



Comprehension

C.007

Narrative Text Structure

Picture the Character



Objective

The student will describe characters.



Materials

- ▶ Narrative text

Choose text within students' instructional-independent reading level range or teacher read-aloud.

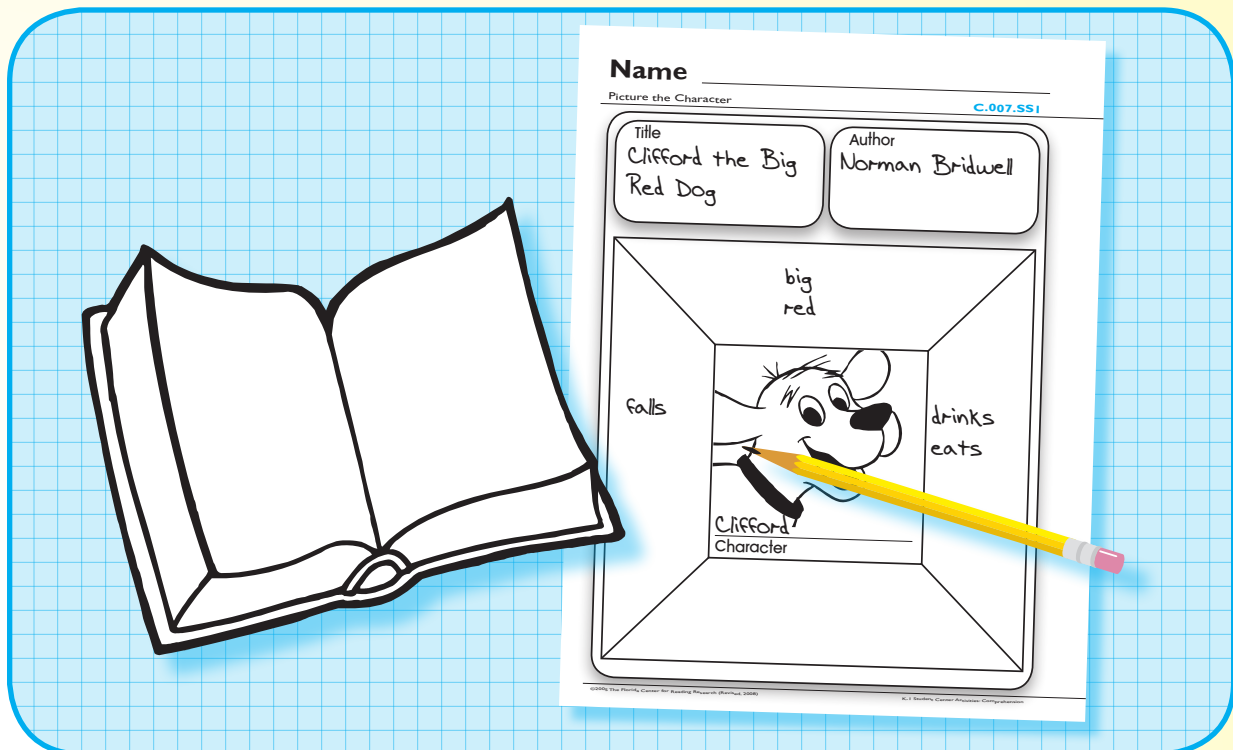
- ▶ Student sheet (Activity Master C.007.SS1)
- ▶ Pencil



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

C.007.SS.I

Title

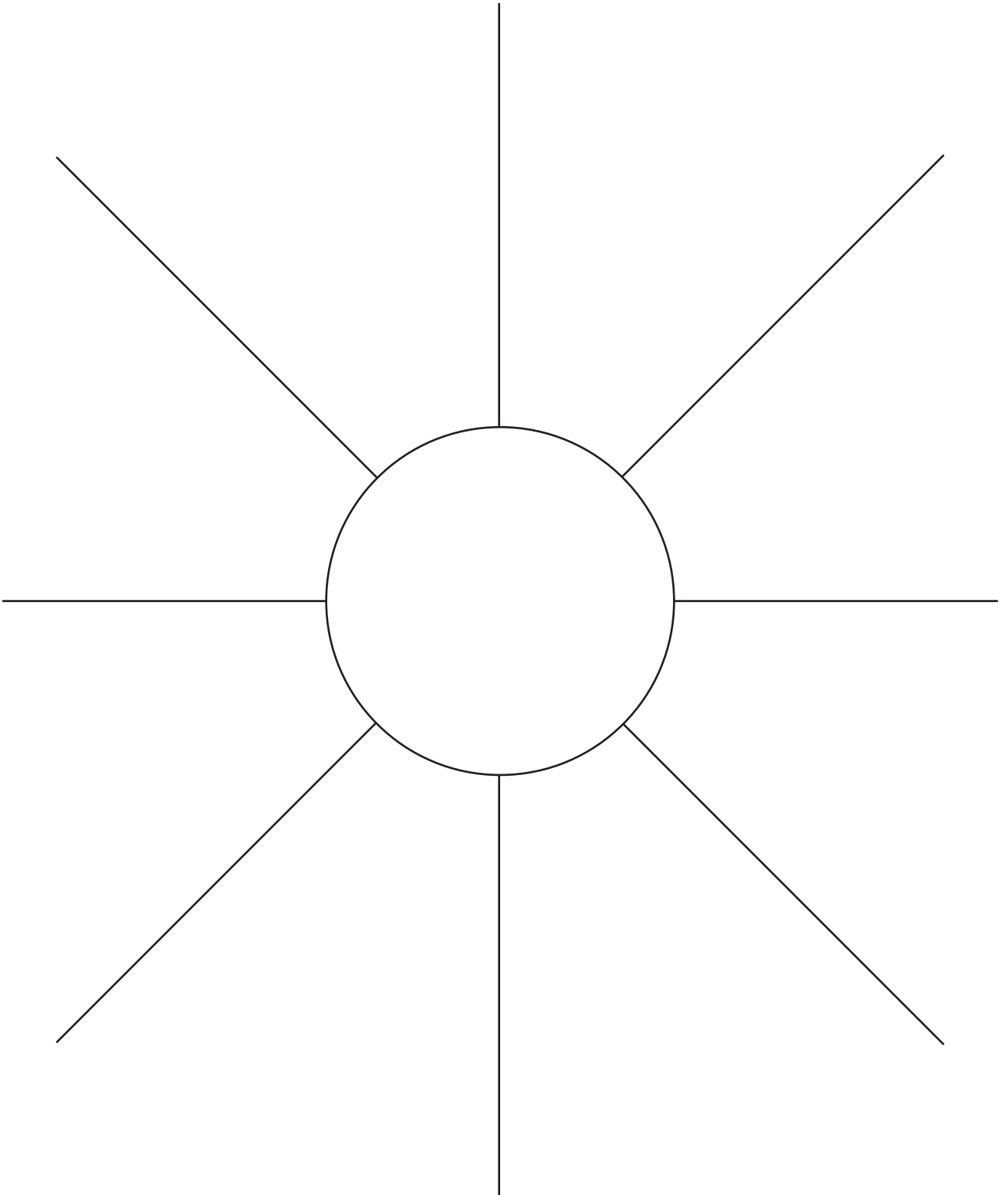
Author

Character

Name _____

C.007.SS2

Picture the Character



Comprehension



Narrative Text Structure

C.008

Character Compare



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

Character A	Shared Characteristics	Character B
Baby Bear		Goldilocks
bear	← young →	girl
brown fur	like porridge	blonde hair
	← →	
	← →	
	← →	
	← →	



Extensions and Adaptations

- ▶ Use another graphic organizer to compare characters (Activity Master C.008.SS2).
- ▶ Compare characters from a different story.

Name _____

C.008.SSI

Character Compare

Character A		Character B
	Shared Characteristics	
	←→	
_____		_____
	←→	
_____		_____
	←→	
_____		_____
	←→	
_____		_____
	←→	
_____		_____

Name _____

Character Compare

C.008.SS2

Title: _____

Author: _____

Character #1

Shared Characteristics

Character #2

Unique Characteristics

Unique Characteristics



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.

Comprehension



Narrative Text Structure

C.010

Story Sequence Organizer



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.

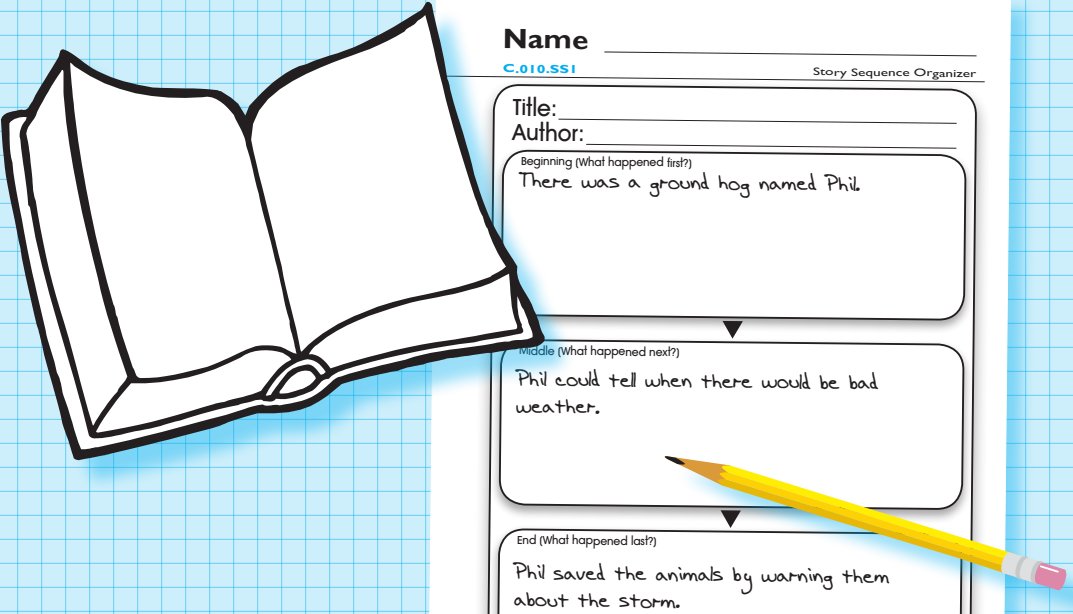
- ▶ Student sheet (Activity Master C.010.SS1)
- ▶ Pencil



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



Name _____

C.010.SS1 Story Sequence Organizer

Title: _____

Author: _____

Beginning (What happened first?)
There was a ground hog named Phil.

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.

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Extensions and Adaptations

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

Name _____

C.010.SSI

Story Sequence Organizer

Title: _____

Author: _____

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)

Name _____

Story Sequence Organizer

C.010.SS2

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.

fold

End

Middle

Beginning

Title: _____

Author: _____

Name _____

C.010.SS3

Story Sequence Organizer

Comic Strip Creations

Book Title: _____

Comprehension



Narrative Text Structure

C.011

Story Question Cube



Objective

The student will identify story elements.



Materials

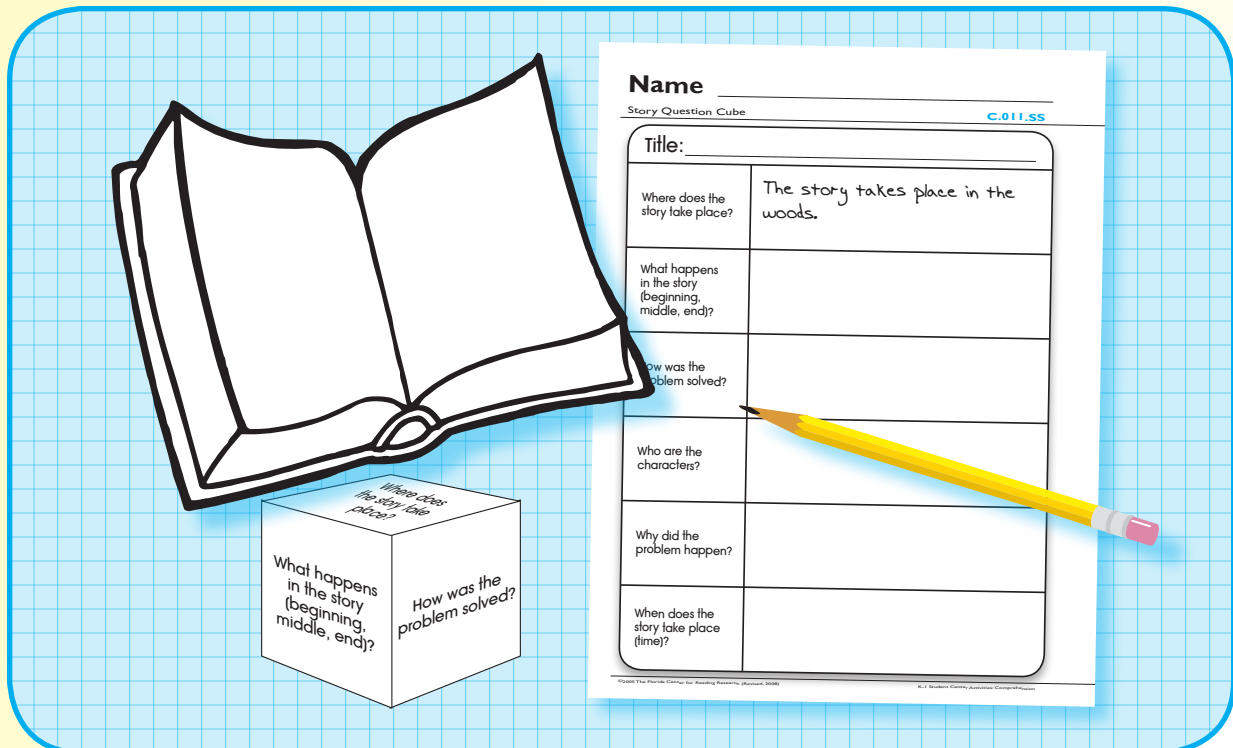
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Question cube (Activity Master C.011.AM1)
Copy on cardstock, cut, and assemble.
- ▶ Student sheet (Activity Master C.011.SS)
- ▶ Pencils



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.

	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?	
glue	Why did the problem happen?	glue
	glue	



Name _____

Story Question Cube

C.O.I.I.SS

Title: _____

Where does the story take place?

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

How was the problem solved?

Who are the characters?

Why did the problem happen?

When does the story take place (time)?



Comprehension

C.012

Narrative Text Structure

Story Grammar



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

Name _____

Story Grammar C.012.SS

Title: _____

Author: _____

Setting
The story takes place in a house in Florida.

Characters
Steven
Mom
Dad
Gus the Dog

Problem
A storm is coming and Gus is lost.

Important Events
Mom searched in the car and Steven and Dad searched by walking around and knocking on doors.

Solution
Gus is found in the garage right before the storm arrived.

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Extensions and Adaptations

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

Name _____

Story Grammar

C.012.SS

Title: _____

Author: _____

Setting

Characters

Problem

Important Events

Solution



Comprehension

C.013

Narrative Text Structure
Hoop-A-Story Venn Diagram



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

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For a Student Center Activities Compilation

Name _____

Hoop-A-Story Venn Diagram

C.013.SS1

Title: The Three Little Pigs
Author: _____

Title: Little Red Riding Hood
Author: _____

built three houses
three pigs

bad wolf

Little Red Riding Hood
Grandma
Took goodies to grandma



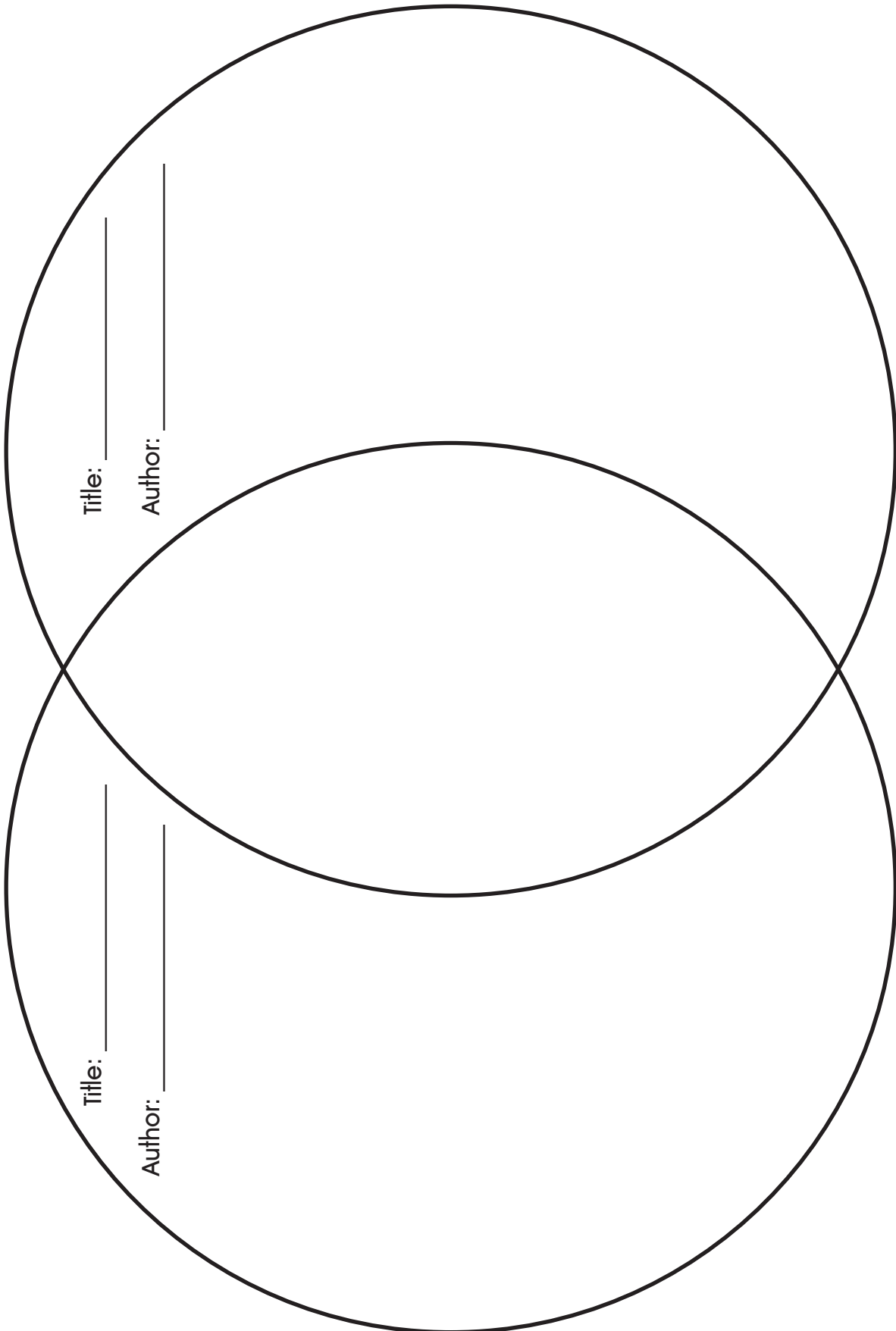
Extensions and Adaptations

- ▶ Use a Venn Diagram to compare three texts (Activity Master C.013.SS2).

Name _____

Hoop-A-Story Venn Diagram

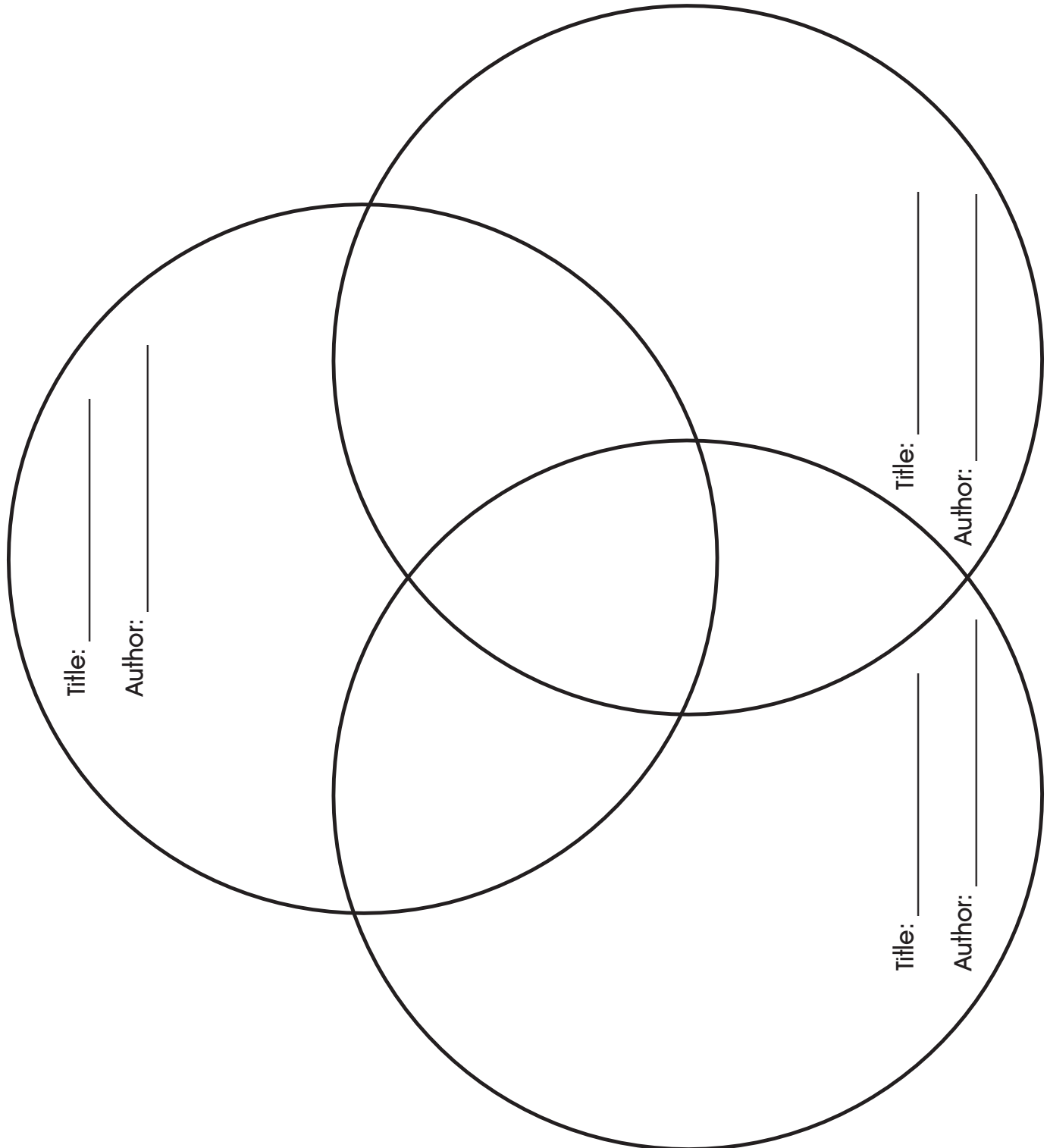
C.013.SSI



Name _____

C.013.SS2

Hoop-A-Story Venn Diagram



Comprehension



Narrative Text Structure

C.014

Retell Wheel



Objective

The student will retell a story.



Materials

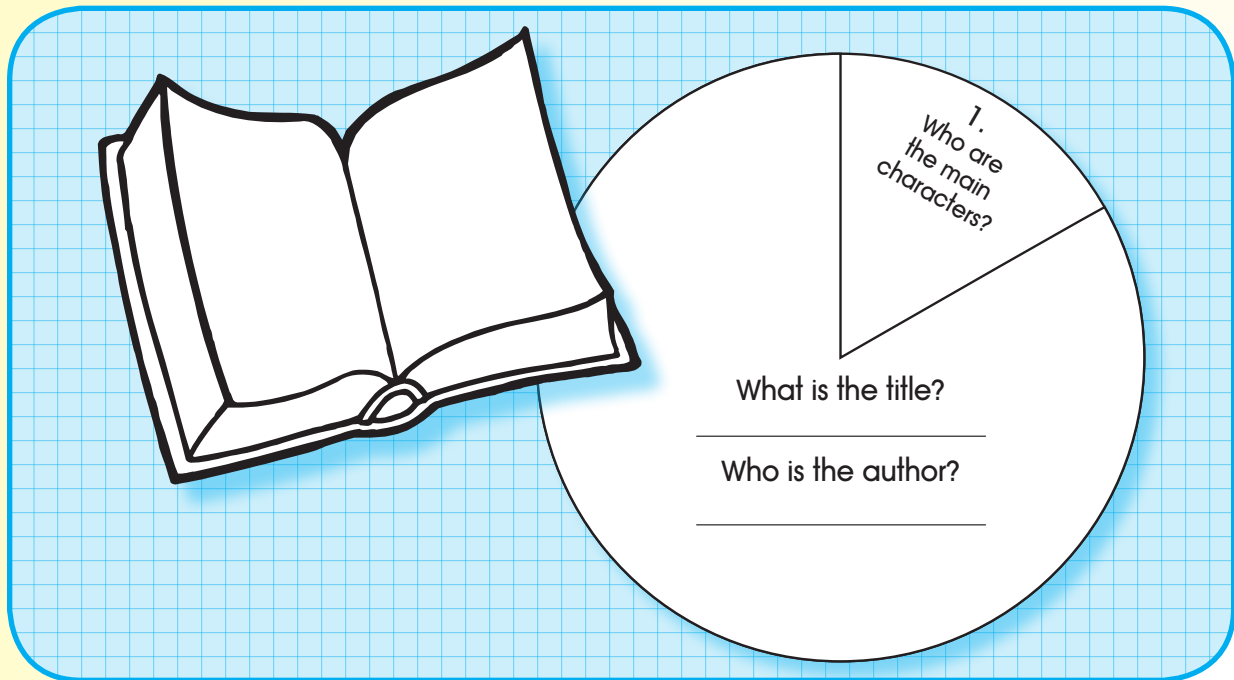
- ▶ Narrative text
Choose text within students' instructional-independent reading level range or teacher read-aloud.
- ▶ Retell Wheel (Activity Master C.014.AM1a - C.014.AM1b)
- ▶ Brad
Attach wheels using brad.



Activity

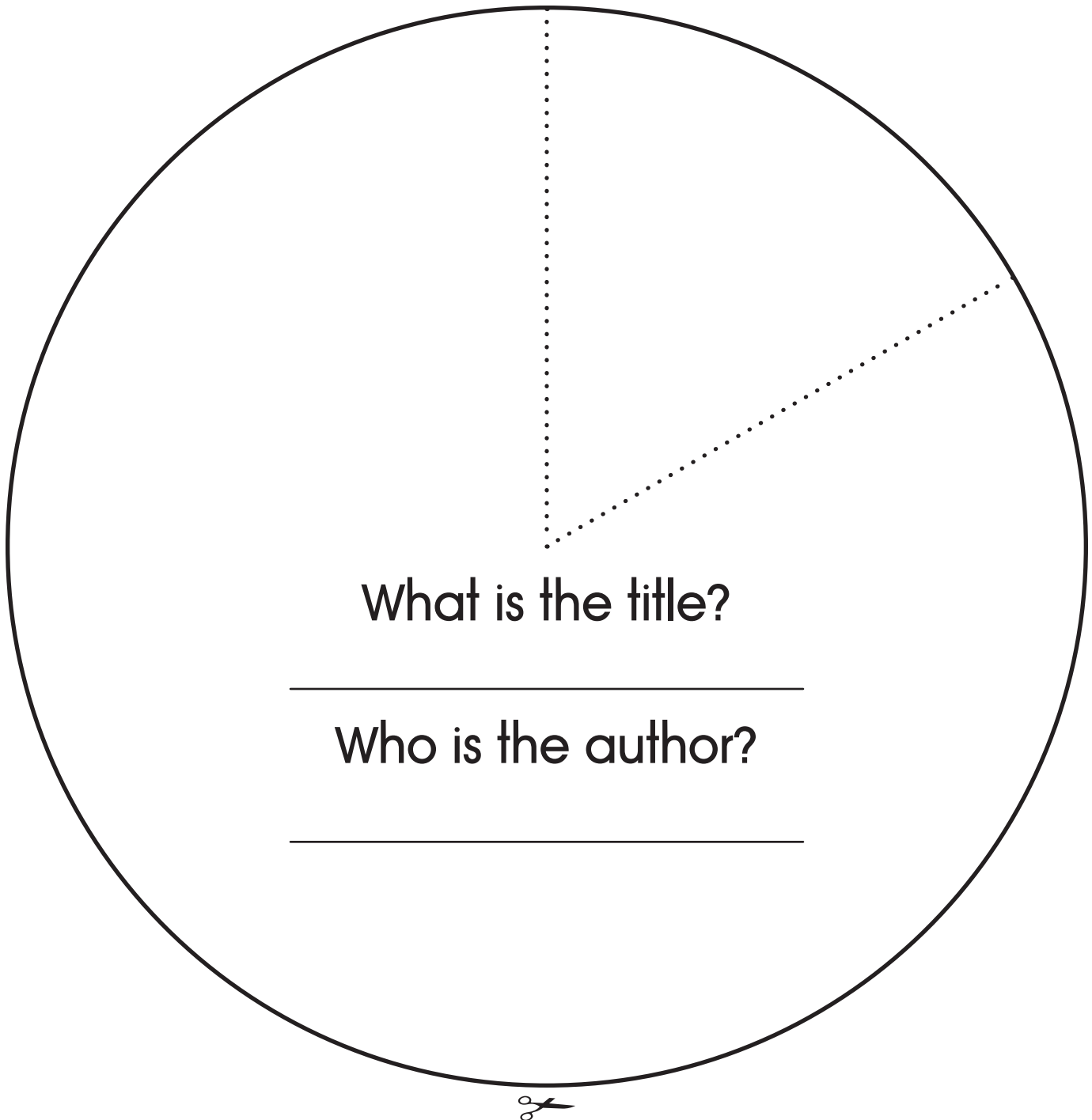
Students repeat a story using a question retell wheel.

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

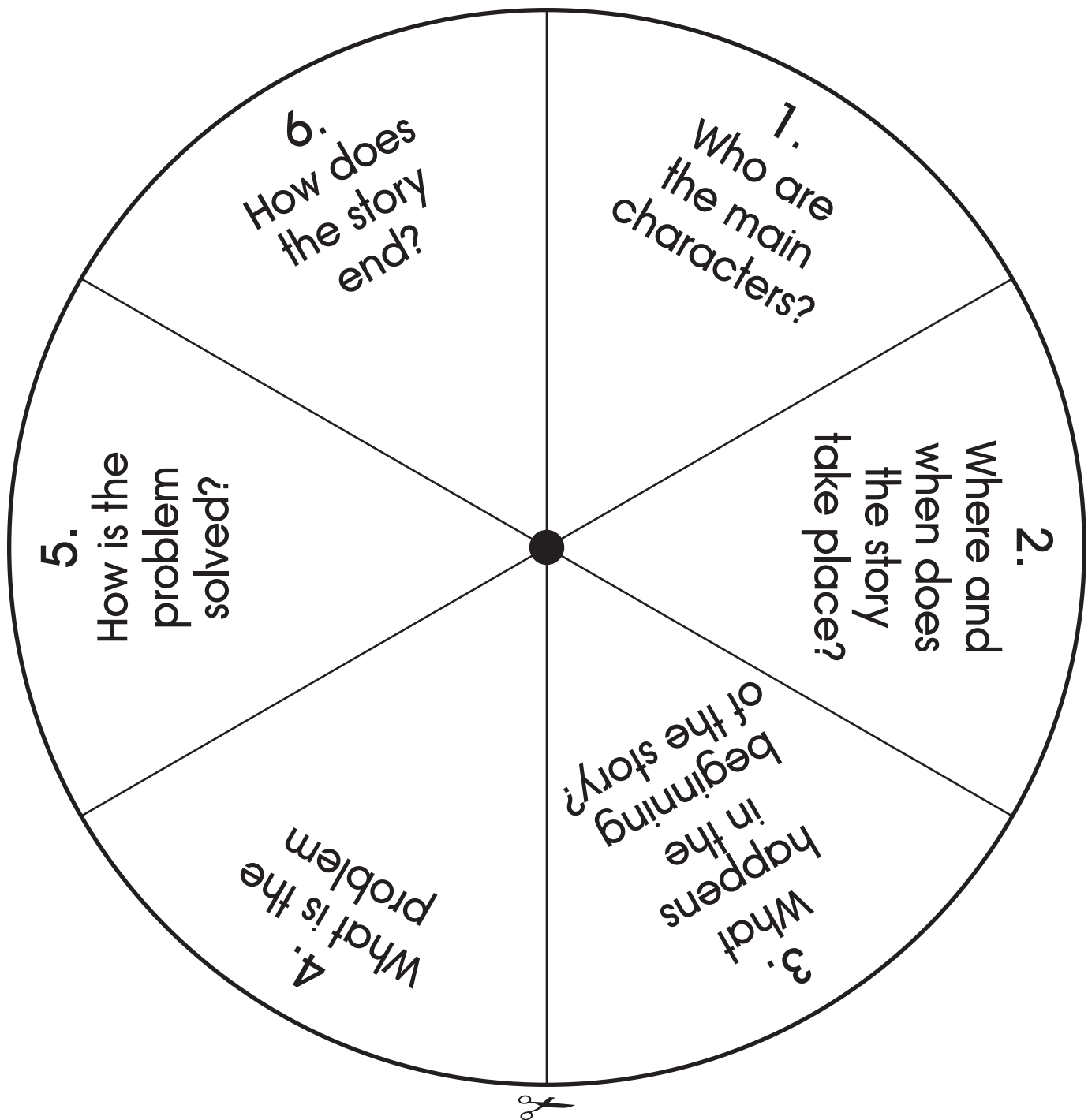
- ▶ Use another retell wheel to record the story (Activity Master C.014.SS1a – C.014.SS1b).



Comprehension

Retell Wheel

C.014.AM1b

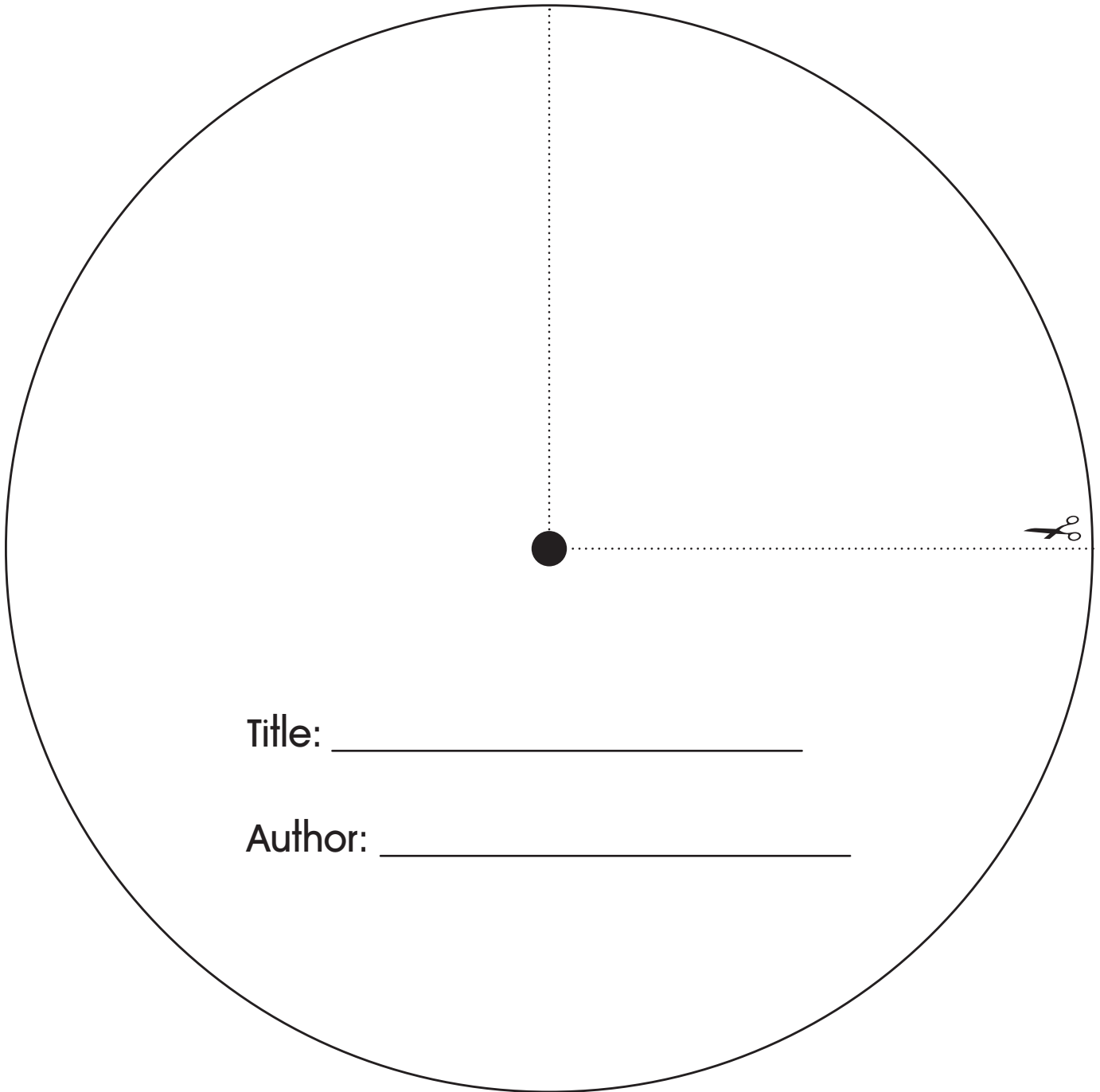


retell wheel

Name _____

C.014.SS1a

Retell Wheel



Name _____

Retell Wheel

C.014.SS1b

