

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Subject(s): Language Arts

Intended Grade Level(s): 5-6 Special Education

Description:

The “Big Book Project” provides special-needs learners with the opportunity to develop, write, and publish “Big Books” for Kindergarten-Grade 3 classrooms. Students also go to classrooms and read the book they wrote to the younger students. The special-needs students also use the Internet as a method of finding information for each book. The published books can either be printed as standard 8 ½” x 11” pages, or 17” x 22” pages.

Curriculum Benchmarks:

This project addresses the following State of Michigan Benchmarks and Standards for Language Arts:

MI.ELA.2 All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

MI.ELA.6 All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

MI.ELA.11 All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Materials/Hardware/Software:

To complete this project students should have access to the following:

- * Access to the Internet and World Wide Web
- * Word Processing program with grammar/spell check capabilities
- * A desktop publishing program such as “Print Shop Deluxe” by

Broderbund, or “SuperPrint” for Macs by Scholastic, Inc.

- * Crayons, colored pencils, or markers
- * Laminating machine
- * Book binding machine if you are making 8 ½ “ by 11” books
- * If possible, access to a digital camera if you want to include photographs.
- * Each student should have a writing portfolio.

Activities/Procedures:

Preparation Activities

- Send a letter to each Kindergarten-Grade 3 teacher explaining the program and asking if they would be interested in participating in the project. The teachers should be asked about topics that they would be interested in having books written on. This should take place about one month before beginning project. A sample teacher letter is included at the end of this lesson plan.

- Students need to be familiar with the five step writing process of pre-writing, 2) rough draft, 3) revising, 4) editing and proof-reading, and 5) publishing.

- Students should be familiar with the word processing and desktop publishing program being used.

- Find web sites from which you can download coloring book pictures. I have used these sites in the past:
 - Disney.com
<http://www.disney.com/DisneyChannel/ColoringPages/index.html>
 - Star Wars <http://www.starwars.com>
 - Cartoon World <http://www.cet.com/~rascal/welcome.html>
 - Space Jam <http://www.spacejam.com>
 - `Detroit Lions <http://www.detroitlions.com>

Student Activities:

At the end of each step, have the students print two copies. One will go in their writing portfolio. The other will be given to the teacher for their comments.

Step 1. Pre-writing

- Choose a topic for the book. This is done by a student vote. Find out what the students know about the topic (accessing prior knowledge).

- Formulate research questions. Students use reference tools, such as encyclopedias and the Internet to find answers. If the Internet is used

- I have the students use Yahoo!igans (<http://www.yahoo!igans.com>) as a

search engine.

- As a group, design a writing web for the story. Plan a sequence of events for the story. Select characters and setting. Make copies of the web to be kept in the student's writing portfolios.

Step 2. Rough Draft

- Assign each student one page of the book to write. Students will first write draft, then type it out. This is especially helpful in dealing with students who demonstrate organizational difficulties.

Step 3. Revising

- Students read draft to class. Classmates comment on the writing. The teacher makes notes of comments to give to student. The student then makes appropriate changes.

Step 4. Editing & Proofreading

- Students will use grammar/spell check component of word processing program to edit and proofread their writing. They will then print one copy and give it to another student to edit and proofread. Students will use the proper editing and proofreading marks on the paper. The teacher will then conference with the student about their writing. The student will then make appropriate changes.

Step 5. Publishing

- Students will select pictures of characters to put on their page. If they are coloring book pages, students may color them.
- Students will retype their final word processing draft using the desktop publishing program. Type it out as a sign.
- The teacher should proofread the student's work **BEFORE** they print.
- **PRINT ONE COPY OF EACH PAGE REGULAR SIZE.**
- **PRINT OUT ENOUGH COPIES SO THAT EACH STUDENT WILL HAVE A COPY OF THE BOOK TO PUT IN THEIR WRITING PORTFOLIO.**
- To print "big books," use these printing options:
 - PRINT SHOP
Under "Scale Percentage," change the 100 to 200 (This will print out 4 pages. These will become a 2 page by 2 page sign.)
 - SUPERPRINT
Print "Large". (This will print out 4 pages. These will become a 2 page by 2 page sign.)
- Use rubber cement to glue the pages onto sheets of 12" x 18" construction paper.
- For the cover and last page of the book, glue them onto poster board.
- Laminate each page.

- Punch holes and tie the pages together with yarn.
 - Use a book binding machine for the 8 ½ “ x 11” books.

After the book is published, students will take the book to the elementary classroom and read it to the students. Practice sessions should take place before the visit.

Assessment/Evaluation:

The following is the rubric used to score this project.

To Get an A”

All sentences capitalized and have proper end punctuation
 No spelling errors
 Sentences make sense
 Worked cooperatively every day of the project

To Get a B”

All sentences capitalized and have proper end punctuation
 No spelling errors
 Sentences make sense
 Worked cooperatively every day, except one

To Get a C”

All sentences capitalized and have proper end punctuation
 No spelling errors
 Sentences make sense
 Did not work cooperatively two or more days of the project

By using the five step writing process, along with the grammar/spell checker, all mistakes should have been fixed. It is imperative that all students cooperate in this project, so this counts heavily in the grading of this project. By emphasizing the concept of “quality work,” there is no need to have grades of “D” or “F.”

Students will also be required to complete a Portfolio Reflection Sheet. A sample Reflection Sheet can be found at the end of this plan.

Sample Teacher Letter

The Big Book Project-Mr. Sztuczko’s Classroom

Dear K-3 Teacher,

My Language class has developed “The Big Book Project.” We would like to write books for your classroom. These can be used to supplement things that are going on in your classroom.

I would also like to have students come into your classroom and read it to your class, if schedules permit.

The objectives of this program are:

1. to provide special-needs learners with “real-life” writing experiences.
2. to reinforce grammar, and spelling skills.
3. to practice the five step writing process.
4. to provide special-needs learners with the opportunity to read to other students in a nonthreatening environment.

If you would like to participate in this project, please fill out the bottom of this letter, and send it back to me. I’ll send you a note informing you when the book will be finished (average time is one week).

Thank you for your cooperation.

Educationally yours,

I would like to participate in “The Big Book Project”

Name _____ School _____
Grade _____
Book Topic _____ Date Needed _____

**Sample Student Reflection Sheet (to be
inc**



IMPORTANT



Name _____

Project _____

Answer the following questions in complete sentences.

What did you do ?

What did you learn from this project ?

How can you use what you have learned somewhere else ?



IMPORTANT



luded in students 'portfolio)

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