

Lesson Title: Book Talks**Created and Submitted by:** Leticia B. Sanchez, Maria T. Garza, and Josie Vaughn**School Name:** Ruiz Elementary, Salinas Elementary, and Bonnie Garcia Elementary (respectively)**District:** United I.S.D.**Roles:** Library Media Specialists**Grade Level:** 5th Grade**Lesson Plan Objectives:**

At the end of this lesson, students will be able to:

1. Summarize information in their own words.
2. Identify sources used giving author, title, publisher, publication city, date, website, software used, and more as needed.
3. Create a book talk to present to teacher, librarian, and other students.

ELA-R TEKS

§110.16. (9) Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generates a reading log or journal; participate in book talks).

Other Content Area Addressed:

Technology (for the Extension)

Standards for the 21st-Century Learner Indicators:

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Classroom Teachers – School Librarians Collaboration:

- Educators (classroom teacher and librarian) will explain the main purpose of a book talk and the expectations required of each student during this project.
- Educators will present a book talk to demonstrate what the main purpose of a book talk is (to capture the audience’s interest and make them want to read the book).
- Educators will offer assistance and review students’ book talks.
- Educators will evaluate book talks and webcast presentations using *Rubric for Book Talks*.

Source: <http://blogs.falmouth.k12.ma.us/simplysuzy/files/2011/01/Rubric-for-book-talks-2012-13.pdf>

Measurable Outcome or Final Product: Students work with a partner, select a book of their choice to read and work collaboratively to create a book talk that will best “sell” the book to the audience. In the process, they will comprehend the book, organize a presentation, and deliver new information to an audience.

Assessment Tool: Rubric for Book Talks: <http://tinyurl.com/qyl5vcs>

Resources:

- Variety of book titles/genres from library collection.
- Computers
- Internet
- Computer Speakers
- Web cameras
- Microsoft Office Word Software
- Campus Computer Technician assistance
- Storage Device (flash drives)
- Book Talks:
 - Mackin: <http://www.mackinbooktalk.com/>
 - Scholastic: <http://teacher.scholastic.com/products/tradebooks/booktalks.htm>
How to give a Book Talk
Source: http://www.sbschools.org/schools/gb/class_pages/grade5/bock/docs/booktalk.pdf
 - *Rubric for Book Talks:*
Source: <http://blogs.falmouth.k12.ma.us/simplysuzy/files/2011/01/Rubric-for-book-talks-2012-13.pdf>

Estimated Lesson Time: Three 45-minute Class Sessions

Instructional Plan Outline:

Preparation:

- Librarian and classroom teacher meet to plan lesson and discuss their roles and responsibilities.
- Librarian, classroom teacher, and campus computer technician meet to discuss time frame and materials needed for live webcast presentation.

Motivation:

1. The librarian visits the classroom. Educators co-read a book talk to the students.
2. Educators end the book talk with a cliffhanger so that the students (audience) are eager to know how the story ends. The goal is to motivate the audience (students) to want to check out the book.
3. Educators explain to the students that will they create their own book talk to present to other students and earn a grade for their work.

Presentation:

Lesson 1

1. The educators begin the lesson by using think-alouds to demonstrate different styles of book talks using the following web sites:
<http://www.mackinbooktalk.com/>
<http://teacher.scholastic.com/products/tradebooks/booktalks.htm>
2. Educators and students use think-alouds to respond to the differences in book talk styles.

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3. Educators and students review the “How to Give a Book Talk” handout. Source: http://www.sbschools.org/schools/gb/class_pages/grade5/bock/docs/booktalk/pdf
4. Educators guide/instruct students on how to prepare a two-to three-minute book talk.
5. Educators explain the rubric, grading process, time frame and expectations.
6. Educators pair students into groups of two.
7. Student groups select a book for their book talk.
8. Students read their book with their partner during D.E.A.R. time (Drop Everything and Read), language arts block, and for homework (if necessary).
9. Educators remind/guide students to use their daily “Kagan Cooperative Learning” strategies to think, pair, and share their ideas about their book talk with their partners and with educators.

Lesson 2

Guided Practice:

10. Students create book talks, using Microsoft Office Word, during scheduled library time, language arts block, computer classes, and for homework (if necessary).
11. Educators review book talks and recommend changes needed to develop a more convincing book talk. Students will make changes if necessary.
12. Students practice/present their book talk to their peers and parents.

Lesson 3

Closure:

13. Students present their book talks to their peers, teacher, and librarian.
14. Students use their books and visual props during the webcast presentations.

Assessment:

15. Educators collaboratively evaluate book talk presentations using the “Rubric for Book Talks.” <http://tinyurl.com/qyl5vcs>

Extension:

16. Educators guide students on creating visual props for their book talk presentations. Students will work collaboratively, on their props, with the Art Club Teacher, librarian, computer lab assistant, and classroom teacher. (This extension will be done in between lessons two and three and after school).
17. Educators and campus computer technician will guide students in uploading their book talks onto each participating school’s website.