The Extensive Reading Project: Combining

Reading & Multi-Sensory Activities

The English Inspectorate - The Charedi District

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The Extensive Reading Project: Combining Reading & Multi-Sensory Activities

Grade Level: Elementary school

Rationale:

The Extensive Reading Project enables pupils to present the books that they have read in a multi-sensory way, both individually and as a group. Experiential learning activities, such as creating art projects that are related to the content of the books pupils read, reinforce understanding and instil an appreciation for literature. Engaging in success oriented tasks will encourage pupils to read multiple books throughout the year.

Guidelines:

Pupils will be able to choose up to eight project tasks that will be connected to their extensive reading books. Pupils will be assigned one of the project tasks after having read their books. Each of the projects can be done separately. **At the end of the year, each class will exhibit their multi-sensory projects in an exhibition for the entire school.**

It is suggested that teachers photograph all their projects. Afterwards the photos can be used for a memory book or as reference for future projects.

Note: You can find an appendix at the end of this document with the explanations of all the terms mentioned in this document.

The Book Project Tasks

1) A Setting Wall Poster

<u>Literary Term</u>**:** setting

<u>Goal</u>:

Pupils will make a class wall poster that presents all of their book settings and their descriptions.

<u>Stages</u>**:**

- The teacher discusses the literary term *setting* with the class.
- Each pupil collects images that show the setting(s) of the book. For each image, the pupil will write what events took place in that setting.
- Each pupil creates a mini collage using the images and their written descriptions.
- The class works collaboratively to create a big wall poster of all their work.

2) A Character Collage

Literary Terms: main character; hero/heroine; conflict

Goal:

Pupils will create an image of the main characters and will describe their conflicts.

Stages:

- The teacher discusses the literary terms *main character*, *hero/heroine* and *conflict* with the class.

- Each pupil creates an image of the main character of the book. This may be a drawing, a painting, a photo, or a 3D exhibit.

- The pupils add a speech bubble next to the image and write a first person description of the character's conflict.

- The class works collaboratively to create a poster of the characters and their conflicts. Students who make a 3D exhibit organize their projects together.

3) A Gift Shop

Literary Terms: conflict; resolution

Goal:

Pupils will prepare gifts which relate to the conflict or resolution for the main character in their book. The gifts could be objects or food.

Stages:

- The teacher discusses the literary terms *conflict* and *resolution* with the class.

- Each pupil prepares a gift that could be given to the main character(s) and that relates to the conflict or the resolution in the book.

- The class designs a gift shop in the class, where pupils display their gifts.

- The pupils "sell" their gifts, and explain how they are connected to the conflict or the resolution of the book.

4) A Mosaic of Quotes

Literary Term: theme

Goal:

Pupils will create a mosaic made up of quotes from their book.

Stages:

- The teacher discusses the literary term *theme* with the class.
- Each pupil can select up to three quotes from the book that relate the theme of the book or the moral of the story.

  (Option: The teacher can distribute a list of quotes found in appendix or create her own list of quotes. The pupils will choose quotes from the list that relate to the theme of the book or the moral of the story.)
- The pupils copy each quote onto shaped pieces of coloured paper. The shapes and sizes should be varied.
- The pupils collaboratively arrange the quotes to create a class mosaic.
- The pupils talk about the quotes they have chosen, and explain how they are connected to the theme of the story.

5) A Costume Party

Literary Terms: characters; characterization

Goal:

Pupils will dress up as one of the characters in their book, and introduce themselves by acting out a few lines from the story.

Stages:

- The teacher discusses the terms *characters* and *characterization.*
- The pupils design the character's outfit based on its physical description in the story.
- The pupils choose five to ten lines from the book which best represent their characters' traits.
- The pupils dress up and introduce the characters by acting out their lines in front of the class.
- (Option: The costumed pupils have a party of up to six characters, during which they make small talk and interact with each other. Pupils can use the conversation starters in the appendix to ask each other questions and give answers that demonstrate their character's traits.)

6) Play It by the Book

Literary Terms: events; climax/crisis; resolution/outcome

Goal:

Pupils will create a game based on their book. This assignment could be done in groups of up to four pupils.

Stages:

- The teacher discusses the terms *events*; *climax/crisis*; *resolution/outcome.*
- The pupils write eight to ten questions and answers about the events in their book. The questions should relate to the events and the climax/crisis and the resolution/outcome of the story.
- The pupils create a game using the questions and answers they wrote. (Game templates can be found in the appendix.)
- The pupils present their games to the class.

For more advanced classes:

7) A Video Clip

Literary Terms: point of view; narrator

Goal:

Pupils will produce a movie/video clip based on the book they have read, in which the original story is told from a different point of view. This assignment could be done in groups of up to four pupils.

Stages:

- The teacher discusses the terms *point of view* and *narrator* with the class*.*
- The pupils write a script of the plot from a different point of view.
- The pupils narrate the story and film it using puppets, paper figures, 3D figures or pantomiming.
- The pupils introduce the movie of the movie, and explain how the script is different from the original story.
- The movies are presented to the class.

8) A Book Jingle

Literary Term: plot

Goal:

Pupils will create a jingle to advertise their book. It can be performed live, as a video clip, or as a PowerPoint presentation. This assignment could be done in groups of up to four pupils.

Stages:

- The teacher discusses the literary term *plot* with the class.
- The pupils write a jingle of at least ten lines. The jingle should be based on the plot of the book, and describe at least three main events.
- The pupils present the jingles to the class.
- The pupils talk about their jingle and explain how it is connected to the plot of the story.

Rubrics for the Extensive Reading Project

1) A Setting Wall Poster

Criterion	Description	Level of Performance		
		very much ☺	to some extent 😐	hardly at all ☹
Mini collage [individual pupil]	○ The mini collage includes at least five images.	☺	😐	☹
	○ The mini collage includes at least four sentences describing the events that took place in that setting.	☺	😐	☹
	○ The book title and the author's name are included.	☺	😐	☹
Wall poster [whole class]	○ The wall poster includes the works of all pupils.	☺	😐	☹
	○ The wall poster includes an appropriate title.	☺	😐	☹
Aesthetics	○ The work is neat and aesthetic.	☺	😐	☹
Language	○ The written description is clear.	☺	😐	☹
	○ The written description has very few grammar, spelling, capitalization or punctuation mistakes.	☺	😐	☹
	○ All titles are spelled correctly.	☺	😐	☹

2) A Character Collage

Criterion	Description	Level of Performance		
		very much ☺	to some extent 😐	hardly at all ☹
Image [individual pupil]	○ The image [a drawing/painting/photo/3-D exhibit] reflects the main character of the book.	☺	😐	☹
	○ The work includes at least three sentences that describe the character's conflict.	☺	😐	☹
	○ There is a speech bubble next to the image.	☺	😐	☹
	○ The book title and the author's name are included.	☺	😐	☹
Collage [whole class]	○ The class poster shows the characters and conflicts of all pupils.	☺	😐	☹
	○ The wall poster includes an appropriate title.	☺	😐	☹
Aesthetics	○ The work is neat and aesthetic.	☺	😐	☹
Language	○ The written description in the speech bubble is clear.	☺	😐	☹
	○ The written description has very few grammar, spelling, capitalization or punctuation mistakes.	☺	😐	☹
	○ All titles are correctly spelled.	☺	😐	☹

3) A Gift Shop				
Criterion	**Description**	**Level of Performance**		
		very much ☺	to some extent 😐	hardly at all ☹
Gifts [individual pupil]	o The gift relates to a conflict or a resolution in the book. o A label with the book title and the author's name was added to the gift.	☺ ☺	😐 😐	☹ ☹
Shop [whole class]	o The gifts were displayed on a shop counter.	☺	😐	☹
Aesthetics	o The gifts look attractive. o The counter is set nicely.	☺ ☺	😐 😐	☹ ☹
Oral explanation	o The pupils speak for one minute about the gift. o The pupils explain how the gift is connected to the book.	☺ ☺	😐 😐	☹ ☹
Language of oral explanation	o Speech is clear and fluent. o The words are appropriate and convey meaning clearly; the grammar is mostly correct.	☺ ☺	😐 😐	☹ ☹

4) A Mosaic of Quotes				
Criterion	**Description**	**Level of Performance**		
		very much ☺	to some extent 😐	hardly at all ☹
Quotes [individual pupil]	o At least three quotes from the book were selected. o The quotes show the theme of the book or the moral of the story. o Each quote was copied neatly onto shaped pieces of coloured paper. o The quotes are spelled correctly.	☺ ☺ ☺ ☺	😐 😐 😐 😐	☹ ☹ ☹ ☹
Mosaic [whole class]	o The class mosaic includes the quotes of all pupils. o The mosaic has a correctly spelled title.	☺ ☺	😐 😐	☹ ☹
Aesthetics	o The mosaic is arranged attractively/artistically.	☺	😐	☹
Oral explanation	o The pupils speak for one minute about the quotes. o The pupils explain how the quotes are connected to the theme of the story.	☺ ☺	😐 😐	☹ ☹
Language of oral explanation	o Speech flows smoothly and is clear and fluent. o The words are appropriate and convey meaning clearly; the grammar is mostly correct.	☺ ☺	😐 😐	☹ ☹

5) Costume Party

Criterion	Description	Level of Performance		
		very much ☺	to some extent 😐	hardly at all ☹
Costume [individual pupil]	o The costume is based on the physical description of the character in the story.	☺	😐	☹
	o The pupils dress up as one of the characters.	☺	😐	☹
Oral introduction	o The pupils introduce the character for one minute.	☺	😐	☹
	o The introduction represents the character's traits.	☺	😐	☹
Aesthetics	o The costumes are attractive.	☺	😐	☹
	o The pupils are dressed neatly.	☺	😐	😐
Party talk [option]	o The pupils make small talk and interact orally with each other.	☺	😐	☹
	o Each pupil asks and answers at least one question.	☺	😐	☹
	o The answers demonstrate the charterer's traits.	☺	😐	☹
Language of party talk	o Speech flows smoothly and is clear and fluent.	☺	😐	☹
	o The words are appropriate and convey meaning clearly; the grammar is mostly correct.	☺	😐	☹

6) Play It by the Book

Criterion	Description	Level of Performance		
		very much ☺	to some extent 😐	hardly at all ☹
Game	o The game includes at least eight questions and answers.	☺	😐	☹
	o The questions relate to the events and the climax/crisis and the resolution/outcome of the story.	☺	😐	☹
Language of written text	o The questions and answers are grammatically correct.	☺	😐	☹
	o The words are spelled correctly.	☺	😐	☹
Aesthetics	o The game is neat and aesthetic.	☺	😐	☹
Oral presentation	o The pupils present their game.	☺	😐	☹
	o The pupils give clear instructions.	☺	😐	☹
Language of oral presentation	o Speech flows smoothly and is clear and fluent.	☺	😐	☹
	o The words are appropriate and convey meaning clearly; the grammar is mostly correct.	☺	😐	☹

7) A Video Clip				
Criterion	**Description**	**Level of Performance**		
		very much ☺	to some extent 😐	hardly at all ☹
Movie	o The video is narrated by the pupils, using puppets, paper figures, 3D figures or pantomiming.	☺	😐	☹
	o The video is related from a different point of view.	☺	😐	☹
Aesthetics	o The work is neat and aesthetic.	☺	😐	☹
Oral explanation	o The pupils introduce their movie and explain what changes were made in the original story.	☺	😐	☹
Language of oral explanation	o The pupils speak for one minute about the movie.	☺	😐	☹
	o Speech flows smoothly and is clear and fluent.	☺	😐	☹
	o The words are appropriate and convey meaning clearly; the grammar is mostly correct.	☺	☺	☺
Language of spoken narration	o The narration is clear and fluent.	☺	😐	☹
	o Proper intonation is used.	☺	😐	☹
	o The grammar is mostly correct.	☺	☺	☺
	o The words are appropriate and convey meaning clearly.	☺	☺	☺
or: Language of subtitles	o The subtitles are clear.	☺	😐	☹
	o The subtitles have very few grammar mistakes.	☺	😐	☹
	o The subtitles are spelled correctly.	☺	☺	☺

8) A Book Jingle				
Criterion	**Description**	**Level of Performance**		
		very much ☺	to some extent 😐	hardly at all ☹
Jingle	o The jingle is based on the plot of the book and describes at least three main events.	☺	😐	☹
	o The jingle contains at least ten lines.	☺	😐	☹
	o The words are put to music.	☺	😐	☹
Oral explanation	o The pupils talk about their jingle and explain how it is connected to the plot of the story.	☺	😐	
Language of jingle	o The jingle is clear and fluent.	☺	😐	☹
	o The grammar is mostly correct.	☺	😐	☹
	o The words are appropriate and convey meaning clearly.	☺	😐	☹
Language of oral explanation	o The pupils speak for one minute about the jingle.	☺	😐	☹
	o Speech is clear and fluent, and flows smoothly.	☺	😐	☹

Appendix 1

Definitions of literary terms

- **Character**

A person or a thing presented as a person in a literary text.

- **Main character**

The main character of the story or drama is the hero (or anti-hero), who is faced with an opposing force he/she must overcome in order to achieve his/her goal.

- **Characterization**

What we know about a character. There are three fundamental methods of characterization: 1) direct presentation of the physical and moral aspects of the character by the narrator, either when the character is first introduced in the story, or bit-by-bit throughout the story. 2) The actions and speech of the character, from which the reader infers the traits. 3) The inner thoughts of the character, which are a window to his/her soul.

- **Conflict**

The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves.

- **Climax/Crisis**

This is the point of highest interest, the crisis, and is therefore also at the turning point of the action.

- **Event**

Something that happens, especially something important, interesting, or unusual.

- **Hero/heroine**
The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous.

- **Narrator**

The storyteller in a literary text.

- **Plot**

The sequence of events that form the main story in a literary work.

- **Point of view**

  The perspective from which the story is told. The story can be told 1) by one of the characters who experienced the events, 2) by an all-knowing narrator who knows the 'whole' story, or 3) by a character telling someone else's story.

- **Resolution/Outcome**

  The conclusion of the story or drama, when problems are often solved in one way or another. It's the logical outcome of everything that happened before. It follows the climax.

- **Setting**

  The place or time where or when the events in a book happen; the background against which the story unfolds. This includes 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period
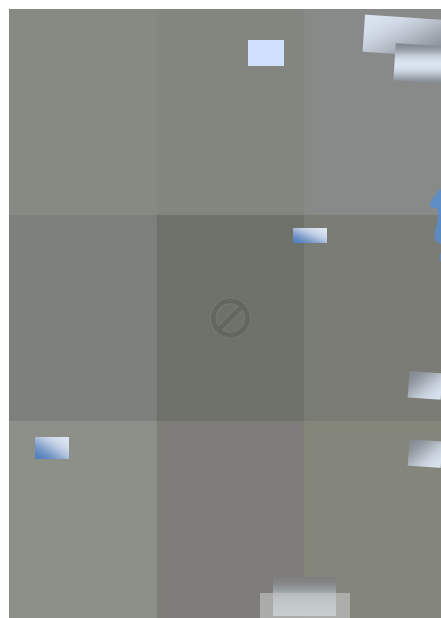
- **Theme**

  The message or general idea of the work. Usually we can find the theme of a literary work by answering the question: "What is this work about?"
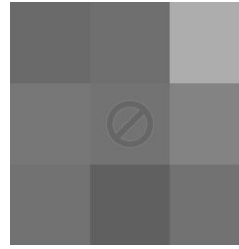
Appendix 2

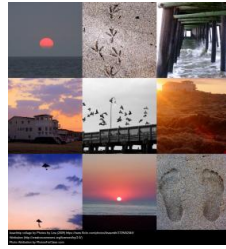## Samples of projects

- **Wall poster**

- **Collage**

  A picture made by sticking other smaller pictures, photographs, cloth etc. onto a surface.

- **Mosaic**

  A pattern or picture made by fitting together small pieces of coloured stone, glass etc.

- **Jingle**

A jingle is a short song used in advertisements.
A jingle writer has done his job well when listeners are annoyed by the fact that they can't get the catchy tune out of their head.

Save the Planet

Reduce, reuse, recycle,

Stop the vicious cycle!

Keep the world green,

Keep the earth clean,

Protect the earth, don't lose face,

Make our world a better place.

Do Good

There are so many things
We can do in this world.
There are so many good deeds
So many good words.

We can choose to receive
We can choose to give away.
We can choose to brighten up
Someone else's day.

We can make this world
A better place to live in.
We can put in a good word
For someone at a meeting.

Let's lend a hand to a friend
Let's bring our wars to an end.
Let's never offend, always defend
Let's choose to be honest and never pretend.

Appendix 3

Quotes for task 4

The Importance of Time
- Every day is a gift; that's why it's called the present.
- "Someday" is not a day of the week.
- Make today count; you'll never get it back.

Forgiveness
- The first to apologize is the bravest. The first to forgive is the strongest. The first to forget is the happiest.

Prayer; Hashem
- The purpose of prayer is not to get us out of trouble. The purpose of trouble is to get us into prayer. [Rav Yitzchok Hutner Zatzal]
- Pray hardest when it is hardest to pray.
- Your talent is Hashem's gift to you. What you do with it is your gift back to Hashem.
- When people say "it's a small world", they really mean it's a big world; it's just run very well.

Giving and Interpersonal Relationships
- It's nice to be important. It's more important to be nice.
- If you meet someone who doesn't have a smile, give them one of yours!
- Even the smallest compliment has the potential to save someone's life.
- People don't care what you know, unless they know that you care.
- When you get down to the heart of the matter, the heart is what matters.
- We make a living by what we get. We make a life by what we give.

Friendship
- Walking with a friend in the dark is better than walking alone in the light.
- When you rise in life, your friends know who you are. When you fall down, you know who your friends are.
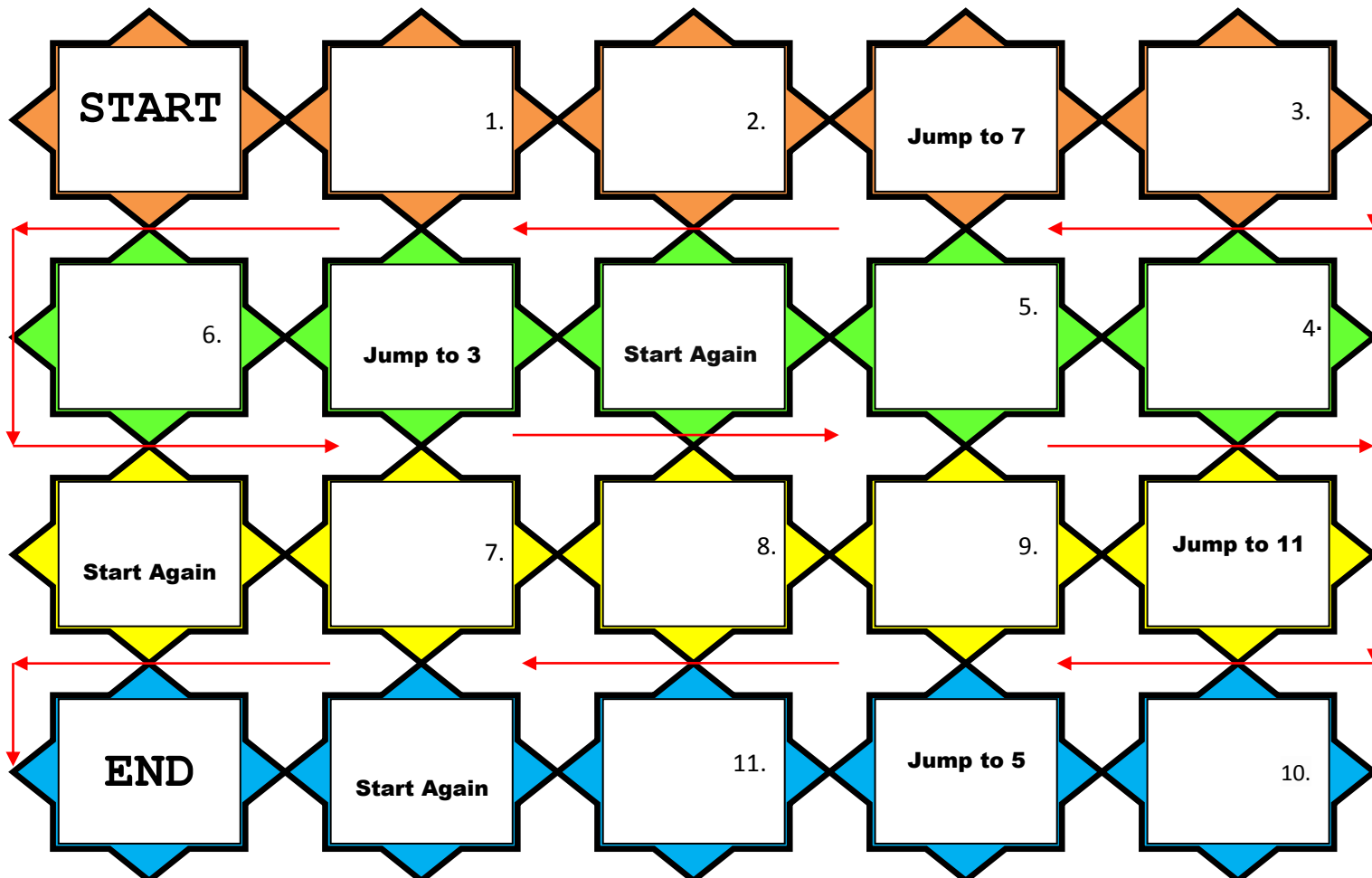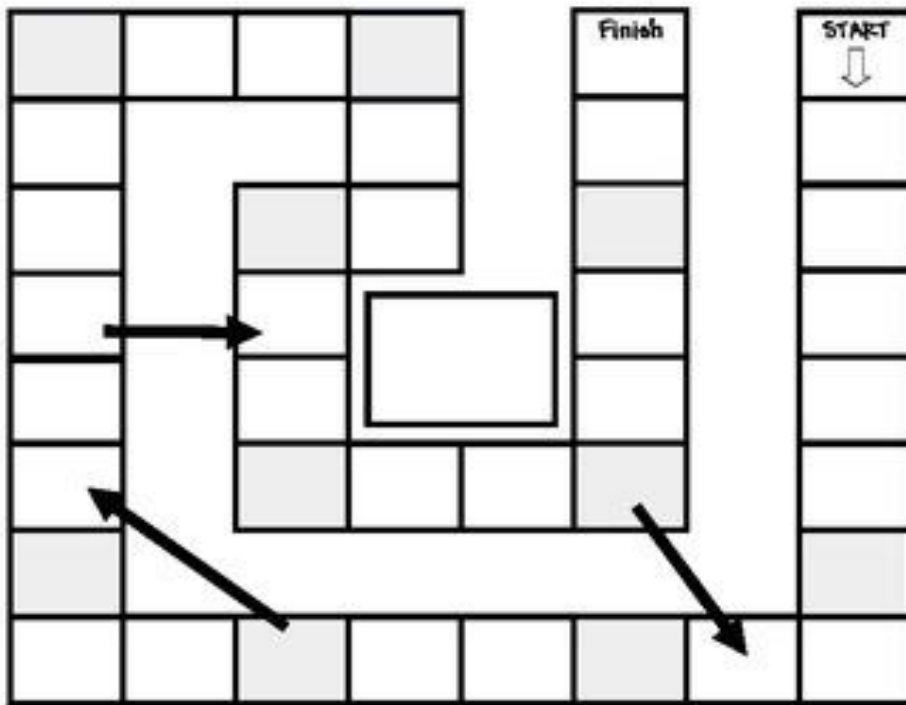
Appendix 4

Conversation starters for task 5

o   What are your hobbies?

o   If you could try any kind of activity, what activity would you try?

o   Are you very active or do you prefer to just relax? Give an example.

o   What do you do when you hang out with your friends?

o   What makes you nervous?

o   What kind of people do you like?

o   Tell me about a favorite event of your adulthood/childhood.

o   If you could choose a place anywhere in the world to live for a year, where would it be?
Why?

o   What three words best describe you? Explain.

o   What would be your perfect vacation?

o   What do you do to improve your mood when you are in a bad mood?

o   How often do you help others? Who do you help? How do you help?

o   What is the most challenging job you can think of?

o   Who are you close with? Tell about him/her.

o   What is your favourite season? Why?

o   What are you good at?

Games for task 6

o Board game

o Card game

QUESTION	QUESTION
CORRECT ANSWER	**WRONG ANSWER**
WRONG ANSWER	**CORRECT ANSWER**
WRONG ANSWER	**WRONG ANSWER**
WRONG ANSWER	**WRONG ANSWER**

QUESTION	QUESTION
WRONG ANSWER	**WRONG ANSWER**
WRONG ANSWER	**WRONG ANSWER**
CORRECT ANSWER	**WRONG ANSWER**
WRONG ANSWER	**CORRECT ANSWER**