



Objective

The student will describe characters.



Materials

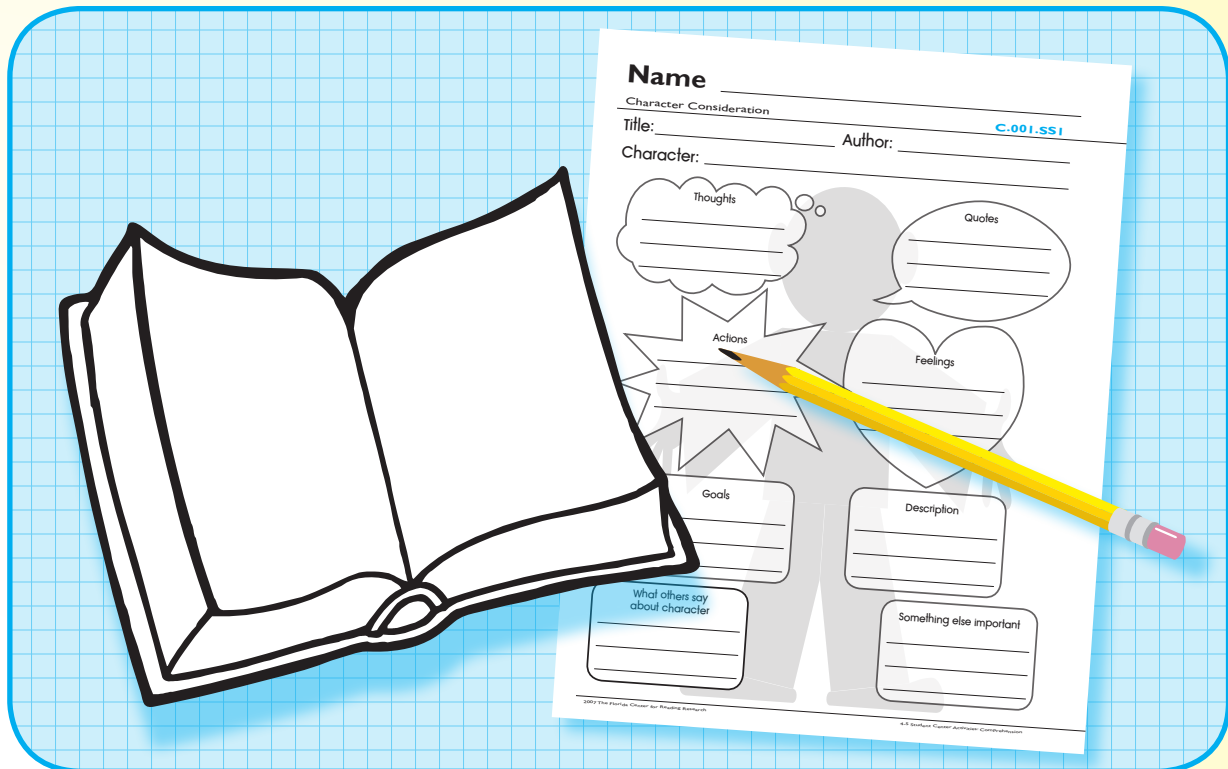
- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
Choose text that features multiple characters.
- ▶ Student sheet (Activity Master C.001.SS1)
- ▶ Pencils



Activity

Students describe a character using a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Name the main characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the student sheet.
5. Describe the selected character by reading the prompts and recording answers.
6. Discuss the answers and how the role of the character contributes to the story.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other character maps (Activity Master C.001.SS2 and C.001.SS3).
- ▶ Answer questions from a selected character's viewpoint (Activity Master C.001.SS4).
- ▶ Describe a situation outside the story and how the character might react to it (e.g., how the character would react to losing a baseball game).

Name _____

Character Consideration

C.001.SSI

Title: _____ Author: _____

Character: _____

Thoughts

Quotes

Actions

Feelings

Goals

Description

What others say about character

Something else important

Name _____

C.001.SS2

Character Consideration

Title: _____ Author: _____

Character: _____

A character analysis template for character 1. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "1" in the bottom-left corner. To the right of the "Thoughts" bubble is a circular bubble labeled "Quotes".

A character analysis template for character 2. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "2" in the bottom-left corner. To the right of the "Thoughts" bubble is a circular bubble labeled "Quotes".

A character analysis template for character 3. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "3" in the bottom-left corner. To the right of the "Thoughts" bubble is a circular bubble labeled "Quotes".

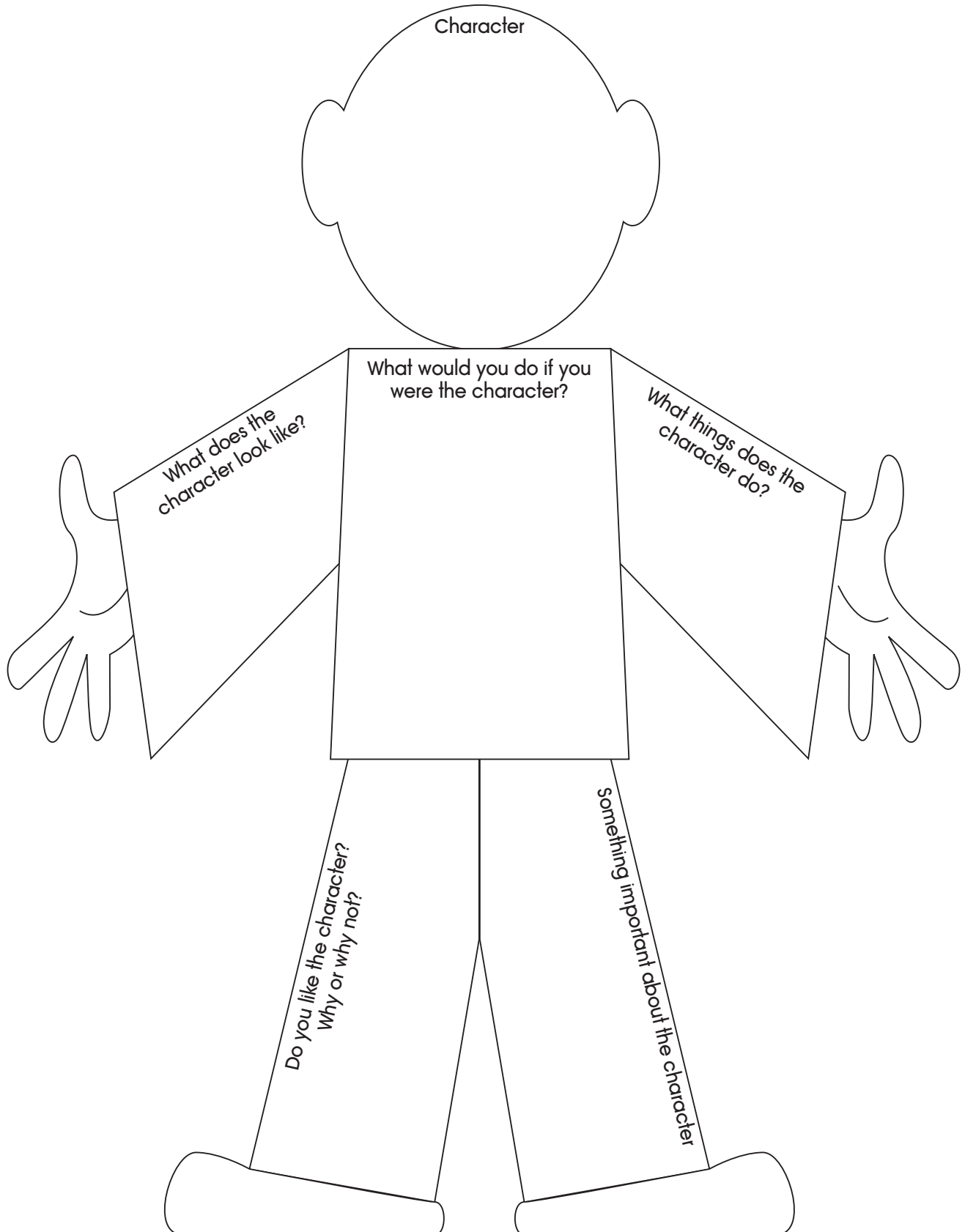
Name _____

Character Consideration

C.001.SS3

Title: _____

Author: _____



Name _____

C.001.SS4

Character Consideration

Title: _____ Author: _____

How does the character think and feel about the event or problem?

How does the character feel about the outcome of the event or problem?

Event or problem

Character

How does the character react to the event or problem?



Character Connections

Objective

The student will identify similarities and differences between characters.

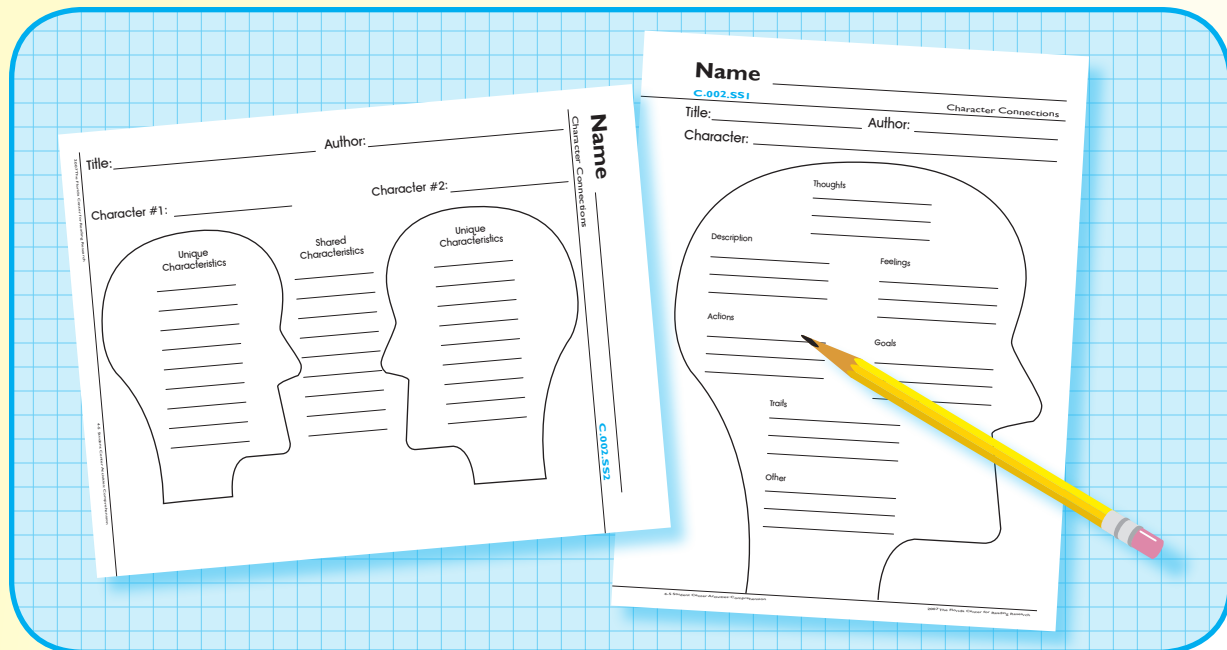
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character student sheet (Activity Master C.002.SS1)
- ▶ Character comparison student sheet (Activity Master C.002.SS2)
- ▶ Pencils

Activity

Students compare characters using a graphic organizer.

1. Provide each student with a copy of the text and a character student sheet. Provide students with one character comparison sheet that they will complete together.
2. The students read or review the text.
3. Name the characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the character student sheet. Write specific information about the character.
5. Discuss the unique and shared characteristics of the characters.
6. Write the unique characteristics of the characters and the shared characteristics on the character comparison sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters in the same story or different stories (Activity Masters C.002.SS3 and C.002.SS4).
- ▶ Discuss the perspective of two characters regarding an event (Activity Master C.002.SS5).
- ▶ Use a 3-way Venn diagram to compare three characters (Activity Master C.002.SS6).

Name _____

C.002.SSI

Character Connections

Title: _____ Author: _____

Character: _____

Thoughts

Description

Feelings

Actions

Goals

Traits

Other

Name _____

Title: _____ Author: _____

Character #1: _____ Character #2: _____

Unique Characteristics

Shared Characteristics

Unique Characteristics

Name _____

C.002.SS3

Character Connections

How are they alike?



Title: _____

Character #1: _____

Title: _____

Character #2: _____



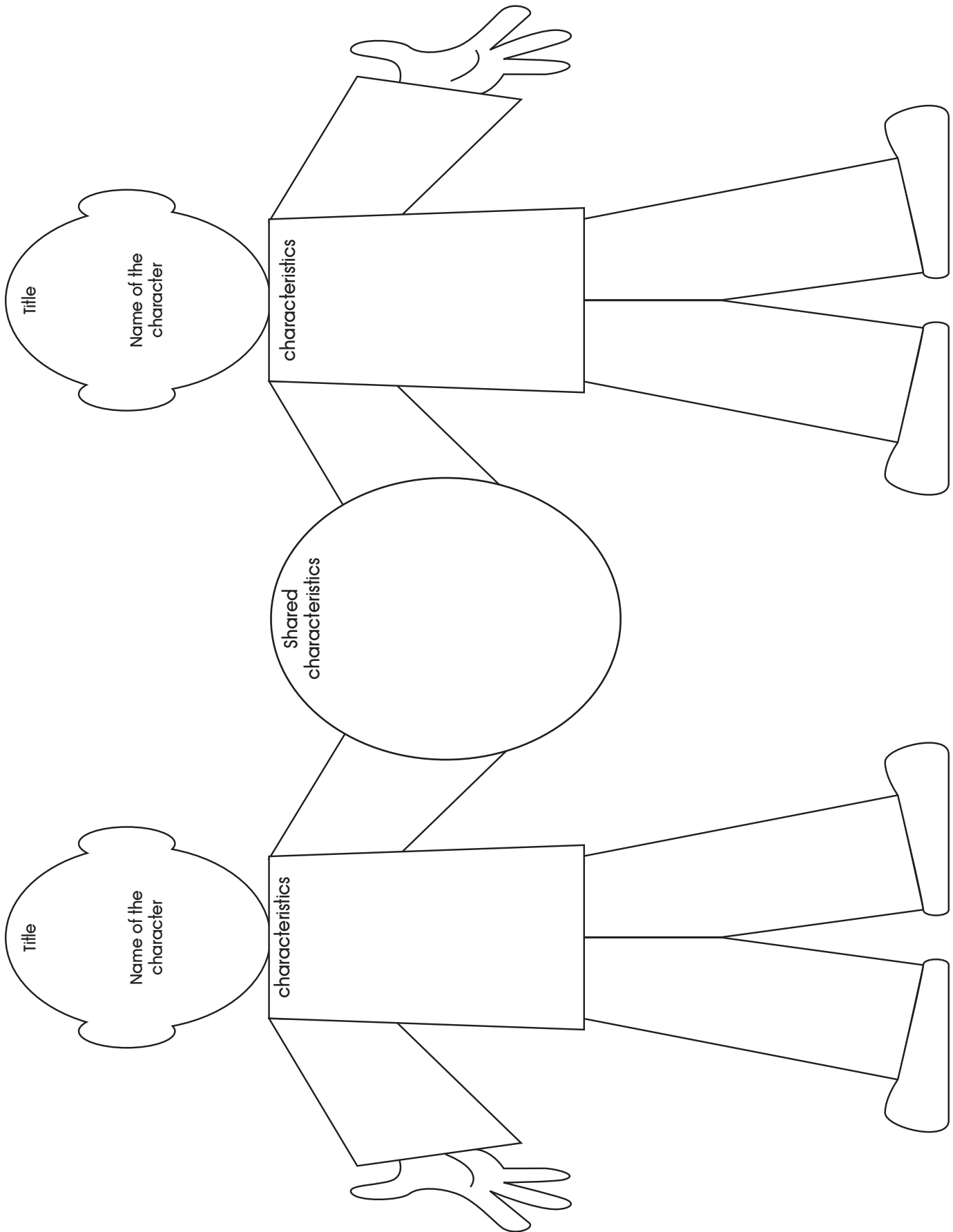
How are they different?



Name _____

Character Connections

C.002.SS4



Name _____

C.002.SS5

Character Connections

Title: _____ Author: _____

Character #1

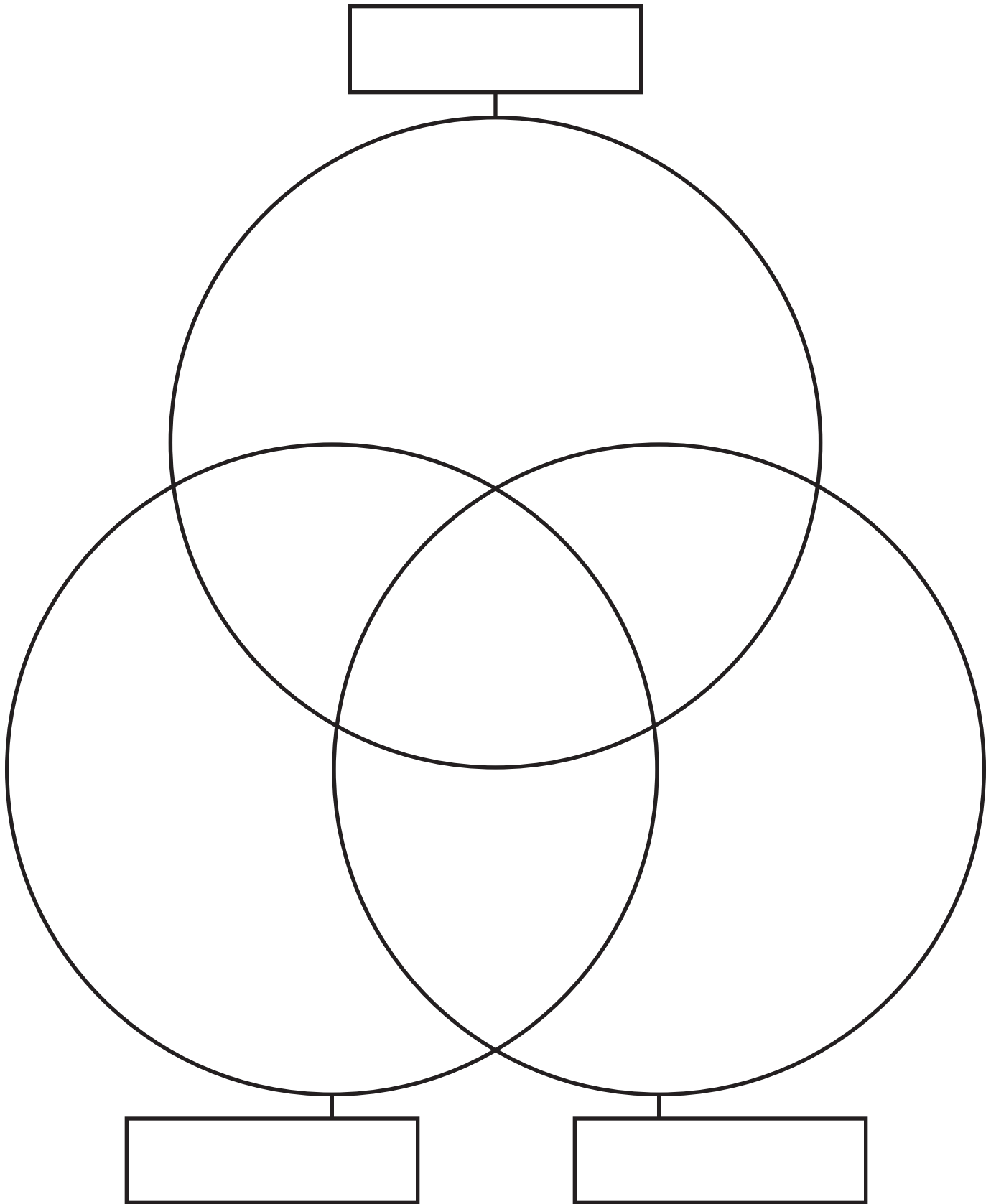
Event or Problem

Character #2

How did the character feel, think, or react to the event or problem?

How did the character feel, think, or react to the event or problem?

Name _____





Objective

The student will identify similarities and differences between characters.



Materials

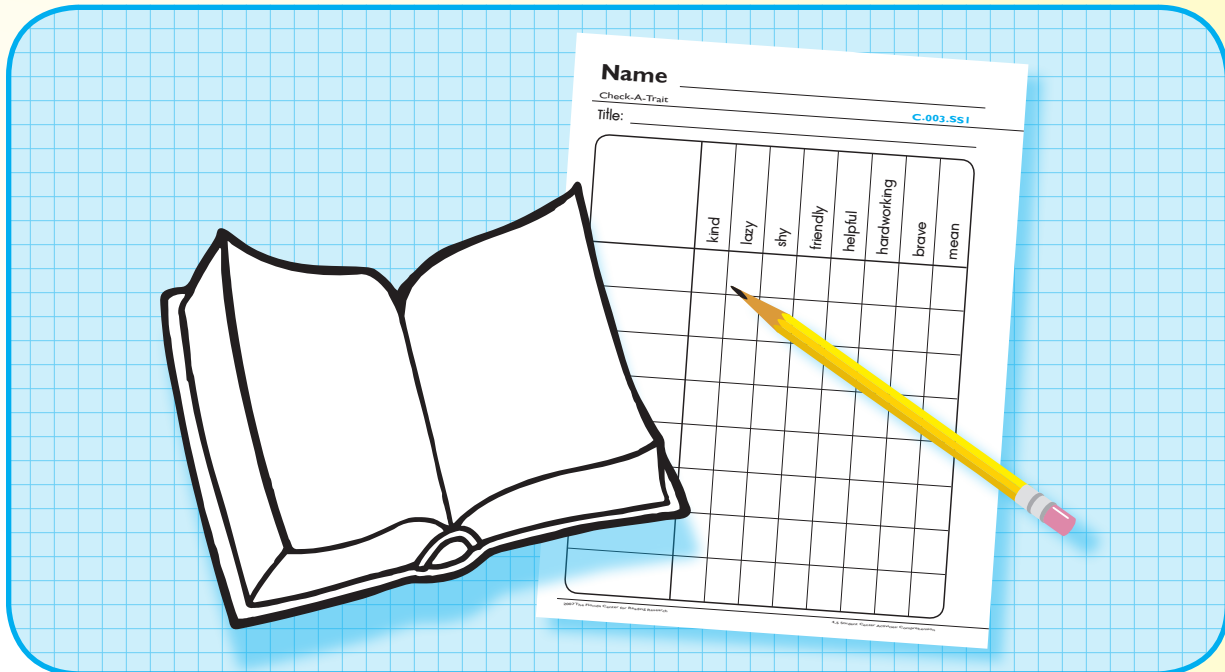
- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.003.SS1)
- ▶ Pencil



Activity

Students indicate traits of characters by completing a grid.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the names of the characters in the boxes in the left column on the student sheet.
4. Reads the character traits in the top row.
5. Reads each name one at a time and places a check in each trait box that describes that character.
6. Selects two characters. Uses the back of the student sheet to write how they are similar or different based on the recorded information.
7. Teacher evaluation



Extensions and Adaptations

- ▶ List other traits and characters on the blank attribute grid (Activity Master C.003.SS2).
- ▶ Determine the strengths and weaknesses of a character (Activity Master C.003.SS3).
- ▶ Write riddles using traits and descriptors as clues. For example, Who was very thin, hardworking, very friendly, and liked apple trees? Johnny Appleseed.

Name _____

Check-A-Trait

C.003.SS.1

Title: _____

Author: _____

	kind	lazy	shy	friendly	helpful	hardworking	brave	mean

Name _____

C.003.SS2

Check-A-Trait

Title: _____ Author: _____

Name _____

Check-A-Trait

C.003.SS3

Title: _____ Author: _____

Character: _____

	Strength	Weakness	Why?
1. Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
2. Facing challenges	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
3. Being curious	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
4. Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
5. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____



Objective

The student will sequence events in a story.

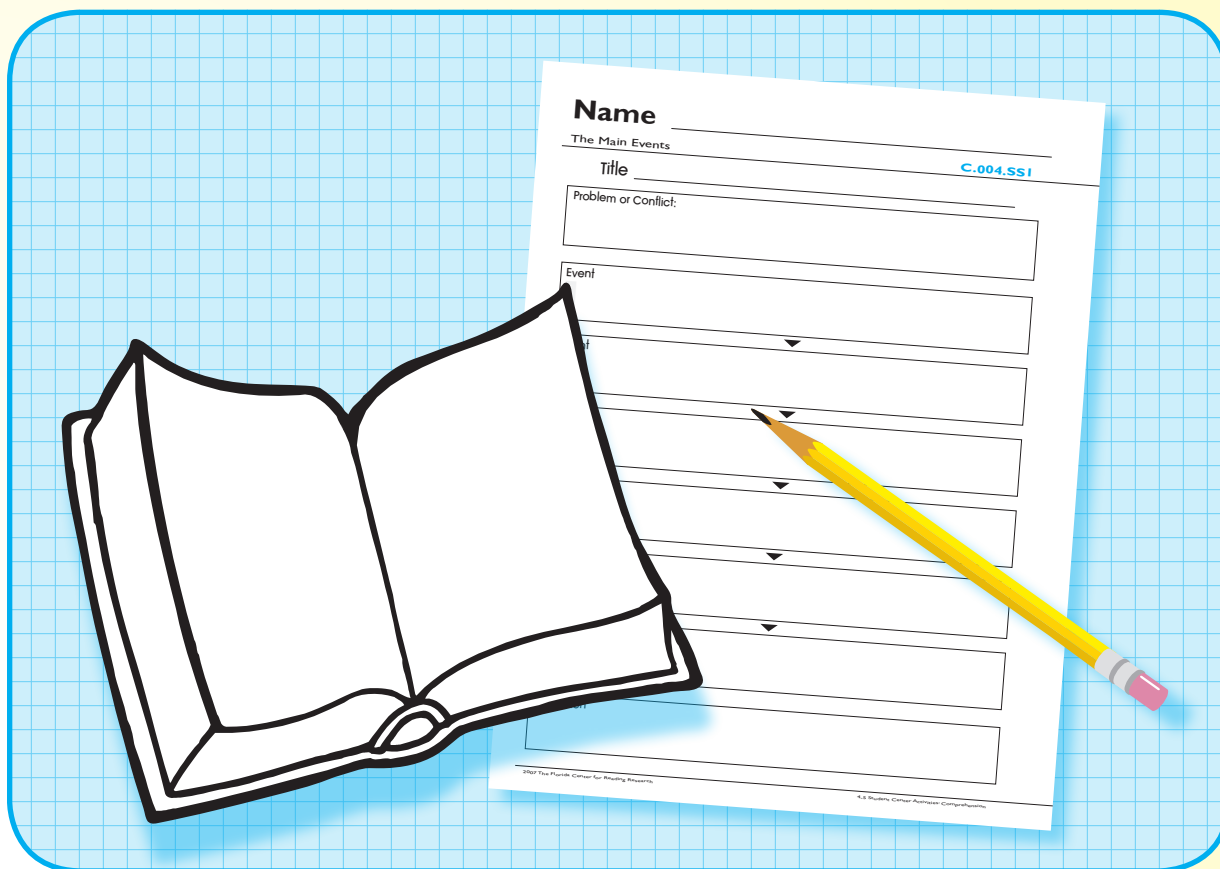
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.004.SS1)
- ▶ Pencil

Activity

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

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author on the student sheet.
4. Writes the events in sequential order.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Share information from the student sheet with a partner and discuss story.
- ▶ Sequence events (Activity Master C.004.SS2 and C.004.SS3).
- ▶ Describe what happened first, next, then, and last in the story (Activity Master C.004.SS4).

Name _____

The Main Events

C.004.SSI

Title: _____ Author: _____

Problem or Conflict:

Event

1



Event

2



Event

3



Event

4



Event

5



Event

6

Resolution

Name _____

C.004.SS2

The Main Events

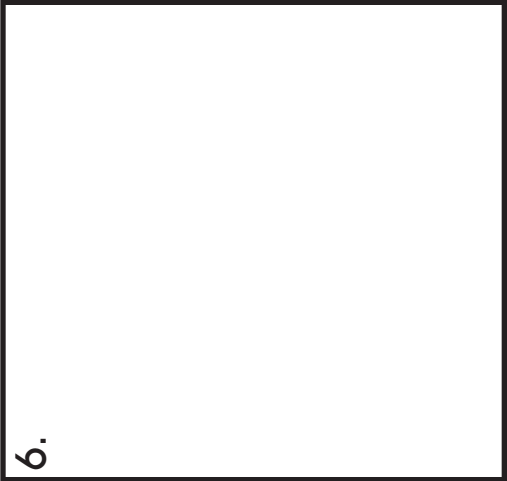
Title: _____

Author: _____

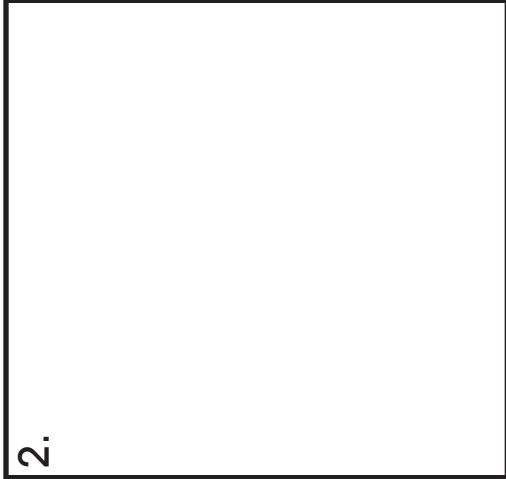
3.




6.



2.



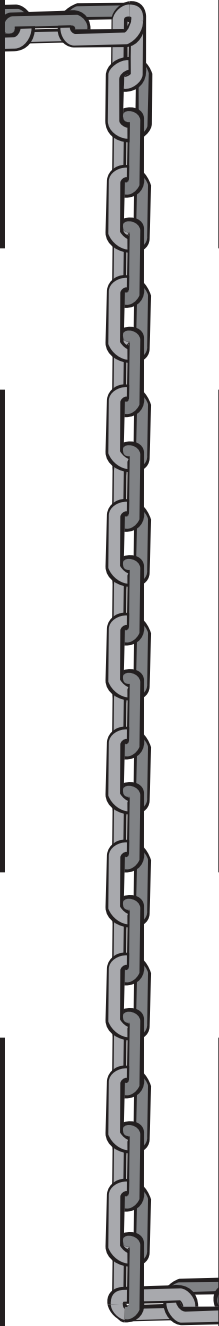
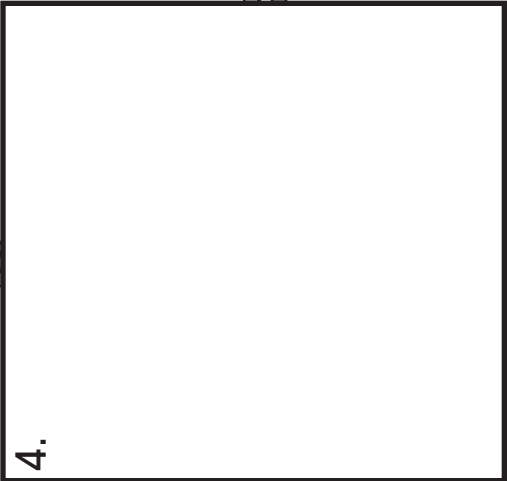
5.



1.



4.



Name _____

The Main Events

C.004.SS3

Author: _____

Title: _____

The form is a large, dark gray rectangle with rounded corners, resembling a television screen. Inside the screen, there are six large, white, vertically-oriented ovals arranged in two rows of three. Each oval is labeled with an event number: 'Event 1' (top-left), 'Event 2' (top-middle), 'Event 3' (top-right), 'Event 4' (bottom-left), 'Event 5' (bottom-middle), and 'Event 6' (bottom-right). The labels are written vertically. On the right side of the television frame, there are two circular buttons, one above the other.

Name _____

C.004.SS4

The Main Events

Author: _____

Title: _____

1. What happened first?

2. What happened next?

3. What happened then?

4. What happened last?



Plotting the Plot

Objective

The student will identify the components of a plot.

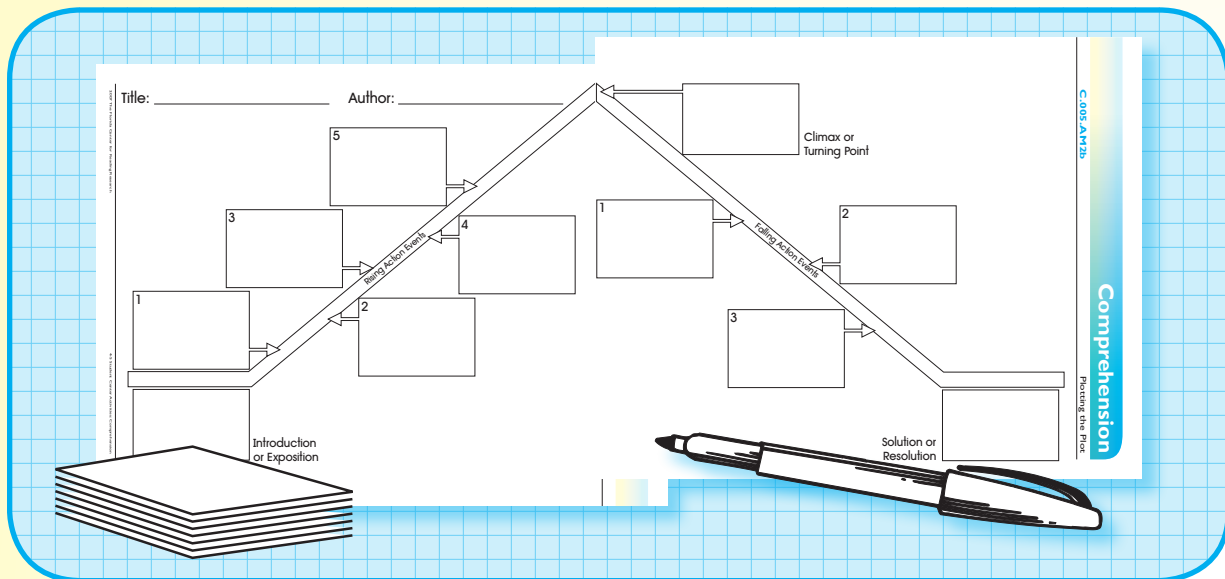
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Plot cards (Activity Master C.005.AM1)
Laminate.
- ▶ Plot work board (Activity Master C.005.AM2a - C.005.AM2b)
Copy, align pages, glue sides together, and laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write plot components and place them on the plot structure.

1. Place plot work board on a flat surface. Place the plot cards face down in a stack.
Provide each student with a copy of the text.
2. Students read or review text and discuss it. Write title and author on work board.
3. Taking turns, student one selects the top plot card from the stack, reads designation at the bottom aloud, and writes the corresponding information on the card. Hands card to student two.
4. Student two places the plot card in the appropriate box on the work board.
Explains placement.
5. Continue until all plot cards are placed.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record answers on student sheet (Activity Master C.005.SS).
- ▶ Write plot components of multiple stories on cards (Activity Master C.005.AM3) and sort using header cards (Activity Master C.005.AM4).

Comprehension

C.005.AMI

Plotting the Plot

introduction or exposition	rising action event	rising action event
rising action event	rising action event	rising action event
climax or turning point	falling action event	falling action event
falling action event	solution or resolution	

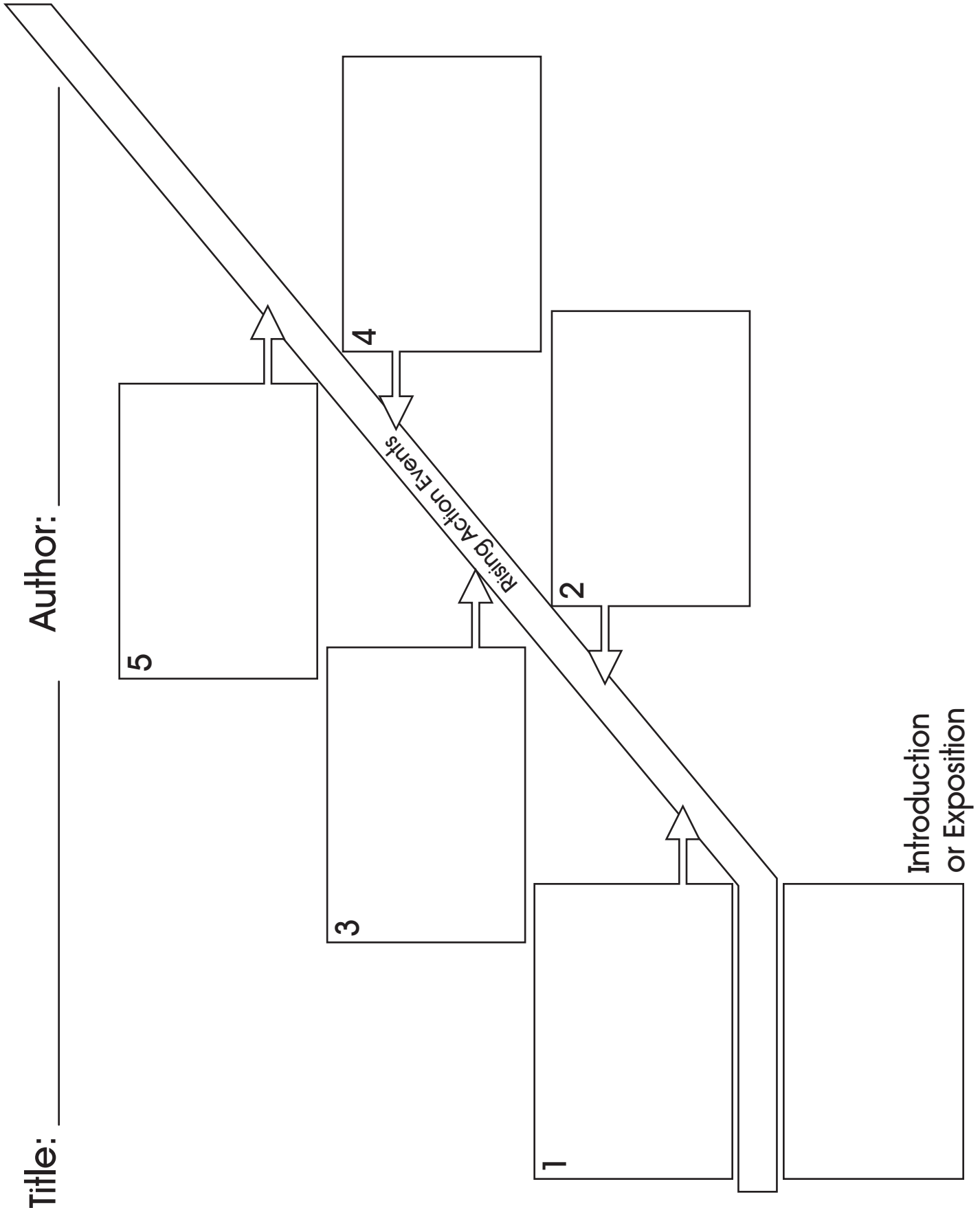


plot cards

Comprehension

Plotting the Plot

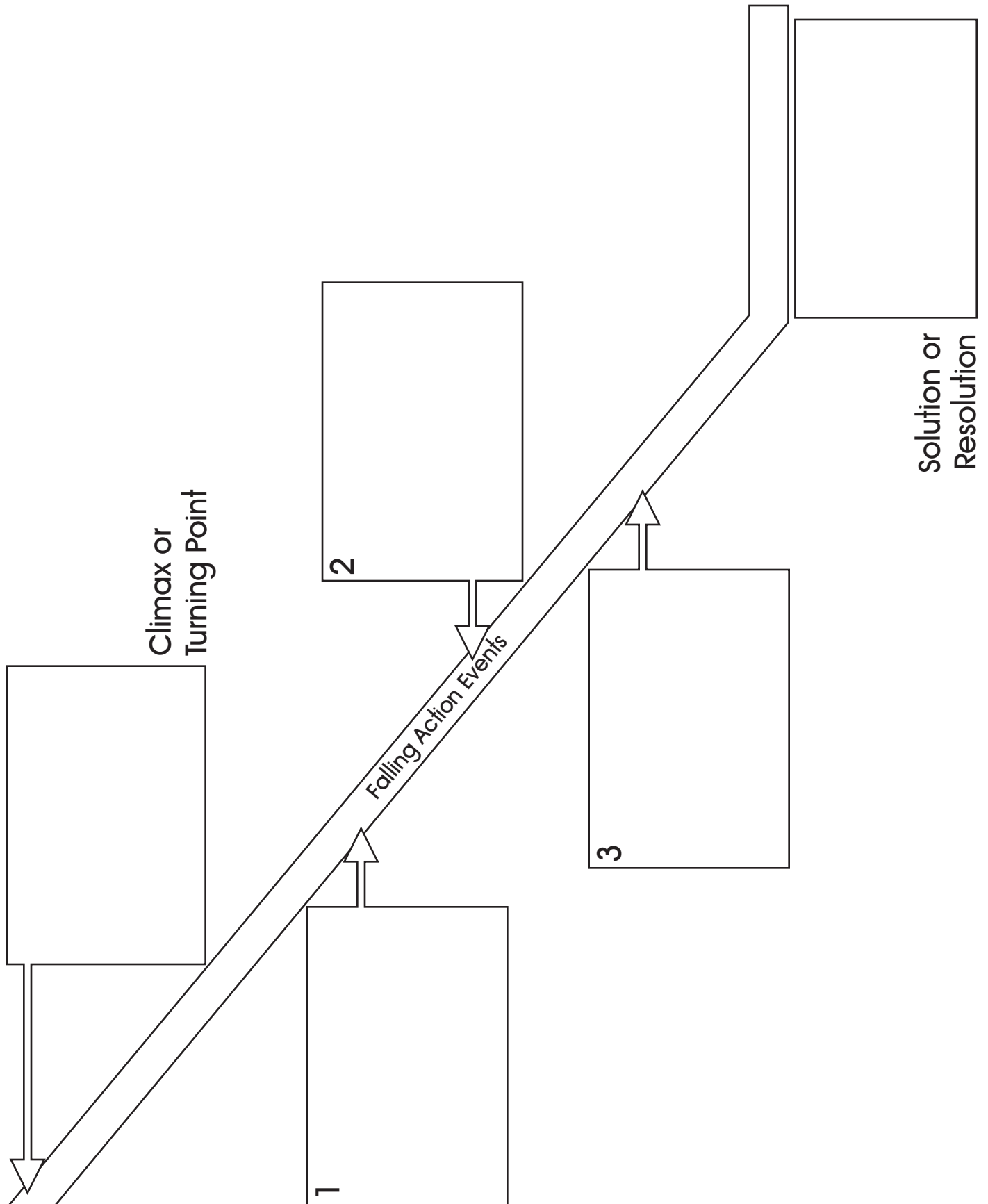
C.005.AM2a



Comprehension

C.005.AM2b

Plotting the Plot



Name _____

Plotting the Plot

C.005.SS

Author: _____

Title: _____

Climax or Turning Point

1

2

3

Solution or Resolution

Falling Action Events

4

2

Introduction or Exposition

Rising Action Events

5

3

1

Comprehension

C.005.AM3

Plotting the Plot

blank cards



Name _____

Plotting the Plot

C.005.AM4

introduction
or
exposition

header

rising action
(multiple events)

header

climax
or
turning point

header

falling action
(multiple events)

header

solution
or
resolution

header

conflict

header

header cards





Objective

The student will identify the components of a plot.

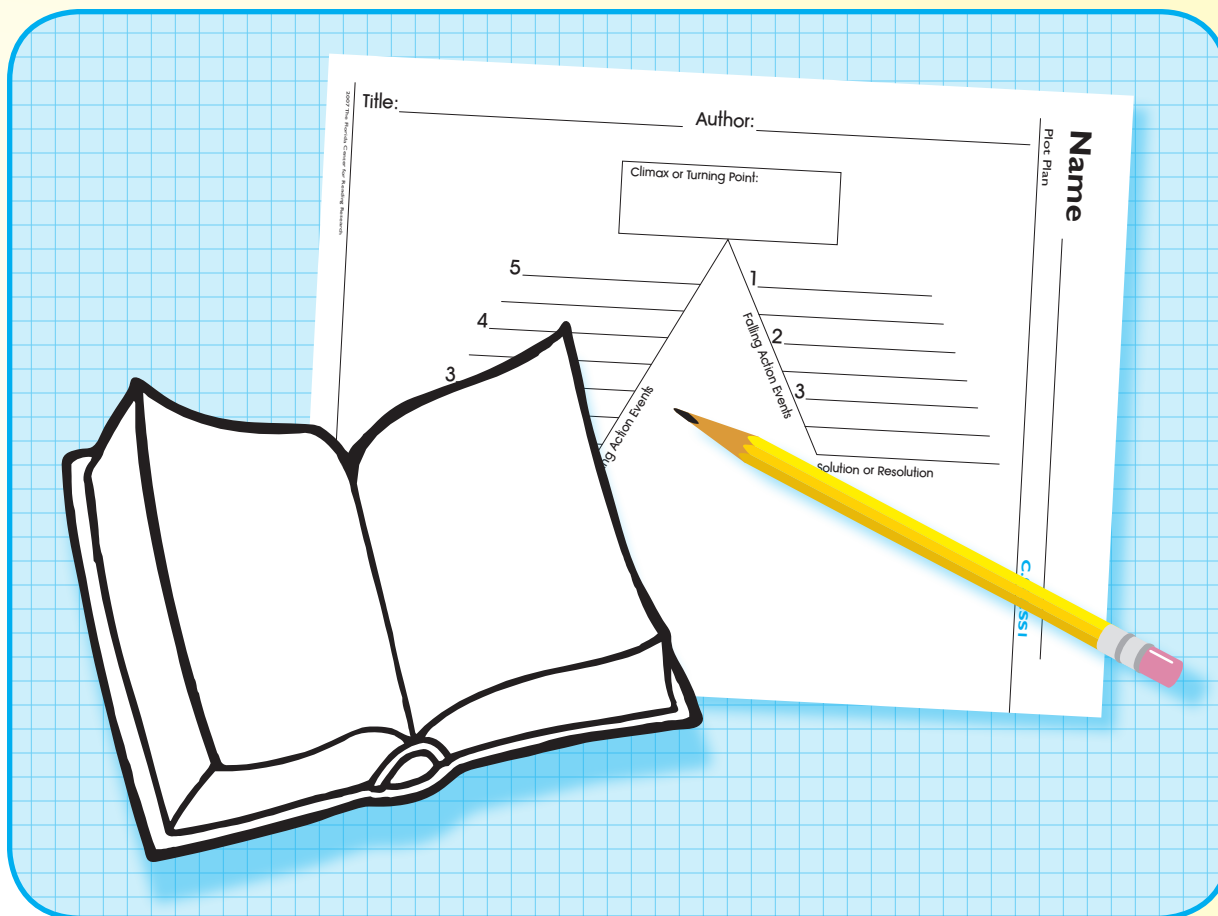
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.006.SS1)
- ▶ Pencil

Activity

Students write the parts of a plot on a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the parts of the plot on the student sheet.
4. Teacher evaluation



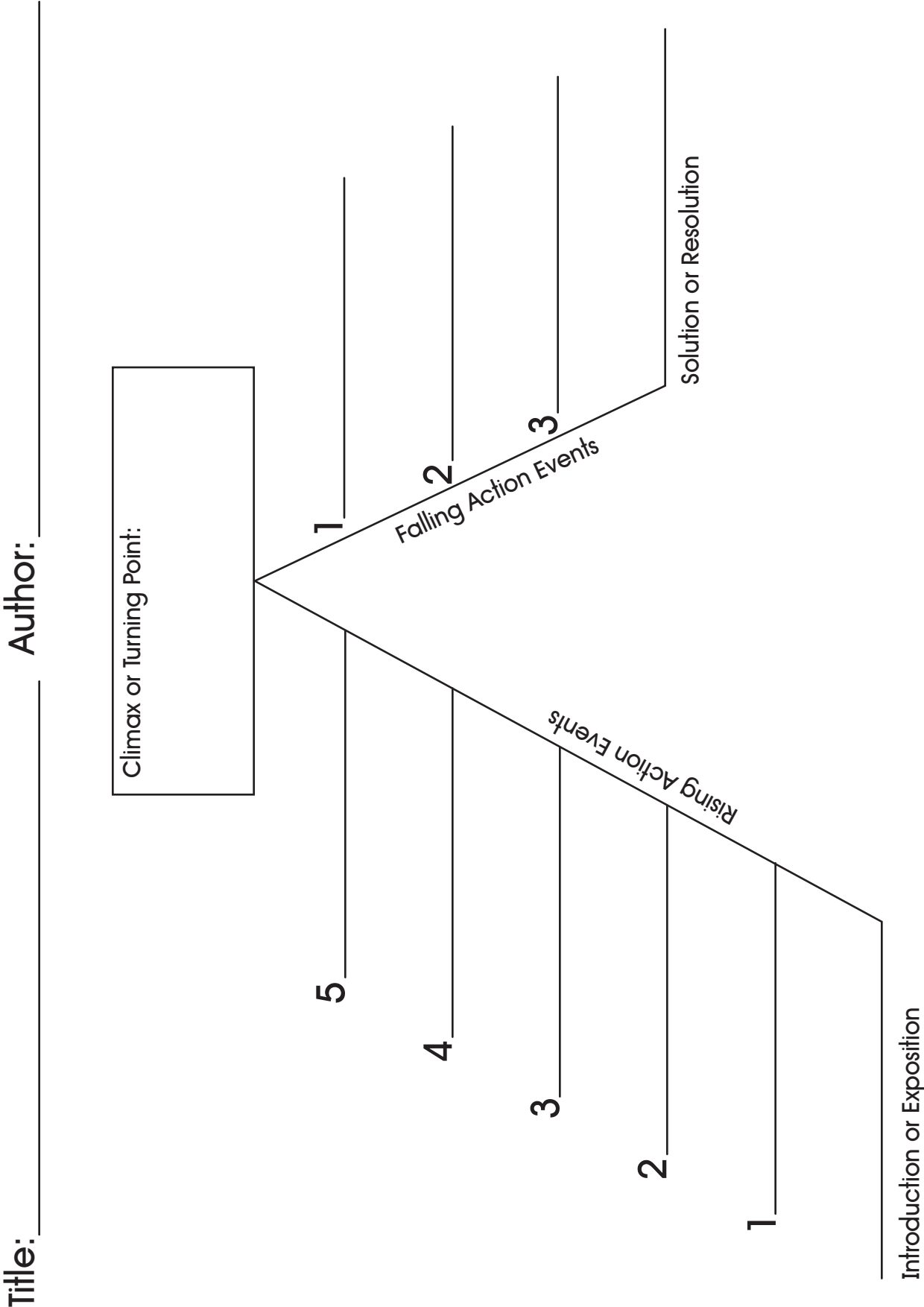
Extensions and Adaptations

- ▶ Write a summary of the plot on the back of the student sheet.
- ▶ Use a more detailed graphic organizer to record plot (Activity Master C.006.SS2).
- ▶ Select two stories, complete a student sheet on each, and discuss the plots with a partner.
- ▶ Use other plot graphic organizers (Activity Master C.006.SS3 and C.006.SS4).

Name _____

Plot Plan

C.006.SS I



Name _____

C.006.SS2

Plot Plan

Title: _____

Author: _____

Climax or Turning Point:

1 _____

2 _____

3 _____

Falling Action Events

Solution or Resolution

Conflict:

Theme:

5 _____

4 _____

3 _____

2 _____

1 _____

Rising Action Events

Introduction or Exposition

Setting:

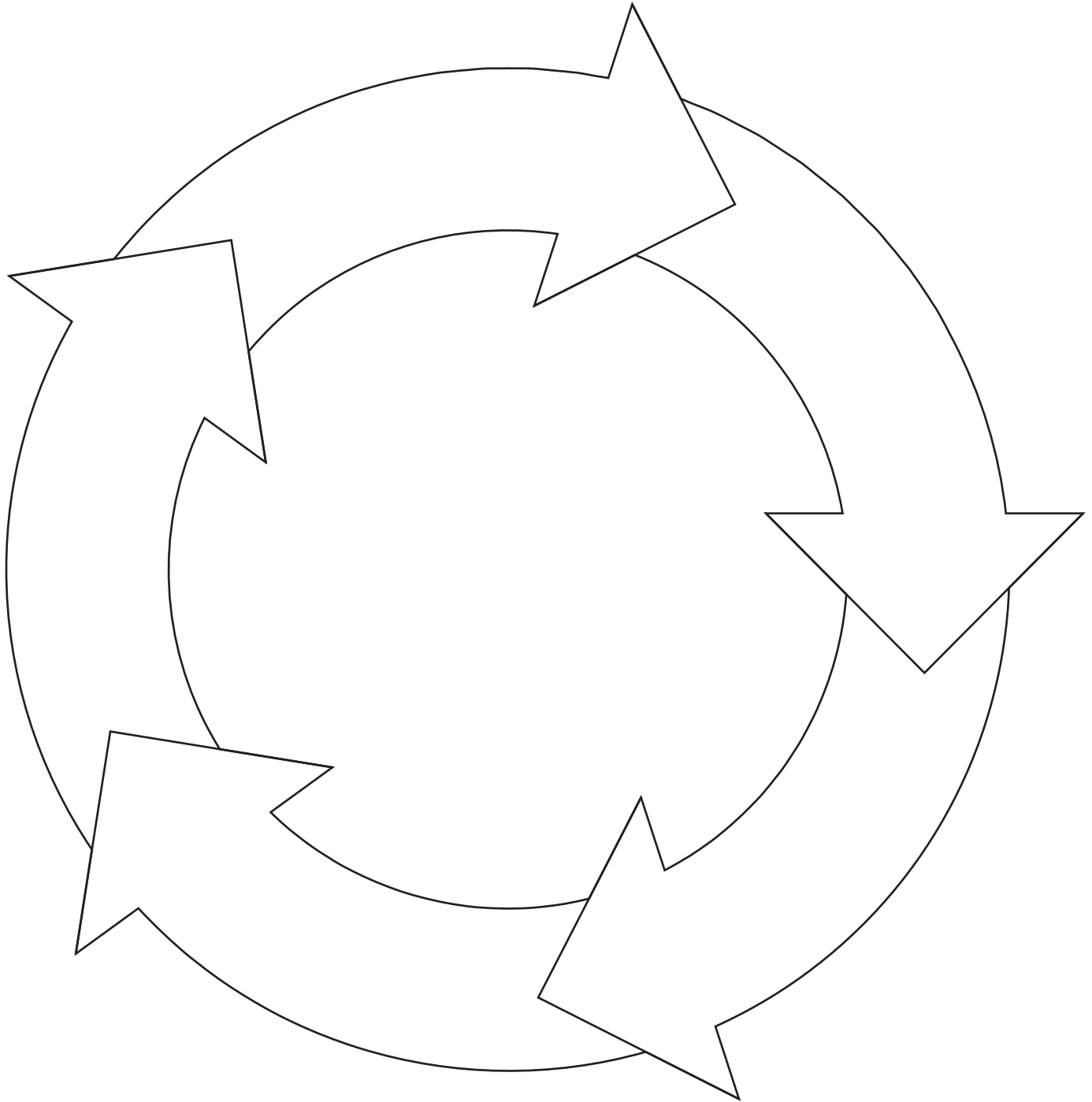
Name _____

Plot Plan

C.006.SS3

Title: _____

Author: _____

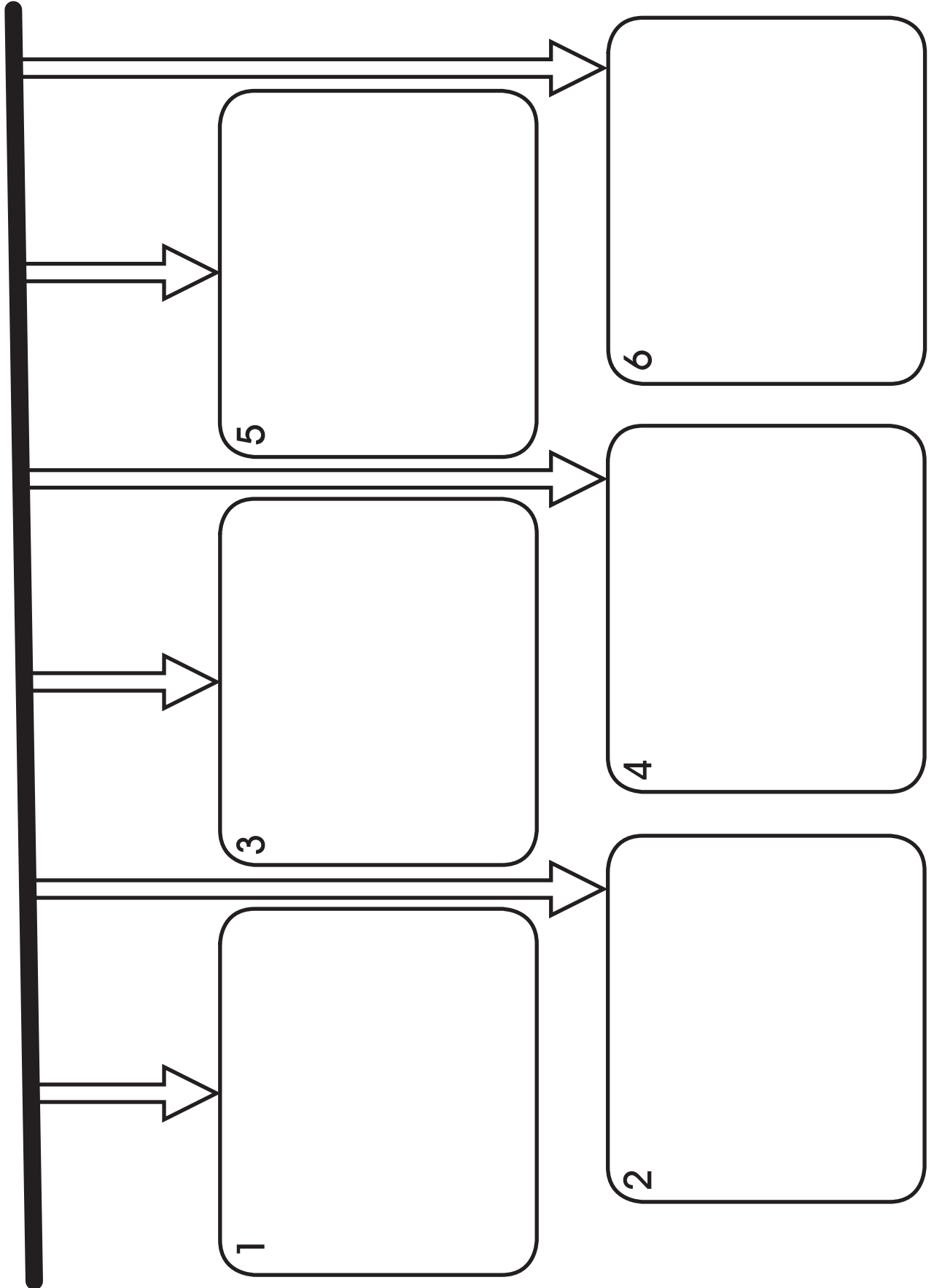


Name _____

C.006.SS4

Plot Plan

Title: _____ Author: _____





Story Pieces

Objective

The student will identify story elements.

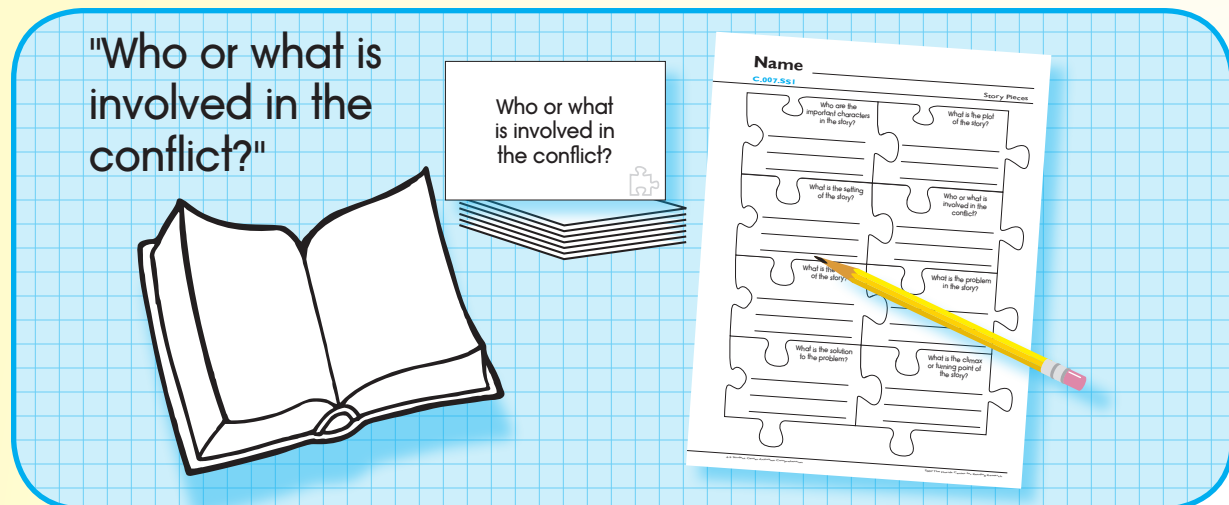
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Question cards (Activity Master C.007.AM1a - C.007.AM1b)
Use question cards that are appropriate for your students.
Laminate.
- ▶ Student sheet (Activity Master C.007.SS)
- ▶ Pencils

Activity

Students answer questions related to story elements and record on a graphic organizer.

1. Place story element question cards face down in a stack. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Taking turns, students select the top card and read the question. For example, "Who or what is involved in the conflict?"
4. Discuss answer. Place the card in a discard pile.
5. Record answers to selected questions on the student sheet. (Use back of student sheet, if necessary.)
6. Continue until all question cards are answered.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Complete two student sheets on two different stories. Write title or draw picture related to each story on the back. Cut out each story's puzzle pieces, mix pieces, and give to a partner to put pieces back in the right order. Turn pieces over to check by revealing the title or picture.
- ▶ Add questions. For example, What are the effects of the problem? (Activity Master C.005.AM3)

Comprehension

C.007.AM1a

Story Pieces

Who are the important characters in the story?



Who is your favorite character? Why?



What is the setting of the story?



What is the plot of the story?



What is the theme of the story?



What is the problem in the story?



What is the solution to the problem?



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



question cards



Comprehension

Story Pieces

C.007.AM1b

What do the other characters think about the main character?



Does the main character change in some way during the story? How?



Name another story that has a similar theme or plot.



Name an event and tell how two characters reacted to it.



What is the climax or turning point of the story?



Who or what is involved in the conflict?



Did the character learn a lesson? If so, what was it?



If the story continued, what might happen next?



question cards



Name _____

C.007.SS

Story Pieces

Title: _____

Author: _____

Who are the important characters in the story?

What is the plot of the story?

What is the setting of the story?

Who or what is involved in the conflict?

What is the theme of the story?

What is the problem in the story?

What is the solution to the problem?

What is the climax or turning point of the story?



Story Element Ease

Objective

The student will identify story elements.

Materials

- ▶ Narrative texts
Choose three stories, books, or other texts that students have read. Put a number on each text. Choose stories that can be compared and contrasted.
- ▶ Story element header cards (Activity Master C.008.AM1)
- ▶ Story element cards (Activity Master C.008.AM2a - C.008.AM2c)
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write information related to story elements and sort into appropriate categories.

1. Place header cards face up in a row. Place the story element cards face down in a stack.
Provide each student with a copy of the texts.
2. Students review and discuss each of the texts.
3. Taking turns, students select the top card from the stack and read the category printed at the bottom of the card.
4. Write the title of the text that corresponds to the number on the card. Write information related to the story element and place in column under matching header card.
5. Continue until all cards are sorted.
6. Discuss the similarities and differences among the texts.
7. Peer evaluation

The diagram shows a grid of six header cards: characters, setting, problem, solution, theme, and plot. Below these are three example cards. Card 1: Title #1 The Lion's Tale, with 'monkey, lion, and alligator' under 'characters' and 'in the jungle' under 'setting'. Card 2: Title #2 The Terrible Trio, with 'Tim, Jim, Keith' under 'characters'. Card 3: Title #3, with a blank space under 'theme'. A stack of cards and a pen are also shown.

Extensions and Adaptations

- ▶ Record answers (Activity Master C.008.SS).
- ▶ Use 3-way Venn diagram to compare three stories (Activity Master C.002.SS6).
- ▶ Choose multiple stories, write information related to the six story elements, mix into a stack, use headers, and take turns sorting (Activity Master C.008.AM3).

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header



Comprehension

Story Element Ease

C.008.AM2a

<p>Title #1 _____</p> <p>characters</p>	<p>Title #1 _____</p> <p>setting</p>
<p>Title #1 _____</p> <p>problem</p>	<p>Title #1 _____</p> <p>solution</p>
<p>Title #1 _____</p> <p>theme</p>	<p>Title #1 _____</p> <p>plot</p>

story element cards



Comprehension

C.008.AM2b

Story Element Ease

<p>Title #2 _____</p> <p>characters</p>	<p>Title #2 _____</p> <p>setting</p>
<p>Title #2 _____</p> <p>problem</p>	<p>Title #2 _____</p> <p>solution</p>
<p>Title #2 _____</p> <p>theme</p>	<p>Title #2 _____</p> <p>plot</p>

story element cards



Comprehension

Story Element Ease

C.008.AM2c

Title #3 _____ characters	Title #3 _____ setting
Title #3 _____ problem	Title #3 _____ solution
Title #3 _____ theme	Title #3 _____ plot

story element cards



Name _____

C.008.SS

Story Element Ease

plot			
theme			
solution			
problem			
setting			
characters			
story	Title #1	Title #2	Title #3

Comprehension

Story Element Ease

C.008.AM3

blank cards





Objective

The student will identify story elements.

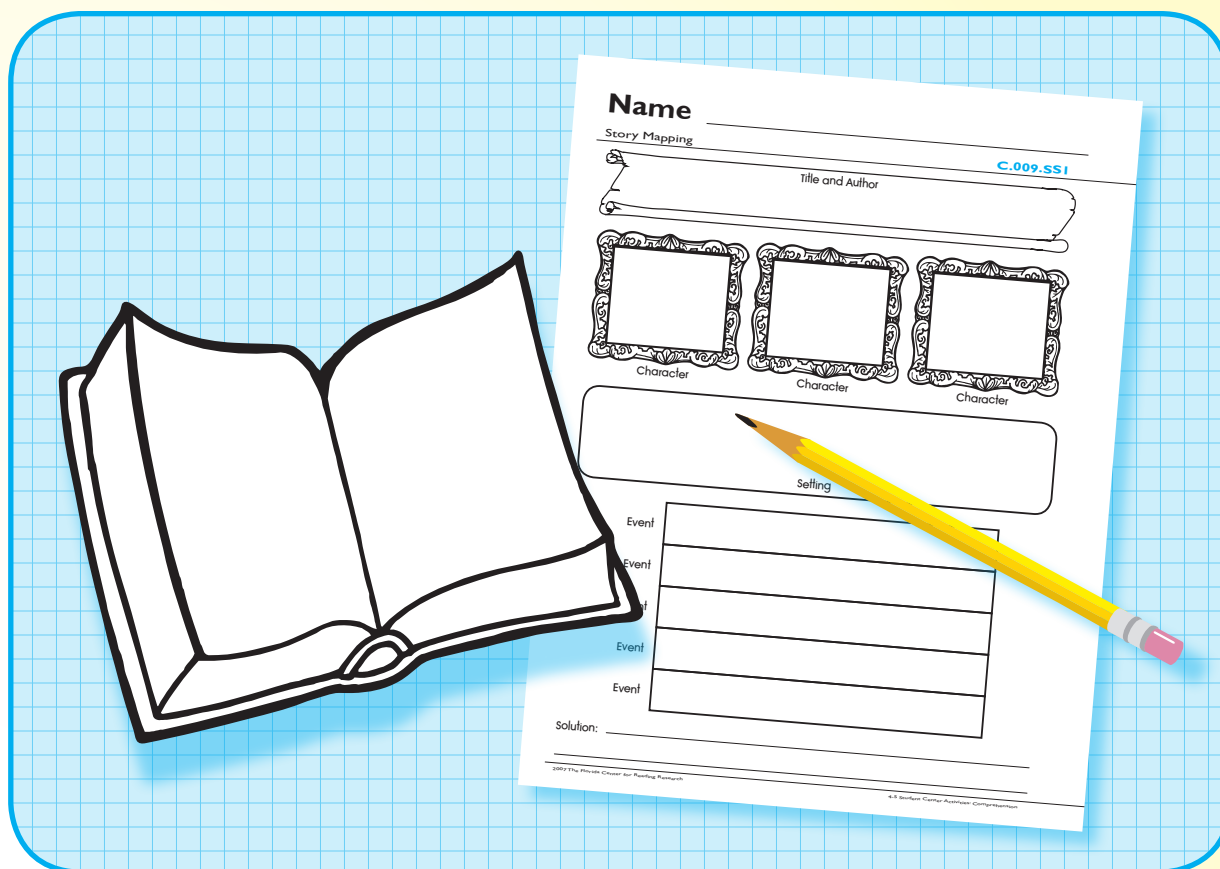
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.009.SS1)
- ▶ Pencil

Activity

Students record information related to story elements on a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the title and author of the story on the student sheet.
4. Reads the prompts and records the answers until the sheet is complete.
5. Teacher evaluation



Extensions and Adaptations

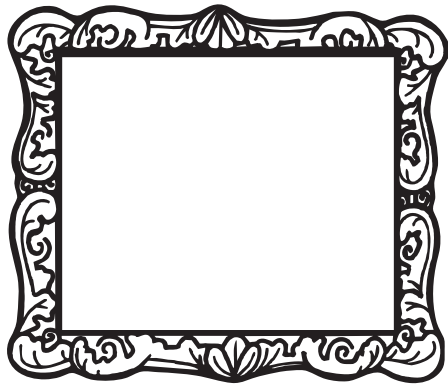
- ▶ Use different colored highlighters to mark story elements on a copy of the text.
- ▶ Use other story maps (Activity Masters C.009.SS2 and C.009.SS3).
- ▶ Write other questions about the story and exchange with a partner who answers (Activity Master C.009.SS4).

Name _____

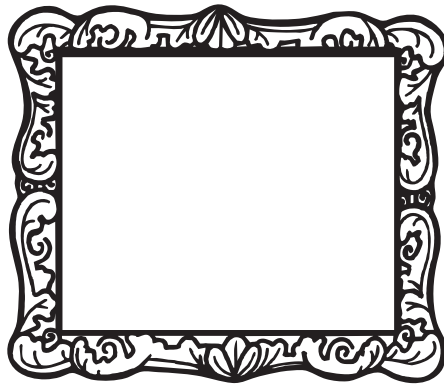
Story Mapping

C.009.SSI

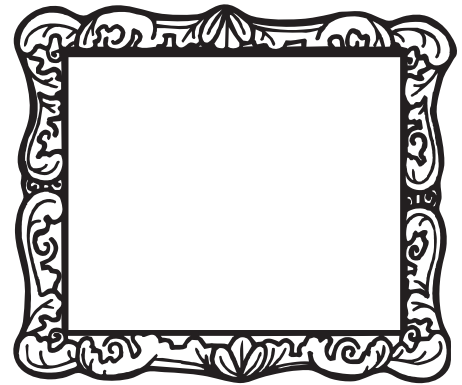
Title and Author



Character



Character



Character

Setting

Problem: _____

Event	
Event	
Event	
Event	

Solution: _____

Name _____

C.009.SS2

Story Mapping

Title: _____ Author: _____

Setting

Where:

When:

Characters

Problem

Event

Event

Event

Event

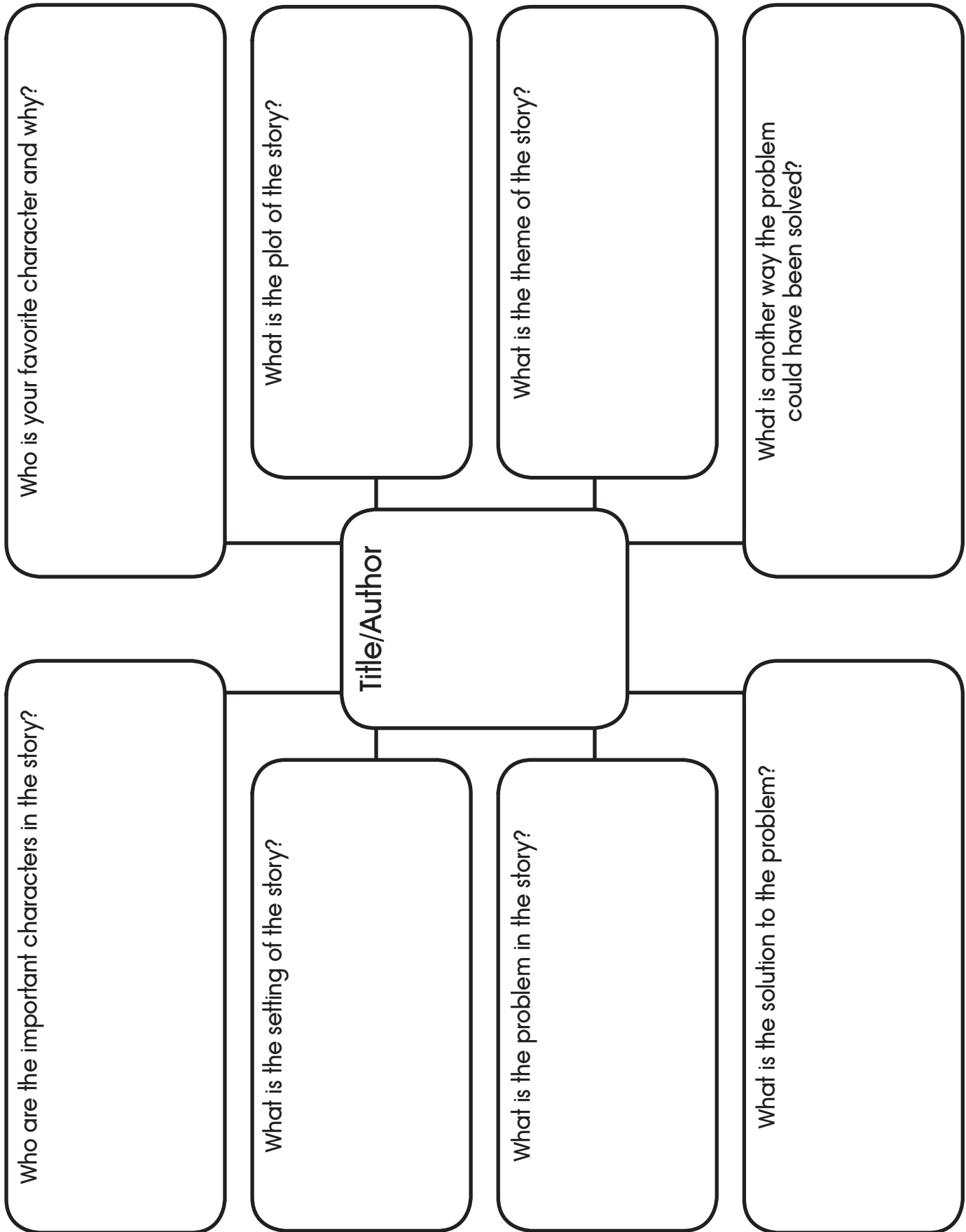
Event

Solution

Name _____

Story Mapping

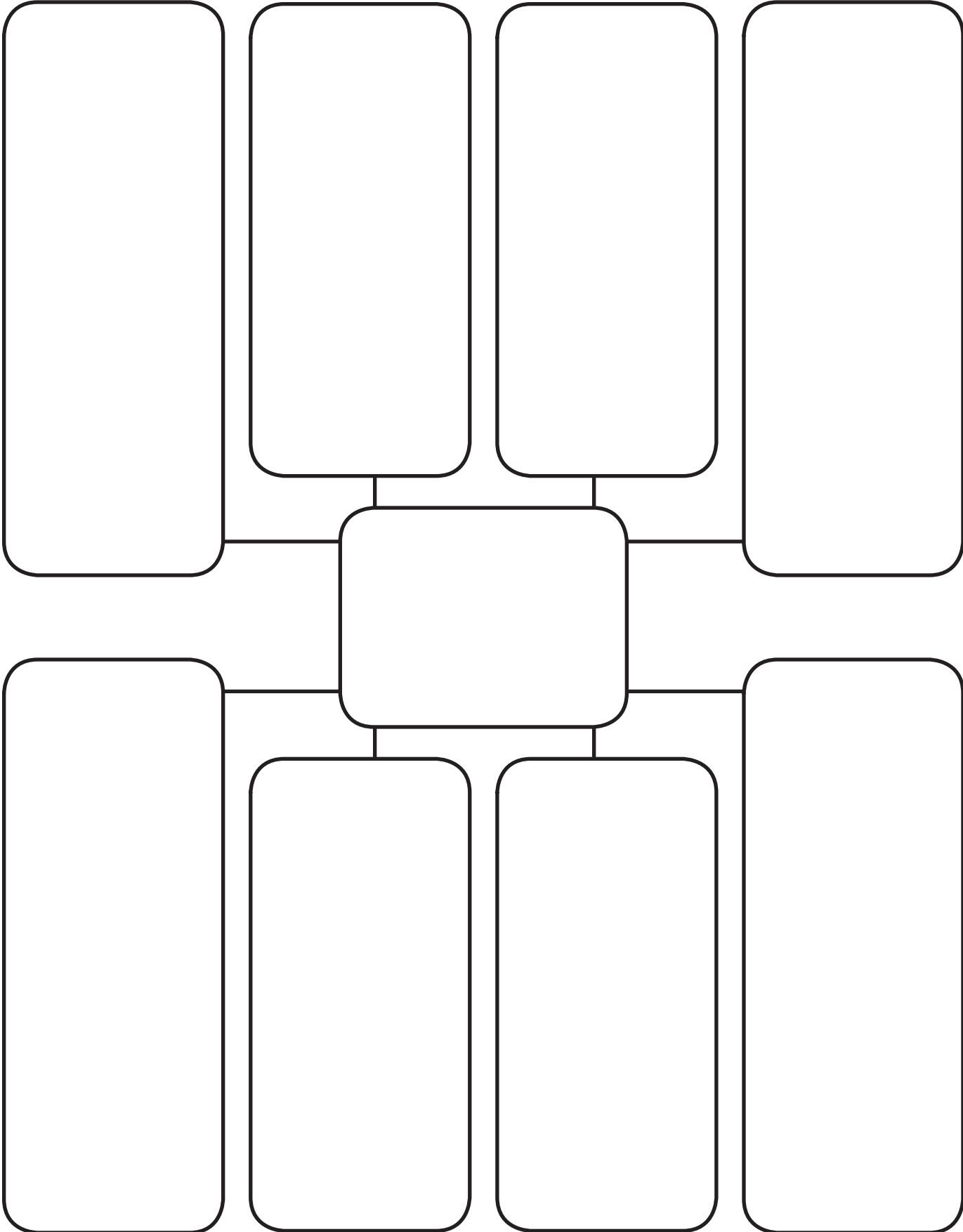
C.009.SS3



Name _____

C.009.SS4

Story Mapping





Side-by-Side Stories

Objective

The student will identify similarities and differences between stories.

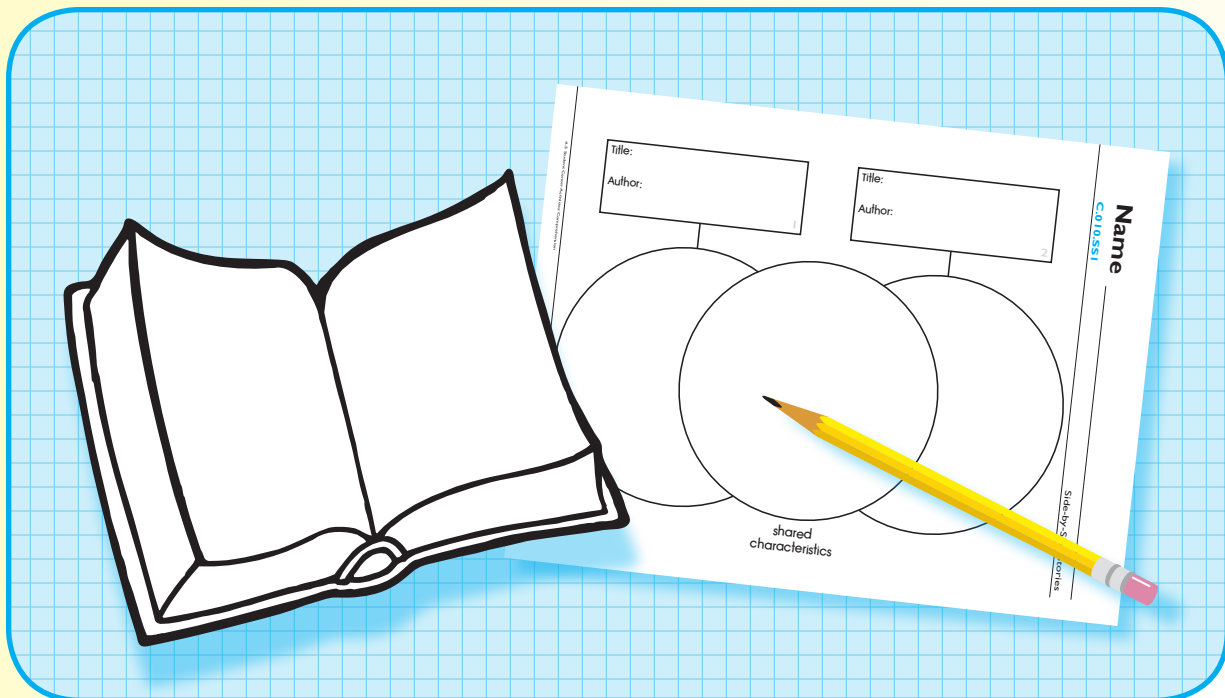
Materials

- ▶ Narrative texts
*Choose text within students' instructional-independent reading level range.
Select two short stories that students can compare.*
- ▶ Student sheet (Activity Master C.010.SS1)
- ▶ Pencil

Activity

Students record similarities and differences of story elements by completing a graphic organizer.

1. Provide the student with a copy of the texts and a student sheet.
2. The student reads or reviews both texts. Writes the story titles and authors on the graphic organizer in the designated areas.
3. Thinks about the story elements of each story. Decides which are unique to each story and which are shared.
4. Records the answers under the corresponding story title or shared area.
5. Continues until all story elements are recorded.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Read and discuss two stories with a partner and complete student sheet.
- ▶ Compare narrative texts using other graphic organizers (Activity Masters C.010.SS2 and C.010.SS3).
- ▶ Compare three stories (Activity Masters C.002.SS6 and C.008.SS1).

Name _____

C.010.SSI

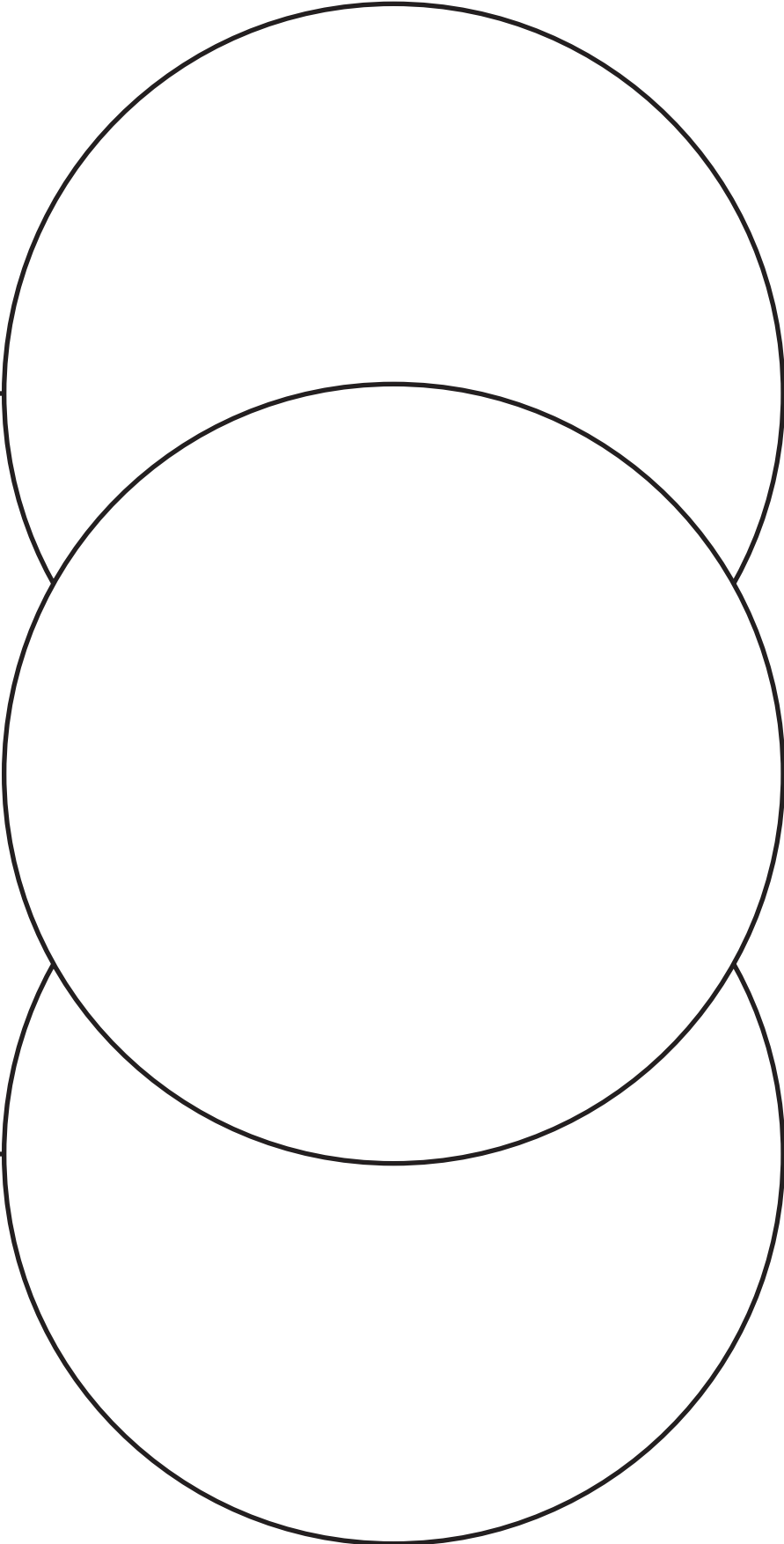
Side-by-Side Stories

Title: _____
Author: _____

2

Title: _____
Author: _____

1



shared
characteristics

Name _____

How are they alike?



Story #1 _____

Story #2 _____

How are they different?



Name _____

C.010.SS3

Side-by-Side Stories

	Title	Author	Story #2 (characters, setting, events, problem, solution)
Shared (characters, setting, events, problem, solution)			
	Title	Author	Story #1 (characters, setting, events, problem, solution)



Retell Recap



Objective

The student will retell a story.



Materials

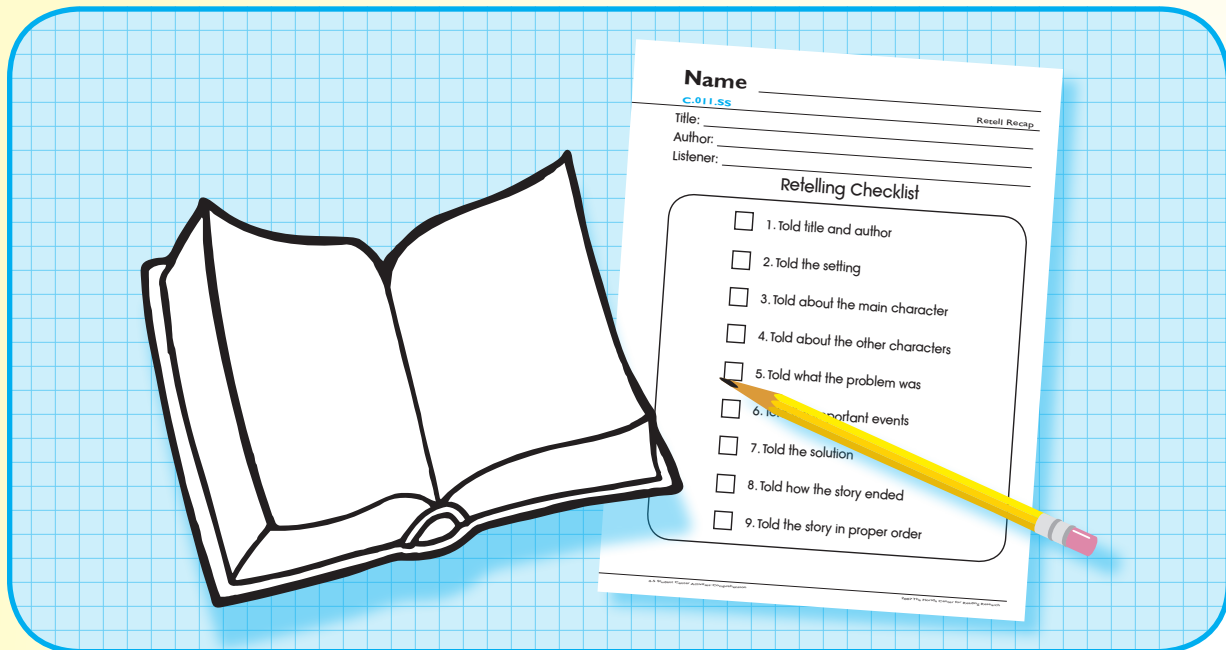
- ▶ Narrative texts
Choose two or more texts within students' instructional-independent reading level range.
Optional: Laminate and use Vis-à-Vis® marker.
- ▶ Retelling Checklist student sheet (Activity Master C.011.SS)
- ▶ Pencils



Activity

Students restate a story with a partner.

1. Provide each student with a copy of the texts and a student sheet.
2. Students select one of the texts and read or review it.
3. Discuss text using the student sheet as a guide.
4. Student one writes name on top of student sheet and hands to student two.
5. Student one retells the story while student two checks the story elements as they are stated.
6. Student two hands back the student sheet to student one, discusses the retelling and the items that are checked and unchecked.
7. Select a different text and reverse roles.
8. Continue until each student has retold at least one story.
9. Peer evaluation



Extensions and Adaptations

- ▶ Write the summary of the story on the back of the student sheet or on notebook paper.
- ▶ Place questions in sequence on a binder ring to retell a story (Activity Master C.011.AM1).
- ▶ Give story element clues to partner who guesses the title. For example, A small animal helps a large animal escape from a trap in the jungle. What is the story? The Lion and the Mouse.

Name _____

C.011.SS

Retell Recap

Title: _____ Author: _____

Listener: _____

Retelling Checklist

- 1. Told title and author
- 2. Told the setting
- 3. Told about the main character
- 4. Told about the other characters
- 5. Told what the problem was
- 6. Told the important events
- 7. Told the solution
- 8. Told how the story ended
- 9. Told the story in proper order

Comprehension

Retell Recap

C.011.AMI

1
State the title
and author
of the story.

2
Who are
the main
characters?

3
Where and when
does the story
take place?

4
What is
the problem?

5
What are the
important
events?

6
How is the
problem solved?

7
How does the
story end?

8
What is the
theme of
the story?

story element cards





Objective

The student will retell a story.

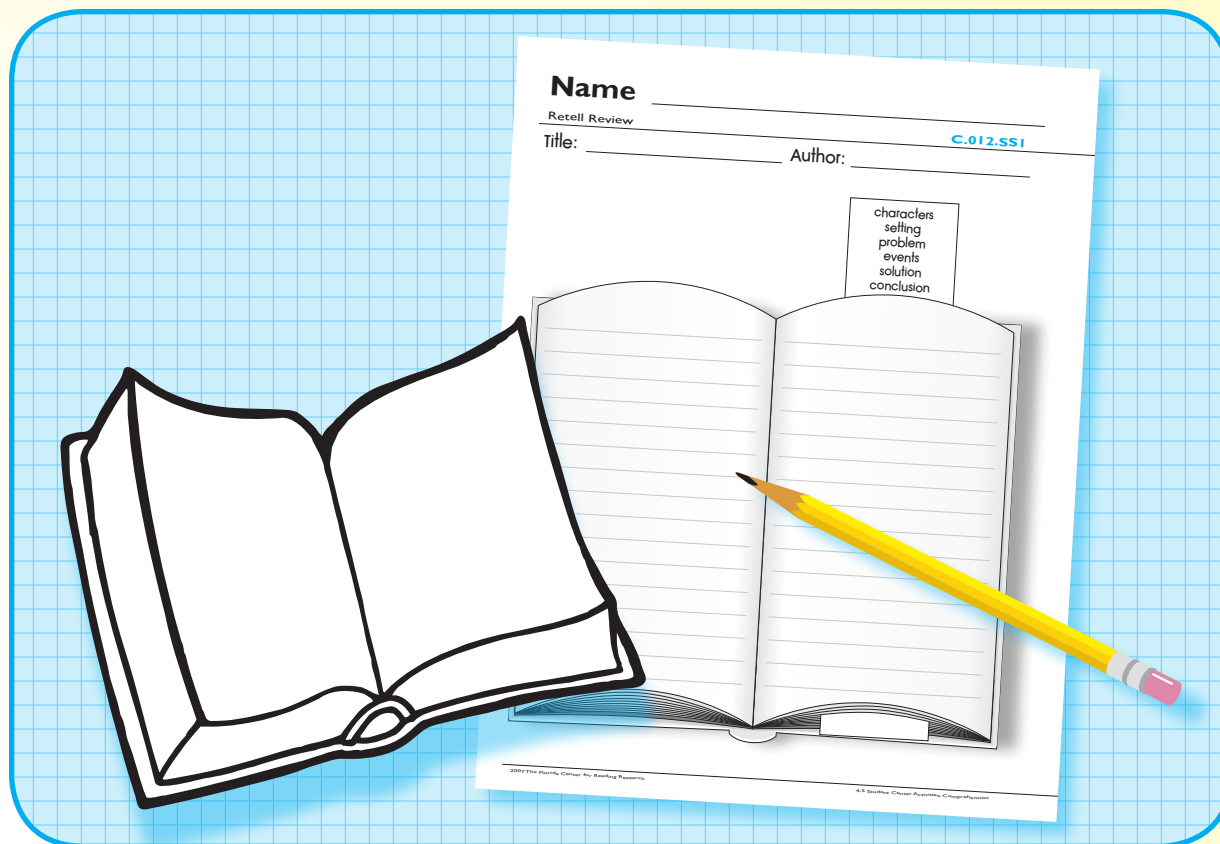
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.012.SS1)
- ▶ Pencil

Activity

Students restate a story using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, solution to the problem, and conclusion.
4. Writes a retelling of the story on the student sheet.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Write a retelling of the story in 20 words or less on the back of the student sheet.
- ▶ Retell other stories using graphic organizers (Activity Masters C.012.SS2 and C.012.SS3).
- ▶ Describe elements in the story and write a summary (Activity Master C.012.SS4).

Name _____

Retell Review

C.012.SSI

Title: _____

Author: _____

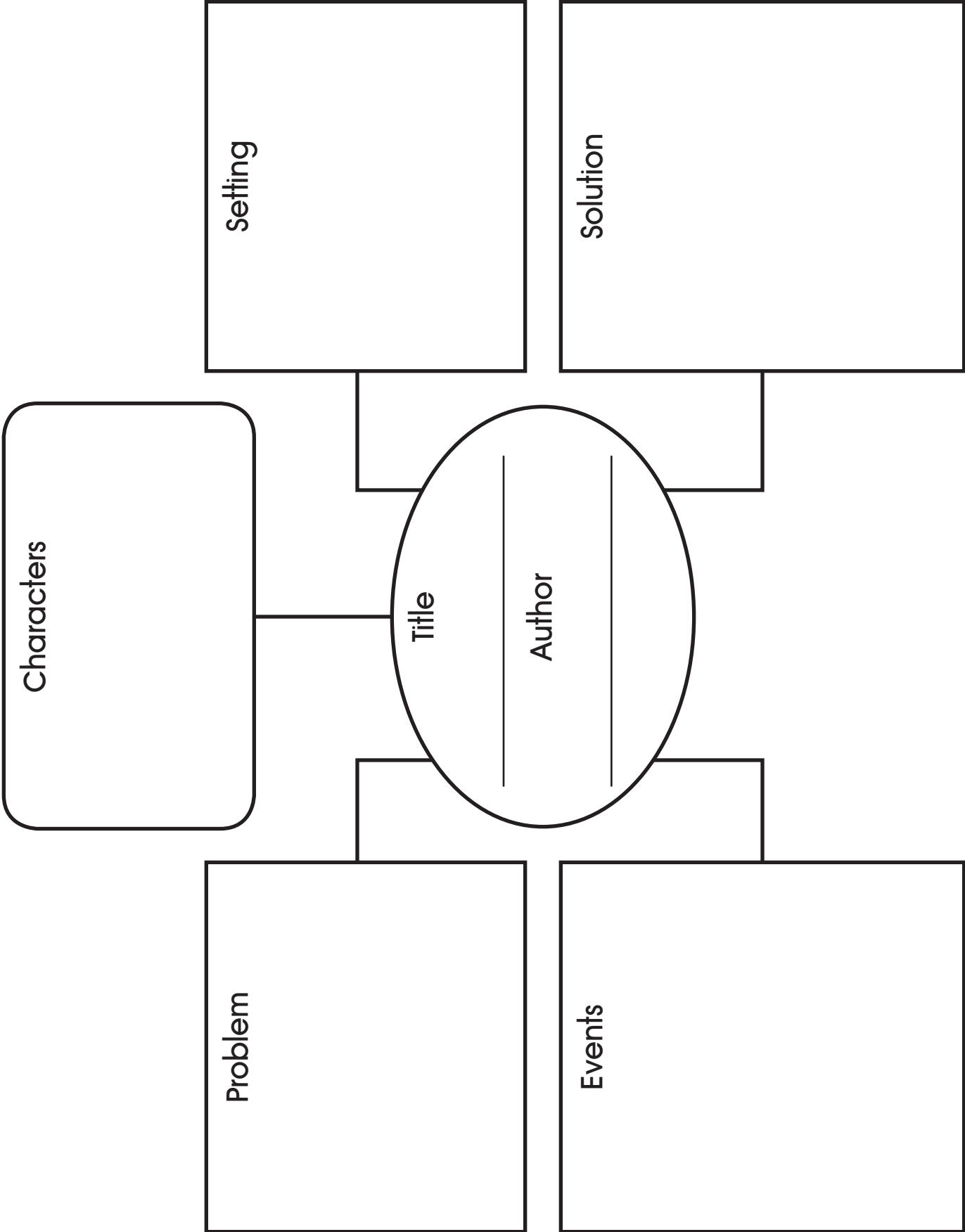
characters
setting
problem
events
solution
conclusion

The image shows an open notebook with two pages. Both pages are white and have horizontal ruling lines. The notebook is bound in the middle, and the pages are slightly curved. At the bottom of the right page, there is a small white rectangular box. The notebook is set against a white background.

Name _____

C.012.SS2

Retell Review



Name _____

Retell Review

C.012.SS3

Title: _____ **Author:** _____

This story takes place _____

The characters are _____

This story begins when _____

The problem is _____

An event that happens is _____

Then, _____

After that, _____

The problem is solved when _____

The story ends by _____

Name _____

C.012.SS4

Retell Review

Title: _____

Author: _____

Story Sequence

Student's Retelling

Beginning

Who are the main characters?

Where and when does the story take place?

What happens in the beginning?

Middle

What happens in the middle?

What is the problem?

What does the main character do?

End

How is the problem solved?

How does the story end?



Summary Step-Up



Objective

The student will summarize narrative text.



Materials

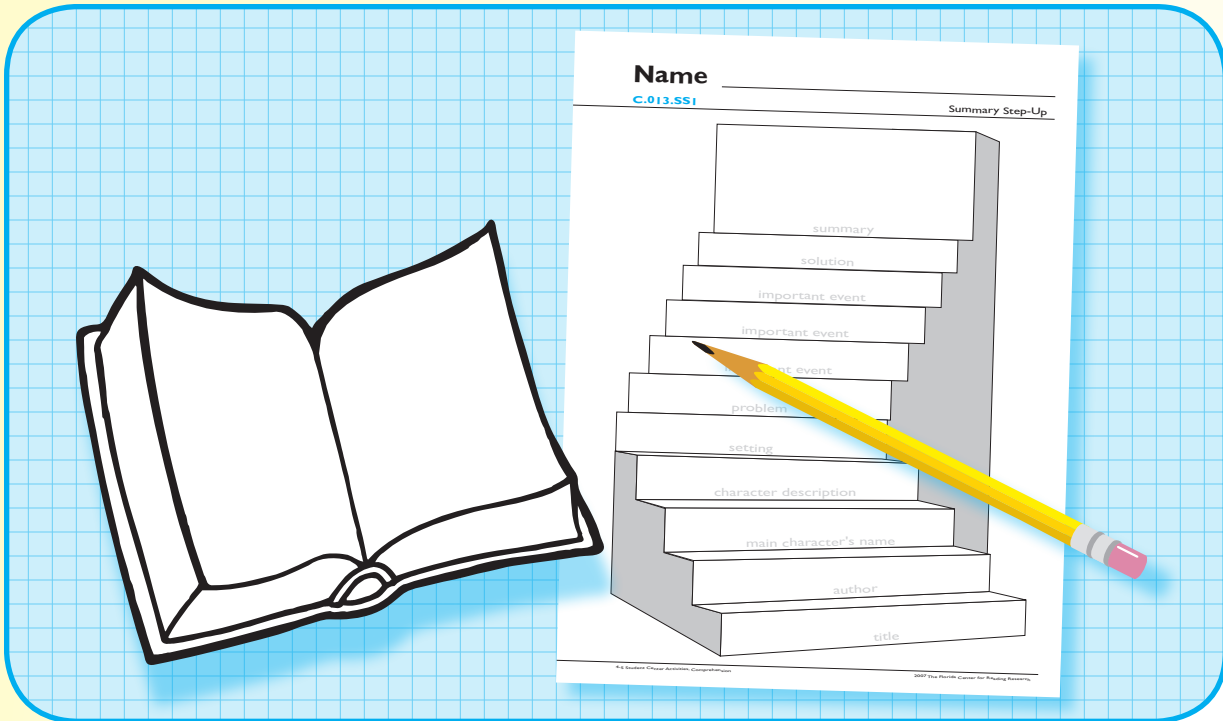
- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.013.SS1)
- ▶ Pencil



Activity

Students write a summary of a story by using prompts.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews the text.
3. Thinks about the characters, setting, problem, important events, and solution to the problem.
4. Writes sentences on each of the steps corresponding to the story-related prompts on the student sheet.
5. Writes a summary of the story at the top of the student sheet using information on the steps.
6. Teacher evaluation



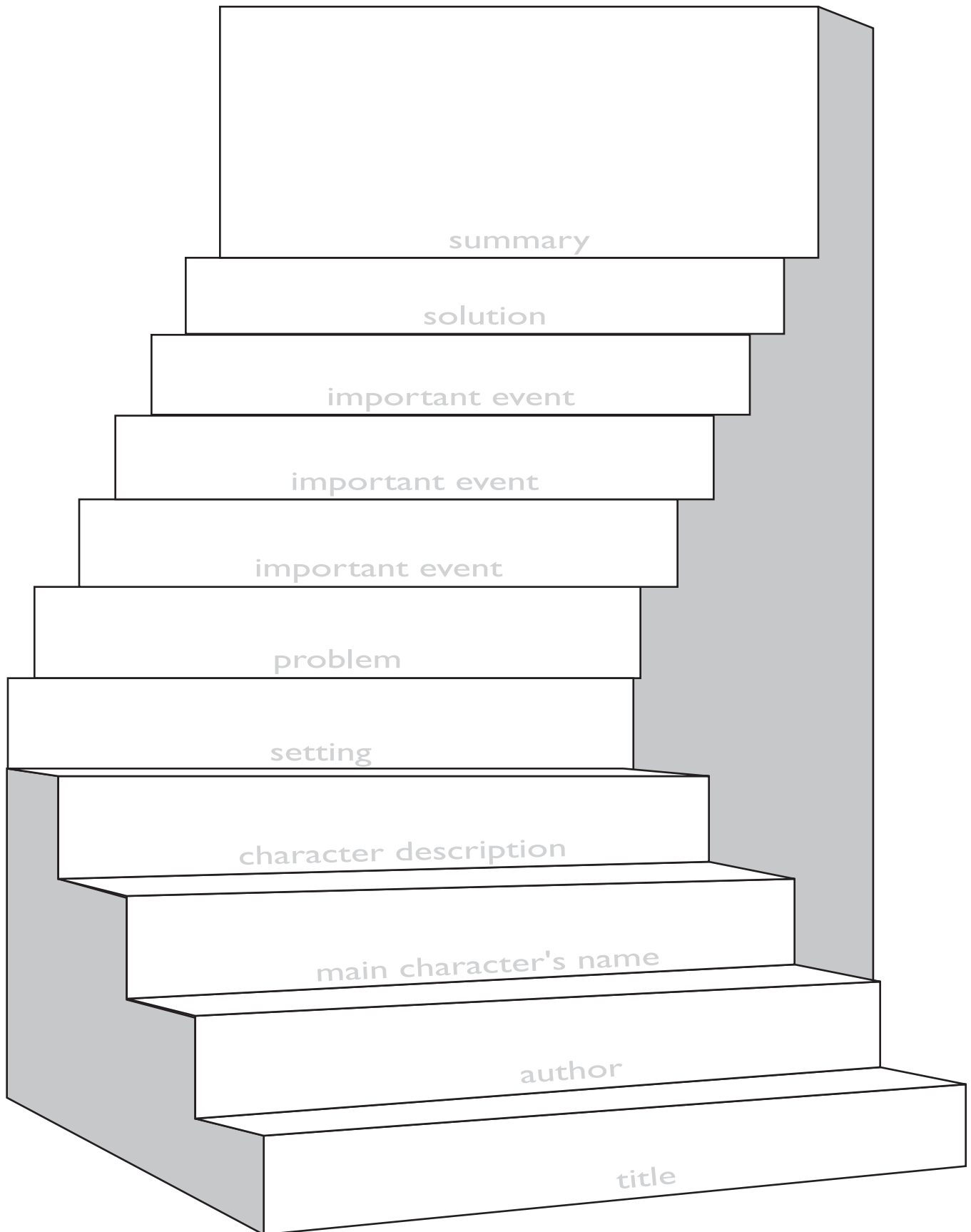
Extensions and Adaptations

- ▶ Summarize other stories using graphic organizer (Activity Master C.013.SS2).
- ▶ Use the prompts *somebody*, *wanted*, *but*, *so*, *then* to tell or write a summary. For example, Cinderella (*somebody*) *wanted* to go to the Royal Ball, *but* her stepmother wouldn't let her, *so* her fairy godmother made it possible; *then* Cinderella married the prince.

Name _____

C.013.SSI

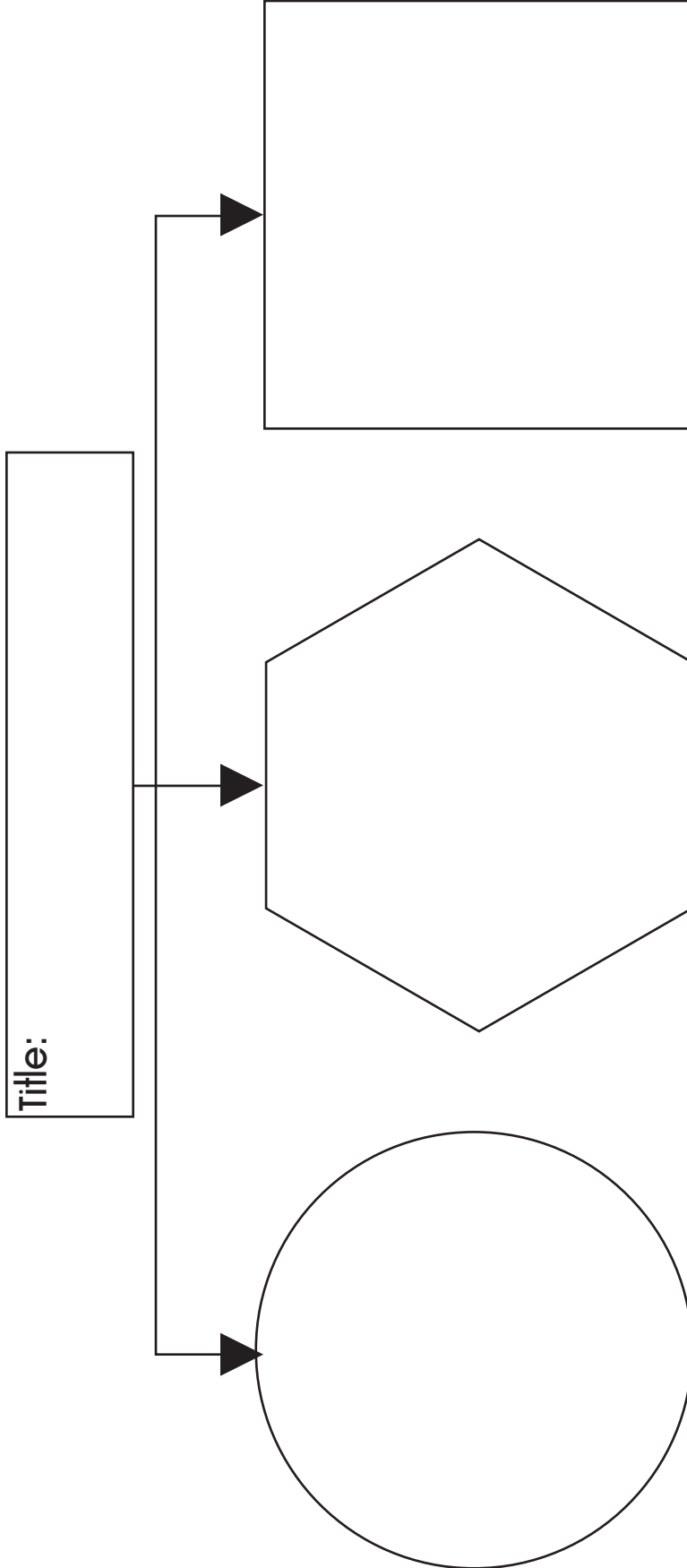
Summary Step-Up



Name _____

Summary Step-Up

C.013.SS2



○ + ◡ + □ = Summary Statement
