

Books for Young Readers (3-5)

Language Arts

Summary: The students create narrative books for young readers. They share their books with members of their community.

Service and Learning Activities

Preparation: Discuss the importance of reading with the students. Students recall books they enjoyed when they first began reading, and chart those books into fiction and nonfiction categories. Ask students what prevents some parents from reading to their children (such as the lack of books, no transportation to the library, or not knowing how important it is to read to their children). Invite a guest speaker (a reading specialist or someone from a local bookstore) to speak to the students about key elements of a book; sensory words, rhymes, and action verbs.

Action: Each student creates a book for younger children which has a cover, title page, dedication page, and an illustrated story. Use peer reviewers to edit the drafts.

Reflection: Students write the name of their favorite story in their journal and discuss how they felt when their parents read it to them. Students will discuss how they felt about creating their own book. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project?

Demonstration: The students read their books aloud to each other, to younger students in their schools, and then send them to a community agency with young children or new parents. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.B.1.2 Uses the writing processes effectively.
- LA.C.3.2 Uses speaking strategies effectively.
- LA.B.2.2 Writes to communicate effectively.
- LA.D.1.2 Understands the nature of language.
- LA.E.1.2 Understands the common features of a variety of literary forms.
- LA.E.2.2 The student responds critically to fiction, nonfiction, poetry and drama.

Academic Objectives

Students will create an illustrated book demonstrating:

- Understanding of the main features of a story including plot, characters, setting and theme
- Correct grammar, punctuation and spelling
- Knowledge of transitional devices and a developed plot with a beginning, middle, and conclusion
- Understanding of the main features of a story including plot, characters, setting and theme
- Artwork that complements the story

Assessment(s): Books for young readers, journals, and presentation

Service Objectives

- Provide books for young readers and for parents to read to their young children

Assessment(s): Thank-you notes from the community, FCAT reading scores of serving students