



## Reading Response Activities

Dear parents and students,

The purpose for the response journal is to allow students to choose the reading material they are interested in, rather than having others make that decision for them. In our independent reading periods, students can take that time to read or work on Response Journal activities for the books they are working on. I use this time to conference with individuals about reading skills and strategies, and monitor that students are reading material they are comfortable with.

Students will periodically complete one of the following reading response activities to demonstrate their learning. These cover various aspects of story from plot, character, setting, point of view etc.

Please read over these expectations with your child and sign to acknowledge that he/she has understood.

### How it works:

1. Students choose a “just right” book in consultation with me . Pick something you are interested in reading. Remember the rule of thumb that if you flip to the middle of the book, read a page and there are more than 5 or so words on a page you can't figure out, you *may* want to consider something else.
2. Throughout the year, students should choose from a variety of both fiction and non-fiction texts. adventure, mystery, science fiction, biography etc.
3. You will complete one reading log activity each month. Most selections are designed to work even if you are part way through a book. You may only do each type of response once.
4. Complete written activities may be passed in on paper or via the ipads through Moodle or Showbie and models etc will be handed in directly. Students build a portfolio of their paper copies. Please always put the **number** of the activity on top.
5. Keep a list of the book titles, author and dates in a log and complete the summary called the SWBS chart (Someone wanted but then)

Each activity will be marked on quality of work, effort and creativity along with demonstration of reading comprehension, conventions of spelling, grammar and punctuation.

Happy reading,

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*I understand the requirements of my response journal and will do my best by reading regularly and doing my activities for each session.*

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

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

Author: \_\_\_\_\_

**Someone...**

Who is the main character?

**Wanted...**

What did the character want?

**But...**

What was the problem?

**So...**

How did the character try to solve the problem?

**Then...**

How was the problem solved?

Using the graphic organizer from above, write a summary of the book.

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## Activity choices:

### Activity 1:

1. One-person show; Plan and present a performance about the main character in your book. Speak as if you are that character. If you are reading non-fiction describe the content.

Fill in the planning sheet attached to help you. Include props, and a simple costume if possible--or helpful;- Try to **show** through your presentation (not by directly stating) where and when -the character lived, and the character's age. TELL who the character is, describe them, where did they come from, their thoughts and feelings, and what is happening in their lives. You may have someone record your presentation in iMovie or perform it in person in class. About 2-3 minutes. (p.23)

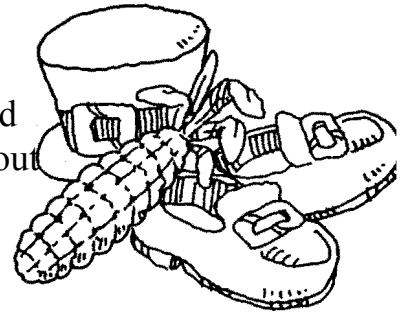
# The One-Person Show

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## Performance Planning Sheet

To get ready for your one-person performance, read your book and think about the main character. Plan your performance by filling out this sheet. Finally, practice your performance in front of a mirror.



**Book title** \_\_\_\_\_

**Character's name & age** \_\_\_\_\_ **Author** \_\_\_\_\_

1. What will I need to wear in order to show my audience when and where my character lived? \_\_\_\_\_

\_\_\_\_\_

2. How will I need to speak in order to show my character's age? What kind of accent or special words will I need to use? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What kinds of props will I need? (Props include tables and chairs as well as things actors use like books and reading glasses.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. As I pretend to be this character, what will I tell the audience about who my character is, where he or she came from, what he or she thinks and feels, and what has happened in his or her life? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity 2:

Tell along board: Students create small, hand held puppets of the main characters, then draw and color scenery on bristol board. Then cut a lengthwise slit in the bristol board so the puppets can be moved from setting to setting during the story. Use the planning sheet and photo on to understand the assignment. Tell your story to the class.

Alternately your character can be presented with the **Tellagami app**.

# Tell-Along Boards



**A** Tell-Along Board is a creative book-sharing strategy that combines storytelling, puppetry, and art. Students create small, hand-held puppets of the main characters, then draw and color scenery on tag board. Finally, students cut a lengthwise slit in the tag board so the puppets can be moved from setting to setting during the storytelling.

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### Books for Modeling

*John Patrick Norman McHennessy: The Boy Who Was Always Late* by John Burningham (Crown Publishers, Inc., 1987)  
*The Journey Home* by Alison Lester (Houghton Mifflin Co., 1991)  
*Mirandy and Brother Wind* by Patricia C. McKissack (The Trumpet Club, 1988)  
*The Story of Jumping Mouse* by John Steptoe (Mulberry Books, 1972)

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### Group Sharing Session

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Create a Tell-Along Board based on one of the books listed above, and then tell the story while manipulating the puppet and the storyboard.

Then, divide the class into cooperative learning groups and give each group a copy of your completed planning guide. Before students make their own puppets and storyboards, have groups identify five ways in which you used the planning guide to complete your Tell-Along Board and prepare for your storytelling session.



# Tell-Along Boards



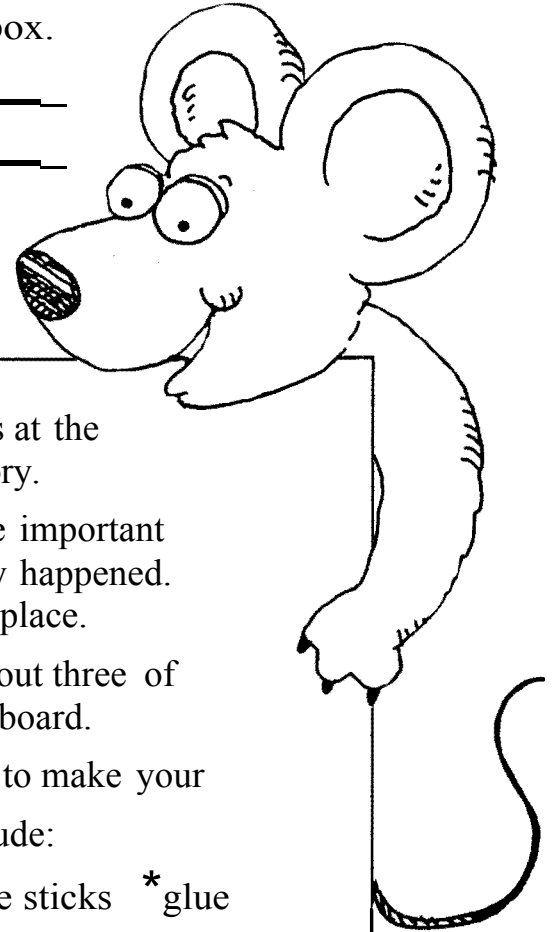
As you finish each item on the list, put a check in the box.

**Book title** \_\_\_\_\_

**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

**The main character is** \_\_\_\_\_



1. Decide where the main character is at the beginning and at the end of the story.
2. On the back of this paper, write the important events in the story in the order they happened. Then write where each event took place.
3. On a separate piece of paper, map out three of these events to show on your storyboard.
4. Get all the materials you will need to make your Tell-Along Board. Some might include:
  - \* heavy paper   \* straws or Popsicle sticks   \* glue
  - \* scissors   \* crayons, markers   \* pencils
5. Draw the main character on heavy paper. Color it, then cut it out and glue it to the end of a straw or Popsicle stick.
6. Draw and color the three different scenes from your story on heavy paper.
7. Draw a line on the paper to show where the puppet will travel through the scenes. Cut along this line so the puppet can stick through.
8. Practice moving the hand puppet through the different scenes you've drawn while telling your story.
9. Tell your story to the class using the Tell-Along Board and puppet.



### Activity 3:

Write a letter to a friend encouraging them to read the book: Include a 1 page description (single spaced) of your reactions to a book: You will need to tell briefly what has happened but most of the page should tell your favorite part of the story, something a character said and why you liked it, your reactions to different events, and something that the story reminded you of or made you think about from your own experience. Try to be persuasive with enough information to get our interest without too many "spoilers."

### Activity 4:

Interview: Write up an interview of one of the characters and a newspaper reporter. Record on imovie. Plan your questions to describe what is happening in the story and the character's reactions and what they are doing, their point of view etc. If you know someone else in the class has read the same book you can work together and videotape this or you can ask someone to be your reporter, and read the lines you prepare.

### Activity 5:

News Article : Use the five w's (who, what, when, where, why) and how to rewrite a story as a news article. Include catchy headlines, black and white photographs and a title. Use a template in a program like "Pages" to write in columns on an ipad or computer.

## Activity 6:

Make a Story tree about the book. Follow the example page for directions of what should be included. Attach this neatly to green construction paper, and add color or designs to make it presentable.

# Story Tree

# Activity 6



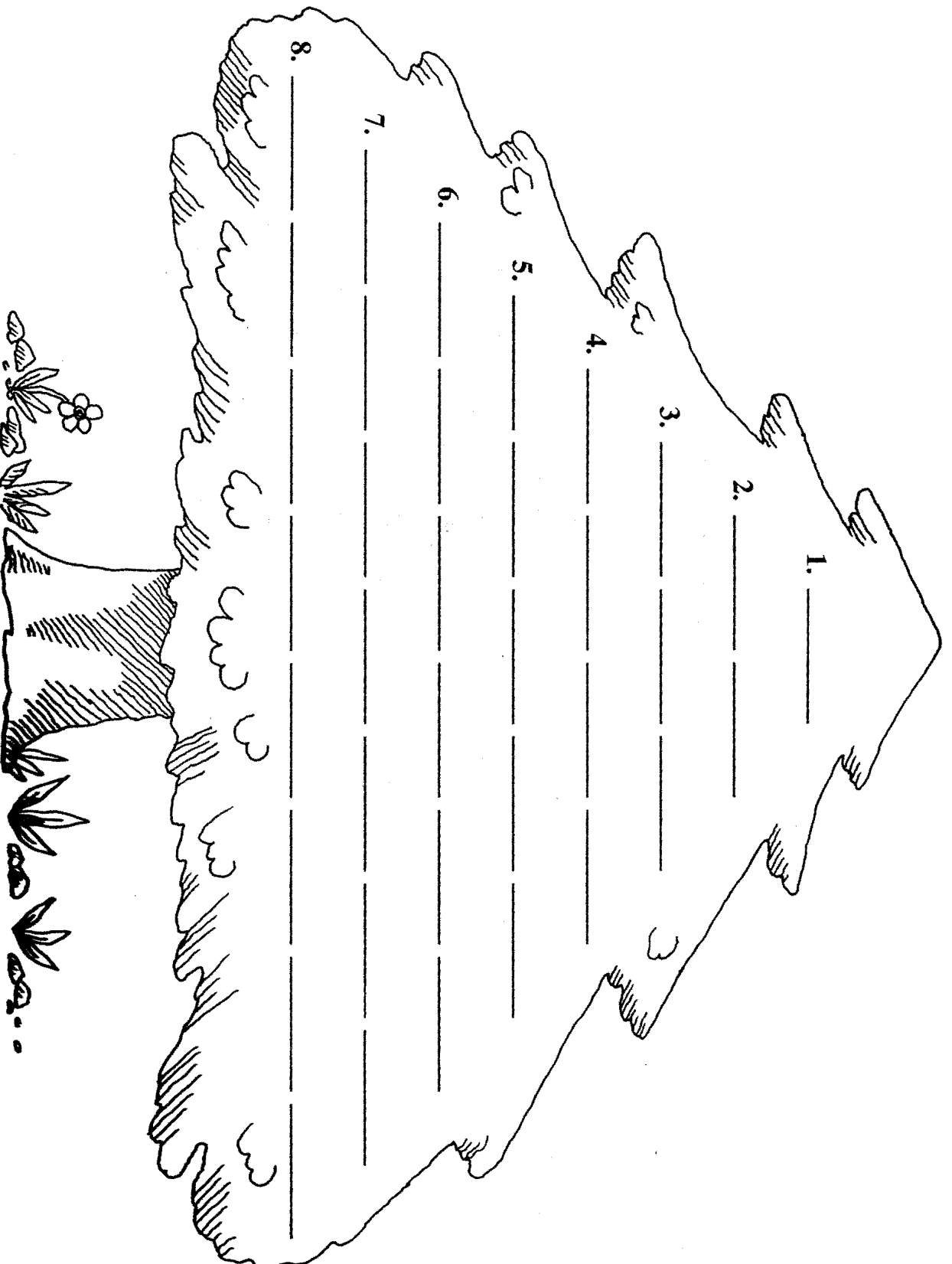
This story Tree can't be planted; it needs to be built. You can build a Story Tree by following the directions below. Write each item in correct space on the tree frame.

A large rectangular frame designed for a 'Story Tree' activity. The frame is decorated with a border of alternating books and trees. Inside the frame, there is a list of eight prompts for writing. The prompts are numbered 1 through 8. The frame is drawn with a simple line style, and the border decorations are also simple line drawings of books and trees.

Write:

1. the name of the main character
2. two words that describe the main character
3. three words that describe where the story takes place (setting)
4. four words telling what the main character wanted in the story
5. five words telling what happened that almost stopped the main character from getting what she or he wanted in the story
6. six words telling how the main character got what she or he wanted in the story
7. seven words that describe the best part of the book
8. eight words telling why you would or would not tell a friend to read this book

Book title \_\_\_\_\_ Author \_\_\_\_\_



### Activity 7. Creative Catalog:

Choose at least 5 objects that are somehow important or used in your book. Prepare a catalog to "sell" these items. Draw a simple picture of each item and label it. Write a short description of the item using facts from the book. Don't forget the price. Put these in a booklet and make a cover and an order form for the catalog. Look at forms in other catalogs to help you.

### Activity 8. Fitting the character to a T:

Using the form on p.36, think of the main character in your book and what they are like. Make a big T on a piece of paper. Write at least 5 creative words to describe the character on the left of the T and give examples of when they acted that way on the right. Use your own words or direct quotations. Use p.36 as a rough copy and make a good copy on other paper.

**Book .title**\_\_\_\_\_ **Author** \_\_\_\_\_

**Character's name:**


### Activity 9: Puzzle story

Choose 4 important scenes from your book. Write a description of what happens, proofread it, and put your good copy in the center of your puzzle. Draw the 4 scenes in the order they happen in the corners of the puzzle. Label each one with a caption. When you are done, glue the paper neatly onto Bristol board, (or make it on Bristol board which would allow your pictures to be a bit larger), color it, and turn it over and draw the puzzle pattern on the back. Cut out the pieces and hand them in in a plastic bag together.

### Activity 10: Problems and solutions:

Use p.54 as a rough copy model but try to use more space than the sample when you rewrite your good copy. Tell the main problem of the story, what the different things are that the characters do to try and solve the problem, how the problem is finally solved, think of different ways you might have solved the problem, and if your solution would have changed the story in any way and how.

### Activity 11: Chapter Titles -and Summaries

Similar to a regular book report, you write the title, author name, and chapter number then make up a title for a chapter that tells the reader in an interesting way what the main idea is. Then write a paragraph to briefly describe the events of the chapter. Just include the main events. To decide what to include ask yourself, "Is this event important to the outcome of the book?"

### Activity 12: Quotable Quotations

Using Adobe Voice, record and give the meanings of 5 quotes from the story. As your image, draw, color, label and insert a drawing of the character who said it. Use items important to the book or memorable and meaningful. Why is it important?

### Activity 13: Cause and effect

Domino Diagram: p. 112 An event in a story causes other things to happen. In the first square of the worksheet begin with the first main event, then write what that causes to happen, then the result of the next event and so on. ADD extra boxes as your book will have more than 4 events.

### Activity 14: Rapsong

Write and taperecord a rapsong about your book and play it for the class. You can use "Garage band" as well. (Or perform live) (Hint: If you combine a second person to read the same book you can work on this together.)

### Activity 15: Mobile

Create a simple wire hanger mobile of the characters and events from your book for display. Under each main figure should be their name or a description of the event.. Minimum 4 main items on the hanger.

### Activity 16: Poetry

Write a poem based on a character or event in your book. See me for ideas if you are unsure of the format. Illustrate.

### Activity 17: Letters to the author

Write a letter to the author asking questions about the book, his/her childhood, education, future books, work habits, or other things that interest you. Tell them what you liked most about the book.

### Activity 18: Travel brochures

Write and illustrate a 3 fold brochure based on the adventures of a book character. Choose a template in "Pages". This could also show important locations in the story.

### Activity 19: Book Trivia:

Create a Kahoot game based on your book. Send me the link.

### Activity 20: Diorama

Select a particularly interesting scene from the novel and make a diorama in a cardboard box. Make your diorama as realistic as possible by using props or light cardboard figures. BE CREATIVE. BRIEFLY WRITE what is happening in the scene using a file card. You will present this to me.

### Activity 21: New Ending

Briefly tell the ending of your novel. Then in your own words write a new chapter that replaces the ending of your novel and is completely different from the original. Minimum 1 page single spaced, edited.

### Activity 22: Illustrated Book

Make a "Book Creator" version of what you read by drawing a picture for each of the main events in the book, taking a picture and inserting them in your document. Add sentences to briefly describe what happened in each event so at the end your project tells the story in short form.

### Activity 23: What you'd do instead

Choose a major event in the story. Write what you might have done instead of what was done by one of the characters. First write a summary of what the character did, then write what you would do and why. Be specific and explain.

### Activity 24: COMIC STRIP

Use Comic Life or Strip Creator or a paper version. Make 8 frames. Draw and COLOR a comic strip showing what happened in the novel in the correct order. Use corner boxes or dialogue to tell what is happening.

### Activity 25: SETTING

Draw the setting of your book and describe it in an attached page. (Setting is where the story takes place.) Also tell why you picked this place.

### Activity 26: Mini- Dictionary

Take at least ten words you found interesting or difficult in the novel. Arrange them in alphabetical order. Write their definitions and use each one in a good sentence. Under each entry make an illustration of the word.

### Activity 27: New Adventure:

Think of a new adventure to add to the book or write another chapter.

### Activity 28: Crossword Puzzle:

Think of questions about the novel. Write question clues and put the solutions into a crossword puzzle format. Include the answers on the back of the page. Use a ruler and squared paper for neatness. Have at least 15 clues.



## Activity 29: CHARACTER ACROSTICS:

List each main character from the novel that is used regularly. (not people that we only hear about in passing)

Using letters from his or her name describe EACH character with CREATIVE, INTERESTING adjectives.

Example: S-selfish  
C-cranky  
R- Rich  
O-obsessed  
O-obnoxious  
G-greedy  
E-eagar

Avoid boring words like good, bad, happy.

Illustrate, color and present these in a finished format.

## Activity 30: Use “Pic Collage” or “Poster My Wall”

Create a poster of images supporting the key ideas and events in your book.

## Activity 31: Smart Notebook Activity

Use one of the class computers to create a vocabulary practice activity for challenging and important words from your book.

## Activity 32: Create a slideshow of images and text in imovie that retell your story.

## Activity 33: Explain Everything or Educreations

Design a book summary using voice, text and pictures in explain everything.

# Problems and Solutions

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Every story has a problem, no matter how small, and a way of taking care of, or solving, the problem. How the problem is taken care of is called the solution.

Think about the story in your book and follow the directions.

**Book title** \_\_\_\_\_ **Author** \_\_\_\_\_

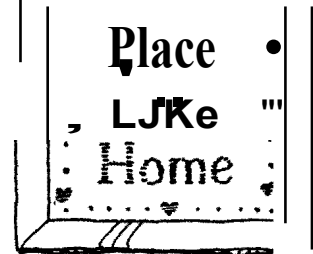
A large rectangular box with a decorative border of small squares, resembling a quilt or a patchwork pattern. The box is designed for a student to write their response. Inside the box, there are five numbered instructions:

1. Tell the main problem in your story.
2. Tell the different things the characters did to try to solve the problem. (These things are called solutions.)
3. Tell how the problem was finally solved.
4. Think of a different way you might have solved the problem.
5. Would your solution to the problem have changed the story in any way? Explain.

# Quotable Quotations Activity 12.

amous people are often remembered for the words they said or wrote. Story characters, too, are often remembered for their words. For example, at the end of *The Wizard of Oz*, Dorothy clicks the heels of her ruby red slippers together and says, "There's no place like home." Like *The Wizard of Oz*, Dorothy's words have become famous.

The words "There's no place like home" are a Quotable quotation. Below, create your own set of Quotable Quotations from the book you've just read.



**Book title** \_\_\_\_\_ **Author** \_\_\_\_\_

**Quotation:** \_\_\_\_\_

\_\_\_\_\_

Quotation said by \_\_\_\_\_ page(s) \_\_\_\_\_,

This quotation is important in the story because \_\_\_\_\_

\_\_\_\_\_

**Book title** \_\_\_\_\_ **Author** \_\_\_\_\_

**Quotation=** \_\_\_\_\_

\_\_\_\_\_

Quotation said by \_\_\_\_\_ page(s) \_\_\_\_\_

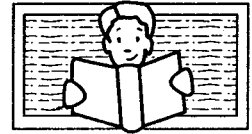
This quotation is important in the story because \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# Cause and Effect

## The Domino Diagram



The events in stories are sometimes like rows of dominoes falling against each other. First one thing happens, which causes another thing to happen, which causes another thing to happen, and so on. All of these causes make an effect or final result happen.

To make a Domino Diagram, write or draw all the causes that took place in your story to make the final effect happen. Cross out boxes you don't need. Add extra boxes if you need them.

**Book title** \_\_\_\_\_ **Author** \_\_\_\_\_

Write what happened to start things: \_\_\_\_\_

