

TITLE OF LESSON

English 1 Unit 2 Lesson 38 – Book Project, Creating a Cover, Title Page, Table of Contents and About the Author Page

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W2.0, W/O1.0-5

MATERIALS

Photocopy of the Field Trip Form for each student (see **Sample Field Trip Form** in the *Appendix of Additional Materials*. You will need to modify this for your individual class needs)

Final Project #2 Instructions – Student Page

Final Project #2 Student Grading Procedure – Student Page

Sample invitation for parents, peers and school officials

One novel per student

Paper Clips

Markers, Crayons, Colored Pencils

Different Colored Construction Paper

Old Scraps of Material and/or Wall Paper

Pieces of Cardboard from boxes

Water Colors and/or Paints with Brushes (optional)

Ribbons, yarn, shoestring, anything one might use to tie bind a book

LESSON OBJECTIVES

- To understand and demonstrate the function of book covers, title pages, table of contents, about the author pages, and opinion blurbs
 - To demonstrate ordering skills
 - To practice skimming and browsing reading strategies
 - To form and articulate opinions of text
 - To create and publish a book
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EXPLANATION OF LESSON

The materials listed at the top of the page are to be used to decorate their book covers, to bind their books, and to illustrate some portions of their books. You may want to ask students to bring in some decorating materials of their own for class day after tomorrow in order to supplement the materials you have provided. Often students are extremely creative and have fun finding old treasures around the house. Let them participate and be creative, too. Lend only what you feel comfortable lending. Remember that markers and pencils sometimes have innovative ways of disappearing.

At this point, you must make sure you have signed up for time in the lab tomorrow. Be aware that you have a public reading coming up in four lessons. Constantly remind the students. Be sure you have printed your flyers for that event and sent students to other classrooms with them. Be sure that as students are making invitations, you are also making invitations for your principal and vice principals as a courtesy. Also, be sure to put flyers in all other teacher's boxes as well as all school staff members. This should be a community event. Fax a flyer to your local radio and television stations or have students do that with you. Invite any local publishers you know of to attend. Although you may have already booked your local café, call to confirm that you will have a certain number of participants arriving for the reading. If your number of individual readers increases dramatically, you may want to hold the reading on campus. However, it is important to try hard to make this an off campus event.

Make sure you have sent field trip notices home with students. Remind them that if it is not returned the day before the reading, they may not attend and that this will count as part of their final grade in your class. No show means a zero or an F. It may help to tell them that no one is exempt from this particular project unless you hear from a parent live on the telephone or in person (which helps to cut down on any fraud and reinforces the seriousness of their task). If by chance a parent does call you and does not want their child to participate, you may want to have the child read their excerpt in front of the class and tape record it or tape record it with their parent and then play it for the public reading, as a substitute. However, no child should be allowed to not participate in some manner.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in the appropriate section of their folders.
 - 2) [Agenda/Daily Log](#) – Have students copy the agenda you have written on the front board.
 - 3) Review Project #2 Instructions and Project #2 Student Grading Procedure – Pass them out to all students. Briefly review them. Take any questions students may have. Move quickly to Step 2 in today’s lesson, which is the same as the Step 2 on their Project #2 Instructions sheet. Tell students that by the end of the day today they should have completed steps 1 through 8 on their Project #2 Instructions sheet. If they have not finished, then they must complete it for homework.
 - 4) Ordering Their Book – Have students find their portfolios and place them on their desk. Tell them they will be required to publish all of their myths (illustrations included), each of their formal autobiographical pieces, and each of their formal evaluation pieces. Have them decide in which order they would like their pieces to be published, keeping in mind their book should be a reflection of their journey (they can decide what kind of journey the ordering of their pieces will reflect). Have them place all pieces in order on their desk now. Let them know they will have five minutes and no more to decide the order before you move on. At the end of five minutes have them stop.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Choosing A Title – Ask students to think about what makes them want to read a book. Remind them that the title is usually the first thing readers notice about a book. So the title must be a good one. Ask them how they might decide upon an interesting title for their book. Take responses from the class. If students miss the following answers, gently insert them in the discussion:
2. Title [Brainstorm](#) – Next, ask students to take out a blank sheet of paper and title it *Titles Brainstorm*. Tell them they are going to brainstorm a list of possible attention grabbing titles for their book. Tell them they will have two minutes to write down as many as they can think of. Give them two minutes to write. When they are done, ask them to look at the titles they have written down. Ask them to place a star next to the two titles they believe are the best. Go around the room and have each student read out their two titles. As each student finishes, ask them if they need help deciding which title to use. If they would like help, ask for a vote from the class. Finally, have students write out the title they have chosen for their book on a separate blank sheet of paper. Have them place the blank sheet of paper on top of all of their pieces of writing as the first page or the cover the reader will see. Tell them they may be thinking about how they will decorate the front of their book, but for right now they will just be using the mock title page as a place holder to hold the place of the cover they will be creating over the next two days.
3. About the Author Page – For this portion of the exercise, students should already have created an About the Author page in Lesson 37 that will link to their autobiography Title Page or Table of Contents. Tell them they may use that About the Author page if they wish, or they may create a new one. If they choose to use the one they created in Lesson 37, ask them to take it out now. If they would like to create a new one, ask them to take out a blank sheet of paper and title it “About the Author”. Pass out the novels by other authors you should have brought from the library or from your own book collection. Ask each student to find where the About the Author page is located in these already published books. For the most part, the About the Author page comes at the end of the book. However, there are some instances where that page is placed at the beginning. Ask students to decide where they will place that page. Then have them put it in the book they are creating immediately.

Remind students who are going to write a new one that they must finish it tonight and bring it to class with them tomorrow in order to be able to type it up in the computer lab.

4. Table of Contents – Ask students to look at the Table of Contents in the novels they have in front of them. What do they notice? In order to create a table of contents, all of their pages must be set and numbered. Can they create a Table of Contents today? The answer to this question is NO because students still need to type up the rest of their autobiographies and evaluation essays in order to know their exact length, as often typed work is not as long as written work.

NOTE: Many of you will have taken your students to the computer lab on the day they were writing their third draft. Hence, their stories will be typed and ready to be placed in a Table of Contents. Go ahead and have students create their Table of Contents so that they can type it up tomorrow.

Tell students they will be meeting you in the computer lab tomorrow to type the rest of their autobiographies and evaluation essays, their cover page, their title page, their opinion blurbs, their About the Author and last their Table of Contents. For now, ask them to take a blank sheet of paper and title it “Table of Contents”. Ask them to decide where it goes in their book by looking at where it goes in an already published novel. Students should notice that not only do books have a cover with the title on it; they also have a title page that goes right before the Table of Contents. Right after the table of contents should either be their first story or their About the Author. Have students place their mock Table of Contents in the correct place.

5. Title Page – Ask students to rewrite their title on a blank sheet of paper. Have them look at a published book’s title page. Ask them what information should be on a title page. Answers should be title of the book, author’s name and publisher. At this point, tell the class they will be publishing their own books. Tell them they will need to think of a clever name for their publishing company.
6. **Brainstorm** Class Publishing Company Name – Start a class brainstorm. Write it on the board or the overhead. Give them two to five minutes for this and have them raise their hands while you call on individuals with good ideas. When you have finished the list, ask the class to narrow it down to three. You may want to do this by a show of hands, voting for each one. When you have narrowed it down to three choices, tell the whole class they must vote but that they may only vote once. The name with the most votes wins. This will become the name of their publishing company and will be written on their title page. Have them write it in.
7. Opinion Blurbs – Ask students to sit in groups of three or four. Ask each student to take out a separate sheet of paper. Have them title it Opinion Blurbs for (insert the title of their book here). Ask them to place this sheet of paper in their book right before their dedications page. Have them take their mock book (by this time they will have a majority of their book placed in order on the desk in front of them) and give the entire thing to the person sitting on their right. Remind students that they will be working with each other’s creations and it is important to remember to respect each other and the time and effort their peers have put into working on their writing. Tell students they will be reading this book for their partner in order to write something positive for them just like published authors have critics do for them.
8. Identifying Opinion Blurbs – Before students begin reading, ask them to look at the published books you passed out to them earlier in the period. Ask them if they can find the opinion blurbs. When students have found them, ask a few volunteers to read them out loud. Ask students what they notice about the opinion blurbs. Are they positive or negative? Students should be able to notice right away that they are always positive. Ask why an author would want positive opinion blurbs. Allow for as many answers as students can think of. If no one answered “to encourage potential buyers to buy the book” or “to encourage potential readers to read the book”, add those responses to their responses.
9. **Reading** Partner’s Book – Tell students to keep in mind the purpose of reading their partner’s book will be to create a stunning opinion blurb that will make others want to read the book. Now, ask students to read. Give them only ten minutes to read as much of the book as possible. Some students may want to skim the book or browse the book. That is fine as long as they are able to write an informed opinion blurb. Call time when the ten minutes are up.

10. Writing an Opinion Blurb – Ask students to write an opinion blurb that is no more than three sentences long and includes their name after the blurb. Give them five minutes to finish.
 11. **Reading 2** – Ask students to pass the books to the right again, making sure they kept the book in order. Have the students read the book for five minutes this time. Allow them to browse and skim.
 12. Opinion Blurb 2 – Now, ask them to write an opinion blurb below the last student’s blurb on this author’s opinion blurb page. The one rule they must adhere to is that they may not use the same words the last opinion has in it. Give them five minutes. Call time at the end of the five minutes.
 13. **Reading 3** – Ask students to pass the books to the right again. This time give them only two minutes to read the book. Allow them to skim and browse. Call time at the end of two minutes.
 14. Opinion Blurb 3 – Ask students to write an opinion blurb, but remind them that they may not use the words of any of the opinion blurbs that came before them. Call time at the end of five minutes.
 15. Author **Reading** and Discussion – Finally, have students pass the book back to its author. Allow the authors two minutes to read the opinion blurbs. Ask students what was the hardest part about this exercise. What was the easiest? Ask them what they did when they knew they would not have enough time to read the whole book. Point out that many readers skim to find highlights and important points, if they were doing this they were practicing good reading strategies. Now, ask them how they were able to write the opinion blurbs if they couldn’t read the whole book. Students may say that they chose to focus on one good thing they did read or that they made general statements that were positive. Ask for volunteers to read the opinion blurbs they liked the best.
 16. **Editing** – Finally, remind students they will be meeting you in the computer lab tomorrow. In order to get in to the lab, they must have their Title Page, Table of Contents, About the Author Page, and Credit Blurbs all corrected by one other person (that person can be another teacher, a parent, a sibling, a peer or any adult they know) and signed. You will be bringing their portfolios with all of their myths, autobiographies and evaluation essays.
 17. Pass out Book Making Materials – Also, point out the materials you have gathered for their books and illustrations. Give students the opportunity to use any of the materials tonight to get a head start on making their book the most attractive. Tell them they will have time in class the day after tomorrow to work on some decorations, but it may take a while. So they might want to get started. All books will be due at the end of the school day the day after tomorrow. Remind them that there will be a public reading and display of their books in four days. Make a big deal out of the public reading so students will understand the necessity of creating for a live audience. Be sure to tell them that they will have time to practice the day before the reading. Hence, the reason their book must be done before the reading.
 18. Field Trip Forms – Pass out field trip notices for the public reading in Lesson 42. Remind students that they are due on the day before the reading. You will accept no late field trip slips. If they do not return the slip, they cannot go. The only exception is a student whose parent calls or stops by. Absolutely no notes! An alternative assignment must be completed (i.e. the student reads their excerpt for the class and has it tape recorded to be played at the actual reading or the student reads it for their parent and has them tape record it to be read at the actual public reading) and turned in the day of the public reading.
 19. Review Homework – see below.
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HOMEWORK

- 1) Ask one adult to correct all spelling, punctuation and grammar mistakes in your title page, table of Contents, About the Author Page, and Opinion Blurbs. Have them sign each page they correct. Students may only take home those pages. Everything else should be left in their portfolios.
- 2) Work on the illustrations for their cover (due day after tomorrow for the book binding) and any optional portions of their book, all of which are due day after tomorrow for the book binding.

- 3) Have each student create an invitation for one person they would like to attend their public book reading. It can be a parent or guardian, another relative, a community member, another teacher, a friend. On their invitation should be the time, place, location and name of the event. Offer extra credit for students whose invitation person shows up to the reading. Make sure you tell students you are offering extra credit and that there will be a sign in sheet at the door. Or you can make it mandatory/part of their grade to bring at least one person to the reading.
 - 4) Get field trip notice signed by a parent or guardian.
 - 5) Bring in any materials you may have around the house that you would like to use to decorate your book or use as a book cover (e.g. wall paper, scraps of material, buttons, lace, a scarf, card board, magazine clippings, flowers, etc.)
 - 6) Finish steps 1-8 on the **Project #2 Instructions** sheet, if you have not already finished.
 - 7) Finish final Project #1, your web page!
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Final Exam Unit 1
Hero Myth
Trickster Myth
Monster Myth
Creation Myth

Unit 2

Autobiographical Incident 1
Autobiographical Incident 2
Autobiographical Incident 3
Autobiographical Incident 4
Evaluation Essay 1