

## Prisoner B- 3087

**Teachers for a chapter: You will be in charge of teaching and guiding the class through one chapter of Prisoner B-3087. You will need to have the following:**

1. Goals and Objectives: Please choose 3 goals for your chapter from the given list.
2. Activity: Write 2+ questions/activity for each objective. Your questioning should get students to think creatively and think critically about what they are reading. Your questions will hopefully lead others to have a discussion of the elements of the chapter. You can have them do a journal entry, in-class assignment, small-group discussion, whatever you think would be the best way to achieve your objectives.
3. Quotations: lines highlighted and labeled for the chapter. You need to have these in your book and share them with the class. These should point out something and connect to and support your objectives.
4. Reading Check: You need to make a 4 question reading check for your chapter. This is to be emailed to Ms. Bowerman at least 2 nights prior to your presentation. Title for the email should be your last name and chapter. In the quiz itself, you need to put: Period \_\_\_\_ Chapter \_\_\_\_ Reading check. You need to include an answer key with your Reading check.
5. Test questions: You need to create 5 Test questions. The questions should see if your peers understood your objectives. Two of the questions can be ones asked of the class. The other 3 questions need to be new and not previously presented to the class. Use the sentence stems that go with each objective.
6. You need to be ready to go on your scheduled chapter day. Consult calendar. If you are absent, you do not get to go back and do the chapter you missed. You will need to find another chapter that needs to be taught.
7. Presentation Skills: You need to be confident, speak loud, and enunciate. You need to stand up front and be in charge of the discussion.
8. Grading:
  - 3=100 perfect!** Was just like a literature teacher. Was confident, met goals, asked thought provoking questions, spoke loud and clear.
  - 2=90 Great!** Had great questions that got students to think critically. Met student goals in the discussion/activities. Speaker was quiet and not very confident.
  - 1=80 Good!** Had all the required elements. Speaker lacked confidence or organization in the execution. The activities/questions didn't totally meet the objectives.