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***To Kill a Mockingbird***

**Chapters 4-7**

**Reading Focus Sheet**

**Determining Importance**

Record important information pertaining to the topics below.

**Interacting with Boo**

Throughout the summer, the children have five “interactions” with Boo Radley. Record the details of each interaction.

|  |  |
| --- | --- |
| Interaction | Details |
|  |  |
|  |  |
|  |  |
|  |  |

**The Tree**

A tree in the neighborhood becomes very important. Keep track of why in this section.



**I Saw/I Thought**

As you read, use the I Saw/I Thought organizer to record your thoughts from Chapters 4-7. Thoughts can be questions, connections, opinions, conclusions – based on any of the reading strategies.

|  |  |
| --- | --- |
| **I Saw***Evidence from the text (include page number)* | **I Thought***My thoughts, connections, questions* |
|  |  |

**![C:\Users\jesbog\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X9ATC23X\483px-Magnifying_glass_01.svg[1].png]()Inference: What’s really going on?**

Scout tells the story of *To Kill a Mockingbird* using first-person narration. We see the world through her observations. Because she is such a young narrator, we don’t always get the full story of what is really going on. As readers, we have to infer what has actually happened. When we infer, we are making conclusions based on the evidence as opposed to just listening to the explicit statements from the narrator.

Based on your reading of chapters 4 through 7, what do you think is really going on, even if Scout does not realize it herself? What is happening with the tree? What other events have been influenced by an outside source that Scout does not realize?

When you infer, you need more than just the inference you made. You must also provide text evidence to support your conclusions. As you write about the inferences you have made in this section, be sure to use specific details from the text that support those inferences.

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