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>
<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

Shared Characteristics

Character #2

Unique Characteristics

Unique Characteristics

C.008.SS2
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.
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

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was a ground hog named Phil</td>
<td></td>
</tr>
</tbody>
</table>

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.
Name

Title: ____________________________
Author: __________________________

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, write sentence, and draw picture that corresponds to the beginning, middle, and end of the story.

Title: 
Author: 

Beginning

Middle

End
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.
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?
- Who are the characters?
- Where does the story take place?
- Why did the problem happen?
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</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).
**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

C.014.AM1a

Retell Wheel

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 of the story?
4. What is the problem?
5. How is the problem solved?
6. How does the story end?