



Book Talks



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Essential Question(s)

- What makes a book talk successful?

Summary

Book talks are one of the most effective ways to get students excited about reading. Batchelor and Cassidy (2019) have proposed there are six criteria that should be considered when giving a book talk. The six criteria are: Energy—Express Sincerity and Spirit; Summary—Avoid Giving Away Too Much; Passage—Provide a Meaty Taste of the Text; Connections—Make it Matter; Flow—Prepare Your Conversation; Time—Keep It Short and Sweet. This educator resource provides guidance to teachers who want to implement book talks into their classrooms or clubs efficiently and effectively.

Learning Goals

Attachments

- [Activity Slides—Book Talks.pptx](#)
- [Book Talk Planning Guide—Book Talks - Spanish.docx](#)
- [Book Talk Planning Guide—Book Talks - Spanish.pdf](#)
- [Book Talk Planning Guide—Book Talks.docx](#)
- [Book Talk Planning Guide—Book Talks.pdf](#)
- [Book Talk Rubric—Book Talks - Spanish.docx](#)
- [Book Talk Rubric—Book Talks - Spanish.pdf](#)
- [Book Talk Rubric—Book Talks.docx](#)
- [Book Talk Rubric—Book Talks.pdf](#)
- [Glow and Grow—Book Talks - Spanish.pdf](#)
- [Glow and Grow—Book Talks.pdf](#)

Materials

- Activity Slides (attached)
- Book Talk Rubric handout (attached; one per student; print one-sided)
- Book Talk Planning Guide handout (attached; one per student; print one-sided)
- Glow and Grow handout (attached; 1/2 sheet per student; print one-sided)
- Books
- Writing utensils
- Blank paper
- Laptops to record video book talks (optional)

10 minutes

Engage

Use the attached **Activity Slides** to introduce students to the Book Talk activity. Use **slides 2–4** to introduce the title, essential question, and objective. Pass out a blank sheet of paper to each student. Display **slide 5** and introduce students to the [Looks Like, Sounds Like, Feels Like](#) instructional strategy. Pose the essential question to students and ask them to write down what they believe a successful book talk will look like, sound like, and feel like. Ask them to consider both points of view: as a presenter and as an audience member. Invite students to share some of their ideas with the whole group.

10 minutes

Explore

Move to **slide 6**. Explain to students that you will be modeling a book talk for them. Instruct students to take notes on your example presentation. After finishing your presentation, ask students what they noticed. Ask them to refer back to the ideas they shared about a successful book talk.

10 minutes

Explain

Move to **slide 7**. Pass out a copy of the **Book Talks Rubric** handout to each student. Explain that their book talk will be evaluated using the rubric. Go over the six different criterion of the rubric and explain parts that students have questions about.

30 minutes

Extend

Display **slide 8** and pass out a copy of the **Book Talk Planning Guide** handout to each student. Explain to students that they should use the planning guide and the rubric to help them prepare for their presentations. Give students time to fill out their planning guides and practice their presentations. Then allow students to practice their presentations in a specified amount of time. Consider making a slideshow for the class, where each student can make a slide including a picture of the book, title, and the author's name.

Optional Digital Book Talk

Some students may struggle with public speaking, consider allowing students to record their book talk and share them with the group. Tech tools, such as [Screencastify](#) or [Loom](#), can assist in recording their book talks.

30 minutes

Evaluate

Once students have completed their presentations you can start class book talks. Before you begin, move to **slide 9** and introduce students to the [Glow and Grow](#) instructional strategy. Inform students that this is how they will provide feedback to each other and reflect on their book talk presentation.

Pass out a copy of the **Glow and Grow** handout to each student prior to the presentation, including the presenter, so they can complete a personal reflection. Instruct students to complete the reflection after the presentation, giving the presenter their full attention. After the book talk, invite students to share their glow and grow ideas. Collect the papers and attach them to the presenters book talk rubric.

Research Rationale

Research rationale for this educator resource can be found in the literature review, [Exploring the Effects of Book Clubs on the Reading Attitudes of Middle School Students](#).

Resources

- Batchelor, K.E., Cassidy, R., 2019. The lost art of the book talk: What students want. *The Reading Teacher* 73, 230–234. doi:10.1002/trtr.1817
- K20 Center. (n.d.). Glow and grow. Strategies. <https://learn.k20center.ou.edu/strategy/4962>
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