Sample Assignment #7

All About Me

All About Me

The Learning Community - North Option

CRITERIA:

a) Meaning:

The picture book must communicate in some way who you are--it could be descriptive, autobiographical, a metaphor....but it must say, "This is me!" It is important to designate your intended audience. The book therefore must match that audience. If, for example, you are writing it for young children, the pictures are very important and the text must be simple and accessible to them. If, on the other hand, you are writing it for a teenage audience, the tone, structure, and theme would be very different. Look at picture books appropriate for the age group you choose, and use these as models and to generate ideas for your own book. Be prepared to share one or two books you looked at to help you regarding the targeted level.

Note: Think about including a translation of your words into a language other than English--that is, if you speak Portuguese, you might want to translate your words into Portuguese and include on each page, or if you plan to teach French, you might want to include a French translation or French words in your book.

b) Structure:

The picture book must be:
- bound in some interesting format
- durable for use in the classroom
- well-planned
- well-written (adhering to the conventions of grammar and spelling)
- inviting and illustrated in some way (e.g., creative, imaginative)

(Use the knowledge and skills you gained during our visual arts/technology input and/or experience with visual arts, colour, and design. Use your imagination and creativity.)

c) Process: Reflect on the process you experienced during the writing of this book.
i) Prewriting: Think about how you came up with the ideas for your book. Keep anything and everything you used to help you plan your book.

ii) Composing/Drafting: Keep all your drafts in a folder or envelope. Date each one. What do these drafts say about you as a writer?

iii) Revising/Editing: Revise the content of the writing. Edit for spelling and grammar.

iv) Conference: Share a final draft with at least two others (a classmate, friend, family
member) and ask for their feedback. Make any changes you think are necessary. Be prepared to share who you conferenced with and how you felt about this experience.

v) Publishing: Collect all the materials you will need. Create your book. **Please include
a photograph of yourself on your 'About the Author' page.

d) SUPPORT for writing your story:

1. Read through the text "Writing your best picture book ever" by Kathy Stinson, Pembroke Publishing (available through Pembroke or at Parent Books).

2. Complete a timeline or story map of your life and choose one incident that might be developed into a story. Remember that we do not want an autobiography of your life, but a story about one part of your life which shares a little bit about you!

3. Brainstorm for ideas for your book and choose one to develop into a story.

4. Explore the following websites for support in writing your story.

http://www.eslinfusion.oise.utoronto.ca/stories.asp

Tell us your stories of teaching or learning English as a Second Language.
There are some good ideas (sentence starters and questions to spark your ideas)
that may help you write your own story. You may also want to browse this
informative website for good ideas re: the infusion of ESL strategies into your
teaching and learning.

5. Find out about author Alvin Abram who started writing stories and publishing books in 1995.
http://bubbameinsa.tripod.com/abram.htm This website also offers tips for writing.

6. Surf the Web and see if you can find other websites that offer support for writers, for students and/or for adults. Post these on our conference as support for others.

e) Sharing:

1: Your books will be shared with colleagues and be placed on display all day for others to enjoy.

2: Share your book with your students in your Academy School. You will need to arrange this with your school teacher educator (STE) in advance.

3. ASSESSMENT: Complete a self-assessment and reflection about your process and sharing of the book with your audiences. Your reflection should include mention of the phases of writing and the experiences you have had throughout this process, and also how these will help you as a teacher. All About Me books and self-assessment is considered a required expectation of the Curriculum and Instruction Language Arts/Social Studies expectations (see course outline).

Name: _____ Date: _____

Criteria and self-assessment for "All About Me" book:

4 = Wow!
3 = Very good!
2 = Acceptable
1 = Could be a lot better/Barely acceptable

_____The storyline is engaging and tells something about ME!
_____The target age group for this book is 'right on', and I can articulate how it is appropriate.
_____The book is bound in some interesting format.
_____It is durable for use in the classroom.
_____It is well-planned.
_____It is well-written (adhering to the conventions of grammar and spelling).
_____It is inviting and illustrated in some way, using knowledge about colour, design, etc.
_____ Shows imagination and creativity.
_____Other: _____

Reflection (Retell, Relate, Reflect)

Tips re: using 'Search' tools and surfing the Web:

Understand and use Boolean Search Logic:

AND (+) means all words are present in the pages retrieved by a search...it narrows the search results: e.g. portfolios AND Ontario

OR means any of the words can be present in the pages retrieved...this broadens the search results.....e.g. portfolios OR portfolio assessment OR reflection

NOT (-) excludes a keyword from the search result...e.g. bluejay NOT baseball

Be sure to read the HELP SCREENS provided. You will find out how best to enter your search to meet the requirements of that search engine.

Do you know what the difference is between a 'subject directory' and a 'search engine'?

Both are web search tools, but each is built differently and need to be used differently.

Subject Directories are good places to start looking for a new subject. They are manually built, are usually smaller, and sites are indexed appropriately.

Examples of Subject Directories:
Yahoo: http://www.yahoo.com/
Open Directory: http://www.dmoz.org/

Search Engines are databases created by software programs which search the web indexing words found in web documents. You need to think of the words and their spelling that may show up on any of these web pages, so it is important that you know the rules for searching that the particular search engine understands. Thus, it is important to read the Help or Tips Screen before you begin searching.

Examples of Search Engines:
Google: http://www.google.com/
Northern Light: http://www.northernlight.com/
Alta Vista: http://www.altavista.com/
Fast Search: http://www.alltheweb.com/
Metor: http://www.metor.com/
Metacrawler: http://www.metacrawler.com/
Vivisimo: http://vivisimo.com/

For more information on how to use search engines effectively, visit the following websites:
Search Engine Watch: http://www.searchenginewatch.com/
Web Search at about.om: http://websearch.about.com/