

# Really Good Stuff® Activity Guide

## Reading Comprehension Flip Chart

Congratulations on your purchase of this Really Good Stuff® **Reading Comprehension Flip Chart**, a versatile and complete set of graphic organizers that develop reading comprehension skills.

This Really Good Stuff® product includes:

- Reading Comprehension Flip Chart
- Dry Erase Pen
- This Really Good Activity Guide, including a full set of reproducible *Graphic Organizers*

While focusing on sounding out words, early readers and English Language Learners (ELL) often struggle to remember what they've read and to understand the big picture. They might miss the message of a story or the significance of a scene or character. Reading comprehension is a skill that challenges many students throughout their education. The **Reading Comprehension Flip Chart** is designed to help these students—and visual learners in general—get the big picture.

### Importance of Reading Comprehension:

#### *The Home Connection*

Studies show that children who read more and at a younger age excel throughout their education and have much larger vocabularies that grow year by year. Children who read with understanding benefit in many skill areas from books they read for pleasure as well as from their assigned reading. Encourage students to seek out reading materials that appeal to them, and encourage their parents/guardians to take an interest in their children's reading by accompanying them to the library, discussing their reading with them, and reading along with them.

By organizing what they've read in various formats, students learn to glean meaning and enjoyment from the events in a story, poem, or nonfiction piece. They begin to recognize the parts of a story and acquire some important terminology for discussing literary elements. They also increase their vocabularies and oral and written language skills.

### Instructional Goals

The **Reading Comprehension Flip Chart** helps meet state language arts standards, including:

- Gathering and synthesizing information
- Applying comprehension strategies
- Acquiring the vocabulary to discuss their reading
- Questioning and critiquing what they've read
- Making inferences and predictions based on their reading
- Making up their own stories

### Building Context

In addition to helping students internalize and organize information, *Graphic Organizers* pinpoint aspects of reading material that excite students or inspire them to write. For example, a character in a story might have a similar home life to that of another character or of the reader. Sometimes students won't notice these similarities until they see them organized on paper.

Help relate the stories and characters to the student's own experiences. Allow students to "feel" story settings through tangible examples, such as period attire or weather, and document these examples on the pages of the *Flip Chart*.

### Introducing the *Reading Comprehension Flip Chart*

Always begin using a new *Organizer* with an interactive demonstration on the *Flip Chart*. After reading a book, story, song, or other piece of literature, ask for the group's input as you fill in *Graphic Organizers* to highlight story elements you want them to explore.

After your students have had plenty of practice with the *Organizers* in the supportive setting of a small-group demonstration, provide student copies of the *Organizers* (pages 8 to 23) and allow the students opportunities to respond to their reading using organizers in their homework or in a small-group or center activity.

Students can describe characters, settings, and stories in their own words. They can discuss their feelings about a story. Ask them to be specific about their feelings and explain how the writing evoked these feelings. Encourage readers to make comparisons: "First describe a family in the story and then think about your own family. How are they alike and how are they different?" (See page 7 for more on comparing/contrasting.)

Use the *Organizers* as springboards for writing. Following your demonstration and independent center time, have students compile lists and other descriptions from their *Organizers* into paragraphs, book reports, personal essays, critiques, or original stories.

### Managing the *Reading Comprehension Flip Chart*

- In advance of your demonstration, photocopy the included reproducible *Organizers* for distribution as class work or homework. Laminate copies of the *Organizers* and provide them, along with reading materials and dry erase pens, as a simple reading comprehension center activity.
- If you decide to fill in headings before photocopying the *Graphic Organizer Reproducibles* for the students, remember to first set aside a clean copy of all reproducibles.
- When using the game at a literacy center, demonstrate how to store the game parts and tidy the center when the activity is complete.

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## Reading Comprehension Flip Chart

### Small-Group Demonstration

In this sample demonstration, the *Weave a Web Graphic Organizer* provides a helpful setting for recording information that can be sorted into categories. It also includes sample dialog that could accompany filling out any of the *Graphic Organizers* with small group.

*Materials: Flip Chart open to Weave a Web, Dry Erase Pen*

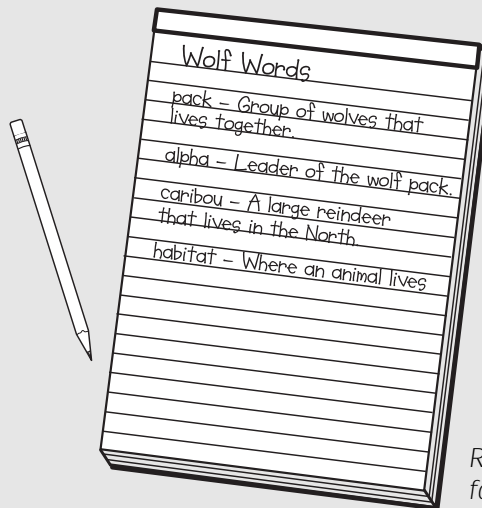
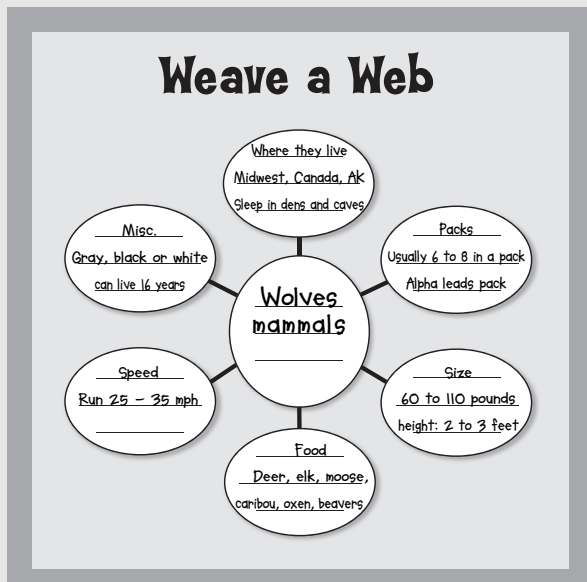
1. Talk about what you plan to record on the *Graphic Organizer*, such as "What we learned about wolves," from a book read in class. Tell the group you will be brainstorming together.
2. As students observe, write the word "wolves" in the middle circle of the *Graphic Organizer*.
3. Say, "Let's think of facts that we learned about wolves. What do we know about where wolves live?" As students respond with, for example, facts about the wolf's habitat, fill in a bubble with the information, using the students' words.
4. When a student brings up another type of fact, such as "Wolves live in packs," point out that this belongs to a new category, so you will start filling in a new bubble.
5. Ask students for other facts about the new category. Have them help you name the bubble, for example, "Packs," and complete the new bubble with additional facts the students provide about wolf packs.
6. Continue by filling in the remaining bubbles with fact categories that students offer.
7. When the web is complete, review the information. Discuss and make a list of any vocabulary that was challenging for students. Review these words later in the week.
8. Optional: Transfer the information from the web into an organized one-page essay. Have students help you title the essay, for example, "The Lives of Wolves."

### Independent/Center Work:

Extend your small-group work into centers, using the same *Organizers* in reproducible form.

*Materials: Student copies of the Graphic Organizer Reproducible, pencils, crayons (optional)*

1. After you have demonstrated how to use the *Weave a Web Graphic Organizer* on the overhead, distribute student copies of the *Weave a Web Graphic Organizer Reproducible*.
2. Allow students to fill in the webs independently as a follow-up to any nonfiction book or video presentation. They can use text, pictures, or a combination of both, depending on the level of challenge you deem appropriate. This will help them retain what they learned and better understand how most factual information fits into categories.
3. Have students record new words they encountered in their reading and look up their definitions.
4. Adapt the now-familiar format of the *Weave a Web Graphic Organizer* to any type of brainstorming or organized recording activity.



Record new vocabulary for later review.

Understand and remember information by organizing the text.

# Really Good Stuff® Activity Guide

## Reading Comprehension Flip Chart

### Story Mapping and Summarizing

Making story maps and summarizing what we've read can be fun and interactive. These two skills help the reader get a bird's-eye view of a story and its events.

For visual learners who may benefit from writing the three main story elements – plot, characters, and setting – in different areas of the page, use the visual *Story Map*.

The list *Story Map* is a more detailed guide for story description. Students *Organize* story elements in categories laid out in a list format. This *Organizer* asks students for specific details about a story they've read; therefore, it also makes a wonderful brainstorming tool when students plan stories they're writing.

Students can use the list *Story Map* to get clarity on the setting(s) of a story; the main character(s); the primary conflict, problem, or situation and how it is resolved; and details relevant to the main idea of the story. (For more on main idea and details, see page 4.)

Alternatively, the student can design an original story map that includes whatever literary elements seem important for the reading material. Other categories might include theme(s), character details, sequence of events, etc.

Summarization is part of the standards and is a useful communication skill. Though summarizing may seem simple, it takes practice to be both general and accurate in describing events.

Younger students can use pictures combined with words to synopsise a story's plot on the *Storyboard Graphic Organizer*. With equal emphasis on graphic and written summarization, the *Storyboard* includes a place to draw four important scenes from the story and write descriptive text beneath. Each can be a short sentence.

This *Organizer* can also be a timeline that describes the highlights of someone's life, a *biography*, or one's own life events, an *autobiography*. (For more on biography and autobiography, see Character Analysis, page 5).

**Story Map (Visual)**

<b>Characters</b> Dorothy Toto Aunt Em and Uncle Henry Glinda the Good Witch Scarecrow, Cowardly Lion, Tin Man Wicked Witch Wizard of Oz	<b>Setting</b> Kansas, cyclone Land of Oz Emerald City
<b>Plot</b> Dorothy's house lands on the Wicked Witch. Dorothy and Toto make friends in Oz. They find the wizard. The Witch's sister is a mean witch to. The wizard is just a man. Glinda helps Dorothy get home.	

A story map benefits visual learners at almost any reading level.

**Story Map (List)**

**Setting**  
 When: Dorothy is young  
 Where: farmhouse in Kansas, Land of Oz  
 Weather: cyclone (Kansas), sunshine (Land of Oz)

**Characters**  
 Main character: Dorothy Gale  
 Other characters: Aunt Em, witches, Scarecrow, Tin Woodman, Lion, Wizard

**Plot**  
 What happens in the story: Dorothy and Toto land in Oz and make friends. The Wicked Witch comes. They go see the wizard.  
 Problem: Dorothy wants to go home.  
 Solution or outcome: Dorothy clicks her heels and wakes up at home.

Describe elements of a story in detail.

**Story Map (List)**

**Setting**  
 When: present  
 Where: Navy ship at sea near Greenland  
 Weather: storm, ocean is topsy turvy

**Characters**  
 Main character: Captain Lee  
 Other characters: Sailor Dee, Louie, Number 3

**Plot**  
 What happens in the story: The sailors get through rough sea.  
 Problem: storm  
 Solution or outcome: They work together.

Plan a story. Even brainstorm a rhyming poem.

**Storyboard**

Beginning	Middle	End
<u>Little Red Hen asks for help with baking.</u>	<u>The other animals don't want to help.</u>	<u>Little Red Hen makes the bread herself.</u>
		<u>Little Red Hen won't share the bread.</u>

Draw and describe the parts of a story.

**Storyboard**

Beginning	Middle	End
<u>We moved to California.</u>	<u>First day of school.</u>	<u>I got my first bike.</u>
		<u>My brother was born.</u>

Draw/describe highlights of your character's life or your own.

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## Reading Comprehension Flip Chart

The *Snapshot* also provides a place for readers to describe a story through words and drawings. Students can show one scene or event from the story, a chapter, or a full plot summary. There is room for them to write a phrase, a sentence, or a short paragraph and, optionally, a list of describing words from the reading that go with the scene.

Often, story-mapping activities provide the makings of a rough draft for a book report. By describing the parts of a story or each of its chapters on a *Graphic Organizer*, students have increased clarity about the meaning of the story and a better focus on its most important aspects.

### Main Idea & Details

The most important aspect of a story for a student to understand is its main idea. This can be the story's most important message or a very general description of the plot. Using *Main Idea & Details*, show students how the main idea of a story grows out of the details sprinkled throughout its scenes. Discuss the story as a group and decide on its main idea.

Have students help identify at least two details from the story that contribute to this main idea. For students who are able, have them independently fill in additional details on their reproducibles. The main idea and each detail is a short sentence. Afterward, come together and share the details. Discuss how the details fit in with the main idea of the story.

Use this *Organizer* to explore how any theme or statement can be supported by details. As a follow-up activity, each student brainstorms a statement of fact or opinion and lists details that back it up. This exercise helps with the reading comprehension, critical thinking, and expository writing skills that they'll need in the intermediate grades.

In addition to a main idea or a message in a story, through discussion students can discover many themes. Most often a story has more than one theme, and brainstorming is a great way to discover more themes. Record the themes on *Weave a Web*. Using *Story Summary*, practice writing paragraphs and recording information in chronological order.

**Snapshot**

Illustrate a scene, and describe it in words.

Oliver Twist asks for food for the hungry children in the work house.

**Plot Summary**

First, Ebenezer Scrooge says he doesn't believe in Christmas. He is crabby and selfish.

Next, Jacob Marley's ghost warns Scrooge he have to wear chains like him if he keeps being greedy.

Then, ghosts visit Scrooge and show him Christmas past, present, and yet to come. Scrooge promises to be a good person.

At the end, Scrooge wakes up on Christmas morning. He keeps his promise. Now he's nice.

Illustrate a scene, and describe it in words.

Summarize the parts of a story in your own words.

**Main Idea and Details**

James leaves his Mom's phone number.  
James can't find his mom in the store.  
James asks the guard for help.  
The guard asks for Mom's number. They find Mom.

Main Idea: James can find his mom because he knows her phone number.

Describe the details that feed the main idea of a story.

**Main Idea and Details**

My cousin is only 10 months.  
He knows what things are.  
Like he knows where his nose is.  
He knows how my brother cries.

Main Idea: My baby cousin is smart.

Make a statement and provide details that back it up.

**Weave a Web**

helping is fun  
community  
family  
nature  
everyone gets older  
think about others

The Old Brown Fence

Brainstorm and record a story's ideas and themes.

# Really Good Stuff® Activity Guide

## Reading Comprehension Flip Chart

### Character Analysis

Characters drive a story, especially in children's literature. Details about each character, and especially the main character, often hold great relevance to the plot. For readers to understand a story and its meaning(s), they need to understand the characters and what motivates them. Character development serves the dual purpose of helping to tell the story and making the characters interesting, believable, and relatable.

Students can make a word portrait of a character that includes his or her interests, strengths and weaknesses, family, friends, etc. Then, students can make their own character self-portraits.

Another aspect of character development that can be explored on a *Graphic Organizer* includes the characters' family tree. Follow up by having students fill out their own family trees. Creating family trees can bring up sensitive feelings for children or privacy issues for families, so make this an optional activity.

Comparing and contrasting characters is also a helpful comprehension exercise.

For example, the fact that one character, Violet, enjoys swimming in the ocean might seem minor, but a comparison of details provided early in the story shows that this hobby might prove useful, because James, the other main character, is not so comfortable swimming in the ocean.

After looking at the two characters side by side, what prediction can we make?

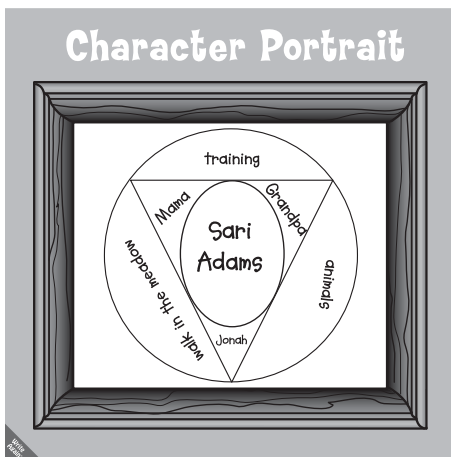
*Perhaps Violet will help James in the ocean.*

### Plot Analysis

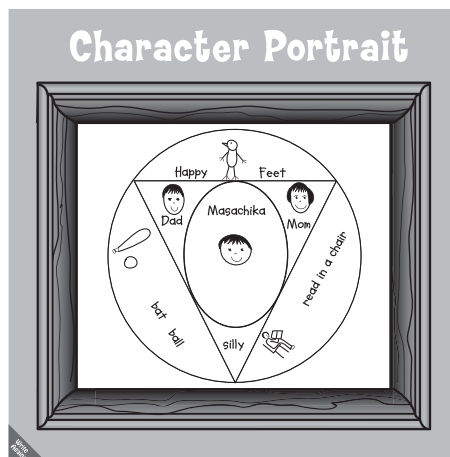
Explore how story events progress and how they're resolved. Students build interest in reading as they begin to notice signs of what's to come, or *foreshadowing*.

Make predictions based on clues or foreshadowing and write them on a *Prediction Chart*. Record the page number(s) along with the clue(s) that led to the prediction. Later, record what actually happened. Discuss whether the prediction was correct. If not, talk about the missed clues.

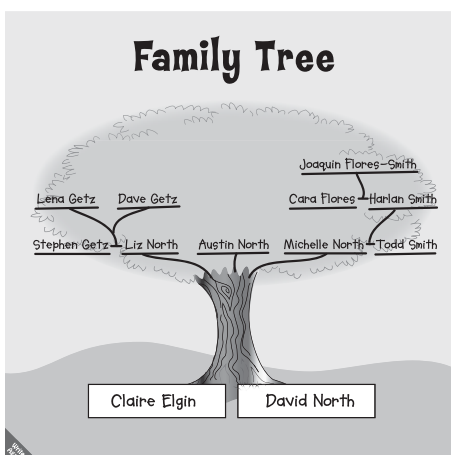
This is a good format for a lesson on the reading comprehension strategy of *inference*: having informed guesses or conclusions based on one's reading. Predictions are based on inferences readers make from clues found in the text, not on what the author directly states.



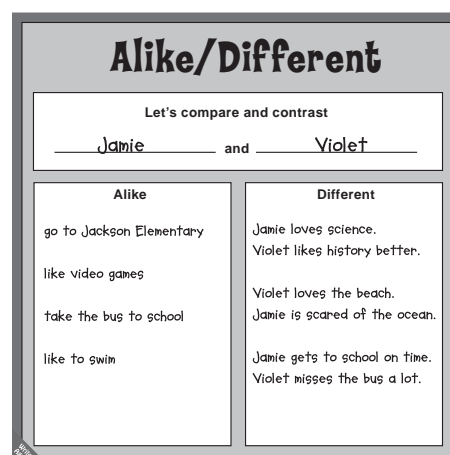
Describe a character from a story, putting the information in different sections.



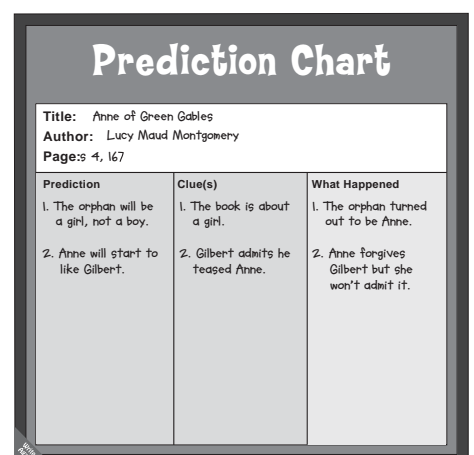
Make a character self-portrait with words and drawings.



Understand a character's family or your own family.



Describe how two characters or families are alike and how they're different.



Make predictions based on clues or foreshadowing.

# Really Good Stuff® Activity Guide

## Reading Comprehension Flip Chart

As homework, students can use the *Prediction Chart* in their reading and for other story formats, such as plays, movies, and television shows. They'll start to notice patterns in the way stories often provide clues. They may grow to appreciate less predictable stories—after all, who doesn't love to be surprised?

Recognizing a chain of events is an important critical thinking skill that can help students learn from their mistakes and resolve conflicts. Fill in the links of the first chain describing a series of events in a story that lead to a negative end result. Discuss what the character(s) could have done differently to achieve a better result.

Students use the second chain to explore a sequence of personal events that took place at home, at school, or in their community.

Put a positive flip on this activity. Fill in a chain of events that has a positive end result. For example, talk about doing good deeds, and how this has a domino effect in society.

K-W-L stands for Know–Want to Know–Learn. Before reading a book or beginning a new chapter, discuss content comprehension goals. In reading nonfiction, what factual information does the reader want to obtain?

For use with comprehending fiction, the *K-W-L Chart* provides a pause in which students can express what intrigues them about the story, or perhaps a plot point that is confusing. The *Prediction Chart* can provide validation for a student's questions. It's also a reminder of what was learned and a record of information that students can compile in a follow-up writing activity.

A story's plot often turns on a problem, conflict, limitation, or misunderstanding, as discussed earlier. (See *Story Mapping* and *Summarizing*, page 3.) The *Roadblock* helps students look

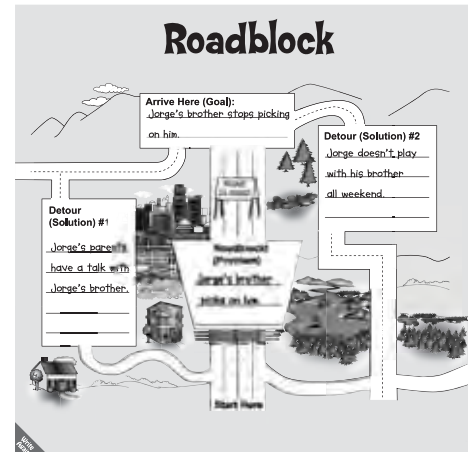
at how one or more solutions (detours) helps characters bypass a roadblock and reach their destination. This *Graphic Organizer* makes a great story-analysis tool as well as a conflict-resolution skill builder for interpersonal communication.

Students who are reading independently can keep track of books they've read using the *Book Log*. This *Organizer* appears as a series of library reference cards to remind students of its use. It's a good way to get a bird's-eye view of students' reading choices and to make sure they are pursuing a variety of books at an appropriate level of challenge.

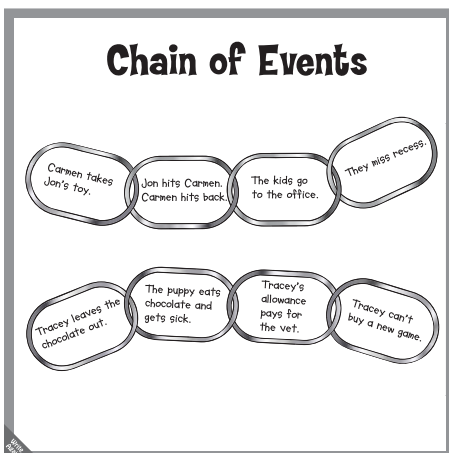
Students can use this recording tool for their language arts notebooks. For students who read many books, copy the *Book Log* front-and-back to minimize paper use. Make additional copies for students as they fill them up.

During a demonstration, provide instructions on how to use the four blank lines on each card. Ensure students understand the terms *title*, *author*, *illustrator*, and *type of book*. They should know that many books don't have an illustrator, and sometimes the author is also the illustrator.

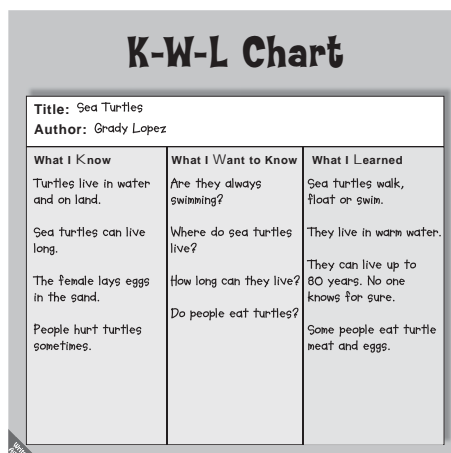
If your students are studying genre, have them use genre terms for the last entry on each card. Early readers might list the type of book as *scary*, *funny*, *science*, or whatever descriptions they produce.



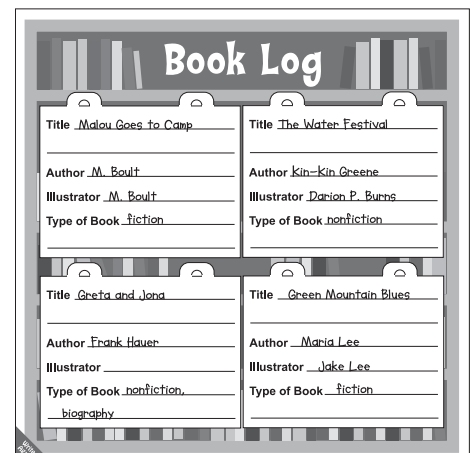
Map out how characters get around a problem.



Analyze the domino effect of a decision or action.



Write questions and goals in reading and understanding the content.



Finish a book and add it to the Book Log.

# Really Good Stuff® Activity Guide

## Reading Comprehension Flip Chart

### Compare and Contrast

Some details simply add color to a story and its characters. However, details often reveal important points in the story, or aspects that a student can relate to their own lives. Readers can practice comparing and contrasting stories, characters, and settings as early as kindergarten.

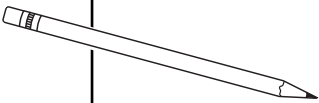
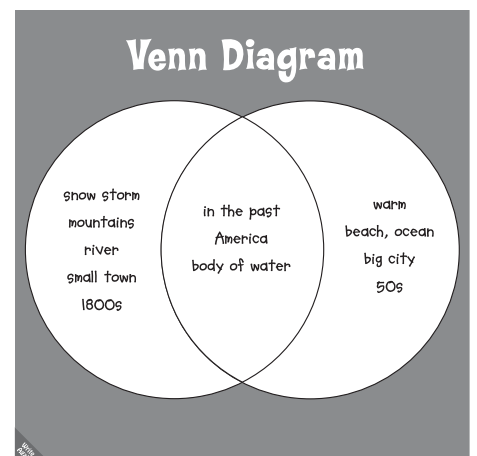
*Graphic Organizers* offer a perfect format for compare/contrast exercises. By simply drawing a straight line down a page, students have two sides for comparing any aspect of their reading, for example: Character A/character B, book A/book B, fact/opinion, pro/con, intentions/outcome, etc.

Using the *Venn Diagram*, make a comparison that shows overlapping qualities. For example, the outer part of two circles could represent different qualities about two sisters, while the "meet in the middle," overlapping area lists qualities the sisters have in common.

In this example below, students look back at two stories they've read that appear to have completely different settings. They discover that the settings actually have some similarities. Meanwhile, students have the opportunity to ask questions and be reminded about the time period or geographical location of each story.

Another way to compare and contrast on the same page is using *Alike/Different*. Have students suggest two things to compare and contrast; fill these in at the top. As students contribute a pair of details to record in each column, have them tell whether the points demonstrate how the two things are *alike* or *different*.

Facts	Opinions
<p>Dorothy lives in Kansas. Dorothy couldn't find Toto. Dorothy is home.</p>	<p>Aunt Em is nice. The Scarecrow really is smart. Oz is kind of scary.</p>

Explore how two characters, stories, settings, etc. differ and how they are alike.

### Alike/Different

Let's compare and contrast

\_\_\_\_\_ my family \_\_\_\_\_ and Dorothy Gale's family \_\_\_\_\_

Alike	Different
<p>love each other a lot Aunt and uncle worry when Dorothy doesn't come home go do my mom and dad. We have a dog like Toto.</p>	<p>They live on a farm but we live in a city. I live with my mom and dad. Dorothy lives with her aunt and uncle. My family is now but Dorothy's was a long ago.</p>

Describe how your family, story, or setting is different from a character's.

# Story Map (Visual)

The graphic organizer is set against a background of a stylized map. The map includes winding roads, some with circular markers containing the numbers '41' and '30'. There are also various symbols like a star, a dot, and wavy lines representing water or terrain. The title 'Story Map (Visual)' is prominently displayed at the top in a large, bold, black font.

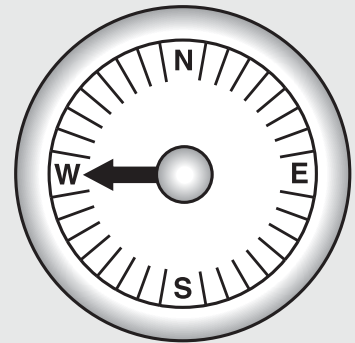
**Characters**

**Setting**

**Plot**



# Story Map (List)



## Setting

When: \_\_\_\_\_

Where: \_\_\_\_\_

Weather: \_\_\_\_\_

## Characters

Main character: \_\_\_\_\_

Other characters: \_\_\_\_\_

## Plot

What happens in the story: \_\_\_\_\_

\_\_\_\_\_

Problem: \_\_\_\_\_

Solution or outcome: \_\_\_\_\_

# Storyboard

**Beginning**

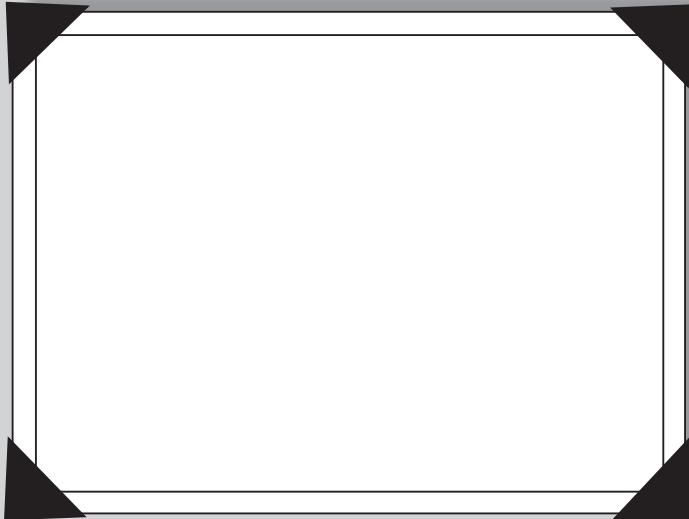
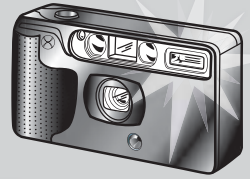
**Middle**

**End**

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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# Snapshot



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# Plot Summary

**First,** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Next,** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Then,** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**At the end,** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Main Idea and Details



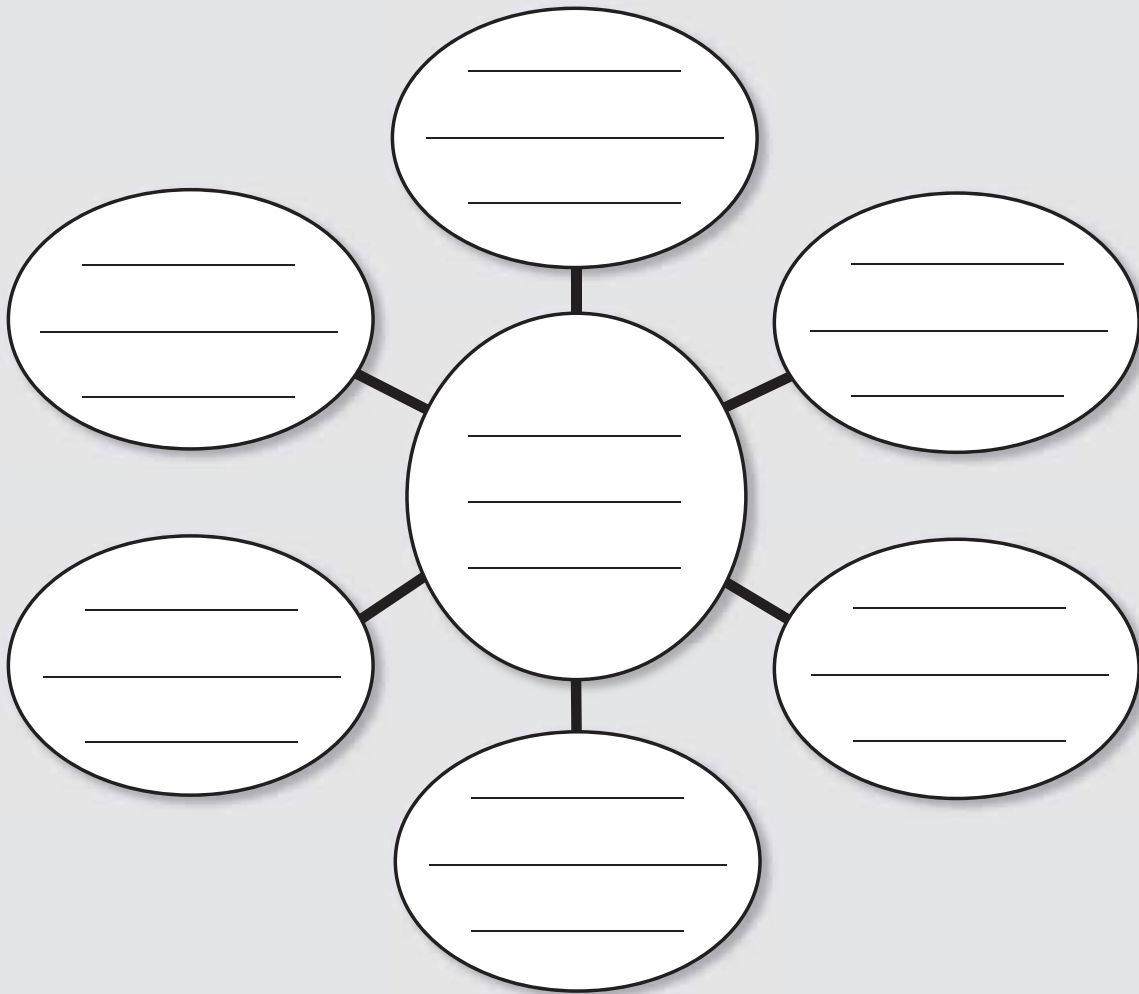
Details

Main Idea: \_\_\_\_\_

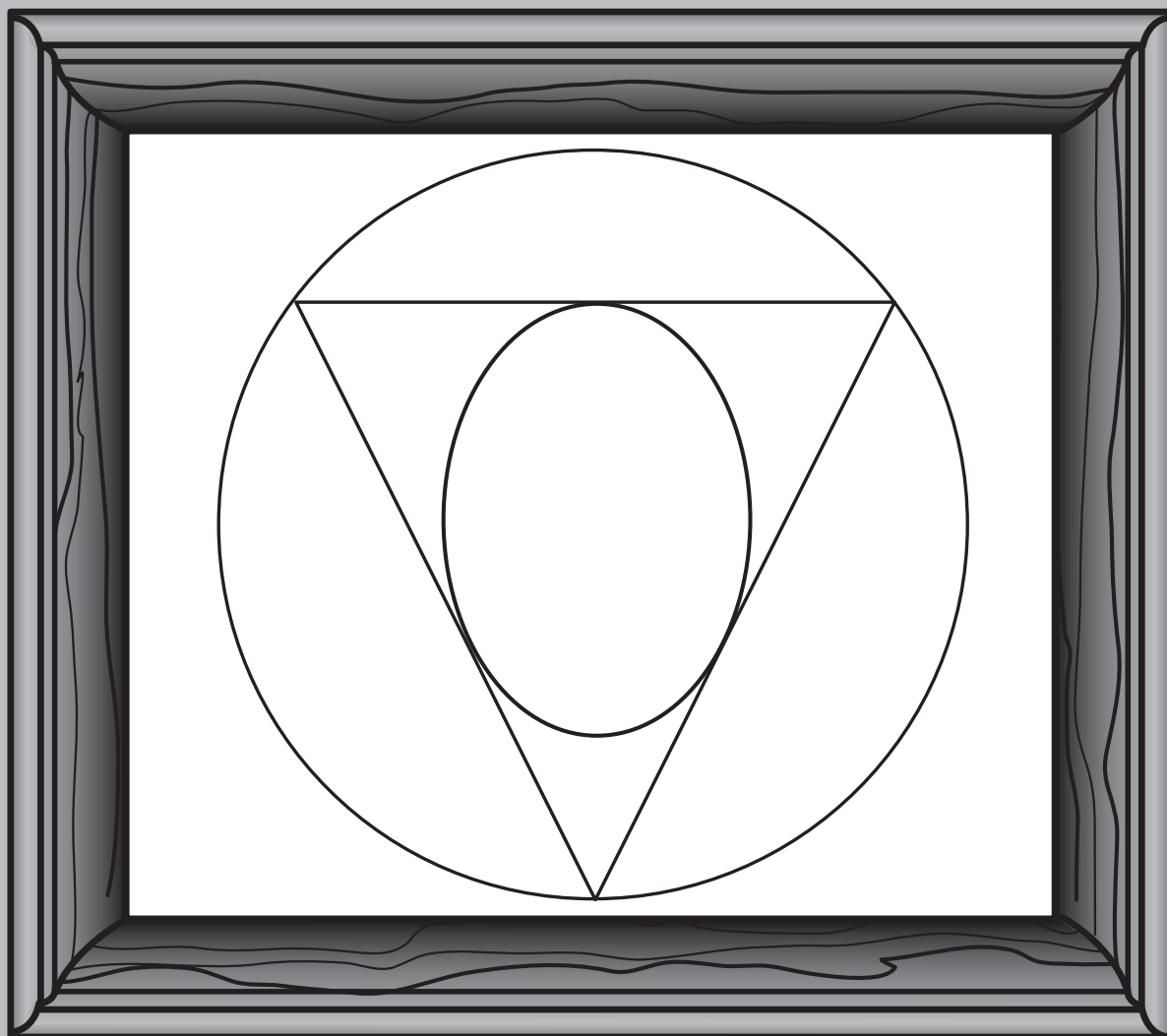


Write Again<sup>®</sup>

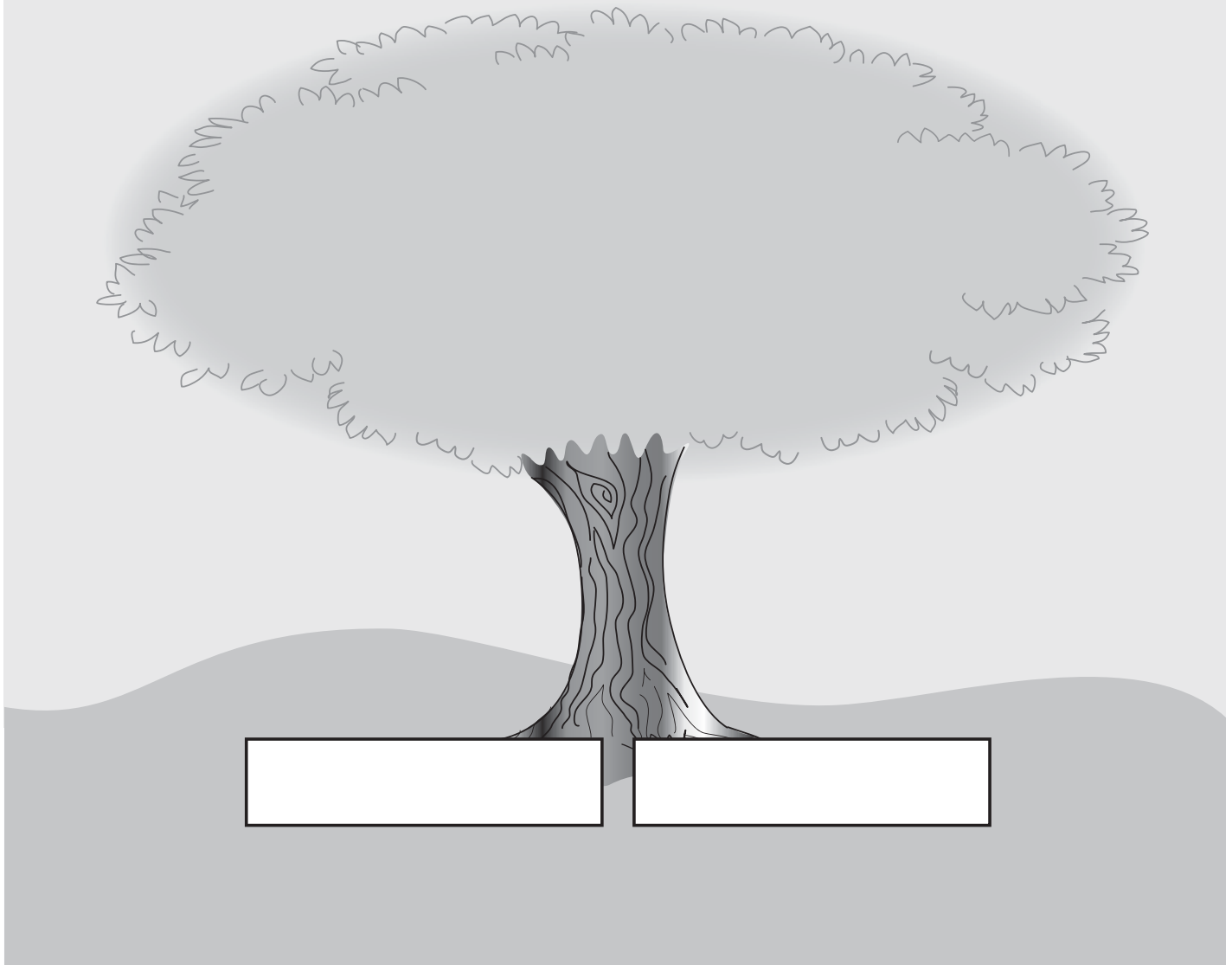
# Weave a Web



# Character Portrait



# Family Tree





# Alike/Different

Let's compare and contrast

\_\_\_\_\_ and \_\_\_\_\_

**Alike**

**Different**

# Prediction Chart

**Title:**

**Author:**

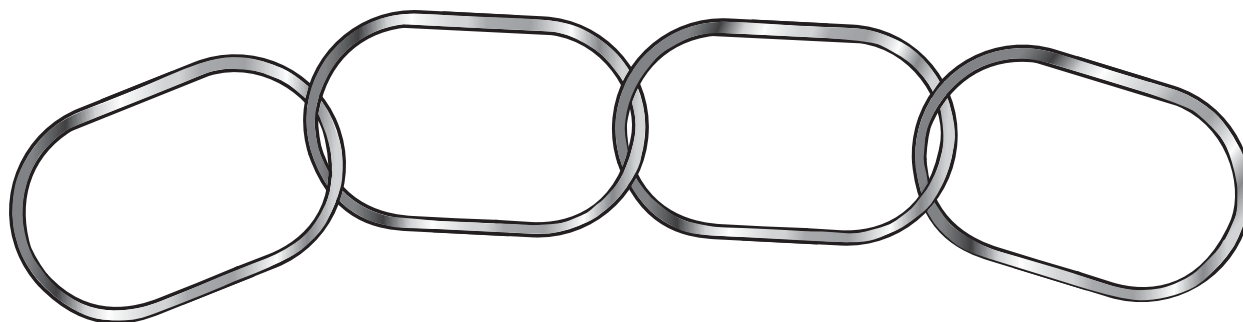
**Page:**

**Prediction**

**Clue(s)**

**What Really Happened**

# Chain of Events



# K-W-L Chart

**Title:**

**Author:**

**What I **K**now**

**What I **W**ant to Know**

**What I **L**earned**

# Roadblock

**Arrive Here (Goal):**  
\_\_\_\_\_  
\_\_\_\_\_

**Detour (Solution) #1**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Roadblock! (Problem)**  
\_\_\_\_\_  
\_\_\_\_\_

**Detour (Solution) #2**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Start Here**

**ROAD CLOSED**

The graphic organizer features a central path starting from a house at the bottom left, leading to a city, then to a 'ROAD CLOSED' sign. A large 'Roadblock! (Problem)' sign blocks the path. Two detour paths, 'Detour (Solution) #1' and 'Detour (Solution) #2', lead around the roadblock. The path ends at a 'Goal' box. The background includes illustrations of mountains, trees, a lake with a sailboat, and a fence.

# Book Log

**Title** \_\_\_\_\_  
\_\_\_\_\_

**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

**Type of Book** \_\_\_\_\_  
\_\_\_\_\_

**Title** \_\_\_\_\_  
\_\_\_\_\_

**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

**Type of Book** \_\_\_\_\_  
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**Title** \_\_\_\_\_  
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**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

**Type of Book** \_\_\_\_\_  
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**Title** \_\_\_\_\_  
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**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

**Type of Book** \_\_\_\_\_  
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# Venn Diagram

