



# Writing a Minibook

## ① Broad areas of learning

- health and well-being ☐
- personal and career planning ☐
- media literacy ☐

- environmental awareness and consumer rights and responsibilities ☐
- citizenship and community life ☒

Focus of development: Involvement in action in a spirit of cooperation and solidarity

## ② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION-RELATED
<ul style="list-style-type: none"> <li>➤ To use information <input type="checkbox"/></li> <li>➤ To solve problems <input type="checkbox"/></li> <li>➤ To exercise critical judgment <input type="checkbox"/></li> <li>➤ To use creativity <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ To adopt effective work methods <input type="checkbox"/></li> <li>➤ To use information and communication technologies <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ To construct his/her identity <input type="checkbox"/></li> <li>➤ To cooperate with others <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ To communicate appropriately <input type="checkbox"/></li> </ul>

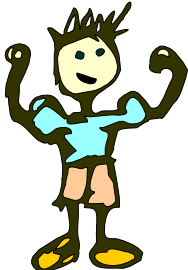
## ③ ESL Competencies

To interact orally in English	To reinvest understanding of oral and written texts	To write texts
<ul style="list-style-type: none"> <li>➤ The student reacts to messages using strategies <input checked="" type="checkbox"/></li> <li>➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/></li> <li>➤ The student maintains oral interaction using strategies <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ The student prepares to listen to and read texts using strategies <input checked="" type="checkbox"/></li> <li>➤ The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/></li> <li>➤ The student carries out meaningful tasks using strategies <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ The student prepares to write texts using strategies <input checked="" type="checkbox"/></li> <li>➤ The student composes texts using strategies <input checked="" type="checkbox"/></li> <li>➤ The student revises his/her texts using strategies <input checked="" type="checkbox"/></li> </ul>

④ **TITLE : Writing a Minibook**

**Description :** Students familiarize themselves with the story *Green Eggs and Ham* and use the story as a model to write an original version with a teammate. Decisions based on consensus and mutual help will allow students to write a common story. Students then personalize their own minibook.

**Cycle :** End of cycle 2 **Duration :** about 7 periods

⑥	Cross-curricular competencies	ESL competencies
<b>Evaluation criteria</b>  	<ul style="list-style-type: none"> <li>➤ Originality of connections among the elements</li> </ul>	<p><b>Competency 1: To interact orally in English</b></p> <ul style="list-style-type: none"> <li>➤ Use of functional language</li> <li>➤ Participation in exchanges</li> <li>➤ Use of strategies (for regulation only)</li> </ul> <p><b>Competency 2: To reinvest understanding of oral and written texts</b></p> <ul style="list-style-type: none"> <li>➤ Evidence of understanding of texts</li> <li>➤ Use of knowledge from texts in a reinvestment task</li> <li>➤ Use of strategies (for regulation only)</li> </ul> <p><b>Competency 3 : To write texts</b></p> <ul style="list-style-type: none"> <li>➤ Application of targeted language conventions</li> <li>➤ Characteristics of the written text</li> <li>➤ Use of strategies (for regulation only)</li> </ul>
<b>Evaluation means</b>	<ul style="list-style-type: none"> <li>• Teacher observation grid on the student's participation, the use of strategies and functional language (C1)</li> <li>• Appendix 2: Venn diagram for predictions (C2)</li> <li>• Illustration of a funny moment and identification of 3 key elements in the illustration (C2)</li> <li>• Appendix 3: planning tool (C2-C3)</li> <li>• Self-evaluation of strategies and functional language used by the student (C1)</li> <li>• Draft and final product (C2-C3)</li> </ul>	

**Essential Knowledge** (The symbols<sup>1</sup> used below refer to the Progression of Learning document and show for each element of learning what is expected at the end of elementary 3 and at the end of elementary 4. If this situation is done at the beginning of elementary 4, most students should meet the expectation for end of elementary 3. The teacher will keep in mind the expectations for end of elementary 4).

	Elementary	3	4
<b>Functional language</b>	<b>Useful expressions</b> <ul style="list-style-type: none"> <li>• Delay speaking</li> <li>• Asking for help or clarification</li> <li>• Requests for information (Asks yes/no questions)</li> </ul>	→ → →	* * →

<sup>1</sup> → Student constructs knowledge with teacher guidance  
\* Student applies knowledge by the end of the school year  
□ Student reinvest knowledge

	<ul style="list-style-type: none"> <li>• Agreement, disagreement (Expresses agreement/disagreement) → *</li> <li>• (Inquires about agreement/disagreement) → →</li> <li>• Feelings, interests, tastes, preferences (Expresses own feelings, interests, tastes, preferences) → *</li> <li>• Expressions to make rejoinders → →</li> <li>• Expressions promoting harmonious exchanges and teamwork (Contributes in creating harmonious exchanges) → *</li> </ul>
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Theme-related vocabulary → →</li> <li>• Colours → *</li> <li>• Prepositions and location words → →</li> </ul>
<b>Strategies</b>	<b>Compensatory Strategies</b> <ul style="list-style-type: none"> <li>• Delay speaking → *</li> <li>• Asking for help or clarification → *</li> </ul>
	<b>Learning Strategies</b> <ul style="list-style-type: none"> <li>• Self-evaluation → →</li> <li>• Planning → →</li> <li>• Attention (Decides to concentrate on the right things) → →</li> <li>• Predicting → →</li> <li>• Resourcing → →</li> <li>• Note-taking → →</li> <li>• Risk taking (Dares to use functional language to speak only English) → *</li> </ul>
<b>Language conventions</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Word order (Forms simple sentences) → *</li> </ul>
	<b>Phonology</b> <ul style="list-style-type: none"> <li>• Intonation and pronunciation for the functional language frequently used in class → *</li> </ul>
	<b>Punctuation</b> <ul style="list-style-type: none"> <li>• Punctuation (Writes a sentence with a capital letter at the beginning and a period or question mark at the end) → *</li> </ul>
	<b>Spelling</b> <ul style="list-style-type: none"> <li>• Spelling (in explicit models and resources) → *</li> </ul>
<b>Text components</b>	<ul style="list-style-type: none"> <li>• Contextual cues (Uses contextual cues to construct meaning) → →</li> <li>• Overall meaning (Identifies general ideas stated explicitly) → *</li> <li>• Key elements (Identifies and briefly describes characters, people, animals, objects, place and setting) → *</li> </ul>
<b>Cultural product</b>	<ul style="list-style-type: none"> <li>• Text, media, games → →</li> </ul>

<b>⑤</b> <b>Materials needed</b>	<ul style="list-style-type: none"> <li>• <i>Green Eggs and Ham</i> by Dr. Seuss, Random House, (in book form), or Living Books, (on CD-ROM) or DVD version</li> <li>• Flashcards for vocabulary and expressions in song and story</li> <li>• Oral interaction posters: <ul style="list-style-type: none"> <li># 6, What do you think? Do you agree?</li> <li># 13, I don't know.</li> </ul> </li> </ul>
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#14, How do you say ...?

#18, It's my turn. O.K. It's your turn.

#20, I agree, O.K., That's a good idea!

#21, I'm not sure. Maybe. Well,

#22, I don't agree. I disagree.

#35 I like... I like... a lot. I love...

- "Apples and Bananas" on the audio CD *One Light One Sun* by Raffi OR MP3 Music OR YouTube
- A red and a yellow card to use with the song
- *I Listen to Texts* checklist
- *I Write Texts* checklist
- Appendix 1: Word map for identification of key elements
- Appendix 2: Venn diagram for predictions
- Appendix 3: planning tool
- Appendix 4: Instructions for making a minibook
- Appendix 5: Self-evaluation
- Appendix 6: *We like the minibook because . . .* sheet
- Appendix 7: Observation grids
- Model minibook, *Red Broccoli and Cheese*
- 11 x 17 sheets of paper for the making of the minibook



A tip from teachers: Use your Elementary 6 students to help you prepare the empty minibooks. Hand out Appendix 4 and an 11 X 17 sheet to every student. Model one step at a time and have students do each step after you.

## ⑤ CLASSROOM ACTIVITY



### Step 1: Preparing the task

Role of the students	Role of the teacher
<div data-bbox="540 321 1060 415" data-label="Section-Header"> <p>Activity 1 Preparing students for the story</p> </div> <ul style="list-style-type: none"> <li>Concentrate on what the teacher is saying and answer the question.</li> </ul> <div data-bbox="99 604 196 730" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Look at the vowels over the sentence “I like to eat apples and bananas” and use these clues to sing along with the teacher.</li> <li>Watch the colors being added, listen to the new questions the teacher is asking and answer them.</li> <li>Notice the changes in the questions and answer the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Displays oral interaction poster #35, <i>I like... I like... a lot. I love...</i></li> <li>Begins the class by saying, “I like to eat apples and bananas”. He or she asks the students, “Do you like to eat apples and bananas?” While interacting with the students, places visual support on the board to reinforce the spoken words. Writes the sentence “I like to eat apples and bananas.” on the board.</li> <li>Places the vowel <i>e</i> over the word <i>eat</i> and the vowel <i>a</i> over <i>bananas</i>. Plays the song <i>Apples and Bananas</i> and invites the students to sing along. Writes on the board the corresponding vowel for each verse of the song.</li> <li>After the song, says, “I like to eat red apples and yellow bananas”. Places the red card next to the word <i>apples</i> and the yellow card next to <i>bananas</i>. Asks the students, “Do you like to eat red apples?” and “Do you like to eat yellow bananas?”</li> <li>After a few questions and answers, swaps the colored cards and asks “Do you like to eat yellow apples?” and “Do you like to eat red bananas?” This activity prepares the students to listen to the story <i>Green Eggs and Ham</i>.</li> </ul>
<div data-bbox="670 1402 1060 1507" data-label="Section-Header"> <p>Activity 2 Constructing meaning</p> </div> <ul style="list-style-type: none"> <li>Go through the pre-listening section of the “I Listen to Texts” checklist with the teacher.</li> <li>Pay attention to the purpose for listening.</li> </ul> <div data-bbox="142 1717 240 1843" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Pay attention to the title and the illustrations on the cover page of the book (CD-ROM or the DVD). Participate in predicting what the story will be about.</li> </ul>	<ul style="list-style-type: none"> <li>Distributes the <i>I listen to texts</i> checklist.</li> <li>Goes through the pre-listening section of the “I Listen to Texts” checklist with the students.</li> <li>Tells students that after listening to the story twice, they will plan, with a teammate, the creation of a story similar to the one they will hear. The final text will be done alone.</li> <li>Shows students the cover page of the book <i>Green Eggs and Ham</i> (CD-ROM or the DVD). Has students look at the title and the illustrations and predict orally what the story will be about.</li> </ul>

- Follow along while the teacher revises the second step of the *I listen to texts* checklist.
- Listen to the teacher reading aloud the story *Green Eggs and Ham*, to the CD-ROM version or to the video.
- Individually fill in Appendix 1 with the important elements in the story, and then share their answers with their peers and the teacher.







- Revises the step two of the *I listen to texts* checklist to remind students what to do while listening to the story.
- Uses the book, the CD-ROM or the DVD to read aloud or play the story to the students. If the CD-ROM is used, a multimedia projector is an effective means of displaying it to the whole group, on a screen or with a whiteboard.
- Stops reading or pauses the CD-ROM or DVD just before the last pages of the story, after the words "You do not like them. So you say. Try them! Try them! And you may. Try them and you may, I say."
- Distributes Appendix 1 and asks students to fill in the word map with the important elements in the story: characters, places and objects, frequent expressions and animals. Then, asks students to share their answers with the whole group and writes these on a sample of Appendix 1 projected on a screen or with a whiteboard or on a large sheet of paper or on the board.

- Work together in pairs or small groups to discuss what has happened so far in the story and find a possible ending for the story. Use the functional language displayed to do the activity in English. Write their prediction in the left hand side of the Venn diagram.




- Tell their ending to the whole group and the teacher.
- The students listen attentively to the end of the story.
- Work together in pairs or small groups. Use

- When Appendix 1 has been completed, puts up visual support showing the important elements of the story. This will serve as a resource for the following activities.
- Distributes Appendix 2. Asks the students to work together in pairs or small groups to discuss what has happened so far in the story and find a possible ending. Their prediction must be written on the left hand side of their Venn diagram. Reminds them to use the functional language that is displayed to carry out this prediction activity in English (oral interaction poster numbers 6,13,14,18, 20, 21, 22 along with expressions such as *Wait a minute* written on the board for delay speaking).
- Observes students' use of English.
- Uses a sample of Appendix 2 on the board, on cardboard or projected on a screen or with a whiteboard to write the students' predictions about the end of the story.
- Asks the students to say what their predictions are and writes them in the left-hand side of the diagram.
- When the prediction activity is completed, continues reading aloud or playing the story.
- Asks the students to consult each other and to

<p>the functional language already displayed to do the activity in English. Write their answers in the right hand side of their Venn diagram. Retell the end of the story to the whole group and the teacher.</p> <div>    </div> <ul style="list-style-type: none"> <li>Look at the diagram and point out to the teacher the similarities between their predictions and the real end of the story. Take notes in the center of the diagram on Appendix 2.</li> </ul> <div>  </div>	<p>retell the end of the story. They should write their answers in the right hand side of their Venn diagram. Asks them to share their answers with the whole group then writes their responses in the right-hand side of the Venn diagram, on the board, on cardboard or projected on a screen or with a whiteboard.</p> <ul style="list-style-type: none"> <li>Observes students' use of English.</li> <li>Concludes by comparing, with the students, the similarities between their predictions and the real end of the story. Writes these similarities in the centre of the Venn diagram.</li> </ul>
<ul style="list-style-type: none"> <li>Follow along while the teacher revises the third step of the <i>I listen to texts</i> checklist.</li> </ul>	<ul style="list-style-type: none"> <li>Revises step three of the <i>I listen to texts</i> checklist. Goes back to the predictions done orally before listening to the end of the story and asks students if they were right or wrong.</li> <li>Tells students that they are going to listen to the story a second time and that they will then illustrate a funny moment.</li> </ul>

## Step 2: Carrying out the task

Role of the students		Role of the teacher	
<div>Activity 3</div> <div>Demonstrating understanding</div>			
<ul style="list-style-type: none"> <li>Listen to the story a second time and join in during repetitive lines.</li> <li>Illustrate on half of a loose leaf sheet a funny moment in the story and identify three elements in their picture using the posted flashcards of the key elements.</li> </ul>		<ul style="list-style-type: none"> <li>Reads aloud or plays the story a second time. Asks students to join in during the repetitive lines.</li> <li>Asks students to illustrate on half of a loose leaf sheet a funny moment in the story and to identify three elements in their picture using the posted flashcards of the key elements.</li> </ul>	
<div>Activity 4</div> <div>Modeling how to plan the writing of a personal story</div>			
<ul style="list-style-type: none"> <li>Pay attention to the teacher's explanations to find out the task that has to be accomplished.</li> </ul> <div>  </div>		<ul style="list-style-type: none"> <li>Reminds the students that they are going to work in pairs to plan the writing of a minibook based on the story <i>Green Eggs and Ham</i>. After finding ideas in pairs, students will individually write their minibook. Each minibook will be read by other students in the class, who will write their appreciation on a <i>We like the minibook because . . .</i> sheet.</li> </ul>	

- Read the story in the model minibook.
- Pay attention to teacher's modeling. Actively take part in suggesting ideas, expressions and words to the teacher. Use the visual support and functional language displayed. Ask for help or clarification if needed.



- Gives each pair the model minibook, *Red Brocoli and Cheese* and asks students to read the invented story.
- Distributes the *I Write Texts* checklists for students to follow along.
- Models how to use a planning tool, Appendix 3, and the *I Write Texts* checklist to find ideas to write a minibook,
- Reads the first step of the *I Write Texts* checklist aloud.
- Writes the instructions on the board.
  - Write a story similar to “Green Eggs and Ham”.
  - Write 12 sentences.
  - Use these expressions\*:
    - Do you like...?*
    - I don't like...*
    - in, on, with*
    - Try them!*
    - I like...*
  - Correct your punctuation: period, question mark, capital letters.
- \*You can also try other expressions
- .Asks students which resources he/she could use to help imagine and write a story (student book for vocabulary for food items, copybooks for quick reference to notes, functional language posters...).
- Asks them what models he/she can use to create the story.
- Uses an enlarged version of Appendix 3, the models and the resources to find ideas for the story
- Gets all the students to contribute by finding ideas, expressions and words to create a minibook collectively, using the story *Green Eggs and Ham* as the starting point.



### Activity 5 Planning the writing of their personal story

- Review the first step of the writing checklist with the teacher.
- Complete Appendix 3 with their partner.

- Reviews with the students the first step of the writing checklist: - the resources they may need, the instructions, the time allowed for the task - and answers their questions.
- Distributes Appendix 3 to each student.
- Asks students to complete Appendix 3 with their partner.

- Ask for help or clarification if needed.
- Use the functional language displayed to help them interact.



- Reminds them to use the compensatory strategies if needed and the functional language posters displayed to negotiate ideas (What do you think? I agree, I don't agree. I like...)
- Observes the students' use of strategies and functional language. Also helps the students during this stage whenever needed.
- Picks up Appendix 3 to note whether students are doing well or if they need more guidance.

### Activity 6 Modeling how to write the draft of a personal story

- Pay attention to teacher's modeling. Participate actively by suggesting sentences. Ask for clarification if needed.



- Reads the second step of the *I Write Texts* checklist aloud.
- Uses the model planning tool for the class story, Appendix 3, the model story, *Red Broccoli and Cheese*, the original story and other resources if needed to write a draft of a class story. Thinks aloud and asks students to participate by suggesting ways to write a sentence.

**Activity 7**  
Writing the draft of their personal story

- Adjust their planning tool if needed.
- Review the second step of the *I Write Texts* checklist with the teacher.
- Use all the necessary resources to write their draft.
- Ask for help or clarification if needed.



- Hands back Appendix 3 to students and gives feedback as needed.
- Reviews the second step of the *I Write Texts* checklist with the students.
- Asks students to write the draft of their story and to use all the resources needed including the teacher's draft.
- Helps students when needed.

**Activity 8**  
Modeling how to revise a draft  
Revising the draft of their personal story




- Pay attention to teacher's modeling. Participate actively. Ask for clarification if needed.





- Use all the necessary resources to revise their draft.
- Ask for help or clarification if needed.

- Reviews the third step of the *I Write Texts* checklist with the students.
- Uses the draft of the class story to show how to revise a text. Thinks aloud and asks students to participate.

- Asks students to revise their draft of their story and to use all the resources needed including the teacher's draft.
- Helps students when needed.

Activity 9 Modeling how to write the final text Writing their final text	
<ul style="list-style-type: none"> <li>Pay attention to teacher's modeling. Ask for clarification if needed.</li> </ul> <div>    </div> <div> <p>ATTENTION</p> <p>RESOURCING</p> <p>ASKING FOR HELP OR CLARIFICATION</p> </div> <ul style="list-style-type: none"> <li>Use their draft, the model minibook, <i>Red Broccoli and Cheese</i> and the teacher's model to write the final text in the empty minibook. Finish their drawings at home if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews the last step of the <i>I Write Texts</i> checklist with the students.</li> <li>Uses an empty minibook to show students how to write their final text and how to illustrate it. Refers to the model minibook, <i>Red Broccoli and Cheese</i>.</li> <li>Distributes a previously folded empty minibook to each student.</li> <li>Asks students to use their draft, the model minibook, <i>Red Broccoli and Cheese</i> and the teacher's model to write the final text in the empty minibook. Students may finish their drawings at home if needed.</li> </ul>

### Step 3: Assimilation-transfer of learning

Role of the students	Role of the teacher
Activity 10 Self-evaluation	
<ul style="list-style-type: none"> <li>Pay attention to teacher's modeling. Ask for clarification if needed.</li> </ul> <div>   </div> <div> <p>ATTENTION</p> <p>ASKING FOR HELP OR CLARIFICATION</p> </div> <ul style="list-style-type: none"> <li>Reflect on their use of English and fill in Appendix 5.</li> </ul>	<ul style="list-style-type: none"> <li>Distributes Appendix 5 and models how to fill in the self-evaluation sheet.</li> <li>Asks students to reflect on their use of English and fill in Appendix 5.</li> </ul>
Activity 11 <i>We like the minibook because. . .</i>	
<ul style="list-style-type: none"> <li>Read someone else's minibook and use Appendix 6 to comment on the other person's work.</li> </ul>	<ul style="list-style-type: none"> <li>Distributes Appendix 6, the <i>We like the minibook because. . .</i> sheet to each student, pair or team, along with another student's minibook. Students read and comment on each other's work,</li> </ul>

<p>Transfer of learning in similar context</p> <ul style="list-style-type: none"> <li>• Working in teams, the students prepare short plays based on the stories of their minibooks. They can act the play for the other students in the class or for another class.</li> <li>• As an enrichment activity, the students use the CD-ROM to listen to the story again and explore the elements hidden behind the characters and the objects in each page.</li> <li>• For further enrichment, the students do the three activities contained in the CD-ROM: <i>Sam-I-am's Find a Rhyme Game</i>, <i>Make a Word with a Fox in a Box</i>, and <i>Colour Match with a Mouse</i>.</li> <li>• The students explore a few Web sites on Dr. Seuss stories</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher suggests that each team produce a play based on the story of its minibook. They can act the play for the other students in the class or for another class.</li> <li>• As an enrichment activity, the teacher suggests students use the CD-ROM to listen to the story again and explore the elements hidden behind the characters and the objects in each page.</li> <li>• For further enrichment, the teacher can suggest the three activities contained in the CD-ROM: <i>Sam-I-am's Find a Rhyme Game</i>, <i>Make a Word with a Fox in a Box</i>, and <i>Colour Match with a Mouse</i>.</li> <li>• If the class has Internet access, the teacher could also have the students explore a few Web sites on Dr. Seuss stories.</li> </ul>
<p>Transfer of learning in different contexts</p> <p>Students should be given numerous opportunities to practice the listening and writing strategies experimented in this learning situation. Students could make bookmarks based on important elements in a story, write a short letter to the author saying what they liked most and least about the story, write a riddle about one of the characters, etc.</p>	

### Analysis of what took place

The teacher reflects on:

- how he or she prepared the students for the learning situation
- the choice of the story
- students' attitudes during large-group and small-group activities
- the appropriateness of the cross-curricular competency
- the use of functional language by students
- possible transfer situations.



Template by Marilyn Lassire, Commission scolaire des Affluents and Anne Millette, Commission scolaire de Sorel-Tracy