



More Novel Ideas

Than You'll Ever Use In a School Year!

- ⇒ Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. An explanation of how this character fits into the book should accompany the sculpture.
- ⇒ Interview a character from your book. Write at least ten questions that will give the character the opportunity to discuss his/her thoughts and feelings about his/her role in the story. Type your interview and print.
- ⇒ Design and build a miniature stage setting of a scene in the book. Include a written explanation of the scene.
- ⇒ Draw, sketch, or design using an Ipad app or computer software, some of the scenes in the book and label them.
- ⇒ Use the Puppet Pals app for Ipads and present a show of one or more interesting parts of the book.
- ⇒ Imagine that you are the author of the book you have just read. Suddenly the book becomes a best seller. Write a letter to a movie producer trying to get that person interested in making your book into a movie. Explain why the story, characters, conflicts, etc., would make a good film. Suggest a filming location and the actors to play the various roles. **YOU MAY ONLY USE BOOKS WHICH HAVE NOT ALREADY BEEN MADE INTO MOVIES.** Be specific with details about your selected location for filming.
- ⇒ Read the same book as one of your friends. The two of you make a video or do a live performance of MASTERPIECE BOOK REVIEW, a program which reviews books and interviews authors.
- ⇒ If the story of your book takes place in another country, prepare a travel brochure using pictures you have found or drawn.
- ⇒ After reading a book of history or historical fiction, make an illustrated timeline showing events of the story and draw a map showing the location(s) where the story took place.
- ⇒ Read two books on the same subject and compare and contrast them using digital resources.
- ⇒ Create a mini-comic book relating a chapter of the book.
- ⇒ Design costumes for dolls and dress them as characters from the book. Explain who these characters are and how they fit in the story.
- ⇒ Design a book jacket for the book. I **STRONGLY** suggest that you look at an actual book jacket before you attempt this.
- ⇒ Create a newspaper for your book. Summarize the plot in one article, cover the weather in another, do a feature story on one of the more interesting characters in another. Include an editorial and a collection of ads that would be pertinent to the story.
- ⇒ Do a collage/poster showing pictures or 3-d items that related to the book, and then write a sentence or two beside each one to show its significance.
- ⇒ Make a model of something in the story.
- ⇒ Use magazine photos to make a collage about the story
- ⇒ Write a different beginning or ending for your story.

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- ⇒ Free write your thoughts, emotional reaction to the events or people in the book.
- ⇒ Sketch a favorite part of the book—don't copy an already existing illustration.
- ⇒ Compare and contrast this book to another.
- ⇒ Make a graphic representation of an event or character in the story.
- ⇒ Make a poster advertising your book so someone else will want to read it.
- ⇒ Make a character tree, where one side is event, symmetrical side is emotion or growth.
- ⇒ Choose a quote from a character that WOULD be a good motto to live by. Create a masterpiece with the quote. Add Zentangle to your masterpiece.
- ⇒ Learn something about the environment in which the book takes place
- ⇒ Create postcards from one of the characters. Draw a picture on one side, write the message on the other.
- ⇒ Plan a party for one or all of the characters involved. Create invitations, a menu, theme, and more.
- ⇒ Create five "artifacts" from the book that best illustrate the happenings and meanings of the story. Tell why you chose each one.
- ⇒ Stories are made up; on conflicts and solutions. Choose three conflicts that take place in the story and give the solutions. Read excerpts from The 7 Habits of Highly Effective Teens by Stephen Covey. Then explain, using information from Covey's book, how they conflicts might have been handled differently.
- ⇒ Pretend that you are going to join the characters in the story. What things will you need to pack? Think carefully, for you will be there for a week, and there is no going back home to get something!
- ⇒ Make up questions—have a competition.
- ⇒ Write a letter (10-sentence minimum) to the main character of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion.
- ⇒ Retell the story as a whole class, writing down the parts as they are told. Each child illustrates a part. Put on the wall.
- ⇒ Each child rewrites the story, and divides into 8 parts. Make this into a little book of 3 folded pages, stapled in the middle (Outside paper is for title of book.) Older children can put it on the computer filling the unused part with a square for later illustrations.
- ⇒ Outline the story, then use the outline to expand into paragraphs.
- ⇒ Teacher chooses part of the text and deletes some of the words. Students fill in the blanks.
- ⇒ Make a chart of interesting words as a whole class activity. Categorize by parts of speech, colourful language, etc.
- ⇒ After reading a book of history or historical fiction, make an illustrated time line showing events of the story and draw a map showing the location(s) where the story took place.
- ⇒ Make game boards (Chutes and Ladders is a good pattern) by groups, using problems from the book as ways to get ahead or to be put back. Groups exchange boards, then play.
- ⇒ Create life-sized models of two of your favorite characters and dress them as they are dressed in the book. Crouch down behind your character and describe yourself as the character. Tell what your role is in the book and how you relate to the other character you have made.

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- ⇒ Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. An explanation of how this character fits into the book should accompany the sculpture.
- ⇒ Make several sketches of some of the scenes in the book and label them.
- ⇒ Describe the setting of a scene, and then do it in pantomime.
- ⇒ Dress as one of the characters and act out a characterization.
- ⇒ Imagine that you are the author of the book you have just read.
- ⇒ Suddenly the book becomes a best seller. Write a letter to a movie producer trying to get that person interested in making your book into a movie. Explain why the story, characters, conflicts, etc., would make a good film. Suggest a filming location and the actors to play the various roles. **YOU MAY ONLY USE BOOKS WHICH HAVE NOT ALREADY BEEN MADE INTO MOVIES.**
- ⇒ Construct a diorama (three-dimensional scene which includes models of people, buildings, plants, and animals) of one of the main events of the book. Include a written description of the scene.
- ⇒ Read the same book as one of your friends. The two of you make a video or do a live performance of MASTERPIECE BOOK REVIEW, a program which reviews books and interviews authors. (You can even have audience participation!)
- ⇒ If the story of your book takes place in another country, prepare a travel brochure using pictures you have found or drawn.
- ⇒ Write a FULL (physical, emotional, relational) description of three of the characters in the book. Draw a portrait to accompany each description.
- ⇒ Read two books on the same subject and compare and contrast them.
- ⇒ Read a book that has been made into a movie. (Caution: it must have been a book FIRST. Books written from screenplays are not acceptable.) Write an essay comparing the movie version with the book.
- ⇒ Make three posters about the book using two or more of the following media: paint, crayons, chalk, paper, ink, real materials.
- ⇒ Design costumes for dolls and dress them as characters from the book. Explain who these characters are and how they fit in the story.
- ⇒ Write and perform an original song that tells the story of the book.
- ⇒ After reading a book of poetry, do three of the following: 1) do an oral reading; 2) write an original poem; 3) act out a poem; 4) display a set of pictures which describe the poem; 5) write original music for the poem; 6) add original verses to the poem.
- ⇒ Be a TV or radio reporter, and give a report of a scene from the book as if it is happening "live".
- ⇒ Write a one sentence summary of each chapter and illustrate the sentence.
- ⇒ Mark a bookmark for the book, drawing a character on the front, giving a brief summary of the book on back after listing the title and author.
- ⇒ Write a multiple choice quiz of the book with at least ten questions.
- ⇒ Make a life-sized stand-up character of one of the people in the book. On the back list the characteristics of the person.

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- ⇒ Pretend you are making a movie of your book and are casting it. Choose the actors and actresses from people in the classroom.
- ⇒ Tell what you think the main character in the book would like for a Christmas present and tell why.
- ⇒ Add a new character and explain what you would have him/her do in the story.
- ⇒ Do some research on a topic brought up; in your book.
- ⇒ Write an obituary for one of the characters. Be sure to include life-time accomplishments.
- ⇒ Choose a job for one of the characters in the book and write letter of application.
- ⇒ You must give up your favourite pet (whom you love very much) to one of the characters in the book. Which character would you choose? Why?
- ⇒ Invite one of the characters to dinner, and plan an imaginary conversation with the person who will fix the meal. What will you serve, and why?
- ⇒ Write an ad for a dating service for one of the characters.
- ⇒ Nominate one of the characters for an office in local, state or national government. Which office should they run for? What are the qualities that would make them be good for that office?
- ⇒ Pretend that you can spend a day with one of the characters. Which character would you choose? Why? What would you do?
- ⇒ Write a scene that has been lost from the book.
- ⇒ Write the plot for a sequel to this book.
- ⇒ Add another character to the book. Why would he be put there? What part would he serve?
- ⇒ Rewrite the story for younger children in picture book form.
- ⇒ Write the plot of the story as if it were a story on the evening news
- ⇒ Make a gravestone for one of the characters.
- ⇒ What other story could have taken place at this same time and setting? Write the plot and about 4 or 5 characters in this new book.
- ⇒ Give an oral summary of the book.
- ⇒ Give a written summary of the book.
- ⇒ Tell about the most interesting part of the book.
- ⇒ Write about the most interesting part of the book.
- ⇒ Read the interesting parts aloud.
- ⇒ Write about a character you liked or disliked.
- ⇒ Write a dramatization of a certain episode.
- ⇒ Demonstrate something you learned.
- ⇒ Make a peep box of the most important part.
- ⇒ Paint a mural of the story or parts of it.
- ⇒ Paint a watercolor picture.
- ⇒ Make a book jacket with an inside summary.
- ⇒ Make a scale model of an important object.
- ⇒ Draw a clock to show the time when an important event happened and write about it.
- ⇒ Write another ending for the story.

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- ⇒ Make up a lost or found ad for a person or object in the story.
- ⇒ Make up a picture story of the most important part.
- ⇒ Draw a picture story of the most important part.
- ⇒ Compare this book with another you have read on a similar subject.
- ⇒ Write a movie script of the story.
- ⇒ Gather a collection of objects described in the book.
- ⇒ Draw or paint pictures of the main characters.
- ⇒ Make a list of words and definitions important to the story.
- ⇒ Make a 3-D scene.
- ⇒ Create a puppet show.
- ⇒ Make a poster to advertise the book.
- ⇒ Give a pantomime of an important part.
- ⇒ Use a map or time-line to show routes or times.
- ⇒ Make a map showing where the story took place.
- ⇒ Tell about the author or illustrator.
- ⇒ Make a flannel board story.
- ⇒ Make a mobile using a coat hanger.
- ⇒ Give a chalk talk about the book.
- ⇒ Do a science experiment associated with the reading.
- ⇒ Tape record a summary and play it back for the class.
- ⇒ Make a diorama.
- ⇒ Make a seed mosaic picture.
- ⇒ Make a scroll picture.
- ⇒ Do a soap carving of a character or animal from the story.
- ⇒ Make a balsa wood carving of a character or animal from the story.
- ⇒ Make stand-up characters.
- ⇒ Make a poem about the story.
- ⇒ Write a book review.
- ⇒ Books about how to do something- classroom demonstration – the directions can be read aloud.
- ⇒ Write the pros and cons (opinion) of a book after careful study.
- ⇒ If a travel book is read- illustrate a Travel Poster as to why one should visit this place.
- ⇒ A vivid oral or written description of an interesting character.
- ⇒ Mark beautiful descriptive passages or interesting conversational passages.
- ⇒ Tell a story with a musical accompaniment.
- ⇒ Make a list of new and unusual words and expressions.
- ⇒ A pantomime acted out for a guessing game.
- ⇒ Write a letter to a friend about the book.
- ⇒ Check each other by writing questions that readers of the same book should be able to answer.
- ⇒ Make a time-line for a historical book.

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- ⇒ Broadcast a book review over the schools PA system.
- ⇒ Research and tell a brief biography about the author.
- ⇒ Make models of things read about in the book.
- ⇒ Make a colorful mural depicting the book.
- ⇒ A picture or caption about laughter for humorous books.
- ⇒ Compare one book with a similar book.
- ⇒ Think of a new adventure for the main character.
- ⇒ Write a script for an interview with the main character.
- ⇒ Retell the story to a younger grade.
- ⇒ Choral reading with poetry.
- ⇒ Adding original stanzas to poetry.
- ⇒ Identify the parts in the story that show a character has changed his attitudes or ways of behavior.
- ⇒ Sentences or paragraphs which show traits or emotions of the main character.
- ⇒ Parts of the story which compare the actions of two or more characters.
- ⇒ A part that describes a person, place or thing.
- ⇒ A part of the story that you think could not have really happened.
- ⇒ A part that proves a personal opinion that you hold.
- ⇒ A part which you believe is the climax of the story.
- ⇒ The conversation between two characters.
- ⇒ Pretend you are the main character and retell the story.
- ⇒ Work with a small group of students. Plan for one to read orally while the others pantomime the action.
- ⇒ Write a letter to one of the characters.
- ⇒ Write a biographical sketch of one character. Fill in what you don't find in the text using your own imagination.
- ⇒ Write an account of what you would have done had you been one of the characters.
- ⇒ Construct a miniature stage setting for part of a story – use a small cardboard box.
- ⇒ Children enjoy preparing a monologue from a story.
- ⇒ Marking particularly descriptive passages for oral reading gives the reader and his audience an opportunity to appreciate excellent writing, and gives them a chance to improve their imagery and enlarge their vocabulary.
- ⇒ The child who likes to make lists of new unusual and interesting words and expressions to add to his vocabulary might share such a list with others, using them in the context of the story.
- ⇒ Giving a synopsis of a story is an excellent way of gaining experience in arranging events in sequences and learning how a story progresses to a climax.
- ⇒ Using information in a book to make a scrapbook about the subject.
- ⇒ A puppet show planned to illustrate the story.
- ⇒ Children reading the same book can make up a set of questions about the book and then test each other.
- ⇒ Biographies can come alive if someone acts as a news reporter and interviews the person.

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- ⇒ Preparing a book review to present to a class at a lower level is an excellent experience in story-telling and gives children an understanding of how real authors must work to prepare books for children.
- ⇒ Have the students do an author study and read several books by the same author and then compare.
- ⇒ Cutting a piece of paper in the form of a large thumbnail and placing it on the bulletin board with the caption Thumbnail Sketches and letting the children put up drawings about the books they've read.
- ⇒ Stretch a cord captioned A Line of Good Books between two dowel sticks from which is hung paper illustrated with materials about various books.
- ⇒ Clay, soap, wood, plaster, or some other kind of modeling media is purposeful when it is used to make an illustration of a book.
- ⇒ Constructing on a sand table or diorama, using creatively any materials to represent a scene from the story, can be an individual project or one for a group.
- ⇒ A bulletin board with a caption about laughter or a picture of someone laughing at excerpts from funny stories rewritten by the children from material in humorous books.
- ⇒ Visiting the children's room at the public library and telling the librarian in person about the kinds of books the children would like to have in the library.
- ⇒ Video tape oral book reports and then have the children take turns taking the video home for all to share.
- ⇒ Write to the author of the book telling him/her what you liked about the book.
- ⇒ Be Book Report Pen Pals and share book reports with children in another school.
- ⇒ Do a costumed presentation of your book. Dress either as the author or one of the characters.
- ⇒ Write a letter from one character to another character.
- ⇒ Write the first paragraph (or two) for a sequel. Outline what would happen in the rest of book.
- ⇒ Write a new conclusion.
- ⇒ Write a new beginning.
- ⇒ If a journey was involved, draw a map with explanatory notes of significant places.
- ⇒ Make a diorama and explain what it shows.
- ⇒ Make a diorama showing the setting or a main event from the book.
- ⇒ Make a new jacket with an original blurb.
- ⇒ Use e-mail to tell a reading pen pal about the book.
- ⇒ Participate with three or four classmates in a television talk show about the book.
- ⇒ With another student, do a pretend interview with the author or with one of the characters.
- ⇒ Cut out magazine pictures to make a collage or a poster illustrating the idea of the book.
- ⇒ With two or three other students, do a readers' theatre presentation or act out a scene from the book.
- ⇒ Lead a small group discussion with other readers of the same book. Focus on a specific topic and report your group's conclusion to the class.
- ⇒ Keep a reading journal and record your thoughts at the end of each period of reading.
- ⇒ Write a book review for a class publication.

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- ⇒ Find a song or a poem that relates to the theme of your book. Explain the similarities.
- ⇒ For fun, exaggerate either characteristics or events and write a tabloid-style news story related to your book.
- ⇒ Draw a comic-book page complete with bubble-style conversations showing an incident in your book.
- ⇒ Use a journalistic style and write a news story about something that happened to one of the characters.
- ⇒ Write a paragraph telling about the title. Is it appropriate? Why? Why not?
- ⇒ Decide on an alternate title for the book. Why is it appropriate? Is it better than the one the book has now? Why or Why not?
- ⇒ Make a poster advertising your book.
- ⇒ Make a travel brochure inviting tourists to visit the setting of the book. What types of activities would there be for them to attend?
- ⇒ Write a letter to the main character of the book.
- ⇒ Write a letter to the main character of the book. Write the letter he or she sends back.
- ⇒ Make three or more puppets of the characters in the book. Prepare a short puppet show to tell the story to the class.
- ⇒ Write a description of one of the main characters. Draw or cut out a picture to accompany the description.
- ⇒ Make an ID card which belongs to one of the characters. Be sure to make the card look like the cards for that particular state. Include a picture and all information found on an ID card. Don't forget the signature!! *****This gets them researching what ID cards /Driver's Licenses look like; as well as thinking about the character—especially the signature. I have seen kids ask each of the other students to sign the character's name to find the one that would most likely belong to the character.*****
- ⇒ Prepare a list of 15 to 20 questions for use in determining if other people have read the book carefully.
- ⇒ Must include some "thought" questions. "How?" "Why"
- ⇒ Dress up as one of the characters and tell the story from a first person point of view.
- ⇒ Rewrite the story as a picture book. Use simple vocabulary so that it may be enjoyed by younger students.
- ⇒ Write a diary as the main character would write it to explain the events of the story. Must have at least 5 entries.
- ⇒ Make a map showing where the story took place.
- ⇒ Make a dictionary containing 20 or more difficult words from the book.
- ⇒ Describe the problem or conflict existing for the main character in the book. Tell how the conflict was or was not resolved.
- ⇒ Make a mobile showing pictures or symbols of happenings in the book.
- ⇒ Make a collage representing some event or part of your book.
- ⇒ Make a crossword puzzle using ideas from a book. Need at least 25 entries.

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- ⇒ Choose any topic from your book and write a 1-2 page research report on it. Include a one paragraph explanation as to how it applies to your book (not in the paper itself-on your "title page.")
- ⇒ Design and make the front page of a newspaper from the material in the book.
- ⇒ Write a song for your story. (extra marks if presented in class)
- ⇒ Write a poem (or poems) about your story.
- ⇒ Pretend you are a teacher, preparing to teach your novel to the entire class. Create 5 journal prompts.
- ⇒ Make a comic strip of your story.
- ⇒ Make a display of the time period of your book.
- ⇒ Make a banner of cloth or paper about your book.
- ⇒ Create a movie announcement for your book.
- ⇒ Create a radio ad for your book. Write out the script and tape record it as it would be presented. Don't forget background music!
- ⇒ Make a "wanted" poster for one of the characters or objects in your book. Include the following: (a) a drawing or cut out picture of the character or object, (b) a physical description of the character or object, (c) the character's or object's misdeeds (or deeds?), (d) other information about the character or object which is important, (e) the reward offered for the capture of the character or object.
- ⇒ Research and write a 1 page report on the geographical setting of your story. Include an explanation as to why this setting was important to the effect of the story.
- ⇒ Design an advertising campaign to promote the sale of the book you read. Include each of the following: a poster, a radio or TV commercial, a magazine or newspaper ad, a bumper sticker, and a button.
- ⇒ Find the top 10 web sites a character in your book would most frequently visit. Include 2-3 sentences for each on why your character likes each of the sites.
- ⇒ Write a scene that could have happened in the book you read but didn't. After you have written the scene, explain how it would have changed the outcome of the book.
- ⇒ Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.
- ⇒ Make models of three objects which were important in the book you read. On a card attached to each model, tell why that object was important in the book.
- ⇒ Design a movie poster for the book you read. Cast the major character in the book with real actors and actresses. Include a scene or dialogue from the book in the layout of the poster. Remember, it should be PERSUASIVE; you want people to come see the movie.
- ⇒ If the book you read involves a number of locations within a country or geographical area, plot the events of the story on a map. Make sure the map is large enough for us to read the main events clearly. Attach a legend to your map. Write a paragraph that explains the importance of each event indicated on the your map.

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- ⇒ Complete a series of five drawings that show five of the major events in the plot of the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book.
- ⇒ Make a test for the book you read. Include 10 true-false, 10 multiple choice, and 10 short essay questions. After writing the test, provide the answers for your questions.
- ⇒ Select one character from the book you read who has the qualities of a heroine or hero. List these qualities and tell why you think they are heroic.
- ⇒ Imagine that you are about to make a feature-length film of the novel you read. You have been instructed to select your cast from members of your English class. Cast all the major characters in your novel from your English classmates and tell why you selected each person for a given part.
- ⇒ Plan a party for the characters in the book you read. In order to do this, complete each of the following tasks: (a) Design an invitation to the party which would appeal to all of the characters. (b) Imagine that you are five of the characters in the book and tell what each would wear to the party. (c) Tell what food you would serve and why. (d) Tell what games or entertainment you will provide and why your choices are appropriate. (e) Tell how three of the characters will act at the party. (f) What kind of a party is this? (birthday, housewarming, un-birthday, anniversary, etc.)
- ⇒ List five of the main characters from the book you read. Give three examples of what each character learned or did not learn in the book.
- ⇒ Obtain a job application from an employer in our area, and fill out the application as one of the characters in the book you read might do. Before you obtain the application, be sure that the job is one for which a character in your book is qualified. If a resume is required, write it.
- ⇒ You are a prosecuting attorney putting one of the characters from the book you read on trial for a crime or misdeed. Prepare your case on paper, giving all your arguments.
- ⇒ Do the previous activity, but find a buddy to help you. One of you becomes the prosecuting attorney; the other is the defense. If you can't find a buddy, you could try it on your own.
- ⇒ Make a shoe box diorama of a scene from the book you read. Write a paragraph explaining the scene and its effect in the book on your title page.
- ⇒ Pretend that you are one of the characters in the book you read. Tape a monologue of that character telling of his or her experiences. Be sure to write out a script before taping. You could perform this "live" if you so choose.
- ⇒ Make a television box show of ten scenes in the order that they occur in the book you read. Cut a square from the bottom of a box to serve as a TV screen and make two slits in opposite sides of the box. Slide a butcher roll on which you have drawn the scenes through the two side slits. Make a tape to go with your television show. Be sure to write out a script before taping or performing live.
- ⇒ Tape an interview with one of the characters in the book you read. Pretend that this character is being interviewed by a magazine or newspaper reporter. You may do this project with a partner, but be sure to write a script before taping. You may choose to do a "live" version of this.

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More Novel Ideas

Than You'll Ever Use In a School Year!

- ⇒ Write a letter to a friend about the book you read. Explain why you liked or did not like the book.
- ⇒ In *The Catcher in the Rye*, Holden Caulfield describes a good book as one that "when you're done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it." Imagine that the author of the book you read is a terrific friend of yours. Write out an imaginary telephone conversation between the two of you in which you discuss the book you read and other things as well.
- ⇒ Imagine that you have been given the task of conducting a tour of the town in which the book you read is set. Make a tape describing the homes of your characters and the places where important events in the book took place. You may want to use a musical background for your tape.
- ⇒ Do some research on the hometown of your book's author. You may be able to find descriptions of his or her home, school, favorite hangouts, etc. What else is of interest in the town? Imagine that you are conducting a tour of the town. Make a tape describing the places you show people on the tour. You may want to use a musical background for your tape.
- ⇒ Make a list of at least ten proverbs or familiar sayings. Now decide which characters in the book you read should have followed the suggestions in the familiar sayings and why.
- ⇒ Write the copy for a newspaper front page that is devoted entirely to the book you read. The front page should look as much like a real newspaper page as possible. The articles on the front page should be based on events and characters in the book.
- ⇒ Make a collage that represents major characters and events in the book you read. Use pictures and words cut from magazines in your collage.
- ⇒ Make a time line of the major events in the book you read. Be sure the divisions on the time line reflect the time period in the plot. Use drawings or magazine cutouts to illustrate events along the time line. You could present this to the class, taking us through time-event by event, for more marks.
- ⇒ Change the setting of the book you read. Tell how this change of setting would alter events and affect characters.
- ⇒ Make a paper doll likeness of one of the characters in the book you read. Design at least three costumes for this character. Next, write a paragraph commenting on each outfit; tell what the clothing reflects about the character, the historical period and events in the book.
- ⇒ Pick a national issue. Compose a speech to be given on that topic by one of the major characters in the book you read. Be sure the contents of the speech reflect the characters personality and beliefs.
- ⇒ Retell the plot of the book you read as it might appear in a third-grade reading book. Be sure that the vocabulary you use is appropriate for that age group. Tape your storytelling.
- ⇒ Complete each of these eight ideas with material growing out of the book you read: This book made me wish that..., realize that..., decide that..., wonder about..., see that..., believe that ..., feel that..., and hope that...
- ⇒ After reading a non-fiction book, become a teacher. Prepare a lesson that will teach something you learned from the book. It could be a "how-to" lesson or one on content. Plan carefully to

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More Novel Ideas

Than You'll Ever Use In a School Year!

present all necessary information in a logical order. You don't want to confuse your students! Present your lesson to your students. How did you do? If you taught a "how-to" lesson, look at the final product to see if your instructions to the class were clear. If your lesson introduced something new, you might give a short quiz to see how well you taught the lesson.

- ⇒ Look through magazines for words and pictures that describe your book. Use these to create a collage on a bookmark. Make the bookmark available for others to use as they read the same book.
- ⇒ Write the title of your book. Decide on some simple word-picture-letter combinations that will spell out the title "rebus style." Present it to the class to solve (I will make a transparency or copies for you.) After they have solved the rebus., invite them to ask questions about the book.
- ⇒ After reading a book, design a game, based on that book as its theme. Will you decide on a board game, card game, concentration? The choices are only limited to YOUR CREATIVITY! Be sure to include clear directions and provide everything needed to play.
- ⇒ Choose an interesting character from your book. Consider the character's personality, likes and dislikes. Decide on a gift for him or her... something he or she would really like and use. Design a greeting card to go along with your gift. In the greeting, explain to your friend from the book why you selected the gift.
- ⇒ Design a poster to advertise your book. Be creative...use detail...elaborate...use color! Can you make it 3-D or movable?
- ⇒ Make a large poster that could be a cover for that book. Imagine that you are the book and plan a way to introduce yourself. Make the group feel they would like to know you better. Organize your best points into an introduction to present to the class. Be sure to "wear" your cover!
- ⇒ Read the classifieds. Find something a character in your book was looking for or would like. Cut out the classified. Write a short paragraph telling why he or she needs/wants the item. Would the one advertised be a good buy for him or her? Why or Why not?
- ⇒ Create cutout sketches of each character in your novel. Mount the sketches on a bulletin board. Include a brief character sketch telling us about the characters.
- ⇒ Design a symbol for a novel or a certain character.
- ⇒ Gather a large collection of current events that reflect incidents that closely parallel those in your novel.
- ⇒ Write a letter to the author of your novel and explain how you feel about the book.
- ⇒ Prepare and present an oral interpretation to the class.
- ⇒ Create a poster that could be used as an advertisement.
- ⇒ Do a five minute book talk.

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