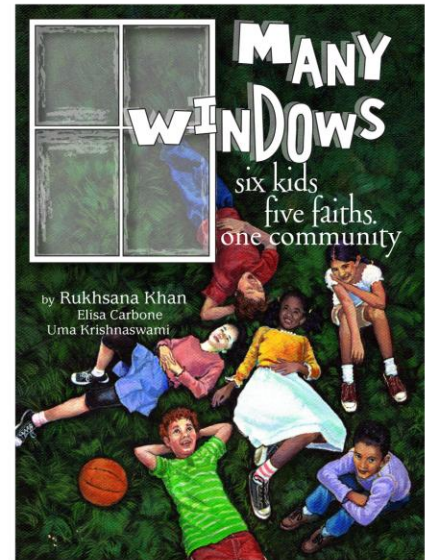
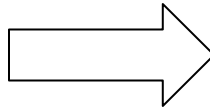
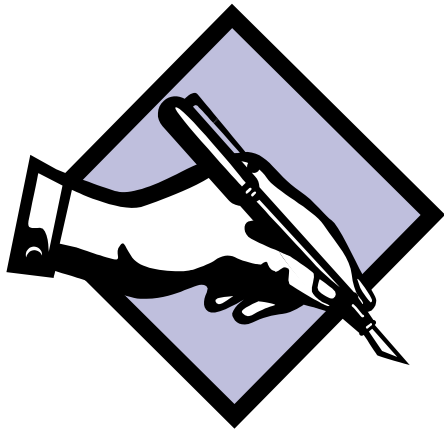


Work in Progress

Study Guide for Grades 3-6

With Student Activity Sheets



Written and Performed by:
Rukhsana Khan
www.rukhsanakhan.com

For booking information please contact:



55 Mill St.
The Case Goods Building
Suite 201
Toronto, Ont.
M5A 3C4

1-888-591-9092
Local: 416-591-9092
Fax: 416-591-2023
www.prologue.org

About Rukhsana Khan

Rukhsana has been writing seriously since 1989 with, at this point ten books published, several of which have been nominated and/or won various awards. Along the way she also became a storyteller and has performed at numerous festivals. For more information on Rukhsana and her books please see her website:

www.rukhsanakhan.com



Rukhsana was born in Lahore, Pakistan and immigrated to Canada, with her family, at the age of three. She began by writing for community magazines and went on to write songs and stories for the Adam's World children's videos. Rukhsana is a member of SCBWI, The Writers Union of Canada, CANSCAIP, and Storytelling Toronto. She lives in Toronto with her husband and family. Rukhsana has four children, three girls and a boy.

Books by Rukhsana:

Wanting Mor

A New Life

Many Windows

Silly Chicken

Ruler of the Courtyard

The Roses in My Carpets

Muslim Child

King of the Skies

Bedtime Ba-a-a-lk

Coming to Canada (available only through settlement workers in the schools)

Dahling if You Luv Me Would You Please Please Smile








Acknowledgement: This study guide was created in consultation with Pat McCarthy, Education Resource Consultant

Work In Progress Presentation



Being a writer means being a work in progress. It means editing not only the words you write on paper but editing your own thoughts and character.

This is a dynamic and spontaneous presentation where Rukhsana shares the trials and tribulations she is currently going through on the road to her next 'work in progress'.

<u>Legend</u>	
 writing applications	 character applications
 visual art applications	 Mathematics
 drama applications	

Themes in the Performance

Personal

- The importance of constantly learning and growing so you have something to say as a writer 
- Fostering creativity and discovery
- Thinking 'outside the box' 
- The importance of perseverance
- Handling rejection

Reading and Writing


- Recognizing story ideas in everyday life
- Getting the words right--using language to convey mood and plot
- The importance of editing and revision
- What to do when a story isn't working
- The steps of book production
- Galleys and proofs


Pre-Performance Discussion Topics and Activities

Discussion Topics

Grades 3 – 6

Read the story *Samosas* in Rukhsana's book *Muslim Child*.


Have you ever felt like Ahmad where people have an opinion of you and you're trying to change but they don't notice? 

What would have happened if there was no gold coin in the samosas? Do you think eventually people like Mr. Feroz would notice the change in Ahmad? 

If nobody noticed should Ahmad stop trying? Would you?

As a class look at a variety of picture books from such authors as: Rukhsana Khan, Ezra Jack Keats, Eric Carle, Kevin Henkes (*Chrysanthemum*), Phoebe Gilman, Chris Van Allsberg, Dr. Seuss, Robert Munsch (*Paper Bag Princess*, *Stephanie's Ponytail*) and others.


What do you like best about these stories?

Make a chart listing how old the child would be who would enjoy each book. 

Compare and contrast the variety of age levels, stories, tones and styles.

Brainstorm what makes a good picture book. Create a chart listing these elements. (refer to it, when reviewing your writing with teacher or peers.)

Examine the language used in the text of your favourite picture books. List how the author used words to evoke mood and tone. . (Primary: list describing words, action words, which help you to imagine the characters and story)

Examine the artwork. How did the artist evoke mood? What colours did they use? What angle for the illustrations? How effective was their choice? 

Does the art look like it belongs to the words in the story? Does it add details that would not be apparent from the text alone? e.g. in Phoebe Gilman's book *Something From Nothing* there is a parallel story where the mice in the floorboards use the extra material. That is not evident in the text.

Activities

Grades 3 - 6

As a class create a plot outline for the story *Samosas*. What is the climax of the story?



Compose a letter that Ahmad might write to Mr. Feroz, after he's settled in at Mr. Kareem's house



Make a chart of foods like samosas you'd like to see at a Multicultural Food fair. Make sure foods from each student's culture in the class are included.

Make a list of the ideal student versus the ideal teacher. See student activity sheet pg. 7 for an extension of this activity.







Make a creative writing journal. For one month they should write down one thought or discovery per day.

Post Performance Discussion Topics and Activities

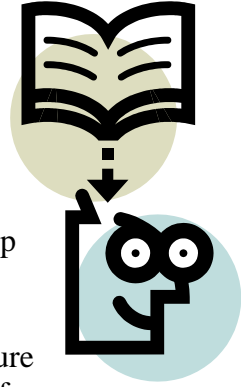
Discussion Topics

Grade 3 - 6

1. Ask review questions regarding each of the stories that Rukhsana told: Ms. Lister story; Mr. Harrison story; Guyana father-in-law story.
2. What did you learn most from Rukhsana's presentation?
3. In Rukhsana's Mr. Harrison story, she realized that she had the same thought as her teacher. Has there ever been a time like when you heard someone else say the exact thing you were thinking?
4. Make some stick puppets and act out the situation in #3.  
5. If you were in Ms. Lister's Discovery club, what would you share with the others?
6. Have you ever said something that you shouldn't have? What choice did you make? Did you pretend it didn't happen or say sorry or do something else? 
7. Draw a cartoon of what happened. You can change what happened so you make a better choice if you wish to. 

Student Activity Sheet: Make a Picture Book!

Grades 5 – 6



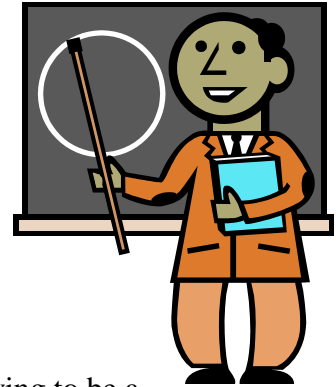
Note: Grade Three students might enjoy making a book as a class or small group project.

- Through discussion and brainstorming, generate ideas for writing a picture book. It could be fantasy or based on a personal story about an aspect of your cultural background; practices, religion, food, music etc
- Draw up a writing plan (ie. outline, diagram, story map)
- Write an initial draft.
- Discuss and revise the initial draft in order to clarify ideas and improve organization
- Edit the initial draft to improve writing style and correct errors in grammar, spelling and punctuation
- Look at some picture books to see how the story is laid out, cover pages, copyright page, and title page.
- A dummy is a practice picture book where you lay out your story on a mock book.
- Create a dummy. A picture book story has to fit onto 32 pages (including copyright material and title pages). Fold a sheet of paper four times then cut along the folds. You now have 32 pages (both sides of the paper) on which to fit your story. Space out the story trying to maximize drama with page turns.
- Using your dummy as a guide, create an illustrated story.



Student Activity Sheet: Choose a Teacher

Grades 3 – 6



1. In groups of five, make a list of qualities you would like to see in the ideal teacher.
2. Now pretend you are a member of a school board.
3. Make a list of questions you could ask a person who is applying to be a teacher in your school.
4. The questions should be character questions that will let you know if the person you're interviewing has the qualities you're looking for in the ideal teacher.
5. Make sure you cover all the qualities on your list.
6. Now send one member of your group over to another group to be interviewed for the job of teaching at your school.
7. One person from that group will come to be interviewed by your group.
8. Ask the person the questions.
9. When the interview is over thank the person for applying for the job.
10. Decide as a group if the person would be a good teacher for your school.
11. Write a letter to the person that is polite, telling them whether they got the job or not.



Student Activity Sheet: Choose a Student Grades 3 – 6

1. In groups of five, make a list of qualities you would like to see in the ideal student.
2. Now pretend you are teachers of a small private school.
3. Make a list of questions you could ask a student who is applying to come to your special school.
4. The questions should be character questions that will let you know if the person you're interviewing has the qualities you're looking for in the ideal student.
5. Make sure you cover all the qualities on your list.
6. Now send one member of your group over to another group to be interviewed, in role, for the possibility of going to this special school.
7. One person from that group will come to be interviewed by your group.
8. Ask the person the questions.
9. When the interview is over thank the person for applying to your school.
10. Decide as a group if the person would be a good student for your school.
11. Write a letter to the person that is polite, telling them whether they will be allowed to come to your school or not.



Teacher's Section

Curriculum Connections

Language Arts



Primary

- Demonstrate understanding of a variety of texts by indentifying important ideas and some supporting details
- Make inferences about texts using stated and implied ideas from the texts as evidence
- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.
- Identify some elements of style, including voice, word choice and different types of sentences.

Junior

- Read a variety of texts from diverse cultures, including literary texts.
- Develop interpretations about texts using stated and implied ideas to support their interpretations.
- Identify various elements of style including voice, word choice and the use of hyperbole, strong verbs, dialogue and complex sentences

Drama



Primary

- demonstrate an understanding of a character's point of view through writing and speaking in role, and through using body movement in role
- defend a point of view through speaking and writing in role
- explain the importance of symbols used in specific stories, poems, and dances;

Junior

- demonstrate understanding of ways of sustaining the appropriate voice or character
- create, rehearse, and present drama works to communicate the meaning of poems, stories, paintings etc.

- interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques

Visual Arts



Primary

- recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colours, and describe their emotional impact
- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes

Junior

- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences)
- identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;

Character Education



Primary/Junior

- Honor: A sense of what is right, just and true;
- Resilience: Adaptability and versatility; clever, imaginative, and inventive.
- Pride: Belief in one's self and in achievement of one's potential
- Respect: Recognition of the diversity of others, their opinions, practices, and culture.

Resource Material

Books:

The Business of Writing for Children: An Award-Winning Author's Tips on Writing and Publishing Children's Books, or How to Write, Publish, and Promote a Book for Kids by Aaron Shepard ISBN 0938497111

Writing Children's Books for Dummies (Paperback) by Lisa Rojany Buccieri, Peter Economy ISBN 0764537288

The Complete Idiot's Guide to Publishing Children's Books, Second Edition by Harold D. Underdown

Illustrating Children's Books : Creating Pictures for Publication by Martin Salisbury ISBN 0764127179

Pictures & Words Together : Children Illustrating and Writing Their Own Books by Paul Johnson ISBN 0435088831

The Mysteries of Harris Burdick by Chris Van Allsburg ISBN 0395353939 An excellent resource for encouraging students to write stories.

Websites:

The Purple Crayon www.underdown.org An excellent resource on writing, publishing and illustrating children's books

<http://www.rukhsanakhan.com/articles.htm> Contains a number of useful writing related articles.