopwatch and timed her. It took her only three minutes to read the page.

We read the Book of Mormon in Spanish, and the Spanish version of the Book of Mormon has 642 pages. I told her it would take her 1,926 minutes to read the whole book.

This might have scared her even more, so I divided that number by 60 minutes. I told her she would need only 32 hours to read the book. That would be less than a day and a half!

Then she said to me, “That’s so easy, Grandpa!”

It took Raquel, her brother, Esteban, and our other grandchildren a little more time to read the Book of Mormon. That is because when we read it, we need to take time to pray and to think about what we have read.

Just like Raquel and Esteban, we can all learn to love the scriptures. Then each of us can exclaim: “How sweet are thy words unto my taste! yea, sweeter than honey to my mouth!” (Psalm 119:103). ♦

Adapted from “The Home: The School of Life,”
Ensign, May 2013, 102–104.





FRIEND TO FRIEND



By Elder
Kim B. Clark
Of the Seventy

Seeing God's Prophet



When I was 11, I helped my ward build a new Church building. The members helped build them in those days—pounding nails, painting walls, and doing all sorts of things.

When I heard that President David O. McKay (1873–1970) would dedicate the building, I really wanted to be there. My parents said that I could go. I went early and sat on the front row.

I remember seeing President McKay up close. I saw the way he stood, how he talked to people, how he treated people. He had bright blue eyes and white hair. He *looked* like a prophet. When I heard him speak and say the dedicatory prayer, I knew in my heart that this was God's prophet.



I had a powerful spiritual impression from Heavenly Father: "This is My prophet." Heavenly Father was telling me through the Holy Ghost that President McKay was *His* prophet.

President David O. McKay was the ninth President of the Church and served from 1951 until 1970.

Once I knew that President McKay was God's prophet, I knew that the Church was true and that Joseph Smith was a prophet. I knew that the Book of Mormon and the Restoration of the gospel were true. I also knew that all the prophets, from Joseph Smith to David O. McKay, were God's prophets too.

Now every time a new prophet is called, I've had that same confirmation come from Heavenly Father: "This is My prophet." It all started when I was a boy. ♦

From an interview with Breanne Richards

ILLUSTRATION BY ALYSSA PETERSEN

Rereading and Scanning Worksheet**Questions for "That's So Easy, Grandpa!"**

Select the correct answer for each question about "That's So Easy, Grandpa!"

1. How many pages are in the Book of Mormon in Spanish?
 - a. **642**
 - b. 529
 - c. 498
 - d. 602
2. What is the name of Raquel's brother?
 - a. Ramone
 - b. Miguel
 - c. **Esteban**
 - d. Rafael
3. How many minutes did it take Raquel to read the page of the Book of Mormon?
 - a. Two
 - b. **Three**
 - c. Four
 - d. Five
4. Why did it take Raquel and her brother a little more time to read the Book of Mormon?
 - a. They took turns reading aloud.
 - b. They decided to read the book of Psalms first.
 - c. They read the Book of Mormon in English.
 - d. **They took time to think and pray about what they read.**

Questions for "Seeing God's Prophet"

Select the correct answer for each question about "Seeing God's Prophet."

1. How old was Elder Clark when he helped his ward build a new church building?
 - a. 9
 - b. **11**
 - c. 14
 - d. 17

2. Where did Elder Clark sit during the building dedication?
 - a. In the back
 - b. In the hall
 - c. **On the front row**
 - d. Next to President McKay

3. When Elder Clark saw President McKay up close, he watched how he treated and talked to people. Elder Clark says that President McKay “_____ like a prophet.”
 - a. sounded
 - b. moved
 - c. prayed
 - d. **looked**

4. President David O. McKay served as President of the Church from 1951 to _____.
 - a. 1961
 - b. **1970**
 - c. 1972
 - d. 1980

How can you know the prophet today is a prophet of God?

Responses may include students’ thoughts about watching or listening to the prophet. They may also write about praying to receive a confirmation that the prophet is a prophet of God.

Closing

As you go home today, think about how rereading and scanning can help you as you read the scriptures and other books. As you read the scriptures, follow the example of Raquel and her brother, and think and pray about what you read.

Share with a friend or family member what you have learned about rereading and how it can help you at home and in school.

4

Making Connections with Texts

Step 1: Lesson Overview

Learning Outcome

Students will be able to use reading comprehension skills to understand and make connections to a text.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **connection:** a bond or link between two things
- **summary:** a brief statement of the main point of something
- **text:** something you read, such as a book, article, essay, or story
- **text-to-self connection:** a connection or link between a text (something you read) and your life

Step 2: Discussion

Teacher:

As active readers, you are really learning to use reading strategies and activities to be better readers. In school and on your end-of-year exams, if you can use the reading strategies to be better readers, you will score higher and be able to better understand your classes and the texts you read.

Today, we are going to learn another reading strategy that will help you be a better reader. This strategy is the strategy of **making connections**.

Making Connections Game

Play the following game to engage the class and to teach them about making connections:

Ask a volunteer to come up to the front of the class. Ask this person to say something about themselves (a favorite food, a favorite hobby, a funny thing about them, a dream for the future).

Ask the other students if they have any connections to what the first student said (do they have anything in common to what the student said). If they do, ask them to stand next to the first student in a line. Now ask the person at the end of the line to say something about themselves.

If there are students still sitting in the class, ask them if they have anything in common with this thing. If so, they should join the line. Complete this process until all of the students are standing next to each other at the front of the class.

If the students are enjoying this activity, repeat it one or two more times. Then, ask the students to return to their seats.

Teacher:

In this activity, we made connections with each other. A **connection** is a bond or a link between two people or things. If I like rice and you like rice, we have a connection. If I am talking about someone I know from South Africa and you also know someone from South Africa, we have a connection. If I say I like swimming in the ocean and you have a friend who also likes swimming in the ocean, we have a connection.

We can also make connections when we are reading. When you **make a connection** with a **text**, or something you are reading, you make a link or a bond between the text and something else. There are three types of connections we are going to learn about. We are going to learn about one of these connections today. This connection is called a **text-to-self connection**.

Text-to-self connections are connections between something you read and something in your own life or experience. For example, a student might read an article in school about healthy eating habits. This student might think about his or her own family's meal the night before and think, "We had fish and plantains. That is healthy." Another student might connect a character's experiences on a farm with his or her own visit to a grandparent's farm. These connections are personal and can often help us relate to and understand a text on a personal level.

Reading Passage #1

Ask the students to turn to "Lesson 4: Making Connections with Texts." Ask a student to read Reading Passage #1 aloud to the class. With a partner, the students should read and discuss this passage. Ask them to write a connection to what they read and draw a picture of one of their favorite foods.



My mother was cooking soup when I came home from school. The spices and fish mixed together in the broth of the soup as it bubbled and filled the air with its delicious smell. My stomach growled.

"Mama," I asked her, "may I have a taste?"

"Oh, child," she said with a smile, "you are always so hungry! It will be done soon. Put your school things away, wash your hands, and help me get ready for dinner. If I gave you a taste every time you wanted one, there would never be enough food for everyone!" I smiled and put my school things away. I then went over to help her get things ready for the family. I worked quickly.

"Perhaps," I thought, "if I am fast, we will eat sooner."



Can you make a connection to what you read? Think about these questions to help you make your connection:

- Have you ever asked your mother (or another family member) for a taste of something?
- Is your mother (or another family member) cooking sometimes when you come home?

4

Making Connections with Texts

Write about your connection:

Draw a picture of one of your favorite foods below:

Teacher:

First, before we make a connection, who can summarize what you just heard? Remember that to summarize what you heard is to say what you heard in one or two sentences. You will not tell every detail of what you read. Can someone summarize what happened for me?

Encourage students to respond. A summary of this text could be something like this: "I came home, and my mother was cooking dinner. I quickly helped her get ready for dinner so we could eat."

Teacher:

Now that we have summarized, let's make connections to what we read. How many of you have experienced something similar to the speaker in this little story? Can you tell me what connections you made to what we read?

Encourage students to share their connections and pictures if they wish.

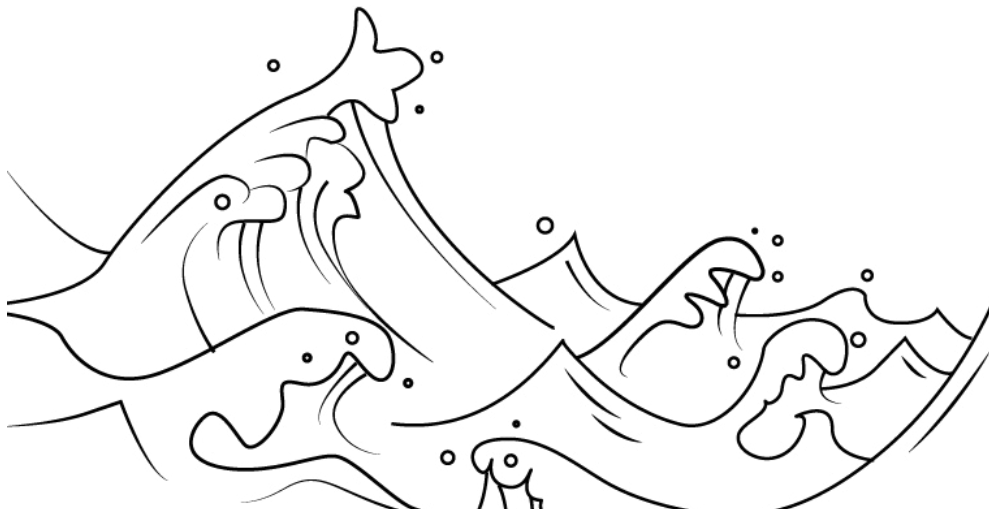
Reading Passage #2**Teacher:**

When you make connections to a text, you understand it better. You also are able to answer questions about it more effectively. This can even be true when you read technical, nonfiction texts. For example, Reading Passage #2 is from a science textbook. You might not understand every word that you read, and some of it may be confusing to you. However, when you make connections, difficult texts can be easier to understand.

Ask the students to read and discuss Reading Passage #2 with a partner.



Have you ever been swimming in the ocean? If you have, then you would certainly know that the water tastes salty. Seawater is about 96.5 percent water and 3.5 percent dissolved salts. You might think of salt as just something for food, but there are many different types of salt. Nearly every element from the periodic table can be found in ocean water. The most common salt is indeed sodium chloride (table salt), but salts containing sulfur, magnesium, and calcium are also present. The average salinity (saltiness) of seawater is thirty-five parts per thousand, meaning if you have 1,000 particles of ocean water, thirty-five of them would be salts. If we were to take all the salt out of the world's oceans, we would have enough salt to cover every continent to a depth of about five feet.



4

Making Connections with Texts

Can you make a connection to this passage? Think about these questions to help you make your connection:



- Have you ever been swimming in the ocean?
- Does your family cook with salt?

Write about your connection:

After the students complete this activity with a partner, ask them to summarize the text. Remind the students to give a summary in one to two sentences. A summary would be something like, "There are many different types of salt. Seawater contains a lot of salt, which is why seawater tastes salty."

Teacher:

It is important to summarize what we read and hear to show we understand and can retell it. Now let's share our connections. Were you able to make any connections to this passage?

Ask a few students to share their connections with the class. Praise them for their efforts.

Teacher:

Connecting this passage about salt and seawater to your own experiences makes it easier to understand and relate to, which can help you learn the information more effectively.

We often make text-to-self connections when we read the scriptures. We connect or relate the scriptures and the stories from the scriptures to our lives.

Today we are going to read a story about likening the scriptures unto ourselves (see 2 Nephi 11:2). This means that we make connections to the scriptures that help us understand gospel principles.

Step 3: Activity



“Just Like the Scriptures!”

Ask the students to find the picture from the Church magazine article “Just Like the Scriptures!”



Teacher:

We will now complete our prereading activity and look at the picture. What do you see in this picture?

Encourage students to respond. Students may describe some children with backpacks. Explain that these children are hiking in the mountains.



Vocabulary Words

The following words are in the article and may be unfamiliar to your students. Explain the meaning of the words to your students before you read the article or stop as you read the following words to make sure that the students understand them:

- **family reunion:** a large gathering for family members; sometimes family members must travel long distances to gather together
- **hike:** a long walk, usually in the country, wilderness, or mountains
- **backpack trip:** a hiking trip that often involves carrying a backpack with a sleeping pad and food; backpackers usually stay outside for one or more days using what they have carried in their backpacks for food, water, and sleep
- **trailhead:** the beginning of a trail or hiking path; the trailhead is usually marked with a sign that states the name of the trail
- **water filter:** a filter that makes water from a stream or lake clean and safe to drink

4

Making Connections with Texts

Teacher:

As we read, pay attention to what the story says about making connections to the scriptures. Think about how you make connections to the scriptures as you read them.

At this point, read the story aloud. Take turns reading the story.



“Just Like the Scriptures!” Worksheet

Allow students time to complete the worksheet. Encourage the advanced students to write more. Encourage the students to share their written responses if they wish. Discuss how making connections to texts and the scriptures can help us more fully understand them. Share how you have made connections to the scriptures and other texts you have read.

Step 4: Closing

Invite the students to teach a friend or family member about making connections with texts. Encourage them to make connections to the scriptures as they read them on their own and in their homes.



When you go home today, teach a friend or family member about making connections with texts. You can help your friends and family make connections as you read the scriptures together.

Think about the experience you wrote about today in which you or someone you know had been strengthened by the Lord. Share with a friend or family member your experience, and bear your testimony of how we can receive strength from the Lord.

Step 5: Reflection (after class)

Making connections to texts can be a powerful way to increase understanding. What went well in today’s lesson? What did not go so well? What did you learn through today’s lesson that you can use to teach more effectively in the future?



Just Like the Scriptures!

We thought the hike was going great, until we saw the trail marker.



By Renae Weight Mackley

Based on a true story

*"I will also ease the burdens
which are put upon your shoulders"
(Mosiah 24:14).*

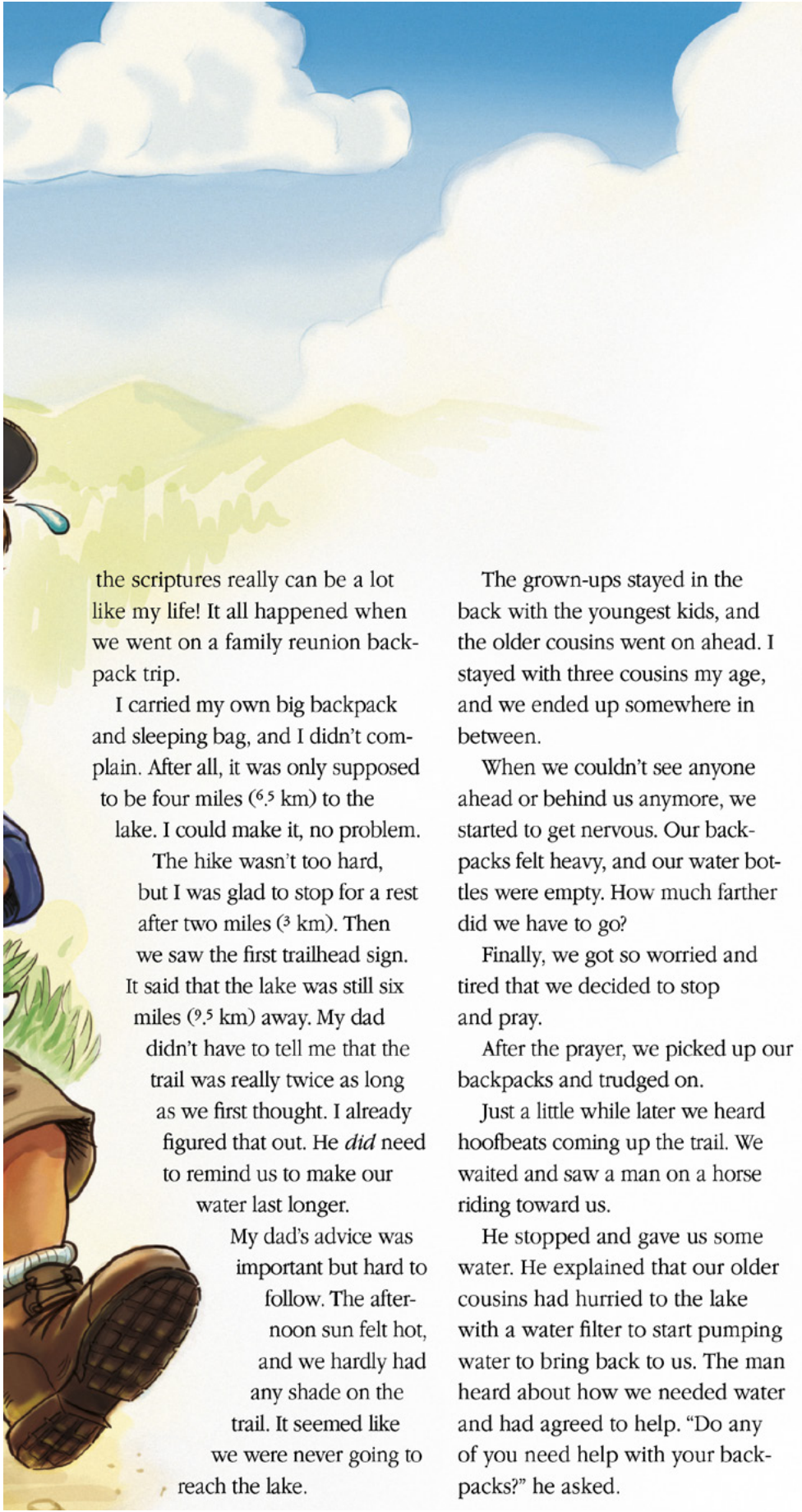
Ten-year-olds are pretty smart. We like to figure things out on our own.

My dad always tells me to liken the scriptures to myself. *Liken* means that you try to use what you learn from the scriptures in your life. So, when we're reading together as a family, I sometimes blurt out

something before Dad can explain it to us. Like, "I know, Dad, we're supposed to fast and pray, like it says in the scriptures."

He smiles because I always get the right message.

But one time, I found out that



the scriptures really can be a lot like my life! It all happened when we went on a family reunion backpack trip.

I carried my own big backpack and sleeping bag, and I didn't complain. After all, it was only supposed to be four miles (6.5 km) to the lake. I could make it, no problem.

The hike wasn't too hard, but I was glad to stop for a rest after two miles (3 km). Then we saw the first trailhead sign. It said that the lake was still six miles (9.5 km) away. My dad didn't have to tell me that the trail was really twice as long as we first thought. I already figured that out. He *did* need to remind us to make our water last longer.

My dad's advice was important but hard to follow. The afternoon sun felt hot, and we hardly had any shade on the trail. It seemed like we were never going to reach the lake.

The grown-ups stayed in the back with the youngest kids, and the older cousins went on ahead. I stayed with three cousins my age, and we ended up somewhere in between.

When we couldn't see anyone ahead or behind us anymore, we started to get nervous. Our backpacks felt heavy, and our water bottles were empty. How much farther did we have to go?

Finally, we got so worried and tired that we decided to stop and pray.

After the prayer, we picked up our backpacks and trudged on.

Just a little while later we heard hoofbeats coming up the trail. We waited and saw a man on a horse riding toward us.

He stopped and gave us some water. He explained that our older cousins had hurried to the lake with a water filter to start pumping water to bring back to us. The man heard about how we needed water and had agreed to help. "Do any of you need help with your backpacks?" he asked.



"Let us commit to reading the scriptures . . . with more purpose and more focus."

President Dieter F. Uchtdorf, Second Counselor in the First Presidency, "Your Potential, Your Privilege," *Ensign or Liahona*, May 2011, 59.

I looked at my cousins, and they smiled back at me. We actually felt pretty good!

"You better go on and help the others," we said to the man. "We're fine."

And it was true! The rest of the way to the lake it felt like angels were lifting our packs and pushing us along. When I told my parents about it later, Dad beamed and Mom got tears in her eyes.

A week later my family read Mosiah ²⁴. My eyes opened wide when we read these words: "And I will also ease the burdens which are put upon your shoulders, that even you cannot feel them upon your backs" (verse ¹⁴).

"That's what happened on the trail," I blurted out. I didn't have to think about how to use this scripture in my life—this scripture already described my life! It was amazing! I could hardly wait to find other scriptures that were like my life.

And that's how I learned I could liken the scriptures to me, and I could also liken me to the scriptures! ■

The author lives in Utah, USA.

Making Connections with Texts Worksheet



Summarize the story “Just Like the Scriptures!” Remember, a summary is a very short retelling of something. You need to summarize the story in just three to four sentences. Make sure your summary is short enough to fit in the lines below:

Student summaries may include something like, “A child and her family were hiking together. They ran out of water and became worried, so they prayed. As they hiked farther, they felt like angels were lifting their backpacks. A week later, the girl read in the Book of Mormon about the Lord easing burdens, which was just like her experience hiking.

Text-to-Self Connections

Do you have any personal experiences that relate to “Just Like the Scriptures!”? First, make a connection to any of the **physical things** described in the story. This means that you connect to the hike, the backpack, or the people in the story. Have you ever been on a hike before? Have you ever worn a backpack and felt hot? Describe your experience below:

Student answers will vary. Students may describe times when they have walked to school with heavy backpacks in hot weather.

Can you make any connections to the **spiritual things** described in the story? Have you ever felt that your burdens were made light or that angels were helping you? If you have not experienced this personally, do you know someone who has been strengthened by the Lord during a difficult time? Write your answer in the space below. If you wish, you may also use the blank page that follows to draw a picture of a time when you have felt strengthened by the Lord.

Answers will vary. Students may describe different times when things have been difficult and they have felt as though angels were helping them.

Closing

When you go home today, teach a friend or family member about making connections with texts. You can help your friends and family make connections as you read the scriptures together.

Think about the experience you wrote about today in which you or someone you know had been strengthened by the Lord. Share with a friend or family member your experience, and bear your testimony of how we can receive strength from the Lord.

5

Connecting Texts to Other Texts

Step 1: Lesson Overview

Learning Outcome

Students will be able to use reading comprehension skills to understand and make connections between texts.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **text-to-world connection:** a connection or link between a text (something you read) and something in the world around you, either in current events or history
- **text-to-text connection:** a connection or link between a text (something you read) and another text (something else you read)

Step 2: Discussion

Teacher:

We are going to continue our discussion of making connections between things we read or hear and other things that are familiar or known to us. We have already discussed text-to-self connections. Can anyone help us remember what text-to-self connections are?

5

Connecting Texts to Other Texts

Encourage students to respond. Remind students that text-to-self connections are connections between something you read and something in your own life or experiences. Ask students to share some of the text-to-self connections they made in the last class or any text-to-self connections they have made since the last lesson, perhaps in something they read for church or school. If you can think of any text-to-self connections you have made recently, share these connections as well.

Teacher:

As a reader, you bring a lot to what you read. Sometimes readers don't understand that what we read is affected by our backgrounds and what we have seen and heard in our lives. We make connections based on experiences we have had, things we know about the world around us, and things we have read or heard. Today we are going to discuss two more types of connections: **text-to-world connections** and **text-to-text connections**.

Ask the students to turn to lesson 5, "Connecting Texts to Other Texts." Ask a student to read the definition for **text-to-world** connections that is in the student workbook.



Text-to-world connections:

A connection or link between a text (something you read) and something in the world around you, either in current events or history

Teacher:

As you heard, in a text-to-world connection, you make a connection between you and something in the world. For example, a student studying about fire might make a connection to a fire that destroyed part of a city or a forest in another country. Another student might read a book about war and make a connection to a war in their own area or history.

We are going to read a passage about cyclones. Try to think of anything you have heard about in history that might connect to what we read:

“Cyclones”

Ask a student to read the following passage aloud. After the student reads the passage, give the students two to three minutes to think about and write connections to the passage.



A **cyclone** is a large, circle-shaped storm that forms over the ocean. These storms form when the warm water **evaporates** from the ocean. This means that the water turns from liquid into vapor, or little droplets of water in the air. This vapor rises into the air and makes clouds. Sometimes as the warm air rises, the air begins to move. Eventually, the clouds and the wind spin and grow as more warm air rises. When these storms get very large and begin to move very quickly, they form cyclones.

Cyclones can cause a lot of damage when they reach land. The wind and the rain are very strong, and they can cause large waves to form in the ocean. Cyclone winds can move up to 250 kilometers per hour. Rain and large waves can also cause flooding.

Can you make a connection to what you read? Write about your connection in the lines below:

- Have you ever experienced a large storm or a cyclone?

- Have you ever heard about a cyclone or large storm somewhere in the world recently or in history?

After the students have had time to write about their connections, continue on with the lesson.

Teacher:

Some of you may have made a text-to-self connection as you were listening to this paragraph. A text-to-self connection would be a connection to a personal experience. Perhaps you or someone you know experienced a cyclone. Does anyone have a text-to-self connection you would like to share?

Encourage students to respond. Praise them for their efforts.

Teacher:

Very good. Now we will talk about some text-to-world connections. A text-to-world connection might be a connection between the passage we read about cyclones and a large cyclone or storm that damaged a city or area recently or in history. Can anyone make a text-to-world connection with "Cyclones"?

Encourage students to respond. Praise them for their efforts and share connections you made also.

Teacher:

Very good. These connections can help us understand and remember what we read. There is another type of connection that happens when we connect one text, something we read, to another text. These connections are called **text-to-text connections**. For example, you might connect an article about turtles to a book about turtles. You might also make connections between two characters in two different stories who both sail in boats on the ocean. Another example of a text-to-text connection would be if a student were to say, "I read a story about a character with a problem just like the character in this book."

These connections can help you understand what you are reading and the messages of what you are reading.

We are going to read part of a conference talk given by President Henry B. Eyring in April 2015. Even though some of the vocabulary might be difficult, try to make a connection between President Eyring's words and the passage about cyclones that we read earlier.

**“Is This Not the Fast I Have Chosen?”****Henry B. Eyring, *Liahona*, May 2015, 23–24**

Ask 2–3 students to read aloud the following passage from the student workbook.

Tropical Cyclone Pam destroyed many homes as it made a direct hit on Port Vila, the capital of Vanuatu. It killed at least six people in Vanuatu, the first confirmed from one of the most powerful storms ever to make landfall.

“Hardly a tree stood straight [as the cyclone] bellowed across” the Pacific island nation. World Vision’s emergency assessment team . . . advised residents to seek shelter in sturdy buildings such as universities and schools.

And then they said: “The strongest thing they’ve got is cement churches. . . . Some of them don’t have that. It’s hard to find a structure that you’d think would be able to withstand a Category 5 (storm).”

When I read that, I remembered visiting little homes on Vanuatu. I could picture in my mind the people huddled in homes being destroyed by winds. And then I remembered the warm welcome to me of the people of Vanuatu. I thought of them and their neighbors fleeing to the safety of our cement chapel.

Then I pictured the bishop and the Relief Society president walking among them, giving comfort, blankets, food to eat, and water to drink. I could picture the frightened children huddled together.

They are so far away from the home where I read that report, and yet I knew what the Lord would be doing through His servants. I knew that what made it possible for them to succor those children of Heavenly Father was fast offerings, given freely by the Lord’s disciples who were far away from them but close to the Lord.

So I didn’t wait for Sunday. I took a fast offering to my bishop that morning. I know that my offering may be used by the bishop and Relief Society president to help someone in my neighborhood. My small offering may not be needed near where my family and I live, but the local surplus could reach even as far as Vanuatu.

Teacher:

What connections can we make between what President Eyring said in his talk and what we read about cyclones?

Encourage students to respond. If they are struggling to respond, you may prompt them with questions such as the following: How does knowing how a cyclone forms help you to picture what is happening in what President Eyring describes? How does learning about the speed of the winds of a cyclone help you understand how much damage the cyclone did in Vanuatu?

Teacher:

Making text-to-self, text-to-world, and text-to-text connections can help us understand what we read and make us better readers.

Step 3: Activity



“A Great Feeling”

If there is still time remaining, continue on with the story “A Great Feeling.” A copy of the story is included here and in the student workbook.

A Great Feeling

By Ann McSida
(Illustration by Ann McSida)

After Paolo came up out of the hospital here, he said that he got somewhat of an idea. Then that said and Carolyn and the baby had their hands on his head and continued to say, "You're a member of The Church of Jesus Christ of Latter-day Saints."

"I feel so great!" Paolo said. He touched his heart. "It feels like I'm right." Paolo had never felt this way before. He thought he would be able to do anything he wanted to do. Paolo had never felt this way before. He thought he would be able to do anything he wanted to do.

But the very next day, his little brother Carlo broke Paolo's very plans. Paolo had saved up for months to buy a new car. Paolo had saved up for months to buy a new car.

"Look what you did!" Paolo yelled. "Why can't you buy me a new car?"

"The money," Carlo said. "You've called down his checks. Maybe we can fix it."

"It won't be the same!" Paolo said.

Carlo was not of the same opinion. Paolo had promised them he was happy that he would always follow Jesus. He knew Jesus would have been kind.

"I promised I would try to be like Jesus," he said. "I know, but you didn't. That's why I'm so sad. How do I get back that good feeling from my baptism?" Paolo had been right. "He'll come up," his Jesus said. "He'll come up," his Jesus said. "He'll come up," his Jesus said. "He'll come up," his Jesus said.

Paolo could guess what she was going to say. "This is the same as I told you."

Paolo had never felt this way before. He thought he would be able to do anything he wanted to do.

When airplanes are new, their wings are shiny and bright. As flying over the wings keeps the plane in the air.

When we are not clean, build up on the wings or soil. If we don't clean our wings, then the airplane can't fly safely.

Before the airplane flies, people use big hoses to spray off the wings and make them shiny and bright again.

Then the airplane can fly as well as when it was new!

When we are baptized, we have no sins and we give the gift of the Holy Ghost to help us learn and grow.

When we make wrong choices, it's harder to feel the Holy Ghost.

When we request and pray for help, Heavenly Father forgives us. Our sins are taken away. The Holy Ghost can be with us.

Because of the Savior's Atonement, we can repeat every day! On Sunday, the sacrament helps us to clean, remember Jesus, and have a happy new start.

Keep Your Wings Shiny!



Vocabulary Words

The following words are in the article and may be unfamiliar to your students. Explain the meaning of the words to your students before you read the article, or stop as you come to them while you read to make sure that the students understand them:

- **shiny:** something that reflects light; it is something that is glossy or bright
- **hose:** a flexible tube that carries liquid, such as water, from one place to another
- **mess up:** to make a mistake or to spoil
- **renew:** repeating or making something like new again. In this story, Paolo's mother tells him that he will "renew" his promise to follow Jesus. This means that he will repeat and make like new again his promise to follow Jesus when he takes the sacrament.

Discuss the picture in the story "A Great Feeling."

Teacher:

Let's first complete our prereading activity and look at the picture from this story. What do you see in this picture?

Encourage students to respond. Students may describe the boys holding a toy plane. They may also describe the airplane on the right. Ask them if they can make a prediction about what might happen in the story. Students may say that they think the story may have something to do with a plane or a toy plane being broken.

Ask a student volunteer to read the words in the picture ("Paolo had messed up. What could he do?").

Teacher:

Does anyone know what "Paolo had **messed up**" means?

Encourage students to volunteer to answer what they believe this phrase means.

Teacher:

This phrase means that Paolo had made a mistake. We are going to read a story about a young boy. Let's read the first sentence of this story together.

Ask for a student volunteer to read only the first sentence: "After Paolo came up out of the baptismal font, he and Dad got dressed in dry clothes."

Teacher:

After reading this sentence, what can you guess or **infer** has just happened?

Encourage students to respond. (Possible answer: We can infer Paolo was just baptized.)

Teacher:

What clues or details in the first sentence help you infer or guess that Paulo has just been baptized?

Encourage students to respond. (Possible answers: The story says that Paulo came up out of the baptismal font and that he got dressed in dry clothes. Or: We can guess that Paulo came up out of the baptismal font and got dressed because he was just baptized.)

Teacher:

As we read this story, use reading strategies to understand the story, and try to make text-to-self, text-to-text, and text-to-world connections to the story or different parts of the story.

Take turns reading the story aloud.

**Text-to-Text Connections Worksheet**

If there is time remaining, the students may complete the Text-to-Text Connections worksheet. Encourage the students to share their written responses if they wish to.

Step 4: Closing

Invite the students to teach a friend or family member about making text-to-text connections. Encourage them to make connections as they read at home and at school. Ask them to talk with this friend or family about the texts they read today. Have they received guidance from the Holy Ghost like President Eyring and Paulo?

Share your testimony of the “great feelings” that we can receive from the Holy Ghost.



When you go home today, teach a friend or family member about making text-to-text connections. Talk with them about a connection you made between your life and one of the texts you read today. Both President Eyring and the story “A Great Feeling” talked about receiving guidance from the Holy Ghost. Tell them or ask them to tell you about a time when you or they received a “great feeling” or guidance from the Holy Ghost.

Step 5: Reflection (after class)

Working in groups can give students the opportunity to speak and listen. It also provides them with opportunities to teach one another. What went well during today's group activity? What would you like to do to promote effective group activities in the future?



A Great Feeling

By Jane McBride

Based on a true story

After Paulo came up out of the water, he and Dad got dressed in dry clothes. Then Dad and Grandpa and the bishop laid their hands on his head and confirmed him. Now he was a member of The Church of Jesus Christ of Latter-day Saints.

"I feel so great," Paulo said. He touched his heart. "In here."

Mom hugged him tight. "That's because you received the gift of the Holy Ghost when you were confirmed."

Paulo nodded. He didn't want to do anything to make that great feeling go away.

But the very next day, his little brother Carlo broke Paulo's toy plane. Paulo had saved up for a whole month to buy it!

"Look what you did!" Paulo yelled. "Why can't you leave my stuff alone?"

"I'm sorry," Carlo said. Tears rolled down his cheeks. "Maybe we can fix it."

"It won't be the same!"

Carlo ran out of the room crying.

Paulo felt awful inside. He knew Jesus wouldn't have yelled or gotten angry. Would he ever feel the way he did after his baptism again?

"I promised I would try to be like Jesus," he told Mom, his voice shaking. "But I've already messed up."

"You did something wrong," Mom said gently. "But Jesus also gave us a way to have the Holy Ghost with us again after we mess up."

Paulo knew what she was going to say. "I know. Repentance. I have to ask for forgiveness."

Mom nodded. "Then when you take the sacrament, you'll renew the promise you made to follow Jesus.

Paulo had messed up.

What could he do?



And you'll be just as clean as you were right after you were baptized and confirmed."

Paulo went to find Carlo. "I'm sorry I yelled at you," he said. "Let's fix the plane together."

Carlo smiled, and Paulo felt like he had done what Jesus would do. When he said his prayer that night, he asked Heavenly Father to forgive him and to help him be nicer to Carlo. A quiet peace settled in his heart.

That Sunday at church, Paulo paid extra attention to the sacrament prayers. He listened carefully to the words. As he took the bread and water, he felt Heavenly Father's love for him. Mom was right. That great feeling was back! ■

The author lives in Colorado, USA.



- When airplanes are new, their wings are shiny and bright. Air flowing over the wings keeps the plane in the air.
- When ice and snow build up on the wings, air can't flow smoothly over them. Then the airplane can't fly safely.
- Before the airplane flies, people use big hoses to spray off the wings and make them shiny and bright again.
- Then the airplane can fly as well as when it was new!

KEEP YOUR WINGS SHINY!

- When we are baptized, we have no sins and we're given the gift of the Holy Ghost to help us learn and grow.
- When we make wrong choices, it's harder to feel the Holy Ghost.
- When we repent and pray for help, Heavenly Father forgives us. Our sins are taken away. The Holy Ghost can be with us.
- Because of the Savior's Atonement, we can repent every day! On Sunday, the sacrament helps us be clean, remember Jesus, and have a happy, new start.

Text-to-Text Connections Worksheet

Choose the correct answer to each question:

1. Who is Carlo?
 - a. Paulo's father
 - b. Paulo's friend
 - c. **Paulo's brother**
 - d. Carlo is not in the story

2. Mom tells Paulo that he can renew the promise he made to follow Jesus when he:
 - a. **Takes the sacrament**
 - b. Goes to church
 - c. Reads his scriptures
 - d. Gets baptized

3. What did Paulo do that he wished he had not?
 - a. He broke his brother's toy.
 - b. **He got mad at his brother.**
 - c. He took a toy without asking.
 - d. He dropped his toy plane.

4. In the story it says, "Dad and Grandpa and the bishop laid their hands on his head and confirmed him." What can we **infer** about these men?
 - a. They like playing with toy planes.
 - b. They are all members of Paulo's family.
 - c. They all served missions.
 - d. **They all hold the priesthood.**

5

Connecting Texts to Other Texts

Can you make connections to “A Great Feeling” and “Keep Your Wings Shiny!”? Write your connections below:

1. What **text-to-text connections** can you make between “A Great Feeling” and “Keep Your Wings Shiny!”?

Student answers will vary. Students may explain that just like an airplane’s wings are washed to keep them safe and shiny, our sins can be washed away, and we can be “shiny” and clean again.

2. What **text-to-world connections** can you make between something you know about the world or history and “A Great Feeling” or “Keep Your Wings Shiny!”?

Student answers will vary. Students may refer to times when airplane wings have not been clean. Perhaps there have been recent news stories related to toys, planes, or airplane wings.

3. What **text-to-self connections** can you make between something you have experienced and “A Great Feeling” or “Keep Your Wings Shiny!”?

Student answers will vary. Students may describe times when they have made mistakes and repented.

Closing

When you go home today, teach a friend or family member about making text-to-text connections. Talk with them about a connection you made between your life and one of the texts you read today. Both President Eyring and the story “A Great Feeling” talked about receiving guidance from the Holy Ghost. Tell them or ask them to tell you about a time when you or they received a “great feeling” or guidance from the Holy Ghost.

Extra Practice—Dictation



In some countries, national and school exams require students to complete dictation exercises. You may complete this activity with your students if you feel it will help them prepare for their exams. If you do not think it is necessary, you may skip this activity.

Ask the students to turn to the “Extra Practice—Dictation” activity after lesson 5. Read each sentence aloud slowly, and ask the students to write each sentence carefully. Read each sentence three times. Remind the students to try to use correct spelling and grammar in their sentences.

After the students have finished writing all five sentences, ask five different students to come to the board and write the correct sentence. (You may give the students this teacher guide to help them.) Ask the students to correct their sentences and learn from the errors they made. Praise the students, and remind them that even though dictation is hard, it will become easier with practice.

Sentence #1:

I walked to the church with my friends.

Sentence #2:

How are you and your family today?

Sentence #3:

My family and I read the scriptures together.

Sentence #4:

The teacher taught the lesson to the students.

Sentence #5:

The boy and the girl watched the football match.

5

Connecting Texts to Other Texts

Use this page to draw something you have learned in class.

6

Listening Comprehension —Making Connections

Step 1: Lesson Overview

Learning Outcome

Students will be able to use reading and listening comprehension skills to understand and make connections to a text.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions they are provided as a reference.

- **connection:** a bond or link between two things
- **text-to-self connection:** a connection or link between a text (something you read) and your life
- **text-to-world connection:** a connection or link between a text (something you read) and something in the world around you either in current events or history
- **text-to-text connection:** a connection or link between a text (something you read) and another text (something else you read)

Resources Used in This Lesson**“With One Accord” Video:**

Show this video using the projector or tablet. Link to video: <http://media2.ldscdn.org/assets/general-conference/april-2018-general-conference/2018-04-4020-reyna-isabel-aburto-360p-eng.mp4?download=true>

Step 2: Discussion**Teacher:**

We have discussed three different types of connections we make with texts. Can anyone help us remember what the three different types of connections are?

Encourage students to respond. If necessary, review the three types of connections using the definitions above.

Teacher:

Remember that making connections can help us understand what we read, view, and hear. We have already discussed how this can be especially true of general conference. Sometimes it can be very difficult to understand what the speakers are saying because they use words that are not familiar to you. Some speakers also speak quickly or have accents, which can also make understanding a bit more difficult.

However, using these connections can help us understand conference talks because we can connect something in the talk to something we understand or have experienced. Even if we do not understand every word that is said, connecting to an idea or story can help us understand part of the talk and feel the Spirit testifying of truth.

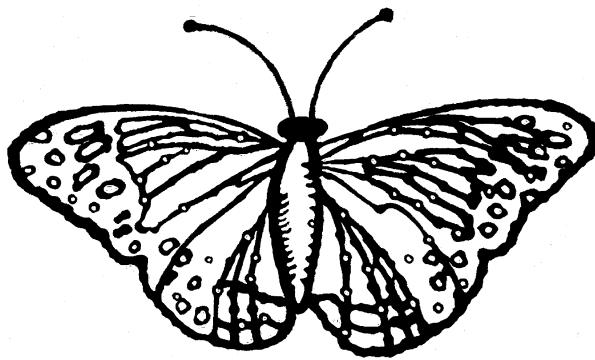
Ask the students to turn to lesson 6, “Listening Comprehension—Making Connections.”

“Monarch Butterflies”

Ask a student to read aloud the passage “Monarch Butterflies.” As they are reading the passage, ask the students if they can make connections to the passage. Have they ever seen a butterfly? Have they ever seen a caterpillar? What experiences have they had with butterflies?

Teacher:

As you listen to the talk, try to make text-to-self, text-to-world, or text-to-text connections to what you hear.



Monarch butterflies are amazing creatures. In the winter, monarch butterflies in North America fly south to warmer areas. Many monarchs travel about 3,000–4,000 kilometers to Mexico during the winter.

Millions of butterflies reach Mexico together and land on trees, covering branches and leaves. The butterflies mate during the winter months. As winter ends, the butterflies begin their long journey north. As they fly north, the female butterflies find milkweed plants. They lay their eggs on these plants. Each female lays hundreds of eggs. These eggs hatch into caterpillars that eat the milkweed plant.

Once the caterpillar has eaten and grown enough, it forms a chrysalis. In the chrysalis, an adult butterfly forms. The process of changing from the caterpillar to the butterfly is called **metamorphosis**. **Metamorphosis** is when an animal or insect goes through a *complete* transformation. They change from looking one way when they are young to looking completely different when they grow to adulthood. Butterflies are a good example of this because they start as eggs, then change to caterpillars, then they go through the chrysalis stage, and then they become beautiful butterflies with colorful wings.

The butterfly hatches from the chrysalis after about two weeks. It stretches its bright orange and black wings, and it beats its wings until they stiffen and are fully formed. About an hour after hatching from its chrysalis, the butterfly is ready to fly.

As you listen to Sister Reyna I. Aburto’s talk “With One Accord,” you may follow along with the text of the talk below. Sister Aburto talks about monarch butterflies. Try to connect what she says to what you have learned about monarch butterflies in this lesson.



“With One Accord”

Ask the students to turn to the text of the talk “With One Accord.” The text of the talk is in the student workbook. The students may follow along as they listen to the talk if they wish.

Teacher:

We are going to watch a talk from general conference. It is the talk “With One Accord” by Sister Reyna I. Aburto. Sister Aburto is from Nicaragua. Her accent may be a bit unfamiliar to you; you have a copy of the text of the talk in your student workbooks so that you can read it and refer to it.

In her talk, Sister Aburto talks about monarch butterflies. You will be able to connect what you learned about monarch butterflies with Sister Aburto’s talk.

Play the video “With One Accord.” If you cannot access the video, you may read the talk aloud as a class. After viewing or reading the talk, ask the students to tell you what they remember or understood from the talk. If you were also able to make a connection with something in the talk, share that with the students also.

Step 3: Activity

Teacher:

When you listen to talks in church or in general conference, making connections can help you understand what the speaker is saying. In your student worksheet, you will make three types of connections.



Listening Comprehension—Making Connections Worksheet

Allow the students time to complete the Listening Comprehension—Making Connections worksheet. You may want to have the students work in partners if they are struggling to understand the talk and to make connections.

After the students have finished, ask for volunteers to read some of their connections.

Step 4: Closing

Sometimes it can be difficult to understand the speakers in general conference. Making connections to things we hear in general conference can help us increase our understanding of what the speaker is saying.

6

Listening Comprehension—Making Connections

Share your testimony of something you learned from Sister Aburto's talk. Invite your students to share with a family member or friend something they learned from her talk.



Sometimes understanding talks in general conference can be difficult. Making connections to things we hear in general conference can help us understand what the speaker is saying. As you listen to talks in church, try to make connections to what you hear so that you will better understand the speaker's message.

After class today, share something you learned from Sister Aburto's talk with a family member or friend. Share your testimony of what you learned and how it can help you in your life.

Step 5: Reflection (after class)

Working in groups can give students the opportunity to speak and listen. It also provides them with opportunities to teach one another. What went well during today's group activity? What would you like to do to promote effective group activities in the future?

“With One Accord”**By Reyna I. Aburto, April 2018**

One of the most remarkable creatures on earth is the monarch butterfly. On a trip to Mexico to spend Christmas with my husband’s family, we visited a butterfly sanctuary, where millions of monarch butterflies spend the winter. It was fascinating to see such an impressive sight and for us to reflect on the example of unity and obedience to divine laws that God’s creations demonstrate.

Monarch butterflies are master navigators. They use the sun’s position to find the direction they need to go. Every spring, they travel thousands of miles from Mexico to Canada, and every fall, they return to the same sacred fir forests in Mexico. They do this year after year, one tiny wing flap at a time. During their journey, they cluster together at night on trees to protect themselves from the cold and from predators.

A group of butterflies is called a kaleidoscope. Isn’t that a beautiful image? Each butterfly in a kaleidoscope is unique and different, yet these seemingly fragile creatures have been designed by a loving Creator with the ability to survive, travel, multiply, and disseminate life as they go from one flower to the next, spreading pollen. And although each butterfly is different, they work together to make the world a more beautiful and fruitful place.

Like the monarch butterflies, we are on a journey back to our heavenly home, where we will reunite with our Heavenly Parents. Like the butterflies, we have been given divine attributes that allow us to navigate through life, in order to “[fill] the measure of [our] creation.” Like them, if we knit our hearts together, the Lord will protect us “as a hen [gathers] her chickens under her wings” and will make us into a beautiful kaleidoscope.

Girls and boys, young women and young men, sisters and brothers, we are on this journey together. In order to reach our sublime destiny, we need each other, and we need to be unified. The Lord has commanded us, “Be one; and if ye are not one ye are not mine.”

Jesus Christ is the ultimate example of unity with His Father. They are one in purpose, in love, and in works, with “the will of the Son being swallowed up in the will of the Father.”

How can we follow the Lord’s perfect example of unity with His Father and be more unified with Them and with each other?

An inspiring pattern is found in Acts 1:14. We read, “[The men] all continued *with one accord* in prayer and supplication, with the women.”

I think it is significant that the phrase “with one accord” appears several times in the book of Acts, where we read about what Jesus Christ’s followers did immediately after He ascended to heaven as a resurrected being, as well as the blessings they received because of their efforts. It is also significant that we find a similar pattern among the faithful of the American continent at the time the Lord visited and ministered to them. “With one accord” means in agreement, in unity, and all together.

Some of the things that the faithful Saints did in unity in both places were that they testified of Jesus Christ, studied the word of God, and ministered to each other with love.

The Lord’s followers were one in purpose, in love, and in works. They knew who they were, they knew what they had to do, and they did it with love for God and for each other. They were part of a magnificent kaleidoscope moving forward with one accord.

Some of the blessings they received were that they were filled with the Holy Ghost, miracles took place among them, the Church grew, there was no contention among the people, and the Lord blessed them in all things.

We can suppose that the reason why they were so united is because they knew the Lord personally. They had been close to Him, and they had been witnesses of His divine mission, of the miracles that He performed, and of His Resurrection. They saw and touched the marks in His hands and feet. They knew with certainty that He was the promised Messiah, the Redeemer of the world. They knew that “He is the source of all healing, peace, and eternal progress.”

Even though we may not have seen our Savior with our physical eyes, we can know that He lives. As we draw closer to Him, as we seek to receive a personal witness through the Holy Ghost of His divine mission, we will have a better understanding of our purpose; the love of God will dwell in our hearts; we will have the determination to be one in the kaleidoscopes of our families, wards, and communities; and we will minister to each other “in newer, better ways.”

Miracles happen when the children of God work together guided by the Spirit to reach out to others in need.

We hear so many stories of neighborly love shown among people when catastrophe strikes. For example, when the city of Houston suffered a massive flood last year, people forgot about their own needs and went to the rescue. An elders quorum president sent a call for help to the community, and a fleet of 77 boats was quickly organized. Rescuers went around the affected neighborhoods and transported whole families to one of our meetinghouses, where they received refuge and much needed help. Members and nonmembers worked together with one purpose.

In Santiago, Chile, a Relief Society president had the desire to help immigrants in her community who had come from Haiti. By counseling together with her priesthood leaders, she and other leaders came up with the idea to offer Spanish classes to those immigrants, helping them integrate better into their new home. Every Saturday morning, missionaries gather together with their eager students. The feeling of unity in that building is an inspiring example of people from diverse backgrounds serving with one accord.

In Mexico, hundreds of members traveled for hours to help the survivors of two major earthquakes. They came with tools, machinery, and love for their neighbor. As volunteers gathered together in one of our meetinghouses waiting for instructions, the mayor of the city of Ixhuatán broke down in tears as he saw such a manifestation of “the pure love of Christ.”

The Lord is now giving us the opportunity to counsel together each month in our priesthood quorums and Relief Societies, so we can all be more active participants in our ward or branch kaleidoscope—a place where we all fit in and where we are all needed.

Every one of our paths is different, yet we walk them together. Our path is not about what we have done or where we have been; it is about where we are going and what we are becoming, in unity. When we counsel together guided by the Holy Ghost, we can see where we are and where we need to be. The Holy Ghost gives us a vision that our natural eyes cannot see, because “revelation is scattered among us,” and when we put that revelation together, we can see more.

As we work in unity, our purpose should be to look for and do the Lord’s will; our incentive should be the love we feel for God and for our neighbor; and our greatest desire should be to “labor diligently,” so we can prepare the way for the glorious return of our Savior. The only way we will be able to do so is “with one accord.”

Like the monarch butterflies, let us continue on our journey together in purpose, each of us with our own attributes and contributions, working to make this a more beautiful and fruitful world—one small step at a time and in harmony with God’s commandments.

Our Lord Jesus Christ has promised us that when we are gathered together in His name, He is in the midst of us. I testify that He lives and that He was resurrected on a beautiful spring morning like today. He is the Monarch above all monarchs, “the King of kings, and [the] Lord of lords.”

May we be one in the Father and in His Begotten Son, as we are guided by the Holy Ghost, is my humble prayer in the name of Jesus Christ, amen.

Listening Comprehension—Making Connections Worksheet

Text-to-Text Connection:

You have read “Monarch Butterflies” and watched or listened to “With One Accord.” What connections can you make between these two texts? Did “Monarch Butterflies” help you understand parts of “With One Accord” better?

Text-to-Self Connection:

Sister Aburto talks about groups of butterflies called kaleidoscopes. Like butterflies, we are different, but we can work together to reach our heavenly home.

A time in my life when I was helped by others was _____.

Students may describe a time when family members, ward members, friends, or teachers have helped them.

Text-to-World Connection:

In her talk, Sister Aburto talked about a flood in the USA, about immigrants in Chile, and about earthquakes in Mexico. Choose one of these events and make a connection to something in the world around you or something you have heard about in history (examples: a flood somewhere, immigrants in your country, or an earthquake).

When I heard Sister Aburto talk about _____.

I made a connection to _____.

Students should connect to one of the stories in Sister Aburto’s talk such as the flood in Houston, the immigrants from Haiti, or the earthquakes in Mexico.

Butterflies are beautiful creations made by our Heavenly Father. In the space below, draw a picture of either a single butterfly or a kaleidoscope of butterflies.

Closing

Sometimes understanding talks in general conference can be difficult. Making connections to things we hear in conference can help us understand what the speaker is saying. As you listen to talks in church, try to make connections to what you hear so that you will better understand the speaker’s message.

After class today, share something you learned from Sister Aburto’s talk with a family member or friend. Share your testimony of what you learned and how it can help you in your life.

7

Reading Passages on Exams

Step 1: Lesson Overview

Learning Outcome

Students will learn reading strategies that will help them succeed on exams.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **rereading:** reading a passage of text again to fully understand or remember details
- **skimming:** looking at a text, book, or chapter to have a general idea of what it is about
- **scanning:** looking at a text to find specific details without reading every word
- **process of elimination:** when you can figure out which answers are not correct in order to determine the right answer
- **critical thinking:** a special kind of thinking that means you think deeply about what you are learning

Step 2: Discussion

Teacher:

We have talked about reading skills that help us become better readers. These reading skills can also help you receive higher scores on your exams because you will be able to read and answer questions more quickly and correctly.

As you read, it is important to be an **active reader** who uses **critical thinking** skills. **Critical thinking** is a special kind of thinking. When you use critical thinking skills, you really think about what you are learning, and you use special skills to help you remember and understand what you are learning. Remember to use all of the active reading skills we have learned to help you understand and remember what you read.

Ask the students to turn to lesson 7, "Reading Passages on Exams." As a class, review the active reading skills in the chart below:



Active Reading Skills

Rereading	Scanning	Connecting
Sometimes it can be hard to understand and remember the details of what you read. Active readers go back and reread parts of a text they do not understand or remember.	Scanning means you look over a text without reading every word. Sometimes active readers scan a text to find details that they missed.	Active readers make connections with what they read. They connect what they read to their lives and to the world around them.



Reading Passages on Exams Worksheet "The Fox and the Crow"

Teacher:

Today, you are going to read two different reading passages like those you will see on your exams.

First, let us look at the first reading passage, "The Fox and the Crow." Quickly look over the passage and the questions. Turn to your neighbor and tell them what the title of the passage is and how many questions there are.

Give the students about 30 seconds to complete this exercise.

Teacher:

Who can tell me the title of the passage? (*Encourage students to respond: The Fox and the Crow*)

Teacher:

Now who can tell me how many questions we will need to answer about this text?
(Encourage students to respond: six)

Scanning the Questions**Teacher:**

Scanning the questions *before* you read a passage can help you know what to look for as you read. We are going to scan the questions together.

There are hints included on the teacher copy of the Reading Passages on Exams worksheet. Use these hints to guide your students to the correct answers. These hints will help the students understand how to look for answers to similar questions on their exams.

Teacher:

Remember that we do not have a lot of time on this test, so we don't want to use too much time reading through the questions. Instead, we will just read the questions quickly; we will *not* read through all of the options below the questions.

For example, question #1 says, "What did Crow hold in his mouth?" Instead of reading through the options below the questions (a. Bread, b. Cheese, c. Grapes, d. Corn), we will jump to the next question and read question #2: Read the following line from the story: "No need to search any farther," thought **sly** Master Fox. The word *sly* means . . .

Before we scan through any more questions, who can tell me two things we will be looking for from the first two questions as we read the passage?

Encourage students to respond. If necessary, point out to students that we will be looking for what Crow was holding in her mouth and the word sly. Praise students for responses.

Teacher:

OK, on your own, I want you to take one minute—be very quick—and scan through questions 3–6. Remember, you are not reading the options below the questions. You are just scanning through the questions to give you an idea of what you will be looking for in the passage.

Allow students to scan through the questions for only one minute. You want students to understand just how quickly they must scan through the questions.

Teacher:

Very good. I know that was a very short minute; remember that on a timed test, every minute counts, and so you must scan through the questions quickly.

Who can tell me some of the things we will be looking for in the story to answer questions 3–6?

Encourage students to respond. (**Possible answers:** why the fox says kind things to the crow, why the crow opens her beak, the words flattering words, and the main message of the passage.)

Teacher:

Very good. Now that we know what we are looking for, it is time to read through the passage. You will have 3–4 minutes to read through the passage and answer the questions below it. Because you know what you are looking for, you should be able to read through the passage and find the answers quickly. Don't try to stop each time you find the answer to a question. This can make it difficult to find your place in the passage, and it can make it more difficult to remember what you are reading. Instead, read through the passage quickly and then answer the questions.

Give students 3–4 minutes to read through the passage and answer the questions. Remind students that when they take timed tests, reading quickly is very important.

When students finish, begin answering the questions together as a class. Use the answer key and the hints below the questions to help you. When you answer question #2, explain the following:

Process of Elimination

Teacher:

Here is another tip you can use when you are answering questions. If you do not know the answer to a question, and you cannot find the answer in the passage, use **process of elimination**. Does anyone know what **process of elimination** is?

Encourage students to respond.

Teacher:

Process of elimination is when you can figure out which answers are NOT correct in order to determine the right. Let's quickly look at an example. Question #2 asks what the word *sly* means. If you know what *sly* means, wonderful! This one will be easy to answer. However, if you don't know what *sly* means, you can look through the possible answers and determine which ones you know are *not* correct.

For example, option A is "clever," which means smart or intelligent. Was the fox clever? Could this be a possible answer to this question?

Encourage students to respond.

Teacher:

We do know that the fox was clever, so this is a possible answer to this question, but let's look at the other options just to be sure.

Let's look at option B. Was the fox unkind? Yes, the fox was unkind because he tricked the crow, but when I look at the story, I think he was more clever than unkind. I am going to guess that "unkind" is not a correct answer and move on to the next.

Option C is "silly." Was the fox silly?

Encourage students to respond.

Teacher:

After reading the story, I don't really think that the fox was silly, so I am going to guess that is not the correct answer.

Option D is "beautiful." Does anything in the story tell us that the fox is beautiful?

Encourage students to respond.

Teacher:

The fox may be beautiful, but nothing in the story *tells us* that he is beautiful. After going through the options and eliminating or determining which options are *not* correct, my best guess is that the answer is **A. clever**. And, that is correct! The word "sly" means "clever." Using process of elimination can help us figure out which answers are NOT correct, so we can figure out which answer we believe is the correct answer.

Continue completing the sheet together.

Step 3: Activity



"Arachne"

Ask students to complete the second reading passage, "Arachne" on their own. Remind them to use the technique discussed today.

After students finish completing the passage, answer the questions together as a class using the answer key and the hints provided.

Step 4: Closing

Ask the students how what they practiced today can help them on their exams. Encourage the students to use what they have learned to help them as they read and study for school.



Did you learn any skills that will help you in your future exams? As you go home today, talk with a friend or family member about what you have learned and how it can help you in the future.

Step 5: Reflection (after class)

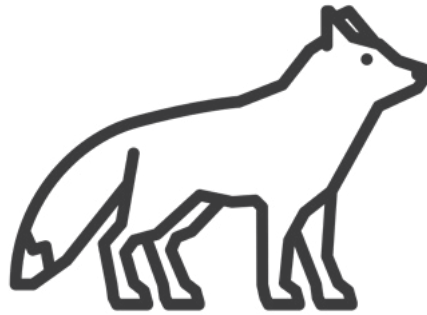
Exams can be stressful for students. How can what you taught the students today help them with their exams? What other things can you do to help your students prepare for exams?

Reading Passages on Exams Worksheet



"The Fox and the Crow"

Read the following fable from ancient Greece and answer the questions with a partner. Scanning the questions *before* you read a passage can help you know what to look for as you read. Scan the questions before you read the passage.



One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

"No need to search any farther," thought sly Master Fox. "Here is a dainty bite for my breakfast."

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, "Good-morning, beautiful creature!"

The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

"What a charming creature she is!" said the Fox. "How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds."

Listening to these *flattering words*, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds.

So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.

"Thank you," said Master Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your wits?" (Aesop 1919, 101)

1. What did Crow hold in her mouth?

- a. Bread
- b. **Cheese**
- c. Grapes
- d. Corn

Hint: the answer to this question is in the first paragraph.

2. Read the following line from the story:

"No need to search any farther," thought **sly** Master Fox.

The word *sly* means:

- a. **Clever**
- b. Unkind
- c. Silly
- d. Beautiful

Hint: if you do not know what the word sly means, use process of elimination.

3. Why does the fox say kind things about the crow?

- a. He is a very kind fox.
- b. He enjoys making other people happy.
- c. **He wants the crow to drop the cheese.**
- d. He wants to hear her singing voice.

Hint: After reading the story, consider all of the events and what exactly the fox was trying to do. Does he seem like a fox who wants to simply be kind? What is it that he wants?

4. The crow opens her beak because

- a. **She wants Fox to hear her sing.**
- b. She wants to tell Fox thank you.
- c. She wants to tell Fox to leave.
- d. She wants to eat the cheese.

Hint: Reread this part of the story: "Crow forgot all her suspicion. . . . She wanted very much to be called Queen of Birds." We can guess the crow opens her beak so Fox can hear her sing.

5. What are *flattering* words?
- a. Unkind words
 - b. Words about singing voices
 - c. **Words full of praise**
 - d. Lying words

*Hint: If you do not know the meaning of the word *flattering*, use process of elimination. Fox does not use unkind words and words only about singing voices, so we can guess those answers are incorrect. Although Fox does use lying words, the story says Crow was listening to the "flattering words." We can guess that Crow does not know they are lies and that they are words full of praise.*

6. What is the main message of the passage?
- a. Crows should not give foxes cheese.
 - b. **Be careful of flattery.**
 - c. Hold tightly to your breakfast.
 - d. Don't be boastful and prideful.

Hint: As you think about this question, consider the entire story. What lesson can you learn? Option A is specific to the story and does not apply to real life, so eliminate this option. C and D are possibilities, but are they the main and important lessons from the passage? Consider option B, "Be careful of flattery." This appears to be a message that can apply to the story and real life. It is also the main and important point from the story and is the correct answer.

“Arachne”

Read “Arachne” and answer the questions that follow. Use a reading technique that you have learned, such as rereading, scanning, or connecting, to help you understand the story and answer the questions.



Arachne was a very talented weaver of tapestries. When villagers praised Arachne’s weaving, they gave credit to the goddess Athena, who taught mortals to weave, saying that Arachne had been blessed by the goddess. “Nonsense,” Arachne would counter, “it is my talent, and I am the one who deserves the credit—not Athena.”

That was the wrong thing to say. Athena decided that Arachne was too prideful and needed to be humble. She challenged Arachne to a contest; they would both weave a tapestry, and then they would let the mortals decide who was the finest weaver.

Athena wove an impressive picture of the gods in all of their splendor, sitting on their thrones and looking very divine. When they saw it, the villagers were amazed. Then Arachne unveiled her tapestry. It was not less impressive, as far as skill went, but in her weaving, she portrayed a royal cast of drunken immortals looking more like bumbling fools than gods. It made the villagers laugh to see the gods looking so human.

Athena was not laughing. In her rage, she turned Arachne the weaver into Arachne the spider. As a spider, Arachne would only weave small webs that humans would sweep away with a brush of their hands. She would be small and unimportant. She would never again be seen as a great weaver.

Today, spiders are given the name arachnids, after Arachne.

1. The tapestry Athena created was of
 - a. **The gods sitting on their thrones.**
 - b. The gods being foolish drunks.
 - c. The gods being kind to humans.
 - d. The gods playing a game with humans.

Hint: Carefully read through the story. This answer is stated in the story.

2. The tapestry Arachne created was of
 - a. The gods sitting on their thrones.
 - b. **The gods being foolish drunks.**
 - c. The gods being kind to humans.
 - d. The gods playing a game with humans.

Hint: Carefully read through the story. This answer is stated in the story

3. Who was made into a spider?
 - a. **Arachne**
 - b. Athena
 - c. The local villagers who laughed
 - d. The weaver's apprentice

Hint: This answer is included at the very end of the story. Read the ending carefully.

4. The main message of this myth is
 - a. Don't mock the gods.
 - b. **Be careful of pride.**
 - c. Create pictures that honor the gods.
 - d. We should all fear spiders.

Hint: In order to answer this question, it's important to consider the entire story. Remember also that a question that asks about the "main message" or "theme" of a story is asking about a message that applies not just to the story but also to the world around you. Options A, C, and D apply specifically to the story. By eliminating these options, we can guess that the answer is B: be careful of pride.

Closing

Did you learn any skills that will help you in your future exams? As you go home today, talk with a friend or family member about what you have learned and how it can help you in the future.

8

The Divine Process of Learning

Step 1: Lesson Overview

Learning Outcome

Students will learn how God will help them learn and grow.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **translate:** to change from one condition to another; for example, one language to another language
- **formal schooling:** attending a school to learn; not learning that is done at home or at work

Step 2: Discussion

Teacher:

Today we are going to talk about someone we have all learned about in church. Can you tell me the name of the prophet who restored The Church of Jesus Christ of Latter-day Saints? *Encourage students to respond. (Answer: Joseph Smith)*

What are some things we know about Joseph Smith? What things did he accomplish during his life?

*Encourage the students to raise their hands and tell you things they know about Joseph Smith's life and the restoration of the gospel. If the students are struggling to answer, you can help them get started by providing one or two of the more difficult answers. **Answers may include the following:***

- *He organized The Church of Jesus Christ of Latter-day Saints.*
- *He **translated** the Book of Mormon.*
- *He received and wrote down many revelations.*
- *He was the first prophet of The Church of Jesus Christ of Latter-day Saints.*
- *He **translated** portions of the Bible.*
- *He helped design and build temples.*

Teacher:

Do you know how much schooling Joseph Smith had?

Read or have a student read the following statement from the Church's Newsroom site:



"Because his family could not afford the luxury of public education, Joseph received only three years of formal schooling. Along with his brothers and sisters, he was educated mainly at home from the family Bible." ("Joseph Smith and the Restoration," newsroom. ChurchofJesusChrist.org)

Teacher:

How many years did Joseph Smith have “formal schooling” or go to school? (**Answer:** *Three years.*)

Encourage students to respond. Be very positive, and praise students as you ask them to answer questions.

Teacher:

Three years is not very many years of school. How do you think Joseph Smith knew so much? He had to have more knowledge than what he learned at school to do all the things he did in his life. How do you think Joseph Smith learned more than what he was taught at school?

Encourage students to respond. Possible answers:

- *He read many books.*
- *He prayed for help.*
- *He was taught by angels.*
- *He kept trying to learn more.*

Teacher:

Joseph needed more knowledge than what he learned in school in order to do the many things he did. He was only able to do these things because he worked very hard, he learned from books, maps, and people, and he asked for heavenly help.

You are blessed to have finished more than three years of school. Getting a good education can help you gain knowledge, get good jobs, and take care of your family. Just like Joseph Smith, you will not learn everything you need to know from school. You will need to learn from other people, books, and experiences. You can also pray and ask Heavenly Father to help you learn what you need to know.

Step 3: Activity

Multiplication Problems

Teacher:

We are going to do an activity right now to refresh your memory of multiplication problems. Open your workbook to lesson 8, "The Divine Process of Learning." On this page, you will see several multiplication problems.



Problems and Answers

$$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 11 \\ \times 9 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$$

One night, during family scripture study, Luca's dad read a verse from the Doctrine and Covenants: "Therefore, if you will ask of me you shall receive; if you will knock it shall be opened unto you" (Doctrine and Covenants 6:5).

What do you think it means to "ask of me" and "knock"?

Encourage the students to respond. Explain that "asking" and "knocking" mean that we can pray to Heavenly Father and receive the answers we need.

Ask the students to read the story aloud with a partner, or read the story together as a class.



The Divine Process of Learning Worksheet

After students have finished reading the story, ask them to complete the Divine Process of Learning worksheet and answer questions on what Luca learned about preparing for tests.

Step 4: Closing

Ask a student to read aloud Doctrine and Covenants 6:5 that is included in the student workbook. Remind the students that they learned about both Joseph Smith and Luca and how they were blessed as they studied and asked for the Lord's help.

Share with the students a time when you worked very hard and asked for Heavenly Father's help. Bear your testimony that Heavenly Father wants the students to learn and wants to bless them with knowledge and experiences that will help them in their lives.



In the story you read today, Luca's father read Doctrine and Covenants 6:5:

"Therefore, if you will ask of me you shall receive; if you will knock it shall be opened unto you."

Like Luca and Joseph Smith, you can study and work very hard to learn. Then, as you pray to Heavenly Father for help with school, you will be blessed to learn and understand.

Talk with a friend or family member about what you learned today. Share your testimony of how we can receive help with our learning from Heavenly Father.

Step 5: Reflection (after class)

In today's lessons, you talked about how we can learn with Heavenly Father's help. Heavenly Father can help you as you teach your students. Write some thoughts about how you ask for the Lord's help:



Multiplication Master

*The test was coming.
But Luca had a plan.*



By Jessica Larsen

Based on a true story

"Love the Lord and do your part"

(Children's Songbook, 9).

Nine times seven is 63. Six times eight is . . . 42? No, that's not right!

Luca furiously erased his answer.

"Time!" Luca's teacher called. "Everyone hand in your tests."

"Oh no!" Luca thought. "But I'm not even done!"

Luca sighed as he handed in his test. He had to get a 90 percent on his timed tests to pass his multiplication tables and become a class Multiplication Master, but he just didn't know how he was going to do it!

ILLUSTRATIONS BY JOSH TIMOTHY



"Once I wanted to learn how to do the monkey bars, but I fell. So I tried again, but I fell again. I could only get to the third bar. I prayed to Heavenly Father to help me be brave. After my prayer, I felt ready to try again. This time I made it to the fourth bar! Then the fifth! I was getting better! I knew Heavenly Father would help me be brave enough to keep trying so I could get better."

Lily S., age 7, Arkansas, USA



That night during family scripture study, Dad read from the Doctrine and Covenants: "Therefore, if you will ask of me you shall receive; if you will knock it shall be opened unto you" (D&C 6:5).

Luca's head popped up. That was the answer! Prayer!

Luca started praying every day to do well on his timed multiplication test. This would work. It *had* to work. He would finally become a Multiplication Master!

On Tuesday, Luca came home from school and grabbed his basketball.

"Do you need help studying?" Mom asked.

"Nope! I've got it taken care of!" Luca said as he ran out the door. He believed so much in prayer that he didn't even take out his flash cards to practice his math.

On Friday, Luca knew he was going to pass the test. But when he sat down to take it, the answers just didn't come, and he did even worse than before!

Luca walked home from the bus stop with his head down. He had prayed so hard to be a Multiplication Master. Why didn't Heavenly Father answer his prayer?

When he got home, he shot baskets until Dad came home from work. Dad honked the car horn as he pulled up.

"How was school?" Dad asked.

"Not very good," Luca said, looking down. "I can't pass my multiplication test."

"I'm sorry to hear that," Dad said. He held up his hands for a pass.

"I should have passed!" Luca said. "I prayed and everything. Dad, you said that Heavenly Father answers prayers. He definitely didn't answer mine today!"

"Did you practice with your flash cards?" Dad asked.

"No."

"Did you study at all?"

"No," Luca said. "But I prayed all week!"

Dad dribbled the ball and looked at Luca. "Well, multiplication is kind of like basketball. How did you get so good at basketball?"

"I practiced," Luca said.

"Yes, and so when we pray for Heavenly Father to help you before your games, we're not praying for Him to magically make you a better basketball player. What do we pray for?"

"For me to remember what I practiced," Luca said.

"That's right. Prayer works best when we do our part and also ask Heavenly Father to help us," Dad said.

"So my part is studying my flash cards?"

Luca asked.

"Exactly," Dad said, passing the ball back to Luca.

Luca heaved a big sigh and took a shot. The ball bounced off the rim. "OK. It's going to take a lot of work. But I guess I can study hard *and* ask Heavenly Father to help me."

"There you go!" Dad said. "So, are you ready for a little one-on-one?"

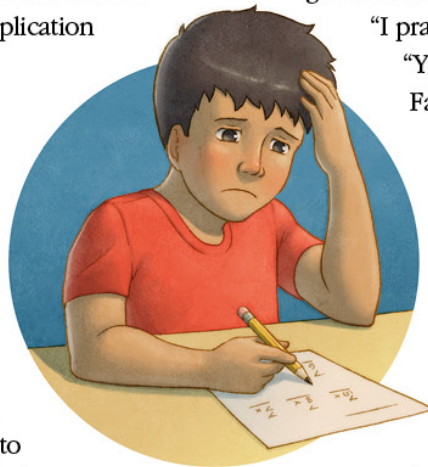
Luca grinned and stole the ball from Dad. "Sure! As long as you help me study at the same time."

"You're on," Dad said. "Six times eight is?"

"Forty-eight!" Luca said, taking another shot. This time it swished through the hoop.

Between practice and prayer, he would become a Multiplication Master after all. ■

The author lives in Texas, USA.



The Divine Process of Learning Worksheet for “Multiplication Master”

What was the lesson that Luca learned about preparing for tests? Write a few sentences explaining your answer.

Possible responses may include the following:

- ***He learned that you have to study and prepare.***
- ***You cannot ask Heavenly Father for help and not do any work yourself.***

Think about a problem you have or something you are trying to do. You can pray to Heavenly Father and ask for his help. What else can you do to work very hard and do the thing you are trying to do?

What does it mean to “seek learning, even by study and also by faith”? Write some thoughts or draw a picture to show what you think this means.

Closing

In the story you read today, Luca's father read Doctrine and Covenants 6:5:

"Therefore, if you will ask of me you shall receive; if you will knock it shall be opened unto you."

Like Luca and Joseph Smith, you can study and work very hard to learn. Then, as you pray to Heavenly Father for help with school, you will be blessed to learn and understand.

Talk with a friend or family member about what you learned today. Share your testimony of how we can receive help with our learning from Heavenly Father.

9

Reading and Summarizing

Step 1: Lesson Overview

Learning Outcome

Students will be able to read and summarize texts.

Vocabulary Word

The students should know this word in order to understand the topics in this lesson. The students do not need to write this definition; it is provided as a reference.

- **summary:** a brief statement of the main point of something

Step 2: Discussion

Teacher:

In an earlier lesson, we discussed the difference between being a **passive reader** and an **active reader**. Can anyone remember what these two types of readers are?

Encourage and praise students as they respond. Remind students that passive readers simply see words on a page as they read. Active readers really think about what they are reading. They use reading strategies to help them understand what is being read.

Teacher:

We also learned about **rereading** and **scanning**. Who can remember what rereading and scanning mean?

Encourage and praise students as they respond. Remind students that rereading means going back and rereading parts of a text to look for specific details or to help with understanding. Scanning means quickly reading or looking over a text to find specific details.

Teacher:

Today we are going to continue to practice these reading skills to become better readers. We will also learn about **summarizing**. Can you tell me what it means to **summarize a text**?

Encourage and praise students as they respond. If no student can provide the answer, provide students with the explanation below. It is also included in their workbook if they want to follow along.



When you summarize something, you tell just the main points of it. For example, if you were to summarize a story, you would describe the main characters and the main things those characters do. Instead of telling every detail of everything these characters do, your **summary** would be a very short description of the story.

We often summarize when we read the scriptures. For example, your seminary teacher might ask you to summarize the New Testament stories of the prodigal son or the lost lamb. In a summary, you would not recite every verse of scripture. Instead, you would briefly tell what happened in the story.

In this lesson, there are stories that are just examples of experiences youth around the world might have. There is also a scripture story from the *Liahona* magazine. Read each story with a partner and summarize it.

Ask students to turn to lesson 9, "Reading and Summarizing."

"Find Hope When the Answer is 'No'"**Teacher:**

On this first page, you will practice summarizing short paragraphs with a partner. After you practice together, you will read a longer article and practice summarizing in groups. Let's do the first one together.

Ask a student to read the two paragraphs under "Find Hope When the Answer Is 'No'." After the student finishes reading, ask the students to work with a partner to summarize Prisca's story in 2-3 sentences.

**"Find Hope when the Answer is 'No'," Prisca**

When I was 13, my older brother became very sick. My parents gave him medicine and took him to doctors, but he did not get better. My family prayed and asked the Lord to heal my brother, but he became more and more ill. After several months, he died. At first, I was angry. I couldn't understand why my brother hadn't been healed. My parents were very sad too. However, my mother explained to me that sometimes when we pray, the

answer is “No.” It can be difficult to accept when God tells us “No,” but we can remember that Jesus Christ understands our pain and our sorrow. We can also find hope and peace in knowing that our family was sealed in the temple. Because of that sealing, we will be with my brother again someday.

During my prayers and scripture study, the Lord has given my heart peace. My faith has grown stronger, and I have hope that there is great joy ahead. I know my brother is with God and that he is free from pain. I also know that no matter what we go through, our Savior, Jesus Christ, is beside us to carry us. This knowledge helps me never to lose hope.

Prisca’s story is 16 sentences long. With a partner, talk about how you would summarize Prisca’s story in just 2 or 3 sentences. Write your summary below:

After two or three minutes, ask a few students to share their summaries with the class. There is not one “right answer” for the summary of these paragraphs. The summary should be brief. Here is one example:

Prisca talks about the difficult trial when her oldest brother became sick and died even though they prayed for him to be healed. Prisca learned that sometimes the answer from Heavenly Father is “No.” She learned that we can have comfort and hope because Jesus Christ is always beside us.

“Friends Support Each Other”

Teacher:

Very good. Let’s try another one. Together we will read “Friends Support Each Other.” After reading, try to write a short one or two sentence summary of “Friends Support Each Other.”

Read, or ask a student to read, the paragraph under “Friends Support Each Other.”



“Friends Support Each Other,” Emilio

There are a lot of temptations and things that try to distract us in this world. Reading scriptures every day, praying, and listening to the words of the prophet can help us make good choices. Sometimes, however, it can still be difficult.

Last year, I was having a hard time because there were students at school who mocked my beliefs and standards. I tried to be strong and not listen to them, but sometimes the things they were doing looked fun, and I found myself being tempted to join them. At that time, I made two friends who had similar values. One was a member of the Church, and one was not a member. Both of these friends believed in Jesus Christ and tried to make good choices. We made a promise to support each other in our beliefs and to stand together against the influences of the world.

Having the support of good friends helped me to resist temptation and continue on the covenant path in my life. Their support has helped me grow closer to my Heavenly Father and Jesus Christ.

With a partner, talk about how you would summarize Emilio's story in two or three sentences. Write your summary below:

Give students time to write a short summary in the lines below. Ask students to share their responses. Once again, there is no "right answer." Here is one example:

Reading the scriptures, praying, and following the prophet can help us make good choices. Good friends can also support each other and stand together.

"Jesus Blesses the Little Children"

Teacher:

Excellent. Let us try this again with "Jesus Blesses the Little Children."



"Jesus Blesses the Little Children," by Jan Pinborough

Liahona, October 2013, 76–78

Many people gathered around Jesus. They wanted to hear Him tell stories. They wanted to hear Him teach about heaven. When people were sick, Jesus healed them. He healed people who could not see. He healed people who could not hear.

One day some people brought their little children to see Jesus. They wanted Him to give their children a blessing. Jesus's disciples told the people not to bother Jesus. They thought He was too busy. Jesus was not too busy. He told the disciples to let the children come to Him. He said that the kingdom of heaven belongs to people who are like little children.

Jesus loves all children. It doesn't matter who you are, what you look like, or where you live. Jesus loves you!

With a partner, talk about how you would summarize the story of Jesus and the children in one or two sentences. Write these sentences below:

Repeat this exercise with "Jesus Blesses the Little Children." Ask students to share their summaries. A summary might be something like this:

Many people came to hear Jesus and be healed by Him, and some people brought their children to see Jesus. The disciples did not want the people to bother Jesus, but Jesus said the children should come to Him. Jesus loves children.

Reading and Summarizing Worksheet

"What am I supposed to think about during the sacrament?"

Liahona, June 2014, 58

Part 1

Teacher:

We are going to read the introduction to an article from the Church magazines. As we read this article, we are going to be active readers who *think* about what we read. As we read, if there are things you do not understand, please ask me to stop so I can help you understand what we are reading.

Ask four different students to read the four paragraphs in the box under part 1 in their workbook out loud for the class.

Although we stand as witnesses of Jesus Christ at all times, in all things, and in all places (see Mosiah 18:9), sometimes the influences in the world around us compete for our attention. The sacrament gives us a chance to focus our thoughts on the Savior without distractions.

During the sacrament, you can think about the meaning and beauty of the ordinance. Partaking of the tokens of the Savior's body and blood can help you reflect on His infinite and atoning sacrifice. When you take the sacrament, you are renewing your baptismal covenant. As you do so, you can recommit yourself to always remember Him and keep His commandments.

You can improve your sacrament experience by preparing yourself spiritually. During the week, consider studying general conference talks or passages of scripture that help you focus on the Savior's sacrifice and your own discipleship. During the sacrament hymn and prayers, focus on the words you sing and hear, and contemplate their meaning.

During the sacrament, take time to think about the changes you are making in your personal life to become more like Jesus Christ. After partaking of the sacrament worthily, you can feel clean and pure, just as you did on your baptism day.

Step 3: Activity



Reading and Summarizing Worksheet

Part 2

After reading part 1 of the article, divide the class into groups of 2–3 students. Assign each group one (or two if you have a small class) of the six example answers written for this lesson.

*The groups should read their sections together and summarize **only their section** on the lines in their worksheet. After the groups have summarized their sections, ask each group to share their summaries aloud with the class.*

Encourage and praise each group for their efforts.

Teacher:

Even though we did not read all of the example answers together because we heard each group's summary, we all understand the different points in the article and in the example answers. Summarizing a text is a very important skill that you can use at home, church, and school.

Step 4: Closing

Ask three students to share with you what they learned in class today. Ask the students to remember what they have learned about summaries and to use what they have learned to summarize scriptures, talks, and stories in a family home evening or Sunday lesson.



You have learned and practiced writing summaries. Use what you have learned to help you summarize scriptures, talks, and stories in a family home evening or Sunday lesson.

When you go home today, share with a friend or family member something you learned about the sacrament. What can you do to improve your sacrament experience by preparing yourself spiritually?

Step 5: Reflection (after class)

Working in groups or with partners can give students the opportunity to speak and listen. It also provides them with opportunities to teach one another. What went well during today's group activity? What would you like to do to promote effective group activities in the future?

Reading and Summarizing Worksheet**Part 2**

Your teacher will assign you and your group one of the following example answers written for this lesson to read and summarize. Summarize your section on the lines included.

1. Think of the Life of Jesus Christ, Ingrid

During the sacrament, I think about the Savior's life and the miracles He performed. He healed those who were blind and gave them sight. He blessed those who were lame so they could walk. He even raised the dead. When I think about these miracles, I remember the miracles Jesus has performed in my life. I have not been blind or lame, but I have felt sad and alone. During those times, I have felt the Savior's love and the miracle of peace. I know that He is with me and loves me.

2. Think about the Words of Sacrament Hymns, Marcus

I like to read the words of the hymn we sang before the sacrament. The sacrament hymns talk about Jesus's sacrifice and Atonement. The words help me focus on the meaning of the sacrament. One of my favorite hymns is "I Stand All Amazed" (*Hymns*, no. 193). It says, "Oh, it is wonderful that he should care for me enough to die for me! Oh, it is wonderful, wonderful to me!" Knowing that the Savior loves me individually truly is wonderful and helps me feel peace during the sacrament.

3. Renew Our Covenants, Preciou

During the sacrament, we renew our covenants with Heavenly Father and remember our baptism. I think about who I want to be and how well I am keeping my covenants. I also think about what I want to do to be more like Jesus Christ and to follow His example. I think of how the Atonement allows me to be renewed and to repent of all of my mistakes and sins. I also think about how being a disciple of Jesus Christ helps me find joy in my life, and I commit myself to being more obedient as I follow Him.

4. Show Gratitude and Give Thanks, Emmanuel

The sacrament is a time for me to remember my blessings and to give thanks to Heavenly Father. I think of my family, friends, and people I love. I give thanks for the support they give me. I also think about the world around me and the beautiful things I see each day. I remember that God created the earth and everything in it, and I express my gratitude for everything around me. I also think about the sacrifice of God's son, Jesus Christ, and my heart is full of gratitude because I know I can return to live with my heavenly parents someday because of the sacrifice of my Savior.

5. **Think about the Last Supper**, Lawrence

When I take the sacrament, I think about the Last Supper, when Jesus blessed the bread and wine and taught His disciples. He gave them the bread and told them it represented His body. He gave them the wine and told them it represented His blood, which He shed for them. He asked them to remember Him. When we take the sacrament, we remember Christ's sacrifice for us.

6. **Read a Scripture Story**, Daniel

I have a little card tucked inside my scriptures that I pull out every Sunday during the sacrament. It's bookmarking Mosiah 18, where Alma sets forth the baptismal covenant. The card has little notes, such as "Be grateful for Christ's Atonement," written on it to help me remember the purpose and holiness of the sacrament. Reviewing the notes helps me keep my mind focused on the purpose and sanctity of the sacrament.

Our section was called _____

Write your one-sentence summary below:

Closing

You have learned and practiced writing summaries. Use what you have learned to help you summarize scriptures, talks, and stories in a family home evening or Sunday lesson.

When you go home today, share with a friend or family member something you learned about the sacrament. What can you do to improve your sacrament experience by preparing yourself spiritually?

10

Critical Thinking

Step 1: Lesson Overview

Learning Outcome

Students will be able to use critical thinking skills to read and understand a text.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **summary:** a brief statement of the main point of something
- **critical thinking:** a special kind of thinking that means you think deeply about what you are learning

Resources Used in This Lesson

- A ball or a small object that can be used in an activity

Step 2: Discussion

Teacher:

When we met together last time, we talked about summarizing. Who can help us remember what summarizing means?

*Encourage and praise students as they respond. Remind students that when we summarize a text, we briefly tell the main points of the text. For example, if you were to summarize a story, you would describe the main characters and the main things those characters do. Instead of telling every detail of everything these characters do, your **summary** would be a very brief description of the story.*

Teacher:

Very good. Today, I want to talk to you about something called **critical thinking**. Critical thinking is a special kind of thinking you can use to help you learn and understand information. When learners use critical thinking skills, they use skills that help them think deeply about what they are learning. We are going to learn about some of these critical thinking skills today.

Ask the students to turn to lesson 10, "Critical Thinking." in their student workbooks.

Teacher:

We have learned about different reading strategies and how to be active readers. Remember that active readers *think* about what they are learning. Active readers use critical thinking skills to really understand and remember what they read. In the past few lessons, you have used critical thinking skills without even realizing it! You have read, discussed, summarized, and worked together to learn and understand different concepts.

In your workbook, there is a chart that can help you understand some critical thinking skills that will help you all be critical thinkers who understand and remember information. I am going to explain to you what each of the critical thinking skills is. While you listen, take notes or draw pictures in the boxes of the chart to help you understand and remember what you learn.

Look at the following chart that is also included in the student workbook. Read the information below the chart to help the students understand each critical thinking skill. Ask questions and discuss with the students how they would use each skill in their lives.

What Is Critical Thinking?



Observe and Gather Details

Gather clues and details to help you learn.

Question

Do you agree with what you learn? why or why not? Ask questions to learn more.

Discuss

Talk about what you learn with someone. Share your ideas and listen to their ideas.

Solve Problems

Decide how what you learn can help you solve problems or help others.

1. Observe and Gather Details

Teacher:

When you read a book, there may be pictures, titles, headings, and other parts of the book to help you understand what you read. You may also need to find small details in what you read to help you understand a difficult topic. If a teacher is teaching, you listen carefully and use the teacher's examples and explanations to help you understand the topic. Noticing the small details in what you read, see, and hear can help you understand what you are learning.

When you are at church, observing and gathering details may mean that you listen carefully to the speakers. You may watch their faces to see how they are feeling. You may listen to their voices as you hear their testimonies. You also pay close attention to how you are feeling and the thoughts and inspiration that come to you through the Spirit.

What are some ways you can use observing and gathering details in your life?

Encourage the students to respond. If necessary, ask them how they might use this skill at home or at school.

2. Question

Teacher:

Sometimes students think that having questions means they are not smart or do not understand. Actually, the best thinkers ask questions. Remember that the Restoration of the Church began with Joseph Smith's question. He thought carefully, he studied, and then he asked questions. At 14, he used critical thinking skills to ask questions.

You can use questions to help you learn also. Do not be afraid to ask questions when you do not understand something. Even if you do understand what you are learning, you can ask questions to learn more or to understand more details.

How can you use questions to help you learn in different areas of your life?

Encourage the students to respond. If necessary, ask them how they might use this skill at home or at school. Ask them if they have had questions about things at home and at school that they would like to share with the class. How can asking questions help them learn and think deeply about what they are learning?

3. Discuss

Teacher:

When you discuss something, you listen to the ideas of others and you share your ideas. As you listen to the ideas of others, you can learn more from their experiences and the way they view something. You can also use your ideas to help others to learn more and see things in a different way.

Do not be afraid to share your ideas. Someone else may need to hear your thoughts and views in order to understand what they are learning. We learn when we speak and learn together.

How can you use discussions to help you learn in different areas of your life?

Encourage the students to respond. If necessary, ask them to share some discussions they have had with friends or family members that have helped them to learn. Explain that when we ask questions and share ideas, we learn from each other. These critical thinking skills are an important part of learning in all areas of our lives.

4. Solve Problems

Teacher:

The critical thinking skill of solving problems means that you think carefully about a problem. You look for different ways to solve it. If you are working with a group, you may use discussion to help you look at a problem and think of all of the ways to solve it. This could be a mathematics problem, a science problem, or a problem you are discussing in the world around you.

At church, you may not understand how to teach a topic or how to help someone you know. You can think critically or deeply about that problem, ask the Lord for help, and carefully think through each possible solution. As you use this critical thinking skill in all areas of your life, you will find that it becomes easier to solve problems and think of different ways to help others.

What ways can you use the critical thinking skill of solving problems in your life?

Encourage the students to respond. If necessary, ask them to share some examples of problems they have at home and at school. How is it helpful to think carefully about problems and the different ways to solve them? You may even want to ask the class to think of different ideas that could help to solve some of the problems the students share.

Teacher:

Today we are going to read a story from the Church magazines in groups. With your group, read the story and discuss it together. Ask questions about the story and how it relates to your lives. Think about the details of the story and use them to answer the questions on the Critical Thinking worksheet together.

Step 3: Activity



“A Winning Decision”

Before dividing the class into groups, show students the picture included with the article “A Winning Decision.” Ask the students what they see in the pictures. (They might see a girl with a football, a calendar, and so on. Ask students to predict or guess what they think might happen in the story.)

Divide the class into groups of 3–4 students. Ask students to read the article together in their groups.



Critical Thinking Worksheet

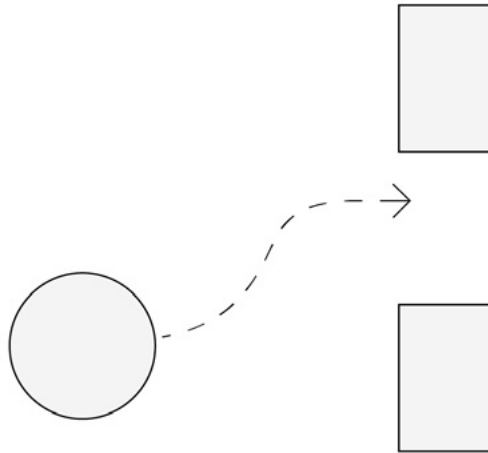
When they finish reading the story, the students should answer the questions on the Critical Thinking worksheet. Question #5 is a discussion question:

5. Are there difficult decisions you must make in your life? Ask your group to help you think of ways to decide what to do. Write these ideas below:

Explain to the students that they should use critical thinking skills to think of difficult decisions in their lives. These decisions are often problems we must solve. Ask the students to discuss in their groups difficult decisions in their lives and how to solve them.

Critical Thinking Review Game

While the students complete the worksheet, you may wish to set up a "goal." You can use two books placed on the floor to form a goal as shown in the image below:



After the students have completed reading and discussing the article, play the following game:

Each group should send up one student to represent their "team."

Ask the students to review one of the critical thinking skills. They should name one of the skills and how they might use the skill in their lives. After they share these ideas, they may try to kick a small ball through the goal. Each group whose team member successfully kicks the ball through the goal receives one point.

Repeat this activity until all of the students have had the opportunity to share a critical thinking skill and kick the ball.

This can be a fun activity that will encourage students to join in and have fun while reviewing what you learned today.

Step 4: Closing

Before the students go home today, bear your testimony about how critical thinking skills can help us be better learners who work to learn more about ourselves, the world around us, and the gospel. Remind the students that there are many examples of prophets who have asked questions and discussed ways to solve problems. Share ways you have used some of these skills in your own life as you learn and grow.

Ask the students to share with a friend or family member some of the things they learned about critical thinking skills today. Challenge them to use critical thinking skills in their lives as they gather details, ask questions, solve problems, and discuss what they learn with others.



Critical thinking skills can help you become a better learner in every area of your life. In 2020, Brother Milton Camargo reminded us about the importance of asking and learning:

Asking seems simple, and yet it is powerful because it reveals our desires and our faith. However, it takes time and patience to learn to understand the voice of the Lord. We pay attention to thoughts and feelings that come to our minds and hearts, and we write them down, as our prophet has counseled us to do. (Milton Camargo, “Ask, Seek, and Knock,” *Liahona*, Nov. 2020, 107)

What Brother Camargo describes is using critical thinking skills as we learn with the Lord’s help. When you go home today, share with a friend or family member some of the things you learned. Teach a friend or family member about critical thinking skills and how these skills can bless them as they learn at home, at church, and in school.

Step 5: Reflection (after class)

Think about your experience teaching the students today. Why is it important for them to learn and use critical thinking skills? How can critical thinking skills bless you in your life?



A Winning Decision

This was her chance to play on the winning team—how could she say no?

By Marissa Widdison

Church Magazines

Based on a true story

“Remember the sabbath day, to keep it holy” (Mosiah 13:16).

Miranda hurried through the front door, thankful that her house was cooler than the hot summer weather outside. She was sweaty from playing her last football game of the season and frustrated because the Teal Turbos had lost. Again.

Mom came into the room carrying a water bottle and a bag of leftover orange slices from the game. “You played a great game. Being goalie is a rough job.”

Miranda *had* played well—she had blocked a lot of shots and kicked harder than usual. But most of the other girls on her team had never played football before, and today made it official: they had lost every game this season.

“I just wish I could be on a team

that won once in a while, you know?” A few tears leaked out of the corners of Miranda’s eyes and fell onto her blue-green jersey. As she squeezed her eyes shut, the phone rang.

Mom picked up the phone and after a moment said, “It’s for you.”

“Hi, Miranda? This is Tom, coach of the Chili Kickers. I was watching your game today. You looked great out there.”

Miranda’s heart started beating faster. The Chili Kickers was the best football team in the league!

“Our team is going to the regional championship games next month. You played so well today that I want you to come with us as a back-up goalie.”

Miranda’s heart nearly leaped out of her chest. This was her chance to play with a winning team!

“I’d love to come!” Miranda said. They talked for a few minutes about the details before she hung up and ran into the other room to tell Mom.

Together they started writing the dates of the practices and games on the family calendar.

Suddenly Mom stopped writing, her pen hovering above one of the calendar squares.

“Uh-oh. Miranda, these games are on





A DAY OF DELIGHT

The scriptures teach us that the Sabbath should be a delightful day (see Isaiah 58:13). What happy things can you do on Sundays? What are some beautiful, creative ways you can worship Heavenly Father?

Sundays. Here, look.” She pointed to the game schedule and turned to Miranda with a worried frown. “What do you think we should do?”

Miranda’s heart sank, and she bit her lip as she thought about her options. Mom might let her play if she asked, but when she thought about playing on Sunday—and especially about missing church—she got a sick feeling in her stomach. She knew Sunday was for going to church and worshipping Heavenly Father, and she couldn’t really do those things while playing football.

“I think I should probably call him back and tell him I can’t play,” Miranda said. She tried hard not to cry. Even though she knew it was the right choice, it was hard to give up something she wanted so badly.

“And you know what I think?” Mom said, giving her a big hug. “I think you are one great kid.”

That Sunday, as Miranda sat in Primary, she thought about the good decision she had made. The coach was surprised when Miranda had called and said she couldn’t play football on Sundays. He had tried to get her to change her mind, but she had stuck with her decision. Now, as she listened to the Primary songs and lessons, Miranda smiled. The peaceful feeling in her heart told her that she was in the right place. She’d made a winning decision after all. ■

Critical Thinking Worksheet**"A Winning Decision" Questions**

After reading "A Winning Decision," answer the questions below:

1. What is the name of Miranda's football team?
 - a. The Chili Kickers
 - b. The Four Footballers
 - c. **The Teal Turbos**
 - d. The Great Kickers

2. Why does Miranda cry at the beginning of the story?
 - a. She cannot play in the game.
 - b. **Her team always loses.**
 - c. She got hurt in the game.
 - d. Her team was unkind.

Possible answers to the questions are included below:

3. What is Miranda's difficult decision?

Miranda really wants to play in the games, but the games are on Sundays. She must decide if she will play, or if she will not play and go to church.

4. Why does Miranda feel happy about her decision?

Miranda feels the Spirit and knows that she made the right decision.

5. Are there difficult decisions you must make in your life? Ask your group to help you think of ways to decide what to do. Write these ideas below:

Encourage the students to discuss these difficult decisions and share their ideas. Remind them to use critical thinking skills as they learn together.

Closing

Critical thinking skills can help you become a better learner in every area of your life. In 2020, Brother Milton Camargo reminded us about the importance of asking and learning:

Asking seems simple, and yet it is powerful because it reveals our desires and our faith. However, it takes time and patience to learn to understand the voice of the Lord. We pay attention to thoughts and feelings that come to our minds and hearts, and we write them down, as our prophet has counseled us to do. (Milton Camargo, “Ask, Seek, and Knock,” *Liahona*, Nov. 2020, 107)

What Brother Camargo describes is using critical thinking skills as we learn with the Lord’s help. When you go home today, teach a friend or family member about critical thinking skills and how these skills can bless them as they learn at home, at church, and in school.

Extra Practice—Dictation

In some countries, national and school exams require students to complete dictation exercises. You may complete this activity with your students if you feel it will help them prepare for their exams. If you do not think it is necessary, you may skip this activity.

Ask the students to turn to the “Extra Practice—Dictation” activity after lesson 10. Read each sentence aloud slowly, and ask them to write each sentence carefully. Read each sentence three times. Remind the students to try to use correct spelling and grammar in their sentences.

After the students have finished writing all five sentences, ask five different students to come to the board and write the correct sentence. (You may give the students this teacher guide to help them.) Ask the students to correct their sentences and learn from the errors they made. Praise the students, and remind them that even though dictation is hard, it will become easier with practice.

Sentence #1:

It is important to always be honest in your schoolwork.

Sentence #2:

Remember that you are a child of God who can learn and grow.

Sentence #3:

Heavenly Father will bless you as you pray for help in school.

Sentence #4:

After school, the girl went to the market and bought bananas.

Sentence #5:

We ate yams and rice for our afternoon meal.

Outlining Your Friendly Letter

Step 1: Lesson Overview

Learning Outcome

Students will be able to outline a friendly letter that can be sent to a friend or family member.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **friendly letter:** a personal letter written to a friend or family member
- **heading:** the date and address of the sender at the top of the page
- **salutation:** the greeting that begins the letter; it often includes the word “Dear” and the name of the person you are writing to
- **the body of the letter:** the message of your letter organized into paragraphs
- **closing:** the way you end your letter; it is usually one or two polite closing words followed by a comma; some closings include things like “Sincerely,” “Your friend,” “Warmly,” or “Thank you”
- **signature:** your name printed or typed
- **pre-writing activities:** activities writers complete before they begin writing to help them be more effective writers
- **outline:** a plan or short description of what you are going to write; creating an outline will help you come up with ideas for your letters so you can organize them before writing

Step 2: Discussion**Teacher:**

Open your workbook to lesson 11, "Outlining Your Friendly Letter." Read along with me.



Friendly letters are letters you can write for many different reasons. Here are some of the reasons why you might write friendly letters:

1. Friendly letters can help you share details about you and your life with someone.
2. Friendly letters can help you learn more about other people and their experiences.
3. Friendly letters are often required writing assignments on your end-of-year exams.

The example letter on the next page can help you understand how to write a friendly letter and what you might write about in your letter. Then you will write your own friendly letter.

Students should look at the example letter as you discuss it with them. This example can help them as they outline and write their own letters.

Teacher:

We will now look at the example letter together. As we discuss it, look at the different parts of the letter. This is an actual letter that was written to Succeed in School students around the world by a boy named Daniel.

Example Letter



The heading includes the date and your address.

February 26, 2018
3419 North Red Bud Drive
Denver, Colorado 80014

Dear Friend, Salutation or greeting

Hello! How are you? I am excited to write you this letter. I am 14, and I live in the United States. I really like football (in the United States we call it soccer) and basketball. I also like to play the piano and guitar. My favorite foods are bananas and chocolate.

Body of the letter

The body of your letter tells your reader about you.

On my football team, I like to play defense. I am fast, and I like to tackle other players and get the ball.

In school, I like to study math and science. I want to study engineering when I am older. I also really like to read. I like to read about different countries in the world. I think it would be very fun to visit many different places.

The body of your letter also includes questions for your reader.

What is it like where you live? What do you like to do? Do you like to play football? What foods do you like to eat?

Your Friend, Closing

Daniel Signature

Teacher:

The first thing you put in the top right-hand corner of the page is called the **heading**. The heading includes the date of when you are writing your letter and your address.

Point to the box that says, "Salutation or greeting."

Teacher:

Below the heading on the left side, you write your **salutation** or greeting. Your salutation usually includes the word "Dear" and the name of the person you are writing to. Here, Daniel has written "Dear Friend." If you were to write a letter back to Daniel, you would write "Dear Daniel."

Point to the body of the letter.

Teacher:

The body of your letter tells your reader about you. You can tell the reader about things you like to do, experiences you have had, some of your favorite foods, and goals for the future. The body of your letter may also include questions for your reader. Let's read the body of Daniel's letter.

Read the entire letter together as a class. Ask students to take turns reading the paragraphs of the letter.

Point to the boxes that say "closing" and "signature."

Teacher:

At the end of the letter, Daniel includes a **closing**. The closing is the way you end your letter. It is usually one or two polite closing words followed by a comma. Some closings include things like "Sincerely," "Your friend," "Warmly," or "Thank you."

The closing is then followed by the **signature**, which is your name. Notice that Daniel **separated the body of his letter**, the closing, and the salutation with spaces or blank lines. Usually, there is a space between these parts of the letter to set them apart and make them easier to read and see.

As you can see, a friendly letter can be fun to write, and it is very fun to receive.

You are going to write a friendly letter. You will write this letter to someone you would like to know. Write your letter similar to how Daniel wrote his letter. Tell your reader things you like to do, some of your favorite things, some talents you have, and some of your future goals.

Step 3: Activity



Outlining Your Letter Worksheet

Teacher:

Look in your workbook at the page called “Outlining Your Letter.” When we began learning about reading skills, we talked about prereading. Can anyone help us remember what prereading activities are?

Encourage students to respond. If necessary, remind students that prereading activities are things readers do before they read to help them read more effectively and remember what they read.

Teacher:

When we write, we also do things before we begin writing to help us be more effective writers. These activities are called **pre-writing activities**. Today, the pre-writing activity you will complete is called making an **outline**. Does anyone know what an outline is?

Encourage students to participate and respond.

Teacher:

An outline of something you are writing is a plan or short description of what you are going to write. Making an outline will help you think of ideas to include in your letter before you begin writing it.

Today you will use the paper called “Outlining Your Letter” to help you think of ideas to write in your letter.

The outline includes numbered lines where you can think of things you would like to tell your reader about you. The outline also includes numbered lines where you can list questions to ask your reader. When you write your letter, *you will not include the numbers in your letter.*

Outlining Your Letter Worksheet

Heading (Date and your address)

Salutation (Greeting)
Dear _____

Outline the body of your letter below (Ideas to write about: things you like to do, favorite things to make or eat, goals for the future, experiences in school)

1. _____
2. _____
3. _____
4. _____
5. _____

Questions you would like to ask your reader:

1. _____
2. _____
3. _____

Closing and signature:

Teacher:

For example, Daniel outlined his letter before he wrote it. However, in the letter he sent, he did not include the numbers from his outline. The numbers in the outline are only there to help you plan your letter.

You will spend the rest of today’s class period outlining your letter. Try to think of things you would like to share and questions you would like to ask.

For the rest of the class period, allow students to outline their letters.

Step 4: Closing

Explain to the students that they will be writing their friendly letters during their next writing lesson. Encourage them to think at home about what they want to include in their friendly letters.



You will be writing your friendly letter during our next class. Talk with a friend or family member about what you would like to share with someone in your letter.

Step 5: Reflection (after class)

Today’s lesson was the first of a writing lesson series. Writing lessons can be difficult because many students find writing to be challenging. In the Succeed in School program, students are taught the writing process: Pre-writing, Writing, and Revising. This writing process may be new to your students. Did they struggle with writing an outline? What could make this step of the writing process easier for them to understand in the future?



Outlining Your Letter Worksheet

Heading (Date and your address)

Salutation (Greeting)

Dear _____

Outline the body of your letter below (Ideas to write about: things you like to do, favorite things to make or eat, goals for the future, experiences in school)

1. _____

2. _____

3. _____

4. _____

5. _____

Questions you would like to ask your reader:

1. _____
2. _____
3. _____

Closing and signature:

12

Drafting Your Friendly Letter

Step 1: Lesson Overview

Learning Outcome

Students will be able to draft a letter to a friend describing themselves and some things they enjoy.

Vocabulary Word

The students should know this word in order to understand the topics in this lesson. The students do not need to write this definition; it is provided as a reference.

- **draft:** a first copy or version of something

Step 2: Discussion

Teacher:

In our last class, we talked about how to write a **friendly letter**. Remember that a friendly letter is a personal letter written to family, friends, or people you know or would like to know. These letters often tell your reader about you and share some of your thoughts and experiences.

You created an outline for the letter you are going to write. As you write your letter, you will refer to the outline you created to help you write your letter.

Today, you are going to write a first draft of your friendly letter. A **draft** is a first copy or version of something. It does not have to be perfect. You will have the opportunity to rewrite and improve your letter in the next two lessons.

Outlining Your Letter Worksheet



Teacher:

Please turn to the outlines from the last lesson.

The students should turn to the Outlining Your Letter worksheet in lesson 11.

Teacher:

Before you begin writing your letter, share with a partner the things you wrote about yourself in your outline.

Remember, you will write this letter to someone you would like to know. Write your letter similar to how Daniel wrote his letter. Tell your reader about yourself. Tell your reader things you like to do, some of your favorite things, talents you have, and your goals for the future.

After you tell your reader about yourself, include questions for your reader. Then, at the end of your letter, include a closing and your signature.

Ask the students to share their outlines with another classmate. Encourage them to offer ideas to each other. For example, they might suggest other interesting things to include in their partner's outline.

Step 3: Activity

Ask students to turn to lesson 12, "Drafting Your Friendly Letter."

Teacher:

You will use your outline to help you write a friendly letter. In your workbook, there are some ideas to include in your letter. Write your letter on the paper called "Writing Your Letter." Notice that this paper has lines for your heading and salutation. Use the rest of the lines for the body of your letter and your closing. If you need more space, use the back of your paper for the rest of your letter.

Daniel's letter is about 200 words long. On many end-of-year exams after junior high school or Year 8 or 9, you are asked to write responses that are about 200 words long. Try to write a letter that is about 150–200 words. If you cannot write that many, it is OK. Just do your best.

Use your outline to help you write your rough draft. Remember that a **draft** is a first copy or version of something. It does not have to be perfect.

Think about including some of these things in your friendly letter:



- Tell your reader about yourself.
 - Tell your reader things you like to do.
 - Share with your reader some of your favorite things.
 - Describe some of your talents.
 - Talk about your goals for the future.
 - Include some questions for your reader.
-



Writing Your Friendly Letter

For the rest of the class, allow students to write their letters. If students finish early, encourage them to read copies of the Church magazines. If magazines are not available, encourage students to draw a picture to include with their letters.

Step 4: Closing

Before the students go home, ask a few of the students to share their experiences writing their letters. Was it difficult? What did they learn about writing today?



When you go home today, tell a family member or friend about the friendly letter you wrote today. Talking about your letter may help you think of more things to add to your letter in the next class.

Step 5: Reflection (after class)

Once again, today's lesson was a writing lesson. Was drafting a letter difficult for your students? What could make this step of the writing process easier in the future?

13

Time Management and Pacing on Exams

Step 1: Lesson Overview

Learning Outcome

Students will be able to use test-taking strategies to help them prepare for their exams.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **time management:** how you use your time
- **pacing:** how quickly or slowly you read and answer the questions on a test

Resources Used in This Lesson

- A clock, phone, or watch: You will time students for various lengths of time. Please bring or use something in class that will help keep track of specific lengths of time.
- A ball

Note

The information in this lesson can apply to any exams your students take. Before you teach this lesson, think about your students. Is there a specific exam that you know they need to prepare for? Is there a national exam they must prepare for? If you know of a specific exam your students will take, gather as much information as possible about that exam. It is not necessary for you to be an expert on the exam. Any information you can gather will be helpful to your students. Here are some ideas to help you gather information:

- Think of your own experiences taking the exam (if you took the exam).
- Talk to someone in your area who may have information about the exam (a teacher, administrator, parent, or someone in education or who has knowledge of the exam). If this person is available and willing to share information with your students, you may invite them to speak to the students in the Succeed in School class.
- Obtain a study guide or a copy of an older exam that is available as a resource.

Step 2: Discussion

Ask the students to open their student workbooks to lesson 13, "Time Management and Pacing on Exams."

Teacher:

Today we are going to talk about how to prepare yourself for your exams so that you can be successful.



As you prepare for your exams, try to find out as much as possible about the exam. Learn the following things:

At this point, share the information you have gathered about the exam (or exams if there are several exams offered). You may also ask students for any information they have about the exam or their experiences with any exams in the past. Here are some questions you may want to answer as you discuss the exam:



- When will students sit for the exam?
- Where will the exam be given?
- How long is the exam?
- Do students take one long exam with different sections on one day or several exams on several days?

- What subjects are tested on the exam?
- Is there a time limit for the exam?

Learning this information can help you be more successful as you prepare for your exams.

Provide as much information as you can to your students and answer whatever questions they have. Take as much time as needed for this discussion.

Teacher:

Having information about your exam can help you be more effective when you take it. It is important to be prepared and to know what to expect.

One of the most important reasons why it is helpful to have information about your exam is because this information can help you plan your time as you take it. Most exams that students take have time limits. This means that your exam is timed, and you are only allowed that specific amount of time to complete your exam.

The time limit can make the exam difficult. If there were no time limit, and you could work on a small part of the exam every day for several days, you could read every question carefully, think about each part of the question, and carefully select your answer.

Unfortunately, most exams do not allow you to spend as much time as you want on each question. That is why it is important that you use **time management** skills to help you succeed on your exam. Time management is how you use your time. On a test, this means that you understand how much time you have and how to use that time to answer as many questions correctly as possible.

In order to manage your time wisely, it is important to understand how much time you have and how quickly time can pass when you are working on your exam. We will do an activity to practice this.

Pacing Game

Play this activity using a ball and your clock, phone (with a clock), or watch. Once you begin the game, set a timer for three minutes and play the game for three minutes:

Take the ball out of the teacher kit. Ask all students to stand. One student tosses the ball to another student. That student tosses the ball to another student, and so forth. If a student drops the ball, he or she sits down. Continue playing until only one player is left standing (the winner) or until the time runs out.

Teacher:

We played the game for three minutes, and the time may have seemed to go by quickly. Now we will try a very different activity.

Ask students to sit quietly with their eyes closed for three minutes. (Once again, set the timer or use a clock or watch to time them sitting quietly for three minutes.) After three minutes, ask students to open their eyes.

Teacher:

Did the time go by more quickly when we were playing a game or sitting quietly? Why?

Encourage students to respond. Explain that although the time limit was the same, time often seems to go more quickly when students are completing an activity. Discuss with students how quickly time seems to pass during different activities such as these:

- *Playing a game with friends*
- *Sitting quietly in a church meeting*
- *Talking with family*
- *Waiting for dinner to be prepared*
- *Completing an assignment*

Teacher:

Time often seems to pass quickly when we are doing something fun or when we are busy and working on something important. Time may pass more slowly when we feel bored, tired, or when we are waiting for something.

It is important to understand time and how quickly or slowly time passes as we complete activities. It is also important to understand that time may feel like it is passing very quickly when we are taking exams because we are trying to finish all of the questions before the time limit is up.

If possible, wear a watch or look at a clock during the test. This will help you know how much time you have remaining to complete your test. Then, make sure you **pace** yourself while taking the test.

Pacing is a part of time management. When it comes to taking tests, pacing is deciding how quickly or slowly you read and answer the questions on a test. For example, some questions may be simple and take very little time. Other questions may be more difficult and take more time. When you are completing an exam, you want to answer as many questions correctly as possible. Do you think it is important to complete the questions that take less time first or is it important to complete the questions that take more time first?

Encourage students to respond. (**Answer:** Complete the questions that take less time first.)

Teacher:

It is important to complete the questions that take less time first. Why do you think this is important?

Encourage students to respond.

Teacher:

Completing the questions that take less time first will help you make sure that you answer as many questions as possible. If you spend all of your time working on three questions that take a very long time to complete, you may not have the time you need to complete the other questions that take less time. Pacing yourself on your exam will help you have greater success.

Step 3: Activity

Ask the students to look at (not complete) the exam question examples 1 and 2 in their workbook.

Teacher:

Look at the exam question examples 1 and 2. Which of these questions do you think would take less time to complete?

Exam Question Examples



1. Juan had 25 bananas. He went to the market and bought 15 more bananas. How many bananas does Juan have? (**Answer: Juan has 40 bananas.**)
 2. $25 + 15 =$ (**Answer: 40**)
-

Encourage students to respond. Students may notice that both questions 1 and 2 involve adding 25 plus 15. However, question #2 would take less time because it does not require any reading. Ask students to provide the answer to both questions (40).

Teacher:

Many students think that they must complete the questions in the order they are given. However, students who use pacing and time management skills have a secret—they know they do not have to answer questions in a section of an exam in order. If you are taking a math exam and addition is easier for you than division, it would be a good idea to complete all of the addition questions first. These questions will go quickly for you because they are easier and take less time than division.

You will find that you are able to use pacing strategies in any type of exam. When you take a science exam, for example, you may find that there are questions that are easier for you to answer than others. Answer the easier questions first.



“Reading Passage: Honeybees”

Ask students to read “Reading Passage: Honeybees.” You may read it together as a class or ask students to read it on their own. Before students complete the questions, ask them to read through all four questions. Ask students to share with the class which question might take more time than the others. (Some students may say question 2 will take more time because it is a math problem.) Explain that the order of the questions may be different for different students. That is OK.



“Honeybees” Worksheet

Ask students to complete the four questions for this passage. Encourage them to use pacing to answer the easier questions first. Correct these questions as a class. Ask students to explain how they found the correct answers.

After completing the student worksheet, if there is time, you may wish to do an activity or play a game together. Exam prep lessons can be tiring. Allow students to take a break and rest their minds after the intense reading and answering questions.

Step 4: Closing

Ask three students to share how they think time management and pacing could help them perform well on their exams. Encourage the students to use the things they have learned in school and as they prepare for important exams.



Think about what you have learned today. When you go home today, share with a friend or family member how what you have learned today can help you on your exams and in school.

Step 5: Reflection (after class)

What experience do you have with the end-of-year exams your students will take? What do you think will be most helpful to them as they prepare to take their exams?

Reading Passage: "Honeybees"

Honeybees are some of the world's most hardworking insects. They live together in groups called **colonies**, and they work together to build a hive in which they live. Different types of honeybees have different jobs, but they all work together to make sure the colony survives and grows.

There are three types of honeybees: queens, drones, and workers. Each colony only has one queen honeybee. The queen is a female, and she is the largest honeybee in the colony. The queen alone lays all of the eggs for the colony. The drones are male honeybees, and they spend all of their time inside the colony. They mate with the queen to form new honeybees. The workers are the bees most people see flying around outside. These workers work both inside and outside of the colony. They build and clean the hive, they care for young bees and the queen, and they collect pollen and nectar from plants and flowers outside of the hive.

When a worker bee finds a good food source of flower nectar outside of the hive, she communicates through movement to let the other worker bees know where to go to find food for the colony. She does not speak or make noise to communicate. All of the honeybee's communication is done through movement. The other worker bees then go to where the food can be found to collect the nectar which is necessary to feed the entire colony.

A honeybee colony is made up of many, many bees. In fact, one hive can be made up of as few as 10,000 bees to as many as 60,000 bees or more. These bees all hatch from the eggs laid by the queen. A queen may lay up to 1,500 eggs per day.

Although a honeybee colony is made up of thousands of bees, these bees do not live for very long. A drone bee lives for 24 days, and a worker bee lives for 21 days. Queen bees can live for an average of one to two years.

These amazing insects not only work to build their colonies, but they also help to spread pollen from one plant to the next. This helps plants to grow and create seeds, which leads to more plants and more food for the human population. Honeybees are very important to our world.

"Honeybees" Worksheet

1. Honeybee colonies are
 - a. **Groups of honeybees**
 - b. Five worker honeybees collecting food
 - c. Large groups of honeybee eggs
 - d. A queen honeybee and its mates

2. A drone honeybee lives for _____ more days than a worker honeybee.
 - a. 8
 - b. **3**
 - c. 5
 - d. 10

3. Which of the following is NOT a task completed by a worker honeybee?
 - a. Build the hive
 - b. Care for young bees
 - c. **Lay eggs**
 - d. Collect pollen

4. Which of the following is NOT true of honeybees?
 - a. **There are five queens in every hive.**
 - b. They help spread pollen.
 - c. There are three types of honeybees.
 - d. Honeybees communicate through movement.

14

Revising Your Friendly Letter

Step 1: Lesson Overview

Learning Outcome

Students will be able to use peer reviewing techniques to review each other's letters; they will also use the reviews of a peer to help them revise and rewrite a friendly letter.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **revise:** to look over a text again, to correct and improve it
- **peer review:** when another student or a friend reads through your writing and helps you revise it
- **self review:** when you read through your own writing and revise it
- **rough draft:** the first version of something you write; this draft still needs to be revised

Resources Used in This Lesson

Students' friendly letters (from lesson 12)

Note

If necessary, you may give the students more than one class period to finish these activities:

1. Students working with a partner to complete the Peer Review worksheet. (If there is an odd number of students, you may include a group of three students in this activity.)
2. Students working on their own to complete the Revising Your Own Letter worksheet.

While students complete these activities, walk around the classroom, providing help and answering questions as needed.

Step 2: Discussion**Teacher:**

We have now outlined and written our friendly letters. Remember that outlining was part of the pre-writing process. After pre-writing, you wrote your first draft, or your **rough draft**. Does anyone know what a rough draft is?

Encourage students to respond.

Teacher:

A rough draft is the first version of something you write. It is not finished or ready to send or turn in; it is the first time you have written your thoughts down on paper. This rough draft still needs to be **revised** or fixed. Does anyone know what it means to revise?

Encourage students to respond.

Teacher:

To **revise** means to look over a text again, to correct it, and to improve it or make it better. Today, you are going to have the chance to revise your friendly letter. You can cross things out, make changes, and add words to your rough draft. In our next class, you will rewrite your letter again so that it is a final draft that is ready to send or to show your teacher and family.

Today, you will complete two different revisions. You will complete a **peer review**, and you will complete a **self-revision**. A **peer review** is when a fellow student reads through your writing and helps to revise the text. It is usually completed by a friend or another student in your class.

A **self-revision** is a revision that you complete yourself. You will read through your letter again and add words, cross words out, and make changes in order to make your letter better.

Step 3: Activity

Ask the students to turn to lesson 14, "Revising Your Friendly Letter."

Teacher:

Sometimes completing a peer revision for another student in the class can be difficult. You may feel that you are still learning how to be a good writer and so you do not know what to say or how to help.

Before you complete the peer revision experience, we are going to read a short story together. "Believe in Yourself and Begin" is a story about a young man who felt that peer revision was very difficult. As you read the story, think about how you can use your peer review to help another student just as Kofi helped his friend Priscilla.



"Believe in Yourself and Begin"

Read the story "Believe in Yourself and Begin" together as a class. Discuss the story together. Ask the students if they made any connections to how Kofi was feeling. Encourage students to respond. Explain that completing a peer revision or helping friends with their writing can feel difficult and perhaps may make them nervous. However, completing this exercise will actually make them better writers and will help their friends become better writers as well.



Step 1: Revising Your Friend's Letter Worksheet (Peer Review)

Teacher:

You will now complete a peer review worksheet. You and a partner will trade letters. You will read your partner's letter. Then you will answer the questions on this sheet about your partner's letter.

Read through the worksheet "Reviewing Your Friend's Letter." Talk about each step in the worksheet so that students understand what they are going to do as they review their friend's letter.

Teacher:

After reviewing your partner's letter, give him or her back the letter and the worksheet with your notes and comments. You may want to talk to your partner about the letter. What did you like? What do you think he or she should change or fix?

After you have finished the Reviewing Your Friend's Letter worksheet, you will complete the Revising Your Own Letter worksheet on your own.



Step 2: "Revising Your Own Letter" Worksheet (Self Review)

Read through the Revising Your Own Letter worksheet. Talk about each step in the worksheet so that students understand what they are going to do as they revise their own letters.

Teacher:

Remember that you will be rewriting your letter again in the next class period. You may write on your rough draft and make any changes you would like to make in order to make this draft better.

Ask students to find a partner (or divide the students into pairs) to complete the Reviewing Your Friend's Letter worksheet. Once they have finished the peer review, they will complete the Revising Your Own Letter worksheet and revise their own letters.

Step 4: Closing

Tell the students that you know peer review experiences can be difficult, especially because they may not have completed a peer review before today. Tell them that they will become better writers and readers as they complete the review process and read and review the writing of others.

Remind the students about the story they read. Bear your testimony that Heavenly Father will guide and bless us to help others learn and succeed.



Was the review process helpful for you today? Completing a peer review and a self-review can be very helpful to you as you write and revise your writing. Share your experience with a friend or family member when you go home today.

Think about the story you read today. Pray and ask Heavenly Father to guide you as He guided Kofi so you can help those around you learn and succeed.

Step 5: Reflection (after class)

In today's lesson, your students learned about peer review. Peer review activities can be very helpful to students as they learn to improve their writing and help their peers learn to write more effectively as well. However, peer review is probably very new to your students.

Did they struggle with this activity? If they did, that is natural because it is very new to them. What can be done in the future to help them in peer review activities?

“Believe in Yourself and Begin”



Kofi looked around the room in a panic. All of the other students were busy reading and writing. The room was very quiet except for the soft scratching of pencils against paper on top of the wooden desks.

It was peer review day in class. Kofi’s class had been working on writing essays this week. The students had completed a pre-writing activity to think of ideas and things to write, then they had written their rough drafts, and now Mr. Dante had asked all of the students to trade essays with each other. Kofi and Priscilla had traded essays. They were to read each other’s writing and give each other suggestions on how they could improve their writing.



That is why Kofi was panicking.

Kofi wasn’t an expert writer. In fact, Kofi often felt extremely overwhelmed every time Mr. Dante gave them a writing assignment. Kofi sometimes thought that putting words down on paper was like squeezing water from a stone—it felt impossible. It had taken all of Kofi’s concentration to write the essay he had written, and he didn’t think it was very good.

Now, he had traded essays with Priscilla, who was a very good writer, and he was supposed to read through her essay and tell her how to improve. Once again, he felt he had been given an impossible task.

Kofi closed his eyes and lowered his head. He felt frustrated, completely inadequate, and discouraged. He could hear the clock ticking on the classroom wall behind him. Each tick of the clock was a reminder to him that time was running out and he hadn’t written a

single suggestion on Priscilla's paper. The ticking sound seemed to get louder and louder as he felt threads of panic fill him and make it a little harder to breathe and think.

Heavenly Father, he silently prayed. Please help me. I do not know what to write. I do not even know how to write my own essay; how can I help Priscilla write hers?

He kept his eyes closed and listened to the ticking of the clock.

Tick. Tick. Tick. Tick. Tick.

Read the first sentence. You know more than you think you do. Just begin.

Kofi opened his eyes. It was almost as if the clock's ticking had formed words in his mind. Read the first sentence, he thought. Just begin.

Kofi began reading Priscilla's first sentence. Then, he read the second. Then the third. In the fourth sentence, he noticed that Priscilla had forgotten to capitalize the first word of the sentence. He quickly made a small note on her paper to capitalize that word.

There, he thought, I helped her!

He grinned and kept reading.

As he read, he noticed some wonderful language Priscilla used in her writing. On the side margin of the paper he wrote, "I really like what you have written here. I understand what you are saying."

Once again, he smiled, *I gave her encouragement!* He thought. *Sometimes that helps me more than corrections. Maybe it will help her to know that I really liked what she wrote.*

As Kofi finished Priscilla's essay, he noticed that she had forgotten to answer one of the questions Mr. Dante had given them in the assignment. *Do not forget to answer question number 4,* he wrote.

A feeling of confidence and joy filled him. Not only had he given Priscilla encouragement, but he had also found a couple of ways he could help her.

As the students traded back their essays, Priscilla smiled at Kofi. "Thank you," she whispered. "I knew you would be able to help me. I was really nervous about this essay. Sometimes it just helps to have someone else read it and help me see what I missed."

Kofi smiled. Suddenly he realized that he didn't have to be the *best* writer in order to help someone else improve their writing. He knew Heavenly Father had answered his prayers by reminding him to believe in himself and begin.

Think about the Story

Many students feel like Kofi and are not sure they know how to help other students with their writing. Do you feel that way? If you do, that is OK. Through prayer and your best efforts, you can do your best to help your fellow students. Remember that as you read

other students' writing, you might learn things that will help you in your own writing and that will help you become a better writer.



Step 1. Revising Your Friend's Letter Worksheet (Peer Review)



You will give another student your workbook. Your friend will write their comments about your letter on this page:

My friend's letter includes a correct salutation or greeting: (Dear _____,)

- Yes
- No

My friend's letter includes a closing and signature:

- Yes
- No

My friend's letter includes a heading with the date:

- Yes
- No

My friend's letter includes a heading with the address:

- Yes
- No

Read through the body of your friend's letter. Does it include at least four or five things about your friend? (For example: things your friend likes to do, favorite things to eat, goals for the future, or experiences in school.)

- Yes
- No

Write the number of things you learn about your friend: _____

In the lines below, answer these questions:

- Did you understand what your friend wrote?
 - What other things would you like to know in this letter?
-

How many questions did your friend include for their reader? Write the number of questions you found here: _____

How many words are in your friend's letter?

Count them and write the number here: _____

Step 2. Revising Your Own Letter Worksheet (Self-Review)



Now that you have received your feedback from your friend, it is time for you to read through and revise your own letter. Reading through and revising your letter will help you make it better.

You may write on the first draft of your letter. After you revise it, you will write it again on different paper. This is your chance to improve your letter and make corrections.

Follow the steps below to help you revise your letter:	Mark after each step:
1. Read through the comments your friend made on the Peer Review worksheet.	
2. After reading through your friend's comments, decide which things you would like to add or change in your letter. Circle any ideas that you would like to include or change in your letter.	
3. Read your letter aloud. (It's OK if you whisper to yourself—you don't have to be loud.) Sometimes, reading your letter aloud can help you read more carefully and revise parts of your letter that are unclear.	

Follow the steps below to help you revise your letter:	Mark after each step:
4. Write on your draft and make any changes you think you need to make.	
5. Look at each sentence in your letter. Make sure the first word of each sentence is capitalized.	
6. Add any other details or questions that you think will make your letter better and easier to read.	
7. Read through your letter again and check for all the parts of a letter: heading, salutation, body, closing, and signature.	
8. Count all the words in your letter. Write the number of words in your letter here: _____	

Closing

Was the review process helpful for you today? Completing a peer review and a self-review can be very helpful to you as you write and revise your writing. Share your experience with a friend or family member when you go home today.

Think about the story you read today. Pray and ask Heavenly Father to guide you as He guided Kofi so you can help those around you learn and succeed.

15

Writing the Final Draft of Your Friendly Letter

Step 1: Lesson Overview

Learning Outcome

Students will learn how to complete the writing process and write the final drafts of their friendly letters.

Vocabulary Word

The students should know this word in order to understand the topics in this lesson. The students do not need to write this definition; it is provided as a reference.

- final draft: a copy of your writing after you have fixed and revised the rough draft; the final, finished copy that you send or turn in to your teacher

Resources Used in This Lesson

Students' friendly letters from lesson 12 that have been edited and revised.

Note

When students finish writing their drafts, they may complete the extra activity worksheets at the end of their workbook or draw a picture to go with their letter. A blank piece of paper is included in this lesson of their workbook.

Step 2: Discussion

Teacher:

We have now outlined, written, and revised our friendly letters. You have almost completed the writing process! When we refer to the **writing process**, we are referring to the process of pre-writing, writing, revising, and writing final drafts.

Last time, we talked about **rough drafts**. Can anyone remind us what a rough draft is?

Encourage students to respond.

Teacher:

A rough draft is the first version of something you write. It is not finished or ready to send or submit; it is the first time you have written your thoughts down on paper.

We revised our rough drafts in the last class period. Does anyone know what it means to **revise**?

Encourage students to respond.

Teacher:

To **revise** means to look over a text again, to correct and improve it. Today, you are going to write your **final draft**. Does anyone remember what a final draft is?

Encourage students to respond.

Teacher:

The final draft of something you write is written after you have fixed and revised the rough draft. This is the final, finished copy that you send or turn in to your teacher.

This writing process—pre-writing, writing, revising, and writing a final draft—is a process that you can use for everything you write for school. It will help you learn how to think through your ideas and make sure everything you turn in to your teacher is your best work.

Step 3: Activity

Teacher:

Today, you are going to write the final drafts of your friendly letter. Before you write the final draft of your letter, we are going to read a story about a young girl learning how to write.



“The Write Choice”

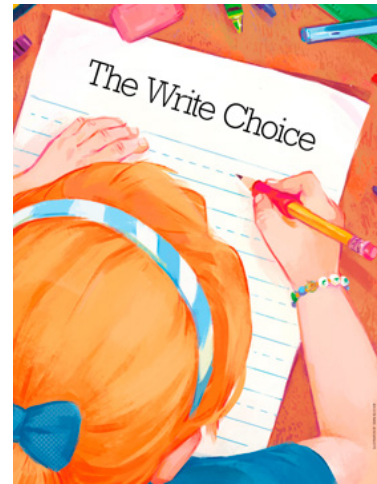
Ask students to turn to lesson 15, “Writing the Final Draft of Your Friendly Letter.” Read the story “The Write Choice” together as a class.

Discuss the story together. What did Justina learn? Like Justina, the more we practice reading and writing, the better we will become.



Final Draft Friendly Letter

For the rest of the class period, students should write their final drafts on the lined pages included in the student workbook.



Step 4: Closing

Before the students leave for the day, ask how many were able to finish their letters. If they have not finished writing, encourage them to work on their final drafts if they come early next time or in a future class period.

Ask the students to think about the story “The Write Choice.” Remind the students that Justina made many good choices. Encourage them to talk with a friend or family member about the importance of making good choices. Ask them to think about how they can be an example to those around them and help others make good choices.

Encourage them to take this workbook home and share it with their friends or family members.



Today, you completed the writing process for a friendly letter. You should feel very proud of your efforts! When you go home today, talk with a friend or family member about your experience as you wrote your letter. Explain how writing this letter will help you prepare for other writing assignments and your future exams.

Think about what you learned about the importance of making good choices. How can you be an example to those around you and help others make good choices?

Step 5: Reflection (after class)

Today's lesson was focused on writing. Did the story "The Write Choice" help the students understand that the more they write, the better writers they will become? What can you do to encourage struggling writers not to get discouraged?

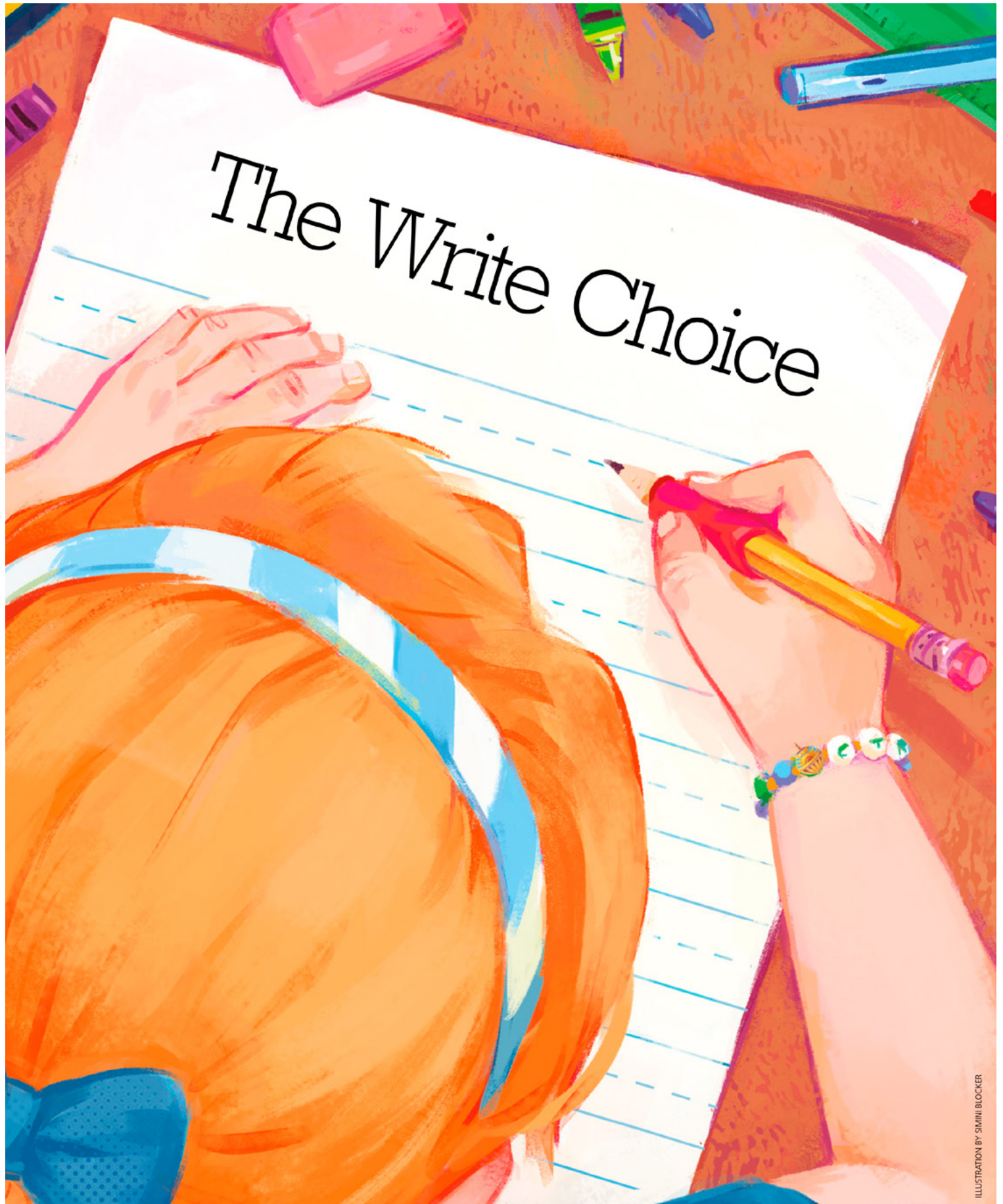


ILLUSTRATION BY SHIMMI BLOCKER



By Justina Lichner

Based on a true story

“And they are free to choose” (2 Nephi 2:27).

Justina sat extra tall in her seat. She placed her new pencils right at the top of her desk. Today was the first day of school. She’d met her classmates and drawn a fun picture.

Then Mrs. Werner said, “Time to work on writing!” Mrs. Werner handed out papers to the class. “You have 30 minutes to work on this. Then we’ll go to recess.”

Justina gulped. “Oh no. Writing already?” she thought.

Last year Justina had a hard time with reading and writing. All of her friends seemed to like it. It wasn’t so hard for them. What if this year was like last year all over again?

Justina picked up her pencil. She looked at her paper. Her stomach sank. All the other students were writing. Except for her.

She wanted to talk to Mrs. Werner. Would she be mad that Justina was having trouble? Even if she was, that still sounded better than writing.

Justina walked to her teacher’s desk. “Mrs. Werner? This is harder than what I did last year. I don’t think I can do it.”

Mrs. Werner didn’t look upset. She smiled at Justina. “Do what you can. You might be surprised at what you can do! You can’t always choose what you’re good at. But you can always choose how hard you try.”

Justina walked back to her desk. She thought about what Mrs. Werner said. “I can choose to try.” That was like what she learned in Primary. Her class read a scripture that said we are “free to choose.” That meant we could make our own choices. Heavenly Father trusts us to make good choices. He promises to help us when we make mistakes.

Could school be different this year? Maybe she could *choose* to make it different! Justina picked up her pencil.

She looked at her paper. Her stomach relaxed. “OK. I’m going to do this,” she thought.

The recess bell rang. Justina wasn’t finished yet. But she was more than halfway done! She raised her hand. “Can I stay and keep working? I’m so close to being done!”

Mrs. Werner smiled and nodded.

Justina finally handed in her paper. Her hand ached a little bit. Even her brain hurt! But she was smiling. She had never worked so hard on writing before.

The next day the class worked on reading. Mrs. Werner asked everyone to read for 20 minutes. Justina tried again. She opened her book and sounded out the words.

Justina started making choices every day. She chose to read. She chose to write. Maybe reading and writing weren’t so bad!

She even chose to go to the library. She checked out books. Last year she would have never done that. Soon she was reading all the time. And it was actually fun! And the more she read, the better she got at writing.

When Justina got older, she was glad she chose to work hard in reading and writing. Because now those were some of her favorite things to do. ■

The author lives in Rhineland-Palatinate, Germany.



ALL GROWN UP

Hi, I’m Justina! After I learned to love writing, I just kept on doing it. I wrote in high school. Then I went to college to learn more about writing. Now I’m a writer! I get to write stories, like this one about my challenges as a kid. I’ve written for magazines, websites, and newspapers.

Extra Practice—Dictation



In some countries, national and school exams require students to complete dictation exercises. You may complete this activity with your students if you feel it will help them prepare for their exams. If you do not think it is necessary, you may skip this activity.

Ask the students to turn to the “Extra Practice—Dictation” activity after lesson 15. Read each sentence aloud slowly, and ask them to write each sentence carefully. Read each sentence three times. Remind the students to try to use correct spelling and grammar in their sentences.

After the students have finished writing all five sentences, ask five different students to come to the board and write the correct sentence. (You may give the students this teacher guide to help them.) Ask the students to correct their sentences and learn from the errors they made. Praise the students, and remind them that even though dictation is hard, it will become easier with practice.

Sentence #1:

Sometimes it can be difficult to complete schoolwork on time.

Sentence #2:

The older boy is faster than the younger boy.

Sentence #3:

How many fish do you need to buy?

Sentence #4:

The girl helped her mother with the household chores.

Sentence #5:

Goals can help us set a proper course for our lives.

16

Inference

Step 1: Lesson Overview

Learning Outcome

Students will learn to use inference to improve their understanding of what they read.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **infer:** to make an assumption or a guess based on facts or the clues that you gather from something you read or see
- **inference:** a guess or an assumption
- **active reader:** a reader who uses reading strategies to read effectively
- **rereading:** reading a passage of a text again to understand it fully
- **scanning:** looking at a text to find specific details without reading every word

Step 2: Discussion

Teacher:

During the last few lessons, we have been very focused on writing. Today, we are going to focus again on reading and the things you can do to be a more effective reader.

Let's review some of the things we have learned to be better readers.

What does it mean to be an **active reader**?

Encourage students to respond. If necessary, remind students that active readers use reading strategies to help them read effectively.

Teacher:

We all want to be active readers who are using reading strategies and reading activities to be better readers. One reading strategy students use to look for details in a text or something they read is **rereading**. Can someone help us remember what it means to reread something?

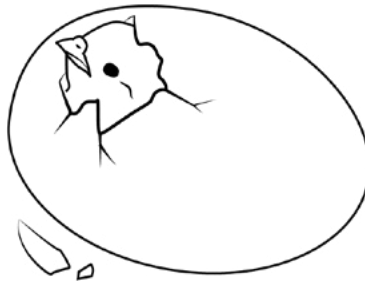
If necessary, help students remember that rereading is going back and reading a passage of a text again to fully understand or remember details.

Teacher:

We have also learned about **scanning**. Remember that scanning means looking at a text or something you are reading without reading every word. You scan to find specific details.

Today we are going to learn about another strategy we use when we read: making **inferences**. **Inference** may sound like a big word that you have never heard before. Do not let that scare you. **Inference** is simply making a guess using what you already know and clues you see in what you read, hear, or see. To show you how we do this every day, let's look at a picture together.

Ask students to open their workbooks to lesson 16, "Inference," and look at the first picture of the egg.



What do you think is happening in this picture?

Teacher:

What do you think is happening in this picture?

Encourage students to respond. Students may say that there is a chick trying to get out of an egg.

Teacher:

In the picture, we see a chick getting out of an egg. How do we know it is a chick or a baby bird? Can we see the bird?

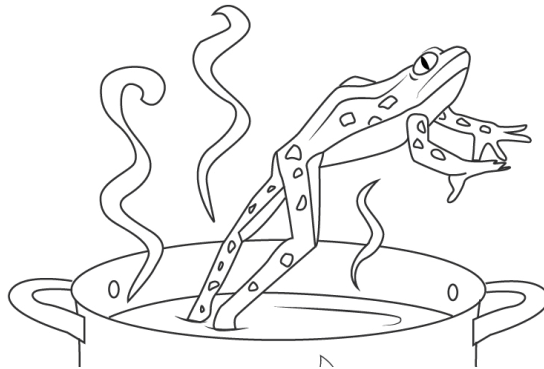
Encourage students to respond. Point to the beak in the egg.

Teacher:

Even though we cannot see the entire bird, the beak is a clue to us that there is a bird inside the egg. We know that birds hatch from eggs. Using what we know about birds and seeing the beak in the picture helps us guess or infer that a bird is hatching from the egg.

Let's look at another picture.

Ask them to look at the second picture in their workbook.



What do you think is happening in this picture?

Teacher:

What do you see in this picture?

Encourage students to respond. Discuss how the picture shows a hot pot and a frog jumping out of it.

Teacher:

How do you know the water in the pot is hot?

Encourage students to respond. They might mention the steam coming up from the pot and the flames under the pot.

Teacher:

Once again, you use what you already know and the clues you gather to infer what is happening. We know that hot, boiling water creates steam. We see the steam in the picture. These things help us make a guess or an inference that the frog is jumping out of hot water in the pot.

We make inferences when we see things, when we hear things, when we experience things, and when we read things. I'm going to read a sentence to you. Listen carefully:

Everyone entered the house easily, but James had to bow his head to fit under the doorway.

What can you guess or **infer** about James?

*Allow students to respond. Help students understand that they can **infer** or guess that James is tall. No one else had any trouble entering the house; however, James had to bow (or bend down) his head to fit under the doorway. Since most people enter through doorways without bowing their heads, we can guess that James is very tall.*

Teacher:

When you make this guess, or inference, you are using what you know about people walking through doorways and the clue that James had to bow his head to help you **infer** that James is tall.

We use inference often every day. You use it as you read, and you use it as you meet new people and talk to friends.

Today we are going to practice using inference and the other reading strategies we have learned as we read a story together. Remember, **inference** is making a guess about something using the clues you are given.

You are going to read a story in groups. You will take turns reading different parts of the story. As we read, you will stop when you see the word *Stop* in the story. The person reading will then ask the question in the story. The questions will ask you to make an

inference about the characters in the story or what is happening in the story. With your group, make an inference. Then the next person will read. Remember to stop reading when you see the word *Stop* and make an inference to answer the questions in the story.

Step 3: Activity



“Ingrid’s Birthday Surprise”



Divide the class into groups of 2–3 students. The students will take turns reading the story and discussing the questions in the story that ask them to make inferences.

If you believe this story is too difficult for the students to read on their own, read this story together as a class. You may ask different students to read the sections of the story and discuss the inference questions as a class together.

Teacher:

As we read this story, “Ingrid’s Birthday Surprise,” pay attention to the details about the characters and what happens in the story. When you see the word *Stop* in bold letters, stop reading the story and discuss the inference question with your group. Then continue reading. After you are done reading the story, we will go over the questions together.

*The students have a copy of the story with the stopping points highlighted. These discussion points are included in **bold text**.*



Inference Worksheet

After reading the story, if there is time remaining, discuss with the students how inferences can help us be more effective readers. Students can write down their thoughts in their workbook.

Step 4: Closing

Before the students leave for the day, ask them to think about the inferences they make as they go home. What can they infer about the people they see? How do they use inference at church and in school? Encourage them to teach a friend or family member about inference.

Talk with the students about the message of Ingrid's story. Share your testimony of receiving an answer to prayer about the truthfulness of the Book of Mormon.



What inferences do you make every day? As you go home today, think about the inferences you make as you see and speak with people. How do you use inference at church and in school?

Think about the story of Ingrid. Ingrid prayed to know if the Book of Mormon is true and received an answer through the Holy Ghost. Talk with a friend or family member about how you and those you know can receive answers to their prayers.

Step 5: Reflection (after class)

Inference can be a tricky concept; however, if your students learn how to make inferences, they will become advanced readers. This lesson walks your students through a story. As they are guided to stop and think about what they are reading, they learn to be more thoughtful, active readers. What went well today? What would you like to do differently as a teacher in the future?



“Ingrid’s Birthday Surprise”

Maryssa Dennis, *Liahona*, February 2019

Read the story “Ingrid’s Birthday Surprise” with your group. When you see the word “STOP,” stop reading and discuss the questions included in the story. These questions will help you make inferences about what you read.

START:

The sound of Mamá’s singing woke Ingrid up. She opened her eyes and saw Mamá coming into her room. Mamá always sang her a special birthday song on her birthday.



STOP:

Can you make an inference? What is special about this day for Ingrid?

“Happy birthday!” Mamá said. “Let’s get ready for your party.”

Ingrid could smell a chocolate cake baking in the oven. “I wonder what presents I’ll get!” she thought. She climbed out of bed and looked out the window. The jacaranda tree outside was full of purple flowers.

STOP:

Can you make an inference? Why do you think Ingrid smells chocolate cake baking in the oven?

Ingrid helped push the sofa into Mamá’s room so there was lots of space in the living room. She helped frost the cake and stuck seven candles on top. Soon it was time for the party!

STOP:

Can you make an inference? How old is Ingrid?

Ingrid’s friends from school and Primary came. They played games and ate cake. Then it was Ingrid’s favorite part—presents! She got a new book, a stuffed tiger, and a charm bracelet.

After everyone left, Ingrid gave Mamá a hug. "Thank you, Mamá. That was the best birthday ever!"

"It's not over yet," Mamá said. "I have a special surprise for you." She handed Ingrid a slip of paper.

It said, "Time for bed!"

"It's a clue," Mamá explained. "You have to find the next one."

STOP:

Can you make an inference? The clue Ingrid receives requires her to make an inference. Where do you think the next clue is located? Encourage the students to respond. (We can infer that the next clue is in her bed because the clue says, "Time for bed!")

Ingrid hurried to her bedroom. She found another slip of paper under her pillow. It said, "Laundry day."

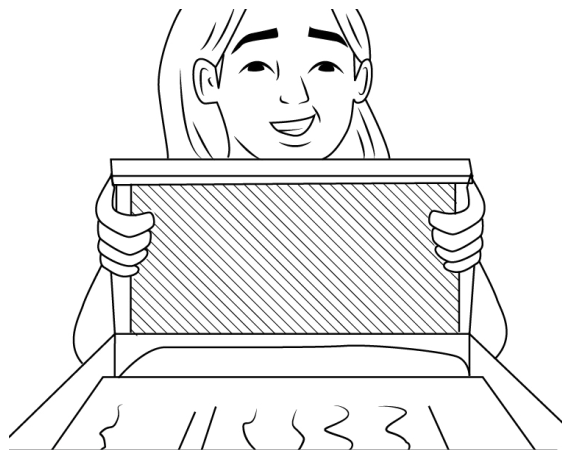
STOP:

Can you make an inference? The clue Ingrid receives requires her to make an inference. Where do you think the next clue is located? Encourage the students to respond. (We can infer that the next clue is near where Ingrid's family does the washing.)

Ingrid ran to the kitchen and opened the washing machine. Another clue!

Ingrid found more clues behind the TV, inside her favorite book, and under the bathroom rug. The last clue led to her closet. Up on the shelf was a wrapped box. Ingrid wasn't tall enough, so Mamá got it down for her.

Ingrid tore off the paper and lifted the lid. Inside the box was some folded white fabric and a big copy of the Book of Mormon.



"Next year, you can be baptized," Mamá said. "This is a special gift to help you get ready." Mamá touched the white fabric. "This is what I'll use to make your baptism dress. And this"—she picked up the Book of Mormon—"is for you to read."

Ingrid looked up at Mamá. "I've never read the Book of Mormon."

"I know you can do it." Mamá flipped the book open. "Look. The letters are extra big. I thought that might make it easier."

Mamá closed the book again and handed it to Ingrid. Ingrid ran her fingers over the smooth cover.

"It's important that you find out for yourself if the Book of Mormon is true," Mamá said. "I promise that if you read and pray with all your heart, Heavenly Father will help you know."

That night Ingrid read the first chapter of the Book of Mormon. It wasn't as hard as she thought it would be. She liked reading the scriptures.

She read her Book of Mormon again the next day. And the next. She read it every day. After a few weeks, she decided she didn't want to wait till the end of the book to pray about it.

Ingrid knelt by her bed. She prayed with all her heart and asked Heavenly Father to help her know that the Book of Mormon is true. Then she waited. She thought she might hear a voice, but she didn't. Instead, a happy feeling grew in her heart. She knew Heavenly Father was answering her prayer.

STOP:

Can you make an inference? What do you think the happy feeling is that Ingrid feels? Encourage the students to respond. (We can infer that Ingrid feels the Holy Ghost telling her that the Book of Mormon is true.)

Almost a year later, Ingrid finished reading the Book of Mormon. She knew that no matter what she got for her eighth birthday, the Book of Mormon would always be the best gift ever!

Inference Worksheet

Answer the following question:

You make inferences every day. How can making inferences help you be a more effective reader? Write your answer in the lines below:

Student answers will vary. Encourage the students to think about their learning. As they look for clues in everything they read and in their interactions with others, they will be active readers who understand what they are reading more effectively.

Closing

What inferences do you make every day? As you go home today, think about the inferences you make as you see and speak with people. How do you use inference at church and in school?

Think about the story of Ingrid. Ingrid prayed to know if the Book of Mormon is true and received an answer through the Holy Ghost. Talk with a friend or family member about how you and those you know can receive answers to their prayers.

Inference Practice

Step 1: Lesson Overview

Learning Outcome

Students will practice using inference to help them understand what they read.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **infer:** to make an assumption or a guess based on facts or the clues that you gather from something you read or see
- **inference:** a guess or an assumption

Resources Used in This Lesson

- Copies of the scriptures (You may need to access the ward or stake library.)

Note

The last page of this document contains the names and scriptures needed for the “Who Am I?” group activity. Use scissors to cut the strips of paper to give to the groups for the group activity.

Step 2: Discussion

Teacher:

In our last class, we talked about **inference**. Who can remember what inference is?

Encourage students to respond. Remember that making inferences while you read is making a guess based on things you know and clues or details you gather from what you read. Ask the students to turn to lesson 17, "Inference Practice."



"Who Am I?" Game

Teacher:

Making inferences can help us understand what we are reading. Readers who make inferences are active readers who think deeply about what they are reading. Remember, however, that you do not only make inferences when you read. You make inferences every day when you meet people, when you speak with your friends, and when you listen to things people tell you.

Let's practice inference by playing a game. The game is called "Who Am I?" I am going to read you some clues. These clues describe people from the scriptures. I'm going to read each clue one at a time. When you think you can infer or guess who the person is, raise your hand. You do not have to wait until I have read all the clues before you can guess. Let's see how quickly you can infer who the person is.

To play the game, first say "Who Am I?" Then read each numbered clue separately. Students may raise their hands and guess the name of the person at any time—it is not necessary that you read all the clues before they guess who the person is. If they guess correctly, praise and encourage them. You may finish reading the clues or move on to the next "Who Am I?" person. If they guess incorrectly, do not tell them the correct answer. Instead, move on to the next clue and see if more clues help students guess correctly.

If the students do not guess correctly after hearing all of the clues read one-by-one, read all of the clues again without pausing between each clue. Then, see if anyone can guess the answer. If they cannot, please tell them the answer and move to the next question.

Who am I? Person 1:

1. I am a prophet in the Book of Mormon.
2. My son wrote my story and described our journey.
3. I had a vision of a tree.
4. I was commanded by the Lord to go into the wilderness.
5. One morning when I awoke, I found a brass ball by the door of my tent.

Answer: My name is **Lehi**.

Who Am I? Person 2:

1. My story is in the Old Testament.
2. My father was very old when I was born.
3. I explained the meanings of dreams.
4. My brothers hated me because I was a favorite son.
5. I had a coat of many colors.
6. I forgave my brothers and helped them when they needed my help.

Answer: My name is **Joseph**.

Who Am I? Person 3:

1. My story is in the Old Testament.
2. I became a king.
3. I was a musician.
4. I killed a giant that many men feared.
5. I used a sling and a rock as my weapon.

Answer: My name is **David**.

Who Am I? Person 4:

1. I am in the New Testament.
2. I was the first chief Apostle of Jesus Christ.
3. My brother, Andrew, and I were fishermen.
4. One of the names I am known by means "a stone."

Answer: My name is **Peter**.

Who Am I? Person 5:

1. When I was 15 years of age, I was visited by the Lord.
2. My writings are in the Book of Mormon.
3. I became general of the Nephite army until the people became so wicked that I refused to serve as their leader any longer.
4. I made plates of gold and abridged the large plates of Nephi.
5. I passed the plates to my son.

Answer: My name is **Mormon**.

Step 3: Activity



Create Your Own “Who Am I?” Game

Teacher:

It is now your turn to create “Who Am I?” clues for the rest of the class. You will be in small groups. I will give each group a few pieces of paper. Each piece of paper has something you will need to describe through clues. Some of the papers have the name and the scripture reference for someone in the scriptures. Other papers will have something you will need to describe such as “a fish” or “a tree.”

As a group, create clues that you will read to the class. You will read these clues just as I read the clues for our “Who Am I?” game, and the rest of the class will try to guess the person or the thing that you are describing. Remember that your clues should not say the name of the person or the name of the thing you are describing. Try to create clues that will help the other students infer what you are describing.

Divide the class into small groups (2–4 students). Use the strips of paper that were cut for this activity (the last page of this document). Divide these strips among the groups so that each group has 1–5 names (depending on how many groups you have in your class).

Provide copies of the scriptures to the groups so they can look up the scripture verses and read about the people in the scriptures if necessary. This should be a fun activity that engages the students in a group learning activity.

Step 4: Closing

Before the students leave for the day, invite them to play the “Who Am I?” game with their families during a family home evening or with a group of friends. They can play the game using people from the scriptures or even people they know. Creating clues and playing the game will help them practice what they have learned about inference.



“Who Am I?” or “What Am I?” is a fun game you can play with friends or family. Play this game during a family night or with a group of friends.

Step 5: Reflection (after class)

This lesson is focused on a group learning activity. Were your students engaged? How did they respond to creating their own clues? Are activities like these effective? Why or why not?

Joseph Smith (Joseph Smith—History)	John the Baptist (Matthew 3:1-4)
Daniel (Daniel 6)	Moses (Exodus 20)
Two Thousand Stripling Warriors (Alma 56:45-48)	King Benjamin (Mosiah 2)
Mary, Mother of Jesus (Luke 1-2)	Adam (Genesis 3)
Isaac	Jesus Christ
Amulek	Shoe
Apple	Fish
Ocean	Boat
Car	Scriptures
Prayer	School
Missionaries	Dog
Music	Prophet
Book	Money
Night	Family
Friend	Game
Light	Sun
Rice	Pen
Boat	Bird
Mountain	Brother

18

Predictions and Conditional Statements

Step 1: Lesson Overview

Learning Outcome

Students will learn to make predictions and use conditional statements.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **predict:** to say or guess something that will happen in the future or that might happen because of something else
- **prediction:** a thing predicted or a statement about what will happen or might happen in the future

Step 2: Discussion

Teacher:

During the last few lessons, we have focused on inference. Can someone help us review what we have learned by explaining what inference is?

Encourage students to respond. Remember that making inferences while you read is making a guess based on things you know and clues or details you gather from what you read.

Teacher:

Sometimes when we infer things in a text, we also use clues to help us make **predictions**. A prediction is a statement about what will happen or might happen in the future or because of something else. We make predictions every day. For example, we may look up in the sky and see dark rain clouds. We **predict** (we say or guess something that will happen) that it will rain.

Readers who have learned to infer well are usually good at predicting what will happen next in a story. Predicting relies on the same thinking skills: noticing clues and understanding what those clues suggest. When you make a prediction, you make an informed guess about what will probably happen next based on what has happened so far and how the characters will probably react.

In order to make a prediction, we would identify what we already know about the situation—because it takes at least a little bit of information to make a prediction of something. Then, we make a prediction. Making predictions can help us remain focused on what we read, and it can help us understand what we read because we are active readers who are thinking and predicting.

Ask the students to turn to lesson 18, "Predictions and Conditional Statements." Ask them to discuss the picture with a partner.



Answer the following questions with your partner:

- What do you infer is happening in this picture? What clues help you guess what is happening?
- Where do you think these people are? What clues help you guess where they are?

After the students discuss the picture with their partners, discuss the picture as a class using the discussion below to guide you:

Teacher:

Let's first make an inference. What can you infer is happening in this picture?

Encourage students to respond. Students may infer that the people are cleaning.

Teacher:

What clues in the picture helped you make that inference?

Encourage students to describe the clues that helped them make this inference. They may mention the man scrubbing the floor. They may mention the woman holding the broom.

Ask the students where they think the people are. What clues help them guess where the people are?

(The students may mention the picture of Christ on the wall.)

Teacher:

Now make a prediction. What do you think will happen next?

Discuss the picture with students. Some students may predict that the man holding the bucket is coming to talk to the people cleaning. Others may predict that he will pour some water on the floor to help the people scrub the floors. All predictions are acceptable.

Teacher:

Sometimes your predictions will be correct. Sometimes your predictions will be incorrect. That is OK. It is important that you are thinking about the text or what you are reading or viewing. Be an active reader who makes predictions and inferences.

When we talk about predictions in our everyday lives, we often use conditional statements. Conditional statements or conditionals are statements that describe something that *could* happen or *might* happen.

Ask a student to read the information about conditionals included in the student workbook.

Using Conditional Statements to Make Predictions



- statements that describe something that might happen or could happen (If I go to the market, I will get bread.)
- statements that describe things that could have happened or might have happened but did not actually happen (If I had gone to the market, I would have gotten bread.)
- statements that describe something that is different from what actually happened (If I ate the rotten fish, I would be sick.)
- statements that describe things that have not happened (If Lote had not stopped to talk to me, I would have been on time.)

Other examples of conditional statements:

- If I throw a glass, it will break.
- If I make a snack, students will eat it.
- If it rains, we will get wet.
- If it rained, I would be getting wet.
- If I had not been sick, I could have gone to the party.

Teacher:

We are going to play some games to practice using conditional statements and making predictions.

Step 3: Activity

The following three games will help your students practice predictions and conditional statements. If there is enough time in class, play all three games. If not, select one or two games to play.

Game 1: Who Should Go to the Party?

Play the game "Who Should Go to the Party?" with the students. If your class is small, play it all together as a class. If you have a very large class, divide the class into groups of 5–6 students to play the game.

As you play the game "Who Should Go to the Party?" use the instructions below to help. Read them together as a class and answer any questions before you start the game.



Imagine there is a celebration or a party planned for this evening. Very important people who make decisions about your community will be at the party, there will be delicious food, and everyone will be talking together. You can only go to the party if you have a special ticket. Your teacher has **one ticket**. Using a conditional statement, tell your teacher why you should go to the party.

For example, you might say:

- "If I do not go to the party, my friends will be sad."
- "If I go to the party, I will make new friends."
- "If I go to the party, I can ask _____ to fix a problem in my area."
- "If I go to the party, I can bring treats for my friends."

Remind students that they can be creative and have fun in this activity. They should come up with the best reason why they should get the ticket to the party.

Game 2: If I Were a . . .

Play the game "If I Were a . . ." with students. If your class is small, play it all together as a class. If you have a very large class, divide the class into groups of 5–6 students to play the game.

Give each student the name of an animal. Go around the class and have each student say what they would do if they were that animal. Then the student can show what the animal would do. For example, "If I were a dog, I would bark." (The student gets on all fours and barks, "Woof! Woof!")

Or "If I were a fish, I would swim." (The student can lie on the ground and pretend to swim, or the student may wave his or her arms while standing as though he or she is swimming.)

This activity should be fun and even a little silly.



Stand or sit in a circle with the students in your group. Each of you will think of an animal. Go around the circle and say what you would do if you were that animal. Then act out what the animal would do.

For example, "If I were a dog, I would bark." (The student gets on all fours and barks, "Woof! Woof!")

Or "If I were a fish, I would swim." (The student can lie on the ground and pretend to swim, or the student may wave *his or her arms while standing as though he or she is swimming.*)

Game 3: Where Should I Look?

Conditional perfect sentences can be tricky. Play the following game to help the students understand how to form conditional perfect sentences.

Use a small object in the game such as an eraser, a small rock, or a small pencil sharpener for the game. Using the instructions below, describe the game to students and explain how to play it.

Choose a small item to hide. Send a student out into the hallway. One person from the class hides the item somewhere in the room.

Bring the student in from the hall. The student has one minute to find the object. If he or she does not find the object, the person who hid the object says, "If you had looked _____, you would have found it!" (For example, "If you had looked under your chair, you would have found it.") The person who hid the object then shows the other one the object.

Repeat this game until everyone has had a turn hiding the object and saying, "If you had looked . . ."



Someone will choose a small item to hide. A student will be sent out into the hallway. One person from the class hides the item somewhere in the room. Bring the student in from the hall. The student has one minute to find the object. If she or he does not find the object, the person who hid the object says, "If you had looked __, you would have found it!" The person who hid the object then shows the other one the object.

Step 4: Closing

Ask a student to read aloud the quote from President Nelson included in the student workbook. Share your experiences asking and receiving answers from the Lord.



When you go home today, play one of the games from today's lesson with your family or friends. This is a fun way to practice using conditional statements.

In 2020, President Nelson reminded us, "If we will ask, we may receive 'revelation upon revelation'" ("Embrace the Future with Faith," *Liahona*, Nov. 2020, 75).

Think about President Nelson's words "if we will ask . . ." This conditional statement reminds us that if we ask, we can receive answers. and pray to the Lord for answers. Share with a friend or family member your experiences with asking and receiving revelation.

Step 5: Reflection (after class)

This lesson contains an activity that should be a fun speaking and learning activity. Were your students engaged? Are they willing to speak and share? What can you do to promote more speaking and learning in your class?

19

Using Inference on Exams

Step 1: Lesson Overview

Learning Outcome

Students will learn how to examine and use inference to help them prepare for exams.

Vocabulary Word

The students should know the word below in order to understand the topics in this lesson. The students do not need to write the definition; it is provided as a reference.

- **scanning:** looking at a text to find specific details without reading every word

Resources Used in This Lesson

“I’m Trying to Be Like Jesus” Video:

Play this video using a tablet or projector: <https://www.youtube.com/watch?v=BIAMDF81w8k>

Note

If you do not have access to the video, please complete both reading passages included in the lesson. You may read and discuss the first one with the students and then ask them to complete the second passage on their own.

Step 2: Discussion

Teacher:

Today we are going to practice what we have learned in the last two lessons about inference. We will use what we have learned to help us answer questions about reading passages like the ones you will see on your end-of-year exams.

Let's quickly review inference. Who can remember what inference is?

Encourage students to respond. Remember that making inferences while you read is making a guess based on things you know and clues or details you gather from what you read.

Teacher:

Making inferences can help us understand what we are reading. Readers who make inferences are active readers who think deeply about what they are reading.

Remember that we also make inferences as we view things and as we interact with those around us.

We are going to watch a video together. This video shows a young woman singing a Primary song and playing the guitar at a restaurant.

Ask the students to turn to lesson 19 in their student workbooks. The students may use the space in their workbooks to write inferences they make as they watch the video.

"I'm Trying to Be Like Jesus" Video

Play the video "I'm Trying to Be Like Jesus" using your tablet or projector. After the video has played, lead a discussion about the video:

Teacher:

What did you notice about the other people in the restaurant? Why does the woman take out her headphones?

Encourage students to respond. If they do not know, do not provide them with the answer. You will show them the video again.

Teacher:

What do you notice about the bearded man sitting by himself? What can you infer about him?

Encourage students to respond. If they do not know, do not provide them with the answer. You will show them the video again.

Teacher:

What do you think is happening with the couple in the restaurant?

Encourage students to respond. If they do not know, do not provide them with the answer. You will show them the video again.

Teacher:

Let's watch the video again. We do not know the stories of the other people in the restaurant, but this time, try to gather clues to help you make inferences about what is happening with the other people shown in the video.



Write what you learn.

Ask the students to turn to lesson 19, "Using Inference on Exams." They may use the space on the first page to take notes about the video while they watch it again.

Play the video again. After the video, ask them these questions again. Encourage students to respond. Possible answers are included to help guide the discussion.

Teacher:

What did you notice about the other people in the restaurant? Why does the woman take her headphones out of her ears? (**Answer:** *She takes her headphones out of her ears to stop listening to something else and to listen to the song.*)

What do you notice about the bearded man sitting by himself? What can you infer about him? (**Answer:** *He seems sad. He knows the words to the song. We can infer that perhaps he heard it as a child in Primary.*)

What do you think is happening with the couple in the restaurant? (**Answer:** *We can infer that they are married because the man is wearing a wedding ring. We can infer that they are having problems in their marriage and that they are arguing. Perhaps the song reminds them to be kind to each other.*)

Very good. Just as we used inference to help us gather clues and understand the people in the video, making inferences can help us as we answer questions on exams. Many reading exams will require you to use the clues in a reading passage to answer questions.

Step 3: Activity



Using Inference on Exams Worksheet

Ask the students to turn to the Using Inference on Exams worksheet. There are two reading passages on this worksheet: "The Wind and the Sun" and "How the Wren Became King of the Birds." If there is enough time, ask the students to complete both passages and to answer the questions included with each passage. You may also choose to have the students only complete one reading passage.

After they finish reading the passages and answering the questions, use the copy of the reading passages and questions in this teacher guide to correct and discuss the questions together.

Step 4: Closing

Before the students leave for the day, ask them to share how they think inference can help them have greater success on their exams.

Ask the students to share what they have learned with a family or friend when they go home today.



When you go home today, share with a friend or family member how you think inference can help you on your exams.

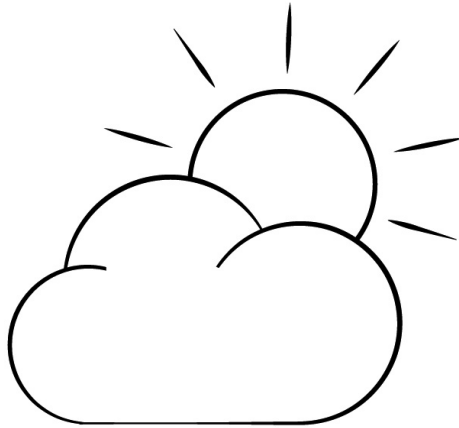
Step 5: Reflection (after class)

How well did your students do on the reading passages? Were the passages and questions difficult for them? How can practice questions such as these help students have greater success on their exams?

Using Inference on Exams Worksheet



"The Wind and the Sun"



One day, up in the sky, Wind and Sun were arguing.

"I am the strongest," said Sun. "I shine my light and warmth over all the earth."

"I am stronger than you are," said Wind. "I blow large black clouds across the sky.

From these clouds come flashes of light, loud sounds, and water that force all of the people find shelter."

"That may be impressive," said Sun, "but I can change the temperature from hot to cold in a single day; I can dry the rain that falls from the clouds you move across the sky, and I can melt snow and ice."

"I can make the air warm also," replied Wind. "I can blow warm breezes across the desert, and I can move clouds over the mountains to drop snow upon the earth. On Monday, I blew winds so hard that the waves grew and grew and tossed boats and ships; even the whales and dolphins swam deep below to escape my winds."

Sun looked down below them and saw a man wearing a coat walking down a dusty road. Suddenly, Sun had an idea.

"Let us see who is stronger. Do you see the man below us? Whoever can remove the coat from his back shall be declared the strongest."

Wind agreed to the contest, and it was agreed that Wind would begin.

Wind blew with all of his might. The air around the man got colder and colder, and the dust from the ground blew into the air. The man pulled his coat tighter around him and put his arm above his face to shield his eyes. He bent his head to protect his face and worried he would not be able to make it in time for his favorite meal that his wife was making him because of the fierce wind blowing against him.

Wind saw the man holding his coat tightly around him and grew angry. He blew harder and harder and the dust filled the air so much it was difficult for the man to breathe.

Finally, Wind gave up.

Sun said, "It is my turn now." He started to shine brightly, and the air became warmer and warmer. The dust settled, the air calmed, and the skies cleared. Sun sent gentle rays that shone on the man.

The man took his arm away from his face and turned his face toward the sun. He smiled as he felt the sun's rays on his face.

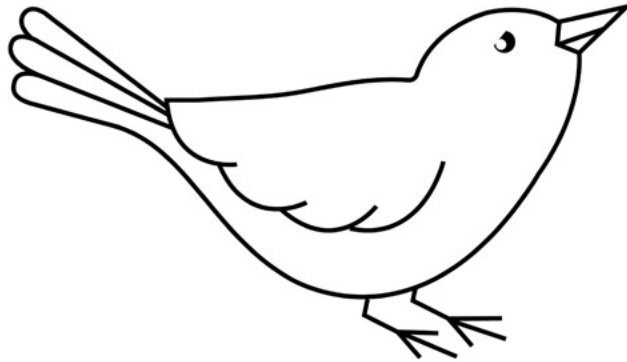
He took off his coat and happily went on his way.

Select the correct answer to each question about "The Wind and the Sun":

1. Wind says, "I blow large black clouds across the sky. From these clouds come flashes of light, loud sounds, and water that force all of the people to find shelter."
What can we infer about these clouds?
 - a. They are big and fluffy in blue summer skies.
 - b. They are soft rain clouds that bring spring rains.
 - c. **They are storm clouds that bring thunder and lightning.**
 - d. They are storm clouds that bring winter snow.

2. Where can we infer the man is going?
 - a. To work
 - b. **To his home**
 - c. To school
 - d. To church

3. Which of these best describes the theme or message from the story?
 - a. The sun is stronger than the wind.
 - b. The sun makes people comfortable while the wind makes people uncomfortable.
 - c. **Gentle persuasion is often more powerful than force.**
 - d. Force is often more powerful than words.

"How the Wren Became the King of the Birds," a Celtic folktale

Long, long ago, the birds met together in a large council to decide who would be the king of the birds.

"I am the largest of all birds," said the ostrich. "I should be king."

"No, no, no," replied several of the birds, "The king of all birds must be able to fly."

"I am the wisest of all birds," said the owl. "I should be king!"

"No, Owl," another bird said, "You always ask, 'Who? Who?' Our king must be certain in his song."

The birds argued for several minutes and could not come to a decision about how to determine who would be king. Finally, one of the birds had an idea.

"We will see who can fly the highest. The bird who can fly the highest will be our king."

Most of the birds thought this was a fine idea, but the ostrich and kiwi thought this was quite unfair.

"Now we do not have the chance to be king!" they cried.

But the other birds did not listen to them. They all lined up on the great oak tree at the edge of the plain. The vulture let out his loud shriek, and the birds launched into the air. Higher and higher they climbed. Soon, the duck, the goose, and the pelican dropped down below, exhausted from trying to climb so high. The raven, sparrow, and jay also realized that they could not go any higher, and they dropped down as well.

Soon, it was only the falcon, hawk, and eagle flying higher and higher. Eventually, the falcon and the hawk dropped below, too tired to continue, and the eagle let out a screech of triumph.

"I am the king of all birds!" he cried.

"No," said a small voice, "I am even higher than you!"

Startled, the eagle looked around to find the source of the small voice. There, right above the eagle's head, was a little brown wren. She had hidden in the feathers on his wings and had flown up with him into the sky.

"What?" the eagle gasped. "This is impossible!" He tried to fly higher and higher, but the little bird was not tired and was able to stay above his head no matter how hard he tried. Finally, the eagle became exhausted, and he went down to the ground.

When the eagle and the wren were back on the ground, the eagle was furious.

"You won through trickery!" he screeched.

"Eagle would have won through the strength of his wings," the wren said. "Why is that better than winning through the strength of my mind?"

The birds counseled together and discussed the competition. Finally, they reached a decision.

"We have decided," Owl said, "Being a king is not only about being strong and powerful. It is also about being thoughtful and clever. We need a king who will lead us and make careful decisions. Wren, you will be our king."

That is the story of how the little brown wren outsmarted the powerful eagle and became king of all the birds.

Select the correct answer to each question about "How the Wren Became the King of the Birds":

1. What can you infer about the ostrich from the story?
 - a. The ostrich has brown feathers.
 - b. The ostrich is very loud.
 - c. **The ostrich cannot fly.**
 - d. The ostrich lays very large eggs.

2. From the story, we can infer that ducks are not able to fly as high as a
 - a. goose
 - b. **hawk**
 - c. pelican
 - d. ostrich

3. Why was the wren not as tired as the eagle when they were high up in the sky?
- a. **The wren had ridden on the eagle.**
 - b. The wren was stronger than the eagle.
 - c. The wren is smaller and does not get as tired as the eagle.
 - d. The wren can fly farther than the eagle.
4. Why do the birds choose the wren as their king?
- a. They are afraid of her.
 - b. She was able to fly the highest.
 - c. **They want a king who is wise and thoughtful.**
 - d. She is the kindest of all birds.

Closing

When you go home today, share with a friend or family member how you think inference can help you on your exams.

20

Words to Look for in Exam Questions

Step 1: Lesson Overview

Learning Outcome

You will learn how to answer true/false questions and also how to answer questions about nonfiction passages on exams.

Vocabulary Words

The students should know these words in order to understand the topics in this lesson. The students do not need to write these definitions; they are provided as a reference.

- **true/false questions:** an exam question that includes a statement that is either true or false (For example, the statement “The angel Moroni appeared to Mary, the mother of Jesus” is **false** because it is not true.)
- **absolute words:** words that tell you that something is always true or always false or that something is *never* this or that (For example, the statement, “Parents never make mistakes” is false because of the absolute word “never.” Everyone makes mistakes.)
- **qualifiers:** words that provide for exceptions such as sometimes, often, frequently, ordinarily, some, and generally (For example, the statement, “Parents sometimes make mistakes” is true because of the qualifier “sometimes.”)

Step 2: Discussion

Teacher:

Answering questions on exams can be very difficult. Today we are going to talk about some words that may help you answer exam questions correctly.

First, we will look at the language in **true/false questions**. A true/false question includes a statement. The student answering the question must decide if the statement is true (correct) or false (incorrect).

Ask the students to turn to lesson 20, "Words to Look for in Exam Questions." Discuss the first three problems together.



Problem 1: The earth revolves (or moves) around the sun.

- a. True
 - b. False
-

Teacher:

Is this statement true or false?

Encourage the students to respond. (Answer: True)

Teacher:

Because this statement is true, we would select the answer "a. True" for this question.



Problem 2: Joseph Smith was 17 years old at the time of the First Vision.

- a. True
 - b. False
-

Teacher:

Is this statement true or false?

Encourage the students to respond. (Answer: False)

Teacher:

Because this statement is not true, we would select the answer "b. False" for this question.

Problem 3: The only animals that swim in the ocean are fish.



- a. True
- b. False

Teacher:

Is this statement true or false?

Encourage the students to respond. (Answer: False)

Teacher:

Very good. There are many animals that swim in the ocean that are not fish. What word in this statement told you that this statement is false?

Encourage the students to respond. (Answer: Only)

Teacher:

The word *only* is an **absolute** word. An absolute word does not provide for exceptions. It says that the *only* animals that swim in the ocean are fish, which is not true. When you answer any questions on an exam, look for absolute words. A list of absolute words is included in your student workbook. Read them aloud with a partner.



Absolute words:

always	none	least
every	only	best
never	except	
all	most	

Teacher:

Statements with absolute words are often false. Look at the statements with absolute words in your workbook. Discuss the statements with a partner, and underline the absolute word in each statement.

Give the students 2–3 minutes to discuss the statements below with a partner. Then, discuss each statement together as a class. The absolute words are underlined in the statements below:



Statements with Absolute Words:

1. Girls always wear red shirts.
2. Every flower is yellow.
3. All boys like sports.
4. Dogs never bite.

Teacher:

It is important to look for absolute words in exam questions because they tell you that a statement containing them must be completely true or completely false. Identifying absolute words can help you answer questions correctly.

There are other words to look for in exam questions called **qualifiers**. Qualifiers are different from absolute words because they *do* allow for exceptions. With a partner, read the list of qualifiers included in your student workbook.



Qualifiers:

sometimes	frequently	some
often	ordinarily	generally

Teacher:

Statements with qualifiers are often true because they provide for exceptions or times when the statement can be true *and* times when the statement can be false. Look at the statements with qualifiers in your workbook. Discuss the statements with a partner, and underline the qualifier in each statement.

Give the students 2–3 minutes to discuss the statements below with a partner. Then, discuss each statement together as a class. The qualifiers are underlined in the statements below:

Statements with Qualifiers:

1. Girls *sometimes* wear red shirts.
 2. *Some* flowers are yellow.
 3. *Some* boys like sports.
 4. Dogs *sometimes* bite.
-

Possible Discussion:

- *Statement #1: It is true that girls sometimes wear red shirts. It is not true that girls always wear red shirts.*
- *Statement #2: It is true that some flowers are yellow, but it is not true that every flower is yellow.*
- *Statement #3: It is true that some boys like sports, but it is not true that all boys like sports.*
- *Statement #4: It is true that dogs sometimes bite, but it is not true that dogs never bite.*

Teacher:

Absolute words and qualifiers are often used on many different types of questions. Looking for absolute words and qualifiers can help you as you answer questions in school and on exams.

Step 3: Activity**Teacher:**

We are going to read two informational passages about health and hygiene. Hygiene is the practice of cleanliness that helps keep the human body healthy. Hygiene habits, or things that you do regularly, include washing your hands, bathing, drying your skin properly after bathing, washing your clothing, and brushing your teeth.

Answering questions about these passages will help you practice answering true/false questions and multiple-choice questions. You will also practice looking for absolute words and qualifiers and using these words to help you find the correct answers.

Words to Look for in Exam Questions Worksheet



“Personal Health and Hygiene” and “Healthy Hygiene Practices”

Ask the students to read “Personal Health and Hygiene” aloud with a partner. After they finish reading the passage, they should answer the questions on their own. Use the answers and hints included on the copy of the worksheet in this lesson to help you discuss the answers together.

After completing “Personal Health and Hygiene,” allow time for students to read “Healthy Hygiene Practices” and answer the questions on their own. Correct and discuss each question together as a class. Ask students to explain how they chose the correct answer.

Step 4: Closing

Encourage the students to teach a friend or family member what they learned about absolute words and how what they learned can help them on their exams. You may also encourage them to talk about the information they read about personal hygiene with their families.

The students have completed the 1–20 workbook. They may take their workbooks home and share them with a friend or family member. They may also read the stories from the Church magazines to a sibling or friend.



When you go home today, teach a friend or family member what you learned about words in exam questions. You may also want to share what you learned about personal hygiene.

This is the last lesson in this workbook. Take your workbook home and share your work and the stories you read with your family. Talk about what you have learned in these 20 lessons and how it will help you in school.

Step 5: Reflection (after class)

Write down any students who may have struggled with these test taking questions. You may want to do more practice on these skills with a small group of students in addition to the lessons, if time permits.

Words to Look for in Exam Questions Worksheet



“Personal Health and Hygiene”

Kenji is a Year 9 student. He is studying for his end-of-year exams and trying to complete all of his school assignments. He has more projects and deadlines than he expected, and he is overwhelmed.

In order to complete all of his tasks, he has been sleeping only four hours per night for the last 10 days. He has also eaten a lot of unhealthy food, and he skipped bathing this morning because he woke up late; he also skipped bathing last Thursday, which made him also forget to brush his teeth. He hasn't washed his clothes in 10 days, and he has re-worn his clothes several times. He feels it is OK to forget some of his hygiene practices because it will only be until the end of the school year. He is starting to feel very sick; however, he knows he cannot stop to rest because he must prepare for his exams.

Sleep is essential for daily living. By getting enough sleep, Kenji can give his body the energy and rest it needs. Most adults need about six to eight hours of sleep each night, but teenagers need about nine hours of sleep each night.

Earlier we read that Kenji is feeling sick. His illness is probably mostly related to his worries and stress about school and his exams; however, he has also not been very careful with his hygiene, which could have helped him get sick. Hygiene is composed of cleanliness practices that help keep the human body healthy. For example, bathing regularly can help personal cleanliness and keep the body healthy. Your body, inside and out, is a place where bacteria and fungi can grow. Many bacteria, such as those inside your body, are good for you. Other bacteria, such as those that cause body odor, may be unpleasant, but they do not do any real damage. However, some bacteria can be bad for you and cause illness or death. We can avoid allowing unhealthy bacteria to grow on our skin through good hygiene. This means washing our bodies regularly with soap—especially in the regions that will be warm, dark, and moist once we clothe ourselves—washing our clothing, brushing our teeth, and washing our hands often.

Read each statement about the passage. Circle the correct answer for each item.

1. All bacteria is bad for you.
 - a. True
 - b. **False**

Explanation:

The answer to this question is B, false. In the passage, it states, “Many bacteria, such as those inside your body, are good for you.”

Notice the absolute word all in the question. Although it is true that some bacteria cause illness, we can learn from the passage that some bacteria inside your body are good for you.

2. Every adult needs about six to eight hours of sleep each night.
 - a. True
 - b. **False**

Explanation:

The answer to this question is B, false. In the passage, it states, "Most adults need six to eight hours of sleep each night." Notice the absolute word "every" in this question. This absolute word helps you decide that the statement is false.

1. Bad hygiene can
 - a. Never make a person sick.
 - b. **Cause more unhealthy bacteria to grow.**
 - c. Help a person stay healthy.
 - d. Always cause death.

Explanation:

The answer to this question is B. In the passage it states that we can avoid allowing unhealthy bacteria to grow through good hygiene. We can use this information to help us infer that bad hygiene can cause unhealthy bacteria to grow.

Notice the absolute words in options A and D. In A, the absolute word "never" is used. Bad hygiene can sometimes cause a person to become sick. The word "never" makes this option incorrect.

In option D, the absolute word "always" makes this option incorrect. Although sometimes bad hygiene can cause bacteria to grow and lead to illness or death, it does not always cause this.

2. Which of the following statements is NOT true of Kenji:
 - a. He has not gotten enough sleep lately.
 - b. He has sometimes forgotten to brush his teeth.
 - c. **He has always eaten unhealthy food.**
 - d. He has not bathed every day.

Explanation:

The answer to this question is C. Although the passage states that Kenji has eaten a lot of unhealthy food, it does not say that he has always eaten unhealthy food. The absolute word "always" makes this option incorrect.

“Healthy Hygiene Practices”

After completing his exams, Kenji wanted to learn more about hygiene. He talked to his teacher Mr. Ibrahim and asked him to help him learn more about bacteria. Mr. Ibrahim gave him a booklet to read. Here is some of the information that Kenji learned from the booklet.

We can avoid giving bacteria and fungi wet places to grow by drying our skin with clean towels after we wash. This means taking special care to dry off completely.

You can also limit bacteria by washing your clothes often. Always wash your underclothing especially well. Bacteria can stick to clothing. By washing your clothes often and well, you can avoid passing bacteria back to yourself.

Because bacteria transfers to your hands from everything you touch, washing your hands is extremely important and helps limit harmful bacteria. In fact, some scientists believe that if more people washed their hands, almost a million deaths could be prevented each year. Wash your hands after each time you use the toilet, before you cook food, after handling raw meat, after you cough or sneeze, after you blow your nose, and after you touch money. Doing this will help you avoid passing bacteria to other surfaces or people. Washing your hands with soap and warm water for about 20 seconds will remove most bacteria from your skin.

There is also bacteria in your mouth. The bacteria in your mouth can form plaque. Plaque is a sticky deposit that can grow on your teeth. Brushing your teeth twice per day can make it more difficult for bacteria to form plaque. You should also avoid putting objects in your mouth. Pens, pencils, and other objects can hurt your mouth, and they can also pass bacteria. If you put objects in your mouth, you also may pass bacteria to an object that someone else may touch.

Good hygiene habits are very important. The small daily things you do can help your long-term health.

Read each statement about the passage. Circle the correct answer for each item.

True/False

1. Washing your clothes can help limit bacterial growth.
 - a. **True**
 - b. False

Explanation:

In the passage it says, “You can also limit bacteria by washing your clothes often.” This statement is true.

2. The only way to prevent bacteria from spreading is to wash your hands.
- a. True
 - b. **False**

Explanation:

Notice the absolute word "only" in this question. Although the passage says that washing your hands is very important, it talks about several ways to prevent bacteria from spreading. Washing your hands is very important, but it is not the only way. In the passage it says "You should also avoid putting objects in your mouth. Pens, pencils, and other objects can hurt your mouth, and they can also spread bacteria. If you put objects in your mouth, you also may spread bacteria to an object that someone else may touch." This statement is true.

Multiple Choice

1. You should wash your hands after
- a. Using the toilet.
 - b. Touching money.
 - c. Coughing.
 - d. **All of the above.**

Explanation:

The answer to this question is D. In the passage it states that you should wash your hands after each of these activities.

2. From this article, we can infer that
- a. Bacteria does not stick to towels.
 - b. It is good to wash with vinegar.
 - c. You should wash clothes daily.
 - d. **There is bacteria on money.**

Explanation:

The answer to this question is D. We know that bacteria does stick to fabric, so A is not correct. B is not correct because the article does not mention vinegar. Although washing clothing is important, the passage states washing "often" not "daily," and so C is not the answer. Because the article states that you should wash your hands after touching money, we can infer that there is bacteria on money.

Closing

When you go home today, teach a friend or family member what you learned about words in exam questions. You may also want to share what you learned about personal hygiene.

This is the last lesson in this workbook. Take your workbook home and share your work and the stories you read with your family. Talk about what you have learned in these 20 lessons and how it will help you in school.



Extra Practice—Dictation

In some countries, national and school exams require students to complete dictation exercises. You may complete this activity with your students if you feel it will help them prepare for their exams. If you do not think it is necessary, you may skip this activity.

Ask the students to turn to the “Extra Practice—Dictation” activity after lesson 20. Read each sentence aloud slowly, and ask them to write each sentence carefully. Read each sentence three times. Remind the students to try to use correct spelling and grammar in their sentences.

After the students have finished writing all five sentences, ask five different students to come to the board and write the correct sentence. (You may give the students this teacher guide to help them.) Ask the students to correct their sentences and learn from the errors they made. Praise the students, and remind them that even though dictation is hard, it will become easier with practice.

Sentence #1:

As you study for your exam, it is important to practice dictation.

Sentence #2:

Education is an important part of our growth on earth.

Sentence #3:

What goals would you like to set for the future?

Sentence #4:

Heavenly Father loves you and will help you succeed in school.

Sentence #5:

The farmer sold fruits and vegetables at the market.

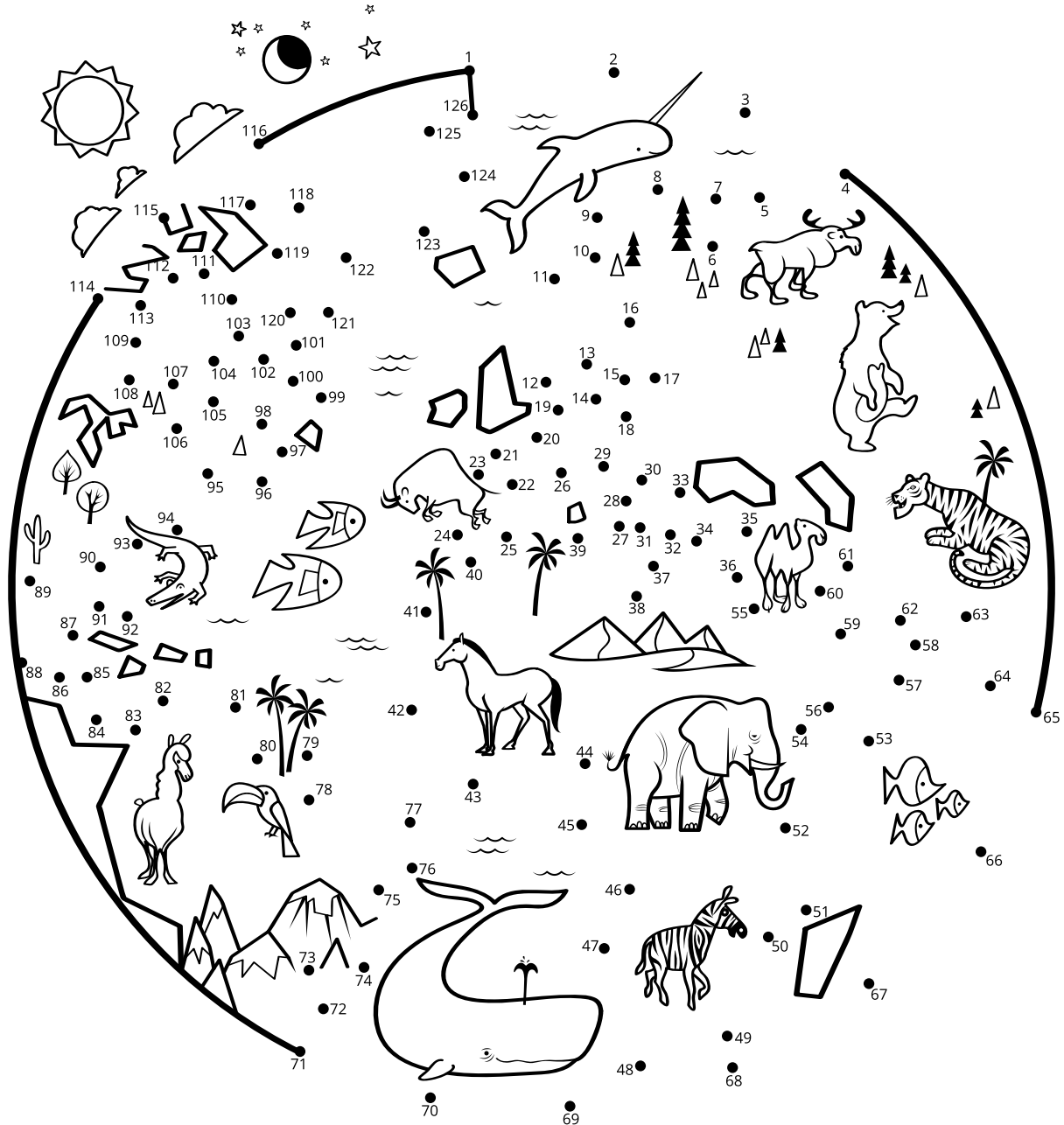
Extra Activity Pages

These activity pages are provided for you to work on if you have extra time. Here are some ideas of when you may choose to complete them:


- When you arrive early to class.
- If you complete your work in class early.
- When you take your workbook home, you may complete them at home.
- You may also work on them with a friend or brother or sister.

God created the heaven and the earth in six days.

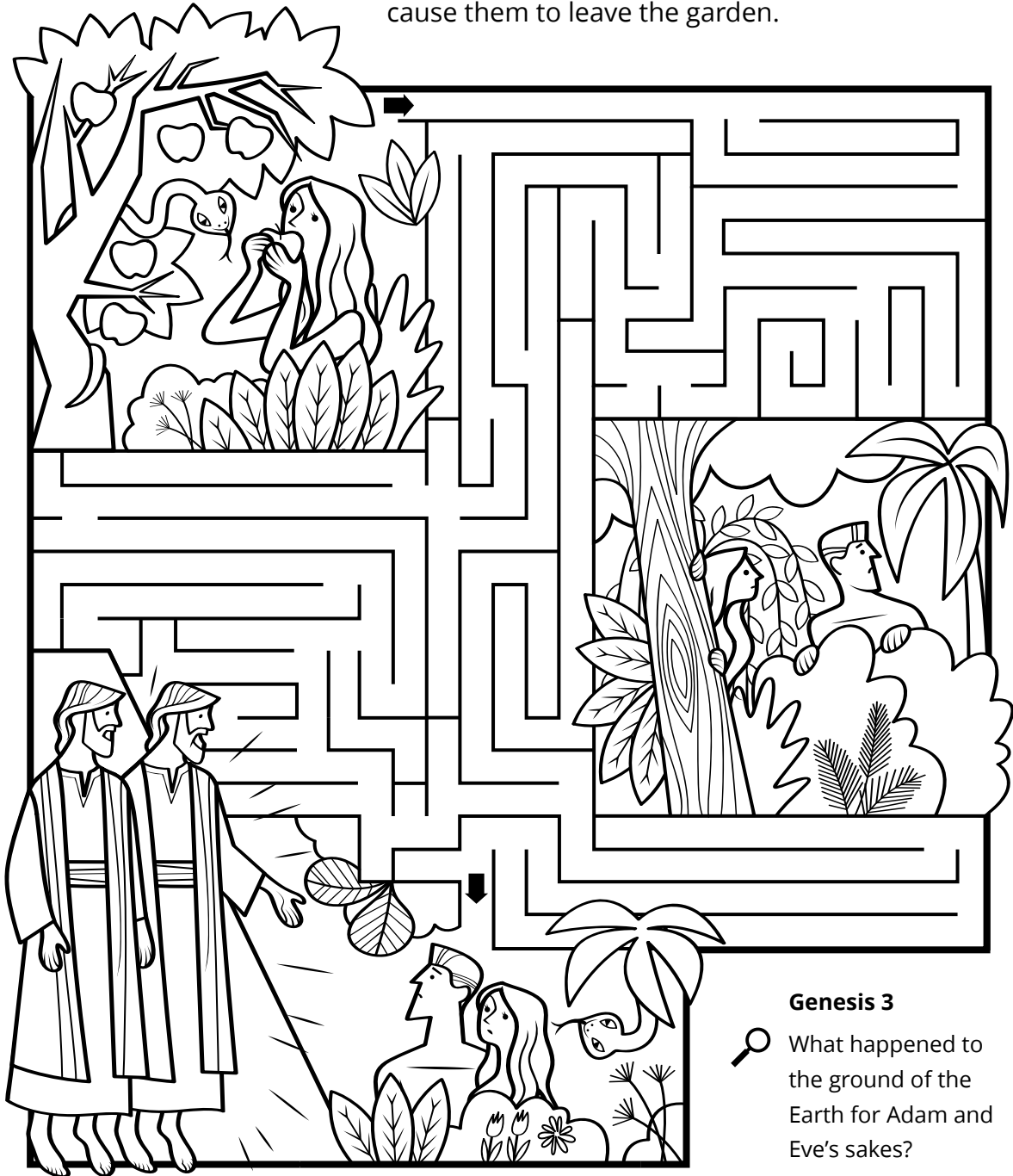
Find some of the living things that God created on the earth: 1 bear, 4 palm trees, 5 fish, 1 alligator, 1 horse, and 1 zebra.



Genesis 1-2

 In whose image was man (male and female) created?

God put **Adam and Eve** into a beautiful garden. God commanded them not to eat the fruit on the tree of knowledge of good and evil. The devil, disguised as a serpent (snake), tempted them and they ate the fruit. Follow Adam and Eve as they **make choices** that cause them to leave the garden.



Jacob had 12 sons. Their families are known as the **12 tribes of Israel**.
Trace the names of each of Jacob's sons.



Genesis 49; Deuteronomy 33



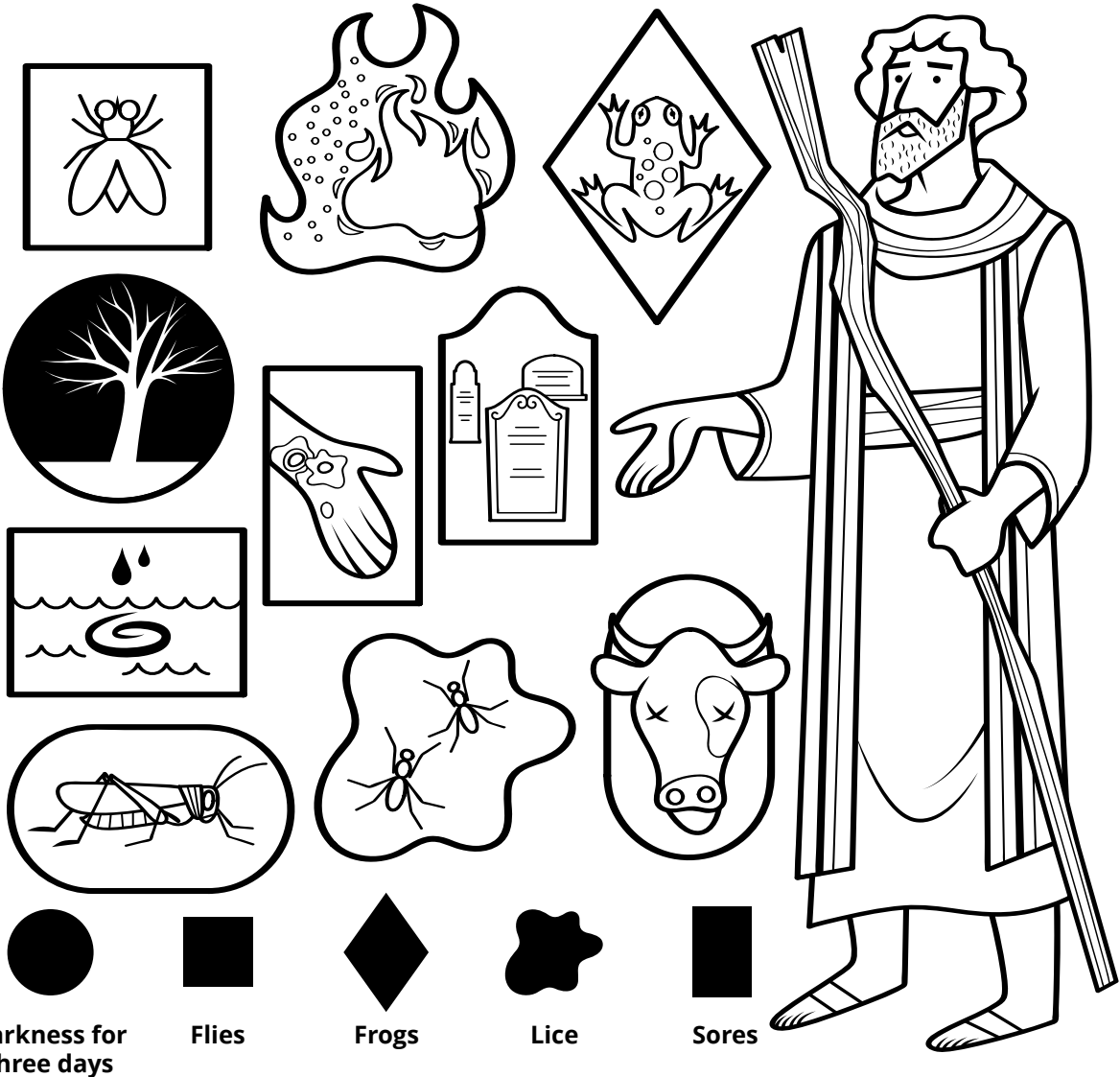
What blessings were promised to Joseph?

Through Moses, the Lord commanded Pharaoh to set the Israelites free.

But Pharaoh would not obey God's command.

Match the shapes to the **plagues God sent to humble Pharaoh.**

-  Water into blood
-  Sick cattle
-  Thunderstorms of hail
-  Death of firstborn
-  Locusts



Darkness for three days

Flies

Frogs

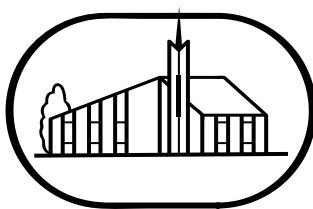
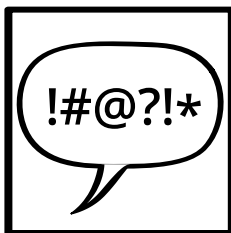
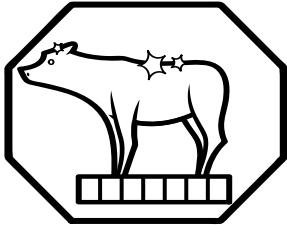
Lice

Sores

Exodus 7-12

 How did Aaron help Moses?

The Lord revealed the **10 Commandments** to Moses.
Match the following shapes to their commandment.



Thou shalt not commit adultery



Do not take the Lord's name in vain



No graven images or likenesses



Thou shalt not kill



Thou shalt not bear false witness



No other gods before me



Honor thy father and thy mother



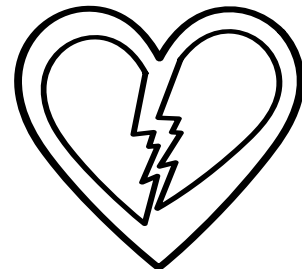
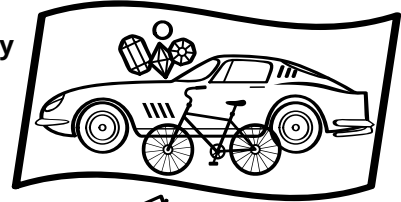
Thou shalt not covet



Thou shalt not steal



Remember the Sabbath day



Exodus 20:2-17; Exodus 34; Deuteronomy 5:6-21



How many days are we given to labor (work)?

These pages contain some extra writing practice. Write in the lines below. Then, draw a picture to go along with your writing.

One thing I want to do when I get older is . . .

When the weather is _____, I like to go outside and . . .

