



Objective

The student will identify parts of a book.



Materials

- ▶ Expository books
Choose content area books used in the curriculum.
- ▶ Student sheet (Activity Master C.011.SS)
- ▶ Pencil



Activity

Students identify parts of a book by completing an activity sheet.

1. Place books at the center. Provide the student with a student sheet.
2. The student reads the questions on the student sheet.
3. Locates information in book and records on student sheet.
4. Teacher evaluation

Name _____		
C.011.SS		Book Look
Title and Author		
Book Parts	Found in book? Yes or No	If yes, search and find.
Diagram		Describe a diagram and record the page number.
Chapter		How many chapters are in the book? What is one of the titles?
Index		Where is the index located in the book?
Index		Locate and record a topic in the index and the page number.
Glossary		Write a word found in the glossary. Write the guide words found on the page of the word.
Table of Contents		Where is the table of contents located in the book?
Table of Contents		Use the table of contents to record a chapter title, its number, and beginning page.
Picture with caption		Write the caption and the page number.



Extensions and Adaptations

- ▶ Look through book and create own questions to exchange with partner.
- ▶ Label parts of the book using sticky notes or bookmarks (Activity Master C.011.AM1).

Name _____

Book Look

C.O.I.I.SS

Title and Author		
Book Parts	Found in book? Yes or No	If yes, search and find.
Diagram		Describe a diagram and record the page number.
Chapter		How many chapters are in the book? What is one of the titles?
Index		Where is the index located in the book?
Index		Locate and record a topic in the index and the page number.
Glossary		Write a word found in the glossary. Write the guide words found on the page of the word.
Table of Contents		Where is the table of contents located in the book?
Table of Contents		Use the table of contents to record a chapter title, its number, and beginning page.
Picture with caption		Write the caption and the page number.

Comprehension

C.011.AMI

Book Look

Diagram	Chapter	Glossary	Index	Table of Contents	Picture with a caption



Comprehension



Expository Text Structure

C.012

Just the Facts

Objective

The student will identify details and facts in text.

Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.012.SS1)
- ▶ Pencil

Activity

Students identify details and facts in expository text by completing a graphic organizer.

1. Place text at the center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the topic in the square on the student sheet.
4. Writes details and facts from the text in the rectangles.
5. Teacher evaluation

Just the Facts

Name _____

C.012.SS1

Topic

Detail or Fact

Detail or Fact

Detail or Fact

Detail or Fact

2006 The Florida Center for Reading Research

2-3 Student Center Activities: Comprehension

Extensions and Adaptations

- ▶ Use a graphic organizer to record facts and details (Activity Master C.012.SS2).
- ▶ Compare similarities and differences between two different topics by using a graphic organizer (e.g., tigers and lions). (Activity Master C.021.SS2).

Name _____

C.012.SSI

Just the Facts

Topic

Detail or Fact

Detail or Fact

Detail or Fact

Detail or Fact

Name _____

Topic: _____

Facts or Details



Objective

The student will identify details and main idea in text.

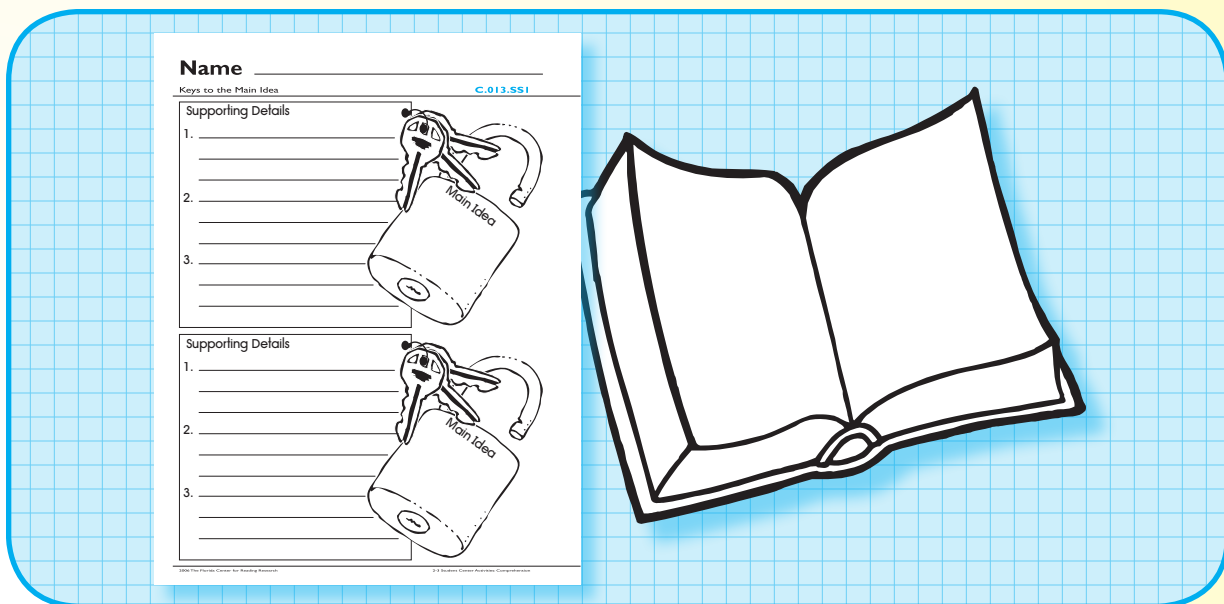
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Sticky notes
Place sticky notes strategically throughout the text in places where it is appropriate to identify supporting details and main idea.
- ▶ Student sheet (Activity Master C.013.SS1)
Provide multiple copies corresponding to the number of designated paragraphs or passages to be read. Can be copied double-sided.
- ▶ Pencils

Activity

Students write main ideas by identifying supporting details and facts in expository text.

1. Place text at the center. Provide each student with a student sheet.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Brainstorm and discuss the main idea and its supporting details and facts with student two.
4. Writes the supporting details and a one sentence main idea on student sheet.
5. Reverse roles and continue until the text is read and each student has recorded at least two main ideas with supporting details.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizer (Activity Master C.013.SS2). May cut details and main ideas apart and exchange with a partner to match together.

Name _____

Keys to the Main Idea

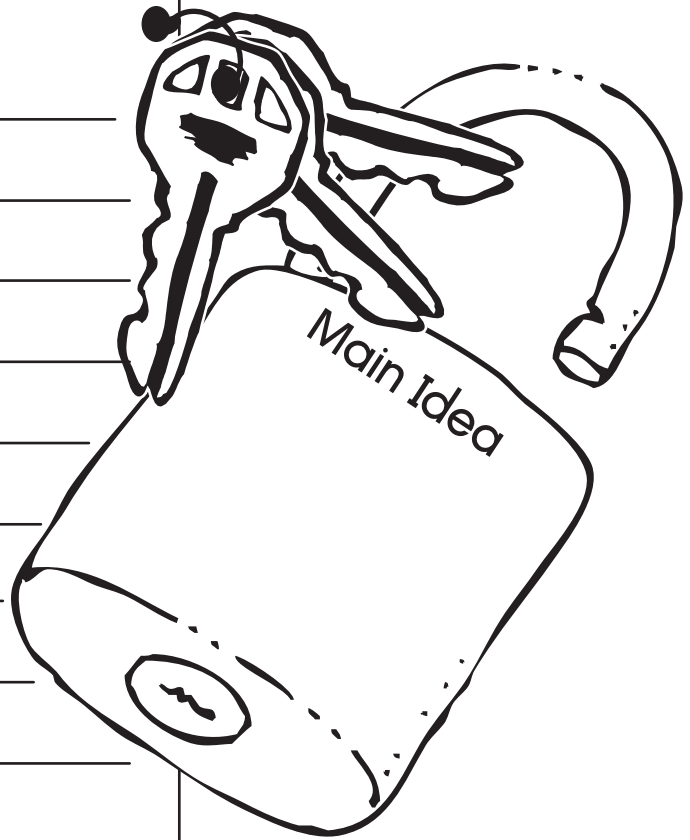
C.013.SSI

Supporting Details

1. _____

2. _____

3. _____

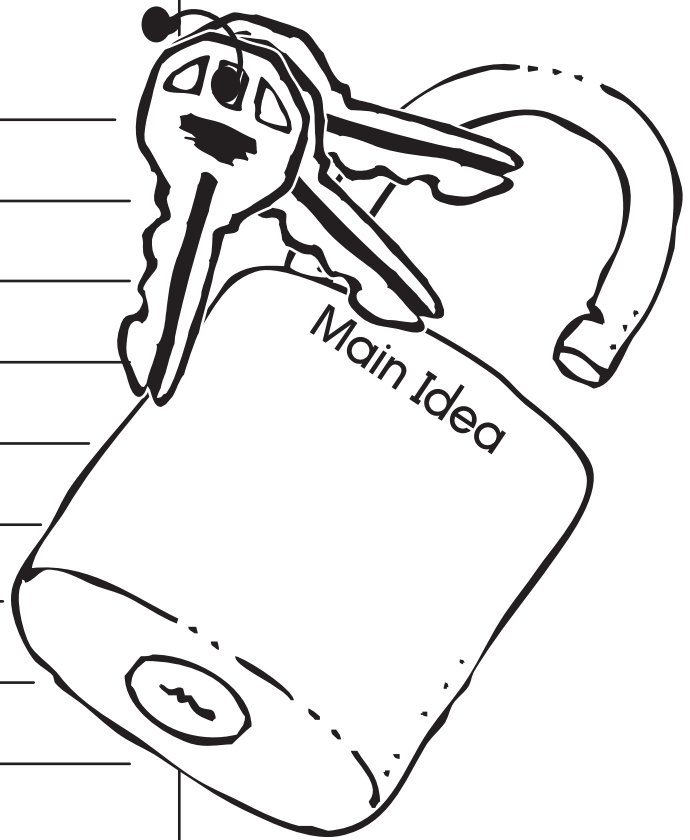


Supporting Details

1. _____

2. _____

3. _____



Name _____

C.013.SS2

Keys to the Main Idea

Supporting Details









Main Idea

Supporting Details









Main Idea



Expository Exploration

Objective

The student will identify details and main idea in text.

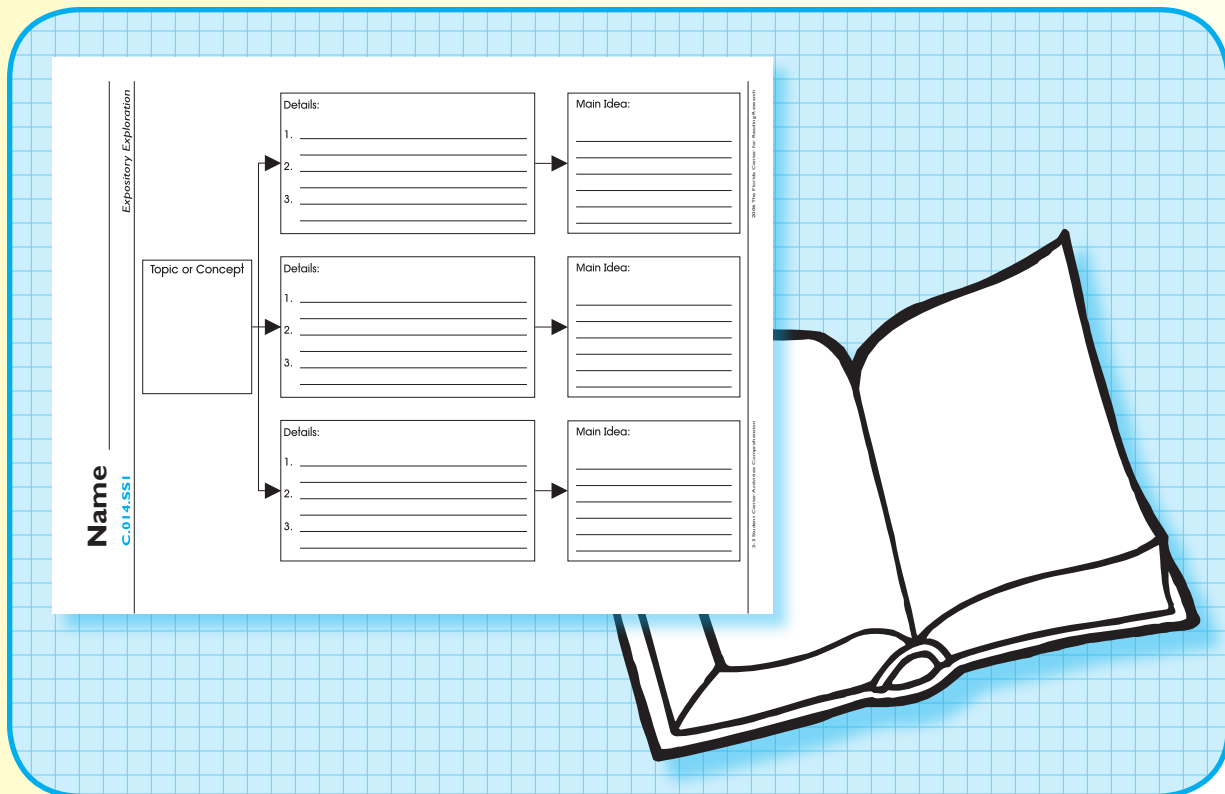
Materials

- ▶ Expository text
*Choose text within students' instructional-independent reading level range.
Select text or passage that contains at least three main ideas.*
- ▶ Student sheet (Activity Master C.014.SS1)
- ▶ Pencil

Activity

Students record information in expository text by completing a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. Student writes the topic or concept on the student sheet and reads the text.
3. Thinks about what was read, identifies details, and main ideas based on those details.
Writes the supporting details and main idea in the corresponding boxes.
4. Completes student sheet.
5. Teacher evaluation



The graphic organizer is a student sheet for expository exploration. It is set on a light blue grid background. On the left side, there is a vertical line for the student's name, followed by the code 'C.014.SS1'. To the right of this is a box labeled 'Topic or Concept'. The main body of the sheet consists of three identical rows. Each row has a 'Details:' box on the left, containing three numbered lines (1., 2., 3.) for writing. An arrow points from the 'Details' box to a 'Main Idea:' box on the right, which has several horizontal lines for writing. At the bottom right of the sheet, there is a large, stylized illustration of an open book with its pages slightly curved.

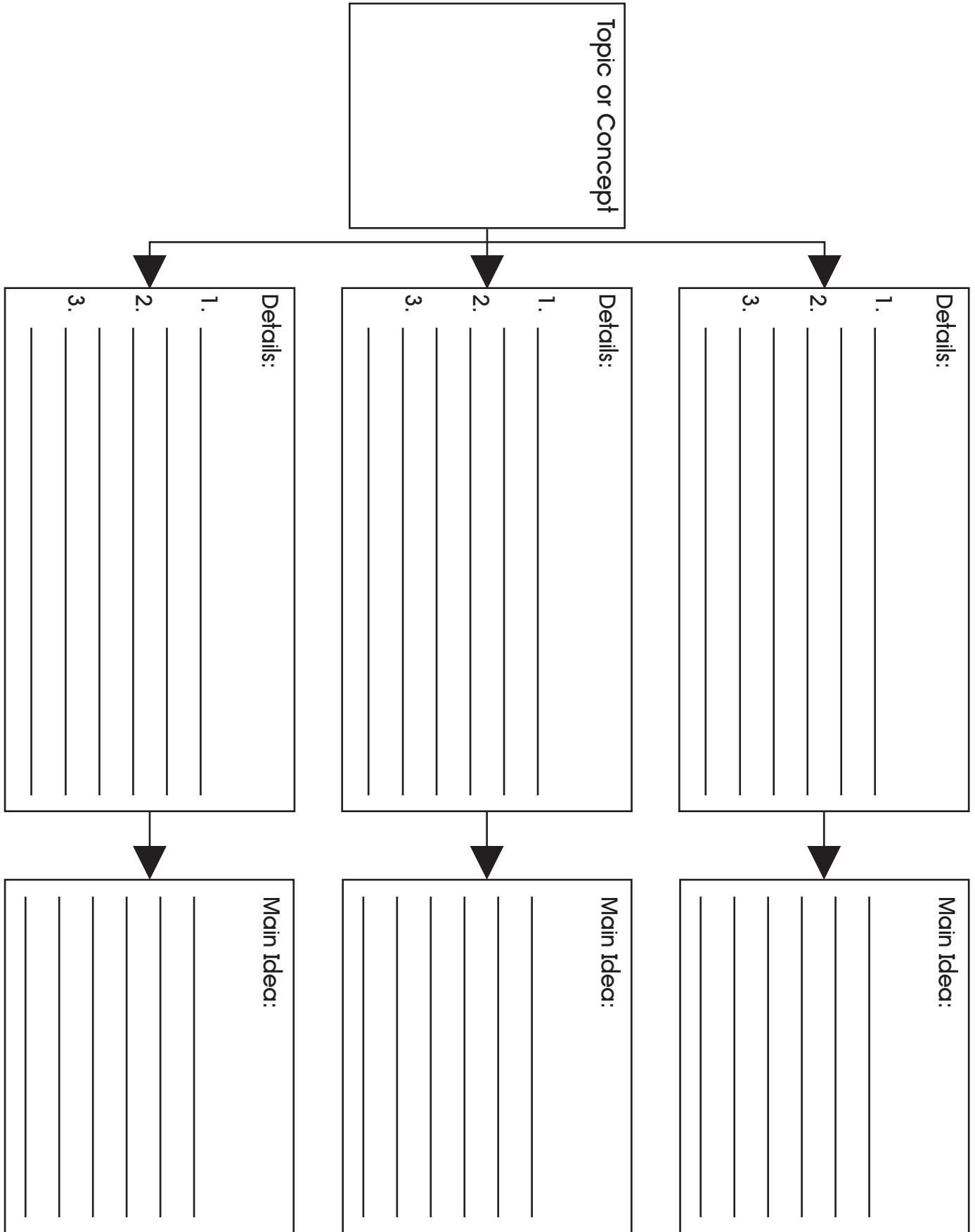
Extensions and Adaptations

- ▶ Write a summary statement about the topic based on the text read on back of the student sheet.
- ▶ Use other graphic organizers (Activity Master C.014.SS2).

Name _____

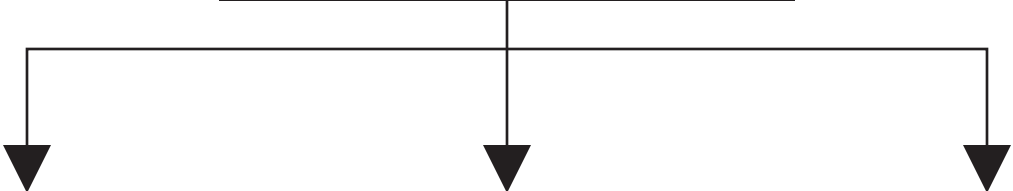
C.014.SSI

Expository Exploration



Name _____

Title or Concept



Main Idea: _____

Important Words: _____

Details:

1. _____
2. _____
3. _____

Main Idea: _____

Important Words: _____

Details:

1. _____
2. _____
3. _____

Main Idea: _____

Important Words: _____

Details:

1. _____
2. _____
3. _____



Objective

The student will identify details and main idea in text.

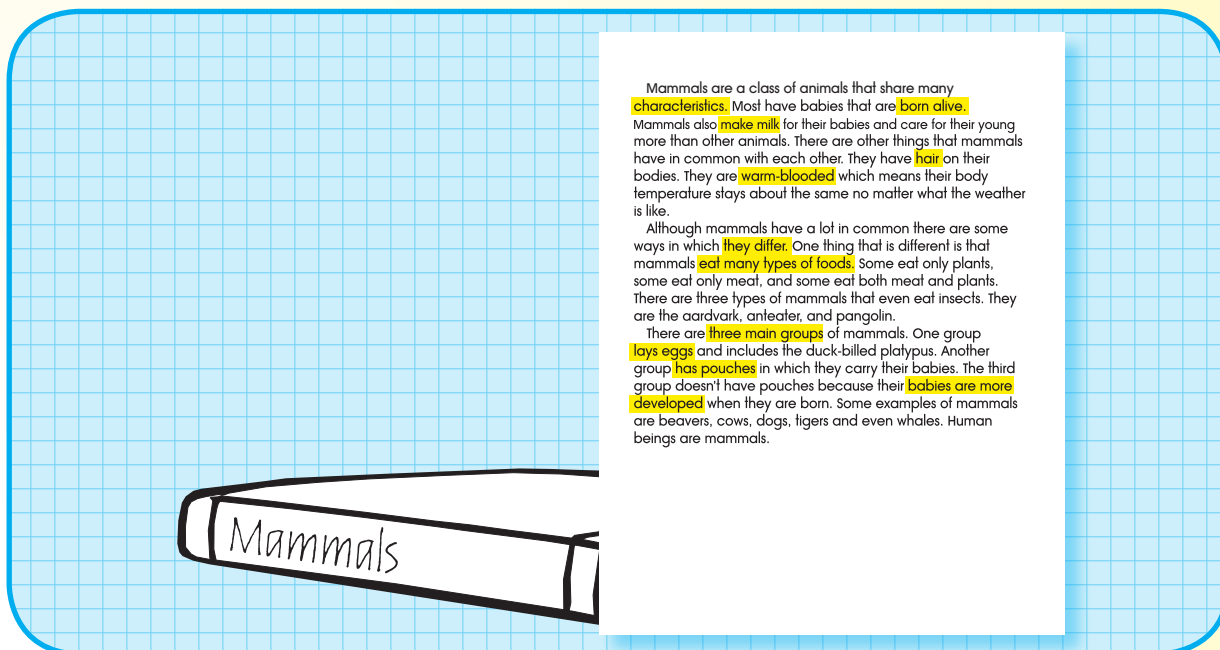
Materials

- ▶ Expository text
Choose a one-page passage within students' instructional-independent reading level range.
Note: It should be emphasized that highlighting is strategic and specific. Only important words should be highlighted.
- ▶ Highlighter
- ▶ Pencil

Activity

Students identify the main idea and details by highlighting words and phrases that pertain to a specific topic.

1. Place highlighter at the center. Provide the student with a copy of the text.
2. Student reads the entire text.
3. Rereads and decides which words and phrases are important for understanding the text.
4. Uses highlighter to mark important words and phrases.
5. Continues until all important words are highlighted.
6. Writes a main idea sentence for each paragraph based on the highlighted words on the back of the page.
7. Teacher evaluation



Mammals are a class of animals that share many characteristics. Most have babies that are born alive. Mammals also make milk for their babies and care for their young more than other animals. There are other things that mammals have in common with each other. They have hair on their bodies. They are warm-blooded which means their body temperature stays about the same no matter what the weather is like.

Although mammals have a lot in common there are some ways in which they differ. One thing that is different is that mammals eat many types of foods. Some eat only plants, some eat only meat, and some eat both meat and plants. There are three types of mammals that even eat insects. They are the aardvark, anteater, and pangolin.

There are three main groups of mammals. One group lays eggs and includes the duck-billed platypus. Another group has pouches in which they carry their babies. The third group doesn't have pouches because their babies are more developed when they are born. Some examples of mammals are beavers, cows, dogs, tigers and even whales. Human beings are mammals.

Extensions and Adaptations

- ▶ Write a summary for the text based on the main idea sentences.
- ▶ Use different colored highlighters to mark words or phrases (e.g., blue for main idea words or phrases, green for important details, yellow for examples).



Classic Classifying



Objective

The student will classify information in text.



Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.016.SS)
Write the topic in the center of the organizer and the categories relating to the topic on the line in the squares around the circle and copy.
- ▶ Pencil



Activity

Students write words that relate to and describe a category.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Writes words that describe or relate to the categories in each box.
4. Writes main idea sentences based on information in boxes on the back of the student sheet.
5. Teacher evaluation

Name _____

C.016.SS Classic Classifying

Uses	Parts	Type
food decoration	leaf stem	shrubs trees flowers

Plants

Florida Plants	Plants We Eat	Favorite Plants
palm trees sunflowers	corn potatoes	roses peanuts

© 2006 The Florida Center for Reading Research



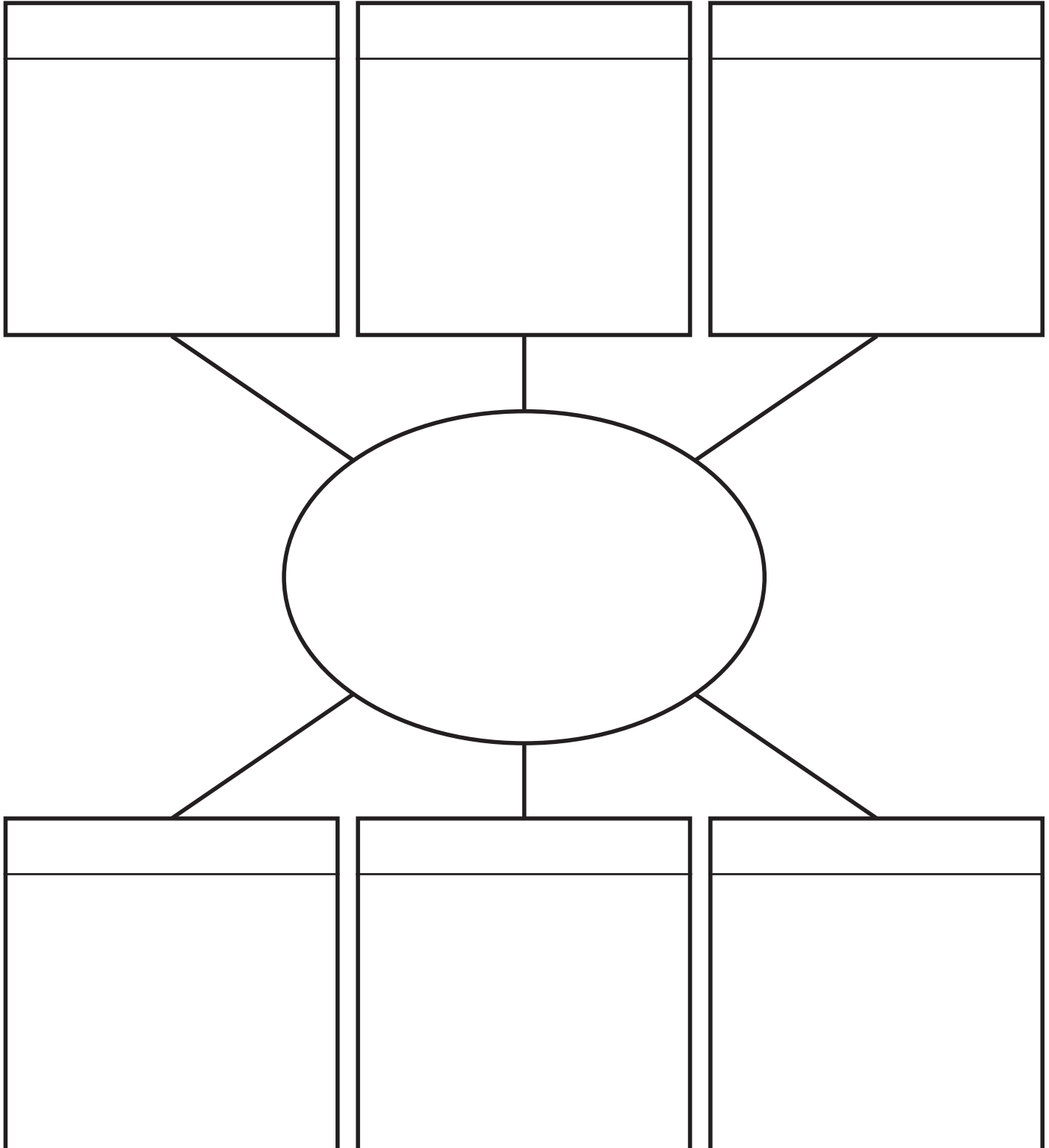
Extensions and Adaptations

- ▶ Generate topics, research, and write categories with descriptors relating to the topic.
- ▶ Use student sheet to classify narrative text.

Name _____

C.016.SS

Classic Classifying



Comprehension



Expository Text Structure

C.017

Reading the Research

Objective

The student will use resources to identify information about a topic.

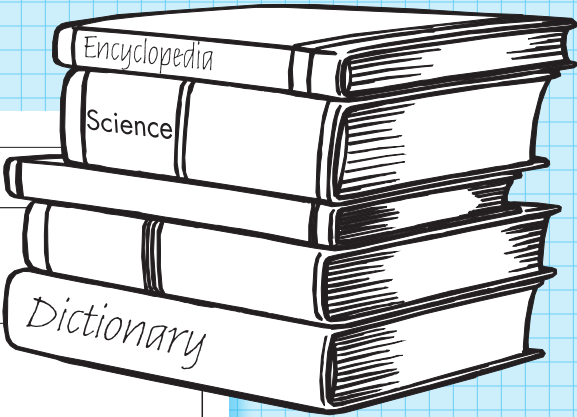
Materials

- ▶ Reference materials (e.g., textbooks, information books, encyclopedias, dictionaries, thesaurus)
- ▶ Reading the Research student sheet (Activity Master C.017.SS1)
Write the target word or concept in the topic box. Write questions in the column headings.
Write the references in the vertical columns on the left.
- ▶ Pencil

Activity

Students answer questions by using different resources.

1. Place reference materials at the center. Provide the student with a student sheet.
2. The student reads each question.
3. Reviews references to locate answers. If answer is found record answer in corresponding box. If not found, writes "not found" in corresponding box.
4. Continues until all questions are answered and boxes are filled.
5. Teacher evaluation



Name C.017.SS1	Reading the Research		Topic:	
	Reference materials:		Question #1.	Question #2.
	Dictionary			
	Science			
	Encyclopedia			

Extensions and Adaptations

- ▶ Write a summary statement for each question on the back of the student sheet.
- ▶ Write facts using multiple sources and a summary (Activity Master C.017.SS2).

Name _____

C.017.SSI

Reading the Research

				Reference materials:	
					Topic:
					Question #1
					Question #2
					Question #3

