

## Thank you for joining us for i2i Technologies Presents Jim Stovall.



Classes may participate in this event by completing the following activities.

- Read the book to be discussed during your session.
  - The Ultimate Gift 12:00-1:00 PM Eastern
  - Top of the Hill 1:30-2:30 PM Eastern
- Students journal during reading.
- Use the ASK Process to develop high quality questions to ask Mr. Stovall during the connection.
- Write thank you letters after the connection.



### Before the Session

**Read the book.** This can be done individually by students or as a whole group read aloud. Either way works quite well.

**Keep a journal.** After reading for the day, you and your students should individually write down your thoughts. This can be a reflection on a scene, event, or passage. It does not matter what it is, just that it made an impact on you. Respond to a part of the story that makes you laugh, makes you cry, makes you want to keep reading. Don't summarize. Tell how it makes you feel. Teachers should model journal writing. Write your journal so that all the students see your writing. Share what in the book triggered those thoughts and feelings.

**Write questions.** After you finish the book and have reflected in your journals, then begin writing the questions. Students should include the chapter and page number that corresponds with each question. By reviewing their journal entries, the students should be able to write questions about those parts of the story that most interested them. If you are working with younger students, you should lead them in writing questions each day. The purpose of this is to better understand the story in terms of what the story is about, characters, setting, use of vocabulary, broad issues within the book.

**Show examples.** As the teacher, you should also write some questions and show them to the students so that they can see how it should be done. Teachers need to model their thinking process. What prompted you to write that question?

**Place the students in pairs and encourage them to select their best four questions.** Each pair should select only four questions that will be presented to the class.

**Conduct a round robin elimination process.** When your students have selected their best four questions, ask each group to read their questions to the class. Eliminate duplicate questions among the groups.

**Revise the questions.** When the elimination process is completed, each student should have at least one unique question to ask in the interview. It is okay if the question has been rewritten to include aspects of duplicates that were eliminated.

### After the Session

**Write a letter of thank you to the author or expert.**

This can be a note or card. The letter should reflect students' best writing and be considered a published piece. The letters will reflect the students, the school, and you.

**Mailing address:**

Jim Stovall, 5840 South Memorial Drive, Suite 312, Tulsa, OK 74145-9082

## Sample Journal Format

Today's Date \_\_\_\_\_

Pages \_\_\_\_\_

Write a reaction to what you read. Your entry must be at least a paragraph or 7 sentences long.

Think about how this passage made you feel. What has happened in your life to help you understand what you read?

## Creating Questions

**Small Questions** (These questions do not work well for an ASK program.)

- One word answer.
- Yes or No answer.
- Can be found in the book or easily Googled.

**Big Questions** (These are the kind that we want to use during an ASK program.)

- Not obvious or easily answered.
- Invites others to talk about their experiences or ideas.
- Answer is found in your mind.

## Setting Up the Question

- In the book...
- In the chapter...
- On page ...
- In our school...

## Question Starters

- Do you know why...
- Do you think...
- Would you ever...
- Why do you think...
- Describe...
- Would you explain ...
- How do you feel...
- What was your reaction...
- How would you...
- How can you conclude...
- What beliefs or biases...
- Who does \_\_\_\_\_ remind you of?
- How can you tell...
- How do you know...

## Evaluation Rubric



**Name** \_\_\_\_\_

<b>Journal Writing</b>	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Followed journal entry format (Date, pages read)					
Responded in his/her own voice					
Justified reaction to response					
Personal identification with characters					
Met journal entry length requirement (7 pages)					
<b>Question Creation</b>	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Created two questions per journal entry					
Used proper question format (Big questions—no yes/no answers, answer not in book)					
Justified reaction to response					
Personal identification with characters					
<b>Question Revisions</b>	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Cooperated with partner to analyze questions and determine revisions					
Revised questions are properly formatted					
Cooperated with partner(s) in choosing questions for the interview					
<b>Revisions</b>	Always (4)	Almost Always (3)	Sometimes (2)	Seldom (1)	Never (0)
Proper friendly letter format					
Proper sentence structure					
Proper capitalization used throughout letter					
Proper spelling and punctuation					
Body of letter contains student's opinion					

*ASK Process developed by Dr. Raymond Kettel. These materials are adapted from ASK instructions by Dr. Kettel, Jim Wenzloff, and Janine Lim.*

# Listening Guide

Can be used during the session (optional)



Book:	
Interviewee:	
Facts I learned	Things I want to learn more about
Interesting stories	Writing tips