

Lesson Plan

Title of Lesson: Altered Book/Day 1/Let's get acquainted with altered books!

Big Idea: Access to Information

Grade Level: High School

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) How do we acquire information? What do we need in order to acquire information? Who controls the access to information? How do we store information?
(Lesson) What is it about books that is so interesting to people? How can you transform a book into a work of art?

Standards:

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

VAHSVA.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.

- a. Create a written response to works of art through various approaches.

Objectives: (Unit) Students can develop plans in collaboration with classmates in groups large and small. Students can construct an object that required the use of critical thinking and problem solving strategies. Students can explain their artistic choices and describe techniques that are used. Students can design a presentation that expresses these choices and techniques. **(Lesson)** Students can describe what an altered book is. Students can compare techniques used by different artists. Students can speculate on the artistic process of a piece of artwork.

Sample:

attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

Heyenga, L., & Dettmer, B. (2013). *Art made from books: Altered, sculpted, carved, transformed*. San Francisco : Chronicle Books

Phillips, T. (1970). *A humument: 6*. London: Tetrad Press.

Cornell, J., Leppanen-Guerra, A., Tashjian, D., & Ades, D. (2012). *Joseph Cornell's manual of marvels: How Joseph Cornell reinvented a French agricultural manual to create an American masterpiece*. New York, NY: Thames & Hudson.

Ruefle, M. (2006). *A little white shadow*. Seattle: Wave Books.

websites:

<http://www.tomphillips.co.uk/about>

<https://briandettmer.com>
<https://www.kyliestillman.com>
<https://www.sublackwell.co.uk>
<https://high.org>

Language Demands:

Compare: (Objective) Students can compare techniques used by different artists.

Vocabulary:

book plate: a label affixed to the inside of a book cover to indicate ownership

ex libris: “from the library of”

altered book: a mixed media artwork that uses a book as a starting point and base material, and changes its form in some way.

artistic process: all of the things you do in order to create a work of art

Language Supports:

Students will view examples of altered books and art made from books, and then compare the techniques that the different artists used. Students will discuss and speculate about a particular altered book.

Introduction/Motivation:

Students will be asked to draw and illustrate their name on a piece of cardstock. Teacher will explain that this will be used as a book plate in the future.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to grab a piece of cardstock and some supplies and make a book plate that will be used in the future.
2. The teacher will begin a slide presentation and will ask questions about the students' knowledge of altered books. Through questioning, the teacher will encourage a discussion about this subject.
3. The teacher will present some examples of altered books from various artists.
4. The teacher will facilitate an eBay critique activity about artist Brian Dittmer and his work named “Gothic T” that is owned by the High Museum. The teacher will ask the students to write an eBay listing for this piece of art. After they write the listing, students will share them with the class.
5. The teacher will present the books to peruse through about altered books. Students can also have the choice of searching images of altered books on the computer. There will be index cards available if students want to make a note or would rather draw a bit after looking through the books.
6. The teacher will ask the students to comment on the class blog a few minutes before class ends.

Materials and Materials Management:

various sizes and pieces of cardstock

pens, pencils, and markers

index cards for note-taking and impromptu sketching

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. The students will enter the room and grab a piece of cardstock and some supplies to make a book plate.
2. The students will watch a slide presentation and participate in a discussion about their experience and knowledge of altered books.
3. The students will see some examples of altered books by a variety of artists.
4. The students will participate in an eBay listing critique activity. Students will write what a listing of Brian Dittmer's "Gothic T" might be like. Students will share what they wrote.
5. The students will then look through the teacher's selection of books about altered books and art made from books. The students will have an opportunity to take notes on index cards or free draw on the index cards. Student will also be allowed to research altered books on the computer if desired.
6. The students will write comments on the class blog to a question or thought posed by the teacher a few minutes before class ends.

Closure/Review:

For an exit ticket, students will comment on the class blog to a question or thought posed by the teacher.

Assessment Questions:

On the class blog:

Describe one of the pieces of artwork that you saw today that resonated with you. Point out a technique that you would like to explore further.

Assessment Instrument:

blog comments

discussion

eBay critique activity about Brian Dittmer's "Gothic T"

Variety of Learners:**a. ELL students**

The teacher will use a lot of visual aids, including physical objects. When describing altered books, a real altered book can be flipped through to explain concepts.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities.

d. a student who misses class often

The class blog that is maintained will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, there would be an opportunity to make a more complicated book plate, or even an extra one. The eBay listing in the critique activity can be highly creative and show the personality of the student.

Lesson Plan

Title of Lesson: Altered Book/Day 2/Found Poetry

Big Idea: Access to Information

Grade Level: High School

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) How do we acquire information? What do we need in order to acquire information? Who controls the access to information? How do we store information?
(Lesson) How can we “find” poetry? Does it feel like cheating to make Found Poetry? What are the best sources from which to find these words? How are we affecting access to information when we use a blackout technique?

Standards:

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

- a. Generate and conceptualize artistic ideas and work.
- b. Consider multiple options, weighing consequences, and assessing results.
- c. Practice the artistic process by researching, brainstorming, and planning to create works of art.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise and modify works of art.
- c. Maintain notes and class information.

Objectives: (Unit) Students can develop plans in collaboration with classmates in groups large and small. Students can construct an object that required the use of critical thinking and problem solving strategies. Students can explain their artistic choices and describe techniques that are used. Students can design a presentation that expresses these choices and techniques. **(Lesson)** Students can compose poetry or a story using a found poetry technique. Students can evaluate a given source and create something new with it. Students can develop the piece of found poetry further by illustrating the rest of the page/s.

Sample:
attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

Kleon, A. (2010). *Newspaper blackout*. New York, N.Y: Harper Perennial.
Phillips, T. (1970). *A humument: 6*. London: Tetrad Press.
McKim, G. (2015). *Found and lost: Found poetry and visual poetry*. Los Angeles: Silver Birch Press
Ruefle, M. (2006). *A little white shadow*. Seattle: Wave Books.

websites:

<http://www.tomphillips.co.uk/about>

<https://austinkleon.com/category/newspaper-blackout-poems/>

<https://www.scholastic.com/teachers/blog-posts/john-depasquale/blackout-poetry/>

Language Demands:

Evaluate: (Objective) Students can evaluate a given source and create something new with it.

Vocabulary:

Found Poetry: collaging with words

blackout poetry: a form of found poetry where the author selects words from a text and then obscures the rest of it.

Language Supports:

Students will view examples of found poetry. Students will select some random pages of a book and decide what to make with them.

Introduction/Motivation:

In their sketchbook, students will be asked to make a quick comic about their usual steps for gathering information/doing research.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to draw a quick comic about their usual steps for gathering information/doing research.
2. The teacher will begin a slide presentation and will ask questions about the students' knowledge of Found Poetry. Through questioning, the teacher will encourage a discussion about this subject.
3. The teacher will present some examples of Found Poetry from various authors and artists.
4. The teacher will present the books to peruse through about Found Poetry.
5. The teacher will allow the students to collect some random book pages in order to start their work.
6. The teacher will ask the students to comment on the class blog a few minutes before class ends.

Materials and Materials Management:

old books

pens, pencils, markers, sharpies, and paint

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. The students will enter the room and grab their sketchbook in order to draw a quick comic about their usual way of gathering information/doing research.

2. The students will watch a slide presentation and participate in a discussion about their experience and knowledge of Found Poetry.
3. The students will see some examples of Found Poetry by a variety of authors and artists.
4. The students will collect random book pages provided by the teacher and get to work making the poetry and illustrating the pages.
5. The students will then look through the teacher's selection of books about Found Poetry.
6. The students will write comments on the class blog to a question or thought posed by the teacher a few minutes before class ends.

Closure/Review:

For an exit ticket, students will comment on the class blog to share their poem or story. They may take a picture and share or type it out with a description.

Assessment Questions:

On the class blog:

Share the poem or story that you created from the found material.

Assessment Instrument:

blog comments

discussion

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. When describing found poetry, a real books can be flipped through to explain concepts at their own pace.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities. Examples will be read aloud.

d. a student who misses class often

The class blog that is maintained will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, there would be an opportunity to make a story or even a longer poem or related poems. The illustration can be as detailed as the student would like.

Lesson Plan

Title of Lesson: Altered Book/Day 3/Excavation

Big Idea: Access to Information

Grade Level: High School

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) How do we acquire information? What do we need in order to acquire information? Who controls the access to information? How do we store information?
(Lesson) What does excavation mean? In terms of altered books, what could excavation mean? What are the tools of excavation?

Standards:

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

- a. Generate and conceptualize artistic ideas and work.
- b. Consider multiple options, weighing consequences, and assessing results.
- c. Practice the artistic process by researching, brainstorming, and planning to create works of art.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise and modify works of art.
- c. Maintain notes and class information.

Objectives: (Unit) Students can develop plans in collaboration with classmates in groups large and small. Students can construct an object that required the use of critical thinking and problem solving strategies. Students can explain their artistic choices and describe techniques that are used. Students can design a presentation that expresses these choices and techniques. **(Lesson)** Students can experiment with a cutting technique for altering a book. Students can analyze a found material and decide what to cut away to make an artistic object. Students can use tools safely.

Sample:

attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

Heyenga, L., & Dettmer, B. (2013). *Art made from books: Altered, sculpted, carved, transformed*. San Francisco : Chronicle Books

websites:

<https://briandettmer.com>

<https://www.kyliestillman.com>

Language Demands:

Analyze: (Objective) Students can analyze a found material and decide what to cut away to make an artistic object.

Vocabulary:

excavation: digging down to expose remains of some sort

Language Supports:

Students will view examples of cut away altered books. Students will select some random pages of a book and decide what to make with them.

Introduction/Motivation:

In their sketchbook, students will continue their investigation on information gathering. Of their favorite source of information, what company controls it? Students will be asked to draw the logo of the company.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to complete the sketchbook activity of drawing the logo of the company that controls their favorite source of information.
2. The teacher will begin a slide presentation present some examples of cut away books from various artists.
3. The teacher will present the books to peruse through about altered books.
4. The teacher will lay down a list of x-acto knife rules.
5. The teacher will allow the students to collect some random book pages in order to start their work.
6. The teacher will ask the students to comment on the class blog a few minutes before class ends.

Materials and Materials Management:

old books

scissors, x-acto knives, cutting mats

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. The students will enter the room and get their sketchbook in or to complete the activity of drawing the logo of the company that is their chosen information source.
2. The students will watch a slide presentation and participate in a discussion about their experience and knowledge of cutting techniques for altered books.
3. The students will see some examples of cut away books by a variety of artists.
4. The students will then look through the teacher's selection of books about Found Poetry.
5. The students will agree to the x-acto knife rules.
6. The students will collect random book pages provided by the teacher and get to work cutting the pages.

7. The students will write comments on the class blog to a question or thought posed by the teacher a few minutes before class ends.

Closure/Review:

For an exit ticket, students will comment on the class blog to a question or thought posed by the teacher. They may take a picture of their work and share on the blog.

Assessment Questions:

On the class blog:

Share the cut up pages you made. What was challenging/fun/surprising about working this way?

Assessment Instrument:

blog comments

discussion

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. When describing this cutting technique, real books can be flipped through to explain concepts at their own pace.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities. Examples will be read aloud.

d. a student who misses class often

The class blog that is maintained will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, there would be an opportunity to make a more detailed cut out, more fully develop a concept, or add illustration elements.

Lesson Plan

Title of Lesson: Altered Book/Day 4/Art that jumps off of the page

Big Idea: Access to Information

Grade Level: High School

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) How do we acquire information? What do we need in order to acquire information? Who controls the access to information? How do we store information?
(Lesson) What forms can an altered book take? Does it need to be read or flipped through? What are other ways we can use the material of a book that isn't necessarily the form of a book?

Standards:

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

- a. Generate and conceptualize artistic ideas and work.
- b. Consider multiple options, weighing consequences, and assessing results.
- c. Practice the artistic process by researching, brainstorming, and planning to create works of art.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise and modify works of art.
- c. Maintain notes and class information.

Objectives: (Unit) Students can develop plans in collaboration with classmates in groups large and small. Students can construct an object that required the use of critical thinking and problem solving strategies. Students can explain their artistic choices and describe techniques that are used. Students can design a presentation that expresses these choices and techniques. **(Lesson)** Students can experiment with making a 3d sculpture using paper from a book as the base material. Students can compare the different techniques for book altering. Students can use tools safely.

Sample:
attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

Heyenga, L., & Dettmer, B. (2013). *Art made from books: Altered, sculpted, carved, transformed*. San Francisco : Chronicle Books

websites:

<https://briandettmer.com>

<https://www.kyliestillman.com>

<https://www.sublackwell.co.uk>

Language Demands:

Compare: (Objective) Students can compare the different techniques for book altering.

Vocabulary:

excavation: digging down to expose remains of some sort

Language Supports:

Students will participate in making a 3d object with the book material. On the class blog, students will compare the three book altering techniques that they've learned.

Introduction/Motivation:

In their sketchbook, students will be asked to make a mind map about information gathering/doing research. This map should include the forms of information that they consume, who owns that information, and how the student themselves store their information.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to complete the sketchbook mind map activity about information gathering.
2. The teacher will begin a slide presentation present some examples of sculptural objects made from books from various artists.
3. The teacher will present the books to peruse through about altered books.
4. The teacher will allow the students to collect some random book pages in order to start their work.
5. The teacher will ask the students to comment on the class blog a few minutes before class ends.

Materials and Materials Management:

old books

scissors, x-acto knives, cutting mats, tape, glue, other various materials for assemblage

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. The students will enter the room and grab their sketchbook and complete the mind map activity about information gathering.
2. The students will watch a slide presentation and participate in a discussion about their experience and knowledge of making 3d objects from books.
3. The students will see some examples of 3d objects made from books by a variety of artists.
4. The students will then look through the teacher's selection of books about altered books.
5. The students will collect random book pages provided by the teacher and get to work making sculptures.
6. The students will write comments on the class blog to a question or thought posed by the teacher a few minutes before class ends.

Closure/Review:

For an exit ticket, students will comment on the class blog to a question or thought posed by the teacher. They may take a picture of their work and share on the blog.

Assessment Questions:

On the class blog:

Share the 3d object that you made. We have experimented with three book altering techniques. What was your favorite technique and why? Which technique would you like to explore further?

Assessment Instrument:

blog comments

discussion

Variety of Learners:**a. ELL students**

The teacher will use a lot of visual aids, including physical objects. Real books can be flipped through to explain concepts at their own pace.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities. Examples will be read aloud.

d. a student who misses class often

The class blog that is maintained will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, there is no limit to the complexity that a 3d object can be.

Lesson Plan

Title of Lesson: Altered Book/Day 5/Let's pick our books!

Big Idea: Access to Information

Grade Level: High School

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) How do we acquire information? What do we need in order to acquire information? Who controls the access to information? How do we store information?
(Lesson) What are the best kind of books to make altered books from? What forms can our altered books take? What are we trying to say in our alteration of this book?

Standards:

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

- a. Generate and conceptualize artistic ideas and work.
- b. Consider multiple options, weighing consequences, and assessing results.
- c. Practice the artistic process by researching, brainstorming, and planning to create works of art.

VAHSVA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise and modify works of art.
- c. Maintain notes and class information.

Objectives: (Unit) Students can develop plans in collaboration with classmates in groups large and small. Students can construct an object that required the use of critical thinking and problem solving strategies. Students can explain their artistic choices and describe techniques that are used. Students can design a presentation that expresses these choices and techniques. **(Lesson)** Students can explain why they chose a particular book to alter. Students can share ideas with their classmates about their future project. Students can make a plan to research and gather ideas for their future project.

Sample:

attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

Heyenga, L., & Dettmer, B. (2013). *Art made from books: Altered, sculpted, carved, transformed*. San Francisco : Chronicle Books

Phillips, T. (1970). *A humument: 6*. London: Tetrad Press.

Cornell, J., Leppanen-Guerra, A., Tashjian, D., & Ades, D. (2012). *Joseph Cornell's manual of marvels: How Joseph Cornell reinvented a French agricultural manual to create an American masterpiece*. New York, NY: Thames & Hudson.

Ruefle, M. (2006). *A little white shadow*. Seattle: Wave Books.

websites:

<http://www.tomphillips.co.uk/about>

<https://briandettmer.com>

<https://www.kyliestillman.com>

<https://www.sublackwell.co.uk>

<https://high.org>

Language Demands:

Explain: (Objective) Students can explain why they chose a particular book to alter.

Vocabulary:

excavation: digging down to expose remains of some sort

Language Supports:

Students will fill out a worksheet in order to organize their ideas. Students will confer and share ideas with their classmates in small groups. With this information in mind, students will choose an old/used book in order to alter.

Introduction/Motivation:

In their sketchbook, students will be asked to write their own Essential Questions about the Big Idea of Access to Information.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to complete the sketchbook activity about their own Essential Questions about the Big Idea of Access to Information.
2. The teacher will pass out a worksheet to help students organize their thoughts about planning their own altered book.
3. The teacher will ask the students to get into their small groups to discuss and share ideas that they have worked out on their worksheets.
4. The teacher will allow the students to select the book that they will work on to create their own altered book.
5. The teacher will ask the students to comment on the class blog a few minutes before class ends.

Materials and Materials Management:

old books

pens and pencils

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. The students will enter the room and grab their sketchbook and write their own Essential Questions about the Big Idea of Access to Information.
2. The students will fill out a worksheet that will help organize their thoughts about planning their own altered book.
3. The students will get into their small groups in order to share ideas and discuss thought that are worked out on the worksheet.
4. The students will select the book that they want to use for their own altered book project.
5. The students will write comments on the class blog to a question or thought posed by the teacher a few minutes before class ends.

Closure/Review:

For an exit ticket, students will comment on the class blog to a question or thought posed by the teacher. They may take a picture of their work and share on the blog.

Assessment Questions:

On the class blog:

What book did you choose? Take a picture and share and title it with a one-word concept of your altered book project (this can change).

Assessment Instrument:

blog comments

discussion

worksheet

Variety of Learners:**a. ELL students**

The teacher will use a lot of visual aids, including physical objects. Real books can be flipped through to explain concepts at their own pace.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities. Examples will be read aloud.

d. a student who misses class often

The class blog that is maintained will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, students are free to put as much detail into their ideas for their altered book.

Name:

Altered Books Project Pre-Planning Worksheet

When you go to access information, where do you get it from?

What kind of information do you try to access the most?

Who owns this information?

Considering the big idea of **ACCESS TO INFORMATION**, is there any kind of message that you would like to express?

Is there a particular kind of book that would coordinate with this message?