

ACTIVITY GUIDE



Dear educators,

This Activity Guide has been designed to inspire you and to give you ideas on the pre, while and post reading activities you can do with the children. This way, boys and girls will learn English through the stories.

You may choose activities from the lists below. Remember! It is not necessary to do all of them at the same time. Pick the ones you think are more appropriate for a specific situation or a specific storybook.

PRE READING ACTIVITIES

- **Preview vocabulary:** Go through the target vocabulary which you may find on the back cover of all our storybooks. Check if the children know any of the words and emphasize the ones they do not know during the reading. Another option, is to teach all the vocabulary before you read the story together.
- **Predictions:** Have children read the title of the book, look at the illustrations on the cover and back cover and then make predictions on what they think is going to happen in the story. Register these predictions so you can later check if they were confirmed or not.
- **Cover:** If you think the cover of the book has enough information to discuss with the children, ask them about the art work, the expression on the characters, what they like and dislike about the cover, etc.
- **Book information:** If students have already been taught how and where they can look for information about the book, motivate them to look for the title of the book, the name of the author, the name of the illustrator, the name of the editorial, etc.
- **Purpose for reading (task):** Make sure your students have a specific task when they start reading. These tasks may vary from looking for specific information such as certain vocabulary or structures in the text, getting to know a character, understanding the main idea of the story, understanding only some smaller parts of the text or simply having fun.
- **Activate previous knowledge:** Read the story before the children do and get a general idea of what the main topic of the text is. Then, ask the children what they already know about the topic. The more our young readers get familiar with the topics before the reading, the better their reading comprehension will be.

WHILE READING ACTIVITIES

- **Check pre-reading predictions:** Ask the children whether the predictions they made before starting reading the story were confirmed or not. Remember to give a positive feedback on predictions which were not confirmed as well, since children may get sensitive if they are not correct.
- **Speculate on story outcomes:** After reading a couple of pages of the book, or reaching a point in which something important will happen in the following page, ask the children to speculate. This means that children should tell you what they think will happen in the story. This activity works well if done right after reading the climax of the story since they will naturally have speculations about what will happen next.
- **Identifying items:** After reading a piece of text which includes certain grammar, structures or vocabulary that you want to review or highlight, have students identify it or answer questions about it.
- **Confirm comprehension:** Ask literal and inferential questions to the children so as to check comprehension whenever you think is needed.
- **Elicit opinion:** Depending on what you want to check, take a break from the reading and ask for the students' opinion on something that has been read recently.

POST READING ACTIVITIES

- **New title:** Ask the children to think about a new title for the book. Accept different answers that express the general idea of the story.
- **Summary:** Have children write or tell a summary of the story. If you want to motivate them to keep their summary short, an idea is to give them a little piece of paper and tell them that they cannot use more than the space provided.
- **Elicit opinion:** Depending on what you want to check, ask for the students' opinion on general or specific subjects about the text.
- **Part II:** Ask the children how they would continue the story, how Part II of the book would be.
- **Role-play:** Motivate students to role-play the story or parts of it in front of the class.
- **Guess who it is:** Give a child a piece of paper with a character from the story (you may also just whisper it to them). Have this boy or girl improvise and act out the character for a while until the rest of the class guesses who the character is.

- **Pantomime:** Motivate the children to pantomime target vocabulary. It may be done by the educator or, again, you may whisper the words or hand the children a piece of paper with the vocabulary you want to review written on it. The rest of the class guesses what the vocabulary is.
- **Art:** Encourage the children to create a piece of art about the book. It can be a drawing, a painting, a poster, a collage, a sculpture, etc.
- **Timeline:** Have the children create a timeline that includes the most important facts in the story. This activity can be done individually, in small groups or all the class together, following the guidance of the teacher.
- **Memory game:** Have the children make sets of two drawings that represent the vocabulary you want to review. Have the drawings shuffled and facing down. Then, the children play memory game.
- **What is missing?:** Have the children draw the vocabulary taught in pieces of paper. After they have finished, have all drawings lined up in front of them. Ask the children to close their eyes, take a drawing and hide it behind you. Ask the children “what is missing?” This way, boys and girls produce the language. Repeat this activity a couple of times.