## Responding to **Quotable Quotes**



## **Suggested Activities**

- 1. Challenge students to re-state the author's message in their own words, without using any key words from the original quote. Organize students into groups of four to share their re-statements. Which best conveys the author's intended message? Invite each group to share their chosen re-statement with the whole class.
- 2. Invite students to write the quote in the middle of a page and write or draw four specific examples that clearly illustrate its message. Ask them to choose the example that most powerfully illustrates the message and explain their choice.
- 3. A "quotable quote" is meaningful, succinct and surprising. Ask students

to rate how well this quote meets the criteria. (Meaningful quotes connect with the reader or listener. Succinct statements say a lot in a few words. Surprise happens when a new idea is presented, or when an old idea is revealed in a new way.)

4. Encourage students to collect "quotable quotes" about thinking (or other topics) in individual notebooks or on a designated bulletin board in the classroom. Share new favourites regularly.



<sup>lesponding</sup> to a Quotable Quote

## **Responding to a Quotable Quote**

n yo	our own words, restate	the author's message.		
n ea	ach box, record a specit	ic example that illustrates the	e message of the quote.	
		Original quote:		
		Author:		
≀ate	<ul> <li>Meaningful: co</li> </ul>	ne quote on the scale by cons nnects with the reader or list		ria:
		lot in a few words ents a new idea or reveals an	old idea in a new way	
	***	***	**	*
	Outstanding	Good	So-so	Weak