



**THE
EDUCATION
FUND**

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2020-2021

Ideas With **IMPACT**



idea packet

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Zoom Book Café

Zoom Live: Book Report Exhibits



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Goals & Objectives

1. The purpose of the project is to use social-emotional and academic long-distance learning strategies to ensure comprehension of independent-reading novels, application of literacy concepts, and social-wellness through an engaging, group activity.
2. Students utilizing a diverse array of developmentally appropriate instructional technologies with efficacy will help improve their reading, writing, and communication skills, as well as help prepare them for the 21st century workplace.
3. A final goal is to foster creative expression and understanding of a lesson concept that goes beyond traditional paper-pencil method.



Florida Standards

- LAFS.6-8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.6-8.SL.2.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- LAFS.6-8.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- LAFS.6-8.RL.1: Key Ideas and Details
- VA.6-8.F.1.1: Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
- VA.6-8.F.1.4: Use technology skills to create an imaginative and unique work of art.

Course Outline

1. Students learn the literary elements of fiction through high-interest virtual lessons and assessments assigned on BrainPOP, Edgenuity, Kahoot.it, myON, and the HMH Collections online. Edmodo and Zoom are the online platforms used for live discussions and messaging, which is an SEL strategy of staying connected to others and being heard, seen, and considered.
2. After the concepts are learned, the goal is for students to apply their knowledge by choosing a fictional novel on myON (from a list of teacher-recommended books) and reading it.
3. At a halfway point in their independent reading, a *Zoom Book Café* meeting is held, in which students share their opinions and updates about their books, and they show-and-tell what they are drinking and eating at our virtual café meeting.
4. Eventually, the students finish reading their books, take the A.R. quizzes, and then we move on to the final stage.
5. Students finally follow the *Project Guideline and Rubric* to create an exhibit about their book, using props, costuming, and setting to represent the literary elements in the book.

Each student has 5 minutes to present, and the viewers, meanwhile, write a “Yelp”-like review of their book exhibit.

6. It is at the teacher’s discretion to decide how many grades the project is worth; the “Rubric” is applicable no matter how many grades awarded.
7. Recommendation: assign extra credit ‘A’ to top projects, as chosen by the teacher.
8. The project can also be adapted beyond Language Arts. Any subject can have a Zoom Live Report on almost any content matter. For example, a historical event can be presented as a “museum” comprised of items from the student’s house.



Lesson Plan

Days 1-5:

1. Use PowerPoint lessons to teach Literary Elements on Zoom meeting through Shared Screen option, all while students reciprocate in discussion and take notes. Supplement the lesson with assignments on BrainPOP, and Edgenuity. Day before quiz, review concepts on Kahoot.it. Day of quiz, assign teacher-created quiz on Edmodo.
2. After the quiz results are reviewed in a Zoom meeting with any follow-up questions answered, the students apply their new knowledge by choosing and reading a fictional novel on myON (from a list of teacher-recommended books), and keeping notes on how the literary elements are portrayed in their book.

Days 6-7:

3. At a halfway point in the students' reading plan, a Zoom Book Café meeting is held, in which students share their

opinions and updates about their books, and they show-and-tell what they are drinking and eating at our virtual café meeting. (Fun stuff.)

Days 8-12:

4. Students follow the *Project Guideline and Rubric* to create an exhibit about their book, using props, costuming, and setting to represent the literary elements in the book. Meanwhile, other lessons take place on Zoom.

Days 13-14:

5. Project due date: On Zoom, each student presents for 5 minutes, and the viewers, meanwhile, write a “Yelp”-like review of their book exhibit.

Materials:

- Students must supply themselves, if classes are virtual.
- If classes are on-site in schools, then students may try a \$10 budget in stores like Dollar Tree. The teacher can also take a general survey of what supplies are needed and see if the teacher and students can donate items.



Project Guidelines

Live Zoom Exhibit Book Report

Objectives:

- Students will read an approved novel on myON and pass its myON quiz.
- Students will apply and present the literary elements of the novel through an “exhibit” of their creation.
- Using Zoom, students will have 5 minutes to present the exhibit of labeled artifacts that relate to the literary elements of the novel.
- Audience members will write down their favorite parts of the exhibits and why, and rate with stars, in the form of a “Yelp review.”

Directions:

1. Choose a myON fiction novel you have not read that is more than 100 pages, and have it approved by Teacher.
2. Read the book by given deadline and pass the myON quiz. (1 grd.)
3. Complete the Literary Elements Guide handout and submit to Teacher. (2 grd.s)
4. Create an exhibit of artifacts that represent the literary elements of the novel. (3 grd.s)
5. Present the exhibit on Zoom on assigned day, while viewers write a “Yelp review.” (1 grd.)

Order of Presentation:

1. Announce the title of the book and author
2. Tell what genre the book is (myON details has this)
3. Present your Exhibit of Artifacts:
 - a) Student = Protagonist

- I. Should dress for the part. May have other people (or pets) in costume and pretend to be other characters.
 - II. Tell the name of the character; role in the story; what his/her main goals are; and how he/she is different at the end of the story from how he/she was at the beginning.
- b) Background in video = Setting
- I. The background in the camera frame should resemble a main setting of the story. Examples: a blanket with a setting painted on it can be hung in the background; actual live settings such as backyards with foliage can represent the woods in a story, poolside could represent island, etc. (Make a serious effort here.)
 - II. Tell what the setting is in the novel and what main scene occurs there (just 1, even if there are more).
- c) Painting in a frame = Conflict
- I. Draw and color, or paint, the scene that best represents the conflict. 8" x 11" is the minimum size (computer-paper size; no lined notebook paper).
 - II. Tell what the conflict is. Usually, what the protagonist wants clashes with what the antagonist wants. Example: Lex Luthor wants to rule the world. Superman knows this would be wrong for the people, so he fights him to keep evil from dominating.
- d) Objects = Figurative Language
- I. Find two different examples of figurative language (simile, metaphor, idiom, personification, etc.) from the novel, and choose and objects that represent the figurative language examples. The objects should be clearly seen on display in the camera shot.
 - II. Tell what the two sentences are from the novel that exemplify figurative language, and show and explain how the objects represent the figurative language.
- e) Hangman = Vocabulary
- I. Choose one significant word from the reading (not a "baby" word). Do NOT tell anyone this word. On a sheet of paper (or

small whiteboard), use a thick marker (so we can see) to create a “Hangman” game for your word. Students on the Zoom call will guess a letter, and so on. The only clue will be the number of letter-lines given and the type of word it is: noun, verb, or adjective.

- II. Tell the definition of the word, after the word is guessed correctly.

Rubric

Whatever column has the most checkmarks will equal the letter-grade (x3).

	Excellent (A)	Well-Done (B)	Needs Improvement (C)	Unacceptable (Z)
Student/Protagonist: Visual				
Student/Protagonist: Explanation				
Background/Setting: Visual				
Background/Setting: Explanation				
Painting/Conflict: Visual				
Painting/Conflict: Explanation				
Objects/Fig.Lang.: Visual				
Objects/Fig.Lang.: Explanation				
Hangman/Vocab.: Effort				

Resources

- ❖ Virtual meeting platform for classroom:
 - <https://zoom.us>
- ❖ Create or Choose available interactive lessons:
 - <https://www.brainpop.com>
- ❖ Engaging teacher-approved online video lesson on literary elements:
 - “Literary Elements Rap” <https://www.flocabulary.com/unit/fivethings/>
- ❖ Engaging teacher-approved online video lesson on literary elements:
 - “Elements of Literature with Mr. Taylor (Part 1)”
<https://www.youtube.com/watch?v=9E6JJoJgCew>
- ❖ Engaging teacher-approved online video lesson on literary elements:
 - “Literary Elements Found in Songs.m4v”
<https://www.youtube.com/watch?v=eF0gyQ6V74Q>
- ❖ Engaging teacher-approved online video lesson on literary elements:
 - “Literary Devices in Pop Culture”
https://www.youtube.com/watch?v=U_pxfifB6Co
- ❖ Create fun interactive quizzes and polls:
 - <https://kahoot.com/schools-u/>
- ❖ Interactive Facebook-like platform for educators and their students:
 - <https://new.edmodo.com>
- ❖ Non-personal text-messaging platform to send instant messages to students through cell phone or email:
 - <https://www.remind.com>

Literary Elements

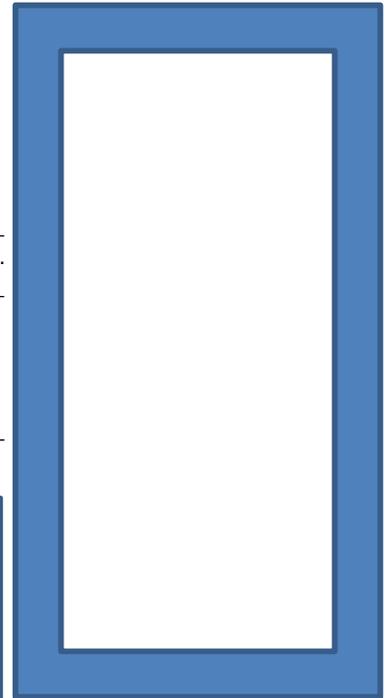
Student Name: _____

Fiction Title: _____ Author: _____ Genre: _____

Protagonist

- Draw and color the main character in the righthand box.
- Write 2 adjectives that describes this character's personality.
 - _____ & _____
- The sentences you choose should be evidence of the type of character he/she is:
 - Write a sentence from the book that the character thought:

 - Write a sentence that he/she said, and one that described something he/she did.



Setting

Place: _____ Time: _____

Draw and color the main setting in the box below.



Figurative Language

Copy a sentence from the book that exemplifies figurative language:

Identify the type of figurative language used in that sentence: _____

Copy another sentence from the book of figurative language:

Identify the type of figurative language used in that sentence: _____

Vocabulary: Identify a new word that you learned from the story.

Conflict

Describe the main conflict of the story.

Definition:

Synonym:

Sentence:

Word:

Antonym:

Student Samples

