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**Bookmaking
Bonanza**

Bookmaking Bonanza



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305-558-4544, Ext. 113
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(to apply online for grants)

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Goals and Objectives

Bookmaking Bonanza is an innovative way to capitalize on a student's imagination and help them develop fundamental reading and writing skills. Reading an assortment of quality children's literature, students will study effective writing styles and techniques to model in their own writing. They will unleash their creative storytelling talents onto classroom-constructed pages of books made of lunch sacks and paper plates, books that flip-up or have flaps-to-lift and an assortment of other fun styles. Bookmaking Bonanza provides students with the tools to expand reading and writing time into a literacy adventure.



Bookmaking Bonanza will assist students in many ways. Students that participate in the project will:

- ✓ Learn how to analyze the elements of a stories structure (plot, characters, setting, conflict, resolution, etc.)
- ✓ improve recreational reading habits
- ✓ construct various book projects
- ✓ learn that there are real people behind the books that we read and all books have artistic voices that can be recognized and enjoyed
- ✓ increase their levels of reading comprehension, as a means of being engaged in this initiative
- ✓ demonstrate mastery of multiple Reading and Language Arts Next Generation Sunshine State Standards

Next Generation Sunshine State Standards

Grade 4

Reading Process

LA.4.1.5.1: The student will demonstrate the ability to read grade level text.

LA.4.1.6.1: The student will use new vocabulary that is introduced and taught directly.

LA.4.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.

LA.4.1.7.3: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

LA.4.1.7.7: The student will compare and contrast elements in multiple texts (e.g., setting, characters, and problems).

Literary Analysis

LA.4.2.1.2: The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

LA.4.2.1.6: The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution.

LA.4.2.2.3: The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.

Writing Process

LA.4.3.1.3: The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

LA.4.3.2.2: The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity.

LA.4.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.4.3.5.3: The student will share the writing with the intended audience.

Writing Applications

LA.4.4.1.1: The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

LA.4.4.1.2: The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

Writing Process

LA.4.5.2.5: The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.



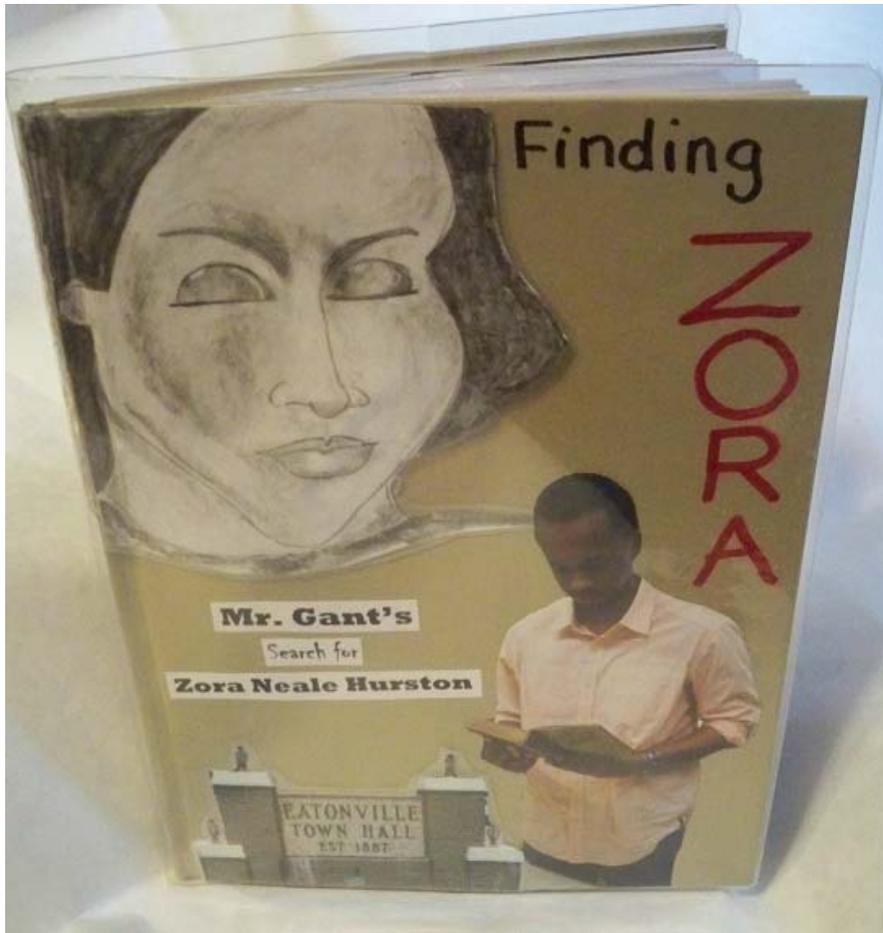
Course Outline/Overview

Children love stories-especially those they write themselves. Bookmaking Bonanza will capitalize on your student's imagination and natural talent for storytelling in order to help them develop fundamental reading and writing skills. This project utilizes creative bookmaking ideas to motivate and inspire participants to love reading.

Bookmaking Bonanza begins by teaching students about the correlation between great books and effective writing. An assortment of quality children's literature is used during lessons to help model effective writing techniques, such as elaborating ideas and having a sense of completeness. Students will then be able to imitate these techniques in their own writing in various books that will be made as a part of this project. Targeted literacy lessons will be presented throughout the remainder of the year that will allow students to explore literary concepts such as fiction, nonfiction, poetry and cross curricular skills.

Once students learn about the elements of effective writing, they will then begin applying these techniques to make several books. Students should be read the book How Books are Made by Lucia Raatma (can be found in your schools library) to give them background information on the bookmaking process. They are now ready to start creating books. Books that are made should relate to themes or units that your class is covering. Examples of books that students can make include pop-up books, lunch sack books, lift-the-flap books, comprehension check books, step books and an assortment of other styles.

Later in the year, students can be provided with the opportunity to go through the writing process to create a hardcover book about an original story or topic of their choice (an Adapter Grant can be written to secure funds to order these hardcover blank books). The teacher may want to create a model book (see picture on page 7) to help students understand the assignment that they will participate in.



The writing process (prewriting, drafting, editing, and publishing) should be taught to help students develop their stories. First, students need to jot down their ideas and brainstorm possible characters for their book. It will be up to the student whether their character is real or imaginary. Once the characters are well defined the students can use a storyboard to help them plan the sequence of their story. Next, students will need to write a rough draft for their books and share them with peers for review. Revisions will need to be made at this point. The last step will be for students to publish their story into their hardcover blank book and draw the books illustrations.

Why Make Books?

Article by Edward H. Hutchins

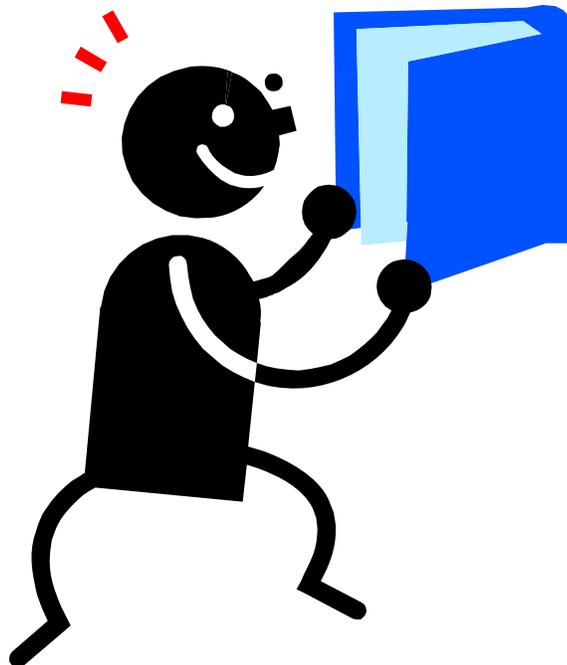
<http://www.artistbooks.com/editions/whybooks.htm>

What teachers DON'T need is something else to teach. But good teachers are always looking for ways to make their lessons more effective. This is why book arts programs are so successful: They make teaching easier and more effective by reinforcing and supporting what the educator is already teaching.

- **Making Books Promotes Better Retention.** When students write down their lessons, they are more apt to remember them. The book project provides an effective platform to record, preserve and then share what they have learned.
- **Making Books Encourages Exploration.** Once students start a book, they want to complete it. The bookmaking project encourages them to go out and find more information on the subject. Once started, they want to fill their books, add details and investigate related topics. Books are the best method of storing and sharing everything that the student has learned.
- **Making Books Fits Any Discipline.** Whether the subject is math, science, history, art, literature, foreign languages, or social studies, a book project can be incorporated into any curricula. Best of all, books allows for the combination of many areas of study. Making a book in a social studies class also incorporates writing, communication, spatial relationships and artistic skills.
- **Making Books Allows Students to Work on Their Own.** While making books is a group project, each book becomes an opportunity for the individual student to branch off in their own direction. It encourages them to find their own way of recording and expressing the information they select to put into their book. Everyone in the classroom may be working on the same subject, but the result is as many different and unique books as there are students.

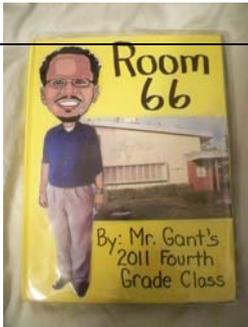
- **Making Books Generates Excitement.** Books take many shapes and come in a variety of structures that fold and unfold to reveal their contents in unexpected ways. They are a good tool for creating interest in otherwise challenging material. Because each book is an expression of the individual, it results in high personal satisfaction.
- **Making Books Encourages Communication.** In addition to the obvious exercise in writing and visual presentation, books promote the sharing of ideas. Exchanging books is a great way for students to share what they have learned with other students. The books quickly find their way home where they create interest and appreciation for the classroom work.

Put simply, the book arts are at the intersection where writing, illustration, discovery, creativity and sharing come together to support the classroom curriculum.



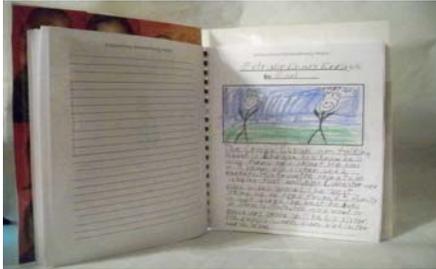
Bookmaking Project Guide

The projects in this project guide are some of the activities that I completed with my students as a part of the Bookmaking Bonanza program.

Bookmaking Project	Project Description
 <p>Animal Riddle Book</p> 	<p>Everyone loves riddles. This assignment requires students to select an animal of their choice and write a riddle about the animal. Students conduct research about their animal on the internet or using books about the animal from the library. Drafts of the riddle should be turned in for the teacher to review for accuracy. Students finally create a riddle pop-up book by writing the riddle on the outside of the book and drawing their animal and its habitat on the inside of the book.</p>
 <p>Bugs in the Garden Book</p>	<p>Our school has a school garden. Students visited the school garden for various assignments and created this interactive book about the bugs that we found while working in the garden. Animals that we studied included ants, bees, ladybugs and spiders. To complete the cover of the book we studied the painting practices of Eric Carle and imitated his techniques.</p>
<p>Class Year Book</p> 	<p>Creating a class year book is fun and easy. To complete our yearbook we took pictures of various special events that took place each month. We then organized our pictures and worked as a class to write the story about the special moments of that month.</p>



Extraordinary Us Book

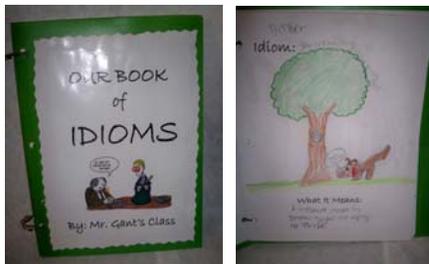


We are all extraordinary in our own way. This class book spotlighted the extraordinary things about each of the members of our classroom family. Students first interviewed a partner to learn more about them. They then wrote a paragraph about their partner and drew a picture of their partner. Once the assignment was completed each person read their paragraph about their partner aloud to the class. Completed pages were compiled and placed in a class book called Extraordinary Us! The completed book was displayed in our classroom library for students and visitors to later read.



Finding the Titanic Book Journal

The 4th grade core reading series includes the story Finding the Titanic, by Robert Ballard. This story takes place during two time periods- in 1985 when Robert D. Ballard discovered the remains of the Titanic and also 1912 when the ship sank in the icy cold Atlantic Ocean. The story is divided into chapters. While reading each chapter students completed various tasks in their Finding the Titanic book journals.



Class Idioms Book

Idioms are phrases or expressions that have hidden meanings. The expressions don't mean exactly what the words say. Examples of an idiom would be "that's the way the cookie crumbles" or "Mr. Gant has eyes in the back of his head." Students were taught what an idiom was. They then researched an idiom of their choice, wrote it, illustrated it and wrote what it meant. All of our idioms were compiled into a class book and displayed in our writing center.



Miniature Retelling Books

The 4th grade core reading series features the stories Cendrillon, Heat Wave and Finding the Titanic. Students read these stories at different points during the school year and were given a miniature book where they had to retell the story in their own words.



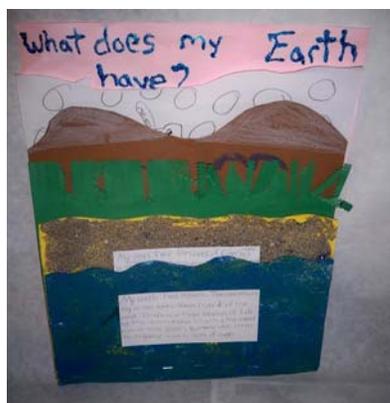
Something Strange Happened to Me When I Was Eating... Books

Strange things happen all of the time. This writing assignment required students to bring in an empty food product box and develop a fictitious story about something strange happening to them when they were eating that product. After stories were revised and edited they were placed into a book utilizing the food product box that was brought in. This project was inspired by an idea that was shared at the Education Funds 2009 Impact II Idea Expo.



Under The Sea Book

Students viewed a video from our school library about life in the ocean. While watching the video they were required to write a summary about what they had learned. Once summaries were completed the students were provided with a paper plate and a variety of art supplies to create their own underwater habitats about life under the sea.



Earth Resource Books

The earth is diverse and has an abundance of unique environments. Students read books and viewed videos about each environment (oceans, deserts, grasslands, ice caps, mountains and lakes) and wrote a summary about what they learned. They then created an oversized flipbook reflecting the elements of the earth's varied settings.

Lesson Plans

The following lesson plans are ideas provided to assist you in completing some of my projects with your students. I have written up plans for my favorite five **Bookmaking Bonanza** activities. If you have any questions or need additional assistance please do not hesitate to contact me at eugeniogant@dadeschools.net .



Lesson Plan #1: Extraordinary Us! (Classroom Book)

Overview:

Everyone has a story to tell. This lesson allows students to work with a partner to interview them and uncover what makes them so extraordinary.

Materials:

- Extraordinary Us Question Sheet
- Extraordinary Us Worksheet (for Class Book)
- Crayons & Markers
- Amazing Grace by Mary Hoffman

Engage:

Open the lesson by reading Amazing Grace by Mary Hoffman (or any other book with a main character that's extraordinary). When the story is finished ask students what makes Grace so amazing and record their answers on the board.

Explore:

Inform students that we are all extraordinary and everyone has a story to tell. Let them know that they will be assigned a partner and will have to share their story while uncover their partners story. Provide them with the Question Sheet and allow adequate time for them to interview each other.

Explain:

Once students have gathered their information about their partner explain to them that will now need to write a paragraph about their partner. Provide students with the Extraordinary _____ worksheet. After students write their paragraphs about their partner they will then need draw an illustration about them.

Evaluate:

Have each student read their paragraph to the class and share their illustration. Paragraphs should be assessed based on the amount of details that the students provided about their partner. Finished pages can be compiled in a class book that you could call Extraordinary Us!

Extend:

Allow students to interview a family member for homework and write a paragraph about what makes that family member so extraordinary.

Name: _____

Partner's Name: _____

Extraordinary Us Question Sheet

Directions: Interview your partner to learn some extraordinary things about them. Use the back of this sheet to write a paragraph about your partner using the details from this question sheet.

1. Where do you live? What is your home like?
2. Where were you born?
3. What are your favorite things to do? Do you do them alone or with others?
4. What do you like to eat? What do you dislike eating?
5. What do you think you will do when you grow up?
6. What do you do on your birthday?
7. Who is in your family?
8. What is your favorite color? Why?

9. Do you have things to do every day that you don't like doing? What are they?

10. What is your favorite thing to wear? Why?

11. Who is the most important person in your life? Why?

12. What is one thing that you have done that you are most proud of?

Use the space below to write your paragraph about your partner.

Lesson Plan #2: Idioms Classroom Book

Overview:

This lesson teaches students about Idioms. Idioms are phrases or expressions that have hidden meanings. The expressions don't mean exactly what the words say.

Materials:

- List of Common Idioms
- Crayons & Markers
- Computers with Internet Access

Engage:

Write the definition of an idiom on the board. Read some common idioms and ask students what they think the expressions mean. Examples of idioms you could say would be “that's the way the cookie crumbles” or “Mr. Gant has eyes in the back of his head.”

Explore:

Provide students with a list of idioms and sufficient time to review the list of idioms. The following website has lots of idioms for you to choose from <http://www.usingenglish.com/reference/idioms/a.html>

Explain:

Once students have reviewed the idioms they will then need to select one, write what it means and create an illustration about their idiom. Allow students to research idioms on the internet if they don't like the provided idioms.

Evaluate:

Allow students to share their idiom page with the class. Create a class book of the illustrated idioms.

Extend:

You can modify this lesson and make a class book for other specific writing skills including similes, metaphors, onomatopoeias, vivid verbs. These class books can be displayed in your class writing center for students to utilize to improve their writing.

Lesson Plan #3: My Summer Lunch Sack Book

Overview:

Summer is an exciting time for students. This lesson requires students to utilize the writing process to write a story about their summer and publish these stories in books made out of a lunch sack. This lesson is designed to take place over several sessions of your regular 30 *minute* language arts block.

Materials:

- Lunch Sack Books (I will explain how to make these at the Impact II Idea Expo)
- Crayons & Markers
- Writing Paper
- Author's Family Vacation by Marc Brown

Engage:

Read Author's Family Vacation by Marc Brown. Ask students to share some of the exciting things that they did during their summer vacation.

Explore/Explain:

Inform students that during the next week they are going to write an essay about their summer. After completing their essays students will have the opportunity to write them in a lunch sack book and illustrate pictures related to their story.

Day 1: Students develop a plan and write a great beginning about their summer

Day 2: Students write a paragraph about what they did in June

Day 3: Students write a paragraph about what they did in July

Day 4: Students write a paragraph about what they did in August and write their conclusion

Day 5-6: Students revise and edit their essay

Day 7-10: Students write their completed essay in the lunch sack books and illustrate pictures for each page

Evaluate:

Assess student essays for being focused, organized, having a sense of completeness, conventions and other criteria based on the grade level you are teaching.

Lesson Plan #4: Brilliant Brochures

Overview:

Animals are living things. There are many things that an animal needs to live (air, food, water and space). Each animal has special things that make it unique. This lesson encourages students to select an animal, conduct research and create a brochure educating others about that animal.

Materials:

- Brochure Template (from Microsoft Publisher)
- Computers with Internet Access
- Writing Paper
- Animal Magazines/Calendars

Engage:

Ask students the following questions:

- What are animals?
- How are animals classified?
- What are some examples of roles they serve in their environment?
- What to animals need to live?

Inform students that animals are living things. They live everywhere and need many needs to survive. The essential needs of all animals include air, food, water and space.

Explore:

Display an assortment of color animal pictures (from magazines or old calendars). Allow students to come up and select an animal picture, ensuring that each student picks a different animal. Have students do a quick write about their animal including everything they know about it.

Explain:

Explain to students that they are going to create a brilliant brochure about their animal. Allow students to use magazines, encyclopedias, the internet or other periodicals to conduct research on their animal. Tell students that they need to become the expert on that animal in order to successfully complete their brochure. Students can be as creative as they like when designing their brilliant

brochures. The following questions should assist students as they conduct research and gather facts about the animal that they selected.

1. Is the animal a producer or consumer?
2. What role does their animal play in its ecosystem?
3. What food does the animal eat?
4. What does the animal look like? Be descriptive.
5. Where does the animal live?
6. How is the animal classified?
7. What time of day is the animal most active?
8. Is the animal common or uncommon?
9. Does the animal have any predators?
10. What is unique about the animal?

Allow sufficient time (1 to 2 weeks at home) for students to apply the new knowledge they have gained about their animal to create a brilliant brochure educating others about the significance of their animal. You may find it helpful to show students some examples prior to them starting their brochure.

Evaluate:

Collect completed brochures and assign a grade based on its content and the creativity that went into the brochure.



Lesson Plan #5: Hardcover Book

Overview:

The hardcover books are the most essential part of Bookmaking Bonanza. It should be completed near the end of the year after students have had the opportunity to complete other bookmaking projects. This project will take several weeks to complete.

Materials:

- Hardcover Blank Books (1 per student from www.barebooks.com)
- Crayons & Markers
- Writing Paper
- How Books Are Made by Lucia Raatma

Engage:

Read the story How Books are Made by Lucia Raatma. Tell students that all books start with an idea and over the next several weeks they will be making their own books.

Explore:

Ask students to brainstorm a list of ideas for what they would like their books to be about. It should be up to the students whether their characters are real or imaginary. Have students share ideas with others until everyone has a topic for their book.

Explain:

Review the writing process (prewriting, drafting, editing and publishing) with students. Have students follow these steps to complete their books.

- Jot down ideas and select a topic
- Define the main character
- Utilize a storyboard or story map to develop the plot
- Organize the sequence of events
- Write a rough draft (including some sketches of what occurring)
- Share drafts with peers/ teacher for suggestions
- Revise the drafts
- Take drafts home and share them with parents
- Type stories and glue the words in the hardcover blank book
- Draw final illustrations in the hardcover blank book
- Design the front cover utilizing a variety of art supplies
- Read completed stories to the class
- Display completed books in the school media center or office

Resources

Supplies & Materials



The materials needed to complete the books associated with [Bookmaking Bonanza](#) include glue, glue sticks, construction paper, cardstock, tag board, crayons, markers, different children’s literature (mentor text), folders, brass fasteners, visual aids and various other art supplies. These items can be purchased from Walmart, Target, Kmart or any other store near you. Cotsco, Sams and BJ’s offer many of the necessary items in bulk amounts at significant savings. Most of my materials were purchased from Sam’s and BJ’s.

The hardcover blank books utilized for the class yearbook and “Hardcover Book” projects were purchased from www.barebooks.com. The book that was utilized was the Big Portrait Blank Book, Line Guide & Jacket (item # 1802SET) and cost \$3.25 per set. If you do not need the line guide and clear cover the same Big Blank Book can be purchased for \$2.25 each (Item 1802). **An Adapter Grant can be written to help supply the funds needed to purchase these wonderful books.**



Useful Websites

Ordering Supplies and Materials

www.barebooks.com

<http://www.discountschoolsupply.com>

www.reallygoodstuff.com



Internet Sites to Improve Literacy

www.tickettoread.com (Intermediate)

www.starfall.com (Primary)

www.readingrockets.org

<http://www.primarygames.com/reading.htm>



Articles About Helping Struggling Readers

Seeking Help for a Struggling Reader: Seven Steps for Teachers by Joanne Meier and Karen Freck

<http://www.readingrockets.org/article/4528/>

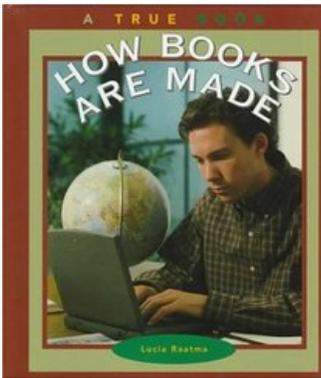
Seeking Help for a Struggling Reader: 8 Steps for Parents

<http://www.readingrockets.org/article/643/>

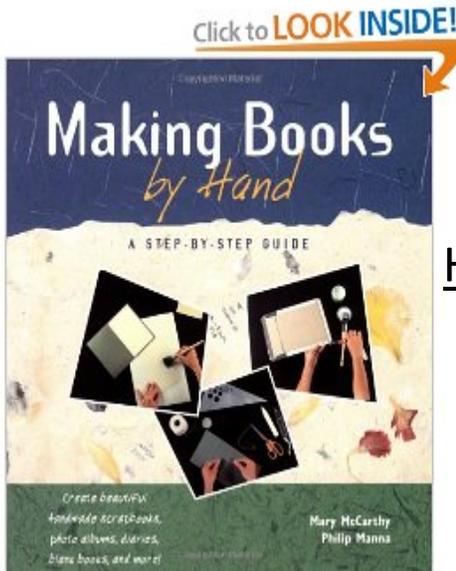
Why Make Books?

www.artistbooks.com/editions/whybooks.htm

Useful Books

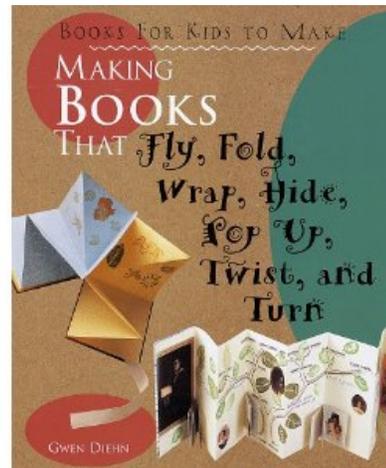


How Books Are Made by Lucia Raatma



How Books Are Made by Lucia Raatma

Making Books that Fly, Fold, Wrap, Hide, Pop Up, Twist, and Turn by Diehn, Gwen.



Bookmaking Vocabulary



1. **accordion**-a paper folded back and forth to create a zigzag pattern
2. **binding**-the manner in which the book is held together; the manner in which it is sewed, folded, or adhered.
3. **boards**-the front and back covers of the book, when they are made of stiff material
4. **concertina**-an accordion fold book
5. **edition**-more than one copy of the same book; editions are made to sell, trade, or give away
6. **foot**-the bottom of the book
7. **format**-the general shape, appearance and construction of a book; examples: an accordion format, a codex format, etc.
8. **head**-the top of the book
9. **spine**-the closed side of the book
10. **text block**-also called the book block. The contents of a book, excluding its covers
11. **title page**-the title page is usually the first page in a book. It states the title, author, and (is applicable) the illustrator.



APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2015-16. Most catalogs can be viewed at The Education Fund website at www.educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by May 2, 2016.

**APPLICATION DEADLINE:
December 11, 2015**

Apply online at www.educationfund.org

For more information, contact:

Edwina Lau, Program Director

305.558.4544, ext. 113

elau@educationfund.org

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