

# Write Your Own Children's Book



## Overview

Children's stories often teach us lessons such as the Hare and the Tortoise which teaches us not to be too cocky, The Lorax which teaches us to respect nature, and Have You Filled Your Bucket Today which shows that giving and receiving kindness makes you feel good. Here is your chance to pick a lesson or a moral you think others your age should know and to tell a story that teaches this.

## Questions to Consider

- What is a moral?
- How do you teach this lesson without coming right out and saying it? How can you show it?
- What is the basic structure of a story?
- How can you tell your story in pictures as well as words?

## Product

You are going to make your own children's book, complete with illustrations/pictures, that tells a story with a valuable moral. You can either draw these pictures yourself, or find images that tell your story. In the end, you will create a children's book that young ones can read and learn a valuable lesson from.

<b>DAY ONE</b> What is a moral?	<b>DAY TWO</b> What do you think is a valuable lesson for others your age or younger to learn?	<b>DAY THREE</b> How can you show this lesson in a story?	<b>DAY FOUR</b> What is basic story structure?	<b>DAY FIVE</b> What is your story?
<b>DAY SIX</b> Write and storyboard your book	<b>DAY SEVEN</b> Write and storyboard your book	<b>DAY EIGHT</b> Write and storyboard your book	<b>DAY NINE</b> Create your book	<b>DAY TEN</b> Create your book
<b>DAY ELEVEN</b> Create your book	<b>DAY TWELVE</b> Create your book	<b>DAY THIRTEEN</b> Create your book	<b>DAY FOURTEEN</b> Create your book	<b>DAY FIFTEEN</b> Share your book with others

## LESSON ONE

What is a moral?

A moral is a lesson that a tale tells. Usually the moral is not just stated, rather through the actions of the story it is shown.

*Example*

The Boy Who Cried Wolf

<https://www.youtube.com/watch?v=zUDYuPL6YLI&feature=youtu.be>

A Shepherd Boy tended his master's Sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the Sheep and the quiet forest, and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again the Villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

What is the moral of this story?

Nobody trusts a liar even when he is telling the truth

How is this shown in the book?

When the boy cries wolf because the sheep are being attacked, no one comes because they don't believe him because he lied about it two times before.

## LESSON TWO

What are some valuable lessons we all should learn?

As a class have students put valuable lessons on a sticky note and place them on the board. The teacher can go about organizing these, putting ones with a similar lesson together.

Then the teacher can go through these, sharing some of the ideas the class came up with.

Some of these you might see would be:

- Help others
- Don't steal
- Be honest
- Work hard and you will be rewarded
- Being smart is more important than being strong
- Don't brag
- Be grateful for what you have
- Money cannot buy happiness
- Control your anger
- Don't judge a book by its cover
- Be loyal to your friends/family
- Working together we can achieve more
- Do unto others as they would do to you
- Being nice is its own reward
- If you do something, do it for you and not because others want you to
- Don't talk to strangers

Once you have your moral, how can you turn it into an original story?

*Example*

Moral: Sometimes you need to ask for help

How would you tell this in a story?

Story idea: A little brother needs something and his big brother helps him get it

### LESSON THREE

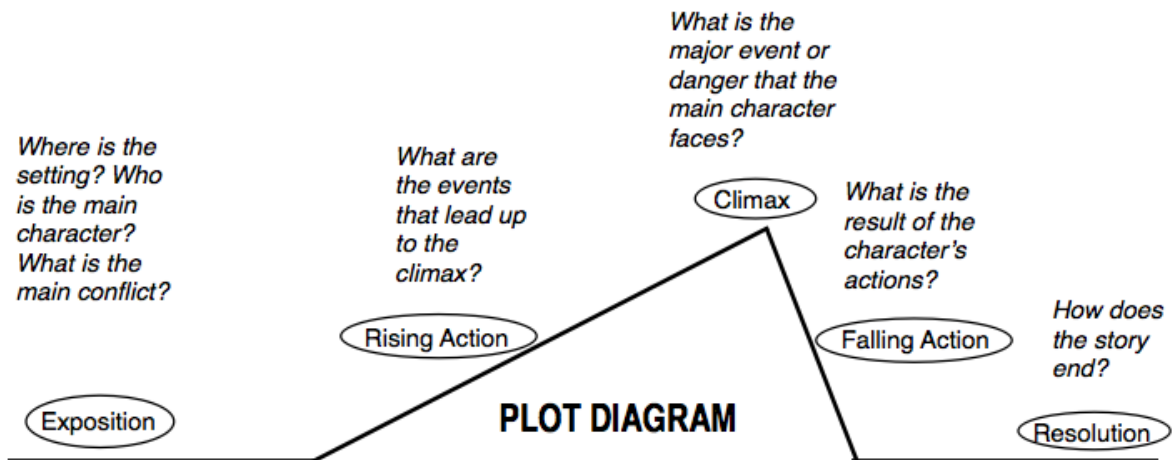
What is basic plot structure?

#### PLOT STRUCTURE

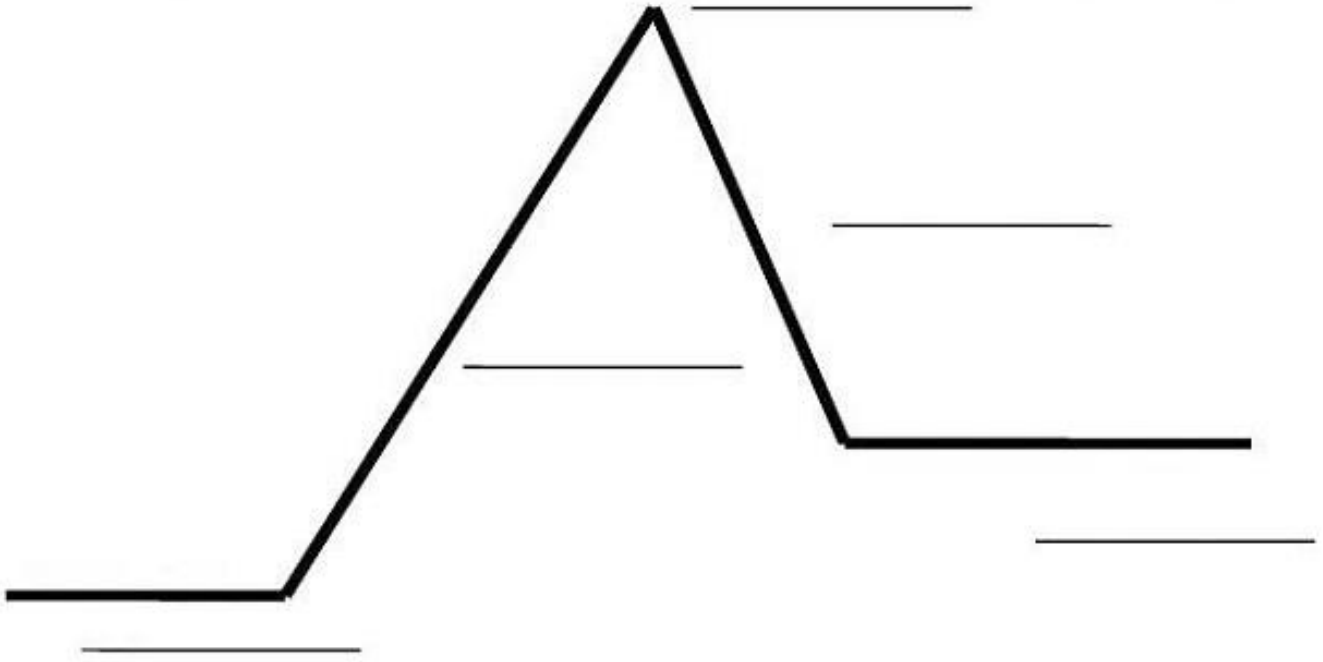


Let's take the story of The Boy Who Cried Wolf and put this on this plot structure:

**Directions:** With a partner, create a plot diagram for "The Boy who Cried Wolf" on a separate sheet of paper. Be sure to correctly draw the plot diagram, and label all five parts. Then, include descriptions and events from the short story that relate to the various elements of the plot. You may also sketch illustrations that connect with the five different elements of the plot.



Now fit your story into this structure using this graphic organizer:

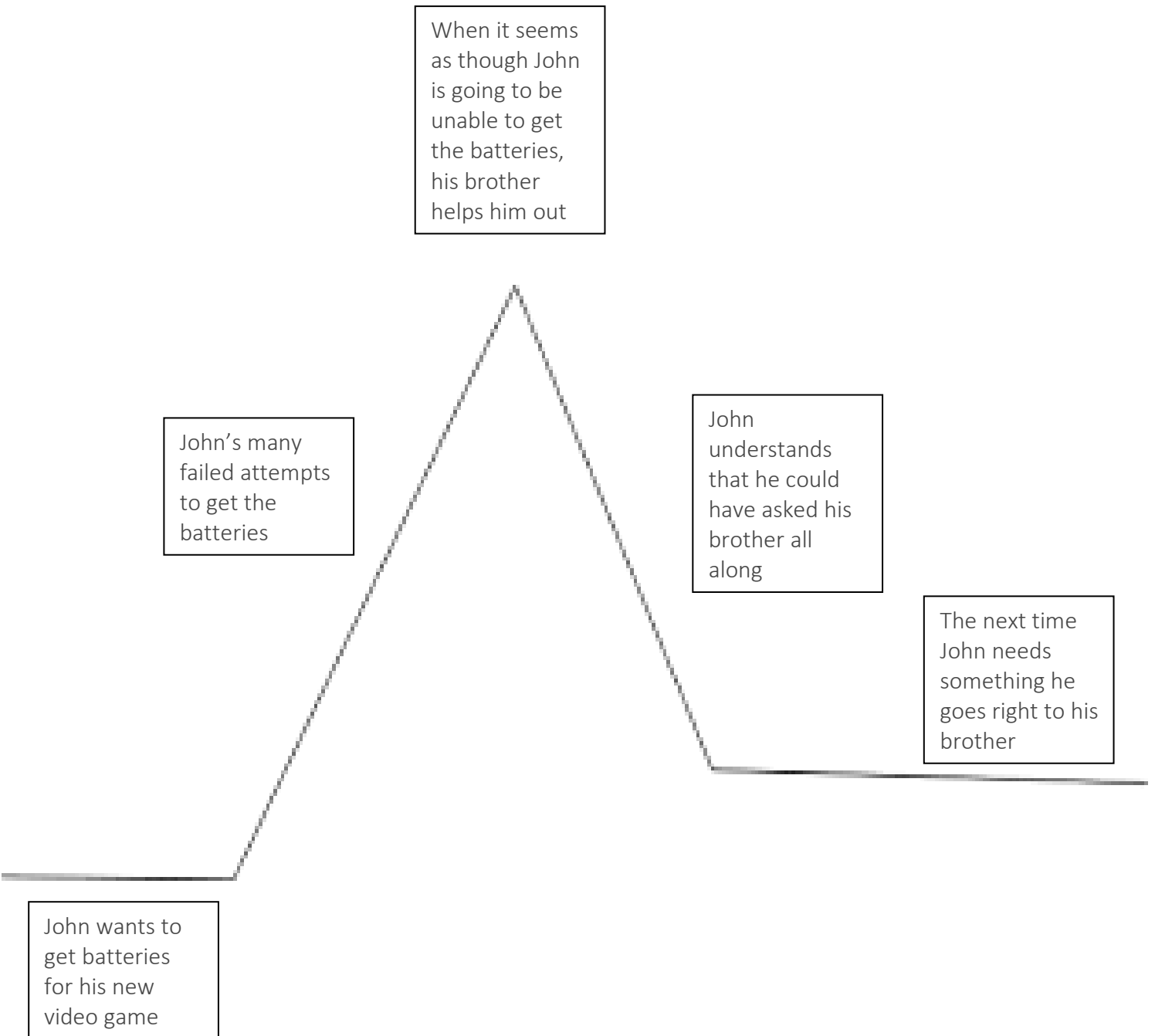


## Plot Diagram



*Example*

A little brother needs something and his big brother helps him get it



## LESSON FOUR

### Storyboarding your book

Now that you have your basic story you need to visually plan for what this is going to look like. You can do this with storyboarding.

When you are storyboarding, you put:

- 1) What is going on in the scene
- 2) Rough draft or diagram of who/what will be in the scene
- 3) Any dialogue or print that is going to appear

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

## LESSON FIVE

### Making your book look nice

- Have a friend or parent read your rough draft (before you color or use pen) so you can make any changes in your final
- Check to be sure everything is spelled correctly.
- Make sure to start all sentences with a capital letter and end with a period or other punctuation.
- Does your picture take up the entire page so there are no white spaces
- Use color if possible to make it stand out
- If you have dialogue or print make sure it is big and clear enough to be easily read
- Number your pages
- Have a dedication page
- Be sure to include a cover
- Bind it all together so it looks like a book

## Project Rubric

Overall	Story	Moral	Illustrations
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• Story structure is solid with a clear beginning, middle, and end.</li> <li>• Story has interesting characters and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• The moral is a valuable lesson for anyone to learn, applies to most everyone.</li> <li>• The moral is shown, not told.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations are well done and look like you took some time with them.</li> <li>• Illustrations go with the action of your book and bring it to life.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• Story structure has a beginning, middle, and end but not always clear when it transitions or jumps around.</li> <li>• Story has interesting characters or situations but not both.</li> </ul>	<ul style="list-style-type: none"> <li>• The moral is a valuable lesson for someone to learn but does not apply to everyone</li> <li>• The moral is shown in some parts, told in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations are for the most part well done but there are some sloppy parts.</li> <li>• Illustrations go with your book and but don't always capture the action properly.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• Story structure is not there making it difficult to tell if there is a beginning, middle, and/or end.</li> <li>• Story has characters and situations that are not very interesting, goes nowhere.</li> </ul>	<ul style="list-style-type: none"> <li>• The moral is not a valuable lesson for anyone to learn, doesn't teach anything.</li> <li>• The moral is told (or not included at all), not shown.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations are not well done and look like they were either rushed with little to no attention to detail.</li> <li>• Illustrations do not go with the action of your book, the print and picture do not seem to go together.</li> </ul>

# Your School Year in 10 Pictures



## Overview

You have learned many things in school this year. Reflecting back on all of the things you learned, what do you think the top ten would be? How could you show not just what it is you learned, but why it is important?

## Questions to Consider

- What have you learned this year?
- Why are these choices important for what was learned?
- How could you represent something you learned in a picture?
- Is a picture indeed worth 1000 words?
- How do you create enough pictures to give a clear picture of how your year went?

## Product

You will create a portfolio or gallery of pictures that demonstrates ten things you learned this year and their importance. These will be displayed for others to see and should not have any writing on them at all other than numbers or symbols.

<b>DAY ONE</b> What did you learn this year?	<b>DAY TWO</b> Narrowing it down to ten lessons	<b>DAY THREE</b> Is a picture worth 1000 words	<b>DAY FOUR</b> How would you represent each of these ten lessons in a drawing?	<b>DAY FIVE</b> How would these drawings also show why these lessons are important?
<b>DAY SIX</b> Creating outline for pictures	<b>DAY SEVEN</b> Drawing your pictures	<b>DAY EIGHT</b> Drawing your pictures	<b>DAY NINE</b> Drawing your pictures	<b>DAY TEN</b> Present your portfolio or have the gallery walk

## LESSON ONE

What did you learn this year?

This does not need to be just content. This could be skills, it could be what not to do, it could be a lesson about life rather than school.

### *Examples Content*

Math (addition, subtraction, multiplication)

Science (oceans, animals, senses)

Social Studies (states, roles in government, how money works)

ELA (grammar rules, spelling, parts of speech)

Facts/Knowledge (colors, numbers, shapes)

### *Examples Skills*

How to tie your shoe

How to draw a picture

Be organized

Manage your time

How to read/write

Using a computer

STEM thinking

Being creative

Comprehension

Playing sports/music

### *Examples of What Not to Do*

Don't talk back to your teacher

Don't get in fights

Don't cheat

Don't stress

Don't be a bully

Don't give up

Don't make a mess

Don't do drugs/alcohol

Don't skip school

Don't yell or get angry



*Examples of Life Lessons*

You should be nice to others

Working in a team

Communication

How to take care of yourself

How to solve a problem

Gaining confidence

Be prepared

Importance of breakfast

Recognizing healthy food

Tell the difference between good and bad

Use the graphic organizer to come up with as many important lessons you learned this year that you can think of. This is just brainstorming right now so don't worry if it is not perfect, you will narrow down the list eventually. This is just about getting ideas on the page.





## LESSON TWO

What are the 10 most important things you learned?

Go through your notes and decide what are the 10 most important lessons you learned.

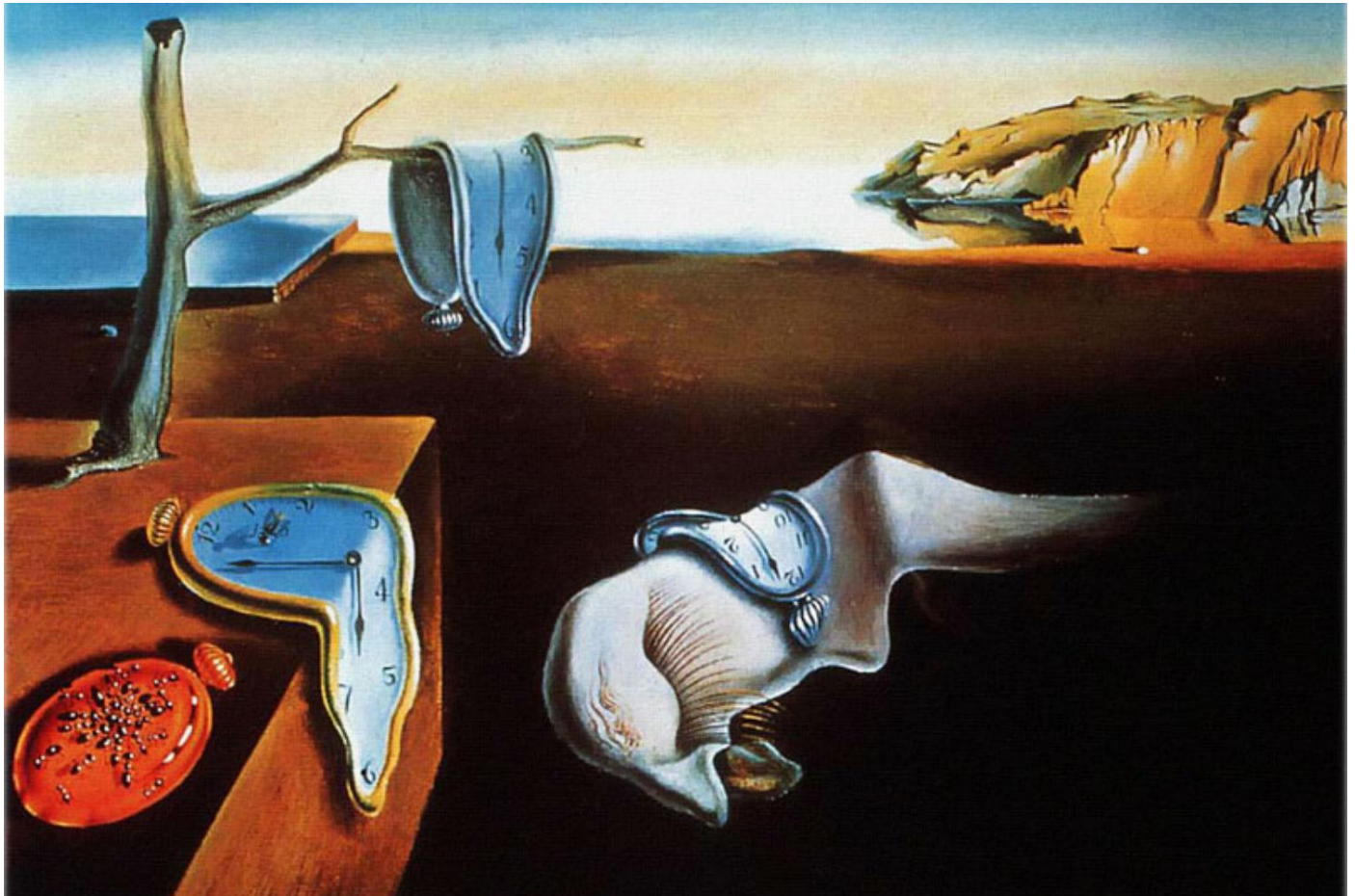
Some of the clues pointing to this is if it is easy to come up with why it is important. Another clue might be that what you learned makes you wonder about learning something else.

### LESSON THREE

How can a picture be worth a thousand words?

There is a saying that a picture is worth 1000 words. What do you suppose that means?

Taking a look at this picture, what do you think is going on?



What lesson could this be trying to show?

Possible responses:

- Time flies quickly in the school year
- Time can get away from you
- You need to manage your time
- Time melts if you stand still too long

- You can never get time back

Your pictures need to use these 1000 words to tell a story.

## LESSON FOUR

How do you turn your lessons into pictures that show the importance of what you learned?

Go through your 10 lessons learned and decide how you can show these actions.

### *Example*

Let's say one of the things you chose what that you learned addition and subtraction. How could you show what was learned and why it is important in a scene that uses only pictures?



This picture shows what...someone buying movie tickets for multiple people. You have to use addition to determine how much money you are going to need and subtraction to figure out how much you are getting back. That's pretty important.

Plan out what your 10 pictures are going to be using the template:

Picture 1	Picture 2	Picture 3
Picture 4	Picture 5	Picture 6
Picture 7	Picture 8	Picture 9
Picture 10	Other ideas	Other ideas



## LESSON FIVE

Displaying your pictures in a gallery

Decide how the pictures are going to be displayed. Could be:

- Hung on a wall and other students look at them in a gallery walk
- Physical pictures are put into a portfolio or scrapbook for people to flip through and see
- Photos of the pictures are taken and put on display in a virtual gallery or portfolio
- Put them on a tri-fold and when people come around you explain what was learned to them
- Put them into a PowerPoint/Google Slides presentation that others can access

# Project Rubric

Overall	Lessons Learned	Pictures
<b>Excellent</b>	<ul style="list-style-type: none"><li>• There are 10 clear lessons on what you learned for the year.</li><li>• Lessons explore in depth what was learned, not just a surface level.</li><li>• You can tell how these lessons are going to be used in real life/later schooling.</li></ul>	<ul style="list-style-type: none"><li>• Pictures show what was learned, not just telling you.</li><li>• Pictures show the importance of learning what was shared.</li><li>• A lot of thought put into the pictures, seems like some time was made creating them.</li></ul>
<b>Good</b>	<ul style="list-style-type: none"><li>• There are 10 lessons on what you learned for the year but some not clear.</li><li>• Lessons explore what was learned but not much detail or depth.</li><li>• You can tell how these lessons are going to be used in later schooling.</li></ul>	<ul style="list-style-type: none"><li>• Some pictures show what was learned, others just tell you.</li><li>• Most pictures show the importance of learning what was shared but not all.</li><li>• Some thought put into the pictures, seems like some time was made creating most of them but a few seemed rushed.</li></ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"><li>• There are less than 10 lessons on what you learned for the year or it is difficult to tell what you are trying to show.</li><li>• Lessons shared are very basic, no detail.</li><li>• Not real clear on how these lessons are going to be used in real life nor later schooling.</li></ul>	<ul style="list-style-type: none"><li>• Pictures show what was learned, not just telling you.</li><li>• Pictures show the importance of learning what was shared.</li><li>• Little thought put into the pictures, seems like they were scribbled very quickly and without much thought.</li></ul>

# Playing the Year in Review



## Overview

You have learned a lot of valuable things this year and you do not want to forget them. How can you prevent this from happening? One strategy is to continually review what was learned in one form or another. What could be more fun than reviewing what was learned in a game?

## Questions to Consider

- What is something you learned this year that you think is pretty important to remember for next year and/or in life?
- How do you pull out that information into little bites that people can review and continue to remember?
- What are some games you know of that help you learn something while playing?
- How can you use a game to help people remember what it is they learned?
- How do you provide directions for this game so that people understand how to play it?

## Product

For this project students will be creating some sort of game to help students to review something that was learned that is important to remember. Game could be:

- Board game
- Card game
- Video game
- Puzzle
- Logic game

<b>DAY ONE</b> What is something important you learned this year?	<b>DAY TWO</b> What are important parts of this lesson that can be reviewed so people can remember it?	<b>DAY THREE</b> What are some games you play that teach you something?	<b>DAY FOUR</b> How could you help people review for your topic in a game?	<b>DAY FIVE</b> Looking at the directions of games
<b>DAY SIX</b> What sort of game will you create?	<b>DAY SEVEN</b> Plan your game	<b>DAY EIGHT</b> Plan your game	<b>DAY NINE</b> Plan your game	<b>DAY TEN</b> Create your game
<b>DAY ELEVEN</b> Create your game	<b>DAY TWELVE</b> Create your game	<b>DAY THIRTEEN</b> Create your game	<b>DAY FOURTEEN</b> People play your game	<b>DAY FIFTEEN</b> People play your game

## LESSON ONE

What is something important you learned this year?

Using these reflection questions, either have students share with one another, hold a Socratic Seminar, or have them journal.

- What are the three best memories you have of this year?
- What was your favorite moment this year?
- In what area do you feel you have improved in the most?
- What are three new things you've learned, that you didn't know at the start of the year?
- What's the best piece of work/project/assignment you've done this year?
- What subject have you enjoyed the most? Why?
- What are 6 words you could use to describe the best parts of this year?
- What have you learned about yourself this year?
- What are you most proud of this year?

From this, students will start to generate ideas of what was the most important thing they learned this school year. They can record their thoughts on this graphic organizer:

# This School Year

I Learned These 5 things

- 1.
- 2.
- 3.
- 4.
- 5.

What was the best part of my year?

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A picture of my favorite moment:

## LESSON TWO

What are important parts of this lesson that can be reviewed so people can remember it?

Once students have narrowed it down to the most important thing they have learned this year, they must figure out what the important parts of this lesson is so that it could be taught to others?

### *Example*

How to spell

Sight words – try to remember what it looks like

Break it down by syllables

Write it out

Use it in a sentence to provide context

Know your prefixes and suffixes

Repetition, repetition, repetition

## LESSON THREE

What are some games you play that teach you something?

### *Board Games*

Candyland – colors

Scrabble/Boggle – spelling/vocabulary

Monopoly – math and money

Sorry – counting

Guess Who – deductive reasoning

### *Card Games*

Uno – colors/numbers

War – number value

Solitaire – numbers and symbols

Skip-Bo – sequencing

Sleeping Queens – memory

### *Logic Games*

Sudoku – numbers

Cryptograms – spelling

Logic/grid puzzle – deductive reasoning

Mazes – focus

### *Video Games*

Tetris/Puyo Puyo – logic

Minecraft – creativity

Fortnite – adaptation/problem solving

Wordscapes – spelling/vocabulary

Sim City - spatial

### *Example*

Scattergories is a game where you are given a list of descriptions and you must come up with a word to match (i.e. Kind of an animal). The words must start with the letter that was rolled, meaning if a D was rolled on the 20-sided dice, you could put “dog” as an answer. The challenging thing is if someone else puts the same thing as you, it does not count for a point. You are rewarded for being more original.



You could have the entire class play Scattergories together to see how difficult it is to come up with an original response and how the game pushes your thinking and learning.

## LESSON FOUR

How could you help people review for your topic in a game?

Take a look at how you broke down the lesson that you chose. How could you have players learn these through actions or play?

### *Example*

How to spell

Sight words – try to remember what it looks like

Have cards that have challenging to spell words for people to look at and learn the sight words

Sounding out words

Part of the game could involve them having to say how many syllables there are in a word

Write it out

Have an aspect of the game where players can write down their answers rather than a multiple choice.

Use it in a sentence to provide context

For bonus players could use the word in a sentence

Know your prefixes and suffixes

Have them identify when a prefix or suffix is used

Repetition, repetition, repetition

Have them go through several rounds and sometimes words that have already been spelled will come around again, exposing players to the word once again

## LESSON FIVE

Looking at the directions of games



# THE GAME OF SCATTERGORIES®

**For 2 to 6 Adult Players**

### **Contents:**

6 Folders, 6 Clip strips, 1 Answer pad,  
20-Sided die, 48 Category cards, Timer,  
Die-rolling board, 6 Pencils

### **Object**

Quickly fill out a category list with answers that begin with the same letter. Score points if no other player matches your answers. To win the game, score the most points.

### **The First Time You Play**

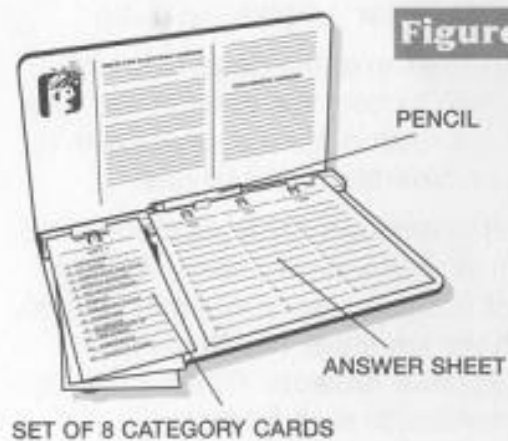
**Assemble the folders:** Attach a clip strip to each of the 6 folders. To do this, follow the **Folder Assembly** instructions inside the folders.

**Insert the timer batteries:** Loosen the two screws on the battery compartment, located underneath the timer, and remove the door. Insert two AAA-size batteries (we recommend alkaline), making sure to align the + and - symbols with the markings in the plastic. Then replace the door and tighten the screws.

### **Game Setup**

Separate the category cards into 6 sets of List #1 through List #16. Each set has 8 cards.

For all 6 folders, do the following: slide a set of category cards under the left clip, an answer sheet under the middle and right clips, and a pencil into the middle holder. See Figure 1.



## Game Play

The game is played in 3 rounds. To play a round, do the following steps in order:

1. Each player takes a folder. Decide which List # you want to use, and clip the card onto the folder so that it is facing you. *Make sure each player is using the same List #.*
2. Set the die-rolling board on the table. One player rolls the letter die on the board and calls out the rolled letter. The rolled letter is the key letter that will be used in this round of play. *Caution: the 20-sided die is heavy. Roll it only on the die-rolling board to prevent possible damage to table tops.*
3. **Start the timer.** Turn the timer upside-down, and make sure it's on the 3-minute (•••) setting. (If necessary, slide the switch to this setting.) Then turn the timer rightside-up again. Press the top of the timer to start it ticking. (To reset the timer at any time press it to stop, then press it again to start.) Now the round begins!
4. All players quickly fill in the first column of their answer sheets. Answers must fit the category, and must begin with the key letter. See **Rules for Acceptable Answers.** (These rules also appear inside each folder.)

Figure 2 shows an example of a filled-in answer sheet. Players are using List #1 and the letter P was rolled.

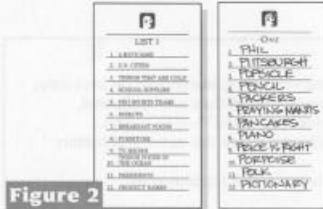


Figure 2

5. When the timer stops, all players must immediately stop writing.
6. **Scoring the round:** Players, in turn, read their answers aloud. Players mark their own answer sheets by circling acceptable answers that *do not match any other player's answers.* Continue reading answers until all 12 categories have been marked. Then score 1 point for each of your circled answers. Record your score at the top of the column on your answer sheet, as shown in Figure 3.



Figure 3

**Starting a new round:** Roll a new letter, start the timer, and continue playing, using the same category list you did in the previous round. Fill in the next column with your new answers. Note: if the same letter is rolled twice in a game, reroll the die for a different letter.

## Winning the Game

After 3 rounds have been played, all players total the 3 scores on their answer sheets. The player with the highest score wins! See Figure 4 for a fully-scored sheet.

One	Two	Three
(PHIL)	(MATT)	(BRAND)
(PITTSBURGH)	(MILWAUKEE)	(CONTINUED)
(POPCICLE)	(MILKSHAKE)	(KITCHEN)
(PENCIL)	(MAYBE)	(BOOK)
(PICKERS)	(MANNING)	(BRUNN)
(PRAWN/MARSH)	(MOSQUITO)	(BUTTERFLY)
(PILGRIMS)	(MUFFINS)	(SEAS)
(PINE IS RIGHT)	(MARCH)	(BERRY THE UNBORN)
(PORPOISE)	(MORMONS)	(MORNS)
(POLL)	(MOROC)	(MILKMAN)
(POTIONARY)	(MORNING)	(MORNING)

Figure 4 This player scored 22 points

**In case of a tie:** The players who tied play one more round with a new letter. The player with the highest score in that round is the winner.

## RULES FOR ACCEPTABLE ANSWERS

- The first word of your answer must begin with the key letter.
- The articles "A," "An" and "The" cannot be used as key letters. For example, "B" is the key letter for the MOVIE TITLE, *A Beautiful Mind*; "P" is the key letter for the BOOK, *The Pelican Brief*.
- The same answer cannot be given more than once in the same round. For example, you cannot answer *Gary* for A BOY'S NAME and for U.S. CITIES.
- When answering with a proper name, you may use the first or last name, as long as the key letter is the first letter of your answer. For example, if the key letter is G and the category is PRESIDENTS, your answer could be *George Bush* or *Garfield, James*.
- Creative answers can be acceptable. For example, if the category is SPICES/HERBS and the key letter is P, you could answer *Posh*. But if one player challenges the answer, the group must vote on its acceptability.

**Challenged Answers:** While answers are being read, other players may challenge their acceptability. When an answer is challenged, all players (even the challenged player) vote on whether the answer is acceptable. Players who accept the answer give a thumbs-up sign. Players who do not accept the answer give a thumbs-down sign. Majority rules. In case of a tie, the challenged player's vote does not count.

## Starting a New Game

To start a new game, remove the answer sheet and clip on a blank one (answer sheets are two-sided). Also remove the category card and clip it on the other side, or clip on another card with the desired List # facing you. Make sure all players are using the same List #.

## Game Variations

- **Extra points:** When answering with proper names or titles, score an extra point for using the key letter more than once as a first letter in your answer. For example: *Ronald Reagan, Carson City, Simon and Schuster,* and *The Brady Bunch* for 2 points; *Hubert Horatio Humphrey* for 3 points.
- **Time challenge:** For an extra-challenging game with less time, set the timer to the 2 1/2-minute (••) or 2-minute (•) setting. To set the timer, just turn it upside-down and slide the switch to the desired setting.

As a class look over the directions of Scattergories and note some things they do to make them clear:

- Break it into smaller sections with headings
- Provides examples
- Uses visuals
- Takes you through step-by-step (even numbering) when giving a lot of information (i.e. Game Play)
- Gives issues that might come up during play (i.e. Rules for Acceptable Answers)

## LESSON SIX

What sort of game will you create?

Now you are to create a game that teaches the lesson you think people should review. Some things to consider:

- Does not have to be a board game, can use cards, be an active game, or even be a computer game.
- The simpler you keep it the better. For as complex as concepts as Monopoly is teaching, it is done so in a fairly simple manner.
- Needs to have clear directions so that someone could read these and play the game. You will not be able to explain verbally to people how to play.
- How does one keep score and/or win the game?
- Have to consider what pieces you are going to need (game pieces, trivia cards, game board, etc).
- You can model it after an already existing game but does need to be original.

## Project Rubric

Overall	Lesson	Game
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• By playing the game someone would get an excellent review of the lesson that was learned.</li> <li>• Many aspects of the lesson are taught throughout the game.</li> <li>• This game could be played years later and it would cause players to remember the lesson an what was learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Directions make it very clear for players how to play the game and shows them step-by-step how to go from beginning to end.</li> <li>• Game looks professional and durable, could be played for years and years.</li> <li>• Game is easy to learn, fun to play, but also a challenge.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• By playing the game someone would get a basic review of the lesson that was learned but could be more in depth.</li> <li>• Most aspects of the lesson are taught throughout the game but some only mentioned briefly or some left out.</li> <li>• This game could be played years later and it would cause players to remember the lesson but not necessarily what was learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Directions make it clear for players how to play the game but does not follow it step-by-step from beginning to end, some steps left out.</li> <li>• Game looks good and durable, could be played next year.</li> <li>• Game is somewhat easy to learn, fun to play, but not much of a challenge.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• By playing the game someone would not get a review of the lesson that was learned, would just confuse them.</li> <li>• Only one or two aspects of the lesson are taught in the game and not consistently throughout or all aspects needed.</li> <li>• If this game were played years later and it would not cause players to remember the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Directions make it difficult for players to figure out how to play the game, causes lots of confusion.</li> <li>• Game looks shabby, couldn't even get one game out of it.</li> <li>• Game is too complicated or is such a challenge that players cannot learn and/or have fun.</li> </ul>

# Taking Up a Collection



## Overview

Have you ever collected anything whether it be trading cards, bottle caps, comics, stamps/coins, rocks, etc? Whenever you are collecting something, you have to come up with a system to organize your collection so that you know what you have, how to find it, how much of it, and what you need to still get.

## Questions to Consider

- What is a collection that you have or want to have?
- What would be the benefits to organizing your collection?
- How would you organize this collection?
- How would you explain it so that others could organize their collections like this as well?

## Product

You are either going to work with a collection you have already assembled or decide what it is you are going to collect. Then you will come up with a way to organize this collection and why you made the decisions you made about doing so. You will explain how you organized your collection at the collection fair where you will bring it in and show others. The idea is that someone could use your system for organization to organize their own collection of similar items.

<p><b>DAY ONE</b> Why do people collect things?</p>	<p><b>DAY TWO</b> What are some common ways people organize their collections?</p>	<p><b>DAY THREE</b> Why do they organize them this way?</p>	<p><b>DAY FOUR</b> Do you have any collections?</p>	<p><b>DAY FIVE</b> What to collect</p>
<p><b>DAY SIX</b> Collect your items</p>	<p><b>DAY SEVEN</b> Collect your items</p>	<p><b>DAY EIGHT</b> Collect your items</p>	<p><b>DAY NINE</b> Collect your items</p>	<p><b>DAY TEN</b> Collect your items</p>
<p><b>DAY ELEVEN</b> Organizing your collection</p>	<p><b>DAY TWELVE</b> Organizing your collection</p>	<p><b>DAY THIRTEEN</b> How to give your presentation</p>	<p><b>DAY FOURTEEN</b> Practicing your presentation</p>	<p><b>DAY FIFTEEN</b> Presenting your organizational system at the collection fair</p>



## LESSON ONE

Why do people collect things?

- Makes you more observant
- Improves pattern recognition
- Allows you to learn
- Inspires creativity
- May lead to a career
- Improves organizational thinking
- It's fun

What are some common things people collect?

Brainstorm as a class. You can also use the worksheet to generate interest about what collectors of these items are known as.

- Toys
- Comics
- Stamps
- Coins
- Rocks
- Bugs
- Leaves
- Books
- Action figures
- Baseball Cards
- Antiques
- Games
- Sea shells
- Key chains
- Snow globes
- Bottle caps
- Bobble heads
- Pez
- Autographs
- Magnets
- Art
- Pins
- Stickers
- Salt and pepper shakers

Match the term with the item they collect:

Term	Items Collected
Arctophilist	Dolls
Deltiologist	Clocks
Falerists	Subway tokens
Horologist	Postcards
Numismatist	Teddy bears
Philatelist	Metals & pins
Plangonologist	Coins
Vecturist	Stamps
Conchologists	Antiques
Antiquarian	Books
Rock Hound	Shells
Bibiophilist	Fossils/Stones

## Answer Key

Term	Items Collected
Arctophilist	Teddy bears
Deltiologist	Postcards
Falerists	Metals & pins
Horologist	Clocks
Numismatist	Coins
Philatelist	Stamps
Plangonologist	Dolls
Vecturist	Subway tokens
Conchologists	Shells
Antiquarian	Antiques
Rock Hound	Fossils/Stones
Bibliophilist	Books

## LESSON TWO

What are some common ways to organize these collections?

### *Art museum*

By the painter/artist (Renoir, Picasso, Dali)

By the years/period (Impressionism, Cubism, Abstract, Post-Modern)

By the medium (i.e. painting, sculpture, textile)

### *Comic books*

By title of comic

By number of comic

By name of hero

### *Baseball Cards*

By team

By years

By player

### *Stamps*

By the country

By a theme

By its price

What do you notice about how these stickers are collected?



They are grouped by a theme:  
Food  
Beach  
Dogs  
Copies of stickers next to each other

## LESSON THREE

### What to collect

Do you already collect something?

If not, is there something you could collect without much cost/time effort using items you can collect from around the house or gather?

- Leaves
- Rocks
- Stuffed animals
- Action figures
- Pencils/pens
- Pennies
- Buttons
- Stickers
- Toys
- Books/Home library

You have a week to put your collection together.

## LESSON FOUR

How to organize your collection

Now that you have your collection together, how are you going to organize it?

You can watch this video and discuss how this boy organizes his Pez collection:

<https://www.youtube.com/watch?v=CxnkKxk2fAA>

Things to consider organizing by:

- Numerical order
- Color
- Shape
- Theme
- Size
- Time period
- Type
- Name/Brand
- Favorites
- When you got it

Once you have your collection organized you will have to be able to explain this to people visiting your booth at the collection fair.

## LESSON FIVE

### How to give a presentation

There are certain elements that make up a good presentation. Here are 10 things to consider:

- Consistent eye contact
- Strong, confident voice
- Absence of umms, ahhs, and likes
- Having your hands in the correct place (not in your pockets or having your arms crossed)
- Not reading your information but presenting it
- Caring about your topic (no monotone voice)
- Standing up straight
- Be prepared (practice it ahead of time)
- Maintain professionalism (no giggling or saying inappropriate things)
- Having a flow to your presentation (have notes to fall back on if you get stuck)
- Explaining yourself so someone who knows nothing about it can understand
- Being able to answer questions as best you can

Presentation shouldn't be more than a couple of minutes long but in this you need to let people coming by your booth know how you have organized your collection and why you chose to do it that way.

When you practice you can have someone go through the checklist to be sure you are following all of the advice.



- Consistent eye contact
- Strong, confident voice
- Absence of umms, ahhs, and likes
- Having your hands in the correct place (not in your pockets or having your arms crossed)
- Not reading your information but presenting it
- Caring about your topic (no monotone voice)
- Standing up straight
- Be prepared (practice it ahead of time)
- Maintain professionalism (no giggling or saying inappropriate things)
- Having a flow to your presentation (have notes to fall back on if you get stuck)
- Explaining yourself so someone who knows nothing about it can understand
- Being able to answer questions as best you can

## Project Rubric

Overall	Organizational System	Presentation
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• It is very clear just by looking at the collection how student has organized it.</li> <li>• The system makes sense and is probably the best way to organize this collection.</li> <li>• Student has visible labels, titles, or other graphic organizers to show how the collection is organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Student give his/her speech with confidence, consistently looking into the eyes of who he/she is speaking with and speaking loud enough to be clearly heard throughout.</li> <li>• Student explains him/herself very clearly, referring to the collection to show what is being talked about.</li> <li>• Speech seems very polished as though the student practiced it many times before giving it.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• After looking at the collection for a minute or so you can figure out how student has organized it.</li> <li>• The system makes sense but is probably not the best way to organize this collection.</li> <li>• Student has labels, titles, or other graphic organizers to show how the collection is organized but not always easy to see or find.</li> </ul>	<ul style="list-style-type: none"> <li>• Student give his/her speech with confidence, looking into the eyes of who he/she is speaking with and speaking loud enough to be clearly heard, but not consistently throughout.</li> <li>• Student explains him/herself, referring to the collection to show what is being talked about occasionally, but could be clearer.</li> <li>• Speech seems organized but could have been practiced a few more times to make it more polished.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• It is difficult to tell when looking at the collection how student has organized it.</li> <li>• The system does not make sense and there are others way to organize this collection better.</li> <li>• Student has few or does not have labels, titles, or other graphic organizers to show how the collection is organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not give his/her speech with confidence, seldom or never looking into the eyes of who he/she is speaking with and/or not speaking loud enough to be clearly heard.</li> <li>• Student explains him/herself very poorly, not referring to the collection to show what is being talked about and causing confusion.</li> <li>• Speech seems raw, as though it were not rehearsed.</li> </ul>

# What Makes a Hero?



## Overview

When you hear the term hero a lot of times the first thing we think of are the men and women who run around in costumes saving the world from certain destruction. These are super heroes. Who are the heroes who are running around saving the world without the flashy costume? What is the definition of a hero? Is it just reserved for special people who do special things or can anyone be one? Do heroes come in all shapes, sizes, and jobs? Does someone have to risk their life to be a hero or can they inspire us with their actions?

## Questions to Consider

- What is the definition of a hero?
- What sorts of feats does a person have to do to be considered a hero?
- Who are heroes you see in the real world?
- Why do you think this person is a hero?
- How do you show this person being heroic, what actions display this?

## Product

You are going to make a short comic book with your hero, showing them being heroic. This should be told in a story where the person gets to show why they are a hero. Your comic should have a beginning, middle, and end and someone reading it should get a good idea of what makes this person a hero.

<b>DAY ONE</b> What is a hero?	<b>DAY TWO</b> Identify who your hero is going to be?	<b>DAY THREE</b> How could you show this person being heroic?	<b>DAY FOUR</b> Write your comic	<b>DAY FIVE</b> Write your comic
<b>DAY SIX</b> Draw/design your comic	<b>DAY SEVEN</b> Draw/design your comic	<b>DAY EIGHT</b> Draw/design your comic	<b>DAY NINE</b> Draw/design your comic	<b>DAY TEN</b> Let others read your comic

## LESSON ONE

What is a hero?

What qualities make up a hero?

As a class generate a list of qualities a hero might possess:

- Helpful
- Sacrifice
- Kind
- Flawed
- Focused
- Persevere
- Strong
- Fast
- Caring
- Calm
- Patience
- Humble
- Brave
- Protective
- Selfless
- Inspirational
- Moral
- Dedicated
- Honest
- Loyal
- Wise
- Smart
- Positive
- Fighter
- Generous
- Truthful
- Survivor

You can also have students go online and create a class word cloud:

Students will go to [www.menti.com](http://www.menti.com) on their computers and insert their quality (remind them to make sure they are spelling it correctly). Their only constraint is this must be summed up in a single word (i.e. smart, talented, big, strong) Give students the number of qualities they need to come up with (such as 3).

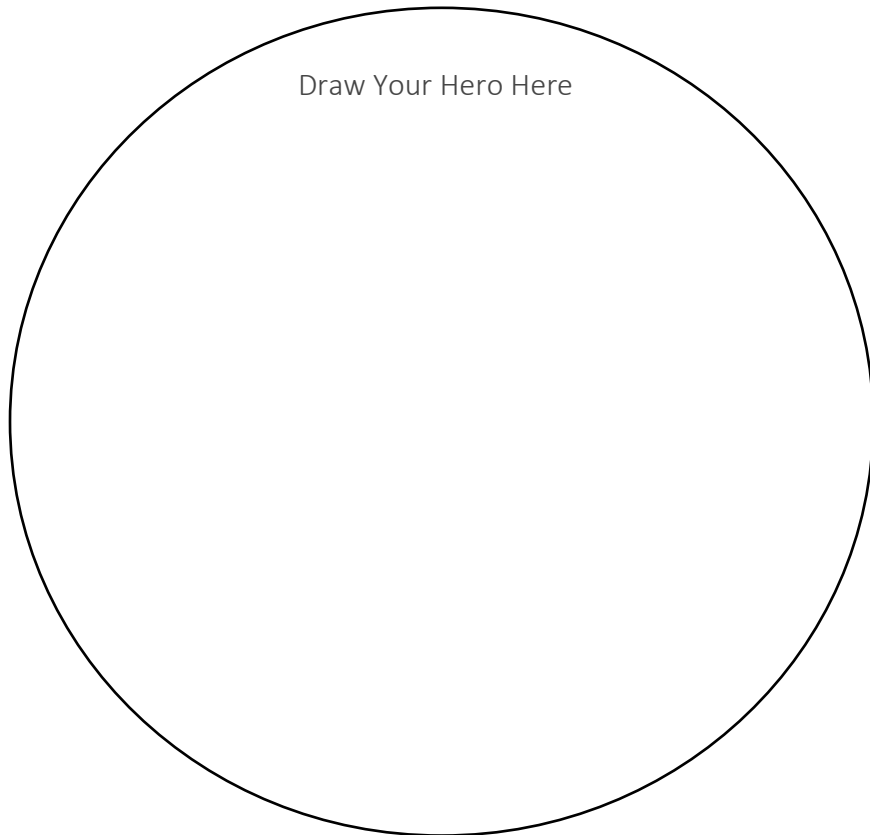
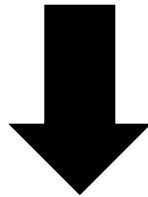
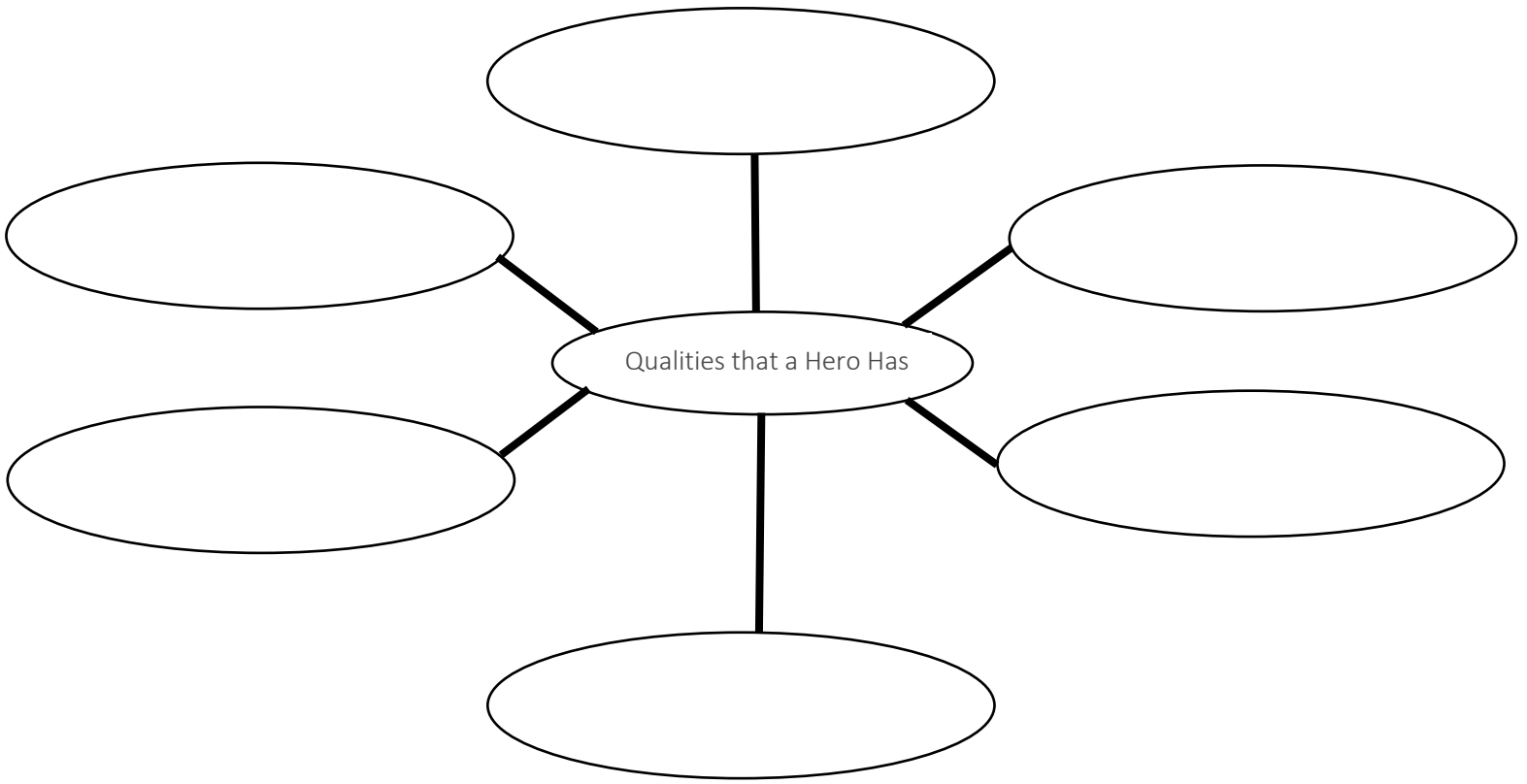
Beforehand you will have to go to [www.mentimeter.com](http://www.mentimeter.com) and set up a word cloud. It is a free service. Once you get signed up you go to New Presentation. Under templates click on “word cloud”.

Under word cloud you insert the question “Qualities of a hero?”. It will give you a code. This is the code you give to students when they go to [www.menti.com](http://www.menti.com) in order to create the word cloud.

While students are doing this you will want to have logged into [www.mentimeter.com](http://www.mentimeter.com) and pulled up the presentation. As students begin to enter their word, the various words will arrange themselves, some being bigger than others depending on how many kids choose the same word.

When everyone is finished you will have a word wall that will spark a discussion.

Have students take the 6 qualities they most agree with and put them on their graphic organizer. One they have these, have them figure out if this describes any person they know. Have them draw a picture of this person in the circle. This will be their hero.



## LESSON TWO

Who is someone who is a hero to you and what do they do to earn this title?

Now that you have your hero selected, you have to figure out how to show that they are a hero.

*Example:*

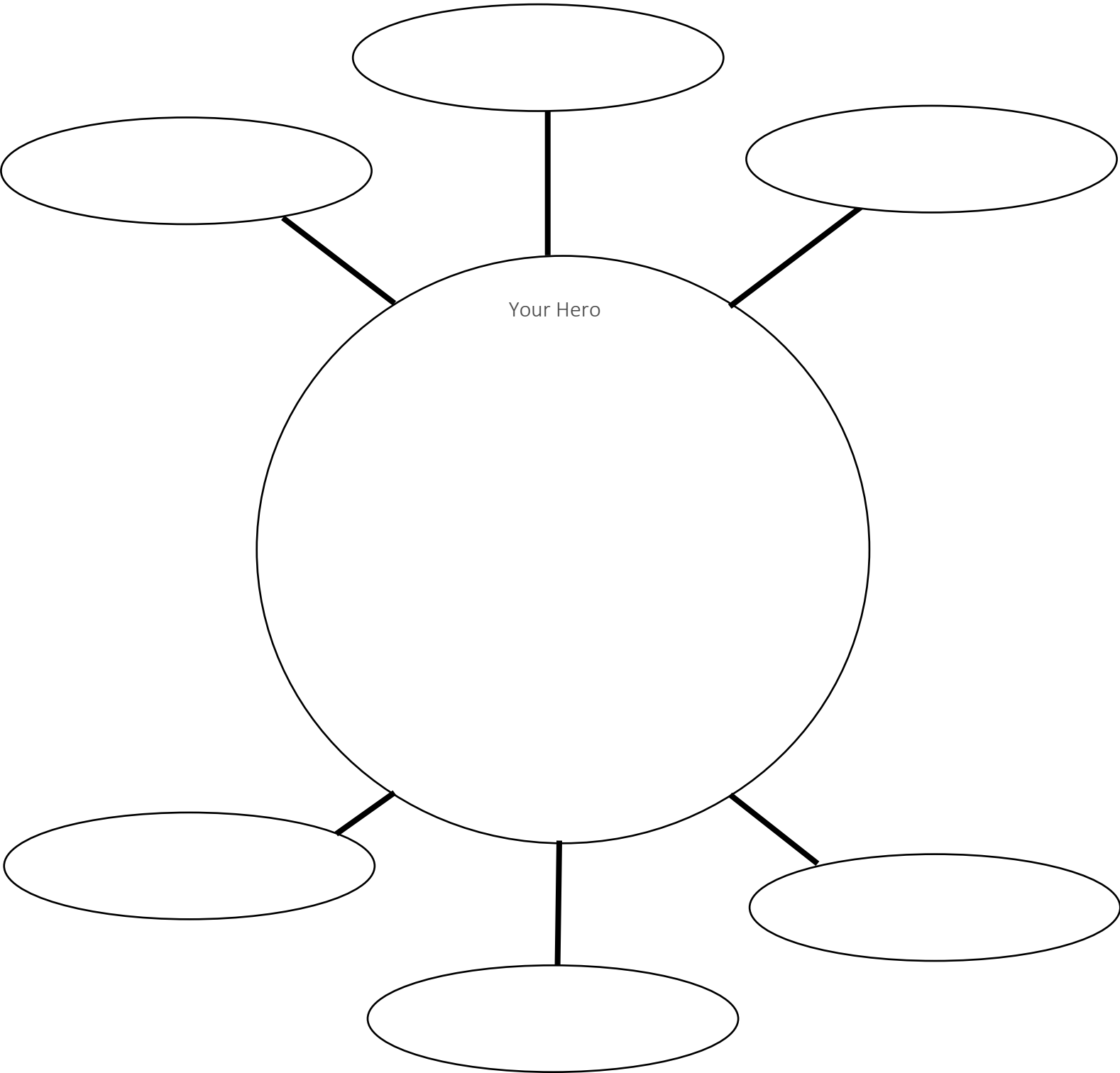
Veterinarian

Things they do to be a hero?

- Save animals
- Fights disease
- Protect dogs
- Comfort us when our animals are sick
- Want to help small creatures
- Can help us to understand how to care for our animals



Actions your hero does that makes him/her heroic:



## LESSON THREE

### How to write your comic

You will want to create your story so that you can figure out who the characters and scenes are going to be, what the action is going to look like, and the story it will tell.

Some things to consider:

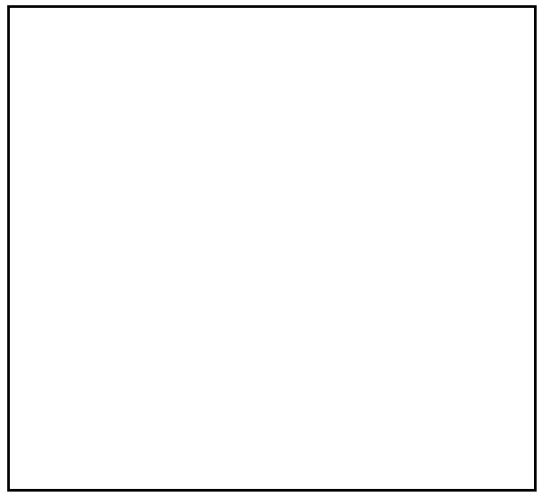
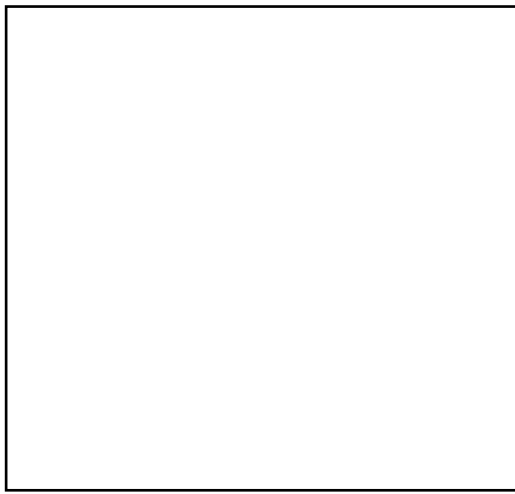
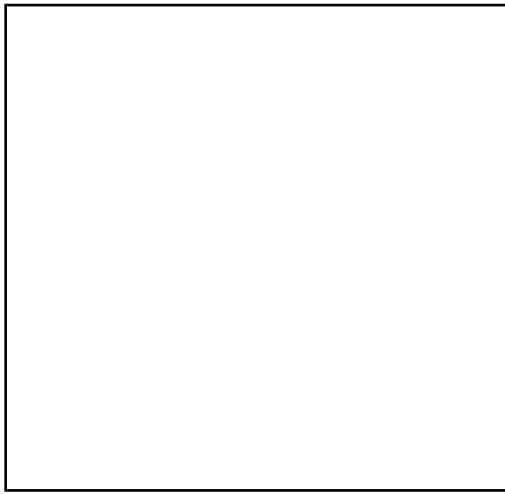
- Your story should have a beginning, middle, and an end
- It should show the heroic actions of your person, not tell them about it
- Use dialogue bubbles for your characters to speak
- You can convey action through onomatopoeia (i.e. BAM, WHACK, SWOOSH)
- Don't worry about how good the drawing is, worry about whether the audience can tell what is going on
- To make it stand out you can ink it (go over the lines with a Sharpie or black pen)
- You also have the option of coloring your comic
- Don't do too much in one panel, spread the action out if you need to
- Don't limit yourself to the number of panels you are going to use, let the story tell you how many you will need
- Don't let it get away from you, make it too long (you have a deadline)

Use one of the following templates to plot out your story or use your own:

Introduce character

Introduce problem

Attempt to solve



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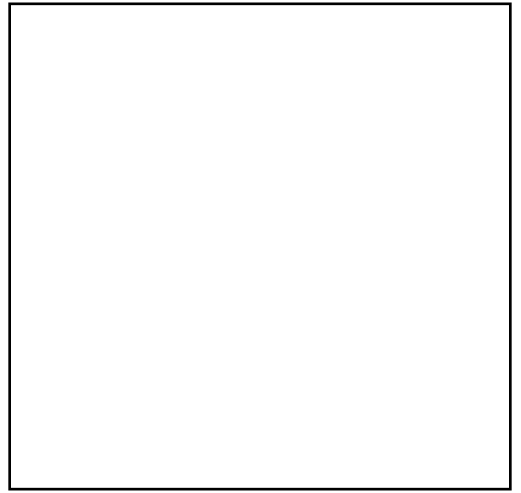
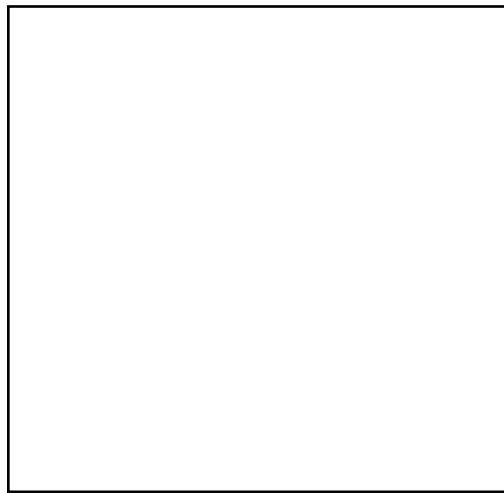
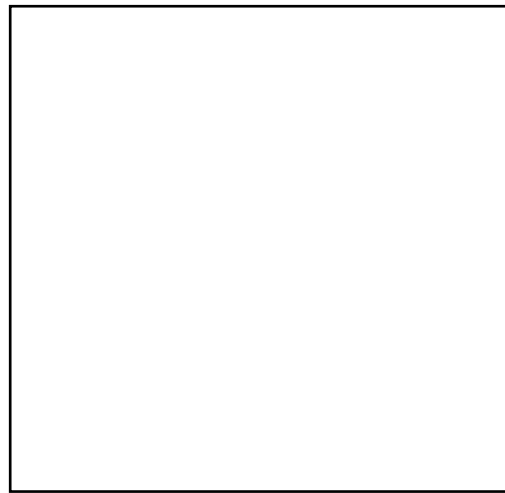
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Attempt to solve

Solution

Ending



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Beginning	Middle	End
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## LESSON FOUR

Drawing or designing your comic

Your comic needs to capture the story you want to tell about the hero you have selected. You can keep it really simple and create a fridge door comic:

<https://www.youtube.com/watch?v=RKZbXnsqbJY>

If your story needs to be longer you might need more panels than just four. Here are examples of various comic book templates that you could use.

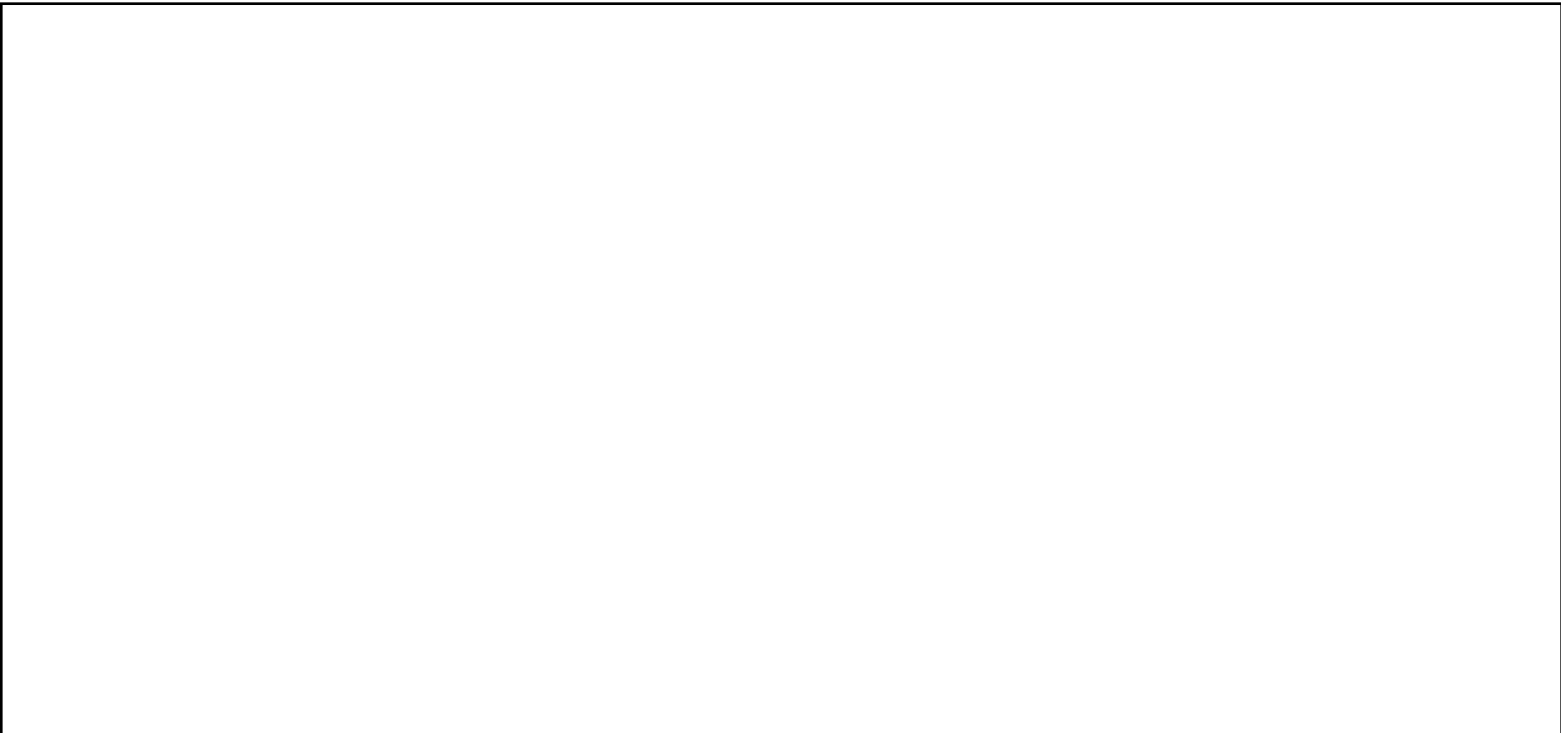
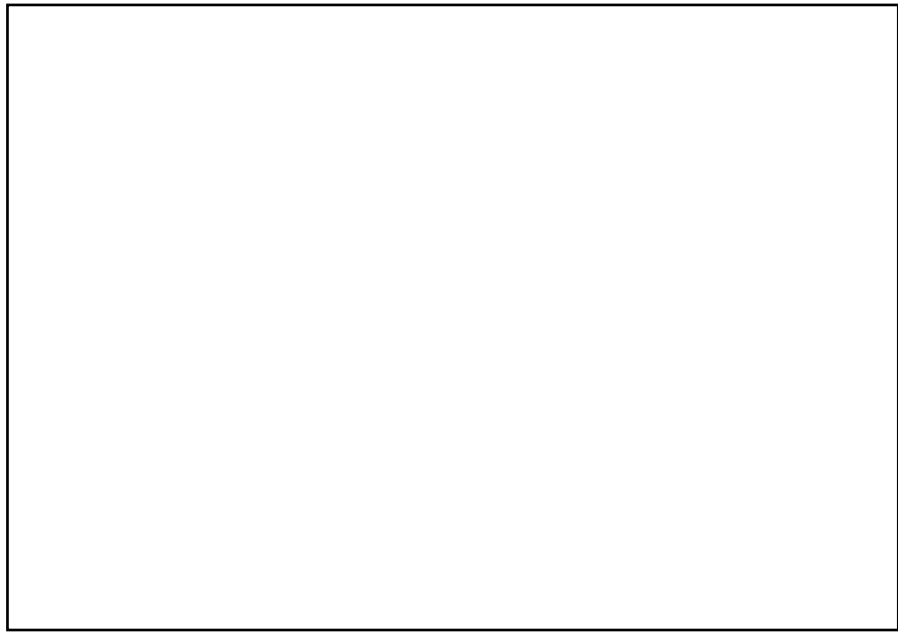
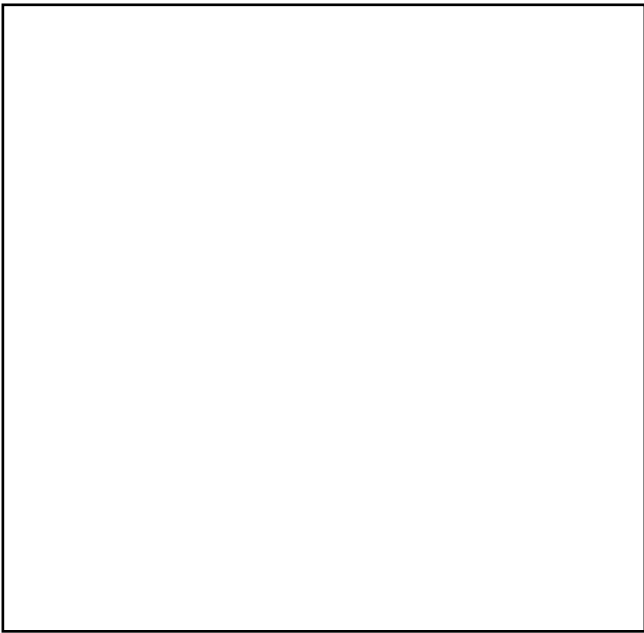
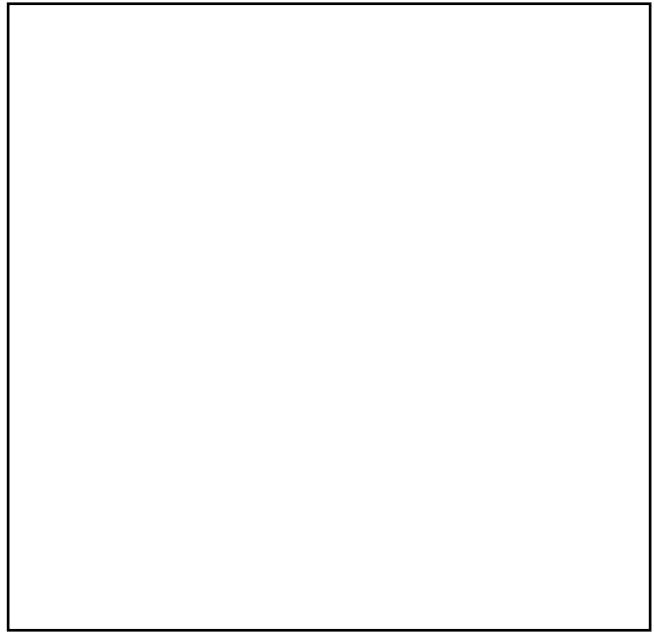
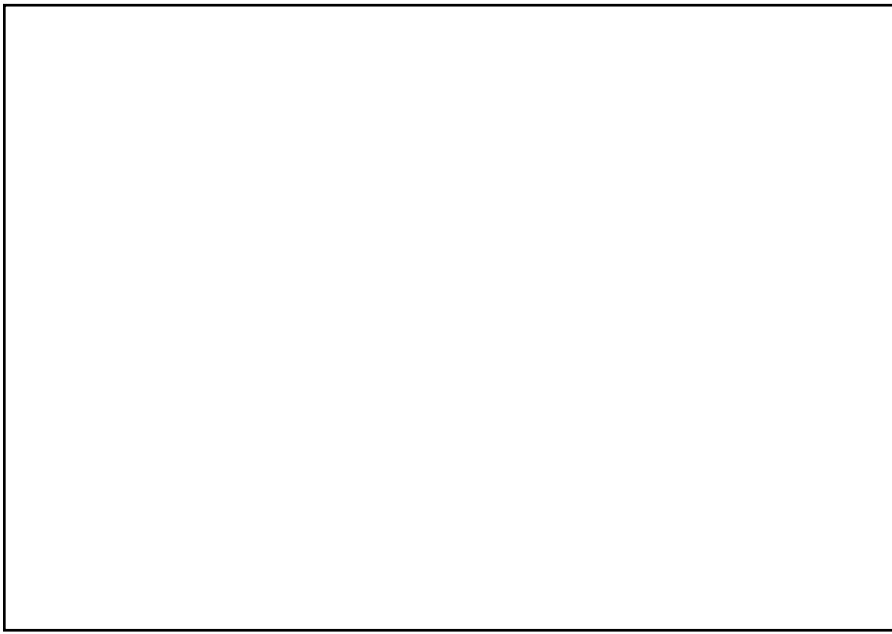
<https://medialoot.com/blog/free-printable-comic-strip-templates/>

This YouTube video shows you how you can make your own comic panels

<https://www.youtube.com/watch?v=R-PZIRngfcQ>

There is also the template on the next page that can be used by students.

Comic needs to show your person being a hero and why this makes them a hero.



## Project Rubric

Overall	Comic	Hero
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• Comic has a story to it with a clear beginning, middle, and end.</li> <li>• Comic looks very nice, like the student spent a lot of time producing it.</li> <li>• Comic is well organized and easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• The hero of the comic is represented by a realistic, well-rounded person.</li> <li>• Clearly shows what actions this person does to deserve the title of hero.</li> <li>• By the end of the comic it is very clear why someone would consider this person a hero.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• Comic has a story to it but not always clear where the beginning, middle, and end are.</li> <li>• Comic looks good, like the student spent some time on some of it but rushed other parts.</li> <li>• Comic is organized but not always easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• The hero of the comic is represented by someone but doesn't always seem realistic.</li> <li>• Shows actions that could cause this person to deserve the title of hero but it is not obvious.</li> <li>• By the end of the comic it is understood why someone would consider this person a hero but not always explained well.</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• Comic does not have a story to it, making it difficult to even find the beginning, middle, and end.</li> <li>• Comic looks like the student rushed through the assignment, hard to tell what objects in it are.</li> <li>• Comic is not organized, making it difficult to follow where the action is going.</li> </ul>	<ul style="list-style-type: none"> <li>• The hero of the comic does not seem realistic, not someone you would see in the real world.</li> <li>• Does not show the actions or reasons this person deserves the title of hero.</li> <li>• Not clear in the comic why someone would consider this person a hero.</li> </ul>