

Reasoning & Reading

JOANNE CARLISLE

- **Word Meaning**
- **Sentence Meaning**
- **Paragraph Meaning**
- **Reasoning Skills**



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The *Reasoning & Reading* series is based on the belief that reasoning, language, and reading comprehension are essential, interdependent skills. Learning the language of critical reading and reasoning is an important step toward building good reading comprehension, problem-solving, and analytical skills. The series carefully combines reading exercises with language-based reasoning activities and includes regular writing exercises to provide students with opportunities to practice and demonstrate their developing language and reasoning abilities. *Reasoning & Reading* encourages students to take an active role in the reading and learning process. Group discussions and oral drills provide motivation—and creative activities can help generate an atmosphere of curiosity about language and reading that can extend throughout the curriculum.

Beginning Reasoning & Reading is designed to develop basic language and thinking skills in order to build a foundation for successful reading comprehension. This workbook targets third- to fourth-grade readers but can also be used at lower grade levels with advanced students or at higher grade levels with students who need to improve their reasoning and reading skills.

Reasoning & Reading, Level One is written on a fifth- to sixth-grade reading level. This workbook can be used at higher grades with students needing extra practice in reading and reasoning or with advanced groups at lower grades. As a part of a course in language arts, reading, or study skills, *Reasoning & Reading* helps develop valuable reading comprehension and critical reasoning skills.

Reasoning & Reading, Level Two is designed for the seventh or eighth grade, though it can be used with younger students at advanced levels or with older students who need extra instruction in effective reasoning and reading strategies. *Reasoning & Reading* can be used for individual instruction or for classroom use and is especially useful for organizing group activities or oral exercises.

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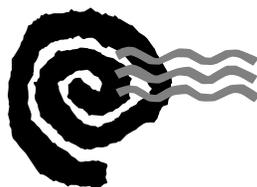
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An important goal of the *Reasoning & Reading* series is to help students understand and evaluate what they read. The revised workbooks focus on four essential language and thinking skills:

Word Meaning

With exercises about opposites, analogies, classification and categorization, and words in context, the units on word meaning cover the important and practical uses of words while providing a foundation to help students understand and evaluate words they have not yet encountered. This introductory unit concentrates on the meanings of words and the relationships between them. Students are asked to complete a variety of language and reasoning tasks, from practical exercises in following directions to activities in understanding definitions, synonyms, antonyms, and part-whole relationships.

Sentence Meaning

Units on sentence meaning begin with exercises that reinforce that sentences are the expressions of a complete thought. The unit progresses to discuss the anatomy of the sentence, with an emphasis on the main thought and word order. The importance of relationships between sentence parts is stressed and is reinforced with exercises in cause and effect, chronology, comparison, and other types of relationships within sentences.

Paragraph Meaning

How does a writer know when to start a new paragraph? How can a writer tell what ideas should go in one paragraph and what ideas should go in another? In these units, students will learn to recognize the characteristics of the well-written paragraph. These lessons stress the importance of the main idea and unity of the paragraph. Lessons about paragraph meaning are supported with exercises that help students understand the role of the topic sentence, example sentences, and signal words. The units about paragraphs incorporate new issues of meaning and review issues that have already been introduced, such as cause-effect, time order, comparison, and definition. In practice sections, students will analyze the structure and meaning of several paragraphs and will write structured and meaningful paragraphs of their own.

Reasoning Skills

Units on reasoning skills are designed to help students develop sophisticated language skills through analytical and reasoning exercises. Students learn to discriminate between cause and effect, fact and opinion, and relevant and irrelevant information. Previous experience with word, sentence, and paragraph meaning helps students to apply their reasoning skills in order to analyze and draw inferences from written and oral language. The unit on reasoning skills incorporates syllogisms, deductive reasoning exercises, and comprehension passages to allow students to practice effective problem-solving skills. Students will be able to apply new reasoning strategies in order to evaluate and more fully understand what they read.



Definitions

How do we define a word, such as *robin*? A definition tells us what a word means. If the word is a person, a place, or a thing, it tells us the group the word belongs to. For example, a robin is a bird. *Bird* is the group *robin* belongs to. Then a good definition gives us more information. We need these details so that we can see how the thing is different from other members of that same group. The robin is a bird that has a red breast and a gray-black head and back. These details help us see how the robin is different from other birds, such as a bluejay or a chickadee.

Directions: In the following definitions, underline the group that the person or thing belongs to. The first one has been done for you.

- A** 1. A footlocker is a small trunk used for storing your belongings.
2. A cake is a sweet food made from batter or dough.
3. A taxicab is an automobile that carries passengers for a fare.
4. A detective is a person who finds evidence to solve crimes.
5. Corn is a grain, usually a shade of yellow or white, that grows in kernels on large ears.

Directions: Underline the details that make the thing different from the other things that belong in the group. The first one has been done for you.

- B** 6. A tent is a shelter made of canvas stretched over a frame of poles, ropes, and pegs.
7. A lynx is a wild cat with thick, soft fur, a short tail, and pointed ears.
8. A trombone is a large brass instrument with a long bent tube that slides in and out to change tones.
9. A raccoon is a North American animal with a bushy, black-ringed tail.
10. A grape is a juicy fruit that grows in bunches on a vine.

Definitions

Directions: Define each word below. Tell the group that the word belongs to; then name details that show how it is different from other members of the group. The first one has been done for you.

1. A dragon is (GROUP) an imaginary creature

(DETAILS) has wings and claws and sometimes breathes fire.

2. A mosquito is (GROUP) _____

(DETAILS) _____

3. A friend is (GROUP) _____

(DETAILS) _____

4. A raincoat is (GROUP) _____

(DETAILS) _____

5. A thumbtack is (GROUP) _____

(DETAILS) _____

6. A giant is (GROUP) _____

(DETAILS) _____

Sentences can be long. To understand what a long sentence means, we must figure out which of the words are the most important. For example, what is the main point of this sentence?

Many miles away from the earth, the astronaut fired a rocket, sending it into space.

There are many words in this sentence, but the main point is this: *the astronaut fired a rocket.*

Directions: In this exercise, you must find the most important idea of each sentence. Read each sentence. On the line, write the letter of the choice that tells the main point.

- ___ 1. Behind the boat the hat was slowly sinking in the dark water.
a. The hat was behind the boat.
b. The hat was sinking in the water.
c. The water was dark.
- ___ 2. Dan hid his mother's birthday present under a stack of shirts in his closet.
a. Dan hid his mother's birthday present.
b. Dan's mother is having a birthday soon.
c. He had a stack of shirts in his closet.
- ___ 3. At the top of the mountain, Lucy took pictures of the beautiful view of the White Mountains.
a. Lucy climbed the mountain.
b. The view of the White Mountains was beautiful.
c. Lucy took pictures of the view.
- ___ 4. Nadine ate two bowls of the soup that Mr. Shiff had made for lunch.
a. Mr. Shiff and Nadine had lunch together.
b. Nadine ate two bowls of soup.
c. Mr. Shiff had made the soup.

Directions: On the line, write the letter of the choice that tells the main point of the sentence.

- ___ 1. On Saturday Wendy picked up her three dogs, who had stayed at the kennel for a week.
- a. Wendy picked up her dogs.
 - b. The dogs had stayed at the kennel.
 - c. The dogs were at the kennel for a week.
- ___ 2. The dump truck tipped over on the steep hill, so that garbage spilled into the street.
- a. The dump truck tipped over.
 - b. Garbage spilled into the street.
 - c. The dump truck was on a steep hill.
- ___ 3. At the edge of the pond the mother duck hid her eggs in a nest made of twigs.
- a. The mother duck was at the edge of the pond.
 - b. The mother duck hid her eggs in a nest.
 - c. The nest was made of twigs.
- ___ 4. At the end of Oak Street a fire burned down an old house that people called the haunted house.
- a. The house was at the end of Oak Street.
 - b. A fire burned down the old house.
 - c. People called it the haunted house.
- ___ 5. After the baseball game Gus couldn't find his car in the large parking lot.
- a. Gus went to a baseball game.
 - b. The parking lot is large.
 - c. Gus couldn't find his car in the parking lot.

Main Idea

Directions: Each set of sentences below is really two paragraphs. Figure out where the second paragraph begins. Put the symbol for paragraph (§) before the sentence that begins the second paragraph. Then write the main idea of each of the paragraphs.

Thomas's son gave him a six-month membership in the Essex Fitness Club for his sixtieth birthday. He thanked his son for the thoughtfulness of his gift, but he felt in his own heart that he would never make use of it. He liked to take the dog for a walk when he got home from work every day, and he liked to putter around the yard. However, he had never liked active sports. As he always said to his wife, he'd rather watch than play. Watching was exhausting enough. A few months later, Thomas had a change of heart. When he went for his annual physical check-up, his doctor told him he was apt to have serious health problems if he didn't lose weight and get his body in better condition. Thomas told him about his birthday present from his son. The doctor approved heartily. The next day Thomas went to the Fitness Club and, feeling awkward and a little silly, started on a series of exercises that the manager of the club recommended.

Paragraph 1: _____

Paragraph 2: _____

Mushrooms are quite easily recognized. They live on dead matter, and so they are usually found growing in dark and damp places where there are dead leaves and trees. A mushroom consists of a cylindrical stem and a cap. On the underside of the cap are thin blades or gills. Mushrooms have been a popular food since ancient times. Some species are edible, while others are poisonous. They may cause severe illness or even death. One must know a great deal about the appearance of different kinds of mushrooms in order to tell whether one is safe to eat or not. As a result, no one except an expert in identifying types of mushrooms should eat a wild mushroom.

Paragraph 1: _____

Paragraph 2: _____



Topic Sentences

The sentence that expresses the main idea of a paragraph is called the **topic sentence**. The topic sentence tells you what the paragraph is about.

In this exercise, you will practice writing a phrase found in a topic sentence. To do this, write the main idea of the sentence as a short phrase.

For example:

Topic sentence: Every classroom chair I have ever sat in seems especially designed to be uncomfortable.

Phrase: Classroom chairs are uncomfortable.

Directions: For each topic sentence, write a short phrase that expresses the main idea.

1. Even though dogs and cats are fun, rabbits make very good pets.

2. Do you know why big league baseball players love the winter?

3. Some children don't realize how dangerous a B-B gun can be.

4. A golf club can be used in many ways besides playing golf.

5. How much water should a person drink everyday to stay healthy?

6. People join the Navy for a number of different reasons.

7. Aunt Sophia spends her days making other people happy.



Support for the Main Idea

The purpose of this exercise is to give you practice finding the points an author uses to support the main idea.

Directions: 1. Read the paragraph.

2. Find the topic sentence. Express this as a phrase and write it next to the I.

3. Find the points that support the main idea. Use signal words to guide you when necessary. Write these points as phrases next to A, B, and C. The first paragraph has been started for you.

1. In boxing matches, no one gives much thought to the referee. Still, his job is a very important one. First, the fairness of the match depends on him. He judges whether or not punches are clean. Second, he is responsible for the pace of the match. He must give a warning if a boxer is stalling for time by staying away from his opponent. Third, he must judge when to call a fight because a boxer is too badly injured to protect himself. We might think of the referee as the forgotten man of prizefighting.

I. The important of the referee's job

A. judges fairness of the match

B. _____

C. _____

2. People try to work with nature to grow their crops. But at the same time, they work against nature. For example, they use chemicals to kill insects that eat their crops. This upsets the balance of nature. Second, they use machines to work the land. When the machines wear out, they're left on junk piles. Finally, the gas and oil used to run farm equipment pollutes the air that all plants and animals breathe.

I. _____

A. _____

B. _____

C. _____

Practice

On a summer night the on-and-off glow of fireflies can be seen in backyards and across meadows. Fireflies are not really flies; they are beetles. But whatever they are called, their ability to show a signal light is quite remarkable. Why do fireflies glow? There seem to be two reasons. First, their flashing beam seems to help them find their mates. Second, the light serves as a warning to night-feeding birds. These birds don't like to eat fireflies.

1. How is the word *firefly* defined in this paragraph? _____

 2. The second half of the paragraph gives reasons for the firefly's light. What are the signal words that focus our attention on these reasons?

 3. What are the two reasons that fireflies glow?

2. Number the sentences of this paragraph so that they are in the right order.
- _____ And finally, nylon, which is made in our country in large quantities, is better suited than silk worms for many purposes.
- _____ In the first place, the silkworm needs hour-by-hour care by humans, and such care is very expensive.
- _____ The plans to expand the silk industry in the United States do not seem wise.
- _____ Furthermore, each country should develop industries that are suited to its geography and culture.
- _____ The silk industry is better suited to a climate like Brazil's and a culture like Japan's.

Analogies

Directions: Read the pair of words. Figure out the relationship between these two words. Then, circle the letter of the pair of words below that has the same relationship.

1. *SAND : BEACH ::*
 - a. shell : fish
 - b. rock : mountain
 - c. valley : stream
 - d. tomato : lettuce
2. *WATER : SWIMMING ::*
 - a. egg : boiling
 - b. fire : flaming
 - c. sport : running
 - d. bench : sitting
3. *EGGS : BACON ::*
 - a. soup : alphabet
 - b. rye : wheat
 - c. peanut butter : jelly
 - d. baked : fried
4. *THIN : SKINNY ::*
 - a. repair : paint
 - b. timid : shy
 - c. push : pull
 - d. crush : hug
5. *BOXER : GLOVES ::*
 - a. cook : stove
 - b. soccer : field
 - c. reader : glasses
 - d. cow : milk
6. *FRUIT : ORCHARD ::*
 - a. fish : sea
 - b. petal : root
 - c. mill : lumber
 - d. egg : carton
7. *PLEASE : THANK YOU ::*
 - a. hope : help
 - b. begin : start
 - c. why : where
 - d. ask : answer
8. *BLACK : GRAY ::*
 - a. boast : toast
 - b. tall : wide
 - c. boiling : hot
 - d. least : most
9. *POISON : DEATH ::*
 - a. book : wisdom
 - b. music : drum
 - c. cut : bleeding
 - d. life : joy
10. *RAKE : LEAVES ::*
 - a. typewriter : pencil
 - b. basket : peaches
 - c. soup : crackers
 - d. spoon : soup

Words in Context

Since many words have more than one meaning, we must figure out the meaning of a word from the way the word is used in the sentence.

Directions: Each underlined word below is not used in its most familiar sense. For example, in the first sentence, *face* does not have its most common meaning—the front of the head. What does it mean in that sentence? Write your definition for the underlined word on the line below the sentence.

1. The face of the house could be seen from the road.

face: _____

2. We watched her eye the newcomer suspiciously.

eye: _____

3. Try not to soil the rug with your muddy shoes.

soil: _____

4. Seymour made a good play at first base.

play: _____

5. When he took his seat in the crowded stadium, he had to sandwich himself between two men smoking cigars.

sandwich: _____

6. Don't sink your money into a failing business.

sink: _____

7. At the start of a race, Bold Beauty has been known to jump the gun.

jump: _____

8. They went for a spin in the new car.

spin: _____

Syllogisms

Directions: Each of the syllogisms in this exercise fits one of the three patterns explained on the previous page. Write *valid* on the line if the conclusion is a good one. Write *invalid* on the line if the conclusion is based on poor reasoning. Be ready to explain your answers.

1. *All monkeys climb trees.*
Bumpy is a monkey.
Conclusion: Bumpy climbs trees. _____
2. *All monkeys climb trees.*
Pat climbs trees.
Conclusion: Pat is a monkey. _____
3. *Some monkeys eat bananas.*
Sandy is a monkey.
Conclusion: Sandy eats bananas. _____
4. *All trees have leaves.*
A mosk is a tree.
Conclusion: A mosk has leaves. _____
5. *All fish can swim.*
Ginger can swim.
Conclusion: Ginger is a fish. _____
6. *Some men have beards.*
Peter is a man.
Conclusion: Peter has a beard. _____
7. *All thumpers have pink noses.*
Zing is a thumper.
Conclusion: Zing has a pink nose. _____
8. *Most knives have sharp blades.*
This is a knife.
Conclusion: It has a sharp blade. _____
9. *All carpenters work with hammers.*
Ms. Dow is working with a hammer.
Conclusion: Ms. Dow is a carpenter. _____
10. *Most klims are sluvvy and eb.*
Dribble is a klim.
Conclusion: Dribble is sluvvy and eb. _____

Following Directions

Use a separate piece of paper to follow this set of directions.

The YMCA took a busload of junior high students to see a preseason Jets game. At first forty-two kids signed up for the trip. Three parents volunteered to go along. At the last minute, four kids crossed their names off the list and two added their names to the list. When the bus returned after the game, thirty-eight kids were on board. Some had stayed to visit friends or relatives in the city.

- a. Put a dot in the center of your page.
- b. If the trip was run by the YMCA for high school kids, draw a line from the dot to the center of the left edge of your paper. Otherwise, draw a line from the dot to the center of the top of the paper.
- c. If more than thirty-nine kids were on the bus going to the game, draw a line from the dot to the top left corner. If fewer than thirty-nine kids were on the bus, draw a line from the dot to the lower left corner.
- d. If more than three kids stayed in the city, draw a line from the dot to the lower right corner. If fewer than three kids stayed, draw a line from the dot to the upper right corner.
- e. If fewer than six kids changed their minds about whether they were going or not going on the trip, draw an arrow from the dot to the right-hand edge of the paper, about in the center. Otherwise, draw an arrow from the dot to the center of the bottom of the page.
- f. Print your name along the arrow.