

Final Project Unit
Dr. Seuss Book-Alikes

CET 726: Technology in the Curriculum

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Dr. Seuss Book-Alikes

Description: This unit involves reading some Dr. Seuss books, discussing the literary elements used in his writing such as rhyming and alliteration, and creating your own book similar to Dr. Seuss's using multimedia technology such as Microsoft Publisher and adobe Illustrator to enhance the project.

Timeline: This unit can be one to two weeks in length. It can be modified to fit the needs of your classroom.

Standards:

Reading: Students can recognize and analyze words.

Students can comprehend and fluently read text

Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Writing: Students can apply the writing process to compose text.

Students can apply Standard English conventions in their writing.

Listening: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information

Technology: Students will develop an understanding of the attributes of design.

Students will develop an understanding of engineering design.

Students will develop the abilities to apply the design process.

Lesson Plans:

See attached lesson plans for grade level.

Middle School Lesson Plan

Objective: The students will listen to and discuss literary elements in Dr. Seuss's books. They will then use styles similar to his to create their own book. The unit also helps students become more comfortable with multimedia applications such as Microsoft Publisher and Adobe Illustrator. The students will have the opportunity to use and create a technology intensive product while learning about the above mentioned literary elements.

Material: Dr. Seuss books: *Green Eggs and Ham*, *Oh The Places You Will Go*, & *Oh The Thinks That You Can Think*, several other Seuss books for examples, paper, pencils, colored pencils, and computers with Microsoft Publisher, Adobe Illustrator and Internet Access.

Standards: (North Dakota)

☺ English Standards

- 8.2.8 Explain the uses of sound devices in literary texts. including alliteration, onomatopoeia, rhyme, repetition, and rhythm
- 8.3.5 Use language and format appropriate for intended audience and purpose
- 8.3.12 Incorporate a variety of visual aids in publications
- 8.3.13 Use computer technology to present written work
- 8.4.1 Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade
- 8.5.3 Construct media messages; e.g., editorials, news articles, commentaries, web sites, commercials, and advertisements
- 8.6.7 Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view

☺ Technology Standards

- 4.2.1 Know the appropriate audience for a particular media product.
- 4.2.2 Develop a product using a variety of media.
- 4.2.3 Present a media product

Lesson Plans

- Day 1: Teacher will read *Green Eggs and Ham*, *Oh The Places You Will Go*, & *Oh The Thinks That You Can Think* to the students. After each book is read, there will be a brief discussion on Seuss's writing style, i.e. opposites, use of alliteration, use of rhyming, set up style. The use of illustrations and how they emphasize what was written will also be discussed. The teacher will also have more books on hand for the students to read and look at for examples.

- Day 2: Teacher will explain to students what is expected for their book-alike. Students will begin working on their project by creating a story board.

☺ **Middle School Assignment Page**

After listening to and reading the Dr. Seuss books provided, you will now create your own Dr. Seuss Book-alike.

Task: Create your own Book-alike. This project can be completed by yourself or with a partner. Your book will be made up of the following:

- ☆ 12 pages; the 1st one is the cover of the book
- ☆ Title, name of author or authors, and illustration on the cover
- ☆ Each of the following pages must have:
 - 2 complete sentences on each page
 - the sentences must have alliteration or rhyming involved
 - must include a picture or illustration that supports the text
- ☆ must use appropriate vocabulary
- ☆ must have school appropriate content

To complete this task, you must follow the steps.

- ☺ Step 1: Create a storyboard of your 12 pages. This should be the layout that you plan to use in your story. It doesn't have to be perfect (especially the pictures), but it should be a very good outline.
 - ☺ Step 2: Check your storyboard to make sure it includes all the elements from above that need to be in your book.
 - ☺ Step 3: Start creating your book in Microsoft Publisher. You will use a blank page and add the number of pages that you need. Then you will need to set it in a two page view. Be sure to save often.
 - ☺ Step 4: Again, make sure all the necessary elements are in your Publisher project.
 - ☺ Step 5: Email project to teacher to be posted to the web OR post it to the web yourself.
 - ☺ Step 6: Share your story with the class.
- Day 3: Students will finish their storyboards. Once they are finished with the storyboards, they will begin creating their book using Microsoft Publisher.

- Day 4: They will continue to work on their books by adding illustrations and clipart using Adobe Illustrator.
- Day 5: Students will finish their books in Publisher and prepare to post them on a website set up for them.
- Day 6 & 7: The students will share their Dr. Seuss Book-alikes with their classmates through viewing the website. They can also be shared with others anywhere through the use of the website.

Assessment: The Book-alikes will be evaluated based on the following rubric. The students will be given the rubric at the time the assignment is given to emphasize the teacher's expectations.

Rubric:

- A detailed storyboard is completed and used as a guideline for the final product (5): _____
- Cover page includes a creative title, author/authors names, and an illustration (5): _____
- Content of the books includes 12 pages/2sentences per page filled with alliteration, rhyming, repetition, etc. (25) _____
- Book was designed for a specific audience and word choice is appropriate for that audience. (10) _____
- Book is created using Publisher and includes illustrations, pictures, or clipart using Adobe Illustrator to enhance the written words. (15) _____
- Book is published on the web and is shared with classmates through oral and visual presentation (10) _____

First Grade Lesson Plan

Objective: The students will listen to a story, and then use the same format to write a class book.

Materials: *And To Think I Saw It On Mulberry Street* by Dr. Seuss, story writing paper, pencils, crayons, and computers with access to Microsoft Publisher and adobe Illustrator

Standards: 1.R.2.2 Students can utilize comprehension strategies.

1R.3.1 Students can identify major literary elements in text.

1R.3.2 Students can identify similarities and differences in text written by the same author.

1.W.1.1 Students can illustrate and write text to express thoughts and ideas.

1.W.1.2 Students can include details in pictures and writing.

1.W.2.1 Students can write complete sentences using capital letters and periods.

1.W.2.3 Students can write legibly and space words within a sentence.

1T.11 Students will develop the abilities to apply the design process.

Lesson Plan:

Day One: Begin the unit by selecting some Dr. Seuss books to read to your class.

Day Two: First, introduce the story *And To Think That I Saw It On Mulberry Street*. After reading the first two pages, stop and discuss what Marco must usually do when he gets home. Talk about what it means when the dad says he usually turns “minnows into whales”.

Day Three: Reread the story *And To Think I Saw It On Mulberry Street*, after reading the story, have the students think what they might see on their way home from school. What could look almost like that item in their imaginations?

Give the students the story frame:

As I was on my way home from school, I saw a _____ . It couldn't be a _____ . No, no. What I really saw was _____

_____.

And to think that I saw it all on Harry Street. (Harry Street is the name of the street our school is located on.)

Day Four: Students will type up their story page using Microsoft Publisher.

Day Five: Students will illustrate their story page using Adobe Illustrator.

Day Six: Students will share their page with the class.

We will then put the pages together to make a class book. After the book is completed we will post our book to our class web page so that it can be shared with the middle school students.

First Grade Rubric

	Excellent	Good	Fair
Ideas	<ul style="list-style-type: none"> *Presents a fresh/original idea. *Illustrations have detail and background. 	<ul style="list-style-type: none"> *Idea is generally on topic. *Illustrations contain basic objects. 	<ul style="list-style-type: none"> *Attempts a story or to make a point. *Illustrations are line objects only.
Voice	<ul style="list-style-type: none"> *Takes some risks to say more than what is expected. *Writes with a clear sense of audience. 	<ul style="list-style-type: none"> *Individual perspective becomes evident. *Writing is individual and expressive. 	<ul style="list-style-type: none"> *Hints of voice present in words and phrases.
Word Choice	<ul style="list-style-type: none"> *Precise, accurate, fresh, original words. *Creates vivid images in a natural way. 	<ul style="list-style-type: none"> *Tries to choose words for specificity. *Attempts to use descriptive words to create images. 	<ul style="list-style-type: none"> *General or ordinary words. *Settles for the word or phrase that "will do."
Conventions	<ul style="list-style-type: none"> *High frequency words are spelled correctly and very close on other words. *Capitals used for obvious proper nouns as well as sentence beginnings. *Basic punctuation is used correctly and/or creatively. 	<ul style="list-style-type: none"> *Spelling of high frequency words are usually correct. *Capitals at the beginning of sentences and variable use on proper nouns. *Punctuation is attempted. 	<ul style="list-style-type: none"> *Attempts phonetic spelling. *Uses capitals at the beginning of sentences. *Random punctuation.

Evaluation Rubric

CET 726 Final Project Rubric

CATEGORY	4 Excellent	3 Very good	2 Adequate	1 Poor
Originality	Multimedia project shows a large amount of original thought. Ideas are creative and inventive.	Project shows some original thought. Work shows new ideas and insights.	Project uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Project uses other people's ideas, but does not give them credit.
Explanation of How Unit Addresses Technology	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Explanation of How Unit Addresses Content Standards	Makes complete, explicit and helpful references to appropriate State and National Standards.	Makes helpful and appropriate reference to State and National standards.	Makes an attempt to reference appropriate State and National standards, but these may be incomplete.	Very little or no references to relevant State and National standards.
Lesson Plans/Tasks Required of Students	Tasks required as an end result of the lesson are very appropriate and relevant to communicative needs of students.	Tasks required as an end result of the lesson are somewhat appropriate and relevant to communicative needs of students.	Tasks are required as an end result of the lesson, but they may not be relevant to student needs.	Few if any tasks are required, and those that are seem unrelated to student communicative needs.
Assignment Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Interactivity	The lesson and media lead to productive interactivity and engagement among learners.	The lesson and media lead to some interactivity and engagement among learners.	Occasionally interactivity and engagement are present in the lesson and accompanying materials.	The lesson and materials appear static and non-interactive in nature.