

## Lesson 12: Performance Task: Rainforest Adventures Ebook Cover and Contents Page



### CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.



### Daily Learning Target

- I can work with a partner to design an eye-catching front cover for our Rainforest Adventures ebook that will make students in grade 5 and above want to pick it up and read it. (W.5.4, W.5.6)
- I can create a contents page for my Rainforest Adventures ebook. (W.5.4, W.5.6)

### Ongoing Assessment

- Rainforest Adventures ebook front cover and contents page (W.5.4, W.5.6)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Designing a Front Cover (30 minutes)
- B. Creating a Contents Page (20 minutes)

#### 3. Closing and Assessment

- A. Small Group Share (5 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students analyze the front covers of books they have read in this module to generate criteria for eye-catching covers. They then use these criteria to guide them as they create covers for their ebooks, aimed at students in grade 5 and above (W.5.4 and W.5.6). They also create contents pages for their ebooks, as they will be organizing three different narratives into the one book.
- The technology in this lesson can be modified according to student and teacher expertise and the technology available. See the Technology and Multimedia section for suggestions. If

technology is not available, students can create physical books with hand-drawn illustrations on paper.

- Consider linking this task to art lessons and have students design and create original artwork for their front covers. If these are not produced using technology, work could be scanned in before this lesson to create the ebook.
- Students who finish quickly or require an extension can write a blurb for the inside front cover of their Rainforest Adventure ebook.
- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is collaboration, as they continue to work with a partner to design a front cover.

### **How it builds on previous work:**

- Throughout the module, students have been writing narrative texts to include in their Rainforest Adventure ebooks for students in grade 5 and above. They will consider all of their learning and the work they have created for the book so far as they design the front cover and create the contents page for their ebook.
- In Lesson 11, students were introduced to the model ebook and wrote the author's note for their book.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

### **Areas in which students may need additional support:**

- Students may need additional support with the technology used to create the ebook if they are not familiar with it. See Technology and Multimedia for options.
- Students may need additional support finding exact images that they want for their front cover. Prepare students for this and when they require additional support, encourage them to look for general images of the rainforest that could be used.

### **Assessment guidance:**

- Review student work during and after the lesson either to provide specific feedback/suggestions or to identify common issues that could be used as whole group teaching points for the next lesson.

### **Down the road:**

- In Lesson 13, students will finish compiling their Rainforest Adventure ebook by adding numbers to the contents page and putting all of the images and writing into the book.

### **In advance:**

- Prepare and practice using technology for creating ebooks. The use of the technology tools will be modeled to students during the lesson.

- Select two narrative texts with eye-catching front covers and illustrations inside to use as models. If possible, at least one of these should be an anthology of narratives with a contents page.
- Post: Learning targets, Performance Task anchor chart, Front Cover anchor chart, Working to Become Effective Learners anchor chart, and Contents Page anchor chart.

### Technology & Multimedia

- The technology in this lesson can be modified according to student and teacher expertise and the technology available:
- Images:
  - Students could create their images without technology and scan them in.
  - Students could create their own images using an online drawing tool like Sketchpad (<https://sketch.io/sketchpad/>).
  - Students could search and download images from free online sources such as Pixabay (<https://pixabay.com>) or Flickr (<https://www.flickr.com/explore>).
- Books:
  - Students could use an online ebook creator such as <https://www.mystorybook.com> or <http://papyrus.yourstory.com>.
  - Students could also create their ebook in a Word or Google Doc template, which is then converted into an ebook format.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.2, 5.I.A.4

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to express themselves through visuals.
- ELLs may find writing a title challenging. Titles follow different rules from written sentences and conversation. Tell students where they should omit extraneous language, such as certain prepositions, articles, or verbs. Show them how to capitalize titles, leaving function words like certain conjunctions in lowercase.

#### Levels of support

*For lighter support:*

- During the Mini-Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”
- For Work Time A, invite students to first discuss and negotiate the title to their book before writing it. This negotiation process will help ELLs acquire English. Invite them to add to or revise any frames they have practiced. Examples:

**“Do you mean \_\_\_\_?”**

**“That sounds pretty good. In my opinion, however, \_\_\_\_.”**

**“What if we write \_\_\_\_?”**

- “Another title I was thinking of is \_\_\_\_.”
- “I agree. And maybe we could add the word \_\_\_\_.”

*For heavier support:*

- Gather books with eye-catching front covers in languages other than English for Work Time A, in case students have not brought books in languages other than English.
- After students illustrate their covers, ask them to reinforce content and language knowledge with visuals. Example: Encourage students to verbally retell the parts of their narrative illustrated by their front cover (e.g., “This ladder going up to the canopy shows what James’ point of view might be before he begins climbing. Even though he is scared, he can’t wait to start.”)

### Universal Design for Learning

- **Multiple Means of Representation:** Multiple forms of representation are already embedded in this lesson (e.g., students bringing a book from home). To enhance the variation in representation, verbally discuss the attributes of the book covers to help facilitate comprehension about what makes them eye-catching. Additionally, when students are asked to give feedback to their peers on their book covers, considering modeling appropriate adjectives to use so that they understand how to use vocabulary in context and build their communication skills.
- **Multiple Means of Action and Expression:** This lesson includes a model contents page, but some students may need additional support with the spatial organization skills required to organize content. Consider offering the Contents template or another graphic organizer that supports students in creating a well-organized and readable contents page.
- **Multiple Means of Engagement:** Designing book covers provides an opportunity for students to express themselves in creative ways, show off non-academic skills, and build confidence. Engage students in the task by offering choice in format and design for their book covers (e.g., different artistic mediums or visual formats). Consider having models of different types of book covers to spur creative thinking.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *ebook, eye-catching, contents page (L)*

### Materials

- ✓ Rainforest Adventures Ebook Model (from Lesson 11; one to display; see Performance Task Overview)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ *The Most Beautiful Roof in the World* (from Unit 1, Lesson 1; one per student)
- ✓ Front Cover anchor chart (new; co-created with students during Work Time A)

- ✓ Front Cover anchor chart (example, for teacher reference)
- ✓ Books chosen for homework (one per student)
- ✓ Front Cover template (optional; one per pair and one to display; see Performance Task Overview)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Anthology of narratives (one to display; see Teaching Notes)
- ✓ Contents Page anchor chart (new; co-created with students during Work Time B)
- ✓ Contents Page anchor chart (example, for teacher reference)
- ✓ Contents template (optional; one per pair; see Performance Task Overview)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select two volunteers to read them aloud:
  - "I can work with a partner to design an eye-catching front cover for our Rainforest Adventures ebook that will make students in grade 5 and above want to pick it up and read it."*
  - "I can create a contents page for my Rainforest Adventures ebook."*
- Remind students of what an ebook is and show them the **Rainforest Adventures Ebook Model** as necessary.
- Underline the words eye-catching in the first learning target.
- Using a total participation technique, invite responses from the group:
  - "What does eye-catching mean?" (exactly what it says—it draws the eye and makes a reader want to pick it up)*
  - "Why do you want your ebook to have an eye-catching front cover?" (so that people want to read it)*
- Underline contents page in the second learning target.
- Invite students to turn and talk with an elbow partner:
  - "What is a contents page? Where do you find a contents page and why?" (It tells a reader what is in a book and where to find each section or chapter. You find it at the beginning of a book.)*

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Mini Language Dive. Ask students about the meaning of the chunks of the first learning target. Write and display student responses next to the chunks. Examples:
- Display the front cover of one book a student brought to class. (MMR, MME) Ask:
  - "What is the translation of design in our home languages? What does it mean?"*
- Invite students to use their translation dictionary if necessary. Call on volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally

repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (go-ahn-hada in Korean; make, create, sketch, plan)

*“If something is eye-catching, what does that mean?” (It’s beautiful. It gets your eye to look at it. You want to stop and look.)*

*“What book is our cover for? How do you know?” (It is for our Rainforest Adventure ebook. It says so in the sentence).*

*“What part of speech is for? What is its function? (preposition; to express what the cover will belong to)*

*“What is the word that talking about in the sentence?” (the cover)*

*“What is the word it talking about? (the ebook)*

- Underline “that will make students in grade 5 and above want to pick it up and read it.” Ask:

*“What does this clause do?” (gives us more information about the cover)*

*“What does it mean to make students want to pick it up?” (to cause or excite or interest them to pick it up)*

*“What will make students pick it up?” (eye-catching cover)*

*“What part of speech is and? What is its function?” (conjunction; to join together two words that are related)*

*“Are the fifth-graders reading the book now, in the past, or in the future? What, in the sentence, makes you think so?” (in the future; I see will in the sentence. Also, we haven’t finished the books yet, so it has to be in the future.)*

## Work Time

### A. Designing a Front Cover (30 minutes)

- Direct students’ attention to the **Performance Task anchor chart** and select a volunteer to read it aloud.
- Remind students that this book is to entertain students in grade 5 and above.
- Focus students on the Front Cover criteria.
- Invite students to retrieve ***The Most Beautiful Roof in the World***.
- Invite them to look at the front cover.
- Using a total participation technique, invite responses from the group:

*“What can you see on the front cover?” (picture of the rainforest, title, author, publisher)*

*“What catches your eye about this book? If you hadn’t seen it before, why might you want to pick it up and read it?” (Responses will vary.)*

- If productive, cue students with a challenge:

*“What if there were no front cover on this book? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*

- As students share, capture their responses on the **Front Cover anchor chart**. Refer to the **Front Cover anchor chart (example, for teacher reference)** for crucial criteria.



- Emphasize large, clear images; large, easy-to-read font; and simplicity. A book cover that is too busy can confuse readers, which may stop them from picking it up.
- Invite students to share the front covers of the **books chosen for homework** with an elbow partner. Repeat the questions above and invite students to share their responses with their elbow partner.
- Using a total participation technique, invite responses from the group and add new ideas to the Front Cover anchor chart.
- Remind students that they will create their Rainforest Adventures ebook with the partner they wrote their partner narratives with. Invite students to move to sit with their partners (at the proper technology, if applicable).
- If students are using images from the internet, model for the group how to browse and select an image on the website. Invite students to help you select an image based on the criteria on the Front Cover anchor chart.
- Once you have the image, model how to create a front cover using the technology you have selected, with or without the **Front Cover template**, depending on your technology choices. Ensure that the font is large, clear, and easy to read. Distribute copies of the Front Cover template as necessary.
- Emphasize to students that they can also title their ebook:
  - Rainforest Adventures
  - Rainforest Adventures: extra addition of students' choosing
  - A completely original title
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind them that because they will work together to design a front cover, they need to be conscious of working effectively with others.
- Invite students to work with their partner to design a front cover. Circulate to support them in selecting an image and using the technology to create a front cover.

### Meeting Students' Needs

- For ELLs: If students have not brought books in languages other than English, display books written in different languages to show that books around the world share similar features on their front cover.
- To increase engagement based on students' individual interests and abilities, offer multiple ways for students to design their front cover (e.g., using multiple images, drawing their own images using different art materials, etc.). Ensure that the front cover models represent a variety of image formats. (MME)

## Work Time

### B. Creating a Contents Page (20 minutes)

- Refocus whole group.
- Explain that since all three narratives (two individual narratives and the partner narrative) are being compiled in one book, like chapters, they will want to think about how to organize their writing in a way that makes sense to readers and keeps them interested.

- Show students the contents page of an **anthology of narratives**.
- Invite students to turn and talk with an elbow partner:  
*“What does the reader learn from the contents page?” (how the book is organized and how to quickly find narratives of particular interest)*  
*“What features can you see on the contents page?” (the name of the page, title of each narrative, page numbers for each section)*
- As students share out, capture their responses as criteria on a **Contents Page anchor chart**. Refer to the **Contents Page anchor chart (example, for teacher reference)** for crucial criteria.
- Explain that students are going to work with their partner to create a contents page for their Rainforest Adventures ebook, so they need to determine which order their narratives will go in.
- Explain that students should not write numbers on their contents page because they need to organize their narratives onto pages before they will know how many pages each narrative spans. Explain that this is something they will do in the next lesson, at which point they can number both the narrative pages and the contents page.
- Following the criteria on the Contents Page anchor chart, model how to create a contents page using the technology you have selected, with or without the **Contents template**, depending on your choices. Again, ensure that the font is large, clear, and easy to read.
- Invite students to work with their partner to create the contents page for their ebook. Circulate to support students in using the technology.

### Meeting Students' Needs

- For ELLs: Ask:  
*“Why do ebooks have a contents page? Do nonfiction books have a contents page?” (to help the reader find the information easily; to present an overview of the information; nonfiction books may also have contents pages)*
- For students who may need additional support with spatial organization: Provide a Contents template or another graphic organizer. (MMAE)

## Closing and Assessment

### A. Small Group Share (5 minutes)

- Invite pairs to join the pair sitting next to them to form a group of four. Ensure that all group members can see the necessary technology to view each pair's contents page.
- Post the following directions and read through them with students. Answer clarifying questions:
  1. First pair shows front cover and contents page.
  2. Second pair thinks of two stars: one thing you like about the front cover and one thing you like about the contents page. (Example: “I like the font you used for the title. It is clear and easy to read. And I like the order you put your narratives in.”)
  3. Repeat steps 1 and 2 with the other pair presenting work.
  4. Both pairs revise their work according to the stars they received (if they agree).



- Invite students to begin sharing.
- After 5 minutes, invite students to return to their seats.
- Refocus students on the learning targets and invite them to show a thumbs-up, thumbs-down, or thumbs-sideways to indicate how close they feel they are to meeting each target now. Be aware that this gesture may mean something different in other cultures, so in this situation choose a different way for students to self-assess progress or use it as a teaching point for what this means in the United States. Scan the responses and make a note of students who may need more support with this moving forward.
- Repeat, inviting students to self-assess against how well they collaborated in this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Brainstorm adjectives that might be helpful as they give stars feedback. (Examples: well organized, eye-catching, inspiring, colorful, creative, easy-to-read, visually appealing, dramatic, unique, effective, appropriate, fitting) (MMR)
- Minimize risk of public performance by allowing pair sharing instead of group sharing. (MME)

## Homework

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**A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)