

Directions:

1. Give each student the diagram below.
2. Have the student fill the diagram out and refer to it as he/she reads the book.

Characters	Setting	Problem	Solution
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Submitted by: Kelly Long  
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Directions:

1. Tri-fold a piece of paper and label BME. (See diagram)
2. As you read a story, discuss what happens in sequence.
3. Talk about the main ideas in the beginning, the middle and the end of the story.
4. The students write a sentence or paragraph about each section of the story and illustrate each section. You can tie in plot, characters, main idea, and summarizing.

B	M	E
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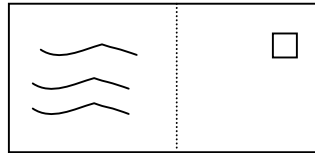
Submitted by: Lorelee Collum  
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COMPREHENSION: Postcard Characters

TEACHER

Directions:

1. Write a postcard to one of the characters asking questions about the story or situation.
2. Illustrate the opposite side, which relates to the story or predicament.



Submitted by: Teri Bahr  
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COMPREHENSION: Prediction Guide

TEACHER

Directions:

1. Write 5-6 statements about the text the students will be reading. Concentrate on statements that point out or focus on certain vocabulary or main ideas in the text.
2. Have the students mark their predictions true or false prior to reading. Emphasize that they should use their background knowledge to make their prediction.
3. Once they have read the text they need to mark their answers again according to the text.

Example:

Prediction Guide

Before

—

1. Italy is thought to be the home of pasta.

After

—

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COMPREHENSION: Read to Find Out

TEACHER

Directions:

1. The teacher asks the students to read certain pages from a text.
2. The students are given a sheet of paper that says, "Read to Find Out..."
3. The teacher gives a certain number of questions the student is to read to find out. (It could be a "right there" question or "think and search", etc.)
4. Students write their answers down independently.
5. The next day, the students read the text aloud.
6. The teacher reads the responses that were given to the questions and asks the students if they agree with the answer and why or why not.
7. The bottom section of the paper should read, "What we found out". Students write down any information they found out.

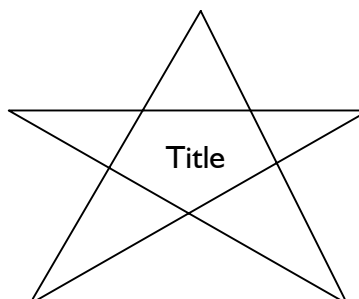
Submitted by: Christy Hogan  
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COMPREHENSION: Star Questions

TEACHER

Directions:

1. Provide each student with the star below.
2. In the center of the star the student writes the title of the book.
3. On each point, the student writes a question they want to find the answer to. (For some students, you may want to provide the questions.)
4. As the student reads the story and comes across the answer, they write the answer in the point.
5. You may want the student to retell a summary to the class or neighbor.



Submitted by: Dawn Miller  
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Directions:

1. Tell your favorite part of the story.
2. Ask him/her a question about the story or a character.



Submitted by: Allison Bartholomew  
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Directions:

1. Have students pick their favorite part of the reading selection and draw a picture of it on the marker board.
2. Have them label the parts and then take turns explaining their picture and telling why it is their favorite part.

COMPREHENSION: Question Answer Relationships

TEACHER

Directions:

1. Use Q-matrix cards that show the different types of question words for the following kinds of questions.
2. Practice with certain questions and have students use the cards to decide what kind of question it is.

Red Card	Yellow Card
Right there question words	Think & Search words
Author & You words	On your own words
Green Card	Blue Card

Submitted by: J. Cooper  
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COMPREHENSION: Cloze

TEACHER

Directions:

1. Using purchased workbooks of “Cloze” activities for your grade level.
2. Do a once-a-week lesson, using first an overhead transparency with ridiculous non-examples.
3. Work through the example together, circling context clues that would show us the underlined word is not a good choice.
4. Discuss several possible words that would be more accurate that would fit in with the text and support comprehension of the selection.
5. Emphasize re-reading entire paragraph to make sure the newly selected word “sounds” right and makes sense.

Submitted by: Sherry Ekstrom  
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COMPREHENSION: Read to Find Out

TEACHER

Directions:

1. Ask a question that is coming up in the story.
2. Have the students read until they find out the answer.
3. They can either write it down or tell the teacher or a peer the answer.

Submitted by: Gina Zimmerman  
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COMPREHENSION: Dramatic Play

PARENT/TEACHER

Directions:

1. As the story is being read have each student think about which character he or she would choose to be.
2. At the end, have them share which character they relate to the most and why.

Submitted by: Stacey Burress  
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## Directions:

1. Pre-read text and write 10-12 True/False or Fact/Opinion statements. (Have a variety of statements – literal, inferential, fact or opinion.)
2. Have students answer questions and write their answers before doing any pre-reading activities.
3. Do pre-reading activities.
4. As they read, stop to discuss whether or not the text has answered any of the T/F statements. Have them write the page number where they found the answer.
5. After reading, have students go back and re-write false statements to make them true or factual (if statement is an opinion).

Submitted by: Allison Weaver  
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## COMPREHENSION: Who/What/Where/When Card

TEACHER

## Directions:

1. Create a card that gives them cues on how to answer that type of question.

## Example:

Who – tells a character/person

Where – tells a place where action took place

Why – tells the reason something happened (because)

Submitted by: Allison Weaver  
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Directions:

1. Have students read the text and generate questions about the story around comprehension strategies.
2. Example: Main idea and details, theme, characterization, point of view, and cause and effect. Use the 5 W's for setting up the framework for questions.

Submitted by: Amber Nichols  
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Directions:

- I. Set up the purpose for reading/discussion groups with discussion starters such as
  - a. I wonder why...
  - b. I'm still confused about...
  - c. My favorite part...
  - d. This reminds me of...

Submitted by: Amber Nichols  
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COMPREHENSION: Story Re-tell and Sequence Web

TEACHER

Directions:

1. Have the class sit in a circle on the floor.
2. Tell the class they are going to re-tell the story we read.
3. Hand a ball of yarn to one student and ask them to start the sequence web by re-telling the first couple of sentences by memory.
4. The student then throws the ball of yarn to another student to sequence the next event. Make sure students hold onto the string for remainder of the activity.
5. Continue until the story has been told.
6. At the end each student that told an event will be holding a part of the string and you will have a giant yarn web.

Submitted by: Carrie Hubbard  
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COMPREHENSION: Literature Circles

TEACHER

Directions:

1. Assign each student a job for the chapter.
2. The job of the “connector” is to connect the story to another book, themselves and the world.
3. The student writes 2-3 sentences on how an event in the chapter related to something they have read in another book.
4. The student then writes 2-3 sentences about how the topic/event in the story relates to themselves and then 2-3 sentences on how something in the text relates to events or something in the world.
5. Have students share their connections to see if they relate to anyone else.

Word	Picture
Part of Speech	Sentence

Submitted by: Stacey Burress  
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Directions:

1. Group students by reading and comprehension ability.
2. Have the groups read aloud to each other.
3. At each subtitle, the students stop and discuss/question each other over what they have read.
4. Encourage them to put their information in “regular 4<sup>th</sup> grade” language.
5. Spend more time with lower level groups and ask lower level comprehension questions. (Higher level questions for higher-level readers.)
6. Before reading, discuss most vocabulary terms and remember to pay attention to captions on pictures, bold print and graphs.

Submitted by: Colleen Wuertz  
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Directions:

1. Split students into groups to read and learn materials.
2. Put students into different groups and discuss what they learned in the first group.

Submitted by: Nikki Cooper  
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Directions:

Have students choose a name and find the answer to these questions.

1. What is the person famous for?
2. When did they live and die?
3. What was their educational background?
4. Where is the person from?
5. What is one unique aspect of this person? (George Washington – wooden teeth)
6. Have the students dress as their person and give a report on them.

Submitted by: Liberty Elementary  
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Directions:

1. The teacher types sentences that retell the weekly basal story. Cut sentences apart and put sentences, glue stick and paper in a manila envelope.
2. The students take the envelope home & work together with their parents to put the sentences in sequential order.

Submitted by: Gayle Oaks  
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## COMPREHENSION: The Comics

PARENT/TEACHER

### Directions:

1. Read and look at the Sunday comics with the child.
2. Cut boxes of comic strips apart.
3. Have the child tell the story by putting the strips in sequence.

Submitted by: Jeri Farmer  
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## COMPREHENSION: Cornmeal Retelling

PARENT/TEACHER

### Directions:

1. Pour cornbread mix into a sheet cake pan.
2. Read a sequential story to students.
3. Draw the events of the story with your finger in the cornmeal.
4. Have the student re-tell the story back and the teacher can choose a student to re-draw in the cornmeal.
5. This activity can be used for spelling words also.

Submitted by: Tammy Huggard  
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COMPREHENSION: Child as Teacher

PARENT

Directions:

1. With your child, read a book that is familiar.
2. Have your child ask you questions about the book.
3. Work with the child to ask questions that cannot be answered “yes” or “no”.
4. The child will need to know the answers, to verify if you are answering correctly.

Submitted by: Jeff Green  
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COMPREHENSION: Sequence Flaps

PARENT/TEACHER

Directions:

1. Fold an 8 1/2” x 11” sheet of paper lengthwise. Cut the top part into 3 sections.
2. Illustrate “beginning”, “middle”, and “end” of each section and write a short summary underneath each picture flap.

Beginning	Middle	Ending

Submitted by: Joey Hertenberg  
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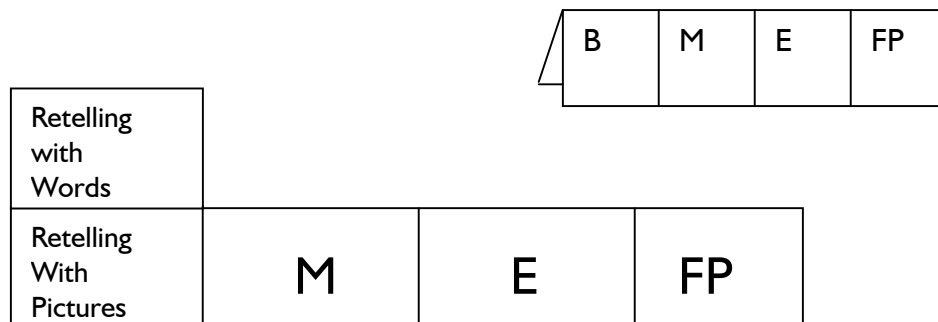
Directions:

1. Before reading, ask your child about a similar experience they have had in the book to be read.
2. Talk about the book title, look at the pictures and make predictions.
3. After reading, discuss how the story and the prediction were the same or different.

Submitted by: Terri McAlister  
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Directions:

1. Fold a piece of paper in half long-way. Then fold the paper the other way into fourths. Cut the fourth folds up to the crease on one side. Label the four sections B, M, E, FP. “B” stands for beginnings, “M” for middle, “E” for end and “FP” for favorite part.
2. After the students have read a Guided Reading or other text, give them each a flipbook.
3. Inside the first flap (B) the student retells what happened in the beginning with words is the space above the crease and an illustration below the crease.
4. Continue this on the other three flaps.



Submitted by: Mary Anne Donley  
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COMPREHENSION: Strip Poems

TEACHER

Directions:

1. Students write their verses for the strip poems onto paper strips.
2. Put students into groups of 3-4 and have them read their strips and put them together in the order they choose to make a full poem.
3. A variation is to make the strips in a variety of colors, pass the colored strips out to the students and have them get into groups according to color.
4. Sample strip poems may include: I learned that dinosaurs..., Friendship is..., Perseverance is like...

(Title)


Taken from: Lori Oczkus

COMPREHENSION: Think of Three

TEACHER

Directions:

1. The teacher reads aloud a nonfiction selection twice.
2. The first reading the students just listen and concentrate and begin to decide which three important points they will choose.
3. The second reading they listen for the three important points they would like to remember and share with others. They hold up a finger each time they hear a point they will remember.
4. After the read aloud, they quickly jot down their three ideas. The teacher has students share ideas in a "snowball", "mill the music", or other partner sharing.
5. The teacher holds a class discussion to see which ideas emerged most often.

Taken from: Lori Oczkus

COMPREHENSION: Stop and Draw  
PARENT/TEACHER

Directions:

1. Students should listen and/or follow along while a text is being read.
2. When the reader stops the students draw two quick one-minute sketches, one a summary of what has happened so far and a prediction of what may happen next.
3. The reader may resume readings and choose to stop periodically throughout the text for listeners to stop and draw.

Taken from: Lori Oczkus

COMPREHENSION: Very Important Points Strategy

PARENT/TEACHER

Directions:

1. Have students but sticky notes so that they are slim strips of paper extended out from the sticky edge, like fringe.
2. As they read, the goal is to place VIPs (Very Important Point markers) in the text to indicate the most important points of interest, points of confusion, or a place where the student remembered a connection.
3. At the end of the reading, students meet in pairs or small groups and discuss VIPs they selected.

Taken from: Lori Oczkus

Directions:

1. While reading passages have the students stop frequently to think about information they have just read/heard, then make a quick sketch on a chart showing what they have learned.

Taken from: Lori Oczkus

Directions:

1. Have students work in small groups to read short passages, stopping often to generate questions about the text. Their job is to read carefully and then generate questions on the topic that the teacher has to answer.
2. While the students are reading and writing their questions, the teachers also reads the passages, stopping often to write his or her won questions about the text.
3. When the time allocated for reading and questions development has elapsed, the teacher takes a seat at the front of the room and students begin to ask questions about the text.
4. Their goal is to ask a question the teacher can't answer about the assigned reading.
5. Every time the teacher answers a question correctly, the students have to try to answer a teacher question.

Taken from: Lori Oczkus

Directions:

1. Work with a partner or group. Fill in you predictions on the story map prediction chart.
2. After you read, fill in the chart and compare it to your predictions.

<b>Before We Read Story Map Prediction</b>	<b>After We Read Story Map</b>
Setting:	Setting:
Characters:	Characters:
Problem:	Problem:
Events: 1. 2. 3.	Events: 1. 2. 3.
Resolution:	Resolution:
Ending:	Ending:

Taken from: Lori Oczkus