

Alternate Response Modes: Some Suggestions

Using Drama

Divide the class into groups and give each the same scene to present dramatically (they may use language from the book if they choose). Give the groups 5-10 minutes to prepare their presentation. Have all the groups present in turn with no discussion. When they have finished, discuss how the portrayals were similar and different and the decisions each group made in its presentation. Repeat the activity, assigning each group different scenes to present.

Using Music and Dance/Movement

Peter and the Wolf: Play a recording of *Peter and the Wolf*, showing how each character is portrayed by a signature tune. Divide the class into groups, assigning each group a character. Ask them to develop a signature tune for their character (which they can present by humming) and determine what instrument they would use for their tune. During presentations, discuss the choices each group made.

After a brief discussion about how body movement can convey emotion, divide the class into groups and assign each a scene. Give them 15 minutes to prepare a portrayal of the scene through movements alone. After each group has presented to the class, discuss the choices they made and the complexities of turning a verbal art into movement.

Vary the previous activity by asking each group to create a brief dance step emblematic of a scene or a character. After the group presents, have the remainder of the class discuss the presentation, trying to identify the scene or character. When the class has finished discussing, the group members can explain the choices they made as they prepared their portrayal.

Using Visual Response Modes

Collage: Provide students with stack of old magazines, scissors, and glue as well as colored paper. A box of odd "findings" such as buttons, yarn, fabric trimmings, etc. can be a nice enhancement, but is not necessary. Give them 15 minutes to find images from the magazines that suggest the emotion from a particular scene (or that a character is feeling). Give them another 15 minutes to arrange and paste their selections into a collage. Spend another 15 minutes sharing the results.

Word Collage: Provide students with stacks of old magazines, scissors, and glue. Give them 15 minutes to cut out words and phrases that suggest a particular character or scene from their reading. Give them another 15 minutes to arrange and paste their selections into a "found poem." Spend another 15 minutes sharing the results.

Clay: Ask students to use clay to present the relationship between two characters. Suggest that they focus on the characters' emotional and intellectual relationship.