

# NONFICTION QUESTIONS

## task cards

2nd & 3rd GRADE

### 9. Nonfiction Questions

Plants have different parts that help them to grow. The roots of a plant collect the water. The roots grow underground and send up water from the soil. The roots hold the plant in the ground. The stem carries the water to the different parts of the plant. It also makes the plant stand up tall. The leaves collect the sunlight and turn it into food for the plant. The petals on a flower make insects, like bees, want to land on it.

What do roots do?

- a. Collect sunlight
- b. Hold the plant steady
- c. Carry the water to different parts



### 10. Nonfiction Questions

Our country has many leaders. Leaders of a country take care of the citizens who live there. In the United States, we have a president who is elected by the people. Every four years a new president is voted into office. A president can stay in office for eight years. The president lives in the White House in Washington D.C. Washington D.C. is the capital of the United States. The president makes laws for our country and meets with leaders of other countries. Read.

Where does the president live?

- a. In New York
- b. In an apartment
- c. In the White House
- d. In a hotel house



## Answering Nonfiction Questions



### 12. Nonfiction Questions

Mars is a planet in our solar system. It is the fourth planet from the sun. Mars is called the red planet because the ground is covered with iron and it makes it look red. Mars is covered with canyons and mountains. There are even volcanoes. There is no water on Mars, so it is very dry and dusty. There are very big dust storms on Mars. The temperature is much colder on Mars than on Earth because it is further from the sun. Earth has one moon and Mars has two.

What is NOT a detail from the selection?

- a. Mars is very hot from iron.
- b. Mars has volcanoes.
- c. Mars has 2 moons.
- d. Mars has four seasons.



### 11. Nonfiction Questions

Do you know all of the work you have to do to take care of a horse? Horses need to eat they need water. They need to have clean shoes on their hoofs. Horses need to be groomed. They need to have their hair brushed. They also need to get bathed. When they are out in the field, they can get very muddy. Horses wear metal shoes on their hoofs. Lots of mud will get stuck in their hooves. Owners need to pick the horse's hooves to keep them clean. Grooming a horse is a lot of work.

Why is grooming a horse a lot of work?

- a. They are big.
- b. Owners have to clean, groom and feed them.
- c. They have hooves.
- d. They get muddy.



# Nonfiction Task Cards

**Lisa Donohue**

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

## Nonfiction Task Cards:

**Practice with Purpose** Debbie Diller, 2023-10-10 In her 30 years as an educator Debbie Diller has closely examined classroom practice asking Why What s the purpose Watching primary students work successfully at literacy work stations she wondered with teachers Why don t we have upper grade students doing this Could we kick it up a notch In her new book Debbie shows teachers of grades three to six how to structure their classrooms so that all students can be successful doing meaningful independent work using literacy work stations Practice with Purpose offers guidance on establishing routines for independent reading and response writing as well as step by step instructions on how to set up and manage a variety of hands on literacy work stations appropriate for intermediate students Each chapter includes how to introduce the station innovative ways to use materials what to model to guarantee independence how to troubleshoot assessment and accountability ideas how the station supports student achievement on state tests reflection questions for professional development The extensive appendix includes time saving tools such as management board icons graphic organizers task cards and recommended Web sites and children s literature Start Exploring Nonfiction Reading in Science , Start Exploring Nonfiction Reading in Social Studies , **Media Skills for Middle Schools** Lucille W. Van Vliet, 1984 Provides more than seventy learning situations which integrate library media skills with all areas of curriculum **100 Minutes** Lisa Donohue, 2012 100 Minutes is a comprehensive look at literacy and learning that includes reading writing oral communication and digital literacy It shows teachers how to fit balanced literacy into a 100 minute literacy block using a framework of whole class and guided small group instruction writing sessions and independent work By chunking a literacy block into three distinct sections this practical resource argues that it is possible to provide opportunities for students to engage in all aspects of literacy have voice and choice in their learning capitalize on their strengths identify areas for growth and set personal learning goals Reading Wonders 5 Teacher's Manual 1st Ed. 2006 , **Introducing Reader's Workshop: Supporting Our Youngest Readers** Patricia Dade, Kimberly Storey, 2011-03-15 This resource provides teachers with planning tools and flexible easy to use lesson plans to begin implementing the reader s Workshop instructional model in their classrooms Lessons are provided for establishing procedures for strong classroom management building beginning reading skills and supporting students at all levels The included ZIP file provides customizable planning materials so that teachers can immediately implement lessons 184 pages **Nonfiction Craft Lessons** JoAnn Portalupi, Ralph J. Fletcher, 2001 Writing nonfiction represents a big step for most students Most young writers are not intimidated by personal narrative fiction or even poetry but when they try to put together a teaching book report or persuasive essay they often feel anxious and frustrated JoAnn Portalupi and Ralph Fletcher believe that young nonfiction writers supply plenty of passion keen interest and wonder Teachers can provide concrete strategies to help students scaffold their ideas as they write in his challenging genre Like the authors best selling Craft Lessons Teaching Writing K 8 this book is divided into sections for K 2 3

4 and middle school grades 5-8 students. These divisions reflect various differences between emerging, competent, and fluent writers. In each section, you'll find a generous collection of craft lessons directed at the genre that's most appropriate for that particular age. In the K-2 section, for example, a number of craft lessons focus on the all-about or concept book. In the 3-4 section, there are several lessons on biography. In the 5-8 section, a series of lessons addresses expository writing. Throughout the book, each of the 80 lessons is presented on a single page in an easy-to-read format. Every lesson features three teaching guidelines: Discussion (A brief look at the reasons for teaching the particular element of craft specifically in a nonfiction context), How to Teach It (Concrete language showing exactly how a teacher might bring this craft element to students in writing conferences or a small group setting), and Resource Material (Specific book or text referred to in the craft lesson, including trade books or a piece of student writing in the Appendixes). This book will help students breathe voice into lifeless dump-truck writing and improve their nonfiction writing by making it clearer, more authoritative, and more organized. *Nonfiction Craft Lessons* gives teachers a wealth of practical strategies to help students grow into strong writers as they explore and explain the world around them. Be sure to look at the *When Students Write* videotapes too. *Year-Round Units for Early Childhood* Jan Burda, 2001-02. September-June monthly activities for classroom use. **Learning with Literature in the Canadian Elementary Classroom** Joyce Bainbridge, Sylvia Joyce Pantaleo, 1999-11. Grade level 1-2-3-4-5-6-7. k p e i t

*Critical Encounters in Secondary English* Deborah Appleman, 2023-12-22. Grounded in solid theory with new field-tested classroom activities, the fourth edition of *Critical Encounters in Secondary English* continues to help teachers integrate the lenses of contemporary literary theory into practices that have always defined good pedagogy. The most significant change for this edition is the addition of Critical Race Theory (CRT) as an analytical lens. CRT offers teachers fresh opportunities for interdisciplinary planning and teaching as it lends itself to lessons that encompass a variety of disciplines such as history, sociology, psychology, and science. As with the previous edition, each chapter concludes with a list of suggested nonfiction pieces that work well for the particular lens under discussion. This popular text provides a comprehensive approach to incorporating nonfiction and informational texts into the literature classroom with new and revised classroom activities appropriate for today's students. **Book Features:** Helps both pre- and inservice ELA teachers introduce contemporary literary theory into their classrooms. Offers lucid and accessible explications of contemporary literary theory. Provides dozens of innovative and field-tested classroom activities. Tackles the thorny issue of Critical Race Theory in helpful and practical ways. **Praise for the Third Edition:** What a smart and useful book! It provides teachers with a wealth of knowledge and material to help their students develop critical perspective and suppleness of thought. Mike Rose, University of California, Los Angeles. This Third Edition proves that Appleman still has her hand on the pulse of the rapidly changing landscape of education. Ernest Morrell, Teachers College, Columbia University. This new edition of Deborah Appleman's now classic book demonstrates even more dramatically than previously how the critical theories she so skillfully teaches serve not only as

lenses for the reading of literature but as tools for discovering interrogating and challenging injustice hypocrisy and the hidden power relations that students are likely to encounter Sheridan Blau Teachers College Columbia University

Empowering Families Judy Bradbury, Susan E. Busch, 2015-04-24 The home school connection is important to student literacy achievement However it can be time consuming to develop and implement programming that keeps families engaged and involved Empowering Families makes it easier to accomplish these goals Chock full of step by step plans for arranging a variety of parent caregiver meetings and literacy booster events the book enables educators to get families involved in their children s learning in ways that are fun and non intimidating By hosting these events at your school you ll be empowering families to read aloud to their children at home minimize the summer slide encourage male involvement in literacy help their children avoid homework hassles and much much more Bonus The book includes ready to use handouts for your events such as announcement sheets follow up evaluations and tipsheets that describe ways parents can reinforce literacy at home These handouts are photocopiable and the tipsheets are also available for easy download from our website at [www.routledge.com](http://www.routledge.com) 9781138803114 Spanish versions of the tipsheets are available on our website as well

**Differentiated Reading for Comprehension, Grade 4** ,2014-02-03 Differentiated Reading for Comprehension is designed to provide high interest nonfiction reading success for all readers This 64 page book focuses on fourth grade reading skills defined by the Common Core State Standards Each of 15 stories is presented separately for the below level on level and advanced students followed by a series of comprehension questions Grade four covers such standards as drawing inferences understanding the different text structures and comparing and integrating two texts on the same topic This new series will allow teachers to present the same content to below level on level and advanced students with these leveled nonfiction stories It includes multiple choice fill in the blank and true false questions short answer writing practice and comprehension questions Students stay interested build confidence and discover that reading can be fun The reading passages will be separated into sections with titles such as Extreme Places Amazing People Wild Animals Strange and Unexplained Fascinating Machines and Amazing Kids

**Activities for a Differentiated Classroom: Level 3** Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 3 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners ZIP file contains interactive whiteboard compatible resources including sample projects templates and assessment rubrics This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills

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