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

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

The boy is playing with a fire truck.
**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

**Extensions and Adaptations**

- Write and match other sentences from the nursery rhymes.
- Write and match content area topics with factual sentences.
<table>
<thead>
<tr>
<th>Nursery Rhyme Title Cards</th>
<th>Comprehension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Bo Peep</td>
<td>The Eency, Weency Spider</td>
</tr>
<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 it up with wood and clay.

Shining like a diamond in the sky.

Frogs sit on a hollow log.

nursery rhyme event sentence strips
<table>
<thead>
<tr>
<th>nursery rhyme event sentence strips</th>
</tr>
</thead>
<tbody>
<tr>
<td>jill came tumbling after.</td>
</tr>
<tr>
<td>Jack jumped over the candlestick.</td>
</tr>
<tr>
<td>I wish I might have the wish I wish tonight.</td>
</tr>
<tr>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>Come blow your horn.</td>
</tr>
</tbody>
</table>
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

Extensions and Adaptations
- Make and pantomime other sentences.

Sentence Meaning
Sentence Pantomime

- Pet a cat.
- Hold a baby.
- Jump two times.
- Read a book.
- Snap your fingers.
- Make a sandwich.
| Make a sandwich.  
| Snap your fingers.  
| Jump two times.  
| Read a book.  
| Pet a cat.  
| Hold a baby.  

(sentence strips)
<table>
<thead>
<tr>
<th>Sentence Pantomime</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blow some bubbles.</td>
<td>Sweep the floor.</td>
</tr>
<tr>
<td>Pop a balloon.</td>
<td>Make a pizza.</td>
</tr>
<tr>
<td>Button a jacket.</td>
<td></td>
</tr>
</tbody>
</table>

sentence strips
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

Extensions and Adaptations
- Rerrange strips so that there are no silly sentences.
- Make other sentence strips and exchange with partner to make sentences.
## Silly Sentence Mix-Up

<table>
<thead>
<tr>
<th>in the garden.</th>
<th>in the grass.</th>
<th>on the tracks.</th>
<th>on the flowers.</th>
<th>in the tower.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate worms</td>
<td>hopped softly</td>
<td>rumble loudly</td>
<td>buzz loudly</td>
<td>were ringing</td>
</tr>
<tr>
<td>Hungry birds</td>
<td>Green frogs</td>
<td>The trains</td>
<td>Busy bees</td>
<td>The bells</td>
</tr>
</tbody>
</table>

**Sentence Strips**
**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

Sally

dog

brother

team

dishes

Goldilocks

"who" word cards
Comprehension

Build a Sentence

"action" word cards

swims, chewed, lost, won, fell, broke
### Comprehension

**Build a Sentence**

<table>
<thead>
<tr>
<th>beach</th>
<th>bone</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>game</td>
</tr>
<tr>
<td>shelf</td>
<td>chair</td>
</tr>
</tbody>
</table>

"what" word cards
<table>
<thead>
<tr>
<th>function word and punctuation cards</th>
<th>at</th>
<th>a</th>
<th>Her</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>his</td>
<td>Our</td>
<td>off</td>
<td></td>
</tr>
</tbody>
</table>

.
Comprehension

Build a Sentence

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

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

glue

glue

glue

©2005 The Florida Center for Reading Research (Revised, 2008)
<table>
<thead>
<tr>
<th>The</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>bears</td>
<td>went</td>
</tr>
<tr>
<td>for</td>
<td>a</td>
</tr>
<tr>
<td>walk</td>
<td>Goldilocks</td>
</tr>
<tr>
<td>ate</td>
<td>porridge</td>
</tr>
<tr>
<td>broke</td>
<td>the</td>
</tr>
</tbody>
</table>

sentence building word cards
<table>
<thead>
<tr>
<th>chair</th>
<th>fell</th>
</tr>
</thead>
<tbody>
<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

Picture Cube

blank cube

1

1

glue

1

1

glue

1

1

glue

1

1

glue

1

1

glue

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

Title

Author

Character
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

Extensions and Adaptations
- Use another graphic organizer to compare characters (Activity Master C.008.SS2).
- Compare characters from a different story.
<table>
<thead>
<tr>
<th>Character A</th>
<th>Shared Characteristics</th>
<th>Character B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name
Character Compare

Title:

Author:

Character #1

Unique Characteristics

Character #2

Unique Characteristics

Shared Characteristics

Unique Characteristics

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K-1 Student Center Activities: Comprehension
**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

---

**Extensions and Adaptations**

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

---

**The Three Billy Goats Gruff**

- Three billy goats loved to eat green grass.
- They needed more green grass.
- They trip-trapped across a bridge.
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

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

Narrative Text Structure
Story Sequence Organizer

Name

There was a ground hog named Phil.

Phil could tell when there would be bad weather.

Phil saved the animals by warning them about the storm.
Name

C.010.SSI

Story Sequence Organizer

Beginning (What happened first?)

Middle (What happened next?)

End (What happened last?)

Title: ________________________________

Author: ________________________________
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.
Name

C.010.SS3

Story Sequence Organizer

Comic Strip Creations

Book Title:
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

Extensions and Adaptations
- Discuss story elements from a different text.
Comprehension

C.011.AM1

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

question cube
<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 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

**Extensions and Adaptations**

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

Extensions and Adaptations
- Use a Venn Diagram to compare three texts (Activity Master C.013.SS2).
Name

Hoop-A-Story Venn Diagram

Title: ______________________  Author: ______________________

Title: ____________________  Author: ______________________
Name

C.013.SS2

Hoop-A-Story Venn Diagram

Title: ____________________
Author: ____________________

Title: ____________________
Author: ____________________

Title: ____________________
Author: ____________________
**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).
What is the title?

Who is the author?
Comprehension
Retell Wheel

1. Who are the main characters?
2. Where and when does the story take place?
3. What happens in the beginning?
4. What is the problem?
5. How is the problem solved?
6. How does the story end?
Title: __________________________

Author: ________________________
Retell Wheel

Characters and Setting

Beginning

Middle

End
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).
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).
Expository Text Wheel

Title: _______________________

Author: ______________________
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.
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.
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).

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Three Little Pigs</td>
<td>All About Turtles</td>
</tr>
<tr>
<td>Snow White</td>
<td>Bears</td>
</tr>
<tr>
<td></td>
<td>Wintertime</td>
</tr>
</tbody>
</table>
Fiction

Nonfiction
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 Versus Opinion

Chocolate is made from cocoa beans.
Chocolate is yummy.
Fact

Opinion

Fact Versus Opinion header cards
## Comprehension

### Fact Versus Opinion

<table>
<thead>
<tr>
<th>Fact Statement</th>
<th>Opinion Statement</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 and opinion statement cards**
## Comprehension

### Fact Versus Opinion

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alligators are reptiles.</td>
<td>Alligators are nice.</td>
</tr>
<tr>
<td>Whales are mammals.</td>
<td>Whales are lazy.</td>
</tr>
<tr>
<td>Crayons are different colors.</td>
<td>Crayons make it easy to draw.</td>
</tr>
<tr>
<td>Cars have engines.</td>
<td>Cars are better than trucks.</td>
</tr>
<tr>
<td>Water freezes at 32°F.</td>
<td>Water tastes better cold.</td>
</tr>
</tbody>
</table>

*fact and opinion statement cards*
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

Extensions and Adaptations
- Provide an original effect for each cause card.
- Write and illustrate some of the causes and effects from a story.
<table>
<thead>
<tr>
<th>Cause Cards</th>
<th>Effect Cards</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...</td>
</tr>
<tr>
<td>My milk spilled...</td>
<td>Jack fell down...</td>
</tr>
</tbody>
</table>
Comprehension

Cause and Effect Roll

<table>
<thead>
<tr>
<th>Dad forgot to put gas in the car...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzy burned the dinner...</td>
</tr>
<tr>
<td>The rabbit's cage was left open...</td>
</tr>
<tr>
<td>Tommy ate all the candy in the bag...</td>
</tr>
<tr>
<td>Kewana was late to soccer practice...</td>
</tr>
<tr>
<td>John's boat had a hole in the bottom...</td>
</tr>
</tbody>
</table>

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.
... 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.
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

Extensions and Adaptations
- Write possible alternative effects.
Name

Cause and Effect Organizer

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

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).
<table>
<thead>
<tr>
<th>Topic:</th>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I already know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I want to know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I learned</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What I already know

How I can find what I want to know

What I want to know

What I learned
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.
I predict

I found
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

Extensions and Adaptations
- Use to classify narrative text.
Name

C.025.SS

Classifying Information
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.
Sum It Up

Summary: