



Paired reading drama activities

Activities to build pupil
confidence in reading aloud

Age 8-12

CFE Second Level

Resource created by
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**Scottish
Book Trust**
inspiring readers and writers

About this resource

In this resource, you will find drama ideas and activities to carry out with your older pupils to help them build confidence in bringing picture books to life. These activities can be used throughout your paired reading project, and can help reinforce learning.

Whoosh! game

EXA 2-12a

This is an excellent icebreaker game to warm and loosen up for drama activities!

To send a Whoosh: recreate a wizard swishing his wand towards something, directing your hands to the person either on your left or right and say the word 'Whoosh!' Send the 'Whoosh' to the person on your left, this continues in the same direction around the circle until it comes back to the first person.

To block a Whoosh: Make an X symbol with your arms above your head and say 'Woah'. This then sends the Whoosh back the way it came. This is the only action that can change the direction of the Whoosh.

Zap: A Zap can be done at any point during the game, but is very useful if people are blocking your Whoosh. Using both arms create an arrow shape facing across the circle, make eye contact with your chosen person, point at them & say 'Zap'. This then gives your chosen person the Whoosh which they send any way round the circle.

Boom Chicka Boom

EXA 2-12a

This is a call and response game and allows pupils to explore using different voices out loud.

Pupils repeat each line after the teacher.

Boom Chicka boom

Boom Chicka boom

Boom Chicka Rocka Chicka Rocka Chicka Boom

Ha Ha

Hee Hee

The aim is to try using different character voices from your chosen picture books. Encourage the pupils to try and be as experimental as possible.

Voices and emotions

EXA 2-12a, HWB 2-01a

Pick a part of your chosen book where a character is feeling a strong emotion. Ask the pupils how they think this part should be read out. What kind of tone and pitch of voice would convey the emotion best?

Ask pupils to choose a part of the book they enjoyed reading. In pairs, they can try out different voices, different styles, and different emotions.

Good examples might include:

- 'I AM BAT. I do not like mornings' (grumpy voice); 'If you take my cherries I will be ANGRY' (angry voice); 'I will know if you take one' (suspicious voice) *I am Bat* by Morag Hood
- 'This sent Eric into a worrying whirl. What is his fur got wet? What if water went in his eyes? What is he sank to the bottom of the pool?' (worried voice); 'Look Flora!', cried Eric. 'I'm swimming....ALL BY MYSELF!' (joyful voice) *Eric Makes a Splash* by Emily Mackenzie

This activity can lead into discussion about feelings. Ask your pupils why they chose to read out their parts in a certain way. Invite your pupils to comment on how the characters are feeling. How do we know how the characters feel just by looking at the illustrations, and why might the characters feel the way they do? Can pupils ever think of times they felt the same way? What would they do in the character's position?

Go and Freeze game

EXA 2-12a

Ask the pupils to move around the room listening for the instructions "Go" and "Freeze".

Go = move around, Freeze = stop as quickly as possible.

As the group begin responding to the two commands, begin to describe how you want them to move around inspired by characters from books. For example, ask them to recreate the robots trying to get away from the collectors in *One Button Benny* by Alan Windram or Eric and Flora splashing in muddy puddles in *Eric Makes a Splash*.

After this activity, talk about why the pupils chose to portray the characters' movement in the way they did. Which character traits inspired them?

Sticky toffee

EXA 2-12a, ENG 2-03a

This activity is a fun vocal warm up to develop confidence in reading aloud.

The teacher asks the class to copy, then mimes opening up a sweetie, popping it in their mouth and chewing. The teacher uses big movements of the mouth to show the more they chew the stickier the sweetie is becoming.

The teacher should then read a page from a book with the class copying in a call and response style. The voice to begin with should be slow and muffled as you imagine the sweetie is making it very difficult to speak. As they try moving the sweetie to different areas of the mouth (cheek, top of the mouth, back, front) each time the way in which they read will change until eventually the sweetie is swallowed and everyone can read in a clear loud voice.

Which book?

EXA 2-12a

This game uses mime to bring characters from the books to life.

Pupils work in pairs and choose two characters from the same book and mime an action that the characters do in the book. The rest of the class have to guess the book.

Following this, pupils work in small groups; they select a book and have to agree on three main plot points. They then create still pictures (tableaux) to represent these three main points, showing pictures to the class in the correct order. The class then guess which book is being portrayed. This can open up discussion around why these three pictures were chosen and how they influenced the audience's guesses.