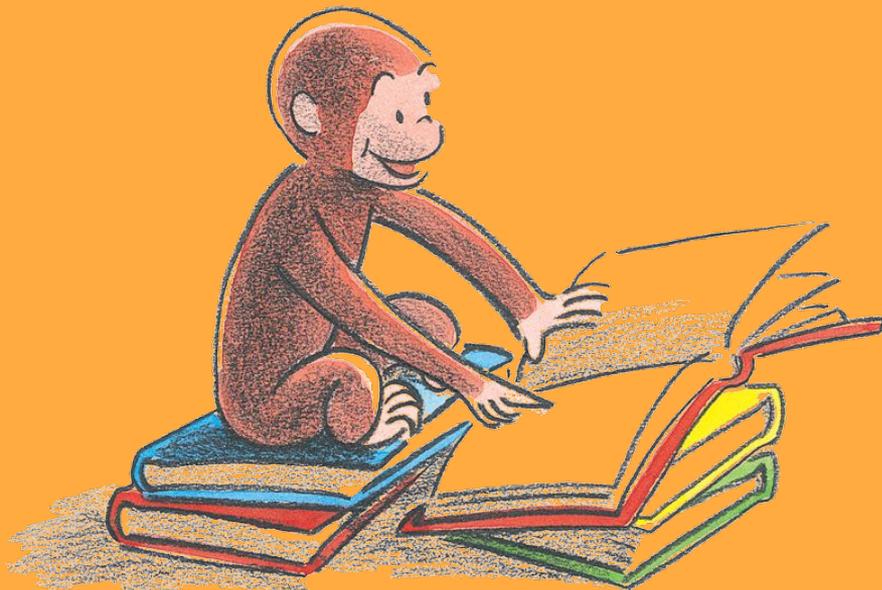# Hooking Struggling Readers with Books They CAN and WANT to Read

Workshop 2
Prepared by Jessica Lee
May 9, 2018

Workshop 2
Making E-books with 'Book Creator'

Making e-books which are both *accessible* and *enjoyable*

Agenda

1. Features of e-books which are suitable for struggling/ beginning readers-a quick recap
2. Introduction to 'Book Creator'
3. Sharing by Rebecca
4. Adapting a print book into an e-book

Features of e-books which are suitable for struggling readers

Let's Recap

In a nutshell, struggling readers need books which they *CAN* and *WANT* to read!

What makes an e-book *enjoyable* and *accessible*?

Enjoyable (want to read)	Accessible (can read)
Pictures	Easy to bring
Engaging story	comprehensible
Fun games	Simple words
Well-developed characters	Text and illustrations are well-coordinated
Interactive hot spots	Pictures that explain/match the texts
Interesting story plot	No distraction
Interesting topic	Characters and story are well-coordinated
Funny background music/ soundtracks	visual/verbal iconic cues to hotspots
Expressive and fluent narration	expressive and fluent narration

Writing	- Engaging story - Well-developed characters - Comprehensible (made accessible through supportive features) - Springboard for reflection on real world connections
Images	- Text and illustrations are well-coordinated - Can complement, enhance/ even extend the text
Narration	- Expressive and fluent (X distracting elements) - Word-by-word highlighting in sync with the reading voice - Control over narration options: e.g. level of support needed ('Read to me'/ 'Read by myself') and options to select a voice or even record own voice
Interactive functions	- Personalisable elements (e.g. selection of different endings as in 'The Land of Me') - Glossary list with child-friendly definitions - Sound effects/ music to complement mood - Interactive "hot spots" (without distracting readers from the story)/ activities to extend the story - Visual/ verbal/ written/ iconic cues to direct readers to "hot spots"

(Cahill & Franzen, 2013)

Zipke (2013)

- Suitable in terms of developmental stage
- Entails elements of good writing : strong voice (e.g. *The True Story of Three Little Pigs, Don't let the pigeon drive the Bus*), strong sentence fluency (e.g. *There was an old lady who swallowed a fly, Room on the Broom*)
- Subject matter → interesting?
- 'Not just print transferred to screen'
- Encourage a reader to read rather than 'watch a movie'

Support for 'learning to read'

Important considerations for children who are learning to read (Yokota & Teale, 2014):

- Text appearance (x decorative font)
- Highlighting of text
- Opportunities for word exploration (e.g. click on individual words to hear how a word is pronounced/ teach phonemes/ phonics patterns)
- Illustration- text match
- Layout not too busy, esp. for dyslexic learners (for more, see Ch6 of Kormos and Smith, 2012)

KEY

Writing	• ==Engaging story== • ==Well-developed characters== • Comprehensible (made accessible through supportive features) • ==Springboard for reflection on real world connections==

Legend:
Pink: Enjoyable
Yellow: Accessible
Green: Both

Images	• Text and illustrations are well-coordinated • Can complement, enhance/ even extend the text
Narration	• Expressive and fluent (X distracting elements) • Word-by-word highlighting in sync with the reading voice • Control over narration options: e.g. level of support needed ('Read to me'/ 'Read by myself') and options to select a voice or even record own voice
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# Six key facets of engagement (Kucirkova *et al.*, 2017)

- Six facets of engagement to help us understand the potential of a digital book to support reading for pleasure:
  - *Affective* engagement: how does the child feel when reading the book (e.g. positive attitudes/ satisfaction such as pleasure, enjoyment and inclusion)?
  - *Interactive* engagement: does the book encourage the child' active involvement in reading, requiring his/ her input/ contribution?
  - *Shared* engagement: does the book facilitate opportunities for shared engagement with the child (e.g. prompt conversations with teachers/ peers)?
  - *Sustained* engagement: does it nurture the child' sustained engagement in reading?
  - *Creative* engagement: does it encourage the child to develop his/ her imagination or use his/ her own creativity (e.g. come up with their own stories/ characters)?
  - *Personalised* engagement: can the book provide an individualised/ tailored reading experience to the child (e.g. opportunities to take on different characters)?

Three-part model of text complexity (Sierschynski *et al.* 2014)

- A model we can adopt to help us select suitable multimodal texts for use in the classroom. There are 3 dimensions to consider in this model:

- ***Quantitative*, *qualitative* and *reader-task connections***
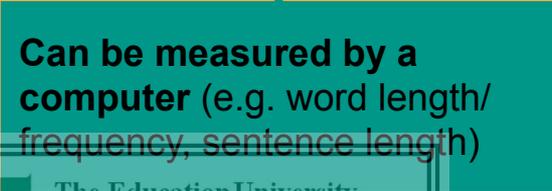
Can be measured by a computer (e.g. word length/ frequency, sentence length)
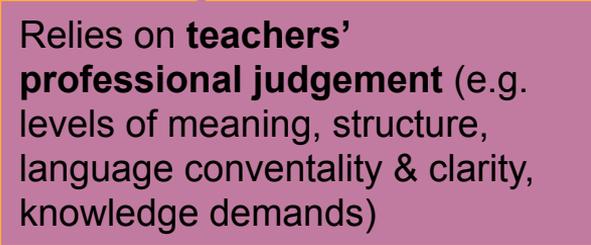
Relies on **teachers' professional judgement** (e.g. levels of meaning, structure, language conventality & clarity, knowledge demands)
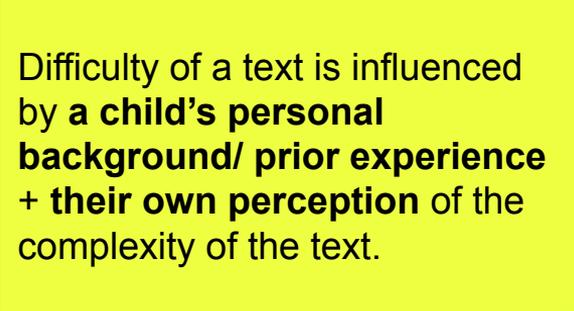
Difficulty of a text is influenced by **a child's personal background/ prior experience + their own perception** of the complexity of the text.

Assessing readability in texts for young children--is there a formula?

- Not really.

- According to recent research on text readability (see Benjamin 2012), features in texts for young beginning readers are hard to be assessed via an automated or generalised system.

- It is more appropriate for such texts to be assessed by *qualitative methods* which require teachers' professional judgement.

Table 1   Framework for Analyzing Complexity in K–3 texts

CCSS Qualitative Measures of Text Complexity	Extensions: Textual-Visual Elements	Guiding Questions for Teacher Analysis
Levels of Meaning	Alignment of textual and visual meaning (e.g., relationships and connections between text and illustrations)	- Do the text and the illustrations tell the same story? - Do the text and the illustrations interact to build depth of meaning? - How do the illustrations add to the meaning of the text? - How are the two connected? How much information can we derive from the image compared to the text?
Structure	Explicitness of textual and illustrated sequence of events; layout, size, and number of visual elements on a page	- Is the textual structure unpredictable? - Do the illustrations tell a coherent story? - Does the textual structure or visual layout add to the depth of the book?
Language Conventionality and Clarity	Comprehensible and age-appropriate illustrations, image content, and language	- Are the expressions in the text easy for children to understand? - Are the illustrations realistic or abstract? - How is the meaning influenced by the images? - Are the illustrations appropriate for the intended age group?
Knowledge Demands	Age-appropriate background knowledge, including visual representations required to comprehend and appreciate both text and illustrations	- What do students need to know in order to understand the text? - What do students need to know in order to understand the illustrations?

Framework for analysing complexity in texts for young readers

(Sierschynski *et al*. 2014, p.289)

Levels of meaning

- Do the text and the illustrations tell the same story?
- Do the text and the illustrations interact to build depth of meaning?
- How do the illustrations add to the meaning of the text?
- How are the two connected? How much information can we derive from the image compared to the text?

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Knowledge demands

▪ What do students need to know in order to understand the text?
▪ What do students need to know in order to understand the illustrations?

Introduction to 'Book Creator'

- Why use 'Book Creator'? What makes it a unique tool for supporting struggling/ beginning readers?

- https://www.bookwidgets.com /play/LEGBGE?teacher_id=6 011766611902464

KEY

Text integrated with image, sound and animation	Text and multimedia can complement each other to provide a richer reading experience
Text-to-speech synthesiser and word-by-word tracking	Support word recognition and make reading less laborious
Recording and inserting own audio narration	Provide a model for fluent, expressive reading
Adjustable reading speed	Pupils can adjust reading speed to meet individual needs
Embedding hyperlinks to other web-based activities	Extend pupils' learning beyond the book
Sharing made easy with a link or joining code	Allow pupils to access content easily
Real-time collaboration and combining books	Allow users to construct books collaboratively
Easy manipulation through wiping and touching (when viewing books on a tablet)	Even young children can have easy control of different items to meet individual needs and interests

Sharing by Rebecca

Adapting a print book into an e-book

Adapting 'Bark, George' into an e-book

- **The story read by Miss Becky:**
  - https://youtu.be/QNxUSRTDbMw
- **Text and images of 'Bark, George' for your adaptation:**
  - https://drive.google.com/open?id=1ZBfzr02uFmJmIRkXsjeKkReuYuIGZ9Kp
- **Now you may try:**
  1. In groups, choose <u>one</u> of the animals (cat/ duck/ pig/cow).
  2. Add text (modify the language where you see fit) and insert your voiceover.
  3. Insert a new animal of your own choice
  4. Change the ending (optional).

Collaborate to make an e-book

1. Go to your library (e.g. Jessica's library).
2. Choose **'Join with a code'**.
3. Type the joining code: **GBYD6**

Book Creator for Chrome--Knowing the basics

1. Go to https://app.bookcreator.com/ to register for <u>an account</u>. Choose '**I'm a teacher**'.

2. Click '**+ New Book**'.

3. Choose the <u>shape</u> of your book (Choose **'landscape'** for the book we're going to make.)

4. Click on '**+**' to <u>add text and media</u>.

5. Click on '**i**' to <u>edit text and page setup</u>.

6. Either click **Pages** or the **play button** ' ▶ ' to <u>preview</u> the book. Click '**Back**' or '**Edit**' to <u>go back</u>.

More basics

- Click on **'Pages'** to <u>reorder, copy, insert</u> and <u>delete</u> the pages of a book here.
- Click on the **play button ' ▶ '** to adjust '**Read to me**' setting. You can choose your preferred <u>reading voice</u> and <u>speed</u>.
- Click on ' **i** ' to add <u>hyperlinks</u> to text and image to connect to other web-based resources or even create a non-linear story.

Sharing your book

1. Click **'< My Books'** to go to home screen. Then give your book a <u>title</u>.

2. Choose **'Publish online'** and **'Copy public share link to clipboard'.**

3. You can also choose **'Download as ebook'** to <u>export</u> an epub file to your computer/ Google drive and send it to your groupmates. Your groupmates can import the file by clicking on **'Import book'**; then they will be able to continue to work on the book or <u>combine</u> your book with their book.

Useful resources

- Book Creator Support: https://support.bookcreator.com/hc/en-us/categories/115000220774-Book-Creator-for-Chrome

- *Use non-linear books to gamify your book: https://bookcreator.com/2014/12/using-non-linear-stories-gamify-books/

- Top 11 apps to be used with Book Creator: https://bookcreator.com/2016/05/top-11-apps-use-with-book-creator/

- 30 Days to a Stronger Picture Book: http://www.darcypattison.com/writing/picture-books/30-days-to-a-stronger-picture-book-2/

- The blog of a children's book illustrator: http://braintofu1.blogspot.hk/

- Scholastic Kids and Family Report: http://www.scholastic.com/readingreport/key-findings.htm

E-books made by Sterling's students

Although these e-books are made with powerpoint, they are good models for e-books with textual and visual features appropriate for young ESL/ EFL learners.

Link to the e-books:

https://drive.google.com/open?id=1bsTydBei7M_YISbB_kVl77SpMI6y1Nr9

IMPORTANT: These e-books are supposed to serve as reference only. You <u>MUST NOT</u> use these e-books for other purposes without the book writers' permission.

Book making tips and ideas

🙏

Tips from Jessica

1. **Length**: about 24-30 pages; **word count**: around 200-300 words.
2. Use **high frequency words** (e.g. the first 300 words in the New General Service Word List and words from the KS1 Wordlist compiled by EDB).
3. Using themes and words from the project school's P1 textbooks (e.g. Longman Elect 1A and 1B) is a good idea too. This helps to **consolidate the pupils' learning**.
4. It's a good idea to include **language-focused activities** in your book: e.g. vocabulary list, phonics chart, mini lessons on expressive reading, etc.
5. **Suggested e-resources to be incorporated into your e-books**: Quizlet for Teachers (login for the paid account will be given later) and mini games from 'Teach your monster to read'.

Book ideas (one new idea added)

- **Alphabet/ ABC Books** to reinforce letter-sound relationship
- Create a **sing along book** (e.g. Love me tender, You're the Sunshine of my life)
- Create a book with **silly rhymes and poems** (e.g. *The Big Fat Cow That Goes Kapow*)
- **Procedure books** to give students a chance to make something after reading a book (e.g. How to make ice-cream in a bag)
- A book that teaches **idioms** (can you create a story with food/ drink idioms "a piece of cake", "my cup of tea", "top banana", "big cheese")
- A book which teaches **phonics** (e.g. *Rhyming Dust Bunnies*)
- Hook the kids with a **series**! Since each group will make three books (2 for teaching, 1 for independent reading), you can make a series like 'Three little Pigs' adventure in Hong Kong', followed by their adventure in Canada and in Australia.)

Summary

- Two important considerations concerning e-books for use with struggling/ beginning readers: whether they book are **enjoyable** and **accessible**.
- In evaluating whether a book can support 'reading for pleasure', we can consider whether the book support the **six key facets of engagement**.
- In evaluating the complexity of a multimodal text, there are 3 dimensions to consider: **quantitative**, **qualitative** and **reader-task connections**. The qualitative dimension is especially important when evaluating books to be used with beginning readers.
- 'Book Creator for Chrome' is chosen for our project because it is a powerful tool for supporting early literacy. It also allows users to engage in real-time collaboration and content sharing all on devices.

References

- Benjamin, R. G. (2012). Reconstructing readability: Recent developments and recommendations in the analysis of text difficulty. *Educational Psychology Review*, *24*(1), 63-88.
- Kucirkova, N., Littleton, K., & Cremin, T. (2017). Young children's reading for pleasure with digital books: six key facets of engagement. *Cambridge Journal of Education*, *47*(1), 67-84.
- Sierschynski, J., Louie, B., & Pughe, B. (2014). Complexity in picture books. *The Reading Teacher*, *68*(4), 287-295.