

This or That

WRITING PROMPTS

HOW TO COMPLETE A THIS OR THAT WRITING PROMPT

STEP 1: Each day, review a writing task. Read the “This” prompt and the “That” prompt. Select one of the prompts.

STEP 2: Creatively respond to the “This” or “That” prompt. Be sure to brainstorm your response. Think about how you can be creative and show off your writing skills before you begin.

STEP 3: Complete the task on a piece of paper.

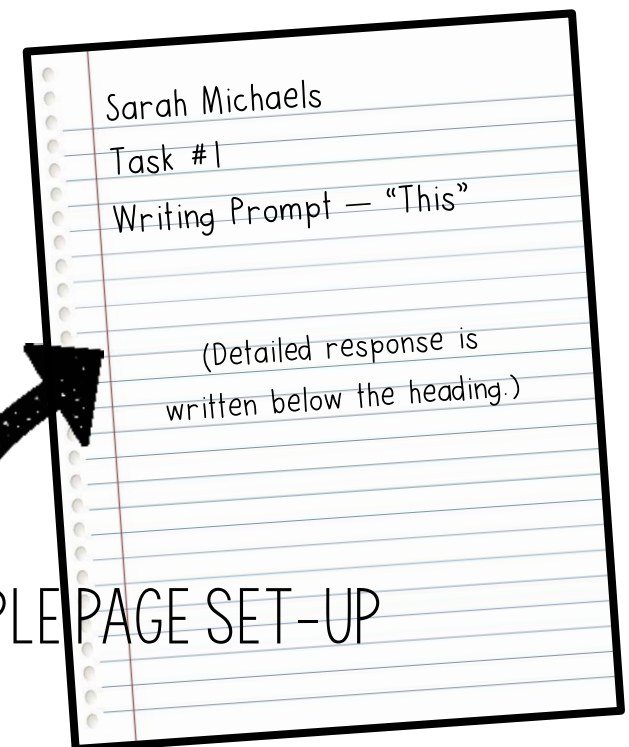
- Write a lot
- Be creative and original
- Show quality effort

STEP 4: Re-read your response

- Make corrections
- Extend your responses

Write your response on a piece of lined paper. Set up your paper when you write your response. Include:

- Your NAME
- The TASK NUMBER
- The WRITING PROMPT you are responding to. Write “This” or “That.”



EXAMPLE PAGE SET-UP

WRITING PROMPTS

DIRECTIONS: Complete one task each day. Start with Task #1. Choose to complete the "This" or the "That" writing prompt. Write your response on a separate piece of paper.

TASK #1

This *or* **That**

Imagine that you can trade places with a family member. Write about it.

Imagine that you can trade places with a famous person. Write about it.

TASK #6

This *or* **That**

Write a story that includes these 4 words:
HAPPY - LAMP - RUN - BARN

Write a story that includes these 4 words:
SCARY - SHOE - LOST - CITY

TASK #2

This *or* **That**

WRITE ABOUT A WONDERFUL DAY THAT ACTUALLY HAPPENED IN YOUR LIFE.

WRITE ABOUT A WONDERFUL DAY THAT YOU WISH WOULD HAPPEN IN YOUR LIFE.

TASK #7

This *or* **That**

Write a diary entry from the perspective of a GIANT.

Write a diary entry from the perspective of an ELF.

TASK #3

This *or* **That**

Imagine that you have the superpower to FLY. Write about your adventures.

Imagine that you have the superpower to be INVISIBLE. Write about your adventures.

TASK #8

This *or* **That**

Create a character. Start with this characteristic:
HE HAS A MUSTACHE.

Create a character. Start with this characteristic:
HER HAIR REACHES THE FLOOR.

TASK #4

This *or* **That**

Write a story that ends with this sentence:
I knew Mr. Peters would save us.

Write a story that ends with this sentence:
I couldn't wait to go there again!

TASK #9

This *or* **That**

Write about your favorite book of all time.

Write about your favorite movie of all time.

TASK #5

This *or* **That**

WRITE A COMMERCIAL FOR A NEW SPORTS CAR.

WRITE A COMMERCIAL FOR A NEW TYPE OF CANDY.

TASK #10

This *or* **That**

Write a response that supports this opinion:
STUDENTS SHOULD BE PAID FOR GOOD GRADES.

Write a response that supports this opinion:
STUDENTS SHOULD GRADE THEIR TEACHERS.

Similes

Name: _____ Date: _____

Directions: Authors use lots of different types of language in the texts they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different. Read the passage and look for similes. Answer the questions and then take the challenge!

Tug of War

Jonas couldn't wait for tonight's football game! He felt like a kid in a candy store because of his excitement. Jonas made sure to wear his lucky jersey and freshly washed blue jeans.

Jonas and his classmates were getting ready to begin a new chapter in math when a shriek startled them.

"Look everyone, it's snowing!" Julie screamed.

Her scream alarmed them like the siren on an ambulance. Jonas thought his night would be ruined. The students squealed like little pigs at the sight of the snowflakes falling, but Jonas could feel anger building inside him. He felt like he was going to explode steam through his ears like a kettle on the stove.

"Why is it so hard to control my emotions?" He said. Jonas often feels like his emotions are playing a game of tug of war.

Just then, the school bell buzzed. The students grabbed their backpacks and ran for the door. When Jonas stepped outside he felt his mood change. His anger and disappointment melted away like snowflakes on his cheeks.

"How could I be so upset about snow?" He asked. It was magical, and he was filled with excitement.



Multiple Choice:

Answer the following questions after reading:

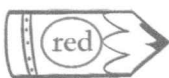
- 1a. What is the job of a simile?
 - (a) to describe a noun
 - (b) to compare 2 things to each other
 - (c) to describe a verb
 - (d) to add sarcasm to a text
- 1b. What evidence from the text supports the definition of a simile you chose in 1a?
 - (a) "He felt like a kid in a candy store"
 - (b) "The snow was magical"
 - (c) "Could feel the anger building inside him"
 - (d) "A shriek startled them"
- 2a. What 2 words are often used with a simile?
 - (a) 'now' and 'then'
 - (b) 'first' and 'second'
 - (c) 'like' and 'as'
 - (d) 'here' and 'there'
- 2b. What evidence from the text supports the words you chose in 2a?
 - (a) "Thought his night would be ruined"
 - (b) "The students squealed like little pigs"
 - (c) "The school bell buzzed"
 - (d) "Jonas stepped outside he felt his mood change"
3. Which of the following is an example of a simile?
 - (a) Like a kettle on a stove
 - (b) Wear his lucky jersey
 - (c) Going to explode
 - (d) Grabbed their backpacks

Write About It: Which simile in the story was your favorite? Why did you like that one the best?

Challenge: Use the codes to identify evidence of similes in the story.



1st simile in the story



2nd simile in the story



3rd simile in the story

Similes

Name: _____ Date: _____

Directions: Authors use lots of different types of language in the poems they write. Some language is literal. The words mean exactly what they say. Other language is called figurative language. The words can mean something different. Read the poem and look for similes. Answer the questions and then take the challenge!

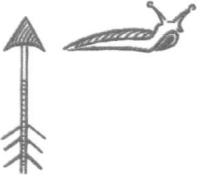
A Hungry Fox

There once was a fox named Jake
His body as thin as a rake
He wanted some grub
So he found a fat slug
And pretended it tasted like steak

Like a bump on a log
Jake pondered in a fog
For hours devising a plan
When along came a man
In a rusted old truck with a hog

To get some tasty pork
To eat with his fork
He moved as swift as an arrow
And kept himself small and narrow
And popped open the gate like a cork

The hog squealed in fear
And ran off like a deer
Jake's chance was now
To capture and eat that sow
But the hog was smart and knew to disappear



Multiple Choice:

Answer the following questions after reading:

- 1a. What is the job of a simile?
 - (a) to describe a noun
 - (b) to compare 2 things to each other
 - (c) to describe a verb
 - (d) to add sarcasm to a text
- 1b. What evidence from the text supports the definition of a simile you chose in 1a?
 - (a) "So he found a fat slug"
 - (b) "Body as thin as a rake"
 - (c) "He kept himself small and narrow"
 - (d) "Hog squealed in fear"
- 2a. What 2 words are often used with a simile?
 - (a) 'now' and 'then'
 - (b) 'first' and 'second'
 - (c) 'like' and 'as'
 - (d) 'here' and 'there'
- 2b. What evidence from the text supports the words you chose in 2a?
 - (a) "Like a bump on a log"
 - (b) "He quickly devoured it with a cheer"
 - (c) "Jake pondered in a fog"
 - (d) "There once was a fox named Jake"
3. Which of the following is an example of a simile?
 - (a) As swift as an arrow
 - (b) Eat that sow
 - (c) Rusted old truck
 - (d) With his fork

Write About It: Which simile in the poem was your favorite? Why did you like that one the best?

Challenge: Use the codes to identify evidence of similes in the poem.



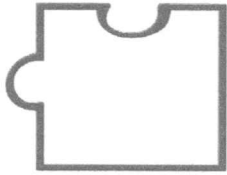
1st simile in the poem



2nd simile in the poem



3rd simile in the poem



"Question and Answer Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with asking and answering questions before, during, and after reading.

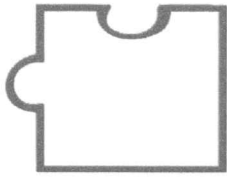
Challenge:

- Use as many of the words possible to tell about how readers ask and answer their own questions before, during, and after reading.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

W	H	Y	H	I	W	Q	U	O	T	E	A	I	O	B
L	U	Y	N	N	H	W	E	C	V	X	Z	D	Q	O
L	P	G	D	F	E	A	L	I	R	P	D	S	X	C
S	G	H	N	E	R	V	D	O	E	L	Q	N	M	S
W	H	E	N	R	E	E	P	H	Y	A	E	R	F	P
B	N	J	H	Y	N	D	C	S	H	I	C	R	E	E
J	K	O	P	C	L	R	Y	U	M	N	S	E	D	C
G	V	B	E	F	A	Y	U	I	P	L	N	D	B	U
F	D	G	U	E	S	S	W	D	T	U	I	N	L	L
Q	A	A	S	R	T	E	D	F	F	G	H	O	W	A
K	N	I	H	T	M	J	H	G	B	D	E	W	I	T
L	S	Q	U	E	S	T	I	O	N	N	D	H	H	E
E	W	N	U	E	U	K	L	E	W	I	V	A	N	B
A	E	O	P	Q	W	E	S	S	C	F	R	T	V	E
R	R	D	F	E	W	H	O	S	H	U	I	K	G	E
N	E	R	S	W	V	N	R	E	V	O	C	S	I	D

Word Bank:

- | | | | |
|----------|-------------|---------------|--------------|
| 1. Who | 6. How | 11. Wonder | 16. Find |
| 2. What | 7. Guess | 12. Search | 17. Explain |
| 3. When | 8. Question | 13. Discover | 18. Evidence |
| 4. Where | 9. Answer | 14. Speculate | 19. Quote |
| 5. Why | 10. Think | 15. Learn | 20. Infer |



"Word Scramble"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Unscramble the words to learn what readers use to answer questions before, during, and after reading.

Challenge:

- Use all the words to write about some of the ways readers think during reading.
- Write your summary on the back of this page.
- Circle all the words you used from the puzzle.



1 i d e c e e h v

2 o s q f e u

3 h e i r f

4 x l e a n i p

5 a d w r

_____ c h u o c o s h s i l

6 s u f o q h e i

7 h r s w e a

8 i h k f h





"True or False?? You Decide!"

Name: _____ Date: _____

Assessment

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Write a T for true or an F for false on the line next to each statement.

Challenge:

- Make a list of the numbers that were false on the back of this page.
- Then, write a new statement for each that would make them true.



1. _____ Readers ask themselves questions and try to answer them only before they begin reading.
2. _____ When readers are paying attention to what the words in the story are saying, it is easier for them to think of questions and answers.
3. _____ Readers do not usually look for evidence in a book to find answers to their questions.
4. _____ When readers quote from the text they are sharing their thinking in their own words.
5. _____ Readers use what they already know and what they learned from reading to make inferences.
6. _____ Readers know that the details in a book must match what they already know.
7. _____ Sometimes readers get confused because the things they are reading in a book do not match what they already know. They need to make decisions about which is right and which is wrong.
8. _____ Readers know that sometimes they have more questions after reading than they did before reading.
9. _____ Readers get confused if they are not able to connect the details in a book with what they already know.
10. _____ The best way for readers to try and answer their own questions about a book is to ask the teacher.



"Matching Words and Their Meanings"

Name: _____ Date: _____

Assessment

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Write the correct letter next to each word that matches its definition.

Challenge:

- Choose one word from the list.
- Write the word going down the back of this page (see example)

T
h
e
o
r
y

- Make an acrostic poem with examples and definitions about the word you chose!



- | | |
|---------------------------|---|
| 1. _____ Infer | A. Being unsure of what is happening in the text. |
| 2. _____ Draw Conclusions | B. Something stated directly |
| 3. _____ Details | C. Use information to make a best guess |
| 4. _____ Explicit | D. Use past experiences and new information to create new thinking |
| 5. _____ Analyze | E. Think about how two or more topics are different |
| 6. _____ Theory | F. Give opinions after reading a text |
| 7. _____ Retell | G. Information found directly in the text |
| 8. _____ Facts | H. True statements found in a text that help readers answer their own questions |
| 9. _____ Uncertain | I. To think very deeply about a topic |
| 10. _____ Contrast | J. To state parts of a text in your own words |



"Multiple Choice...You Decide!"

Name: _____ Date: _____

Assessment

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Circle the BEST answer for each of the multiple choice questions.

1. Exact words taken from a text are called...
 - a. Quotes
 - b. Paraphrase
 - c. Retelling
 - d. All of the above
2. When new information in a text does not match background knowledge, a reader should...
 - a. Keep reading
 - b. Trust what they already know
 - c. Use all the evidence to decide which is true
 - d. Trust the new information because it is in a book
3. After readers think of questions during reading they should...
 - a. Wait to ask the teacher after reading
 - b. Wait to ask the class after reading
 - c. Look for answers after reading
 - d. Be thinking and looking for answers during reading
4. When readers use information to make their best guess at answering questions they are...
 - a. Critiquing
 - b. Inferring
 - c. Hypothesizing
 - d. Contrasting
5. Readers sometimes don't understand what is happening in a text until they...
 - a. Read on to get more information
 - b. Go back and reread
 - c. Take a break
 - d. Both A and B





Assessment

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Circle the BEST answer for each of the multiple choice questions.

Challenge:

- Create your own multiple choice quiz on a separate sheet of paper.
- Think of all the things you have learned about asking and answering questions to create your quiz.
- Give your quiz to a group of friends and see if they get all the answers correct!



"Multiple Choice...You Decide!"

6. Readers pay careful attention to direct quotes in a text because...
 - a. Quotes always have all the information a reader needs
 - b. Quotes answer all a reader's questions
 - c. Quotes give clues into how characters are feeling
 - d. Both A and B
7. Thinking about how two or more topics are related is called...
 - a. Critiquing
 - b. Comparing
 - c. Judging
 - d. Both A and C
8. After reading, it is normal for readers to...
 - a. Still have questions
 - b. Have all their questions answered
 - c. Forget what they have read
 - d. Not worry about questions they still have
9. Information found directly in a text to help readers answer questions is called...
 - a. Evidence
 - b. Inference
 - c. Proof
 - d. Both A and C
10. If readers did not ask and answer their own questions before, during, and after reading then they...
 - a. Would not remember as much about the topics from the text
 - b. Would have less time to think deeply about the text
 - c. Would not be able to connect all of the new information to past experiences
 - d. All of the above

