



Objective

The student will describe characters.

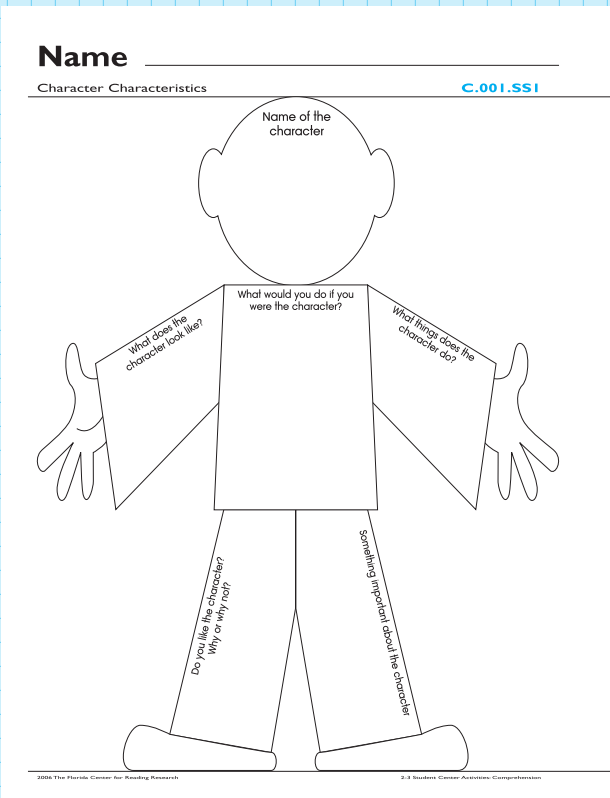
Materials

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

Activity

Students describe a character by using a graphic organizer.

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



The graphic organizer is a character map shaped like a person. It is set against a light blue grid background. At the top, there is a line for the student's name, labeled "Name". Below the name line, the text "Character Characteristics" is on the left and "C.001.SS1" is on the right. The character's head is a circle with the text "Name of the character" inside. The character's torso is a rectangle with the text "What would you do if you were the character?". The character's left arm is a triangle with the text "What does the character look like?". The character's right arm is a triangle with the text "What things does the character do?". The character's left leg is a triangle with the text "Do you like the character? Why or why not?". The character's right leg is a triangle with the text "Something important about the character". At the bottom of the page, there are two small lines of text: "©2006 The Florida Center for Reading Research" on the left and "2-3 Student Center Activities: Comprehension" on the right.

Extensions and Adaptations

- ▶ Write a sentence describing the character using the words on the graphic organizer.
- ▶ Use other character maps (Activity Master C.001.SS2).

Name _____

Character Characteristics

C.001.SSI

Name of the character

What does the character look like?

What would you do if you were the character?

What things does the character do?

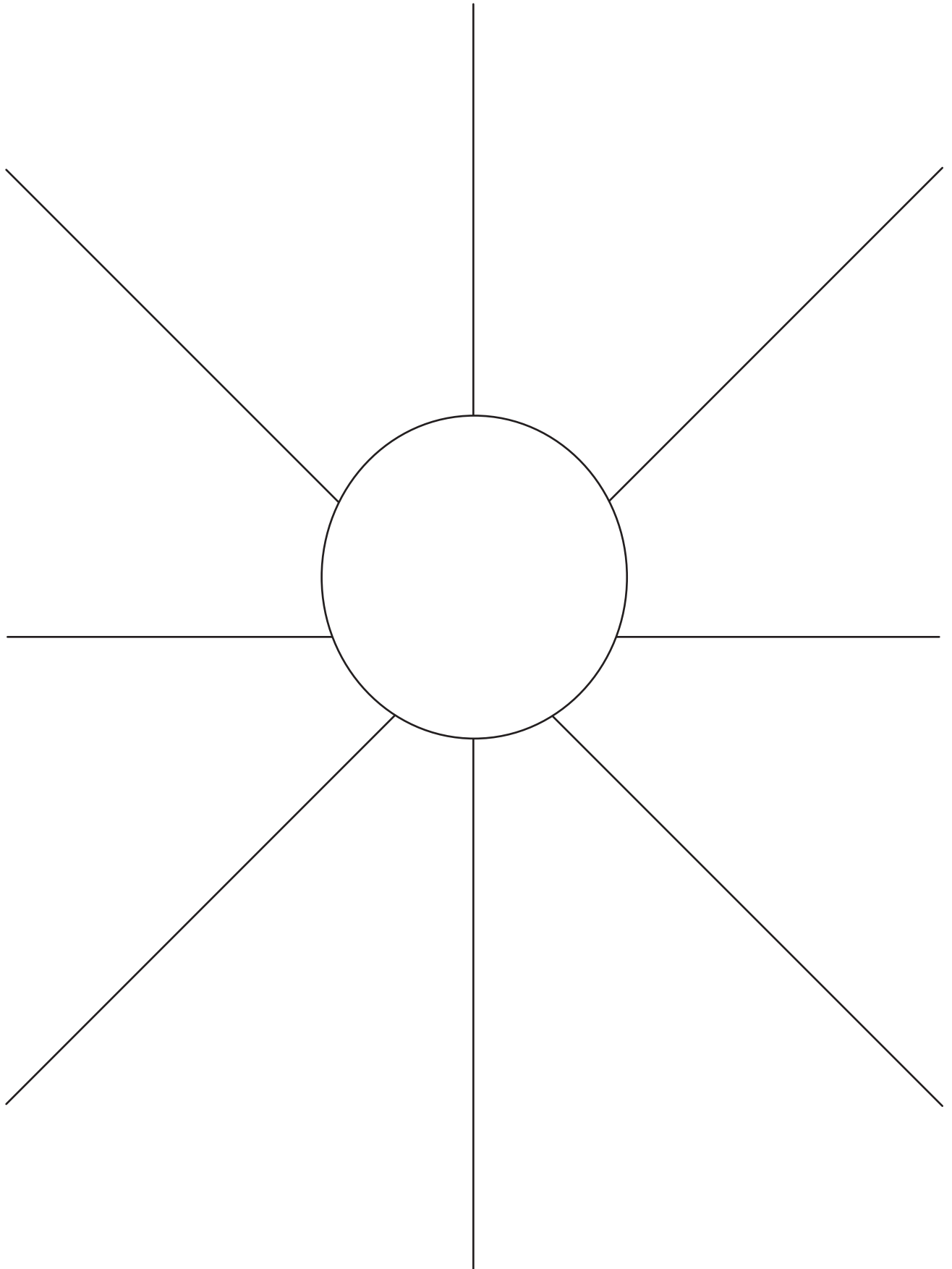
Do you like the character?
Why or why not?

Something important about the character

Name _____

C.001.SS2

Character Characteristics





Compare-A-Character

Objective

The student will identify similarities and differences between characters.

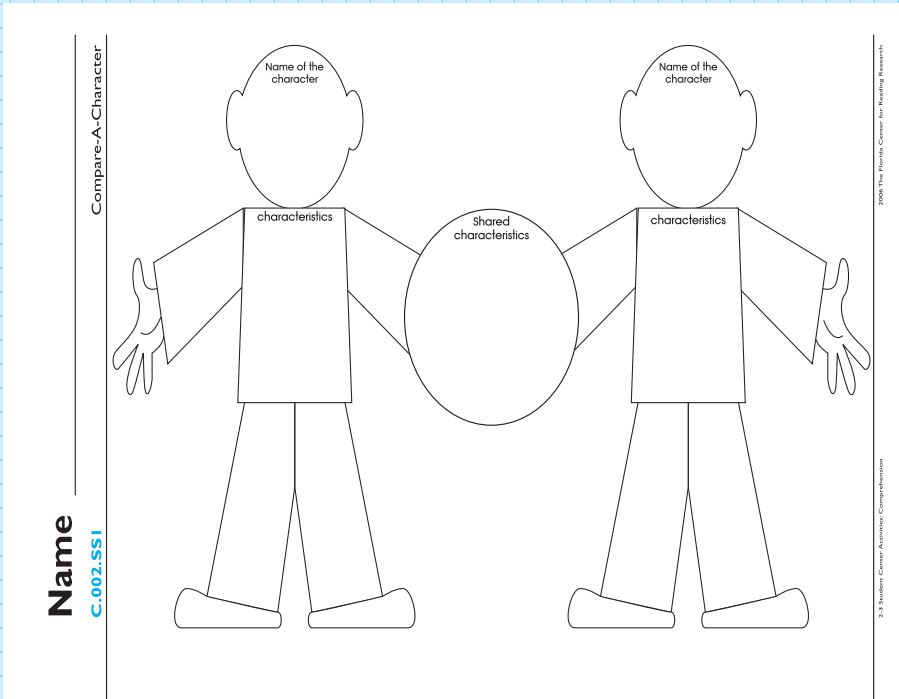
Materials

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

Activity

Students compare characters using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the two main characters in the story and writes each name at the top of the character map.
4. Writes specific character attributes under the names of the characters and then writes the shared characteristics in the circle between the two figures.
5. Teacher evaluation



The graphic organizer is a worksheet on a light blue grid background. It features two stylized human figures facing each other, with their arms extended towards a central oval. The left figure has a rectangular box on its chest labeled 'characteristics'. The right figure also has a rectangular box on its chest labeled 'characteristics'. The central oval is labeled 'Shared characteristics'. Above each figure's head is a space labeled 'Name of the character'. On the left side of the page, there is a vertical line with the word 'Name' written vertically next to it, and 'C.002.SS1' written below it. At the top of this line is the title 'Compare-A-Character'. On the right side of the page, there is a vertical line with the text '©2006 The Florida Center for Reading Research' and '2-3 Student Center Activities: Comprehension' written vertically next to it.

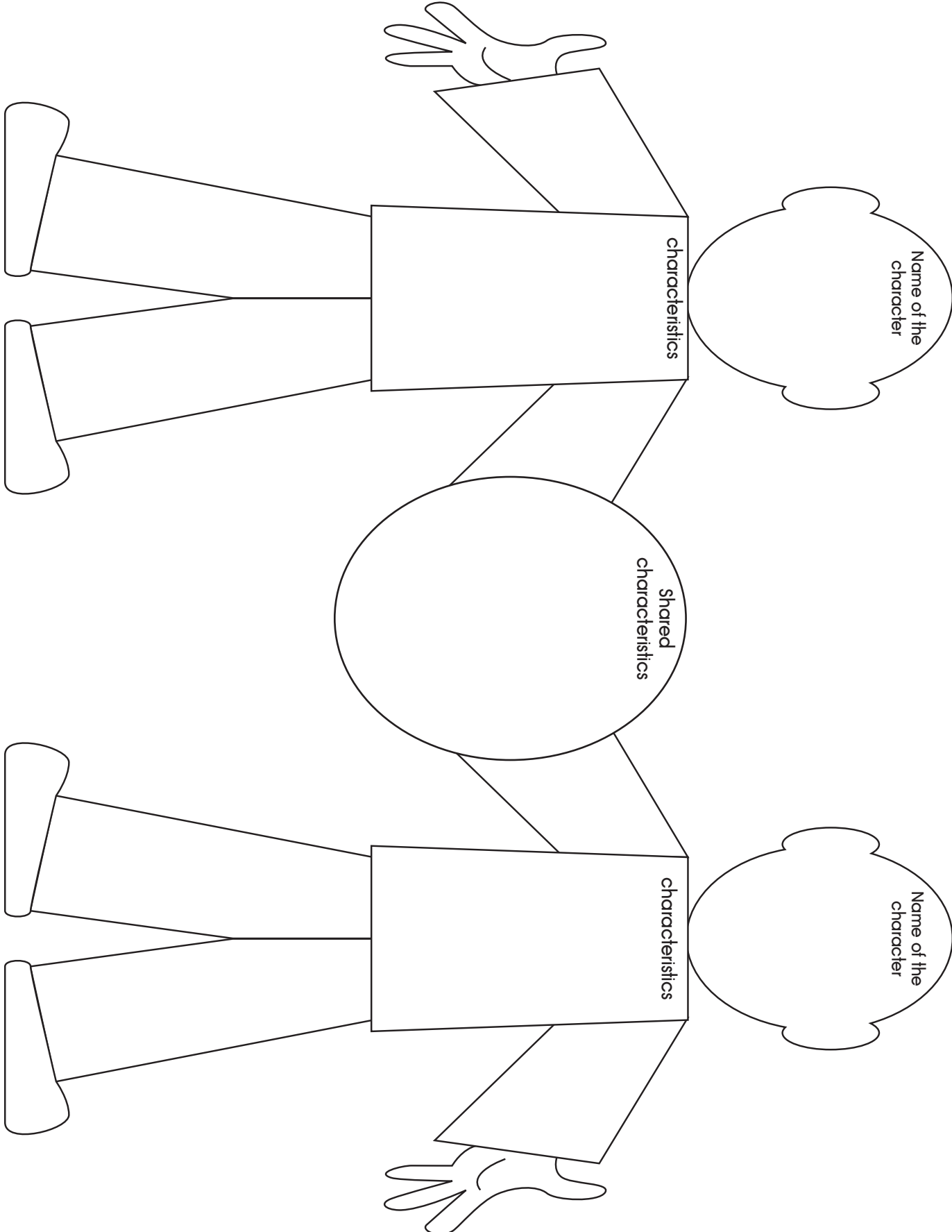
Extensions and Adaptations

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

Name _____

C.002.SSI

Compare-A-Character



Name _____

How are they alike?



Character #1 _____

Character #2 _____



How are they different?



Name _____

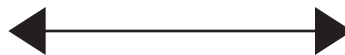
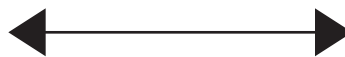
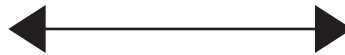
C.002.SS3

Compare-A-Character

Character A

Character B

Shared Characteristics





Story Line-Up

Objective

The student will sequence events in a story.

Materials

- ▶ Pocket chart
- ▶ Sentence strips

Choose a familiar story and write the story title on a sentence strip.

Write four or more story events on sentence strips.

Activity

Students retell a story while sequencing sentences on a pocket chart.

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

Jack and the Bean Stalk

Jack trades cow for magic beans.

Mother throws beans out window and they grow into a giant beanstalk.

Jacks climbs the beanstalk and frees the golden goose.

Jack cuts down beanstalk.

Extensions and Adaptations

- ▶ Use other stories to make event sentence strips.
- ▶ Write a sentence and draw a picture that illustrates favorite event.
- ▶ Use a graphic organizer to depict events (Activity Master C.003.SS).

Name _____

C.003.SS

Story Line-Up

The graphic organizer is a large rounded rectangle with a grey border. Inside, there are four ovals arranged in a 2x2 grid. The top-left oval is labeled "Event 1", the top-right "Event 2", the bottom-left "Event 3", and the bottom-right "Event 4". To the right of the ovals, there is a vertical line with the word "Title" written vertically next to it. In the bottom-left corner of the graphic organizer, there are two circular icons that look like buttons or lights.



Story Book

Objective

The student will sequence events in a story.

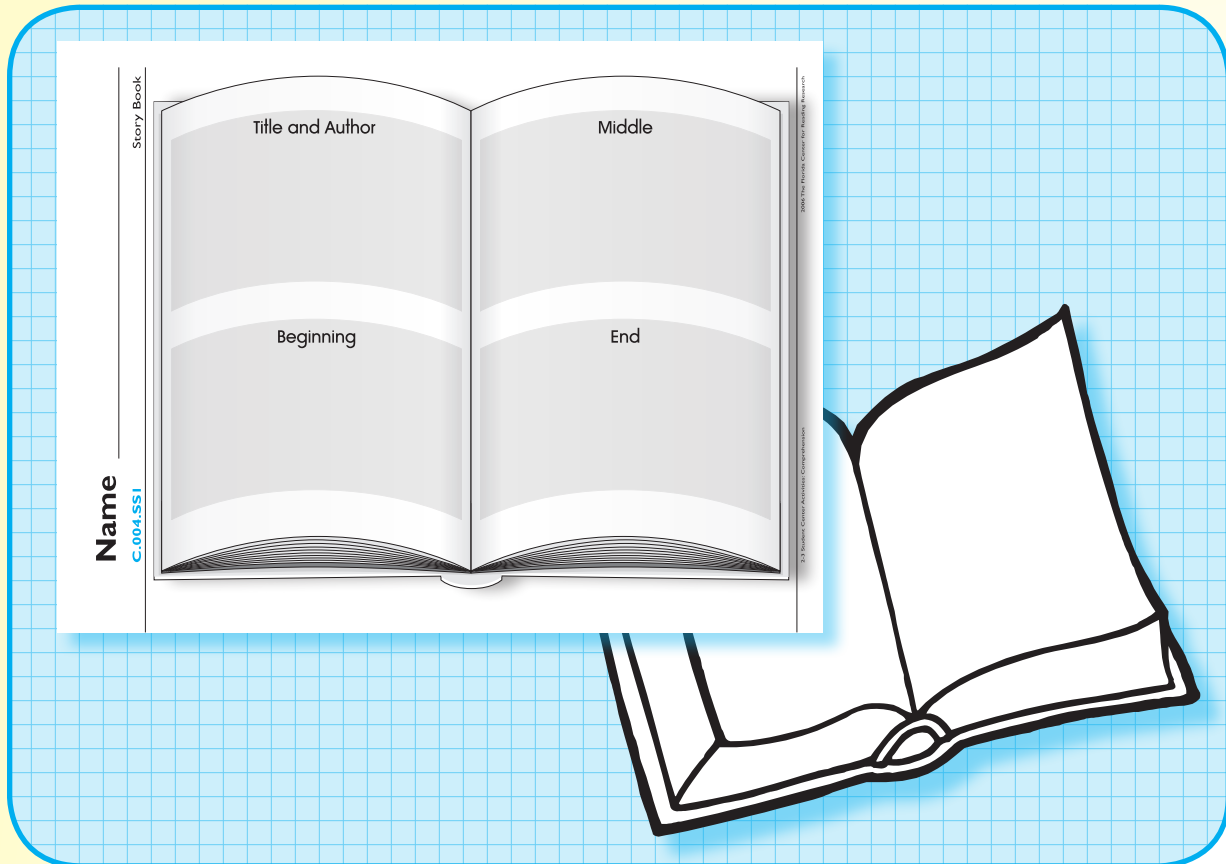
Materials

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

Activity

Student writes the main events of a story in sequential order using a graphic organizer.

1. Place text at center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the title and author.
4. Writes the events in sequential order.
5. Teacher evaluation



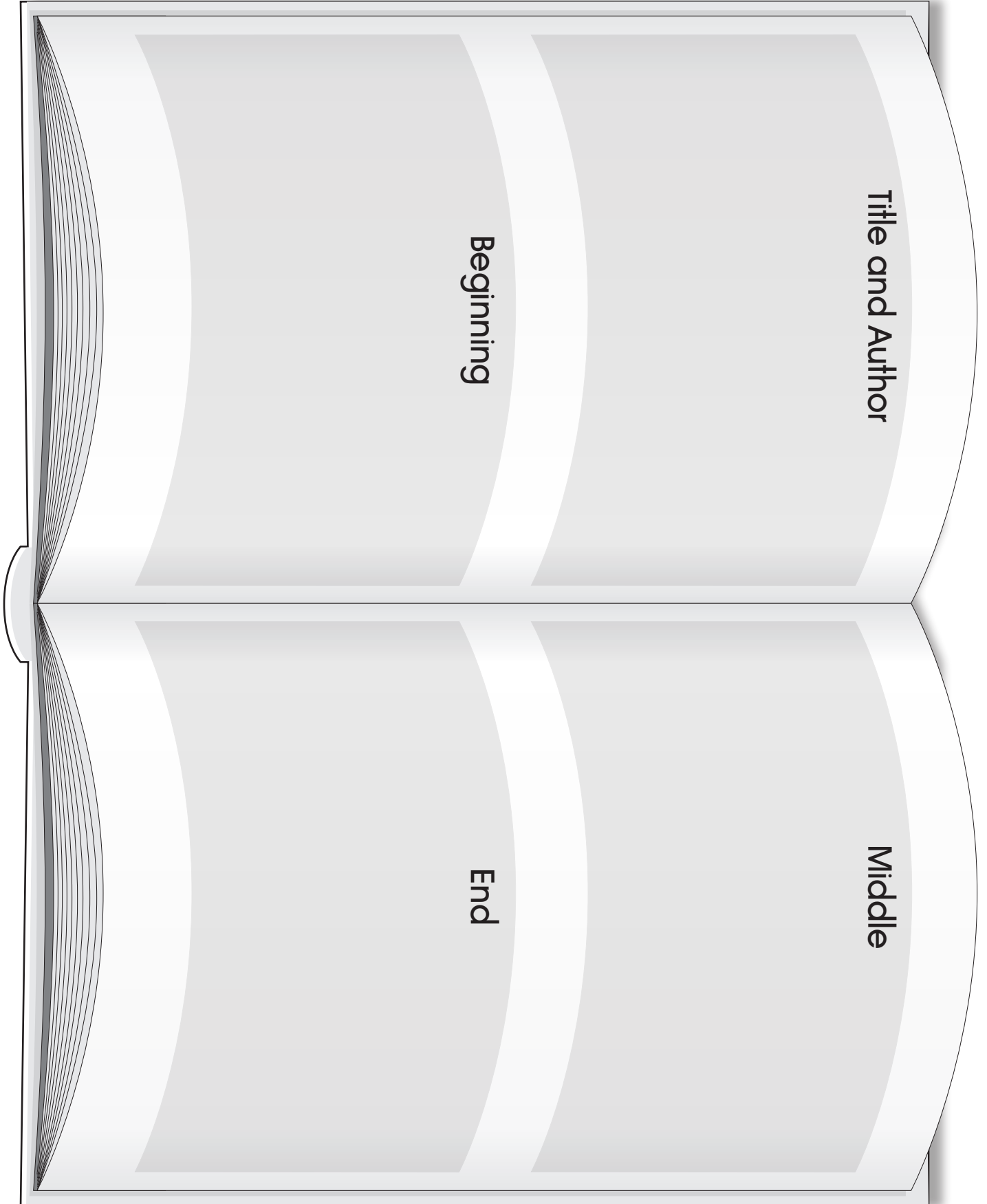
Extensions and Adaptations

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

Name _____

C.004.SSI

Story Book



Name _____

Story Book

C.004.SS2

Title _____

What happened first?



What happened next?



What happened then?



What happened last?



Objective

The student will identify story elements.

Materials

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

Activity

Students identify story elements by sorting them into appropriate categories.

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

characters setting problem solution

header header header header

three pigs three houses in the country

the third house was made of bricks

Extensions and Adaptations

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

Comprehension

Story Element Sort

C.005.AMI

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header

header cards



Comprehension

C.005.AM2a

Story Element Sort

three pigs

three houses in
the country

wolf blows
down two
houses

the third
house was
made of
bricks

Charlotte
(spider), Wilbur
(pig) and other
farm animals

a barn on
a farm

Wilbur is in
danger of
being killed
for food

Charlotte uses
web to write
wonderful things
about Wilbur



Comprehension

Story Element Sort

C.005.AM2b

Snow White
and the
seven dwarfs

cottage in
the forest

Snow White eats
a poisoned
apple and
falls asleep

a prince
wakes up
Snow White

Lion
and
Mouse

jungle

Lion gets
caught in a
trap

Mouse
frees Lion from
trap by eating
the ropes



Comprehension

C.005.AM3

Story Element Sort

three pigs
outsmart
a wolf

a pig avoids
being killed with
the help of a
friend

evil stepmother
tries to get rid of
Snow White

Mouse
saves a lion

smart thinking
wins over
physical
bullying

friendship can
help to
overcome
challenges

love is
powerful

even the weak
and small
can be
of great help





Story Element Web

Objective

The student will identify story elements.

Materials

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

Activity

The student reads a story and then records the story elements using a graphic organizer.

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

Name _____ C.006.SS1 Story Element Web	Who are the important characters in the story?	Who is your favorite character and why?
	What is the setting of the story?	What is the plot of the story?
	What is the problem in the story?	What is the theme of the story?
	What is the solution to the problem?	What is another way that the problem could have been solved?
	title	

"What is the problem in the story?"

What is the problem in the story?

Extensions and Adaptations

- ▶ Write other questions and answers about the story (Activity Master C.006.SS2).
- ▶ Roll cube after reading text and answer questions (Activity Master C.006.AM2 and student sheet C.006.SS3).

Comprehension

C.006.AMI

Story Element Web

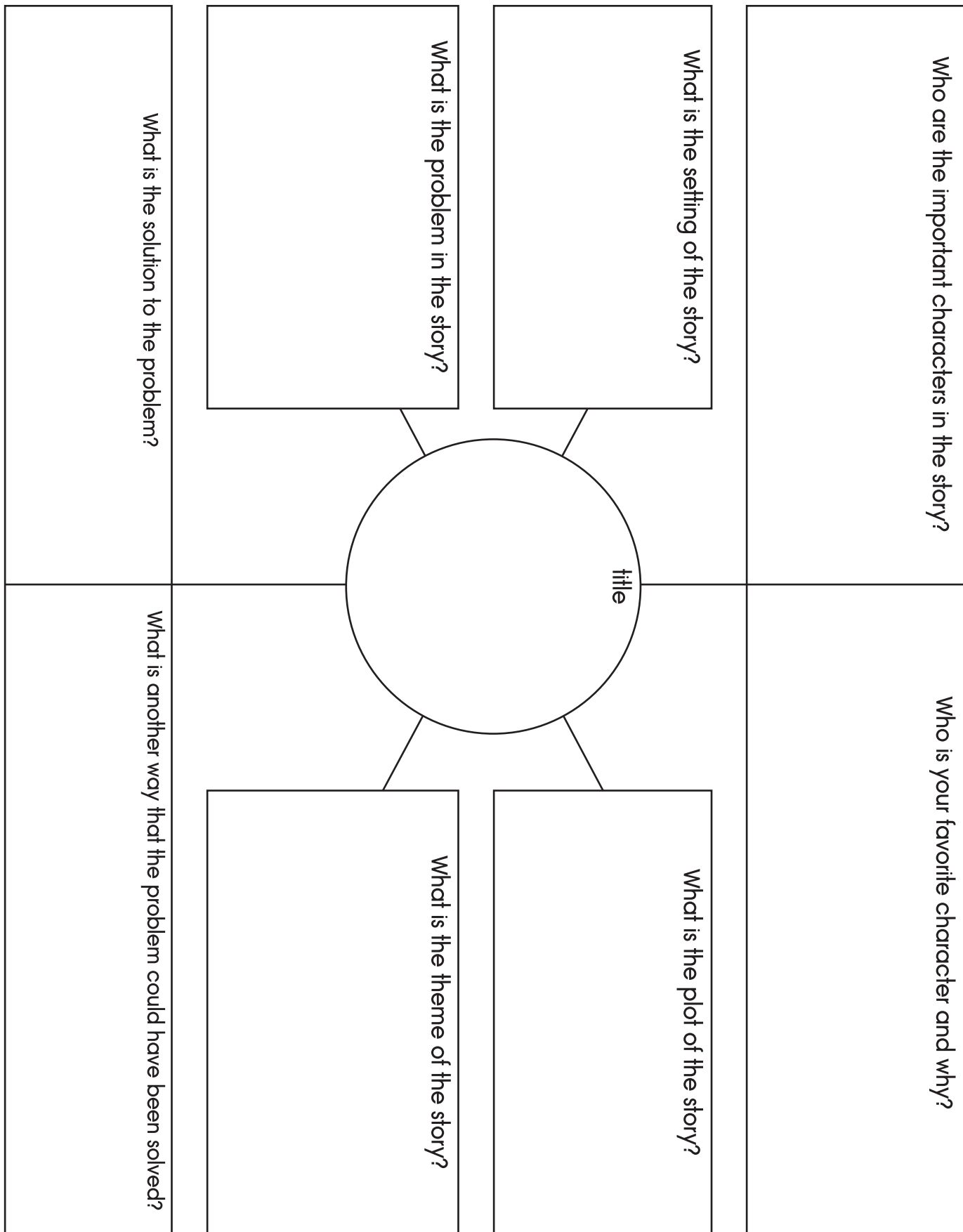
Who are the important characters in the story?	Who is your favorite character and why?
What is the setting of the story?	What is the plot of the story?
What is the theme of the story?	What is the problem in the story?
What is the solution to the problem?	What is another way that the problem could have been solved?



Name _____

Story Element Web

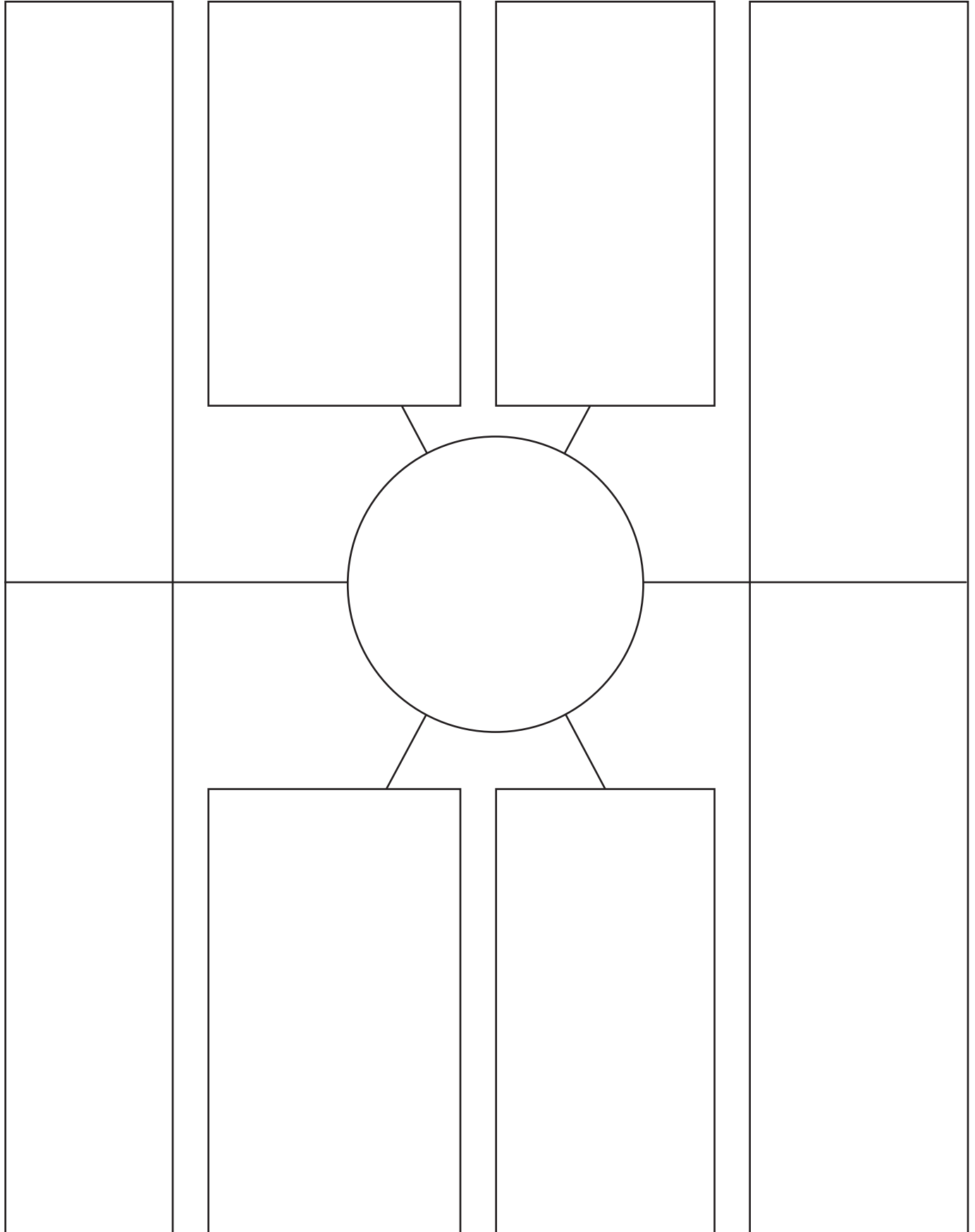
C.006.SS.1



Name _____


C.006.SS2

Story Element Web



Comprehension

	What happens in the story (beginning, middle, and end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



Name _____

C.006.SS3

Story Element Web

Where does the story take place?	
What happens in the story (beginning, middle, and end)?	
How was the problem solved?	
Who are the characters?	
Why did the problem happen?	
When does the story take place (time)?	



Story Grammar Yammer

Objective

The student will identify story elements.

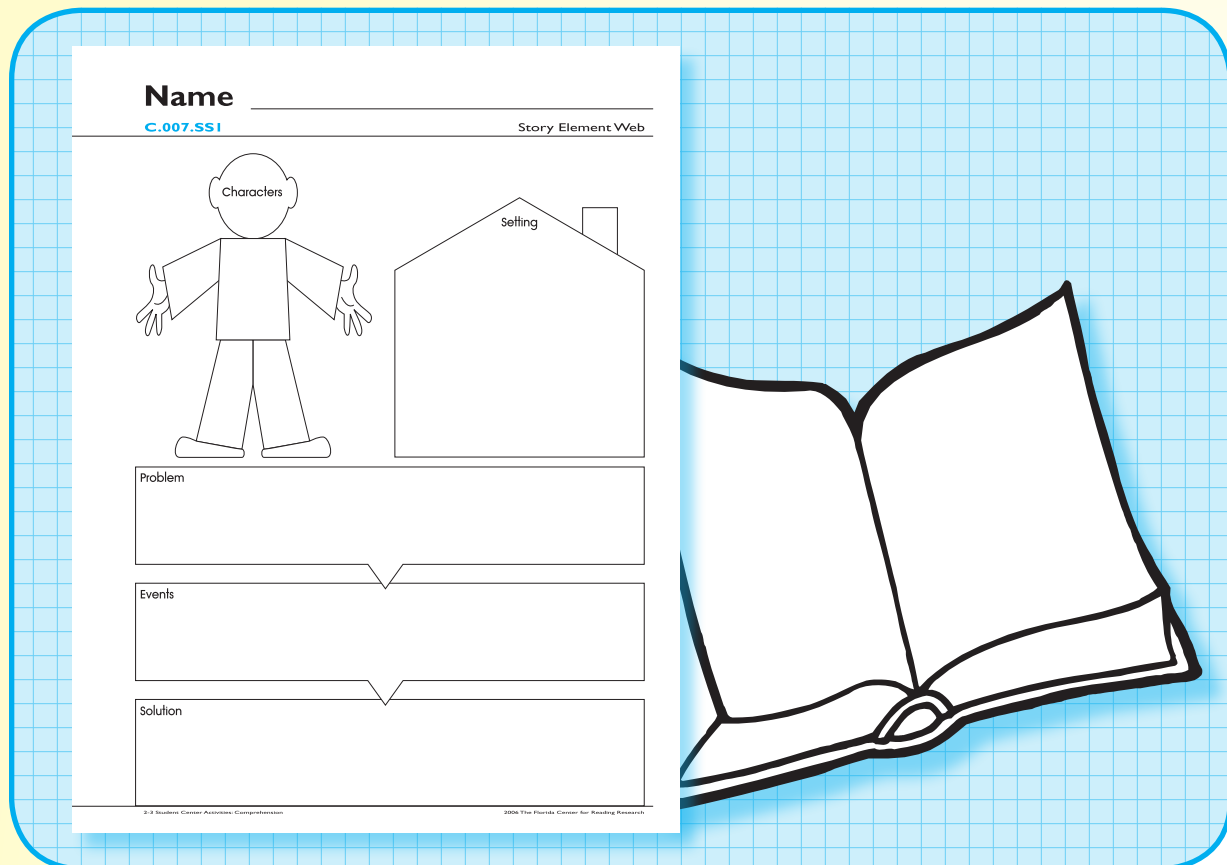
Materials

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

Activity

Students record story details using a story grammar organizer.

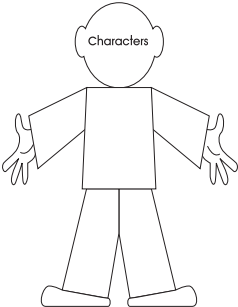
1. Place text at the center and provide each student with a student sheet.
2. The student reads the narrative text.
3. Identifies and writes the setting, characters, problem, events, and solution on the student sheet.
4. Teacher evaluation



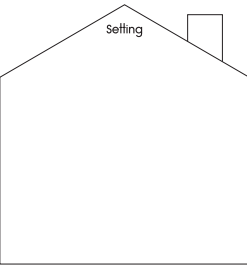
Name _____

C.007.SS1 Story Element Web

Characters



Setting



Problem

Events

Solution

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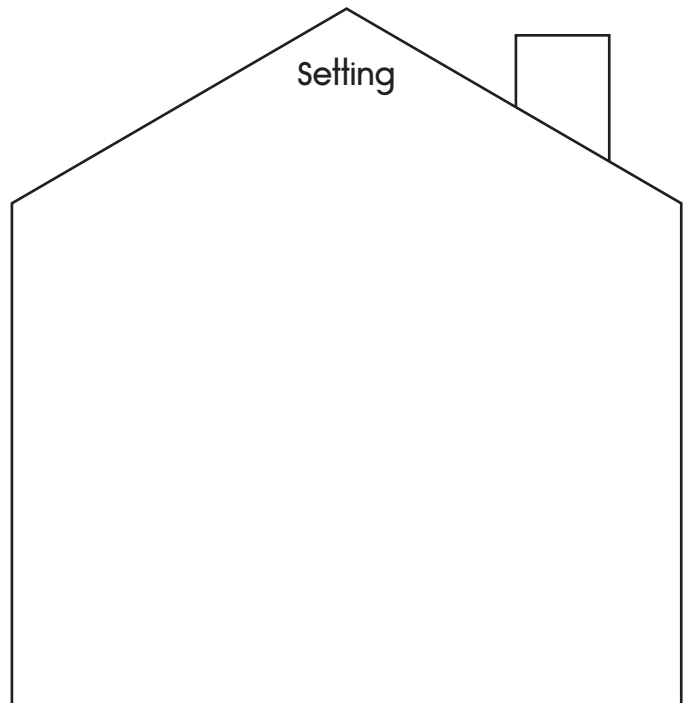
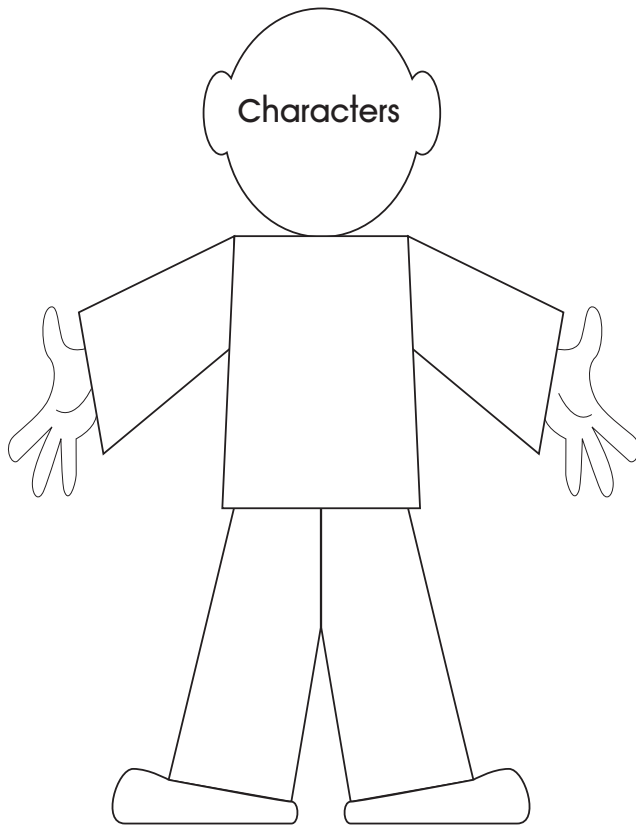
Extensions and Adaptations

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

Name _____

C.007.SSI

Story Grammar Yammer



Problem

Events

Solution

Name _____

Title _____

Author _____

Setting

Characters



Problem



Important Events



Solution



Objective

The student will retell a story.

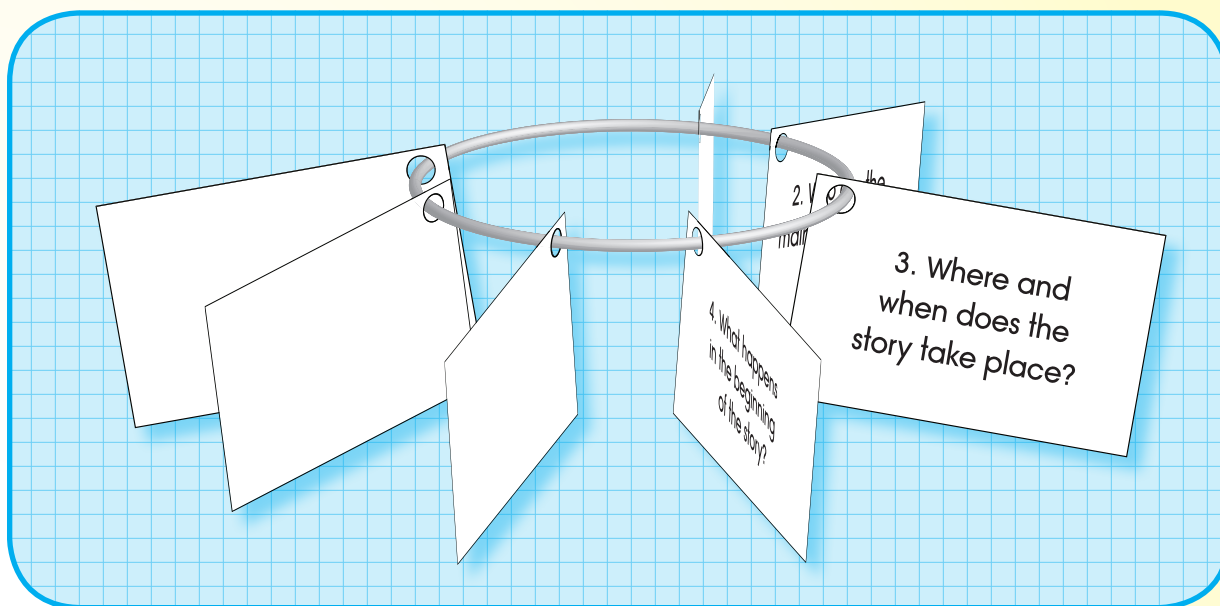
Materials

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

Activity

Students retell a story answering questions related to story elements.

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



Extensions and Adaptations

- ▶ Add cards to ring and answer questions (Activity Master C.008.AM2).
- ▶ Write and answer other questions.

Comprehension

Retell Ring

C.008.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 happens in the beginning of the story?

5. What is the problem?

6. How is the problem solved?

7. How does the story end?

8. Did you like the story? Why?



Comprehension

C.008.AM2

Retell Ring

Name three events in the story.

Summarize the story in 20 words or less.

What is the theme of the story?

What is the plot of the story?

What is another way that the story could have ended?

Did the character do the right thing in the end? Why or why not?

Name other stories like this one. How are they the same?

Which character would you like to be your real life friend? Why?





Retell-A-Story



Objective

The student will retell a story.



Materials

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



Activity

Students retell story using a graphic organizer.

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

Name _____	
C.009.SS	Retell-A-Story
Retell-A-Story	
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?	



Extensions and Adaptations

- ▶ Write a summary of the story in 20 words or less on the back of the sheet.

Name _____

C.009.SS

Retell-A-Story

Retell-A-Story

Title: _____

Author: _____

Story Sequence	Student's Retelling
<p data-bbox="224 800 370 835">Beginning</p> <p data-bbox="164 858 383 919">Who are the main characters?</p> <p data-bbox="164 953 396 1052">Where and when does the story take place?</p> <p data-bbox="164 1083 378 1144">What happens in the beginning?</p>	
<p data-bbox="245 1209 349 1245">Middle</p> <p data-bbox="164 1262 418 1323">What happens in the middle?</p> <p data-bbox="164 1356 418 1392">What is the problem?</p> <p data-bbox="164 1425 410 1486">What does the main character do?</p>	
<p data-bbox="261 1635 321 1671">End</p> <p data-bbox="201 1692 402 1753">How is the problem solved?</p> <p data-bbox="201 1787 367 1848">How does the story end?</p>	



Compare-A-Story

Objective

The student will identify similarities and differences between stories.

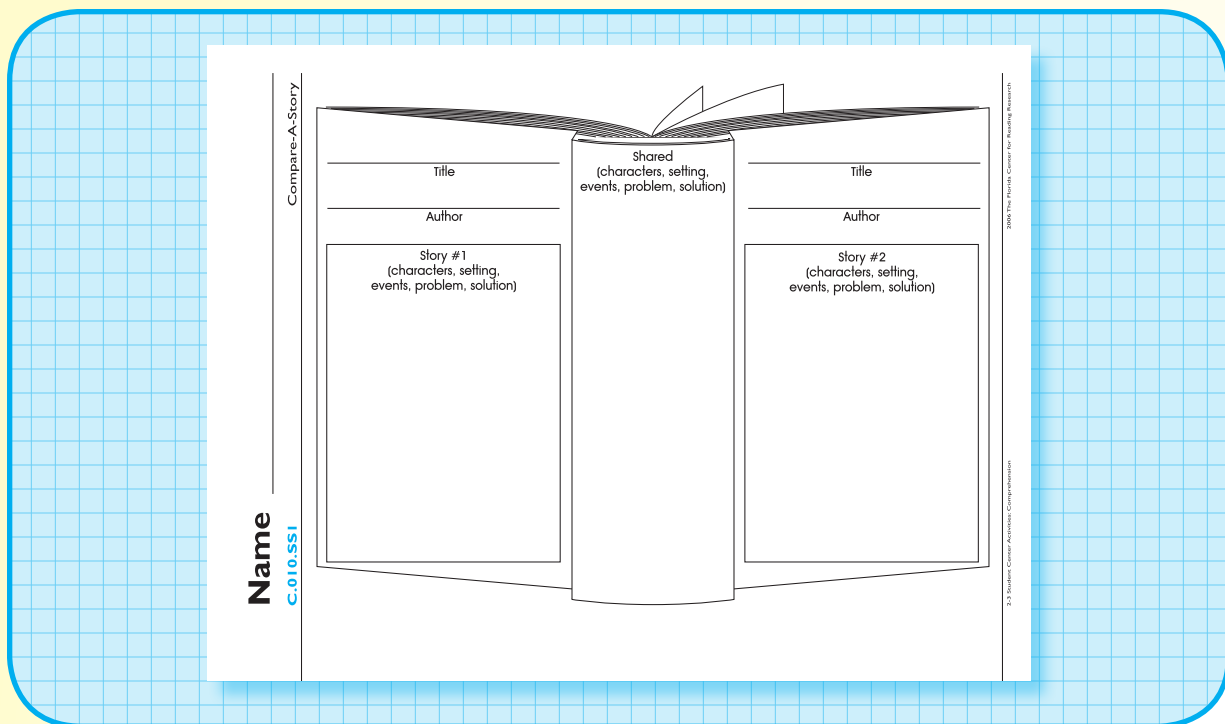
Materials

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

Activity

Students identify similarities and differences of story details by using a graphic organizer.

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



The graphic organizer is a student sheet titled "Compare-A-Story" with the code "C.010.SS1". It is designed to look like an open book. The central spine area is labeled "Shared (characters, setting, events, problem, solution)". On either side of the spine are two pages. Each page has a section for "Title" and "Author". Below these are two large rectangular boxes labeled "Story #1 (characters, setting, events, problem, solution)" and "Story #2 (characters, setting, events, problem, solution)". On the left side of the sheet, there is a vertical line for the student's "Name".

Extensions and Adaptations

- ▶ Read both stories and complete student sheet without partner.
- ▶ Use other graphic organizers (Activity Master C.010.SS2).
- ▶ Use Venn Diagram to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts (Activity Master V.026.SS).

Name _____

C.010.SSI

Compare-A-Story

Story #1
(characters, setting,
events, problem, solution)

Title

Author

Shared
(characters, setting,
events, problem, solution)

Story #2
(characters, setting,
events, problem, solution)

Title

Author

Name _____

How are they alike?



Story #1 _____

Story #2 _____



How are they different?