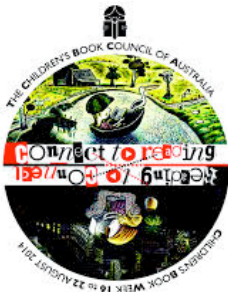

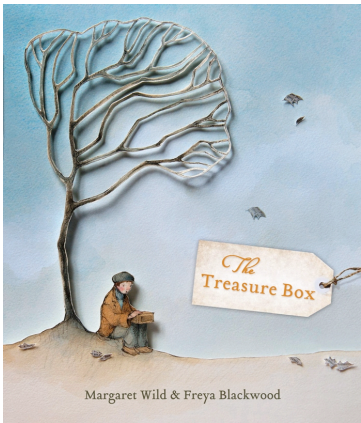



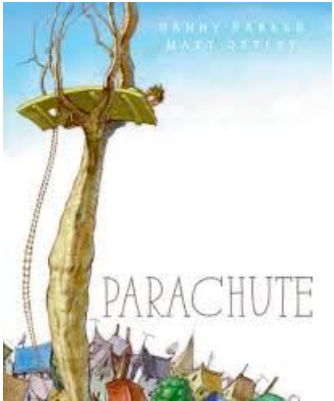

TERM 3 - BOOK WEEK Stages 2 and 3

This term's work will be completed in conjunction with a Bloom's/MI Activity Grid, designed to utilise a range of learning styles. Each week will focus on a different style.

Week	Title	Activity																					
2		<p>Introductory Activity: Speed Read. Spend 5 minutes with each book and give each one an initial impression out of 10. If you had to sum up the book's theme in one word, what word would you choose?</p> <p>Start a document (KeyNote or Pages) called Connect To Reading and add this table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Title</th> <th style="text-align: center;">Theme</th> <th style="text-align: center;">Score</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Title	Theme	Score																		
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3		<p style="text-align: center;"><i>Bloom's/MI Focus: Intrapersonal</i></p> <p style="text-align: center;"><i>Students choose one of the following activities and add the work to their "Connect to Reading" document.</i></p> <p>Remembering: Make a story map that shows the main events of the story.</p> <p>Understanding: Create a table that lists the events of the story under the headings of Orientation, Complication and Conclusion.</p> <p>Applying: Imagine that you are a character from the story. Write a diary entry to explain what happened in your day.</p> <p>Analysing: Imagine that you are one of the Book Week judges. List the strengths and weaknesses of the story, in your opinion.</p> <p>Creating: Make a book trailer that could advertise the book.</p> <p>Evaluating: Write a persuasive text based on your opinion of this statement: "Stories are told more effectively if they are made into movies."</p>																					
4		<p style="text-align: center;"><i>Bloom's/MI Focus: Verbal</i></p> <p style="text-align: center;"><i>Students choose one of the following activities and add the work to their "Connect to Reading" document.</i></p> <p>Remembering: List 3 facts about each of the characters in the story.</p> <p>Understanding: Retell the story from a different character's point of view.</p> <p>Applying: Write 10 interview questions that you could ask the author or illustrator of the book.</p> <p>Analysing: Write a biography of either the author or the illustrator of the book.</p> <p>Creating: Write a new story that would follow on from the end of this one.</p> <p>Evaluating: Write a book review for the story. Make sure that you make your opinion clear.</p>																					

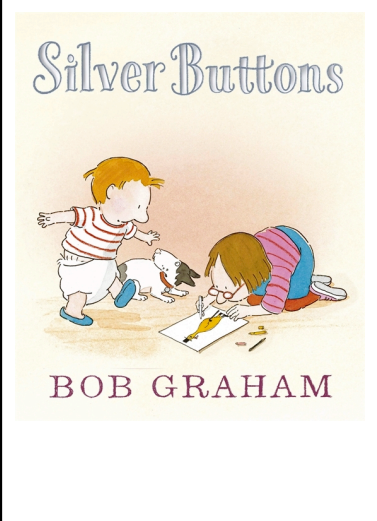

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Week	Title	Activity
5	 <p style="text-align: center;">RULES OF SUMMER Shaun Tan</p>	<p style="text-align: center;"><i>Bloom's/MI Focus: Visual/Spatial</i></p> <p style="text-align: center;"><i>Students choose one of the following activities and add the work to their "Connect to Reading" document.</i></p> <p>Remembering: Choose one of the rules from the story and design an alternative illustration.</p> <p>Understanding: Turn the events of the story into a rule book in cartoon format.</p> <p>Applying: Do a Google search to find images that match the theme of the book. Present these as a collage or poster.</p> <p>Analysing: Comment on the illustrations of the book. What techniques have been used? How effective do you think they are? How well do they match the text?</p> <p>Creating: Create a new cover for the book.</p> <p>Evaluating: Find other books by the same illustrator. Compare the illustrations with this book. Which do you think is the most effective and why?</p>
6	<p><i>Book Week Activity Day K-6</i></p> <p>Working in mixed stage groups, students will view 4 of the picture books and complete a visual arts activity based on the text. Selected groups will share their response to one text at a K-6 assembly.</p>	
7	 <p style="text-align: center;">PARACHUTE</p>	<p style="text-align: center;"><i>Bloom's/MI Focus: Musical</i></p> <p style="text-align: center;"><i>Students choose one of the following activities and add the work to their "Connect to Reading" document.</i></p> <p>Remembering: Think of the events in the story. What instruments would be suitable to create music that matches the story? List your choices.</p> <p>Understanding: For each page of the book, list some sound effects that could be used to accompany the story.</p> <p>Applying: Write a song or poem about the story.</p> <p>Analysing: Go to this website: http://tinyurl.com/lk735ae Listen to the music samples and choose a piece that would suit the book.</p> <p>Creating: Use Garageband or another music program and create a piece of music that would be appropriate for the mood of the story.</p>
8	 <p style="text-align: center;">KING PIG</p> <p style="text-align: center;">Nick Bland</p>	<p style="text-align: center;"><i>Bloom's/MI Focus: Interpersonal</i></p> <p style="text-align: center;"><i>Students choose one of the following activities and add the work to their "Connect to Reading" document.</i></p> <p>Remembering: Work with a partner to create a quiz based on the book.</p> <p>Understanding: Play a game of charades with a group of friends, trying to guess an event from the book. (Add a photo or short video clip to your document as evidence.)</p> <p>Applying: Work with a partner to create a simple board game for the book.</p> <p>Analysing: Work with a partner to create some survey questions for people to answer about their opinions of the story.</p> <p>Creating: Turn the story into a play and act it out as a group. (Add a photo or short video clip to your document as evidence.)</p> <p>Evaluating: Debate the topic: "Picture books are for all ages, not just for young readers."</p>

TERM 3 - BOOK WEEK Stages 2 and 3

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9		<p style="text-align: center;"><u>Bloom's/MI Focus: Kinaesthetic</u></p> <p style="text-align: center;"><i>Students choose one of the following activities and add the work to their "Connect to Reading" document.</i></p> <p><u>Remembering</u>: Make some finger puppets to retell the story. <u>Understanding</u>: Create a mime or short dance routine to retell part of the story. <u>Applying</u>: Make a diorama or model to show an element of the story. <u>Analysing</u>: Get a photocopy of the cover of the book and turn it into a jigsaw puzzle. <u>Creating</u>: Use an animation program to create a short animation of part of the story. <u>Evaluating</u>: Photograph people in freeze frame to represent scenes from the story. Discuss the photos: how effective are they?</p>
10		<p style="text-align: center;"><u>Bloom's/MI Focus: Mathematical</u></p> <p>As a concluding activity, students design a marking rubric that they would use to judge the Book Week titles. Students list the criteria and how many points they will award for each item. Then, using the rubric, students rate this year's shortlisted books and compare this to their initial table from week 2. Discuss: Has their opinion changed? If so, why?</p>

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