Objective
The student will describe characters.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range.
- Character map student sheet (Activity Master C.001.SS1)
- Pencil

Activity
Students describe a character by using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the main character in the story and writes the name on the head on the character map. Describes character by answering questions in each section.
4. Teacher evaluation

Extensions and Adaptations
- Write a sentence describing the character using the words on the graphic organizer.
- Use other character maps (Activity Master C.001.SS2).
**Objective**

The student will identify similarities and differences between characters.

**Materials**

- Narrative text
  
  *Choose text within students’ instructional-independent reading level range.*
- Character comparison student sheet (Activity Master C.002.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.
3. Names the two main characters in the story and writes each name at the top of the character map.
4. Writes specific character attributes under the names of the characters and then writes the shared characteristics in the circle between the two figures.
5. Teacher evaluation

**Extensions and Adaptations**

- Use other graphic organizers to compare characters (Activity Master C.002.SS2).
- Compare characters in two different stories (Activity Master C.002.SS3).
Compare-A-Character

How are they alike?

Character #1

Character #2

How are they different?

How are they different?

How are they different?
Name

C.002.SS3

Compare-A-Character

<table>
<thead>
<tr>
<th>Character A</th>
<th>Character B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shared Characteristics</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2-3 Student Center Activities: Comprehension
2006 The Florida Center for Reading Research (Revised July, 2007)
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 four or more story events on sentence strips.

Activity
Students retell a story while sequencing sentences on a pocket chart.
1. Place the pocket chart and scrambled event sentence strips at the center.
2. Working in pairs, students read the sentences and select the title strip. Place the title in the top pocket of the chart.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place in the next row of the pocket chart.
4. Continue until all sentence strips are in sequential order.
5. Read the sentence strips in order.
6. Peer evaluation

Jack and the Bean Stalk

Jack trades cow for magic beans.
Mother throws beans out window and they grow into a giant beanstalk.
Jacks climbs the beanstalk and frees the golden goose.
Jack cuts down beanstalk.

Extensions and Adaptations
Use other stories to make event sentence strips.
Write a sentence and draw a picture that illustrates favorite event.
Use a graphic organizer to depict events (Activity Master C.003.SS).
Objective
The student will sequence events in a story.

Materials
- Narrative text
  - Choose text within students’ instructional-independent reading level range.
- Story book student sheet (Activity Master C.004.SS1)
- Pencil

Activity
Student writes the main events of a story in sequential order using a graphic organizer.
1. Place text at center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the title and author.
4. Writes the events in sequential order.
5. Teacher evaluation

Extensions and Adaptations
- Share information from the student sheet with a partner.
- Use graphic organizer to sequence events (Activity Master C.004.SS2).
Title __________________________________________________________

What happened first?

What happened next?

What happened then?

What happened last?
Objective
The student will identify story elements.

Materials
- Story element header cards (Activity Master C.005.AM1)
  *Plot and theme header cards are available, but do not have to be used.*
- Story element cards (Activity Master C.005.AM2a - C.005.AM2b)
  *If plot and theme header cards are used then add plot and theme cards (Activity Master C.005.AM3).*

Activity
Students identify story elements by sorting them into appropriate categories.
1. Place header cards face up in a row at the center. Shuffle the story element cards and place face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Identify what story element it is and place in column with matching header card.
4. Continue until all cards are sorted.
5. Peer evaluation

Extensions and Adaptations
- Decide which cards belong to same story and sort accordingly.
- Make story elements cards to sort using header cards.
- Add plot and theme headers and story element cards and sort (Activity Master C.005.AM1 and C.005.AM3).
### Story Element Sort

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>Solution</td>
</tr>
<tr>
<td>Theme</td>
<td>Plot</td>
</tr>
</tbody>
</table>

*header cards*

---

2006 The Florida Center for Reading Research (Revised July, 2007)
### Comprehension: Story Element Sort

<table>
<thead>
<tr>
<th>three pigs</th>
<th>three houses in the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>wolf blows down two houses</td>
<td>the third house was made of bricks</td>
</tr>
<tr>
<td>Charlotte (spider), Wilbur (pig) and other farm animals</td>
<td>a barn on a farm</td>
</tr>
<tr>
<td>Wilbur is in danger of being killed for food</td>
<td>Charlotte uses web to write wonderful things about Wilbur</td>
</tr>
<tr>
<td>Snow White and the seven dwarfs</td>
<td>cottage in the forest</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Snow White eats a poisoned apple and falls asleep</td>
<td>a prince wakes up Snow White</td>
</tr>
<tr>
<td>Lion and Mouse</td>
<td>jungle</td>
</tr>
<tr>
<td>Lion gets caught in a trap</td>
<td>Mouse frees Lion from trap by eating the ropes</td>
</tr>
<tr>
<td>three pigs outsmart a wolf</td>
<td>a pig avoids being killed with the help of a friend</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>evil stepmother tries to get rid of Snow White</td>
<td>Mouse saves a lion</td>
</tr>
<tr>
<td>smart thinking wins over physical bullying</td>
<td>friendship can help to overcome challenges</td>
</tr>
<tr>
<td>love is powerful</td>
<td>even the weak and small can be of great help</td>
</tr>
</tbody>
</table>
Objective
The student will identify story elements.

Materials
- Narrative text
  Choose text within students' instructional-independent reading level range.
- Story element question cards (Activity Master C.006.AM1)
  Use target element question cards that are appropriate for your students.
- Student sheet (Activity Master C.006.SS1)
- Pencils

Activity
The student reads a story and then records the story elements using a graphic organizer.
1. Place text at the center. Place story element question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students read the entire text aloud.
3. Select top card and read question. For example, What is the problem in the story?
4. Discuss answer and record on student sheet. (Use back of student sheet if necessary.)
5. Continue until all questions are answered.
6. Teacher evaluation

Extensions and Adaptations
- Write other questions and answers about the story (Activity Master C.006.SS2).
- Roll cube after reading text and answer questions (Activity Master C.006.AM2 and student sheet C.006.SS3).
<table>
<thead>
<tr>
<th>Who are the important characters in the story?</th>
<th>Who is your favorite character and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the setting of the story?</td>
<td>What is the plot of the story?</td>
</tr>
<tr>
<td>What is the theme of the story?</td>
<td>What is the problem in the story?</td>
</tr>
<tr>
<td>What is the solution to the problem?</td>
<td>What is another way that the problem could have been solved?</td>
</tr>
</tbody>
</table>
Name

Story Element Web

What is the problem in the story?

What is the setting of the story?

Who are the important characters in the story?

Who is your favorite character and why?

What is the theme of the story?

What is the plot of the story?

What is another way that the problem could have been solved?

What is the solution to the problem?

Title

C.006.SS1
## Story Element Web

<table>
<thead>
<tr>
<th>When does the story take place?</th>
<th>How was the problem solved?</th>
<th>Where does the story take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the characters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did the problem happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happens in the story (beginning, middle, and end)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Where does the story take place?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happens in the story (beginning, middle, and end)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was the problem solved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who are the characters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did the problem happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When does the story take place (time)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will identify story elements.

Materials
- Narrative text
  *Choose text within students' instructional-independent reading level range*
- Story Grammar Yammer student sheet (Activity Master C.007.SS1)
- Pencil

Activity
Students record story details using a story grammar organizer.
1. Place text at the center and provide each student with a student sheet.
2. The student reads the narrative text.
3. Identifies and writes the setting, characters, problem, events, and solution on the student sheet.
4. Teacher evaluation

Extensions and Adaptations
- Work with a partner to retell the story using the graphic organizer.
- Use other story grammar maps (Activity Master C.007.SS2).
Characters

Setting

Problem

Events

Solution
Objective
The student will retell a story.

Materials
- Narrative text
  Choose text within students' instructional-independent reading level range.
- Retelling cards (Activity Master C.008.AM1)
  Laminate and cut apart. Use a hole puncher to punch a hole in the upper left hand corner of each card. Place the cards on a binder ring. Put the cards on the ring in numerical order.

Activity
Students retell a story answering questions related to story elements.
1. Place retelling cards on the binder ring at the center. Provide each student with a copy of the text.
2. Taking turns, students read text aloud.
3. Continue reading until story is completed.
4. Read first question and answer. If unable to answer question, go back and review story for answer.
5. Hand ring to partner who reads and answers the next question.
6. Continue until all cards are discussed.
7. Peer evaluation

Extensions and Adaptations
- Add cards to ring and answer questions (Activity Master C.008.AM2).
- Write and answer other questions.
<table>
<thead>
<tr>
<th>1. State the title and author of the story.</th>
<th>2. Who are the main characters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Where and when does the story take place?</td>
<td>4. What happens in the beginning of the story?</td>
</tr>
<tr>
<td>5. What is the problem?</td>
<td>6. How is the problem solved?</td>
</tr>
<tr>
<td>Name three events in the story.</td>
<td>Summarize the story in 20 words or less.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>What is the theme of the story?</td>
<td>What is the plot of the story?</td>
</tr>
<tr>
<td>What is another way that the story could have ended?</td>
<td>Did the character do the right thing in the end? Why or why not?</td>
</tr>
<tr>
<td>Name other stories like this one. How are they the same?</td>
<td>Which character would you like to be your real life friend? Why?</td>
</tr>
</tbody>
</table>
Objective
The student will retell a story.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet (Activity Master C.009.SS)
- Pencil

Activity
Students retell story using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. Student reads story.
3. Reads a question on the student sheet, answers, and records using complete sentences.
4. Continues until all questions are answered.
5. Teacher evaluation

Extensions and Adaptations
- Write a summary of the story in 20 words or less on the back of the sheet.
### Retell-A-Story

<table>
<thead>
<tr>
<th>Story Sequence</th>
<th>Student’s Retelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
</tr>
<tr>
<td>Who are the main characters?</td>
<td></td>
</tr>
<tr>
<td>Where and when does the story take place?</td>
<td></td>
</tr>
<tr>
<td>What happens in the beginning?</td>
<td></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
</tr>
<tr>
<td>What happens in the middle?</td>
<td></td>
</tr>
<tr>
<td>What is the problem?</td>
<td></td>
</tr>
<tr>
<td>What does the main character do?</td>
<td></td>
</tr>
<tr>
<td><strong>End</strong></td>
<td></td>
</tr>
<tr>
<td>How is the problem solved?</td>
<td></td>
</tr>
<tr>
<td>How does the story end?</td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will identify similarities and differences between stories.

Materials
- Narrative texts
  Choose text within students' instructional-independent reading level range.
  Select two short stories that students can compare.
- Compare-A-Story student sheet (Activity Master C.010.SS1)
- Pencils

Activity
 Students identify similarities and differences of story details by using a graphic organizer.
1. Place texts at the center. Provide each student with a student sheet.
2. Students select one of the two texts and read it. Write the story title and author of the text on the graphic organizer in the designated areas.
3. Discuss story elements of each story. Decide which are unique to each story and which are the same.
4. Record the answers under the corresponding story title or shared area.
5. Continue until all story elements are discussed and recorded.
6. Teacher evaluation

Extensions and Adaptations
- Read both stories and complete student sheet without partner.
- Use other graphic organizers (Activity Master C.010.SS2).
- Use Venn Diagram to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts (Activity Master V.026.SS).
<table>
<thead>
<tr>
<th>Story #1</th>
<th>Story #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Author</td>
</tr>
<tr>
<td>Title</td>
<td>Title</td>
</tr>
</tbody>
</table>

**Compare-A-Story**

C.010.SSI

(Characters, setting, events, problem, solution)
Name

Compare-A-Story

How are they alike?

Story #1

Story #2

How are they different?