

Creating a Book Trailer: INFOhio Lesson Plan

Standards

Ohio's Learning Standards for English Language Arts:

Reading. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Ohio's Learning Standards for Technology:

Strand: Information and Communications Technology.

Topic 3. Use digital learning tools and resources to construct knowledge.

Topic 4. Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

Overview

Students will select a book to read and to review in the form of a book trailer. The finished book trailer will be submitted to INFOhio's Book Nook for review. If accepted the book trailer will be posted to the Book Nook website.

Directions

1. Compare a movie trailer to a book trailer. Ask students to describe a recent movie trailer and have students brainstorm a list of characteristics of a good movie trailer.
2. Share examples of student created book trailers found on INFOhio's [Book Nook](#). Discuss the differences and similarities between movie and book trailers. Have students make observations or ask questions on their own. You can use an interactive [Venn diagram](#) or [story map](#) or print ones to create the comparison.
3. Discuss some of the elements to consider when making a book trailer such as readable and concise text, interesting, clear, relevant images, timing of images and music that matches the mood of the book, enough details to create interest, but not give away the ending and a teaser or question that makes the viewer want to read the book.
4. Take a look at the planning tools on Book Nook. There are a variety of graphic organizers, templates, and storyboards that can be used to plan the scope and sequence of the book trailer. Emphasis the importance of planning a trailer before creating one.
5. Share the student tools on Book Nook including the creation, audio, video, and image tools that can be used to create the book trailer. Discuss the pros and cons of the tools, especially the video tools and their use in creating a book trailer.
6. Point out the section on "Citing Your Sources" and discuss the importance of providing credits for images, and other materials.
7. Conclude the discussion by sharing the [rubric](#) that is used to evaluate book trailers that are submitted to Book Nook.
8. Have students choose a book to read and to create a book trailer to submit to Book Nook. (Students may work individually or in small groups.)

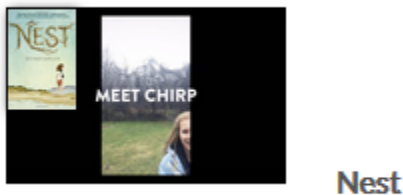
Skills and Concepts

- Identify key details in story/text
- Identify the main topic in text using supporting details
- Use of technology to produce and publish
- Use of digital tools to share information and knowledge

Differentiation

Teachers use many techniques to differentiate instruction to meet the needs of different learning styles. Some examples of differentiation used in creating book trailers:

- Lexile levels
- Student focused
- Individual and/or small group
- Graphic organizers
- Visual presentation



Materials

- Book selected by student to read and use for book trailer
- [Book Nook](#) website
- Computer
- Storyboard template and/or graphic organizer
- Book Trailer [rubric](#)
- Venn diagram and/or story map (interactive or print)

Assessment

Book Nook includes step by step information on [How to Create a Book Trailer](#) along with sample rubrics to use to create your own. Under the [Submit Book Trailer](#) link, you will find the [rubric](#) that is used to evaluate book trailers submitted to Book Nook.