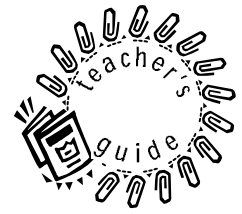


A STORY BOOK WITH PICTURES - GUIDE



◆ **Domain:**

Appreciation of literature and culture

◆ **Benchmark:**

Gain awareness of the social and cultural framework within which literary texts are written.

◆ **Description:**

Students are required to create a story based on their own cultural background. This task is done in groups.

◆ **Rationale for choice of topic:**

Children hear stories from the time they are very young. A narrative, therefore, is one of the first text types that children encounter. In addition, all children are immersed in their own particular culture and internalize its traditions and customs. Writing a story based on one's own culture seems to be a natural combination.

◆ **Suggestions for implementation (prior to and/or during):**

You should review the main elements of a story. You may want to refer to the mapping aid included here (Appendix 4). You may even give the students the blank mapping aid on which they could outline their story (Appendix 5). You should make sure the students are familiar with the term culture and its various interpretations. The main thing is they understand that their story will be based on customs and/or traditions of their choice.

For assessing group work we have included a sample checklist for students to assess themselves (Appendix 6) and a sample rubric (Appendix 7).

◆ **Suggested time allotment:**

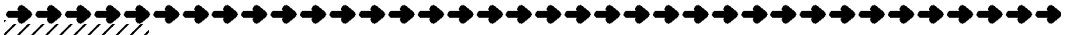
Extended study

◆ **Prerequisites:**

- Ability to work in a group
- Awareness of cultural practices and customs
- Knowledge of elements of a narrative

Name: _____

Class: _____



A STORY BOOK WITH PICTURES - TASK

In this task you will be asked to write a story based on your own culture, customs and traditions and add pictures:

The “Story NeTwork” is a web site where kids from around the world share their stories. Kids from around the world write stories describing their culture, customs and traditions. These stories are then published on the “Story NeTwork” web site for all to read.

Preparatory activity

1. **Form a group of up to four members** and plan a story based on your culture, customs and traditions. (Your plan should include a short description of the setting and the characters. It should also include general ideas about the plot).
2. **Show** your plan to other groups to get their feedback.

Writing a story

3. **Write** a story based on your plan and the feedback.
4. **Add** pictures to match the story.

Note:

Read the checklist before you start working and **fill it in** when you finish.

A STORY BOOK WITH PICTURES - CHECKLIST

What to check	✓
We made up a story based on our culture, customs and traditions.	
We included all story elements: characters, setting, plot.	
We paid attention to getting the reader's interest.	
We used adjectives and adverbs to add color and movement to our story.	
We checked our grammar.	
We checked our spelling.	
We checked our punctuation.	



A STORY BOOK WITH PICTURES - RUBRIC

Dimension	Text Type	Discourse & Organization	Vocabulary	Language Usage and Conventions
Criteria	<i>Features of story book with pictures</i>	<i>Cohesion</i>	<i>Appropriacy to topic</i>	<i>Grammar, spelling and punctuation</i>
Grade Level			<i>Range</i>	
On Target 5	Reader gets a good feel for – characters, setting, problem, main events and solution. Reader can follow story line from beginning to end. All chosen pictures completely match text and complement it.	Transitional words and phrases are included, which show relationships between ideas and maintain cohesion, i.e. text “hangs together.”	Vocabulary is appropriate to topic and text type. Vocabulary is rich and varied.	Generally tenses are correct, both in form and use. Mostly correct spelling. Correct punctuation throughout.
4				
On Your Way 3	Reader has some feel for – characters, setting, problem, main events, and/or solution. Reader can follow story line, but it may not be obvious in some parts. Some of pictures match text.	Some use of transitional words which show some relationships between ideas.	Vocabulary is usually appropriate to topic and text type. Range of vocabulary is limited but gets the message across.	Some mistakes in use and/or form of tenses. Spelling mistakes detract from meaning or reader’s understanding. Aware of need to punctuate by making some use of punctuation marks.
2				
Starting Out 1	Difficult for reader to get a feel for most, if any, of story elements – characters, setting, problem, main events or solution. Story line not obvious to reader. Either no pictures, or pictures do not match text.	Ideas are not “connected.”	Vocabulary is inappropriate to topic and/or text type. Vocabulary is poor and limited.	No sense of understanding use of tenses; mistakes in form detract from reader’s understanding. Poor spelling makes it impossible to understand. No sense of understanding use of punctuation.