



#### 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 includes the following sections and questions:

- Name:** \_\_\_\_\_
- Character Characteristics:** \_\_\_\_\_
- C.001.SS1**
- 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:** \_\_\_\_\_

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#### 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?

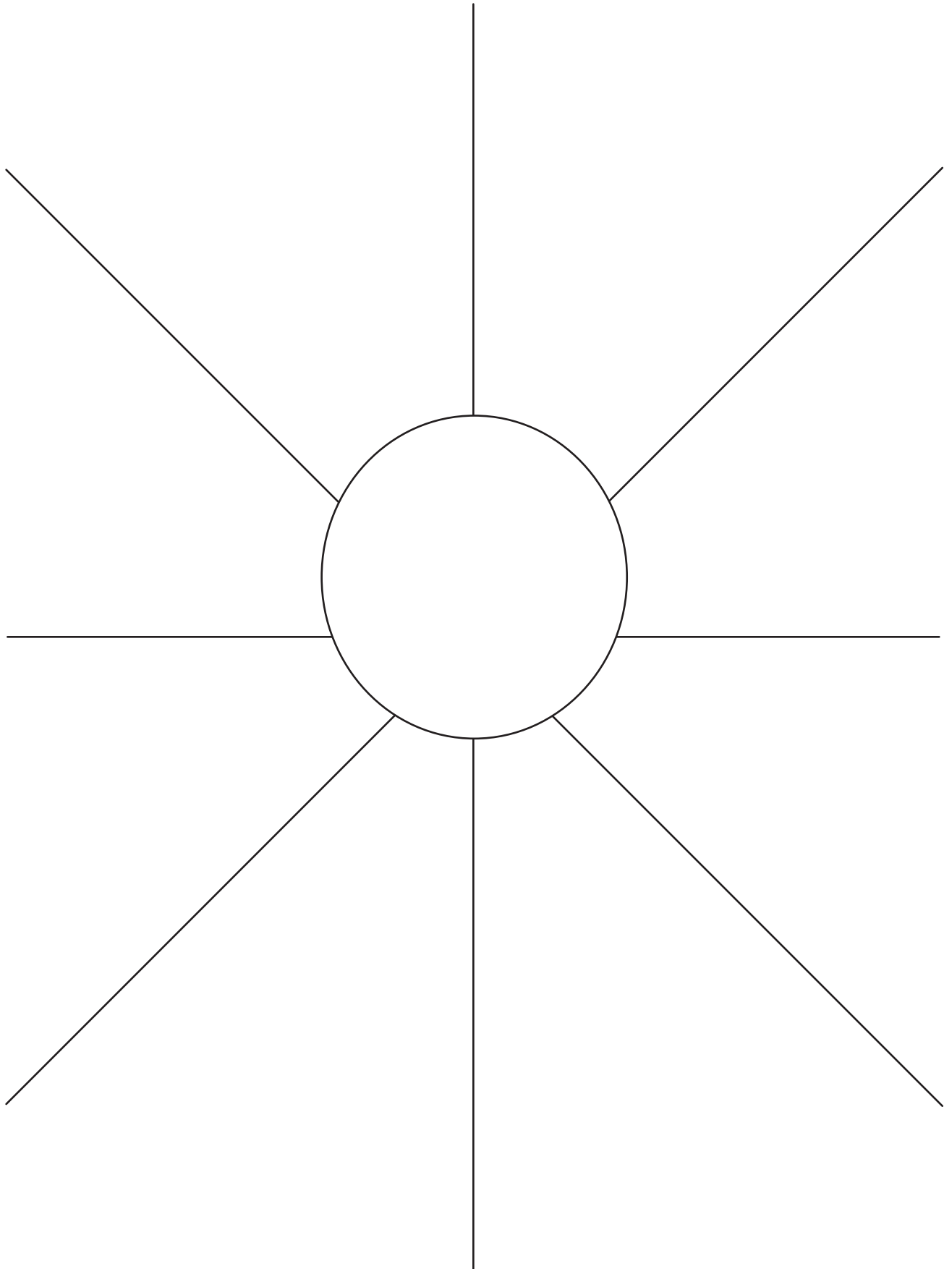
Do you like the character?  
Why or why not?

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



#### 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

The graphic organizer is designed for comparing two characters. It consists of two stylized human figures facing each other. Each figure has a head area labeled "Name of the character" and a torso area labeled "characteristics". A central circle labeled "Shared characteristics" is positioned between the two figures, with lines connecting it to the torso areas of both figures. The figures have simple line drawings for heads, arms, and legs, with the torso areas being large rectangular boxes for writing.

**Name** \_\_\_\_\_

Compare-A-Character

**C.002.SS2**

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How are they alike?



Character #1 \_\_\_\_\_

Character #2 \_\_\_\_\_



How are they different?

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# Name \_\_\_\_\_

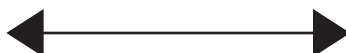
**C.002.SS3**

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

A graphic organizer for a story line-up. It features a large, rounded rectangular frame with a dark gray background. Inside the frame, there are four large, empty ovals arranged in a 2x2 grid. The ovals are labeled 'Event 1', 'Event 2', 'Event 3', and 'Event 4' in a vertical orientation. 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 frame, there are two small, circular, metallic-looking buttons.

Event 1

Event 2

Event 3

Event 4

Title



### Story Book

#### Objective

The student will sequence events in a story.

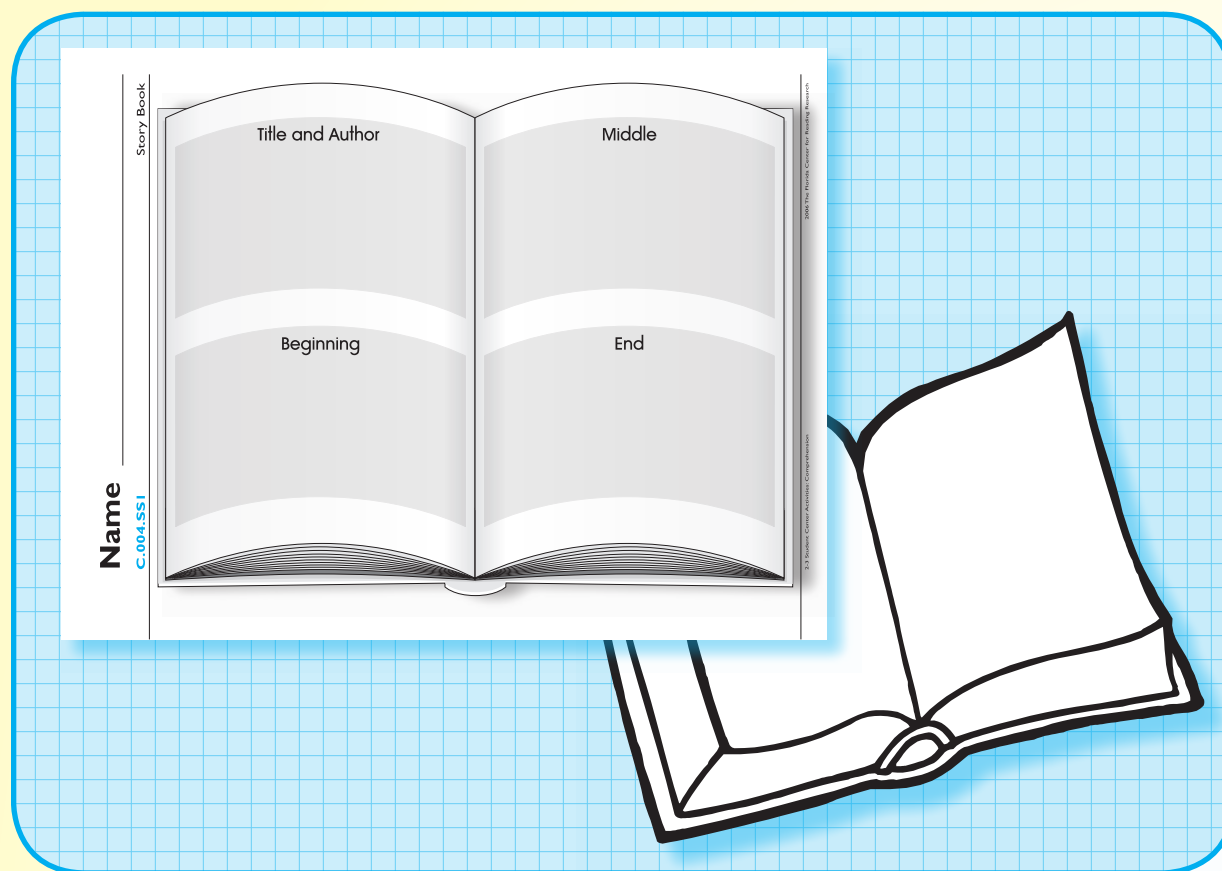
#### Materials

- ▶ 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**

**Title and Author**

**Beginning**

**Middle**

**End**

**Name** \_\_\_\_\_

Story Book

**C.004.SS2**

**Title** \_\_\_\_\_

What happened first?



What happened next?



What happened then?



What happened last?



# Comprehension

C.005

Narrative Text Structure

Story Element Sort



## 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 header

setting header

problem header

solution 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

**C.006.SS1**

**Name** \_\_\_\_\_

**Story Element Web**

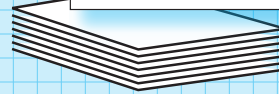
Who are the important characters in the story?	Who is your favorite character and why?
What is the setting of the story?	What is the plot of the story?
What is the problem in the story?	What is the theme of the story?
What is the solution to the problem?	What is another way that the problem could have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

**title**

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"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

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

title

## Story Element Web


A blank diagram template for a process flow. It features a central circle connected by lines to four rectangular boxes (two above and two below). The entire diagram is enclosed within a large rectangular border.

# Comprehension

## Story Element Web

C.006.AM2

	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

The image shows a student sheet for the Story Grammar Yammer activity. It is a white sheet with a blue grid background. At the top, there is a line for 'Name' and a small blue box with the text 'C.007.SS1'. To the right of the name line is the text 'Story Element Web'. Below the name line, there are two main sections: 'Characters' and 'Setting'. The 'Characters' section contains a simple line drawing of a person with arms and legs. The 'Setting' section contains a simple line drawing of a house. Below these two sections, there are three more sections: 'Problem', 'Events', and 'Solution'. Each of these sections is a large rectangular box with a decorative, slightly irregular border. At the bottom of the sheet, there is a small copyright notice: '© 2006 The Florida Center for Reading Research'.



#### Extensions and Adaptations

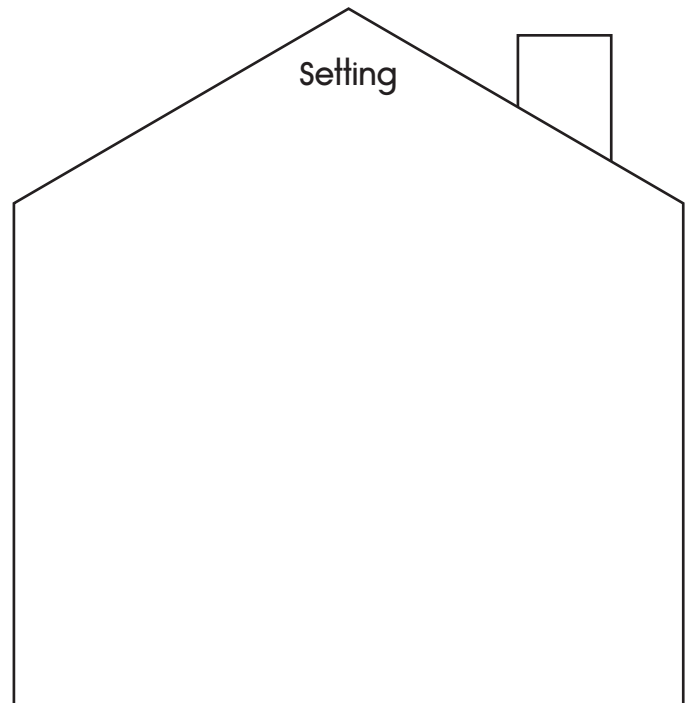
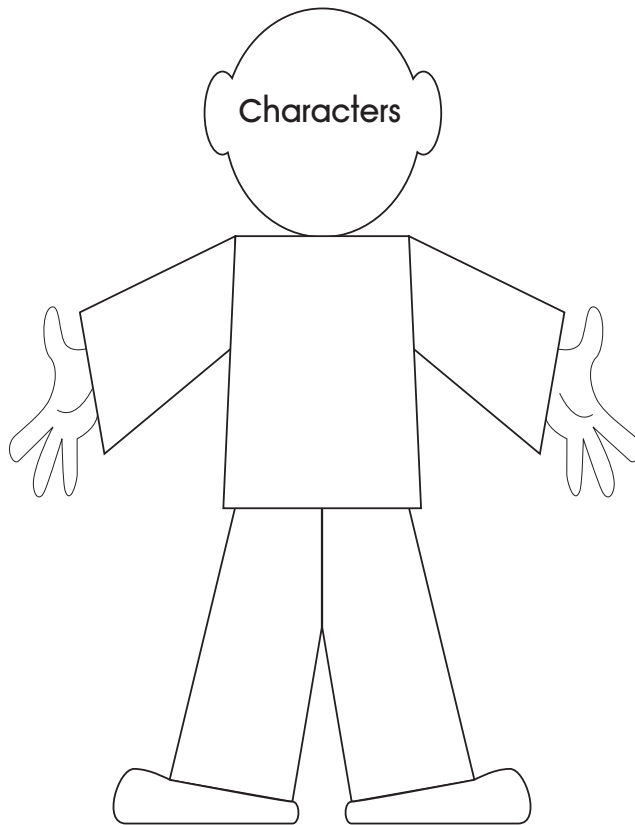
- ▶ Work with a partner to retell the story using the graphic organizer.
- ▶ Use other story grammar maps (Activity Master C.007.SS2).



# Name \_\_\_\_\_

**C.007.SSI**

Story Grammar Yammer



**Problem**

**Events**

**Solution**

**Name** \_\_\_\_\_

Story Grammar Yammer

**C.007.SS2**

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

Setting

Characters



Problem



Important Events



Solution



### Objective

The student will retell a story.



### Materials

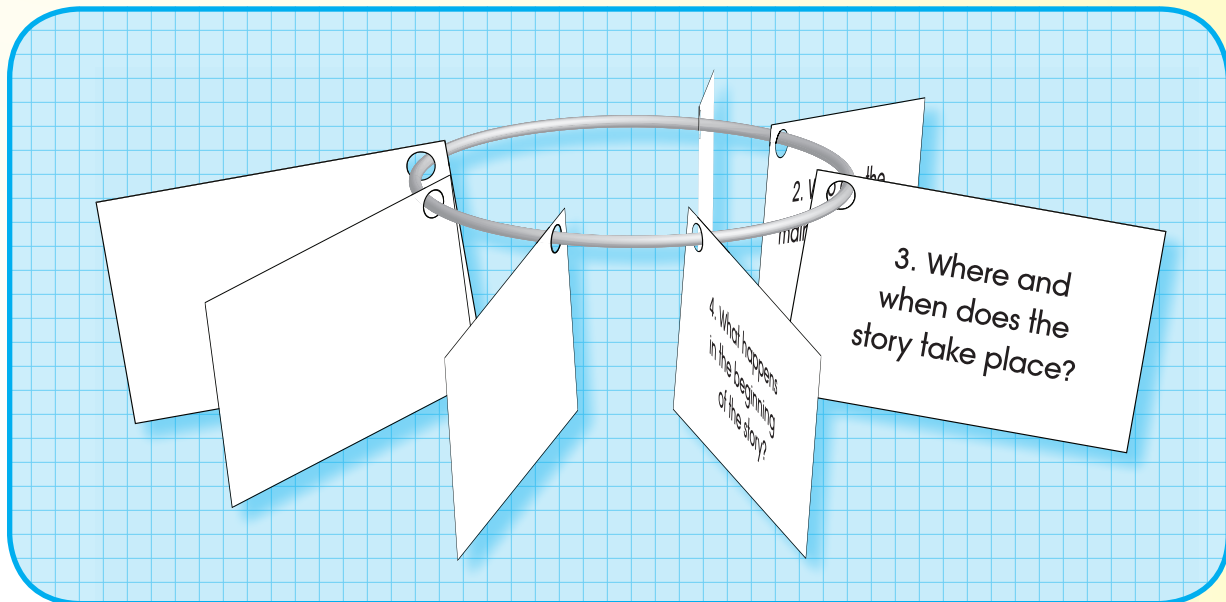
- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Retelling cards (Activity Master C.008.AM1)  
*Laminate and cut apart. Use a hole puncher to punch a hole in the upper left hand corner of each card. Place the cards on a binder ring. Put the cards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

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?



# Comprehension



## Narrative Text Structure

C.009

### 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
<b>Beginning</b> Who are the main characters? Where and when does the story take place? What happens in the beginning?	
<b>Middle</b> What happens in the middle? What is the problem? What does the main character do?	
<b>End</b> How is the problem solved? How does the story end?	

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#### 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
<b>Beginning</b> Who are the main characters?  Where and when does the story take place?  What happens in the beginning?	
<b>Middle</b> What happens in the middle?  What is the problem?  What does the main character do?	
<b>End</b> How is the problem solved?  How does the story end?	

# Comprehension



## Narrative Text Structure

C.010

### 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

Compare-A-Story

Name \_\_\_\_\_ C.010.SS1

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

Title \_\_\_\_\_  
Author \_\_\_\_\_

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

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

C.010.SS1



#### 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

shared (characters, setting, events, problem, solution)	
Story #1 (characters, setting, events, problem, solution)	Story #2 (characters, setting, events, problem, solution)

**Name** \_\_\_\_\_

Compare-A-Story

**C.010.SS2**

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How are they alike?



Story #1 \_\_\_\_\_

Story #2 \_\_\_\_\_



How are they different?

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