

Sketch to Stretch

Purpose: to encourage nonverbal response; to provide a framework for interpretive discussion of text.

Materials: any

Procedures:

1. Students read (or listen).
2. The teacher asks students to make quick sketches (realistic or symbolic) of something related to the text that they found interesting, important, etc. (Note: The teacher should announce and enforce a 3-minute time limit so that “art anxiety” doesn’t affect students. The teacher may also want to remind students that they can make graphs or other symbolic representations rather than pictures.)
3. Small groups (3-5 people) assemble. One at a time, group members show their sketches to others. Each student invites others to provide an interpretation of the sketch: “What is this a picture of?” “What do you think I found important/ interesting in the story?” After others give their interpretations, the illustrator is free to comment on the sketch.

For more information, see Rasinski, T., & Padak, N. (2000). *Effective reading strategies* (2nd. Ed.). Upper Saddle River, NJ: Prentice Hall.