

Start Project Date: Jan. 7, 2016

Intended for Grade 5

Creating and Publishing Research Based Electronic Books

Quick Look:

Students research a topic of their choosing. They will then share their learning, receive feedback from others (around the world), and improve their research book while practicing what it means to be a digital citizen.

Scenario:

Show students examples of e-books from Omnibook, to get them excited about creating one of their own. Then get them started on research. Model and teach students how to **generate ideas** by: studying informational texts, planning categories and writing about a topic. The teacher will then model and teach students the **writing strategies** of: creating a table of contents, gathering and summarizing information, drafting chapters with elaboration, including text features, including narrative text structure, how to use transition words to link ideas, create an introduction, create a conclusion, and create a glossary. The platform for the initial stages will happen on Google Docs. Students will do “journal entries” on each of the writing strategies prior to typing it into Omnibook.pro. Students will learn **revision and editing strategies** (following a checklist). Once all entries are complete, students will type and upload their work into Omnibook. This is only the beginning though. From there they can post their work for editing, get revision suggestions, and receive feedback on how to enhance their piece from people around the world. Students will learn to be good digital citizens, as they view and give constructive suggestions to the work of others.

Resources:

[Overview Video](#)

Refining Informational Writing: Grade 5

https://drive.google.com/a/ossu.org/file/d/0BzKQOXN-mp_WRzVqc25LWIBxRDQ/view?usp=sharing

Citation Reference Page

https://docs.google.com/document/d/1h0O21PbtvG6bZxPlc_daPLtQEC8q2mAVrB2tSxEszG8/edit

Teacher Model

https://docs.google.com/document/d/1_6CVyo_PYyVpReMP-f-cLGytKo2neVc2KuL-v3CXLdM/e_dii?usp=sharing

Student Work

https://omnibook.pro/5-amazing-greek-gods/_draft/_v/1.0/

https://omnibook.pro/womens-gymnastics-101/_draft/

https://omnibook.pro/beagling/_draft/_v/1.0/

https://omnibook.pro/deer-hunting-safety/_draft/

Omnibook Website

<https://omnibook.pro/>

ISTE Student Standards:

1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression

2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency Students apply digital tools to gather, evaluate, and use information. a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results

ISTE Teacher Standards:

1. Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. a. Promote, support, and model creative and innovative thinking and inventiveness b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes d. Model collaborative knowledge

construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

3. Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Content Grade Expectations:

This activity is planned as a research activity that will be enhanced through technology. Following are the Content Grade Expectations.

Concept: Writers read mentor texts to study informational writing.
5.W.7 and 5.W.8

Concept: Writers generate ideas and experiment with notebook entries.
5.W.7 and 5.W.8

Concept: Writers learn strategies for creating informational books.
5.W.2a,b,c,d,e and 5.W.7 and 5.W.8

Concept: Writers learn strategies for revising and editing their informational books.
5.W.5

Concept: Writers publish and share their informational books.
5.W.4 and 5.W.6

Reflection:

I found incorporating electronic books, versus traditional paper and pencil books, increased student motivation. They were excited to be able to upload images and be able to publish their work on a site for everyone to read. Another aspect of this project, that I loved, was that all students became editors of each other's pieces. They read and gave feedback to one another. Students gave each other spelling and grammar feedback, ways to elaborate, and formatting suggestions.

I learned how valuable it can be to give students the power to edit and critique one another's work. I learned about a digital publishing site Omnibook.pro. This is the first digital publishing site I've used. The most powerful aspect of this site is that anyone can view your publication. After going through this process, I've learned that Google Docs seemed to be as useful a platform as Omnibook. Google Docs is more user friendly, as well. There are more options for editing and changing your formatting than on Omnibook. This was all a valuable learning process, though. It really helped me get better with Google Docs and introduced me to the first step in publishing on a professional site.