

For Years 6 - 7

The Book Book

**A range of extension activities which can
be used either in the study of a class text,
or in conjunction with books of the
students' own choice.**

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Teachers' Notes - Predictions

The activities in this section will have the following learning outcomes:

1. Students will have predicted what will happen in the novel.
2. Students will have made reasoned predictions rather than wild guesses.

What's It All About is designed for use before beginning the novel. Take the time to reinforce the three terms - *title*, *illustration* and *blurb*, as well as to discuss students' predictions. Students should not feel pressured to find the 'right' answer, but should be encouraged to make informed predictions based on the information available. During and after reading of the novel, have students consider the accuracy of their predictions.

What Next? should be used during the reading of the novel, either after the opening chapters, when the scene has been set, or at some turning point in the novel.

Do not allow students to get bogged down on retelling the story thus far, or in describing the characters. The chief events (in point form) and one or two words about the major characters is sufficient. Generally, we are interested in traits which may effect how each character might act in various situations.

Help students to identify possible clues to plot development. Occasionally these are obvious - the narrator may say "If only they had known ..." or a character may say "Tomorrow..." - but usually the clues are more subtle. If time has been devoted to revealing a character's fear of heights, this may be information we are going to need later in the novel when that character may need to climb a ladder to rescue someone. Alternatively, the relationship between two characters may be a clue as to how those characters might handle a particular situation. Encouraging students to share and discuss clues will help them to identify further clues more easily.

Once predictions have been made, further discussion will show the need for predictions to be justified and supported with evidence. Again, as reading progresses, encourage students to check the accuracy of their predictions.

Further Activities:

1. Discuss how predictions are used in everyday life - e.g. weather forecasts, the share market, sports programmes.
2. Use a library period to repeat **What's It All About** with library books. Discuss how this can be used to choose books discriminately.

Name:

WHAT'S IT ALL ABOUT?

What is a PREDICTION? Is it different than a guess? Discuss this with your classmates.

☐ You are going to try to predict what will happen in the book you are about to read.

First, what is the title of your book?

What does this suggest the book might be about?

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.....

Now look at the picture or illustration on the front cover. What do you see?

.....

.....

What does this suggest might happen in the book?

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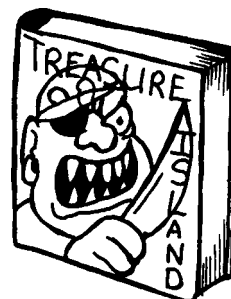
Finally, read the blurb - the information on the back cover. What does it tell you about the novel?

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Using the information you have gathered from the title, illustration and the blurb, write a paragraph predicting what might happen in the novel. Consider who will be involved (the characters), what will happen to them, and how it will end.



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Share your predictions with the class.

Name:

RECOLLECTIONS

Today you will work in a group to test your classmates' recollections of the novel.

- ☐ In a group of three, choose one event from the novel to retell. Reread the relevant pages to make sure the details are fresh in your memory.

Each group member is to retell a different version of the event.

Person 1 Retell the event in your own words **as it actually happened**.

Person 2 Retell the event in your own words, but **alter one detail** (for example, a different character may be involved).

Person 3 Retell the event in your own words, but again, **alter one detail** (for example, leave something out).

Practise telling your version of the story to the other members of your group.

Now each group is to present their three versions of the event to the class. The rest of the class is to try to figure out which version is the accurate one, and what is wrong with the other two versions.

How good were your recollections of the novel?



Name:

QUIZ MASTER

This is your big chance to be a quiz master and see if you can stump your classmates with some tricky questions. At the same time you will be testing each other's knowledge of your novel.

- ☐ First, think up five questions about the novel. It may be as simple as how to spell a character's name, or a more difficult question about something that happened in the book. Whatever it is, make sure you know the answers.

My Five Questions

1.
2.
3.
4.
5.

Now, take turns being the quiz master for your group. Ask your five questions, giving one point to the first person who answers correctly. If no one gets it right, the quiz master scores one point. When all group members have asked their questions, the person with the most points is your group champion.

Now, choose the five hardest questions from your whole group.

Our Group's Five Questions

1.
2.
3.
4.
5.

Choose one group member to ask these questions. Have the group champions sit at the front of the class while they are quizzed by the quiz master from each group. The person who gives the most right answers is the class champion.



COVER STORY

How often have you chosen a book to read simply by looking at the cover? Alternatively, you may have rejected a book because of its cover and not read it at all. A good cover is important to attract a potential reader's interest.

A book cover should have three things:

1. The book's **TITLE**.
2. The name of the **AUTHOR**.
3. An **ILLUSTRATION**.

Sometimes it may have additional information, such as the publisher or illustrator's name.

- ☐ Find these three things on the cover of your book. First, look at the wording on the cover. Usually the title will be in bigger print than any other wording, and toward the top of the page. The author's name will usually be in smaller print and either just above the title or at the bottom of the page. The illustration will usually show one of the major events or characters from the novel.

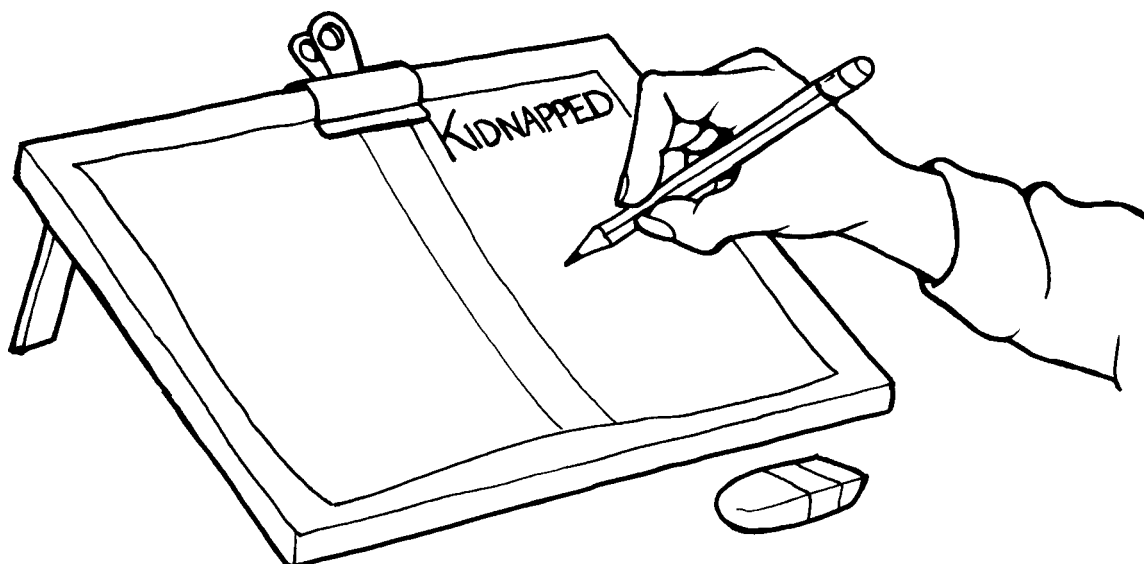
You will also notice that there is little blank white space on your cover - where there is no picture or wording the background is usually coloured or shaded.

- ☐ Now imagine that your novel has no cover, and that it is your job to design one.

First decide:

- a) How big the title should be and where on the page it should be placed.
- b) The size of the author's name and where it should be placed.
- c) Which event should be depicted in the illustration, and where the illustration should be; and
- d) What background colour(s) should be used.

- ☐ Now use the back of this page to draw your new cover.



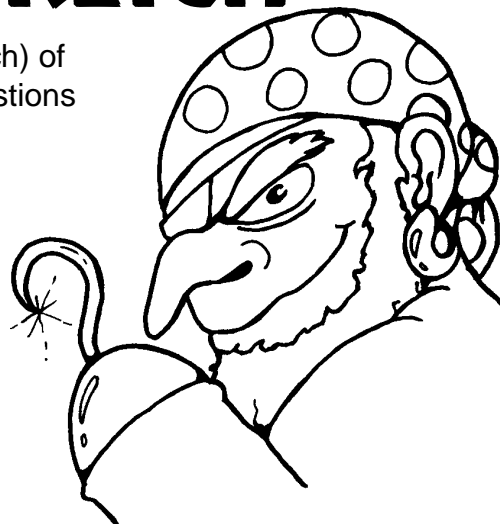
Name:

CHARACTER SKETCH

- ☐ You are going to write a description (or character sketch) of one character from your novel. First answer these questions in as much detail as possible.

1. What does the character look like?

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.....
.....
.....



2. What do we learn about the character from the things he/she does?

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.....
.....

3. What do we learn about the character from the things he/she says?

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.....

4. What do we learn about the character from the things that other characters say about him/her?

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.....
.....

5. What other information does the novel give you about the character?

.....
.....
.....
.....

- ☐ Now, use your answers to these questions to write your character sketch. Write one paragraph for each answer you have written. This should provide your reader with a well rounded picture of your character.