



## Activity dice ideas from The Literacy Place



### Question dice

#### Reading

##### **Buddy questions**

After guided reading, the students work with a partner and read the text or a section of the text. They read a paragraph/page and take turns to throw the dice and ask each other questions.

##### **Character hotseat**

After guided or shared reading, one student becomes a character in the text. The other students take turns to roll the dice and ask the student a question using the stems on the Question dice.

For example, for an article about a BMX rider using the question stem 'Why?' a student could ask 'Why did you want to become a BMX rider?'

If the text does not contain this information, the students use their own prior knowledge and what is in the text to infer what the answer might be.

#### Writing

##### **Quick write: collaborative stories**

Students work with a buddy. They take turns to throw the dice, then write down an answer to the question. If the dice lands on the same detail twice, students can either change their detail or roll again.

For example:

What? Kicking a soccer ball

Where? At the park

Who? A purple monster

Why? Practising for the Monster games

When? Early in the morning

How? Happily

They then have to include all the answers in a short piece of writing.

##### **Dice recounts**

Students roll the dice and use the question prompts to write their weekend news. This is an engaging activity that works well with students who are new to English.



## Detail dice



Detail dice key

## Reading

### Guess the character

One student thinks of a book character. The other students take turns to roll the dice. They say the detail and the student says what the character might see, hear, etc. The other students try to guess who the character is.

Examples for the character of Cinderella:

-  A dirty floor
-  I wish I could go to the ball.
-  Dressing her stepsisters

### Detail detective race

Students take turns to throw the Detail dice and everyone tries to find that detail in the text.

For example:

-  For hear, a student could find the sentence:

*'The barn owl's call echoed in the still night air.'*

The person who finds the detail calls out 'Stop!' and reads their detail.

As an alternative, all students could have a period of time to search for the detail, write it down and then share as a group.

### Character hotseat

After reading, one student becomes a character in the text. The other students take turns to roll the Detail dice and ask the student a question using the details on the dice.

For example:

-  For the fairy story *Jack and the Beanstalk*, using the detail Feel (inside) a student could ask, 'How did you feel when your mum was mad at you for selling the cow for some beans?'

This activity encourages students to infer using information from the text and their own prior knowledge.

## Writing

### Partner-check

Students throw the Detail dice and take turns to find that detail in each other's writing.

For example:

♥ For the detail Feel (inside), a student could find the sentence:

*'My nerves were on edge as I waited to see if my name would be called for the team.'*

If that detail wasn't in the writing, the student could either add it or make a decision that it is not needed.

### Moment in time poem

Use an image or freeze a video clip at a particular point. The teacher throws the Detail dice and students write a sentence that matches the detail.

For example:

Using an image of a tennis player:

👁️ I saw the ball coming towards me at lightning speed.

💭 I thought, 'Can I get there?'

🏃 I sprinted across the court.

🏃 I stretched and hit the best volley of my game.

👂 I heard the crowd roar.

💭 I thought, 'Is my luck changing?'

### Quick write: Show, don't tell

Project an image and throw the dice.

Students write a sentence that doesn't include the words 'see', 'hear', etc.

For example:

👁️ Using the image below for what you can see, a student could write:

*The giant ray floated gracefully passed me, flicking white sand in front of my camera.*

