



Thinking Guide Activities – Expository

Title of the Selection: **A Dream Come True**

Teaching Band Grades 3 - 5

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:

- ★ 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



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Expository Thinking Guide

Content-Based Topic

Title of Selection A Dream Come True

Genre: Nonfiction - Informational

Topic of Selection	Kids at the playground
Central Idea (Main Idea of Selection)	All kids need a place to play.
Main Idea of Each Paragraph	1. Playgrounds are off limits for some kids.
	2. Boundless Playgrounds are for children of all abilities.
	3. The idea for Boundless Playgrounds was inspired by a mom with a disabled child.
	4. Playgrounds are a place for learning about the world.
	5. Playgrounds should be a place of fun for all.

Color-Coded Thinking Guide and Summary

Clustering and Summary



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	4. Playgrounds are a place for learning about the world.
	5. Playgrounds should be a place of fun for all.

All children need a place to play. However, some playgrounds are off limits to children with special needs. Boundless Playgrounds are for children of all abilities. The idea for Boundless Playgrounds was inspired by a mom with disabled child. Playgrounds are a place for learning about the world. They should be a place of fun for all children.

Outline Scramble

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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
	Boundless Playgrounds are for children of all abilities.
	Playgrounds are a place for learning about the world.
	Playgrounds are off limits for some kids.
	Playgrounds should be a place of fun for all.
	The idea for Boundless Playgrounds was inspired by a mom with a disabled child.

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: A Dream Come True

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.



The idea for Boundless Playgrounds was inspired by a mom with a disabled child.

Playgrounds are a place for learning about the world.

Playgrounds are off limits for some kids.

Playgrounds should be a place of fun for all.

Boundless Playgrounds are for children of all abilities.

Expository Thinking Guide
Cloze – 1st Letter Activity



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Directions

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

Topic of Selection	K_____ at the p_____
Central Idea (Main Idea of Selection)	All kids n_____ a p_____ to p_____.
Main Idea of Each Paragraph	1. P_____ are off limits for s_____ kids.
	2. Boundless Playgrounds are for c_____ of all a_____.
	3. The i_____ for Boundless Playgrounds was i_____ by a mom with a d_____ child.
	4. Playgrounds are a place for l_____ about the w_____.
	5. Playgrounds should be a p_____ of f_____ for all.

Expository Thinking Guide
Cloze – Blank Activity



Title of the Selection A Dream Come True
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Directions

As selection is read, fill in the blanks.

Topic of Selection	_____ at the _____
Central Idea (Main Idea of Selection)	All kids _____ a _____ to _____.
Main Idea of Each Paragraph	1. _____ are off limits for _____ kids.
	2. Boundless Playgrounds are for _____ of all _____.
	3. The _____ for Boundless Playgrounds was _____ by a mom with a _____ child.
	4. Playgrounds are a place for _____ about the _____.
	5. Playgrounds should be a _____ of _____ for all.

Expository Thinking Guide

Write Main Ideas

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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.

A Dream Come True

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.