

# Teddy's Reading Travels

*This project is Authentic: purposes to read were for a real, working audience. Reasons to learn and plot mapping were real and necessary. Writing was also real and purposeful as kids wrote to reply to the community and Pooh.*

## Curriculum/State Standard

Recognize, pronounce, and know the meaning or words in text by using phonics, language structure, contextual clues, visual clues.

Read selections from a variety of literary forms.

Analyze author's purpose, methods, and make supported interpretations of the selections.

## Overview

The project instills an early appreciation for reading and its importance. It partners the class with community helpers. Teddy bear travels from community member to community member, taking pictures, recording what they read and what their place of work sounds like, sending the class post cards describing the bear's travels, what they read, why, and what the community member likes to read.

## Objectives

- The student will meet grade level reading and writing standards.
- The student will identify the different reasons for reading in our community.
- The student will demonstrate an excitement for reading by interacting with community readers through authentic reading/writing applications.
- The student will relate to a sense of place in the local community.

## Materials

Post card materials, reading materials from local chamber of commerce, art supplies, traveling tape recorder, big books, envelopes, a traveling animal, back pack, tape recorder/microphones, necklace and program instructions for animal along with a list of community members (phone numbers) on the back side, a class community bulletin board, cameras, classroom library of community

*Continued on the back...*

# 1-2

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



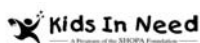
SOCIAL STUDIES

# 3

WEEKS

# \$725

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Cliff Williams  
Crooked River Elementary School  
641 East First Street, Prineville, OR 97754

# “Teddy’s Reading Travels” project continued...

helper books, and magnetic number sentence boards. Also, reading and responding packets dealing with mapping, community helpers, transportation, and building different types of communities. A classroom of older students to share new reading adventures with.

## Readiness Activity

KWL chart to pre-assess what the kids already know and think about with the word community. Introduce Pooh Bear, his mission, and ask the kids what we need to do in order to prepare for our community guests and Pooh's departure from the room. Kids take ownership into the unit and help build it.

## Strategies/Activities

Kids prepare their reading selections for visiting community members who will be a part of Teddy's travels. Group work, practice, and record a favorite story.

Visiting community patrons come to the class and talk about their occupations, listen to the kid's story reading, and hear a presentation from the kids about how the program will work; including all that is in Pooh's back pack and some ideas on how to use the materials.

Teacher points out that Pooh's necklace also has instructions on it along with other community patron phone numbers to arrange handing off Pooh.

Have built and prepared a community bulletin board complete with compass rose and a legend.

Use scholastic or other resource to introduce mapping and components on your class bulletin board

Prepare learning packets on finding and locating others along with a “What does it stand for” map building exercise of symbols. Plot distances through math/mapping skill sheets. Or, mapping your school by pacing off the number of steps, adding and graphing.

Investigate and depict community helpers, neighbors, and different patterns of transportation in our history. Build a community transportation mural, make a community helper book, etc.

Get magnetic boards, divide class into teams and make daily number sentences which match the tally board on the door representing the number of days Pooh has been out of the room.

Using your library as a resource, investigate different communities, compare likeness and differences, discuss what makes a community a community. Groups make posters of different communities.

Continue using tape recorders in a buddy system to increase reading fluency.

Plot community patron written responses on class bulletin board map.

Read and share all community correspondences and have kids respond with their own writing.

Include in reading lessons comprehension skill targets of identify an author's purpose and the main idea of a story. Buy similar genre books as the community is reading.

Have the kids either prepare a learning celebration night with the community patrons and parents or with another (older) class.

## Culminating Activity

**2 possibilities:** an evening of learning celebration at which the kids show the parents and community patrons all they had learned and read during the unit. This night can be a mini-read-athon; take books and response logs over to a 4th grade classroom and have a longer read-athon with buddy readers. This lead to more reading excitement, cross-age help in determining author's purpose and main ideas, and many view points in grand conversation format towards the retelling of the stories.

## Evaluation

Pre-post assessment were given in order for kids to communicate how they felt and now feel about reading. These were done in “happy-face” to “sad-face” format within varying environmental situations. Running records were also performed before the unit and after the unit to quantify each student's growth in reading accuracy, comprehension, and fluency. Finally, student work and participation were recorded with regard to student performances in conversation, group work, and project pieces.