



# Cover Story

This activity uses higher-order thinking skills to bring students to a deeper understanding of a story’s plot, characters, setting and other key details – helping students to develop their reading comprehension skills and visually interpret a text.

<b>Overview:</b>	Students will demonstrate understanding of story elements in picture form by redesigning the book cover.
<b>Standards addressed:</b>	<p><b>Common Core Standards</b></p> <p><b>Reading Standard for Literature 2.1</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p><b>Reading Standard for Literature 2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>Speaking and Listening Standard 2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Activity works best with:</b>	<ul style="list-style-type: none"> <li>• Individual student</li> <li>• Small groups</li> <li>• Whole group</li> </ul>
<b>Preparation time:</b>	Low
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Computer with Internet access</li> <li>• LCD projector</li> <li>• Whiteboard</li> <li>• White paper</li> <li>• Crayons/Colored pencils/Markers</li> <li>• Two different bound books</li> </ul>



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<b>Preparation:</b>	<ul style="list-style-type: none"><li>• Open a web browser and log in to the <b>We Give Books</b> website at <a href="http://www.wegivebooks.org">www.wegivebooks.org</a>.</li><li>• Log in to your account and select a campaign to support.</li><li>• Choose a book that you feel has a good cover, which you will read aloud to the class.</li><li>• As a class, pick two additional books you have read that have effective and engaging covers.</li></ul>
<b>Introduction:</b>	<ul style="list-style-type: none"><li>• Start by asking students why books have covers (to protect pages, attract readers, share something about the story with readers, etc.).</li><li>• What do all covers include?</li><li>• Title, author and illustrator names.</li><li>• What should cover art include?</li><li>• Characters, settings, themes.</li><li>• Show students the covers of the two books that the class is already familiar with. Recap the stories to jog their memory. Tell them why you think they are good covers. (For example, they show the characters, show the main point of the story, reinforce the title, etc.).</li><li>• Have students discuss their opinions of the covers.</li></ul>

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<p><b>Activity:</b></p>	<ul style="list-style-type: none"> <li>• Introduce the new book that you selected, making sure to talk about the book’s cover. The zoom feature will make looking at details much easier for students. Ask students to predict the story based on what they see on the cover. Chart their responses on the board.</li> <li>• Read the book aloud to students.</li> <li>• Engage students in discussion about the main parts of the story. The discussion should include characters, setting, problem, solution, ending, etc. Chart their responses on the board, next to their responses to the cover.</li> <li>• Bring back the picture of the cover.</li> <li>• Have them look at their responses on the board and start a discussion comparing and contrasting the two lists. Ask, “Based on your responses, do you think that the cover reflects the story?”</li> <li>• Ask students, “How would you redesign the cover of (book name)?”</li> <li>• Tell students that they are going to create a cover for the story that they feel best represents it. Remind them to think about central themes, characters, settings and other parts of the story that they find intriguing.             <ul style="list-style-type: none"> <li>– Discussions always help young readers, so having students work on this activity in pairs can be effective.</li> </ul> </li> <li>• Pass out white paper and make sure that all students have proper drawing tools.</li> <li>• Once students are finished, have them share and explain their new covers.</li> <li>• Covers should include all elements that were reviewed in the lesson (title, author, illustrator).</li> </ul>
<p><b>Tips for expansion:</b></p>	<ul style="list-style-type: none"> <li>• Discuss with students what authors and illustrators do, and the different aspects of those jobs.</li> <li>• If you are working on a certain type of art form (collage, watercolors, etc.), ask students to create the covers using those methods.</li> </ul>