

# Building Comprehension in Adolescents

## Powerful Strategies for Improving Reading and Writing in Content Areas

by

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LESSON 1

# Introduce TRAP



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## LESSON OVERVIEW

The purpose of the first TRAP lesson is to introduce and describe the strategy, discuss current performance, obtain student(s) commitment to learn and use the strategy, and set an initial performance goal.

## STUDENT OBJECTIVES

The students will commit to learn and establish goals for TRAP

## MATERIALS

Poster/PowerPoint with TRAP steps; for each student: short reading passages to find main idea and a blank graph (goal chart)

## SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "I want to talk with you today about why it's important that we remember what we read." Discuss why it is important to remember what we read. Solicit specific instances where it is important for students to remember material they have read. Ask for examples from class work (e.g. for a test or quiz, doing homework, answering questions at the end of chapters).
2. SAY, "I am concerned that you may have a problem remembering what you read." Hand out the graph of reading comprehension from oral retells or other sources. Discuss the results and consequences (e.g., low grades on assignments or tests).
3. SAY, "How many of you were happy with how much you remembered? How many of you would like to do better? Today I am going to teach you about a strategy to help you remember what you read. This strategy has been used with lots of kids just like you and it really helped them get much better at remembering what they read."

## DEVELOP THE STRATEGY AND SELF-REGULATION

### STEP 1: Develop background knowledge

1. SAY, "The strategy is called TRAP. It's like a trap because it will help you catch information and remember it." Show the TRAP poster.
  2. Put out the mnemonic chart/poster so that only the heading "TRAP" shows. Uncover each part of the strategy as you introduce and discuss it.
- SAY, "The strategy is easy to remember because the word TRAP is a word you already know. Each letter of TRAP stands for a step that you do. It's really important for you to learn the steps really well. It will help you use the strategy more effectively and that will help you remember what you read."



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*"There are four steps to the TRAP strategy. You do all four steps for every paragraph you read. If you use the TRAP strategy it will make it much easier to understand and remember what you just read—it helps us TRAP the important information that we read."*

3. Be sure to emphasize that TRAP is a strategy that good readers often use before, during, and after reading.

### STEP 2: Discuss TRAP steps

1. Think about what you are going to read. Take the time to consider the reading passage. Think about what students may already know about the passage contents, and what they might need to remember from the reading. At this step, students might scan the title of a reading, and look through a passage for headings and bold words. If they already know something about the passage content that can help them remember it. If they are not familiar with the subject they can expect to definitely learn something new.
2. Read a paragraph. SAY, *"When you begin reading, it is important to remember that you don't try to read the whole passage. Instead you take one paragraph at a time and make sure you understand that one paragraph before you go on to the next one. It's much easier to remember a small section than a long section such as a whole chapter. How you read is also important. Make sure you read carefully. If you read too fast you won't remember what you've read. You have to understand the words and sentences in the paragraph. While you read, ask yourself if what you read makes sense. If you read a sentence and it doesn't make sense, be sure to go back and reread the sentence to understand it."*
3. Ask yourself what were the main idea and two supporting details.  
SAY, *"When you are done reading the paragraph you should make sure you know the main idea and at least two supporting details from the paragraph. The main idea tells you what the paragraph is mostly about. It's the most important information in the paragraph. You should also find at least two important details about the main idea. Important details back up or help explain that main idea. Knowing those details makes it easier for you to understand and remember the main idea of the paragraph."*
4. Paraphrase the main idea and supporting details.  
SAY, *"This step is where you put the main idea and details into your own words. Thinking about how to put the important information in your own words is really important because that helps you to trap the information in your head. Don't try to remember the main idea or supporting detail sentences word for word; it's easier to remember if you put them in your own words."*

### STEP 3: Obtaining commitment

1. SAY, *"I want you to try using the TRAP strategy because it can help you to remember more of what you read. If you use TRAP and try your best you will soon be a much better reader. You will start getting better grades on your assignments and quizzes or tests."*
2. SAY, *"The TRAP strategy works, but it's going to require some effort on your part. I will work with you and help you to learn the strategy, but I need you to promise to learn the strategy and try your hardest."* Get students' commitment.



#### STEP 4: Set a goal

1. Show the graph. SAY, *"When we practice we will graph the results. This will show you how much better you are getting at remembering what you have read. Let's set a goal for our next practice."* Discuss why goal setting is important and reasons or places students might set goals.
2. SAY, *"Look at what your last score was and decide what you want your goal to be. Then draw a line on the graph to show what your first goal will be."* Help students set realistic goals. Set a goal that is not too high and can easily be met with effort. Be sure all students are setting goals and writing their goals on the goal chart. SAY, *"Okay, I see a lot of very good goals, and if you use the TRAP strategy you are more likely to meet your goals. You might even go higher than your goal on the first day."*

#### STEP 5: Wrap-up

1. SAY, *"For next time, I want you to be thinking about some places that you might use the TRAP strategy. Think about the steps I taught you and how you can use the strategy on anything you read. Tomorrow I am going to ask you some places where you might use the strategy. Also, I am going to quiz you on the steps of TRAP. I want you to be able to tell me the steps of TRAP and what you do at each step."*

LESSON 2

# Model TRAP



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TRAP

## LESSON OVERVIEW

In the lesson the teacher and students will discuss the strategy and practice finding main idea and details (prerequisite for strategy use). The teacher will model strategy use, students will start to memorize the strategy.

## STUDENT OBJECTIVES

Students will be able to identify main ideas and supporting details. Students will be able to state the steps of TRAP and the actions at each step.

## MATERIALS

For each student: reading passage with two to four paragraphs; graph (i.e., goal chart); main idea and details worksheet.

## SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Yesterday I told you about a strategy. Who can tell me the steps of that strategy? (Pause for responses.) Wow, you remembered a lot of the strategy. Tomorrow I will ask you to write the steps of the strategy from memory. Remember that you need to remember the steps and you need to know what you do at each step."
2. SAY, "Today, we are going to practice using the strategy. Before we practice using it, did you think about some places where you might use the TRAP strategy?" Solicit student responses and add some of your own (e.g., textbook reading, social studies homework, science homework, reading a story). Write the list on the board and discuss each idea. SAY, "See, there are a lot of places that the TRAP strategy can be used. I am noticing that anywhere I read to understand or to learn I can use the TRAP strategy."

## DEVELOP THE STRATEGY AND SELF-REGULATION

### STEP 1: Practice finding main idea and details (prerequisite for strategy use)

1. SAY, "One really important part of TRAP is finding the main idea. The main idea is what the paragraph is mostly about. It's the most important point that the author is trying to make. There are some tricks that can help you find the main idea."
  - "First, sometimes the author writes out the main idea for you. The first sentence is often the topic sentence (it tells you what the paragraph is about). But you have to be careful, because sometimes the last sentence is the topic sentence."
  - SAY, "Sometimes the author does not state the main idea directly. It's implied. You have to figure it out yourself. In this case a good trick is to look for words or ideas that are repeated several times in the paragraph. Often these will give you a clue to the main idea."



2. SAY, "We are going to practice finding the main idea. I have a paragraph here, and I want you to try to find the main idea." Provide students copies or show on the overhead. Read the paragraph aloud while students follow along.
3. SAY, "What was the main idea of this paragraph?" If students are struggling, change vocabulary by saying, "What was that whole paragraph talking about? Great! How did you know that was the main idea?" Note that it was in the title, the words were written multiple times in the paragraph, or other attributes of the text.
4. SAY, "This paragraph also gives us additional information about that main idea. Now let's see if you can find at least two important details in this paragraph, just like the TRAP strategy asks us to do." For student responses, accept anything other than the main idea as a detail and point out how there are often *more* than just two details in the paragraph.
5. SAY, "Let's practice on another paragraph, and this time, let's write our answers down." Monitor the students while they find the main idea and details again; help students who are struggling to find the main idea and details.
6. Have the students practice paraphrasing their main idea and details, those identified on the worksheet. This can be done by having students write a paraphrase of the paragraph or passage or by having students pair up and verbally paraphrase what they read.

## STEP 2: Think-Aloud: Model use of TRAP and thought process

1. SAY, "Now I want to show you how to use the TRAP strategy. I am going to use the TRAP strategy on this selection (hold up the selection, which should be at least four paragraphs) and then I am going to ask you to try using the TRAP strategy."
  - Start by using some self-statements such as: "Wow, this is really long—but that's okay."
  - SAY, "I have my TRAP strategy and that will help me remember what I am reading! I can do this." Be sure to stress that using TRAP will help them remember.
2. Show students the TRAP self-monitoring sheet. SAY, "This sheet has the letters for TRAP written out on it. I am going to use this sheet to help me remember to do all the steps of TRAP. Each time I do a step, I will put a check mark in the box. I'll do this for each paragraph. That way I won't forget any steps."
3. Begin by stating the first step of the TRAP strategy, "The first thing I need to do is Think about why I'm reading. I am reading to get the main idea and important details. I know the first step, but if I forget a step I can look back at my poster for now." Point to TRAP poster. "I need to think about what I am going to read, so that is the first thing I am going to do."
4. Model the first step including statements such as:
  - I know I am going to have a quiz on this reading, so I need to understand it.
  - I don't know much about this topic, but I bet I'm going to learn a lot about it from this passage.
5. SAY, "Now that I have some ideas about what I might learn from the reading I can move on to the second step. I know the second step of the TRAP strategy is 'R' which stands for 'read a paragraph,' so that is the first thing I am going to do. I need to remember to read carefully because that will help me remember. After I have finished the second step, it's time to move on to the third step. Okay, I did the 'R' of the TRAP strategy; I read a paragraph and I did a good job. I'll mark it off on the TRAP chart to show that I did it. Now I am on the third step of the strategy, 'A'. I know that 'A' stands for 'ask myself what was the main idea and important details,' so the first thing I am going to do is find the main idea of this paragraph—oh, here it is (say main idea out loud and tell how you knew it was the main idea), and now



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*I can find the important details...hmm."* Say the details out loud, continuing to use self-statements: *"I did it"* or *"that wasn't bad at all!"* Check off the third step on the TRAP chart and indicate to the students that you have checked it off.

6. State that you have finished the first, second, and third steps. SAY, *"So that leaves only one more step to do! I know that the fourth step of my TRAP strategy is 'P'—put it into my own words.' I know I can do it because I read the paragraph and I found the main idea and details. I need to be careful to have a good paraphrase because that will help me remember the information. I have to be sure to put the information in my own words."* Model for the class by paraphrasing the main idea and the supporting details. *"Wow! I did it. I did the whole strategy, and it was very easy and it helped me remember what I was reading."*
7. Start the strategy over again. Students need to understand that you do the strategy multiple times in a longer reading. SAY, *"I see that there are still three (or however many are left) more paragraphs to read, and that means that I have to do the TRAP strategy three more times. That's okay; it was easy the last time I did it. Now I need to start the strategy over again. I've already thought about what I'm going to read so I can check that step off. I just need to do the last three steps."* Continue until the section is completed.

### STEP 3: Guided practice

- After the student has watched the teacher model the strategy for two paragraphs (modeling her or his thought process and self-statements), the students should practice on the remaining paragraphs.
- SAY, *"Now that you have seen me use the TRAP strategy, it's your turn to try using it. There are two more paragraphs on this page, so how many times will you need to use the TRAP strategy?"* Students should respond *"two."* Guide them if necessary. *"Okay, so what is the first thing you do when you are using the TRAP strategy?"* Students should respond: *"T—think about what you are going to read."* *"And, what are some things you might think?"* Wait for students' response.  
*"Okay, go ahead and read this paragraph. Use the TRAP checklist to make sure that you do every step for each paragraph."*
- When the students are finished reading the paragraph, prompt them for the second step. Students should write down the main idea and two important details for this lesson on the provided worksheet. Ask students to state their main idea and details. When they have done this, prompt them to the third step of the TRAP strategy—ask the students to tell a peer what the paragraph was about. Make sure the paraphrases capture the gist of the paragraph. If not, discuss how the paraphrases could be improved. Repeat the steps for the remaining paragraphs. When the class has completed the passage, ask students to put the passage away and tell a peer whatever they can remember from the entire passage. Praise them and remind them of their goal.

### WRAP-UP

- SAY, *"Tonight, I want you to be thinking about some places that you might use the TRAP strategy. Think about the steps I taught you and how you can use the strategy on anything you read. Maybe if you have some homework tonight, you could try using the TRAP strategy. Tomorrow I am going to ask you to write whatever you can remember from the strategy and I am also going to ask you whether or not you used the strategy and, if you did, some places where you used it."*

LESSON 3

# TRAP Guided Practice



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## LESSON OVERVIEW

The purpose of this lesson is to provide additional guided practice. The teacher will facilitate transfer of ownership by gradually lessening support while students use instructional materials.

## STUDENT OBJECTIVES

The students will use TRAP with teacher support.

## MATERIALS

For each student: reading passage, retell checklist for the reading passage, graph (i.e., goal chart)

## SET THE CONTEXT FOR STUDENT LEARNING

1. Remove the poster or cover when testing for memorization.
2.  SAY, "Yesterday we talked about TRAP. I want you to write down each step in TRAP. Remember to put down what you do at each step also." Provide enough time for students to write, praise what they recall, and fill in what is missing from the steps. "Great, you remembered a lot/the whole strategy. Today, we are going to practice using the strategy again, and tomorrow I will have you write the steps again to see what you remember and if you have memorized it yet. Before we practice, did you think about some places that you could use the TRAP strategy?" Solicit student responses and add some of your own: textbook, reading a letter, reading a story, social studies homework, science homework, and so forth. "Did you use the TRAP strategy in any of those places last night? I would like you to try using the TRAP strategy in other places too, not just with me. The more you use the strategy, the better you will be at it and the closer you will be to your goal."

## SUPPORT THE STRATEGY AND SELF-REGULATION

### STEP 1: Guided practice

1.  SAY, "Today I have a different passage for you to read with a partner." Allow students time to find a partner. "Remember to use the TRAP strategy on every paragraph. Use the TRAP checklist to help you remember to do each step. So, how many times will you use the strategy for this passage?" Responses should be the number of paragraphs. SAY, "After reading each paragraph, write down the main idea and important details on your scratch paper."
2.  SAY, "While you are using the TRAP strategy, I want you to remember that you set a goal. Everyone look to see what your goal is. If you use the TRAP strategy on every paragraph, you will remember more and you will be closer to your goal, or you might even meet or go further than your goal!"



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3. Walk around the room and guide students through strategy use as needed. It is best to intervene only if they are struggling with the main idea and details.

**STEP 2: Do oral retell with students**

1. SAY, *“Okay, you used the TRAP strategy on that whole passage on every paragraph. Now I want to see how much you remember.”* Use the retell procedure for students. Once all the students are finished, show them how to graph their performance.
2. Ask the students if they met their goals. Praise them, and remind them that using the TRAP strategy will make them better readers and help them to continue meeting their goals.
3. Students who exceeded their goals can set new ones. SAY, *“I can see many of you are working hard, and if you did not meet your goal, review the steps of the TRAP strategy.”* You may want to check on the students who did not meet their goals to make sure the goals they set were realistic; help them to lower their goals if necessary so they can meet their goals next time, and provide praise for their effort.

**WRAP-UP**

1. SAY, *“Tonight, I want you to think about the steps I taught you and how you can use the strategy on anything you read. Maybe if you have some homework tonight, you could try using the TRAP strategy. Tomorrow I am going to ask you to write out the steps in the strategy and I am also going to ask you whether or not you used the strategy and, if you did, some places where you used the strategy.”*
2. Remind students that they will need to come to the next session, write out TRAP, and tell what it means from memory.

LESSON 4

# Fade TRAP Checklist



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## LESSON OVERVIEW

The teacher will provide guided practice in students' use of TRAP while supporting the students as they learn to create their own TRAP checklist.

## STUDENT OBJECTIVES

Students will create their own TRAP checklist and use this while reading a passage.

## MATERIALS

For each student: reading passage; retell checklist on reading passage; graph (i.e., goal chart)

## SET THE CONTEXT FOR STUDENT LEARNING

1. Remove the poster or cover when testing for memorization.
2.  SAY, "I want you to write out the steps in the strategy I taught you. Put down each step and what you do at each step." Allow students to write, praise what they recall, and fill in what is missing from the steps. "Wow, you remembered a lot/the whole strategy. Today, we are going to practice using the strategy, and tomorrow I will have you write the steps again to see what you remember and if you have memorized it yet. But before we practice using it, did you use the TRAP strategy last night?" Solicit student responses and add some of your own: textbook, reading a letter, reading a story, social studies homework, science homework, and so forth.
3.  SAY, "I would like you to try using the TRAP strategy in other places too, not just with me. The more you use the strategy, the better you will be at it and the more you will remember important information from what you read."

## SUPPORT THE STRATEGY AND SELF-REGULATION

1.  SAY, "Today I have a different passage for you to read. While you are using the TRAP strategy, I want you to remember that you set a goal. Everyone look to see what your goal is. Today you are going to work without the checklist. Instead, of using the checklist, you will write down T-R-A-P in the margins as you do each paragraph. Writing down the steps will help to remind you to do each step. If you use the TRAP strategy on every paragraph, you will remember more and you will be closer to your goal, or you might even go further than your goal! So, if this passage has eight (or however many) paragraphs, how many times will you need to do the TRAP strategy (eight)?"
2. Encourage students to use their paper and pencil to write main idea and details.
  - Some students may choose to circle main idea and underline details or may choose to use a highlighter.
  - Walk around the room and guide students through strategy use as needed. It is best to intervene only if they are struggling with the main idea and details.



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3. Do retells with students, have students calculate the percent correct and fill in their goal sheets. Do retells individually with the students. Remind students how to graph their performance. Walk around providing assistance on graphing. Ask the class if they met their goals. Praise them and remind them that using the TRAP strategy will make them better readers and help them to continue meeting their goals. Students who exceeded their goals can set new ones, as appropriate.

You may want to check on the students who did not meet their goals to make sure the goals they set were realistic, to help them to lower their goals if necessary so they can meet their goals next time, and to provide praise for their effort.

### **WRAP-UP**

Make sure to note which students are still struggling with the strategy. They will need extra instruction. Thank the students for working hard. Encourage students to use the strategy on their homework.

LESSON 5

# TRAP without Visual Reminders



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## LESSON OVERVIEW

The teacher will support student use of TRAP without visual reminders.

## STUDENT OBJECTIVES

Students will use TRAP without checklists or visual reminders while reading a passage.

## MATERIALS

For each student: reading passage, retell checklist on reading passage, graph (i.e., goal chart)

## SET THE CONTEXT FOR STUDENT LEARNING

1. Remove the poster or cover when testing for memorization.
2.  SAY, "We have been talking about a strategy all week. By now, you should know the steps of this strategy. I want to play a game to see how well you remember the steps of the strategy (e.g., ball toss, 'concentration' in pairs). Today, we are going to continue using our strategy, but before we practice using it, did you think about some places that you could use the TRAP strategy?" Solicit student responses and add some of your own: textbook, reading a letter, reading a story, social studies homework, science homework, and so forth. "And, did you use the TRAP strategy in any of those places last night?"
3. Discuss any changes students have made to the strategy (e.g., do they write main idea and details, or do they highlight the main ideas as they read a text?).
4.  SAY, "I would like you to try using the TRAP strategy in other places too, not just with me. Remember, the more you use the strategy, the better you will be remembering important information from what you read."
5. Discuss why it is important to remember and understand what we read—tests, assignments, and learning new information in classes.

## SUPPORT THE STRATEGY AND SELF-REGULATION

### STEP 1: Guided practice without visual reminders

1.  SAY, "Today I have a different passage for you to read. While you are using the TRAP strategy, I want you to remember that you set a goal. Everyone look to see what your goal is. Using your TRAP strategy will help you remember more information from this reading passage. So, if this passage has eight paragraphs, how many times will you need to do the TRAP strategy (eight)?"
2. Encourage them to use their paper and pencil to write main idea and details.
3. Walk around the room and guide students through strategy use as needed. It is best to intervene only if they are struggling with the main idea and details.



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**STEP 2: Do retell, calculate performance, and fill in goal sheet**

1. *SAY, "Okay, you used the TRAP strategy on that whole passage, on every paragraph. Now, I want you to retell what you can remember about the passage. Try to retell the passage without looking back."*
2. Allow time for students to retell. Once all students are finished, ask students to graph their performance. Walk around providing assistance on graphing.
3. Ask the class if they met their goals. Praise them and remind them that using the TRAP strategy will make them better readers and help them to continue meeting their goals. Students who exceeded their goals can set new ones.
4. *SAY, "I can see many of you are working hard, and if you did not meet your goal, review the steps of the TRAP strategy." You may want to check on the students who did not meet their goals to make sure the goals they set were realistic, to help them to lower their goals if necessary so they can meet their goals next time, and to provide praise for effort.*

**WRAP-UP**

Tell the students they have been doing an excellent job learning and using the TRAP strategy. Encourage them to use the strategy on other reading or homework (e.g., social studies text, science text, language arts homework).

## LESSON 6

# Independent Practice



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### LESSON OVERVIEW

The teacher provides the students with independent practice in using TRAP.

### STUDENT OBJECTIVES

The students will use TRAP independently without the use of checklists or visual reminders.

### MATERIALS

For each student: reading passage, retell checklist on reading passage, graph (i.e., goal chart)

### SET THE CONTEXT FOR STUDENT LEARNING

1. Remove or cover the poster when testing for memorization.
2.  SAY, "First, let's review the steps." Call on students to give the steps in TRAP and what is done at each step. Ask students "why" questions about each step (e.g., *Why do we think about what we are going to read? Why do we make paraphrases?*).
3.  SAY, "Today will be our last day to practice using the strategy in class, but before we practice using it, did you use the TRAP strategy last night or in other classes?" Solicit student responses and add some of your own: textbook, reading a letter, reading a story, social studies homework, science homework, and so forth.

### SUPPORT THE STRATEGY AND SELF-REGULATION

#### STEP 1: Guided practice without visual reminders

1.  SAY, "Today I have a different passage for you to read. While you are using the TRAP strategy, I want you to remember that you set a goal. Everyone look to see what your goal is. If you use the TRAP strategy on every paragraph, you will remember more and you will be closer to your goal, or you might even go further than your goal! So, if this passage has eight paragraphs, how many times will you need to do the TRAP strategy (eight)?"
2. Encourage them to use the strategy however they want (e.g., they can write notes; they can highlight as they read).
3. Walk around the room and guide students through strategy use as needed. It is best to intervene only if they are struggling with the main idea and details.

#### Do retells with students and graph performance

1. Do retells with students and show them how to graph their performance. Walk around providing assistance on graphing.



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2. Ask the class if they met their goals. Praise them and remind them that using the TRAP strategy will make them better readers and help them to continue meeting their goals. Students who exceeded their goals can set new ones.
3. SAY, *"I can see many of you are working hard. If you did not meet your goal, review the steps of the TRAP strategy."* You may want to check on the students who did not meet their goals to make sure the goals they set were realistic, to help them to lower their goals if necessary so they can meet their goals next time, and to provide praise for their effort.
4. SAY, *"Now, I want you to tell a partner what you can remember from what you just read. Tell your partner as if he or she had never read this passage."*

### WRAP-UP

1. Discuss with the class how the passages that they have been using to practice may look different from other types of reading they have to do in school (e.g., chapter books like those in the novels unit, textbooks).
2. Explain that you can modify the TRAP strategy to fit the type of text you are reading. For example, if you are reading a novel and there is a lot of dialog and short paragraphs, it may be better to paraphrase a chapter instead of each paragraph.

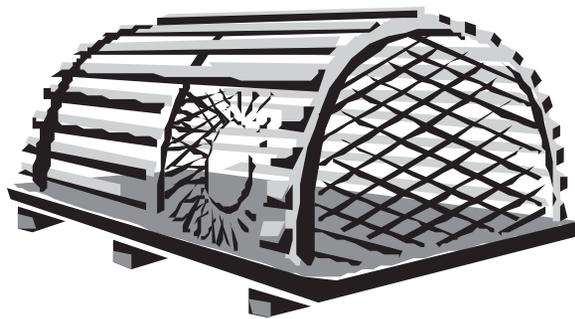
### REFERENCE

Schumaker, J.B., Denton, P.H., & Deshler, D.D. (1984). *The paraphrasing strategy*. Lawrence: University of Kansas.



### TRAP Mnemonic Chart

- T** Think before you read
- R** Read a paragraph
- A** Ask "What is the paragraph mostly about? What is the most important information?"
- P** Paraphrase the important information





CHAPTER 5  
TRAP

### How much can I remember?

Write your goal at the top. Draw a line to show your goal. After you read, fill in your chart to show how much you remembered.

Goal								
100								
90								
70								
60								
50								
40								
30								
20								
10								
	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Quiz 7	Quiz 8

Name: \_\_\_\_\_



CHAPTER 5  
TRAP

## Practice Paragraphs for Lesson 2

For the early pioneers, the trip west along the Oregon Trail was very dangerous. Many people died along the way. Some wagon trains were attacked by hostile Indians. Others became trapped in the mountains without food and many of their members starved to death. People drowned in dangerous river crossings. Because the pioneers were crossing open country, the violent storms that occur frequently on the great plains were a serious danger. Illness was a constant threat, and many people died of diseases. Even a minor injury such as a small cut could become infected and result in death. Only the strongest and the luckiest were able to complete the journey.

Jupiter is the fifth planet from the sun. It is much bigger than the earth. You could put more than 1,400 planets the size of earth inside Jupiter. Because Jupiter is so much bigger, you would weigh more than 10 times what you weigh on earth. Because it is much farther from the sun, it is very cold on Jupiter. In fact, it is so cold that most of Jupiter is made of frozen gases. Jupiter does not have oceans and continents like the earth. The only solid part of Jupiter is a small rocky core. The surface of Jupiter is a violent place which is constantly covered by clouds and where winds can sometimes blow at nearly 600 km per hour. Huge storms rage over the surface of Jupiter. Some are so large that they can be seen from earth. One storm called the Great Red Spot has lasted for over 300 years. In sum, Jupiter is very different from the earth.

When computers were just invented they were as big as a small house and it took dozens of people to make them work. The first computer used vacuum tubes, which were about the size of your fist and were very hot. In fact, early computers had to have their own air conditioning systems. If the air conditioning failed, the computer would shut down or even catch fire. To use the computer you could not simply sit down at a keyboard and type. Instead, you had to use punch cards, which were fed to the machine. There was no monitor to watch. The only output device was a printer. Early computers were not nearly as powerful as they are now, either. For example, there is more computing power in the average cell phone than there were in all the computers used in the first manned mission to the moon!

Flesch-Kincaid grade level: 6.36



CHAPTER 5  
TRAP

### TRAP Checklist

Paragraph	T	R	A	P
1				
2				
3				
4				
5				
6				





### Finding the Main Idea

Start by reading the paragraph. If you can't figure out the main idea, here are some suggestions:

1. Look at the first sentence of the paragraph. This might be the main idea.
2. Look for repetitions of the same word or words in the paragraph. The main idea should be mentioned several times in the paragraph.

Now let's summarize the main idea and supporting details!

What is this paragraph about? \_\_\_\_\_

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What are some details in this paragraph? \_\_\_\_\_

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