



Grade 6

Workstation Activity Cards

with Leveled Activities



Reading



**Phonics/
Word Study**



Writing



**Science/
Social Studies**

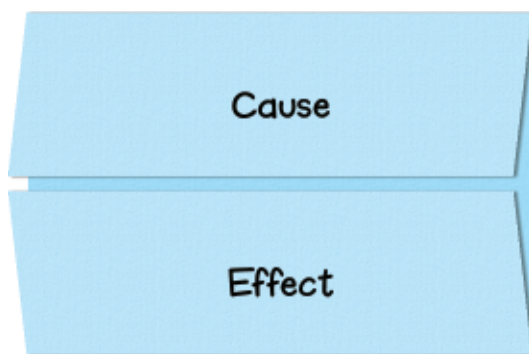


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Text Structure: Cause and Effect



- Choose an informational text you read about a scientific discovery or an event in history.
- Reread the text. Ask questions such as “What happened as a result?” and “What caused that?” to identify cause-and-effect relationships among events.

-  Make four Shutter Foldables® as shown. Inside the Effect flap on one, write an event that happened as a result of another. Your partner should then write the cause inside the Cause flap.

- Alternate roles for the other Foldables®.

You need

- > informational text about a science or history topic
- > Shutter Foldables®
- > pencils or pens



Showing Cause and Effect

When an event is the **cause** of another event, it is the reason why the second event happens.

When an event is the **effect** of another one, it happens as a result of the earlier one.


- Choose an informational text about science or history that you read.
- Reread it, asking yourself questions about the ways that some events caused other events to happen.
- Choose two related events. Draw a picture showing how the first event caused the second. Write a caption explaining the cause and the effect.

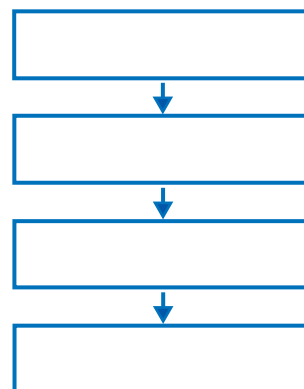
You need

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



Cause and Effect in Sequence

-  From informational texts you have read, choose one with a science or history topic.
- As you reread it, make a list of key events or steps. Then evaluate the list to identify cause-and-effect relationships among the events.
- Create a chart like the one at right to show how events are related. How would you modify the chart to show *more than one effect* for one cause?



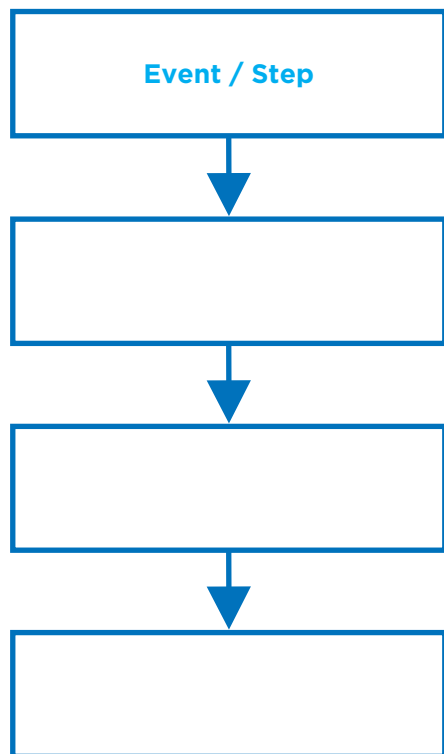
You need


- > informational text
- > pencils or pens
- > paper





Text Structure: Sequence



-  Choose an informational text you both read recently in which events are described in sequence or the steps in a process are explained.
- Use a Sequence Chart to record key events or steps either in one section or in the entire text.
- Decide whether each event or step you added is important to the sequence. If not, revise your chart.
- Use your revised chart to write a summary of the sequence of events or steps.


You need

- > informational text
- > paper, pencils or pens



Describing the Sequence




-  Choose an informational text you have read recently.
- Identify the main events or steps in the text. Each person in your group should select one or more of these.
- Each of you then write a sentence to describe the events or steps you chose. Read your sentences aloud in the correct sequence.

You need

- > informational text
- > pencils or markers
- > paper



Sequence on a Time Line

- Choose an informational text that you read recently.
- Reread it to identify the key events or steps in the text. Create a time line to show them in sequence. Use your time line to write a summary of the text.
-  Exchange summaries and time lines. Compare the events on your partner's time line to his or her summary. If the sequence is not clear in the summary, help your partner revise it.

You need

- > informational text
- > pencils or pens
- > paper






Text Structure: Compare and Contrast

Ideas, People, Things:
____ / ____ / ____

Signal Words and Phrases	Alike or Different?

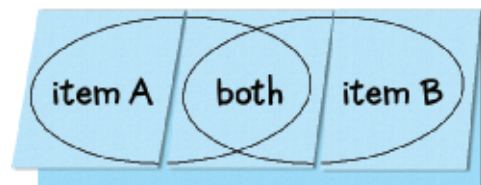
-  Choose an informational text you have read in which ideas, people, or things are compared and contrasted.
- For each set of items compared in the text, use a chart like the one shown to help you determine how they are related. For example, in a paragraph about two ideas, find signal words or phrases that let you know whether the ideas are *alike* or *different*.
- Make as many charts as you need to identify how the author compares and contrasts items in the text.


You need

- > informational text
- > paper, pencils or pens



Compare and Contrast



-  Choose an informational text that compares and contrasts two things, ideas, or people.
- Make a Three-Tab Foldable® with a Venn diagram on it as shown. Inside each end tab, describe ways the two are different. Inside the middle tab, describe ways they are the same.

20
Minutes

You need

- > informational text (compare and contrast structure)
- > Three-Tab Foldable®
- > pencils or pens

Write a Review

- Choose an informational text you have read that compares and contrasts at least two items.
- Write a review of the text to help people who have never read it understand what it is about.
- Be sure to make it clear that the author's purpose is to compare and contrast items. Tell how the items are related yet different. Then explain *how* this information helps readers understand the topic.

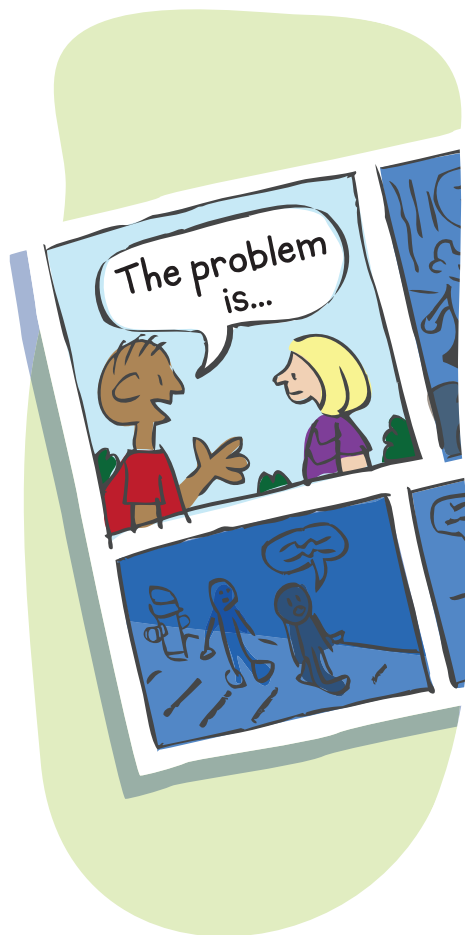
20
Minutes


You need

- > informational text (compare and contrast structure)
- > pencils or pens, paper



Text Structure: Problem and Solution



- Choose an informational text in which problems and solutions are described.
- Use details in the text to identify the problem or problems being described by the author. What steps were taken to find solutions?
-  **COLLABORATE** Create a page of a graphic novel to illustrate how one problem in the text was identified and the steps that were taken to solve it. Have the panels show what happened as accurately as possible. Use speech bubbles to show how people talked about the problem.


You need

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



Problems and Solutions

Problem	Solution

-  Choose an informational text you read that describes finding solutions to problems.
- Reread it together to find the descriptions of problems. Add them to a chart like the one shown.
- Then write the solutions to those problems.

You need

- > informational text (problem and solution structure)
- > pencils or pens
- > paper



Compare Solutions

- Choose an informational text you read recently that describes problems and their solutions.
- Choose one problem and identify its solution. Then use the Internet or other sources to learn if people have found other solutions to the same problem.
- Write a paragraph comparing the solution in the text to any solutions you found in your research. If you found no others, tell why you think there were none.

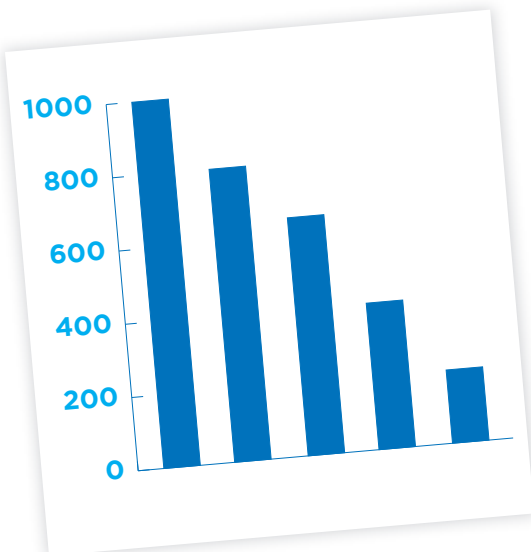
You need


- > informational text
- > Internet or other references
- > pencils or pens
- > paper





Visual Information



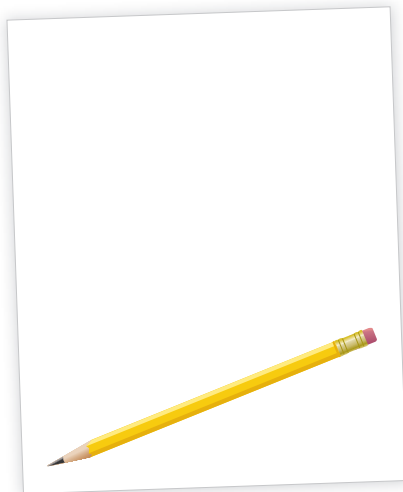
- From the informational texts you have read, choose one with a text feature that shows information visually, such as in a map, chart, diagram, graph, or time line.
-  Discuss the text feature. How did it help you understand the text? If it added new information to what you read in the text, how did it increase your knowledge of the topic?
- Write a paragraph telling what you learned from the text feature.


You need

- > informational text
- > paper, pencils or pens



What Text Features Add




- Choose an informational text that includes a map, chart, diagram, graph, or time line.
-  Tell your partner what you learned from the visual text feature.
- Then write a sentence explaining how the feature helps make the text more clear or adds new information.

You need

- > informational text with visual features
- > pencils or pens
- > paper



Needed: Visual Text Feature

- Choose an informational text you have read recently that includes visual text features (map, graph, etc.).
-  Discuss what you learned from the features.
- Find another section of the text that you think would benefit from the addition of a visual text feature. What kind of feature would you suggest? Write two or three sentences describing what it would show.

You need

- > informational text
- > pencils or markers
- > paper

