Instructional Unit:
Title of Lesson: Bento Box Book Club
Lesson description:
A socially distanced book club where students complete mini challenges and engage with manipulatives while reading Kalynn Bayron’s This Poison Heart. When students complete the book, they 1. turn their answers into their English teachers; 2. Return their book to the library; and 3. Keep the Bento Book and all the manipulatives as mementos of this immersive reading experience.
Grade level/subject: 9-12/ English
Collaborative Planning Steps:
1. Met with the English department during their Professional Learning Committee meetings;
2. Discussed extra credit opportunities that every grade level could agree upon;
3. Drafted a DonorsChoose project that would cover the cost of books and materials;
4. Crafted an immersive reading experience that covered the English department’s Power standards;
5. Met with the department, so they could assign point values to each task and critique the product;
6. Made any and all necessary corrections to craft the final product;
7. Adhered barcode labels and set the sublocation as Bento Box.
Instructional Roles for School Librarian:
● Provided guidance regarding content to be taught
● Curated a variety of highly engaging (educational and entertaining) resources
● Assigned questions and tasks
Instructional Roles for Teacher:
● Provided guidance regarding standards to be taught
● Assigned point values and rubrics
● Graded Extra Credit opportunity
Subject Area Standards Met:
● Independent Reading & Writing: 9-12.8.R Students will select texts for specific purposes and read independently for extended periods of time.
● Independent Reading & Writing: 9-12.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.
● Critical Reading & Writing: 9-10.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.
● Language: 10.5.W.3 Students will demonstrate their use of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
● Multimodal Literacies: 9-12.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.
AASL/State standards for Learners met:
Include: II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
Collaborate: Not Applicable
Curate: Not Applicable

Explore: V.A. 1. Reading widely and deeply in multiple formats to write and create for a variety of purposes; V.A. 2 Reflecting and questioning assumptions and possible misconceptions; V.D.1. Iteratively responding to challenges; and, V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.

Engage: V.I.D.1. Personalizing their use of information and information technologies.

Activities and Procedures for completion:
- Gather background information about the author.
- Answer inference questions while reading the book.
- Actively participate in exercises concerning Botany.
- Discover/Uncover trinkets as they read for fun and function.
- Gather information concerning the Alnwick Poison Garden in the United Kingdom.
- Complete a comparative analysis between a song of their choice and a chapter of the book.
- Provide feedback to the author, teacher, and librarian about whether or not they enjoyed the book.

Resources: (please designate all books, videos, online resources, websites, etc. by title/name)
- *This Poison Heart* by Kalynn Bayron
- Author’s Website: [https://www.kalynnbayron.com/bio](https://www.kalynnbayron.com/bio)
- *This Poison Heart* Spotify Playlist
- “Deadliest Garden in the World” video

Evaluation methods used: Assigned point values for each task and a letter writing rubric.

For evaluating students’ comprehension: Points assigned and a letter writing rubric

For evaluating the unit: Points assigned and a letter writing rubric

For evaluating contributions by learning team members: Not Applicable

Reflection on any changes needed in unit or modification after unit was first taught:

Areas of improvement include but are not limited to:
- Discussion board so students can interact with one another as they read the selected text.
- Flipgrid videos so students can share their reactions, thoughts, and feelings to specific scenes in the story.
- Wakelet so students can collaborate to produce their own playlist for the selected text.
- Offering a prize or treat when students discover the trinket that is hidden in the book’s spine.
- Google Form to gather feedback concerning the whole immersion experience.

How were goals met?
- Students read a book in its entirety over the course of nine weeks.
- Students practiced answering literal and inferential questions in response to the selected text.
- Students gathered background knowledge before, during and after reading a selected text.
- Students completed a comparative analysis between a song and chapter of their choice.
- Students offered feedback to the teacher, librarian, and author regarding the content featured in a selected text.

How were goals modified?

Differentiation via clearly labeled models and kinesthetic activities were proactively incorporated.

How did goals exceed?
- Students selected to engage with the extra credit assignment at the beginning of the quarter before they even knew if they were in need of an extra credit opportunity.
- Circulation increased as the Bento Boxes gained popularity.
- Students are anxious for the next quarter’s Bento Box read: Six Crimson Cranes by Elizabeth Lim

Follow-Up- an extension for future research, inquiry:
- Apothecaries
- Botany
- Greek Goddesses
- Police Reform
- Queer Normative Young Adult Literature