

Objective: Students will make an inference based on the information stated in a text or illustrated in pictures



“Wheel of Inferences Game” Scenario Wheel #1

Scenario 1: The Mystery of the Missing Cat

Ramona takes special care when she draws animals or objects. When she learned the letter Q, she added whiskers and two pointed ears. * Ramona made a cat out of the letter Q. Ramona will receive an A in art because of her creative abilities.

1. Jess has trained all summer to run faster than any boy in the school. On the first day of school, a girl named Leslie joins in the boys' races. Leslie runs faster than Jess when they race each other.
2. Leslie will join the girls' track team.
3. The other boys will not let Leslie race at school.

Scenario 2: The Mystery of the Missing Money

Claudia plans on running away from home. She knows that she will need money to make it on her own. Claudia's brother, Jamie, who loves adventure, is always hoarding his money.

1. Jamie will run away from home to get away from Claudia.
2. *Claudia will ask Jamie for money.
3. Claudia and Jamie will run away together.

Scenario 3: The Mystery of the Missing Boat

Karana lived on an island with her family, and she loves her younger brother very much. One day, Karana's people decided to leave the island to find a new home. As the boat was pulling away from the shore, Karana saw her younger brother still on the island.

1. Karana's brother will remain on the island alone.
2. *Karana will go back for her brother.
3. Someone will send a boat back for Karana's brother.

Scenario 4: The Mystery of the Missing Poet

Jeremy writes interesting poetry, but always manages to irritate his teacher. Jeremy falls asleep backstage during his poetry teacher's play and crashes onto the set. He also misses his cues in the first act.

1. Jeremy's teacher will give him another chance to write poetry.
2. Jeremy and his teacher will write poetry together.
3. Jeremy will fix the set of the play before the last act.

Scenario 5: The Mystery of the Missing Boat

Anne and her friends like to dress up and put on plays. While playing "The Lady of Shalott," Anne gets into a boat and floats down river. As the dory passes under a bridge, Anne discovers that the boat has sprung a leak.

1. *Anne will climb onto the bridge, and the boat will sink.
2. Anne will escape from the boat and swim to shore.
3. Her friends will rescue her from the boat.



Teacher note: Test 1 is considered to be a practice test that teachers and students may wish to complete together. It is recommended that the questions be read first before reading the passage. The teacher will guide the students in answering the questions and ask for a justification for each answer. [PPT Test 1 Questions 1-10 Slides 1-40]

“Picnic with History”

Notes

On July 21, 1861, spectators rushed from Washington, D.C. to the countryside of Virginia. They anticipated watching one of the first, and they thought, last battles of the American Civil War. Read this letter from Emma to her Aunt Rose to learn how a picnic at the battlefield might have affected a spectator of this infamous moment in U.S. history.

July 22, 1861

Dear Aunt Rose,

- 1 Yesterday, I was witness to both the best and worst scenes I can ever imagine. I still can't believe that so much grandeur and horror could exist in the same place on the same day. Let me start at the beginning. By the end of my letter, I'm sure you will agree that all of our lives will never be the same.
- 2 Early yesterday morning, Pa roused all of us from our beds. With excitement in his voice, he told us to dress quickly. We were to leave in a half hour. My family and I packed picnic baskets with food and drinks. Then, we climbed in our carriage. Pa told us we were headed for Manassas Junction, some 30 miles south of our home in Washington, D.C.
- 3 I was shocked to see so many other horses and buggies headed south as well. When I asked Pa where all of them were going, he gave us the reason for our trip. Pa said that two days before, he and some of his friends in Congress were given some important information. A friend on General McDowell's staff told Pa of the Union army's plans.
- 4 The Union army was to move toward the town of Manassas in Virginia. There has been great pressure lately for the Union army to engage the

enemy; therefore, the Union was to move toward Manassas on its way to Richmond. Most people here, in our nation's capital, were pleased to hear of this news since we are all ready to end this war between the states. Do you sense the same amongst the people of my beloved Maine?

5 As I was saying though, Pa said the public was putting pressure on the army to fight. Most people thought this whole war would end with one great fight. The Union would crush the army of the South. Then, the secessionists would be forced to rejoin the Union.

6 On our ride, Pa also told us that most of the men in the Union army had signed on to fight for only 90 days. The 90 day term was almost up. Pa said that the short enlistment term was another sign that our leaders felt this war would be short. I do hope and pray that the men in Washington are right. But, oh dear Aunt Rose, I do fear after the sights I have seen, that our turmoil will not be short-lived.

7 But I digress with my own feelings. Let me get back to the events of yesterday. By midmorning, we had reached the spot from which we hoped to view a great battle between the Union and Confederacy. Pa, Ma, James, and I seated ourselves under the branches of a huge, old oak tree. We shared the hillside with most of our friends from Washington society.

8 To a bird flying overhead, the scene made by our blankets must have looked like a giant chessboard. And we, the joyous picnickers, must have looked like a mad game of chess in action as we moved from blanket to blanket greeting each other. How silly and trite we must have seemed to that creature, had he flown back over these same hills just a few hours later.

- 9 My dearest, dearest Rose, you could not imagine the colors and sounds of our brave boys in uniforms as they passed the very spot where we dined. Shouts, cheers, and songs were traded back and forth. They seemed so happy, so eager to march into the face of the enemy. You might have thought they were marching to a joyful reunion of brothers, rather than to guns aimed at their lives.
- 10 For a short time, all grew quiet. Some of us dozed in the afternoon sun. Others read aloud to small groups. Young children played games of tag, while others chased butterflies from flower to flower. Honestly, Aunt Rose, a more perfect picnic could not have been conjured up in our dreams.
- 11 Late in the afternoon, we were jolted from our bliss by the roar of gunfire. Pa jumped to his feet. He led others in shouts of "Here we go boys!" For a long while, we could only see billows of smoke. It looked as though the Union was pummeling the Rebels. We all cheered. Soon the women began to talk of the victory dances that would be held in Washington the next night to celebrate the end of the war. Talk turned from guns to gowns.
- 12 The shouts of joy soon changed to murmurs of disbelief. The clouds of smoke and boom of guns grew closer. We looked to the men and asked what was happening. If the Union boys were beating the Rebs, shouldn't the sounds and sights of the fight move south? Wasn't the plan to push south to Richmond to capture the capital of the Confederacy? Why then, did they seem to be moving our way, and fast?
- 13 The next thing that happened Aunt Rose, I hope I never see again a day in my life. The air filled with the smell of blood and sweat. You felt fear clogging the air. Panic began to grip

[PPT Test 1 Questions 1-10 Slides 1-40]

Notes

us like a vise around our throats. Suddenly, the roar of gunfire was drowned out by the shouts and screams of soldiers. Our Union boys were running through us and over us, knocking child and woman aside in a panic to leave the battle behind. They threw down their guns, their packs, and anything else that seemed to slow their flight.

14 Pa and other Congressmen and Senators screamed for the frightened men to stand their ground and fight, but to no avail. Soon the road we had wandered down so carefree that morning became a sea of men, horses, and families racing back toward the safety of Washington.

15 I fear, Aunt Rose, that the hours between dawn and dusk of July 21, 1861, have changed the course of our nation. I know the lives of those of us who witnessed the Battle of Bull Run will never be the same. Our nation will not be rejoined in a day. I feel the North and the South must face the reality that this war will wage longer and cost more than any of us may wish to believe.

With a heavy heart,
Emma

1 *Based on information in the passage, the reader can conclude that Emma's family supports which cause in the war?*

- A the Union
- B the Confederacy
- C peace without war
- D They did not care which side won.

2 *From information about Emma's father in this selection, the reader can conclude her father would be least likely characterized as —*

- F a powerful Congressman
- G a staunch supporter of the war
- H extremely cautious
- J an optimistic thinker

3 *The reader can conclude that the Union army was pressured to go to war against the Confederates by all of the following except —*

- A enlisted Union soldiers were about to be released from the army
- B people were eager to end the war
- C most people believed the war would be short
- D the spring weather was perfect for a war campaign

4 *The reader can conclude from the narrator, the effect of the trip to the battlefield on Emma was —*

- F dramatic
- G insignificant
- H likely to diminish quickly
- J easily forgotten

5 *Why does the author describe the picnic scene on the hill as a human chess game?*

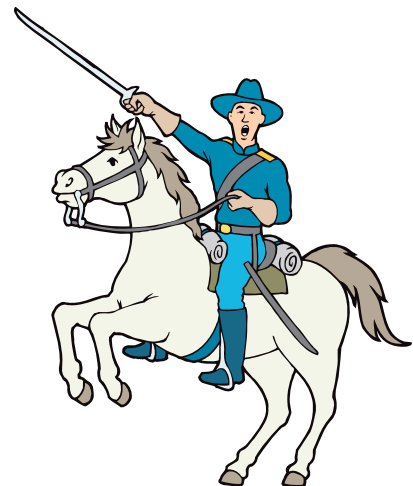
- A to emphasize the unrealistic attitude the picnickers had toward the horrors of war
- B to describe a beautiful, spring day
- C to compare the horrors of war to the game of chess
- D to describe a typical 19th century picnic during war time

6 *Which paragraph best describes the misunderstanding of the young soldiers for the realities of battle before the Battle of Bull Run?*

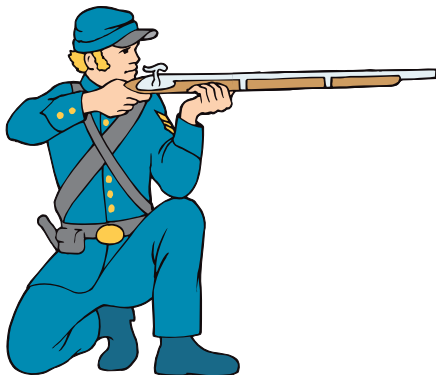
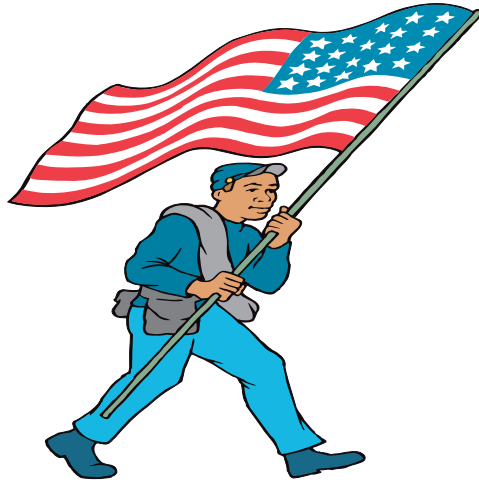
- F Paragraph 8
- G Paragraph 9
- H Paragraph 11
- J Paragraph 13

7 *The author includes several elements to signify the public's misunderstanding of the potential disaster of civil war. Which of the elements listed does not achieve this purpose?*

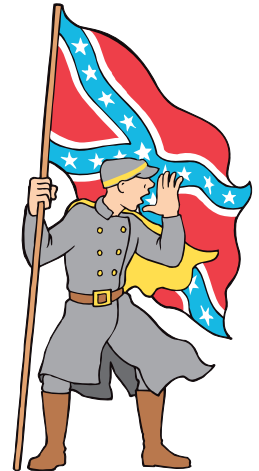
- A the bird's eye view of the picnickers
- B the talk that turned from guns to gowns
- C panic's grip on the people
- D the public's belief that the war would end after one battle



- 8 The author's image of Pa and the other men encouraging the Union soldiers to "stand their ground and fight" infers that —
- F they were desperate for the Union to defeat the Confederates
 - G they feared the Rebel soldiers
 - H they wanted to get back to Washington ahead of the soldiers
 - J they thought General McDowell's plan was a good one



- 9 Based on information about General McDowell provided in this selection, the reader can conclude the intended outcome for sending the Union soldiers south was —
- A to capture Manassas
 - B to give the Senators and Congressmen a display of battle
 - C to capture the Confederate capital in Richmond
 - D to convince the Union soldiers to reenlist
- 10 In which paragraph does Emma imply her confusion over the intended outcome of General McDowell's plan?
- F paragraph 4
 - G paragraph 5
 - H paragraph 6
 - J paragraph 12



Objective: Students will practice skills for making inferences



Cooperative Learning

“Make Inferences”

Teacher note: This cooperative learning activity utilizes Analysis, Level 4 of Bloom’s Taxonomy. Students will select reading passages and create questions and answers for each one. Suggested Rubric, page 32, is included for grading.

Group size: two to three students

Materials: *Make Inferences* rubric, page 32, and *Make Inferences* graphic organizer, page 33

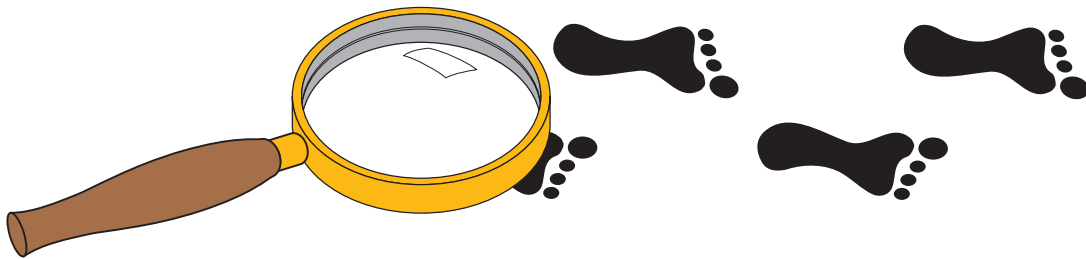
Before class: Make copies of rubric, page 32, and graphic organizer, page 33, one per group.

Directions:

- Distribute one graphic organizer per group.
- Each group will be assigned specific passages or pages from a recently read story or novel.
- Groups will read the assigned passages and select some part of the reading as their inference passage.
- Next, groups generate four inference questions and write those in the circles labeled Inferences 1, 2, 3, and 4 respectively.
- Students will generate four possible answers for each one of their inference questions, one of which will be the correct answer.
- Two of the inference questions must be formulated as a negative question.

Example: Which of the following is NOT an accurate inference for . . . These must also have four possible answers.

- When all the groups have finished, they will read their scenarios to each other and correct answers will be given. All answers must be justified.



Teacher note: Benchmark, Test 2, “Interviews with Benjamin Franklin and John Adams” will be given following this lesson. Students will complete Test 2 independently. Those making 80% or above will complete the Enrichment, pages 39–40. Those who score less than 80% will work with the teacher on the Reteach, pages 41–43.

Lesson 3

Make Inferences

Objective: Students will practice skills for making inferences

"Rubric"

<i>Expectations</i>	<i>Pts. Received</i>	<i>Possible Pts.</i>
1. Each group will write four inference questions and possible answers demonstrating comprehension of the skill.	_____	<u>6</u>
2. When groups are finished, they will take turns reading their scenarios and questions and having the other groups select the correct answer.	_____	<u>4</u>
3. Each group will complete one product.	_____	<u>4</u>
4. Members will share equally in responsibilities.	_____	<u>2</u>
5. Students will get into groups quickly.	_____	<u>1</u>
6. Students will listen and share ideas with others.	_____	<u>2</u>
7. Students will show appreciation when others participate.	_____	<u>1</u>
	<i>Total</i>	<u>20</u>

Total possible points: 20 = 100.

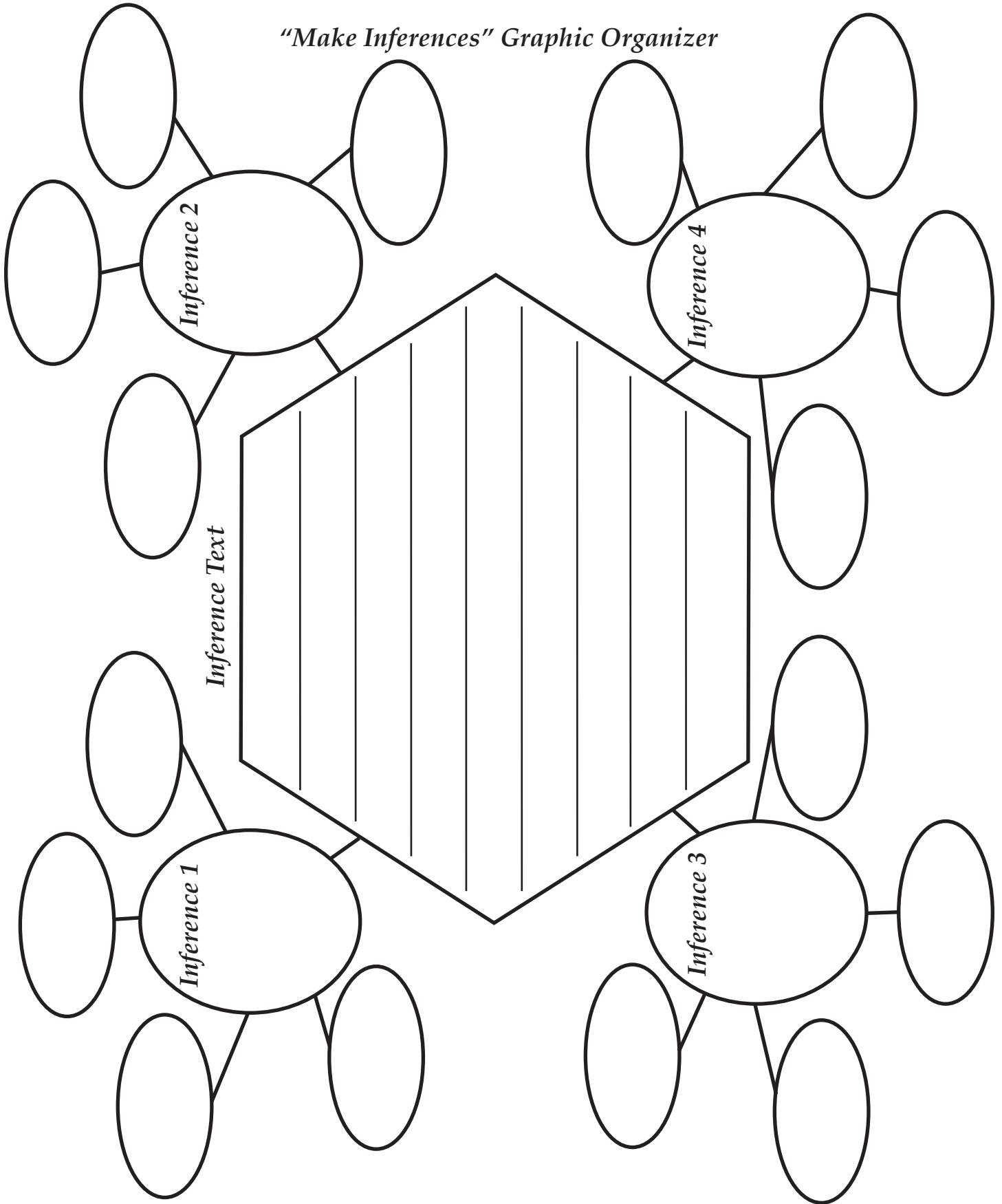


Lesson 3

Make Inferences

Objective: Students will practice skills for making inferences

"Make Inferences" Graphic Organizer



The following interviews might have taken place today with Benjamin Franklin and John Adams. John Adams wanted to name the eagle as the national emblem, and Benjamin Franklin wrote a letter to his daughter that said that he thought the turkey would have been a better choice. These interviews show how these two men might view what has happened since that time in history.

“Interview with Benjamin Franklin”

Notes

1 Orlando: Mr. Franklin, were you serious when you said that you thought that the turkey would have made a better emblem for our country than the eagle?

2 Ben Franklin: Oh, Orlando my boy! I was forever being funny. I said that, in a letter to my daughter, almost eight years after the design for the seal had been put into use. I said that the eagle was lazy, since it ate the flesh of animals. I thought they were cowards and were afraid to join others in a good fight. I just could not think that they would be the best emblem for our brave and honest America.

3 Now, you take the turkey, my boy. There is a fine, up-standing bird. It is considerably more honorable and is a true native of America. If a British guard were to have ventured into his farmyard wearing one of those bright red coats, he most certainly would have attacked.

4 Orlando: Mr. Franklin, let me show you what the eagle means to our nation today. The bald eagle was chosen June 20, 1782, as the emblem of our great nation because of its long life, great strength, and majestic looks. It was said that at one of the first battles of the Revolution, (which happened early in the morning) the noise of the battle woke up the eagles, and they flew from their nests squawking and circling the heads of the fighting men. “They were shrieking for Freedom,” said the soldiers.

5 Needless to say, the eagle has represented individuals, organizations, and of course military groups. On May 20-21, 1927, Charles Lindbergh and his plane, the Spirit of St. Louis, flew nonstop between Paris and New York. He became known as America’s “Lone Eagle.” From there, the eagle became the symbol for the Boy Scouts which named its top rank Eagle Scout. One of the highest-ranked fighting units in our military is the 101st. They are known as the “Screaming Eagles” as a tribute to the courage shown by Old Abe, the Civil War eagle, who cheered the Union troops as he soared overhead during battle. The 101st led our soldiers in the war in Iraq.

6 Eagles are honored in a variety of ways. The eagle tops most of our post offices. A picture of an eagle is often found in many business offices. Citizens strive to pattern their

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lives after the eagle; not just because of its beauty, but also because of its faithfulness to family. The eagle mates for life and protects its family.

7 Mr. Franklin: Orlando, you have really taught me a great deal about the eagle. It truly has earned its place of honor in our great nation.

“Interview with John Adams”

1 Orlando: Mr. Adams, aren't you glad you were the one to suggest the eagle and not the turkey? We sure would look funny yelling for a football team called “the Turkeys.” On the other hand, can you see us sending our great fighting unit the “Screaming Eagles” into battle in Iraq, and their being called the “Screaming Turkeys?” I sure am glad that Mr. Franklin didn't get his way.

2 Mr. Adams: Orlando, Mr. Ben Franklin was a smart man, and he was always saying something humorous. However, I think he might have been a little bit serious this time when justifying his reasons for recommending the turkey as our national emblem. He did make some good points about his nominee.

3 The turkey was a Native American bird and, next to the white tail deer, was the most hunted animal at that time by the American Indians on the Eastern seaboard. The Indians are the ones that taught the colonists to eat the good-tasting meat of the turkey. Today, at Thanksgiving, Americans eat turkey while celebrating with family and friends and giving thanks for their good fortune.

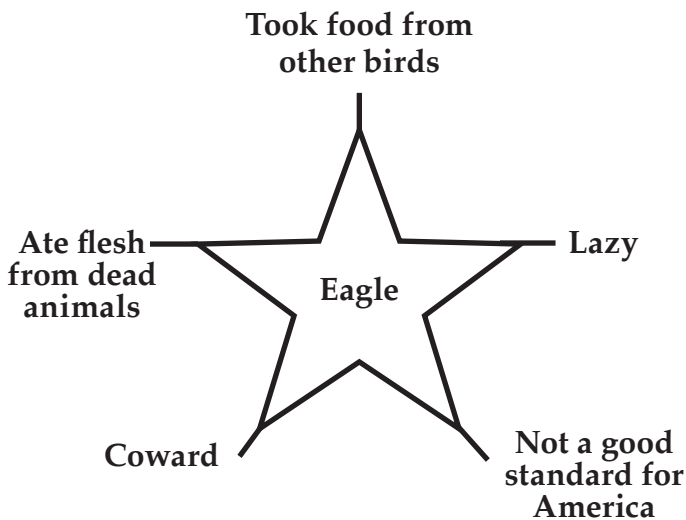
4 Orlando: Mr. Adams, the turkey is a shy bird. It is not a simple-minded bird like some people think. They have a large vocabulary. Hunters have a hard time trying to hunt them. I think these are some of the reasons Mr. Franklin was in favor of them.

5 Mr. Adams: Yes, Orlando, from that first Thanksgiving when the Indians introduced the colonists to the wonderful flavor of the wild turkey, man has enjoyed turkey for Thanksgiving. The turkey may not have been chosen as the national emblem, but it has gained its own special day. In America, Thanksgiving Day is sometimes referred to as “Turkey Day.”

Read the interview with Orlando and Mr. Franklin and answer the Questions 1–4.

- 1 Based on the information in the passage, the interviewer suggests that -
 - A Benjamin Franklin was a mean old man that did not like eagles.
 - B Benjamin Franklin was known for his humor.
 - C Benjamin Franklin loved to eat turkey.
 - D Benjamin Franklin wanted the eagle for the national emblem.

2 The reader can conclude from the information in the following diagram that —



- F the eagle had some bad habits
- G the eagle was a good choice for the American emblem
- H Mr. Adams should have chosen it for the national emblem
- J the eagle is a good provider for its family



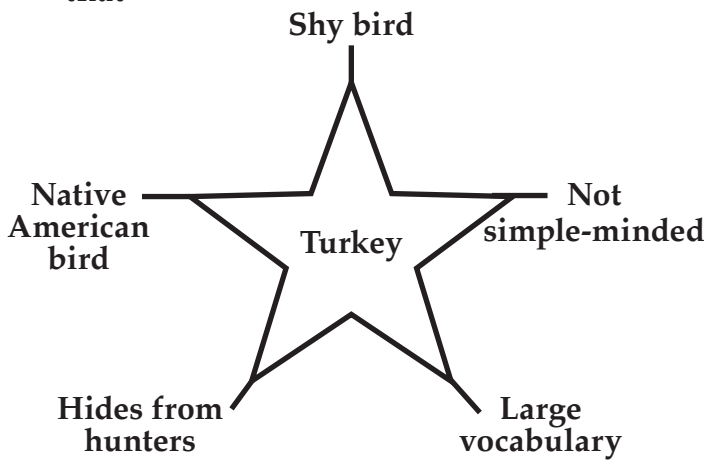
3 According to paragraph 3, can the reader conclude that the turkey will make a better emblem for America than the eagle? Why or why not?

- 4 From the information provided in paragraph 5, the reader can conclude that —
 - A The turkey has truly represented America well as the emblem of our nation.
 - B The eagle made loud squawking noises during the Revolutionary battles, and that is why it became known as the American emblem.
 - C The bald eagle has truly become the national symbol representing different sectors of America.
 - D The bald eagle really is a coward after all.

Read the interview with Orlando and Mr. John Adams and answer the questions 5–8.

- 5 The information in the passage suggests that Mr. Adams was —
 - F mad at Benjamin Franklin for not wanting the eagle as the national emblem
 - G understanding of Benjamin Franklin’s suggestions
 - H opinionated and could see only one side of the issue
 - J thinking that Benjamin Franklin was just an old fool

6 The reader can conclude from the information in the following diagram that —



- A Benjamin Franklin had justifiable reasons for choosing the turkey for the national emblem
- B the turkey would make a good dish for Thanksgiving dinner
- C the eagle was a better choice
- D the eagle could fly higher and would make a better emblem



- 7 From information provided about Mr. Adams, the reader can conclude he –
 - F made fun of Benjamin Franklin for wanting the turkey for the national emblem
 - G supported Benjamin Franklin’s choice of the turkey by voting for it
 - H explained why he thought Benjamin Franklin wanted the turkey for the national emblem
 - J thought the turkey should be the national bird at Christmas

8 Based on the information in this passage, do you think that Mr. Adams gave good support for Benjamin Franklin wanting the turkey for the national emblem? Explain why or why not.

Answer questions 9 and 10 over both interviews.

9 Based on the interview with Benjamin Franklin, what can the reader conclude from the interviewer’s statement about the eagle in paragraph 5?

10 In paragraph 5, in the interview with John Adams, what can the reader infer from his comments?



Objective: Students will practice skills for making an inference



“Scenarios and Inferences”

[PPT Enrichment Slides 1-4]

Teacher note: Students will create scenarios and inferences (conclusions) similar to those provided in the Scenarios and Inferences examples, page 40.

Group size: three or four students

Materials: Scenarios and Inferences transparency examples, page 40; number cube for each group; paper; pencils

Directions:

- Sample scenarios and inferences, page 40, are discussed.
- Now, the game begins with both teams writing an inference. There is a time limit of five minutes to write the inferences.
- Then, the two teams will each roll the number cube to determine the number of sentences in their scenario that will be created to fit the inference from the opposing team. (Students rolling a one or two will roll again until a number higher than two is rolled.)
- Each team will have 10–15 minutes to create and write this scenario.
- **Example:**
 - Team One gives Team Two its scenario based on Team Two’s inference.
 - If Team Two accepts the scenario, then Team One receives a point.
 - If Team Two decides to challenge the scenario, then a ruling will be made by an unbiased third party.
 - If the scenario is ruled inappropriate, or is not a logical scenario for the given inference, then Team One does not earn the point.
- Play continues in this manner.
- The first team to earn three points wins.

Objective: Students will practice skills for making an inference

“Scenarios and Inferences” Examples

Conclusion: The bathtub ran over.

Scenario #1

Mother turned on the water in the bath tub.
Suddenly she heard a loud crash downstairs.
The two dogs had knocked over the kitchen table,
which was loaded with dishes.



Scenario #2

The bath water looked inviting.
The tub was half full.
When she turned the knob, it fell off in her hand.



Conclusion: The branch of the tree made a loud crack.

Scenario #1

Dark clouds gathered ominously over the small town.
Hail the size of golf balls pelted the streets.
A flash of lightning streaked across the sky.

Scenario #2

The little boy looked longingly at the tree.
He could hear his mother’s warning not to climb too high.
He climbed higher and higher until the small limbs would no longer support him.

Objective: Students will practice making inferences

Article 2

In the 1950s, researchers at the 3M plant were working with fluorochemicals to use on aircraft. One researcher ended up with some of it on her tennis shoes after an accidental spill. She tried unsuccessfully to remove it. However, much later on, she noticed her tennis shoes were quite dirty except for the spot where the fluorochemical spilled.

Today, Scotchguard is a well-known brand name for a fabric protector. It prevents dirt from sticking to carpet and fabrics.

(Charlotte Foltz Jones, *Mistakes That Worked*, Bantam Doubleday, New York, NY, 1991, p. 55)

Detail: Fluorochemical used on aircraft.

Detail: Chemicals spilled on researcher's tennis shoes.

Detail: Months of wearing the shoes showed the part covered with the chemical remained clean, while the rest of shoe was dirty.

Inference: _____

Directions:

Article 3

- Students will read the article either independently or as a group.
- Students will use the graphic organizer on page 43 to complete the inference and the supporting details.

Article 3

Sonar stands for SOund Navigation And Ranging and uses sound waves to measure distance, speed, and position of underwater objects such as submarines. Active sonar involves generating a sound pulse and measuring the time taken for echoes from underwater objects to return. This measures their distance. Passive sonar doesn't send out waves; it listens to waves being sent out by other objects. It protects the listener since it does not emit waves of sound.

A dolphin hunts for schools of fish by listening for echoes from its prey. A dolphin's sonar is sensitive enough to single out one fish within a school.

Some bats emit high frequency sound waves that let them hunt in darkness. The sound waves bounce back from any object they hit. As bats fly in closer to their prey, the sound waves increase in frequency. This tells the bats the distance of their prey and assists them in "seeing" in the dark.

(Phil Gates, *Nature Got There First*, Kingfisher, New York, NY, 1995, pp. 52 & 53)

SONAR—SOund Navigation And Ranging

After reading the following selection, you will be asked a series of questions. These questions will be based on the material in the selection.

“New Eyes for Pa”

Notes

Joe stood up, sat down, stood up once more, and paced the floor of the doctor’s office. More and more he had begun to dread these trips to the doctor with his grandpa. His grandpa was not as strong as he used to be. Just last week, Pa fell asleep and slept right through the trip to the lake he had promised Joe. And last night, when Pa could not find his glasses, Joe almost missed his first ball game of the season. It wasn’t until Joe found Pa’s spectacles on the table next to Pa’s bed, that Joe and Pa could finally head down to the field at Lake Middle School.

These days it seemed that Joe and Pa made the long drive into the city to see Dr. Hill more often. Joe was glad that Pa had such a good doctor, but these trips to the office had caused Joe to miss practice at least twice this month. Coach Field told Joe that one more missed practice would mean he would not start at first base in the next game.

Pa could no longer drive alone. He had trouble reading the street signs and could not drive after dark. Joe’s dad worked each night until ten so it was Joe’s job to ride with his grandpa and help him get where he was going safely.

On Joe’s fourth trip across the waiting room, some new, bright blue brochures on a table in the corner caught Joe’s eye. Out of boredom more than interest, Joe wandered over and picked up a brochure. Well, it might just be a pamphlet, thought Joe, but at least it’s something to read that I haven’t read at least five times before! The front of the brochure had large block letters that read:

Laser Eye Surgery: It Could Change Your Life!

There were two pictures below the words. The first photo was a blurry scene and had the word “before” written under it. The next photo showed the same scene in clear, crisp color. It was labeled “after.”

“Boy, if Pa’s sight was that good,” thought Joe, “then I wouldn’t have to miss ball practice again. Pa could go to the doctor on his own.” Joe opened the brochure hoping to find a way to help Pa and himself. The inside of the brochure looked like this:

What is laser eye surgery?

Laser eye surgery is a fairly new treatment for some causes of poor eyesight. A doctor, trained to use a special tool called a laser, performs an operation on the patient’s eyes. There are two types of laser eye surgery to choose from: PRK and Lasik.

In both PRK and Lasik, the laser is used to make a slight change in the shape of the cornea of the eye. During the procedure, the doctor will use the laser to burn off tiny amounts of tissue on the cornea, changing its shape very gently.

The major difference between PRK and Lasik is that in PRK, the laser does most of the work. In Lasik, the doctor uses a knife to make a cut in the cornea before the laser is used.

Who should think about having laser surgery?

You might want to talk to your doctor about laser eye surgery if you can answer “yes” to several of the questions below.

Are you 21 years of age or older?

Are you willing to try a new way to treat blurred vision that does not have years of study to prove how well it works over time?

Are you nearsighted? In other words, do you have trouble seeing things far away as clearly as objects that are close?

Are you in good health?

Will you be able to pay for the expense of laser surgery? Most insurance companies will not cover the cost of this treatment.

Does your job allow you to have laser eye surgery?

Do you avoid playing contact sports on a regular basis?

What are the risks of laser eye surgery?

You should talk to your doctor before you decide to have laser eye surgery. Like all other kinds of surgery, there are risks that you should know about. In some cases, after surgery, some patients have had side effects such as:

- the halo effect, or a glare around lights seen in low-light situations,
- dry eyes, or

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- too little or too much of a change in the shape of the cornea which makes glasses or contacts necessary even after surgery

What can you expect from laser eye surgery?

Before laser eye surgery:

Be sure that your doctor has been well trained to perform the kind of laser surgery you have chosen. Your eyes will be carefully measured and maps of your eyes will be made.

The information from the maps of your eyes will be put into the computer that controls the laser. The computer will then know how to move the laser to make the best changes in your eyes' corneas.

During laser eye surgery:

The surgery lasts only a few minutes.

The doctor will put special drops in your eyes to keep you from feeling any severe pain.

After laser eye surgery:

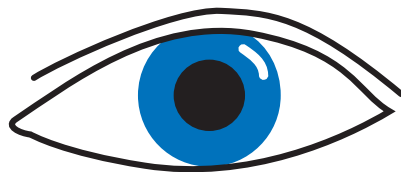
Once the eye drops wear off, your eyes may hurt slightly or feel scratchy for a few hours.

Light may bother your eyes for a few days.

Most likely you will be able to go back to work and your other activities in one to three days.

Some people are even able to drive home after Lasik surgery!

Your sight should show improvement after three to five days.



Joe could not wait until his grandpa came out to the waiting room. He wanted to share this exciting new chance for Pa to have better eyesight. Joe might even ask Dr. Hill to suggest an eye doctor Pa might see soon!

1 The reader can infer that Joe plays —

- A football
- B baseball
- C basketball
- D hockey

2 From the information about Joe provided in this selection, the reader can conclude that —

- F Joe is in middle school
- G Joe is out of high school and is in college
- H Joe is in high school
- J Joe doesn't go to school

3 Based on the information about laser surgery, Joe would not be a good candidate for laser eye surgery because —

- A he is scared of needles
- B of his age
- C he plays sports
- D B and C

4 The reader can conclude that laser eye surgery is successful —

- F all of the time
- G for people who are farsighted
- H only for people younger than 35 years old
- J in many cases

5 The reader can infer that the type of laser eye surgery that has potential for more human error is —

- A PRK
- B Lasik
- C neither

6 Based on the information, a laser eye surgery patient has to be willing to take risks because —

- F there is no long term evidence that laser eye surgery corrects nearsightedness permanently
- G there is no guarantee that the patient's vision will be corrected
- H the procedure is usually very painful
- J F and G



7 According to the brochure, before having laser eye surgery, the patient should —

- A learn as much as possible about laser surgery
- B have a complete check-up, especially of his eyes
- C learn about the costs of the procedure
- D all of the above

8 Recovery from laser eye surgery usually —

- F is fairly quick
- G takes several weeks
- H can be extremely uncomfortable
- J F and H

9 What can the reader infer from the narrator's statement about Joe having to accompany Pa when he drives?

- A Pa's poor eyesight makes it difficult for him to find his destinations.
- B Pa is blind and needs Joe to drive him wherever he goes.
- C Joe's dad does not want to ride with Pa.
- D Pa does not have a driver's license but will drive if Joe goes with him.

10 Based on what you know about Pa, which is the most likely characteristic that could prevent Pa from being a good candidate for laser eye surgery?

- F his income
- G his eyesight
- H his health
- J his hobbies

