

World Language Children's Books

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Grade Level/Subject: World Language/ESL/ELA K-12 (adapt to your needs)

Investigate . . .

Students will investigate characters from children's literature from their target language or culture.

Create . . .

Students will create a children's book using a thematic unit from their target language or culture.

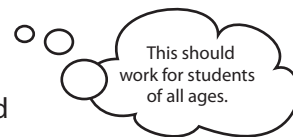
This activity can be altered based the age of your students. I will write this for grades 9-12 and give alternate suggestions for the elementary/middle grades.

In order to engage students in the unit, the teacher needs to pull the students into the theme of "children's stories." This can be done in many ways. The teacher can choose one or all of these suggestions.

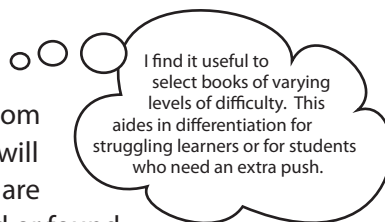
1. The teacher could have students brainstorm their favorite children's stories from when they were a child and discuss

why they liked them. Children who are younger could name books they are reading right now with their parents and why they like them.

2. The teacher would then choose a book that might transcend cultures. For example, in the French language, the book *Goodnight Moon* or *Bonsoir Lune* in French, is a popular story. Most students are familiar with this book and will be able to follow easily as the teacher reads it to the class.

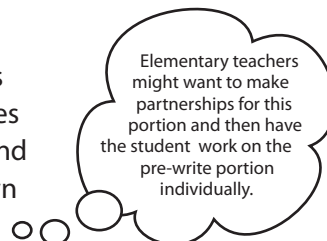


3. The teacher could choose a character from the cartoon world that transcends cultures and show a YouTube clip of the cartoon to the students. This doesn't need to be long, but would help students understand that certain characters and themes cross between cultures.



First, students need to become familiar with children's books from the target culture. The teacher will have control over which books are picked. These can be purchased or found at a local library, but should be in the target language.

Using classroom procedures, divide your students into groups of two students. Having two aides in the comprehension process and well as the creation process down the road.



Materials:

- Examples of several children's books from the target language/culture
- Google Document of guiding questions for children's books
- Imagery/YouTube videos of main characters specific to the target language/culture
- Pre-writing, drafting and revising worksheets
- Writing rubric for grading
- Free Classbook Publishing Kit from Studenttreasures Publishing. Order your kit here: Studenttreasures.com (choose an elementary, middle or high school version)
- An extension activity for gifting possibilities



Common Core Literacy Standards:

Since this project can be completed using grades K-12, I have included entry level high school Common Core standards. Most Common Core Standards are part of a continuous strand that moves vertically through the grade levels. Therefore, it should be easy to adjust the standards to your needs.

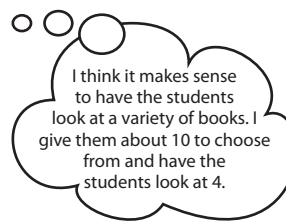
CCSS.ELA-LITERACY.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.6
Analyze a particular point of view or

Explore . . .

Describe what hands-on, minds-on activities students will be doing. List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration. This will also include the pre-write.

The teacher should determine how many books the students should investigate. During this investigation, students should read for understanding. Therefore guided questions will be provided to the students. They should answer these as they read. Feel free to see this Google document for the guiding questions that I use. They are in English so everybody can use them. The questions can remain in the English or can be translated into the target language.



cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

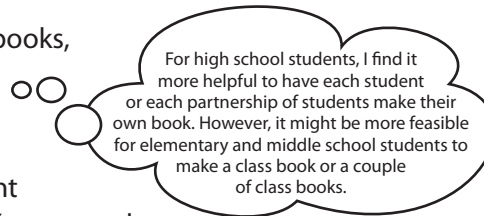
CCSS.ELA-LITERACY.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



This is a great way to hit the Common Core Standard: CCSS.ELA-LITERACY.RL.9-10.2

As the students investigate the stories, the teacher should provide a list of important vocabulary to accompany the reading. Keep in mind, these are authentic materials and often students need a little extra scaffolding to make the reading productive.

After investigating and reading several children's books, students should begin a pre-write for this own individual children's book.



The pre-write document is attached. The document leads the students through selecting their theme (connected to thematic vocabulary from the target language), creating a character and describing a plot and message. As the teacher, you will want to put some specific guidelines for creation length, number of words, number of pictures, how many sentences, etc. The students at the high school level have 14 pages with which to work. The elementary students make books of about 30 pages, up to 34.

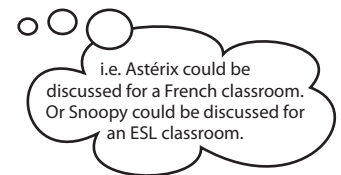


As students are creating their stories, they are specifically focusing on Common Core Standards: CCSS.ELA-LITERACY.W.9-10.3 and CCSS.ELA-LITERACY.W.9-10.3.D.)

Explain . . .

Students' explanations should precede introduction of terms or explanation by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination/evaluation? List higher order thinking questions which teachers will use to help solicit student explanations and help them to justify their explanations. This will take the students through the drafting process.

In order to continue to teach through the project, the teacher should continue to present information daily regarding characters and books from the target language/culture. For example, the teacher could present a famous literary character unique to the target culture each day.



This is a solid way to incorporate the Common Core Standard: CCSS.ELA-LITERACY.RL.9-10.6.

While looking at the characters, the teacher can review how to describe people in the target language. These extra vocabulary and grammatical lessons can be useful in warding off problems before they occur.

As the students start the drafting process, they will use the drafting paper attached. The teacher could differentiate by shortening the prompts or making the requirement for sentences/words/pages shorter or smaller.

Elaborate . . .

Describe how students will develop a more sophisticated understanding of the concept. What vocabulary will be introduced and how will it connect to the students' observations? How is this knowledge applied in their daily lives? This will include the process of revising.

The vocabulary for this project can fall into any theme that is appropriate for the classroom. If this project is done further into the school year, students will have more vocabulary themes from which to choose. However, this can be also focus on one set of vocabulary words.

Students can be given helpful vocabulary words or an additional set of words if the teacher finds it helpful.



Regardless of the vocabulary used for the project, it is a useful way to incorporate the Common Core Standard: CCSS.ELA-LITERACY.W.9-10.2.D.

Once the first draft of the story is written, the teacher should organize a peer edit. This can be done in several formats or in a format already determined/practiced by the classroom teacher.

For example, a teacher could provide the rubric to all students, discuss and set them free to grade and edit their classmates' papers. Or a teacher could have the students look for five or six common writing errors.

The teacher will collect the revised copy of the writing and the image(s) as a formative assessment. Using the writing rubric attached, teachers can discuss the writing with students and return them to finalize.

Once the student(s) has(have) a final draft of the writing and an outline/rough draft of their picture(s), we are ready to start using the online portion. The teacher will use www.studenttreasures.com to order their free kit. For the elementary classrooms, this comes with 34 pages for text and 34 pages for images. Each student will receive their own page for text and image. Following the instructions, each student will complete their piece of the book and the teacher will compile it all together. For the high school classroom, the teacher needs to decide what

This should be done before you get to this point in the lesson, of course, not just introduced to the students until now.

type of books they wish to complete. They can either create individual books or they can create a class book.

Evaluate . . .

How will will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end. This includes the publishing piece.



Publishing with Studenttreasures gives the students the opportunity to hit the Common Core Standard: CCSS.ELA-LITERACY.W.9-10.6 in a unique way.

After the book arrives, read the book as a class and discuss the varying ideas that are existent in the classroom. The teacher can use the same guiding questions that were used at the beginning of the activity to help students digest their classmates' work.



This is also a way to address CCSS.ELA-LITERACY.RL.9-10.2.

As an extension, the teacher can have two copies of the children's book made. This would be a tangible piece to include in a presentation/gift for an administer, international sister school, visiting politician or Board of Education member. A second copy could also be sent to a lower grade level to make contact with younger grade levels.

“Children’s Books” Pre-Write (High School Version)



Name:

1. What is the topic of your book?
2. On what thematic list of vocabulary will you focus?
3. What is the name of the main character? Describe him?
4. Are there supporting characters? Describe him/her/them? If not, why?
5. What is the problem/conflict in the story?
6. How will the main character and supporting characters work to solve the problem/conflict?
7. How does the problem/conflict get resolved?
8. How will you illustrate the book? Colors? Images? What do the characters look like? Describe the scene.

“Children’s Books” Drafting (High School Version)



Name:

What will you place on each page? Remember you can have images and words.
This is where you should map out the actual story in the target language.

pg 1

pg 8

pg 2

pg 9

pg 3

pg 10

pg 4

pg 11

pg 5

pg 12

pg 6

pg 13

pg 7

pg 14

“Children’s Books” Drafting (Elementary School Version)



Name:

Write your portion of the story. Make sure to use your best handwriting and a lot of our vocabulary from the list.

A series of ten horizontal writing lines for drafting a story. Each line set consists of a solid top line, a dashed midline, and a solid bottom line.

"Children's Books" Revising (High School Version)

Name:

Now that you've seen what your classmates and your teacher think of your story, write out a final version of the text.



pg 1

pg 2

pg 3

pg 4

pg 5

pg 6

pg 7

pg 8

pg 9

pg 10

pg 11

pg 12

pg 13

pg 14

“Children’s Books” Revising (Elementary School Version)



Name:

Now that you’ve seen what your classmates and your teacher think about your portion of the story, write out the final version of your story.

A series of ten horizontal writing lines. Each line consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting practice.

Performance rubrics – Novice

NOVICE PRESENTATIONAL WRITING	Stretch	A+ A A-	B+ B B-	C+ C C-	D+ D D-
<p>Functional Language ("What I can do with the language")</p>	<p><input type="checkbox"/> I sometimes write in strings of sentences.</p> <p><input type="checkbox"/> I may start creating my own sentences.</p> <p><input type="checkbox"/> I always incorporate successfully recently learned words and structures.</p>	<p><input type="checkbox"/> I can write in simple sentences, phrases, lists, and words.</p> <p><input type="checkbox"/> I successfully incorporate recently learned words and structures most of the time.</p>	<p><input type="checkbox"/> I can write in phrases, lists, and words.</p> <p><input type="checkbox"/> I sometimes incorporate successfully recently learned words and structures.</p>	<p><input type="checkbox"/> I can write in words and lists of words.</p> <p><input type="checkbox"/> I do not often incorporate successfully recently learned words and structures.</p>	<p><input type="checkbox"/> I can write in words.</p> <p><input type="checkbox"/> I don't successfully incorporate recently learned words and structures.</p>
<p>Comprehensibility ("who can understand me")</p>	<p><input type="checkbox"/> My writing is understandable with no errors by someone accustomed to language learners.</p>	<p><input type="checkbox"/> My writing is understandable despite some errors by someone accustomed to language learners.</p>	<p><input type="checkbox"/> My writing is generally understandable by someone accustomed to language learners, with errors which may require interpretation.</p>	<p><input type="checkbox"/> My writing is not often understandable by someone accustomed to language learners, with errors that require interpretation.</p>	<p><input type="checkbox"/> My writing is rarely understandable, with errors that cause confusion even for someone accustomed to language learners.</p>
<p>Sophistication and Organization ("the way I organize and communicate my thoughts")</p>	<p><input type="checkbox"/> I always successfully use compound sentences.</p> <p><input type="checkbox"/> I always successfully use simple transition elements.</p>	<p><input type="checkbox"/> I successfully use compound sentences most of the time.</p> <p><input type="checkbox"/> I successfully use simple transition elements most of the time.</p>	<p><input type="checkbox"/> I sometimes use compound sentences successfully.</p> <p><input type="checkbox"/> I sometimes use simple transitional elements successfully.</p>	<p><input type="checkbox"/> I do not often use compound sentences successfully.</p> <p><input type="checkbox"/> I do not often use simple transitional elements successfully.</p>	<p><input type="checkbox"/> I rarely use compound sentences successfully.</p> <p><input type="checkbox"/> I rarely use simple transitional elements successfully.</p>
<p>Impact</p>	<p><input type="checkbox"/> I clearly address more than the presentation requirements.</p> <p><input type="checkbox"/> I always maintain the attention of the audience.</p> <p><input type="checkbox"/> My presentation is very organized and detailed.</p>	<p><input type="checkbox"/> I address all of the presentation requirements.</p> <p><input type="checkbox"/> I maintain the attention of the audience most of the time.</p> <p><input type="checkbox"/> My presentation is organized most of the times.</p> <p><input type="checkbox"/> My presentation is detailed most of the times given the topic and my language ability.</p>	<p><input type="checkbox"/> I address some of the presentation requirements.</p> <p><input type="checkbox"/> I sometimes maintain the attention of the audience.</p> <p><input type="checkbox"/> My presentation is sometimes organized.</p> <p><input type="checkbox"/> My presentation is sometimes detailed given the topic and my language ability.</p>	<p><input type="checkbox"/> I do not often address the presentation requirements.</p> <p><input type="checkbox"/> I do not often maintain the attention of the audience.</p> <p><input type="checkbox"/> My presentation is not often organized.</p> <p><input type="checkbox"/> My presentation is not often detailed given the topic and my language ability.</p>	<p><input type="checkbox"/> I rarely address the presentation requirements.</p> <p><input type="checkbox"/> I rarely maintain the attention of the audience.</p> <p><input type="checkbox"/> My presentation is rarely organized.</p> <p><input type="checkbox"/> My presentation is rarely detailed given the topic and my language ability.</p>