



### Objective

The student will identify fiction and nonfiction text.

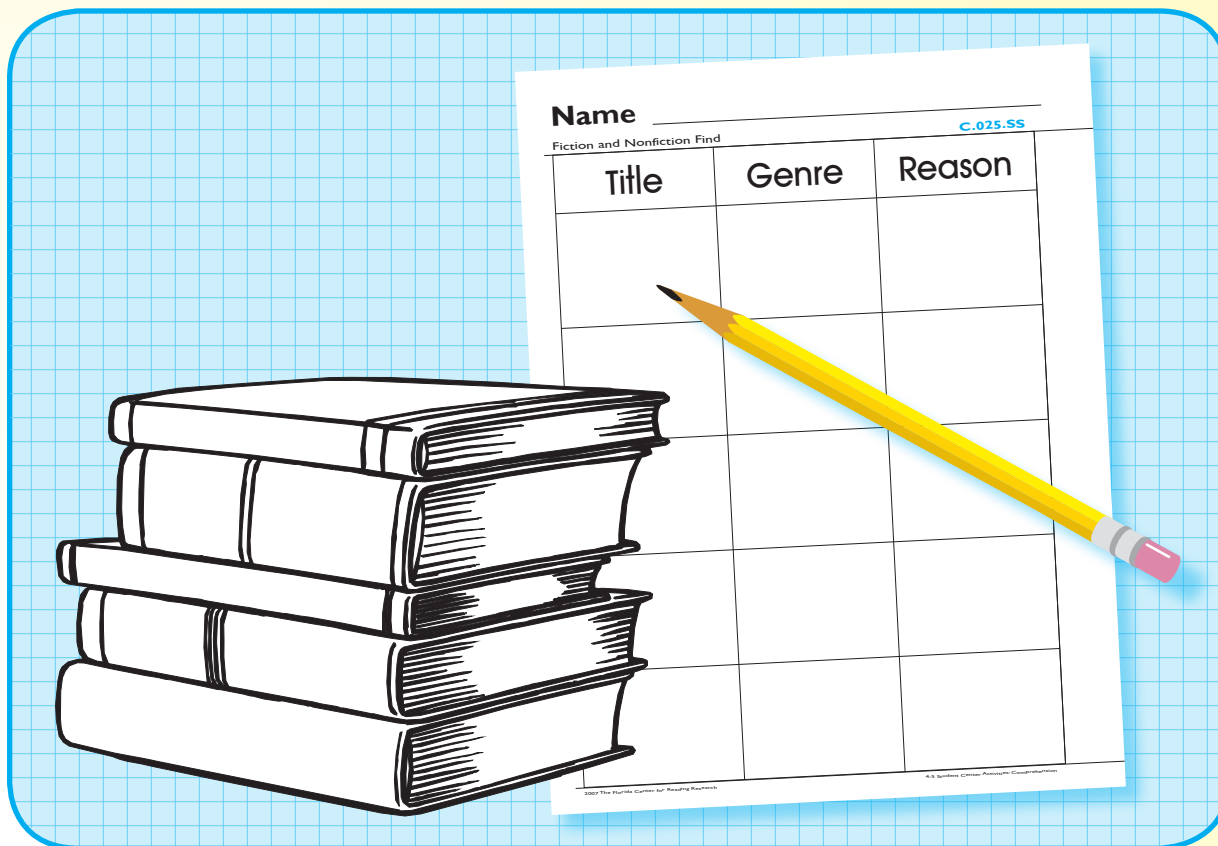
### Materials

- ▶ Books  
*A variety of fiction and nonfiction books or texts.*
- ▶ Student sheet (Activity Master C.025.SS)
- ▶ Pencil

### Activity

Students sort books or texts into fiction and nonfiction.

1. Provide the student with books or texts and a copy of the student sheet.
2. The student selects a book, reviews it, and determines if it is fiction or nonfiction.
3. Writes the title of the book, genre (i.e., fiction or nonfiction), and the reason for the designation on the student sheet.
4. Continues until all the books or texts are reviewed.
5. Teacher evaluation



### Extensions and Adaptations

- ▶ Discuss book or text designations with a partner.
- ▶ Sort books or texts by other genres and subgenres (e.g., biography, poetry, fantasy, folktale), write titles (Activity Master C.005.AM3), and place under correct header (Activity Master C.025.AM1a - C.025.AM1b). Write any needed headers (Activity Master C.008.AM3).

# Name \_\_\_\_\_

Fiction and Nonfiction Find

C.025.SS

Title	Genre	Reason

# Comprehension

C.025.AM1a

Fiction and Nonfiction Find

fiction

header

nonfiction

header

autobiography

header

biography

header

fantasy

header

folktale

header

header cards



# Comprehension

Fiction and Nonfiction Find

C.025.AM1b

poetry

header

mythology

header

historical  
fiction

header

mystery

header

science fiction

header

fairy tale

header

header cards





#### Objective

The student will identify facts and opinions.

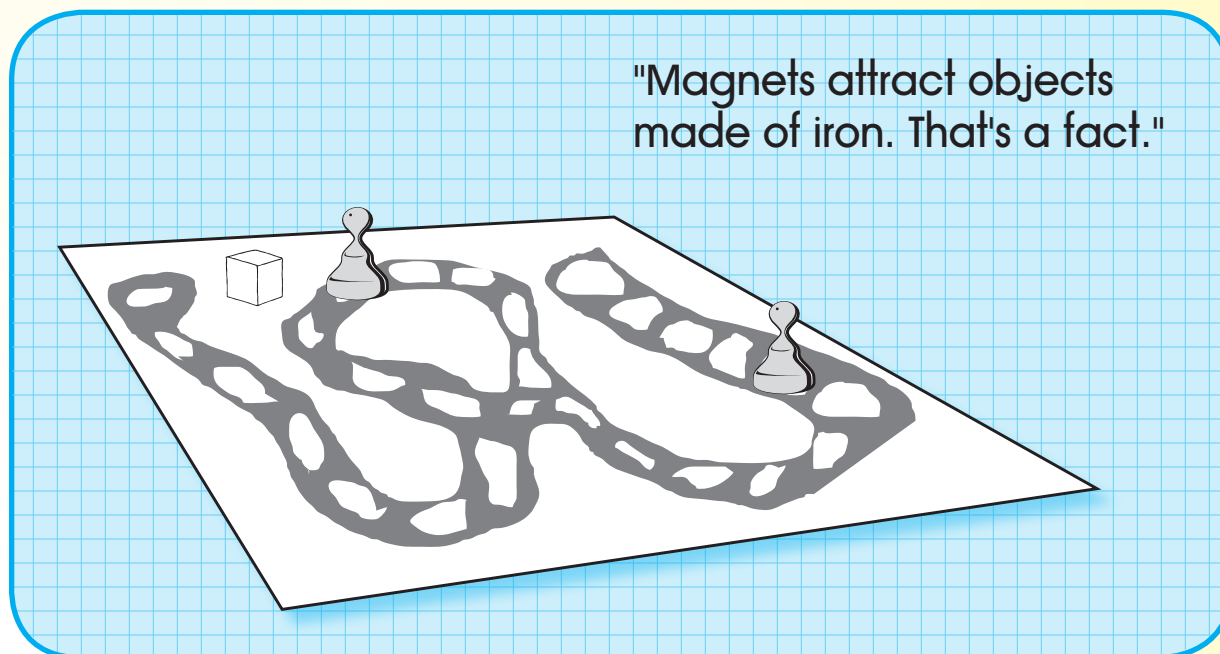
#### Materials

- ▶ Game board (Activity Master C.026.AM1a - C.026.AM1b)  
*Note: If facts and opinions in this activity are not appropriate for your students, provide an answer key or use statements that are more applicable and make game board using Activity Master V.029.AM2a - V.029.AM2b.*
- ▶ Number cube (Activity Master C.026.AM3)
- ▶ Game pieces (e.g., counters)

#### Activity

Students determine facts and opinions by reading statements on a game board.

1. Place game board, number cube, and game pieces on a flat surface.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown on the number cube.
3. Read statement. For example, Magnets attract objects made of iron.
4. State whether the statement is a fact or an opinion (i.e., fact).
5. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
6. Continue until both students reach the end.
7. Peer evaluation



#### Extensions and Adaptations

- ▶ Play game by rolling number cube and stating a fact or opinion (Activity Master C.026.AM2a - C.026.AM2b).
- ▶ Circle or highlight facts and opinions in different colors on copies of text.

# Comprehension

Fact or Opinion Game

C.026.AM1a

**START**

A triangle is a three-sided figure.

It's boring to be inside on a rainy day.

The Atlantic Ocean and Pacific Ocean border the United States.

Hurricanes cause more damage than earthquakes.

**Roll again.**

Football is more interesting to watch than basketball.

Dogs, cows, and whales are all mammals.

Planes can be delayed due to bad weather.

Twelve times three equals thirty-six.

Everyone should learn to play the piano.

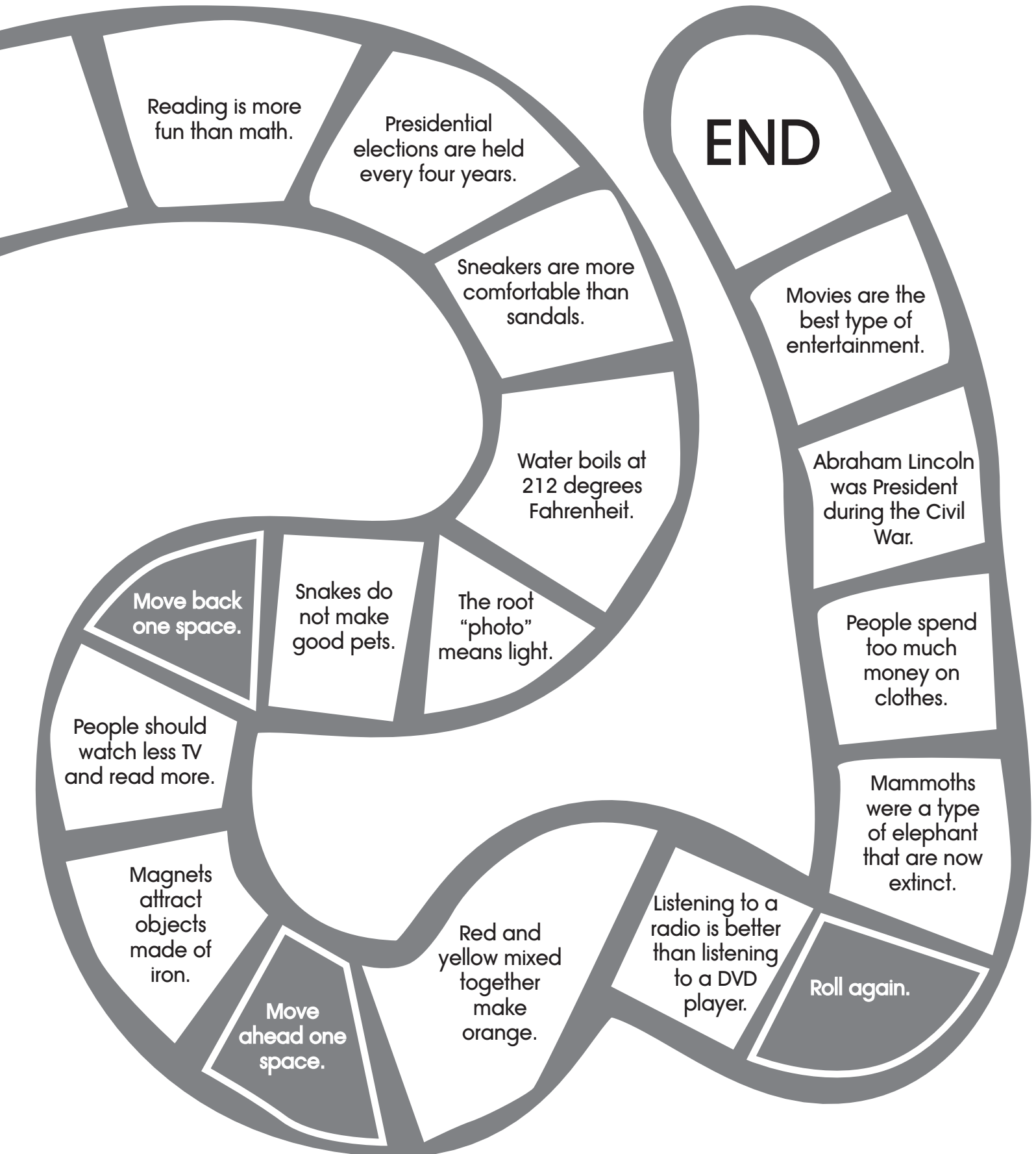
**Move back two spaces.**

Calculators are useless now that there are computers.

# Comprehension

C.026.AM1b

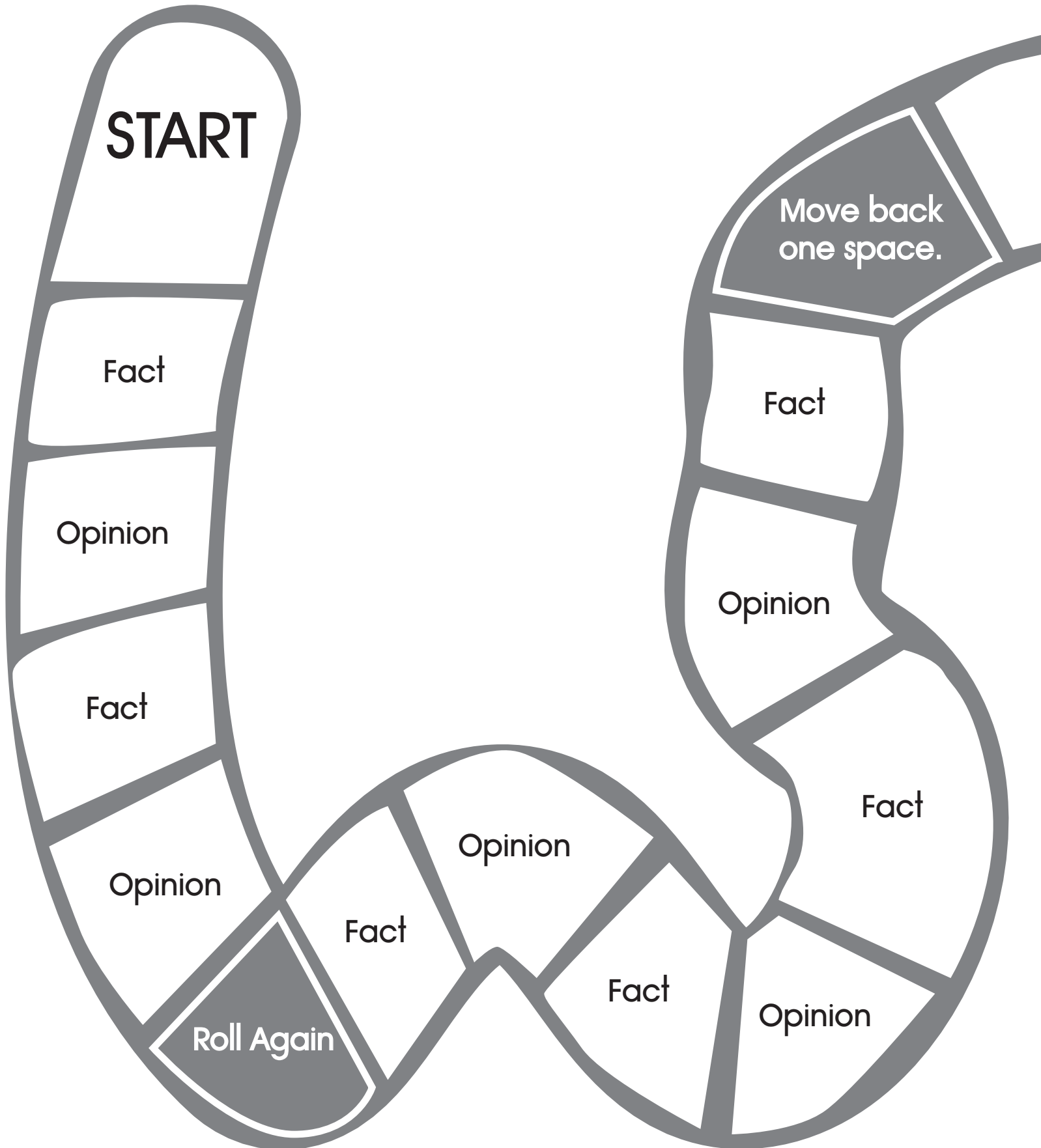
Fact or Opinion Game



# Comprehension

Fact or Opinion Game

C.026.AM2a

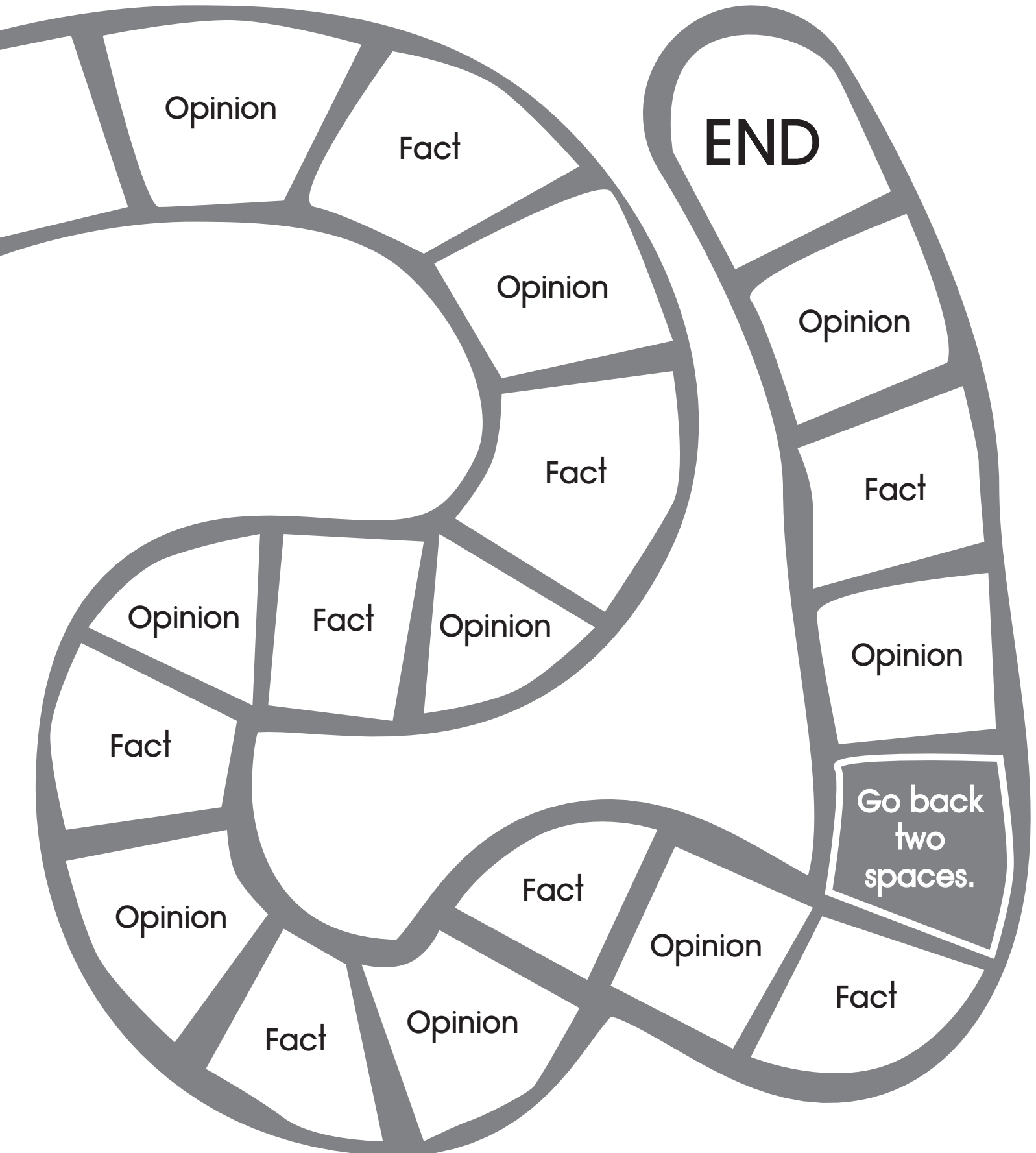




# Comprehension

C.026.AM2b

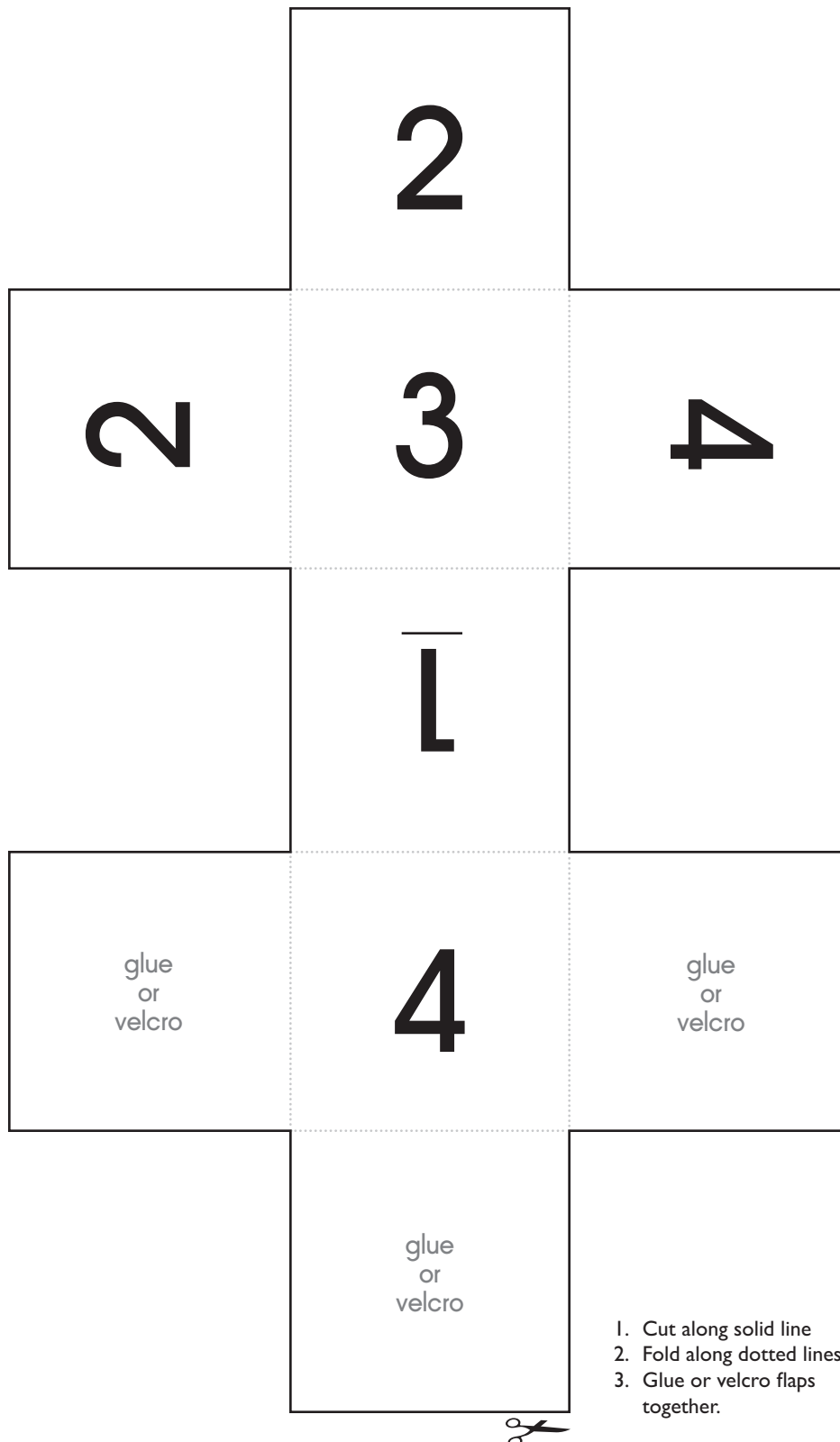
Fact or Opinion Game



# Comprehension

Fact or Opinion Game

C.026.AM3



1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

number cube



#### Objective

The student will produce facts and opinions.

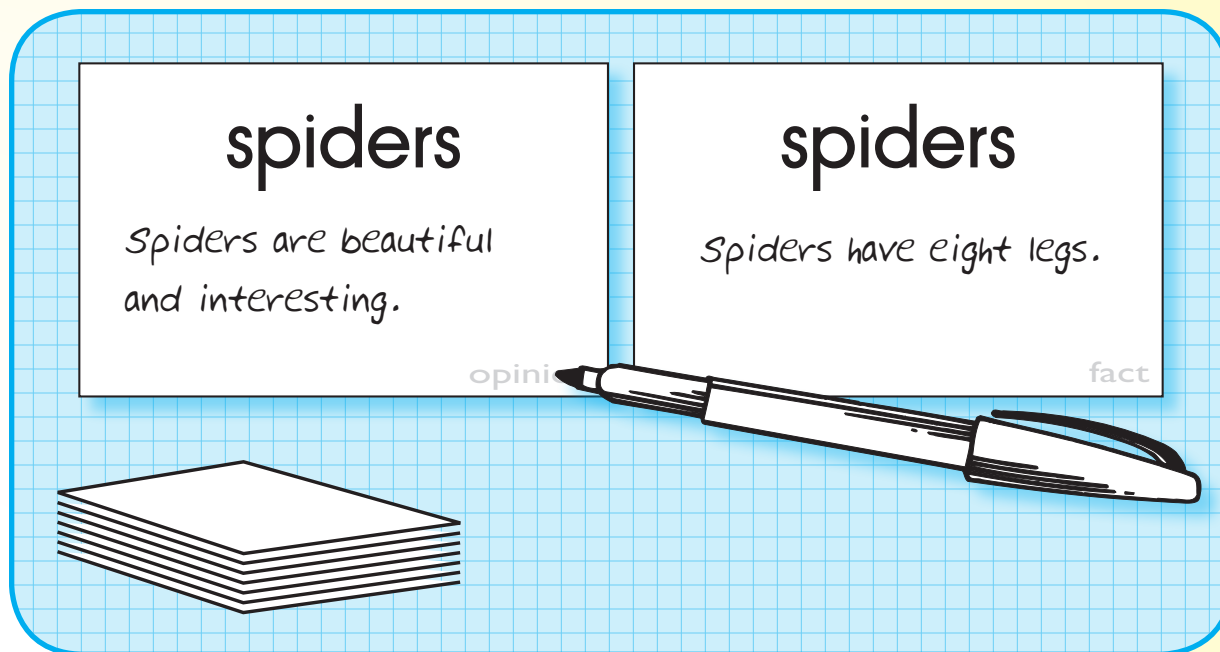
#### Materials

- ▶ Fact and opinion cards (Activity Master C.027.AM1a - C.027.AM1b)  
*Laminate.*
- ▶ Vis-à-Vis® markers

#### Activity

Students write facts and opinions based on a selected topic.

1. Place fact and opinion cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects top card from stack and reads the topic and the fact or opinion designation (printed at the bottom of the card) to partner (e.g., spider, opinion).
3. Writes a fact or opinion sentence that corresponds to the designation. For example, Spiders are beautiful and interesting.
4. Explains why it is a fact or opinion. For example, "This is my opinion, because someone else might think that spiders are ugly and scary."
5. Reverse roles.
6. Continue until all cards are used. Pair fact and opinion sentences about the same topic together and discuss the differences between the facts and opinions.
7. Peer evaluation



#### Extensions and Adaptations

- ▶ Record facts and opinions on student sheet (Activity Masters C.027.SS1).
- ▶ Make more fact and opinion cards (Activity Master C.027.AM2).
- ▶ Write more facts and opinions according to new topics (Activity Master C.027.SS2).
- ▶ Write facts and opinions (Activity Master C.005.AM3) and sort (Activity Master C.027.AM3).

# Comprehension

Matter of Fact or Opinion

C.027.AM1a

homework

fact

homework

opinion

vacations

fact

vacations

opinion

sports

fact

sports

opinion

snacks

fact

snacks

opinion

fact and opinion cards



# Comprehension

C.027.AM1b

Matter of Fact or Opinion

computer games fact	computer games opinion
exercise fact	exercise opinion
spiders fact	spiders opinion
music fact	music opinion

fact and opinion cards



# Name \_\_\_\_\_

Matter of Fact or Opinion

C.027.SS I

Topic	Fact or Opinion	Fact or Opinion Statement
homework	opinion	
vacations	fact	
sports	opinion	
snacks	fact	
exercise	opinion	
computer games	fact	
spiders	opinion	
music	fact	

# Comprehension

C.027.AM2

Matter of Fact or Opinion

	fact		opinion
	fact		opinion
	fact		opinion
	fact		opinion

blank fact and opinion cards



Name \_\_\_\_\_

Matter of Fact or Opinion

C.027.SS2

Topic	Fact or Opinion	Fact or Opinion Statement
peanut butter	opinion	
books	fact	
math	opinion	
weather	fact	
snakes	opinion	
ocean	fact	
rules or laws	opinion	
cars	fact	



# FACT

header



# OPINION

header





### More Incredible Inferences



#### Objective

The student will identify inferences.



#### Materials

- ▶ Inference triangles (Activity Master C.028.AM1a - C.028.AM1b)
- ▶ Inference cards (Activity Master C.028.AM2a - C.028.AM2c)
- ▶ Answer key (Activity Master C.028.AM3a - C.028.AM3b)  
*An answer key is provided for optional use.*
- ▶ Game pieces (e.g., counters)



#### Activity

Students identify inferences by reading clues.

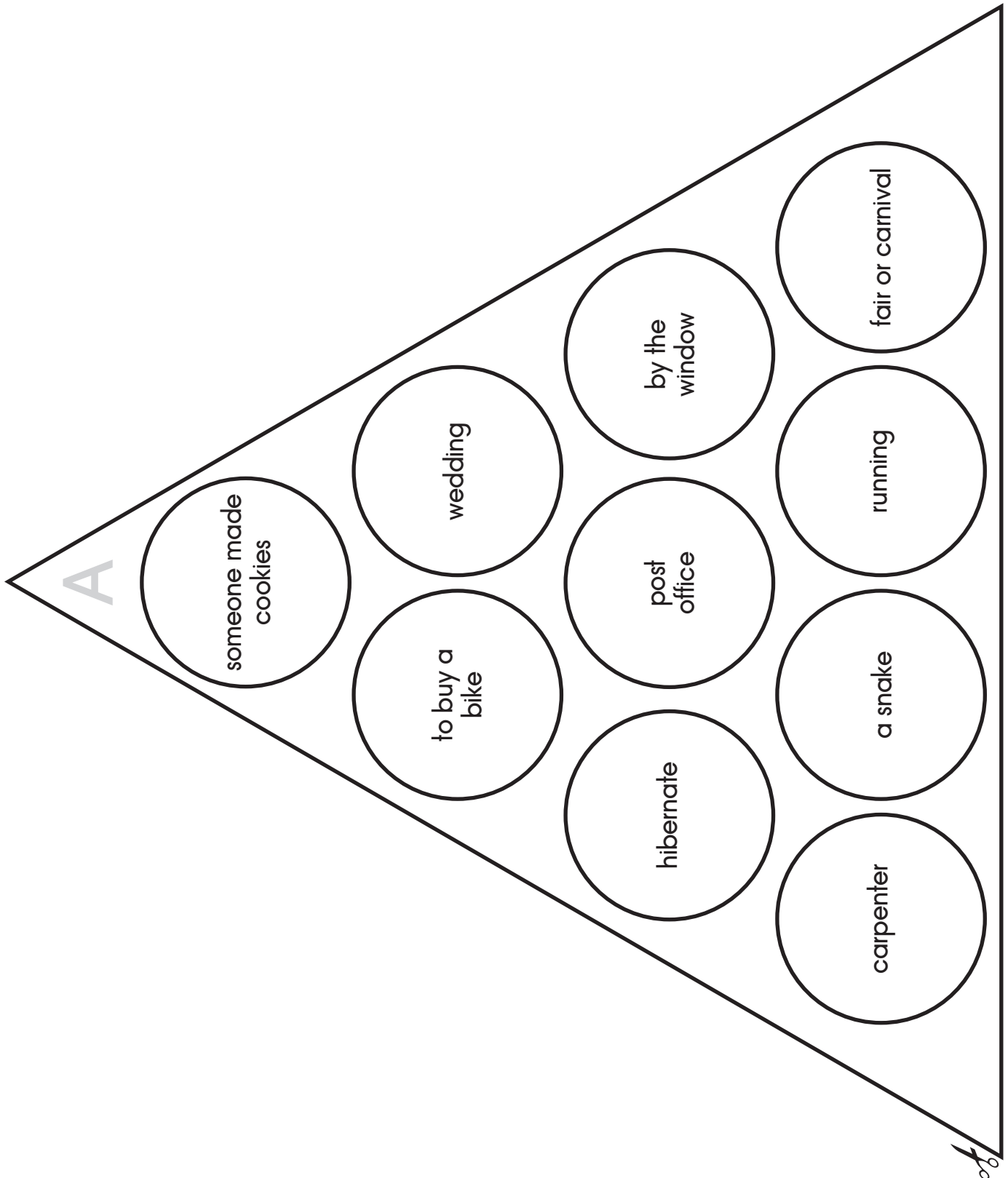
1. Place inference cards face down in a stack. Provide each student with a different inference triangle and game pieces.
2. Taking turns, students select a card from the stack and read it.
3. Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which answers question, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

The diagram illustrates the activity setup. It features two large triangles, A and B, on a light blue grid background. Triangle A is labeled "hibernate" at the top. Inside it are several circles containing phrases: "carpenter", "a snake", "running", "far or carnival", "by the window", "wedding", "post office", "to buy a bike", and "someone made cookies". Triangle B contains circles with phrases: "go on a picnic", "dentist's office", "hurricane", "put on two different shoes", "someone broke a glass beaker", "planetarium", "no one was home", and "she was sick and would be absent". In the center, a card reads: "The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder. What was the bear getting ready to do?". Below the card is a stack of several white cards.



#### Extensions and Adaptations

- ▶ Make other inference triangles and cards (Activity Master C.027.AM4).
- ▶ Look at pictures from magazines, books, or other text and write inferences.

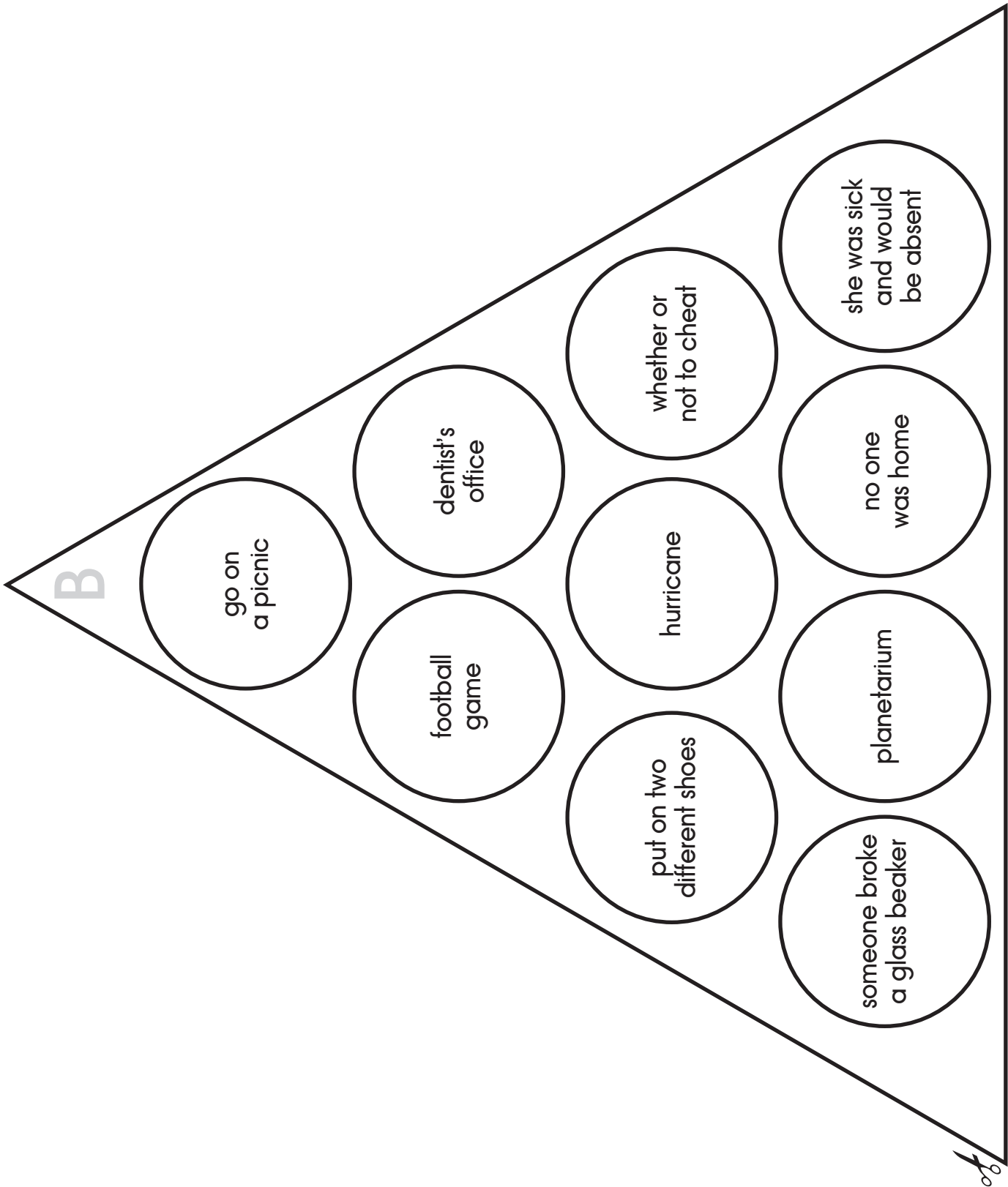


inference triangle A

# Comprehension

More Incredible Inferences

C.028.AM1b



inference triangle B

# Comprehension

C.028.AM2a

More Incredible Inferences

<p>The room was a mess! Pots and pans were piled in the sink. Drawers and cabinets were flung open. Chocolate chips dotted the floor and empty cartons were on a sticky counter, but the smell was delicious.</p> <p>Why was the room a mess?</p>	<p>The young woman looked down at her long dress. She felt like a princess. She and the others stood in the hall. They listened to the music. Then she heard the cue. She walked down the aisle as she held her flowers.</p> <p>What was this event?</p>
<p>The girl saved all her money. It was exactly what she wanted. She imagined gliding down the road pedaling effortlessly. She finally had enough money to make her dream come true.</p> <p>What was her dream?</p>	<p>The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.</p> <p>What was the bear getting ready to do?</p>
<p>Mailboxes are lined up outside the door. There is a long counter inside with scales. You can buy stamps, envelopes, and boxes. There are slots where you can mail a letter and long rows of boxes where some people go to pick up their mail.</p> <p>What is this place?</p>	<p>The cat stretches and yawns. She strolls over to her favorite spot. The sun shines in and makes it very warm. She watches the birds and squirrels. Sometimes the fresh air blows in on her. She climbs up into her soft bed and looks at the animals for a while. Then she curls up and goes to sleep.</p> <p>Where is the cat's favorite spot?</p>
<p>The man measures the wood and uses a saw to cut it. He puts the wood in place and hammers nails into it. He continues until the entire wall is built.</p> <p>What is this man's job?</p>	<p>The boy found it in the middle of the road on his way home from school. It was very tiny so he picked it up. He fed it food for several weeks. Soon, it grew and got very long.</p> <p>What did the boy find?</p>

inference cards



# Comprehension

## More Incredible Inferences

C.028.AM2b

These athletes train a great deal. They eat a very healthy diet. Some compete in short races and others compete in long races called marathons.

What is the sport?

There are many things to see. Many farm animals are on display. The midway is full of people playing games and eating food. There is also a place where you can go on many different rides.

What is the place?

The rain was hard and steady. Sue stomped around the room and checked the clock every five minutes. The book that she bought the day before was flung in the corner beside the picnic basket and blanket. She stamped her feet and voiced her displeasure with nature.

What plans did Sue have for the day?

The girl showed the lady her ticket. Then she walked down the stairs and found her seat. The players ran onto the field. They got into their positions. The ball went up in the air and the game began.

Where was the girl?

Even though the man didn't want to do it he knew it had to be done. He picked up the phone and made the necessary arrangements. A few hours later, he found himself in a brightly lit room. He sat down in the movable chair. The person in charge bent over him as he began.

Where was he?

People giggled and pointed at her feet. She didn't understand until she looked down. She turned red with embarrassment. She realized she should not have gotten dressed in the dark.

Why shouldn't she have gotten dressed in the dark?

The waves crashed against the beach. Thunder cracked and lightning lit the sky. The wind howled and bent trees over sideways. People put shutters on their windows, bought supplies, and were ready.

What were the people expecting?

The decision was difficult. No one would find out. She was the only one that would know. It would guarantee her a good grade, but was it worth it? Would she really feel proud passing this way?

What was her struggle?



# Comprehension

C.028.AM2c

More Incredible Inferences

The students were very quiet when the teacher walked over to the science center. The children sat at their desks and looked down at their hands. No one made a sound. The teacher looked around the classroom. Then she saw the pieces on the floor.

What happened in the classroom?

The children looked up at the twinkling lights. The background was pitch black. Although the air was a bit cool they didn't mind. They were busy looking at shapes, designs, and even some streaking lights.

Where were the children?

The boy rode his bike to his friend's house after dinner. When he got there, he rang the bell. He waited, but no one came to the door. He looked in the driveway. The car was not there. There were no lights on and the windows were all closed. The boy got back on his bike and went home.

What did the boy think?

The girl sneezed. Her dad felt her forehead and took her temperature. She told him her throat hurt. He pulled the blankets over her. He told her to try to sleep while he called her teacher.

Why did he call her teacher?



# Comprehension

More Incredible Inferences

C.028.AM3a

## Answer Key A

Why was the room a mess?	someone made cookies
What was this event?	wedding
What was her dream?	to buy a bike
What was the bear getting ready to do?	hibernate
What is this place?	post office
Where is the cat's favorite spot?	by the window
What is this man's job?	carpenter
What did the boy find?	a snake
What is the sport?	running
What is the place?	fair or carnival



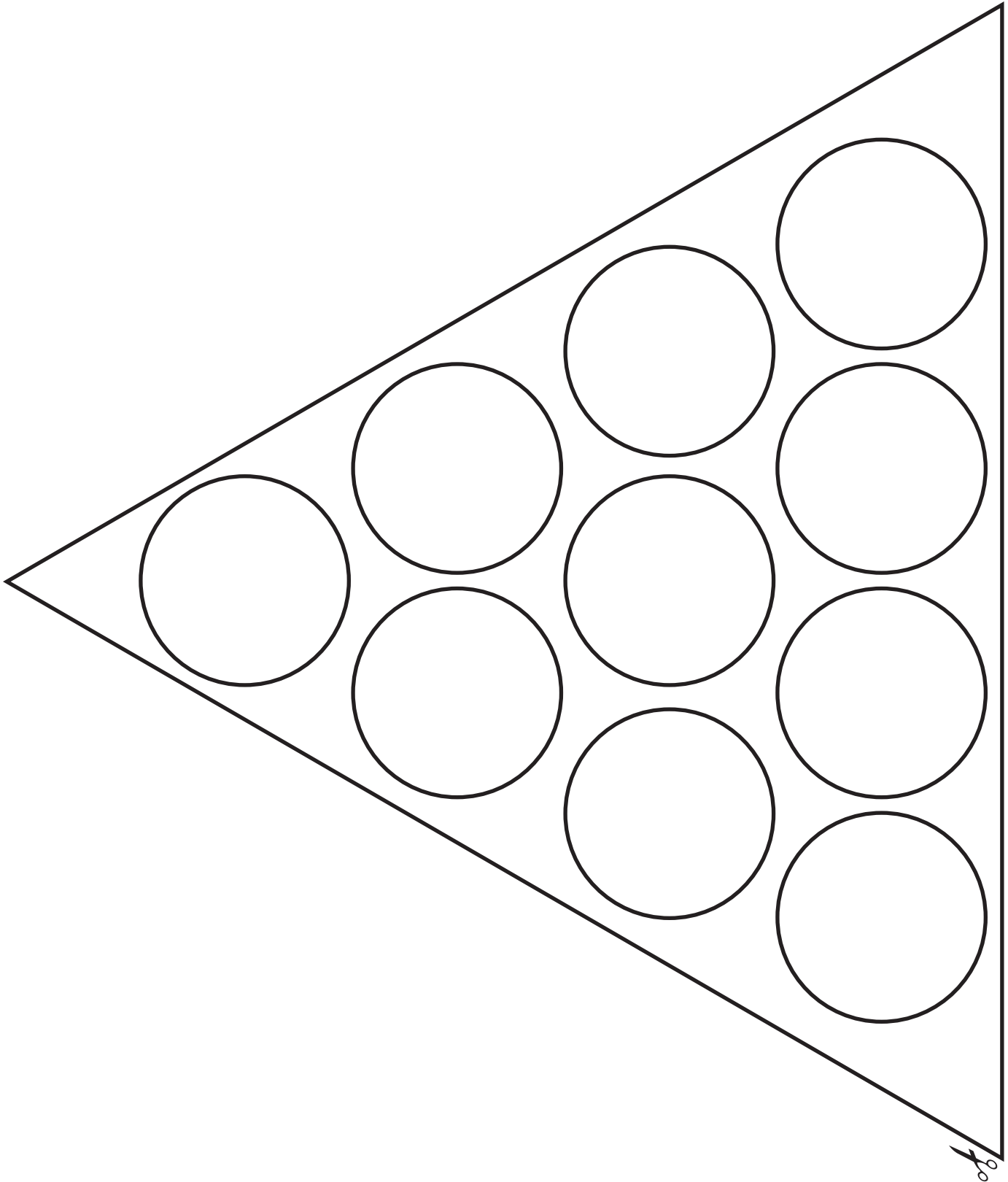
## Answer Key B

What plans did Sue have for the day?	go on a picnic
Where was the girl?	football game
Where was he?	dentist's office
Why shouldn't she have gotten dressed in the dark?	put on two different shoes
What were the people expecting?	hurricane
What was her struggle?	whether or not to cheat
What happened in the classroom?	someone broke a glass beaker
Where were the children?	planetarium
What did the boy think?	no one was home
Why did he call her teacher?	she was sick and would be absent

# Comprehension

More Incredible Inferences

C.028.AM4



blank triangle



### Objective

The student will make inferences.

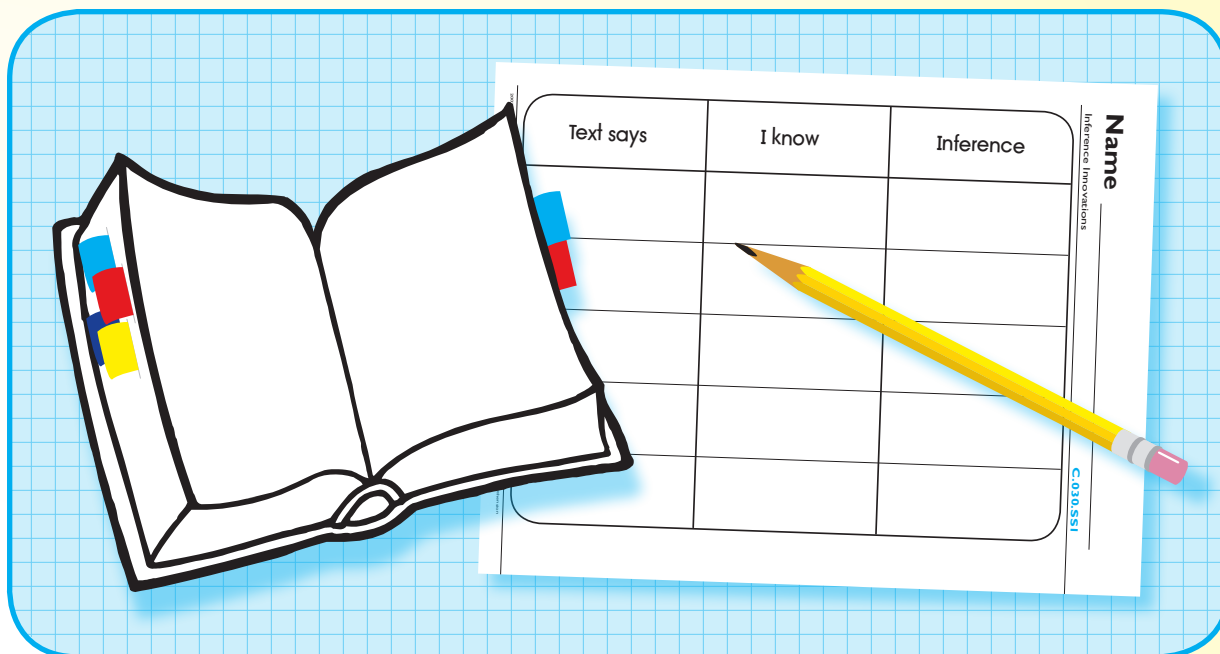
### Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.  
Choose text from which inferences can be made.*
- ▶ Student sheet (Activity Master C.029.SS1)
- ▶ Sticky notes  
*Place sticky notes throughout the text in places where it is appropriate to make inferences.*
- ▶ Pencils

### Activity

Students use information from text combined with background knowledge to make inferences.

1. Provide the student with a copy of the text and multiple copies of the student sheet.
2. The student reads up to the first sticky note.
3. Determines what the author is suggesting by using the information from the text and what is already known about the content.
4. Writes that information in the designated columns on the student sheet. Uses multiple sheets, if necessary.
5. Reviews recorded information and writes an inference in the designated box.
6. Teacher evaluation



### Extensions and Adaptations

- ▶ Compare and discuss inferences with a partner.
- ▶ Use graphic organizers to write inferences (Activity Master C.029.SS2 and C.029.SS3).

# Name \_\_\_\_\_

Inference Innovations

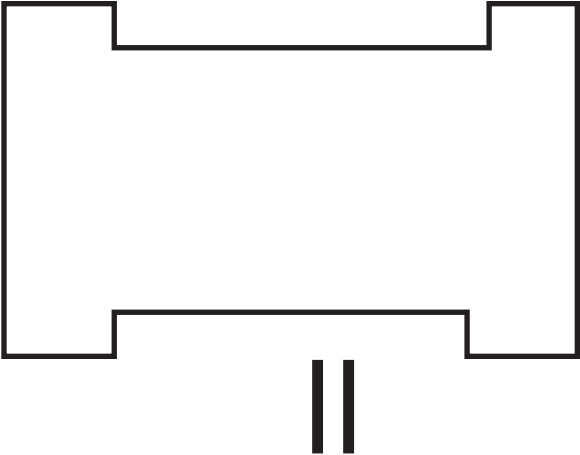
C.029.SSI

Inference					
I know					
Text says					

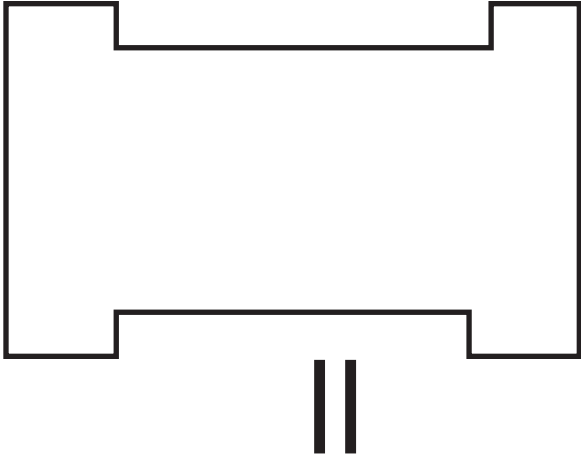
Name \_\_\_\_\_

C.029.SS2

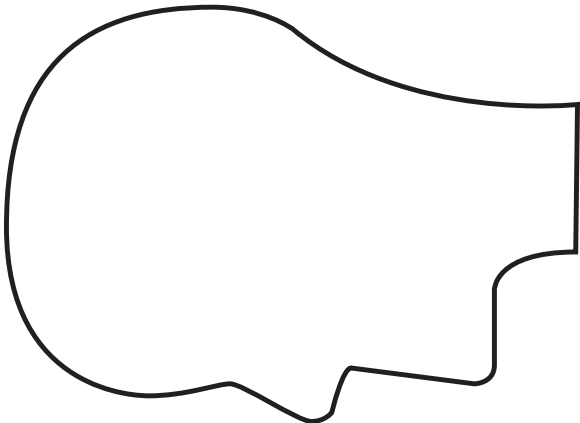
Inference Innovations



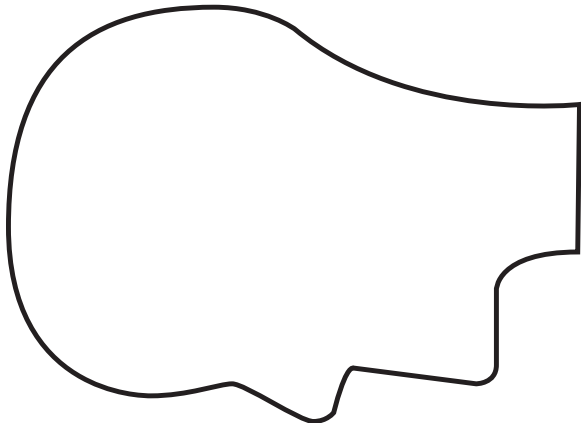
inference



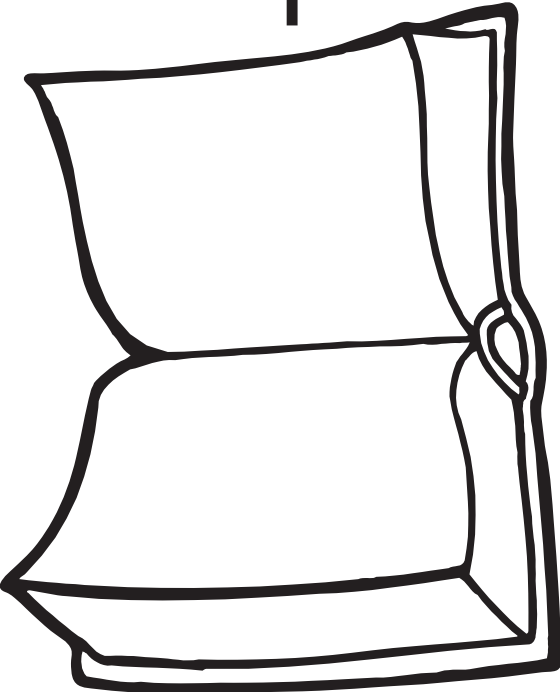
inference



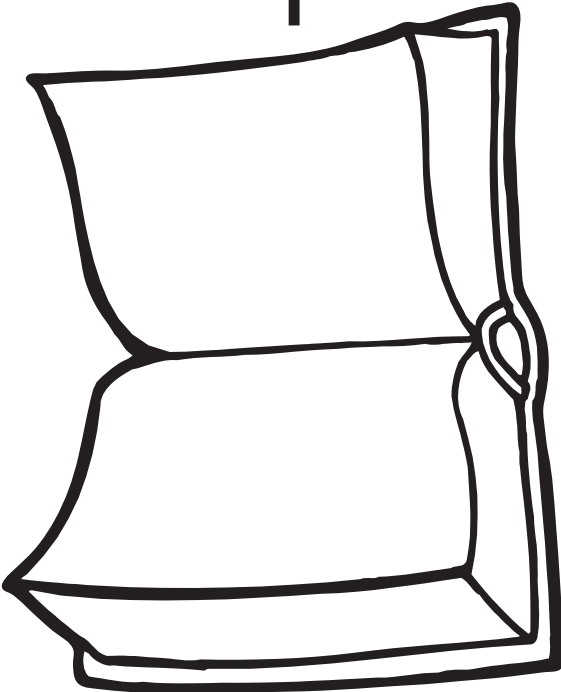
I know



I know



text says



text says

Name \_\_\_\_\_

Summary of what text says:

inference

What I know:

Summary of what text says:

inference

What I know:



### Objective

The student will identify the author's purpose.

### Materials

- ▶ Header cards (Activity Master C.030.AM1)
- ▶ Passage cards (Activity Master C.030.AM2a - C.030.AM2c)

*If text in this activity is not appropriate for your students, use text that is more applicable.*

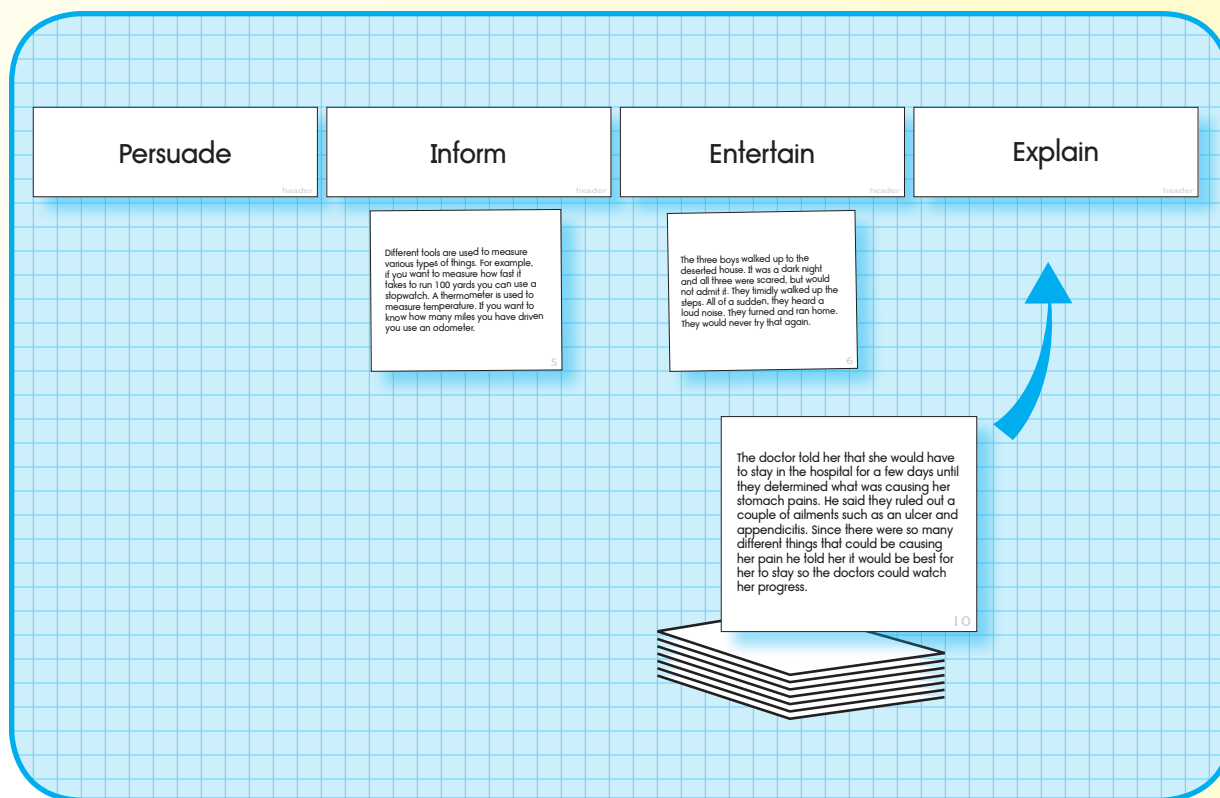
*Note: The numbers of the cards correspond to headers in the following manner:*

*Persuade - 1, 8, 11, 16; Inform - 3, 5, 9, 14; Entertain - 2, 4, 6, 13; Explain - 7, 10, 12, 15.*

### Activity

Students determine author's purpose by sorting passages.

1. Place header cards face up in a row. Place passage cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Determine the author's purpose.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



The diagram illustrates the activity setup. At the top, four header cards are arranged in a row, labeled "Persuade", "Inform", "Entertain", and "Explain". Below these headers are three passage cards. The first card, labeled "3", is under "Inform" and discusses various tools for measurement. The second card, labeled "6", is under "Entertain" and describes a scary story about boys in a deserted house. The third card, labeled "10", is currently under "Explain" and describes a doctor's advice for stomach pain. A stack of passage cards is shown at the bottom right, with a blue arrow pointing from the stack to the "Explain" header, indicating the process of sorting the cards.

### Extensions and Adaptations

- ▶ Read passages and write author's purpose (Activity Master C.030.SS).
- ▶ Write other passage cards to sort (C.008.AM3).
- ▶ Bring in examples of magazine, newspaper, and other articles to discuss and identify the author's purpose (i.e., persuade, inform, entertain, or explain).

# Comprehension

What's the Purpose?

C.030.AMI

# Persuade

header

# Inform

header

# Entertain

header

# Explain

header

header cards





# Comprehension

C.030.AM2a

What's the Purpose?

If someone says, "Don't look a gift horse in the mouth," that person doesn't really think you will receive a horse or try to open its mouth and look inside. In order to understand what this idiom means it's necessary to know two things. First, a long time ago, people were sometimes given a horse as a gift. Second, it is possible to tell how old a horse is by counting its teeth. If a person was given a horse and then counted its teeth it was considered impolite. This evolved into the current idiom which means when you receive something don't be ungrateful.

7

The doctor told her that she would have to stay in the hospital for a few days until they determined what was causing her stomach pains. He said they ruled out a couple of ailments such as an ulcer and appendicitis. Since there were so many different things that could be causing her pain he told her it would be best for her to stay so the doctors could watch her progress.

10

The water cycle has no real beginning or end. Water in oceans, lakes, and plants changes into water vapor and seems to vanish from the earth. This is called evaporation. The water vapor cools into tiny droplets which then form clouds. This is called condensation. When the clouds become heavy with these droplets, they fall back to the earth as rain, snow, or sleet. Precipitation is the name for this part of the cycle, which then continues.

12

Fishing can be fun. The first thing you need to do is bait the hook. Different types of bait are used depending on what you want to catch. Then you either cast the line or drop it into the water. The third step, which can be the most difficult, is to wait until you feel a tug on the line. Then you try to reel or pull in the line. If you do this all successfully your reward will be waiting on the end of the line.

15

Everyone should learn how to ride a bike. It is a good form of transportation. It can also be an enjoyable and healthy activity. It is something that can be done alone or with others. You can use a bike to compete in a race or go on a leisurely ride. Bike riding is fun for people of all ages.

1

Summer is the best season of the year. You can spend all your time outdoors and not get cold. You can swim and enjoy many sports that you can't when it is winter. There are leaves on the trees and flowers are in bloom. You can leave all the windows open in your house. Summer is so pleasant; too bad it doesn't last all year.

8



# Comprehension

What's the Purpose?

C.030.AM2b

Buy this DVD now and learn to play the guitar in less than a month. We guarantee that after using our six-step program you will be performing for all your friends. They will want you to entertain at all the parties. So, hurry before our offer ends, and we'll send you a free guitar pick with the DVD.

11

Cell phones should not be used in public places. They annoy people who are close to the person using the cell phone. Cell phones often ring at inappropriate times. Often the person on the phone speaks too loudly. They can disrupt other people's conversations. If people need to make phone calls in public, they should excuse themselves and go outside.

16

She walked along the beach enjoying how the sand felt between her toes. She gathered many different types of shells. As she bent down to pick up another shell she noticed it wasn't a shell. It was a bottle with a piece of paper inside it. She excitedly opened the bottle took out the paper and began to read what was on it.

2

We all got excited when our teacher said she had an important announcement. She told us that we had won the contest for reading the most pages in the reading marathon. Each of us would receive a gift certificate to use at the local bookstore. Our class will also be treated to a visit by a famous author. This was such exciting news, I ran home to tell my mom.

4

The three boys walked up to the deserted house. It was a dark night and all three were scared, but would not admit it. They timidly walked up the steps. All of a sudden, they heard a loud noise. They turned and ran home. They would never try that again.

6

Charlie knew that he had waited until the last minute to do his report. As he quickly typed away on his computer, all of a sudden the power went out. He hadn't saved his document. He just stared at the screen in disbelief as all his work disappeared. It wouldn't have been so bad if he had saved it earlier, but he hadn't. Charlie promised himself that this would never happen to him again.

13

passage cards



# Comprehension

C.030.AM2c

What's the Purpose?

The platypus is a different looking animal that lives in the rivers and coastal regions of Eastern Australia. It is a furry mammal, but it lays eggs. It lives near the water and uses its webbed feet to swim. Its nose resembles a duck's bill which helps it as it gathers food such as shrimp. When the platypus swims underwater it closes both its eyes and ears.

3

Different tools are used to measure various types of things. For example, if you want to measure how fast it takes to run 100 yards you can use a stopwatch. A thermometer is used to measure temperature. If you want to know how many miles you have driven you use an odometer.

5

There are many kinds of books. They can be classified in several ways. One way is to label them nonfiction which means that they contain factual information. Another way is to label them fiction which means that they tell a story. Books can be further classified into categories such as biography, historical fiction, and fantasy.

9

Food labels give you many details. The ingredients are listed as well as whether or not the product should be refrigerated. There is one whole section that gives facts about the nutritional components including amount of calories, fat, protein, and carbohydrates. In addition, you'll usually find a date when the product expires and you should throw it away.

14



# Name \_\_\_\_\_

What's the Purpose?

C.030.SS

Text	Purpose Entertain, Explain, Inform, Persuade
<p>Dear Principal Jones, Our class is studying the solar system. We believe that a trip to the planetarium would be a good educational experience and would go along with what we are studying. The planetarium is another way to learn about the solar system and can offer a different experience than we can get in the classroom. We hope you will agree to let us go.</p> <p>Thank you, Mrs. Smith's 4th grade class</p>	
<p>The game of checkers is a game played with two players. There is a game board with 32 dark and 32 light squares. Each player gets twelve game pieces. Players take turns moving diagonally on the dark squares. A player can capture an opponent's piece by jumping over that piece. When the piece is captured it is removed from the board. A player wins when the opponent cannot make a move or has lost all his pieces.</p>	
<p>The family drove across the United States for a vacation. Although there were times that it seemed very long and tiresome, they all enjoyed it. There were many things to see. Some of the places they went to were the Everglades, Mount Rushmore, and Yellowstone National Park. They all agreed that one of the most exciting things they did on the trip was to fly in a plane over the Grand Canyon. This was one trip they would never forget!</p>	
<p>Recycling is something everyone should do. Our earth is becoming more and more polluted. One thing we can do to help with this problem is to recycle. People can take papers, glass, and plastics to recycling centers or some places will pick them up. Another way to recycle is to use things over again. Wash out a paper cup and use it two or three times before throwing it away. Any little bit will help a great deal, so recycle often.</p>	
<p>Glaciers are large masses of snow, ice, and rock that move very slowly. They are formed when the amount of snow that falls over many years is more than the amount that melts. When a piece of a glacier breaks apart and floats in the water it is called an iceberg.</p>	



### Objective

The student will identify the author's purpose.

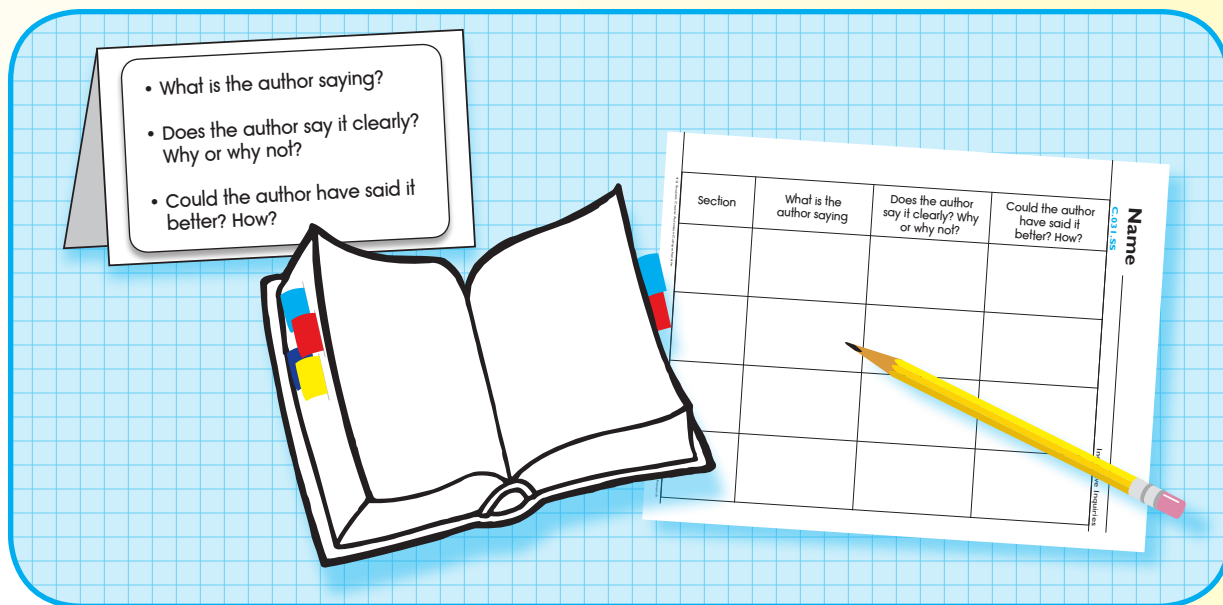
### Materials

- ▶ Expository or narrative text  
*Choose text within students' instructional-independent reading level range.*  
*Divide the text into logical one- or two-paragraph sections that will encourage discussion.*
- ▶ Sticky notes  
*Use sticky notes to indicate where students are to stop and ask questions.*
- ▶ Question tent card (Activity Master C.031.AM1)  
*Copy on card stock, cut out, and fold in half.*
- ▶ Student sheet (Activity Master C.031.SS)
- ▶ Pencils

### Activity

Students answer questions about the text with a partner.

1. Place question tent card so each student can see it. Provide each student with a copy of the text and a student sheet.
2. Working in pairs, student one reads aloud and stops at the sticky note.
3. Student two reads the questions and discusses each answer with student one.
4. Student one writes the page number and answers on his student sheet.
5. Reverse roles and continue until all pages are read.
6. Teacher evaluation



### Extensions and Adaptations

- ▶ Read text and discuss questions with a partner (Activity Master C.031.AM2).

- Could the author have said it better? How?
- Does the author say it clearly? Why or why not?
- What is the author saying?

- What is the author saying?
- Does the author say it clearly? Why or why not?
- Could the author have said it better? How?



# Name \_\_\_\_\_

C.031.SS

Inquistive Inquiries

Could the author have said it better? How?				
Does the author say it clearly? Why or why not?				
What is the author saying?				
Page number				

# Comprehension

Inquisitive Inquiries

C.03 I.AM2

- What's the big idea the author is trying to get across?
- What does the author assume we already know?
- How does this connect to what the author already said?
- Is there a better way to say it?
- Why did the author say that?
- What is the author's message?

- What is the author's message?
- Why did the author say that?
- Is there a better way to say it?
- How does this connect to what the author already said?
- What does the author assume we already know?
- What's the big idea the author is trying to get across?

question tent card

