

# Strategy: *Book-After-A-Book*

## DESCRIPTION

This strategy entails writing a sequel, an individualized version, a summary, or a poetic version of a book. It can be implemented with the whole class, in small groups, or with individuals. It integrates oral and written skills, and provides a language sample that leads to independent usage.

## STEPS

1. Teach the picture book by focusing on vocabulary and sentence structure.
  - a. Identify and list the nouns and verbs that are transparently pictured.
  - b. Read aloud and have students reread the pages with you and point to the pictures depicting vocabulary.
  - c. Read aloud to focus on the sentence stems and sentence endings.
  - d. Generate new sentences with substitution of nouns or verbs.
  - e. Outline a new story using these sentences.
  
2. Teach the picture book by focusing on format.

Outline the story or nonfiction structure by asking and answering questions:

Basic Story:

  - a. What happens in the beginning?
  - b. What happens in the middle?
  - c. What happens in the end?

Nonfiction:

  - a. What is the topic?
  - b. What are examples?

Story with a strong main character:

  - a. What is this title?
  - b. Who is the author? Illustrator?
  - c. Who is the story about?
  - d. What do they want?
  - e. What happens first, second, last?
  - f. What happens in the end?
  
3. Using either the new sentences generated or the answers to the questions, have students make their own book. (A graphic organizer may help as well.)

## BOOKS

Fleming, Denise. (2018) *This is the nest that robin built*. Beach Lane Books.

- Elementary grades. ELL Stage: intermediate beginner
- Book-after-book Activity: Rewrite for a different bird.
- Cumulative poem in the style of This is the House that Jack Built.

Hall, M. (2011). *Perfect Square*. Greenwillow.

- All ages; ELL Stage: intermediate beginner. AD470L
- Book-after-book Activity: Make a new book with a different shape.
- Allegory about resilience

Hegarty, P. (2019) *Flamingos*. Tiger Tales.

- Elementary grades. ELL Stage: early beginner. AD270L
- Book-after-book Activity: Write a new counting book about a different animal.
- Board book, Counting book

Isadora, R. (2009) *The Ugly Duckling*. Putnam Juvenile.

- All grades. ELL Stage: advanced beginner. 570L
- Book-after-book Activity: Revise the story with more dialogue.
- Also use with: Reader's Theater

Jenkins, M. (2020) *Bird Builds a Nest: A First Science Storybook*. Candlewick.

- Elementary grades. ELL Stage: advanced beginner. 560L
- Book-after-book Activity: Write a new story about a different type of bird.
- Also use with: Reenactment.

Kerley, B. (2006) *A cool drink of water*. National Geographic.

- All grades. ELL Stage: intermediate beginner.
- Book-after-book Activity: Take photographs of water at home and school.
- Also use with: Chanting
- Non-Fiction

Klassen, J. (2012) *This is not my hat*. Candlewick.

- Elementary grades. ELL Stage: intermediate beginner. AD340L
- Book-after-book Activity: Write a new story with a different object.

Krauss, R. & Johnson, C. (2004). *The Carrot seed*. Harper Collins.

- All grades. ELL Stage: early beginner. AD400L
- Book-after-book Activity: Rewrite with a different seed and other characters.

LeBox, A. (2015) *Talk Peace*. Holiday House.

- Elementary grades. ELL Stage: intermediate beginner.
- Book-after-a-book Activity: Students can suggest new ideas to add.

Oxenbury, H. (2003) *We're going on a bear hunt*. Margaret K. McElderry Books.

- Elementary grades. ELL Stage: intermediate beginner. 280L
- Book-after-book Activity: Write a new story about a different animal.
- Also use with: Chanting, Reenactment

Parr, J. (2017) *The Peace Book*. LB Kids.

- Elementary grades. ELL Stage: intermediate beginner.
- Book-after-book Activity: Students can suggest new ideas to add.
- Board Book

Vega, D. (2008) *Build a Burrito* (English & Spanish). Cartwheel Books.

- Early elementary grades. ELL Stage: early beginner
- Book-after-book Activity: Make a recipe book about another food.
- Board Book

Ziefert, H. (1997) *The Ugly Duckling*. Viking Juvenile Books.

- Elementary grades. ELL Stage: intermediate beginner. 360L
- Book-after-book Activity: Write a new story about a different animal.

## LESSON PLAN

### ANCHOR BOOK

Hall, Michael. (2011). *Perfect Square*. Greenwillow.

### OBJECTIVE

SWBAT (Students will be able to):

- Read the book aloud fluently after engaging in various guided read-aloud practice activities.
- Write parallel sentences with the days of the week, action words, and object words.
- Summative Assessment: Write a subsequent book of a given amount of pages (based on grade-level) with correct use of nouns and verbs introduced in the book.

### PREPARATION

- Make vocabulary cards that name each of the objects in the book: the fountain, mountain, garden, bridge...
- Make a set of vocabulary cards of the days of the week: Monday, Tuesday....

## PRESENTATION

- Focus attention to the illustrations of the nouns in the book with a Picture Walk and give individual students the cards for the objects to hold up when the verb is read aloud.
- Teach the verbs with gestures, using TPR
- Make 7 columns across the board and a list of the verbs in the book per day. Read aloud and fill in the columns.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Poked Gurgled						Make look

## GUIDED PRACTICE

1. Write on board "Made itself into \_\_\_\_\_."
2. Students come up, one by one, and pick an object card.
3. Everyone reads aloud the sentence stem with each object card "made itself into a *bridge*," "made itself into a *window*" ...
4. Divide students into 7 different groups.
5. 7 groups of students each write the words from a particular day.
6. Review them by reading the book.
7. Write 3 phrases along the board with the parallel pattern. "On \_\_\_\_\_, the square was \_\_\_\_, so it turned itself into a \_\_\_\_" etc.
8. Then Substitute the days of the week and read it.
9. Then Substitute the nouns.
10. Then Substitute the verbs.
11. Give students a blank sheet of paper. They are to write a parallel sentence with any of the days of the week, actions, and objects of their choice.
12. Assign the students in each group a circle, a rectangle, an oval, or a heart.
13. Allow them to work together to make a book using the new shape and the same sentence structure, dividing the days of the week so each student can make at least one page.

## ASSESSMENT

Have students rewrite the book with another shape, such as a perfect rectangle or heart. Give them the number of pages required. (i.e., 2<sup>nd</sup> grade: 3 pages, 8<sup>th</sup> grade: 9 pages total.) Assess their sentences for correct use of words and sentence structure.