



EduTrend Contents

G4C · STORYTELLING AND WRITING GAMES · MIDDLE SCHOOL

Reader Questions

Swap stories, ask the questions a curious reader would ask, then revise to answer them

Ages 12–14

Level: Intermediate

45 minutes

Pairs · up to 30

Activity 04

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 04 · AT A GLANCE

Reader Questions

Students write or bring a short story draft. Partners read it and write three genuine reader questions, such as “I don’t understand why the dragon left” or “What does the room look like?” Writers choose two questions to answer by adding or changing detail, then highlight the changes. Pairs discuss which revision improved the story most.

Learning outcomes

By the end of the session students can:

- give reader-focused feedback;
- revise for clarity and detail;
- track changes;
- evaluate revisions.

KEY WORDS

reader · question · revise · detail · clarity · draft

CURRICULUM LINKS

English: writing, editing and peer feedback.

1**WARM UP**

Words and ideas ready

2**EXPLAIN**

One game, one rule

3**TELL**

Say it first

4**WRITE**

Record the story

5**IMPROVE**

Change one thing

6**SHARE**

Read aloud

Materials (whole class)

- Story drafts
- Question strips
- Highlighters
- Worksheets 1, 2 and 3

Before the session

- Prepare drafts or prompts.
- Print strips.
- Model reader questions.
- Plan pairs.

SAFETY

Questions only, no put-downs. Writers choose what to change.

ACTIVITY 04 · SESSION PLAN

Step by step

A real reader’s question gives the writer a real reason to add detail.

Time	What happens	Say or ask
0–5 min Warm up	Spot a confusing sentence.	<i>“What would a reader ask?”</i>
5–10 min Explain	Reader questions rules.	<i>“Is it a question or a judgement?”</i>
10–35 min Revise	Swap, question, revise.	<i>“Which question will you answer?”</i>
35–45 min Share	Compare versions.	<i>“Which change helped most?”</i>

CHALLENGE CARD (print or copy onto the board)

Answer two reader questions by improving your story.

ACTIVITY 04 · FACILITATOR NOTES

The story writing know-how in brief

When a partner says “I don’t understand why...”, the writer has a real reason to add detail.

Choosing which feedback to act on builds ownership of writing.

Common ideas to listen for

- “Feedback means correcting spelling.” It starts with meaning.
- “Questions mean my story is bad.” They show interest.
- “You must change everything.” Choose what helps.

Adapting the activity

Support

Provide question starters: Why...? What does... look like? How did...?

Stretch

Answer a question without adding more than ten words.

WORKSHEET 1

Reader questions

Name: _____

Class: _____ Date: _____

Write three questions.

Questions

Question	Line it refers to

WORKSHEET 2

Revision tracker

Record your changes.

Changes

Question answered	Change made

WORKSHEET 3

Reflection

Reflect.

The revision that helped most was...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Asks genuine questions	Revises for clarity	Evaluates changes

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Reader Questions is a sample activity from the EduTrend Contents G4C Storytelling and Writing Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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