

		Act: 6W3
Grade: 6	Strand: Writing	Concept: Writing a book review
Description of Task:	Students write a book review by creating a mini book.	
Expectations:	6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology); 6e2 use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions); 6e5 produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips); 6e6 produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);	
Software Type:	AppleWorks 6	
Computer Skills Prerequisite	Students should be able to: <ul style="list-style-type: none"> <li>• Locate and open the template file</li> <li>• Type in text boxes</li> <li>• Identify the different functions of a text box (i.e. black tags allow the box to be moved, resized, etc.; a grey border and a flashing cursor indicate that the text can be entered and formatted)</li> <li>• Manipulate text (rotate, flip, etc.)</li> <li>• Save and print their work</li> </ul>	
Student Instructions: (for teacher)	1. Ask the students what information they need to know before they choose a book to read. 2. Ask them what information they would like to read in a review (focus on setting, plot, characters, etc.) 3. Explain to the students that they are going to write a book review and that their book reviews will need to include that information. 4. Remind them to save their work in the appropriate file.	
Teacher Notes:	Mini books can be effective in a variety of applications: recording and presenting research, short writing projects, presenting grammar rules, personal dictionaries, etc. They can be used at the end of short units to measure acquired knowledge. In this activity, students use a mini book to present information and opinions about a book they have read. Teachers may also use this activity to review, teach or assess student's knowledge of the elements of a story. A template is provided for students to enter their information, with instructions for use. A further set of instructions is provided to explain how to cut and fold the page to create the mini book. Extensions/Off-line activities: <ul style="list-style-type: none"> <li>• Students can complete the mini book using a pencil and paper.</li> <li>• Students can trade and edit and revise each other's work.</li> <li>• Students can make notes and organize their ideas before using the computer.</li> </ul> Students can read new material in preparation for their turn making their books.	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Did the student communicate his or her thoughts and opinions clearly? (curriculum) Did the student include the appropriate information about the parts of the story? (curriculum) Did the student present information and ideas about the book clearly, honestly and with sensitivity to others? (cge) Did the student follow the directions to complete the mini book? (learning skills) Did the student persevere with the activity, showing sustained effort? (learning skills) Was the student able to manipulate the text in the text boxes to meet the requirements of the mini book format? (ict)	