

READING

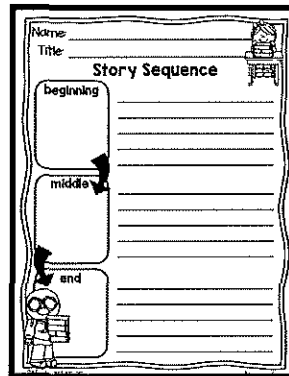
Use the following to complete the reading activities:

- Read this book aloud to the class: _____
- Let each student select his/her own book.
- Have the students use this story: _____
It can be found here: _____
- Other: _____

Today they will do the following activity/activities.

STORY SEQUENCE

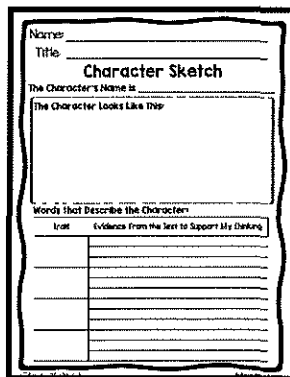
After reading the book, the students will summarize the story in sections by beginning, middle and end using drawings and/or sentences. Encourage them to use as much detail as possible.



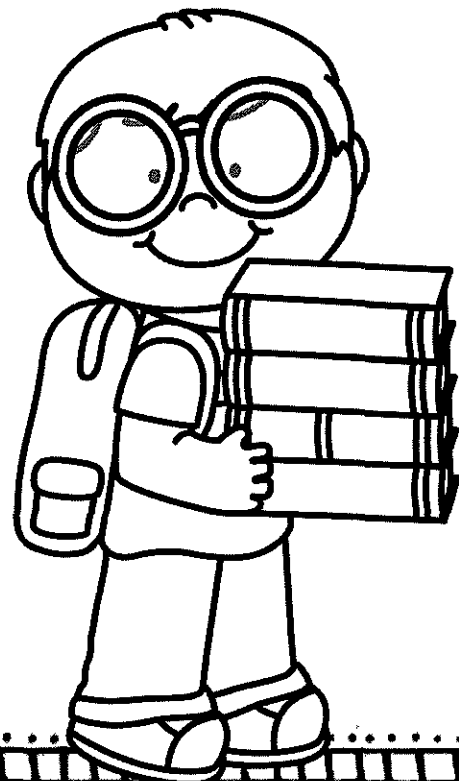
A worksheet titled "Story Sequence" with fields for "Name" and "Title". It features three vertical sections labeled "beginning", "middle", and "end" with arrows pointing downwards. To the right of these sections are several horizontal lines for writing. A small cartoon character is at the bottom left of the worksheet.

CHARACTER SKETCH

After reading the book, the students will select a character from the book to focus on. Each student should identify the character by name and cite examples from the text to support their thinking. For the drawing, encourage them to add details that relate to the story by including props and a background and not just a body.



A worksheet titled "Character Sketch" with fields for "Name" and "Title". It includes sections for "The Character's Name is", "The Character Looks Like This", "Words that Describe the Character", and "Evidence from the text to support my thinking".



READING CONTINUED

WORDS IN THE STORY


To complete this activity each student will go through the text and search for words beginning with each letter of the alphabet. They may include multiple words in each box.

Name: _____
Title: _____


WORDS IN THE STORY

Read another chapter. Be ready to identify words beginning with each letter of the alphabet from your book and label examples of words in each box with the author's name.

A	B	C	D
E	F	G	H
I	J	K	L



M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		




SETTING

The goal of the settings activity is for students to understand that stories often have more than one setting and that setting includes not only location, but also time. After reading the story have them illustrate a detailed picture of the setting(s) in the text, describe the setting and answer the questions using details from the text.

Name: _____
Title: _____

The Settings: Where and When the Story Takes Place




Select one scene from the story and describe the setting in detail.

Explain how the setting impacted the story.

Name: _____
Title: _____

The Settings: Where and When the Story Takes Place



Select one scene from the story and describe the setting in detail.

Explain how the setting impacted the story.

PARTS OF A STORY


This activity focuses on the problem and the solution of a story. It is often helpful to discuss this prior to having them put pencil to paper. They should use words and detailed illustrations to tell what the conflict was and how it was resolved.

Name: _____
Title: _____

PARTS of a STORY

PROBLEM

SOLUTION



Name: _____
Title: _____

PARTS of a STORY

PROBLEM

SOLUTION

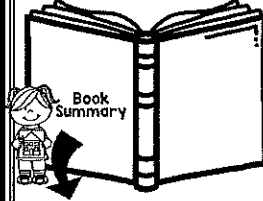
DESIGN A NEW BOOK COVER

After reading the story, the students should think about how the details can best be represented in one picture. Remind them that covers are important because it is the first thing a reader sees and often makes them form an opinion on if they want to read the book or not. Make sure they include the title and the author's name. If they are not using individual copies of the book please be sure to neatly write the title and author where they can easily copy them down.

Name: _____

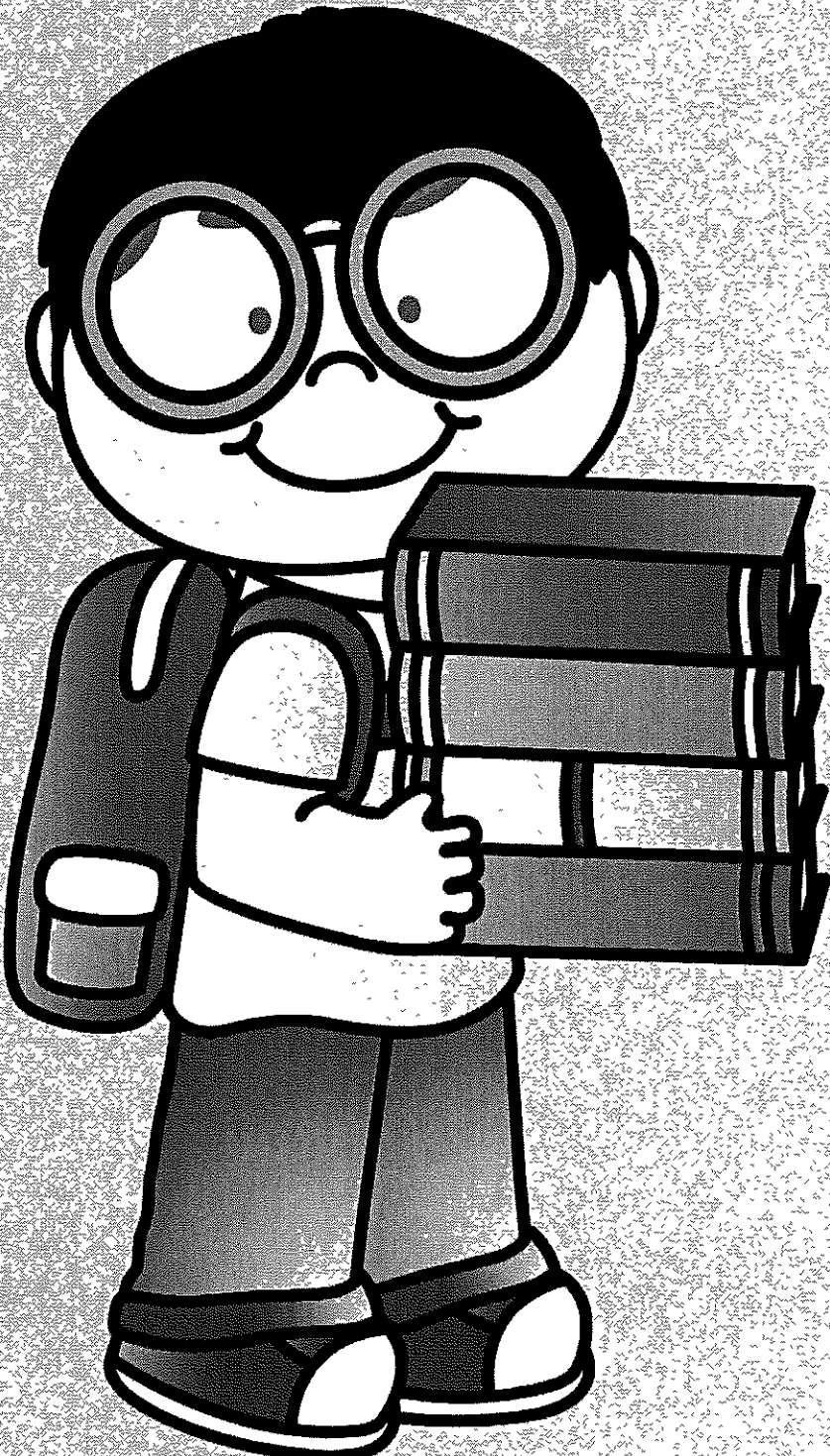
DESIGN NEW BOOK PACKAGING

Draw a picture for the cover. Be ready to describe the cover. Draw a picture of the story that could be used on the back of the book to catch people's eyes to try it.



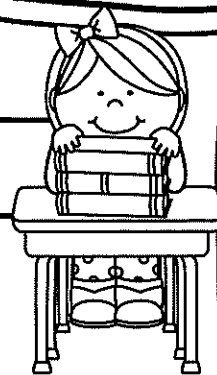
Book Summary

READING ACTIVITIES



Name: _____

Title: _____

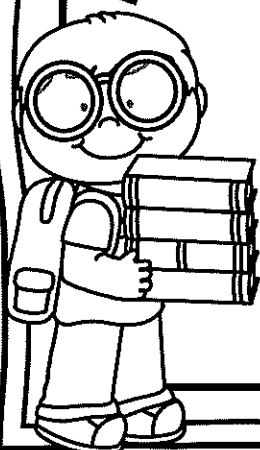


Story Sequence

beginning

middle

end



Name: _____

Title: _____

Character Sketch

The Character's Name is _____

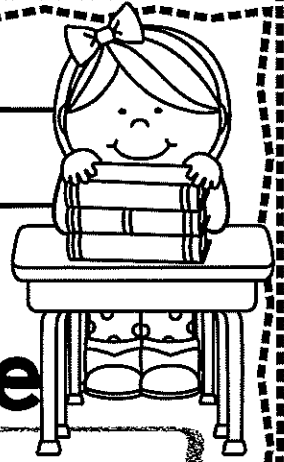
The Character Looks Like This:

Words that Describe the Character:

Trait	Evidence from the Text to Support My Thinking
	_____ _____ _____
	_____ _____ _____
	_____ _____ _____
	_____ _____ _____

Name: _____

Title: _____



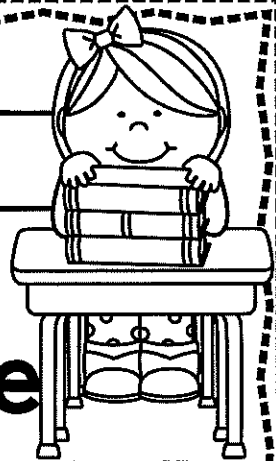
The Settings: Where and When the Story Takes Place

Select one scene from the story and describe the setting in detail.

Explain how the setting impacted the story.

Name: _____

Title: _____



The Settings: Where and When the Story Takes Place

Name: _____

Title: _____

Asking Questions

It is important for readers to ask and answer questions. "Right there" questions can be answered with "yes" or "no" or with very few words. "Think and Search" questions require you to think and answer the question with details supported by the text. Write five "right there" and five "think and search" questions about the story and answer each of them on lined paper.

"Right There" Questions

1

2

3

4

5

"Think & Search" Questions

1

2

3

4

5

Name: _____

Title: _____

WORDS IN THE STORY

Good authors strive to make strong word choices when writing a text. Read through your book and collect examples of excellent vocabulary words the author used.

A

B

C

D

E

F

G

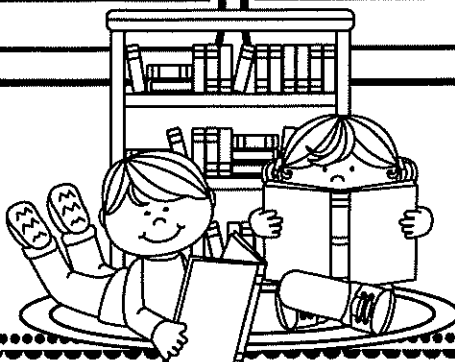
H

I

J

K

L



M

N

O

P

Q

R

S

T

U

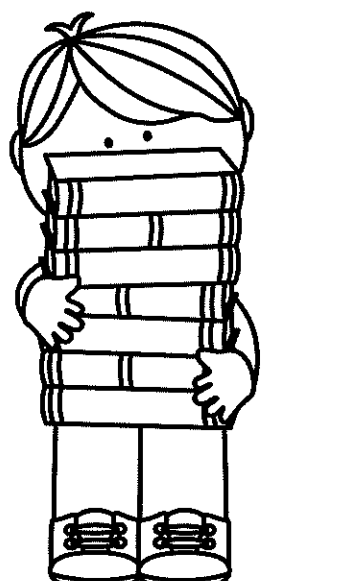
V

W

X

Y

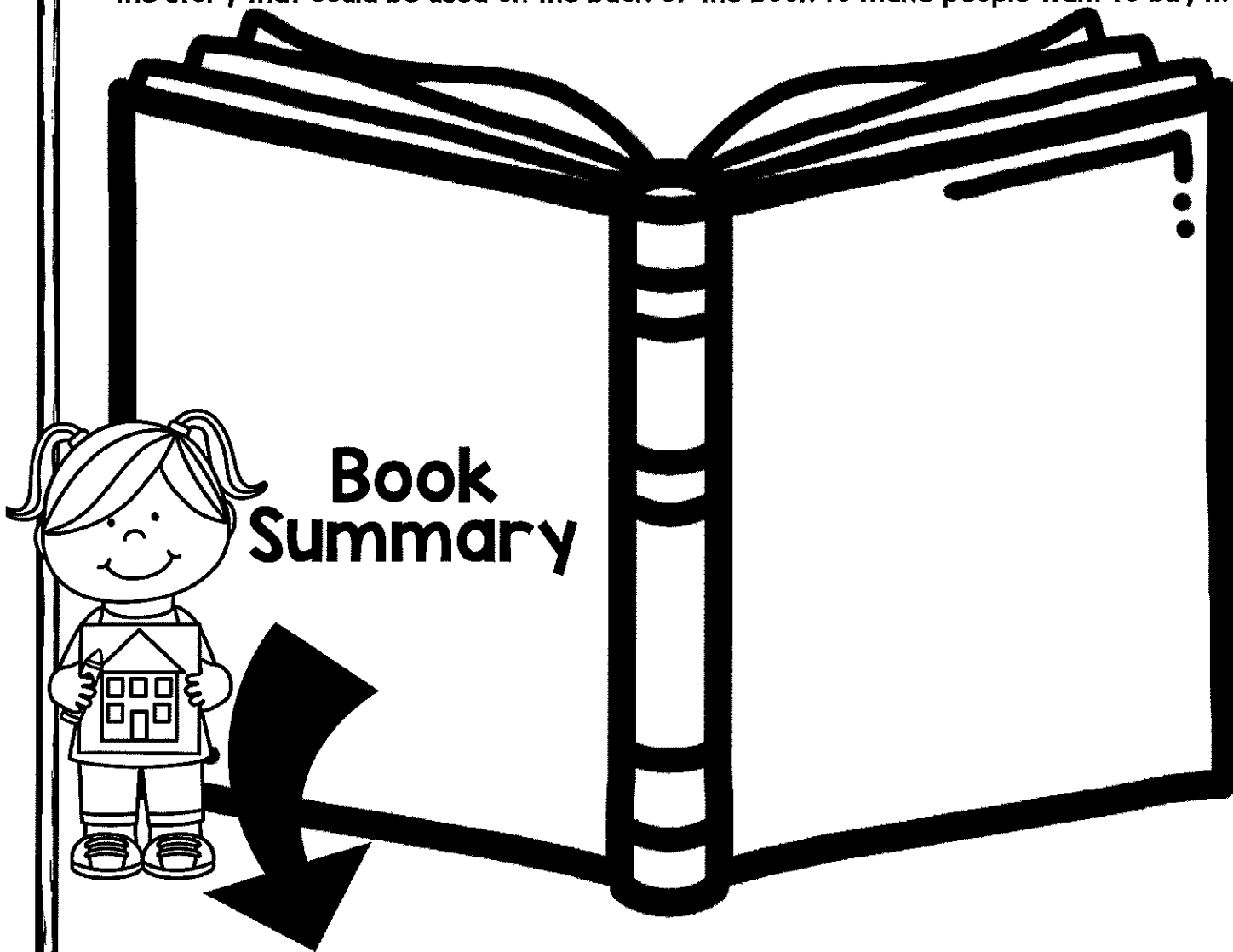
Z



Name: _____

DESIGN NEW BOOK PACKAGING

Design a new cover for the story by illustrating the cover below. Write a summary of the story that could be used on the back of the book to make people want to buy it.



**Book
Summary**

Name: _____

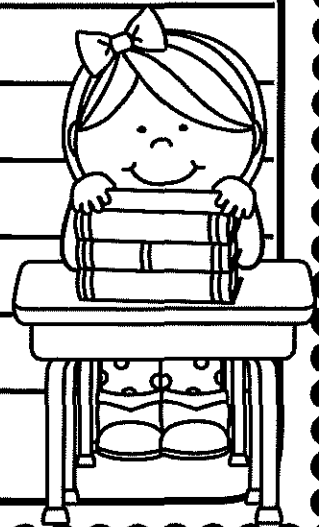
Title: _____

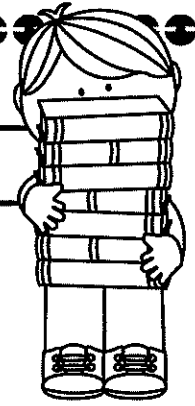
PARTS of a STORY

PROBLEM



SOLUTION





Name: _____

Title: _____

PARTS of a STORY

PROBLEM



SOLUTION
