

Name:

Tic Tac Toe

Check the boxes you plan to complete. They should form a tic-tac-toe across or down.

<input type="checkbox"/> Setting Choose a passage that helped you to imagine the setting. Copy the passage (should be more than 1-2 paragraphs). Use colored pencils to underline the most descriptive words.	<input type="checkbox"/> Vocabulary Are there any words in the book you don't understand? List at least 10 words. Write what you THINK they mean (use context clues to help). Then look up the words in the dictionary and write their actual definitions.	<input type="checkbox"/> Different Endings What events might have changed how the story ended? Change at least one key event to write a different ending to the story.
<input type="checkbox"/> New in Class Think about one of the main characters in your book who may have difficulty making friends. Imagine if they were new to our class. Write about what you might do to help them feel comfortable.	<input type="checkbox"/> Acrostic Make an acrostic poem out of the title of your book. Use words that are important in the story to complete the poem.	<input type="checkbox"/> Test Create a 5 to 10 question comprehension test for your novel. Include an answer key or a separate piece of paper. Ask one of your group members to take the test.
<input type="checkbox"/> In the Future? Do you think the story could take place one hundred years from now? List at least 10 reasons why or why not.	<input type="checkbox"/> Struggles A main character in your book struggles with something that they may not be able to change. Write a struggle you or someone close to you has and how you (or they) deal with it.	<input type="checkbox"/> Character Poster Create a poster to show a main character in your book. On the poster, place the character in his or her setting, and surround the character with elements from the story.

Heads Down, Vocab Up

- 1. Pick 3-4 students to be it.**
- 2. Give each student a vocabulary card.**
- 3. The rest of the class puts their head down (NO PEEKING!) and their thumb up.**
- 4. The students chosen go around the room and pick someone by touching their thumb.**
- 5. When the teacher turns the lights on, those picked stand up and try to guess who picked them.**
- 6. Rather than calling out the students name, they must act out the vocabulary word that the student is holding.**
- 7. If they get it right, they get to trade places and be it. If they get it wrong, they sit back down.**
- 8. Then the next round begins.**

****We also play using sight words, compound words, contractions, and more.**

Roll a Word Vocabulary

- Give a definition
- . Give a synonym and antonym
- .: Write a sentence
- :: Draw a picture
- ::: Make a connection
- :::: Your choice

