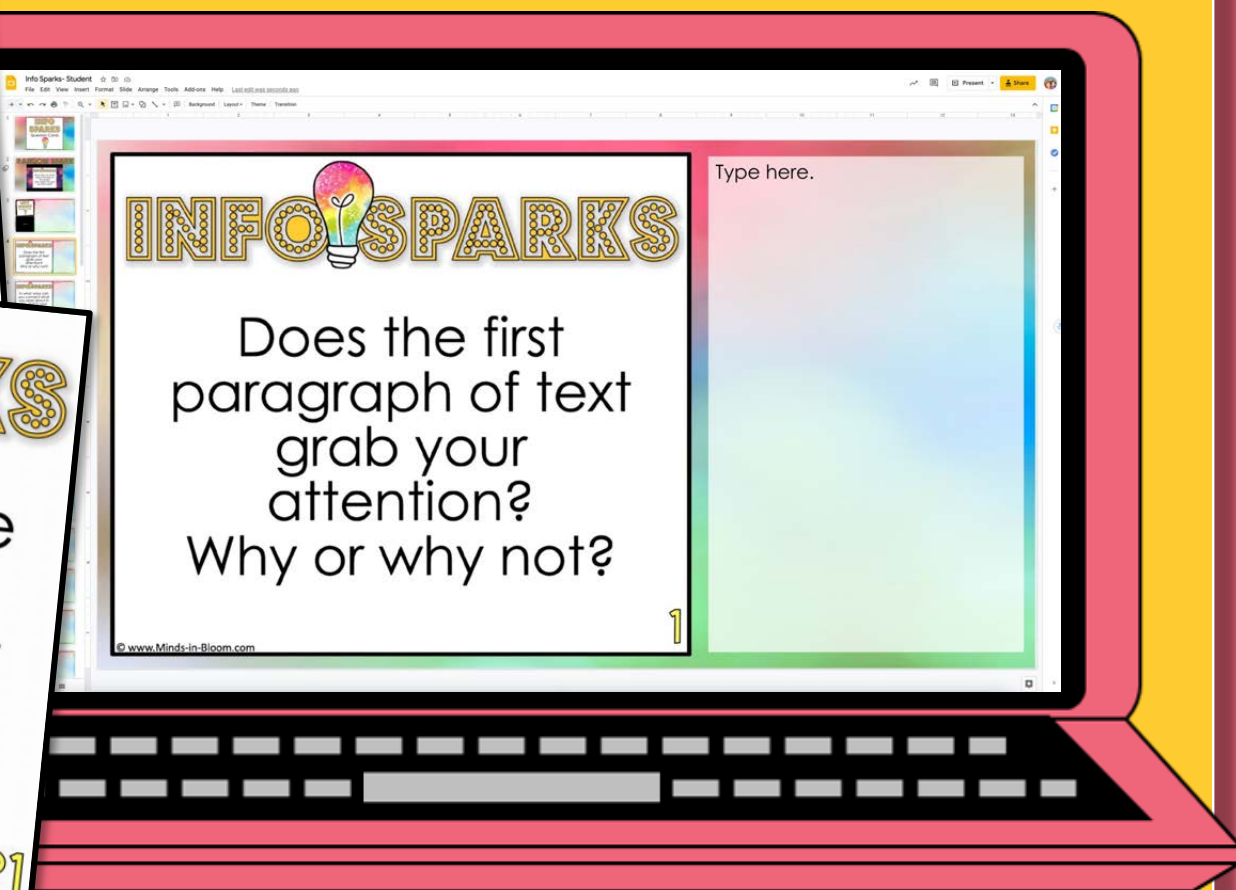
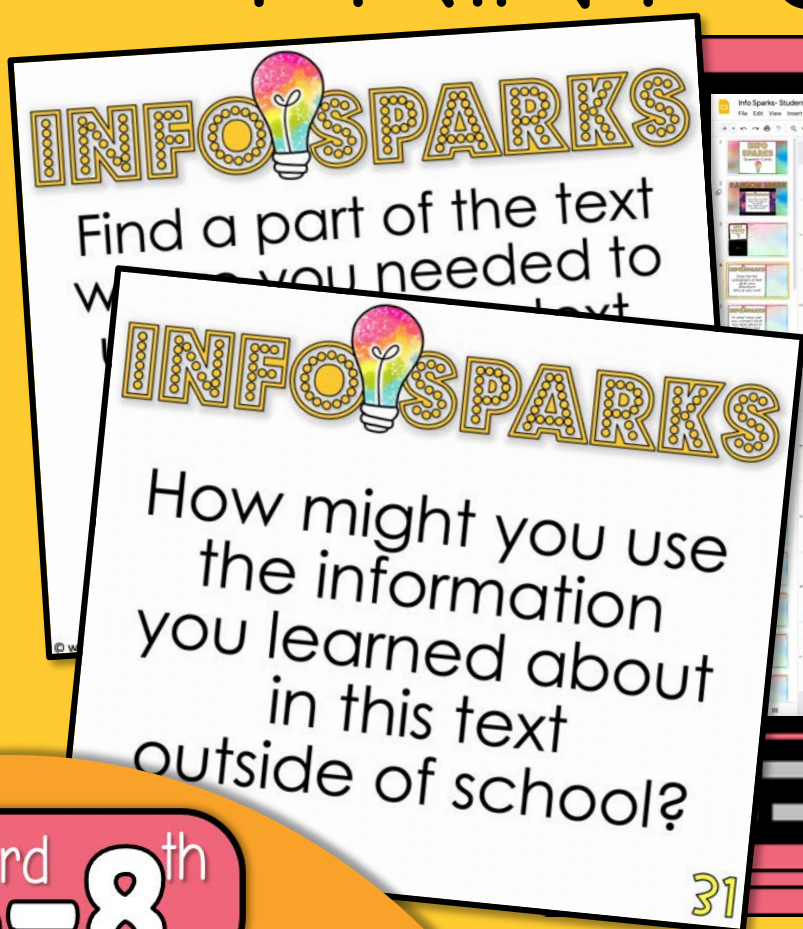


NON-
FICTION

READING RESPONSES

PRINT OR DIGITAL



3rd-8th

GOOGLE
SLIDES
ACTIVITY

47 QUESTIONS for
Books & Articles



47 CARDS

Prints 6 to a Page

INFO SPARKS

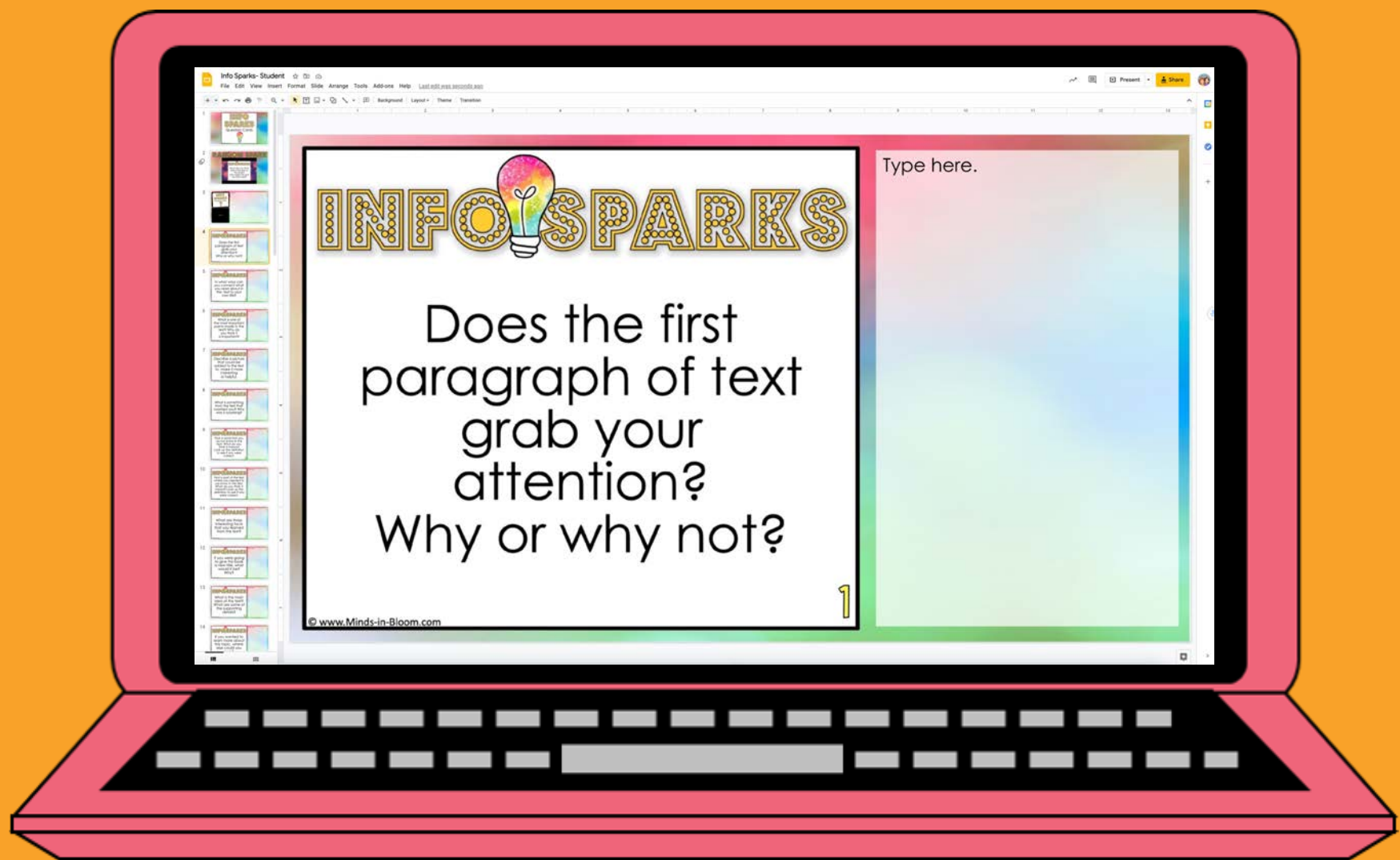
Who do you know
who would enjoy
this book or article?
Who do you think
this person would
like it?

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INFO SPARKS Does the first paragraph of text grab your attention? Why or why not? <small>© www.Minds-in-Bloom.com</small>	INFO SPARKS In what ways can you connect what you read about in the text to your own life? <small>© www.Minds-in-Bloom.com</small>
INFO SPARKS What is one of the most important points made in the text? Why do you think it is important? <small>© www.Minds-in-Bloom.com</small>	INFO SPARKS Describe a picture that could be added to the text to make it more interesting or helpful. <small>© www.Minds-in-Bloom.com</small>
INFO SPARKS What is something from the text that surprised you? Why was it surprising? <small>© www.Minds-in-Bloom.com</small>	INFO SPARKS Find a word that you do not know in the text. What do you think it means? Look up the definition to see if you were correct. <small>© www.Minds-in-Bloom.com</small>

Black/White Included!

2 DIGITAL OPTIONS



TEACHER & STUDENT

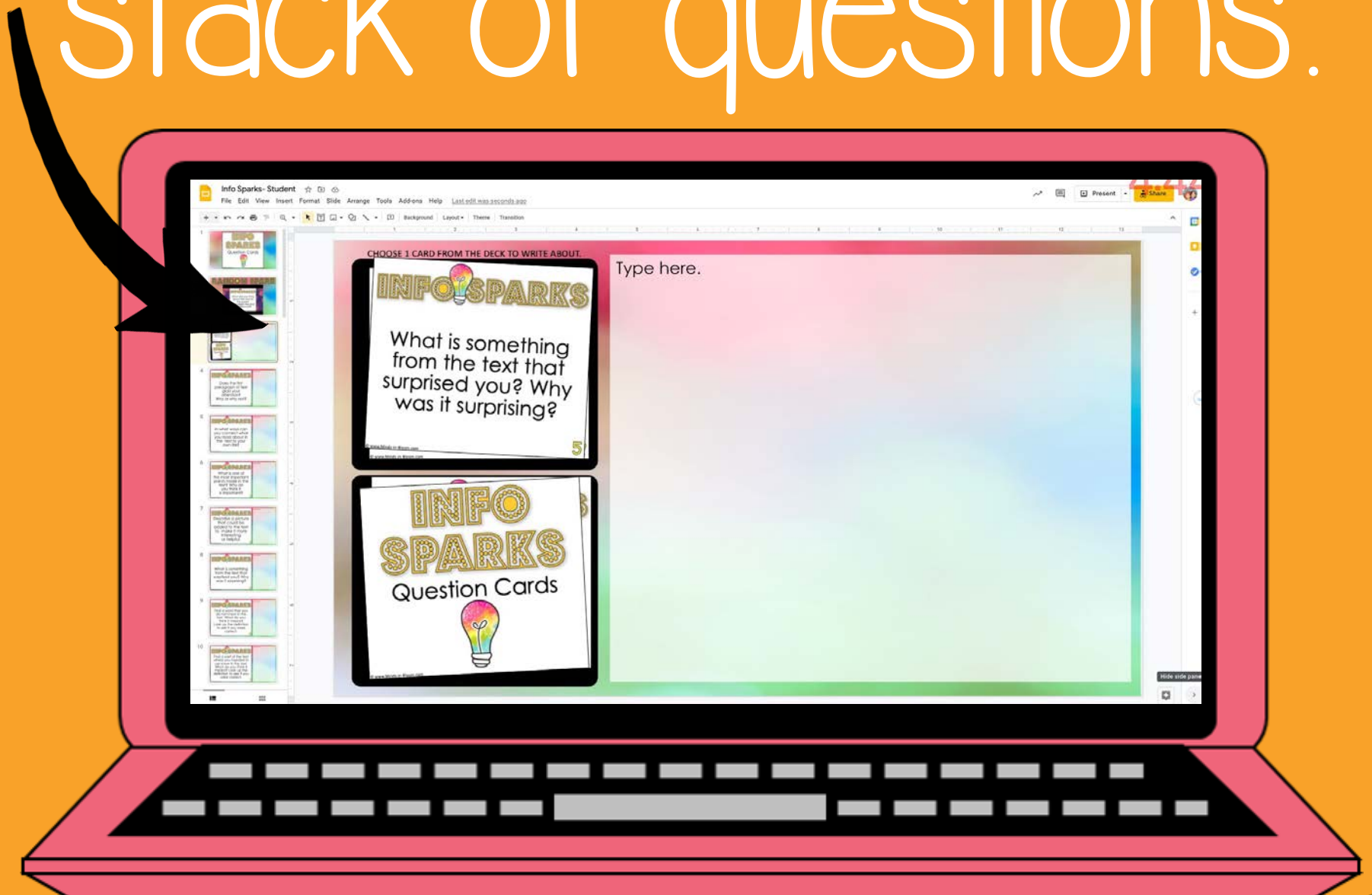
RANDOM QUESTION VIDEO



OPTION 1

RESPOND DIGITALLY

Choose from a stack of questions.



OPTION 2

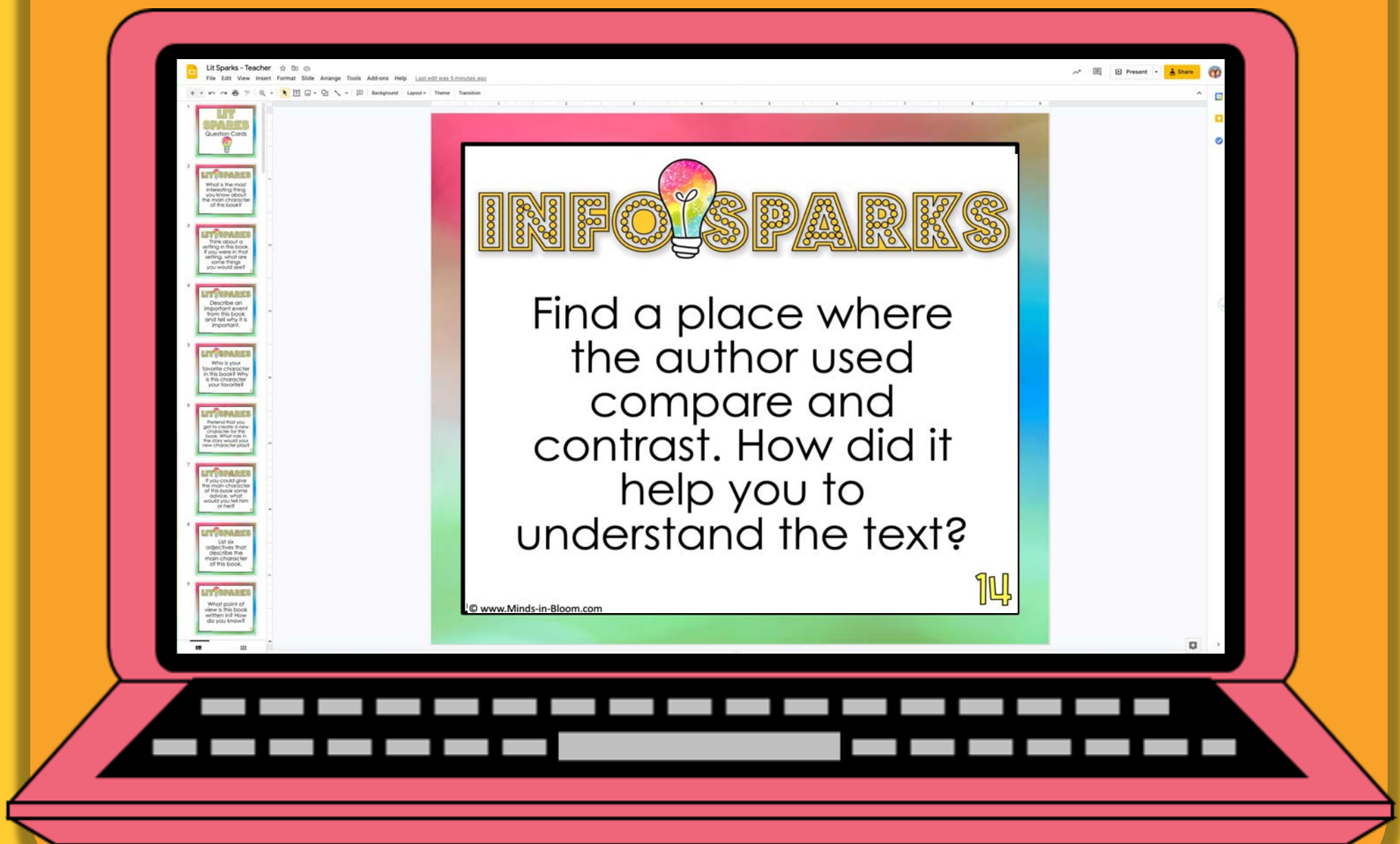
RESPOND DIGITALLY

Or Choose

1 Question per slide

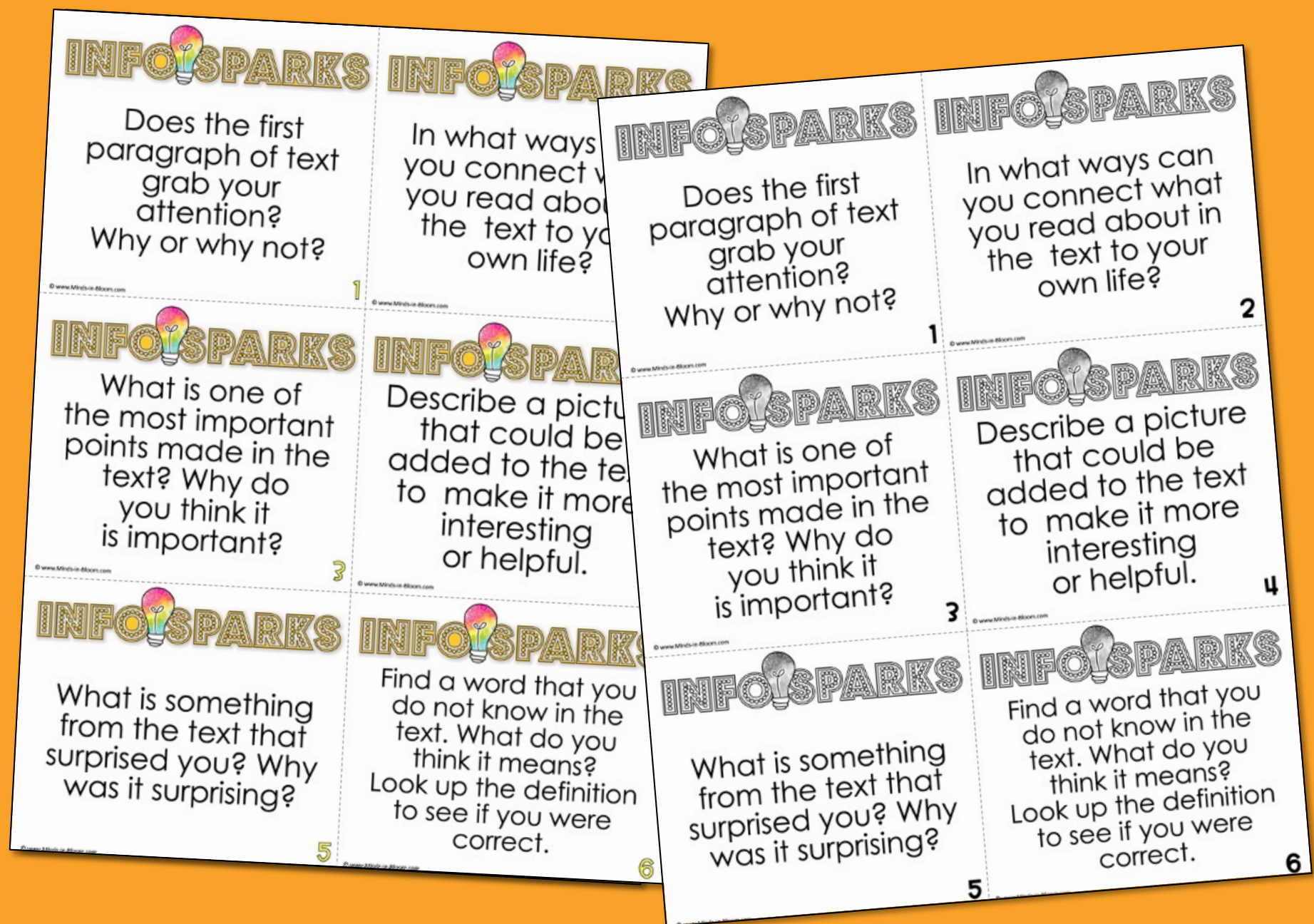


Or Choose QUESTION ONLY



PRINT CARDS

Black & White or Color



List Form

INFO SPARK QUESTIONS

Reading Response Questions (in list format)

1. Does the first paragraph of the text grab your attention? Why or why not?
2. In what ways can you connect what you read about in the text to your own life?
3. What is one of the most important points made in the text? Why do you think it is important?
4. Describe a picture that could be added to the text to make it more interesting or helpful.
5. What is something from the text that surprised you? Why was it surprising?
6. Find a word that you do not know in the text. What do you think it means? Look up the definition to see if you were correct.
7. Find a part of the text where you needed to use inference. What did you infer? What clues did you find in the text?
8. What are three interesting facts that you learned from the text?
9. If you were going to give this book a new title, what would it be? Why?
10. What is the main idea of the text? What are some supporting details?
11. If you wanted to learn more about this topic, what would you look for?
12. What are three adjectives that you could use to describe the text?
13. What are three questions you would like to ask the author?
14. Find a place where the author used comparison. How did it help you to understand the text?
15. How did you feel while you were reading the text? What do you think caused those feelings?
16. What are three interesting words from the text?

Printable
Reflection
Page

The image shows two overlapping printable cards. Each card is titled 'INFO SPARK QUESTIONS' and includes a section for 'BOOK TITLE:'. Below the title, there are several horizontal lines for writing. At the top of each card, there are fields for 'Name' and 'Date'. A small circle labeled 'CARD #' is located at the top right of each card. The cards are designed to be used as a reflection page for reading response questions.

Here's What Teachers are Saying!

“

LOVE this resource! We put these in our hallway next to our informational texts and the students love them!



”

Here's What Teachers are Saying!

“

Each student gets a packet of these cards, cuts them up, and places them in a plastic bag that is attached to his/her reading log. Students choose one of these (or others from a fiction pack) and respond to the text he/she is reading that day. This will give my students many opportunities to write.



”

Here's What Teachers are Saying!

“

These are awesome! I love that there are so many. I've been using spinners and comprehension dice with my kids, but these cards are way more versatile.



”

Here's What Teachers are Saying!

“

I love using these in my read-to-self station. Students can respond to one daily or one at the end of the book they are reading, whatever the teacher prefers. This holds them accountable for reading and allows them an opportunity to practice read to respond and deep thinking questions about the text.



”