

## Choice/Independent Reading Book Talks – Multimedia Version

**Purpose(s):** 1) To convince other potential readers to read the book; 2) To demonstrate your understanding and mastery of the book.

**Audience(s):** 1) Other student-readers who are choosing to read the book; 2) Teacher.

**Product:** A short movie of a Book Talk for your book that may become a podcast. This may be video, audio, or a slide show movie.

**Participants:** A small (4 person guideline) group of readers of the same book.

**Requirements:** Five minute movie that does each of the following...

- Provides a thorough plot summary for a potential reader but should NOT give away the climax or denouement. It should be obvious you have read and understood the book.
- Demonstrates complete understanding of at least THREE literary techniques, including examples. **One of these MUST be theme(s)!**
- Has the clear intent to get someone to want to read the book but also provides information on what might give a reader problems.
- Provides strategies (like graphic organizers) for dealing with potential problems &/or that you think will help a potential reader with the book.
- Should have both analytic and creative aspects.
- Should be enthusiastic and engaging.
- Is polished and professionally produced.
- Reflects thorough use of the creation process, including drafted scripts and story boards. These will be evaluated throughout the process.

**Suggestions:** Before you begin, assign everyone clear roles. That way if someone does remarkably well or doesn't get the job done, those individuals are rewarded or held accountable fairly!

### **Schedule:**

Drafting of Scripts & Story Boards, Practice: \_\_\_\_\_

Filming: \_\_\_\_\_

Editing & Final Production: \_\_\_\_\_

Project Due: \_\_\_\_\_

**Book Talk Rubric**

	<b>Masterful</b>	<b>Developing</b>	<b>Beginner</b>
<b>Plot Summary</b>	<b>10 9</b> Crystal clear evidence of thorough reading & comprehension	<b>8 7</b> Acceptable evidence of thorough reading & comprehension – may seem unsure or sparse in spots	<b>6 5 4 3 2 1</b> Some evidence of reading but clear lapses show lack of comprehension
<b>Literary Techniques</b>	<b>10 9</b> Examines THREE powerful examples with complete mastery – does deal with theme(s)	<b>8 7</b> Examines THREE good examples with acceptable accuracy – does deal with theme(s)	<b>6 5 4 3 2 1</b> May not examine THREE examples – may use weak examples or be inaccurate – may not deal the theme(s)
<b>Provides info on possible difficulties &amp; how to deal with them</b>	<b>10 9</b> Clearly explains possible difficulties; provides truly useful suggestions for dealing with them	<b>8 7</b> Clearly explains possible difficulties; provides adequate suggestions for dealing with them	<b>6 5 4 3 2 1</b> Probably refers to possible difficulties but doesn't really give adequate suggestions for dealing with them
<b>Is enthusiastic &amp; engaging through its creativity</b>	<b>10 9</b> Is wonderfully enthusiastic & engaging through its creativity	<b>8 7</b> Is enthusiastic & engaging through its creativity	<b>6 5 4 3 2 1</b> Clearly lacking in enthusiasm, engagement, creativity
<b>Is polished and professional</b>	<b>10 9</b> Nearly flawless final project	<b>8 7</b> Noticeable flaws but still very viewable and enjoyable	<b>6 5 4 3 2 1</b> Flaws interfere with audience's understanding or enjoyment
<b>Fulfills purpose – get someone to read!</b>	<b>10 9</b> Powerfully convincing	<b>8 7</b> Fairly convincing	<b>6 5 4 3 2 1</b> Not really convincing
<b>Meets time requirement within 30-60 seconds.</b>	YES		NO  - _____ points
<b>TOTAL for GROUP</b>	_____ of 60		

**GROUP MEMBER +/-** (Individual group members may have points added or deducted depending upon his/her contributions to the project or lack thereof. Off task time and/or failure to meet group deadlines incur heavy deductions.)

Member: \_\_\_\_\_ +/- \_\_\_\_\_ FINAL SCORE: \_\_\_\_\_

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Member: \_\_\_\_\_ +/- \_\_\_\_\_ FINAL SCORE: \_\_\_\_\_

Member: \_\_\_\_\_ +/- \_\_\_\_\_ FINAL SCORE: \_\_\_\_\_