



Objective

The student will identify the meaning of a sentence.

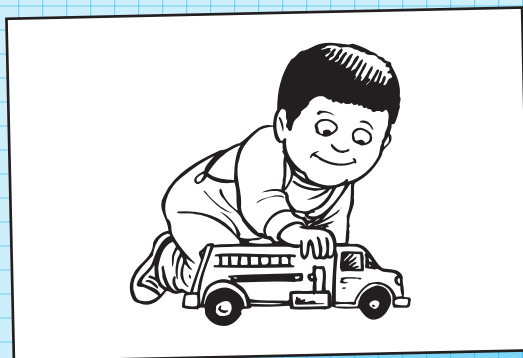
Materials

- ▶ Pocket chart
- ▶ Picture cards
Use picture cards from core curriculum reading program or print media.
- ▶ Sentence strips
Write sentences that describe the pictures.

Activity

Students match sentences which describe pictures on a pocket chart.

1. Place picture cards vertically down the left side of the pocket chart. Place sentence strips face down in a stack.
2. Taking turns, students select a sentence strip and read it.
3. Determine which picture on the pocket chart corresponds to the sentence and place the sentence strip next to that picture.
4. Continue until all sentences and pictures are matched.
5. Peer evaluation



The boy is playing with a fire truck.

Extensions and Adaptations

- ▶ Extend the sentences using descriptive words.
- ▶ Write other sentences to match pictures.
- ▶ Make and use other picture cards and sentence strips.



Name That Rhyme

Objective

The student will identify the meaning of a sentence.

Materials

- ▶ Nursery rhyme title cards (Activity Master C.002.AM1)
- ▶ Nursery rhyme event sentence strips (Activity Master C.002.AM2a - C.002.AM2b)

Activity

Students match nursery rhyme sentences to related titles.

1. Place nursery rhyme title cards face up in rows. Place nursery rhyme event sentence strips face down in a stack.
2. Taking turns, students select a nursery rhyme event sentence strip and read it aloud (e.g., “The cow jumped over the moon.”).
3. Read each nursery rhyme title card and determine which title corresponds to the sentence (i.e., “Hey Diddle, Diddle”). Place the title card next to that sentence strip.
4. Continue until all nursery rhyme sentence strips are matched with corresponding title cards.
5. Peer evaluation

Hey Diddle
Diddle

The cow jumped over the moon.

Extensions and Adaptations

- ▶ Write and match other sentences from the nursery rhymes.
- ▶ Write and match content area topics with factual sentences.

Comprehension

C.002.AMI

Name That Rhyme

Little Bo Peep	The Eency, Weency Spider
London Bridge	Twinkle, Twinkle Little Star
Five Little Speckled Frogs	Jack and Jill
Jack Be Nimble	Star Light, Star Bright
Hey Diddle Diddle	Little Boy Blue

nursery rhyme title cards



Comprehension

Name That Rhyme

C.002.AM2a

Leave them alone and they'll all come home.

Down came the rain and washed the spider out.

Build it up with wood and clay.

Shining like a diamond in the sky.

Frogs sit on a hollow log.

nursery rhyme event sentence strips



Jill came tumbling after.

Jack jumped over the candlestick.

I wish I might have the wish I wish tonight.

The cow jumped over the moon.

Come blow your horn.





Sentence Pantomime



Objective

The student will identify the meaning of a sentence.



Materials

- ▶ Sentence strips (Activity Master C.003.AM1a - C.003.AM1b)



Activity

Students read and pantomime (silently act out) sentences.

1. Place the sentence strips face up in rows at the center.
2. Taking turns, student one selects a sentence without touching it, reads it silently, and pantomimes the sentence.
3. Student two watches the pantomime, finds, and reads the corresponding sentence aloud.
4. If correct, takes sentence strip. If incorrect, makes another attempt.
5. Continue until all sentences are acted out and identified.
6. Peer evaluation

Pet a cat.

Hold a baby.

Jump two times.

Read a book.

Snap your fingers.

Make a sandwich.



Extensions and Adaptations

- ▶ Make and pantomime other sentences.

Make a sandwich.

Snap your fingers.

Jump two times.

Read a book.

Pet a cat.

Hold a baby.



Comprehension

Sentence Pantomime

C.003.AM1b

Blow some bubbles.

Sweep the floor.

Pop a balloon.

Make a pizza.

Button a jacket.

sentence strips





C.004

Comprehension

Sentence Meaning
Silly Sentence Mix-Up

Objective

The student will identify the meaning of a sentence.

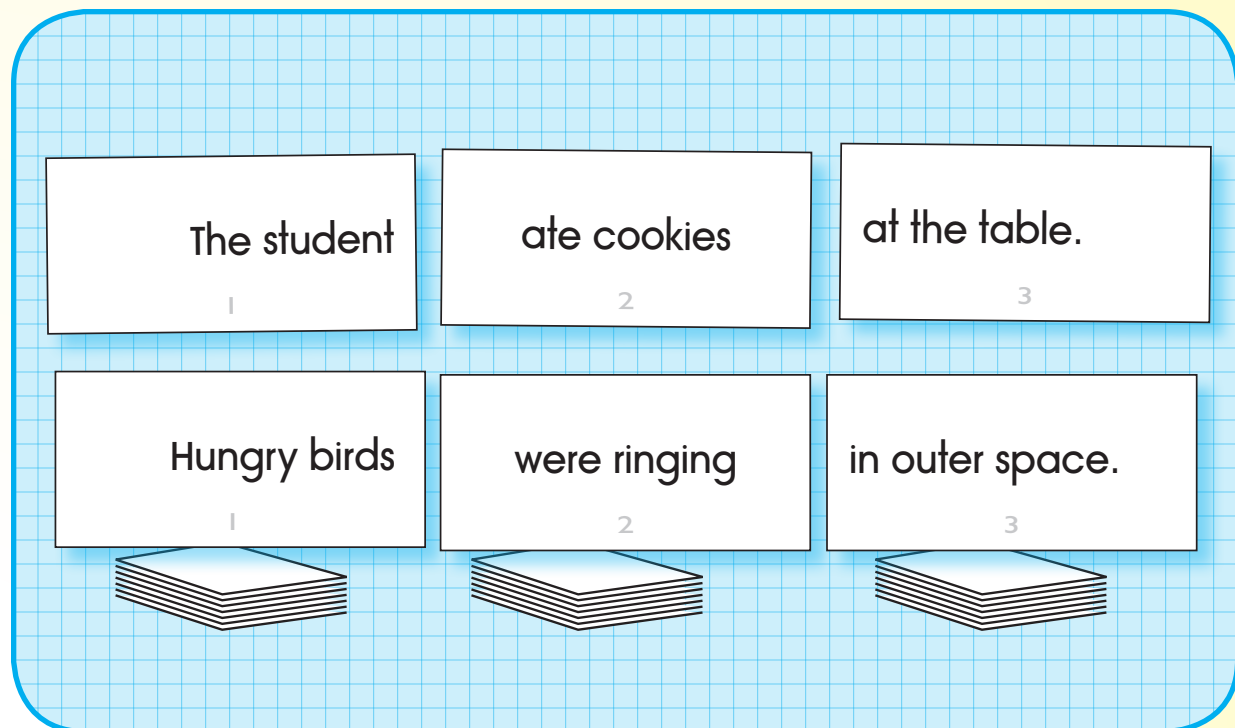
Materials

- ▶ Sentence strips (Activity Master C.004.AM1a - C.004.AM1b)
Cut and sort strips by number.
- ▶ Student sheet (Activity Master C.004.SS)
- ▶ Crayons or markers
- ▶ Pencils

Activity

Students arrange groups of words to make a sentence.

1. Place the sentence strips face down in three separate stacks. Place crayons at the center. Provide each student with a student sheet.
2. Taking turns, students choose one sentence strip from each stack, place the strips in numerical order, read the sentence, and place it aside.
3. Continue making sentences selecting strips from each stack until all strips are used.
4. Select two meaningful and two silly sentences, record, and illustrate on student sheet. Place 😊 next to each silly sentence.
5. Teacher evaluation



The student
1

ate cookies
2

at the table.
3

Hungry birds
1

were ringing
2

in outer space.
3

Extensions and Adaptations

- ▶ Rearrange strips so that there are no silly sentences.
- ▶ Make other sentence strips and exchange with partner to make sentences.

Comprehension

Silly Sentence Mix-Up

C.004.AM1a

Hungry birds 1	ate worms 2	in the garden. 3
Green frogs 1	hopped softly 2	in the grass. 3
The trains 1	rumble loudly 2	on the tracks. 3
Busy bees 1	buzz loudly 2	on the flowers. 3
The bells 1	were ringing 2	in the tower. 3

sentence strips



Comprehension

C.004.AM1b

Silly Sentence Mix-Up

The boys 1	were swinging 2	at the playground. 3
The student 1	ate cookies 2	at the table. 3
The shuttle 1	flew quickly 2	in outer space. 3
The man 1	rode swiftly 2	on the bike. 3
The girls 1	were jumping 2	in the big puddle. 3

sentence strips



Name _____

Silly Sentence Mix-Up

C.004.SS

2.

4.

1.

3.



C.005

Comprehension

Sentence Meaning

Build a Sentence

Objective

The student will produce meaningful sentences.

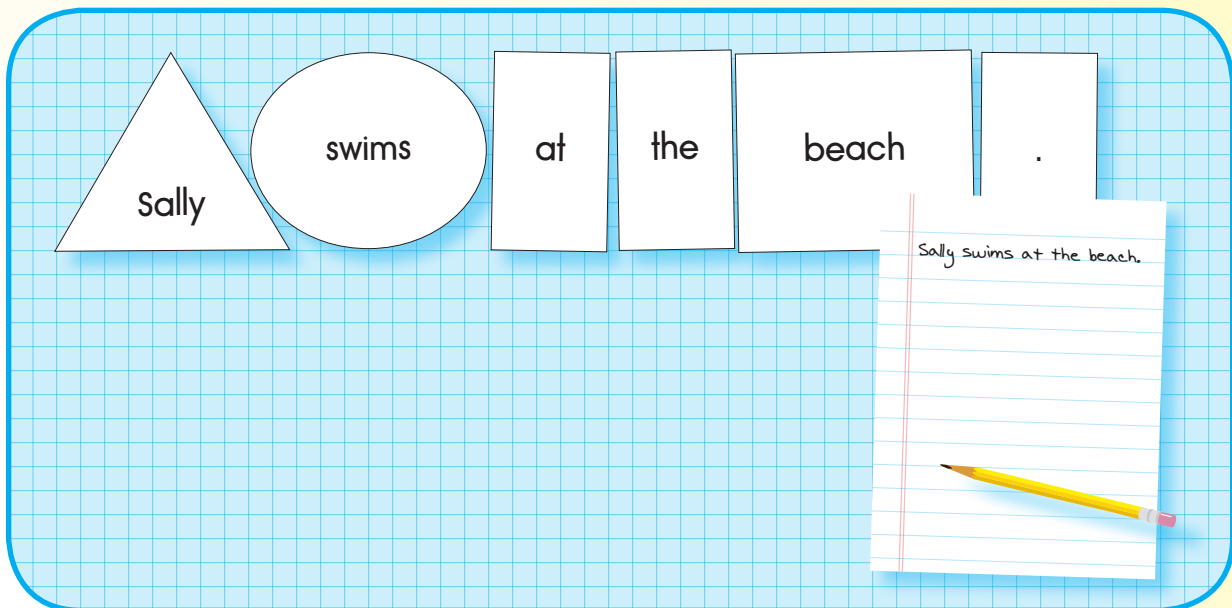
Materials

- ▶ “Who” word cards (Activity Master C.005.AM1)
- ▶ “Action” word cards (Activity Master C.005.AM2)
- ▶ “What” word cards (Activity Master C.005.AM3)
- ▶ Function word and punctuation cards (Activity Master C.005.AM4)
- ▶ Paper
- ▶ Pencils

Activity

Students make sentences using selected words.

1. Place the “who,” “action,” and “what” word cards face up in separate stacks. Place the function word and punctuation cards face up in rows. Provide each student with paper.
2. Working in pairs, students select a card from each stack and place them in sentence order (i.e., “who,” “action,” and “what”).
3. Read the words on the cards (e.g., “Sally swims beach”). Identify and insert function words and punctuation cards needed to make a meaningful sentence (e.g., at, the, “.”).
4. Read the sentence (i.e., “Sally swims at the beach.”) and record on paper. If the sentence is silly, put a 😊 next to it.
5. Continue until at least five sentences are recorded.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Rearrange cards so that there are no silly sentences.
- ▶ Make and use other word cards (Activity Master C.005.AM5).

Comprehension

Build a Sentence

C.005.AMI

Sally

dog

brother

team

dishes

Goldilocks

"who" word cards



swims

chewed

lost

won

fell

broke



Comprehension

Build a Sentence

C.005.AM3

beach

bone

book

game

shelf

chair

"what" word cards



Comprehension

C.005.AM4

Build a Sentence

at

a

Her

the

My

his

Our

off

.

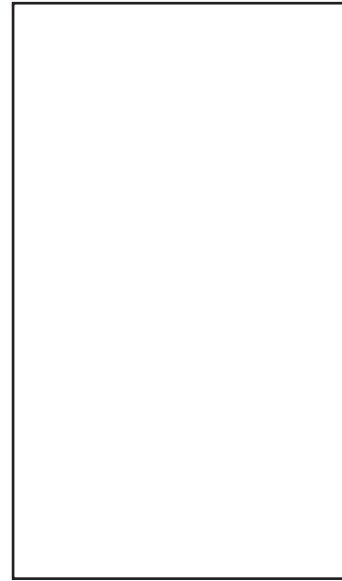
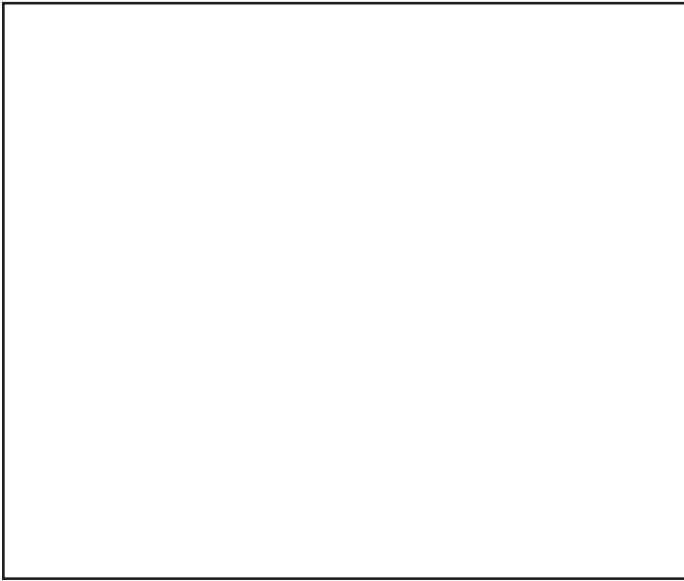
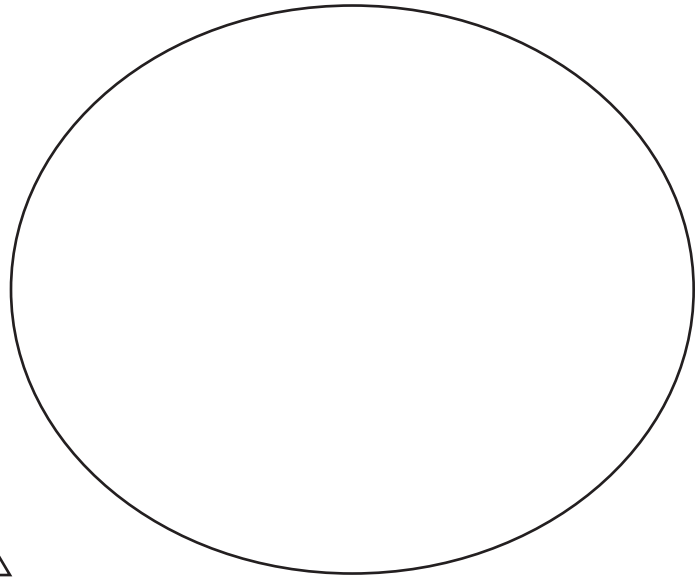
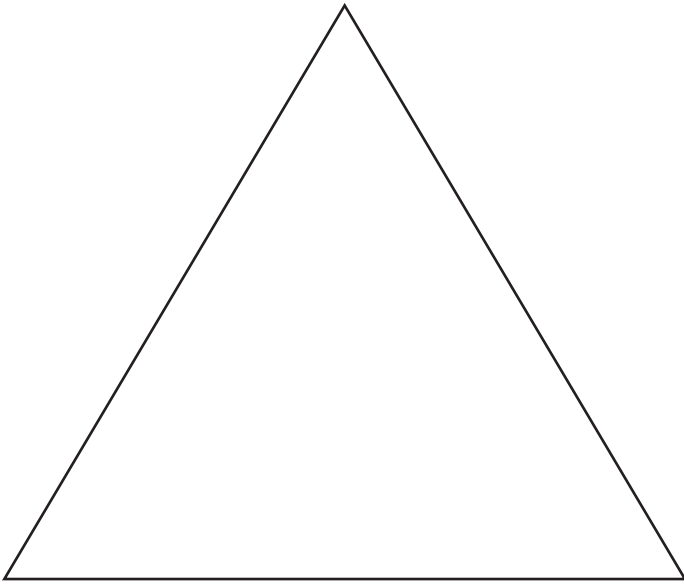
function word and punctuation cards



Comprehension

Build a Sentence

C.005.AM5



blank word cards



Objective

The student will produce meaningful sentences.

Materials

- ▶ Picture cube (Activity Master C.006.AM1)
Copy on card stock, cut, and assemble.
- ▶ Sentence building word cards (Activity Master C.006.AM2a - C.006.AM2b)
- ▶ Student sheet (Activity Master C.006.SS)
- ▶ Pencils

Activity

Students arrange word cards into sentences to describe a picture.

1. Place the picture cube at the center. Place the sentence building word cards face up in rows. Provide each student with a student sheet.
2. Taking turns, students roll the cube and look at the picture.
3. Select the sentence building word cards to make a sentence that describes the picture and arrange them in order (e.g., “The three bears went for a walk.”).
4. Read the sentence and record it next to the corresponding picture on the student sheet.
5. Return the cards to their original positions.
6. Continue until student sheet is complete.
7. Teacher evaluation

The three bears went for a walk .

Name _____
C.006.SS Picture Cube

The three bears went for a walk.

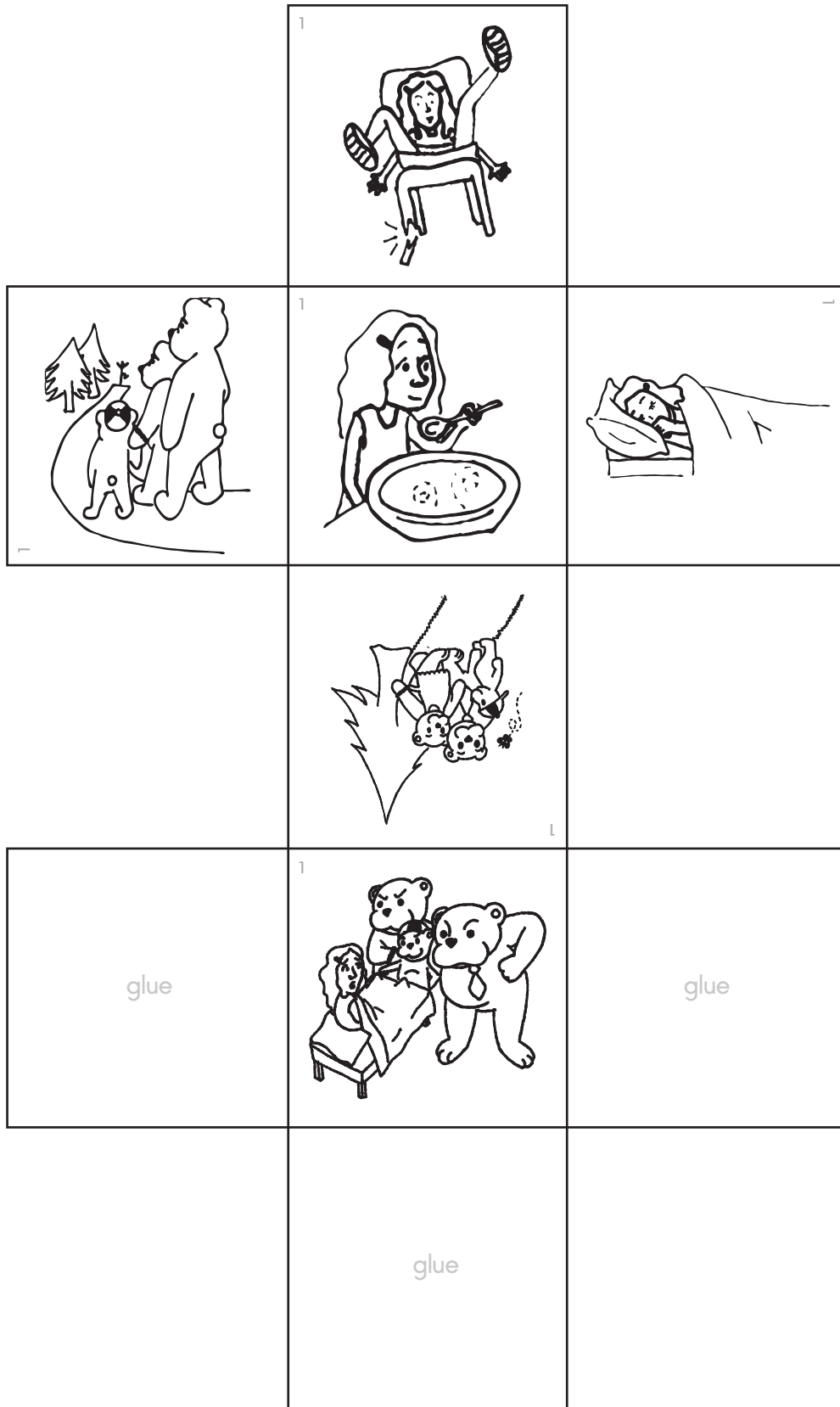
Extensions and Adaptations

- ▶ Make other sentences using the word cards.
- ▶ Make other word cards to extend the sentences in the story (Activity Master C.006.AM2b).
- ▶ Make picture cubes using other stories (Activity Master C.006.AM3).

Comprehension

Picture Cube

C.006.AM1



picture cube

Comprehension

C.006.AM2a

Picture Cube

The

three

bears

went

for

a

walk

Goldilocks

ate

porridge

broke

the

sentence building word cards



Comprehension

Picture Cube

C.006.AM2b

chair

fell

asleep

in

bed

found

ran

home

.

sentence building cards and blank cards



Name _____

C.006.SS

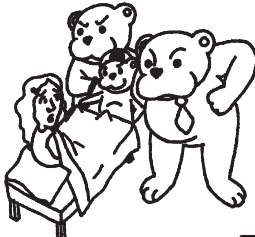
Picture Cube









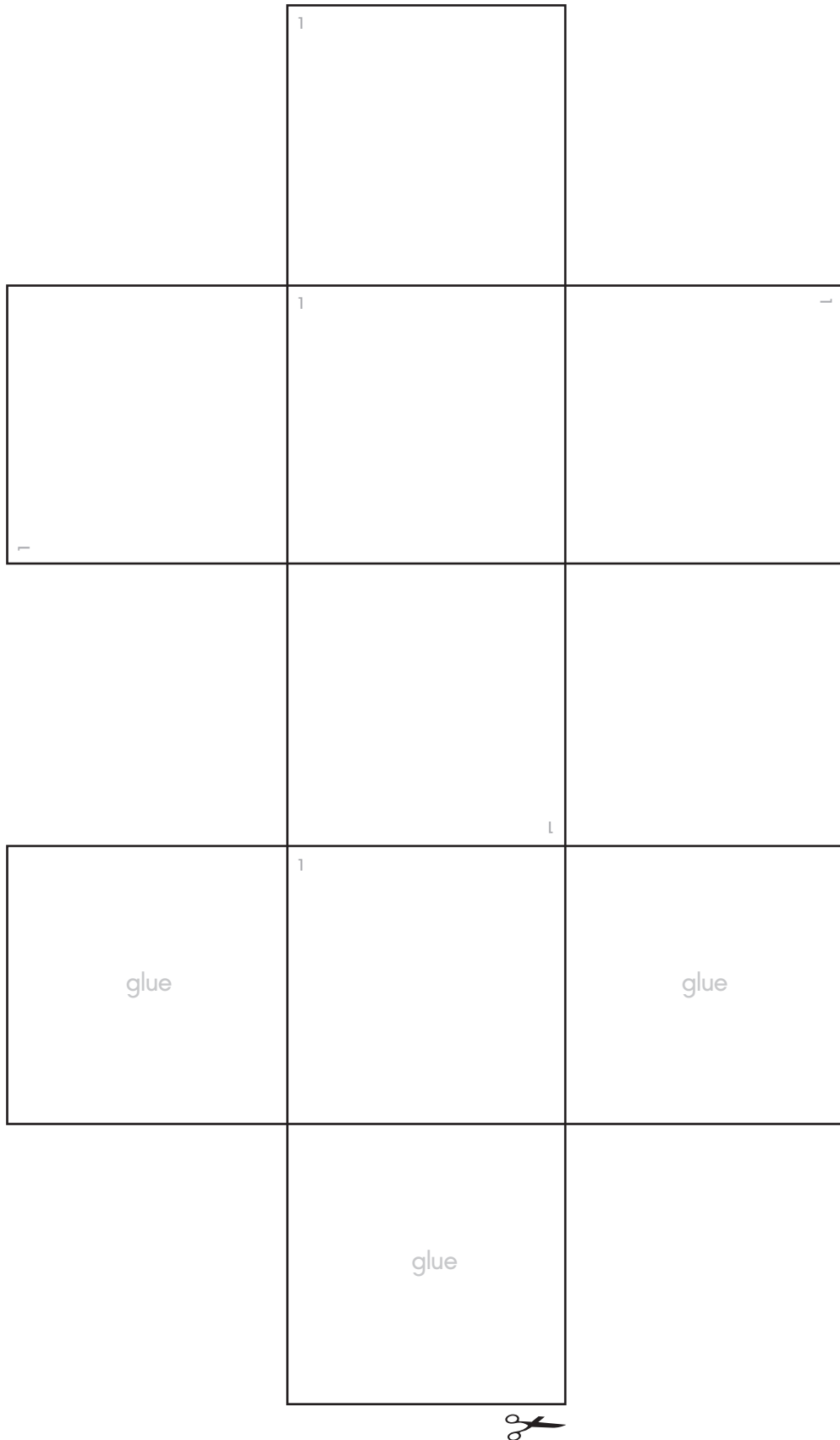




Comprehension

Picture Cube

C.006.AM3



blank cube



Objective

The student will describe characters.

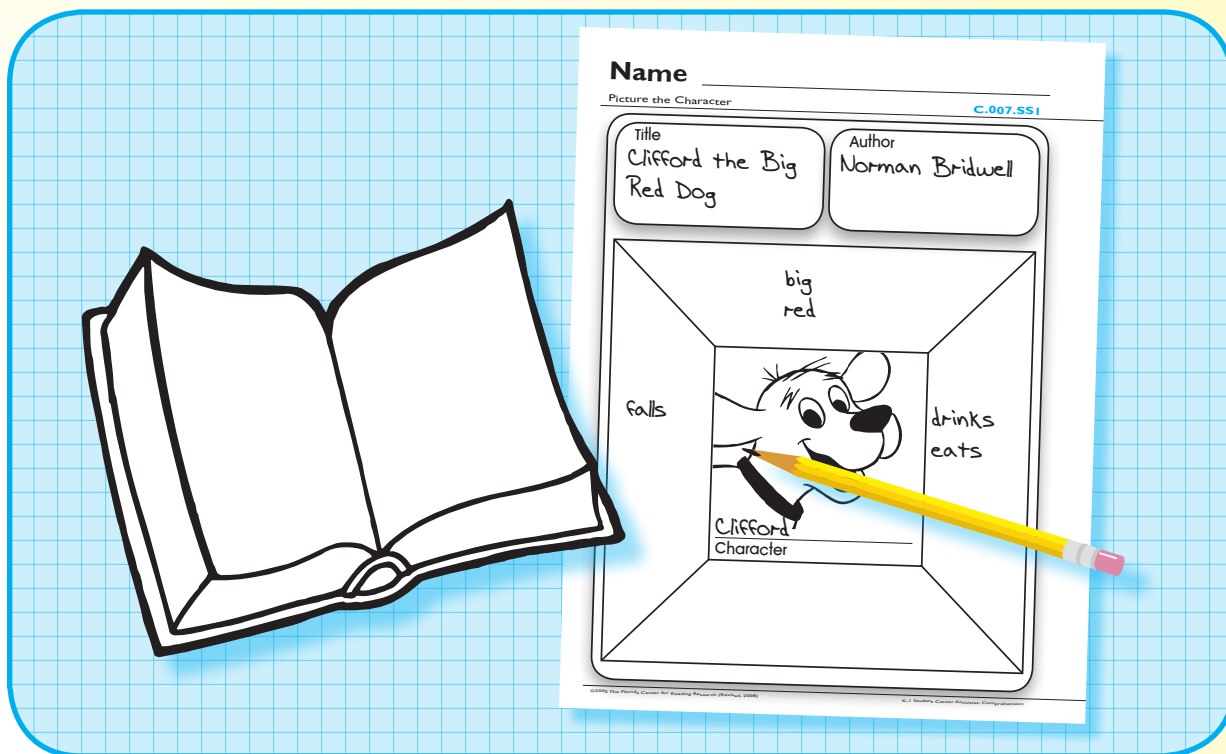
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.007.SS1)
- ▶ Pencil

Activity

Students describe a character using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Names a character in the story and writes the name in the center square of the student sheet. Illustrates the character above the name.
4. Writes words that describe the character's appearance and actions in the "frame" on the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use another graphic organizer to describe character (Activity Master C.007.SS2).
- ▶ Describe other characters in the story.

Name _____

Picture the Character

C.007.SS I

Title

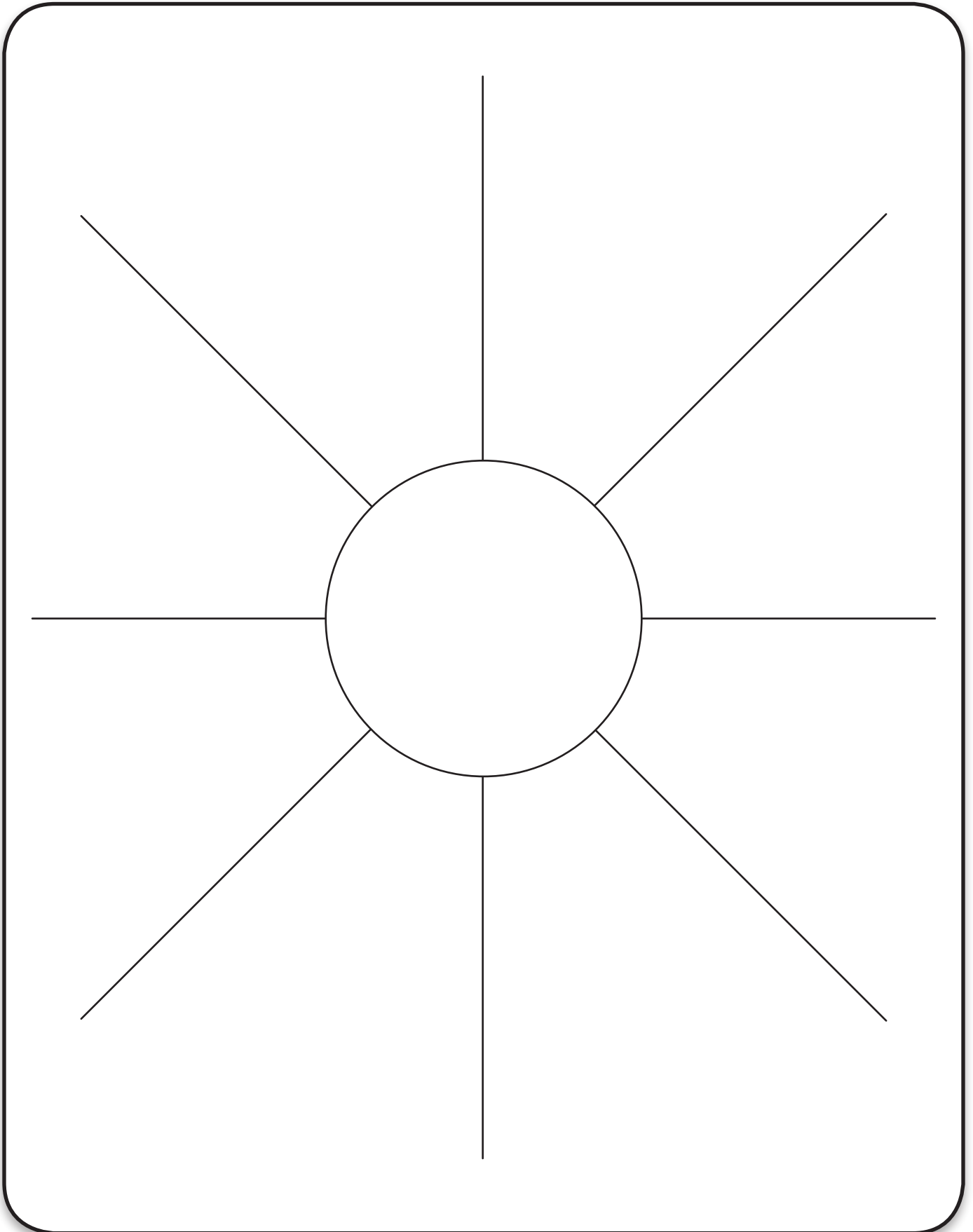
Author

Character

Name _____

C.007.SS2

Picture the Character





Character Compare

Objective

The student will identify similarities and differences between characters.

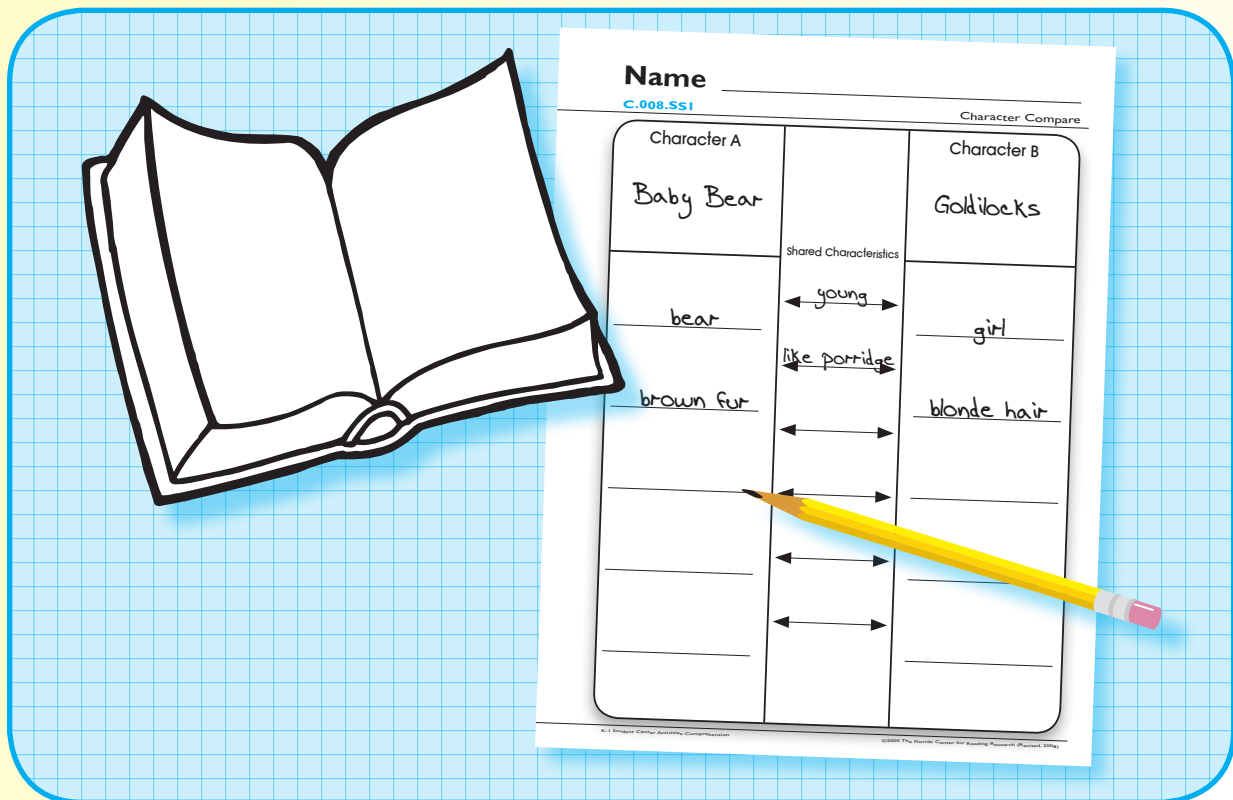
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.008.SS1)
- ▶ Pencil

Activity

Students compare characters using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Names two characters in the story and writes each name on the student sheet.
4. Writes attributes that are shared by both characters on the lines between the boxes. Writes attributes that are unique to just one character on the lines under the corresponding name.
5. Continues until student sheet is complete.
6. Teacher evaluation



Character A		Character B
Baby Bear		Goldilocks
shared Characteristics		
	← young →	
	like porridge	
bear		girl
brown fur		blonde hair
	← →	
	← →	
	← →	

Extensions and Adaptations

- ▶ Use another graphic organizer to compare characters (Activity Master C.008.SS2).
- ▶ Compare characters from a different story.

Name _____

C.008.SSI

Character Compare

Character A		Character B
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Shared Characteristics <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Character Compare

C.008.SS2

Title: _____

Author: _____

Character #1

Unique Characteristics

Shared Characteristics

Character #2

Unique Characteristics



Objective

The student will sequence events in a story.

Materials

- ▶ Pocket chart
- ▶ Sentence strips

Choose a familiar story and write the story title on a sentence strip.

Write the story events on sentence strips.

Activity

Students order the events of a story by sequencing sentences on a pocket chart.

1. Place the sentence strip with the title in the top row of the pocket chart. Place the sentence strips with the story events face up in rows beside the pocket chart.
2. Working in pairs, students read the title and the sentences.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place it in the row under the title (e.g., “Three billy goats loved to eat green grass.”).
4. Continue until all sentence strips are placed in order.
5. Retell the story by reading the sentence strips in order.
6. Peer evaluation

The Three Billy Goats Gruff

Three billy goats loved to eat green grass.

They needed more green grass.

They trip-trapped across a bridge.

Extensions and Adaptations

- ▶ Write additional sentences from the story and sequence them with the original sentences.
- ▶ Write and sequence sentence strips from other stories.



Story Sequence Organizer

Objective

The student will sequence events in a story.

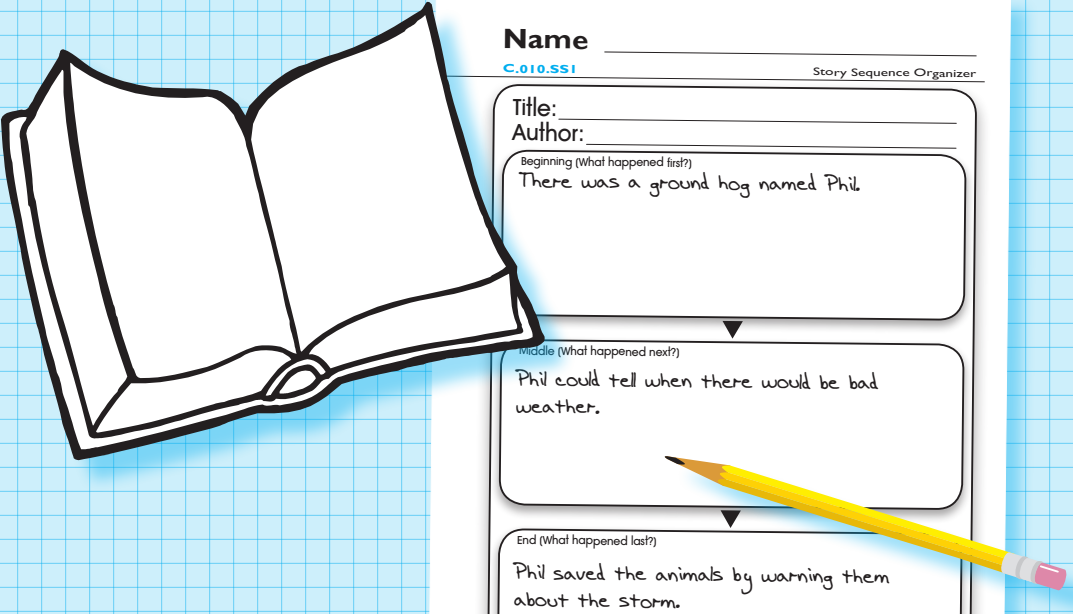
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.010.SS1)
- ▶ Pencil

Activity

Students write the main events of a story in sequential order using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the student sheet.
4. Identifies events which took place in the beginning, middle, and end of the story. Writes descriptive sentences in each of the corresponding sections of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



Name _____

C.010.SS1 Story Sequence Organizer

Title: _____

Author: _____

Beginning (What happened first?)
There was a ground hog named Phil.

Middle (What happened next?)
Phil could tell when there would be bad weather.

End (What happened last?)
Phil saved the animals by warning them about the storm.

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Extensions and Adaptations

- ▶ Use other graphic organizers to record the events (Activity Master C.010.SS2 - C.010.SS3).

Name _____

C.010.SSI

Story Sequence Organizer

Title: _____

Author: _____

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)

Name _____

Story Sequence Organizer

C.010.SS2

1. Cut on dotted lines.
2. Hot dog fold on the fold line.
3. Lift each section, write sentence, and draw picture that corresponds to the beginning, middle, and end of the story.

fold

End

Middle

Beginning

Title: _____
Author: _____



Name _____

C.010.SS3

Story Sequence Organizer

Comic Strip Creations

Book Title: _____



Story Question Cube

Objective

The student will identify story elements.

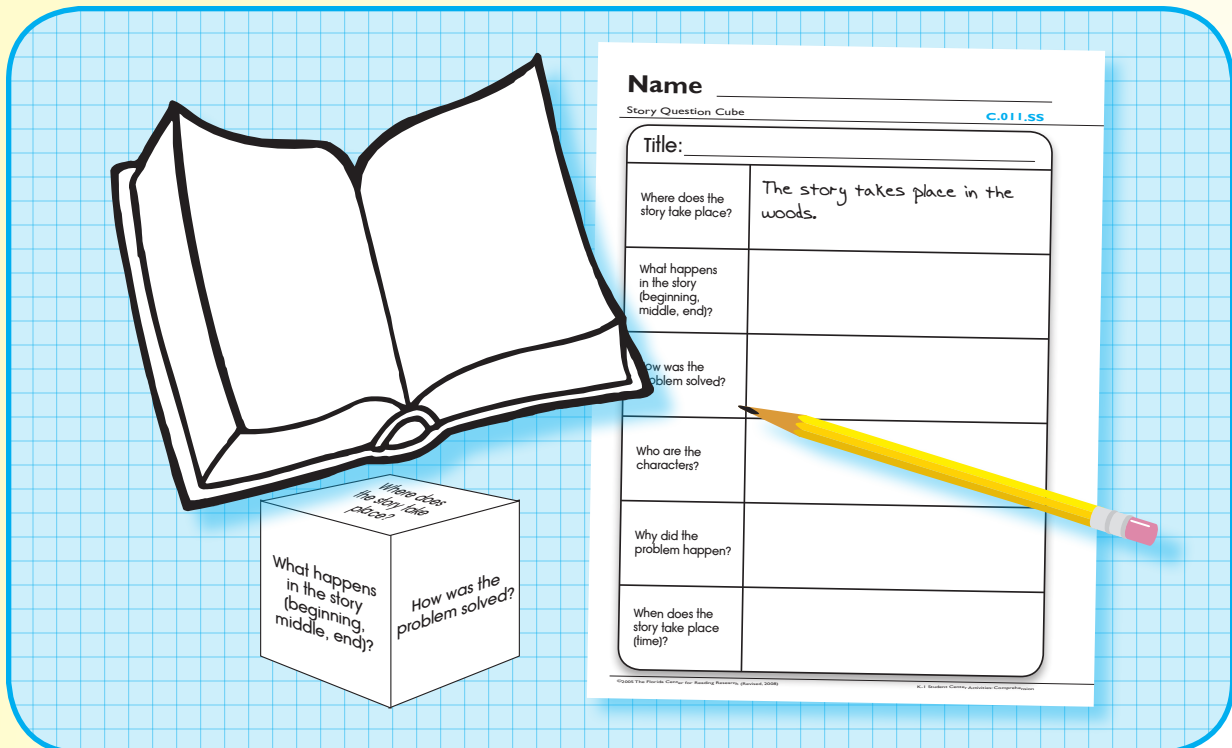
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Question cube (Activity Master C.011.AM1)
Copy on cardstock, cut, and assemble.
- ▶ Student sheet (Activity Master C.011.SS)
- ▶ Pencils

Activity

Students discuss the parts of a story using a question cube.

1. Place text and question cube at the center. Provide each student with a student sheet.
2. The students read the text or review the teacher read-aloud.
3. Taking turns, roll the question cube, read the question, and answer it in relation to the text.
4. Discuss and write or illustrate the answer on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation



The illustration shows an open book on the left. In the center is a white question cube with three visible faces. The top face asks "Where does the story take place?". The front face asks "What happens in the story (beginning, middle, end)?". The right face asks "How was the problem solved?". To the right is a student sheet titled "Story Question Cube" with a "Name" line and a "Title:" line. The sheet has a table with six rows and two columns. The first row is filled with the question "Where does the story take place?" and the answer "The story takes place in the woods." A yellow pencil is shown pointing to the second row.

Story Question Cube	
Title: _____	
Where does the story take place?	The story takes place in the woods.
What happens in the story (beginning, middle, end)?	
How was the problem solved?	
Who are the characters?	
Why did the problem happen?	
When does the story take place (time)?	

Extensions and Adaptations

- ▶ Discuss story elements from a different text.

	What happens in the story (beginning, middle, end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



Name _____

Story Question Cube

C.011.SS

Title: _____

Where does the story take place?

What happens in the story (beginning, middle, end)?

How was the problem solved?

Who are the characters?

Why did the problem happen?

When does the story take place (time)?



Objective

The student will identify story elements.

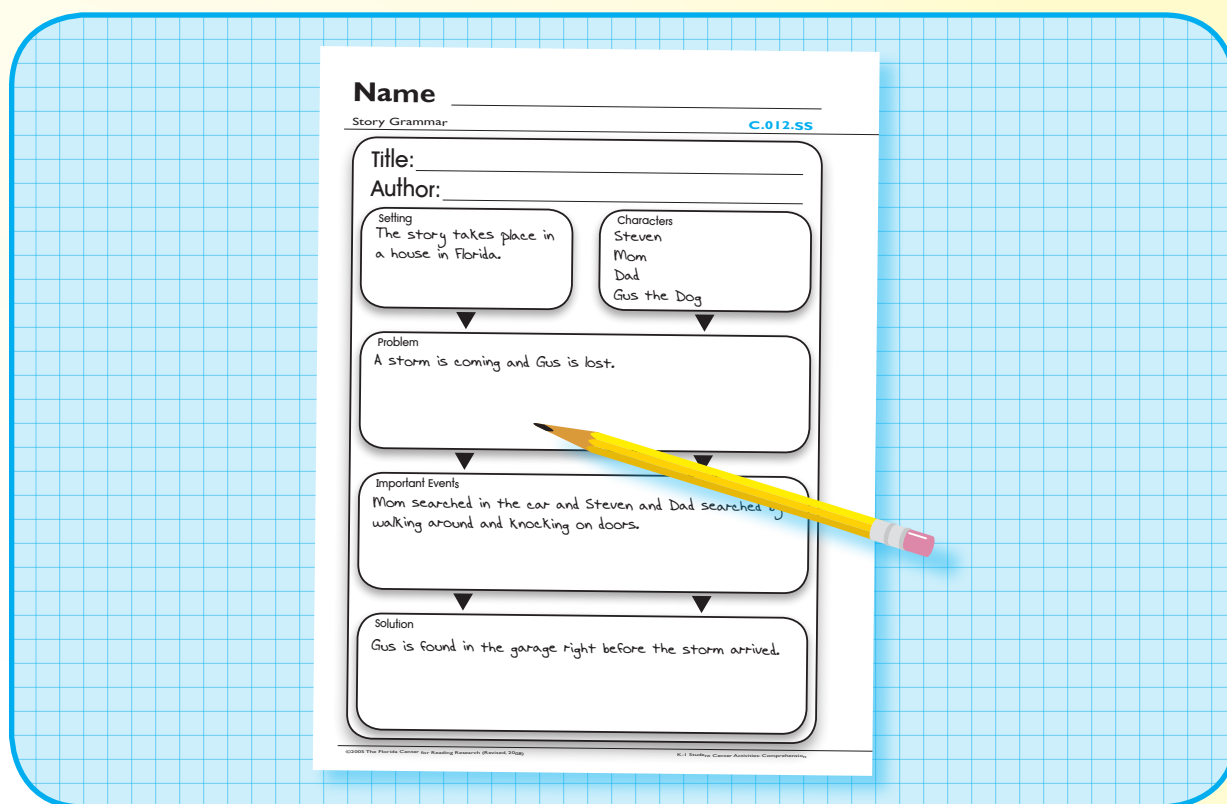
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.012.SS)
- ▶ Pencil

Activity

Students record story elements using a story grammar graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the student sheet.
4. Identifies the setting, characters, problem, important events, and solution. Writes descriptive sentences in each of the corresponding sections of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



Name _____

Story Grammar C.012.SS

Title: _____

Author: _____

Setting
The story takes place in a house in Florida.

Characters
Steven
Mom
Dad
Gus the Dog

Problem
A storm is coming and Gus is lost.

Important Events
Mom searched in the car and Steven and Dad searched by walking around and knocking on doors.

Solution
Gus is found in the garage right before the storm arrived.

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Extensions and Adaptations

- ▶ Retell the story to a partner using a felt board and story pieces.
- ▶ Read another story and record the story elements.

Name _____

Story Grammar

C.012.SS

Title: _____

Author: _____

Setting

Characters

Problem

Important Events

Solution



Comprehension

C.013

Narrative Text Structure
Hoop-A-Story Venn Diagram

Objective

The student will identify similarities and differences between stories.

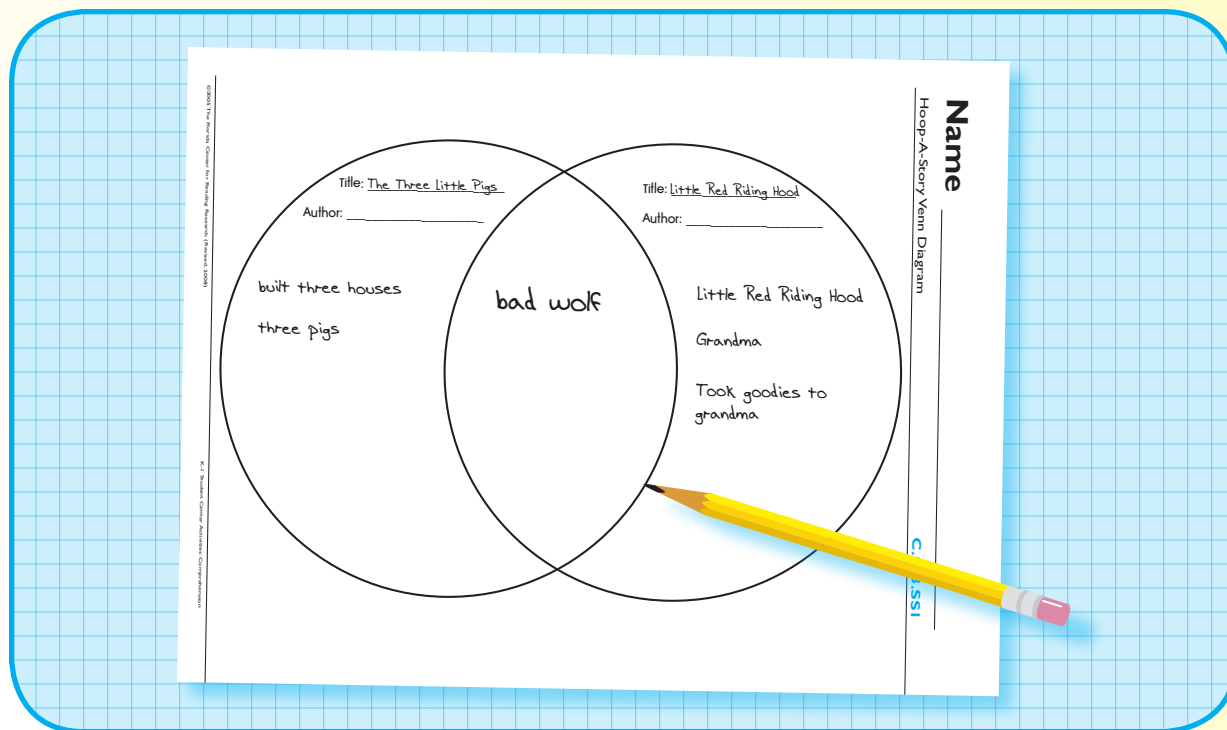
Materials

- ▶ Narrative texts
Choose two texts within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.013.SS1)
- ▶ Pencils

Activity

Students compare stories using a Venn Diagram.

1. Place texts at the center. Provide the student with a student sheet.
2. The student reads the texts or reviews the teacher read-alouds.
3. Writes the title and author of each text on the student sheet.
4. Writes story elements (e.g., character, character attributes, setting, plot, problem, resolution) that are shared by both texts in the overlapping area of the circles on the Venn Diagram. Writes story elements that are unique to just one of the texts in the corresponding circle.
5. Continues until there are at least three story elements in each of the three sections of the Venn Diagram.
6. Teacher evaluation



The image shows a student sheet titled "Hoop-A-Story Venn Diagram" with a "Name" field. It features a Venn Diagram with two overlapping circles. The left circle is for "The Three Little Pigs" and the right circle is for "Little Red Riding Hood". The overlapping area contains the text "bad wolf". The left circle contains "built three houses" and "three pigs". The right circle contains "Little Red Riding Hood", "Grandma", and "Took goodies to grandma". A yellow pencil is shown pointing to the overlapping area. The sheet also has "Author:" fields for both stories and a "C.013.SS1" label at the bottom.

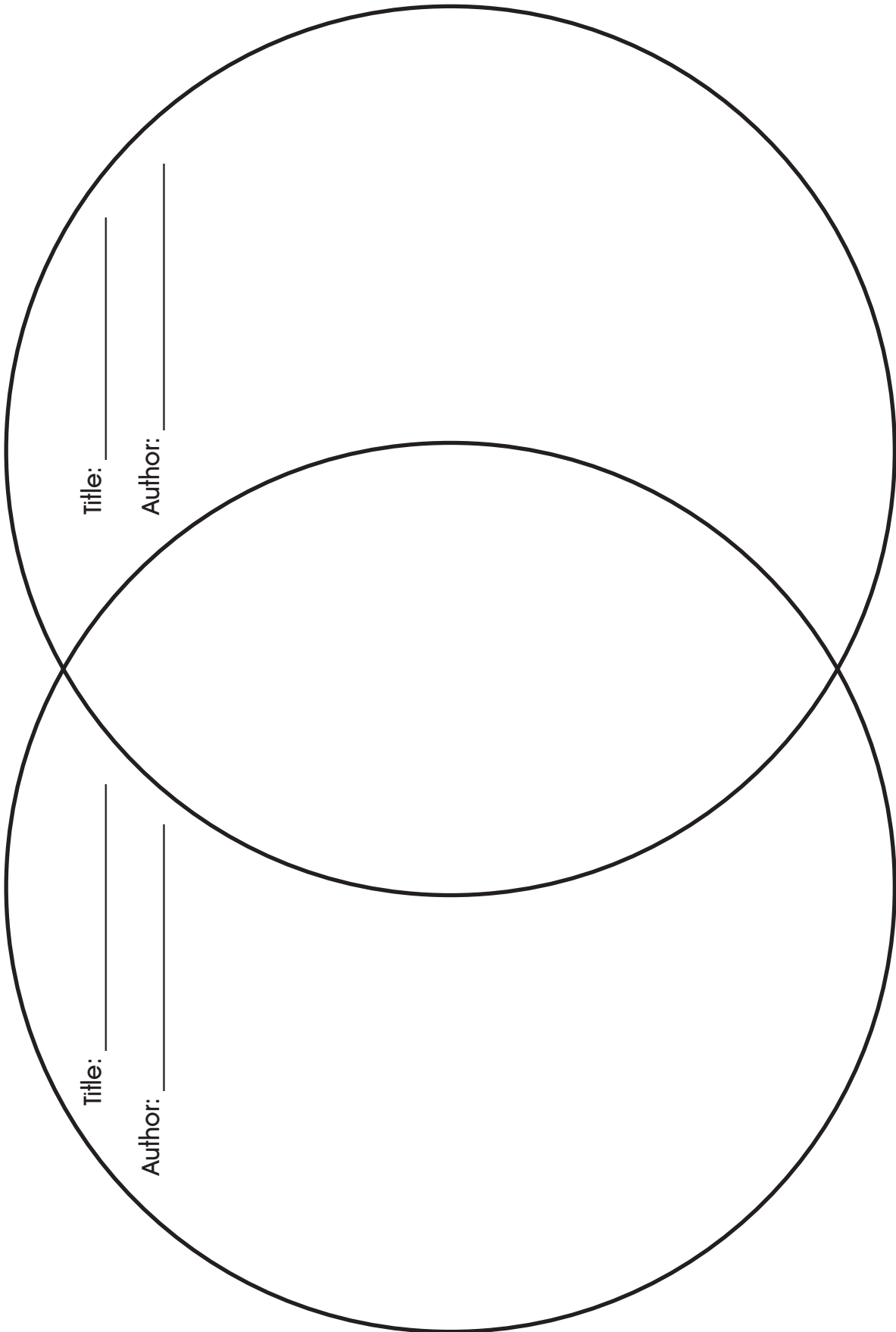
Extensions and Adaptations

- ▶ Use a Venn Diagram to compare three texts (Activity Master C.013.SS2).

Name _____

Hoop-A-Story Venn Diagram

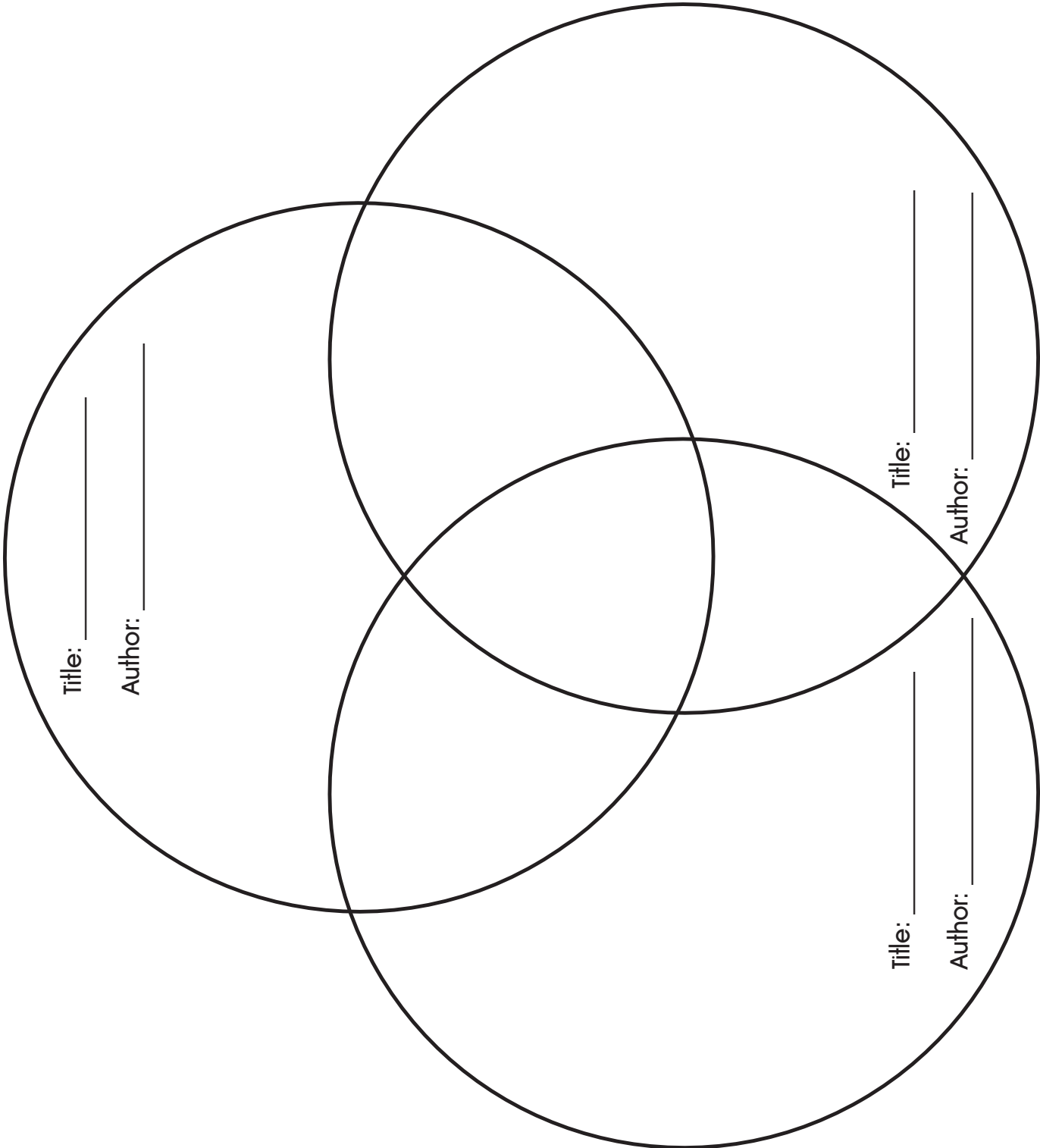
C.013.SSI



Name _____

C.013.SS2

Hoop-A-Story Venn Diagram





Retell Wheel



Objective

The student will retell a story.



Materials

- ▶ Narrative text

Choose text within students' instructional-independent reading level range or teacher read-aloud.

- ▶ Retell Wheel (Activity Master C.014.AM1a - C.014.AM1b)

- ▶ Brad

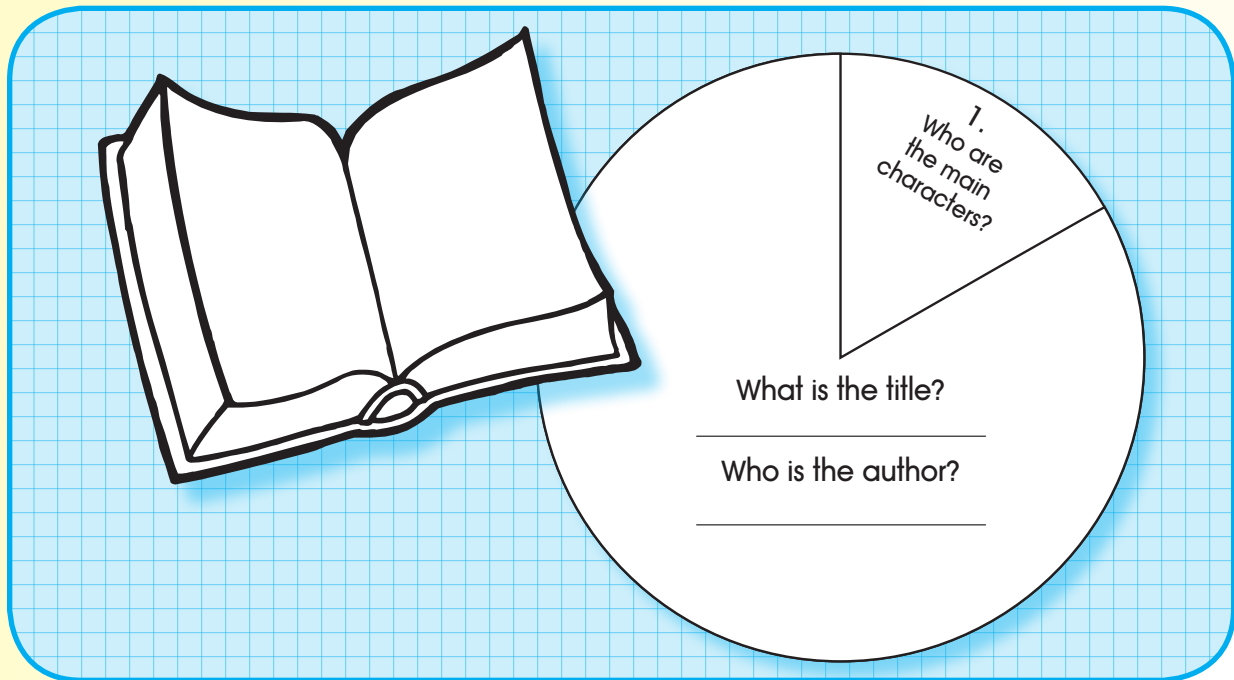
Attach wheels using brad.



Activity

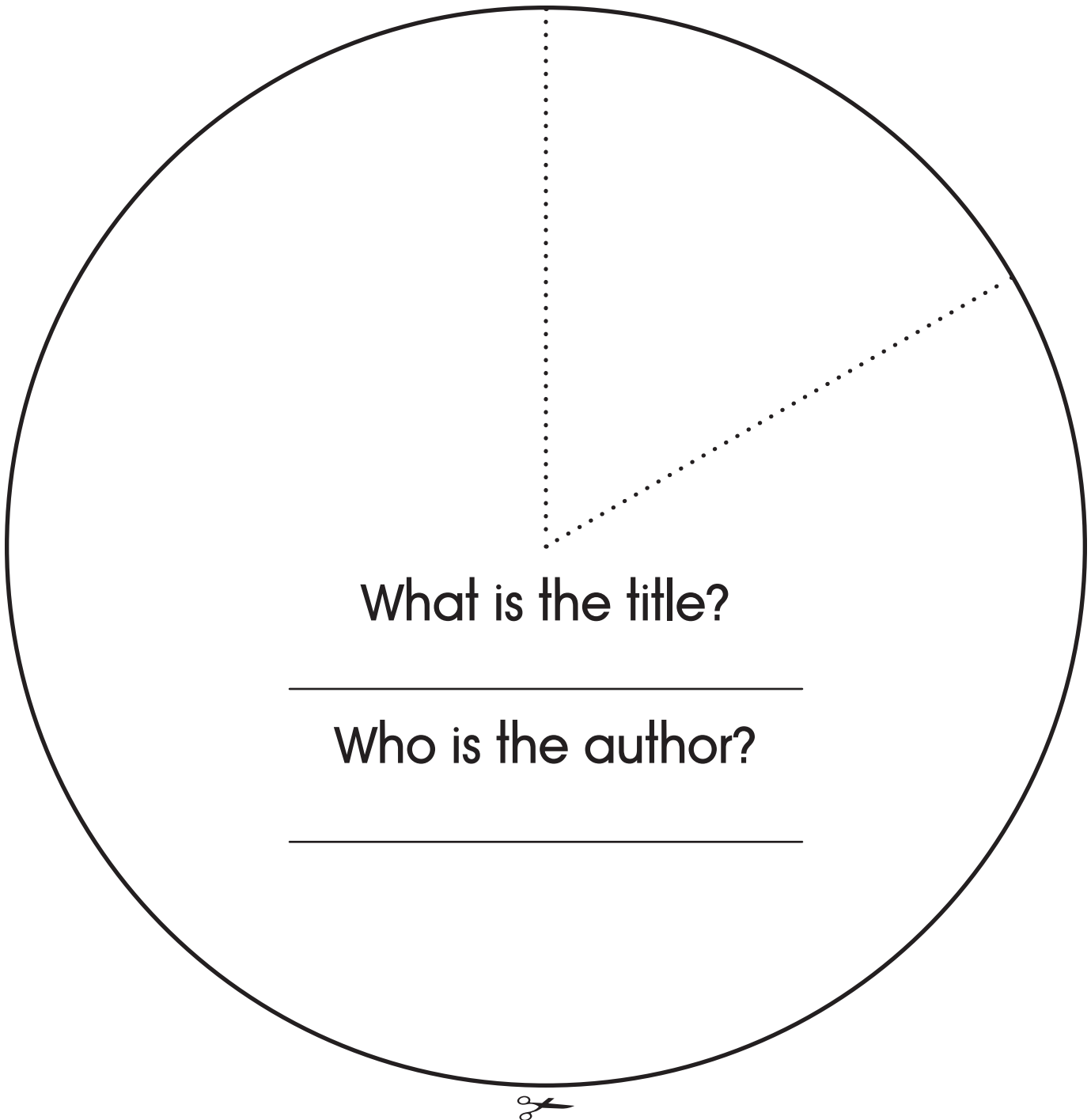
Students repeat a story using a question retell wheel.

1. Place text and retell wheel at the center.
2. Students read the text or review the teacher read-aloud.
3. Taking turns, student one holds the retell wheel and asks student two to name the title and author of the story.
4. Hands wheel to student two who positions the wheel opening on question one. Reads question one and student one answers. If unable to answer question, goes back and reviews story for answer.
5. Continue until all questions on wheel are answered.
6. Peer evaluation



Extensions and Adaptations

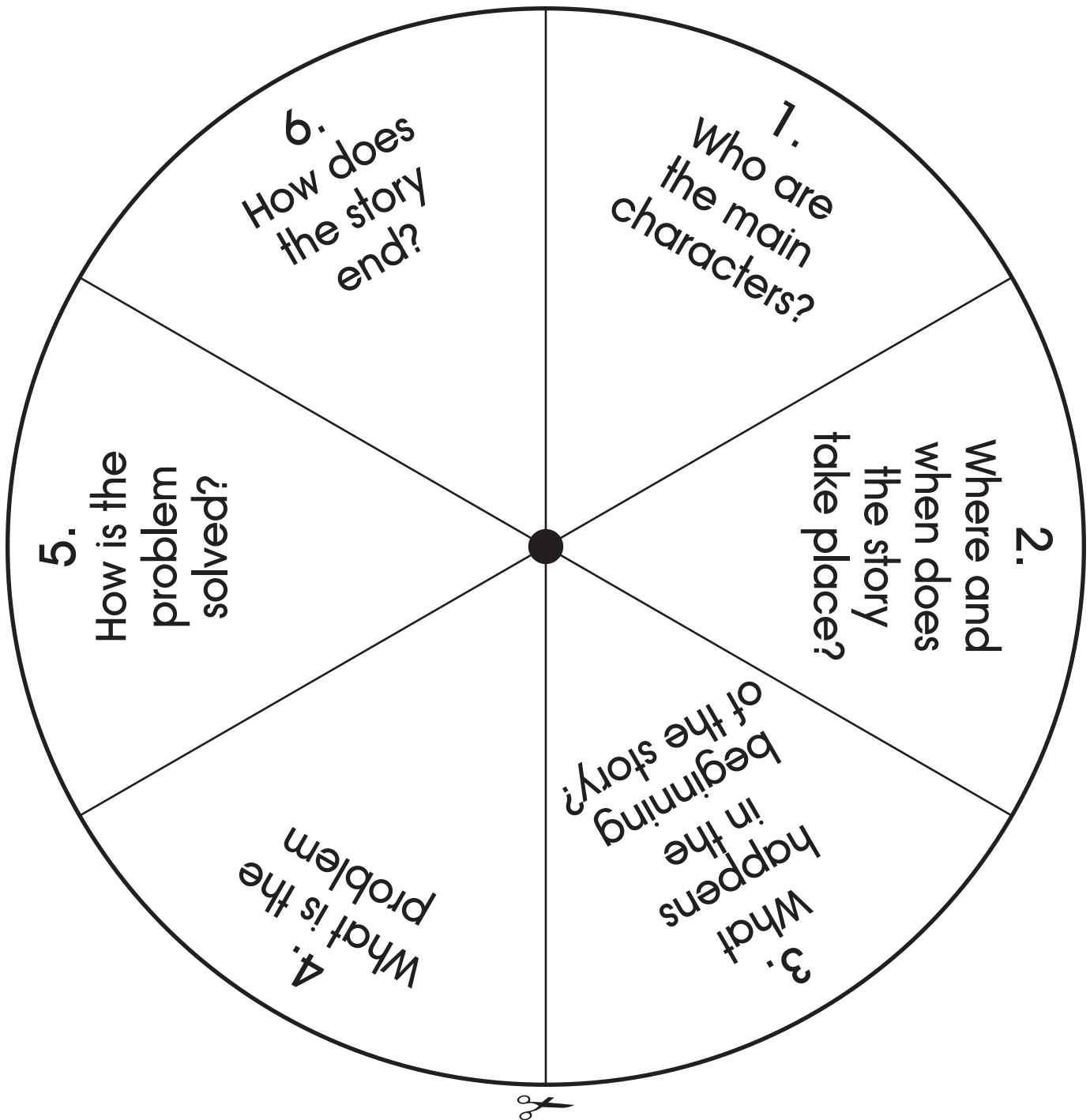
- ▶ Use another retell wheel to record the story (Activity Master C.014.SS1a – C.014.SS1b).



Comprehension

Retell Wheel

C.014.AM1b

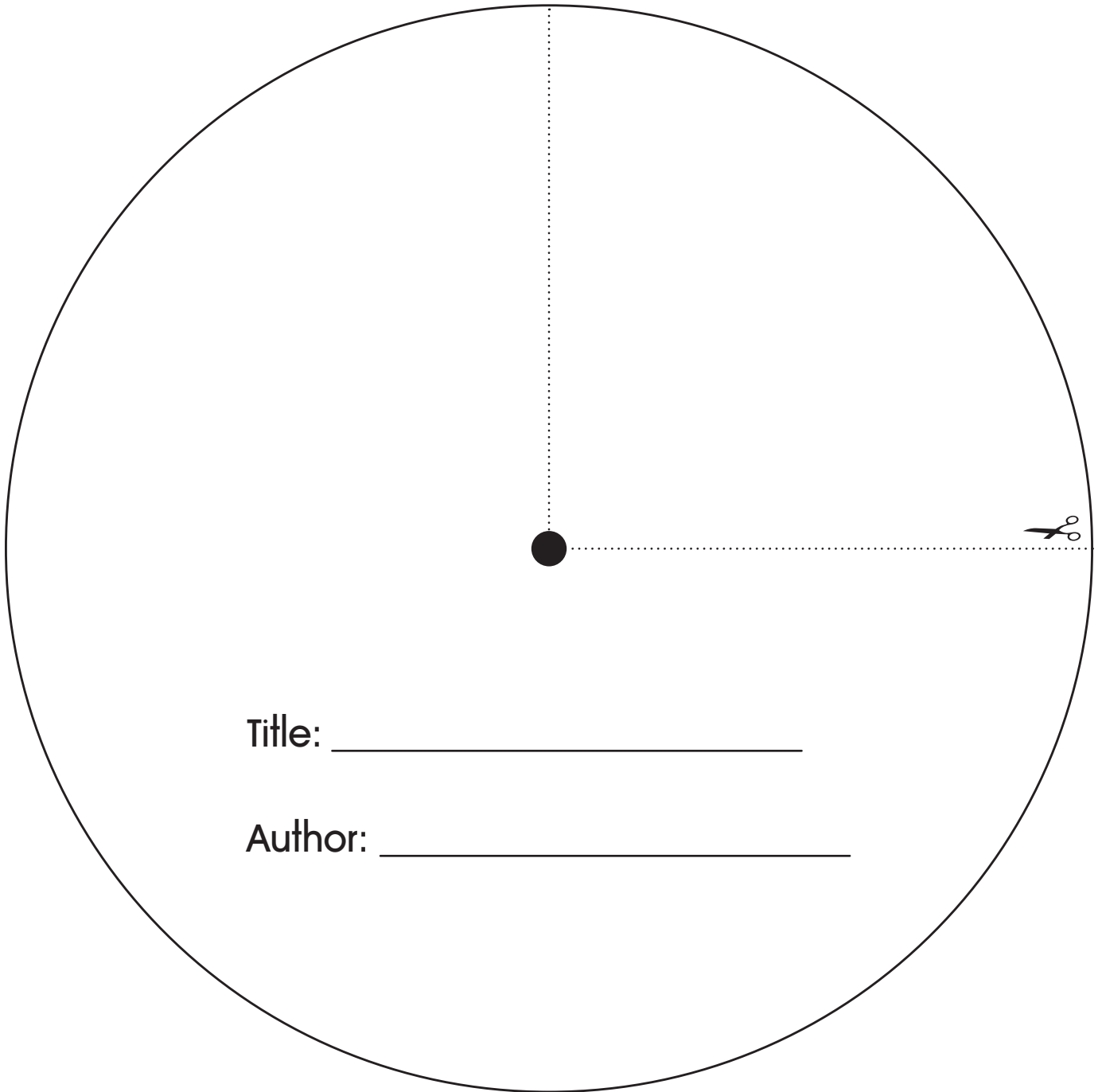


retell wheel

Name _____

C.014.SS1a

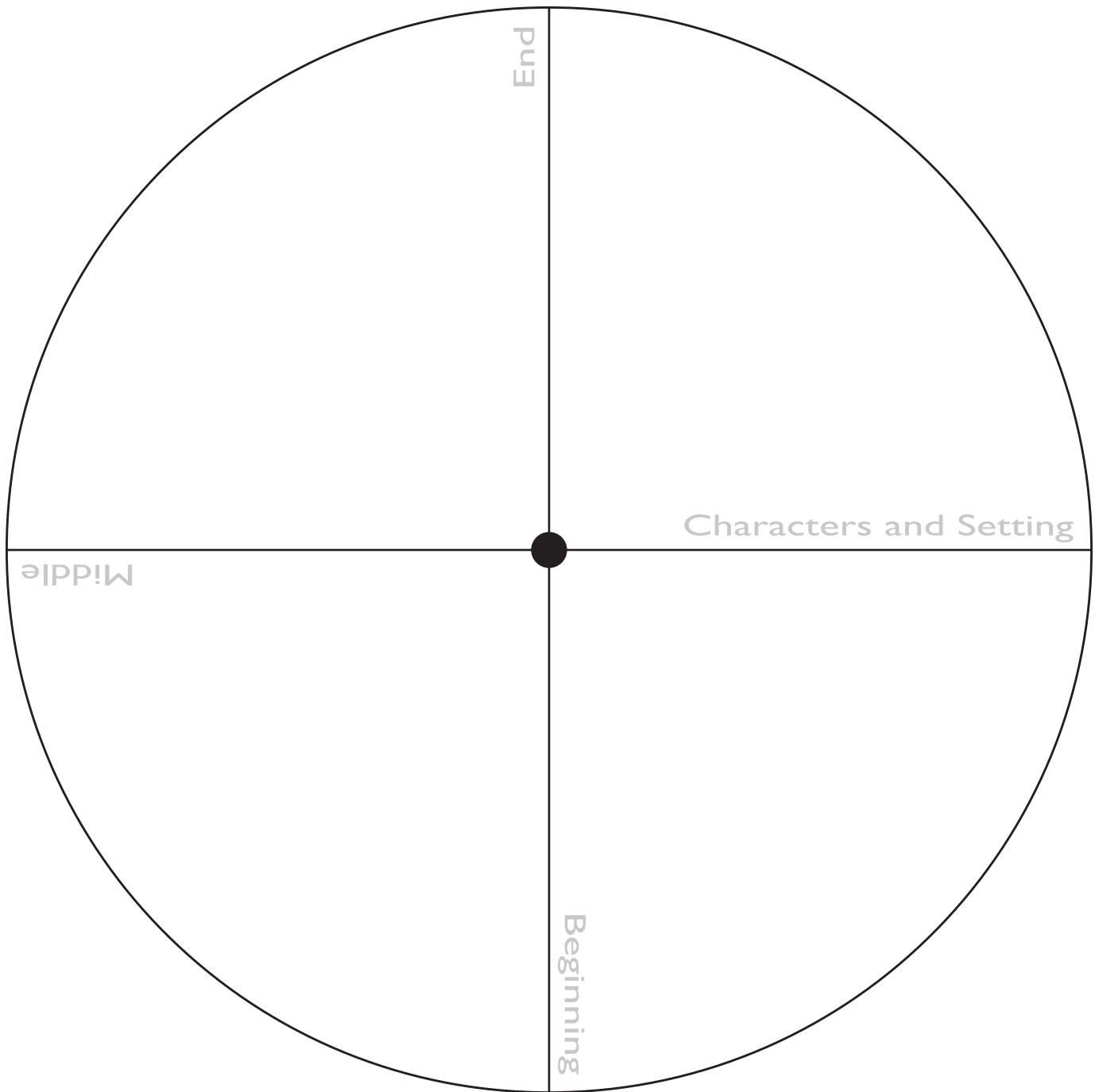
Retell Wheel



Name _____

Retell Wheel

C.014.SS1b





Objective

The student will identify details in text.

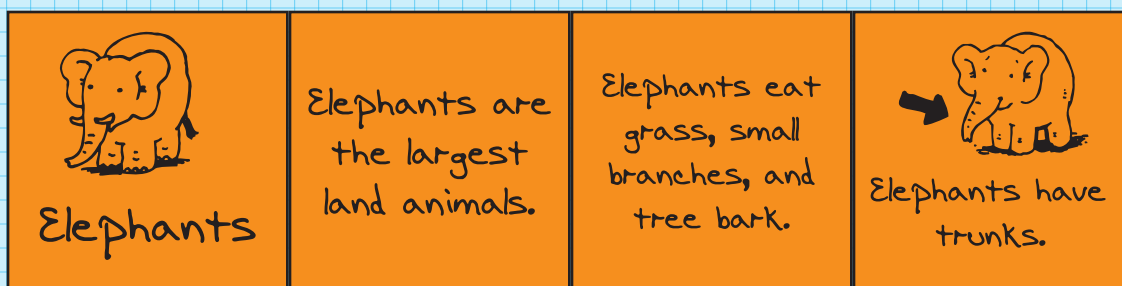
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ 12" x 18" construction paper
*Cut paper in half lengthwise to make 6" x 18" strips.
Fold into desired number of sections.*
- ▶ Crayons or markers
- ▶ Pencil

Activity

Students locate information in expository text and record on a fact strip.

1. Place text and crayons at the center. Provide the student with one construction paper strip.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes or illustrates the topic in the first square.
4. Identifies the important facts in the text and writes or illustrates them in each section.
5. Continues until all sections are complete.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use a graphic organizer to record topic and facts from this story or a different one (Activity Master C.015.SS).

Name _____

Expository Fact Strip

C.015.SS

Topic

FACTS



Objective

The student will identify main idea and supporting details in text.



Materials

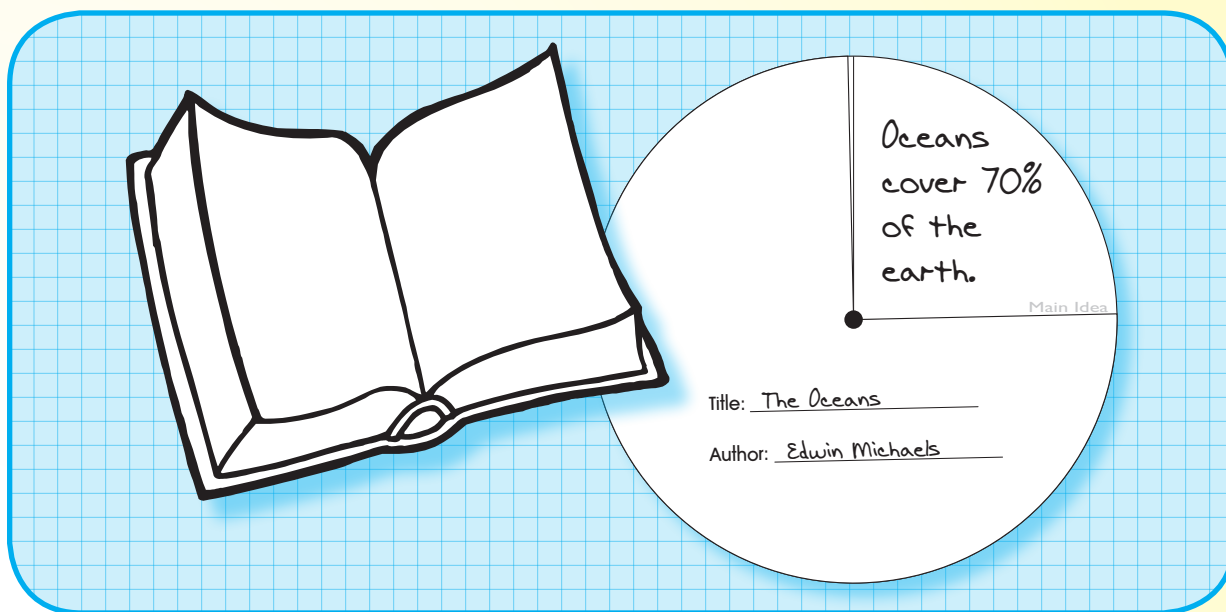
- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.016.SS1a - C.016.SS1b)
- ▶ Brad
Attach wheels with brad.
- ▶ Crayons or markers
- ▶ Pencil



Activity

Students write or illustrate the main idea and three supporting details on a text wheel.

1. Place text and crayons on a flat surface. Provide the student with the text wheel.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the front of the wheel.
4. Turns the wheel so that the main idea section is showing. Identifies and writes or illustrates the main idea.
5. Turns the wheel to one of the supporting detail sections. Identifies and writes or illustrates a supporting detail.
6. Continues until each section on wheel is complete.
7. Teacher evaluation



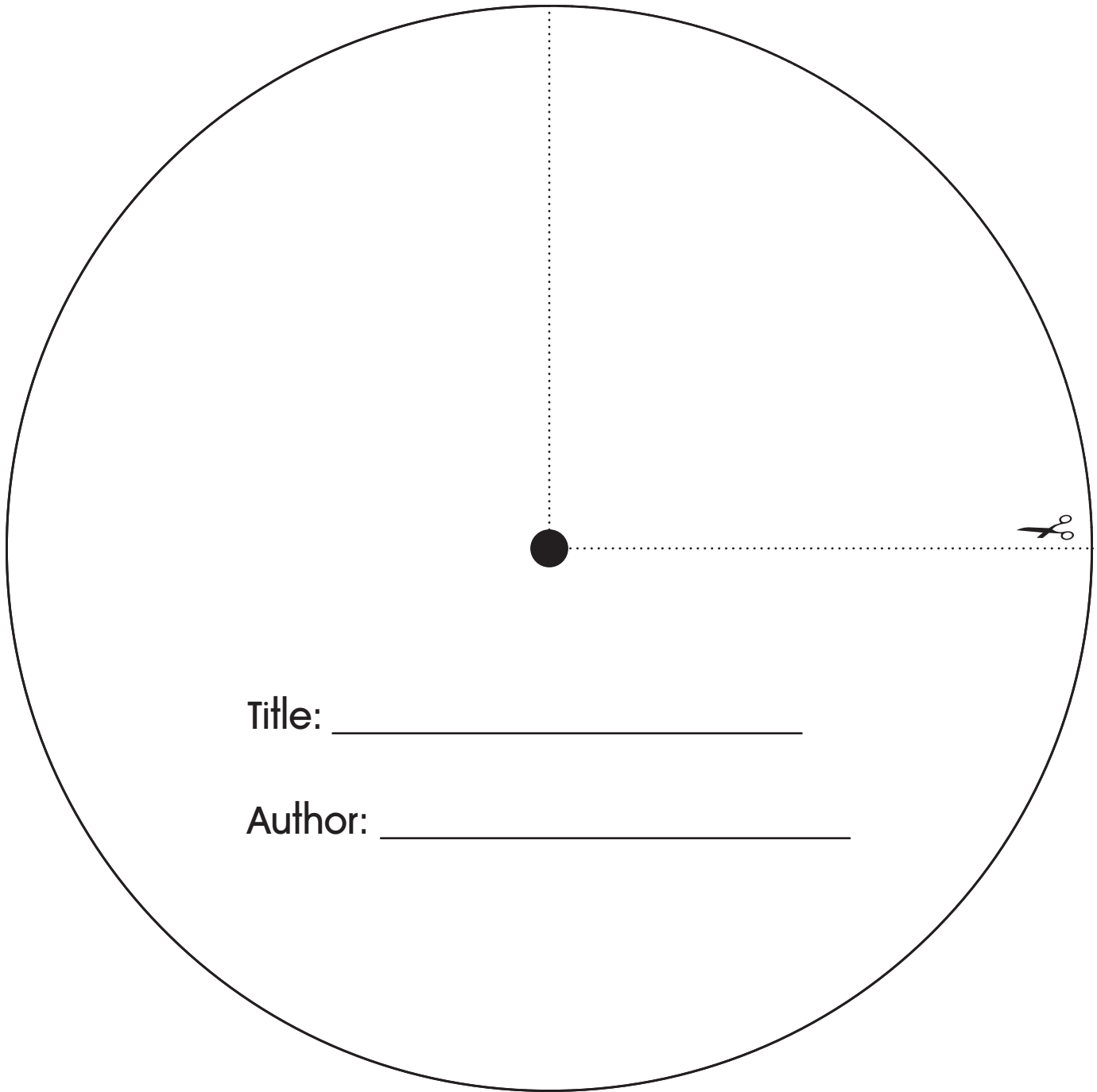
Extensions and Adaptations

- ▶ Use another graphic organizer to record main idea and details (Activity Master C.016.SS2).

Name _____

Expository Text Wheel

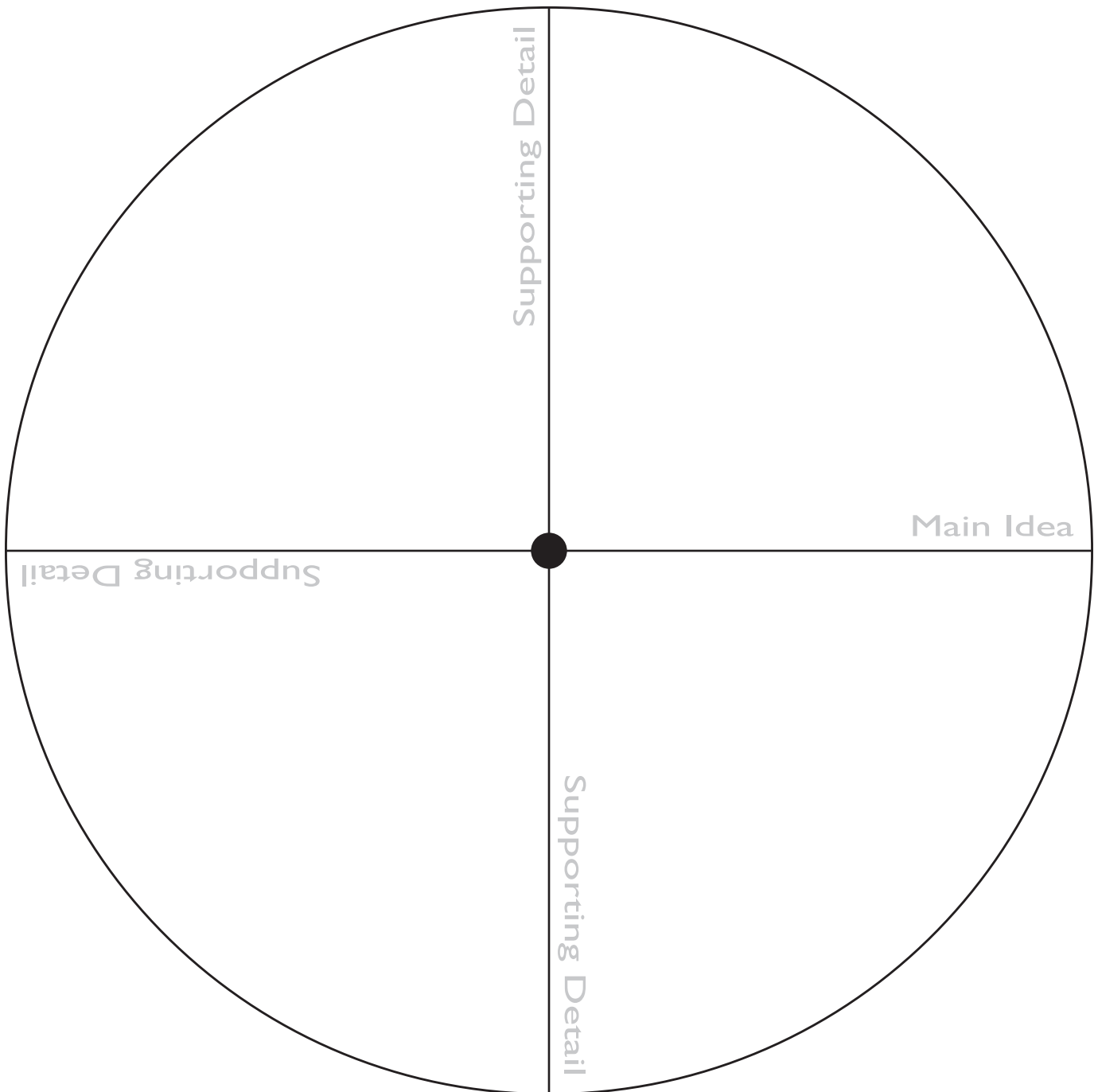
C.016.SS1a



Name _____

C.016.SS1b

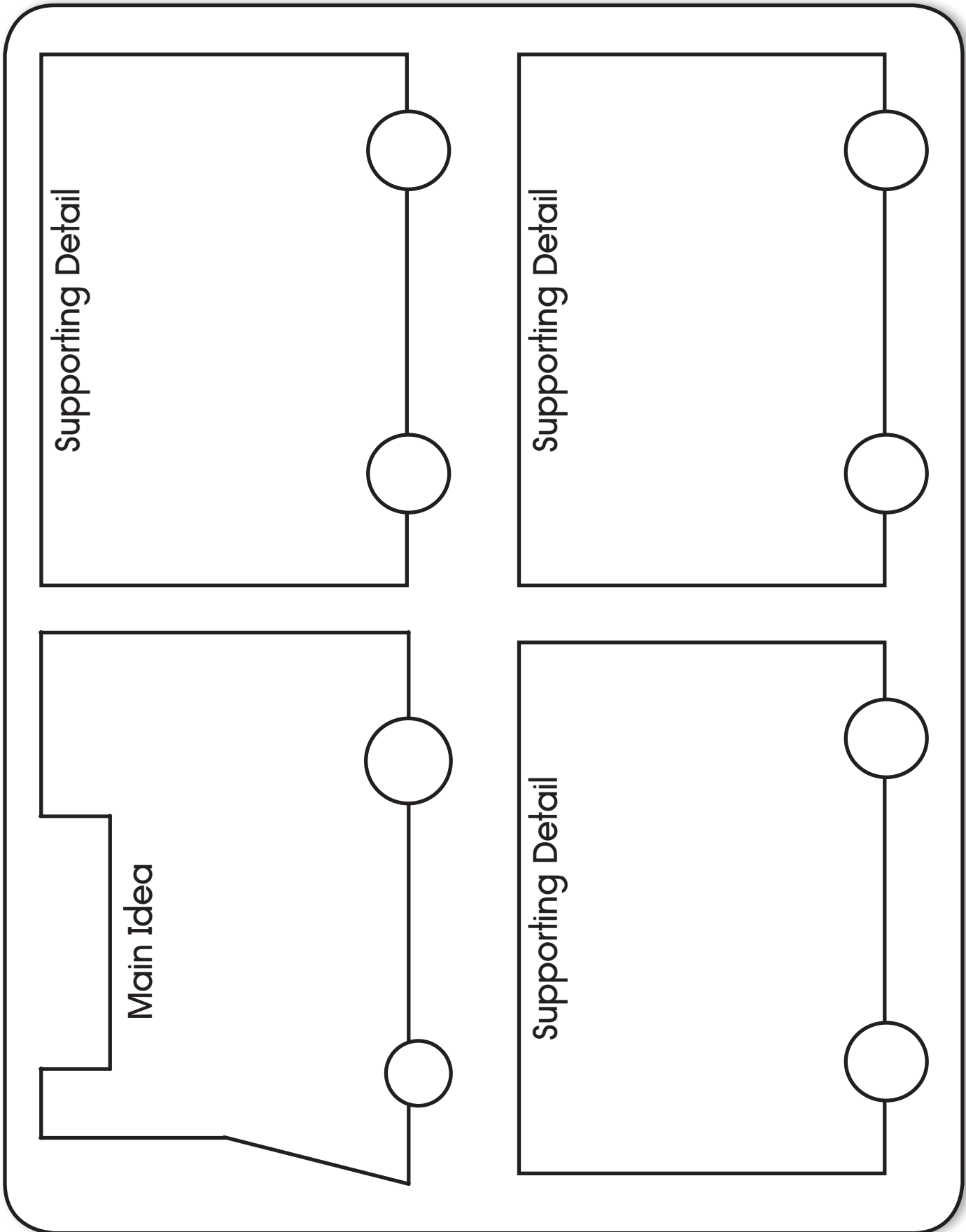
Expository Text Wheel



Name _____

Expository Text Wheel

C.016.SS2





Objective

The student will identify main idea and supporting details in text.

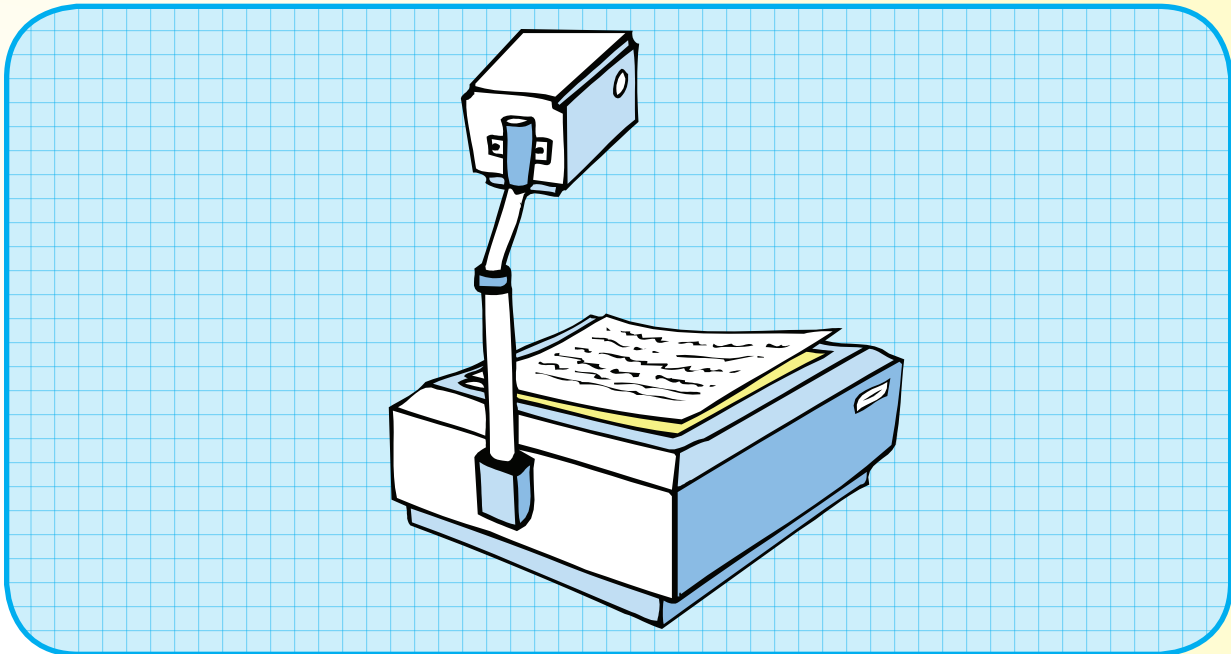
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Transparency film
Select and copy multiple paragraphs from text onto the transparencies.
- ▶ Overhead projector
- ▶ Vis-à-Vis® markers
- ▶ Paper
- ▶ Pencils

Activity

Students identify the main idea and supporting details in paragraphs on an overhead projector.

1. Place the transparencies and Vis-à-Vis® markers near the overhead projector. Provide each student with paper.
2. Taking turns, students select a transparency and read the paragraph. Use a Vis-à-Vis® marker to circle the main idea and underline supporting details.
3. Continue until all paragraphs are read and marked.
4. Each student chooses one paragraph and records the main idea and supporting details on paper.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Use narrative text.



Summarizing

Objective

The student will summarize expository text.

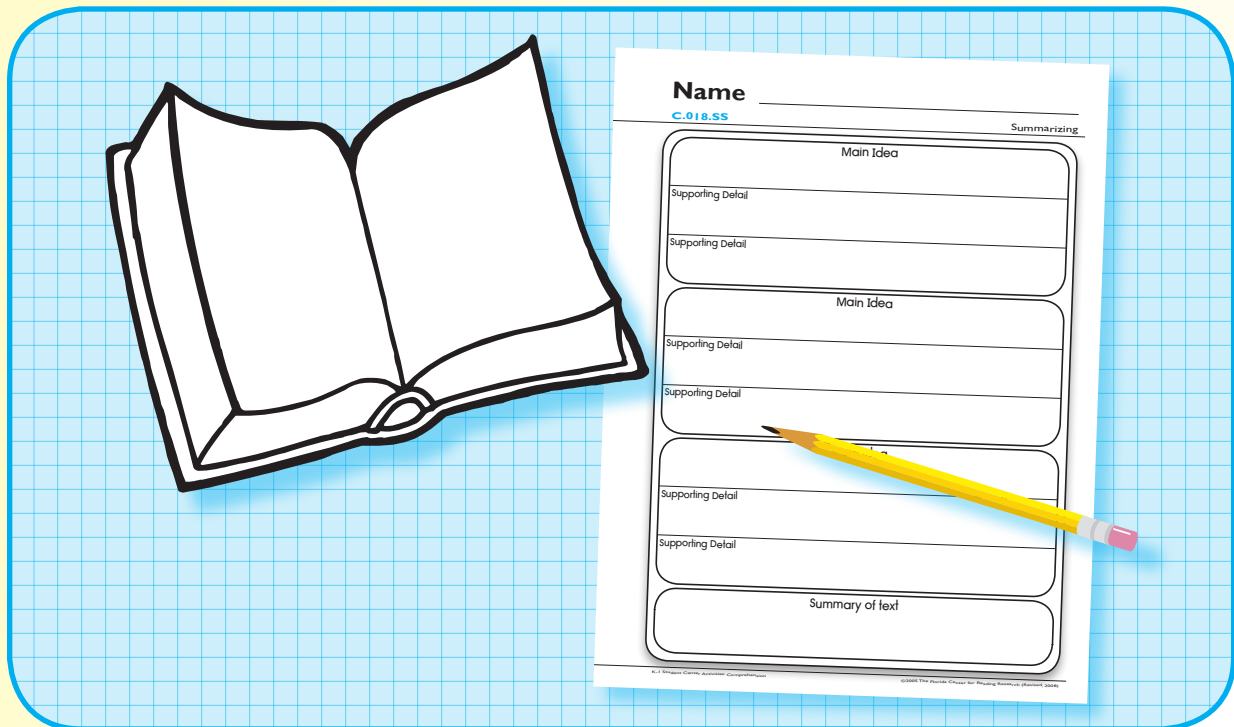
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.018.SS)
- ▶ Pencil

Activity

Students record the main idea and supporting details, then summarize.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Rereads the first paragraph of the text and records the main idea and supporting details on the student sheet.
4. Continues rereading each paragraph and recording the main idea and supporting details on the student sheet.
5. Reviews recorded information and writes a summary of the entire text.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Illustrate the written summary.

Name _____

C.018.SS

Summarizing

Main Idea

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Summary of text



Fiction and Nonfiction Sort


Objective

The student will identify fiction and nonfiction text.

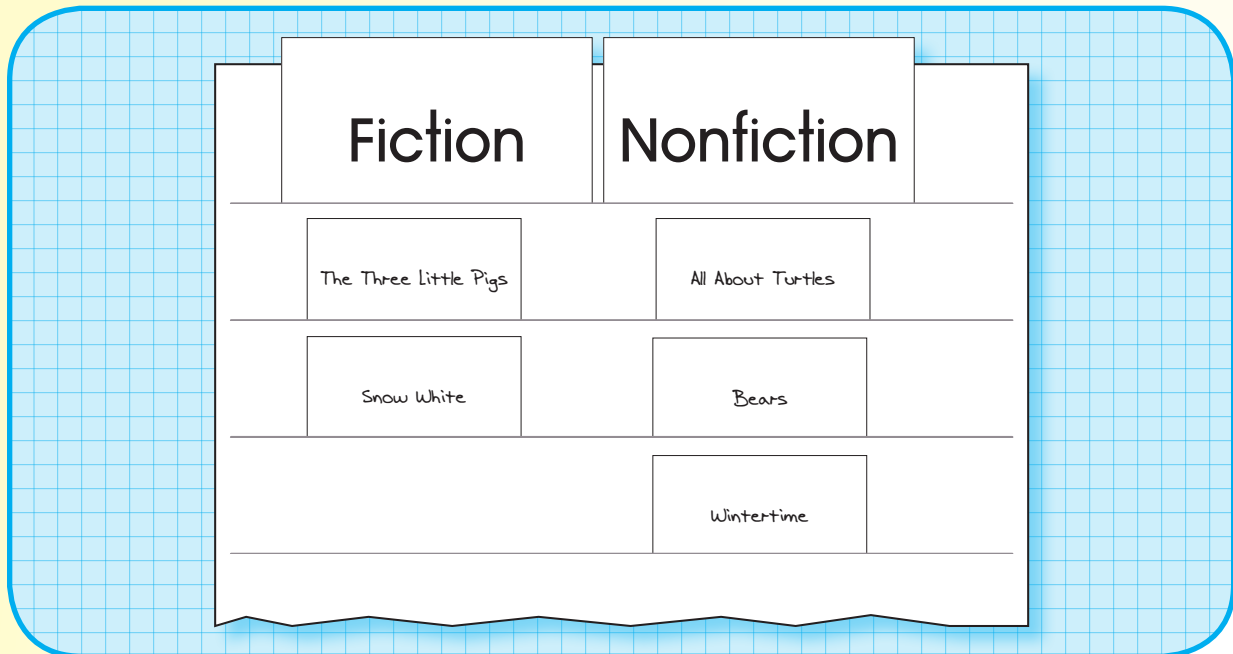
Materials

- ▶ Pocket chart
- ▶ Fiction and Nonfiction header cards (Activity Master C.019.AM1)
- ▶ Books
Fiction and nonfiction books within students' independent reading level range.
- ▶ Index cards
- ▶ Pencils

Activity

 Students sort story titles into fiction and nonfiction categories on a pocket chart.

1. Place the Fiction and Nonfiction header cards across the top row of the pocket chart. Place the index cards and books at the center.
2. Taking turns, the students select a book, read the title, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the corresponding header card on the pocket chart.
4. Continue until all the books are reviewed and title cards are placed on the pocket chart.
5. Peer evaluation



Extensions and Adaptations

- ▶ Add more books and sort by genre (e.g., biography, poetry, folktale, fairy tale).

Fiction

header

Nonfiction

header





Fact Versus Opinion



Objective

The student will identify facts and opinions.



Materials

- ▶ Pocket chart
- ▶ Fact and Opinion header cards (Activity Master C.020.AM1)
- ▶ Fact and Opinion statement cards (Activity Master C.020.AM2a - C.020.AM2b)



Activity

Students sort statements into fact and opinion categories on a pocket chart.

1. Place the Fact and Opinion header cards across the top row of the pocket chart. Place the fact and opinion statement cards face down in a stack.
2. Taking turns, student one selects the top card and reads it.
3. Student two determines if the statement is fact or opinion and places the card under the corresponding header card on the pocket chart.
4. Reverse roles and continue until all cards are placed on the pocket chart.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other fact and opinion statement cards, read, and sort.

Fact

header

Opinion

header



Comprehension

Fact Versus Opinion

C.020.AM2a

Chocolate is made from cocoa beans.	Chocolate is yummy.
Cats are good pets.	Cats have whiskers.
Yogurt is a milk product.	Yogurt is good for breakfast.
Cookies are made with sugar.	Cookies are delicious.
Cities are fun to visit.	Cities have tall buildings.

fact and opinion statement cards



Comprehension

C.020.AM2b

Fact Versus Opinion

Alligators are reptiles.	Alligators are nice.
Whales are mammals.	Whales are lazy.
Crayons are different colors.	Crayons make it easy to draw.
Cars have engines.	Cars are better than trucks.
Water freezes at 32°F.	Water tastes better cold.

fact and opinion statement cards





Cause and Effect Roll

Objective

The student will identify the relationship between cause and effect.

Materials

- ▶ Cause cards (Activity Master C.021.AM1a - C.021.AM1b)
- ▶ Effect cards (Activity Master C.021.AM2a - C.021.AM2b)
- ▶ Small ball

Activity

Students read a cause and select an effect while playing a ball game.

1. Place the cause cards face down in a stack and the effect cards face up in rows. Place the ball at the center.
2. Taking turns, student one selects a cause card, reads it (e.g., “When the sun is shining...”), and rolls the ball to another student who chooses and reads the corresponding effect card (e.g., “... we go to the beach.”).
3. Continue the activity until all cards are read and corresponding effect cards are chosen.
4. Peer evaluation

"We go to the beach."

When the sun is shining...

... we go to the beach.

... I like to fly my kite.

... the cat runs and hides.

... sio I had to clean it up.

Extensions and Adaptations

- ▶ Provide an original effect for each cause card.
- ▶ Write and illustrate some of the causes and effects from a story.

Comprehension

C.021.AM1a

Cause and Effect Roll

Since it is raining outside...

When the dog barks...

When the sun is shining...

When the wind is blowing...

My milk spilled...

Jack fell down...

cause cards



Comprehension

Cause and Effect Roll

C.021.AM1b

Dad forgot to put gas in the car...

Suzy burned the dinner...

The rabbit's cage was left open...

Tommy ate all the candy in the bag...

Kewana was late to soccer practice...

John's boat had a hole in the bottom...

cause cards



... I need my rubber boots.

... the cat runs and hides.

... we go to the beach.

... I like to fly my kite.

... so I had to clean it up.

... and broke his crown.



Comprehension

Cause and Effect Roll

C.021.AM2b

... and it came to a stop.

... so we had to go out to eat.

... and he ran to the garden to find lettuce.

... and then his belly hurt.

... so she had to run laps.

... and it filled up with water.

effect cards





Objective

The student will identify the relationship between cause and effect.

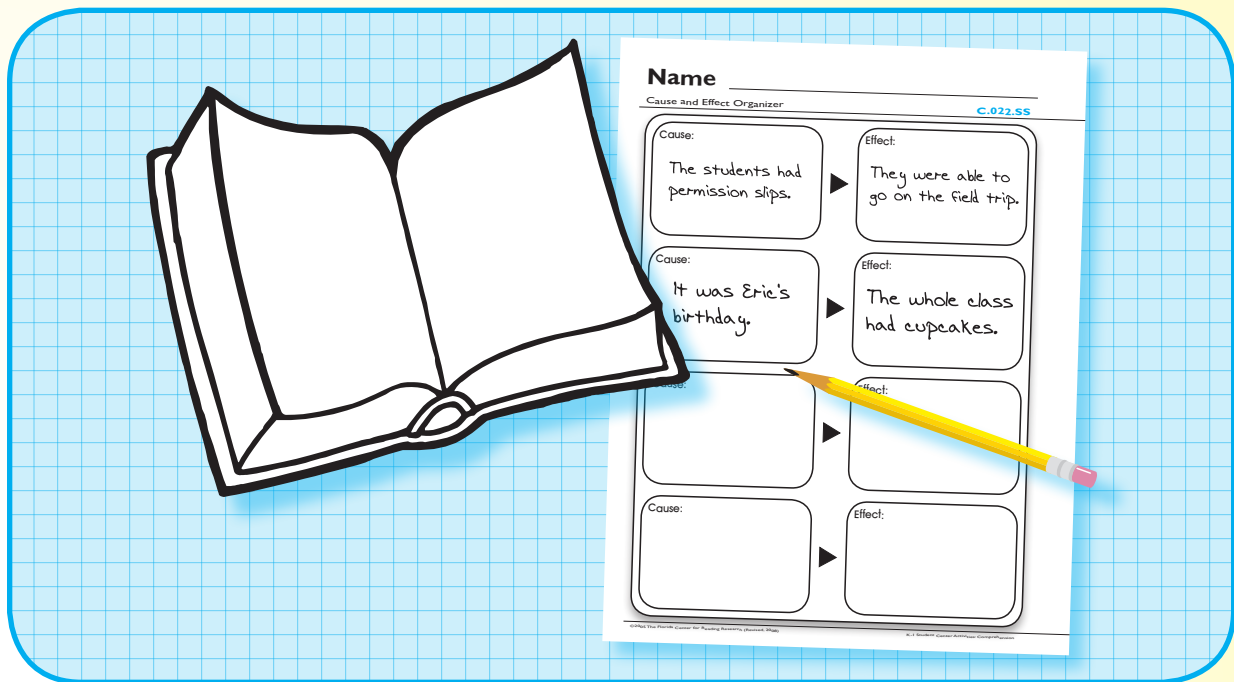
Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Sticky notes
Divide the text into passages using sticky notes to indicate where students are to stop and identify cause and effect relationships.
- ▶ Student sheet (Activity Master C.022.SS)
- ▶ Crayons or markers
- ▶ Pencil

Activity

Students identify cause and effect relationships in text and record on a graphic organizer.

1. Place text and crayons at the center. Provide the student with a student sheet.
2. The student reads the selected passage up to the first sticky note.
3. Identifies the cause and effect relationships and writes or illustrates them in the corresponding boxes on the student sheet.
4. Continues until student sheet is complete.
5. Teacher evaluation



The illustration shows an open book on the left and a student sheet on the right. The student sheet is titled "Cause and Effect Organizer" and "C.022.SS". It has a "Name" field at the top. Below the title, there are four boxes arranged in a 2x2 grid. Each box is divided into "Cause:" and "Effect:" sections. The first box contains the text: "Cause: The students had permission slips." and "Effect: They were able to go on the field trip." The second box contains: "Cause: It was Eric's birthday." and "Effect: The whole class had cupcakes." The third and fourth boxes are empty. A yellow pencil is pointing to the third box.

Extensions and Adaptations

- ▶ Write possible alternative effects.

Name _____

Cause and Effect Organizer

C.022.SS

Cause:

Effect:



Cause:

Effect:



Cause:

Effect:



Cause:

Effect:





Objective

The student will use background knowledge to comprehend text.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.023.SS1)
- ▶ Pencil



Activity

Students monitor comprehension before, during, and after reading text using a K-W-L chart.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text cover and records topic on the student sheet.
3. Writes things that he knows about the topic on the student sheet in the "What I Know" column.
4. Generates questions and records them in the "What I Want to Know" column.
5. Reads the text and records what has been learned in the "What I Have Learned" column.
6. Teacher evaluation

The illustration shows a K-W-L chart on a grid background. The chart is titled "Topic: Whales". It has three columns: "K" (What I already know), "W" (What I want to know), and "L" (What I learned). The "K" column contains the handwritten text "Whales are mammals". The "W" column contains the handwritten question "What do whales eat?". The "L" column is empty. To the right of the chart is a vertical line for "Name" and "K-W-L". A yellow pencil is drawn across the bottom right of the chart. An open book is drawn to the left of the chart.

Topic: <u>Whales</u>		
K	W	L
What I already know	What I want to know	What I learned
Whales are mammals	What do whales eat?	



Extensions and Adaptations

- ▶ Write two more things under "What I want to know" after reading text.
- ▶ Use another graphic organizer to monitor comprehension (Activity Master C.023.SS2).

Name _____

K-W-L

C.023.SSI

Topic: _____

<p>K What I already know</p>	
<p>W What I want to know</p>	
<p>L What I learned</p>	

Name _____

C.023.SS2

K-W-L

L
What I learned

H
How I can find what
I want to know

W
What I want to know

K
What I already know

Comprehension



Monitoring for Understanding

C.024

Make-and-Check-A-Prediction

Objective

The student will use prediction to comprehend text.

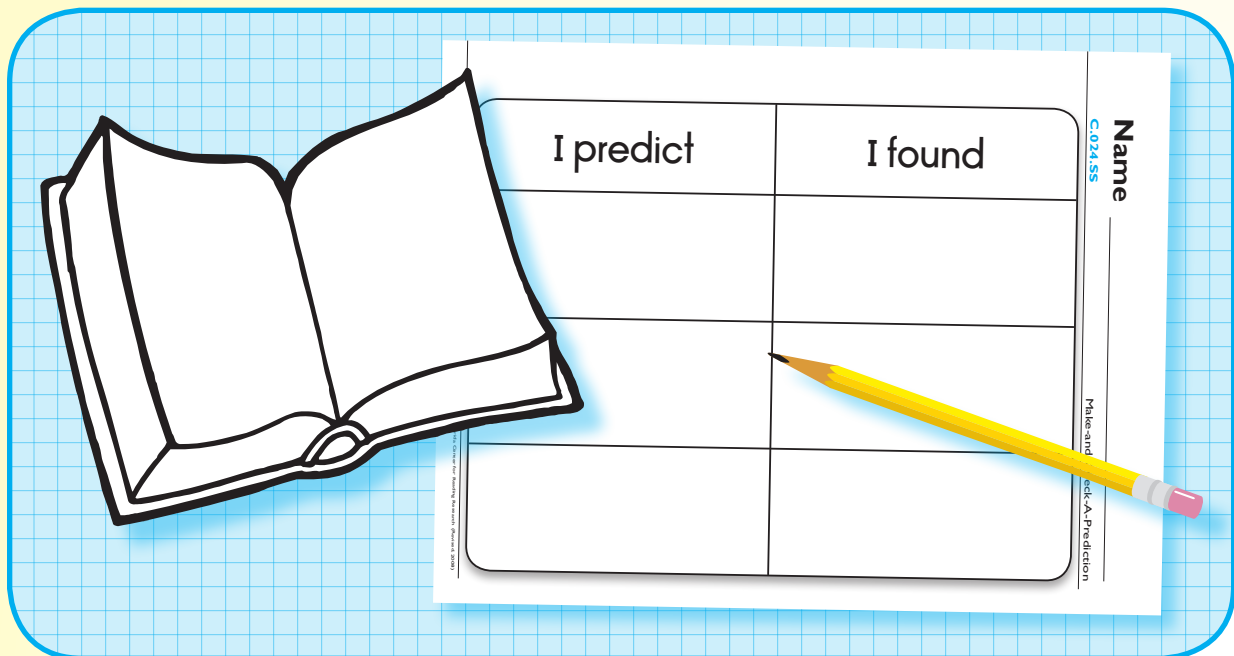
Materials

- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Sticky notes
Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.
- ▶ Student sheet (Activity Master C.024.SS)
- ▶ Crayons or markers
- ▶ Pencil

Activity

Students make, write or illustrate, and check story predictions.

1. Place text and crayons at the center. Provide the student with a student sheet.
2. The student reads the selected passage up to the first sticky note.
3. Makes and writes or illustrates a prediction on the left-hand side of the student sheet.
4. Continues reading the text until prediction is verified. Writes or illustrates what actually happens in the story on the right-hand side of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss predictions and results with a partner.

Name _____

C.024.SS

Make-and-Check-A-Prediction

I found

I predict



Classifying Information

Objective

The student will classify information to comprehend text.

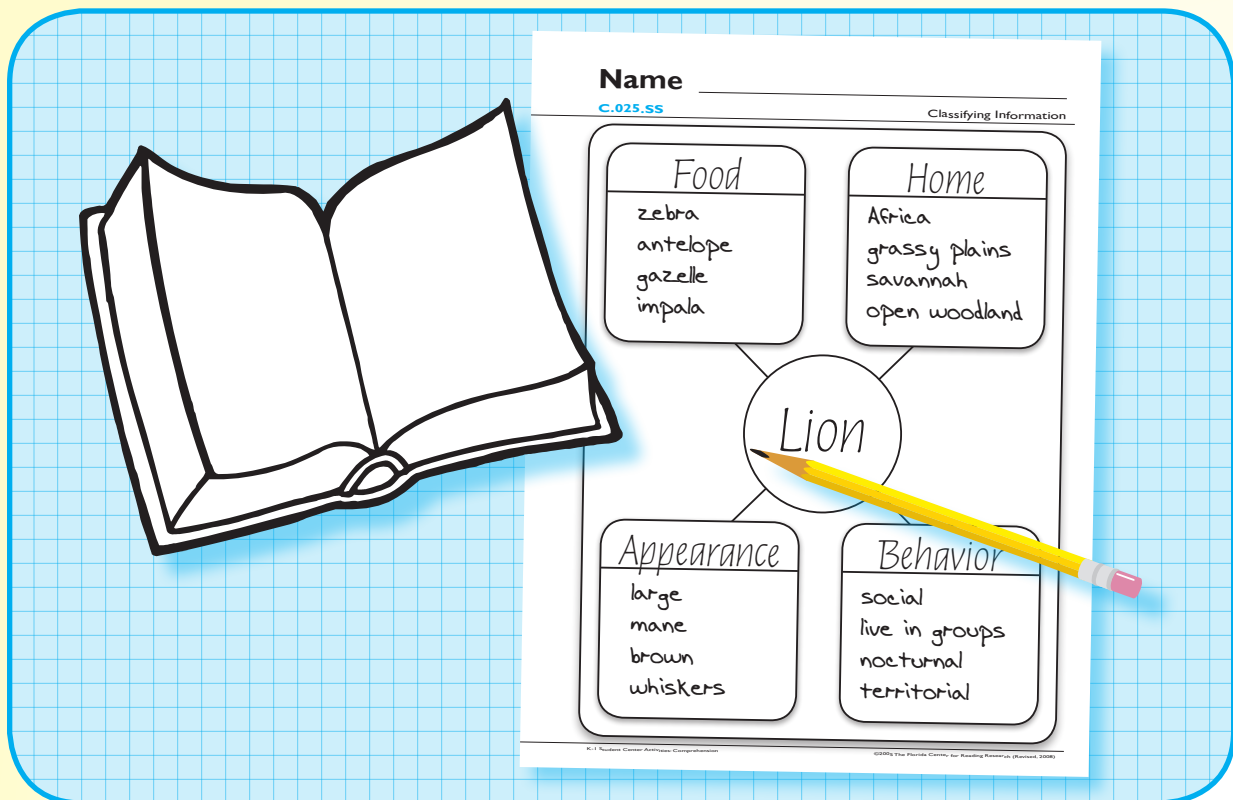
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.025.SS)
Write the initial topic in the center of the organizer and the categories relating to the topic on the line in each of the four squares.
- ▶ Pencil

Activity

Students write words or phrases that describe and/or relate to a category of a topic.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes words or phrases that describe and/or relate to the categories in each box.
4. Continues until each box has at least four words or phrases.
5. Teacher evaluation



The illustration shows a student sheet titled "Name _____" and "C.025.SS Classifying Information". The sheet features a central circle labeled "Lion" with four surrounding boxes for classification:

- Food:** zebra, antelope, gazelle, impala
- Home:** Africa, grassy plains, savannah, open woodland
- Appearance:** large, mane, brown, whiskers
- Behavior:** social, live in groups, nocturnal, territorial

A yellow pencil is shown pointing to the "Lion" circle. To the left of the sheet is a drawing of an open book.

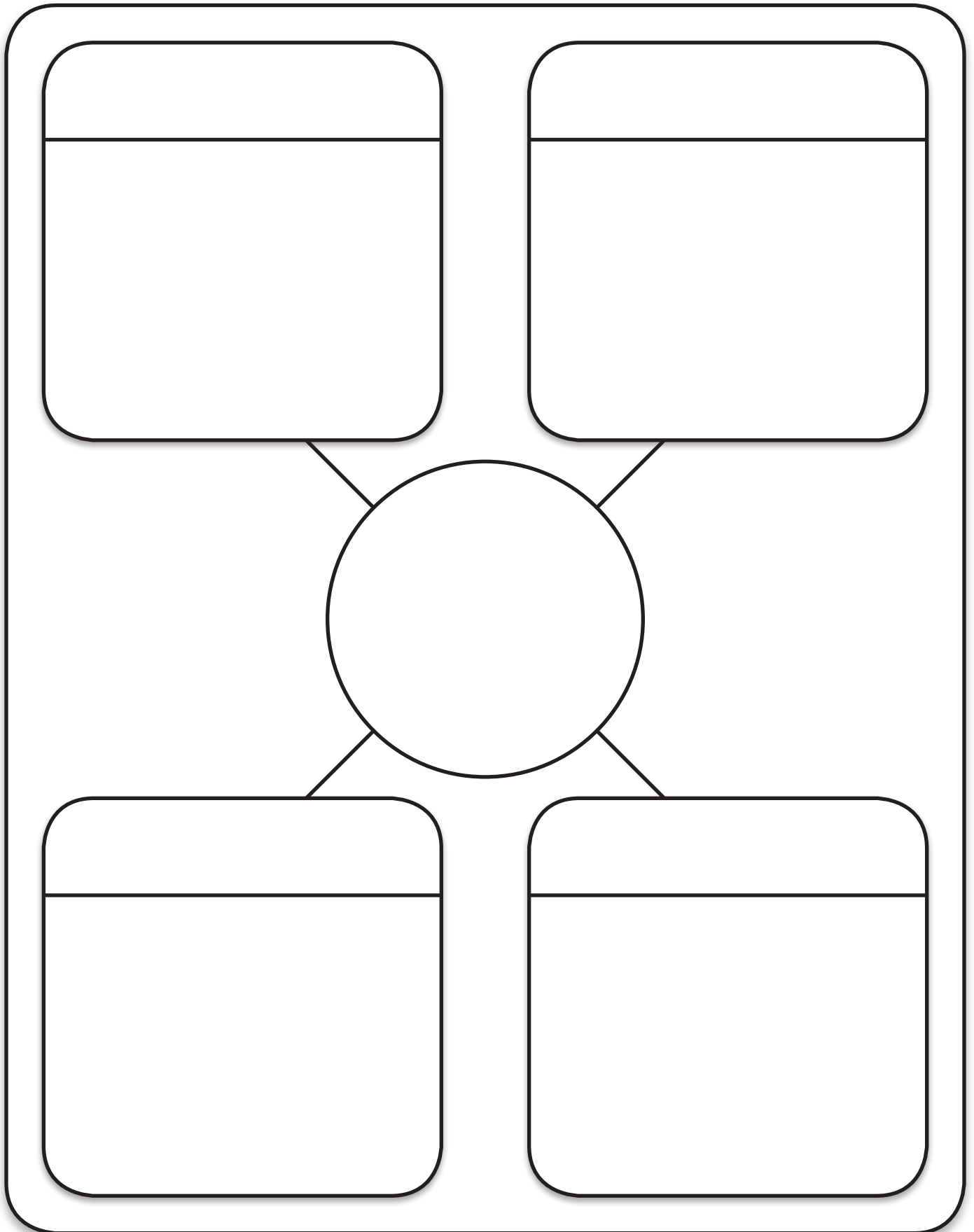
Extensions and Adaptations

- ▶ Use to classify narrative text.

Name _____

C.025.SS

Classifying Information





Sum It Up



Objective

The student will summarize text.



Materials

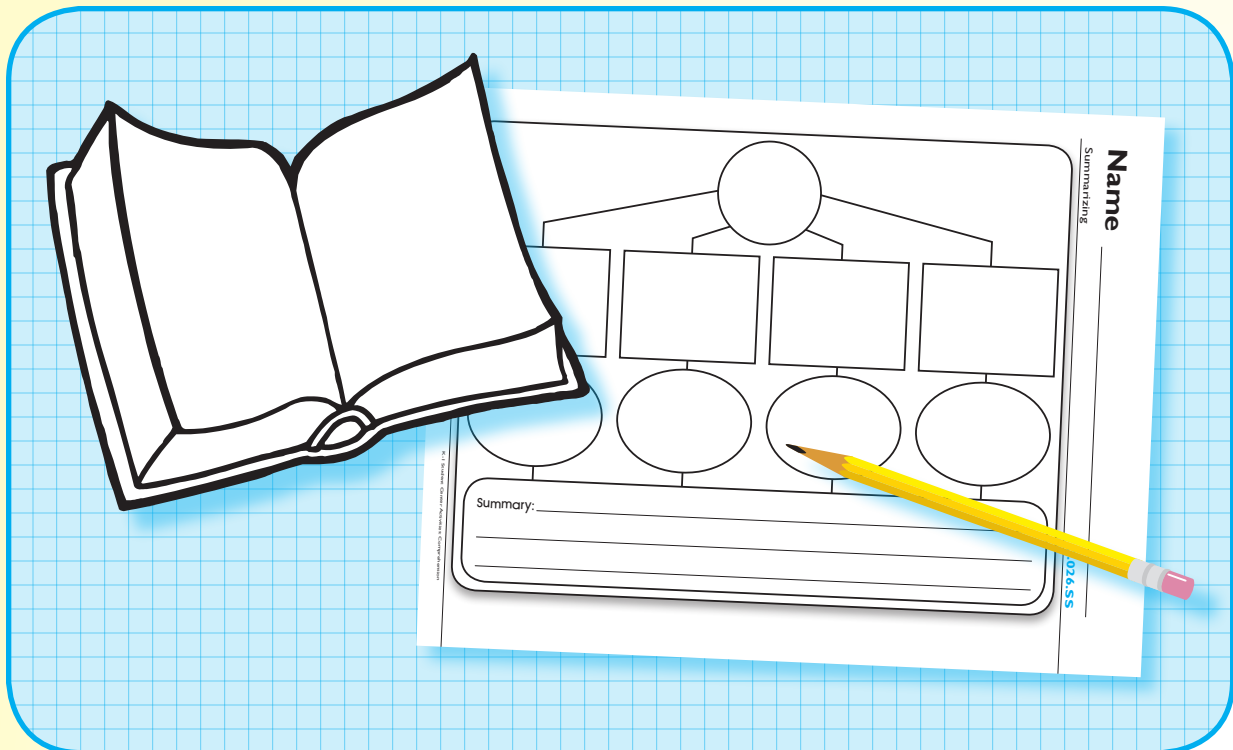
- ▶ Expository or narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Student sheet (Activity Master C.026.SS)
- ▶ Pencil



Activity

Students summarize text using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes topic or title in top circle. Records information on student sheet based on the type of text. If expository text, writes the main ideas in the boxes and the supporting details in the ovals. If narrative text, writes story elements or story events in the boxes and related information in the ovals.
4. Reviews recorded information and writes a summary on student sheet.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss details and summary with partner.

Name _____

Sum It Up

C.026.SS

Summary: _____

