

**DON BARNES  
ARLENE BURGDORF**

# **Wandering FOOTSTEPS**

**READING, THINKING, AND REASONING SKILLS PROGRAM**





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SKILLS PROGRAM**

**Wandering  
FOOTSTEPS**

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**Illustrated by ELLEN GOINS**

**STECK-VAUGHN COMPANY**

**Austin, Texas**

## SKILLS CHART

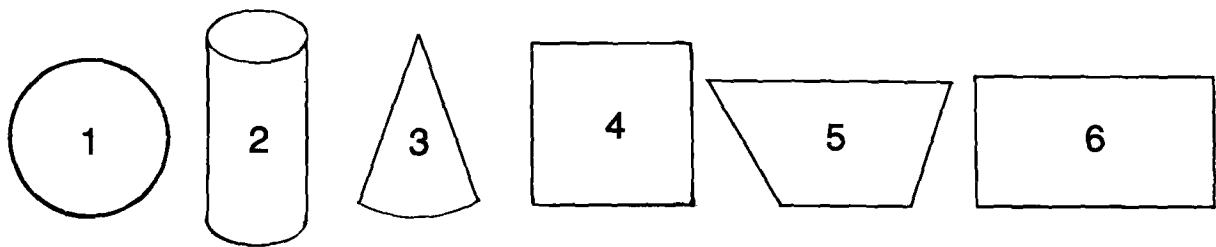
- Anticipating Probabilities, 15, 30, 72  
Building Hypotheses, 68  
Changing Forms of Concepts, 10, 27  
Classifying, 4, 24, 37, 44  
Comparing and Contrasting, 29, 66  
Comparing Word Meanings, 5, 18, 38, 57  
Conducting Projects, 31, 78  
Detecting Ambiguity, 22, 41  
Detecting Assumptions, 50  
Determining Alternate Actions, 21, 40  
Developing Conclusions, 64  
Developing Criteria, 51  
Discriminating between Definition and Example, 12, 33, 65  
Discriminating between Fact and Opinion, 53  
Discriminating between Real and Fanciful, 16, 70  
Estimating, 35  
Evaluating Value Conflicts, 63  
Identifying Main Ideas, 52  
Identifying Relationships among Events, 13, 75  
Identifying Relevant Principles, 48  
Identifying Steps in a Process, 7  
Identifying Structure, 43  
Inferring, 11, 25, 47, 62  
Interpreting Changes in Word Meanings, 8  
Interpreting the Mood of a Story, 17, 58  
Judging Abstract or Concrete, 54, 69  
Judging Completeness, 71  
Judging Elements of a Selection, 6, 49  
Judging Importance of Information, 9  
Judging Logic of Actions, 19, 28, 32, 42, 55  
Judging Relevance of Information, 2, 14, 23, 74  
Judging Story Logic, 36, 60  
Ordering Objects, 3, 20, 39, 77  
Outlining and Summarizing, 56  
Recognizing Either-Or Fallacies, 59, 76  
Recognizing False Analogies, 61  
Recognizing Guilt by Association, 34, 46  
Recognizing Slanted Arguments, 67  
Testing Generalizations, 45, 73  
Understanding Figural Relationships, 1, 26

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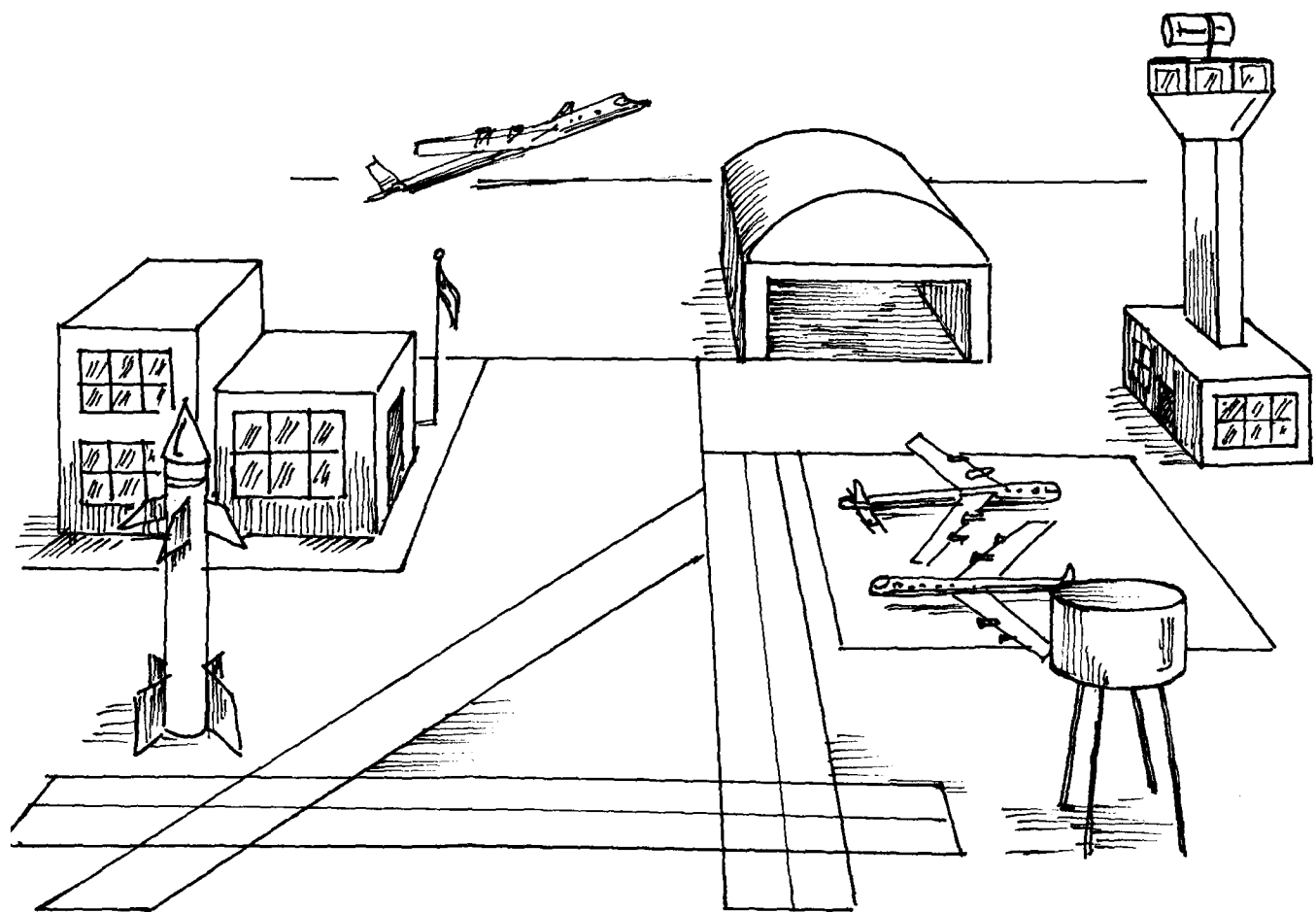
ISBN 0-8114-0657-1

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# LESSON ONE: Understanding Figural Relationships

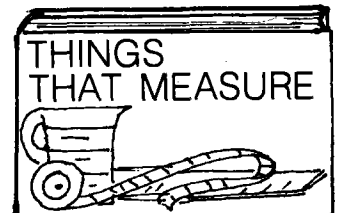
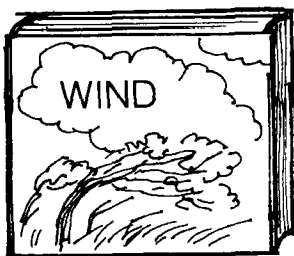
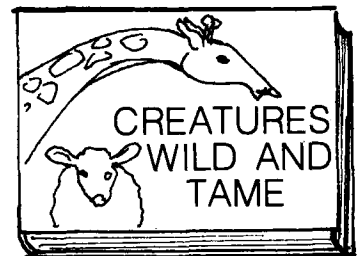
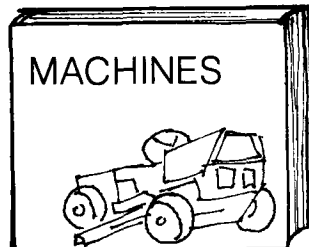
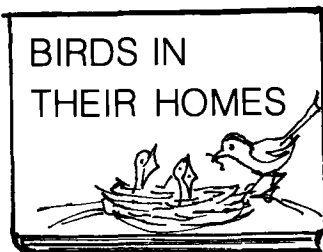
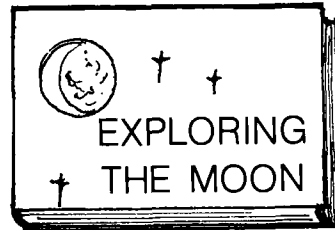
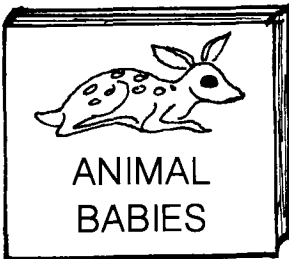
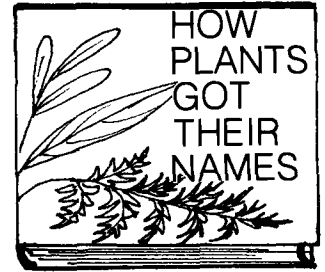
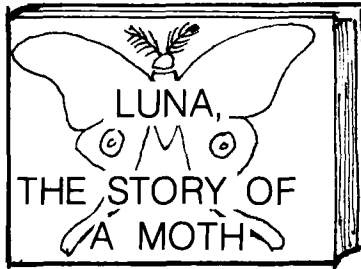
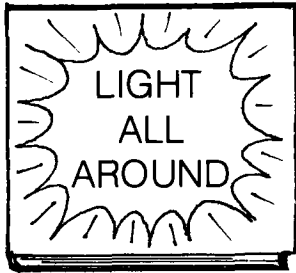
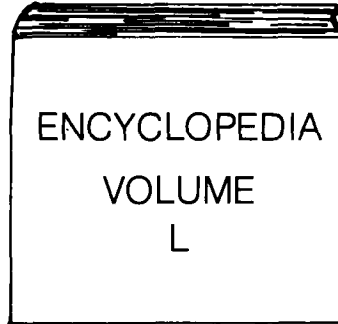
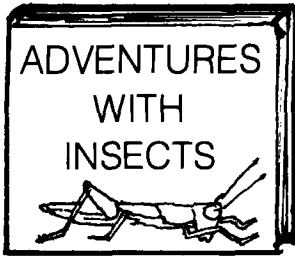


When you study geometric shapes, you learn how to describe the world in mathematical language. In this drawing of part of an air force base, you can find many geometric shapes. Label each geometric shape in the picture, using the numbers and shapes shown above.



## LESSON TWO: Judging Relevance of Information

The library has many science books that would help you learn about living things. Put a check on the titles below which would be most helpful in your study of living things.



## LESSON THREE: Ordering Objects

I. Arrange the items in each group below according to size or amount, from smallest to largest. Write the items in order.

A. 145, 115, 1045, 105, 150, 11054

-----

B. one-tenth, one-fourth, one-half, one-third, one-fifth

-----

C. Alaska, Delaware, Florida, Kentucky, Texas

-----

D. softball, marble, basketball, golf ball, baseball

-----

E. foot, yard, inch, mile

-----

F. day, second, week, hour, month

-----

G. decade, year, century, score

-----

H. gallon, pint, cup, ounce, quart

-----

I. tablespoon, cup, teaspoon, grain, pinch

-----

II. Put a check before each group that is in alphabetical order.

A. ----- Adam, Billy, Cathy, Dan, Ed, Francis, George, Alice

B. ----- place, plaid, plain, plane, plastic, platter, play

C. ----- low, lower, lowest, lowland, lowly

## LESSON FOUR: Classifying

I. Here are nine ways to group items. Write the group letter on the line before each item below. Find at least two group letters for each item. The first one is done for you.

- A. made of wood    B. made of metal    C. a tool    D. a food  
E. soft    F. made of cloth    G. made of clay    H. round  
I. long and narrow

- |               |              |       |                |
|---------------|--------------|-------|----------------|
| _____ D, E, I | 1. banana    | _____ | 16. marbles    |
| _____         | 2. spoon     | _____ | 17. needle     |
| _____         | 3. skillet   | _____ | 18. orange     |
| _____         | 4. yardstick | _____ | 19. curtains   |
| _____         | 5. toothpick | _____ | 20. candy cane |
| _____         | 6. ring      | _____ | 21. pitcher    |
| _____         | 7. hammer    | _____ | 22. blanket    |
| _____         | 8. towel     | _____ | 23. pudding    |
| _____         | 9. saw       | _____ | 24. tablecloth |
| _____         | 10. pillow   | _____ | 25. scissors   |
| _____         | 11. broom    | _____ | 26. spaghetti  |
| _____         | 12. basket   | _____ | 27. candle     |
| _____         | 13. plate    | _____ | 28. donut      |
| _____         | 14. rug      | _____ | 29. scarf      |
| _____         | 15. bread    | _____ | 30. cake       |

II. On the lines below, write the group names with which these items belong.

Clydesdale, lilies, Mississippi, Tennessee Walker, Pennsylvania,  
zinnia, Arabian, petunia, Indiana, Appaloosa, marigold, New York

\_\_\_\_\_

## LESSON FIVE: Comparing Word Meanings

Each phrase below gives the meaning of a word. The missing word is spelled with the first letter of each word found below the line. Find the hidden letters and write the word on the line. Sometimes the missing letters are not in correct order, and you must change them, as in the example below.

a toy that looks like a person ----- doll  
Lovely      Cold      Coainty      Cottle

1. small, long-haired pet that chases mice -----  
claws      animal      tame

2. small, open vessel for traveling on water -----  
oopen      trim      breezy      aaquatic

3. a tame pet that barks and hunts -----  
gentle      obedient      dalmatian

4. animal that lives in water and has gills -----  
fins      interesting      scaly      hatch

5. anything to serve food in -----  
durable      iitem      ssolid      hhandy

6. a deep, metal container for cooking -----  
thick      practical      oopen

7. powerful four-wheeled vehicle -----  
ready      convenient      available

8. solid mass of any shape -----  
large      useless      mound      peskey

9. frozen water -----  
inexpensive      edible      cold

10. to jump or spring into the air -----  
light      easily      aagile      prance



## LESSON SIX: Judging Elements of a Selection

A **fable** is an animal story which teaches a lesson. Read the well-known fable below and answer the questions which follow.

A lion went to sleep under a shady tree. A mouse ran over his paw and awakened him. The lion almost crushed the mouse with his huge paw, but the mouse begged for its life. So the lion let the mouse go.

Later, the lion got caught in a net. The mouse chewed the net and made a big hole so the lion could escape. The grateful lion thought to himself, "Sometimes the weakest can help the strongest."



1. Who are the characters in this fable?

----- and -----

The story does not describe them nor are they given individual names. They are flat characters instead of active characters that you find in regular stories.

2. What happened in the first paragraph? -----

-----

3. What happened in the second paragraph? -----

-----

4. Write the lesson to be learned from this fable. -----

-----

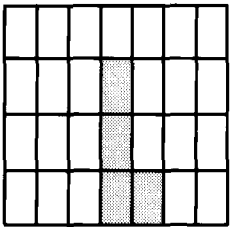
5. Put a check before each element which makes a fable different from a regular story.

----- kinds of characters                      ----- actions carried out

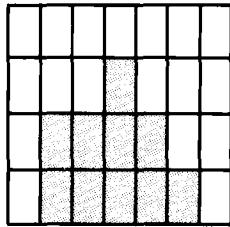
----- teaches a lesson

## LESSON SEVEN: Identifying Steps in a Process

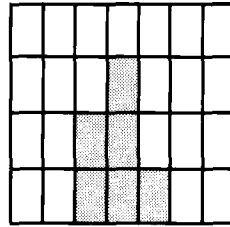
Suppose the small squares in each box show the order in which a bar graph was made. On the line under each box, write 1, 2, 3, 4, 5, 6, 7, or 8 to tell the order in which the squares were drawn.



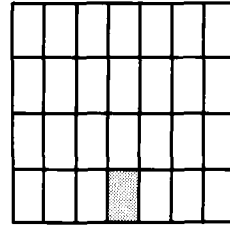
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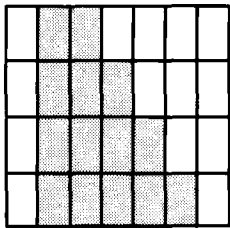
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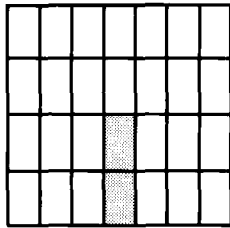
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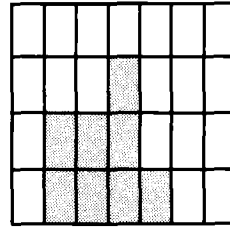
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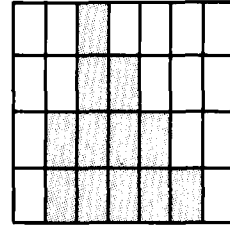
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-----



-----



-----

Tell the order in which you will make something. It may be an art project, some food, or whatever you choose. Write the title of your project on the first line. Then list six steps. Write the steps in order.

-----

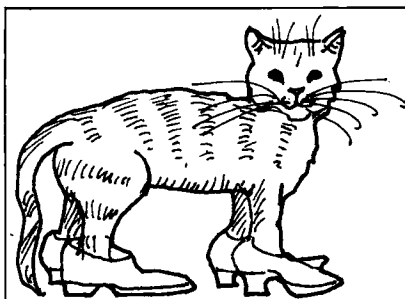
1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

# LESSON EIGHT: Interpreting Changes in Word Meanings

Change the meanings of the words below by making another drawing. Change the spelling of the words that are circled.

1. shoeing the cat

-----



2. store in a cold place

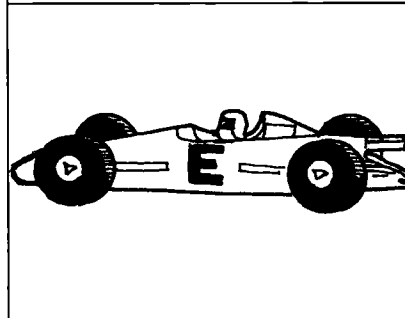


3. the clock struck two



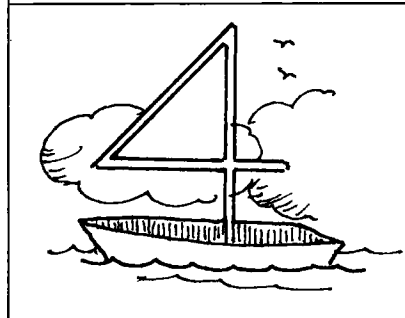
4. E racer

-----



5. four sail

-----



## LESSON NINE: Judging Importance of Information

Let's pretend that you will do each of the following activities. Below each one is a list of some things you might want to know or do. Put a check before the two things that are more important.

### 1. buy a bicycle

- Check the kind of tires the bicycle has.
- Compare the cost of new and used bicycles.
- Decide which color looks best.
- Try several stores to find out where you can get the most for the amount of money you can spend.

### 2. try out for beginners' band

- Tell the band teacher all about yourself.
- Let the band teacher know that your parents are musical.
- Follow directions carefully during the tryout.
- Be quiet unless you are asked to talk or play an instrument.

### 3. make a project for the science fair

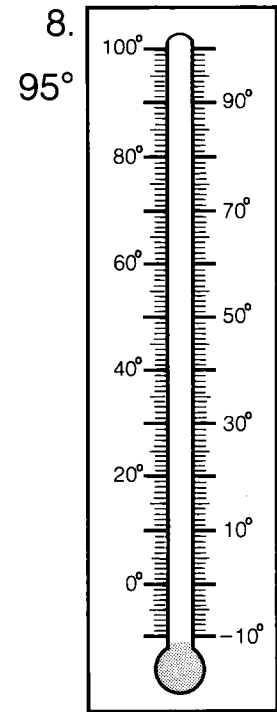
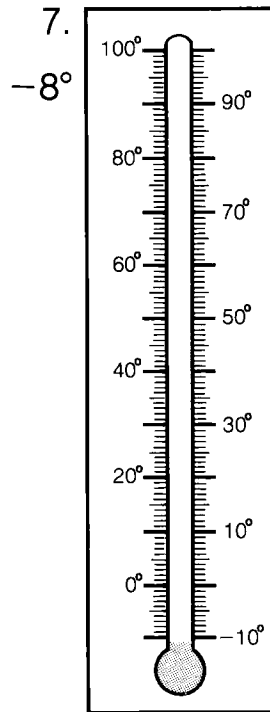
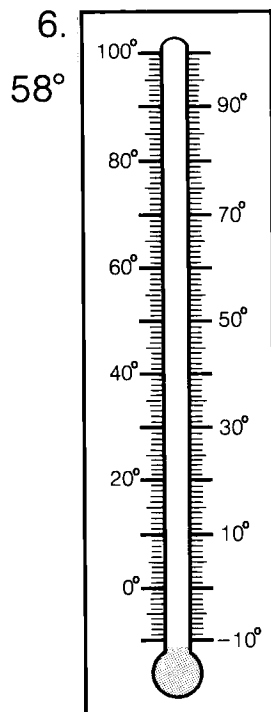
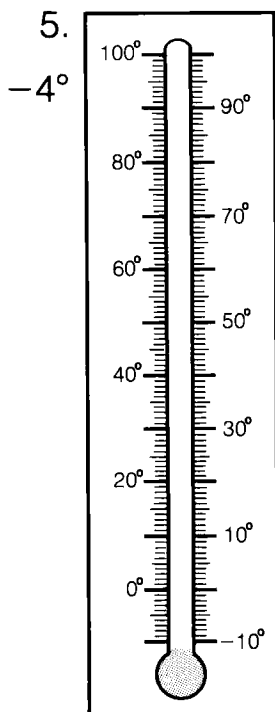
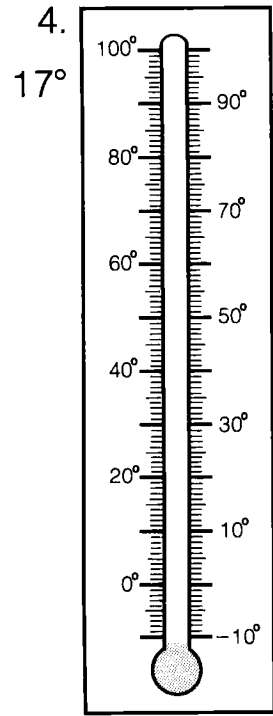
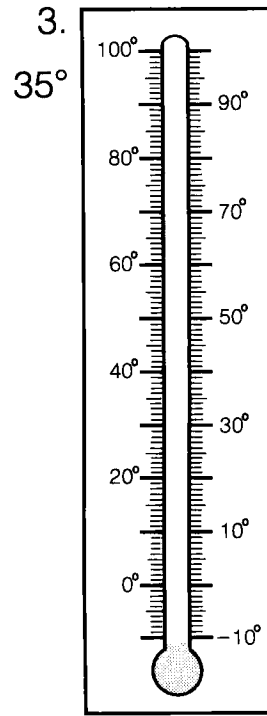
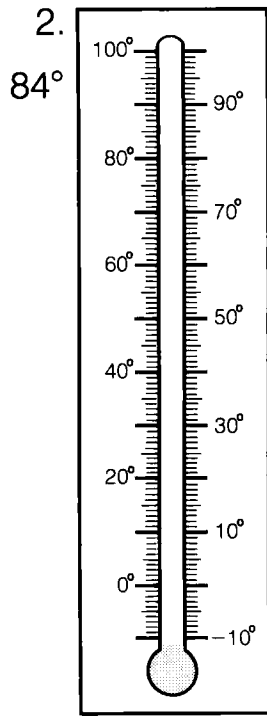
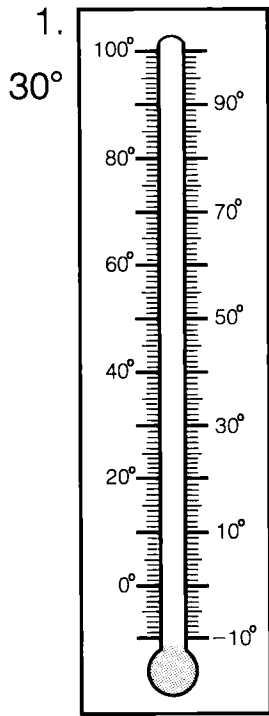
- Plan your project early so you will have plenty of time to work on it.
- Make a fancy project which uses only costly materials.
- Be sure you can answer questions about your project and do the work on it yourself.
- Help plan the science fair.

### 4. race in the school track meet

- Practice every day for several weeks before the track meet.
- Enter every event that you can.
- Help your coach by being nearby when you might be needed.
- Do the best you can but don't expect to win every event.

# LESSON TEN: Changing Forms of Concepts

Each thermometer below has a numeral beside it which stands for a temperature on the Celsius scale. Use a red pencil to show how far the mercury must rise to reach each temperature given.



## LESSON ELEVEN: Inferring

Read the paragraphs below. One or two questions follow each paragraph. Put a check before the best answer for each question.

- A. Shelby looked out the window at the sky. Then she ran outside. She quickly took all the clothes off the clothesline. Then she hurried back inside the house.

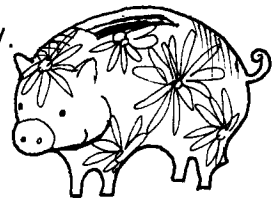
Why did Shelby bring in the clothes?

- The sun was coming out.
- The sky looked stormy.
- She wanted to wash the clothes.

- B. Sidney read the newspaper ad offering baseballs at a reduced price. Then he opened his piggy bank and counted the money. "Great. In another week I'll have enough," he said.

Why did Sidney have to wait a week?

- He wasn't sure what he wanted to buy.
- He couldn't get to the store.
- He didn't have enough money yet.



- C. Clyde turned off the TV. He got his math book, a pencil, and some paper. Then he sat down at the table. He looked grumpy. "I hope this doesn't take very long to do," he thought.

1. What was Clyde going to do?

- eat dinner
- write his math homework
- watch TV

2. Why did Clyde look unhappy?

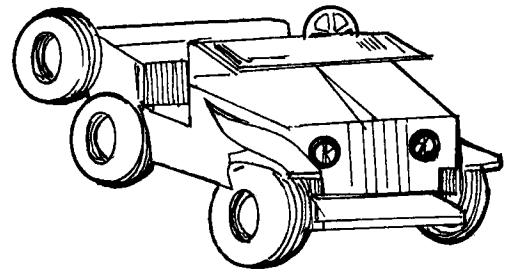
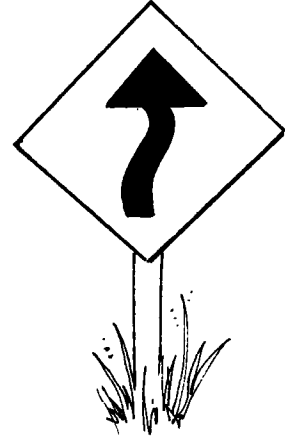
- He wanted to eat dinner.
- He wanted to do his homework.
- He didn't want to do his homework.



## LESSON TWELVE: Discriminating between Definition and Example

Put *D* on the line before each group of words that give a definition. Put *E* on the line if the words give an example. After each definition, use the line at the right to write the number of the example that fits. The first one is done for you.

- D   1. a natural stream of water   6    
----- 2. a signpost -----  
----- 3. a precious stone -----  
----- 4. a seed of a cereal grass -----  
----- 5. a tame animal of the dog family -----  
----- 6. the Ohio River -----  
----- 7. a juicy ham -----  
----- 8. a jeep -----  
----- 9. words pronounced alike but different in meaning -----  
----- 10. a combination of words and music -----  
----- 11. a diamond or ruby -----  
----- 12. animal flesh used for food -----  
----- 13. winter wheat -----  
----- 14. a four-wheeled vehicle -----  
----- 15. a Saint Bernard -----  
----- 16. ant and aunt -----  
----- 17. a folk song -----  
----- 18. something that gives you guiding information -----



Is a definition usually longer or shorter than an example?

-----

## LESSON THIRTEEN: Identifying Relationships among Events

When something happens, it may cause something else to happen. Underline the sentence part below that is the **cause** (makes the other thing happen). The cause may be found at the beginning or at the end of the sentence. Some of these sentences do not contain a cause.

1. Jimmy loves to play checkers with his grandpa.
2. You will get a good seat for the game if you buy your ticket early.
3. Those flowers bloom beautifully all summer.
4. The room was so dark that I fell down.
5. When the house caught fire, it filled with smoke.
6. He returned to his hometown on Wednesday.
7. The children were having so much fun that they did not want to leave the zoo.
8. When Mary and Greg washed the dishes, they broke a glass.
9. I missed the curve in the road and ran into the ditch.
10. Papa Bear would not eat the porridge because it was too hot.
11. If the dog hears you call, it will come to you.
12. We were late because we had to change a flat tire on the car.
13. He tripped on his shoelace and fell down.
14. It was so cold that water on the pavement froze.
15. The traffic was so slow that I was late for the meeting.
16. After the last child got on, the bus started down the road.

Write two sentences that give a *cause* and a *result*.

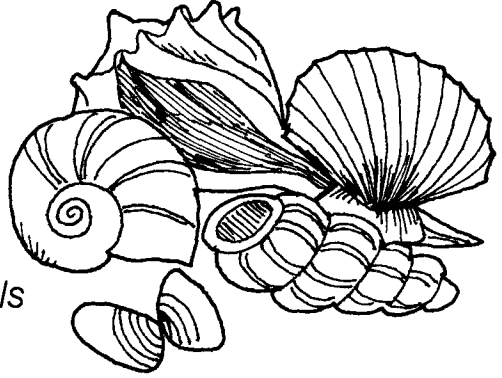
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## LESSON FOURTEEN: Judging Relevance of Information

Suppose you are going to make a report on each of the five topics below. Put 1 before the book you think is most suitable for the topic. Put 2 before the book that is somewhat useful. Put 3 before the book that is least useful.

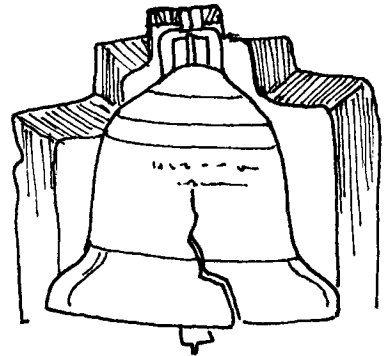
### 1. shell collecting

- *Shells on the Coral Reef*
- *Shells of the World*
- *Making Useful Items from Shells*



### 2. the Liberty Bell

- a book on United States historic points of interest
- a book of United States history
- articles about Philadelphia



### 3. poetry of Robert Frost

- a literature book
- *Twentieth Century American Poetry*
- *Collected Poems of Robert Frost*

### 4. United States westward movement

- a historic atlas
- a United States social studies book
- a book on pioneer life

### 5. mountains of Asia

- *Tales from the Far East*
- *Mountains of the World*
- *Asia's Mount Everest*

