

Plot...

RETELL THE STORY

Get together with your group and spend some time summarizing this section of the book round robin style. The first person begins the story and tells a bit about what happened and then allows the next person to continue, and so on.

In this type of activity you are functioning at the Comprehension Level of thinking, showing that you *understand* what you have read. Questions at this level ask the learner to restate something, rewrite, give an example, illustrate, define, summarize, or otherwise prove that the knowledge or basic facts have become internalized.

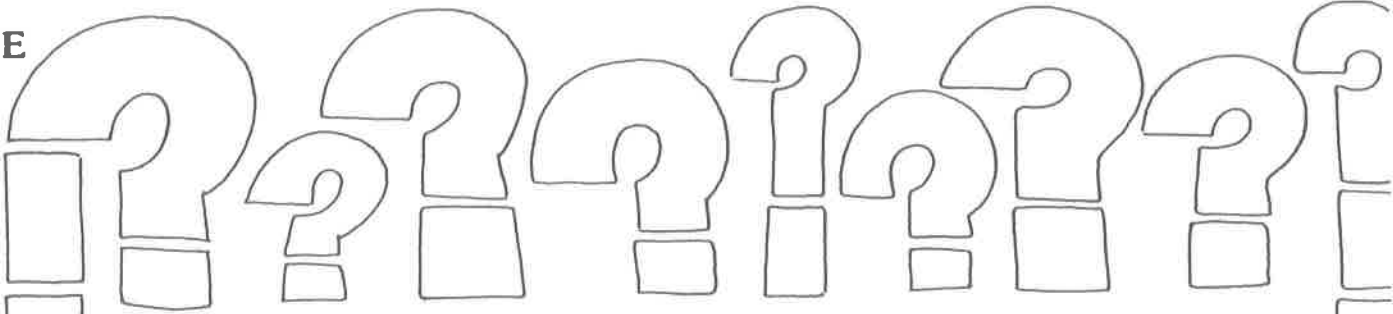
Main idea questions are at this comprehension level, as are vocabulary questions which ask you to define or use the word in question as you understand its meaning from the reading.

Get together with your group to help each other form a set of comprehension level questions. First, each member should record two or three questions which are probably at this level. Then questions should be read aloud and a decision made as to whether or not they fit the comprehension mold. After the discussion place "Y" (yes), "P" (probably yes), or "N" (probably no) beside each of your questions. Following the activity write your reaction to this type of questioning.

Questions _____

Reaction _____

E



The ten-question task was fairly easy and now you are ready to use your questions on your group. Have a "yes," "no" session during which all members have chances to ask and answer questions. Following the session, write your reaction to this type of activity.

Reaction: _____

Rank the question session on this scale:

	strongly disagree	strongly agree
1. We learned many new things.	0	10
2. We thought deeply and intensely.	0	10
3. We felt stimulated and challenged.	0	10
4. We showed creativity.	0	10
5. We found the task dull and boring.	0	10
6. We were asked to recall information.	0	10

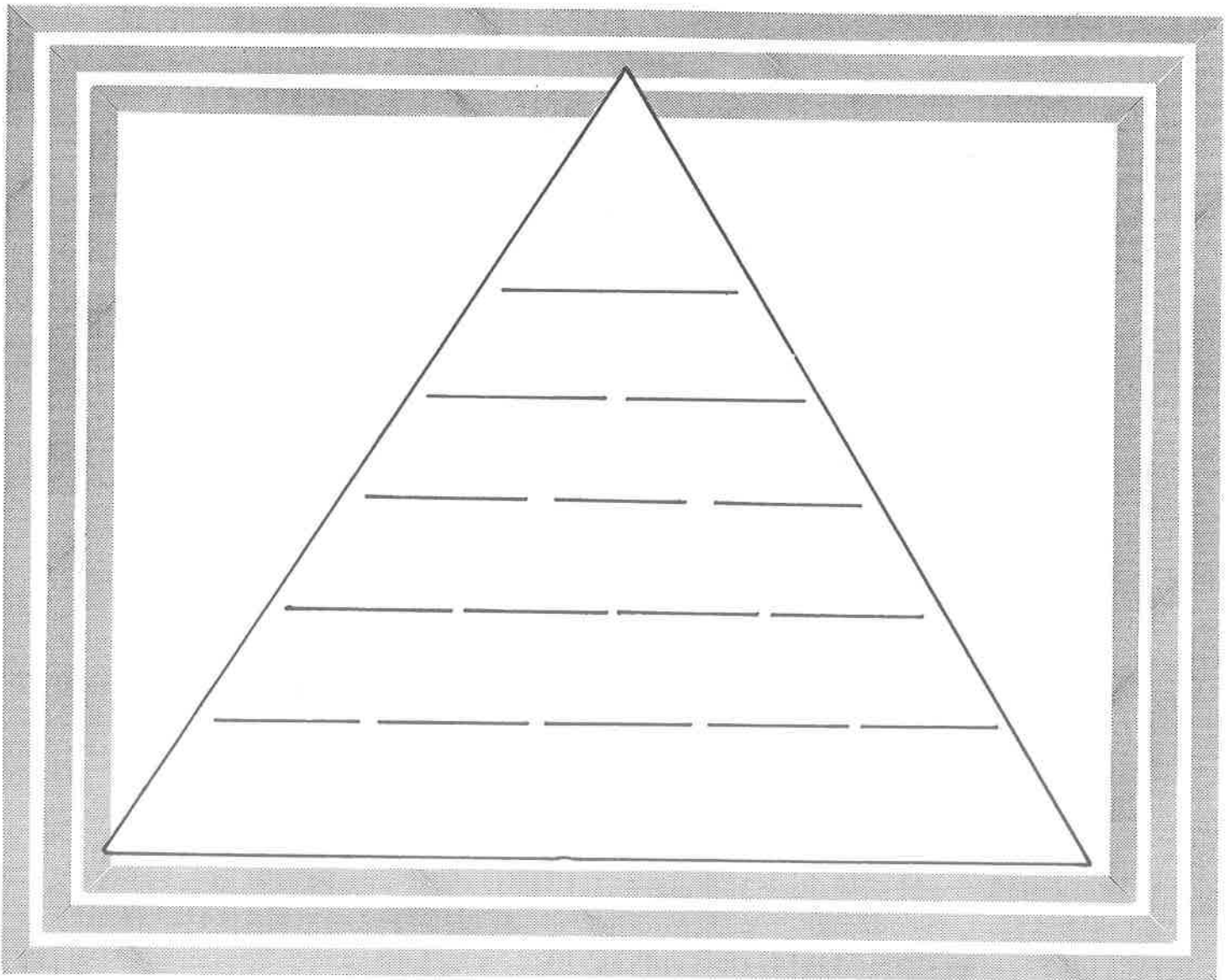
**Your work on questioning was at the
KNOWLEDGE LEVEL
of thinking.**



An

SECTION PYRAMID

Build a pyramid summary of this section. In the outline place one word for a central character, two words to show important feelings he/she displayed, three words to describe where the main action took place, four words to tell an important event, and five words to tell about a problem that still exists.



BUILDING BLOCK PLOT LINES

You can use building materials such as Legos (or ones you make yourselves) to create/build plot lines. The task is to build an object that serves as an important symbol in the book or story. After you analyze the plot, use the symbol to represent the plot line.

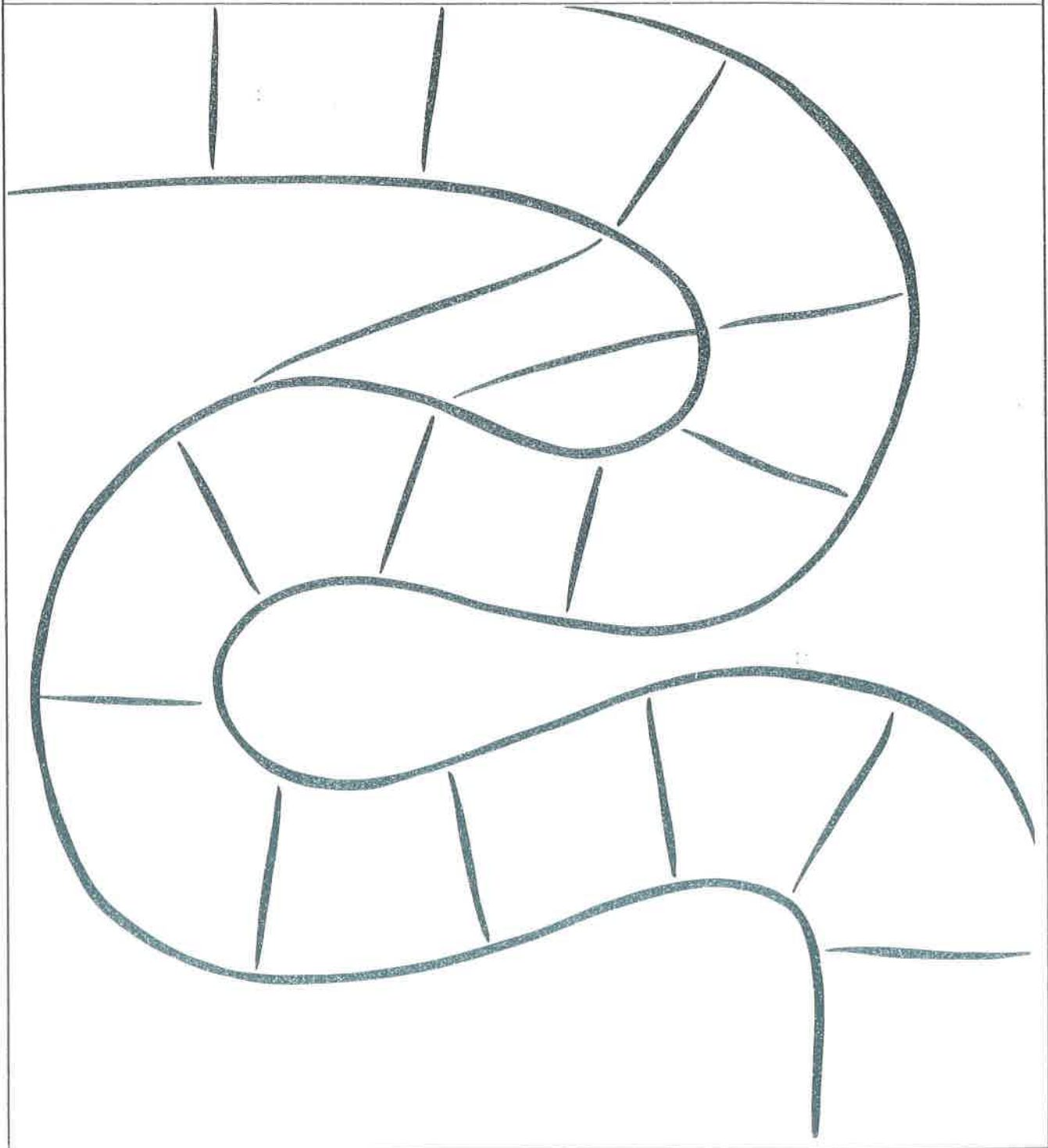
1. Look at the plot diagram and review the five parts of the plot (initiating conflict/rising action/climax/resolution/falling action).
2. As you read the story or book, identify the parts of the plot and mark them.
3. Number group member 1 to 4 and take the following group roles:
 - Initiating Conflict
 - Rising Action
 - Climax and Resolution
 - Falling Action
4. Each student should mark the passages in the book which show the part(s) of the plot he or she is working on. Show the other people in your group the passages you have marked and see if they agree with you.
5. Choose a symbol that you think is important in the book or story and have the group artist or artists sketch it.
6. Make cards for the parts of the plot you are working on (initiating conflict/rising action/climax and resolution/falling action). Each student should write the events of the plot on his or her card.
7. Use the sketches of the symbol you have chosen and the cards to build a plot line. Use Legos or your own building blocks to build a symbol on which you can stick your cards. The climax should be stuck on the highest point, the initiating conflict and the resolution on the lowest points. If you can't find symbol which is easy enough to build with blocks, you may build or draw a mountain on which to stick your cards.



MAKE A PLOT BOARD GAME

- Trace the board game squares on the diagram below onto a blank sheet of paper.
- Decide which events in the story or book you read were very important.
- Decide which events will mean that the player moves forward and which ones will mean that the player has to move backwards. For example, "Edmund gets into the witch's sleigh. Miss a turn."
- Plan where these 'penalty' squares will be on the board.
- Fill in the squares, and illustrate the rest of the board with drawings of events in the book.
- Play the game!

Story map game for _____ Devised by _____

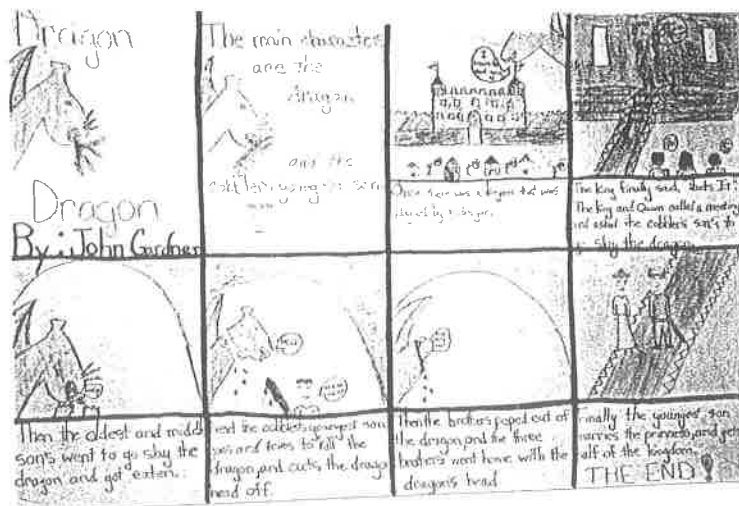


PLOT MINI-BOOKS, CARTOONS, GRAPHIC ORGANIZERS

1. After reading your book/story, answer the following questions:
 - What is the initiating conflict?
 - What happens as a result of this conflict?
 - What is the climax of the story or book?
 - How is the story problem solved?

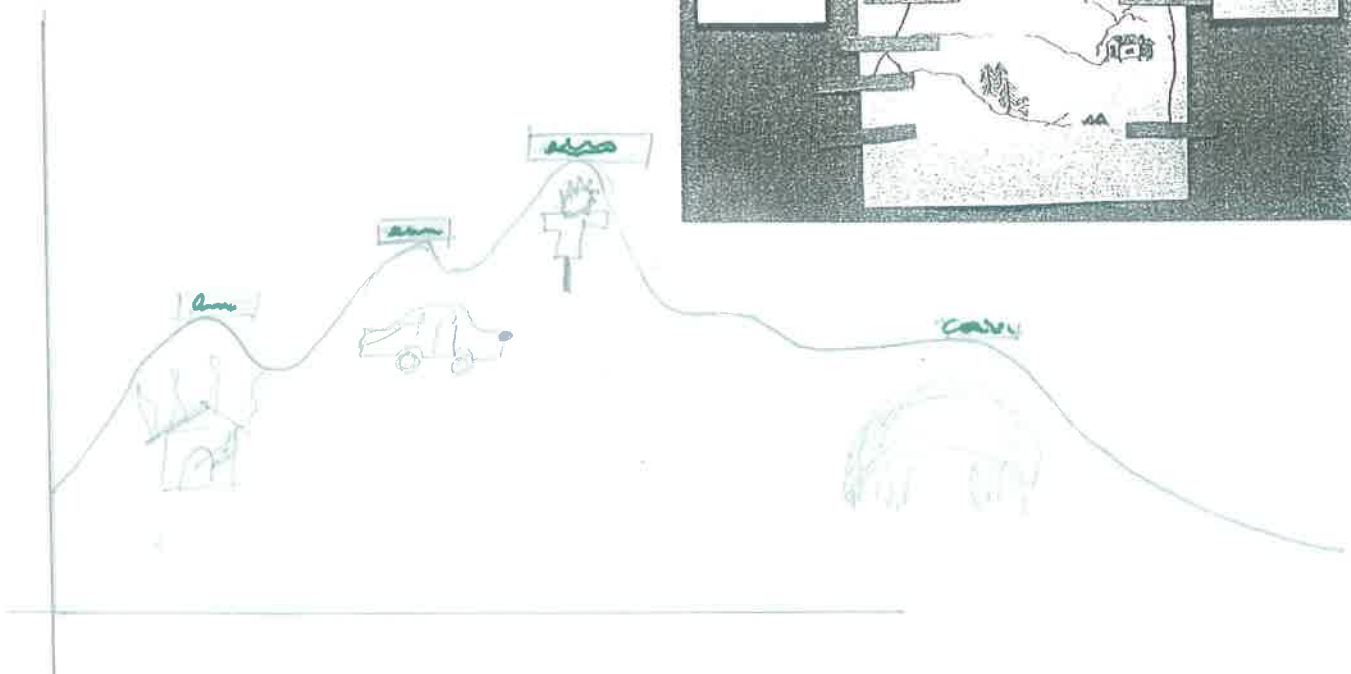
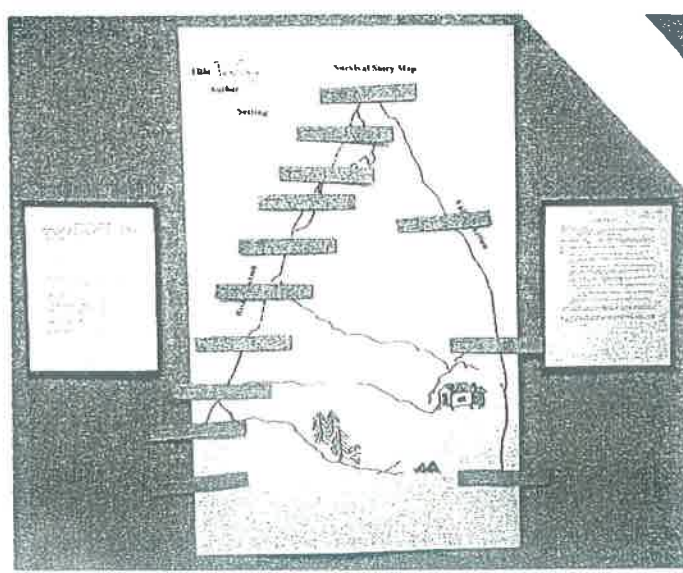
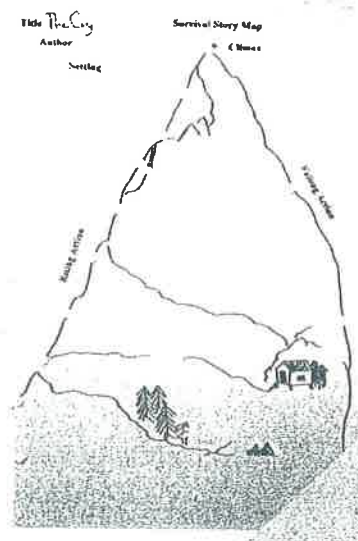
2. Make a rough draft of your mini-book before you do the final one. It must have the following items:
 - A colorfully illustrated cover that includes the title of the story and the author's name
 - The initiating conflict
 - Events in the rising action
 - The climax
 - Events in the falling action
 - The resolution
 - Colorful illustrations that relate to the text on each page
 - Students' names and date

2. Choose the main events of the story, write them on each page of the book, and colorfully illustrate or draw cartoons of them. Use a ruler to help make neat, even lines of writing. Check spelling and grammar with the teacher or co-teacher.



LIFE-SIZE PLOT DIAGRAMS

- Look at The Plot Diagram Mountain and decide what you will write down for each of the parts of the plot (conflict/rising action/climax/falling action/resolution).
- Draw the diagram poster size.
- Write the main events of the story or book onto plot diagram strips (as shown in the picture), and stick them onto the mountain.
- Fill out the title, author, and setting information.
- When you finish the map, check it for mistakes.
- Write a quiz and a solution sheet using the events diagram.



An



SOLVE A PROBLEM

Understanding how characters solve problems can help you to analyze real-life situations.

Choose a dilemma or problem presented in the section you read.

The problem: _____

Facts: _____

How was the problem solved? _____

What other ideas would you have for solving the same problem?

What do you think is the most practical solution to a problem like this?

A NOVEL MUSEUM

Future generations would like to remember the happenings from this novel by visiting a museum of artifacts.

Each member of your group should select three to five important items to display. In addition, each member should record three to five important facts.

The entire group should decide where and how the museum display is to be set up. Tour guides should prepare a brief talk to accompany the display.

Date for display: _____

Items to be displayed: _____

Interesting facts:

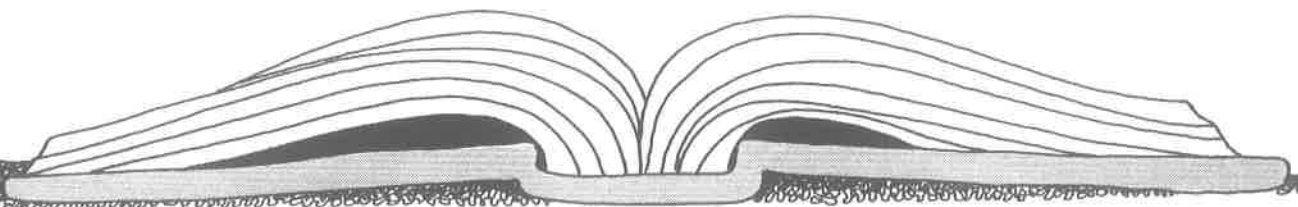
An



WHAT'S IN A CHAPTER

Authors have definite reasons for separating their works into chapters. Look over the last three chapters you have read and consider the reasoning behind these chapter divisions.

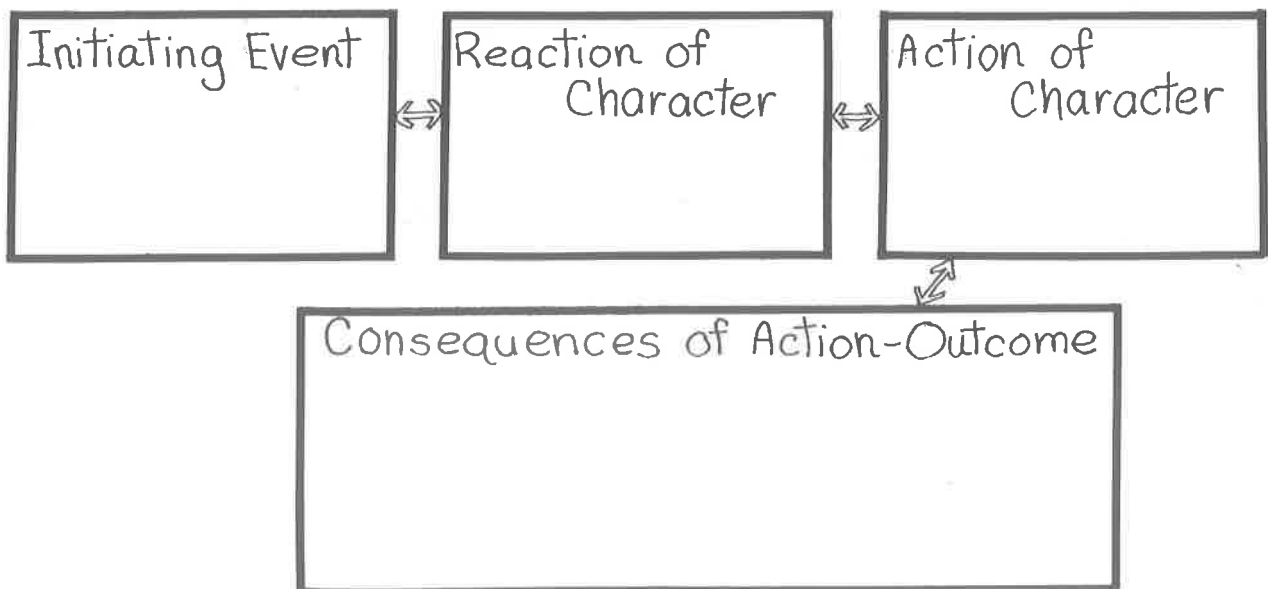
For each chapter tell why you think it makes sense to end at that particular point. If you disagree with the division, tell why.



EPISODE ANALYSIS

Choose some event or happening from your current reading. In a few words write down what happened. Mention events and people involved.

Initiating Event - What was the circumstance that caused this event to happen?
Reaction of Main Character - What did the main character in this episode do? Did this response cause the character to take some course of action?
Consequences - Outcome



An, E

NAME IT

Authors face a very important decision when selecting a book title. Readers are frequently turned on to a book simply by noting its title.

Think about the novel you are reading and make a list of other possible titles. Star (*) the one that appeals to you the most. Take an informal survey of others who have read your book and place check marks ✓ beside their favorites from your list.

Can you think of an important consideration in selecting a particular book title? This is a criterion or standard a title would have to possess. Write one here.



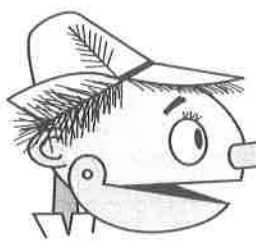
Name _____



Reading Response:
Cause and Effect

So That's the Reason!

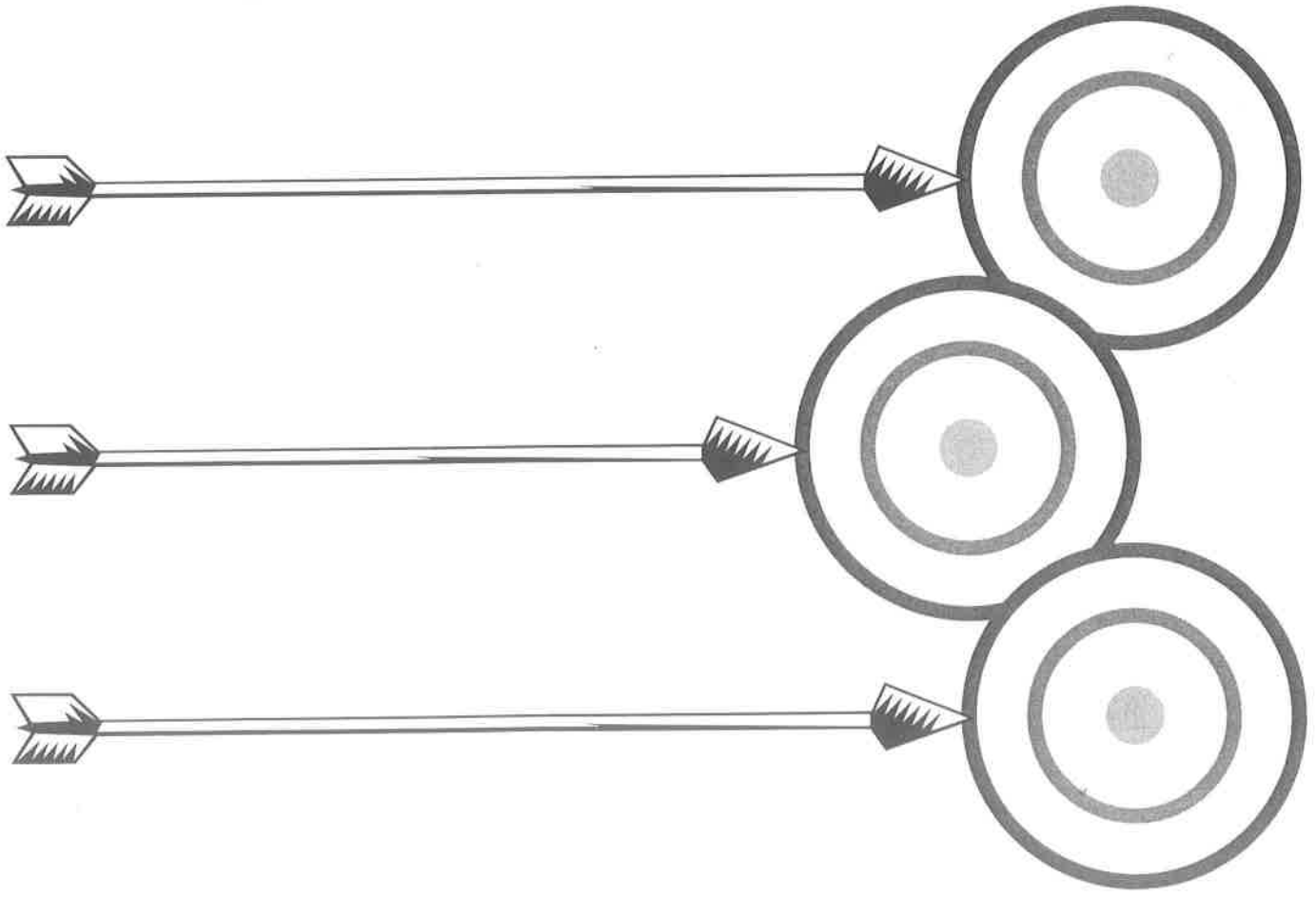
A cause makes something happen. It answers the question "Why?" An effect is what happens as a result of a cause. Below, the cause is underlined in the top example and the effect in the bottom example.



Pinocchio told a lie. So his nose grew ten feet.

The circus master threw Pinocchio into the sea.
As a result, he got swallowed by a giant sea monster.

Think of important events in a story you have read. Come up with your own examples of cause and effect. Write a cause on the line next to each arrow. Write its effect on the target.



Name _____



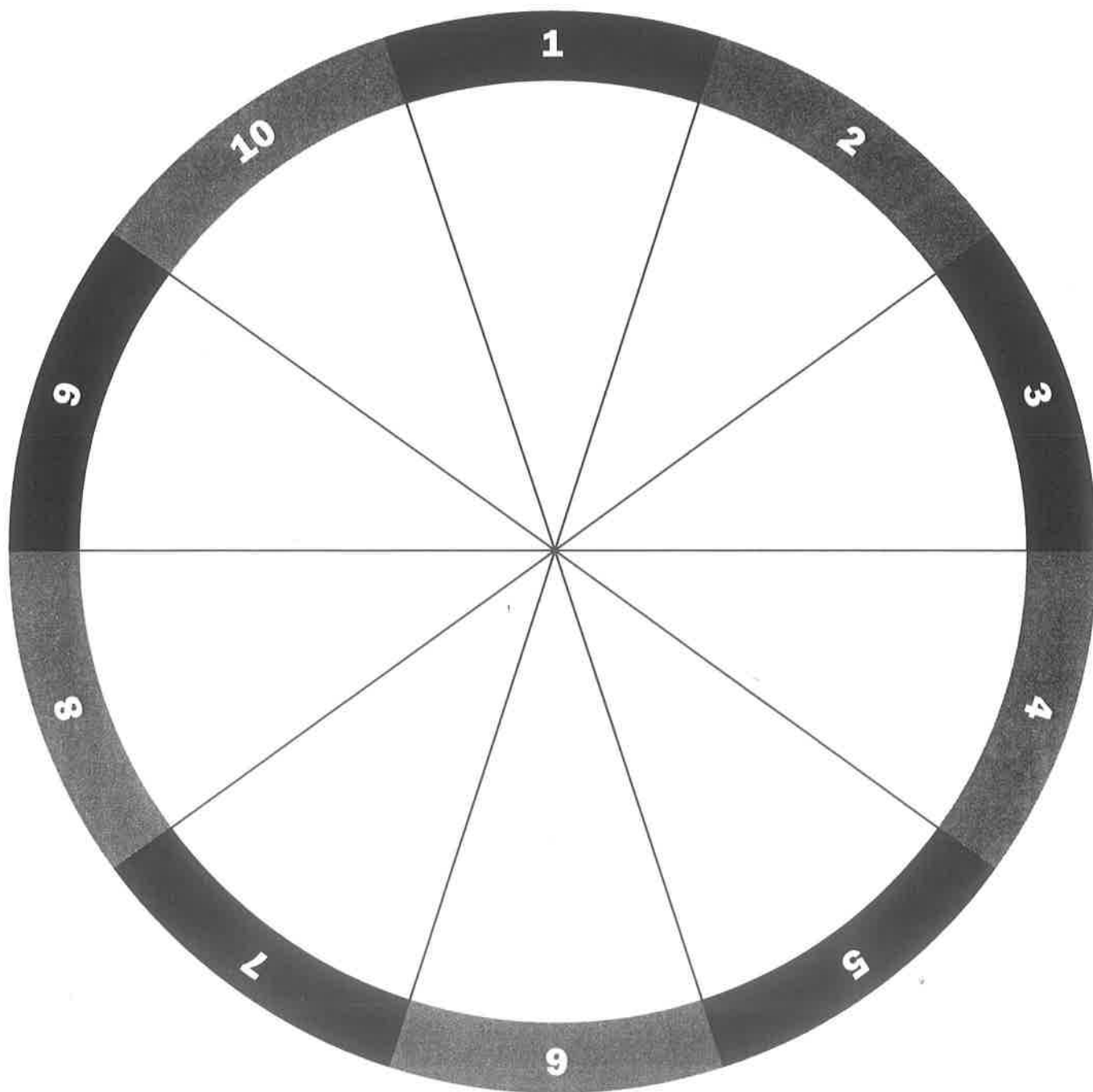
**Reading Response:
Sequencing**

Story Pie

On scrap paper, make a list of the events in a story you read recently. In the story pie below, put the events in the order in which they happen. Put the first main event in piece 1. Tell how the story ends in piece 10.

Title _____

Author _____



Reading Response:
Summarizing



Name _____

Sum It Up

Make a sum-it-up card for each article or book you read. Fill in the blanks. Use your three facts to write a summary. Then cut along the outside of the box, fold the box in half, and tape the edges together. Soon you will have an incredible collection of cards to show what you know!

* SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP *

<p>Title: _____</p> <p>Author: _____</p> <p>Three important facts:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Write a summary that tells the main idea.</p> <p>Summary: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Your name: _____</p>
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* SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP * SUM IT UP *

↑ TAPE ON THIS EDGE ↑

↑ TAPE ON THIS EDGE ↑

↑ FOLD ON DASHED LINE

Name _____

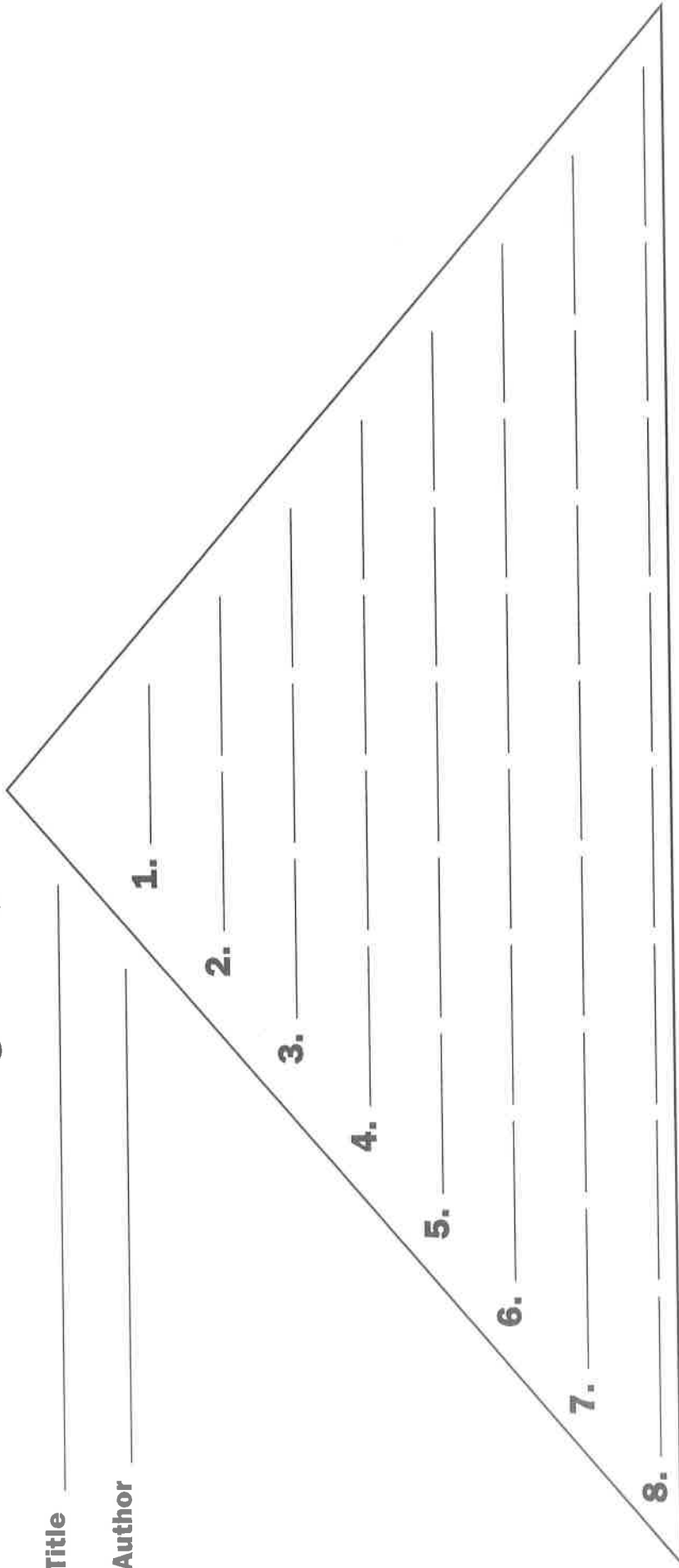


Build a Story Pyramid

After you read a story, you can build a story pyramid. The numbered directions below tell you how to fill in each level of the pyramid.

Title _____

Author _____



- 1. name of the main character
- 2. 2 words: describe the main character
- 3. 3 words: describe the setting
- 4. 4 words: state the main character's goal or problem
- 5. 5 words: describe an important event
- 6. 6 words: describe the conclusion
- 7. 7 words: describe your favorite part
- 8. 8 words: what would you tell others about the story?

17 P

Characters

An, S

CINQUAIN A CHARACTER

A cinquain poem has five lines. It has a definite pattern but does not require rhyme.

- Line one: one word
- Line two: two words
- Line three: three words
- Line four: four words
- Line five: one word

Michael
 Gentle giant
 Helping many people
 His courage is unique
 Policeman

Select a book character. Try to capture something special about that character in a cinquain.

Now write a cinquain about yourself.

WHAT IF?

Picture these in your mind.

What if all the characters in your book turned into animals? What would each become?

What if someone in the story had a magic nose? Who would it be? What would the nose do?

What would happen if everyone grew to be giant-sized or shrunk?

What if the main character had an imaginary rabbit friend?

What if every green thing turned purple?

What if a war started? How would it change the novel?



An, S

Character Collage

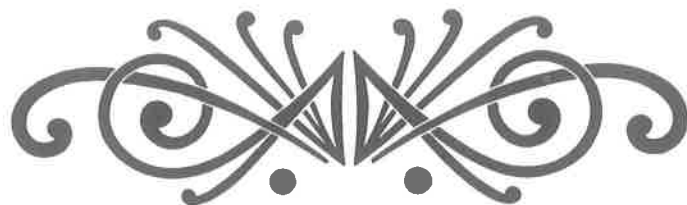
Cut words and pictures from magazines to create a special collage for your favorite character.

An, S

CHARACTER SIMILE

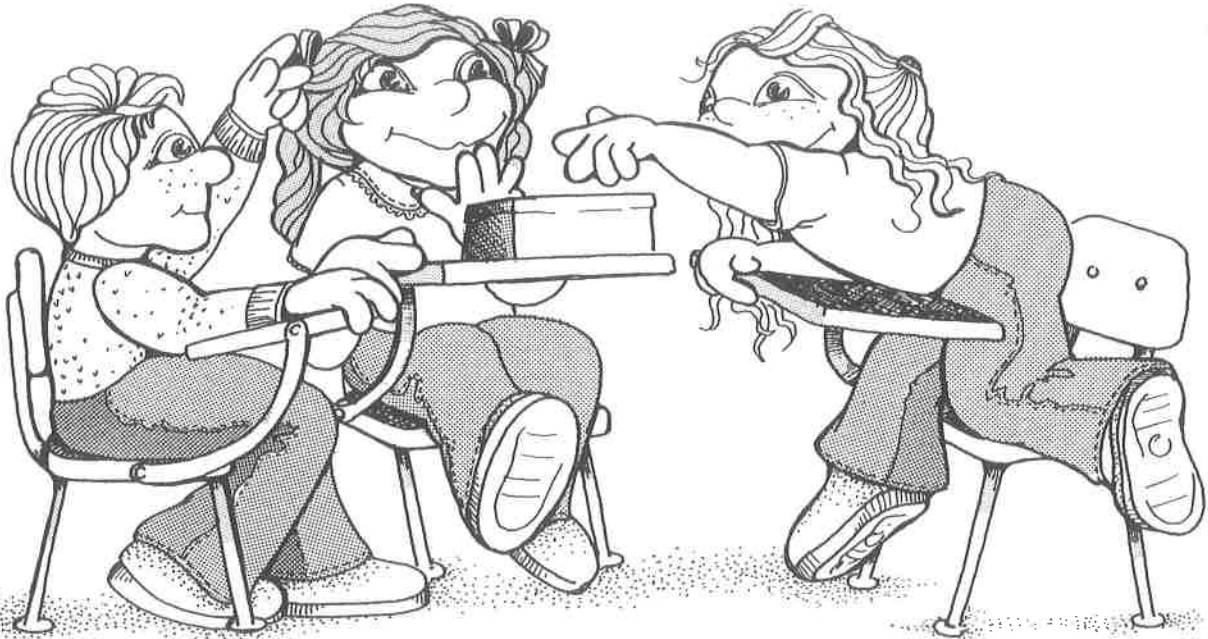
Choose ten descriptions from the Physical and Emotional Adjectives sheets. Select those that would apply to particular characters.

For each word selected, form a sentence that contains a simile about a character.
Example: Harry was as fierce as a full-blown tornado.



An

Character "Yes" or "No"



This is a game of guess the character which can be played in a small or large group. Names of characters are placed into a container. One student draws a character's name and responds with "yes" or "no" answers only to questions from group members. The first person to guess the correct character may draw the next name.

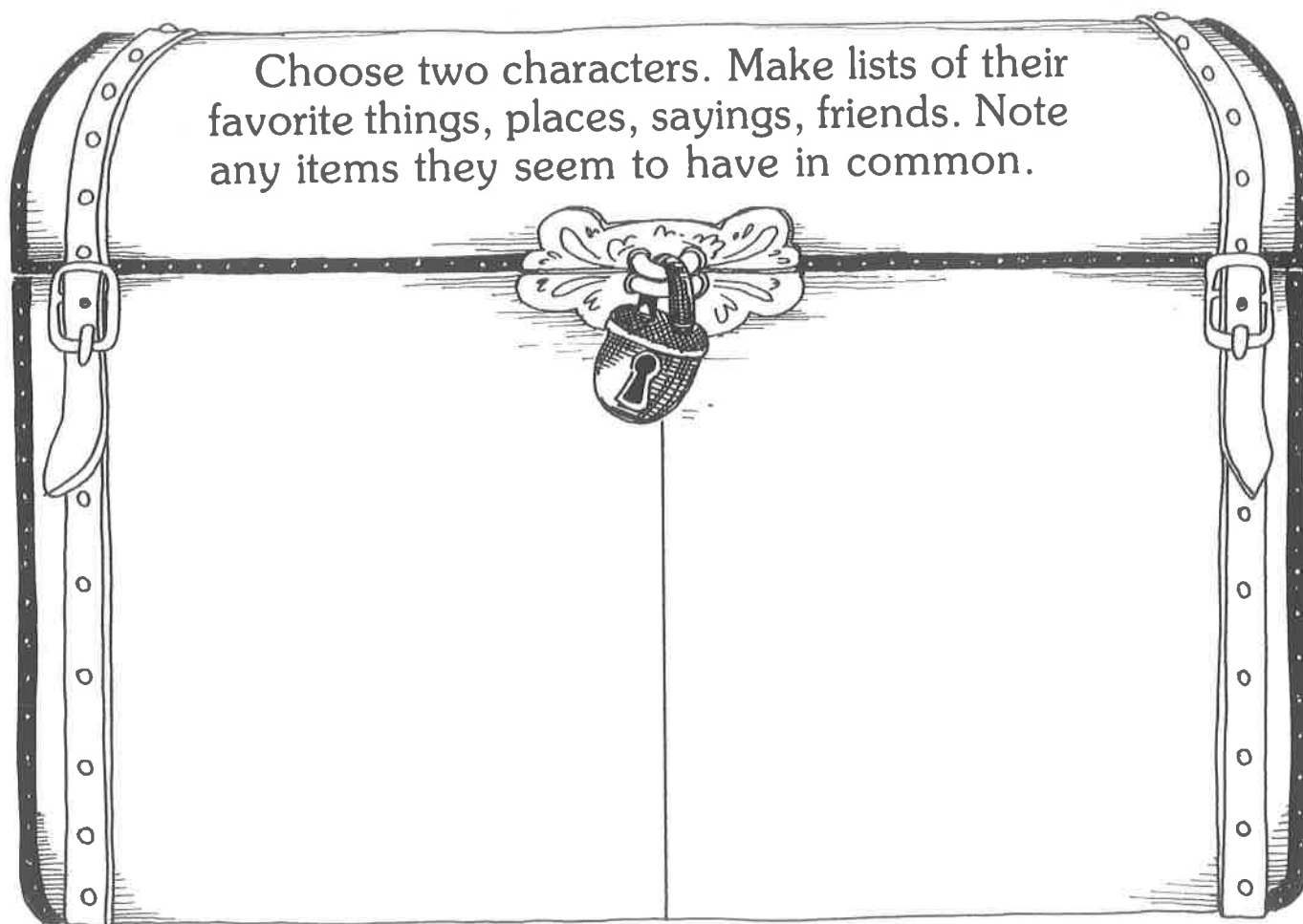
Variation: Questioners may ask only questions that deal with a character's feelings.



C, An

THEIR FAVORITE THINGS

Choose two characters. Make lists of their favorite things, places, sayings, friends. Note any items they seem to have in common.

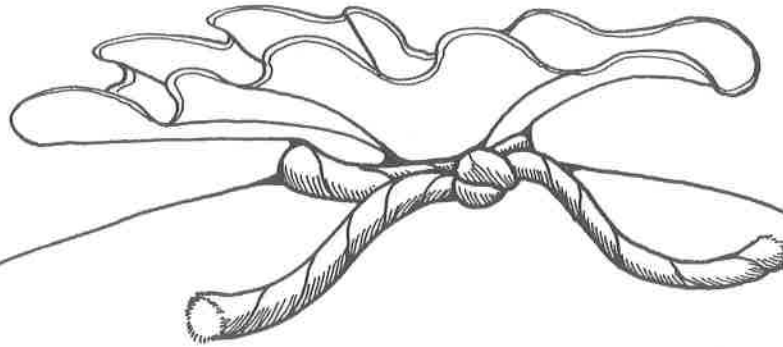


What do these lists of things tell about the personalities of each character? Write briefly about each person, describing each in general.

An, S

Select a character and create a bagful of possessions for that person. Present it any way you choose... words, pictures, dramatic display of real items....

_____ 's Bag



S, E

Character Tree



On the following page design a character tree similar to a family tree, but showing the various branches as important people in a central character's life. Perhaps one branch would show family (or would this be your character's root system?); one branch might show work or school friends.

Be very creative and imaginative as you create your tree.

Consider showing special features such as blossoms, fruit, blight, fallen leaves, various seasons, weather, or times of day to symbolize the variety of relationships.

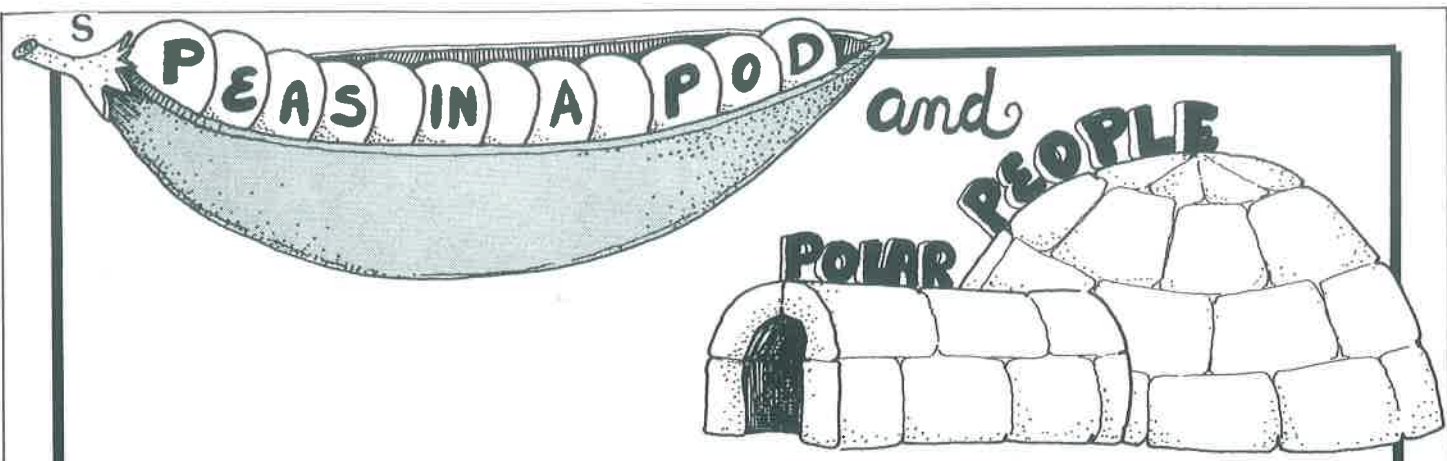
An, S

T-SHIRT

The T-shirt rage reflects a special way for individuals to display a special message or personal idea.

Design a T-shirt picture and slogan just right for one of your novel's characters.

Using fabric crayons, place your completed design onto a T-shirt.

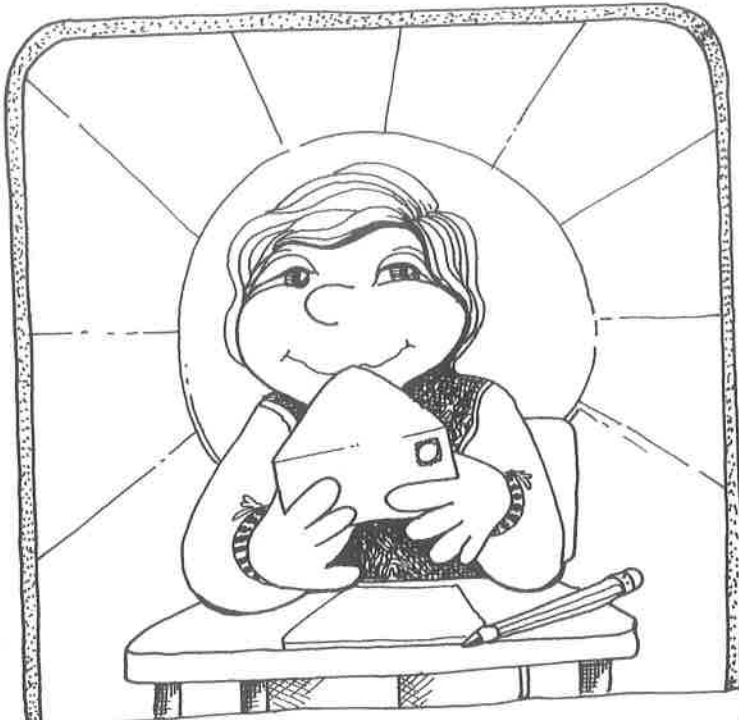


Pair up your favorite novel character with real-life people who would be good personality match-ups—Peas in a Pod!

Choose some real-life people who would be at the opposite end of the “pole” in personality from a favorite character—Polar People!

5 Be a Friend

When we are faced with a problem, it often helps to get some good advice from a friend. What sort of problem has one of your book characters faced lately? Write a letter to him or her, giving encouragement or advice as you would to a good friend.



A large rectangular area with horizontal lines for writing a letter.

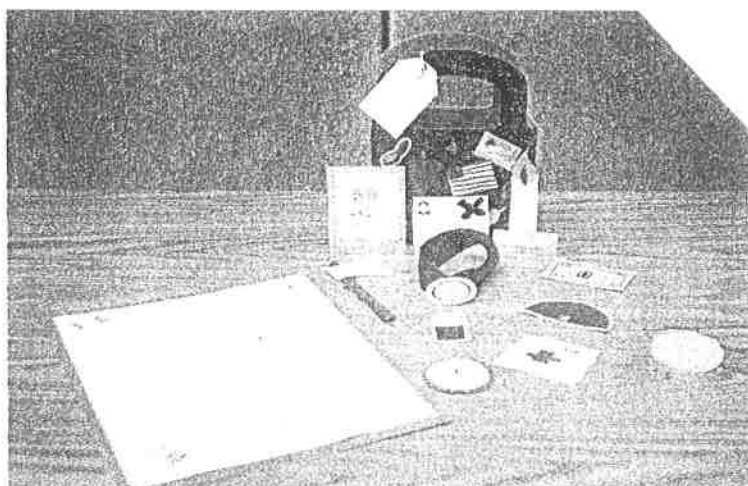
CHARACTER QUIZ CARDS

- Make a character quiz. Write or draw clues on one side of the card. Do not give away too much information in your clue, but try to show their characters by describing or illustrating actions or appearance, particular expressions or sayings, etc. For example, "This person is very arrogant and has a father who has a powerful position." (Answer: Malfoy) A drawing might show a boy with a broken wand (Ron).
- After you have finished your character quiz cards, number them and write a solution sheet so that other groups who read the book later can take the quiz.



CHARACTER SUITCASE

1. For this activity you will have to make and pack a suitcase that one of the characters in your book or story will take on a trip. The suitcase should contain the following things:
 - A luggage tag that has the character's name, address, and destination written on it.
 - Memorabilia to decorate the outside of the suitcase, such as bumper stickers or mementos from previous trips.
 - Ten items that the character would pack. These items may be both tangible and intangible. For example, Harry Potter might pack a wand (tangible) and courage (intangible) because he needs both to survive.
 - A short explanation stating why the character chose to pack each item. It should be written from the character's point of view. The example below may be used as a model.



Brian Robeson's Suitcase

Given the last experience I had when visiting my dad in the Canadian wilderness I know what to pack for this trip. Last summer the pilot of the Cessna 406 had a fatal heart attack, and the plane crashed, stranding me in the middle of the wilderness. I vowed to get my pilot's license, which I now have.

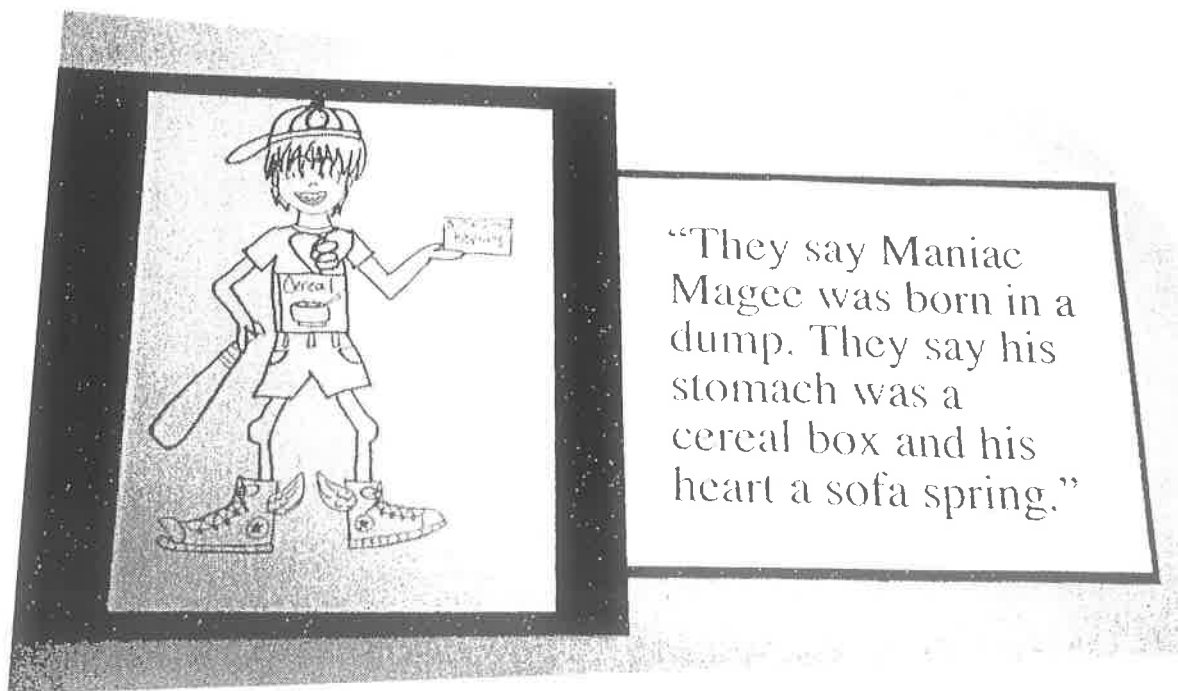
I'm packing my hatchet because it was my lifeline last summer. For luck, I'm taking a twenty-dollar bill just in case I need it for tinder. I'm also bringing a compass to help me find my way home, a sleeping bag to stay warm, and a tent to provide shelter. Since water is essential, I'll carry a canteen, for I might not find a lake this time. If I run into another porcupine, a first aid kit will make it easier to disinfect and bandage the wounds.

To remind me not to lose hope, I'll light a candle every night. When I lost hope last summer, I became so depressed I almost died. I'll also pack the medal for bravery my hometown gave me upon my return; courage is definitely needed in the wilderness. To keep me from feeling lonely and isolated, I'll bring along a picture of my best friend, Terry. Now I'm ready to go. I hope this trip to Dad's is uneventful, but just in case, I'm prepared.

CARICATURES

This activity only works for stories or books in which at least one of the characters is described in an exaggerated way. The "Harry Potter" series is a good example of books that use this type of character description.

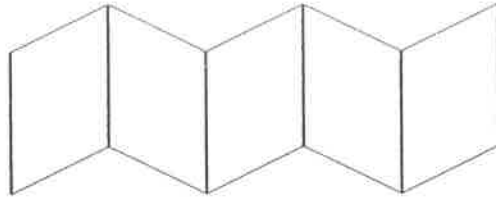
- Look through old newspapers or magazines to find examples of political caricatures.
- Mark passages in your book in which the characters are described in an exaggerated way, for example, "He was bigger than a house."
- Try to visualize the character or characters.
- Write down the exaggerated description(s).
- Use cartooning books and the examples of caricatures to help you decide what features you will exaggerate in your caricature.
- Sketch the caricature on scrap paper.
- Then draw and color the final copy on white card.
- Under the picture, write the quote from the story that inspired the caricature.



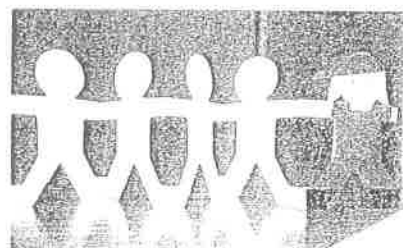
PAPER-CHAIN CHARACTERS

Choose a character from the book and do the following tasks for that character.

1. Hold some white paper horizontally. Draw four vertical lines as shown in the diagram.



2. Fold the paper accordion-style along the lines.
3. Draw the shape of the character on the folded paper. Make sure that the feet and hands touch the folds.
4. Next, cut out the areas between the arms, legs, and head. Make sure you don't cut the folds around the hands and feet.
5. Finally, unfold the paper. You should have five characters in the paper chain.
6. On the front of the first paper character, draw details to portray the character based on his or her description in the story. On the back of the first paper character, draw a picture of them. You may want to add paper details. (Do not use dark markers, or the colors will bleed through.)
7. On the front of the second paper character, write the character's favorite saying or one of his or her important quotes. On the back, write your own favorite saying or a quote that you especially enjoy.
8. On the front of the third paper character, write what the character does or how he or she acts. On the back, write what you like to do.
9. On the front of the fourth paper character, write what someone in the novel say about the character. On the back of the fourth paper character, write what their friends would say about them.
10. On the front of the fifth paper character, write the character's likes and dislikes. On the back, write your own likes and dislikes.
11. Add color and design to the paper chain.
12. Show you paper-chain to the other people in your group then present them to the class.



CHARACTER GROWTH CHART

1. Use the Character Growth Chart as a model for your own chart which you will draw on a blank sheet of paper. You do not have to copy the adjectives at the bottom of the chart, but you may use them to give you ideas for describing the character you choose.
2. Choose a character from the story or book you are reading, and write down words to describe your first impressions of the character.
3. Share your ideas with the rest of the group and check to see if they agree with you or not.
4. Write down any extra information you have gotten about the character from the other group members. If you have changed your opinion about the character, write the reason why in the last column.

Name _____			
Title of book _____			
Characters	First impression	Second impression	Reason for change
<p>Some of these characteristics might help you:</p> <p>happy, unhappy, friendly, unfriendly, kind, -cruel, brave, cowardly, tidy, messy, generous, mean, strong, weak, good, bad, smart, unlucky, intelligent, stupid, calm, excited, gentle, violent, timid, bombastic.</p>			

CHARACTER GRID

- After you have read your story or book, make a character grid like the one shown here.
- Write the names of the characters down the side.
- Write characteristics across the top of the sheet, either choosing from the list at the bottom or using your own.
- Work individually to complete your own grid, either by putting a tick in the box or by giving characters marks out of five. (The higher the mark, the stronger the characteristic shown by that character.)
- Compare your answers with the other members' answers and discuss any differences.
- Make a poster that shows a picture of what you think the character looks like and lists all the characteristics about which the group agrees. List these characteristics under the heading, "AGREE."
- List the characteristics on which the group couldn't agree under the heading, "DISAGREE."

Book title _____ Names in group _____
 Author _____

Character	Characteristic						

You may wish to select characteristics from the following list:
 kind, cruel, friendly, happy, cheeky, loyal, brave, honest, timid, bossy,
 strong, weak, gentle, honest, sensible, proud, rude, silly, stupid, clever,
 calm, generous, mean, polite.

CHARACTER CHARACTERISTICS

- Find a passage in your book or story which describes one of the characters very clearly.
- Read the passage out loud.
- Decide which words describe the appearance of the character and which words describe the actions and thoughts of the character.
- Underline the different types of words in different colors.
- Invent a new character and write about him or her in a similar way. Make sure you write about all the physical characteristics.
- Act the character and behavior of your invented character, and have the other group members guess what kind of person he or she is.





Name _____

Put Yourself in Someone Else's Shoes

Do you always agree with the decisions made or actions taken by characters in books? Think of a time you did not agree with a character. In the shoe on the left, write about the situation and what the character did. In the shoe on the right, write about what you would have done if you were the character. Why would you have done things another way?





Name _____

Telling a Life Story

A biographer writes about someone else's life. A biographer may read about the person, talk with his or her family or friends, or visit important places where the person lived and worked. The biographer may even get a chance to interview the subject of the book.

Could a biographer write about someone who never lived? Yes—but only by using a lot of imagination! Try it. Choose an interesting character in a book you have read.

Directions: List some ideas and facts you know about the character's childhood, interests, and jobs from reading the book. Then, on another sheet of paper, use your notes about your character to write his or her biography. Make sure you think of a great title!

_____ **from** _____
(CHARACTER'S NAME) (BOOK'S TITLE)

Write some notes about the places your character lives or travels.

**Pretend you are interviewing people about the character.
Use your imagination and the facts you already know.**

_____ **told me** _____
(FAMILY MEMBER)

_____ **told me** _____
(FAMILY MEMBER)

_____ **told me** _____
(FRIEND)

_____ **told me** _____
(FRIEND)

**If your character is young, imagine what will happen
to him or her as time goes on.**

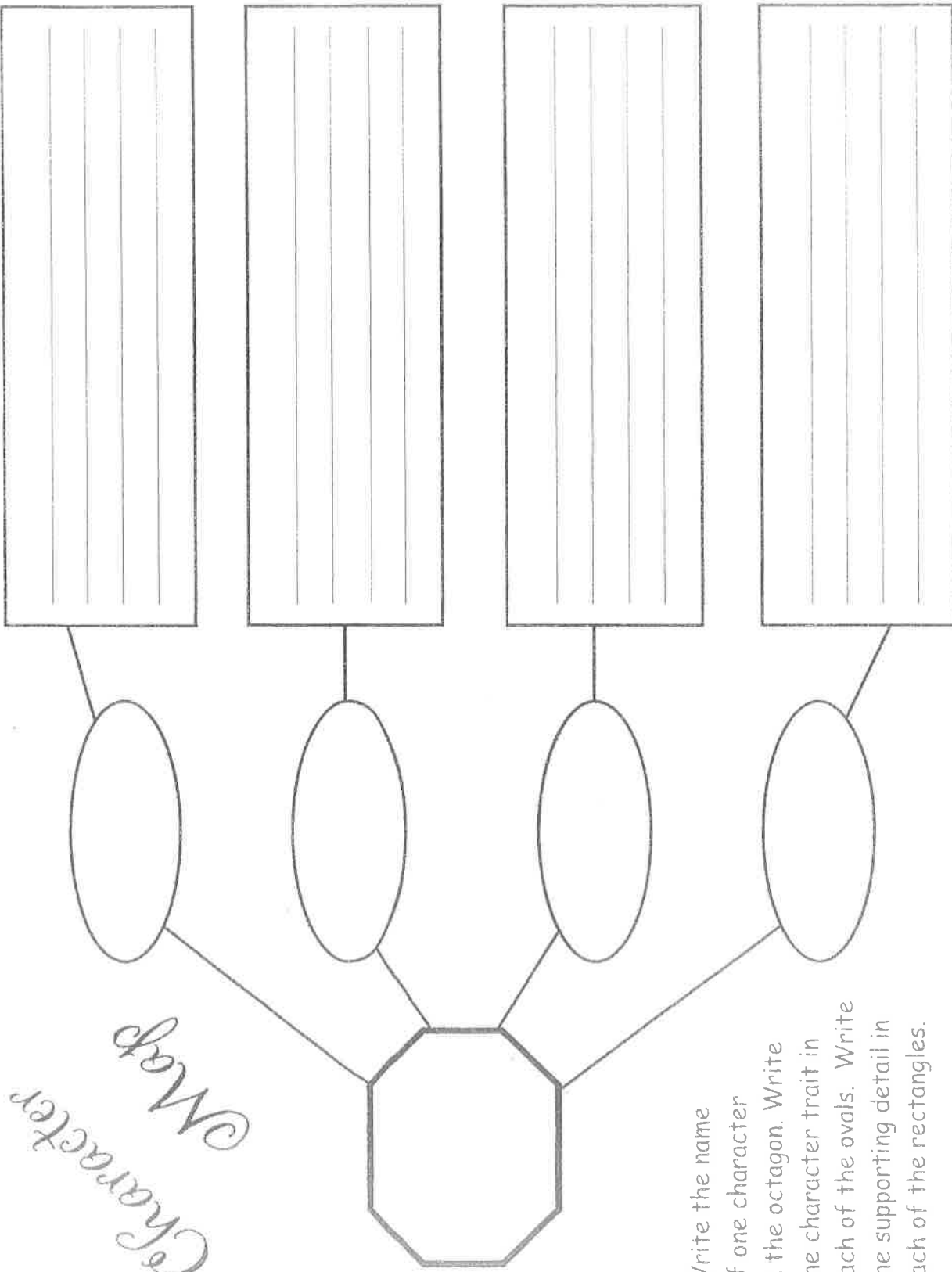
Character Traits



humble
brave
courageous
serious
funny
humorous
sad
resourceful
stubborn
loyal
gullible
handsome
caring
carefree
selfish
unselfish
generous
self-confident
respectful
considerate
imaginative
inventive
creative
independent

studious
intelligent
honest
mischievous
friendly
adventurous
hard-working
timid
shy
bold
daring
dainty
busy
lazy
patriotic
fun-loving
successful
responsible
helpful
dreamer
happy
disagreeable
conceited
leader

demanding
bossy
gentle
loving
proud
wild
messy
neat
joyful
cooperative
lovable
ambitious
quiet
curious
witty
fighter
determined
energetic
cheerful
thoughtful
calm
mannerly
rude
mean



Character Map

Write the name of one character in the octagon. Write one character trait in each of the ovals. Write one supporting detail in each of the rectangles.

Theme / Setting

other ...

emotional reactions

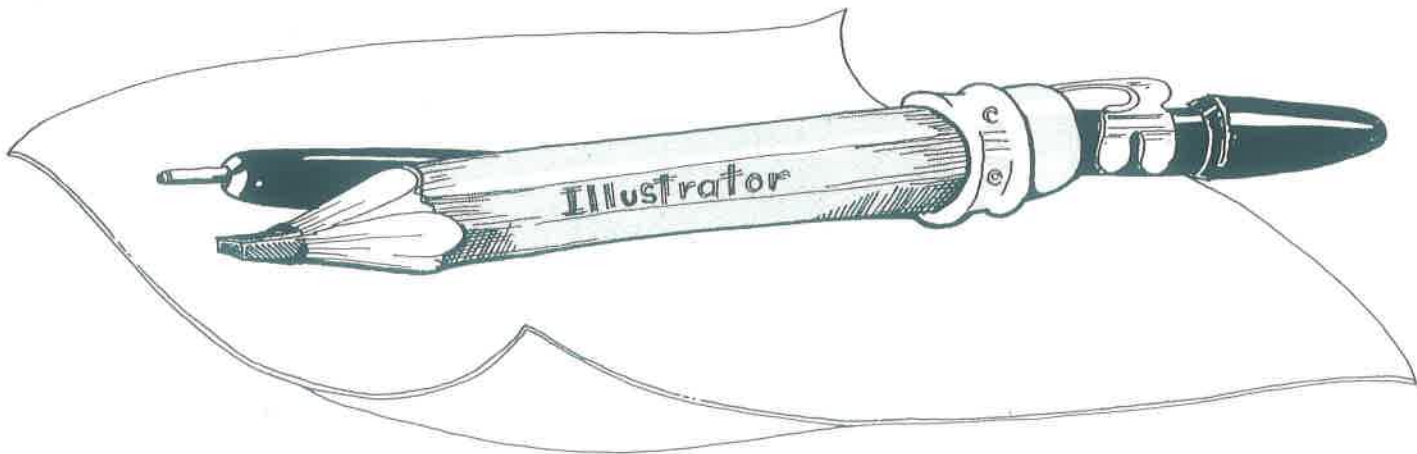
Mixed

Be an Illustrator

Most novels leave all the picture making up to your mind's eye, but often a publisher asks for a few sketches to accompany the writing for the book jacket or for advertising purposes.

Think about this week's reading section. Which events or places or people are most vivid in your mind? Try not to think about them in words, only in pictures. Can you see one with all its details?

On a separate paper do some sketching until you are satisfied with one. Keep referring back to your mind's picture as you need help.



An, S

Wordless Story

Think about ways you could tell a story without words. What can you use? How can you share your mind pictures with someone else without writing or saying any words? List your ideas here.

Choose one of these ways to use on your novel story section. Try to do it. Test it on a friend. Discuss your results and write a comment.

THEME STRIPS

- Write one theme from the book or story you are reading. This should be a general statement about life.
- Show your statement to someone else in your group. Check for mistakes.
- Make two sentence strips and write one half of your statement on a strip of card. Decorate the strips to represent the theme.
- On the back of the strip, write several sentences explaining how the theme relates to your life. Use the example below as a model.

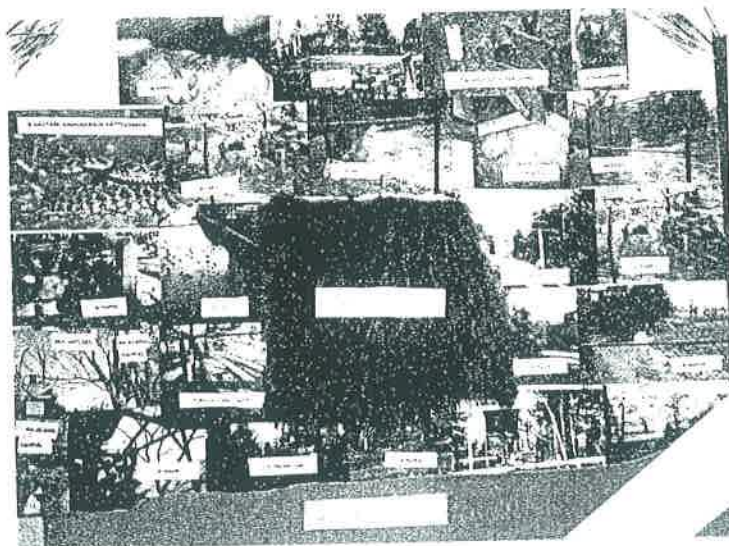
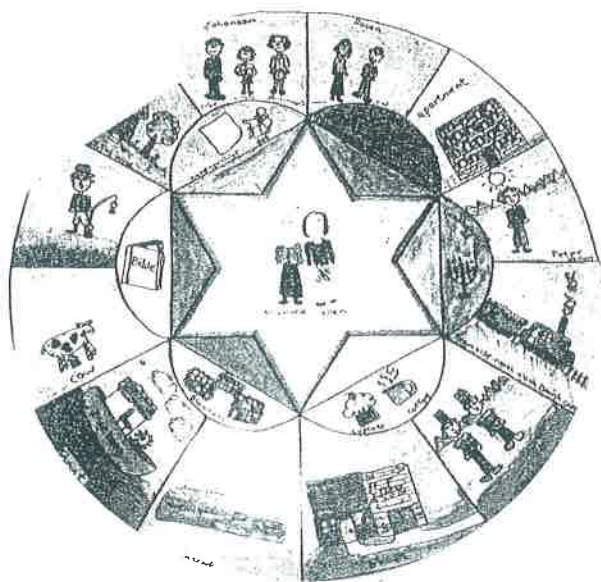


I love the trampoline, but I am terrified of the diving board. When my friends started teasing me about not going off the board, I decided to try it. After all, bouncing up and down on the end of the board is a lot like jumping on the trampoline.

When I stood at the end of the diving board, I started to shake all over, so I thought about my trampoline and imagined that I was jumping on it. Then I pictured myself as a dolphin diving and plunging through the ocean with my friends. I put my arms up high, ducked my head, and before I knew it, I was in the water. Like Rudi, I conquered my fears and did the impossible. I felt great.

THEME COLLAGE

- Bring magazines and newspapers from home to help you make a collage or an illustration using colors, symbols, images, and patterns to depict the theme.
- You may work individually, with a partner, or in a small group on the project.
- Write a paragraph that explains the meaning of the piece. Use the example below as a model.



Hatchet Animal Photograph Collage

My project relates to the concept of survival because it shows you animals that live in the Canadian wilderness. Seeing the animals here helps you recognize them in the wilderness or wherever you may see them. Besides recognizing the animal, you may be able to tell if the animal is dangerous like the moose was to Brian. Last, you would probably be able to tell which animals would be good for food, like the ruffed grouse (or in Brian's terms "foolbirds"), and which ones weren't good for food.

I learned three things from doing my project. First, I learned some of the animals look mean and vicious, but they're not. Second, I learned some animals, like the bear, won't bother you as long as you don't bother them. Last, I learned that animals and people can live together just like Brian and all the animals that lived in the Canadian wilderness.

Ashley Bashore

THEME IN A BOTTLE

- Imagine that a character in the book or story you are reading wants to express and share what he or she has learned from his or her experiences to help others understand important life lessons. For this reason, the character has decided to send a message in a bottle.
- Decorate the bottle with symbols that relate to the main character's message and to the theme of the story.
- You must write a letter from the character's point of view. This letter should express the character's feelings about the life lessons he or she has learned throughout the course of the book or story. Use the sample letter below as a model for student writing.



May, 1945

To Whoever Finds This Bottle:

My name is Annemarie Johansen, and I am a twelve-year-old girl who lives in Copenhagen, Denmark. Today the war ended, and the Nazis have been defeated. All over Denmark people are celebrating and bells are ringing. Finally, we are free!

In the last two years I have learned so much. Encountering the Nazi soldiers and their dogs taught me that real courage means facing your fears and moving through them to do what your heart tells you is right and just. Because the Danish people followed their hearts, we saved thousands of lives by hiding and transporting our Jewish friends to safety.

I've also learned how devastating and hideous war is. My heart ripped apart when a Nazi military car ran over my sister Lise. My friends as well as my family suffered grievously. My best friend Ellen Rosen and her parents had to leave their home and country just because they were Jewish. The Nazis were killing the Jews by the thousands, so we had to protect our friends by helping them escape. Then Lise's fiancé Peter, who saved hundreds of Jews' lives, was captured and executed in the public square at Ryvangen. I wept for days and woke up screaming from nightmares in which I relived Peter's and Lise's tragic deaths. I pray for an end to man's inhumanity to man.

But even in the face of the evil and horror that surrounded us, love and goodness prevailed because we acted with justice, compassion, courage, and conviction. Each of us listened to that still, small voice within us that guides us toward the light, and today the light conquered the darkness.

If you find this letter, read it to your friends and family. Pass it from house to house. Let people hear my message and create a world where peace, justice, and human kindness prevail.

Love,
Annemarie Johansen

Imagery Sharing

Prepare a mind voyage for your group by selecting a section from your novel to read aloud. As you search for a passage consider one that appeals to as many senses as possible. After you have chosen your reading, try it out with a friend. Have the other person read it aloud to you as you relax and form clear mind pictures. If you are satisfied with your selection, prepare it for reading to the group. You may want to skip parts of it. Be sure to read clearly, distinctly, and slowly enough for group members to get the picture. Try to recall your own mental images as you read it.

My reading selection _____ pages

Vivid words and phrases are _____

My selection especially appeals to these senses: _____



SETTING POSTCARDS

1. As you read use sticky notes or pieces of paper to mark pages where settings are described. Try to visualize the places described.
2. Make setting postcards by following these how-to's:
 - Using a ruler, divide the page in half.
 - In the upper right corner, create a stamp.
 - On the right side, address the postcard to a friend or family member. Include the name, street address, city, etc.
 - Imagine that you are a tourist visiting the place where your story takes place and that you are writing to a friend or relative. On the left side, describe the setting in detail. Remember to include a greeting, a closing, and a signature.
 - On the plain side of paper, draw a detailed drawing of the setting. Be sure to fill in all the white space. Use crayons, markers, or colored pencils to add detail.



Dear Mom and Dad,

Hi! I'm having a good time in
 Pompeii! This is a busy, rich city.
 Yesterday we watched the chariot races.
 Oh! They were so fun! The chariots
 moved so fast they were a blur of
 silver and red. Pathways lead from the
 hippodrome across the city.

Some things smelly smells are in
 the air today, and I feel something
 under my feet. The streets that were
 dusty and the same as people, houses,
 and a number of statues and buildings
 from the past.

Love,
 Sallie



MS SALLY MILLER
 691 LILAC LANE
 CARLISLE, PA 17013

SETTING SKETCHES/WATERCOLORS

1. List some of the pages in your book where you find setting descriptions.
2. Choose one of the settings and list key words and phrases that describe the setting and mood. Write these key words and phrases on vocab cards.
3. Make a detailed sketch of your imagined setting. Make sure each sketch has background, middle and foreground. Add colors with pencils, crayons or watercolors.
4. After your pictures are finished, use the following guidelines to write a setting cinquain.

WRITING THE CINQUAINS

How to Write a Setting Cinquain

Use the following pattern.

Noun
 Adjective, adjective
 Verb + ing, verb + ing, verb + ing
 Four-word free statement
 Synonym or equivalent for the topic

Example of a setting cinquain:

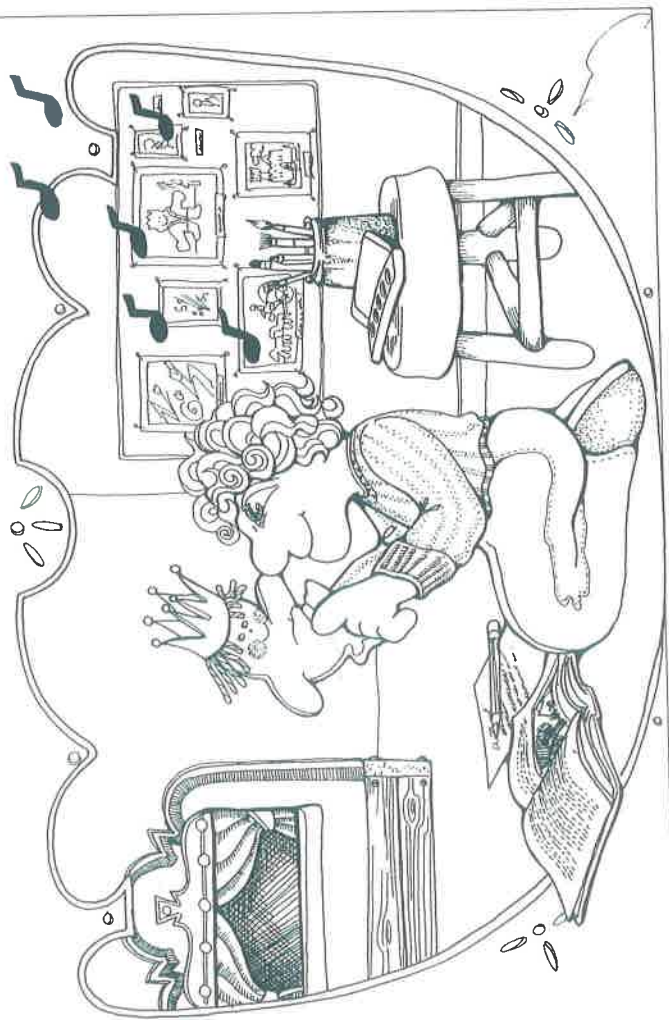
Woods
 Magical, mysterious
 Terrifying, intriguing, tantalizing
 Hub of the wheel
 Forest

Setting Cinquain

Noun		
Adjective	adjective	
Verb + ing	verb + ing	verb + ing
Four-word statement		
Synonym		

MORE CREATIVE EXPLORATIONS

1. Select a passage that makes you feel a particular emotion. Locate a work of music that gives you a similar feeling. Reread the passage as you listen to the music in the background. Do you find that the feeling you have grows more intense? Would the music you selected provide a good background for a dramatization of the passage? Test your opinion on a friend to see if you both reach the same conclusions.
2. Make a series of abstract drawings in color to accompany several passages that give you strong feelings. Show your drawings to a friend to see if your particular feelings "show" in the pictures.
3. Work with a partner or small group. Take turns reading aloud short passages that make the reader feel something. Those listening should express their feelings through facial expressions and body movements (placement, posture, dance, or a combination).



4. If your favorite character wrote a book, what would it be about? What would the title be?
5. Draw a sketch about the most humorous or interesting part of your reading.
6. Make a commercial for selling your book.
7. Make a felt board picture story to tell your story in simplified form.
8. Create new names for the characters which reflect their personalities, for example, Ima Bird, B.A. Baker, Justin Time.
9. Create an original book jacket.
10. Make new lyrics to a familiar tune like "Row, Row, Row Your Boat" to tell about your story in song.
11. Write an incident into a dramatic scene. Act it out.
12. Create a photo journal of some special story incidents.
13. Dramatize your vocabulary words.
14. Write a limerick about a favorite character.
15. Sketch a building described in the story.
16. In a group, pantomime a story scene for others to identify.
17. Create a puppet show.
18. Think of other uses for your book besides reading it which would not destroy the book.

FEELINGS MAP

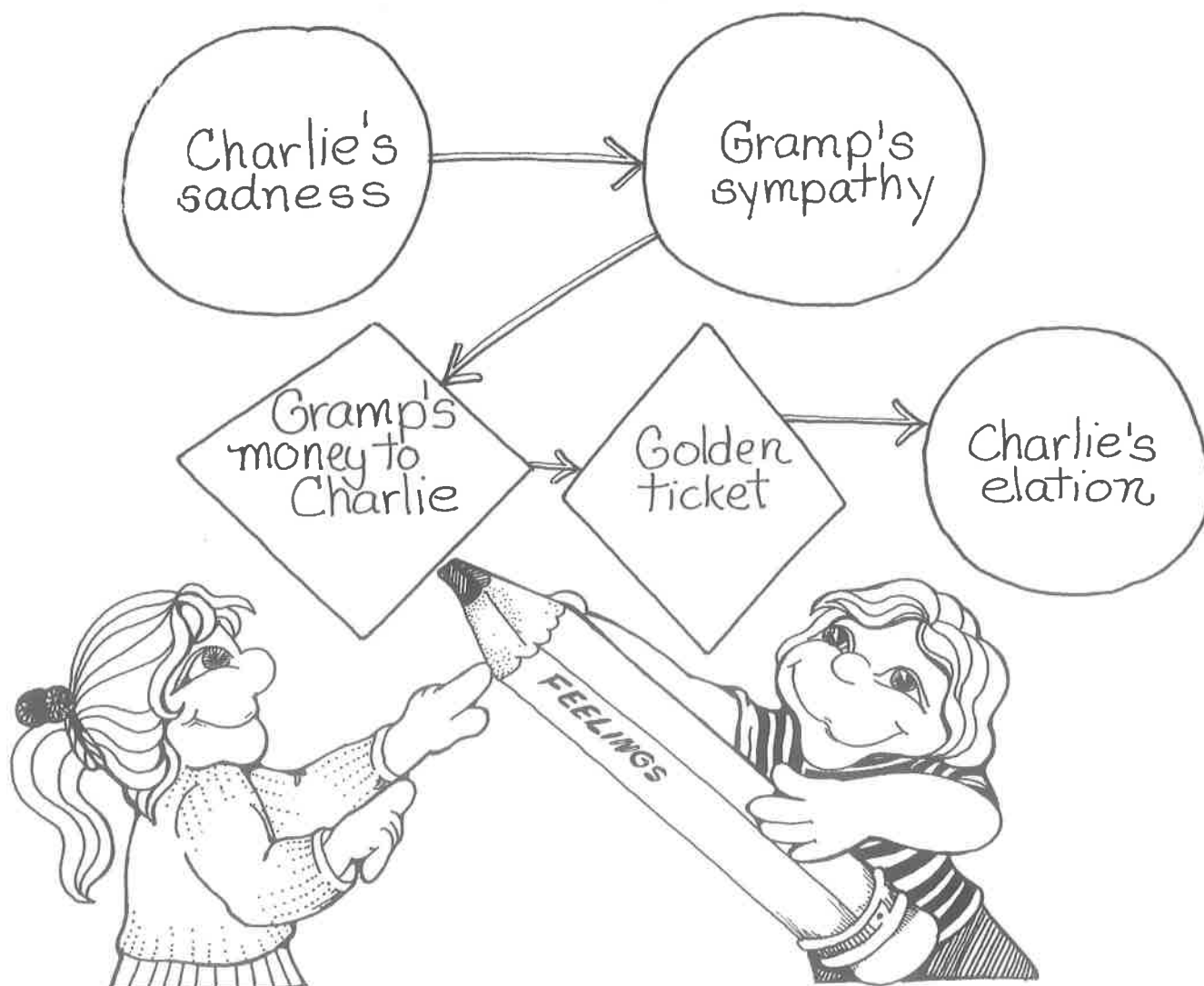
The creation of a feelings map may help you to see the way one character's emotions influence the feelings of others and their resulting actions. Your map may become very elaborate! The details of the story may cause your map to take interesting twists and turns.

Your first map should focus on only a small section of the novel. When you become more adept at mapping feelings you may want to make separate maps for each section and then intertwine the sections.

Perhaps your whole group would enjoy making a large feelings map together. Be prepared for some disagreements. Individual interpretations will differ.

To begin a feelings map you could start with the information you prepared for a Feelings Identification page.

Here is a simple map to show you the way! Use circles for feelings and diamonds for events.




HOT AND COLD

If asked our feelings about a particular book, we often haven't stopped long enough to analyze our general reactions. This exercise is designed to help you sort out your emotional responses to one section of your novel.

Step one: For each page of reading, mark a number 1 to 10, weak to strong, to show your *level* of feelings when you read that page.

Step two: Add up all the ratings and find your average feelings rating. Record your average on the feelings meter.

PAGE	COLD  HOT									
	1	2	3	4	5	6	7	8	9	10

Step three: Select two pages you gave a "9" or "10" rating and tell what prompted your emotional response.

Name _____


**Reading Response:
Book Review**

Book Review Checklist

Here are questions that will help you write a great book review. One important question is already checked for you. Pick at least three more questions to answer in your review. Put a check next to the questions you will answer. Write your answers on a separate sheet of paper. Use those answers when you are writing your review. Remember, you don't have to answer all of these questions.

- What is the title of the book and the author's name?**
- How did the book make you feel? What happened in the book to make you feel that way?**
- Why did you like (or dislike) the main character?**
- If there is artwork, did you like it? Why or why not?**
- What would you change about this book? Why?**
- What did the book teach you about yourself or about someone else?**
- Did the characters in the book remind you of yourself or of anyone else? Why?**
- Did this book remind you of any other books. Which ones, and why?**
- Did the book leave you with something to think about? What?**
- (If you have your own question, add it here.)**

Reading Response:
Compare and
Contrast

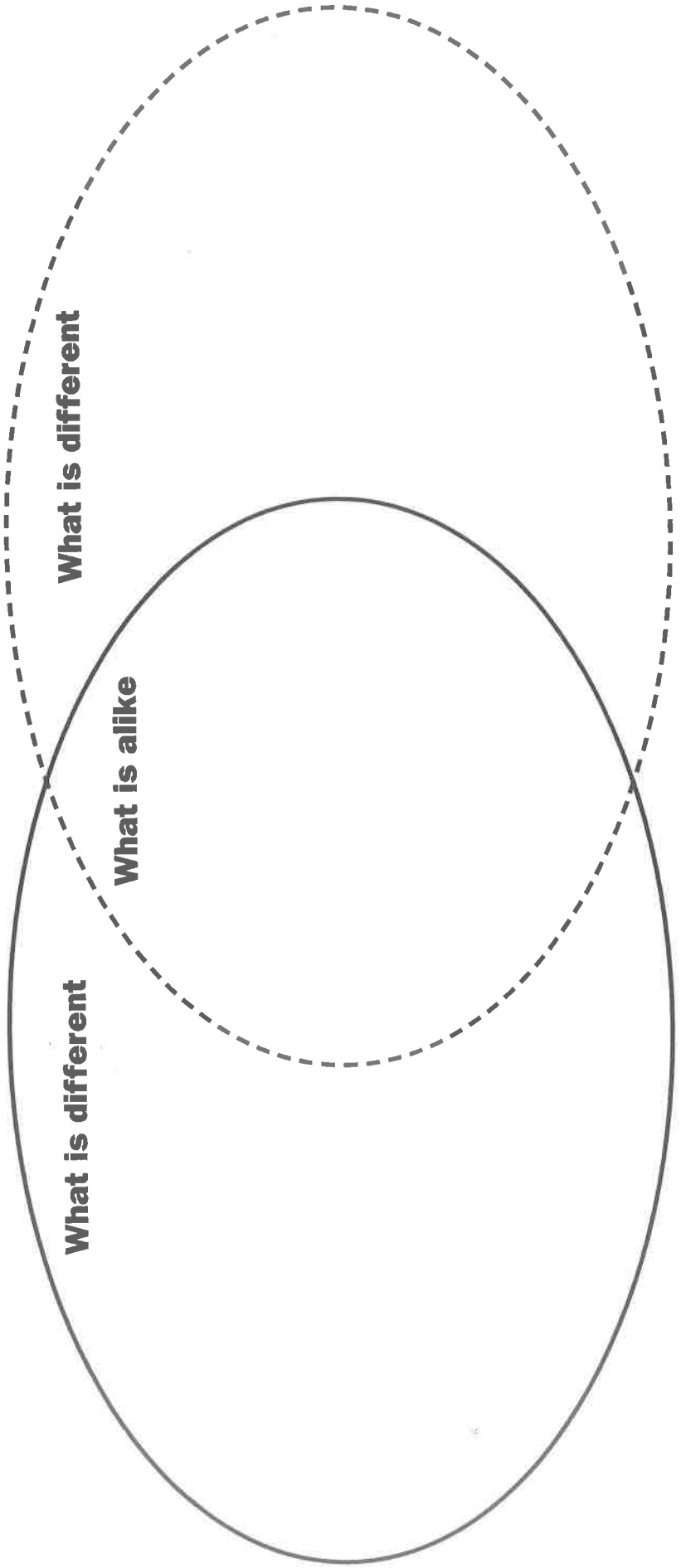


Name _____

Alike or Different?

Choose two things to compare and contrast. Write the name of one thing on the solid line. Write the name of the other thing on the dotted line. Write words and phrases that describe each thing in its oval. In the space that overlaps, write words or phrases that describe both things.

How _____ compares and contrasts with _____



Name _____


**Reading Response:
Setting**

Where's the Action?

In some books, characters travel to faraway places. In other books, people stick close to home. The action may take place in a school or on the main character's street.

On another sheet of paper, make a list of the places where things happen in a book you are reading. Draw a small picture to represent each place. Use the pictures to help you draw a map here, showing important places from the book.

A map of _____ from _____ (TITLE OF BOOK)



Name _____



Reading Response:
Critical Thinking

Solving a Problem

Every story has a problem, no matter how small. Part of the fun of reading a story is finding out how the characters solve their problems. After you read a story, answer these questions.

Title _____

1. Tell the main problem in the story.

2. Tell the different things that the characters suggested to try to solve the problem.

3. Tell how the problem was finally solved.

4. Think of a different way you might have solved this problem.

5. Would your solution to the problem have changed the story in any way? Explain.

Vocab



An, S

LOCATING COMPARISONS



Similes and metaphors are used by authors to help the reader form more vivid mind pictures. Locate several examples from your reading. Remember that similes express comparisons using "like" or "as," while metaphors do not.

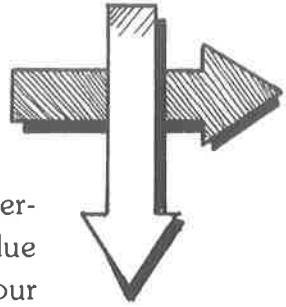
Page	Para.	Comparison	Simile or Metaphor



Select a comparison from those you listed that is especially vivid in your mind. Illustrate the comparison on a separate sheet of paper or write in words the mind picture you see.



Aerostic Puzzles



Choose five words from your reading section. Record each word vertically. Now think up other words to "fit" horizontally. Add a word clue for each of these horizontal words. Now you are ready to present your work as a puzzle to a partner. You may decide to leave your original word in the puzzle, or maybe you prefer to leave all letters *except* the original word, or leave all blanks!

Here's an example:

a m b i t i o u s

n o c t u r n a l

c r e a t e

i s l a n d

e v e n i n g

n o r t h

t e e t h

eager to work; not lazy

occurring in the night

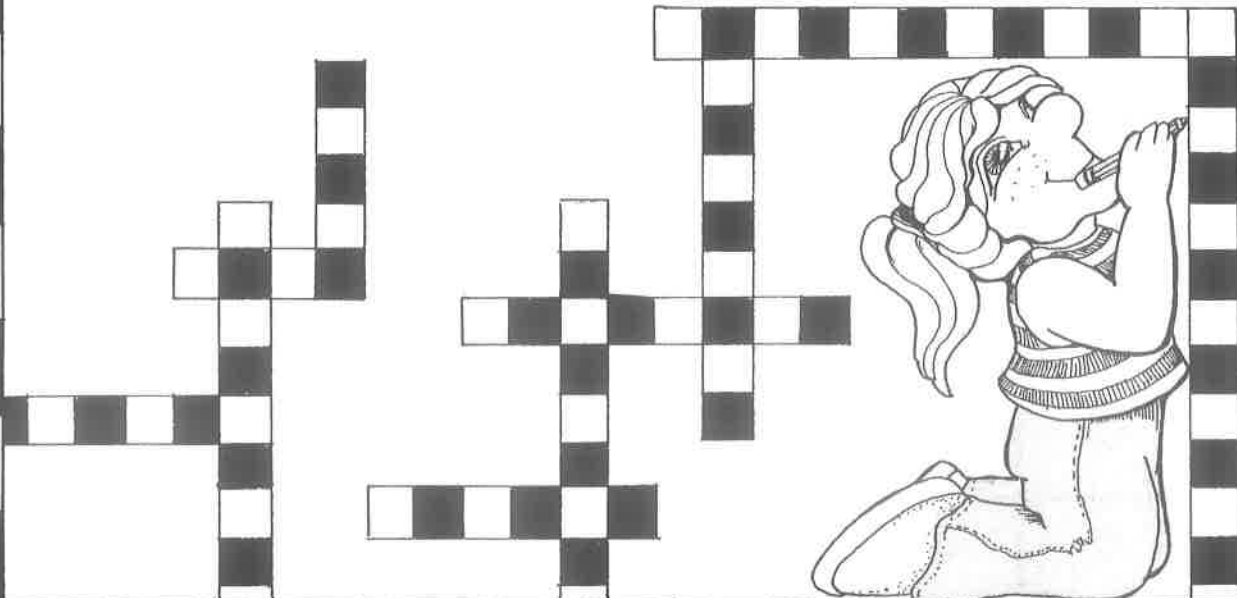
to make something new

body of land surrounded by water

late p.m.

direction

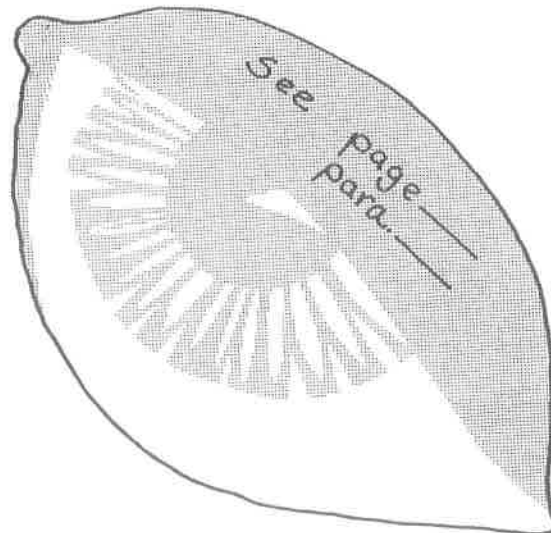
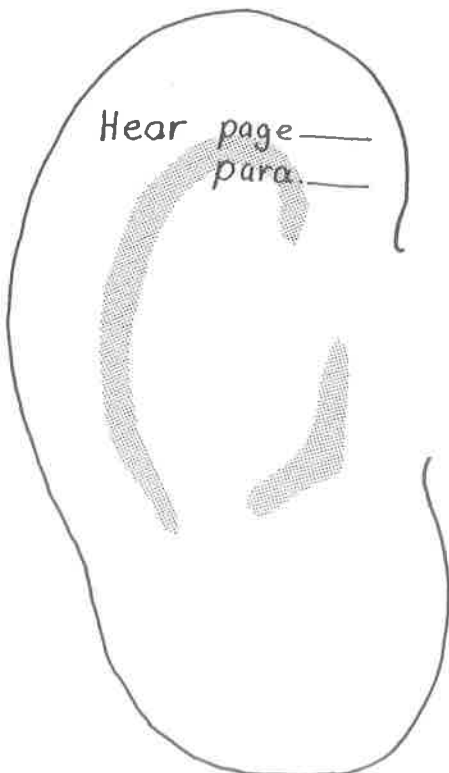
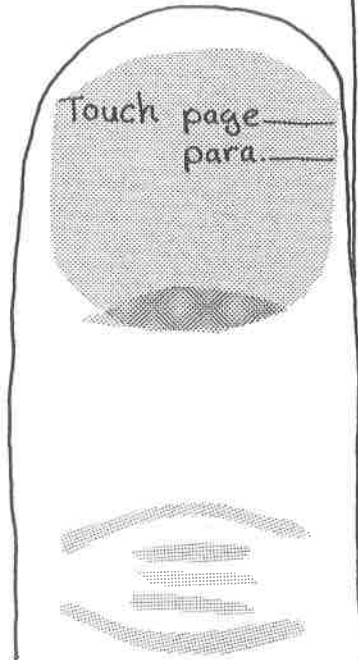
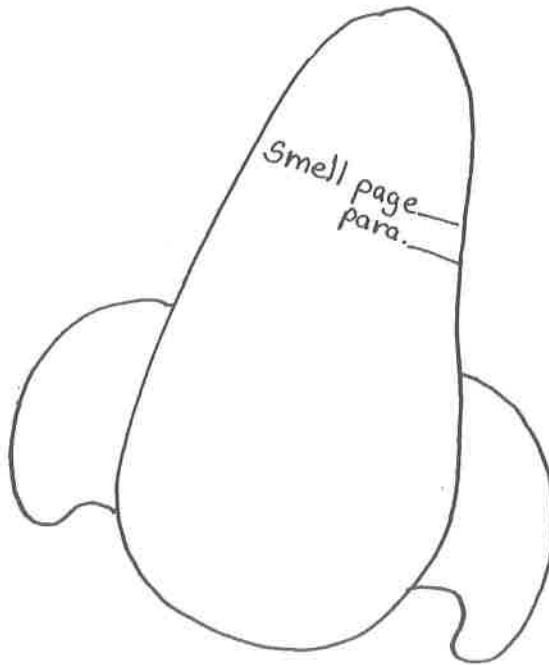
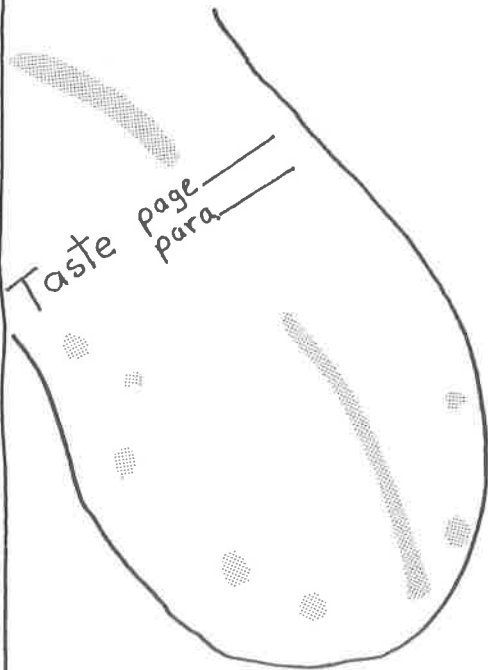
chewing instruments



Ap, An

Sensible Words

Locate words or phrases that appeal to the senses.
Record below. Can you find all 5 senses?

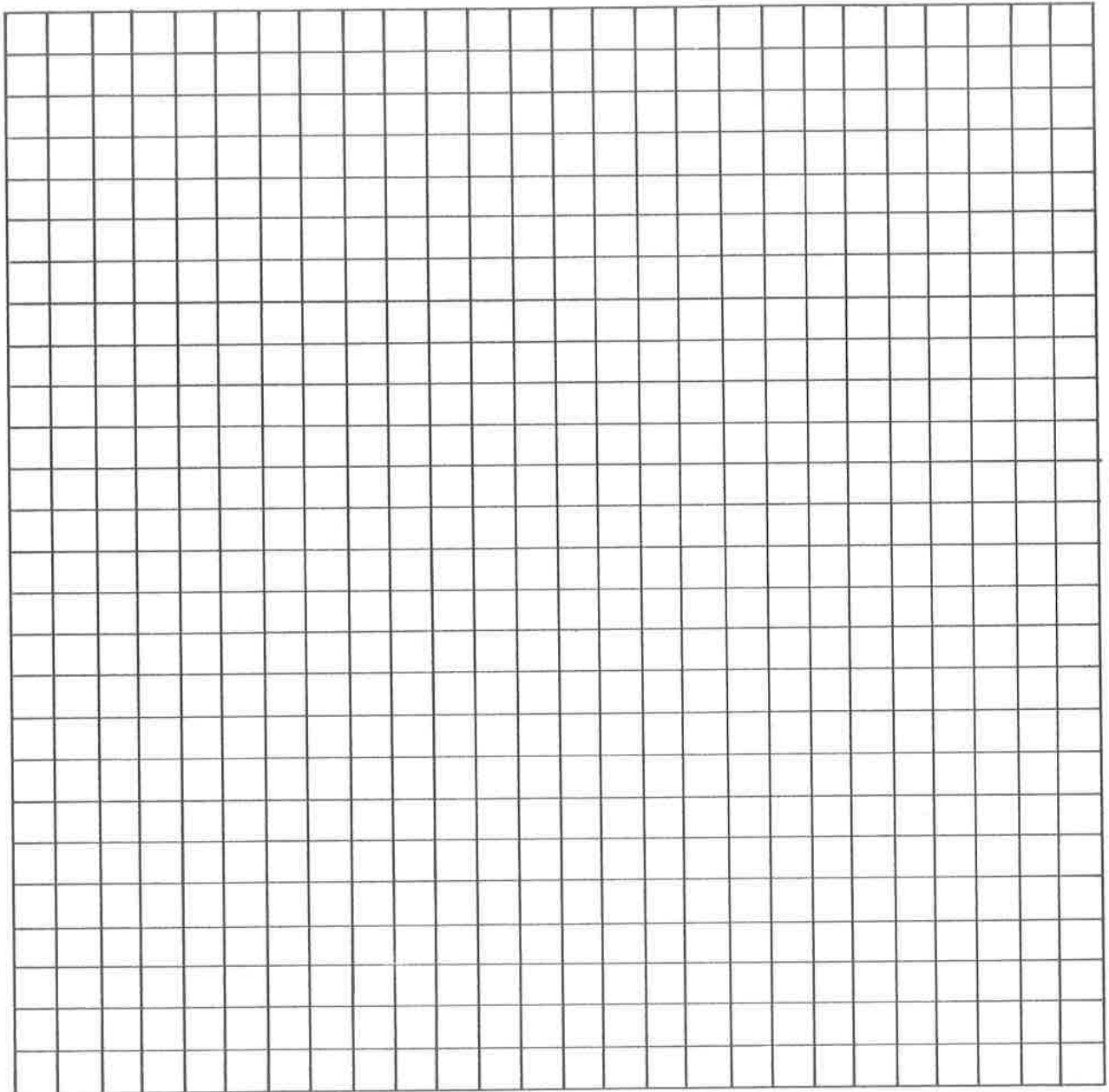


Ap, An

CROSSWORD

8v

Use new words from this week's section to create a crossword puzzle.



Clues

C, S

CRAZY IMAGERY

Record any ten objects. Beside each add an adjective/noun combination found in this week's reading.

Object

and

Adjective and Noun

Think about combining the objects and adjective/noun combinations. Form mind pictures. Make them humorous! Write your three funniest images in sentence form.

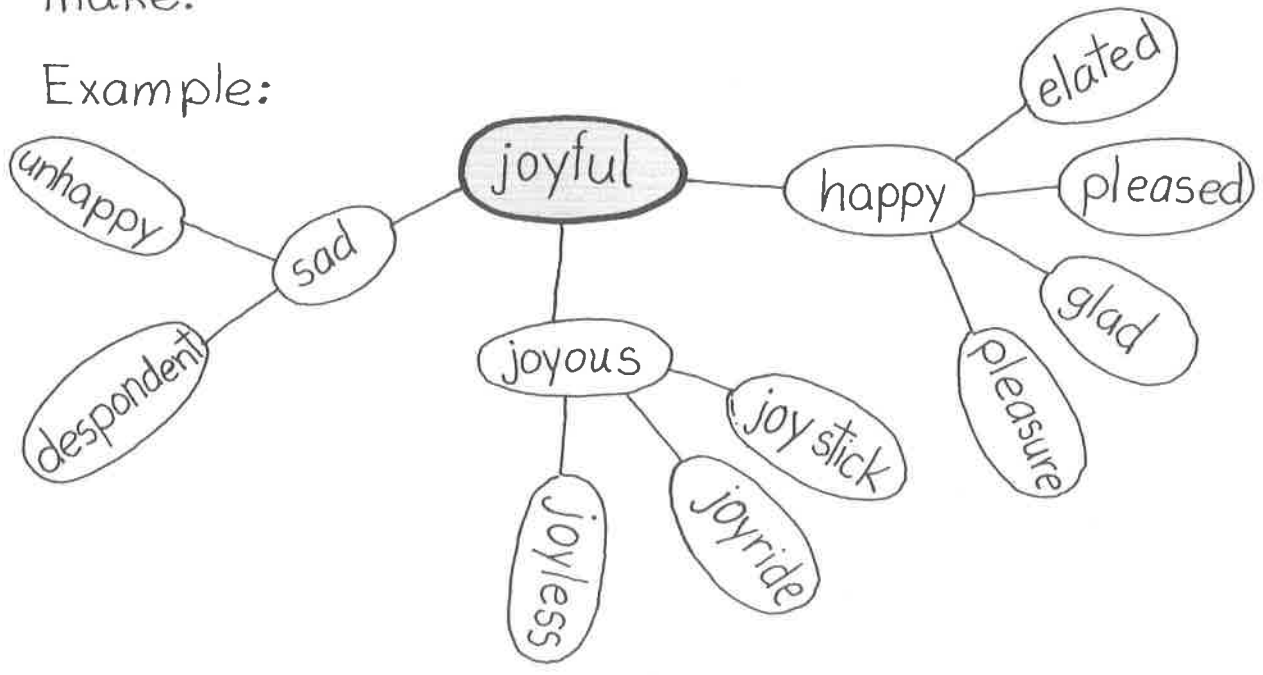
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Word Webs



Select ten words to web. Place each word in a center. Web each one by adding lines and words to show synonyms, antonyms, and other word associations your mind can make.

Example:



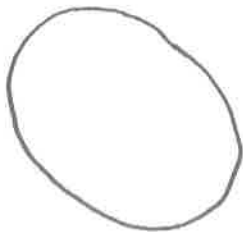
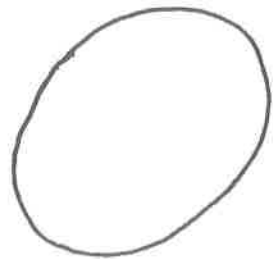
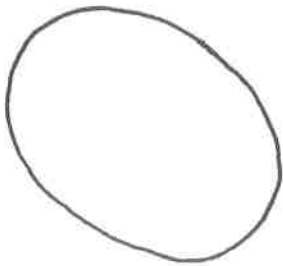
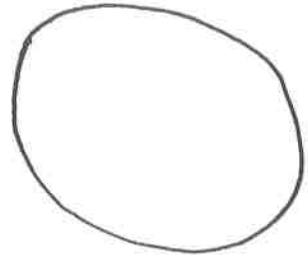
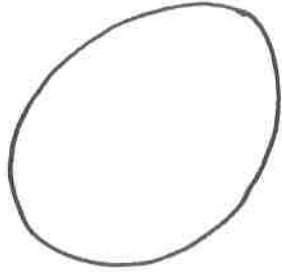
You may choose to use color to show the various parts of your web.

Share your webs with another student. Are there any branches of your webs that you need to explain.

Variation:

Choose a partner and make a game of Word Webs. Fill in everything except your central words. Challenge each other to fill in the centers.

Word Webs



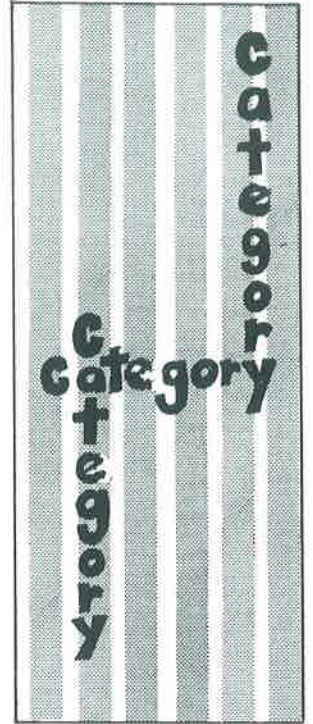
An

CATEGORY

6v

List here twelve words from your reading section.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

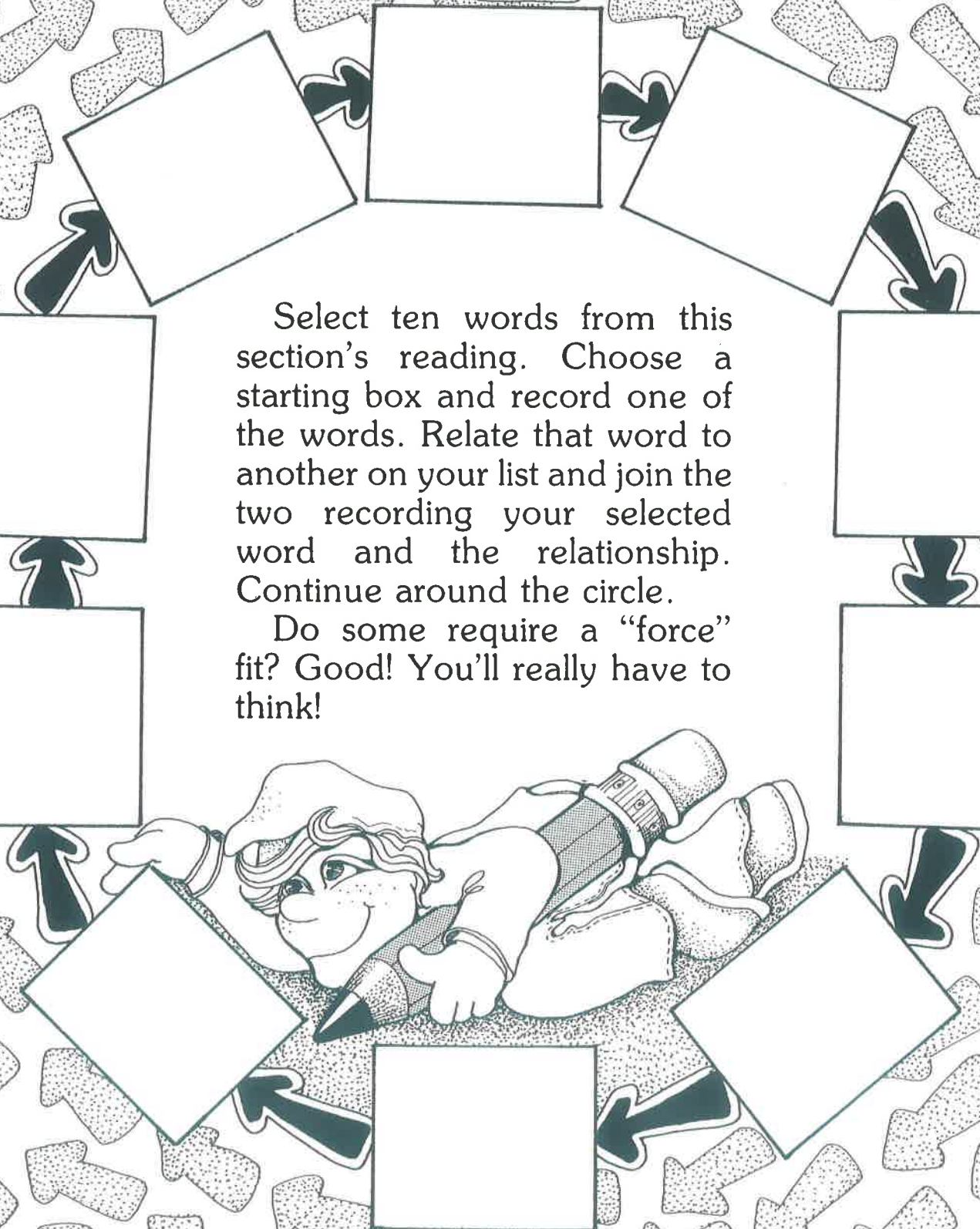


Think of a way to fit all twelve words into categories you select. Use a variety of categories. Try to be *unique!*

Category	Word Members

*Challenge: With a partner, share lists and try to guess the headings for your words.

Wordcycle



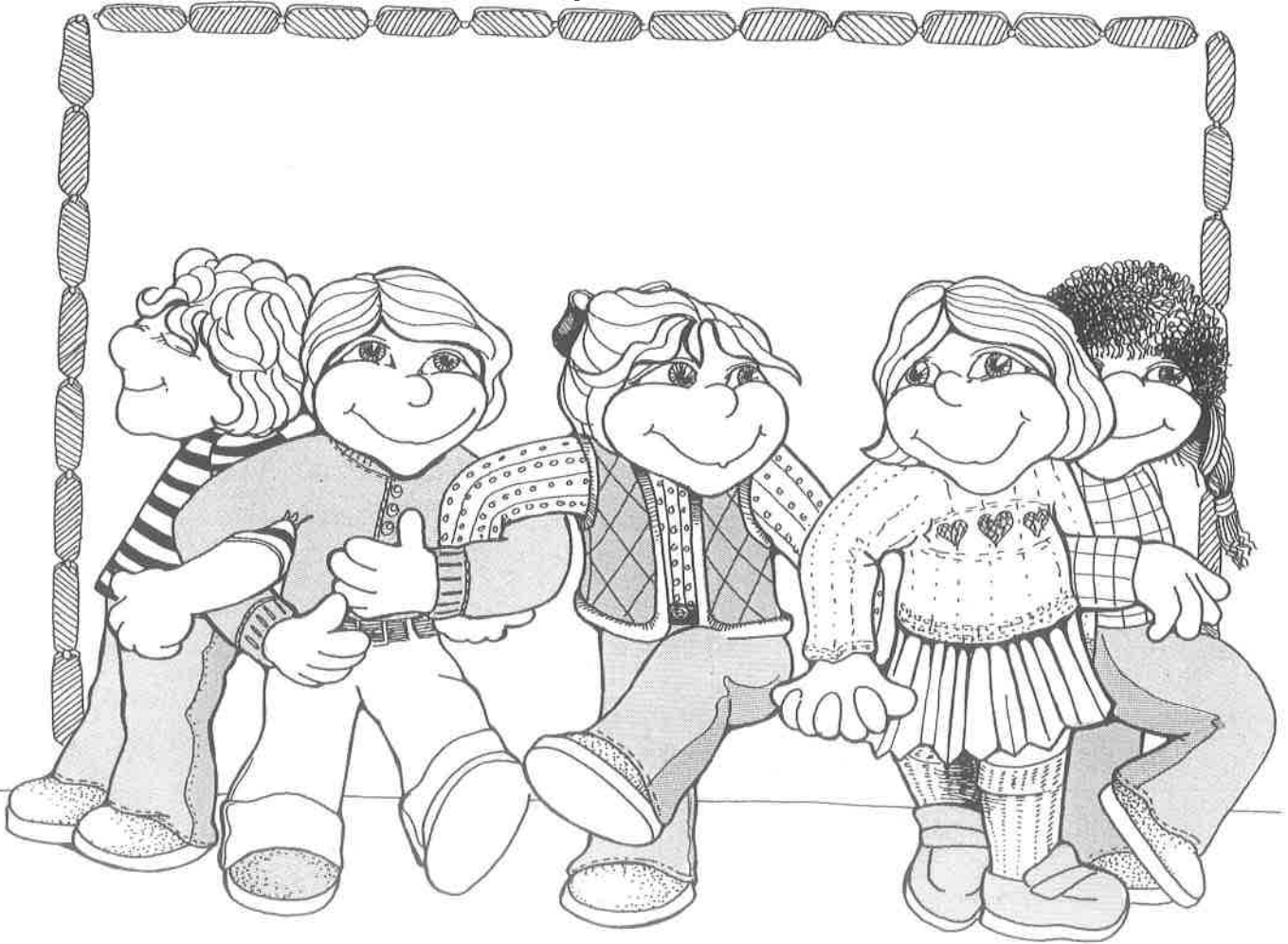
Select ten words from this section's reading. Choose a starting box and record one of the words. Relate that word to another on your list and join the two recording your selected word and the relationship. Continue around the circle.

Do some require a "force" fit? Good! You'll really have to think!



CONNECT A PAIR

Select twelve vocabulary words from your reading. Record them in two columns. Now form six pairs of words and form some connection with each separate pair. Tell how they are alike, or different, use both in the same sentence, make up a new definition for the pair as used together, or create your own pairing activity.



LISTING IDEAS FOR FLUENT, FLEXIBLE THINKERS

1. List every character.
2. List ways your novel says "said."
3. List any foods mentioned in the book.
4. List ways the author shows size.
5. Write a problem solved in your novel.
List other ways it could have been solved.
6. Open your novel to any page. Find the name of an object. Make that your list heading. List uncommon uses for the item.
7. List happy thoughts about your novel.
8. List places mentioned in the novel.
9. List ideas or things you think the author of this novel believes.
10. List the best places to read a novel like this.

