

What Do You See?

Repetitive books about a
variety of subjects

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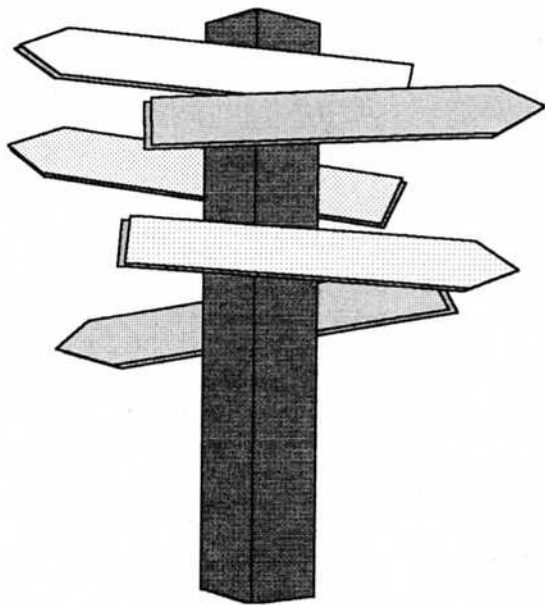
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For information concerning the Teacher to Teacher Connection, please contact Susan Copeland at the Polk Education Foundation at 863-534-0434, or at scopeland@pcsb.k12.fl.us. To apply for a grant to curtail the cost of implementing this program, please complete the Adapter Application found in the Idea Catalog of Excellence which was sent to your school.

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OBJECTIVES:

To foster creativity, ownership, and enjoyment in publishing your own book.

SKILLS:

writing
following directions
publishing
photography
coloring
correlating
patterning
reading
rhyming
classification
language enrichment
multi-cultural studies

What Do You See?

Remember how much fun it was when you began to read? The repetition of certain words that you had mastered made you eager to read! This project works on that premise. When a student plays a part in creating a "book", they are more willing to learn the words and read it – repeatedly!

"What Do You See?" was a culmination of many strategies that enable slow learners and handicapped children as well as regular education students to be able to read a book of their own design. This concept can be used for any student, but was developed with primary special needs students in mind. All subject areas can be included and the project can also be used in conjunction with holidays and special events.

The project began many years ago when I researched ways to include my students' parents in our learning process. I took a picture of each student, copied it on the copier, and added the familiar wording of "Brown Bear, Brown Bear". Instead of putting the color and animal, as in the original book, I put my students' names. For example: John Doe, John Doe, who do you see? I see Jane Smith looking at me. I would list each student on a page with his or her photograph and at the end I put my photo. My class created their own covers and we use the school copier and school book binder to put our creations together. This book was used in several activities throughout the first weeks of school and then sent home to be shared with our parents.

The first attempt was so successful with the class that we then created a book with key school personnel's photos and names. This time we not only put their name, but we also added what duties they performed at school. For example: Mrs. Jones, Mrs. Jones, the nurse who helps sick children, what do you see? I see Mr. Smith, the principal, looking at me. This helped to introduce my students to the people they would come into contact with during the school day. They were able to identify the person and know what they did in the school system. The idea was utilized in math by listing shapes, colors, and number words. Reading was reinforced by selecting a targeted list of related words and using them as our premise. I have even used it with upper grade students identifying angles, geometric shapes, state outlines, occupations ... The use is endless and because of the repetitive nature of the book, it is very encouraging for the reluctant reader.

This project can be very useful for students in low socio-economic areas that might not be able to have their own books. There have been times that I have allowed students to select the topics of our book. We have even touched on multi-cultural themes, such as what family members are called in various languages. Vocabulary is enriched by the varying ways in which the project is presented. ESOL students have found this method helpful in knowing the names of various related items in English. We may do a book about various clothing items and what they are called in English and Spanish. My English -speaking students enjoy this project the most! It exposes them to another culture and

language. It also enables them to "connect" by speaking another student's language – even if it's only a few words.

I have used this project for many years and in many different settings.

Kindergartners through fifth graders have benefited from the ownership of creating their own books. This project is adaptable to any subject area and covers many of the Sunshine State Standards.

LAA111	LAB111	LAD111	LAD212	MAA111	MAC211
SCG113	SAA113	SSC112	FLA311	FLC111	FLD211
MUA112	VAA113	HEA111	HEC112		

When I see a child excited about reading a book that he/she helped to create, I know I have been successful in my endeavors.

Topic/Objective: To create a book naming objects found in a restaurant. Students will be involved in all phases of production. This activity will incorporate creativity, predictability, patterning, vocabulary building and sequencing.

Activity: Students will select pictures from various magazines to illustrate a predictable story set to the pattern of Brown Bear, Brown Bear, What Do You See? Students will discuss items used in a restaurant such as menus, waiters, bus boys, and dinnerware. The vocabulary will be introduced as pictures are selected. This activity will aid special needs students, ESOL students, as well as regular students that have not had exposure to restaurants, to become better equipped to feel comfortable and knowledgeable about dining in an establishment. Students will type the text utilizing the bookmaker software, glue the pictures on the text, copy the needed amount of pages, create the cover, and bind the book together.

Materials needed: computer, printer, copier, copy paper, bookbinder, plastic binders, glue, and software

Extensions: This project could culminate in a field trip to a local restaurant where the student could identify items listed in their book and order a meal.

A local chef or waiter could come in as a guest speaker to explain how various items are used in a restaurant.

Topic/Objective: To create a book explaining various jobs that are available in the local hospital. Students will be involved in all phases of production. The procedure will utilize interviewing techniques, computer skills, photography, and publishing techniques.

Activity: Older students will visit the local hospital and interview various staff members. Students will then list all the jobs that are associated with the facility and what qualifications you must have to gain employment in this field. Students will take photographs of the personnel they interviewed. This book will be a one-copy publication that will become a part of our occupation library. Students will use computer and bookmaker software to create the text for the book. A scanner or a copier can be used to add the photographs to the text.

Materials needed: computer, software, printer, scanner or copier, copy paper, bookbinder, plastic binders, and a camera

Extensions: Students could shadow the hospital employee and gain more knowledge about what is required to perform their duties.

This project could also include an expository writing sample of what the students experienced.

Topic/Objective: To create a book containing pictures and names of classmates. Students will be involved in all phases of production. This activity will incorporate patterning, creativity, and predictability.

Activity: Teacher will photograph each student using either a digital or regular camera. These photographs will be copied on to regular blank paper. The student will then copy from a model: (name), (name), who do you see? On the next page the student will copy: I see (another name) looking at me. This is repeated through the entire class list. This activity will build face and name recognition and will allow the student to have a large part in the creation of the book. Students will use the bookbinder to create their own copy of the book. This can be used as a class yearbook also.

Materials needed: camera, copier, copy paper, bookbinder, plastic binders, and markers/pencils.

Extensions: This activity could also be used to introduce key employees of the school and to familiarize students with their names and faces.

