



Thinking Guide Activities – Expository

Title of the Selection: *The Question of Popularity*

Genre: Nonfiction – Informational

The Expository Thinking Guide is provided. The Expository Thinking Guide identifies the topic, central idea of the selection, and the main idea of each paragraph.

- ★ Expository Thinking Guide
- ★ Color Coded Expository Thinking Guide and Summary

The Expository Thinking Guide is used to develop other fun and interactive activities. Fisher Reyna Education offers the following activities and test items:

- ★ Outline Scramble
- ★ Pre-Reading Activity
- ★ Matching Main Idea Activities
- ★ Thinking Guide Cloze 1st Letter Activity
- ★ Thinking Guide Cloze Blank Activity
- ★ Thinking Guide Write Main Ideas Activity
- ★ Vocabulary Activity



FISHER★REYNA
EDUCATION
Dedicated to Academic Excellence

Expository Thinking Guide
Content-Based Topic



Title of Selection The Question of Popularity
Genre: Nonfiction - Informational

Topic of Selection	Popularity
Central Idea (Main Idea of Selection)	How much popularity matters to kids.
Main Idea of Each Paragraph	1. Introduction: Popular kids are envied, but may not have a lot of close friends.
	2. It's more important to have a few close friends, and be comfortable with yourself and friends.
	3. The kids that are part of the "in crowd" are snobbish or obnoxious.
	4. Trying to maintain popularity can be stressful.
	5. Kids that are in "the middle group" tend to be the happiest.
	6. Margaret Sagarese says kids need to stay true to themselves when deciding on friends.
	7. There's not always a way of knowing what makes a kid less popular.
	8. Zach McGraw is pleased to have a good group of friends, despite not being popular.
	9. Kids can find friends by seeking out those with similar interests.
	10. Having a good friend is more important than being part of the crowd.

Color-Coded Expository Thinking Guide
Content-Based Topic



Title of Selection The Question of Popularity
Genre: Nonfiction - Informational

Topic of Selection	Popularity
Central Idea (Main Idea of Selection)	How much popularity matters to kids.
Main Ideas	1. Introduction: Popular kids are envied, but may not have a lot of close friends.
	2. It's more important to have a few close friends, and be comfortable with yourself and friends.
	3. The kids that are part of the "in crowd" are snobbish or obnoxious.
	4. Trying to maintain popularity can be stressful.
	5. Kids that are in "the middle group" tend to be the happiest.
	6. Margaret Sagarese says kids need to stay true to themselves when deciding on friends.
	7. There's not always a way of knowing what makes a kid less popular.
	8. Zach McGraw is pleased to have a good group of friends, despite not being popular.
	9. Kids can find friends by seeking out those with similar interests.
	10. Having a good friend is more important than being part of the crowd.

Popularity and how much it matters are important topics to school age children. Popular kids are envied, but may not have a lot of close friends. It is more important to have a few close friends, and to be comfortable with yourself. Kids that are part of the “in crowd” can be thought of as snobbish or obnoxious. Trying to maintain popularity can be stressful, which may be a reason why kids in the “middle group” tend to be the happiest. Author, Margaret Sagarese, says kids need to stay true to themselves when deciding on who to be friends with. There is not always a way of knowing what makes a kid more or less popular than their counterparts. Zach MacGraw is pleased to have a good group of friends, despite not being popular. Kids can find friends by seeking out those with similar interests. Having a good friend is more important than being part of the popular crowd.

Outline Scramble

Title of the Selection The Question of Popularity

Genre: Nonfiction - Informational



Directions

Main ideas are arranged in alphabetical order. Article is read and students write the paragraph number by the correct main idea. This may be –

1. teacher guided with individual student recording correct paragraph number.
2. teacher guided with main ideas projected with teacher marking the correct response from the group.
3. partners working together as they take turns reading and recording correct paragraph number.

Paragraph Number	Paragraph Main Ideas
	Having a good friend is more important than being part of the crowd.
	Introduction: Popular kids are envied, but may not have a lot of close friends.
	It's more important to have a few close friends and be comfortable with yourself and your friends.
	Kids can find friends by seeking out those with similar interests.
	Kids that are in "the middle group" tend to be the happiest.
	Margaret Sagarese says kids need to stay true to themselves when deciding on friends.
	The kids that are part of the "in crowd" are snobbish or obnoxious.
	There's not always a way of knowing what makes a kid less popular.
	Trying to maintain popularity can be stressful.
	Zach McGraw is pleased to have a good group of friends, despite not being popular.

Pre-Reading Activity



Directions and Activity Variations

Students may work individually or with a partner. Teacher shows the titles, subtitles, photos with captions, etc. as a pre-reading activity. Students take notes and list all clues as a pre-reading activity. Teachers and students may discuss. Then have student(s) write the prediction for the topic and central idea of the expository selection.

Title: **The Question of Popularity**

Photos or Illustrations- list and explain the message of the pictures:

Photos with captions:

Subtitles in Bold Print:

Other text features:

Other Media:

Combine all the clue and make a prediction. What is the topic? What is the central idea, or what specifically will you be learning about the topic? Write your prediction. Then, read only the introductory paragraphs or pages and verify your prediction.

Matching Main Idea Activities



Directions and Activity Variations

Students may work individually or with a partner.

1. Cut apart the main ideas and give one main idea to individual student or partners. Teacher reads the selection one paragraph at a time. Students identify when they have the matching main idea.
2. Provide the selection and cut-apart main ideas. Students read the selection and match cut-apart main ideas to paragraphs in the selection.
3. Provide cut-apart selection and cut-apart main ideas. Students match cut-apart paragraphs to the cut-apart main ideas.



Having a good friend is more important than being part of the crowd.

Introduction: Popular kids are envied, but may not have a lot of close friends.

It's more important to have a few close friends and be comfortable with yourself and your friends.

Kids can find friends by seeking out those with similar interests.

Kids that are in "the middle group" tend to be the happiest.

Margaret Sagarese says kids need to stay true to themselves when deciding on friends.

The kids that are part of the "in crowd" are snobbish or obnoxious.

There's not always a way of knowing what makes a kid less popular.

Trying to maintain popularity can be stressful.

Zach McGraw is pleased to have a good group of friends, despite not being popular.

Expository Thinking Guide
Cloze – 1st Letter Activity



Title of the Selection The Question of Popularity

Genre: Nonfiction - Informational

Directions

As selection is read, complete the words in the blanks with the first letter given.

Topic of Selection	P _____
Central Idea (Main Idea of Selection)	How much p _____ means to kids.
Main Idea of Each Paragraph	1. Introduction: P _____ kids are e _____, but may not have a lot of close f _____.
	2. It's more i _____ to have a few close friends and be c _____ with y _____ and your friends.
	3. The kids that are part of the "i _____ c _____" are snobbish or obnoxious.
	4. Trying to m _____ popularity can be s _____.
	5. The kids that are in "the _____ group" tend to be the _____.
	6. Margaret Sagarese says kids need to stay t _____ to t _____ when deciding on friends.
	7. There's not always a way of k _____ what makes a kid less p _____.
	8. Zach McGraw is p _____ to have a g _____ group of friends, despite not being p _____.
	9. Kids can find f _____ by seeking out those with s _____ interests.
	10. Having a g _____ friend is more i _____ than being part of the c _____.

Expository Thinking Guide
Cloze – Blank Activity



Title of the Selection The Question of Popularity

Genre: Nonfiction - Informational

Directions

As selection is read, fill in the blanks.

Topic of Selection	_____
Central Idea (Main Idea of Selection)	How much _____ means to kids.
Main Idea of Each Paragraph	1. Introduction: _____ kids are _____, but may not have a lot of close _____.
	2. It's more _____ to have a few close friends and be _____ with _____ and your friends.
	3. The kids that are part of the "i _____ c _____" are snobbish or obnoxious.
	4. Trying to _____ popularity can be _____.
	5. The kids that are in "the _____ group" tend to be the _____.
	6. Margaret Sagarese says kids need to stay _____ to _____ when deciding on friends.
	7. There's not always a way of _____ what makes a kid less _____.
	8. Zach McGraw is _____ to have a _____ group of friends, despite not being _____.
	9. Kids can find _____ by seeking out those with _____ interests.
	10. Having a _____ friend is more _____ than being part of the _____.

Expository Thinking Guide
Write Main Ideas

Title of the Selection The Question of Popularity
Genre: Nonfiction – Informational



Directions

Students take notes that include topic, central idea of the selection, and main idea of each paragraph. Paragraphs with implied main ideas increase the level of difficulty with this activity.

Topic of Selection	
Central Idea (Main Idea of Selection)	
Main Idea of Each Paragraph	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

The Question of Popularity Vocabulary – Using Context Clues

Note: This vocabulary activity should be used after students have read the article.



Directions: Display the following vocabulary list. Ask the students to define the words they recognize. Then reread the selection as the students listen for these words. After hearing one of the listed words in context, ask students to give its definition. The words are listed in the order in which they appear in the article.

1.

2.

3.

4.

5.

6.

7.

8.