

- An **inference** is a guess that a reader makes by combining details from a text and personal knowledge. A reader makes an inference about what is happening.
- A **conclusion** is a judgment about what something means based on facts and details.

The audience applauded as Yolanda walked onto the stage with her violin.

She did not fidget while the pianist found the correct page of the score. Yolanda squinted into the bright lights of the auditorium. She couldn't see her parents and friends, but she knew they were there supporting her. After a few rippling notes sounded on the piano, Yolanda began to play. Her bow glided across the strings as if it had a mind of its own.

First, decide what is happening in the passage. Look for details that set the scene.

Next, use details and personal knowledge to make an inference.

Finally, put the facts together to draw a conclusion about the passage.

Remember: As you read, think about the details that the author presents. Compare them with what you already know about the subject or setting. Use your knowledge to make an **inference** or draw a **conclusion** about what is happening in the passage.

- Using details and personal knowledge to make an inference
- Combining details and inferences to draw a conclusion
- Using a graphic organizer

26

LESSON

Inferences and Conclusions

ACADEMIC VOCABULARY

An **inference** is a guess that a reader makes by combining details from a text and personal knowledge. A reader makes an inference about what is happening.

A **conclusion** is a judgment about what something means based on facts and details.

HEADS UP

Look for details about situation, character, and setting as you read. Recall things from your own experience that are similar to the details in the story. Combine these details in the same way that a detective puts clues together. This will help you make an **inference** or draw a **conclusion** about the story.

I Make Inferences and Draw a Conclusion

Read the passage below. Then answer the questions.

When Mrs. Kosich saw Ralph walk into her clothing store, she greeted him by name. Mrs. Kosich took Ralph by the arm and led him to a table stacked with new sweaters. Soon she was holding up a red sweater and nodding her head and smiling. Ralph, who had come in only for a pair of socks, started nodding his head along with her. "Not bad," he said, as he reached for his wallet.

- What inference can you make from the fact that Mrs. Kosich greets Ralph by name?
 - Mrs. Kosich has guessed Ralph's name.
 - Ralph is wearing a name tag.
 - Mrs. Kosich already knows Ralph.
 - Ralph is Mrs. Kosich's son.
- What inference can you make about Mrs. Kosich?
 - She does not like to talk to customers.
 - She is an aggressive salesperson.
 - She makes lots of money in her store.
 - She sells more socks than sweaters.
- At the end of this passage, what conclusion can the reader draw?
 - Ralph will never come back to Mrs. Kosich's store.
 - Ralph will choose another sweater to buy.
 - Ralph will buy a pair of socks, as he intended.
 - Ralph will buy the red sweater.

26

LESSON

Inferences and Conclusions

II Determine Whether an Inference Is Supported by the Text

Read each passage below. Then read the inference about that passage. If the inference is supported by the details in the passage, circle YES. If the inference is not supported, circle NO and write the correct inference on the line. Underline the details that support the correct inference.

1. Jordan grabbed his baseball glove and headed for the ballpark, excited that the championship game was finally here. Then Jordan remembered something that gave him a sinking feeling in his stomach. He had left the door to his uncle's toolshed unlocked, and his aunt and uncle were out of town. If he went to lock the shed now, he would miss the first inning of the game. On the other hand, his uncle had a lot of expensive tools in the shed. With a sigh, Jordan turned around and began to jog toward his uncle's house.

Inference: Jordan is a very responsible person.

YES NO _____

2. With an exasperated sigh, Ingrid searched one more time for her science report. She looked under the dinner plate with the petrified pieces of orange rind. She flipped through a stack of old magazines and a bundle of school newspapers. She even moved two piles of dirty sweat clothes and a shopping bag full of old DVDs. Why was it so hard to find things in her room?

Inference: Ingrid's room is too small.

YES NO _____

26

LESSON

Inferences and Conclusions

II Determine Whether an Inference Is Supported by the Text

continued

3. For Mrs. Kennedy's last day as a teacher at Douglass Middle School, the cafeteria served her favorite lunch: chicken tacos. The maintenance man hung streamers in the hallway outside her classroom, and Principal Hargis made a special announcement over the intercom. All day long, Mrs. Kennedy's students and former students stopped to speak to her.

Inference: Mrs. Kennedy is going to replace Mrs. Hargis as principal of Douglass Middle School.

YES NO _____

4. In literature class, Mr. Watanabe announced that he would read a famous poem by Emily Dickinson. He began, "Because I could not stop for death—"

Juanita Sanchez then mouthed the next words: "—he kindly stopped for me."

In fact, Juanita quietly whispered the words to the entire poem as Mr. Watanabe read them. Juanita's literature book lay closed in front of her.

Inference: Juanita has memorized the Emily Dickinson poem.

YES NO _____

5. Trudy enjoyed visiting her father at work, but she had to be careful not to get in the way. On one table, Renaldo was assembling a massive salad filled with colorful vegetables. In front of the stove, Eileen was tasting her incomparable mushroom soup with a slight frown on her face. In the corner, Vladimir was roaring something about more scallions for the gravy. Through it all, Trudy's father, in his puffy white hat, kept close watch so that each dish came out perfectly.

Inference: Trudy is visiting a factory assembly line.

YES NO _____

26

LESSON

Inferences and Conclusions

III Chart Inferences and Conclusions

As you read a short story in class or on your own, look for passages that help you make inferences or draw conclusions. Write three short passages in the chart below. They might describe a character, a situation, or a setting. Then write what inference or conclusion you can draw from each passage. In the third column, list details that led to your inference or conclusion.

Passage from Story	Inference or Conclusion	Details That Led to Inference or Conclusion

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Where the Buffalo Roam

For centuries, Native Americans of the Great Plains relied on wild buffalo herds for their food, shelter, and tools. In 1865, more than 12 million buffalo lived on the Great Plains. But then more and more settlers moved west. By 1890, most of these animals were gone. There were only 750 buffalo left. Fortunately, the number of buffalo has grown since then.

The animal that we call buffalo is also called American bison. Today there are about 80,000 of these big, shaggy animals in the United States. They live in parks and reserves. One herd of free-ranging buffalo lives in Yellowstone National Park. “Free-ranging” means that the animals are allowed to roam throughout the park. This is their natural way of life. Many people hope that this herd will continue to grow.

Some cattle ranchers who live near Yellowstone do not like having the buffalo there. They worry that the buffalo could come onto their land and make their cattle sick. Because of this, the government has slaughtered more than 3,500 buffalo. But many people do not believe the buffalo can actually pass diseases to cattle. In 2003, a law was passed to make it harder for the government to kill buffalo.

The buffalo once were the center of many Native Americans’ way of life. They were the source of most of the things that these Native Americans needed to live. Protecting the buffalo is important. It preserves part of our natural history.

Name _____ Date _____

1. You can infer that buffalo live in parks and reserves so that _____.

- Ⓐ they will not have to travel much
- Ⓑ they have protection while their numbers grow
- Ⓒ it is easier for people to see them
- Ⓓ they do not hurt people who want to watch them

2. You can infer that millions of buffalo disappeared in the late 1800s because _____.

- Ⓐ Native Americans hunted them
- Ⓑ they caught a disease from cattle
- Ⓒ herds of buffalo moved away
- Ⓓ they were killed by settlers

3. Why are there more buffalo now than there were in 1890?

4. From the third paragraph of this passage, you can tell that _____.

- Ⓐ many people thought the government was wrong to slaughter buffalo
- Ⓑ ranchers value the buffalo herd more than their own cattle
- Ⓒ thousands of buffalo have been moved away from Yellowstone
- Ⓓ the buffalo carry diseases that can be harmful to humans

5. Why would cattle ranchers living near Yellowstone National Park disagree with the last two sentences in the passage?

26

LESSON

Inferences and Conclusions

Make Inferences and Draw Conclusions

When you make inferences and draw conclusions, you put details together to figure out the meaning of a passage. Read the paragraph below. Then answer the questions that follow.

As soon as Virgil walked into the shop, he began to sneeze. The little shop was lined with cages full of furry little creatures or feathery ones, as well as colorful fish in their bubbling blue glass tanks. A woman wearing horn-rimmed glasses and a worried look stepped from behind the counter. Virgil said hello, but then he sneezed once more. And sneezed again—and again. Each time he sneezed, the animals in their cages seemed to vibrate with agitation. Before Virgil could get out the word *birdseed*, the woman in the glasses asked him if he could please come back another time.

1. Where does this story take place?

- a. a pet store
- b. a farmhouse
- c. a feed store
- d. an aquarium

What details in this passage tell you about the setting?

2. Why is Virgil sneezing?

- a. He is allergic to something in the shop.
- b. It is very cold in the shop.
- c. The woman behind the counter has on too much perfume.
- d. The animals in the shop need to get a bath.

What does the first sentence indicate about the cause of Virgil's sneezing?

continued →

26

LESSON

Inferences and Conclusions

Make Inferences and Draw Conclusions *continued*

3. What does Virgil want to do?
- a. He wants to look at the animals.
 - b. He wants to interview for a job.
 - c. He wants to buy a parakeet.
 - d. He wants to buy some birdseed.
4. Why do you think the woman asks Virgil to leave?
- a. She doesn't want his business.
 - b. She knows he is a troublemaker.
 - c. His sneezing is agitating the animals.
 - d. He does not take good care of his pets.

What word does Virgil try to say in this passage?

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Silly Science Prizes

Most people have heard of the Nobel Prizes. Some of the most talented people in the world receive these prizes, which honor great achievements in medicine, chemistry, and other fields. But not many people have heard of the Ig Nobel Prizes. The name is a pun on the word “ignoble.” These prizes are given to people who do very strange work and whose studies might even be called a little goofy. The prizes were first given out in 1991, and they get more popular every year.

All the prize winners were serious about their work when they did it. It’s just that the subjects they studied were a little odd. For example, one prize went to two scientists in Norway who discovered that sour cream makes leeches hungry. Another scientist studied toast because he wanted to know if it always lands butter side down when you drop it. Another prize went to the country of Liechtenstein for offering to rent the entire country out for weddings!

The Ig Nobel Prize ceremony is held at Harvard University in Massachusetts every October. Sometimes the people who receive the prizes aren’t too happy about it, but usually they are good sports. Often they have to travel a very long way to get their prizes. When they receive them, they give a speech, but they can only speak for one minute. If they talk longer than that, they are booed.

The Ig Nobel Prizes are kind of silly, but they have a somewhat serious goal of trying to encourage real science. Above all, they prove that science can be fun. One winner came up with a new way for men to comb their hair. Another one studied how tadpoles taste when you eat them. No matter what the subject, these prizes show the lighter side of science.

Name _____ Date _____

1. You can tell from this passage that the word ignoble probably

means _____.

- Ⓐ not noble
- Ⓑ like a noble person
- Ⓒ very noble
- Ⓓ in a noble way

2. The third paragraph says that the people who receive an Ig Nobel Prize aren't always too happy about it. What is the most likely reason for that?

- Ⓐ They have to stop their important work to go to Harvard.
- Ⓑ They don't want to be photographed.
- Ⓒ They are embarrassed because the prizes poke fun at them.
- Ⓓ They are afraid someone will copy their work.

3. What is one thing that all the work done by these prize winners has in common?

- Ⓐ It is extremely important.
- Ⓑ It is meant to improve health.
- Ⓒ It is all done by foreigners.
- Ⓓ It is kind of silly.

4. The second paragraph mentions leeches. How can you tell from the paragraph that a leech is a kind of animal instead of a rock?

5. Do you think most scientists would rather get a Nobel Prize or an Ig Nobel Prize? Tell why you think so.

Happy Campers

Two articles show ways people help kids with cancer

• **Preview:** Children battling cancer need more than medical interventions. These articles demonstrate how the empathy of others helps too.

• **Learning Objective:** Students will infer how people have shown empathy for kids with cancer, and how empathy helps such children and their families.

• **Content-Area Connections:**

Science: health; social issues

• **Other Key Skills:** vocabulary, text features, mood, close reading, author's craft, problem and solution, text evidence, key detail, evaluating, explanatory writing



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, and Skill Building

1. Preparing to Read

Preview vocabulary (10 minutes, activity sheet online)

- Project or distribute the vocabulary activity to preview the highlighted words, which have to do with illness and treatment.
- Highlighted words: *chemotherapy*, *donations*, *thrive*, *chronic*, *diagnosed*, *health insurance*

Set a Purpose for Reading (5 minutes)

- Have students study the text features, including the headline, captions, and especially the pictures. Ask them to discuss in small groups what mood the text features create.
- Have a volunteer read aloud the Up Close box on page 10.

2. Close Reading

Read and Unpack the Text (25 minutes)

- Have students read “Happy Campers” as a class, pausing to discuss questions that arise with each section. Then ask students to read the informational text “Bald Heads Raise Big Bucks” in small groups.
- Groups should then answer the **close-reading** and **critical-thinking** questions, rereading the text to find answers.

Close-Reading Questions

(activity sheet online)

- Reread the first four paragraphs, comparing the first three with the fourth. What is the

author trying to accomplish in the first three? In the fourth? (author's craft) *In the first three paragraphs, author Jane Bianchi describes sights and sounds that make Sunrise seem like any other day camp. In the fourth paragraph, she explains the difference: This is a camp for kids battling cancer and for their siblings.*

• **What are two big challenges faced by kids with cancer? How does Sunrise help?** (problem and solution) *Kids with cancer often undergo many medical treatments that disrupt their lives and leave them weak and tired. They sometimes feel different or misunderstood by their peers. At Sunrise, they're treated like normal kids. They participate in activities, but if they need to rest or take medications, they can do so without feeling singled out.*

• **What money problems do families of kids with cancer sometimes face? How does Sunrise help?** (text evidence) *Families pay large amounts of money for doctor visits, surgeries, and ambulance rides, even when they have health insurance. Some parents lose money by missing work or quitting their jobs to take care of their children. Sunrise is free, thanks to donations.*

• **In what ways do the siblings of kids with cancer struggle? How does Sunrise help them?** (key detail) *They often feel ignored when so much attention is focused on the sibling who's battling cancer. Sunrise gives them as much attention as they give their brother or sister and helps them understand their sibling's illness.*

• **What is evidence of Sunrise's success, beyond "smiles of the campers"?** (text evidence) *Sunrise opened a second location in 2013, and the staff is helping other organizations open similar camps.*

• **How have Kaela, Mara, and other St. Baldrick's "shavees" shown empathy for children with cancer?** (inference) *By shaving their heads, they put themselves in the place of kids who have lost their hair from chemotherapy. They experience what it feels like to be bald. They also*

raise money and awareness for cancer research.

• **What key fact shows the success of the St. Baldrick's Foundation?** (key detail) *More than \$220 million has been raised since 1999.*

Critical-Thinking Questions

(activity sheet online)

• **Based on these articles, what do you think are some important ideas about interacting with kids who have cancer?** (evaluating) *It's important to treat kids with cancer as normal kids who enjoy the same games and activities and have the same interests as everyone else. Take advantage of opportunities to be supportive, like the Sunrise counselors who wear hats and bandanas, or the St. Baldrick's participants who shave their heads and raise money.*

• **How does empathy help people?** (inference) *Empathy helps people feel understood and know that they are not alone or looked at as different.*

3. Skill Building

Featured Skill: Inference

• Refer students to the initial discussion of how the text features create a mood. Discuss: Did the story convey the mood you expected? Explain.

• Print and distribute our inference activity sheet. It will help students find information from both texts to use in response to the writing prompt on page 13.



Extension Activity

• Challenge students to develop a one-page "Guide to Helping Young Cancer Patients." Have them think about the struggles faced by patients and their families, based on these articles, and summarize creative ideas in bullet-point format.

Differentiation

For Struggling Readers

Have students underline sentences in both articles that help explain the challenges and struggles faced by kids and families facing cancer.

For Advanced Readers

Ask students to use evidence from these articles and outside knowledge to write an essay responding to these questions:

What are some of the challenges of having a sibling with a serious health issue? What kind of support do you think siblings need?



Online Resources

Differentiation: Lower-Lexile version of this article; audio recordings of on-level and lower-Lexile articles

Activities to print or project:

- Domain-Specific Vocabulary
- Close-Reading and Critical-Thinking Questions
- **Core Skills Workout:** Making Inferences/ Comparing Two Texts, Summarizing, Text Evidence
- Comprehension Quiz—Now on two levels!

storyworks.scholastic.com

Complexity Factors

See how this story will challenge your students.

Purpose: “Happy Campers” describes a day camp for kids with cancer and their siblings and provides information about cancer. “Bald Heads Raise Big Bucks” describes one group’s fundraising activities for childhood cancer research.

Structure: “Happy Campers” is nonlinear and includes cause-and-effect and compare-and-contrast structures. The informational text includes cause-and-effect structures.

Language: “Happy Campers” includes some challenging domain-specific vocabulary, such as *chemotherapy*.

Knowledge Demands: Some prior knowledge of cancer and other chronic illnesses will aid comprehension.

Lexile Level: 1010L

Guided Reading Level: T **DRA Level:** 50

Common Core State Standards

This article and lesson support the following College and Career Readiness (CCR) anchor standards: **R.1, R.2, R.3, R.4, R.9, R.10, W.2, W.10, SL.1, L.4, L.6**

Go online to find specific grade-level correlations for grades 3 through 6.





Twins Maddy and Jack are all smiles at camp. "Sunrise is a special and amazing place," says their father, Joe.

Happy Camp



Making Inferences As you read these articles, what can you infer about how other people can help kids with cancer?

LOOK FOR WORD NERD'S 6 TERMS IN BOLD



It's 10:20 a.m. The sun shines through the trees onto red bleachers. Three hundred kids, ages 3 to 16, sit shoulder-to-shoulder. They smile as they chant to the beat of bongo drums.

"Suuuuunrise Day Camp! Iiiiiit's the best camp!"

Sunrise campers swim. They make crafts. They shoot hoops. They play miniature golf. Laughter echoes across the camp's 300 acres on Long Island in New York.

Sunrise looks like any other day camp. But this camp is special. It was founded in 2006. It's the only full-summer day camp in the world for kids with cancer and their siblings.

Cancer is rare among kids. And most kids **diagnosed** with cancer survive. They go on to live normal lives.

But cancer comes with a lot of fear and stress. As Sunrise founder Arnie Preminger points out, kids with cancer face hardships

Happy Campers

For kids with cancer and their siblings, Sunrise Day Camp offers fun in the sun with a special twist

BY JANE BIANCHI

Nya (left) and her sister Miah get creative at the arts-and-crafts table.

that most people can't imagine. There are surgeries. Most cancers require a treatment called **chemotherapy**. This treatment can leave kids weak and tired. It can even leave them bald for a while. Cancer causes many kids to miss weeks of school. Some kids are out for months. They trade soccer games and parties for doctor visits and midnight trips to the emergency room.

When a kid becomes a cancer patient, it can be hard to feel like anything else.



But not at Sunrise.

At the camp, kids enjoy the usual camp activities—with a twist. Counselors give piggyback rides and swimming lessons. But they all also wear hats or bandanas; that way, they look the same as kids who are covering up their bald heads. Nurses hand out Band-

Aids for scrapes. But they also help kids who need medications. The camp has a swimming pool and soccer field and tennis courts. But it also has quiet spots in the shade for kids who are tired, or whose treatments make them sensitive to the sun.

And the cost to families? It's free. Sunrise raises millions of dollars each year from private **donations**. These gifts pay for staff salaries, golf carts, snacks, and more.

Set Apart

The Sunrise team aims to create a place where kids who have cancer can **thrive**, safe among people who understand their needs.

Kids with cancer and other **chronic** illnesses often feel set apart. Others don't always know what they're going through. Miah is 11. She recalls coming back to school after treatment for her cancer. "I had lost my hair, and whenever I walked into the girls' bathroom, kids would think I was a boy, and I'd hear them say, 'Why is a guy walking into the girls' bathroom?'"

At Sunrise, there are no such awkward moments. Campers feel understood. They love this feeling of community.

And, of course, there's the daily ice cream. That's what 8-year-old camper Maddy likes. She and her twin brother, Jack, were diagnosed when they were 2 years old. Happily, both are now in remission. (That means that the cancer has gone away.) They have a blast at Sunrise.

"Sunrise is a special and amazing place for the children and the parents," says their dad, Joe. "The whole

family feels safe there."

As Jack and Maddy's dad notes, when cancer hits, the whole family feels the blow. Even when families have **health insurance**, costs add up. Doctor visits, hospital stays, ambulance rides, surgeries, and treatment can cost tens of thousands of dollars. Some parents have to quit their jobs to care for a sick child.

And, of course, there's all that worry for



Sunrise campers enjoy the same activities as kids at other day camps. Above, sisters Julia (left) and Camryn cool off in the pool.

At Sunrise, kids with cancer and their siblings can connect with other kids facing similar challenges.

parents and siblings.

"I'd be watching TV and start talking to her," says Miah's sister, Nya, 12, "but then realize that she wasn't there next to me. I'd forget she was at the hospital." (Miah is now in remission.)


"A Unique Gift"

Camryn is 12. She was scared when she learned that her sister, Julia, now 10, had cancer. Camryn tried to distract Julia during the months of treatments. She wanted to cheer her sister up.

But Camryn often felt left out when the family's focus was on Julia. "I was like, um, hi, I'm over here!" Many kids whose siblings are ill feel this way. Now Julia is in remission. Camryn can shrug off those feelings.

"Sunrise gives siblings a unique gift," says Deanna Slade. Slade is the camp director. "They have an opportunity to play and interact as other brothers and sisters do in a very normal, fun way. It also helps them better understand and deal with their brother or sister's illness and their own feelings."

The camp is growing. In the summer of 2013, Sunrise opened its second day camp. The new camp is in Pearl River, New York. Preminger and his team are now helping other groups open similar camps.

"I love looking at the kids and seeing how happy they are," Preminger says. "I love watching them forget that they have cancer, even for a moment." 

INFORMATIONAL TEXT

Bald Heads Raise Big Bucks

There are many ways to help kids who have cancer. One way is through a group called the St. Baldrick's Foundation. Since 1999, the group has raised more than \$220 million for childhood cancer research. How? The group inspires people to shave their heads.

Many "shavees" are kids like sisters Kaela and Mara. They shaved their heads for St. Baldrick's last year. They did it to raise money. They also wanted to show support for kids with cancer. Cancer treatment often causes hair loss.

The program is simple. Volunteers commit to shaving their heads. Their loved ones give money to show support. Some kids form teams. Kaela and Mara got their dad and brother and a classmate involved. They raised \$4,100 for St. Baldrick's. Their hair is growing back. But it won't grow for long. They plan to hold another shaving event next year.



WHAT'S THE CONNECTION?

The word *empathy* means to understand and share the feelings of others. Use details from both articles to explain how people show empathy for kids with cancer. How might empathy be important?

**FIND AN
ACTIVITY
SHEET
ONLINE!**

Name: _____ Date: _____

Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn't say it directly.

Directions: The chart below lists clues from "Happy Campers" on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

Clues	Inferences
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "Most cancers require a treatment known as chemotherapy, which can leave kids weak and tired—and often temporarily bald." • "Many miss weeks or even months of school, and have to trade soccer games and sleepovers for endless waits in doctors' offices and midnight trips to the emergency room." • "When a kid becomes a cancer patient, it can be difficult to feel like anything <i>but</i> a cancer patient." 	<p>What can you infer about how cancer affects a child's daily life?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Just as cancer patients can feel alone or left out, their siblings can too.</p>

Continued on next page >

Name: _____ Date: _____

Making Inferences, p. 2

Clues	Inferences
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "Like kids at camps around the country, Sunrise campers spend days swimming, making crafts, shooting hoops, and playing miniature golf." • "Counselors . . . wear hats or bandanas to look the same as kids who are covering up their bald heads." • "'Sunrise gives siblings a unique gift,' says camp director Deanna Slade. 'They have an opportunity to play and interact as other brothers and sisters do in a very normal, fun way.'" 	<p>What can you infer is one of the most important goals of Sunrise Day Camp?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Write two lines from "Bald Heads Raise Big Bucks" that support the inference on the right.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The St. Baldrick's Foundation has been successful in its efforts to support children with cancer.</p>

Name: _____ Date: _____

Teacher e-mail (optional): _____

"Happy Campers" Quiz

Directions: Read the article "Happy Campers" in the November/December 2014 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which sentence below best summarizes the article "Happy Campers"?

- Ⓐ Chemotherapy can cause hair loss.
- Ⓑ Sunrise Day Camp helps kids with cancer and their families.
- Ⓒ Most kids who get cancer survive.
- Ⓓ Competition between siblings is normal.

2. Which line from the article supports the answer to question 1?

- Ⓐ "Cancer is rare among children."
- Ⓑ "There are surgeries."
- Ⓒ "'Sunrise is a special and amazing place for the children and the parents.'"
- Ⓓ "'I love looking at the kids and seeing how happy they are.'"

3. Sunrise is the _____ full-summer day camp for kids with cancer and their siblings.

- Ⓐ biggest Ⓒ newest
- Ⓑ most expensive Ⓓ only

4. Which of the following problems is NOT mentioned in "Happy Campers"?

- Ⓐ the cost of treatment
- Ⓑ agonizing worry
- Ⓒ siblings feeling ignored
- Ⓓ the fear that siblings will get cancer too

5. Which of the following statements is supported by both "Happy Campers" and "Bald Heads Raise Big Bucks"?

- Ⓐ St. Baldrick's has raised millions of dollars for childhood cancer research.
- Ⓑ Cancer treatment can cause hair loss.
- Ⓒ Cancer treatment can be very expensive.
- Ⓓ Sunrise Day Camp is located in New York.

6. Sunrise counselors wear hats or bandanas to look like campers who are covering their bald heads. This act could best be described as _____.

- Ⓐ kind Ⓒ fashionable
- Ⓑ unoriginal Ⓓ rude

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in at least three well-written sentences. Make sure you support your answers with information and details from the articles.

7. How do organizations like Sunrise Day Camp and St. Baldrick's help kids with cancer?

8. Sunrise Day Camp welcomes siblings of kids who have cancer, even when the siblings are healthy. Why?

Access on-level Story Works Passage:

http://storyworks.scholastic.com/resource/uploads_story/issues/110114/pdfs/STORYWORKS-110114-PairedTexts.pdf

Name: _____ Date: _____

Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn't say it directly.

Directions: The chart below lists clues from "Happy Campers" on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

Clues	Inferences
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "Most cancers require a treatment known as chemotherapy, which can leave kids weak and tired—and often temporarily bald." • "Many miss weeks or even months of school, and have to trade soccer games and sleepovers for endless waits in doctors' offices and midnight trips to the emergency room." • "When a kid becomes a cancer patient, it can be difficult to feel like anything <i>but</i> a cancer patient." 	<p>What can you infer about how cancer affects a child's daily life?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Just as cancer patients can feel alone or left out, their siblings can too.</p>

Continued on next page >

Name: _____ Date: _____

Making Inferences, p. 2

	Clues	Inferences
3	<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "Like kids at camps around the country, Sunrise campers spend days swimming, making crafts, shooting hoops, and playing miniature golf." • "Counselors . . . wear hats or bandanas to look the same as kids who are covering up their bald heads." <p>Write one more line from the article that supports the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What can you infer is one of the most important goals of Sunrise Day Camp?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
4	<p>Write two lines from "Bald Heads Raise Big Bucks" that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Write your own inference that draws on "Bald Heads Raise Big Bucks."</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name: _____ Date: _____

Teacher e-mail (optional): _____

"Happy Campers" Quiz

Directions: Read the article "Happy Campers" in the November/December 2014 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which sentence below best summarizes the article "Happy Campers"?

- (A) Chemotherapy can cause hair loss.
- (B) Sunrise Day Camp helps kids with cancer and their families.
- (C) Most kids who get cancer survive.
- (D) Competition between siblings is normal.

2. Which line from the article supports the answer to question 1?

- (A) "Cancer is rare among children."
- (B) "There are surgeries."
- (C) "Sunrise is a special and amazing place for the children and the parents."
- (D) "I love looking at the kids and seeing how happy they are."

3. Sunrise is the _____ full-summer day camp for kids with cancer and their siblings.

- (A) biggest
- (B) most expensive
- (C) newest
- (D) only

4. Which of the following problems is NOT mentioned in "Happy Campers"?

- (A) the cost of treatment
- (B) agonizing worry
- (C) siblings feeling ignored
- (D) the fear that siblings will get cancer too

5. Which of the following statements is supported by both "Happy Campers" and "Bald Heads Raise Big Bucks"?

- (A) St. Baldrick's has raised millions of dollars for childhood cancer research.
- (B) Cancer treatment can cause hair loss.
- (C) Cancer treatment can be very expensive.
- (D) Sunrise Day Camp is located in New York.

6. Sunrise counselors wear hats or bandanas to look like campers who are covering their bald heads. This act could best be described as _____.

- (A) kind
- (B) unoriginal
- (C) fashionable
- (D) rude

7. You can infer from the article "Bald Heads Raise Big Bucks" that Kaela and Mara found shaving their heads _____.

- (A) boring
- (B) scary
- (C) stressful
- (D) satisfying

8. Which fact from the article supports the answer to question 7?

- (A) Kaela and Mara are sisters.
- (B) Many people have shaved their heads for St. Baldrick's.
- (C) They got their dad to do it too.
- (D) They plan to do it again.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized paragraph. Make sure you support your answers with information and details from the articles.

9. How do organizations like Sunrise Day Camp and St. Baldrick's help kids with cancer?

10. Sunrise Day Camp welcomes siblings of kids who have cancer, even when the siblings are healthy. Why?

Access Scope Article online

[http://scope.scholastic.com/resource/uploads_scope/issues/090114/pdfs/
SCOPE-090114-Fiction.pdf](http://scope.scholastic.com/resource/uploads_scope/issues/090114/pdfs/SCOPE-090114-Fiction.pdf)

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to reach a conclusion.

Directions: Read "Dear Future," then make inferences to answer the questions below. We answered the first question for you.

1. How does James feel when he sees the Ray Bradbury book?

He is embarrassed and ashamed. He remembers when he blurted something out in class about a Bradbury story only to be told that the class had finished discussing it 10 minutes earlier.

Explain how you know. *James refers to the book as "mocking me," and pales "as everything comes flooding back." Recalling how his classmates laughed at him, he says, "I think my heart stopped beating."*

2. What is it about Annie's journal that James finds so interesting?

Explain how you know. _____

3. What does James learn from his conversations with Annie and with his parents?

Explain how you know. _____

