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First and Last Name

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School

S.P. Langley Elementary

Phone Number

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Position or Title

First Grade Teacher

Project Title:

Literary Leopards Project

This project is designed for:

Elementary

Target Grade Level(s)

First Grade

Subject Areas or Discipline

Language Arts

Project Summary (500 characters or less)

The Literary Leopards project will provide students with a project based learning experience that incorporates the HCS writing Standards of Learning and culminates with a published product of their own work that they can share and keep. Teaching elementary students to become effective writers includes “creating an engaged community of writers”, “providing students with opportunities to give and receive feedback throughout the writing process” and, most importantly, “publishing students’ writing, and extending the community beyond the classroom” (NCEE 2012-4058). All of these recommendations from the U.S. Department of Education would be addressed in this collaborative project.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

Students are required to write daily as part of language arts instruction, but it is often difficult to find enough time to immerse themselves in the writing process or to share that work as much as we would like. This project will give my first grade students a chance to share and celebrate their completed work with their peers and the Langley community.

In the beginning of the year, students will focus on the mechanics of writing (SOL 1.11, 1.13). As the year progresses, this project-based learning experience will utilize vibrantly illustrated mentor texts to help teach the writing process, convey the importance of writing, and get them excited about using their knowledge of writing to create their own stories. They will choose a topic (SOL 1.13b), brainstorm (1.13a), edit (1.13d-f), revise (1.13c), and colorfully illustrate their own work. We can use the special writing folders to provide visual examples of each stage and a place to store them. After careful revision and editing, the teacher will compile their work into the Student Treasures publishing kit and send it to be published. This shared reading and writing project-based experience will create a sense of classroom community through working toward a shared goal (1.13g).

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

This project will encompass all of the standards and writing conventions as outlined in the following Standards of Learning:

1.12 The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

We will measure student success through observation during the process of how well the student understands and participates in the activity, as well as assessment of the final product. The observations will occur throughout each step in the writing process to measure understanding of each stage. We will measure the success of the project through questions, surveys, and observations, the level of interest, involvement, and excitement about being able to keep a copy of the final product.

Innovation: Explain the innovative learning experiences in this project.

The use of choice will be the innovative force behind this project. Students involved in this process will learn and demonstrate the differences between reading and writing fiction stories, and reading and writing non-fiction reports. The students will then choose what they would like their book to be about; a collection of journal entries, fictional stories, or informational reports. Students will demonstrate further literacy knowledge through their understanding of the differences between fiction and non-fiction writing, plus they will own their involvement in the process through choice. Students will also design the book's cover, the invitations for the publishing party, tell the school about it on the morning announcements, and present their work to their audience. This will be a student-centered and student-led project, culminating in a shared, collaborative experience.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

We would like to provide the students with a "Publishing Party" upon completion of the project to further emphasize its importance by sharing it with others within our school. We will celebrate the arrival of the published book, and students can then take turns reading their entries aloud. We will incorporate our community partners and administrators by having them be a part of the party and the sharing process. Students can take pride in their work, celebrate the work of their peers, share with the school and community, and then take home a copy of their book to show their families. This can be a wonderful writing experience for students and encourage them to want to write more in the future. All of these events will then be shared on all of Langley Elementary's social media platforms to include Facebook, Twitter, and Instagram. We will continue the experience by sharing the book with our Kindergarten classes to get them more excited about writing and what is to come in first grade.

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)

During the first two marking periods, we will focus on writing legibly with the proper conventions with the goal of completing journal entries, personal narratives, and stories that have a beginning, middle, and end. We will supplement this instruction using our mentor texts to teach why authors write and how they follow writing rules.

During the third marking period, we will dive into this project. Since this is when we will introduce informational reports, we will also be focused on the differences between fiction and nonfiction writing. Students will brainstorm what they would like to write for their class book, and we will proceed with the writing process based on what they choose. We will spend two weeks on their chosen topic or story, editing and finalizing their work as well as illustrations. We will send their completed packet to the publisher in late March or early April, and we will plan their publishing party during May.

Budget:

If You Were a Writer by Joan Lowery Nixon: 7.99
The Purple Coat by Amy Hest: 8.99
Noisy Nora by Rosemary Wells: 16.99
Ralph Tells a Story by Abby Hanlon: 12.82
A Squiggly Story by Andrew Larsen: 16.95
Arthur Writes a Story by Marc Brown: 7.99
The Best Story by Eileen Spinelli: 17.99
Rocket Writes a Story by Tad Hills: 12.59
The Plot Chickens by Mary Jane Auch: 17.95
Look at my Book by Loreen Leedy: 8.99
What Do Authors Do? by Eileen Christelow: 7.99
From Pictures to Words by Janet Stevens: 17.95
Author a True Story by Helen Lester: 7.99
A Moment in Time by Jennifer Butenas: 9.99
Jack and the Beanstalk and the French fries: 5.00
The Three Little Superpigs: 5.00
National Geographic Kids Readers Level 1: 69.84
Writing Process Pocket Folders (11.99 per dozen for 2 dozen): 23.98
Student Treasures Publishing Book (24.95) for each student: 623.75
Snacks and drinks for the publishing party for authors and guests: 75

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

\$957.75

Electronic Signature

Robin Felkner