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**PHOTOCOPY  
MASTERS**

Ages 10-12 years

# READING Activities

for books or stories

**Activities for use in conjunction with  
novels, picture books, non-fiction  
reference materials and magazines.**



Written by Frances Croft.

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# Contents

Teachers' Notes .....	4	Worksheet 25: Picture Books (a) .....	30
Curriculum Links .....	5	Worksheet 26: Picture Books (b) .....	31
Worksheet 1: Main Characters (a) .....	6	Worksheet 27: Books for Younger Children	32
Worksheet 2: Main Characters (b) .....	7	Worksheet 28: Reading to Children .....	33
Worksheet 3: Main Ideas .....	8	Worksheet 29: Short Stories (a) .....	34
Worksheet 4: Character Attitude .....	9	Worksheet 30: Short Stories (b) .....	35
Worksheet 5: Main Ideas/Use of Words (a)	10	Worksheet 31: Science Fiction and Fantasy Books	36
Worksheet 6: Main Ideas/Use of Words (b)	11	Worksheet 32: Science Fiction and Fantasy Books	37
Worksheet 7: Characterisation .....	12	Worksheet 33: Fiction Books .....	38
Worksheet 8: Looking at the Story .....	13	Worksheet 34: Autobiography .....	39
Worksheet 9: Word Use (a) .....	14	Worksheet 35: Conflicts (a) .....	40
Worksheet 10: Word Use (b) .....	15	Worksheet 36: Conflicts (b) .....	41
Worksheet 11: Main Idea and Use of the word, "said" .....	16	Worksheet 37: Choosing Books to Read (a)	42
Worksheet 12: Your Opinion .....	17	Worksheet 38: Choosing Books to Read (b)	43
Worksheet 13: The Setting .....	18	Worksheet 39: Non-Fiction Books (a) .....	44
Worksheet 14: To Read or Not to Read .....	19	Worksheet 40: Non-Fiction Books (b) .....	45
Worksheet 15: The Publisher .....	20	Worksheet 41: Recipe Books (a) .....	46
Worksheet 16: Reading Emotions .....	21	Worksheet 42: Recipe Books (b) .....	47
Worksheet 17: More About Characters (a)	22	Worksheet 43: Book Covers .....	48
Worksheet 18: More About Characters (b)	23	Worksheet 44: Books in the Future .....	49
Worksheet 19: Comparing Books .....	24	Worksheet 45: Opening Paragraphs .....	50
Worksheet 20: Reviewing Books .....	25	Worksheet 46: The Sequel .....	51
Worksheet 21: Books on Sport .....	26	Worksheet 47: Research Work (a) .....	52
Worksheet 22: Favourite Sport .....	27	Worksheet 48: Research Work (b) .....	53
Worksheet 23: Adventure Books (a) .....	28	Worksheet 49: A New Chapter! .....	54
Worksheet 24: Adventure Books (b) .....	29	Worksheet 50: The Book's Ending .....	55

# Reading Activities for Books and Stories

## Introduction:

I believe that without reading there is nothing. It certainly helps if the teacher has read what the student is reading but with the number of books available and limited time this is not always possible. I feel the emphasis should be on encouraging the students to read for the joy of reading and also to understand what the author is trying to say.

The ability to learn to ask searching questions is an important skill. In these worksheets the student is asked to formulate the questions and not necessarily provide answers.

It is suggested that only one or two books a semester be assessed using these templates. The activities, although there is repetition in parts, cover many aspects of reading.

All work could be completed on the computer with illustrations where appropriate.

## Note:

Some of the worksheets require the use of specific texts, for example magazines, science fiction books, etc. As some of the exercises also focus on the structural details of books the worksheets lend themselves to being completed during library sessions.

## Diagram Form: (as used on Page 44)

In the centre of the space provided draw a circle, a square or a rectangle. From this shape draw as many lines as needed, like the spokes of a wheel. Write the information asked for either on the actual lines or at the end of the line. Required wording can be written in different colours. This will aid the student's memory if the information is required at a later date. Students can visualise what they have drawn and, in most cases, will remember the colour and what was written on that line.

## Performance Objectives

### The teacher's role:

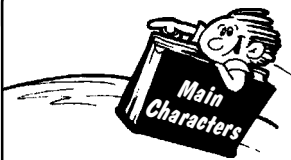
- be positive and share your love of books with the students;
- let the students see you reading;
- have a book corner and have a book of the week;
- read to the students even for a short time each day;
- choose the book you will read to the students with care;
- display completed book jackets;
- encourage the students to read and share books with others;
- if possible discuss with the student the activities to be completed.

### Students will be able to:

- compare different types of books;
- explain the difference between a main and flat character;
- explain the importance of a character's emotions and attitudes;
- understand the effect time has on a story;
- understand how the environment can affect the character's activities;
- understand the importance of the date of publication, especially with non-fiction books;
- understand the importance of the different lengths of sentences.

### The student is:

- able to find books;
- able to ask searching questions and not ones that require only a one word answer;
- able to list the main facts;
- able to list main ideas;
- able to make critical judgements about the characters;
- able to consider the message the author is trying to convey;
- able to enjoy reading at his or her level.



# Main Characters

(a)

Choose a book or story you have read and complete the following.

▶ Title: \_\_\_\_\_ ▶ Author: \_\_\_\_\_

## 1. Write the names of the main characters in the story.

\_\_\_\_\_

Write a sentence explaining who you think is the most important character.

\_\_\_\_\_

Give reasons for your choice and support your ideas with at least one quote from the story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Write four questions you would ask the main character.

*The beginning of each question has been done for you. The questions you write should be ones that cannot be answered with a single word.*

- How did \_\_\_\_\_ ?
- Of what value \_\_\_\_\_ ?
- In what way \_\_\_\_\_ ?
- Why \_\_\_\_\_ ?

### Looking At Words

Find seven words from the book that have seven or more letters in them.

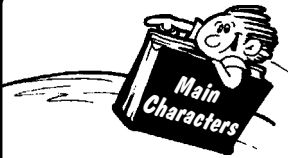
- (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_
- (5) \_\_\_\_\_ (6) \_\_\_\_\_ (7) \_\_\_\_\_

Write three of these words in separate sentences, using ideas from the story.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Find three interesting sentences and write them on the back of this page. Underneath explain why you chose these sentences.



# Main Characters

(b)

Choose a book or story you have read and complete the following.

▶ Title: \_\_\_\_\_

▶ Author: \_\_\_\_\_ Date of Publication: \_\_\_\_\_

1. Write down a problem one of the main characters was facing.

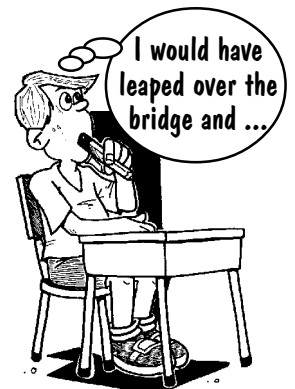
\_\_\_\_\_

2. Explain how the main character solved this problem?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How would you have solved the problem.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Design a colourful title and cover for a book. Plan your design below.



**Think!**

What words will you use? A title is usually short and to the point. Think about the colours as well. What are you trying to do when you write a title for a book or story?



# Main Ideas

Choose a book or story you have read and complete the following.

▶ Title: \_\_\_\_\_ ▶ Author: \_\_\_\_\_

1. List the main ideas of the story. Think carefully about what is meant by the main ideas. The smaller the story, the fewer main ideas.

\_\_\_\_\_

2. On the back of this sheet answer the following questions using complete sentences. You could start your sentences with the following ideas.

(a) How did the author introduce the characters?

The author introduced the characters by \_\_\_\_\_

(b) What effect did time have on the story?

Time affected this story \_\_\_\_\_

(c) Why did the author introduce minor characters?

The minor characters \_\_\_\_\_

3. Write three facts about the setting/environment of the story.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Choose an example of a short (*simple*) sentence and a long (*complex*) sentence. Copy them and explain why you think the author wrote these sentences.

Sentence 1 (*Simple*)

\_\_\_\_\_

I think the author wrote this sentence because:

\_\_\_\_\_

Sentence 2 (*Complex*)

\_\_\_\_\_

I think the author wrote this sentence because:

\_\_\_\_\_





# Character Attitude

Choose a book or story you have read and complete the following.

▶ Title: \_\_\_\_\_ ▶ Author: \_\_\_\_\_

1. Write four sentences about the different attitudes of the characters.

*E.g. Mr Brown always seemed to be grumpy about something.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Which characters were positive and which were negative?

P \_\_\_\_\_

N \_\_\_\_\_

3. Explain why you think two of the characters felt the way they do.

P \_\_\_\_\_

N \_\_\_\_\_

Use this format to write a book review about the book you chose.



- Fold a piece of A4 paper in half so that it opens up like a book. (i.e. In landscape or wide view.)
- Model your answer on a book review someone has written. Magazines and newspapers often have book reviews.
- On the outside of your "booklet" write the title and the author.
- Write your book review on the inside of the back of the folded paper.

List here the information you will include

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



On the back of this sheet describe several books or films that are based on a similar topic to the story you have just read.