

## **Collaborative Multimodal Book Project: a Print and Digital Book**

Building on your fall work in CTW 1—creating infographics for 4<sup>th</sup> graders at Lazear, the low-income school in Oakland— you will

Part I: Remediate a portion of your academic paper on food and sustainability for this audience of 4<sup>th</sup> graders

Part II: Collaborate with the 4<sup>th</sup> graders on dramatic stories with themes of sustainability and food.

### **Overview of Part I: Remediating your academic paper**

In your groups, review the sections of your academic essays related to your topic: healthy soil, water conservation, or food waste. Decide which information should be included in your article and what additional information to research to make your article more kid friendly. When you've got all your information, draft an article for the 4<sup>th</sup> graders modeled after the pieces we discussed in class on beetles, animal friendships, etc.

At the end of the article, list your sources, using the format in the models we read. Then add two discussion questions that are very specific. For example: *Explain why whales use different types of sounds. Give two reasons, using information from the source you read.*

### **Overview of Part II: Collaborating with Lazear 4<sup>th</sup> graders on dramatic stories with themes of sustainability and food.**

Each CTW student group will be assigned two groups of 4<sup>th</sup> graders and will write one story with each of the 4<sup>th</sup> grade groups for a total of two stories. Stories can be realistic or fantasy, depending on the 4<sup>th</sup> graders' interest. Here is the prompt given to the 4<sup>th</sup> graders:

*Write a story that your friends and teachers will enjoy reading. Part of your story should include some information you learned about food waste, soil, water pollution, or water waste. This can be a big part of your story or a small part.*

1. 4<sup>th</sup> graders will read your articles on healthy soil, water conservation, and food waste as well as answer your questions.
2. You and the 4<sup>th</sup> graders will introduce yourselves to each other first through google docs and then a Zoom conference.

3. The 4<sup>th</sup> graders—divided into healthy soil, water conservation, or food waste groups—will brainstorm several options for story characters, setting, and plot/problem. They will also choose group names. (These kids have a great sense of humor. Here are two names they're already discussing: The Independent Pandas and the Gummy Polar Bears)
4. Your CTW groups and the 4<sup>th</sup> graders will have a Zoom conference to discuss the story brainstorming.
5. Your CTW groups will draft two stories, using the 4<sup>th</sup> graders' options for characters, setting, and plot/problem. However, your stories will have no resolution or ending. Your drafts will be workshopped and revised.
6. 4<sup>th</sup> graders will read your revised story drafts and add a resolution/ending.
7. Your CTW groups will edit and revise (only light revision!) the 4<sup>th</sup> graders' resolution/ending.
8. You and the 4<sup>th</sup> graders will illustrate the stories
9. The book will be printed by Lulu Press and distributed to each 4<sup>th</sup> grader, Lazear administrators, and the teachers who worked with us on this project.
10. Lazear School will hold a book launch party.