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For information concerning Teacher Grant opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

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Goals

Our goal is to increase students' achievement in the areas of application, synthesis, and evaluation of reading, language arts, and writing skills, as well as improve parent and community participation in the classroom, and promote student centered learning. Students will take leadership roles in their educational journey using "Inspiring Future Authors" learning exploration. A young learner's passion for literacy develops through constant exposure and opportunities to read, write, and listen to "words" so our learners experience a world of stories and illustrations that foster higher level thinking skills, which promote achievement in social, cognitive, and emotional growth. Students will practice being active readers, writers, listeners and speakers through being exposed to a variety of genres using our program. Students will present their writing to parents, administration, and other classes in our school. This program focuses on delivering meaning to an audience through the application and evaluation of literacy skills, in addition to promoting creativity, as each students' interpretation of the written word is expressed and synthesized through justifying their conclusion. Our learners are given the opportunity to develop a love for literacy, become fluent readers and writers, which directly correlate to the rigor our new standards expect from our learners.

Florida Standards: These standards can be used for any grade level, as the facilitator creates the rigor needed for success.

Reading for Informational Text

1. RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3. RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
4. RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
5. RI.2.8. Describe how reasons support specific points the author makes in a text.
6. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
7. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
8. RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

1. SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2. SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
4. SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Writing

1. W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
3. W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
4. W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Reading Foundational Skills

1. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
2. RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Language Arts

1. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2. L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3. L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
4. L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

“Narrative Description”:

There is a critical need to support our students’ active engagement in the provision of a comprehensive and successful literacy program. It is our expectation to equip students with the support and tools to become stakeholders in their own educational development of through using this program. The intention of this project is to create an enriched student centered literacy environment through stimulating activities that correlate to students’ acquisition of skills through connecting reading, writing, listening, and speaking, which will reinforce our new standards in any grade level. The “Inspiring Future Authors” program will reinforce areas of individual literacy needs for success in the learner’s academic journey. In addition, our students will be using several hands-on activities to enhance and expand areas such as art, drama, music, and physical education in order to develop higher-level decoding, fluency and comprehension skills, while enjoying and enhancing other areas of the curriculum. This will also provide the young reader opportunities to develop a strong scaffold for the components of literacy:

PHONEMIC AWARENESS—The knowledge and manipulation of sounds in spoken words.

PHONICS—The relationship between written and spoken letters and sounds.

READING FLUENCY, INCLUDING ORAL READING SKILLS—The ability to read with accuracy, and with appropriate rate, expression, and phrasing.

VOCABULARY DEVELOPMENT—The knowledge of words, their definitions, and context.

READING COMPREHENSION STRATEGIES—The understanding of meaning in text.

The students will interact with literacy activities during independent reinforcement or infused with the Daily 5 reading program. Through creating fun, rigorous projects that reinforce comprehension, movement to practice fluency, hands-on activities to increase all literacy skills, and many other opportunities to expand the language arts aspect of each young learner to a level of evaluation, synthesis, and application. For example, students may illustrate picture(s) of their interpretation of the story show mood, applying context clues for reference (text features, story structure, etc.). This course outline is easily adaptable to include a multiplicity of areas and genres to enhance student meaning, which is based on your students' needs. On each day that the story is shared, a different literacy concept will be introduced, reviewed or practiced. For a stronger home/school connection, the students will take their writing journals home for the weekend to share with family and friends. The parents will have an attached form to their child's writing portfolio to "share what he or she noticed" during child's sharing.

Teacher chooses writing prompts, concepts, and theme(s), which should correlate to the school's literacy/reading program. Additionally, this project will extend the reading process for my learners as writing materials will be purchased to excite young learners when they are at centers, which will help the students acquire complete exposure to the all areas of the language arts component. For example, students will use colored markers to highlight the vowels. Another example for my students will be that they use craft scissors to cut verbs from magazines, depending on the skill or focus for that week. The materials make learning each skill hands-on, concrete, and fun for all students.

Lesson Plans:

Use the Narrative Description to help determine how you will use this project in your class. The lesson plan below is generic, yet will help enhance your students' literacy progress.

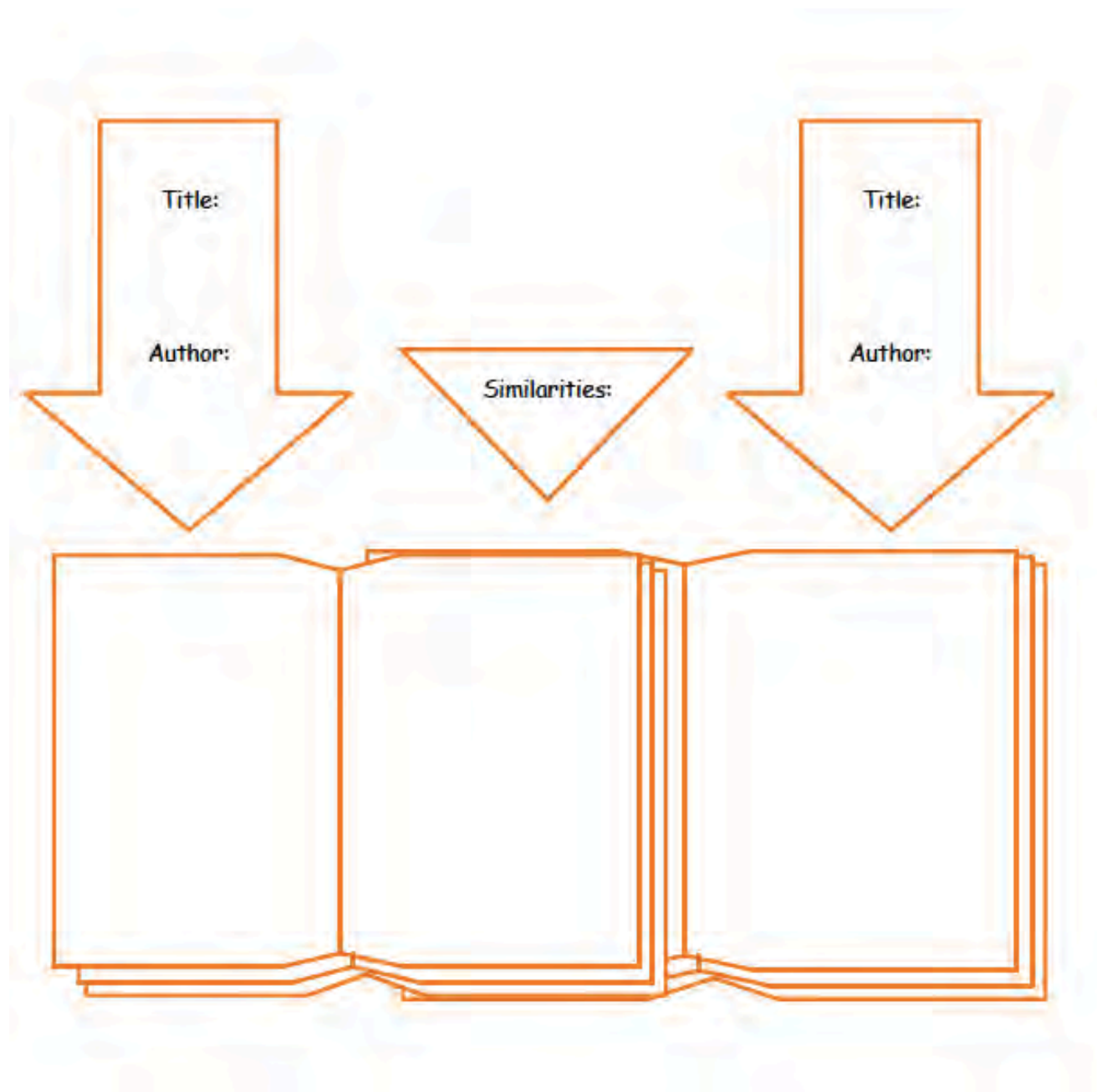
Introducing Authors...

Continue to follow this procedure throughout the school year:

- Introduce a new author by reading one of his/her books to the class. We try to do this with a funny or entertaining book to grab the children's attention. You may also chose authors that go with the subject matter you are studying or the season of the year.
- Have students come together for the reading.
- If there is new vocabulary in the story that is crucial for comprehension, discuss it the first day the book is introduced.
- As books become already read, use them to work on word skills. These can be done orally, or as pencil and paper activities.
- Allow children to read individual character parts to enhance student involvement.

- Students, in small heterogeneous groups, will write a script for the book. This should be done after the children are very familiar with the author/story. A child is assigned to each of the character/narrator parts. The group of children presents the story from a different point of view.
- Once the students begin to become excited about authors and their books, you can begin to have students choose an author and books to introduce to the class. The students can create different endings for the stories, act it out, and start a Book Log for the library so other students can use the log to choose good fit books.

Venn Diagram: Compare and Contrast Two Types or more genres or stories from the same author.



My view of the Author's Story

Title:
Author:

This story: justify:

Great Authors and Links

- Judith Viorist
 - *Alexander and the no good horrible day*
 - *Something BIG Has Been Here*
 - *A Pizza the Size of the Sun*
 - *The Dragons Are Singing Tonight*
 - *The Baby Uggs Are Hatching*
- Shel Silverstein
 - *A Light in the Attic*
 - *Where the Sidewalk Ends*
 - *Falling Up*
- Eloise Greenfield writes fiction and poetry
 - *Nathaniel Talking*

Related links to help make this project adaptable for all grade levels

- PoetryTeachers.com
- <http://www.scholastic.com/teachers/collection/author-study-guide>
- <http://www.dailyteachingtools.com/author-study.html>
- <http://www.fldoe.org/bii/curriculum/sss/>
- <http://msjordanreads.com/2012/05/11/amazing-author-studies/>
- <http://www.primary-education-oasis.com/author-studies.html>

Authors for Skill Practice:

Authors should be used as a tool to reinforce the skills you are working on in class. To promote successful attainment of an objective, a facilitator must apply a variety of tools for students to access and apply their new knowledge. Skills practiced in isolation on a worksheet do not always transfer to actual reading and are not in connection with our new standards. The one caution here is that you not do this to excess, the drill and practice of the poem. The main purpose of reading the poems is to create enthusiasm for reading. Always turning it into a skills drill will deflate the excitement and enthusiasm poetry can bring to a classroom.

Review the book by the author to decide which skill to work on. If the story has numerous contractions, then use that story to work on contractions. If it has many short vowel words, use it to work on short vowels. You can make these oral activities or make up a worksheet for the children to complete as a written assignment. You can make this as simple or as complex as you deem necessary to meet your learners' needs.

Some of the skills I worked into these sessions:

- Find synonyms/antonyms. I would say a word and the children would search for a synonym/antonym. Sometimes I told them in which chapter to search. Students may use highlight tape to show mastery of skill.
- Work on alphabetical order using authors/
- Use words from old stories in word sorts.
- Find the nouns, verbs, and adjectives.

- Find the contractions and possessives. Since both have apostrophes, the students had to use the context to decide which it was.
- Paraphrase a short story. You can see if the students understand plot and main idea from this short exercise.
- Find the main character(s) of the story. Usually there are so many characters or so few, so this is GREAT for inference skills.
- What is the character feeling? Explain.
- Where does the author live? Great Social Studies connection.

Invitation to Author's Play



You are invited to celebrate our writing...

Please join us for a special presentation

It will be held in our classroom from

_____.

Please support our class!

Cut at the dotted line and return this bottom part

You Name: _____

_____ Yes, I (or someone) will attend on behalf of my child

_____ No, I will be unable to attend

Reading Success Progress



After reading about Thanksgiving... what fun we have!



Parents working
in a Book Group.





**Students sharing the author
they most love to read!**

Student Rubric for Writing

Writing Rubric, Grade 2					
6 Points	5 Points	4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> • focuses on topic and is clear • organizes writing clearly and uses transition words • supports main idea with many details and chooses descriptive words • uses a variety of complete sentences; has mostly correct grammar, punctuation, and spelling 	<ul style="list-style-type: none"> • focuses on topic and shows completeness • organizes writing clearly • supports main idea with details and chooses some descriptive words • uses some variety of mostly complete sentences; has some correct grammar, punctuation, and spelling 	<ul style="list-style-type: none"> • focuses mainly on topic • organizes writing somewhat clearly but does not use transition words • supports main idea with some details and chooses a few descriptive words • uses some complete sentences, without variety; has some correct grammar, punctuation, and spelling 	<ul style="list-style-type: none"> • focuses somewhat on topic but gives extra information • does not organize writing clearly • supports main idea with few details and does not use many different words • uses no variety of sentence structure, hardly any punctuation, and has many grammar and spelling errors 	<ul style="list-style-type: none"> • focuses little on topic and gives extra information • organizes writing unclearly and in no real order • supports main idea with few details and word choice is basic • uses basic sentence structure but has many spelling and grammar errors 	<ul style="list-style-type: none"> • does not focus on topic • does not write, writes unclear words, or draws a picture • supports main idea with few details or examples and word choice is limited • shows little understanding of spelling, sentence structure, or punctuation

Use the rubric to determine your performance scale for your young writers.

Lesson Extensions

EXPOSITORY PROMPT

Writing Situation: There are many genres even from one author. Think about how similar and different the types are. Explain how two different kinds of stories with different. Genres are similar and different.

Directions for Writing: Now write to explain how different kinds of genres from the authors are similar and different.

PERSUASIVE PROMPT

Writing Situation: Everyone has a favorite place to visit. You want your friends to visit this same place. How would you recommend or persuade your friends to visit this location. Think about which locality is your favorite and why your friends should go there.

Directions for Writing: Now write to persuade your friends to visit this place using one type of poetry.

1. Search your school's library for your favorite author's book and share it with the class.
2. Create a class story or even a chapter book.
3. Find local authors and ask them to come to your classroom to excite your young writers.
4. Create a class author study book; and when students find or create a book from a special author we can begin our own library from students.
5. Begin a school wide author study on early release days and students research and share information.

Name _____

Andrew Toffoli Book Project

1. Choose a famous historical figure. Check your social studies book for ideas. Change his or her first name only.
2. Create an animal character to represent him, like Mr. Toffoli does.
3. Look up six important events in that character's life from a biography or on the Internet.
Be sure to include:
 - a. Something from their childhood.
 - b. How they became interested in what they were famous for.
 - c. What they are known for
 - d. An interesting fact that people might not know.
4. Now write six pages for your book using your facts, and trying to rhyme your sentences like Mr. Toffoli did.
5. You will need to put your book together using oak tag as the front and back covers.
Be sure to have:
 - a. A cover with a picture and title
 - b. 6 pages with text and illustrations
 - c. A back cover.

ASSESSING YOUR LEARNERS

Assessing our young learners is an essential part of instruction, as it helps us determine whether or not the standards are being met. Assessment affects outcomes about grades, placement, progression, instructional needs, and curriculum. Assessments lay the foundation to have our students think outside the box and inspire us to ask rigorous questions: "Are we teaching for understanding?" "Are students applying standards?" "What can I do to improve student achievement thereby promoting better learning?"




Measurable Tools to show student achievement and growth:

- Using the STAR reading assessment, which will be given to students in September, December and May of the school year, students will demonstrate one grade level increase in their reading score.
- All students in my class who are assessed will score 70% or higher on all reading assessments.
- Independent home reading practice will increase by a minimum of 40 minutes per week as measured by input from parent feedback on their child's weekly poetry log.
- Students will demonstrate an increase in "problem solving" attributes each 9 weeks using the Marzano inspired rubric.
- Administration will acknowledge Applying or above in all areas that reflect student engagement and teacher facilitating on the I Observation during the observations conducted throughout the school year.

Name _____

Date _____

Author's Purpose Rubric

I can apply author's purpose to literature.	I can identify the author's purpose using evidence.	I can justify how I used the evidence to support my evaluation of the author's purpose.
		



I feel successful.



I feel I may need extra practice.



I really don't understand, please reteach.

RESOURCES

- The school's Media Specialist can help locate related books, videos and websites.
- Broward Enterprise Educational Portal
- Common Core State Standards: www.corestandards.org
- Crayons (if not available from the school) Target price varies depending on the size of the box
- Construction Paper (if not available from the school) Target price varies depending on the size of the ream
- Books on favorite Authors: see Bibliography

BIBLIOGRAPHY



Benjamin Franklin

Andrew Toffoli

The first book in the new "histories presents" series introduces the industrious Bengal tiger, who is based on the life of Benjamin Franklin. Ben's story is told in rhyme and starts with how much he enjoyed reading as a young cub. "Benjamin would read... and read as many books as he could get his paws on." The story continues through Ben's career as a printer and the writing of Poor Richard's Almanac through his creation of a library, a fire department, and bifocals. Of course,

Ben's electrical experiments and diplomatic pursuits are included as well. The book is beautifully-illustrated. Its large, whimsical text surrounded by plenty of white space makes it easy to read. Young readers will enjoy learning history and all about Benjamin Franklin's contributions to it. This is an excellent volume to include in an elementary school library or classroom library. 2005, Little Germ that Could Creations, \$13.99, Ages 4 to 8. Reviewer: Sue Reichard (Children's Literature).



Christopher Columbus

Andrew Toffoli

Little Chris Cowlumbus was an Italian cow with an adventurous spirit. As unlikely as the premise is, children of all ages will get a chuckle out of this re-telling of the traditional discovery-of-America story. While Chris is growing up, he becomes discouraged by the tale that the world is flat, and he decides to set out in search of proof of a round world. He has no money to finance his journey, so he heads over to Spain to ask the king and queen. They say no initially, but Chris keeps at them and eventually he is given the funds to support his quest. He takes a human crew with him and after weeks on the water, they find a new land and new people to greet them. How will Chris learn to get along in a new land and with new neighbors? Toffoli's boldly colored illustrations capture the humor and character of Chris and lead the readers along with his adventures. This volume of the "Histories" series is fun to read for both children and adults. 2007, The Little Germ that Could Creations, \$14.99, Ages 3 to 8. Reviewer: Carol Ann Lloyd-Stanger (Children's Literature).



Michelangelo Bunnyrotti

Andrew Toffoli

A unique way to introduce children to great people in history is established in this "histories" series that uses animal figures as a way to tell about the lives of real people. In this rhyming selection from the series, Michelangelo Bunnyrotti portrays the great Michelangelo Bounazrotti. Readers can follow the tale of how "Mic" first started producing artwork and how he progressed to various projects including some of his most well known works, the Pieta, the Sistine Chapel,

and David. Terms such as fresco, plaster, stone carvings, sculpt, marble, and chisel are introduced as part of the story and give teachers or other adults the opportunity to extend learning with further discussion. Bright colored humorous illustrations add to the text and to the understanding of the art terms. This book can be used in classrooms to enrich history or art lessons, or it can be offered as well as just a fun early reader. 2006, The Little Germ That Could Creations, \$13.99, Ages 4 to 8. Reviewer: Nancy Atchery (Children's Literature).

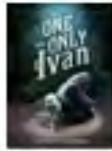
Program Details

Andrew's presentations are unique because they are history lesson and art lesson in one. The presentation consists of a reading of one of the books, followed by a full demonstration of how drawings come to be, a question and answer session about writing and illustrating and a trivia game where the students compete to win sketches by answering questions from the story.

Each book covers a different program:

- Christopher Cowlumbus highlights discovery and following your dreams.
- Benjamin Franklin highlights inventions and science.
- Michelangelo Bunnyrotti highlights humanities and the arts.

Andrew is available to do 2-3 presentations in a day. Ideal group size is not to exceed 150 students. His presentations are designed for grades K-4, and last approximately 45 minutes. Appearance fee is negotiable.



The One and Only Ivan (Hardcover)

by Katherine Applegate (Goodreads Author) (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.20 — 81,046 ratings — published 2011



Stuart Little (Paperback)

by E.B. White (shelved 1 time as 2nd-grade-reading-list)

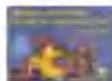
avg rating 3.84 — 81,284 ratings — published 1945



Frog and Toad Are Friends (Frog and Toad, #1)

by Arnold Lobel (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.15 — 58,997 ratings — published 1970



Alexander and the Terrible, Horrible, No Good, Very Bad Day (Paperback)

by Judith Viorst (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.22 — 126,078 ratings — published 1972



Bink & Gollie (Bink & Gollie, #1)

by Kate DiCamillo (Goodreads Author) (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.08 — 6,271 ratings — published 2010



Amelia Bedelia (Paperback)

by Peggy Parish (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.12 — 60,873 ratings — published 1963



Cloudy With a Chance of Meatballs (Paperback)

by Judi Barrett (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.14 — 94,675 ratings — published 1978



Nate the Great (Paperback)

by Marjorie Weinman Sharmat (shelved 1 time as 2nd-grade-reading-list)

avg rating 3.98 — 9,091 ratings — published 1972



The Mysterious Benedict Society (The Mysterious Benedict Society, #1)

by Trenton Lee Stewart (Goodreads Author) (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.10 — 90,894 ratings — published 2007



The Boxcar Children (The Boxcar Children, #1)

by Gertrude Chandler Warner (shelved 3 times as 2nd-grade-reading-list)

avg rating 4.05 — 73,035 ratings — published 1942



Freckle Juice (Paperback)

by Judy Blume (shelved 2 times as 2nd-grade-reading-list)

avg rating 3.77 — 32,849 ratings — published 1978



Winnie-the-Pooh (Winnie-the-Pooh, #1)

by A.A. Milne (shelved 2 times as 2nd-grade-reading-list)

avg rating 4.32 — 197,775 ratings — published 1926



Charlotte's Web (Paperback)

by E.B. White (shelved 2 times as 2nd-grade-reading-list)

avg rating 4.31 — 788,082 ratings — published 1952



Leroy Ninker Saddles Up (Tales from Deckawoo Drive, #1)

by Kate DiCamillo (Goodreads Author) (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.15 — 820 ratings — published 2014



A Lion to Guard Us (Paperback)

by Clyde Robert Bulla (shelved 1 time as 2nd-grade-reading-list)

avg rating 3.66 — 1,190 ratings — published 1981



Greenglass House (Hardcover)

by Kate Milford (Goodreads Author) (shelved 1 time as 2nd-grade-reading-list)

avg rating 4.05 — 3,343 ratings — published 2014



The Mouse and the Motorcycle (Ralph S. Mouse, #1)

by Beverly Cleary (shelved 1 time as 2nd-grade-reading-list)

avg rating 3.86 — 54,464 ratings — published 1965

Friendly Four –

By Eloise Greenfield

Contains poems for individual and multiple voices that follow the experiences of a group of four friends as they spend a happy, creative summer playing together.



The Frogs Wore Red Suspenders –

Jack Prelutsky

Humorous poems about people and animals

Gone Wild–

By David McLimans

An alphabet of endangered animals



Good Books, Good Times!

Selected by Lee Bennett Hopkins

Poems about the joys of books and reading



Bad Case of the Giggles: Kids' Favorite Funny Poems –
selected by Bruce Lansky; illus. Stephen Carpenter
Funny poems by authors: Jack Prelutsky, Shel Silverstein, and many others

Barefoot Book of Classic Poems –
Selected and illustrated by Jackie Morris
Collection of poems by English and American authors



Big Talk: Poems in 4 Voices –
Paul Fleischman
A collection of poems to be read aloud by four people, with color-coded text to indicate which lines are read by which readers

Bing Bang Boing: Poems and Drawings –
By Douglas Florian

More than 150 nonsense verses



