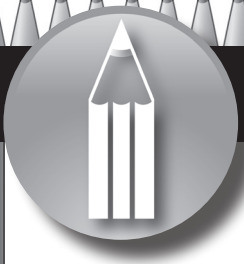




Grade 2 Informational Writing Guide

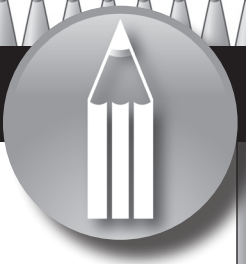
Student Pages for Print or Projection

SECTION 2: Broad Yet Distinct Main Ideas/Reasons



OVERLY GENERAL “BLURBS” TO AVOID



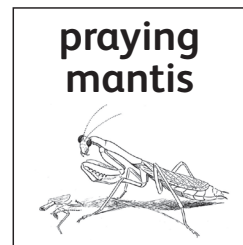
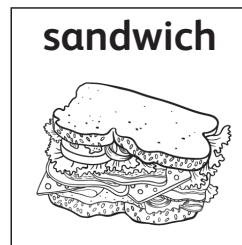
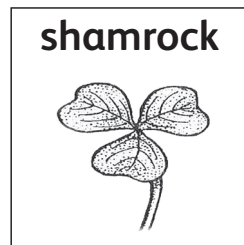
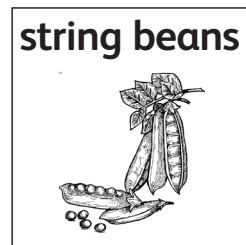
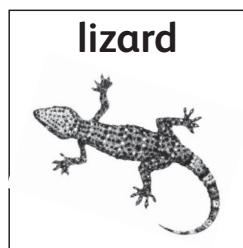
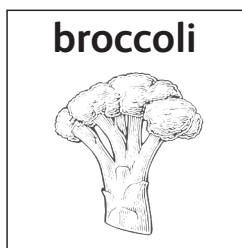
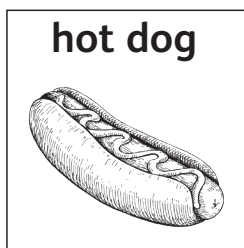


Name: _____

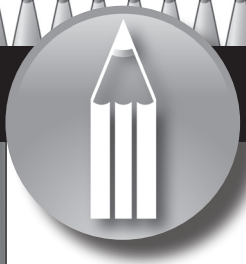
THINGS THAT ARE GREEN/THINGS WE EAT

Think about these two main ideas: THINGS THAT ARE GREEN and THINGS WE EAT. The author wants to make a list of details about each main idea. Each detail is on a little card. Cut out the cards and sort each by gluing it under the main idea where it belongs. Be careful to read through all of the details before you start gluing. Some cards might belong in either main idea category! When that happens, put that card aside.

<u>THINGS THAT ARE GREEN</u>	<u>THINGS WE EAT</u>



Look at the details again. On the next page, list each detail where it belongs on the Venn diagram on the next page. Which details belong in the middle section? See how they overlap!

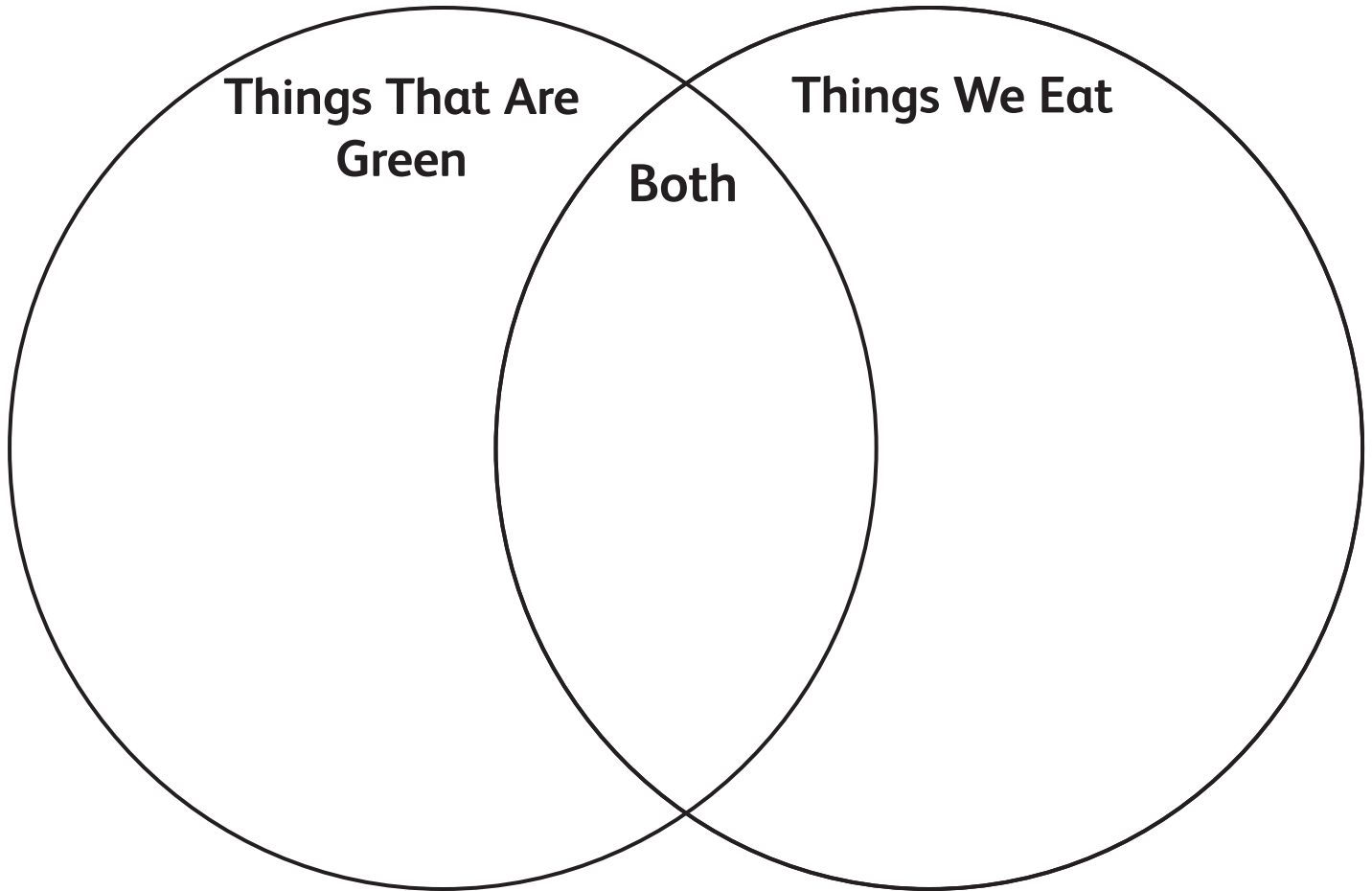


Student Page

Name: _____

SORT & CATEGORIZE (1)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into the area where the circles intersect.



Details:

pine tree

hot dog

banana

lizard

spaghetti

broccoli

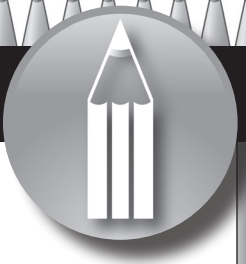
shamrock

sandwich

string beans

praying mantis

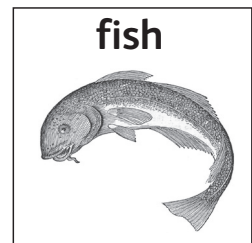
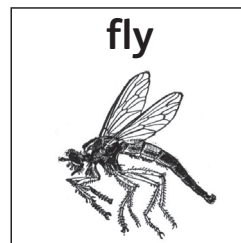
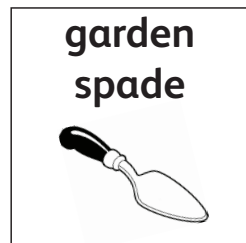
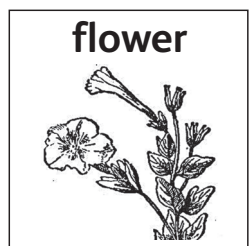
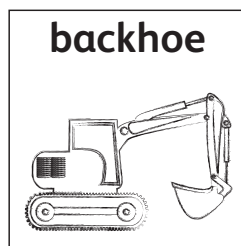
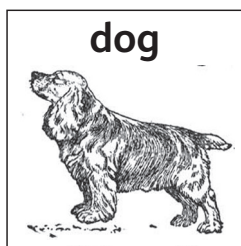
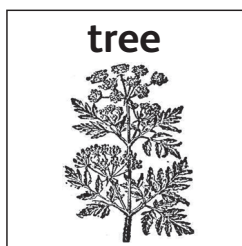
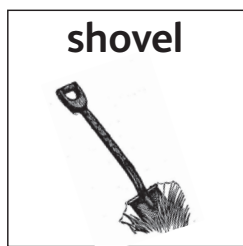
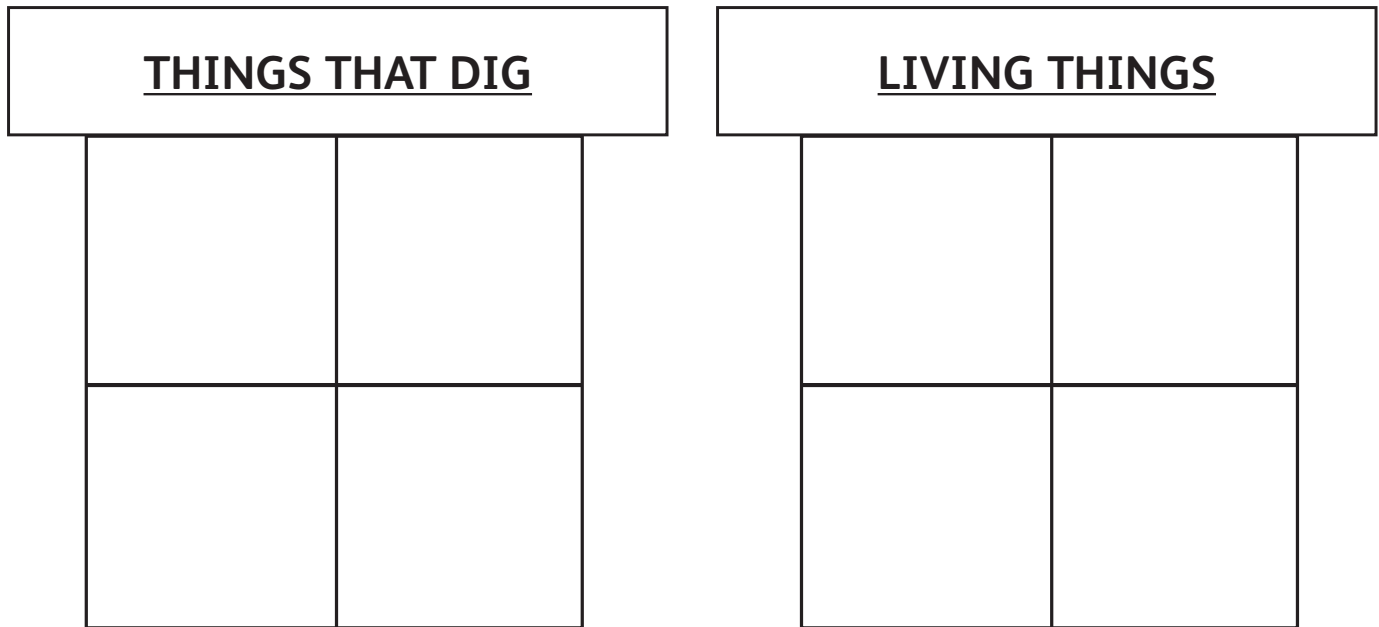
BONUS: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*



Name: _____

THINGS THAT DIG/LIVING THINGS

Think about these two main ideas: THINGS THAT DIG and LIVING THINGS. The author wants to make a list of details about each main idea. Each detail is on a little card. Cut out the cards and sort each by gluing it under the main idea where it belongs. Be careful to read through all of the details before you start gluing. Some cards might belong in either main idea category! When that happens, put that card aside.



Look at the details again. List each detail where it belongs on the Venn diagram on the next page. Which details belong in the middle section? See how they overlap!

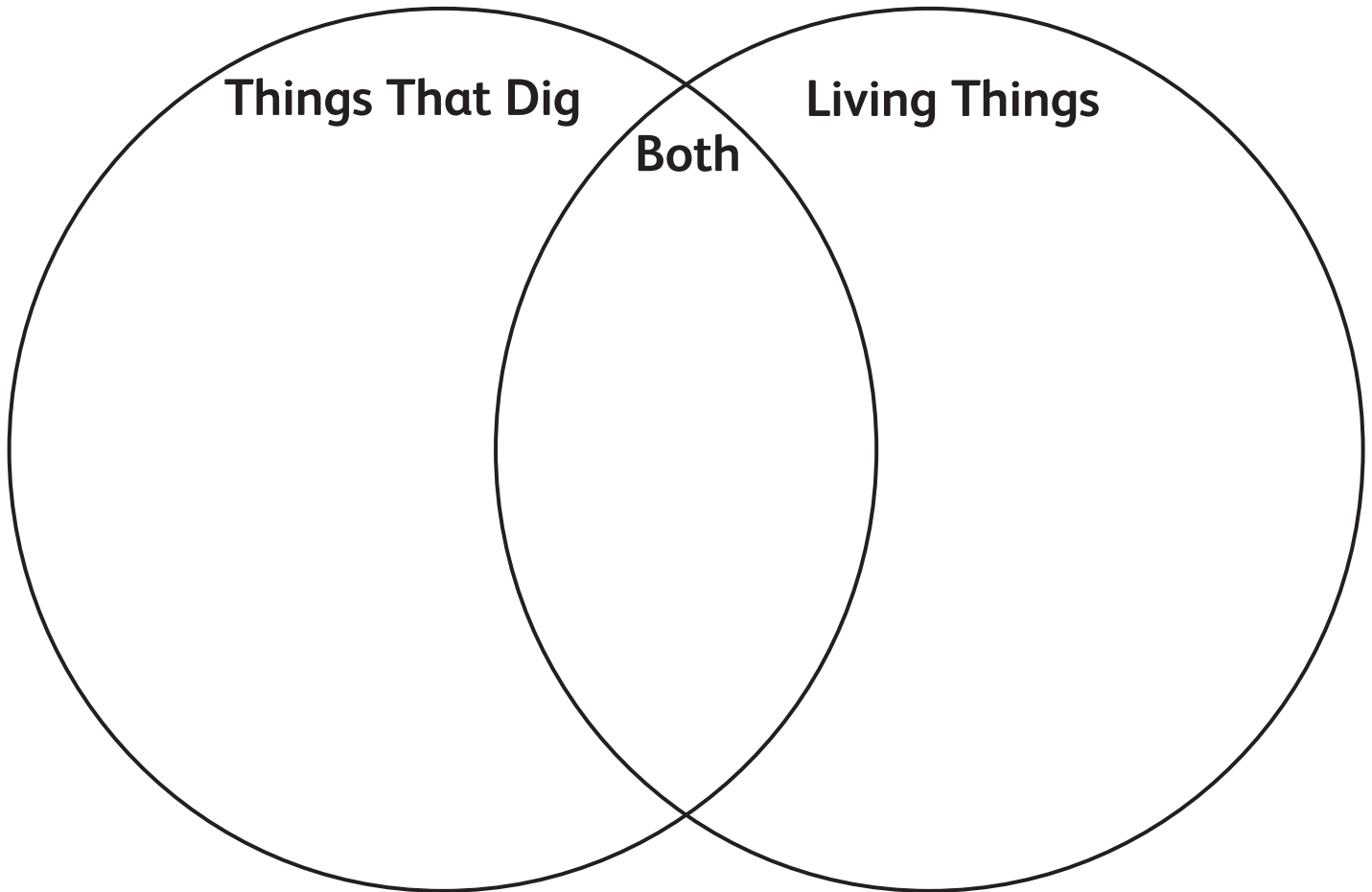


Student Page

Name: _____

SORT & CATEGORIZE (2)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into the area where the circles intersect.



Details:

shovel

tree

dog

backhoe

flower

children in sandbox

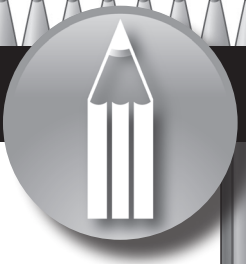
garden spade

fly

spoon

fish

BONUS: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*

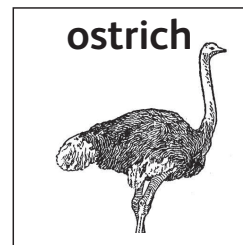
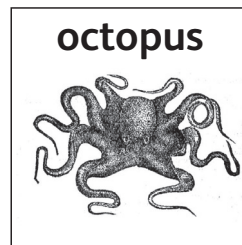
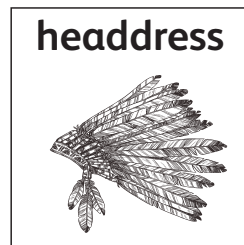
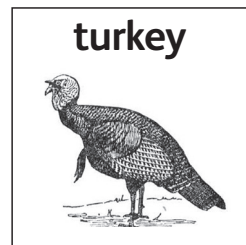
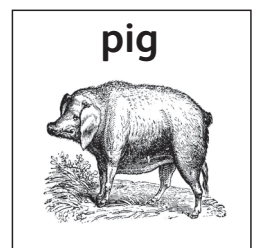
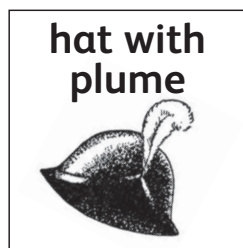
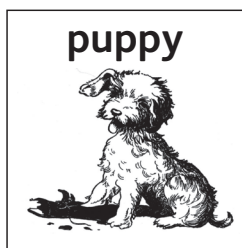
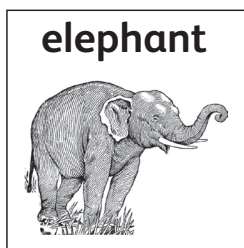
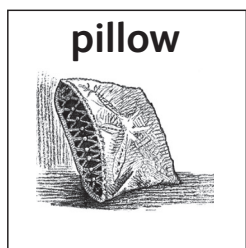


Name: _____

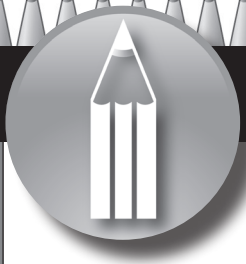
THINGS WITH FEATHERS/LIVING THINGS

Think about these two main ideas: THINGS WITH FEATHERS and LIVING THINGS. The author wants to make a list of details about each main idea. Each detail is on a little card. Cut out the cards and sort each by gluing it under the main idea where it belongs. Be careful to read through all of the details before you start gluing. Some cards might belong in either main idea category! When that happens, put that card aside.

<u>THINGS WITH FEATHERS</u>	<u>LIVING THINGS</u>



Look at the details again. On the next page, list each detail where it belongs on the Venn diagram. Which details belong in the middle section? See how they overlap!

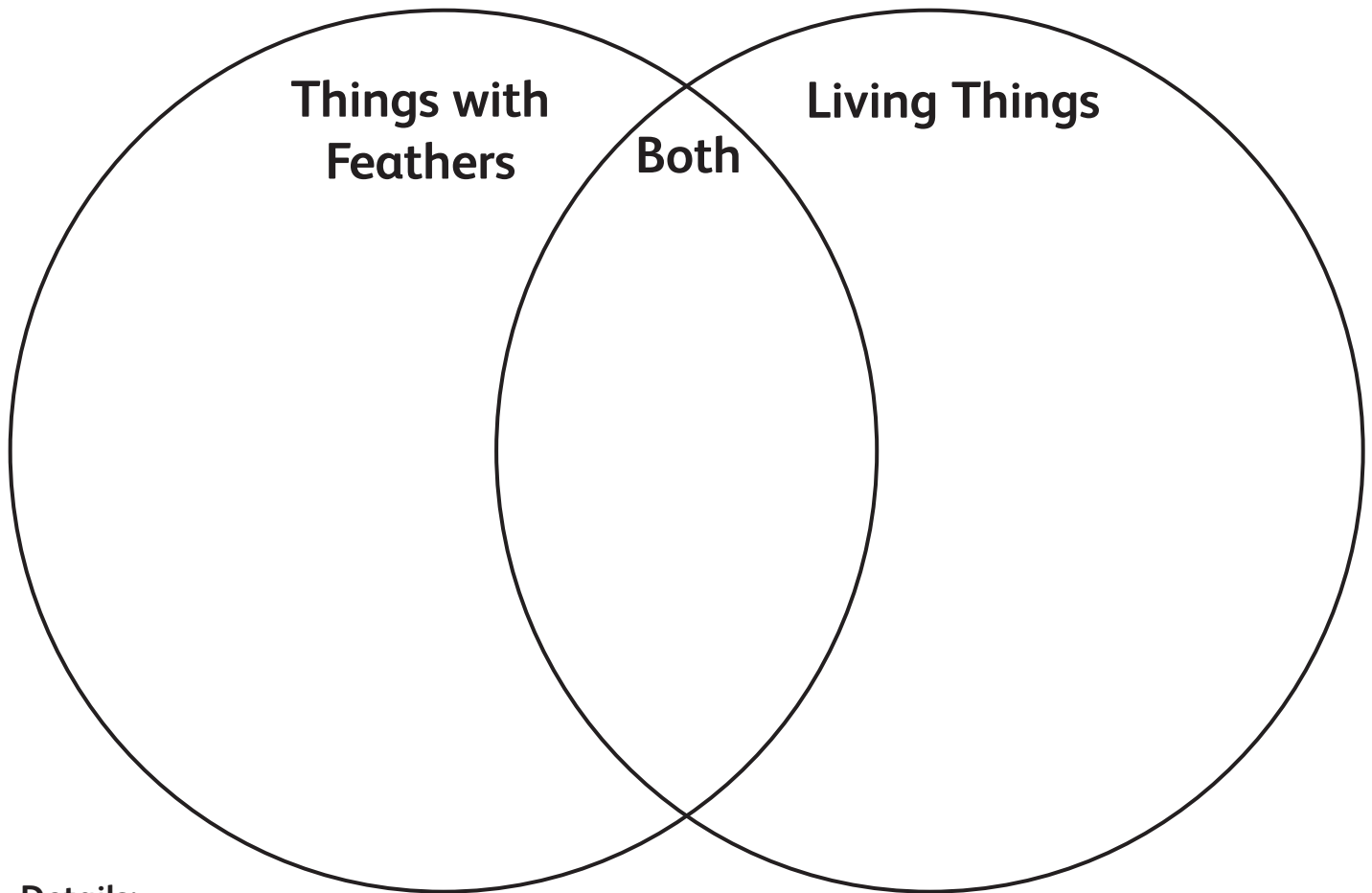


Student Page

Name: _____

SORT & CATEGORIZE (3)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into the area where the circles intersect.



Details:

pillow

elephant

puppy

hat with plume

pig

turkey

headdress

octopus

ostrich

quill pen

BONUS: Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.



Student Page

Name: _____

Tex (1)

Meet Tex. This two-year old German Shepherd is playful, fast and fun!

Tex is very **playful**. He runs fast to catch a ball or a frisbee when you throw it to him. He also likes catching sticks. When he is having fun, he wags his tail and looks like he is smiling.

He is also **fast**. He runs faster than I do. When we go hiking, I get tired before he does. When he was a puppy he used to chase cars, but we trained him not to do that. He still likes to chase squirrels when we play outside.

Tex is very **fun** to play with. He likes to swim. He likes to play fetch with a ball or a stick. He likes to play with me but he also likes playing with other dogs. Sometimes he and I have a tug of war with a stick. I run and he tries to catch me. He is always faster!

If you have a dog, you know how fast and playful they can be. Playing with a dog like Tex is always fun.



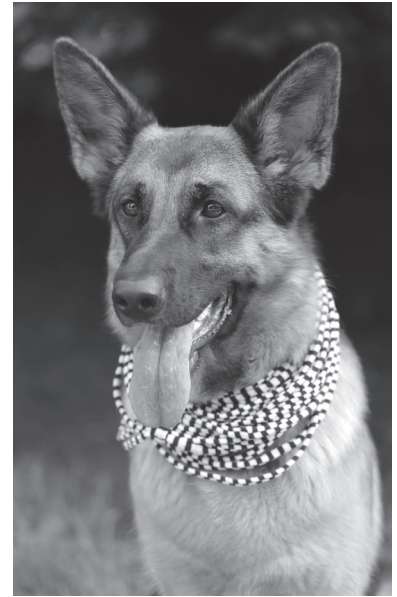


Name: _____

Tex (2)

Meet Tex, my two-year-old German Shepherd. Tex is a great pet. Here are some things you need to know if you would like a large dog like Tex: how to care for him, train him, and play with him.

Caring for Tex is easy. It is important to feed him in the morning and evening. Dogs also need fresh water at all times. Tex has short hair, so he needs to be bathed and combed only about once a month. Twice a year, he has to go to the vet for his shots and a check-up.



Training Tex was not so easy. It took a long time and a lot of treats to teach him to come when he was called. He also needed to learn how to sit and stay. Now that he has learned to come when he is called, sit and stay, we can go hiking together in the woods.

Playing with Tex is not only fun, but also it is important because large dogs need exercise every day. Tex loves to play fetch with balls and catch frisbees. He will jump right into the lake to catch a stick. He also likes having a tug of war and wrestling with other dogs. Tex is strong but always gentle.

Tex is easy to care for and fun to play with. If you take the time to train him, a large dog like Tex makes a wonderful pet.

BONUS: What was the author's purpose? _____

What is the genre of this piece? _____



Student Page

Name: _____

I Love Fall (1)

Fall is the best season of all. It's nice outside, it's fun, and it's really awesome. I will tell you why fall is so great.



I like to **be outside** in the fall. It's so fun to rake leaves and jump in them. My favorite fun time outside is on Halloween. We get to walk around at night trick-or-treating and getting candy. It's awesome to get in a costume and scare people. It's cooler outside, too.

Fall is a **fun** time of year. You get to go back to school and see all your friends. It's awesome to go shopping for school supplies. It's fun to go to the apple orchard or out to the pumpkin farm. It's fun to walk through the pumpkin patch and pick the most awesome pumpkin. Then you can carve a jack-o-lantern!

I think fall is **awesome!** Halloween and Thanksgiving come in fall and I think these holidays are the most fun! You get to play soccer with your team after having the summer off. Plus, it's fun to meet your new teacher.



So that is why I like fall. It's nice outside, it's really fun and awesome. Do you like fall?



Name: _____

I Love Fall (2)

My absolute favorite season is fall! I love going **back to school**, and watching changes in nature. Another reason to adore fall is the special holidays! Let's talk about all the things to love about fall!



In fall I look forward to **going back to school**. After a long summer it's fun to see your school buddies again. It's exciting to meet your new teacher. I love to see how the classroom is decorated. And who doesn't enjoy getting school supplies? It feels good to put new crayons, pencils, and markers in a brand new backpack.

In fall there are many **changes in nature**. I like seeing the leaves turn colors and fall. It's fun to rake the autumn leaves into a pile and jump in! The cooler fall nights are a nice change after the hot summer days. I enjoy watching animals get ready for winter. Squirrels collect nuts and bury them. It gets dark earlier and it's nice to go inside and light a fire in the fireplace.

Autumn holidays are my favorites! In October it's Halloween! We get to dress up and go trick-or-treating. I like nothing better than to make my costume and eat candy for the next week! Then in November it's Thanksgiving. The whole family gets together to eat turkey and all the fixings. We watch the parade on TV and then watch football. It is so much fun!



See why fall is my favorite season? I love going back to school. It's fun watching the changes in nature. And, fall holidays are the best! How do you feel about fall?



Name: _____

MAIN IDEAS/REASONS - DON'T OVERLAP THEM! (1)

Read the summary in the box below. Write a "blurb" next to each main idea/reason sentence.

TOPIC: HAVING A DOG

MAIN IDEA SENTENCES:

BLURB:

MAIN IDEA #1: A dog needs many supplies. _____

MAIN IDEA #2: Be sure to train your dog to behave. _____

Read each detail sentence below. Which MAIN IDEA does each sentence belong with? Write MAIN IDEA 1 OR 2 next to each sentence. If the detail can fit with **both** MAIN IDEAS, write **both** MAIN IDEA numbers on the blank!

DETAIL SENTENCES:

MAIN IDEA(S):

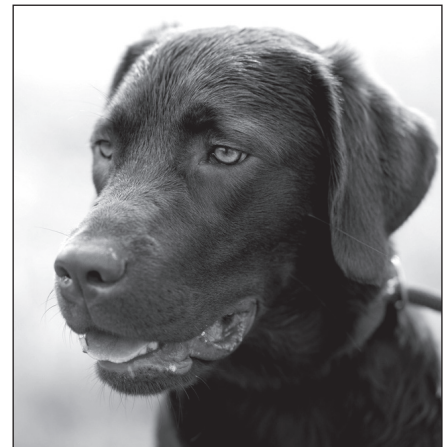
Give your dog bowls for food and water. _____

Every dog needs a collar and leash. _____

A well-trained dog will sit and stay. _____

Buy dog food for your pup to keep him healthy. _____

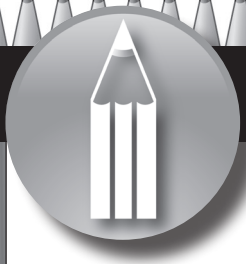
It's fun to teach your dog to do tricks! _____



Discuss with your class:

Is this informational or opinion writing?

Are the main ideas distinct? How do you know?



Student Page

Name: _____

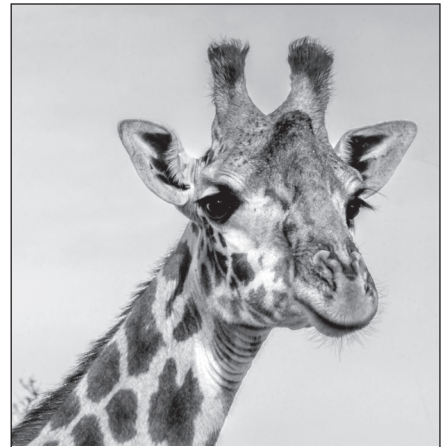
MAIN IDEAS/REASONS - DON'T OVERLAP THEM! (2)

Read the summary in the box below. Write a "blurb" next to each main idea/reason sentence.

TOPIC: AT THE ZOO	
<u>MAIN IDEA SENTENCES:</u>	<u>BLURB:</u>
MAIN IDEA #1: There are many animals to see.	_____
MAIN IDEA #2: Look at the animal habitats.	_____
MAIN IDEA #3: The zoo is great.	_____

Read each detail sentence below. Which MAIN IDEA does each sentence belong with? Write MAIN IDEA 1 or 2 or 3 next to each sentence. If the detail can fit with **both** MAIN IDEAS, write **both** MAIN IDEA numbers on the blank!

<u>DETAIL SENTENCES:</u>	<u>MAIN IDEA(S):</u>
It's great to walk in the rain-forest habitat.	_____
The zoo has giraffes and zebras.	_____
There's a great gift shop there.	_____
Our group saw a baby gorilla.	_____
The lion pit had tall grass and big rocks.	_____



Discuss with your class:
 Is this informational or opinion writing?
 Are the main ideas distinct? How do you know?
 Which main idea is too broad?



Name: _____

MAIN IDEAS/REASONS - DON'T OVERLAP THEM! (3)

Read the summary in the box below. Write a "blurb" next to each main idea/reason sentence.

TOPIC: OUTDOOR WINTER FUN

MAIN REASON SENTENCES:

MAIN REASON #1: Sledding down a big hill is exciting!

MAIN REASON #2: I love being out in the snow.

MAIN REASON #3: Let's build a snow fort.

BLURB:

Read each detail sentence below. Which MAIN REASON does each sentence belong with? Write MAIN REASON 1 or 2 or 3 next to each sentence. If the detail can fit with **both** MAIN REASON, write **both or all** MAIN REASON numbers on the blank!

DETAIL SENTENCES:

MAIN IDEA(S):

I love building my snow fort against the back porch.

Fluffy light snow is perfect for sledding.

My friends and I make snow bricks for the wall of our fort.

Zooming on your sled with a friend is a blast.

A snow fort is the best place for a snowball fight.

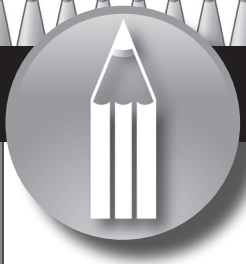


Discuss with your class:

Is this informational or opinion writing?

Are the main reasons distinct? How do you know?

Which main reason is too broad?



Student Page

Name: _____

MAIN IDEAS/REASONS - DON'T OVERLAP THEM! (4)

Read the summary in the box below. Write a "blurb" next to each main idea/reason sentence.

TOPIC: THE CARNIVAL

MAIN IDEA SENTENCES:

MAIN IDEA #1: At the carnival there are lots of rides.

MAIN IDEA #2: You can buy food at the carnival.

MAIN IDEA #3: Carnivals always have games.

BLURB:

Read each detail sentence below. Which MAIN IDEA does each sentence belong with? Write MAIN IDEA 1 or 2 or 3 next to each sentence. If the detail can fit with **both** MAIN IDEAS, write **both** MAIN IDEA numbers on the blank!

DETAIL SENTENCES:

MAIN IDEA(S):

There's a booth selling pink, fluffy cotton candy.

If you toss a penny in a can you win a stuffed animal.

My dad always buys me a hot dog at the carnival.

The Ferris wheel is a popular ride.

Spin the wheel and if your number comes up, you win!

Lots of kids ride the merry-go-round.



Discuss with your class:

Is this informational or opinion writing?

Are the main ideas distinct? How do you know?



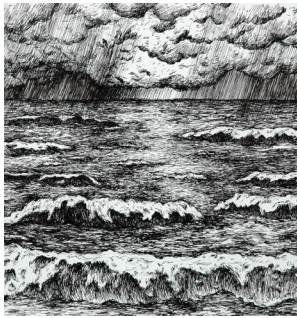
Student Page

Name: _____

MATCHING BLURBS TO MAIN IDEA SENTENCES

Authors begin with a *summarizing framework* that lists the topic and main idea blurbs they want to write about. Look at the summarizing frameworks below. Then, draw a line connecting each main idea blurb to the matching main idea sentence.

TOPIC: Weather



MAIN IDEA #1: Sunshine

MAIN IDEA #2: Rain Clouds

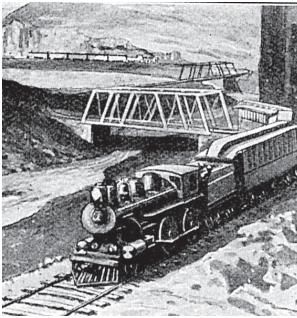
MAIN IDEA #3: Lightning & Thunder

Have you ever wondered what causes the flash of lightning and roar of thunder?

If you see some dark nimbus rain clouds in the sky, take out your umbrella!

Plants all need sunshine in order to grow.

TOPIC: Transportation



MAIN IDEA #1: Land travel

MAIN IDEA #2: Water travel

MAIN IDEA #3: Air travel

People have been crossing oceans, lakes, and rivers for thousands of years.

There are many ways to travel on land.

The first passenger flight happened in 1914 – more than 100 hundred years ago.

TOPIC: Water



MAIN IDEA #1: Living things

MAIN IDEA #2: Power

MAIN IDEA #3: Pollution

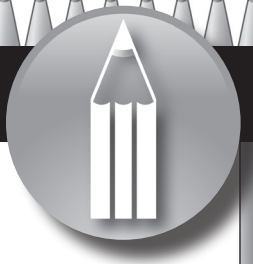
MAIN IDEA #4: Droughts

When water is polluted, people and animals get sick.

All living things need water to survive.

When it doesn't rain for a long time, it causes a drought.

Water can be used to create energy or power.



Name: _____

PICK THE STRONGER MAIN IDEA SENTENCE!

Main idea sentences shouldn't be boring! They should grab the reader's interest and make them want to read on! Read each pair of main idea sentences. Cross out the one that is BORING! Then, write the blurb on the line that tells what the main idea/reason is.

1. I am going to tell you about how poison ivy makes you itch.

If you feel like you want to tear your skin off because of an itchy, red rash, you probably have poison ivy! _____

2. If you're dying for the latest video game or maybe a new bike, why not begin saving your money to buy it?

It is good to save your money. _____

3. I love ice cream a whole lot, don't you?

There's nothing more delicious than the sweet, frozen treat we call ice cream.

4. There are lots of different kinds of landforms.

Landforms shape the surface of the Earth in hundreds of ways.



Name: _____

BORING! REVISE! (1)

Read this author's prewriting plan and the main reason sentences for an opinion piece. Notice the boring, redundant sentences and lack of variety. Each sentence begins the same way.

TOPIC: WINTER

MAIN REASON #1: Snow

One reason why winter is the best season is because that's when it snows.

MAIN REASON #2: Winter Holidays

Another reason why winter is the best season is because of the winter holidays to enjoy.

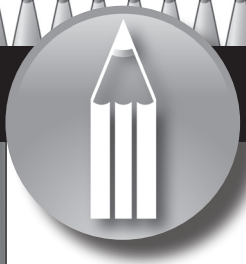
This kind of writing does not spark the reader's attention or make them want to agree with the author. Using the sentence starters below, see if you can rewrite these sentences to make them more interesting.

SNOW:

WINTER HOLIDAYS:

Sentence Starters:

- Look outside to spot _____.
- Don't you just love _____?
- Most kids enjoy _____.
- You will surely agree _____.
- I can never wait until _____.



Student Page

Name: _____

BORING! REVISE! (2)

Read this author’s prewriting plan and the main reason sentences for an opinion piece. Notice the boring, redundant sentences and lack of variety. Each sentence begins the same way.

TOPIC: MY BEST FRIEND PAT

MAIN REASON #1: Plays games I like Pat because she plays games with me.

MAIN REASON #2: Keeps secrets I like Pat because she can keep a secret.

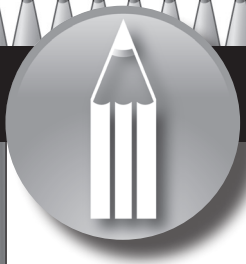
This kind of writing does not spark the reader’s attention or make them want to agree with the author. Using the sentence starters below, see if you can rewrite these sentences to make them more interesting.

PLAYING GAMES:

KEEPING SECRETS:

Sentence Starters:

- It’s so much fun to _____.
- Together we enjoy _____.
- I appreciate that _____.
- I can count on her to _____.
- Imagine the fun of _____.



Student Page

Name: _____

SENTENCE VARIETY AND WORD REFERENTS (1)

Think of 4 different word referents that describe lions.



Adjectives

Nouns

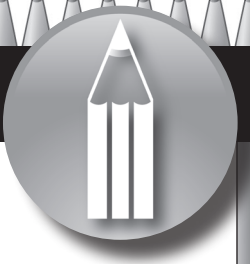
Now, write 2 sentences about lions using the words referents from your list, above.

1. _____

_____ .

2. _____

_____ .



Name: _____

SENTENCE VARIETY AND WORD REFERENTS (2)

Think of 4 different word referents that describe ice cream.



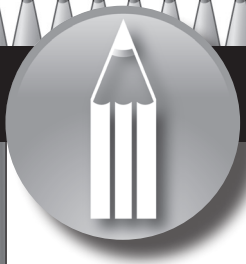
Adjectives

Nouns

Now, write 2 sentences about ice cream using the words referents from your list, above.

1. _____
_____ .

2. _____
_____ .



Student Page

Name: _____

SENTENCE VARIETY AND WORD REFERENTS (3)



Think of 4 different word referents that describe **a rose**.

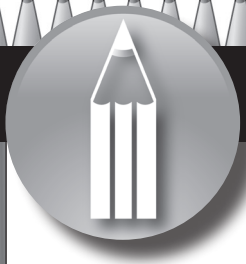
Adjectives

Nouns

Now, write 2 sentences about roses using the words referents from your list, above.

1. _____

2. _____



Student Page

Name: _____

MAIN IDEA/REASON BLURBS INTO SENTENCES (1)

Look at the PILLAR FRAMEWORK for INFORMATIONAL WRITING. See how the author has used it to create a prewriting plan. Help the author by writing a complete MAIN IDEA SENTENCE for each main idea listed on the pillar.

TOPIC: Going on a picnic

Introduction: Lead/Topic Sentence

MAIN IDEA #1: Things to Bring

Detail

Detail

Detail

Detail

MAIN IDEA #2: Choose a Spot

Detail

Detail

Detail

Detail

MAIN IDEA #3: Play Games

Detail

Detail

Detail

Detail

CONCLUSION

Sentence Starter Suggestions:

- It is important to _____.
- You will enjoy your picnic more if _____.
- At the park, _____.
- Be sure to _____.
- Give yourself time to choose _____.
- Don't forget _____.



Name: _____

MAIN IDEA/REASON BLURBS INTO SENTENCES (2)

Look at the PILLAR FRAMEWORK for OPINION WRITING. See how the author has used it to create a prewriting plan. Help the author by writing a complete MAIN REASON SENTENCE for each main reason listed on the pillar.

TOPIC: The Playground of My Dreams

Introduction: Lead/Opinion Statement

MAIN REASON #1: Swings

Detail	Detail
Detail	Detail

MAIN REASON #2: Jungle Gym

Detail	Detail
Detail	Detail

MAIN REASON #3: Climbing Wall

Detail	Detail
Detail	Detail

CONCLUSION

Sentence Starter Suggestions:

- My friends would enjoy _____.
- All of the neighborhood kids will _____.
- Without a doubt _____.
- You can _____.
- Who wouldn't love _____?
- No playground is complete without _____.



Student Page

Name: _____

MAIN IDEA/REASON BLURBS INTO SENTENCES (3)

Look at the PILLAR FRAMEWORK for OPINION WRITING. See how the author has used it to create a prewriting plan. Help the author by writing a complete MAIN REASON SENTENCE for each main reason listed on the pillar.

TOPIC: Art Supplies

Introduction: Lead/Opinion Statement

MAIN IDEA #1: Crayons

Detail

Detail

Detail

Detail

MAIN IDEA #2: Paint

Detail

Detail

Detail

Detail

MAIN IDEA #3: Paper

Detail

Detail

Detail

Detail

CONCLUSION

Sentence Starter Suggestions:

- Every young artist needs _____.
- It's important to have _____.
- Artists like to use _____.
- A really important art supply is _____.
- Be sure to always have _____.
- No artist wants to be without _____.



Name: _____

THE MISSING MAIN IDEA (1)

Read the paragraph below. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a BLURB in the margin. Then, write a MAIN IDEA SENTENCE on the line above the paragraph.

MAIN IDEA SENTENCE:

These black and white bears weigh up to 300 pounds! They stand 4 to 5 feet tall. They have white furry faces with black spots around their eyes and ears. Each panda's black and white patches are a little different.

Think about it – if this paragraph is a part of an informational essay, what do you think the *TOPIC* is? Circle all that would make sense. Put a star (*) next to your best choice.

Black and White Animals

House Pets

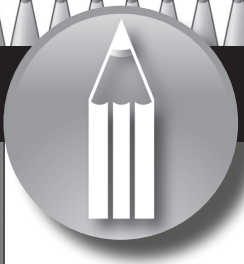
Bears

Panda Bears

School Supplies

Birds





Student Page

Name: _____

THE MISSING MAIN IDEA (2)

Read the paragraph below. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a BLURB in the margin. Then, write a MAIN IDEA SENTENCE on the line above the paragraph.

MAIN IDEA SENTENCE:

If you are very quiet you might spot a deer. Small animals like rabbits and squirrels also make the forest their home. You might see a red fox or a coyote hunting. There are other animals you might not see. Raccoons and possums only come out at night. Snakes hide under rocks and logs.

Think about it – if this paragraph is a part of an informational essay, what do you think the *TOPIC* is? Circle all that would make sense. Put a star (*) next to your best choice.

Animals

The Library

Forest Habitat

Hiking

Toys

Fish





Name: _____

THE MISSING MAIN REASON

Read the paragraph below. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a BLURB in the margin. Then, write a MAIN REASON SENTENCE on the line above the paragraph.

MAIN REASON SENTENCE:

It's fun to set up the game on the kitchen table. Your whole family can play. My favorite is called "SORRY!" It's fun to slide and knock the other players off the board. My brothers and I also love "Chutes and Ladders" and "Monopoly." We played "Candy Land" since we were little. People of all ages can play checkers.

Think about it – if this paragraph is a part of an informational essay, what do you think the *TOPIC* is? Circle all that would make sense. Put a star (*) next to your best choice.

Baseball

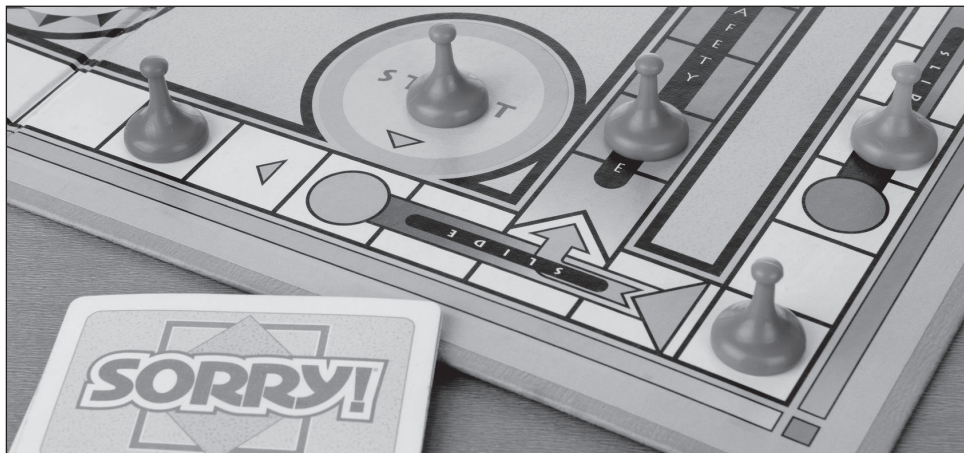
Family Fun

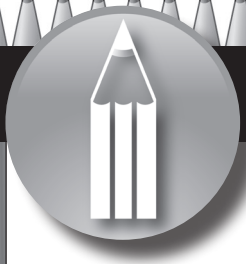
Playing Together

Watching TV

Board Games

Reading





Student Page

Name: _____

IDENTIFYING MAIN IDEAS/REASONS WITHIN A PROMPT (1)

Read this prompt/assignment. Circle the topic. Underline the two main ideas/reasons.

Think about your house or apartment. Write about your room.
Describe what's in the room and what you do there.

Fill in the blanks in the prewriting plan below.



YOUR TOPIC:

MAIN IDEA #1:

MAIN IDEA #2:

Discuss this with your class:

Do you think this assignment is informational or opinion? Why?



Name: _____

IDENTIFYING MAIN IDEAS/REASONS WITHIN A PROMPT (2)

Read this prompt/assignment. Circle the topic. Underline the two main ideas/reasons.

If you could have a pet, would you prefer a dog or a cat? Write an essay describing a dog or cat, and explain why this pet is best.

Fill in the blanks in the prewriting plan below.



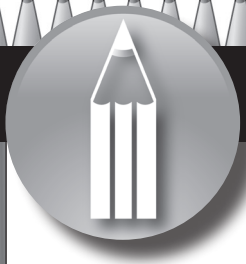
YOUR TOPIC:

MAIN REASON #1:

MAIN REASON #2:

Discuss this with your class:

Do you think this assignment is informational or opinion? Why?



Student Page

Name: _____

IDENTIFYING MAIN IDEAS/REASONS WITHIN A PROMPT (3)

Read this prompt/assignment. Circle the topic. Underline the two main ideas/reasons.

Think about how kids spend time at the beach. Write a piece describing one water activity and one activity you can do in the sand.

Fill in the blanks in the prewriting plan below.



YOUR TOPIC:

MAIN IDEA #1:

MAIN IDEA #2:

Discuss this with your class:

Do you think this assignment is informational or opinion? Why?



Student Page

Name: _____

TURNING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read each question. Fill in the blanks so that the answer is in a complete sentence. Read the response to check yourself!

1. What animal is that?

That animal is a

_____ .

2. What is the seal balancing?

The seal is balancing a

_____ .

3. Where is the ball?

The ball is on the seal's

_____ .

4. What is on the seal's head?

On the seal's head there is a

_____ .

5. What is the seal's name?

The seal's name is

_____ .



BONUS: Color in the picture of Sammy the Seal. Write a complete sentence about Sammy the Seal on the lines below.



Name: _____

TURNING QUESTIONS INTO RESPONSES (2)

DIRECTIONS: Read each question. Fill in the blanks so that the answer is in a complete sentence. Read the response to check yourself!

1. What big animal is that?

That big animal is

_____.

2. What is the giraffe eating?

The giraffe is

_____.

3. What is in the tree?

A bird is

_____.

4. What is under the tree?

A snake is

_____.

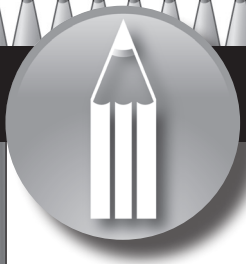
5. What is the giraffe covered in?

The giraffe is

_____.



BONUS: Color in the picture of the giraffe. Write at least one complete sentence about the picture on the lines below.



Student Page

Name: _____

TURNING QUESTIONS INTO RESPONSES (3)

DIRECTIONS: Read each question. Fill in the blanks so that the answer is in a complete sentence. Read the response to check yourself!



1. What vehicle is first in line?

A sports car is _____.

2. What is behind the sports car?

A truck is _____.

3. What follows the truck?

A motorcycle _____.

4. Why are they stopped?

They are stopped _____.

5. Which vehicle do you like best?

I like _____.

BONUS: Write at least one complete sentence about your favorite vehicle and color it in.

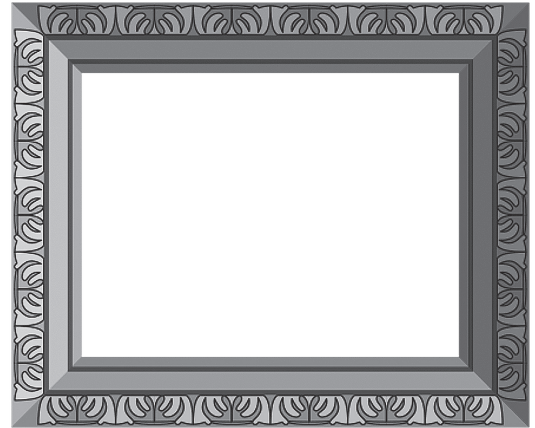


Name: _____

TURNING QUESTIONS INTO RESPONSES (4)

DIRECTIONS: Read each question. Fill in the blanks with a **complete sentence**. Read the response to check yourself!

ALL ABOUT YOU!



1. What is your name?

_____.

2. What is your teacher's name?

_____.

3. What is your favorite book?

_____.

4. How many years old are you?

_____.

5. What is your favorite food?

_____.

BONUS: Write at least one complete sentence telling about something you're good at. Then draw your face in the picture frame at the top of the page.



Name: _____

TURNING READING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read the informational paragraph below. Underline the MAIN IDEA SENTENCE. Write a BLURB in the margin. Then answer each question with a complete sentence.

Do you know what a penguin looks like? These black and white birds have small wings because they do not fly. Their small wings are called flippers. Flippers help penguins swim. Penguins have short legs and webbed feet. Like all birds, penguins have a pointy bill. Penguins are covered in tiny feathers.

What is this text all about?

This text _____.

What color are penguins?

Penguins are _____.

What are their wings called?

Their wings _____.

What kind of feet do these swimmers have?

These swimmers have _____.

What are penguins covered in?

Penguins are _____.

On another paper draw a *diagram* of a penguin. Label the parts.



Student Page

Name: _____

TURNING READING QUESTIONS INTO RESPONSES (2)

DIRECTIONS: Read the informational paragraph below. Underline the MAIN IDEA SENTENCE. Write a BLURB in the margin. Then answer each question with a complete sentence. Begin your sentence with the underlined words in the question.

Most people enjoy seeing a rainbow. Rainbows form in rainy or foggy weather. When light shines through water drops in the sky a rainbow forms. Most of us think a rainbow is an arc in the sky, but it is really a full circle. We just can't see the part of the circle that shines over the ground. Rainbows are red, orange, yellow, green, blue, indigo, and violet.

What is this text all about?

_____.

When do rainbows form?

_____.

Is a rainbow an arc or a full circle?

_____.

What colors do rainbows include?

_____.

On another paper draw a rainbow. Be sure to put the colors in the right order.



Name: _____

TURNING READING QUESTIONS INTO RESPONSES (3)

DIRECTIONS: Read the informational paragraph below. Underline the MAIN IDEA SENTENCE. Write a BLURB in the margin. Then answer each question with a complete sentence.

Nocturnal animals come out at night. During the day they sleep. One reason they sleep during the day is to keep away from predators. Others sleep when the hot sun is up to stay cool. Skunks, possums, bats, and owls are all nocturnal.

What is this text all about?

When are nocturnal animals active?

When do these creatures sleep?

What is one reason they sleep during the day?

Name two examples of nocturnal animals?

On the back of this page draw a nocturnal animal.



Name: _____

USING INFORMATIONAL VERBS IN RESPONSE TO TEXT (1)

DIRECTIONS: After you read and analyze the text titled Owls, explain, in writing, what the text is all about. Fill in the blanks with the TOPIC and MAIN IDEAS. Circle the informational verbs.



This text focuses on _____ . The author describes
TOPIC

_____ . The reader also
MAIN IDEA #1

learns about _____ .
MAIN IDEA #2

Here's another example using different informational verbs. Fill it in and circle the informational verbs!

This piece of writing is all about _____ . The
TOPIC

reader finds out about _____ and
MAIN IDEA #1

discovers many new things about _____ .
MAIN IDEA #2

<u>Informational Verbs</u>				
reads about	learns about	describes	discovers	explains
focuses on	highlights	illustrates	examines	understands
is all about		explores		finds out about

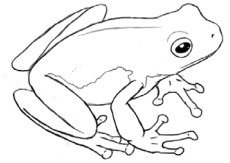


Student Page

Name: _____

USING INFORMATIONAL VERBS IN RESPONSE TO TEXT (2)

DIRECTIONS: After you read and analyze the text titled Frogs, explain, in writing, what the text is all about. Fill in the blanks with the TOPIC and MAIN IDEAS. Circle the informational verbs.



This text examines _____ . It focuses on
TOPIC

MAIN IDEA #1

The author also
explains _____ .
MAIN IDEA #2

Here's another example using different informational verbs. Fill it in and circle the informational verbs!

This text explores the world of _____ .
TOPIC

The author describes _____ and
MAIN IDEA #1

we find out about _____ .
MAIN IDEA #2

<u>Informational Verbs</u>				
reads about	learns about	describes	discovers	explains
focuses on	highlights	illustrates	examines	understands
	is all about	explores		finds out about



Name: _____

USING INFORMATIONAL VERBS IN RESPONSE TO TEXT (3)

DIRECTIONS: After you read and analyze the text titled Toads, explain, in writing, what the text is all about. Fill in the blanks with the TOPIC and MAIN IDEAS. Circle the informational verbs.



This piece of writing is all about _____.

TOPIC

We learn _____ and we also

MAIN IDEA #1

discover _____.

MAIN IDEA #2

Here's another example using different informational verbs. Fill it in and circle the informational verbs!

In this text the author highlights information about _____.

TOPIC

The reader learns _____ and finds out

MAIN IDEA #1

_____.

MAIN IDEA #2

Informational Verbs

reads about

learns about

describes

discovers

explains

focuses on

highlights

illustrates

examines

understands

is all about

explores

finds out about

BONUS: On another page write a summary paragraph on your own using informational verbs with the topic and main ideas!