

ON LINE REPLICATION KIT FORMAT



ALL STARS BOOK REVIEW CLUB

Jean Beck – Indianapolis-Marion County Public Library

Partner: Media Specialist, Sally Hamlin and 5th grade Teachers from Snacks Crossing Elementary School

Hjbeck@imcpl.org

1. Description of Primary Learners: 5th Grade Students

- | | | | |
|-------------------------------------|------------------|--------------------------|-------------------|
| <input type="checkbox"/> | Early Learners | <input type="checkbox"/> | High Schools |
| <input type="checkbox"/> | Primary Schools | <input type="checkbox"/> | Young Adults |
| <input checked="" type="checkbox"/> | Upper Elementary | <input type="checkbox"/> | Adult Learners |
| <input type="checkbox"/> | Middle Schools | <input type="checkbox"/> | Intergenerational |

2. Subject/Topical Areas of Inquiry: Curriculum Enrichment, Language Arts

- | | | | |
|-------------------------------------|----------------------|-------------------------------------|--------------------|
| <input type="checkbox"/> | Science/Technology | <input checked="" type="checkbox"/> | Daily Life Skills |
| <input type="checkbox"/> | Social Sciences | <input type="checkbox"/> | Business/Economics |
| <input checked="" type="checkbox"/> | Arts/Humanities | <input type="checkbox"/> | Local Community |
| <input checked="" type="checkbox"/> | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

3. Library Resources/Media Formats Used: Books, Library catalog

- | | | | |
|-------------------------------------|------------------|-------------------------------------|----------------------|
| <input type="checkbox"/> | Reference Books | <input checked="" type="checkbox"/> | Databases |
| <input type="checkbox"/> | Periodicals | <input checked="" type="checkbox"/> | Collections |
| <input checked="" type="checkbox"/> | Web Sites | <input type="checkbox"/> | Videos, Art Forms |
| <input type="checkbox"/> | Production Tools | <input type="checkbox"/> | Production Equipment |

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ALL STARS BOOK REVIEW CLUB

Program Description: This program is designed for 5th grade students who are ready to take their reading and writing skills to the next level. It is intended as an enrichment program to compliment the 5th grade curriculum. It serves to connect schools and students with their public library. The program runs for eight weeks beginning with a PowerPoint presentation that welcomes students, and provides them with an overview of the program. Also, in the first session students are given a folder containing a pencil, post-it notes, handouts and a bookmark. In the same week a second session is convened and the students use the computer lab for Internet access to go online and learn how to search the public library catalog for books. They visit websites that have examples of reviews written by other children. At the end of the second session they choose their book.

The second week begins with session three. Using a PowerPoint presentation the librarian outlines the components of how to write a book review (they take home a handout of the presentation and examples of book reviews written by other children to help them in writing their own review). At the end of the third session the books are passed out and the three-week break begins. Students should have finished reading their book at the end of the three weeks. After the three week break the students meet back for the fourth session, a group discussion, and a review of the components for writing a book review. There is a one-week break to allow the students time to write the rough draft of their review. The librarian meets back with the students for a fifth session and checks each student's rough draft and allows the students time to make corrections. The students are given another week to type their final draft. The sixth session students are to turn in their final product, and then their work is posted on the schools website. They are then rewarded with a pizza party to celebrate their accomplishment.

Program Benefits: This program shows students how libraries can be a resource for everyday life. The process of reading and writing a book review will help to develop their critical thinking skills, while at the same time build their confidence for expressing their views about what they are reading. Past participants were eager to repeat the program because it gave them the opportunity to share their opinion about what they have read with their peers, and experience a sense of camaraderie with others who love to read.

The Roles the Librarian Plays:

- X Information Specialist
- X Instructor in Information Literacy/Inquiry Skills
- X Partner to Teachers/Instructors/Subject Experts
- X Program Advocate and Administrator

ON LINE REPLICATION KIT FORMAT

ALL STARS BOOK REVIEW CLUB

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	Students will learn how to use the online library catalog. They will learn how to write a book review, and they will participate in a group discussion.	Students will have an understanding of how the library can serve them in everyday life. They will improve their writing skills.
Practices	Students will be able to recognize a credible source of information. They will become accustomed to expressing their opinion orally in a group setting with peers, and also through the written word.	Students will increase their vocabulary. They will further develop their critical thinking and analytical skills. <i>Refer to section 5.3.4 in the Grade 5 Academic Standards for Indiana.</i>
States of Being	Students will experience a sense of worthiness, and accomplishment through having their review published on the schools website.	Students will gain confidence in their ability to independently search for and share information.

These objectives correlate with established State standards.

ON LINE REPLICATION KIT FORMAT

INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

TABLE OF CONTENTS

This Instructional Guide contains these components, in order of use:

	Page
1. Program Format	4.1
2. Overview sessions 1, 2, 3	4.2
3. Overview sessions 4, 5, 6	4.3



PROGRAM FORMAT:

The program is done in six sessions over a period of eight weeks. Each session runs approximately 30 to 45 minutes. Sessions one and two are done the first week. The second week is session 3 and the beginning of the three-week break. When the students meet back after the three-week break they have session four. The 7th week of the program is session five and the 8th week is session six. The program can be presented to 3 different groups of students, each group with 6 children (this can be modified). Although I conducted the program in a media center at an elementary school with 5th grade students as the participants, the program can be adapted to a library or classroom setting, and can be modified to suit students in grades 3 through 7. The presenter will have a list of five books that the readers can choose from. I used Young Hoosier Book Award nominees.

SESSION ONE:

The first session is a 30 minute session and will begin with students picking up their folders (details of content found on screen 5) from a table that is displayed with the 5 book choices. In addition, they pick up a nametag. The presenter will begin session with a verbal pre-test poll and a PowerPoint overview of the program. The students will learn the mission and objectives of the program. They will be given an agenda, a calendar and will be shown a preview of their book choices. Through the PowerPoint presentation they will be introduced to the websites they will be using as a resource. In wrapping this session up, the students will vote to name their book club.

SESSION TWO:

The second session is conducted in a computer laboratory and runs about 45 minutes. The participants log on to their computer and go to the Internet. First they go to our public library catalog, <http://www.imcpl.org>. They will search the library catalog for the five book titles. They will check for availability of books, learn how to place a hold on a book, and read summaries and reviews. They will be directed to the website <http://www.spaghetclub.com> where they will read reviews written by other children. At the end of this session they will vote on which book they want to read as a group (majority rules).

****Hint: Each group should choose a different book so there is more than one book that is reviewed. It would be helpful to have an assistant for this session.***

SESSION THREE:

This session runs approximately 30 minutes, but can run longer depending upon the level of participation. A PowerPoint presentation is given by the presenter to explain how to write a book review. Students will learn the components of a book review. They will critique one or more book reviews from the website <http://www.spaghetclub.com>. They will have examples of book reviews where the reader liked and/or didn't like the book they read. A copy of the PowerPoint presentation along with examples of book reviews will be handed out for them to use in helping to write their own review. At the end of this session the books will be distributed and the group will part for three weeks in order to have time to read their book.

SESSION FOUR:

Presenter facilitates a group discussion about the book the students read. Students share their feelings about the characters, and what meaning the book had for them. They have the opportunity to discuss what they liked and/or disliked about the book. After the group discussion, the presenter will remind the students of the key components to writing a book review.

****Hint: Some students may not finish reading their book, if they did not enjoy the book. If this is the case, it would be beneficial to have the student write a review about what they did not like about the book, and why they were not inclined to finish it.***

SESSION FIVE:

This session is a 30 minute session where the presenter proofreads with each student the review they wrote. They are given time to make corrections and type their final draft using Microsoft Word. The paper is handed into their teacher for extra credit and their review is posted onto the schools media center website.

****Hint: It would be helpful to have an assistant.***

SESSION SIX:

Students share their website with classmates and are then treated to a pizza party in celebration of their accomplishment.

ON LINE REPLICATION KIT FORMAT

LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

TABLE OF CONTENTS

The Learners' Materials are listed, in order of use:

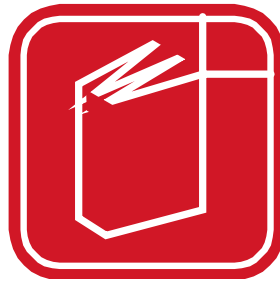
	Page
1. Materials list	5.1
2. Agenda, Session 1, 2, 3	5.2
3. Agenda, Session 4, 5, 6	5.3
4. Online Search	5.4
5. Writing a Book Review	5.5
6. Example of Book Review (Holes)	5.6
7. Example of Book Review (Hatchet)	5.7

Materials List

1. Pocket folders
 - A. Materials for inside folder:
 1. Post-it notes
 2. Bookmark
 3. Handouts
 - a. Calendar/Agenda for program
 - b. Printout of PowerPoint presentation on writing a book review
 - c. Examples of book reviews
 4. Pencil/Pen
 5. Nametags
2. Books for display
3. Paperback books for students to keep (one they will read for program)

Student Handout

Agenda Sessions 1, 2, & 3



Monday	Friday	Tuesday
Program overview	Web search Vote on Book	How to write a book review and distribute books

THREE WEEK BREAK TO READ



Student Handout

AGENDA
Sessions 4, 5, 6



Monday Group discussion Break for 1 week to write rough draft	Monday (one week later) Post final draft to website	Monday (one week later) Pizza party
--	--	--

Student Handout

Online search

1. **Escaping the Giant Wave** Written by: Peg Kehret
IMCPL website: A. School Library Journal Review
B. Summary
2. **The World According to Humphrey** Written by: Betty G. Birney
IMCPL website: A. Publishers Weekly/School Library Journal
B. Summary
3. **Willow Run** Written by: Patricia Reilly Giff
IMCPL website: A. School Library Journal
B. Summary
4. **Each Little Bird that Sings** Written by: Deborah Wiles
5. **Bernie Magruder and the Bats of the Belfry**
Written by: Phyllis Reynolds Naylor

STUDENT HANDOUT & POWERPOINT SLIDES

Components of a Book Review

- Make sure title and name of author is in heading, or, in first paragraph
- Frindle
- Written by: Andrew Clements

First Paragraph

- Hook Line
- Introduce Main Character/s
- Give brief overview of story

STUDENT HANDOUT AND POWERPOINT SLIDES

Second Paragraph

- Tell what meaning you think the story had.
- Tell what you liked or did not like about the writing, and the story.

Last Paragraph

- Give your recommendation and tell why.

Student Handout

Holes

Written by Louis Sachar

Reviewed by Douglas G. (age 10)

A boy named Stanley Yelnats is suffering at a torture camp where he has to dig holes five feet wide and five feet long. After he finds a gold tube, he has to dig even bigger holes. Now he knows they're looking for something. His friend Zero ran away. Stanley went after him and found him underground in a boat drinking something called 'sloosh'. The sloosh makes them sick and they won't be able to survive unless they find water. They climb a mountain and they find water and onions. Where will they go now, back to the camp, or will they keep on exploring?

I think this book is good because it's full of surprises and I could never stop reading it. It also has a very unexpected ending. My favorite part is when Stanley finds Zero in the boat. Zero is my favorite character. His real name is Hector Zeroni. He doesn't know how to read and write and Stanley helps him learn. I recommend this book to people who like surprises and long books.

Student Handout

Hatchet

Written by Gary Paulsen

Reviewed by Ted T. (age 11)

There once was a boy who couldn't stand a secret about his mother. When the pilot the boy was with had a heart attack, the boy was left all alone in the wilderness of Canada. He lived there for fifty-four days. He had many adventures. You have to read the book to find out how he survived.

I enjoyed this book because of the writing style of the author. He used a lot of descriptive words that made it seem like I was there in the wilderness. There was a character named Brian who changed when he started to live in the wilderness. This book is a part of a series. It is different from the others because it is the first in the series when all of the adventures first began. This book is like other books by Gary Paulsen because it is based on experiences.

I definitely and truly recommend this book because of the great way it was written. There is a well-defined plot that most readers will enjoy. I recommend this book for 5th and 6th grade boys because they are just the right age for enjoying a good book about adventures in the wilderness.

ON LINE REPLICATION KIT FORMAT

LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

TABLE OF CONTENTS

Library Resources contains these components, in order of use:

	Page
1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Library Space and Equipment	6.3
4. Supplies Outside of the Collection	6.4

THE LIBRARIAN'S ROLE IN THE PROGRAM

The librarian is responsible for all aspects of the program. He/She will be the key person in coordinating schedules for the space, time and equipment needed in order to conduct the program. The librarian will provide the media specialist and the teachers with a program overview. He/She will provide copies of the rubrics and measurement formats that will be used to evaluate the program and the participants. The librarian will provide all the amenities needed for the program. The librarian is the presenter for each session of the program.

Materials from the Library's Collection

The librarian will supply the books for display from the Library's collection. If there is no money to purchase books for the participants to keep, then the books will be supplied from the library's collection.

Program handouts will be printed by the librarian using the library's printers. The library will supply the monies needed to purchase consumable materials for the participants in the program. The library will supply the librarian with either a floppy disc, or a CD for the PowerPoint presentations. The library will allow the librarian paid time to do this program.

Space/Equipment

A computer, Internet access, a large screen, and a media projector for the PowerPoint presentations will be required. A computer lab with approximately 10 computers and an instructional meeting room will be required. The schools' media center is the perfect setting for this program (if available). The librarian can utilize the computers and instructional rooms with the equipment to run PowerPoint presentations that are usually part of a school's media center.

SUPPLIES OUTSIDE OF THE COLLECTION

Pocket Folders.....Pack of 25.....	\$ 9.79
3x3 Post it Notes.....Pack of 5.....\$7.79 X 3 =	23.37
Book Marks.....Pack of 100.....	8.00
#2 Pencils.....Pack of 72.....	3.59
Pizza/Paper products/Drinks.....	50.00
Total Cost.....	\$ 94.75

ON LINE REPLICATION KIT FORMAT

PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
3. Measurement Guidelines	7.3
4. Project Resources with Budget	7.4

Project Timeline

Total Time: 30

Session #: 1 of 6

# Min.	Topic	Method/Activity/Product
5	Introduction/Welcome Pick up Folders	PowerPoint
3	Mission: Reading for fun Sharing our views about what we read	PowerPoint
7	Objective: Learn how to use the public library search catalog Learn how to write a book review	PowerPoint
5	Agenda	PowerPoint and Handout
2	Book Preview	PowerPoint and Display
8	Vote on name for their book club	Secret Ballad with post-it notes

**SCREEN 7+
PROGRAM ADMINISTRATION**

7.1.1

Total Time: 30

Session #: 2 of 6

# Min.	Topic	Method/Activity/Product
2	Sign on	Computers Internet
15	Search book titles on http://www.imcpl.org Read reviews Read summaries	Computers Internet
10	http://www.spaghetticlub.com Search for examples of book reviews written by other kids.	Computers Internet
3	Vote on Book	Show of hands

Total Time: 30

Session #: 3 of 6

# Min.	Topic	Method/Activity/Product
5	Refresh: http://www.spaghettilub.com http://www.imcpl.org	PowerPoint and Internet used throughout to give examples
5	Components of a book review: Title Author	PowerPoint
5	First paragraph: Hook Line Introduce main characters Give brief overview of story	PowerPoint
5	Second paragraph: Tell what meaning you think the story had. Tell what you liked or did not like about the story	PowerPoint
5	Last Paragraph: Give your recommendation	PowerPoint
5	Pass out books/3 week break begins	

Total Time: 30

Session #: 4 of 6

# Min.	Topic	Method/Activity/Product
20	Group Discussion about book	
10	Review how to write a book review. One week break to write review.	

Total Time: 30

Session #: 5 of 6

# Min.	Topic	Method/Activity/Product	Leader
30	Take a look at what participants have written so far, and the remainder of time is to be spent for them to write final draft and post to internet.		LEL

Total Time: 30

Session#: 6 of 6

PIZZA PARTY



PARTNERS ROLES/PROFILES

Partnering with an elementary school media specialist would be ideal for this program. He/She can bring to the program their technology skills and expertise in creating links to the school website for posting the reviews that the students write. The Media Specialist will also act as a liaison between the librarian and school administrators. The Media Specialist will provide the space/equipment needed to present the program, and will be partly responsible for set up.

The teachers will select students from their classroom whom they know will be the best suited for this program, giving the librarian a captive audience. The teachers will receive the completed measurements in order to determine what extra credit will be given to the student and what curriculum standards have been met through the program.

MEASUREMENT GUIDELINES

PRE-TEST POLL GIVEN BY PRESENTER AT THE FIRST SESSION

RAISE YOUR HAND IF YOU HAVE EVER WRITTEN A BOOK REVIEW # _____

RAISE YOUR HAND IF YOU HAVE USED THE ON-LINE PUBLIC LIBRARY
CATALOG # _____

HOW MANY OF YOU HAVE READ A BOOK SUMMARY OTHER THAN THE ONE ON
THE BACK OF A BOOK # _____

HOW MANY OF YOU HAVE READ A BOOK REVIEW FROM A SOURCE OTHER
THAN IN YOUR CLASSROOM OR IN THE MEDIA CENTER # _____

Teachers Name:
Student Name:

All Stars Book Review Club

Library Catalog Search: Evaluation by Observation

CATEGORY	Excellent	Satisfactory	Needs Improvement
SEARCH	Has mastered conducting an on-line search of the public library catalog	Needs some assistance with conducting an on-line search of the public library catalog.	Is unable to conduct an on-line search of the public library catalog independently.
SUMMARY/REVIEW	Located and read summary and reviews of books on book list on library catalog without assistance.	Needs some assistance with locating summary/reviews on library catalog.	Is unable to locate summary/reviews on book list on library catalog independently.
STAYS ON TASK	Made good use of time allotted to do search. Was quiet and attentive to instructions.	Needed some reminders to stay on task, and to not talk.	Is unable to stay on task.

All Stars Book Review

Literature Group Discussion: Evaluation by Observation

Book Title:

Teacher:

Student Name:

CATEGORY	4	3	2	1
Respects Others	Student listens quietly, does not interrupt. Stays in assigned place. Does not distract others.	Student listens quietly and does not interrupt. Moves around, but not in a distracting manner.	Student interrupts a couple of times. Moves around and distracts the group once or twice.	Student interrupts often. Talks while others are talking. Acts in a manner that distracts the group.
Participates willingly	Student routinely volunteers answers to questions and answers questions s/he is asked.	Student volunteers answers once or twice. Makes an effort to answer questions s/he is asked.	Student does not volunteer answers, but makes effort to answer questions when asked.	Student does not make an effort to participate.
Comprehension	Student actively participates in group discussion and has clear understanding of theme and plot of story.	Student participates in group discussion with prompting and has a good understanding of the theme and plot of the story.	Student has to be drawn into group discussion and shows some understanding of story plot and theme.	Student does not participate and when asked questions, does not have answers.

All Stars Book Review
Literature Group Discussion: Evaluation by Observation

Book Title:

Teacher:

Student Name:

CATEGORY	4	3	2	1
Respects Others	Student listens quietly, does not interrupt. Stays in assigned place. Does not distract others.	Student listens quietly and does not interrupt. Moves around, but not in a distracting manner.	Student interrupts a couple of times. Moves around and distracts the group once or twice.	Student interrupts often. Talks while others are talking. Acts in a manner that distracts the group.
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POST TEST QUESTIONNAIRE

1. WOULD YOU LIKE TO CONTINUE TO BE A PART OF A BOOK CLUB

YES _____

NO _____

2. DO YOU THINK YOU WILL CONTINUE TO USE THE PUBLIC LIBRARY CATALOG TO RESEARCH BOOKS YOU WOULD LIKE TO READ?

YES _____

NO _____

3. DO YOU THINK YOU WILL CONTINUE TO WRITE BOOK REVIEWS?

YES _____

NO _____

Project Resources with Budget

Pocket Folders.....Pack of 25.....	\$ 9.79
3x3 Post it Notes.....Pack of 5.....\$7.79 X 3 =	23.37
Book Marks.....Pack of 100.....	8.00
#2 Pencils.....Pack of 72.....	3.59
Pizza/Paper products/Drinks.....	50.00
 Total Cost.....	 \$ 94.75

ON LINE REPLICATION KIT FORMAT

PROMOTION TO AUDIENCES

This is a guide for the librarian and the project partner who jointly take responsibility for attracting a capacity audience for the program. It is important that all participants are a good match for the program's information literacy and content objectives.

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Promotion and Advocacy	8.1
2. Sample Letter	8.2
3. Sample Bookmark	8.3

PROMOTION AND ADVOCACY

Although this program is traditional in nature, it can still be valuable in this new day and age of technology. Reading is one of the most important skills taught on the elementary school level. This program not only fulfills the academic reading comprehension requirements for the 5th grade academic standards for Indiana, but it offers learning in a way that is fun, and teaches other important life skills. For example, the group discussion is a way for children to learn to communicate their opinions and ideas verbally in a constructive way among their peers. This program also helps children to develop critical thinking skills, it is not just rote learning. The program offers a detour from the day to day structure of the classroom.

One of the selling points to this program is the use of technology for gathering credible information. The display of the participant's knowledge product (their written review) on their school's website promotes a sense of accomplishment for the learner. And, the presenter's use of technology in presenting the program is a plus.

On a personal note, I had a great time doing this program and the students I worked with were enthusiastic and eager to do the program again. The teachers loved it because it gave their strong readers an opportunity to expand. Of course, the media specialist could do this program without a librarian, but one of the purposes of this program is to build a bridge between schools and libraries.

SAMPLE LETTER



**Jean Beck
Leading Edge Librarian
Indianapolis Marion County Public Library
317-275-4100
jbeck@imcpl.org**

Dear _____, Media Specialist;

As a way to bridge the library with the public school, I would like to invite you to partner with me for the ALL STARS BOOK REVIEW CLUB program. I know that as the Media Specialist at an elementary school your responsibilities can be overwhelming leaving you little time to do the rewarding programs that you would like to do.

I would like to work with you and present a Book Review Club program. With the participation of your 5th grade teachers I hope to enlist 6 students from each of your three 5th grade classrooms. I will provide all the necessary materials for the program, and all I will need is your space, equipment and technological expertise.

The students will learn to conduct searches on the public library's catalog. They will learn how to critique a book while reading it, and to write a book review that will be posted on their schools website for fellow students and parents to see.

If you are interested please contact me and we can discuss more details of the program and coordinate schedules.

Thank you for your time and consideration,

Jean Beck
Leading Edge Librarian
317-275-4100
jbeck@imcpl.org

SAMPLE BOOKMARK (FRONT)



ALL STARS BOOK REVIEW CLUB

Critical Thinking

Informed Decision Making

Sharing Ideas

**Program developer:
Jean Beck
Public Service Associate
Children's Division
Indianapolis-Marion County Public Library
317-275-4100
jbeck@imcpl.org**

**For more information go to:
<http://www.ilfonline.org/LeadingEdgeLibrarians>**

SAMPLE BOOK MARK (BACK)

Suggested Readings:

THE WORLD ACCORDING TO HUMPHREY
BY: Betty G. Birney

ESCAPING THE GIANT WAVE
By: Peg Kehret

SO B. IT
By: Sarah Weeks

A CORNER OF THE UNIVERSE
By: Ann M. Martin

THE MAGIC PAINT BRUSH
By: Laurence Yep

MISSING MAY
By: Cynthia Rylant