



STUDENT-MADE BOOK PROJECT

For Students in Levels 3, 4 & 5

Bryce Hedstrom

- This project will be part of your Final Assessment for this course.
- You will write a children's book (in picture book form) with illustrations using vocabulary that is appropriate for level 1 or level 2 students.
- **VOCABULARY. Shelter the vocabulary.** Adapt your story to use words that that students probably already know in level 1. Or Level 2.

DO NOT use a dictionary—If you do not know a word, do you really think a Spanish 1 student will know it?

- **GRAMMAR. Do not shelter the grammar.** The book should be written using normal speech for telling a story —feel free to use all the past tenses and the subjunctive, and any other appropriate grammar that fits with the story.
- **ILLUSTRATIONS.** Your illustrations may be drawn by hand or draw on the computer, or taken from on line sources (or a combination of these). Illustrations need to clearly match and describe the written word. They should also be neat, and most likely, in color.
- **TYPING.** You must type your project unless your hand printing is exceptionally neat and you get it approved VERY early on from your instructor.
- **BINDING.** The book should have some type of binding and should resemble a typical children's book. It must be sturdy so it holds up, and neat so it is appealing.
- **ORIGINAL WORK.** Books should be creative and not copy a previous published or unpublished book. There may be exceptions for adaptations of legends or folk tales, especially authentic Hispanic legends, but you will need prior approval.
- **GLOSSARY.** A glossary at the end of the book is helpful, but not necessary.
- **OTHER IDEAS?** If you would like to create a project that focuses on the same goals (practicing using past tense and vocabulary from Spanish 1 or 2) but is different in some way, please discuss that with the teacher IMMEDIATELY.
- Total project is worth **200 points**. (See details on the rubric on page 2.)
- **EXTRA CREDIT.** Extra credit will be given if you donate your book to the classroom library for future use by other students—If it's good enough to use.



STEPS OF THE PROCESS 200 points total			
STEPS	EXPECTATIONS	POINTS	DUE DATES
<p><i>1. Outline</i> Teacher will read to be sure you are on the right track.</p>	Create an outline in <u>Spanish</u> showing main ideas, progression of story line and characters	10 points	
<p><i>2. Rough Draft #1</i> Teacher will read these to determine adequate length, organization, and to be sure it is on task</p>	Complete rough draft in <u>Spanish</u> (complete illustrations not needed at this point), must show effort and should be written or typed every other line.	10 points	
<p><i>3. Personally Edit Rough Draft #1</i> Authors will edit their own work.</p>	<u>You</u> will fix the suggestions given by the teacher in your first rough draft	10 points	
<p><i>4. Peer Editing</i> You may choose your own peer editor You may also have more than one. If you are absent or not finished with your work on the editing days, you will need to find someone on your own time outside of class.</p>	<p>You will have at least one other student read your work.</p> <p>The student will give you positive and constructive comments based on the final rubric.</p> <p>Peer editors please use a red pen.</p>	<p>10 points (For having someone edit your paper well)</p> <p>----- 10 points (For editing someone else's paper well)</p>	
<p><i>5. Rough Draft #2</i> To be completed by a fellow student This will help you edit your story for final presentation. (p. 4)</p>	This will be your BEST copy that has corrections made on it. It will be graded using the Rough Draft #2 Rubric. You do not need completed illustrations.	50 points (See the Rough Draft #2 Rubric)	
<p><i>6. Final Copy</i> It will be graded by you, the author, using the final book rubric. Teacher will have final decision.</p>	This is the final book in children's book form with all detailed <u>illustrations.</u>	100 points	

PARA AYUDARLES

Cómo escribir las marcas españolas en la computadora (PC)

Para hacer el acento escrito (´)	Ctrl + ` (at the same time), then press the vowel (a, e, i, o, u)
Para hacer la ñ	Ctrl + Shift + ~ (all at the same time), Then let go and press the letter n
Para hacer la ü	Ctrl + Shift + : (all at the same time), then let go and press the letter u
Para hacer el signo ¡	Ctrl + Shift + Alt + ! (all at the same time)
Para hacer el signo ¿	Ctrl + Shift + Alt + ? (all at the same time)

USEFUL TRANSITION WORDS

primero	<i>first</i>	además	<i>in addition</i>
segundo	<i>second</i>	por fin	<i>finally</i>
tercero	<i>third</i>	así que	<i>therefore</i>
finalmente	<i>finally</i>	por eso	<i>because of that</i>
luego	<i>then, later</i>	por supuesto que	<i>of course</i>
después	<i>after</i>	sin embargo	<i>however</i>
cuando	<i>when</i>	durante	<i>during</i>
también	<i>also</i>	entonces	<i>then, next</i>
pero	<i>but</i>		

The most powerful transition words for a story are **así que** and **por eso** because they show causality—they connect parts of the story together logically. With these words, there is a reason that the next event happens—it is not magical or haphazard.

OUTLINE EXAMPLE

(This is way too short, just the beginning)

Tópico = Jorge y su perro

- | | |
|-----------------------------------|--|
| * Describe a Jorge | - Normalmente se portaba bien
- Era alto y joven
- Tenía ojos azules
- Tenía pelo rubio |
| * Describe su perro | - Era un perro inteligente
- Era café y blanco |
| * Primero, ellos fueron al parque | - Se encontró con otro perro
- Los dos corrieron por mucho tiempo |



Peer Editing Check-List

Rough Draft #1

<u>Grading Categories</u>	<u>To Do List:</u> Check to be sure the author is using these correctly	x	<u>Examples:</u>
Quality	Creative, original ideas		Indicate if any parts are boring
Requirements	Length		Indicate if any parts should be expanded
	Past tense		Are all appropriate verbs in past tense?
Conventions	Spelling		
	Punctuation		i, !, ?, ¿, periods, commas, capitals, accents
	Quotations		Should be an m dash (—), not “ ”
Gramática Esencial	Article/Noun Agreement		<u>la</u> <u>chica</u> , <u>los</u> <u>hombres</u>
	Subject/Verb Agreement		<u>Ellos</u> <u>gritan</u> , <u>yo</u> <u>tengo</u>
	Noun/Adjective Agreement		<u>la</u> <u>chica</u> <u>es</u> <u>bonita</u> , <u>los</u> <u>chicos</u> <u>son</u> <u>guapos</u>
	Adjective word order		(adjective after noun), la chica buena
	Showing Possession		no “ s ”, rather use la casa de ella, mi amiga, mis amigas, su amigo, sus amigos
	Se llamaba		doesn't need “es” after it
	No is placed before verb		ella <u>no</u> tiene pelo
	Gustar (me gusta, le gusta, les gusta)		<u>a</u> <u>ella</u> <u>le</u> <u>gustaba</u> <u>comer</u> , <u>me</u> <u>gustaba</u> <u>escuela</u> , <u>a</u> <u>él</u> <u>le</u> <u>gustaban</u> <u>los</u> <u>libros</u>
	Reflexive Verbs		<u>me</u> <u>levanto</u> , <u>se</u> <u>levanta</u> , <u>se</u> <u>levantan</u> , <u>quiere</u> <u>levantarse</u> , <u>yo</u> <u>quiero</u> <u>levantarme</u>
	Pretérito		one time action, or specific # of times
	Imperfecto		description, action many times, used to...
	Ser		origin, possession, telling time, personality and physical characteristics
	Estar		feelings, location, with “ando/iendo” (ing)
	Infinitive Use		two verbs in a row, second is in infinitive
Vocabulary	Level 1-2 vocabulary used (Also, transition words used: for example: así que, luego, entonces, primero, segundo, por fin)		Dating, daily routines, travel, personal hygiene, eating at a restaurant, health/athletic training.



Rough Draft #2 Rubric

Grading Categories	Superior Work	Average Work	Below Expectations	Far Below Expectations	Inadequate
Story Content (10 points)	Very well organized, creative and unique ideas, demonstrates high level of effort, written like a children's book, topic is appropriate for a child	Well organized, fairly creative and unique ideas, good level of effort, written like a children's book, topic is appropriate for a child	Somewhat organized and creative limited about of effort. written a little like a children's book, topic is somewhat appropriate for a child	Not very organized, very repetitive and a little boring, low level of effort, topic not interesting or appropriate for a child	Hard to read, repetitive, very unoriginal, almost no effort, book is not a true children's book
Completes Requirements (5 points)	Written in past tense. Neatly typed or hand written Double spaced				Written in past with obvious help of native speaker, typed with many typo's or hand written and sloppy, dictionary obviously used a lot
Conventions (10 points)	Excellent spelling, punctuation, quotation marks used correctly, and sentence structure	Good spelling, punctuation, quotation marks, and/or sentence structure	Average spelling, punctuation, quotation marks, and/or sentence structure	Conventions need improvement	Unable to understand due to low level of conventions
Grammar (10 points)	Excellent grammatical use (rare mistakes). (See grámatica esencial)	Good grammatical use, few mistakes	Average, some grammatical mistakes	Needs improvement, many mistakes	Difficult to understand due to grammatical mistakes
Vocabulary (5 points)	Uses high frequency of Spanish 2 level vocabulary (personal hygiene, daily routines, travel, health, eating at a restaurant) AND transition words	Uses good frequency of Spanish 2 level vocabulary and transition words	Uses average frequency of Spanish 2 level vocabulary and transition words	Uses limited frequency	Rarely uses or does not use Spanish 1-2 level vocabulary and/or transition words
Pages (5 points)	All pages are clearly divided and numbered	Most pages have clear divisions and are numbered	Some pages have clear divisions and are numbered	Most page divisions are unclear and/or not numbered	Story is not divided into pages
Length (5 points) (This is subject to change depending on story)	16-30 pages, about 15-30 words per page (total words 250-500), student counted all words	12-15 pages, about 10-15 words per page (total words 200-249)	10-15 pages, about 8-10 words per page (total words 150-199)	8-12 pages, about 8-10 words per page (total words 100-149), student didn't count the words	WAY TOO SHORT!



Final Project Rubric (100 points)

Grading Categories	Superior Work	Average Work	Below Expectations	Far Below Expectations	Inadequate
Story Content (20 points)	20 Very well organized, creative and unique ideas, demonstrates high level of effort, written like a children's book, topic is appropriate for a child	15 Well organized, fairly creative and unique ideas, good level of effort, written like a children's book, topic is appropriate for a child	10 Somewhat organized and creative limited about of effort. written a little like a children's book, topic is somewhat appropriate for a child	5 Not well organized, very repetitive and a little boring, low level of effort, topic not interesting or appropriate for a child	1 Hard to read, repetitive, very unoriginal, almost no effort, book is not a true children's book
Completes Requirements (20 points)	20 Written in past tense. Neatly typed or hand written Double spaced	15	10	5	1 Written with obvious help of native speaker/ many typo's /hand written and sloppy/dictionary overly used
Conventions (20 points)	20 Excellent spelling, punctuation, quotation marks used correctly, and sentence structure	15 Good spelling, punctuation, quotation marks, and/or sentence structure	10 Average spelling, punctuation, quotation marks, and/or sentence structure	5 Conventions need improvement	1 Unable to understand due to low level of conventions
Grammar (10 points)	10 Excellent grammatical use (rare mistakes). (See grámatica esencial)	8 Good grammatical use, few mistakes	5 Average, some grammatical mistakes	3 Needs improvement, many mistakes	1 Difficult to understand due to grammatical mistakes
Vocabulary (10 points)	10 Uses high frequency of Spanish 2 level vocabulary (personal hygiene, daily routines, travel, health, eating at a restaurant) AND transition words	8 Uses adequate frequency of Spanish 2 level vocabulary and transition words	5 Uses below average frequency of Spanish 2 level vocabulary and transition words	3 Uses limited frequency	1 Rarely uses or does not use Spanish 1-2 level vocabulary and/or transition words
Pages (10 points)	10 All pages are clearly divided and numbered	8 Most pages have clear divisions and are numbered	5 Some pages have clear divisions and are numbered	3 Most page divisions are unclear and/or not numbered	1 Story is not divided into clear pages (!?)
Length (10 points) (This may be subject to change depending on the story)	10 16-30 pages, with about 15-30 words per page (total words 250-500), student counted all words	8 12-15 pages, about 10-15 words per page (total words 200-249)	5 10-15 pages, about 8-10 words per page (total words 150-199)	3 8-12 pages, about 8-10 words per page (total words 100-149), student didn't count the words	1 WAY TOO SHORT!