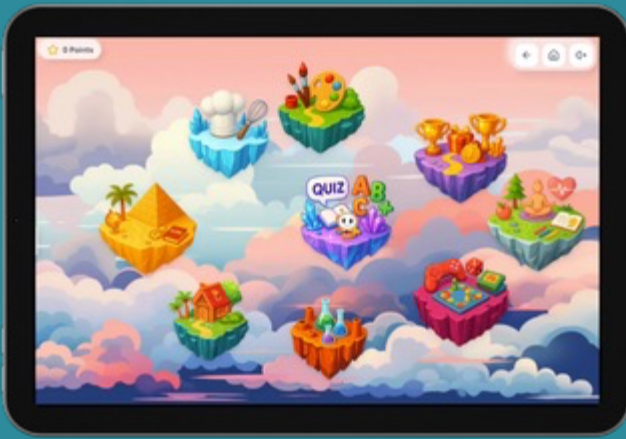


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Book Week Unit - Foundation–Year 6

Table of Contents
Presentation: Book Week
Classroom Display: Reading Explorer Toolbox
Game 1: Story Spark Roll & Create
Activity 2: Book Talk Quest Cards
Worksheet 1: My Book Week Reading Log
Worksheet 2: Character Detective
Worksheet 3: The Lantern in the Library
Worksheet 4: Book Review
Worksheet 5: Theme & Evidence
Worksheet 6: Compare Two Texts
Worksheet 7: Design a Book Cover
Worksheet 8: Non-fiction Features Hunt
Quiz: Book Week
Assessment: Book Week Showcase Challenge
Rubric: Book Week Unit Rubric



READING EXPLORER TOOLBOX



NOTICE—

What stands out?



PREDICT—

What might happen?



VISUALISE—

What can you picture?



QUESTION—

What are you wondering?



CONNECT—

What does this remind you of?



INFER—

What can you work out?



COMPARE—

What is similar or different?



REFLECT—

What will you remember?



STORY SPARK: ROLL & CREATE

Roll once for each section.
Use your four results to tell or write
an original story.



CHARACTER

	1	curious librarian
	2	brave child
	3	clever fox
	4	shy dragon
	5	time-travelling inventor
	6	talking book



SETTING

	1	spooky library
	2	underwater city
	3	sandy mountain
	4	hidden garden
	5	busy festival
	6	tiny village



PROBLEM

	1	a monster is missing
	2	the lights go out
	3	a promise is broken
	4	the door will not open
	5	a friend is lost
	6	time runs backwards



TWIST

	1	an object can talk
	2	someone changes size
	3	a clue is upside down
	4	the rival needs help
	5	the ending happens first
	6	a secret is revealed





STORY SPARK PLANNER



Name:

MY ROLLS

 Character	 Setting	 Problem	 Twist

Story title:

★ **BEGINNING** — Introduce the character and setting.

★ **MIDDLE** — Show the problem and the character's attempts.

★ **END** — Resolve the problem and reveal the twist.

Power sentence:





BOOK TALK QUEST CARDS



Cut apart. Pick a card. Discuss your book.

1 – HOOK IT



Give a 15-second hook without spoiling the ending.

2 – CHARACTER CLUE



Describe a character using one action as evidence.

3 – SETTING SNAPSHOT



Explain how the setting shapes one event.

4 – PROBLEM SOLVER



Name the main problem and one attempt to solve it.

5 – PICTURE POWER



Choose an illustration or visual feature. What does it add?

6 – READER CONNECTION



Make a text-to-self, text-to-text or text-to-world connection.





BOOK TALK QUEST CARDS



Cut apart. Pick a card. Discuss your book.



7 – THEME TRACKER



State a theme.
Point to one detail
that supports it.

8 – CRAFT SPOTTER



Notice one word,
phrase or layout choice.
What effect
does it create?

9 – COMPARE IT



Name one similarity
and one difference
between this text
and another.

10 – CURIOSITY QUESTION



Ask a question
the text made
you wonder about.

11 – CONVINCE US



Who would enjoy
this book?
Give two reasons.

12 – ONE-LINE REVIEW



Sum up the book in
one clear sentence.



MY BOOK WEEK READING LOG



Name: _____ Week beginning: _____

This week's reading goal:

Date	Title	Author	Pages or minutes	Rating
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆

A book I recommend:



I recommend it because:



CHARACTER DETECTIVE

Foundation-Year 2



Name: _____

Book title: _____

Character name: _____

Draw the character. Add details from the

I notice...

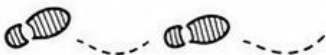
The character says...

The character does...

The character feels...

I think the character is _____

because _____





CHARACTER DETECTIVE

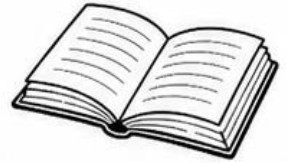
66
99

Years 3–6

Name: _____

Book title: _____

Character: _____



CLAIM

The character is _____



EVIDENCE

Text evidence — words, actions or thoughts	What this suggests

MOTIVATION

What does the character want? Why?

CHANGE

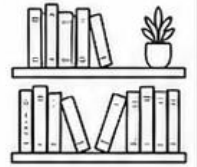
How does the character change from beginning to end?

JUDGEMENT

Which decision reveals the most about the character? Explain.



READ & SEQUENCE



The Lantern in the Library



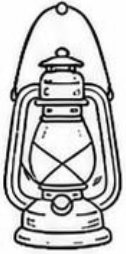
Name: _____



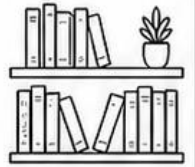
On the final afternoon of Book Week, Mila stayed behind to return a stack of books. A silver key slipped from the pages of an old atlas. Curious, she tried it in a tiny door beneath the reading stairs. The door opened onto a dark room filled with paper lanterns. Only one lantern was glowing. A note beside it read, "Carry this light to the book that has been forgotten." Mila followed the lantern's beam to a dusty shelf. There she found a storybook with a bow-tied bird. She read the first page aloud. At once, every lantern lit up and the hidden room filled with colour. Mila placed the storybook on the New Discoveries display so other readers could find it.

Read the story. Then write 1–6 beside the events to show the correct order.

☐	She read the first page aloud.
☐	A silver key slipped from an atlas.
☐	Mila placed the storybook on display.
☐	She opened a tiny door.
☐	The lantern led her to a dusty shelf.
☐	Mila stayed behind to return books.



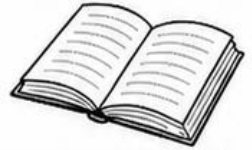
READ & SEQUENCE



The Lantern in the Library



ANSWERS



On the final afternoon of Book Week, Mila stayed behind to return a stack of books. A silver key slipped from the pages of an old atlas. Curious, she tried it in a tiny door beneath the reading table. The door opened onto a dark room filled with paper lanterns. Only one lantern was glowing. A note beside it read, "Carry this light to the book that has been forgotten." Mila followed the lantern's beam to a dusty shelf. There she found a storybook with a bow-tied wizard. She read the first page aloud. At once, every lantern glowed and the hidden room filled with colour. Mila placed the storybook on the New Discoveries display so other readers could find it.

Read the story. Then write 1–6 beside the events to show the correct order.

5

She read the first page aloud.

2

A silver key slipped from an atlas.

6

Mila placed the storybook on display.

3

She opened a tiny door.

4

The lantern led her to a dusty shelf.

1

Mila stayed behind to return books.



SEQUENCE & RETELL

The Lantern in the Library



Name: _____

Use the story to complete the map.

BEGINNING

Who? Where? What happens first?

MIDDLE

What discovery changes the story?

END

What happens after the book is read?

RETELL IN 4 STEPS

1 — First

2 — Next

3 — Then

4 — Finally

MESSAGE

What idea does the story suggest about forgotten stories or sharing books?





SEQUENCE & RETELL

The Lantern in the Library



ANSWERS

Use the story to complete the map.

BEGINNING

Who? Where? What happens first?

Mila stays behind in the library and finds a silver key.

MIDDLE

What discovery changes the story?

She opens a hidden room and follows a lantern to a forgotten book.

END

What happens after the book is read?

She reads the book; the lanterns glow; she puts it on display.

RETELL IN 4 STEPS

1 — First

Mila finds a key.

2 — Next

She opens the tiny door.

3 — Then

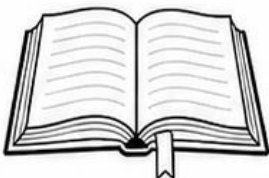
The lantern leads her to a forgotten book.

4 — Finally

Mila reads and shares the book.

MESSAGE

What idea does the story suggest about forgotten stories or sharing books?



Suggested: Stories come alive when readers discover and share them.



MY BOOK REVIEW



Foundation-Year 2

Name: _____

Book title: _____

Author: _____



Draw your favourite part.

My rating:



I liked this book because...

I would tell a friend...





BOOK REVIEW



Years 3-6

Name: _____

Author: _____

Book title: _____

Text type: _____



ONE-SENTENCE SUMMARY



Summarise the text without giving away the ending.



KEY IDEA OR THEME



What bigger idea does the text explore?



EVIDENCE



Describe one moment, detail or quotation that supports your thinking.



CRAFT CHOICES



Which word, image, structure or viewpoint choice was effective? Why?



EVALUATION



What worked well? What could be stronger?

My rating: ☆ ☆ ☆ ☆ ☆



RECOMMENDATION



Who would enjoy this text? Give a clear reason.



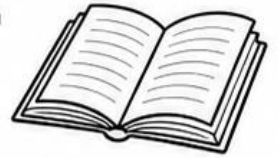


THEME & EVIDENCE

66

Years 5-6

99



Name: _____

The Empty Chair

Each Friday, the class held a book circle. One chair was always left empty for a “future reader”. When new student Arlo arrived, he sat at the edge of the room and kept his book closed. During the discussion, the others spoke quickly and interrupted one another. Mei noticed Arlo's hand lift and fall. She moved the empty chair beside hers and said, “This place was waiting for you.” Arlo opened his book and shared a question that changed the whole conversation. The next day, the class added two more empty chairs.

1 – TOPIC

What one-word or short-phrase topic is explored?

2 – THEME

State a message about the topic in a complete sentence.

3 – EVIDENCE ONE

Choose one detail. Explain how it supports your theme.

4 – EVIDENCE TWO

Choose a different detail. Explain how it supports your theme.

5 – TITLE

How does the title “The Empty Chair” contribute to the theme?

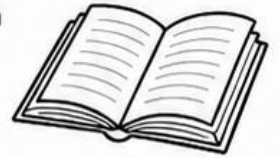


THEME & EVIDENCE

66

Years 5-6

99



ANSWERS

The Empty Chair

Each Friday, the class held a book circle. One chair was always left empty for a “future reader”. When new student Arlo arrived, he sat at the edge of the room and kept his book closed. During the discussion, the others spoke quickly and interrupted one another. Mei noticed Arlo's hand lift and fall. She moved the empty chair beside hers and said, “This place was waiting for you.” Arlo opened his book and shared a question that changed the whole conversation. The next Friday, the class added two more empty chairs.

1 – TOPIC

What one-word or short-phrase topic is explored?

Inclusion or belonging.

2 – THEME

State a message about the topic in a complete sentence.

A group becomes stronger when it makes space for every voice.

3 – EVIDENCE ONE

Choose one detail. Explain how it supports your theme.

Mei moves the empty chair beside Arlo and says the place was waiting for him.

This shows a deliberate welcome.

4 – EVIDENCE TWO

Choose a different detail. Explain how it supports your theme.

The class adds two more empty chairs the next Friday. This shows they

learned to include future readers.

5 – TITLE

How does the title “The Empty Chair” contribute to the theme?

The empty chair symbolises an invitation. It becomes a place where a new reader can belong.



COMPARE TWO TEXTS



Years 3–6

Name: _____

TEXT A

Title: _____

Author: _____

Text type: _____

Purpose: _____

Key idea: _____

One craft choice: _____

TEXT B

Title: _____

Author: _____

Text type: _____

Purpose: _____

Key idea: _____

One craft choice: _____

ONLY TEXT A

BOTH TEXTS

ONLY TEXT B

EVALUATE

Which text is more effective for its purpose? Explain with evidence from both texts.

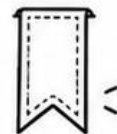




DESIGN A BOOK COVER



Name: _____



Create an original cover that gives readers useful clues without revealing too much.

FRONT COVER

PLAN YOUR DESIGN

Audience: _____

Genre and text type: _____

Mood: _____

Important image or symbol: _____

Title: _____

Author: _____

Illustrator: _____

MY COVER INCLUDES

- ☐ an easy-to-read title
- ☐ the creator's name
- ☐ one strong focal image
- ☐ a clue about genre or mood

BACK-COVER TEASER

Write two or three sentences that invite a reader into the text.



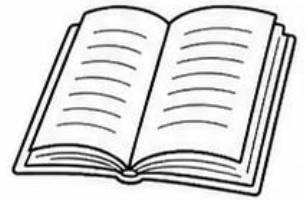


NON-FICTION FEATURES HUNT

Name: _____

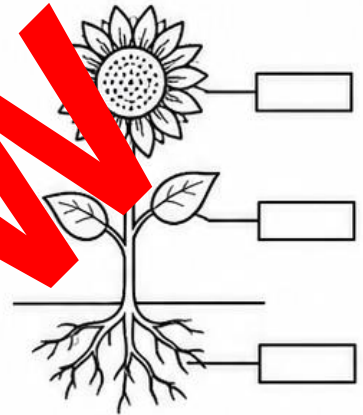
Book title: _____

Topic: _____



FEATURES I FOUND

- ☐ heading ☐ glossary ☐ photo or illustration
☐ contents page ☐ caption ☐ bold word
☐ index ☐ labelled diagram ☐ fact box



SHOW THE EVIDENCE

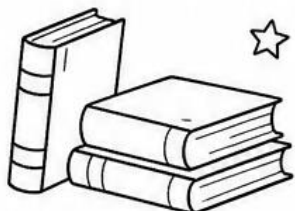
Feature	Example or page	How it helps the reader

THREE FACTS I LEARNED

1	
2	
3	

A NEW QUESTION I HAVE

BOOK WEEK SHOWCASE CHALLENGE



Assessment • Page 1 of 2



Name: _____

Chosen text: _____

Author or creator: _____



Create a showcase entry that helps others understand and want to explore your chosen text.



FOUNDATION-YEAR 2

Retell the beginning, middle and end. Draw your favourite part. Say why it matters.



YEARS 3-4

Summarise the text. Explain the character, setting and problem or situation.

Recommend it with reasons.



YEARS 5-6

Analyse theme and craft. Use evidence. Compare or contextualise the text and justify your recommendation.



PLAN YOUR SHOWCASE



My audience



My format



My key message



Evidence I will use



My opening hook

BOOK WEEK SHOWCASE: EVIDENCE & REFLECTION



Assessment • Page 2 of 2



Name: _____ Chosen text: _____

★ QUALITY CHECK ★

- | | |
|---|--|
| ☐ I identify the text and its creator. | ☐ I explain choices and their effect. |
| ☐ I communicate accurate key ideas. | ☐ I speak or write clearly for my audience. |
| ☐ I use evidence or details from the text. | ☐ I respect different reading preferences. |

EVIDENCE FROM MY TEXT



A CHOICE I MADE AND WHY



WHAT I LEARNED AS A READER



MY NEXT READING GOAL



HOW DID I GO?

Colour a star, then
explain one choice.





BOOK WEEK UNIT RUBRIC



Foundation – Year 6 • Apply age-appropriate expectations

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
COMPREHENSION	Identifies few details.	Tells some details.	Explains key ideas accurately.	Explains relationships among ideas.	Offers an insightful, precise interpretation.
EVIDENCE	Gives little or unrelated support.	Gives one relevant detail.	Presents clear, relevant evidence.	Integrates evidence to justify ideas.	Evaluates evidence and its significance.
ANALYSIS AND RESPONSE	States a simple opinion.	Explains one character, setting or feature.	Analyzes theme, structure or craft.	Connects craft choices to effect.	Compares perspectives and evaluates impact.
COMMUNICATION AND REFLECTION	Response is unclear or incomplete.	Communicates a basic response.	Organises a clear, audience-aware response.	Communicates fluently and reflects thoughtfully.	Crafts an engaging, purposeful response and sets a precise next step.

BOOK WEEK
Explore · Imagine · Connect



BOOK WEEK QUIZ

PREVIEW

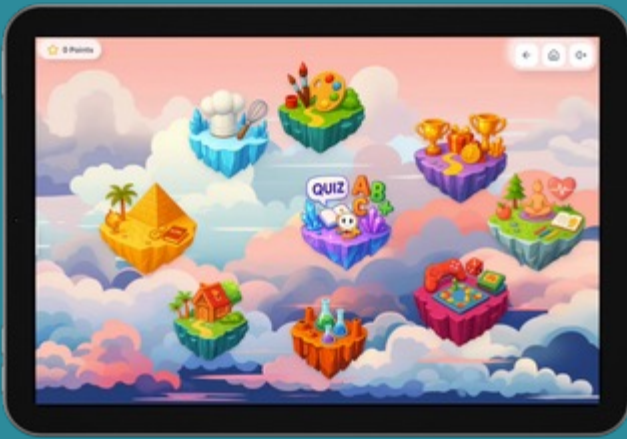


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Celebrating Book Week - Foundation-Year 2

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Worksheets: Reading Log + Meet My Character	
Worksheets: Story Map + Story Sequencing	
Game: Roll and Retell	
Worksheets: Book Report, Review + Non-Fiction	
Activity: My Book Week Costume	
Worksheet: My Book Week Memories	
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Quiz: Celebrating Book Week	
Assessment: Book Week Story Skills	
Rubric: Celebrating Book Week Early Years Unit Rubric	



ADVENTURE

PREVIEW



AWAITS

PREVIEW



ON
EVERY

PREVIEW



PAGE!





Name: _____



My Book Week Brainstorm

Draw or write your ideas for Book Week.

Books I love

Characters I know

Places in stories

Activities to try

Questions I have

What I want to read





Name: _____

Our Book Week Celebration Plan



Draw or write how your class could celebrate Book Week.

Read



Create



Dress Up



Share



Our favourite idea





My Book Week Reading Log



Record the books you read or hear this week.

Name: _____

Book title _____

Author _____

My rating ☆ ☆ ☆ ☆ ☆

Book title _____

Author _____

My rating ☆ ☆ ☆ ☆ ☆

Book title _____

Author _____

My rating ☆ ☆ ☆ ☆ ☆

Book title _____

Author _____

My rating ☆ ☆ ☆ ☆ ☆

Book title _____

Author _____

My rating ☆ ☆ ☆ ☆ ☆



Meet My Character

Draw a character, then complete the ideas.

Name: _____

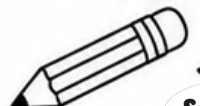
Name

Looks like

Feels

Likes

My character is _____ because _____.





Meet My Character

Draw your character and describe who they are.

Name: _____

Character sketch

What do they look like?

What do they do?

How do they feel?

What makes them special?

Character evidence





Name: _____

My Story Map

Draw or write the important parts of the story.



Characters

Setting

Beginning

Middle

End

Problem and solution

PREVIEW

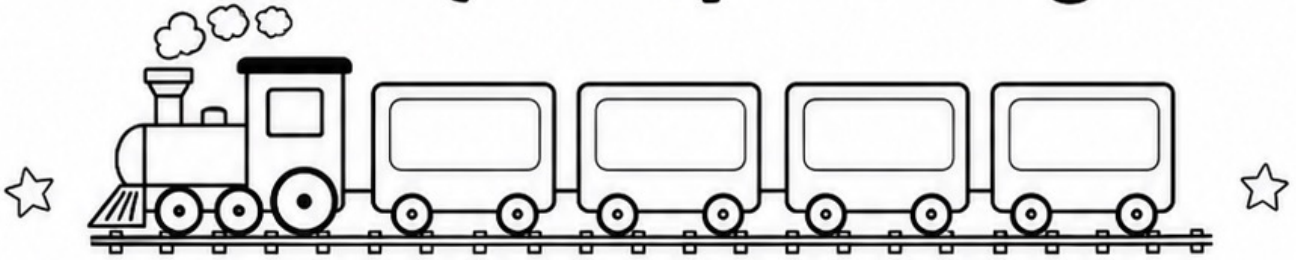




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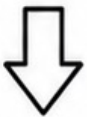


Story Sequencing

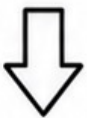


Draw four important events in order.

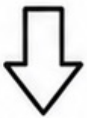
First



Next



Then



Last



Roll and Retell

Roll a die. Answer the matching prompt.



1

Who are the characters?



2

Where is the setting?



What happens at the beginning?



4

What happens in the middle?



5

What happens at the end?



6

What is the problem and solution?



Roll and Retell Recording Sheet



Roll, talk, then record your ideas.



Name: _____

1 Characters

2 Setting

3 Beginning

Middle

5 End

6 Problem and solution

PREVIEW

Name: _____



My Book Report

Page 1 - Book Snapshot



Book title _____

Author _____

Draw a new cover

A large, empty rectangular box with a thin black border, intended for a student to draw a new book cover. A large red 'PREVIEW' watermark is diagonally across the page, partially obscuring this box.

Write a summary

A large, empty rectangular box with a thin black border, containing several horizontal lines for writing a summary. A large red 'PREVIEW' watermark is diagonally across the page, partially obscuring this box.

My rating



I recommend this book because

Two parallel horizontal lines for a student to write why they recommend the book.



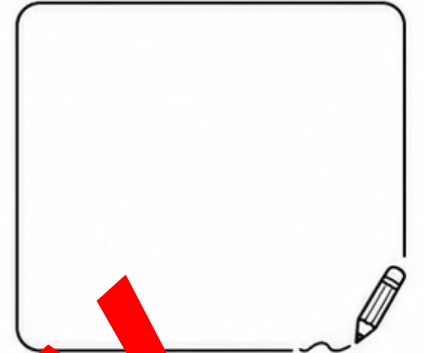
Name: _____

My Book Report

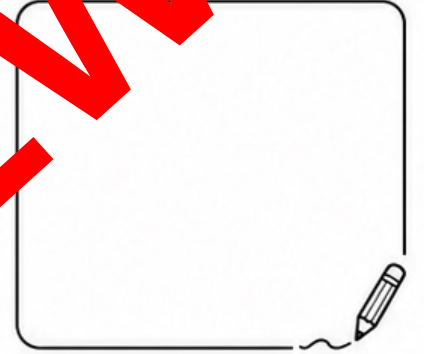
Page 2 - Story Thinking



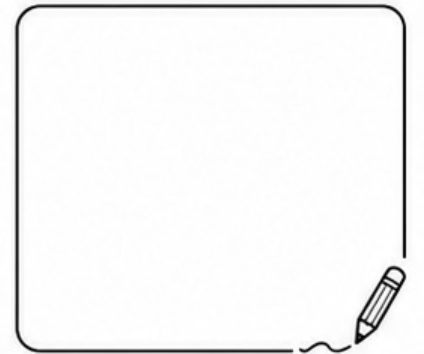
Beginning



Middle



End



My favourite character



My favourite part



A connection I made

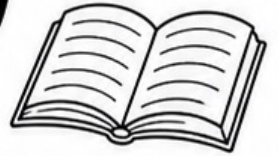


Name: _____



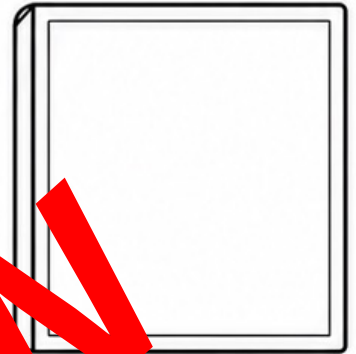
My Book Review

Share what you think about a book.



Book title _____

Author _____



What is the book about?

My favourite part

My rating

☐

I would recommend it

☐

I would not recommend it

My reason _____



Name: _____

Non-Fiction Reading

Record what you learn from an information book.



Book title _____

Author _____



Three things I learned

1

2

An interesting fact

A new word

It means _____



Name: _____

My Book Week Costume

Design a costume inspired by a book character.

My costume design



Character

Book

What I will wear

Props or details

Why I chose this character



Name: _____

My Book Week Memories



Draw or write about your favourite Book Week moments.

A moment I remember

My favourite book

An activity I enjoyed

A costume I liked

Something I learned

Book Week made me feel _____





Reading Adventurer Award

Presented to _____

for exploring new stories with curiosity and courage.

Date _____

Teacher _____

Brilliant Book Talker Award

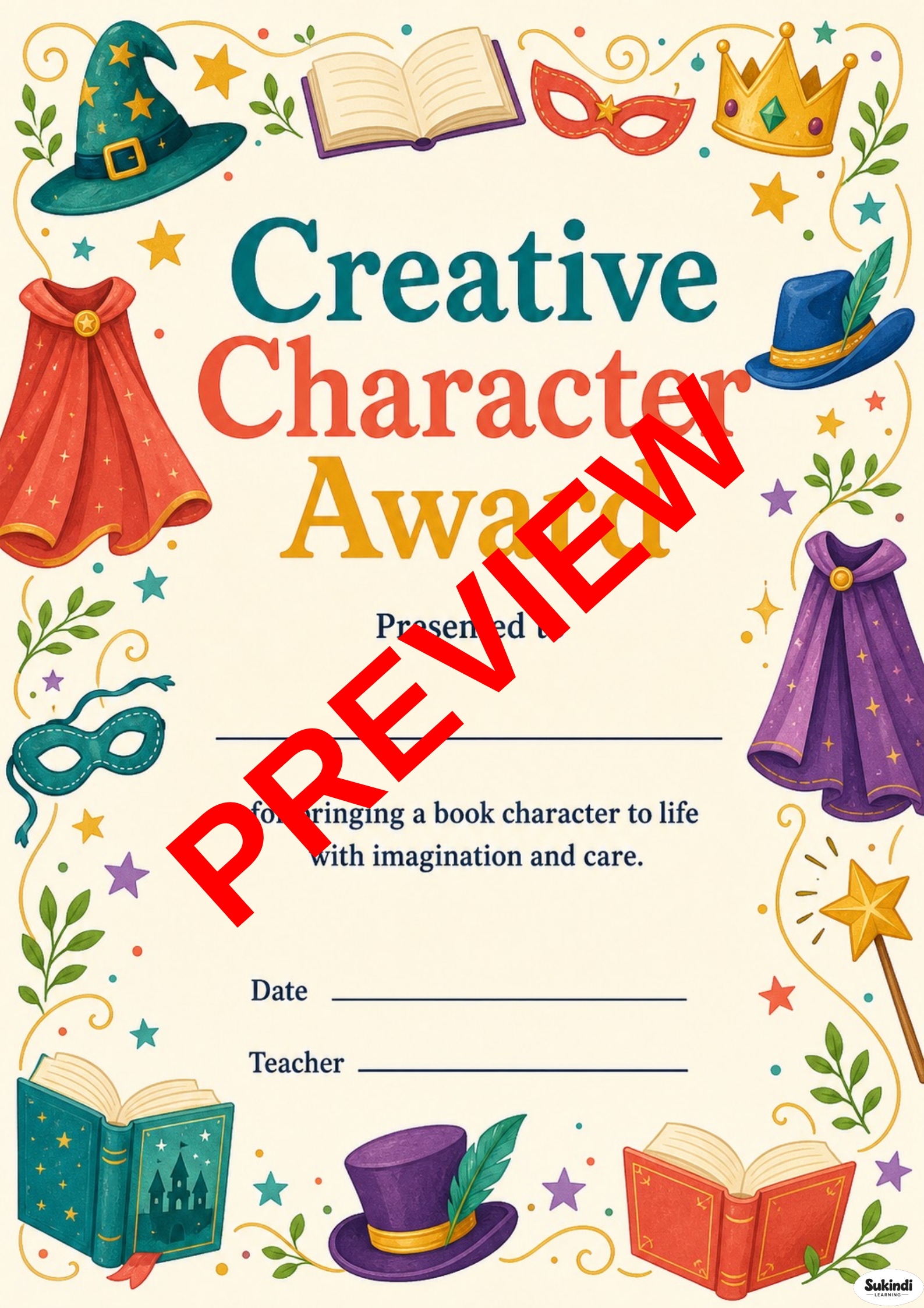
Presented to _____

for sharing thoughtful ideas about
books and listening to others.

Date _____

Teacher _____





Creative Character Award

Presented to _____

for bringing a book character to life
with imagination and care.

Date _____

Teacher _____

Book Week Story Skills - Assessment

Page 1 - Read and Think

Ruby's Reading Tent

Ruby built a reading tent under the library table. She placed three cushions and a basket of books inside. When the tent sagged, Ruby used pegs to hold the blanket. Soon, her friends joined her. They took turns reading aloud and returned every book to the basket.



1. Who is the main character?

2. Where does the story happen?

3. What problem does Ruby solve?

4. How does she solve it?

Book Week Story Skills - Assessment

Page 1 - Read and Think

Ruby's Reading Tent

Ruby built a reading tent under the library table. She placed three cushions and a basket of books inside. When the tent sagged, Ruby used pegs to hold the blanket. Soon, her friends joined her. They took turns reading aloud and returned every book to the basket.



1. Who is the main character?

Ruby.

2. Where does the story happen?

Under the library table in the library.

3. What problem does Ruby solve?

The reading tent sagged.

4. How does she solve it?

She used pegs to hold the blanket.

Book Week Story Skills - Assessment

Page 2 - Sequence and Respond

Name: _____

Date: _____

1. Put the events in order.

Write 1, 2, 3 and 4 in the boxes.

Ruby's friends joined her.

Ruby built a reading tent.

Ruby used pegs to hold the blanket.

Everyone returned the books.



2. Retell the story.

Beginning	Middle	End

3. What made Ruby a helpful reader?

4. Draw or write a connection to the story.

Book Week Story Skills - Assessment

Page 2 - Sequence and Respond

ANSWERS _____

Date: _____

1. Put the events in order.

Write 1, 2, 3 and 4 in the boxes.

3

Ruby's friends joined her.

1

Ruby built a reading tent.

2

Ruby used pegs to hold the blanket.

4

Everyone returned the books.



2. Retell the story.

Beginning	Middle	End
Ruby built a reading tent.	The tent sagged, Ruby used pegs.	Friends read together and returned the books.

3. What made Ruby a helpful reader?

She solved the problem, shared the space and cared for the books.

4. Draw or write a connection to the story.

Suggested answers will vary.



Celebrating Book Week Early Years Unit Rubric

Student: _____

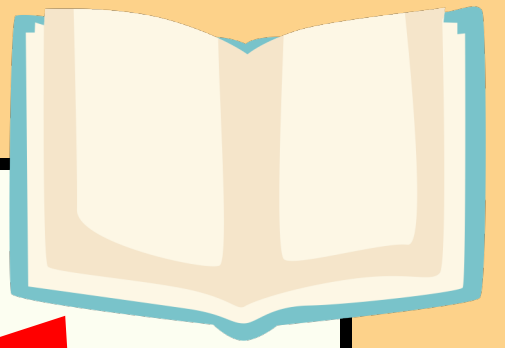
Date: _____

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Story elements	Names one idea with support	Identifies one story information	Identifies character, setting and problem	Explains story elements with details	Connects story elements clearly
Sequence and retell	Shares one event with support	Orders some events	Retells beginning, middle and end	Retells key events in clear order	Retells fluently with important details
Reading response	Draws or names a simple response	Shares a relevant idea	Explains a favourite part or connection	Supports ideas with story details	Explains thoughtful ideas independently
Participation	Joins in with support	Joins some reading activities	Listens, shares and participates	Contributes positively and confidently	Encourages others and extends discussion

PREVIEW
Celebrating Book Week



Welcome to Book Week



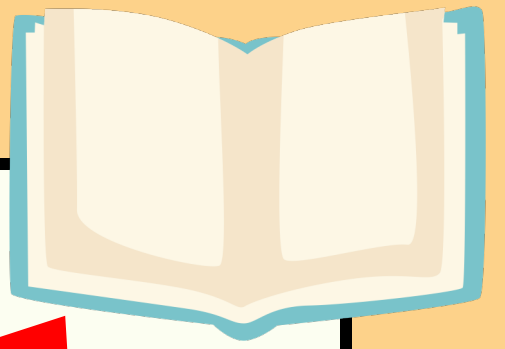
Book Week is a time to celebrate stories, information books and the joy of reading.

We will read, talk, create and share together.



PREVIEW

What Is Book Week?



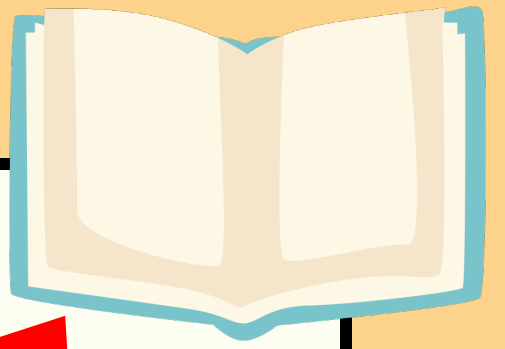
Book Week brings readers together.

We can discover new books, visit favourite sites and celebrate the people who make stories



PREVIEW

Why Reading Matters



Reading helps us learn new things.

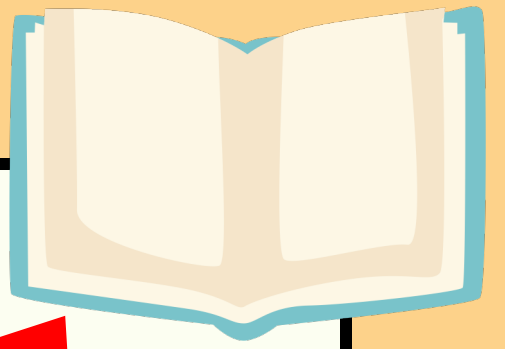
Stories take us on adventures.

Books help us understand ideas, feelings, and other people.



PREVIEW

Choosing a Just-Right Book



Look at the cover and title.

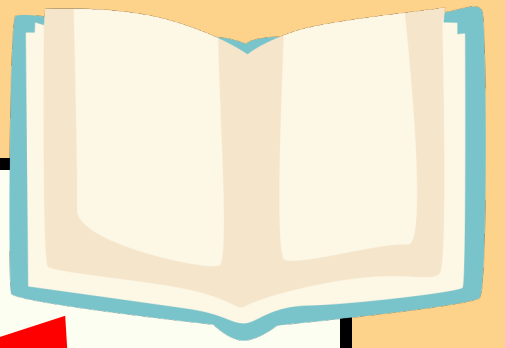
Read a little or listen to a page.

Choose a book that interests you and feel comfortable to explore.



PREVIEW

Listening Like a Reader



Face the speaker.

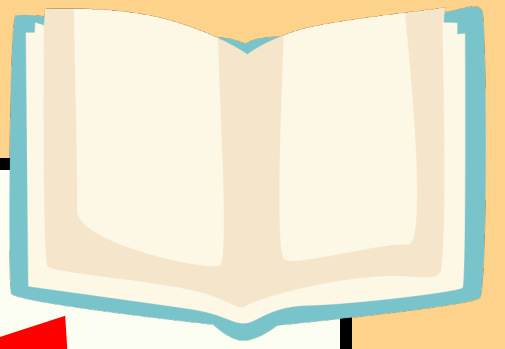
Listen for important details.

Think about the structure and words.

When you turn, show...



PREVIEW



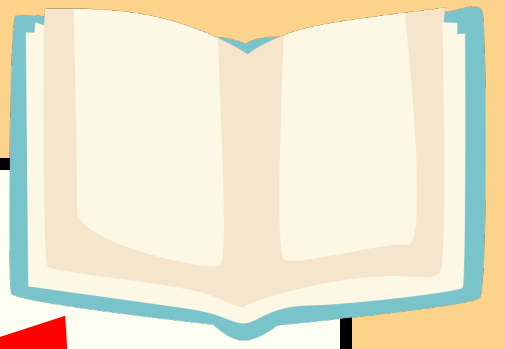
Meet the Character

A character is a person, animal or imagined being in a story.
Notice what the character says, does, thinks and feels.



PREVIEW

Discover the Setting

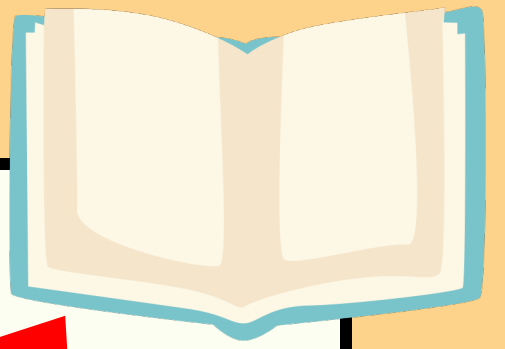


The setting is where and when a story happens.
Look for clues about the place, time, weather and surroundings.



PREVIEW

Beginning, Middle and End



The beginning introduces the story.

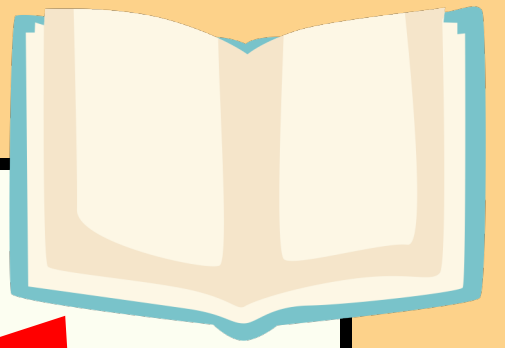
The middle develops the event.

The end shows how the story finishes.



PREVIEW

Find the Problem



A story problem is something a character needs to solve for or understand.

Ask: What is not going to plan?

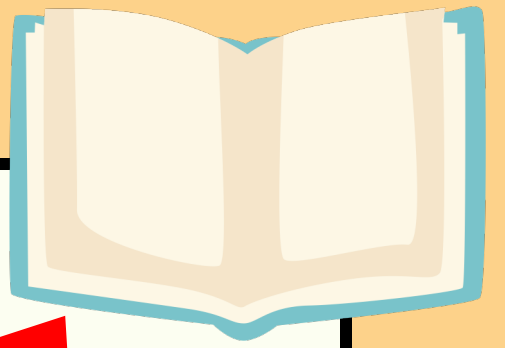


PREVIEW

Notice the Solution

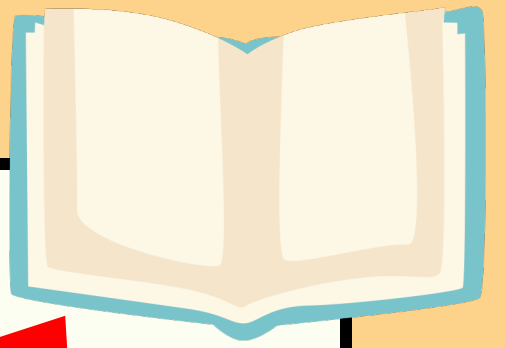
The solution is how the problem is solved

Ask: What did the character do? What changes?



PREVIEW

Retell the Key Events



Tell the important events in order.

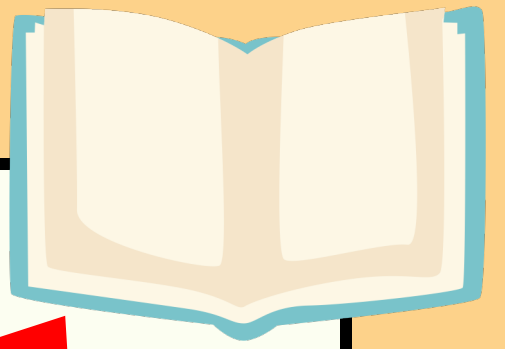
Use sequence words: first, next, then, and last.

Leave out tiny details that do not change the story.



PREVIEW

Ask Questions as You Read



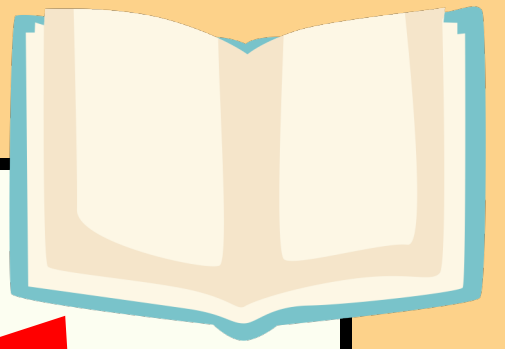
Before: What might happen?

During: Why did the character do that?

After: What did the story help me understand?



PREVIEW



Make a Connection

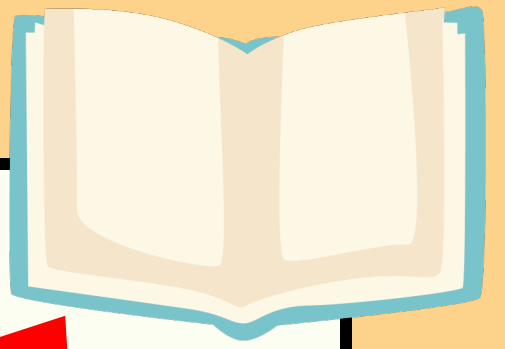
A story may remind you of your life, another book, or something in the world.

Explain what is similar and why it matters.



PREVIEW

Share a Book Talk

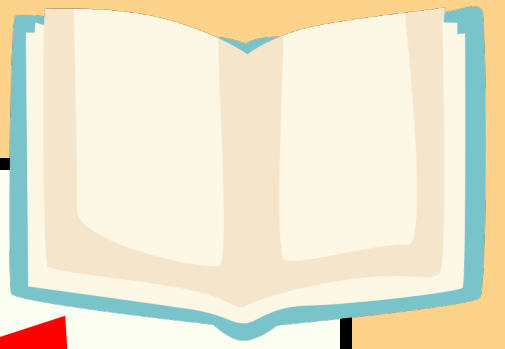


Name the book and give a short summary.
Share a favourite part without spoiling the ending.
Explain who might enjoy it and why.



PREVIEW

Take the Reading Challenge

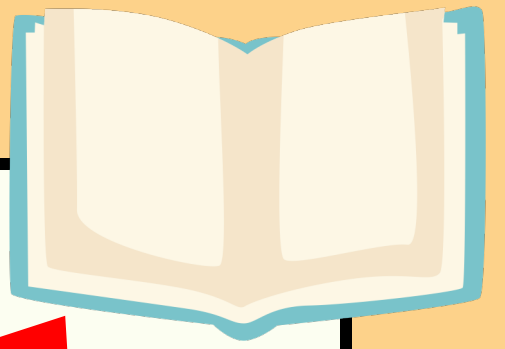


Read or listen to different kinds of books this week
Record each title and share your new discovery with the class



PREVIEW

Plan a Character Costume



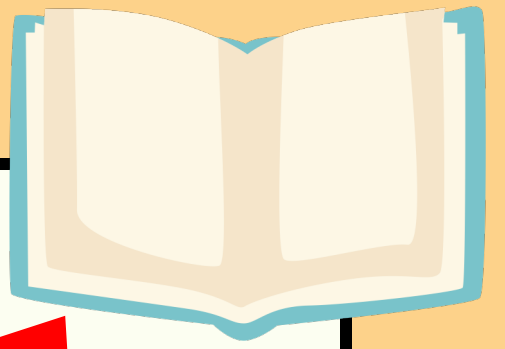
Choose a character you understand.

Use simple clothing, colours and props to show important character clues.



PREVIEW

Celebrate Every Reader



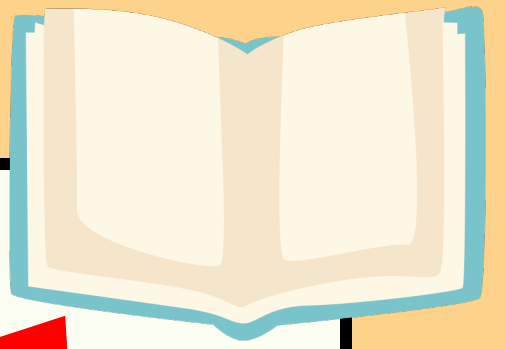
There is no single right kind of reader.

We can enjoy different books, share them with each other and help everyone feel included.



PREVIEW

Our Book Week Plan



Read together.

Explore characters and story elements.

Play Roll and Read.

Create costume ideas.

Share reflections and celebrate.



PREVIEW



PREVIEW

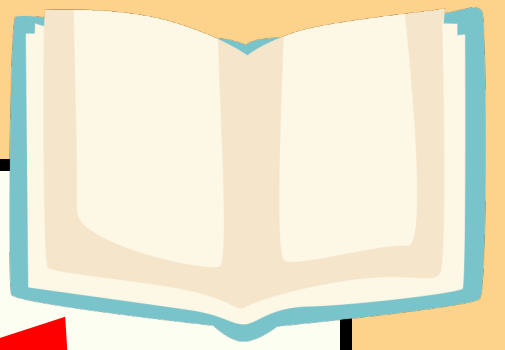
Well Done!



PREVIEW

Celebrating Book Week Quiz





Question 1

What is Book Week?

A. A week with no books

B. A celebration of books and reading

C. A sports competition

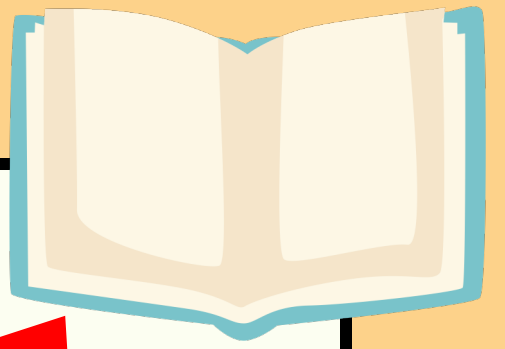
D. A movie challenge



PREVIEW

Answer 1

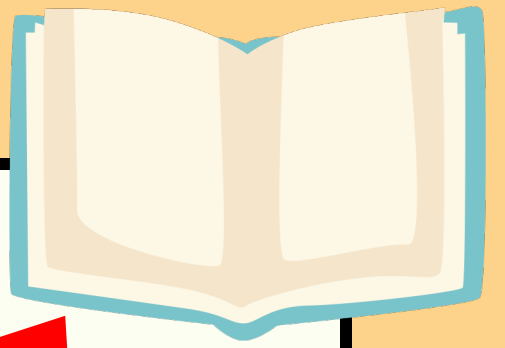
B. A celebration of books and reading.



PREVIEW

Question 2

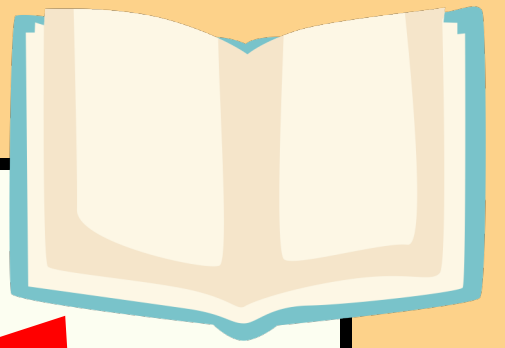
True or false: A thoughtful listener waits for a turn and listens for important details.



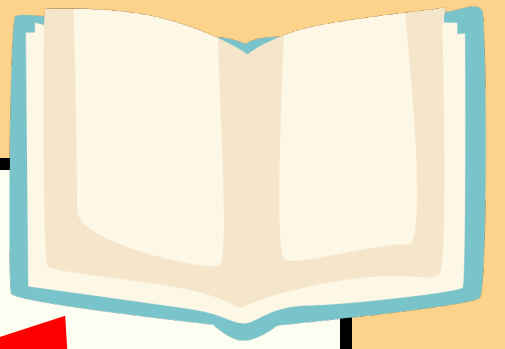
PREVIEW

Answer 2

True. Thoughtful listeners focus, wait and respond respectfully.



PREVIEW



Question 3

Which detail tells us about a character?

A. The cave is dark.

B. Mina carries an umbrella and helps her friend.

C. It is midnight.

D. The mouth is beside the river.

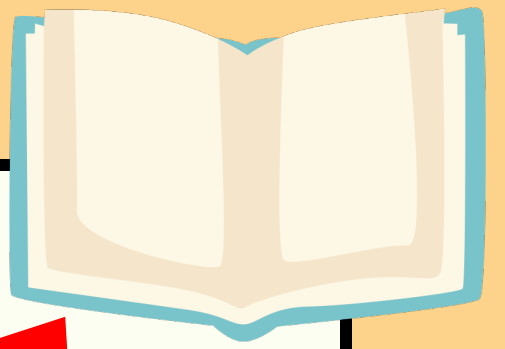


Answer 3

B. Mina carries a red umbrella and helps her friend. This tells us what she has and what she does.



Question 4



Short answer: Where is the setting?

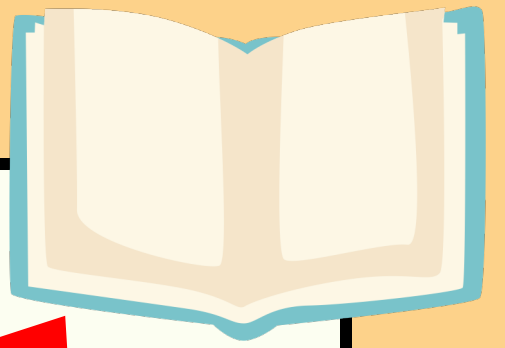
The puppy sleeps beside the fireplace in a cosy cottage.



PREVIEW

Answer 4

The setting is a cosy cottage, beside the fireplace.



PREVIEW



Question 5

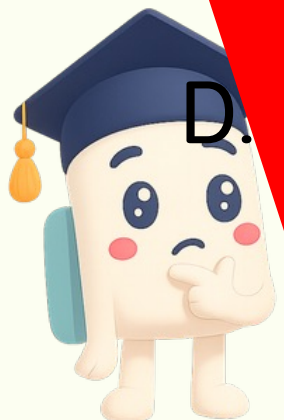
Kai chose a book, read it to a friend and returned it to the shelf. What happened first?

A. Kai returned the book.

B. Kai chose a book.

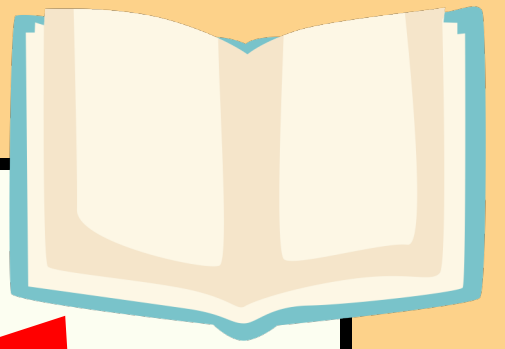
C. Kai read to a friend.

D. Kai left the library.



Answer 5

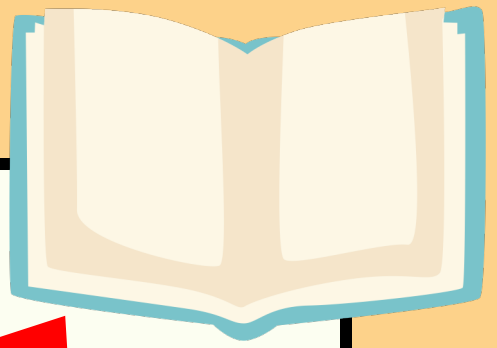
B. Kai chose a book first.



PREVIEW

Question 6

True or false: The problem is the part that explains how everything is fixed.

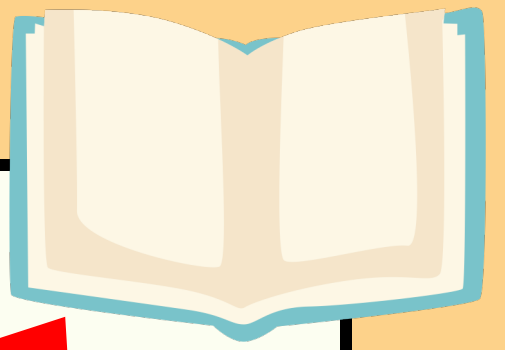


Answer 6

False. The problem is the challenge. The solution explains how it is solved.



PREVIEW



Question 7

A bookmark keeps slipping out of Tia's book. Which is the best solution?

A. Close the library.

B. Use a paper clip to hold the bookmark.

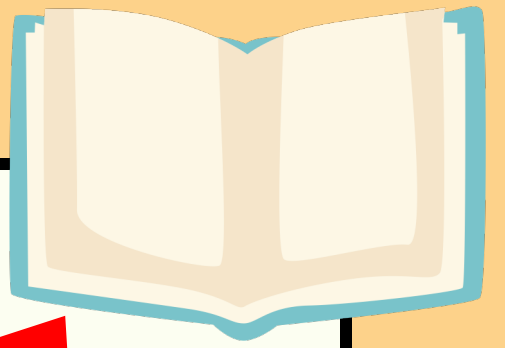
C. Turn the book.

D. Tear out the pages.



Answer 7

B. Use a paper clip to hold the bookmark



PREVIEW



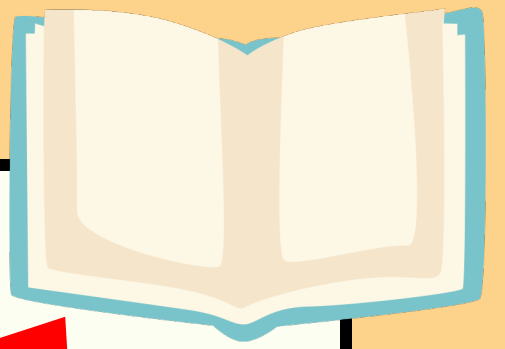
Question 8

Short answer: Retell this in beginning, middle and end.

Nora packed a blanket for outdoor reading. Rain began. She moved inside and read by the window.



Answer 8



Beginning: Nora packed a blanket. Middle: Ron began. End: She moved
inside and read by the window.



PREVIEW



Question 9

Which is the strongest book-talk sentence?

A. It has pages.

B. I enjoyed the story because the author made me think.

C. This is a really good book.

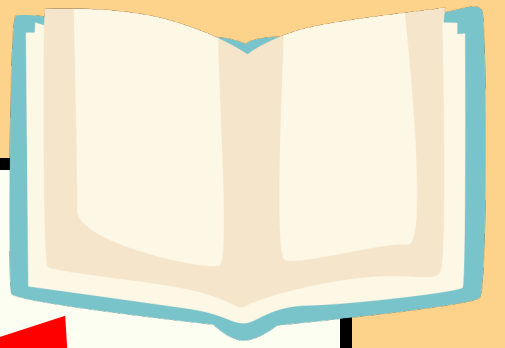
D. Books are books.



Answer 9

B. I enjoyed the mystery because the clues made me think.





Question 10

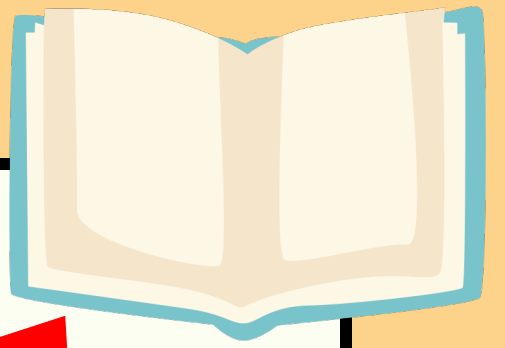
Short answer: Name one connection you could make while reading a story.



PREVIEW

Answer 10

Answers will vary. You might connect the text to your life and see how it connects to something in the world.





PREVIEW

Well Done!

