



LEARNING WITH:

BRING YOUR OWN BOOK

ABOUT THE GAME

of Players: All Grade: 7-8th grade Time: 45 min Subject: ELA

Bring Your Own Book is the game of borrowed phrases, where players search through books for text to take away out of context. Players take turns drawing prompts from the deck, then race to find the best phrase in their own book that satisfies the prompt. Since you can use a different book each time, you can play it with any audience, and there is a practically infinite supply of source material. What's the tastiest "name for a candy bar" in that history textbook you're reading for school? How quickly can you find "lyrics from a country western song" in your dog-training guide? What kind of "advice for graduating seniors" will appear in your anthology of limericks?

WHAT THE GAME TEACHES

Bring Your Own Book does not necessarily *teach* anything at first glance. There are no facts on cards, there is not something to take away that was directly related to the gameplay, and players are, in most

cases reading something they have already read. The best part about Bring Your Own Book is that it is fun, pure, and simple. Educators can use the fun aspect of the game to sneak in critical thinking. While the students are pouring over the pages to find something that is the right fit for the given card, they are having to notice what context the sentence or phrase was first used in, and then think about how that sentence or phrase can be used out of its original context. If the goal is to find something that would come out of a fortune cookie, students using the book, *Great Expectations*, could possibly find the quote, "Ask no questions, and you'll be told no lies." or, "I have been bent and broken, but - I hope - into a better shape." Both lines would work and can be used for this card! The lesson provided is a simple one, because it is all about getting students to read more. Maybe they must read something that they have been assigned, or maybe it is unassigned free reading. Regardless, students that read regularly perform better in school. The goal of the worksheet is to provide the student with some additional things to look for while reading to make reading seem more fun!

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Please contact us if you have any questions about this game, or if you would like to know about more games that can help make learning fun!

EXAMPLE LESSON PLAN

Prep Time: 5 Min

Material Usage: Worksheet and Books

Standards and Learning Objectives: This Lesson plan closely relates to Standard 5 in the SC College and career Ready Standards section, Meaning and Context.

Instruction: Explain the way the game works, our suggestion is to play this as a class. Use the timer in the box and see what they come up with using either their own book or the same book. If it is possible, our suggestion is for each student to have a different book. This can add a better mixture of answers and will add to the overall fun-factor. You can use the game as it is intended or just use the cards to prompt what they are looking for and give a point/reward to the individual that comes up with the best one. Show some examples before starting. You can use the examples we gave on the previous page or find some that better suit what your students are working with at the time.

Our suggestion for a classroom game structure: Use the prompt cards provided in the game and a timer of your choosing. The sand timer in the game may be a little fast for younger readers, use this at your discretion. Once all the students have their books ready, show the prompt card and read it aloud. Start the timer. When a student has found something they think works, they can raise their hand, stand up quietly, or any other action of your choosing. When the time runs out, or 5-7 students have found something, have the students read their findings aloud. Use the other class members to judge which one fits the best and have them reason with one another of why they believe it to be so. Once a student wins a point, they become the final judge for the next one as to encourage participation without one or two students dominating the game.

Independent play with the worksheet: With the worksheet provided, give each student a prompt or multiple prompts from the game. Allow them to write these prompts down on the worksheet. Tell them to take the worksheet home and while they are reading tell them to be thinking about these prompts. When they find one, tell them to write it down and put where it came from on their worksheet.

Optional Learning: Bring Your Own Book and the worksheet provided could be a great jumping on point for talking about citing your sources. Use the worksheet as intended, but have the students write where they got it from in MLA format.

Consider having a copy of the game that students can use in your classroom library. Students can play with each other easily once they have learned how to play.

Educators can also use the prompt cards for a warm-up style activity. This can be done by preselecting a prompt from the cards and having students pick a phrase from their most recent reading assignment.

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Bring Your Own Book Worksheet

Name: _____

Date: _____

Prompt I was given: _____

Phrase I chose and where it came from: _____

How my phrase relates to the prompt: _____

Prompt I was given: _____

Phrase I chose and where it came from: _____

How my phrase relates to the prompt: _____
