

Group and / or Individual Product Choices

1. Draw a timeline to illustrate the events in the story. Show the chronological incidents in the book, labeling days, months, and years, if known. Otherwise, number the events 1, 2, 3, and so on.
2. Write a visual essay.
3. Construct a story map to show the plot (character movement, events) and setting (place, time, social reality).
4. Create a jacket for the book, complete with illustrations and blurbs.
5. Prepare a chart showing the characters, their relationships, and a few biographical facts about each.
6. Create a poster-sized ad of the book.
7. Have a panel discussion if several students read the same book.
8. Dramatize an incident or an important character alone or with others.
9. Do a radio announcement to publicize the book.
10. Have individual conferences with students to get their personal reactions.
11. Appoint a committee to conduct peer discussion and seminars on books.
12. Illustrate the story, take slides, coordinate music and narration, and give a multi-media presentation.
13. Write a play based on the continuation of the story or a new adventure for the characters.
14. Give a demonstration of what was learned from a how-to book.
15. Compose a telegram about the book, limited to twenty words.
16. Dramatically read a part of the book to the class to get them hooked.
17. Keep a diary of one of the characters in the story, using first person.
18. Write a letter to the author telling why you liked the book, your favourite parts, what you would have done with the plot.
19. Be a newspaper columnist; write a review for the book section.
20. Explain how the story might have ended if a key character or incident were changed.
21. Write a letter to the key character to tell him or her how to solve the problem.
22. Write a newspaper article based on an incident from the book.
23. Write a biography of the leading character, using information from the book.
24. Write an obituary article about a key character, giving an account of what he or she was best known for.
25. Give a testimonial speech citing the character for special distinctions noted in the book.
26. Compare the movie and book version of the same story.
27. Make a diorama to show the time and setting of the story.
28. Have a character day. Dress up as your favourite character in the story and relive some of the story.
29. Rewrite the story as a TV movie, including staging directions.
30. Examine the story for the author's craft and try to write a story of your own, imitating the use of tone, setting, style, and so on.
31. Memorize your favourite lines, or write them down for future quoting.

32. Make sketches of some of the action sequences.
33. Read the story into a tape recorder so that others may listen to it.
34. Research the period of history in which the story is set.
35. Make a list of similes, metaphors, or succinct descriptions used in the book.
36. Make puppets and present a show based on the book.
37. Build a clay or papier-mâché bust of a key character.
38. Give a “chalk talk” about the book.
39. Paint a mural that shows the key incidents in the story.
40. Rewrite the story for students in a lower grade. Keep it interesting.
41. File information about the book in a classroom cross-reference. Include author, story type, and list of books it is similar to, and so on.
42. Imagine a *Life* magazine story on the book you’ve just read. What are several scenes you think ought to be photographed? Describe the photographs and write captions for them.
43. Tell the general effect of the book on you. What made you feel the way you did?
44. Report on any new, interesting, or challenging ideas you gained through reading the book.
45. Letter the title of the book vertically; then write a brief phrase applicable to the book for each letter.
46. Tell what kind of people should read this book. Who shouldn’t?
47. Explain why you would or would not recommend this book to your parents for their reading. Be specific in your references to characters, plot, and setting.
48. Explain why you think this book will/will not be read a hundred years from now. Support your viewpoint by making specific references to plot, setting, characters, and author’s style.
49. Make a list of five to ten significant questions about this book that you think anyone who reads this book should be able to answer.
50. Write an original poem after you have read a book of poetry.
51. If it is a geographical book, make a map and locate places found in the book.
52. Retell the story.
53. Direct a Class Chorus based on your own script of the story.
54. Comic Strips.
55. Story Boarding.
56. Collages.
57. School Newspapers.
58. Scavenger Hunts / Scavenger Hunt Teams.
59. Map places, events, character movements in story.
60. Pen pals.
61. Dialogue Journals.
62. Write a skit or short play which uses the same main characters as the story. If you wish, you may add a new character to give freshness to the

- mix. Continue the plot of the original story, or invent a new conflict and resolution.
63. On a 3-by-5-inch note card, write a telegram about the book to send to a friend. Include specific things about the characters, story, and setting. Limit the telegram to fifty words by leaving out and, and similar, small words.
 64. Write a diary as if you were one of the main characters in the book. Tell not only what is happening to you and others, but how you feel about what is taking place. Make a minimum of ten sequential entries of at least five sentences each.
 65. Write a letter to the author of the book. Emphasize the parts of the book you liked best, one part you would change (telling specifically how), and name your favorite character. Tell exactly why you found the character likable or believable.
 66. Pretend you are a book critic and write a book review for a newspaper. Tell the name of the book, its author, something about the main characters, plot, setting, and conflict. Do not reveal the ending, but evaluate the book and the author's writing ability.
 67. Rewrite the ending of the story. Be sure it is plausible, yet different from the one the author uses. Your ending should begin at the climax and take the main characters through to a different resolution.
 68. Choose a main character from the book. Write a letter to him or her, giving advice on what he or she should do to solve the conflicts that have been presented in the book. Be sure your advice is different from the author's.
 69. Write a one-page publicity article promoting the book. Be specific, but don't tell the story or the ending. Remember, you are trying to get someone interested in reading the book, not summarizing it. Reading book jackets should help you get ideas.
 70. Write a one-page biography of a character from the story. Use any and all information given by the author through the book. Write the facts about the character in chronological order, even if they weren't presented that way during the story.
 71. Pretend you are a news reporter, assigned to the obituary page. Write brief obituaries about two characters from the book. Give pertinent information about their lives, showing readers what you have learned about them and the legacies they leave.
 72. Write two long paragraphs (one page) comparing and contrasting the book and the television or movie version based on the same story. In the first paragraph, tell the ways the versions were similar. In the second, tell the ways in which they differed.
 73. In what period of history was the story set? Go to the library and research the era. Add what you learned about the customs, dress, language, etc. from the book to what you learn from your research. Summarize on one full page the historical period.

74. Search the book for similes, metaphors, or exceptional images the author used. Write them down exactly as stated. Label each with an S, M, or I to show that you know one from the other. Be sure to fill one complete page.
75. Write a one-page summary of the story. Be sure to include the main characters, setting, plot, climax, and resolution. Be brief and to the point. Put the title and author's name at the top of the page and your name at the bottom.
76. Take one interesting incident from the story. Use it as a springboard to write a short story for a young person of elementary school age. Limit yourself to two or three pages. Have a problem to be solved, and create enough suspense to hold a child's interest.
77. Write one page telling how you would like the main character as a friend
78. Write one page about one of the characters. In the first paragraph, tell how the character is like you. In the second, tell how the character differs from you.
79. Compare two books you have recently read. Tell all the ways they are alike. Be sure to list the complete titles and authors.
80. Contrast two books you have recently read. Tell all the ways they are different. Be sure to list the complete titles and authors
81. Outline the book, using main headings such as Setting, Characters, Plot, Incidents, and Ending for your Roman numeral divisions.
82. Choose several classmates and plan and execute a panel discussion about the book you all have read. Discuss the author's use of imagery, metaphor, simile, or personification; point-of-view; style; and theme.
83. Plan and execute a dramatization of a scene depicting an important event in the book you all have read.
84. Plan and orally present or videotape a publicity spot suitable for radio or television about the book.
85. Interview five students who have read the same book. Prepare five questions for them to answer, record their answers, then report the results to the class, noting similarities and differences in their answers.
86. Choose several friends to tape-record part of the story, with someone reading the narration and others taking the parts of characters. Play the finished tape for the rest of the class.
87. Present a chalk talk about the book to the class. Include the name of the book author, general information, and several specific incidents, but do not reveal the ending. Try to interest them in reading the book.
88. Research the author of the book. Report orally to the class on interesting aspects of the author's life.
89. Choose a partner who will play the part of the author. Make a telephone call (in front of the class) to the author of the book, on speaker phone. Work out interesting questions and realistic answers ahead of time which will reveal major facts about the author.