

Response to Literature or Literature Extensions

1. *Reproduction*- The teacher reproduces the text and the students illustrate the text of the story. Older children may copy the text themselves. Reproductions may take many forms: big book, wall stories, small books, accordion books.
2. *Innovation*- Children use the basic sentence structure or language patterns of a familiar story and adapt it to a new theme. Innovations may also take a variety of forms.
3. *Songs & Games*- Children may sing a familiar song or create a song using a familiar tune or create another version of a game. For example, consider the game William Matrimmatoe in *My Great-Aunt Arizona*.
4. *Character Scrapbook*- Students make a “scrapbook” as if the main character put it together. Requirements: (1) write a journal entry from the point of view of the main character, which summarizes the book and describes the setting, main events, and conclusion. (2) Four “photographs” are included which can be drawn or cut out of a magazine. They should show: the main character in a scene from the book; the character’s family or friends; the setting of the story; a picture of choice. (3) Draw, create, collect, or find four souvenirs that the main character would have put into the scrapbook. They should reflect events in the story.
5. *Comparing book* - Choose different versions of a story and have the children compare and contrast the setting, characters, problems, and solutions. Use a Venn diagram.
6. *Viewing Videos* - Some books such as *Because of Winn Dixie* have been made into movies. View and compare/contrast the movie version with the book version.
7. *Webquests* – Engage technology as students conduct webquests or peruse websites related to children’s literature. For example, check out the website linked for Owen and Mzee - <http://www.owenandmzee.com/omweb/>
8. *Story Maps*- Have the children draw the main events of the story on a sheet of drawing paper, cut them out, and sequence them. Also use flow charts or recursive maps.
9. *Personal Responses*- Students write or dictate a response to a prompt. (My favorite character... I liked this story because... My favorite part of this story was...)
10. *Readers Theatre*- Children adapt the story by devising lines for each character and possibly a narrator. The children perform by reading their scripts to the audience.
11. *Dramatization*- Children act-out the story. The children may make masks or create props.
12. *ABC Book Format*- After reading books on a certain theme or genre, students select a letter for his/her page and reread the book(s) for a word that starts with that letter and is important to the story. The word may be defined and illustrated on each page. (Example: community resources)
13. *Giant Characters*- The children work together to make a giant stuffed or two-dimensional character from the story. Write about the character.
14. *Recipes*- The children read and follow and/or write and illustrate a recipe to make a food item related to the story.

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15. *Mobiles*- The children construct a mobile based on the story using the main characters, setting, and/or theme.
16. *Puppets*- The children use available materials to make puppets based on the characters in the story and put on a puppet show.
17. *Books on Tape*- Tape record children reading a book and place the book and the tape in the listening center to be enjoyed by the class.
18. *Overhead Stories*- The teacher writes the text on an overhead transparency and the children illustrate the text.
19. *Visual Arts*- Choose from a variety of mediums to create an art project based on the story.
20. *Letter to a Character*- The children write a letter to a character in the story to convey their feelings or ask questions of the character.
21. *Character Interview*- Pretend to be a reporter and interview a character. Write a newspaper article about the character.
22. *Diorama*- Students create a diorama in a shoebox that depicts a scene from the story. Several students could create dioramas that could be sequenced.
23. *Sequel or New Ending*- Write a sequel to a story or rewrite it with a different ending.
24. *Graphs* – Make a graph and draw a picture of a main character at the top of each column. Have the children indicate their favorite character from the story. Count, graph, & compare
25. *Retelling* – Have the child retell the story in his own words. Another option is to have the child retell the story from the point of view of another character.
26. *Related books and/or literature*- Children read other fiction or non-fiction materials that deal with the theme or specific details from the story
27. *Craft Stick Puzzle*- Use ten craft sticks to make a picture related to the story. Write words or sentences on the back to sequence.
28. *Character Defense*- Students pretend to be a character. They are on trial and must tell why they should not be “kicked out of the story.”
29. 26. *Chapter Summaries*- If the entire class has read the same book, students can each write a summary of a chapter and illustrate for a class book. If students have read different books, then students write summaries of each chapter and illustrate for individual books.
30. *Setting Travel Brochure*- Students create a travel brochure that will make people want to visit the setting described. The inside columns give a description and illustration of the setting. The outside columns give the travel “agent,” book title and author, and why people should visit.
31. *Book Jacket*- Students give a book summary and illustrate a new cover for a book.
32. *Poetry* - The children may read a familiar poem or create a poem which reflects on the theme, a character, or main event of the story.

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33. ABC Alliteration- each student writes an alliterative sentence using the first letter in his/her first name. An illustration is done and the pages displayed (perfect for open house) then compiled into a class book.

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