



***The Grass Is Not Always Greener***

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Kennedy Middle School

This curriculum unit is recommended for:  
4<sup>th</sup> – 8<sup>th</sup> Grade Reading/ELA

**Keywords:** Literacy, Media, Film, Compare, Contrast, Storyboard, 21<sup>st</sup> Century Skills, Visual Literacy

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** In this curriculum unit, the students will read *Coraline* by Neil Gaiman. While reading the book, the students will create Instagram posts to show what they visualize in the story as they read. The students will generate a point of view from a prompt from another character's thoughts and actions. Wrapping this lesson up, the students will watch the movie *Coraline* and complete a novel study contract. They will reflect on differences of what the movie showed versus what they created while doing their posts.

*I plan to teach this unit during the coming year to 105 students in 6<sup>th</sup> grade ELA that are below, on, or above grade level.*

*I give permission for Charlotte Teacher Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## Introduction

When I was younger, and maybe some of you can relate to this, I could not wait to get into bed. It was not because I was tired, or your parents told you it was your bedtime. It was because I was ready to dive back into the world of the book I had left. The book might have been coming to the climax of the story where everything was about to happen. Or maybe it was the anticipation of getting ready to start a new book. The new book might have been from a favorite author or part of a series that you just could not get enough of. Books are always able to take you to another place, near or far. Books help you learn about different situations, lives, places or people, and all it will cost was maybe \$20. Even better; free because you went to your local library to get the book. There is excitement to read a book because you are able to create a movie in your head by how descriptive the author is. You can see the vivid colors of the ocean or snuggle up under the covers because you knew that that murder was coming. Books bring out YOUR imagination. You get to create the real story.

If you are not an avid reader, this might sound absolutely painful. Why would you put yourself through this boring, time consuming process of reading a book, when that book just came out on a DVD? You can snuggle watching a DVD and your mind does not have to do the work. You can mindlessly watch the movie and it will entertain you. There will be emotions and reactions to what is being seen. Responses will be both negative and positive about the plot or the ending. Were you REALLY enjoying your movie? The movie that you were enjoying was someone else's imagination or thoughts of how they perceived the book. The creativeness is gone. You are just left with someone's point of view.

This is where I come into play as a teacher. I am an avid reader. Some of my students are as well. We are able to discuss the story, which character we liked, why we did not like the ending, and so on. The majority of my students are not fond of reading. They rather have someone tell them what to think rather than create it themselves. As a teacher I have to think outside the box. I have to continually cultivate my students' love of reading by introducing them to new books and genres. I also have to get my students who think that reading is a waste of time and uneventful, to want to read a book. I need to make it come alive and grab their attention. How can this be done? Easily, I just have to find an attention-grabbing text that was made into a movie.

I know when starting this unit, that many of my students have already seen the movie *Coraline*. There are times when I have seen a movie first and then find out it was made into a book. In turn, it makes me want to read the book. There is nothing wrong with knowing the basic plot line of the story. I want my students to see how generating visual ideas can be pleasurable. While reading, my students can create riveting images of *Coraline* in their minds.

## Rationale

Do not get me wrong, I love a great book that was turned into a movie. I love seeing what parts or scenes the directors left out in the movie. I take pleasure in thinking about what if the author had added that particular part into their story line? How it would have changed the story all together? I am hoping that by doing this unit, it will incorporate my students' creativeness and to look at a person's different and unique point of view on the same matter. When you read a book, you create your own movie in your head. You generate thoughts and questions while you read the text. I want them to look at a book, and make it become their own movie with their own adaptations. There are so many books that have been created into movies. I want my students to stop and think: "Wait, that wasn't in the movie. Why?"

The best example of this is my curriculum unit when I was teaching 5<sup>th</sup> grade. *The Hunger Games* was being made into a movie. To get the students excited, we created our own hunger games to enact in the classroom. No, no one was fighting to the death, but they were fighting for slips of paper. Anytime that they were caught doing something right, they got a slip of paper to put their name on. These slips of paper went into a girl's or boy's bucket, depending on what gender they were. The students were in the running to be the "tributes" that I would be taking to go and see the movie. I picked twelve girls and twelve boys to represent the twelve districts in the book. It was so much fun! The students had a blast, but the experience taught me something. Students notice adaptations in movies. All throughout the movie the students whispered to each other, to me, or to some of the parents that were chaperones: "That didn't happen in the book!" This would have been a great time to point out that the director could have done the same thing while he was reading the book. It would have given them ideas as to how they wanted to adapt their thoughts of *The Hunger Games* on the big screen.

This was such a great experience that I want to create again. When we went to the movie theater, I just wanted the students to enjoy themselves, not work! When I watch movies that have been created with the book in mind, I end up being upset and distraught when I go and see the movie. "Why did they leave out what I thought was an important part?" "Would that part have made the movie better?" "People just do not understand what is going on in the movie because the books described it so much more!" Those are just some of my thoughts when I get done watching the movie. To me, the book is just better than a movie could ever be because you as the reader get to create your own movie in your head to better understand what is going on the book. I believe there are so many perks to being a reader rather than just watching a movie. I want to be a role model to my students, show them to be creative, but to show respect for the author who adapted the book that I read.

My students are going to read the book *Coraline* by Neil Gaiman. The author has created images in the book that we are going to look at and discuss. The images are interesting and will be used for a "what do you see" discussion (see in Instructional Implementation). Some will be

used in comparison to the images in the movie. Before we read each day as a class, the students will share their thoughts/adaptations that they made from the text, in partners or as a whole group. After finishing the book, we will watch *Coraline*, the movie. We won't do the boring compare and contrast of the book to the movie. As a class we are going to go deeper. Questions will be asked about the different adaptations that were viewed in the movie. A final product will be created to show their understanding of the task.

How many times when you were younger did you wish to have other parents? Maybe you were at your friend's house. While there your friend asked their parents if they could do something and their parents were willing to do it. When you got home, you asked your parents and they were not so willing. You would stomp off to your room and throw yourself on to your bed with either just your thoughts, or maybe a diary came out, and you wished for different parents. While you were wishing, you were creating an adaptation of your real parents, rather than what they were really like. After I read *Coraline* for the first time, I thought to myself about creating other parents. "What would I do if I wanted to change my 'other parents'?" "What adaptation would I have made to know that they were my 'other parents'?" The "other" mother in the book has a very distinct adaptation that I think will grab the student's attention. It will spark their imagination more than just having their parents say no.

Being in the 21<sup>st</sup> century, social media will be brought into the lesson. After each chapter, the students are going to create an Instagram post of what they thought was going on in the chapter we read for the day. They will describe their thoughts through pictures, words, and songs. I decided to pull in social media such as "Instagram" because it plays an important role in my students' lives. They are always wanting to post their thoughts through images. Not only are they posting, but they are commenting or looking at other people's posts to see what others were thinking or feeling. This is an example of adaptation because they will change and adapt to what could be more popular, or be able to get more followers.

In today's world, it is easy for books to take backseat to everything else. There are e-readers, audiobooks, and movies. What is wrong with an old fashioned book? I want my students to be creative with their thoughts and ideas. I want them to question why something was done differently from the book to the movie, for example a character or a changed setting. I want them to ask themselves: "Does this adaptation make the book better than the movie or vice versa"?

### School and Student Demographics

At Kennedy Middle School, we teach 980 students. Every year the numbers have increased steadily. Three years ago, they started a STEM program. We currently have 188 students that are on a waiting list to get into Kennedy. The demographics of our school are 41.4% African American, 33.5% Hispanic, 15.2% White, 6.8 % Asian, 2.9% Two or More (two or more races),



and 0.2% Pacific Islander. Out of this group of students, 63 are high risk, 39 are moderate risk, and 504 are low risk. This data describes students that are at risk of not passing their grade. Interventions will be put into place to make sure they are able to excel in school. We really do not have a behavior issue. As of September 22, 2017, we have had 4 ISS (in School suspensions). This is actually down 60% from last year at this time.

We are one of the middle schools that have a EC/SAC program. This program is for students that have severe disabilities. These students are in a separate setting for the majority of their day. Out of our 980 students they make up 12.4% of our population. Wheelchairs, blindness, or other disabilities are just some of what these students bring to Kennedy's environment. We have a buddy program that allows students to team up to help with fun activities such as yoga. Both sets of students enjoy each other's company. On the other hand, we have 7.3% students that are certified AIG (Academic and Intellectually Gifted).

Currently we have 337 (34.4%) students in 6<sup>th</sup> grade, 347 (35.4%) students in 7<sup>th</sup> grade, and 296 (30.2%) students in 8<sup>th</sup> grade. The 6<sup>th</sup> sixth grade students are split up into three teams. Each team has a social studies, science, math and ELA teacher. I teach sixth grade ELA for about 100 students. Each class size is about 25 students. I teach two honors classes and two general education classes. One of the general education classes is an inclusion class. I have an EC (exceptional child) teacher that is with me for my inclusion block. The majority of my students come from a middle or working-class family. Education is a priority for the greater part of my students. Some students help out at home which can have some challenges. Some of my students come from the surrounding neighborhoods, whereas other students are bused in from south Charlotte. We are a very diverse group!

## Unit Goals

The focus of this unit will be utilizing visual thinking strategies to infer pictures that are found in each chapter of the book *Coraline*. The students will use their visualization skills from reading the text to come up with their adaptations. They will create them using an Instagram post. After watching the movie *Coraline* at the end of the unit, we will have discussion the adaptations they saw. We will decide if it made the movie or the book better and why? The students will have a final project to show their creativeness while using adaptations. My students' goals for the unit will be:

1. Enjoy being creative, challenged, and think outside the box.
2. Decided if adaptations make the content more interesting or easy to understand.
3. Learn to enjoy reading.

## Content Research

When teachers pick a book to teach to their class, they sometimes think about their students. I say this because we all have our favorite book that we have read over and over again. My students should love it! That is not always the case. Teachers stick to the same novel studies every year because they do not have to do the work. My question is why? Do you as a reader read the same book over and over again without finding a new book? The answer is no. So why do it to your students? Every school year, yes you can read that one amazing book that you know that your students will love just as much as you do. But why not go out on a limb and find a book that was made into a movie this past summer or maybe last year?

Many teachers I know, myself included, will show a movie during the last few weeks of school before summer break. The teachers know their students are done. It is easy and no thought is needed other than should I get one from Redbox or just use one that is an oldie but goody? This is why watching films in class get the bad rap. If a teacher uses a book that was made into a film to their advantage, the students will grow. They will grow because watching a movie is like reading a book. Like media literacy education, the CCSS provides an expansive definition of literacy that includes not only reading and writing, but also speaking, listening, use of language, and creation across mediums as a central components of literature in a digital age.<sup>1</sup>

In today's world, multimedia is all around us. Adolescent students spend as many as twelve hours a day engaged with media.<sup>2</sup> This amount of time is crazy! We all know the majority of it is screen time on iPads, phones, and other devices. They are using them to socialize. They are also using these devices to entertain themselves by watching videos. Now not all of the videos they watch are informative, but some can be. How many of you have not jumped onto YouTube to figure out how to do something or maybe it is to fix an appliance in your house? We all use some form of media! New literacies models deal directly with the glut of information now available at students' and teachers' fingertips.<sup>3</sup>

Not only are teachers fighting against media or using it as a way out, they are fighting against students that just do not want to read. How can you make student that has not had reading instilled in them that reading is good and can be fun? Bringing media into your classroom through text is one way of doing it. Many teachers have found that media and technology can be allies, not enemies, in the struggle to help reluctant readers in the middle school years develop high-level literacy skills that are now, more than ever, so essential for success in the world outside the classroom.<sup>4</sup> Teachers want their students to go to college and be a successful member of society. Just watching movies is not going to cut it. When a teacher is able to bring another form of a book into the classroom, for example the graphic novel version, a YouTube remake, a Prezi presentation, a film etc., you are able to make that student somewhat interested. Be patient: it is not going to happen overnight. Renee Hobbs says it best with her observation that "...engaging students with literacy involves helping them build patience for appreciating the written word."<sup>5</sup>

When I first started teaching, I did bring text and film together into my classroom. We read the book, discussed it in class, watched the film and brought it all together with a Venn diagram to compare and contrast the two. That was so exciting and so engaging! My students could not wait for that last part. Okay, that was sarcasm. They hated that last part. Why could they just not sit there and watch the movie without more work hanging over their heads when they were done? That additional work was just busy work to them. Did you watch the movie? Okay, I can check off mastery if you can tell me the difference between the two. With this unit, I am able to actually grow myself. Maybe I have been under a rock for the last twelve years but I have just found out about storyboards. Now I know that I have done a version of them in the past to use Minecraft and recreate a favorite part of a book. I ask the students in a summary, explain to me why they like a part of the book. For my students, visualization is not automatic, so she (the teacher) looks for opportunities that get her students to make the effort needed to form and hold a clear mental picture of something as they read.<sup>6</sup> The research I have found on storyboards is going to shake up my lessons from now on.

If you are not familiar with storyboards as I was, the best way to describe it is a comic strip. You as the teacher can choose how many frames you want on it. This lesson then can go in many different ways. Storyboards serve as a brainstorming activity, much like a prewriting exercise for a written paper.<sup>7</sup> Instead of having the students write down what they visualized, they are able to draw out the scene. They can give a small description of what is going on, but the best part about storyboards is that you do not have to be an artist. The second reason is that her storyboards demonstrate that even roughly drawn stick figures can be used effectively to convey events in storyboards.<sup>8</sup> Storyboards are a form of media literacy. They are using pictures along with words to describe and tell what is going on in the text. Hobbs also noted that the “students’ ability to recall, remember, and comprehend information was dramatically improved as a result of media literacy.<sup>9</sup> While doing this research on storyboards, I found out that yes, pictures are great and even a description is wonderful as well, but an awesome part that Bruce pointed out was that the students could add songs to a frame that they thought went along with what they drew. Selecting music brings together the figurative tone of the scene with the aural tone of a song.<sup>10</sup> This I think is a wonderful addition because from what I see in my classroom, students love music. They love the beat or the message that is it sending. Why not use something for my reluctant readers to want to read a part of the book such as adding music to go with a scene? I personally think that the storyboards will be a great asset to this lesson because the students will create their perception of what they think the adaptations are from just reading the text. They then will be able to use their storyboard to compare it to the film’s adaptation.

So what about the film? At this point we have talked about everything that grabs reluctant readers’ attention, what a storyboard is, and how to make the connection between the text and the film more engaging by using the storyboard approach. There is a page from the book *Coraline* and a scene from the film adaptation that we are going to take a look at as a form

of adaptation. We as the educator, have a responsibility to our students to engage their interest in a multiplicity of ways.<sup>11</sup>

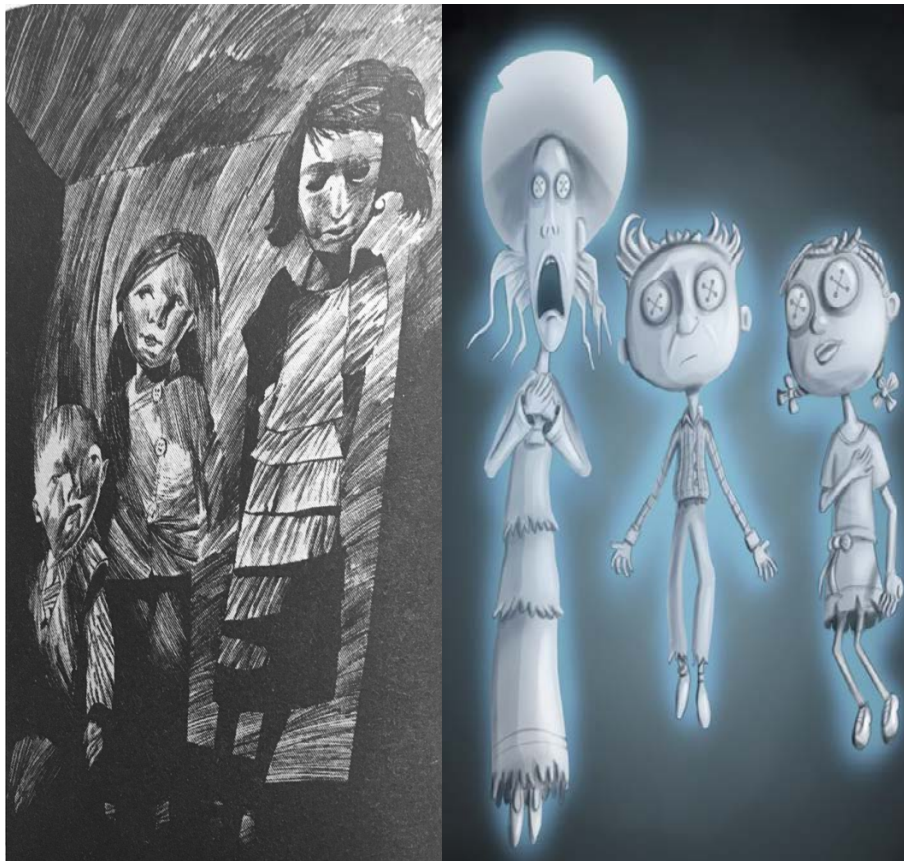
Pictures in either books or movies are able to tell a story of their own. When we are reading *Coraline* and come across a picture, I do not want the students to just glance at it. I want them to look closely and really see what is in the picture. Young people often want to hurry up and make meaning via a quick skim or a cursory glance when a text can demand patience and focus.<sup>12</sup> The picture below is the first picture the students see when they start reading *Coraline*.



While the students look at this picture, I want them to ask themselves open-ended questions. At the heart of the activity are three deceptively simple open-ended questions that make up V.T.S.'s facilitation method.<sup>13</sup> V.T.S. stands for Visual Thinking Strategies. These are: "What is going on in this picture?" "What do you see that makes you say that?" "What more can you find?" These questions come from *10 Intriguing Photographs to Teach Close Reading and Visual Thinking Skills*. I want the students to really look at the picture because it illustrates foreshadowing that is occurring. They do not know it yet but the rats play a part in the "other world." Just because my students are in 6<sup>th</sup> grade does not mean that they are ever too old to

look at pictures. Closely reading any text, whether written or visual, requires that students to proceed more slowly and methodically, noticing details, making connections and asking questions.<sup>14</sup>

Look below at the two pictures. What are some things that you see are different? What are some things that you see as the same? Why do you think they are different when they are portraying the same scene as the book and movie? Do you like one better than the other? Why or why not? These are just some of the questions that I would like to address with my students when looking at the adaptation of book to film.



Each picture in every chapter is placed differently. When we reach the picture for the chapter that day, as a group we are going to discuss what we see. As you can see in these two pictures, adaptations can take any or many forms. To give some background knowledge, the image on the left is from the book and even though the ghost children are in the “other world,” they do not have button eyes. The image on the right is from the movie *Coraline*. Even though they are in the “other world” as well, they do have button eyes. The one on the right is more in the style of “Casper the Friendly Ghost”. Why did the filmmaker adapt the ghost children in the story? Was it because the ghost children in the book were too scary? Were they too hard to create using clay because *Coraline* was a stop motion movie? Did Gaiman’s tone determine the kinds of adaptations that the film makers employed? Another aspect of the book is that the book

has are that the children are really freaky. Did he really want to freak the reader out and make them super uncomfortable? These are just some of the questions that I am hoping will come up in discussion with the students without my guidance. Media literacy also implies the ability to determine how the “character” of a particular medium reshapes human perceptions in presenting its message.<sup>15</sup> Students can discuss why the author and the filmmaker made particular choices in the original and the adaptation.

## **Instructional Implementation**

Adaptations are changes done to anything in the original version. How I addressed this topic in my classroom was by talking about point of view. Everyone’s point of view is unique and with that comes the possibility of different adaptation approaches. I explain to my students that while we were reading, I wanted them to visualize what they thought was going on in the story. After each chapter, they are going to create an Instagram post of what they imagined. After watching the movie, they were going to go back and analyze what they drew and compare it to what they saw in the movie. They will also create a point of view for Coraline’s parents.

The teaching strategies that I used were the Instagram template to create a storyboard of the book (see appendix 2). I also wanted the students to look at their postings and find a song for one frame that could be the background music for a film adaptation (see appendix 3-5). After we read the book, I dressed up as the “other mother” to help the students with character point of view (see appendix 6). Then we watched the movie. The students completed a choice board of 5 different ways to show their understanding and creativity (see appendix 7).



I planned this lesson to take place in five weeks. The lesson took longer because each class was not performing at the same pace. Our blocks are only 55 minutes long, which includes watching the movie.

Day 1: To start this lesson, as a class we looked at the cover of the book and tried to predict what the story was about. We looked at the pictures, the font of the title, and the colors of the book. The students need to start thinking about what they were going to read. As a class, we read chapter 1 and talked about the picture in the first chapter. We did our first Instagram post, (see appendix 2), which the students had to write the chapter in the upper left-hand side of the post (bubble), create a chapter name, draw/sketch what they visualized while I was reading, then write a sentence or two describing what they drew. To modify this process for my inclusion class, I did everything except the description, creating instead a hash tag.

Day 2-15: The same actives occurred, except that on day 7 and on day 15 they took an assessment that I created on Google Forms.

Day 16: I dressed up as the “other mother” to tell my point of view. I discussed a poster that I created on chart paper. I told the students my side of the story, which took about 10 – 15 minutes. The students were allowed to ask questions of the “other mother” while they were working on their point of view assignment (see appendix 6).

Day 17-18: We watched the movie *Coraline*. Once again this was broken into two days because of our class blocks being 55 minutes long. The movie’s run time is about one hour and forty minutes so if time allows, you could watch it all in one day.

Day 19-20: The students had their Instagram posts returned. They went back and wrote a paragraph describing if their point of view of the adaptations in the story and/or movie was the same or different from what they drew.

I chose the assessments to do to make sure the students understood the content was the Instagram posts, two comprehension Google assessments, point of view writing, *Coraline* novel study contract, and their thoughts on what they drew compared to the story and movie. I chose to do it this way because I do not think that multiple choice assessments assess what the students really know. Plus, the students were able to be creative as to how they responded in the point of view writing, their Instagram posts, and *Coraline* novel study contract.

## **Appendix 1**

### **Implementing Teaching Standards**

**The Common Core Standards in reading literature, reading informational text, writing, and language are as follows:**

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



## Appendix 2

I purchased this template from *TeacherPaysTeachers*, which students used for their Instagram postings on each chapter of the book. <https://www.teacherspayteachers.com/Product/Instagram-Template-Pack-1380070>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instagram It!

The image shows four identical Instagram post templates arranged in a 2x2 grid. Each template consists of a blue header with the word "Instagram" in a white script font. Below the header is a white circle representing a profile picture. The main body of the post is a large white rectangle. Below the post body is a small heart icon and a comment bubble icon. At the bottom of each template is a navigation bar with five icons: a home icon, a star icon, a camera icon, a chat icon, and a menu icon.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instagram It!

Instagram

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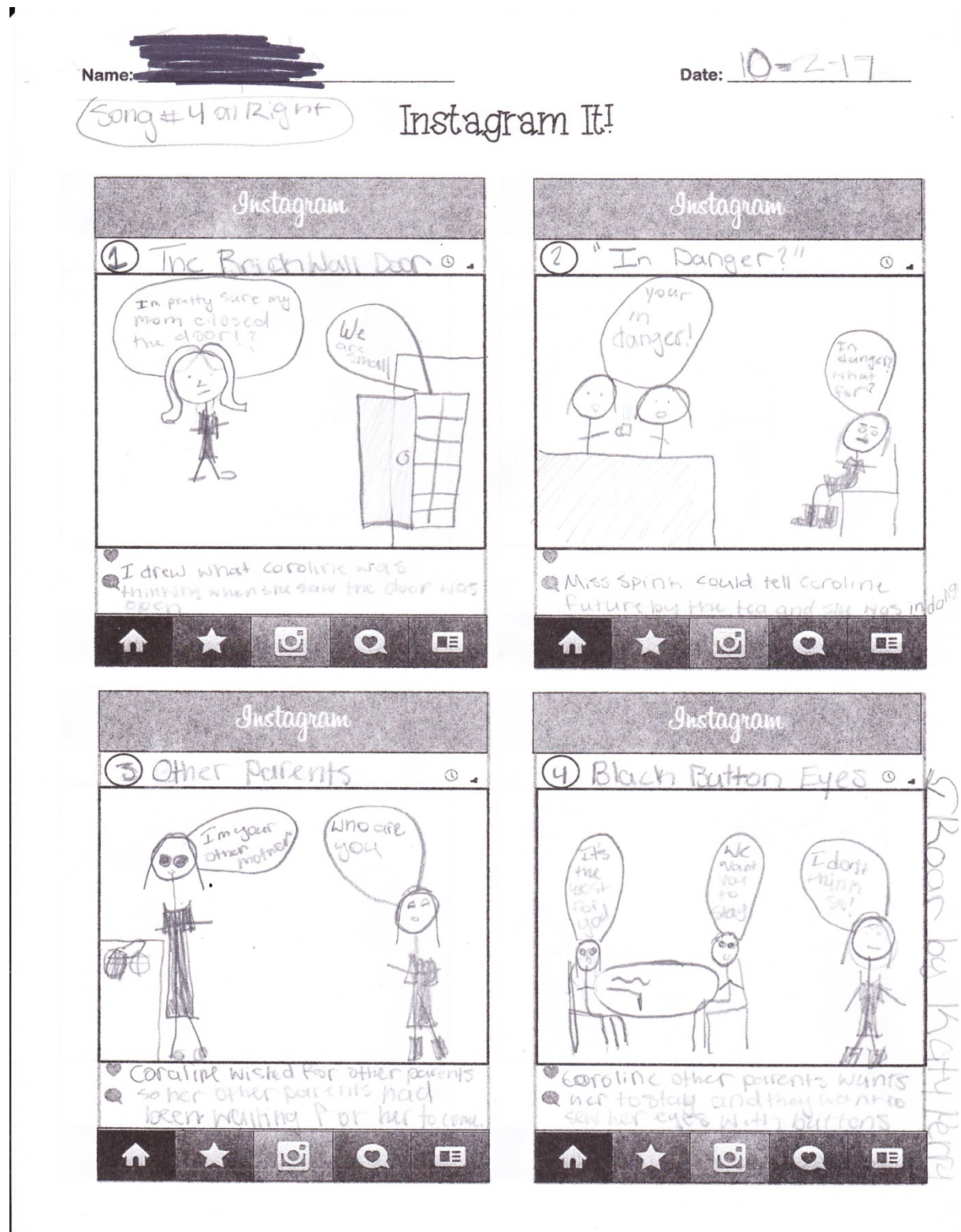
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## Appendix 3

Here is an example from one of my students who added song titles on to certain frames.

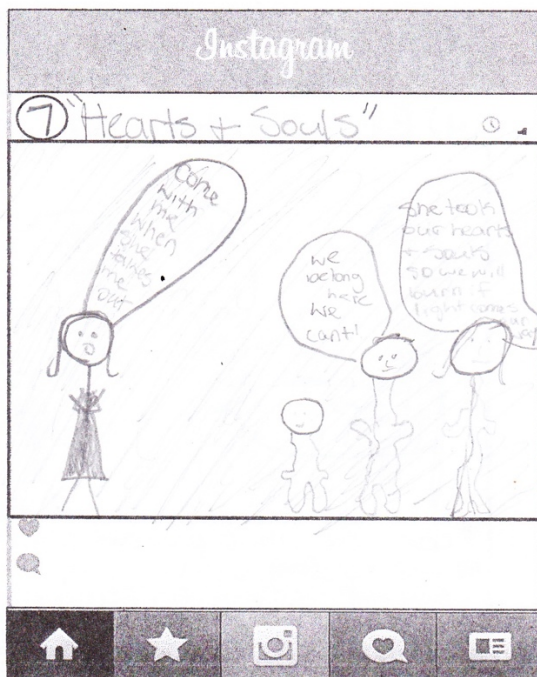
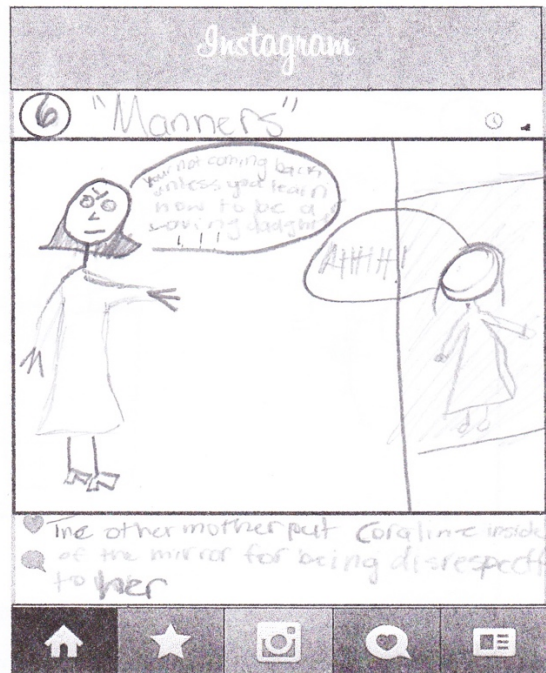




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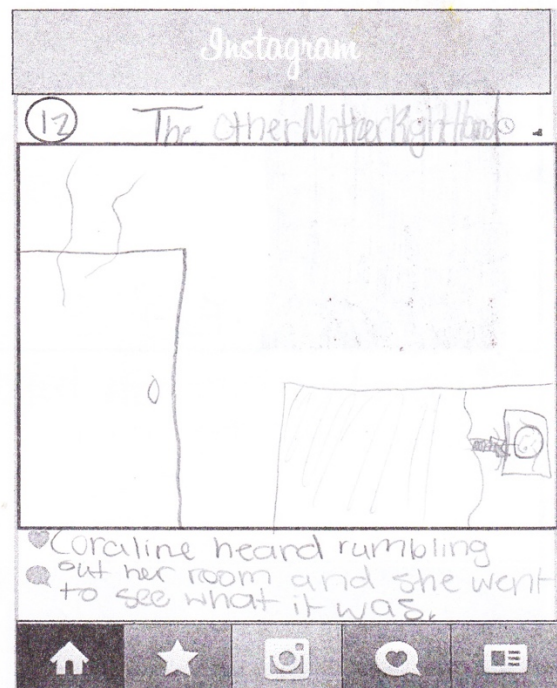
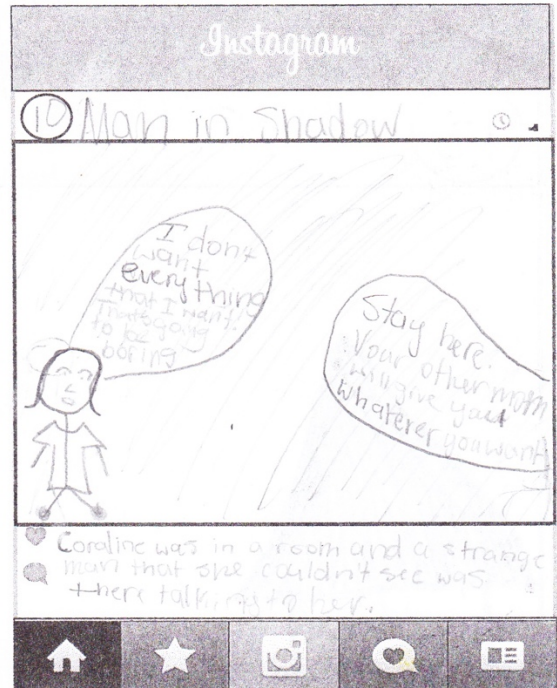
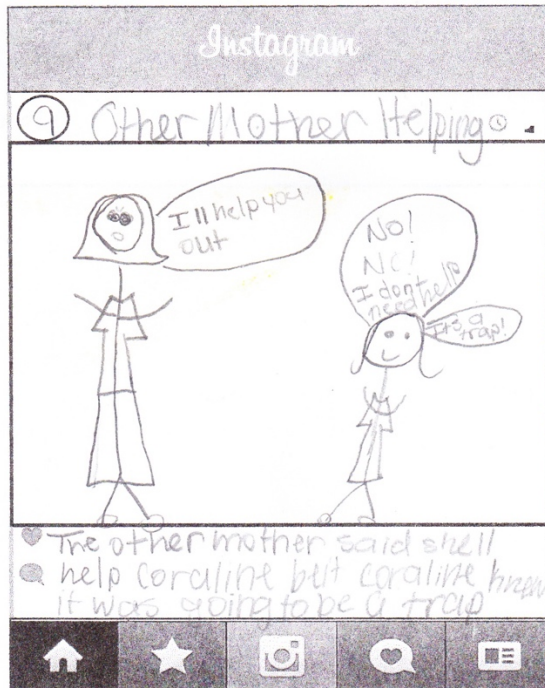
## Instagram It!



Name: \_\_\_\_\_

Date: 10-13-17

# Instagram It!



"This is my  
Fight Song"



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Instagram It!



## Appendix 4

Here's an example without a song.

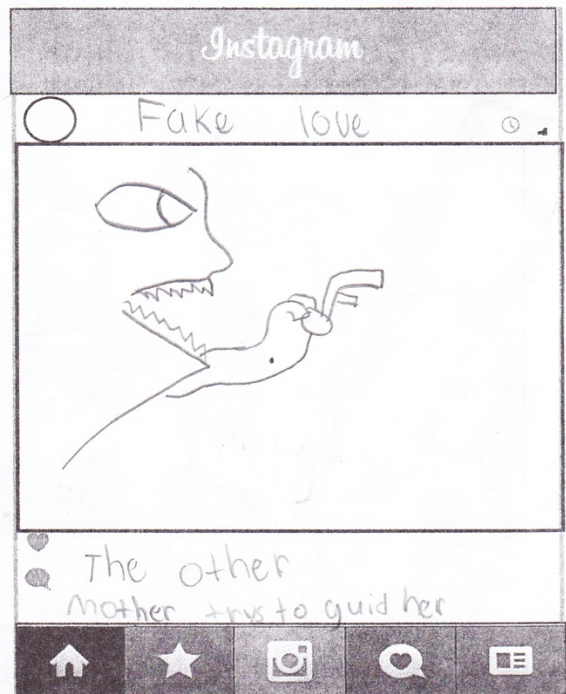
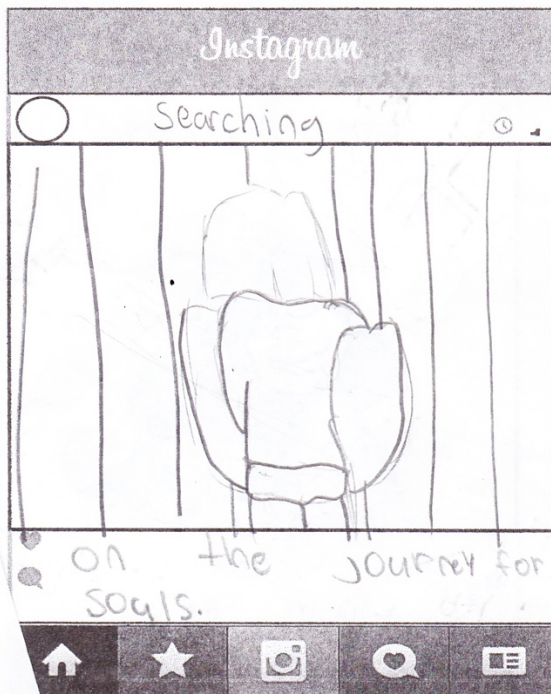
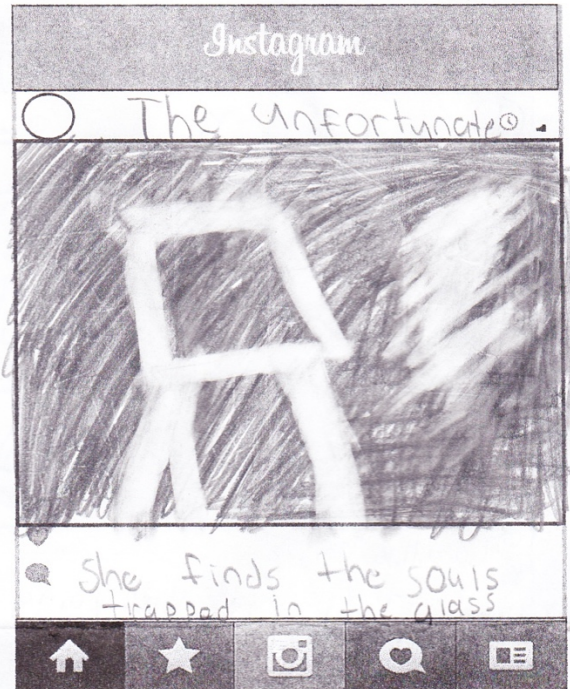
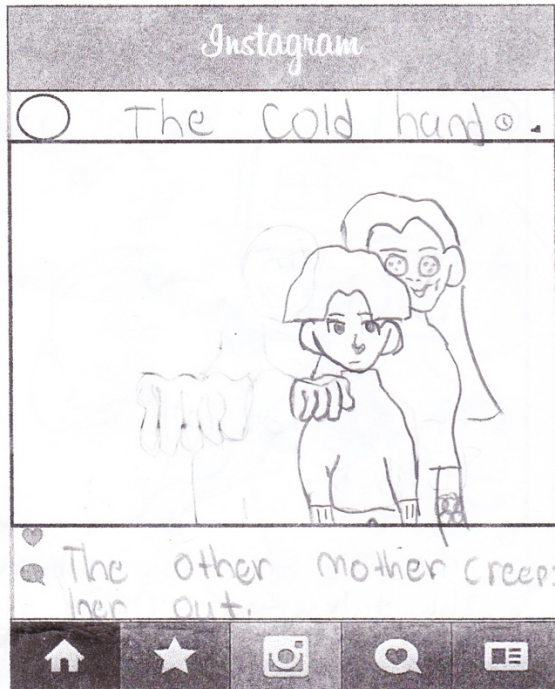




Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instagram It!

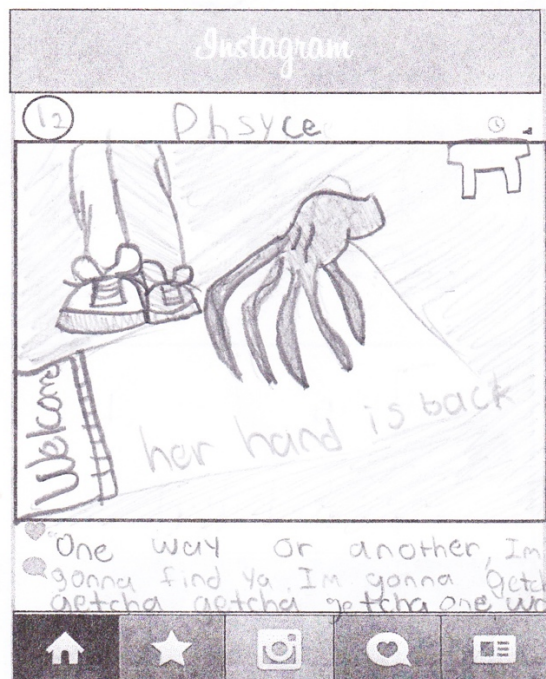
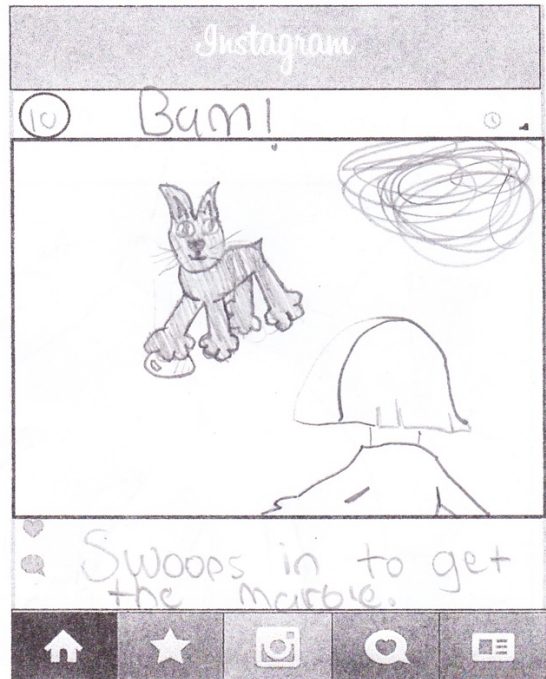
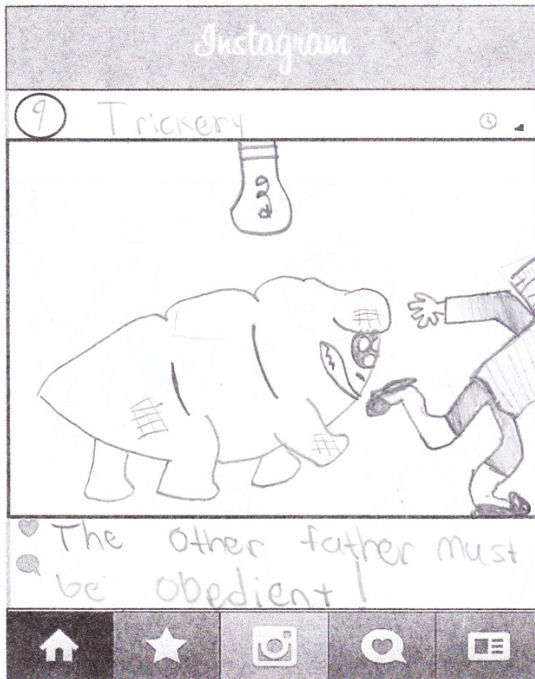




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## Instagram It!





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## Instagram It!



## Appendix 5

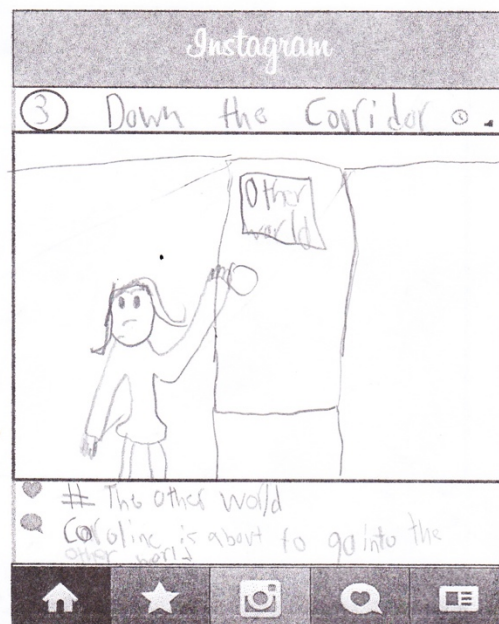
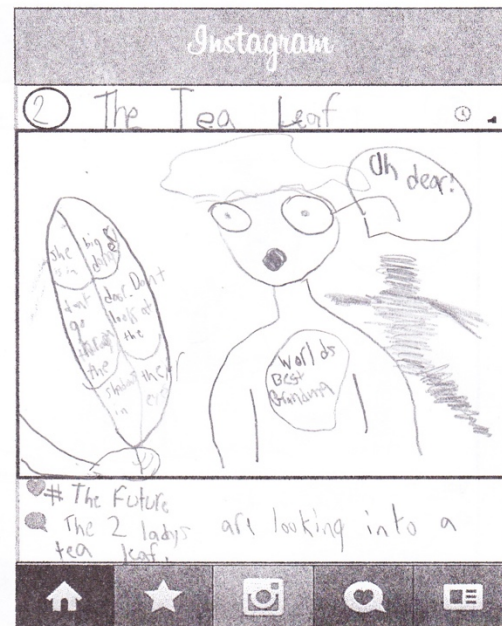
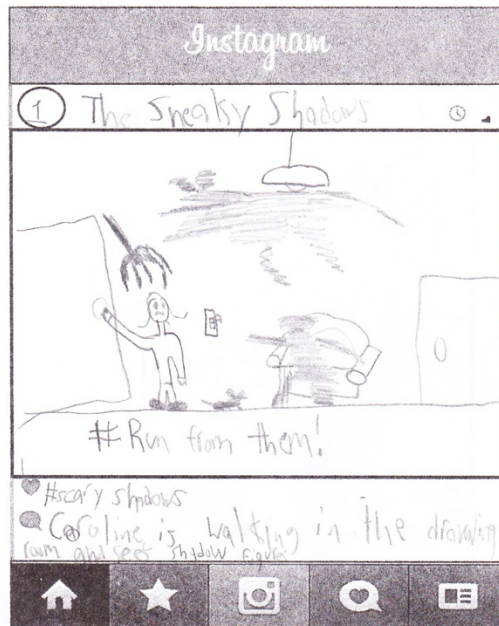
This student is my inclusion class, in which the assignment were modified.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Instagram It!

Block 2

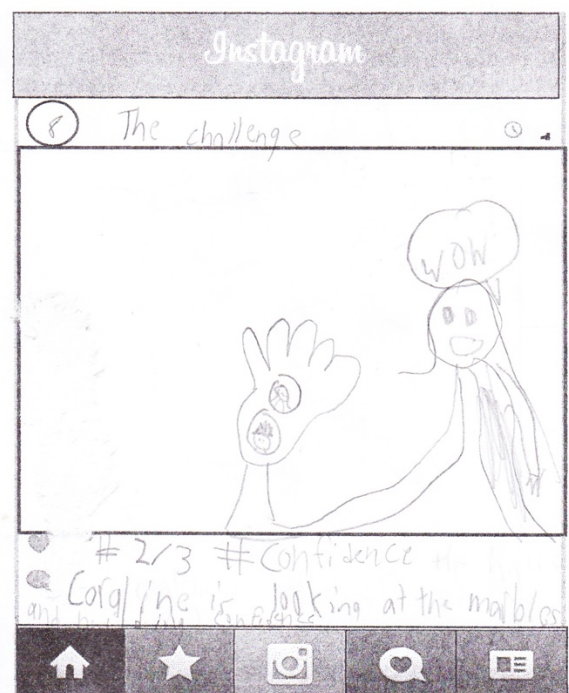
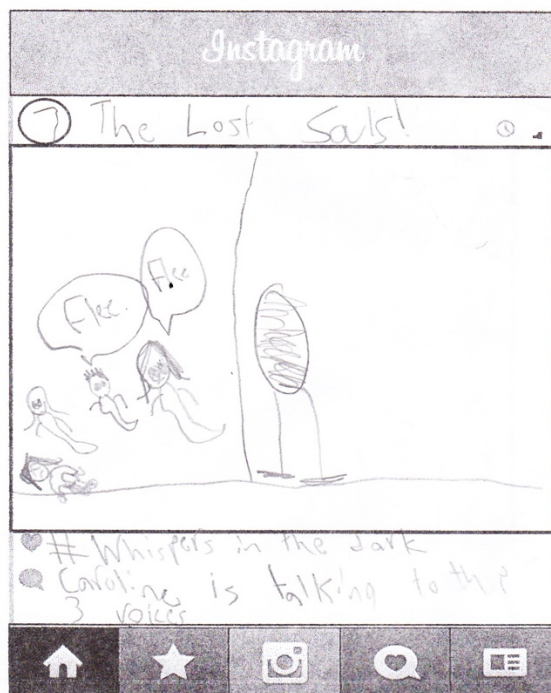
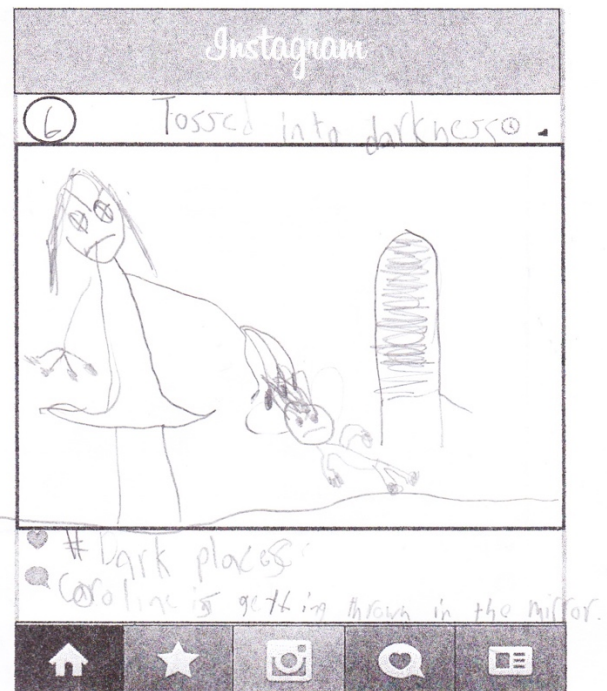
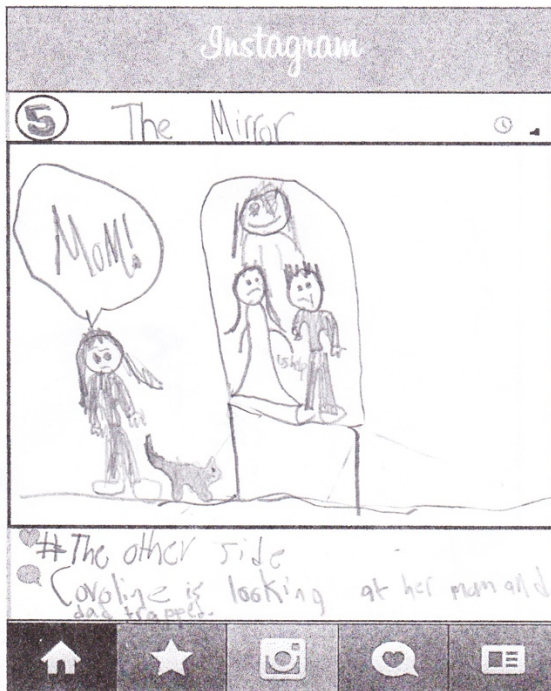




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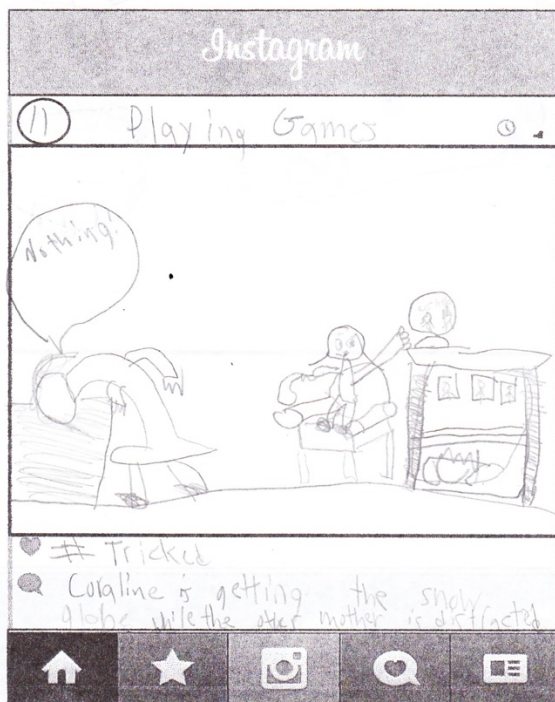
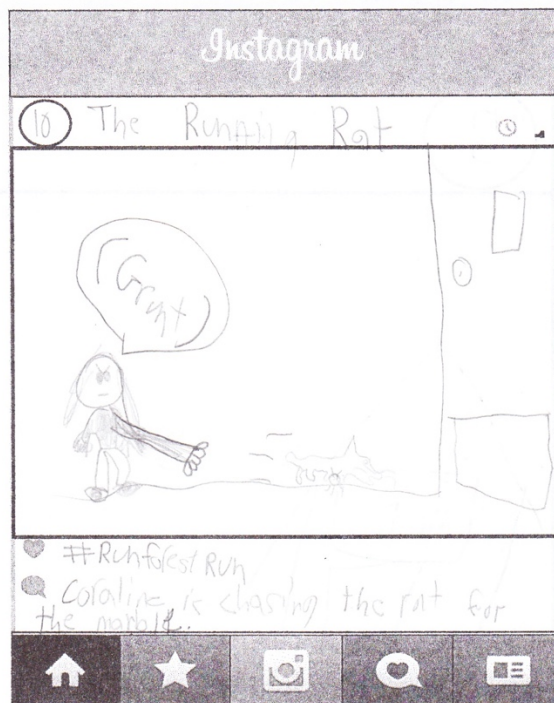
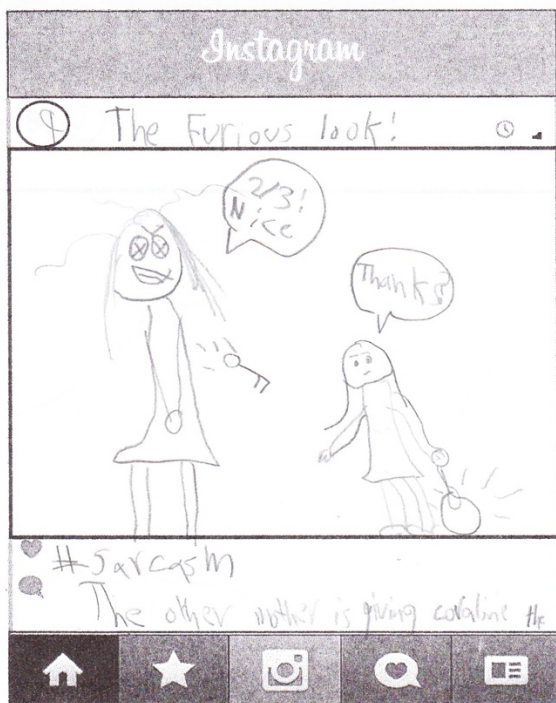
## Instagram It!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instagram It!





Name: \_\_\_\_\_

Date: 10-20-2020


# Instagram It!

## Instagram

13

40 seconds down

16m



❤️ #Bobo

💬

🏠

★

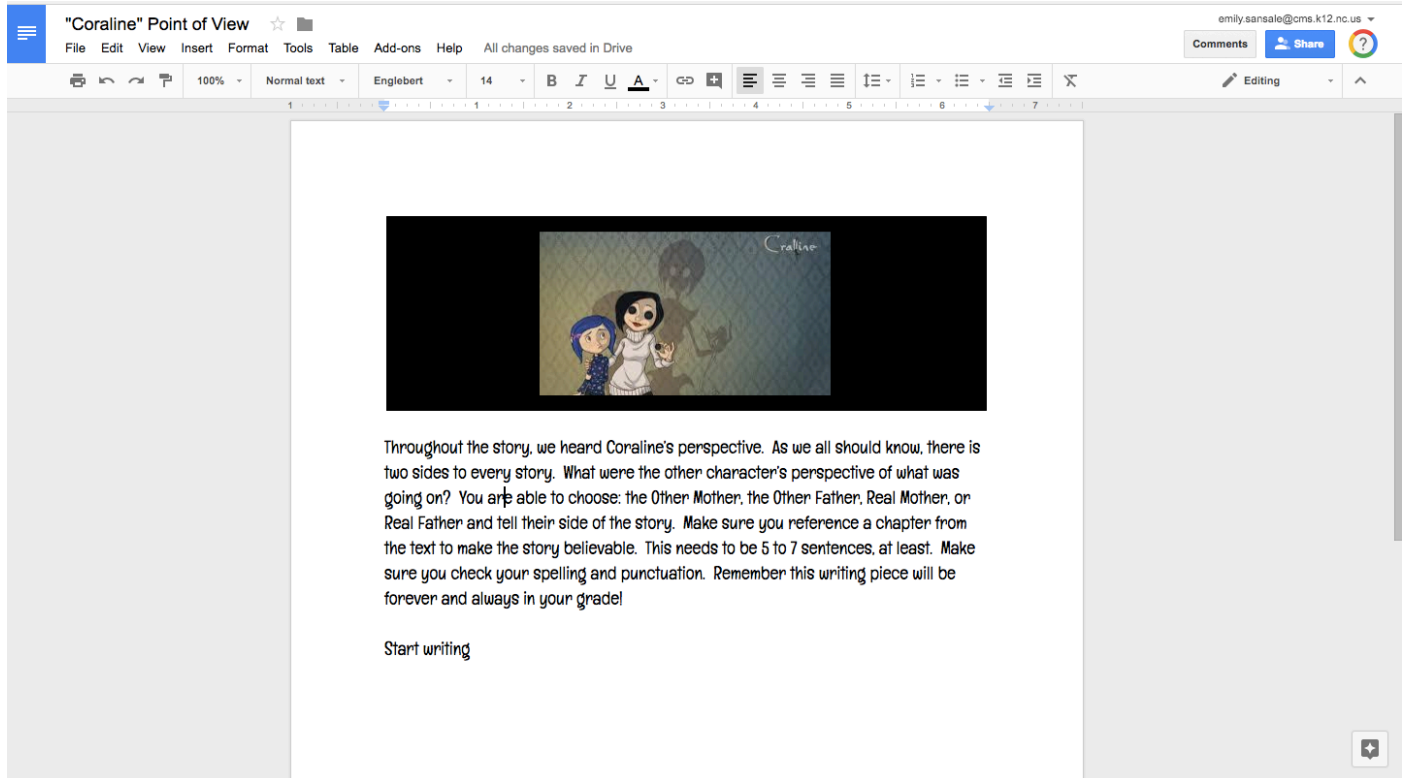
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## Appendix 6

This screenshot shows the Google Document that I created for the students to write the point of view of a certain character from the story.

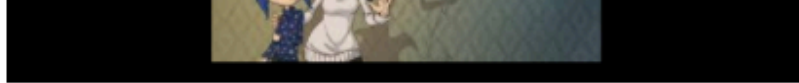


The screenshot shows a Google Document interface. The title bar reads '"Coraline" Point of View'. The menu bar includes File, Edit, View, Insert, Format, Tools, Table, Add-ons, and Help. The toolbar shows various formatting options like bold, italic, underline, and text color. The document content features an illustration of Coraline and her mother, and a paragraph of text.

Throughout the story, we heard Coraline's perspective. As we all should know, there is two sides to every story. What were the other character's perspective of what was going on? You are able to choose: the Other Mother, the Other Father, Real Mother, or Real Father and tell their side of the story. Make sure you reference a chapter from the text to make the story believable. This needs to be 5 to 7 sentences, at least. Make sure you check your spelling and punctuation. Remember this writing piece will be forever and always in your grade!

Start writing

Here is a student's example:



Throughout the story, we heard Coraline's perspective. As we all should know, there is two sides to every story. What were the other character's perspective of what was going on? You are able to choose: the Other Mother, the Other Father, Real Mother, or Real Father and tell their side of the story. Make sure you reference a chapter from the text to make the story believable. This needs to be 5 to 7 sentences, at least. Make sure you check your spelling and punctuation. Remember this writing piece will be forever and always in your grade!

Start writing |

You have heard Coraline's story but you haven't heard mine. In the you know me as Coraline's real mother. But what you don't know, is that Corline may have not told the truth about everything. When Coraline said I didn't cook that may have been true, but what she she really didn't know is that my hands have very bad reactions to heat. So if I get to close to fire or heat my hands will start to peel and skin will be everywhere. What she also told you is that I stay on the computer all day, well that may be true but what you don't know is that when i'm in the computer half of the time when I am not doing work is I am trying to surprise her with a new house by the time the next school year ends. Also Coraline thought I didn't remember my time in the snow globe. Well that would be true but after a matter of time I did remember and put her on punishment that she didn't tell you about. Also, when she said she started school the next day that was a lie to. What she really started was helping Mrs.Spinks and Mrs.Forcible with there dogs for her punishment. And when she said she threw away the key down the well, that really didn't happen I took that key and gave it to Mr.Bobo upstairs so that him and his mice could play with it. The only true thing she said was that she through the hand down the

well. One last thing is that when Coraline said that I was gone for a while, I was gone for a while but I came back as soon as she went through the door and went through too, that is when the other mother put me in that snow globe, and she got my husband later on. So now you know there is not always one side to a story.



## Appendix 7

Here is a copy of the “*Coraline*” choice board along with the rubric. Pictures are included of examples from my students.

### ***CORALINE NOVEL STUDY CONTRACT***

Pretend you are a character from the book and write a diary for the character explaining the events of the story as seen from their point of view. Include what happens as well as how they felt during this time. You must have at <i>least</i> 8 diary entries. These entries must be at least 2 paragraphs long each.	<b>Conflict</b> is an important element in a novel. There are generally three types of conflict: <b>person against person</b> ; <b>person against self</b> ; and <b>person against nature</b> . Find six examples of conflict in <i>Coraline</i> . Describe each conflict in detail (1 paragraphs for each instance), telling which type of conflict each is and using text evidence to support your reasoning.	Neil Gaiman uses several elements of foreshadowing in the novel to create suspense. Identify at least 3 instances of foreshadowing and describe how each instance is used to foreshadow an event and create suspense in the novel. Each instance must be at least two paragraphs using text evidence to support your reasoning.	Write a review of the book, like you would read in a newspaper or on a site like amazon.com. Your review will give just enough information about the plot, but not give away the high points and surprises. You should also include information about the author and other books that he has written.
Tell the summary of Coraline by creating a “whiteboard picture collage”. See your teacher for more information.	Create a movie trailer for the new movie to be made of <i>Coraline</i> . DO NOT MAKE THIS LIKE CURRENT MOVIE TRAILERS FOR <i>CORALINE</i> . Your movie trailer should be submitted on YouTube.	Select the most pivotal scene of the novel and recreate it using Minecraft. Print off this image (in color) and write at least a ½ page summary explaining why you chose this scene.	Research the author, Neil Gaiman, and create a Google Presentation of your findings including his life and other novels he has written. Your presentation must contain at least 10 slides with a bibliography.
Create a family portrait from the “other world” including the other father, mother, and Coraline.	Create an iPad home screen for Coraline with apps that would be able to help her in the real world and the other world. Ensure that the background supports the theme of the novel. Include info for each app.	Create a book jacket (cover) for <i>Coraline</i> . The book cover front should include your own design or illustration. The inside should give a brief “teaser” or “hook” to get the potential reader interested. The back cover can include quotes from others about the book. This should be attractive enough to attract readers.	Create a piece of artwork using buttons that incorporates symbols and themes from the novel.
Write a poem describing the other mother. Think about her appearance and character. Decorate the poem with symbols and images from the novel.	Create a story arc poster using the plot flow of <i>Coraline</i> . Decorate your poster using symbols and images from the novel.	Pick 25 new words you learned in this book. Create a crossword puzzle using each word and its definition. You must submit BOTH the puzzle with the clues ( no answers), and also the puzzle with the answers filled in.	Create a prayer model of the word flailing (page 129). Be sure to incorporate symbols and images from the novel.

## Coraline Contract Rubric

### Row I - Writing

	Points Earned		Possible Points	Comments
Focuses on Prompt		out of	5	
Analytical Thinking		out of	5	
Thoughts Organized		out of	5	
Sentence Structure		out of	5	
Conventions/Neatness		out of	5	

### Row II - Technology

	Points Earned		Possible Points	Comments
Overall Impression		out of	5	
Use of Technology		out of	5	
Shows Creative Thinking		out of	5	
Responds to Topic		out of	5	
Conventions/Neatness		out of	5	

### Row III - Artistic

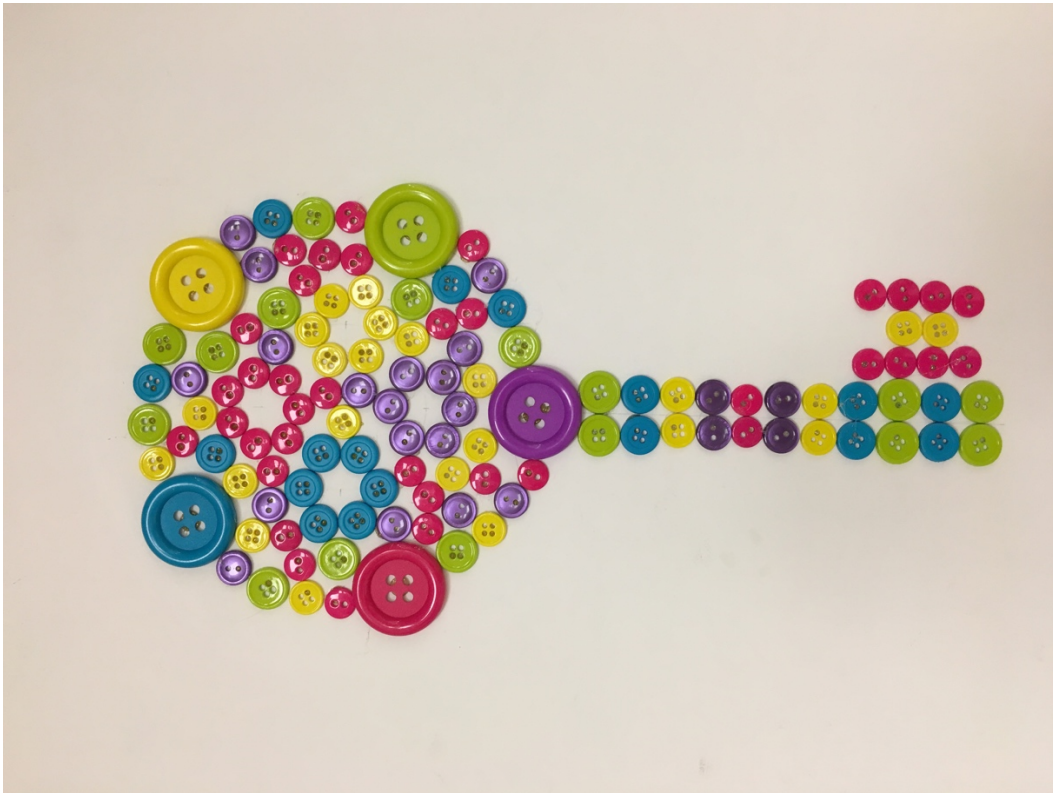
	Points Earned		Possible Points	Comments
Overall Impression		out of	5	
Use of Artistry		out of	5	
Shows Creative Thinking		out of	5	
Responds to Topic		out of	5	
Conventions/Neatness		out of	5	

### Row IV - Analytical Thinking

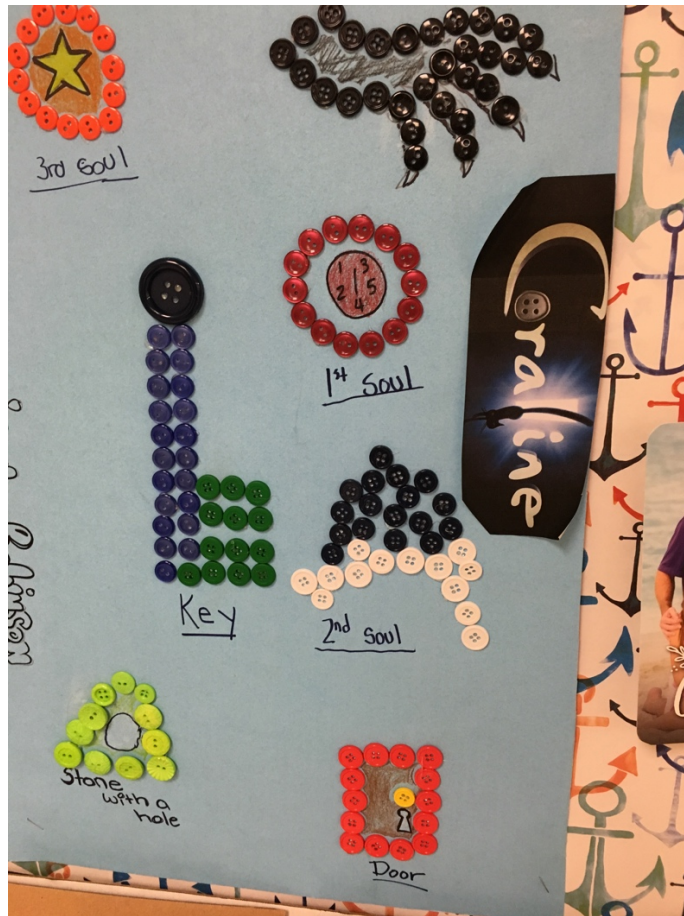
	Points Earned		Possible Points	Comments
Overall Impression		out of	5	
Analytical Thinking		out of	5	
Creativity		out of	5	
Respond to Topic		out of	5	
Conventions/Neatness		out of	5	

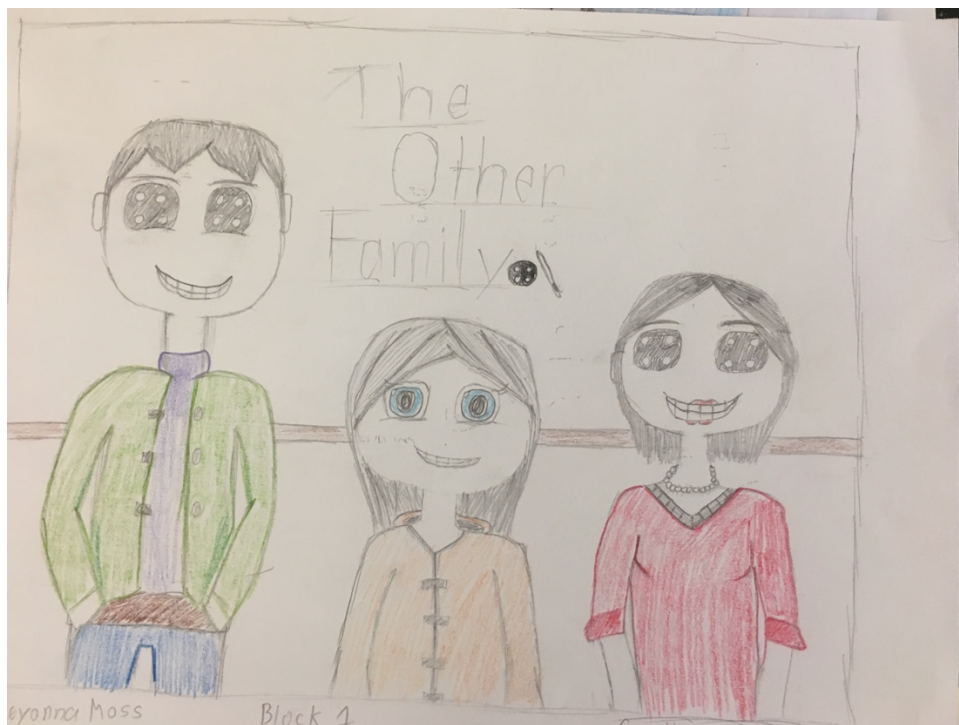
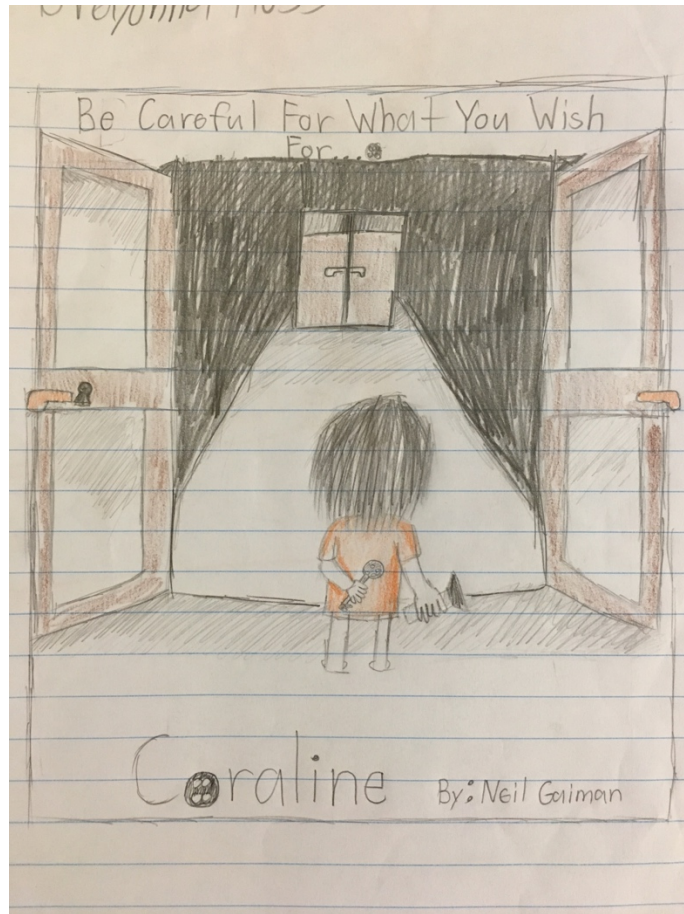
**Final Grade:**

**Name:**





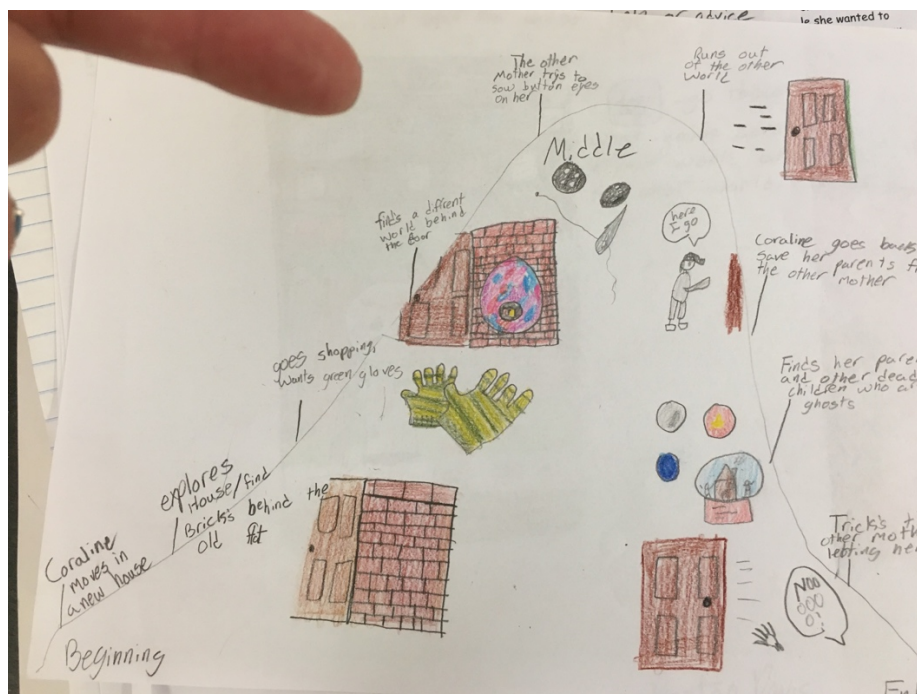








The scene I have re-created in Minecraft was where Coraline challenges the other mother with a game. The setting of the scene took place in the kitchen. I think this scene was the most important because this is where Coraline's escape plan from the other world and the other mother had started. The rules of the game was if Coraline finds her real parents and the marbles, or the eyes of the ghost children, then the other mother has to let her go. But if Coraline fails, she will let the other mother sew buttons in her eyes and she will stay with the other mother forever. This scene was the cause of her escape. Coraline found the marbles in her bedroom, the theatre, and from a rat. Coraline had found her parents trapped in a snow globe. To make this scene, I had to use my common sense. For the setting, I used grey wool for the walls and spruce wood for the flooring. For the kitchen part, I used grey concrete and white and black wool for the counters. I used white concrete for the refrigerator, pink banners to act as table cloths, and a sea lantern for some lighting. Finally, for the characters, I used my phone to play as the other mother and my iPad to play as Coraline. This is the scene I have re-created in Minecraft.



## **Student Resources**

- Each student has a copy of the book “*Coraline*”
- “Instagram” sheet - the first sheet has 8 postings and the second sheet has 5, with the 13<sup>th</sup> chapter being the biggest post
- Computer
- Access to Google Classroom
- Supplies for “*Coraline*” Novel Study Contract

## **Teacher Resources**

- A copy of “*Coraline*” that teachers can mark up
- Access to Google Drive
- “Instagram” template from *TeachersPaysTeachers* (see appendix 2)
- A copy of “*Coraline*” the movie
- Supplies for “*Coraline*” Novel Study Contract
- Optional – create the costume of the “Other Mother”

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[https://www.researchgate.net/profile/David\\_Bruce8/publication/239523592\\_Framing\\_the\\_text\\_Using\\_storyboards\\_to\\_engage\\_students\\_with\\_reading/links/583f14ff08ae8e63e61824ce/Framing-the-text-Using-storyboards-to-engage-students-with-reading.pdf](https://www.researchgate.net/profile/David_Bruce8/publication/239523592_Framing_the_text_Using_storyboards_to_engage_students_with_reading/links/583f14ff08ae8e63e61824ce/Framing-the-text-Using-storyboards-to-engage-students-with-reading.pdf). Storyboards are an interesting way to engage students with reading. While using storyboards, there are many skills that are touched on such as: writing, sketching, and creative thinking.

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[https://www.researchgate.net/publication/273831124\\_Media\\_at\\_the\\_Core\\_How\\_Media\\_Literacy\\_Strategies\\_Strengthen\\_Teaching\\_with\\_Common\\_Core](https://www.researchgate.net/publication/273831124_Media_at_the_Core_How_Media_Literacy_Strategies_Strengthen_Teaching_with_Common_Core). Understanding that media is going to grow, educators need to grow with it as well. The Common Core Standards show that they are growing with the 21st century.

Gonchar, Michael. "10 Intriguing Photographs to Teach Close Reading and Visual Thinking Skills." *The New York Times*. February 27, 2015. Accessed November 19, 2017.

<https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/>. This article gave ideas as to how to make students look at a picture more closely to really understand what is going on.

Hobbs, Renee. "Improving Reading Comprehension by Using Media Literacy Activities." *Voice from the Middle* 8, no. 4 (May 2001): 44-50.

<https://teachwithvisionml.files.wordpress.com/2009/04/medialit-read1.pdf>. There are different activities that seem to work well with media literacy. In this article, it explains some of the activities and why they work.

"Instagram Template Pack." Teachers Pay Teachers. Accessed November 19, 2017.

<https://www.teacherspayteachers.com/Product/Instagram-Template-Pack-1380070>. This was the template that I used for our "Instagram" posts.

Karl, Herb. "Guest Editorial: Media Literacy: The Right to Know." *The English Journal* 63, no. 7 (1974): 7. doi:10.2307/813026. Media Literacy is just as important as literacy its self.

Krueger, Ellen. "Media Literacy Does Work, Trust Me." *The English Journal* 87, no. 1 (1998): 17. doi:10.2307/822013. Teachers need to be willing teach outside the box. Using media literacy in the classroom just another way to engage students and their learning.

Shuman, Meg. "*Coraline*" *Novel Study Contract*. 2016. This was the contract that was used for their final project. This is in Google Form. If you would like it, please contact me.



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<sup>1</sup> Moore and Redmond, *Media at the Core: How Media Literacy Strategies Strengthen Teaching with Common Core*, 10.

<sup>2</sup> Moore and Redmond, *Media at the Core: How Media Literacy Strategies Strengthen Teaching with Common Core*, 10.

<sup>3</sup> Moore and Redmond, *Media at the Core: How Media Literacy Strategies Strengthen Teaching with Common Core*, 12.

<sup>4</sup> Hobbs, *Improving Reading Comprehension by Using Media Literacy Activities*, 45.

<sup>5</sup> Hobbs, *Improving Reading Comprehension by Using Media Literacy Activities*, 45.

<sup>6</sup> Hobbs, *Improving Reading Comprehension by Using Media Literacy Activities*, 48.

<sup>7</sup> Bruce, *Framing the Text: Using Storyboards to Engage Students with Reading*, 79.

<sup>8</sup> Bruce, *Framing the Text: Using Storyboards to Engage Students with Reading*, 82.

<sup>9</sup> Krueger, *Media Literacy Does Work, Trust Me*.

<sup>10</sup> Bruce, *Framing the Text: Using Storyboards to Engage Students with Reading*, 82.

<sup>11</sup> Krueger, *Media Literacy Does Work, Trust Me*.

<sup>12</sup> Gonchar, *10 Intriguing Photographs to Teach Close Reading and Visual Thinking Skills*, [https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/?\\_r=0](https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/?_r=0) .

<sup>13</sup> Gonchar, *10 Intriguing Photographs to Teach Close Reading and Visual Thinking Skills*, [https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/?\\_r=0](https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/?_r=0) .

<sup>14</sup> Gonchar, *10 Intriguing Photographs to Teach Close Reading and Visual Thinking Skills*, [https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/?\\_r=0](https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/?_r=0) .

<sup>15</sup> Karl, *Media Literacy: The Right to Know*, 7.