

# Picture Book Authors

## Grade Cluster - 3-5

### NETS-S- 1- Creativity and Innovation

#### Quick Look:

Students collaborate on writing and publishing a children's picture storybook to share with students, parents, and community.

#### Scenario:

Our class has been partner reading with a first grade class since September. We had a great time getting to know these students and the kind of books they like to have read to them. Our class decided to write our own picture books that could be located in the library and shared with all the primary students in our school.

Since literacy is a main focus for our school I knew that writing and publishing a picture storybook would be a way to work on literacy skills. Our first activity was to gather together a selection of children's picture storybooks written by different authors (Eric Carle, Peter Reynolds, Maurice Sendak, Tomie DePaola, Gail Gibbons, Jan Brett, etc.) and spend several sessions reading and looking at the picture books.

During the next few days the students discuss the elements of picture storybooks and the different techniques authors use in their books (characters, setting, main conflict, theme, style, use of pictures, color and word choice). I created a [wiki](#) for the class to use as the place where, students working in small groups would share their lists of characteristics of storybooks. These lists were shared to the larger group using an *electronic white board*. (1a, 1c, 1d) Students then created a list of book characteristics that seemed to be common to all the books they had read.

I arranged with a local children's author to visit our classroom and talk to the students about planning and writing a storybook. She discussed with the class the writing techniques, use of color and illustrations, story theme, and story elements used by authors.

Next, the students formed small groups, and decide on 1 or 2 authors they would like to investigate in more depth, chosen from the authors they have been reading. To select books written by these authors the students choose books from the school and local library, read their books online, or download them to a [Kindle](#) to read. (1a, 6a) Each group picks one of the books discussed and prepares a [multimedia presentation](#) for the class explaining and showing the story elements the author uses in the book. (6a, 6b) The class discusses the similarities and differences between the different authors' books.

Next, the small groups look at their books again and discuss the kinds of information that is published on the book itself (copyright date, publishing company, back cover, dedication, etc.). Groups share their information in a large group report out using an

[electronic whiteboard](#). (6a) Next, the information is discussed and the ideas are compiled into a list and the list is saved in a shared folder.

The students form new groups of two and each group selects one author they would like to research in more depth. Students spend time reading and discussing additional books written by their author, visit the author's website, and [email](#) questions to the author with the purpose of gathering information about the author. Students use [Skype](#) to [videoconference](#) with the author, and meet the author in a [chat room](#). (1a, 6a, 6b) Using [Glogster](#), students create an informational poster based on their author research. (1b, 6a, 6b, 6d) The author posters are displayed on the class [blog](#). (6a, 6b, 6d)

Next, comes the planning and writing stage. Each group uses a [graphic organizer](#) to plan a picture book that they will write, illustrate and publish, based on the style of their chosen author. (1b, 6b) Students use [Google Docs](#) to collaborate on writing the text for the story. Students choose how they want to illustrate their work. Some students use a [paint program](#) to draw all their pictures, others use a [digital camera](#) and photo editing software for their pictures. (1b, 6a, 6b) The completed story text is imported into [Wordle](#) and the page is saved electronically to be included in the book. (1a, 1b, 6a, 6d)

The final part of publishing the book is making sure that the book is organized with a cover, copyright date, dedication page, story text, pictures, back cover, and includes the [Wordle](#) page. A hard copy is printed in color, and the book is published online using [issuu](#) and is posted to the class [blog](#). (1b, 6a, 6b, 6d)

The students know that all young students may not be able to read their stories so they use [Photo Story](#) to create [digital storybooks](#) from their recently published books. The students use [Audacity](#) to narrate the text so the students in the younger grades can look at the pictures and hear the story being read to them. They also create a link on the class [blog](#) to their [Photo Story](#) so their parents and the community can enjoy their stories. (1b, 6a, 6b, 6d) They decide to contact, via [email](#), the kindergarten, first and second grade teachers to arrange a time when they could come to their classrooms and read their books to the younger children. (6a, 6b) Students practice reading their stories out loud, using good voice and eye contact as reading to an audience can be scary.

A hard copy of the book is placed in the school and town library and copies are placed in the classroom library so students can take the book home to read to their families or enjoy reading themselves.

**Student Standards** – The following NETS-S are noted in the Scenario:

1. Creativity and Innovation – A, B, C, D
6. Technology Operations and Concepts- A, B, D

**Teacher Standards** – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity- A, B, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments- A, B, C
3. Model Digital-Age Work and Learning- A, B, C
4. Promote and Model Digital Citizenship and Responsibility- A, B, C

## Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

### **Standard 5.13: Responding to Text**

Initial Understanding of Literary Text

**R4: 10 Demonstrate initial understanding of key elements of literary text by...**

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text.

**R4: 11 Demonstrate initial understanding of author's craft used in literary texts by...**

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue.

### **Standard 5.12: Literate Community**

**R3: 19 Demonstrates participation in a literate community by...**

- Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials.

## **Writing Grade Expectations: Grade 3, 4, 5**

### **Standard 1.5: Writing Dimensions**

**W4: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

### **Standard 5.11: Literary Elements and Devices**

**Expressive Writing: Narratives**

**W4: 11 In written narratives, students organize and relate a story line plot/series of events by...**

- Creating a clear, understandable story line with a beginning, middle, and end.
- Establishing a problem and solution.

**W4: 12 Students demonstrate use of narrative strategies by...**

- Using relevant and descriptive details

**H&SS3-4:4 Students conduct research by...**

- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.

**H&SS 3-4:14 Civics, Government and Society - Students act as citizens by...**

- Demonstrating positive interaction with group members.
- Identifying problems, planning and implementing solutions in the classroom, school or community.