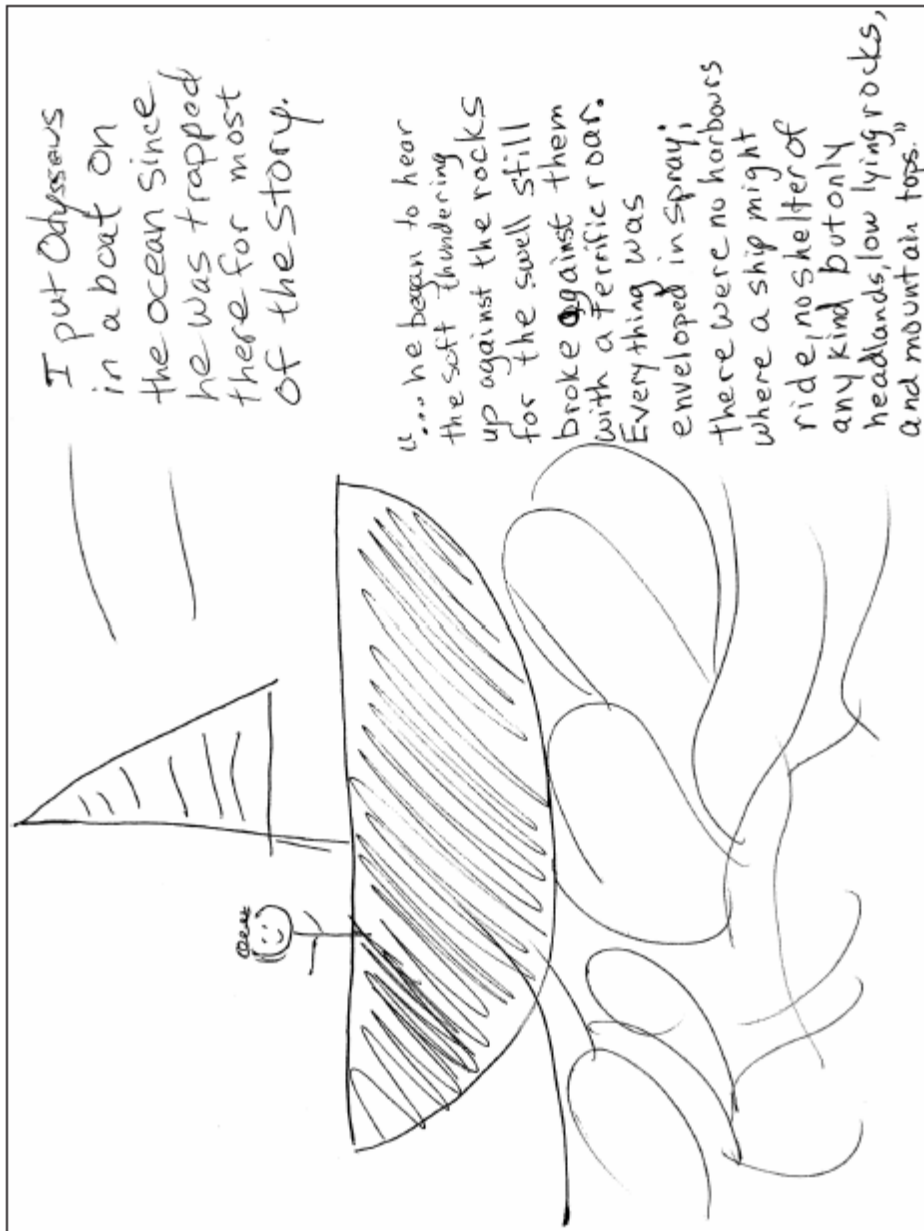


## Theme Sketches

Visual representation of text, like dramatic representation, provides inviting pathways for struggling readers to examine and participate in the world of a given text. Theme sketches like those shown in Figure 4.3 require students to reflectively consider the scene from the text before they can create a visual representation. Reflection, interpretation, and comprehension are all necessary for students to successfully complete this activity (see the lesson plan in Exhibit 4.9).

Figure 4.3 Sample Theme Sketch



## Exhibit 4.9 Theme Sketches Lesson Plan

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<b>After-Reading Activity Theme Sketches</b>	
Objective	To represent thematic understanding of text through visual representation
Materials	Plain paper, markers, crayons, and colored pencils
Time	A class period or independent work

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<b>Procedure</b>	
Step 1	The students can work in pairs or independently for this lesson. The students are to create a sketch, or visual representation, of what they think the text means.
Step 2	Once the students have created their sketches, they should write 1–2 sentences explaining the idea behind their sketches.
Step 3	Once the students have completed their sketch, ask them to write on the back what they learned and why it is important.
Step 4	Put the students in small groups to share and discuss their sketches.

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IRA/NCTE Standards	<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.</p> <p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>
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