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| **COMMUNITY** | **PERSONAL** | **TEXTUAL** |
| **Others’ opinions—**Find someone whose opinion you respect. Interview them, and find out their opinions about the book, or the events in the story. Can they answer any questions for you? Type up your interview. | **Starring You!—**What would you do if you were a character in your story? Describe your decisions in writing. | **Style Analyst—**What makes this author’s writing style unique? What patterns do you see in the author’s style? How does the author use certain elements of style to convey his/her message? |
|  | **Illustrator—**Draw, paint, or otherwise illustrate your artistic vision of what you are reading. Be sure to include a relevant quote from the book and a written artist’s statement that explains your image. | **Detective—**What types of evidence does this author use? Who’s voice is heard most in the evidence? Why? What evidence might be missing? |
| **Skit—**Turn a scene from your book into an organized skit with dialogue and action.  | **Soundtrack—**List the music, composers and overall musical themes you would use in a scene-by-scene basis for a specific section of the reading. Be sure to explain **why** you would use each piece of music. Bonus for actually creating a CD! | **Comic Artist—**Create a comic strip that shows a specific part of your story.  |
| **Book Review—**Write a review of a chapter in this book that analyzes its strengths, weaknesses, and things you need to know to enjoy the book. Submit your review to the Animas Quill! | **Journal-**  Write about an object that your carry now, or one from your childhood. Describe the object in detail, the mood it evokes, and the reasons for its importance. | **Police Sketch Artist—**Illustrate a specific character from your story. Then list the important details about that character so we can find him or her! Make sure you list physical AND personality characteristics. Include a quote from that character somewhere. |
| **Discussion Group—** Meet with a small group of students (3-4), to run discussions for a chapter in the book. See detailed instructions on Stephen’s DP under student resources. | **Screenwriter—**Adapt a chapter for the big screen. Who plays what roles? What scenes are cut? Why? What scenes are emphasized? What locations will you use for filming? What director will you hire? Why? | **The Missing Scene—**Write a missing scene for your story. What are the characters doing outside of what we know? What perspective is missing? |
| **Your Idea?** | **Poet—**Transform your chapter into poetry. Write poetry from one character to another. Explore your story’s themes in poetry. | **Context—**What was going on in the world when this story was written? What may have been on the author’s mind when writing? How does history & culture impact this piece of writing? Describe the community that created this text. |
| **Your Idea?** | **Newspaper (wo)man—**Write a newspaper article about one of the events in the book. Include a dramatic headline, and possibly a picture. | **Your Idea?** |

**READING ENJOYMENT MAXIMIZERS**