

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Independent Reading Project

Approx. length: 2 Weeks: About 20-30 minutes of independent reading per day

Age or Grade Intended: Language Arts, 8 Honors

Academic (IN State) Standards:

8.5.2 Write responses to literature that:

- demonstrate careful reading and insight into interpretations.
- connect response to the writer's techniques and to specific textual references.
- make supported inferences about the effects of a literary work on its audience.
- support statements with evidence from the text.

Performance Objectives:

Students will read a book of their choice independently with 100% participation.

Students will keep a reading response journal over events, characters, and their reaction to the book with at least two entries a week.

After reading a book of their choice, students will respond to it by completing a project scoring 40 out of 50 points.

After completing their book, students will write a brief summary of the book to be used in a classroom catalog system scoring 8 out of 10 points.

Assessment:

The journals will be assessed based on completion, and the entire journal will be worth ten points. There will be announced checkpoints at which point I will make sure they are reading and completing at least two entries a week. The note card will be assessed by a checklist. The project will be assessed using a rubric with three categories: analysis, creativity and workmanship, and mechanics.

Advanced Preparation by Teacher:

Make classroom library books available. Create and make copies of handouts and rubrics.

Procedure:

Introduction: How many of you have ever thought about running away? Or living in New York City, the Wild West, or the African jungles? How many of you have ever been curious about how magicians pull off their tricks or how tuberculosis, the bubonic plague, or yellow fever spread? Have any of you ever been curious about what it would feel like to be a slave or to live through the Holocaust? We are going to begin a

project that you get to design and personalize according to your own strengths and interests. In a minute, each of you are going to be able to choose a book—some of them covering the same topics that I just mentioned—that you will be responsible for reading independently.

Step-by-step:

1. Pass out the packet of papers explaining the project.
2. Explain that students will complete three tasks over a book of their choice: a reading response journal (M.I.: Verbal/Linguistic and Intrapersonal), a note card for a cataloging system, and a creative project. (The projects cover a wide range of Gardner's multiple intelligences—Visual/Spatial, Mathematical/Logical, Intrapersonal, Verbal/Linguistic. The projects also require a wide range of Bloom's: Comprehension, Analysis, Synthesis, and Evaluation.)
3. Read through the packet together and ask if there are any questions.
4. Reiterate that as honor students, they are going to be responsible for choosing their own book and project. They will be given some class time to work on it, but they are responsible for reading and completing the project on their own time by the date that it is due.
5. Give due dates and have students fill them in on their contract sheet.
 - Book choice due 2/17
 - Project choice and contract due by 2/20
 - Journal checkpoint 2/20
 - Journal checkpoint 2/27
 - Final due date 3/2
6. Briefly introduce a few of the books to spark interest.
7. Have students pick out a book of their choice from the Lilly Endowment boxes. Have them sign out the book on the sign out sheet.
8. Give them time to start reading.
9. Give students about 20 minutes a day to read and to write in their journals.

Closure: When students have completed their books and projects, have students present their note card with the summary and rating of the book and their project to the class. Display projects. Make additional books available to interested students.

Adaptations/Enrichment:

The following adaptations/enrichments are pertinent to this class:

Students with ADHD may need extra guidance. I can meet with the student as often as needed to narrow goals, create checklists, and monitor progress.

Gifted and talented students will have the opportunity to create their own project to meet their unique strengths and interests.

Self Reflection:

Were the students able to complete all of the tasks in the specified amount of time?

Were the students able to handle the independent work, or did they need more guidance?

Were the students engaged in the project?


Independent Reading and Project Handout
Mrs. Morgan, Language Arts 8 Honors

Each of you will choose one approved book to read independently. You will need to read carefully and take notes (see journal instructions), because you will be asked to choose one project to complete over the book from the project choice list. You will also have to fill out a note card with the following information:

- Author
- Title
- Brief summary of events (3-5 sentences)
- A rating of the book from 0-5 stars along with an explanation of your rating.
- Your name

Example:

<p><u>Title of Book</u> By: Author's Name</p> <p>This is where you would put a brief summary of the book. Let others know what the book is about—give details but DO NOT give away the ending. For a good example, read the inside or back cover of your book, but make sure your summary is in your own words. Proofread it for mistakes.</p>

 <p>I give this book ____ out of five stars because...</p> <p>I am looking for specific reasons why you rated the book the way you did—you can't just say that you did or didn't like it. I want to know WHY.</p> <p style="text-align: right;">Your Name</p>

Project Choices

- Big Hollywood producers have decided to turn your book into a movie and they need your help to advertise. Create two movie posters on poster board displaying the book's main characters, setting, and a brief summary to help the producers pack the theatres with viewers.
- Design and draw detailed costumes for the characters of the book. Explain how each costume fits each character's personality, role, social status, and the setting of the book.
- Fashion a mobile with items related to the story to explain the characters, plot, setting, author, moral of the story, and your rating of the overall book.
- Select a character from the book who appealed to you. Write at least five diary entries that this person might have kept detailing the main events of the story, what the character was feeling, how he/she reacted, etc.
- You are a famous reporter. Write an interview between you and a character in the book. Talk to the character about a moment in the story that you want to know more about. As you interview, create answers for your character that reveal what your character thought, felt, did, and so on. Include information on why you choose this character to interview.
- You are a fortune teller and have been asked to predict what each of the characters in your book will be doing ten years after the story ends. Be sure to explain why you feel this will happen.
- Create a timeline of major events as they happened in the book. Add pictures and captions to explain the importance of each event.
- Create a diorama from a shoe box depicting your favorite scene. Write a brief synopsis of the scene and explain why it is your favorite and how it affects the characters and the plot.
- A project of your own design approved by the teacher.

Independent Reading Project Contract

I, _____ (your name) , agree to read
_____ (book title), keep a reading response
journal with at least two entries a week, complete a note card, and do
_____ (project choice) by
_____ (due date).

Signed by,

X _____ (your signature) Date _____

X _____ (teacher's signature) Date _____

Important Dates:

Book choice due _____

Project choice due _____

Checkpoint _____

Checkpoint _____

Final Due Date _____

Reading Response Journal
Mrs. Morgan, Language Arts 8 Honors

To help you complete the final project and note card over your book, you will keep a reading response journal. You will be required to write at least two entries a week, but feel free to do more. In this journal, you will write about:

- important events and how they affect the plot.
- main characters and their personality traits.
- favorite quotes or sayings you find in the book.
- your responses to characters, events, and the author's writing style.

Your journal can be typed or handwritten on lined paper, but it should include the **your name, the date, and the chapter or page numbers discussed in your entry** so you can refer back to the pages as a reference when you are working on your project. Each entry should be at least 3-5 lines long.

Independent Reading Project Rubric

Name _____ Period _____ Date _____

Criteria	1	2	3	4	Points
Analysis	Your project does not demonstrate a careful reading. Your analysis just touches the surface of the novel and does not include specific details.	Your analysis and responses are very generic and do not demonstrate a careful reading. More details need to be added to strengthen your project.	Your project demonstrates careful reading. Your analysis and response could be strengthened by adding more specific details to support your conclusions.	Your project demonstrates careful reading. Your analysis and response of the characters and plot are supported by details and display higher level thinking.	
Workmanship and Creativity	Your project seems like it may have been put together the night before. It is unorganized, incomplete, and lacks creativity.	Your project is a little sloppy, but it is still creative. It would improve with a little more organization and planning.	Your project is well put together and organized. It is fairly original and creative.	Your project demonstrates careful planning and good workmanship. It is creative, organized, and original.	
Grammar and Spelling	There are many spelling and grammatical errors, and they detract from your message.	There are a few grammatical and spelling errors, and they are beginning to detract from your message.	There are a couple of minor grammatical or spelling errors, but they do not detract much from your message.	There are very minor, if any, grammatical or spelling errors, and they do not interfere with your message.	

Teacher Comments:

Points Earned:

Note Card Checklist
Mrs. Morgan, Language Arts 8 Honors

Name _____ Period _____ Date _____

- **Workmanship**

- Your note card has all of the required parts: author, title, summary, rating, explanation, and your name. _____
- Your note card is neat, legible, and organized. _____

- **Rating**

- You gave a reasonable rating out of five stars. _____
- Your rating explanation is detailed and specific. _____

- **Summary**

- The summary is in your own words. _____
- You used specific details without giving away the ending. _____
- You used correct spelling and grammar. _____

