

# First Big Book of the Ocean



## RIF EXTENSION ACTIVITIES FOR EDUCATORS

### THINK-TAC-TOE ACTIVITY OPTIONS

- ◆ Individual students can choose an activity to complete.
- ◆ Student pairs or cooperative groups can work together on a choice of their own.
- ◆ Educator can assign an activity for an individual, pairs, or groups.

<p style="text-align: center;"><b>WHO KNEW?</b></p> <p>Choose 4 words from the text that are new or unfamiliar to you. Fold your paper into 4 squares. In each square, list one of the words, the definition, the definition in <i>your own words</i>, and a sentence using the word.</p>	<p style="text-align: center;"><b>NO MORE CAPTIONS!</b></p> <p>Book publishers have decided that it costs too much to print captions! Write a persuasive letter to book publishers telling them why captions are important. Give at least 3 reasons why nonfiction books should have captions.</p>	<p style="text-align: center;"><b>INDEX IT!</b></p> <p>Choose a topic that interests you. Create your own index page for the topic from an imaginary book. You can make up the page numbers, but be sure the words you list on the index page fit with the topic you choose. You can use a nonfiction text as a guide.</p>
<p style="text-align: center;"><b>FIND IT AND FOLD IT!</b></p> <p>Choose 4 words from the text. Fold your paper in half lengthwise. Cut 3 slits on 1 side; cut up to the fold in the paper to make 4 “flaps.” Write 1 word on the outside of each flap. Under the flap, write the word’s definition and use it in a sentence. On the back of each flap, illustrate the word.</p>	<p style="text-align: center;"><b>A HELPING HAND</b></p> <p>Pretend your class has a new student who has trouble making predictions about the content of nonfiction texts. Write a short letter to that student explaining how using the title, cover, and contents page can help them make predictions. Give examples from nonfiction books you’ve read.</p>	<p style="text-align: center;"><b>IF YOU KNOW IT, BE A POET!</b></p> <p>Choose a text feature from the nonfiction text features list. Create an <i>acrostic poem</i> to describe that feature and how it helps you understand what you are reading.</p>
<p style="text-align: center;"><b>CUBE TOSS</b></p> <p>Choose 6 words to write on a blank cube. With a partner, take turns rolling the cube. For each word you roll, say it, define it, and use it in a sentence.</p>	<p style="text-align: center;"><b>ORGANIZE YOUR FINDINGS</b></p> <p>Create 3 columns. Fill in each with the following information:  <i>Column 1:</i> Choose 3 subjects you want to learn more about.  <i>Column 2:</i> Write the page numbers where you can find the information.  <i>Column 3:</i> Write 1 fact you learned about each subject.</p>	<p style="text-align: center;"><b>COMPARE IT!</b></p> <p>Use a Venn diagram to compare the <b>table of contents</b> to the <b>index</b> of a nonfiction text. What information does each one contain? How do you use each one?</p>