



**Gifted and Talented
Resources
4th-5th Grade**

Grades 4-5 Fiction Choice Board - Week One

Pairs with any fiction text.

Directions: Choose an option from the menu below to complete throughout the week.

Set a goal for how many sections you plan to complete this week.

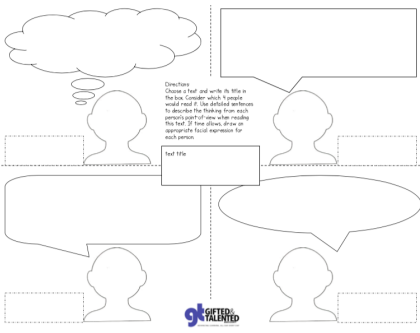



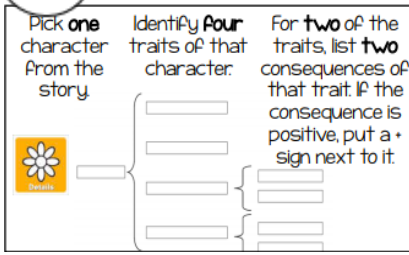
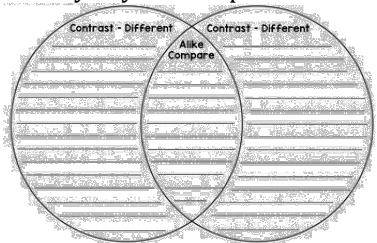
<p>1 <u>All About Perspective:</u> See the Multiple Perspectives ELA document to complete the image shown below.</p> 	<p>2 <u>Artifact Bag:</u> Create an artifact bag to present at a book talk. In a small paper sack, include eight to ten items with a log book explaining how each symbolically represents a character, problem, key event, resolution, or main idea in the story.</p>  <p>Kingore, B. (2013). <i>Rigor and Engagement for Growing Minds</i>. Austin, TX: PA Publishing.</p>	<p>3 <u>Critique:</u> Write a critique comparing an issue the protagonist faces with a similar issue confronting students today.</p>  <p>Kingore, B. (2013). <i>Rigor and Engagement for Growing Minds</i>. Austin, TX: PA Publishing.</p>
<p>4 <u>Analogies:</u> Create multiple analogies about the main characters in the story comparing each to a current or historical person or event.</p> <p>Edited from Kingore, B. (2013). <i>Rigor and Engagement for Growing Minds</i>. Austin, TX: PA Publishing.</p>	<p>5 <u>Over Time:</u> Choose a character and analyze how this character has changed over time, from the beginning to the end of the story. Create a timeline, an illustration, or some other visual representation to show this.</p> 	<p>6 <u>Word Work:</u> Find eight words with prefixes and/or suffixes from today's reading. From these eight, choose a prefix or suffix and research to discover 4 new words with this same word part.</p> <p>Example: <u>Pre</u>caution - found in the text</p> <p>Discover other words with "pre": predict, prevail, premature, and preoccupation</p>
<p>7 <u>Character Analysis:</u></p>  <p>Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?</p> <p>Copyright: Van Gemert, Lisa</p>	<p>8 <u>Conceptual Thinking:</u> Using the conceptual thinking words document, choose three conceptual words that connect to the text you're reading. Of those three, choose the one that is the <u>best</u> connection and explain your reasoning for why this concept is <u>best</u> represented by this text.</p> <p>Kingore, B. (2013). <i>Rigor and Engagement for Growing Minds</i>. Austin, TX: PA Publishing.</p>	<p>9 <u>Compare and Contrast:</u> Complete the Venn diagram comparing yourself or a historical figure to the antagonist or protagonist physically, mentally, socially and ethically. Write a summary of your comparison.</p>  <p>Edited from Kingore, B. (2013). <i>Rigor and Engagement for Growing Minds</i>. Austin, TX: PA Publishing.</p>

FIGURE 3.2:
CONCEPTUAL THINKING WORDS

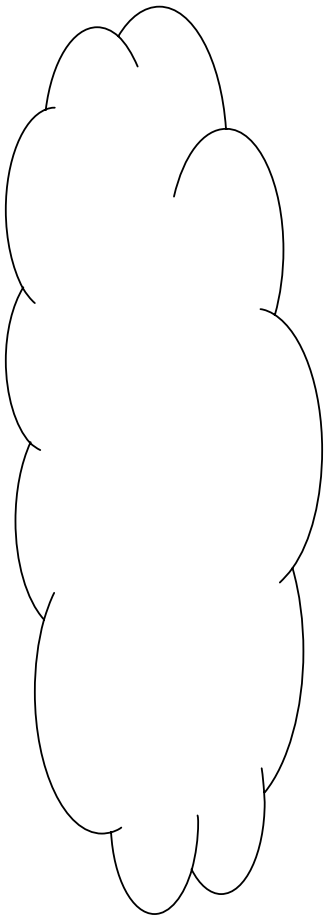
- Adaptation
- Beliefs/values
- Causation
- Change
- Choice/selection
- Conflict
- Connection
- Consequences
- Culture
- Cycles
- Emotions
- Ethics
- Force
- Function
- Human rights
- Innovation
- Issues
- Organization
- Patterns
- Perspective
- Power
- Relationship
- Responsibility
- Structure/form
- Survival
- Systems
- Time–past/present/
future trends

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Directions:
 Choose a text and write its title in the box. Consider which 4 people would read it. Use detailed sentences to describe the thinking from each person's point-of-view when reading this text. If time allows, draw an appropriate facial expression for each person.

text title

