

First and Last Name *

Melissa Twisdale

School *

Asbury Elementary

Phone Number *

7576526720

Position or Title

Reading Specialist

Project Title:

One Book for One Collaborative Culture

This project is designed for:

- Elementary
- Middle
- High
- Other:

Target Grade Level(s)

Third through Fifth Grades

Subject Areas or Discipline

Literacy, Reading, Writing

Describe the grade level target population, subject or subjects being taught, overall curriculum goals and SOLs being addressed by the project.

3.4, 4.4, 5.4 The student will expand vocabulary when reading
3.5, 4.5, 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry
3.6, 4.6, 5.6 The student will read and demonstrate comprehension of nonfiction text
3.7, 4.7, 5.7 The student will write cohesively for a variety of purposes.
3.3, 4.3, 5.3 The student will apply word-analysis skills when reading
As teachers work to ensure that students have the opportunity for extensive time in text, it is unfortunate that the stumbling block in accomplishing this is oftentimes availability of high interest books. Research urges reading instruction through varied types of reading experiences. Small group instruction offers the opportunity for guided reading instruction at the students' instructional levels, while independent reading is offered with an emphasis on student choice. Both types of reading are important to student growth, however there is a growing body of research which supports the importance of daily opportunities with exposure to grade level text (Shanahan, 2009). Offered in a shared reading experience, which provides for teacher scaffolding, grade level text offers the exposure to advanced vocabulary and text complexity necessary for expediting reading growth and development. Funding for our One Book, One Collaborative Culture, would provide students in grades 3, 4, and 5, quality grade level literature for engagement in whole class, teacher scaffolded reading lessons in a "reading process approach" which involves "before, during, and after" reading experiences. Daily shared reading offers an opportunity to place grade level text in front of every student within a setting that offers scaffolding for students reading below grade level, and enriching response opportunities for all students. Additionally, this experience provides an opportunity for independent level text for students reading above grade level. In a shared reading setting, differentiation through levels of support and freedom to "read on" provides the liberty to explore and learn. In shared reading, the teacher reads aloud while the class follows along, but re-readings can be completed through paired reading, for various purposes including fluency practice and vocabulary self-collection.

Provide a comprehensive overview of the project to include: project objectives, explanation of innovative learning experiences, expected student outcomes and assessment practices for the project. Include plans for dissemination of the project after it is completed.

Our shared reading will incorporate project-based learning experiences during the "after-reading" stage of the reading process will include, (but not limited to) three specific project based experiences designed to create an increased sense of community. Project 1-Fox Book

Talk Show-Grade levels will take turns hosting and broadcasting episodes of the "Fox Book Talk Show." This project is based on a reader response "book talk" which is designed to embed practice with summarizing, an important comprehension skill connected to learning in all content areas. Project 2- Reading Wall of Fame-Each grade level will have a turn at contributing to our "Reading Wall of Fame" bulletin board. This board will feature specific book related information and highlights of story elements applicable to grade level expectations. For example, in addition to basic elements, fifth grade board will include information about rising and falling action. All grade levels will show evidence of character feelings and traits, as well as a plot summary.

Project 3- Unplug and Read- Each grade level will contribute to our reading slogan, "Unplug and Read" by making a newscast report related to the book as well as completing a reading response project which will be displayed on the "Unplug and Read" bulletin board.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed. (See Hampton Education Foundation website for Project Report form).

The projects related to the shared reading experiences will be ongoing throughout the school year, and since there are three different titles per grade level, all students will be working with the texts at the same time through the school year.

Budget:

List Items, Quantity, Cost (ex. iPads/6/\$150)- Use a different line for each requested item.

Grade 5: Wonder by RJ Palacio/25/\$150
 Grade 5: Bud Not Buddy by Christopher Paul Curtis/25/\$125
 Grade 5: The One and Only Ivan by Katherine Applegate/25/\$125
 Grade 4: Number the Stars by Lowis Lowery/25/\$75
 Grade 4: Bridge to Terabithia by Katherine Patterson/25/\$125
 Grade 4: Tales of a Fourth Grade Nothing by Judy Blume/25/\$100
 Grade 3: Because of Winnie Dixie by Kate DiCamillo/25/\$125
 Grade 3: Clementine by Sara Pennypacker/25/\$100
 Grade 3: The Stories Julian Tells by Ann Cameron/25/\$75

Total amount requested

\$1000.

Special Instructions:

After you hit submit, this application will be e-mailed to you . E-mail will show your answers and you can edit again if necessary from link in e-mail. Once you are happy with your application, you need to forward the Google Forms email (which shows your responses) to hcs-edfoundation@hampton.k12.va.us. Be sure to do this before the deadline! At that point, the grant review committee will route your application to your building administrator for approval. By signing this and forwarding your application, you confirm that you have discussed this project with your appropriate building administrator who has agreed to support the program if grant funds are awarded.

Electronic Signature

Melissa Twisdale

Create your own Google Form

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Melissa Twisdale

**Reading Specialist
Asbury Elementary School**

"We cannot all do great things, but we can all do small things with great love." Mother Teresa

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