

		Act: 7R9
Grade: 7	Strand: Reading	Concept: Reader response
Description of Task:	Students demonstrate their knowledge and understanding of a novel through a personal creative response: the design of a CD case liner for a “talking book”.	
Expectations:	<p>7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;</p> <p>7e34 • make judgments and draw conclusions about ideas in written materials on the basis of evidence;</p> <p>7e44 • use the special terminology in a particular area of study, as necessary.</p>	
Software Type:	Desktop Publishing	
Computer Skills Prerequisite	<p>Students must be able to:</p> <ul style="list-style-type: none"> • Run a desktop publishing program • Enter text • Choose appropriate font sizes and styles • Include clip art images and graphics • Choose colours and backgrounds • Adjust size and orientation of work • Save and print finished work 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Tell students that they are going to design a CD case liner for a “talking book” version of their novel. Many libraries have audio versions of books available on CD. It would be helpful to share an example with students. 2. Discuss the various elements of the liner that students can use to explain their interpretation of the novel: images, ext, colour, style, etc. 3. Review the requirements of the task: <ul style="list-style-type: none"> • interpretation of the novel (may focus on one or more of character, plot, setting, theme); • supported with evidence from the work; • linked to their own knowledge and experience; 4. Provide students with a copy of the rubric. 5. Ask students to prepare a “mock-up” of their CD case liner on paper, prior to working on the computer. 	
Teacher Notes:	<p>Students demonstrate their knowledge of the novel through their personal creative choices.</p> <p>Depending on computer availability, this activity could be modified to have students brainstorm ideas on the computer. (See Activity 7W2)</p> <p>This activity also encompasses oral and visual communication expectations [7e70 -- create a variety of media works (e.g., a class newspaper, a storyboard, a radio documentary)].</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students work on rough drafts of album covers. • Students work on other forms of reader response. 	
	Activity Template File: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	<p>Are students’ choices clearly connected to the novel? (curriculum)</p> <p>Do album titles and song titles reflect themes and images in the novel? (curriculum)</p> <p>Do visual images and font choices reflect them as well? (curriculum)</p> <p>Have students used characters’ names, settings, and vocabulary from the novel? (curriculum)</p>	