

## Student Engagement in Reading Idea Catcher

<b>CFRR Connection</b>	
<b>One-Pager</b>	
<b>Hexagonal Thinking</b>	
<b>Book Bento</b>	

## CFRR Connection

**Step 1:** Explain Creation, Fall, Redemption, Restoration to students. This is God's Story of the Bible, but we see this pattern in many other areas of our lives, in the books we read, or in the world.

Simple explanation:

Creation: What is good?

Fall: What is bad?

Redemption: Who/what is allowing good things to take place?

Restoration: What good things are happening now?

**Step 2:** Give students a topic, a novel, or a concept to use from their learning for their CFRR templates. For example: 9/11, The Civil War, *Charlotte's Web*. Invite students into a learning target for the activity: I can reflect on (list topic or book) through creation, fall, redemption, and restoration.

**Step 3:** Model for students

9/11 Example:

Creation: The World Trade Center where people went to work everyday. It was a beautiful day and the towers were beautiful.

Fall: The towers were attacked by terrorists. Many people lost their lives. Many people lost their friends or family.

Redemption: Firefighters, police officers, and brave heroes helped to save many lives. Doctors and nurses tended to the injured.

Restoration: People have created tributes and memorials so that we will not forget what happened. People have made other efforts to keep our country safe.

**Step 4:** Templates

The teacher could pick or have students pick which template they would like to use. Give clear instructions about expectations.

\*Optional: students can cut out the four sections of the template and glue them on another sheet of paper.

Possible Expectations:

- Include images, pictures or illustrations that represent the topic in each section.
- Include words, phrases, or sentences in each section to represent the topic.
- Add color
- Neat work
- Creativity

## One-Pager

Step 1: Choose the elements you want your students to include: themes, skills, connection to their lives, connection to God's Story, ect.

Step 2: Create/pick a template

Step 3: Connect instructions to your layout(which elements should go in which area of the layout)

Step 4: Create a Rubric

Step 5: Introduce the assignment

Step 6: When students complete the assignment invite them into a Gallery walk and/or display

### Example One-Pager Assignments:

#### Marshfield One-Pager

Learning Target: I can represent my learning from *Marshfield Dreams: When I was a kid* in a one-pager. A One-Pager is a way of responding to a book on one piece of paper. It represents your own written and graphic interpretation of what you have read. In this report, you will demonstrate an understanding of the novel you read by using words, graphics, pictures, and colors to convey your understanding of the theme, chapters, the narrator's point of view, throughline/storyline connections etc. Follow the instructions carefully.

- Write your name and date on the back
- You must fill the entire page(very little white space showing, unless it is intentional).
- Use whichever coloring tools you have available(colored pencils would be preferred)
- Be creative, thoughtful and intentional.
- Arrange the following required elements:
  - Title and Author:** Include the **title & author**
  - Theme:** Create a **theme** from the book or a particular chapter in the book.
  - Narrator's Point of View:** Give one example of how the **narrator's point of view** may have influenced how the story was written. For example: In the scene where \_\_\_\_\_happened, Ralph described it like this...., but it could have actually been like this .....
  - Storyline/Throughline Connection:** Make one **connection** to the book and our storyline: *Seek and Shine*, or a connection to a *Throughline*.
  - Essential Questions Response:** write down a response to either of these questions.
    - How does God use my memories to shape who I am?
    - How can God use other's memories to shape who I am?
  - Use symbols, images, colors that are purposeful

## One-Pager Assignment for *The Bridge Home*

- I can represent my learning from *The Bridge Home* in a one-pager.

A One-Pager is a way of responding to a book on one piece of paper. It represents your own written and graphic interpretation of what you have read. In this report, you will demonstrate an understanding of the novel you read by using words, graphics, pictures, colors and typography to convey your understanding of the theme, conflict, characters, throughline connections etc. Follow the instructions carefully. Use your sketch notes to help you remember parts of the book.

- Write your name and date on the back
- You must fill the entire page (very little white space showing, unless it is intentional).
- Writing must be in ink, or pencil crayon (start with pencil then go over in pen)
- Use pencil crayons **not** markers
- Be creative, thoughtful and intentional.
- Arrange the following required elements:
  - Include the **title & author**
  - Create a **theme** from the book. Use your knowledge from when we practiced creating themes with the children's books.
  - Incorporate **one type of conflict**
    - Man vs man, man vs self, man vs society, man vs. nature
    - Give a specific example of the conflict from the book.
  - Incorporate **one personal reflection** to the story. This could be your thoughts on the book. What stood out to you? How this book made an impact on you.
  - Give one **specific** example of where you saw injustice in the rights of the child in the book.
  - Give one **specific** example of where you saw justice seeking in the book.
  - Make one connection to the book and our storyline: Reach Up, Reach Out
  - Use symbols, images, and colors that are purposeful

## Hexagonal Thinking

**Step 1:** Read a text together

**Step 2:** Decide on the elements you would like students to include on the hexagons: characters, themes, style elements, historical context, cross-curricular ties, perspectives, Biblical Worldview, creation, fall, redemption, restoration, connection to your storyline, ect.

**Step 3:** Have students write on the hexagons, or the teacher creates pre-made hexagons with the words.

**Step 4:** Give students instructions for discussion: Discuss making connections between the hexagons (if the side is touching another hexagon it should have some kind of connection). Discuss how and why you think they connect. It is okay to have different ideas, keep discussing until you can find meaningful connections. Arrange and rearrange until you feel your group has the strongest connections together.

**Step 5:** Glue the hexagons down on a paper.

**Step 6:** Explanation: Choose how many connections you want students to explain (either individually or as a group). They could draw arrows on the paper or write explaining their thinking on a separate sheet of paper.

### Sharing/Grading Options:

Sharing: groups share with other groups, gallery walk, visual display.

Grading Options: written reflection, self-assess based on their contributions, follow up with a written assignment about connections they made.

### Variation Options:

- Individual or partners
- Electronic version (on google slides)
- Add visuals to the hexagons
- End of unit project to show student learning

## Book Bento

1. Share examples: show examples of exemplar Book Bentos.
2. Create expectations/rubric (what would you like students to display in their Book Bento? Physical or computer printed images? Meaningful background? How many objects? Descriptions?)
3. Students gather objects/create written descriptions.
4. Take the pictures(have a picture taking day at school)
5. Print out the photos along with written/typed responses. Or keep the photo digital and upload it to a platform such as Thinglink for descriptions of the objects.
6. Share- gallery walk/display/celebration

### Book Bento Example Instructions:

#### 1. Book Bento

- a. Create a character collage.
- b. Include the following:
  - i. **2** items that represent who the character is. This could be shown through a character trait. For example: the character is compassionate so you could include a symbol to represent compassion like a flower. You must give a one sentence description for each item.
  - ii. **3** items that represent the characters actions. For example: the character stuck gum under the desk so you could include a pack of gum in your collage. You must give a one sentence explanation for each item.
  - iii. **1** item should represent how the character liked out or did not live out our storyline, "Seek & Shine." This should also have a one sentence description.
  - iv. Take a picture of your collage to hand in and show the class(Mrs. VH can take the picture and print it for you).

### Book Bento Final Project

- Arrange and take a photo of the book with 5 objects that connect to ideas from the book.
- Write in a sentence or more how the 5 objects connect to the book. Write the connections on the chart below. If you don't have the actual objects, a picture of the object would work.
- Pick a background that is meaningful or looks good with your objects.
- Make sure the book is in the center of the picture.
- Take a picture of your book bento and print it out to share.

## Protocols:

**One-Word Reflection:** Students share one word to reflect on a task, topic, ect.

### Triangle, Circle, Square

Students assess their understanding using a circle, triangle, and square.

- Circle: circling around-a question
- Triangle: a connection you have made
- Square: What you have squared away in your mind, what makes sense to you now.

### Fist to 5

- Students use their fingers on their hand to share their understanding. A fist shows 0 and 1-5 fingers to display higher levels of thinking, 5 being the highest level of understanding.

### Green, Red Sticky Note:

Green sticky notes represent something that has gone well, or that was good.

Red sticky note represents something that has not gone well, or a barrier.

## Resources

Berger, Ron, Dina Strasser, et al. *Management in the Active Classroom*. El Education, 2015.

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"A Simple Trick for Success with One-Pagers." Cult of Pedagogy, 29 Apr. 2021, <https://www.cultofpedagogy.com/one-pagers/>.

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## Children's Books

Reynolds, Peter H. *Dot*. Candlewick Press, 2022.

Reynolds, Peter H. *Sky Color*. Candlewick Press, 2017.

Reynolds, Peter H., and Maria Liatis. *Ish*. Candlewick Press, 2019.

Reynolds, Peter H. *So Few of Me*. Walker Books, 2006.

Reynolds, Peter H. *The North Star*. Candlewick, 2009.