



## Thinking Guide Activities – Expository

Title of the Selection: **The Gene Scene**

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. In addition, the main ideas are clustered by color code to develop a meaningful summary.

- ★ 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:

- ★ 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



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**Expository Thinking Guide**  
Content-Based Topic



**Title of Selection:** The Gene Scene

**Genre:** Nonfiction – Informational

Topic of Selection	Genes/Genetics
Central Idea (Main Idea of Selection)	What genes are and their importance to humans.
Main Idea of Each Paragraph	1. Introduction to Genes/Genetics
	2. Traits are a person's special features.
	3. Traits are passed on through genes.
	4. Scientist discoveries about genetics/Interesting facts about genetics
	5. Scientific discoveries will greatly affect our future.

**Color-Coded Thinking Guide and Summary**  
Clustering and Summary



**Title of Selection:** The Gene Scene

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Genes are important to humans life. Such as the traits or special features that are passed through genes. After studying genes, scientists have made discoveries about genetics that will greatly affect our future.

## 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 of Selection:** The Gene Scene

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.

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## Matching Main Idea Activities



**Title of Selection:** The Gene Scene

**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.



Introduction to Genes/Genetics
Traits are a person's special features.
Traits are passed on through genes.
Scientist discoveries about genetics/Interesting facts about genetics
Scientific discoveries will greatly affect our future.

**Expository Thinking Guide**  
Cloze – 1<sup>st</sup> Letter Activity



**Title of the Selection:** The Gene Scene  
**Genre:** Nonfiction – Informational

**Directions**

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

Topic of Selection	G _____ /G _____
Central Idea (Main Idea of Selection)	What g _____ are and their importance to h _____.
Main Idea of Each Paragraph	1. I _____ to Genes/Genetics
	2. T _____ are a person's special features.
	3. Traits are p _____ on through genes.
	4. S _____ discoveries about genetics/Interesting facts about genetics
	5. Scientific d _____ will greatly affect our f _____.

**Expository Thinking Guide**  
Cloze – Blank Activity



**Title of the Selection:** The Gene Scene

**Genre:** Nonfiction – Informational

**Directions**

As selection is read, fill in the blanks.

Topic of Selection	_____ / _____
Central Idea (Main Idea of Selection)	What g_____ are and their importance to h_____.
Main Idea of Each Paragraph	1. _____ to Genes/Genetics
	2. _____ are a person's special features.
	3. Traits are _____ on through genes.
	4. _____ discoveries about genetics/Interesting facts about genetics
	5. Scientific _____ will greatly affect our _____.

**Expository Thinking Guide**  
Write Main Ideas Activity

**Title of the Selection:** The Gene Scene

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**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.



## *The Gene Scene*

### 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.
- 9.
- 10.

## Marked Selection Activity

**Title of the Selection: The Gene Scene**

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**Genre: Nonfiction – Informational**



### Directions

Students use marking strategies and complete the thinking guide as they read the selection. In books and novels marking or identifying text evidence can be done with post-it sticky notes or with transparency sheets and dry erase markers. The Thinking Guides can be used to guide students to evidence of the summary elements.

Marking codes are used to demonstrate comprehension strategies. Marking codes are necessary for the students to have a system for analyzing or processing what they read. This system of showing your work while working independently on a reading comprehension selection allows teachers to make effective instructional decisions. When the staff works as a team to provide instruction and monitor progress, it is important for everyone to require the same set of marking codes.

Students who consistently score 95% or better may not be required to show their work.



For more information on marking codes and comprehension strategies see our book titled,  
*Solution For Success: Reading*  
*Lois Fisher & Rachel Reyna*