
The Book That Will Make You Love Books

Lesson Plan for *The Book That Will Make You Love Books* by Françoise Boucher (2014, New York, NY, London: Walker Books for Young Readers)

Recommended Grade Level: 7

Vocabulary Pre-Work

Activity 1: Multi-Sensory Working on Words – Picture and word prompts (*shades, wig, huge, tissues, calves (legs), (firm) thighs, (eye) lashes, (hairy) chest, thorns, laundry, (owl) poop, target, trash, tiny, diaper, supplies, appointment, autograph, doze off, slice*) are taught in the following way:

- Listen and look
Listen and look at the picture cards. Students have to listen while the teacher says the word and puts the pictures cards on the board.
- Listen and repeat
The teacher says the word and the students repeat it.
- What has been swapped?
The teacher swaps picture/word cards and the students have to guess what has been swapped.
- Miming (when possible)
The teacher says the word and mimes an action for this word at the same time. Then the teacher only mimes the action and the students guess the word.

Activity 2: Vocabulary List – Pupils receive a worksheet with relevant vocabulary from the book and complete what is missing (see materials section).

Hint: Dictionaries are provided to complete this task. English synonyms are used in the vocabulary list when pupils are already familiar with the expressions. This reference list is beneficial to the pupils while reading the book because it supports their reading process.

Reading

Pupils get the book and read the first few pages using the vocabulary list when necessary. As the essential words are provided beforehand, they can finish reading the book either in class or at home.

Post-Reading Activities: Center Work

Center work promotes pupils' autonomous learning and therefore a selection of compulsory and optional tasks, which include various competencies and creative activities, is offered. A few tasks are differentiated with language prompt cards and visual aids are supplied.

Centers 1, 2, and 3 are compulsory because they incorporate all four skills, and the ones thereafter are optional creative tasks. The idea behind this is that learners can choose the centers that appeal to them.

Center 1: Book Interview (productive skills; pair work)

Task 1 (speaking activity)

Pupils discuss the following items:

- words they remember,
- favorite part/page,
- feelings the book evokes,
- opinions on illustrations and colors,
- rating the book.

For this activity, pupils use the worksheet, which is provided below, and the ‘interviewee help card’ is available for differentiation purposes.

Task 2 (writing activity)

At this task, pupils have to turn the interview into a written report. A ‘writing help card’ is available for those who need it. Afterwards the pupils hand in their texts to be corrected.

Center 2: Reading Rally (individual work)

Variation 1: For this activity, several double pages from the book are selected and displayed on the walls in and outside of the classroom. The idea behind this task is to bring movement into the lesson and therefore the pupils are encouraged to walk around with the worksheet in their hands.

Variation 2: Instead of having the pupils carry around the worksheet, the activity above can be turned into a jogging dictation. Thus, the worksheets stay on their desks, pupils move around to find the respective answers, retain what they have read, go back to their desks and write down what they remember. If they cannot recall the sentence completely, they can go back and read it as often as necessary.

Variation 3: Pupils stay seated, leaf through the book and try to find the answers.

Hint: A solution sheet is provided to allow pupils to check their answers.

Center 3: Listening Comprehension Task (small group exercise)

Five excerpts from the book are selected and recorded by the teacher in advance. Pupils are asked to listen to the recording. Afterwards, ten sentence strips are spread out on the desk and the learners have to identify the sentences they can remember.

Center 4: Creating Book Titles (creative task)

Learners are encouraged to invent book spines using colored paper. Here are a few of our favorites which can be used as examples to spark your learners’ creativity.

- *That Hurt!* by Sting Ray
- *The Serpent* by Ana Conda
- *The Veggie Cookbook* by Tom Ato

Center 5: Design Your Own Bookmark (creative task)

Inspired by the character “Book Mark”, the drawing of a boy who is an actual bookmark, the pupils choose their favorite quotes from the book and design personalized bookmarks accordingly.

Center 6: Invent an Illness (creative writing task)

The fictitious term ‘readingitis’ is used as a springboard for creating nonsensical illnesses which are related to books and reading in general. The symptoms of ‘readingitis’ are provided as an example.

Center 7: Draw Your Own Comic Book Page (creative writing task)

Learners are asked to study the illustrations in the book and draw an additional page which could be added to the original comic book. A sample page with the suggestion ‘You can create your own Facebook’ was shown as an example.

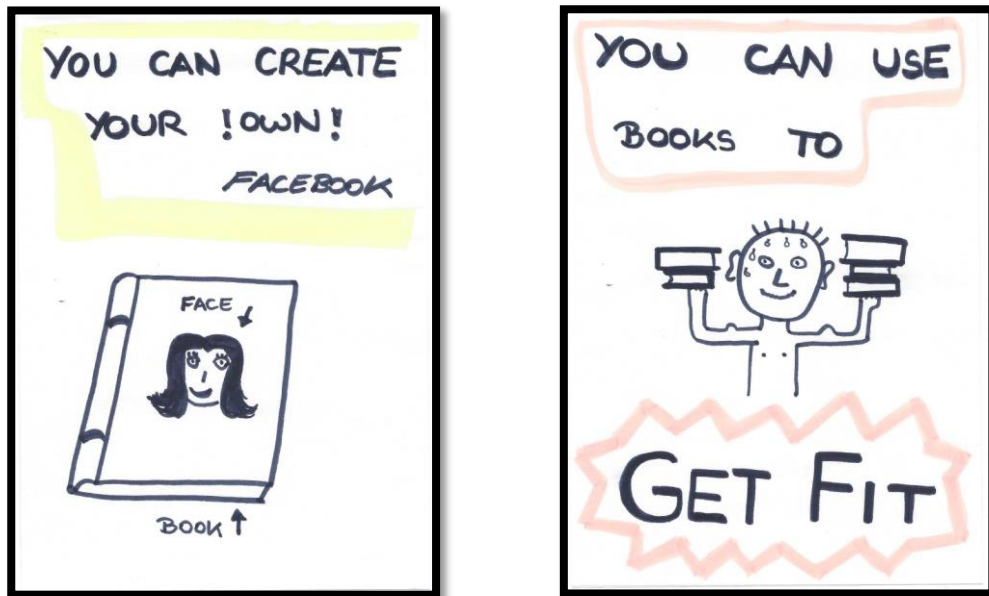


Figure 1: Samples that were created as models to inspire the students

Materials Needed:

1. Multiple copies of the book: one per pupil
2. Task sheet with instructions for each individual center - optional
3. Center 2: pictures from the book (roughly 7 copies)
4. Center 3: sentence strips (roughly 5-7), audio recording
5. Center 4: various colored sheets of paper, markers and colored pencils
6. Centers 5 & 7: multiple A4 & A5 blank sheets of paper, highlighters (to resemble the colors used in the book) and black markers

Materials Provided:

-
- Vocabulary List
 - Center 1: Reading Interview worksheet*, interviewee help card, writing help card
 - Center 2: Reading Rally worksheet*, solution sheet
 - Center 6: Invent an Illness worksheet*

*one copy per pupil is necessary

The Book that Will Make You Love Books – Vocabulary List

bookmark	
to remain	bleiben
enchanted	zauberhaft
shades	sunglasses
wig	
huge (very large)	
proof	Beweis
increase	steigern
improve	verbessern
irresistible	unwiderstehlich
layers	Schichten
to polish off something	
suffer from	leiden an
pretend	vorgeben
escape	
develop	entwickeln
imagination	
advertisement	
drown	ertrinken
tissues	
fear	
mirage	Fata Morgana
interior	innen
abominable (awful)	
dignity	Würde
barge into	hereinplatzen
stark naked	splitternackt
due date	
a (book) fine	Mahngebühr
show-off	
liar	
swamp	
starve	verhungern
jar of pickles	
Good riddance!	Ein Glück, dass ich den los bin!
partial remains	Überreste
unique	einzigartig
bad mood	
calf – calves (lower legs)	
firm thighs (upper legs)	
long lashes	
chest	
thorns	
to wilt	welken, verblühen
skip pages	Seiten überblättern
commercial break	Werbepause
straightforward	ehrlich, direkt
let you down	(dich) enttäuschen

sulk	schmollen
power outage	Stromausfall
something unmentionable	etwas Unaussprechliches
invisible	unsichtbar
invent	
expiration date	
sprouts	Sprossen
to be dumped by someone	verlassen werden
to dawn	jmdm. dämmert etwas
appear	erscheinen
immediately	
laundry	
to fulfill your wildest dreams	deine wildesten Träume erfüllen
mind	Geist
poop and pellets	
Nobody is any the wiser!	Niemand ist klüger als zuvor!
target	
tiny	
pollute	
hijacking	Entführung
diaper	
under the covers	unter der Decke
supplies	Vorräte
suggestion	Empfehlung / Vorschlag
avoid being disturbed by strangers	um zu vermeiden, von Fremden gestört zu werden
snooze	
appointment	
rude gestures	unhöfliche Gesten / Handbewegungen
(magic) vibes	(magische) Schwingungen
over the top	übertrieben
autograph	
cod	Kabeljau / Dorsch
occasionally	gelegentlich
doze off	start falling asleep
nasty	
hint	Hinweis
cope with	zurechtkommen / fertig werden mit
nibble	a small bite
slice	a piece of ...
pile of books	Stapel von Büchern
pass out	ohnmächtig werden
trash	rubbish, garbage
mind-numbing	(geistig) lähmend / langweilig
folks	people, parents
loads	many, a lot of

READING INTERVIEW

I) Interview someone and start your interview with:

Excuse me (name _____), do you have time for an interview?

What new words do you remember from the book? Name 5-7.

What is your favorite part (page) of the book?

How did the book make you feel?

What did you think of the illustrations and colors used in the book? Did you like them or not? What did you like about them?

How would you rate this book? How many stars would you give it? (1-5; five being the best). Why?

Because _____

That is it for today. Thank you for your time. Good-bye.

II) Now write a report. Get a help card if you need it.

Start: I interviewed ...



INTERVIEWEE'S HELP CARD

I remember (5) words. They were ...

My favorite part of the book is the part about ...

The book made me feel ... curious / happy / like laughing / sad / disappointed / confused / tired / like reading more / better about reading a book in English

I liked (didn't like) the illustrations and use of color in the book, because ...

the colors were too bright / the illustrations were boring / the illustrations were funny / the colors were bright and lively / the colors and illustrations weren't his/her taste / not many colors were used / ...

I would give the book (5) stars because ...

it was a quick read / it was easy to understand with the pictures / it was fun reading a book in English / the book was too long / the book was too difficult / I don't like comics / it was easy to understand / it was short / ...

REPORTING on the INTERVIEW (WRITING HELP CARD)

I interviewed ...

She/he told me that she/he remembered 5 words. They were ...

Her/his favorite part of the book was the part about ...

The book made (name) feel ... curious / happy / like laughing / sad / disappointed / confused / tired / like reading more / better about reading a book in English

She/he liked (didn't like) the illustrations and use of color in the book, because ...

the colors were too bright / the illustrations were boring / the illustrations were funny / the colors were bright and lively / the colors and illustrations weren't his/her taste / not many colors were used / ...

She/he said that she/he would give the book 5 stars because ...

it was a quick read / it was easy to understand with the pictures / it was fun reading a book in English / the book was too long / the book was too difficult / she/he didn't like comics / it was easy to understand / it was short / ...

Center 2: Reading Rally

A READING RALLY

- Take the worksheet, walk around and look for the answers.
- Once you've found the correct answer, write it down.
- Check your answers with the solution sheet.

1) Which different emotions can books make you feel? Name four.

2) What is good news?

3) Why is a book better than a computer?

4) Give 3 good reasons for giving a book as a present instead of giving flowers.

- _____
- _____
- _____

5) Why is a book sometimes like a lamp?

6) Why are books better than rabbits? Write down three reasons.

- _____
- _____
- _____

7) Knowing how to read is fantastic. Why?

8) Reading is freedom. What can you read? Give 5 examples.

Reading Rally – Sentences – Sample Solution Sheet*

1) Which different emotions can books make you feel? Name four.

Happiness, disappointment, anger, fear, love, wonder ...

2) What is good news?

A book never breaks down.

3) Why is a book better than a computer?

A book never gets an awful virus like your computer does.

4) Give 3 good reasons for giving a book as a present instead of giving flowers.

No thorns, no need to look for a vase, no need to change the water, ...

5) Why is a book sometimes like a lamp?

It sheds light on life's great questions.

6) Why are books better than rabbits? Write down three reasons.

You don't have to clean out their cage every morning, you don't have to feed them every 5 minutes, they live forever, they don't smell, ...

7) Knowing how to read is fantastic. Why?

It feeds your brain, improves the way you think, and helps you fulfill your wildest dreams.

8) Reading is freedom. What can you read? Give 5 examples.

A romantic novel, magazines, millions of comic books, your future in a crystal ball, the dictionary, ...

***This solution sheet pertains to the selection of pages from the book during this project.
Solutions may vary according to what has been chosen for your reading rally.**

Center 6: Invent an Illness

WATCH OUT!+++++++READINGITIS+++++++BE CAREFUL!

READINGITIS ...

- is a serious illness.
- You cannot stop reading anymore.
- Your eyes look like an owl's. They are glowing yellow and orange.
- Others can see words in your eyes.
- Your hands try to touch every book nearby and want to turn pages all the time.
- You have a bad headache.
- You need glasses soon.
- You cannot eat or sleep.

Other dangerous illnesses:

MAGAZINENZA

WORDARRHEIA

LETTERITIS

TEXTITIS

BOOKENZA

brain, ache, pain, hurt, fear, breathe, lie down, talk, feel,
smell, hear/listen, taste, lousy, sick, energetic, tired, sleepy, ill
grumpy, hungry, thirsty, lazy, excited, nervous, afraid

Create another illness or use a dangerous illness from above. Write down the name of your illness and describe it in 5 sentences (see 'readingitis'). Then draw your illness in the box.
