



### Why make books?

- To provide level-appropriate reading materials
  - There is very limited, if not non-existent, texts for practicing reading in ES textbooks. As much as I love using Dr. Seuss books to practice phonics during class, there are many made-up words that, while native children might find fun and amusing, are confusing for non-native beginning readers.
  - Making your own books allow you to make something that is cater to your students' levels
  - Goal: make something that is easy enough to get through without tiring the students out, but challenging enough to help them build confidence and feel rewarded afterward.
    - Students should be able to sound out or read 80~90% of the book with ease.
    - Include and **repeat** sounds and words students are familiar with.
- To provide fun (and funny) and silly stories that are engaging (as opposed to textbook readings)
- A good summer/winter/spring break project and activity to do with SHS students.

### Why these books work?



- The illustrations!!
  - Masterly illustrated stick figures and a big round cat? Give us more!
  - The arts are by no mean "fancy" but they do a fantastic job keeping the students entertained. laughing with your students over something you have made is a special bonding experience.
  - Even lower-level students who cannot quite read yet can enjoy the funny pictures and laugh with their friends.
- The story
  - The *Flying Pizza* series keeps you on your toes with their endless plot twist. students are chuckling and laughing from the beginning to the end.
  - Both books have easy to follow storylines
- Easy to read
  - There are very repetitive patterns in the ES phonics books (*Pat's Fat Cat*, *Jade and Jake*, and *Zig the Pig*). even if students struggled in the beginning of the book, they should be able to read much more smoothly by the end of it.
  - Both *Pat's Fat Cat* and *The Flying Pizza* use mostly words students already know from years of vocab drilling. unfamiliar words are listed and introduced on the inside of the cover page.

### Tools and materials: Microsoft Paint, Word, PPT

Additional tools and materials to make a physical book: Adobe PDF, paper, booklet stapler, color printer

- These are the tools and materials used to create the two books shown during the workshop (*Pat's Fat Cat* and *The Flying Pizza*). they are what I used to make my 3 books and Jonah his 5 books. you do not need a fancy software to get started! I know using Photoshop or Inkscape (what I would usually use to create illustrations/drawing/clipart) would trigger the inner perfectionist in me so I am sticking with MS Paint.
- The illustrations are made in Microsoft Paint and the book assembled in Word and/or PPT.
- You can print out the book as a booklet or double-sided in whatever paper size you made it in.

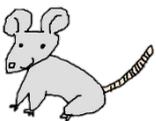
## Things to keep in mind

- Who is your target audience?
  - If your target audience is 3<sup>rd</sup> / 4<sup>th</sup> grade, you might not want to include words that they do not know yet, for example places in town, subjects, etc.
  - If your target audience is 6<sup>th</sup> grade, you might want to avoid verbs that they do not learn until JHS like become, build, find, leave.
  - These are not hard rules – but remember to keep the content at the level your students feel comfortable reading especially when they are starting out. **When in doubt, check the year curriculum for ES and check the index pages in your JHS textbooks to see what students do and do not know.**
- New words / grammar point list
  - On the inside of the cover page and/or the first slide of the book's PPT, it helps to have a list of new words that the students do not already know.
  - For ES, I have found that my students have a hard time with names. So, I would also include the names in the new words list. (some have gone through the book and asked “what is Pat?”)

## Warming up for brainstorming

For a productive brainstorming session, get the brain warmed up first!

- During the workshop, we got up to walk around to notice things in our environment. Note down some of those things and pick one thing that would be the worst to cook with. And with that same thing, think of the best thing we could cook with it.
  - This exercise helps us generate ideas – both good and bad – and explore options within a limitation.
- Other brainstorming warm-ups (you can google more and modify any to fit your specific needs)
  - 30 circles (material: a sheet with 30 circles)
    - Give everyone a worksheet. set a timer for 2 minutes and ask people to turn as many of the blank circles as possible into recognizable object (ball, emoji, donuts, etc.)
  - Color memories
    - Choose a color and take 2-3 minutes to sketch as many items as possible representing that color. choose which two objects have the most in common besides their color. take 1 minute to name those objects and what they have in common. take another minute or two to list as many differences as possible.
  - Bad ideas / alternative use
    - Bad ideas: give each group an objectively bad idea, like “coffee bath” or “sandpaper face mask”. have the group discuss all the potential benefits and uses for their assigned product.
    - Alternative use: pick an everyday object and come up with as many alternative uses as possible.



Notes: whenever I want ideas to come to me, I would get up and wander around the school and observe the things and people around me. I especially love going into any kind of storage room. They are idea treasure troves!

Thank you to everyone who came to the workshop during SDC! I had a lot of fun watching your creativity flow and reading your masterpieces. Sorry for making you work in such a short time ^ ^” Y'all were awesome!

