

Family Literacy

This project gave all students in three first grade classrooms at Harold Oliver Primary school an opportunity to select and take home a reading book that was just right for their reading level. Classroom teachers in these classrooms are impressed with the reading achievement students made this year compared to prior years. All teachers involved with this Family Literacy grant feel that providing good quality books to take home and read greatly contributed to higher reading achievement. There is strong support to expand this family literacy program to all grade levels in the building.

Curriculum/State Standard

State reading benchmark 1 (k-3)
Comprehends a variety of printed materials: reads accurately by using phonics, language structure, word meaning, and visual cues. Reads orally with natural phrasing and pace.

Overview

Leveled reading books were purchased and made available for all first grade students to check out daily. Each classroom housed an assortment of levels and titles so that classroom teachers could monitor and help students with appropriate selections. This made the management of the daily checkout easy and efficient.

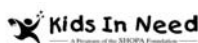
Objectives

- The student will increase the amount of time they are engaged in reading outside of school.
- The student will read more accurately and fluently at increasingly more difficult levels of texts.
- The student will spend more time reading and enjoying books with his/her parents and siblings.

Materials

The materials needed to carry out this project include leveled books, zip lock bags to transport books, book tubs for storage, colored stickers to indicate book levels, and a daily reading log for parent's signature.

Continued on the back...



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

On-Going

MONTHS

\$1000

TOTAL BUDGET

“Family Literacy” project continued...

Readiness Activity

The take home book project was introduced to students as soon as books were leveled and labeled with a “take home” sticker. Parents were sent a letter explaining the details of the project so they were prepared when students brought books home. Teachers allowed students to exchange and select a new book each morning upon arrival. Reading newsletters and tips for parents were sent along with the books on occasion.

Strategies/Activities

Students will participate in the family literacy project by taking home newly purchased leveled reading books every day to read to their families. To facilitate this, classroom teachers will keep a class list with students' updated reading levels (based on guided reading instruction). At a designated time each day, classroom teachers will give students the opportunity to exchange and select new books to take home that matches their reading levels. Once a book is selected, it is stored in a zip lock bag for protection. Reading newsletters to help families develop literacy in the home and a reading log will be included in the book bag. Students will have the opportunity to read approximately 20 different titles every month.

Books will be purchased to meet the needs of first grade students with varied levels of reading competency (these take-home books are separate and different from the classroom set of readers since classroom materials need to remain in the classroom for daily lessons). The books will be labeled and stored in color-coded tubs that reflect a particular reading level. This will make the process for book exchange quick and efficient.

Culminating Activity

There is no culminating activity. The book exchange continues to take place daily until the end of the school year and will begin again in September.

Evaluation

The daily parent signature logs reflect how often students borrowed and read the take home books at home. The three classes that participated in the project report that an average of 70% of the students borrowed and read books on a regular basis (4-5 times a week). Reading assessment is currently being completed on the first graders in the building and post assessment results will be available in mid-June. Teachers overwhelmingly feel that this year's first grade students are higher level readers with more confidence than past years. They feel that the family literacy project was a significant factor in their literacy learning.