

# READING

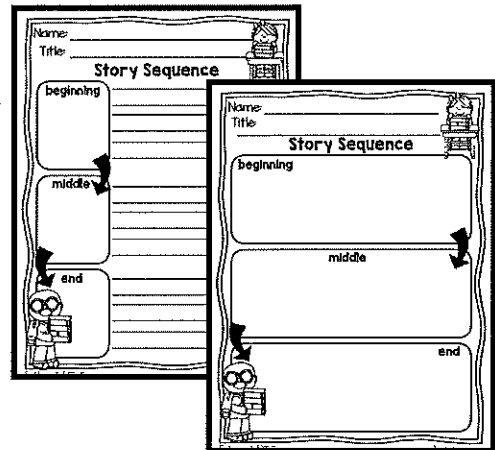
Use the following to complete the reading activities:

- 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.

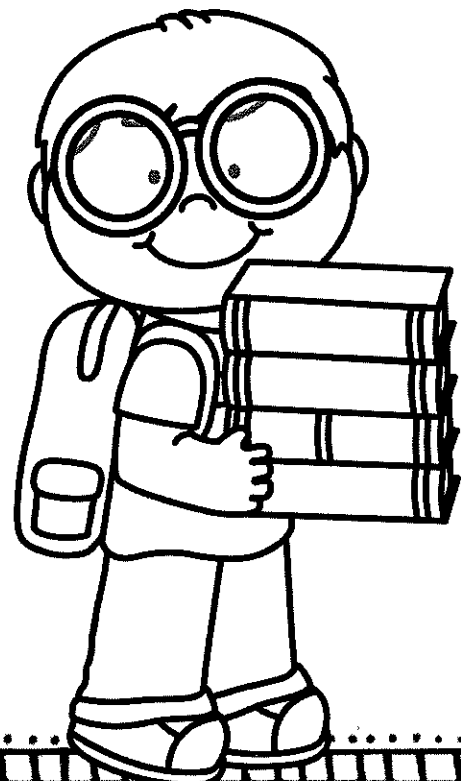
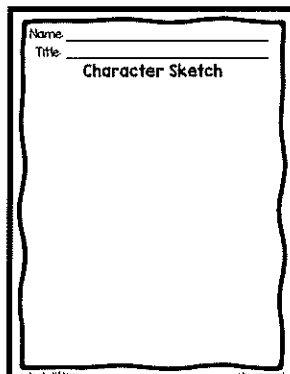
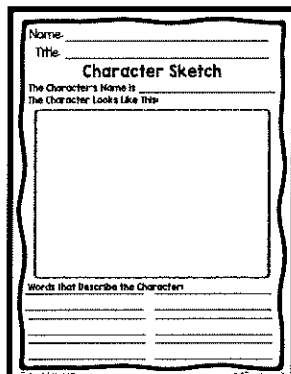
## STORY SEQUENCE

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.



## 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 draw a detailed picture of the character. Encourage them to add details that relate to the story by including props and a background and not just a body. Students should also add words that describe him/her.



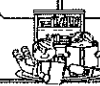
# READING CONTINUED


## WORD SEARCH

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 THAT START WITH:

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 and use words to further describe each setting.

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
The Settings: Where and When the Story Takes Place

_____	
_____	
_____	

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
The Settings: Where and When the Story Takes Place

_____
_____
_____

## 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

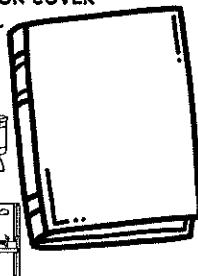


PROBLEM	_____
SOLUTION	_____



## 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 both the title and author where they can easily copy them down.

Name: \_\_\_\_\_  
DESIGN A NEW BOOK COVER

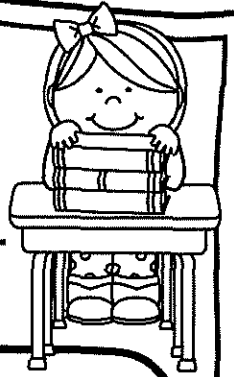


# READING ACTIVITIES



Name: \_\_\_\_\_

Title: \_\_\_\_\_

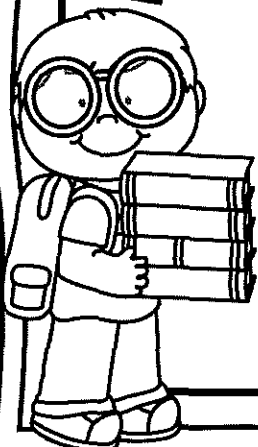


# Story Sequence

**beginning**

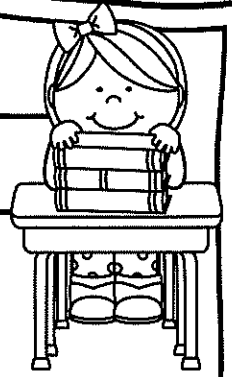
**middle**

**end**



Name: \_\_\_\_\_

Title: \_\_\_\_\_



# Story Sequence

**beginning**

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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**middle**

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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**end**

\_\_\_\_\_

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\_\_\_\_\_

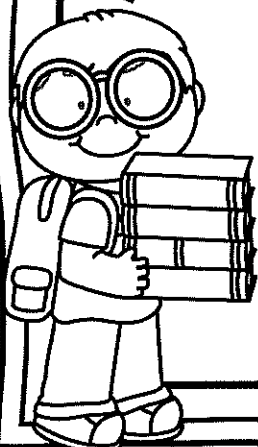
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\_\_\_\_\_

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\_\_\_\_\_

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Name: \_\_\_\_\_

Title: \_\_\_\_\_

# Character Sketch

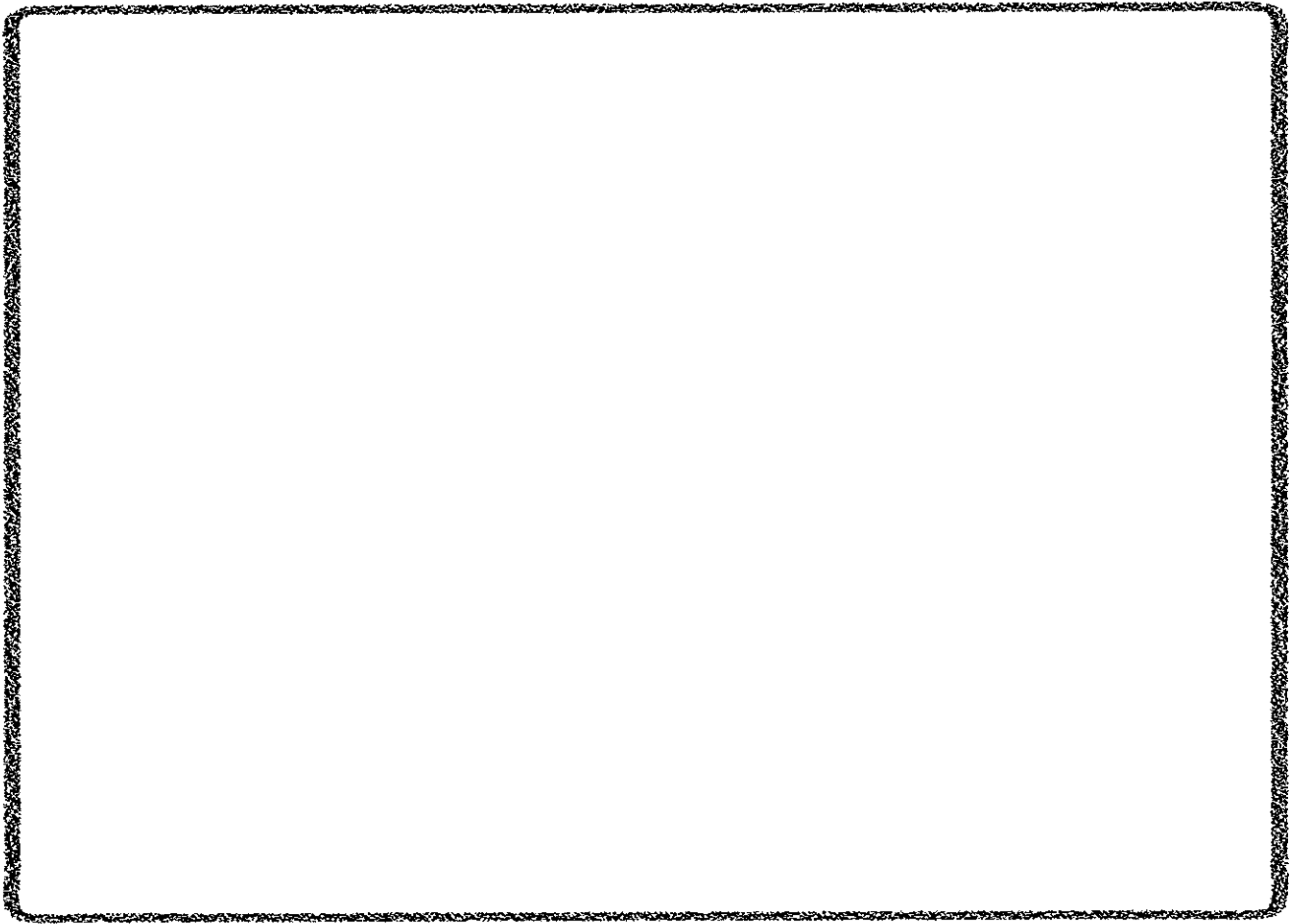
Name: \_\_\_\_\_

Title: \_\_\_\_\_

# Character Sketch

The Character's Name is \_\_\_\_\_

The Character Looks Like This:

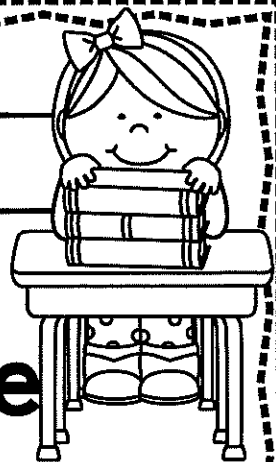


Words that Describe the Character:

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
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Name: \_\_\_\_\_

Title: \_\_\_\_\_



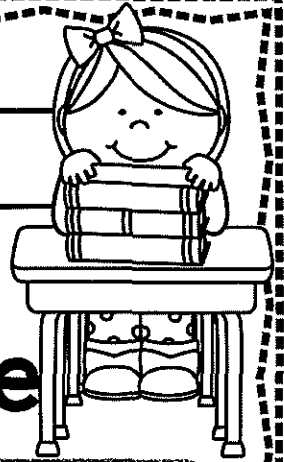
# The Settings: Where and When the Story Takes Place

A large, empty rectangular box with a decorative, textured border. This area is intended for the student to write the settings of their story.



Name: \_\_\_\_\_

Title: \_\_\_\_\_



# The Settings: Where and When the Story Takes Place

Handwriting practice lines consisting of three sets of four lines each: a solid top line, a dashed middle line, and two solid bottom lines.

A large empty rectangular box for writing.

A large empty rectangular box for writing.

A large empty rectangular box for writing.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

## WORDS IN THE STORY THAT START WITH..

A

B

C

D

E

F

G

H

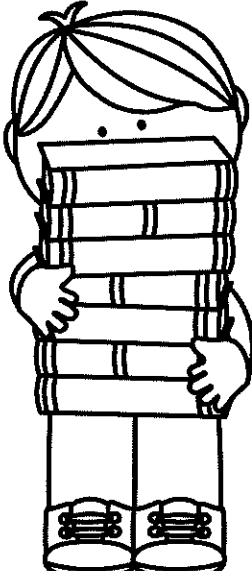
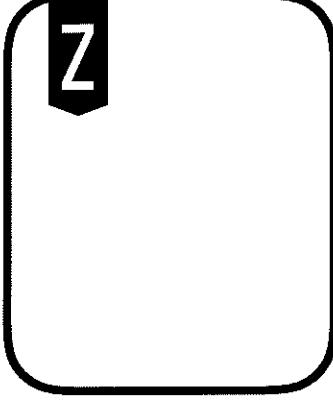
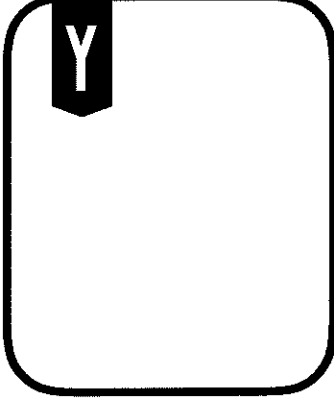
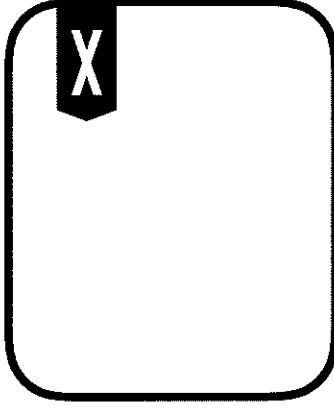
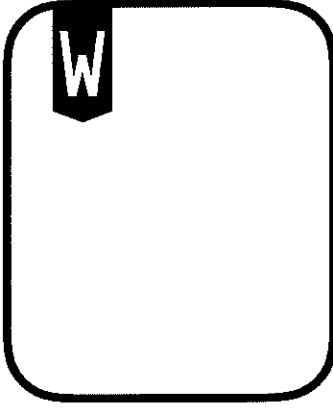
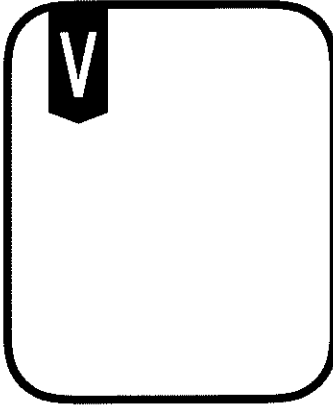
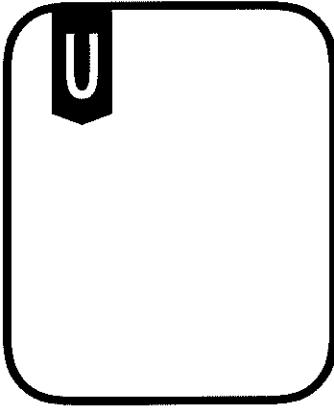
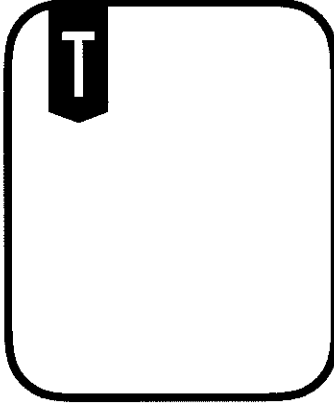
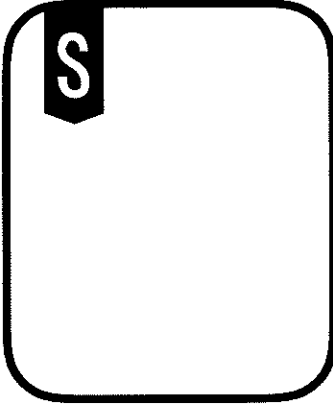
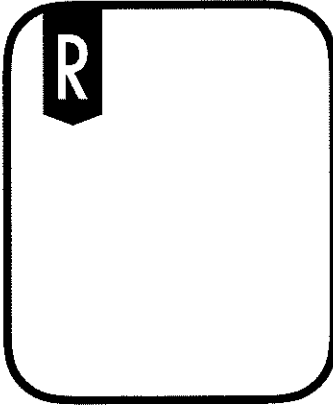
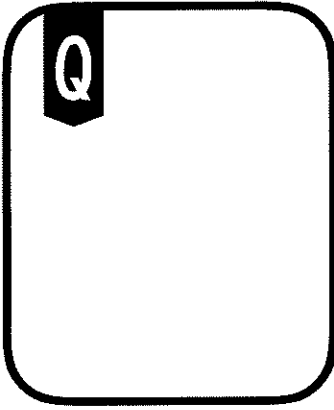
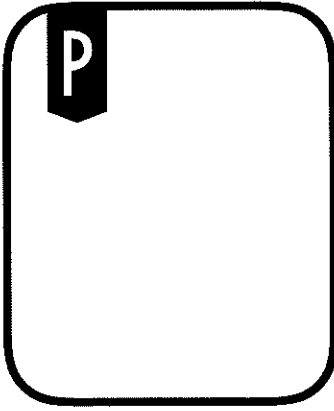
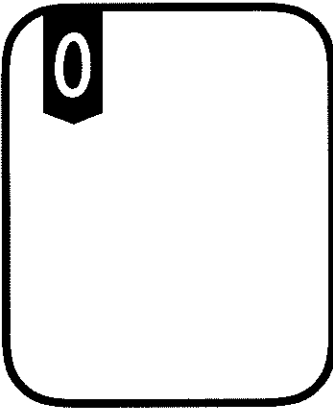
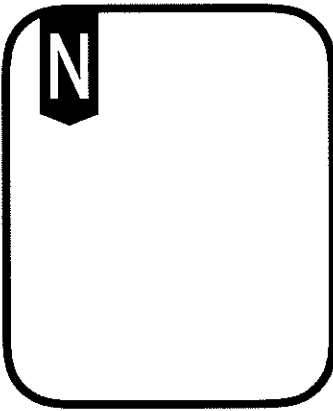
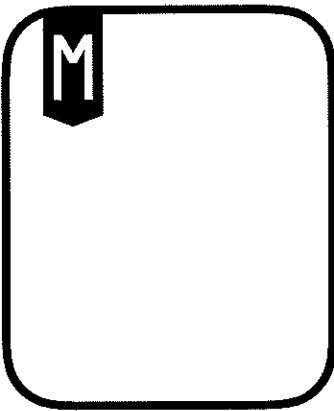
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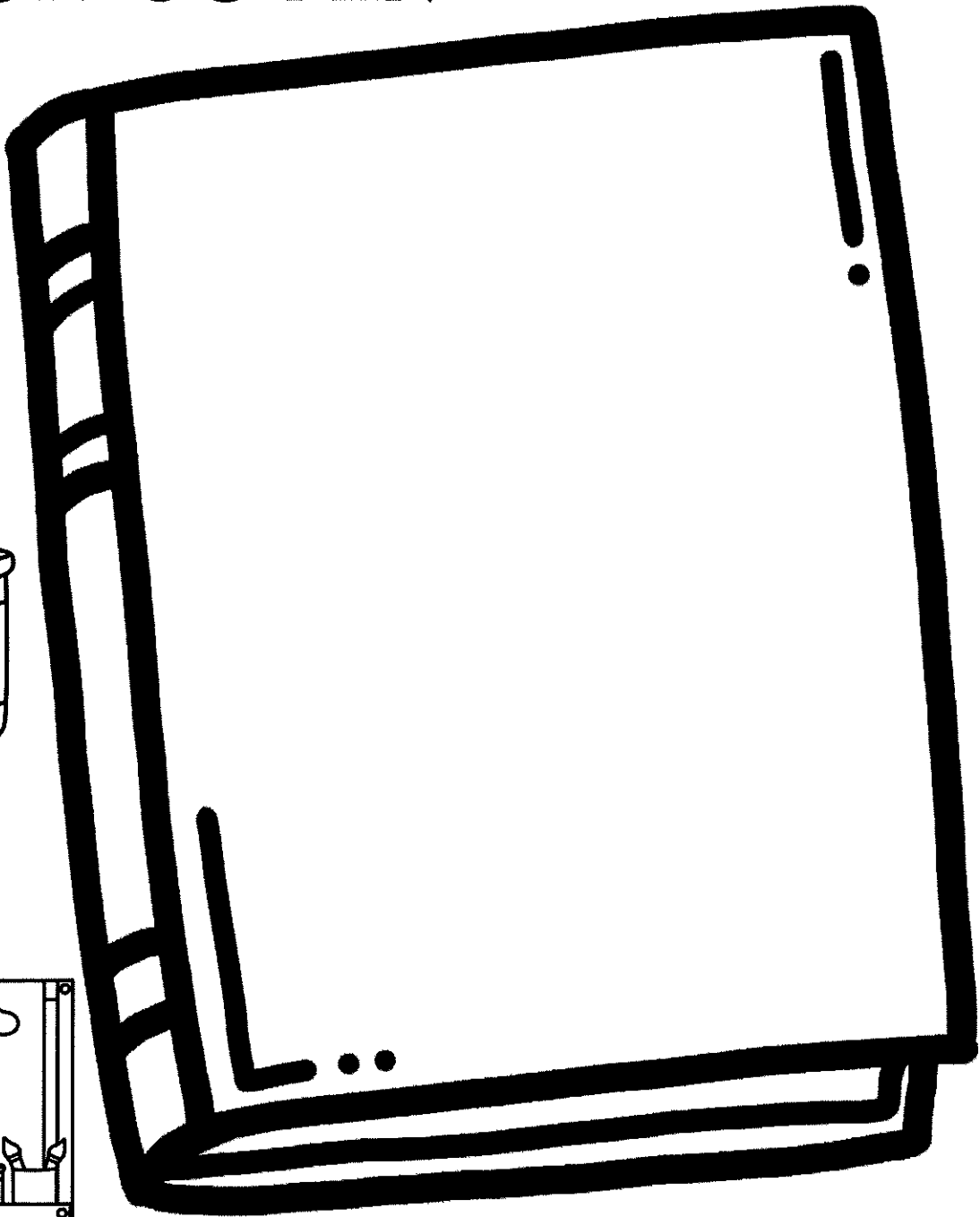
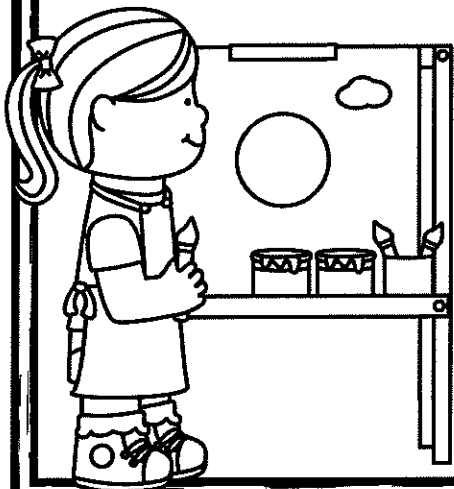
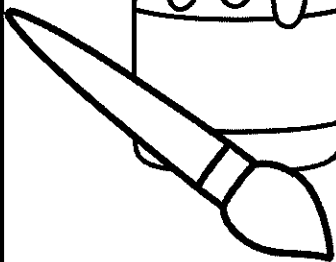
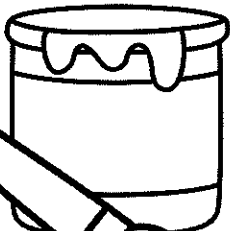
L





Name: \_\_\_\_\_

# DESIGN A NEW BOOK COVER



Name: \_\_\_\_\_

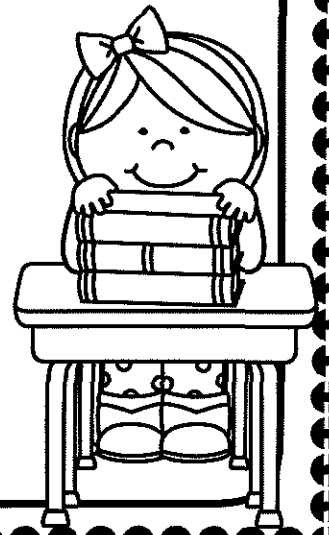
Title: \_\_\_\_\_

# PARTS of a STORY

**PROBLEM**

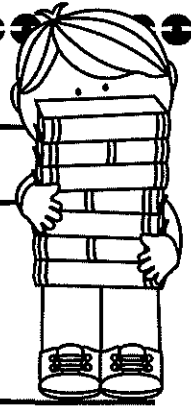


**SOLUTION**



Name: \_\_\_\_\_

Title: \_\_\_\_\_



# PARTS of a STORY

**PROBLEM**

\_\_\_\_\_

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**SOLUTION**

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