

Comfort Books: Smiling Kids

Have you ever been able to put a smile on someone's face? Do you remember how great it made you feel? In this project, you will be doing that exact thing! There are many kids in our community who need someone to comfort them and make them feel like someone truly cares for their well-being. You will be playing a large role in doing that!

Project Tasks

1. To prepare for our visit to a local hospital, your group of three to five students will create an interest survey using Google Forms (www.google.com/forms) to learn about the interests of the child you meet at the hospital. This is to help you write a book for that child. Please see the "Google Forms Survey Task Sheet" (page 165).
2. In class, we will work together to come up with a list of local organizations and businesses that we can ask to help support us with donations.
 - ♦ Do an online search for one of the businesses or organizations online. Find an email address for that business or organization, and write it down. Check with the teacher to make sure you have the correct contact information.
 - ♦ Write a rough draft on paper of an email to that business or organization asking it for support for our project. Please see the "Email Format Sheet" (page 167) for how to write your email.
 - ♦ Turn in your rough draft to the teacher to check it. Be sure to make any changes the teacher asks you to make.
 - ♦ Log on to your student email, and type out your message. Raise your hand before you are ready to send it to have the teacher read over your email one last time before clicking Send.
3. As a class, we will take our first visit to the hospital. You must be prepared to take your survey on an iPad. We will discuss proper manners and behavior before leaving, as well as some talking points to discuss with the patient you meet in the hospital.
4. Throughout this whole project, you will be keeping a journal to reflect on your experience. Please see the "Journal Reflection Task Sheet" (page 168) for directions on your journal entries. You will write a journal entry after our first hospital visit.
5. When we return from our first visit to the hospital, we will discuss in class some of the common interests of the patients we met. We will share our ideas for possible narratives. When your group has an idea ready to go, share it with the teacher before you begin writing your narrative.
6. As a class, we will discuss narrative writing and the narrative writing rubric to make sure you know what a strong narrative looks like. (See page 169 for the rubric.)

- ♦ With your group, begin writing your narrative on paper. Keep referring to the narrative writing rubric. The teacher will continue to check on your group to make sure you are on the right track with your story. Make sure you keep your story related to your focus student's interests.
 - ♦ When all groups have a rough draft of their narratives, we will continue to use peer revision to strengthen the stories.
 - ♦ Hang up your group's rough draft somewhere on the classroom wall.
 - ♦ Go find another group's narrative to read and revise. The teacher will give you a copy of the rubric and a few sticky notes.
 - ♦ Read through the narrative at least three times. Look at the narrative writing rubric while reading through the narrative, and check off parts of the rubric that the narrative includes. On a sticky note, write some ideas or suggestions for improvement, and place it on the narrative so the writer can see the feedback.
 - ♦ Write at least three suggestions for improvement on the sticky note, based on the rubric.
 - ♦ Mention at least two sections of the narrative that you enjoyed reading on the sticky note.
 - ♦ We will continue through this process to strengthen our narratives.
 - ♦ Turn in your group's narrative to the teacher. When the teacher returns your narrative with feedback for improvement, change any parts needed in order to make it a stronger story. Check your rubric and that your narrative matches at least the Proficient column.
7. In class, we will discuss how to log in to and use StoryJumper (www.storyjumper.com). You will also watch a how-to video at www.youtube.com/watch?v=1kWazFUFgP4. Refer back to the video if you need to throughout the project.
- ♦ We will discuss the StoryJumper rubric in class. Keep checking this rubric to make sure your storybook matches at least the Proficient column.
 - ♦ Begin representing your narrative on StoryJumper. Make sure you save your work every time you exit the website.
8. When you are done representing your narrative on StoryJumper, raise your hand, and have the teacher read your story. Change any parts of your story that the teacher recommends you improve.
- ♦ When all groups in class are finished with their story, your group will go sit at a different computer to read and suggest improvements for another group's story. The teacher will give you a copy of the StoryJumper rubric to evaluate that story.
 - ♦ Read through the story at least three times. Look at the StoryJumper rubric while reading through the story, and check off parts of the rubric that the narrative includes. On a sticky note, write some ideas or suggestions for improvement.
 - ♦ Write at least three suggestions for improvement on the sticky note, based on the rubric.
 - ♦ Mention at least two sections of the narrative that you enjoyed reading on the sticky note.
 - ♦ We will continue this process until our stories are ready to be ordered, published, and returned to us as actual books!

9. When we receive our books back from StoryJumper, we will be ready for our second trip to the hospital. Again, as a class, we will discuss proper manners and behavior, as well as some talking points to bring up during the visit with your focus child.
 - ◆ At the hospital, you will talk with a patient. You will also show him or her the book and read it to him or her. You will be giving your book to that child to keep. Lastly, thank the child for allowing you to be there, and tell him or her how you hope this experience has cheered him or her up.
 - ◆ When we return from the hospital, we will discuss our experiences as a class. Make sure to write a final journal entry that sums up your entire journey through this project and what you are taking away from the full experience.

Google Forms Survey Task Sheet

1. Think of some ideas on what you might need to know about the child you will meet in the hospital. You will write your book based on what that child's interests are.
 - ▲ Favorite sports:
 - ▲ Favorite hobbies:
 - ▲ Favorite toys:
 - ▲ Favorite colors:
 - ▲ Favorite interests:
 - ▲ Favorite animals:
 - ▲ Favorite books:
2. Create at least six questions to ask the child you meet.
3. Go to Google Forms (www.google.com/forms), and click on the plus (+) button to create a new survey.
4. Give your survey a name, such as *interest survey*, and type it in the Title box.
5. In the Question Title box, type your question that you want to ask.
6. Click the drop-down box next to Question Title, and click Short Answer. This way, the patient can type in his or her answer to the question.

7. Click the plus (+) button to the right of the question to add the question.

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Interest Survey

From Description

Question Title

Help Text

Question Type

Their answer

▶ Advanced settings

Required question

8. To add another question, repeat the same process.
9. When you're finished entering questions, click Send Form.

Confirmation Page

Show link to submit another response

Publish and show a public link to form results ?

Allow responders to edit responses after submitting

10. Click Send Via Link, and click Short URL. Copy the link on a piece of paper. You will type in this link on your iPad at the hospital to give the survey to the patient.

Send form

Link to share

Embed

Short Url

Send form via email:

Looking to invite other editors to this form? Add collaborators.

Done

Email Format Sheet

Directions: You are writing an email to a local business or organization asking it for support for our project. Please follow the following format when writing your email, and fill in the rest of the missing parts.

Dear _____ (Name of organization or business)

My name is _____, and I am a fourth grader at _____.

I'm writing to you to ask for help in a service project that we are doing at school . . . (explain what our class is doing in this service project, and tell the business how this will help other people).

We are looking for ways to raise money to publish our books for the children we meet in the hospital. We were hoping that you could support our classroom in this project . . . (explain how much you would appreciate any support the business could give us).

Thank you for taking the time to read this email. I hope that you will support our project in any way you can. Please contact the school at _____ (School's email address or phone number) to learn how you can give to this project.

Thank you,

_____ (Your full name)

Journal Reflection Task Sheet

You will be keeping a journal of your experience throughout this entire project. This is to help you reflect on your thoughts and feelings and what you are learning. Review the following reflection questions to help you write your journal entries and the checklist to make sure you have everything you need in your journal.

- What was it like to meet a critically ill child in the hospital?
- What did you learn about the child you are writing a book for?
- What kind of reaction did the child have when you told him or her what you were doing?
- How did it make you feel to be visiting this child in the hospital and getting to know him or her?
- What kind of impact do you think your storybook will have on this child?
- What has been your favorite part of this project so far? Why?
- What kind of story did you write about, and how did that story connect to the interests of your focus child?
- How did it make you feel to read your story to the child in the hospital?
- What has been the most challenging part of this project?
- What other projects could you do outside of class that have a similar purpose to this project's purpose?
- How has this experience changed you?
- What have you learned from this project?
- How could we expand this project to make it have a bigger impact?

Make sure that each journal entry includes the following information.

- Date of entry
- Creative title
- Update on what you have done recently in the project
- Reflection entry that shows that you have thought about your experience (see reflection questions to help you with this)
- At least three paragraphs
- Proper grammar and spelling
- At least five journal entries
 1. One before the project
 2. One after the first visit to the hospital
 3. One during the process of writing your narrative
 4. One after the second visit to the hospital
 5. One concluding entry summing up your entire experience

Narrative Writing Rubric

Objective 1: After visiting critically ill children, intermediate students will create a narrative using their narrative writing skills by scoring proficient or higher on the narrative writing rubric.				
	1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
Content	Topic is unfocused. Details do not develop setting, characters, or plot. Ideas do not meet the needs of the reader.	Topic is somewhat focused. Details somewhat develop setting, characters, and plot. Ideas sometimes meet the reader's needs.	Topic is mostly focused. Details develop setting, characters, and plot. Ideas frequently meet the reader's needs.	Topic is focused. Descriptive details develop setting, characters, and plot. Carefully selected ideas completely satisfy the reader's needs.
Organization	The writing is disorganized and hard to follow. Transition words and phrases are not used. There is no beginning or conclusion.	Events are out of order. Transition words are confusing or missing. The beginning or the conclusion is weak.	Some parts seem misplaced. Transition words and phrases somewhat help the organization. The beginning and conclusion work but may not be strong.	There is a logical order. Transition words and phrases help the organization. A strong beginning leads to a satisfying conclusion.
Voice	There is no voice. Mood and tone are absent. Dialogue, if used, does not sound right for some reason.	The voice sounds flat. Mood and tone are weak. Dialogue, if used, does not uniquely distinguish each character's voice clearly.	The voice, mood, and tone are right in places but inconsistent. Dialogue, if used, somewhat reveals each character's voice.	The voice, mood, and tone are just right for the purpose. Dialogue, if used, reveals each character's voice clearly.
Word Choice	Many words are used incorrectly, and readers cannot visualize characters and events. Word choice is distracting to readers.	Word choice is weak, which keeps readers from visualizing characters and events. Nouns and verbs are weak, and descriptive words are used too much or too little.	Most word choice helps readers visualize characters and events. Most nouns and verbs are used correctly and are supported by descriptive words.	Word choice helps readers visualize characters and events. Nouns and verbs are used correctly and are supported by descriptive words.
Fluency	Sentences lack structure and appear incomplete or rambling.	Most sentences are well constructed but have similar lengths and structures.	Most sentences are well constructed with different lengths and structures.	All sentences are well constructed with different lengths and structures.
Conventions	Writer makes more than four errors in grammar or spelling that distract the reader from the content.	Writer makes three or four errors in grammar or spelling that distract the reader from the content.	Writer makes one or two errors in grammar or spelling that distract the reader from the content.	Writer makes no errors in grammar or spelling that distract the reader from the content.

StoryJumper Rubric

Objective 2: Using their written narratives, intermediate students will create a comfort book using StoryJumper by scoring a three or higher on the rubric.				
	1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
Creativity and Design	<ul style="list-style-type: none"> • Not an original or creative product • Lacks use of color and space • Theme is inconsistent • Not neat and unprofessional looking • No visual appeal to the audience • Information or content being presented does not support research or pictures 	<ul style="list-style-type: none"> • Somewhat original and creative product • Lacks use of color and space • Theme is inconsistent • Somewhat neat and professional looking • Lacks visual appeal to the audience • Information or content being presented somewhat supports research and pictures 	<ul style="list-style-type: none"> • Original and creative product • Good use of color and space • Same theme carried throughout product • Neat and professional looking • Mostly visually appealing to the audience • Information or content being presented mostly supports research and pictures 	<ul style="list-style-type: none"> • Original and creative product • Excellent use of color and space • Same theme carried throughout product • Neat and professional looking • Visually appealing to the audience • Information or content being presented supports research and pictures
Organization and Grammar	<ul style="list-style-type: none"> • Not accurate • Missing parts, not neat, or unorganized • Six-plus grammatical errors 	<ul style="list-style-type: none"> • Not accurate • Detailed, neat, or organized • Three to five grammatical errors 	<ul style="list-style-type: none"> • Has accurate information • Detailed, neat, and organized • One or two grammatical errors 	<ul style="list-style-type: none"> • Has accurate information • Detailed, neat, and organized • No grammatical errors
Use of Technology Features	<ul style="list-style-type: none"> • Many technical problems • Very inconsistent navigation • Two or fewer graphics and pictures 	<ul style="list-style-type: none"> • Some technical problems • Inconsistent navigation • Three or four graphics and pictures 	<ul style="list-style-type: none"> • Few technical problems • Consistent navigation • Five to six graphics and pictures 	<ul style="list-style-type: none"> • No technical problems • Easily navigated • Seven or more graphics and pictures
Content	<ul style="list-style-type: none"> • Includes little valuable information and only one or two facts 	<ul style="list-style-type: none"> • Includes some important information with three to five facts 	<ul style="list-style-type: none"> • Includes important information that is mostly clear, correct, and relevant to the audience • Grabs the audience's attention 	<ul style="list-style-type: none"> • Covers content in great detail, leaving out no important information • Has information that is clear, correct, and relevant to the purpose and audience; grabs the audience's attention

Technology Presentation Rubric (for Project Extension)

	1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
Creativity and Design	<ul style="list-style-type: none"> • Not an original or creative product • Lacks use of color and space • Theme is inconsistent • Not neat and unprofessional looking • No visual appeal to the audience • Information or content being presented does not support research or pictures 	<ul style="list-style-type: none"> • Somewhat original and creative product • Lacks use of color and space • Theme is inconsistent • Somewhat neat and professional looking • Lacks visual appeal to the audience • Information or content being presented somewhat supports research and pictures 	<ul style="list-style-type: none"> • Original and creative product • Good use of color and space • Same theme carried throughout product • Neat and professional looking • Mostly visually appealing to the audience • Information or content being presented mostly supports research and pictures 	<ul style="list-style-type: none"> • Original and creative product • Excellent use of color and space • Same theme carried throughout product • Neat and professional looking • Visually appealing to the audience • Information or content being presented supports research and pictures
Organization and Grammar	<ul style="list-style-type: none"> • Not accurate • Missing parts and not neat or unorganized • Six-plus grammatical errors 	<ul style="list-style-type: none"> • Not accurate • Detailed, neat, or organized • Three to five grammatical errors 	<ul style="list-style-type: none"> • Has accurate information • Detailed, neat, and organized • One or two grammatical errors 	<ul style="list-style-type: none"> • Has accurate information • Detailed, neat, and organized • No grammatical errors
Use of Technology Features	<ul style="list-style-type: none"> • Many technical problems • Very inconsistent navigation • Two or fewer graphics and pictures • No use of advanced features such as video, transitions, sounds, or animations 	<ul style="list-style-type: none"> • Some technical problems • Inconsistent navigation • Three or four graphics and pictures • Use of only one advanced feature such as video, transitions, sounds, or animations 	<ul style="list-style-type: none"> • Few technical problems • Consistent navigation • Five to six graphics and pictures • Use of two to three advanced features such as video, transitions, sounds, or animations 	<ul style="list-style-type: none"> • No technical problems • Easily navigated • Seven or more graphics and pictures • Use of four advanced features such as video, transitions, sounds, or animations
Content	<ul style="list-style-type: none"> • Includes little valuable information and only one or two facts 	<ul style="list-style-type: none"> • Includes some important information with three to five facts 	<ul style="list-style-type: none"> • Includes important information that is mostly clear, correct, and relevant to the audience • Grabs the audience's attention 	<ul style="list-style-type: none"> • Covers content in great detail, leaving out no important information • Has information that is clear, correct, and relevant to the purpose and audience; grabs the audience's attention