

## MAIN IDEAS MATTER

The main events in the book keep us interested in the story. They are the major events that we remember. Choose one major event from your story and explain why this event was important to the storyline.



## CHARACTER CHASE

All of the characters from your story are on the run and are wanted by the police. The police need you to make a wanted poster. Draw a picture of one of the characters and provide the following information about this person.

**Name:**  
**Description:**  
**Age:**  
**Other information:**



## CHARACTER FOR DINNER

You have just decided to invite **one** of the characters from your story over for dinner. Create a menu plan for your guest, including an entrée or starter, a main meal and a delicious dessert. Be sure to plan your menu so that it includes the types of food the character would love to eat.



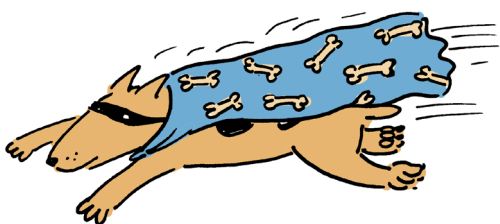
## CHARACTER CLOTHING

Choose a character from your story and design new clothing for him or her to wear. You will need to think about the character's interests in order to design the right style of clothing. For example, if the character is a skateboarder, your clothing will need to be suitable for skateboarding.



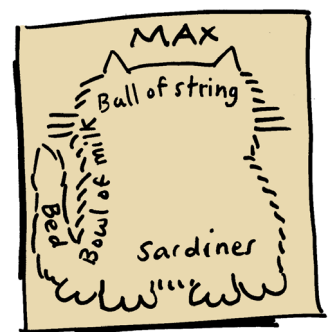
## ACTION CHARACTERS

Choose **one** character from the story you are reading. Write the character's name in the middle of a page in your work book. Fill the space around the name with action words that describe the character's actions within the story.



## THIS GOES WITH THAT

Choose **one** character from your story. Think about the objects that go with that character. Write the name of the character as the heading, draw an outline of the character, and then write the items that go with the character within the outline.



## MAIN IDEAS CHAIN

Collect a piece of round paper for each section or chapter of the book and on each piece do the following:

- Write the title of your book and the number or name of the chapter.
- When you have finished reading the chapter, write **fifteen** words that are important to the story you are reading. These words should sum up the main ideas and events in the chapter.
- Staple the piece of paper to others you have completed to make a chain and watch it grow as you read your book.

## JOURNALIST

Write a newspaper article about an event that happened in your book. In your article, be sure to include this information:

**Who?** Name and describe the characters.

**What?** Describe what happened.

**Where?** Describe where the event happened.

**Why?** Describe why you think the event happened.

**When?** Describe when the event took place (day and time).

**How?** Describe how the event began and ended.

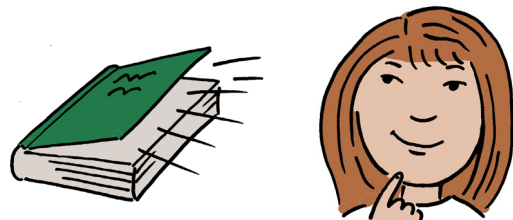
## CHARACTER PROFILE

Choose a character from your book. Be sure to include other information about your character such as name, age, description, facts, likes and dislikes, and so on. Draw a portrait of your character in the middle of a page in your work book and write your information around the character.



## TITLE INVENTOR

Come up with alternative suggestions for the name for each section or chapter of your book. Each title should reflect the main ideas in the book. While each title should make people want to read on, it should not give too much away about what happens.

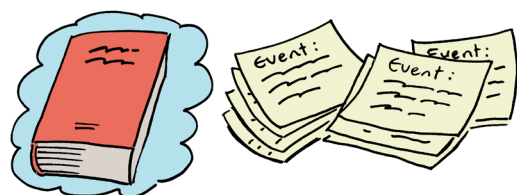


## PREDICTING THE FUTURE

Read a double page in your book as a group. Write down a prediction as to what you think might happen next in the story. When everyone has written a response, each person takes a turn to read his or her prediction out to the group. Next, and while still in your group, read on to find out what actually happened next. As a group, reflect on the predictions made and decide which prediction best matches what happened in the story.

## ORDER OF EVENTS

As a group, list on individual pieces of paper the main events that took place in your story. When you have finished writing your events, jumble the pieces of paper up. Your job now is to work together to put the events in order, from the beginning of the story to the end.



## SUFFIX SEARCH

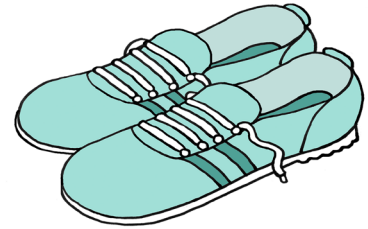
A *suffix* refers to the end pattern of a word. Look through your book and locate as many words as you can that end with the same letter patterns. Here are some examples of these patterns:

"ing", "er",  
"or", "ery",  
"ay", "et",  
"ion", "ar".



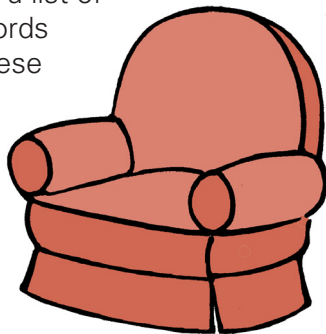
## NAME THE NOUN

*Common nouns* are naming words. They are the names of ordinary, everyday things, such as a bag, car, shoe, chair, etc. Look through your book and find as many common nouns as you can. Choose **one** common noun, describe it to your partner, and ask him or her to guess what the noun is.



## COMPOUND WORDS

*Compound words* are words that are made up of two smaller words, such as doorbell and armchair. Look through your story and make a list of all the compound words you can find. Use these words to create an interesting sentence.



## MEANINGFUL MEANINGS

Some words have the same or a very similar meaning. For example, small and tiny have the same meaning. Write down a word from your book and write next to it another word that means the same. Try to find another word from your book and then repeat the activity. How many words could you list?



## MUDDLED WORDS

Write down **ten** words from your book to form a list. On a separate page, write each word, but as you do this muddle its letters. Draw a picture next to the muddled word to give a clue. Swap your muddled words with another person in your group to solve.

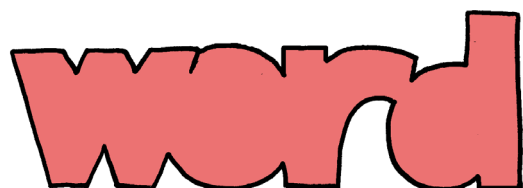
Here are some examples:

- rodo = door
- irdb = bird
- oeuhs = house.



## WORD SHAPES

Choose **ten** words from your book and write these words down to form a list. Draw a shape that represents each word and then present these shapes in a random order. Swap your list with another person in your group and write the correct word inside each shape.



## WONDERFUL WORD SEARCH

1. Create a collection of **twenty** important words from your book.
2. In a grid (your teacher will help you here) write these words vertically, horizontally and diagonally. Also write the words below the grid so that other people know what words to look for.
3. Spread your words evenly throughout the grid. Be sure to write one letter per square.
4. When you have written all words in the grid, fill in the remaining blank squares with random letters of the alphabet and give the grid to someone in your group to find the hidden words.

## GLORIOUS GLOSSARY

A *glossary* is like a small dictionary found at the back of some books. It allows you to look up the meaning of unusual words you come across in your book.

1. Find **three** unusual words from the book you are reading.
2. Write them in alphabetical order, like in a dictionary.
3. Create your own glossary by looking up the meaning of each word in the dictionary and writing it next to the word.

## PERSONIFICATION PERSONALITY

Authors use *personification* to bring objects to life. Personification gives human qualities to non-living objects. An example is, "The chocolate bar is calling out my name." Try to locate **one** example of personification from your book. Alternatively, create your own example of personification based on your book.



## EMPTY EMPATHY

Authors use special language to make the reader feel empathy. Empathy describes the ability to recognise and feel the emotion that someone else is experiencing. It is like putting yourself in their shoes. Locate a passage in the book when you felt empathy – when you were able to sense the emotions of a character or characters. Share this passage with your group.



## HORRIBLE HOMONYMS

*Homonyms* are words that are spelt and pronounced in an identical or a very similar way but have different meanings. They can sometimes confuse people. Some examples of homonyms are:

- My dog can really bark.
- The bark is coming off the tree.
- We left for our trip on Wednesday.
- Be careful that you don't trip on the step.

Find some examples of homonyms from your book. Write each homonym in a sentence to depict its meaning.

## SYLLABLE STRING

Choose some important words from your book that contain different numbers of syllables. Follow the pattern below so you can use these words to create a *haiku* poem.

Line 1: Five syllables  
*Catch/ing the cool breeze*

Line 2: Seven syllables  
*Leaves lift and float a/bove me*

Line 3: Five syllables  
*Wind/swept har/mon/y*

## MAIN IDEA MELTING POT

The main ideas in the book are the key events that are important to the development of the storyline. In your work book, draw a picture of a big melting pot. Inside the pot, write all of the ingredients or main events the author wrote about to develop the story. The main ideas placed in your pot should include the most significant events that took place.



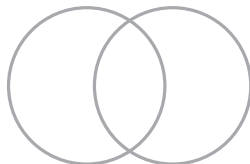
## COLOURFUL CHARACTER FEELINGS

Choose one character from your book and record the different emotions and feelings this character experienced during different stages of the story. Be sure to state the reasons why the character was experiencing these emotions.



## CHARACTER COMPARISON

Compare and contrast the main character with another character in the book. Your comparison must include information about the characters' personalities, actions, thoughts, words and motivations. You will need to include specific details from the text in your response. A Venn diagram will help you organise your thoughts about the characters' similarities and differences.



Venn diagram

## READING ACTIONS

Authors often let the reader know exactly how their characters are feeling by having them act in a certain way in the story. Locate a section in the story where you knew exactly how a character felt because of his or her actions. Maybe this character was happy, excited, brave, selfish, funny, evil, worried or disappointed. Write this passage down in your book and explain what it was about the writing that helped you understand how the character felt or acted, even though the author did not explicitly state that the character was sad, happy or whatever.

## POWERFUL PASSAGES

Powerful passages are phrases or sentences that leave an impression on the reader. Sometimes they leave an impression because the writing paints a vivid picture in the mind. Other times it might be because the writing changes the way the reader thinks about something or someone. Choose three powerful passages from your novel and explain why you found them powerful.



## CRYPTIC QUIZ

Create a cryptic quiz that really makes the other members of your group think about each of your questions. Each question should be tricky and require good knowledge of the details in the book. Cryptic questions usually combine two or more questions at once, which means that anyone trying to answer each cryptic question will need to know the answer to each of its "sub-questions".



## DICTIONARY DATABASE

A dictionary contains all of the words of a language written in alphabetical order. Dictionaries are useful because they allow you to find the meaning and pronunciation of a word. As you read your book, write down interesting and unusual words. Use these words to create your own dictionary, which you can then use as a database of words for your own writing. Set out your page in the following way:

### Novel Dictionary

*Quixotic*: unrealistic and impractical

*Tranquil*: calm and undisturbed

## MANNER ADVERBS

*Adverbs* are words that provide the reader with more information about the verb (action). *Manner adverbs* are used to show *how* something happened. Some examples are rapidly, slowly, fast, limping. Read a section of your book and list as many different manner adverbs as you can find.

Write these in your work book. Use this list to assist you when you are writing.



## HYSTERICAL HYPERBOLE

*Hyperbole* is a figure of speech that uses exaggeration. What is said is not meant to be taken literally. Hyperbole also uses humour to emphasise a point. Here are two examples of hyperbole: "I told you a billion times not to exaggerate" and "We had enough food to feed an army". Look through your book and locate as many examples of hyperbole as you can find. Write these down as a list.



## VIBRANT VOWELS

Choose a few sentences from the novel. Write these sentences in your work book, but leave out all the vowels. Here is an example:

*Without the vowels*:

Th qck brwn fx jmpd vr th dg.

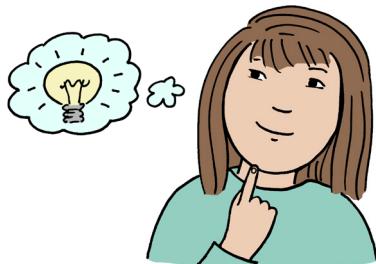
*With the vowels*:

The quick brown fox jumped over the dog.

Swap your sentences with another person and get your partner to write the next few sentences from the novel, but also without the vowels. Check each other's sentences when finished.

## SITUATIONAL IRONY

*Situational irony* is when the opposite of what is expected to happen takes place. Describe **one** event from your book where the opposite of what you expected took place. Describe your thoughts about what you expected to happen.



## SECRET MESSAGE

Write a secret message to your friend telling him or her about a surprise or shock moment in your novel. Write your message in code so that other people cannot read the message. Write your message using the letter that comes after the correct letter in the alphabet.

a	b	c	d	e	f	g	h	i	j	k	l	m
b	c	d	e	f	g	h	i	j	k	l	m	n
n	o	p	q	r	s	t	u	v	w	x	y	z
o	p	q	r	s	t	u	v	w	x	y	z	a