How it Works
This year’s RATB / 50 book challenge is NOT about “forcing” you to read— it’s about figuring out what YOU may LOVE about reading, and consequently the experience you may be missing out on! There are many types of readers: reluctant, emerging, and energetic just to name a few. Many students forget that reading isn’t all about work and school, it’s about traversing the globe, stepping into new shoes, solving a mystery, winning a battle, travelling through time! Whether you read 10 books or 100, the 50 book challenge/RATB is here to inspire you to remember why everyone used to love “story time.” Winners will receive a special prize at the end of year celebration, where we will ALL bask in our glory!

Same Rules & Rubric:
1. Choose a book to read and complete the appropriate form.
2. Make sure your project follows all guidelines.
3. Complete it by the deadline!
4. Graded using FCPS Reading & Writing Rubric

What 2 Do:
Read a book! Log your books using the challenge forms. If you are using the book as part of your RATB, you do not need to complete the 50BC form. 50 BC books you are only required to read and log your books, providing a short book review (3-4 sentences) at the end. The difference with an RATB book is that you will have to complete a project to go with it.

<table>
<thead>
<tr>
<th>Read Across the Board Form</th>
<th>Log Your #50BC</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Tinyurl.com/hawksRATBform" alt="QR Code" /></td>
<td><img src="Tinyurl.com/ums50BookChallenge" alt="QR Code" /></td>
</tr>
</tbody>
</table>

Due Dates:

<table>
<thead>
<tr>
<th>Honors</th>
<th>Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3, 11/14, 1/9, 2/20, 3/20, 4/24</td>
<td>10/10, 12/12, 2/20, 4/10</td>
</tr>
</tbody>
</table>

Project Options:

OLD RATB:
Choose a project from the old list. ***Please note, Book Clubs are NO LONGER allowed. You can collaborate on your questions together instead*** All assignment guidelines apply as listed in the assignment sheet you received.

RATB 2.0:
Using your KIDBLOGS blog site, choose 3 questions from the list of options. You will write one (1) blog post PER question (so you will have 3 total). Make sure your answer is complete, grammatically correct, and makes direct connections to the text.

Next, choose two (2) posts from any class to respond to/leave a comment. Your comments must be complete sentences, grammatically correct, and use any of the following question stems:

- This reminds me of...
- This is similar to...
- I wonder...
- I realized...
- I noticed...
- You can relate this to...
- I’d like to know...
- I’m surprised that...
- If I were ________, I would ________
- If _______ then ________
- Although it seems...I’m not sure that...
All blogs are linked here or from the class website www.mrslongsclass.com

- http://kidblog.org/redHawks/
- http://kidblog.org/BlueHawks/
- http://kidblog.org/greenHawks/
- http://kidblog.org/purpleHawks/
- http://kidblog.org/YellowHawks/

- Just log in and find your name, you will need your password: UMS1415.
- New Post Title: “RATB#: QUESTION #” (example: RATB2: Question 3)
- TAG your post RATB

**Question Choices (Choose ANY 3):**

1. Who are the ‘good guys’ in this story? What makes each of these people good? Be as specific as possible.
2. If the chapter (or the book) that you last finished went on for 25 more pages, what do you think the author would have written about?
3. Pick two characters that do not get along well. Based on specific evidence in the text, list three things that they disagree about, and at least one thing that they agree on.
4. Pick one of the main characters to analyze. What about this character’s background and personality make him or her different than most people?
5. Think about a major disagreement that occurred between two of the characters. What contributed to their differing opinions?
6. What event in this text ended up catalyzing a great change? This change could be one that had a big impact on one of the characters, the storyline, or the series of events that took place after the change. Compare how things were before and after this change with references to the text.
7. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8. Ask the author the two most pressing questions you have about the main ideas in this book. Why are you so curious about these questions?
9. Describe a key conflict or disagreement that happened in the text. Explain this conflict to a group of judges in wigs. Include whatever details you think are necessary to paint an accurate picture. Remember this is an honorable court and you must be as clear as possible.
10. In your mind, think of one of the main ideas you have just been reading about. Now try to think back to an earlier part of this text. How has this main idea evolved and changed?
11. Write the Wikipedia introduction for what you just read. Remember, a Wikipedia introduction only includes the most important parts and is as objective and factual as possible.
12. In the context of this text--make an argument for either a) individuals are responsible for bringing about major events that change history OR b) other factors (like luck, setting, etc) play a greater role for bringing about major events.
13. What are some of the most powerful words the author uses in this book? These are words that linger after you hear them, and they’re very hard to forget. What emotion do these words leave you with?
14. Think about one of the dialogues that takes place. Based on their word choice, what is each character feeling? Give an example of a word or phrase used by each character that had a strong impact on the tone of the conversation.
15. Find a phrase in what you read that has a deeper meaning than its literal meaning. Explain the full meaning of this phrase.
16. When was a word or phrase repeated for emphasis? What was so special about the word or phrase that it deserved to be repeated? If you don’t think this word or phrase is worthy of repetition, why not?
17. Think of two characters who never seem to get along. Where did the disagreements begin? How do the disagreements drive the story?
18. Imagine you are a famous diplomat. Normally you are asked to negotiate peace talks between warring countries—but today you have a special task. You are asked to negotiate peace between two characters that do not get along. Your first step is to understand each character’s perspective in depth so you can explain to each character where his or her associate is coming from.
19. Take a look at two or three of the central figures in the text. What do they all believe in, and what do they disagree on? Explain how their disagreements could be seen as a good thing.
20. Imagine the story was told by the 80 year-old version of the main character as he or she looks back on his or her life. How do you predict this older perspective will change the story? Please give an example of a specific part of the story that would be different.
21. You can learn so much about a person by analyzing his or her perspective since that is the framework through which he or she understands the world and shapes the way he or she behaves. Whose perspective in this text did you learn from the most? How can you go about incorporating this perspective in your life?