

Read & Run

Easy Reading Activities
You Can Use in Class



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Introduction

Read & Run: Easy Reading Activities You Can Use in Class is a compilation of teacher-shared reading activities collected from FINCO Reads schools between 2023 to 2025 through the World Book Day Challenge. As part of the challenge, teachers shared reading activities they had carried out during English lessons to encourage pupils to read, respond, create, and think more deeply about texts. These activities reflect practical classroom approaches that support reading for pleasure, vocabulary development, comprehension, creativity, collaboration, and critical thinking. This compilation features selected reading activities by winners of FINCO's World Book Day Challenge. Each activity provides practical ideas that teachers may adapt according to the selected story, pupils' CEFR levels, learning needs, and available classroom resources.

Reading Activities by Category



Reading Comprehension Activities

Pass the Balloon

Boat Race

Fly Swatter
Story Swat

Balloon Quest



Creative Thinking Activities

Book Cover Design

Creating a Movie
Poster from the
Book We Read

Read and Write
Review



Digital Tools Integration Activities

Pick & Prove:
Reading Adventure

Undersea
Cleaning Spree

Act It Out: Storytelling
with Movement
and Kahoot!

01 Reading Comprehension Activities

1.1 Pass the Balloon



Category	Comprehension Activities
Teacher	Kamleshwary A/P Krishnasamy
School	SJK(T) Appar
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 4-5 • Whole-class activity
Time Needed	30-40 minutes
Skills Focus	Reading aloud, listening, reading comprehension, speaking

Activity Overview

Pass the Balloon is a shared reading activity where pupils take turns reading a story as they pass a balloon or soft ball to one another. The activity keeps pupils alert, engaged, and involved while building reading confidence and comprehension. It works well in mixed-ability classes because the teacher can control the level of support and challenge.



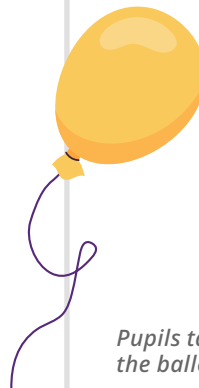
Pupils take turns reading as they pass the balloon around the group.



WHAT YOU NEED

- Short story card or printed text
- Balloon or soft ball
- Space for safe movement
- Whiteboard or chart paper

Optional: drawing paper and pencils



Activity Steps

1

Prepare the class

- Arrange pupils in a safe space where the balloon or soft ball can be passed gently.
- Give pupils a copy of the story or display the text clearly.

2

Model the reading

- Read the first line aloud. Model clear pronunciation, suitable pace, and expression.

3

Pass and read

- Pass the balloon to a pupil. The pupil who receives it reads the next sentence, then passes the balloon to another classmate.

4

Support when needed

- If a pupil is unsure, allow a friend or the teacher to help with the word. Keep the focus on participation and confidence.

5

Complete the story

- Continue until the whole story is read. The teacher may guide the balloon towards pupils who need support or additional challenge.

6

Add a response round

- After reading, pass the balloon again. Pupils answer a question, share their favourite part, or describe a character.



Questions You Could Ask Pupils

- Who is your favourite character and why?
- What is your favourite part of the story and what did you like about it?
- What do you think would happen if the bad guy became the good guy?
- Do you like the ending of the book? If you do, why? If you don't, what would you change?
- If the book continued, what would happen next?

7

Wrap up

- End with short reflection questions about the story and how pupils felt when reading aloud.



Reflection Questions



Which part of the story did you remember most?



Which word or sentence was difficult to read?



How did listening to your friends help you understand the story?



How did you feel when it was your turn to read?



Differentiated Activity (Optional)

A1



Use a shorter text with repeated sentence patterns. Allow pupils to read only one short sentence and respond by drawing a character or pointing to a picture.

A2 Low



Use a short text with manageable sentence length. After reading, pupils give a simple spoken response such as "My favourite part is..." or "I like the character because..."

A2 High

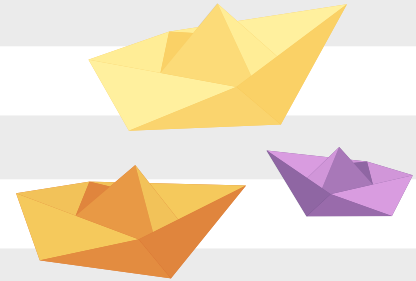


Use a longer text and ask pupils to explain a character trait, problem, or lesson from the story after their turn. They may also compare two parts of the story in their response.



1.2 Boat Race

Category	Comprehension Activities
Teacher	Vasanthi A/P Thiagarajan
School	SK Seri Tasik
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 4-5 • Group work
Time Needed	30-40 minutes
Skills Focus	Listening, reading aloud, reading comprehension, discussion



Activity Overview

Boat Race is a comprehension activity where pupils dressed as story characters read aloud while the other pupils listen. Pupils then answer questions from a Question Boat. It encourages listening, teamwork, discussion, and peer support among mixed-ability pupils.



WHAT YOU NEED

- Short story text
- Simple costume or prop for the storyteller
- Question Boat with comprehension questions
- Question cards
- Whiteboard or mahjong paper for scorekeeping

Optional: drawing paper for support



Pupils dressed as the story characters read aloud while the other pupils listen to the story.

Activity Steps

1

Choose the storyteller

- Place pupils in small groups.
- Ask one pupil from each group to dress up as a storybook character using a simple prop or costume.

2

Build interest before reading

- Group members guess the story based on the costume or clue.

3

Read the story aloud

- The storyteller reads the story aloud while group members listen carefully.

4

Pick from the Question Boat

- After reading, each group member picks a question card from the Question Boat.



Questions You Could Ask Pupils

- Name two words that describe the main character. (Example: kind, brave, angry, funny)
- Where did the story take place? Describe the setting in three words.
- What was the biggest challenge the characters faced in the story?
- What is a lesson you learnt from the main character of the story?
- Draw a quick picture of your favourite part of the story on the whiteboard/paper and explain it to your group members.

5

Discuss and answer

- The pupil who picks the question answers first. Group members may support with clues, drawings, gestures, or oral help.

6

Continue the race

- Continue until all questions are answered. The teacher monitors and checks responses.

7

Decide the winner

- The winning group may be based on the highest score, shortest time, or best teamwork.

8

Wrap up

- Celebrate participation and discuss which listening strategies helped pupils answer correctly.



Reflection Questions



What clue helped you answer the question?



How did your group help one another?



Which question was easy?
Which question was difficult?



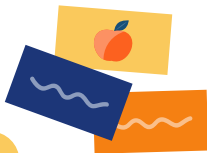
What did you learn from the story?



Differentiated Activity (Optional)

Original activity level: A1-A2 High (adaptable)

A1



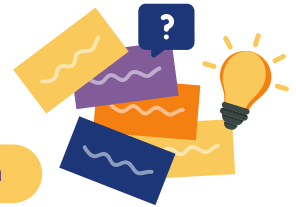
Use fewer question cards with mostly who, what, and where questions. Allow picture clues, key words, and peer support.

A2 Low



Use a mix of literal comprehension and simple vocabulary questions. Pupils answer in short phrases or simple sentences.

A2 High

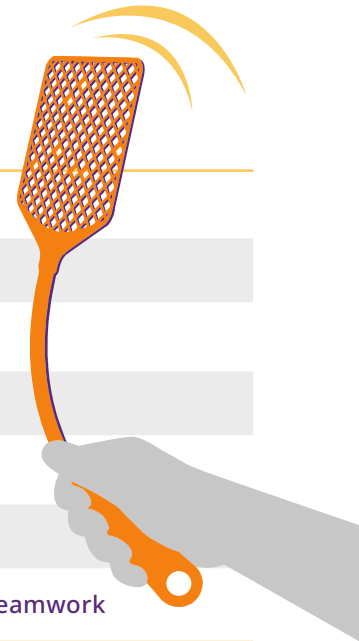


Add why/how questions and one prediction or opinion question. Pupils justify answers using details from the story.



1.3 Fly Swatter Story Swat

Category	Comprehension Activities
Teacher	Siti Faiznur Binti Norman
School	SK Padang Kubu
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 4-6 • Mixed ability / Pair work
Time Needed	30-45 minutes
Skills Focus	Listening, vocabulary recall, reading comprehension, teamwork



Activity Overview

Fly Swatter Story Swat is a fast, kinaesthetic comprehension game that helps pupils understand a story while staying active and engaged. After a read-aloud or shared reading, pupils work in pairs to listen to comprehension questions and “swat” the correct answer on the board. The movement and competition keep attention high, support teamwork, and help weaker pupils participate with confidence. The activity also strengthens listening, vocabulary recall, and quick comprehension because pupils must connect what they hear with key details from the text.

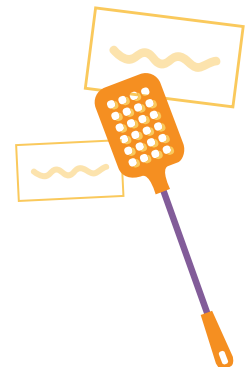


Pupils take turns using fly swatters to swat the correct answers on the board.



WHAT YOU NEED

- Fly swatter(s)
- Word or answer cards
- Whiteboard
- Story text



Activity Steps

1

Read a story first

- Pupils do a shared reading or read-aloud of a short story.
- Recap the key characters, events, and vocabulary.

2

Prepare the board

- Paste key words or answers from the story on the whiteboard.

3

Pair pupils up

- Put pupils in pairs. Mixed-ability pairing works well so partners can support each other.

4

Ask and listen

- Read one comprehension question aloud. Pupils discuss quickly with their partner.



Questions You Could Ask Pupils

- What is the name of the main character in the story?
- Who caused trouble for the main character?
- Who/What helped the main character when they were in trouble?
- How did everyone feel at the end of the story?



NOTE

The teacher may add story-specific questions based on the text that is being used in class.

5

Swat the answer

- On your signal, one pupil from each pair swats the correct word or answer on the board.

6

Score and rotate roles

- Award points for correct answers. Pupils swap roles each round.

7

Wrap up

- Review the main idea, key vocabulary, and lesson of the story.





Reflection Questions



Which word did you swat correctly?



Which clue from the story helped you find the correct answer?



How did you decide on the answer?



What part of the story helped you choose?



What new word did you learn?



Differentiated Activity (Optional)

Original activity level: A1-A2 High (adaptable)

A1



Use picture cards with matching words. Limit answer choices to 6–8 items and allow a word bank.

A2 Low



Use single words or short phrases as answer choices. Ask mostly literal comprehension questions.

A2 High



Use phrases or sentences containing evidence as answer choices. Add why/how questions and ask pupils to swat the best supporting answer.



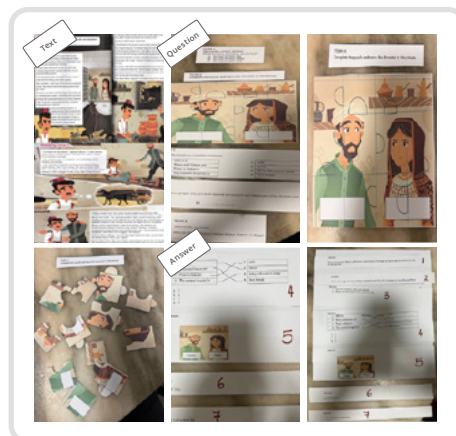
1.4 Balloon Quest



Category	Comprehension Activities
Teacher	Sunita Devi Binti Arafat Paramanandam
School	SK Rantau Panjang
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 4-6 • Group work / station rotation
Time Needed	35-60 minutes
Skills Focus	Reading comprehension, vocabulary, grammar, writing, teamwork, problem-solving

Activity Overview

Balloon Quest is a team-based reading challenge that combines comprehension, vocabulary, grammar, writing, time management, and problem-solving in an exciting station game. Pupils first listen to a story, then move through a series of timed stations to complete different reading-related tasks. At the end, they pop a balloon to reveal the answer key and check their work. The station format gives pupils a strong sense of purpose and movement, while the team challenge motivates them to stay focused. It is especially useful in mixed-ability classrooms because tasks can be adjusted by level and organised into different routes or 'treks'.

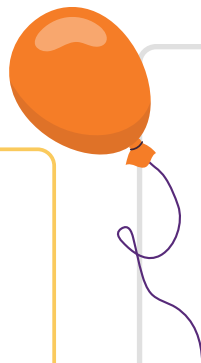


Tasks prepared for pupils at each activity station.



WHAT YOU NEED

- Story text or audio recording
- Station task cards
- Worksheets or answer sheets
- Balloons with answer keys inside
- Timer
- Tape, scissors and pencils
- Whiteboard for scoring



Pupils work together as a team to discuss and answer the questions at each station.

Activity Steps

1

Introduce the story

- Read the story aloud, play an audio recording, or ask pupils to read the story together.
- Make sure all pupils have access to the same story text.
- Remind pupils to refer to the story text during the activity.

2

Set up the stations

- Prepare several stations around the classroom.
- Each station should focus on a different reading task.
- Suggested station tasks:

- *Vocabulary*
- *Sequencing*
- *Comprehension*
- *Grammar*
- *Short writing*

3

Group the pupils

- Divide pupils into small teams.
- Use mixed-ability groups to encourage peer support.
- Alternatively, group pupils based on readiness level if they need different levels of support.



4

Explain the station rules

- Explain that each team will move from one station to another.
- Set a time limit for each station.
- Pupils must discuss their answers as a group.
- Pupils write their answers clearly on the answer sheet.
- When the timer ends, pupils move to the next station.

5

Begin the quest

- Start the timer.
- Ask pupils to begin the task at their first station.
- Encourage pupils to:
 - *read carefully*
 - *discuss their ideas*
 - *work together*
 - *refer to the story text*

6

Rotate between stations

- When the time is up, ask pupils to move to the next station.
- Continue the rotation until all groups have completed all stations.
- Remind pupils to stay with their group and move safely.

**Questions You Could Ask Pupils****Station 1 - Vocabulary**

- Find a word in paragraph 1 that means the same as 'very big'.
- Find two action words (verbs) in paragraph 2 and write them down.
- Find a word in the text that describes a sound.

Station 2 - Sequencing

- Look at the pictures provided. Put them in the correct order based on the story.
- What is the last thing the characters do before the story ends?
- True or False: [insert a fact from the chosen story].

Station 3 - Comprehension

- Why did the character go to the [insert location]?
Write the answer using: 'He/She went there because...'
- How many characters are there in this story altogether?
- Find the sentence in the text that proves the main character is a generous person.

Station 4 - Grammar

- Find all the pronouns used in paragraph 3.
- Find three past-tense verbs in the story that end with '-ed' (Regular verbs).
- Fix the punctuation in this sentence from the story.

Station 5 - Short Writing

- Write one sentence to say what you like most about the story.
- If you could add a new animal character to this story, what animal would it be and how would it help?
- Imagine you are the main character. Write a diary entry for that day using only two sentences starting with 'Today, I...'

7

Pop the balloon

- After completing all stations, each team pops a balloon.
- Inside the balloon, pupils find the answer key or checking guide.
- Pupils check their answers as a team.
- Pupils calculate their score.



8

Discuss the answers

- Go through selected answers with the class.
- Ask pupils to explain how they found their answers in the story.
- Encourage pupils to use simple sentence frames, such as:
 - *"I found the answer in paragraph..."*
 - *"I chose this answer because..."*

9

Wrap up

- End the activity with a short reflection.
- Highlight teamwork, reading skills, and effort.

**Reflection Questions**

Which station was the easiest?
Why?



How did teamwork help your
group finish the quest?



Which station made your
group think the most?



What detail from the story
helped you answer correctly?

**Differentiated Activity (Optional)**

Original activity level: A1-A2 High (adaptable)

A1

Create a simpler trek with matching, picture-word tasks, yes/no questions, and basic multiple-choice items.

A2 Low

Use short-answer, sequencing, vocabulary, and simple grammar tasks. Provide sentence starters or clue boxes.

A2 High

Use answer-key-friendly tasks such as ranking, choosing the best evidence, sequencing reasons, matching quotes to ideas, or solving a final challenge code. If using open-ended questions, place success criteria or sample answers in the balloon instead of a fixed answer key.



02 Creative Thinking Activities

2.1 Book Cover Design

Category	Creative Thinking Activities
Teacher	Baanupriya A/P Ramadas
School	SK Seri Alam 2
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 2-3 • Individual or small-group work
Time Needed	40-60 minutes
Skills Focus	Reading comprehension, vocabulary, creative response, speaking



Activity Overview

Book Cover Design is a creative post-reading activity that helps pupils show their understanding of a story through art, discussion, and short oral sharing. After reading a book from the classroom library, pupils identify the key characters, setting, and main idea, then redesign the book cover in a new and meaningful way. This encourages pupils to think carefully about what matters most in the story and how to represent it visually. The activity builds comprehension, vocabulary, creativity, and confidence as pupils explain why they chose certain images, colours, words, and taglines for their cover.



WHAT YOU NEED

- A short storybook
- Drawing paper or book-cover template
- Colour pencils, crayons or markers
- Pencils and erasers

Optional:
Word bank of story elements



Pupils work together to design and create a new book cover based on the story.



Activity Steps

1 Read a book of your choice

- Have the pupils read a short story through shared, guided, or paired reading.
- Briefly recap the main characters, setting, problem, and ending.

2 Discuss key story elements

- Guide pupils to talk about the important parts of the story.
- Ask simple questions about the character, setting, and main events.

3 Plan the cover

- Ask pupils to choose pictures, symbols, colours, and a short tagline that matches the story.

4 Create the new cover

- Pupils draw and colour a new book cover.
- Remind them to include the title and match the design to the story.

5 Present and explain

- Pupils show their cover to the class or a partner.
- They explain how their design connects to the story.

6 Display the work

- Display the covers in the classroom or a reading corner for others to see.

7 Wrap up

- End the activity with a short reflection.

**NOTE**

The book cover should show pupils' understanding of the story. Encourage pupils to explain their choices, such as why they chose a certain character, scene, colour, or tagline.



Reflection Questions



What is the most important part of your cover?



How does your cover show the story?



Why did you choose these colours or pictures?



Would your cover make someone want to read the book? Why?



Differentiated Activity (Optional)

A1



Provide a simple book-cover template with labelled boxes for title, character, and setting. Allow pupils to draw and copy 1–2 key words from a word bank.

A2 Low



Give pupils a guided template that asks them to include the title, one important character, one key event, and a short tagline. Support them with sentence starters such as "I drew... because..."

A2 High



Ask pupils to design a more detailed cover with a stronger tagline and 2–3 visual clues from the plot. They explain how their design represents the theme, mood, or message of the story.



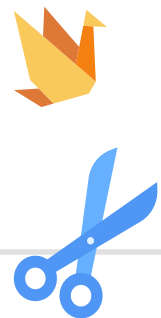
2.2 Creating a Movie Poster from the Book We Read

Category	Creative Thinking Activities
Teacher	Nurul Syafiqah Binti Mohamad Nazri
School	SK Taming Jaya
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 4-6 • Small-group work
Time Needed	45-60 minutes
Skills Focus	Reading comprehension, creative thinking, writing, speaking, presentation



Activity Overview

Creating a Movie Poster from the Book We Read is a creative response activity that turns reading into a visual and oral presentation task. After reading a storybook in groups, pupils identify the key characters, setting, plot, and mood of the story, then design a movie poster to explain it. They also choose strong adjectives to describe the book and take part in a short 'movie interview' where classmates ask questions about the poster. The activity helps pupils process the story in a meaningful way, organise important information, and communicate their ideas confidently. It also encourages collaboration as group members discuss which parts of the story are most important to include.



Pupils discuss their ideas as a group and present their movie posters to the class.

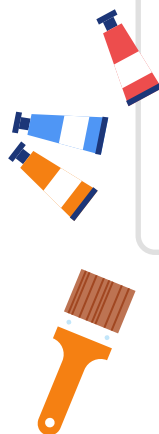


WHAT YOU NEED

- A short storybook
- Poster paper or template
- Colour pencils or markers
- Pencils and erasers

Optional:

- Movie-ticket slips for voting
- Question prompts for the interview



Movie Ticket Voting

To make the presentation more exciting, teachers may give each pupil one pretend movie ticket. After all groups have presented, pupils place their ticket on the poster they would most like to “watch as a movie”. Teachers can remind pupils to vote based on the poster design, story explanation, and how well the group promoted the book.

Activity Steps

1 Choose and read a book

- Place pupils in small groups.
- Have each group choose a storybook.
- Give them time to read the book together aloud or through shared reading.

2 Discuss the story

- Ask pupils to identify the main characters, setting, plot, and the most interesting or important parts of the story.
- Guide them to decide which details would make others want to read or watch this “movie”.

3 Plan the poster

- Each group plans its poster layout, including the title, images, important scenes, and three strong adjectives to describe the book.

4 Create the movie poster

- Pupils work together to draw and complete the poster.
- Encourage them to include the most important and attractive elements from the story.

5 Prepare for the interview

- Tell groups they will take part in a short movie interview.
- Each group should be ready to explain their design choices.
- Each group should be ready to answer questions from classmates.





Questions You Could Ask Pupils

About the Story

- What is your story about?
- Who is the main character?
- Where does the story happen?

About the Poster

- Why did your group choose this picture or scene?
- What part of the story does your poster show?
- What are the three adjectives you used to describe the story?

About Their Opinion

- What is your favourite part of the story?
- Which character do you like the most? Why?
- Would you recommend this book to your friends? Why?

6

Present and promote

- Each group presents its poster to the class.
- Classmates may ask questions about the story, characters, and poster design.

Movie Poster
Presentation
Rubric

**7**

Vote with movie tickets

- To add excitement, classmates may be given pretend movie tickets.
- Pupils place their tickets on the poster they find most convincing.
- The group with the most tickets wins.

8

Wrap up

- Celebrate the most creative, informative, or persuasive poster.
- End the activity with a short reflection.



Reflection Questions



Which part of the story did your poster represent?



How did your group decide what to include in the poster?



What adjective would you use to describe the story? Why?



What details make a poster effective and interesting?



What made your poster interesting to your classmates?



How did creating the poster help you understand the story better?



Differentiated Activity (Optional)

Original activity level: A1-A2 High (adaptable)

A1



Use a simple poster template with boxes for title, one character, one setting, and one feeling word. Pupils use labels and drawings.

A2 Low



Include the title, key characters, setting, one important event, and three adjectives. Provide sentence starters for the interview.

A2 High



Include a tagline, detailed plot clues, and a stronger presentation. Pupils justify why certain scenes or words were chosen to attract an audience.



2.3 Read and Write Review (RAWR!)

Category	Creative Thinking Activities
Teacher	Jessica Tay Poh Yen
School	SK Bandar Hilir
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 5-6 • Individual work with presentation
Time Needed	40-60 minutes
Skills Focus	Reading response, writing, speaking, presentation



Activity Overview

Read and Write Review (RAWR!) is a reading response activity that combines reading, writing, speaking, and digital presentation. After choosing and reading a book, pupils complete a book review using a Canva template designed by the teacher or selected by the pupils. They then present their review to the class, and selected reviews may be shared on platforms such as Padlet for additional digital integration. The activity helps pupils organise their thoughts about a book, express opinions clearly, and compare their ideas with others. It also strengthens comprehension because pupils must show that they understand the text before they can review it well.



WHAT YOU NEED

- A short storybook
- Canva book-review template
- Devices with internet access
- Presentation screen or projector

Optional:

- Scoring rubric for oral presentation
- Padlet

Canva
book-review
template



The teacher explains the RAWR! activity to the pupils.

FINCO

Author: _____

No. of pages: _____

Genre:

☐ Mystery ☐ Comedy

☐ Sci-Fi ☐ Horror

☐ Non-fiction ☐ Other _____

☆☆☆☆☆

Book summary:

The book was

☐ Great!

☐ Okay

☐ Not my favourite 😞

My favourite character

My favourite part

A sample book review template that can be used for the RAWR! activity.

Activity Steps

1 Choose and read a book

- Ask each pupil to select a book or reading text.
- Give them time to read independently, in pairs, or over several lessons depending on the length of the text.

2 Introduce the review template

- Show pupils the Canva book-review template.
- Explain what to include, such as the title, favourite part, characters, rating, and recommendation.

3 Plan the review

- Pupils think about their response to the book.
- Pupils draft key points before filling in the template.
- Encourage them to focus on both understanding and personal opinion.

4 Create the digital review

- Pupils complete the Canva template using words, images, icons, or colours that match their response to the book.

5 Present to the class

- Invite pupils to present their review orally.
- They explain what the book is about.
- They explain what they liked or did not like.
- They explain whether they would recommend it.

6 Compare ideas

- Allow classmates to ask questions or comment.
- This helps pupils compare different perspectives, especially when more than one pupil has read the same book.

7 Extend the audience

- Select some reviews to display digitally.
- Share them on a suitable class platform to encourage wider reading discussion.

8 Wrap up

- Praise pupils for giving thoughtful opinions and supporting them with details from the text.
- End the activity with a short reflection.



Reflection Questions



What did you enjoy about the book?



What makes a review useful for other readers?



Would you recommend the book? Why?



How did listening to others' reviews help you choose future books?



Differentiated Activity (Optional)

Original activity level: A1-A2 High (adaptable)

A1



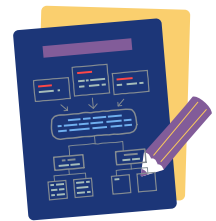
Use a simple template with icons and short prompts such as title, favourite character, and star rating.

A2 Low



Use a guided review template with sentence starters such as "My favourite part was..." and "I recommend this book because..."

A2 High



Ask pupils to include detailed opinions, comparisons, reasons, and responses to classmates' questions.



03 Digital Tools Integration Activities

3.1 Pick & Prove: Reading Adventure

Category	Digital Tools Integration
Teacher	Alicia Angelica Dias
School	SK Liang Batu
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 4-6 • Individual / guided digital reading
Time Needed	30-45 minutes
Skills Focus	Independent reading, reading comprehension, evidence-based answers, digital literacy



Activity Overview

Pick & Prove: Reading Adventure is a personalised digital reading activity using ChatGPT to support comprehension. Pupils start by reading a story from Storyberries or any online platform, selected by the teacher. After reading, they use a prompt to generate personalised comprehension questions and receive immediate feedback. This makes reading more interactive, independent, and enjoyable. The activity also builds ownership, as pupils make choices and justify their answers using evidence from the text.

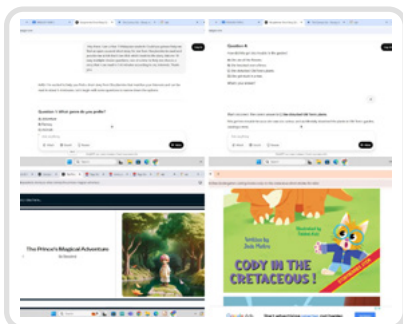


WHAT YOU NEED

- Device with internet access
- ChatGPT access
- Links to Storyberries stories or any online platform
- Prompt guide or instruction sheet

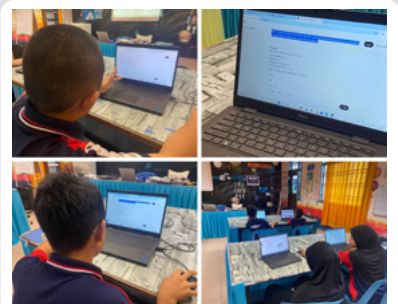
Optional:

- Headphones for read-aloud stories
- Notebook or response sheet



Pupils complete the reading activity individually using the selected story and questions.

ChatGPT-generated questions and suggested books for the activity.



**NOTE**

Teachers are advised to select three or four stories they are familiar with for this activity. As AI can make mistakes, teachers should review the questions before pupils answer them.

Activity Steps

1**Introduce the task**

- Explain to pupils that they will use ChatGPT as a reading assistant. (Teachers should guide pupils when using ChatGPT and check that the questions and responses are suitable for pupils' age and level.)
- Then, it will ask comprehension questions after they finish reading.

2**Read the story**

- Pupils open and read the story selected by the teacher.
- Where available, they may use a read-along version for extra support.

3**Use the prompt for comprehension questions**

- After reading, pupils return to ChatGPT.
- They paste the prompt to generate comprehension questions about the story.
- Prompt: Read the story carefully and use ONLY the provided link as your source: (paste link here). Generate 6 comprehension questions based strictly on the story. Ask ONE question at a time. After each answer, give brief feedback using evidence from the story, and clearly state whether the answer is correct or not. Do not proceed to the next question until the pupil responds.

4**Answer and get feedback**

- Pupils answer the questions one at a time.
- ChatGPT gives immediate feedback and short explanations.
- This helps pupils understand mistakes and improve their responses.

5**Prove with evidence**

- Encourage pupils to go back to the story to check their answers.
- Ask them to explain their thinking. This helps move them beyond guessing.

6**Reflect on the reading**

- Ask whether they liked the story.
- Ask which question made them think the most.

7**Wrap up**

- Invite a few pupils to recommend their story to the class.
- End the activity with a short reflection.





Reflection Questions



Which question made you think the most? Why?



How did digital tools help you choose a story?



What evidence from the story helped you answer the questions?



How did digital tools help you understand and enjoy the story?



Would you recommend this story to a friend? Why?



Differentiated Activity (Optional)

Original activity level: A1-A2 High (adaptable)

A1



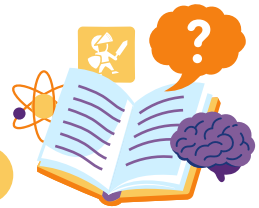
Choose very short stories with read-aloud support. Use mostly who, what, and where questions. Pupils answer orally or with short phrases.

A2 Low



Use short texts with literal and simple opinion questions. Pupils answer in short sentences and refer back to the text.

A2 High



Include open-ended questions that ask pupils to explain character actions, message, or lesson with details from the text.



3.2 Undersea Cleaning Spree: Read, Quiz and Create

Category	Digital Tools Integration	
Teacher	Wan Izyati Al Eillia Binti Wan Yacob	
School	SK Putrajaya Presint 9(1)	
Suggested CEFR Level	A1-A2 High (adaptable)	
Suitable For	Years 4-6 • Whole-class / individual follow-up	
Time Needed	40-60 minutes	
Skills Focus	Reading comprehension, digital quiz, environmental vocabulary, creative thinking	

Activity Overview

Undersea Cleaning Spree: Read, Quiz and Create is a digital reading sequence that combines an interactive eBook from Twinkl, a gamified comprehension quiz, and a creative follow-up task. Pupils first explore a story about ocean conservation, then test their understanding through a Kahoot! quiz, and finally apply their ideas by designing a sea creature that helps clean the ocean. This structure keeps pupils actively engaged at every stage because they listen, respond quickly, and then create something new based on the story theme. It is especially effective for building comprehension and extending critical thinking beyond simple recall.



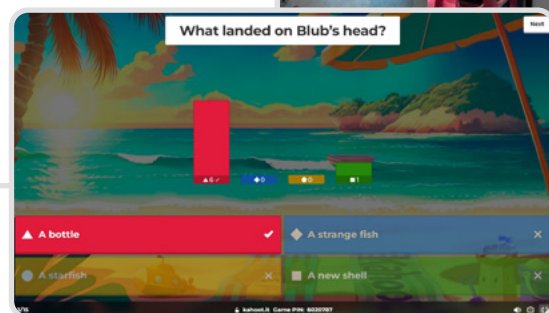
WHAT YOU NEED

- Device with internet access
- Canva presentation or slides
- Interactive eBook or video story
- Projector
- Devices for Kahoot!
- Kahoot! quiz
- Autodraw or drawing tool

Interactive eBook or video story



Pupils reading the undersea cleaning spree story together.



Pupils answering Kahoot! questions based on the story.

Activity Steps

1

Set the context

- Introduce the theme of ocean conservation before reading.
- Teacher asks a few simple questions to activate prior knowledge.
- Example: Why is keeping the sea clean important?

2

Read or watch the story

- Guide pupils through the interactive eBook or video story.
- Pause briefly where needed so pupils can notice key events, characters, and the main message.

3

Check understanding with Kahoot!

- Launch a Kahoot! quiz based on the story.
- Pupils answer comprehension questions individually or in pairs.
- The fast pace and score display make the review exciting and immediate.



Questions You Could Ask Pupils

What problem starts happening in the ocean?

- | | |
|--|--------------------------------|
| A. The water becomes too cold | B. Too many fish leave the sea |
| C. Strange human objects appear in the sea | D. The sea animals cannot swim |

Why was Blub confused when she first saw the strange objects?

- | | |
|--------------------------------------|--|
| A. They were making loud noises | B. They did not swim or talk like fish |
| C. They were chasing the sea animals | D. They were glowing in the dark |

Who explains that the “strangers” are human things like bottles and cups?

- | | |
|----------------|------------------------|
| A. Blub | B. Manti the manta ray |
| C. A human boy | D. A shark |

What do Blub and the sea creatures do with the objects?

- | | |
|--------------------------------------|----------------------------|
| A. They keep them as toys | B. They eat them |
| C. They throw them back to the shore | D. They hide them in caves |

What lesson do the humans learn at the end?

- | | |
|---|--------------------------------------|
| A. To visit the ocean more often | B. To throw more things into the sea |
| C. To use eco-friendly materials and reduce waste | D. To stop living near the beach |

4

Discuss the answers

- Briefly go through selected Kahoot! questions.
- Reinforce important details.
- Clear up any misunderstandings.

5

Move to the creative task

- Tell pupils they will now imagine another sea creature that can help clean the ocean.
- Link this idea to the creature in the story.

6

Create with Autodraw

- Using **Autodraw** or a similar tool, pupils design and label their sea creature.
- They may also add a short explanation of how it helps protect the sea.

7

Share ideas

- Invite pupils to present their creature and explain its role.
- Connect the reading text to environmental problem-solving and imagination.

8

Wrap up

- Praise pupils for both accurate comprehension and creative thinking.
- End the activity with a short reflection.

**Reflection Questions**

Why is it important to keep the ocean clean?



How does your sea creature help to protect the ocean?



How does your sea creature connect to the theme of ocean conservation?



What problem happened in the story?



What message did you learn from the story?

**Differentiated Activity (Optional)**

Original activity level: A1-A2 High (adaptable)

A1

Use a shorter section of the story and simple Kahoot! questions. Pupils label their creature with 1–3 words and say one simple sentence.

A2 Low

Use straightforward comprehension questions. Pupils write or say 2–3 sentences about how their creature helps clean the ocean.

A2 High

Add inference or message-based quiz questions. Pupils explain why they chose the creature and how its actions connect to the story theme.

3.3 Act It Out: Storytelling with Movement and Kahoot!

Category	Digital Tools Integration
Teacher	Emiliaton Binti Ahmad
School	SK Seri Nasib Baik
Suggested CEFR Level	A1-A2 High (adaptable)
Suitable For	Years 2-4 • Small-group work
Time Needed	40-60 minutes
Skills Focus	Vocabulary, reading comprehension, movement, teamwork, digital quiz



Activity Overview

Act It Out: Storytelling with Movement and Kahoot! helps pupils understand a story through reading, movement, discussion, and a digital quiz. Pupils act out key action words from the story, then work in groups to answer comprehension questions on Kahoot. This activity supports vocabulary, comprehension, teamwork, and critical thinking in a fun and active way.



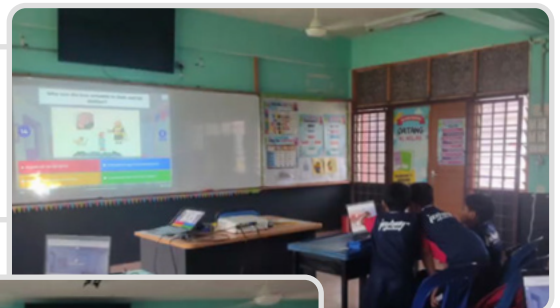
WHAT YOU NEED

- Devices with internet access
- A short storybook or digital story presentation
- Laptop and projector
- Kahoot! quiz prepared in advance
- Word cards for selected action words

Optional:

- Canva slides or story visuals
- Simple props for acting

The teacher presents the story using Canva



Pupils answering comprehension questions using Kahoot!



NOTE

This activity can be adapted for other stories as well. It works best with stories that have clear actions, repeated events, interesting characters, and simple plot points for pupils to act out and answer questions about.

Activity Steps

1

Choose a suitable story

- Select a short and engaging story.
- Choose a story with clear actions and simple events.
- **Example:** Jack and the Beanstalk works well because pupils can act out action words such as:
 - *Climb*
 - *Run*
 - *Hide*
 - *Chop*

2

Prepare action words

- Choose 4–6 action words from the story.
- Introduce the words before reading.
- Show pupils a simple action for each word.
- **Example:** Pupils pretend to climb when they hear the word climb.

3

Read or tell the story

- Read the story aloud or present it using slides.
- Ask pupils to listen carefully for the selected action words.
- Pause when the action words appear in the story.

4

Act it out

- Pupils act out the action words using simple movements.
- Encourage pupils to listen carefully.
- Remind pupils to do the action only when they hear the word.

5

Check understanding

- Pause after important parts of the story.
- Ask simple questions about the characters, setting, and main events.

6

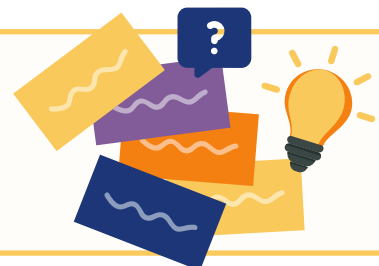
Group pupils for Kahoot!

- Divide pupils into small groups.
- Ask each group to discuss the questions together before choosing an answer.
- Encourage pupils to help one another before answering.
- This supports teamwork and helps lower-proficiency pupils participate.



Questions You Could Ask Pupils

- Who is the main character in the story?
- Where does the story take place?
- What happened after Jack climbed the beanstalk?



7

Play the Kahoot! quiz

- Pupils answer vocabulary and comprehension questions based on the story.
- Include questions about:
 - *Action words*
 - *Sequence of events*
 - *Characters*
 - *Simple reasons*
- Allow groups to discuss briefly before submitting their answers.

8

Review the answers

- Go through the answers with the class.
- Ask pupils to explain their answers using simple sentences.
- Example sentence frame:
 - *"I chose this answer because..."*

9

Wrap up

- End the activity with a short reflection.

**Reflection Questions**

Which action word do you remember?



What question did your group answer correctly?



Which part of the story was fun to act out?



What lesson did you learn from the story?

**Differentiated Activity (Optional)**

Original activity level: A1-A2 High (adaptable)

A1

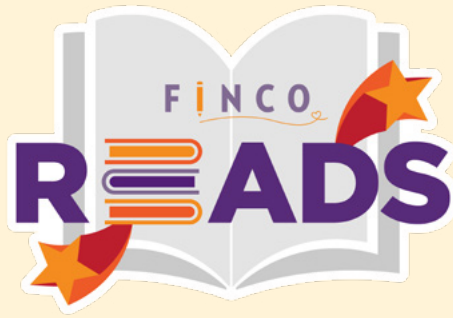
Use a very short story with pictures and 3–4 simple action words. Questions may use pictures, yes/no answers, or one-word answers.

A2 Low

Use repeated action words and simple comprehension questions. Pupils use sentence starters such as "The character is..." or "I think..."

A2 High

Ask pupils to explain actions and reasons. Include questions such as "Why did the character hide?" or "What would you do?" Pupils may create one quiz question.



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