

## Reading Comprehension Activities

### 1. What does that mean?

Choose a paragraph that contains some difficult words, from a story that your class is exploring.

Write the difficult words on the board.

Ask your students to do the following.

Find the dictionary definition of the words and write them out in your workbook. Then, rewrite the paragraph in your own words.

### 2. Want to talk?

Ask your students to do the following.

Take a part of the story your class is exploring and rewrite it as a conversation.

This works especially well if they work in pairs, choose to write a conversation that may have occurred between two of the characters and then act it out for the class.

### 3. Let's look at this from another angle

Ask your students to do the following.

Rewrite the story your class is exploring from the point of view of one of the characters. If it is a long story you can focus on one part of it. Little Red Riding Hood becomes a very different story if it is told by the wolf.

"I saw a small girl wearing a red cape walking through the forest. I know it's not nice, but I hadn't eaten for three days! As you can imagine, I was nearly crazy with hunger."

### 4. Acting Up

This works well with lower grades when you are reading a short story or picture book. As characters are introduced, ask individual students to act out what is happening. If you are doing the three little pigs, you should end up with three students cowering in the brick house with a wolf blowing on the outside. The students get really involved and you will find that even the days-dreamers stay on task, which is useful when you want to use the text as a lead into another activity.

### 5. Taking it Personally

Ask your students to do the following.

Draw the face of one of the character's of the story you are exploring on to an a4 piece of thin card. The face should be as large as possible. Cut the face out and glue a stick onto the back. Now write what you know about the character onto the back of it. Here are some things that you could write: where they live, who they live with, what they spend most days doing, what they like, what

they don't like, what they are good at, and what they are bad at. You are now ready to use the mask in a class game.

One at a time, students stand at the front of the class holding the mask in front of their face. Other students ask questions. The trick is that the student holding the mask must answer the questions in character.

"Little Pig, how did you feel when the Wolf blew your house down?"

"I was terrified, at the time and just ran for my life. Luckily, half the roof fell down in front of the Wolf and scared him, so I was able to run out the back before he noticed. So, I guess really I was very fortunate."

## **6. Looking at it Sideways**

Ask your student to do the following.

Write the name of each character in the story you are exploring sideways down the page. Use each letter to start a word or phrase that describes the character.

For example : Cinderella

Cute

Interested in princes

Not happy at home

Does housework

Evil step-mother bosses her around

Rides in a pumpkin coach

Evil step-sisters take advantage of her

Likes dancing

Likes balls

Afraid of midnight.

## **7. Feeling it**

Ask your students to do the following.

Fold a piece of paper into four. Outline the four rectangles that the folds have made. In the middle of each rectangle draw the face of one of the characters in the story you are exploring. If there are more characters use another piece of paper or simply choose the four main characters. Inside each character's rectangle, write all the emotions that the character felt during the story. In the three little pigs the first pig was excited and nervous (when he was leaving home), happy and hopeful (when he was building his house), scared (when the wolf arrived), terrified (when his house was blown down), relieved (when he was able to hide in his brothers house) and elated when the Wolf was killed.