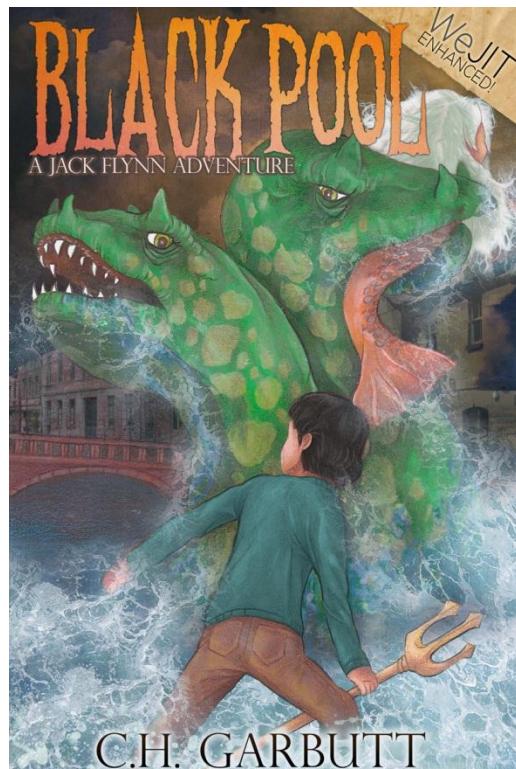
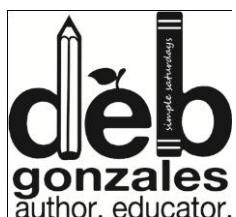


A Core Curriculum State Standards Annotated Book Trailer Construction Guide for



A WeJIT Enhanced E-Book written by
C. H. Garbutt



Guide created by
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Preface: A Book Trailer Construction Guide

The intent of this guide to gather the essential elements necessary for students to create a book trailer based on their interpretation of *Black Pool: A Jack Flynn Adventure*. Upon completion of this book trailer guide's discussion questions, graphic organizers, and story-boarding activity, students will have gleaned the information needed to create their own, whether in digital format or a physical form such as a poster board display or bulletin board.

It is important for students to understand that a book trailer is different than a book report. Not only are book trailers short (between 30 seconds to 2 minutes long), much of the story-telling process is done through visuals – both in text and pictures. Book trailers focus only main characters and major plot points. Also, rather than summarizing the entire story line, book trailers focus on compelling key moments of the story.

This CCSS Annotated Book Trailer Guide is divided into three sections. Each section pertains to a specific aspect of the book trailer making process. It is suggested that students organize completed book trailer guide printouts and notes in a binder with tabs for easy reference.

The sections are summarized as follows:

■ Part 1 – Discussion Questions

- The e-book has been divided into 4 reading and discussion sections.
- Questions in each section are intended to guide students into a deeper understanding of the text as well as help them develop a visual sense of how character and scene might be depicted.
- Students are encouraged to take notes during discussion sessions, as much that is focused upon then will be helpful to retain when creating their book trailers.

■ Part 2 – Book Trailer Story Structure

- **Essential Elements:** Through observation of a number of book trailers, students will come to understand the brief, yet content-packed nature of a book trailer.
- **Character Focus:** Students will hone in on three primary characters, working to show how their actions have woven together to create a compelling story.
- **Pinpoint Plot Points:** Students will give a brief overview of selected plot points in a short, concise, manner.
- **Picture Perfect Depiction:** Students will plan out a presentation sequence of selected plot points and will decide upon the most effective visual images to be used in scene transition and for effective characterization.

■ Part 3 – Story Boarding

- Students will decide upon the pictorial sequencing of their book trailers.
- Students will write a short script for their book trailers.



A Note About WeJIT Enhanced Technology

New York, NY, April 21, 2013 --([PR.com](#))-- Author C.H. Garbutt, digital publisher Vook, and technology solution provider Democrasoft today announced the release of the "WeJIT Enhanced" version of *Black Pool: A Jack Flynn Adventure*, a debut middle-grade novel from C.H. Garbutt. *Black Pool* follows the adventures of young Jack Flynn, an American teenager in Dublin, Ireland who must brave the mythical world of Mer people to retrieve a powerful and magical trident.

The ebook features embedded interactive WeJIT technology, which enables readers to connect with the author, other readers and even potential readers, directly in the book. It's a forum for discussing the plot and characters, as well as commenting on the developing story. With WeJIT technology, the reader can step into the imagination of the author as the story progresses. Garbutt aims to stimulate young readers' imaginations with this unique type of book-based interactivity, helping them become fantasy authors themselves.

"This new technology is perfect for youth-oriented literature," says Garbutt. "It is a fun and engaging way to attract middle-grade readers. As an author, it is amazing to be able to put a young reader into the writer role and let them weigh in on the hero's choices. And it is technology that is only available in an ebook format."

"Ebooks are rapidly evolving and we are excited to be working with progressive authors such as C.H. Garbutt," says [Democrasoft](#) CEO Richard Lang. "WeJITs provide multi-way interactive experiences right inside of the Black Pool ebook, as well as bringing in brand new readers. The increased readership and book sales bode well for authors, publishers and the readers themselves."

"We love it when authors use innovative technology like WeJITs to make their ebooks more interactive and provide readers with a way to connect to authors," adds Matt Cavnar, VP of Business Development at Vook.

Garbutt's *Black Pool: A Jack Flynn Adventure* can be purchased through [Amazon.com](#), [Barnes & Noble](#), and [Vook.com](#).

Reference: "Novelist C.H. Garbutt Releases Interactive Novel Black Pool: A Jack Flynn Adventure - PR.com." *PR.com: Directory of Businesses Jobs Press Releases Products Services Articles - Find Companies*. Web. 9 Sept. 2013. <<http://www.pr.com/press-release/486651>>.

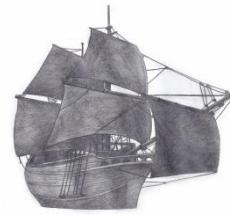


Part 1 – Discussion Questions

Section I – Prologue through Chapter Seven

All I could think of was why can I still breathe? Suddenly I felt a burning slash across my leg. ...Then I felt – and remembered – nothing at all. For the next three years. Until the night I met Lillay (Prologue).

- Summarize the action taking place in the Prologue.
- Explain Jack's connection with his mother, his aunt and Lillay.
- Explain how the Prologue sets the tone for the novel.
- The line "the sky turned the color of a bruise" is quite telling in a number of ways.
 - Explore the meaning of this phrase.
 - Predict the author's intent with this line.
 - Make note of this line as it may become helpful in the book trailer creation process.



"We aren't to talk to humans," she went on. "But we watch sometimes (Chap. 1)."

- Who is Lillay?
- What is Lillay?
- Predict why she has entered the story at this time.
- Describe her physical appearance.
- In the Prologue, it was mentioned that Jack's memory returned after he met Lillay. Explain why this is so.

I watched. And I waited. The Irish Sea where it met the River Liffey in Dublin Port stayed black. Black as pitch, I thought, and if she didn't come soon, just as sticky (Chap. 2).

- Consider the setting of this story. Describe the physical feelings of being near Dublin Port.
- Describe the emotional impact of such a setting.
- Research The Irish Sea, the River Liffey, and Dublin Port. Observe the colors and tone of the images. How does the sensory aspect of this setting contribute to the mood of this story?



“...the source of all our Mer magic. Whatever you do, don’t open it. Hide it somewhere safe where he can’t get it – or we’re all doomed (Chap. 2)!”

- Explain why Lillay would entrust something as valuable as the Trident to Jack.
- What is Mer magic?
- Why must Jack hide the Trident?
- Why must Jack do this, rather than someone else?

“Look alive, lad. Aren’t you going to unwrap what the Mer have entrusted you with before it strangles you whole (Chap. 3)?”

- Who is the real Father Riordan?
- How is it that he knows about the Mer and their entrusting the Trident with Jack?
- Is Father Riordan someone to be trusted? Explain your answer.

“Simple as daylight at dawn. How else will you be able to help the Mer defeat Radis? He is ambitious, he is evil, and he plans to rule the world – both on land and on sea (Chap. 4).”

- Do you think that defeating Radis is truly as simple as daylight at dawn? Explain your answer.
- Consider Radis as a character to be depicted in your book trailer.
 - What colors reflect his characterization?
 - What symbols or images reflect his character?
 - What sort of mood does he provoke?
- Do you think Jack should assume responsibility for caring for the Trident? Why or why not?



I moved down toward the end of the boat searching for Lillay. I watched carefully as the Mer – dressed in weird clothing made from all kinds of sea things – kelp, fish bones, horseshoe crab shells, shark’s teeth, filled the beach (Chap. 7).

- Describe this scene in a sensorial sense.
 - What does it smell like?
 - Feel like?
 - What is the mood?
- Describe what you think Jack felt when he saw the Mer gathering together on the beach. Predict his emotional reaction to this scene.
- Is there, perhaps, a reason why Jack is privileged to observe this scene? How so?



Section II – Chapter Eight through Chapter Fourteen

The King continued, “It is my honor, along with Queen Ismeria and Devlin, the sole male heir of the throne, to present Princess Lillay as she takes her formal vow of protection of the Trefoil Trident: emerald for perseverance, sapphire for strength, and diamond for courage. May the Trefoil Trident forever preserve and defend us all under the countenance of the Whale of Cerulean (Chap. 8).”

- » List the facts about Lillay and her family that have been revealed in this scene.
- » What is meant by the countenance of the Whale of Cerulean?
- » The King describes the importance of the Trefoil Trident as well as Lillay’s vow to protect it. Explain why giving it to a human to care for it is a questionable act.

“But you will. Once your father barters the red cap in exchange for your release I will go on land and take the Trident from where you and that Son of Land have hidden it (Chap. 9).”



- » Who is Radis?
- » What is his relationship with Lillay?
- » How is he connected to Jack?
- » What is the one thing that all three of these characters have in common?
- » Explain how the Trident is valuable to each character.

“Do you think Radis is the only one who wants to rule the seas and enslave land crawlers? It is the destiny of the sirens to rule over all, to soar with wings and not mere fishtails,” he responded. “Anyone who holds the Trefoil Trident, holds that power (Chap. 10).”



- » Explain how Tisean and his plans add another level of trouble to the story.
- » Explain how the theme of dominance over others is being played out between characters.
- » Tisean tells Jack that anyone who holds the Trident holds the power to dominate. Does this mean that Jack holds that power, too? Explain your answer.

Did he just tell the Queen of the Mer that I could defeat Radis (Chap. 12)?

- » Explain why Father Riordin’s statement is unbelievable. How can one boy defeat a monster such as Radis? List Jack’s limitations, both physically and emotionally.



- » On the other hand, consider reasons why Father's Riordan's statement might be possible. Consider ways that Jack's differences can serve as strengths.
- » Do you think Father Riordan has more faith in Jack than he does in himself? If so, where do you think this faith comes from?
- » Predict how the Trident will come into play.

"Not for sure?" I asked. It couldn't be. But it was: William Butler Yeats' trunk (Chap. 13).

- » Born in Dublin, Ireland in 1865, Yeats became one the most revered and accomplished poets of all time. Poets.org states that Yeats' writing at the turn of the century "drew extensively from sources in Irish mythology and folklore." Explain how Yeats' poetry about mermaids and sea creatures might be helpful to Jack in his efforts to defeat Radis.
- » Do you think the Trident's power is helping Jack in some way? If so, how?
- » Do you think that Jack's Mer blood might be guiding him, as well? How so?

This one looked, from upside down, like a throne room from an earlier time, maybe 19th century, ornate and filled with red and gold...I paused and looked upside down at the throne itself. There was something very familiar about it (Chap. 14).

- » Could it be that the Trident is helping Jack to become more aware of surrounding clues? How so?
- » Do you think the power of the Trident is guiding Jack? Explain your answer.
- » Why do you think the throne is significant? How so?



Section III – Chapter Fifteen through Chapter Twenty-One

And what I hoped would happen next did: the keystone face transformed into a living, breathing, dripping wet head about fifteen feet long and ten feet wide (Chap. 15).

- Explain how Jack knew to throw the Trident toward the stone head.
- Explain how he had the strength to do so.
- Tell how he knew to call upon ancient legend to help defend again the Sirens.
- Why do you think the huge face winked at Jack?



"Look at this. He's holding the red cap – the monk, the human, and he seems to want the Mer to take it. Could we have given the Mer the power to transform into humans?" Siona asked me (Chap. 16).

- Could it be that the monk featured in the ancient book was the first Son of Land? How so?
- Consider the number of connections to the ancient world Jack is discovering – the throne, Yeats' work, the picture of the monk with the red cap. Discuss how the old world and new world are colliding as Jack follows his quest to save Lillay and defend against Radis.
- Why do you think the monk in the picture would want to help the Mer transform into humans?

The black pool Dublin is named for comes from a river that runs underground under Dublin Castle (Chap. 16).

- Explain the importance of this setting to the theme and premise of this story.
- Why is it that an American boy is chosen as the one to solve the quest set in Dublin, Ireland?

"Pantherasea," I whispered to myself in astonishment. "Very cool. I thought they were only mythical creatures – like a hippocampus. Had the Trident called them, I wondered (Chap. 17)?

- Do you think the power of the Trident is working for Jack's benefit? How so?
- Or, do you think that there may be other forces at work? Celtic forces? Mythic forces?
- How is Jack's character changing as a result of this quest?
- What do you know about mythical creatures? Do you believe that they might be real?





"The sea gives up its dead – but that is not all it has to give, Son of Land. This belonged to your mother, another obvious deduction, as you look like her. She lost it the day she disappeared into the sea. I hunt sea treasures and trade in them...I found it years ago (Chap. 18)."



- Describe how Jack must feel after hearing about his mother's death.
- How is it that mythical creatures of the sea know more about Jack's past than he does?

"Do your mother proud, Son of Land. And you'll give the rest of us hope (Chap. 18)."

- Tell what the Kraken meant by the phrase "you'll give the rest of us hope."
- How does Jack's quest affect the rest of the mythical sea creatures?
- Do you think that, since his mother's death, Jack has had a calling on his life? How so?
- Could it be that he is the only one who can fulfill the duty of protecting the Trident? If so, what qualifies or empowers him to do so?

"That's very strange. I've never heard of any marine creature speaking outside of its native tongue. Only highly educated Mer can interpret and speak different undersea languages (Chap. 19)."

- Explain what gives Jack the ability to communicate in Krakendish.
- Recall the beginning of the story when Jack lacked confidence or interest in academics. Has he grown in intelligence and intuition as a result of this quest? If so, give examples.
- Do you think the Trident is empowering Jack or does this new strength come from within?

"It's Radis' army – in boxes," I said in awe. "All the dead he helped create. He's saving them for himself – somehow (Chap. 20)."

- Explain what Jack's discovery of Father Riordin's name printed on a box stored in the Vault of Souls means.
- If Father Riordin died in battle, how could it be that Jack knew him as a principal?
- What does this box have to do with the Trefoil Trident and the Dark Domain?
- Have the mythical creatures and Celtic spirits been present with Jack all along?
- Are there ways that Jack and Yeats share similarities? Do they have a connection with a world of spirits that differs from most people?



Section IV – Chapter Twenty-Two through Twenty-Eight

"We'll be gone before he gets back – all of us. I promise!" I yelled at him, backing up Lillay. "We have to get out of the Deep Domain." I looked up at Nyle. "An Irishman with any decency would do the right thing and help (Chap. 22)."



- 🎬 Why did Jack use this type of reasoning to convince Nyle to release Lillay and help them?
- 🎬 Discuss ways in which Jack is demonstrating power over the dominion of sea creatures.
- 🎬 Tell of ways that he is gaining in confidence and power.

"You can't protect him – and why should you? Humans have never done anything of value for the Mer. Why should we be expected to co-exist with them? They deplete our undersea resources, they fight stupid, greedy wars with each other, and they litter our oceans with their piles of trash. When I rule, humans will be my minions. That's all they're good for (Chap. 25)."

- 🎬 Consider Radis' words in light of his actions.
 - How has he demonstrated greed?
 - How has he damaged undersea resources?
 - How has he been involved in war and destruction?
- 🎬 Have humans done anything of value for the Mer?
- 🎬 Jack is human. Has he served the Mer in valuable ways?

Lillay twisted the Trident and cut Radis' hand with it. He screamed and grabbed at his bleeding palm. Tisean was immediately on Radis, his tongue darting toward the blood.



... As I lifted from the roof, I swung my hand down toward Radis. He aimed his green fingernail straight at my chest. I kicked his hand away with my foot as I passed over him. At the very last second, I stretched as far as I could and plucked the red cap from his head (Chap. 26).

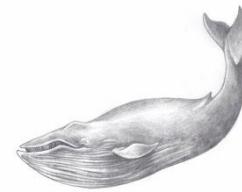
- 🎬 Lillay and Jack have become a powerful team, a force strong enough to confront Radis face-to-face. Discuss the development of their relationship from the beginning of the book until this point. How have they changed as a result of this adventure?
- 🎬 Why is it fitting that Lillay is using the Trident as a weapon in this scene?
- 🎬 Note that Jack is unhampered by the pain in his leg. Explain why this is so.



"You know the prophecy as do I. A human boy will rise to help the Mer – to light the way and save them from ruin. But destiny always bears a price (Chap. 27)."

- 🎬 If Radis know this prophecy, do you think that the other sea creatures did, as well? Explain your answer.
- 🎬 What is meant by the words "destiny bears a price?" What kind of price is Radis referring to?
- 🎬 Later in the chapter, Radis invited Jack to join his evil plans. Is this the price Radis is referring to? To have to make a choice between good and evil? Explain your answer.
- 🎬 Has destiny prepared Jack for this quest? How so?

In the silver light of the moonbeam a Blue Whale – the Whale of Cerulean – surfaced off shore. It sang out three deep notes. The music hung in the air like a fine Irish mist. And then the sound disappeared – as did the Whale (Chap. 28).



- 🎬 Explain why the appearance of the Whale of Cerulean is significant to Jack and his memory.
- 🎬 Do think that this Whale has been watching over and caring for Jack all along?
- 🎬 How does this Whale fit in with the prophecy regarding a human boy and the salvation of the Mer?

"Not forever," the Queen of the Mer replied. "But a human boy is what is needed – a true Son of Land – and one that is as strong as any Mer magic, as bright as the diamond moon. You will be our hope. It shall be so (Chap. 28)."

- 🎬 Why is that, when Jack stated that Radis got away, the Mer Queen seemed unconcerned?
- 🎬 What is meant by the phrase "a true Son of Land?" What does being part Mer have to do with that statement?
- 🎬 Do you think that Radis will return? Why?
- 🎬 If so, will Jack be prepared? How so?



Part 2 – Trailer Story Structure

Essential Elements

Book trailers are short and interesting because they focus on the highlights of a book without giving the entire story away. SlimeKids says that, "...the purpose of a book trailer is simply to capture the attention of the viewer and get them interested in reading the book." To make a book trailer, its creator must have a solid understanding of the story's beginning, middle, and end, as well as four basic elements that make the project great.

Those four basic elements are:

- Character
 - What are the characters' fears, strengths, weaknesses, and innermost desires?
 - How do characters relate to one another in the story setting?
- Setting
 - Where does the story take place?
 - How does the setting relate to the characters' interactions or experience?
- Conflict
 - What is the problem or situation presented in the story?
 - How can this conflict be revealed without giving the whole story away?
- A Hook
 - The element of suspense intended to convince the viewer to read the book.
 - A cliffhanger that causes the viewer to feel compelled to find out what happens in the story's end.

Creating book trailers requires the use of certain skills and creative techniques. In well-crafted book trailers, the implementation of these skills and techniques seem almost invisible to the viewer. Those skills and techniques are accomplished through the use of:

- Words
 - How are words used?
 - What purpose do they serve in the trailer?
- Sound Effects/Music
 - What kind of sounds effects or music appeal to you?
 - How does it reflect various aspects of the story's plot, characterization, theme, or setting?
- Story Highlights
 - How does the use of particular highlights depict the message of the story?
 - What aspects of the story have been revealed in the trailers?



■ Setting

- Where was the location?
- Why was that setting chosen to be of great importance?

■ Narration

- Who is speaking?
- How did the narration reflect the tone and emotion of the story?

■ Visuals

- Are you using video clips, still images, or a combination of both?
- Are the visuals successful in setting up a compelling hook?

For practice, click on the links below and watch the attached book trailers closely. Use the Essential Elements listed above to evaluate the effectiveness of these book trailers. Get a feel for the skills and techniques required to create effective book trailers.

- What is your impression of these book trailers?
- As a result of watching the book trailer are you compelled to read the story? Why or why not?
- If you've already read the story, do you think the trailer did the book justice? How so?



[Touching Spirit Bear](#)



[Tale of Despereaux](#)



[Shiloh](#)

With regard to technology, upon completion of the lessons and worksheets provided in this book guide, students have the option to choose from a wide variety of software packages with which to create their book trailers. Some options are:

- Movie Maker
- Photo Story 3
- iMovie
- Voice Thread
- Bubble Share
- PowerPoint
- Mapwings



Character Focus

Effective book trailers concentrate on only a few main characters and leave the minor characters out. This technique enables the book trailer creator to focus on the most important aspects of the story. And, it is not necessary to present characters as they physically appear in the story. Symbols for their characterization can be useful in revealing the individual's innate nature. Consider the effect of color, or a symbol, or even an animal to represent that character in the book trailer.

Objective: To develop a deep sense of characterization, as well as how chosen characters interrelate with one another.

Materials:

- 3 copies of the Character Analysis graphic organizer (page 16)
- Character Connectivity graphic organizer (page 17)
- Pencil
- Binder
- *Black Pool: A Jack Flynn Adventure* e-book

Procedure 1: Character Analysis

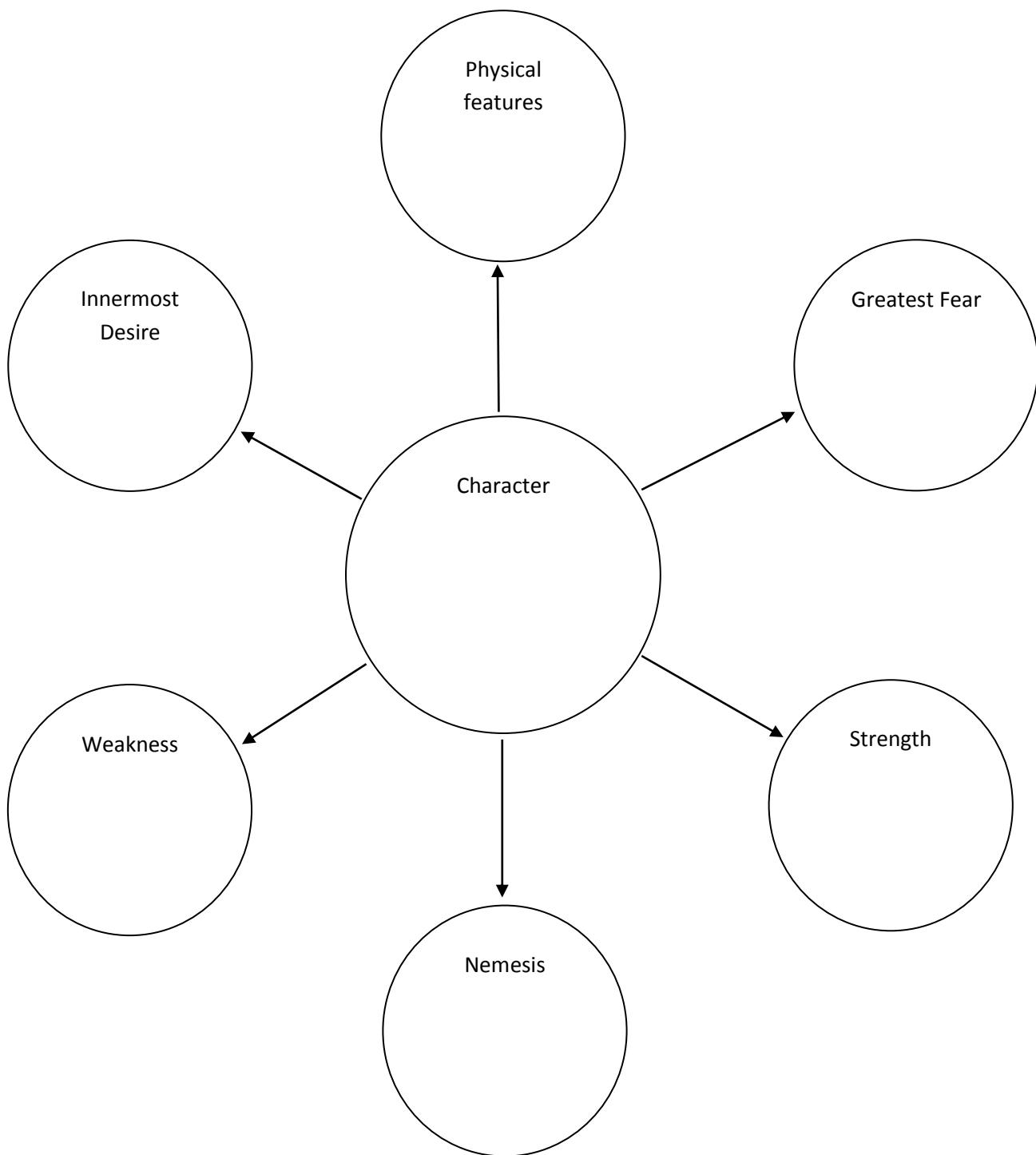
- Print 3 copies of the Character Analysis graphic organizer (page 16).
- Decide upon 3 characters to feature in the book trailer.
- Use the graphic organizer to develop a deeper understanding of the chosen characters by writing attribute descriptions labeled in the circles.
- File Character Analysis graphic organizers in binder.

Procedure 2: Character Connectivity

- Print one copy of the Character Connectivity graphic organizer (page 17).
- Write the names of the three chosen characters in the labeled circle.
- Consider the character in a symbolic sense. Make notes in the circle, as well.
 - Is there a color that reveals characterization?
 - An animal?
 - A symbol?
 - A sound?
- Follow the red or blue arrows connecting the characters. In the color-coded rectangle beside the arrow, describe their relationship.
 - Be specific and descriptive.
 - Elaborate on characters' conflict or trouble.
 - What do they want?
 - What or who is keeping them from it?

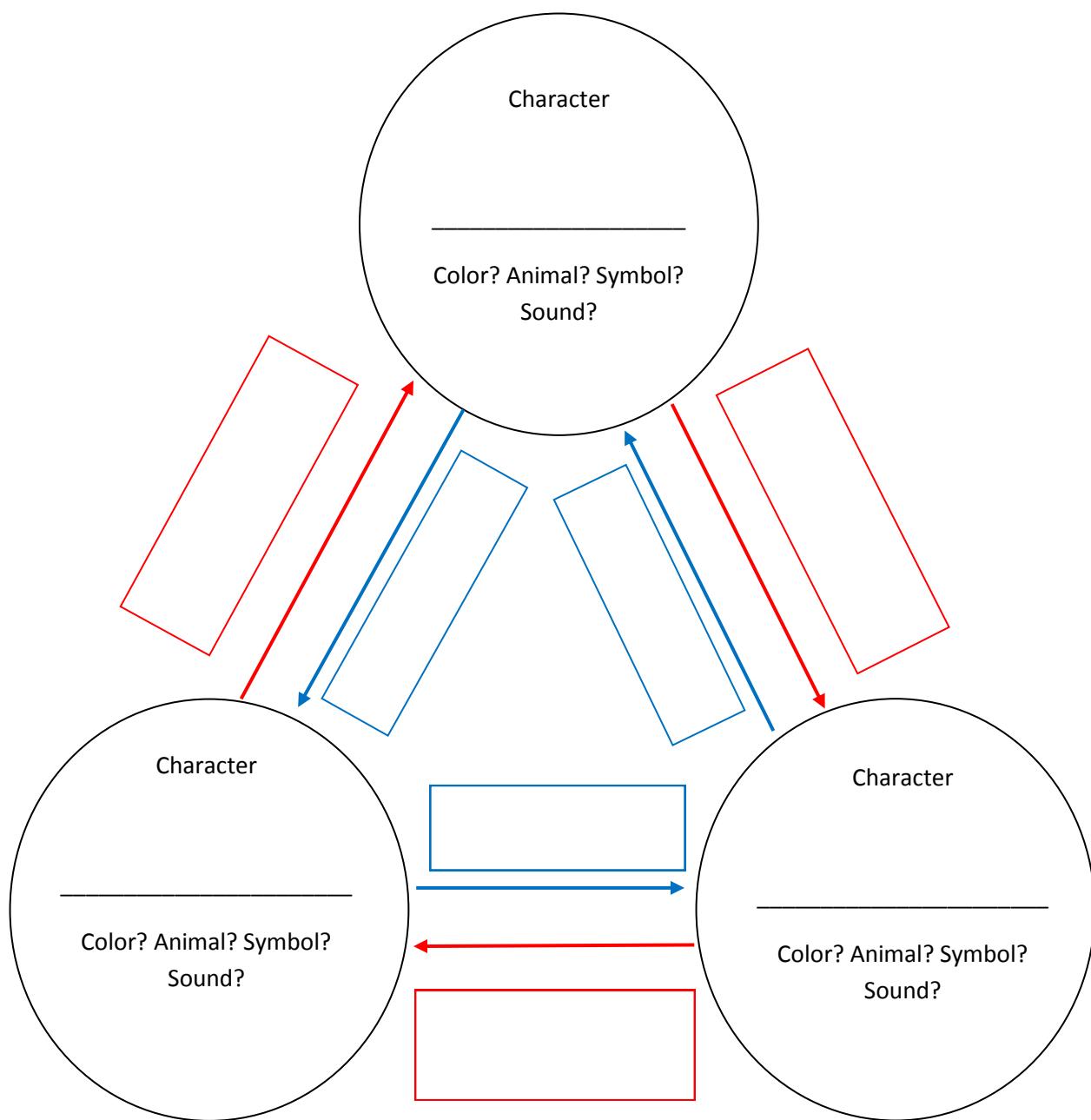


Character Analysis Graphic Organizer





Character Connectivity Graphic Organizer





Pinpoint Plot Points

Overloading the book trailer with too many details causes it to be slow and uninteresting.

It is best to choose a few plot points and then develop those through revealing specific

detail. In other words, pick a few key moments in the story and elaborate upon them.

Highlight what makes a particular key moment memorable or interesting. Perhaps, state

how it creates a plot twist, or how it sets up a conflict between characters. Maybe tell

what is at stake if something horrific takes place or ask a compelling question of some

sort. Use your imagination. Have fun!

Objective: To pare down and decide upon key scenes to be represented in the book trailer.

Materials:

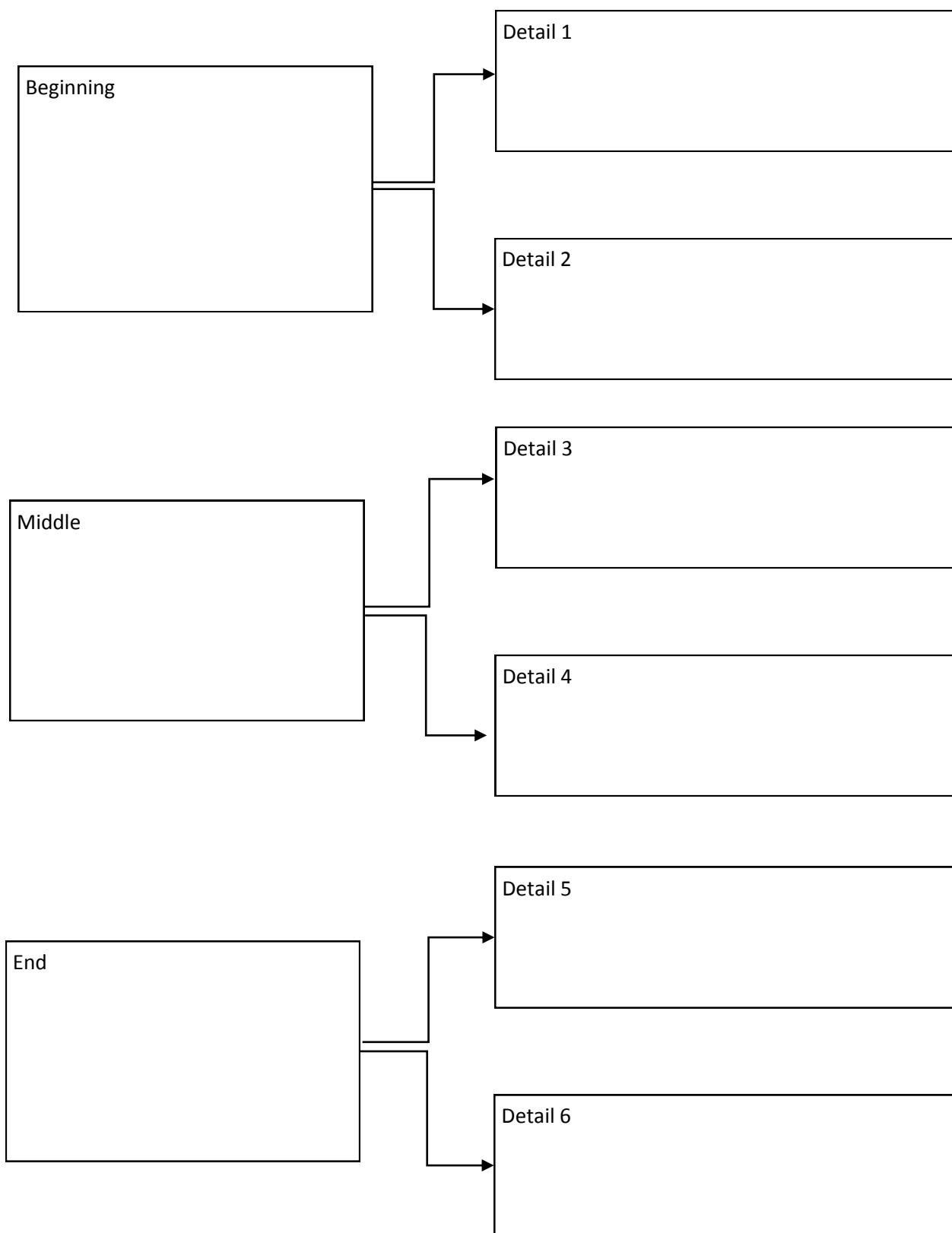
- Plot Point Honing graphic organizer (page 19)
- Pencil
- Binder
- *Black Pool: A Jack Flynn Adventure* e-book

Procedure:

- Consider three major plot points – Beginning, Middle, and End – in *Black Pool: A Jack Flynn Adventure*.
 - Try to decide upon those that are full of tension and drama.
 - Each plot point should build upon the other. For example:
 - **Beginning** – Jack Flynn is ... (maybe describe his character and predicament)
 - **Middle** – If Radis (maybe describe his motivation for evil)
 - **End** – Then... (consider the consequences of Radis' unleashed anger)
- Think of specific details that occurred in the story that support the major plot points.
 - Tell what happened in the plot point.
 - Tell who was involved in the plot point.
 - Tell the consequences of the plot point.
 - Tell what happened as clearly as possible.
- File completed Plot Point Honing graphic organizer in the binder for later reference.



Plot Point Honing Graphic Organizer





Picture Perfect Depiction

Here we begin visualizing images that depict the details stated in the prior exercise. Remember that the images do not necessarily need to reflect the physical features of the characters. For example, if a character is angry then a picture of a raging fire might best express the emotion. Or, if a character is kind and gentle, perhaps a photo of a rainbow or a daisy might suit the situation.

Consider both the setting and mood, as well. Let your imagination run wild in this lesson. Your good work here will pay off later.

Objective: To pare down the broad overview of plot points into more concise, specific visual depictions.

Materials:

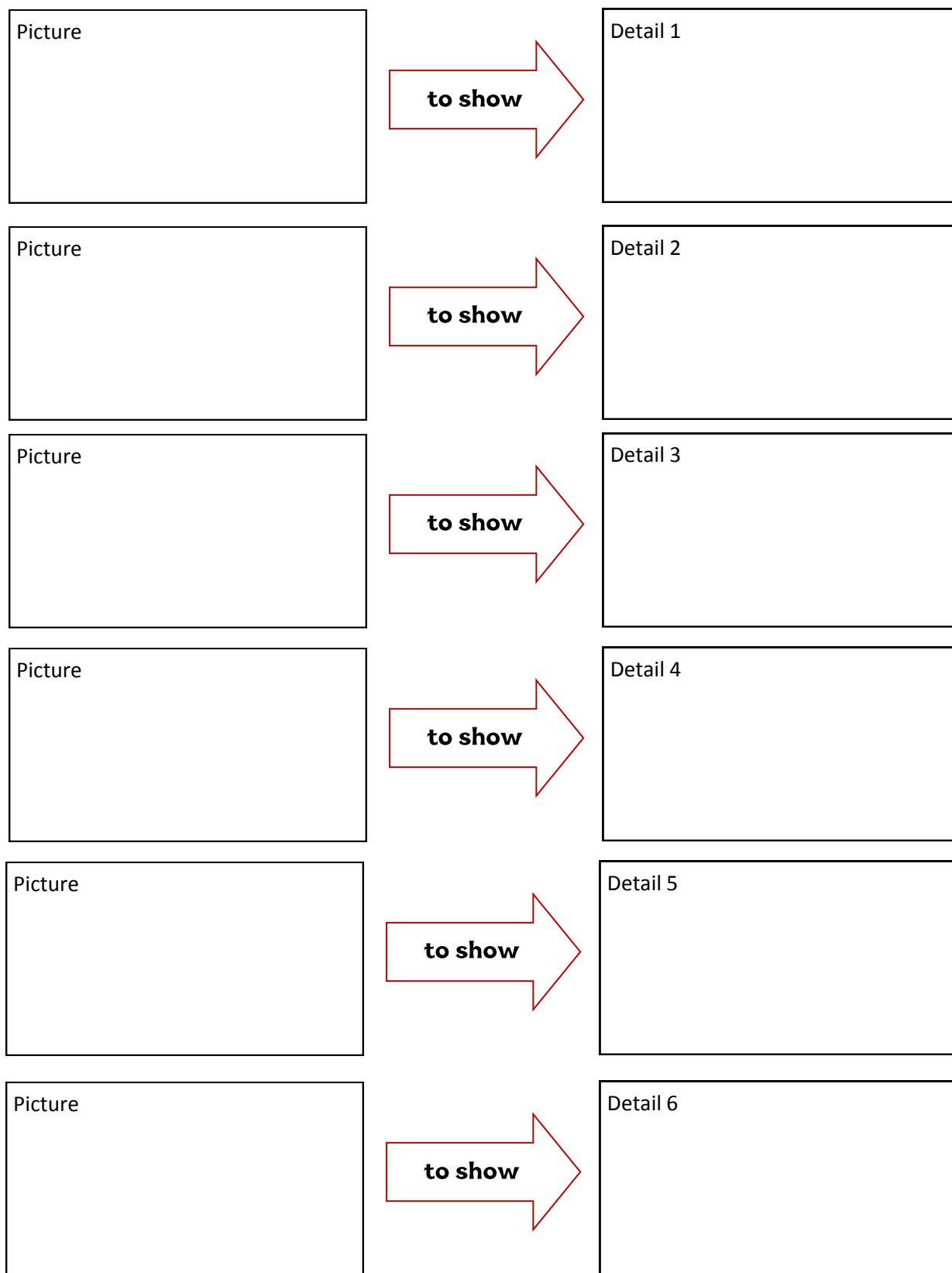
- The Picture Perfect Depiction graphic organizer (page 21)
- Completed Plot Point Honing graphic organizer (page 19)
- Pencil
- Binder
- *Black Pool: A Jack Flynn Adventure* e-book

Procedure:

- Using the completed Plot Point Honing graphic organizer as a reference, copy each detail listed into the corresponding space on The Picture Perfect Depiction graphic organizer.
- Consider options for visual images that reflect the intended message of the detail listed.
- Either write a description of desired visuals or draw a sketch, making sure that the picture *shows* the intended mood, theme, emotion, or action depicted in each specific detail.
- Upon completion, file Plot Point Honing graphic organizer in binder for later reference.



Picture Perfect Depiction Graphic Organizer





Part 3 – Story Boarding

Story boards are visual maps for book trailers. Movie makers use story boards to combine the script and the visuals together before actually filming the shots. Plans for sequencing and transitions are made through story boarding – be it in text, sound, or visuals. Click [HERE](#) to view three videos focusing on the importance of the story boarding process. Once the story board script and visuals are satisfactorily completed, it is time to create a digital representation of your book trailer project!

Objective: To plan for the final book trailer visuals and script in a concrete manner.

Materials:

- Story Boarding graphic organizer (page 23)
- Binder consisting of all graphic organizers completed for this project
- Pencil
- *Black Pool: A Jack Flynn Adventure* e-book

Procedure:

- Print several copies of the Story Boarding graphic organizer.
- Using your discussion questions notes and prior graphic organizers as reference, plan out your book trailer script and corresponding images.
- Stick figure sketches are totally acceptable for story boarding. Do not worry about making these drawings perfect. You'll have time to search for images later when you're working on the digital rendition of your book trailer.
- Oftentimes powerful quotes from the text serve as effective script material. Look back over the notes you took while discussing the story. You might find some words of interest there.
- Remember to keep your book trailer script concise and to the point. Let your visuals help tell the story.
- Remember to draft an introduction and a cliff hanging conclusion to your book trailer.

Lights!

Camera!

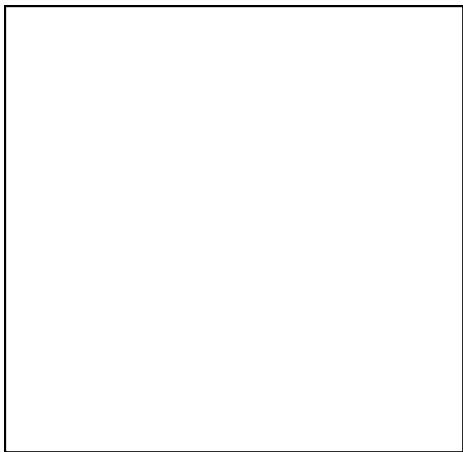
And Digital ACTION!



Story Boarding Graphic Organizer

Picture

Script









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Core Curriculum State Standards Annotations

English Language Arts Standards ➤ Writing

		Discussion	Character Focus	Plot Points	Picture Perfect	Story Boarding
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓	✓	✓	✓	✓
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓	✓	✓
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	✓				✓
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓	✓	✓	✓	✓
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.			✓	✓	✓
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓	✓	✓	✓
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	✓	✓	✓	✓	✓
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	✓	✓	✓	✓
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓	✓	✓	✓	✓
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓	✓	✓
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓	✓	✓	✓
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓	✓
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.			✓	✓	✓



English Language Arts Standards > Writing (cont.)

		Discussion	Character Focus	Plot Points	Picture Perfect	Story Boarding
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓	✓
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	✓	✓	✓	✓	✓
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓	✓	✓	✓	✓
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓	✓	✓	✓	✓
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓	✓	✓	✓	✓
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.			✓	✓	✓
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			✓	✓	✓
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓



English Language Arts Standards » Reading: Literature

		Discussion	Character Focus	Plot Points	Picture Perfect	Storyboarding
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓	✓	✓	✓	✓
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	✓	✓	✓	✓	✓
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	✓	✓	✓	✓	✓
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓	✓
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✓	✓	✓	✓	✓
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓



English Language Arts Standards » Speaking & Listening

		Discussion	Character Focus	Plot Points	Picture Perfect	Storyboarding
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓				
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓				
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓				
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓				
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓				
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	✓	✓	✓	✓	✓
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓				
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓				
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓				
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓				
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓	✓

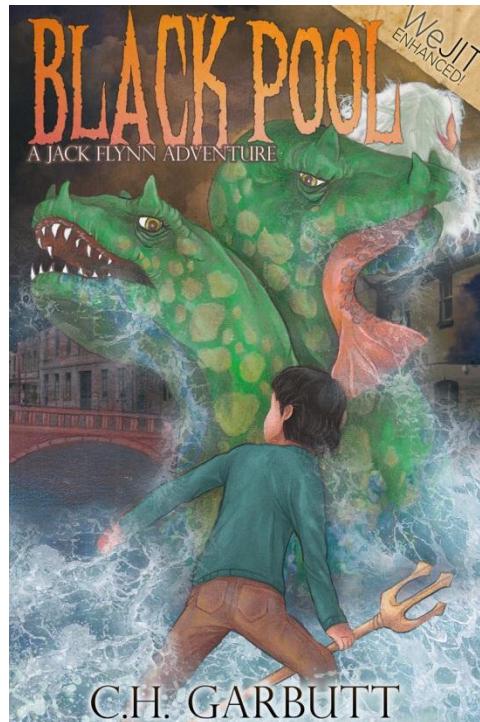


English Language Arts Standards > Speaking & Listening (cont.)

		Discussion	Character Focus	Plot Points	Picture Perfect	Story Boarding
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	✓	✓	✓	✓	✓
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓				
SL.6.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓				
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓				
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓				
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓	✓	✓	✓
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓	✓



Acknowledgments



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<http://blackpoolthebook.wordpress.com>

Black Pool: A Jack Flynn Adventure can be purchased through
[Amazon.com](http://www.amazon.com), [Barnes & Noble](http://www.barnesandnoble.com), and [Vook.com](http://www.vook.com).

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