

Using the Writing Process to Create a Picture Book

by Kim Meyers

Project Description: Students will use various software programs in each step of the writing process to develop a picture book. They will use Smart Ideas for pre-writing, WordPerfect for drafting, revising and editing and MS Publisher for the final product.

Grade: 4, 5, 6

Subject(s)/Strand(s) Covered: Language: Writing

Estimated Time Frame: 12 periods (30 - 40 minutes each)

Computer Time Required: 8 periods (30 - 40 minutes each)

Computer Program(s) Used: Smart Ideas or Inspiration, Corel WordPerfect
MS Publisher

Prerequisite skills: Word processing, knowledge of software programs, accessing Share directory (Handout folder), saving, navigating between more than one program

NETS ADDRESSED	
✓	1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
	2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
	3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
✓	4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
✓	5. Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
	6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
	7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5,)
✓	8. Use technology resources (e.g., calculators, data collection probes, videos, educational software for problem solving, self-directed learning, and extended learning activities. (5, 6)
	9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6,)
	10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

MINISTRY EXPECTATIONS ADDRESSED		
	Subject/Strand	Expectation
Grade 4	English, Writing	4e1 communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates)
Grade 4	English, Writing	4e2 begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information)
Grade 4	English, Writing	4e3 organize and develop ideas using paragraphs (e.g., to tell a story)
Grade 4	English, Writing	4e4 use simple and compound sentences and vary their sentence structure
Grade 4	English, Writing	4e5 produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing
Grade 4	English, Writing	4e7 revise and edit their work, using feedback from the teacher and their peers
Grade 4	English, Writing	4e8 proofread and correct their final drafts, focusing on grammar, punctuation, and spelling
Grade 4	English, Writing	4e9 use and spell correctly the vocabulary appropriate for this grade level
Grade 4	English, Writing	4e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
Grade 4	English, Writing	4e11 use verb tenses correctly and appropriately (e.g., simple past, present, and future)
Grade 4	English, Writing	4e17 use quotation marks for direct speech
Grade 4	English, Writing	4e19 use a dictionary and thesaurus to confirm spelling
Grade 4	English, Writing	4e24 use proper form for paragraphs (e.g., indentation, spacing, margins)
Grade 4	English, Writing	4e25 label and use pictures and diagrams appropriately

Grade 5	English, Writing	5e1 communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news)
Grade 5	English, Writing	5e2 use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings)
Grade 5	English, Writing	5e3 organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details
Grade 5	English, Writing	5e4 use simple, compound, and complex sentences
Grade 5	English, Writing	5e5 produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations)
Grade 5	English, Writing	5e7 revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience
Grade 5	English, Writing	5e8 proofread and correct their final drafts, focusing on grammar, punctuation, and spelling
Grade 5	English, Writing	5e9 use and spell correctly the vocabulary appropriate for this grade level
Grade 5	English, Writing	5e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
Grade 5	English, Writing	5e13 use quotation marks for passages of dialogue
Grade 5	English, Writing	5e14 use correct punctuation in final drafts
Grade 5	English, Writing	5e17 use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM)
Grade 6	English, Writing	6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology)
Grade 6	English, Writing	6e2 use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions)

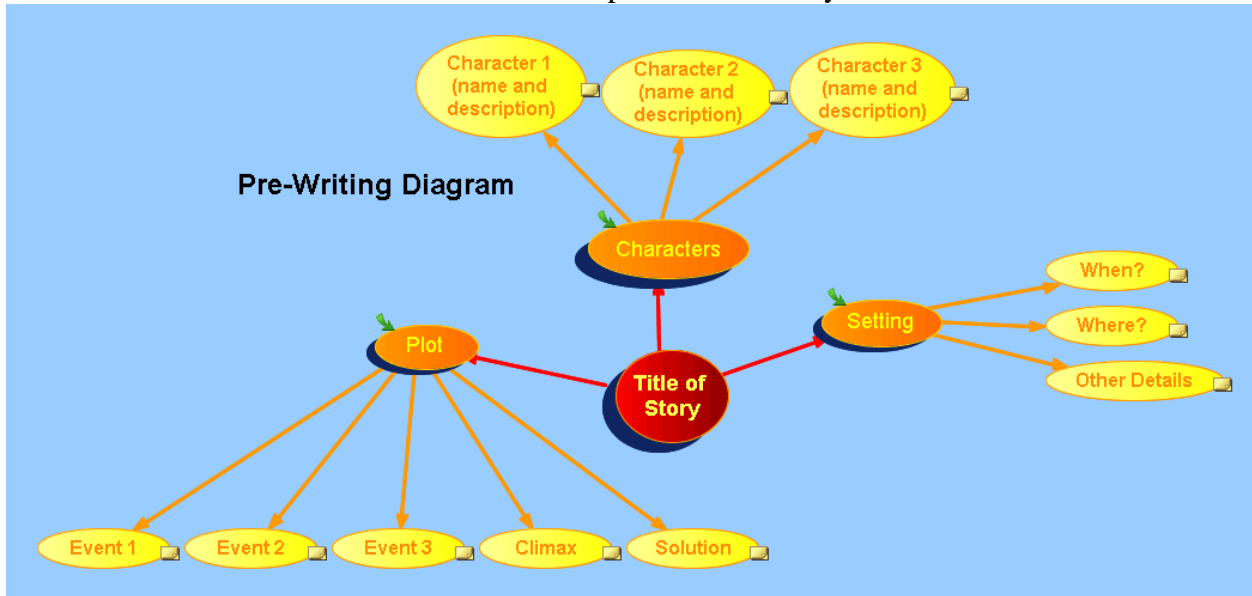
Grade 6	English, Writing	6e3 organize information to convey a central idea, using well-linked paragraphs
Grade 6	English, Writing	6e4 use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes
Grade 6	English, Writing	6e5 produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips)
Grade 6	English, Writing	6e7 revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience
Grade 6	English, Writing	6e8 proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style
Grade 6	English, Writing	6e9 use and spell correctly the vocabulary appropriate for this grade level
Grade 6	English, Writing	6e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
Grade 6	English, Writing	6e14 use verb tenses consistently throughout a piece of writing
Grade 6	English, Writing	6e17 use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns

Teaching/Learning (Lesson Outline)

Select any writing prompt to engage students in the task of story writing. I used the posters from “The Mysteries of Harris Burdick” by Chris van Allsburg. Tell students that they will be writing a story that will be published in the form of a picture book for younger students.

PRE-WRITING - Using Smart Ideas or Inspiration (30 minutes)

1. Using the template in the Share Directory (Handout folder), students will begin to plan their story. This activity could also be completed in the classroom using a paper copy of the template.
2. Students should save their web in their personal directory for future use.



DRAFTING - Using Corel WordPerfect (at least 45 minutes)

1. The following activity does not need to be completed on the computer. If lab time is limited, or you would prefer your students to draft their stories by hand, alter the lesson to suit your needs.
2. Instruct students to double-space their story, as this makes it easier for revisions and editing. To double-space, select **Format, Line, Spacing**, set to 2.0 and then click OK.
3. Students will write the first draft of their story, referring to their pre-writing web. Students can either print their template or keep both programs open and toggle between their draft and web.
4. Have students print their story when their first draft is complete.

REVISIONS (60 minutes)

1. **Classroom Activity** (30 minutes) - Have students focus on description, detail and dialogue when revising their own stories and that of their peers. Tell students to make sure they have described the setting and characters and have given enough detail for each event in the plot. Some teachers do not like students to add dialogue in stories because students do not know how to use quotation marks properly. This may be a good time for a mini-lesson on the use of quotation marks. Students need to be taught how much dialogue to include in a story. Dialogue should add interest to the story, it shouldn't be the whole

- story.
2. Students should make revisions to their stories on paper. By doing this, the teacher can see the changes that are made during each stage of the writing process.
 3. **Computer Activity** (30 minutes) - Have students make the revisions to their story in Corel WordPerfect.
 4. Have students print their stories.

EDITING (60 minutes)

1. **Classroom Activity** (30 minutes) - Have students focus on spelling, grammar, punctuation, and paragraphs when editing their own stories and that of their peers. An editing checklist would be useful at this time.
2. It may be helpful to tell students that each paragraph may be on a separate page in their picture book. This will help them to see that each paragraph is a different time, place or event.
3. Students should make changes to their stories on paper. By doing this, the teacher can see the changes that are made during each stage of the writing process.
4. **Computer Activity** (30 minutes) - Have students make their changes to their story in Corel WordPerfect.
4. Have students print their stories.

PUBLISHING (180 minutes)

1. **Classroom Activity** (45 minutes) - Tell students that they will need to divide their story into separate pages for their picture book. Each page may be a separate paragraph or an event that could be illustrated in an interesting way.
2. Prepare an example of a story on overhead. I re-typed a picture book into WordPerfect and then had the students decide how the story should be broken into pages. Use different colours of hi-liters to show each page.
3. Instruct students to do the same with their stories. This task will make it easy for students to copy and paste the text into MS Publisher.
4. **Computer Activity** (45 minutes) - In MS Publisher, create a Blank Publication - Side-fold Card. Show students how to navigate between the pages in Publisher (page tabs at the bottom of the screen). Page 1 will be the title page. Each subsequent page will have their story. Students will need to create as many side-fold cards needed to fit all of their story. My students typically used two cards for their story. We stapled the finished product together.
5. Students will need to have their story opened in WordPerfect. Show students how to navigate between WordPerfect and Publisher as they will have to copy and paste the text from WordPerfect into Publisher.
6. Title Page - Students may use a Textbox or WordArt for their title. Make sure they include a box for their name and a space for illustrations. I had my students draw their own illustrations because I found the clipart limited.
7. Remaining Pages - Model how to create a text box in Publisher and place it at either the top or bottom of the page. Switch to WordPerfect to show students how to copy text from their story. Students should copy the first section of hi-lited text from their story. Switch back to Publisher and show students how to paste the text into the text box. Show students how to resize the box to make sure all of the text fits. Remind students that the text box should fit into the blue/pink guidelines so all of the text prints. Repeat with the remainder of the story.

8. If students wish to put a border around the text, show them how to do this by selecting the text box. On the Formatting toolbar, click the ***Line/Border*** icon. Choose one of the predefined lines, or click ***More Lines*** to bring up the Format Text Box. From here you can change the colour and size of the border.
9. When complete, have students print their side-fold cards. Show them how to fold the card and allow them time to add illustrations.

Suggested Extension Activity:

1. Pair up with a primary class to share the stories.
2. Students could draw their illustrations in Paint.
3. Teachers could assess the illustrations for visual arts.
4. Display stories on a bulletin board.
5. Have students create a non-fiction mini-book in MS Publisher.

Suggestions for classroom pods/one computer:

1. Assuming students have sufficient background knowledge of the programs, they could work through the various steps independently. The teacher could set up a schedule for students during a writer's workshop.

Assessment of Information Technology:

Skill	Needs Assistance	Some Assistance	Independently	Independently (peer tutor)
Accessing shared directory				
Using software tools appropriately				
Adding graphics				
Adding text				
Printing/Saving				
Computer basics (eg. Opening programs, right mouse click, etc.)				

Assessment of Ministry Expectations:

Writing Process Rubric

	Level 1	Level 2	Level 3	Level 4
Pre-Writing	<ul style="list-style-type: none"> - requires significant assistance to consider ideas for writing - requires significant assistance when required to decide upon a topic for writing - requires significant assistance to develop a plan - requires significant assistance to determine a purpose and audience for writing 	<ul style="list-style-type: none"> - requires some assistance to generate or to consider ideas for writing - requires some assistance to decide upon a topic for writing - requires some assistance to develop a plan - requires some assistance to determine a purpose and audience for writing 	<ul style="list-style-type: none"> - independently generates and considers ideas for writing - independently decides upon a topic for writing - independently develops a plan - independently determines a purpose and audience for writing 	<ul style="list-style-type: none"> - independently generates original ideas and considers ideas from other sources - demonstrates original and creative thought when deciding upon a topic for writing - independently develops a thorough, workable plan - independently develops and refines a purpose and audience for writing
Drafting	<ul style="list-style-type: none"> - requires significant assistance to produce a first draft - requires significant assistance to reread their work for sense, form and genre 	<ul style="list-style-type: none"> - requires some assistance to produce a first draft - requires some assistance to reread their work for sense, form and genre 	<ul style="list-style-type: none"> - independently produces a first draft - independently rereads their work for sense, form and genre 	<ul style="list-style-type: none"> - independently produces a creative and/or original first draft - independently refines and rereads their work for sense, form and genre
Revising	<ul style="list-style-type: none"> - reluctant to participate in a writing conference with teacher and/or peers - reluctant to make changes to writing - requires significant assistance to review content flow and organizational structure for their writing 	<ul style="list-style-type: none"> - participates in a writing conference with teacher and/or peers - attempt to make some changes to writing as a result of conferencing - requires some assistance to review content flow and organizational structure for their writing 	<ul style="list-style-type: none"> - willingly participates in writing conferences with teacher and/or peers - makes some changes to writing as a result of conferencing - independently revises content flow and organizational structure for their writing 	<ul style="list-style-type: none"> - prepares for and willingly participates in writing conferences with teacher and/or peers - effectively incorporates input from conferencing into writing - independently refines and reviews content flow and organizational structure of their writing
Editing	<ul style="list-style-type: none"> - requires significant assistance to edit for errors in spelling, grammar, and punctuation 	<ul style="list-style-type: none"> - requires some assistance to edit for errors in spelling, grammar, and punctuation 	<ul style="list-style-type: none"> - independently edits, correcting major errors in spelling, grammar, and punctuation 	<ul style="list-style-type: none"> - independently edits, correcting almost all errors in spelling, grammar, and punctuation
Publishing	<ul style="list-style-type: none"> - requires significant assistance to produce a polished final product 	<ul style="list-style-type: none"> - requires some assistance to produce a polished final product 	<ul style="list-style-type: none"> - demonstrates necessary care to produce a polished final product 	<ul style="list-style-type: none"> - demonstrates necessary care and pride to produce a polished final product

Suggested Report card Comments for Information Technology:

Level 1: In computers this term, students used a variety of software programs to plan and develop a picture book (Smart Ideas, WordPerfect and MS Publisher). 777 required much assistance with computer activities. He needs to listen to instructions carefully.

Level 2: In computers this term, students used a variety of software programs to plan and develop a picture book (Smart Ideas, WordPerfect and MS Publisher). 777 required some assistance with computer activities. He is encouraged to listen to instructions carefully.

Level 3: In computers this term, students used a variety of software programs to plan and develop a picture book (Smart Ideas, WordPerfect and MS Publisher). 777 was eager to learn, followed instructions, and displayed confidence in most computer activities.

Level 4: In computers this term, students used a variety of software programs to plan and develop a picture book (Smart Ideas, WordPerfect and MS Publisher). 777 was eager to learn, followed instructions independently, and displayed confidence in all computer activities.