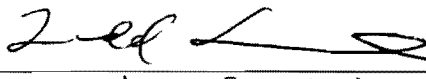


**Teacher Integration Grant Application
2010-11**

Title of Project: Book Recommendation Podcast Project
Teacher: Jeanine Chaikin
Subject/Grade: 5th grade - ELA
District: Coplaque Public School
Building: Susan E. Wiley Elementary
Phone: 631-842-4014
Email: jchaikin@coplaque.net

I have permission from the district technology director (Model Schools liaison) to submit this grant.

Authorized Signature 
Title Director of Technology

Submit:

1. This application cover sheet
2. Completed Learning Experience Template. Teachers are encouraged to email application dkennedy@wsboces.org Teachers should also send a paper copy with signature of district technology director.
3. Examples of student work to support the application.

Please submit all materials by Monday, March 7, 2011 to:

Debbie Kennedy
Divisional Administrator Curriculum & Instruction
Western Suffolk BOCES
31 Lee Avenue
Wheatley Heights, NY 11798

Any questions please contact Debbie Kennedy (631) 595-6813 or email dkennedy@wsboces.org

Winners will be notified by March 24, 2011. An awards brunch will be held Wednesday, June 8, 2011.

NEW: Teachers awarded \$1000 will be required to email his/her grant information and backup materials by June 1, 2011. This will allow teachers and administrators in our region to benefit from the technology integration lesson/unit. All grants will be posted on the Western Suffolk BOCES website.

Book Recommendation Podcast Project

1. Learning Context

One way readers find a good book is by listening to the recommendations of others. By the time students reach fifth grade they have read and enjoyed many books. For this project, students chose a "just right" book and wrote a brief review. They followed the guidelines that they had been taught. They revised and edited their review and then met with a peer to "preview" their book review. The students learned to think critically by discussing the strengths and weaknesses of each review and then made the necessary changes. Students then presented their recommendations to the class using note cards and at the end they took questions from the audience.

Learning Standards and Goals

I believe that it is important that students understand what makes a book enjoyable and that their opinion is valued. It is through reading and evaluating good books that we become lifelong readers. A goal of mine has always been for students to enjoy and value reading as much as I do. In writing a book review, students bring their own life experiences to their reading and this makes their evaluation unique and interesting. They are excited to "sell" their book to the class and for their parents to hear their recordings on the class eBoard.

This project integrates the ELA curriculum with the district technology standards. The use of technology addresses the needs of the less able readers and the ELL students by giving them the opportunity to practice the language and hear the language in a non-threatening atmosphere. They were able to choose books at their own level ('just right' books) and then review them according to their varied ability level.

The following ELA Standards were addressed:

-Standard 2: Students will read, write, listen and speak for literary response and expression.

Reading: Read, view and interpret literary texts from a variety of genres, define characteristics of different genres. Select literary texts on the basis of personal needs and interests while silently reading for enjoyment.

Writing: Respond to literature, connecting the response to personal experiences.

Speaking: Share book reviews

-Standard 3: Students will read, write, listen and speak for critical analysis and evaluation.

Reading: Evaluate information ideas, opinions and themes in texts by identifying a central idea and supporting details; details that are primary and those that are less important.

Writing: Use supporting evidence from the text to evaluate ideas, information, themes or experiences.

Listening: Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance.

Speaking: Ask questions and response to question clarification. Use information and ideas from personal experiences to form and express opinions and judgments. Use notes or outlines appropriately in presentations.

-Standard 4: Students will read, write, listen, and speak for social interaction.

Reading: Share reading experiences to build a relationship with peers or adults. Recognize the types of language that are appropriate to social interaction.

Writing: Share the process of writing with peers and adults. Write personal reactions to experiences and events, using a form of social communication.

Speaking: Use the rules of conversation, such as avoid interrupting and respond respectfully.

2. Procedure

Students are already familiar with the area in the classroom called "Our Must Reads". If a student reads a book that he/she believes should be on the Must Read rack, they complete a short book recommendation according to the guidelines that we have shared. There is a chart displayed: "How to Write a Book Recommendation" to which they should refer. Several mini-lessons are devoted to discussing the qualities of a good review and examples are shared. It is noted that a good review shares just enough (but not too much!) information to entice other readers. We also invite other teachers and school personnel to recommend books that they shared as children.

Students revise and edit their reviews using the steps in the writing process. They peer – edit to get another opinion while waiting to conference with the teacher. Following the final draft conference, they are ready to publish. Publishing requires their final draft, practice reading aloud and then recording.

Mini-lessons to complete this project:

- How Readers Choose Books – Readers choose books in many different ways and for many different purposes. Ask the question: What do you think about when you choose a book to read? We charted: “Ways We Choose Books”.
- Making Good Book Choices – We created a chart indicating characteristics of a “just right” book. A “just right” book is a book that the student can read smoothly with only few places where you slow down to figure out a word or think more about the meaning. It is book that they can comprehend and enjoy. These books will help students become better readers, increase fluency, introduce them to new vocabulary, and foster confidence while reading.
 - Students then selected a “just right” book and briefly shared their selection with the class.
- Thinking, Talking and Writing About Your Reading – When readers read they may think about what they like or don't like, text to self connection, text to text connections, text to world connections, make predictions, draw conclusions, make inferences, notice something about the author's language or style of writing, character connections, etc..
 - Students were asked to mark two places in their book where they may have made any of the above connections. When we come together we will share.
- Abandoning Books – When you have given the book a fair chance and you are not enjoying you may want to return it to the library and select a new one. We charted “Why Readers Abandon Books”.
- Genres – Using a PowerPoint presentation, we went over all the genres and examples of each genre, while the student took notes. This mini-lesson took several days.
 - Students had to identify the genre of the book they selected and write the definition of the genre.
- Using Sticky Notes to Prepare for Writing – As student read their books they were asked to stop one or two times to make some notes about their thinking. This will help them remember the parts that they want to write about.
 - Teacher modeled this through a read aloud.
- How to Write Book Recommendations – Your book recommendation should sound like a short commercial telling the good things about the book. In a book review/recommendation, you need to have: title, author, genre, setting, main character, brief summary, and evaluation (why you liked it, why are you recommending it).
 - Over several days, the teacher modeled several book reviews from Scholastic News, using the document camera.
 - Students were instructed to read, take notes and write a review when they completed their book.

- Audacity –The teacher introduced the students to Audacity. We voted on a class instrumental and showed the students how to record, add the instrumental, save and export as an MP3 file.
 - Before recording their books, students practiced reading to a peer. Since reading fluency is highly related to reading comprehension, it is important that students are given frequent opportunities to read orally.
 - Students were called to the back table with a laptop and microphone already set up. As students were ready to record they recorded in Audacity and followed the steps they were given in a mini-lesson.
 - Finding book cover – The teacher showed the students how to find their book covers by searching in Google images and saving the picture.
 - Students were given laptops and asked to find their book and follow the teachers lead.
 - Moviemaker – The teacher introduced Moviemaker for those students who were ready to create their final podcast. The teacher showed the students the steps to import their picture and MP3 file into Moviemaker and save as a movie file. As the students finished, their projects were uploaded to the eBoard.
 - Rubric – The teacher handed out the rubric for their reviews and went over the expectations.
 - Editing/Conferencing – When students have proofread and edited their work they are ready to conference with the teacher. They had to make sure all elements of the rubric were present, reread their review to be sure it make sense, check for spelling, good word choice and punctuation.
 - When students were done editing and ready for a conference, they moved their number over on our writing project board to final draft conference. The final draft conference is part of the assessment.
3. **Instructional/Environmental Modifications** – Each student selected a book on his/her level. They read the book at their own pace and wrote to the best of their ability. The rubrics were modified to meet the needs of certain learners in my room. If the students were shy to record while the class was present, they were pulled separately while the class was not in the room.
4. **Time Required** – The entire project took about six weeks to complete.
5. **Resources** – The resources that were used were: Audacity, Moviemaker, a microphone, a laptop and a document camera.

6. **Assessment** – Throughout the project, student assessment was on-going. The teacher used the following rubrics.

Fifth Grade

BOOK RECOMMENDATION RUBRIC

	1	2	3	4
Title & Author	Title & author not included	Only the title or author is included	Both included, but no mention of author's other works	Both included with mention of author's previous works
Genre	Not included	Included, but with no reasoning	Included with some reasoning	Included with thorough reasoning
Setting	No description of setting	Incomplete or inadequate description of setting	Adequate description of setting	Complete description of setting. Includes many details and background information.
Main Characters	No description of main characters	Incomplete or inadequate descriptions of main characters. (Don't just list their names)	Adequate descriptions of main characters with some details and pertinence to the plot	Complete description of main characters including many details and pertinence to the plot
Summary	Inadequate plot summary	Incomplete plot summary, does not define the problem and/or solution	Adequate plot summary including some events, vaguely describes problem and solution.	Thorough plot summary including main events, thoroughly describes problem and solution.
Evaluation	No evaluation	Brief evaluation, but little or no justification for recommendation	Adequate justification for recommendation	Convincing, reasonable justification for recommendation
Mechanics	Several errors in punctuation,	Some errors in punctuation, spelling,	Few errors in punctuation, spelling,	No (or very few) errors in punctuation,

	spelling, capitalization, and/or grammar	capitalization, and/or grammar	capitalization, and/or grammar	spelling, capitalization, and/or grammar
Organization and fluency	Report is unorganized and hard to follow, sentences do not flow well	Report is somewhat organized and can be followed, sentences flow fairly well	Report is organized and can be easily followed, sentences flow well	Report is very well organized and can be easily followed, sentences flow very well and are varied
Grade	C	B	B/A	A

Assignment: Book Talk Criteria Checklist

You have signed up to do a book talk on

_____.

Your book talk should contain the following information:

- Title**
- Author**
- Genre** – (mystery, realistic-fiction, historical-fiction, science-fiction, non-fiction, fantasy, etc.)
- Summary** – Determine the important details within your story. Retell the main idea. This is a summary – do not retell every event that happened.
 - Main characters
 - Setting
 - Main events in the plot
 - Conflict/problem (don't tell the resolution/how the problem was solved – it will give the story away).
- Recommendation** – Do you recommend this book to others? Who would like it? Who wouldn't like it?

Helpful Hints:

- You must have the book with you when presenting your book talk to the class.
- It is recommended that you write notes containing the information on note cards.
- When you are finished, be sure to practice your book talk.
- When you are finished, read through the criteria and the RUBRIC to make sure that you have everything that is required.

7. **Student Work** – Student work can be found at <http://tinyurl.com/chaikingrant> .

8. **Reflection** -

This project was designed to enable all students to critically evaluate their book and share it with others. The students were excited and proud to be “experts” on their book and enjoyed supporting their opinions with evidence from the text and personal experiences. The use of technology was motivating as students were thrilled to record their review and then share it with family and friends by accessing the classroom eBoard. Most importantly, many books were shared and discussed. Students were able to learn about books that might be interesting to them.

As a teacher, I was rewarded by seeing each child become passionate about a book and wanting others to share that feeling. There is no greater gift to give a child than to share the love of books.

The project was well received by parents, as they were quite impressed with the finished product. They especially like the fact that it could be shared with family members who do not live nearby, by accessing the reports on the eBoard.