**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).
<table>
<thead>
<tr>
<th>Title</th>
<th>Genre</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
### Fiction and Nonfiction Find

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fantasy</strong></td>
<td><strong>biography</strong></td>
</tr>
<tr>
<td><strong>autobiography</strong></td>
<td><strong>folktales</strong></td>
</tr>
</tbody>
</table>

*header cards*
<table>
<thead>
<tr>
<th>poetry</th>
<th>mythology</th>
</tr>
</thead>
<tbody>
<tr>
<td>historical fiction</td>
<td>mystery</td>
</tr>
<tr>
<td>science fiction</td>
<td>fairy tale</td>
</tr>
</tbody>
</table>
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

"Magnets attract objects made of iron. That’s a fact."

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

1. A triangle is a three-sided figure.
2. It’s boring to be inside on a rainy day.
3. The Atlantic Ocean and Pacific Ocean border the United States.
4. Hurricanes cause more damage than earthquakes.
5. Football is more interesting to watch than basketball.
6. Dogs, cows, and whales are all mammals.
7. Planes can be delayed due to bad weather.
8. Twelve times three equals thirty-six.
9. Everyone should learn to play the piano.
10. Calculators are useless now that there are computers.

Start the game by rolling the dice and moving the indicated number of spaces. Answer each question truthfully to earn a point. The player with the most points by the end of the game wins!
Comprehension

C.026.AM1b

Fact or Opinion Game

Reading is more fun than math.

Presidential elections are held every four years.

Sneakers are more comfortable than sandals.

Water boils at 212 degrees Fahrenheit.

Snakes do not make good pets.

The root "photo" means light.

People should watch less TV and read more.

Magnets attract objects made of iron.

Move back one space.

Move ahead one space.

Red and yellow mixed together make orange.

Listening to a radio is better than listening to a DVD player.

Roll again.

Movies are the best type of entertainment.

Abraham Lincoln was President during the Civil War.

People spend too much money on clothes.

Mammoths were a type of elephant that are now extinct.

People should watch less TV and read more.

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People should watch less TV and read more.
Comprehension
Fact or Opinion Game

START

Fact
Opinion
Fact
Opinion
Fact
Opinion
Roll Again

Move back one space.

Fact
Opinion
Fact
Opinion
Fact
Opinion
Fact
Opinion
Fact or Opinion Game

Go back two spaces.
Fact or Opinion Game

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.
**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).
<table>
<thead>
<tr>
<th>homework</th>
<th>homework</th>
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<tbody>
<tr>
<td>vacations</td>
<td>vacations</td>
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<tr>
<td>sports</td>
<td>sports</td>
</tr>
<tr>
<td>snacks</td>
<td>snacks</td>
</tr>
</tbody>
</table>

fact | opinion | fact | opinion | fact | opinion | fact | opinion |

**fact and opinion cards**
<table>
<thead>
<tr>
<th>computer games</th>
<th>computer games</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fact</strong></td>
<td><strong>opinion</strong></td>
</tr>
<tr>
<td>exercise</td>
<td>exercise</td>
</tr>
<tr>
<td><strong>fact</strong></td>
<td><strong>opinion</strong></td>
</tr>
<tr>
<td>spiders</td>
<td>spiders</td>
</tr>
<tr>
<td><strong>fact</strong></td>
<td><strong>opinion</strong></td>
</tr>
<tr>
<td>music</td>
<td>music</td>
</tr>
<tr>
<td><strong>fact</strong></td>
<td><strong>opinion</strong></td>
</tr>
</tbody>
</table>

**fact and opinion cards**
### Matter of Fact or Opinion

<table>
<thead>
<tr>
<th>Topic</th>
<th>Fact or Opinion</th>
<th>Fact or Opinion Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>homework</td>
<td>opinion</td>
<td></td>
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<tr>
<td>vacations</td>
<td>fact</td>
<td></td>
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<tr>
<td>sports</td>
<td>opinion</td>
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<td>snacks</td>
<td>fact</td>
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<tr>
<td>exercise</td>
<td>opinion</td>
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<tr>
<td>computer games</td>
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<td>spiders</td>
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<td>opinion</td>
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<tr>
<td>Topic</td>
<td>Fact or Opinion</td>
<td>Fact or Opinion Statement</td>
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<tr>
<td>--------------</td>
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<td>---------------------------</td>
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<tr>
<td>peanut butter</td>
<td>opinion</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td>fact</td>
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<tr>
<td>math</td>
<td>opinion</td>
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<td>weather</td>
<td>fact</td>
<td></td>
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<tr>
<td>snakes</td>
<td>opinion</td>
<td></td>
</tr>
<tr>
<td>ocean</td>
<td>fact</td>
<td></td>
</tr>
<tr>
<td>rules or laws</td>
<td>opinion</td>
<td></td>
</tr>
<tr>
<td>cars</td>
<td>fact</td>
<td></td>
</tr>
</tbody>
</table>
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

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.

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?

"Hibernate"
Comprehension

More Incredible Inferences

Inference triangle A

- someone made cookies
- to buy a bike
- wedding
- hibernate
- by the window
- post office
- a snake
- running
- fair or carnival
- carpenter
Comprehension

More Incredible Inferences

inference triangle B

go on a picnic
dentist’s office
football game
whether or not to cheat
hurricane
put on two different shoes
planetarium
no one was home

she was sick and would be absent
someone broke a glass beaker.

B.C.028.AM1b
<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. | 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. |
| What was the room a mess? | What was this event? |
| 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. | 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 her dream? | What was the bear getting ready to do? |
| 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. | 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. |
| What is this place? | Where is the cat’s favorite spot? |
| 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. | 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. |
| What is this man’s job? | What did the boy find? |</p>
<table>
<thead>
<tr>
<th><strong>Comprehension</strong></th>
<th><strong>More Incredible Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>What is the sport?</strong></td>
<td><strong>What is the place?</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>What plans did Sue have for the day?</strong></td>
<td><strong>Where was the girl?</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Where was he?</strong></td>
<td><strong>Why shouldn't she have gotten dressed in the dark?</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>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?</strong></td>
</tr>
<tr>
<td><strong>What were the people expecting?</strong></td>
<td><strong>What was her struggle?</strong></td>
</tr>
</tbody>
</table>

---

**inference cards**
## More Incredible Inferences

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?**

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 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 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?**

### inference cards
## Answer Key A

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was the room a mess?</td>
<td>someone made cookies</td>
</tr>
<tr>
<td>What was this event?</td>
<td>wedding</td>
</tr>
<tr>
<td>What was her dream?</td>
<td>to buy a bike</td>
</tr>
<tr>
<td>What was the bear getting ready to do?</td>
<td>hibernate</td>
</tr>
<tr>
<td>What is this place?</td>
<td>post office</td>
</tr>
<tr>
<td>Where is the cat’s favorite spot?</td>
<td>by the window</td>
</tr>
<tr>
<td>What is this man’s job?</td>
<td>carpenter</td>
</tr>
<tr>
<td>What did the boy find?</td>
<td>a snake</td>
</tr>
<tr>
<td>What is the sport?</td>
<td>running</td>
</tr>
<tr>
<td>What is the place?</td>
<td>fair or carnival</td>
</tr>
</tbody>
</table>
### Answer Key B

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What plans did Sue have for the day?</td>
<td>go on a picnic</td>
</tr>
<tr>
<td>Where was the girl?</td>
<td>football game</td>
</tr>
<tr>
<td>Where was he?</td>
<td>dentist’s office</td>
</tr>
<tr>
<td>Why shouldn’t she have gotten dressed in the dark?</td>
<td>put on two different shoes</td>
</tr>
<tr>
<td>What were the people expecting?</td>
<td>hurricane</td>
</tr>
<tr>
<td>What was her struggle?</td>
<td>whether or not to cheat</td>
</tr>
<tr>
<td>What happened in the classroom?</td>
<td>someone broke a glass beaker</td>
</tr>
<tr>
<td>Where were the children?</td>
<td>planetarium</td>
</tr>
<tr>
<td>What did the boy think?</td>
<td>no one was home</td>
</tr>
<tr>
<td>Why did he call her teacher?</td>
<td>she was sick and would be absent</td>
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</table>
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).
<table>
<thead>
<tr>
<th>Inference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I know</em></td>
<td></td>
</tr>
<tr>
<td><em>Text says</em></td>
<td></td>
</tr>
</tbody>
</table>
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

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?

- Persuade
- Inform
- Entertain
- Explain

header cards
<table>
<thead>
<tr>
<th>Passage Cards</th>
<th>What’s the Purpose?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

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.
### 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. |
| 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. |

| 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. |
| 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. |

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

- What is the author saying?
- Does the author say it clearly?
  Why or why not?
- Could the author have said it better? How?
<table>
<thead>
<tr>
<th>Page number</th>
<th>What is the author saying?</th>
<th>Does the author say it clearly? Why or why not?</th>
<th>Could the author have said it better? How?</th>
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</thead>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehension

Inquisitive Inquiries

• 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