

UNIT 01 / 13 · LEARN & TRY

The quiet rehearsal

Name: _____ Date: _____

Learn

Read the original passage twice. Distinguish improvement from a complete change. Use words from the passage when a question asks for evidence.

The class planned a puppet show. During rehearsal, Kabir spoke so softly that the back row could not hear him. Two classmates began to speak his lines for him. Their teacher stopped them and asked Kabir what would help. He requested a smaller practice group and a chance to stand closer to the audience. By Friday, he delivered his part clearly, although he still felt nervous.

Worked example

A reason explains why something happened. An inference combines a clue in the text with a sensible explanation; it must fit the words on the page.

1. What difficulty did Kabir face?

2. How did two classmates respond initially?

3. What did the teacher do differently?

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The quiet rehearsal

4. Name the two changes Kabir requested.

5. Does the ending say his nervousness disappeared?

6. What lesson is supported by the passage?

Explain one answer. Choose a question to revisit after a few days.

UNIT 01 · ANSWER GUIDANCE

The quiet rehearsal

1. The back row could not hear him.
2. They spoke his lines for him.
3. She asked Kabir what would help.
4. A smaller practice group and standing closer.
5. No; he still felt nervous.
6. Support can involve listening to a person's needs rather than taking over.

Teaching note

Accept a different answer when the child can support it with the passage. Read aloud together when decoding gets in the way of comprehension.