Reading Response Activities With Graphic Organizers

60 Reproducible Activity Pages That Promote Higher-Order Thinking Skills and Spark Creativity

by Deirdre Kelly
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As a teacher and a parent, I find myself frustrated by the ubiquitous “Read the section and answer the questions at the end” assignments I see kids bring home from school. While one-correct-answer questions have a place, they rarely require thoughtful interaction with the text. Therefore we must offer reading-response activities that engage learners in thoughtful and challenging work, expose them to critical- and creative-thinking skills, and help them explore different ways of processing information.

That’s where Reading Response Activities With Graphic Organizers comes in. This book offers highly engaging activities with graphic organizers that can be used with any reading assignment. These reading-response activities encourage students to connect with their text in more meaningful ways than simply dissecting it for the “one correct answer.” The problem with one-correct-answer questions is that once the correct answer is identified, learning often ends there. There is better thinking to be had in developing ideas than in locating targets. By broadening the kinds of questions we ask and opening the gate for more thoughtful answers, we make room for divergent thinking in the classroom.

**Tips for Using the Activities and Graphic Organizers**

The reproducible reading-response activities in this book are graphic organizers designed to motivate students. Here are a few tips to help you make the most of the activities you’ll find inside.

**Use Familiar Examples.** The format of the activity pages may be different from what students are used to, so initially you might want to rely on something familiar, such as well-known children’s stories, to get the basic idea across. For instance, you might use the story of Cinderella as an example for “Nightly News” (page 13). The Top Story could be that Cinderella went to the ball, and related stories might be the appearance of the Fairy Godmother or the discovery of four-wheel-drive pumpkins.

**Engage Students in Group Think Time.** Try using whole-group “think time” to generate an idea pool before letting students tackle their work individually. Before starting the activity “Movie Poster” (page 33), for example, invite students to talk about movie posters. Create a list on the board of movie posters everyone recognizes and discuss how colors, words, pictures, and quotes are used, and how movie posters give moviegoers just enough information to entice their interest. Such discussion is sure to get students’ creative juices flowing. Also, open-ended tasks make for great class discussions of student work after everyone has completed the activities.

**Adapt for Fiction and Nonfiction.** Most of the activities in this book are open-ended, so they can be used with both fiction and nonfiction texts. If students are reading an information-based (nonfiction) text rather than a character-based story (fiction), feel free to change the focus of the activity pages from “character” to “topic.” Several activities ask students to choose a character from their reading. The term character can mean either fictional characters or the subjects of nonfiction texts. Fictional characters are easy to identify, but nonfiction ones can be trickier. In a nonfiction text about Lewis and Clark, it’s clear that the explorers are the characters. In a nonfiction text about weather patterns, the main character might be a scientist mentioned in the text or even general characters, like meteorologists or ecologists. In the activity “Bands of Support” (page 21) students who just finished reading a section in Little Women might list causes like women’s rights, peace, or even thriftiness. Alternatively, after reading a chapter about the classifications of invertebrates, readers might come up with causes such as the importance of classification systems, accurate identification of living things, or the use of interminably long names.

**Learn to Assess Open-Ended Questions.** How will you know what makes an answer acceptable if there’s no one correct answer? Here’s a good place to start: When assessing students’ various answers, the only unacceptable answers are (1) off-task responses and (2) answers that reflect no effort. Other than these two cases, every answer is of value. Even simplistic answers have value because the learner will have an opportunity, during the class discussion of the activity page, to add to his or her understanding. Looking for ways to encourage quality thinking? Work with your learners to develop a new grading system for open-ended work: U = Unique, T = Thoughtful, A = Accurate, R = Rich in Details, and maybe even H = Humorous. Or try the 1-2-3 approach! Award 3 points for answers that show a deep understanding of the reading, answers that connect the content with the learner, and answers that show a creative effort; 2 points for understanding the basics of the text, showing gains in information from the text, and a good effort being made to give thoughtful answers; and 1 point for the bare minimum, providing some information from the text without presenting it in a thoughtful way.

Feel free to modify the activities to best fit the needs of your particular learners. Any way you use them, these activities and graphic organizers are sure to open up students’ minds and help them hone their thinking skills.
3–2–1

Directions: Use the 3–2–1 formula to focus on what’s most important to you. After reading your assigned section, find three words, two facts, and one thing that you’re curious about.

3. Three words that were new or interesting to me:

__________________________________
__________________________________

2. Two facts I learned:

__________________________________
__________________________________

1. One thing I’m curious about:

__________________________________
Bookshelf Bonanza

Directions: The books on a person’s bookshelf can tell you quite a bit about his or her interests and history. Choose a main character from your reading assignment and think about his or her experiences. What books might this character have on his or her bookshelf? Create titles for the books below and write them on the spine of each book. Be creative!
Doodle Time

Directions: Doodling is a great way to visualize your reading and your thinking! While reading your assigned section, spend some time doodling about the content. Your doodles could be sketches, shapes, words, or cartoons and should include information about the people, places, or events covered in the text or story. Use color to enhance your doodles!
Homework Hotline!

Directions: Ralph Waldo Emerson once said, “Conversation is the laboratory and workshop of the student.” After completing your reading assignment, call a friend who had the same assignment and discuss the reading with him or her. Spend no more than 10 minutes on the phone. Fill in the “Pre-Call” section before your conversation, and after you talk, complete the “Post-Call” section.

Pre-Call

One topic and one question that I’m going to try to bring up during our conversation:
Topic: ___________________________________
Question: ___________________________________

Post-Call

I spoke with __________________ about our reading.
We were on the phone from ___ : ___ to ___ : ___.
Here’s what my partner had to say about my topic and question:
Topic: ___________________________________
Question: ___________________________________

Here is one thing my partner brought up during our conversation:
______________________________________________________________________________
______________________________________________________________________________
Picture This

Directions: Does a picture really say a thousand words? Imagine that you were present during an event described in your reading assignment. If you had a camera, what pictures might you have captured? Select a picture and draw it below. Include as many details as you can and write a caption at the bottom!

Caption: ________________________________
Scrapbook Delight

**Directions:** A scrapbook is a great place to save mementos and keepsakes to help you remember a special event! Create a scrapbook page that a character from your reading might have made after his or her experiences. Turn the shapes below into anything you think your character might want to keep. Add more objects if you like. Write a brief description of each item. Remember, the scrapbook page should reflect what happened in your reading!
“To Do” List

Directions: Our “To Do” lists can tell people a lot about us. After reading about a significant character, create a fictional “To Do” list that this person might have written. The items on the “To Do” list should reflect the time, culture, job, and traits of the person. For example, if you were reading about ancient Egypt, a “Pharaoh’s To Do List” might include: 1.) Offer sacrifice to Sun god. 2.) Hire architect to design pyramid.
What’s Your View?

Directions: Different people often see things from different points of view. How might a story change when told from different perspectives? Choose a few characters from your reading. Label each pair of glasses below with a character’s name. Inside each pair of glasses, briefly retell what happened in your reading from each character’s point of view.

___________________________________’s glasses

___________________________________’s glasses

___________________________________’s glasses
Nightly News

Directions: TV news programs organize the events of the day into segments. Use the “anchor desk” below to organize information from your reading assignment. In the speech balloon, identify the “Top Story” from your reading. Use the screen over the anchor’s shoulder to provide additional details. Use the cue cards below the anchor desk to introduce stories related to your top story and to give other information from your reading that isn’t as important as the top story.

Top Story Details

In related stories tonight . . .

In other news tonight . . .
Quote Collector

Directions: Straight from the horse’s mouth is a great place to get information! After completing your reading, capture sentences straight from your text and write them in the speech balloons below.

Quotes that tell opinions or feelings:

Quotes that give facts or information:

Quotes that make me wonder about things:
**Question Bull’s-Eye**

**Directions:** Based on your reading, generate several questions in the bull’s-eye below. In the outermost ring, list questions that someone can answer just by looking at the text. In the middle ring, list questions that are harder to answer because the answers are buried in the text. In the center of the bull’s-eye, write a question whose answer may not be found directly in the story because it requires inference, hypothesizing, or judgment on your part. Create as many questions in each ring as possible. Count them up and give a total in the box provided.

**Total Score:**

---

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Guess Who’s Coming to Dinner?

Directions: Several characters from your reading assignment have come to dinner! On the lines provided, write the name of each guest. On their plates, write a topic of conversation that they would most likely talk about—based on your reading, of course!
Spy Message

Directions: Top-secret messages have to tell all you need to know in as few words as possible! Choose a character from your reading and send a coded message from him or her, explaining what's happening in the text. Keep it short and write in code! You can use symbols or letters—just be sure to include a key so that your message can be deciphered! Of course, if you’re captured, this message will self-destruct in 5, 4, 3, 2, . . .

TOP-SECRET MESSAGE

THE KEY
Time Capsule

Directions: The things people put into a time capsule tell us a lot about what's important to them! Choose three characters from your reading and write each name above one of the boxes below. Decide one item each person might put in a time capsule to represent him or her. In the boxes provided, write a brief description of the object. Finally, draw a picture of their items in the capsule and draw an arrow from each box to its corresponding object!
And the Award Goes to . . .

Directions: Awards ceremonies are a great place to find superlatives! Based on your reading, create an award for the best of something—the best villain, the best hero, the best problem solver—you name it! Whatever award you make, make sure to justify your choice so you can explain it to the class!

And the Award for Best:

Goes to:

Because:

[Blank lines for justification]
Hopscotch

Directions: Fill in the hopscotch squares below with information from your reading. When you’ve finished filling in your “hopscotch,” you should have a brief summary of your reading!
Bands of Support

Directions: “Cause jewelry” is a popular way to show support for a worthy cause. After you finish reading, create a list of causes or ideas that would be supported by one or all of the characters in your text. Next, come up with a “motto” to show support for each cause. Your motto should be just three or four words, telling people about the cause and convincing them to support it. For example, if you read about Albert Einstein, then his cause could be “Discovery” and his motto might be “Don’t just imagine—Discover!” Choose your best idea and put it on the wristband at the bottom of the page!

Characters/Causes

Albert Einstein/Discovery

Mottos

Don’t just imagine—Discover!

__________________  _____________________________

__________________  _____________________________

__________________  _____________________________

__________________  _____________________________

__________________  _____________________________

__________________  _____________________________

__________________  _____________________________

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Making Headlines

Directions: Congratulations! You’ve just been promoted to the position of editor-in-chief of the most powerful newspaper in the country! It’s your job to come up with headlines for stories. Create five possible headlines for the events you read about in your reading assignment. Remember, headlines need to be short, informative, attention grabbing, and true. When you’ve created five possible headlines, choose the best one and write it into the newspaper below.

Headline Ideas

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________
Blanket Statements

Directions: Quilts are blankets created out of the scraps of many fabrics. Stories are created out of the words and actions of many characters! Create a quilt of important statements and events from your reading. In each quilt square below, write a character’s name on the top line and then fill in the square with an important quote or action from that character. You may use a character more than once.
Who Am I?

Directions: Choose a character from your reading and develop a list of clues that describe that person. Your clues should be true, but fiendishly difficult! List your clues from hardest to easiest. Read your clues one at a time to a partner. Your partner’s job is to guess the character you’re describing. Keep track of your partner’s guesses at the bottom of the page.

The character I’ve chosen is: __________________________

My Clues
(Be sure to list your clues from hardest to easiest!)

1. ___________________________________________________

2. ___________________________________________________

3. ___________________________________________________

4. ___________________________________________________

5. ___________________________________________________

My partner’s guesses
Has the Jury Reached a Verdict?

**Directions:** Based on your reading, choose a character who you think has behaved badly or inappropriately. Decide what “crime” your character might be accused of and write an accusation question. For example, is Cinderella’s stepmother guilty of selfishness? Make a list of the character’s statements or behaviors that you think prove his or her guilt or innocence. After reviewing all the evidence, determine whether or not he or she is innocent or guilty!

---

**The Accusation**

Is ______________________ guilty of ____________________________?

---

**Facts from the evidence file**

- _______________________________________________________
- _______________________________________________________
- _______________________________________________________
- _______________________________________________________
- _______________________________________________________

---

My verdict is that _____________________ is ____________________.

guilty/innocent

---
**Factopolusa**

**Directions:** Sometimes the thing you’re looking for is right under your nose! In the chart below, list as many facts from your reading assignment as you can. Some facts are obvious and easy to find, such as “the Liberty Bell rang to call people to hear the first reading of the Declaration of Independence.” But other facts like to hide, such as “Pennsylvanians were the first Americans to hear the Declaration!”

You’ll probably find more obvious facts than sneaky facts, and that’s OK!

<table>
<thead>
<tr>
<th>Obvious Facts</th>
<th>Sneaky Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**An Interview With . . .**

**Directions:** Choose someone from your reading whom you would want to interview if you could. Plan the interview by writing down three questions that are meaningful to your reading—questions that will help you and others to better understand the material. Then, put yourself in the character’s place and write what you think he or she would say in response to those questions.

Person’s name: ______________________________________

**Question:** ______________________________________

**Answer:** ______________________________________

**Question:** ______________________________________

**Answer:** ______________________________________

**Question:** ______________________________________

**Answer:** ______________________________________
Sticky-Notes Patrol!

Directions: Get three sticky notes and write your name (small) in the upper right-hand corner of each one. Label the sticky notes across the top with the following phrases: “An Important Event,” “That’s News to Me,” and “I Wish I Were There.” While reading, place the sticky notes on appropriate places in your reading material and write the reason for your choice. Share with the class where you put your sticky notes and why. Then put your sticky notes below, making sure to fill in the page numbers.

An Important Event
Page __________

That’s News to Me!
Page __________

I Wish I Were There!
Page __________
T-Shirt Message

Directions: Let your clothes do the talking for you! Choose a character from your reading and create a T-shirt design that the character might wear. The design should express something the character believes in, indicate what he or she is experiencing, or simply display a message that is meaningful to him or her. Use both words and pictures. After your design is complete, explain your thinking in the box below.

Design Explanation
I chose this design because _____________________________________
________________________________________________________________________
________________________________________________________________________

A Week in the Life of . . .

Directions: Choose a main character from your reading. What kinds of things might that person do during an average week? List them in the calendar below. Include information from your reading, but don’t just write about the things you read. Be thoughtful about what appointments, special events, or commitments that character might really have!

Choose one of your ideas and explain why you think that might appear on your character’s calendar!
Please Leave a Message . . . Beep!

Directions: Leaving a message can be tough—you have to get all the facts in before you get cut off. Imagine that one of the characters from your reading is leaving a message for another character. Decide who’s leaving the message, then decide who the message is for. Finally, write a message that connects to your reading in some way!

Who’s leaving a message? ________________________________

Who is the message for? ________________________________
"Oh! The Places You’ll Go!"

**Directions:** In your reading, several different places were mentioned. Write down four of those places in the spaces provided below. Next, use resources like the library, textbooks, and the Internet to gather information on the locations. Be prepared to share what you learned!

<table>
<thead>
<tr>
<th>Places From My Reading</th>
<th>What I Found Out About These Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>____________________________________</td>
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<td>______________________</td>
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<td>______________________</td>
<td>____________________________________</td>
</tr>
</tbody>
</table>
Movie Poster

Directions: Imagine that the piece you just read is going to be turned into a movie. Create a movie poster that will make people want to see the movie! How will you depict the main idea in the poster? What roles would be needed in the movie and what popular actor/actress would play each role? Use words, drawings, quotes, and color to complete your poster.
Bumper Sticker

Directions: Bumper stickers are a great way to show what you’re all about. After reading, choose a main character and create a collection of bumper-sticker slogans that he or she might have on his or her vehicle. After creating five possibilities, choose your favorite and write it on the bumper below. Use pictures, words, and colors to make a definite statement!

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
Future Think

Directions: To predict what will come next, it helps to think about what’s already happened! After you finish reading, consider what big event might happen next. Draw a picture of your prediction in the crystal ball below. Then write a paragraph describing your prediction.
If the Shoe Fits . . .

Directions: We wear different shoes for different purposes—jogging shoes, dancing shoes, hiking shoes. After you finish reading, consider the different characters' actions. Choose three characters and design a shoe that reflects their action in the text. For example, a detective might wear sneakers with a built-in magnifying glass. Write the name of each character and list up to three things that he or she did in your reading. Then imagine a shoe design for the character and draw it in the shoe box. Be sure to specialize the shoe for the character's needs!
Three Wishes

Directions: Choose three characters from your reading. Based on what you know or can infer about them, what do you think they might wish for if they found a genie in a lamp? Make sure to connect their wishes to your reading!

Three Wishes for

1. __________________________
2. __________________________
3. __________________________

Three Wishes for

1. __________________________
2. __________________________
3. __________________________

Three Wishes for

1. __________________________
2. __________________________
3. __________________________
The Gift

Directions: The best gifts we can give usually reflect what we know about the person we’re giving to. Based on what you read or can infer about a character, choose a gift that would be useful and meaningful to him or her. Write the character’s name on the gift tag and draw a picture of the gift inside the box. On the lines below, describe the gift and explain why you chose it.
Journal Entry

Directions: Journaling is a great way to keep track of events, thoughts, feelings, and reactions to life. Choose a character from your reading assignment and write a journal entry that could have been written by that character. Make sure your journal entry connects to your reading by including details and facts!
Tool Time!

**Directions:** Imagine a tool that, if available, would have made a main character’s life or job easier. Invent such a tool that he or she could have used during the event(s) described in your reading. For example, Lewis and Clark could have used a “topographicus,” a flying telescope that would have let them see the land from a bird’s-eye view so they could make their maps more accurate! Draw a detailed picture of your invention below. Give it a name, label the parts, and describe how it works.

Name: ____________________________________________

How it works: ________________________________________

____________________________________________________

____________________________________________________
What's in Your Wallet?

Directions: The contents of a wallet can tell people a lot about its owner. The items below fell out of the wallet of a main character from your reading assignment. There is a video-store rental card, a ticket stub, a receipt from a recent purchase, an important message, and a photograph. Fill in the details of each item with information that makes sense and fits the reading you’ve just completed.

While You Were Out

Message from: __________________
Message: ____________________________________________________________

ADMIT ONE

This ticket gives one person admittance to:

FLICKBUSTER

Name: __________________

Last three movies rented:
1. __________________
2. __________________
3. __________________

Store Receipt

Name of Store __________________

Items Purchased | Cost
---|---
| |
| |
| |
Total Cost ____________

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Trash or Treasure?

Directions: You can tell a lot about a person’s life by what they throw away. Based on what you’ve read, what kinds of things might you find in a main character’s household trash? For example, Harry Potter’s trash can might contain a crumpled-up homework assignment from Transfiguration class and a wrapper from a chocolate frog. In the trash can below, draw items your character might have thrown out. In the surrounding boxes, label each item and write why you included it. Then draw arrows from the boxes to the items.
Mapmaker, Mapmaker, Make Me a Map!

Directions: Whether it's a map of a room, a city, or a planet, maps tell us where we are, where we've been, and where we're going! Use the blank map below to show all the locations where your reading takes place. Use creative thinking to figure out how to represent all of the settings on one map. Be sure to create a key. Provide as many details from your reading as possible.
Stamp It!

Directions: Stamps commemorate famous people, historical figures, inventions, nature, and even cartoon characters! Design a stamp to commemorate someone or something from your reading assignment. Create a thoughtful, colorful design that promotes a person, action, or idea that you feel deserves attention. Make your stamp eye-catching so that people will want to buy it!

Title: ____________________________________________

Description: _______________________________________

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Directions: Characters we read about often have choices to make. Sometimes they take the expected path, and sometimes they take what poet Robert Frost called “the road less traveled by.” Use the prompts below to illustrate a decision-making moment from your reading assignment. Start at the bottom of the path and work your way up!

1. Write one sentence that summarizes the story from the beginning to the crossroads.

2. Write one sentence that describes the crossroads, or a moment of choice, for the main character(s).

3. Write one sentence that describes the choice made by the character(s) in your reading.

4. Write one sentence that describes another possible choice that the character(s) could have made.
This Is Like That

Directions: Good thinkers look for situations similar to the one that they’re in. Think of three significant situations that occurred in your reading. Write each one of them in a “THIS” box on the left side of the page. Next, think of situations from your own life that are similar and write them in the “THAT” boxes. An example has been done for you.

**This . . .**

The way scientists classify living things . . .

**is kind of like**

**. . . That**

. . . the way I put my clothes away at home—socks in one drawer, shirts in another.

**is kind of like**

**is kind of like**

**is kind of like**

**is kind of like**
Directions: The “What, So what, Now what” review is a well-known reflection tool. After you finish reading, complete the organizer below by writing a sentence or two that answers each question. Starting with the ‘What?’ side, follow the prompts for each panel, and then cut the dashed lines to construct the “What, So what, Now what” pyramid.

What?

So What?

Now What?

All done responding to the prompts? Fold along the solid lines. Then put glue or double-sided tape here and stick this flap to the underside of the “Now What?” flap.
Reading-opoly

Directions: Create a board game based on your reading. Decide on a path or route for traveling around the board (think of popular games like Monopoly®, Life®, Trivial Pursuit®, and so on). Use details from your reading to name the spaces and actions on your board. Then, complete your game plan by filling in the “Extras” box with game pieces, dice, question cards, and other items needed to play your game!
Super Powers

Directions: Superheroes have special powers that make them specially suited to solve problems. In your reading, identify a significant problem that a major character is facing. Write the name of the character and the problem below. Next, think of five superhero powers that might help the character solve the problem and list them in the box. Make sure the powers match the problem that needs to be solved. Then draw icons on the figure below to represent the powers you’ve given your character. For example, if you read about a scientist searching for a new kind of mineral, maybe X-ray-vision glasses would come in handy to see through all those layers of rock.

The Character:

________________________________

The Problem:

________________________________

________________________________

________________________________

_________________________________

Special Powers:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________
CD Cover

Directions: Create a CD cover complete with song titles and artwork based on your reading. Be creative! If you’ve just finished reading a chapter about Native Americans, you could include a song called “Horses in My Wallet” by The Comanche Riders, showing that you know that the Comanche people were skilled equestrians who determined wealth according to the number of horses they owned. Be sure to give your CD a title and list the songs and artists’ names.

Tracks

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
6. _________________________
Deleted Scenes

Directions: A feature often included in a new DVD release is “Deleted Scenes.” These scenes didn’t make it into the movie but often provide interesting details about the story and characters. In the film cell below, draw a scene that might have been deleted by the editors of your reading material. Remember, a deleted scene would make sense if it were inserted back into the text!

On the back, write a paragraph to explain your deleted scene!
**Literary ID Card**

**Directions:** ID cards give basic information about a person. Choose two main characters from your reading assignment and create an identification card for each one.

**Name:** _____________________________________  
**Address:**  __________________________________  
**Description:** _______________________________  
**Personality:** _______________________________  
**Main Challenge:** ______________________________________________  
**Motivation:** _________________________________________________

**Description:** Three words that describe the physical appearance of the character  
**Personality:** Three words that describe the personality of the character  
**Main Challenge:** What is the character’s greatest challenge or problem?  
**Motivation:** What motivates this character?
Directions: A spin-off is when a popular supporting character from a television program is given a show of his or her own! After you finish reading, choose a supporting character about whom you think a spin-off book could be written. Use the Publisher’s Fact Sheet below to describe your idea for a story line based on this character. The publisher will decide whether or not to accept this new book based on this fact sheet—so make it good!

Publisher’s Fact Sheet

Supporting Character’s Name: _________________________________

Why would this character make a good spin-off book?

____________________________________________________________

____________________________________________________________

Describe what happens in this new book. What’s the story line?

____________________________________________________________

____________________________________________________________

____________________________________________________________

Details of New Story line

Setting of the new storyline: __________________________________

A Secondary Character:

Name: ________________________________ Age: ______

Description: ____________________________

Personality: ____________________________

A Problem or Challenge: ________________________________

A Funny Event: ____________________________
Saw–Heard–Felt

Directions: “Active reading” means that you are doing more than just reading words—you are also seeing, hearing, and feeling what you’re reading! Use “active reading” to read your assigned pages, then write down the details of what you saw, heard, and felt in the shapes provided below. The more you connect your reading to seeing, hearing, and feeling, the more you’ll remember and learn from it!
Directions: From “Chunky Monkey” to “Fossil Fuel” to “Appley Ever After”—the names of these ice-cream flavors show evidence of creative thinking. Create six new ice-cream flavors based on your reading. Give each flavor a name and a short description. For example, if you were reading about the history of early colonial America, you might create “Croatoan Crunch” Ice Cream—vanilla ice cream with ship-shaped chocolate chips and a ribbon of Roanoke caramel that disappears by the time you get to the bottom of the carton. Make sure your names and ingredients show what you know about your reading!
**If I Were . . .**

**Directions:** When you try to imagine yourself as someone or something else, you learn a lot about who you are—and who you aren’t! Read the statements below, then complete each statement under the “Me” column. Next, choose a character from your reading and write the name at the top of the last column. Pretend that you are that character and complete each statement the way you think that character would. Are your answers similar or different?

<table>
<thead>
<tr>
<th>Me</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were one of the seven dwarves, I’d be . . .</td>
<td></td>
</tr>
<tr>
<td>If I were a breakfast cereal, I’d be . . .</td>
<td></td>
</tr>
<tr>
<td>If I were a musical instrument, I’d be . . .</td>
<td></td>
</tr>
<tr>
<td>If I were a radio station, I’d be . . .</td>
<td></td>
</tr>
<tr>
<td>If I were a superhero, I’d be . . .</td>
<td></td>
</tr>
<tr>
<td>If I were a _________, I’d be . . .</td>
<td></td>
</tr>
</tbody>
</table>
Special-Effects Wizard

Directions: Special-effects creators make movies more realistic by adding sonorous sounds, excellent explosions, and vibrant visuals. Wouldn’t it be wonderful if books had special effects as well? Choose three places in the text where you would place a special-effects button that the reader could push to see, hear, or feel a special effect when he or she reads that portion of the book. Copy the corresponding sentence from the book and place an asterisk (*) where the special-effects button should go. Then describe what kind of special effect you’d want to put there!

Sentence From Text

1. _______________________
   _______________________
   _______________________
   _______________________

2. _______________________
   _______________________
   _______________________
   _______________________

3. _______________________
   _______________________
   _______________________
   _______________________

Special Effect
Problem Mobile

Directions: Tough problems rarely travel alone—they often travel in packs! After you finish reading, fill in the Problem Mobile below. Put the largest or most significant problem in the top rod. Next, try to identify other problems that the characters are facing that may or may not be related to that top problem. As much as possible, group related problems together on the same string!
Magazine Cover

Directions: Design a magazine cover that features the people, places, and events from your reading material. Decide on a title for the magazine, then draw an illustration for the cover. Finally, write creative article titles and “eye catchers” for the cover that will make someone want to buy it!
Dominoes

Directions: Just like in a Domino Run, the events of a story fall into place one after another! Use the events of the story you just read to create a “Domino Run.” On each of the dominoes below, write an event from your reading. Be sure to follow the sequence of events from your reading!
Phone Riddlers

Directions: If Tinker Bell had a phone, do you think her number would be TNK-BELL? How about The Wizard of Oz? 1-800-GET-WISH? Use the phone pad below to create fun phone numbers for the characters in your reading. Try to create letter combinations that show something meaningful about your characters.

1. Character: ________________________
   Phone Riddler: _____________________

2. Character: ________________________
   Phone Riddler: _____________________

3. Character: ________________________
   Phone Riddler: _____________________

4. Character: ________________________
   Phone Riddler: _____________________

5. Character: ________________________
   Phone Riddler: _____________________

6. Character: ________________________
   Phone Riddler: _____________________

7. Character: ________________________
   Phone Riddler: _____________________
**Road Signs**

**Directions:** Road signs on streets tell us where to go. The road signs in our reading tell us where the story is going or in what direction the information is headed. Gather pieces of information from your reading and write them in the shapes below. Put as many as you can into each sign!

- Things That Changed
- Things That Stopped Happening
- Things That Caused Something Else to Happen
Thank-You Note

Directions: When you write a thank-you note, it's nice to tell the person how his or her gift or kindness was helpful to you. Based on your reading, think of something that a main character might be thankful for. Then complete the thank-you note below as if it were from that character!

Dear________________,

Thank you so much for _____________________

__________________________________________

It meant a lot to me because ________________

__________________________________________

__________________________________________

Sincerely, ________________
Charm Bracelet

Directions: Charm bracelets are like history books for your arm! Each charm tells a story about a special event or happening. Design charms to represent the people, places, and events from your reading and add them to the bracelet below. Beside each one, write a short explanation of what the charm represents.