Student Center Activities

Comprehension

Produced by the Florida Center for Reading Research

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Comprehension

**Sentence Structure and Meaning**
- C.001 Sentence-Picture Match
- C.002 Name That Story
- C.003 Picture Cube
- C.004 Silly Sentence Mix-Up
- C.005 Sentence Pantomime

**Story Structure**
- C.006 Single Character Map
- C.007 Character Map
- C.008 Story Banner
- C.009 Story Sequence Organizer
- C.010 Narrative Text Wheel
- C.011 Story Rolls
- C.012 Story Chain
- C.013 Sequence-A-Story
- C.014 Felt Board Story
- C.015 Story Question Cube
- C.016 Story Grammar
- C.017 Hoop-A-Story Venn Diagram

**Monitoring for Meaning**
- C.018 Fiction and Nonfiction Sort
- C.019 Make-And-Check-A-Prediction
- C.020 Expository Fact Strip
- C.021 Fact Versus Opinion
- C.022 Cause and Effect Roll
- C.023 Cause and Effect Organizer
- C.024 Classifying Information
- C.025 K-W-L

**Main Idea/Summarizing**
- C.026 Get the Gist
- C.027 Projected Paragraphs
- C.028 Story Hand
- C.029 Story Train
- C.030 Expository Text Wheel
- C.031 Summarizing
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Introduction

During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

Over the past year, a team of teachers at FCRR has been collecting ideas and creating materials for use in kindergarten and first grade classrooms.

There are three books:

1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books are activity plans and activity masters ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials. Next year (2005-2006), similar materials for second and third grade classrooms will be developed.

When considering Florida's formula, 5 + 3 + ii + iii = No Child Left Behind, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

Marcia L. Kosanovich-Grek, Ph.D.
Director of Curriculum and Instructional Projects
Florida Center for Reading Research
Objective
The student will identify key parts of the text.

Materials
- Pocket chart
- Picture cards
  Use picture cards from core reading program or print media.
- Sentence strips
  Write sentences that correspond with the pictures.

Activity
Students match sentences with pictures on a pocket chart.
1. Place pictures vertically on the left side of the pocket chart and sentence strips in a stack.
2. The student selects a sentence strip, reads the sentence, finds the matching picture on the pocket chart, and places the sentence next to the picture.
3. Continues until all sentences and pictures are matched.
4. Self-check

Extensions and Adaptations
- Write other sentences to match pictures.
- Extend the sentence using descriptive words.
Objective
The student will identify key parts of the text.

Materials
- Nursery rhyme title cards (Activity Master C.002.AM1)
  Copy, laminate, and cut out.
- Nursery rhyme event sentence strips (Activity Master C.002.AM2)

Activity
Students match nursery rhyme titles with events.
1. Place nursery rhyme title cards and event sentence strips on a flat surface.
2. Working in pairs, student one selects a nursery rhyme title card and reads it.
3. Student two finds the matching event sentence strip, reads it, and places the strip and
title card together.
4. Reverse roles and continue until all nursery rhyme title cards are matched with the
correct event sentence strip.
5. Peer evaluation

Extensions and Adaptations
- Draw a title card from a stack and retell the story.
- Use expository titles with factual sentences.
<table>
<thead>
<tr>
<th>Little Bo Peep</th>
<th>The Eency, Weencey Spider</th>
</tr>
</thead>
<tbody>
<tr>
<td>London Bridge</td>
<td>Twinkle, Twinkle Little Star</td>
</tr>
<tr>
<td>Five Little Speckled Frogs</td>
<td>Jack and Jill</td>
</tr>
<tr>
<td>Jack Be Nimble</td>
<td>Star Light, Star Bright</td>
</tr>
<tr>
<td>Hey Diddle Diddle</td>
<td>Little Boy Blue</td>
</tr>
</tbody>
</table>
Leave them alone and they'll all come home.

Down came the rain and washed the spider out.

Build up a bridge with wood and clay.

Shining like a diamond in the sky.

Frogs sit on a hollow log.

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.
Objective
The student will arrange words to make a complete sentence.

Materials
- Picture Cube (Activity Master C.003.AM1)
  Copy on card stock, cut out, and assemble.
- Word cards (Activity Master C.003.AM2a - C.003.AM2b)
  Copy on card stock, laminate, and cut out.

Activity
Students roll a picture cube, describe what is happening, and arrange the word cards to make a matching sentence.
1. Place the Picture Cube and word cards on a flat surface.
2. Taking turns, the students roll the cube, look at the picture, and say a sentence that describes the picture. For example, “The three bears went for a walk.”
3. Choose the word cards that describe the picture and arrange in a complete sentence.
4. Write and read the sentence. Then return the cards to their original position.
5. Continue the activity until all the pictures have been rolled and all the sentences have been written.
6. Teacher evaluation

Extensions and Adaptations
- Make other story cubes (Activity Master C.003.AM3).
- Make other word cards to extend the sentences in the story.
- Make other sentences using the word cards.
<table>
<thead>
<tr>
<th>The</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>bears</td>
<td>went</td>
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<tr>
<td>for</td>
<td>a</td>
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<td>walk</td>
<td>Goldilocks</td>
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<td>porridge</td>
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<td>broke</td>
<td>the</td>
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<td>chair</td>
<td>fell</td>
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<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>asleep</td>
<td>in</td>
</tr>
<tr>
<td>bed</td>
<td>found</td>
</tr>
<tr>
<td>ran</td>
<td>home</td>
</tr>
</tbody>
</table>
Comprehension

Sentence Structure and Meaning

Silly Sentence Mix-Up

Objective
The student will arrange words to make a complete sentence.

Materials
- Sentence Strips (Activity Master C.004.AM1)
  - Underline the phrases (indicated by the dotted lines) to color code. For example, “The student (underline first phrase with blue marker) ate cookies (second phrase with red marker) at the table (third phrase with green marker).”
  - Cut each sentence strip along dotted lines.
- Three trays
  - Color code and label the trays to correspond with the strips: blue, red, green.
  - Sort strips onto trays by color.
- Paper
- Markers or crayons
- Pencils

Activity
Students arrange groups of two or more words to make a sentence.
1. Place the paper, markers and three color-coded trays of phrases on a flat surface.
2. Taking turns, the students choose one strip from each tray, place the strips in sentence order, and read the sentence. State if the sentence is silly or not. Place sentence aside.
3. Select new strips from the color-coded trays. Make a new sentence and read the sentence.
4. Continue making sentences selecting strips from each tray.
5. Write and illustrate favorite silly sentence.
6. Teacher evaluation

Extensions and Adaptations
- Make other sentence strips and exchange with partner to make sentences.
| Hungry birds | ate worms | in the garden. |
| Green frogs  | hopped softly | in the grass. |
| The trains   | rumble loudly | on the tracks. |
| Busy bees    | buzz noisily  | on the flowers. |
| The bells    | were ringing  | in the tower.  |
| The boys     | were swinging | at the playground. |
| The student  | ate cookies   | at the table.  |
| The shuttle  | flew quickly  | in outer space. |
| The man      | rode swiftly  | on the motorcycle. |
| The girls    | were jumping  | in the big puddle. |
Objective

The student will identify key parts of the text.

Materials

- Sentence cards (Activity Master C.005.AM1a - C.005.AM1b)
  Copy on card stock, laminate, and cut out.

Activity

Students read and pantomime (silently act out) sentences.

1. Spread sentence cards face up.
2. Working in a group, student one looks at the sentence cards (without touching the cards), reads one card silently, and pantomimes the sentence.
3. The other students watch the pantomime. The first student to recognize the pantomime selects and reads the card that matches student one’s pantomime.
4. If correct, places the card in a stack. If incorrect, returns card to face up position on the table.
5. Continue until all sentences are pantomimed and correctly identified.
6. Peer evaluation

Extensions and Adaptations

- Use puppets to act out the sentences.
- Make other sentence cards to act out.
- Illustrate a sentence and exchange with a partner who writes the sentence.
<table>
<thead>
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</tr>
</tbody>
</table>
Hop like a frog.
Blow some bubbles.
Sweep the floor.
Pop a balloon.
Make a pizza.
Button a jacket.
Objective
The student will identify characters in a story using a graphic organizer.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range or teacher read-aloud.
- Character Map student sheet (Activity Master C.006.SS)
- Pencils

Activity
Students use a graphic organizer to describe a character.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Names the main character in the story and writes the name in the circle on the character map. On the lines writes words that describe the actions of the character.
4. Teacher evaluation

Extensions and Adaptations
- Use the lines to write other descriptive words (e.g., feeling words, physical characteristics).
**Comprehension**

**Objective**
The student will identify similarities and differences in text using a graphic organizer.

**Materials**
- Narrative text
  - Choose text within students’ instructional-independent reading level range or teacher read-aloud.
- Character Map student sheet (Activity Master C.007.SS)
- Pencils

**Activity**
Students use a graphic organizer to compare characters.
1. Place text and markers at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
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 on the lines under the pictures of the characters and then writes the shared characteristics on the lines between the boxes.
5. Teacher evaluation

**Extensions and Adaptations**
- Compare characters in two different stories.
<table>
<thead>
<tr>
<th>Character A</th>
<th>Shared Characteristics</th>
<th>Character B</th>
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Objective
The student will sequence events in a story using a graphic organizer.

Materials
- Narrative 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 strips in half twice (making four sections).
  *Label: Beginning, Middle, and End*
- Markers or crayons
- Pencils

Activity
Students write and draw the main events of a narrative story making a story banner.
1. Place text, construction paper, and markers at the center.
2. The student reads the text or reviews a teacher read-aloud.
3. In the first square on the sectioned paper writes the title and author. In the following squares writes and draws what happens in the beginning, middle, and end of the story.
4. Teacher evaluation

Extensions and Adaptations
- Exchange story banners with partner and read aloud.
- Use the story events to make a comic strip (Activity Master C.008.SS).
Objective
The student will sequence events in a story using a graphic organizer.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Story Sequence Organizer student sheet (Activity Master C.009.SS1 or C.009.SS2)
  *Choose a graphic organizer.*
- Markers or crayons
- Pencils

Activity
The student uses a Story Sequence graphic organizer to structure the beginning, middle, and end of a story.

1. Place text and markers at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Identifies the beginning, middle, and end of the story and writes corresponding sentence on graphic organizer.
4. Teacher evaluation

Extensions and Adaptations
- Read a story with a partner and discuss the story sequence.
Name ____________________________

Story Sequence Organizer

Title ________________________________

Beginning (What happened first?)

Middle (What happened next?)

End (What happened last?)
1. Cut on dotted lines.
2. Hot dog fold on the fold line.
3. Lift each section and draw pictures that correspond to the beginning, middle, and end of the story.
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.*
- Text Wheel student sheets (Activity Master C.010.AM1a - C.010.AM1b)
- Scissors
- Hole punch
- Brads
- Markers or crayons
- Pencils

Activity

Students sequence story events on a narrative text wheel.
1. Place text, scissors, hole punch, brads, and markers on a flat surface. Provide the student with both sections of the text wheel.
2. The student reads the text or reviews a teacher read-aloud.
3. Cuts out both text wheels.
4. Writes the title and author of the story on the front wheel.
5. Writes and draws the main characters and setting in the first section on the back wheel. Continues with beginning, middle, and end of the story in the following sections.
6. Attaches pieces by punching a hole in the center of the wheels and inserting a brad.
7. Teacher evaluation

Extensions and Adaptations

- Use to draw and label the characters in the story.
- Construct another text wheel to draw and label other characters from the story.
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.*
- Adding machine paper rolls
- Markers or crayons
- Pencils

Activity
Students sequence story events on a paper roll.
1. Place text, adding machine paper rolls, and crayons at the center.
2. Working in pairs, students read the text or review a teacher read-aloud. Discuss the story events.
3. Students roll out a length of paper. Student one writes the title and author of the text on the paper roll while student two writes and draws the first story event.
4. Continue unrolling the paper, writing and drawing events until the story is complete.
5. Teacher evaluation

Extensions and Adaptations
- Read and discuss with partner.
- Attach each end of the story paper to a small paper tube to make a scroll.
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.
- Strips of paper
  Cut strips approximately 2 ½” x 8 ½”
- Markers or crayons
- Glue or tape
- Pencils

Activity
Students record story events on strips and place in sequential order making a paper chain.
1. Place text, paper strips, markers, and glue on a flat surface.
2. The student reads the text or reviews a teacher read-aloud.
3. Writes the title and author on a paper strip.
4. Continues to use paper strips to write and draw important story events.
5. Sequences the strips in story order, starting with the title and author strip.
   Keeps the words on the outside and glues the strips together in an interlocking chain.
6. Continues until all the strips are glued in sequential story order.
7. Teacher evaluation

Extensions and Adaptations
- Exchange paper strips with a partner and place in sequential order.
- Use paper chain sentences as clues to guess the story title.
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.
- Paper

Activity
Students retell a story while sequencing sentences on a pocket chart.
1. Place the pocket chart and scrambled 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

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
- Use other stories to make sentence strips.
- Write a sentence and draw a picture that illustrates favorite event.
Objective
The student will retell a story.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range or teacher read-aloud.
- Felt board
- Story pieces
  Use felt story character and setting pieces or glue pictures from coloring or old picture books to felt backing.
- Basket
  Place the story pieces in the basket.

Activity
Students retell a story using a felt board and story pieces.
1. Place text, felt board, and basket of story pieces at the center.
2. Working in pairs, the students read the text or review a teacher read-aloud.
3. Select the characters in the story and place on the bottom left side of the felt board.
4. Select the setting pieces and place on the bottom right side of the felt board.
5. Read or review the text and retell the story in sequence using the appropriate characters and setting pieces.
6. Peer evaluation

Extensions and Adaptations
- Create a new story using the same characters and setting pieces.
- Illustrate other stories, attach to felt, and retell.
- Retell a story using a tape recorder.
Objective
The student will identify characters/setting/events in a story using a graphic organizer.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Question cube (Activity Master C.015.AM1)
- Question cube student sheet (Activity Master C.015.SS)
- Markers or crayons
- Pencils

Activity
Students use a question cube to discuss a story.
1. Place text, question cube, and markers at the center. Provide each student with a student sheet.
2. Taking turns, the students read the text or review a teacher read-aloud.
3. Roll the question cube, read the question, and answer it in relation to the text.
4. Discuss and write the answer on the student sheet or draw a picture that illustrates the answer.
5. Continue the activity until all the questions are answered.
6. Teacher evaluation

Extensions and Adaptations
- Read other stories and discuss the story using the cube.
Comprehension

Story Question Cube

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?

Why did the problem happen?

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

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range or teacher read-aloud.
- Story Grammar student sheet (Activity Master C.016.SS)
- Pencils

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 or reviews teacher read-aloud.
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.

A storm is coming and Gus is lost.
Mom searched in the car and Steven and Dad searched by walking around and knocking on doors.
Gus was found in the garage right before the storm arrived.
Objective
The student will identify similarities and differences in text using a graphic organizer.

Materials
- Narrative texts
  *Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- Hoop-A-Story Venn Diagram student sheet (Activity Master C.017.SS)
- Pencils

Activity
Students use a Venn Diagram to identify similarities and differences of story characters and setting.
1. Provide each student with texts and a student sheet.
2. Working in pairs, students read texts or review teacher read-alouds. Write the story titles and authors in separate circles on the Venn Diagram.
3. Student one names a character, setting, or event and asks student two, “Where should this go?”
4. Student two writes the answer under the corresponding story title if different from the other story or in the overlapping area if similar to (or shared by) the other story.
5. Peer evaluation

Extensions and Adaptations
- Use Venn Diagrams to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts.
C.017.SS

Hoop-A-Story Venn Diagram
**Objective**
The student will identify fiction and nonfiction text

**Materials**
- Pocket chart
- Sentence strips
  
  *Make two heading cards: “Fiction” and “Nonfiction.”*
- Index cards
- Books
  
  *Fiction and nonfiction books*
- Basket
  
  *Place books in the basket.*
- Pencils

**Activity**

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

1. Place the heading cards at the top of the pocket chart. Put the index cards and basket of books at the center.
2. Taking turns, the students select a book, 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 appropriate heading on the pocket chart.
4. Continue until all the books have been reviewed and titles have been placed on the pocket chart.
5. Peer evaluation

**Extensions and Adaptations**
- Sort additional books by genre (e.g., biography, poetry, folktale, fairy tale).
Objective
The student will use prediction to identify meaning.

Materials
- Expository or narrative text
  Choose text within students’ instructional-independent reading level range.
  Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.
- Prediction student sheet (Activity Master C.019.SS)
- Markers or crayons
- Pencils

Activity
Students make, write, draw, and check story predictions.
1. Place divided text and markers at the center. Provide the student with a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Makes and writes or illustrates prediction on the left-hand side of the student sheet.
4. Continues reading the text and writes or illustrates what actually happens in the story on the right-hand side of the student sheet.
5. Continues until the text is complete.
6. Teacher evaluation

Extensions and Adaptations
- Review predictions and results with a partner.
<table>
<thead>
<tr>
<th>I found</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>I think</td>
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</tbody>
</table>
Objective
The student will identify information in text using a graphic organizer.

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.*
- Markers or crayons
- Pencils

Activity
**Students make connections in text by writing and/or drawing facts.**
1. Place text, construction paper, and markers at the center.
2. The student reads the text or reviews a teacher read-aloud.
3. Identifies the important facts in the text.
4. In the first square on the sectioned paper writes the topic. In the following squares, writes facts from the text and/or draws pictures of the facts.
5. Teacher evaluation

Extensions and Adaptations
- Use Fact Graphic Organizer to record the facts (Activity Master C.020.SS).
Topic: ___________________________

FACTS

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Comprehension

Monitoring for Meaning

Fact Versus Opinion

**Objective**
The student will identify fact and opinion.

**Materials**
- Fact and Opinion cards (Activity Master C.021.AM1a - C.021.AM1b)
  
  *Copy, laminate, and cut out.*
- Pocket chart
  
  *Label one side of the pocket chart with the “Fact” card and the other side with the “Opinion” card.*

**Activity**
Students read statement cards and determine if the statement is fact or opinion.

1. Place the pocket chart at the center. Label one side of the pocket chart with the "Fact" card and the other side with the "Opinion" card. Shuffle the fact and opinion cards into one stack and place beside the pocket chart.
2. Working in pairs, student one selects and reads a card.
3. Student two determines if the statement on the card is fact or opinion and places the card under the appropriate heading.
4. Reverse roles and continue the activity until all the cards are identified.
5. Peer evaluation

**Extensions and Adaptations**
- Make other fact and opinion cards, exchange, and identify.
<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate is made from cocoa beans.</td>
<td>Chocolate is yummy.</td>
</tr>
<tr>
<td>Cats are good pets.</td>
<td>Cats have whiskers.</td>
</tr>
<tr>
<td>Yogurt is a milk product.</td>
<td>Yogurt is good for breakfast.</td>
</tr>
<tr>
<td>Cookies are made with sugar.</td>
<td>Cookies are delicious.</td>
</tr>
<tr>
<td>Cities are fun to visit.</td>
<td>Cities have tall buildings.</td>
</tr>
</tbody>
</table>
## Fact Versus Opinion

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alligators are reptiles.</td>
<td></td>
</tr>
<tr>
<td>Alligators are nice.</td>
<td></td>
</tr>
<tr>
<td>Whales are mammals.</td>
<td></td>
</tr>
<tr>
<td>Whales are lazy.</td>
<td></td>
</tr>
<tr>
<td>Crayons are different colors.</td>
<td></td>
</tr>
<tr>
<td>Crayons make it easy to draw.</td>
<td></td>
</tr>
<tr>
<td>Cars have engines.</td>
<td></td>
</tr>
<tr>
<td>Cars are better than trucks.</td>
<td></td>
</tr>
</tbody>
</table>

**Fact** | **Opinion**
--- | ---

Objective
The student will identify the relationship between cause and effect.

Materials
- Cause cards (Activity Master C.022.AM1a - C.022.AM1b)
- Small ball
- Paper
- Markers or crayons
- Pencils

Activity
Students play a ball game and recognize the relationship between cause and effect.
1. Place Cause cards, ball, paper, and markers at the center.
2. Working in a group, student one selects a cause card and reads the card. For example, “When the sun is shining you . . . ,” and the student rolls the ball to another group member who states an effect, “. . . go to the beach.”
3. Continue the activity until all cards have been read.
4. Each student folds a paper in half. Writes and illustrates a cause on the left-hand side and an effect on the right-hand side.
5. Exchange and discuss.
6. Teacher evaluation

Extensions and Adaptations
- Make other cause cards.
- Read a story. Then write and draw the cause and effect.
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since it is raining outside . . .</td>
<td>When the dog barks . . .</td>
</tr>
<tr>
<td>When the sun is shining . . .</td>
<td>When the wind is blowing the pinwheel . . .</td>
</tr>
<tr>
<td>My milk spilled . . .</td>
<td>Jack fell down . . .</td>
</tr>
</tbody>
</table>
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 . . .
Objective
The student will identify the relationship between cause and effect using a graphic organizer.

Materials
- Cause and Effect Organizer Student Sheet (Activity Master C.023.SS)
- Narrative text

  *Choose text that is appropriate for this skill within students’ instructional-independent reading level range.*

  *Divide the text into passages using sticky notes to indicate where students are to stop and identify cause and effect relationships.*

- Pencils

Activity
Students identify cause and effect relationships in a story and record on a graphic organizer.
1. Place text 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 cause and effect relationships.
4. Draws a picture and/or writes the cause (in the cause box) and the effect (in the effect box) on the student sheet.
5. Continues until all cause and effect relationships are identified.
6. Teacher evaluation

Extensions and Adaptations
- Write possible alternative effects.
Objective
The student will classify information using a graphic organizer.

Materials
- Expository text
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Web Organizer student sheet (Activity Master C.024.SS)
  *Write the initial topic in the center of the organizer and the categories relating to the topic on the line in the four squares around the circle.*
- Pencils

Activity
Students write words that relate to and describe a category.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Writes words to describe or relate to the categories in each box.
4. Teacher evaluation

Extensions and Adaptations
- Provide a category relating to the topic in each of the four squares around the circle.
- Use to classify narrative text.
Objective
The student will classify information using a graphic organizer.

Materials
- Expository text
  Choose text within students’ instructional-independent reading level range.
- K-W-L student sheet (Activity Master C.025.SS)
- Pencils

Activity
Students use a K-W-L chart to monitor comprehension before, during, and after reading a text.
1. Place text at the center. Provide the student with a K-W-L student sheet.
2. The student selects a text. Reads the text cover and records known facts about the topic on the student sheet in the "What I Know" column.
3. Thinks about the topic, generates questions, and records them in the "What I Want to Know" column.
4. Reads the text and records what has been learned in the "What I Have Learned" column.
5. Teacher evaluation

Extensions and Adaptations
- Check off questions that were answered.
- Write “Where I could find the answers” for unanswered questions.
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I know</strong></td>
<td><strong>What I want to know</strong></td>
<td><strong>What I have learned</strong></td>
</tr>
</tbody>
</table>
**Objective**
The student will identify main idea/supporting details of text.

**Materials**
- Narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Summarizing cards (Activity Master C.026.AM1)
- Paper
- Pencils

**Activity**
Students read passages, answer questions, discuss, and summarize a story.
1. Place text, summarizing cards, and paper at the center.
2. Taking turns, student one (the higher-performing student) reads a passage, stops, and asks his partner the questions on the summarizing cards.
3. Student two answers the questions and the students discuss the passage.
4. The students write the main idea of the passage on paper.
5. Reverse roles and continue until entire text is read.
6. Review the main ideas of the passages and write a summary of the story using less than ten words.
7. Teacher evaluation

**Extensions and Adaptations**
- Draw a picture that illustrates the written summary.
- Summarize other texts.
### Comprehension

<table>
<thead>
<tr>
<th>Who or what is the paragraph about?</th>
<th>Tell the most important thing about the who and what.</th>
<th>Tell the main idea of the paragraph in 10 words or less.</th>
</tr>
</thead>
</table>

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Objective

The student will identify main idea/supporting details of text.

Materials

- Expository text
  - Choose text within students’ instructional-independent reading level range.
- Overhead projector
- Overhead transparencies
  - Copy multiple paragraphs from the text on the transparencies.
- File folders
  - Place transparencies in the file folders.
- Vis-à-Vis markers

Activity

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

1. Place the file folders of transparencies and Vis-à-Vis markers near the overhead projector.
2. Taking turns, the students select and read a paragraph. Use a Vis-à-Vis marker to circle the main idea and underline supporting details.
3. Write the main idea and supporting details of the paragraph on the bottom of the transparency.
4. Peer evaluation

Extensions and Adaptations

- Use a poem and write the main idea.
Objective
The student will identify main idea/supporting details of text.

Materials
- Narrative text
  Choose text within students' instructional-independent reading level range or teacher read-aloud.
- 9” x 12” construction paper
- Pencils

Activity
Students record the main idea and other story details on an organizer.
1. Place text and construction paper at the center.
2. The student reads the text or reviews teacher read-aloud.
3. Traces hand on construction paper. Writes story title and author on the thumb. Writes story details in sequential order on the fingers. Writes the main idea on the palm.
4. Teacher evaluation

Extensions and Adaptations
- Trace both hands for additional details.
- Read the details and change one or more to write a new story.
**Objective**

The student will identify main idea/supporting details of text.

**Materials**

- Expository text
  
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Story Train student sheet (Activity Master C.029.SS)
- Markers or crayons
- Scissors
- Glue
- Pencils

**Activity**

Students write the main idea and supporting details of a story on a story train.

1. Place the text, scissors, glue, and markers at the center. Provide the student with a student sheet.
2. The student reads the text or reviews a teacher read-aloud.
3. Identifies and writes the main idea on the Story Train engine and supporting details on the train cars.
4. Cuts out train cars and assembles with glue.
5. Teacher evaluation

**Extensions and Adaptations**

- Use the train to record narrative story elements.
**Objective**
The student will identify information in text using a graphic organizer.

**Materials**
- Expository text
  *Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- Text Wheel (Activity Master C.030.AM1a - C.030.AM1b)
- Scissors
- Hole punch
- Brads
- Markers
- Pencils

**Activity**
Students make connections in text on a text wheel by drawing and labeling pictures.
1. Place text, scissors, hole punch, brads, and markers on a flat surface. Provide the students with both sections of the text wheel.
2. The student reads the expository text or reviews teacher read-aloud.
3. Cuts out both sections of the text wheels.
4. Writes the title and author of the story on the front of the wheel. Identifies the main idea and supporting details in the text.
5. Writes and draws the main idea and supporting details in the text in each corresponding section on the back wheel.
6. Attaches pieces by punching a hole in the center of the wheels and inserting a brad.
7. Teacher evaluation

**Extensions and Adaptations**
- Use a web graphic organizer (Activity Master C.024.SS).
Title ____________________

Author ____________________
Comprehension

Expository Text Wheel

Main Idea

Supporting Detail
Objective
The student will summarize a story using a graphic organizer.

Materials
- Expository text
  Choose text within students’ instructional-independent reading level range or teacher read-aloud
- Summarizing student sheet (Activity Master C.031.SS)
- Paper
- Markers or crayons
- Pencils

Activity
Students read expository text and record the main idea and supporting details.
1. Place text, paper, and markers at the center. Provide the student with a student sheet.
2. The student reads the entire text or reviews the teacher read-aloud.
3. Rereads the first paragraph of the text and records the main idea and supporting details.
4. Continues the activity rereading each paragraph and recording the main idea and supporting details.
5. Reviews recorded information and writes a summary of the entire text using less than ten words.
6. Teacher evaluation

Extensions and Adaptations
- Draw a picture that illustrates the written summary.
- Use a graphic organizer to record text facts (Activity Master C.020.SS).
<table>
<thead>
<tr>
<th><strong>Main Idea</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Detail</strong></td>
</tr>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summary of text in 10 words or less</strong></th>
</tr>
</thead>
</table>