



Reading Activities

Activities you can do with any book

Resources written by Scottish Book Trust

Contents

- 3 Activities for Early Years
- 6 Activities for Level 1
- 12 Activities for Level 2, 3 and 4
- 16 Activities for Senior Phase
- 19 Appendix 1 – templates for trump cards

About these resources

Here are a few key things to know about these resources before you start!

- They are composed of tried and tested ideas;
- They are divided by age/stage, but this is very rough, so it's worth looking at other levels too;
- If you try any of the activities in these resources, feel free to let us know: we welcome blog posts by teachers and librarians. Email us at info@scottishbooktrust.com.



Useful links



Scots Language Centre: www.scotslanguage.com/



Adapting picture books into drama: www.scottishbooktrust.com/picture-book-drama



How to create a book trailer: www.scottishbooktrust.com/booktrailer-masterclass



Scottish Book Trust Teachers and Librarians' blog, showcasing great practice: www.scottishbooktrust.com/blog/teachers-librarians



For great ideas that can be done with any poem, see our resources for Michael Rosen, where you'll find a document giving ideas to create a poetry friendly classroom: www.scottishbooktrust.com/michael-rosen-resources



Scottish Book Trust Book Lists:
www.scottishbooktrust.com/reading/book-lists



Scottish Poetry Library, for great ideas and text of National 5/Higher poetry: www.scottishpoetrylibrary.org.uk/

Activities for Early Years

CfE

PRE-READING

Before starting to read the book take time to look at the cover together. Using discussion, questions, story prediction and annotation is a great way to explore ideas and expectations about a book cover.

Look at the cover together – talk about:

- What you can see – people, what sort of animals, colours, details.
- What is happening on the cover;
- How it makes you feel;
- What you think this story might be about.

Make an A2 photocopy of the cover image and stick it up on the classroom wall with drawings and writing to remind you of what you discussed.

Remember to come back to your initial ideas when you have read the story and see where you were right, where you were wrong and if there are any more questions you would like to add.

ACTING OUT CHARACTERS

With children sitting in a circle, get pupils to take turns calling out character names from the story. When one pupil calls out a character name, the other pupil has to act out something that character would do

You can invert the task by asking each pupil to take a turn acting something out and saying a line, while other pupils have to guess which character they are.

DISCUSSING FEELINGS

Ask the children to sit in a circle. Use a puppet or soft toy to represent one of the characters from the book. Ask the children how the character feels at various points in the book, and then pass the soft toy around the group. When each child receives the soft toy, ask them to talk about the things that make them feel the same way as the character is feeling.

HOT SEATING

Assume the role of one of the characters in the story. Ask the children to think of questions they would like to ask the character, and then answer their questions!

CREATE TABLEAUX

See the activity on page 13 for more details.

Eng 0-17a
Lit 0-09a

Eng 0-19a

HWB 0-01a
Lit 0-09a

Eng 0-19a
Eng 0-17a

Eng 0-19a

THOUGHT TRACKING/TAPPING

Pick a scene from the book and ask some children to create a 'freeze frame', standing frozen in the position of a character in the scene. Ask other children to tap them on the shoulder and ask them to describe what they are feeling at this point in the scene.

SPEND A DAY WITH A CHARACTER

Imagine that any character from a story you have read could join your class for the day. In groups, tell each other:

- Which character you have chosen and why;
- What the character is like;
- What you would do/show/play with him or her if s/he joined your class for the day.

STORYBOARDING

Ask pupils to pick their top six moments from the book, then get them to draw pictures of these as a storyboard. You can use these storyboards as prompts to help them re-tell the story.

Help them share books with older children

Check out the Shared Reading activity in the section for level 1 on page 12.

CREATE PLAY DOUGH MODELS

Create a play dough model of a character from the book. Find out more here: <http://theimaginationtree.com/2012/08/gruffalo-play-dough.html>

STORY STICKS

This activity really helps with retelling. Ask your pupils to decorate a stick with objects which represent key moments in the story. They then retell the story to someone else using the stick as a prompt.

OUTDOOR LEARNING – USE A WASHING LINE TO REINFORCE PLOT

A great activity from Juliet Robertson at the CreativeStar outdoor learning website! Laminated story pages are hung on a washing line, and pupils are asked to use these in a variety of tasks including sorting them into order. Find out more here: <http://creativestarning.co.uk/early-years-outdoors/story-lines-outside/>

CfE

Lit 0-09a
Eng 0-19a

LIT 0-09a
Eng 0-19a

Eng 0-19a

Tch 0-12a
Tch 0-14a

Lit 0-09a

Eng 0-19a



ANIMAL GAMES

Children begin by sitting cross legged in a circle facing out. Groups of three or four are assigned an animal name (preferably animals which move in different ways): lion, tiger, elephant, kangaroo, duck, lizard and so on. Teacher calls out a animal name and all the children with that name have to run round the outside of the circle. The first child back to their space wins, the others have to sit turned into the circle until one person is left. This game can also be played with children moving round the circle in the manner of their animal

Parachute game: Children sit under the parachute holding it tight at the sides. Give each pair an animal name. When the teacher calls out that animal name those children have to swap places.

Activities for Level 1

CfE

QUESTIONS AND STORY PREDICTION

Make a large photocopy of the cover image – up to A2 – and stick it up on the classroom wall.

With the whole class discuss what questions you have about the cover – ask pupils to annotate the cover with their questions. As you read the story together, annotate the cover with answers to these questions.

Split the class into small groups and ask each group to discuss what they think the stories might be about and to write a few sentences describing the story – they should look at the elements on the cover and make sure that they include everything they think is important.

Remember to come back to your initial ideas when you have read the story and see where you were right, where you were wrong and if there are any more questions you would like to add.

Lit 1-16a

STORY MAPPING AND STORY STEPPING

Story mapping is a great way to help children remember and re-tell stories.

Once they have listened to a story, ask them to draw pictures representing the key moments in the story (these pictures should be in sequence).

After this, you can use stepping as a way of further consolidating their grasp of the story. Ask the children to pick the first important moment they have drawn, and then come up with an action or gesture that reminds them of that moment. They should also come up with a very short sentence to go along with the action.

Ask children to repeat this for each key moment of the story.

To see mapping and stepping in action, check out this video of storyteller Chris Smith: www.schoolsworld.tv/node/3121

Chris Smith has a more detailed video about mapping here:

www.storymuseum.org.uk/1001stories/detail/273/how-to-draw-a-storymap.html

Eng 1-17a

REMEMBERING PLOT

Another way of helping pupils remember plot and characters is to write a short summary of the plot, but miss out one or two crucial details. Read your summary to the class and ask them if all the important parts of the story have been included.

Eng 1-17a

ROLE ON THE WALL

Put a picture of a character on the wall. Ask the children to write words and phrases to describe the character onto Post-It notes, and then stick these up alongside the picture.

CREATE A WORD SALAD

You can help children learn new vocabulary from the book by creating a Word Salad! Print out any tricky words from the book, and put them all in a salad bowl. Have each child choose a word and read it aloud. Can they use the word in a sentence or tell the class what it means?

CREATE A DIORAMA

Create a diorama of a key location in the book. You can use this for puppet shows or stop motion animations.

CREATE A DANCE TO A PICTURE BOOK

This is an especially good activity if the pupils can come up with their own movements. Check out this video of pupils performing Peter Bently's *The Shark in the Dark*: www.scottishbooktrust.com/video/peter-bently-tour-shark-in-the-dark

RECOMMENDATION BOOKMARKS

This is a great idea from the National Literacy Trust! Pupils can create bookmarks to leave inside books when they return them to the library. On the bookmarks, they can put their book recommendations to other readers. They can recommend other texts by the same authors, or other texts of the same genre: www.literacytrust.org.uk/practical_ideas/3160_practical_idea-if_you_liked_this_book_try_bookmarks

CREATE A FRIEZE

Create a wall displaying recreating one of the settings or scenes from the book. Afterwards, you could use this as a backdrop for the drama activity below.

ADAPT A PICTURE BOOK INTO A PLAY

Find out how to do this in our comprehensive video guide: www.scottishbooktrust.com/picture-book-drama

CfE

Lit 1-19a

Eng 1-13a

Tch 1-12a
Tch 1-14a

Exa 1-08a

Lit 1-11a

Tch 1-12a
Tch 1-14a

EXA 1-12a
EXA 2-12a
EXA 0-01a
EXA 2-14a

ADAPT A PICTURE BOOK INTO A PUPPET SHOW



Find out how two schools did this and performed their shows to each other via GLOW! www.scottishbooktrust.com/learning/teachers-librarians/teaching-resources-cpd/get-inspired/polly-dunbar-puppet-show



Find out more about puppet making here:
www.daniellesplace.com/html/puppets.html

PORTRAITS

Choose one of the main characters from the story. Make a list of thirteen words which you think describe the personality of that character. Then create a portrait of this character using one of the following media: tissue paper, poster paint, pastels, charcoal. Use large sheets of paper and fill up the whole page with the portrait. Try to think of how you can show the personality of this character in your picture through the following: facial expression, your choice of colour, accessories etc

STAGE AN INFORMATIVE EVENT ABOUT ISSUES IN A BOOK



In this case study on Education Scotland's website, pupils at Benarty Primary school found out about the lives of people in Norway and Japan:
www.educationscotland.gov.uk/Images/Benarty%20Primary%20IDL_tcm4-633816.pdf

You can apply this model to help pupils find out about issues or topics covered in any book. You ask pupils to stage an informative event for parents or the wider community, or make a film as a teaching resource for other schools to use.

TRANSITION

As an extension to the above activity, you could involve your local secondary school by asking their pupils to get involved with the project. Secondary pupils could get involved with writing press releases for the event, working with primary pupils on the accounting for the event.

THINK OF QUESTIONS TO ASK CHARACTERS

Pupils can ask characters questions about how they feel at various points in the story.

CfE

EXA 1-12a

Exa 1-02a


Lit 1-14a
Lit 1-25a
Lit 1-06a

Lit 1-19a

PLAY ILLUSTRATION CONSEQUENCES

If your pupils have particularly enjoyed the illustrations in a picture book, this can be a great activity to capitalise on their enthusiasm.

Follow the link to see a game of illustration consequences in action:

 www.booktrust.org.uk/books-and-reading/children/illustrators/illustrators-gallery/29.

Fold a long piece of paper into five equal sections in a concertina style. Work in groups of five. Ask one person to start a drawing in the first section and to make sure it is not completed and goes right up to the edge of the fold with the second section. Pass the paper to the second person in the group who should complete the drawing you have started by drawing the other half of it in the second section and starting a new drawing, showing only half of this and making sure it goes right up to the fold with the third section. Repeat until all five sections are complete. Remember not to speak to each other during the activity! Open out the page and see your illustrated consequence story! Make up a story which would accompany the illustrations.

To see some top children's illustrators in action, check out our Authors Live

 illustration slam: www.scottishbooktrust.com/video/authors-live-illustration-slam

CONSTRUCT AN ITEM FEATURED IN THE BOOK

This is self explanatory – an especially good activity if you use recycled materials!

CfE

Eng 1-31a

Tch 1-12a
Tch 1-14a

CREATE AND PLAY CHARACTER TOP TRUMPS

Top Trumps is a card game, where players win or lose cards depending on the scores on the cards.

Ask pupils to create a card for each character in the book, with scores in various categories. For instance, you might choose categories like bravery, honesty, sense of humour and intelligence. Assign a score to each of these. Below is an example of a character Top Trump card. You can find a blank template for a trump card in Appendix 1 on page 20.

Once they have created cards, pupils should follow the rules below to play:

Character	
Bravery	
Honesty	
Sense of humour	
Intelligence	

Any number of people can play. Shuffle and deal all the cards face down. Each player holds their cards so that they can see the top card only. The player to the dealer's left starts by reading out an item from the top card (e.g. Combat 6). The other players then read out the same item. The one with the best or highest value wins and places all the top cards including their own to the bottom of their pile. It is then their turn again to choose an item from the next card.

If two or more cards share the top value or no data is available for that particular subject then all the cards are placed in the middle and the players play their next cards, using the same category as before. The winner of the hand takes the cards in the middle as well. The person with all the cards at the end is the winner.

To make sure pupils don't give their characters unrealistically high scores in order to win, you could ask pupils to allocate scores as a group or as a class.



Find out some more in this great video, which also shows pupils making word wheels and playing Guess the Character: www.scottishbooktrust.com/podcasts/video/st-columbas-horrid-henry-whole-school-event

MAKE A MAP OF LOCATIONS IN THE BOOK

You can include information about the various places, and write directions explaining how to get from one place to another. You can extend by asking pupils to make a map of their school or local area. Ask them to take a trip and photograph local places of interest, then create a visitor centre for the area, making postcards, gifts for a gift shop, and creating information leaflets.

CREATE YOUR OWN RHYMES

For picture books with rhyme schemes, you can ask pupils to use the rhyme scheme to make some rhymes of their own. Here is an example from *Jumblebum* by Chae Strathie, featuring the original rhyme and suggested new rhymes:

There once was a boy called Johnny McNess/whose room was an eye popping, tum churning mess

There once was a boy called Johnny McHughes/whose room was so messy he lost all his shoes.

CREATE A BOARD GAME OF A BOOK


Create your own board game: play as different characters, create obstacles and shortcuts, determine points scoring systems and design a board. There is an assessment rubric which may be helpful here:

 www.readwritethink.org/files/resources/lesson-docs/NovelBoardGameRubric.pdf

SHARED READING (OUTCOMES APPLY TO BOTH OLDER AND YOUNGER PUPILS)

Shared reading is a wonderful way to allow younger readers to experience the pleasure of discovering books, while re-engaging older pupils with reading and increasing their confidence.

For an introduction to shared reading, have a look at the blog below (there are links to other examples and resources within this blog):

 www.scottishbooktrust.com/blog/teachers-librarians/2014/01/shared-reading-and-the-scottish-childrens-book-awards-a-case-study

CfE

Eng 1-31a

Tch 1-14a
Eng 1-19a

Lit 2-16a
Lit 2-03a
Eng 2-31a
Eng 2-19a
HWB 2-11a
HWB 2-13a
HWB 1-01a
HWb 1-14a

Activities for Level 2, 3 and 4

CfE

For these activities, we have documented CFE outcomes at level 3, to save space.

EXPLORING CHARACTER – GUESS WHO

Ask pupils to write short descriptions of the key characters in the book, including some of the following: motivations, conflicts, physical descriptions, personality, flaws, virtues. Then, ask them to read their descriptions to each other. Each one has to guess which character is being described.

Eng 3-19a

The tweeting activity below can be used as an alternative to this.

TWEET REVIEWS

When posting messages on Twitter, people are restricted to 140 letters. This can be used to help pupils' understanding of a book in the following ways:

Lit 3-11a

- Exploring character, in a similar way to the activity above;
- Exploring themes, 'reviewing' a book by explaining the central concerns – you can start off less confident pupils with the phrase, "A book which examines..."
- Summarising plot concisely;
- Exploring setting – again, you could start pupils off with a phrase and they can complete the sentence.

TABLEAUX

Creating tableaux is a great way to explore character, establish key scenes and revise the plot of a book.

Eng 3-19a

A tableau is similar to a storyboard: it is a series of images of key scenes. Tableaux are meant to be more detailed than storyboards, capturing character and atmosphere.

Therefore, tableaux can often be composed of photographs. Pupils recreate still images of key scenes, trying to capture each character's emotion through facial expressions and body language. Relationships between characters are often possible to explore through how they are positioned in relation to each other.

There is a good (if slightly lengthy) introduction to tableaux here:



www.youtube.com/watch?v=Nlxw9qfIKxk

FREEZE FRAME

A slightly easier version of tableaux. Very simply, pupils draw a scene from the book, and include speech bubbles to indicate what each character is thinking. This works particularly well when used to explore the unspoken tensions between characters.

CREATE A BOOK TRAILER

A book trailer is a fun and hugely worthwhile step towards critical understanding of a text (and a great way to encourage reading for pleasure and creativity). It can be a great revision tool, as pupils have to think actively about how to convey character, setting and atmosphere. Have a look at our extensive book trailer resources and you'll find everything you need to get started.


 www.scottishbooktrust.com/booktrailer-masterclass

CHANGE THE STORY

Ask pupils to write a different ending to the story, or write the story from another character's point of view. You can even ask them to write it in a different tense to help them appreciate the impact of changing the narrative style.


RECOMMENDATION BOOKMARKS

This is a great idea from the National Literacy Trust! Pupils can create bookmarks to leave inside books when they return them to the library. On the bookmarks, they can put their book recommendations to other readers. They can recommend other texts by the same authors, or other texts of the same genre:

 www.literacytrust.org.uk/practical_ideas/3160_practical_idea-if_you_liked_this_book_try_bookmarks

USE A NOVEL ACROSS THE CURRICULUM

You can create excitement and curiosity about a book by basing an exciting cross-curricular project on it. Have a look at this blog to see how one school used Darren Shan's *Zom-B* to inspire a whole range of cross-curricular activities, which led to the whole S1 borrowing the book (and the sequel!):

 www.scottishbooktrust.com/learning/teachers-librarians/authors-live/teacher-ambassador-programme-darren-shan

CfE

Eng 3-19a

Tch 3-04a
Eng 3-19a
Eng 3-24a
Eng 3-31a

Eng 3-31a
Eng 3-19a

Lit 3-11a

STORY MAPPING AND RE-TELLING

Ask your pupils to create a storyboard, and fill the boxes with images to symbolise key scenes. They could cut out images from magazines or find images on the internet. It's generally much better for pupils to find a symbolic representation of a scene rather than simply drawing what happens in the scene! For example, the scene in *The Testament of Gideon Mack* where Gideon tapes his account of his meeting with devil could be represented by a cassette tape.

Once pupils have come up with their storyboards, you could ask them to move into another group, and ask them to justify their selection of key scenes to each other. Why are the scenes important in developing plot, character and theme? They could also discuss the images they have chosen to represent these scenes.

After this, we've found it particularly effective if pupils are asked to re-tell the story to someone else, ideally someone who hasn't read the book. This way they have to make sure that their pictures/symbols/mnemonics are effective in practice: they could initially use these as prompts.

SHARED READING (OUTCOMES APPLY TO BOTH OLDER AND YOUNGER PUPILS)

Shared reading is a wonderful way to allow younger readers to experience the pleasure of discovering books, while re-engaging older pupils with reading and increasing their confidence. It involves older pupils learning how to make a picture book come alive for younger pupils by using tone of voice, pace, pitch and volume.

For an introduction to shared reading, have a look at the blog below (there are links to other examples and resources within this blog):



www.scottishbooktrust.com/blog/teachers-librarians/2014/01/shared-reading-and-the-scottish-childrens-book-awards-a-case-study

ADAPT A NOVEL INTO A SCREENPLAY

There is a nice guide to doing this on our site – this guide is for *Coraline*, but the principles of screenwriting are explained so you can use them with any book: www.scottishbooktrust.com/learning/teaching-resources/book-based-resources/coraline-screenplay



ADAPT A NOVEL INTO A COMPUTER GAME

A little out of the box! Again, you can find a detailed introductory guide for *Coraline* here: www.scottishbooktrust.com/learning/teaching-resources/book-based-resources/coraline-video-game



CfE

Eng 3-17a
Eng 3-19a

Lit 2-16a
Lit 2-03a
Eng 2-31a
Eng 2-19a
HWB 2-11a
HWB 2-13a
HWB 1-01a
HWb 1-14a

Lit 3-16a
Eng 3-31a
Eng 3-19a

Lit 3-16a
Eng 3-31a
Eng 3-19a

ADAPT A BOOK INTO A VIDEO SLIDESHOW

Check out our tutorial video on Animoto, a beautiful web tool which allows pupils to adapt a text into a slideshow, using effects and transitions.



www.scottishbooktrust.com/podcasts/video/animoto-making-the-most-of-online-tools

COMPARE BOOK COVERS

Many novels have been released with different book covers. Find out which different covers have been used, and ask your pupils which of the covers better captures the atmosphere and other aspects of the book.

Good examples would possibly include *How I Live Now* by Meg Rossoff, *Of Mice and Men* by John Steinbeck, *Lord of the Flies* by William Golding and *Holes* by Louis Sachar.

Children's author Marcus Sedgwick has written insightfully on this subject



here: www.shotsmag.co.uk/blogspot.co.uk/2014/03/cover-story-by-marcus-sedgwick.html

RE-WRITE FROM A DIFFERENT CHARACTER'S POINT OF VIEW

Pick a section from a book, and ask pupils to re-write it to explore different perspectives.

CREATE CHARACTER BOXES

Character boxes are a great way for Art and English to team up to help pupils understand characters and themes. Pupils come up with objects and designs to arrange in a box, conveying elements of character and theme in a symbolic way. See how one school did this here:



www.scottishbooktrust.com/learning/teachers-librarians/authors-live/teacher-ambassador-programme-darren-shan-and-joseph-cornell

CREATE A MARKETING CAMPAIGN FOR A BOOK

Ask your pupils to create a whole range of materials to persuade others to read a book. This doesn't have to be restricted to posters and reviews. Book trailers could be used – this could really be used to get pupils talking around the school if the trailer is sufficiently intriguing and mysterious (you can show them the trailer for J.J Abrams' *Cloverfield* for an example:



<http://trailers.apple.com/trailers/paramount/cloverfield/>).

CfE

Lit 3-16a
Eng 3-31a
Eng 3-19a


Eng 3-19a

Eng 3-31a
Eng 3-19a

Eng 3-19a
Exa 3-02a

STAGE A WORD WAR ABOUT ISSUES RAISED IN THE BOOK

Pioneered by a teacher in South Lanarkshire, Word Wars are an extremely effective way to get pupils genuinely excited about the power of language and the rhythm and wordplay of poetry. See our fantastic case study from Holy Cross High School to find out more about Word Wars!

 www.scottishbooktrust.com/learning/teachers-librarians/authors-live/teacher-ambassador-programme-poetry-slam

CfE

Eng 3-31a

Eng 3-27a

Lit 3-09a

Activities for Senior Phase

STORY MAPPING AND RE-TELLING

One of the main problems for pupils is remembering key scenes under exam conditions, but to help with this, they can create a pictorial summary of key scenes to aid recall.

Ask your pupils to create a storyboard, and fill the boxes with images to symbolise key scenes. They could cut out images from magazines or find some pictures on the internet. It's generally much better for pupils to find a symbolic representation of a scene rather than simply drawing what happens in the scene! For example, the scene in *The Testament of Gideon Mack* where Gideon tapes his account of his meeting with devil could be represented by a cassette tape.

Once pupils have come up with their storyboards, you could ask them to move into another group, and ask them to justify their selection of key scenes to each other. Why are the scenes important in developing plot, character and theme? They could also discuss the images they have chosen to represent these scenes.

After this, we've found it particularly effective if pupils are asked to re-tell the story to someone else, ideally someone who hasn't read the book. This way they have to make sure that their pictures/symbols/mnemonics are effective in practice: they could initially use these as prompts.

EXPLORING LANGUAGE AND STYLE

Many books and poems make striking use of language, but narrative style can often be equally as influential on a reader's enjoyment. For instance, *The Trick is to Keep Breathing* by Janice Galloway arranges text on the page in a style which is disordered and fragmented, to reflect the psyche of the main character.

A method which we've seen employed very effectively is to **show pupils what it would have been like if it was done differently**. If a particularly striking word or image is used, asking them to re-write the sentence using less evocative language can make the effect of the original technique on the reader much clearer.

SHORT STORIES – CREATING A BLURB

Short stories which are part of a collection are often linked by characters with common traits, and also common settings and themes.

An effective way for pupils to pick up on these common features is to write their own blurb for the collection.

For example, the list of Scottish texts (as it currently stands) features six short stories by Iain Crichton Smith. Three of these are war stories, linked by common themes and characters whose experiences of war are very similar. Pupils can imagine that these three stories are being grouped together as part of a small collection, and write a blurb for this collection. They must bear in mind the following:

- The blurb cannot reveal much about the plots of the stories;
- The focus should be on short descriptions of the characters and common themes/settings.

You can start pupils off with prompts. For example, “These stories explore...through the eyes of...” It may also help to show them some examples from other collections.

JIGSAW LEARNING GROUPS

This activity can work for both poetry and stories. It works as follows:

- Divide pupils into groups. Each group should be given about 10 mins to discuss and make notes on their verse/section of the story.
- Get them to organise themselves into different groups that include a member of each original group (so that there is someone who has studied each verse/section).
- They should take turns to share their ideas so that everyone in the group has written notes for each verse/section.

WHAT DOES X MEAN TO YOU?

Sometimes it's tricky to get a personal response to a book from your pupils, but the activity below can help.

If a book deals with difficult subjects or themes, a great way to explore personal response to the book is by creating a slide show called *What does (theme) mean to you?*

For example, a teacher at Perth Academy asked pupils to produce a slide show entitled *What does beauty mean to you?* You can find one pupil's response below: www.youtube.com/watch?v=Ly2vp2tLH8s



CRITICAL ESSAY – PASS THE PARAGRAPH

Credit to @janehutchison1 on Twitter for this one! Pupils write a critical essay paragraph, then pass it on to someone else, who rewrites it, making improvements where necessary.



Jane Hutchison on Twitter: <https://twitter.com/janehutchison1>

FREEZE FRAME

Very simply, pupils draw a scene from the book, and include thought bubbles to indicate what each character is thinking. This works

particularly well when used to explore the unspoken tensions between characters, or where characters are unable to admit truths (for instance, Eddie in *A View from the Bridge*). In cases like these, instead of making the exercise completely about what characters are consciously thinking, you can include subconscious thoughts and/or forces acting on the characters which they are not aware of.

Appendix 1 – templates for trump cards

Here are templates for trump cards. Depending on what you want to get out of the activity, you can use only the front, or both the front and back. The back requires pupils to give reasons for the scores they have given their characters.

Front

Character	
Bravery	
Honesty	
Sense of humour	
Intelligence	

Back

Reasons for scoring	
Bravery	
Honesty	
Sense of humour	
Intelligence	