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|                                     |  | Act: 8W6  |
| Grade: 8                            | Strand: Writing  | Concept: Producing the final copy of a picture book for a particular audience |
| Description of Task:                | Students choose appropriate language, ideas, plot, font, and text placement to write text for picture books for younger students.  |   |
| Expectations:                       | 8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);<br>8e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);<br>8e4 • use a wide variety of sentence types and sentence structures, with conscious attention to style;<br>8e5 • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);<br>8e7 • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;<br>8e8 • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;<br>8e13 • use a period and commas accurately with quotation marks;<br>8e22 • use different styles of type appropriately for specific purposes (e.g., bold type for emphasis); |   |
| Software Type:                      | Desktop Publishing   |   |
| Computer Skills Prerequisite        | Students must be able to: <ul style="list-style-type: none"><li>• Access and run a word processing program</li><li>• Create a new file</li><li>• Enter text using the keyboard</li><li>• Move text to different points on the page (using tabs, changing margins and line spacing)</li><li>• Change font sizes and styles</li><li>• Save and print completed work</li></ul>  |   |
| Student Instructions: (for teacher) | <ol style="list-style-type: none"><li>1. Remind students about their intended audience and discuss appropriate font size and style for beginner readers.</li><li>2. Discuss other features of the text (paragraph breaks that mirror plot points in the story, starting new lines for dialogue)</li><li>3. Ask the students to think about how much text should be on each page and where their pictures will go so that they can leave appropriate spaces.</li><li>4. Remind students to save their work as they go.</li></ol>  |   |

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| Teacher Notes: | <p>Students should be ready to type their final good copies of their stories when they begin to enter their text. Depending on students' abilities and access to other programs, they may compose their illustrations on the computer as well. While the picture book itself encompasses the stated expectations, the emphasis in this section of the process is on the presentation of the story.</p> <p>The student instruction file contains teacher notes relating to the software. <b>Note: Have students organize their stories so that the number of pages, including the title page, is a multiple of 4.</b></p> <p>Related offline activities:</p> <ul style="list-style-type: none"> <li>• Students can proofread others' final drafts before beginning to type.</li> <li>• Students can work on illustrations for the stories while partners are typing.</li> <li>• Students can practice reading their stories aloud for their intended audience.</li> </ul> |
|                | Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>   |
| Assessment:    | <p>Have the students chosen appropriate fonts? (easy to read, large print) (curriculum)</p> <p>Are they spacing the text on the page? (curriculum)</p> <p>Are they separating dialogue from the rest of the text using quotation marks, commas, and periods? (curriculum)</p> <p>Are they proofreading their work? (curriculum)</p> <p>Do students demonstrate a desire to "minister" to the younger students by interacting in a caring and nurturing manner? (CGE)</p> <p>Are students able to effectively use the features of the software (font, margins, tabs, text boxes, etc.) to create a picture book? (ict)</p>  |