

Building Literacy through Student- Authored Books



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TESOL 2008

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**List of Resources for Literacy Students
Transitional ESOL High Schools
2007-2008**

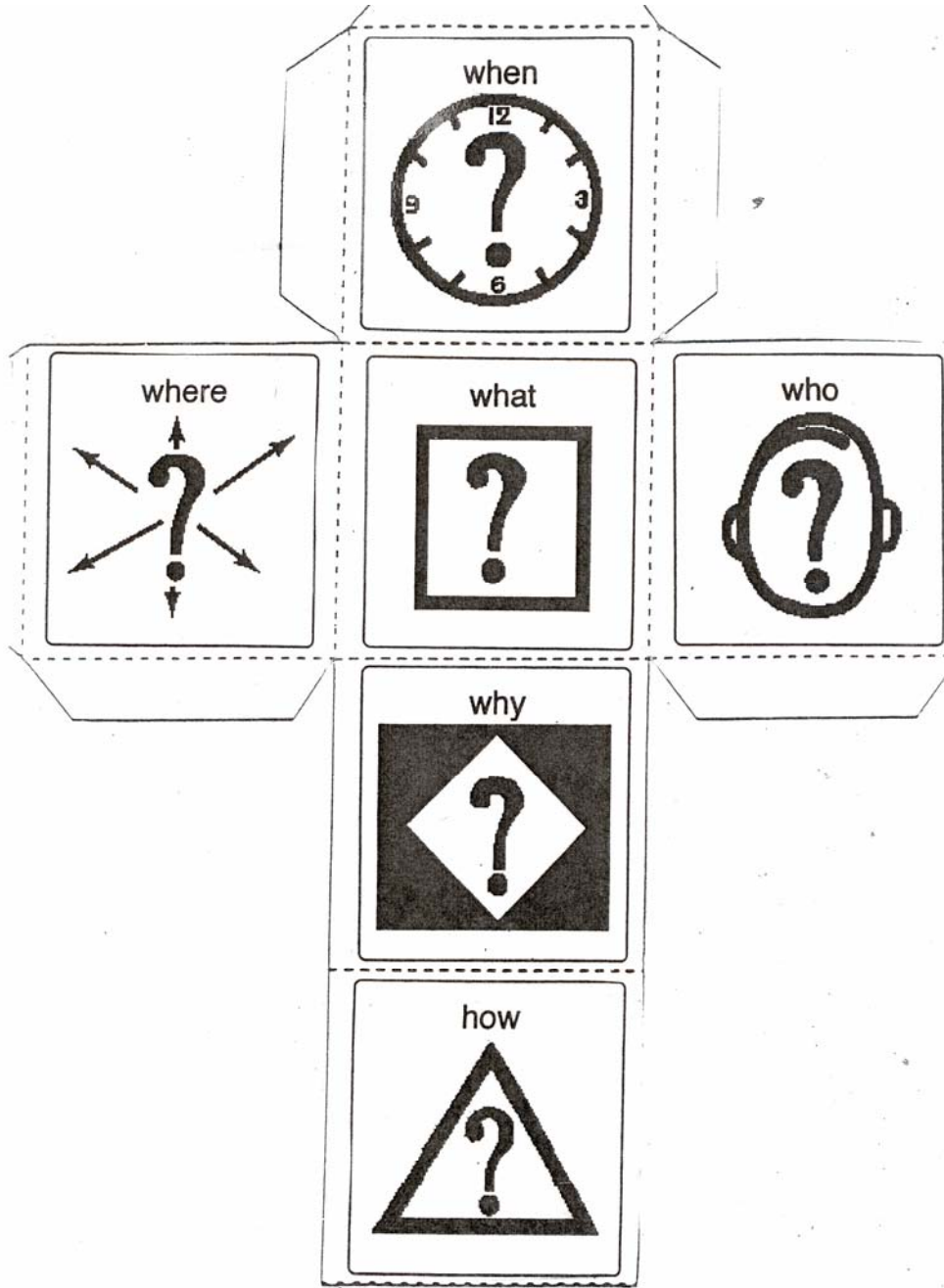
Material	Author	Publisher/Website	Unit
Arms, Elbows, Hands, Fingers	Lola Schaefer	Heinemann	Body & Health
The Best Part of Me	Wendy Ewald	Megan Tingley	Body & Health
The Foot Book	Dr. Seuss	Random House	Body & Health
From Head to Toe	Eric Carle	Harper Trophy	Body & Health
Hair	Lola Schaefer	Heinemann	Body & Health
It's My Body ABC	Lola Schaefer	Heinemann	Body & Health
Keeping Healthy	Katy Pike	Newbridge	Body & Health
Legs, Knees, Feet, and Toes	Lola Schaefer	Heinemann	Body & Health
My Family Keeps Fit	David Tunkin	National Geographic	Body & Health
My Head	Lola Schaefer	Heinemann	Body & Health
My Neck and Shoulders	Lola Schaefer	Heinemann	Body & Health
Staying Healthy	Liam Collins	National Geographic	Body & Health
A Trip to the Doctor	Jan Pritchett	National Geographic	Body & Health
Caps for Sale (book, BB, CD)	Esphyr Slobodkina	Harper Collins	Colors/Clothes
Clothing Around the World	Margaret Hall	Heinemann	Colors/Clothes
Colors	Peter and Sheryl Sloan	Sundance (LRR)	Colors/Clothes
Colors	Donna Rice	Time for Kids	Colors/Clothes
The Dress I'll Wear to the Party	Shirley Neitzel	Greenwillow	Colors/Clothes
Hats Hats Hats	Ann Morris	Scholastic	Colors/Clothes
I Like Green	Pauline Cartwright	Rigby	Colors/Clothes
The Jacket I Wear in the Snow	Shirley Neitzel	Greenwillow	Colors/Clothes
Joseph Had a Little Overcoat (book/CD)	Simms Taback	www.liveoakmedia.com	Colors/Clothes
Peter's Pockets	Eve Rice	Greenwillow	Colors/Clothes
The Red Balloon (wordless)	Albert LaMorisse	Random House	Colors/Clothes
The Red Balloon (video)	Albert LaMorisse	www.amazon.com	Colors/Clothes
The Red Book (wordless)	Barbara Lehman	Scholastic	Colors/Clothes
What Is Red?	Pauline Cartwright	Rigby	Colors/Clothes
Are You My Mother?	P.D. Eastman	Random House	Family
Carl's Afternoon in the Park (wordless)	Alexandra Day	Farrar, Straus, Giroux	Family
Deep in the Forest (wordless)	Brinton Turkle	Puffin	Family
Families	Ann Morris	Harper Collins	Family
Families	Rose Lorenzo	National Geographic	Family
Families	Jennifer Nowak	Rosen	Family
Family Pictures* (bilingual)	Carmen Lomas Garza	Children's Book Press	Family
Family Work and Fun	Peter and Sheryl Sloan	Sundance (LRR)	Family
In My Family* (bilingual)	Carmen Lomas Garza	Children's Book Press	Family

Material	Author	Publisher/Website	Unit
Just Like My Grandpa	Lada Kratky	Hampton Brown	Family
Loving	Ann Morris	Scholastic	Family
My Big Family	Donna Rice	Teacher Created Materials	Family
My Family Tree	Marvin Buckley	National Geographic	Family
Peter's Chair	Ezra Jack Keats	Scholastic	Family
At the Supermarket	Peter and Sheryl Sloan	Sundance (LRR)	Food
Baking a Cake	Lee Scott	National Geographic	Food
Bread Around the World	Cynthia Rothman	Newbridge	Food
Bread Bread Bread	Ann Morris	Scholastic	Food
Brown Foods	Patricia Whitehouse	Heinemann	Food
Cooking Dinner	Sharon Street	National Geographic	Food
Everybody Eats Bread	Diana Noonan	Rigby	Food
Food ABC	Patricia Whitehouse	Heinemann	Food
Frog Goes to Dinner (wordless)	Mercer Mayer	Dial	Food
Fruit Salad	Andrea Butler	Rigby	Food
Green Eggs and Ham (book, CD/cassette)	Dr. Seuss	Random House	Food
Green Foods	Patricia Whitehouse	Heinemann	Food
Hot and Cold	David Tunkin	National Geographic	Food
The Little Red Hen (book, CD)	Paul Galdone	Clarion	Food
Orange Foods	Patricia Whitehouse	Heinemann	Food
Pancakes for Breakfast* (wordless)	Tomie DePaola	Scholastic	Food
Red Foods	Patricia Whitehouse	Heinemann	Food
Rice	B. Birchall	Rigby	Food
Shopping	Peter and Sheryl Sloan	Sundance (LRR)	Food
Sorting Foods	Patricia Whitehouse	Heinemann	Food
Sorting Foods Big Book	Patricia Whitehouse	Heinemann	Food
Stone Soup	Ann McGovern	Scholastic	Food
Tortillas	Margarita Gonzalez	Scholastic	Food
The Tortilla Factory	Gary Paulsen	Harcourt Children's books	Food
The Very Hungry Caterpillar (book, BB, DVD)	Eric Carle	Penguin, Walt Disney (DVD)	Food
Watermelon	Rosa H. Rosa	Hampton Brown	Food
What's For Lunch	Lada Kratky	Hampton Brown	Food
White Foods	Patricia Whitehouse	Heinemann	Food
Yellow Foods	Patricia Whitehouse	Heinemann	Food
Martin Luther King Jr., Day	David Marx	Children's Press	Holidays
Valentine's Day	David Marx	Children's Press	Holidays
Young Abraham Lincoln	Andrew Woods	Scholastic	Holidays
Young George Washington	Andrew Woods	Scholastic	Holidays
Five Little Pumpkins	Dan Yaccarino	Scholastic	Halloween
From Seed to Pumpkin	Jan Kottke	Children's Press	Halloween
Halloween (video)	Gail Gibbons	www.liveoakmedia.com	Halloween
Halloween Is . . .	Gail Gibbons	Holiday House	Halloween

Material	Author	Publisher/Website	Unit
The Pumpkin Patch	Elizabeth King	Penguin Group	Halloween
Apartment	Lola Schaefer	Heinemann	Homes
A Good Place to Live	Marvin Buckley	National Geographic	Homes
Changes	Pat Hutchins	Simon & Schuster	Homes
Homes	Salvador Sarmiento	Hampton Brown	Homes
Home (wordless)	Jeannie Baker	Greenwillow	Homes
Homes around the World	Margaret Hall	Heinemann	Homes
Homes ABC	Lola Schaefer	Heinemann	Homes
House	Lola Schaefer	Heinemann	Homes
Houseboat	Lola Schaefer	Heinemann	Homes
Houses and Homes	Ann Morris	Harper Trophy	Homes
In the City	Salvador Sarmiento	Hampton Brown	Homes
Mobile Home	Lola Schaefer	Heinemann	Homes
My Life in a Town	Eliza Kernan	Rosen	Homes
My Life in the Mountains	Eliza Robbins	Rosen	Homes
My Life on an Island	Cindy James	Rosen	Homes
Our Farm	Diane Stango	Rosen	Homes
Our New House	Andrew Ling	National Geographic	Homes
People in My Town	Delphine Kalinowski	Rosen	Homes
Postcards to Paul	Talia Reed	National Geographic	Homes
This Is My Street	Felix James	National Geographic	Homes
A Day in the Life of a Builder	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Doctor	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Firefighter	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Police Off.	Linda Hayward	Doring Kindersley	Occupations
A Day in the Life of a Teacher	Linda Hayward	Doring Kindersley	Occupations
A Day with a Bricklayer	Mark Thomas	Children's Press	Occupations
A Day with a Carpenter	Mark Thomas	Children's Press	Occupations
A Day with a Mechanic	Mark Thomas	Children's Press	Occupations
A Day with an Electrician	Mark Thomas	Children's Press	Occupations
A Day with a Plumber	Mark Thomas	Children's Press	Occupations
Construction Worker	Heather Miller	Heinemann R & L	Occupations
Doctor	Heather Miller	Heinemann R & L	Occupations
Firefighter	Heather Miller	Heinemann R & L	Occupations
Jobs: Making and Helping	Harley Chan	National Geographic	Occupations
Nurse	Heather Miller	Heinemann R & L	Occupations
People Who Keep You Safe	Cathy French	Benchmark	Occupations
People Who Work At the Supermarket	Felix James	National Geographic	Occupations
Police Officer	Heather Miller	Heinemann R & L	Occupations
Teacher	Heather Miller	Heinemann R & L	Occupations
What I'd Like to Be	Peter and Sheryl Sloan	Sundance (LRR)	Occupations
What People Do	Peter and Sheryl Sloan	Sundance (LRR)	Occupations
What's My Job?	Jacob Fink	National Geographic	Occupations

Material	Author	Publisher/Website	Unit
Carl's Birthday (wordless)	Alexandra Day	Farrar, Straus, Giroux	Orientation/All About Me
Class Calendar	Marvin Buckley	National Geographic	School
David Goes to School	David Shannon	Scholastic	School
Isabel's Day	Katie Sharp	Rigby	School
My New School	Nina Rosen	Linmore	School
My School Day	Lee Scott	National Geographic	School
School	Emily A. McCully	Harper Collins	School
School Bus	Donald Crews	Harper Trophy	School
School Then and Now	Robin Nelson	Lerner	School
School Today and Long Ago	Mario Lucca	National Geographic	School
Schools around the World	Margaret Hall	Heinemann	School
Flying Machines	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Machines That Travel	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Motorcycles	Heather Miller	Heinemann	Transportation
My Truck	Rebecca Sabatini	National Geographic	Transportation
On the Go	Ann Morris	Mulberry	Transportation
The Plane Ride	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Ships and Boats	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Things on Wheels	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Trains	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
The Transportation Museum	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Using Wheels	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
What a Car Has	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
What Can Go Fast?	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
What Has an Engine	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Wheels at Work	Peter and Sheryl Sloan	Sundance (LRR)	Transportation
Fall	Patricia Whitehouse	Heinemann	Weather/Seasons
Moonlight (wordless)	Jan Ormerod	Frances Lincoln	Weather/Seasons
Rain	Peter and Sheryl Sloan	Sundance (LRR)	Weather/Seasons
Seasons of the Year	Delphine Kalinowski	Rosen	Weather/Seasons
Snow	Kristin Ward	Rosen	Weather/Seasons
Snow (book, CD)	Uri Shulevitz	Farrar, Straus, Giroux	Weather/Seasons
Snow (video)	Uri Shulevitz	www.liveoakmedia.com	Weather/Seasons
The Snowman (wordless book, video)	Raymond Briggs	Random House	Weather/Seasons
The Snowy Day (book, BB, CD, DVD)	Ezra Jack Keats	Scholastic	Weather/Seasons
Spring	Patricia Whitehouse	Heinemann	Weather/Seasons
Spring, Summer, Fall, Winter	David Tunkin	National Geographic	Weather/Seasons
Summer	Patricia Whitehouse	Heinemann	Weather/Seasons
Summer Is Here	Mary Garcia	National Geographic	Weather/Seasons
Sunshine (wordless)	Jan Ormerod	Frances Lincoln	Weather/Seasons
Weather in the City	George Wong	National Geographic	Weather/Seasons
Winter	Patricia Whitehouse	Heinemann	Weather/Seasons
A Winter Day*	Douglas Florian	Greenwillow	Weather/Seasons
Yellow Umbrella (wordless)	Jae Soo Liu	Kane/Miller Book Pub.	Weather/Seasons

Talking Die



-developed by Fairfax County Public Schools

Sequence of Activities

Pancakes for Breakfast

Day 1

1. **Picture Walk** -Begin by asking the students what they see on each page. Formulate sentences orally.

2. **Introduce Text** - Distribute pictures from the book with a simple text in the present tense. Read the text to the students and ask them to repeat. Elicit questions about the vocabulary. Please note that cooking vocabulary had been previously explored during the Food Unit.

Day 2

1. **Fill in the Blanks** – Distribute the same pictures and text, but this time with blanks. First, ask students to write in the blanks what they can remember from the previous day. Let them discuss possibilities with a partner or their group. Then if necessary, let students refer to the original handout from Day 1. To differentiate instruction, some pictures had entire sentences left blank. Most sentences were missing one or two words.

2. **Read** -Ask students to read their final product to a partner.

Day 3

1. **Vocabulary Extension** -Teacher writes on board:

He/She puts on ...

He/She thinks about ...

He/She pours ...

Teacher and students brainstorm sentences. Teacher writes them on the board. Elicit three different examples for each verb. From student examples we contrasted “I think it will rain tomorrow” and “I am thinking **about** my country.”

2. **Choice** - Students copy sentences of their choice.

Day 4

1. **Group Retell/ Writing about Beginning/Middle/End**

Teacher gives examples of Beginning/Middle/End. As a class, determine the beginning/middle/end of the book. Then write 3 columns on the board or use three sheets of big tablet paper. As you go through the book, solicit important events and write them in each appropriate section (B/M/E).

However, leave out part of the end. An example of the end: The character is upset, but she smells something delicious and follows the smell to the next neighbor's house. She eats all their pancakes.

2. Final Product: Foldable: B/M/E

The foldable has a different section for each part of the story. Students copy group story, except for the end where they should finish the story on their own. Students will read the story to each other.

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Beginning, Middle, and End

Book: _____

Beginning



Middle



End

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Draw and Write

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Fairfax County Public Schools

Transitional ESOL High School's Digital Camera Project

Goals of the Project: VDOE Level 1 ESOL students, many with limited schooling and little experience with technology, will create photo essays to foster a unique connection between school and home. By photographing experiences outside of school and writing about them, students will make personal connections to their ESOL curriculum. Students will also:

- (1) write in an authentic context. Students will compile their photo essays into books for themselves and their classrooms. By publishing their work, students will create a literacy-rich learning environment. Students will also forge connections between school and home by sharing their work with family and friends (Calkins, Cunningham & Allington).
- (2) begin to tell stories by discussing and labeling their images (Calkins, Ewald).
- (3) use background knowledge to create high-interest texts that are authentic and accessible.
- (4) integrate technology into the writing process.
- (5) use multiple learning styles as they incorporate opportunities for visual, interpersonal, and oral learning (Gardner).

Steps in making a photo essay book:

- (1) Students check out digital cameras to use outside of class. Photos related to curricular themes are also taken in class. For example, we took pictures of students following steps in a recipe during the food unit.
- (2) Teacher downloads photos from returned cameras to the classes on-line photo gallery (available to class members only).
- (3) Students choose photos to describe in writing. Then they print them out and paste them into their class notebook to label and/ or write about.
- (4) Teachers give students feedback about their notebook writing.
- (5) Teacher assists students in downloading their chosen photos and creating photo albums in PowerPoint.
- (6) Students use notebook writing to assist them in writing about each photo in PowerPoint. Depending on students' proficiency levels, they may copy from their notebook, revise, or expand their notebook writing.
- (7) Finished photo essays are printed out for students' portfolios and used for class books.

(8) Students share their books with classmates during partner reading time. Books are also available during choice reading time. Selected student writing can also be used for shared/ whole class reading and reading activities.

Other ways photos from the project have been used in our classrooms:

- To generate discussion and new vocabulary.
- As the basis for Language Experience/ Shared Writing texts.
- For vocabulary and reading review activities (students take pictures of target vocabulary items).
- For reading review activities, such as acting out a simple text and photographing it.

Hardware and software purchased for the project:

- Digital cameras, color printer, Pixie Imagination Suite, rechargeable batteries and charger, binding machine & coils, color inkjet cartridges.
- Picasa free software and Picasaweb have also been used.

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Fairfax County Public Schools

List of Resources

- Baghban, M.** (2007). Scribbles, Labels, and Stories: The Role of Drawing in the Development of Writing. *Young Children*, 62:1, 20 – 26.
- Benedict, S., & Carlisle, L.** (1992). *Beyond words: Picture books for older readers and writers*. Heinemann.
- Biancarosa, C., & Snow, C. E.** (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Calkins, L.** (1994). *The Art of Teaching Writing*. Heinemann.
- Graves, D.** (1994). *A Fresh Look at Writing*. Heinemann.
- Imel, S.** (1998). Using Adult Learning Principles in Adult Basic and Literacy Education. Columbus: Center on Education and Training for Employment, the Ohio State University.
- Johnson, Paul.** (1991). *A Book of One's Own: Developing Literacy Through Making Books*. Heinemann.
- McCarrier, A., Pinnell, G., & Fountas, I.** (2000). *Interactive Writing*. Heinemann.
- Purcell-Gates, V., Degener, S., Jacobson, E. & Soler, M.** (2000, November). *Affecting change in literacy practices of adult learners: impact of two dimensions of instruction*. NCSALL Reports #17. Cambridge, MA: The National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Richey, V. & Tuten-Puckett, K.** (1993). *Using Wordless Picture Books: Authors and Activities*. Teacher Ideas Press.
- Short, D., & Fitzsimmons, S.** (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Smallwood, B.** (1992). *Children's Literature for Adult ESL Literacy*. Washington, D.C.: National Clearinghouse on Literacy Education (ED353864).
- Zike, D.** (1992). *Big Book of Books and Activities*. Dinah-Might Activities, Inc.

Building Literacy through Student-Authored Books

Michelle Campiglia, Martine Hansard-Stuebner, Sharon Widmayer
TESOL 2008

School District _____

State _____

1. What challenges have you faced incorporating student-authored books into your instruction of literacy and beginning-level students?

2. Which element(s) of the presentation (e.g., text, strategy, activity) would you like to use in your classroom?

3. What other topics related to literacy students would you like to see addressed at future conferences?

4. Other Questions and Your E-mail Address:

