

LOL – read, read, read – your brain you’ll feed!

The following concepts can apply to any book from home, the library or on-line (there are thousands of picture story books on Youtube). Favourites can be reread, or new books introduced. Many concepts involve discussion (especially for younger children), but written (pictures and words) and artistic (drawing, creating, acting) responses can also be completed. The ideas presented below, all relate to the Victorian Curriculum at each year level, but, can be adapted to any age/stage.

Foundation

- *Predict what the story could be about from title – check after reading.*
- *Make connections to characters, settings, events in the text*
- *Infer how a character feels from picture clues – discuss or draw*
- *Visualise and draw what happened in the beginning, middle and end of the story (sequence)*
- *Discuss ‘wonderings’, or ‘questions’ as reading*
- *Discuss if book is real or imagined (non-fiction or fiction)*
- *Orally invent a story from pictures. Read and compare*
- *Identify known sounds and letters in words*
- *Identify beginning and end of sentences*
- *Orally retell story*
- *Clap syllables when reading rhyming books*
- *Predict words that rhyme – make lists of rhyming words (with assistance)*
- *Act out stories with family – video and watch*
- *Make character puppets*

Gr 1/2

- *Predict what the story could be about from title – check after reading*
- *Discuss the purpose of the text based on its structure (fiction/non-fiction)*
- *Make connections to self, other texts and the world*
- *Identify nouns (naming words) in a sentence – list – write or draw*
- *Identify verbs (doing words) in a sentence – list – write or draw*
- *Identify adjectives (describing words) in a sentence – list – write or draw*
- *Identify and retell important events in a text – write or draw*
- *Identify features of a narrative – introduction (characters, setting), complication (problem), solution – write or draw*
- *Annotate diagrams to describe characters*
- *Discuss/write/draw the plot, characters and setting*
- *Discuss/write/draw real and imaginary characters*

- Compare character traits - Venn Diagram
- Identify and create simple rhymes
- Create alliteration in regard to characters or events
- Identify different forms of punctuation and discuss purpose
- Infer what author's purpose could be
- Discuss or record questions, or wonderings, as reading
- Retell a text by acting with family – video and watch
- Rewrite text with a different ending

Gr 3/4

- Make predictions from blurb, and at significant times throughout text – record and check at later time
- Discuss/write/draw connections to self, text, world
- Identify text purpose (inform, entertain, instruct, teach moral, etc)
- Make deep connections to text using prior knowledge
- Discuss/write/draw about issues and problems in a text
- Draw/create setting and use a range of adjectives to describe
- Identify the connection between the setting and the mood of a narrative
- Infer how a character feels
- Write/draw main ideas and events in a text
- Identify verbs (doing words) – reuse
- Record questions or wonderings as reading
- Research to find answers to factual questions
- Recognise differences/similarities between characters (compare/contrast)
- Create visualisations from description – draw what you imagine
- List new/interesting words and phrases (find meanings/synonyms for new words in dictionaries)

Gr 5/6

- Make predictions from blurb, and at significant times throughout novel – record and check at later time
- Record connections to self, text, world
- Record inferences from 'clues' – check at a later time
- Record questions or wonderings – check at a later time
- Create visualisations from description – draw what you imagine
- List new/interesting words and phrases (find meanings/synonyms for new words in dictionaries)

- Use 'interesting phrase' in new sentence or paragraph
- Identify character traits and descriptions – list and check if they change throughout book
- Respond to text artistically – self-portrait, design a 3D characters, create a diorama for the setting, sketch-to-stretch (beginning, middle, end)
- Respond to text in diary form from a character's perspective
- Respond to text in poetry form – limericks, haiku, cinquain, rhyming couplet, free verse, sensory
- Respond to text in letter writing format
- Respond to text from different character's perspective – Open-Minded Portrait
- Respond to text – I think, I feel, I wonder
- Read silently and then discuss to demonstrate understanding
- Read orally, demonstrating fluency
- Answer 'quiz questions' about the text from a family member