

Rebecca Caudill Young Readers' Book Award

“What is the best book of 2007?”

**Collaborative Lesson Plan
Grade 8
Reading/Learning Center
Linda Schreiner
Larsen Middle School
District U-46**



**This learning activity was developed as part of the requirements for the Aurora University /
District U-46 graduate credit course *Design Problem Based Learning: OEDC 6047*, Spring 2006,
under the guidance of instructor Richard Levine**

“Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.”



Project Description:

- This project will be a joint collaboration between the Larsen Middle School librarian and the 8th grade reading teachers, beginning early April 2006 and continuing through February 2007.
- The librarian will introduce the students to the *Rebecca Caudill Young Readers' Book Award* and the twenty 2007 nominees.
- Students will be expected to read at least three of the nominated books by February 1, 2007.
- Students will complete a book review of each book they read and one "alternative" book report by February 15, 2007.
- Students and staff will participate in the official voting for the 2007 Caudill winner, to be postmarked by February 28, 2007.



The Rebecca Caudill Young Readers' Book Award information:

- This is an Illinois award for outstanding literature for young people and is sponsored by the [Illinois Reading Council](#), the [Illinois School Library Media Association](#), and the [Illinois Association of Teachers of English](#).
- Books are nominated by students in grades 4-8.
- There are 20 nominated books on the master list.
- Students read the books on the list and vote for their favorites during February.
- Votes are sent to the award committee, which tallies the results.
- The winning title is announced in March.
- Postcards announcing the winner are mailed to each participating library.
- A plaque is presented to the author of the winning book.



REBECCA CAUDILL BIOGRAPHY



REBECCA CAUDILL

Rebecca Caudill was born February 2, 1899 in Harlan, Kentucky. She lived and wrote in the Urbana, Illinois area for many years, publishing her first book at age 44. Rebecca Caudill won many awards and honors for her writing, primarily depicting the lives and adventures of pioneers in 18th and 19th century America.

Her books included *Tree of Freedom* , a Newbery Honor winner (Viking, 1949); *Did You Carry the Flag Today, Charley?* (Holt, 1966); *A Pocketful of Cricket* (Holt, 1964); and *A Certain Small Shepherd* (Dell, 1987). Rebecca Caudill died October 2, 1985.

<http://www.rcyrba.org/bio.htm>
<http://www.rebeccacaudill.org/>



2007 Caudill Nominees:

Airborn by Kenneth Oppel

Becoming Naomi Leon by Pam Muñoz Ryan

Chasing Vermeer by Blue Balliett

Each Little Bird That Sings by Deborah Wiles

Gregor the Overlander by Suzanne Collins

Hachiko Waits by Leslea Newman

Hana's Suitcase: A True Story by Karen Levine

Heartbeat by Sharon Creech

Ida B: And Her Plans to Maximize Fun, Avoid Disaster, and (Possibly)

Save the World by Katherine Hannigan

Last Shot by John Feinstein

Locomotion by Jacqueline Woodson

Once Upon a Marigold by Jean Ferris

Peter and the Starcatchers by Dave Barry and Ridley Pearson

Red Kayak by Priscilla Cummings

The Sea of Trolls by Nancy Farmer

Secrets of a Civil War Submarine: Solving the Mysteries of the H.L. Hunley

by Sally M. Walker

Shackleton's Stowaway by Victoria McKernan

So B. It by Sarah Weeks

Star of Kazan by Eva Ibbotson

Thin Wood Walls by David Patneaude



Pre-planning activities:

- Librarian will complete RCYRBA registration form in April 2006 and mail with \$10.00 annual fee. Packet of materials will arrive from RCYRBA confirming Larsen eligibility for participation.
- Librarian will purchase 6-8 copies of each title with the Illinois State Grant monies. Additional copies will be purchased with temporary id funds as required for full participation by students.
- The participating eighth grade reading teachers and the librarian will meet prior to the start of the 2006-2007 school year to schedule library times and set tentative dates.
- Librarian will design and print "Student Book Review" cards for book pockets.
- Reading teachers will design rubrics for "Student Book Review" assignment and the "Alternative Book Report" assignment.



Library Media Specialist Responsibilities:

- **Introduce Rebecca Caudill Young Readers' Book Award; provide background on Caudill and the award; present the 2006 award winner and the 2007 Caudill nominees**
- **Discuss why award winning books are a good place to start when selecting books; brief overview of other awards and recent winners**
- **Book talk the twenty 2007 Caudill nominees**
- **Supply print-out of annotated bibliography for students and teachers (3-hole punched)**
- **Explain the "Student Book Review" assignment and provide a sample on overhead projector**
- **Provide students with teacher-generated rubric explaining expectations for "Student Book Review" assignment**

**Learning
Center -
DAY
ONE**



Day One Websites:

Rebecca Caudill Young Readers' Book Award annotated bibliography:

<http://www.rebeccacaudill.org/teacher/bibliographies/2007.pdf>

The Michael L. Printz Award for Excellence in Young Adult Literature:

www.ala.org/yalsa/printz

The John Newbery Medal:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal.htm>

The Coretta Scott King Award:

<http://www.ala.org/ala/emiert/corettascottkingbookawards/abouttheawarda/cskabout.htm>

The Scott O'Dell Award for Historical Fiction:

<http://www.scottodell.com/sosoaward.html>

Pura Belpre Award:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprecurrent/belprmedalcurrent.htm>



Teacher Responsibilities (ongoing):

- Teacher schedules times for students to come to library to self-select Caudill nominees
- Teacher creates rubrics for “Student Book Review” and book report “alternatives”
- Teacher checks student progress in completing book requirements
- Teacher continues to promote and encourage Caudill nominees during class time.
- Teacher offers class time to read books and discuss questions and concerns
- Teacher will direct students to librarian and learning center as a source of information, both print and Internet accessed. Librarian is available resource for projects, technology advice, and project guidance.



Learning Center - Day Two: (November)

- Librarian reviews the 2007 nominees with the students. Answers any questions or concerns.
- Provide students with examples of “adaptations” of book reports: a journal written from the perspective of a character other than Kenny from The Watsons Go to Birmingham – 1963; a readers’ theater script based on the book Rosa; an annotated bibliography (books, periodicals, websites) about the yellow fever epidemic of 1793, based on the book An American Plague, in power point; a descriptive map from the book Eragon; a RAFT response to The Giver.
- Direct students to the computers to check out various websites that offer ideas for book report alternatives
- Brainstorm key words that may help in their search: adaptations; alternatives; book reports; book responses; book report ideas, etc.
- Remind students to begin to formulate an idea for their alternative book response.



Learning Center - Day Three: (Mid-February)

- Librarian will hand out official Caudill ballots to participating students
- Students will present “alternative” book reports to class in the learning center.
- If student permits, (and the projects are able to be displayed), the ‘alternative’ book reports will be exhibited in learning center after grading is completed.
- Students are urged to return completed ballots to the learning center by February 25, 2007.



Illinois Learning Standards

- **State Goal 1.A.B.C.**: Read with understanding and fluency: apply word analysis and vocabulary skills to comprehend selections; apply reading strategies to improve understanding and fluency; Comprehend a broad range of reading materials.
<http://www.isbe.state.il.us/ils/ela/word/goal1.doc>
- **State Goal 2 A.B.**: Read and understand literature representative of various societies, eras and ideas: understand how literary elements and techniques are used to convey meaning; read and interpret a variety of literary works.
<http://www.isbe.state.il.us/ils/ela/word/goal2.doc>
- **State Goal 3.A.B.C.**: Write to communicate for a variety of purposes: use correct grammar, spelling, punctuation, capitalization and structure; compose well-organized and coherent writing for specific purposes and audiences; Communicate ideas in writing to accomplish a variety of purposes.
<http://www.isbe.state.il.us/ils/ela/word/goal3.doc>
- **State Goal 4.A.B.**: Listen and speak effectively in a variety of situations: listen effectively in formal and informal situations; speak effectively using language appropriate to the situation and audience.
<http://www.isbe.state.il.us/ils/ela/word/goal4.doc>



U-46 Information Literacy Curriculum

- * Be exposed to a broad range of materials through book talks and other programs**
- * Be exposed to a broad range of materials through displays, reading lists, and other visuals**
- * Understands the features and qualities of various genres**
- * Appreciate different cultures through literature**
- * Choose books of varying levels of difficulty**
- * Appreciate literature through independent choice**
- * Recognize award-winning books; including, but not limited to Caldecott, Newbery, and Coretta Scott King awards**



Project Level – Bloom’s Taxonomy

“Student Book Review”

In creating the reviews of their three required, self-selected books, it will be necessary for the student to analyze, explain, and evaluate the books, all higher level thinking tasks.

“Alternative Book Report”

The foundation of this assignment requires the student to analyze, synthesize and evaluate information gathered from their selected book.



Strategies for Facilitating Student Success:

- **Students as Problem Solvers**
Students will self-select the books required from the Caudill nominee list. Students will choose the type of book response they will create. They can choose to work individually or in small groups, with teacher approval.
- **Managing Student Groups**
Students will have a wide-range of options when developing their “alternative” book report. If appropriate, and with teacher prior approval, students will work in small groups (for example, in creating and presenting a readers’ theater response to a book.) Class time will be available for student work. Teacher will manage this time.
- **Checkpoints:**
There will be time expectations for the completion of the three required books. Teacher will set these guidelines. Students will be working from a rubric for both the “Student Book Review” and the “Alternative Book Report.” There will be several scheduled library times between the project’s start and the project presentation by students.
- **For what purpose will the other people be used?**
Students will be directed to use the teacher, the librarian, and any other Larsen staff member necessary to complete their project (for example, if making a video presentation, they would utilize the staff technology person). If outside resources are needed, teacher permission will be required.
- **Getting The Most Out of Technological Resources (technology and literacy skills): Do your students possess the tools they need to do help them learn?**
Eighth grades students have had several semesters of a technology component, as well information literacy instruction per librarian. If additional tools are required, student will be directed to the learning center.



Assessing Students and Evaluating Products

The eighth grade reading teachers will provide two rubrics for project assessment, one for the “Student Book Review” assignment, and one for the “Alternative Book Report” assignment. Students will be given these rubrics prior to beginning the activities, with full understanding of project expectations.

Rubric websites:

<http://rubistar.4teachers.org/index.php>

<http://school.discovery.com/schrockguide/assess.html#web>



Sample rubrics for alternative book report:

- *Book Jacket Report*

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1242635&PHPSESSID=553573442e287bff8e9efb031c9f7c1e

- *Oral Presentation*

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1242638&PHPSESSID=553573442e287bff8e9efb031c9f7c1e



Ideas for Non-traditional Book Reports:

- http://www.educationworld.com/a_lesson/lesson289.shtml
- http://www.educationworld.com/a_lesson/lesson/lesson109.shtml
- <http://www.bristolvaschools.org/mwarren/BookReportAlternatives.htm>
- <http://www.teachnet.com/lesson/langarts/reading/bookrepts1.html>
- <http://www.teachnet.com/lesson/langarts/reading/bookrepts2.html>
- <http://www.teachnet.com/lesson/langarts/reading/bookrepts2.html>
- <http://www.teachnet.com/lesson/langarts/reading/bookrepts2.html>



