



**Hungry to learn more about your nonfiction book? Check out this menu of options *Knox County GT Café* has to offer! The specials this week are...**



**Appetizers** (Let's do a taste- sampling! Pick one of the options to complete BEFORE you read your book.)

1

Bridge your thinking! Before reading your text, complete the left side of the *Bridge Thinking* handout attached. After reading, did your important words and unanswered questions change?

2

Take a picture walk! Before you read the words, look through the pages and observe the photos or illustrations. Write down 5 important nouns (people, places, or things) that you see in the pictures. After the picture walk, rank the nouns in order of most important to least important to your topic.



**Main Entrées** (Let's dig in to our meal! Pick one of the options to complete AS you read your book.)

1

Sentence- Word POWER! Use the attached *Sentence- Word* handout to pick out what is MOST important and meaningful in your text.

2

Word Hunt- Use the attached handout to hunt for 3 words that might stump you or your friend. Ask an adult about the meaning or look up the word in a dictionary. Draw a picture to show the words. Accept the challenge and write a NEW sentence with the word of your choice. Good luck!



**Desserts** (Let's stretch our thinking for dessert! Pick one of the options to do AFTER you have read.)

1

Color-Symbol fun! After reading your text, what COLOR could represent (or show) the topic you read about and why do you think so? Can you create a SYMBOL for your topic? Use the attached *Color-Symbol* handout to show your thinking in a different way. How creative can you get?

2

Thinking Triangle! Complete a Thinking Triangle to share the most important information from the book or text that you read. Choose the thinking triangle that fits best with your text. Make sure to only use one word per line!

Directions: Before reading, write down 3 words that you think will be in the text and 2 questions you have about this topic.

# 3-2-1 Bridge

Directions: After reading, write down 3 important words from the text, 2 questions you still have, and 1 bridge.

3 Words:

- 1.
- 2.
- 3.

2 Questions:

- 1.
- 2.

3 Words:

- 1.
- 2.
- 3.

2 Questions:

- 1.
- 2.

Bridge: How is your thinking different now? What did you learn?

**Directions:** Take a Picture Walk through your book. Make sure to stop and look at each image as you flip through the pages. Don't worry about reading during this time. While you are looking at the pictures, write down 5 important nouns (people, places, or things) that you see in the pictures. After you read about the topic, rank the nouns in order from most important to least important.

# Take a Picture Walk!

## 1 Important Nouns in the Pictures

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•

•

•

•

## 2 Rank Your Nouns by Importance

1.

2.

3.

4.

5.

# SENTENCE - WORD

## SENTENCE

Identify a **sentence from the text** that is meaningful to you and helped you understand the text better.

## WORD

Identify a **word from the text** that has either captured your attention or struck you as powerful. **This word may not be part of the sentence you choose.**

## WHY did you choose this sentence?

Draw, write, or tell someone your answer.

## WHY did you choose this word?

Draw, write, or tell someone your answer.

**Directions:** As you are reading, hunt for 3 words that you or a friend may not know. Write those words down below. Ask an adult about their meanings or look up the words in a dictionary. Draw a picture to show each word.

**Challenge:** On the back of your paper, can you create a NEW sentence with one of the words?

# Word Hunt!

## 3 Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Drawing- Word #1

## Drawing- Word #2

## Drawing- Word #3

# Word Hunt Challenge Sentence:

A series of 12 horizontal writing lines for a word hunt challenge. Each line consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

Get ready to think outside the box!



# Color-Symbol

Directions: What COLOR could represent the topic you read about? Draw to show that color in the box. Tell in words below WHY you think so.

Directions: Can you create a symbol that would represent (or show) your topic to someone else? Below, explain WHY you think your symbol expresses your topic.

Color

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Symbol

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# Using Thinking Triangles

Adapted from Bertie Kingore in *Teaching Without Nonsense*

Parents/Guardians,

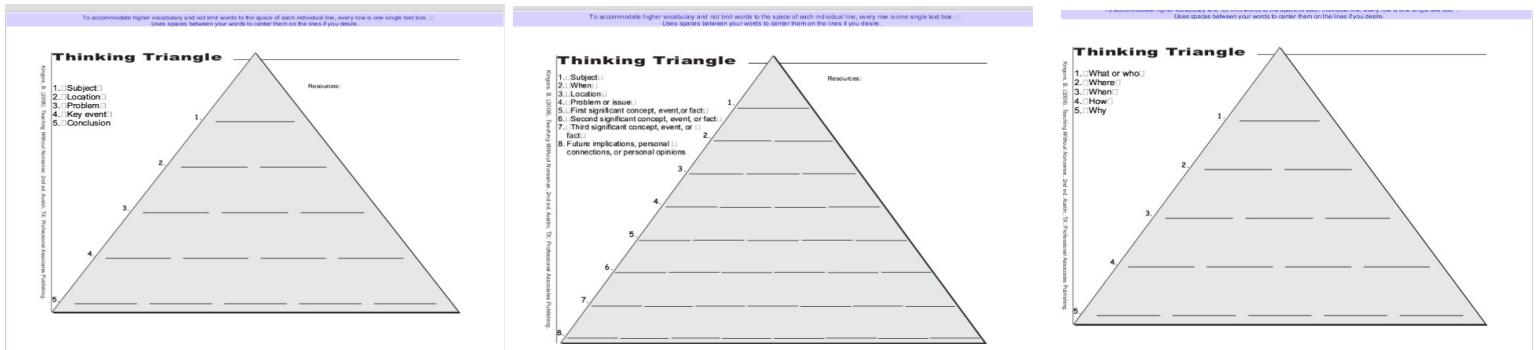
You can use Thinking Triangles at home to push your student's thinking. Use a thinking triangle with a topic in a text your student is reading, a concept your student is studying, or anything you would like your student to think deeply about. If your student is not familiar with analyzing text, complete one together to build their confidence. These can easily be done on paper without the provided template simply by drawing a triangle and creating lines within the shape.

A Thinking Triangle is a resource used with both fiction and non-fiction texts requiring students to dive deeper into text using words and/or phrases to relay concepts. This requires students to focus on significant concepts and events in a text that contribute to a problem or an issue. Thinking Triangles provide opportunities to make connections, inferences, and thoughts about the future implications of the issue. When paired with a text, this resource allows students to make deep connections and to show understanding of complex text.

## How to use Thinking Triangles:

A Thinking Triangle is a technique for retelling and organizing information. The first line has one word, the second line two words, the third line three words, etc. to result in a triangular-shaped response. Limiting the number of words requires students to think first and plan the words they use to communicate information. It challenges students to explore different ways to express their ideas in order to phrase them in the appropriate number of words.

## Types of Thinking Triangles:

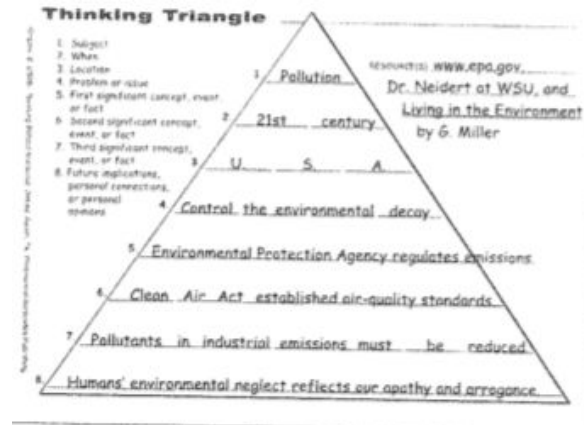
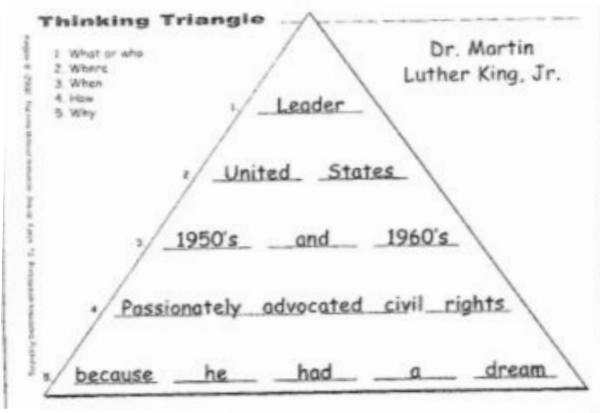


## Suggestions for using a Thinking Triangle with your student:

- Display the template for your student to generate ideas about the topic consistent with the categories
- Ask your student to state one word that identifies the topic
- Ask your student to think of another word or phrase that relates to the topic
- Explain to your student that each line will need to state something new and no words or ideas should repeat on the different lines of the triangle
- Encourage longer responses by discussing/brainstorming ideas and listing them out on a separate sheet of paper to use as a resource before completing the Thinking Triangle



## Examples of Thinking Triangles:



## Extensions:

- Student work individually to complete two Thinking Triangles with contrasting perspectives, opposing views on a topic
- To add greater depth use topic specific vocabulary
- Incorporate sentences, not just words
- Research topic and share with a family member who has not read the text or who has a different perspective

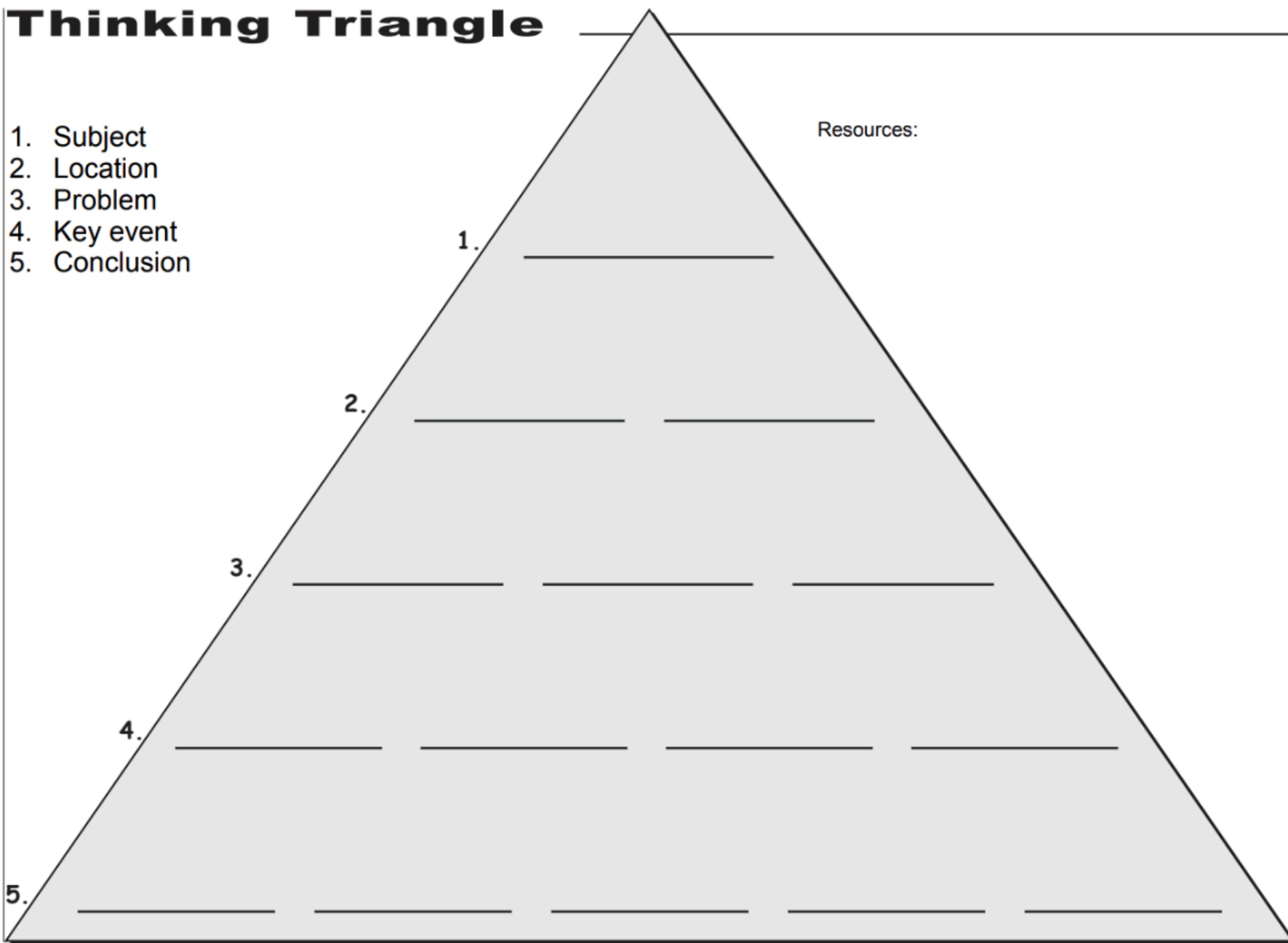
**Directions:** Write one word on each line of the Triangle. Use ONE word to tell the "Subject" your text is about on the first line of the Triangle. On the second line, use TWO words to tell the "Location" of your text or an important place related to your text. Continue to follow the topics and words counts as you work through the Triangle.

# Thinking Triangle

Kingore, B. (2008). *Teaching Without Nonsense*, 2nd ed. Austin, TX: Professional Associates Publishing.

1. Subject
2. Location
3. Problem
4. Key event
5. Conclusion

Resources:



**Directions:** Write one word on each line of the Triangle. Use ONE word to tell “What or Who” your text is about on the first line of the Triangle. On the second line, use TWO words to tell “Where” your text takes place or an important location related to your text. Continue to follow the topics and words counts as you work through the Triangle.

# Thinking Triangle

Kingore, B. (2008). *Teaching Without Nonsense*, 2nd ed. Austin, TX: Professional Associates Publishing.

1. What or who
2. Where
3. When
4. How
5. Why

