

Boxcar Children Skype Prep

Goals for This Project

- Have an authentic interaction with the publishing industry
- Know what an editor does
- Know the characters and early plot of *The Boxcar Children*
- Recognize that there can be many ways of telling a story (e.g., text, illustration, graphic novel, Twitter)

Day 1 (Tues., 10/6)

Getting to Know *The Boxcar Children* in various formats Stations. Students are divided into three groups. Each group will travel to each of the three stations for 15' each. Raya, Scott, Chris, and Kristin can divide up between the three stations.

- **Station 1: Storytime area.** Hear Chapter 1 of the book read aloud.
- **Station 2: Screen.** View the beginning of the graphic novel on a document camera.
- **Station 3: Computers.** Work in pairs to view the Twitter feeds (safely placed at <http://beverlymediacenter.wikis.birmingham.k12.mi.us/Boxcar+Children>) and, if there is extra time, view the series information at http://en.wikipedia.org/wiki/The_Boxcar_Children
- **Checkout**
- **NOTE:** We got a late start this day, so we ended up doing an abridged version of the three as a whole group. It worked fine.

Day 2 (Mon., 10/12) – Synthesizing and The Role of the Editor

- **Share and synthesize** what they learned from viewing *Boxcar* in various formats
- **Editor activity.** Kristin role-plays the author, and Raya and the students role-play the editor trying to improve the author's manuscript. Use this Etherpad site to model/improve the "manuscript", going back and forth between author and editor.
- **Checkout**

Anytime before 10/16 – Teachers and students create interview questions in classroom

Day 3 (Fri., 10/16) – Skype Conversation with Wendy McClure, *Boxcar* Editor, 10:30 – 11. NO CHECKOUT.