

# PICTURE SEQUENCE

Goldilocks and the Three Bears



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.

*Post Reading Strategies*

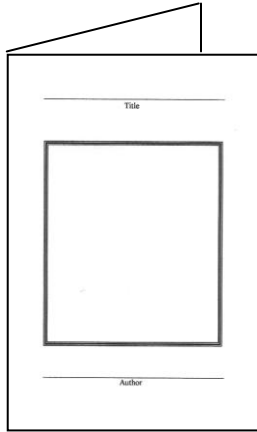
# STORY SEQUENCE CARDS

1. _____ _____	2. _____ _____
3. _____ _____	4. _____ _____

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.

*Post Reading Strategies*

# 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.

*Post Reading Strategies*

# STORY BOARD

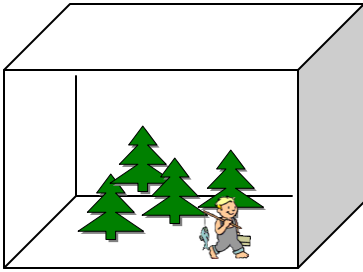
Name _____ Date _____	
Title _____	
<b>1.</b> _____ _____	<b>2.</b> _____ _____
<b>3.</b> _____ _____	<b>4.</b> _____ _____

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.

*Post Reading Strategies*

# DIORAMA

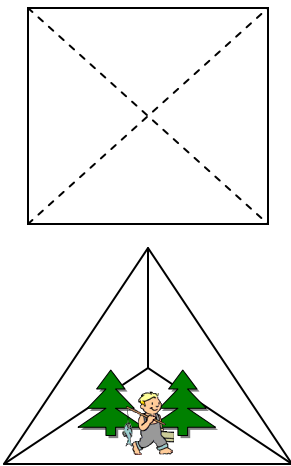
1. Using shoeboxes, students should decorate the inside to capture a scene from the story.
2. Students can use construction paper, toy figurines, rocks, paint, etc. to complete their dioramas.



*Post Reading Strategies*

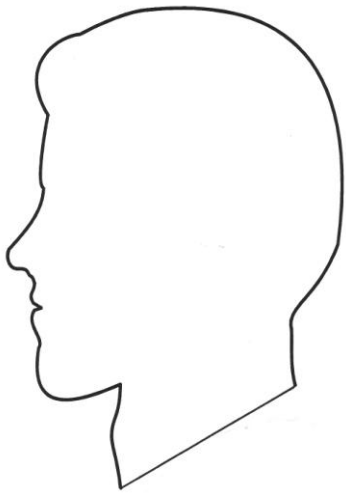
# TRIORAMA

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.



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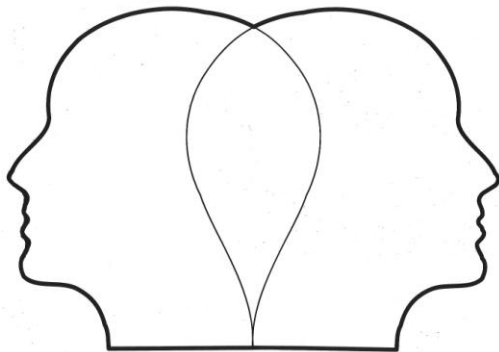
# OPEN MIND



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.

*Post Reading Strategies*

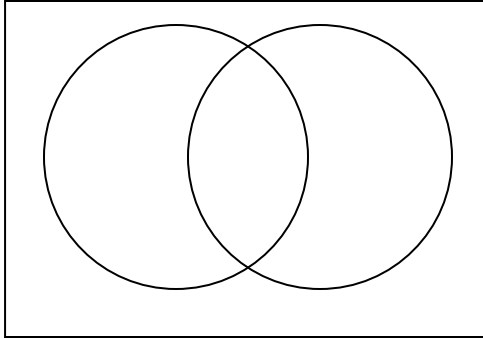
# CHARACTER COMPARISON



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.

*Post Reading Strategies*

# 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.

*Post Reading Strategies*

# BOOK BLAB

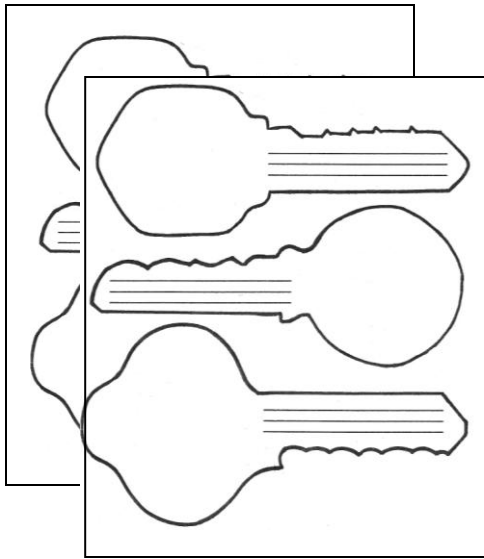


1. Book Blabs occur after Sustained Silent Reading. The purpose is to spark interest in the book being blabbed about.
2. Students who would like to “blab” about the book they are reading may stand and share aloud what they like about the book.
3. Book Blabs are limited to one minute per student.

*Post Reading Strategies*



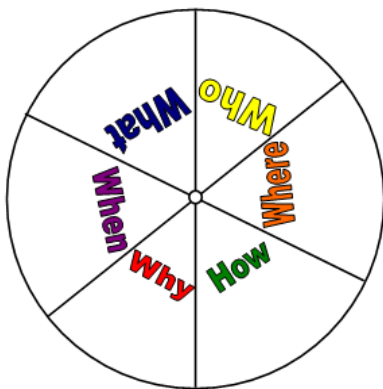
# KEY FACTS



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.

*Post Reading Strategies*

# 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.

*Post Reading Strategies*

# 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**

The best part of the story was when \_\_\_\_\_  
\_\_\_\_\_

The part of the story I did not care for was \_\_\_\_\_  
\_\_\_\_\_

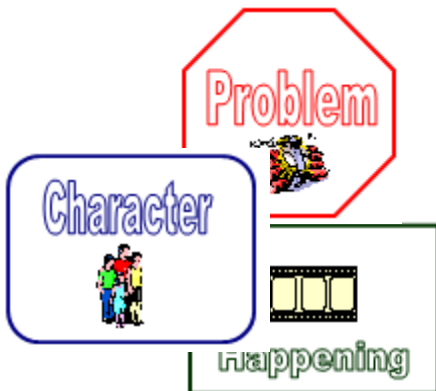
The character I liked best was \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

If someone asks me if this book is good, I'd say \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

*Post Reading Strategies*

# 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.



*Post Reading Strategies*



# 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.

*Post Reading Strategies*

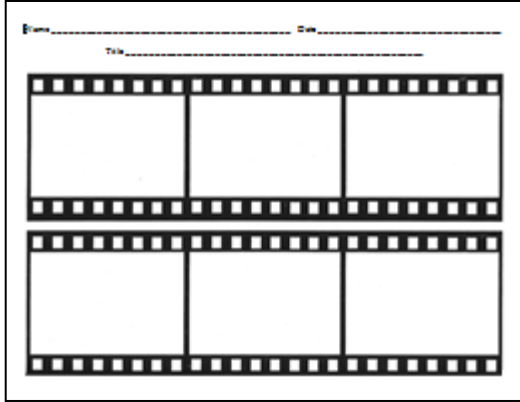
# RING IN



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.

*Post Reading Strategies*

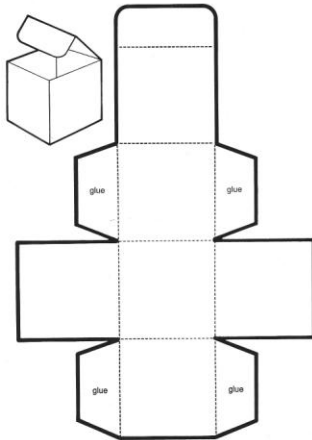
# COMIC STRIP



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.

*Post Reading Strategies*

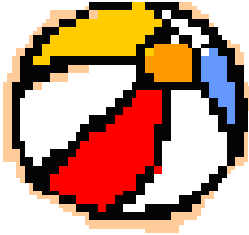
# QUESTION CUBE



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.

*Post Reading Strategies*

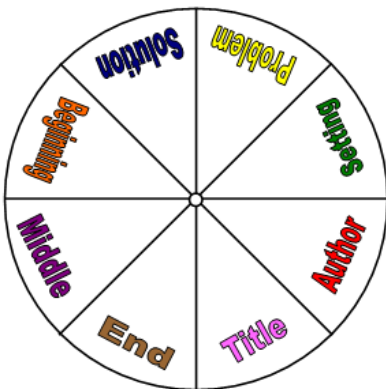
# BEACH BALL



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.

*Post Reading Strategies*

# 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.

*Post Reading Strategies*

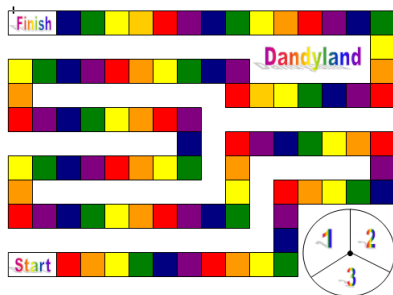
# QUESTION CARDS

Question
_____
_____
_____
_____

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.

*Post Reading Strategies*

# 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.

*Post Reading Strategies*

# THEME/MORAL CARDS

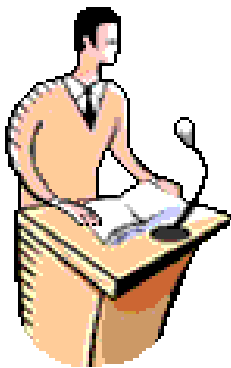
1. Make copies of the “Theme/Moral” cards for your students.
2. After finishing a narrative story, have students write what the theme/moral of the story was.
3. Share and discuss answers aloud.

Theme/Moral

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# IDENTIFY THE NARRATOR

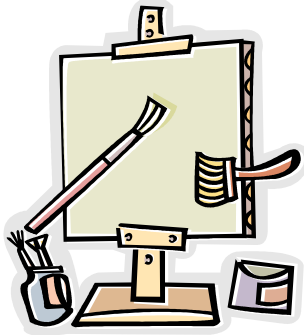
1. After students finish reading a narrative story, have them determine who was telling the story.
2. Was the story written from the perspective of the first person (a character in the story who is telling the story) or was it written from the perspective of the third person (an observer not in the story)?



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# 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.



*Post Reading Strategies*

# 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).

1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

*Post Reading Strategies*

# STORY SUMMARY

A black line master for a story summary. It features a header with 'Name' and 'Date' fields, a large rectangular box for an illustration, and several horizontal lines for writing a 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.

*Post Reading Strategies*

# NEW ENDING

A black line master for writing a new ending. It consists of a large empty rectangular box at the top and several horizontal lines below it for writing.

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.

*Post Reading Strategies*

# STORY ELEMENTS BOOKMARK

Title
Author
Setting
Characters
Problem
Happenings
Solution

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.

*Post Reading Strategies*

## THE 5 ‘WS’

Name _____ Date _____
_____ Title _____
WHO was the story about? _____
WHAT was the story about? _____
WHERE did the story take place? _____
WHEN did the story happen? _____
WHY did the characters act the way they did? _____
HOW could the story have ended differently? _____

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.

*Post Reading Strategies*



# STORY FRAME BOOK REPORT

Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Title \_\_\_\_\_

At the beginning of the story \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In the middle of the story \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

At the end of the story \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.

*Post Reading Strategies*

# 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.


*Post Reading Strategies*

# 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.

From: \_\_\_\_\_

To: \_\_\_\_\_






*Post Reading Strategies*

# 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.

Name \_\_\_\_\_ Date \_\_\_\_\_

Beginning	Middle	End
 Setting	 Happening #1	 Solution
_____	_____	_____
Characters	Happening #2	
_____	_____	
Problem	Happening #3	
_____	_____	
	Happening #4	
	_____	

*Post Reading Strategies*

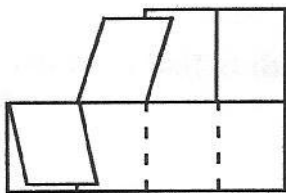
# STORY SCRAMBLE



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.

*Post Reading Strategies*

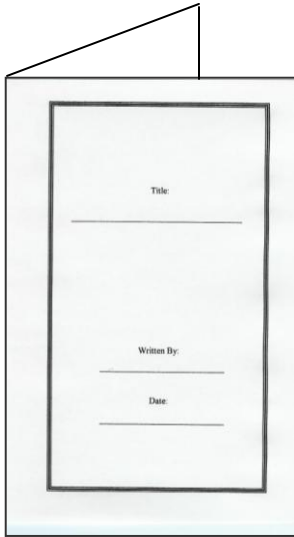
# FLIP BOOKS



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.

*Post Reading Strategies*

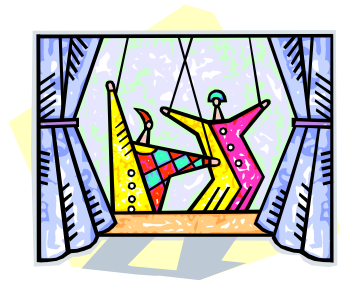
# BOOKS



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.

*Post Reading Strategies*

# 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.

*Post Reading Strategies*

# RETELLING CHECKLIST

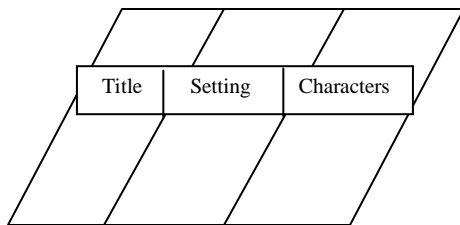
1. Make copies of the “Retelling Checklist” for each student.
2. As students retell the story to their partner/class students who are listening check off how well the retelling went.

RETELLING CHECKLIST	
Student Name _____	Date ____/____/____
Book Title _____	Score _____
<b>SETTING:</b> <input type="checkbox"/> Told where story happened. <input type="checkbox"/> Told where the story happened.	<b>HAPPENINGS:</b> <input type="checkbox"/> Told about ____ happenings in the story.
<b>CHARACTERS:</b> <input type="checkbox"/> Told about the main character. <input type="checkbox"/> Told about the other characters.	<b>SOLUTION:</b> <input type="checkbox"/> Told the solution to the problem in the story.
<b>PROBLEM:</b> <input type="checkbox"/> Told about the problem in the story.	<b>THEME/LESSON/MORAL:</b> <input type="checkbox"/> Told about what was learned from the story.
Comments: _____	

*Post Reading Strategies*

# 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.



*Post Reading Strategies*