

Independent Reading Project

You will choose your own novel to read for the month of April. Pick a book that will hold your interest, however, it must challenge you and be appropriate for school. I suggest you divide your book into “chunks” like we did for our literature circles to make the reading schedule easier to manage. You will be given 15 to 20 minutes to read during class every day.

Similar to our literature circles, each week you will be assigned a task to complete. At the end of the 5 weeks, you will present a 3 to 5 minute book talk to your class. This project is something you should be thinking about as you read. Don't leave it until the last minute!

To be successful you must:

- meet all deadlines
- bring the necessary materials to class to work on your project every day
- make effective and productive use of class time
- demonstrate that you have read and understood your novel by completing well written, detailed assignments that use evidence from your text

Weekly Reading Schedule

Your book must be selected and recorded on the class list by Thursday, April 2, 2015.

Week 1: I will read from page _____ to page _____ by **Thursday, April 9, 2015.**

Week 2: I will read from page _____ to page _____ by **Thursday, April 16, 2015.**

Week 3: I will read from page _____ to page _____ by **Thursday, April 23, 2015.**

Week 4: I will read from page _____ to page _____ by **Thursday, April 30, 2015.**

Week 5: I will read from page _____ to page _____ by **Thursday, May 7, 2015.**

You are required to give a short 3 – 5 minute (max) book talk about your novel. These presentations will begin on May 11.

Name: _____ **Class:** _____

Book Title: _____

Week 1:

Choose one of the questions below to answer for your first assignment. You must write a detailed paragraph of *at least* five sentences. Use MLA format, double space, and write your good copy in pen. (20 marks)

1. Identify the main character of the story. From what you know of them so far, would you like to have this character for a friend? Give reasons.
2. Identify the setting of the book. How is the setting important to the story? Explain.
3. In the first section of your book, what does the author do to hook you? Explain.

Week 2:

Complete one of the activities below for your second assignment. You must write a paragraph of *at least* five sentences. Use MLA format, double space, and write your good copy in pen. (20 marks)

1. Summarize this section of your novel. Do not exceed 150 words.
2. From what point of view is this story being told? How does the point of view affect the story? How would the story change if it was told from a different point of view?
3. Quote an important line from the text. Explain who/what it is talking about and why it is significant.

Week 3:

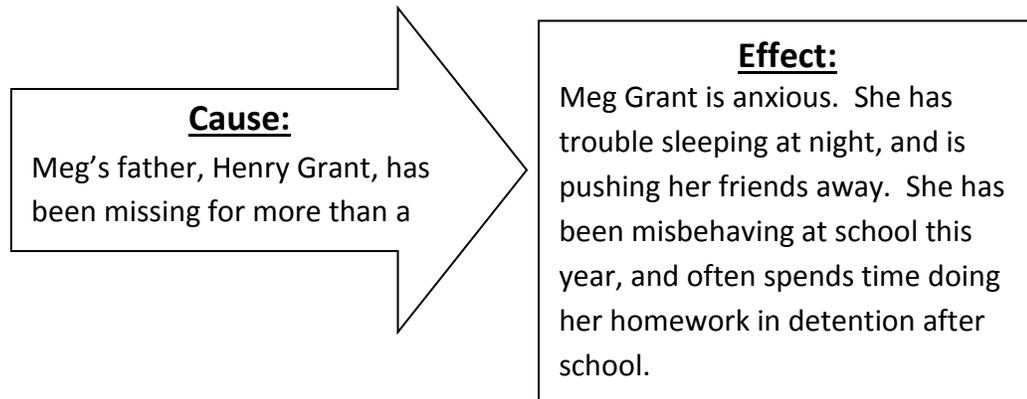
Complete only one of the activities below on white paper. (20 marks)

1. Retell a part of the plot in a 4 frame comic-strip form. Create coloured illustrations (no white spaces) and include speech bubbles.
2. Draw a detailed scene from your story you can visualize. Make sure your illustration is in colour and uses the entire page (no white spaces). Then write a short explanation of your drawing on loose leaf.
3. Draw a detailed sketch of a character in the story you can visualize. Make sure your illustration is in colour and uses the entire page (no white spaces). Then write a short explanation of your drawing on loose leaf.

Week 4:

Complete only one of the activities below. (20 marks)

1. Provide 10 examples of conflict from your novel. Try to have at least one example for all 4 types we studied in class. Each example must be written in a complete sentence in order to receive full value.
2. Find 4 cause and effect relationships in your novel. Remember that the cause is the reason that an event happens. The effect is what happens. (To find the cause, ask yourself “why did it happen?” To find an effect, ask yourself, “What happened?”)



3. Create a timeline of the 10 most important events up to this point of your novel. Write one sentence to describe each event.

Week 5:

Choose one of the questions below to answer for your final assignment. You must write a detailed paragraph of *at least* five sentences. Use MLA format, double space, and write your good copy in pen. (20 marks)

1. Would you recommend this book to a friend? Explain.
2. Think about the title of your book. Explain why the title fits your novel. If you don't think the title fits, explain why you think so and suggest a new one.
3. Choose another book (fiction or non-fiction) that you've already read – one that reminds you of the book you just read for your independent study. Explain 3 similarities between these two books using specific reference to your novel.

***Final book talk presentations begin on Monday, May 11, 2015.**

Model Answer Page

Lenny Simpson
Ms. McLaughlin
8L LA
April 9, 2015

Setting in The Hunger Games

The characters in my novel, The Hunger Games, live in the country of Panem, presumably set sometime in the future. I believe the setting is very important to this story. First of all, Panem was originally divided into 13 Districts, but District 13 was completely destroyed when its citizens organized a rebellion against the government. The fact that an entire region was destroyed because of government opposition explains why the country's residents are living in fear of the annual Hunger Games. Secondly, Katniss lives in District 12, a coal mining district filled with small, sooty cottages, completely surrounded by an electric fence and a forest on the other side. Katniss is a hunter and she is able to trade her game in the black market, housed in an abandoned coal warehouse. Without the nearby forest, Katniss would not be able to provide for her family or develop her relationship with her friend, Gale. Finally, the author describes the setting as drab and dreary. It reflects the emotions of the people who are living under a dictatorship or a tyrant of some sort. If The Hunger Games took place anywhere else rather than Panem, it would completely change the story.

Paragraph Rubric

Categories of Performance	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic Sentence (Main Idea)	The sentence is incomplete and does not state the main idea.	The sentence is complete, but does not state the main idea.	The sentence is complete and adequately states the main idea.	The sentence is complete and clearly states the main idea.
Supporting Sentences (Details)	No supporting details that relate to the main idea.	One supporting detail that relates to the main idea.	Two supporting details that relate to the main idea.	Three or more supporting details that relate to the main idea.
Closing Sentence (Conclusion)	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete, but does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and clearly sums up the paragraph.
Organization of Ideas	Ideas are disorganized and do not support the main idea, causing a confusion of meaning.	A few ideas do not support the main idea or are out of place, causing a confusion of meaning.	Ideas in the paragraph support the main idea, but could be organized more clearly.	Ideas flow in the paragraph and clearly support the main idea, creating meaning.
Mechanics and Grammar	Six or more punctuation, capitalization, and/or spelling errors.	Three to five punctuation, capitalization, and/or spelling errors.	One or two punctuation, capitalization, and/or spelling errors.	No errors in punctuation, capitalization and spelling.

Book Talk Overview

What is a book talk?

The purpose of a book talk is to “sell” the book you just read. Think of it as a commercial or advertisement for the book. You will create a 3-5 minute talk about a book that includes just enough plot, character, setting and conflict information to interest other students in the class. The main purpose of a book talk is to grab an audience’s attention and make them want to read the book.

How do I complete the book talk assignment?

1. Read the book (never try to do a book talk on a book you haven’t read).
2. Complete the book talk pre-write.
3. Write a final version of your book talk.
4. Practice your talk until you are comfortable.
5. Present your book talk to the class.

What is included in a book talk?

1. The Hook: something that will grab the audience’s attention
 - Ask a question
 - Read an interesting/gory/scary/funny part of the book
 - Link the book of other novels or movies
 - Relate the events or feelings in the book to current events or feelings in the audience’s lives
 - Use props or dress as a character
2. The Content: tell about the characters, setting, and plot
 - Tell something interesting about the author (other books, awards, etc.)
 - Vividly describe the setting
 - Retell an exciting part of the book
 - Share memorable characters
 - Give background information on the plot (not the whole story)
3. The Cliffhanger: leave your listeners wanting more
 - End your book talk with something unresolved. Leave the audience wanting more so that the listeners will want to read the book to find out what happens – do not give away the ending

What do I need to know about the presentation?

- Practice your book talk over and over again until you are very familiar with it. Use cue cards if you need them.
- Speak loudly and clearly, enunciate your words, and pause briefly after points you want your audience to remember.
- Keep a good pace. Don’t rush through your presentation.
- Maintain good eye contact.
- Incorporate small hand gestures when appropriate, however, too much movement can be distracting to the audience.
- Be enthusiastic about your topic!

Book Talk Organizer

Book: _____

Author: _____

Presentation due date: May 11, 2015

The Hook – *How are you planning to hook your audience? What information from the book will you include? How will you present this information?*

The Content – *This is NOT a retell. You need to include information about the author, genre, plot, setting, and characters. How will you present this information? How can you make it more interesting than simply listing facts about the book? How will you organize this information?*

The Cliffhanger – *How are you going to leave the audience wanting more? What information will you give the audience a “taste” of to make them feel they must go out and read this book?*

The Presentation – *Think about your actual presentation. How will you remember what you want to discuss? How will your presentation be unique?*

Book Talk Checklist

Book: _____

Author: _____

Presentation due date: May 11, 2015

- I included a hook to get my audience’s attention
- I mentioned the book title, author, and genre at the beginning of my presentation
- I gave details about the setting
- I gave details about the plot
- I have details about the main character(s)
- I discussed the problem without giving away the resolution
- I left the audience wanting more at the end
- I added something special to my presentation to make it unique
- I made others want to read my book
- I practiced my presentation so that it would sound natural

Planning Reflection:

Which parts of your book talk were the easiest to plan? Which were the most difficult? Why?

Book Talk Rubric

Name: _____

Book: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Introduction	Little or no introduction. Book talk launches straight into content.	Some introduction included, but more could be done to “hook” the audience.	Good introduction and “hook” to catch the audience’s interest.	Excellent introduction and creative “hook” to catch the audience’s interest.
Content	Limited content included – missing a lot of information. Limited discussion of plot, setting, and characters. Content was simply read from a paper.	Some content included – missing some information. Some discussion of plot, setting, and characters. A large amount of content was read from a paper.	Good inclusion of content. Discussion included genre, plot, setting and characters, with satisfactory amount of details. Some content was read from a paper.	Excellent inclusion of content. Discussion included genre, plot, setting, and characters, with a thorough amount of details. Content was presented in a natural manner – not read from a paper.
Cliffhanger	Little or no cliffhanger. Presentation ends abruptly.	Some evidence of cliffhanger. Too much information may have been given, or not enough to make the audience want to read the book.	Good cliffhanger ending that makes the audience want to read the book.	Creative and unique cliffhanger ending that makes the audience want to read the book.
Voice	Volume, expression, and enunciation are not appropriate for the presentation.	Volume, expression, and enunciation are sometimes appropriate for presentation.	Volume, expression, and enunciation are appropriate for presentation most of the time.	Volume, expression, and enunciation are appropriate for presentation all of the time.
Grammar and Organization	Many grammar errors. Presentation has limited flow of organization of content.	Some grammar errors. Presentation has some flow of organization of content.	Few grammar errors. Presentation has considerable flow of organization of content.	No grammar errors. Presentation has excellent and natural flow of organization of content.

Comments: