

Big Books

Using Big Books as an EL Strategy for STEMSS Instruction

Big books are giant books you can buy or make yourself. The pages contain large print and illustrations.

- A more effective way to use big books is to have students create the pages
 - This allows for students to interact with each other, read, write, gain background knowledge, use technology, and practice presentation skills.

Big Books are Effective for Developing Literacy Skills

The four literacy skills are

1. Listening
2. Reading
3. Writing
4. Speaking

Big books encourage students to use all four of those skills, so they are highly effective.



Big Books are Effective for Developing History Skills

- Students use technology to research topics and history
- Students analyze different sources to get the necessary information
- Students put events in order by creating timelines
- Students compare and contrast historical events to current events
- Students use their research to create pages of the book (can be fictional narratives, newspapers, essays, poems, journal entries, illustrations, etc.)
- Students interpret history through multiple perspectives

Big Books are Effective for Teaching Content

- Content is more accessible and understandable to students
- Students engage in self-directed learning of content
- Students interact with each other to discuss the content
- Students have chances for self-assessment
- **A key aspect of Big Books is the inclusion of a central theme as a refrain that repeats on each page.**

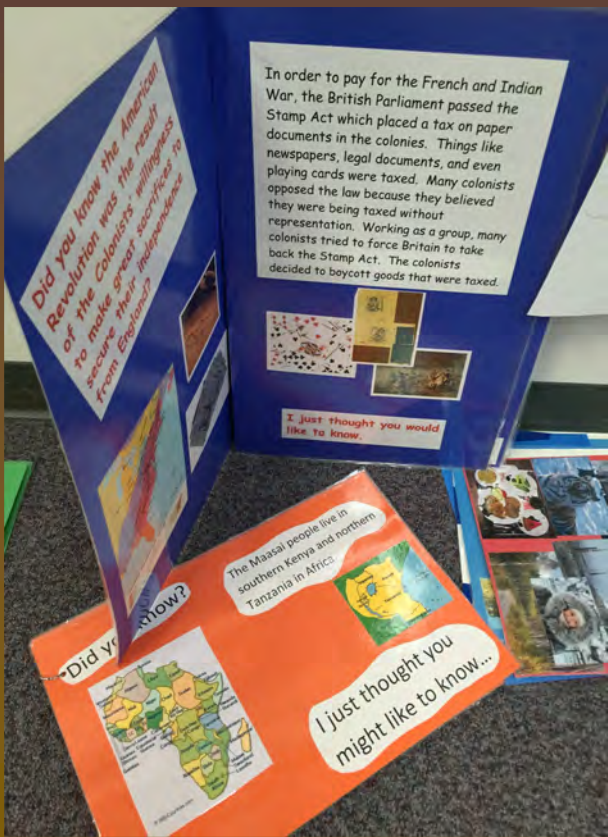
How to Make a Big Book

1. Choose a topic
2. Choose a text
3. Cut poster boards in half for the pages
4. Bind pages together however you'd like
 - a. Tape them together with duct tape
 - b. Punch holes and connect string with binder rings
5. Add content to the book
 - a. Don't forget to include a central theme as a refrain that repeats on each page!

Having Students create the Big Book:

Split students into groups and assign each group a piece of the topic to research. Give each group a posterboard and allow them to create a page of the book based on their research. Have groups present their pages in order of how the book will be assembled. Assemble the book afterwards and allow students to read through it.

Big Book Examples



https://teacher.kent.k12.wa.us/dist/antrobus/strategy-examples?PageFileSetFile_page=1&PageFileSetFile_sort=modified



<https://www.pinterest.com/pin/575686764845327047/>

Remember to include a refrain that repeats on each page of the book!
In these books, the refrains are "I just thought you might like to know..." and "A dancer moves through space and time with energy."

The Important Book about European Explorers' Positive Impact on California



More pictures and less words are key aspects to making an effective big book!

Important Book about European Explorers' Positive Impact on California
 by [Name] on [Date]

I just thought you'd like to know European explorers helped develop California into what it is today:

- Captain Cook, Vasco Nunez de Balboa, and Juan Cabellero were European explorers who found early gold and silver mines.
- Missionaries, doctors, cattle raisers, and wild geese were all things which explorers brought to California.
- Explorations were done and the Spaniards found the "Northwest Passage" (found a route to the "Northwest Passage" found a route to the "Northwest Passage")
- One of the new world, European explorers found precious people who needed their help to advance.

However, I just thought you'd like to know European explorers helped develop California into what it is today. Pg. 1

I just thought you'd like to know European explorers helped develop California into what it is today:

- Spanish explorers explored with Cortes, Vasco Nunez de Balboa, and Juan Cabellero. The Spaniards explored and advanced California.
- Missionaries came to convert the Native Americans and teach them about Spanish culture and religion to help them.
- King's Captain James Cook and other explorers brought many new things to California, like sheep and cattle.
- The Spanish took possession of their own the mission to protect them.
- The establishment of the mission system helped the Spanish gain wealth, control, and power in their a golden period time.

However, I just thought you'd like to know European explorers helped develop California into what it is today. Pg. 2

I just thought you'd like to know European explorers helped develop California into what it is today:

- People from Mexico were asked to establish ranches and pueblos in California to provide more stability in the area.
- Settlers who lived on a village or pueblo farmed daily to grow food.
- Most settlers lived on ranches which were large cattle ranches.
- The Spaniards changed the economy of California from a hunter-gatherer economy to an agricultural economy.
- This allowed for more people to live in the area comfortably.
- The Mexican War for independence against the Spanish, for Alta California, resulted in the territorial boundaries of North America being changed.

However, I just thought you'd like to know European explorers helped develop California into what it is today. Pg. 3

I just thought you'd like to know European explorers helped develop California into what it is today:

- In 1821, California became a part of the new country of Mexico.
- Since all the fighting took place in Mexico, most people in Alta California did not know about Mexico's independence until a year later.
- During the period of Mexican rule in California, there was a time of rapid economic growth.
- Native Americans became citizens with Mexican rights.
- In 1825, Mexico passed a law to allow the land near from the missions and give it to the "Native Americans".

However, I just thought you'd like to know European explorers helped develop California into what it is today. Pg. 4

Brainstorm how you would create a big book for this lesson

Key points to consider:

- Would you create the entire book yourself, or have students create the pages?
- How would you break down the topic of Mummies Around the World into book pages? Why?
- What information do you want students to learn from this lesson?



Another Example of a Big Book



Many
Cultures

Use

Mummification

EGYPT:
KING TUTANKHAMUN



Many cultures use
mummification

KING TUT WAS FOUND IN THE INNERMOST OF THREE
COFFINS LAYERED TOGETHER. HE HAD A GOLD PORTRAIT
MASK ON.

KING TUTANKHAMUN WAS MUMMIFIED IN 1323 BC AND
FOUND IN 1922.



THE EGYPTIANS MADE MUMMIES BY REMOVING AND
EMBALMING THE ORGANS, DRYING THE BODY WITH
NATRON, AND STUFFING AND WRAPPING IT IN MULTIPLE
LAYERS OF LINEN.

Many cultures
use
mummification



THE ORGANS WERE STORED IN JARS THAT RESEMBLE
DIFFERENT GODS TO WATCH OVER THEM.

INCAN MUMMIES:

Many cultures use mummification



WHAT HAPPENS WHEN AN EMPEROR DIES?

THE INCAN EMPEROR IS THEIR LINK TO THE GODS, SO WHEN HE DIES, THE WHOLE CITY GOES INTO MOURNING.

THE INCAS DRY OUT THE BODY SO IT DOESN'T ROT USING SALT OR AIR. THIS PROCESS TAKES A FEW MONTHS. NEXT, THE BODY IS WRAPPED IN CLOTH. THE ARMS ARE FOLDED ACROSS THE CHEST, AND THE KNEES DRAWN UP SO IT CAN BALANCE ON THE THRONE AND BE DRAPED IN ROYAL ROBES.



Many cultures use mummification

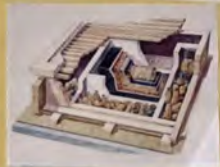
IN THE FUNERAL, THE BODY IS PARADED THROUGH THE STREETS ALONG WITH A BODYGUARD, PRIESTS, WIVES, KIDS, AND REMEMBERS.

ASIA:

Many cultures use mummification

THE HOT AIR ALONG WITH THE SALTY DESERT SAND PRESERVED MUMMIES NATURALLY, BUT LADY DAI WAS FOUND INSIDE 3 COFFINS WITH MERCURY BURIED UNDER CHARCOAL AND CLAY. BECAUSE OF THE AIRTIGHT AND WATERTIGHT COFFIN, SHE IS ONE OF THE WORLD'S MOST WELL-PRESERVED MUMMIES!

CHINA: LADY DAI



VIETNAM: VU KHAC MINH

A BUDDHIST MONK FROM VIETNAM LOCKED HIMSELF IN A ROOM TO MEDITATE FOR 100 DAYS. AT THE END OF THE 100 DAYS, THE MONKS FOUND HIM DEAD AND HIS BODY PERFECTLY PRESERVED.

Many cultures use mummification

JAPAN: TETSUMONKAI

A BUDDHIST PRIEST STARTED PREPARING HIS BODY FOR MUMMIFICATION A FEW YEARS BEFORE HE DIED BY EATING MUCH LESS AND ONLY EATING FOODS HE BELIEVED DID NOT HARM THE BODY. AFTER HIS DEATH, OTHER PRIESTS PUT HIM IN A SITTING POSITION AND DRIED THE BODY BY SURROUNDING IT WITH CANDLES.



NORTH AMERICA:

Many cultures use mummification

THE UNITED STATES: SPIRIT CAVEMAN



AT 9,000 YEARS OLD, SPIRIT CAVEMAN IS ONE OF THE OLDEST MUMMIES. HE WAS FOUND IN SPIRIT CAVE, NEVADA IN 1940 WRAPPED IN GRASS MATS WEARING AN ANIMAL SKIN CLOAK, LEATHER MOCCASINS. HE WAS MUMMIFIED NATURALLY BY THE COOL, DRY AIR.

GREENLAND: MUMMY FAMILY



SIX WOMEN AND TWO CHILDREN WERE FOUND MUMMIFIED ON A ROCKY LEDGE IN 1972. THE COLD AIR PRESERVED THEIR BODIES FREEZE DRYING THEM.

Many cultures use mummification

ITALY:

Many cultures use mummification

CHURCHES



THE UNDERGROUND CRYPT OF A CHURCH WAS FOUND TO CONTAIN OVER 2,000 MUMMIES BURIED MORE THAN 100 YEARS AGO. CORPSES WERE PLACED IN A SITTING POSITION IN THE CRYPT OVER A DRAIN TO COLLECT THE BODILY FLUIDS AS IT DRIED OUT. ONCE DRY, A STICK WAS PLACED INSIDE THE BODY SO IT COULD BE DISPLAYED UPRIGHT.

POMPEII



MOUNT VESUVIUS, A VOLCANO, ERUPTED IN AD 79 BURYING POMPEII IN ASH AND ROCK. PEOPLE DIED OF SUFFOCATION. THEIR BODIES DECOMPOSED AND LEFT INDENTS IN THE GROUND WHICH SCIENTISTS FILLED WITH PLASTER OF PARIS TO FORM THE SHAPES OF THE DEAD.

Many cultures use mummification

PAPUA NEW GUINEA:

Many cultures use mummification



IN PAPUA NEW GUINEA, AFTER A PERSON HAS DIED, THEY'RE PUT INTO A SQUATTING POSITION. THEIR BODY IS THEN DRIED OUT IN THE SUN OR SMOKE DRIED OVER A FIRE. THE PEOPLE OF PAPUA NEW GUINEA BELIEVED THAT IF THE BODIES OF THEIR DEAD RELATIVES WERE PRESERVED, THEY WERE STILL WITH THEM.



Many cultures use mummification

Many Cultures

Use

Mummification