

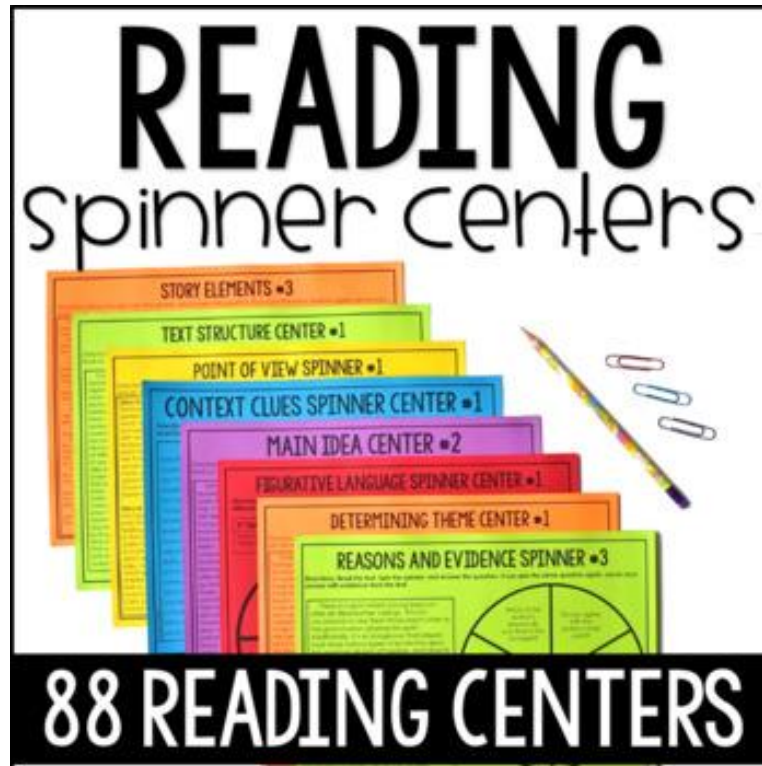
# ABOUT THIS FREEBIE!

This reading center freebie includes **four spinner reading centers, one for each of the following skills: determining theme, text structure, point of view, and main idea.**

The students will read the story. Then they will spin the spinner to answer questions related to the skill focus for that center.

To “play” the center, the students will use a pencil and a paper clip to spin the spinner. When they spin a question the first time, they will answer the question. If/when they spin that question again, they will prove their answers with evidence from the text.

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# DETERMINING THEME CENTER #1

Directions: Read the text. Determine the theme of the story. Then, spin the spinner, and answer the question you land on. If you spin the same question again, prove your answer with evidence from the text or add another detail to your answer.

Cindy always spent family trips to the beach looking for interesting rocks and shells. This time, she found something truly incredible- an amazing piece of crystal. It was spiky, glimmering, and beautiful, and it was as light as a feather. It was the greatest treasure Cindy had ever found. On the drive back from the beach, she kept it cupped in her hands like a baby chick. As soon as she got home, she walked slowly and carefully to her best friend Carla's house as she carried the crystal. Carla was always the first to see Cindy's treasures, and she was always amazed, but she had never seen anything like this. Carla's mother sent Cindy up to Carla's room. When Carla opened the door, her eyes lit up.

"Incredible! This is amazing. You're amazing!" Carla exclaimed. "Can I look at it in the sunshine?"

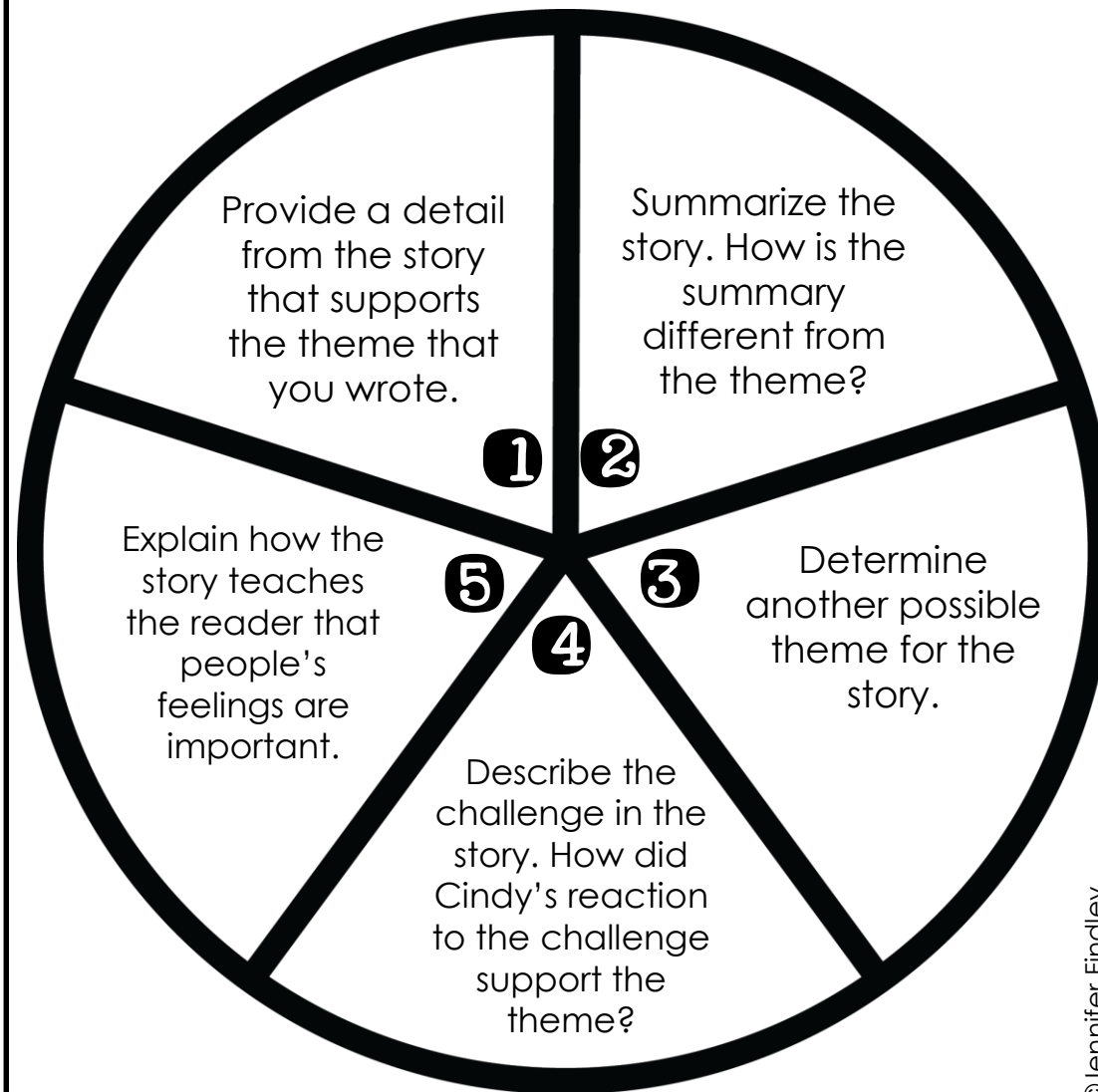
"Okay, but be extremely careful," Cindy replied as she gently handed over the crystal.

"Wow, it's so light!" Carla said as she turned toward the window. As she did, she tripped over a pile of dirty clothes. The crystal went flying, and it smashed to pieces against the wall. Carla froze in horror. Cindy just stared at the pile of sparkling shards. Cindy looked at her friend and saw a look of total shame and sadness on Carla's face. Cindy was upset about the crystal, but that wasn't important now. She grabbed Carla's hand.

"Come on," Cindy said. "Let's ride our bikes to the beach. I bet we can find an even better one!"

**1<sup>st</sup> – Determine the theme of the story.**

**2<sup>nd</sup> – Spin the spinner to answer more questions.**



# RECORDING SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Determining Theme Center # \_\_\_\_\_

Theme	
①	
②	
③	
④	
⑤	

# DETERMINING THEME CENTER #1

## Answer Key

<b>Possible Themes</b>	Friends are more important than material objects. Objects can be replaced, but friends cannot. People's feelings are more important than possessions.
<b>1</b>	Details will vary based on the themes the students write. Example: Cindy realized that Carla was upset about the broken crystal and that Carla's feelings were more important than an object. These details support the theme that people's feelings are more important than possessions.
<b>2</b>	Summaries will vary. Example: While at the beach with her family, Cindy found an amazing treasure- a piece of crystal. When she showed it to her best friend Carla, it was accidentally shattered into pieces when Carla tripped while holding it. Cindy did not get upset with her friend because she knew that it was an accident. The summary is different from the theme because it is specific to the events in the story and not a lesson.
<b>3</b>	Friends are more important than material objects. Objects can be replaced, but friends cannot. People's feelings are more important than possessions.
<b>4</b>	The challenge in the story was that Cindy's friend accidentally broke her new treasure. Cindy reacted kindly to not upset her friend further. This helps support the theme that friends are more important than objects.
<b>5</b>	The story teaches the reader that feelings are important by having Cindy care more about her friend's feelings than the crystal.

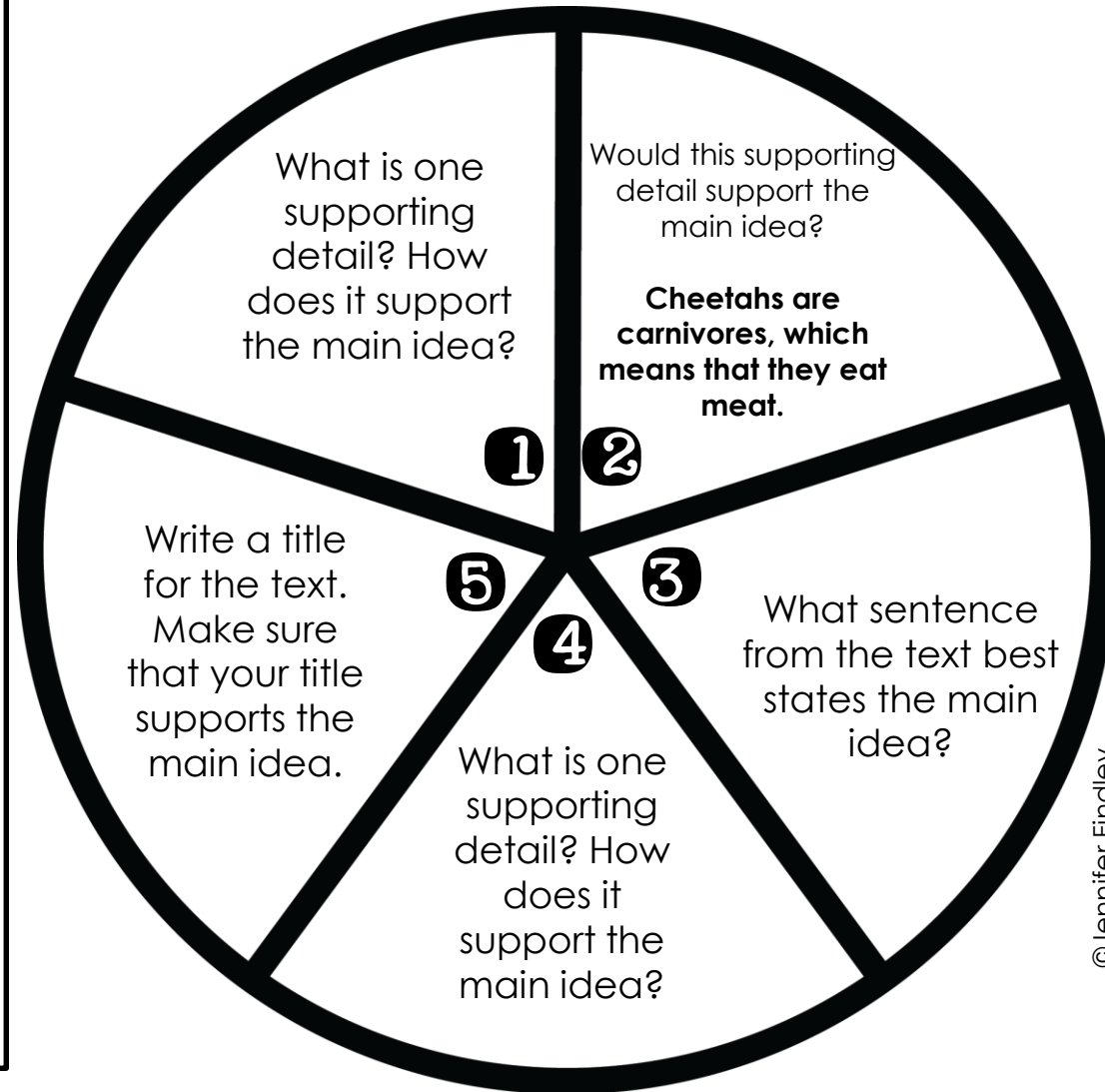
# MAIN IDEA CENTER #1

Directions: Read the text. Determine the main idea of the text. Then, spin the spinner, and answer the question you land on. If you spin the same question again, prove your answer with evidence from the text.

Everyone knows that cheetahs are fast, but what exactly makes them faster than every other animal on land? There are actually a few specific parts of a cheetah's body that give it the ability to run up to 60 miles per hour and outrun all of its neighbors. First, there's its shape. A cheetah has a slim body and a small head. This makes it aerodynamic, meaning that it can cut through the air while running. The cheetah also has long legs, so it can take long strides. The second feature that makes a cheetah fast is its incredibly flexible spine, or backbone. The spine stretches to help the cheetah take longer strides and cover more ground. Finally, there are the cheetah's claws, which helps it grip the ground and propel forward. Since the cheetah's claws never fully retract, like a house cat's do, the cheetah is always ready to go. This combination of physical features is what allows a cheetah to accelerate faster than a sports car.

**1st – Determine the main idea.**

**2<sup>nd</sup> – Spin the spinner to answer more questions.**



# RECORDING SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Main Idea Center # \_\_\_\_\_

Main Idea	
①	
②	
③	
④	
⑤	

# MAIN IDEA CENTER #1

## Answer Key

Main Idea	A combination of physical features give cheetahs their speed.
1	Example Details: A cheetah's slim body and small head allow it to be aerodynamic. The cheetah's long legs allow it to take long strides. A cheetah's flexible spine stretches to allow it to take longer strides. The cheetah's claws help it grip the ground and propel itself forward.
2	No, it does not support the main idea that cheetahs have physical features to make them fast.
3	This combination of physical features is what allows a cheetah to accelerate faster than a sports car. Another option: There are actually a few specific parts of a cheetah's body that give it the ability to run up to 60 miles per hour and outrun all of its neighbors.
4	Example Details: A cheetah's slim body and small head allow it to be aerodynamic. The cheetah's long legs allow it to take long strides. A cheetah's flexible spine stretches to allow it to take longer strides. The cheetah's claws help it grip the ground and propel itself forward.
5	Titles will vary but should support the main idea of the text. Examples: Why So Fast?, Speedy Cheetahs

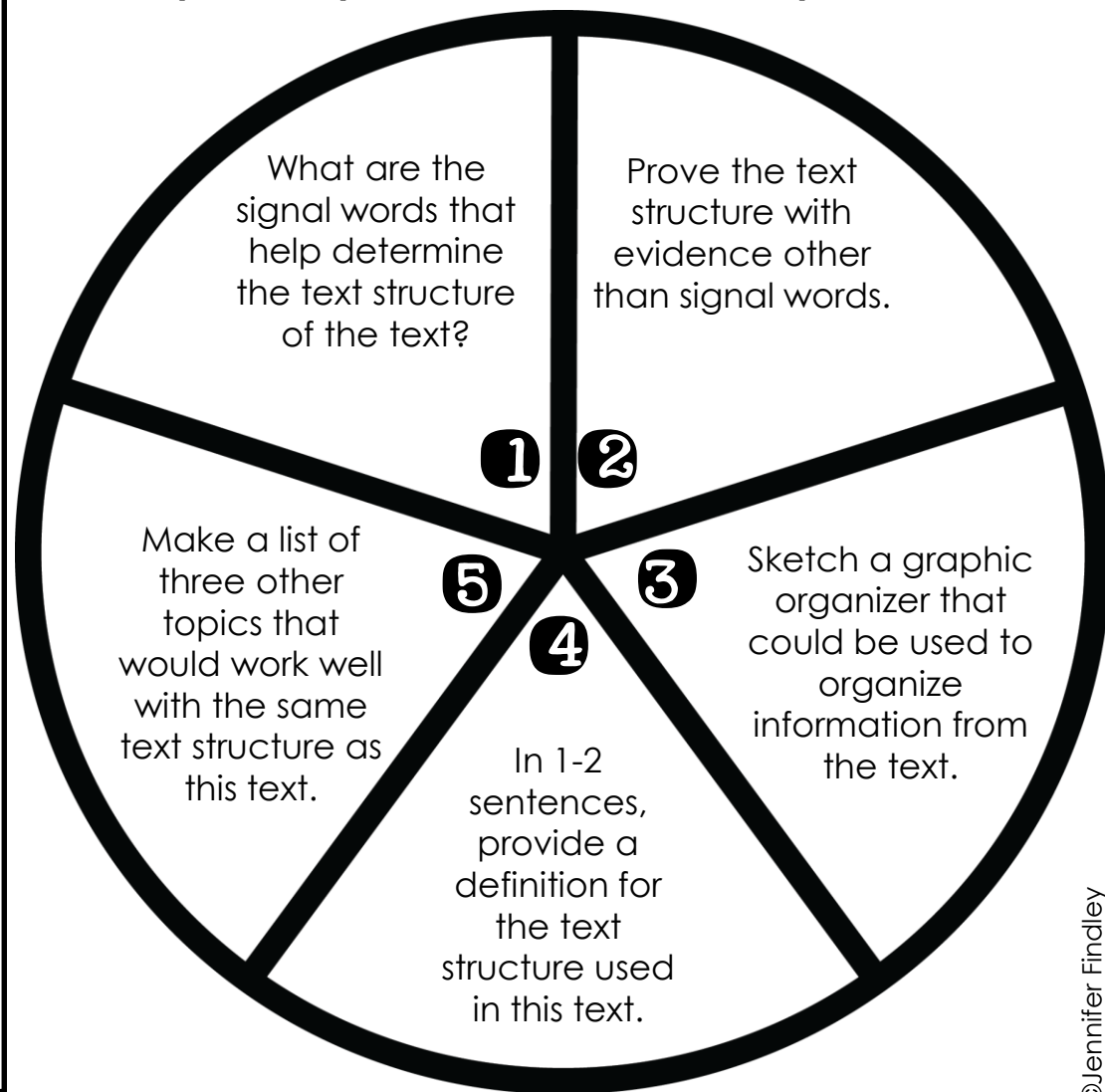
# TEXT STRUCTURE CENTER #1

Directions: Read the text. Determine the text structure of the text. Then, spin the spinner, and answer the questions you land on. If you spin the same question again, prove your answer with evidence from the text.

If you own a smartphone, tablet, or other mobile device, you might suffer from a problem called digital overload. This very real syndrome occurs when we become so used to interacting with our technology that we forget to make time for human relationships around us. It happens commonly to teens and tweens, as the ability to text or chat with someone on social media means that there's less incentive to get together IRL, or "in real life." There are some important reasons to step away from your device from time to time, and they can make a lot of difference in your self-esteem, your comfort level in new situations, and more. Here are some steps to take to overcome digital overload. First, limit your screen time to set hours of the day, and make sure that your time is devoted to activities you actually enjoy, rather than just mindless web surfing. Also, make sure that you give yourself limits, such as making sure there are no phones or tablets allowed when hanging out or sharing a meal with a friend or relative. You can also develop the discipline required to walk away from your technology by putting it on the charger in another room at a set time each day, such as an hour before bedtime. That way, you'll be giving yourself room to engage with the people around you instead of just a tiny screen.

**1<sup>st</sup> – Determine the text structure of the text.**

**2<sup>nd</sup> – Spin the spinner to answer more questions.**





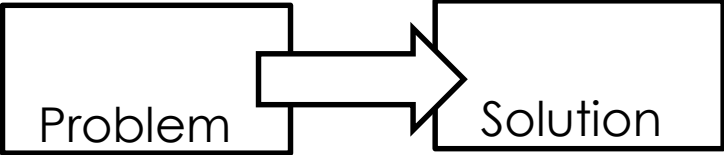
# RECORDING SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Text Structure Center # \_\_\_\_\_

Text Structure	
①	
②	
③	
④	
⑤	

# TEXT STRUCTURE CENTER #1

## Answer Key

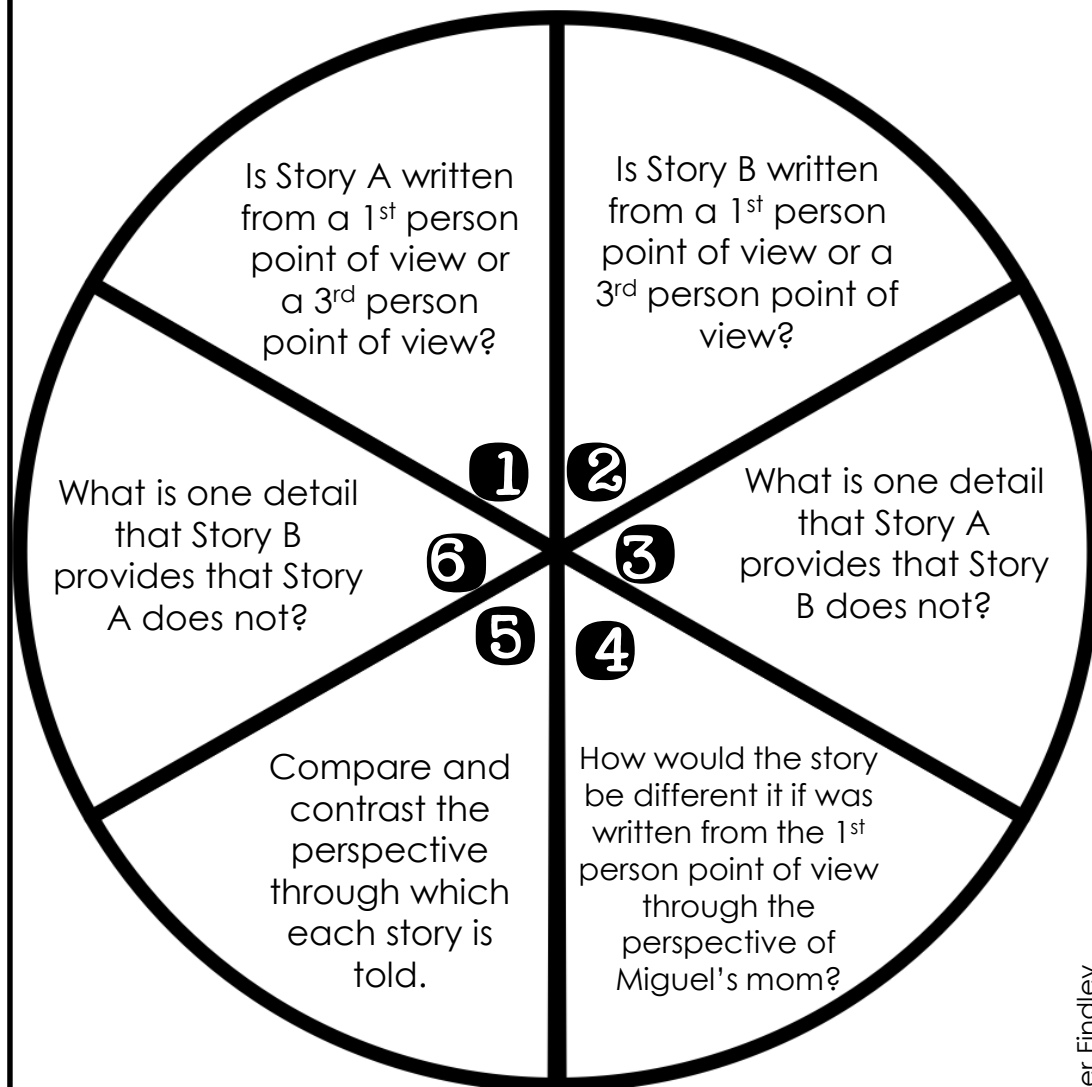
Text Structure	Problem and Solution
①	<ul style="list-style-type: none"><li>• Problem</li><li>• Syndrome</li><li>• Reasons</li><li>• Steps</li></ul>
②	The author is telling about the problem of digital overload and explaining ways to overcome it or solve the problem.
③	 <pre>graph LR; A[Problem] --&gt; B[Solution]</pre>
④	This text structure describes a problem and provides one or more possible solutions.
⑤	Example topics: pollution, childhood obesity, bullying

# POINT OF VIEW SPINNER #1

Directions: Read the stories. Spin the spinner, and answer the question. If you spin the same question again, prove your answer with evidence from the text.

**Story A:** It was the fifth annual spelling bee for Thomas Middle School, and there were two spellers remaining. Miguel stood up to spell his word. He was prepared for this, yet he was also concerned. He trudged up to the microphone with an unwavering sense of anxiousness. He looked out and saw his mom's face. He did not want to disappoint her. He looked back at Carly, the final contestant on the stage with him. Was she as nervous as he was? The caller pronounced the word, and Miguel took a deep breath. Then he asked for the definition and the origin of the word. Once he was satisfied with the caller's explanation, he nervously called out each letter.

**Story B:** Miguel slowly approached the microphone. Carly knew that he didn't want to miss this word. However, Carly had opposite feelings. She and Miguel were battling each other in the last round, and only one of them would win. Carly had missed her last word, so Miguel was now in control. The caller pronounced Miguel's word, and Carly was instantly troubled. The word was easy, but Miguel looked anxious. Thoughts of winning crowded Carly's mind as she thought that maybe she did have a chance of winning. The air was so thick, and the anticipation was overwhelming. As Miguel slowly spelled the word, Carly sat on the edge of her seat. The entire crowd was silent.



# RECORDING SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Point of View Center # \_\_\_\_\_

1

2

3

4

5

6

# POINT OF VIEW SPINNER #1

## Answer Key

<b>1</b>	Is Story A written from a 1 <sup>st</sup> person point of view or a 3 <sup>rd</sup> person point of view? <b>Story A is written from a 3<sup>rd</sup> person point of view.</b>
<b>2</b>	Is Story B written from a 1 <sup>st</sup> person point of view or a 3 <sup>rd</sup> person point of view? <b>Story B is written from a 3<sup>rd</sup> person point of view.</b>
<b>3</b>	What is one detail that Story A provides that Story B does not? <b>Answers will vary. Examples: Miguel asked for the definition and origin of the word. The setting is the 5<sup>th</sup> annual spelling bee. Miguel's mom is in the audience.</b>
<b>4</b>	How would the story be different if it was written from the 1 <sup>st</sup> person point of view through the perspective of Miguel's mom? <b>If the story was written from the 1<sup>st</sup> person point view from the perspective of Miguel's mom, the details would include her thoughts and feelings. The details that the reader gets would be from her perspective.</b>
<b>5</b>	Compare and contrast the perspective through which each story is told. <b>Both stories are written from the 3<sup>rd</sup> person point of view, but the perspectives vary. Story A is told through Miguel's perspective, while Story B is told from Carly's perspective.</b>
<b>6</b>	What is one detail that Story B provides that Story A does not? <b>Answers will vary. Examples: Carly missed her last word. Miguel's word was easy in Carly's opinion. The crowd was silent as Miguel spelled his word.</b>

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