

ORGANIZING A BOOK LAUNCH

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 6 AND 7**



ACTIVITY SUMMARY

Following an in-class discussion on needs and wants, students have the opportunity to describe, write and illustrate their dreams. With your help, students gather everyone's stories to make a book. Family and friends are then invited to the book launch organized to finance a year-end excursion.

MAIN OBJECTIVES

- Differentiate needs from wants
- Explain a dream clearly
- Become familiar with the cost and tasks related to planning an event
- Find ways to financing an event



AGE GROUP
Students ages 6 and 7



WHEN
November and December

AREA OF LEARNING
Career planning and entrepreneurship

Citizenship and community life

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
English	<ul style="list-style-type: none"> • Written communication • Oral communication • Written comprehension (reading) 	<ul style="list-style-type: none"> • Write a short text using a few given words that engage the imagination. • Make sense of content based on personal knowledge and experience. • Speak spontaneously or prepare a speech.

DISCIPLINARY COMPETENCIES (SUITE)

Disciplines	Competencies	Learning progression
Plastic arts	Produce personal artistic creations	To translate ideas, use transforming gestures: <ul style="list-style-type: none">• Draw freehand• Apply a solid coloured pigment• Tear• Snip• Cut
Ethics and Religious Culture	Discussion on ethics issues	Restate ethics issues. E.g., what is the difference between a need and a want?

NON-DISCIPLINARY COMPETENCIES

- Putting creative thinking into practice
- Developing efficient work methods
- Determining identity
- Working in cooperation

PREPARATION

STUDENTS LEARN TO DIFFERENTIATE NEEDS FROM WANTS AND TO REFLECT ON DREAMS.

TASK 1 DIFFERENTIATE NEEDS FROM WANTS



TIME REQUIRED
One 20-minute period



TEACHING MATERIAL

My Needs and My Wants
[On desjardins.com](https://www.desjardins.com)

SUGGESTED LINKS

Help your child understand the difference between a need and a want
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

Examples of questions to ask:

- What is a need?
- What is a want?
- What is the difference between a need and a want?

Feel free to give an example of each.

TASK 1 OBJECTIVE

At the end of this task, students will be able to differentiate needs from wants.

Instructions

- Organize a discussion on needs and wants.
- Hand out the **My Needs and My Wants**
- Ask them to cut out the images and to arrange them on the sheet according to their understanding of needs and wants.
- Have the group talk about the activity and do the same exercise on the board to give students the opportunity to verify their answers.

TASK 2 REFLECT ON DREAMS



TIME REQUIRED
One 20-minute period



TEACHING MATERIAL
My Dreams: Kite-Shaped
Word Map
[On desjardins.com](https://desjardins.com)

TEACHER'S NOTES

Examples of questions to ask:

- Since when have you had this dream?
- Who would you like to share your dream with?
- What do you particularly like about your dream?
- What could you do to make your dream a reality?

TASK 2 OBJECTIVE

At the end of this task, students will be able to explain their dreams clearly to the rest of the group.

Instructions

1. Ask students about their dreams.
2. Show the kite-shaped word map on the board. Then, complete the map with the students' dreams, divided into categories.

Examples:

- What I want to be
- What I want to do
- What I want to have
- What I want

EXECUTION

STUDENTS MUST ILLUSTRATE A DREAM, MATCH IMAGES TO DREAMS, CHECK THOSE MATCHES, PUBLISH THE BOOK, ORGANIZE THE BOOK LAUNCH AND TAKE PART IN THE FINANCING PROCESS.

TASK 1 ILLUSTRATE A DREAM



TIME REQUIRED
Three 20 minutes periods



TEACHING MATERIAL
My Dreams: Kite-Shaped
Word Map
[On desjardins.com](https://desjardins.com)

TEACHER'S NOTES

- To help students illustrate their dreams, fill out the tree-shaped word map with ideas of verbs and adjectives they could use, and post it in the classroom.

Examples:

- Verbs: I **play**, I **learn**, I **wish**, I **win**, etc.
- Adjectives: amazing, extraordinary, generous, funny, etc.

For groups of 7-year-old students:

Ask them to describe their dreams and to complete a writing sheet to help memorize the spelling of words related to their topic.

TASK 1 OBJECTIVE

At the end of this task, students will be able to describe, write and illustrate their dreams.

Instructions

1. Propose that students write down their dreams individually and use complete sentences to describe them.

TASK 1

ILLUSTRATE A DREAM (SUITE)

2. Invite students to draw their dreams on another page and explain how this drawing will allow them to play an image–dream association game.
3. Clearly number each student’s story and write a letter of the alphabet, in caps, in a visible spot on each drawing.
4. Display the stories and drawings all around the classroom.

TEACHER’S NOTES (SUITE)

If students spend a lot of time describing their dreams, go back to the questions asked in the Preparation section.

- Tell students that, for the game to be successful, they need to illustrate their dreams clearly.

TASK 2

MATCH IMAGES TO DREAMS



TIME REQUIRED
Two 20 minute period



TEACHING MATERIAL
My Dreams: Answer Sheet
[On desjardins.com](https://www.desjardins.com)

TEACHER’S NOTES

- Continue the matching game until students are no longer whisper reading or that more than half of the images have been matched correctly.
- Repeat the image-dream matching activity at other times during the day or week.
- Question students on dreams that come true and those that don’t. Ask them what it takes to make a dream a reality.
- Look for solutions as a group.
- Encourage mutual assistance and stay in “solution-action” mode.

TASK 2 OBJECTIVES

At the end of this task, the student will be able to properly read the dream descriptions and match them with the corresponding images.

Instructions

1. Invite students to take part in the image–dream association game.
2. Hand each student an answer sheet.
3. Choose soft mood music.
4. Ask students to whisper read the dream description and to find the corresponding drawing.

TASK 3

VERIFY MATCHES MADE



TIME REQUIRED
One 20 minute period

TASK 3 OBJECTIVES

At the end of this task, the student will be able to analyze his or her reading comprehension and writing process.

Instructions

1. Ask students to take turns reading their dream out loud.
2. Ask students to find the illustration that matches the dream read.
Examples of questions to ask:
 - Which drawing goes with this description?
 - What are the clues?
3. Ask students to verify the answers on their answer sheet.
4. Question students on their choice and ask them to provide details about their dream.
5. Repeat this reflective sharing process until all students have answered. Spend no more than 15 minutes on this.

TEACHER'S NOTES

- Invite students to form a circle for the reflective sharing process where they can take turns sharing their dream.
- Question students on dreams that come true and those that don't. Ask them what it takes to make a dream a reality.
- Look for solutions as a group.
- Encourage mutual assistance and stay in "solution-action" mode.

TASK 4

PUBLISH BOOK AND ORGANIZE FINANCING



TIME REQUIRED
One 20 minute period

TASK 4 OBJECTIVES

At the end of this task, the student will be able to participate in an event planning's budgeting process, which includes costs and financing solutions.

Instructions

1. Propose that students publish a book about their dreams, including their descriptions and images.

TEACHER'S NOTES

Propose that the book be published either online on the school's website or on another site. Choose mood music for the presentation of the book.

Suggestions for instruction 3:

- Propose selling books to family and friends at the launch.
- Propose asking for an entry fee for the presentation of the book, if it's published online.
- Discuss costs and profits.

Suggestions for instruction 5:

- Organize an event in the classroom. For example, invite a resource person.
- Have a catered meal in class.
- Buy games for the class.

TASK 4

PUBLISH BOOK AND ORGANIZE FINANCING (SUITE)

2. Discuss with students the costs related to publishing the book, either having it printed on the school's photocopier or at a print centre.
3. Discuss as a group the various other costs to take into account.
4. Ask students for ideas on how to finance the production of the book.
5. Once the money is raised, ask students about a dream they would like to see come true for the class.
6. Let students come up with various possibilities and discuss with them just how doable these dreams are.

TASK 5

TAKE PART IN THE BOOK LAUNCH



TIME REQUIRED
Three 20 minute period



TEACHING MATERIAL
Sociogram Test: Elementary
Level Group (Age 6)
Level Group (Age 7)
[On desjardins.com](http://On.desjardins.com)

TEACHER'S NOTES

- Heterogeneous groups foster successful activities. Use the teaching material and what you already know about your students to create the committees.

TASK 5 OBJECTIVES

At the end of this task, the student will be able to take part in the organization of an event.

Instructions

1. Ask students to work in cooperation to organize the book launch and recommend the formation of committees.
2. Have students participate in setting up the committees.

TEACHER'S NOTES (SUITE)

Suggestions of committees	Responsibilities
Welcoming committee	<ul style="list-style-type: none"> • Write and read a welcome speech to all the guests. • Explain to guests how the book came together. • Help the teacher host the event.
Invitation committee	<ul style="list-style-type: none"> • Write an invitation letter to family and friends.
Snack committee	<ul style="list-style-type: none"> • Make a list of snacks and refreshments for the event. • Make a suggestion to the group and ask for the students' collaboration.
Decoration committee	<ul style="list-style-type: none"> • Think of how to decorate the classroom. • Make a suggestion to the group and ask for the students' collaboration.
Classroom organization committee	<ul style="list-style-type: none"> • Organize the classroom's layout for the event.

EVALUATION

EVALUATE THE STUDENTS' ORAL COMMUNICATION, WRITTEN COMMUNICATION AND KNOWLEDGE OF COOPERATION.

TASK 1 EVALUATE ORAL COMMUNICATION

**TIME REQUIRED**

45 minutes and 5 minutes per student

**TEACHING MATERIAL**

Oral Communication
Evaluation Grid
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

To perform this task, students can use transforming gestures:

- Draw freehand
- Apply a solid coloured pigment
- Tear
- Snip
- Cut
- Apply a coat of glue

You can take this opportunity to evaluate students oral communication competencies.

TASK 1 OBJECTIVES

At the end of this task, you will be able to measure public speaking competencies.

Instructions

1. Ask students to find images representing their dreams.
2. Invite students to modify the images they select by putting their picture on it or that of the people who are also in their dream and to draw an environment that fits this dream (e.g, road, home, school, etc.).
3. Ask students to take turns presenting their dream to the class by answering the questions in the Preparation step.

TASK 2 EVALUATE WRITTEN COMMUNICATION

**TIME REQUIRED**

45 minutes

**TEACHING MATERIAL**

My Dreams: Word-Image
Matching—Writing (Age 6)
[On desjardins.com](https://www.desjardins.com)

My Dreams: Phrase-Image
Matching—Writing (Age 7)
[On desjardins.com](https://www.desjardins.com)

TASK 2 OBJECTIVES

At the end of this task, you will be able to evaluate the competencies related to short-text writing.

Instructions

- Evaluate the students' written communication competencies.
- To do so, hand out the word-image or phrase-image evaluation grid, which illustrates children's dreams.
- Ask the students to write one or more phrases that describe the dreams.

TASK 3

EVALUATE WRITTEN COMPREHENSION (READING)



TIME REQUIRED
45 minutes



TEACHING MATERIAL
My Dreams: Word-Image
Matching—Reading (Age 6)
[On desjardins.com](https://desjardins.com)

My Dreams: Phrase-Image
Matching—Reading (Age 7)
[On desjardins.com](https://desjardins.com)

TASK 3 OBJECTIVES

At the end of this task, you will be able to measure the students' written comprehension.

Instructions

- Evaluate the student's written comprehension (reading).
- To do so, hand out the word-image or phrase-image evaluation grid, which illustrates children's dreams.
- Ask the students to write one or more phrases that describe the dreams.

TASK 4

EVALUATE COOPERATIVE ABILITIES



TIME REQUIRED
15 minutes



TEACHING MATERIAL
Self-Assessment on
Cooperation
[On desjardins.com](https://desjardins.com)

TASK 4 OBJECTIVES

At the end of this task, you will be able to measure the students' competencies related to short-text and knowledge of cooperation.

Instructions

Give students self-assessment forms and ask them to rate their own level of involvement in the various committees.

REINFORCEMENT

YOU CONSOLIDATE ACQUIRED OR DEVELOPED COMPETENCIES THROUGH ORGANIZED ACTIVITIES SIMILAR TO THAT OF A BOOK LAUNCH.



TIME REQUIRED

Depends on project scope

1. Make the connection between the competencies and the learning progression of English.

Instructions

Play the associated images and dreams game again, this time using other themes:

- Describe a Halloween or party costume.
 - Describe a trip or their latest vacation.
 - Describe an object or a page out of a story.
2. Make the connection with the cooperative competencies acquired.

Instructions

Create committees, like those described at the execution stage, for other events:

- Present a play.
- Show the work done.
- Put together a singing or poetry show.