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Interactive Book Challenge for 21st Century Learners

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Goals and Objectives

Students will support their inferences and share their interpretations of an author's message by creating interactive digital portfolios. This book challenge project takes the traditional "book report" to a new level, by providing students with an opportunity to share their ideas and analysis of a novel through analytical writing, visual representations, and a speaking/listening presentation.

It is important to give students an opportunity to read books of choice and encourage exploration of fiction-based novels. The book titles provided for this project includes the recommended readings from the MDCP-S district's #MiamiReads list.

This project also encourages students to build over the course of 6–8-weeks with check-ins. There are five parts to this portfolio: a cover page with embedded links, dialectical journal entries, a literary elements presentation, one-pager, and a Flipgrid recording.

Every two weeks, students record and share a Flipgrid recording with their peers about their novel of choice using active reading stems to guide dialogue. After their topic submissions, each student actively listens and responds to two of their peers to provide feedback, using accountable talk stems. These steps are then repeated on a bi-weekly basis and documented on a shareable 'live' google document.

Florida Standards

LAFS.910.RL.1.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

LAFS.910.L.3.5 *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning*

LAFS.910.W.2.6 *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

LAFS.910.SL.2.4 *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

LAFS.910.SL.2.5 *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning*

These standards apply to 9th and 10th grade English Language Arts students but are also applicable to 11th and 12th graders. This project can be adapted to other ages, achievement levels, and used with large or small groups

Course Outline/Overview

Week 1	• Students select a novel of choice from recommended list • Introduce/Review how to access and create a google document and a google slides presentation • Unlock 1st week Flipgrid Topic (Book Chat)	Recommended Reading List based on grade levels: http://read.dadeschools.net Google Workspace or Google Drive Flipgrid Educator Account: https://info.flipgrid.com
Week 2	• Dialectical Journals • Students submit book chat topic for at least the first 25-50 pages of novel	Dialectical Journal Template (Google Docs) Flipgrid topic Active Reading Stems
Week 3	• Peer Feedback of Book Chat • Dialectical Journal Entries	T.A.G. Feedback document (Google Docs) Accountable Talk Stems/Active Listening Stems Dialectical Journal Template (Google Docs)
Week 4	• Students submit	Flipgrid topic

	book chat topic • Dialectical Journal Entries	Dialectical Journal Template (Google Docs)
Week 5	• Peer Feedback of Book Chat • Dialectical Journal Entries • Begin Literary Elements presentation (Book-In-A-Bag)	T.A.G. Feedback document (Google Docs) Dialectical Journal Template (Google Docs) Book-In-A-Bag (Google Slides)
Week 6	• Students submit book chat topic • Dialectical Journal Entries • Continue Literary Elements presentation (Book-In-A-Bag)	Flipgrid topic Dialectical Journal Template (Google Docs) Book-In-A-Bag (Google Slides)
Week 7	• Peer Feedback of Book Chat • Complete Literary Elements presentation (Book-In-A-Bag) • One-Pager • Book Challenge	T.A.G. Feedback document (Google Docs) Book-In-A-Bag (Google Slides) Google Slide or 8 ½ by 11-inch non-lined paper Google Document

	Cover Page • FINAL Presentation	Flipgrid screen recording of Book-In-A-Bag and One-Pager
Week 8	• Students Review Peers Final Presentations	Flipgrid submissions T.A.G. Feedback document (Google Docs)

This is a recommended timeline, but the assignments and recommended lengths should be adjusted to accommodate your class dynamic.

Step-by-Step Guide in Implementing

1. Create Flipgrid account to create topics
2. Have students register to Flipgrid group
3. Tutorial Lesson for students on how to utilize Google Workspace or Google Drive Apps

   Click Here for Instructions-→
   https://support.google.com/drive/answer/2424384?hl=en&co=GENIE.Platform%3DDesktop
4. Use Cover Page to stay on track with assignments and provide as a model of a document with embedded "live" links
5. Have students select a book of interest from the recommended reading list
6. Create copies of all the categories and challenges in google drive from cover page
7. Introduce active reading stems that should be used to record 1st Book Chat topic in Flipgrid
8. Introduce how to use a T.A.G. template to give feedback to two peers using Flipgrid postings
9. Have students record and reply to each other using Flipgrid
10. Review the Dialectical Journal Template and have students complete by following the code-system to analyze quotes from the text
11. Review Literary Elements commonly found in

Fiction (keep a reference sheet of terms accessible for students)

12. Share with students the Book-In-A-Bag instructions to complete literary elements presentation

13. Have students review steps to complete the one-pager (digital= one slide, paper-based= 8 ½ by 11-inch unlined paper)

14. Model for students how to "Share" document links on the cover page to put all of their assignments in one location

15. Students will screen record 4-5 minutes of their Book-In-A-Bag and One-Pager challenges in Flipgrid to share with their peers. Each student is required to complete a T.A.G. for at least 3-4 of their peers' presentations.

Resource List:

- *Internet*
- *School or Public Library for access to novels*
- *Flipgrid account (free)*
- *Google Account (Workspace/Google Drive)*
- *Google Docs*
- *Google Slides*
- *Flipgrid Account*
- *Book Challenge Cover Page*
- *Active Reading and Accountable Talk sentence stems*
- *Literary Elements Reference Sheets*
- *Dialectical Journal Template & Instructions*
- *T.A.G.s Worksheet (peer feedback page)*
- *Book-in-a-Bag Instructions*
- *One-Pager Instructions*
- *Laptop or Desktop with camera and microphone capabilities*
- *http://read.dadeschools.net grade appropriate novel selections (can use a class library or PDF version)*
- *The Flipgrid Blog-→ https://blog.flipgrid.com*
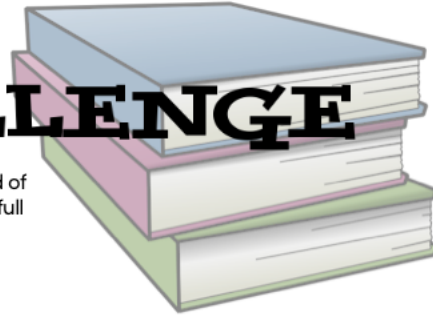
BOOK CHALLENGE

- Complete <u>all</u> reading tasks listed below by the end of Book Challenge due date of 16 April 2021 to earn full credit.

- Use this form to keep track of your progress.

- <u>Turn in this completed sheet</u> as your understanding for completion of all tasks.

Book Title:
Author:
Total Number of Pages:

Category	Challenge	Attach the links to your work in the space provided below:
Dialectical Journal Entries	Read a range of pages from your selected book of choice and complete 15 Dialectical Journal Entries based on your readings.	ATTACH your completed Dialectical Journal Entries:
Book Chats	Share at least ONE Flipgrid entry per week using the active reading stems. Be sure to reply to at least 2 of your classmates posts using comments of Flipgrid posts based on T.A.G. format. Attach T.A.Gs of all of your comments in the space provided.	ATTACH your Book Chat Feedback:
Book-In-A-Bag	Complete the book-in-a-bag oral presentation and submit your presentation to Flipgrid.	ATTACH your completed book-in-a-bag presentation:
One-Pager	Create a one-pager using instructions provided. You are able to complete a digital or print version of a one-pager by following the guidelines and examples.	ATTACH link to your one-pager:

_____   _____
Full Name (print)   Date

_____
Full Name (signed)

1

#MiamiReads

Miami-Dade County Public Schools

Engage Students In A Literacy Experience That Will Allow For The Comparing And Contrasting Of Themes, Analysis Of Text And Illustrations, And Making Self, Textual And World Connections.

Book Chat (Active Reading Log) Wk4
17 Responses

Book Chat (Active Reading Log) Wk3
15 Responses

Book Chat (Active Reading Log) Wk2
17 Responses

Book Chat (Active Reading Log) Wk1
13 Responses
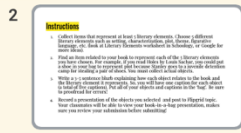
Book-in-a-Bag
14 Responses

Dialectical Journals

Procedure:

- As you read, choose parts of the text that stand out to you and record them in the left-hand column of the chart (**ALWAYS** include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each excerpt)
- You **must** label your responses using the following **codes**:
  - **(Q)** Question – ask about something in the novel that is unclear
  - **(C)** Connect – make a connection to your life, the world, or another text
  - **(P)** Predict – anticipate what will occur based on what you read so far
  - **(CL)** Clarify – answer earlier questions or confirm/dis-affirm a prediction
  - **(R)** Reflect – think deeply about what the excerpt means in a broad sense – not just to the characters in the novel. What conclusions can you draw about the world, about human nature, or just the way life works?
  - **(E)** Evaluate - make an inference about what the author is trying to say to readers

"Kill a Mockingbird" by Harper Lee

Excerpts from the text-- *Must provide at least 15 quotes over the course of the novel.*	Pg.#/¶ out of 566	EACH excerpt you quote must relate to one of the following **codes** above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1) They persisted in pleading Not Guilty to first-degree murder, so there was nothing much Atticus could do for his clients except be present at their departure, an occasion that was probably the beginning of my father's profound distaste for the practice of criminal law."."	13/1	**(C)** I can relate since I wanted to be a lawyer when I was younger, but grew a distaste for it as I got older. This also reminds me of the pride people have, which could lead to them doing the wrong things.
2) "Jem was a poor example: no tutorial system devised by man could have stopped him from getting at books"	70/1	**(C)** The connection I made between Jem and I is the want for independence. I tend to want to do things on my own and not need/want help. **(P)** I predict that this is going to be referenced more about the kind of character Jem is and it may be involved in conflict in another part of the story.

Book-in-a-Bag

File Edit View Insert Format Slide Arrange Tools Add-ons Help

Present   Share

Background Layout Theme Transition

Instructions

1. Collect items that represent at least 5 literary elements. Choose 5 different literary elements such as setting, characterization, plot, theme, figurative language, etc. (look at Literary Elements worksheet in Schoology, or Google for more ideas).

2. Find an item related to your book to represent each of the 5 literary elements you have chosen. For example, if you read Holes by Louis Sachar, you could put a shoe in your bag to represent plot because Stanley goes to a juvenile detention camp for stealing a pair of shoes. You must collect actual objects.

3. Write a 3-5 sentence blurb explaining how each object relates to the book and the literary element it represents. So, you will have one caption for each object (a total of five captions). Put all of your objects and captions in the 'bag'. Be sure to proofread for errors!

4. Record a presentation of the objects you selected and post to Flipgrid topic. Your classmates will be able to view your book-in-a-bag presentation, makes sure you review your submission before submitting!

Active Reading Stems

File Edit View Insert Format Tools Add-ons Help   Last edit was seconds ago   Sha

100%   Normal text   Arial   11   B I U A

Active Reading Means…

Making predictions about what will happen next.

P
"I predict that… Because…"
"In the next chapter I think…"
"I wouldn't be surprised if…"
"I bet that…."
"I think that…."
"I wonder if…."

Describe what you see while you read the story

V
"In my mind I can see…."
"When I read this, I can see…"
"I picture…"
"I imagine,"
"I see _____ ."
"I have a picture of _____ ."

Asking questions about what is happening in the story.

?
"I wonder why…?"
"I wonder what it means when…?"
"Why doesn't (character)…?"
"Why did…."
"What's this part about…."
"How is this ….(fill in detail) like this (fill in detail)."

Connecting what you are reading to your own life or to what you really know.

C
"When I read about…it made me think of…"
"Reading this reminds me of…"
This part is like…
"This character (fill in name) is like (fill in name) because…
"This is similar to…
"The differences are…
"I also (name something in the text that has also happened to you)…
"I never (name something in the text that has never happened to you)…
"This character makes me think of…
"This setting reminds me of…"

Clarify means to stop and ask yourself does this make sense

CL
"Oh, I get it…"
"Now I understand…"
"This makes sense now…"
"No, I think it means…"
"I agree with you. this means…"
"At first I thought (fill in blank), but now I think…"
"This part is really saying…"

T.A.G. Feedback

How do I use T-A-G feedback?

T= Tell the presenter(s) something you liked
A= Ask a question about the work presented
G= Give a suggestion for improvement

EXAMPLE

T	A	G
Tell positives	Ask a ?	Give Suggestion
I really like the way you've used tree stumps for seats because they are recycled so they are good for the environment and we might be able to get them for free. BE SPECIFIC about what was said that you appreciated.	Why did you decide to put the sandpit underneath the big tree? Ask a question based on the information presented or that has NOT already been addressed. USE question marks!	I think you should think about making a cover for the sandpit so that the leaves and sap from the tree don't ruin the sand and so that people can use it safely. This is where you can give constructive feedback and let them know how to improve. You want to help each other be the best version of yourself when you present.

Classmate's Name	T Tell positives	A Ask a ?	G Give Suggestion
1.			
2.			
3.			
4.			