

# Writing a Book

## Overview:

Is your classroom library lacking style & pizzazz...and books? Here is an activity that not only offers opportunities for students to practice writing, but also helps stock your classroom library with high interest texts. This activity can be done in groups or individually.

## Procedure:

1. Choose a recently explored book to show to your students, pointing out the different components of the book.
2. Choose a topic (or have your students choose a topic) that is related to recent learning topics in the classroom.
3. Provide a template of a book for the students so that they may compose a book about the chosen topic. Each student should start with enough paper to create their book. The paper can be in a binder, in a notebook, or stapled together. You might incorporate prompts such as sentence starters or images into your students' templates
4. Have students fill in each page of their book with information about the chosen topic. Be sure to encourage students to write at their own level. This may include scribbles, drawings, or letter strings.
5. Invite students to read their books to the class.

## ASOL Covered in this Activity:

**5E--WP 2b:** The student will write information related to personal experiences and answer simple questions about those experiences.

**Extension Idea:** Invite students to choose a topic that reflects a personal experience. Before providing a template, introduce examples of wh- questions (who, what, where, when, and why). Answer each of the sample wh- questions. Encourage students to compose their books using one wh- question per page that answers a question about their topic.

**5E--WP 9c:** The student will write about an event or personal experience by introducing the event or experience, and following with three or more events in sequence.

**Extension Idea:** Provide the student with pictures depicting personal experiences or events. If necessary, provide sentence starter prompts such as "First...", "Next ...", and "Finally...".

**5E--WE 1a:** The student will use simple question words (interrogatives) (e.g., who, what).

**Extension Idea:** Help students choose a topic to write about. Before providing the template of the book, introduce examples of wh- questions (who, what, where, when, and why). Instruct students that the first sentence of each page should begin with a question. As a prompt, use silly pictures that might inspire fun questions.

**8E--WP 1b:** The student will write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence.

**Extension Idea:** Encourage students to write about an exciting or funny personal experience. The story should cover the requirements of the standard and then some. Provide prompts such as pictures or sentence starters as needed.

**8E--WP 3a:** The student will write a persuasive report and support it with reasons or other relevant evidence.

**Extension Idea:** The student will choose a topic that can be debated within the school (i.e. Should the cafeteria serve mini-tacos? Should students have to wear uniforms to school?) Prior to composing their book, the student will need to decide if they support the topic or disagree with the topic. Students will then compose messages for each page of their book, explaining why they chose to support/reject the topic.

**8E--WE 1a:** The student will use standard English rules when writing by using question marks at the end of written questions.

**Extension Idea:** Encourage students to practice using question marks by including several questions in their story.

**HSE--WP 1b:** The student will write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.

**Extension Idea:** Present students with a format to describe how books should be composed. When choosing to compose a fiction book, the format should include an introduction, description of character(s), plot, setting, and crisis. When choosing to compose a non-fiction book, the format should include the main topic and supporting details. Show examples of each type of book, pointing out the components. Encourage students to choose if they will compose a fiction or non-fiction book. Upon completion of the book, allow the student to search for images to match the sentences in his/her book.

**HSE--WE 1a:** The student will use standard English rules by using correct punctuation when writing

**Extension Idea:** After writing their books, help students focus on each sentence to make sure that the appropriate punctuation is used.

**Materials Needed:**

- example book(s)
- paper to create a book

**Instructional Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

- Students may choose to make a book about their favorite place in the community, telling others why it is their favorite place.
- Students may complete this project with a peer; each student writes one sentence and then hands off the book to the other student to complete the next sentence.

**Functional Activity/Routine:**

- Students may choose to write about the sequence of steps in a familiar functional routine.

**Strategies to Collect Evidence:**

- Student produced work samples
- Anecdotal records describing the student's actions while composing this/her book

**Specific Options for Differentiating this Activity:**

- Some students may need to choose words and topics for this activity from a field of choices
- Allow students to use their preferred "pencil" to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
  - \*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.