

Share a Story

First, it creates a resource of book/tape/activity packs for use by all students in the school. Second, the third grade students are building their own reading fluency and reading comprehension skills through a motivating project. The students are taught skills to manage their project. Through this project, they are able to 'give something back' to their school by providing a resource that can be used by others to enhance learning.

Curriculum/State Standard

This project targets the following 3rd grade Language Arts TEKS (Texas Essential Knowledge and Skills)

(3.3) Listening/speaking/audiences.

The student speaks appropriately to different audiences for different purposes and occasions. (D) present dramatic interpretations of experiences, stories, poems, or plays

(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)

(3.10) Reading/literary response.

The student responds to various texts. (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama

(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently (B) establish purposes for reading and listening, such as to be informed, to follow directions, and to be entertained (I) represent text information in different ways, including story maps, graphs, and charts (2-3);

Overview

In this project, third grade students create book/tape/activity packs that can be checked out by younger students to help build essential reading skills. The third graders choose a book, tape themselves reading the book, and create an activity that could be completed by a younger student.

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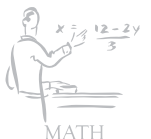
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



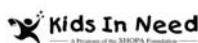
SOCIAL STUDIES

1

MONTHS

\$750

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Share a Story” project continued...

Objectives

- The student will build reading fluency and ability to read with expression.
- The student will use comprehension skills to create an appropriate activity related to the book.
- The student will create a book/tape/activity pack that a younger student could check out and use to build his/her reading skills.

Materials

A variety of picture books at various reading levels, tape recorder and headphones, blank cassette tapes, materials to create file folder activities (ex. file folders, game pieces, spinners, dice, dry erase markers, play money, notecards, etc.), bags to store completed activity packs, art supplies (paper, glue, markers, etc.), access to a laminator

Readiness Activity

Introduce students to the activity by investigating and discussing already created books on tape and reading/file folder games and activities. (These could be professionally created or teacher created.) Discuss with students what qualities made each tape fun to listen to. Point out important points (expression, voice tone, pace, etc.). Look at games/activities and discuss why students enjoy playing them. Discuss what makes them fun and how they help students learn. Point out important qualities (how learning skills are tied in, neatness, easy-to-understand directions, etc.). Then begin explaining to the students that they will have the opportunity to create their own book/tape activity set that will be checked out and used by other students.

Strategies/Activities

Day One - Review with students skills for choosing an appropriate book. Discuss what they should look for in choosing a book such as length, level (apply 5 finger rule), interest area, etc.

Have students come up 2 and 3 at a time to choose their books. Guide students to choose appropriate, interesting books, based on their skills and interests. Keep a record of which book each child chooses.

Day Two - Students practice reading their books to build fluency and expression. Students read their books individually. Teacher moves around classroom to assist students with pronunciation, difficult words, etc. Students take book pack how to practice reading with a parent, guardian or sibling.

Days Three and Four - Students practice reading their books with a partner to build fluency and expression. Peers give 3 positive comments and 2 suggestions for improvement to their partner. Students take book pack how to practice reading with a parent, guardian or sibling.

Day Five - Teacher demonstrates how to tape record reading of the book. Teacher provides both positive and negative examples and students discuss and give feedback. Students generate a list of things to do when being taped. Each student reads his or her book to the class. Teacher leads students in discussion to give positive feedback and suggestions. Students take book pack how to practice reading with a parent, guardian or sibling.

Day Six and Seven - Students tape books with assistance of parent volunteer, teacher, or peer mentor.

Day Eight - Teacher introduces idea of creating an activity to go with the book. Teacher gives examples of activities that students have done through the year. Class brainstorms ideas that students can use in developing their activity. Students list 5 ideas they are considering. Class meets to discuss these ideas. Each student explains his or her book and states his/her ideas. Students give feedback and suggest additional ideas. Each student ends with at least 7 ideas to think about.

Day Nine - Students choose the one idea they would like to create and begin rough draft. Teacher conferences with each student about their ideas/necessary supplies, etc.

Days Ten and Eleven - Students continue to work on rough drafts, teacher continues to meet with students to conference about ideas.

Days Twelve and Thirteen - Students have final conference with teacher to edit rough draft and obtain supplies to create final activity. Students work on final activity.

Days Fourteen and Fifteen - Students continue to work on final drafts. Students create a cover page for their activity that contains the book title, author, “Activity by” and an illustration.

Days Sixteen and Seventeen - Students meet with teacher to turn in activities and assemble activity packs. Teacher laminates supplies and returns to student to cut out/assemble. Student puts a post-it listing all supplies on the bag. Teacher creates labels that list the contents to put on bags (This enables contents to be replaced if they become lost or worn out.)

Continued ...

“Share a Story” project continued...

Culminating Activity

The culminating activity is the completion and assembly of the book/tape/activity pack. The student has then created an activity pack that will be checked out and used by other students. Students can participate in a celebration of their accomplishments.

Optional Ending activities (if time allows) - Students can try out one another's games and provide feedback. Students can invite younger students into the room to try out the activity packs. Students can have an awards ceremony for completing their projects.

Evaluation

Students were evaluated by teacher observation, teacher conferences, and by participation in student/class conferences,

If a letter grade is sought, a teacher could score students based on a rubric targeting the following areas: effort, reading fluency, participation in conferences/discussions, effectiveness of activity, and overall appearance of activity pack.