

FOCUS AREA: Comprehension
AGE LEVEL: Fourth Grade

FAMILY COMPREHENSION

ACTIVITIES

1. Family Nights will be held once a month, and KRP members will attend while providing literacy/art activities for students to complete with their families.
2. Teachers will send home a weekly newsletter updating families on the comprehension skills their students are experiencing in the classroom.
3. KRP members will send a letter home prior to each family night to promote the event and the literacy/art activity that will be available. Students who do not attend will receive a copy of the activity the next day.

SUCCESSSES

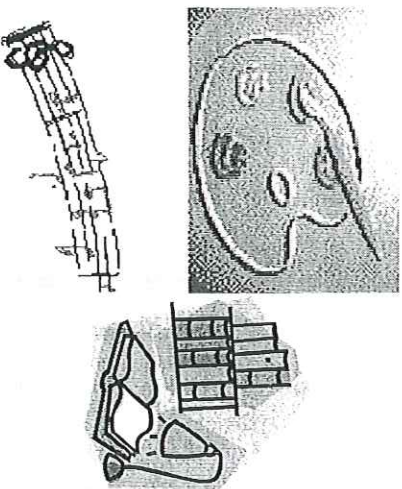
- We were able to represent our KRP team at every Family Night.
- We sent home weekly newsletters.
- We sent home reminders before each Family Night.
- We had a literacy/art activity at every Family Night.

FRUSTRATIONS

- Our Family Night attendance did not increase.
- Fourth graders completed the literacy/art activity alone, not with their family.
- The Family Nights did not all focus on literacy activities, due to scheduling conflicts.

KRP SHAREFAIR
MARCH 29, 2008

SUPPORTING COMPREHENSION THROUGH THE ARTS



HARRISON ELEMENTARY TEAM MEMBERS:

- Carrie Bale, reading intervention
- Dru Caldwell, music & 1st grade reading teacher
- Stacey Duncan, 4th grade classroom teacher
- Jeffery Hale, art & 3rd grade reading teacher

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COLLABORATIVE COMPREHENSIVE LESSONS

1. Classroom and special area teachers will incorporate comprehension strategies and literacy into weekly lesson plans.
 2. Classroom and special area teachers will collaborate to plan cross-curricular lessons.
- Special area teachers from KRP team were able to incorporate comprehension and literacy skills into weekly art and music lessons.
 - Classroom teachers from KRP team were able to focus literacy instruction on comprehension skills.
 - Students made connections between subjects across the curriculum.

FRUSTRATIONS

- Master scheduling did not allow for collaboration for KRP members during the school day.
- Individual scheduling conflicts made meeting before/after school as a group difficult.
- KRP team members had to meet in pairs instead of an entire group to collaborate.

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EXPLICIT OBJECTIVES

1. Classroom and special area teachers will explicitly state and display objectives in the classroom for each lesson that are aligned with the Kentucky Core Content.

SUCSESSES

- KRP teachers explicitly stated and posted objectives each week.
- These objectives increased student accountability towards learning.
- Students showed increased ability to identify what they were learning.
- Students were able to identify their goals for learning throughout the week.

FRUSTRATIONS

- We did not meet any frustrations with this objective.

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READ ALOUDS

1. Classroom and special area teachers will incorporate time each week to read aloud to students.

SUCSESSES

- Special area teachers from KRP team were able to incorporate books and poems into multi-cultural units.
- Special area teachers from KRP team were able to both read aloud to students during art and music lessons and allow students time to read independently and as a whole group.
- Classroom teachers from KRP team were able to devote sustained silent reading to students daily.

FRUSTRATIONS

- Classroom teachers from KRP team had difficulty finding as much time as desired to devote to reading aloud to students throughout the week due to scheduling conflicts.