Skill

- Comparing Story Attributes
- Analyzing Story Elements
- Making Connections

Comparing Stories

Purpose

Students compare two examples of literature based on selected attributes such as setting, character, and plot.

Introducing the Activity

Read two stories aloud, either in tandem or on separate days. The stories may be similar in theme, setting, characterization, or plot. Picture books work well when introducing how to use this graphic organizer in class.

Using the Graphic Organizer

1. Write each book title in a cloud at the top of the graphic organizer.

2. To model how to complete the organizer, ask: *In what ways are these two stories similar?* Write a few student responses on the large cloud.

3. Choose three attributes that you'd like students to compare in the two stories. You might include attributes such as beginning, ending, setting, characters, plot, theme, tone or style, voice, point of view, or specific events. Write a different attribute on each puddle.

4. Ask students to compare the stories according to the attributes you recorded. Write a response on the umbrella for each story next to each attribute puddle.

5. Distribute copies of the organizer for students to complete independently, comparing two stories they have read.

Taking It Further

Rather than assigning attributes for students to compare, have them leave the puddles blank. Encourage them to record ways in which the two stories are different and then fill in the attributes they used to make their comparisons.
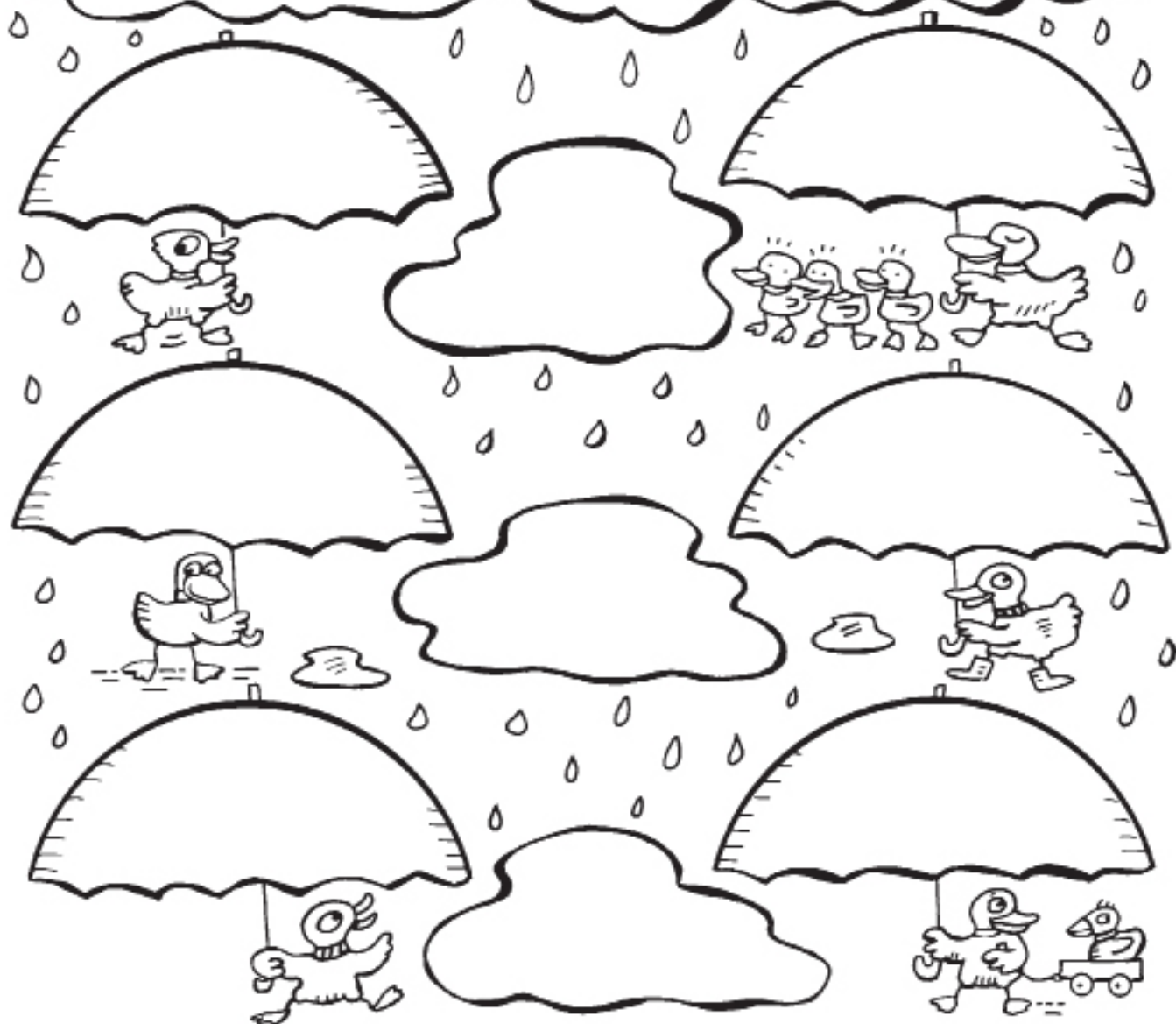
Comapring Stories

Title:

Title:

How these stories are similar:

Name _____

Comprehension Quilt

Answer each question in the story quilt to tell about the story that you just read.

Title of Story: _____

Who were the main characters?

Where did the story take place?

How did the story make you feel?

How much did you like the story?

I give this story _____ magic wands.

Name _____

List details for each sense in the correct column.

Topic _____				
Sight	Sound	Touch	Taste	Smell

Management Tip

To introduce this organizer, have all students use the same word list for a particular setting. Later, they can generate their own lists based on the stories they read.

Setting Clues

Purpose

Students list words that describe a story's setting and then draw pictures to show how they visualize the setting.

Introducing the Activity

Ask students: *When you read a story, do you imagine how the characters or setting might look?* Explain that these images are an important part of the reading experience; authors carefully choose words to help readers visualize their stories. Students might also talk about what they visualized as they read a story and how these images matched or differed from a movie version of the story.

Using the Graphic Organizer

1. Read aloud a picture book or passage that contains descriptive words that will help students visualize the setting (don't show any pictures that accompany the passage). Ask them to try to visualize the setting as you read.

2. Distribute copies of the graphic organizer. Have students fill in the title. Then ask them to name words that describe the setting. For example, for Love, Ruby Lavender by Deborah Wiles, they might respond with dirt yard, split-rail fence, and country road. Write the words on the board and have students copy them in the box.

3. Ask students to draw a picture on the camera to show how they visualize the setting based on the word clues list.

4. Invite students to share their drawings. Point out that each person's memory and imagination is unique; although they used the same descriptive words, they most likely drew very different pictures.
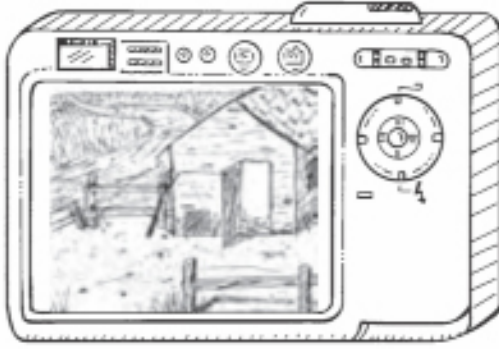
Taking It Further

Instead of focusing on setting, have students listen for clues that describe a character and then draw pictures accordingly.

Name: Holly   Date: Feb. 12

Setting Clues

Title: Love, Ruby Lavender

Word Clues

dirt yard	chicken house
egg ranch	split-rail fence
dusty sea	country road
hot June sun	fields

Setting Clues

Title: _____

Word Clues
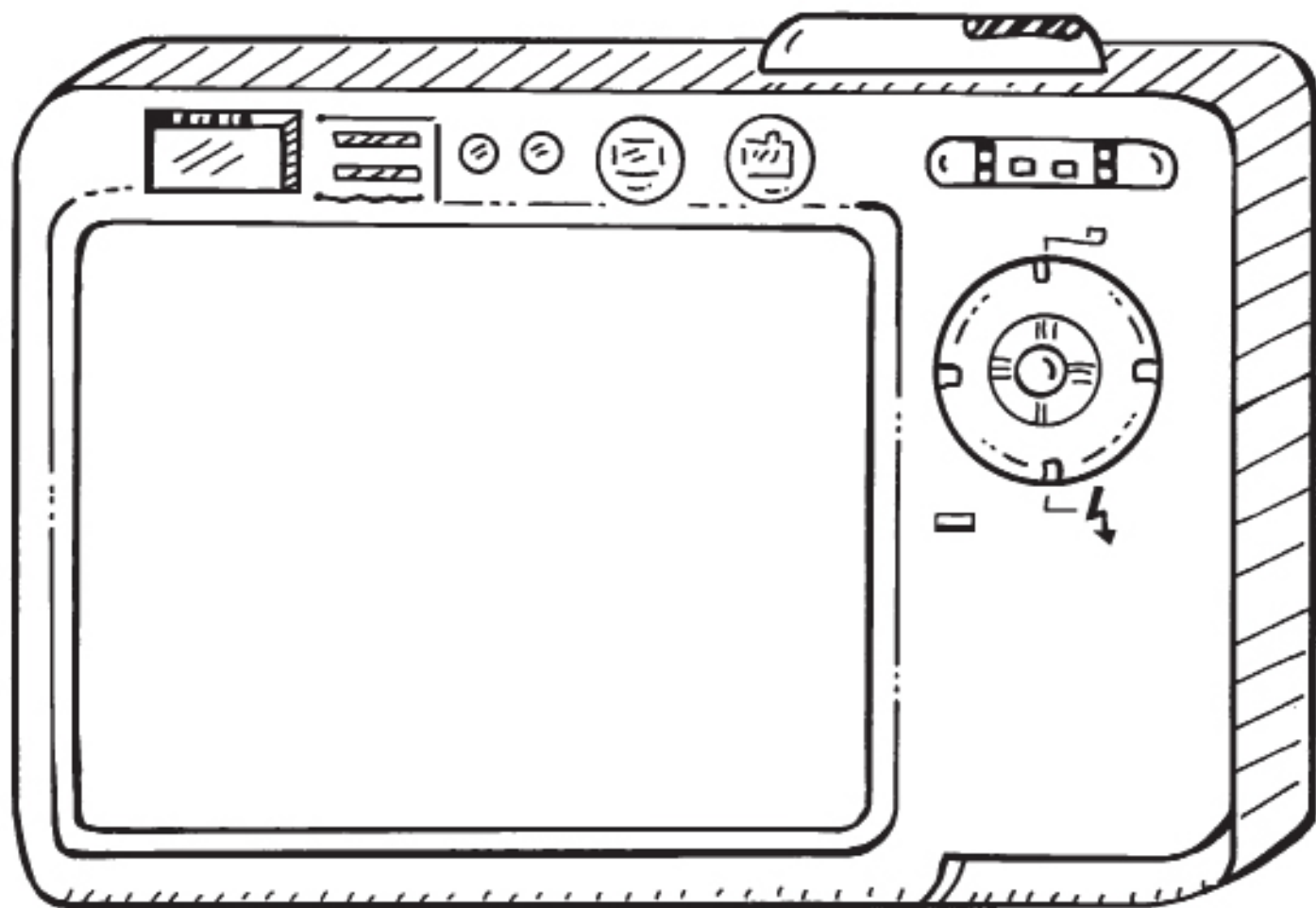
Name _____

So That's the Reason!

A **cause** makes something happen. It answers the question "Why?" An **effect** is what happens as a result of a cause. Below, the **cause** is underlined in the top example and the **effect** in the bottom example.

<u>The dog wagged his big tail.</u> Paint spilled all over the house.

The dog sucked up all the water from the swimming pool. <u>The water put out the fire.</u>

Think of important events in the story you have read. Come up with your own examples of cause and effect. Write a cause on the line next to each arrow. Write its effect on the target.
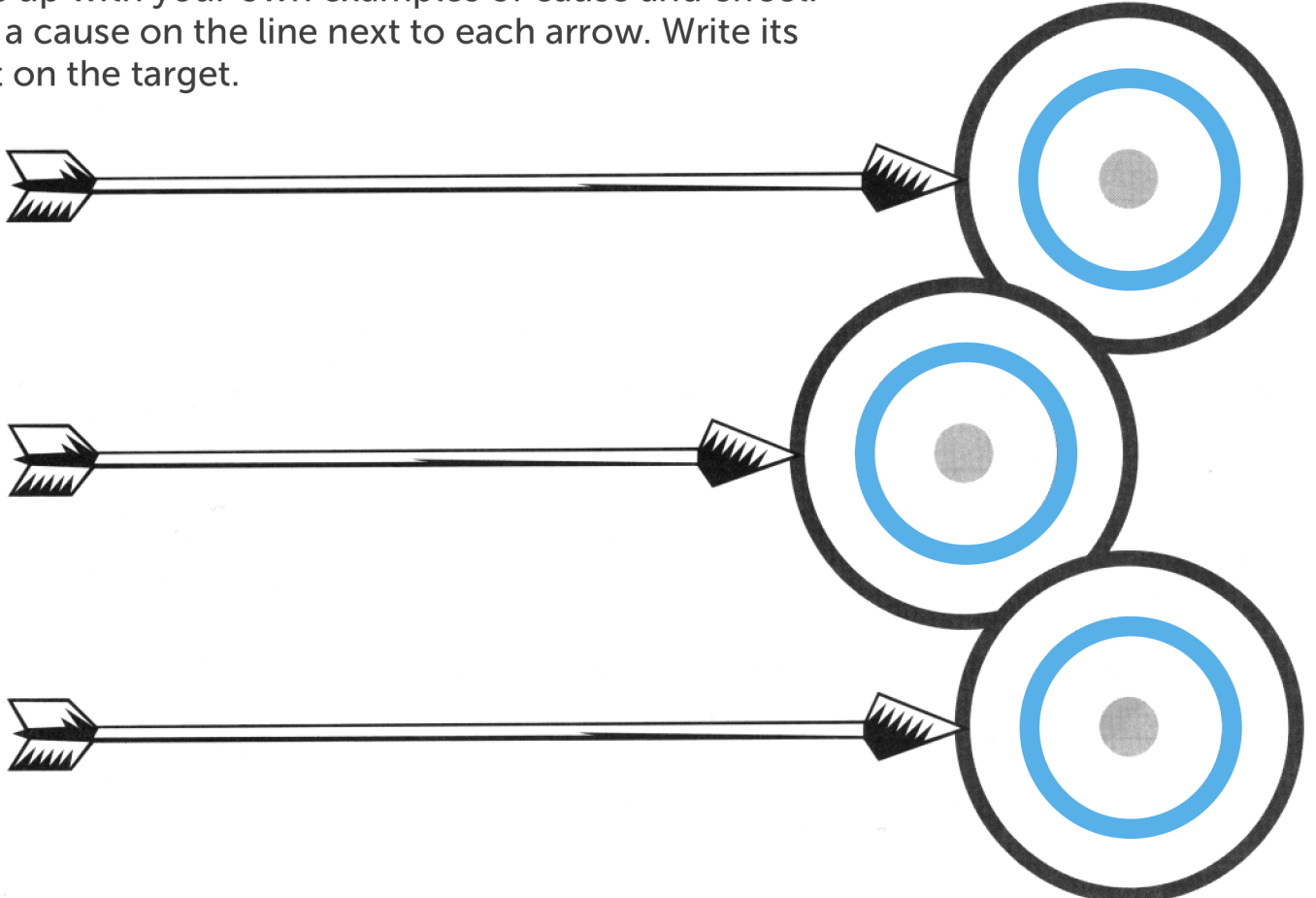
Skill

• **Making Personal Connections**

• **Analyzing**

• **Comparing and Contrasting**

Management Tip

After modeling how to use this organizer, have students complete it independently and then share their responses during group literature discussions.

That Reminds Me!

Purpose

Students increase comprehension by connecting what they read to their own lives.

Introducing the Activity

Explain to students that actions or events in a story might remind them of experiences in their own lives. Point out that when readers make personal connections to the text, they understand more fully what they read.

Using the Graphic Organizer

1. Choose a short story to read aloud to students. Provide copies for students to follow along as you read.

2. As you read, pause when you come to a part of the story that reminds you of an event in your life. Share with students what personal experience came to mind when you read that particular passage.

3. To model how to use the organizer, write a brief description of the story event on the left side of a book. Then write the personal experience that the event reminded you of on the right side.

4. Distribute copies of the organizer for students to complete independently. Have them continue reading the story on their own. Each time they reach a part that reminds them of a personal experience, have them record their connection on a book on the organizer.

Taking It Further

Have students compare the circumstances, setting, emotions, reactions, and so on of the event in the text to their own personal experiences. They might also make text-to-text and text-to-world connections by comparing events to those in other stories they've read or to current world events.

Name _____ Mary _____ Date _____ April 2 _____

That Reminds Me!

Title: _____ Almost Home _____

When I read this part:
Leah auditioned for the play and was really nervous.

I was reminded of:
This reminded me of the time I tried out for chorus. I squeaked out a few notes, and the director said, "You must have a cold."

When I read this part:
Leah was playing "Little People" with her sister.

I was reminded of:
I remembered playing with my younger cousins and wanting to play with all the toys. Then I realized that I had grown too old for them.

Name _____ Date _____

That Reminds Me!

Title: _____

When I read this part:

I was reminded of:

When I read this part:

I was reminded of:

■SCHOLASTIC