

Paula McDougall

Project: International Read In!
Date: March 8 to May 9
Purpose: Conduct a Book Rap via e-mail with other schools in the target language during the weeks preceding the actual Read In! day. Present a paired bilingual reading to an elementary class on May 13th.
Subjects: The Read In! is a day long reading project for hundreds of thousands of students throughout the world in grades K-12. It incorporates and integrates the Language Arts curriculum and Telecommunications into a remarkable and worthwhile educational collaboration among peers. <http://www.readin.org>
Grade: Appropriate for first to fourth year Modern Language students.
Summary: Encouraging students to use Spanish outside the classroom reinforces the Standards and Benchmarks that I have developed for my curriculum area. (see Exhibit A)

Since many students participated in the Read In! as elementary or junior high students, the incorporation of Hispanic authors and the Spanish language provides a new connection to an already favorite program. Learning another language encompasses these skill areas: listening, reading, speaking, writing as well as knowledge about the culture. To enhance speaking and reading skills, I require my students to read various Spanish children's books.

Requested format to follow for the days preceding the Read In!:
Contact other schools to participate in the project
Divide students at each school into groups of 3-4 study pods
Read stories in the target language
Use telecommunications to share reading lists with partner schools to conduct a book rap. Discuss characters, favorite parts of the book, etc. Learn about Hispanic literature through on-line participation, activities in the classroom, and scheduled live chats. Learn & follow proper netiquette techniques
Incorporate basic reading/writing skills
Number of Participants: Network with one Modern Language class in each of four schools.

Evaluation: Record the number of pages individuals read over a 4 week period. Certificates distributed to those who read a preset number of pages. Other daily activities (designing posters, artwork, music, etc) graded by classroom teacher.

Conduct a minimum of four on-line book raps with peer/teacher to discuss beginning, middle, and end of the story. A brief check for understanding by teacher may be used to monitor progress. Participate in the paired bilingual reading to an elementary class. Practice correct pronunciation with students beforehand. (ie. read a passage with 3 or fewer errors. (see Exhibit B)

Exhibit B BOOK RAP RUBRIC:

	Excellent			Acceptable			Needs Work				
Time	Self-directed			Usually on task,			Wastes class time;				
On Task:	always on task			has all necessary			does not bring materials				
	has all materials			materials							
10	9	8		7	6	5	4	3	2	1	0

Book-rap:

	Excellent			Acceptable			Needs Work				
Completes all 4 book raps, discusses all portions of story in target language				Completes 3 book raps, discusses some major portions in target language			Completes 2 or fewer book raps, discusses one portion of story in target language				
15	14	13		12	11	10	8	6	4	2	0

Oral

	Excellent			Acceptable			Needs Work				
Knows material well presents excellent summary in the target language				Refers to notes presents a good summary with some lapses in the target language			Relies heavily on notes presents a sketchy summary with major gaps (plot, character...)				
15	14	13		12	11	10	8	6	4	2	0

Journal & Tape

	Excellent			Acceptable			Needs Work				
Uses appropriate journal format all the time				Sometimes uses appropriate journal format			Rarely uses appropriate journal format				
10	8			6	4		2	0			

Grading Scale for Number of Pages Read

March 8 to May 9

76 - 80	A
73 - 75	A-
71 - 72	B+
68 - 70	B
66 - 67	B-
64 - 65	C+
61 - 63	C
59 - 60	C-
56 - 58	D+
54 - 55	D
52 - 53	D-

Composite Grade Scale

123 - 130	A
119 - 122	A-
115 - 118	B+
111 - 114	B
107 - 110	B-
104 - 106	C+
100 - 103	C
96 - 99	C-
92 - 95	D+
88 - 91	D
84 - 87	D-

The composite grade combines total points from the Book Rap rubric and the grade from the Number of Pages Read Scale.

Evaluation: Weeks 1 & 2 All postings written in the target language! Students will keep a back up disk copy of all posting for teacher review. Students must post 2 e-mail exchanges. The first posting should include: introductory information about themselves, how many years of the target language they have studied, and why they chose these particular selections. Reply to their e-mail partners to acknowledge receipt of introduction and to encourage them to get to know one another. Next, they are to post a brief description of the main characters and plot outline. Weeks 3 & 4 Continue answering questions posed by other schools. Exchange quizzes. Save quiz and its results to portfolio. Post good-byes or offer continued exchanges as an extra credit project. Future postings must have teacher's supervision.

* Additional Activity 1

Encourage students to submit and respond to one another's discussion questions. Designate one person from each school to use a thermometer chart to record the number of pages read on a bulletin board in their classroom. Reward the top readers in each school with a book placed in the school library/media center in their name!

* Additional Activity 2

Design a paper quilt square for each of the books read to exchange with participating schools--include the quilt squares in an e-mail posting. Individual contributions may be compiled in a personal portfolio for the final evaluation.

* Additional Activity 3

Each of the participating teachers may submit guide questions for a particular level in the target language. Teacher 1 may be responsible for developing questions for Spanish 1 students' books. Teacher 2 designs some for level 2 students and so on. This would ensure that all students were reading books that were level appropriate.

* Additional Activity 4

Each study pod is responsible for developing a 15 point quiz over each book read in their group to give to their counterparts. May be matching, multiple choice, or short answer, each quiz and response is to be kept in their portfolio for final evaluation.

* Additional Activity 5

As a culminating activity, collect 20-30 questions from each site covering the books read. Conduct an on-line book trivia contest about favorite books and book characters. Classes could compete against each other to win donated book (s) for their classroom. This activity is best designed for the ICN (Iowa Communications Network) room so that the students can exchange information via video monitors and microphones.

Student's checklist:

Record the number of pages over a 4 week period.

Submit daily activities (designing posters, artwork, music, etc.) to be graded by a classroom teacher.

Conduct a minimum of four on-line book raps with partner schools to discuss books read. The list may be divided into level appropriate books to guarantee that a student doesn't accumulate pages by reading selections that do

not challenge his abilities. For this reason, the grading scale is based on the number of pages read and not the number of books.

Submit quiz and its response to portfolio.

Complete check for understanding summaries with teacher.

Participate in the paired bilingual reading to an elementary class.

Practice correct pronunciation with partner beforehand. (ie. read a passage with 3 or fewer errors.)

(see Exhibit B)

