



Objective

The student will identify fiction and nonfiction text.



Materials

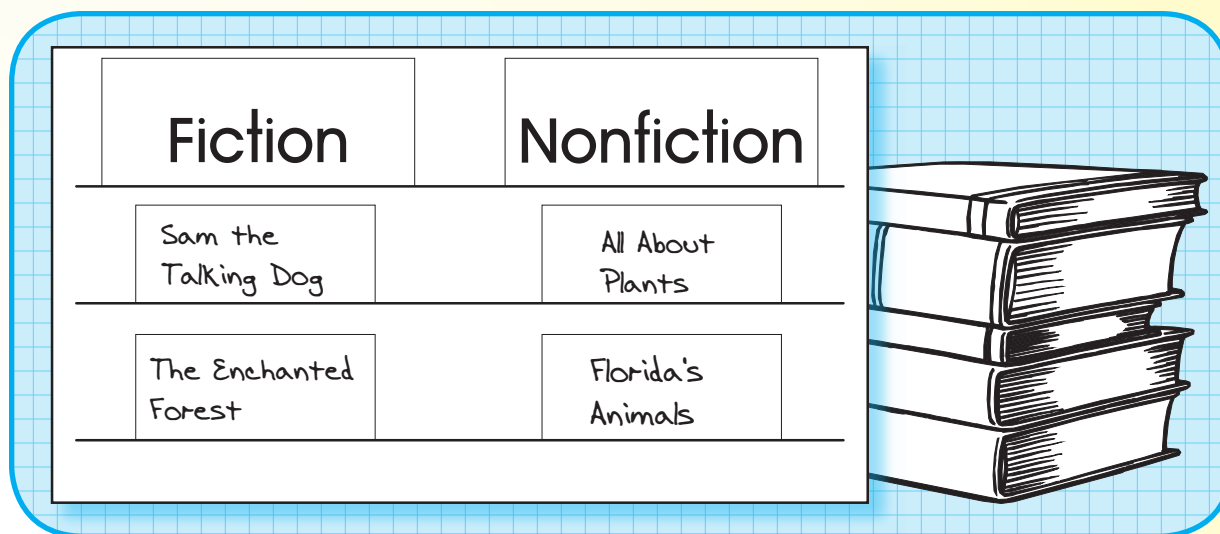
- ▶ Pocket chart
- ▶ Fiction and Nonfiction header cards (Activity Master C.018.AM1)
- ▶ Books
Fiction and nonfiction books.
- ▶ Basket
Place books in the basket.
- ▶ Index cards
Either prewrite titles of books on cards or leave blank for students to write titles.
- ▶ Pencils or markers



Activity

Students sort book titles into fiction and nonfiction categories on a pocket chart.

1. Place the header cards at the top of the pocket chart. Put the index cards and basket of books at the center.
2. Taking turns, the students select a book, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the appropriate heading on the pocket chart.
4. Continue until all the books are reviewed and titles are placed on the pocket chart.
5. Peer evaluation



Extensions and Adaptations

- ▶ Record books on a student sheet (Activity Master C.018.SS).
- ▶ Select and sort other books from the class or school library.
- ▶ Sort additional books by genre (e.g., biography, poetry, folktale, fairy tale).

Fiction

header



Nonfiction

header



Comprehension

C.018.SS

Fiction and Nonfiction Review

	Fiction	Nonfiction

Comprehension



Text Analysis

C.019

Fact or Opinion Football

Objective

The student will identify facts and opinions.

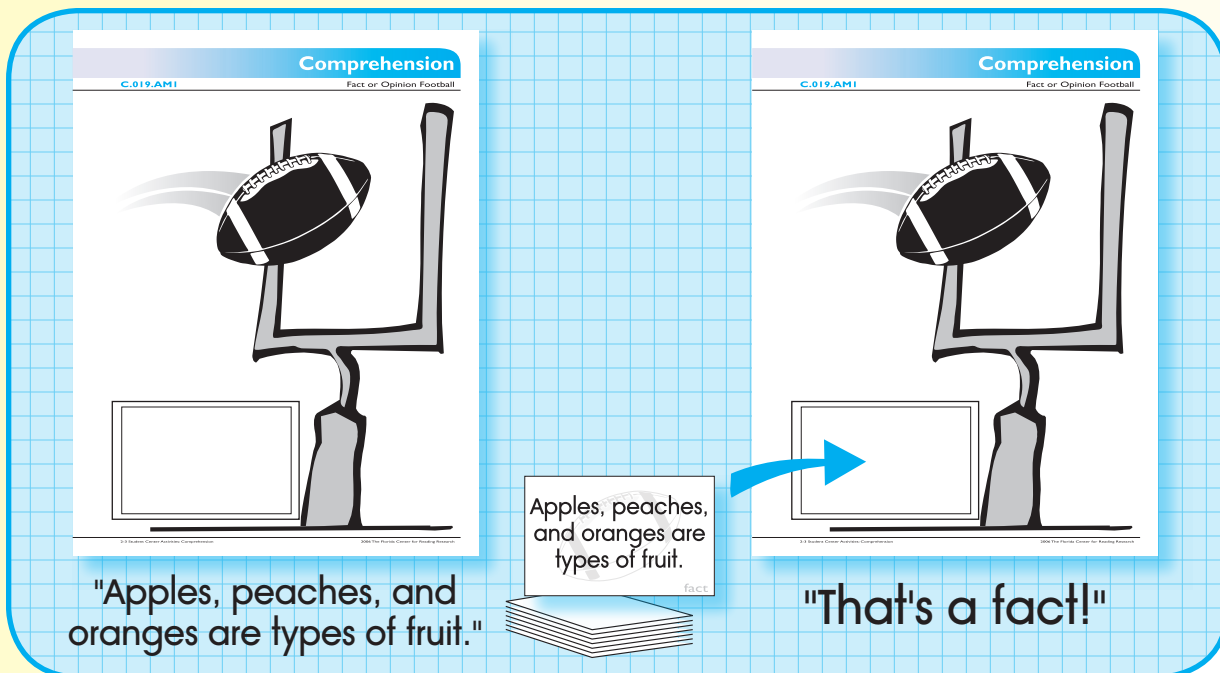
Materials

- ▶ Fact or opinion goal posts (Activity Master C.019.AM1)
Make two copies and laminate.
- ▶ Fact or Opinion cards (Activity Master C.019.AM2a - C.019.AM2d)
Answers are provided on the card.

Activity

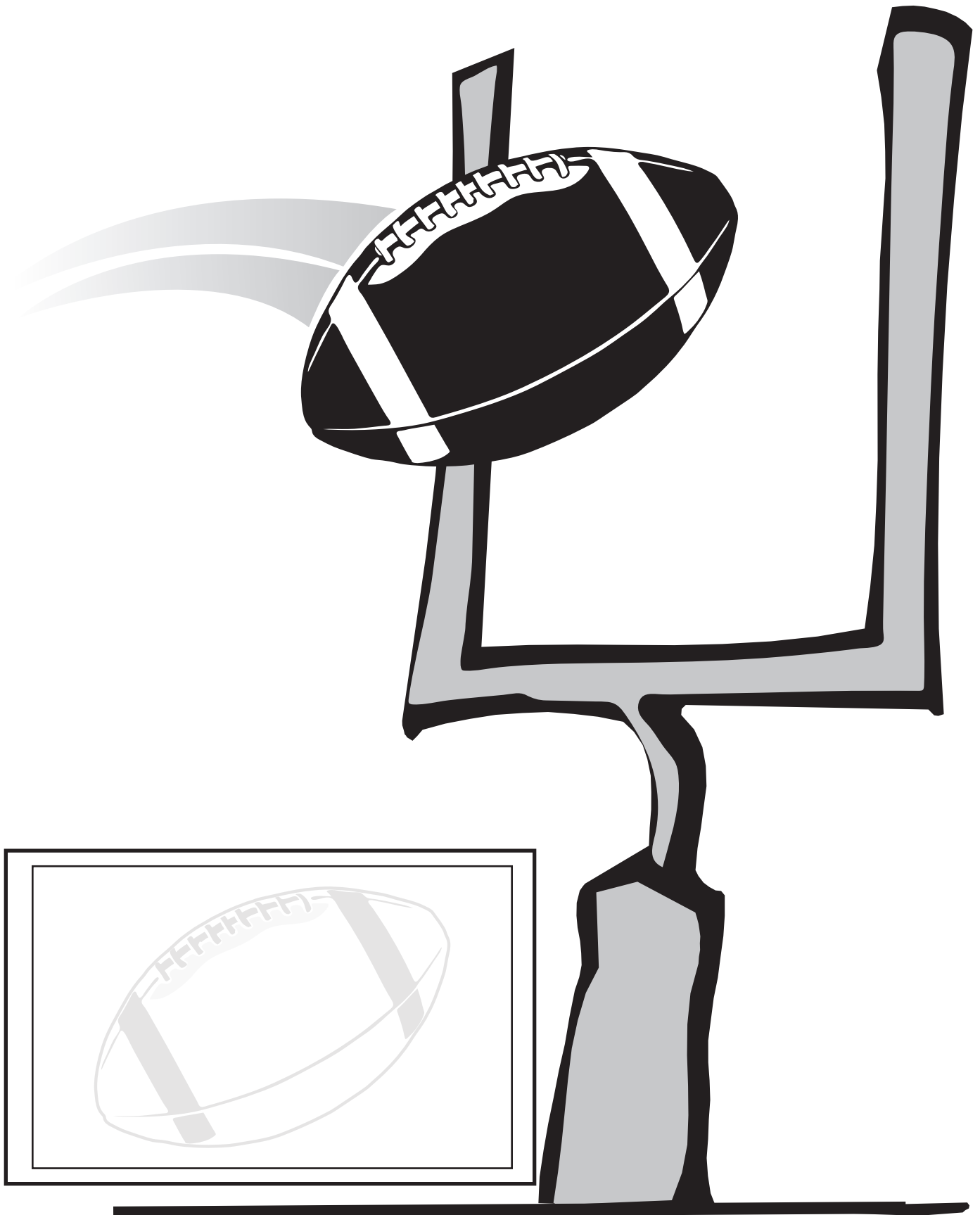
Students identify facts and opinions by playing a football game.

1. Place two goal posts at the center. Place fact or opinion cards face down in a stack.
2. Taking turns, student one draws the top card from the stack (without revealing it) and reads the sentence to student two (e.g., "Apples, peaches, and oranges are types of fruit").
3. Student two decides if the sentence is a fact or opinion and responds (i.e., "That's a fact").
4. Student one checks the bottom of the card for the answer (i.e., fact or opinion). If correct, student one gives the card to student two who places it on his goal post. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all cards are placed on goal posts.
7. Peer evaluation



Extensions and Adaptations

- ▶ Make other fact or opinion cards and sort using Fact and Opinion header cards (Activity Master C.019.AM3).



Comprehension

Fact and Opinion Football

C.019.AM2a



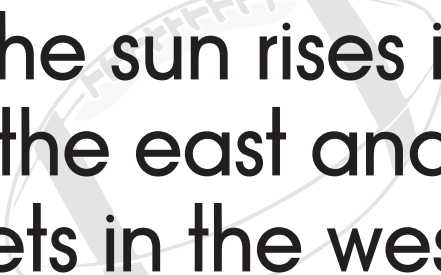
Bread is made
from flour.

fact



There are
12 months
in a year.

fact



The sun rises in
the east and
sets in the west.

fact



Spiders have
eight legs.

fact



Apples, peaches,
and oranges are
types of fruit.

fact



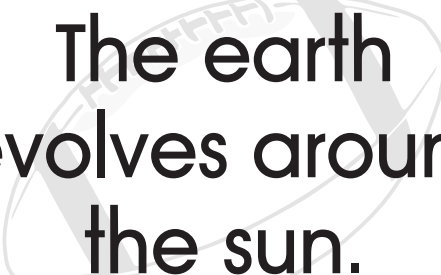
We live in the
United States.

fact



Dogs bark.

fact



The earth
revolves around
the sun.

fact



Comprehension

C.019.AM2b

Fact or Opinion Football

Water freezes
at 32 degrees
Fahrenheit.

fact

There are 12
inches in a foot.

fact

The President
lives in
Washington, D.C.

fact

Elephants are
bigger than
dogs.

fact

George
Washington
was our first
President.

fact

Ketchup is
made from
tomatoes.

fact

The sun is a star.

fact

Zebras
have stripes.

fact



Comprehension

Fact and Opinion Football

C.019.AM2c

Cats are the
best pets.

opinion

All children
like to ride
skate boards.

opinion

Chocolate ice
cream is better
than vanilla
ice cream.

opinion

Everyone
should eat pizza
every day.

opinion

Spiders are
scarier than
snakes.

opinion

It feels good to
walk barefoot.

opinion

Riding a bike is
more fun than
swimming.

opinion

Green is the
prettiest color.

opinion



Comprehension

C.019.AM2d

Fact or Opinion Football

Hamburgers
are better
than hotdogs.

opinion

July is the
best month
of the year.

opinion

Math is easier
than reading.

opinion

Being an
airplane pilot
is the hardest
job.

opinion

Cell phones are
the greatest
invention.

opinion

Football should
be played
all year.

opinion

Camping is
not fun.

opinion

Trucks are big
and noisy.

opinion



Fact

header



Opinion

header





Comprehension

C.020

Text Analysis

Cause and Effect Match



Objective

The student will identify the relationship between cause and effect.



Materials

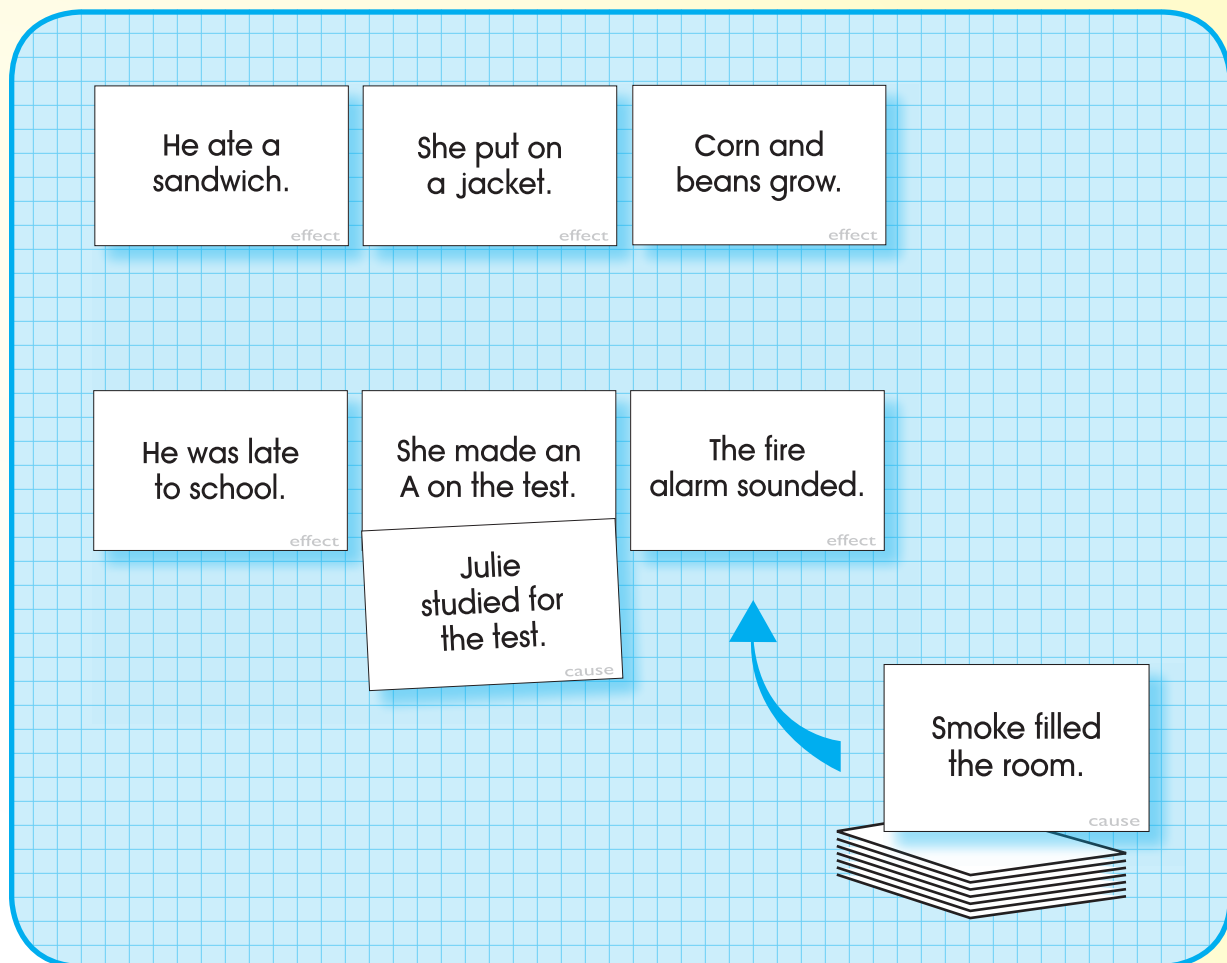
- Cause and effect cards (Activity Master C.020.AM1a - C.020.AM1c)



Activity

Students identify causes and corresponding effects by playing a matching game.

1. Place cause cards in a stack face down at the center. Place effect cards face up in rows.
2. Working in pairs, student one selects top card from cause stack and reads it to partner.
3. Student two looks at effect cards and identifies one that corresponds. Picks up card, reads it and places the two cards side by side. If the effect card is not identified, student one assists.
4. Reverse roles and continue until all cards are matched.
5. Peer evaluation



Extensions and Adaptations

- Make more cause and effect cards to match and sort using header cards (Activity Master C.020.AM2).
- Play memory game with cause and effect cards.

Comprehension

Cause and Effect Match

C.020.AM1a

Billy was
very hungry.

cause

He ate a
sandwich.

effect

It rained for
three days
and nights.

cause

The river
overflowed into
the streets and
houses.

effect

The girl
felt cold.

cause

She put on
a jacket.

effect

The farmer plants
the seeds and
waters them.

cause

Corn and
beans grow.

effect



Comprehension

C.020.AM1b

Cause and Effect Match

<p>The baby cried.</p> <p>cause</p>	<p>The mother picked up the baby.</p> <p>effect</p>
<p>The school bell rang.</p> <p>cause</p>	<p>The students lined up at the classroom door.</p> <p>effect</p>
<p>Julie studied for the test.</p> <p>cause</p>	<p>She made an A on the test.</p> <p>effect</p>
<p>He left the house late and got stuck in traffic.</p> <p>cause</p>	<p>He was late to school.</p> <p>effect</p>



Comprehension

Cause and Effect Match

C.020.AM1c

Smoke filled
the room.

cause

The fire
alarm sounded.

effect

The storm kept
my brother
awake all night.

cause

The next day
he was tired and
took a nap.

effect

He ran fast and
tripped on the
sidewalk.

cause

He scraped his
knee and elbow.

effect

She brushes and
flosses her teeth
everyday.

cause

She has
no cavities.

effect



Cause

header



Effect

header



Comprehension



Text Analysis

C.021

Compare and Contrast



Objective

The student will identify similarities and differences between topics.



Materials

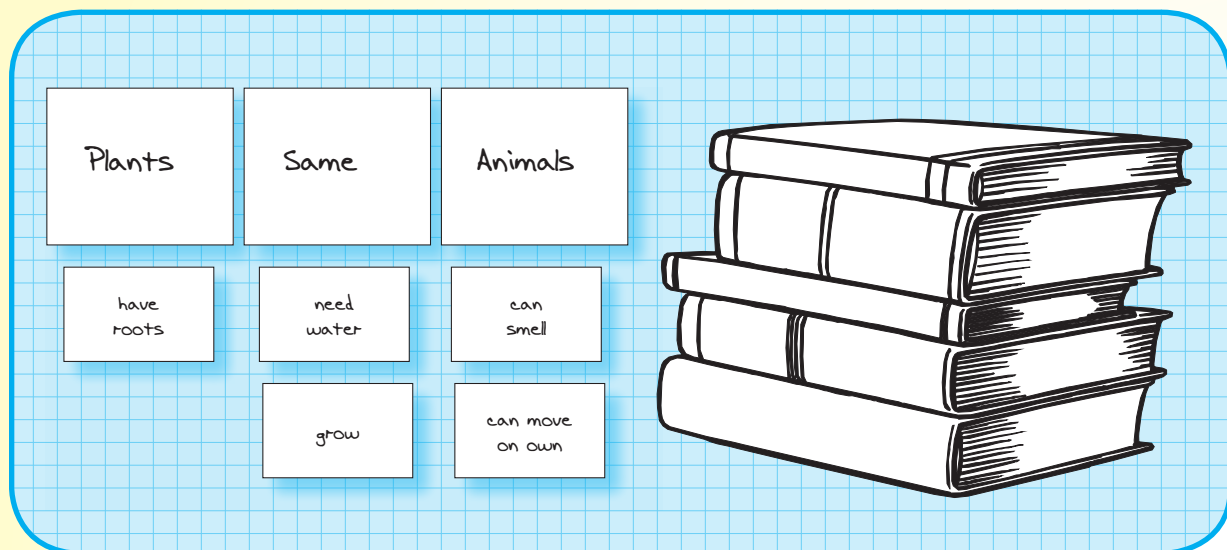
- ▶ Reference materials (e.g., texts, encyclopedia, dictionary, thesaurus)
Choose text within students' instructional-independent reading level range.
- ▶ Large index cards
*Label two cards with target words or topics.
Write the word SAME on an index card.*
- ▶ Small index cards
- ▶ Pencils or markers



Activity

Students compare and contrast topics by researching and sorting.

1. Place the reference materials at the center. Place the large index cards with target words or topics face up in a row with the SAME card in the middle. Provide each student with four-to-six small index cards.
2. Students read the two topics and choose one.
3. Use background knowledge and reference materials to write one fact on each card relating to their chosen topic (four-to-six per topic).
4. Read each card and decide if it is unique to their topic or common to both topics. If unique to one topic, place under that topic name. If common to both topics place under SAME.
5. Continue until all cards are read and sorted.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record on student sheet (Activity Master C.021.SS1).
- ▶ Use graphic organizers to compare topics (Activity Masters C.021.SS2 and C.021.SS3).
- ▶ Write a paragraph about the topic using the sorted cards.

Name _____

C.02I.SSI

Compare and Contrast

Topic


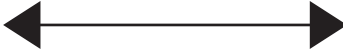



SAME

Topic

Name _____

Compare and Contrast

C.02I.SS2

Topic	SAME	Topic
		
		
		
		
		

Name _____

C.02I.SS3

Compare and Contrast

How are they alike?



Topic #1 _____

Topic #2 _____



How are they different?





Incredible Inferences



Objective

The student will identify inferences.



Materials

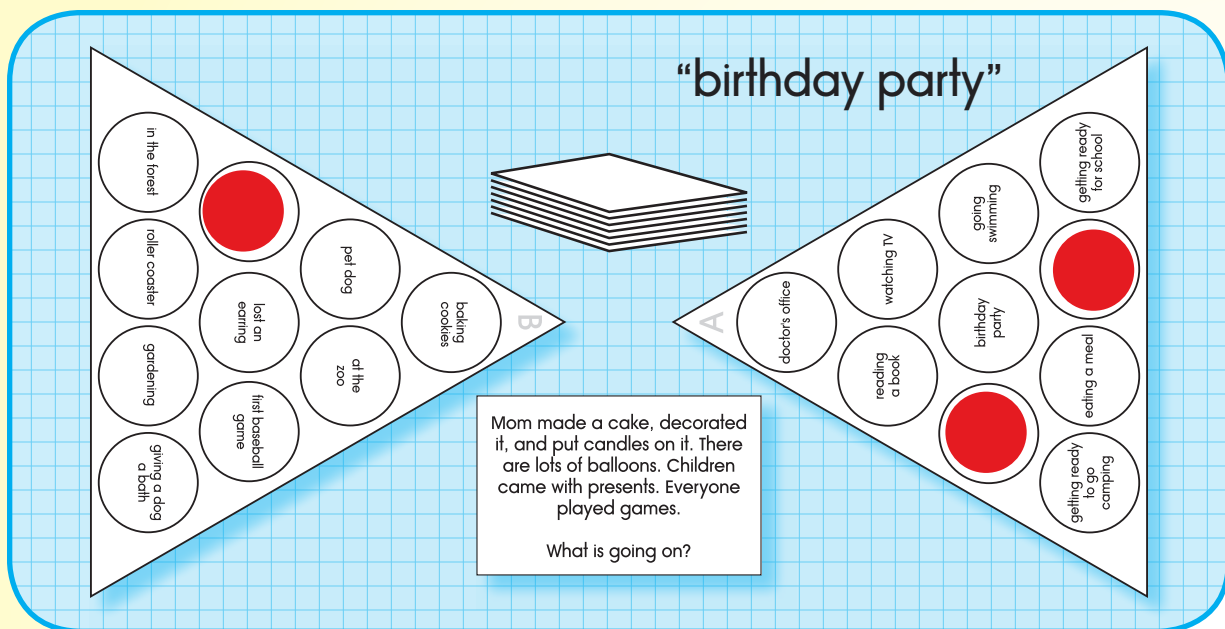
- ▶ Inference triangles (Activity Master C.022.AM1a - C.022.AM1b)
- ▶ Inference cards (Activity Master C.022.AM2a - C.022.AM2c)
- ▶ Answer key (Activity Master C.022.AM3a - C.022.AM3b)
An answer key is provided.
- ▶ Game pieces (e.g., counters)



Activity

Students identify inferences by reading clues.

1. Place inference cards face down in a stack at the center. Provide each student with an Inference triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it. For example, Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games. What is going on?
3. Look for phrase on triangle that answers the question (i.e., a birthday party). Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which matches clues, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



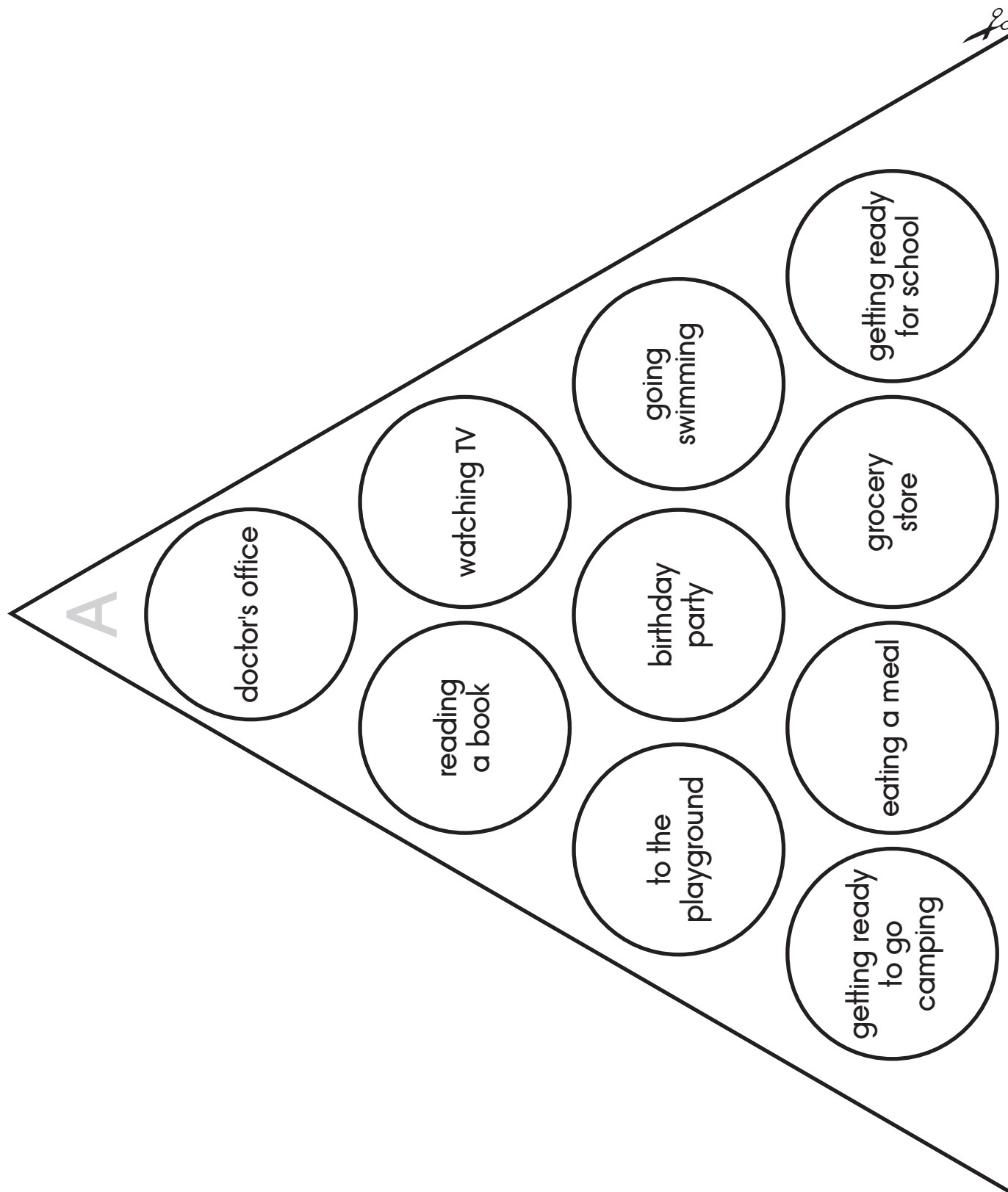
Extensions and Adaptations

- ▶ Make other inference triangles and cards (Activity Master C.022.AM4).

Comprehension

C.022.AM1a

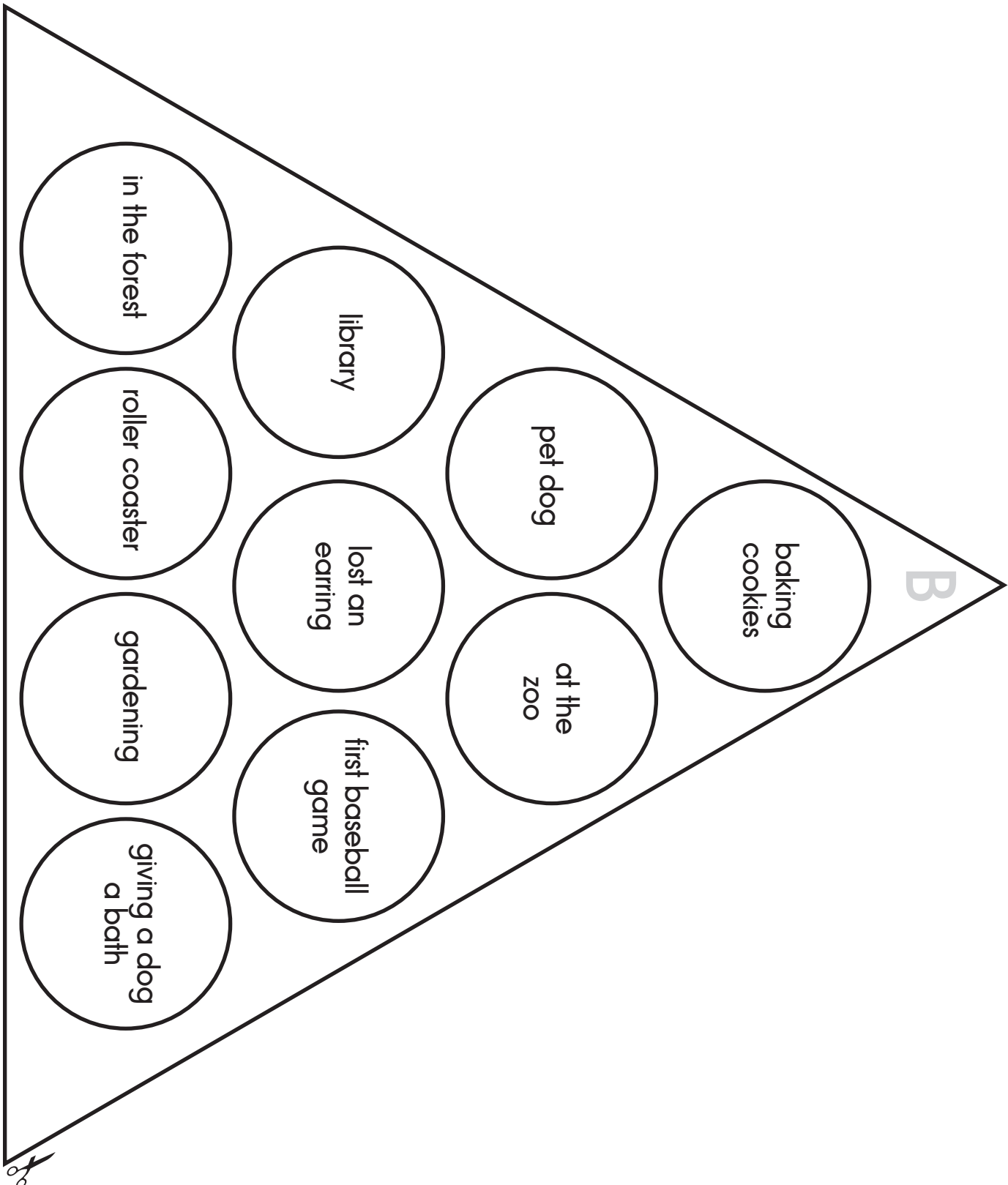
Incredible Inferences



Comprehension

Incredible Inferences

C.022.AM1b



Comprehension

C.022.AM2a

Incredible Inferences

A person takes your temperature.
Another person listens to your
heart and asks how you are
feeling.

Where are you?

You watch the screen. You
see a man telling what the
weather will be tomorrow. You
switch the channel to watch a
cartoon.

What are you doing?

The boy looked at the cover and
read the title. He looked at the
pictures and some of the words.
He went back to the beginning
and began.

What is the boy doing?

The girl changed her clothes.
She grabbed a towel and
sunscreen. When she got there
she walked to the edge, took a
deep breath, and jumped in.

What is the girl doing?

Mom made a cake, decorated
it, and put candles on it. There
are lots of balloons. Children
came with presents. Everyone
played games.

What is going on?

My brother woke up early
and got dressed. After he ate
breakfast, he waited for the bus.
He and all the other children
arrived as the bell was ringing.

What is my brother doing?

Dad put the tent and sleeping
bags in the back of the car.
Mom put the food in a cooler.
The family got in the car and
headed for the mountains.

What is the family doing?

The family took a cart and
pushed it to the first row. They
chose vegetables and fruit. Next
they picked out meat and
tomato sauce. Then they paid for
it all and a lady put it in bags.

Where did the family go?



Comprehension

Incredible Inferences

C.022.AM2b

<p>The children lined up at the door. Some took a ball and others took jump ropes. They ran out and began playing games.</p> <p>Where did the children go?</p>	<p>He put meat, broccoli, and french fries on his plate. He picked up his knife and fork, cut the meat, put it in his mouth and began to chew.</p> <p>What is he doing?</p>
<p>The children read the directions. They got out a bowl and pans. They put sugar, flour, and butter in a bowl. They rolled it into balls, and put them in the oven.</p> <p>What are they making?</p>	<p>The family saw many animals. First, they saw the giraffes. Then they went to the bear den. They thought the monkeys were very fun to watch.</p> <p>Where is this family?</p>
<p>You have to give it plenty of food and water. It needs to go outside and get fresh air and sunshine. You need to pet it and play with it.</p> <p>What do you have?</p>	<p>It was very quiet when we entered. There were people at tables. Others stood at shelves. We saw many books.</p> <p>What building were you in?</p>
<p>She cried and cried. She made a poster and offered a reward. She wasn't sure when it had happened. She did not know if it had just fallen off or if she had dropped it when she put it on.</p> <p>Why is she crying?</p>	<p>It was the night before. He was excited and could not sleep. His uniform lay on the bed. He had practiced with his bat and ball. The coach said this was going to be a great season.</p> <p>What is happening the next day?</p>



Comprehension

C.022.AM2c

Incredible Inferences

<p>He heard a sound of twigs breaking. He was startled when an owl hooted. He walked through the trees and came to a creek.</p> <p>Where is he?</p>	<p>We have tickets. We go to our seat and strap ourselves in. The cars start to move very slowly up the hill. Finally, we are at the top and then we quickly race down.</p> <p>Where are they?</p>
<p>The man made rows and put one type in each. He covered them and watered the rows every day. Soon he saw sprouts and he was able to pick them.</p> <p>What is the man doing?</p>	<p>The boy ran the water. He called Skippy. Skippy hopped in and splashed. He got the soap, scrubbed Skippy, and rinsed him off. Skippy barked and shook himself off.</p> <p>What was happening?</p>



Answer Key A

Where are you?	doctor's office
What is the boy doing?	reading a book
What are you doing?	watching TV
Where did the children go?	to the playground
What is going on?	birthday party
What is the girl doing?	going swimming
What is the family doing?	getting ready to go camping
What is he doing?	eating a meal
Where did the family go?	grocery store
What is my brother doing?	getting ready for school

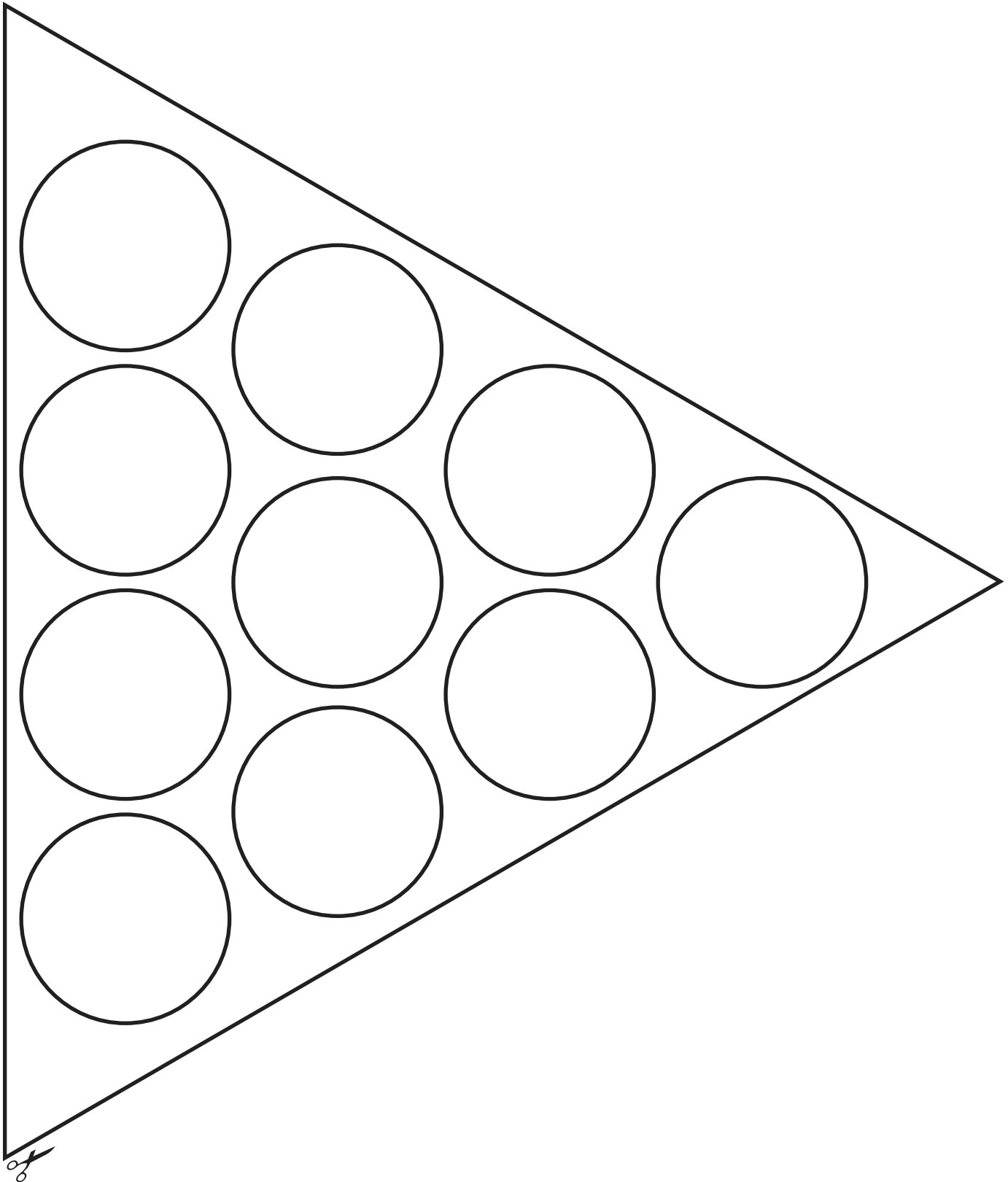
Answer Key B

What are they making?	baking cookies
Where is the family?	at the zoo
What do you have?	pet dog
What building were you in?	library
Why is she crying?	lost an earring
What is happening the next day?	first baseball game
Where is he?	in the forest
Where are they?	roller coaster
What is the man doing?	gardening
What was happening?	giving a dog a bath

Comprehension

Incredible Inferences

C.022.AM4





Comprehension

C.023

Text Analysis

Persuade, Inform, and Entertain Sort



Objective

The student will identify the author's purpose.



Materials

- ▶ Header cards (Activity Master C.023.AM1)
- ▶ Passage cards (Activity Master C.023.AM2a - C.023.AM2b)

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 - 3, 8, 1, 5; Inform - 2, 9, 12, 7; Entertain - 10, 11, 4, 6.



Activity

Students determine author's purpose by sorting passages.

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

The diagram shows a grid background with three header cards at the top: "Persuade", "Inform", and "Entertain". Each header card has the word "header" written in small text at the bottom right. Below the "Persuade" header is a passage card numbered "3" with the text: "Rules are very important. They help keep things running smoothly. Rules let you know what you can and can not do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along." Below the "Inform" header is a passage card numbered "2" with the text: "Florida is a state in the southern United States. The capital is Tallahassee. The state flower is the orange blossom. The state bird is the mockingbird. Florida became the 27th state in 1845. The state tree is the Sabal Palm. There are many beaches and cities in Florida." Below the "Entertain" header is a passage card numbered "10" with the text: "Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Tryouts made him a little nervous, but when he found out he made the team he knew that all the work had paid off." A stack of passage cards is shown at the bottom, with a blue arrow pointing from the stack to the "10" card.



Extensions and Adaptations

- ▶ Write other passage cards to sort.

Comprehension

Persuade, Inform, and Entertain Sort

C.023.AMI

Persuade

header

Inform

header

Entertain

header



Comprehension

C.023.AM2a

Persuade, Inform, and Entertain Sort

3.

Rules are very important. They help keep things running smoothly. Rules let you know what you can and can not do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along.

8.

Do you want to be an artist? Just enroll in "The Awesome Artists" program. Don't let this opportunity or your talent slip away. We guarantee you will be painting like the masters in two weeks for a low cost of \$59.95.

1.

What you learn in school will help you later in life. It will also help you get a job. If you work hard in school and make good grades, you may be able to go to college and have a career.

5.

Volunteering is a very rewarding experience. There are many ways you can volunteer. For example, you can help clean up a playground. Volunteering benefits other people and also will make you feel good about yourself.

9.

Abraham Lincoln was the 16th President of the United States. He was born on February 12, 1809 in Kentucky. He was married to Mary Todd and they had four children. One of his famous speeches was the Gettysburg Address.

2.

Florida is a state in the southern United States. The capital is Tallahassee. The state flower is the orange blossom. The state bird is the mockingbird. Florida became the 27th state in 1845. The state tree is the Sabal Palm. There are many beaches and cities in Florida.



Comprehension

Persuade, Inform, and Entertain Sort

C.023.AM2b

12.

Animals are divided into categories. They are grouped according to things they have in common. One category is birds. All birds have feathers. They are warm-blooded. Birds lay eggs and they have wings. Most birds fly, but there are some that do not.

7.

The Food Group Pyramid tells how to eat healthy. It shows how food is divided into six groups. It is important to eat foods that belong to each group every day. The pyramid helps show how much of each you should eat.

10.

Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Tryouts made him a little nervous, but when he found out he made the team he knew that all the work had paid off.

11.

Beth and her mom went to the circus. This was a special day because she had never been to a circus before. They bought peanuts and went to their seats. She saw clowns, jugglers, and people on trapezes. There were elephants, lions, and tigers. It was a very exciting day for Beth.

4.

The boys were happy when they woke up to find that it was windy outside. It would be a perfect day to fly a kite. They grabbed their kites and went to the park. They spent the whole day there having kite contests and races. The best part was that no one broke or lost his kite.

6.

I walked up to my house when I saw balloons on the front porch. So I walked faster and went inside the house. All of a sudden I heard "Surprise!" and all my friends jumped out with presents in their hands. My birthday wasn't until next week so I was really surprised and happy.

