SHARPREADING

GENERIC FOLLOW-UP ACTIVITIES

When setting up a guided reading programme involving small group instruction, it pays huge dividends to spend time establishing quiet, independent work routines in your room.

The following are generic activities which can be used with most examples of narrative and non-fiction text. They are based on Bloom's Taxonomy of Thinking Skills so provide a range of challenges and we have found them to be hugely motivating for students. Less able readers prefer the security of the lower order thinking skills. More able students enjoy the thinking outside the square that the higher levels require.

Our suggestion is to teach the activities to the whole class.
Read a story or non-fiction article - preferably with enlarged text so all can see - then explain, discuss, model the activities then get everyone having a go.

We have included some models for you based on "Little Red Riding Hood."

The next step might be to hand out individual text at an appropriate level for students to read and respond to using these activities. This material should be at an easy, recreational level, **not at their instructional level.**
Allow some choice - don't expect them to complete all activities every time.

We would recommend that you spend at least two or three sessions getting this established before thinking about taking groups.

Page 2: STORY FOLLOW-UP ACTIVITIES #1
These are designed for students with reading ages 6-10 years

Page 3: STORY FOLLOW-UP ACTIVITIES #2
These are designed for students with reading ages 10-16 years

Page 4: ARTICLE FOLLOW-UP ACTIVITIES #1
These are designed for students with reading ages 6-10 years

Page 5: ARTICLE FOLLOW-UP ACTIVITIES #2
These are designed for students with reading ages 10-16 years

STORY FOLLOW-UP ACTIVITIES #1

REMEMBERING - What are the facts

1. Draw pictures of the characters in the story.
   Write down words from the story that tell you something about them.

UNDERSTANDING - New Vocabulary

2. Choose 3 words from the story that are new or interesting to you.
   Write a sentence for each one showing that you understand the meaning.

APPLYING - Using what you know from the story

3. *POSTER:* Make a poster telling people about this story and encouraging them
   to read it.
   Remember a poster should have an eye catching title, information, and drawings

4. *POETRY:* Write a poem or a rap song about what happens in the story.

ANALYSING - Windows into the story

6. You are looking through a window at the most important event
   in this story. Draw what you see. Explain what is happening.
   Give a reason why you think this is the most important event.

CREATING - Coming up with new ideas

7. *DESIGN BRIEF:* Design something that would help one of the characters in the
   story. For example, if your character has to get somewhere quickly you could
   design a new super shoe that helps him run faster.

EVALUATING - Rating the story

8. Give this story a rating out of 10 depending on how much you enjoyed it.
   Write down a reason for giving the rating you did.

   10--------------------5---------------------1

   This was a great story   **This story was OK**   **I didn't like this story**

STORY FOLLOW-UP ACTIVITIES #2

REMEMBERING - What are the facts

1. Make a list of the main characters in the story and all the facts you can find out about them. Make **CHARACTER WEBS** to show the information*.*
   Put the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - New Vocabulary

2. Choose 5 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand the meaning. Write down why you think the author has used each of these words.

APPLYING - Using what you know from the story

3. **MAKING A CONNECTION:** Write a letter to one of the characters telling them how you feel about the problem they were faced with in the story and show your support or make some suggestions.

4. **POETRY:** Use the events in this story to write a poem or a rap song.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of the setting using the information in the story. Use labels to show the places mentioned and the events that took place. Be prepared to explain your story map to others.

6. Create a **STORY WEB** that includes the following …

   CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **DESIGN BRIEF:** Take the main theme of this story and design some of the following to show your support for the theme or your opposition to it.
   A radio, TV, or newspaper advertisement, billboard signs, bumper stickers.

EVALUATING - Rating the story

8. **HOW GOOD IS THIS STORY?**
   Give this story a rating out of 5 for each of these criteria

   1= Not well developed   to   5 = Well developed

   ♦ **CHARACTERS** - Has the author created interesting characters? How?

   ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?

   ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?

   ♦ **THEME** - Does this story have something important to say about how people think and behave?

   Write a short review of this story based on the ratings you have given it.

ARTICLE FOLLOW-UP ACTIVITIES #1

REMEMBERING - What are the facts

1. Write down 3 facts from the article that you found interesting.
    You can draw pictures to illustrate the facts.

UNDERSTANDING - New Vocabulary

2. Choose 3 words from the article that are new or interesting to you.
    Write a sentence for each one showing that you understand the meaning.

APPLYING - Using what you know from the article

3. *POSTER:* Make a poster sharing the information you have learnt from this article.
    Remember a poster should have an eye catching title, information, and drawings

4. *POETRY:* Write a poem or a rap song about the topic of this article.

ANALYSING - Organising information from the article

5. If the article gave you information about a topic, organise that information into an
    INFORMATION WEB.
    If the article told you how to do something, show the steps in a **FLOW CHART.**

CREATING - Coming up with new ideas

6. *DESIGN BRIEF:* Use your good ideas to make some improvements to something
    you read about in this article

    Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Rating the article

7. Give this article a rating out of 10 depending on how much information there was.

    10--------------------5--------------------1
    Lots of information   **Some information**   **No information**

    Write down a reason for giving the rating you decided on.
    Write down some other things you would like to find out about the topic?

ARTICLE FOLLOW-UP ACTIVITIES #2

REMEMBERING - What are the facts

1. Write down 5 facts from the article that you found interesting.
   Draw diagrams to illustrate the facts.

UNDERSTANDING - New Vocabulary

2. Choose 5 words from the article that are new, difficult, or interesting to you.
   Write a sentence for each one showing that you understand the meaning.
   Write down why you think the author has used each of these words.

APPLYING - Using what you know from the article

3. *COMIC STRIP:* Using at least 4 pieces of information from the article, make a comic strip with pictures, speech bubbles and /or captions to explain the main ideas presented in the article.

4. *POETRY:* Write a poem or a rap song about the topic of this article.

ANALYSING - Organising information from the article

5. If the article gave you information about a topic, organise that information into an **INFORMATION WEB**.
   If the article told you how to do something, show the steps in a **FLOW CHART.**

CREATING - Coming up with new ideas

6. *DESIGN BRIEF:* Use your good ideas to make some improvements to something you read about in this article

   *Label your drawings or write descriptions to explain your interesting ideas.*

EVALUATING - Making judgments about information

7. Do you think this article was well written?

   - *Was there a hook in the introduction?*   *Hook : Rate 1-10*
   - *Was the information well organised in clear sections?*   *Organisation : Rate 1-10*
   - *Was there an effective conclusion?*   *Wrap-up : Rate 1-10*

   Write a short review of this article based on the ratings you have given it.
   Comment on extra information that you think could or should have been included.
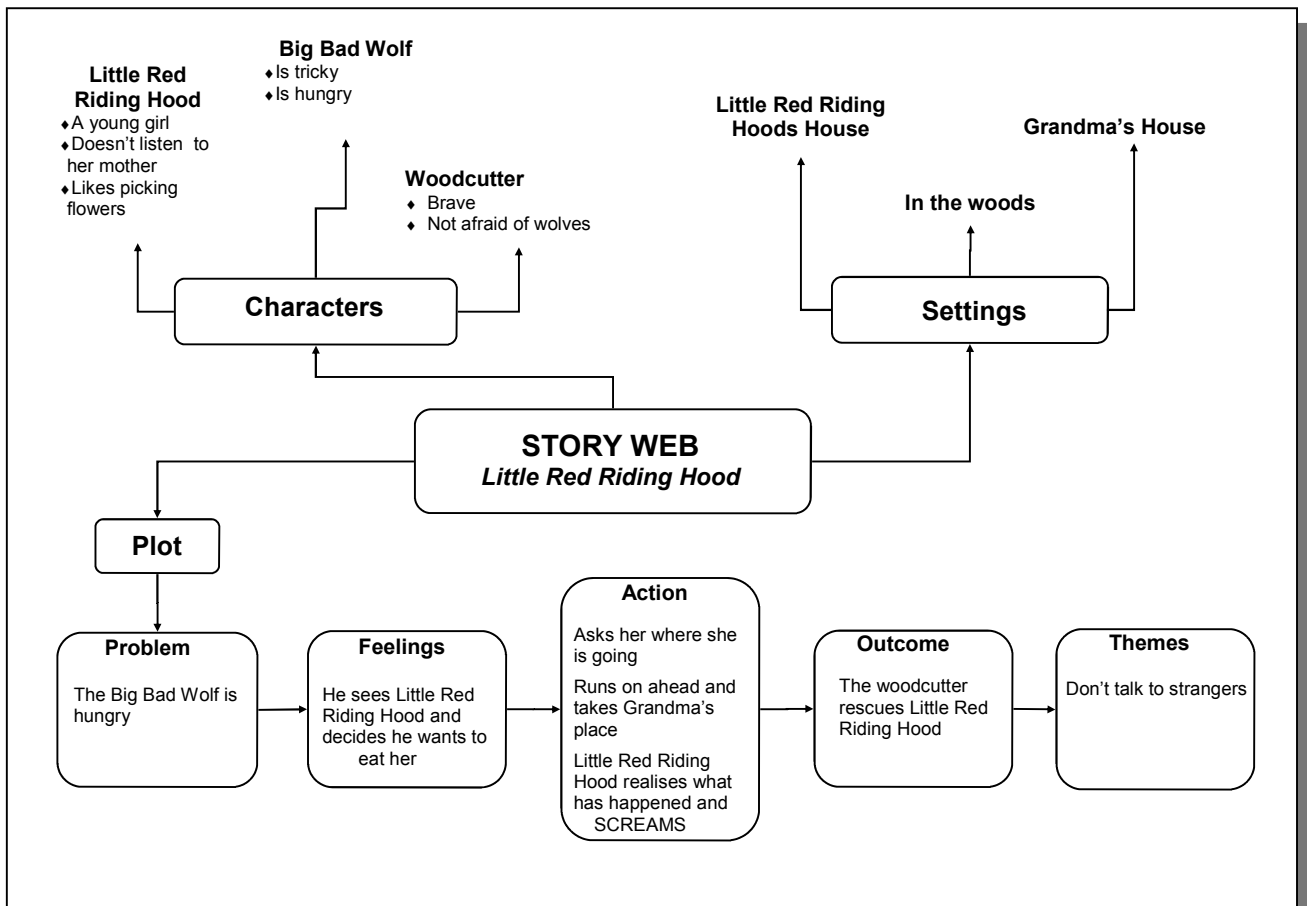
Story Map - Little Red Riding Hood

Draw a **STORY MAP** connecting all the settings in the story Little Red Riding Hood.
Use labels to show the places mentioned and the events that took place.
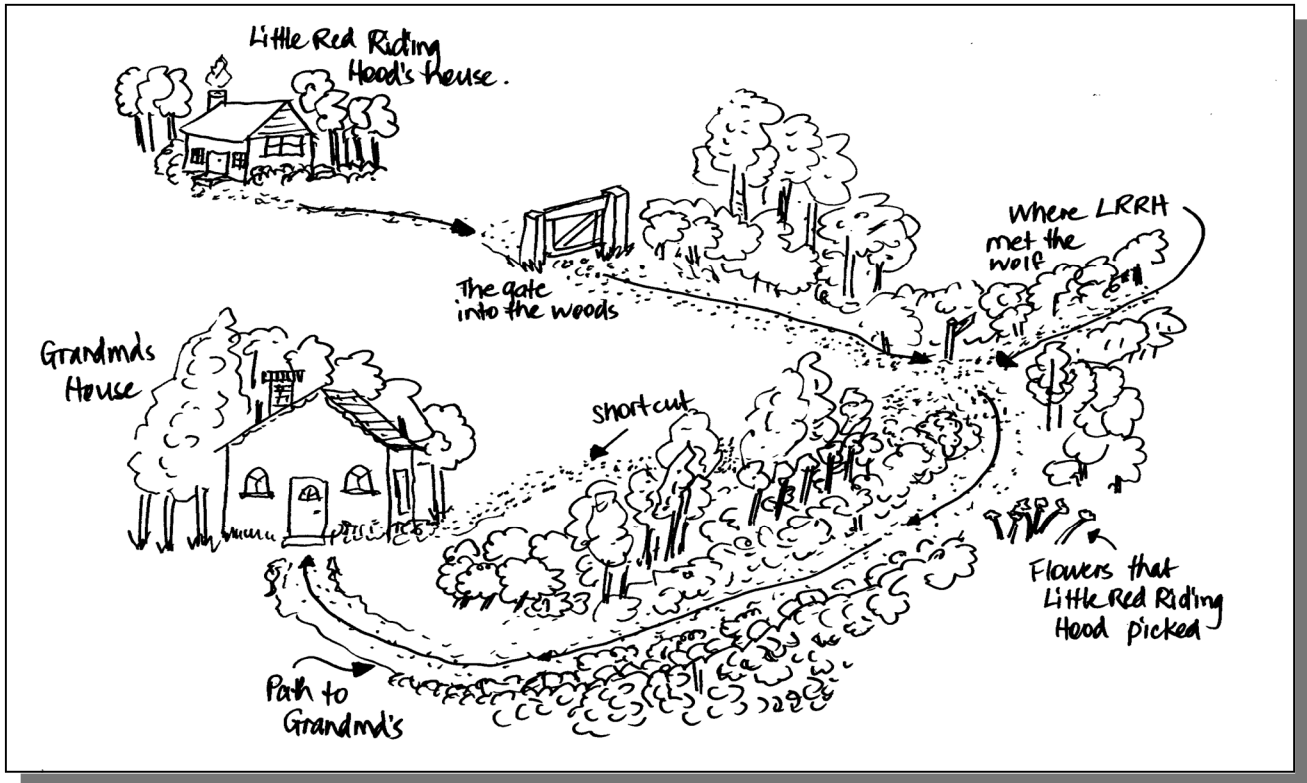
Story Web - Little Red Riding Hood

Draw a **STORY WEB** including characters, setting, problem, feelings, action, outcome, themes.

Information Web

Sniffs luggage for fruit and plant material

Keep out foreign pests and diseases

Isaak's job

Meets passengers collecting luggage

Taken for a run

Collected from kennel

Daily Routine

SNIFFER DOGS

A good sniffer dog

Work for rewards

Energetic and healthy

Not upset by loud noises

Beagles are just right

Small and friendly

Excellent sense of smell

Don't frighten passengers