Creative reading

OVERVIEW	This lesson plan, using ReddyNote for planning and organizing, is designed for a group of 20-25 upper secondary students. Developing new skills by incorporating and working with various mediums, the students are to encounter a different reading experience. The teacher allows the students to take full responsibility for the end result by minimizing her/his influence in the working process. After having presented the project and having established its purpose, its overall frames, its grading criteria and her/his expectations together with the students, the teacher puts the ball in the students corner; acting back-up as a supervisor and a helping hand at the seminars, on-line and at the final presentations.
OBJECTIVE	The objective of this lesson plan is to enhance the students' ability to read and analyze different aspects of texts, to work on their planning and communicating skills through using ReddyNote and other mediums and through seminars and presentations. Moreover it focuses on further improving the writing abilities of the students who aim for a VG or MVG.
MATERIALS	10-20 different books for each group to chose from as well as for the individual choices. Computers with internet access, notebooks, Over-Head sheets, whiteboard and/or OH pens, group e-mail lists to establish the ReddyNote communication, other equipment that the students might need for their presentations and finally, classrooms that have the necessary space, air and equipment.
PROCEDURE	• The project and ReddyNote along with pedagogical aspects such as for example grading criteria and course goals are introduced to and discussed with the students. • The students form/are assigned to groups. • The students are given one lesson to familiarize themselves

	with ReddyNote and to make their literature picks.
	• The students use ReddyNote to work outside of the classroom to schedule their individual reading time and to prepare and organize the weekly seminars, as well as to plan their group presentations and other reading related matters such as for example joined reading sessions for those who parallel-read.
	• A group presentation of their use of ReddyNote, their chosen novel and some of the different aspects of their reading experience, using a medium(s) of choice and displaying the individual work of the group members, is carried out.
	• Individual hand-ins of the extra assignments.
EVALUATION	The students will be evaluated on how well their overall performance matches up with the standard they set for themselves at the introduction. The grade on this part of the course will then be added to the other parts for a final grade at the end of the semester.
GRADING CRITERIA	This project offers three alternative routes to a grade. After having discussed the grading criteria with the teacher and their peers, each individual sets a personal goal. To get an MVG the students will have to parallel read *two* novels and take an active part in discussing, and then presenting one of them as part of a group to the class. They will also have to write a 4-800 word paper comparing a character from each novel, displaying a deeper understanding of the texts as well as showcasing their personal reading experience. To get a VG the students will have to read one book and take an active part in the planning and the carrying out of both the discussions and the presentation. They will also need to write a 2-400 word review of their novel, or present some form of equal work related to the text, incorporating another medium. Finally, for a G grade the students will have to read the book and take part in all related activities. The teacher will devote

their time to participate in at least one whole meeting with each group were they discuss their reading process and use of ReddyNote, and were they plan their presentation. Then the teacher grades based on the observations, the group presentations as well as the individual hand-ins by the students.