

Wonderstruck Unit Resources

Student Resource	Location
Section 1: Lessons 1 – 8	
Text: <i>Wonderstruck</i> by Brian Selzinck	Purchased text
Lesson Handouts	Pages 2 – 7
Section 2: Lessons 9 – 12	
Text: <i>Wonderstruck</i> by Brian Selzinck	Purchased text
Text: <i>Maniac Magee</i> by Jerry Spinelli	Purchased text
Lesson Handouts	Pages 8 – 15
Section 3: Lessons 13 – 19	
Text: <i>The Story of My Life</i> Part I, Chapter IV by Helen Keller	Pages 16 – 17
Text: <i>Maniac Magee</i> by Jerry Spinelli	Purchased text
Lesson Handouts	Pages 16 – 22
Section 4: Lessons 20 – 25	
Text: <i>Wonderstruck</i> by Brian Selzinck	Purchased text
Text: <i>The Story of My Life</i> Part I, Chapter IV by Helen Keller	Pages 16 - 17
Text: <i>Maniac Magee</i> by Jerry Spinelli	Purchased text
Section 5: Lessons 26 – 27	
Text: “The History of Deaf Culture and Sign Language” by Carol Padden and Tom Humphries	Digital Access Only
Text: <i>The Handmade Alphabet</i>	Purchased text
Text: <i>Wonderstruck</i> by Brian Selzinck	Purchased text
Lesson Handouts	Page 23
Section 6: Lessons 28 – 29	
Text: <i>The Phantom Tollbooth</i> by Norton Juster	Purchased text
Lesson Handouts	Pages 24 – 26
Section 7: Lessons 30 – 32	
Text: <i>Wonderstruck</i> by Brian Selzinck	Purchased text
Lesson Handouts	Pages 27 – 29
Section 8: Lessons 33 – 34 (Cold-Read Task)	
Section 9: Lessons 35 – 37 (Culminating Writing Task)	
Lesson Handouts	Pages 30 – 33
Section 10: Lessons 38 – 43 (Extension Task)	
Lesson Handouts	Pages 34 – 46

Wonderstruck Part One Summary Template

Use this template to write a summary of the story told through the text of *Wonderstruck*.

Write the text title and author.				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Write a summary of the text including the details above.				

Summary Template

Use this template to write a summary of the story told through the illustrations of *Wonderstruck*.

Write the text title and author.				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?

Write a summary of the text including the details above.

Analyzing Characters and Events to Understand Theme

Use the chart below to analyze the challenges that the characters face in this section of the text.

Event in text	Challenge	How does the character respond?	What point is the author trying to make?	What lesson do we learn from the text?

Conversation Stems¹

Clarifying

- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- I hear you saying that...

Agreeing

- I agree with ___ because...
- ___'s point about ___ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- I agree that ___, but we also have to consider that...
- We see ___ differently.

Elaborating

- ___ mentioned that...
- Adding to what you said,...
- I agree, and I want to add that...

Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...

¹ Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

Comparing and Contrasting Characters

Compare and contrast Ben and the girl, the settings of the text and illustrations, and the actions of each character and events in both stories.

	Ben	The girl
Description <ul style="list-style-type: none"> • What traits does the character have? • What is the character's life like? 		
Setting <ul style="list-style-type: none"> • Where does the story take place? • Where do the character travel to? 		
Actions/Events <ul style="list-style-type: none"> • What important things happen in the story? 		

Vocabulary Chart

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Wonderstruck Part Two Summary Template

Use this template to write a summary of the story told through the text of *Wonderstruck*.

Write the text title and author.				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Write a summary of the text including the details above.				

Summary Template

Use this template to write a summary of the story told through the illustrations of *Wonderstruck*.

Write the text title and author.				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Write a summary of the text including the details above.				

Presentation Peer Feedback

<p>Group</p>	<p>Summarize the main points</p> <ul style="list-style-type: none"> ● What are the similarities between Ben and the girl? ● What are the differences between Ben and the girl? 	<p>Supporting Responses</p> <ul style="list-style-type: none"> ● Is the response supported by evidence in the text? ● Are there any points in the response not supported by text evidence? 	<p>Recommendation for Improvement</p> <ul style="list-style-type: none"> ● What revisions would you make to the response? ● What evidence would you include to support the response?

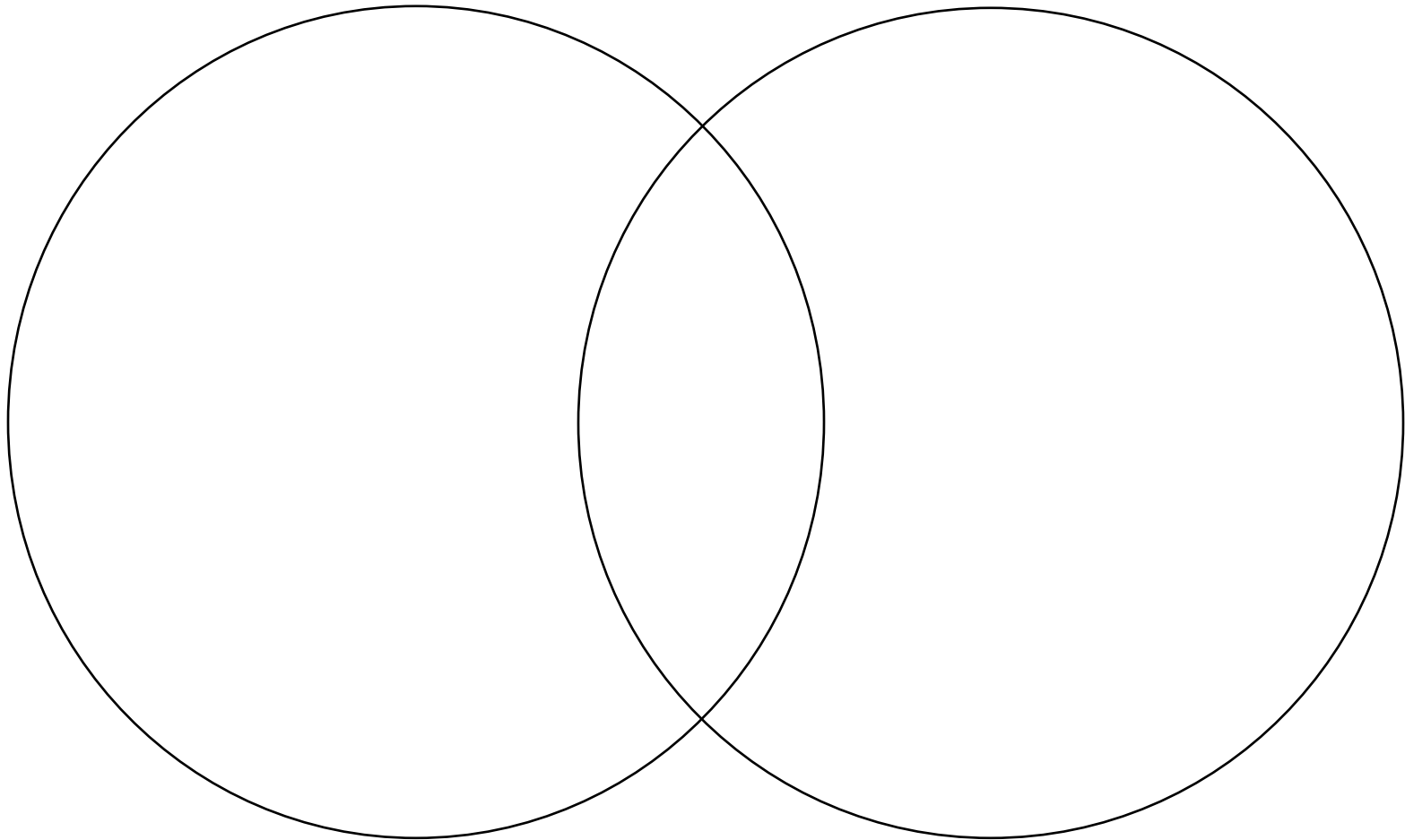
***Maniac Magee* Summary Template**

Use this template to write a summary of the story told through the text of *Maniac Magee*.

Write the text title and author.				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Write a summary of the text including the details above.				

Compare and Contrast: Ben and Jeffrey

Using the texts *Wonderstruck* and *Maniac Magee*, compare and contrast the two main characters.



Inference	Quotation from the Text that Supports the Inference

The Story of My Life Part I, Chapter IV

By Helen Keller

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps, I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over

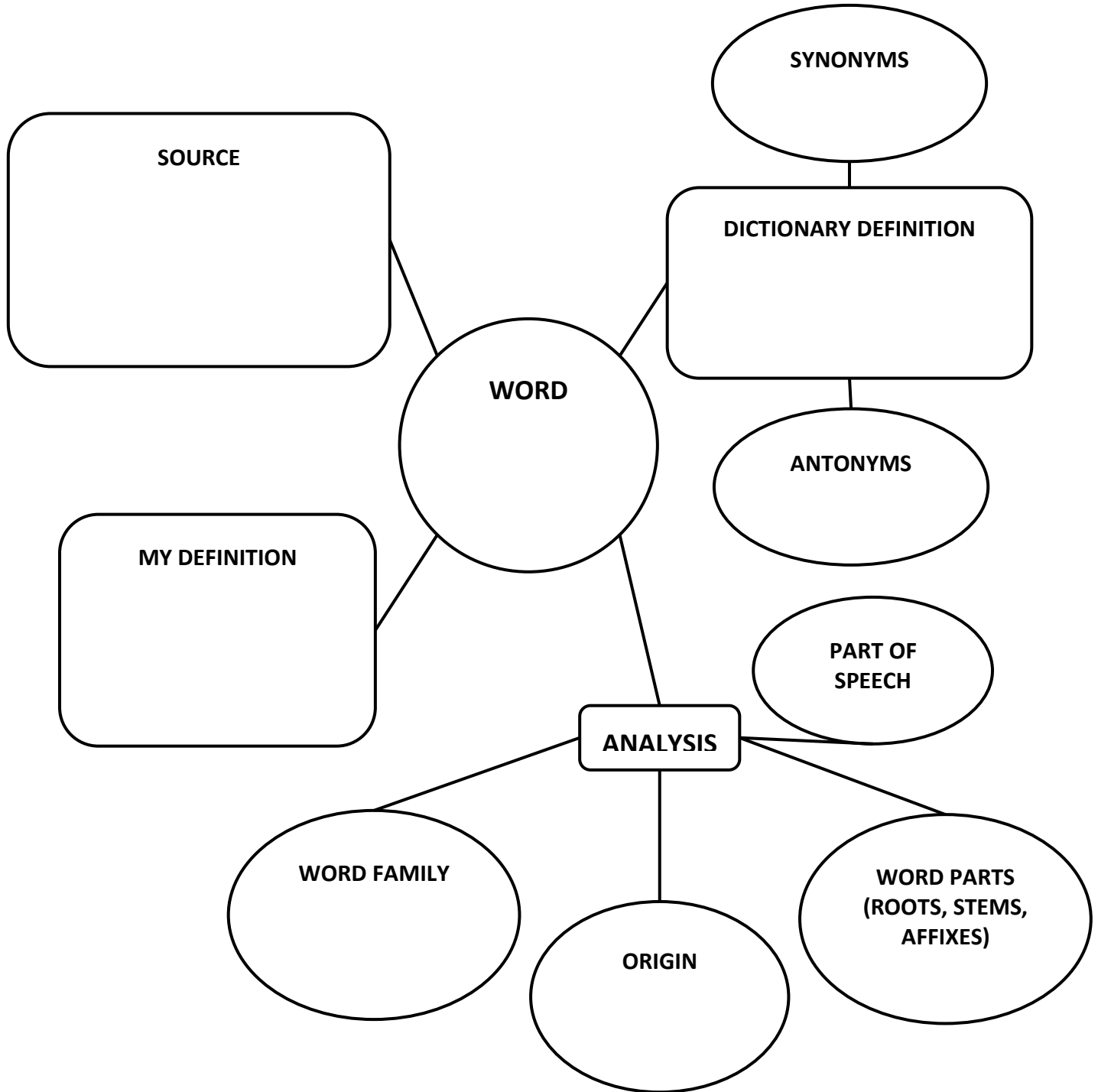
one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teacher were among them—words that were to make the world blossom for me, "like Aaron's rod, with flowers." It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

This text is in the public domain.

Semantic Map



List of Latin roots in English (adapted)

Root/Affix	Meaning in English	Origin Language	English Examples
im-	not	Latin	Impossible, immeasurable
vag-	wander	Latin	vagabond, vague
con-	with, together	Latin	confound, connect, contain
un-	one	Latin	uniform, universal

Source: adapted from <http://www.readingrockets.org/article/root-words-roots-and-affixes> and https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English

Helen's Thoughts Before and After Chart

Reread chapter 4 and locate details and words that describe Helen's thoughts and attitude before she met Anne Sullivan on one side of the chart. On the other side of the chart, locate details and words that describe Helen's thoughts and attitude after she met Anne Sullivan.

Helen's thoughts before she met Anne Sullivan	Helen's thoughts after she met Anne Sullivan

***Maniac Magee* Summary Template**

Use this template to write a summary of the story told through the text of *Maniac Magee*.

Write the text title and author.				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Write a summary of the text including the details above.				

Debate Planning

Question: Which character - Grayson or Jeffrey-is most like Anne Sullivan?

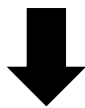
Directions for Philosophical Chairs

1. Work with your group to develop a response and two reasons. For each reason, locate supporting text evidence.
2. Form two parallel lines so that each group is in a different line facing each other.
3. One group presents their response. Repeat with the other group.
4. Engage in a conversation using accountable talk.
5. During the conversation, as reasons and/or evidence are presented that result in a change of position, visually demonstrate your change in position by switching "sides" and moving to the other line. This can and should happen multiple times throughout the debate.

Response to question



Reason 1	Reason 2



Evidence	Evidence

Transition Word Bank

Transition words to start a body paragraph

first (second, etc.), in addition, next, finally, one, another, similarly

Transition words to introduce an example

for example, for instance, to demonstrate, to illustrate

Transition words to prove an idea

because, for, since

Adapted from: <https://owl.english.purdue.edu/owl/resource/574/02/>

Analyzing Figurative Language

Idiom from the text	What happened in the text when the idiom was used?	What is the meaning of this idiom? When would a person use this idiom?

Sentence Composing Graphic Organizer

Explain how ineffective communication causes trouble during dinner in Chapter 7 of *The Phantom Tollbooth*.

Ineffective communication causes trouble during dinner in Chapter 7 of The Phantom Tollbooth because Milo does not understand how to order food and interact with the other guests. In the text it says, “‘I didn’t know that I was going to have to eat my words,’ objected Milo. ‘Of course, of course, everyone here does,’ the king grunted. ‘You should have made a tastier speech.’” This shows that when Milo was asked to make a speech, he didn’t realize he should list out the things he would want to eat, because the waiters would bring those things to him for dinner. In this example, the author uses the idiom, “eat my words” to make the dinner confusing for Milo. In Dictionopolis, the people understand that they will have to literally eat the words they say in their speech, so they make a list of food. Milo, however, doesn’t understand this literal meaning, and so he makes a boring speech like other speeches he has heard before. As a result, the platter the waiters bring him is not really food.

Original sentence	Revised sentence	How are the two sentences different?	How does this difference affect meaning?	How does this difference affect the reader?

Collaborative Reading

As you read with your group, respond to the questions below.

Pages 490-555

Question	Response	Evidence and Page Number
<p>How do the written text and the illustrated text fit together in this section? How do the characters interact?</p>		
<p>Who is the older woman? Who is the man running the bookstore? How is Ben related to them?</p>		
<p>What happened to Rose after Walter brought her to the apartment when she was young?</p>		

Pages 556-587

Question	Response	Evidence and Page Number
<p>How did Ben’s mother and father meet? Why didn’t they stay together? What happened to Ben’s father</p>		
<p>Describe how Ben and Rose had met before.</p>		
<p>How does this section help to develop the theme of effective communication develops strong relationships?</p>		

Pages 588-628

Question	Response	Evidence and Page Number
What challenges did Ben face in the text? How did his response to these challenges lead him to being with Jamie and Rose at the museum?		
How does the story end?		

Culminating Writing Task Directions

How do the details and illustrations of *Wonderstruck* help to develop the theme “Effective communication develops strong relationships”?

To answer this question:

- Determine the events in each part of *Wonderstruck* where communication was important.
- Identify the outcomes of each event and communication.
- Compare and contrast the roles the various characters had in each event and whether their roles impacted whether the communications worked or not.
- Examine the connections between the relationships in the text and the various communications.
- Evaluate the various events, characters, communication, and relationships to determine how the theme “Effective communication develops strong relationships” is developed.

Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., *however*, *although*, *moreover*, *in addition*, etc.). Draw on specific details and use direct quotations from the text to support the analysis.

Culminating Writing Task Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and clearly introduces and states an opinion or topic Development is cohesive and logically organized with clear support² Language links ideas and consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Development is organized with some support and cohesion Language links ideas and demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Response has limited coherence and/or cohesion Language demonstrates limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language demonstrates no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

² Support includes facts, details, quotations.

Culminating Writing Task Essay Planning

Introduction

- Give a brief summary of the book.
- Write a focus sentence to respond to the prompt. Example: The details and illustrations in Wonderstruck help to develop the theme that effective communication develops strong relationships.

Body Paragraph #1

- Choose two examples from Ben’s story that support your focus: effective communication develops strong relationships.
- What was the outcome of each example?
- What role did the characters play in this example? How did each character impact the outcome of the communication?
- How did the characters’ relationships impact the communication?

Example from Ben’s Story (the written text)	Evidence	Development

Body Paragraph #2

- Choose two examples from Rose’s story that support your focus: effective communication develops strong relationships.
- What was the outcome of each example?
- What role did the characters play in this example? How did each character impact the outcome of the communication?
- How did the characters’ relationships impact the communication?

Example from Rose’s Story (the illustrated text)	Evidence	Development

Extension Task Student Directions

Select an innovation in communication (e.g., printing press, hearing aids, telephones, cochlear implants, e-mail, Internet, etc.) and investigate the history of the innovation and its various evolutions over time.

- What is the history of your innovation? (How was it invented? Who invented it? How long did it take?)
- How is the innovation connected to other innovations? How did it lead to further innovations?
- What made the innovation successful?
- Has the innovation been replaced today? If so, what replaced it and why is it no longer used?
- Identify the various ways that people can communicate and connect with one another all over the world.

Gather relevant information from several sources. You will be provided with credible sources to begin your research. Follow directions for locating and determining relevant information and taking notes from research.

After completing research, write a multi-paragraph explanatory essay in response to the following prompt: Describe and explain your selected innovation. How was it invented? How has it evolved and changed over time? How is it connected to or how did it lead to other communication innovations? Introduce your topic and organize your information, then develop the topic with facts and relevant information from research using appropriate transitions, precise language, and a relevant conclusion.

Then present your findings to the class in a formal multimedia presentation, demonstrating the use of your innovation for communication (e.g., if you chose Internet, you should demonstrate how it can be used to collaborate with others, or if you chose sign language, you should demonstrate how to say something in sign language).

Your presentation will be evaluated based on whether you sequenced your ideas logically, used appropriate facts and relevant details from research to support your main ideas, spoke clearly in a style appropriate to the task and situation, and used visuals and multimedia components effectively to enhance your ideas.

Extension Task Research Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and clearly introduces and states an opinion or topic Development is cohesive and logically organized with clear support³ Language links ideas and consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Development is organized with some support and cohesion Language links ideas and demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Response has limited coherence and/or cohesion Language demonstrates limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language demonstrates no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

³ Support includes facts, details, quotations.

Extension Task Planning

Step 1: Choose a Topic

Circle the topic you will research below:

printing press

cochlear implants

telephones

Internet

Step 2: Review sources

Use the resources linked below to locate sources for your topic.

Printing Press:

<http://www.factmonster.com/encyclopedia/history/press-freedom-the-history.html>

<http://mag.amazing-kids.org/non-fiction/stories/gutenbergs-printing-press/>

http://www.pbs.org/wgbh/amex/telephone/timeline/f_timeline.html

<http://www.hrc.utexas.edu/exhibitions/permanent/gutenbergbible/kids/#top>

Cochlear Implants:

<http://www.cochlear.com/wps/wcm/connect/au/about/company-history>

<http://kidshealth.org/en/parents/cochlear.html>

http://www.exploratorium.edu/listen/lg_michael.php

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1603>

Telephones:

http://transition.fcc.gov/cgb/kidszone/history_telephone.html

http://www.americaslibrary.gov/jb/recon/jb_recon_telephone_1.html

<http://www.factmonster.com/encyclopedia/science/cellular-telephone.html>

http://transition.fcc.gov/cgb/kidszone/faqs_cellphones.html

Internet:

http://transition.fcc.gov/cgb/kidszone/history_internet.html

<http://www.factmonster.com/ipka/A0193167.html>

<http://www.kidzworld.com/article/25316-the-internet>

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=1545>

Review each resource to determine if you can use it for your research. Use this checklist to determine if the source is relevant for your research.

Does the resource provide information to answer the following questions and prompt:

- What is the history of your innovation? (How was it invented? Who invented it? How long did it take?)
- How is the innovation connected to other innovations? How did it lead to further innovations?
- What made the innovation successful?
- Has the innovation been replaced today? If so, what replaced it and why is it no longer used?
- Identify the various ways that people can communicate and connect with one another all over the world.

My sources are:

1. _____
2. _____
3. _____

Step 3: Take Notes

Use the charts below to record notes from the sources.

Question: What is the history of your innovation? (How was it invented? Who invented it? How long did it take?)	
Source	Evidence Found

Question: How is the innovation connected to other innovations? How did it lead to further innovations?	
Source	Evidence Found

Question: What made the innovation successful?

Source	Evidence Found

Question: Has the innovation been replaced today? If so, what replaced it and why is it no longer used?

Source	Evidence Found

Step 4: Plan for the research essay

Introduction
<ul style="list-style-type: none"> • Give a brief summary of the topic • Write a focus sentence to respond to the prompt.



Body Paragraph #1		
<ul style="list-style-type: none"> • What is the history of your innovation? (How was it invented? Who invented it? How long did it take?) • What made the innovation successful? 		
Details from the sources	Evidence	Development



Body Paragraph #2		
<ul style="list-style-type: none"> • How is the innovation connected to other innovations? How did it lead to further innovations? • Has the innovation been replaced today? If so, what replaced it and why is it no longer used? 		
Details from the sources	Evidence	Development

Conclusion
<ul style="list-style-type: none"> • Reflect on and summarize the topic.

Extension Task Presentation Rubric

	3	2	1
Demonstration of understanding	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
Organization and development of presentation	The presentation is clearly and logically organized with appropriate and relevant facts or descriptive details that support the main ideas or message of the presentation.	The presentation is organized and with a main idea or message and some facts or details.	The presentation is disorganized or lacks a main idea, message, and/or supporting facts/details.
Multimedia components	The presentation effectively incorporates sound and/or visual displays to enhance, the main ideas or message of the presentation.	The presentation incorporates some sound and/or visual displays.	The presentation either fails to incorporate sound and/or visual displays or the components are distracting and ineffective.
Delivery of presentation	Speaker speaks clearly at an understandable pace.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.

Multimedia Presentation Storyboard



History



Success



Demonstration

Multimedia Presentation Peer Feedback

<p>Group</p>	<p>Demonstration of understanding</p> <ul style="list-style-type: none"> • Does the presentation address all elements of the task? • Does the presenter demonstrate understanding of the topic? 	<p>Organization and development of presentation</p> <ul style="list-style-type: none"> • Is the presentation organized clearly and logically? • Do the facts and details support the main idea? 	<p>Multimedia components</p> <ul style="list-style-type: none"> • Does the presentation include sound or visuals? • Do the multimedia elements support the main idea? 	<p>Delivery of presentation</p> <ul style="list-style-type: none"> • Does the speaker speak clearly? • Does the speaker speak at an understandable pace? 	<p>Summarize the points a speaker makes</p> <ul style="list-style-type: none"> • What are the main ideas of the presentation? • How does each component of the presentation support the main idea?

What group are you giving feedback to?

What did the group do well?

Sentence starters:

I likedabout this piece

I was really interested in what you were saying when...

My favorite part of your paper was...

I could really see/hear/feel what you were describing when...

I could relate to what you said when...

My favorite word/phrase you used was

This project made me feel...

This project reminded me of ...

Your most convincing reason/evidence was...

What can the group work on?

Sentence starters:

I was confused when you said...

I needed to hear more about....

Why did you include...
How did you decide which part of your presentation to put first?
I don't see how....connects to
What is your main point in including ...?

Sentence starters are from <http://www.madison.k12.ky.us/userfiles/1247/Classes/2212/Writing%20Feedback%20Question%20Stems.pdf>