Title of Project: Kinder Kids Book Reviewers

Subject(s): Language Arts – Reading & Writing – Technology Integrated

Grade Level(s): Kindergarten

Abstract:
Kindergarten students are going to engage in a challenging and authentic project. The students will produce a product that will help other students choose their books. They will provide book reviews using the class profile on Seesaw, record their voices for the book reviews, write, take a picture of their favorite parts, and comment on the book of their choices. The students will present their work and will collaborate with another Kindergarten class to write book reviews. They will talk to a class speaker specialist about their book review project using Skype. They will publish their book reviews on the school website.

Learner Description/Context:
The Kindergarten learners are 5 or 6 year-old-students. Most of the students are English Language Learners (Spanish and Creole native speakers), African American students, and Special Needs students. The students learning environment will take place in the Kindergarten classroom during America’s Choice combined Reader’s Workshop and Writer’s Workshop with Technology Integration.

Time Frame:
The students will be engaged with this project for 15 days (one hour each day) during Readers and Writers Workshop time. They will work in small groups with teachers.

Standards Assessed:
ISTE NETS.S2 Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
ISTE NETS.S5 Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
CCSS.ELA-LITERACY.CCRA.SL.4. Present information such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.SL.K-5.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.SL.2-5.5. Create audio recordings of stories or poems.
ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...). ELAGSEKW2: ELAGSEKW3: ELAGSEKW7: With guidance and support, participate in shared research and writing projects (e.g., explore a variety number of books by a favorite author and express opinions about them).

6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goal.

Jo Williamson, Ph.D., Kennesaw State University
6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
6d Students publish or present content that customizes the message and medium for their intended audiences.

**Learner Objectives:**
The students will be able to discuss and write about books they read and produce book reviews to provide book recommendations to other students using technology tools. They will learn to collaborate with others, and they will publish the book reviews on the school website.

**The “hook” or Introduction:**
As the students go to the library, they identify and wonder what books to read. Then they see that it is probably a good idea to find some little help! Then, they can write book reviews and help others. I will show the students some book review websites to assist them with ideas. The students will gather key ideas and details from books of their level/choices. They are going to practice speaking, listening, reading, and writing skills. The language acquisition skills will be integrated with technology and practiced during the students’ regular school day. The students will use their iPads to access the Seesaw website online. The students will record their voices reading the books of their choices, taking photos of their favorite pictures or parts of the book, and write about them. They will produce book reviews with collaboration with another class, and specialists. They will publish the book reviews on the school website to provide book recommendation to other students.

**Process:**
The students’ groups will be formed from 4 to 6 students each. Each student will have their iPads in the classroom. The students will engage in a practice activity and document/record their reading fluency by reading a page from a book, write about that (favorite page), or draw a picture, get a QR code to send the end-product to parent.
The students will take a picture of any part of the book or any photos or illustration images; use an audio recorder to create the product read the book, write about the book or their favorite part of the book, and post the product on the Seesaw website class portfolio. A QR code will be created and sent to the parents to share their work/product. Parents will receive the school work right away on their devices and make comments if they wish. Teachers will be able to see the students’ work posted on their class portfolio on the seesaw and store the project there inside the class folders.
The students will create book reviews with favorite parts of the books, record their voices providing the reviews and their “written pieces.” They will write their favorite parts of the story using their words and explanation.
Another Kindergarten class will collaborate with the students to assist them to write the book reviews; then they will also help to record their voices providing the book review recommendations to readers to listen to when they search for the book.
The students will save their products on a website/portfolio using Seesaw for the teacher and parents to see and later the students will publish their work on the school website.

**Day One:** Set up the lesson introduction and introduce to the group of students, choose the books, demonstrate the recording to them.

**Day Two:** Start reading the books and recording the students’ voices.

**Day Three:** Take pictures of the book or favorite parts and start writing about them.
Day Four: Start gathering details and information for the book review.

Day Five: Review students’ project and print their work.

Day Six: Generate the QR codes to start sharing the work with parents on their devices.

Day Seven: Review parents’ feedback and review students’ projects with the whole class on the Promethean Interactive Board.

Day Eight: Start collaborating about the book review project with another Kindergarten class (around the world) using epals.com.

Day Nine: Continue collaborating about the book review project with another Kindergarten class (around the world) using epals.com.

Day Ten: Review the project as a group using the Promethean Interactive Board.

Day Eleven: Have all the students sit on the carpet and interact with a class speaker about the book reviews through a Skype Conference call.

Day Twelve: Students will review their projects before taking them to the Media Center.

Day Thirteen: Go to the Media Center to collaborate with the Media Center Specialist to publish the book reviews on the school website.

Day Fourteen: Continue to work on the collaboration publishing the work on the website.

Day Fifteen: The students may present this product to the other Kindergarten classes to see/share the students’ projects on the Promethean Interactive Board.

Product:
The students will publish their book reviews on the school website to provide book recommendation to other students.

Technology Use: iPads, Skype video conference call with a Technology Specialist, The document camera for the Promethean Interactive Board during the conference Skype call, projector, printer, laptops (The QR codes will be generated through Seesaw to also send to the parent's devices)

References and Supporting Material:
Teachers will need a rubric and technology tools for this project.
Indicators of Instruction for Engagement, Empowerment, and Deep Understanding, Retention, and Transfer of Knowledge
Adapted from:
Jo Williamson, Ph.D. Kennesaw State University, 2007-2013


