

GRADE 9 ENGLISH LANGUAGE ARTS: Book Bento Box-- Independent Novel Study

Summary of Learning Opportunity

Book Bento Boxes are a novel, viral way to communicate themes in literature. They consist of flat photos of a book surrounded by objects or images that represent the book's characters, plot, themes or setting. They showcase literature as a digital art form; students can choose to be creative with their representations. The Bento Boxes communicate a student's literary analysis and should also intrigue and invite viewers to read the book. Throughout this unit, students gain a deeper understanding of a novel of their choosing by learning about key literary elements and devices such as characterization, narrative structures, setting, symbolism and theme. The unit also incorporates opportunities to build communication skills through peer discussions and Socratic circles about each student's novel, to build a deeper personal understanding of the novel using literary elements. Students also use these discussions to generate ideas for what to represent in their Bento Box.

English Language Arts Grade 9	Learning Standards	• Think critically, creatively and reflectively to explore ideas within, between and beyond texts • Construct meaningful personal connections between self, text and world • Respond to text in personal, creative and critical ways • Explain how literary elements, techniques and devices enhance and shape meaning • Exchange ideas and viewpoints to build shared understanding and extend thinking • Transform ideas and information to create original texts • Story/text ○ literary elements ○ elements of visual/graphic texts
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Literacy Connections

Instruction and Assessment

Competencies Developed, Practiced and/or Assessed

LITERACY: Applies
Understanding – Curates texts

Curating a Novel:

Lesson 1: Speed Date a Book in a Carousel Format or from the Digital Book Bento Box Bookshelf
Students select their novel through activities that practiced curating books. In this lesson, students view books from different genres (speed dating). They rated the books on a scale to determine their choice.

Building the Book Bento Box:

For each literary element, students are asked to develop a symbol that represents it to place in their final Book Bento Box product. Students discuss their found literary elements with classmates to build a deeper understanding of their text.

LITERACY: Comprehends Texts – Interprets texts; Analyzes texts

LITERACY: Applies Understanding – Extracts ideas and information

LITERACY: Communicates – Expresses ideas and information

Lesson 2: Character Analysis

Students choose a character from their text to analyze. They identify the physical and personality traits to build an understanding.

Lesson 3: Setting

Students unpack the place, time and social context of their text.

Lesson 4: Tone

Students identify the tone of their text and use details from the text to support their findings.

Lesson 5: Plot

Students map out the plot of their texts by examining the exposition set up by the conflict, resulting in the final resolution.

Lesson 6: Theme

Students explore themes in literature and identify the theme of their text.

Creating and Presenting the Book Bento Box

Students use the artifacts collected from lessons discussions, and readings to build their final product.

LITERACY: Communicates – Presents ideas and information

- Think critically, creatively and reflectively to explore ideas within, between and beyond texts
- Construct meaningful personal connections between self, text and world
- Respond to text in personal, creative and critical ways
- Explain how literary elements, techniques and devices enhance and shape meaning
- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Transform ideas and information to create original texts

Teacher's Reflection

In order for students to create their Book Bento Box, they need to acquire an understanding of their book and the literary elements that shaped it. Students would read everyday and complete either of the following tasks: a journal, a literary element graphic organizer or a discussion based on their novel. In practice and as a process, students would be collecting evidence of their thinking and understanding as they go, which in turn became the building blocks of their final product. The Learning Pathways supported my planning, teaching and assessment by reminding me to discuss the relevancy and purpose of the designed tasks to students as they built skills of literary analysis.

By using the Literacy Learning Pathways to learn skills and practice competencies, students gained deeper clarity of literary elements and how they are used in various texts. Student success is measured by demonstrating the knowing, doing, and understanding of course material. The Literacy framework is the missing piece that ensures success and enhances the learning by asking students to use their deeper thinking abilities and communicate their knowledge and understanding.

Demonstration of Student Learning, Teacher Assessment and Reflection

THE HATE U GIVE
By: Angie Thomas

CHARACTERIZATION
THE SAFE

Starr's father, Maverick, was a person who would beat you up, if you ever messed with him or his loved ones. When Starr was talking to a gang leader, King, Maverick stepped in between them conversing knowing that King was a dangerous gang leader, he still would never hesitate on protecting Starr. Throughout the book he would never easily give in with an outsider but when it comes to loved ones he opened himself. And at times he would make his loved ones feel trapped for reasons he thought that was right. Like the time when Starr has boyfriend but Maverick didn't approve of him, making Starr feel that she had to choose sides. He is like a safe, his loved ones know his code whenever he shares them but sometimes he changes his code making the character be left out or trapped inside. Outsiders who barely know him doesn't know his code and doesn't open his safe or heart.

THEME
THE BOUQUET

The lesson I saw from this book was not to be racist. And I choose a Bouquet because, that a bouquet of flowers has different kinds of flowers with each having its own unique traits. And its important to treat all of them the same to keep them alive and not wither. No matter how different one flower is to another, it should still be treated with care. That goes the same for people no matter how different one is from another, they should be treated with equal respect.

THE DISCO BALL
THE WAVE
THE DYNAMITE
THE BOUQUET
THE HATE U GIVE
THE SAFE
THE USED RAG

Teacher's Observations and Assessment

The student was able to demonstrate proficiency by accurately communicating the literary elements of their text and justifying their use of their artifacts and symbols.

This student was able to share a new understanding gained through the transformation process, perspective and a deep analysis of their text. Their critical thinking and analysis of the text was evident, and they were able to transform their ideas into a visual representation that encouraged other students to read their book in the future.