FCRR
Florida Center for Reading Research

Fourth and Fifth Grade Student Center Activities

Just Read, Florida!

Vocabulary

and

Comprehension

4-5 Student Center Activities

Acknowledgements

4-5 Student Center Activities

4-5 Student Center Activities

Introduction

During the spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent Student Center Activities.

In 2004-2005, a team of teachers at FCRR reviewed current research, collected ideas, and created materials for use in kindergarten and first grade classrooms. These Student Center Activities (K-1 Project), Teacher Resource Guide, and accompanying Professional Development DVD can be accessed at: http://www.fcrr.org/activities/.

In 2005-2006, a team of teachers at FCRR reviewed current research, collected ideas, and created materials for use in second and third grade classrooms. These Student Center Activities (2-3 Project), Teacher Resource Guide and accompanying Professional Development DVD can be accessed at: http://www.fcrr.org/Curriculum/studentCenterActivities23.htm.

As the K-1 and 2-3 Projects were implemented in Reading First schools and many other schools across Florida, requests came for Student Center Activities for grades four and five. In 2006-2007, FCRR developed Student Center Activities for fourth and fifth grades (4-5 Project). The 4-5 Project includes a DVD containing Professional Development and three books:

1. Advanced Phonics and Fluency Student Center Activities
2. Vocabulary and Comprehension Student Center Activities
3. Teacher Resource Guide (accompanied by a DVD)

The first two books contain Activity Plans and Activity Masters ready for immediate use in classrooms. The third book is an informative guide offering important insights on differentiated instruction and how to use the Student Center materials.

When considering Florida's formula, 5 + 3 + ii + iii = No Child Left Behind, please note that four of the five reading components are covered in the Fourth and Fifth grade Student Center Activities. The Activities will directly support your efforts to provide effective initial instruction, because they will help you provide differentiated instruction to meet the needs of every child.

I hope you and your students enjoy these activities,

Marcia L. Kosanovich, Ph.D.
Director of Curriculum and Instructional Projects
Florida Center for Reading Research

4-5 Student Center Activities

Vocabulary

4-5 Student Center Activities

Contents

Comprehension

Narrative Text Structure

Expository Text Structure

Text Analysis

Monitoring for Understanding

✏ Objective

The student will identify synonyms.

✏ Materials

▶ Bingo cards (Activity Master V.001.AM1a - V.001.AM1b)
   Each card has different synonyms.
▶ Synonym cards (Activity Master V.001.AM2a - V.001.AM2d)
▶ Counters

✏ Activity

Students match synonyms by playing a bingo-type game.

1. Place the synonym cards face down in a stack. Provide each student with a different bingo card and counters.
2. Taking turns, students select the top card and read the word (e.g., under).
3. Look for the matching synonym on the bingo card (i.e., below). If there is a match, place a counter on that synonym and place card in a discard pile. If there is no match, return card to the bottom of the stack.
4. Continue until one card is covered with counters and a student says "Synonym Bingo!"
5. Peer evaluation

Synonym Bingo!

below	gift	thin	error
brave	allow	stop	⬤
try	⬤	pair	right
put	⬤	huge	near

"The words 'under' and 'below' are synonyms."

under

✏ Extensions and Adaptations

▶ Make other bingo cards (Activity Master V.001.AM3) and synonym cards (Activity Master V.001.AM4) with different words.

Synonym Bingo!

every	ill	shout	close
agree	heal	late	finish
locate	mend	fragile	often
go	own	help	build

Synonym Bingo!

below	gift	thin	error
brave	allow	stop	want
try	begin	pair	right
put	hide	huge	near

all	sick
yell	shut
consent	cure
tardy	complete

synonym cards

find	fix
breakable	frequent
leave	possess
assist	construct

synonym cards

start	couple
place	correct
conceal	mistake
courageous	permit

synonym cards

end	close by
desire	immense
slender	present
under	attempt

synonym cards

Bingo!

blank cards

Vocabulary

Antonym Dominoes

Objective

The student will identify antonyms.

Materials

▶ Antonym domino cards (Activity Master V.002.AM1a - V.002.AM1b)

Activity
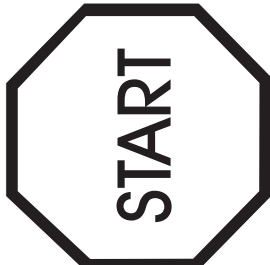
Students match antonyms by playing a domino game.

1. Scatter antonym domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, and reads the word on the other end of the domino (i.e., awake).
3. Looks for a domino with an antonym (i.e., asleep). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., brave), finds the domino with a matching antonym (i.e., fearful), and reads the word. Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation
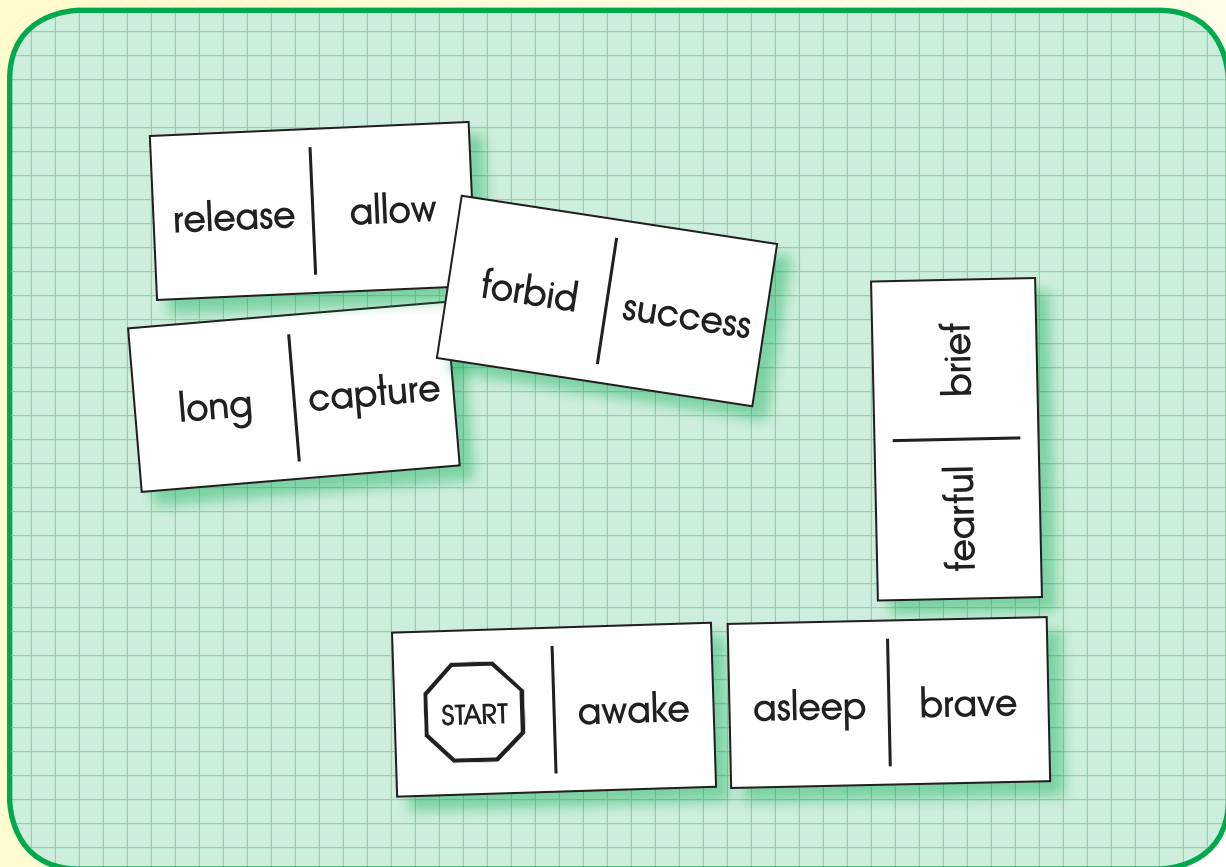
Extensions and Adaptations

▶ Use synonym dominoes (Activity Master V.002.AM2a -V.002.AM2b).
▶ Make other dominoes (Activity Master V.002.AM3).
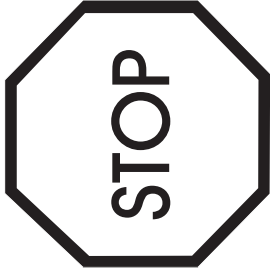
awake	brave	brief
START	asleep	fearful
capture	allow	success
long	release	forbid

START/awake, asleep/brave, fearful/brief, long/capture, release/allow, forbid/success

answer	argue	plus
failure	question	agree

rude	hero	STOP
minus	polite	coward

failure/answer, question/argue, agree/plus, minus/rude, polite/hero, coward/STOP

anger	surprise	one
START	rage	astonish
hide	wealth	pardon
single	conceal	riches
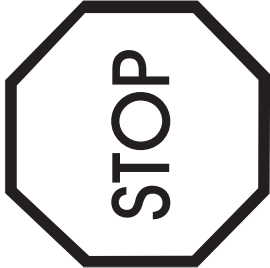
START/anger, rage/surprise, astonish/one, single/hide, conceal/wealth, riches/pardon

supply —— forgive	vacant —— provide	turn —— empty
terrify —— revolve	write —— frighten	STOP —— record

forgive/supply, provide/vacant, empty/turn, revolve/terrify, frighten/write, record/STOP

STOP

START

blank dominoes

Vocabulary

Antonym Concentration

### ✐ Objective

The student will identify antonyms.
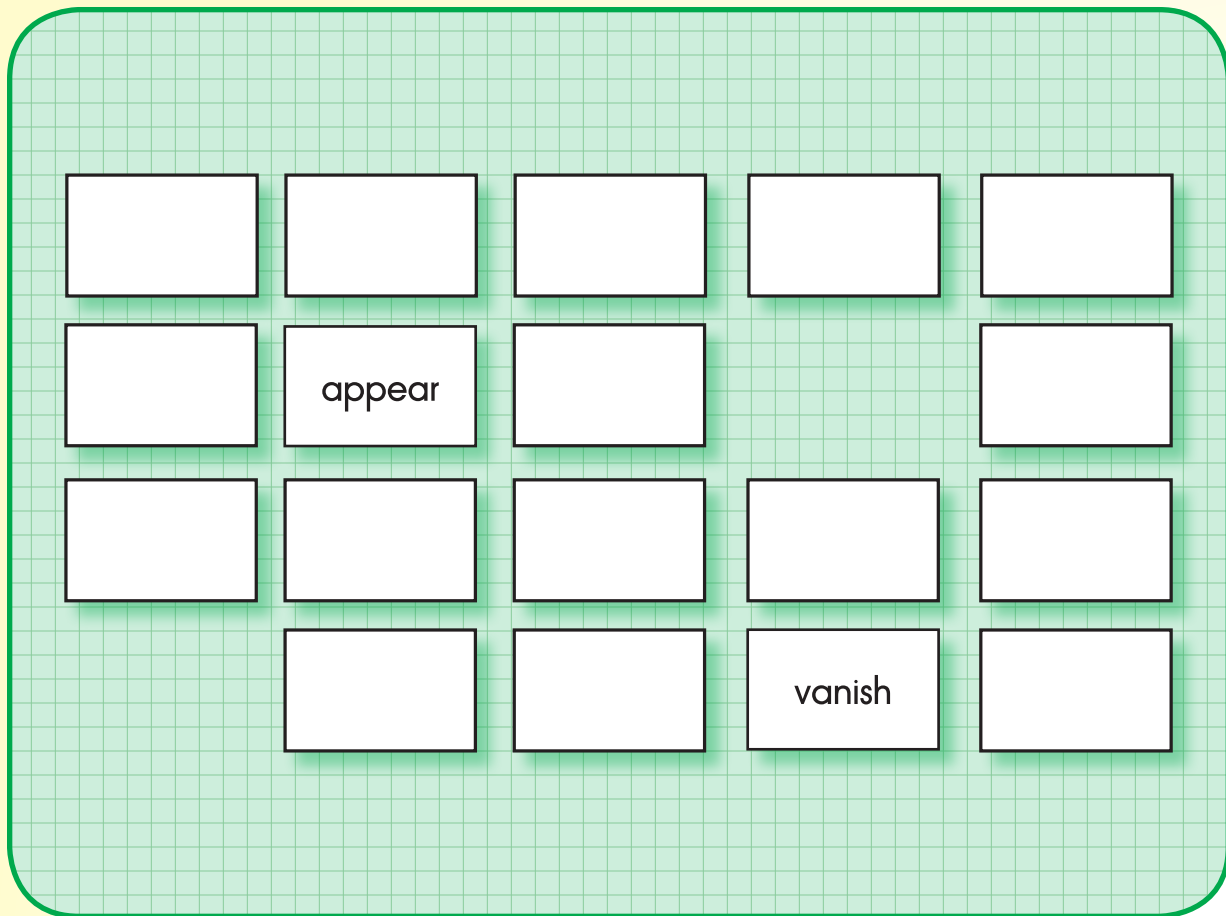
✐ Materials

▶ Antonym cards (Activity Master V.003.AM1a - V.003.AM1c)

✐ Activity

Students match antonyms by playing a memory game.

1. Place the antonym cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by being antonyms (e.g., appear, vanish). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original places.
4. Continue until all matches are made.
5. Peer evaluation

	appear			
		vanish		

✐ Extensions and Adaptations

▶ Make other antonym cards (Activity Master V.001.AM4).
▶ Use synonym cards (Activity Master V.003.AM2a - V.003.AM2c).

problem	solution
strong	weak
vanish	appear
show	hide

antonym cards

raw	cooked
seldom	often
unique	common
vacant	full

antonym cards

deep	shallow
complex	simple
fresh	stale
create	destroy

antonym cards

careful	cautious
decrease	lessen
mistake	error
hurry	rush

synonym cards

work	labor
ornament	decoration
answer	solution
pain	ache

synonym cards

bother	annoy
need	require
leave	depart
faithful	loyal

synonym cards

❏ **Objective**

The student will produce synonyms and antonyms.

❏ **Materials**

▸ Header cards (Activity Master V.004.AM1)
▸ Word cards (Activity Master V.004.AM2)
▸ Blank synonym and antonym cards (Activity Master V.004.AM3a - V.004.AM3b)
  Laminate.
▸ Vis-à-Vis® markers

❏ **Activity**

Students write synonyms and antonyms to match words by playing a game.

1. Place header cards face up in a row in the following order: SYNONYM, WORD, ANTONYM. Place word cards face up in a column under the WORD header card. Mix the blank synonym and antonym cards and place face down in a stack.
2. Taking turns, student one selects the top card from the stack and reads the designation at the bottom (e.g., antonym).
3. Chooses one of the words in the word column without telling partner (e.g., silent).
4. Writes synonym or antonym, as designated on card, that corresponds to the chosen word (e.g., loud).
5. Hands card to student two who reads the word written on the card, determines which word it corresponds to, and places it beside the word (i.e., under the ANTONYM header and next to the word *silent*).
6. Reverse roles and continue until all words have both a synonym and an antonym.
7. Peer evaluation
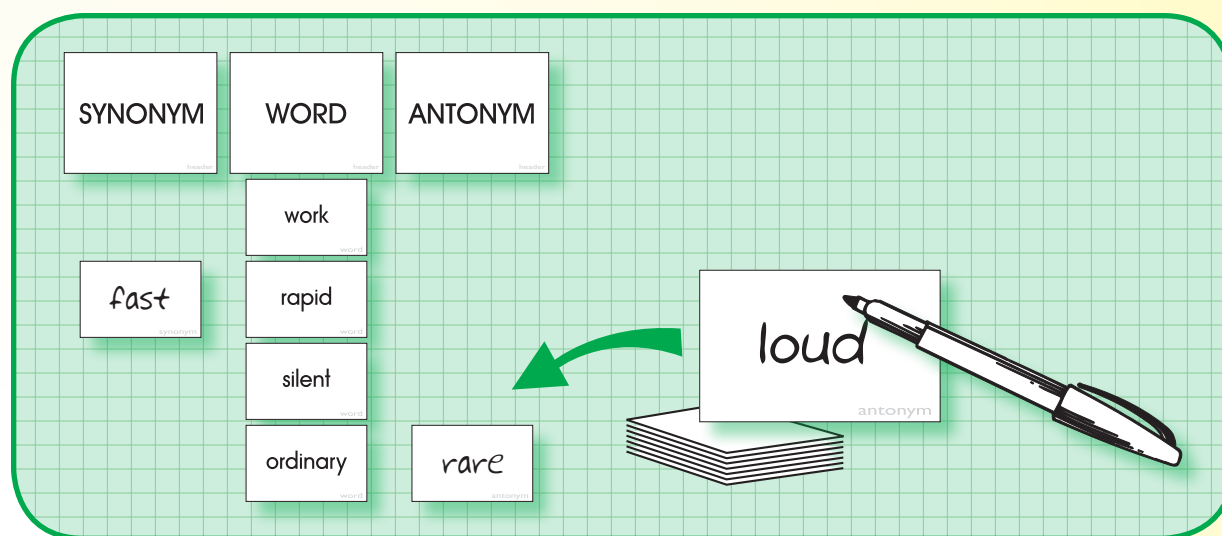
❏ **Extensions and Adaptations**

▸ Record synonyms and antonyms next to the words on student sheet
  (Activity Master V.004.SS1).
▸ Write synonyms and antonyms of target words (Activity Master V.004.SS2).

SYNONYM

header

header

ANTONYM

header

WORD

header

header cards

work *word*	rapid *word*
silent *word*	ordinary *word*
powerful *word*	rich *word*
difficult *word*	delete *word*

word cards

synonym

synonym

synonym

synonym

synonym

synonym

synonym

synonym

blank synonym cards

antonym

antonym

antonym

antonym

antonym

antonym

antonym

antonym

blank antonym cards

SYNONYM	WORD	ANTONYM
	work	
	rapid	
	silent	
	ordinary	
	powerful	
	rich	
	difficult	
	delete	

Name _____

SYNONYM	WORD	ANTONYM

Vocabulary

Homograph Hook

✏ **Objective**

The student will identify the meaning of homographs.
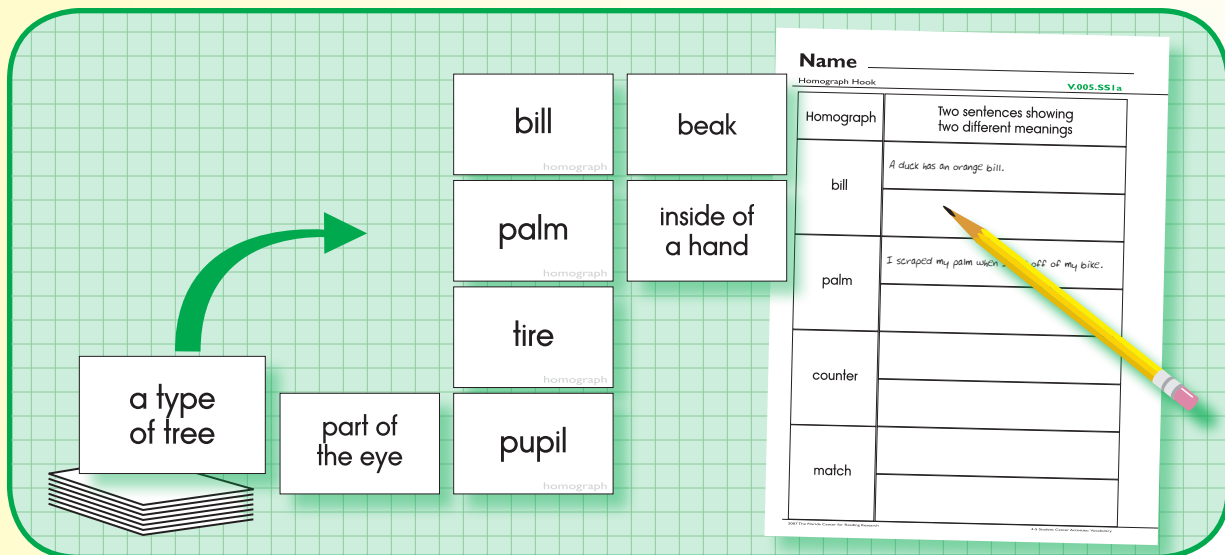
✏ **Materials**

▶ Homograph cards (Activity Master V.005.AM1)
▶ Meaning cards (Activity Master V.005.AM2a - V.005.AM2b)
▶ Student sheets (Activity Master V.005.SS1a - V.005.SS1b)
   There are two different student sheets.
▶ Pencils

✏ **Activity**

Students match homographs with their corresponding meanings by playing a sorting game.

1. Place homograph cards face up in a column. Place meaning cards face down in a stack. Provide each student with a different student sheet.
2. Taking turns, students select the top meaning card from the stack and read it (e.g., inside of a hand).
3. Read the words in the column and determine which word best matches the meaning (i.e., palm).
4. Place the meaning card to one side of the homograph card. Reread the homograph and meaning.
5. Continue until each homograph has a meaning card on both sides (i.e., inside of a hand and a type of a tree).
6. Complete student sheets by writing sentences to match identified meanings.
7. Teacher evaluation

✏ **Extensions and Adaptations**

▶ Make new homograph and meaning cards (Activity Master V.001.AM4).
▶ Select four other homographs and write corresponding sentences (Activity Master V.005.SS2).
▶ Use cards to play a memory game that matches a homograph to its two meanings.

bill	counter
homograph	homograph
palm	match
homograph	homograph
tire	well
homograph	homograph
stable	pupil
homograph	homograph

homograph cards

beak	record of money owed
one who counts	long flat surface in a kitchen
a type of tree	inside of a hand
equal	stick to light fires

meaning cards

need rest	rubber around a wheel
satisfactory	a hole dug for water
building for horses	unchanging
student	part of the eye

meaning cards

Homograph	Two sentences showing two different meanings
bill	
palm	
counter	
match	

Homograph	Two sentences showing two different meanings
tire	
well	
stable	
pupil	

Name

Homograph	Two sentences showing two different meanings

Objective

The student will identify the meaning of homographs.

Materials

▸ Homograph meaning cards (Activity Master V.006.AM1a - V.006.AM1c)
▸ Student sheets (Activity Master V.006.SS1a - V.006.SS1b)
   *There are two different student sheets.*
▸ Pencils

Activity

Students read two meanings and write a matching homograph.

1. Place homograph meaning cards face down in a stack. Provide each student with a different student sheet.
2. Taking turns, students select a card from the stack and read it (e.g., ribbon decoration for a gift and used to launch arrows).
3. Look for meanings on student sheet. If found, write homograph in the corresponding column on the student sheet (i.e., bow). Trace over corresponding letter in the word HOMOGRAPH found in the left column.
4. If meanings are not found, place meaning card at the bottom of the stack.
5. Continue activity until all meanings on student sheets are found.
6. Teacher evaluation

"The two meanings on my card say 'ribbon decoration for gift' and 'used to launch arrows.' The word 'bow' is the homograph!"

1. ribbon decoration for gift
2. used to launch arrows

homograph meanings
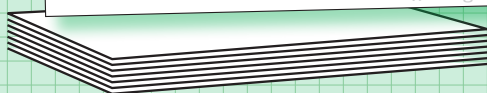
Name _____

V.006.SS1a

Homograph Hoorah!

Homograph Hoorah! #1

HOMOGRAPH		MEANINGS
H	bow	1. ribbon decoration for gift 2. used to launch arrows
O		1. container for pouring liquid 2. baseball player position
M		1. space around a house 2. 36 inches
O		land along a river where you keep money
G		1. roun... 2. game with ... knock over 10 pins
R		1. speedy 2. go without food
A		1. large bird that quacks 2. bend down suddenly
P		1. conceal; keep out of sight 2. animal skin
H		1. belonging to me 2. hole made in the earth to get ores

Extensions and Adaptations

▸ Make other homograph meaning cards (Activity Master V.006.AM2) and complete student sheets (Activity Master V.006.SS2).
▸ Write sentences using homographs. Partner reads the sentences, identifies the homograph, and tells the meaning.

1. ribbon decoration for gift

2. used to launch arrows

homograph meanings

1. container for pouring liquid

2. baseball player position

homograph meanings

1. space around a house

2. 36 inches

homograph meanings

1. land along a river

2. place where you keep money

homograph meanings

1. rounded dish

2. game with a ball to knock over 10 pins

homograph meanings

1. speedy

2. go without food

homograph meanings

answers: bow, pitcher, yard, bank, bowl, fast

1. large bird that quacks

2. bend down suddenly

homograph meanings

1. conceal; keep out of sight

2. animal skin

homograph meanings

1. belonging to me

2. hole made in the earth to get ores

homograph meanings

1. opposite of right

2. did leave

homograph meanings

1. fail to hit

2. unmarried girl or woman

homograph meanings

1. not cooked much

2. unusual

homograph meanings

answers: duck, hide, mine, left, miss, rare

1. instrument for locking and unlocking
2. low island

homograph meanings

1. circle
2. bell sound

homograph meanings

1. did see
2. tool for cutting

homograph meanings

1. sleep; nap
2. what is left

homograph meanings

1. small piece
2. tool for drilling

homograph meanings

1. not dark
2. not heavy

homograph meanings

answers: key, ring, saw, rest, bit, light

Homograph Hoorah! #1

	HOMOGRAPH	MEANINGS
H		1. ribbon decoration for gift 2. used to launch arrows
O		1. container for pouring liquid 2. baseball player position
M		1. space around a house 2. 36 inches
O		1. land along a river 2. place where you keep money
G		1. rounded dish 2. game with a ball to knock over 10 pins
R		1. speedy 2. go without food
A		1. large bird that quacks 2. bend down suddenly
P		1. conceal; keep out of sight 2. animal skin
H		1. belonging to me 2. hole made in the earth to get ores

Homograph Hoorah! #2

	HOMOGRAPH	MEANINGS
H		1. opposite of right 2. did leave
O		1. fail to hit 2. unmarried girl or woman
M		1. not cooked much 2. unusual
O		1. instrument for locking and unlocking 2. low island
G		1. circle 2. bell sound
R		1. did see 2. tool for cutting
A		1. sleep; nap 2. what is left
P		1. small piece 2. tool for drilling
H		1. not dark 2. not heavy

1._____

2._____

        homograph meanings

1._____

2._____

        homograph meanings

1._____

2._____

        homograph meanings

1._____

2._____

        homograph meanings

1._____

2._____

        homograph meanings

1._____

2._____

        homograph meanings

blank meaning cards

Name

Homograph Hoorah!

	HOMOGRAPH	MEANINGS
H		1._____ 2._____
O		1._____ 2._____
M		1._____ 2._____
O		1._____ 2._____
G		1._____ 2._____
R		1._____ 2._____
A		1._____ 2._____
P		1._____ 2._____
H		1._____ 2._____

Objective

The student will identify the meaning of homophones.
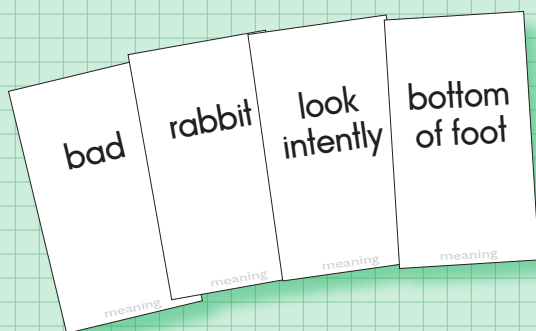
Materials

▶ Homophone and meaning cards (Activity Master V.007.AM1a - V.007.AM1g)

Activity

Students match homophones with their meanings by playing a card game.

1. Place the homophone and meaning cards face down in two different stacks. Student one selects the top five cards from the homophone stack. Student two selects the top five cards from the meaning stack.

2. Student one asks student two for a matching meaning card for one of his homophone cards. For example, "I have *chilly*, c-h-i-l-l-y, do you have a meaning card that matches?"

3. If yes, student two gives the meaning card to student one who reads both (i.e., chilly, cold). Places match down. Both students select the top card from their respective stacks. If no, student two takes a turn.

4. Student two asks student one for a homophone that matches one of her meaning cards. For example, "I'm looking for a word that means *two of a kind*. Do you have the matching homophone?"

5. Continue game until all cards are matched. Discuss homophones and regroup cards by pairs of homophones and their meanings (e.g., chilly, cold and chili, hot pepper).

6. Peer evaluation

"I have 'chilly' which is spelled c-h-i-l-l-y. It means cold."

chilly — *homophone*

cold — *meaning*

bad — *meaning*
rabbit — *meaning*
look intently — *meaning*
bottom of foot — *meaning*

flour — *homophone*
heal — *homophone*
toe — *homophone*
break — *homophone*

Extensions and Adaptations

▶ Make other homophone and meaning cards to play game (Activity Master V.007.AM2).

▶ Match homophones in a memory game.

bury	berry	chilly
homophone	homophone	homophone
put in ground	fruit	cold
meaning	meaning	meaning

homophone and meaning cards

chili	foul	fowl
homophone	homophone	homophone
hot pepper	bad	bird (chicken)
meaning	meaning	meaning

homophone and meaning cards

pail	pale	flour
homophone	homophone	homophone
bucket	light (white)	ground up grain
meaning	meaning	meaning

homophone and meaning cards

flower homophone	**stair** homophone	**stare** homophone
blossom meaning	**step** meaning	**look intently** meaning

homophone and meaning cards

brake	break	hair
homophone	homophone	homophone
to stop	smash into pieces	grows on head
meaning	meaning	meaning

homophone and meaning cards

hare	heal	heel
homophone	homophone	homophone
rabbit	make well	bottom of foot
meaning	meaning	meaning

homophone and meaning cards

toe	tow	
homophone	homophone	homophone
digit on foot	pull	
meaning	meaning	meaning

homophone and meaning cards

homophone	homophone	homophone
meaning	meaning	meaning

blank homophone and meaning cards

Vocabulary

Homophone Puzzle

✐ Objective

The student will produce homophones based on meaning.

✐ Materials

- ▶ Homophone clue cards (Activity Master V.008.AM1a - V.008.AM1c)
- ▶ Homophone puzzle student sheet (Activity Master V.008.SS1)
  Copy on card stock and laminate.
- ▶ Vis-à-Vis® markers
- ▶ Answer key (Activity Master V.008.AM2)
  An answer key is provided for optional use.

✐ Activity

Students write homophones in a crossword puzzle by solving clues.

1. Place the homophone clue cards face down in a stack. Provide students with markers and one homophone puzzle.
2. Taking turns, students select a homophone clue card and read the clue. For example, "Everything was half price at the big _____."
3. Determine the correct homophone, say, spell, and write it in the corresponding boxes (i.e., sale, s-a-l-e).
4. Continue until all the boxes are filled.
5. Peer evaluation

"The homophone that completes the sentence is 'sale.' s-a-l-e. I'll write it in the spaces at one down."

1

Everything was half price at the big ____.

DOWN

Name _____
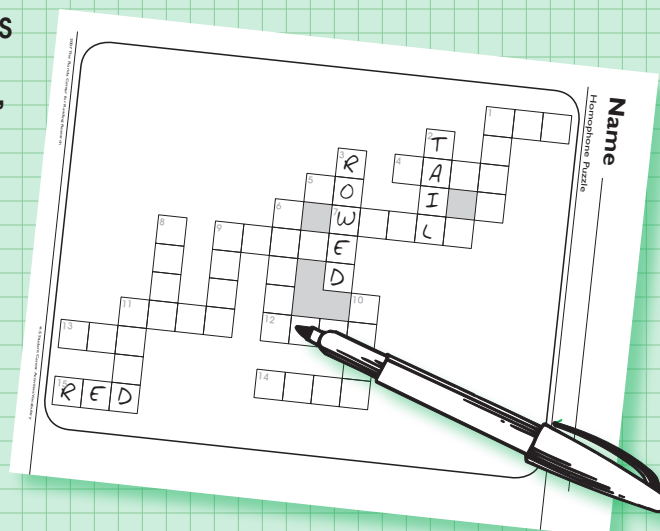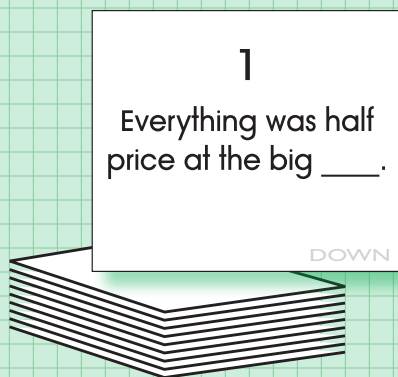
Homophone Puzzle

✐ Extensions and Adaptations

- ▶ Use homophone clues and word bank and complete puzzle individually (Activity Master V.008.SS2).
- ▶ Make other homophone or word puzzles. Note: There are many free puzzle makers available online.

1

What is the ___ of 53 and 64?

ACROSS

4

He put a white, canvas ____ on the boat to make it go.

ACROSS

5

I went ____ the baseball game.

ACROSS

7

What ____ you like to eat for lunch?

ACROSS

9

Please ____ your name on the top of the page.

ACROSS

11

After his injury, he was too ____ to lift the furniture.

ACROSS

homophone clue cards

12

Cinderella is a popular fairy ____.

ACROSS

13

One half of four is ____.

ACROSS

14

We drove down a long and winding ____.

ACROSS

15

The colors of the American flag are ___, white, and blue.

ACROSS

1

Everything was half price at the big ___.

DOWN

2

The dog was wagging his ____ because he was happy.

DOWN

homophone clue cards

3

He ____ the boat with two oars yesterday.

DOWN

6

He didn't miss any questions; he got them all ____.

DOWN

8

If you can't drink all of it, drink ____.

DOWN

9

There are seven days in a ____.

DOWN

10

The teacher ____ the book to the whole class.

DOWN

11

He chopped ____ for the fire.

DOWN

homophone clue cards

Homophone Puzzle Answer Key

¹S U M
²T A
³R ⁴S A I L
⁵T O I E
⁶R ⁷W O U L D
⁸S ⁹W R I T E
O E G D
M E H ¹⁰R
¹¹W E A K ¹²T A L E
¹³T W O A
O ¹⁴R O A D
¹⁵R E D

Homophone Puzzle
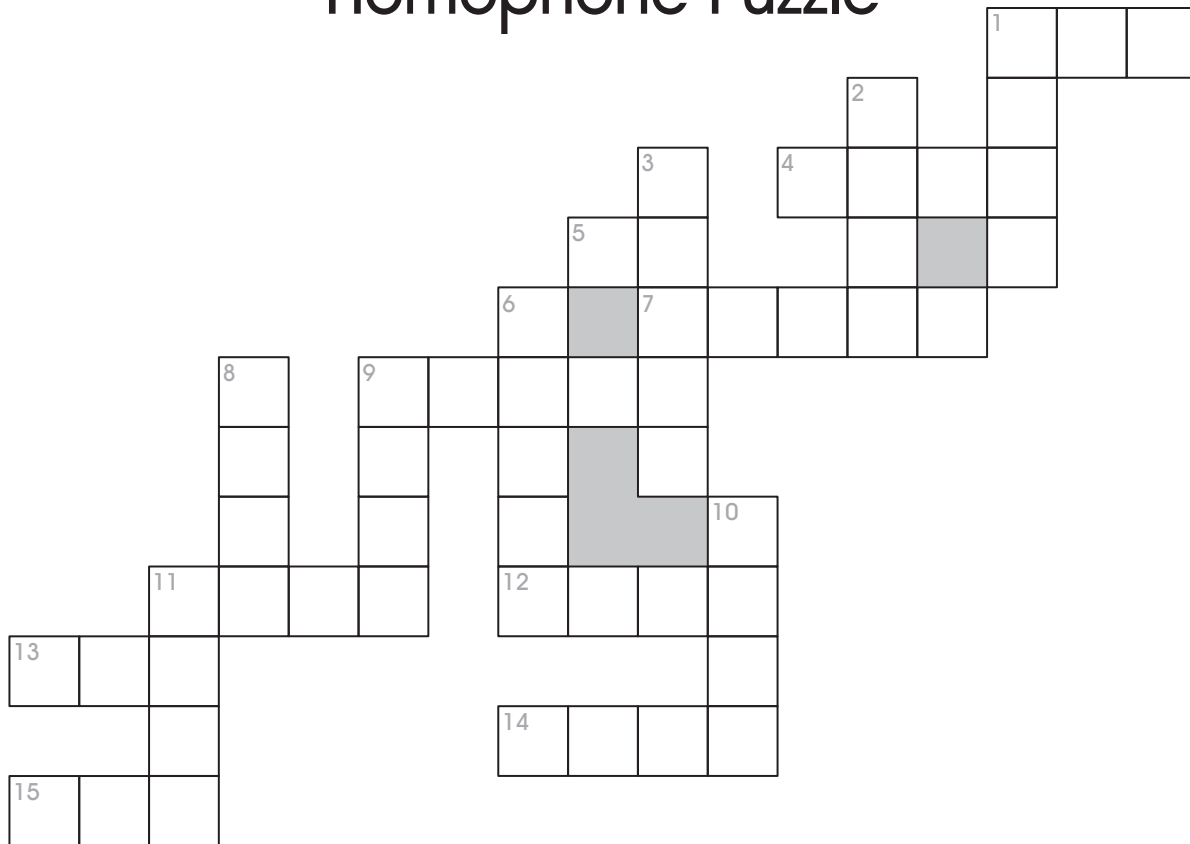
ACROSS

1. What is the ____ of 53 and 64?
4. He put a white, canvas ____ on the boat to make it go.
5. I went ____ the baseball game.
7. What ____ you like to eat for lunch?
9. Please ____ your name on the top of the page.
11. After his injury, he was too ____ to lift the furniture.
12. Cinderella is a popular fairy ____.
13. One half of four is ____.
14. We drove down a long and winding ____.
15. The colors of the American flag are ____, white, and blue.

DOWN

1. Everything was half price at the big ____.
2. The dog was wagging his ____ because he was happy.
3. He ____ the boat with two oars yesterday.
6. He didn't miss any questions; he got them all ____.
8. If you can't drink all of it, drink ____.
9. There are seven days in a ____.
10. The teacher ____ the book to the whole class.
11. He chopped ____ for the fire.

HOMOPHONE WORD BANK

sale	read	wood	two
road	sail	red	sum
week	some	rowed	write
tail	to	tale	weak
would	right		

Objective

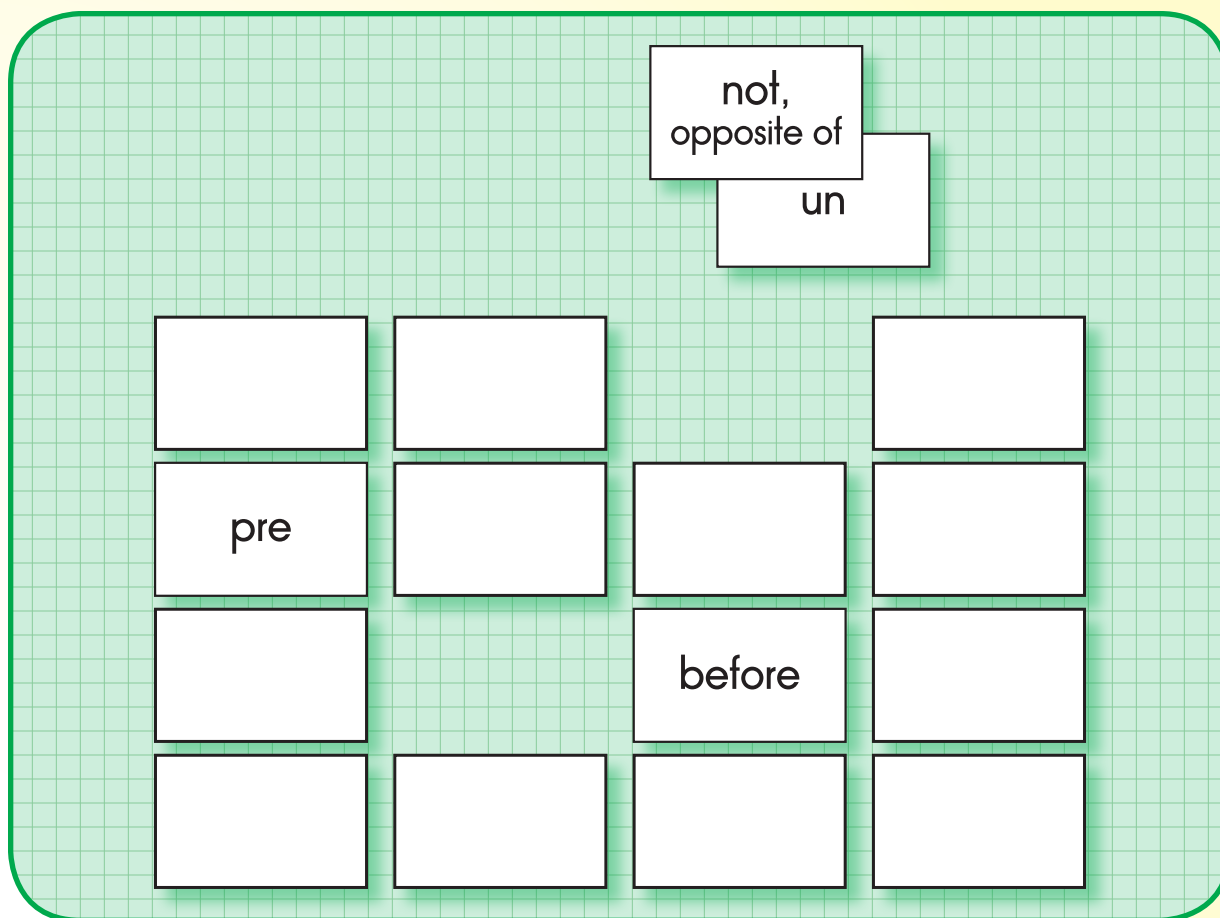The student will identify the meaning of affixes.

Materials

▶ Affix and meaning cards (Activity Master V.009.AM1a - V.009.AM1d)

Activity

Students match affixes to their meanings by playing a memory game.

1. Place the affix and meaning cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by showing an affix and its meaning (e.g., pre, before). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all matches are formed.
5. Peer evaluation

Extensions and Adaptations

▶ Make more cards and play again (Activity Master V.001.AM4).
▶ Sort by prefixes and suffixes.

un	not, opposite of
re	again
pre	before
mis	wrongly

affix and meaning cards

dis	not, opposite of
in	not, into
non	not, opposite of

affix and meaning cards

less	without
ly	resembling
able	is, can be
ness	state or quality of

affix and meaning cards

er	one who
est	most (when comparing)
ful	full of

affix and meaning cards

Vocabulary

Meaningful Affixes

✏ Objective

The student will identify the meaning of words with affixes.

✏ Materials

- ▶ Work boards (Activity Master V.010.AM1)
- ▶ Affix cards (Activity Master V.010.AM2)
- ▶ Base word cards (Activity Master V.010.AM3)
  There are ten base words. Six will be used twice: clear, faith, kind, inform, comfort, assemble. Four will be used once: avoid, fiction, heat, direct.
- ▶ Meaning cards (Activity Master V.010.AM4a - V.010.AM4c)

✏ Activity

Students make words to match meanings by combining affixes and base words.

1. Place affix and base word cards face up in separate rows. Place the meaning cards face down in a stack. Provide each student with a work board.
2. Taking turns, students select a card from the meaning stack, read it, and place it on the work board (e.g., put together again).
3. Find the base word (i.e., assemble) and affix (i.e., re) to make the word that matches the meaning.
4. Place the affix and base word above the meaning on the work board and read it (i.e., reassemble). Return base word and affix cards back to their original positions.
5. Continue until all meaning cards are used.
6. Peer evaluation

ly	re	dis	ful	un

assemble

Affix   Base Word   Affix

put together again

Meaning

avoid	clear	faith

✏ Extensions and Adaptations

- ▶ Record words on paper. Write sentences using the words to demonstrate meaning.
- ▶ Use same base words and affixes with easier meaning cards (Activity Master V.010.AM5a - V.010.AM5c).
- ▶ Make other affix, base word, and meaning cards (Activity Master V.010.AM6).

Affix	Base Word	Affix

Meaning

✂

Affix	Base Word	Affix

Meaning

✂

work boards

pre	un	re	mis
non	in	dis	
ly	able	est	er
ful	ness	less	

affix cards

avoid	fiction
heat	direct
clear	faith
kind	inform
comfort	assemble

base word cards

can stay away from

not make believe

warm before

not straight

not see through

resembling see through

meaning cards — answers: avoidable, nonfiction, preheat, indirect, unclear, clearly

full of belief

without belief

state of being nice, helpful

nicest, most helpful

wrongly tell

one who tells

meaning cards — answers: faithful, faithless, kindness, kindest, misinform, informer

not satisfied, not at ease

state of being satisfied, at ease

opposite of put together

put together again

meaning cards — answers: discomfort, comfortable, disassemble, reassemble

can avoid

not fiction

heat before

not direct

not clear

resembling clear

meaning cards — answers: avoidable, nonfiction, preheat, indirect, unclear, clearly

full of faith

without faith

state of being kind

most kind

not inform

one who informs

meaning cards — answers: faithful, faithless, kindness, kindest, misinform, informer

no comfort

state of (feeling) comfort

opposite of assemble

assemble again

meaning cards — answers: discomfort, comfortable, disassemble, reassemble

affix

affix

affix

affix

base words

base words

base words

base words

meaning

meaning

affix cards, base word cards, and meaning cards

Objective
The student will produce the meaning of words with affixes.

Materials
- Word cards (Activity Master V.011.AM1a - V.011.AM1b)
- Student sheet (Activity Master V.011.SS)
- Pencils

Activity
Students segment words into base words and affixes to determine the meaning.
1. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select a word card and read it (e.g., effortless).
3. State the base word and affix (i.e, *effort* is the base word and *less* is the suffix).
4. Brainstorm the meaning of the word with partner.
5. Record word, circle the affix, write the affix meaning, and the meaning of the word on the student sheet.
6. Teacher evaluation

disqualify

effortless

nonsense

misplace

indirect

Name

Word Dissect

V.011.SS

Word	Affix meaning	Meaning of the word
disqualify	not	not eligible
effortless	without	without force

Extensions and Adaptations
- Mix same word cards with non-example word cards (Activity Master V.011.AM2). Sort by words containing affixes and those that only appear to contain affixes (Activity Master V.011.AM3).
- Make other word cards containing affixes to dissect (Activity Master V.001.AM4).
- Use words that have prefixes and suffixes.

affordable	effortless
doubtful	frequently
farmer	soreness
strictest	fearless

word cards

misplace	indirect
nonsense	reattach
presuppose	unhinge
disqualify	informal

word cards

Name _____

Word	Affix meaning	Meaning of the word

pressure	index
uncle	under
intrigue	butterfly
imagine	table

non-example cards

Example

(has affix)

header

Non-Example

(appears to have affix)

header

header cards

Objective

The student will produce the meaning of words with affixes.

Materials

▶ Affix meaning header cards (Activity Master V.012.AM1)

Note: Affixes used are dis–not, opposite of; pre–before; mis–wrongly; ness–state or quality of; er–one who; able–is, can be.

▶ Sentence cards (Activity Master V.012.AM2a - V.012.AM2c)

Copy, laminate, and cut.

▶ Vis-à-Vis® markers

Activity

Students write the meanings of words with affixes and sort by affix meaning.

1. Place header cards in a row face up and sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, students select the top card from the stack and read the sentence aloud. For example, "The <u>pitcher</u> threw the ball right over home plate."
3. Read the underlined word (e.g., pitcher). Say the base word and the affix with its meaning. For example, "The base word is *pitch* and the affix is *er* which means *one who*."
4. Write the meaning of the word with the Vis-à-Vis® marker in the blank (i.e., one who pitches).
5. Place sentence card under the header card that corresponds to the meaning of the affix (i.e., one who).
6. Continue until all sentence cards are sorted. Identify the affix used in each column (i.e., *er* means *one who*).
7. Peer evaluation

Extensions and Adaptations

▶ Record meanings from headers, corresponding affixes, and words with meanings (e.g., before, pre, precaution, caution before).

▶ Make more affix meaning and sentence cards using target affixes (Activity Master V.001.AM4).

▶ Write other target affixes, meanings, and words (Activity Master V.012.SS).

not, opposite of *header*	before *header*
wrongly *header*	state or quality of *header*
one who *header*	is, can be *header*

header cards

Although we do <u>disagree</u>, we still respect each other's opinion. _____	She did not eat much because she was <u>dissatisfied</u> with the food. _____
When the magician made the rabbit <u>disappear</u>, we wondered if we would see it again. _____	We had to <u>discontinue</u> the use of electronic devices so they wouldn't interfere with the airplane's equipment. _____
It may rain, so as a <u>precaution</u>, take an umbrella. _____	Children go to <u>preschool</u> before they go to kindergarten. _____
We got to <u>preview</u> the movie and make comments before anyone else saw it. _____	I will <u>precook</u> the meat in the morning, so just heat it up when you want to eat. _____

sentence cards

If you <u>mistreat</u> others, they may not be kind to you.

_____

There was a <u>miscount</u> of the votes, so they had to be added up again.

_____

After continuing to <u>misbehave</u>, the child had her privileges taken away.

_____

He studied hard and as a result did not <u>misspell</u> any words.

_____

We used a flashlight to look for the cat in the <u>darkness</u>.

_____

Their <u>sadness</u> about losing the game was replaced by joy when they won the next day.

_____

Her <u>pleasantness</u> is just one of the reasons people like her.

_____

His <u>goodness</u> was apparent in the way he helped others and expected nothing in return.

_____

sentence cards

Vocabulary

V.012.AM2c   Make It Meaningful

My parents spoke to the <u>banker</u> about getting a loan.

_____

The <u>speaker</u> talked to the audience for over an hour.

_____

The <u>pitcher</u> threw the ball right over home plate.

_____

The <u>seller</u> got exactly the amount he wanted for his bike.

_____

It was <u>honorable</u> of the person to save the little girl from drowning.

_____

She was <u>agreeable</u> to letting us borrow her car so we wouldn't have to walk.

_____

Forest fires can be <u>preventable</u> if you make sure your campfire is completely out.

_____

The reclining chair with the cushions is more <u>comfortable</u> than the wooden one.

_____

sentence cards

4-5 Student Center Activities: Vocabulary   2007 The Florida Center for Reading Research

Name

meaning	affix				
meaning	affix				
meaning	affix				
meaning	affix				
meaning	affix				
meaning	affix	1.	2.	3.	4.

Objective

The student will produce the meaning of words with affixes.
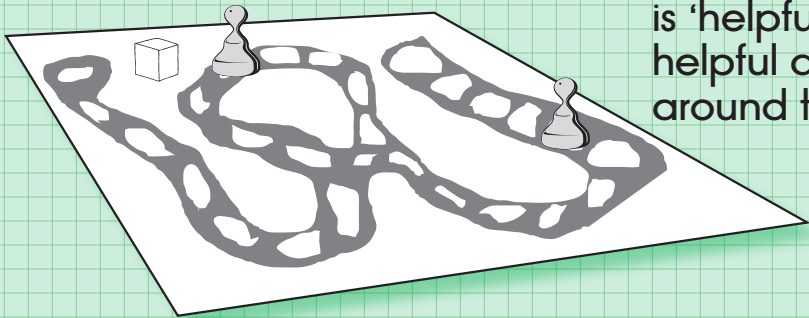
Materials

▸ Game board (Activity Master V.013.AM1a - V.013.AM1b)
  Copy, mount, and laminate.
▸ Work board (Activity Master V.013.AM2)
  Laminate.
▸ Number cube (Activity Master V.013.AM3)
▸ Dictionary
▸ Vis-à-Vis® markers
▸ Game pieces (e.g., counters)

Activity

Students make words and use them in a sentence to show meaning by playing an affix game.

1. Place game board, number cube, work board, game pieces, and dictionary on a flat surface. Provide each student with Vis-a-Vis® marker.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Read affix, identify as a prefix or suffix, and state the meaning. Say a word with the affix and use in a sentence. For example, "*Ful* is a suffix that means *full of*. A word with the affix is *helpful*. I like to be helpful and do chores around the house."
4. If correct, leave game piece on the space and write word under the corresponding row on the work board. Note: Students may only use a word once. Use dictionary, as needed.
5. If incorrect, return game piece back to the previous space.
6. Continue until both students reach the end.
7. Peer evaluation

"The suffix 'ful' means 'full of.' A word with the affix is 'helpful.' I like to be helpful and do chores around the house."

Extensions and Adaptations

▸ Record affix, affix meaning, and a sentence using a word with the affix (Activity Master V.013.SS).
▸ Make other games using other affixes or roots (Activity Master V.013.AM4a - V.013.AM4b).

Vocabulary

START

re

est

pre

dis

able

ly

non

in

less

ful

ness

er

mis

un

re

est

pre

dis

able

re

un

mis

re

est

pre

dis

non

ly

in

less

ful

er

ness

un

re

est

mis

pre

er

dis

ness

able

ful

ly

able

ly

less

non

in
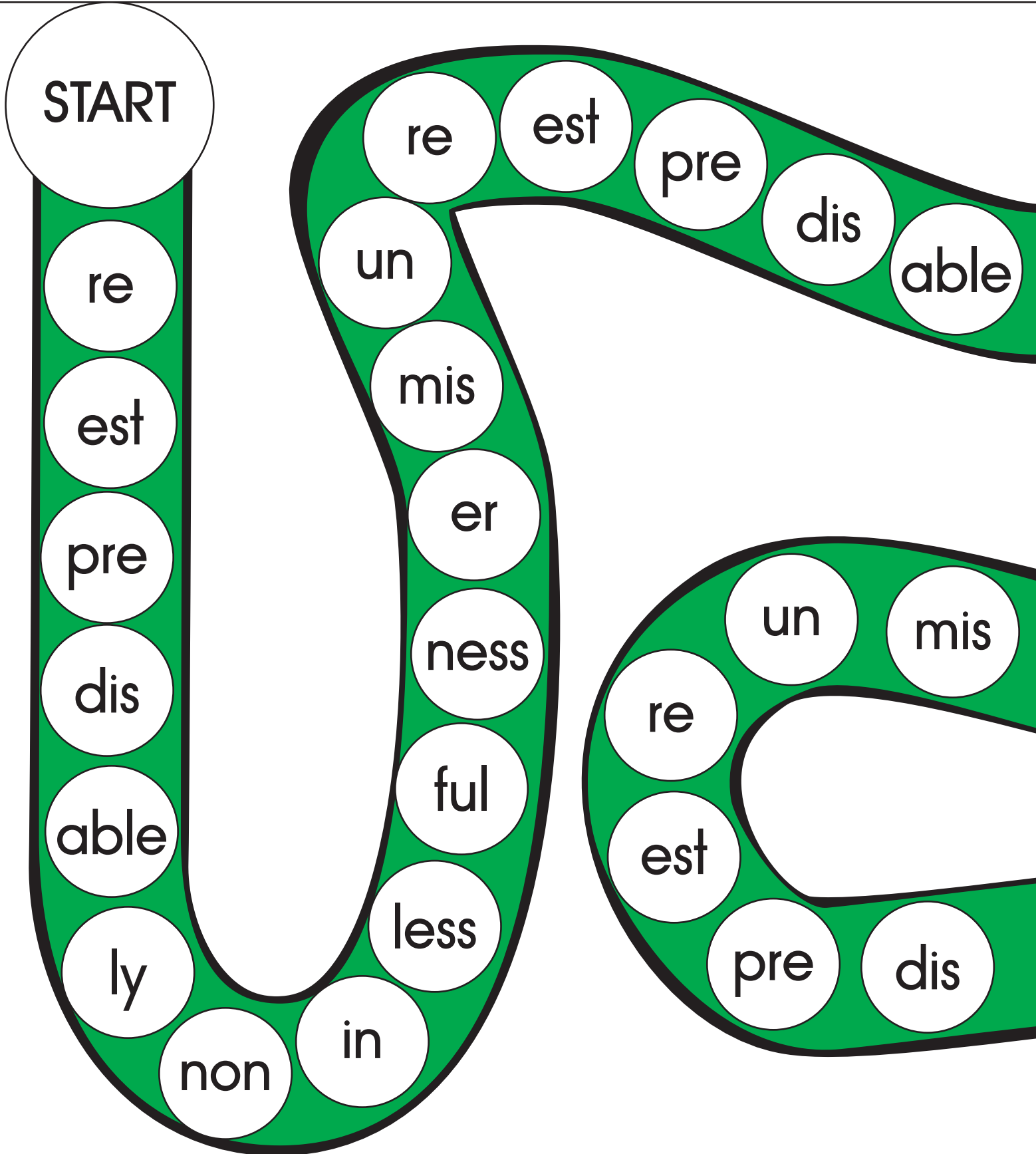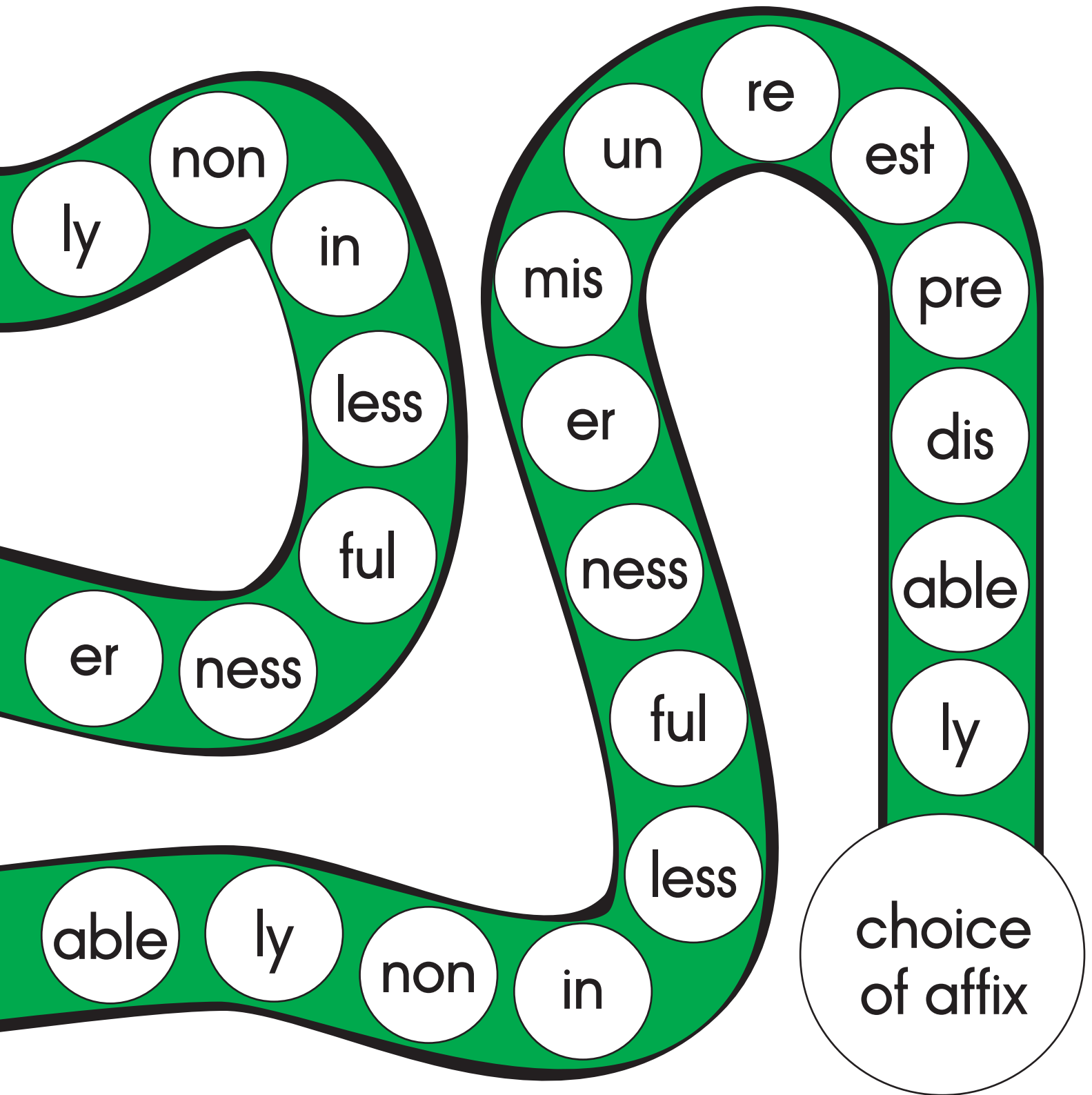
choice
of affix

END

Vocabulary
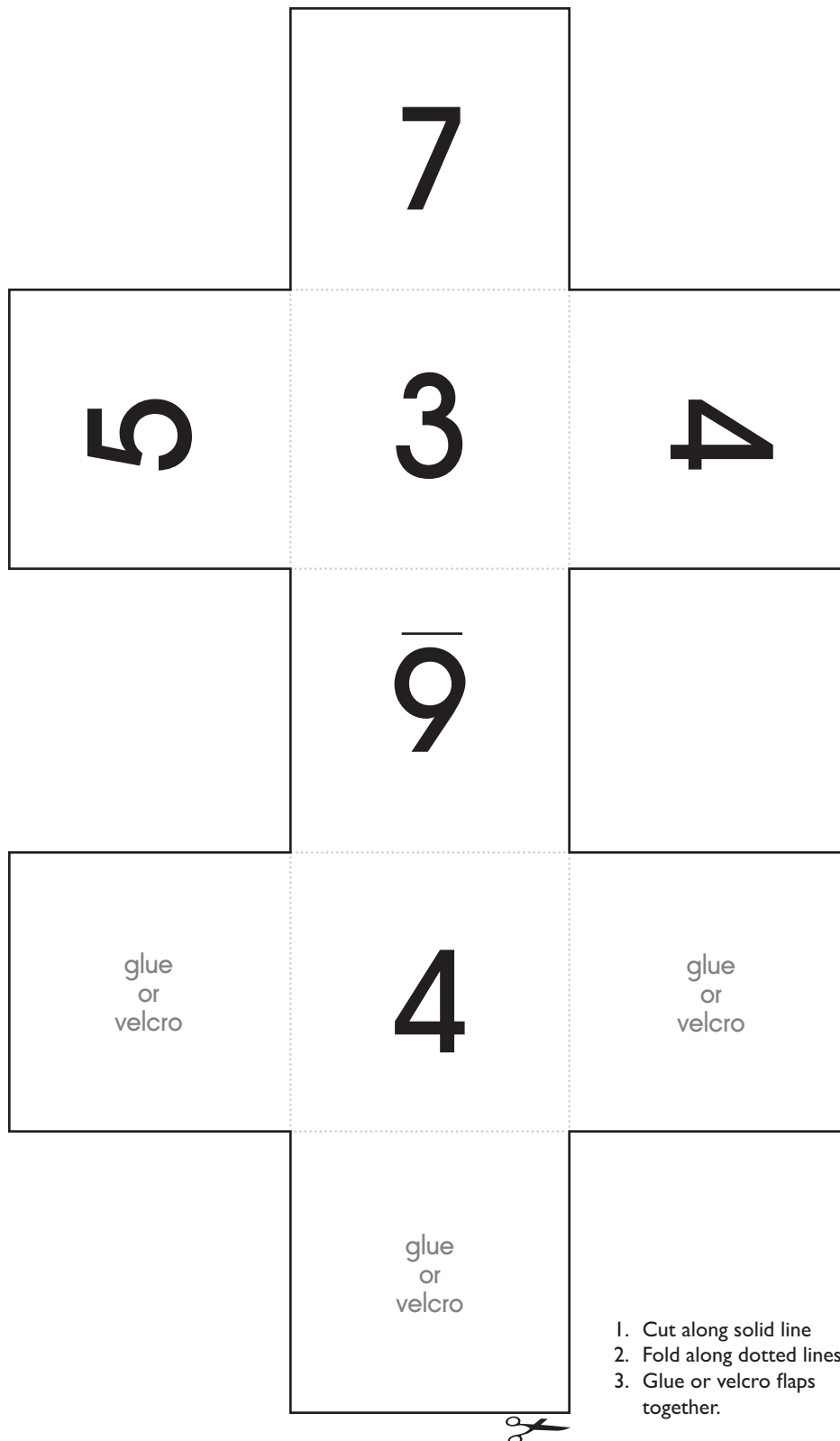
re				
est				
pre				
dis				
able				
ly				
non				
in				
less				
ful				
ness				
er				
mis				
un				

7

5   3   4

9

glue
or
velcro

4

glue
or
velcro

glue
or
velcro

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps
   together.

number cube

Vocabulary

START

choice

END
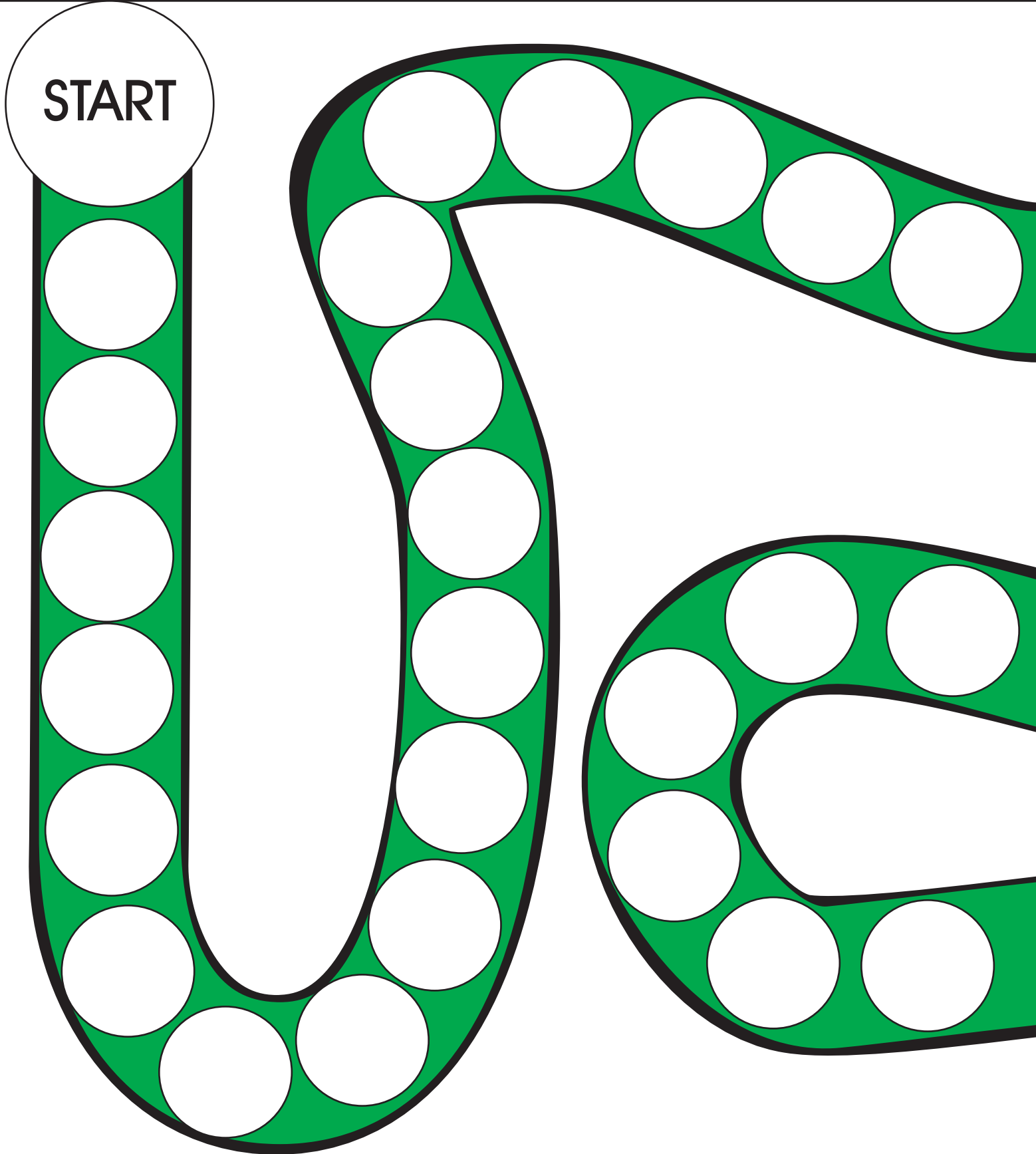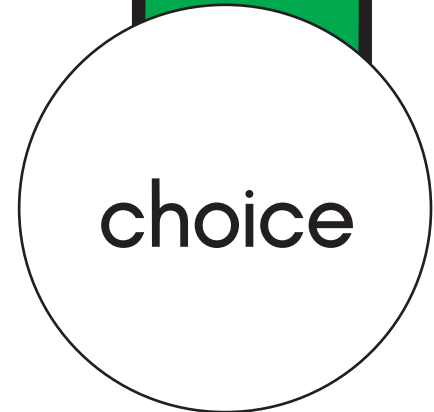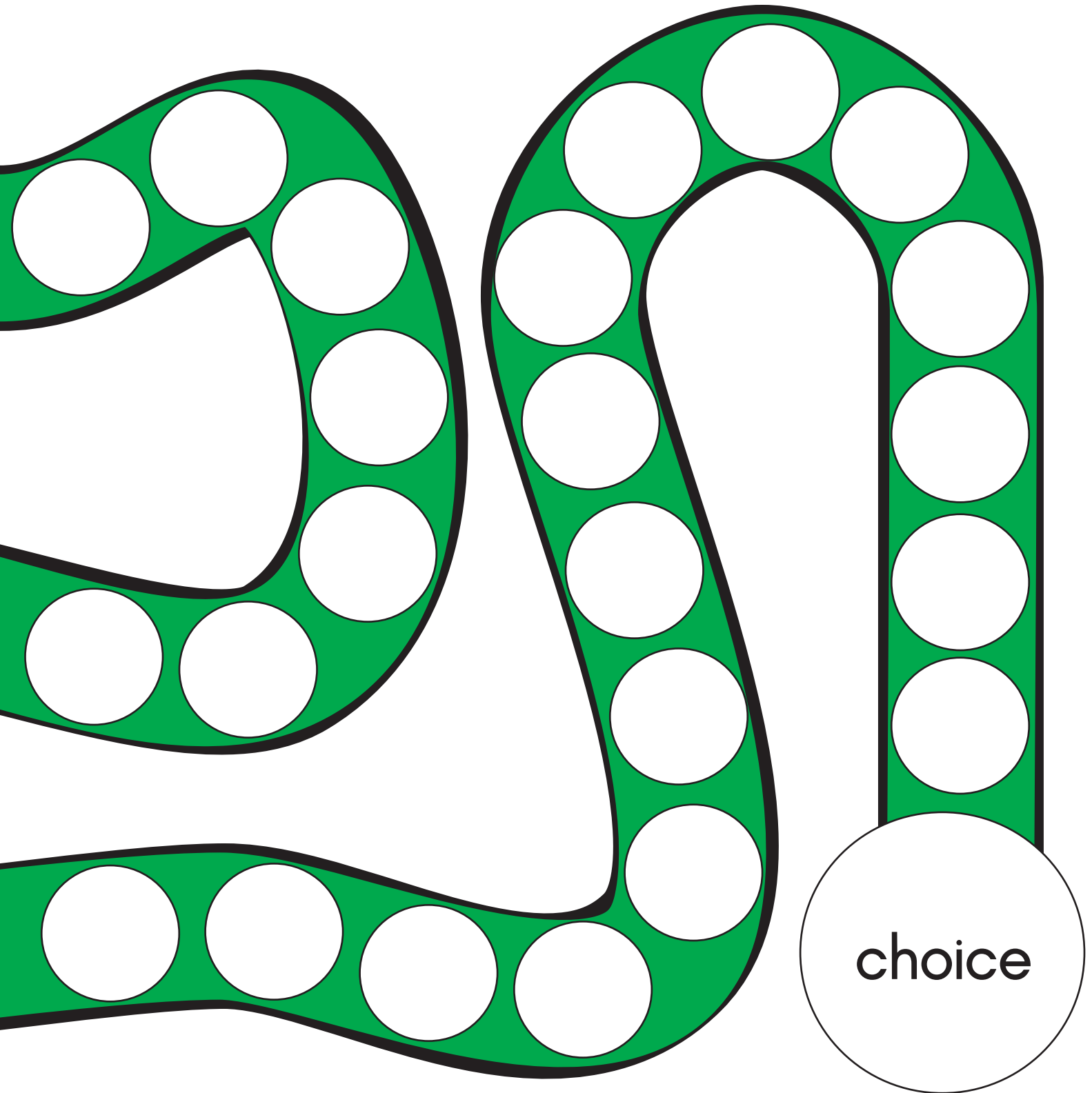
Name

Sentence using a word with the affix								
Affix meaning								
Affix								

Objective

The student will identify the meaning of roots.

Materials

▶ Root triangles (Activity Master V.014.AM1a - V.014.AM1b)
  There are two triangles marked "A" and "B." One student will use the "A" triangle and the other will use the "B" triangle.
▶ Meaning cards (Activity Master V.014.AM2a - V.014.AM2b)
▶ Game pieces (e.g., counters)

Activity

Students find roots that correspond to meanings by playing a matching game.

1. Place meaning cards face down in a stack. Provide each student with a different root word triangle.
2. Taking turns, students draw a card from the stack and read the meaning (e.g., see).
3. Look on triangle for the root word that matches the meaning (i.e., spec). If found, read the root and place game piece on the root. Place meaning card in a discard pile. If not found, place meaning card on bottom of stack.
4. Continue until both triangles are filled.
5. Peer evaluation
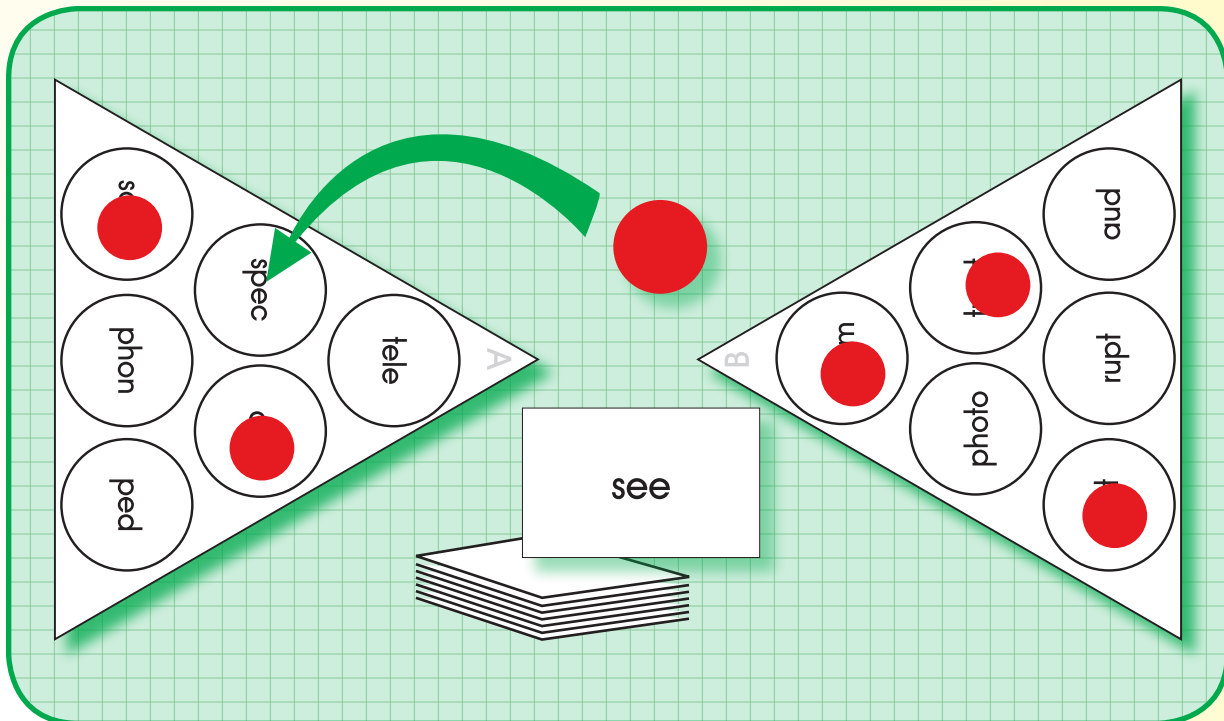
Extensions and Adaptations

▶ Play game by using roots on triangles to complete words.
  (Activity Master V.014.AM3a - V.014.AM3b).
▶ Write a root that completes each set of words (Activity Master V.014.AM4a - V.014.AM4b).
▶ Make root word triangles and meaning cards (Activity Masters V.001.AM4 and V.014.AM5).

A

tele

dict

ped

spec

phon

script

root triangle

B

therm

tract

aud

photo

rupt

port
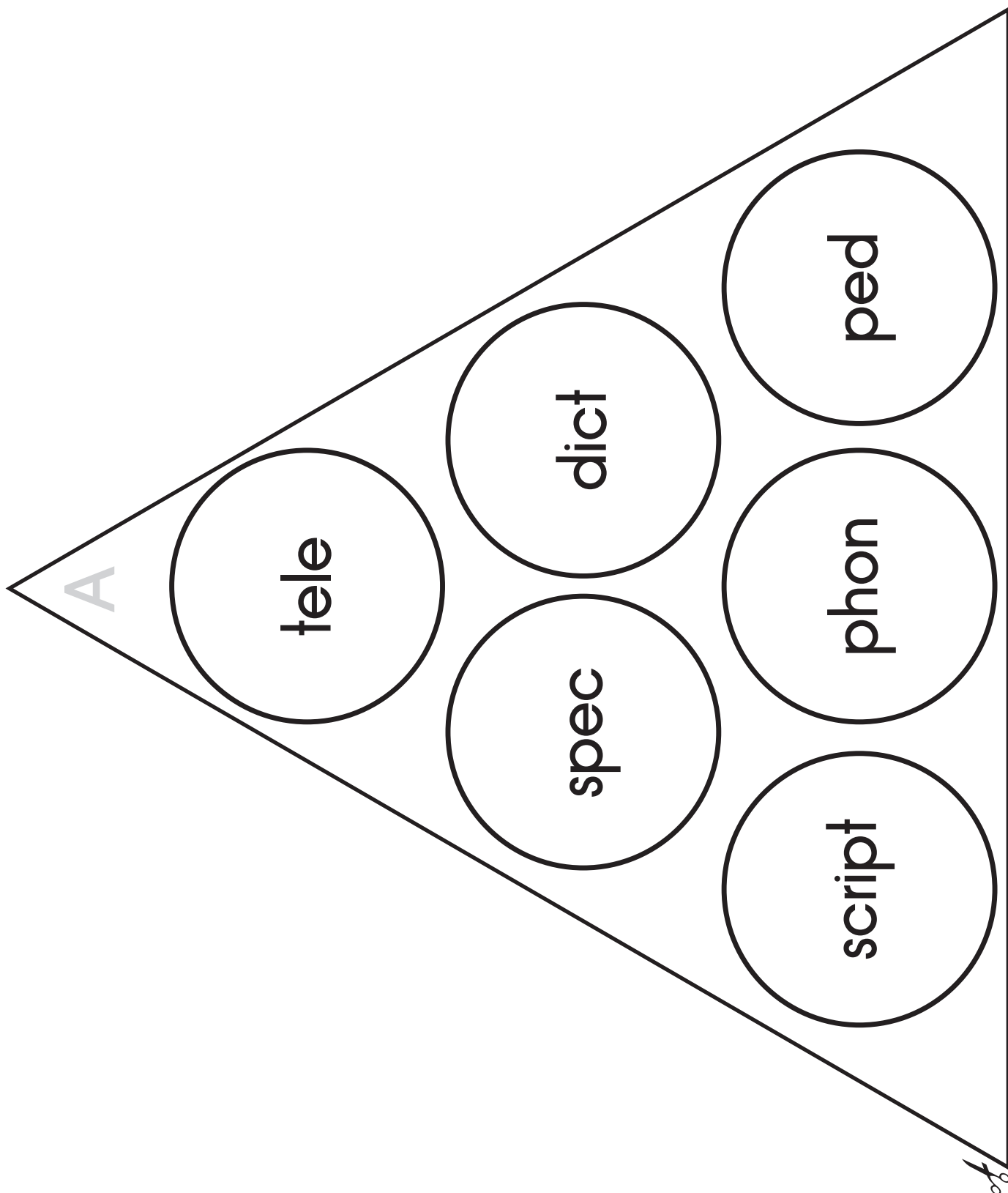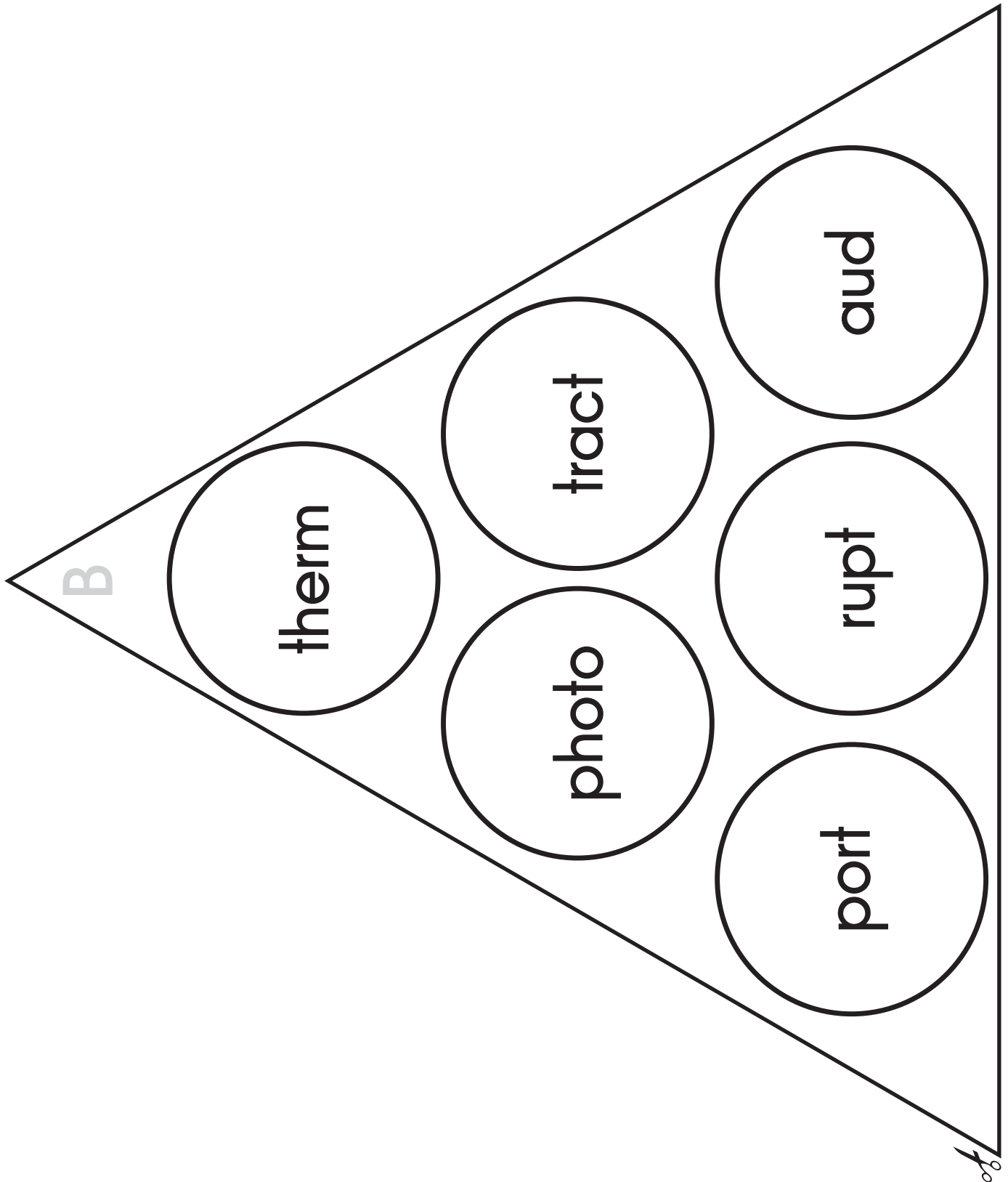
root triangle

far or distant	see
say	write
sound	foot
heat	light

meaning cards — answers (left to right): tele, spec, dict, script, phon, ped, therm, photo

drag or pull	carry
break	hear

meaning cards — answers (left to right): tract, port, rupt, aud

_____vision	_____tacle
_____ation	pre_____ion
sym_____y	_____estrian
_____os	_____synthesis

word cards — answers: television, spectacle, dictation, prescription,
symphony, pedestrian, thermos, photosynthesis

_____or	im_____
inter_____	_____ience

word cards — answers: tractor, import, interrupt, audience

_____graph	in _____t
_____phone	_____tator
_____scope	re_____t
_____ate	tran_____
_____ionary	manu_____
pre_____	pre_____ion
_____ograph	_____al
micro_____e	_____estal
_____ics	mo_____
_____ostat	_____graph
_____al	_____synthesis
_____ometer	_____genic

word cards — answers: tele, spec, dict, script, phon, ped, therm, photo

_____ion

con_____

sub_____

im_____

_____able

trans_____

e_____

_____ure

dis_____

_____io

_____itorium

_____ience

con_____ion

in_____

_____ure

re_____

uni_____

_____al

dia_____

_____mar

tele_____

tele_____e

micro_____e

stetho_____e

word cards — answers: tract, port, rupt, aud, struct, form, gram, scop
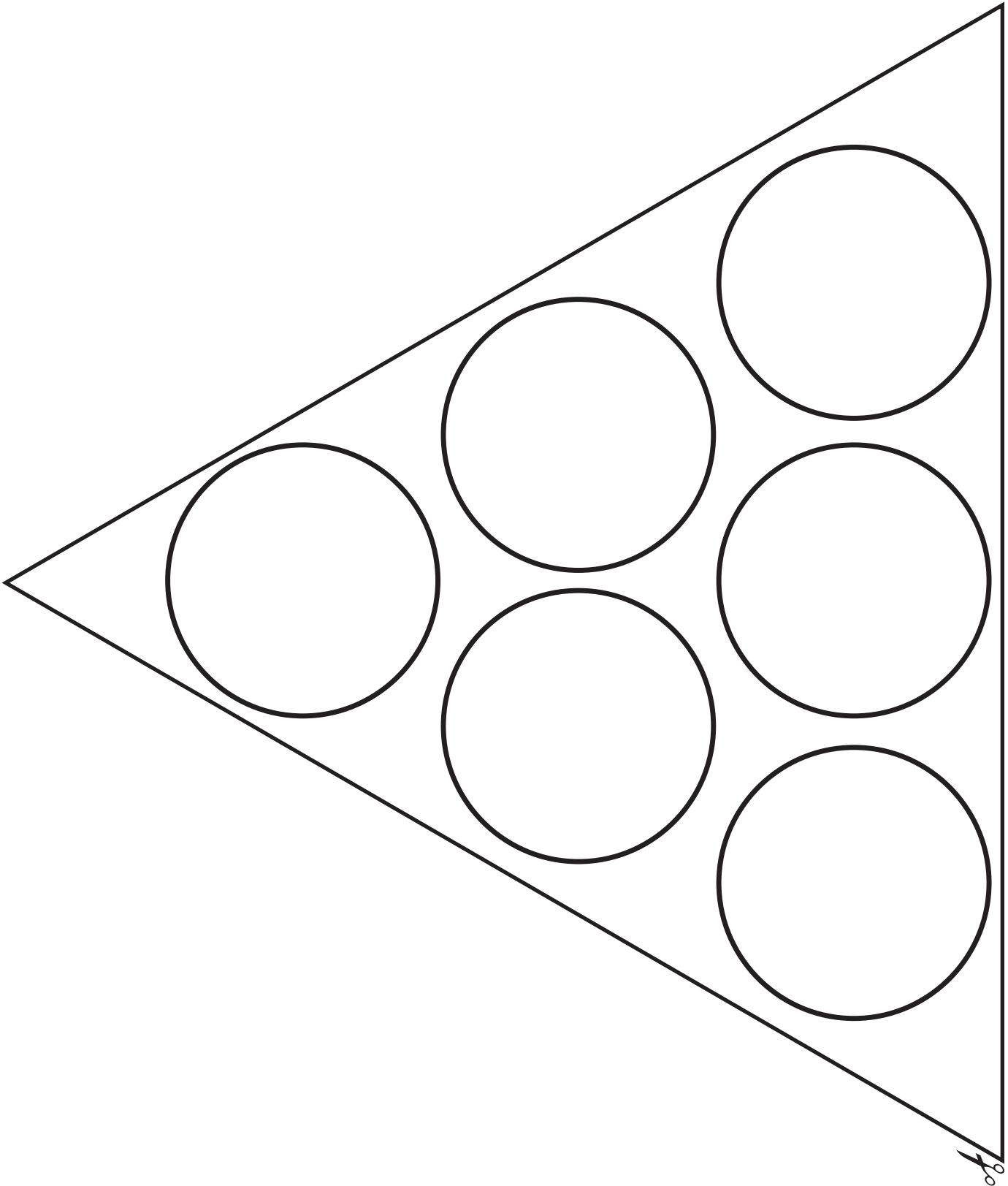
blank triangle

Objective

The student will identify words with common roots and related meanings.

Materials

▶ Tree sorting board (Activity Master V.015.AM1)
  Copy five times and laminate.
▶ Word, root, and meaning cards (Activity Master V.015.AM2a - V.015.AM2b)
  Note: Roots used are photo, rupt, script, spec, therm.
▶ Student sheet (Activity Master V.015.SS1)
▶ Dictionaries
▶ Pencils

Activity

Students group words with common roots and related meanings by using a sorting board.

1. Place the word, root, and meaning cards face down in one stack. Place tree sorting boards face up in a row. Provide each student with a student sheet and a dictionary.
2. Taking turns, students select a card and read it (e.g., spectator). Place the card in one of the boxes on a tree. Note: Words containing a common root are placed on the same tree (e.g., *thermal* and *thermos* are on one; *spectacle* and *respect* are on another). Root cards are placed at the bottom of the tree in designated box (e.g., spec). Meaning cards are placed at the bottom of the sorting board in designated box (i.e., see).
3. Continue selecting, reading, and placing words until all cards are sorted on trees. Record root, root meaning, and words on student sheet.
4. Discuss meanings of the roots and corresponding words. Use dictionary, as needed.
5. Teacher evaluation
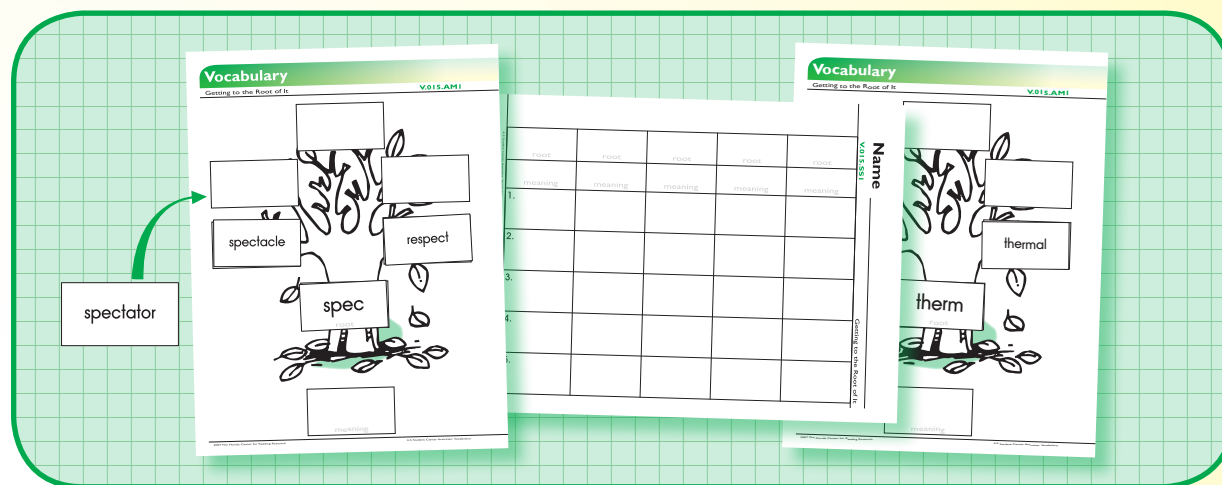
Extensions and Adaptations

▶ Choose one root and write the words and their meanings on back of student sheet.
▶ Make other root and word cards (Activity Master V.015.AM3).
▶ Write other roots and related words (Activity Master V.015.SS2).
▶ Play memory game with cards by matching words with common roots.
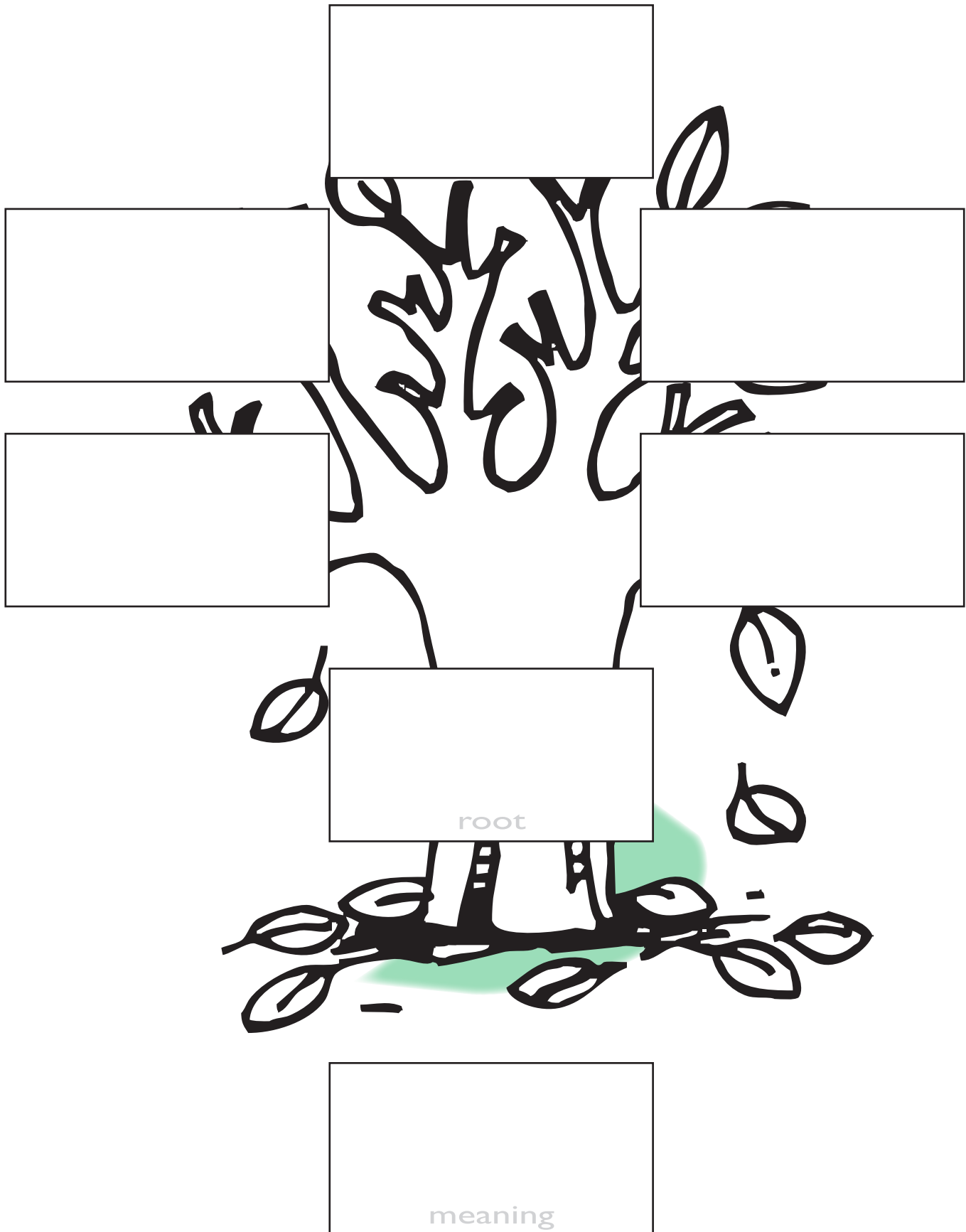
root

meaning

photo	rupt	script
root	root	root
light	break	write
meaning	meaning	meaning
photogenic	erupt	prescription
photographer	interrupt	description
telephoto	disrupt	inscription
photography	rupture	manuscript
photograph	bankrupt	transcript

word, root, and meaning cards

therm	spec	
root	root	root
heat	see	
meaning	meaning	meaning
thermostat	spectator	
thermodynamic	respect	
thermos	suspect	
thermometer	inspect	
thermal	spectacle	

word, root, and meaning cards

Name

root	meaning	1.	2.	3.	4.	5.
root	meaning					
root	meaning					
root	meaning					
root	meaning					

Getting to the Root of It

root	root	root
meaning	meaning	meaning

blank word, root, and meaning cards

Name _____

root

meaning

root

meaning

root

meaning

root

meaning

Vocabulary
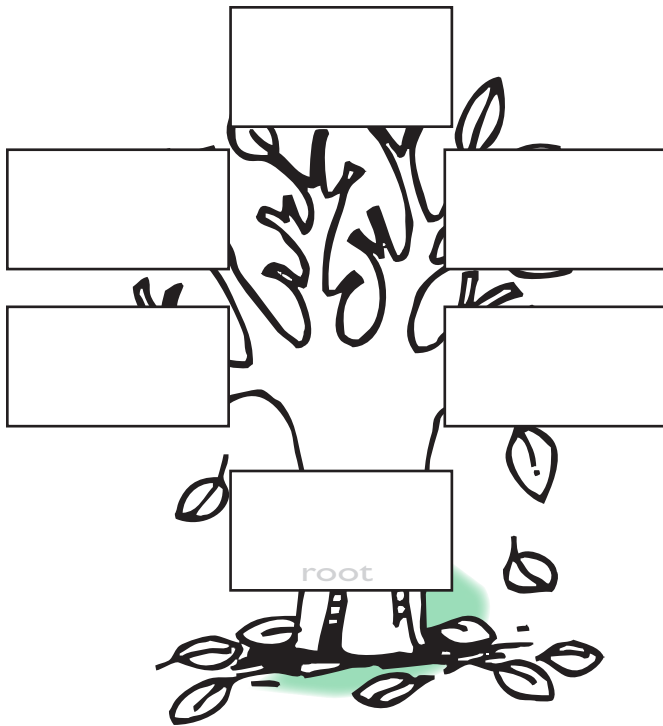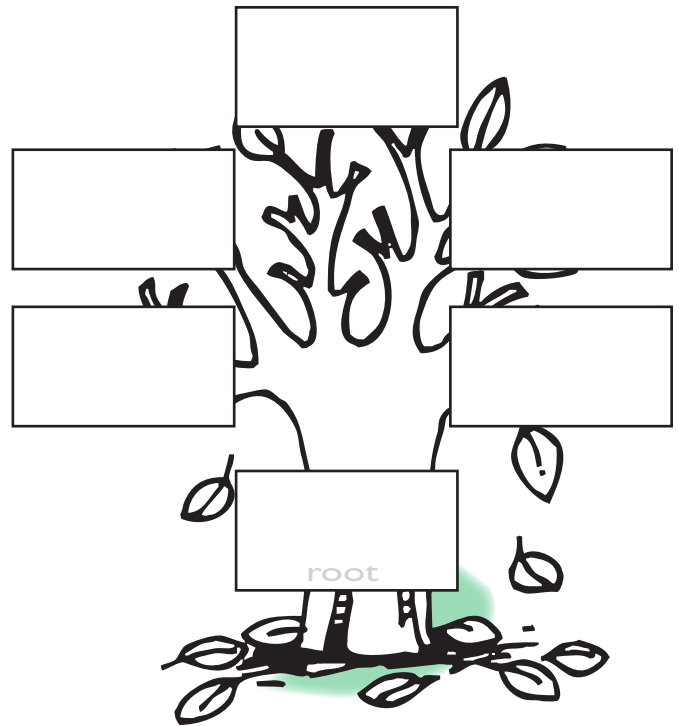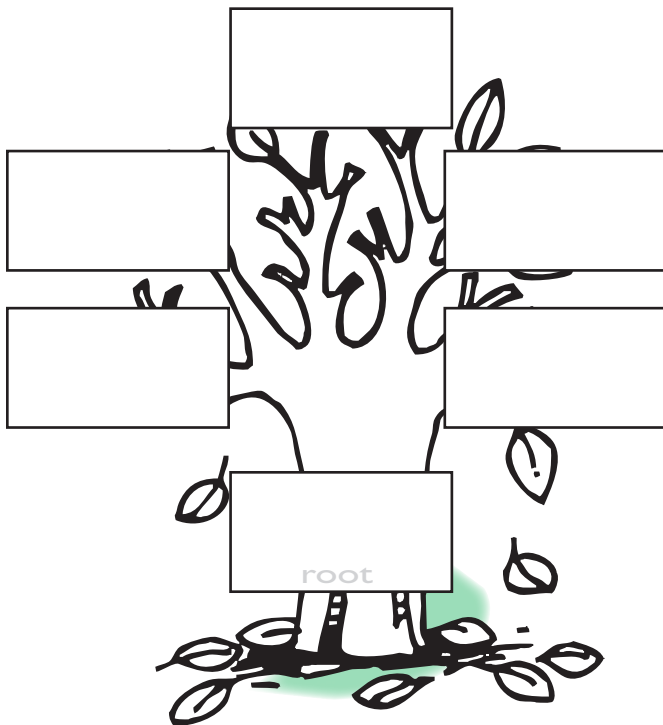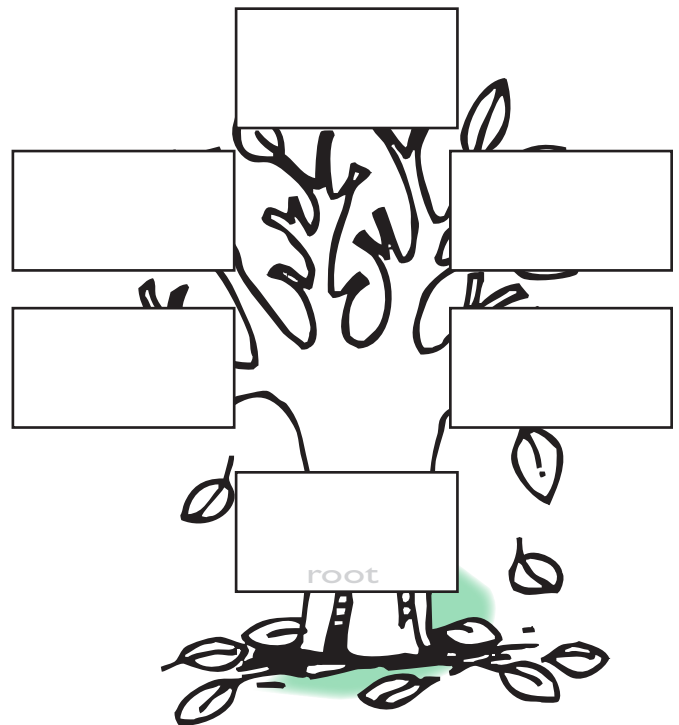
Root-O!

✏ Objective

The student will produce words containing the same root and identify their meanings.

✏ Materials

▶ Root-O! game boards (Activity Master V.016.AM1a - V.016.AM1b)
  Laminate.
▶ Root cards (Activity Master V.016.AM2)
  Copy twice.
▶ Dictionaries
▶ Vis-à-Vis® markers

✏ Activity

Students write words and use them in a sentence to show meaning by playing a root game.

1. Place root cards face down in a stack. Provide each student with a different Root-O! game board, Vis-à-Vis® marker, and dictionary.
2. Taking turns, students select the top root card, read it, and state the meaning (e.g., tract, tract means drag or pull).
3. Say a word that contains the root that has not been stated by either student (e.g., tractor). Use dictionary, if needed.
4. State a sentence using the word that demonstrates its meaning. For example, "My dad used the tractor to pull the dead tree away."
5. Write the word in the corresponding box. Note: If same root card is selected, another word is recorded in the box. If three words are recorded in one box, the student selects another card.
6. Place the root card at the bottom of the stack.
7. Continue until three of the boxes in a row contain at least one word.
8. Peer evaluation

Root-O!

tele	photo	tract *tractor*
spec *inspect*	therm *thermos* *thermal*	dict
script	rupt	port

"The root is 'tract.' It means drag or pull. The word 'tractor' contains the root 'tract.' My dad used the tractor to pull the dead tree away."

tract

✏ Extensions and Adaptations

▶ Make other Root-O! boards (Activity Master V.016.AM3) and root cards (Activity Master V.016.AM4).
▶ Write three roots, their meanings, and three words containing each root. Write a sentence using each word to show its meaning (Activity Master V.016.SS).

Root-O!

tele	photo	tract
_____	_____	_____
_____	_____	_____
_____	_____	_____
spec	**therm**	**dict**
_____	_____	_____
_____	_____	_____
_____	_____	_____
script	**rupt**	**port**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Root-O!

tract	therm	script
_____	_____	_____
_____	_____	_____
_____	_____	_____
tele	spec	port
_____	_____	_____
_____	_____	_____
_____	_____	_____
photo	dict	rupt
_____	_____	_____
_____	_____	_____
_____	_____	_____

tele	photo
tract	spec
therm	dict
script	rupt
port	

root cards

Root-O!

blank root cards

Name

root: meaning:	word	word	word	Sentence using the word
root: meaning:	word	word	word	Sentence using the word
root: meaning:	word	word	word	Sentence using the word

✎ **Objective**

The student will relate new vocabulary to prior knowledge.

✎ **Materials**

▶ Header cards (Activity Master V.017.AM1)
▶ Word cards (Activity Master V.001.AM4)
Write target word on each card. Note: This activity can be used in conjunction with the introduction of new vocabulary.
▶ Student sheet (Activity Master V.017.SS1)
Depending on the number of words, students may need more than one student sheet.
▶ Dictionary
▶ Pencil

✎ **Activity**

Students sort words based on understanding of meaning.

1. Place word cards face down in a stack. Place header cards face up in a row. Provide the student with a dictionary and a student sheet.
2. The student selects the top card and reads the word.
3. Reads headers and decides which one best describes how well the word is known. Places the word card under that header. Note: If unable to read the word, card is placed under the header, *Don't know meaning*.
4. Continues until all word cards are placed.
5. Writes the words in the corresponding column and the meaning of the words on the student sheet using dictionary, as needed.
6. Teacher evaluation

✎ **Extensions and Adaptations**

▶ Discuss previous experience and knowledge of words with a partner.
▶ Write sentences or paragraphs using the words on the back of the student sheet.
▶ Count (e.g., using check marks) number of target word encounters in corresponding column for a week. Record an example of where and how (Activity Master V.017.SS2).

Know meaning well and can use the word

header

Know something about the meaning

header

Don't know meaning

header

Seen or heard the word, but not sure of the meaning

header

header cards

Name _____

Meaning	Don't know meaning	Know something about the meaning	Seen or heard the word, but not sure of the meaning	Know meaning well and can use the word

Name

Word	Heard it (Put a check mark for each time you hear the word.)	Said it (Put a check mark for each time you say the word.)	Wrote it (Put a check mark for each time you write the word.)	Read it (Put a check mark for each time you read the word.)	Examples of where and how

Objective

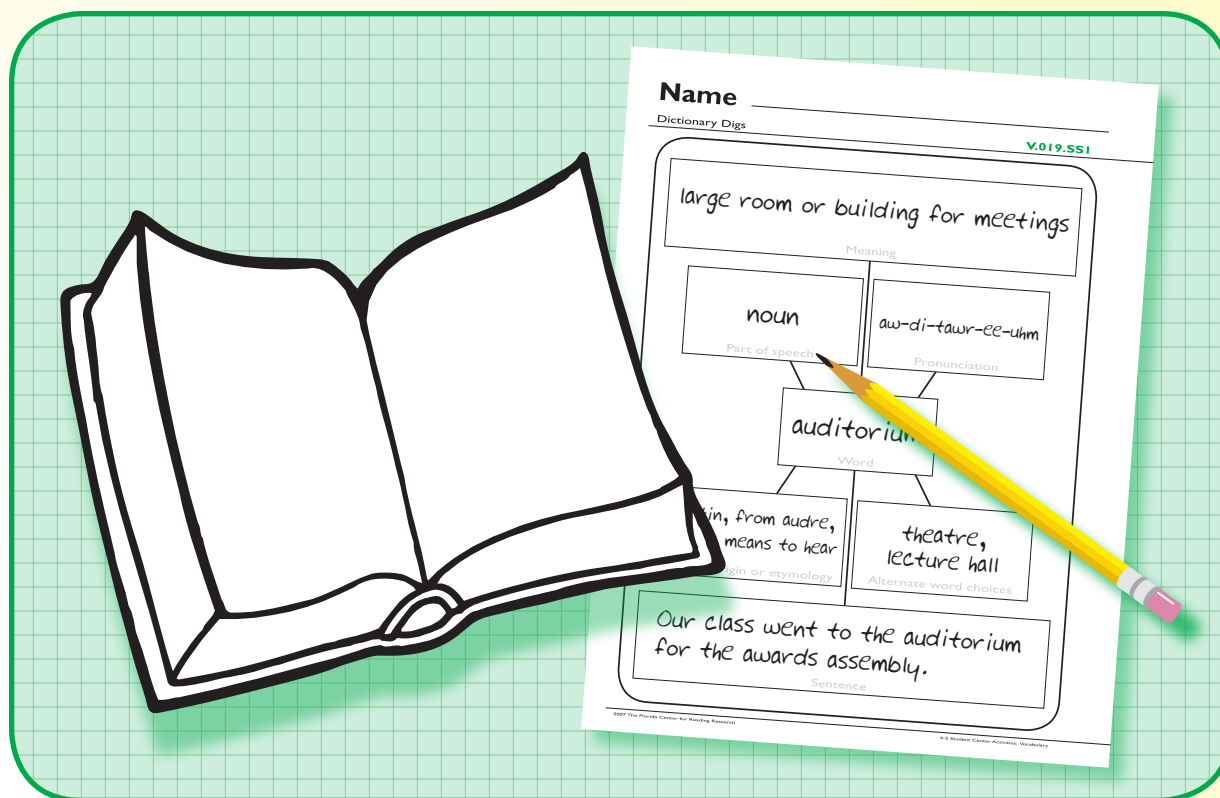The student will identify the meaning of words and word-related information using a dictionary.

Materials

▸ Word cards (Activity Master V.001.AM4)
  Select target words and write on cards.
▸ Dictionary cube (Activity Master C.018.AM1)
▸ Dictionaries

Activity

Students discuss vocabulary words by answering dictionary-related questions.

1. Place word cards face down in a stack next to the dictionary cube. Provide each student with a dictionary.
2. Taking turns, student one selects a word card and reads aloud. Both students find the word in the dictionary.
3. Student two rolls the dictionary cube, reads the question, and answers it based on the information in the dictionary.
4. Discuss answer with student one to assure accuracy.
5. Reverse roles.
6. Continue the activity until all the target words have been discussed.
7. Peer evaluation
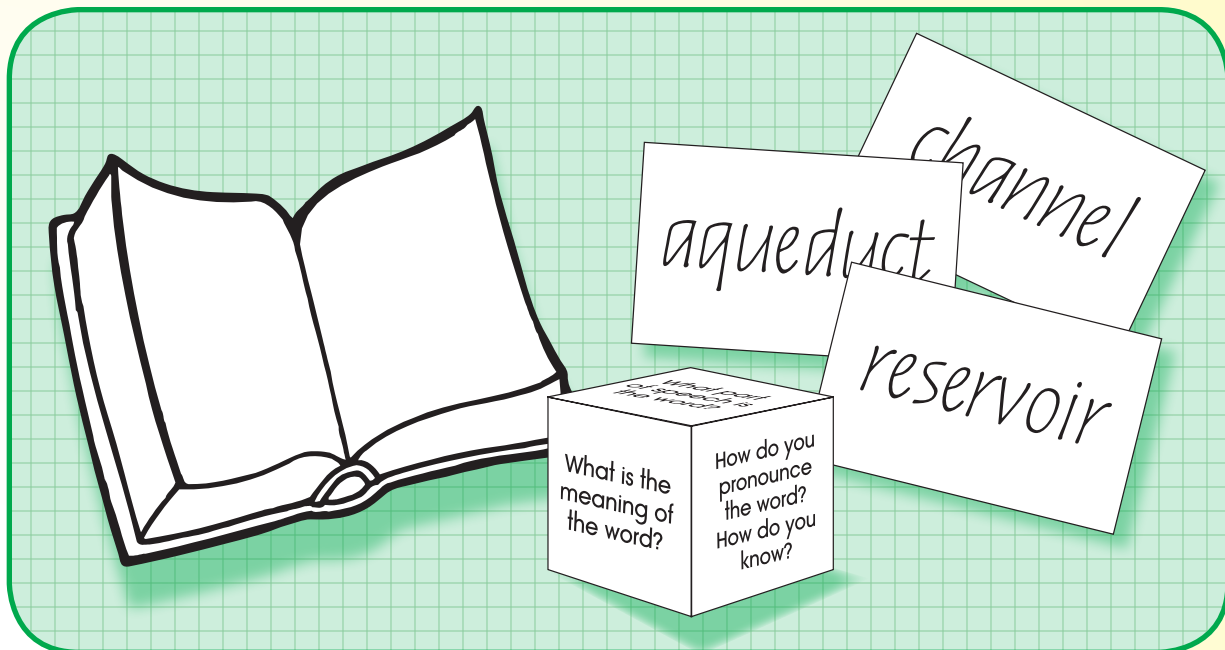
Extensions and Adaptations

▸ Record answers (Activity Master V.018.SS).
▸ Use thesaurus, digital tools, or other references to find words. Make other cubes with different questions (Activity Master V.018.AM2).

How do you
pronounce
the word?
How do you
know?

What part of
speech is
the word?

What is the
meaning of
the word?

Use the word
in a sentence.

Is the origin or
etymology
of the word
listed? If so,
what is it?

glue
or
velcro

Are synonyms
or antonyms
listed? If so,
what are they?

glue
or
velcro

glue
or
velcro

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps
   together.

dictionary cube

Name _____

Word	How do you pronounce the word? How do you know?	Is the origin of the word listed? If so, what is it?	What part of speech is the word?	What is the meaning of the word?	Are synonyms or antonyms listed? If so, what are they?	Use the word in a sentence. Use the back of this sheet, if necessary.

glue
or
velcro

glue
or
velcro

glue
or
velcro

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

blank cube

✂

✏ Objective

The student will identify the meaning of words and word-related information using a dictionary.

✏ Materials

▶ Student sheet (Activity Master V.019.SS1)

Write a target vocabulary word in the center box. Either the same word can be written on one sheet and copied for all students or a different word can be written on each individual sheet. Optional: Provide word cards and students choose word and write on student sheet.

▶ Dictionary

▶ Pencil

✏ Activity

Students look up target words in the dictionary and record specific information.

1. Provide the student with a student sheet and a dictionary.
2. The student reads the word on the student sheet and looks the word up in the dictionary.
3. Records meaning and other information about the word using the dictionary.
4. Teacher evaluation

Name _____

Dictionary Digs

V.019.SS1

large room or building for meetings
Meaning

noun
Part of speech

aw-di-tawr-ee-uhm
Pronunciation

auditorium
Word

...in, from audre, means to hear
Origin or etymology

theatre, lecture hall
Alternate word choices

Our class went to the auditorium for the awards assembly.
Sentence

2007 The Florida Center for Reading Research

4-5 Student Center Activities: Vocabulary

✏ Extensions and Adaptations

▶ Cut and staple forms to make a personal dictionary (Activity Master V.019.AM1).

▶ State target word. Read definition or other fact (e.g., part of speech) of the target word and another word on the same page. Partner guesses which fact corresponds to target word.

▶ Use graphic organizer to record word-related information (Activity Master V.019.SS2).

Name
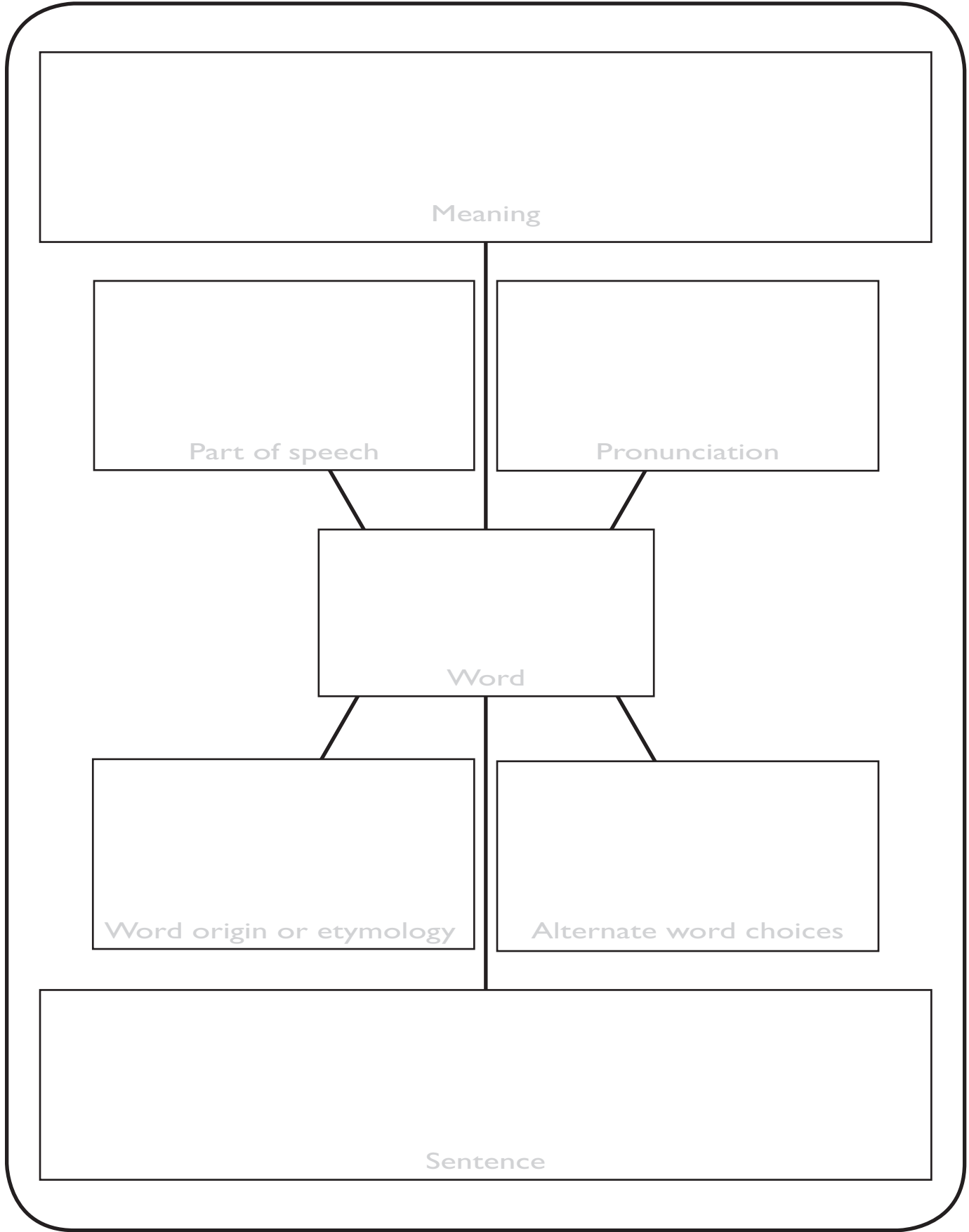
Meaning

Part of speech

Pronunciation

Word

Word origin or etymology

Alternate word choices

Sentence

Word: _____

Meaning: _____

_____

Synonyms: _____

_____

Sentence: _____

_____

Other information: _____

_____

Word: _____

Meaning: _____

_____

Synonyms: _____

_____

Sentence: _____

_____

Other information: _____

_____

Word: _____

Meaning: _____

_____

Synonyms: _____

_____

Sentence: _____

_____

Other information: _____

_____

Name

Meaning

Synonyms

Antonyms
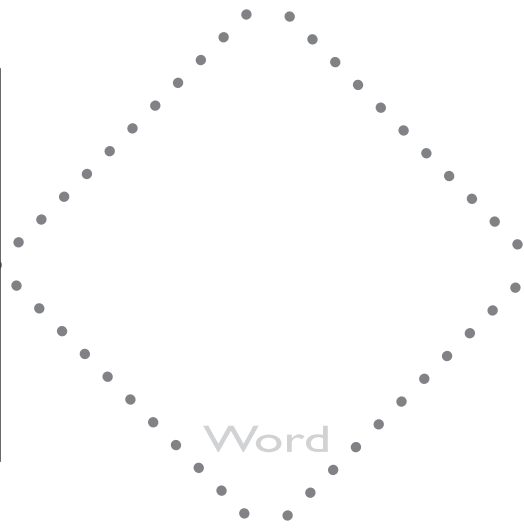
Word

Other Interesting Word-Related Information

✏ Objective

The student will identify the meaning of words and word-related information using a dictionary.

✏ Materials

▶ Chart paper
Provide a word bank of familiar target words.

▶ Word clue cards (Activity Master V.020.AM1a - V.020.AM1b)
Copy as many cards as needed. Write one target word on each card, laminate, and cut.

▶ Reference books (e.g., dictionary, thesaurus)

▶ Vis-à-Vis® markers

✏ Activity

Students develop clues to reveal words.

1. Shuffle word clue cards and place face down in a stack and display the word bank. Provide each student with Vis-à-Vis® marker and reference books.

2. Taking turns, students select clue cards until all the cards are distributed (without revealing them to partner). Fill out clue cards independently using references, as needed.

3. Student one reads the clues to student two who looks at the word bank and tries to guess the word. If correct, clue card is given to student two. If incorrect, student one continues to give other clues until guessed correctly.

4. Reverse roles.

5. Continue until all clue cards are used.

6. Peer evaluation

Word: _nourish_
It means: _give food to_
You would use this word when: _talking about eating and health_
There are _4_ consonants
Something special about this word: _it has a digraph - sh_
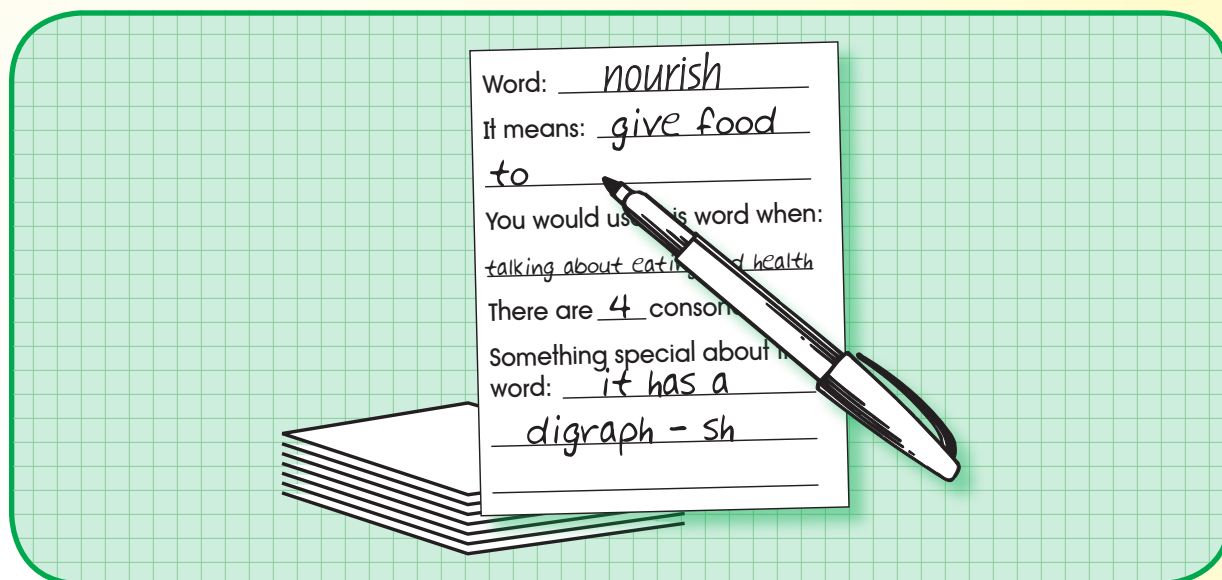
✏ Extensions and Adaptations

▶ Write specific clue prompts for other words (e.g. this is how you feel when your pet runs away, it starts with the letter m, an antonym is happy; the answer is melancholy).

▶ Write dictionary clues (Activity Master V.020.AM2).

Word: _____

It means _____

_____

A synonym is _____

There are ____ syllables.

Something special about
this word: _____

_____

_____

Word: _____

It means _____

_____

You would use this word when

_____

There are ____ consonants.

Something special about this
word: _____

_____

_____

Word: _____

It means _____

_____

It could be used to _____

_____

This word begins with _____

Something special about
this word: _____

_____

_____

Word: _____

It means _____

_____

This is a _____ (part of speech)

There are ____ syllables.

Something special about this
word: _____

_____

_____

word clue cards

Word: _____

It means _____

_____

It could be used to _____

_____

It has a _____ (prefix, suffix, both, neither)

Something special about this word: _____

_____

Word: _____

It means _____

_____

An antonym is _____

It has a _____ (prefix, suffix, both, neither)

Something special about this word: _____

_____

_____

Word: _____

It means _____

_____

A synonym is _____

There are ____ vowels.

Something special about this word: _____

_____

_____

Word: _____

It means _____

_____

An antonym is _____

This word ends with _____

Something special about this word: _____

_____

_____

word clue cards

Vocabulary

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

_____

Alternate word choices:

_____

_____

_____

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

_____

Alternate word choices:

_____

_____

_____

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

_____

Alternate word choices:

_____

_____

_____

Word: _____

Pronunciation: _____

Part of speech: _____

Origin or etymology: _____

_____

Alternate word choices:

_____

_____

_____

dictionary clue cards

Objective

The student will identify the meaning of words.

Materials

▸ Word and meaning cards (Activity Master V.021.AM1)

Write target vocabulary word that has been introduced on each word card. Write meaning to correspond to the vocabulary word on meaning card. In small letters write the word at the bottom of the meaning card. Note: Preprinted vocabulary and meaning cards can be used (e.g., from your reading program).

Activity

Students match meanings to vocabulary words.

1. Place word cards face up in rows. Place meaning cards face down in a stack.
2. Taking turns, student one selects the top meaning card (without revealing it) and reads it to student two (without the answer that is shown at the bottom). For example, "tending to spread from person to person."
3. Student two picks up a word card that may match the meaning and reads it aloud (i.e., contagious). Student one checks the bottom of the card for the correct word. If correct, student one gives the card to student two who places both cards face up next to each other. If incorrect, the meaning card is placed at the bottom of the stack and the word card is returned to its original place.
4. Reverse roles.
5. Continue until all word cards are used.
6. Peer evaluation

convenient word	interrupt word	seldom word	puncture word
hesitate word	moderate word	participate word	
respond word	synthesis word	uniform word	liberty word

contagious
<small>word</small>

tending to spread from person to person
<small>meaning</small>
contagious

Extensions and Adaptations

▸ Play a memory matching game with cards.

▸ Read word cards to partner who states the meaning.

▸ Read word cards in a timed practice.

Vocabulary

word

meaning

word

word

meaning

word

word

meaning

word

word

meaning

word

word and meaning cards

✎ Objective

The student will identify the meaning of words.

✎ Materials

- ▶ Chart paper
  Provide a list of target vocabulary.
- ▶ Dictionary
- ▶ Construction paper
  May cut in half or use large index cards.
- ▶ Markers or crayons
- ▶ Pencil

✎ Activity

Students depict words by drawing pictures that relate to meaning.

1. Provide the student with list of words, dictionary, construction paper, and markers.
2. The student reads all the words and selects one. If the meaning is not known, looks up the meaning in the dictionary.
3. Uses the construction paper and markers to write word and draw a picture clue that helps to remember the meaning. For example, for the word *volcano*, may draw a volcano and label the parts.
4. Display words on classroom wall or make class or individual picture dictionary.
5. Teacher evaluation
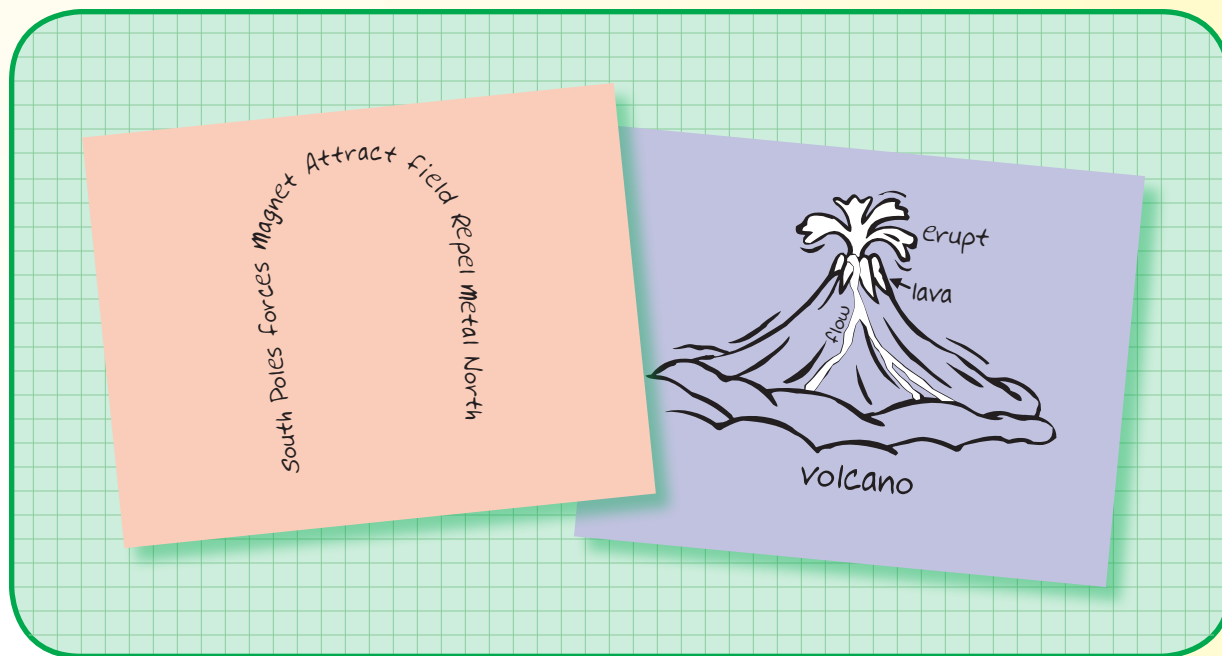
✎ Extensions and Adaptations

- ▶ Use target vocabulary and drawings to depict a cartoon like dialogue that illustrates the meaning of the word or words (Activity Master V.022.SS1).
- ▶ Depict target vocabulay (Activity Master V.022.SS2).
- ▶ Label magazine picture (e.g., automobile with axle, engine, and upholstery).

Name

Name

Word

Vocabulary
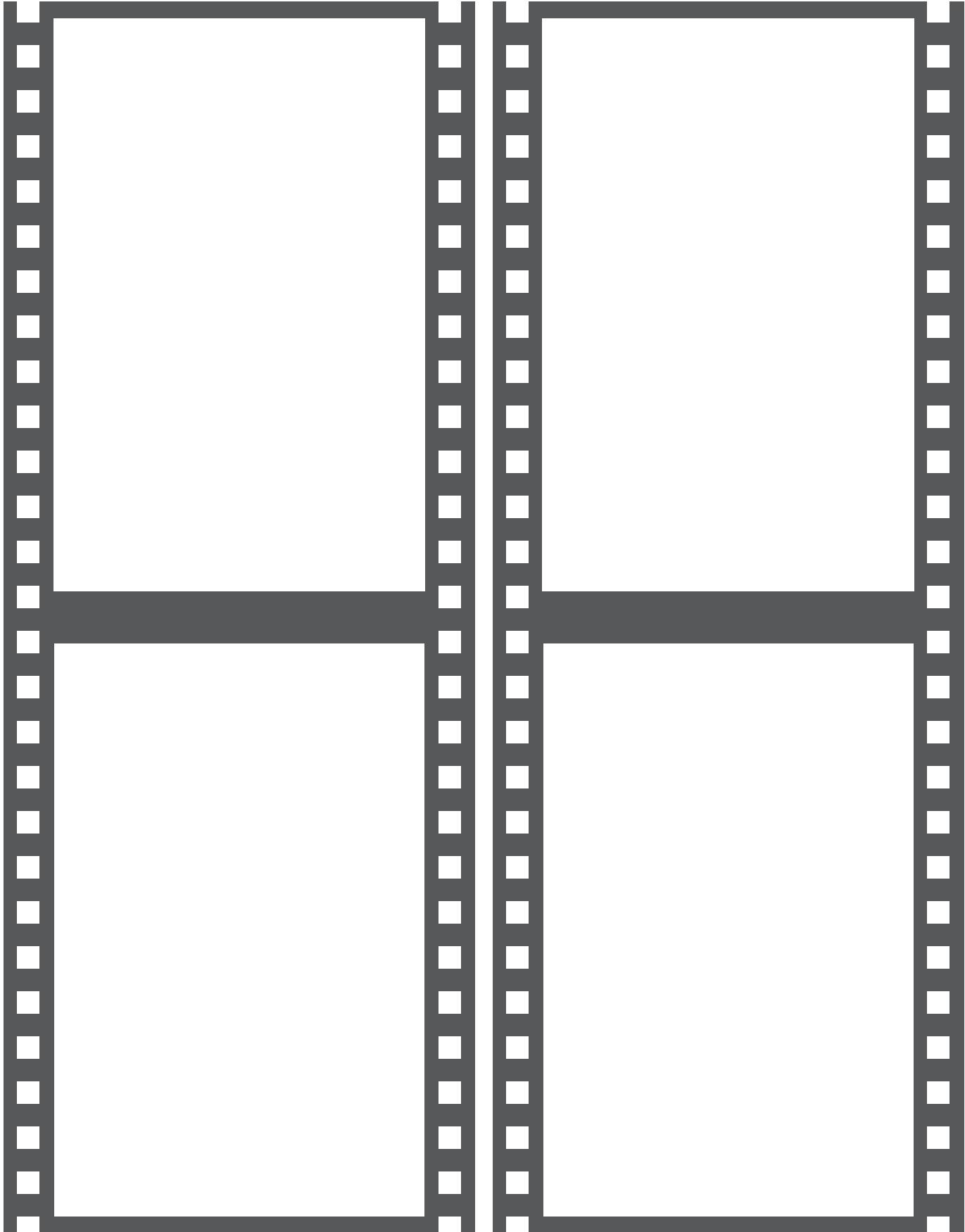
Undercover Meanings

✎ **Objective**

The student will identify the meaning of words.
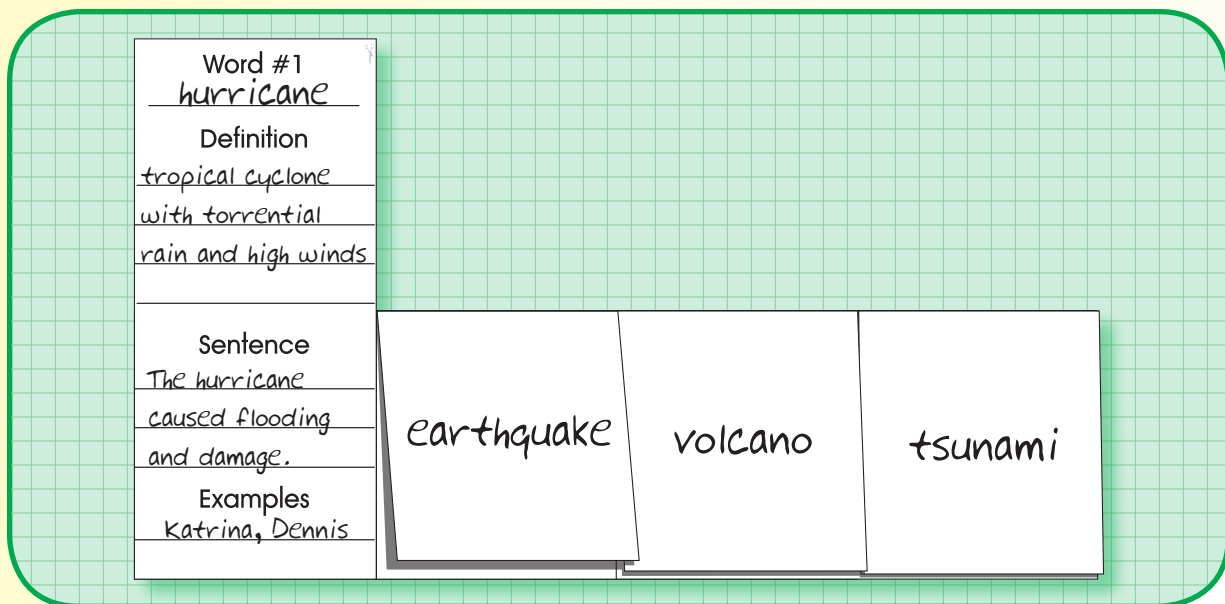
✎ **Materials**

▶ Content area text
   Select four target words from content area text or curriculum.
▶ Chart paper or index cards
   Write target words and page numbers.
▶ Vocabulary flap book (Activity Master V.023.AM1)
▶ Dictionary
▶ Scissors
▶ Pencil

✎ **Activity**

Students record information about words.

1. Place text, dictionary, scissors, and chart of target words on a flat surface. Provide the student with a vocabulary flap book.
2. Student follows the directions to prepare the vocabulary flap book (i.e., cut on dotted lines and fold the student sheet lengthwise).
3. Writes the target words on front of the vocabulary flap book.
4. Completes the information inside the flaps (i.e., definition, examples, uses the word in a sentence). Uses dictionary and text, as needed.
5. Teacher evaluation

Word #1
hurricane
Definition
tropical cyclone with torrential rain and high winds
Sentence
The hurricane caused flooding and damage.
Examples
Katrina, Dennis

earthquake   volcano   tsunami

✎ **Extensions and Adaptations**

▶ Use graphic organizer to record information about words (Activity Master V.023.SS).
▶ Select three words and compare (Activity Master V.023.AM2).
▶ Use Venn diagrams to compare words (Activity Master V.031.SS1 and V.031.SS2).

Word #1	Definition			Sentence		Examples	
Word #2	Definition			Sentence		Examples	
Word #3	Definition			Sentence		Examples	
Word #4	Definition			Sentence		Examples	

fold

Name _____

What is this?

Examples	Non-Examples

Word

What is it like?

Word #3

Definition

Sentence

Examples

Word #2

Definition

Sentence

Examples

Word #1

Definition

Sentence

Examples

fold

Vocabulary

All For One

✎ Objective
The student will produce the multiple meanings of words.
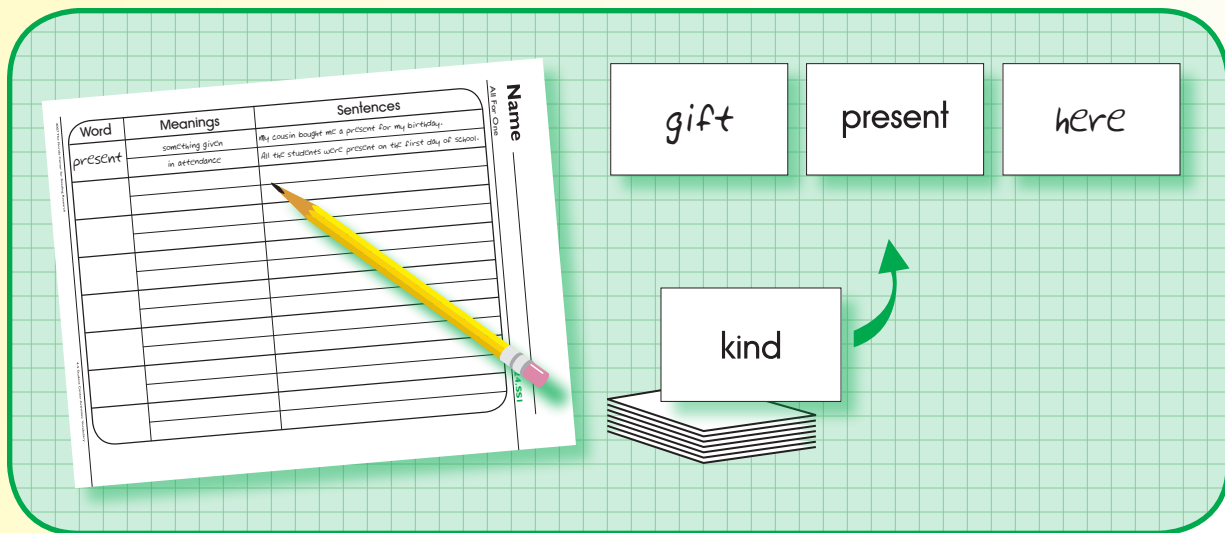
✎ Materials
- ▶ Multiple meaning word cards (Activity Master V.024.AM1)
- ▶ Student sheet (V.024.SS1)
- ▶ Blank cards (Activity Master V.001.AM4)
  Copy on card stock and laminate.
- ▶ Reference materials (e.g., dictionary, thesaurus, text)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

✎ Activity
Students write multiple meanings for words on blank cards.
1. Place the word cards face down in a stack next to reference materials. Provide each student with blank cards, Vis-à-Vis® markers, and a different student sheet.
2. Taking turns, student one selects the top card, reads it, and places it down on the table (e.g., present).
3. Writes a meaning for the word on a blank card using a Vis-à-Vis® marker. Places it beside the word and reads it (e.g., gift).
4. Student two writes a different meaning for the word and places it on the other side of the word (e.g., here). Uses dictionary, if necessary.
5. Reverse roles and continue until all word cards are used.
6. Record meanings on the student sheet and write sentences to demonstrate both meanings.
7. Teacher evaluation

✎ Extensions and Adaptations
- ▶ Continue to write additional meanings for each word.
- ▶ Write target words and multiple meanings (Activity Master V.024.AM2), shuffle, and sort using multiple webs (Activity Master V.024.AM3).
- ▶ Use graphic organizer to record mutiple meanings (Activity Master V.024.SS2).

present	file
wake	vault
bay	date
kind	stick

multiple meaning word cards

Name

Word	Meanings	Sentences

blank cards

meaning
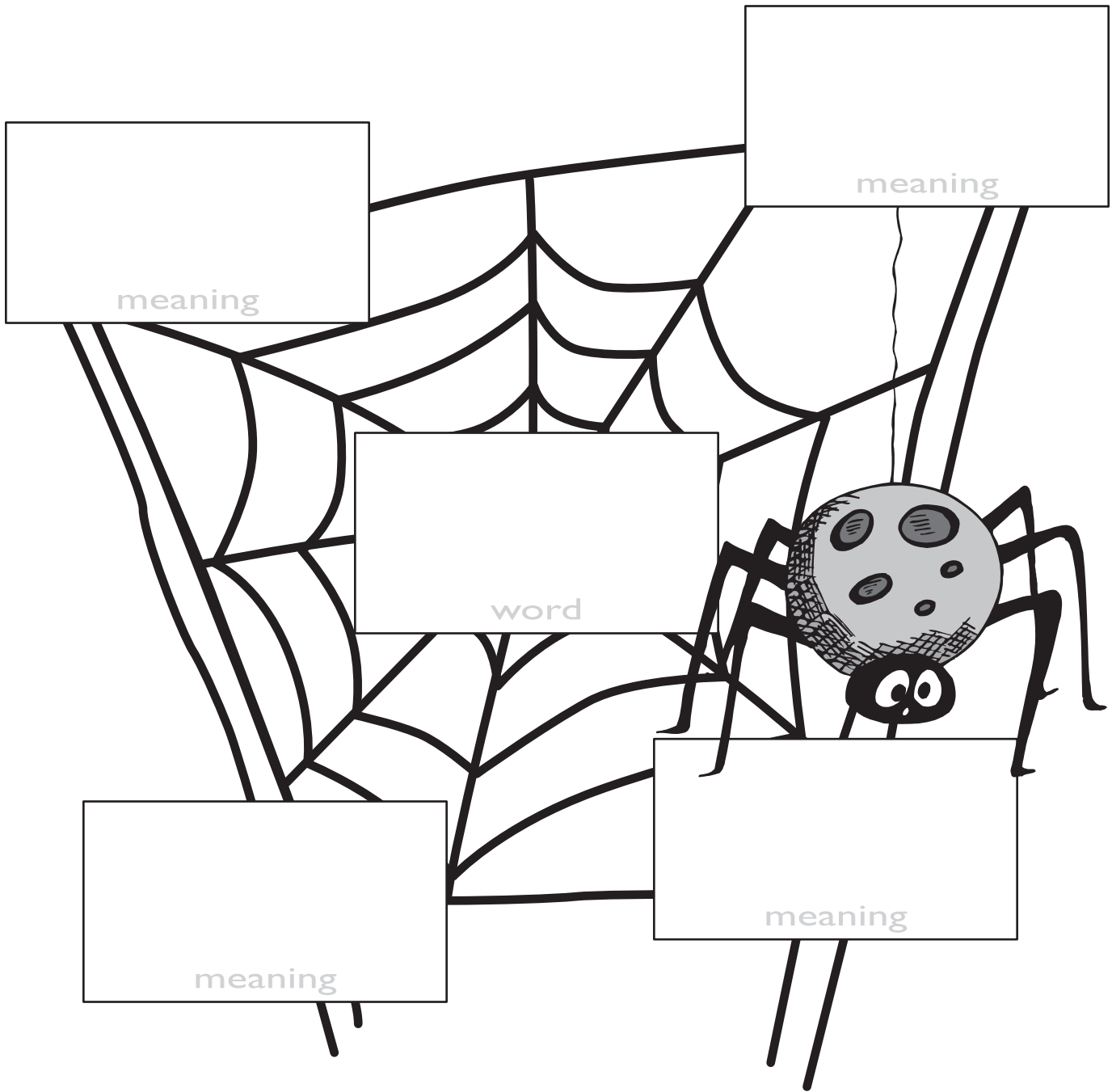
meaning

word

meaning

meaning
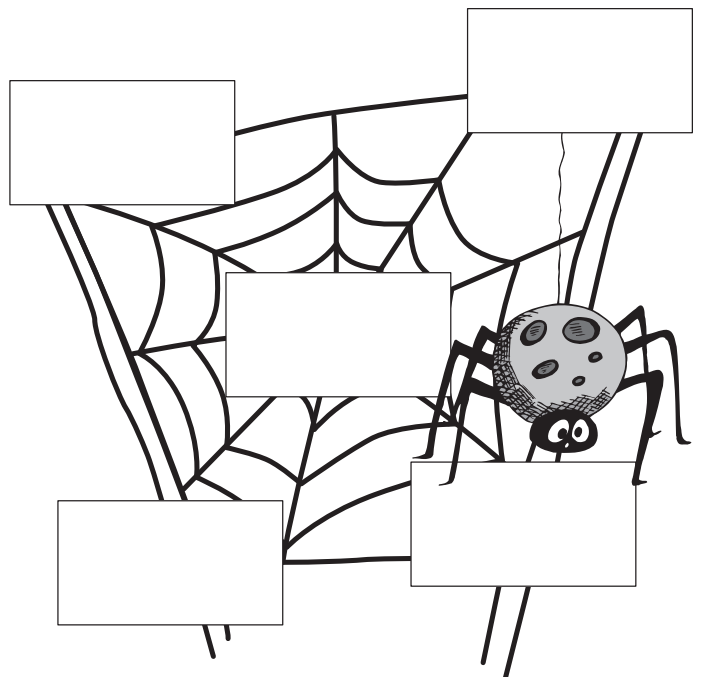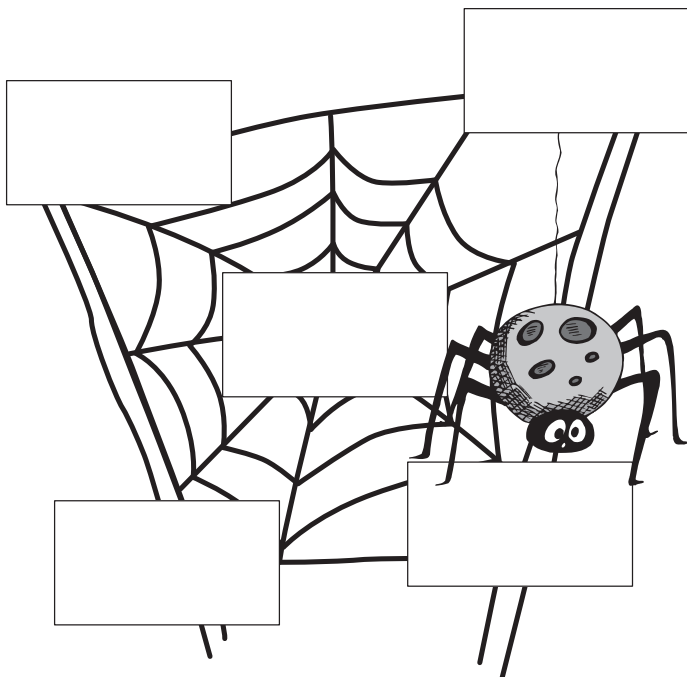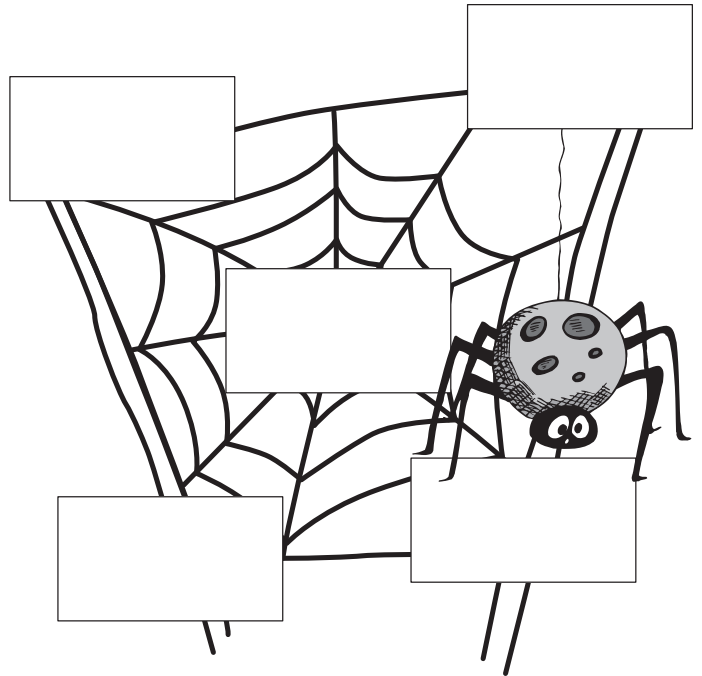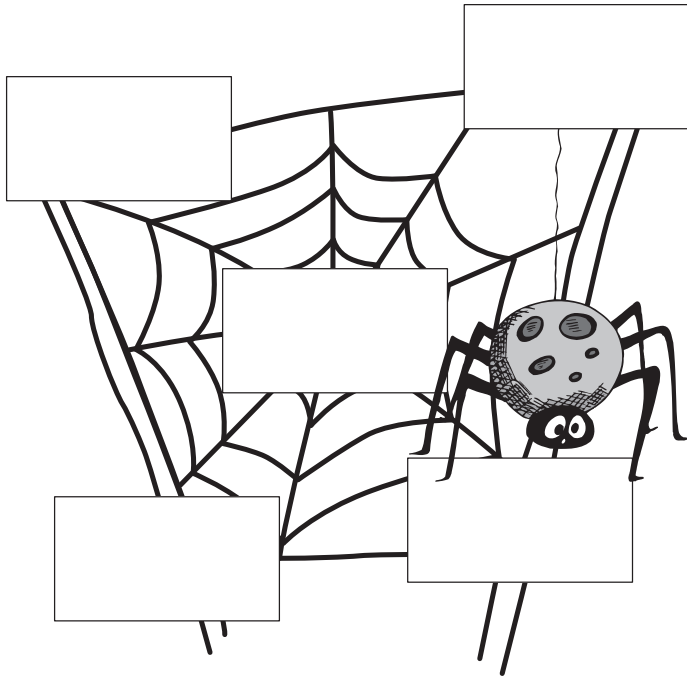
Vocabulary

Ask-A-Word

📝 **Objective**

The student will demonstrate a deeper understanding of the meaning of words.
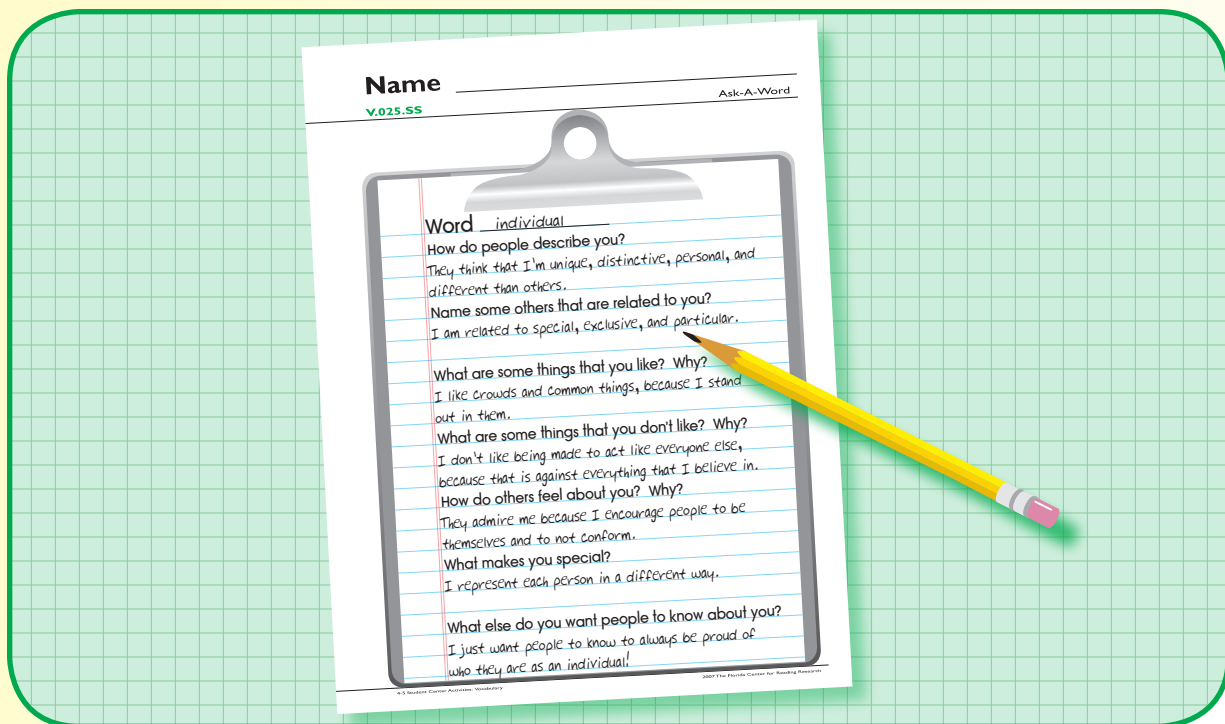
📝 **Materials**

▶ Chart paper
Write target vocabulary words that are familiar to the students.
▶ Student sheet (Activity Master V.025.SS)
▶ References (e.g., dictionary, thesaurus)
▶ Pencils

📝 **Activity**

Students answer questions related to the meaning of words by completing a questionnaire.

1. Provide students with chart of target words, references, and student sheet.
2. Taking turns, students choose a different target word and write it on their student sheet.
3. Student one (the interviewer) asks student two the first question on the student sheet.
4. Student two (acting as the word) answers and student one records.
5. Continue to ask questions and record answers until the student sheet is complete.
   Use references, if needed.
6. Reverse roles.
7. Teacher evaluation

📝 **Extensions and Adaptations**

▶ Write more questions. Answer acting as the word. For example, What makes you proud?
▶ Take turns and answer questions (Activity Master V.025.AM1).
▶ Ask and answer probing questions about the meaning of target words. For example, If you are an individual do you do what everyone else does or what you think is right for you? Why?

Name _____

Word _____

How do people describe you?

Name some others that are related to you?

What are some things that you like? Why?

What are some things that you don't like? Why?

How do others feel about you? Why?

What makes you special?

What else do you want people to know about you?

How do people describe you?	Name some others that are related to you?
What are some things that you like? Why?	What are some things that you don't like? Why?
How do others feel about you? Why?	What makes you special?
Name one thing you want people to know about you?	What makes you most proud to be you? Why?

question cards

Objective

The student will identify the relationship among words.

Materials

▶ Sorting board (Activity Master V.026.AM1)
   Laminate.
▶ Word cards (Activity Master V.026.AM2a - V.026.AM2b)
   Laminate and cut.
▶ Envelopes
   Place each set of words with the same icons in an envelope.
▶ Student sheet (Activity Master V.026.SS1)
▶ Pencil

Activity

Students show relationships among the meaning of words by placing them on a continuum.

1. Place the sorting board and envelopes containing the word card sets on a flat surface. Provide the student with a student sheet.
2. The student opens one of the envelopes and scatters cards.
3. Reads the words on the cards. Thinks about what they mean to determine the order relative to each other. Places on sorting board (e.g., filthy, dirty, soiled, clean, spotless, disinfected).
4. Records the information on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation
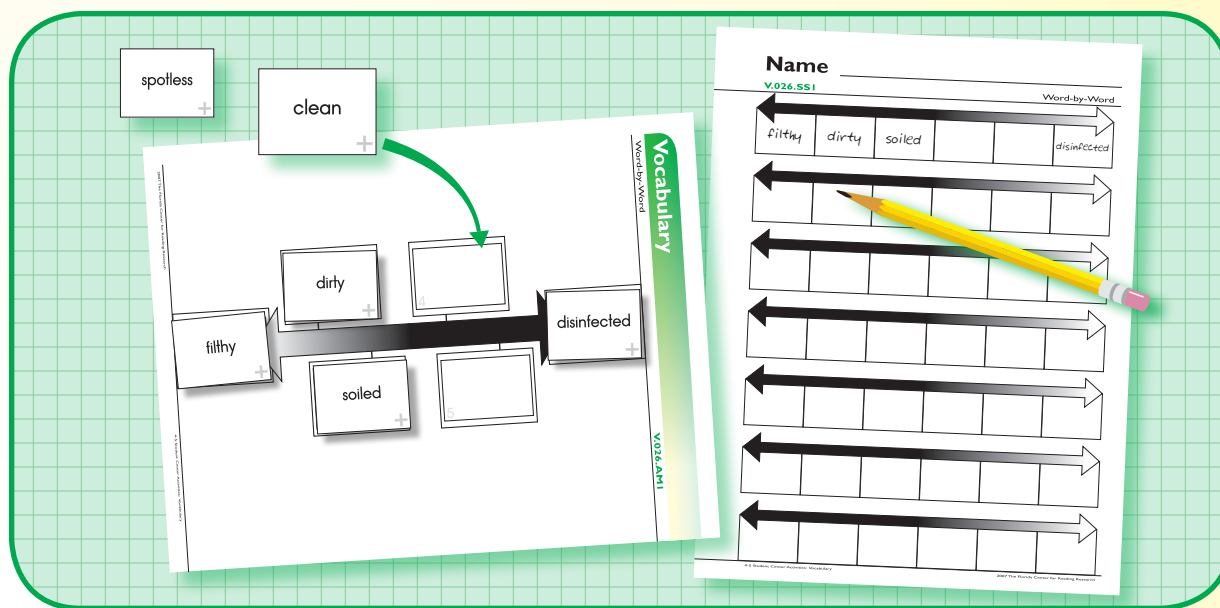
Extensions and Adaptations

▶ Write other words to sort on sorting board (Activity Master V.026.AM3).
▶ Work with a partner and write words to place on the large sorting board (Activity Master V.026.AM4 and Activity Master V.026.AM5a - V.026.AM5b) Note: Glue sorting board together. Record words on student sheet (Activity Master V.026.SS2).

1

2

3

4

5

6

none △	dirty +	cowardly ○
abundant △	soiled +	heroic ○
few △	clean +	weak-willed ○
some △	spotless +	fearful ○
many △	filthy +	daring ○
numerous △	disinfected +	brave ○

ravenous

starving

hungry

word cards

microscopic	grave	fleeting
miniature	somber	temporary
small	sad	brief
medium	humorless	stable
large	amusing	long-term
enormous	hilarious	permanent

satisfied
full
satiated

word cards

Name _____

small blank cards for sorting board – for Activity Master V.026.AM1

small and large blank cards for sorting board – for Activity Master V.026.AM5a - V.026.AM5b

3

2

1

6

5

4

Vocabulary
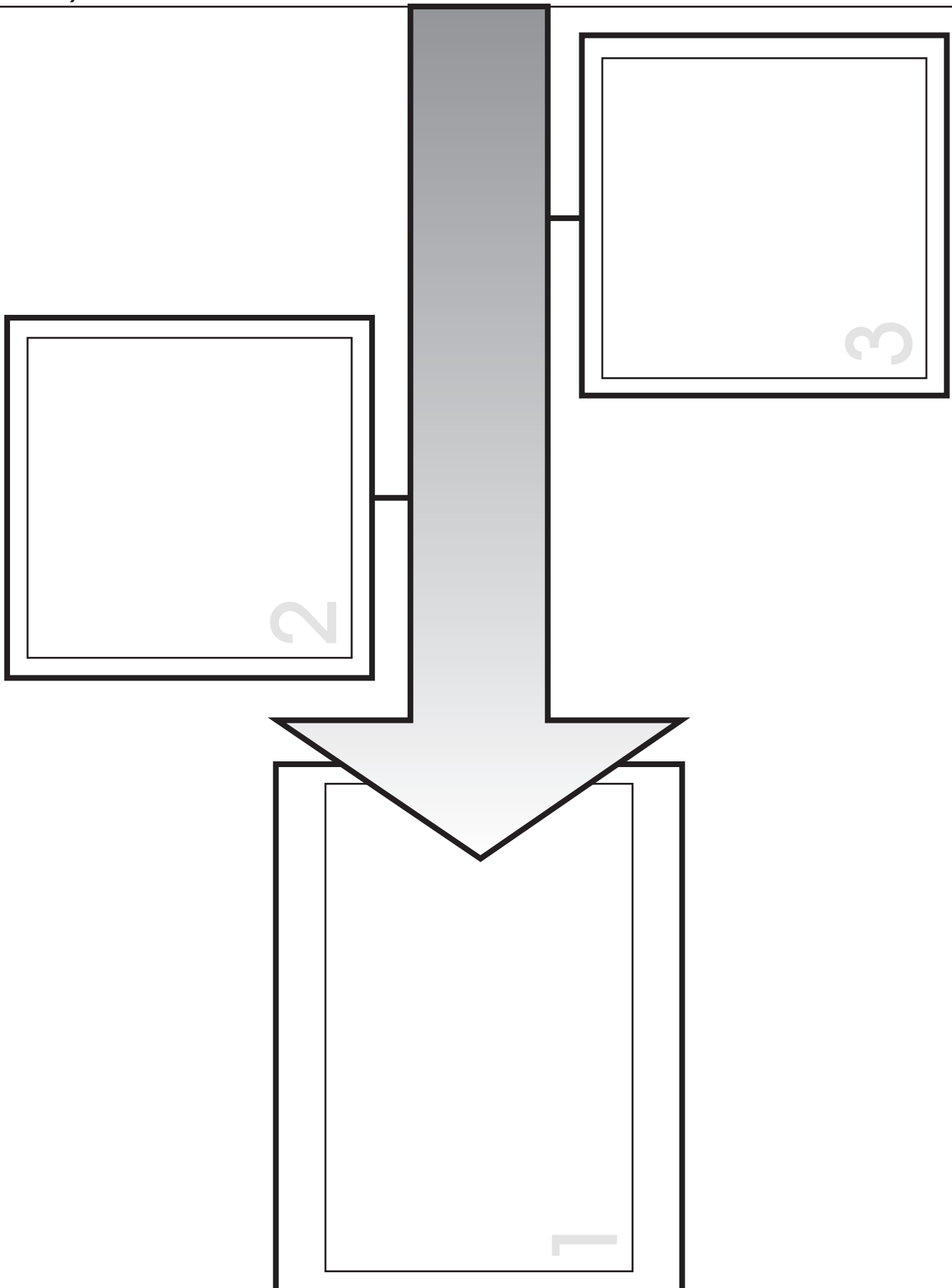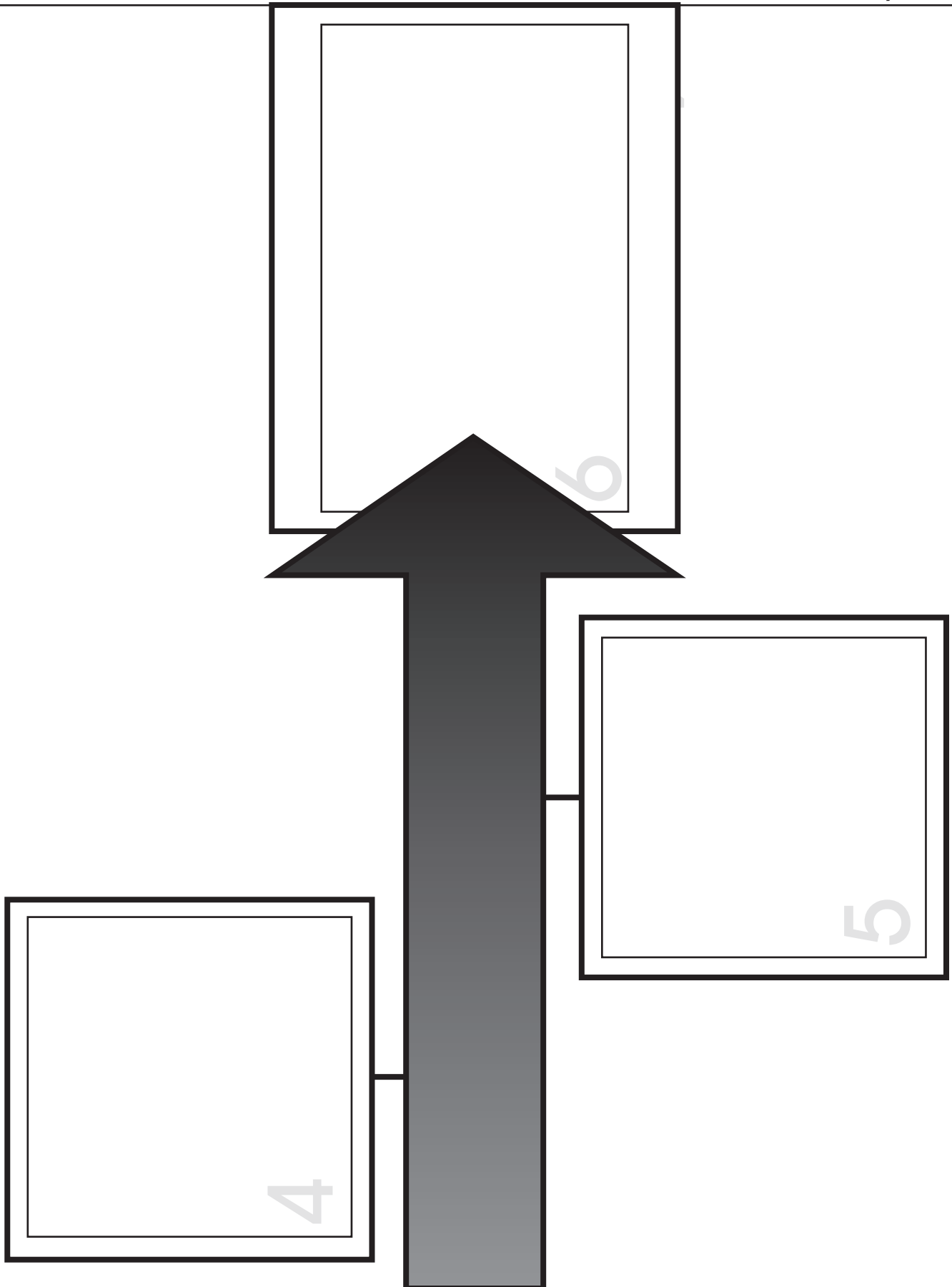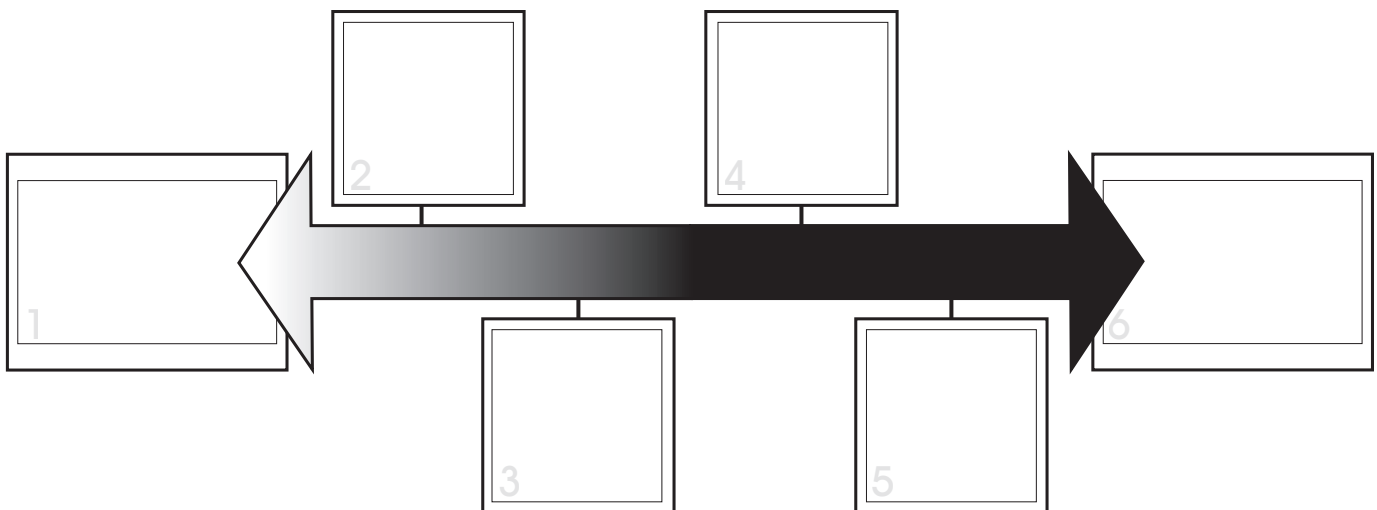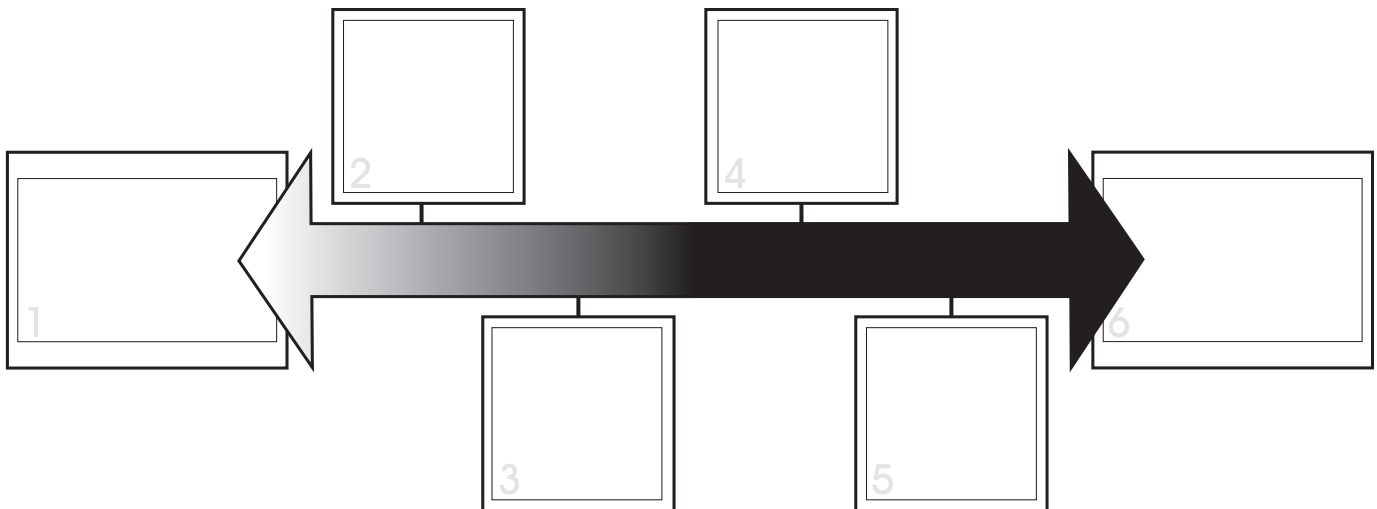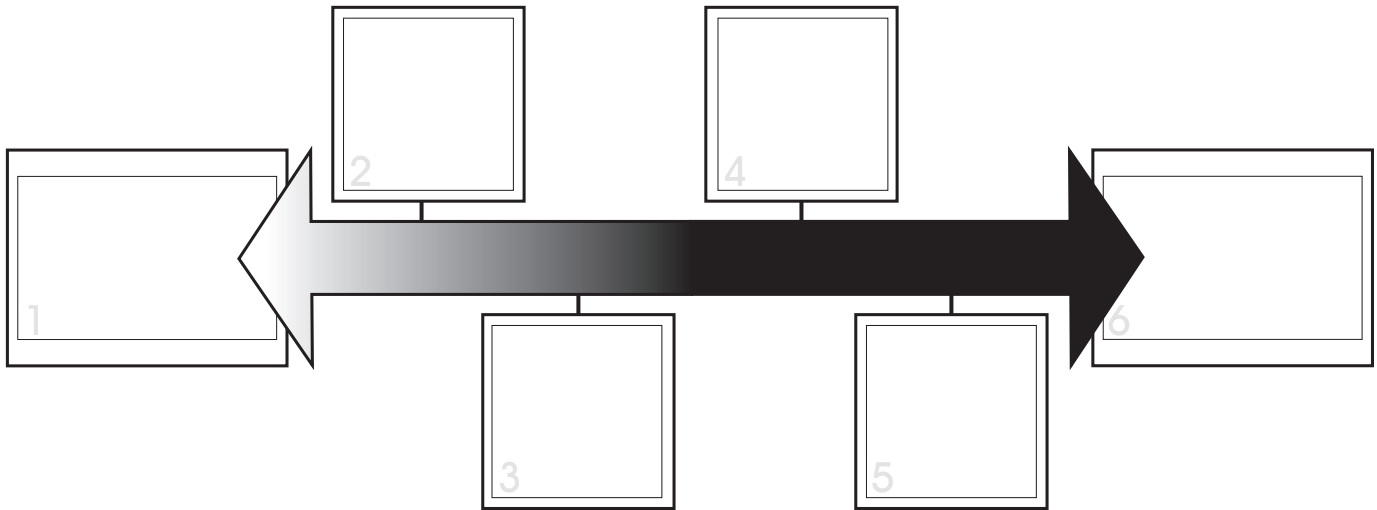
Objective

The student will produce more precise alternatives for overused words.

Materials

- Worn-Out Words header cards (Activity Master V.027.AM1)
- Word cards (Activity Master V.027.AM2a - V.027.AM2b)
  Copy two pages and laminate.
- Student sheet (Activity Master V.027.SS1)
- Vis-à-Vis® markers
- Pencils

Activity

Students write more precise alternatives for overused words.

1. Place header cards face up in a row on a flat surface. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the word at the bottom of the card (e.g., nice).
3. Write a precise alternative (e.g., friendly) and place under the corresponding header.
4. Read the word.
5. Continue until each header has four alternatives.
6. Record information on a student sheet.
7. Teacher evaluation
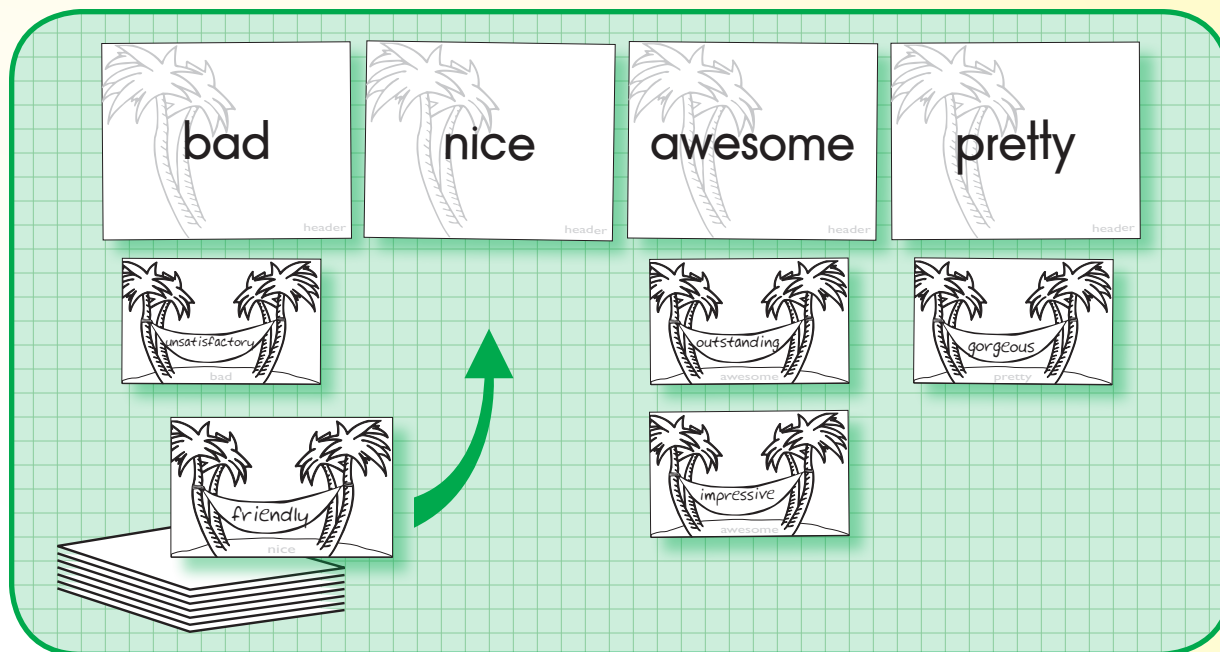
Extensions and Adaptations

- Write and sort more precise alternatives (Activity Master V.001.AM4) for other overused words using header cards (Activity Master V.027.AM3). Record on student sheet (Activity Master V.027.SS2).
- Write sentences using some of the alternative words.

awesome

nice

pretty

bad

header cards

nice

nice

nice

nice

awesome

awesome

awesome

awesome

word cards

Vocabulary

bad

bad

bad

bad

pretty

pretty

pretty

pretty

word cards

Name

awesome

bad

pretty
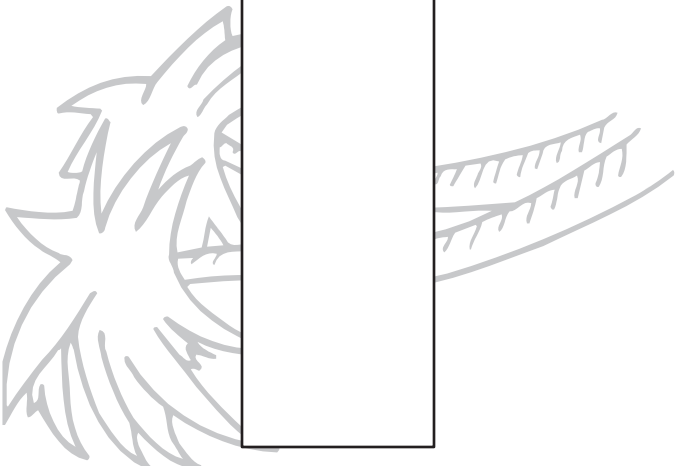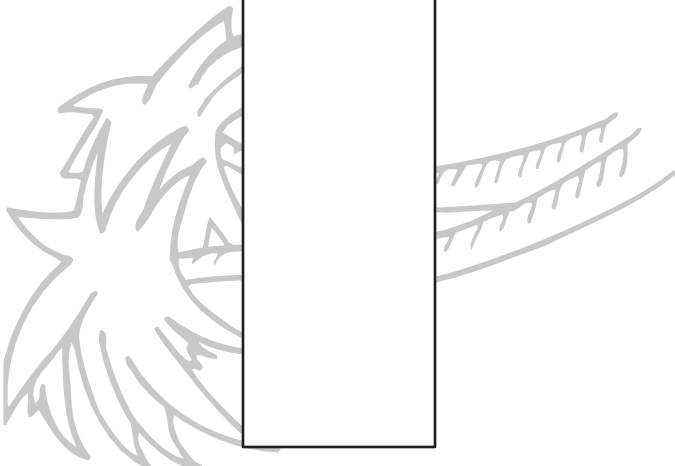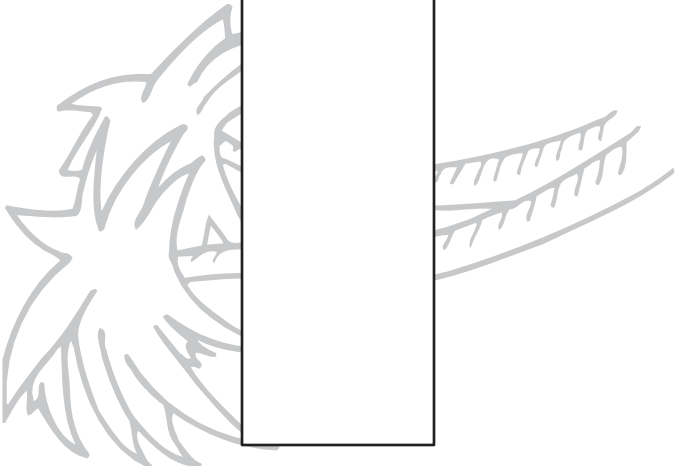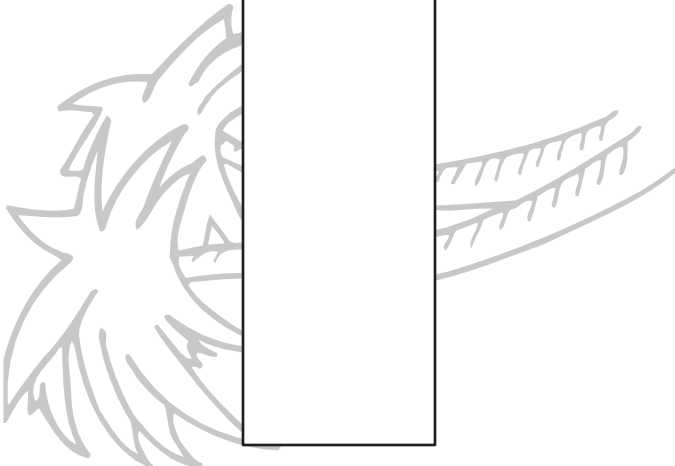
nice

header

header
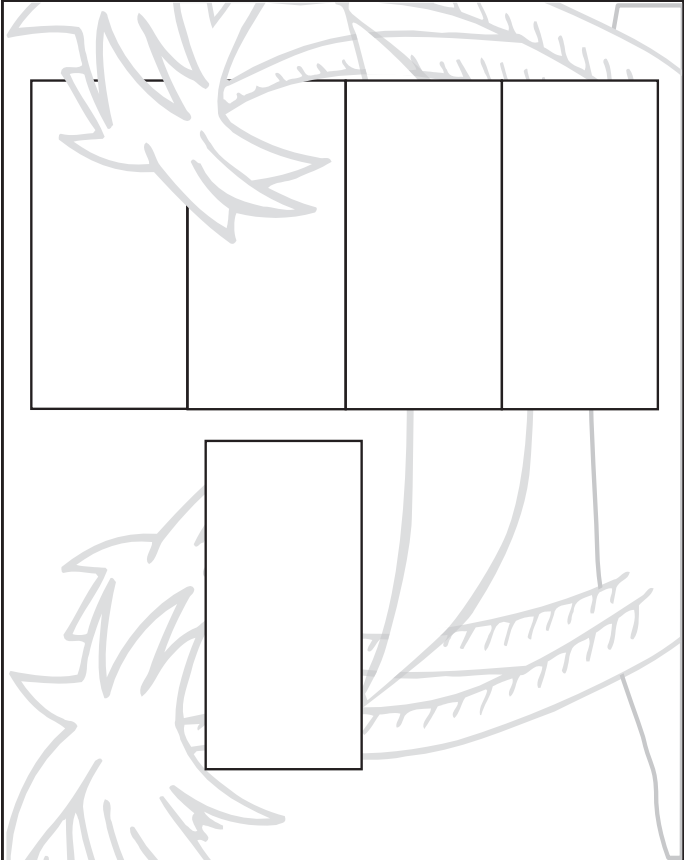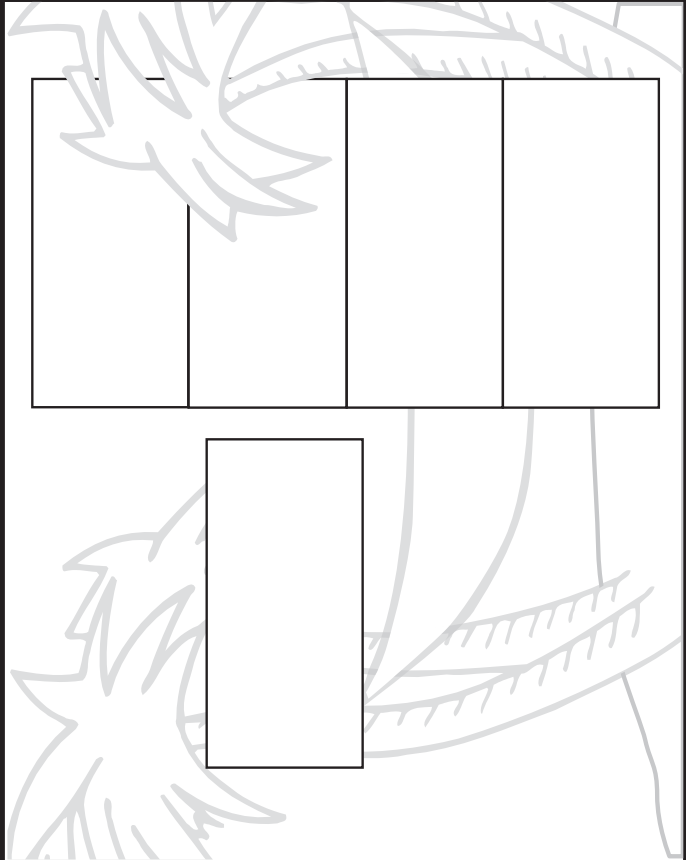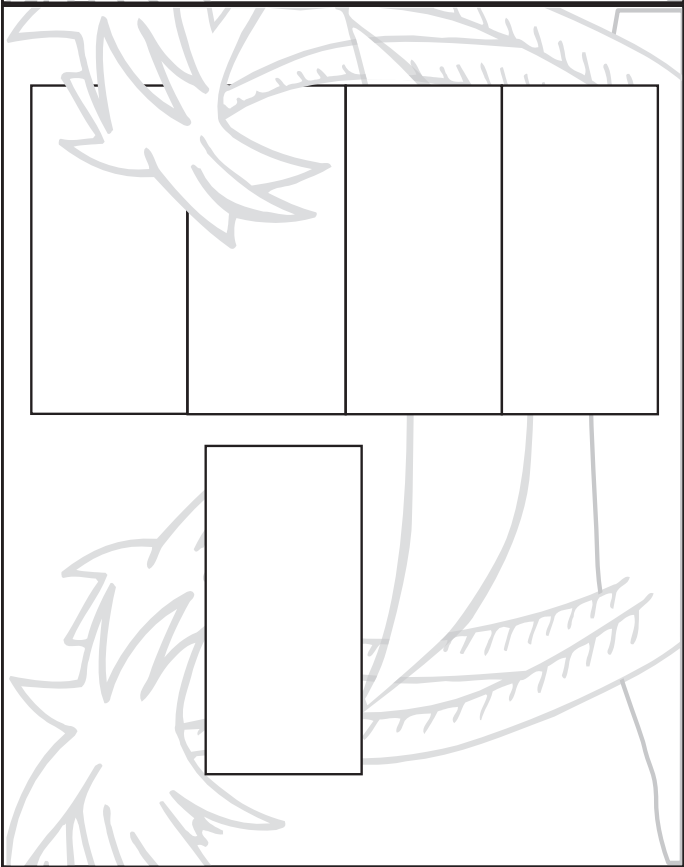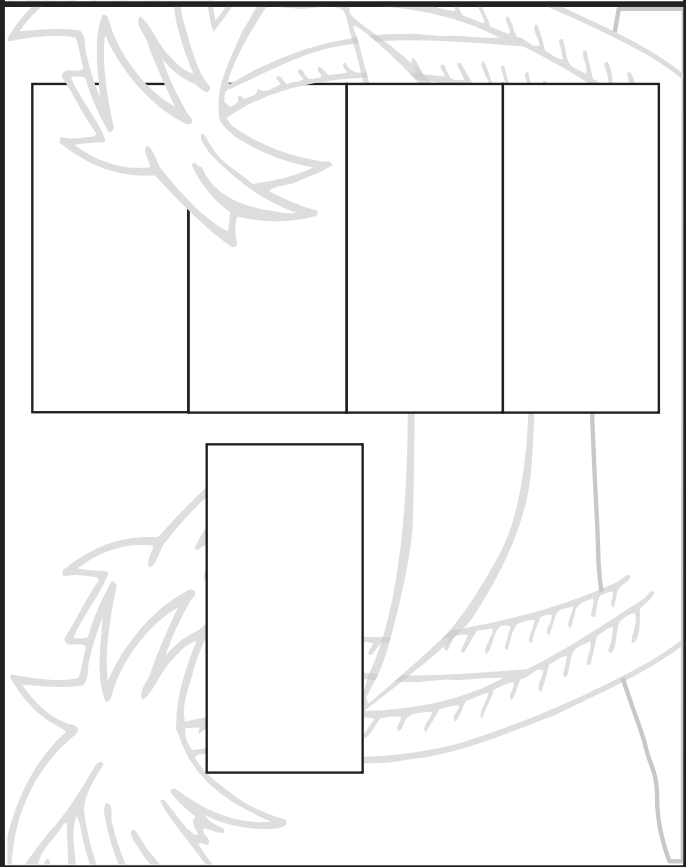
header

header

header cards

Name _____

Vocabulary

Category Clues

Objective

The student will produce categories for words.

Materials

- ▶ Category cards (Activity Master V.028.AM1a - V.028.AM1b)
- ▶ Student sheet (Activity Master V.028.SS1)
- ▶ Pencils
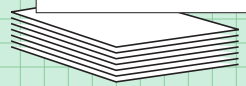
Activity
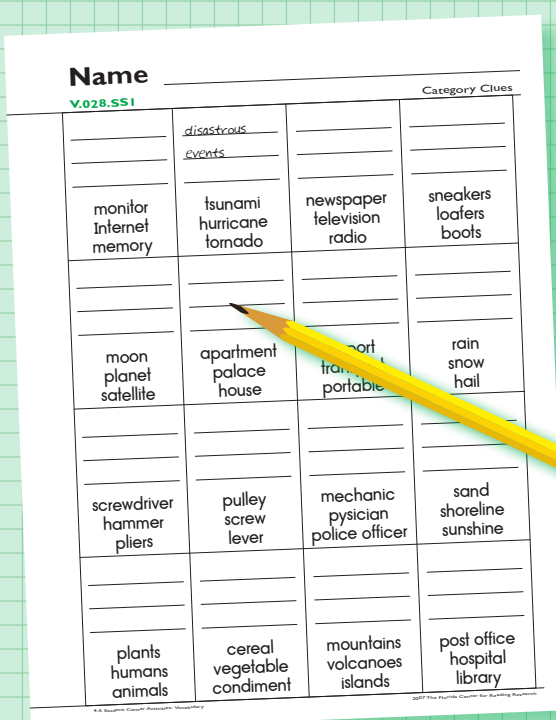
Students categorize related words and label them.

1. Place category cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, student one selects the top card. Reads the words on the card to student two (e.g., tsunami, hurricane, tornado).
3. Student two says a word or phrase that best categorizes all the words (e.g., disastrous events or weather words with three syllables). Places card in a discard pile.
4. Record label for each category on the student sheet.
5. Reverse roles and continue until all the cards are used and identified.
6. Teacher evaluation

"Tsunami, hurricane, tornado."

tsunami
hurricane
tornado

"These are disastrous events."

Name _____

V.028.SS1   Category Clues

	disastrous events		
monitor Internet memory	tsunami hurricane tornado	newspaper television radio	sneakers loafers boots
moon planet satellite	apartment palace house	transport portable	rain snow hail
screwdriver hammer pliers	pulley screw lever	mechanic pysician police officer	sand shoreline sunshine
plants humans animals	cereal vegetable condiment	mountains volcanoes islands	post office hospital library

Extensions and Adaptations

- ▶ Sort some of the category cards and label (i.e., apartment, palace, house; post office, hospital, library are all buildings).
- ▶ Write more category cards (Activity Master V.001.AM4).
- ▶ Record other categories and related words (Activity Master V.028.SS2).

monitor Internet memory	tsunami hurricane tornado
newspaper television radio	sneakers loafers boots
moon planet satellite	apartment palace house
rain snow hail	import transport portable

screwdriver hammer pliers	pulley screw lever
mechanic physician police officer	sand shoreline sunshine
plants humans animals	cereal vegetable condiment
mountains volcanoes islands	post office hospital library

category cards

Name _____

Category Clues

_____ _____ _____ monitor Internet memory	_____ _____ _____ tsunami hurricane tornado	_____ _____ _____ newspaper television radio	_____ _____ _____ sneakers loafers boots
_____ _____ _____ moon planet satellite	_____ _____ _____ apartment palace house	_____ _____ _____ import transport portable	_____ _____ _____ rain snow hail
_____ _____ _____ screwdriver hammer pliers	_____ _____ _____ pulley screw lever	_____ _____ _____ mechanic physician police officer	_____ _____ _____ sand shoreline sunshine
_____ _____ _____ plants humans animals	_____ _____ _____ cereal vegetable condiment	_____ _____ _____ mountains volcanoes islands	_____ _____ _____ post office hospital library

category	category	category
_____	_____	_____
_____	_____	_____
_____	_____	_____
examples	examples	examples
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
category	category	category
_____	_____	_____
_____	_____	_____
_____	_____	_____
examples	examples	examples
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

Objective

The student will produce words for categories.

Materials

- Game board (Activity Master V.029.AM1a - V.029.AM1b)
- Number cube (Activity Master V.013.AM3)
- Game pieces (e.g., counters)

Activity

Students state words that correspond to categories by playing a board game.

1. Place game board, number cube, and game pieces on a flat surface.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Say category (e.g., space things).
4. State three or more words or phrases that correspond to the category (i.e., Mars, moon, and satellite).
5. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
6. Continue until both students reach the end.
7. Peer evaluation

"I landed on 'space things.' Mars, moon, and satellite are examples of space things."
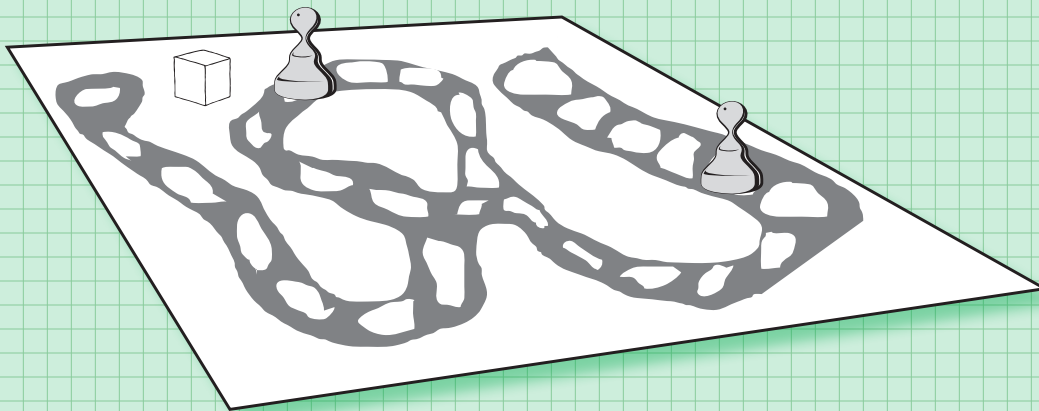
Extensions and Adaptations

- Make games using other categories (Activity Master V.029.AM2a - V.029.AM2b).
- Cross out the word that does not belong and label (Activity Master V.029.SS).

START

Category Tag!

sports played with a ball

hobbies

green foods

things that are round

funny things

books

Go back one space.

shiny things

Go back one space.

feelings

living things

musical instruments

ways to move

ways to travel

things to shop for

END

flying things

things found in a yard

Go ahead one space.

things with a motor

places to explore

weather words

machines

weather words

things in space

Go back two spaces.

entertainment

things with feet

vacation activities

government words

things that match

noisy things

START

Category Tag

END
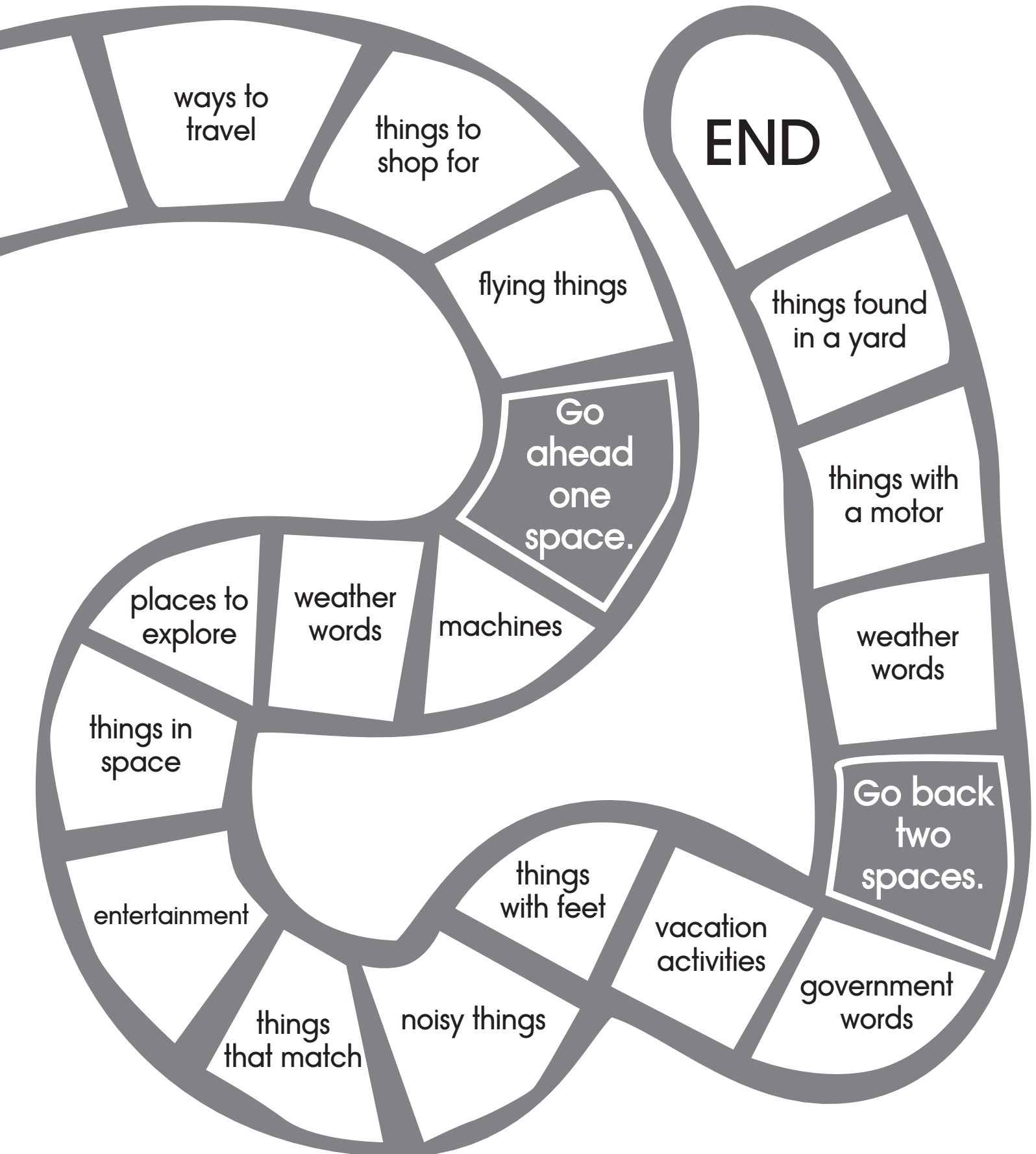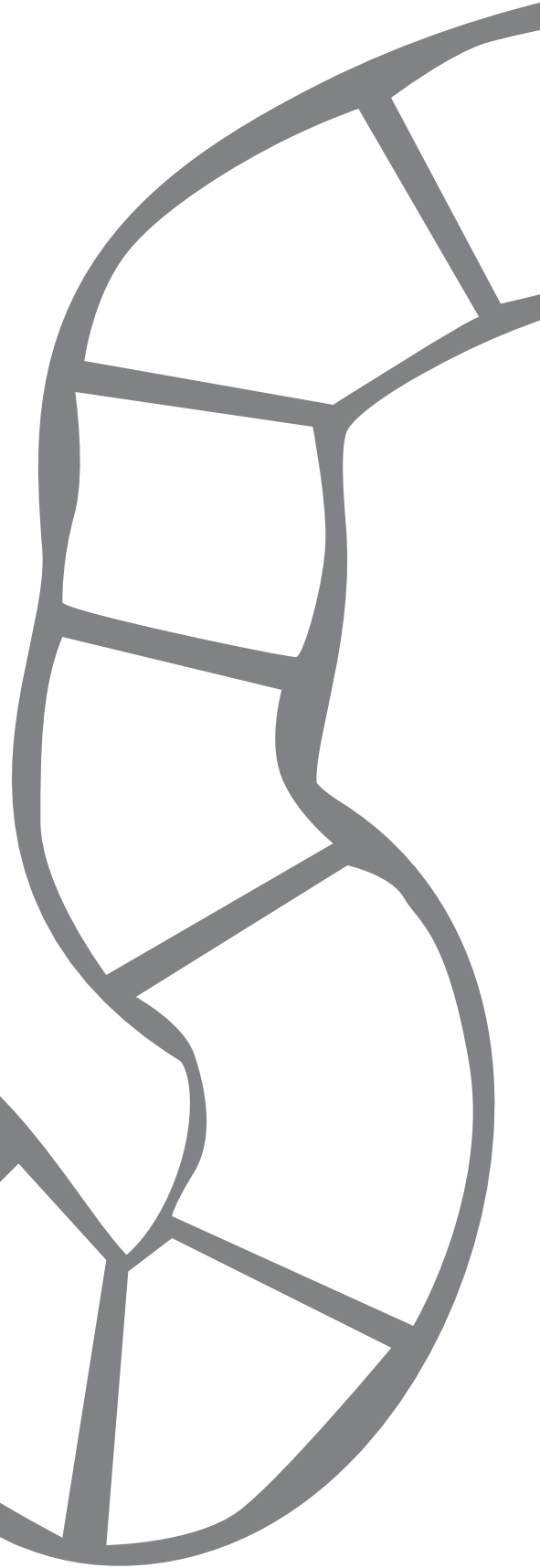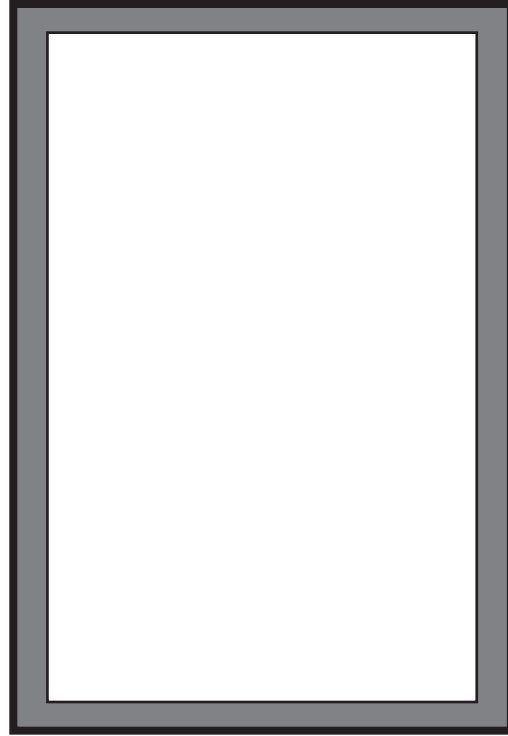
pulley	lever	~~hammer~~	screw	simple machines _category_
orbit	meteor	revolve	rotate	_category_
witty	nervous	tense	jumpy	_category_
friend	companion	stranger	partner	_category_
plate	stop sign	wheel	frisbee	_category_
governor	dentist	president	mayor	_category_
dogwood	sunflower	goldenrod	violet	_category_
monitor	surfboard	keyboard	mouse	_category_
multiplication	subtraction	division	musician	_category_
sun	rain	snow	hail	_category_

Vocabulary

✎ **Objective**

The student will produce categories and corresponding words.
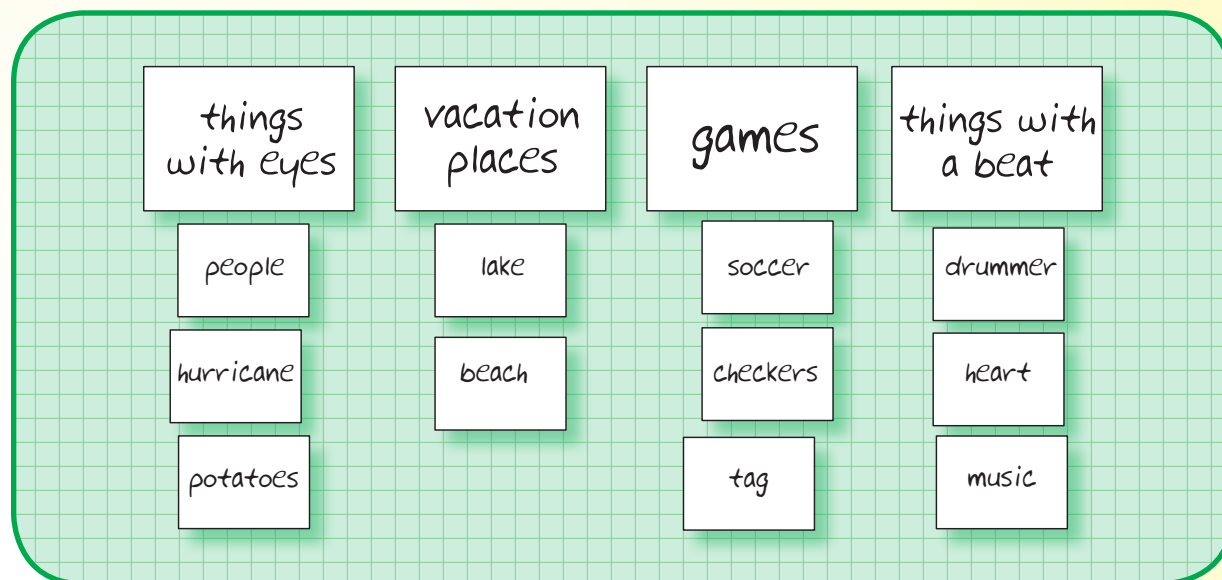
✎ **Materials**

▸ Large index cards
  These will be used for header cards.
  Laminate.
▸ Small index cards
  These will be used as the word cards.
  Laminate.
▸ Vis-à-Vis® markers

✎ **Activity**

Students write categories and related words by playing a sorting game.

1. Provide each student with two large index cards, 12 small index cards, and a Vis-à-Vis® marker.
2. Students write a word or phrase that can be used as a category header on each of their large index cards (e.g., vacation places and things with eyes). Place the four category headers in a row.
3. Taking turns, students read aloud one of the four categories (e.g., things with eyes) and write a word that corresponds to that category (e.g., potatoes).
4. Continue to write and place words under the corresponding headers until each category has six cards.
5. Peer evaluation

things with eyes	vacation places	games	things with a beat
people	lake	soccer	drummer
hurricane	beach	checkers	heart
potatoes		tag	music

✎ **Extensions and Adaptations**

▸ Record category header and corresponding words (Activity Master V.030.SS).
▸ Sort words differently and write new category headings.
▸ Sort target words provided by the teacher and identify headings for each of the grouped cards.

Category Creations

category	category	category	category
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word
word	word	word	word

Vocabulary

Compare Extraordinaire

Objective
The student will identify similarities and differences between the meanings of words.

Materials
▶ Venn diagram pattern (Activity Master V.031.AM1)

Copy three times, color each circle with a different color, and cut. Assemble circles to make a 3-way Venn diagram. Mount on poster board and laminate. Optional: Copy on three different colored pieces of paper to make circles stand out. Use string or other material (e.g., hoola hoops) to form 3-way Venn diagrams.

▶ Header and attribute cards (Activity Master V.031.AM2)

Activity
Students compare words using a 3-way Venn diagram.

1. Place the 3-way Venn diagram on a flat surface. Place one header card near each circle. Place the attribute cards face down in a stack.
2. Taking turns, students select the top card and read it.
3. Determine if attribute or related vocabulary applies to one or more of the headers. Place in the corresponding section of the diagram.
4. Continue until all cards are placed.
5. Peer evaluation
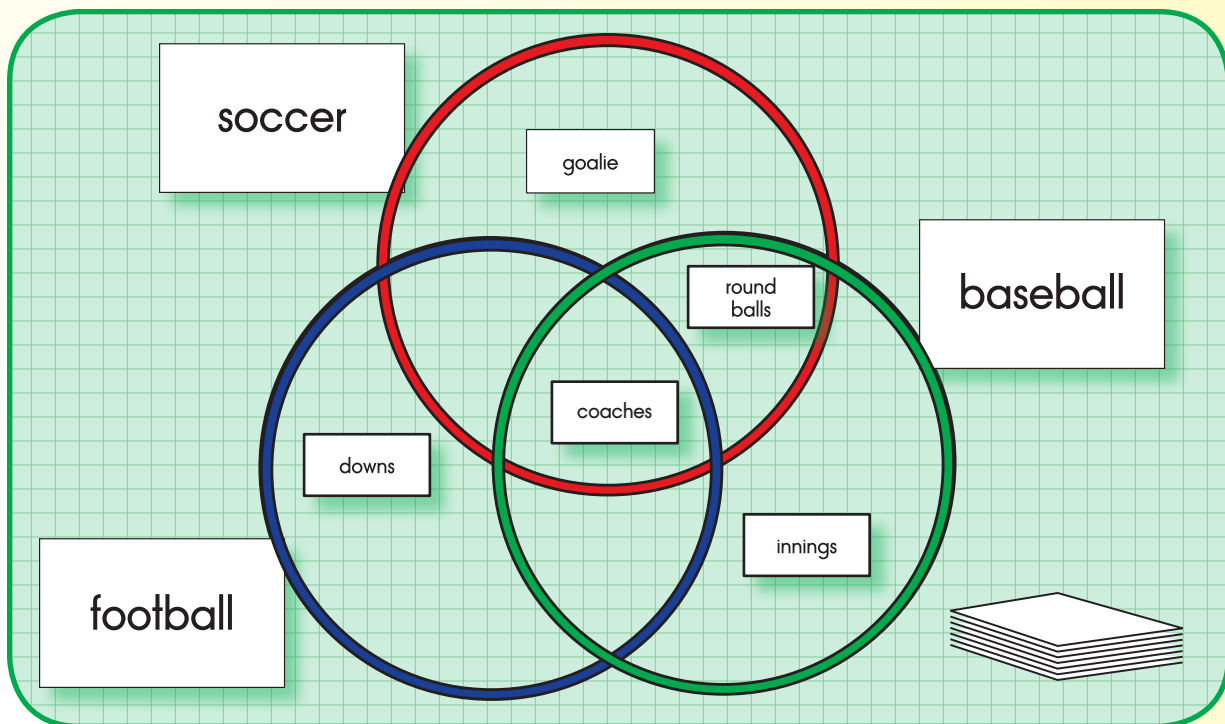
Extensions and Adaptations
▶ Record attributes and related vocabulary on student sheet (Activity Master V.031.SS1).
▶ Compare other target words and write attributes (Activity Master V.031.AM3).
▶ Compare only two words using a Venn diagram (Activity Master V.031.SS2).

Cut out inside of circle to make a ring.

Venn diagram circle

football	baseball	soccer

diamond	innings	bases	umpire
helmets	laces on ball	pigskin	downs
quarters	egg-shaped	kick the ball	goal posts
shorts	pentagons on ball	goalie	net
round balls	international teams	opponents	coaches

Answer Key

1. diamond
2. innings
3. bases
4. umpire
5. helmets
6. laces on ball
7. pigskin
8. downs
9. quarters
10. egg-shaped
11. kick the ball
12. goal posts
13. shorts
14. pentagons on ball
15. goalie
16. net
17. round balls
18. international teams
19. opponents
20. coaches

baseball

football

soccer

1, 2, 3, 4

5, 6

7, 8, 9, 10

17, 18

13, 14, 15, 16

19, 20

11, 12
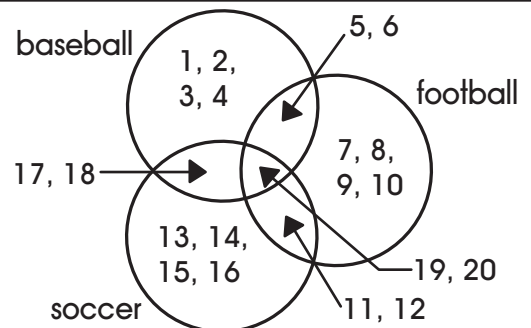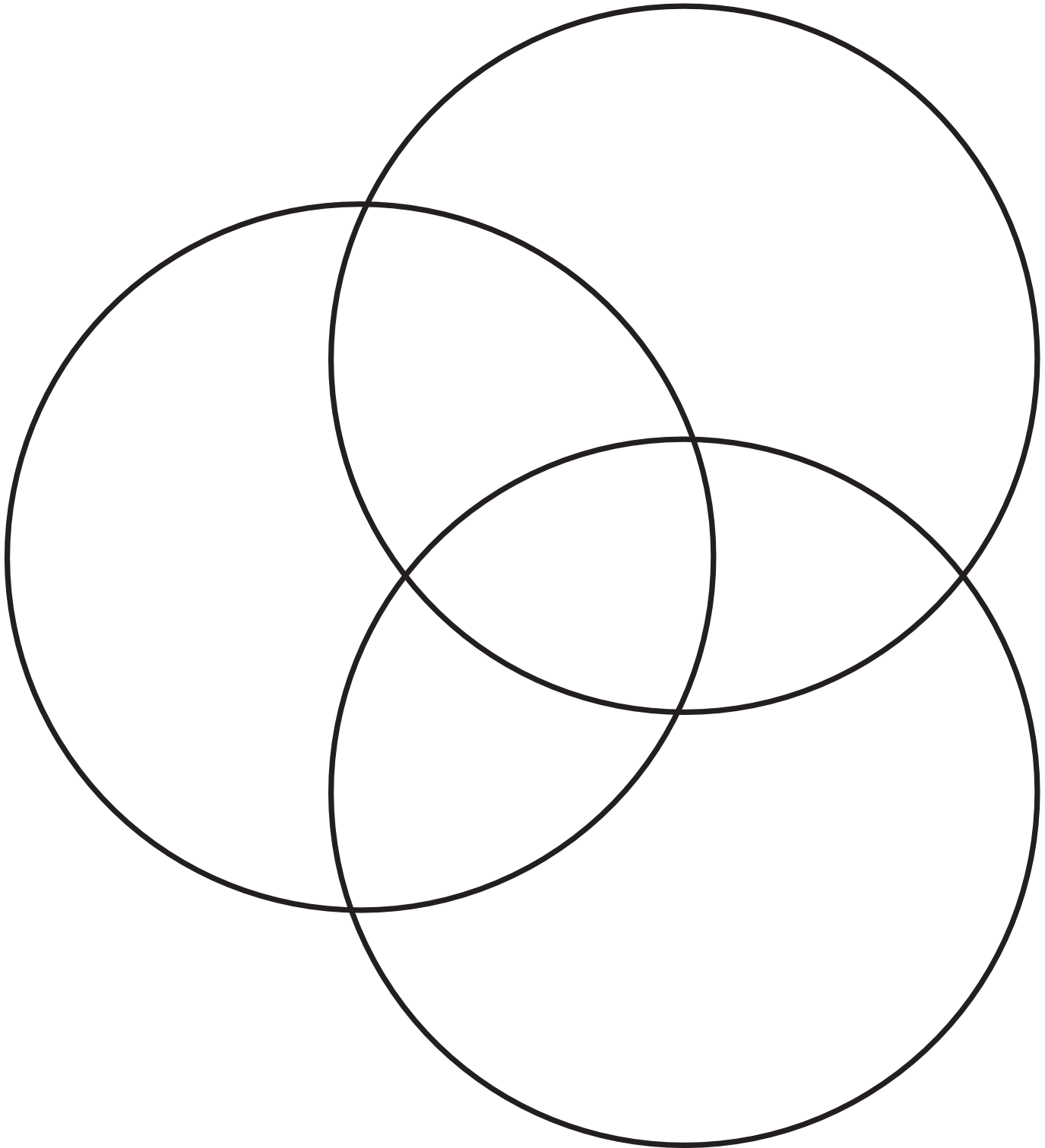
Name

blank header and attribute cards

Name
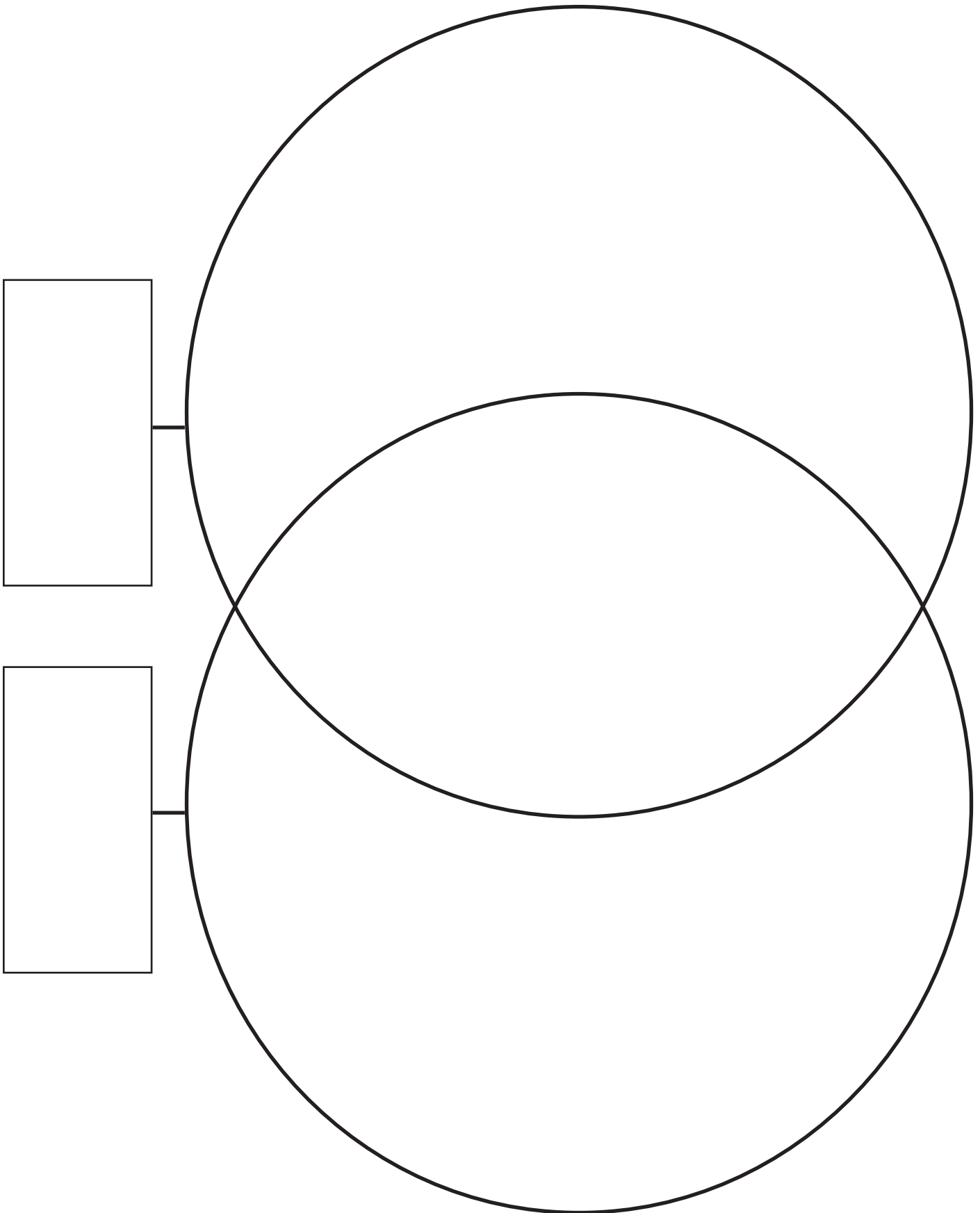
📝 **Objective**

The student will identify similarities and differences between the meanings of words.

📝 **Materials**

▸ Student sheet (Activity Master V.032.SS1)
▸ Pencil

📝 **Activity**

Students distinguish one word from another by completing an attribute analysis grid.

1. Provide the student with a student sheet.
2. The student reads the words in the top row (i.e., list of transportation methods) and the words in the left column (i.e., list of transportation attributes).
3. Reads each transportation method one at a time and places a check in each attribute box that applies to that method. For example, in the *cars* column places checks in boxes for motor, tires, fuel, recreation, wear safety gear, and travel by land.
4. Teacher evaluation

Name _____

Now Featuring

V.032.SS1

	cars	trains	airplanes	boats	bicycles	motorcycles	skateboard	bus
motor	✔							
tires	✔							
public transportation	✔							
fuel	✔							
recreation	✔							
wings								
wear safety gear	✔							
travel by land	✔							
travel by air								
travel by water								

2007 The Florida Center for Reading Research

4-5 Student Center Activities: Vocabulary

📝 **Extensions and Adaptations**

▸ List more concepts and attributes on the blank attribute grid (Activity Master V.032.SS2).
▸ Write riddles using the attributes as clues. For example, What has wings, a motor, and travels by air? An airplane.

Name

	cars	trains	airplanes	boats	bicycles	motorcycles	skateboard	bus
motor								
tires								
public transportation								
fuel								
recreation								
wings								
wear safety gear								
travel by land								
travel by air								
travel by water								

Vocabulary

Analogy Soccer

✐ Objective

The student will identify words to complete analogies.

✐ Materials

▶ Analogy Soccer player (Activity Master V.033.AM1)
Make two copies and laminate.

▶ Analogy cards (Activity Master V.033.AM2a - V.033.AM2b)
Answers are provided at the bottom of the card with word underlined.

✐ Activity

Students make analogies by playing a completion game.

1. Place analogy soccer cards face down in a stack. Provide each student with a soccer player.
2. Taking turns, student one draws the top card from the stack and reads the phrase to student two (without revealing the answer shown at the bottom of the card). For example, "Mayor is to city as governor is to blank."
3. Student two says a word to fill in the blank (i.e., state) and repeats the phrase with the answer. For example, "Mayor is to city as governor is to state."
4. Student one checks the answer given on the bottom of the card. If correct, student one gives the card to student two who places it on his soccer player. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all analogies are completed.
7. Peer evaluation
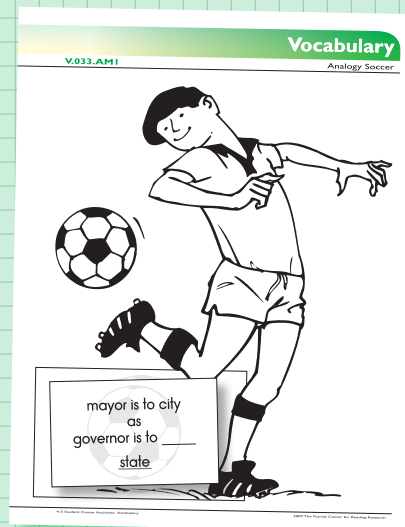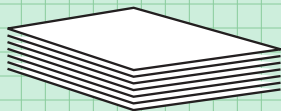
✐ Extensions and Adaptations

▶ Make other analogy cards (Activity Master V.033.AM3).
▶ Write other analogies (Activity Master V.033.SS1 and Activity Master V.033.SS2).
▶ Read the analogies leaving out other words. For example, smile is to blank as wink is to eyes.

Vocabulary

fiction is to fact
as
laugh is to _____

cry

plus is to add
as
minus is to _____

subtract

insect is to six
as
dog is to _____

four

teacher is to student
as
pilot is to _____

passenger

cafeteria is to eat
as
playground is to _____

play

blue is to color
as
square is to _____

shape

car is to road
as
train is to _____

tracks

microscope is to scientist
as
stethoscope is to _____

doctor

analogy cards

necklace is to jewelry
as
couch is to _____
furniture

flood is to water
as
avalanche is to _____
snow

mayor is to city
as
governor is to _____
state

teacher is to faculty
as
student is to _____
class

inch is to foot
as
minute is to _____
hour

character is to book
as
ingredient is to _____
recipe

smile is to lips
as
wink is to _____
eyes

write is to wrote
as
hide is to _____
hid
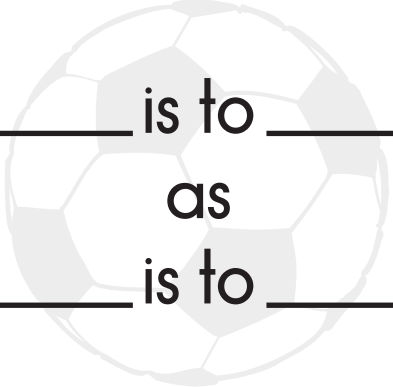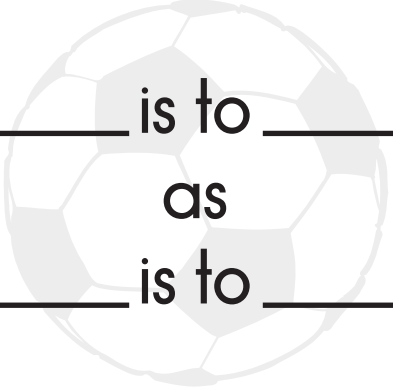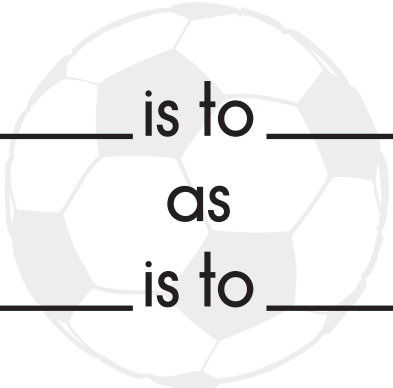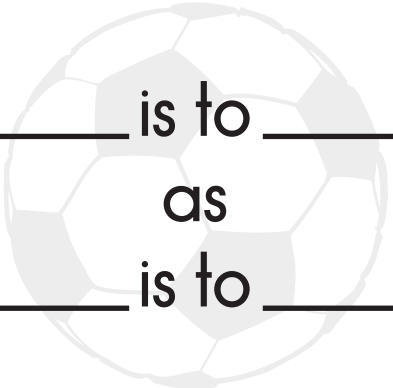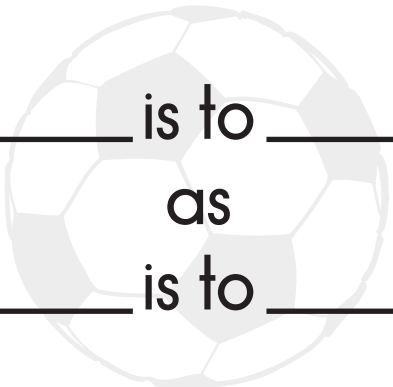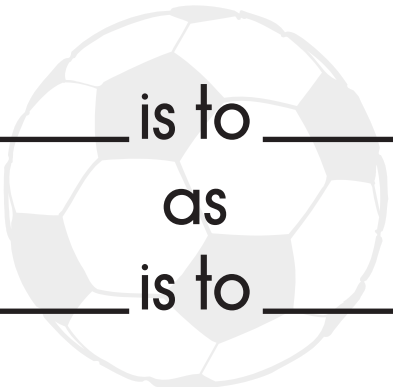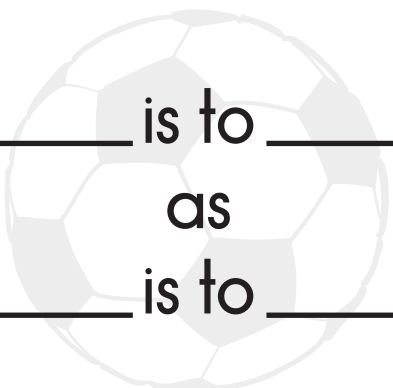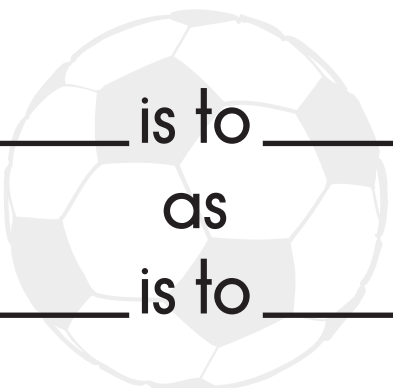
analogy cards

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

_____ is to _____
as
_____ is to _____

blank analogy cards

Analogies

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

_____ is to _____ as _____ is to _____ .

Analogies

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

📝 Objective

The student will identify meaning in word play.

📝 Materials

▶ Books

Select books with puns, riddles, figurative language, palindromes, and other types of word play.

▶ Sticky notes

📝 Activity

Students read texts and mark favorite types of word play using sticky notes.

1. Provide students with books and sticky notes.
2. Students read through books.
3. Use sticky notes to tag at least three selections that feature favorite word play.
4. Read selections, discuss why they were chosen, and their meanings with partner.
5. Peer evaluation

"The magician turned into the driveway! That's funny! You can read it two ways -- like the magician is driving a car or performing a magic trick."

📝 Extensions and Adaptations

▶ Record favorite word play and possible meanings (Activity Master V.034.SS).
▶ Write examples of word play (e.g., riddles, tongue twisters, Tom Swifties, palindromes, anagrams, oxymorons, idioms, metaphors, similies, hyperboles, euphemisms, and acronyms).

Name

Possible Meanings					

Word Play					

Objective

The student will identify meaning in word play.

Materials

▶ Hink Pink triangles (Activity Master V.035.AM1a - V.035.AM1b)

Hink Pinks are riddles with answers that are a pair of rhyming words with the same number of syllables. A Hink Pink has one syllable (e.g., fat cat), a Hinky Pinky has two syllables (e.g., lazy daisy), and a Hinkity Pinkity has three syllables (e.g. millionaire dinnerware).

▶ Meaning cards (Activity Master V.035.AM2a - V.035.AM2c)

▶ Answer key (Activity Master V.035.AM3a - V.035.AM3b)

An answer key is provided for optional use.

▶ Game pieces (e.g., counters)

Activity

Students find Hink Pinks that correspond to meanings by playing a matching game.

1. Place meanings cards face down in a stack. Provide each student with a different Hink Pink triangle and game pieces.
2. Taking turns, students select the top meaning card from the stack and read it (e.g., Hink Pink for clean road).
3. Look for Hink Pink on triangle that fits meaning (i.e., neat street). Read Hink Pink and place game piece on that spot. Place meaning card in a discard pile.
4. If no Hink Pink is found which matches meanings, place card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

"Neat street!"

A: pork fork, legal eagle, smart start, little fiddle, big rig, number slumber, percussion discussion, silly filly, store door, fat cat

B: super snooper, big pig, cellar dweller, sad dad, lazy daisy, fake lake, hot pot, millionaire dinnerware, brighter fighter

Hink Pink for clean road
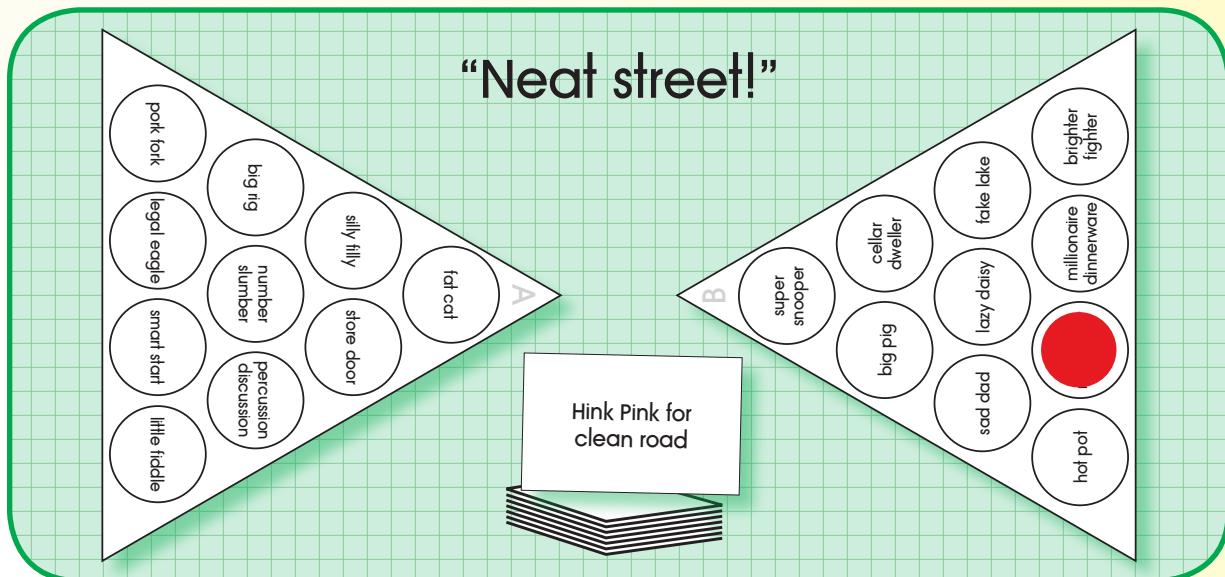
Extensions and Adaptations

▶ Make more meaning cards (Activity Master V.001.AM4) and Hink Pink triangles (Activity Master V.035.AM4).
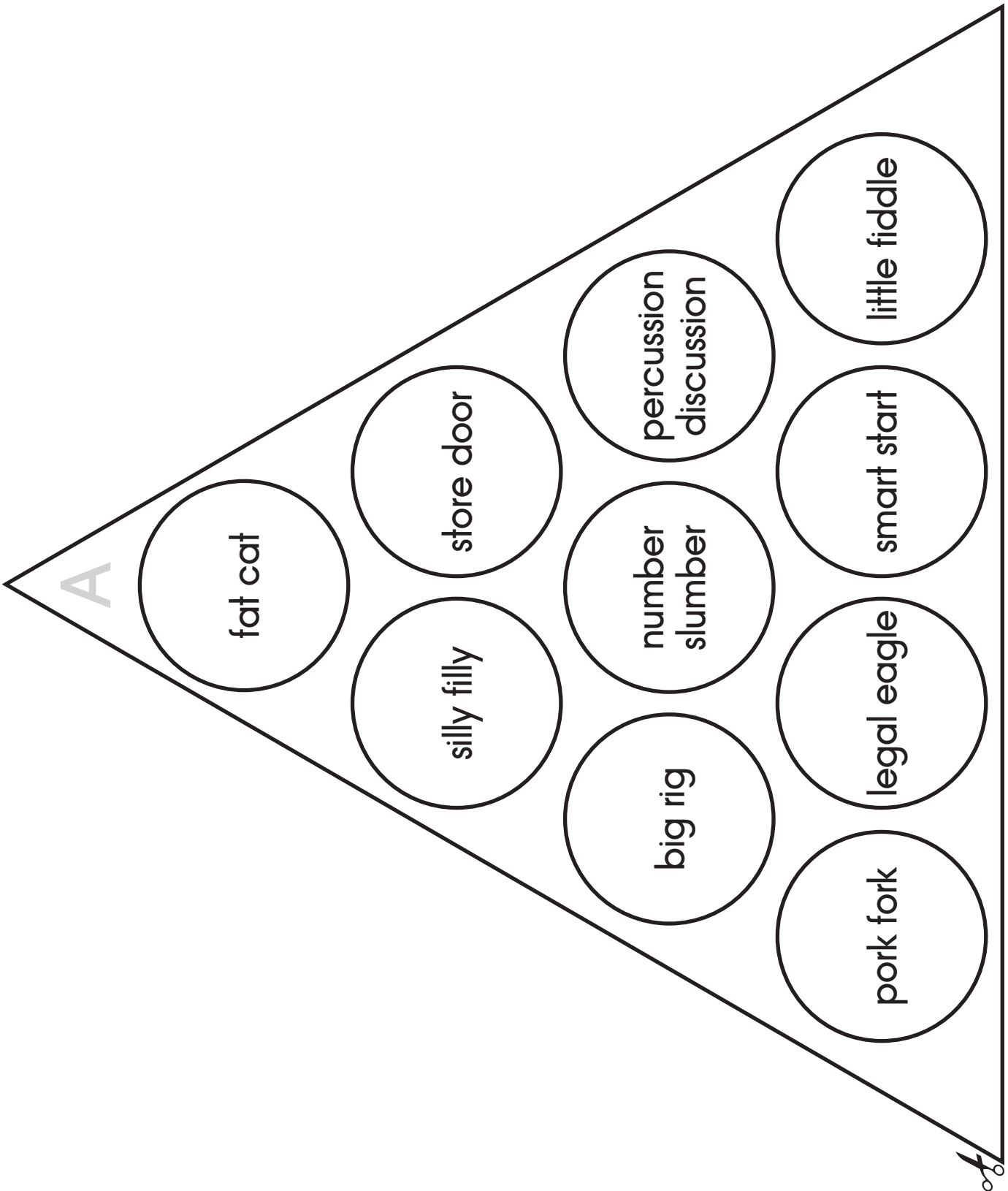
A

- fat cat
- silly filly
- store door
- big rig
- number slumber
- percussion discussion
- pork fork
- legal eagle
- smart start
- little fiddle

hink pink triangle A

B

super snooper

cellar dweller

fake lake

brighter fighter

big pig

lazy daisy

millionaire dinnerware

sad dad

neat street

hot pot
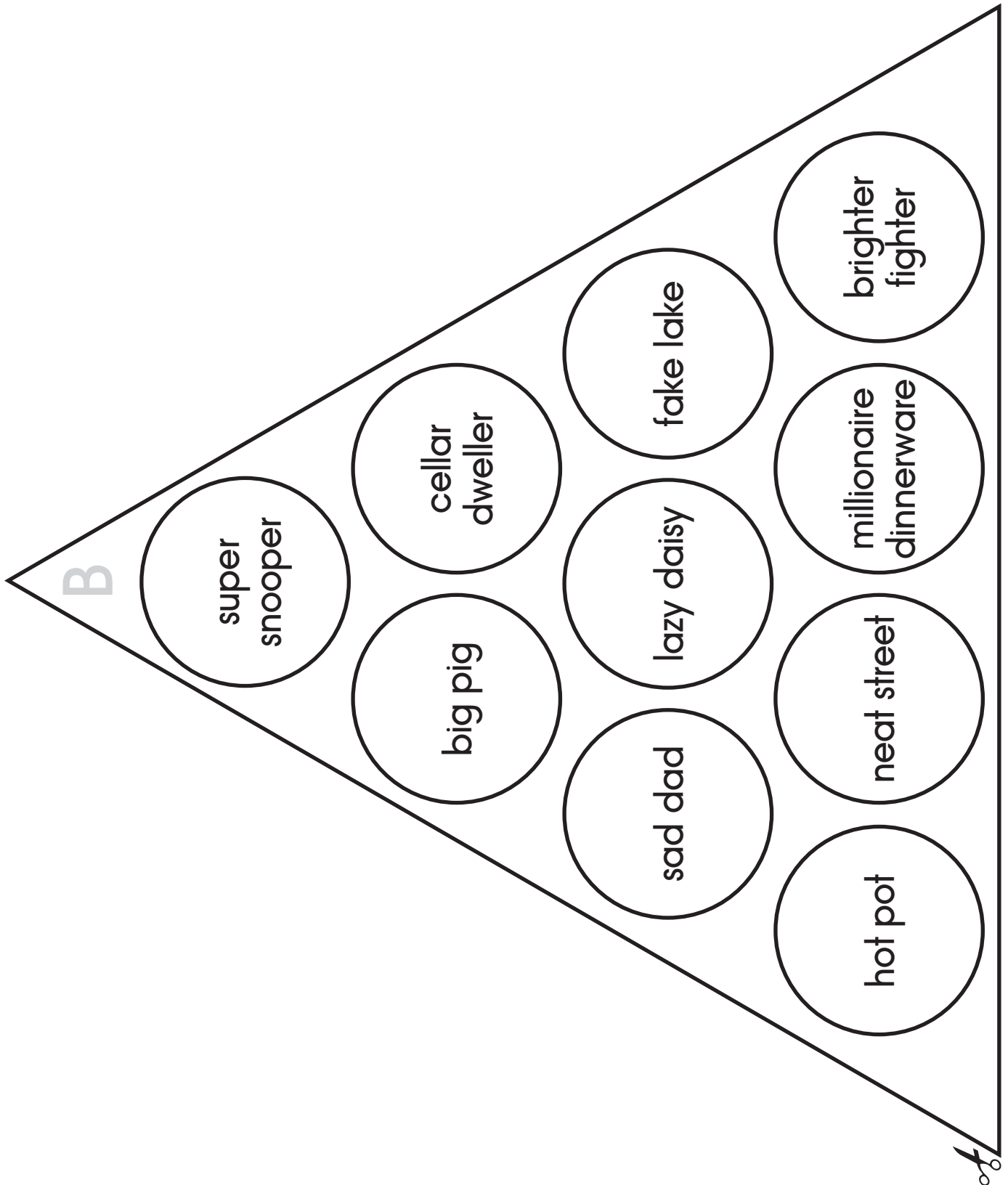
hink pink triangle B

Hink Pink for overweight feline	Hinky Pinky for funny female horse
Hink Pink for shop entrance	Hink Pink for large truck
Hinky Pinky for when numerals sleep	Hinkity Pinkity for talking drums
Hink Pink for used to eat pig meat	Hinky Pinky for lawful bird

meaning cards

Hink Pink for intelligent beginning	Hinky Pinky for small violin
Hinky Pinky for great detective	Hink Pink for huge hog
Hinky Pinky for one who lives in a basement	Hink Pink for unhappy father
Hinky Pinky for tired flower	Hink Pink for body of water that is not real

meaning cards

Hink Pink for boiling pan	Hink Pink for clean road
Hinkity Pinkity for rich people's dishes	Hinky Pinky for smarter boxer

meaning cards

Answer Key A

Hink Pink for overweight feline	fat cat
Hinky Pinky for funny female horse	silly filly
Hink Pink for shop entrance	store door
Hink Pink for large truck	big rig
Hinky Pinky for when numerals sleep	number slumber
Hinkity Pinkity for talking drums	percussion discussion
Hink Pink for used to eat pig meat	pork fork
Hinky Pinky for lawful bird	legal eagle
Hink Pink for intelligent beginning	smart start
Hinky Pinky for small violin	little fiddle

Answer Key B

Hinky Pinky for great detective	super snooper
Hink Pink for huge hog	big pig
Hinky Pinky for one who lives in a basement	cellar dweller
Hink Pink for unhappy father	sad dad
Hinky Pinky for tired flower	lazy daisy
Hink Pink for body of water that is not real	fake lake
Hink Pink for boiling pan	hot pot
Hink Pink for clean road	neat street
Hinkity Pinkity for rich people's dishes	millionaire dinnerware
Hinky Pinky for smarter boxer	brighter fighter

blank triangle

Vocabulary
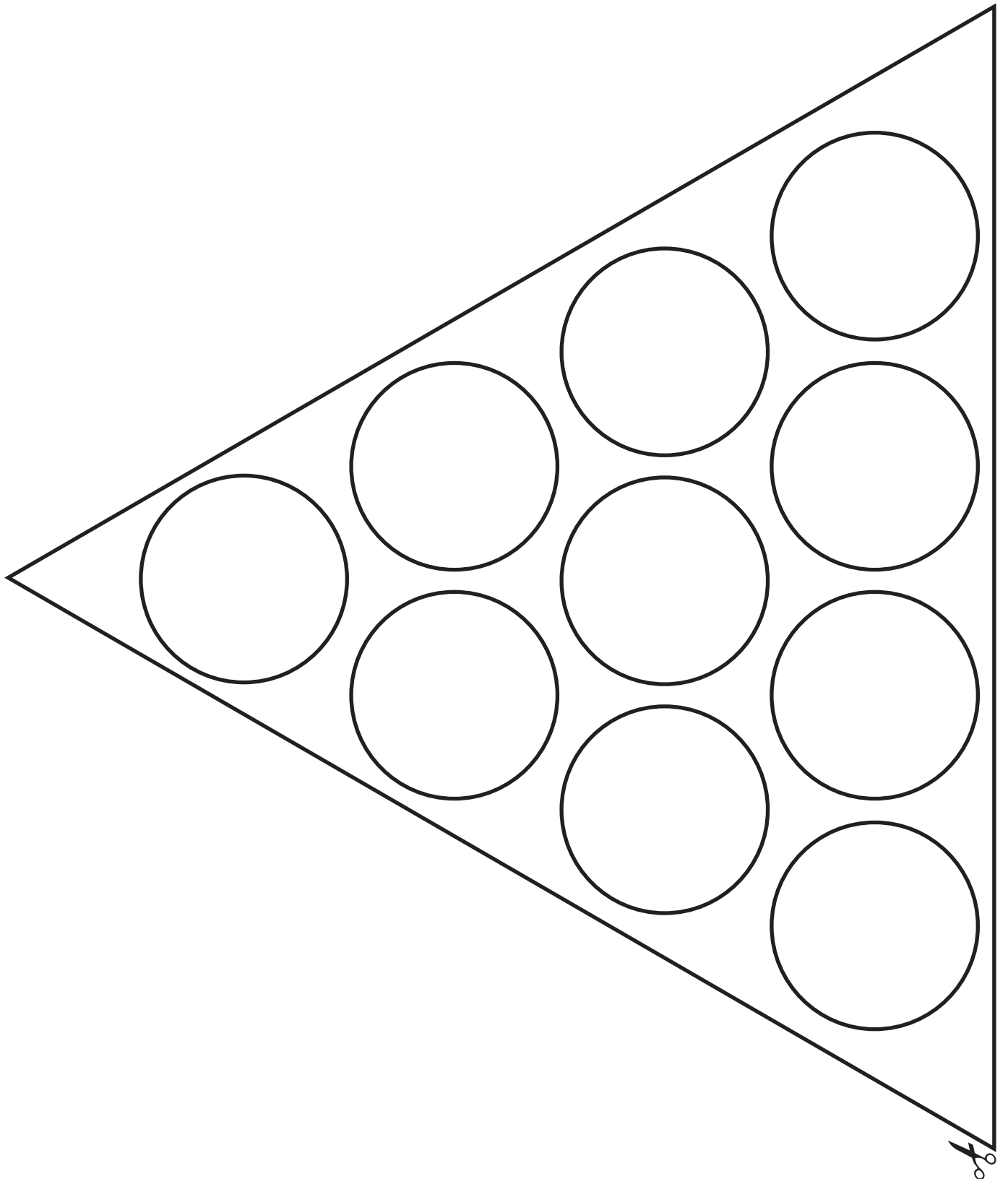
Up With Words

✎ Objective

The student will produce more precise alternatives for overused words in context.

✎ Materials

- ▶ Sentence cards (Activity Master V.036.AM1a - V.036.AM1d)
  Laminate.
- ▶ Vis-à-Vis® markers

✎ Activity

Students substitute a more precise alternative word by completing sentences.

1. Place sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects the top sentence card from the stack and reads the sentence aloud. For example, "My brother was <u>tired</u> and put his head on the pillow."
3. Reads and considers the underlined word. Identifies a word that more precisely completes the sentence. Writes it in the blank in the sentence at the bottom of the card (e.g., exhausted).
4. Places the card down. Student two reads the sentence using the chosen word. For example, "My brother was <u>exhausted</u> and put his head on the pillow."
5. Reverse roles.
6. Continue until all sentence cards are used.
7. Peer evaluation

- My brother was <u>tired</u> and put his head on the pillow.

- My brother was ___exhausted___ and put his head on the pillow.
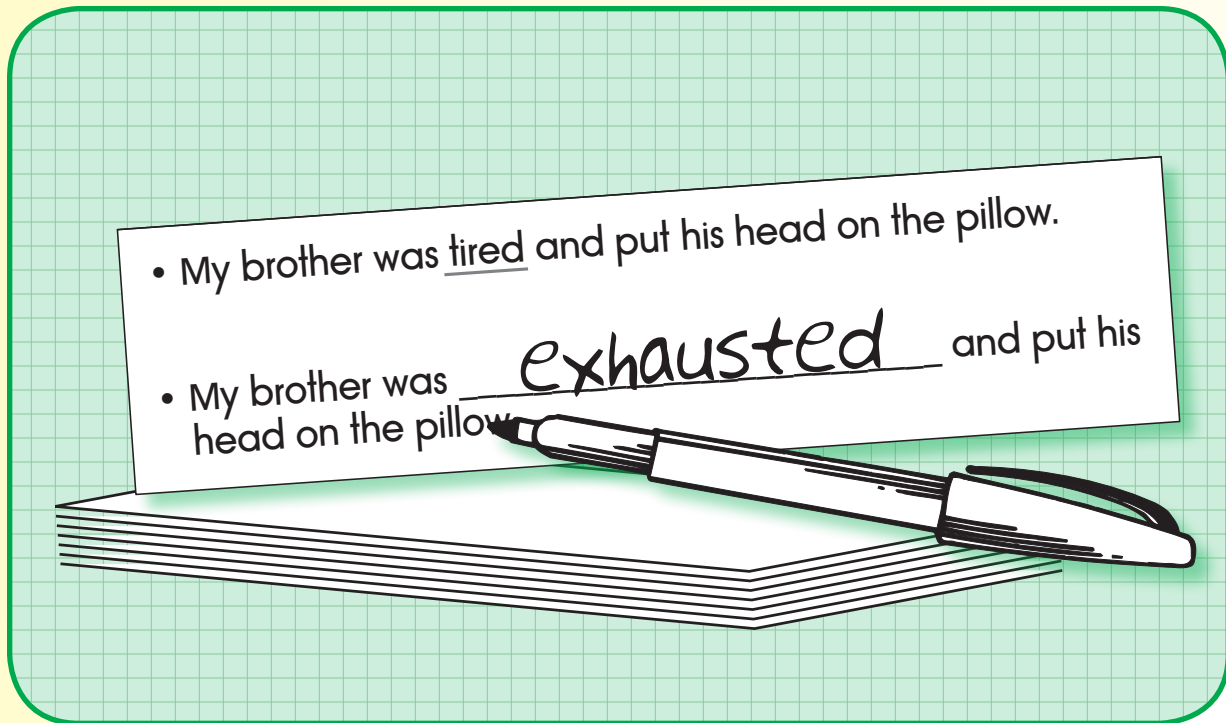
✎ Extensions and Adaptations

- ▶ Use small word cards to complete the sentences. Use dictionary, if needed (Activity Master V.036.AM2).
- ▶ Make more sentence cards using target words (Activity Master V.036.AM3).

- My brother was tired and put his head on the pillow.

- My brother was _____ and put his head on the pillow.

- He complained and said the decision was unfair.

- He _____ and said the decision was unfair.

- The water flowed slowly from the faucet.

- The water _____ from the faucet.

- The mission was <u>successful</u> so they headed for home.

- The mission was _____ so they headed for home.

- She <u>expects</u> that the news will be good.

- She _____ that the news will be good.

- They <u>left</u> the building due to its dangerous conditions.

- They _____ the building due to its dangerous conditions.

- This is a higher quality computer because it can do more.

- This is a _____ computer because it can do more.

- She is late for class every day.

- She is _____ for class every day.

- The baby cries weakly and you can hardly hear him.

- The baby _____ and you can hardly hear him.

- The grass looked wet and shiny with the dew on it.

- The grass _____ with the dew on it.

- The answers he gave us were correct.

- The answers he gave us were _____.

- The directions were confusing and we got lost.

- The directions were _____ and we got lost.

drowsy
protested
trickled
glistened
accomplished
anticipates
abandoned
whimpers
tardy
superior
accurate
perplexing

small word cards

Vocabulary

✎ **Objective**

The student will identify the meaning of words in context.

✎ **Materials**

▶ Meaning cards (Activity Master V.037.AM1a - V.037.AM1b)

These are marked with a number that corresponds to the question cards.

If words in this activity are not appropriate for your students, use words that are more applicable.

▶ Question cards (Activity Master V.037.AM2)

Underlined word is the answer.

Look at the watermark number on the front and write the same number on the back of the card.

✎ **Activity**

Students use meanings of words to answer questions.

1. Place question cards face down in rows. Place meaning cards face down in a stack.
2. Working in pairs, student one selects the top card from the meaning card stack and tells student two the number on the card. Student two looks for the question card with the matching number and picks it up without revealing it to student one.
3. Student one reads each word and meaning aloud. Student two reads the question aloud.
4. Student one answers the question by choosing the best word. Student two checks to see if the answer is correct by looking at the underlined word.
5. If correct, student two gives the question card to student one who places the cards down together and face up. If incorrect, student two states the correct answer, gives the card to student one who places it down with the meaning card face up.
6. Reverse roles and continue until all cards are read.
7. Peer evaluation

"If a man completes a marathon, is he a capable or an available runner?"

"He's capable. That means that he was able to run the marathon."

If a man completes a marathon is he a <u>capable</u> or an available runner?

6   7   8

capable means able to do something

available means able to be used or obtained

✎ **Extensions and Adaptations**

▶ Write more meaning cards (Activity Masters V.037.AM3) and question cards (Activity Master V.001.AM4).

1

capable means able to do something

available means able to be used
or obtained

2

introduce means to present someone
or something

inspect means to look at something carefully

3

respond means to act or do something as a
reaction to something else

permit means to make something possible

4

assure means to overcome somebody's doubt

disappoint means to not be as good as
was hoped

meaning cards

5

concentrate means to think intensely about something

glance means to look at something quickly

6

donate means to give

conserve means to use sparingly

7

dismiss means to give permission to leave

recognize means to identify somebody

8

inspire means to stimulate (motivate) somebody to do something

resemble means to be like somebody

meaning cards

1 If a man completes a marathon is he a <u>capable</u> or an available runner?

2 If I want you to meet a friend of mine do I want to <u>introduce</u> or inspect him?

3 Does a police officer permit or <u>respond</u> when there is an emergency?

4 Will the doctor dissapoint or <u>assure</u> the patient by telling her she will get well?

5 If a student is studying for a test, should he <u>concentrate</u> or glance at the information he is reading?

6 Is turning water off while brushing your teeth a way to donate or <u>conserve</u> water?

7 Does a teacher <u>dismiss</u> or recognize the students when the bell rings at the end of the day?

8 Is it difficult to tell twins apart who inspire or <u>resemble</u> each other?

question cards

#_____

_____

_____

_____

_____

#_____

_____

_____

_____

_____

#_____

_____

_____

_____

_____

#_____

_____

_____

_____

_____

blank meaning cards

Vocabulary

Meaning Extender

📝 **Objective**

The student will identify the meaning of words in context.
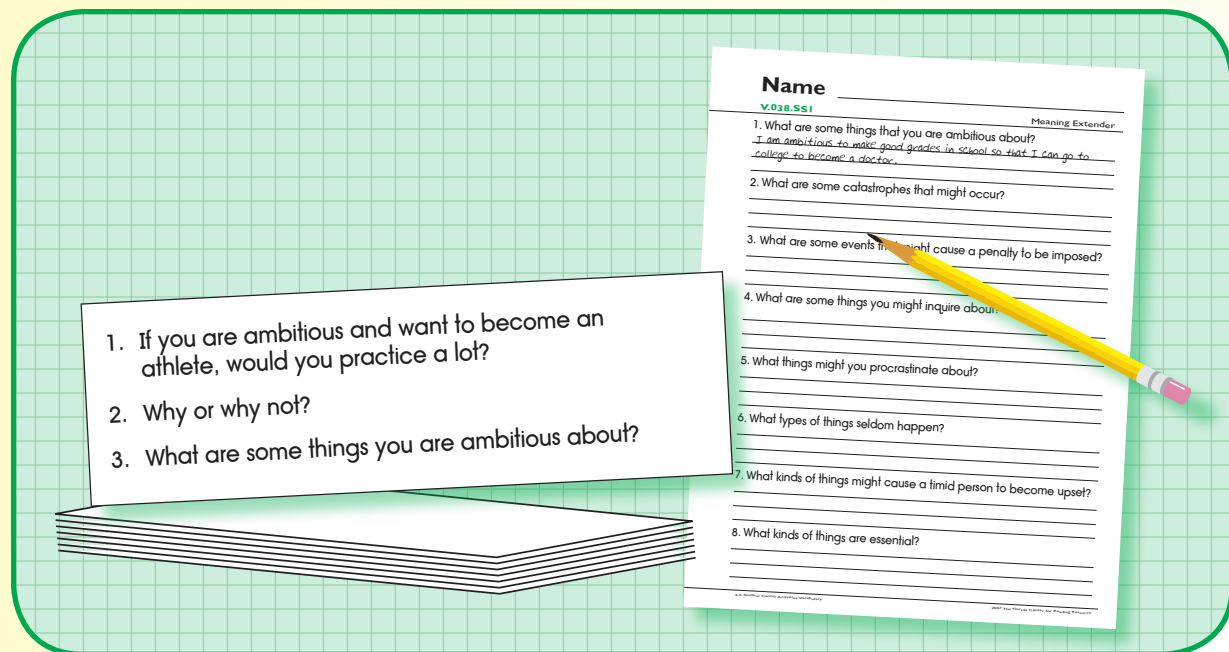
📝 **Materials**

▶ Question cards (Activity Master V.038.AM1a - V.038.AM1b)

Note: If words in this activity are not appropriate for your students, use words that are more applicable.

▶ Student sheet (Activity Master V.038.SS1)

▶ References (e.g., dictionary or glossary)

▶ Pencils

📝 **Activity**

Students demonstrate understanding of words by applying them to a variety of contexts.

1. Place question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack, read the first question aloud, and answer yes or no. Use dictionary, if necessary.
3. Read second question and explain why or why not.
4. Read third question and brainstorm the answer.
5. Record answers to third question on student sheet using complete sentences.
6. Read answers to each other.
7. Reverse roles and continue until all cards are read.
8. Teacher evaluation

Name _____

V.038.SS1   Meaning Extender

1. What are some things that you are ambitious about?
I am ambitious to make good grades in school so that I can go to college to become a doctor.

2. What are some catastrophes that might occur?

3. What are some events that might cause a penalty to be imposed?

4. What are some things you might inquire about?

5. What things might you procrastinate about?

6. What types of things seldom happen?

7. What kinds of things might cause a timid person to become upset?

8. What kinds of things are essential?

---

1. If you are ambitious and want to become an athlete, would you practice a lot?

2. Why or why not?

3. What are some things you are ambitious about?

📝 **Extensions and Adaptations**

▶ Make question cards using previously introduced target words (Activity Master V.038.AM2).

▶ Write target word in the box and corresponding examples in the circles (e.g., the word *ambitious* is written in the box and *go to college, make good grades, become doctor* are written in the circles (Activity Master V.038.SS2).

1. If you are ambitious and want to become an athlete, would you practice a lot?

2. Why or why not?

3. What are some things you are ambitious about?

1. If a catastrophe occurred in your town, would you be likely to invite friends to visit?

2. Why or why not?

3. What are some catastrophes that might occur?

1. If you have to pay a penalty, are you buying something?

2. Why or why not?

3. What are some events that may cause a penalty to be imposed?

1. If you inquire about the weather, do you want to find out what it is going to be like outside?

2. Why or why not?

3. What are some things you might inquire about?

question cards

1. If you procrastinate, are you more likely to do some thing right now?

2. Why or why not?

3. What things might you procrastinate about?

---

1. If you seldom get sick, is your health good?

2. Why or why not?

3. What types of things seldom happen?

---

1. Would a timid person be the first one to walk into a scary house?

2. Why or why not?

3. What kinds of things might cause a timid person to become upset?

---

1. If it is essential to be at a meeting, do you have to be there?

2. Why or why not?

3. What kinds of things are essential?

question cards

Name _____

1. What are some things that you are ambitious about?

_____

_____

_____

2. What are some catastrophes that might occur?

_____

_____

_____

3. What are some events that might cause a penalty to be imposed?

_____

_____

_____

4. What are some things you might inquire about?

_____

_____

_____

5. What things might you procrastinate about?

_____

_____

_____

6. What types of things seldom happen?

_____

_____

_____

7. What kinds of things might cause a timid person to become upset?

_____

_____

_____

8. What kinds of things are essential?

_____

_____

_____

1. _____

_____

2. Why or why not? _____

_____

3. _____

_____

---

1. _____

_____

2. Why or why not? _____

_____

3. _____

_____

---

1. _____

_____

2. Why or why not? _____

_____

3. _____

_____

---

1. _____

_____

2. Why or why not? _____

_____

3. _____

_____

question cards

Vocabulary
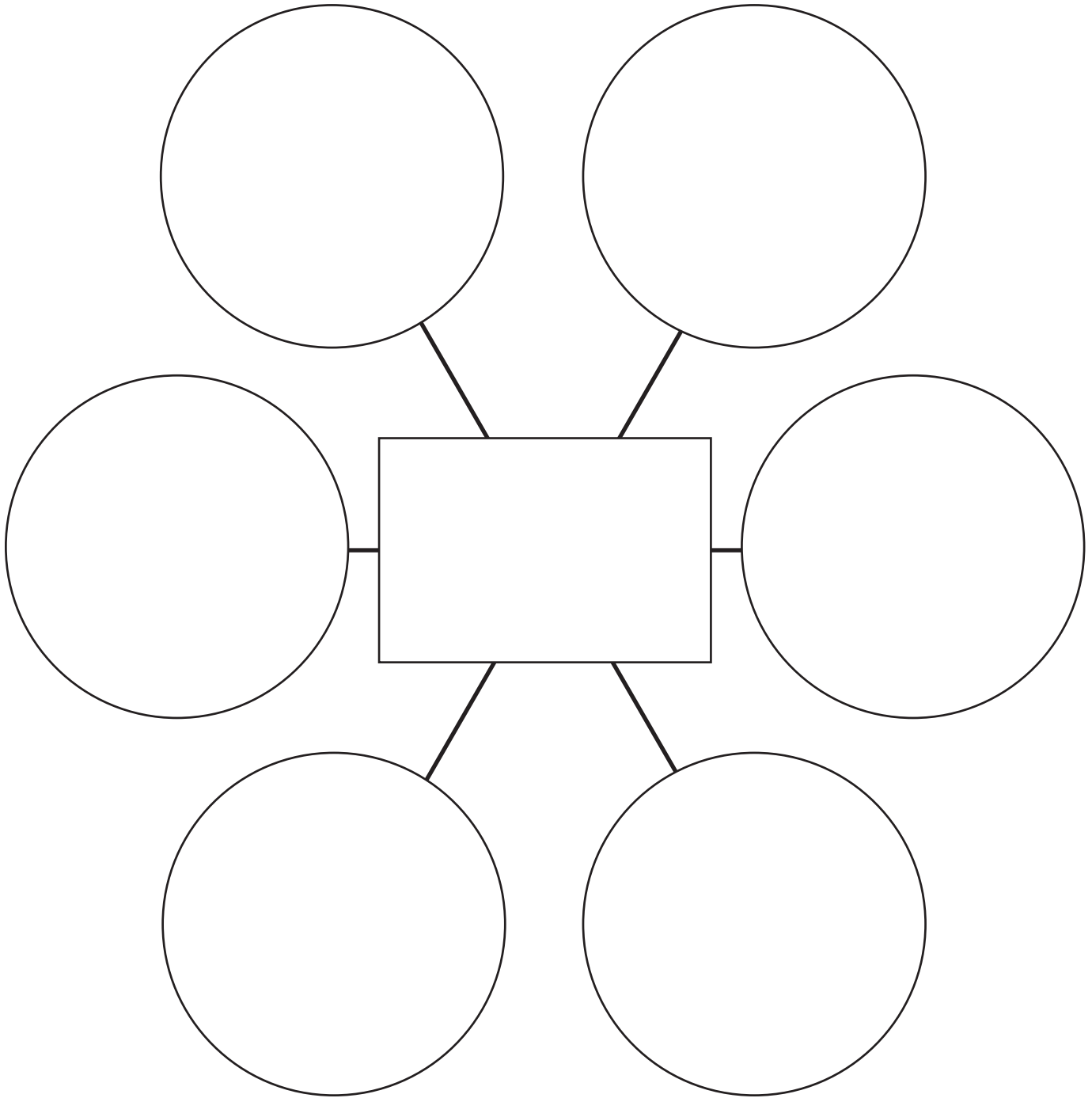
Word Share

Objective

The student will identify the meaning of words in context.

Materials

▶ Narrative or expository text

Choose familiar or challenging text. Provide each student with a copy.
Choose text within students' instructional-independent reading level range.

▶ Student sheet (Activity Master V.039.SS1)
▶ Dictionary
▶ Pencils

Activity

Students find, discuss, record, and define selected words in text.

1. Provide students with text, student sheet, and dictionary.
2. Taking turns, students read paragraphs of the text and choose words that are interesting, new, challenging, or important.
3. Discuss words, why they were chosen, what they mean, and how they contribute to the text.
4. Record each word on the student sheet as discussed. Use dictionary, as needed.
5. Continue reading selection until complete.
6. Teacher evaluation

"Instead of using a word like 'small' the author used the word 'miniature' to describe the pony. This word is more specific and helps to paint a better picture of the pony."
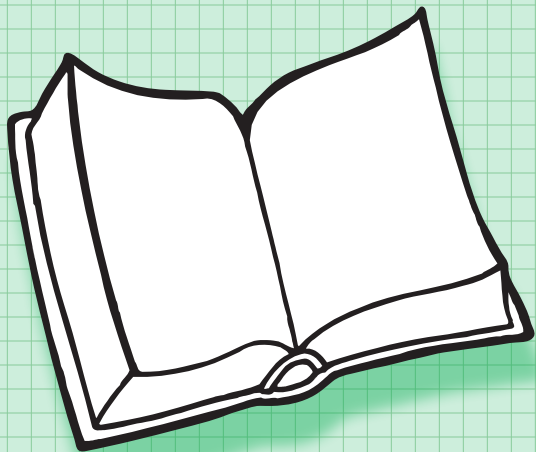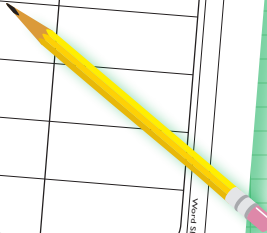
Word	Page number	Why Chosen	Meaning
1. miniature	35	I liked the way the word looked because I saw little words in it.	Miniature means a very small model of something.
2.			
3.			
4.			
5.			

Name

V.039.SS1

Word Share

Extensions and Adaptations

▶ Write sentences or a paragraph using as many of the chosen words as possible.
▶ List favorite words while reading (e.g., library books, basals, subject matter, billboards) to use in writing (Activity Master V.039.SS2).

Name _____

Word	Page number	Why Chosen	Meaning
1.			
2.			
3.			
4.			
5.			

Favorite Word List
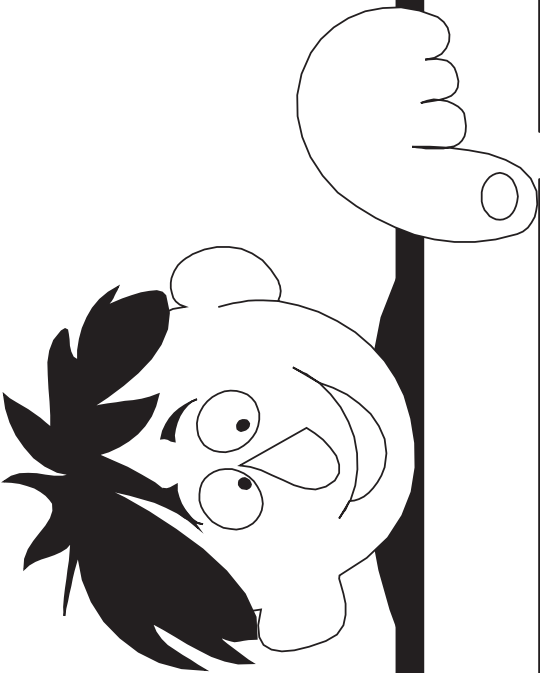
Objective
The student will use strategies to identify the meaning of words in context.

Materials
- ► Header cards (Activity Master V.040.AM1)
- ► Context Clue cards (Activity Master V.040.AM2a - V.040.AM2b)
  The numbers of the cards correspond to headers in the following manner: Definition - 6, 13, 18; Synonym - 1, 9, 11; Antonym - 8, 14, 16; Example - 3, 5, 15; General - 2, 12, 17.
  Optional: Provide students with a copy of the bookmark that features the context clues (Activity Master V.041.AM1).
  If text in this activity is not appropriate for your students, use text that is more applicable.

Activity
Students read text containing context clues that assist with determining the meaning of unfamiliar words and sort by type.

1. Place header cards face up in a row. Place Context Clue cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Look at the underlined word. Decide what type of context clue is used to assist with understanding the meaning of the word.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation
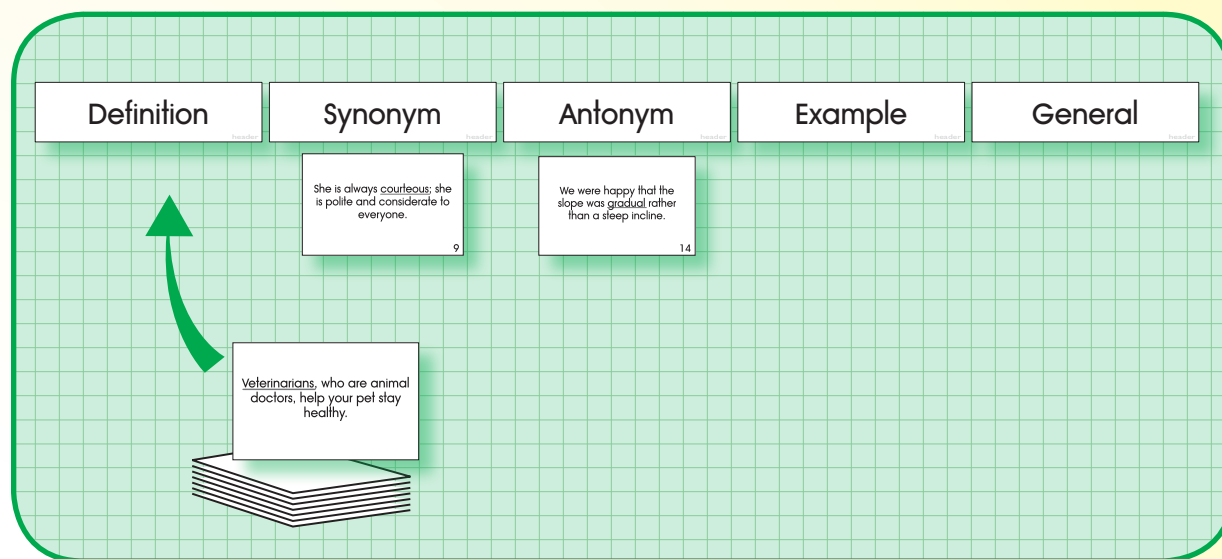
Extensions and Adaptations
- ► Identify the type of context clues in each example (Activity Master V.040.SS).
  Answers: 1-Synonym, 2-Example, 3-General, 4-Antonym, 5-Definition
- ► Add examples in which context clues do not help with meaning and sort with others (Activity Master V.040.AM3). Answers for No Context Clues: 4, 7, 10
- ► Write other Context Clue cards to sort (Activity Master V.001.AM4).

Definition

Synonym

Antonym

Example

General

header cards

The factory <u>manufactures</u>, or makes, parts for computers.

13

<u>Veterinarians</u>, who are animal doctors, help your pet stay healthy.

18

<u>Ecology</u>, which is the study of organisms and the environment, should be important to everyone.

6

She is always <u>courteous</u>; she is polite and considerate to everyone.

9

When he reached the <u>summit</u>, he was amazed at what he could see from the top of the mountain.

1

He was a very <u>generous</u> man who always gave his time and money to help organizations.

11

We were happy that the slope was <u>gradual</u> rather than a steep incline.

14

He worked hard to <u>conquer</u> his fears so they would not beat him.

16

context clue cards

The citizens tried to save the building, but in the end they lost and it was <u>demolished</u>.

8

Deciduous trees such as oak, elm, and maple, grow in many parts of the county.

15

Landscaping, horse training, and fishing are types of <u>occupations</u> that are done outdoors.

5

Reading, spelling, math, social studies, and science are part of the elementary <u>curriculum</u>.

3

The <u>innocent</u> man was greeted happily by his family.

17

Since the brothers <u>quarrel</u> all the time, their mother wonders if they will ever live near each other.

12

She is so <u>responsible</u>, we knew that if we left her in charge to watch the children, they would be safe and happy.

2

context clue cards

Example	Context Clue Type
He <u>demonstrated</u> how to make the recipe. He showed us everything from measuring the ingredients to serving it to guests.	
<u>Burrowing</u> animals such as moles, armadillos, and groundhogs all dig holes, tunnels, or homes in the ground.	
It was so <u>convenient</u> to be able to meet here and have lunch with you. I'm glad that I didn't have to drive across town.	
Unfortunately, the discussion ended in a <u>dispute</u> even though we were hoping we could have agreed on this issue.	
She likes to <u>procrastinate</u>, or delay, doing things until the last moment.	

No Context Clue

header

The students used lockers that were in the <u>corridor</u> because there were no closets in the classroom. 4	We traveled to the <u>outskirts</u> of town to meet our friends and go to the birthday party. 7
She will <u>compete</u> after school and then go home to do her homework. 10	

no context clue header and cards

📝 **Objective**

The student will use strategies to identify the meaning of words in context.

📝 **Materials**

▸ Text

Choose text within students' instructional-independent reading level range.

▸ Context clues bookmark (Activity Master V.041.AM1)

▸ Sticky notes

Small slips of paper can also be used.

▸ References (e.g., dictionary or glossary)

▸ Pencils

📝 **Activity**

Students determine the meaning of unfamiliar words by using context clues.

1. Provide each student with a copy of the text, student sheet, sticky notes, context clues bookmark, and references.

2. The students read the first paragraph or page of the text silently and think about the meaning.

3. Identify unfamiliar words. Attempt to determine meaning by using context clues. Use the bookmark as a reference for the types of context clues and signal words. Write the word on a sticky note and place it on the page where the word appears. Wait for partner to finish the page or paragraph.

4. Discuss the meaning of the text, any unfamiliar words, and the context clues that are used to determine meaning with partner.

5. If unable to determine the meaning of the word(s) ask partner for assistance. If still unable to determine the meaning of the word, look it up in the dictionary and discuss meaning.

6. Continue until the text is read and discussed with partner.

7. Peer evaluation

"I read the word 'extinct' which was unfamiliar. The sentence read, 'The dinosaurs lived long ago, but now they are extinct.' I noticed the word 'but' which is a signal word for an antonym -- so I knew that extinct might mean the opposite of lived. When I used it in the sentence, it made sense."
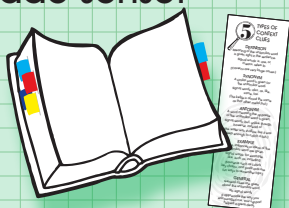
📝 **Extensions and Adaptations**

▸ Complete the student sheet (Activity Master V.041.SS).

▸ Write an explanation of how a context clue was used to determine the meaning of the unfamiliar words on the back of the student sheet.

▸ Use copy of the text and circle unfamiliar words and underline the context clues and signal words.

Vocabulary

5 TYPES OF CONTEXT CLUES

DEFINITION
Meaning of the unfamiliar word is given right in the sentence.

Signal words: is, are, or, means, refers to

(Caverns are very large caves.)

SYNONYM
A similar word is given for the unfamiliar word.

Signal words: also, as, like, same, too

(She is cautious crossing the street and also careful riding her bike.)

ANTONYM
A word meaning the opposite of the unfamiliar word is given.

Signal words: but, unlike, though however, instead of

(The water was shallow, but it was deep enough to catch a fish.)

EXAMPLE
Samples, instances, or ideas of the unfamiliar word are given.

Signal words: for example, like, such as, including

(Souvenirs such as T-shirts, key chains, and postcards are fun ways to remember trips.)

GENERAL
General clues are given about the unfamiliar word.

No signal words

(I appreciate the way you encouraged me. I won first prize.)

HOW I CAN USE CONTEXT CLUES TO FIGURE OUT THE MEANING OF UNFAMILIAR WORDS.

1. Think about the five types of context clues.

2. Look for words, phrases, and signal words that may help to figure out the meaning of the unfamiliar word.

3. If necessary, reread or read ahead to find other clues about the word.

4. Use the clues to help figure out the meaning of the word.

5. Try the learned meaning in the sentence.

6. If it makes sense, continue reading.

7. If no clues are available, or if unable to figure out the meaning, look the word up in the dictionary.

Name

Unfamiliar Word	Clue Used? YES NO		If yes, context clue type	Meaning

Vocabulary

Cloze Encounters

📝 **Objective**

The student will use strategies to identify the meaning of words in context.

📝 **Materials**

▶ Altered text

Copy text, white out target vocabulary, and draw a line where word was deleted.
Provide a word bank of the deleted vocabulary. Word bank can be listed on the copy of the
altered text or listed on separate sheet.

▶ Pencil

📝 **Activity**

Students choose words based on meaning to complete sentences in text.

1. Provide the student with a copy of the altered text and word bank.
2. The student reads the text and pauses after reading a sentence with a blank.
3. Uses context clues and reads the words in the word bank to select a word that best completes the sentence.
4. Reads the sentence with the selected word.
5. If sentence sounds correct, writes selected word in the blank. If sentence doesn't sound correct, selects another word.
6. Continues until the text is complete.
7. Reread the completed text.
8. Teacher evaluation

Chaos in the Kitchen

Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the _massive_ oven. The baker asked Jill if she would like a _____ of the kitchen. Jill smiled and said, "Yes!"

The baker _____ how the large ____ worked, showed them the oven, and the huge baker's _____ ta___ ___ n the baker told them how he combines the _____ to make ___ ____ ugh.

As Jill listened, the _____ switch on the giant mixing m___ caught her eye. She _____ her hand and flipped the switch. "Whirl" went the machine. The baker, Jill, and her dad tried to ___ _____ out of the way. Chocolate cake batter _____ around the room and all over Jill. The baker _____ toward the machine a turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. _____ the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt dreadful, but she began to giggle too.

Jill's dad sat and had a cup of coffee while Jill _____ up the chocolate cake batter. When she had _____ the job, she asked the baker to accept her _____ for making the mess. He smiled and said, "That's okay." Then, he _____ her a box to take with her. When she got outside the bakery, she _____ in the box to see a huge piece of chocolate cake. Jill smiled.

WORD BANK

lunged	ingredients	splattered	offered
~~massive~~	glistening	cleaned	peered
demonstrated	extended	dart	four
preparation	completed	apology	unexpectedly

📝 **Extensions and Adaptations**

▶ Work with a partner to complete the altered text. Use the original text provided by the teacher to check answers.

Vocabulary

✏ Objective

The student will use strategies to identify the meaning of words in context.

✏ Materials

▶ Text

Choose text within students' instructional-independent reading level range.
Copy and attach to the student sheet.

▶ Student sheet (Activity Master V.043.SS)

Provide students with multiple sheets, if necessary.

▶ References (e.g., dictionary or glossary)

Optional: Provide students with a Word Winner bookmark (Activity Master V.044.AM1).

▶ Pencil

✏ Activity

Students determine the meanings of unfamiliar or unknown words and rewrite sentences to demonstrate understanding.

1. Provide the student with a copy of the text, a student sheet, and references.
2. The student reads the text silently and thinks about the meaning.
3. Rereads the text and underlines unfamiliar words.
4. Writes the underlined words on the student sheet.
5. Writes the meaning of each word by using context clues, word parts (affixes and roots), and references.
6. Rewrites sentences containing the unfamiliar words by using the learned meanings.
7. Continues until all unfamiliar words are defined and used in rewriting original sentences.
8. Teacher evaluation
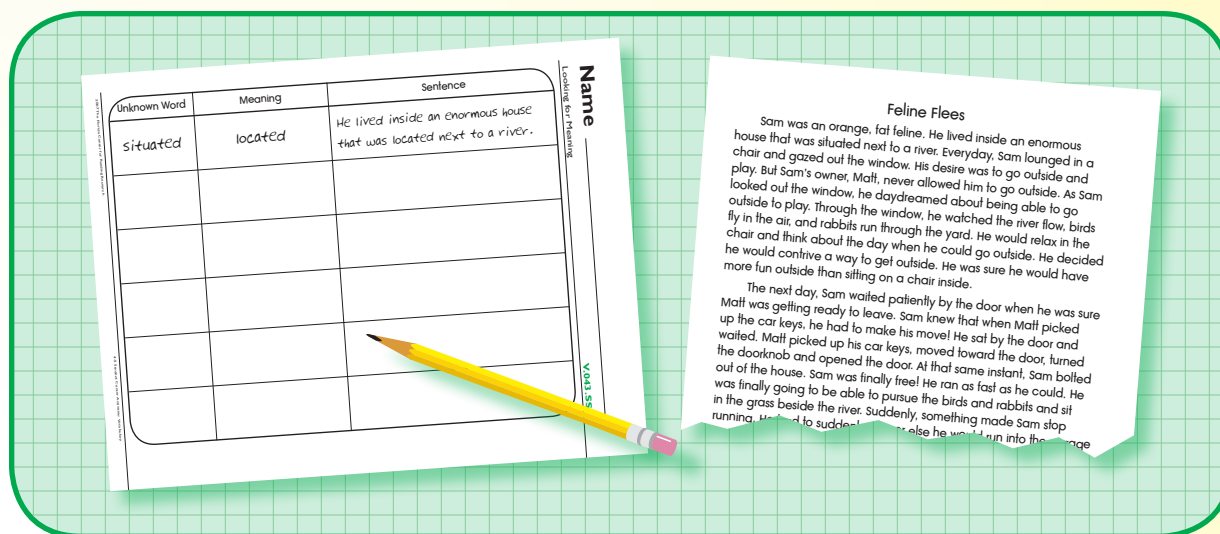
✏ Extensions and Adaptations

▶ Discuss the meaning of the text with a partner.
▶ Write a summary of the text using the learned words.

Name

Unknown Word	Meaning	Sentence				

Objective

The student will use strategies to identify the meaning of words in context.

Materials

- ▶ Text
  Choose text within students' instructional-independent reading level range.
- ▶ Word Winner bookmark (Activity Master V.044.AM1)
  Copy, fold, laminate, and cut.
- ▶ Student sheet (Activity Master V.044.SS1)
- ▶ Dictionary
- ▶ Pencil

Activity

Students gain understanding of the meaning of words by using strategies.

1. Provide the student with text, a bookmark, and a student sheet.
2. The student reads the text. Stops at unfamiliar words. Thinks about a strategy or strategies to figure out the meaning (e.g., context clues, words parts). Looks at bookmark for ideas about strategies, if needed.
3. Uses strategy or strategies to determine the meaning of the word.
4. Uses the meaning in the original sentence and decides if it makes sense.
5. Confirms by looking word up in the dictionary, if necessary.
6. Records the word, strategy or strategies used to understand the meaning, and the meaning of the word on the student sheet.
7. Continues until entire text is read.
8. Teacher evaluation
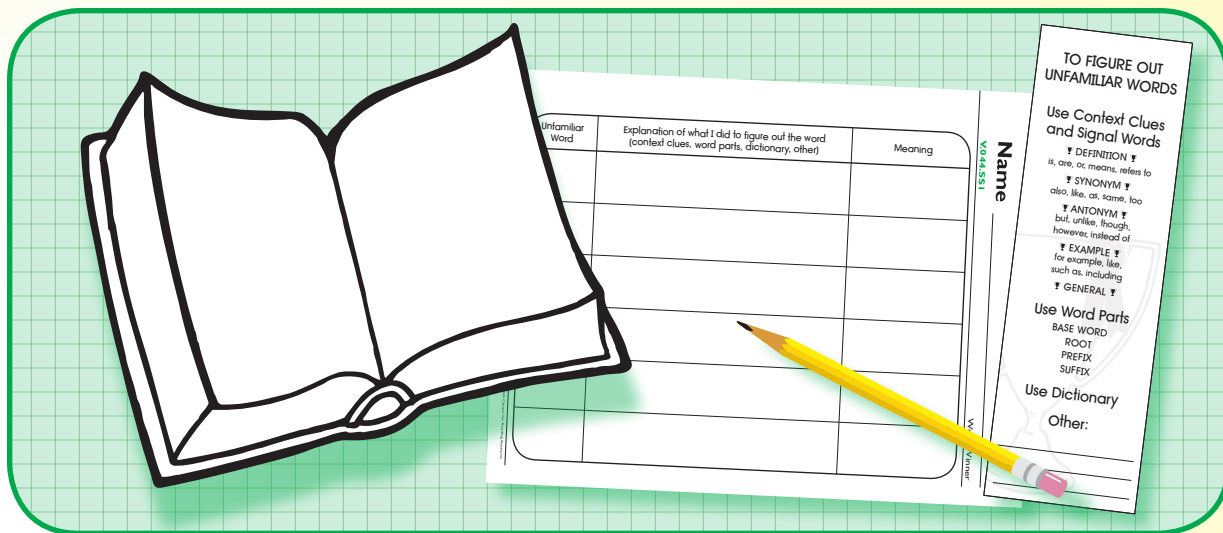
Extensions and Adaptations

- ▶ Discuss text, learned words, and vocabulary strategies with a partner.
- ▶ Use graphic organizer to show word-learning strategies (Activity Master V.044.SS2).

Vocabulary

TO FIGURE OUT UNFAMILIAR WORDS

Use Context Clues and Signal Words

♈ DEFINITION ♈
is, are, or, means, refers to

♈ SYNONYM ♈
also, like, as, same, too

♈ ANTONYM ♈
but, unlike, though, however, instead of

♈ EXAMPLE ♈
for example, like, such as, including

♈ GENERAL ♈

Use Word Parts

BASE WORD
ROOT
PREFIX
SUFFIX

Use Dictionary

Other:

_____

_____

_____

STEPS FOR FIGURING OUT AN UNFAMILIAR WORD

1.
Look for context clues and signal words in the sentence of the unfamiliar word and other nearby sentences.

2.
Break the word into word parts (roots, prefixes, base words, and suffixes). Identify the meaning of each part, then put the meanings together to figure out the whole word.

3.
Attempt to determine the meaning of the word and use it in the sentence.

4.
If necessary, look the word up in the dictionary.

Other:

_____

_____

_____

Name _____

Unfamiliar Word	Explanation of what I did to figure out the word (context clues, word parts, dictionary, other)	Meaning

Name _____

Word

parts of word

part	meaning
part	meaning
part	meaning
part	meaning

Context Clues and Signal Words

possible meaning of the word

possible meaning used in original sentence

Did my meaning make sense in the sentence? Yes or No

NO

YES

write dictionary meaning

Good job!!
Keep reading.

✏ **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
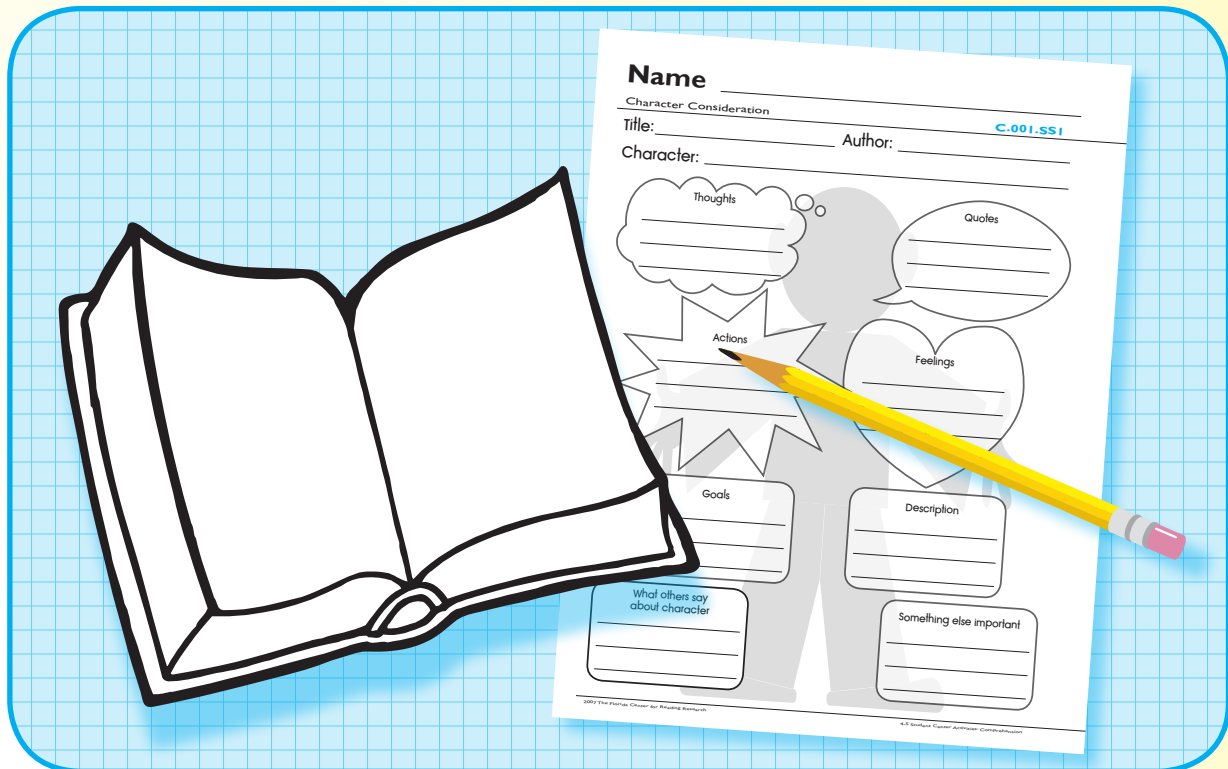
✏ **Extensions and Adaptations**

▶ 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 _____

Title:_____ Author: _____

Character: _____

Thoughts
_____
_____
_____

Quotes
_____
_____
_____

Actions
_____
_____
_____

Feelings
_____
_____
_____

Goals
_____
_____
_____

Description
_____
_____
_____

What others say
about character
_____
_____
_____

Something else important
_____
_____
_____

Name _____

Title:_____ Author: _____

Character: _____

Actions

Thoughts

Quotes

Trait

1

Actions

Thoughts

Quotes

Trait

2

Actions

Thoughts

Quotes

Trait

3

Name _____

Title: _____ Author: _____

Character

What would you do if you were the character?

What does the character look like?

What things does the character do?

Do you like the character? Why or why not?

Something important about the character

Name _____

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

_____
_____
_____

How does the character react
to the event or problem?

_____
_____
_____
_____

Character

Comprehension

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
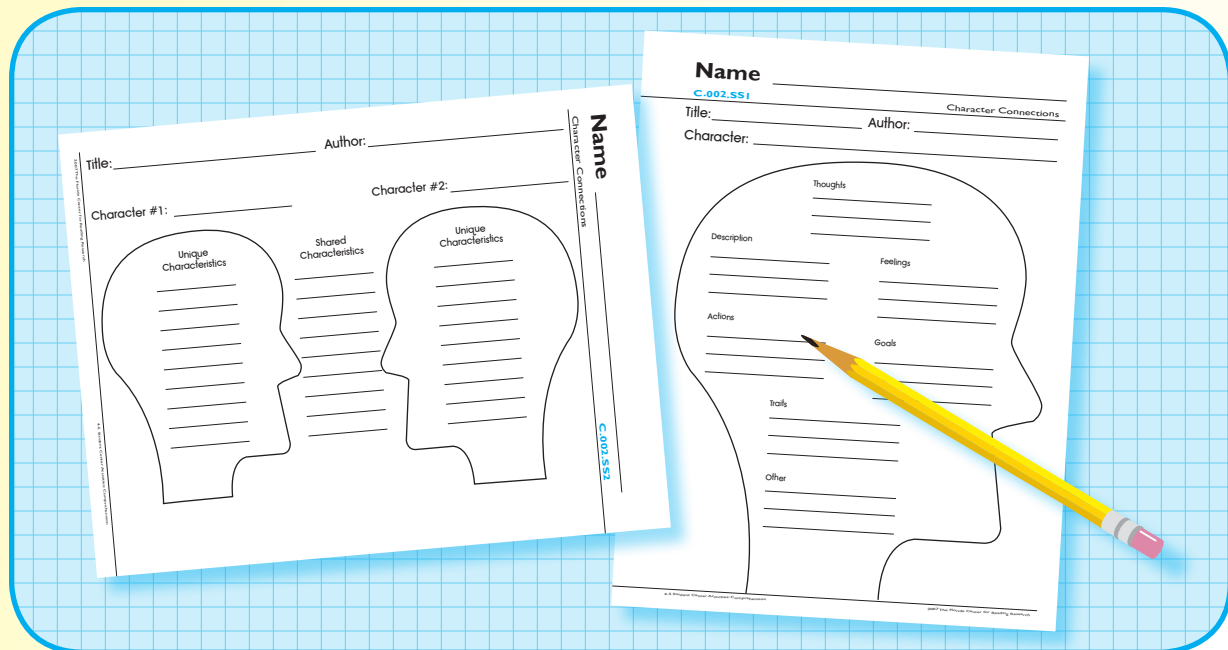
✏ Extensions and Adaptations

▸ 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 _____

Title:_____ Author: _____

Character: _____

Thoughts

_____

_____

_____

Description

_____

_____

_____

Feelings

_____

_____

_____

Actions

_____

_____

_____

Goals

_____

_____

_____

Traits

_____

_____

_____

Other

_____

_____

_____

Name

Title: _____

Author: _____

Character #1: _____

Character #2: _____

Unique Characteristics

Shared Characteristics

Unique Characteristics

Name _____

_____
_____
_____
_____

How are they alike?

Title: _____

Character #1: _____

Title: _____

Character #2: _____

How are they different?
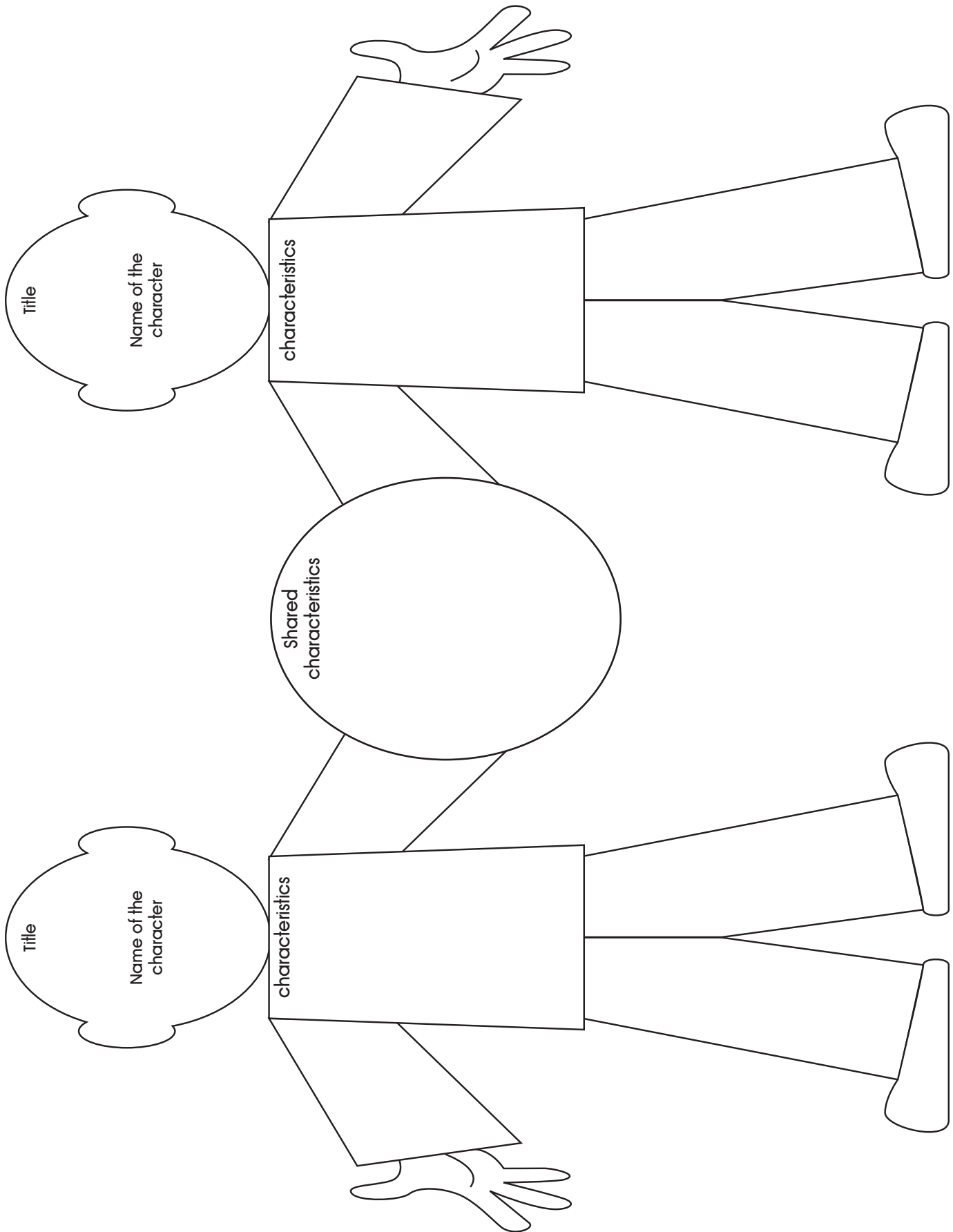
_____
_____
_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____
_____
_____

Name _____

Title

Name of the character

characteristics

Shared characteristics

Title

Name of the character

characteristics

Name

Author:

Title:

Character #2

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

Event or Problem

Character #1

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

Name
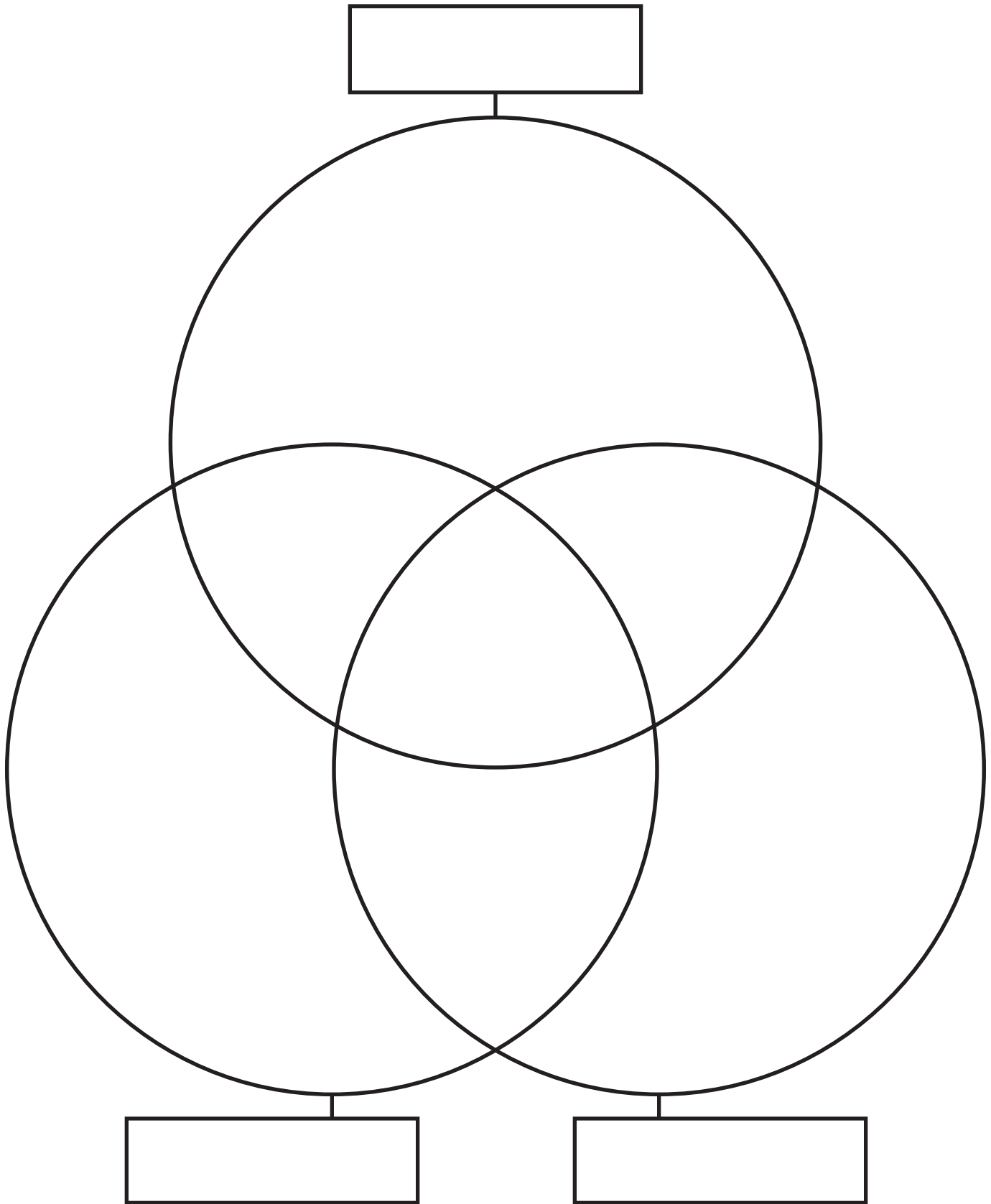
Objective

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
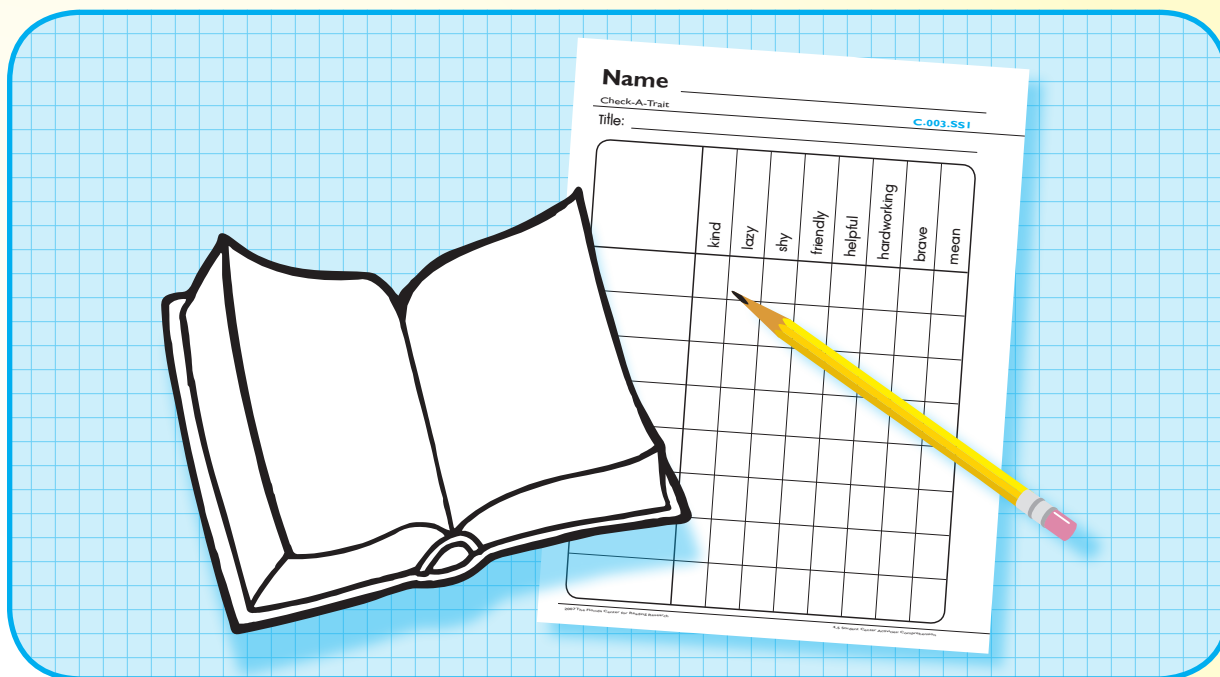
Extensions and Adaptations

▶ 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 _____

Title: _____ Author: _____

	kind	lazy	shy	friendly	helpful	hardworking	brave	mean

Name _____

Title: _____ Author: _____

Name _____

Title: _____ Author: _____

Character: _____

	Strength	Weakness	Why?
1. Solving problems	☐	☐	_____
2. Facing challenges	☐	☐	_____
3. Being curious	☐	☐	_____
4. Getting along with others	☐	☐	_____
5. Other: _____	☐	☐	_____

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

Name _____

The Main Events

Title _____   **C.004.SS1**

Problem or Conflict:

Event

2007 The Florida Center for Reading Research

4-5 Student Center Activities: Comprehension

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 _____

Title: _____ Author: _____

Problem or Conflict:

Event 1

▼

Event 2

▼

Event 3

▼

Event 4

▼

Event 5

▼

Event 6

Resolution

Name _____

Author: _____

Title: _____

3.

2.

1.

6.

5.

4.
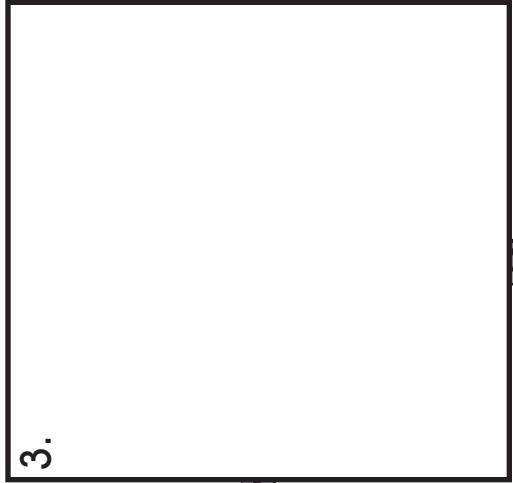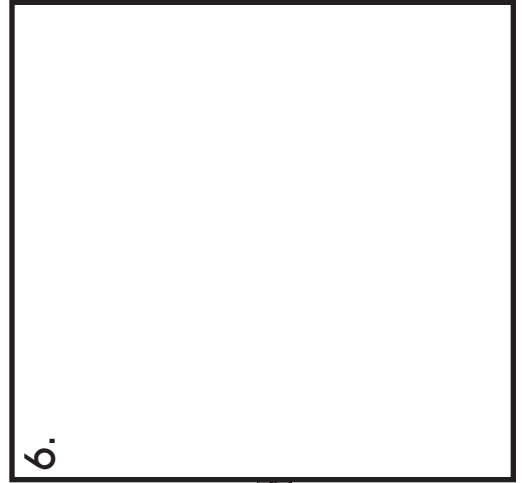
The Main Events

Title: _____

Author: _____
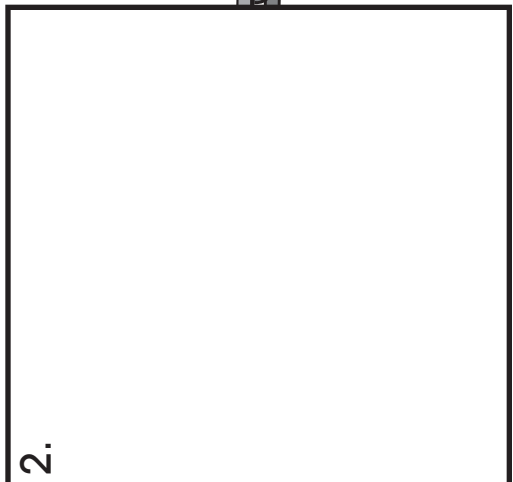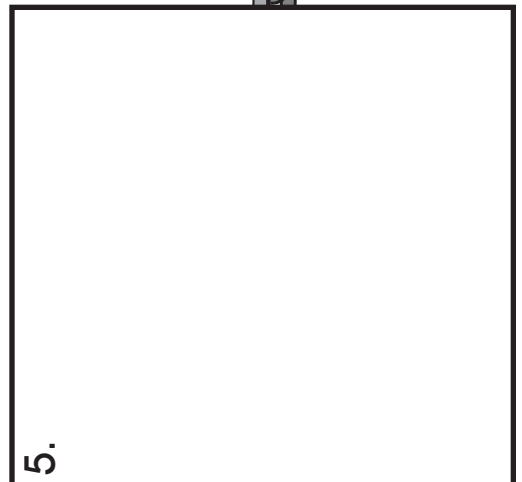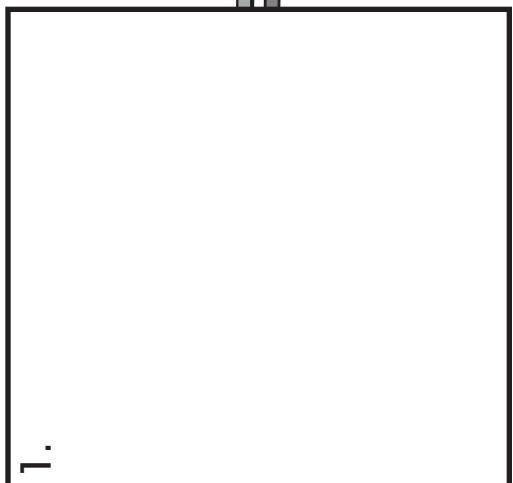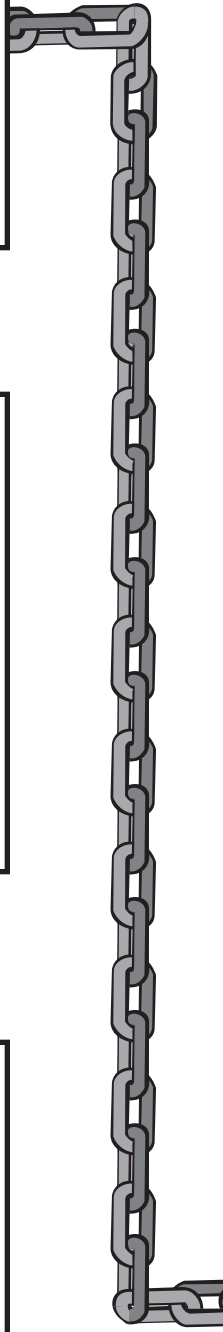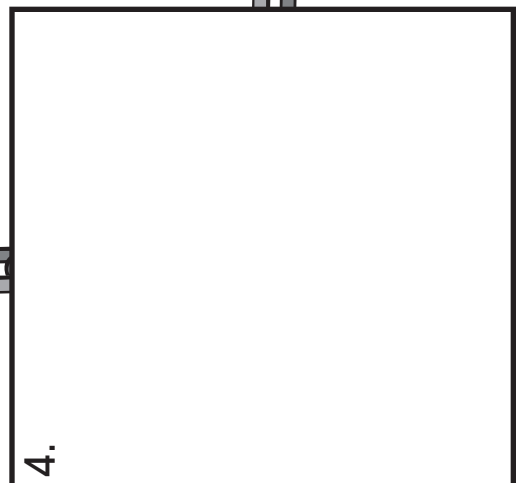
Event 2

Event 4

Event 6

Event 1

Event 3

Event 5

Name

Author:

Title:

3. What happened then?

4. What happened last?

1. What happened first?

2. What happened next?

Comprehension

Plotting the Plot

📝 **Objective**
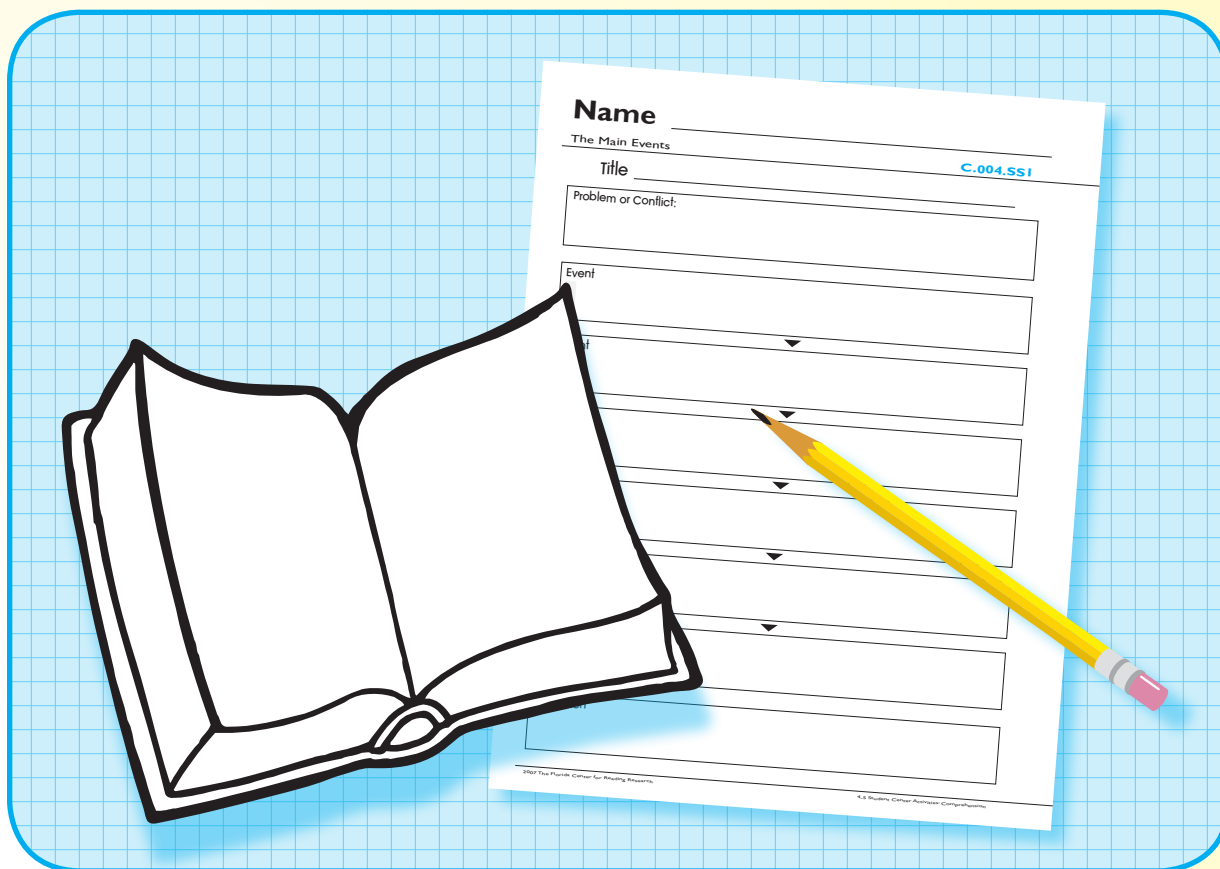
The student will identify the components of a plot.

📝 **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
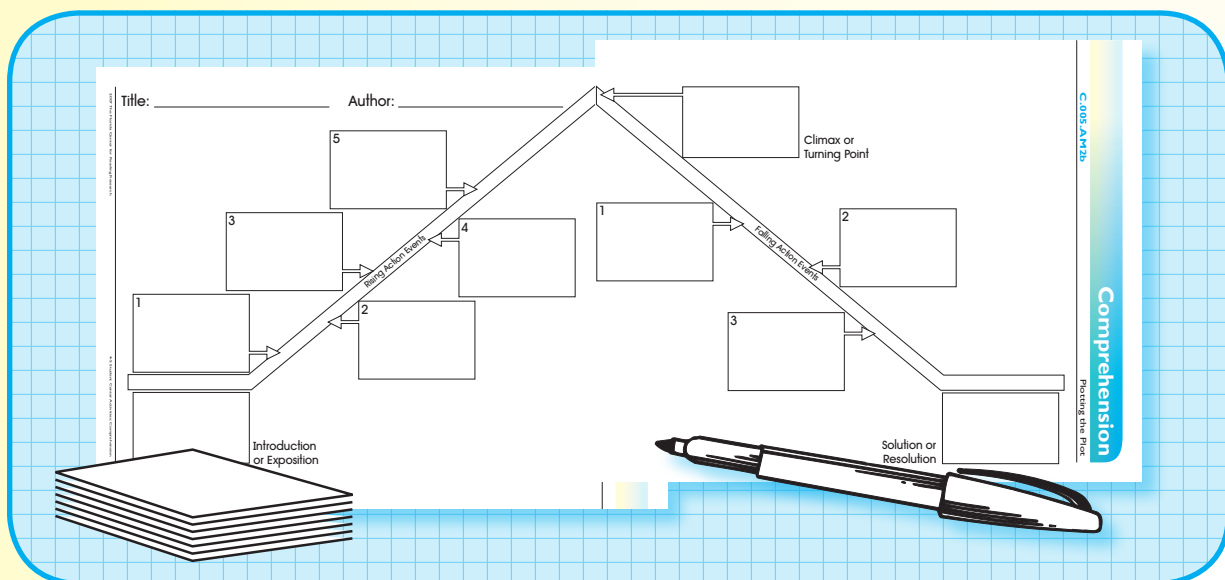
📝 **Extensions and Adaptations**

▸ 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).

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

Title: _____

Author: _____

Rising Action Events

Introduction
or Exposition

1

2

3

4

5

Climax or
Turning Point

2

Falling Action Events

3

Solution or
Resolution

1

Name _____

Plotting the Plot

Author: _____

Title: _____

Climax or Turning Point

Falling Action Events

Rising Action Events

1

2

3

4

5

1

2

3

Introduction or Exposition

Solution or Resolution

blank cards

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
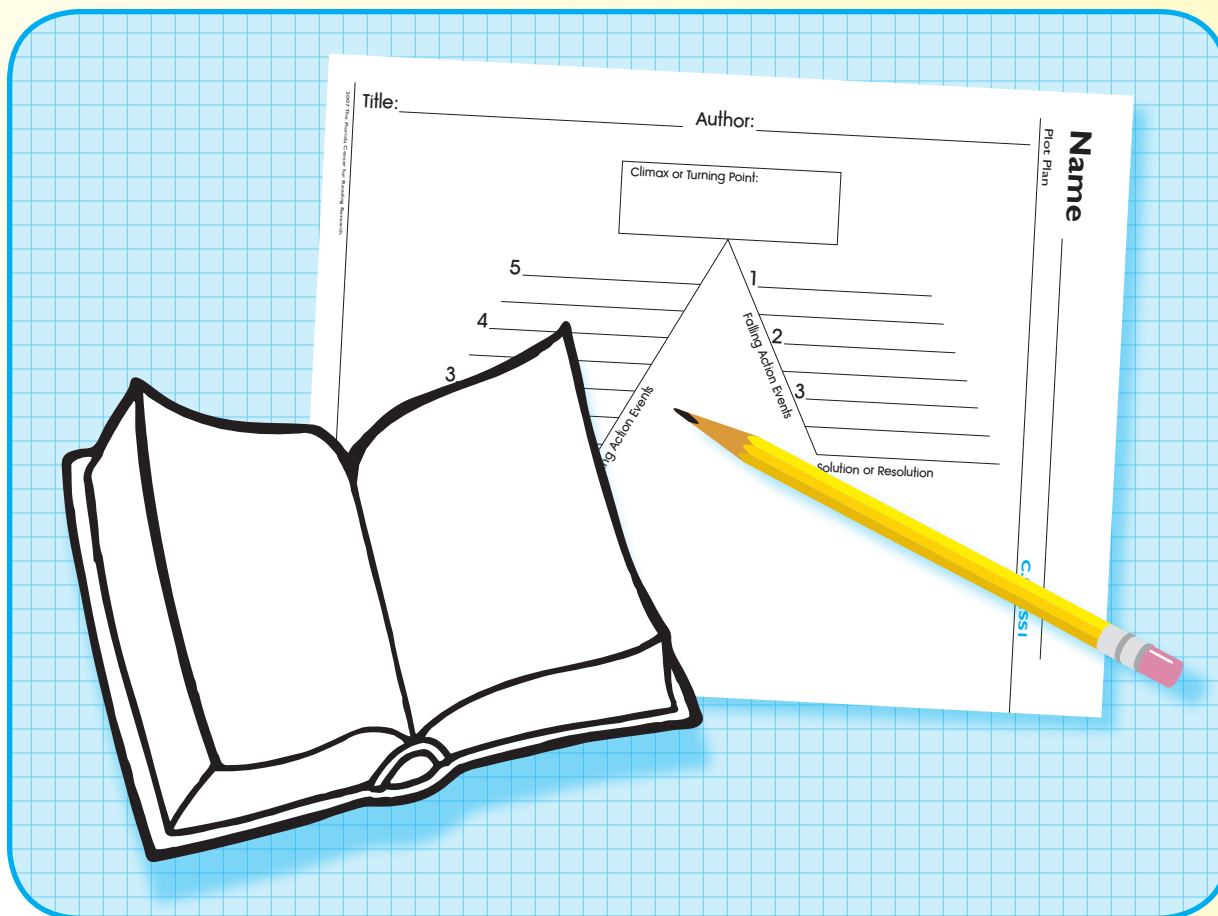
Extensions and Adaptations

- ▶ 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

Author:

Title:

Climax or Turning Point:

Falling Action Events

1

2

3

Solution or Resolution

Rising Action Events

5

4

3

2

1
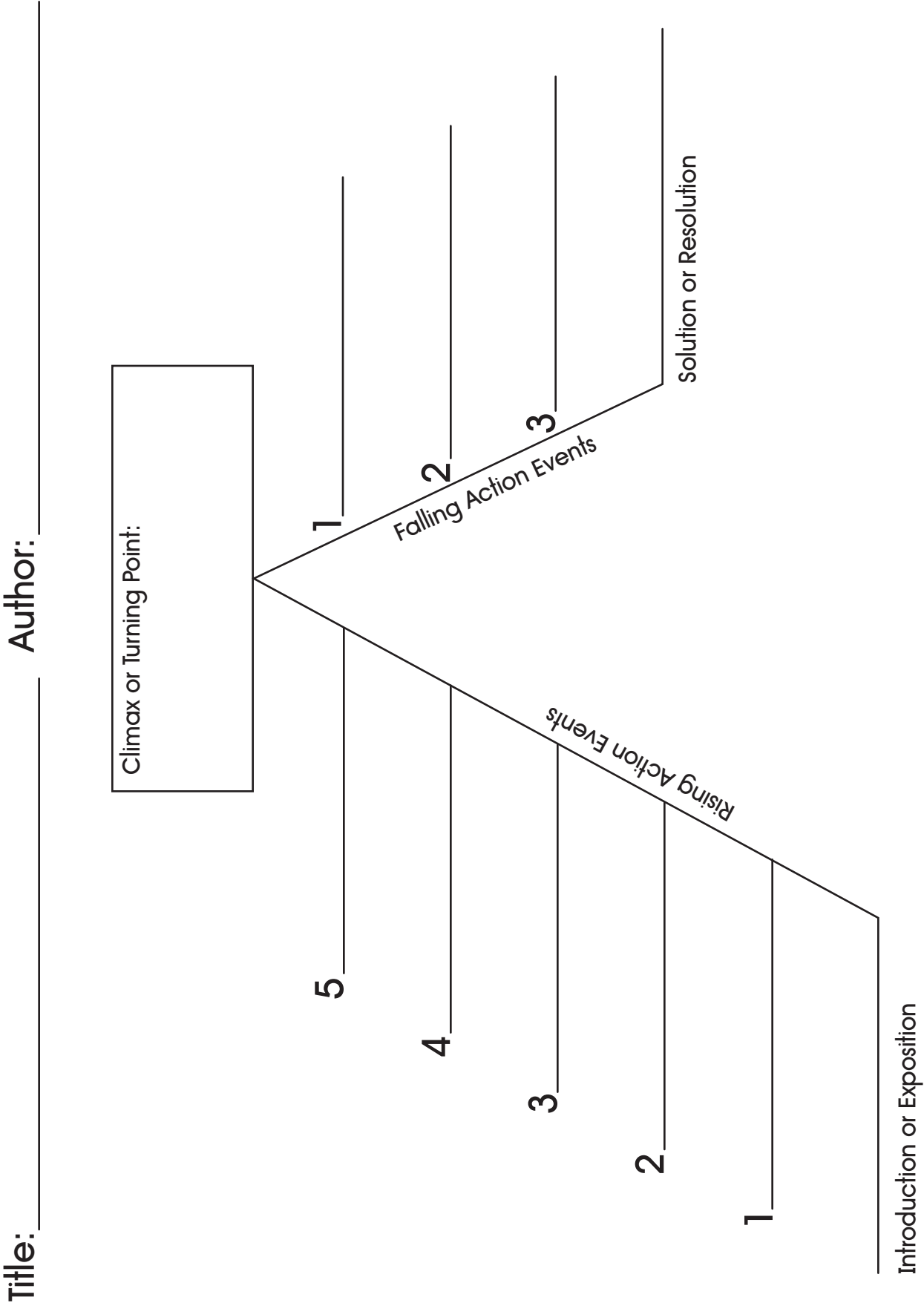
Introduction or Exposition

Name _____

Title: _____

Author: _____

Climax or Turning Point:

Falling Action Events

1

2

3

Solution or Resolution

Rising Action Events

1

2

3

4

5

Introduction or Exposition

Conflict:

Theme:

Setting:

Name _____

Plot Plan

Title: _____ Author: _____

Name _____

Author: _____

Title: _____

1

2

3

4

5

6

Comprehension
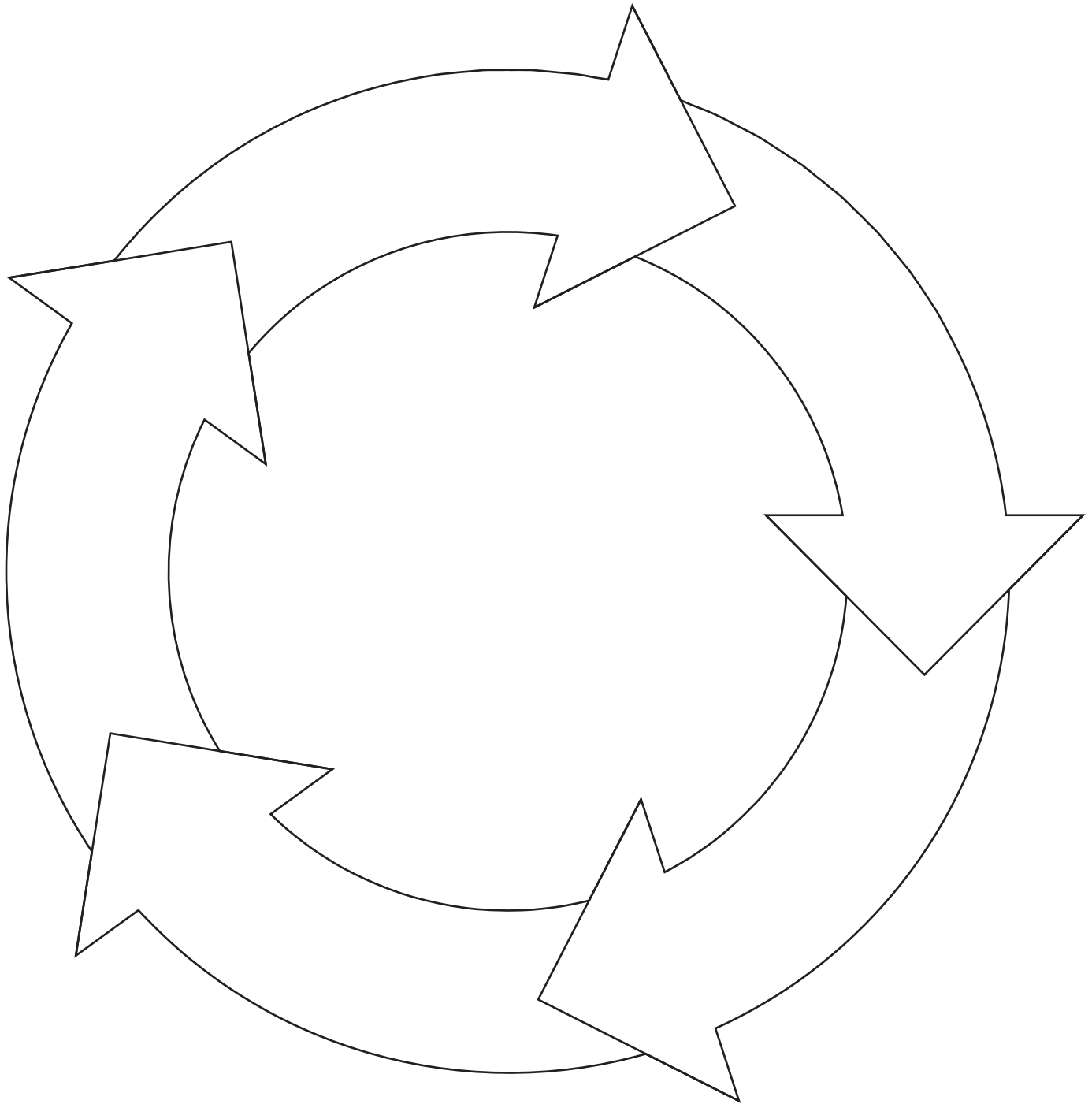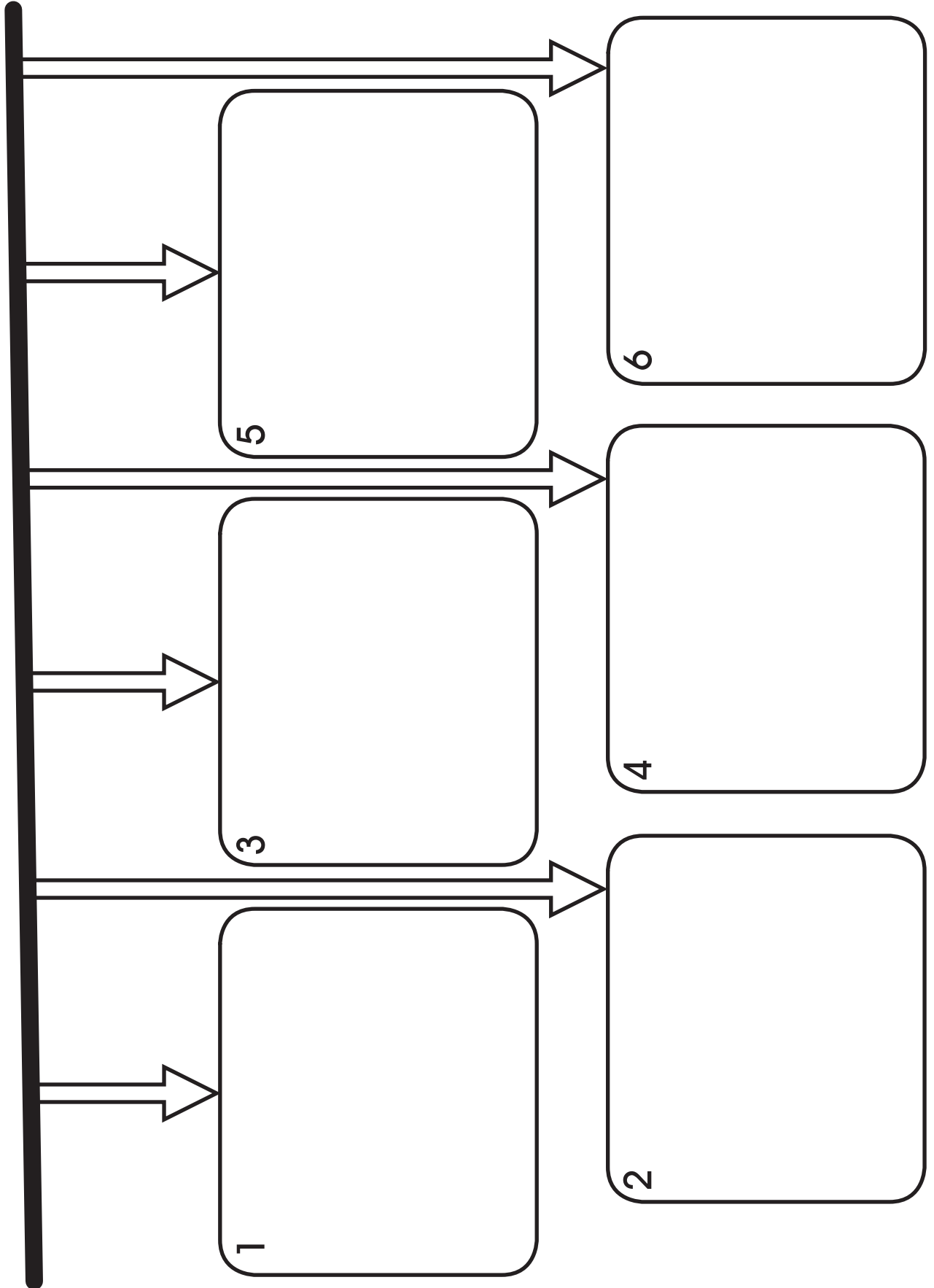
Story Pieces

📝 **Objective**

The student will identify story elements.
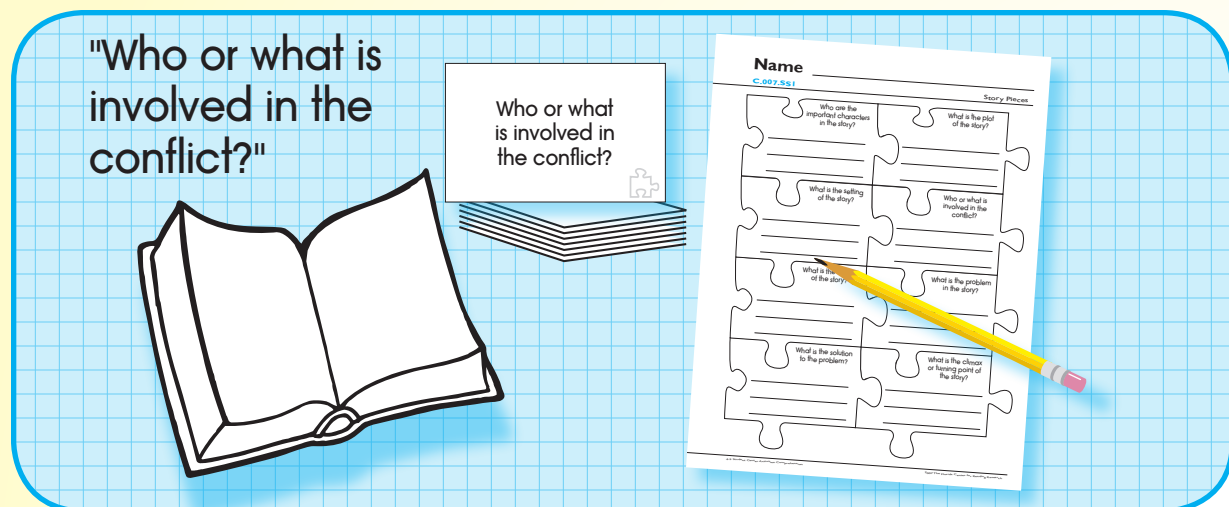
📝 **Materials**

▶ 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

"Who or what is involved in the conflict?"

📝 **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)

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

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 _____

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?

_____

_____

_____

Comprehension

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

characters	setting	problem	solution	theme	plot
header	header	header	header	header	header

Title #1 *The Lion's Tale*
monkey, lion, and alligator
characters

Title #1 *The Lion's Tale*
in the jungle
setting

Title #3 _____
theme

Title #2 *The Terrific Trio*
Tim, Jim, Keith
characters

✎ **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

story element header cards

Comprehension

Title #1_____

characters

Title #1_____

setting

Title #1_____

problem

Title #1_____

solution

Title #1_____

theme

Title #1_____

plot

story element cards

Title #2_____

characters

Title #2_____

setting

Title #2_____

problem

Title #2_____

solution

Title #2_____

theme

Title #2_____

plot

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

2007 The Florida Center for Reading Research

4-5 Student Center Activities: Comprehension

Name _____

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

Story Element Ease

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
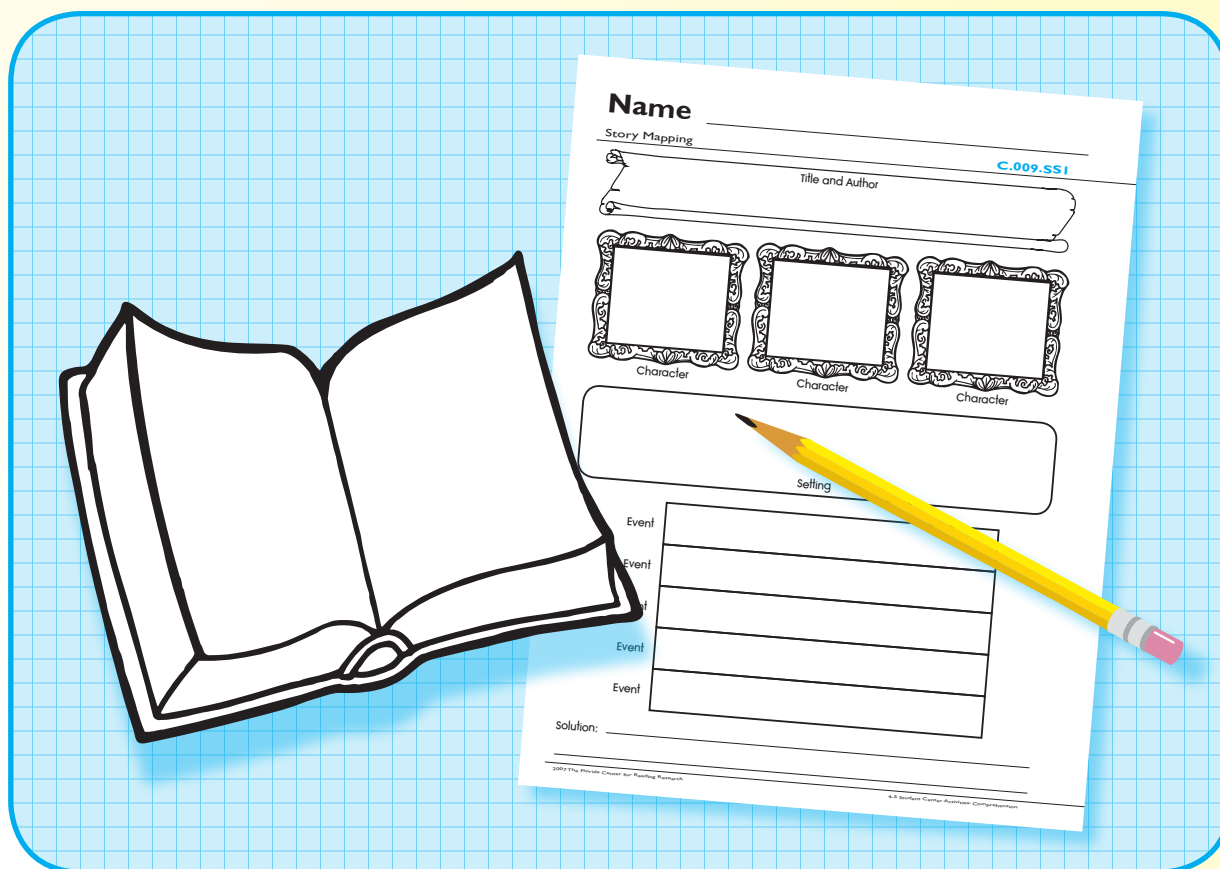
✏ **Extensions and Adaptations**

▶ 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 _____

Title and Author
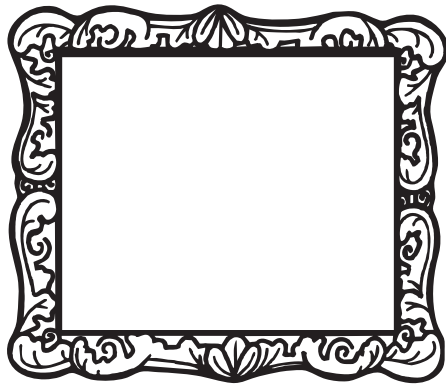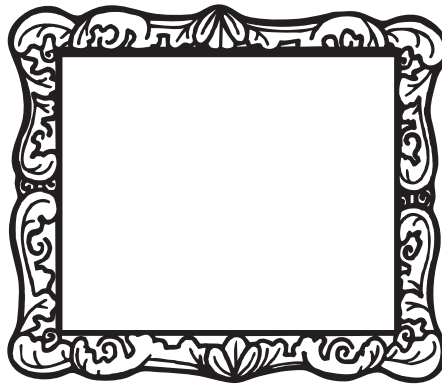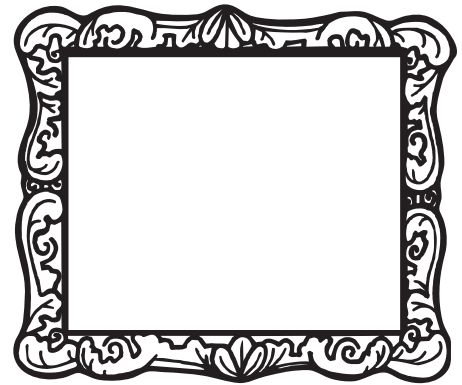
Character   Character   Character

Setting

Problem: _____

_____

Event

Event

Event

Event

Solution: _____

_____

Name _____

Title: _____ Author: _____

Setting
Where:
When:

▼

Characters

▼

Problem

▼

Event

▼

Event

▼

Event

▼

Event

▼

Event

▼

Solution

Name

Who is your favorite character and why?

What is the plot of the story?

What is the theme of the story?

What is another way the problem could have been solved?

Title/Author

Who are the important characters in the story?

What is the setting of the story?

What is the problem in the story?

What is the solution to the problem?

Name

Comprehension
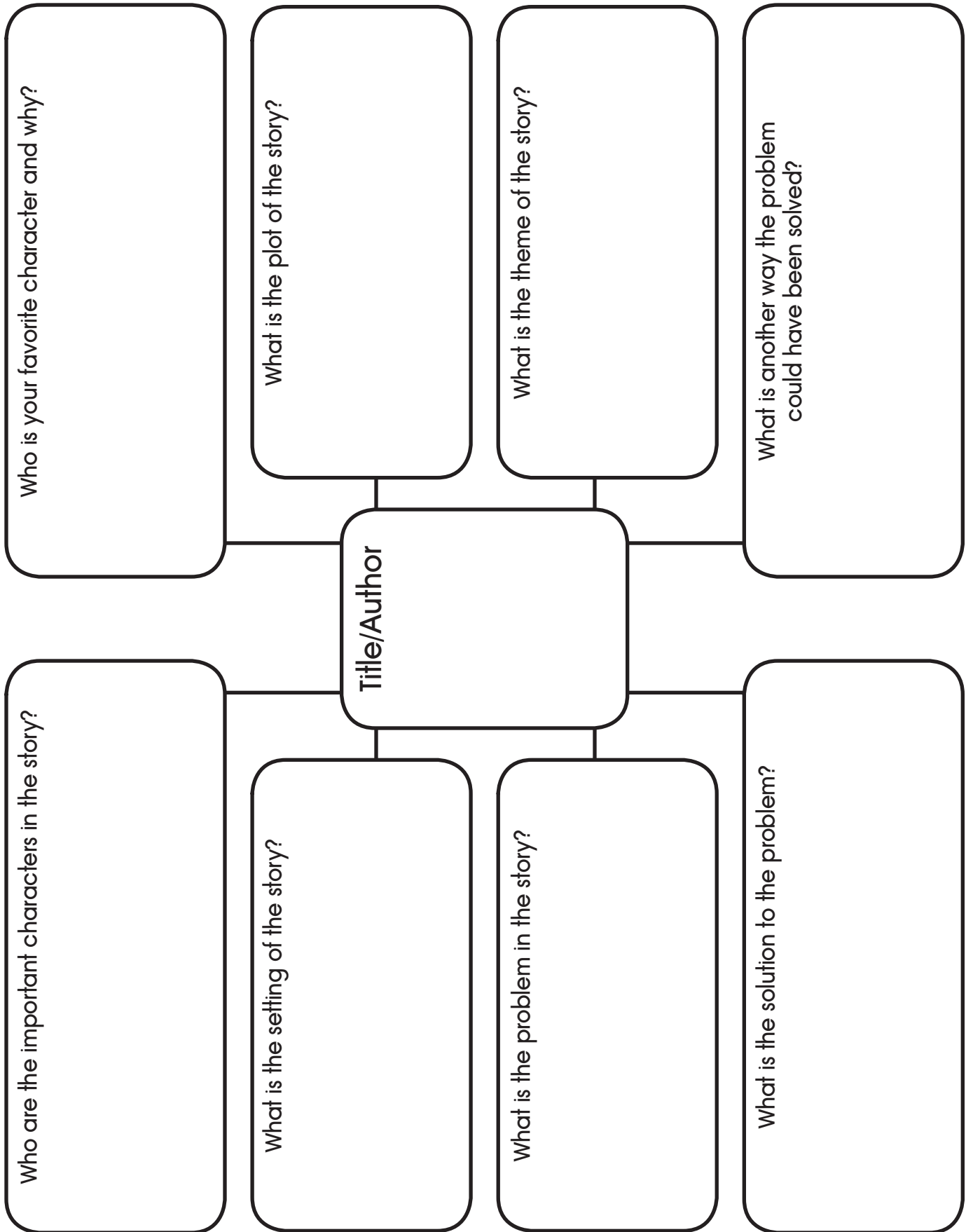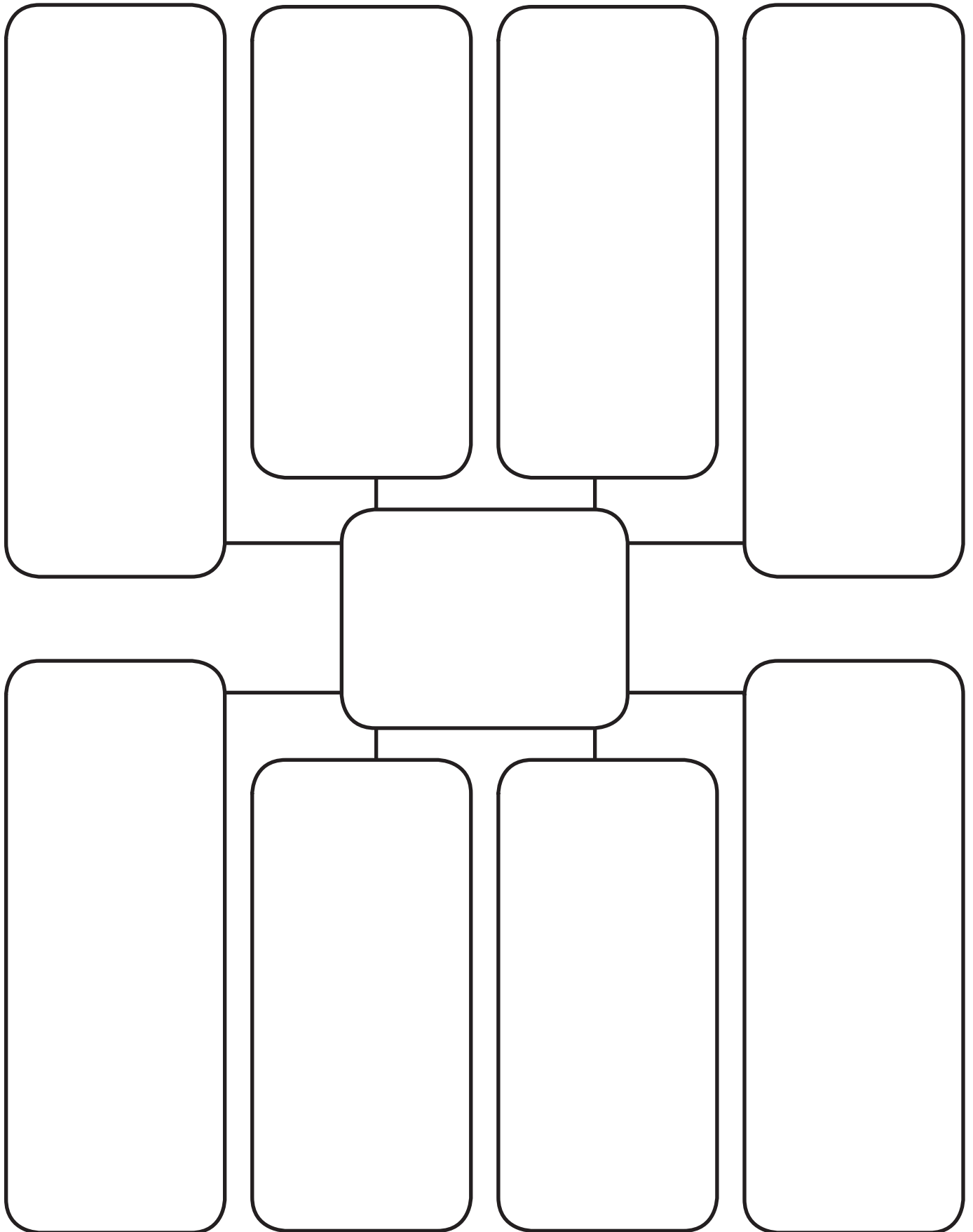
Side-by-Side Stories

📝 **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
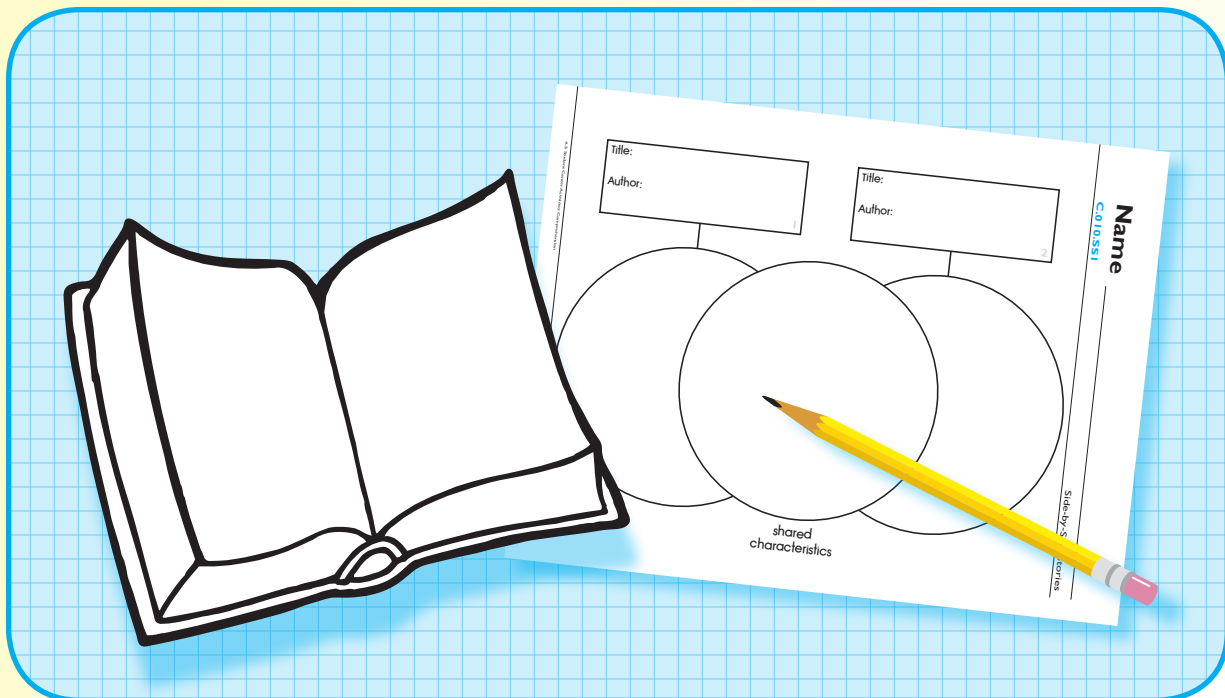
📝 **Extensions and Adaptations**

▶ 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 _____

Title:

Author:

2

Title:

Author:

1

shared characteristics

Name

_____
_____
_____
_____
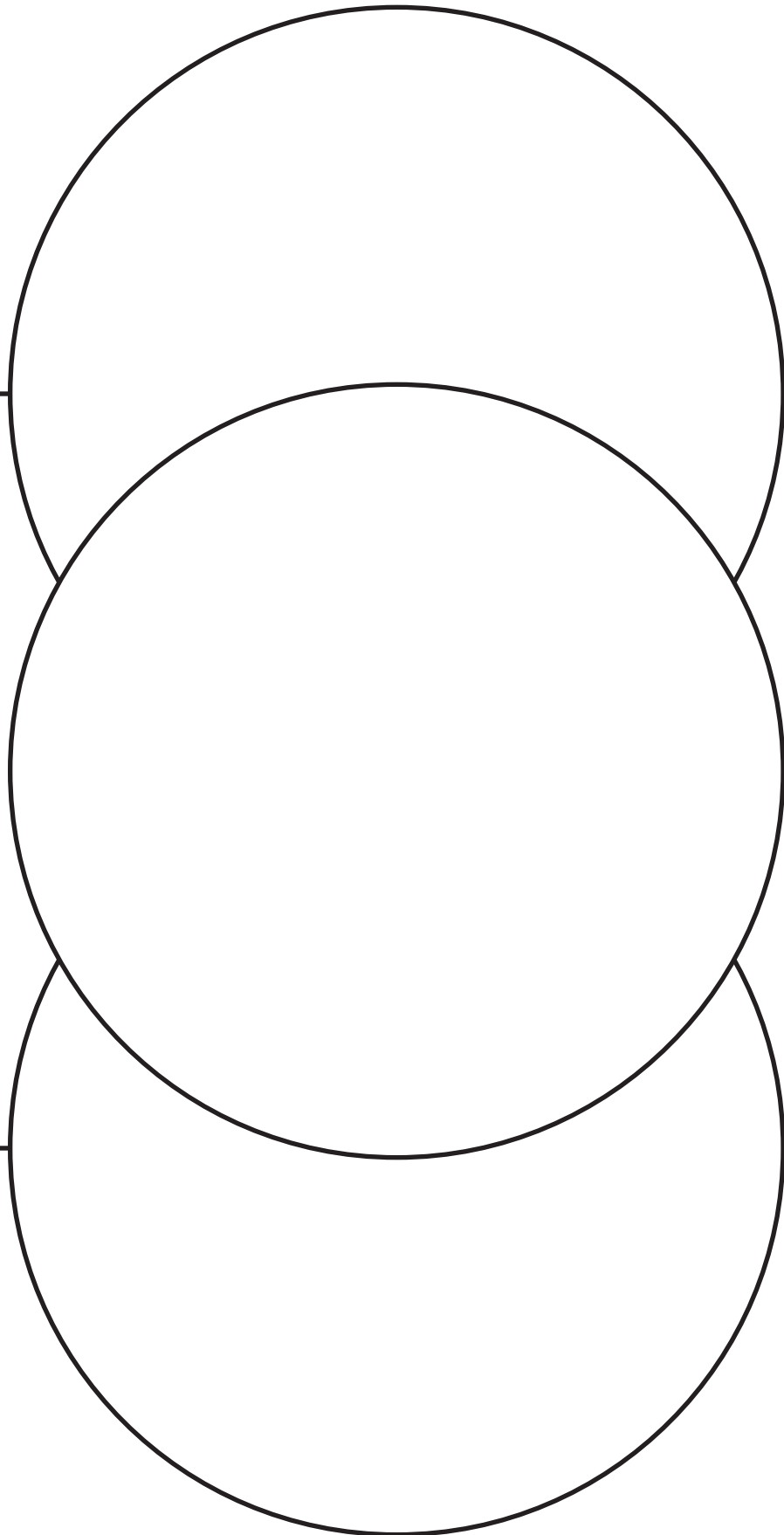
How are they alike?

| Story #1 _____ | Story #2 _____ |

How are they different?

_____
_____
_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____
_____
_____

Name _____

Title

Author

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

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

Title

Author

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

Comprehension

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

Name _____

C.011.SS
Title: _____   Retell Recap
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 important events

☐ 7. Told the solution

☐ 8. Told how the story ended

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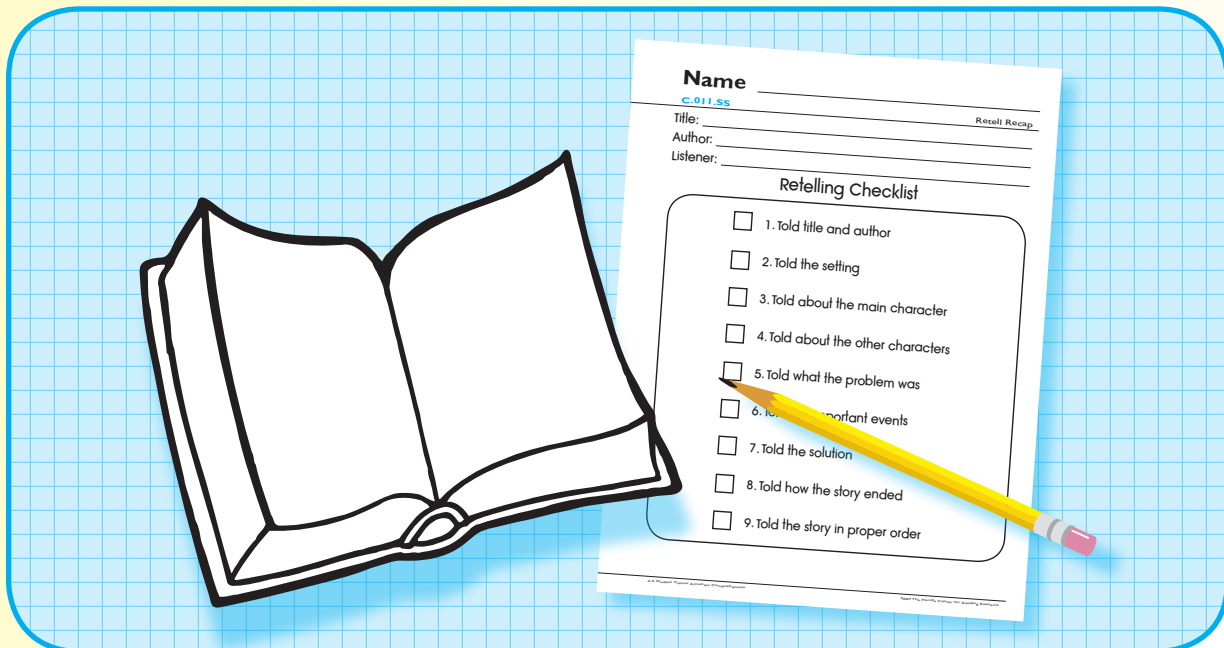
✏ ## Extensions and Adaptations
▶ Write the summary of the story on the back of the student sheet or on notebook paper.
▶ Place questions in sequence on a binder ring to retell a story (Activity Master C.011.AM1).
▶ Give story element clues to partner who guesses the title. For example, A small animal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

Name _____

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

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
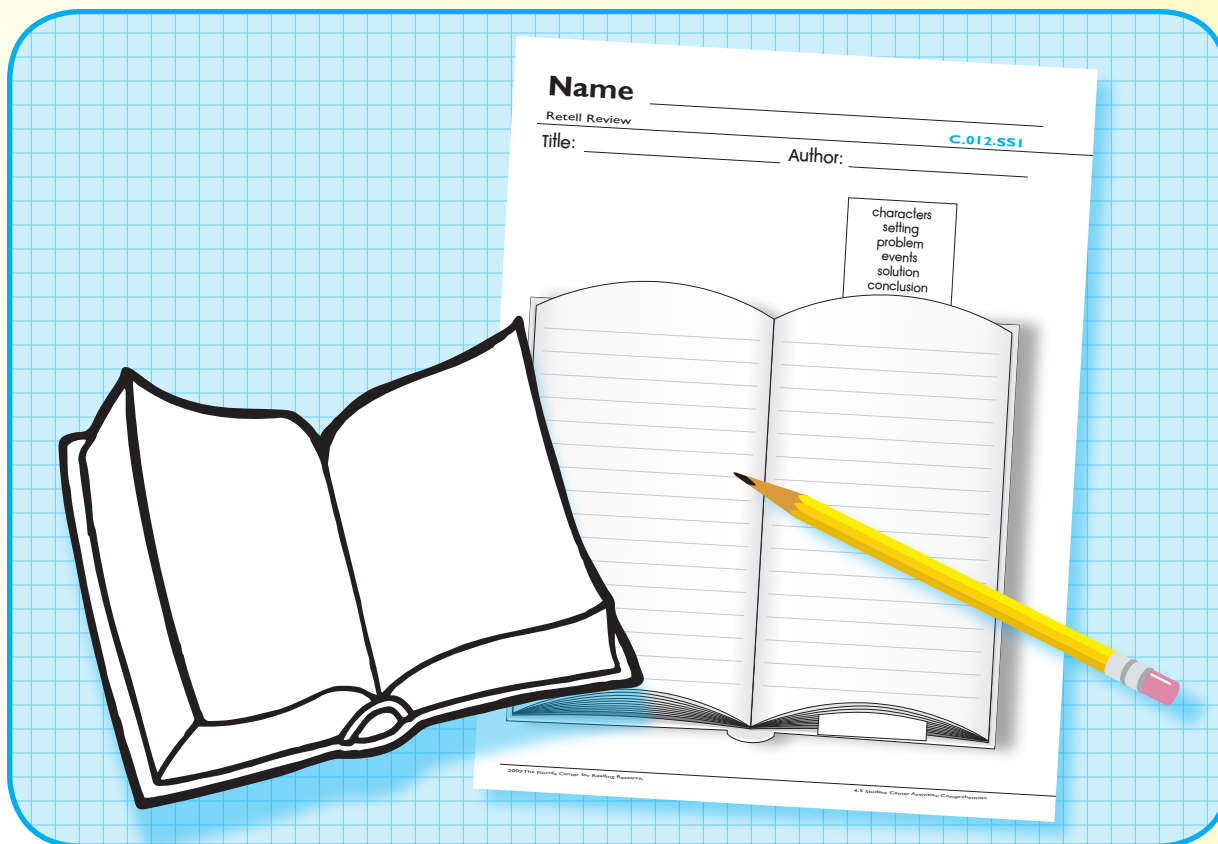
Extensions and Adaptations

▶ 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 _____

Title: _____ Author: _____

characters
setting
problem
events
solution
conclusion

Name

Setting

Solution
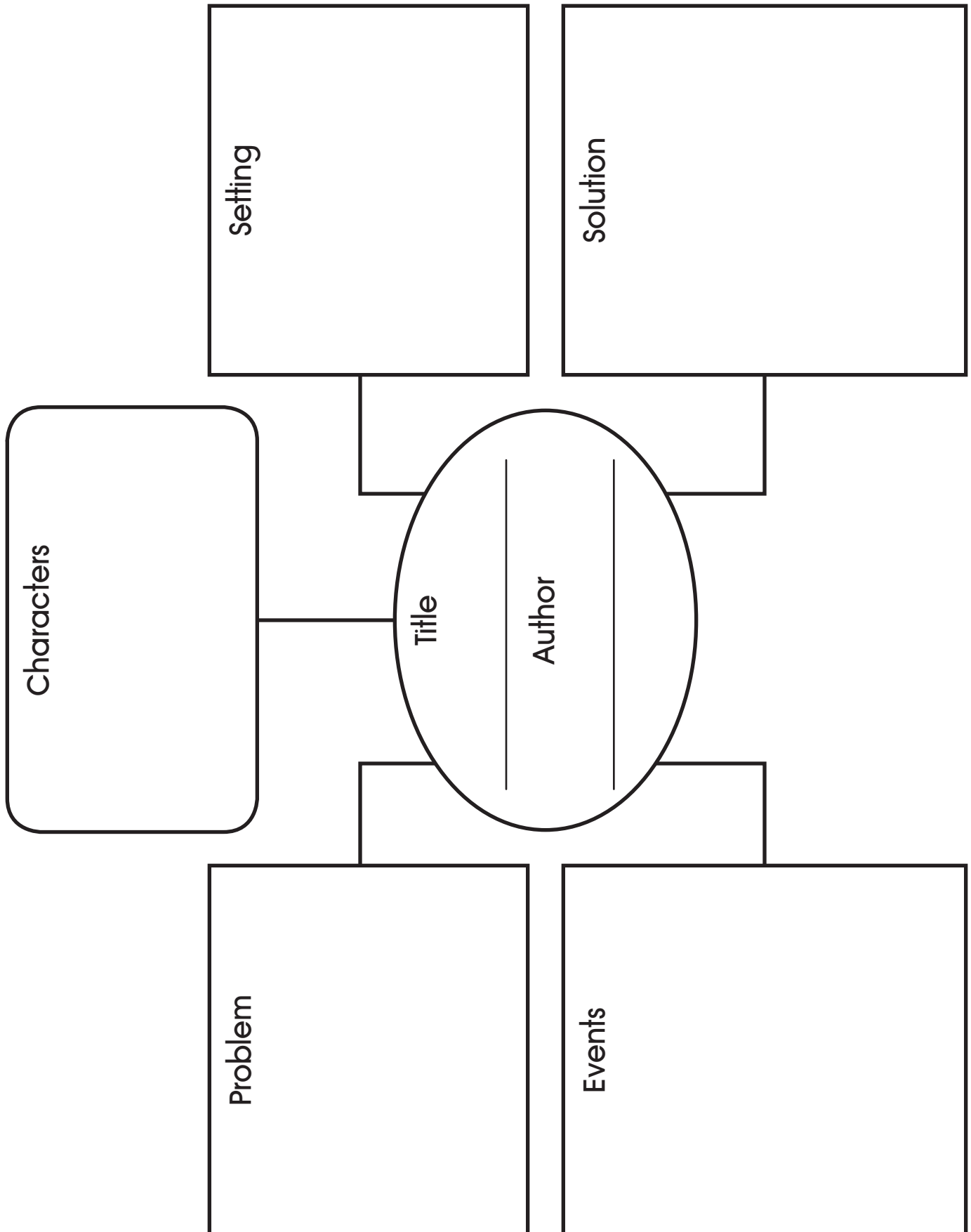
Characters

Title

Author

Problem

Events

Name _____

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 _____

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?	

Comprehension

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
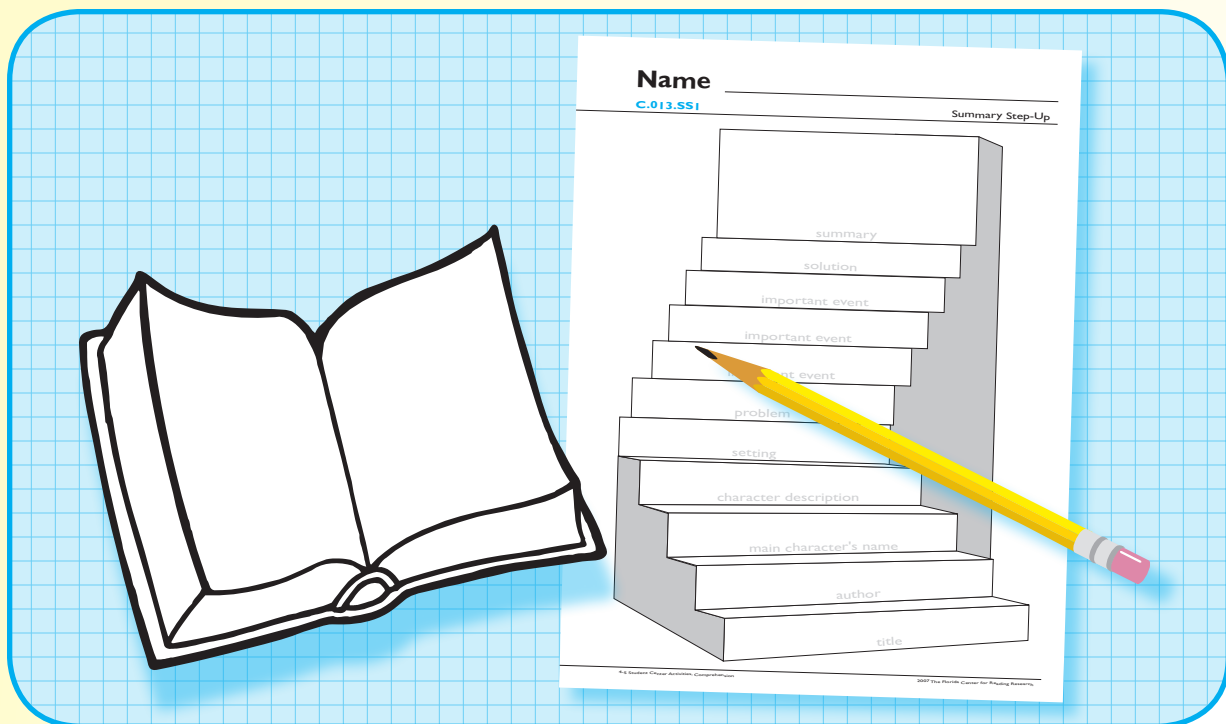
✎ Extensions and Adaptations

▶ 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.

summary

solution

important event

important event

important event

problem

setting

character description

main character's name

author

title

Name

Title:

How was it solved?

What was the problem?

Who was in the story?
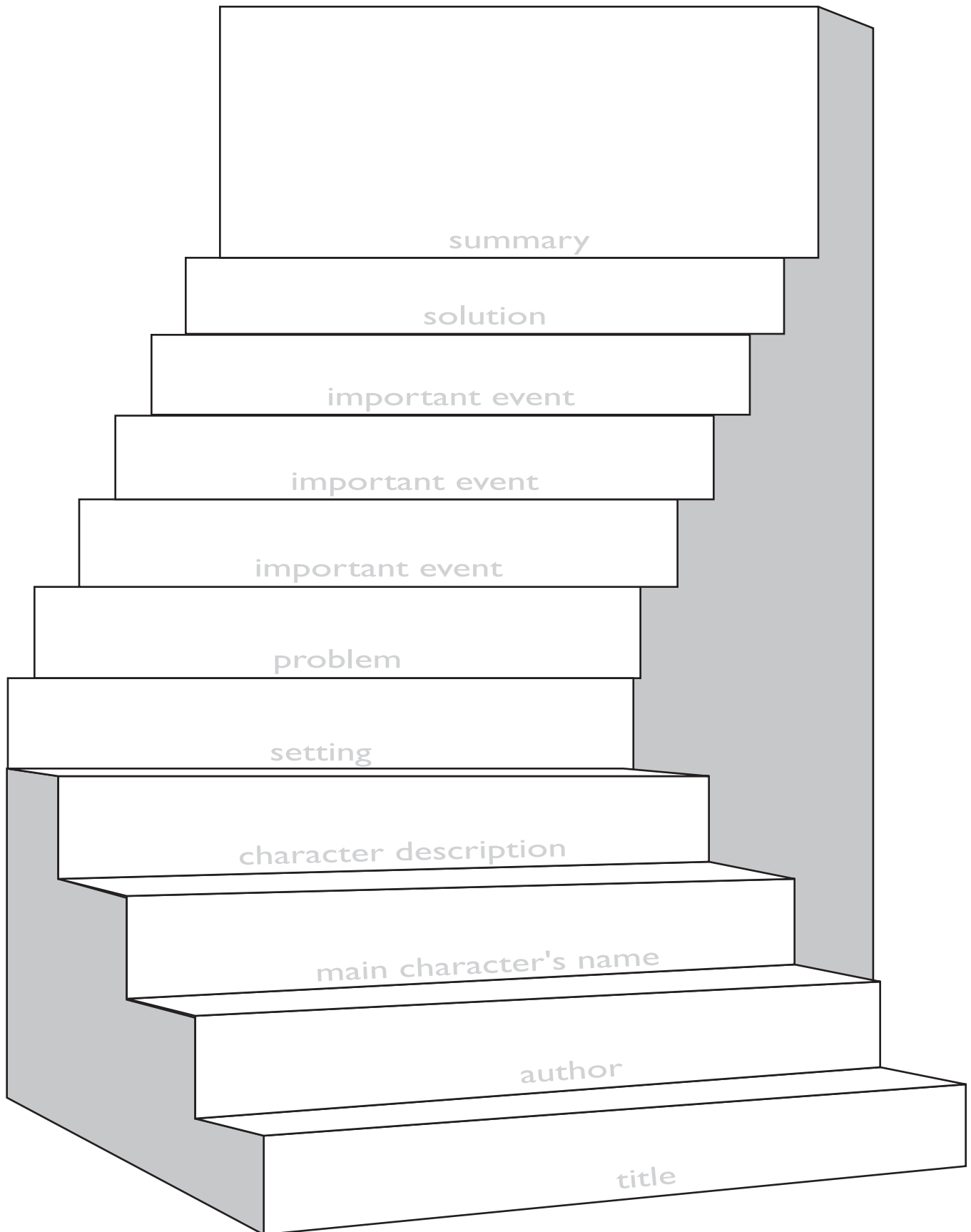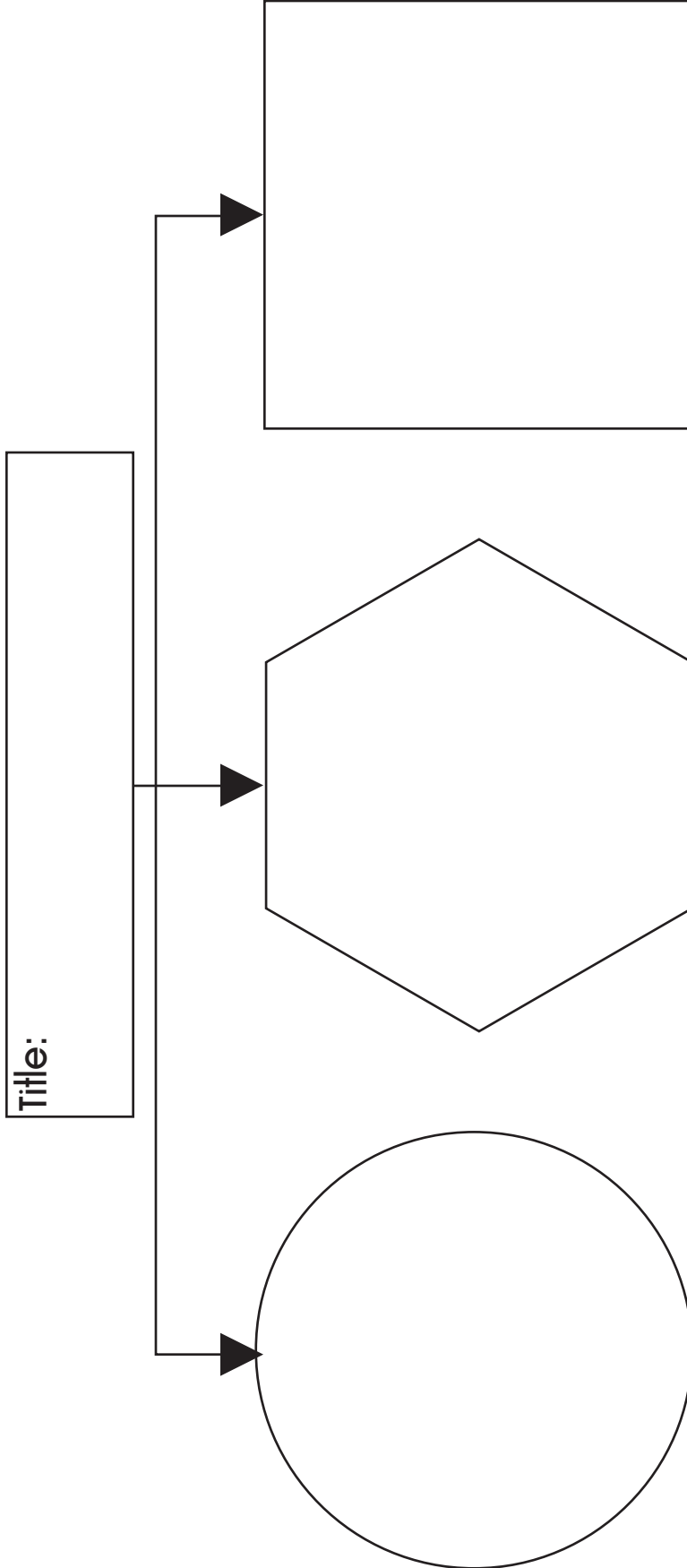
○ + ⬡ + ▢ = Summary Statement

Objective
The student will identify text features.
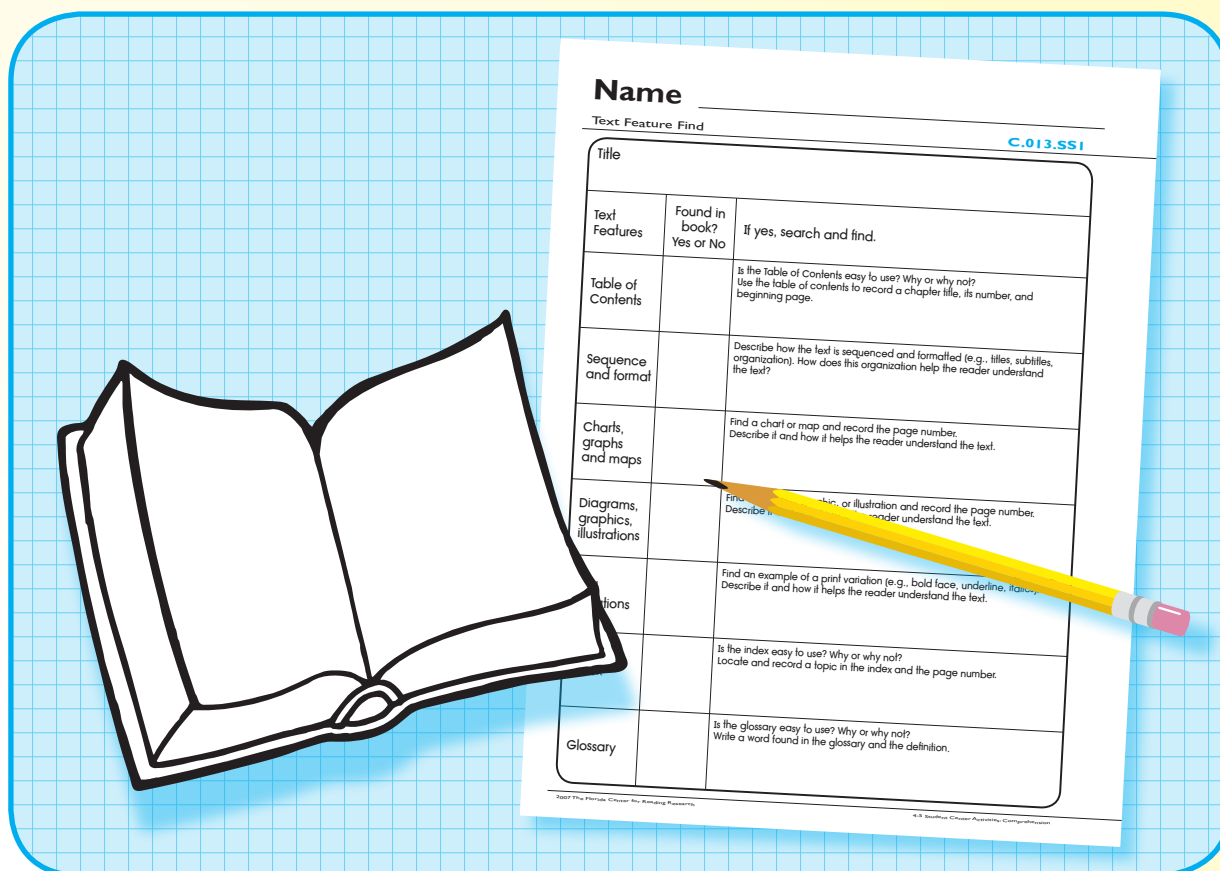
Materials
▸ Expository text

Choose content area text used in the curriculum or other informational text that contains a variety of text features (e.g., glossary, print variations, diagrams).

▸ Student sheet (Activity Master C.014.SS1)

▸ Pencil

Activity
Students locate text features and answer related questions.

1. Provide the student with a copy of the book and a student sheet.
2. The student reads the questions on the student sheet.
3. Locates information in book and records on student sheet.
4. Teacher evaluation

Name _____

Text Feature Find

C.013.SS1

Title		
Text Features	**Found in book? Yes or No**	**If yes, search and find.**
Table of Contents		Is the Table of Contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number, and beginning page.
Sequence and format		Describe how the text is sequenced and formatted (e.g., titles, subtitles, organization). How does this organization help the reader understand the text?
Charts, graphs and maps		Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.
Diagrams, graphics, illustrations		Find a _____ graphic, or illustration and record the page number. Describe it _____ reader understand the text.
_____tions		Find an example of a print variation (e.g., bold face, underline, italic). Describe it and how it helps the reader understand the text.
		Is the index easy to use? Why or why not? Locate and record a topic in the index and the page number.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

2007 The Florida Center for Reading Research   4-5 Student Center Activity: Comprehension

Extensions and Adaptations
▸ Write other text feature questions to exchange with partner (Activity Master C.014.SS2).
▸ Identify parts of the book using sticky notes or bookmarks. Write text features at the top of the bookmarks and place in text (Activity Master C.014.AM1).
▸ Use text features (e.g., headings and subheadings) to summarize or outline text.

Name _____

Title		
Text Features	**Found in book? Yes or No**	**If yes, search and find.**
Table of Contents		Is the Table of Contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number, and beginning page.
Sequence and format		Describe how the text is sequenced and formatted (e.g., titles, subtitles, organization). How does this organization help the reader understand the text?
Charts, graphs and maps		Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.
Diagrams, graphics, illustrations		Find a diagram, graphic, or illustration and record the page number. Describe it and how it helps the reader understand the text.
Print variations		Find an example of a print variation (e.g., bold face, underline, italics). Describe it and how it helps the reader understand the text.
Index		Is the index easy to use? Why or why not? Locate and record a topic in the index and the page number.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

Name _____

Title

Text Features	Found in book? Yes or No	If yes, search and find.

Text Feature Find   C.014.AM1

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
text feature	text feature	text feature	text feature	text feature

Objective

The student will identify details in text.

Materials

▶ Expository text

Choose text within students' instructional-independent reading level range.

▶ Student sheet (Activity Master C.015.SS1)

▶ Pencil

Activity

Students locate and record details in expository text by completing 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 topic on the student sheet.
4. Writes details from the text in the designated areas.
5. Teacher evaluation

Name _____

Detail Delight

Topic: _____

C.015.SS1

detail

detail

detail

detail

detail

2007 The Florida Center for Reading Research

4-5 Student Center Activities: Comprehension
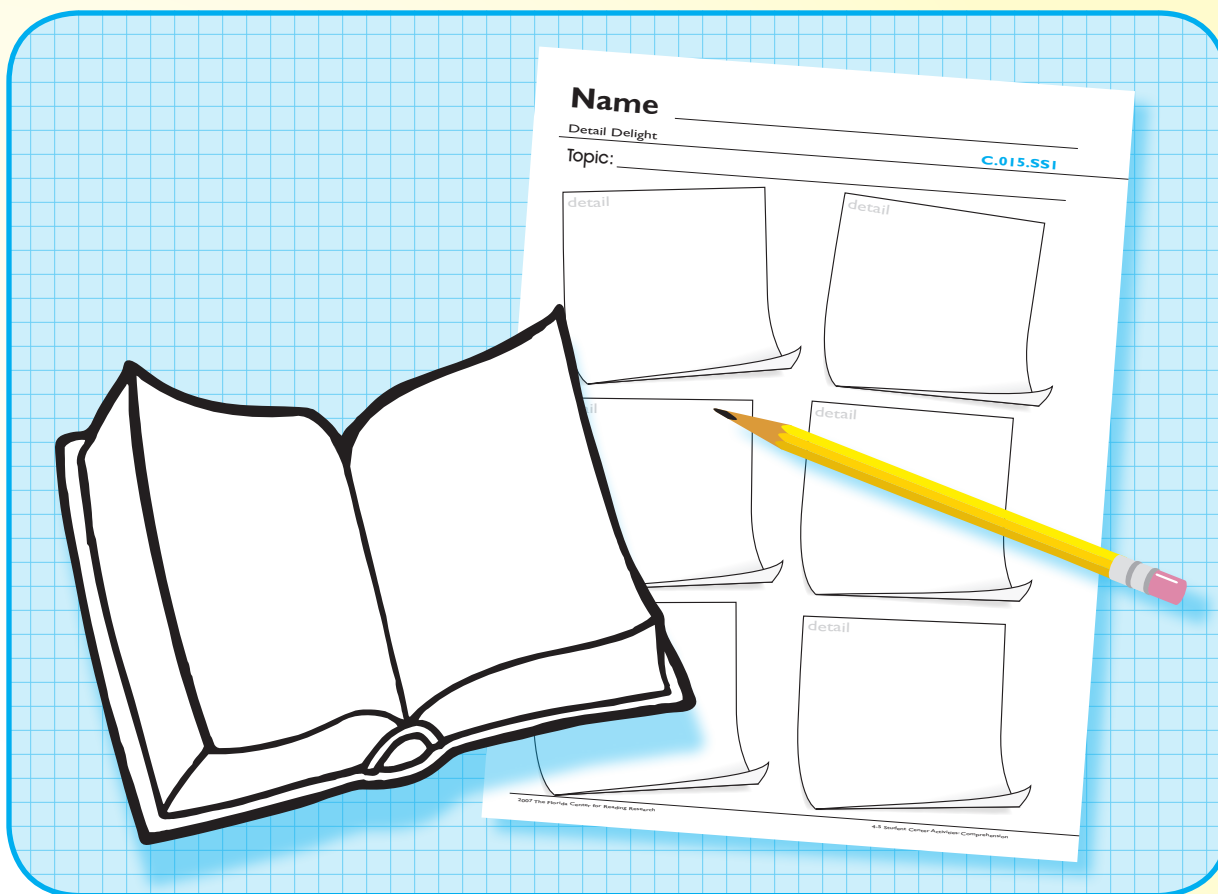
Extensions and Adaptations

▶ Discuss details with a partner.

▶ Use other graphic organizers to record details (Activity Masters C.015.SS2 and C.015.SS3).

▶ Compare similar and different details between two different topics by using a
graphic organizer (e.g., Civil War and World War II) (Activity Master C.015.SS4).

Name _____

Detail Delight
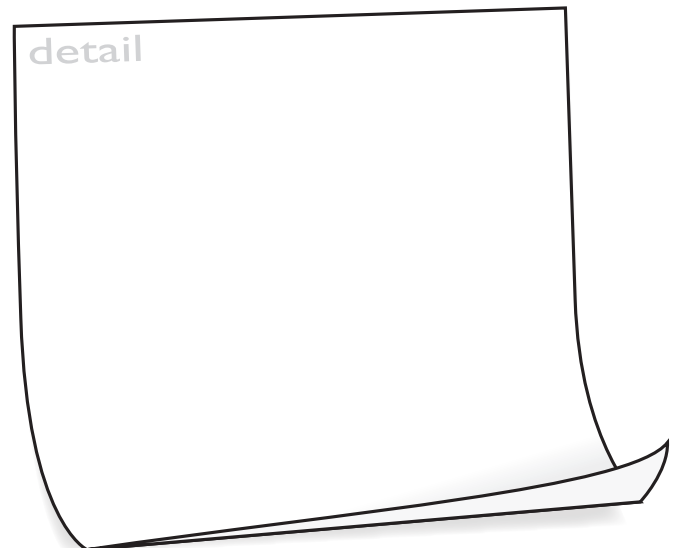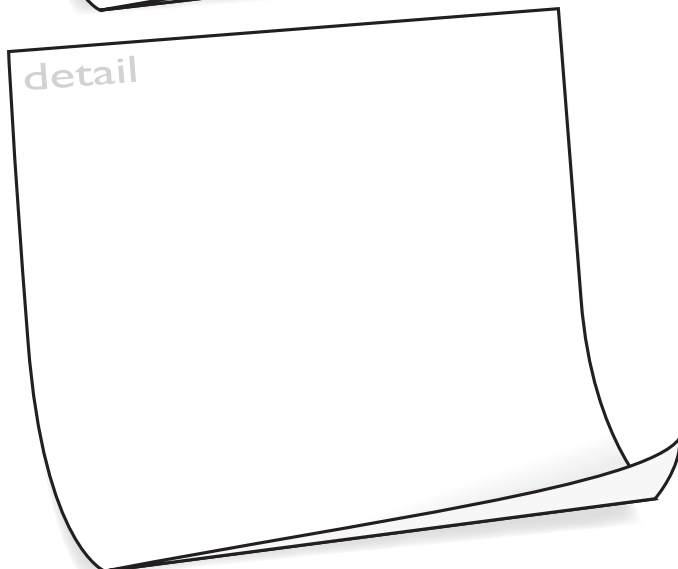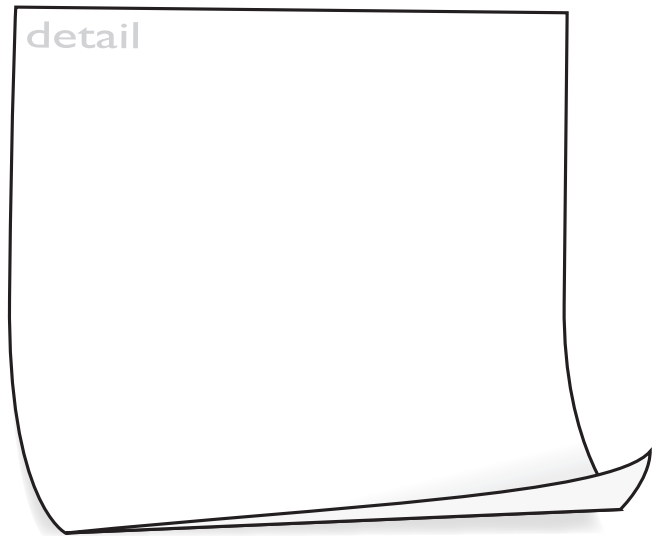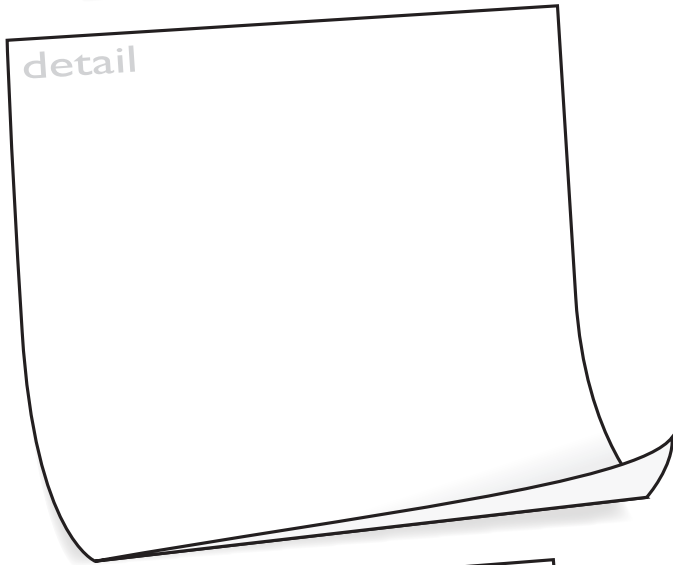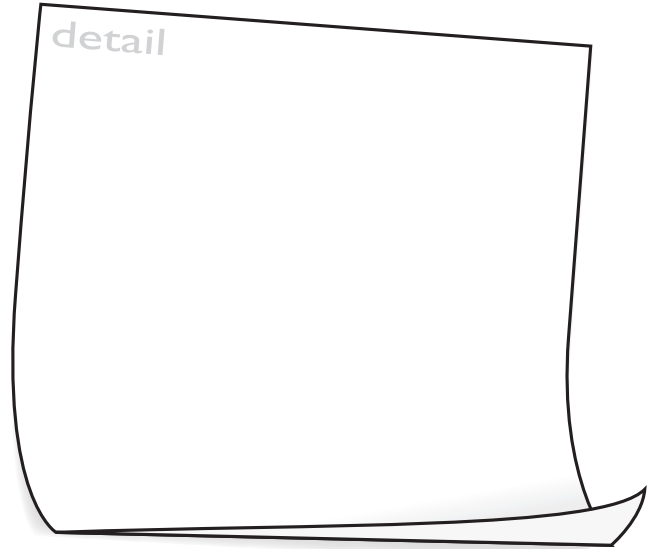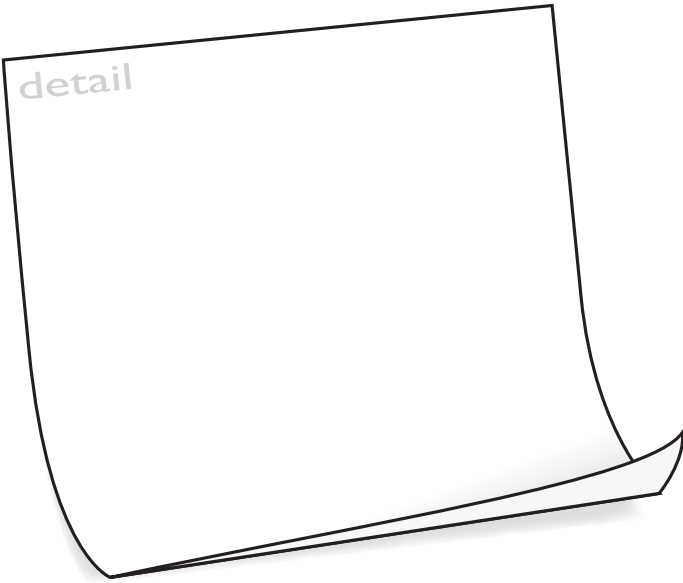
Topic: _____

detail

detail

detail

detail

detail

detail

Detail Delight

detail

detail

detail
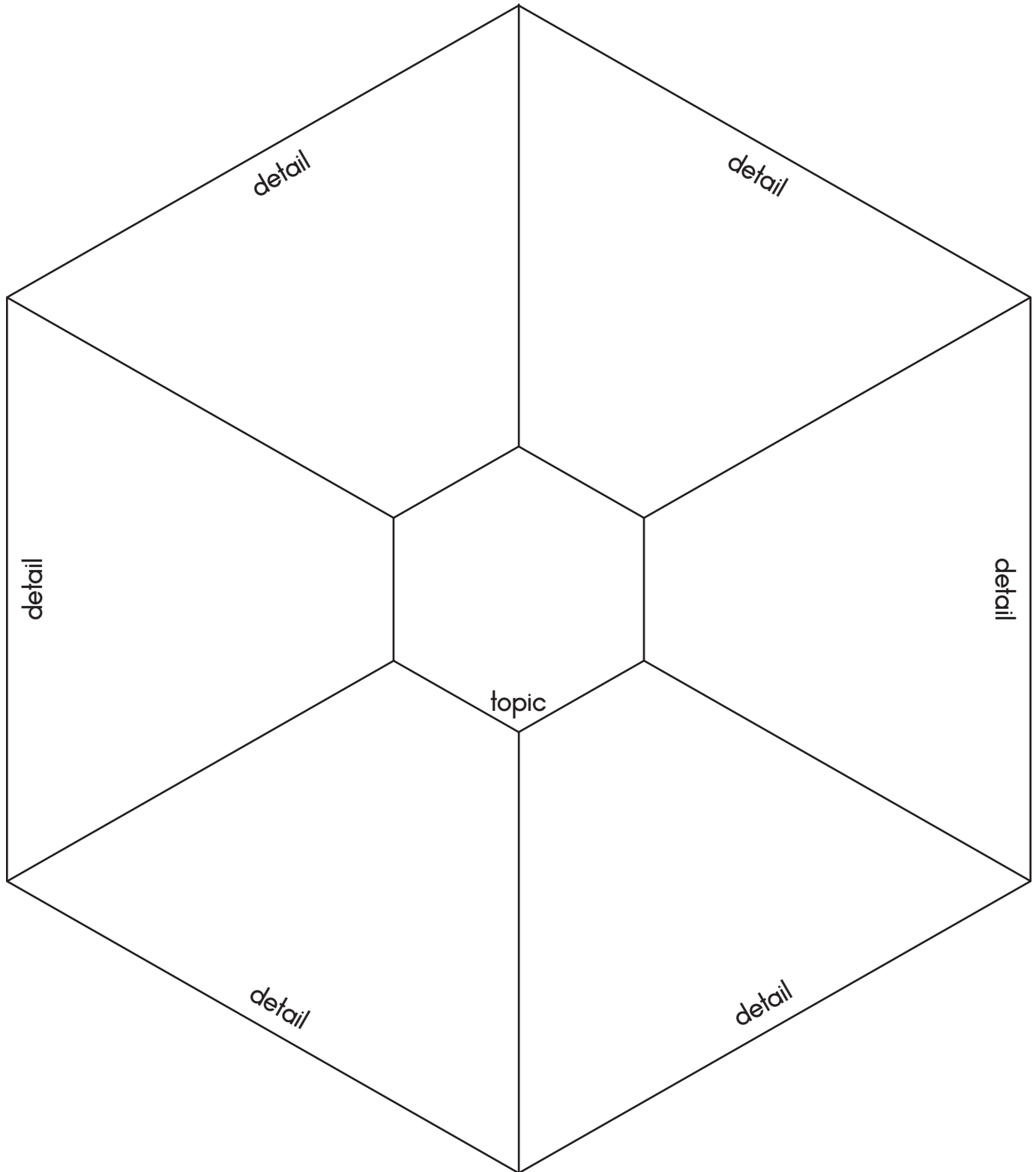
detail

topic

detail

detail
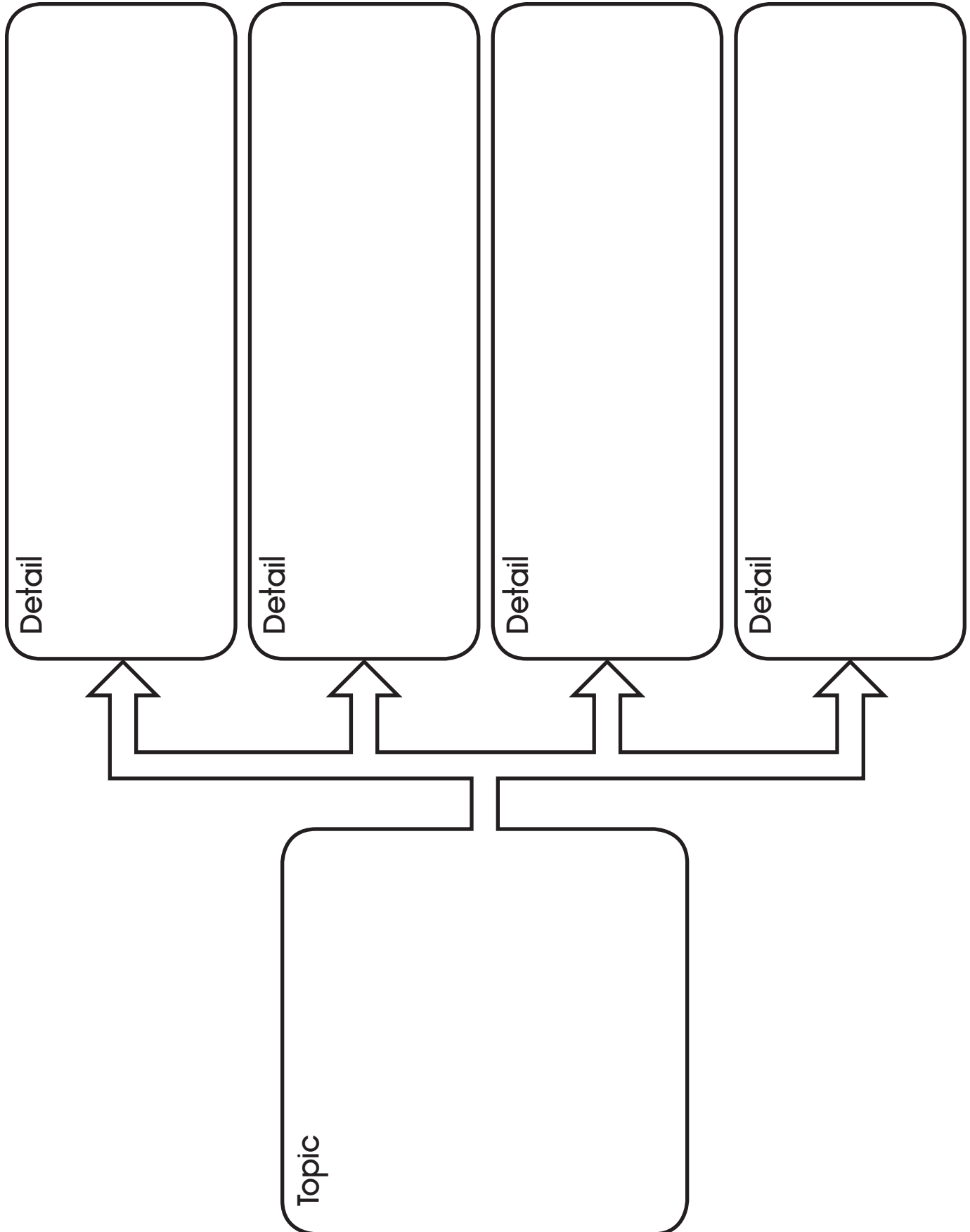
Name _____

Detail

Detail

Detail

Detail

Topic

Name

Topic: _____

similar details

Topic: _____

Comprehension

Distinguishing Details

✐ Objective

The student will identify significant and minor details in text.

✐ Materials

▸ Expository text

Choose a one-page passage within students' instructional-independent reading level range.

▸ Highlighter

▸ Determining Important Details tent card (Activity Master C.016.AM1)

Copy on card stock, cut out, and fold in half.

▸ Pencils

✐ Activity

Students determine important details in text.

1. Provide each student with a copy of the text and a highlighter. Place tent card so that each student can read one side. Provide a third copy of the text for students to complete together.
2. Students read or review the entire text independently.
3. Use the highlighter to mark all details (e.g., keywords, phrases, sentences) without marking the entire text.
4. Determine which of those are essential to understanding the text and which details could be ignored without making the text confusing or incomplete. Refer to the Determining Important Details tent card, if necessary.
5. Use a pencil to circle those details that are considered essential or important.
6. Discuss what was circled. Decide together which of these details are essential or important.
7. Use third copy of text to mark agreed-upon details with the highlighter and pencil.
8. Teacher evaluation
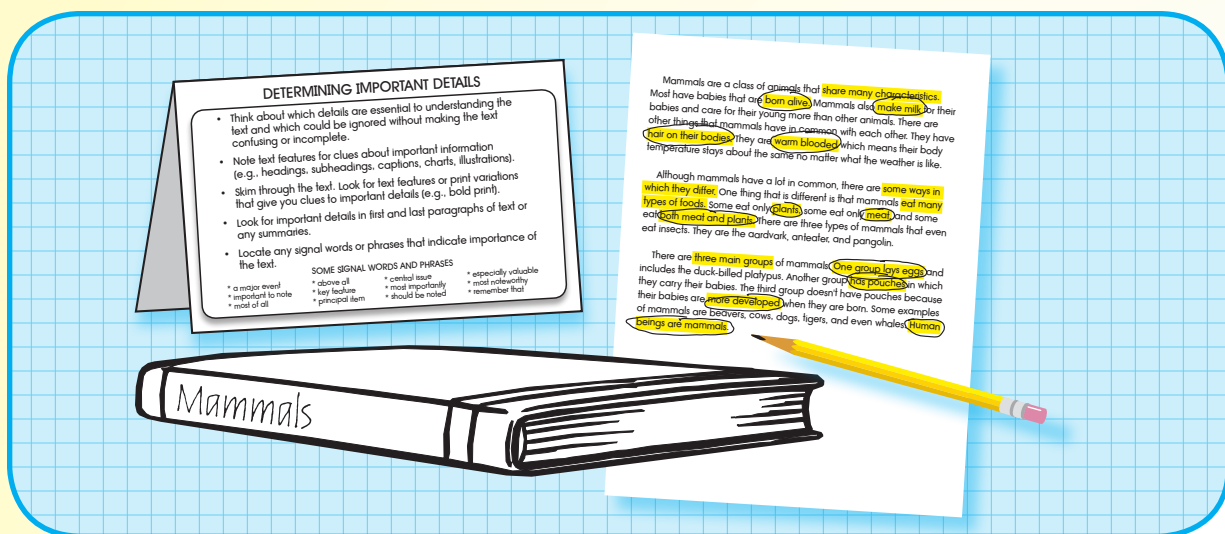
✐ Extensions and Adaptations

▸ Rank order details with the most important listed as number one (Activity Master C.016.SS1).

▸ Attach blank transparency to text page and use Vis-à-Vis® marker to note important details.

▸ Use graphic organizer to indicate significant and minor details (Activity Master C.016.SS2).

DETERMINING IMPORTANT DETAILS

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.

- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).

- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).

- Look for important details in first and last paragraphs of text or any summaries.

- Locate any signal words or phrases that indicate importance of the text.

SOME SIGNAL WORDS AND PHRASES

* a major event	* above all	* central issue	* especially valuable
* important to note	* key feature	* most importantly	* most noteworthy
* most of all	* principal item	* should be noted	* remember that

Name _____

Important Detail	Why is this detail important?	What helped you to determine that it was important?
1.		
2.		
3.		
4.		
5.		
6.		

Topic

Significant Details	Minor Details

Comprehension

Main Idea Mania

✐ **Objective**

The student will identify supporting details and main ideas in text.

✐ **Materials**

▶ Expository text

Choose text within students' instructional-independent reading level range.

▶ Sticky notes

Place sticky notes strategically throughout the text in places where it is appropriate to stop and identify supporting details and main ideas.

▶ Student sheet (Activity Master C.017.SS1)

Provide enough copies to record main ideas in text. Can be copied double-sided and stapled.

▶ Pencils

✐ **Activity**

Students determine main ideas and supporting details by discussing text.

1. Provide each student with a copy of the text. Provide multiple student sheets (depending on the number of main ideas). Students will share these sheets.
2. Taking turns, student one writes and reads the topic and the text aloud until designated stopping point.
3. Brainstorms and discusses the main idea and its supporting details with student two.
4. Writes the main idea statement and the supporting details on the student sheet in designated areas.
5. Hands student sheet to student two and reverse roles.
6. Continue until the text is read and all main ideas and supporting details are recorded.
7. Teacher evaluation
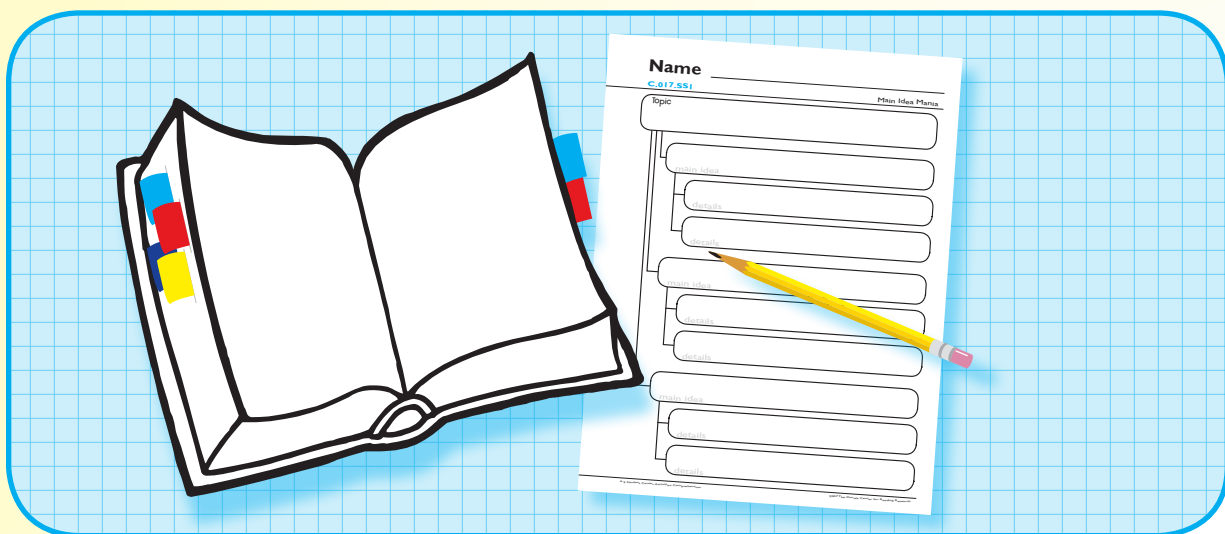
✐ **Extensions and Adaptations**

▶ Use other graphic organizers (Activity Masters C.017.SS2, C.017.SS3, and C.017.SS4).
▶ Write main ideas and supporting details on separate index cards to play a memory game or exchange with a partner to match together.

Name

Topic

main idea

detail

detail

main idea

detail

detail

main idea

detail

detail

Name _____

main idea

details

details

main idea
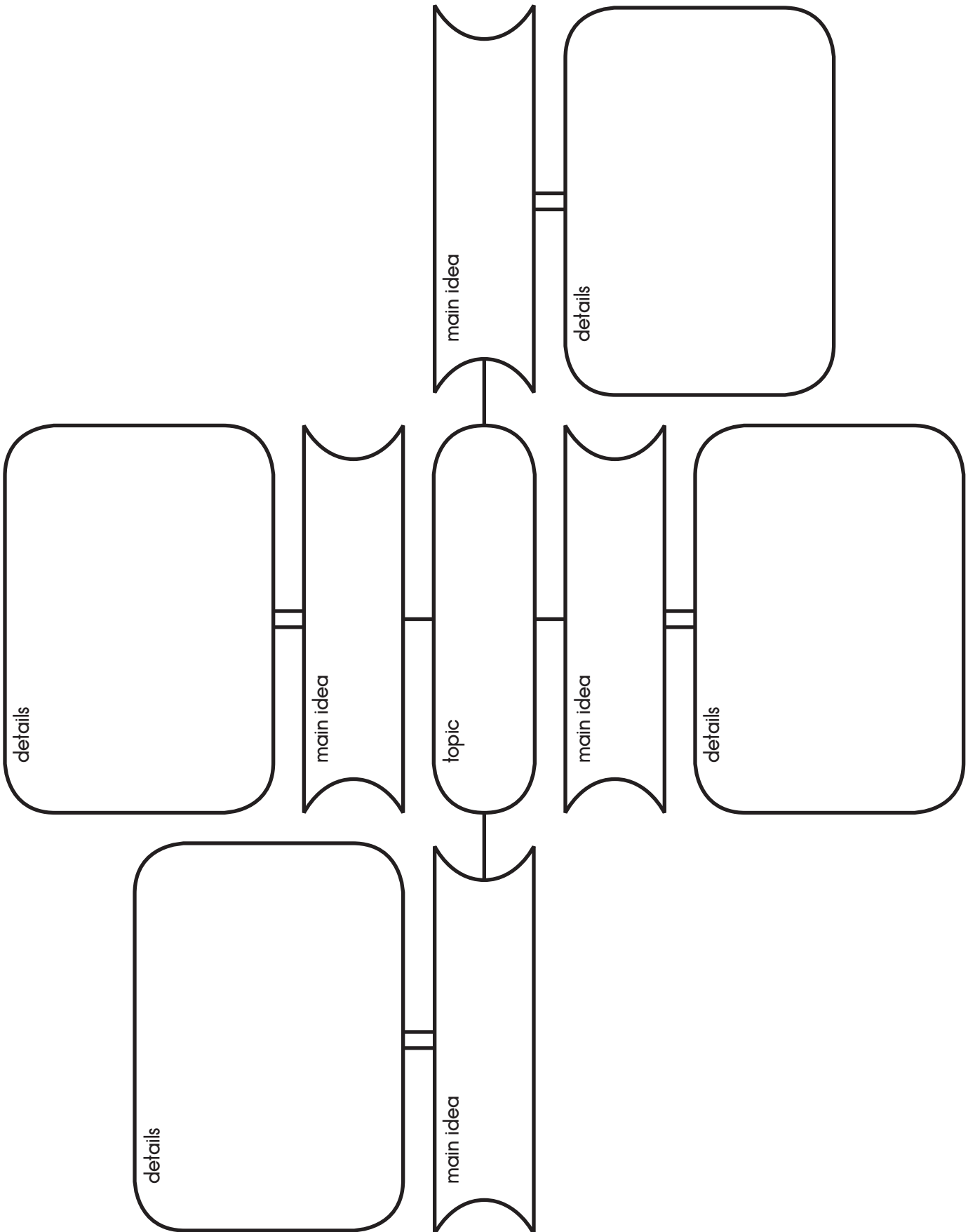
topic

main idea

details

details

main idea

Name _____

Topic: _____

Supporting Details

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

Main Idea

Supporting Details

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____
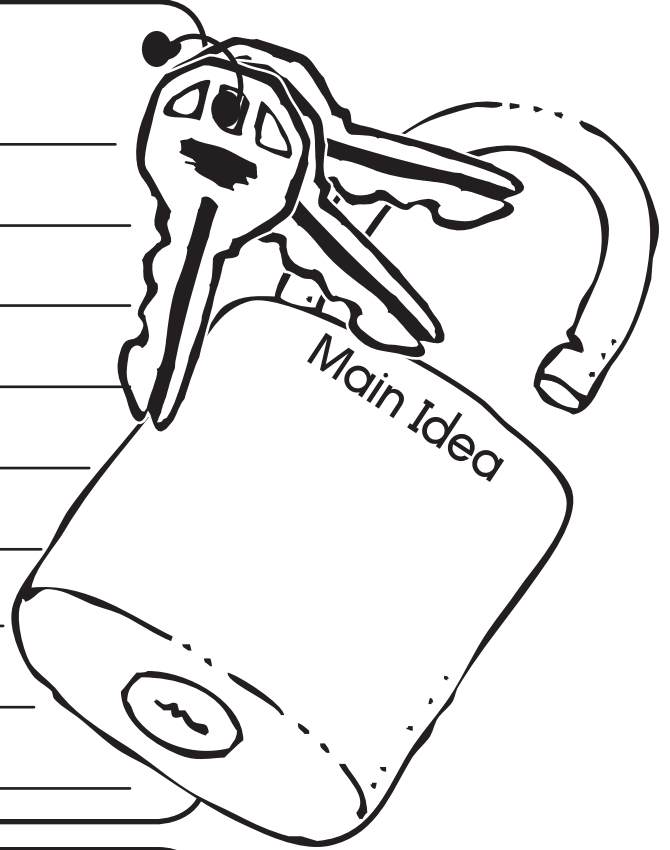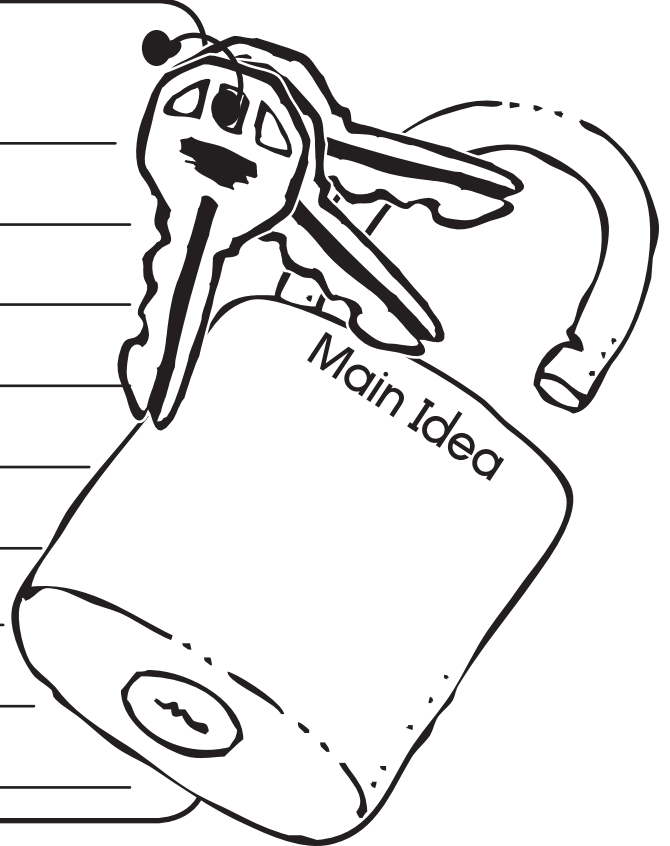
Main Idea

Name _____

Main Idea: _____

Main Idea: _____

Main Idea: _____

Details:
1. _____
2. _____
3. _____

Details:
1. _____
2. _____
3. _____

Details:
1. _____
2. _____
3. _____

Topic

Objective

The student will identify supporting details and main ideas in text.

Materials

- Expository text
  Choose text within students' instructional-independent reading level range.
- Student sheet (Activity Master C.018.SS1)
- Pencil

Activity

Students use text features, main ideas, and details to organize information about a topic.

1. Provide the student with a copy of the text and multiple student sheets (depending on the length of the text).
2. The student reads or reviews the text.
3. Writes headings, subheadings, main ideas, or major concepts in the shaded box.
4. Writes details in the adjoining box (e.g., words, phrases, or sentences) that relate to the information written in the shaded box. Uses multiple student sheets, if necessary.
5. Teacher evaluation
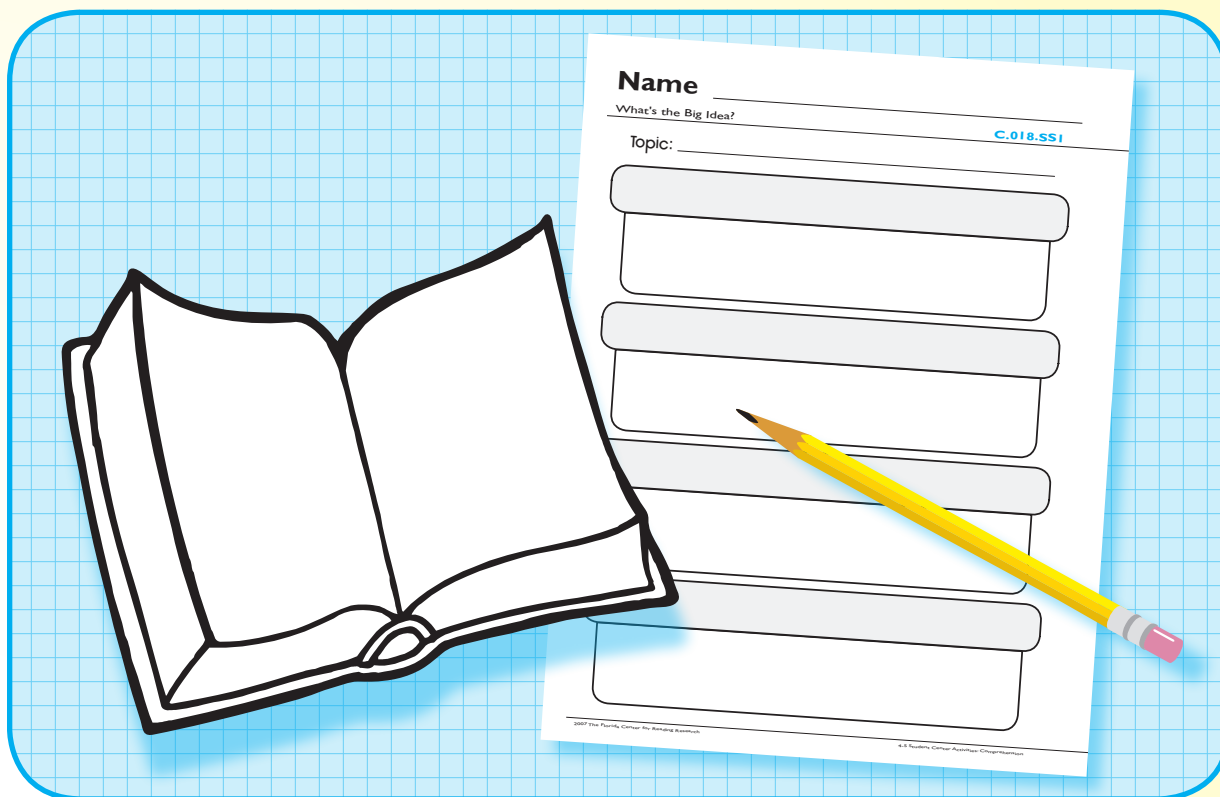
Extensions and Adaptations

- Discuss text with a partner and complete a student sheet together.
- Use other graphic organizers to record information from the text (Activity Masters C.018.SS2 and C.018.SS3).
- Use student sheet to organize information in narrative text.

Name _____

Topic: _____

Name _____

Topic: _____

I. _____

    A. _____

    B. _____

    C. _____

II. _____

    A. _____

    B. _____

    C. _____

III. _____

    A. _____

    B. _____

    C. _____

IV. _____

    A. _____

    B. _____

    C. _____

V. _____

    A. _____

    B. _____

    C. _____

VI. _____

    A. _____

    B. _____

    C. _____

Name
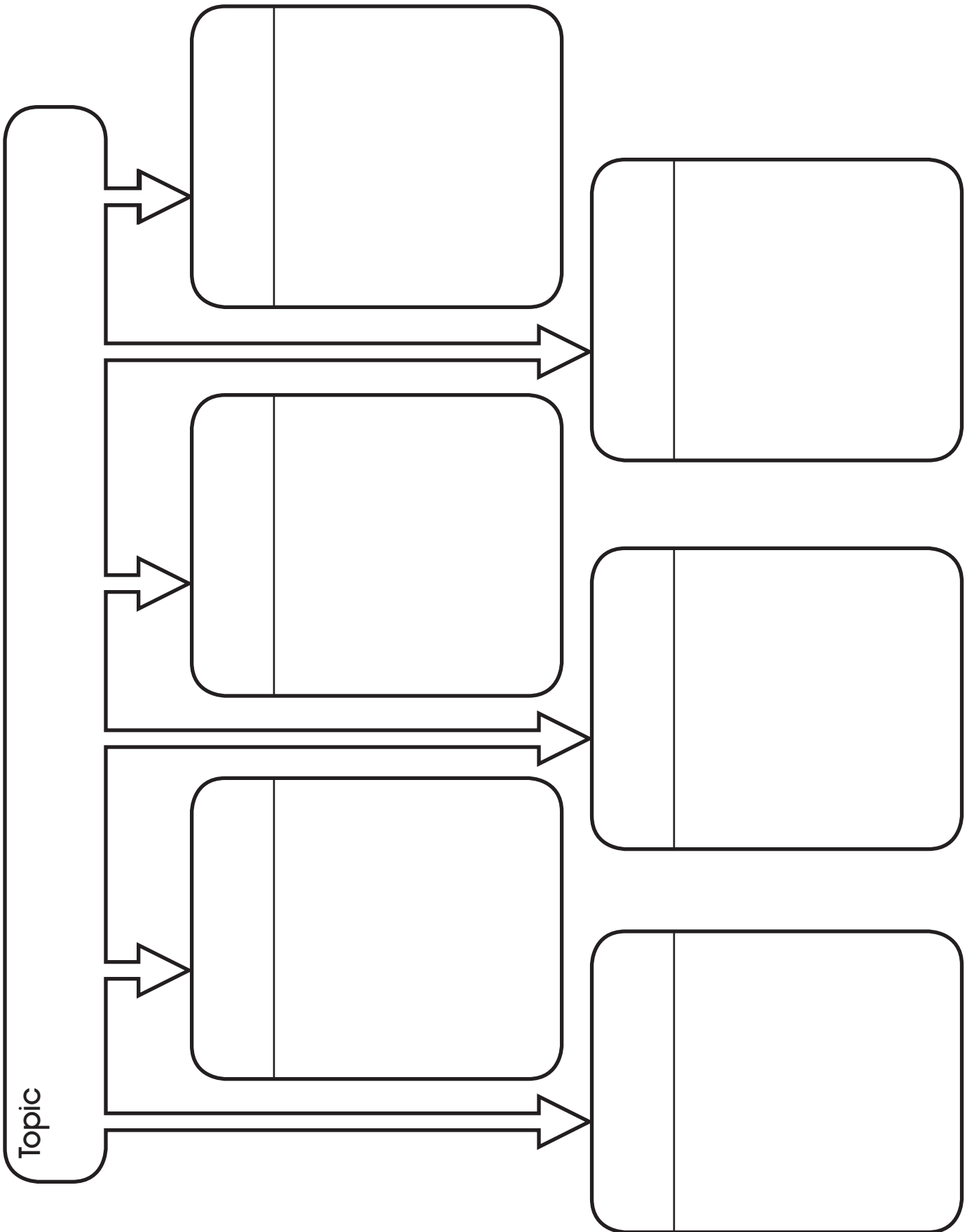
Topic

✏ Objective

The student will paraphrase text.

✏ Materials

▶ Expository text

Choose text within students' instructional-independent reading level range.
Format text to fit on left side of student sheet, attach, and copy.

▶ Student sheet (Activity Master C.019.SS)
▶ Dictionary
▶ Pencil

✏ Activity

Students rewrite text in own words.

1. Provide the student with a student sheet.
2. Student reads or reviews the text. Looks up any unfamiliar words in the dictionary, if necessary.
3. Underlines any important words, phrases, or sentences.
4. Rewrites each sentence in own words.
5. Rereads what is written and confirms that the meaning is comparable to the original text.
6. Teacher evaluation
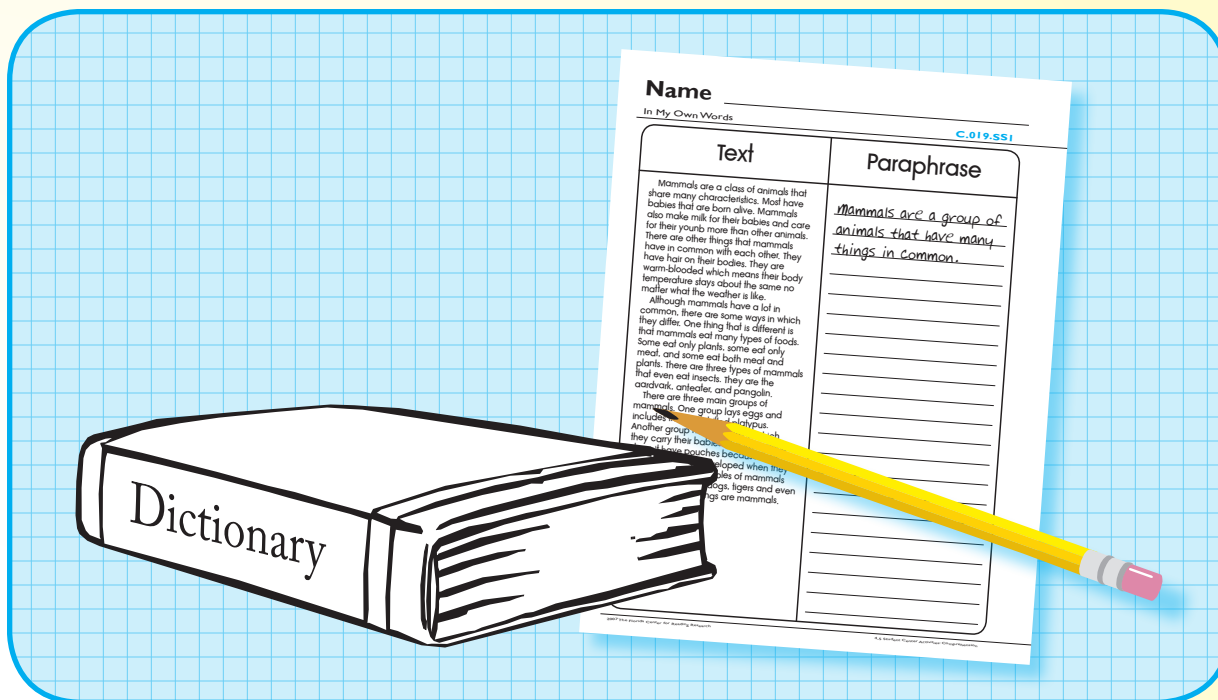
✏ Extensions and Adaptations

▶ Discuss text with a partner and paraphrase text together.
▶ Write a summary statement based on the text on the back of the student sheet.

Name _____

Text	Paraphrase
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

✐ **Objective**

The student will summarize expository text.

✐ **Materials**

▸ Expository text

Choose text within students' instructional-independent reading level range.

▸ Student sheet (Activity Master C.020.SS1)

▸ Pencil

✐ **Activity**

Students write a summary of expository text by using the main ideas.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the entire text.
3. Goes back to the beginning of the text and rereads one or two paragraphs (depending on the size and amount of information) and records the main idea(s).
4. Continues to reread the text and record main ideas. Note: May or may not use all the main idea boxes or may add another student sheet.
5. Reviews recorded information and writes a summary of the entire text.
6. Teacher evaluation
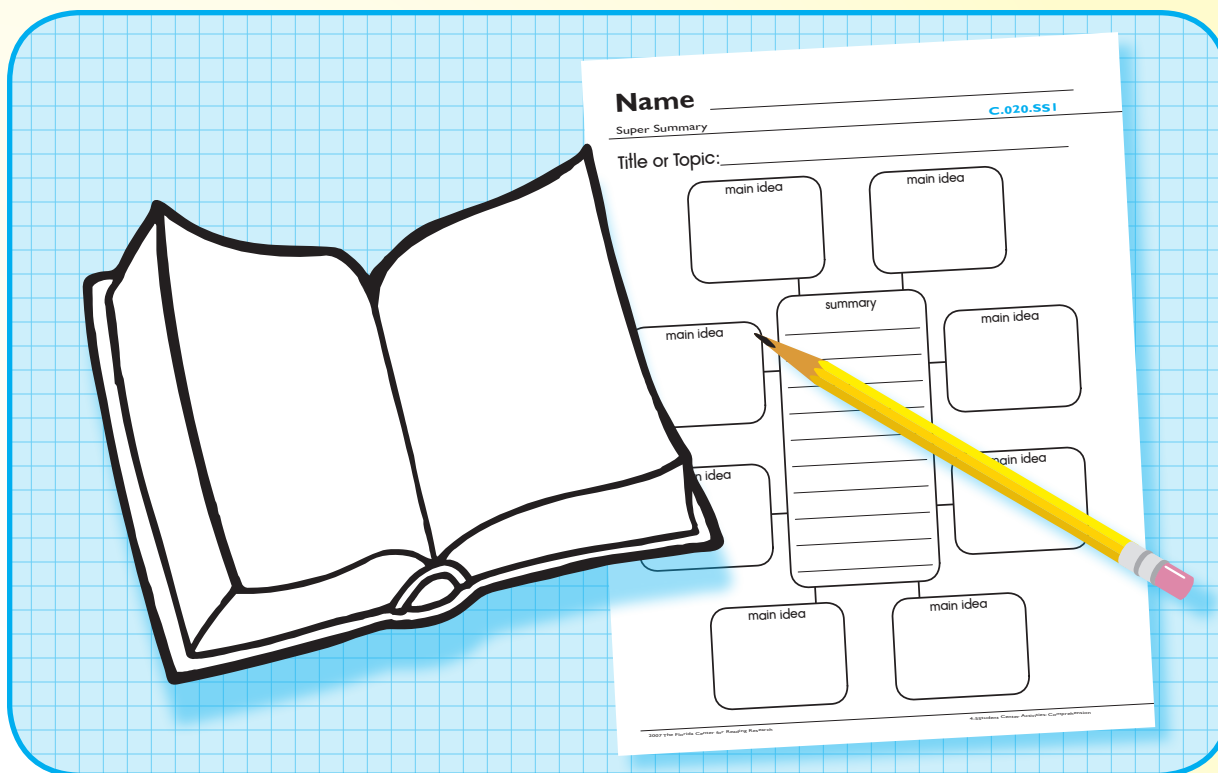
✐ **Extensions and Adaptations**

▸ Discuss text with a partner and write a summary together.

▸ Use other graphic organizers to record main ideas and summary (Activity Masters C.020.SS2 and C.020.SS3).

Name _____

Topic: _____

main idea

main idea

main idea

summary

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

main idea
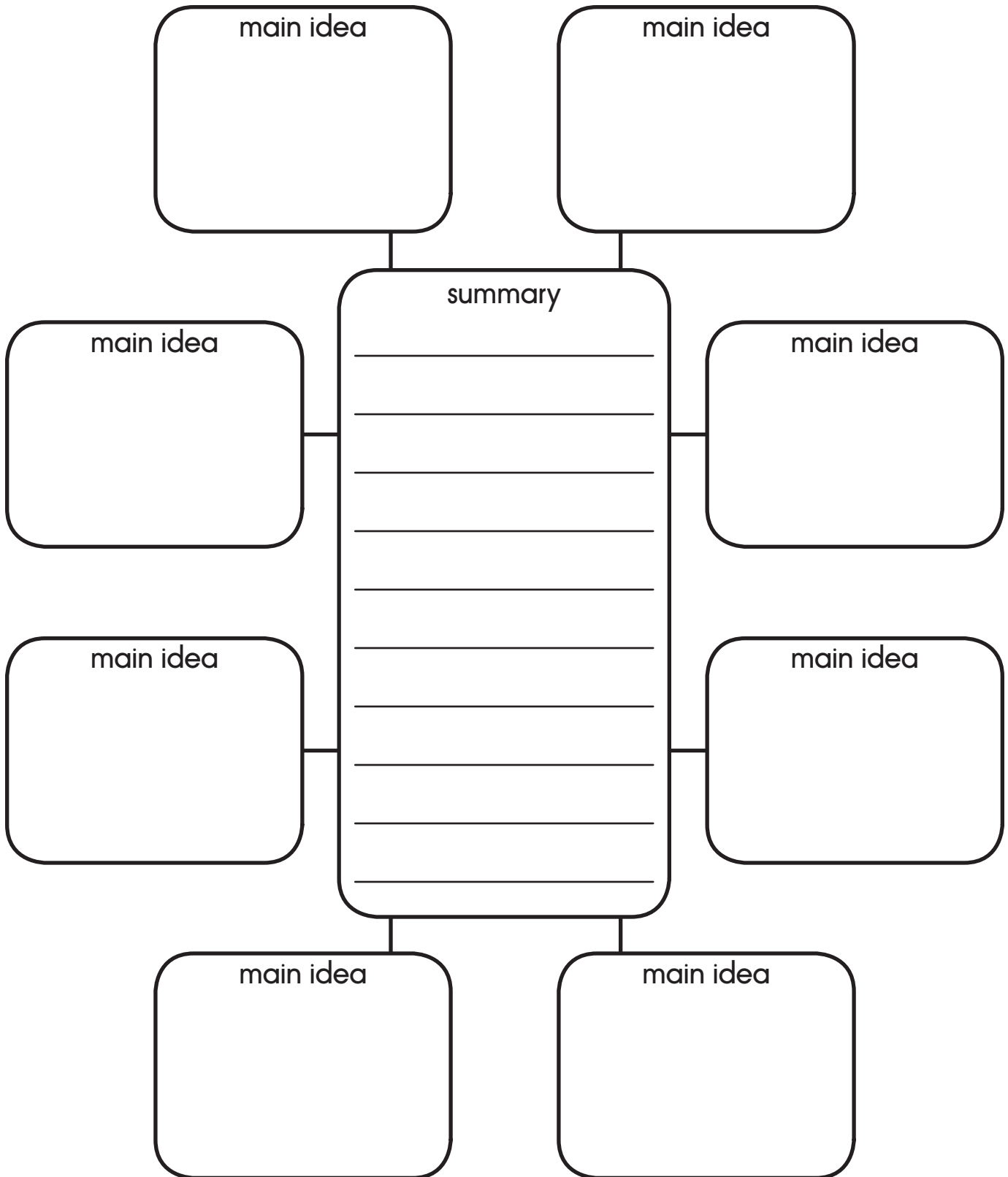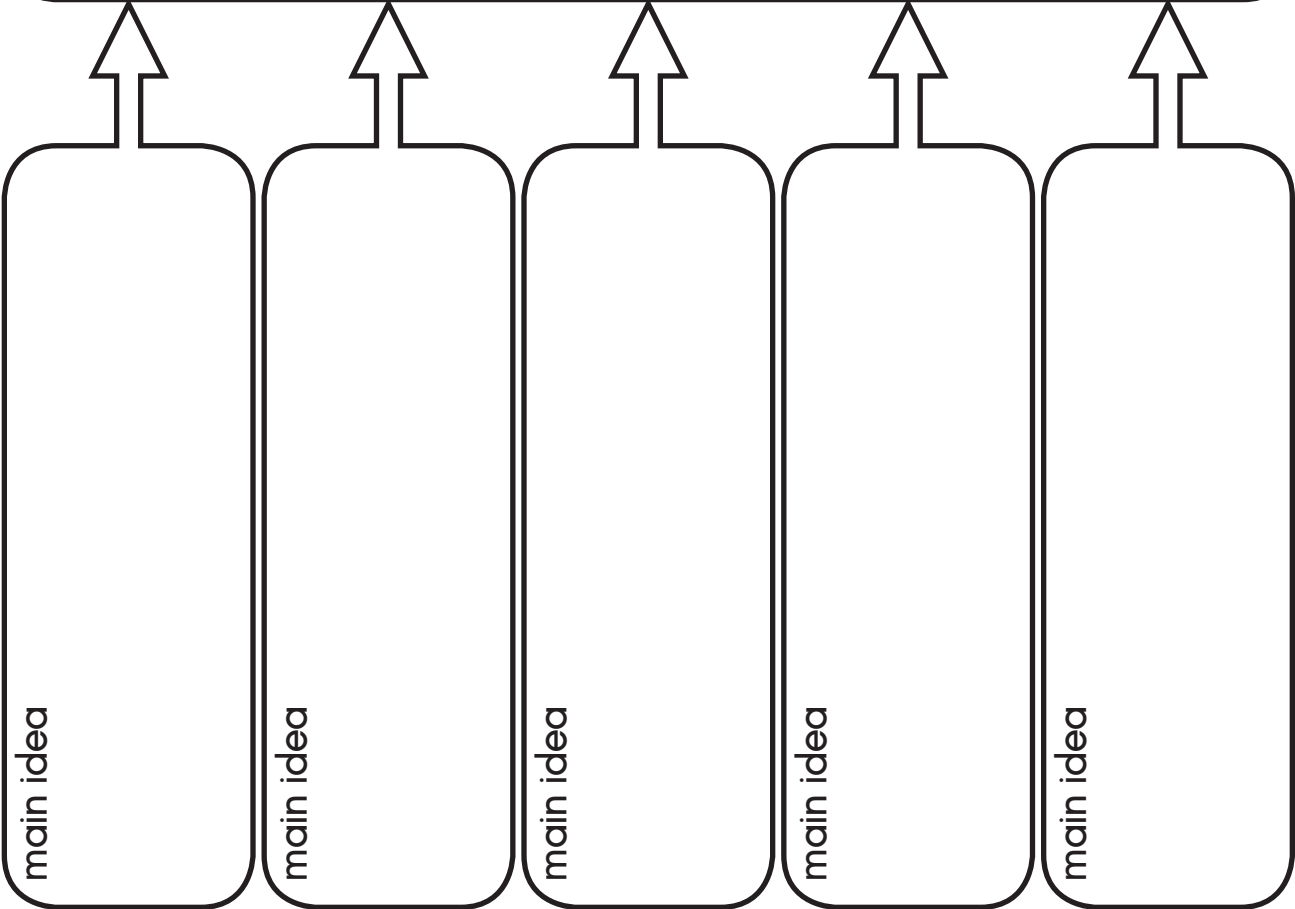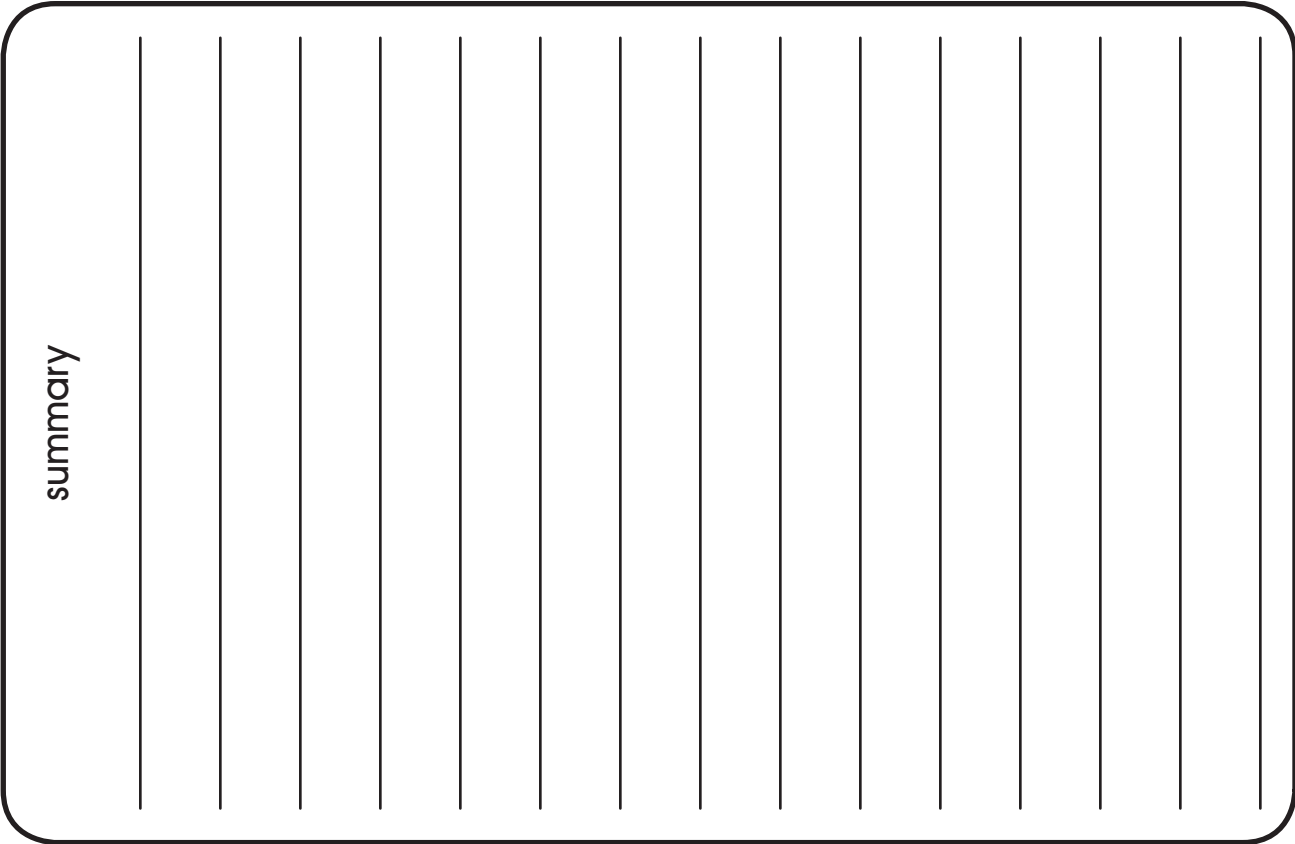
main idea

main idea

main idea

main idea

Topic: _____

summary

main idea

main idea

main idea

main idea

main idea

Name

Topic:

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:

Objective

The student will identify the relationship between cause and effect.

Materials

▶ Cause and effect cards (Activity Master C.021.AM1a - C.021.AM1c)
   Laminate.
▶ Vis-à-Vis® markers

Activity

Students write causes and effects by playing a completion game.

1. Place cause and effect cards face down in a stack. Provide students with Vis-à-Vis® markers.
2. Taking turns, students select top card from stack, read the cause or effect on the card to partner.
3. Think about the possible causes or effects and discuss with partner.
4. Write a corresponding cause or effect on card. Place card face up on a flat surface.
5. Reverse roles and continue until all cards are completed.
6. Peer evaluation

CAUSE:
He completed all
his homework.

EFFECT:
He was allowed to
play with his friends.
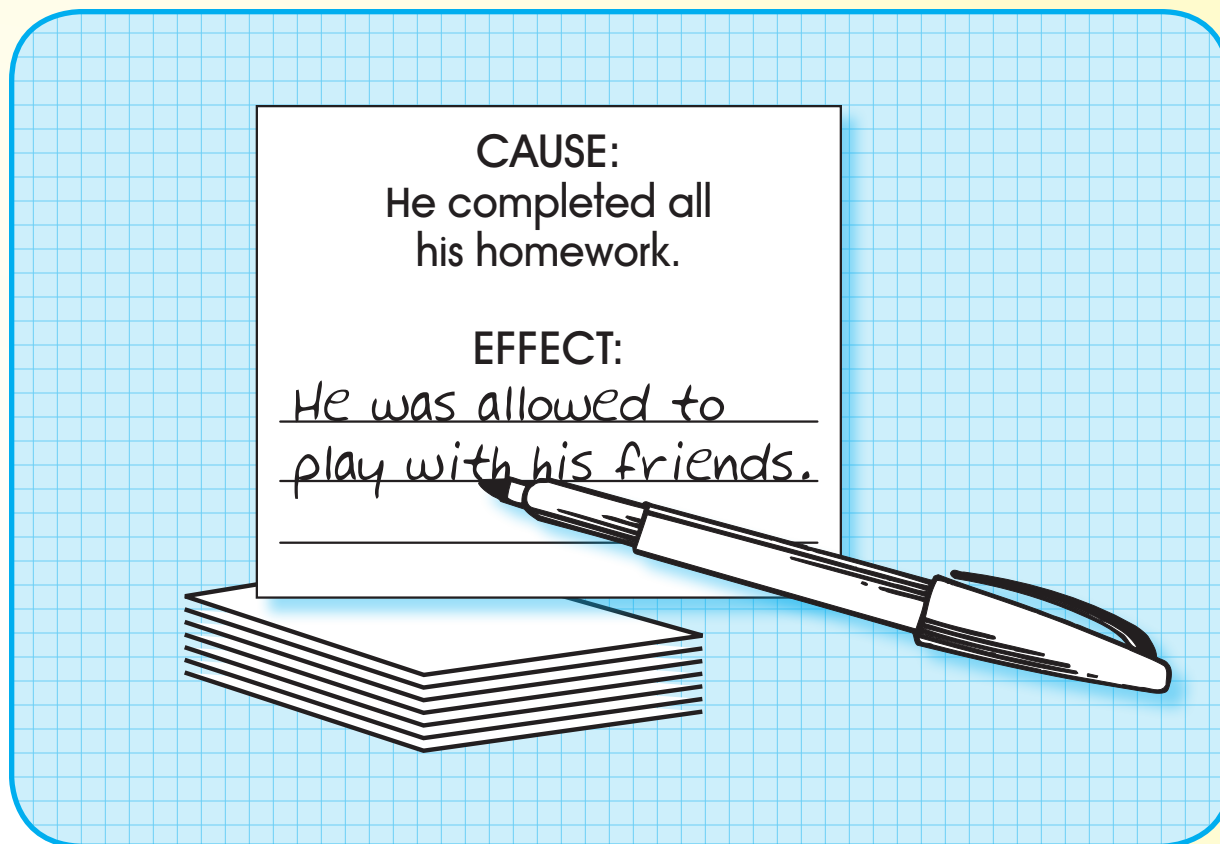
Extensions and Adaptations

▶ Record six of the causes and effects on student sheet (Activity Master C.021.SS1).
▶ Write cause or effect on cards and play game (Activity Master C.021.AM2).
▶ Make cause and effect cards to play memory game (Activity Master C.021.AM3).
▶ Record multiple effects for one cause or multiple causes for one effect (C.021.SS2).

CAUSE:
She fell asleep for two hours in the sun.

EFFECT:

_____

_____

_____

CAUSE:
He completed all his homework.

EFFECT:

_____

_____

_____

CAUSE:
He climbed the tree.

EFFECT:

_____

_____

_____

CAUSE:
He was careless and didn't pay attention while riding his bicycle.

EFFECT:

_____

_____

_____

CAUSE:
Sunlight shone through the rain.

EFFECT:

_____

_____

_____

CAUSE:
The car drove over nails and glass.

EFFECT:

_____

_____

_____

cause and effect cards

CAUSE: She helped carry in the groceries. EFFECT: _____ _____ _____	CAUSE: He was walking without any shoes. EFFECT: _____ _____ _____
CAUSE: He raised his hand. EFFECT: _____ _____ _____	CAUSE: _____ _____ _____ EFFECT: The water turned to ice.
CAUSE: _____ _____ _____ EFFECT: The warning alarm rang.	CAUSE: _____ _____ _____ EFFECT: He spent two hours cleaning his room.

cause and effect cards

Comprehension

CAUSE:	CAUSE:
_____ _____ _____	_____ _____ _____
EFFECT: She had a cast on her foot.	EFFECT: He was late for school.
CAUSE:	CAUSE:
_____ _____ _____	_____ _____ _____
EFFECT: The mouse got loose.	EFFECT: The food spoiled and got thrown away.
CAUSE:	CAUSE:
_____ _____ _____	_____ _____ _____
EFFECT: They hid behind the tree.	EFFECT: The power went out.

cause and effect cards

CAUSE: He climbed the tree.

EFFECT: _____

_____

CAUSE: Sunlight shone through the rain.

EFFECT: _____

_____

CAUSE: He was walking without any shoes.

EFFECT: _____

_____

CAUSE: _____

_____

EFFECT: They hid behind the tree.

CAUSE: _____

_____

EFFECT: The power went out.

CAUSE: _____

_____

EFFECT: He spent two hours cleaning his room.

CAUSE:

_____

_____

_____

EFFECT:

_____

_____

_____

CAUSE:

_____

_____

_____

EFFECT:

_____

_____

_____

CAUSE:

_____

_____

_____

EFFECT:

_____

_____

_____

CAUSE:

_____

_____

_____

EFFECT:

_____

_____

_____

CAUSE:

_____

_____

_____

EFFECT:

_____

_____

_____

CAUSE:

_____

_____

_____

EFFECT:

_____

_____

_____

blank cause and effect cards

cause

effect

cause

effect

cause

effect

cause

effect

blank cause and effect cards

Name _____

cause

effect   effect   effect   effect

cause   cause   cause   cause

effect

Objective

The student will identify text structures.

Materials

▶ Text structure header cards (Activity Master C.022.AM1)
▶ Text structure cards (Activity Master C.022.AM2a - C.022.AM2c)
  Note: the numbers of the cards correspond to headers in the following manner:
  Cause and Effect – 3, 5, 12; Problem and Solution – 8, 17, 18; Question and Answer – 2, 7, 13;
  Compare and Contrast – 1, 6, 11; Description – 4, 14, 16; Sequence – 9, 10, 15.

Activity

Students sort sentences based on the most common text structures using header cards.

1. Place text structure headers face up in a row. Place text structure cards face down in a stack.
2. Taking turns, students select top card from stack and read it to partner.
3. Identify the type of text structure used and place under the corresponding header.
4. Reverse roles and continue until all cards are sorted.
5. Peer evaluation

Cause and Effect	Problem and Solution	Question and Answer	Compare and Contrast	Description	Sequence
header	*header*	*header*	*header*	*header*	*header*
Cats often have lots of energy and will play for a long time. As a result, they take many naps.	If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.	How long do people sleep each night? People sleep an average of eight hours per night.	Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.	Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.	Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.
5	8	2	1	14	

A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep.
15

Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking.
18

Extensions and Adaptations

▶ Sort text structure cards by topic.
▶ Write about a topic using each text structure (Activity Master C.022.SS).
▶ Make more text structure cards (Activity Master C.008.AM3) to sort using header cards.

Cause and Effect	Problem and Solution
header	header
Question and Answer	Compare and Contrast
header	header
Description	Sequence
header	header

text structure header cards

Cats often have lots of energy and will play for a long time. As a result, they take many naps.

5

Cats sometimes scratch the furniture. One solution is to cover the furniture.

17

Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate.

13

Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.

1

You can tell when a cat is angry. Its ears are laid back and it may hiss.

4

When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed.

10

text structure cards

It was 32 degrees Fahrenheit when precipitation fell from the clouds. Since it was freezing, the precipitation was in the form of snow.

3

Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking.

18

Why do clouds look white? Clouds reflect all the colors in light which gives the appearance of white.

7

All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air.

11

Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.

14

Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.

9

text structure cards

If you don't get enough sleep, then it could affect your memory, ability to pay attention, and performance in school.

12

If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.

8

How long do people sleep each night? People sleep an average of eight hours per night.

2

Animals spend different amounts of time sleeping. Humans sleep about eight hours a day compared to giraffes who sleep less than two hours a day. On the other hand, brown bats sleep almost 20 hours a day.

6

Animals sleep in many positions. For example, cats and dogs sleep curled up, as opposed to horses and birds that sleep standing. Some animals, such as bats, sleep hanging upside down.

16

A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep.

15

text structure cards

Name _____
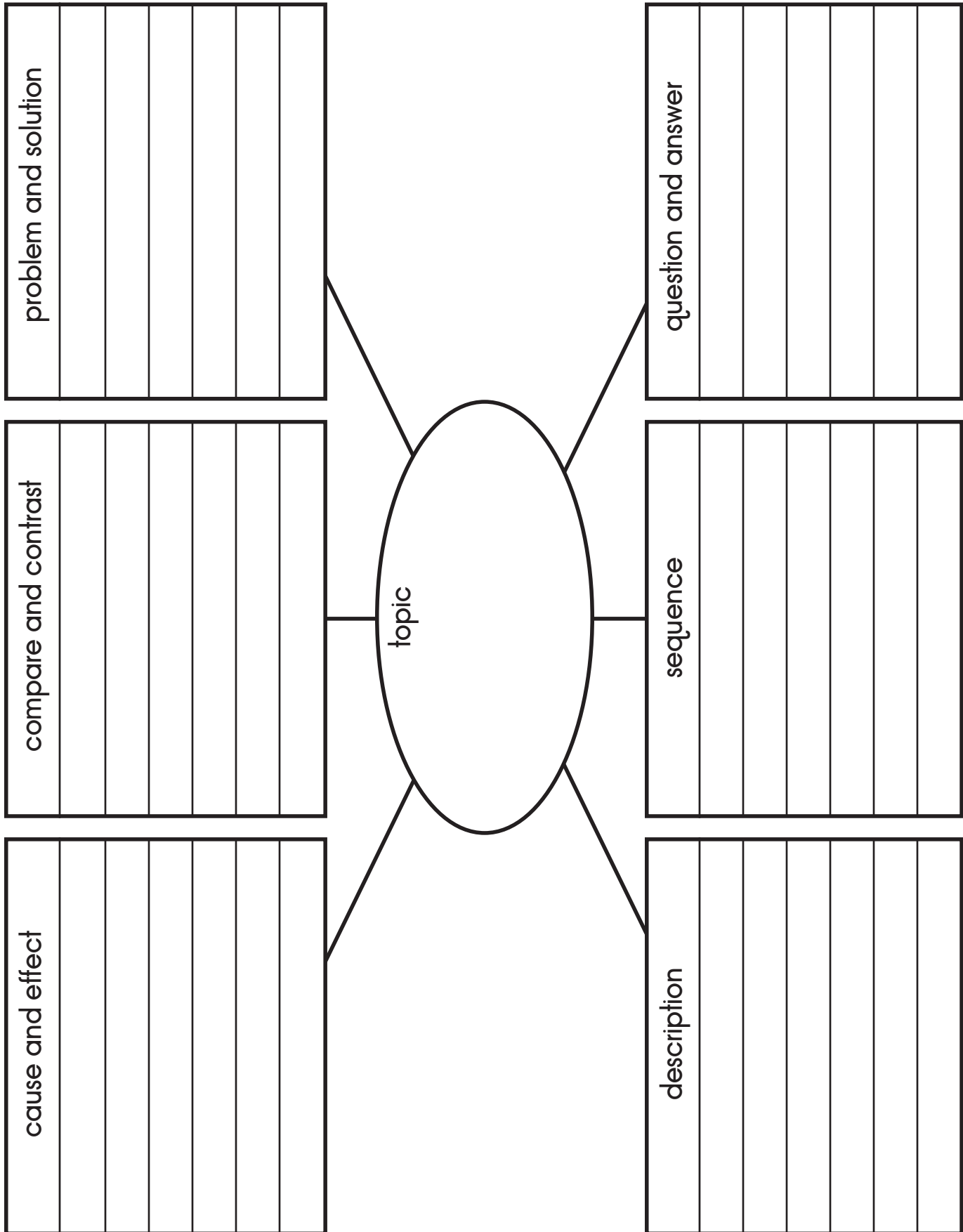
problem and solution

question and answer

compare and contrast

topic

sequence

cause and effect

description

Objective

The student will identify text structures.

Materials

▶ Expository text

Choose text within students' instructional-independent reading level range.
Choose a book or a passage that demonstrates one of the expository text structures
(e.g., cause and effect, problem and solution, question and answer, compare and contrast,
description, and sequence). Note: Lists of expository books corresponding to various text
structures can be found on the Internet.

▶ Student sheets (Activity Master C.023.SS1a - C.023.SS1f)

Choose the text structure graphic organizer that corresponds to the selected text.

▶ Expository text structure reference card (Activity Master C.023.AM1)

▶ Pencil

Activity

Students record information related to text structure using a graphic organizer.

1. Provide the student with a copy of the text, reference card, and a student sheet.
2. Student reads or reviews the text.
3. Notes the organization of the text and any words that are used to signal or cue the reader to the type of text structure. Use reference card, if necessary.
4. Completes graphic organizer.
5. Teacher evaluation
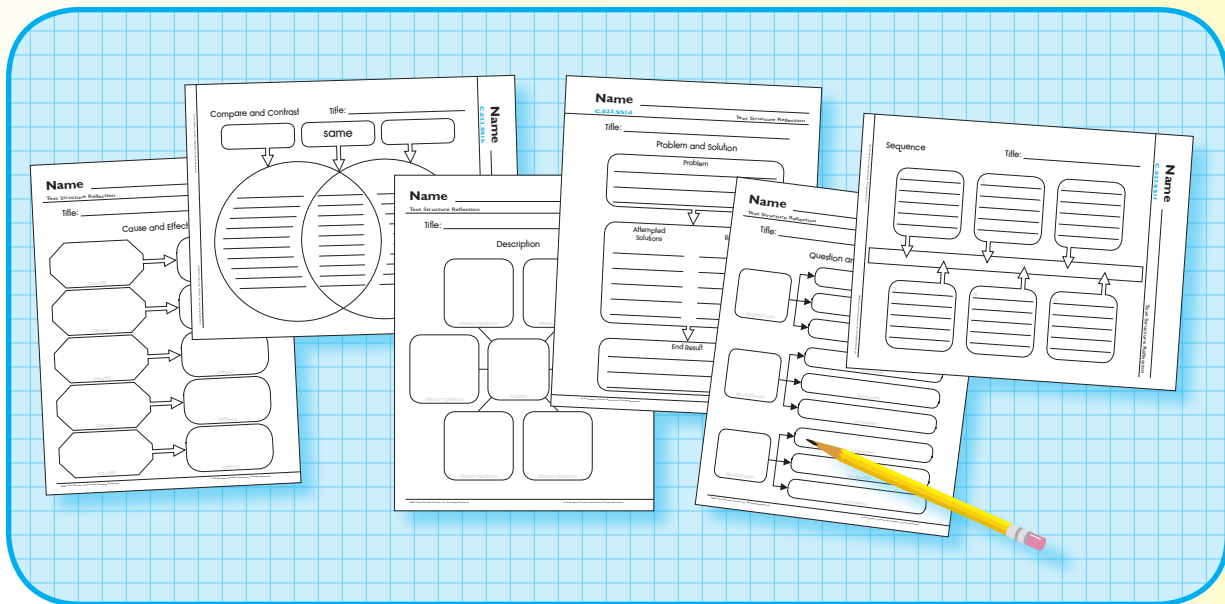
Extensions and Adaptations

▶ Discuss text with partner and complete a graphic organizer together.
▶ Choose two texts on same topic, but with different text structures and compare.
▶ Determine the text structure by answering questions (Activity Master C.023.SS2).
▶ Use other graphic organizers (Activity Master C.023.SS3a - C.023.SS3f).

Name

Title: _____

Cause and Effect

cause → effect

cause → effect

cause → effect

cause → effect

cause → effect

Name

Compare and Contrast   Title:

same

Title: _____

Description

description

description

description

topic

description

description

description

Title: _____

Problem and Solution

Problem

_____

_____

_____

Attempted Solutions	Results
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

End Result

_____

_____

_____

Name _____

Title: _____

Question and Answer

question

answer

answer

answer

question

answer

answer

answer

question

answer

answer

answer

Name

Title:

Sequence

5

3

1

6

4

2

Comprehension
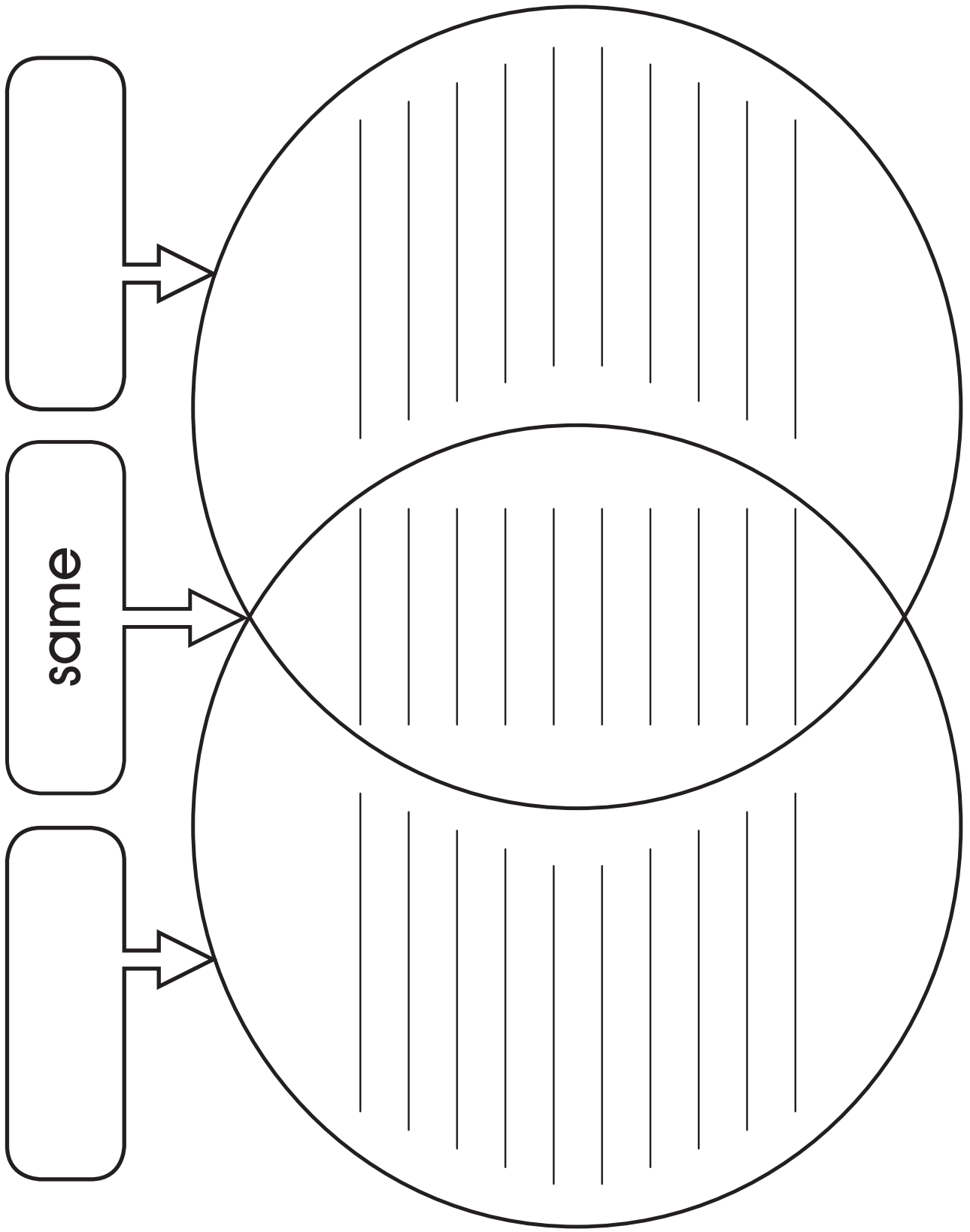
Text Structure Reflection   C.023.AM1

Text Structure	Explanation	Signal Words		Graphic Organizers
Cause and Effect	Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects	• accordingly • consequently • may be due to • so • thus	• because • for this reason • nevertheless • therefore • as a result • if….then • since • this led to	
Compare and Contrast	Similarities and differences are presented between two or more topics or concepts	• although • but • either…or • in common • similar to	• as opposed to • compared with • even though • likewise • yet • as well as • different from • however • not only	
Description	Provides information about a topic	• a number of • characteristics • in addition • is like • to illustrate	• appears to be • for example • in back of • looks like • as in • for instance • including • such as	
Problem and Solution	Problem is presented followed by one or more solutions	• a problem • because • in order to • one reason for • steps involved	• a solution • for this reason • leads/led to • since • this led to • accordingly • if … then • may be due to • so that • thus	
Question and Answer	Question is posed and then followed by answers	• how • one may conclude • when • why	• how many • the best estimate • where • it could be that • what • who	
Sequence	Events are described in numerical or chronological order	• after • before • first • initially • next • on (date) • soon • today • while	• afterward • during • following • later • not long after • preceding • then • until • at last • finally • immediately • meanwhile • now • second • third • when	

Name _____

Title: _____

What are some of the text features?	What clues do these features give you about the structure of the text?
☐ table of contents	
☐ index	
☐ headings	
☐ subheadings	
☐ print variations (e.g., italics, bold, underline)	
☐ pictures, illustrations, graphics, diagrams, captions	
☐ charts and maps	
☐ other _____	

Are there any signal words that give clues about the structure of the text?

☐ Yes   ☐ No

What are the signal words?

What is the text about?

Based on the information above and the text, which best describes the text structure?

☐ cause and effect   ☐ problem and solution
☐ compare and contrast   ☐ question and answer
☐ description   ☐ sequence

Title: _____

Cause and Effect

cause or effect

cause or effect

cause or effect

cause or effect

cause or effect

cause or effect
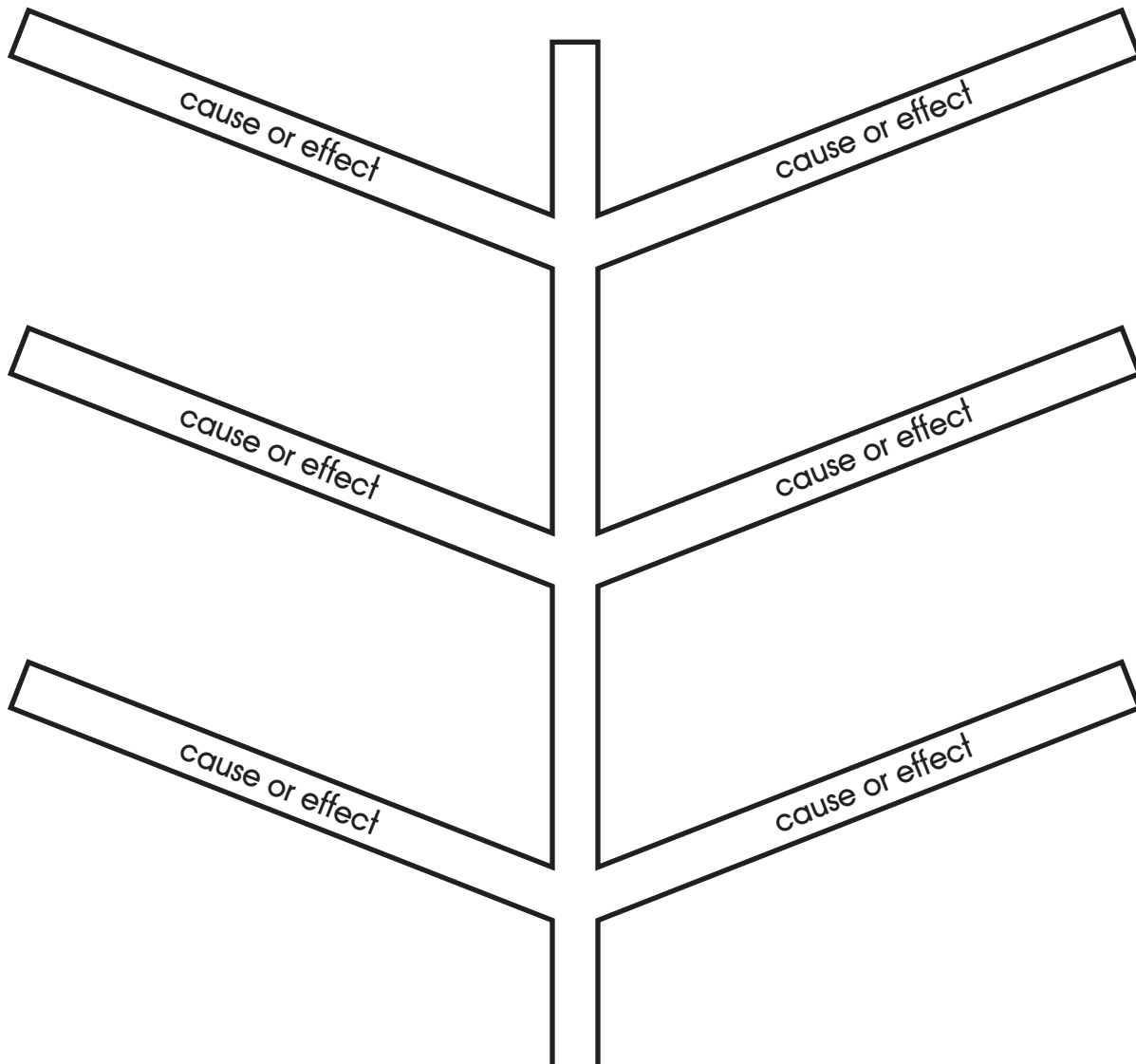
Effect or Cause

Name _____

Title: _____

Compare and Contrast

	#1 _____	#2 _____	#3 _____
detail or attribute			
detail or attribute			
detail or attribute			

Title: _____

Description

topic

Name

Title: _____

Problem and Solution

Problem

↓   ↓   ↓   ↓

| solution 1 | solution 2 | solution 3 | solution 4 |

↓   ↓   ↓   ↓

| result | result | result | result |

↓   ↓   ↓   ↓

end result

Name _____

Title: _____

Question and Answer

question

answer   answer

detail   detail   detail   detail

Name _____

Title: _____

Sequence

1	2	3
4	5	6
7	8	9

Comprehension
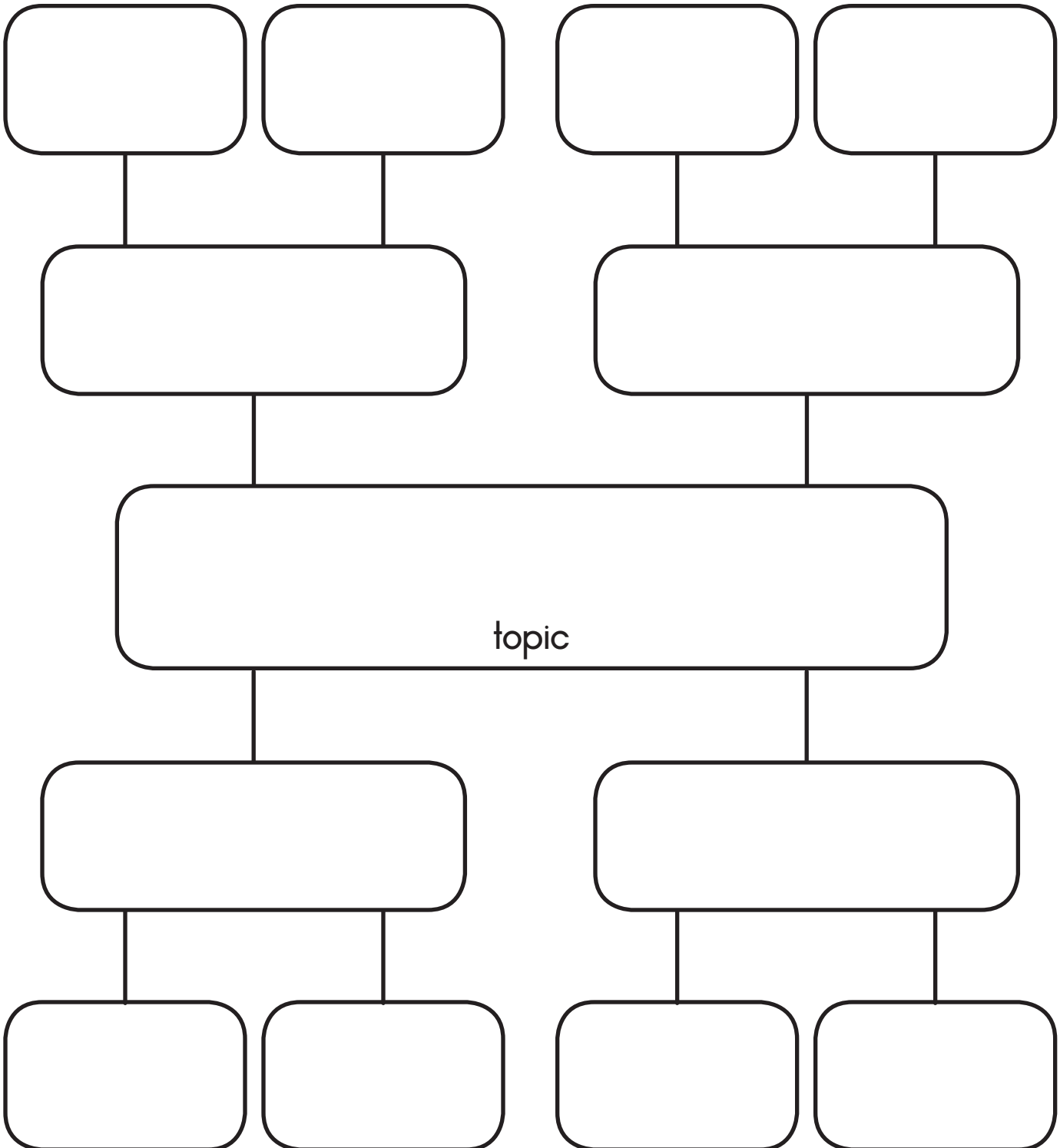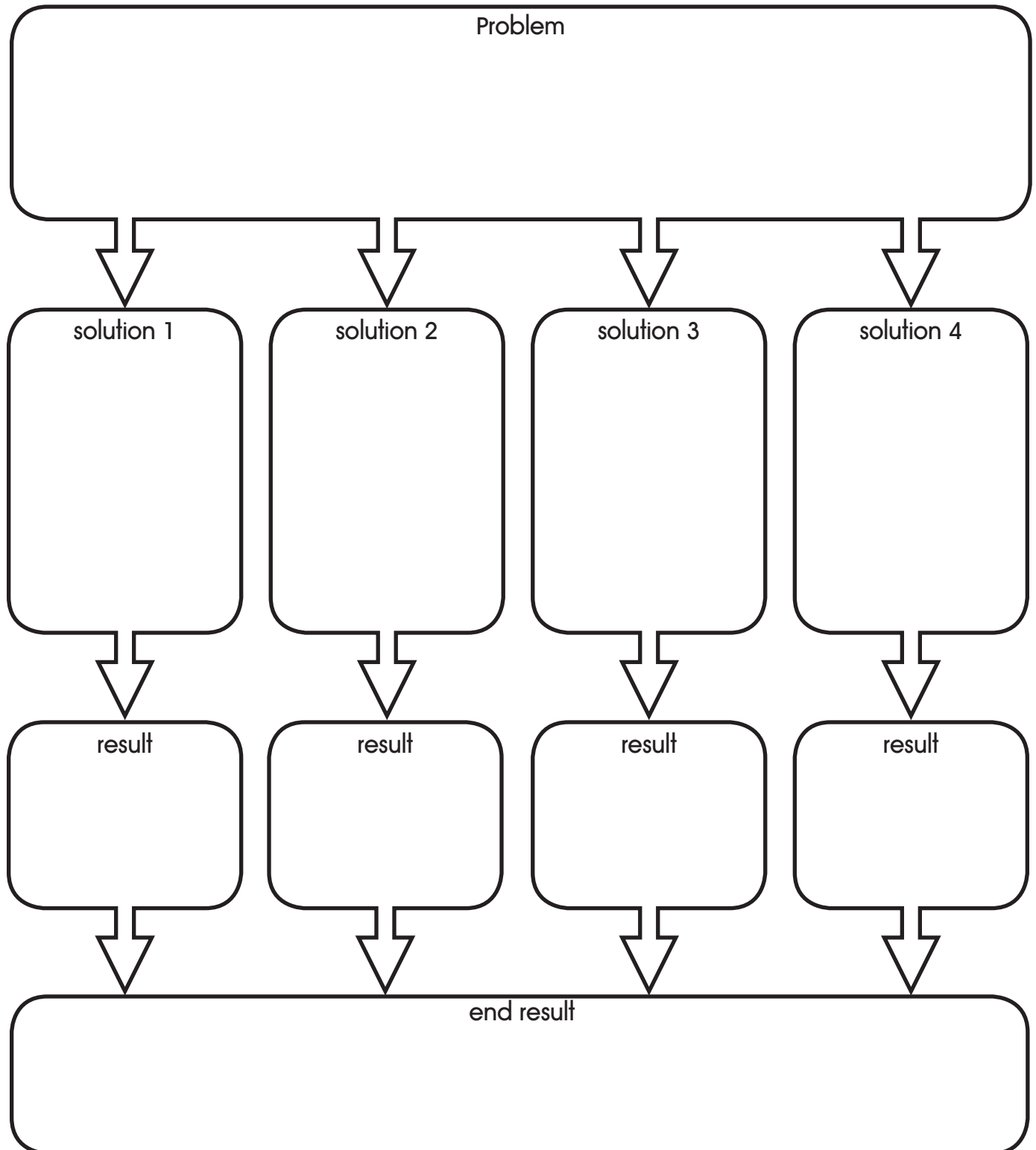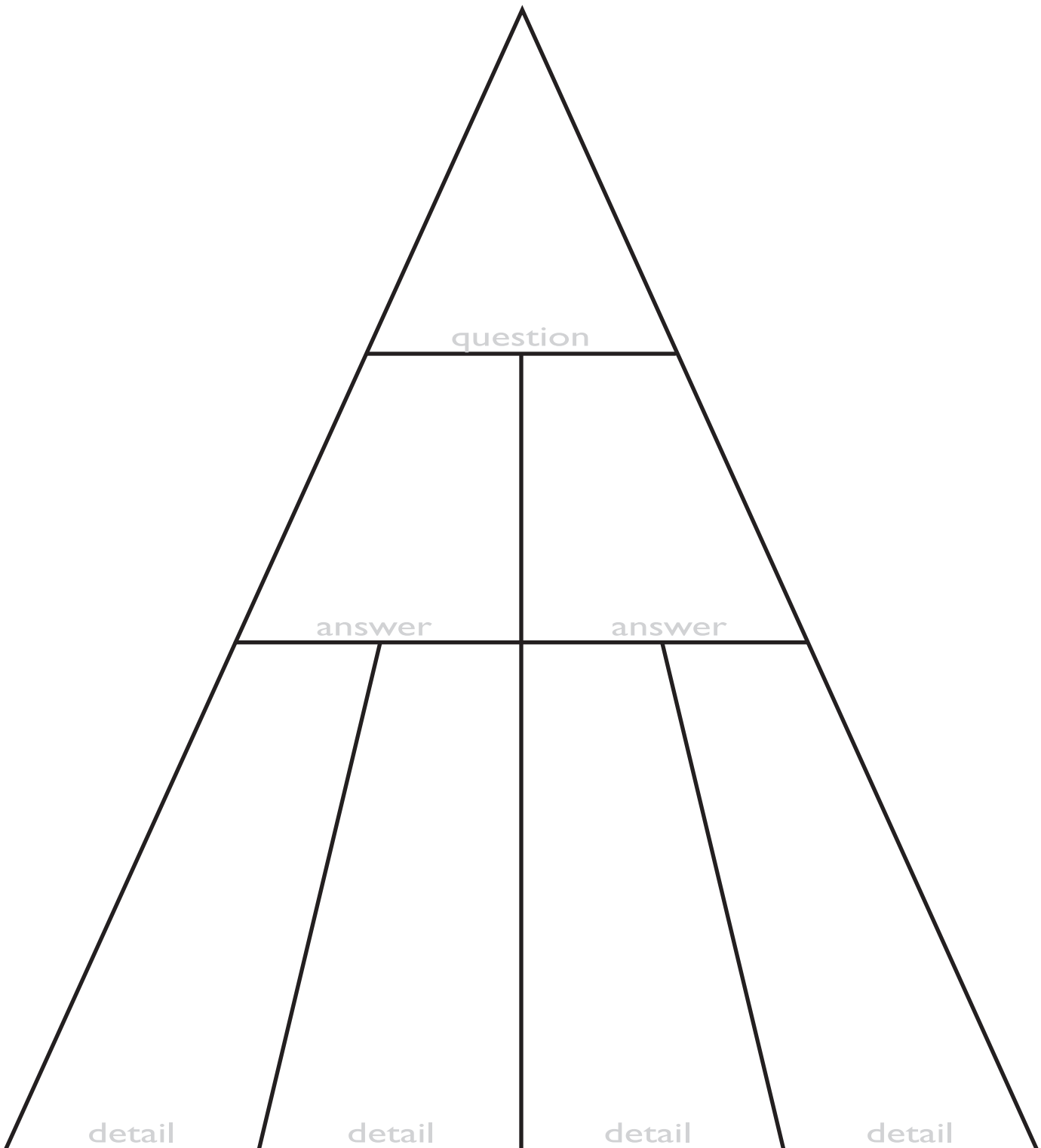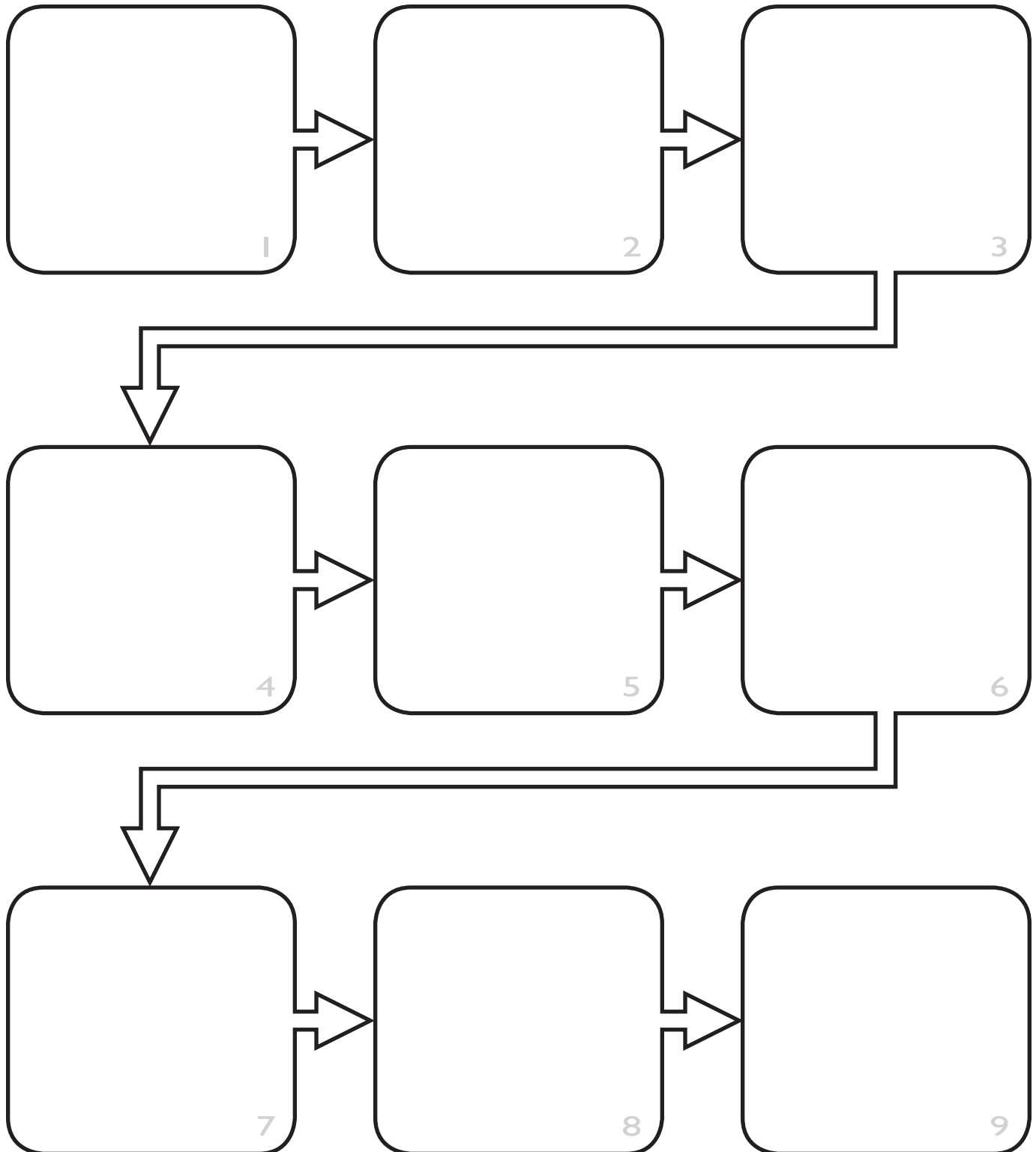
Research Roundup

✎ Objective
The student will use resources to identify information about a topic.

✎ Materials
▶ Index cards
▶ Sentence strips
  Select a topic and write at least three questions for students to answer (e.g., What do bears eat? Where do bears live? What are some bear behaviors?) or categories to explore (e.g., Bear Food, Bear Habitats, Bear Behaviors).
▶ Reference materials (e.g., textbooks, information books, encyclopedias, dictionaries, thesaurus)
  Provide a variety of resources based on a target topic.
▶ Information collection student sheet (Activity Master C.024.SS1)
▶ Pencils

✎ Activity
Students record information relating to a common topic using different expository text.
1. Provide the students with a variety of reference materials, index cards, and one information collection student sheet. Place the sentence strips face up in a row.
2. The students read each question or category on the sentence strips.
3. Review references to locate answers or information about the questions or categories.
4. Write information relating to the questions or categories on index cards, include the title and page number.
5. Place the card under the corresponding question or category.
6. Continue until all questions or categories have at least five cards of information.
7. Take turns recording information on one student sheet.
8. Teacher evaluation
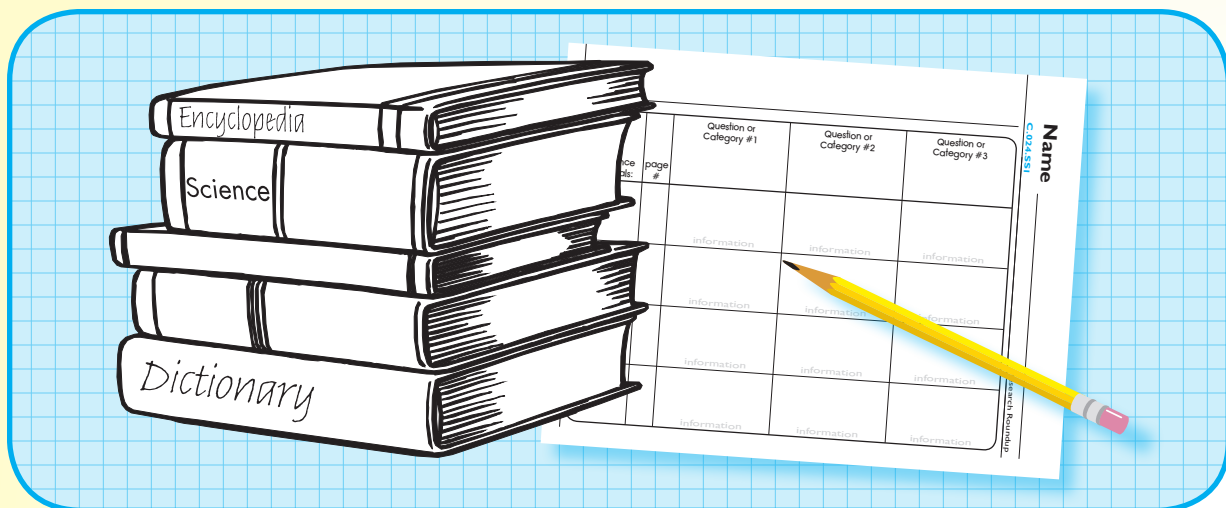
✎ Extensions and Adaptations
▶ Use the information to write a short report.
▶ Write facts and a summary using multiple sources (Activity Master C.024.SS2).
▶ Collect all the cards that all students write to make a class fact book about the topic.

Name

Topic: _____

Titles of reference materials:	page #	Question or Category #1	Question or Category #2	Question or Category #3
		information	information	information
		information	information	information
		information	information	information
		information	information	information

Name

Topic:

Question:

Source:

Fact:

Source:

Fact:

Source:

Fact:

Source:

Fact:

Summary:

Objective

The student will identify fiction and nonfiction text.

Materials

- ▶ Books

  A variety of fiction and nonfiction books or texts.
- ▶ Student sheet (Activity Master C.025.SS)
- ▶ Pencil

Activity

Students sort books or texts into fiction and nonfiction.

1. Provide the student with books or texts and a copy of the student sheet.
2. The student selects a book, reviews it, and determines if it is fiction or nonfiction.
3. Writes the title of the book, genre (i.e., fiction or nonfiction), and the reason for the designation on the student sheet.
4. Continues until all the books or texts are reviewed.
5. Teacher evaluation
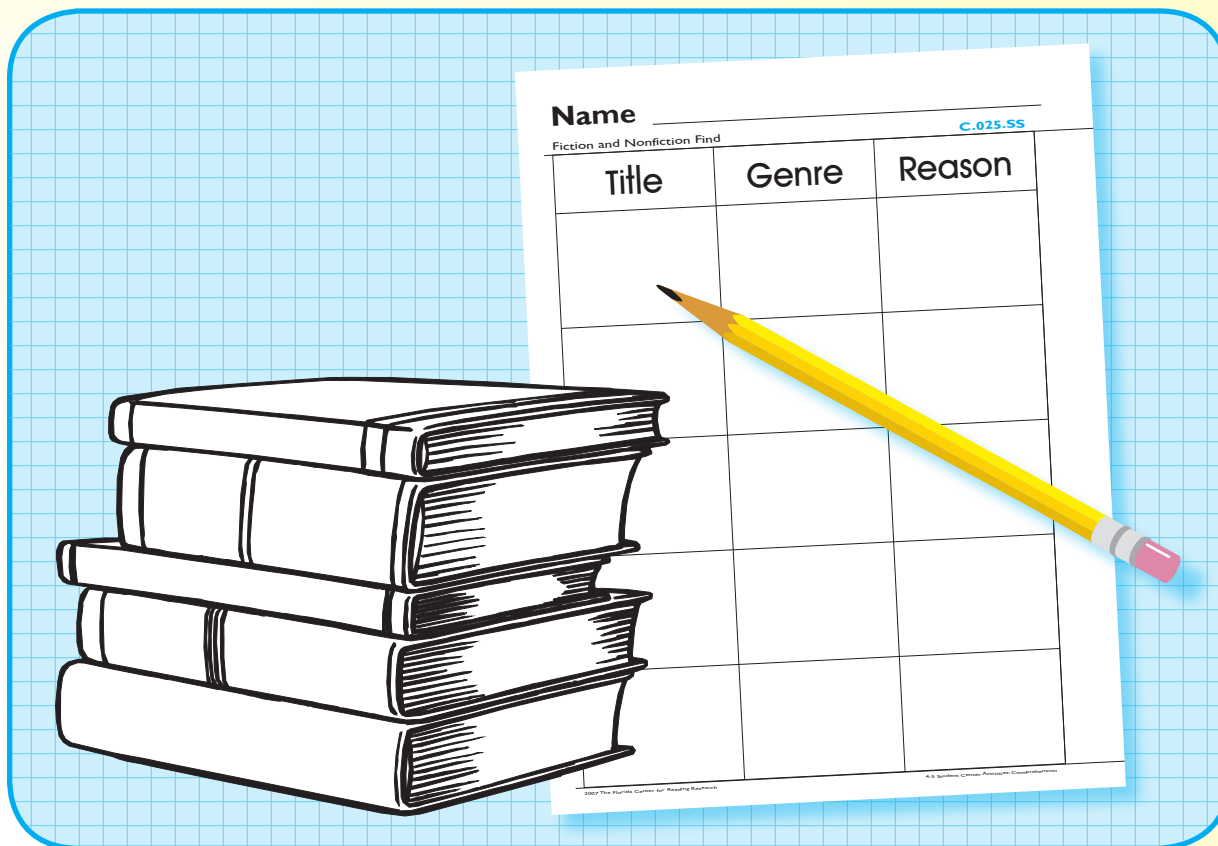
Extensions and Adaptations

- ▶ Discuss book or text designations with a partner.
- ▶ Sort books or texts by other genres and subgenres (e.g., biography, poetry, fantasy, folktale), write titles (Activity Master C.005.AM3), and place under correct header (Activity Master C.025.AM1a - C.025.AM1b). Write any needed headers (Activity Master C.008.AM3).

Name _____

Title	Genre	Reason

fiction header	**nonfiction** header
autobiography header	**biography** header
fantasy header	**folktale** header

header cards

poetry	mythology
header	*header*
historical fiction	mystery
header	*header*
science fiction	fairy tale
header	*header*

header cards

Objective

The student will identify facts and opinions.

Materials

▸ Game board (Activity Master C.026.AM1a - C.026.AM1b)

   Note: If facts and opinions in this activity are not appropriate for your students, provide an answer key or use statements that are more applicable and make game board using Activity Master V.029.AM2a - V.029.AM2b.

▸ Number cube (Activity Master C.026.AM3)

▸ Game pieces (e.g., counters)

Activity

Students determine facts and opinions by reading statements on a game board.

1. Place game board, number cube, and game pieces on a flat surface.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown on the number cube.
3. Read statement. For example, Magnets attract objects made of iron.
4. State whether the statement is a fact or an opinion (i.e., fact).
5. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
6. Continue until both students reach the end.
7. Peer evaluation

"Magnets attract objects made of iron. That's a fact."
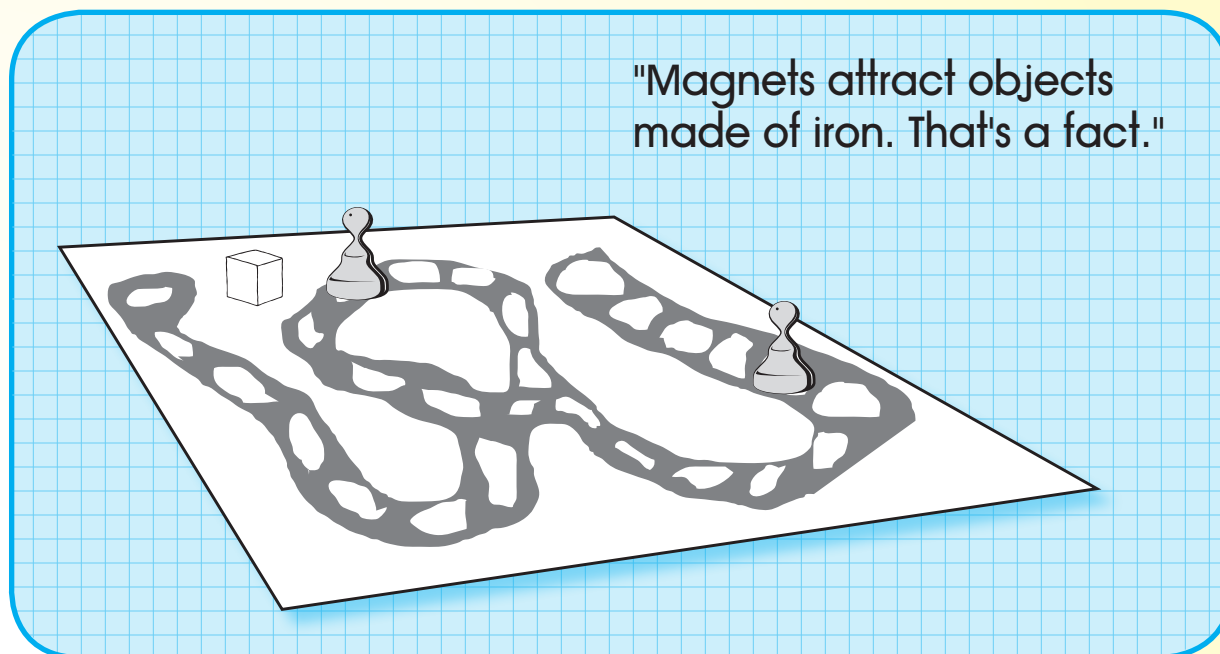
Extensions and Adaptations

▸ Play game by rolling number cube and stating a fact or opinion (Activity Master C.026.AM2a - C.026.AM2b).

▸ Circle or highlight facts and opinions in different colors on copies of text.

START

A triangle is a three-sided figure.

It's boring to be inside on a rainy day.

The Atlantic Ocean and Pacific Ocean border the United States.

Hurricanes cause more damage than earthquakes.

Roll again.

Football is more interesting to watch than basketball.

Dogs, cows, and whales are all mammals.

Twelve times three equals thirty-six.

Everyone should learn to play the piano.

Move back two spaces.

Calculators are useless now that there are computers.

Planes can be delayed due to bad weather.

Reading is more fun than math.

Presidential elections are held every four years.

END

Sneakers are more comfortable than sandals.

Movies are the best type of entertainment.

Water boils at 212 degrees Fahrenheit.

Abraham Lincoln was President during the Civil War.

Move back one space.

Snakes do not make good pets.

The root "photo" means light.

People spend too much money on clothes.

People should watch less TV and read more.

Mammoths were a type of elephant that are now extinct.

Magnets attract objects made of iron.

Move ahead one space.

Red and yellow mixed together make orange.

Listening to a radio is better than listening to a DVD player.

Roll again.

START

Fact

Opinion

Fact

Opinion

Roll Again

Fact

Opinion

Fact

Opinion

Fact

Fact

Opinion

Fact

Move back one space.

Opinion

Fact

Opinion

Fact

END

Opinion

Fact

Opinion

Opinion Fact Opinion

Fact

Opinion

Go back two spaces.

Fact

Opinion

Fact

Opinion

Fact

Fact or Opinion Game

2

2   3   4

L

glue
or
velcro

4

glue
or
velcro

glue
or
velcro

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps
   together.

number cube

Objective

The student will produce facts and opinions.

Materials

▶ Fact and opinion cards (Activity Master C.027.AM1a - C.027.AM1b)
  Laminate.
▶ Vis-à-Vis® markers

Activity

Students write facts and opinions based on a selected topic.

1. Place fact and opinion cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects top card from stack and reads the topic and the fact or opinion designation (printed at the bottom of the card) to partner (e.g., spider, opinion).
3. Writes a fact or opinion sentence that corresponds to the designation. For example, Spiders are beautiful and interesting.
4. Explains why it is a fact or opinion. For example, "This is my opinion, because someone else might think that spiders are ugly and scary."
5. Reverse roles.
6. Continue until all cards are used. Pair fact and opinion sentences about the same topic together and discuss the differences between the facts and opinions.
7. Peer evaluation
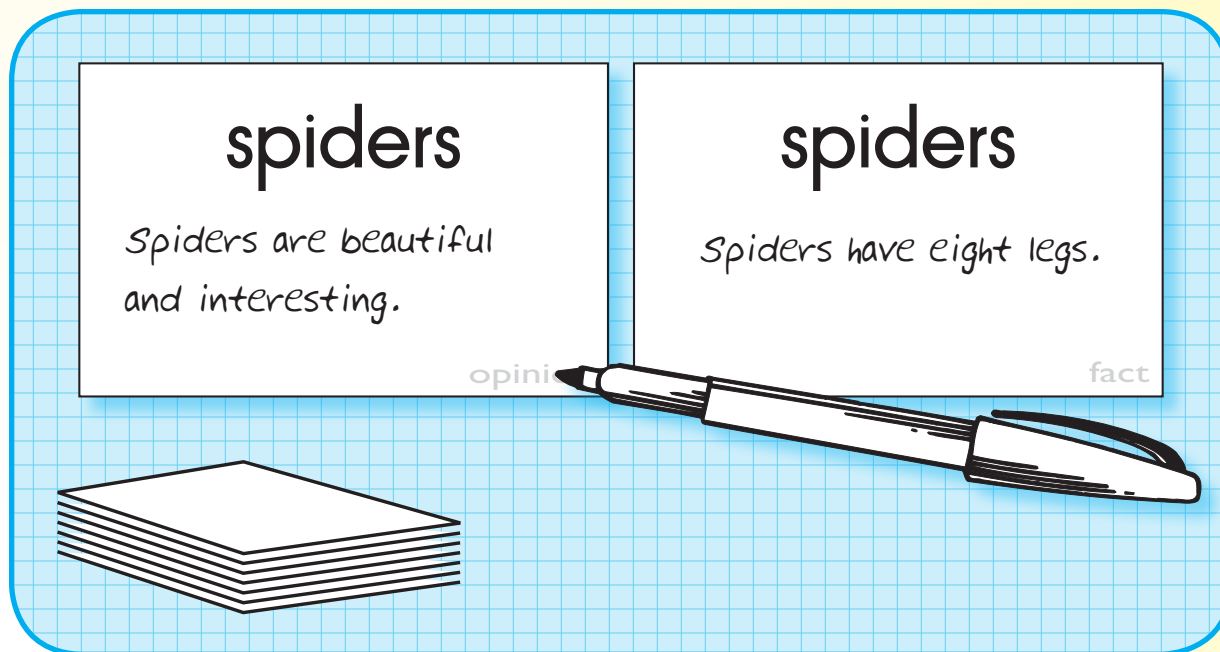
Extensions and Adaptations

▶ Record facts and opinions on student sheet (Activity Masters C.027.SS1).
▶ Make more fact and opinion cards (Activity Master C.027.AM2).
▶ Write more facts and opinions according to new topics (Activity Master C.027.SS2).
▶ Write facts and opinions (Activity Master C.005.AM3) and sort (Activity Master C.027.AM3).

homework _fact_	homework _opinion_
vacations _fact_	vacations _opinion_
sports _fact_	sports _opinion_
snacks _fact_	snacks _opinion_

fact and opinion cards

computer games	computer games
fact	opinion
exercise	exercise
fact	opinion
spiders	spiders
fact	opinion
music	music
fact	opinion

fact and opinion cards

Name _____

Topic	Fact or Opinion	Fact or Opinion Statement
homework	opinion	
vacations	fact	
sports	opinion	
snacks	fact	
exercise	opinion	
computer games	fact	
spiders	opinion	
music	fact	

fact

opinion

fact

opinion

fact

opinion

fact

opinion

blank fact and opinion cards

Name _____

Topic	Fact or Opinion	Fact or Opinion Statement
peanut butter	opinion	
books	fact	
math	opinion	
weather	fact	
snakes	opinion	
ocean	fact	
rules or laws	opinion	
cars	fact	

FACT

header

OPINION

header

header cards

Comprehension

More Incredible Inferences

📝 **Objective**

The student will identify inferences.
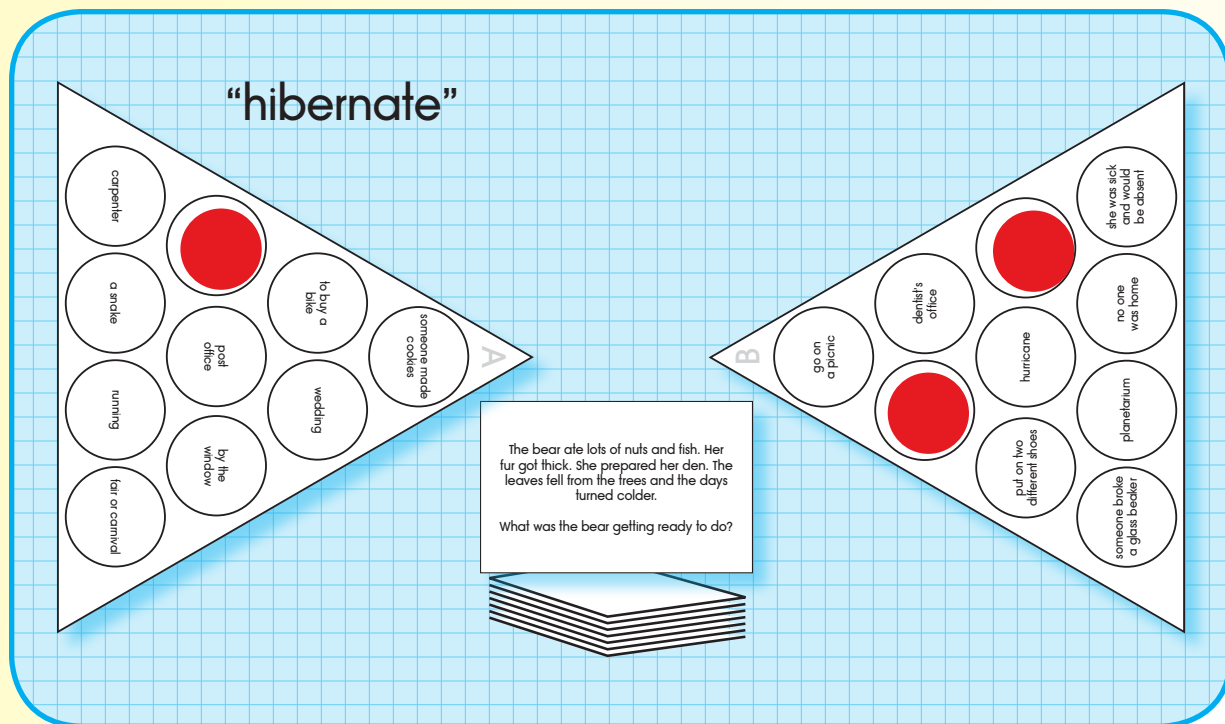
📝 **Materials**

- ▶ Inference triangles (Activity Master C.028.AM1a - C.028.AM1b)
- ▶ Inference cards (Activity Master C.028.AM2a - C.028.AM2c)
- ▶ Answer key (Activity Master C.028.AM3a - C.028.AM3b)
  An answer key is provided for optional use.
- ▶ Game pieces (e.g., counters)

📝 **Activity**

Students identify inferences by reading clues.

1. Place inference cards face down in a stack. Provide each student with a different inference triangle and game pieces.
2. Taking turns, students select a card from the stack and read it.
3. Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which answers question, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

📝 **Extensions and Adaptations**

- ▶ Make other inference triangles and cards (Activity Master C.027.AM4).
- ▶ Look at pictures from magazines, books, or other text and write inferences.

A

someone made cookies

wedding

by the window

fair or carnival

to buy a bike

post office

running

hibernate

a snake

carpenter

inference triangle A

B

go on
a picnic

dentist's
office

whether or
not to cheat

she was sick
and would
be absent

football
game

hurricane

no one
was home

put on two
different shoes

planetarium

someone broke
a glass beaker

inference triangle B

The room was a mess! Pots and pans were piled in the sink. Drawers and cabinets were flung open. Chocolate chips dotted the floor and empty cartons were on a sticky counter, but the smell was delicious.

Why was the room a mess?

The young woman looked down at her long dress. She felt like a princess. She and the others stood in the hall. They listened to the music. Then she heard the cue. She walked down the aisle as she held her flowers.

What was this event?

The girl saved all her money. It was exactly what she wanted. She imagined gliding down the road pedaling effortlessly. She finally had enough money to make her dream come true.

What was her dream?

The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.

What was the bear getting ready to do?

Mailboxes are lined up outside the door. There is a long counter inside with scales. You can buy stamps, envelopes, and boxes. There are slots where you can mail a letter and long rows of boxes where some people go to pick up their mail.

What is this place?

The cat stretches and yawns. She strolls over to her favorite spot. The sun shines in and makes it very warm. She watches the birds and squirrels. Sometimes the fresh air blows in on her. She climbs up into her soft bed and looks at the animals for a while. Then she curls up and goes to sleep.

Where is the cat's favorite spot?

The man measures the wood and uses a saw to cut it. He puts the wood in place and hammers nails into it. He continues until the entire wall is built.

What is this man's job?

The boy found it in the middle of the road on his way home from school. It was very tiny so he picked it up. He fed it food for several weeks. Soon, it grew and got very long.

What did the boy find?

inference cards

These athletes train a great deal. They eat a very healthy diet. Some compete in short races and others compete in long races called marathons.

What is the sport?

There are many things to see. Many farm animals are on display. The midway is full of people playing games and eating food. There is also a place where you can go on many different rides.

What is the place?

The rain was hard and steady. Sue stomped around the room and checked the clock every five minutes. The book that she bought the day before was flung in the corner beside the picnic basket and blanket. She stamped her feet and voiced her displeasure with nature.

What plans did Sue have for the day?

The girl showed the lady her ticket. Then she walked down the stairs and found her seat. The players ran onto the field. They got into their positions. The ball went up in the air and the game began.

Where was the girl?

Even though the man didn't want to do it he knew it had to be done. He picked up the phone and made the necessary arrangements. A few hours later, he found himself in a brightly lit room. He sat down in the movable chair. The person in charge bent over him as he began.

Where was he?

People giggled and pointed at her feet. She didn't understand until she looked down. She turned red with embarrassment. She realized she should not have gotten dressed in the dark.

Why shouldn't she have gotten dressed in the dark?

The waves crashed against the beach. Thunder cracked and lightning lit the sky. The wind howled and bent trees over sideways. People put shutters on their windows, bought supplies, and were ready.

What were the people expecting?

The decision was difficult. No one would find out. She was the only one that would know. It would guarantee her a good grade, but was it worth it? Would she really feel proud passing this way?

What was her struggle?

inference cards

The students were very quiet when the teacher walked over to the science center. The children sat at their desks and looked down at their hands. No one made a sound. The teacher looked around the classroom. Then she saw the pieces on the floor.

What happened in the classroom?

The children looked up at the twinkling lights. The background was pitch black. Although the air was a bit cool they didn't mind. They were busy looking at shapes, designs, and even some streaking lights.

Where were the children?

The boy rode his bike to his friend's house after dinner. When he got there, he rang the bell. He waited, but no one came to the door. He looked in the driveway. The car was not there. There were no lights on and the windows were all closed. The boy got back on his bike and went home.

What did the boy think?

The girl sneezed. Her dad felt her forehead and took her temperature. She told him her throat hurt. He pulled the blankets over her. He told her to try to sleep while he called her teacher.

Why did he call her teacher?

---

inference cards

Answer Key A

Why was the room a mess?	someone made cookies
What was this event?	wedding
What was her dream?	to buy a bike
What was the bear getting ready to do?	hibernate
What is this place?	post office
Where is the cat's favorite spot?	by the window
What is this man's job?	carpenter
What did the boy find?	a snake
What is the sport?	running
What is the place?	fair or carnival

Answer Key B

What plans did Sue have for the day?	go on a picnic
Where was the girl?	football game
Where was he?	dentist's office
Why shouldn't she have gotten dressed in the dark?	put on two different shoes
What were the people expecting?	hurricane
What was her struggle?	whether or not to cheat
What happened in the classroom?	someone broke a glass beaker
Where were the children?	planetarium
What did the boy think?	no one was home
Why did he call her teacher?	she was sick and would be absent
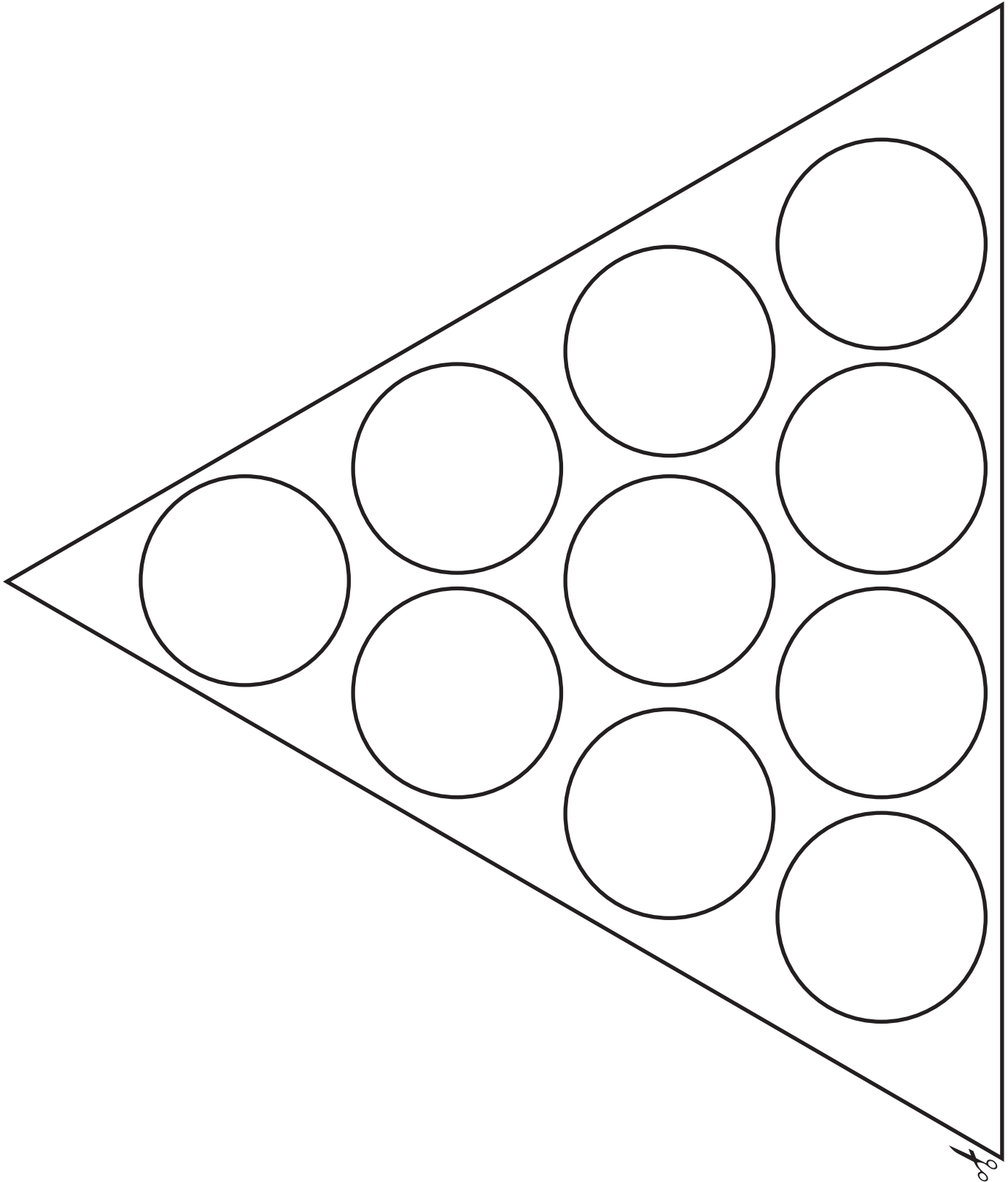
blank triangle

✏ Objective

The student will make inferences.

✏ Materials

▶ Text

Choose text within students' instructional-independent reading level range.
Choose text from which inferences can be made.

▶ Student sheet (Activity Master C.029.SS1)

▶ Sticky notes

Place sticky notes throughout the text in places where it is appropriate to make inferences.

▶ Pencils

✏ Activity

Students use information from text combined with background knowledge to make inferences.

1. Provide the student with a copy of the text and multiple copies of the student sheet.
2. The student reads up to the first sticky note.
3. Determines what the author is suggesting by using the information from the text and what is already known about the content.
4. Writes that information in the designated columns on the student sheet. Uses multiple sheets, if necessary.
5. Reviews recorded information and writes an inference in the designated box.
6. Teacher evaluation
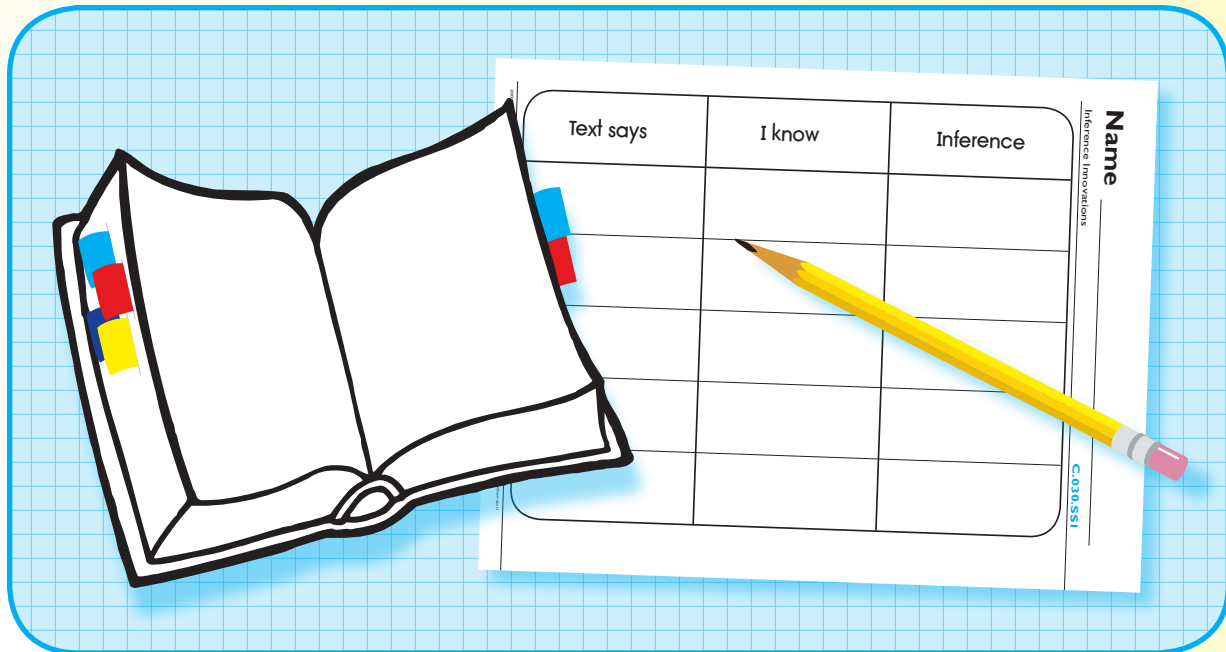
✏ Extensions and Adaptations

▶ Compare and discuss inferences with a partner.

▶ Use graphic organizers to write inferences (Activity Master C.029.SS2 and C.029.SS3).

Name _____

Inference	I know	Text says

Name

inference

=

I know

+

text says

inference

=

I know

+
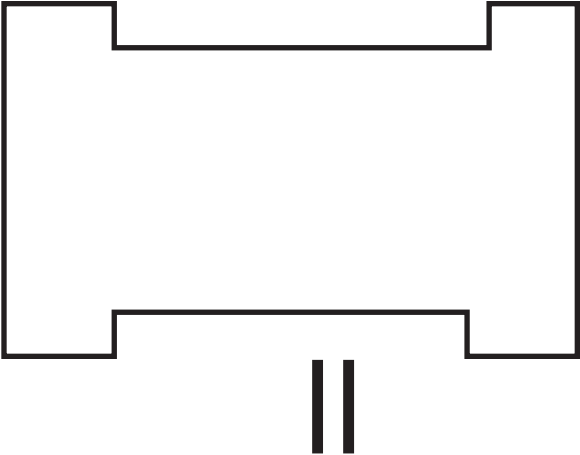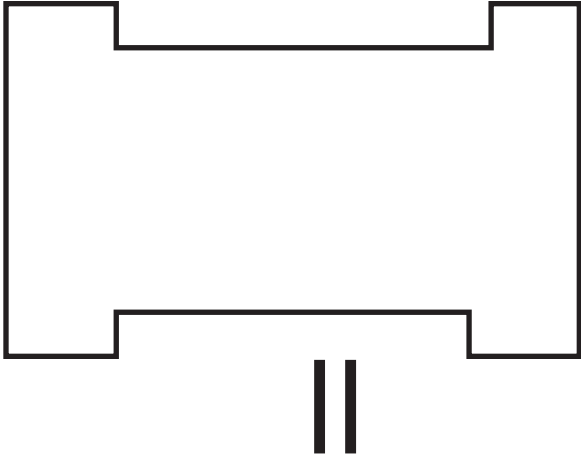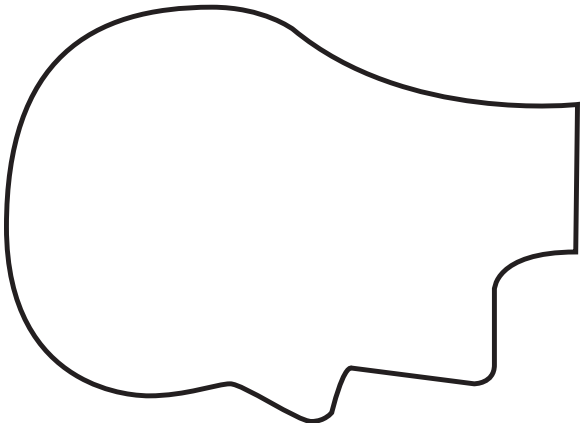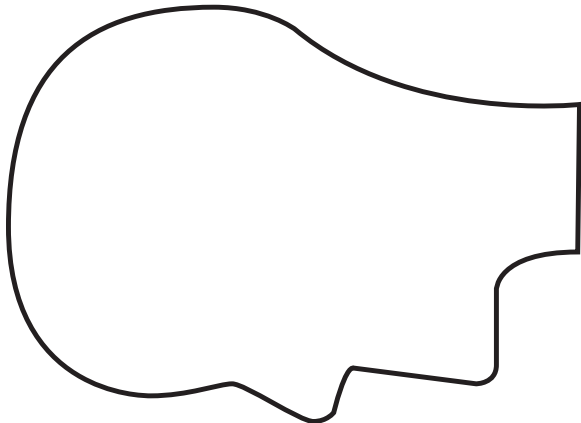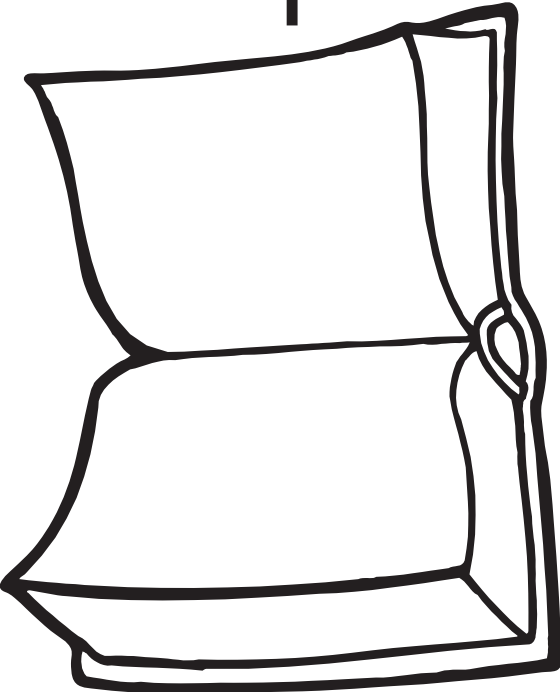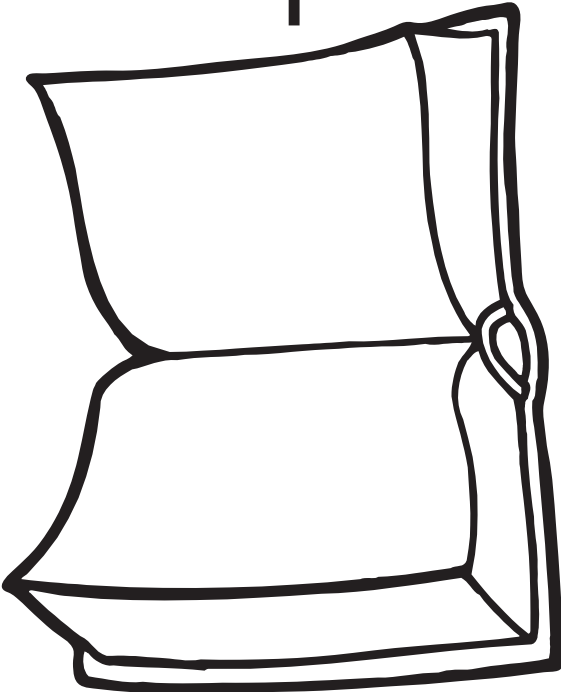
text says

Summary of what text says:

inference

What I know:

✂

Summary of what text says:

inference

What I know:

✏ **Objective**

The student will identify the author's purpose.

✏ **Materials**

▸ Header cards (Activity Master C.030.AM1)

▸ Passage cards (Activity Master C.030.AM2a - C.030.AM2c)

If text in this activity is not appropriate for your students, use text that is more applicable.
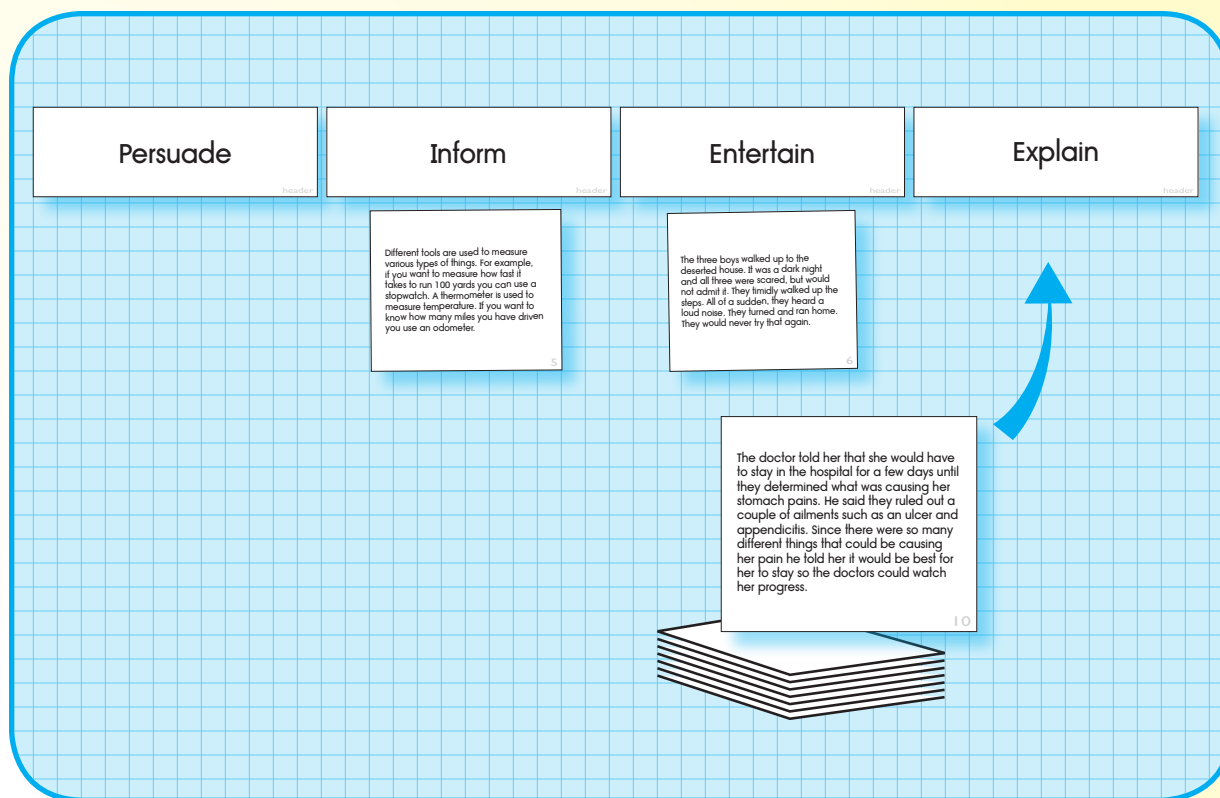
Note: The numbers of the cards correspond to headers in the following manner:

Persuade - 1, 8, 11, 16; Inform - 3, 5, 9, 14; Entertain - 2, 4, 6, 13; Explain - 7, 10, 12, 15.

✏ **Activity**

Students determine author's purpose by sorting passages.

1. Place header cards face up in a row. Place passage cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Determine the author's purpose.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation

Persuade	Inform	Entertain	Explain

Different tools are used to measure various types of things. For example, if you want to measure how fast it takes to run 100 yards you can use a stopwatch. A thermometer is used to measure temperature. If you want to know how many miles you have driven you use an odometer.

5

The three boys walked up to the deserted house. It was a dark night and all three were scared, but would not admit it. They timidly walked up the steps. All of a sudden, they heard a loud noise. they turned and ran home. They would never try that again.

6

The doctor told her that she would have to stay in the hospital for a few days until they determined what was causing her stomach pains. He said they ruled out a couple of ailments such as an ulcer and appendicitis. Since there were so many different things that could be causing her pain he told her it would be best for her to stay so the doctors could watch her progress.

10

✏ **Extensions and Adaptations**

▸ Read passages and write author's purpose (Activity Master C.030.SS).

▸ Write other passage cards to sort (C.008.AM3).

▸ Bring in examples of magazine, newspaper, and other articles to discuss and identify the author's purpose (i.e., persuade, inform, entertain, or explain).

Persuade

Inform

Entertain

Explain

header cards

If someone says, "Don't look a gift horse in the mouth," that person doesn't really think you will receive a horse or try to open its mouth and look inside. In order to understand what this idiom means it's necessary to know two things. First, a long time ago, people were sometimes given a horse as a gift. Second, it is possible to tell how old a horse is by counting its teeth. If a person was given a horse and then counted its teeth it was considered impolite. This evolved into the current idiom which means when you receive something don't be ungrateful.

7

The doctor told her that she would have to stay in the hospital for a few days until they determined what was causing her stomach pains. He said they ruled out a couple of ailments such as an ulcer and appendicitis. Since there were so many different things that could be causing her pain he told her it would be best for her to stay so the doctors could watch her progress.

10

The water cycle has no real beginning or end. Water in oceans, lakes, and plants changes into water vapor and seems to vanish from the earth. This is called evaporation. The water vapor cools into tiny droplets which then form clouds. This is called condensation. When the clouds become heavy with these droplets, they fall back to the earth as rain, snow, or sleet. Precipitation is the name for this part of the cycle, which then continues.

12

Fishing can be fun. The first thing you need to do is bait the hook. Different types of bait are used depending on what you want to catch. Then you either cast the line or drop it into the water. The third step, which can be the most difficult, is to wait until you feel a tug on the line. Then you try to reel or pull in the line. If you do this all successfully your reward will be waiting on the end of the line.

15

Everyone should learn how to ride a bike. It is a good form of transportation. It can also be an enjoyable and healthy activity. It is something that can be done alone or with others. You can use a bike to compete in a race or go on a leisurely ride. Bike riding is fun for people of all ages.

1

Summer is the best season of the year. You can spend all your time outdoors and not get cold. You can swim and enjoy many sports that you can't when it is winter. There are leaves on the trees and flowers are in bloom. You can leave all the windows open in your house. Summer is so pleasant; too bad it doesn't last all year.

8

passage cards

Buy this DVD now and learn to play the guitar in less than a month. We guarantee that after using our six-step program you will be performing for all your friends. They will want you to entertain at all the parties. So, hurry before our offer ends, and we'll send you a free guitar pick with the DVD.

11

Cell phones should not be used in public places. They annoy people who are close to the person using the cell phone. Cell phones often ring at inappropriate times. Often the person on the phone speaks too loudly. They can disrupt other people's conversations. If people need to make phone calls in public, they should excuse themselves and go outside.

16

She walked along the beach enjoying how the sand felt between her toes. She gathered many different types of shells. As she bent down to pick up another shell she noticed it wasn't a shell. It was a bottle with a piece of paper inside it. She excitedly opened the bottle took out the paper and began to read what was on it.

2

We all got excited when our teacher said she had an important announcement. She told us that we had won the contest for reading the most pages in the reading marathon. Each of us would receive a gift certificate to use at the local bookstore. Our class will also be treated to a visit by a famous author. This was such exciting news, I ran home to tell my mom.

4

The three boys walked up to the deserted house. It was a dark night and all three were scared, but would not admit it. They timidly walked up the steps. All of a sudden, they heard a loud noise. They turned and ran home. They would never try that again.

6

Charlie knew that he had waited until the last minute to do his report. As he quickly typed away on his computer, all of a sudden the power went out. He hadn't saved his document. He just stared at the screen in disbelief as all his work disappeared. It wouldn't have been so bad if he had saved it earlier, but he hadn't. Charlie promised himself that this would never happen to him again.

13

passage cards

The platypus is a different looking animal that lives in the rivers and coastal regions of Eastern Australia. It is a furry mammal, but it lays eggs. It lives near the water and uses its webbed feet to swim. Its nose resembles a duck's bill which helps it as it gathers food such as shrimp. When the platypus swims underwater it closes both its eyes and ears.

3

Different tools are used to measure various types of things. For example, if you want to measure how fast it takes to run 100 yards you can use a stopwatch. A thermometer is used to measure temperature. If you want to know how many miles you have driven you use an odometer.

5

There are many kinds of books. They can be classified in several ways. One way is to label them nonfiction which means that they contain factual information. Another way is to label them fiction which means that they tell a story. Books can be further classified into categories such as biography, historical fiction, and fantasy.

9

Food labels give you many details. The ingredients are listed as well as whether or not the product should be refrigerated. There is one whole section that gives facts about the nutritional components including amount of calories, fat, protein, and carbohydrates. In addition, you'll usually find a date when the product expires and you should throw it away.

14

passage cards

Name _____

Text	Purpose Entertain, Explain, Inform, Persuade
Dear Principal Jones, Our class is studying the solar system. We believe that a trip to the planetarium would be a good educational experience and would go along with what we are studying. The planetarium is another way to learn about the solar system and can offer a different experience than we can get in the classroom. We hope you will agree to let us go. Thank you, Mrs. Smith's 4th grade class	
The game of checkers is a game played with two players. There is a game board with 32 dark and 32 light squares. Each player gets twelve game pieces. Players take turns moving diagonally on the dark squares. A player can capture an opponent's piece by jumping over that piece. When the piece is captured it is removed from the board. A player wins when the opponent cannot make a move or has lost all his pieces.	
The family drove across the United States for a vacation. Although there were times that it seemed very long and tiresome, they all enjoyed it. There were many things to see. Some of the places they went to were the Everglades, Mount Rushmore, and Yellowstone National Park. They all agreed that one of the most exciting things they did on the trip was to fly in a plane over the Grand Canyon. This was one trip they would never forget!	
Recycling is something everyone should do. Our earth is becoming more and more polluted. One thing we can do to help with this problem is to recycle. People can take papers, glass, and plastics to recycling centers or some places will pick them up. Another way to recycle is to use things over again. Wash out a paper cup and use it two or three times before throwing it away. Any little bit will help a great deal, so recycle often.	
Glaciers are large masses of snow, ice, and rock that move very slowly. They are formed when the amount of snow that falls over many years is more than the amount that melts. When a piece of a glacier breaks apart and floats in the water it is called an iceberg.	

Objective

The student will identify the author's purpose.

Materials

▶ Expository or narrative text

Choose text within students' instructional-independent reading level range.

Divide the text into logical one- or two-paragraph sections that will encourage discussion.

▶ Sticky notes

Use sticky notes to indicate where students are to stop and ask questions.

▶ Question tent card (Activity Master C.031.AM1)

Copy on card stock, cut out, and fold in half.

▶ Student sheet (Activity Master C.031.SS)

▶ Pencils

Activity

Students answer questions about the text with a partner.

1. Place question tent card so each student can see it. Provide each student with a copy of the text and a student sheet.
2. Working in pairs, student one reads aloud and stops at the sticky note.
3. Student two reads the questions and discusses each answer with student one.
4. Student one writes the page number and answers on his student sheet.
5. Reverse roles and continue until all pages are read.
6. Teacher evaluation
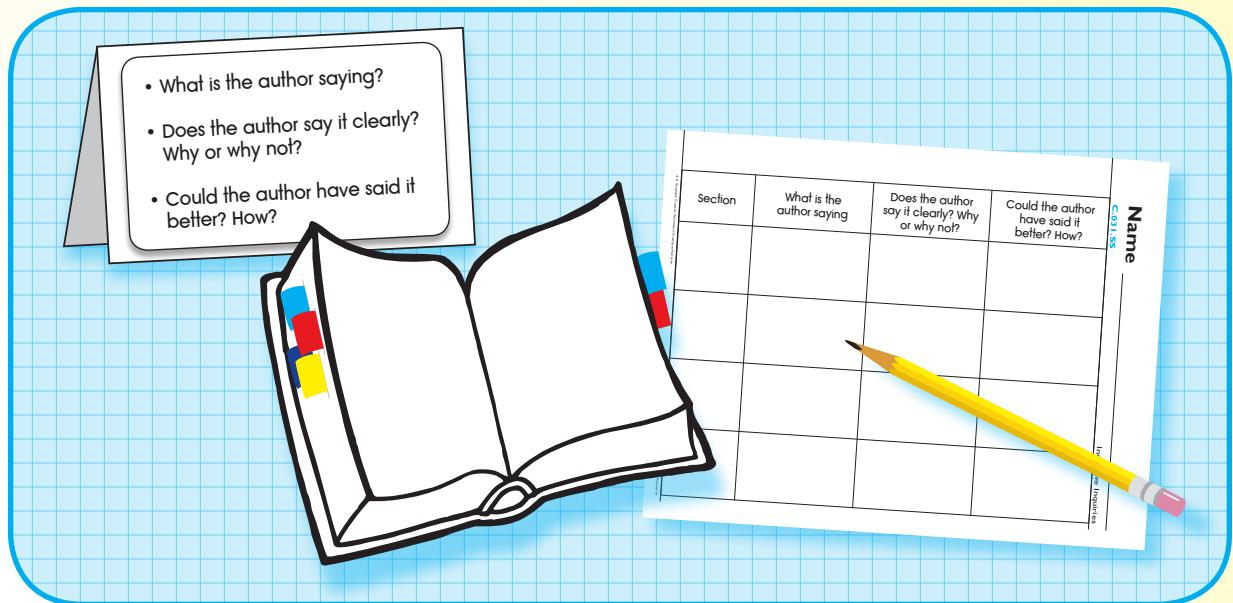
Extensions and Adaptations

▶ Read text and discuss questions with a partner (Activity Master C.031.AM2).

- What is the author saying?

- Does the author say it clearly? Why or why not?

- Could the author have said it better? How?

- What is the author saying?

- Does the author say it clearly? Why or why not?

- Could the author have said it better? How?

question tent card

Name _____

Page number	What is the author saying?	Does the author say it clearly? Why or why not?	Could the author have said it better? How?

- What's the big idea the author is trying to get across?

- What does the author assume we already know?

- How does this connect to what the author already said?

- Is there a better way to say it?

- Why did the author say that?

- What is the author's message?

- What is the author's message?

- Why did the author say that?

- Is there a better way to say it?

- How does this connect to what the author already said?

- What does the author assume we already know?

- What's the big idea the author is trying to get across?

question tent card

Objective

The student will activate prior knowledge.

Materials

▶ Text

Choose text within students' instructional-independent reading level range.
Select target topic from the text and write it in designated box.

▶ Student Sheet (Activity Master C.032.SS1)

Write topic or subject on designated line.

▶ Dictionary

▶ Pencils

Activity

Students share what they already know about a topic.

1. Provide students with one student sheet, two copies of the text, and dictionary.

2. Students read the topic written on the student sheet and browse text to note headings and subheadings. Think about what is already known about the topic (e.g., from personal or learning experiences).

3. Taking turns, write names at the top of the student sheet. Orally share prior knowledge about the topic (e.g., if topic is *space* then student might talk about a class field trip to the planetarium).

4. Write key words and phrases associated with prior knowledge of the topic in the boxes on the student sheet (e.g., planetarium, stars, planets). Write on back of student sheet and use dictionary, if needed.

5. Write a statement at the bottom of the student sheet about something new that was learned from partner.

6. Teacher evaluation
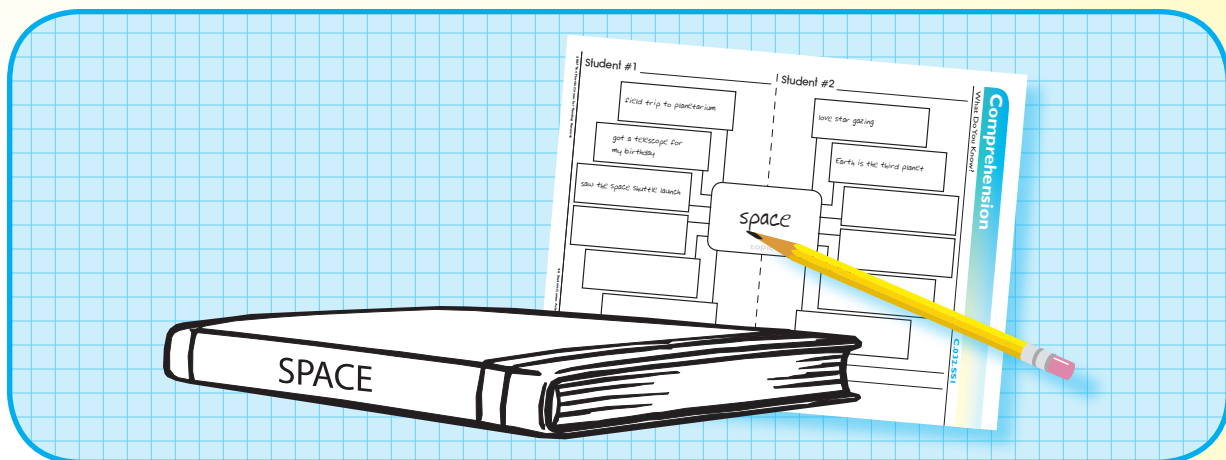
Extensions and Adaptations

▶ Read text and circle words and phrases on the student sheet that correspond to the topic.

▶ Complete a prior knowledge inventory (Activity Master C.032.SS2).

▶ Write questions based on topic interests and note answers (Activity Master C.032.SS3).

▶ Complete KWL chart (Activity Master C.032.SS4).

Comprehension
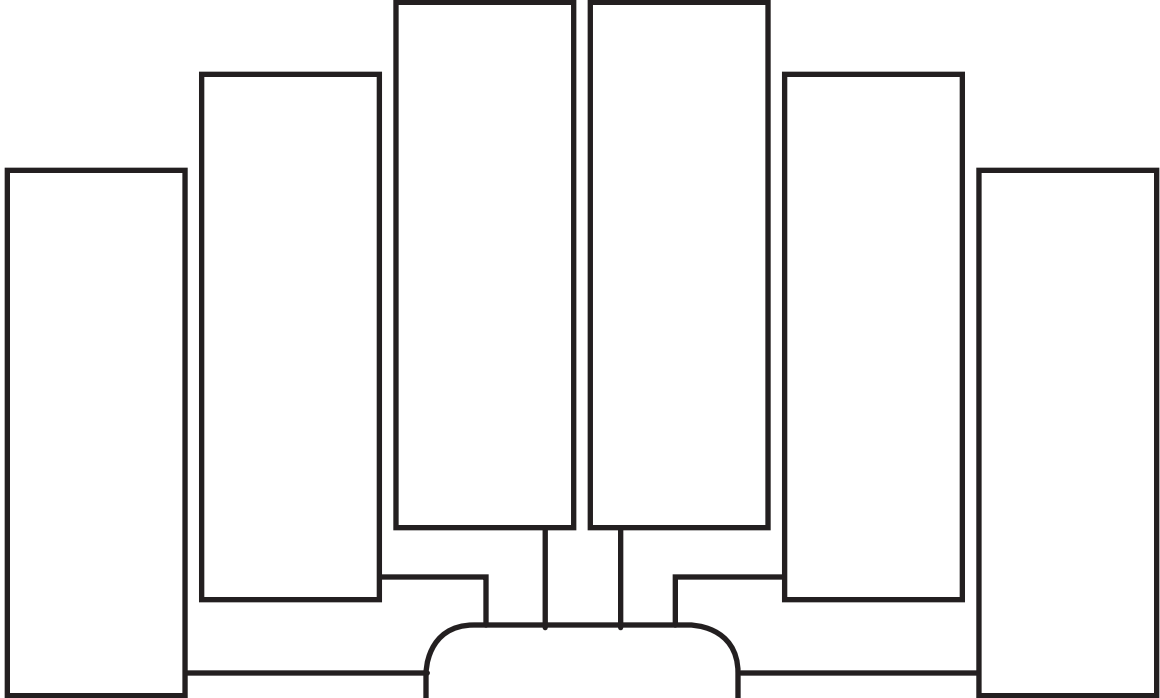
Student #2

Student #1

topic
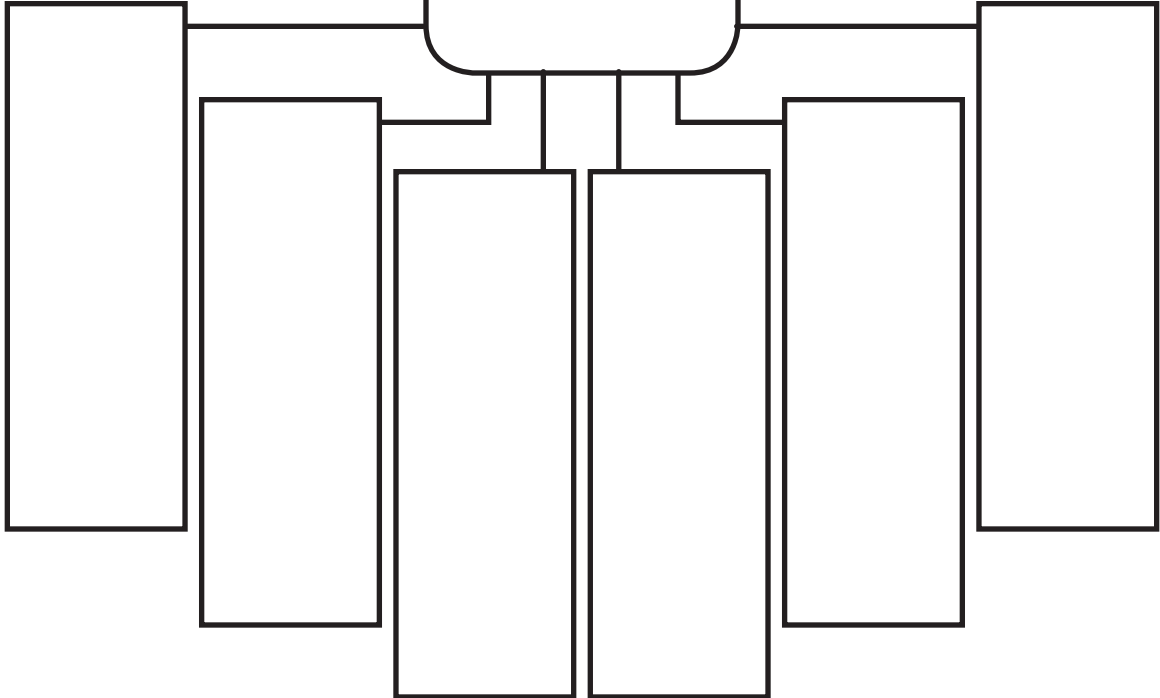
What I learned:

What I learned:

Name _____

Prior Knowledge Inventory

Topic:

Words I know related to the topic:
1.
2.
3.
4.
5.

Some facts I know about the topic:
1.
2.
3.

Experiences that I've had related to the topic:
1. _____

_____

_____

2. _____

_____

_____

Is this topic interesting to you? __ Yes   __No
Why or why not? _____

_____

What do you want to know about the topic?
1. _____

_____

2. _____

_____

3. _____

_____

Name _____

Topic: _____

My Questions	My Answers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Name _____

Topic: _____

What I/We Know	What I/We Want to Know	What I/We Learned

Comprehension

Background Check

✎ Objective

The student will activate prior knowledge.

✎ Materials

▶ Text

Choose text within students' instructional-independent reading level range.

Select target topic from the text.

▶ Student sheet (Activity Master C.033.SS1)

Write topic or subject in designated box.

✎ Activity

Students think about what they already know about a topic or subject and write associated words and phrases.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads topic and browses text to note headings and subheadings. Thinks about what is already known about the topic (e.g., from personal or learning experiences).
3. Writes words, ideas, or phrases associated with topic in the box that matches the first letter of the word or phrase.
4. Fills in as many of the boxes as possible.
5. Writes a summary about what is known about the topic by using the words and phrases written on the student sheet.
6. Teacher evaluation

✎ Extensions and Adaptations

▶ Use student sheet while reading or after reading to record vocabulary important to the topic.

▶ Spell the topic vertically and write something that is known for each letter.

▶ Organize words from student sheet into categories (Activity Master C.033.SS2). For example, words on sheet may be *clouds, rain, evaporation* that can be classified as *Water Cycle*.

ABC	DEF	GHI
JKL	topic	MNO
PQR	STUV	WXYZ

Summary

Topic: _____

category	category	category

category	category	category

category	category	category

Objective

The student will use prior knowledge to comprehend text.

Materials

▶ Text

Choose text within students' instructional-independent reading level range.

▶ AGREE and DISAGREE header cards (Activity Master C.034.AM1)

▶ Statement cards (Activity Master C.034.AM2)

Write eight-to-ten sentences related to the text on cards that students can agree and disagree (one sentence per card). Optional: Write title of text on cards.

Activity

Students activate prior knowledge by agreeing or disagreeing with statements based on the text.

1. Place the header cards face up on a flat surface. Place the index cards face down in stack. Provide each student with a copy of the text.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Brainstorm and use prior knowledge to decide if agree or disagree with the statement.
4. Place statement under appropriate header.
5. Continue until all cards are sorted.
6. Read the text silently or aloud by taking turns.
7. Confirm or change the placement of the cards as a result of reading the text.
8. Peer evaluation

AGREE   header

DISAGREE   header

Wedge, pulley, and inclined plane are examples of simple machines.
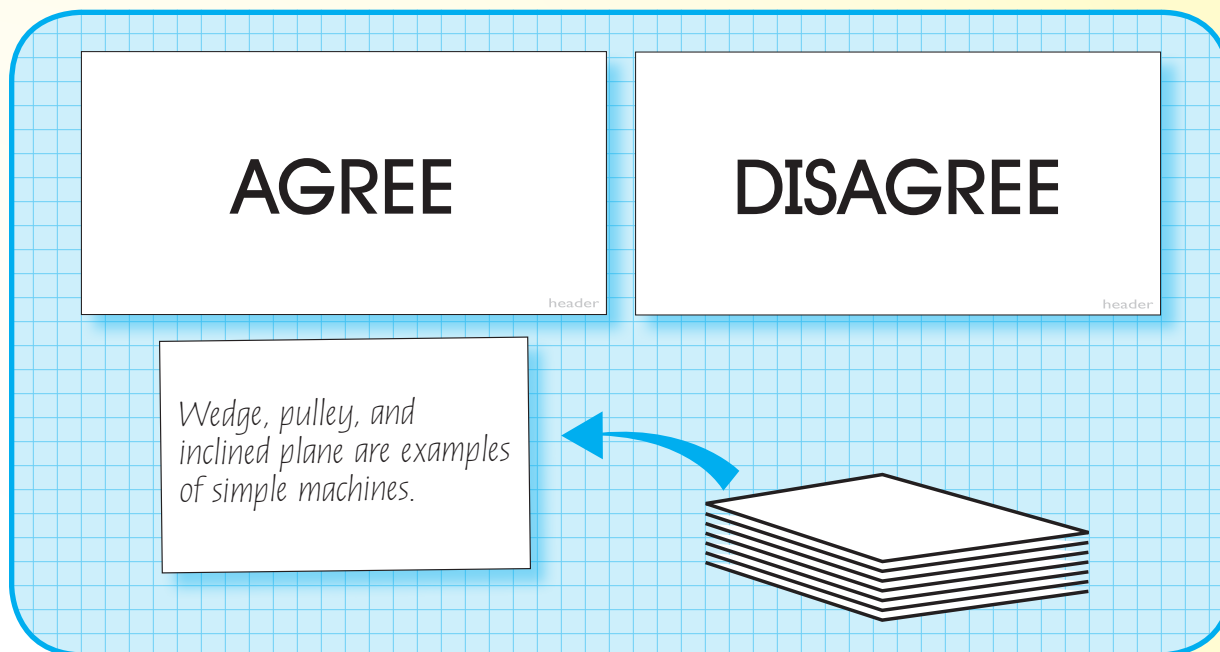
Extensions and Adaptations

▶ Complete student sheet (Activity Masters C.034.SS1 or C.034.SS2). Note: Teachers write statements related to the text and copy.

▶ Mark an "X" on continuum to indicate the degree of agreement or disagreement regarding the text-related statement (Activity Master C.034.SS3).

AGREE

header

DISAGREE

header

header cards

_____

_____

statement

_____

_____

statement

_____

_____

statement

_____

_____

statement

statement cards

Name _____

Before Reading		After Reading
1. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
2. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
3. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
4. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
5. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
6. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
7. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
8. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
9. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree
10. ___ Agree ___ Disagree	statement	___ Agree ___ Disagree

Name _____

Before Reading   After Reading

Statement	Agree or Disagree	Page #	Were you right? (yes/no)	Why?
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Name

Title

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
statement	statement	statement	statement	statement	statement	statement	statement	statement	statement	statement

Strongly Agree   Strongly Disagree (×10)

Objective

The student will use prediction to comprehend text.

Materials

▶ Expository or narrative text

Choose text within students' instructional-independent reading level range.

Divide the text strategically into passages. Use sticky notes to indicate where students are to make a prediction and verify predictions.

▶ Student sheet (Activity Master C.035.SS1)

▶ Sticky notes

▶ Pencils

Activity

Students make, write, and check predictions about text.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Thinks about what has been read up to that point and what is already known about the topic (e.g., from personal or learning experiences).
4. Combines what is known with what is read to form a prediction about what is going to be read next in the text.
5. Records prediction on student sheet.
6. Reads the text and stops at the next sticky note to confirm or contradict prediction and records on student sheet. If prediction is confirmed, then writes the evidence from the text that supports the prediction. If the prediction is contradicted, writes why prediction was wrong. Uses back of student sheet, if necessary.
7. Continues until the text is complete.
8. Teacher evaluation
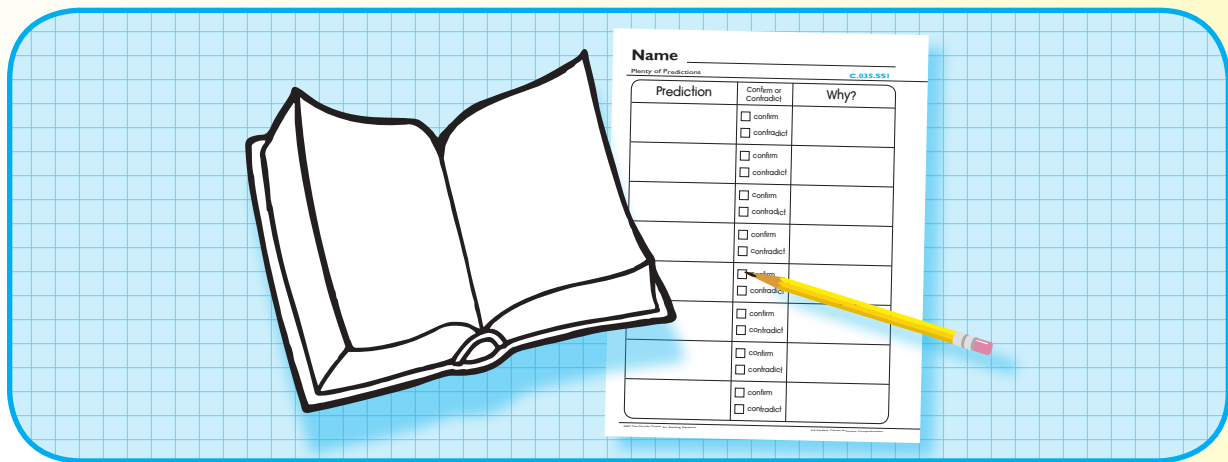
Extensions and Adaptations

▶ Review predictions and results with a partner.

▶ Read other text without sticky notes and make predictions (Activity Master C.035.SS2 or Activity Master C.035.SS3).

Name _____

Prediction	Confirm or Contradict	Why?
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	
	☐ confirm ☐ contradict	

Name _____

Make Predictions What will happen in the text?	Support Predictions What supports your prediction? (i.e., prior knowledge and information from the text)	Confirm Predictions Was your prediction correct? Why or why not?

Name

What I read:

What I know:

Confirm or contradict prediction.
Add to or make a new prediction.

Continue to read.

What I read:

What I know:

Confirm or contradict prediction.
Add to or make a new prediction.

Continue to read.

What I read:

What I know:

My prediction is:
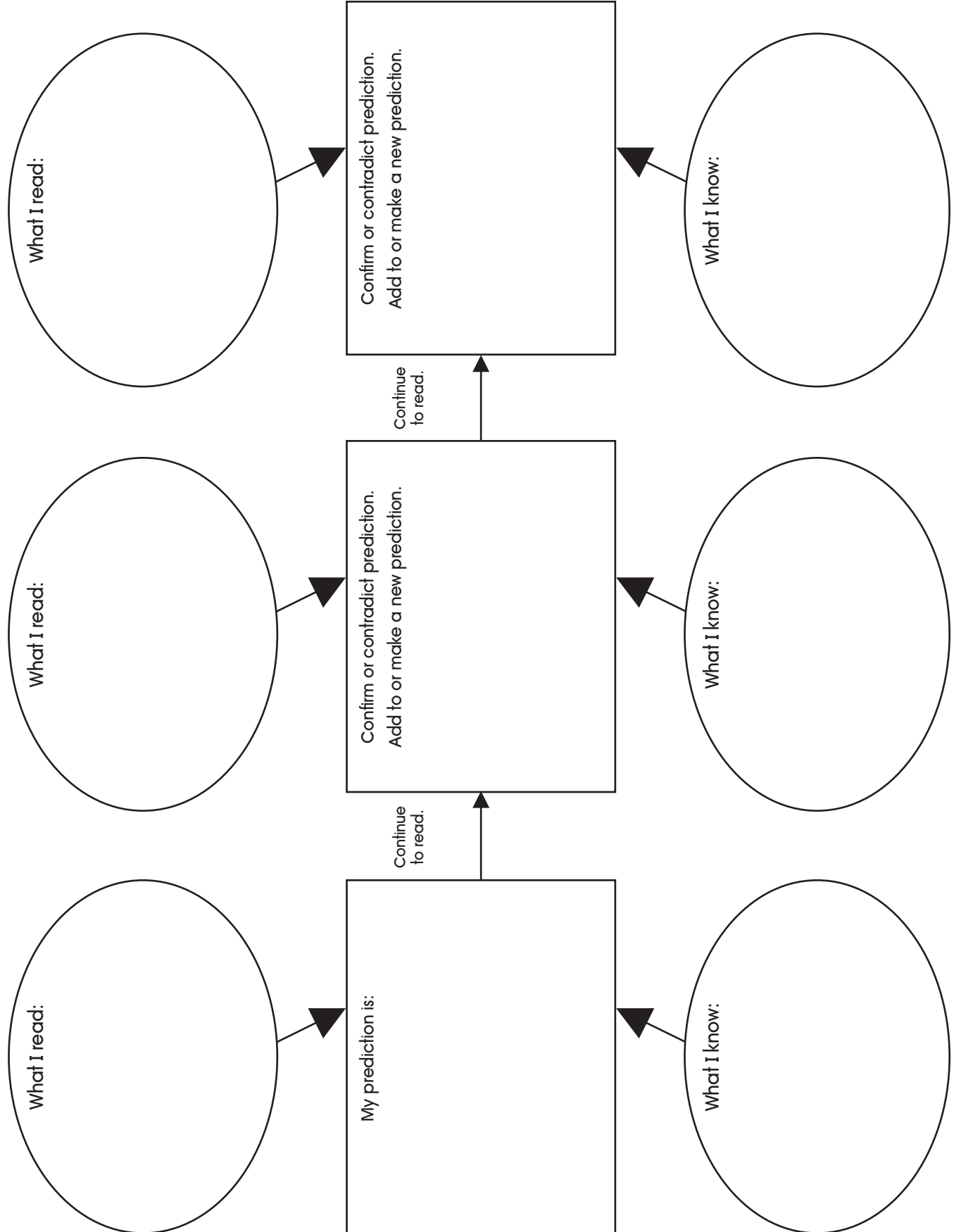
Objective

The student will identify question types to comprehend text.

Materials

▶ Header cards (Activity Master C.036.AM1)
▶ Passage (Activity Master C.036.AM2)
▶ Question cards (Activity Master C.036.AM3a - C.036.AM3b)

If text in this activity is not appropriate for your students, use text that is more applicable and compose questions for sorting.
Note: The numbers on the cards correspond to headers in the following manner:
Right There - 1, 8, 11; Author and Me - 3, 5, 9; Think and Search - 2, 4, 6;
On My Own - 7, 10, 12.

Activity

Students determine types of questions and sort.

1. Place header cards face up in a row. Place question cards face down in a stack. Provide each student with a copy of the passage
2. Taking turns, students read the passage.
3. Select the top card from the stack and read it aloud. For example, "What can you learn from Jill?" Decide what type of question it is (i.e., Author and Me).
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation

On My Own	Author and Me	Right There	Think and Search
can answer question using prior knowledge without reading text	can answer question by combining prior knowledge with information in the text	can answer question using information or words from the text	can answer question by using information from different places in the text

What can you learn from Marty?

What does the word "despised" mean?

How would you feel if you had to move to a new town?
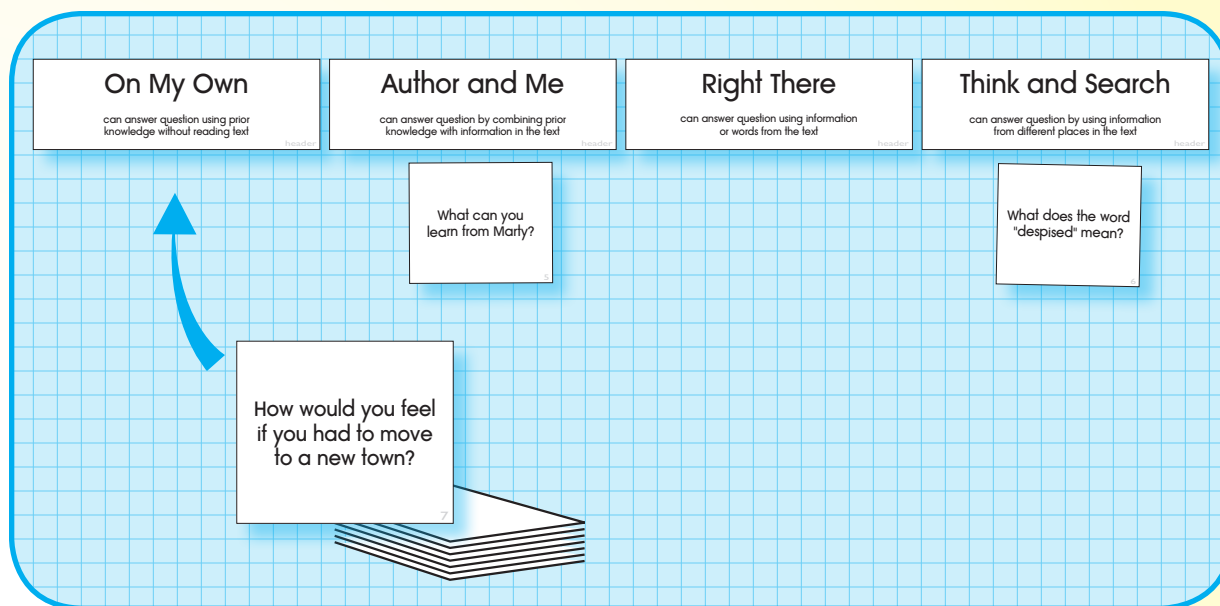
Extensions and Adaptations

▶ Answer the questions (Activity Master C.036.SS1).
▶ Copy questions at end of textbook chapter (Activity Master C.008.AM3) and sort using headers.
▶ Write own questions and answer (Activity Master C.036.SS2).
▶ Read text, sort questions, and answer (Activity Masters C.036.AM4a - C.036.AM4c, C.036.SS3).

On My Own

can answer question using prior knowledge without reading text

header

Author and Me

can answer question by combining prior knowledge with information in the text

header

Right There

can answer question using information or words from the text

header

Think and Search

can answer question by using information from different places in the text

header

headers

A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.

How long has Marty lived in Happyville?

1

Where are Marty and her family moving?

8

What did Marty decide to do to make moving to a new town a good thing?

11

Did Marty's attitude change? How?

2

Why did Marty think they should have picked another day to move?

4

What does the word "despised" mean?

6

question cards

Do you think
Marty will like her
new home?

3

What can you
learn from Marty?

5

Did Marty
think anyone
understood her?
Why or why not?

9

How would you feel
if you had to move
to a new town?

7

Why can moving to
a new place be an
upsetting event?

10

Does having a
good attitude make
a difference? Why
or why not?

12

question cards

How long has Marty lived in Happyville?

Did Marty's attitude change? How?

Do you think Marty will like her new home?

Why did Marty think they should have picked another day to move?

What can you learn from Marty?

What does the word "despised" mean?

How would you feel if you had to move to a new town?

Where are Marty and her family moving?

Did Marty think anyone understood her? Why or why not?

Why can moving to a new place be an upsetting event?

What did Marty decide to do to make moving to a new town a good thing?

Does having a good attitude make a difference? Why or why not?

Name _____

Right There

Question	Answer
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____

Think and Search

Question	Answer
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____

Author and Me

Question	Answer
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____

On My Own

Question	Answer
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____

Harry's Hiccups

What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

He was on the bus when they began. He was involved in a conversation with his friends when, out of nowhere, he began to hiccup. He excused himself and thought that would be the end of it. Instead, it was only the beginning. He hiccupped again and again until, finally, one of his friends said, "Okay, Harry enough. You're starting to bother me and everyone else on the bus." The problem was they weren't small inaudible hiccups. No, they were loud enough for everyone to hear. They also got to be painful.

The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to startle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked. Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball. But, instead, he hiccupped and struck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

What was Harry's problem?

14

What were some of the remedies people suggested?

17

What happened at the baseball game?

22

What does the word "inaudible" mean?

24

Why did a student suggest he breathe into the bag?

13

Was Harry upset the first time he hiccupped?

18

question cards — answers: Right There - 14, 17, 22   Think and Search - 24, 13, 18

Why didn't anyone want to sit with Harry at lunch?

20

Why was Harry upset and worn out?

15

Why wasn't this a typical day?

23

How would you try to cure hiccups?

21

How could hiccups cause someone to strike out when trying to hit a baseball?

16

Why might listening to hiccups be annoying?

19

question cards — answers: Author and Me - 20, 15, 23   On My Own - 21, 16, 19

Why did a student suggest Harry breathe in the bag?

What was Harry's problem?

Why was Harry upset and worn out?

Did Harry have the hiccups the next morning?

What were some of the remedies people suggested?

Was Harry upset the first time he hiccupped?

How could hiccups have caused Harry to strike out?

Why didn't anyone want to sit with Harry at lunch?

Why did Harry think the hiccups might go away at the baseball game?

What happened at the baseball game?

Why wasn't this a typical day?

What does the word "inaudible" mean?

Comprehension

Question Cards

📝 Objective

The student will answer questions to comprehend text.

📝 Materials

▶ Narrative or expository text

   Choose text within students' instructional-independent reading level range.

▶ Question cards (Activity Master C.037.AM1a - C.037.AM1b)

📝 Activity

Students discuss text by using question cards.

1. Place question cards face down in a stack. Provide each student with a copy of the text.
2. Taking turns, students select six cards from the stack and place face down in a row within reach.
3. Student one reads the first paragraph aloud. Selects a card randomly from his row and reads the question.
4. Answers the question. Discusses answer with partner.
5. Continue the activity until all the questions cards are face up, the questions are answered, and the text is read. Use questions twice, if necessary.
6. Peer evaluation

Did you understand what you just read? Why or why not?

📝 Extensions and Adaptations

▶ Record page numbers, questions, and answers on paper.

▶ Use question cube to ask questions (Activity Master C.037.AM2).

▶ Make other cards or cubes with new questions (Activity Master C.008.AM3 or C.037.AM3).

▶ Read text and answer questions (Activity Master C.037.SS).

What do you think is going to happen next?

Is something inferred in the text? What is it?

Discuss any words that you may not have known.

Did you understand what you just read? Why or why not?

Based on what you read, what are you curious or interested in knowing more about?

How does what you just read relate to your own life?

Could the author have written the text more clearly?
If so, how?

What are some significant details?
What are some minor details?

What is the main idea?

Summarize what you just read in 20 words or less.

Ask a question based on the text that you just read. What do you think is the answer?

Paraphrase what you just read.

Summarize what you just read in 20 words or less.

How does what you just read relate to your own life?

Discuss any words that you may not have known.

What do you think is going to happen next?

Based on what you read, what are you curious or interested in knowing more about?

glue or velcro

Did you understand what you just read?
Why or why not?

glue or velcro

glue or velcro

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

question cube

glue
or
velcro

glue
or
velcro
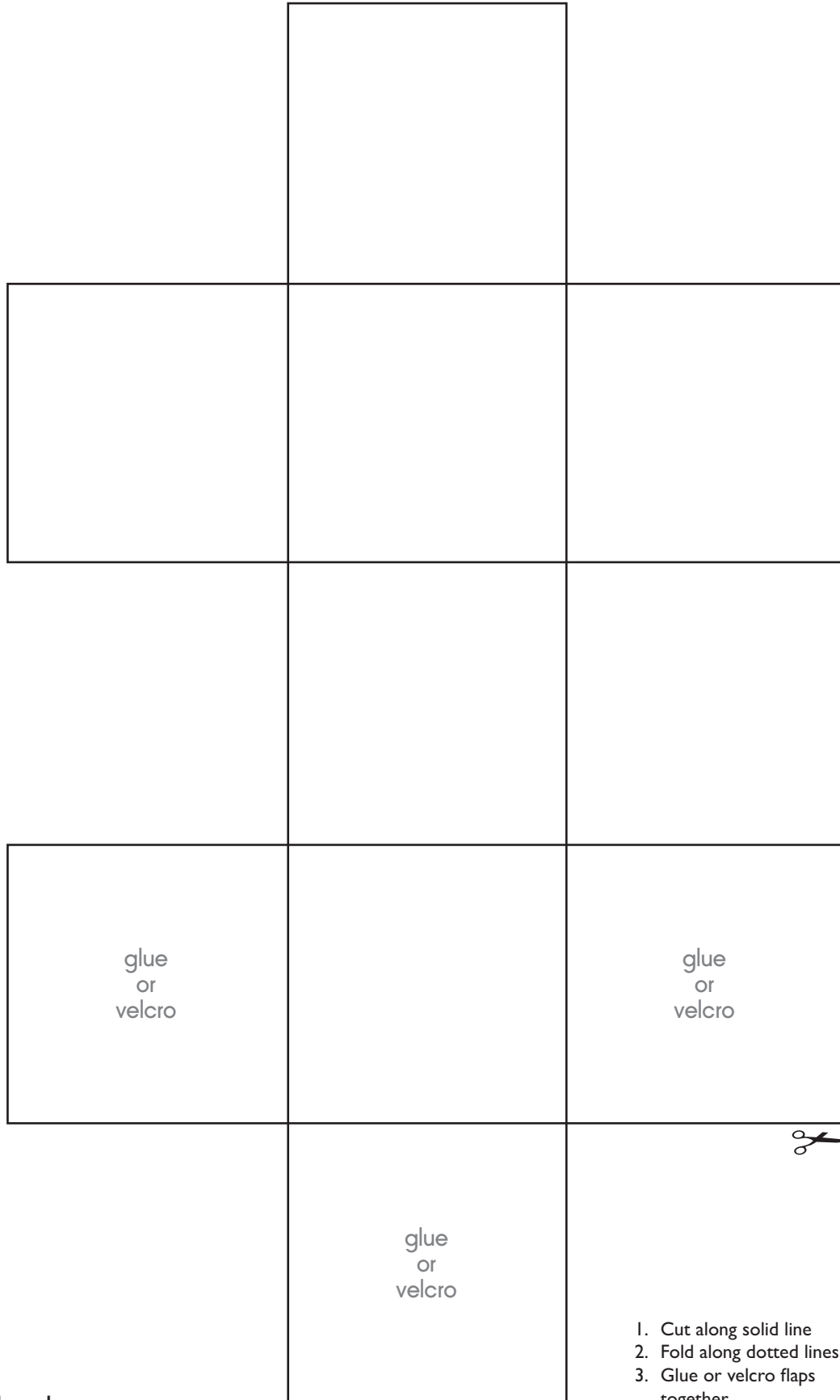
glue
or
velcro

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps
   together.

blank cube

Name _____

Did you understand what you just read? Why or why not?	
Discuss any words that you may not have known.	
How does what you just read relate to your own life?	
Summarize what you just read.	
Could the author have written the text more clearly? Why or why not?	
Based on what you read, what are you curious or interested in knowing more about?	

Comprehension

Stop and Ask
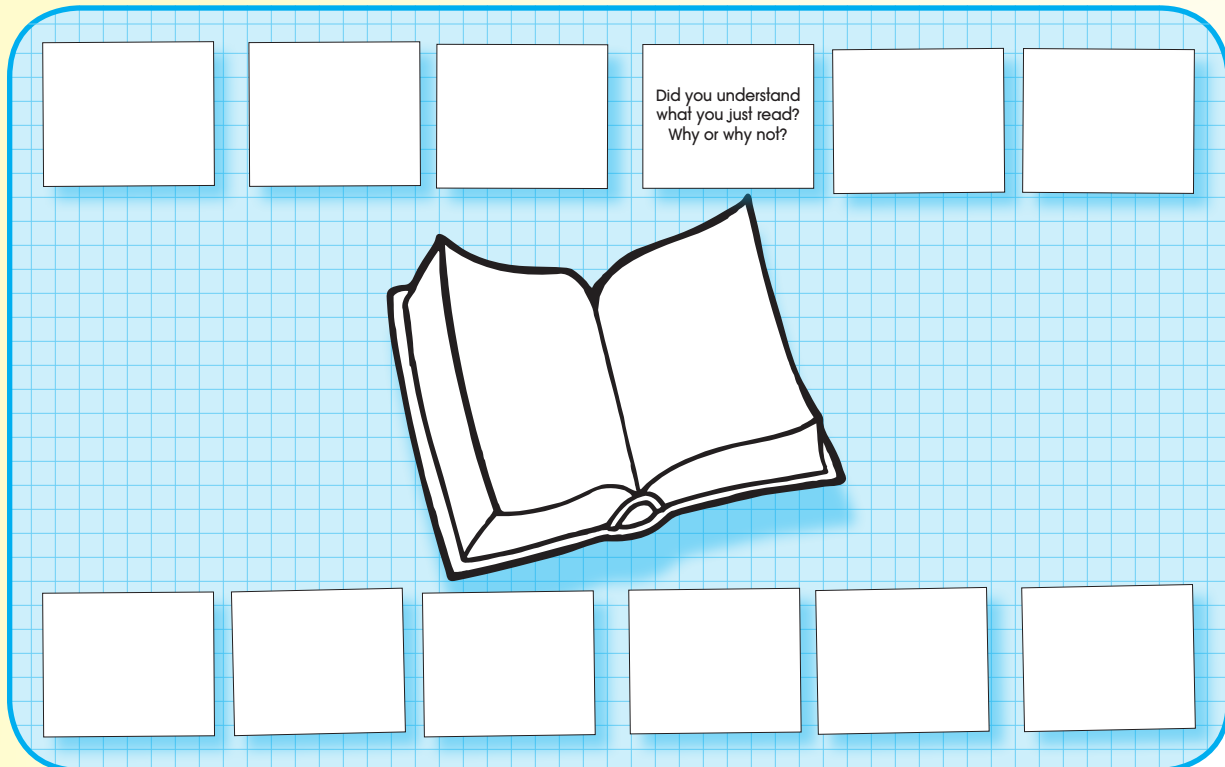
Objective
The student will answer questions to comprehend text.

Materials
▶ Narrative or expository text

Choose text within students' instructional-independent reading level range.

Copy text. At the end of selected paragraphs write numbers (i.e., 1- 8). These will correspond to questions on the student sheet. Optional: Use the original text and place removable sticky notes with numbers written on them.

▶ Student sheet (Activity Master C.038.SS)

Numbers on student sheet correspond to numbers written on copy of text. Write questions related to that part of the text next to the numbers. Vary the complexity of the questions (e.g., literal, inferential).

▶ Pencil

Activity
Students read text and stop to answer questions.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads the text until reaching a number.
3. Reads the question on the student sheet.
4. Writes the answer in the space provided.
5. Continues until entire text is read and all questions are answered.
6. Teacher evaluation

Extensions and Adaptations
▶ Work with a partner to answer the questions.
▶ Teacher cuts a copy of the text apart, inserts questions, tapes all together, and copies.
▶ Stop at the end of each paragraph, write a question on the student sheet, and exchange with a partner who writes the answer.

Name _____

1.
question

answer

2.
question

answer

3.
question

answer

4.
question

answer

5.
question

answer

6.
question

answer

7.
question

answer

8.
question

answer

Comprehension

Question Creation

✐ Objective

The student will generate and answer questions to comprehend text.

✐ Materials

▶ Narrative or expository text
  Choose text within students' instructional-independent reading level range.
▶ Sticky notes
  Place sticky notes strategically throughout the text in places where it is appropriate to ask questions.
▶ Question word cards (Activity Master C.039.AM1a - C.039.AM1b)
▶ Whiteboards
▶ Vis-à-Vis® markers

✐ Activity

Students generate and answer questions as they read text.

1. Place the question word cards face down in a stack. Provide each student with a copy of the text, whiteboard, and Vis-à-Vis® marker.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Selects the top card and reads it aloud (e.g., list). If the word on the card can not be used to make a question that pertains to the section of text read, selects another card. Places the card on the bottom of the stack.
4. Poses a question or task using the word on the card that can be answered by the text just read. Uses whiteboard to help compose question, if needed. For example, if the student is reading text about federal government, the question or task might be "Can you list the three branches of the government?" If student one has trouble developing a question, student two assists.
5. Student two answers (i.e., legislative, judicial, executive). If student two has trouble answering, student one assists.
6. Reverse roles and continue until entire text is read.
7. Peer evaluation
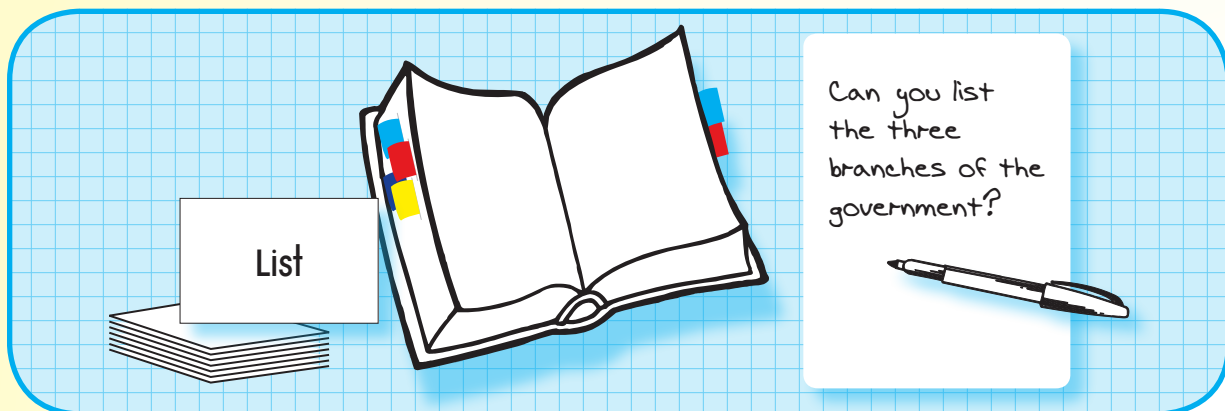
✐ Extensions and Adaptations

▶ Record selected questions and answers on paper (Activity Master C.038.SS).
▶ Read text and write questions to exchange with a partner to answer (Activity Master C.038.SS).
▶ Use words in left column and verbs from top row to write questions (Activity Master C.039.SS).
▶ Make other question word cards (Activity Master C.005.AM3).

List	Identify
Define	Explain
Summarize	Infer
Distinguish	Use

question word cards

Connect	Compare
When	How
Why	Who
What	Where

question word cards

Name _____

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
Why						
How						

Comprehension

Sum-thing Special

📝 Objective

The student will summarize text.

📝 Materials

▶ Expository or narrative text
  Choose text within students' instructional-independent reading level range.
▶ Student sheet (Activity Master C.040.SS1)
▶ Pencil

📝 Activity

Students will summarize text using a graphic organizer.
1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews text.
3. Records information on student sheet based on the type of text. If expository text, writes the main ideas on the diagonal lines and the supporting details on the horizontal lines. If narrative text, writes story elements or story events on the diagonal lines and related information on the horizontal lines.
4. Uses recorded information on diagonal and horizontal lines to write a summary in the designated area.
5. Teacher evaluation
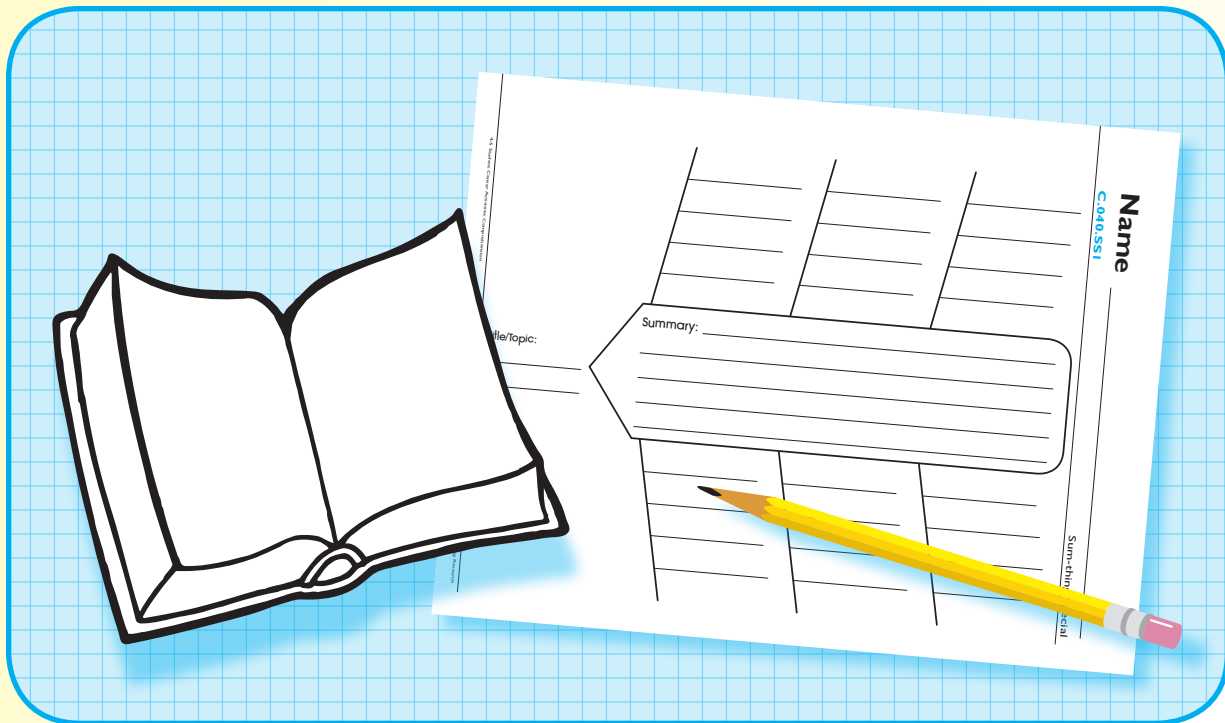
📝 Extensions and Adaptations

▶ Discuss details and summary with a partner.
▶ Write a summary statement so that it reads like a bumper sticker or a newspaper headline (e.g., Wolf Outsmarted by Three Smart Swine).
▶ Write a summary using 20 words or less (Activity Master C.040.SS2).

Name

Summary:

Title/Topic:

Name

Summary (20 words or less)

1
2
3
4
5

6
7
8
9
10

11
12
13
14
15

16
17
18
19
20

Rewrite Summary (20 words or less)

✎ **Objective**

The student will use multiple strategies to comprehend text.

✎ **Materials**

▶ Narrative or expository text

Choose text within students' instructional-independent reading level range.

▶ Game board (Activity Master C.041.AM1a - P.041.AM1b)

▶ Number cube (Activity Master C.026.AM3)

▶ Sticky notes

Place strategically throughout text to facilitate answering questions or completing tasks on game board.

▶ Game pieces (e.g., counters)

✎ **Activity**

Students read text and use strategies to comprehend text by answering questions.

1. Place game board, game pieces, and number cube on a flat surface. Provide each student with a copy of the text that has been marked with sticky notes. Students place game pieces on space that reads, BEFORE READING.
2. Taking turns, students roll the number cube and move game piece that many spaces.
3. Read question or task and answer orally. Then move game piece to space that says, START READING.
4. Read text aloud and stop at the sticky note.
5. Roll number cube and move game piece that many spaces.
6. Read question or task and answer it as it relates to what has just been read. Note: If, at any time, there is a dispute about the answer given, students are encouraged to discuss it. If it can not be resolved, record question or task and answer, and discuss later with teacher.
7. Continue reading and answering questions or tasks until entire text is read. Note: If players reach END before text is completely read, go back to START READING and continue.
8. Peer evaluation

"Retell the details or events in the passage."
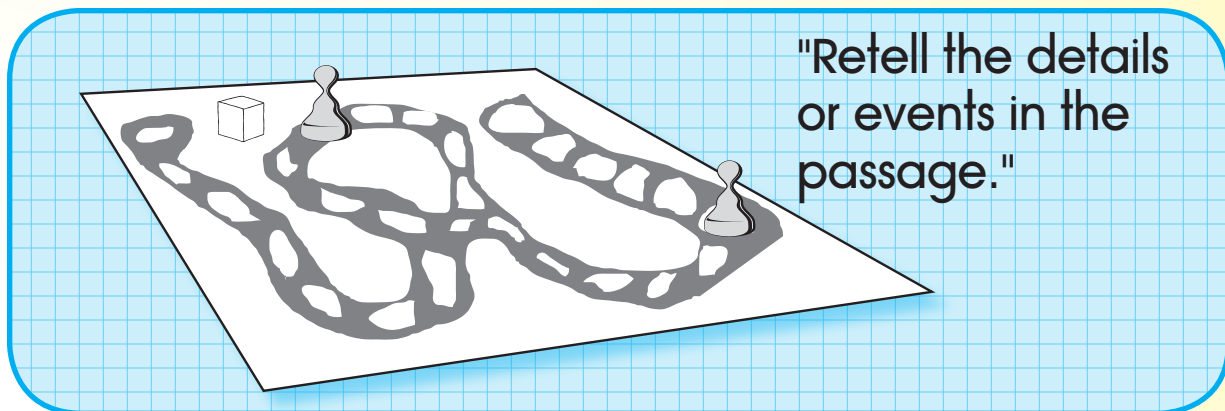
✎ **Extensions and Adaptations**

▶ Record answers to selected questions (Activity Master C.041.SS).

▶ Read text with partner, stop periodically, select a card, and answer question or do task (Activity Master C.041.AM2a - C.041.AM2b).

▶ Write text-related questions on game board (Activity Master V.029.AM2a - V.029.AM2b).

BEFORE
READING

What do you
know about the
topic or title?

What do you think
the text will be
about?

Why are you
reading this?

What do you
wonder about
the text?

START
READING

Summarize
what you
just read.

What do you
think will
happen next?

What did the
author mean?

Was what you
just read
stated clearly?
How could it have
been stated more
clearly?

Retell the details
or events in the
passage.

Choose a word
in the text and
substitute with a
synonym.

What is the most
important
information in
what you
just read?

What is the
main idea?

Ask and answer a question.

Make an inference.

END

Paraphrase what you just read.

What did the author mean?

Were there any confusing words or phrases? What were they?

Were there any confusing words or phrases? What were they?

What do you think will happen next?

Summarize what you just read.

What did the author mean?

Paraphrase what you just read.

What did the author mean?

Make an inference.

What is the main idea?

Retell the details or events in the passage.

Was what you just read stated clearly? How could it have been stated more clearly?

Ask and answer a question.

What is the most important information in what you just read?

Choose a word in the text and substitute with a synonym.

Name _____

1.	Ask and answer a question.
2.	Make an inference.
3.	What do you think will happen next?
4.	What is the most important information in what you just read?
5.	Summarize what you just read.
6.	Were there any confusing words or phrases? What were they?
7.	What is the main idea?
8.	Choose a word in the text and substitute with a synonym.

Paraphrase what you just read.

What did the author mean?

Were there any confusing words or phrases? What were they?

What do you think will happen next?

Was what you just read stated clearly? How could it have been stated more clearly?

Summarize what you just read.

Retell the details or events in the passage.

Ask and answer a question.

Choose a word in the text and substitute with a synonym.

What is the most important information in what you just read?

What is the main idea?

Make an inference.

Objective

The student will use multiple strategies to comprehend text.

Materials

- ▶ Narrative or Expository text

  Choose text within students' instructional-independent reading level range.

  Select text that is appropriate for multiple strategy use.
- ▶ Student sheet (Activity Master C.042.SS1)
- ▶ Pencil

Activity

Students use multiple comprehension strategies and complete a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Student writes title or topic and what is already known about the topic before beginning to read.
3. Begins to read text. Stops after two or three paragraphs, makes a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
4. Continues to read. Stops after two or three paragraphs and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
5. Continues to read text. Stops to make a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
6. Continues to read. Stops and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
7. Finishes reading text and writes a summary on the student sheet in the designated area.
8. Teacher evaluation
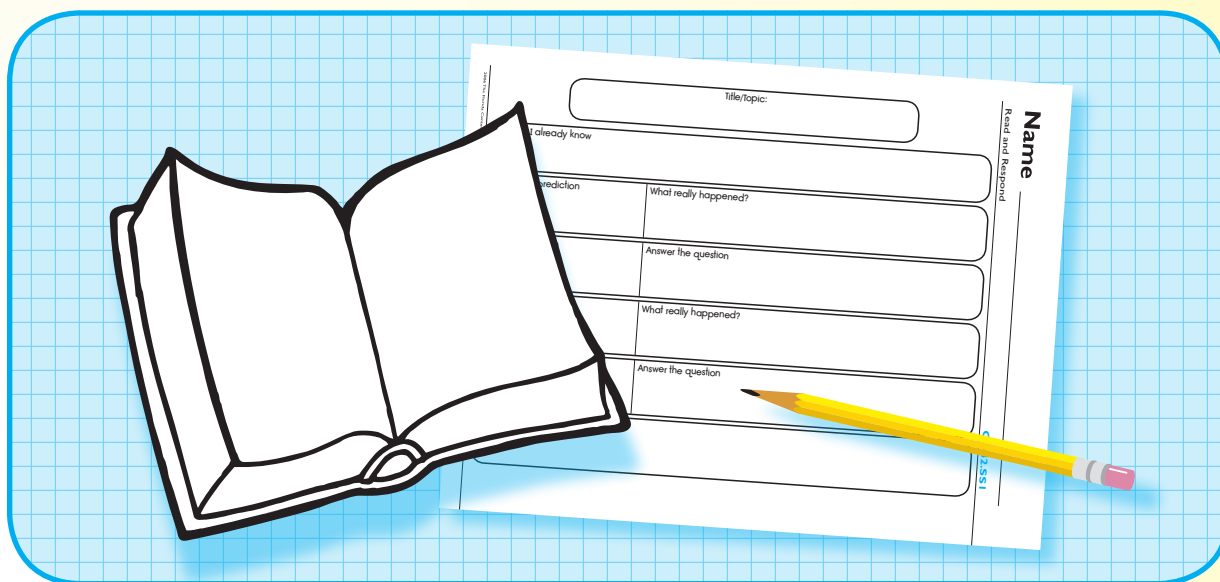
Extensions and Adaptations

- ▶ Insert prompt cards in text to guide students where to stop (Activity Master C.042.AM1).
- ▶ Use prompt cards inserted in the text by teacher at appropriate spots and complete graphic organizer (Activity Masters C.042.SS2, C.042.AM2 and C.042.SS3, C.042.AM3).
- ▶ Complete chart while reading text (Activity Master C.042.SS4).

Name _____

Title/Topic:

What I already know

Make a prediction

What really happened

Ask a question

Answer the question

Make a prediction

What really happened

Ask a question

Answer the question

Summary

What I already know	Make a prediction
What really happened	Ask a question
Answer the question	Make a prediction
What really happened	Ask a question
Answer the question	Summary

prompt cards

Name

Summary:

Title/Topic:

Ask a question

Answer the question

Ask a question

Answer the question

Ask a question

Answer the question

Ask a question

Answer the question

What I already know:

What I already know	Ask a question
Answer the question	Ask a question
Answer the question	Ask a question
Answer the question	Ask a question
Answer the question	Summary

prompt cards

Name

Summary:

Title/Topic:

Make a prediction

What really happened

Make a prediction

What really happened

Make a prediction

What really happened

What I already know:

What I already know	Make a prediction
What really happened	Make a prediction
What really happened	Make a prediction
What really happened	Summary

prompt cards

Name _____

Title/Topic: _____

Predict	Ask and Answer Questions	Clarify	
Prediction _____ _____ _____	Question _____ _____ _____	Confusing part _____ _____	
What really happened _____ _____ _____	Answer _____ _____ _____	Clarification _____ _____	
Prediction _____ _____ _____	Question _____ _____ _____	Confusing part _____ _____	
What really happened _____ _____ _____	Answer _____ _____ _____	Clarification _____ _____	
Prediction _____ _____ _____	Question _____ _____ _____	Confusing part _____ _____	
What really happened _____ _____ _____	Answer _____ _____ _____	Clarification _____ _____	
Summary _____ _____			

Objective

The student will use multiple strategies to comprehend text.

Materials

▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.

▶ Bookmark (Activity Master C.043.AM1)
Copy, fold, laminate, and cut.

▶ Student sheet (Activity Master C.043.SS1)

▶ Dictionary

Activity

Students use repair strategies when necessary to assist in comprehension.

1. Provide the student with a copy of the text, bookmark, dictionary, and student sheet.
2. The student reads, "What Good Readers Do" on the bookmark before reading the text.
3. Begins to read the text and monitors understanding.
4. Keeps reading until confused or unable to understand text.
5. Thinks about what can be done to understand the text. Refers to the "Fix-Up Strategies" listed on the bookmark, if necessary.
6. Records page number and the problem on the student sheet (e.g., I didn't understand what the paragraph meant).
7. Uses one or more of the ideas from the "Fix-Up Strategies" list (i.e., I reread the paragraph and looked up a word that I didn't know in the dictionary). Records on student sheet.
8. Continues until entire text is read.
9. Writes a summary in the designated area.
10. Teacher evaluation
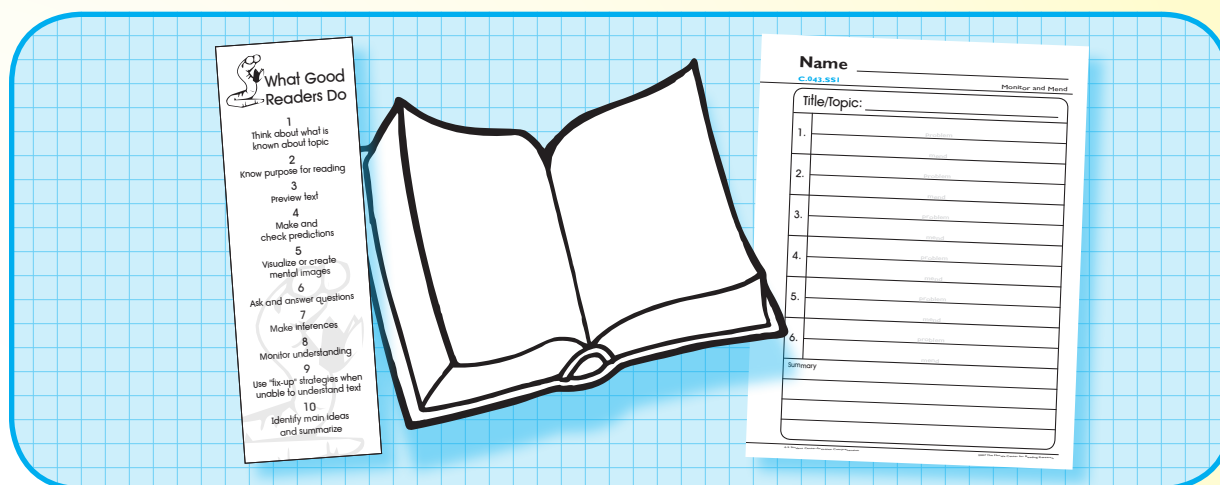
Extensions and Adaptations

▶ Read text page by page and record comprehension problems and repairs (Activity Master C.043.SS2).

▶ Record comprehension problems and repair (Activity Master C.043.SS3).

Comprehension

What Good Readers Do

1
Think about what is
known about topic

2
Know purpose for reading

3
Preview text

4
Make and
check predictions

5
Visualize or create
mental images

6
Ask and answer questions

7
Make inferences

8
Monitor understanding

9
Use "fix-up" strategies when
unable to understand text

10
Identify main ideas
and summarize

Fix-Up Strategies

1. Reread the passage.

2. Read ahead and see
   if it makes sense.

3. Adjust reading rate
   (e.g., slow down).

4. Identify unknown
   words (e.g., sound
   out, break into parts,
   use context clues, look
   up in dictionary).

5. Other:

Name _____

Title/Topic: _____

1.	problem
	mend
2.	problem
	mend
3.	problem
	mend
4.	problem
	mend
5.	problem
	mend
6.	problem
	mend

Summary

Name _____

Title/Topic: _____

Page #	Problem? (yes/no)	Problem	Solution
	☐ yes ☐ no		
	☐ yes ☐ no		
	☐ yes ☐ no		
	☐ yes ☐ no		
	☐ yes ☐ no		
	☐ yes ☐ no		
	☐ yes ☐ no		
	☐ yes ☐ no		

Name _____

Title/Topic: _____

Problem	Repair
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____
As I was reading, I had a problem on page _____. The problem was _____ _____	So I did this to fix it _____ _____ _____

Comprehension

Strategy Success

✎ **Objective**

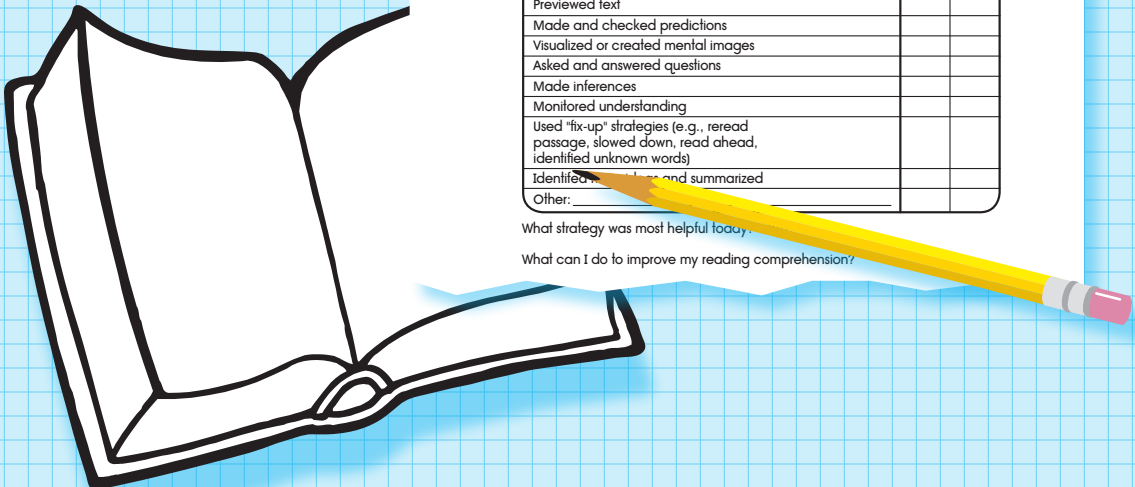The student will use multiple strategies to comprehend text.

✎ **Materials**

▶ Narrative or expository text

Choose text within students' instructional-independent reading level range.

▶ Self-assessment student sheet (Activity Master C.044.SS1)

▶ Pencil

✎ **Activity**

Students evaluate use of reading strategies by filling out a self-assessment chart.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors use of the comprehension strategies while reading.
5. Completes text.
6. Reads each item and checks corresponding box on the student sheet.
7. Answers questions. Uses back of student sheet, if necessary.
8. Teacher evaluation

Name _____

C.044.SS1 Strategy Success

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified ___ ideas and summarized		
Other: _____		

What strategy was most helpful today?

What can I do to improve my reading comprehension?

✎ **Extensions and Adaptations**

▶ Complete a weekly reading self-evaluation (Activity Master C.044.SS2).

▶ Keep a reading journal and write a short summary of text read.

Name _____

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

- -

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

Name _____

Strategy Success

Reading strategies I used today:	Monday		Tuesday		Wednesday		Thursday		Friday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Thought about what I know										
Knew purpose for reading										
Previewed text										
Made and checked predictions										
Visualized or created mental images										
Asked and answered questions										
Made inferences										
Used fix-up strategies (e.g., reread passages, slowed down, read ahead, identified unknown words)										
Identified main ideas and summarized										

What strategy was most helpful this week? _____

What can I do to improve my reading comprehension? _____