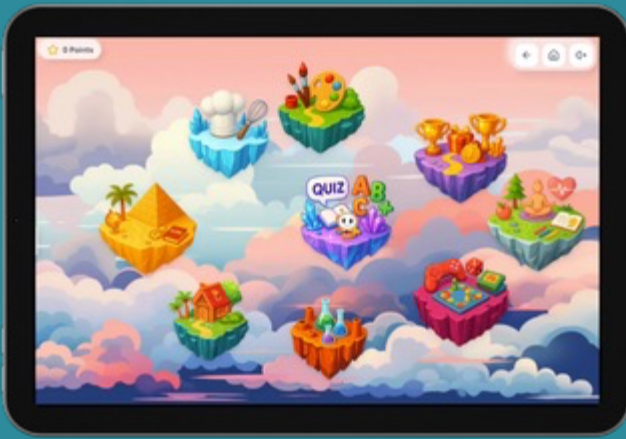


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Book Week Unit - Foundation–Year 6

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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 magic 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...

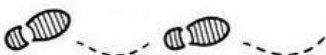
The character says...

The character does...

The character feels...

I think the character is _____

because _____





CHARACTER DETECTIVE

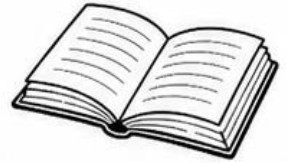
66
99

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

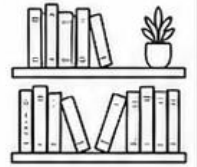
How does the character change from beginning to end?

JUDGEMENT

Which decision reveals the most about the character? Explain.



READ & SEQUENCE



The Lantern in the Library



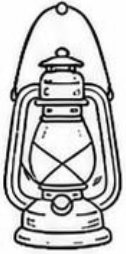
Name: _____



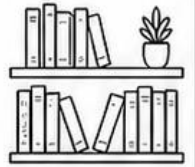
On the final afternoon of Book Week, Mila stayed behind to return a stack of books. A silver key slipped from the pages of an old atlas. Curious, she tried it in a tiny door beneath the reading stairs. The door opened onto a dark room filled with paper lanterns. Only one lantern was glowing. A note beside 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.



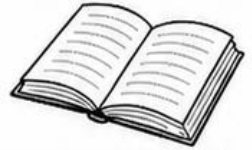
READ & SEQUENCE



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

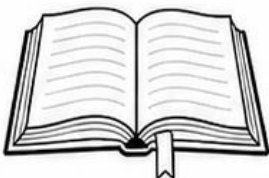
The lantern leads her to a forgotten book.

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.



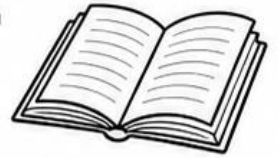


THEME & EVIDENCE

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?

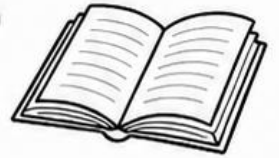


THEME & EVIDENCE

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.

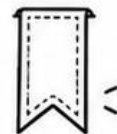




DESIGN A BOOK COVER



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.



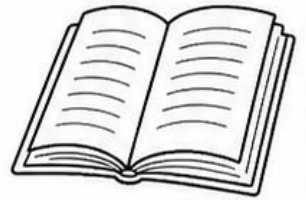


NON-FICTION FEATURES HUNT

Name: _____

Book title: _____

Topic: _____



FEATURES I FOUND

☐ heading

☐ glossary

☐ photo or illustration

☐ contents page

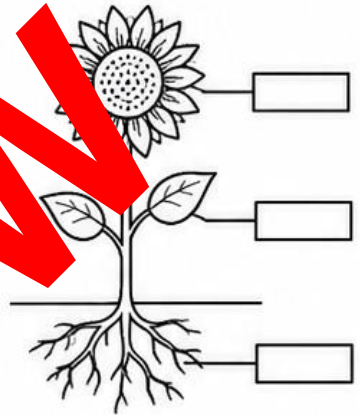
☐ caption

☐ bold word

☐ index

☐ labelled diagram

☐ fact box



SHOW THE EVIDENCE

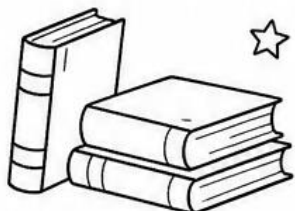
Feature	Example or page	How it helps the reader

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.



PREPARE 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.	Analyses 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

