

# *StoryBridges to World Languages*

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- **Why a Book? 11:30-11:40**

Good morning.

Thank you for coming to this presentation of How to Make a Language Book with PowerPoint.

I am Veronica Foster, author and storyteller of StoryBridges to World Languages. a program which uses the ORAL TRADITION of storytelling to teach a language. Storybridges to French, German, Spanish was published for 20 years by Audio-Forum as an audiocassette program. Five years ago I began to update it in a CD format and add a teachers' textbook. Nine stories in 5 languages and 31 books later, I wish to share some of the techniques I have used in this program. Having a book with Illustrations accommodates both audio and visual learning styles.

**Performance based activities** can also use illustrations to reinforce the target language.

**Student access** to the audio and data CDs of the story allows students to develop skits, create alternative endings to the tales and quickly illustrate the vocabulary list. **must be saved in a non "Read Only" format** (File, Save As)

Picture **assessments** give students a fair chance to meet language requirements by relating target language to familiar visuals.

Asking for PTSA help in making paper and/or digital books involves them in the program, thereby creating **advocates who vote**

AND, **cutbacks** on language departments can be alleviated by using **inexpensive computer programs** to PRINT YOUR OWN BOOKS. Paper books cost from 0.15 cents to \$ 4.00 per student. Digital books cost .50\$/student

## Begin your story

1. Choose a classic tale from:  
folk tales, fairytales, history, opera, comics
2. Create pre story and post story situations
3. Create target language dialogues
4. Illustrate the target language
5. [students will present these as skits and or storybooks to their classmates]

**Theory:** Use this book as a tool illustrated English in Context. First read/tell the entire story. Then illustrate it. Odd numbered pages have the target language dialogues and pictures, while the even numbered pages have a narrative with the target language as dialogues. Once the class grasps the story use only the odd numbered pages. Use this book as a tool for reading readiness as students match their pages to the teacher's. Also, by having access to the PowerPoint slides, students can create some pages of their own.

### • to PRINT My Little Book

**Equipment:** computer, printer, scanner, paper cutter, paper, Wite Out, stapler,  
Option 1: glossy brochure paper for front & back

Option 2: fasteners; staples, bindings from an office supply store, alligator clips

Programs used: MS PowerPoint, MS Clip Organizer, Paint, Bitmap

Resources: StoryBridges to World Languages: Teacher's CD; PPT Book File

#### **To Print one big Book (teacher's book 8½ x 11):**

- 1 Open the PPT Story located on the data/textbook CD,
- 2 Go to File> Print
- 3 In the Print dialogue box check All
- 4 Fasten:
  - a. Insert pages, book style, into sheet protectors in a notebook (put page two on the back of page one, etc.)
  - b. or Staple

#### **To Print template for students' books. (Little Books 8½ x 5½):**

- 5 Open the PPT Story on the data/textbook CD, Go to "File"> "Print"
  - a. In the Print dialogue box check the following:
  - b. "Print range"> "Slides": list all odd numbers twice [1,1,3,3 5.5 etc]
    - i. **note you must list every number, separated by commas**
  - c. "Print what:"> "Handouts";:
  - d. "Color/grayscale:" > color
  - e. "Handouts" >
    - i. "slides per page" 2
    - ii. "Order:" Horizontal

- f. "Scale to fit page", do not check frame slides;
- g. "OK"
- 6 Repeat procedure for all even numbered slides on reverse side of sheets
  - a. **MAKE SURE PAGE 2, 2 WILL BE THE BACK OF PAGE 1,1 etc.**
- 7 Ask PTSA members to make one book per student using this template
- 8 Option 1: print first two and last two pages on "Glossy Brochure Paper"  
 Option 2: print the entire little book on "Glossy Brochure Paper"  
 Option 3: print the entire little book on copy paper (as a comic book)

**To Assemble the Book:**

- 9 Cut the pages in half, if you are making a "little book"
- 10 Write out any page numbers unintentionally added by your printer
- 11 Collate and fasten
  - a. With a stapler (hammer staples, after fastening)
  - b. With an alligator clip  
(this allows students to add, replace or personalize pages)
  - c. With a binding or cover from an office supply store

## • COMMUNITY Involvement

### Parent Desktop Publishing

Involve the **community in your classroom** by forming a parent desktop publishing committee which would copy **one CD** per student or the **student picture book** or both.

The student folder to be copied is on this data disc and is called Student's Story + Vocabulary. One disc could hold the stories and vocabulary for every unit although I recommend adding them one at a time.

### Exposure to a Minority Language

Substitute the language of a community subgroup for the existing target language. Try to follow the same rules used throughout this program, found below.

**To Make a Book** with the new target language:

- Introduce a new word or phrase in 4 syllables or less.
- Use each new word or phrase at least twice in the first story where it is introduced.
- Have fun with the familiar story and new words.
- Have the English clue to the target language in the same or an adjacent sentence.

