

Picture Book Project

Contact Information: Heidi Weber, weberhe@lovelandschools.org, Loveland Elementary School

Abstract:

Digital technology is fantastic but often it is important to blend learning and provide students with opportunities to enjoy print sources as well. As publishing companies search for ways to keep up with electronic books, they are investing money into artistic elements and techniques for bound editions of literature. This project blends the beauty and wonder of a picture book with critical thinking and digital communication skills.

Students will select a picture book, read and examine the text and illustrations, conduct research specifically about picture books as well as some additional research about author/illustrator. After investigating and exploring a picture book, students will organize and share their findings with others by producing a digital presentation. This project addresses multiple ELA and ISTE standards in the areas of content, research, organization, conventions, and presentation.

Learning Goals:

Picture book Project Goals	CCSS or ISTE Standard	Student objective	Activity/guiding question(s)	Measurement
Content ELA RL 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Students will review a short text, applying elements learned in class. Students will select at least one element to evaluate.	Students select at least one element to evaluate (These are possible elements; teachers should adapt according to grade level focus): Title: <i>How does the title give insight or reflect the content of the story?</i> Plot: <i>How does the plot build?</i> (Problem-solution; structure-exposition-rising action-climax-falling action-resolution) Theme: <i>What clues in the text and illustrations help you determine the theme of your text?</i> Captions / speech bubbles: <i>How does the author and/or illustrator use these text features?</i>	Student clearly explains at least one element, answering the guiding question with specific examples from the text.

<p>Content ELA RL 6</p>	<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Students will examine how a short text is narrated and interpret how the author's perspective has impacted the storyline.</p>	<p>Students identify and evaluate point of view/perspective/ narration style. (1st or 3rd person) <i>How is this story being told? How might this story be different if it were told from a different point of view?</i></p>	<p>Student accurately identifies the narration style and provides an explanation with at least one specific example from the text for support.</p>
<p>Content ELA RL 7</p>	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Students will distinguish between different artistic techniques used by illustrators and synthesize how the illustrations help convey the mood of the text.</p>	<p>Students identify and examine various artistic techniques used by illustrator. <i>How does the illustrator create the mood for this text? How does the text support this mood?</i></p>	<p>Student describes an "emotion" conveyed in their selected book and details how at least one illustration and piece of text support their claim.</p>
<p>Research / evidence ELA W 7</p>	<p>Conduct short as well as more sustained research projects raised on focused questions, demonstrating understanding of the subject while under investigation.</p>	<p>Students will gather information about picture book features and artistic elements/techniques . This information will be applied in an analysis of a self-selected picture book.</p>	<p>Students examine their picture book (print source), navigate www.picturingbooks.com. <i>What hyperlinks on the picturing book website are helpful to your understanding of your book?</i></p>	<p>Student lists at least one reference from picturing books glossary or learning about picture books areas and provides a detailed description applying the info to text selection.</p>
<p>Research / evidence ELA W 8</p>	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Students will search for information about the author/illustrator of their selected text, evaluating the validity of their resource.</p>	<p>Students search for information about their author/illustrator using a "kid-friendly" search engine or locate a print source about their author/illustrator. <i>What information can you locate to help you learn more about the author/illustrator of your text?</i></p>	<p>Student locates at least one source of information about the author/illustrator, citing at least one interesting fact learned.</p>
<p>Research / evidence ISTE 3</p>	<p>Students apply digital tools to gather, evaluate, and use information.</p>	<p>Students will utilize the Internet to locate information about picture books, authors, and illustrators. Students will receive guided instruction about locating reliable resources online.</p>	<p>Students search information about their author/illustrator using a "kid-friendly" search engine. <u>*Mini-lesson on search engines if needed.</u> <u>*Mini-lesson on evaluating credible websites if needed.</u></p>	<p>Student locates at least one credible source of information about the author/illustrator, citing at least one interesting fact learned.</p>
<p>Research / evidence ISTE 4</p>	<p>Students use critical thinking skills to plan and conduct research,</p>	<p>Students will use a teacher selected website to collect information about</p>	<p>Students search information about their author/illustrator using a "kid-friendly" search engine.</p>	<p>Student cites and references digital sources located and used.</p>

	manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	picture book elements in order to analyze a self-selected text. Students will plan and manage locating of additional information about a specific author/illustrator.	<u>*Mini-lesson on how to properly cite information retrieved from the Internet if needed.</u> <u>*If using Google doc or slides, mini-lesson on using research tool.</u>	
Research / evidence ISTE 5	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	Students will learn how to respect intellectual property obtained from the Internet.	Students search information about their author/illustrator using a "kid-friendly" search engine. <u>*Mini-lesson on how to properly cite information retrieved from the Internet if needed.</u> <u>*If using Google doc or slides, mini-lesson on using research tool.</u>	Student cites and references digital sources located and used.
Organization ELA W 4	Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students will construct an organized product that stays on topic, provides details to support sequence of thought, and choose appropriate format or media to fit student learning style.	Students arrange ideas in a logical sequence and include elements to enrich their presentation of information. <i>What elements can I use to convey important ideas and get my audience's attention?</i> (Examples include but are not limited to: bullet points or numbered lists, charts, labels, photos or illustrations, captions, headings, use of fonts, colors, and print styles.)	Student product is clear, coherent, and is fluent. Student incorporates at least 2 elements to draw audience attention.
Organization ISTE 2	Students use digital media and environment to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	Students will use select digital tool/platform that best allows them to communicate learning to others.	Students create a product or presentation to share what they have learned with others. <i>How can I best share what I have learned with others? How can I integrate written information, visual elements, and/or audio enhancement using tools that are available to me?</i>	Student uses an available platform/tool to create a digital presentation or product to demonstrate learning.
Organization ISTE 4	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make	Students will plan how to share their learning about a picture book using the digital tool that best suits their learning style.	Students identify what resources they need to complete a finished product or presentation. <i>What tool will be most effective for sharing the information I have learned</i>	Student has selected a platform/tool that effectively demonstrates learning.

	informed decisions using appropriate digital tools and resources.		<i>about my picture book?</i>	
Conventions ELA W 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Students will select a digital tool to create a product or presentation about their evaluation of a picture book, carefully checking to ensure mistakes have been revised and edited.	Students carefully review and check their work to eliminate mistakes or errors. <i>Did I check my work carefully for spelling and other conventions?</i>	Student work is free from errors that interfere with meaning and message conveyed.
Conventions ISTE 6	Students demonstrate a sound understanding of technology concepts, systems, and operations.	Students will apply their understanding of different platforms as they carefully edit and revise their product or presentation.	Students understand how to make changes and revisions to their work with the tool/platform they are using. <i>Did I check my work carefully for spelling and other conventions?</i>	Student work is free from errors that interfere with meaning and message conveyed.
Presentation ELA SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Students will use a digital tool to create a presentation demonstrating what they have learned and examined in a picture book of their choice.	Students utilize available tools to incorporate visual elements and if possible audio enhancement to present their learning to others. <i>What visual elements can I include in my presentation or product that will help others understand what I learned?</i>	Student work effectively incorporates photos, illustrations, or drawings to emphasize or support ideas and claims made.
Presentation ISTE 1	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	Students will get to apply what they are learning, combined with their schema, to generate a presentation for sharing on a class website.	Students will use available tools/platforms to create an original product/presentation. <i>How can I share what I have learned in an interesting and attention-capturing way?</i>	Student demonstrates creativity in his/her presentation as demonstrated through visual appeal and attention-grabbing elements.
Presentation ISTE 2	Students use digital media and environment to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	Students will use digital platforms to share finished product with peers, teachers, and others.	Students effectively communicate learning and evaluation of picture book through digital media to be shared with others. <i>How will my finished project look to others after it is published on our website?</i>	Student product or presentation clearly communicates student learning.
Presentation ISTE 5	Students understand human,	Students will also learn the importance	Students will identify their work using only first names (to	Student has not included any identifying

	cultural, and societal issues related to technology and practice legal and ethical behavior.	of remaining "safe" when posting presentations by only using first names.	reinforce digital citizenship element of safety.) <i>When my product or presentation is uploaded, will it ensure my safety and security?</i>	information in his/her presentation.
--	--	---	---	--------------------------------------

Materials and preparation: (Teachers can keep the project open-ended or require that students examine specific concepts and literary elements being taught currently. Teachers can also use the project to study a specific genre or author.)

1. Selection of picture books (hardback books are preferred so students can explore covers, book jackets, end pages for more careful and detailed analysis.)
2. Ability to project from computer, iPad, or tablet for demonstration.
3. Computers with Internet access, word processor, publisher, web-based application, and/or digitally created visual capabilities. iPads and/or tablets (Apps like Educreations, Explain Everything, bContext, or Voice Thread for presentation options; web-based tools such as Prezi or Popplet)
4. Website www.picturingbooks.com (Explore this site first to identify areas you want to focus on or areas that pertain to the book you plan to model with.)
5. YouTube link: http://youtu.be/x4BK_2VULCU (Trailer for "It's a Book by Lane Smith)
6. Student sample: <https://www.educreations.com/lesson/view/sam-pbp/26993501/?ref=link&s=gytFQF> (4th grade student sharing discoveries about *Pass the Energy Please*)
7. Post-it notes or other note taking tools.
8. For ideas of what can be done, check out other student samples at: <http://greenroompicturingbooks.weebly.com/> (Note that these projects were very open ended with no specific requirements or guiding questions. Students were told to select a book and choose any elements they wanted to examine.)
9. Decide if students will focus on a particular literary element or if the project will be open-ended, allowing students to share any aspect of their selected picture book that interests them.
10. If desired, students can view "Research Basics and Digital Citizenship" mini-lesson at: <http://youtu.be/n1NP9d7DFRE>
11. If desired, watch how Weebly.com can be used to design webpages for display of student work: <http://youtu.be/HOMnyN-jxpI>

Grade and subject: 3-6; ELA reading literature, writing, speaking/listening (science, social studies, and math goals can be met depending upon teacher selection of picture books to explore)

Learning activities:

This project has been broken down into daily segments for organization and transitions but can be adapted as needed.

Day 1: Introduction

1. Introduce project by showing students book trailer ***It's a Book*** by Lane Smith. Discuss how eBooks and animated books are exciting and full of interesting features. However publishers in attempts to boost sales are investing a great deal into beautiful artwork to enhance and extend a story. Often these features cannot be appreciated in digital versions of text. (See appendix for great examples to use)
2. Read a picture book aloud to students. It is best to focus on one specific aspect. (See appendix for possible topics) Model thinking about the picture book using post-it notes or similar resource.
3. Tell students that they will be selecting their own picture book to read and examine. They should pay careful attention to how the text and illustrations complement and enhance each other.
4. Have students select a book and start reading/exploring. After reading and making notes, pose these questions to get students thinking: *Why should someone buy this book? How has the publisher captured your interest in this text? What reasons would you give for recommending this author/illustrator to others?*
5. Students can work on considering these questions. These questions should just get them thinking about the book they chose.

Day 2: Content

1. Have students get their picture book choices out and tell them that today they will be considering the content of their text. (Teachers can focus on text structure/elements that pertain to their grade level or current curricular focus.)
2. Explain that today they will work on reviewing their text by applying elements learned.
3. Post these guiding questions: **Title:** *How does the title give insight or reflect the content of the story?* **Plot:** *How does the plot build? (Problem-solution; structure-exposition-rising action-climax-falling action-resolution)* **Theme:** *What clues in the text and illustrations help you determine the theme of your text?* **Captions/speech bubbles:** *How does the author and/or illustrator use these text features?*

4. Tell students they should choose at least one to focus on.
5. If taught already, explain to students that they will also be examining the point of view or perspective of their text. Provide these guiding questions: *How is this story being told? How might this story be different if it were told from a different point of view?*
6. If taught already, explain to students that another aspect they need to consider is how the illustrator conveys mood through visual images and artistic techniques. Provide these guiding questions: *How does the illustrator create the mood for this text? How does the text support this mood?*
7. Provide students with post-it notes or index cards to gather information and ideas.

Day 3: (Research)

1. Tell students that they will be doing some research to help them better understand their picture book. (Depending on prior knowledge, give students a mini-lesson on the research basics including finding reputable resources, respecting "intellectual property" of others, and properly citing sources; can use "digital citizenship brochure for review.")
2. Show students a comprehensive resource they can use to gather information about picture books: www.picturingbooks.com. If desired, model specific areas of the site that pertain to text read aloud in day one.
3. Demonstrate searching for information on author/illustrator. Some have their own websites. (If needed, provide mini-lesson on how to sort through "junk" to find reliable information as well as "kid-friendly" search engines).
4. Post guiding questions: *What hyperlinks on the picturing book website are helpful to your understanding of your book? What information can you locate to help you learn more about the author/illustrator of your text?*
5. Give students time to work on answering the guiding questions with research about picture books, authors, illustrators, and if desired publishers.

Day 4: (Organization)

1. Explain to students that they will be sharing what they have learned with others with a digital tool. (Teachers should have students use whatever applications are available. Apps that allow a student to 'show and tell' with voice recordings are optimal, but documents or slide shows will work as well.)
2. Post guiding questions: *What elements can I use to convey important ideas and get my audience's attention? How can I best share what I have learned with others? How can I integrate written information, visual elements, and/or audio enhancement using tools that are available to me? What tool will be most effective for sharing the information I have learned about my picture book?*

3. Include these "presentation" guiding questions for students to also consider:
How can I share what I have learned in an interesting and attention-capturing way? What visual elements can I include in my presentation or product that will help others understand what I learned?
4. Students should have access to available digital tools and platforms as well as time to create products or presentations.

Day 5: (Conventions and Presentation)

1. Tell students that they need to carefully revise and edit their products or presentations for spelling and other conventions.
2. Post guiding questions: *Did I check my work carefully for spelling and other conventions? How will my finished project look to others after it is published on our website? When my product or presentation is uploaded, will it ensure my safety and security?*
3. If desired, teachers can have students present projects to class (possibly recording presentations to share with others).
4. Post projects for display on a class website (weebly.com offers free sites and is easy to use.)

Measure of success (assessment rubric):

Picture book Project Rubric	Outstanding	Satisfactory	Limited	Developing
Content ELA RL 5 ELA RL 6 ELA RL 7	<p>Student clearly explains more than one element, answering the guiding questions with specific examples from the text.</p> <p>Student accurately identifies the narration style and provides a detailed explanation with more than one specific example from the text for support.</p> <p>Student describes more than one "emotion" conveyed in their selected book and details how multiple illustrations and text samples</p>	<p>Student clearly explains at least one element, answering the guiding question with specific examples from the text.</p> <p>Student accurately identifies the narration style and provides an explanation with at least one specific example from the text for support.</p> <p>Student describes an "emotion" conveyed in their selected book and details how at least one illustration and piece of text support their claim.</p>	<p>Student explains at least one element, answering the guiding question while referring to an example from the text.</p> <p>Student identifies the narration style.</p> <p>Student attempts to describe an "emotion" conveyed in their selected book and refers to an illustration and/or piece of text support their claim.</p>	<p>Student does not fully explain least one element or attempt to answer guiding questions.</p> <p>Student does not accurately identify the narration style.</p> <p>Student's attempt to describe an emotion conveyed by the text is inadequate or incomplete.</p>

	support their claim.			
Research and text evidence ELA W 7 ELA W 8 ISTE 3 ISTE 4 ISTE 5	<p>Student lists more than one reference from picturing books glossary or learning about picture books areas and provides very detailed descriptions applying the info to text selection. Student locates more than one source of information about the author/illustrator, citing more than one interesting fact learned. Student cites and references multiple digital sources located and used.</p>	<p>Student lists at least one reference from picturing books glossary or learning about picture books areas and provides a detailed description applying the info to text selection. Student locates at least one source of information about the author/illustrator, citing at least one interesting fact learned. Student cites and references digital sources located and used.</p>	<p>Student refers to references from picturing books glossary or learning about picture books areas and attempts to describe their text selection according to the information learned. Student refers to information about the author/illustrator. Student refers to digital sources located.</p>	<p>Student does not refer the picturing books website areas and does not attempts to describe their text selection according to website information. Student does not refer to information about the author/illustrator. Student does not refers to any digital sources located.</p>
Organization ELA W 4 ISTE 2 ISTE 4	<p>Student product is creative, clear, coherent, and is fluent. Student incorporates at multiple elements to draw audience attention. Student creatively uses an available platform/tool to create a digital presentation or product to demonstrate learning. Student has selected a platform/tool that creatively demonstrates learning.</p>	<p>Student product is clear, coherent, and is fluent. Student incorporates at least 2 elements to draw audience attention. Student uses an available platform/tool to create a digital presentation or product to demonstrate learning. Student has selected a platform/tool that effectively demonstrates learning.</p>	<p>Student product is acceptable. Student attempts to incorporate an element to draw audience attention. Student attempts to use an available platform/tool to create a digital presentation or product to demonstrate learning. Student has selected a platform/tool in which they have attempted to demonstrate learning.</p>	<p>Student product is unclear or difficult to follow. Student does not incorporate an element to draw audience attention. Student did not attempt to use an available platform/tool to create a digital presentation or product to demonstrate learning. Student's choice of platform/tool to demonstrate learning is inadequate or ineffective.</p>
Conventions ELA W 6 ISTE 6	<p>Student work is completely free from errors.</p>	<p>Student work is free from errors that interfere with meaning and message conveyed.</p>	<p>Student work contains minimal errors that interfere with meaning and message conveyed.</p>	<p>Student has not removed errors that interfere with meaning and message conveyed.</p>
Presentation ELA SL 5 ISTE 1	<p>Student work creatively and effectively incorporates photos,</p>	<p>Student work effectively incorporates photos, illustrations, or</p>	<p>Student work incorporates photos, illustrations, or drawings to support</p>	<p>Student work attempts to incorporate photos, illustrations, or</p>

<p>ISTE 2 ISTE 5</p>	<p>illustrations, or drawings to emphasize or support ideas and claims made. Student demonstrates a high level of creativity in his/her presentation as demonstrated through visual appeal and attention-grabbing elements. Student product or presentation clearly and creatively communicates student learning. Student has not included any identifying information in his/her presentation.</p>	<p>drawings to emphasize or support ideas and claims made. Student demonstrates creativity in his/her presentation as demonstrated through visual appeal and attention-grabbing elements. Student product or presentation clearly communicates student learning. Student has not included any identifying information in his/her presentation.</p>	<p>ideas and claims made. Student adds visual elements to product or presentation. Student product or presentation communicates student learning. Student has not included any identifying information in his/her presentation.</p>	<p>drawings. Student does not adequately add visual elements to product or presentation. Student product or presentation does not communicate student learning. Student has not included any identifying information in his/her presentation.</p>
--------------------------	---	--	---	---

Reflection Questions:

1. The **Picture Book Project** helps learners build the skills embodied in all of the ISTE standards and several ELA CCSS indicators by requiring learners to analyze and evaluate a picture book's literary elements, point of view, and visual elements using digital tools to apply learning, Internet research, and digital citizenship principles in order to create a digital product or presentation that can be shared with others. After selecting a picture book, learners will use higher level thinking skills to deconstruct the text and illustrations. Learners will expand their knowledge base using technology to research further while learning how to locate information, evaluate validity, and respect intellectual property and legal aspects as they collect info. In order to organize what has been learned, students will select an available digital tool or platform to demonstrate learning and present findings to others in creative ways. This project requires that learners synthesize a range of skills and integrate a variety of thinking skills in order to share findings with others.
2. The **Picture Book Project** assesses skills embodied in the ISTE and CCSS standards it addresses using a detailed rubric to evaluate both quantitative parts (such as number of elements or facts provided or cited information) and qualitative parts such as clear explanations or creatively incorporating visual elements. Technology is used to assess content learning as students

demonstrate understanding of content, evidence of research, and application of revision/editing through the application of skills they have acquired by using an available digital tool or platform (such as word processor, publishing application, web-based tool or app, and digitally created visual.) Regardless of tool or platform used, learners are able to apply technology skills while demonstrating learning content such as identifying narration or point of view employed in a text or how illustrations convey mood as well as higher level analysis, evaluation, and creation skills (according to Bloom's revised taxonomy).

3. The **Picture Book Project** embeds differentiated learning with each aspect. Learners have the choice of text to examine content, so learners can select texts more appropriate to their independent reading levels. Content examined in text elements can be easily modified to learner needs. For example, ELL learners can focus on the connection between the book's title and visual elements while gifted learners can be challenged with analysis of theme or conflict. Assistive and adaptive technology available such as text to speech for support reading online research or speech to text for writing can be incorporated. Learners are also able to select the presentation tool or platform that best suits their individual needs and abilities. This project offers structure with guiding questions for each targeted standard while choice in text selection and presentation format provide the ability to differentiate for any learner. Furthermore, it remains open ended for possibilities to extend or enhance the learning further. Learners can explore a variety of other elements such as character, setting, specific text features, and more. Technology options can also be extended as teachers can build upon the learning by having students evaluate products and presentations. This project has room to expand and develop beyond the given objectives and goals.
4. The primary goal of this project is to help learners continue to see the value in print sources as they explore the beauty in texts that are still traditionally published. Through this exploration, a range of technology skills and standards are introduced and supported. Too often, educators and parents feel that text complexity should be measured in lexile or reading levels and students feel pressured to show that they are "great readers" because they can read "chapter books". However higher level thinking is quite possible with picture books and often better suited to challenge learners. As the CCSS call for more rigor learners are better served by tasks that interest and engage them; exactly what picture books do for

learners at any age. Integrating technology should be natural and make learning possible that was not otherwise. The technology embedded into this project is to complement and promote the learning as well as allow students to share what they have learned in motivating and interesting ways. Every aspect of this lesson integrates multiple standards and skills; in short technology transforms the learning.