

**The Literacy Garden**



**Write Our World**

multicultural ebooks by kids for kids

Our Culture

Bilingual eBook Authoring

Teacher Guide

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**OUR STORIES CURRICULUM**

**Time**

15 Sessions - 1 hour each

**Ages**

11-13

**Materials**

Teacher Guides, Author Workbooks, WOW pencils, iPads

**Outcome**

Students publish an ebook in two languages (orally and in writing) and through visuals (illustrations, photography, graphic design). The book expresses an aspect of the student’s life and culture that is important to them to share with others.

**Rationale**

The process of making an ebook that tells a story from the author’s life in two languages to be published online develops valuable skills. Among these are creativity, critical-thinking, communication, bilingualism, technological fluency and cultural identity.

**Our Culture - 15 Days**

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**Phase 1: Our Culture**

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| **SESSION 1: Our World** |
| **Objectives**  Students will complete a self-assessment.  Students will understand the value of a library of books written by kids for kids. |
| **Enduring Understanding**  Stories have always been an important way to connect people and share knowledge. We are writing stories connected to our culture in our native language to keep both alive. Our stories are important and others can benefit from reading them. A library of cultural stories written by kids for kids allows us to learn about and from each other. |
| **Materials**  iPads or computers to view ebooks  Self-Assessment |
| **Procedure**  **Introduce**  Introduce the project by telling students that they will make a book to include in the Write Our World library that will be available to readers from all over the world.  **Self-Assessment**  Distribute the Self-Assessment. Explain to students that Write Our World wants to see if students learn and grow by making ebooks. Explain that they will be filling out the Self-Assessment at the beginning and end of the project to see if they feel differently. Explain how the evaluation tool works and provide students time to complete it.  **Explore**  Give them some time to explore the website and library. You can use printed books to demonstrate how the files on the tablets are just like books on a shelf. They can use tablets or computers with headphones. You can pair beginning level English students with advanced level English students for support.  **Reflect**  Gather the whole class together again to reflect on their experience in the library. |

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| **SESSION 2: Our Culture** |
| **Objective**  Students will compare and contrast the books from the library  Students will choose an aspect of their culture to write about |
| **Enduring Understandings**  The world is made up of people in many cultures who speak different languages.  My culture is valuable and interesting to others. |
| **Materials**  Student Workbooks: Our Culture |
| **Procedure**  **Reflect**  You will begin by talking about the books we read in the library yesterday.  Ask students to form two circles, one inside the other. Match each student with another student from the other circle. Explain that you will read them a prompt and they will each have a few minutes to talk with their partner about it. After each question, rotate the outside circle one person to the right to create new partners.   * What was the most interesting book you read and why? * What surprised you as you read the books? * What questions do you have about the books or the authors? * What is something new you learned?   Bring the students back together. Use sentence stems with keywords to help students share something about their conversations.  I noticed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I wondered \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  In the book, people \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  In my culture, people \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Key Words: culture, country, language, same, different  What aspects of your culture would be new and interesting for readers from other parts of the world? Make a list on the board and students take notes in their workbooks. As you talk, discuss what types of photos you might be able to take.  Let students choose which topic they would like to write about and if they would like to work individually or with a partner.  **Reflect**  If students are working with partners, they can take a few minutes to talk about ideas for their book. |

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| **SESSION 3: Our Plan** |
| **Objectives**  Students will make a plan for how they will write their book. |
| **Enduring Understanding**  If I organize my ideas first, I can write my book more easily. |
| **Materials**  Author Workbook: Idea Planner |
| **Procedure**  **Introduce**  Tell students they will be making a plan for their books. Talk with them about each section of the Idea Planner.  **Model**  Choose an aspect of culture that none of the students has chosen to use as a hypothetical example. Talk with students as you record your thinking on the board in a chart just like the Idea Planners in their workbooks.  **Explore**  Allow students time to explore their own topics using their Idea Planners. They will record their thoughts in their workbooks.  **Reflect**  Tell students to sit with another student who is working on a different book. Ask them to share their plans and offer suggestions to each other for further information to include. |

**Phase 2: Writing**

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| **SESSION 4: Drafting** |
| **Objectives**  Students will write the first draft of a book collaboratively with their teacher  Students will draft their own books with feedback from their peers |
| **Enduring Understanding**  Feedback from our readers helps us make decisions about to make our books great. |
| **Materials**  Author Workbook: Idea Planner, Rose/Bud/Thorn Feedback, Rough Draft |
| **Procedure**  **Introduce**  Tell students that today they will work together to write the rough drafts of their books.  **Model**  Demonstrate for students how you would draft your book. You will need the Idea Planner you created the day before. By thinking aloud as you write, demonstrate using the Idea Planner as a guide as you write your rough draft. Request ideas from your students as you write. When you are finished, ask your students for Rose-Bud-Thorn feedback orally.  **Explore**  Ask students to write the rough drafts of their stories in their workbooks. When they are finished, have them share them with another student and provide feedback for each other orally and by writing in their workbook.  Rose: something I like  Bud: something I would like to know more about  Thorn: something I would change  **Reflect**  Invite students to orally share about the feedback they got from each other using the sentence frames:    \_\_\_\_\_\_\_\_ liked \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_ wanted to know more about \_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_ would change \_\_\_\_\_\_\_\_\_\_\_\_\_. |

\*Teachers review students’ stories. Identify student needs and areas to highlight for further instruction.

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| **SESSION 5: The Final Draft in 1st Language (L1)** |
| **Objectives**  Students will make final edits to their books and complete final drafts. |
| **Enduring Understanding**  If we write our books in an organized way, using vivid details and correct conventions, our readers will be able to easily enjoy them. |
| **Materials**  Author Workbook |
| **Procedure**  *The content of this lesson is dependent upon the progress of your students thus far.*  **Introduce**  Create a short lesson that highlights any issues you are finding in your students’ work. They could be related to content, structure or conventions.  **Explore**  Provide students time to exchange feedback with each other as well as addressing any feedback provided by you.  **Reflect**  Allow each student a chance to share something they are proud of about their story. They may use the following sentence frame.  I am proud of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Session 6: eBooks** |
| **Objectives**  Students will be able to use Book Creator  Students will break down their draft into pages and input text into their ebooks |
| **Enduring Understanding**  We communicate in many ways - not just through words. Technology offers many new options for telling stories. eBooks use audio and visual as well as written text to tell a story. |
| **Materials**  Author Workbook: Final Drafts  iPads |
| **Procedure**  **Introduce**  Open a book from the Write Our World library. Notice how there is a cover, pages with illustrations and room for text in two languages as well as sound buttons and an author’s page at the end. Notice how the text is broken into pages and the illustrations support the text.  Demonstrate how to open the Book Creator app then show students how to use the various functions.  **Explore**  Distribute tablets and let students play with the app. Have them import photos into the book, practice recording, changing colors, font sizes, create drawings and more.  Allow the remaining time in class for students to input the text from their final drafts into their books. They will need to type into text boxes on each page the text they wish to have in each one, remembering to assign one concept to each page.  **Reflect**  If time remains, they can share their books with a partner. |

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| **SESSION 7: Translation to 2nd Language (L2)** |
| **Objectives**  Students will understand the implications of the digital language divide  Students will identify resources available to them for translation. |
| **Enduring Understanding**  Our native language is important because it is a part of our culture. If we lose it, we lose that part of ourselves. English is also an important language to know because it can help us in education, work and life. |
| **Materials**  Student Workbooks: World Languages True/False  iPads |
| **Procedure**  Tell students they will be translating their books during this session. First, they will be doing an activity to understand the value of languages in our world.  **Introduce**  One by one, read the statements in the World Languages True/False activity. After each statement, give students one minute to discuss with partners. Ask them to stand up if they believe the statement is true, or sit down if they think it is false. Count and share the results with the class, then reveal the correct answer and explain. Lead a discussion about the value of knowing multiple languages as well as keeping language and culture alive.  **Explore**  Place students with partners; lower level English speakers with higher level English speakers. Tell them to translate their stories into English. Demonstrate how to create a second text box on each page, change the keyboard and enter the translation.  **Reflect**  Allow students time to share their work with another student and have a teacher check to make sure it is correct. |

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| **Session 8: Translation into L2** |
| **Objectives**  Students will finish translations |
| **Enduring Understanding**  Our native language is important because it is a part of our culture. If we lose it, we lose that part of ourselves. English is also an important language to know because it can help us in education, work and life. |
| **Materials**  iPads |
| **Procedure**  **Introduce**  Address any issues around translation  **Explore**  Students finish their translations.  **Reflect**  Students share their translations with each other, reading both aloud, to proofread them. |

**Phase 3: Telling My Story Visually**

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| **Session 9: Planning for Illustration** |
| **Objectives**  Students will make initial decisions about the visual appearance of their book. |
| **Enduring Understanding**  Illustrations tell stories through pictures. The type of illustrations used impact the reader’s experience. |
| **Materials**  Student Workbook: Thumbnail Planner  iPads |
| **Procedure**  **Introduce**  Tell students that they will not only be authors of their books, but also illustrators. That means, they will tell their story through pictures. Invite them to explore the ebooks in the WOW library again, this time specifically looking at the illustrations. Draw the class back together to compare and contrast the illustrations they saw. Discuss the media used, the layout on the page, the colors, the appropriateness of the images, etc.  Tell students that they will be using an art app to create their illustrations. They will learn more about that app during the next class.  **Model**  Tell students that the first step in illustrating a book is to make thumbnail sketches of the image you want on each page. Using the Thumbnail Planner, demonstrate how you can draw a quick sketch and on the lines below, write a few words to summarize the text on that page.  **Explore**  This is time for students to create thumbnail sketches of the illustrations they intend to make for each page.  **Reflect**  Allow students to share their work with each other. |

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| **Sessions 10 and 11: Illustration** |
| **Objectives**  Students will create their illustrations. |
| **Enduring Understanding**  Many books are told through words and pictures. I can deepen my readers’ experience by creating illustrations that support my story. |
| **Materials**  Student Workbooks: Thumbnail Planner  iPads |
| **Procedure**  **Introduce**  Introduce the art app students will use. Demonstrate the features and model transferring a rough sketch from your storyboard to a real illustration in the app.  **Explore**  Allow students this time to work on their illustrations.  **Reflect**  Facilitate a gallery walk where students can circulate around the room and enjoy each other’s work. You can use the Rose-Bud-Thorn protocol if desired. |

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| **Session 12: Layout** |
| **Objective**  Students will import their illustrations into their ebooks and make choices regarding color, font and composition. |
| **Enduring Understanding**  The visual appeal of my book affects my reader’s experience. They will enjoy it if it is engaging and easy to read. |
| **Materials**  iPads |
| **Procedure**  **Introduce**  Today, students will add their completed illustrations to their books and make choices about the layout of their book. Review the page in their workbooks entitled Composition, Color and Font and discuss. Demonstrate how to import illustrations into books.  **Explore**  Students import illustrations into their books and make choices about composition, color and font.  **Reflect**  Share books with a partner. |

**Phase 4 - Telling My Story Orally**

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| **SESSION 13: Recording** |
| **Objectives**  Students will develop oral fluency and read with expression in both L1 and L2. |
| **Materials**  iPads |
| **Procedure**  **Introduce**  Tell students that we will be orally recording our stories today. Lead a discussion about what makes a good oral recording, based on what they have heard so far in other books. This could include being loud enough, speaking clearly, avoiding background noise, and reading with expression.  **Model**  Invite them to listen to the oral recordings in the following two books.  Anansi the Spider - A Malian Myth by Yari Sissoko  This is a traditional folktale from Mali about a clever spider written by a 5th grade girl who immigrated to the United States from Mali. Her voice is lively and full of expression.  The Unexpected Journey by Urim Apocalypse  This is a sad story about a refugee’s journey from Congo to the United States. The tone is somber, as is the tone of the story.  Have students contribute ideas about what makes the recordings successful or not. Discuss the value of using punctuation to help and reading with the expression appropriate to the text.  **Explore**  Students record themselves reading their text in both languages. They should make separate recordings for each one.  **Reflect**  Have students share their recordings with a partner. |

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| **SESSION 14: Final Editing** |
| **Objectives**  Students will finalize their ebooks - text in L1, text in L2, audio, visuals  Students will create an author page for the end of their book |
| **Materials**  Author Workbooks  iPads |
| **Procedure**  **Introduce**  Review expectations with students for a successful ebook. Invite students to share their current draft with a partner, looking for success on all the criteria discussed.  **Explore**  Students use the remainder of the class period to revise and finalize their books. This should involve creating an Author’s Page at the end that includes a photo of them and some information about themselves that would be interesting and informative for their readers.  **Reflect**  Any final announcements about the upcoming celebration day. |

**Phase 5: Publishing My Story**

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| **SESSION 15: Share and Celebrate** |
| This session is to be used for students to share their ebooks with one another and with any members of their families or communities. It is also to provide a time for them to celebrate all their efforts.  Please also allow 5-10 minutes to administer the Post Self-Assessment. |