

# Books

*K.R. Smith is a school-wide Title I school. Most of the students are English language learners. They usually have little or no home "library." The goal of the project was to increase reading levels through promoting reading at home. The project seemed effective in that over 85% of the students reading level and comprehension level increased. They eagerly awaited the next book and were thrilled to be able to own it and share it with siblings.*

## Curriculum/State Standard

Student will use techniques beyond decoding for unknown words, read fluently with expression and flow, use strategies to construct and extend meaning from text, and identify the characteristics of some genres.

## Overview

Each month, on the first school day of the month, each student was given a new book at their reading level to keep at home. They were to read it for a minimum of 20 minutes each night and write a five-sentence paragraph summary.

The reading log, containing their summaries was handed in once a week. (Students also had access to the school library, my classroom lending library, and the bookmobile from the public library that came to the school every two weeks, to use for the reading at home if their gift book

was completed.) A spinner was made with various writing goals, (summary, main character, problem, compare and contrast etc.), and every Monday each student would spin to see what they should focus their writing on for that week.

## Objectives

- The student will become a better reader, increasing fluency, accuracy, and comprehension.
- The student will use a variety of techniques to decode and predict unknown words.
- The student will read fluently, using a variety of strategies to construct and extend meaning from the text.
- The student will be able to compare and contrast at least two of the grade level genres.
- The student will be able to identify the author's purpose.

*Continued on the back...*

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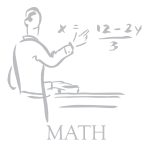
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 6-9

MONTHS

# \$550

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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# *“Books” project continued...*

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## **Materials**

Books! Eight books for each student from a variety of genres were purchased, including science books, a poetry collection, fiction chapter books, non-fiction biography, and a non-fiction history/social studies storybook.

## **Readiness Activity**

The program was explained to the students, in terms of reading 20 minutes a night and keeping a reading log.

## **Strategies/Activities**

Each students' reading level was assessed at the start of the year by various methods to insure that books at the correct reading level were provided. They were given the San Diego Quick, the STAR test that goes with the Accelerated Reading Program, running records (part of RESULTS in the state of CA.), and a vocabulary and comprehension inventory test from the district adopted reading anthology.

The teacher used the data from all of these to decide the current reading level.

Next, the students were given a book to keep permanently at home. They were required to read for 20 minutes each night and then write a one paragraph summary. The summaries varied from: my favorite part, favorite character, setting, main idea, problem, solution, would I recommend this book, compare and contrast to similar book, and discussion of genre. The reading log (journal with the nightly summaries) was handed in weekly for a grade. Class time was allowed for students to recommend and discuss books.

## **Culminating Activity**

All of the above tests were repeated in January and the end of May to measure growth. The reading journals were on display at the spring Open House, when the parents come to see student work from the year.

## **Evaluation**

Repeat of assessment tests and grading of their reading logs.