

Part 1

Here is what we know:

Jake loves all kinds of cars.

If Jake loves all kinds of cars, here are some things we could expect.

- Jake loves sports cars.
- Jake loves to go to car dealerships.
- Jake spent last Saturday at a car show.










Things that we would not expect are **inconsistent** with what we know about Jake. Two items below seem inconsistent with what we know about Jake. Write **inconsistent** next to those items. Write **consistent** next to the items that we would expect with what we know about Jake. Spell the words correctly.

1. Jake subscribes to a car magazine.

2. Jake did not want to see his friend's
new car. _____
3. Jake said he did not feel like going to the
car lot. _____
4. Jake helped his father choose a new car for
the family. _____

Part 2

Identify each of these lines as **horizontal**, **vertical**, or **slanted**.

 1. 	 2. 	 3. 
4.  1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	5.  1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	6.  1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Follow the directions.

1. Draw a vertical line.
2. To the right of that line, draw a second vertical line of the same length.
3. Write the word **yes** between the two lines.

Part 3

Read the evidence and write the conclusion for each item.

Here's the evidence:

Kelly is in Mrs. Reed's class.
Mrs. Reed's class is in high school.

1. What's the conclusion about Kelly?

Here's the evidence:

All fruit has seeds.
Kiwi is a fruit.

2. What's the conclusion about kiwi?

Here's the evidence:

All plants have roots.
Rosebushes are plants.

3. What's the conclusion about roses?

Part 4

Read the sentences. For each sentence, write the verb **was** or the verb **were** in each blank.

1. The dogs _____ jumping.
2. The dog _____ howling.
3. The dogs _____ barking.
4. The dog _____ scratching.
5. The birds _____ singing.
6. They _____ flying.
7. The bird _____ eating.
8. It _____ chirping.

Part 1

Read the evidence and write the conclusion for each item.

Here's the evidence:

Angie is a person.
Every person has a skull.

1. What's the conclusion about Angie?

Here's the evidence:

Reptiles are cold-blooded.
A snake is a reptile.

2. What's the conclusion about a snake?

Here's the evidence:

All insects have three body parts.
Ants are insects.

3. What's the conclusion about ants?

Here's the evidence:

Jake likes all pasta.
Spaghetti is pasta.

4. What's the conclusion about Jake?

Part 2

Read each sentence. Write the verb **was** or the verb **were** in each blank.

1. The dogs _____ growling.
2. The dog _____ whimpering.
3. All the students _____ studying.
4. Two of the students _____ laughing.
5. Most of the students _____ reading.
6. One of the students _____ eating.

Part 3

Follow the directions.

1. Draw a rectangle.
2. Draw a vertical line from the middle of the top line of the rectangle to the middle of the bottom line.
3. Draw a horizontal line from the middle of the line on the left side of the rectangle to the middle of the right side.
4. Draw a slanted line from the upper right corner of the rectangle to the lower left corner of the rectangle.

Part 4

You're going to use facts as evidence to explain why things might happen. Here are the facts:

Fact A. **It is the first day of the month.**

Fact B. **It is snowing.**

Fact C. **It is noon.**

Read the facts over until you can remember them without looking. For each item, write the **letter of the fact** that best explains what happened.

- _____ 1. Philip wore gloves.
- _____ 2. April changed the page on her calendar.
- _____ 3. The sun was high in the sky.
- _____ 4. Keith earned money shoveling snow for his neighbors.
- _____ 5. Everyone went to lunch.

Fact D. **Libby is allergic to fur.**

Fact E. **Libby is ten years old.**

Fact F. **Libby has no brothers or sisters.**

- _____ 1. She does not have a dog or cat.
- _____ 2. She has her own bedroom.
- _____ 3. She only has fish for pets.
- _____ 4. She lives with her parents.
- _____ 5. She does not go to college.

Part 5

Here is what we know:

Kevin has worked as a carpenter for fifty years.

Some items below seem inconsistent with what we know about Kevin. Write the word **inconsistent** for each item. Leave the other items blank. Spell the word **inconsistent** correctly.

1. Kevin doesn't know how to use a hammer.

2. He is a young man.

3. He works with his hands.

4. He sits at a desk most of the day.

5. Kevin has no skill.

6. Kevin has hit his thumb with the hammer.

7. Kevin works with wood and screws.

8. Kevin built kitchen cabinets for his home.

Draw conclusions based on evidence, distinguish between valid/invalid generalizations

Part 1

Read the evidence and write the conclusion for each item.

Here's the evidence:

Amphibians live on land and in water.
Frogs are amphibians.

1. What's the conclusion about frogs?

Here's the evidence:

Arteries carry blood away from the heart.
The carotid is an artery.

2. What's the conclusion about the carotid?

Here's the evidence:

All of Deana's clothes are clean.
Deana has a red dress.

3. What's the conclusion about Deana's red dress?

Part 2

Read each sentence. Write the verb **was** or the verb **were** in each blank.

1. The boy _____ singing.
2. The boys _____ playing.
3. The girls _____ sitting.
4. The girls _____ laughing.
5. The girl _____ reading.
6. The girl _____ eating.
7. She _____ fishing.
8. They _____ talking.

Part 3

Follow the directions.

1. Draw a square.
2. Draw a star in the center of the square.
3. Draw a slanted line from the upper left corner to the lower right corner. The line must pass through the star.
4. Write the word **carotid** below the square.

Part 4

You're going to use facts as evidence to explain why different things might happen. For each item, write the **letter of the fact** that best explains what happened. Here are the facts:

Fact A. **It was fall.**

Fact B. **The river flooded its banks.**

Fact C. **Paul loved to garden.**

- _____ 1. Paul ate many fresh vegetables.
- _____ 2. The leaves turned red and yellow.
- _____ 3. The streets were full of water.
- _____ 4. The weather is growing colder.

Part 5

Copy the paragraph below. Be sure to copy capital letters and punctuation marks. Spell all the words correctly.

Lines can be horizontal, vertical, or slanted. Slanted lines can slant up to the right or up to the left. Slanted lines are neither horizontal or vertical.

Part 6

Here's what we know:

Nate is a good student.

Some items below seem inconsistent with what we know about Nate. Write the word **inconsistent** for each item. Leave the other items blank. Spell the word **inconsistent** correctly.

1. Nate gets many A's.

2. Nate likes studying.




3. Nate usually fails tests.

4. Nate is often absent.

5. Nate is on the honor roll.

Part 7

Write **horizontal**, **vertical**, or **slanted** next to each line. Spell the words correctly.

Part 1

Here is a diagram:



Write the instructions. Tell **what** to draw and **where** to draw it.

1. Write instructions for the square.

2. Write instructions for the star.

3. Write instructions for the circle.

Part 2

Write **horizontal**, **vertical**, or **slanted** next to each line. Spell the words correctly.

_____	_____

Part 3

Write the verb **was** or the verb **were** in each blank.

- Many small fires _____ burning in the forest.
- The dishes _____ in the cupboard, but now they are on the floor.
- It _____ just past midnight when the rain started.
- George _____ not able to finish his lunch.
- Where do you think they _____ planning to have dinner?
- I saw Kate when I _____ working at the mall.
- The cats _____ sunning in the kitchen window.
- One of the dogs _____ sleeping on the porch.
- Most of the apples _____ rotten when they fell from the tree.
- All of the birds _____ in the nest.

Part 4

You're going to use facts as evidence to explain why different things might happen. For each item, write the **letter of the fact** that best explains what happened. Here are the facts:

Fact A. **Steve is five feet five inches tall.**

Fact B. **Steve likes to work outside.**

Fact C. **Steve lives alone.**

- _____ 1. Steve came home to an empty house.
- _____ 2. Steve never played basketball.
- _____ 3. Steve is a park ranger.
- _____ 4. Steve cleans his own house.
- _____ 5. Steve often uses a step stool.

Part 5

Copy the paragraph below. Be sure to copy capital letters and punctuation marks. Spell all the words correctly.

If you know something is true, you expect certain things to happen, but you don't expect other things. The things you don't expect are inconsistent with what you know.

Part 6

Read the evidence and write the conclusion for each item.

Here's the evidence:

Dogs are carnivores.

All carnivores eat meat.

1. What's the conclusion about dogs?

Here's the evidence:

All buses are vehicles.

Vehicles can transport people.

2. What's the conclusion about all buses?

Here's the evidence:

Insects have six legs.

Butterflies are insects.

3. What's the conclusion about butterflies?

Part 1

Here's the rule for combining sentences with the word **but**:

Change the period of the first sentence to a comma.
Follow the comma with the word **but**.

Combine each pair of sentences below with the word **but**. Be sure to punctuate the sentences correctly.

1. Cami wanted to go skating. The skating rink was closed.

2. Tim had a flat tire. He was not late for work.

3. Brad likes meat. Brad does not like vegetables.

4. Maria broke her foot. She went to the dance last night.

Part 2

Information that helps explain a fact is called **relevant**. Information that does not help explain a fact is **not relevant**. Write **relevant** or **not relevant** for each piece of information. Spell the words correctly.

Fact: **Sean is afraid of big dogs.**

Information about what happened before Sean was afraid of dogs.

1. He saw a purple dog at the circus.

2. He was chased by a large dog when he was in kindergarten. _____

3. He was 20 years old. _____

4. He had been bitten by a Labrador retriever.

5. Sean was a good singer.

Part 3

Look at Diagram 1.



Diagram 1

You can't see the dots, but **all the dots are in the triangle.**

Here's a deduction that is based on the diagram.

All the dots are in the triangle.

The triangle is in the circle.

So, all the dots are in the circle.

To check the deduction, draw dots in Diagram 1 so that all the dots are in the triangle.

Look at Diagram 2.

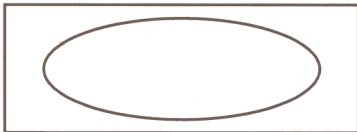


Diagram 2

You can't see the stars, but **all the stars are in the oval.**

Complete the deduction based on the diagram.

All the stars are in the oval.

The oval is in the rectangle.

So, _____

To check your deduction, draw stars in Diagram 2 so that all the stars are in the oval.

Part 4

Many writers have trouble with the words **each** and **every**. These words name only one thing. Write the verb **was** or **were** in each blank.

1. All the students _____ listening.
2. Every boy _____ attentive.
3. Each girl _____ thinking.
4. Not every teacher _____ teaching.
5. All desks _____ clean.
6. Each of the three erasers _____ dirty.
7. Every pencil _____ sharpened.
8. Not all books _____ on the shelf.
9. One of the books _____ torn.
10. Each window _____ closed and locked.