

HELLO There!

I know many parents have been thrust into the homeschool world and I wanted to put something together that will help.

My name is [Jen Bengel](#) and I am the owner and founder of [Out of This World Literacy](#),TM an educational company providing literacy curricula for students in all grade levels.

I have a post-graduate degree as a Literacy Collaborative Coordinator and have worked for years, training teachers around the world.

For that past 6 years, I've also had the honor of being a homeschool mom, so I know firsthand the situation you're in!

I put together this pack of reading fun in hopes that it will relieve some stress and pressure at home. My hope is that you and your child(ren) have FUN and develop a lifelong love of reading, all while continuing to practice the reading skills your child(ren) has worked so hard to learn this year.

The goal is not to teach a ton of new skills, rather the goal is to maintain reading stamina and skills already learned, all while continuing to enjoy reading.

What Is Included:

1. Step-by-step simple directions to easily use this resource.
2. 5 ways to read any text at home.
3. 7 fun and simple reading activities to do at home.

IF YOU NEED MORE FREE SUPPORT ... *(click any of the images)*

FREE Literacy Workbooks: Grades 1-2
Digital & Printable Versions Included!

Sample page content includes: "The Last Straw", "Comprehension", "Problem", "Action Verbs", "Defining Words: Week 1", "My Story Cards", "Common", "CC", "My Story", "The Biker Gang".

3 FREE Weeks of at-Home Work! *Out of This World LITERACY*

FREE Literacy Workbooks: Grades 3-4
Digital & Printable Versions Included!

Sample page content includes: "The Last Straw", "Comprehension", "Problem", "Action Verbs", "Defining Words: Week 1", "My Story Cards", "Common", "CC", "My Story", "Ben's Big Problem", "The Biker Gang".

3 FREE Weeks of at-Home Work! *Out of This World LITERACY*

FREE Literacy Workbooks: Grades 5-8
Digital & Printable Versions Included!

Sample page content includes: "The Last Straw", "Comprehension", "Problem", "Action Verbs", "Defining Words: Week 1", "My Story Cards", "Common", "CC", "My Story", "The Biker Gang".

3 FREE Weeks of at-Home Work! *Out of This World LITERACY*



GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

***NOTE:** You'll need to make a copy of the files inside the folder before you can use them and make edits.

Directions:

1. Create a FREE Google Account if you do not already have one.
 - [Click Here](#) to create an account.
2. [CLICK THIS LINK to download the resource to your Google drive.](#)
3. Open the file in your Google drive and click **File > make copy**.
* It's VERY important that you do this so that students are not changing your original copy.
4. Open the copy version and click **share link**. Make sure to choose **can view** from the drop down. Share the link with your students.
5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

THE BIG GOAL OF THIS RESOURCE:

To encourage a love of reading at home, all while having fun and practicing Important reading skills.

WHO CAN USE THIS RESOURCE:

Any students in grades 1-8 who are working at home.

3 SIMPLE STEPS TO USE THIS RESOURCE:

1. Find a book, poem, short story, magazine article, or online book to read.
2. Choose a way to read the text (*reading options included on next page.*)
3. Use one of the activities, games, conversation starters to talk and write about the text during and after reading.

5 WAYS TO READ A TEXT AT HOME:

{Choose a text from home and pick a reading style}

1. Silent-Oral Reading:

- Have student read the text silently before reading aloud to prep for strong reading fluency and expression
- After reading silently, have student read the text aloud.
- ***use this strategy if the text is a good independent reading level for the student.

2. Echo Reading:

- Parent/teacher reads a section of the text aloud first. It may be a page, paragraph, or just a few sentences. The student then reads that same part aloud.
- ***use this strategy if the text is too advanced for the student to read alone.

3. Choral Reading:

- The parent/teacher and student(s) read the text out loud together at the same time.
- ***use this strategy if the text is far beyond the student's reading ability. This strategy works to build student's confidence, fluency, stamina, reading motivation and developing a love of reading.

4. Rereading:

- Have students reread a text 2-3 times, focusing on fluency and expression each time. The parent/teacher may do the first read. The second read could be choral or echo. Then the third read is the student reading alone out loud.
- ***use this strategy if the text is too advanced for the student to read alone and you'd like them to practice their reading fluency with appropriate support.

5. Shared Reading:

- An interactive reading experience where the parent/teacher leads in reading aloud and invites the student to join in, helping finish sentences and solve words. Students can track the print on the page as parent/teacher reads.
- ***use this strategy if the text is too advanced for the student and you'd like to have students observe what good reading fluency looks and sounds like, and builds their confidence as a readers.

7 FUN READING ACTIVITIES!

{Activities for after reading that engage readers, build confidence, practice skills, and help develop a lifelong love of reading!}

#1: HOST AN AT-HOME LITERATURE CIRCLE!

#2: PERFORM A READER'S THEATER

#3: READING BINGO

#4: READING WORD SEARCH GAMES

#5: CRACK THE GOOD READERS CODES

#6: GRAPHIC ORGANIZERS BEFORE AND AFTER READING

#7: THINKMARKS FOR BEFORE AND AFTER READING

ACTIVITY I: HOST AN AT-HOME LITERATURE CIRCLE!

- A literature circle is a small group of readers who get together to talk about a text after reading. It's also called a book talk.
- Good readers are always talking about what they just read. Use the literature circle cards provided to have some conversations after reading.
- You can use the cards after reading an entire text, or a chapter.
- Have fun talking and thinking about the text. Remember, reading is ALL about meaning. Use these cards to sharpen your child's thinking about what he/she just read *and* develop a love of reading at the same time!
- Use one of the literature circle project ideas to extend the learning.

CHOOSING THE RIGHT LIT. CIRCLE BOOKS: TAKE THE QUIZ!

Use this quiz to help you decide if a book will be a good fit for literature circles in your classroom. Think about the book as you take the quiz!

Yes No Not
 Sure

1. Is the book developmentally appropriate?
2. Are there characters in the book that are slightly older than your students?
3. Are the issues covered in the book worthwhile that students can learn and relate to?
4. Does the book have many layers of meaning?
5. Does the book offer a variety of perspectives about a topic?
6. Does the book represent a diverse world?
7. Is the book in a format your students will enjoy (picture book, chapter book, short story, poetry collection)
8. Will your students be able to make personal connections to the book?

If you answered YES to 5 or more of these questions, then choose this book for your literature circles!

Literature Circle Planning Sheet

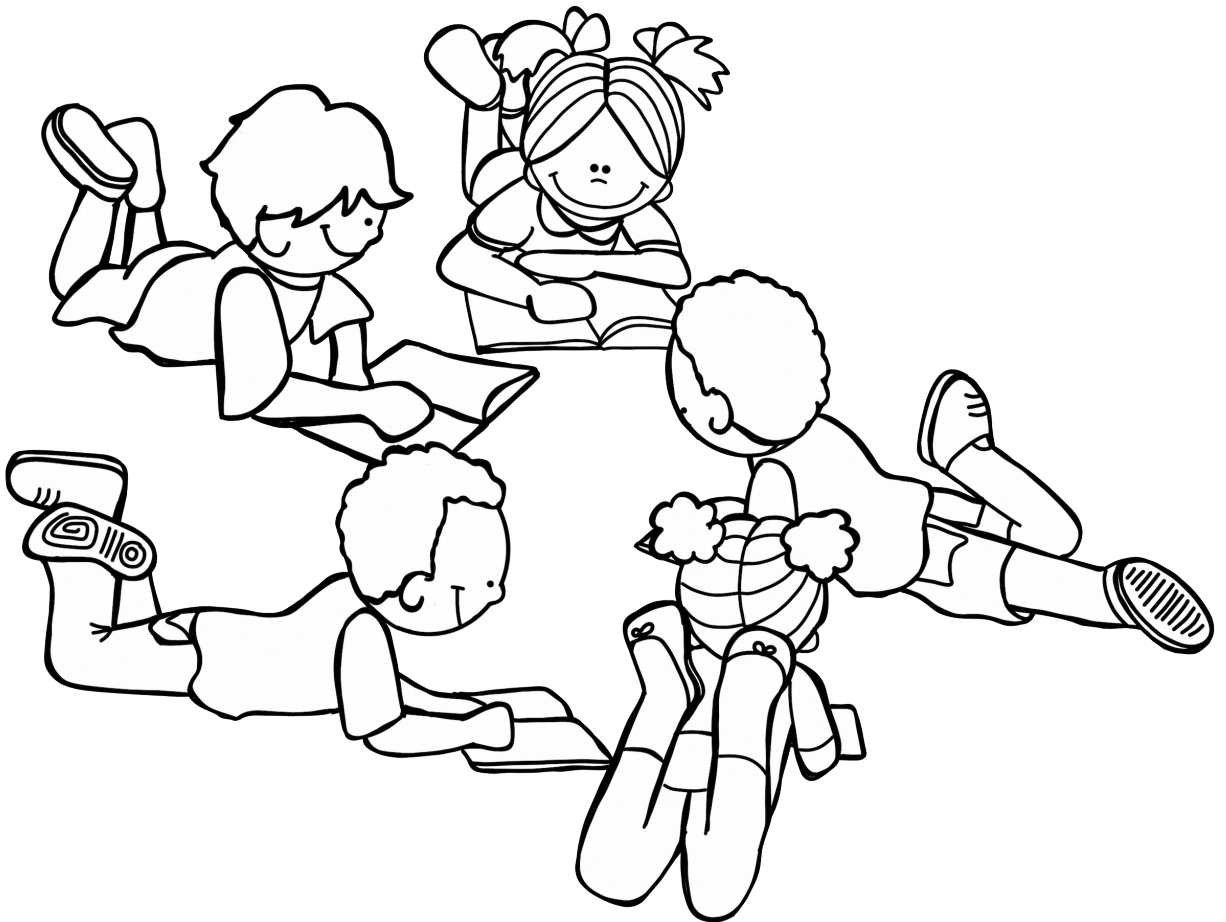
Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday

Notes:

Literature Circle Journal

Name: _____



Literature Circle Journal

Name: _____



Literature Circle Journal

Name: _____

Possible Journal Responses

Glue this list into your journal.

Use it to get ideas to write about the books you are reading.

- I really want to tell my literature circle group that...
- A question I have to ask the group is...
- I'm wondering if other group members thought...
- Some words I don't understand are...
- I am predicting that...because...
- If I could ask the author a question, it would be...
- I really want to talk about...because...
- So far in the book I'm thinking... because...
- A part I had to reread was...because...
- If I were...in the story, I would feel...because...
- It's not fair that...because...
- Did you all think that...too?
- One thing I'm wondering about is...
- Something that made me laugh was...because...
- A part that made me sad was...because...
- A part that upset me was...because...
- I'm still confused about...because...
- My favorite part was...because...
- One section I had to read again was...because...
- The part when...reminds of the book...because...
- The part when...reminds of a time in my own life when...

Possible Response Questions

Glue this list into your journal. Think about how you can complete these questions about the book to ask your group when you meet.

- What did you think when...?
- What was your favorite part?
- Did you make any connections to...in the book?
- Were there any words you didn't understand?
- What were you wondering about when you read that...?
- What did...remind you of?
- Did you think that...when...?
- Were you excited when...?
- What was your first thought when...?
- Were you surprised too when...?
- What did you predict about...?
- Which character do you like the most? Why?
- When...decided to...what did you think?
- I couldn't believe it when...! What about you?
- Did you catch the part when...decided to?
- I was laughing so hard when...! What about you?
- When...were you thinking...?
- Did you learn anything from reading?
- Do you feel a stronger connection to...or...? Why?
- How would you react if...?
- Would you recommend this book? Why/why not?

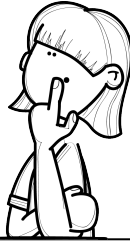
Possible Discussion Starters

Glue this list into your journal. Think about how you can complete these discussion starters for the next time your group meets.

- One thing I'm wondering about is...
- Something that made me laugh was...because...
- A part that made me sad was...because...
- A part that upset me was...because...
- I'm still confused about...because...
- My favorite part was...because...
- One section I had to read again was...because...
- The part when...reminds of the book...because...
- The part when...reminds of a time in my own life when...
- I just couldn't believe it when...
- I was so confused when...
- If that were me in the story I would have...
- One thing that stood out to me was...
- I think it's super crazy that...
- What was...thinking when he/she decided to...!?
- I'm looking forward to finding out...
- It all makes sense now that...
- It's going to get really good when...
- I can't wait to talk about...

**Use Post-it notes to mark spots in your book and write your thoughts down.
This will help you be ready to share when your group meets.**

Why do you think...decided to...?



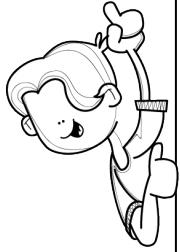
If you were... what would you do when...?



Do you think... should have acted differently when...?



Were you surprised when...? Explain



Did you make any connections?



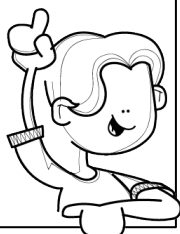
What did you think when...?



What are you wondering about?



Were you confused when...? Explain



If...happened to you, what would you do?



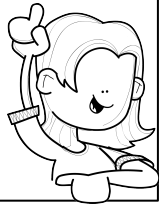
Would you be friends with...? Explain.



Did you get mad when...? Explain.



Were you sad when...? Explain.



What was... biggest mistake?



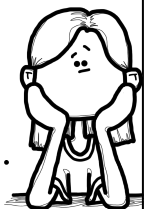
What do you think is the biggest problem for...?



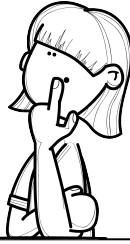
How do you think...will act when...?



Would you recommend this passage to a friend? Explain.



What did you think when...?



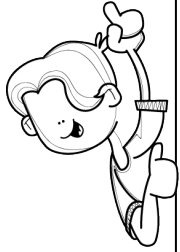
What was your favorite part?



Did you make any connections to... in the book?



Were there any words you didn't understand?



What were you wondering about when you read that...?



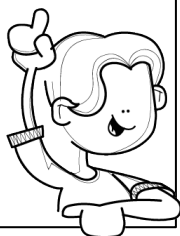
What did...remind you of?



Did you think that... when...?



Were you excited when...?



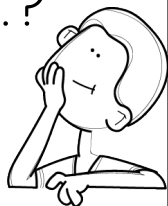
What was your first thought when...?



Were you surprised too when...?



What did you predict about...?



Which character do you like the most? Why?



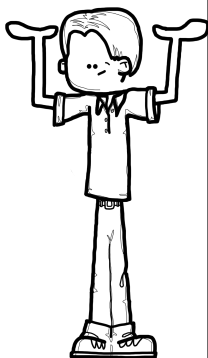
When...decided to...what did you think?



I couldn't believe it when...! What about you?



Did you catch the part when...decided to...?



I was laughing so hard when...! What about you?



When...were you thinking...?



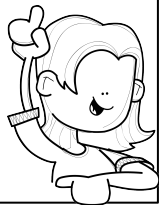
Did you learn anything from reading?



Do you feel a stronger connection to... or... Why?



How would you react if...?



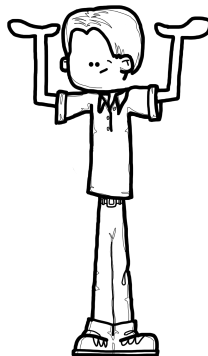
Would you recommend this book? Why/why not?



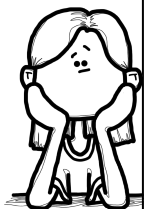
What is something you've learned by listening to other readers?



Who would this book be perfect for? Why?



What else can you add about...?



Literature Circle Project Ideas:

Make a Poster:

- Materials Needed:
 1. Literature circle book
 2. Poster or construction paper
 3. Markers
- Objective:
 1. To share your favorite parts of the book with your class.
 2. To highlight your opinions and how the book made you think.
 3. To give a snapshot into the conversations you had in the group.
- Steps to Complete Project:
 1. Get together with group members. Each member share top 2 things that stood out from the text.
 2. Compile group ideas and decide how the poster will be designed.
 3. Work together to complete the poster.
 4. Plan who will say what when it's time to present.

Literature Circle Project Ideas:

Act out a scene:

- Materials Needed:
 1. Literature circle book
 2. Paper for planning
- Objective:
 1. To share your favorite scene of the book with your class.
 2. To entertain the audience.
 3. To bring a scene from the book to life.
- Steps to Complete Project:
 1. Get together with group members. Discuss which scene you would like to act out.
 2. Assign roles to each members of the group. Some member may have more than one role, but everyone should have at least one part.
 3. Discuss and brainstorm how you will act the scene out.
 4. Practice the scene a few times before you present it to an audience.

Literature Circle Project Ideas:

Host a debate:

- Materials Needed:
 1. Literature circle book
 2. Paper for planning
 3. Index cards
- Objective:
 1. To highlight important issues from the text.
 2. To show two or more opinions about one issue.
 3. To learn how to argue a topic in a respectful way.
- Steps to Complete Project:
 1. Get together with group members. Make a list of the important issues addressed in the text you just completed.
 2. Decide which issue you will have as your topic for debate.
 3. List all the possible opinions you can think of for that topic.
 4. Assign each group member to argue different opinions about the topic.
 5. Each group member writes their opinions on an index card.
 6. Practice debating each opinions before you present it to an audience.
 7. Bring index cards to a panel presentation. Share the topic and being debating different opinions in front of the audience.

Literature Circle Project Ideas:

Reader's Theater:

- Materials Needed:
 1. Literature circle book
 2. Paper for planning
- Objective:
 1. To share your favorite scene of the book with your class.
 2. To entertain the audience.
 3. To bring a scene from the book to life.
- Steps to Complete Project:
 1. Get together with group members. Discuss which scene or scenes you would like to create a script for. You can skip big sections and highlight the beginning, middle, end of the book.
 2. Assign roles to each member of the group. Some members may have more than one role, but everyone should have at least one part.
 3. Write a script or outline of the scene you plan to present.
 4. Practice the scene a few times before you present it to an audience. Feel free to keep your script in front of you when you present, but remember to look up and make eye contact with your audience.

ACTIVITY 2: PERFORM A READERS THEATER!

- Readers theaters are like plays, except the readers do not have to memorize their lines.
- They are the PERFECT way to practice reading fluency, confidence, and stamina, all while having FUN.
- I've included several readers theater scripts for you to do at home.
- If you don't have enough readers to fill the roles, assign a few parts to each reader! Get everyone involved...mom, dad, grandma, everyone can have a part!
- Use the discussion cards, writing prompts, and graphic organizers as follow-up activities!

On the Right Track



On the Right Track

Characters

Narrator 1	Kaylynn	Mr. Day
Narrator 2	Mom	Adriana

Scene 1:

(a warm May day at Edison Middle School)

Narrator 1: Kaylynn had always been self-motivated and performed well in school. She had every intention of becoming the next member of her family to graduate from college.

Narrator 2: As the school year quickly approached the end, eighth grade students met with Mr. Day, the guidance counselor, to plan their course of study at the high school level.

Narrator 1: Although Kaylynn had prepared her own schedule and planned which courses she would tackle in high school, she still needed to meet with Mr. Day for approval.

Kaylynn: What time could I meet with you tomorrow to finalize my courses?

Mr. Day: (pulling his iPad out) Let me glance at my schedule. It appears that I could meet with you during your study hall. Does that work for your schedule? I don't want to mess up your plans.

Kaylynn Study hall is perfect. Could you please sign this hall pass for me? I'll give this to my study hall supervisor prior to reporting to your office.

Mr. Day: (signing the hall pass) Great! I'll see you then.

Narrator 1: Kaylynn turned away and continued on to her class.

Scene 2: *(the meeting with Mr. Day)*

Narrator 2: Kaylynn waited in the school office for Mr. Day to escort her to his office for their meeting. She mentally went through the checklist of questions she needed to ask him during the meeting.

Narrator 1: While Kaylynn organized her thoughts, Mr. Day stepped into the main office.

Mr. Day: Kaylynn, would you like to walk with me to my office?

Narrator 2: Kaylynn had not noticed Mr. Day walk into the room. She stood and followed the guidance counselor to his office.

Mr. Day: (pointing to a chair) Please have a seat. I have a plan in mind for you.

Kaylynn: I have been doing my research on colleges, so I've already prepared a plan for high school. Could we compare the plans before deciding?

Mr. Day: Absolutely! I love your ambition and desire to research colleges to create a plan. This display of organization directly affects your goals.

Kaylynn: (confused) What do you mean?

Mr. Day: In my line of work, I see many types students who come through my office. Some have goals in mind, but they do not know how to achieve them. You have taken the initiative to explore colleges and create a plan of action for your high school courses. This tells me you have the ability to achieve your goals.

Kaylynn: (confidently) Thank you.

Mr. Day: I believe you are just the right person for our student mentoring program. Would you be interested in speaking to our upcoming 6th grade students about setting goals?

Kaylynn: (surprised) I guess I could do that. Although I don't particularly enjoy speaking in front of people, I would love to add this to my list of accomplishments.

Mr. Day: (laughing) Of course! Go home and talk to your mom. I want to be sure you have her permission before I plan to pull you out of class to speak with our upcoming students.

Kaylynn: Okay.

Narrator 1: The two concluded their meeting. Mr. Day was impressed with Kaylynn's research.

Narrator 2: He also knew that Kaylynn's diligence and determination would make her the best candidate and representative to demonstrate setting goals for new middle school students.

Scene 3:
(at home with mom)

Narrator 1: Excitement built for Kaylynn on her walk home. It gave her the opportunity to reflect and think about the opportunity she was being given by Mr. Day.

Narrator 2: Mr. Day paid her an incredible compliment by extending the invitation to speak to the upcoming Edison Middle Schoolers. He obviously believed in her. He must feel she is on the right track.

Narrator 2: Mom was sitting in the kitchen when Kaylynn arrived home.

Mom: (addressing Kaylynn) How was your day, kid?

Kaylynn: Great! I actually need to ask for your permission for something.

Mom: (with curiosity) Oh really, what for?

Kaylynn: When I was meeting with Mr. Day to plan my courses for high school, he was impressed by my plan. He asked me to speak to the incoming students about goal setting. I'm honored that he asked. What do you say?

Mom: Kaylynn, I'm so proud of you! Yes, that's wonderful!

Kaylynn: (hugging Mom) Thank you! I need to go write my outline for this speech.

Narrator 1: Mom knew Kaylynn was hard-working and determined. She was extremely proud that she would be sharing her strategies with others.

Scene 4: *(the next day at school)*

Narrator 2: Kaylynn spent the morning before the bell rang with her friend Adriana.

Narrator 1: The girls gabbed about their usual. They compared notes from classes and planned to meet up again at lunch since they didn't share the same class schedule.

Adriana: Did you write your conclusion to the science lab?

Kaylynn: I haven't had a late assignment all year; I'm not ready to begin turning things in late now. I have to meet with Mr. Day just to let him know my mom gives me permission to speak at orientation. I'll meet you at lunch, but I may be a couple minutes late.

Adriana: Sounds good. I'll keep a chair reserved for you.

Kaylynn: Hey, there is Mr. Day. I'll go tell him now, so I won't be late for lunch. See you later.

Narrator 2: Kaylynn hustled down the hallway to catch Mr. Day.

Narrator 1: Kaylynn reached him just as he was going into the office.

Narrator 2: Mr. Day was delighted to learn that Kaylynn's mother approved of her speaking at orientation.

Mr. Day: Excellent! Friday the new students will be touring the building. You'll speak with them when they come into the auditorium. I'll be there to introduce you. Can you prepare about a 10 to 15 minute speech?

Kaylynn: (smiling) I already finished the outline last night.

Mr. Day: Kaylynn, I knew I had chosen the best candidate. You're always prepared and working ahead. This is exactly what I mean when I say you're organized and can achieve anything because your goals are put into action. Have a great day. I'll see you Friday in the auditorium.

Narrator 1: Kaylynn felt so accomplished from Mr. Day's comments. She knew she worked hard. She was excited to share her routine and goals with others. She hoped she could be a great role model for them.

Narrator 2: She reported to her first class of the day.

Scene 5:

(Orientation on Friday)

Narrator 1: Kaylynn was a little nervous. Everyone gets stage fright a little bit she thought to herself.

- Narrator 2:** She watched as approximately 80 young faces marched into the auditorium.
- Narrator 1:** Mr. Day introduced Kaylynn right on schedule. He spoke highly of her and explained to the incoming students that she is the model of a student who can set goals and achieve them.
- Narrator 2:** Kaylynn was blushing a bit when she took the stage, but her speech went off without a hitch. She spoke clearly and deliberately, just like her goals.
- Narrator 1:** Mr. Day was proud of Kaylynn. He was certain he chose the correct student. Her speech addressed all the areas he anticipated. She explained how setting goals had kept her on track, and she would be going into high school preparing for college.
- Narrator 2:** She left the students with a challenge. She gave them a mission to complete over the three years at Edison Middle School.
- Narrator 1:** Mr. Day and Kaylynn were certain her words were inspiring and expressed the importance of keeping on the right track with goals. These students were learning an incredible life lesson.

On the Right Track

Name: _____ Date: _____

“True or False?? You Decide!”

Directions: Read each statement carefully before watching the reader’s theater performance. Write ‘F’ if you believe the statement is false and ‘T’ if you think it is true. Read each statement again after the performance and see if your answers have changed.

Before: After:

1. _____ Achieving goals is an easy process.
2. _____ You are responsible for your own goals.
3. _____ It is okay to adjust your goal to ensure success.
4. _____ Keeping track of your progress will ensure your success.
5. _____ Setting goals is only for professionals and overachievers.
6. _____ Celebrating success along the journey is a way to keep you motivated.
7. _____ Failing at a goal is a sign of a lazy person.
8. _____ It is a good idea to keep your goals to yourself.
9. _____ Goals need to be set in an attainable range.
10. _____ Everyone should set goals.

Discussion Cards

Setting Goals

Goals can be set in every aspect of your life. What is an a goal you would like to achieve? Why?

Tracking Success

Tracking your journey can ensure success. How can you track your progress?

Goals

Do you have any personal goals you would like to achieve? What are they?

Learning to Fail

Not all goals are achieved. Have you failed to reach a goal? What did you do?

Name: _____ Date: _____

Make a list of things you are motivated to do:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Circle one thing on your list and tell why you are so motivated on the back of this page.

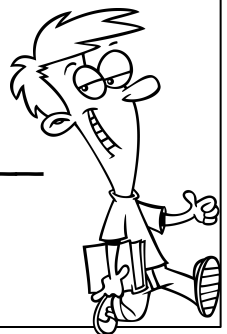


Name: _____ Date: _____

Make a list of things you can do now to plan for your future:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Circle one thing from your list and explain how you will make it happen on the back of this page.



Setting Goals and Making a Plan

I can make a list of goals and create a plan to achieve a goal.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: When we set goals for ourselves and make a plan to achieve our goals, we can feel good about the hard work we do every day. Make a list of goals you have for this year. Then circle one goal from your list you would like to achieve. Describe how you will achieve this goal.

Make a List of Goals You'd Like to Achieve this Year:

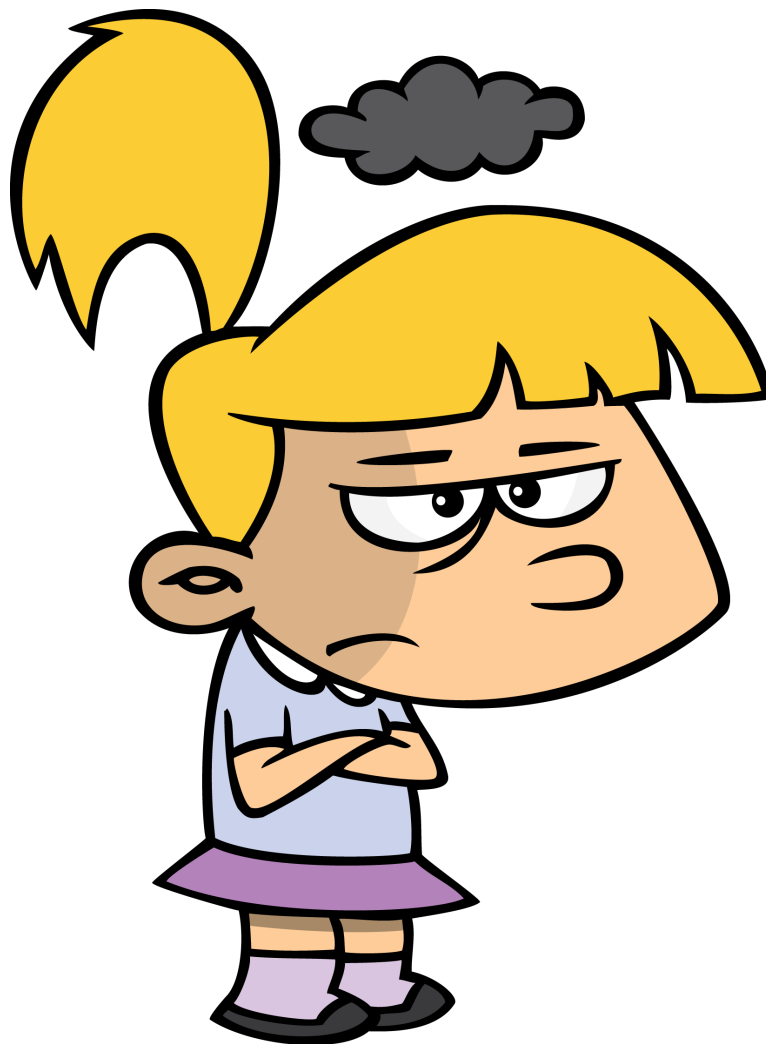
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Make a Plan to Achieve One of Your Goals:



I Can't
Do It



I Can't Do It!

Characters

Narrator 1	Mom	Maria	Fatima
Narrator 2	Dad	Mateo	Jalil

Scene 1:

(At the park)

Narrator 1: It was a beautiful, sunny day and many kids were at the park. It was summer vacation and everyone was happy to be playing outside all day.

Narrator 2: Some kids were playing on the playground. Some were chasing each other all around. Others were playing basketball. But, Maria's friends were all riding their bikes.

Fatima: (calling to Maria) Come on, Maria! Hurry! Everyone is waiting for us to take a ride. Grab your bike from your mom's truck and let's go!

Jalil: (whispering to his friends) Maria is such a baby. She still has training wheels on her bike. (he laughs and shakes his head at Maria)

Maria: (hearing Jalil, she speaks quietly and sadly) OK, I'll be right there. I just have to ask my mom something. Go ahead, I'll catch up in a minute.

Mom: (looking at Maria's sad face) Maria, I heard Fatima call for you to go bike riding. Help me get your bike ready. I know you will have a fun time.

Maria: (sadly) Mom, can we just go home? I'm not feeling too well. My stomach hurts.

Narrator 1: Maria's mom thinks she knows what is really wrong with Maria and it is not her stomach. She looks at Maria's bike with the training wheels still in place.

Mom: Yes, we can go home, but I want to remind you that practice makes perfect. If you give up, you will never learn. How about we go home and ask dad and Mateo to help you out?

Narrator 2: Maria nods her head to agree with her mom. She is sad as she gets in the car. She knows that her friend Fatima will wonder where she went. But, she just didn't want to listen to the boy named Jalil make fun of her again for having training wheels. She thinks to herself, "I just can't do it."

Scene 2: *(Maria's house)*

Dad: (noticing Maria's sad face as she walks through the front door) Why such a long face on this beautiful, sunny day?

Maria: Riding a bike is too hard. I just can't do it! Training wheels are for babies, that's what Jalil says. He's right! I give up!

Dad: Maria, first of all, training wheels aren't for babies. Babies can't ride bikes at all! (Maria smiles at his joke) Training wheels keep you safe until you can do it on your own.

Maria: (whining) But I can't! I just can't do it on my own!

Dad: (Laughing) Now, that whining is for babies! (Maria laughs again at his joke) And remember, we are not quitters, we do not give up. I taught your brother, Mateo, how to ride without training wheels. And I can teach you, too. You just have to believe in yourself. Can you do that?

Mateo: (walking in the door and hearing the conversation) What's this about giving up? Oh no, not in this family! We never give up! Come on, Maria, I will show you some tricks!

Narrator 1: Maria and Mateo go outside together. He begins to tell her all of his tricks to learning to ride a bike. Dad begins to remove Maria's training wheels. Maria is quiet listening and watching. She is trying to be brave. She knows in her heart that she can't give up.

Mateo: Ok, it looks like Dad is almost done getting your bike ready. Remember what I told you. Start slow. Balance. Look straight ahead. You can do this, Maria, I know you can.

Dad: (walking up to Maria with the bike) And remember, I am right here. I believe in you.

Narrator 2: Maria, Mateo, and their dad all walk out to the sidewalk in front of their house. Maria is walking slowly and feeling very scared. But, she tells herself to try. She knows her dad and brother won't want to see her give up.

Scene 3:

(on the sidewalk in front of Maria's house)

Narrator 1: Maria gets on her bike, looks back at her father and brother and starts to ride. She pedals three times before she wobbles than falls hard on the sidewalk.

Maria: (yelling) I can't do it! I just can't! I give up!

Mateo: (jogging to Maria) Hey it's ok. Part of learning is making mistakes. I fell 100 times before I could do it. The key is to get up and try again. Don't give up.

Dad: Mateo is right. You will be mad at yourself if you give up. How about this time I jog along side of you. I will be right here.

Maria: (getting up and hopping on her bike again) OK dad, let's ride! (Mateo gives Maria a high five)

Narrator 2: Maria begins again, this time with her dad beside her. She is doing well when all of a sudden she sees a group of kids riding their bikes. She notices Jalil right away. She gets nervous and falls, but her dad catches her just in time. She look up to see Jalil staring at her.

Jalil: (sounding nice since Maria's dad is right there) Maria, good for you! Finally no training wheels!

(When Maria's dad turns his head, Jalil makes a baby face to Maria and whispers to her) You need your dad to help you? You should just give up! You'll never be ready to take the rides we do. (He rides off with the rest of the kids laughing)

Maria: (starting to cry, she doesn't see her friend Fatima come up behind her) I can't do it. I give up!

Fatima: Yes, you can do it. And no you won't give up! (Maria turns around, surprised to see her friend standing there) You are not going to let that bully, Jalil, get to you, are you?

Maria: (sadly) He's right, Fatima. I will never be able to ride like you guys. I should just give up.

Fatima: He is not right. He's a bully. Did I ever tell you that I had training wheels until last summer? But, you know what? I never gave up. I just kept trying and trying. Come on, let me help you. Let's show that bully, Jalil!

Maria: Ok, Fatima. If you can do it, I can do it. I will not give up! (turning to talk to her dad) Dad, thanks for your help. Is it ok if I go with Fatima now? I'm going to keep trying, even if it takes me all night!

Dad: Of course! I'm so proud of you for not giving up. Be careful girls!

Narrator 1: Maria and Fatima practiced all day long. Maria fell a lot, but her friend, Fatima, just kept helping her up. They practiced and practiced. Some time, right before dark, Maria took a long ride around the block without falling once.

Maria: Fatima! Did you see that? I didn't fall once!

Fatima: That's because you never gave up!

Maria: I couldn't have done it with your help. You're such a good friend. I can't wait until tomorrow when I speed past that bully, Jalil!

Narrator 2: The girls laughed, said good bye, and rode home happily. Maria ran into the house when she got home and told her family all about her day. They were so proud of her. Maria was proud of herself too.

Scene 4:

(at the park, the next day)

Maria: (running out the door, yelling behind her) Bye mom, bye dad! I'm going for a bike ride at the park with Fatima!

Mom and Dad: Ok! Have fun! Be careful!

Narrator 1: Maria and Fatima ride to the park and meet their friends. They see Jalil and ride past him waving. Jalil had nothing to say. The girls high fived and laughed. Maria smiled to herself. She did it. And she didn't give up!

I Can't Do It!

Name: _____ Date: _____

“True or False?? You Decide!”

Directions: Read each statement carefully before watching the reader's theater performance. Write 'F' if you believe the statement is false and 'T' if you think it is true. Read each statement again after the performance and see if your answers have changed.

Before: After:

1. _____ _____ It is ok to believe you can't do something.
2. _____ _____ You should always believe in yourself.
3. _____ _____ Practice makes perfect.
4. _____ _____ It is ok to make fun of people if it will make them try harder.
5. _____ _____ It is not a good idea to help friends when they want to give up.
6. _____ _____ Riding a bike is impossible.
7. _____ _____ Falling when learning to ride a bike is ok.
8. _____ _____ We should learn from our mistakes.
9. _____ _____ Good friends tell you to give up if something is too hard.
10. _____ _____ 'Never give up' is good advice.

Discussion Cards

Never Give Up

Describe a time when you wanted to give up. Did you give up in the end? Why or why not?

I Can't Do It!

Have you ever said, "I can't do it," like Maria? Do you think it is a good idea to believe you can't do something? Why?

Helping Others

Maria's friend, Fatima, helps her when she has a problem. What did she do to help?

I Can Help

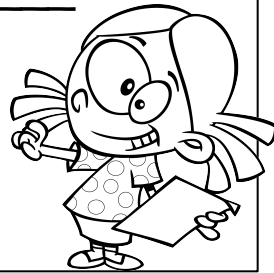
Describe a time when you helped someone when they wanted to give up. What did you say and do to help?

Name: _____ Date: _____

Make a list of times you have helped a friend:

- _____
- _____
- _____
- _____
- _____
- _____

Circle one thing on your list and write more about it on the back of this page

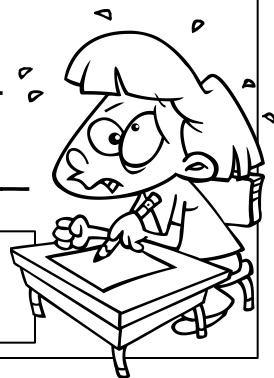


Name: _____ Date: _____

Make a list of things you've tried to do that are really hard.

- _____
- _____
- _____
- _____
- _____
- _____

Circle one thing from your list that you never gave up trying to do and tell about it on the back of this page.



Having a Positive Attitude

I can think of things to say to myself to keep a positive attitude.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Sometimes things we do in life are really, really hard. They may even seem impossible. I'm sure you know how that feels. But, we can think positive and have a good attitude. If we have a positive attitude, we can do so much more! Think of ways you can change the negative statements below into positive ones. Then tell about why a positive attitude is so important.

Instead of saying...

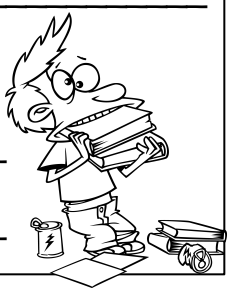
Try Saying...

- I can't do it. _____
- It's too hard. _____
- I will never learn. _____
- Everybody is right. I'm not good. _____
- I should just stop trying. _____
- Riding a bike is too hard. _____
- I will definitely fail. _____
- This seems impossible. _____
- No way I'll ever do this. _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Why Having a Positive Attitude is So Important:



Mistakes, Mistakes, Mistakes



Mistakes, Mistakes, Mistakes

Characters

Narrator 1	Narrator 2	Teacher (F)
Anthony	Cassie	Manuel
Neveah	Andrew	

Scene:

Classroom

Narrator 1: Anthony was a good student. He didn't mind making a mistake sometimes in his work.

Teacher: Anthony, you have one correction here on page 24.

Anthony: Sure, Miss Rozema. I'll do that!

Narrator 2: Anthony didn't even mind making a couple mistakes.

Teacher: Anthony, you need to capitalize these sentences and add punctuation.

Anthony: Oh, ok. Oops, I forgot. Silly me.

Narrator 1: Anthony just didn't like to make a lot of mistakes.

Teacher: Anthony, let's go over this page. You'll need to re-do it.

Anthony: NOOOOOOOOOOOOOOO! Why? I don't wanna.

Narrator 2: It's not that Anthony thought he always did things perfectly. Not like Cassie.

Teacher: Cassie, you need to fix these two problems.

Cassie: WHAT?! What did I do wrong?! They're not wrong!

Teacher: A penguin is not a mammal, and an elephant is not a reptile.

Narrator 1: It wasn't that Anthony didn't like extra work. Not like Manuel.

Teacher: Manuel, all these words are spelled wrong.

Manuel: Ugh! I have to do them ALL OVER AGAIN??? I can't wait til I can get out of work and go to recess!

Anthony: I can help you, Manuel.

Teacher: That's very nice of you, Anthony, but Manuel needs to do this on his own.

Manuel: Spelling is eeeeeevil!

Narrator 2: The reason why Anthony made mistakes wasn't because he was talking with his friends about football when he was supposed to be learning math. Not like Neveah.

- Neveah: Did you guys SEE that play last night? Can you believe they got a touch down in the last minute?
- Cassie: Neveah, focus. We have to figure out the quantities in this word problem.
- Anthony: Um, there are 2 water bottles in the backpack.
- Manuel: Yeah, and her backpack can hold 5 altogether.
- Neveah: And the other team's crying a gallon of tears! Hahaha!
- Narrator 1: The reason why Anthony made mistakes wasn't because he was daydreaming instead of working. Not like Andrew.
- Teacher: Andrew, what is the subject of this sentence?
- Andrew: Huh? Wait, what are we talking about?
- Teacher: What is the subject of the sentence?
- Andrew: What sentence? When's lunch?
- Cassie: (groans)
- Narrator 2: No, the reason why Anthony made mistakes was because he was still learning. Just like we all are.

- Narrator 1:** But the reason why he did not like making mistakes is because he thought he was only a good student if he did things perfectly.
- Anthony:** I shouldn't have messed up! I should have gotten them right. I'm not smart. I'm dumb. I'm a bad student.
- Narrator 2:** Anthony said these things to himself a lot. He called himself names so many times that he started to believe that he really was a horrible student.
- Narrator 1:** But you know what? Everything Anthony told himself was...WRONG!
- Cassie:** When you make a mistake, it means that your brain is being challenged to learn something new.
- Neveah:** Your brain actually grows when you make mistakes. Science says so!
- Andrew:** Struggling hard to figure things out is super important!
- Manuel:** Being smart doesn't mean everything is easy. Being smart means that you are working your brain, especially in solving mistakes.
- Teacher:** In fact, if you're not making any mistakes ever, maybe you need to challenge your brain more. Maybe you need to take a risk and try something new and hard for you!

- Anthony: I'm still not a good student.
- Teacher: What makes a good student?
- Manuel: A good student wants to learn!
- Neveah: A good student thinks about what the teacher and her classmates are saying, even if it is not her turn to do anything.
- Cassie: Because even if the teacher isn't calling on you to answer a question, a great student still uses her brain on her own to figure out the answer.
- Andrew: A good student does his best.
- Anthony: Even if every single answer is wrong?
- Cassie: Yes! And a good student is willing to try again and think and ask for help until he gets it.
- Manuel: A good student takes responsibility for his mistakes.
- Teacher: Did you do your homework, Neveah?
- Neveah: No, I didn't, Mrs. Rozema. It's not my grandparents' fault or my sister's fault. It's my fault. I will work hard to get it done tonight. I'm sorry.
- Manuel: And a good student trusts his teacher.

Teacher: Anthony, you're a wonderful student!

Anthony: No, I'm not. I always mess up.

Teacher: But you work hard and you do your best! That's what makes a good student. And you're one of the best students I have!

Anthony: I don't know...

Teacher: Trust me. You are.

Neveah: You don't trust the teacher? How dare you! Gasp!

Anthony: Very funny.

Narrator 2: So, the next time Anthony made a mistake--

Narrator 1: And started telling himself he was the the WORST--

Narrator 2: He tried to remember that it's not about being perfect.

Narrator 1: It's about working your brain--

Narrator 2: And learning a little bit more each time you try to solve a mistake.

Teacher: By the way, Anthony, I have a couple corrections for you here--

Anthony: Noooooo!

EVERYONE: You're still a good student!

Anthony: Aw, thanks, guys!

THE END

Mistakes, Mistakes, Mistakes

Name: _____ Date: _____

“True or False?? You Decide!”

Directions: Read each statement carefully before watching the reader’s theater performance. Write ‘F’ if you believe the statement is false and ‘T’ if you think it is true. Read each statement again after the performance and see if your answers have changed.

Before: After:

1. _____ Making a lot of mistakes is proof that you are not trying.
2. _____ Making a mistake does not mean that you don't care about learning.
3. _____ If school is easy for you, then you should find something to challenge your brain.
4. _____ If you are smart, school will be easy for you.
5. _____ If you make a lot of mistakes, you are a bad student.
6. _____ A good student blames her mistakes on her family.
7. _____ A good student should expect nothing but perfection from himself.
8. _____ Mistakes can help you learn.
9. _____ Being smart means working hard to solve problems.
10. _____ If you are a good student, school will be easy for you.

Discussion Cards

Growth Mindset

Do you ever get mad when you make a mistake? What can you tell yourself next time you get frustrated?

Traits of a Good Student

Which traits of a good student are easy for you? Which ones do you want to do better?

Mistakes are Okay

How do you think mistakes can help you? What do you think would happen if you were always scared of making mistakes?

Listening to Negative Thoughts

Does it help you to call yourself dumb, not smart, or no good? Why or why not?

Doing Your Best v. Being Perfect

I can understand that I do not have to be perfect at everything I do.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Sometimes it can be hard to feel like you are not doing a perfect job all the time. It's okay to not be perfect. Trying your best is more important than being perfect. Make a list of all the things you've tried your best to do, but you were not perfect at. Then tell how it feels to do your best without worrying about being perfect.

Make a List of Things You Do That You are Not Perfect at:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

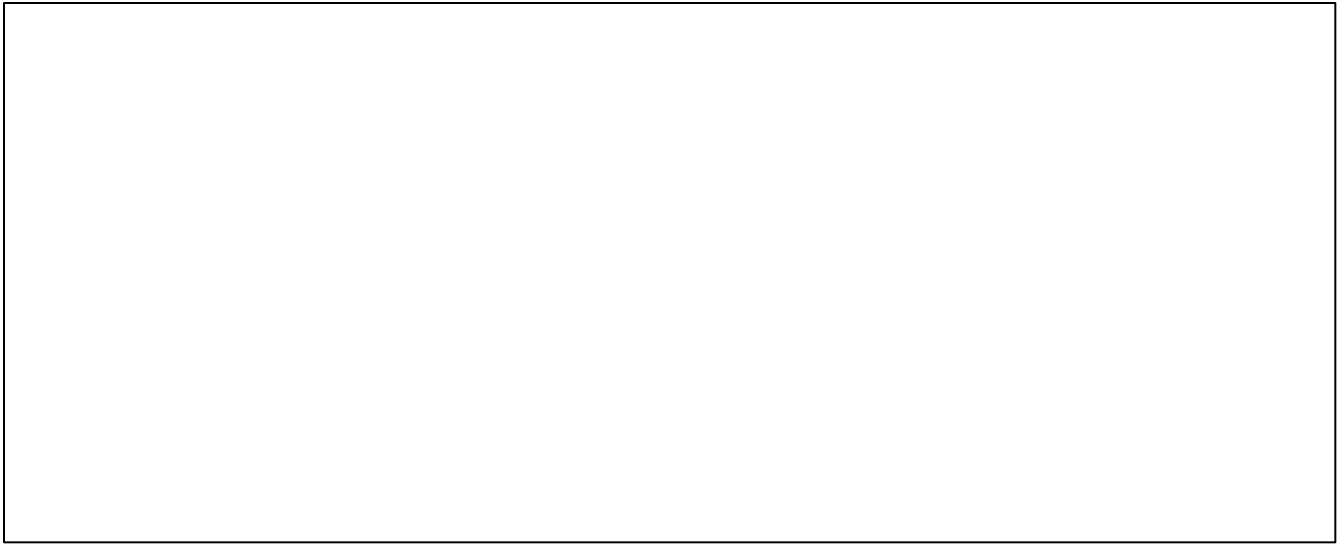


Tell how it feels to do your best, without having to be absolutely perfect.



Name: _____ Date: _____

Draw a picture of a time you struggled with trying to be perfect:



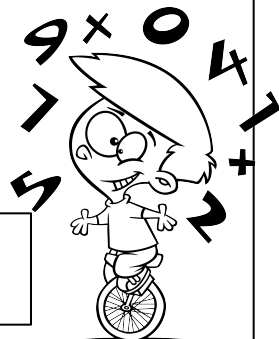
On the back of this page, describe what happened in your picture and why you felt this way. Tell how you solved the problem of trying to be perfect.

Name: _____ Date: _____

Make a list of ways you are a good student in school.

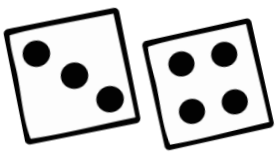
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Circle one thing from your list and write more about it on the back of this page.



ACTIVITY 3: READING BINGO!

- Readers theaters are like plays, except the readers do not have to memorize their lines.
- They are the PERFECT way to practice reading fluency, confidence, and stamina, all while having FUN.
- I've included several readers theater scripts for you to do at home.
- If you don't have enough readers to fill the roles, assign a few parts to each reader! Get everyone involved...mom, dad, grandma, everyone can have a part!
- Use the discussion cards, writing prompts, and graphic organizers as follow-up activities!



Game

What You Need:

- Copies of BINGO Word Cards and the BINGO playing cards.
- Something to mark each BINGO square.

Game Set-Up:

- Cut out each of the BINGO word cards. You may want to glue them each onto a piece of construction paper.
- Cut out the BINGO playing cards.
- Gather some small pieces that will work for covering up each BINGO square.

"Reading Comprehension Bingo"

Game Directions:

1. Pass out BINGO playing cards to every player.
2. Choose one person to read the BINGO word cards to all the players.
3. Read one BINGO word card at a time. Read the definition aloud and players must decide what word matches the definition.
4. Players place an object to mark each square when they match the definition from the BINGO word card to the words on their playing boards.
5. The first player to correctly match 5 words in a line going up, down, or diagonal wins!
6. Be sure to check that the words on BINGO playing card matches the definitions called from the BINGO word cards.

"BINGO Word Cards"

B When readers stop to think carefully about something they are not understanding.

Answer: Solving

I When readers stop to think carefully about something they are not understanding.

Answer: Solving

N When readers stop to think carefully about something they are not understanding.

Answer: Solving

G When readers stop to think carefully about something they are not understanding.

Answer: Solving

O When readers stop to think carefully about something they are not understanding.

Answer: Solving

B The part in the story where there is conflict.

Answer: Problem

I The part in the story where there is conflict.

Answer: Problem

N The part in the story where there is conflict.

Answer: Problem

"BINGO Word Cards"

G

The part in the story where there is conflict.

Answer: Problem

O

The part in the story where there is conflict.

Answer: Problem

B

The part in the story where the conflict is solved.

Answer: Solution

I

The part in the story where the conflict is solved.

Answer: Solution

N

The part in the story where the conflict is solved.

Answer: Solution

G

The part in the story where the conflict is solved.

Answer: Solution

O

The part in the story where the conflict is solved.

Answer: Solution

B

To think about what might happen next in a text.

Answer: Predict

"BINGO Word Cards"

I

To think about what might happen next in a text.

Answer: Predict

N

To think about what might happen next in a text.

Answer: Predict

G

To think about what might happen next in a text.

Answer: Predict

O

To think about what might happen next in a text.

Answer: Predict

B

To make a statement based on what you already know and new information from the text.

Answer: Infer

I

To make a statement based on what you already know and new information from the text.

Answer: Infer

N

To make a statement based on what you already know and new information from the text.

Answer: Infer

G

To make a statement based on what you already know and new information from the text.

Answer: Infer

"BINGO Word Cards"

O

To make a statement based on what you already know and new information from the text.

Answer: Infer

B

To look for information in a text.

Answer: Search

I

To look for information in a text.

Answer: Search

N

To look for information in a text.

Answer: Search

G

To look for information in a text.

Answer: Search

O

To look for information in a text.

Answer: Search

B

To form opinions about a text.

Answer: Judge

I

To form opinions about a text.

Answer: Judge

"BINGO Word Cards"

N

To form opinions
about a text.

Answer: Judge

G

To form opinions
about a text.

Answer: Judge

O

To form opinions
about a text.

Answer: Judge

B

To combine what you
already know with new
information from the
text.

Answer: Connect

I

To combine what you
already know with new
information from the
text.

Answer: Connect

N

To combine what you
already know with new
information from the
text.

Answer: Connect

G

To combine what you
already know with
new information from
the text.

Answer: Connect

O

To combine what you
already know with
new information from
the text.

Answer: Connect

"BINGO Word Cards"

B

All the things that happen during the beginning, middle, and end of a text.

Answer: Events

I

All the things that happen during the beginning, middle, and end of a text.

Answer: Events

N

All the things that happen during the beginning, middle, and end of a text.

Answer: Events

G

All the things that happen during the beginning, middle, and end of a text.

Answer: Events

O

All the things that happen during the beginning, middle, and end of a text.

Answer: Events

B

The time and place in which a story takes place.

Answer: Setting

I

The time and place in which a story takes place.

Answer: Setting

N

The time and place in which a story takes place.

Answer: Setting

"BINGO Word Cards"

G The time and place in which a story takes place.

Answer: Setting

O The time and place in which a story takes place.

Answer: Setting

B To retell only the most important parts of a text.

Answer: Summarize

I To retell only the most important parts of a text.

Answer: Summarize

N To retell only the most important parts of a text.

Answer: Summarize

G To retell only the most important parts of a text.

Answer: Summarize

O To retell only the most important parts of a text.

Answer: Summarize

B The rate and tone at which a reader reads aloud.

Answer: Fluency

"BINGO Word Cards"

I

The rate and tone at which a reader reads aloud.

Answer: Fluency

N

The rate and tone at which a reader reads aloud.

Answer: Fluency

G

The rate and tone at which a reader reads aloud.

Answer: Fluency

O

The rate and tone at which a reader reads aloud.

Answer: Fluency

B

To point out something specific that has occurred in the text.

Answer: Identify

I

To point out something specific that has occurred in the text.

Answer: Identify

N

To point out something specific that has occurred in the text.

Answer: Identify

G

To point out something specific that has occurred in the text.

Answer: Identify

"BINGO Word Cards"

O

To point out something specific that has occurred in the text.

Answer: Identify

B

Important words that are used in text, often highlighted or written in bold print.

Answer: Vocabulary

I

Important words that are used in text, often highlighted or written in bold print.

Answer: Vocabulary

N

Important words that are used in text, often highlighted or written in bold print.

Answer: Vocabulary

G

Important words that are used in text, often highlighted or written in bold print.

Answer: Vocabulary

O

Important words that are used in text, often highlighted or written in bold print.

Answer: Vocabulary

B

A type of text that has not happened in real life.

Answer: Fiction

I

A type of text that has not happened in real life.

Answer: Fiction

"BINGO Word Cards"

N

A type of text that has not happened in real life.

Answer: Fiction

G

A type of text that has not happened in real life.

Answer: Fiction

O

A type of text that has not happened in real life.

Answer: Fiction

B

A type of text based on events or information from real life.

Answer: Nonfiction

I

A type of text based on events or information from real life.

Answer: Nonfiction

N

A type of text based on events or information from real life.

Answer: Nonfiction

G

A type of text based on events or information from real life.

Answer: Nonfiction

O

A type of text based on events or information from real life.

Answer: Nonfiction

"BINGO Word Cards"

B

The times in a story when a character is speaking.

Answer: Dialogue

I

The times in a story when a character is speaking.

Answer: Dialogue

N

The times in a story when a character is speaking.

Answer: Dialogue

G

The times in a story when a character is speaking.

Answer: Dialogue

O

The times in a story when a character is speaking.

Answer: Dialogue

B

The people or animals who are a part of the text.

Answer: Characters

I

The people or animals who are a part of the text.

Answer: Characters

N

The people or animals who are a part of the text.

Answer: Characters

"BINGO Word Cards"

G

The people or animals who are a part of the text.

Answer: Characters

O

The people or animals who are a part of the text.

Answer: Characters

B

What happens in the story and the order of story events.

Answer: Plot

I

What happens in the story and the order of story events.

Answer: Plot

N

What happens in the story and the order of story events.

Answer: Plot

G

What happens in the story and the order of story events.

Answer: Plot

O

What happens in the story and the order of story events.

Answer: Plot

B

The graphics found in a text that support the main ideas and key details.

Answer: Illustrations

"BINGO Word Cards"

I

The graphics found in a text that support the main ideas and key details.

Answer: Illustrations

N

The graphics found in a text that support the main ideas and key details.

Answer: Illustrations

G

The graphics found in a text that support the main ideas and key details.

Answer: Illustrations

O

The graphics found in a text that support the main ideas and key details.

Answer: Illustrations

B

All the information in a text that supports the main ideas.

Answer: Evidence

I

All the information in a text that supports the main ideas.

Answer: Evidence

N

All the information in a text that supports the main ideas.

Answer: Evidence

G

All the information in a text that supports the main ideas.

Answer: Evidence

"BINGO Word Cards"

O

All the information in a text that supports The main ideas.

Answer: Evidence

B

To think very carefully and draw conclusions about the text.

Answer: Analyze

I

To think very carefully and draw conclusions about the text.

Answer: Analyze

N

To think very carefully and draw conclusions about the text.

Answer: Analyze

G

To think very carefully and draw conclusions about the text.

Answer: Analyze

O

To think very carefully and draw conclusions about the text.

Answer: Analyze

B

To understand the main ideas and details in a text.

Answer: Comprehend

I

To understand the main ideas and details in a text.

Answer: Comprehend

"BINGO Word Cards"

N

To understand the main ideas and details in a text.

Answer: Comprehend

G

To understand the main ideas and details in a text.

Answer: Comprehend

O

To understand the main ideas and details in a text.

Answer: Comprehend

B

Information a reader already knows and uses when reading a text.

Answer: Background

I

Information a reader already knows and uses when reading a text.

Answer: Background

N

Information a reader already knows and uses when reading a text.

Answer: Background

G

Information a reader already knows and uses when reading a text.

Answer: Background

O

Information a reader already knows and uses when reading a text.

Answer: Background

B	I	N	G	O
Solving	Problem	Solution	Predict	Infer
Search	Judge	Connect	Events	Setting
Summarize	Fluency	Free Space	Identify	Vocabulary
Fiction	Nonfiction	Dialogue	Characters	Plot
Illustrations	Evidence	Analyze	Comprehend	Background

B	I	N	G	O
Background	Solving	Problem	Solution	Predict
Infer	Search	Judge	Connect	Events
Setting	Summarize	Free Space	Fluency	Identify
Vocabulary	Fiction	Nonfiction	Dialogue	Characters
Plot	Illustrations	Evidence	Analyze	Comprehend

B	I	N	G	O
Comprehend	Background	Solving	Problem	Solution
Predict	Infer	Search	Judge	Connect
Events	Setting	Free Space	Summarize	Fluency
Identify	Vocabulary	Fiction	Nonfiction	Dialogue
Characters	Plot	Illustrations	Evidence	Analyze

B	I	N	G	O
Analyze	Comprehend	Background	Solving	Problem
Solution	Predict	Infer	Search	Judge
Connect	Events	Free Space	Setting	Summarize
Fluency	Identify	Vocabulary	Fiction	Nonfiction
Dialogue	Characters	Plot	Illustrations	Evidence

B	I	N	G	O
Evidence	Analyze	Comprehend	Background	Solving
Problem	Solution	Predict	Infer	Search
Judge	Connect	Free Space	Events	Setting
Summarize	Fluency	Identify	Vocabulary	Fiction
Nonfiction	Dialogue	Characters	Plot	Illustrations

B	I	N	G	O
Illustrations	Evidence	Analyze	Comprehend	Background
Solving	Problem	Solution	Predict	Infer
Search	Judge	Free Space	Connect	Events
Setting	Summarize	Fluency	Identify	Vocabulary
Fiction	Nonfiction	Dialogue	Characters	Plot

B	I	N	G	O
Plot	Illustrations	Evidence	Analyze	Comprehend
Background	Solving	Problem	Solution	Predict
Infer	Search	Free Space	Judge	Connect
Events	Setting	Summarize	Fluency	Identify
Vocabulary	Fiction	Nonfiction	Dialogue	Characters

B	I	N	G	O
Characters	Plot	Illustrations	Evidence	Analyze
Comprehend	Background	Solving	Problem	Solution
Predict	Infer	Free Space	Search	Judge
Connect	Events	Setting	Summarize	Fluency
Identify	Vocabulary	Fiction	Nonfiction	Dialogue

B	I	N	G	O
Dialogue	Characters	Plot	Illustrations	Evidence
Analyze	Comprehend	Background	Solving	Problem
Solution	Predict	Free Space	Infer	Search
Judge	Connect	Events	Setting	Summarize
Fluency	Identify	Vocabulary	Fiction	Nonfiction

B	I	N	G	O
Nonfiction	Dialogue	Characters	Plot	Illustrations
Evidence	Analyze	Comprehend	Background	Solving
Problem	Solution	Free Space	Predict	Infer
Search	Judge	Connect	Events	Setting
Summarize	Fluency	Identify	Vocabulary	Fiction

B	I	N	G	O
Fiction	Nonfiction	Dialogue	Characters	Plot
Illustrations	Evidence	Analyze	Comprehend	Background
Solving	Problem	Free Space	Solution	Predict
Infer	Search	Judge	Connect	Events
Setting	Summarize	Fluency	Identify	Vocabulary

B	I	N	G	O
Vocabulary	Fiction	Nonfiction	Dialogue	Characters
Plot	Illustrations	Evidence	Analyze	Comprehend
Background	Solving	Free Space	Problem	Solution
Predict	Infer	Search	Judge	Connect
Events	Setting	Summarize	Fluency	Identify

B	I	N	G	O
Identify	Vocabulary	Fiction	Nonfiction	Dialogue
Characters	Plot	Illustrations	Evidence	Analyze
Comprehend	Background	Free Space	Solving	Problem
Solution	Predict	Infer	Search	Judge
Connect	Events	Setting	Summarize	Fluency

B	I	N	G	O
Fluency	Identify	Vocabulary	Fiction	Nonfiction
Dialogue	Characters	Plot	Illustrations	Evidence
Analyze	Comprehend	Free Space	Background	Solving
Problem	Solution	Predict	Infer	Search
Judge	Connect	Events	Setting	Summarize

B	I	N	G	O
Summarize	Fluency	Identify	Vocabulary	Fiction
Nonfiction	Dialogue	Characters	Plot	Illustrations
Evidence	Analyze	Free Space	Comprehend	Background
Solving	Problem	Solution	Predict	Infer
Search	Judge	Connect	Events	Setting

B	I	N	G	O
Summarize	Fluency	Identify	Vocabulary	Fiction
Nonfiction	Dialogue	Characters	Plot	Illustrations
Evidence	Analyze	Free Space	Comprehend	Judge
Background	Solving	Problem	Solution	Predict
Infer	Search	Connect	Events	Setting

B	I	N	G	O
Events	Setting	Summarize	Fluency	Identify
Vocabulary	Fiction	Nonfiction	Dialogue	Characters
Plot	Illustrations	Free Space	Evidence	Analyze
Comprehend	Background	Solving	Problem	Solution
Predict	Infer	Search	Judge	Connect

B	I	N	G	O
Events	Setting	Summarize	Fluency	Identify
Vocabulary	Fiction	Nonfiction	Dialogue	Characters
Plot	Illustrations	Free Space	Evidence	Analyze
Comprehend	Background	Judge	Solving	Problem
Solution	Predict	Infer	Search	Connect

B	I	N	G	O
Judge	Connect	Events	Setting	Summarize
Fluency	Identify	Vocabulary	Fiction	Nonfiction
Dialogue	Characters	Free Space	Plot	Illustrations
Evidence	Analyze	Comprehend	Background	Solving
Problem	Solution	Predict	Infer	Search

B	I	N	G	O
Search	Connect	Events	Setting	Summarize
Fluency	Identify	Vocabulary	Fiction	Nonfiction
Dialogue	Characters	Free Space	Plot	Illustrations
Evidence	Analyze	Comprehend	Background	Judge
Solving	Problem	Solution	Predict	Infer

B	I	N	G	O
Infer	Search	Judge	Connect	Events
Setting	Summarize	Fluency	Identify	Vocabulary
Fiction	Nonfiction	Free Space	Dialogue	Characters
Plot	Illustrations	Evidence	Analyze	Comprehend
Background	Solving	Problem	Solution	Predict

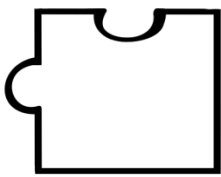
B	I	N	G	O
Predict	Infer	Search	Connect	Events
Setting	Summarize	Fluency	Identify	Vocabulary
Fiction	Nonfiction	Free Space	Dialogue	Characters
Plot	Illustrations	Evidence	Analyze	Comprehend
Background	Judge	Solving	Problem	Solution

B	I	N	G	O
Problem	Solution	Predict	Infer	Search
Judge	Connect	Events	Setting	Summarize
Fluency	Identify	Free Space	Vocabulary	Fiction
Nonfiction	Dialogue	Characters	Plot	Illustrations
Evidence	Analyze	Comprehend	Background	Solving

B	I	N	G	O
Solution	Predict	Infer	Search	Connect
Events	Setting	Summarize	Fluency	Identify
Vocabulary	Fiction	Free Space	Nonfiction	Dialogue
Characters	Plot	Illustrations	Evidence	Analyze
Comprehend	Background	Judge	Solving	Problem

ACTIVITY 4: READING WORD SEARCH GAMES!

- Word searches are so much fun!
- These words searches are extra special. They come with a specific purpose. Each word search helps students learn and master common words that are often associated with reading and reading skills.
- There are challenge activities after each word search to extend the learning and fun.



"Question and Answer Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with asking and answering questions before, during, and after reading.

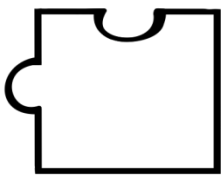
Challenge:

- Use as many of the words possible to tell about how readers ask and answer their own questions before, during, and after reading.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

W	H	Y	H	I	W	Q	U	O	T	E	A	I	O	B
L	U	Y	N	N	H	W	E	C	V	X	Z	D	Q	O
L	P	G	D	F	E	A	L	I	R	P	D	S	X	C
S	G	H	N	E	R	V	D	O	E	L	Q	N	M	S
W	H	E	N	R	E	E	P	H	Y	A	E	R	F	P
B	N	J	H	Y	N	D	C	S	H	I	C	R	E	E
J	K	O	P	C	L	R	Y	U	M	N	S	E	D	C
G	V	B	E	F	A	Y	U	I	P	L	N	D	B	U
F	D	G	U	E	S	S	W	D	T	U	I	N	L	L
Q	A	A	S	R	T	E	D	F	F	G	H	O	W	A
K	N	I	H	T	M	J	H	G	B	D	E	W	I	T
L	S	Q	U	E	S	T	I	O	N	N	D	H	H	E
E	W	N	U	E	U	K	L	E	W	I	V	A	N	B
A	E	O	P	Q	W	E	S	S	C	F	R	T	V	E
R	R	D	F	E	W	H	O	S	H	U	I	K	G	E
N	E	R	S	W	V	N	R	E	V	O	C	S	I	D

Word Bank:

- | | | | |
|----------|-------------|---------------|--------------|
| 1. Who | 6. How | 11. Wonder | 16. Find |
| 2. What | 7. Guess | 12. Search | 17. Explain |
| 3. When | 8. Question | 13. Discover | 18. Evidence |
| 4. Where | 9. Answer | 14. Speculate | 19. Quote |
| 5. Why | 10. Think | 15. Learn | 20. Infer |



"Summarizing Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with summarizing a text, as well as determining a theme, lesson or moral.

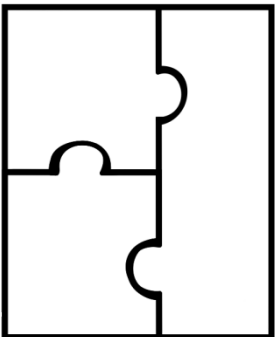
Challenge:

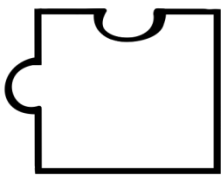
- Use as many of the words possible to tell about how readers summarize and determine themes, lesson, and morals.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

W	T	H	E	M	E	G	H	K	I	L	O	F	V	S
R	L	Q	W	C	B	J	Y	D	R	L	A	J	S	D
N	E	M	B	C	F	L	I	D	E	A	T	U	Y	E
E	R	S	T	S	O	U	I	A	T	A	Z	D	M	M
P	O	U	T	D	L	P	V	A	E	L	S	G	J	O
E	R	O	Q	A	K	F	I	H	L	E	M	E	Y	R
A	R	S	B	J	T	T	H	N	L	S	G	M	P	A
Y	P	O	M	M	A	E	T	Y	I	S	H	E	T	L
C	F	G	Y	H	L	C	V	D	N	O	J	N	M	T
P	I	B	T	K	E	F	M	B	R	N	N	T	E	W
T	O	P	H	E	V	I	D	E	N	C	E	S	S	T
J	I	E	O	S	S	L	I	A	T	E	D	S	S	H
K	F	G	M	T	V	F	A	B	L	E	A	M	A	J
D	F	N	W	R	E	F	L	E	C	T	I	N	G	K
E	R	N	J	T	K	U	F	B	Y	T	T	P	E	K
L	D	R	A	M	A	S	U	M	M	A	R	I	Z	E

Word Bank:

- | | | | |
|-------------|-------------|----------------|----------------|
| 1. Theme | 6. Myth | 11. Story | 16. Summarize |
| 2. Lesson | 7. Retell | 12. Drama | 17. Judgements |
| 3. Moral | 8. Details | 13. Poem | 18. Evidence |
| 4. Folktale | 9. Opinions | 14. Reflecting | 19. Restate |
| 5. Fable | 10. Idea | 15. Topic | 20. Message |





"Folktales, Fables, and Myths"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with summarizing a text, as well as determining a theme, lessons, or moral.

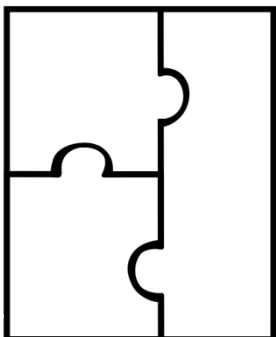
Challenge:

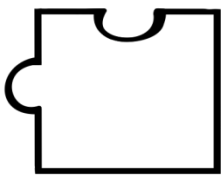
- Use as many of the words possible to tell what a fable, folktales, and myths are.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

B	S	F	I	C	T	I	O	N	H	D	E	J	K	W
T	R	A	D	I	T	I	O	N	A	L	O	H	T	S
Y	A	B	A	A	E	D	I	D	F	R	A	J	G	U
R	T	L	R	Y	J	F	R	F	A	G	N	E	E	P
O	M	E	O	P	I	I	E	L	O	R	I	R	N	E
T	N	T	R	A	D	I	T	I	O	N	M	B	E	R
S	W	E	G	H	F	S	O	S	W	A	A	V	R	N
R	L	P	O	N	Q	Z	L	X	W	A	T	L	A	A
V	E	R	S	E	D	P	D	E	R	G	E	E	T	T
Y	A	T	U	T	Y	R	D	E	W	J	D	G	I	U
S	M	N	E	T	F	O	L	K	T	A	L	E	O	R
D	Y	G	I	L	J	S	E	H	U	K	M	N	N	A
B	T	N	V	M	L	E	C	X	S	B	N	D	S	L
R	H	D	S	A	A	I	T	C	U	L	T	U	R	E
B	E	L	I	E	F	L	N	H	E	G	J	Q	S	G
U	Y	G	E	B	H	J	S	G	Q	W	X	V	D	R

Word Bank:

- | | | | |
|-------------|--------------|-------------|------------------|
| 1. Folktale | 6. Oral | 11. Verse | 16. Traditional |
| 2. Fable | 7. Tradition | 12. Animals | 17. Supernatural |
| 3. Myth | 8. Retelling | 13. Idea | 18. Generations |
| 4. Story | 9. Fiction | 14. Retold | 19. Belief |
| 5. Legend | 10. Prose | 15. Culture | 20. Animated |





“Character Word Search”

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with characters in a text.

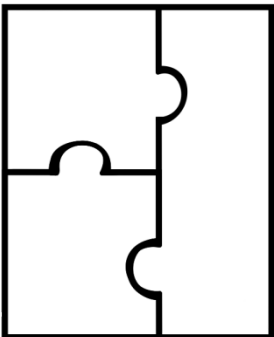
Challenge:

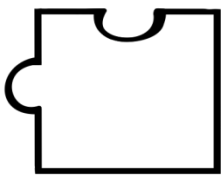
- Use as many of the words possible to tell about how characters act, talk, or think in a story.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

M	A	F	E	E	L	I	N	G	S	B	S	G	R	Y
W	O	R	D	S	R	T	E	F	F	E	C	T	N	F
C	I	T	O	U	J	J	G	R	W	H	K	E	G	R
H	C	V	I	P	E	R	S	O	N	A	L	I	T	Y
O	Q	W	E	V	G	H	N	A	J	V	U	N	L	C
I	T	E	E	E	A	R	T	C	A	E	S	T	M	O
C	Y	N	U	W	U	T	O	P	O	L	E	E	N	M
E	T	D	F	R	I	C	I	X	B	N	G	R	S	P
S	S	A	D	T	E	R	H	O	Y	M	N	A	N	A
N	F	R	U	E	W	R	G	H	N	T	E	C	O	R
H	W	D	X	C	A	U	S	E	C	S	L	T	I	I
T	E	R	E	S	T	I	A	R	T	C	L	C	T	N
R	E	S	P	O	N	D	I	N	G	Y	A	N	C	G
W	S	F	S	E	T	H	Y	J	U	K	H	M	A	N
F	G	T	R	E	T	C	A	R	A	H	C	J	H	K
D	C	H	A	N	G	E	S	T	H	G	U	O	H	T

Word Bank:

- | | | | |
|-------------|--------------|-----------------|-----------------|
| 1. Traits | 6. Effect | 11. Challenges | 16. Comparing |
| 2. Feelings | 7. Events | 12. Character | 17. Motivations |
| 3. Words | 8. Interact | 13. Attitude | 18. Responding |
| 4. Actions | 9. Choices | 14. Change | 19. Act |
| 5. Cause | 10. Thoughts | 15. Personality | 20. Behave |





"Settings and Events Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with events and settings in stories.

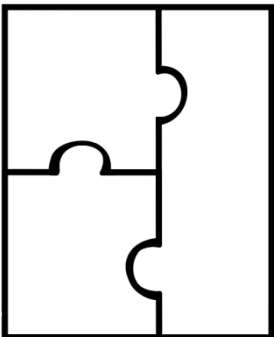
Challenge:

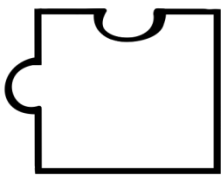
- Use as many of the words possible to tell events and settings in stories.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

G	H	V	R	D	V	S	W	E	S	O	I	A	G	D
D	N	O	I	T	U	L	O	S	S	R	E	Z	T	S
F	G	R	E	S	P	O	N	S	E	Q	Z	I	K	T
O	P	K	J	E	U	Y	U	R	I	T	M	H	K	N
O	P	L	J	T	R	A	H	E	R	E	W	R	C	E
R	W	H	A	T	T	D	L	B	E	P	U	L	G	V
E	O	A	E	I	G	N	E	I	S	Y	I	O	F	E
N	U	C	F	N	B	U	D	R	Z	U	H	F	G	C
O	T	T	G	G	G	O	S	C	H	E	N	V	O	E
I	C	I	B	W	H	R	E	S	U	L	T	M	G	W
T	O	O	S	S	E	G	T	E	J	X	P	N	G	S
A	M	N	C	R	F	K	Y	D	H	A	M	V	H	D
C	E	C	E	D	N	C	U	P	R	O	B	L	E	M
O	A	H	N	T	T	A	K	I	J	D	D	W	Y	U
L	W	V	E	G	Y	B	N	O	E	C	A	L	P	J
A	C	C	J	B	P	G	L	E	R	U	T	C	I	P

Word Bank:

- | | | | |
|-------------|------------|--------------|----------------|
| 1. Place | 6. Time | 11. Series | 16. Background |
| 2. Location | 7. Picture | 12. Response | 17. Comparing |
| 3. Where | 8. Events | 13. Outcome | 18. Visualize |
| 4. Scene | 9. Action | 14. Problem | 19. Describe |
| 5. Setting | 10. What | 15. Solution | 20. Result |





"Figurative Language Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with figurative language in a text.

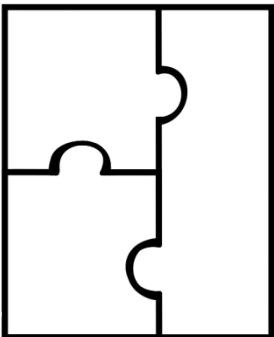
Challenge:

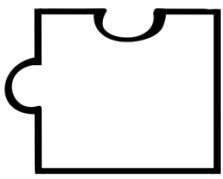
- Use as many of the words possible to tell about how figurative language is used in a story.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

S	T	O	R	Y	F	S	D	I	E	T	H	N	N	X
G	A	H	J	K	U	I	M	E	T	A	P	H	O	R
Q	W	L	X	A	S	A	L	O	P	D	N	I	N	E
U	G	W	L	E	G	C	L	G	V	E	B	D	L	S
E	S	D	G	I	T	I	Y	N	H	S	M	I	I	A
D	B	G	N	E	T	O	P	O	W	C	N	O	T	R
E	V	E	D	E	O	E	L	S	E	R	B	M	E	H
Z	F	J	R	A	N	S	R	I	F	I	G	R	R	P
I	R	A	G	A	E	D	M	A	V	P	R	D	A	S
L	L	Y	P	S	T	A	E	B	T	T	F	M	L	E
A	E	R	W	O	R	D	C	H	O	I	C	E	E	M
U	U	T	H	N	E	W	J	T	I	V	O	A	J	Y
S	I	M	I	L	E	T	H	R	U	E	D	N	T	H
I	J	K	J	U	N	D	R	E	J	H	C	I	G	R
V	H	E	T	A	R	R	H	Y	T	H	M	N	H	J
E	E	F	N	M	B	C	F	H	D	E	V	G	N	M

Word Bank:

- | | | | |
|-----------|---------------|---------------|------------------|
| 1. Poetry | 6. Literal | 11. Idiom | 16. Alliteration |
| 2. Rhythm | 7. Simile | 12. Meaning | 17. Story |
| 3. Tone | 8. Beats | 13. Metaphor | 18. Descriptive |
| 4. Rate | 9. Nonliteral | 14. Song | 19. Imagine |
| 5. Rhymes | 10. Phrase | 15. Visualize | 20. Word Choice |





"Non Fiction Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with non fiction texts.

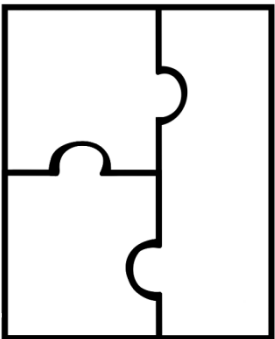
Challenge:

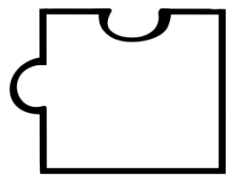
- Use as many of the words possible to tell all you know about non fiction texts.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

E	R	D	F	G	L	A	K	W	C	G	B	N	Y	U
T	T	T	E	C	H	N	I	C	A	L	Y	N	W	H
G	S	O	S	N	R	A	E	L	E	R	H	O	G	S
I	C	N	P	G	H	L	S	V	B	D	R	N	W	U
B	N	E	A	I	D	Y	W	C	N	D	S	F	D	B
Y	D	T	D	E	C	Z	A	B	C	P	Y	I	S	T
R	F	V	E	E	E	E	Q	H	O	O	T	C	A	I
A	H	D	A	R	F	B	O	U	N	I	U	T	L	T
L	N	S	U	E	P	I	G	I	T	L	J	I	A	L
U	Y	G	J	K	C	R	N	O	E	R	K	O	R	E
B	R	I	Y	E	D	J	E	I	N	W	U	N	E	S
A	W	O	P	Y	L	M	K	T	T	E	T	E	T	T
C	A	P	T	I	O	N	L	P	S	I	Y	J	I	E
O	E	H	L	R	B	T	E	X	T	B	O	X	L	D
V	J	N	M	Y	R	T	M	E	A	N	I	N	G	G
H	J	N	Y	R	A	S	S	O	L	G	S	C	V	B

Word Bank:

- | | | | |
|--------------|-----------------|---------------|-----------------|
| 1. Text box | 6. Contents | 11. Key | 16. Vocabulary |
| 2. Bold | 7. Meaning | 12. Analyze | 17. Glossary |
| 3. Subtitles | 8. True | 13. Interpret | 18. Definition |
| 4. Literal | 9. Learn | 14. Tone | 19. Word choice |
| 5. Caption | 10. Non fiction | 15. Topic | 20. Technical |





"Structures of Stories, Poems, and Dramas"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

• Find and circle the words in the puzzle that have to do with the structure of stories, dramas, and poems.

Challenge:

• Use as many of the words possible to tell about how important it is to understand the structure of a story, drama, and poem.

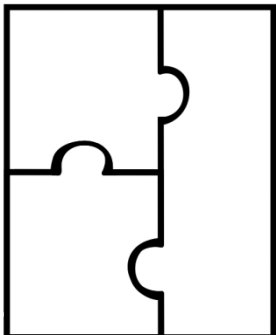
• Write your summary on the back of this page.

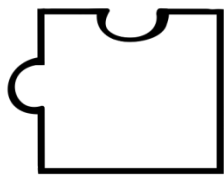
• Circle all the words you used from the word search.

S	S	F	G	H	J	Y	E	U	G	O	L	A	I	D
G	E	Q	I	E	F	C	H	A	P	T	E	R	Q	P
V	R	N	S	F	G	L	T	G	O	J	T	V	W	A
B	S	E	T	T	I	N	G	S	E	K	Y	B	E	S
J	C	W	O	E	E	O	R	H	M	N	U	N	E	D
U	R	A	R	B	N	P	E	J	C	L	D	M	N	F
P	I	S	Y	V	C	C	W	K	Z	Q	I	A	E	G
G	P	F	U	E	S	R	E	V	X	W	O	S	C	H
N	T	D	O	L	I	N	E	S	A	E	S	D	S	J
I	T	G	O	D	G	I	P	L	S	R	T	F	R	K
N	G	H	L	W	F	E	S	M	A	M	A	R	D	L
N	A	T	U	R	A	L	D	N	D	H	N	G	T	X
I	H	T	Y	K	J	U	O	B	F	T	Z	H	Y	C
G	J	M	I	D	D	L	E	W	G	Y	A	J	U	V
E	U	N	T	D	H	Y	F	V	H	H	P	K	I	B
B	G	J	Y	S	T	M	E	T	E	R	C	L	O	N

Word Bank:

- | | | | |
|-------------|--------------|--------------|---------------|
| 1. Scene | 6. Verse | 11. Natural | 16. Sentences |
| 2. Stanza | 7. Meter | 12. Speaking | 17. Settings |
| 3. Script | 8. Beginning | 13. Flow | 18. Drama |
| 4. Dialogue | 9. Middle | 14. Rhythm | 19. Poem |
| 5. Lines | 10. End | 15. Chapter | 20. Story |





"Structures of Non Fiction Word Search"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with structures of non fiction texts.

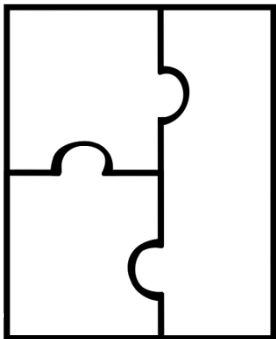
Challenge:

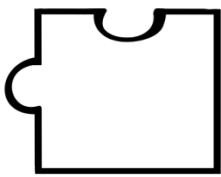
- Use as many of the words possible to tell about how important it is to understand the structures of nonfiction texts.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

A	S	C	H	R	O	N	O	L	O	G	Y	Y	R	W
S	E	J	S	R	S	S	N	O	I	T	P	A	C	D
A	A	C	O	M	G	E	V	E	N	T	S	H	T	F
E	R	O	L	E	L	G	H	F	E	I	U	Y	G	R
D	C	M	U	L	O	T	Y	U	I	N	D	P	F	G
I	H	P	T	B	S	O	W	E	O	F	E	E	S	G
E	B	A	I	O	S	F	D	L	S	O	W	R	R	E
R	A	R	O	R	A	G	O	N	H	R	V	L	A	A
U	R	I	N	P	R	G	R	G	G	M	C	I	B	S
T	G	S	U	E	Y	W	E	V	B	A	V	N	E	D
C	F	O	E	F	F	E	C	T	U	T	C	K	D	F
U	I	N	D	E	X	E	S	S	R	I	R	S	I	G
R	D	K	I	W	D	K	E	Y	W	O	R	D	S	T
T	E	X	T	B	O	X	E	S	R	N	T	O	I	H
S	N	O	I	T	A	R	T	S	U	L	L	I	U	J
A	S	L	O	Q	F	M	C	O	N	C	E	P	T	S

Word Bank:

- | | | | |
|-------------|----------------|----------------|-------------------|
| 1. Problem | 6. Cause | 11. Glossary | 16. Chronology |
| 2. Solution | 7. Effect | 12. Indexes | 17. Comparison |
| 3. Events | 8. Keywords | 13. Text Boxes | 18. Information |
| 4. Ideas | 9. Sidebars | 14. Captions | 19. Illustrations |
| 5. Concepts | 10. Hyperlinks | 15. Search Bar | 20. Structure |





"Points of View in Stories"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with points of view in stories.

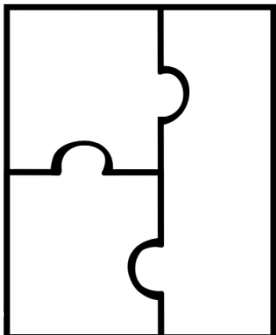
Challenge:

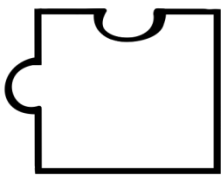
- Use as many of the words possible to tell about different points of view that can be found in stories.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

D	I	A	L	O	G	U	E	S	D	Y	R	S	T	S
G	F	C	H	A	R	A	C	T	E	R	E	P	O	N
D	C	I	E	R	O	H	T	U	A	C	E	O	P	A
C	O	D	R	K	U	I	Y	H	O	R	N	I	I	R
B	N	T	H	S	D	C	V	N	S	B	N	N	N	R
S	T	X	O	S	T	W	D	P	R	F	E	T	I	A
T	R	H	I	N	Y	P	E	C	L	S	T	O	O	T
N	A	N	P	O	E	C	E	U	C	F	H	F	N	E
I	S	J	K	R	T	T	E	R	E	W	G	V	E	D
O	T	M	S	I	R	N	Q	V	S	D	B	I	R	C
P	L	O	V	T	C	U	W	R	Y	O	F	E	E	O
W	N	E	Y	E	S	T	O	R	Y	H	N	W	C	M
E	G	H	U	N	A	R	R	A	T	O	R	S	I	P
I	V	F	Q	W	R	E	K	A	E	P	S	S	O	A
V	O	I	C	E	V	T	P	U	I	N	J	D	H	R
T	H	O	U	G	H	T	S	O	K	M	H	W	C	E

Word Bank:

- | | | | |
|-------------|--------------|----------------|-------------------|
| 1. Voice | 6. Contrast | 11. Author | 16. Character |
| 2. Tone | 7. Narrated | 12. Story | 17. Point of View |
| 3. Narrator | 8. Speaker | 13. Viewpoints | 18. First person |
| 4. Dialogue | 9. Influence | 14. Thoughts | 19. Second person |
| 5. Compare | 10. Opinion | 15. Choice | 20. Perspective |





"Points of View in Non Fiction"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with points of view in non fiction texts.

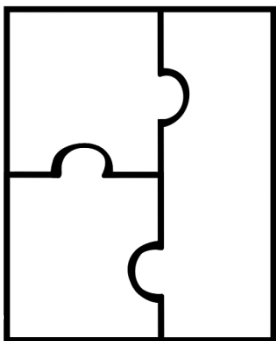
Challenge:

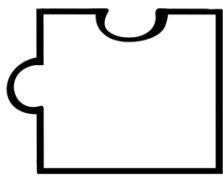
- Use as many of the words possible to tell about different points of view that can be found in non fiction texts.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

P	S	F	W	G	T	U	I	E	X	P	L	A	I	N
O	E	I	E	F	G	J	P	E	S	D	V	Q	J	B
I	V	R	E	T	E	L	L	I	N	G	I	W	E	V
N	E	S	S	E	C	O	N	D	H	A	N	D	B	G
T	N	T	D	P	A	S	L	R	C	F	F	E	I	W
O	T	H	C	T	E	T	O	C	E	G	O	G	R	W
F	A	A	O	D	A	C	O	M	P	A	R	E	C	E
V	W	N	N	V	B	U	T	T	W	I	M	N	S	D
I	E	D	T	A	N	T	B	I	E	U	A	J	E	C
E	T	U	R	T	L	B	N	W	V	O	T	Y	D	I
W	J	J	A	T	Y	Y	M	T	Y	E	I	E	G	P
E	R	T	S	Y	E	N	Z	G	F	P	O	L	X	O
A	A	U	T	H	O	R	Y	E	X	C	N	V	N	T
Z	S	E	I	T	I	R	A	L	I	M	I	S	T	Y
A	N	S	W	E	R	B	N	E	S	O	P	R	U	P
Q	D	I	F	F	E	R	E	N	C	E	S	E	R	T

Word Bank:

- | | | | |
|-------------|-------------|-----------------|-------------------|
| 1. Purpose | 6. Text | 11. Topic | 16. Point of View |
| 2. Author | 7. Compare | 12. Analyze | 17. Firsthand |
| 3. Answer | 8. Contrast | 13. Retelling | 18. Secondhand |
| 4. Explain | 9. Account | 14. Perspective | 19. Information |
| 5. Describe | 10. Event | 15. Differences | 20. Similarities |





"Illustrations and Meaning"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with illustrations in stories, dramas, and poems.

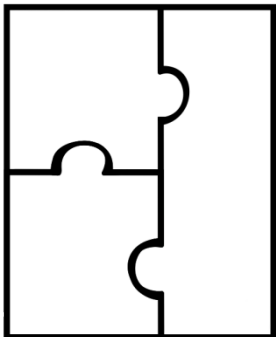
Challenge:

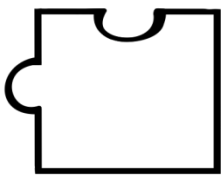
- Use as many of the words possible to tell about how illustrations can help add to the meaning of the text.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

A	H	D	E	R	Y	J	K	A	R	T	I	S	T	L
P	I	U	H	I	M	I	U	Y	B	S	E	W	R	L
O	L	L	P	L	E	Z	I	S	A	H	P	M	E	U
L	L	E	L	L	A	S	C	D	F	O	R	T	T	D
C	U	R	O	U	E	V	B	C	R	O	L	O	C	E
R	Y	E	T	S	S	S	E	T	T	I	N	G	A	T
E	T	X	E	T	G	T	R	X	C	V	Y	M	R	A
A	V	A	W	R	H	A	R	A	R	T	H	N	A	I
T	I	D	E	A	I	D	A	A	U	U	F	T	H	L
I	S	E	S	T	O	T	S	A	T	L	V	T	C	S
V	U	Y	C	O	N	N	E	C	T	I	O	N	S	Y
E	A	E	M	R	S	B	D	E	G	L	O	T	H	Y
S	L	V	R	W	R	U	O	H	T	J	S	N	R	J
A	T	N	E	M	N	I	A	T	R	E	T	N	E	K
F	Y	O	H	E	E	W	I	J	G	C	D	X	F	N
V	G	C	P	I	C	T	U	R	E	L	A	Z	B	N

Word Bank:

- | | | | |
|--------------|-------------|---------------|-------------------|
| 1. Picture | 6. Portrait | 11. Color | 16. Illustration |
| 2. Character | 7. Setting | 12. Beauty | 17. Connections |
| 3. Details | 8. Text | 13. Plot | 18. Entertainment |
| 4. Mood | 9. Visual | 14. Creative | 19. Illustrator |
| 5. Art | 10. Artist | 15. Emphasize | 20. Conveyed |





"Images in Nonfiction Texts"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with images often found in non fiction texts.

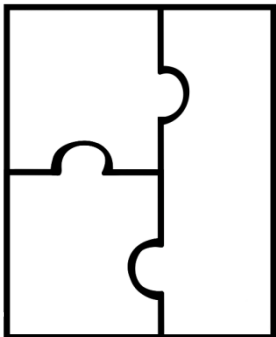
Challenge:

- Use as many of the words possible to tell about how different nonfiction text illustrations can add to the meaning of the text.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

C	D	U	P	W	R	T	V	Y	L	B	K	Y	U	I
L	O	Y	H	E	X	J	H	U	O	E	R	D	E	M
A	S	N	O	E	W	P	W	I	Y	M	T	I	N	A
R	G	T	T	H	A	K	E	E	P	K	O	A	G	G
I	H	P	O	R	E	L	V	Y	M	I	P	G	A	E
F	T	O	G	N	I	E	R	U	N	C	N	R	G	R
Y	E	R	R	R	N	B	D	U	D	O	T	A	I	N
G	R	T	A	T	F	I	U	Y	I	N	I	M	N	O
P	P	R	P	M	A	P	S	T	D	N	U	T	G	I
O	R	A	H	M	H	H	A	S	E	E	Y	I	K	T
U	E	I	S	B	Q	M	S	D	T	C	H	M	U	A
L	T	T	R	R	R	G	D	V	G	T	N	E	H	M
D	N	S	D	O	L	A	T	I	G	I	D	L	T	I
V	I	X	F	C	H	A	R	T	E	O	E	I	B	N
C	O	N	T	R	I	B	U	T	E	N	R	N	W	A
B	I	V	V	I	S	U	A	L	V	S	E	E	R	Y

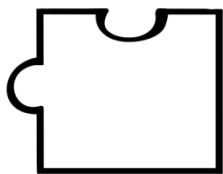
Word Bank:

- | | | | |
|--------------|---------------|----------------|-----------------|
| 1. Image | 6. Graph | 11. Text | 16. Sketch |
| 2. Chart | 7. Diagram | 12. Engaging | 17. Photographs |
| 3. Maps | 8. Timeline | 13. Clarify | 18. Connections |
| 4. Visual | 9. Portraits | 14. Digital | 19. Animation |
| 5. Interpret | 10. Key Event | 15. Contribute | 20. Information |



"Main Points in Nonfiction"

Name: _____ Date: _____



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with finding main points in nonfiction texts.

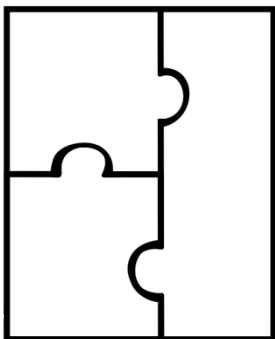
Challenge:

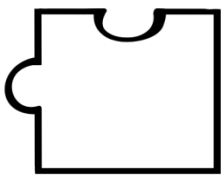
- Use as many of the words possible to tell about how and why readers need to look for the main points in nonfiction texts.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

S	X	T	Y	H	E	R	W	N	Q	U	I	N	G	H
D	C	K	T	N	A	T	R	O	P	M	I	K	L	T
R	E	R	S	D	M	A	I	N	I	D	E	A	V	N
F	Y	W	A	F	V	A	B	F	N	R	T	G	F	E
G	T	S	I	G	N	I	F	I	C	A	N	T	B	V
T	B	I	G	I	D	E	A	C	R	L	K	O	U	E
H	I	N	F	O	R	M	A	T	I	O	N	P	I	L
G	E	T	S	A	S	D	C	I	E	G	O	I	T	E
I	T	R	Y	U	A	N	L	O	G	I	W	C	N	R
L	E	O	W	R	U	S	A	N	A	C	L	S	E	B
H	C	D	F	H	T	G	I	D	F	A	E	K	M	N
G	V	U	T	T	H	E	M	E	S	L	D	U	U	M
I	K	C	X	J	O	W	S	S	X	E	G	Y	G	H
H	E	E	R	U	R	S	E	W	X	K	E	T	R	Y
T	T	D	Y	K	S	H	P	A	R	G	A	R	A	P
R	B	H	E	F	E	A	T	U	R	E	D	K	R	B

Word Bank:

- | | | | |
|---------------|--------------|----------------|-----------------|
| 1. Big Idea | 6. Topics | 11. Main Idea | 16. Paragraphs |
| 2. Nonfiction | 7. Themes | 12. Highlight | 17. Significant |
| 3. Text | 8. Important | 13. Introduced | 18. Information |
| 4. Featured | 9. Logical | 14. Author | 19. Knowledge |
| 5. Key | 10. Claims | 15. Relevant | 20. Argument |





"Evidence in Nonfiction"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with finding evidence to support main points in nonfiction texts.

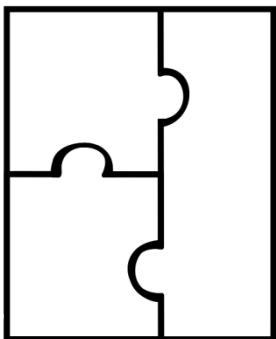
Challenge:

- Use as many of the words possible to tell about how and why readers need to look for the evidence that supports the main points in nonfiction texts.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

Q	U	S	E	Q	U	E	N	C	E	N	E	S	T	P
C	O	N	N	E	C	T	I	O	N	M	W	D	G	A
I	O	U	E	J	P	O	I	N	T	S	E	C	B	R
Y	T	M	A	F	T	X	E	T	R	O	D	W	R	T
T	R	G	P	D	F	S	X	E	E	R	C	Y	E	I
D	E	B	E	A	P	E	C	J	A	D	A	F	R	C
G	E	R	B	S	R	V	C	U	S	E	U	I	O	U
H	V	S	I	L	O	I	X	T	O	R	S	T	H	L
C	I	D	C	O	O	T	N	Y	N	Y	E	N	T	A
I	D	E	S	R	F	R	Q	G	S	U	F	E	U	R
F	E	F	E	P	I	O	U	H	K	I	G	D	A	I
I	N	R	D	E	X	P	L	A	N	A	T	I	O	N
C	C	G	U	I	T	P	T	R	M	O	R	S	V	U
E	E	H	J	U	R	U	G	I	L	P	E	F	C	Y
P	F	N	M	Y	T	S	H	F	O	O	W	D	F	T
S	R	G	N	S	E	C	N	E	T	N	E	S	E	R

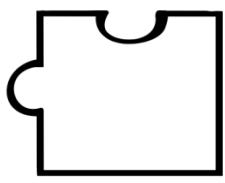
Word Bank:

- | | | | |
|-------------|--------------|----------------|-----------------|
| 1. Reasons | 6. Describe | 11. Evidence | 16. Description |
| 2. Specific | 7. Points | 12. Order | 17. Supportive |
| 3. Author | 8. Proof | 13. Effect | 18. Sentences |
| 4. Text | 9. Comparing | 14. Particular | 19. Connection |
| 5. Cause | 10. Sequence | 15. Identify | 20. Explanation |



"Compare and Contrast Fiction"

Name: _____ Date: _____



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with comparing and contrasting different fiction texts.

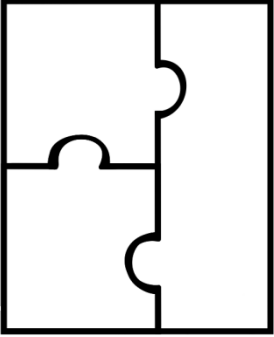
Challenge:

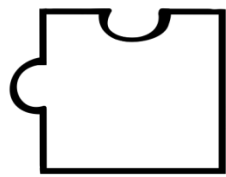
- Use as many of the words possible to tell about how readers compare and contrast different fiction texts.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

E	C	Y	U	W	U	R	S	Z	M	R	D	W	G	Y
S	O	J	J	E	K	E	D	S	L	F	F	E	T	T
D	N	T	K	R	I	D	C	U	L	T	U	R	E	R
F	T	M	H	T	L	F	S	D	O	O	V	Q	H	F
G	R	U	R	E	V	E	N	T	S	P	E	D	J	G
R	A	I	C	O	M	P	A	R	E	I	R	F	U	V
S	S	T	F	G	Y	E	A	R	P	C	S	G	K	S
R	T	S	E	G	T	S	E	E	I	D	I	S	R	D
O	V	E	P	L	O	T	F	R	U	S	O	E	A	A
H	F	U	W	H	C	O	V	A	Y	D	N	R	L	X
T	X	Q	S	A	T	R	D	N	N	E	S	I	I	F
U	Z	O	R	J	R	Y	C	M	T	T	S	E	M	Z
A	A	A	A	E	V	I	L	J	R	V	A	S	I	V
D	H	L	G	N	I	T	T	E	S	G	D	S	S	C
C	S	P	A	T	T	E	R	N	S	B	A	G	Y	F
V	T	P	Q	H	T	Y	M	N	E	V	W	F	U	R

Word Bank:

- | | | | |
|--------------|-------------|--------------|--------------|
| 1. Theme | 6. Series | 11. Myth | 16. Good |
| 2. Topic | 7. Authors | 12. Fantasy | 17. Evil |
| 3. Setting | 8. Compare | 13. Versions | 18. Quest |
| 4. Character | 9. Contrast | 14. Culture | 19. Patterns |
| 5. Plot | 10. Story | 15. Events | 20. Similar |





"Compare and Contrast Nonfiction"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with comparing and contrasting different nonfiction texts.

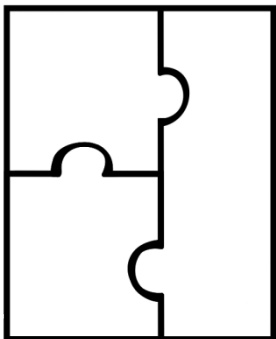
Challenge:

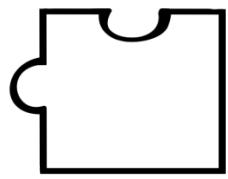
- Use as many of the words possible to tell about how readers compare and contrast different nonfiction texts.
- Write your descriptions on the back of this page.
- Circle all the words you used from the word search.

D	F	S	A	Z	S	R	O	H	T	U	A	E	E	R
N	O	N	F	I	C	T	I	O	N	D	R	H	U	K
M	D	I	F	F	E	R	E	N	T	A	H	Y	T	U
A	A	N	A	L	Y	Z	E	W	P	D	D	F	A	Y
P	B	S	D	F	T	R	E	M	R	F	G	L	V	R
P	D	I	P	C	V	B	O	W	E	A	I	S	C	E
R	G	T	O	P	I	C	U	K	S	K	E	U	O	S
O	R	F	I	G	G	H	J	L	E	A	E	B	N	L
A	A	H	N	U	R	Y	T	G	N	B	Z	J	T	I
C	L	Y	T	J	H	A	R	B	T	V	I	E	R	A
H	I	U	S	M	N	B	P	N	E	C	R	C	A	T
E	M	I	R	T	Y	E	D	H	D	D	A	W	S	E
S	I	T	E	X	T	S	V	B	Y	G	M	E	T	D
S	S	K	N	O	W	L	E	D	G	E	M	D	S	Y
A	A	I	N	T	E	G	R	A	T	E	U	W	D	E
I	N	F	O	R	M	A	T	I	O	N	S	S	X	K

Word Bank:

- | | | | |
|----------------|---------------|---------------|-----------------|
| 1. Biography | 6. Topic | 11. Compare | 16. Presented |
| 2. Points | 7. Alike | 12. Contrast | 17. Information |
| 3. Key Details | 8. Integrate | 13. Different | 18. Summarize |
| 4. Texts | 9. Approaches | 14. Subject | 19. Knowledge |
| 5. Similar | 10. Analyze | 15. Authors | 20. Nonfiction |





"Reading Comprehension Puzzle One"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with reading and comprehending skills needed for both fiction and nonfiction texts..

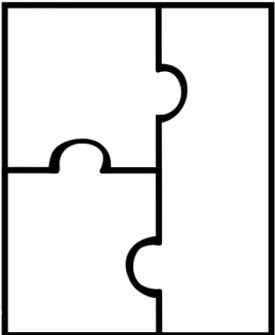
Challenge:

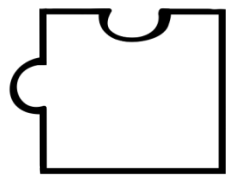
- Use as many of the words possible to tell about how readers comprehend both fiction and nonfiction texts.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

T	E	R	W	A	S	D	G	R	T	I	N	Y	U	I
T	S	D	M	Y	T	S	S	J	R	D	F	P	I	O
O	P	I	N	I	O	N	S	H	E	E	I	U	N	G
T	Z	C	N	N	W	D	A	N	F	N	C	Y	F	N
N	O	N	F	I	C	T	I	O	N	T	T	T	O	I
T	X	C	E	C	I	T	O	N	I	I	I	R	R	H
S	S	V	B	Y	E	R	L	G	D	F	O	E	M	C
S	U	M	M	A	R	I	Z	E	C	Y	N	D	A	R
O	O	S	S	T	R	A	T	E	G	I	E	S	T	A
L	E	G	O	R	R	O	L	I	J	K	L	M	I	E
V	O	N	L	S	E	S	D	U	C	N	V	B	O	S
I	I	I	U	T	B	P	R	O	B	L	E	M	N	F
N	T	T	T	N	B	N	M	J	R	A	T	E	R	T
G	R	T	I	E	Y	P	R	E	D	I	C	T	N	G
A	S	E	O	V	T	J	T	C	E	N	N	O	C	H
S	E	S	N	E	R	J	U	D	G	E	F	G	V	J

Word Bank:

- | | | | |
|-------------|--------------|---------------|-----------------|
| 1. Solving | 6. Searching | 11. Summarize | 16. Vocabulary |
| 2. Problem | 7. Judge | 12. Rate | 17. Strategies |
| 3. Solution | 8. Connect | 13. Opinions | 18. Information |
| 4. Predict | 9. Events | 14. Identify | 19. Fiction |
| 5. Infer | 10. Settings | 15. Notice | 20. Nonfiction |





"Reading Comprehension Puzzle Two"

Name: _____ Date: _____

Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Find and circle the words in the puzzle that have to do with reading and comprehending skills needed for both fiction and nonfiction texts..

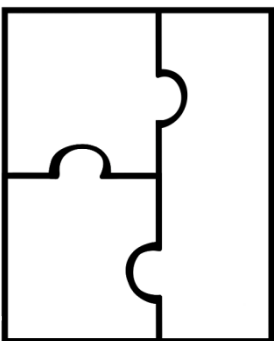
Challenge:

- Use as many of the words possible to tell about how readers comprehend both fiction and nonfiction texts.
- Write your summary on the back of this page.
- Circle all the words you used from the word search.

I	T	B	I	G	I	D	E	A	S	S	D	G	H	V
S	L	E	T	Y	Y	F	I	T	S	U	J	U	I	U
J	K	L	L	R	E	P	O	R	T	Q	U	R	F	N
C	F	L	U	E	N	C	Y	T	S	D	T	R	E	D
O	I	D	I	S	C	U	S	S	U	Y	H	J	I	E
H	T	E	W	Q	T	E	B	I	R	C	S	E	D	R
G	B	A	C	K	G	R	O	U	N	D	H	E	N	S
Y	U	I	C	H	A	R	A	C	T	E	R	S	E	T
E	A	R	E	W	Q	U	S	T	O	L	P	G	H	A
U	H	N	E	U	G	O	L	A	I	D	B	N	E	N
Q	G	R	A	P	H	I	C	S	R	O	T	Y	R	D
I	B	V	C	L	S	E	R	T	Y	H	N	N	P	D
T	T	S	D	D	Y	R	T	Y	N	J	K	S	M	N
I	V	E	B	F	H	Z	T	F	R	E	R	Y	O	K
R	M	M	X	J	U	I	E	V	I	D	E	N	C	E
C	L	L	E	T	E	R	G	M	E	S	S	A	G	E

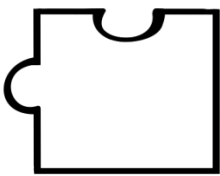
Word Bank:

- | | | | |
|-------------|---------------|--------------|-------------------|
| 1. Fluency | 6. Critique | 11. Retell | 16. Understand |
| 2. Justify | 7. Characters | 12. Text | 17. Comprehend |
| 3. Describe | 8. Plots | 13. Analyze | 18. Background |
| 4. Discuss | 9. Graphics | 14. Evidence | 19. Illustrations |
| 5. Dialogue | 10. Big Ideas | 15. Message | 20. Report |



ACTIVITY 5: CRACK THE GOOD READERS CODES!

- There's nothing more fun than solving a puzzle and cracking a code!
- These puzzles include special phrases to help readers think about what types of strategies good readers use before, during, and after reading.
- There are also challenge activities on every page to extend the learning and fun!



Puzzle

“Crack the Good Readers Code”

Name: _____ Date: _____

- Put A's in spaces 13 and 18.
- Put E's in spaces 6 and 12.
- Put I's in spaces 1 and 14.
- Put O's in spaces 3 and 19.
- Put U's in spaces 8 and 21.
- Put C's in spaces 5.
- Put D's in spaces 22.
- Put H's in spaces 9.
- Put P's in spaces 15.
- Put S's in spaces 23.
- Put B's in spaces 28.
- Put X's in spaces 26.
- Put Q's in spaces 27.
- Put N's in spaces 2.
- Put K's in spaces 25.

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

•Follow the directions to find out some secrets good readers use before, during, and after reading.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!

Good Readers...

1

--	--	--	--	--

16 9 14 2 25

--	--

19 17

--	--	--	--	--	--	--	--	--	--

27 21 6 23 16 14 3 2 23

--	--

1 2

--	--	--	--	--

16 9 12 14 7

--	--	--	--	--

9 12 18 22 23



2

--	--	--

16 7 24

--	--

16 19

--	--	--	--	--	--

13 2 23 11 12 7

--	--	--	--	--

16 9 6 1 7

--	--	--

3 11 2

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

27 8 12 23 16 14 3 2

3

--	--	--	--	--	--

16 9 14 2 25

--	--	--	--	--	--

13 28 19 8 16

--	--	--

16 9 12

--	--	--	--	--

28 19 3 25

--	--	--	--	--	--

22 8 7 1 2 10

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

7 12 13 22 14 2 10

4

--	--	--

8 23 6

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

12 26 15 6 7 1 6 2 5 12 23

--	--

&

--	--	--

2 6 11

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

14 2 17 3 7 20 13 16 1 19 2 16 3

--	--

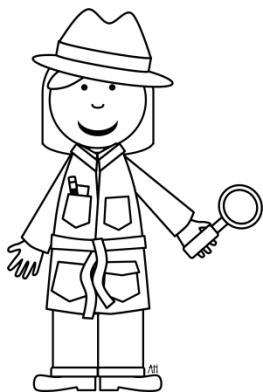
16 3

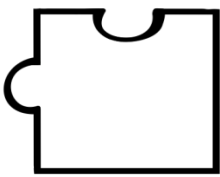
--	--	--	--	--	--

13 2 23 11 12 7

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

27 8 12 23 16 14 3 2 23





Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Follow the directions to find out some secrets good readers use before, during, and after reading.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!



"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25

Good Readers...

- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24

1

7 12 16 6 4 4

17 18 28 4 12 23

17 19 4 25 16 18 4 12 23

13 2 22

20 24 16 9 23



2

14 22 12 2 16 14 17 24

13 2 22

16 9 1 2 25

13 28 19 21 16

16 9 12

5 12 2 16 7 18 4

20 6 23 23 18 10 6

4 12 13 7 2

4 6 23 23 3 2 23

17 7 3 20

7 12 13 22 14 2 10

17 14 2 22

16 9 12

20 13 1 2

14 22 6 18

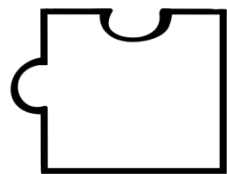
13 2 22

25 12 24

22 6 16 13 14 4 23

“Crack the Good Readers Code”

Name: _____ Date: _____



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Follow the directions to find out some secrets good readers use when thinking about comparing and contrasting different texts with similar topics.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put Z's in spaces 31
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25
- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

Good Readers...

1

5	19	20	15	13	7	12	18	2	22					
5	3	2	16	7	13	23	16	23	16	19	7	14	12	23

2

5	19	20	28	14	2	12								
2	3	2	17	14	5	16	14	3	2	17	13	5	16	23

13	2	22	22	6	16	13	14	4	23

3

23	16	21	22	24	20	13	2	24

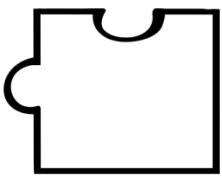
23	16	19	7	24	29	6	7	23	14	3	2	23	

4

17	14	2	22	15	13	16	16	12	7	2	23

13	5	7	3	23	23	16	12	26	16	23





Puzzle

"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

•Follow the directions to find out some secrets good readers use when thinking about word choice before, during, and after reading.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!

Good Readers...

- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

1

15	13	24	18	16	16	12	2	16	14	19	2	16	3

17	14	10	21	7	18	16	1	29	12

4	13	2	10	21	18	10	12	14	2	28	3	19	25	23

2

2	19	16	14	5	12	25	12	24	11	19	7	22	23

14	2	2	3	2	17	14	5	16	14	19	2	

3

21	23	6	11	19	7	22	20	6	13	2	14	2	10	16	19

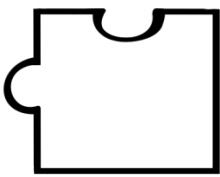
21	2	22	12	7	23	16	13	2	22	1	22	12	13	23

4

12	2	30	19	24	7	12	18	22	14	2	10

22	12	23	5	7	14	15	16	14	29	12	11	19	7	22	23





Puzzle

"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put Z's in spaces 31
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25

What You Need:

•Duplicates of this page

•Pens or Pencils

What To Do:

•Follow the directions to find out some secrets good readers use when thinking about the different types of text structures .

Good Readers...

- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

1

22	12	17	14	2	12	5	9	18	15	16	12	7	23				
23	5	6	2	12	23	18	2	22	23	16	18	2	31	13	23		

Challenge:

•Tell about a time you used each of these secret reading strategies yourself.

•Write your experiences on the back of this page.

•If you have time, find a partner and share your experiences together!

2

13	2	18	4	24	31	12											
2	3	2	17	14	5	16	14	3	2	16	12	26	16				

3

5	3	20	15	18	7	12	17	12	13	16	21	7	12	23			
3	17	23	16	19	7	1	6	23	15	19	12	20	23				

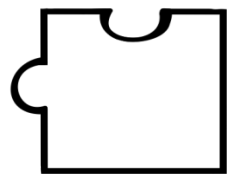
4

5	3	20	15	18	7	12	16	12	26	16							
23	16	7	21	5	16	21	7	12	23								



"Crack the Good Readers Code"

Name: _____ Date: _____



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Follow the directions to find out some secrets good readers use when thinking about the different points of view found in texts.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put Z's in spaces 31
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25
- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

Good Readers...

1

5	19	20	15	18	7	12	

22	14	17	17	12	7	12	2	16	

15	19	14	2	16	23		

2

19	17

29	1	6	11

18	2	18	4	24	31	12	

16	9	12	

3

17	19	7	20				

16	9	12	14	7			

19	11	2	

4

14	22	12	2	16	14	17	24		

16	9	12	

3	15	14	2	14	19	2	23

18	28	19	21	16			

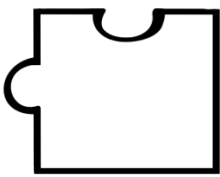
16	12	26	16				

7	12	18	22	12	7		

14	2		

16	12	26	16		





Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

• Follow the directions to find out some secrets good readers use when thinking about the different types of illustrations and meaning.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!



"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put Z's in spaces 31
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25

Good Readers...

- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

1

	5	19	20	15	18	7	12		20	12	13	2	14	2	10	23			
	14	2		16	12	26	16												

&

2

	4	19	19	25															

	14	2	17	19	7	20	13	16	14	19	2								

	15	1	5	16	21	7	12	23											

3

	23	16	21	22	24	14	20	18	10	12	23								

	16	12	26	16															

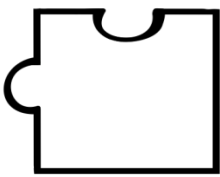
4

	10	12	16																

	22	12	16	13	14	4	23												

	17	7	19	20															

	14	20	13	10	12	23													



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

• Follow the directions to find out some secrets good readers use when thinking about the main points and evidence in nonfiction texts.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!



"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put Z's in spaces 31
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25
- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

Good Readers...

1

14	22	12	2	16	14	17	24	16	9	12	20	13	14	2
15	19	14	2	16	23	14	2	13	16	6	26	16		

2

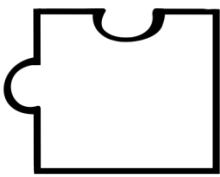
4	19	19	25	17	3	7	6	29	1	22	12	2	5	12	
16	19	23	21	15	15	19	7	16	20	13	1	2			
15	19	14	2	16	23										

3

30	21	22	10	12	16	9	12	20	13	1	2			
16	3	15	14	5	13	2	22	22	12	16	13	14	4	23

4

17	3	7	20	19	15	14	2	14	19	2	23
13	28	19	21	16	16	12	26	16	23		



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Follow the directions to find out some secrets good readers use when thinking about characters before, during, and after reading.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!



"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
- Put C's in spaces 5
- Put D's in spaces 22
- Put H's in spaces 9
- Put P's in spaces 15
- Put S's in spaces 23
- Put B's in spaces 28
- Put X's in spaces 26
- Put Q's in spaces 27
- Put N's in spaces 2
- Put K's in spaces 25

Good Readers...

- Put R's in spaces 7
- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

1

5	3	20	15	13	7	12	5	9	18	7	13	5	16	6	7	23			
16	19		12	29	6	2	16	23											



2

22	12	23	5	7	1	28	12												
5	9	18	7	13	5	16	6	7	23	11	3	7	22	23					

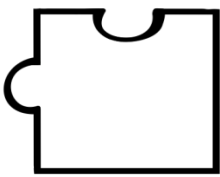
13	5	16	14	19	2	23	&												

3

2	19	16	1	5	12	11	9	12	2										
5	9	18	7	13	5	16	6	7	23	5	9	13	2	10	12				

4

30	21	22	10	12	5	9	18	16	14	5	16	12	7	23					
5	9	19	14	5	6	23													



Puzzle

What You Need:

- Duplicates of this page
- Pens or Pencils

What To Do:

- Follow the directions to find out some secrets good readers use when thinking about reading comprehension in both fiction and nonfiction texts.

Challenge:

- Tell about a time you used each of these secret reading strategies yourself.
- Write your experiences on the back of this page.
- If you have time, find a partner and share your experiences together!



"Crack the Good Readers Code"

Name: _____ Date: _____

- Put A's in spaces 13 and 18
- Put E's in spaces 6 and 12
- Put I's in spaces 1 and 14
- Put O's in spaces 3 and 19
- Put U's in spaces 8 and 21
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- Put T's in spaces 16
- Put L's in spaces 4
- Put M's in spaces 20
- Put J's in spaces 30
- Put G's in spaces 10
- Put F's in spaces 17
- Put W's in spaces 11
- Put Y's in spaces 24
- Put V's in spaces 29

Good Readers...

1

23	6	13	7	5	9	17	19	7	18	2	22								
21	23	6	14	2	17	3	7	20	18	16	14	19	2						

2

7	6	16	12	4	4	16	9	6	20	19	23	16							
14	20	15	19	7	16	18	2	16	15	13	7	16	23						
3	17	13	16	12	26	16													

3

15	7	12	22	14	5	16	11	9	13	16									
11	14	4	4	9	13	15	15	12	2	2	12	26	16						

4

5	19	2	2	12	5	16	16	9	12	16	12	26	16						
16	19	11	9	18	16	16	9	6	24	25	2	19	11						

ACTIVITY 6: GRAPHIC ORGANIZERS FOR DURING AND AFTER READING!

- Graphic organizers are a great tool to use to see what students are thinking about as they read.
- Have student(s) complete one of the organizers either during or after reading.
- Have a discussion about what the student(s) wrote on the organizer.
- These organizers can be used with *any* text and can be used over and over again.
- Parents/teachers can complete an organizer too, and then compare their thoughts to the young reader's thinking.

My Thinking During Reading

Name: _____ Date: _____

Directions: Write some of your thinking from your reading today!

Title: _____

Author: _____

My Thinking:

My Thinking:



My Thinking:



My Thinking:

My Feelings During Reading

Name: _____ Date: _____

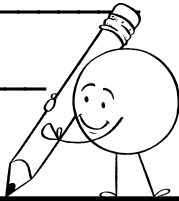
Directions: Write some things that happened in the story. Then share your feelings.

Title: _____

Author: _____

Evidence from my reading: _____

Purpose of the Strategy: _____

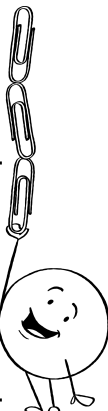


Evidence from my reading: _____

Purpose of the Strategy: _____

Evidence from my reading: _____

Purpose of the Strategy: _____



Reasons for Choosing Books

Name: _____ Date: _____

Directions: List all the reasons why you chose the book you are reading. Then describe how the book is just right for you!

Title: _____

Author: _____

Reasons I chose this book:	How it is just right for me:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Fiction vs. Nonfiction

Name: _____ Date: _____

Directions: Determine whether your book is fiction or nonfiction. Then describe details from the book that support whether it is fiction or nonfiction.

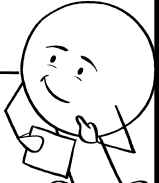
Title: _____

Author: _____

The book I am reading is: *(circle one)* Fiction Nonfiction

Detail from the book:

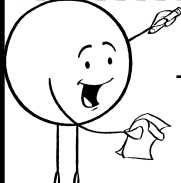
Detail from the book:

A simple line drawing of a round, smiling character with its hand to its chin, appearing to be in deep thought.

Detail from the book:

Detail from the book:

Detail from the book:

A simple line drawing of a round, smiling character holding a pen and writing on a piece of paper.

Detail from the book:

Talking About Books

Name: _____ Date: _____

Directions: Make a list of things you might include in a book talk from the book you are reading.

Title: _____

Author: _____

























Writing My Thinking

Name: _____ Date: _____

Directions: Choose one way to respond to reading. Then write your response below.

Title: _____

Author: _____

I am going to respond to my reading today by: *(circle one)*

Compare myself to the main character	Ask and answer questions	Share my opinions from reading
Write about an interesting part	Describe how I would act in the story	Other:
Predict what will happen next	Write down new things I learned	



Checking for Understanding

Name: _____ Date: _____

Directions: Write down any of the strategies you used to check for understanding while you were reading today.

Title: _____

Author: _____

Part from reading:

Strategy used:



Strategies for Solving New Words

Name: _____ Date: _____

Directions: Copy some words from reading that you used strategies to solve. Then describe the strategies you used.

Title: _____

Author: _____

Strategy:

Strategy:



Strategy:

Words to Solve:

Strategy:

Strategy:



Strategy:

Using Background Knowledge

Name: _____ Date: _____

Directions: Write down some things you already know about the topics from your reading. Then write how your background knowledge helped you understand new ideas found in your reading today..

Title: _____

Author: _____

Background Knowledge: _____

How it helped: _____

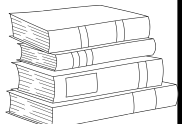


Background Knowledge: _____

How it helped: _____

Background Knowledge: _____

How it helped: _____



Comparing My Life To Characters

Name: _____ Date: _____



Directions: Compare your personal experiences to those of the characters from reading today.

Title: _____

Author: _____

My Experience:	Same/different:	Character's Experiences:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

My Experience:	Same/different:	Character's Experiences:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

My Experience:	Same/different:	Character's Experiences:
 _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	

Making Connections Between Characters

Name: _____ Date: _____

Directions: Compare the choices a character makes in reading today with a different character's choices from another text.

Character: _____

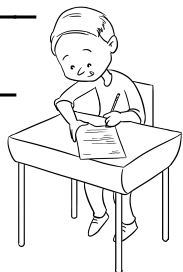
Character: _____

Choices:



Choices:

How their choices are alike and different:



How Characters Change

Name: _____ Date: _____

Directions: Consider how the main characters are changing in the book you are reading and share your thinking in the space below.

Title: _____

Author: _____

Ways the characters
are changing:



Choices the
characters are
making:

Why I think the
characters are
making these choices:



ACTIVITY 7: THINKMARKS FOR DURING AND AFTER READING!

- Thinkmarks are a great tool to use to see what students are thinking about as they read. A thinkmark is like a bookmark with a bonus. Students use them to keep track of where they are reading. They also write down their thinking from reading each day.
- Have student(s) complete one of the thinkmarks either during or after reading.
- Have a discussion about what the student(s) wrote on the thinkmark.
- These thinkmarks can be used with *any* text and can be used over and over again.
- Parents/teachers can complete a thinkmark too, and then compare their thoughts to the young reader's thinking.

My Thinking During Reading

Name: _____

Date: _____

Directions: Write some of your thinking from your reading today!

Title: _____

Author: _____

My Thinking:

My Thinking:

My Thinking:



My Thinking During Reading

Name: _____

Date: _____

Directions: Write some of your thinking from your reading today!

Title: _____

Author: _____

My Thinking:



My Thinking:

My Thinking:

My Feelings During Reading

Name: _____

Date: _____

Directions: Write some things that happened in the story. Then share your feelings.

Title: _____

Author: _____

What happened in the story:



My Feelings:

My Feelings During Reading

Name: _____

Date: _____

Directions: Write some things that happened in the story. Then share your feelings.

Title: _____

Author: _____

What happened in the story:

My Feelings:



Listening and Talking About Books

Name: _____

Date: _____

Directions: Describe what good listeners and speakers sound and look like in the space below.

What good listeners sound like:



What good speakers sound like:

What good listeners look like:

What good speakers look like:

Listening and Talking About Books

Name: _____

Date: _____

Directions: Describe what good listeners and speakers sound and look like in the space below.

What good listeners sound like:

What good speakers sound like:

What good listeners look like:

What good speakers look like:



Fiction vs. Nonfiction

Name: _____

Date: _____

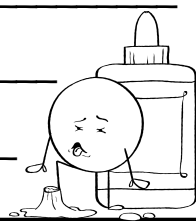
Directions: Determine whether your book is fiction or nonfiction. Then describe from the book that support whether it is fiction or nonfiction.

Title: _____

Author: _____

Detail from the book:

Detail from the book:



Detail from the book:

Fiction vs. Nonfiction

Name: _____

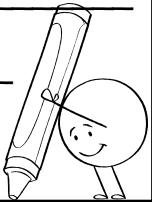
Date: _____

Directions: Determine whether your book is fiction or nonfiction. Then describe from the book that support whether it is fiction or nonfiction.

Title: _____

Author: _____

Detail from the book:



Detail from the book:

Detail from the book:

Writing About Reading

Name: _____

Date: _____

Directions: Share your thinking from reading today by choosing one way to write about your reading below.

Title: _____

Author: _____

I am going to share my thinking from reading today by writing in this format:



Writing About Reading

Name: _____

Date: _____

Directions: Share your thinking from reading today by choosing one way to write about your reading below.

Title: _____

Author: _____

I am going to share my thinking from reading today by writing in this format:



Talking About Books

Name: _____

Date: _____

Directions: Make a list of things you might include in a book talk from the book you are reading.

Title: _____

Author: _____

























Talking About Books

Name: _____

Date: _____

Directions: Make a list of things you might include in a book talk from the book you are reading.

Title: _____

Author: _____

























Writing My Thinking

Name: _____

Date: _____

Directions: Choose one way to respond to reading.
Then write your response below.

Title: _____

Author: _____

Compare myself to
the main
characters

Ask and answer
questions

Share my opinions
from reading

Write about an
interesting part

Describe how I
would act in the
story

Describe an
interesting part

Predict what will
happen next

Write down new
things I learned

Other: _____



Writing My Thinking

Name: _____

Date: _____

Directions: Choose one way to respond to reading.
Then write your response below.

Title: _____

Author: _____

Compare myself to
the main
characters

Ask and answer
questions

Share my opinions
from reading

Write about an
interesting part

Describe how I
would act in the
story

Describe an
interesting part

Predict what will
happen next

Write down new
things I learned

Other: _____



Checking for Understanding

Name: _____

Date: _____

Directions: Write down any of the strategies you used to check for understanding while you were reading today.

Title: _____

Author: _____

part from reading:

strategy used:



Checking for Understanding

Name: _____

Date: _____

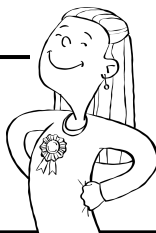
Directions: Write down any of the strategies you used to check for understanding while you were reading today.

Title: _____

Author: _____

part from reading:

strategy used:



Using Background Knowledge

Name: _____

Date: _____

Directions: Write down some things you already know about the topics from your reading. Then write how your background knowledge helped you understand new ideas found in your reading today.

Title: _____

Author: _____

Background Knowledge:



How it helped with meaning:

Using Background Knowledge

Name: _____

Date: _____

Directions: Write down some things you already know about the topics from your reading. Then write how your background knowledge helped you understand new ideas found in your reading today.

Title: _____

Author: _____

Background Knowledge:

How it helped with meaning:



Comparing My Life to Characters

Name: _____

Date: _____

Directions: Compare your personal experiences to those of the characters from reading today.

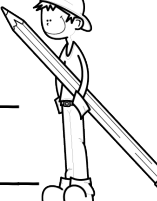
Title: _____

Author: _____

My Experiences: _____

Character's Experiences: _____

How our experiences are alike and different: _____



Comparing My Life to Characters

Name: _____

Date: _____

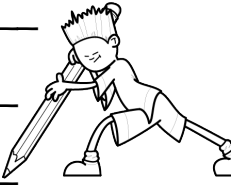
Directions: Compare your personal experiences to those of the characters from reading today.

Title: _____

Author: _____

My Experiences: _____

Character's Experiences: _____



How our experiences are alike and different: _____

Making Connections Between Characters

Name: _____

Date: _____

Directions: Compare the choices a character makes in reading today with a different character's choices from another text.

Character: _____

Choices: _____

Character: _____

Choices: _____

How the character's choices are alike and different: _____



Making Connections Between Characters

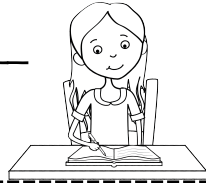
Name: _____

Date: _____

Directions: Compare the choices a character makes in reading today with a different character's choices from another text.

Character: _____

Choices: _____



Character: _____

Choices: _____

How the character's choices are alike and different: _____

How Characters Change

Name: _____

Date: _____


Directions: Consider how the main characters are changing in the book you are reading and share your thinking in the space below.

Title: _____

Author: _____

Ways that characters are changing:

Choices the characters are making:



Why I think the characters are making these choices:

How Characters Change

Name: _____

Date: _____

Directions: Consider how the main characters are changing in the book you are reading and share your thinking in the space below.

Title: _____

Author: _____

Ways that characters are changing:

Choices the characters are making:

Why I think the characters are making these choices:

