

Book Speed Dating Lesson Plan

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Overview:

The book speed dating game was designed to offer students a new way to select and become excited about reading. It is a fun way to interact with books!

Preparation/Resources:

Gather 20 books (or number that reflects number of students in the class) with gripping one page excerpts, marking the pages for copying.

Copy one of each excerpt and cross out any title information.

Copy an additional seven of each excerpt.

Label one set with code numbers.

Create a sheet that matches the appropriate title with the book number code.

Create a sheet for students to mark which books they like.

Ask teacher to have students bring pens/pencils.

Gather 1-2 sheets of paper to each student for the writing assignment.

Create marked up copy of one excerpt and PA Writing Rubric.

Objectives:

- To encourage students to read books which interest them using a variety of genres and formats.
- To encourage students to write a creative passage using prediction strategies.

Procedure/Activity:

Place tables in circular arrangement.

Lay number coded pages out on the tables.

Have students sit at the tables.

Inform them on how the game works – they read and then after two minutes we tell them to move to the left. They are to mark any excerpts that they like.

Continue until the class has moved full circle or time is running out.

When class is done reading, direct them to the additional copies of each excerpt. They are to select one copy of their favorite excerpt and return to their tables.

Model to them, using one prepared excerpt, how they are to re-read the text and mark any notes on style or underline important pieces of text that lead them to predict how the story will continue.

Explain that these are prediction and comprehension strategies.

Instruct them that they are to make at least three markups and, using the ideas from the text, write down how they imagine the story could/should continue in one to two paragraphs.

Let them know that they are going to be graded using the PA Writing Rubric.

They are to turn their writing in to the teacher and give code sheets in order for students to learn the title of the book and discuss the hold procedure in the event that more than one student will want the same book.

Assessment:

Interest will be assessed via circulation statistics (specific to the titles recommended) that occur as a result of the lesson.

Writing will be assessed using the PA writing rubric that the students are familiar with using to guide their writing. Scores will be calculated into the class grade.

Standards/District Goals Met:

Daniel Pink creativity elements – story, play

AASL standards for the 21st Century Learner:

- 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.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

PA Academic Standards for Reading, Writing, Speaking and Listening:

- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
 - Make, and support with evidence, assertions about texts.
- 1.1.11.H Demonstrate fluency and comprehension in reading.
 - Read a variety of genres and types of text.

- 1.3.11.F Read and respond to nonfiction and fiction including poetry and drama.
- 1.5.11.A Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- 1.5.11.B Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

PA Assessment Anchors for Reading:

- R11.A.1 Understand fiction appropriate to grade level.
- R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.
- R11.A.2 Understand nonfiction appropriate to grade level.
- R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.