

Gregory Gilmore
9940 Fall 2011
LWI Project

URLs

Resources Page

[#">http://www.fortosage.net/education/components/scrapbook/default.php?cms_mode=view§iondetailid=11732&](http://www.fortosage.net/education/components/scrapbook/default.php?cms_mode=view§iondetailid=11732)

Google Lit Trip (.kmz file)

<http://www.fortosage.net/education/components/docmgr/download.php?sectiondetailid=11731&fileitem=7089&catfilter=ALL>

Intended Users and Purpose of my Project

I am using Google Earth as part of a book talk to promote the book *Runaway Twin* by Peg Kehret as well as other books she has written. Since I only have a few copies of *Runaway Twin* in the library, I have included information about the author in the Google Earth presentation and the book talk itself to encourage my students to investigate other books by Peg Kehret. *Runaway Twin* is a nominee for Missouri's Mark Twain Book Award (for grades 4-6) and part of our library's annual reading challenge.

This project is designed for fourth grade students during their weekly library visit. Our schedule is set up with 20 minutes of instruction and 10 minutes allowed for checkout. The limitations of 20 minutes provides significant challenges in completing a book talk (as well as most other lessons I prepare) and forced me to economize the material and activities to fit within the time constraints. I have designed this lesson to be teacher directed to save the time necessary for students to sit at a computer, find the correct web site, and begin navigating through the steps of the lesson themselves. It would be ideal to allow students the time to explore in Google Earth at their own pace, but they should still get a sense of the distance between the locations included in the setting of the book when the book talk is teacher-directed.

I chose this book because of the importance of geographical setting in the book, along with the positive feedback I have received from students and teachers who have already read it. As a bonus, Peg Kehret has a successful track record of writing several books that young readers enjoy.

Sequence of Activities

Since this activity is teacher directed and involves more than one internet resource, I have included a sequence of activities. These resources are compiled on the webpage linked at the beginning of this document.

1. View the Book Trailer Video and summarize the plot of the book without giving away the ending.

2. Using Google Earth and the .kmz file, show students the locations that make up the setting of the book.
 - a. Zoom out to demonstrate the distance between Washington and Nebraska.
 - b. Zoom into Enumclaw
 - c. Zoom into Nebraska (the book does not list a specific location in Nebraska)
 - d. Calculate the distance between Nebraska and Enumclaw by right clicking on each location and selecting "Directions from here" on one and "Directions to here" on the other.
 - e. Begin flying between the two locations to survey the landscape. Jump ahead in the flight and survey the landscape at a few different locations.
3. Point out the author's home of Wilkeson Washington, which is only eight miles from the Enumclaw, WA.
4. Using the linked biographies as a resource, include other details about Peg Kehret your students may find interesting. There are also pictures of the author along with her family and pets on her homepage. (www.pegkehret.com)
5. Highlight and introduce a few other books Peg Kehret has written. The link to "Book for Kids" on her homepage may be used, along with other video book trailers.
6. If time allows, give students a few minutes to browse through copies of other books Peg Kehret has written.
7. Have copies of her books easily available for checkout following the book talk.

Learning outcomes/objectives/standards for users

The main objective of this project is to encourage my fourth graders to read *Runaway Twin* and other books by Peg Kehret as part of the library reading challenge. Several other books by Peg Kehret have been nominated for the Mark Twain Award in the past and can be counted towards the reading challenge.

This activity supports the following Missouri English Language Arts Grade Four Common Core Standard:

RL.4.3

Describe in detail a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Reading for fun also increases fluency, vocabulary, and comprehension skills which are included in the following Common Core Standards:

RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as need at the high end of the range.

Methods of Assessment

My target for this activity is promoting positive attitudes toward reading and participation in the library reading challenge, which is hard to assess with a rubric or scoring guide. A grade or level of mastery will not be assigned for this activity, so my assessments focus on the attitudes and perceptions of students after they have had an opportunity to read *Runaway Twin* or other books by Peg Kehret.

Assessment possibilities include:

- Checkout/hold data obtained from Destiny (online catalog) for *Runaway Twin* and other Peg Kehret books indicating how many times a book has been checked out and how many students are waiting to read it.
- Book reports (for the reading challenge) turned in for *Runaway Twin* (Checkout data by itself may be incomplete because students may read books available in their homeroom or through the public library)
- An informal online survey about *Runaway Twin* and other books by Peg Kehret
 - Questions dealing with opinions about what they have read
 - What influence the Google Lit Trip had on their decision to read the book or not
 - Did they read the book because of the book talk or was there another reason?
 - Have they recommended the book to a friend?
 - Have they discussed a book with other students who have read the same book?
 - What books by Peg Kehret do they want to read in the future?
- A class discussion a few weeks after the book talk about any books by Peg Kehret that students have read and which ones they would recommend to their classmates. (Using the discussion questions linked on Resources Page listed above.) The class discussion also serves the purpose of keeping the conversation going about the book and author, and giving students a chance to recommend books to other students.
- Creating a VoiceThread that facilitates discussion of Google Lit Trips, *Runaway Twin*, Peg Kehret, or other books by the author. In fact, a single VoiceThread could be created to allow discussion on all of these topics, giving students a choice in how they want to participate in the conversation.
- Create a Peg Kehret blog where students can post reviews of books by the author. This too keeps the conversation going about the books along with giving students an opportunity to demonstrate their understanding of, and attitudes towards a particular book.

Discussion of Meaningful Learning

The intent of this project is encouraging students to read for fun and enjoyment. While reading for fun, they are reinforcing fluency, stamina, comprehension, and vocabulary skills. One of the biggest challenges in this process is finding a "just right" book that interests the student and is within their reading and comprehension abilities. As a librarian, one of my main goals is matching students with books that are "just right" for them. This project exposes students to not only one book, but an author who has written many popular books for their grade level. Although not all students may want to read *Runaway Twin*, they may find another book by Peg Kehret that interests them. This project encourages meaningful learning by introducing students to quality, age-appropriate literature that gives them a chance to improve their reading skills while enjoying a good book.

Reflection on my experience of creating and implementing the project

I have enjoyed working with Google Earth and creating the Lit Trip as a way of promoting books and authors to students. I considered creating a Custom Google Search or a Storybird assignment for this project, but decided that a Google Lit Trip would work best for the 20 minutes I will have to implement the lesson. I will be looking for future opportunities to allow students to use Google Earth, either exploring trips I have created or creating their own Lit Trips. As always, fitting what I want to cover in 20 minutes is a challenge, but the Lit Trip allows me to include many visual elements in a short time. The project also allows for further expansion into other Web 2.0 tools as indicated in the assessment section. It took me awhile to become comfortable with adding places to Google Earth and editing the comments for each location, but now that I am more comfortable using the program, I will be able to quickly create other Lit Trips to enhance future book talks. Not every book would benefit from a Lit Trip, but many books have a strong geographical setting that can be illustrated using Google Earth.

The implementation went well and was well received by my students. They better understood the distance between Nebraska and Washington and were interested to find out that the author lives only a few miles from one of the towns described in the book. I enjoyed leading the lesson and am anxious to try Google Earth with other books. I could also use Google Earth in conjunction with an author visit through Skype in the future. I could use Google Earth as a way of preparing students to participate in the upcoming Skype visit.

Evaluation of the project's implementation

I had the opportunity to implement this lesson with three fourth grade classes on November 30. My thoughts following the day include:

- The twenty minutes passed very quickly. The lesson could easily be divided into one day focused on *Runaway Twin* and a second day focused on the author and her other books.
- A few students had already read *Runaway Twin*, and many students had read another book by Peg Kehret. The students who had already read the book were excited about the lesson because they knew how the book ended, and those who had not read the book were interested in reading it.
- I did not have enough copies of *Runaway Twin* or other books by Peg Kehret to meet student demand. It might work best to create three separate book talks focusing on different authors with each fourth grade class hearing a different book talk on the same day. That would allow more available books for each class and make it easier for students to check out books by the author. The book talks could be rotated in a few weeks giving each class an opportunity to explore the other books and authors.
- The students were impressed by the fly feature and interested in the geography of the settings in the book. Having the map on the SMART Board gave a good visual as I introduced the book and summarized the plot. Once I had summarized the plot, I was able to zoom in to locations and use the fly feature to demonstrate the geography that the character would have seen along her trip. The students were also interested in the fact that the author lives close to where she set the book.
- I am still brainstorming ways to allow students to create their own Google Lit Trip either individually or in groups. This will take some creativity to make this work in our building's schedule; it will likely require collaborating with a classroom teacher and creating a lesson that we would co-teach.

Peer Review Feedback Remarks

I emailed a copy of this document to my teammate, Tami Ensor, and she sent back the following reply after looking at my project.

I think your internet project looks great! It includes all the parts of the project. Having only 20 minutes a session really restricts your time!! Is there a way to start a Book Club that meets once a week with students who are interested? I know you would miss kids that way and not everyone would be able to participate but it might be an extension of this lesson. Since we explored VoiceThread, I was thinking you could use VoiceThread as a way to assess students opinions of their experience with the Lit trip and Google Earth. You could pose survey questions that they could answer and you could listen to later. I was thinking they may be able to do this at a different time during the day or at home and not use the 20 minutes. I know having an email account may be an issue but I thought there was a way to set up a class list. Anyway, just a thought. Your project looks great! I would like to participate!!