



**Grade 4**

# **Workstation Activity Cards**

**with Leveled Activities**



**Reading**



**Phonics/  
Word Study**



**Writing**



**Science/  
Social Studies**



**Mc  
Graw  
Hill**

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## Genre: Fiction



- Read a realistic fiction selection.
- After you finish reading it, draw a picture of an event that you would add to turn the story into science fiction. Label the picture.
- Exchange pictures with a partner and discuss the added changes.

### You need

- > paper
- > pencils, crayons, or markers
- > realistic fiction



## Genre: Fiction

- Choose a realistic fiction selection.
- As you read it, pay attention to the elements that make it realistic. After you've read the story, rewrite the beginning to make the story into a fantasy.
- Exchange papers with a partner and discuss your changes to the selection. To read more go to the Genre Study passages at the Web address on the front of this card.



### You need

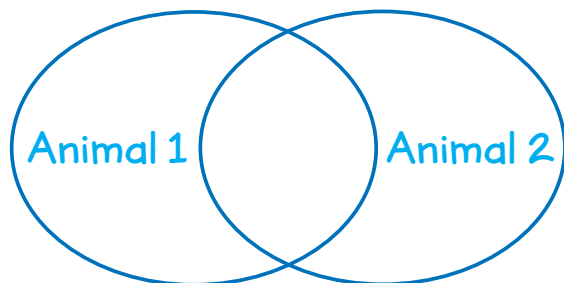
- > paper
- > pencils
- > realistic fiction



# Genre: Informational Text



## READING



- Read an informational text about animals that share an ecosystem.



- Identify the way the information is presented. Does it compare and contrast ideas, explain events in sequence, give causes and effects, or discuss solutions to problems?

- Use details from the text to support your conclusion. To read more go to the classroom library.

### You need

- > informational text
- > pencil and paper



## Genre: Expository



- Pick an expository text about ocean animals.
- After you read, draw two of the animals. Label how the animals are alike and different.
- To read more, go to the classroom library.

### You need

- > paper
- > pencils, crayons, or markers
- > expository text



## Genre: Expository

- Read an expository text about natural disasters.
- Choose two natural disasters from the text, and create a Venn diagram to compare and contrast them.
- Use your diagram as reference to write a paragraph to compare and contrast the two things.
- To read more, go to the classroom library.



### You need

- > paper
- > pencils
- > expository text





## Genre: Drama

Acts, Scenes,  
Settings

Dialogue

Stage  
Directions

- Read a play in the classroom library or go to Reader's Theater resources online.
- Label 3 note cards as shown. On the correct card, respond to the following:
  - How is the text of the play divided? What is different about each section?
  - Identify the traits of two of the characters based on their dialogue.
  - What do you learn from the stage directions?
- Compare plays with a partner.

### You need

- > short play
- > note cards
- > pencil and paper





## Genre: Drama

Main Character



smart, helpful, kind


- Read a play from the classroom library. Think about what the main character is like. What are some things that the character says during the play?
- Draw the main character. Add a caption. Exchange pictures with a partner and discuss the plays.

### You need

- > paper
- > pencils, crayons, or markers
- > book of plays



## Genre: Drama

- Read a short play from your classroom library.
- Summarize the plot of the play in a few sentences.
- Discuss with a partner: 
  - How did the dialogue contribute to the plot?
  - What would happen if there were no stage directions?
  - If you added another scene, what would it be about?

### You need

- > paper
- > pencils
- > short play





## Genre: Poetry



- Choose a poem from the Genre Study passages online or from the classroom library.



- Describe the poem by writing responses to the following:
  - What feelings does it express?
  - What figurative language does it have?
  - Are the lines grouped in stanzas?
  - Find any end rhymes.
  - Identify the meter, if any.

### You need

- > poem
- > paper, pencil or pen



## Genre: Poetry

fingers like tree branches



- Read a poem. Think about the images in the poem. Is there a phrase that creates a picture in your mind?
- Draw a picture of an image from the poem. Label it with the phrase. Share your picture with a partner.



20  
Minutes

### You need

- > paper
- > pencils, crayons, or markers
- > classroom library

## Genre: Poetry

- Read a poem from the classroom library.
- As you read the poem, think about how it is organized.
  - How many lines are in each stanza?
  - Does it rhyme?
  - What is the message of the poem?
- Write another stanza for the poem. When you finish, exchange papers with your partner.



20  
Minutes

### You need

- > paper
- > pencils
- > classroom library






## Fluency

Reading with fluency means reading accurately with appropriate phrasing and expression.



- Choose a passage from a selection you have already read.
- With a partner, echo read or choral read the passage. 
- Now read the passage aloud on your own. Have your partner give you feedback. Do the same for your partner.
- Tell each other how you improved.

### You need

- > reading selection



## Expression



- Choose a paragraph from a selection you have already read.
- Take turns reading the sentences aloud with expression.
- Read the paragraph three times. Each time, vary the pitch of your voice. What sounds the best?

### You need

> paragraph



## Fluency

- Choose a passage from your Practice Book.
- With a partner, read the passage three times, concentrating on your phrasing.
- Each time you read the passage, change your phrasing. When you finish, discuss with your partner how the phrasing helped or hurt your understanding of what was being read.

### You need

> Practice Book





## Fluency: Reader's Theater



- Choose a play from the Reader's Theater resources online.
- Assign one of the characters to each member of your group. Read the play aloud. Pay attention to accuracy, phrasing, expression, and intonation.
- Discuss how well you read. Then read the play again. Tell how the adjustments you made improved the second reading.



### You need

- Reader's Theater Resources online

