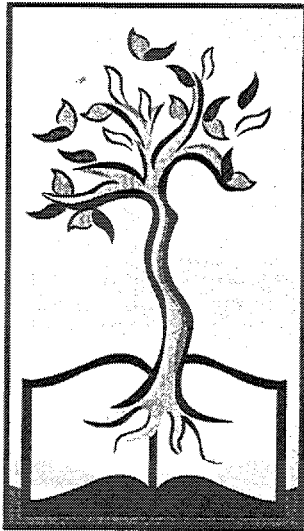




3-D Literature



Doretha Tillman
Discovery Academy of Lake Alfred
1000 North Buena Vista Drive
Lake Alfred, FL 33850

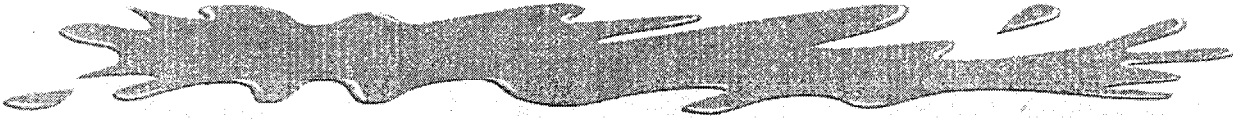
Courier Route B

Phone: 295-5955



E-mail address:

For information concerning the Teacher-to-Teacher Connection, please contact Susan Copeland at the Polk Education Foundation at 863-434-0434, or at Susana.Copeland@polk-fl.net. To apply for a grant to curtail the cost of implementing this program, please complete the Adapter Application found in the Idea Catalog of Excellence that was sent to your school.



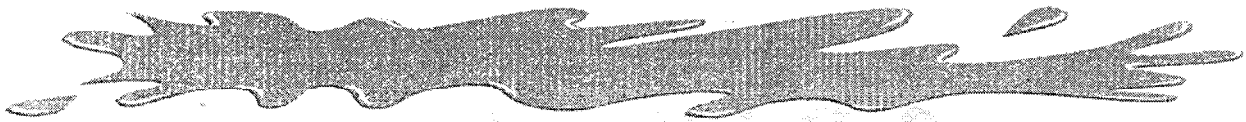
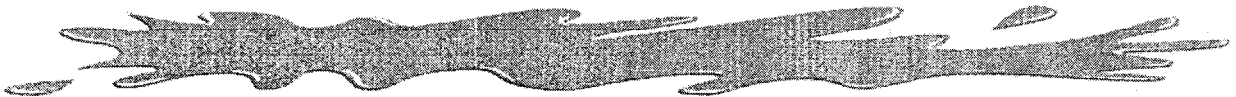
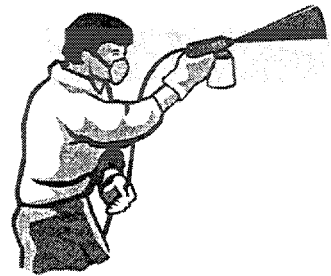
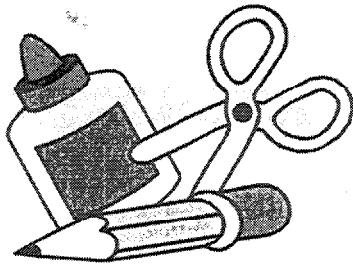


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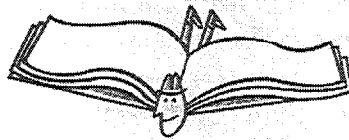
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| Note taking sheet (Jotting down notes) | 5 |
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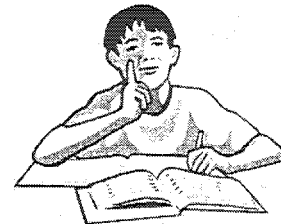
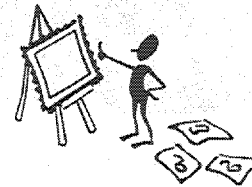
Program Objective & Skills


3-D Literature is an innovative and creative approach to presenting book reports. The purpose is to encourage reluctant middle school learners to read and share novels. By using books as props and also as tools for learning, students learn a unique way to tell a story.



The skills will be taught are as follows:

- Students will analyze text, draw conclusions, recognize organizational patterns
- Students will develop personal preferences in reading and understanding common features of various literary forms
- Students will recognize complex elements of plot, including setting, character development, conflicts, and resolution
- Students will identify specific interests in the literature that will satisfy their curiosity
- Students will locate books using the automated catalog
- Students will take informal notes about the story which include information regarding setting and plot
- Students will draw conclusions using context and word structure clues
- Students will recognize complex elements of plot and setting.
- Students will understand the common features of literary form and be able to identify the story elements of setting and plot
- Students will retell highlights of story



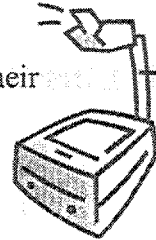


Lesson Plans

Lesson 1

Objectives:

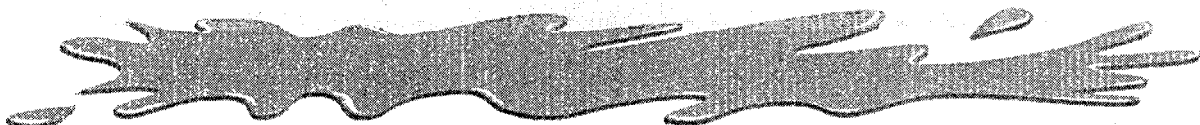
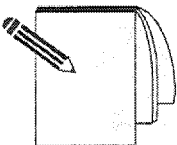
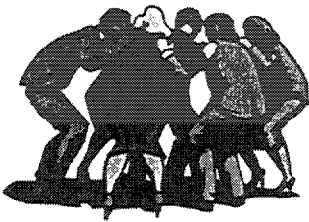
- Students will identify specific interests in the literature that will satisfy their curiosity
- Students will locate books using the automated catalog
- Students will take informal notes about the story which include information regarding setting and plot

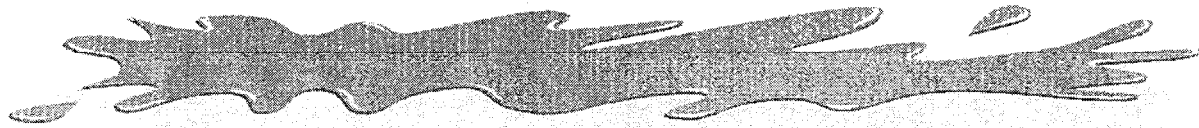


Materials needed:

Pencils, paper, three previously completed 3-D book projects, overhead projector

1. Students enter media center and sit in teams of four per table.
2. Teacher present 3D book project to class and ask students what they think the display represents.
3. Students are given 3 minutes to discuss their responses and reach a consensus with team members.
4. When time is up, teacher asks one student from each team to share what their team thought the display represented.
5. After each team shares their ideas, the teacher explains to students what the project represented (titles of books and elements from the story).
6. Teacher tells students they will be playing a guessing game to determine which team can guess the correct titles that represent each display.
7. Teacher instructs students to listen attentively as teacher describes the story using five different 3D book projects as props.
8. Afterward, students are given five titles of books written on overhead projector to select the title they think the display represents (responding to one project at a time).
9. Teacher presents a 3D project to students, ask students to discuss among their table.
10. Students at each team collaborate and determine which title the 3D project represents.
11. Students guess the title.
12. Teacher asks class if they'd like to create displays like the one presented
13. Students give positive responses and positive feedback to one another.
14. Students are given a note-taking sheet to jot down items that represent their story.
15. Students locate books from displays in media center and from automated catalog (students have previously been taught how to use the automated catalog) and locate books that interest them).
16. Students check out books and are given two weeks to read and take notes.





Lesson 2

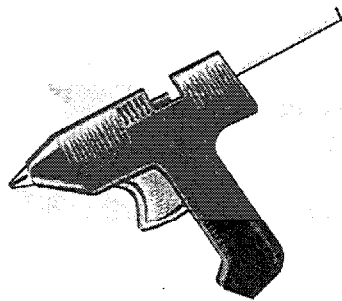
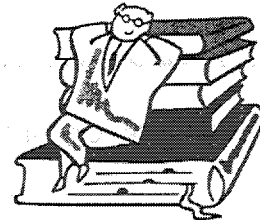
Objectives:

- Students will draw conclusions using context and word structure clues
- Students will recognize the elements of plot and setting in story

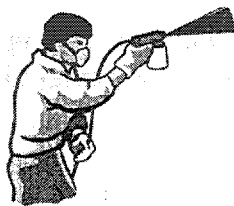
Materials Needed: Discarded library books, hot glue gun, glue sticks, spray paint

Note: Careful adult supervision is required for the following activities

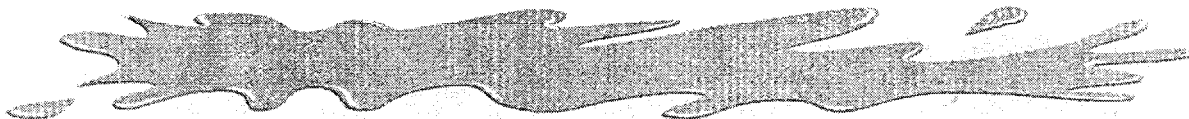
1. When students return to media center, (2 weeks later) they select 3 to 4 discarded library books (3 different sizes).
2. Hot glue the books, one on top of the other, with largest one on bottom and smallest one on top.
3. While glue is drying, students select a can of spray paint they would like to spray their books with.
4. Students spray glued books outside and leave them out to dry.

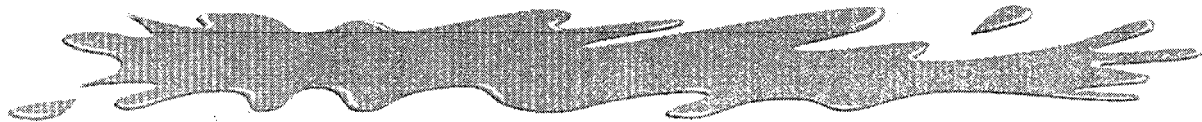


5. Teacher will present Power Point presentation regarding the creation of their project.
6. Teacher will review elements of plot and setting.
7. Teacher asks students to take out their note-taking sheet and share the setting and plot of their story.
8. Students are asked to share the plot and setting of the story they read with students at their table.



9. Teacher asks various students to share with the class information about a teammates' book choice.
10. Afterward students are to return to their book projects to spray a clear coating over the painted books.





Lesson 3

Objectives:

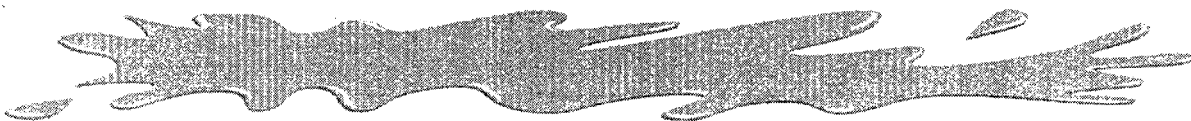
- Students will use strategies to analyze words and text, draw conclusions, and use context word structure clues
- Students will recognize complex elements of plot and setting.
- Students will understand the common features of literary form and be able to identify the story elements of setting and plot
- Student will retell highlights of story



Materials Needed: Books, toys set out on table, fabric, hot glue gun, and glue sticks

Note: Careful adult supervision is required for the following activities

1. Students enter media center.
2. Teacher passes out note taking sheets they completed during previous lesson.
3. Students review their sheets.
4. Teacher has toy items, which students wrote on their note-taking sheet on separate tables in media center along with fabric that matches the theme of each novel.
5. Three to four students at a time are to select toys that represent elements of their story (students are only given 3 minutes to do this).
6. Students return to work areas to arrange items on glued and spray-painted books, being sure to include evidence of the plot and the setting of the story.
7. Teacher assists students in hot-gluing items on project.
8. Student projects are completed.
9. During later lessons, students share the story of the novel they read, while presenting the display to their classmates in the form of a book talk. The 3-D projects are displayed for classmates, parents and other classes to see.



3D Literature Project Note Taking Sheet

Name _____ Title of Book _____

Author of Book _____

Directions:

1. As you read your story, jot down items that you might use to represent the PLOT and SETTING within your story.
2. Tell why you chose the item



PLOT

A conflict or struggle in story - *Turning point of story*
Rising action that builds a problem or conflict - *How the problem is solved*

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Example: Shoes - shoes were stolen and cause Stanley to go to camp.

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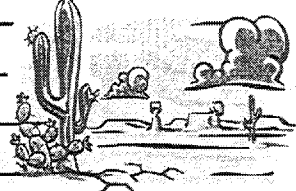
### SETTING

*Time - Place*

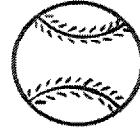
*General environment of story* - *Where the story takes place*

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Example: Sand - the sand represent a desert, the boys dug holes in the desert



OTHER ITEMS YOU MIGHT WANT TO INCLUDE ON YOUR DISPLAY



Bibliography of Books Chosen by Students



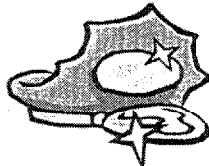
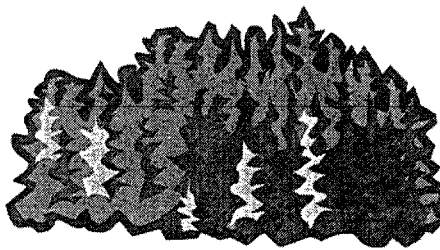
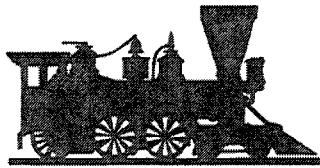
Book

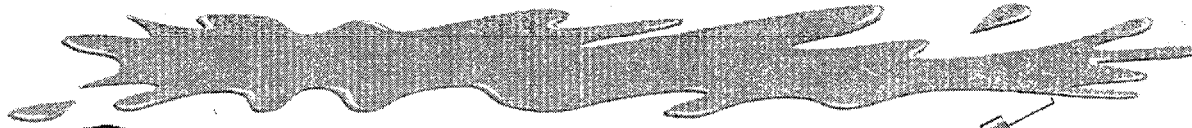
Author



Francie
 Crossing Jordan
 Jason's Gold
 Graduation of Jake Moon
 Holes
 Zach's Lie
 No More Dead Dogs
 Hatchet
 Hoot
 Storm Warriors
 Things Not Seen
 A Face First
 Regular Guy
 Silver Dollar Girl
 Wild Man Island
 Touching Spirit Bear
 Three Days
 Playing for Keeps
 Miracle's Boys
 Mufaro's Beautiful
 Daughter

English, Karen
 Fogelin, Adrian
 Hobbs, Will
 Park, Barbara
 Sachar, Louis
 Smith, Roland
 Koran, Gordon
 Paulsen, Gary
 Hiaasen, Carl
 Carbone, Elisa
 Clements, Andrew
 Cummings, Priscilla
 Wells, Sarah
 Ayres, Katherine
 Hobbs, Will
 Mikaelson, Ben
 Napoli, Donna Jo
 Nixon, Joan Lowery
 Woodson, Jacqueline
 Steptoe, Joe





Materials List



| Supplier | Item Description | Cost | Qua. | Total Cost |
|---|---|---------|------|-----------------|
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Cordless hot glue gun | \$8.97 | 3 | \$26.91 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Glue sticks | \$2.97 | 10 | \$29.70 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Fabric (1/8 yard per book project) | \$0.50 | 20 | \$10.00 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Spray Paint – Assortment of colors | \$0.94 | 12 | \$11.28 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Stickers - "Fresh Sticker" | \$2.33 | 4 | \$9.32 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Stickers – Assortment | \$0.97 | 5 | \$4.85 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Spray Gripper | \$1.47 | 8 | \$11.76 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Stickers - "Jolee Boutique" assortment | \$2.97 | 3 | \$8.91 |
| Wal-Mart - 355 Cypress Gardens Blvd SE - Winter Haven - Phone 299-5527 | Toys - Assortment to represent story | \$50.00 | 1 | \$50.00 |
| Dollar Tree - 840 Cypress Gardens Blvd SE - Winter Haven - Phone 297-5929 | Toys - Assortment to represent stories | \$20.00 | 1 | \$20.00 |
| Big Lots - 1520 3rd St SW - Winter Haven - Phone 291-4896 | Toys - Assortment to represent stories | \$17.27 | 1 | \$17.27 |
| Text Warehouse - School Board of Polk County - Bartow Phone 534-0903 | Discarded Library Books | N/C | | N/C |
| | Budget Amount | | | \$200.00 |

