

Name: _____

Independent Novel Study and Reading 8 Boxes

When we “read between the lines”, we look for deeper meaning in a text. This deeper meaning changes the way we do or see something, and transforms us as readers and people.

The purpose of these assignments is for you to have the opportunity to think critically and creatively about what you are reading independently, and look for that deeper meaning. I’m looking at your ideas and how well you present them to an audience. Be creative, think outside the box, and make sure to examine the rubrics carefully. Please come and see me at any time with any questions, or for feedback. I look forward to learning more about you as readers!

Guidelines

1. Your Independent Novel Studies (INS) and Reading 8 Boxes must be neatly presented and written in pen or typed. Remember to edit for spelling and grammatical errors.
2. You must hand in one complete assignment (including all 6 activities for INS; all 8 boxes for Reading 8 Box) every other month, due by the final school day of that month (for example, in December your assignment will be due the last school day before the holiday). You will alternate between Reading 8 Boxes and Independent Novel Studies.
3. You must begin reading your novel right away and plan ahead. **These assignments cannot be successfully completed in one or two days.**
4. For your INS assignments, you must choose a novel or book, not another type of reading material. For Reading 8 Boxes, you may choose any type of reading material, although it still must be approved. The reading material you choose for either assignment must be suitable for your reading level. Be creative in the genres and types of text you choose, go for variety!
5. Review the attached rubrics for INS and Reading 8 Boxes, as well as the Reading 8 Box exemplar. I suggest looking at the level 4 column closely. These assignments will be assessed for reading, writing, and oral literacy.
6. You need to provide complete and thoughtful responses, and you must **make connections and make your thinking visible**. A person who has not read your reading material must have a good understanding of its content, themes/ ideas, and meaning.
7. With each assignment, you must hand in one self-evaluation and one peer evaluation **one week before the assignment is due**. This means you must have a rough copy or draft of your assignment completed the week before it is due. Self and peer evaluation forms (2 Stars and a Wish) can be done during Independent Work in our Literacy Block.
8. **The Book Talk:** A book talk is an opportunity to share a book that you have read with others. You will deliver your book talk to the class, starting with a brief introduction of the novel, author and a short plot summary before doing your chosen activity. Book talks should be between 5-7 minutes long, and can be live or digitally recorded.

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Independent Novel Study

For your novel study, please choose one activity from each section. You must change your activity selection each time you hand in a novel study, you cannot choose any activity twice throughout the year. You can use the following list as a checklist, to keep track of activities you have chosen. Some activities we will learn more about throughout the year, and will work on specific strategies for success. Keep this list in your Literacy duotang or binder.

Part One: Writing

- Write any type of poem about your book (at least 25 lines)
- Write a letter to a friend describing the book as you recommend it to them
- Write an editorial to a newspaper or magazine giving a critique of the book
- Write an article to for a newspaper published at the time of, or in the country of, your book
- Write a different ending for your book
- Write a short prequel (what happened before the story began) for your book
- For a film about your book, which actor or actress would you recommend for the leading role? Where would you film it? Explain, in detail, why
- Describe one important event in the book and explain why it is significant to the story (to the plot, the characters, etc.)
- Write about a connection you made with the story (text-to-self, text-to-text, text-to-world). Explain how your connection helped you to understand the story better
- Discuss the meaningful or deep-thinking questions you had while you read
- Give an example of a conflict or conflicts that occurred in your book (person vs person, person vs self, person vs nature or person vs society)
- Is there any special language used (dialects, slang, foreign words)? Give examples and explain its use and purpose
- Pretend you're the author and describe the part that was the most fun or hardest to write. Explain why
- Discuss how the main character is like or unlike a person or animal you know

Part Two: Character

- Write an obituary for one character in your book
- Write several diary entries made by one of your characters
- Write a character profile of a person in your book ten years older or younger than he/ she was in the story
- Pretend you are one character and introduce the other characters at an imaginary dinner party (hint: this can be a comic, a written script, or a performed dialogue)
- Write a chronology for one character
- Draw a portrait of one character and explain something about it
- Make a character box: in a shoe box include 5 objects that would be meaningful to the main character. On a separate piece of paper, explain why you have chosen each object
- Create a character web that connects all the characters in the novel and describe the relationships between them
- Describe what you think happened to the main character after the novel ended. Bring in evidence from what you read in the story
- Explain the problems the main character had and how he/ she handled them. Give advice to the character if he or she couldn't handle the problems well
- If your character had one super power, what would it be? Explain making connections to the story and providing evidence

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Part Three: Vocabulary

- Vocabulary Log: Choose at least 15 words from your novel that you don't know the meaning of and look them up. Record a definition for each (in your own words!)
- Find and write down 25 similes and metaphors and what they mean
- Create a crossword for at least 15 words from your novel. Provide a clue for each word and an answer key (you can use an online crossword maker if you choose)
- Create a thesaurus: Select at least 15 words from your novel that seemed overused or boring, and rewrite the sentence from the book with a better word choice that means the same
- Examine the vocabulary choices of a specific character. How do the words they choose and the way they speak represent their character?
- Choose five interesting words that you found in your novel, and represent them as pictures. Explain why your representation reflects that word

Part Four: Plot

- Sketch a scene in the book depicting a part of the plot. Explain your illustration and why you choose to draw this scene
- Prepare a travel brochure for an area of your book
- Draw a colour map of where a major part of the story that takes place. Label the major landmarks or points of interest
- Find two songs that seem to relate to your novel. Include a copy of the lyrics and then write an explanation of how they relate (one paragraph each)
- Draw the plot graph for your novel: Consider the shaper of the story as it moves from an introduction, through a series of related incidents (the rising action) building to the climax, and then through a series of related incidents (the falling action) to the resolution
- Create a comic strip that illustrates the major events of the novel. This may be hand-drawn or done using Bitstrips

Part Five: Reader Reflection

- Keep a journal as you read the book: your reactions, thoughts, feelings
- Describe a strong feeling or emotion that you experienced as you were reading this novel and what caused this feeling
- Write a letter to the author and explain how you felt about the book and ask any questions that he/ she might answer for you
- What did you learn from this novel? In answering this you may comment on any aspect of the novel, including how it is written
- Write a review of the novel (a critique) for a newspaper
- Imagine your novel had been made into a movie. Make a movie trailer or poster that describes the movie, showing characters and plot

Part Six: Book Talk

- Read a descriptive passage from your book to the class and prepare a short listening quiz
- Choose music to accompany an oral reading section of your book
- Design a new cover for your book and explain why you changed the cover
- Create a poster for your novel and present it to the class
- In chart form, compare and contrast the written novel to the film or movie version and present it to the class
- Through art/ drama, show how a character changed from the beginning to the end of the novel
- Explain to the class why you would like to have one of the characters as a friend
- Pretend you are a character from the novel, and participate in a "character interview" (interview questions from Ms. Kukurudza)