27.03.20

**Reading**



Primary 3 have worked extremely hard on their reading skills over the last few months. For that reason we wanted to give you a more detailed overview of activities and ideas that could be completed alongside any story you read. The boys and girls know that it is great to ‘just’ read a story but that they should also UNDERSTAND it, by digging deeper and exploring the text. Beginning these skills now will give an excellent foundation to becoming a life-long reader.

***“Being a lifelong reader means you can use literacy to fulfil purposes in your life. It’s the key to success.” (Fountas and Pinnell 2001)***

The activities below will help to develop your child’s ability to discuss and explore the following...

* *main characters*
* *the setting*
* *main ideas*
* *retelling the story in your words*
* *predicting what’s going to happen next*
* *sequence events*
* *make up questions for someone to answer, answer questions someone gives you*
* *compare similarities and differences between books – eg characters / plot*
* *book reviews – templates and layout ideas online*

Some sections have been left blank for you to add the appropriate amount suited to your child’s ability.

Think of \_\_\_\_\_ questions to ask a character in your book.

Draw a picture of what you think will happen next. Write two sentences about what you think will happen.

Find \_\_\_\_\_ nouns in your reading book. Write a sentence for \_\_\_\_\_\_ of them.

Find \_\_\_\_\_ adjectives in your reading book. Write a sentence for \_\_\_\_\_\_\_ of them.

Complete a book review.

Create a wanted poster for a character from your book. Include a description of what they look like.

Use your gained knowledge to create a new front cover for your book. Include a picture and the title.

Write about your favourite part of your book and explain why you like it.

Draw a picture of the most important event in your book and write \_\_\_\_ sentences about it.

Write \_\_\_ good things and \_\_\_\_ bad things about the characters in your book.

Make up \_\_\_\_\_ questions about your reading book. Make sure you know the answers. Test your friend.

Draw a picture of the setting of your book. Write \_\_\_\_\_ sentences to describe it. Where is this place? What happens there?

Choose \_\_\_\_ sentences from your book. Try to uplevel them using adjectives/verbs/wow words.

Search for words with the \_\_\_\_ phoneme in them. Choose \_\_\_\_ of the words and write them in a sentence.

Draw a picture of one of the characters in your book. Write \_\_\_\_ words to describe them.

Choose something that belongs to the main character and pretend that they have lost it.
Write a “lost” notice for item.

Write down any tricky words from your book. What do you think they mean? Use the dictionary to find out what the words mean.

Think of 5 questions you would like to ask one of the characters.

Swap these with someone else in your group and write the answers as if you were that character.

Think of \_\_\_\_ words to describe the setting in your story.

Give your book marks out of ten and explain why you have given it that mark.

Draw a poster to advertise the book you have read. Write on the poster why people should read it.

Pretend that you are one of the characters in your book. Draw a picture of the character and write \_\_\_\_\_ sentences about how they feel.

How do the other characters feel about the main character? Why do they feel this way?

Use a character’s name to write an acrostic poem about them.

Imagine that you are one of the characters. Draw a picture diary recording the key events which happened in the story. Write a comment about how you felt.

Halfway through your book make a prediction about what might happen next.

Write your prediction in the form of a comic strip.

Sequence the events in the story.

Choose something that belongs to the main character and pretend that they have lost it.
Write a “lost” notice for item.