**Picture Sequence**

1. Make copies of six to eight pictures from the story on cardstock.
2. Have students put the pictures in order.
3. Students may use the pictures to retell the story.

**Story Sequence Cards**

1. Pass out “Story Sequence Cards” to each student.
2. Have them draw one picture from the beginning of the story, two from the middle, and one from the end.
3. Below each picture, students should write a one sentence caption.
4. Allow students to switch completed Story Sequence Cards with a partner.
5. Partners will then put each other’s cards in order and read the captions.
**Book Jackets**

1. Make a copy of the “Book Jacket” black-line master for each student.
2. Students will illustrate the cover and write a brief summary of the story on the back cover.

**Story Board**

1. Make a copy of the “Story Board” pattern for each student.
2. Have them draw one picture from the beginning of the story, two from the middle, and one from the end.
3. Below each picture, students should write a one sentence caption.
4. Allow students to share their completed story boards with other students.
Diorama

1. Using shoeboxes, students should decorate the inside to capture a scene from the story.
2. Students can use construction paper, toy figurines, rocks, paint, etc. to complete their dioramas.

Triorama

1. Cut 9” x 9” squares of white construction paper.
2. Fold the squares twice diagonally.
3. Cut along one of the folds to the center.
4. Pull one “flap” under the other and glue.
5. Students may decorate the background, foreground, and add “pop up” characters for a 3D look.
**Open Mind**

1. Make copies of the “Open Mind” black line master for each student.
2. Have students draw pictures, write words, phrases, or sentences inside the head outline.
3. All words and/or pictures should relate to what the character may have been thinking or feeling in the story.

**Character Comparison**

1. Make copies of the “Character Comparison” black line master for each student.
2. Have students write attributes of each character in their corresponding “head”.
3. Attributes that both characters share go in the center where the two “heads” overlap.
**Venn Diagram**

1. Make copies of the “Venn Diagram” black line master for each student.
2. Use the Venn Diagram to compare two stories, authors, genres, etc.
3. The center portion, where the two circles overlap, is for attributes that both things that are being compared have in common.

**Book Blab**

1. Book Blabs occur after Sustained Silent Reading. The purpose is to spark interest in the book being blabbed about.
2. Students who would like to “blab” about the book they are reading may stand and share aloud what they like about the book.
3. Book Blabs are limited to one minute per student.
**Book Report**

1. Make copies of the two sided “Book Report” black line master for each student.
2. Have students fill out each portion of the book report based on what they remember from the story.
3. Students may refer back to their book to help spell unfamiliar words or to refresh their memory about characters or events.

**Mobiles**

1. Make a copy of the “Mobile” pattern for each student.
2. Have students fill out each cloud of the mobile.
3. Attach each cloud to a coat hanger with yarn.
Key Facts

1. For expository texts (social studies, science, etc.) students locate six key facts from the text and record their ideas on the “Key Facts” black line master.
2. Students then illustrate each key fact.
3. You may wish to have them share their facts with a small group or with the entire class.

Question Spinner

1. Make a copy of the “Question Spinner” onto cardstock.
2. Make a pointer, to spin, by affixing a paperclip to the center of the spinner with a paper brad.
3. Students spin the spinner to select the type of question they will answer.
**Opinion Cards**

1. Make copies of the “Opinion Cards” black line master for each student.
2. Upon completion of a story, students may use the opinion cards to evaluate how well they liked various aspects of the story.

![Opinion Card Image]

**Story Element Retelling Cards**

1. Make copies of the “Story Element Retelling Cards” onto cardstock.
2. Once students finish reading a story, hand them a set of the retelling cards to help them remember to retell significant elements of the story.
   
   a. For instance, if the student was looking at the “Character” card, he/she would tell about each of the main characters in the story.
Book Bags

1. Cut up pieces of copy paper into eight equal pieces.
2. Pass out 6-8 cut-up pieces to a small group of students.
3. On each piece of paper, a member from the group must draw a picture from the story and place it in the bag.
4. Once all 6-8 pictures are in the bag, groups may trade bags, order the pictures, and retell the story.

Ring In

1. For this activity, students line up in two single file lines behind a call bell.
2. You ask a question from the story and teams compete to answer the question by “ringing in” before the other team.
3. The first team to “ring in” gets the first chance to answer the question. If the question is answered correctly, they get two points.
4. If the question is answered incorrectly, the other team can answer it correctly for one point.
**Comic Strip**

1. Make copies of the “Comic Strip” black line master for each student.
2. After reading a story, students may draw six frames of a comic strip based on the story they read.
3. Encourage students to illustrate 2 frames from the beginning, two from the middle, and two from the end.
   a. Optional: Students may use thought bubbles to show what characters are thinking in the comic strip.

**Question Cube**

1. Using the “Question Cube” black line master, write one question from the story on each of the six faces of the cube.
2. Students take turns, on teams, rolling the cube and answering the questions.
3. Teams are awarded one point for each correct answer.
4. If a team rolls the same question that has been answered before, they must add additional information to their answer that has not been shared before to earn their point.
**Beach Ball**

1. On each section of a beach ball, write one of the following words: who, what, where, when, why, or how.
2. After students finish reading a story, toss the ball to a student.
3. Once the student has caught the ball, ask him/her to read the word written in the section that his/her right thumb is on.
4. If the word is WHEN, for example, ask a question that begins with the word WHEN.

**Story Spinner**

1. Print a copy of the “Story Spinner” onto cardstock.
2. Make a pointer, to spin, by affixing a paperclip to the center of the spinner with a paper brad.
3. Have students take turns spinning the Story Spinner to tell about various parts of the story.
**Question Cards**

1. Make copies of the “Question Cards” black line master for your students.
2. Distribute several question cards to small groups of students.
3. Have students write questions about the story.
4. Groups may challenge one another by asking another group to answer their question(s).
5. A point is given to the group who answers the question correctly.
6. If the group asking the question “stumps” the other group(s), the “asking” group gets the point.

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**Game Board Comprehension**

1. Prepare numerous comprehension questions for the story that students read.
2. Print copies of the “Game Board” onto cardstock for small groups of students and affix a paperclip with a paper brad to the spinner circle.
3. Pass out Gummy Bears for markers to each student.
4. Students take turns answering questions, spinning the spinner, and moving through the game board.
Theme/Moral Cards

1. Make copies of the “Theme/Moral” cards for your students.
2. After finishing a narrative story, have students write what the theme/moral of the story was.
3. Share and discuss answers aloud.

<table>
<thead>
<tr>
<th>Theme/Moral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Identify the Narrator

1. After students finish reading a narrative story, have them determine who was telling the story.
2. Was the story written from the perspective of the first person (a character in the story who is telling the story) or was it written from the perspective of the third person (an observer not in the story)?
**Posters**

1. Have students create posters that illustrate one scene in the story.
2. Collectively students can put their pictures in order to retell the story.

**Story Chain**

1. Make copies of the “Story Chain” black line master for each student.
2. Have students complete each “link” of the chain and then put the chain together in the correct order (1-6).
**Story Summary**

1. Make copies of the “Story Summary” black line master for each student.
2. After students read a story, they can write a summary, and illustrate the story in the box provided.

**New Ending**

1. Pass out “Story Paper” to each student.
2. Brainstorm ways in which the story they just read could have ended differently.
3. Encourage students to write a new ending to the story.
4. Allow students to read aloud their new endings.
**Story Elements Bookmark**

1. Make copies of the “Story Elements Bookmarks” for each student.
2. Upon completing the story, allow students to use their bookmark to recall the significant elements from the story as they retell the story.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Setting</th>
<th>Characters</th>
<th>Problem</th>
<th>Happenings</th>
<th>Solution</th>
</tr>
</thead>
</table>

**Post Reading Strategies**

**The 5 ‘Ws’**

1. Before making student copies, write questions on “The 5 Ws” black line master.
2. Give each student a copy of “The 5 Ws” worksheet.
3. Brainstorm possible answers.
4. Allow students to complete the 5 Ws on their own or with a partner.
**Story Frame Book Report**

1. Make copies of the “Story Frame Book Report” for each student.
2. After reading the story, students can fill in the blanks to painlessly write a book report.

**Letter to the Author**

1. To help encourage students to evaluate literature, make copies of the “Letter to the Author” black line master for each student.
2. Allow students to write to the author to share parts of the story that they liked, did not like, would like to change, etc.
Letters to Friends

1. Make copies of the two sided “Folding Letter” black line master for each student.
2. Have students write about the story they read in a friendly letter format.
3. Students may share, with a friend, what they liked/disliked about the story.
4. Students then fold and deliver their letters to the student they wrote to.

Story Train

1. Make copies of the “Story Train” black line master for each student.
2. Working alone or with a partner, have students complete each section of the graphic organizer.
3. Optional: Allow students to use the “Story Train” to write a summary of the story.
**Story Scramble**

1. As a shared writing experience, have students share what they remember from the story aloud.
2. Help guide them to one-sentence responses.
3. Write each response on individual sentence strips.
4. Scramble the sentence strips and allow students to help you put them in the correct order in a pocket chart.

**Flip Books**

1. Make copies of the “Flip Books” black line master for each student.
2. Demonstrate how to fold and cut the Flip Books before having students complete them on their own.
3. On each flap, write a story element such as characters, setting, problem, solution, etc.
4. Underneath each flap students write about each story element.
Books

1. Make copies of the “Books” (two sided) black line master for each student.
2. Students can use these to write their own versions of the story or to write a summary of the story they just read.

Puppet Show

1. Have students write a puppet show, based on the story, to present to the class.
2. You may choose to have students make paper bag puppets or sock puppets.
Retelling Checklist

1. Make copies of the “Retelling Checklist” for each student.
2. As students retell the story to their partner/class students who are listening check off how well the retelling went.

Comprehension Mats

1. Make copies of the “Comprehension Mat” black line master for each student.
2. Have students fold the mat on the dotted lines and complete each section.
3. Students may illustrate each section as well.