

# Read to Survive

*The project encouraged students to read more books than they usually would have. In order to help their peers and to cooperate with others in some friendly competition, the students became even more enthusiastic about reading than they would have been without the contest. They have begun to equate reading with enjoyable experiences.*

## Curriculum/State Standard

1.1.8.A.H.- Reading Independently,  
1.3.8.A.C.- Reading, Analyzing, Interpreting Literature,  
1.7.8.A.C.- Increasing Vocabulary,  
1.6.11.F- Using Media for Learning Purposes.

## Overview

The seventh grade was divided into two teams which challenged each other to see which team could read and comprehend more books by gaining more points on the Accelerated Reader computer. A gigantic game board in an appropriate theme, 100 yds. long, stretching the length of the corridor, charted their weekly progress. The first team to gain enough points to reach the finish line, won the contest and was gifted with special treatment by the losing team at the end of the year celebration.

## Objectives

- The student will read independently and comprehend numerous books from an approved book list.
- The student will accumulate points for himself and his team by passing a quiz for each book he reads.
- The student will cooperate with classmates to compete against the other team for "survival points."
- The student will enjoy the reading experience.

## Material

Giant game board, access to many books from an approved list, Accelerated Reader Program and computers, celebration party at the end of the year (decorations, games, music, prizes, food)

*Continued on the back...*

# 7

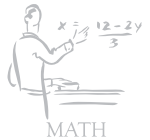
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 9

MONTHS

# \$750

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Jeanne Schmader & Judy Feldman  
Clarion-Limestone High School  
4091 CL School Road, Strattanville, PA 16258

## *“Read to Survive” project continued...*

---

### **Readiness Activity**

Students create two teams (team one: last names A-L; and team two: last names M-Z). They choose team names, songs, and mascots. They decorated the classroom to reflect their themes. (ex. “Survivor” Africa: students brought in lots of stuffed animals, like lions, elephants, monkeys, etc., which were posed in the classroom as if the animals were reading books. The students turned the classroom into a safari theme for the African competition. The team names this year were Kenyans and Maasai. This was based on the TV show, “Survivor,” when it was on location in Kenya.)

### **Strategies/Activities**

Students read their chosen books and took Accelerated Reader tests on computer to gain points for the books. This was ongoing for the duration of the school year. A gigantic game board was put up (made by students in art class, this year's was a Safari theme made from grape vines and having African kenta cloth drawings and papier maché Maasai masks adorning it the length of the corridor 100 yards long). The teams progress their tokens on the game board as they accumulate more and more points on the Accelerated Reader computer all year. An end of the year celebration is planned. (We did a Survivor party with a safari theme). The first team to reach the finish line gets treated to pizza first, which is served to them by the losing team, which gets to eat pizza second. Really, everyone is a winner.

### **Culminating Activity**

The principal approved an end of the year party for the students. With help from the PTO parents, we set a date, got the students excused from their afternoon classes one day, and treated them to games, food, and prizes. Many of the students dressed in safari type costumes and the cafeteria was decorated in a safari theme. A disc jockey was enlisted, and games, door prizes, eating, and dancing ensued. Many books were given away as prizes. The local newspaper was on hand to take pictures of highest point total readers and awards were given out. A photographer took pictures for our memory album.

### **Evaluation**

The Accelerated Reader software program totaled the students' points. When they took their short multiple choice quizzes on computer, it automatically evaluated and awarded them appropriate points for comprehension. The students were working for points individually that went toward their report card grade. But they were also working for points collectively that went toward their team's total in the contest.