

Award:

This book deserves this award because

Book Title: _____

Author: _____

Award Given By: _____

Date: _____

Name: _____

Date: _____

What's the Main Idea?

Read or write a nonfiction article or book. Write the main idea on the fish's spine. Write the supporting details along the other bones.

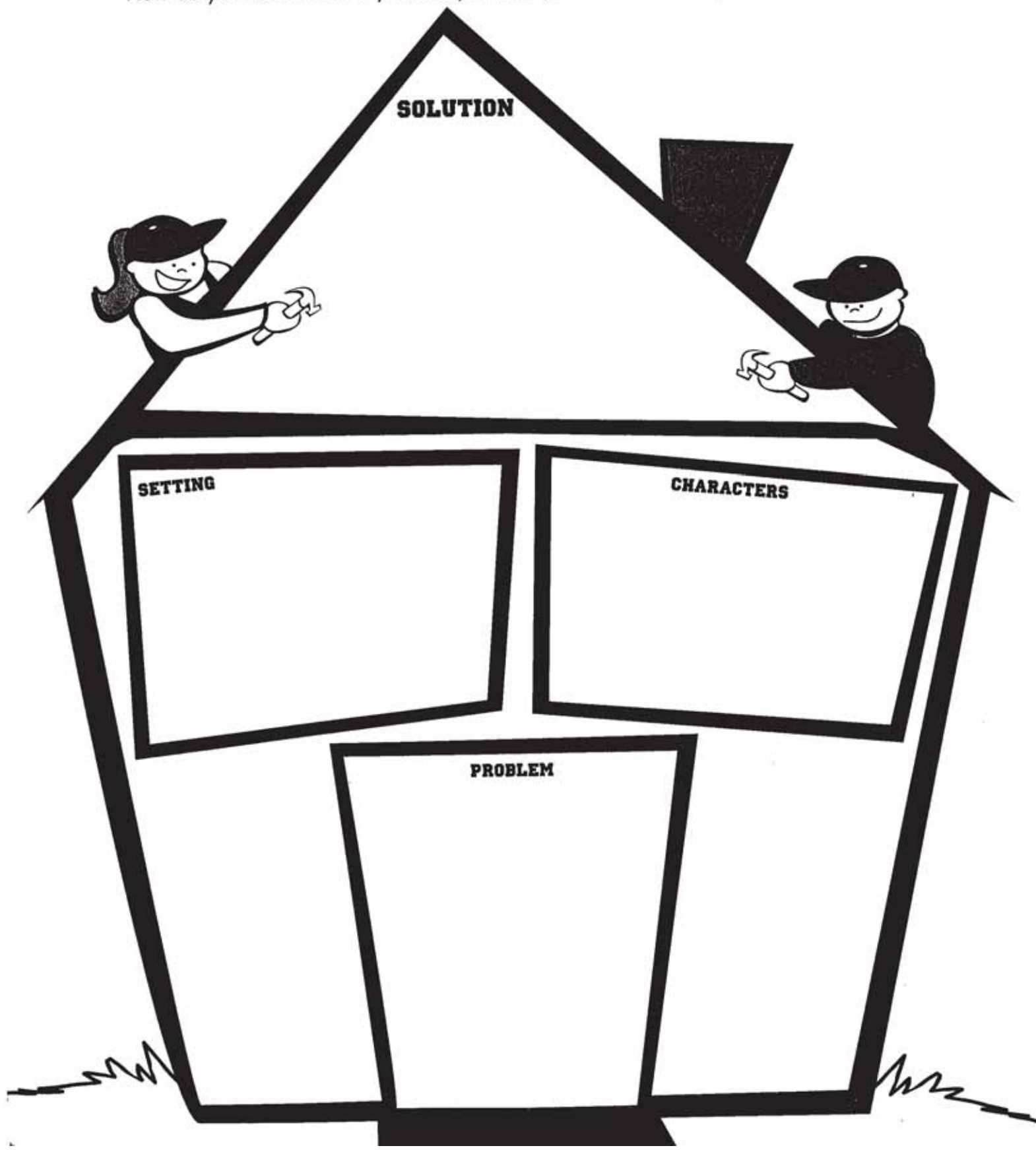


Name: _____

Date: _____

BUILDING A STORY

How do you want to build your story? Write your ideas in the spaces on the house.

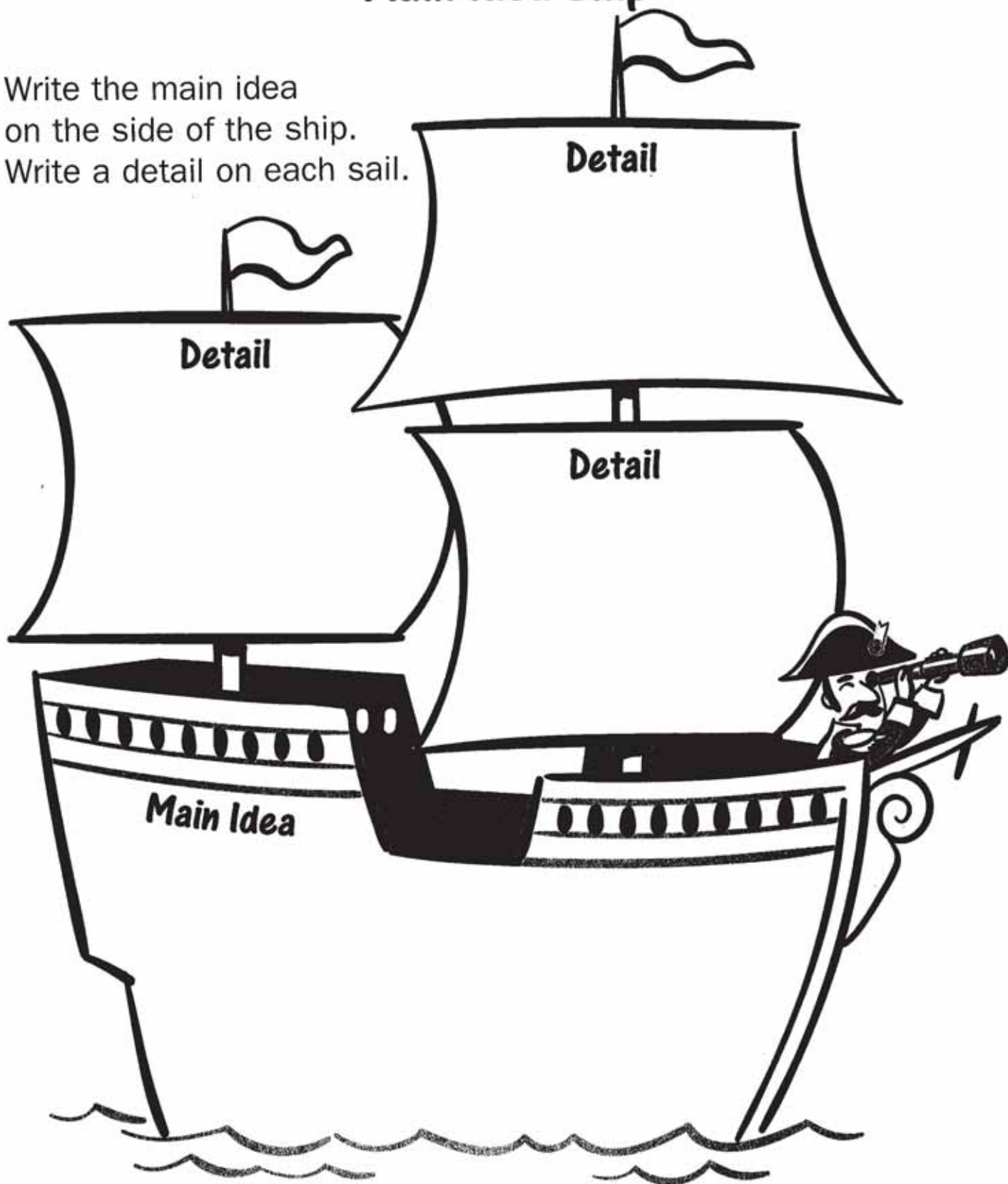


Name _____ Date _____

Book Title _____

Main Idea Ship

Write the main idea
on the side of the ship.
Write a detail on each sail.



Lightbulb Lab

Problems Solutions

Shining Event

Shining Event

Shining Event

Title

Author

Name: _____

Date: _____

CHARACTER CHART

Choose a character from the book (or your own story). Then complete the chart.

The character is a simple line drawing of a person with a large head, wearing a baseball cap, a t-shirt, pants, and sandals. They are holding a large banner that frames the character's face and torso. The banner contains the following text:

Name of Book (or Story):

Character's Name:

One thing character did:

Description of the character:

One thing character did:

One thing character did:

One thing character did:

Name _____ Date _____

If I Were...

If I were _____,

I would _____

I would also _____





Words for the Wise



Materials

- WORDS FOR THE WISE graphic organizer (page 90)
- dictionary
- thesaurus



Purpose

Students learn the meanings of new vocabulary words.

Directions

1. Pass out of a copy of the WORDS FOR THE WISE graphic organizer to each student.
2. Instruct students to write a vocabulary word from a book they are reading in the shaded rectangle.
3. Have students look up the word's definition and write it in their own words in the space provided.
4. Tell students to write a few synonyms for the word in the space provided. Encourage them to use a thesaurus.
5. In the lower left section, have students write a sentence that uses the vocabulary word meaningfully.
6. Finally, have students draw a picture of the word. If the word is not a concrete noun, they may need to find a way to illustrate the concept (especially if the word is a feeling, adjective, or idea).

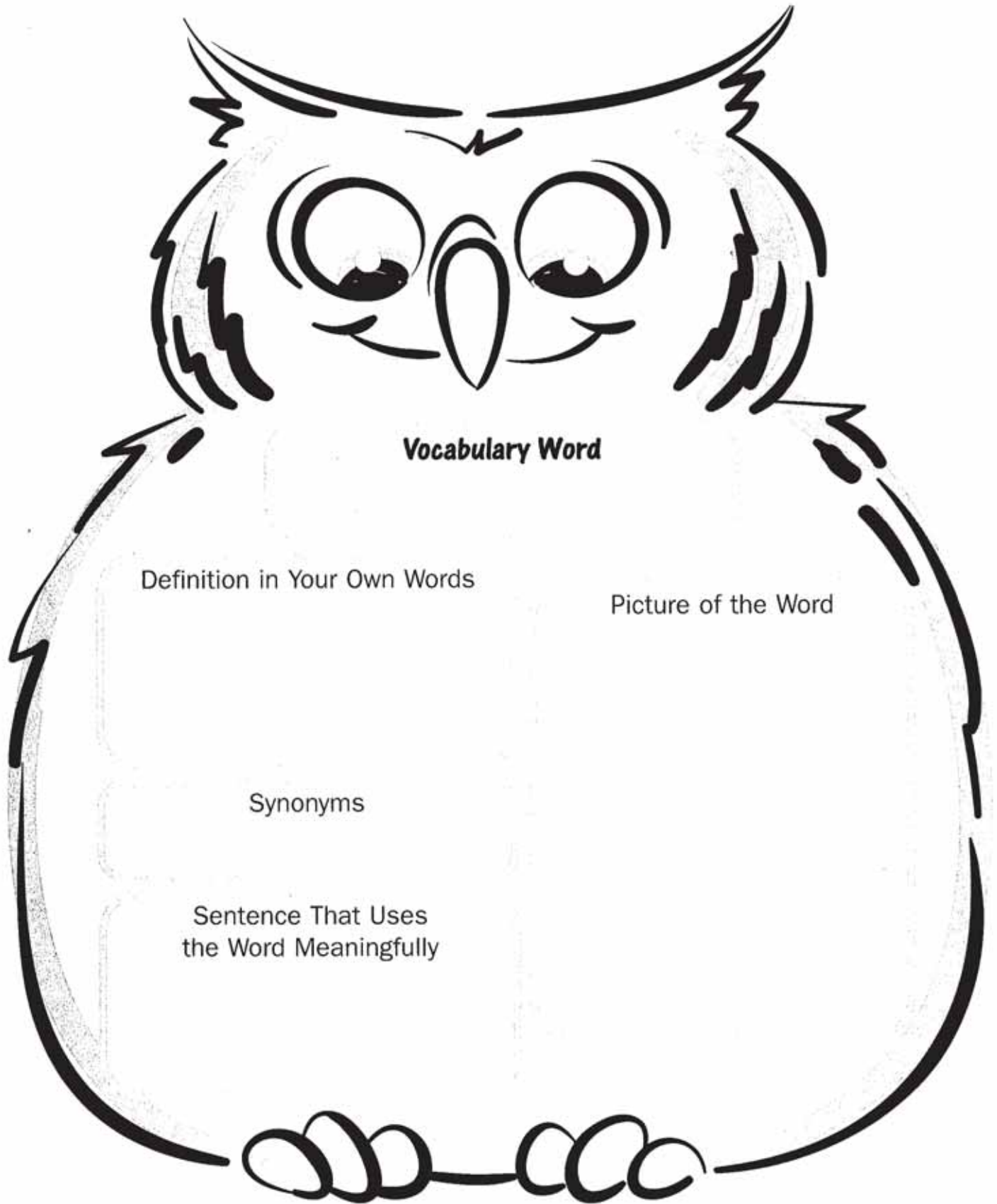


Teacher Tip

Copy the WORDS FOR THE WISE graphic organizer on both sides of three-hole copier paper so students can create a vocabulary journal. Encourage them to use a three-ring binder or pocket folder to store all the vocabulary words they learn throughout the year.

Name _____ Date _____

Words for the Wise



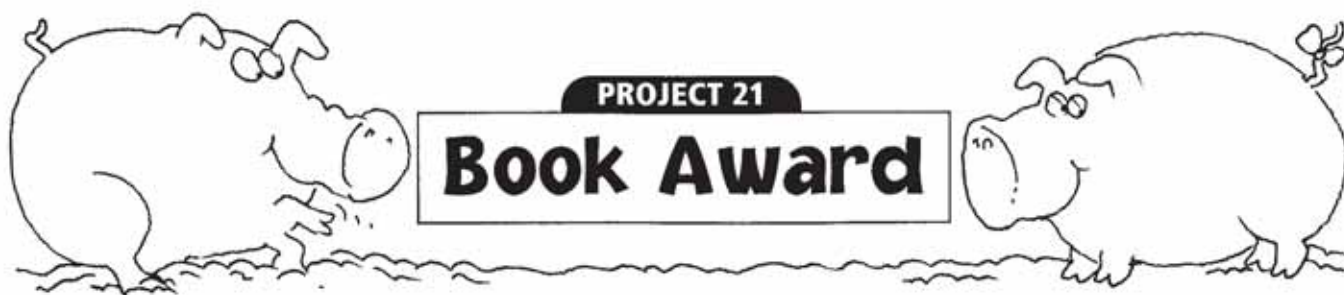
Vocabulary Word

Definition in Your Own Words

Picture of the Word

Synonyms

Sentence That Uses
the Word Meaningfully



Materials

- ✓ your book
- ✓ Book Award sheet
- ✓ pencil
- ✓ crayons or markers
- ✓ scissors

Steps:

1. Think about what kind of award you want to give your book. Here are some examples:
 - best characters
 - best story
 - best illustrations
 - best ending
 - best descriptions
2. At the top, write the kind of award you are giving the book.
3. Write why the book deserves the award and draw a picture.
4. Fill in the information at the bottom of the award.
5. Color the award.
6. Cut out the award.

Book Award Example

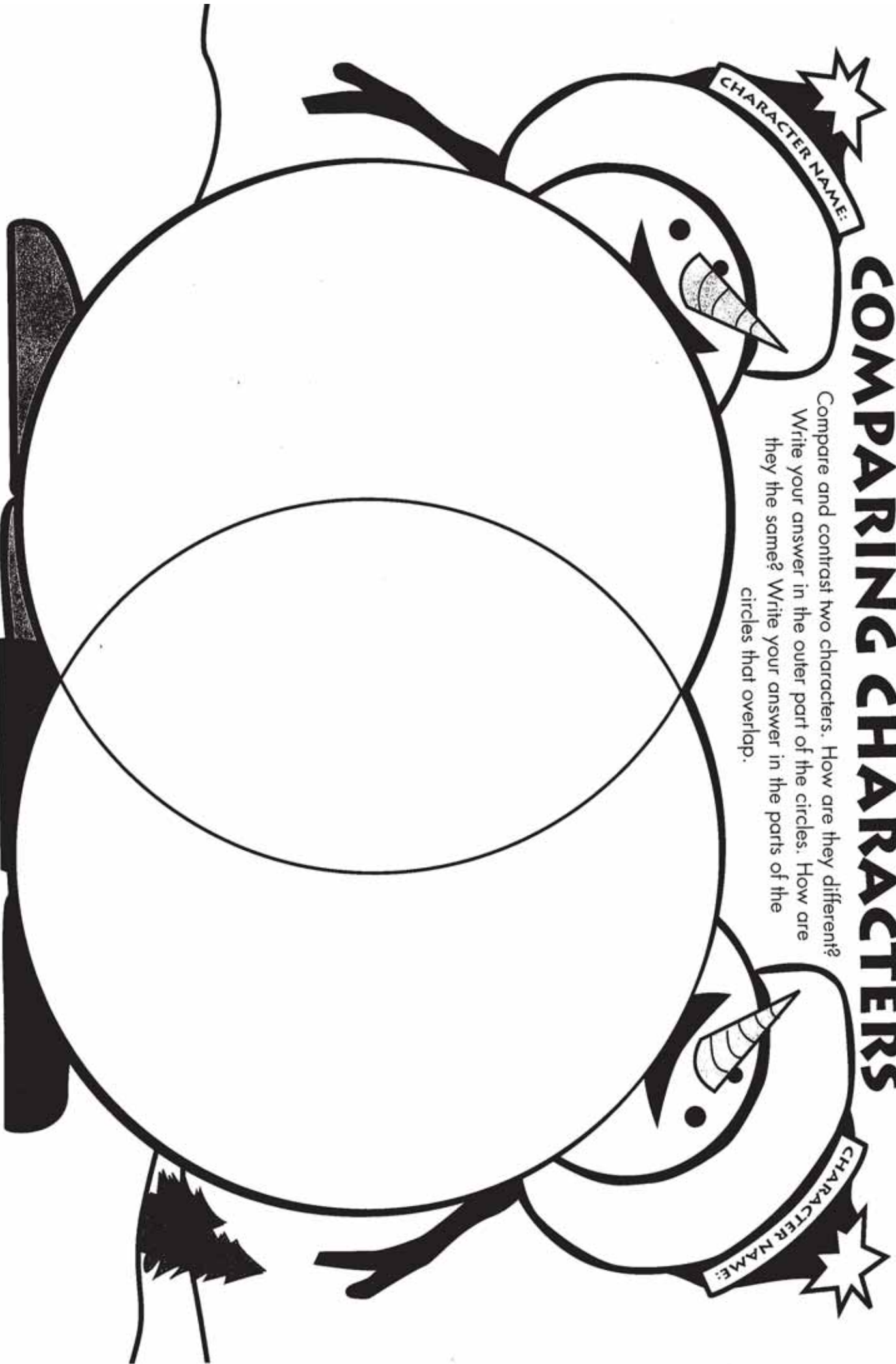


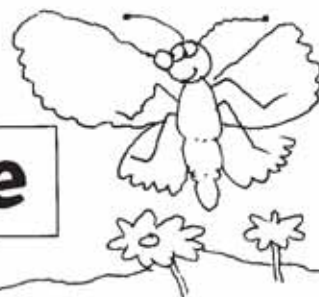
Name: _____

Date: _____

COMPARING CHARACTERS

Compare and contrast two characters. How are they different?
Write your answer in the outer part of the circles. How are
they the same? Write your answer in the parts of the
circles that overlap.





PROJECT 8

Create a New Page

Materials

- ✓ your book
- ✓ plain white paper
- ✓ crayons or markers
- ✓ pencil

Steps:

1. Think of an idea for a new page that you could add to your book.
2. Draw a picture of the new page.
3. Write a few sentences about what is happening in the picture. Try to write in the style of the author.

Create a New Page Example

Good Work, Amelia Bedelia



Mrs. Rogers asked Amelia Bedelia to draw the drapes. Amelia draws pictures on the drapes instead!

Name _____ Date _____

Weekly Reading Contract

I, _____, promise to spend _____ minutes each day reading independently at home. The total amount of time I will read over the next week is _____.

DAY	TITLE OF BOOK(S)	NUMBER OF PAGES	NUMBER OF MINUTES
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
		Total Pages	Total Minutes

Teacher's Comments

Parent's or Caregiver's Signature

Name _____

Date _____

A Change in Character

character's name

Before

How does the character feel
or act at the beginning
of the story?

After

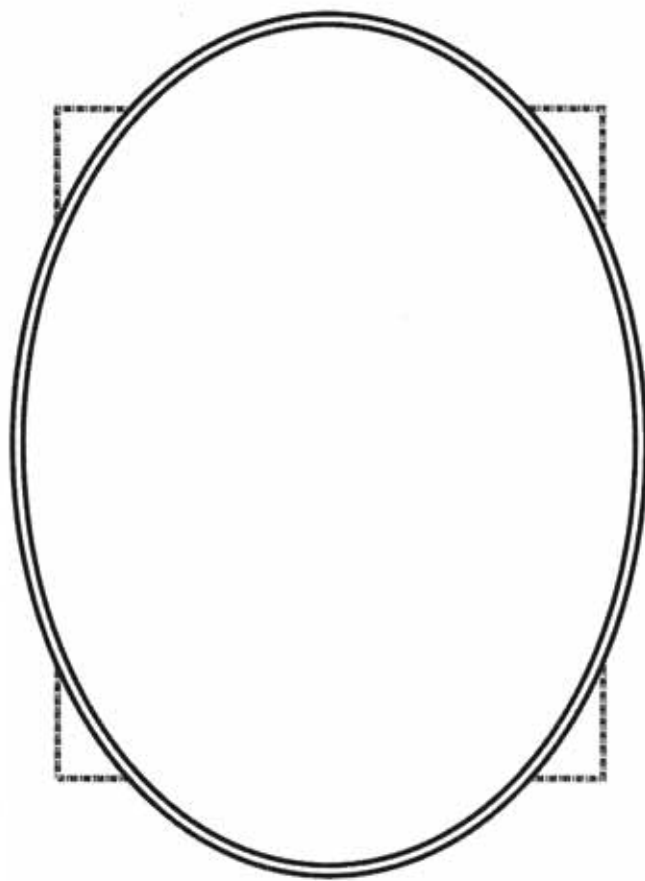
How does the character
feel or act at the end
of the story?

What causes
the character
to change?

Cause

Jumbo Trading Card

Character Card



Name: _____

Book Title: _____

Author: _____

Character's Age: _____

Lives in: _____

Likes: _____

Dislikes: _____

Friends/Family: _____

COMPARING CHARACTERS

Skills

Students will:

- + recognize character traits
- + compare and contrast two characters
- + make judgments regarding similarities and differences

Purpose

The Comparing Characters Venn diagram helps students to compare character traits and make literary connections. They can use the organizer to compare two characters from the same story, characters from two different stories, or to compare and contrast a literary character with an actual person.

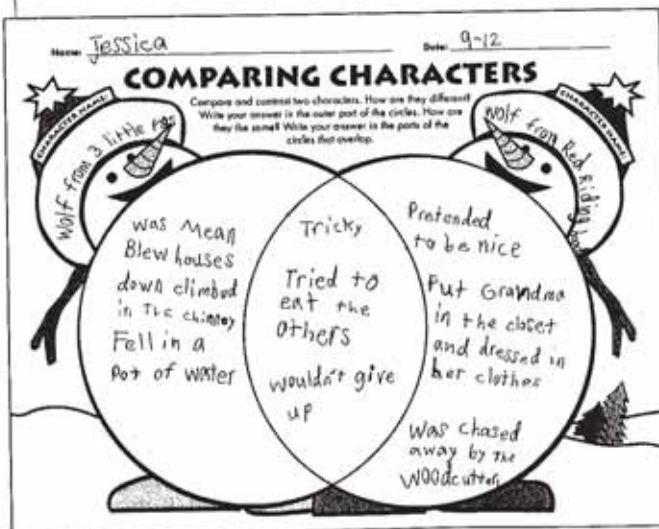
How to Use the Organizer

Model the use of this graphic organizer by comparing and contrasting two well-known literary characters. Write the names of the characters inside the hats. Then have students supply character traits. Write differences in the outer circles. If the characters share a trait, show students how to record the information in the place where the circles overlap.

Examples

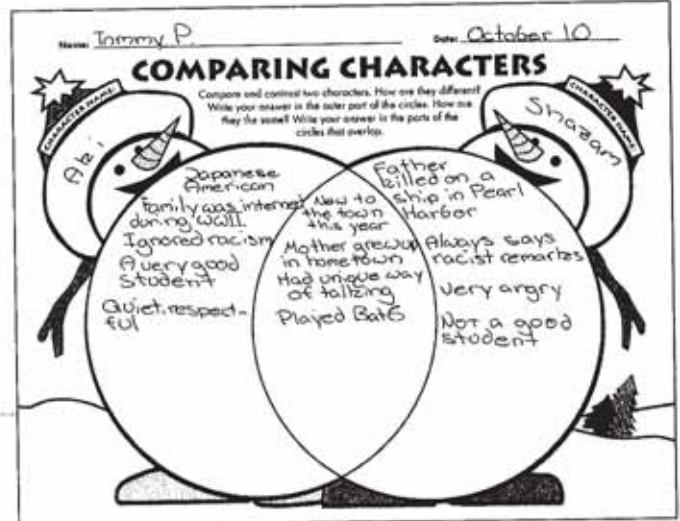
Primary Grades

A group of second graders compared and contrasted the wolves from the stories "The Three Little Pigs" and "Little Red Riding Hood."



Intermediate Grades

Fifth-grade students were asked to compare two characters from a novel as part of their final assessment on historical fiction. This student chose to describe two characters from *Bat 6* by Virginia Euwer Wolff.



WHAT'S THE MAIN IDEA?

Skills

Students will:

- + determine the main idea of an article
- + identify supporting details
- + recognize extraneous information

Purpose

The fishbone organizer helps students recognize that nonfiction articles and expository writing contain a main idea and supporting details. As they isolate specific information to record on the organizer, students make decisions regarding its relevance, thereby increasing their understanding that not all text is of equal importance. Students who are writing essays or articles can use the graphic during prewriting to ensure that their work contains a main idea and to help them develop a structure for their piece.

How to Use the Organizer

After reading an article, have students determine the main idea and write it on the spine of the fish. Then encourage them to write the details that support the main idea inside the divisions made by the other bones. Students who wish to use the graphic organizer to plan their own writing can begin with the main idea or record facts first, which may lead them to the development of a main idea.

Examples

Primary Grades

After reading an article from their weekly news magazine, second graders helped their teacher complete the What's the Main Idea? organizer on an overhead transparency.

Intermediate Grades

A small group of fourth graders used What's the Main Idea? to organize an article they were composing for the school newspaper.

Name: _____ Date: _____

What's the Main Idea?

Read or write a nonfiction article or book. Write the main idea on the fish's spine. Write the supporting details along the other bones.

give your pet exercise

your pet will love you

your pet might protect you

Pets and people help each other

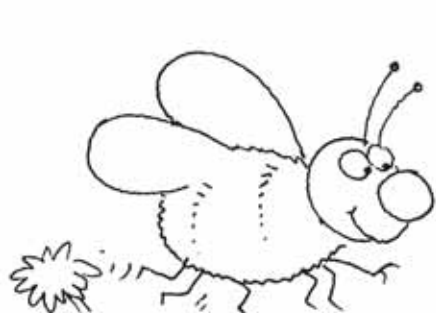
cats help by catching mice

take your pet to the vet

don't let your pet get fat

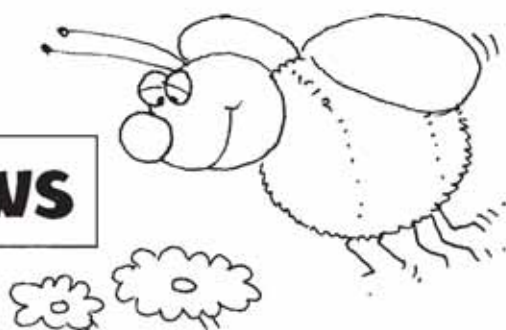
cats help by keeping you safe

[illegible]



PROJECT 50

Book News



Materials


- ✓ your book
- ✓ Book News sheet
- ✓ pencil
- ✓ crayons or markers

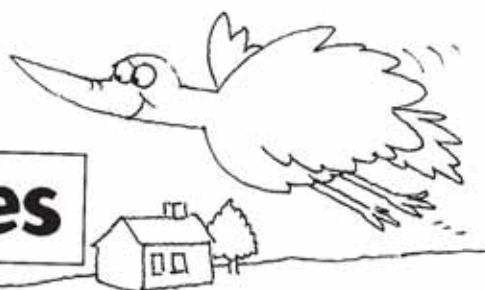
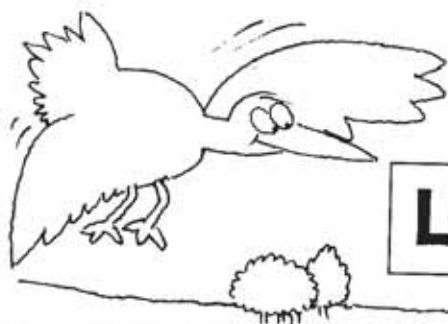
Steps:

1. Write the title and author.
2. In the box, draw a picture of the most exciting part of the book.
3. Write a caption under the picture.
The caption is a short sentence that tells about the picture.
4. Imagine that you are a news reporter. Write a short article about the exciting part of your book. In your article, answer these questions:
 - Who?
 - What?
 - Where?
 - When?
 - Why?

5. Give your article a title.

Book News Example

Name _____ Date _____	
BOOK NEWS	
Book Title: <u>The Adventures of Spider</u>	
Author: <u>Joyce Cooper Arkhurst</u>	
<p>Spider Gets Thin Waist! (article title)</p> <p>Yesterday, on the day of the harvest festival, Spider changed his shape! He used to be round, but now he has a thin waist. Here is how it happened.</p> <p>Spider could not decide which village's festival would have the most food. He stood in the middle of two villages and tied a long rope around his waist. His son Kuma took one end of the rope to one village. His other son Kiwa took the other end of the rope to a different village. They were supposed to pull the rope when the food was ready, so Spider could eat at both festivals. But the food was ready at the same time. When the sons pulled the rope, Spider's waist got thin. From now on, all spiders will have a new shape.</p>	 <p>Spider prepares for the festival by tying a rope around his waist. (caption)</p>



PROJECT 11

Likes/Dislikes

Materials

- ✓ your book
- ✓ Likes/Dislikes sheet
- ✓ pencil
- ✓ crayons or markers

Steps:





1. Write two things in your book that you like.
2. Draw a picture of each.
3. Write two things in your book that you dislike.
4. Draw a picture of each.
5. Share your sheet with another student.

Likes/Dislikes Example

Name _____ Date _____

Likes/Dislikes

Book Title: Rabbit Race

 <p>I like <u>the Animal Antics Picnic.</u></p>	 <p>I like <u>Jack's new rabbit named Hoppy.</u></p>
 <p>I dislike <u>when Hoppy went down the hill in a go-cart.</u></p>	 <p>I dislike <u>it that Jack's dog Fred died.</u></p>

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Name _____ Date _____

Likes/Dislikes

Book Title: _____

I like _____

I like _____

I dislike _____

I dislike _____

Skills

Students will:

- ✦ identify elements of a story
- ✦ brainstorm ideas for prewriting
- ✦ organize information for writing

Purpose

All stories have common elements—problem, solution, characters, and setting. Story mapping is an effective way to help students use the structure of a story to organize their ideas before writing.

How to Use the Organizer

To introduce the organizer, review the elements of a story—problem, solution, characters, and setting. Discuss how writers use these elements to "build" the structure of their story, much as carpenters use building materials to build the structure of a house.

Suggest that students use the organizer to brainstorm ideas for an original story. As students think about the elements they want to include in their stories, show them how to record their ideas in the appropriate spaces. Students can use their organizers as guides as they write their stories.

Examples

Primary Grades

A first-grade teacher used the organizer to record ideas for a class story about a trip to a roller-skating rink. The organizer helped students identify missing information and visualize individual pieces of information fitting together to form a story.

Name: _____ Date: _____

BUILDING A STORY

How do you want to build your story? Write your ideas in the spaces on the house.

Intermediate Grades

A fifth grader used the organizer to plan an original story about a girl living during the American Revolution. As she brainstormed ideas for her story, she recorded each one in the appropriate space on the organizer and thought about which elements would fit together to make the strongest story. She then circled the elements she wanted in her story and used the organizer as a guide as she wrote the story.

Name: Kayla Date: January 17

BUILDING A STORY

How do you want to build your story? Write your ideas in the spaces on the house.

Looking at Pictures



Materials

- storybook or novel with illustrations
- LOOKING AT PICTURES graphic organizer (page 30)



Purpose

Students make, confirm, and revise simple predictions about a story's plot based on the book's illustrations.

Directions

1. Gather together to look at the illustrations from a picture book or novel. As students look at the pictures, ask them to describe what they see, focusing on the characters, objects, settings, and actions.
2. Invite students to fill out the LOOKING AT PICTURES graphic organizer. Students can write a list of nouns and verbs that they see in the pictures. When they are done, ask them to circle the people, objects, places, and actions that they think will play the most important roles in the story line.
3. Encourage students to use evidence that they find in the illustrations to predict the plot of the story.
4. Read the story to the class. Stop reading occasionally and ask students to adjust their predictions if necessary. Discuss the predictions. Which are closest to the actual story? Which are most different?

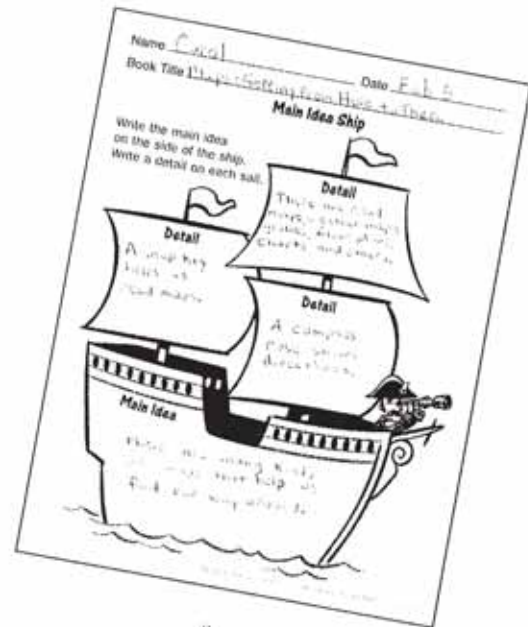


Book Talk

"Predicting involves more than trying to figure out what happens next. As kids find evidence to form hunches, they also ask questions, recall facts, reread, skim, infer, draw conclusions, and, ultimately, comprehend the text more fully."

— Laura Robb (1996)

Main Idea Ship



Materials

- MAIN IDEA SHIP graphic organizer (page 86)

Purpose

Students find the main idea and supporting details of a particular topic.

Directions

1. Pass out a copy of the MAIN IDEA SHIP graphic organizer to each student.
2. Explain the organizing principles of main idea and details. For example, "Man landed on the moon" might be the main idea of a unit on space travel. "Neil Armstrong was the first person to walk on the moon" and "The first moon landing was in 1969" would be details.
3. For this activity, have students pick a topic to research or invite them to respond to a section in a textbook or nonfiction book.
4. Have students write a sentence that explains the book's main idea on the side of the ship.
5. On the sails, have them write three important details they have gathered from their research.



Cross-Curriculum

This graphic organizer lends itself to all curricular topics. Invite students to research famous people, countries, rules of grammar, animals, simple machines, space voyages, and so on. Encourage them to use the information they collected as resource material for completing another project in this book.

Skills

Students will:

- + recall their background knowledge
- + identify a reading purpose
- + record new content knowledge

Purpose

Activating background knowledge, creating questions about the topic, and developing a purpose for reading help students to become more thoughtful, engaged readers. The KWL organizer guides students through this three-step process—a process they can add to their list of comprehension strategies.

How to Use the Organizer

Before reading, ask students to record what they know about the topic in the first column. Then, have them list questions that they hope the book or article will answer. Tell them that, as they read, they may come up with new questions they hope will be answered, and they can add these to the W column. After students finish reading, have them record what they've learned in the L column. Explain that one book or article may not answer *all* their questions. Help them to find new resources that may.

Examples

Primary Grades

For independent reading time, a second grader selected the book *Whales: The Gentle Giants* by Joyce Milton. Instead of writing an entry in his reading log, he chose to complete a KWL chart as he read. This is just one of the many options his teacher had made available for responding to books.

Intermediate Grades

Each week, fifth graders were asked to complete a KWL chart while reading about a current event in the local newspapers. The charts helped students to develop their own purpose for reading newspapers and to organize their thoughts before presenting information to the class.

Name: Will Date: 4-12

KWL

Think as you read. Write the title and author of your book or article on the line. Before you read, fill in the K and W boxes. While you read, you can add more to the W box. After you read, fill in the L box.

K	W	L
What I Know	What I Want to Know	What I Learned
Whales are the biggest animals. They have holes on their heads for breathing.	DO killer whales kill people? What do whales eat?	The blue whale is the biggest. Orcas (the other name for killer whale) do not hunt people. Whales eat fish and tiny sea creatures.

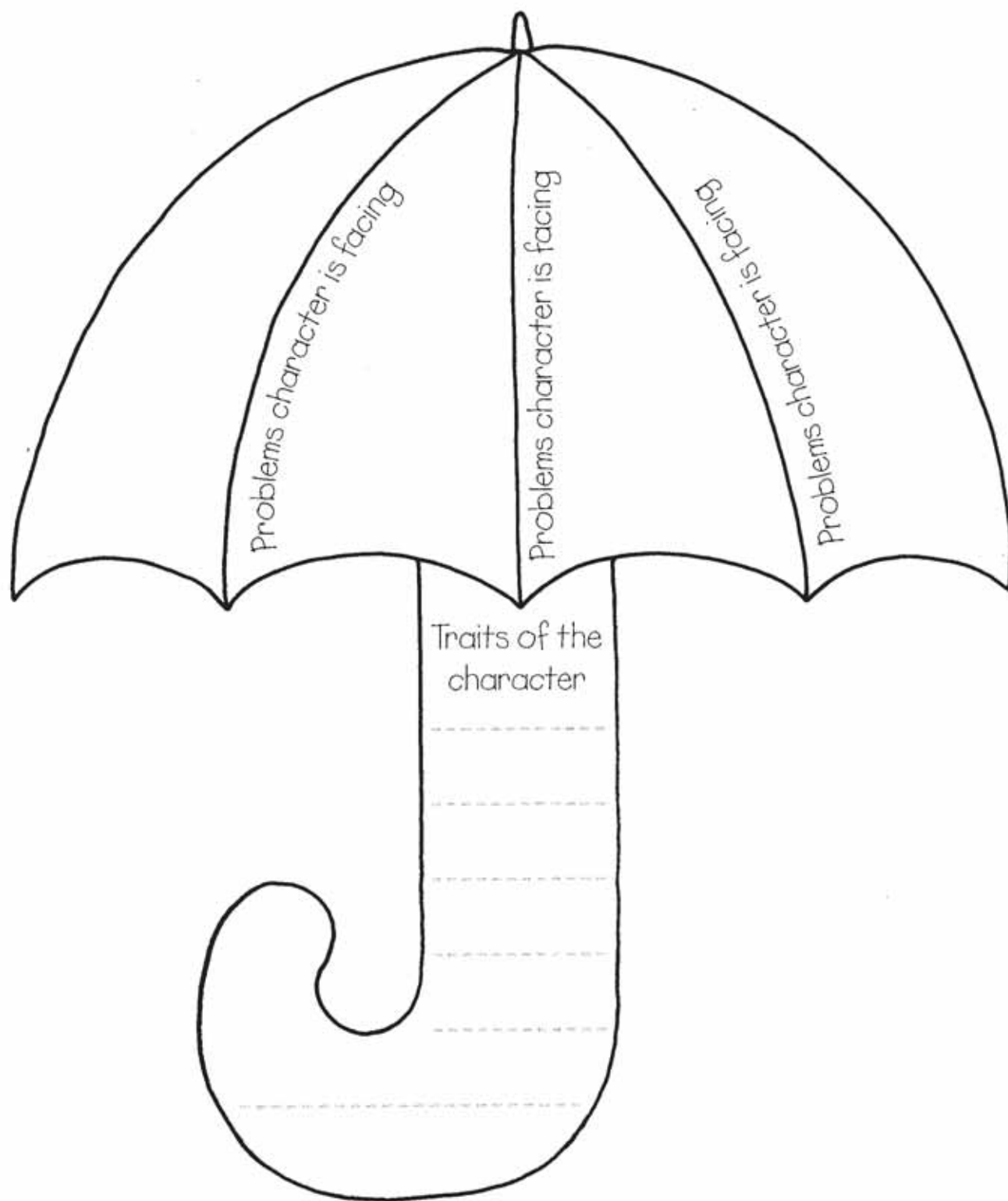
Name: Todd Schenck Date: 2/2

KWL

Think as you read. Write the title and author of your book or article on the line. Before you read, fill in the K and W boxes. While you read, you can add more to the W box. After you read, fill in the L box.

K	W	L
What I Know	What I Want to Know	What I Learned
The population of Northport has grown. Three classes this year have to be in portable rooms. There will be more kids in 2 years.	Will the town build a new school? What will happen to kids if we don't?	Committees have been established to look at three things: 1. Do we have town land to build on? 2. Will the population of the town keep growing? 3. Can we build on to older school?

Character Umbrella





- ✦ identify character traits
- ✦ infer character traits from story clues
- ✦ show character through action in their writing

Most often, literary characters are developed and understood by their actions. This organizer helps students to see the connection between a character's actions and his or her description. Used as a prewriting tool, it helps students to "show what their character is like," rather than telling.

Model the use of this organizer using a well-known literary character. Write the name of the character on the face. Next, ask students to describe the character to you. As the class offers adjectives, record them on the tummy and ask, "How do you know the character is (mean, smart, tricky, etc.)?" Encourage students to tell you what the character did to create this impression. Record the character's actions on the limbs. Help students understand that good writers show their readers, through a character's behavior, what a character is like. (If students have difficulty beginning with the description, they may write actions first and later conclude what those actions tell about the character.)

After a third grader wrote a story, she used the Character Chart to determine whether she had shown readers what her character, Polly, was like. Realizing that she hadn't demonstrated that Polly was sneaky, she returned to her story to add a part.

Sixth-grade students were asked to demonstrate how friendship, rather than increased prejudice, grew through the actions of one character in the book *The Storyteller's Beads* by Jane Kurtz.

22

Name: Benjamin Date: 2/19

CHARACTER CHART

Choose a character from the book for your own story. Then complete the chart.

Home of Book for Story

The storyteller's beads

Character's Name: Rahel

One thing character did:
you never stop digging deeper - always back..

One thing character did:
Too many to keep Sarah's journey up.

Description of the character:
blind
Bela - Israel
lives in Ethiopia
imaginative
Plays the flute
remembers stories

One thing character did:
Gave Sarah's name to the man who could save them.

One thing character did:
Gave Sarah her beads to hold onto as they entered Israel.

Name: _____ Date: _____

Book Title: _____ Author: _____

Follow the Clues

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.



Clue

Clue

Clue

Prediction

Name: _____

Date: _____

K W L

Think as you read. Write the title and author of your book or article on the line. Before you read, fill in the K and W boxes. While you read, you can add more to the W box. After you read, fill in the L box.



The News



Title: _____

Author: _____

K

What I **K**now

W

What I **W**ant
to Know

L

What I **L**earned

Name

Date _____

BOOK NEWS

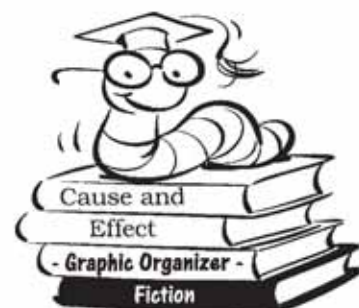
Book Title:

Author:

(article title)

(caption)

A Change in Character



Materials

- A CHANGE IN CHARACTER graphic organizer (page 128)
- colored pencils or markers

Purpose

Students examine the ways in which a character changes and grows over the course of a story.

Directions

1. Give each student a copy of the A CHANGE IN CHARACTER graphic organizer.
2. Instruct students to write the name of a character in the box at the top of the page.
3. Have students describe how the character feels or acts at the beginning of the story. Tell them to write their description in the book on the left side of the graphic organizer.
4. In the arrow at the center of the organizer, instruct students to write a description of an event that caused the character to change.
5. In the book on the right side of the organizer, have students write about how the character feels or acts after the event.



Teacher Tip

Connect this activity to the lives of your students. Ask them to name something that has happened in their lives and how their feelings or actions changed because of it. Could it be the birth of a baby sister? Moving to a new city? Taking a trip? Trying a new food?



Materials

- ✓ your book
- ✓ New Ending sheet
- ✓ pencil
- ✓ crayons or markers

Steps:

1. Think of a different ending for your book and write it down.
2. Draw a picture to illustrate your ending.
3. Share your ending with another student who has read the same book.

New Ending Example

Name _____ Date _____

New Ending

Book Title: The Littles Go Exploring

Author: John Peterson

Write a new ending for the book.

The Littles take their boat, the Discoverer, on another
adventure. While riding in their boat, they were hit by a fish!
The boat tipped and the Littles fell in the water. Will Little
save Grandpa Little from the fish that was heading their
way. All the Littles made it safely to shore. They were able
to get the boat onto land and then they headed home.

Draw a picture to go with your new ending.

55

Name _____ Date _____

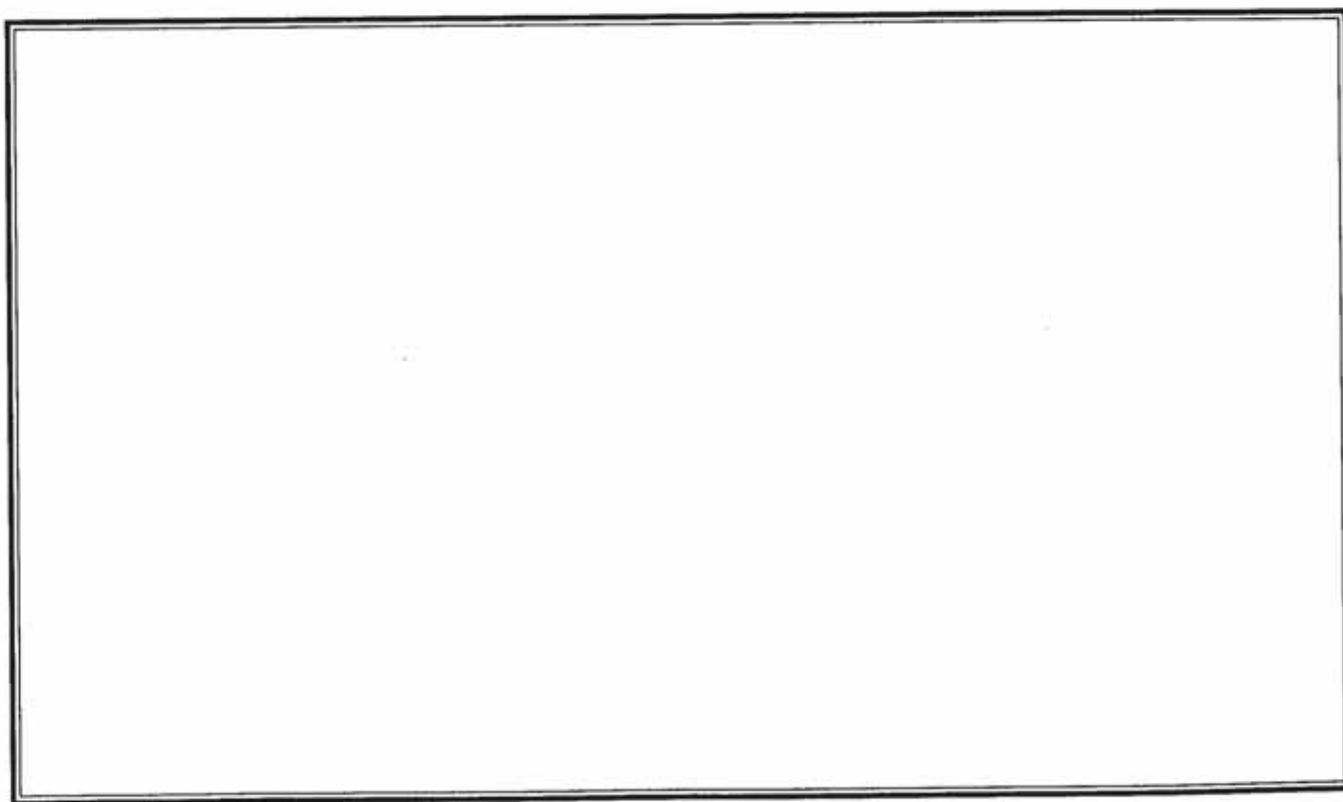
New Ending

Book Title: _____

Author: _____

Write a new ending for the book.

Draw a picture to go with your new ending.



Weekly Reading Contract



Materials

- WEEKLY READING CONTRACT template (page 52)

DAY	TITLE OF BOOK(S)	NUMBER OF PAGES	NUMBER OF MINUTES
Monday	The Whistling Boy	18	30
Tuesday	The Whistling Boy	9	17
Wednesday	The Whistling Boy	30	48
Thursday	M.F. Wong's Tail	30	18
Friday	M.F. Wong's Tail	36	16
Saturday	There for Me	8	10
Sunday	There for Me	11	2:00

Purpose

Students implement a plan to read for a proposed period of time.

Directions

1. Pass out copies of the WEEKLY READING CONTRACT to students on a Monday morning.
2. Ask students to write the number of minutes they plan to spend reading at home each day and the total length of time they will read over the next week. Visit the school library regularly so students have access to a variety of books.
3. Each evening, students fill out the number of minutes and the number of pages they read independently that day.
4. The following Sunday evening, students add up the total number of minutes and pages they read the previous week. Instruct students to have a parent or caregiver sign the contract.
5. Collect the contracts on Monday morning and keep them in students' reading folders. During individual conferences, work with students to assess their progress and to determine the amount of time they should read the following week.



Teacher Tip

After students complete each week's reading contract, encourage them to write a short response on the back of the contract. They can describe the selection they most enjoyed reading, how it made them feel, or whether it was too easy or difficult.



PROJECT 2

Favorite Part



Materials

- ✓ your book
- ✓ Favorite Part sheet
- ✓ crayons or markers
- ✓ pencil

Steps:

1. Draw a picture of your favorite part of the book.
2. Write a few sentences describing your favorite part.
3. Write a few sentences telling why this was your favorite part.

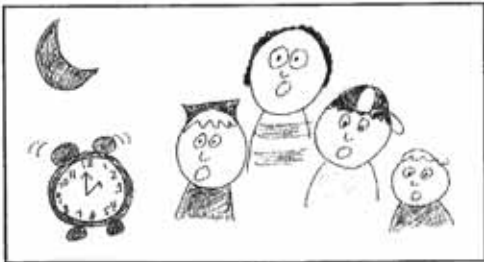
Favorite Part Example

Name _____ Date _____

Favorite Part

Book Title: The Case of the Cat's Meow

This is a picture of my favorite part.



My favorite part of the book was when the boys are camping outside and their alarm clock rings. When they finally turn on their flashlight, they find their friend Snitch.

This was my favorite part because they jump up out of a deep sleep and are very scared. They expect to see a monster but it is only their friend.

21

Name _____ Date _____



PROJECT 1

Book Cover



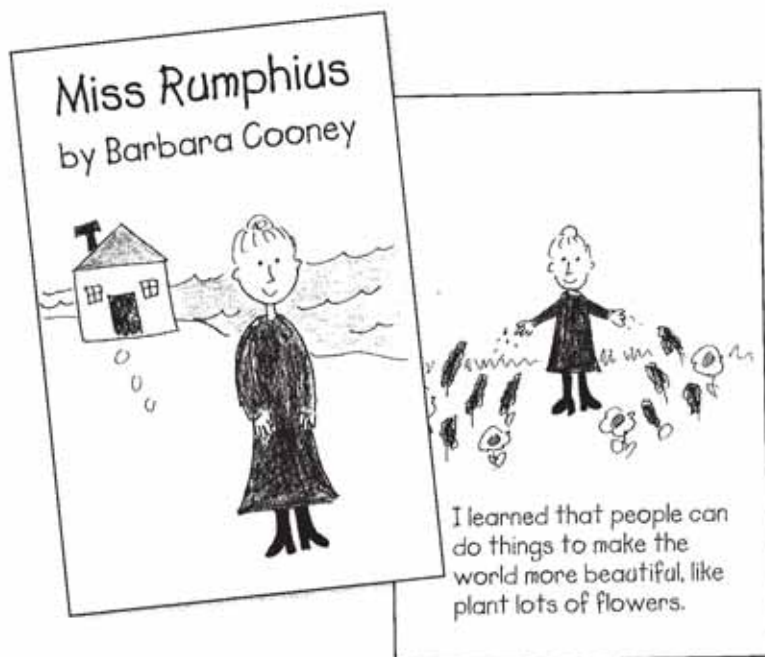
Materials

- ✓ your book
- ✓ plain white paper
- ✓ pencil
- ✓ crayons or markers

Steps:

1. Fold the paper in half so that it looks like a book cover.
2. On the front, write the title and author.
3. Under the title and author, draw a picture of a scene from the book.
4. Inside, write a sentence that tells one thing you learned from the book.
5. Draw a picture to illustrate what you learned.

Book Cover Example



Name _____

Date _____

Characters:

Setting:

Story Map

Book Title: _____

Problem:

Solution:



Skills

Students will:

- + recall background knowledge
- + identify unfamiliar words
- + focus on context clues to determine the meaning of words
- + practice dictionary skills

Purpose

The Vocabulary Quilt organizer helps children to identify new vocabulary and encourages them to use context clues to determine the meaning of the word—an essential strategy for reading comprehension. When the meaning of the word cannot be determined from the text, children gain practice in using dictionary skills.

How to Use the Organizer

Demonstrate the use of this organizer by modeling how you would select a word, search for context clues, and record the inferred meaning. For instance, after identifying a new word, show students how to:

- predict the meaning of the word from what came before, or
- read on a little ways and then reread the sentence with the new vocabulary word.

When inferring the meaning of the word, "think aloud" so students can hear your process, or identify clue words that indicate the meaning of the new word.

You may also want to review dictionary skills with students if necessary. After you have modeled the use of the organizer, children can use them while reading with the whole class, small groups, or independently.

Examples

Primary Grades

A third grader chose to read "Iron Hans" by the Brothers Grimm during a unit on fairy tales. She identified unfamiliar words and inferred their meaning from context clues. At her teacher's request, she put a star next to those words that she had to look up in the dictionary.

Name: Nicki Date: 4/8

Vocabulary Quilt

As you read, write new words in the spaces. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.

word: <u>game</u>	word: <u>companions</u>
animal that people hunt	friends
word: <u>accompanied</u>	word: <u>forbidding</u>
went with	to order not to do something
word: <u>immense</u>	word: <u>stricken</u>
very big	hurt by something

Intermediate Grades

A fourth-grade student read *Professor IQ Explores the Brain* by Seymour Simon and completed the Vocabulary Quilt as part of his book report. The organizer was particularly helpful in reinforcing the understanding of highly specific content words.

Name: Emily A Date: 2/13

Vocabulary Quilt

As you read, write new words in the spaces. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.

word: <u>neurons</u>	word: <u>cerebrum</u>
tiny nerve cells	largest part of brain
word: <u>glial cells</u>	word: <u>cerebral cortex</u>
cells in the brain which surround, support, and nourish the neurons	the wrinkled surface of the cerebrum
word: <u>synapse</u>	word: <u>dominant</u>
The place where a nerve impulse travels from one neuron to another	stronger

Name: _____ Date: _____

Vocabulary Quilt

As you read, write new words in the squares. Write the meanings of the words, too. If you can't figure out the meaning of a word, look it up in a dictionary.

word: _____

word: _____

word: _____

word: _____

What's in a Name?



Name: Alamy Date: May 11

What's in a Name?

1. Write the title of the book.
The Hello, Goodbye Window

2. What do you think the story is about?
I think this story is about the boy window at someone's house. A person was a window and went outside. He can only look out the window.

3. Read the book. Write a new title for the book.
When I Visit Mom and Dad

4. Explain why you chose this title.
I chose this title because the story was about a little girl who visits her grandparents.

Materials

- WHAT'S IN A NAME? template (page 24)

Purpose

Students make, confirm, and revise simple predictions about what will be found in a book based on its title.

Directions

1. Pass out a copy of the WHAT'S IN A NAME? template to each student.
2. Read the title of a book aloud and have students write it on the corresponding lines of the template.
3. Ask students to write a sentence that describes what they think the story is about, based solely on the title.
4. Read the story to the class. Discuss students' predictions.
5. Finally, have students write a new title for the book.



Teacher Tip

Help students develop prediction skills by reading an action comic to the class from your local paper for a few weeks. Each day, invite students to predict what will happen in the next day's comic. Ask students to support their predictions with evidence: character traits, story line, dialogue, illustrations, and personal experience.

Name _____ Date _____



What's in a Name?

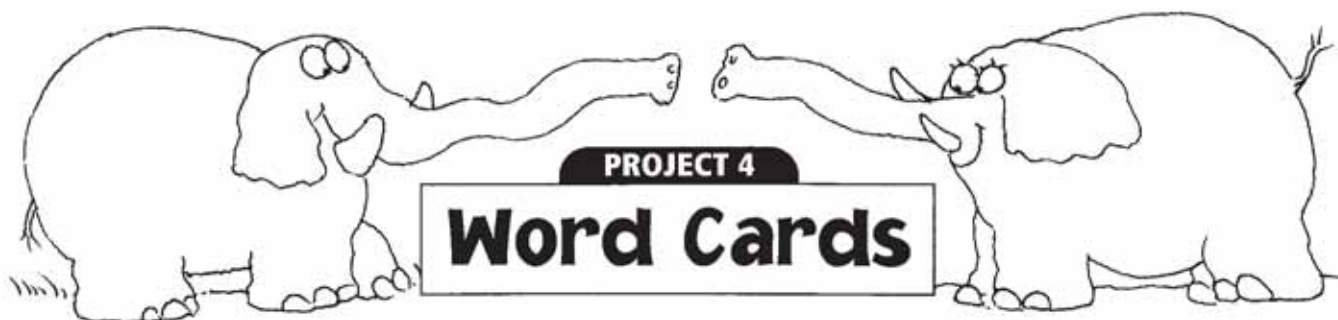


1. Write the title of the book.

2. What do you think the story is about?

3. Read the book. Write a new title for the book.

4. Explain why you chose this title.



Materials

- ✓ your book
- ✓ Word Cards sheet
- ✓ pencil
- ✓ scissors

Steps:

1. Look through your book. Choose four words that you do not know.
2. Write one word on each card.
3. Write a sentence using each word.
4. Cut out the cards.
5. Write your name on the back of the cards.
6. Share your words with a partner.

Word Cards Example

Name _____ Date _____	
Word Cards	Book Title: <u>Cam Jansen and the Mystery of the Monster Movie</u>
Word: <u>vitamins</u> Sentence: <u>The boy took his vitamins every day.</u>	Word: <u>squeezed</u> Sentence: <u>I squeezed my mom's hand when the movie got scary.</u>
Word: <u>favorite</u> Sentence: <u>My favorite color is purple.</u>	Word: <u>promise</u> Sentence: <u>I promise to clean my room tomorrow.</u>

Name _____ Date _____

Word Cards

Book Title: _____

Word: _____

Sentence: _____

Word: _____

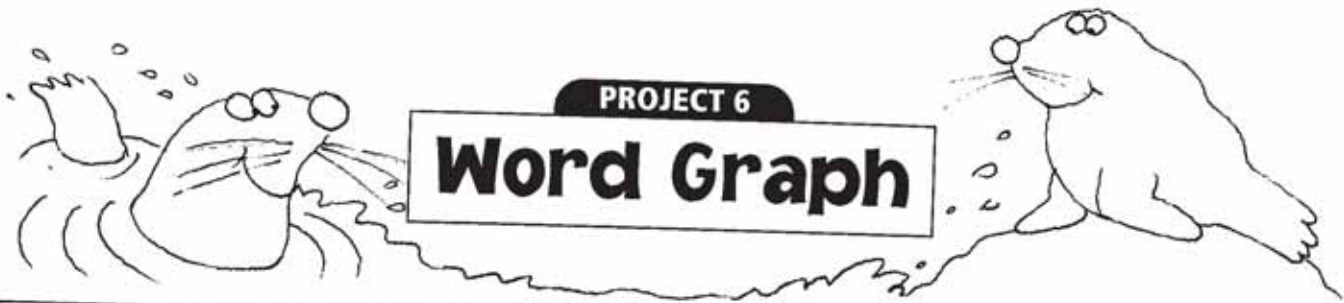
Sentence: _____

Word: _____

Sentence: _____

Word: _____

Sentence: _____



Materials

- ✓ your book
- ✓ Word Graph sheet
- ✓ pencil

Steps:

1. Pick four words from your book.
2. Write the words in the spaces at the bottom of the graph.
3. Each time the word appears in your book, write an X above that word. (If your book is short, look through the whole book. If your book is long, look through one chapter or a few pages.)
4. At the bottom of the sheet, write the word you found most often and the word you found least often.

Word Graph Example

Name _____ Date _____

Word Graph

Book Title: *Fluffy's Valentine's Day*

8				
7		X		
6	X	X		
5	X	X		
4	X	X		
3	X	X		
2	X	X	X	X
1	X	X	X	X
	guinea pig	kiss	party	junk

Words

Word found most often: kiss

Word found least often: party, junk

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Name _____ Date _____

Word Graph

Book Title: _____

8				
7				
6				
5				
4				
3				
2				
1				

Words

Word found most often:

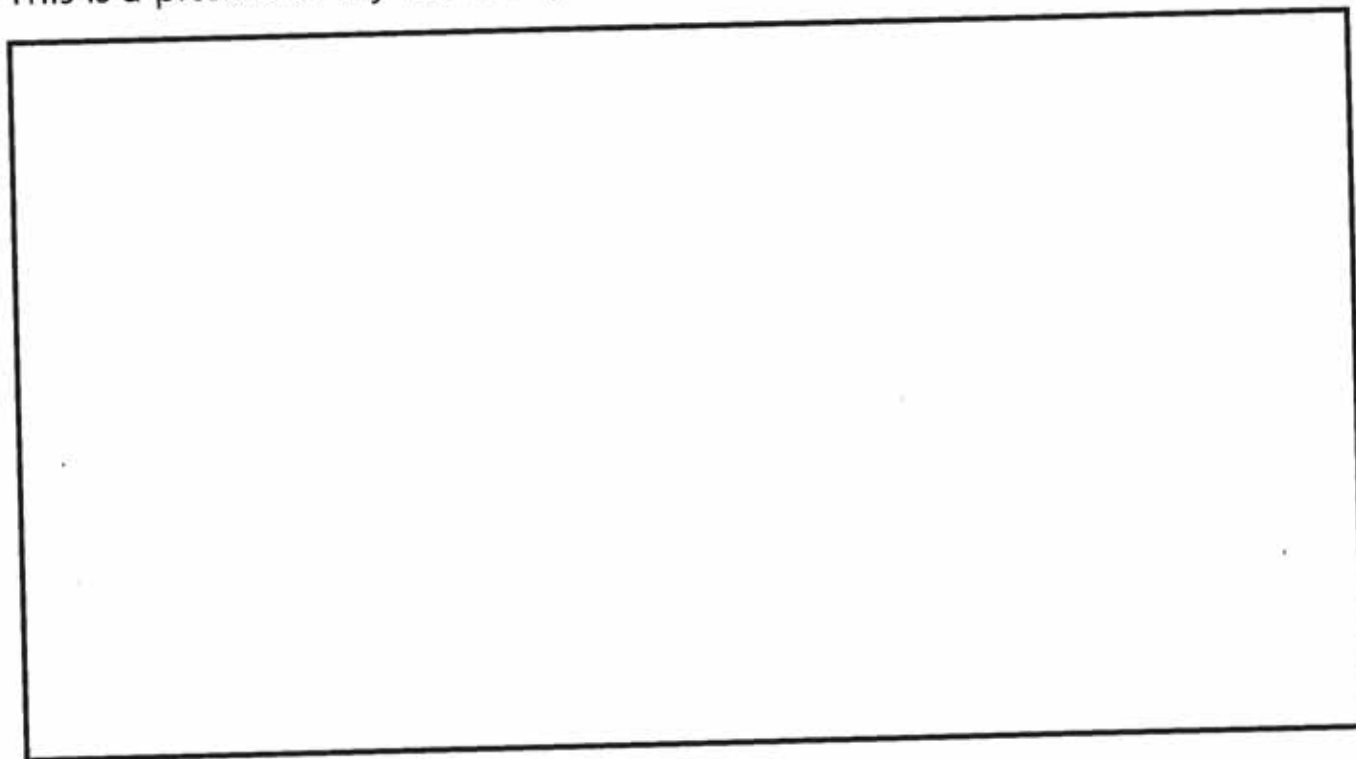
Word found least often:

Name _____ Date _____

Favorite Part

Book Title: _____

This is a picture of my favorite part.



My favorite part of the book was _____

This was my favorite part because _____

Skills

Students will:

- + predict the outcome of a story
- + identify clues leading to an outcome
- + draw conclusions based on clues in a story

Purpose

Making and then confirming or revising predictions helps readers to stay fully engaged in a story. As readers develop this skill, they use clues from the story and their own lives to predict how characters will behave and how key problems in the story will be solved. This organizer helps students identify clues in a story that will help them make reasonable predictions.

How to Use the Organizer

Introduce the Follow the Clues organizer by asking how detectives go about solving mysteries. (They look for clues and draw conclusions from the clues.) Discuss how readers also use clues to help them make sense of what they are reading. Encourage students to predict how a story they are currently reading will end or how a major problem in the story will be solved. Suggest that they write their predictions on the door labeled "prediction." As students read, encourage them to record clues that either support or refute their prediction. If necessary, allow students to revise their predictions to reflect the clues they have found in the text.

Examples

Primary Grades

While reading *Ira Sleeps Over* aloud, a first-grade teacher asked her students to predict whether or not Ira would want to take his teddy bear on a sleep-over. As she read the story aloud, she asked students to suggest clues from the book that helped them make their predictions.

Name: Morcha Date: 5/15
Book Title: Ira Sleeps Over Author: Bernard Waber

Follow the Clues
Can you predict what will happen next? Write the clues on the footprints. Then write your prediction on the door.

Clue
Ira has never slept without his teddy bear.

Clue
Reggie wants to tell ghost stories.

Clue
Reggie gets his teddy bear.

Prediction
Ira will walk his teddy bear.

Intermediate Grades

A fourth grader chose *Stone Fox* as an independent reading book. During reading conferences, the teacher asked him to predict the ending of the story. The student then completed the graphic organizer by filling in clues as he read. After he finished the book, he reviewed the clues and evaluated his prediction with the teacher.

Name: Tim Date: 5/15/04
Book Title: Stone Fox Author: John R. Gardner

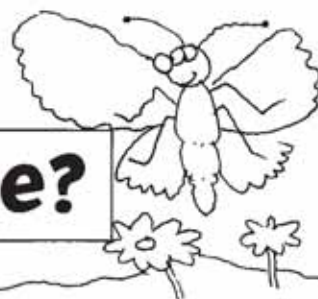
Follow the Clues
Can you predict what will happen next? Write the clues on the footprints. Then write your prediction on the door.

Clue
Willie and Searchlight start out far ahead of the others.

Clue
Willie has only one dog and a small sled so he can take turns well.

Clue
Willie and Searchlight are the only ones to cross the lake.

Prediction
Willie and Searchlight will win the race.



PROJECT 37

Real or Make-Believe?

Materials

- ✓ your book
- ✓ Real or Make-Believe? sheet
- ✓ pencil
- ✓ crayons or markers

Steps:

1. In the Real column, list four things from your book that could really exist or happen.
2. In the box, draw a picture of one thing on this list.
3. In the Make-Believe column, list four things from your book that could not really exist or happen.
4. In the box, draw a picture of one thing on this list.

Real or Make Believe? Example

Name _____ Date _____

Real or Make-Believe?

Book Title: Frog and Toad Are Friends

Real	Make-Believe
1. Frogs and toads live near water.	1. Frogs and toads do not live in houses.
2. Frogs and toads may hibernate in winter.	2. Toads do not sleep in beds.
3. Frogs swim in water.	3. Frogs do not wear bathing suits.
4. Frogs and toads are green.	4. Frogs and toads do not send letters.
	

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Name _____ Date _____

Real or Make-Believe?

Book Title: _____

Real

1. _____

2. _____

3. _____

4. _____

Make-Believe

1. _____

2. _____

3. _____

4. _____

Skills

Students will:

- + recall story events
- + identify key events
- + sequence events in logical order

Purpose

This graphic organizer helps students to arrange events in chronological order. It's useful for the exploration and discussion of story structure (i.e. beginning, middle, and end), cause and effect, and the varied ways in which authors work with time. The combination of visual images and text helps students to isolate key events.

How to Use the Organizer

It is useful for students, when first introduced to the Story Board organizer, to tell the events they have chosen to illustrate. You may want to invite students to talk in pairs, small groups, or with you in a reading conference. Some students will be able to tell the events in chronological order. Others, particularly readers of chapter books, may find it easier to tell the beginning, the end, and then go back and isolate important events that occurred in the middle. Let students know that this is a particularly good strategy, for it helps them recognize the specific events that led to the conclusion. Once students have talked as a prewriting activity, encourage them to complete the organizer. Students may also want to use this organizer to plan their own stories.

Examples

Primary Grades

A first-grade student chose to illustrate the events of "The Three Billy Goats Gruff." Later, he used his Story Board to retell the story to a classmate.

Student: Griffin Date: March 4
Book Title: Three Billy Goats Gruff Author: _____

STORY BOARD
Draw or write the events of the story on the story board. Record them in the correct order.

Intermediate Grades

A fourth-grade student explored the author's literary technique—using a flashback—as she retold the story of *Crossing the Starlight Bridge* by Alice Mead.

Student: Lynn S. Date: Sept. 6th
Book Title: Crossing the Starlight Bridge Author: Alice Mead

STORY BOARD
Draw or write the events of the story on the story board. Record them in the correct order.

Name: _____

Date: _____

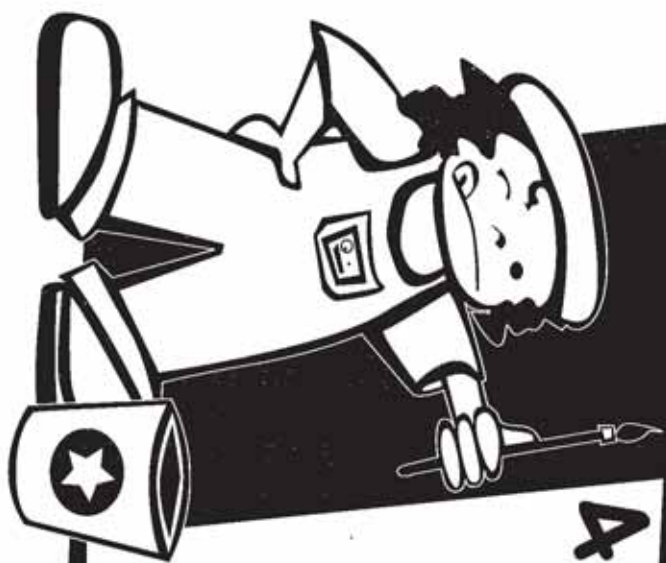
Book Title: _____

Author: _____

STORY BOARD

Draw or write the events of the story on the story board. Record them in the correct order.

1			
2			
3			
4			
5			
6			



PROJECT 26

Story Map



Materials





- ✓ your book
- ✓ Story Map sheet
- ✓ pencil
- ✓ crayons or markers
- ✓ scissors

Steps:

1. In the middle, write the title.
2. In the boxes, draw a picture to show each of the following:
 - characters
 - setting
 - problem
 - solution
3. Write a sentence about each.
4. Cut out the map.

Story Map Example

Name _____ Date _____

<p>Characters:</p>  <p>Hen works hard. Frog just likes to sing and play.</p>	<p>Setting:</p>  <p>Frog stays in Hen's straw house during the storm.</p>
<p>Story Map</p> <p>Book Title: <u>Beat the Story-Drum, Pum-Pum</u></p>	
<p>Problem:</p>  <p>Frog eats all of Hen's food. Frog is bossy.</p>	<p>Solution:</p>  <p>Frog runs into trouble when Hawk comes.</p>