

Escondido



Education Foundation

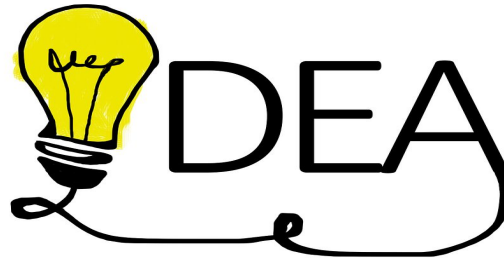
# The Dr. Mike Caston Innovation Awards







Thank you to the Escondido Education Foundation for selecting Story Builders to receive the mini grant! Also, special thank you to the David T. & Dorris E. Staples Foundation for funding this grant! Without your generous donation, the students of room 44 would not have been able to experience this creative, meaningful, and fun writing experience! YOU made a difference!

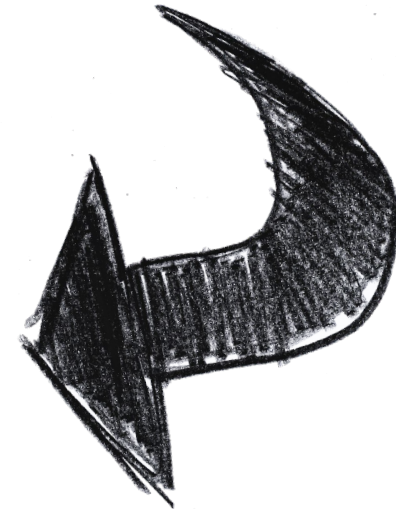


### Project Summary:

As we are moving out of the COVID pandemic, educators are continuing to see gaps in student learning. Many students are still behind in their academics, and teachers are continually trying to find creative and innovative ways to engage students in their everyday learning to enhance skills. With this award, my 3<sup>rd</sup> grade students will have the opportunity to become authors and writers of their own unique stories in a hands-on, creative way! With the Story Builders, students will have access to multi-sensory objects such as (playdough, figurines, craft supplies, building materials etc.) . With these themed bins, the students will explore their creativity, design and develop a story with the various objects, and then lastly, produce their own writing masterpiece. The Story Builders, which will be themed (such as various biomes, dinosaur, outer space, garden, sports etc.) or generic (allowing the students to be VERY creative in their ideas), will be used during small group writing center time. Students will take a bin and start creating! Students will use the items within each bin to create a storyboard that will then turn into a creative writing narrative piece. The objects within each bin will spark enjoyment, critical thinking, creativity, and so much more.



## Story Builder Bins

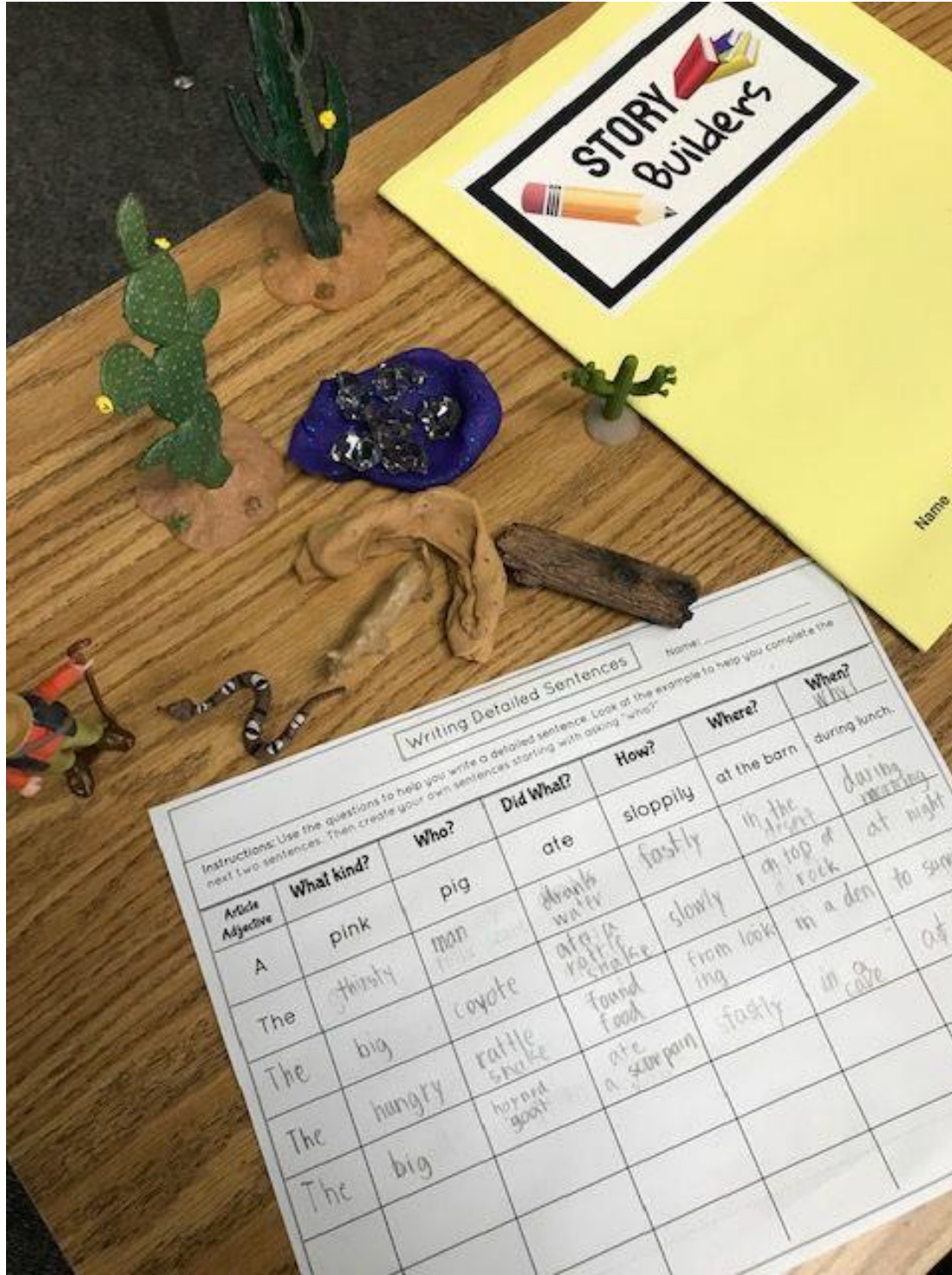




### Innovation:

The Story Builders project will be taking learning to the next level by allowing hands on, individual creativity. Oftentimes, curriculum can be dry and let's face it, boring and repetitive. The Story Builders will be allowing our students to work on many academic skills (science, reading, writing, fluency etc.) while giving them the chance to use many of their senses, all in one activity! The bins will allow students to use vision (seeing their made-up storyboard in a physical state, rather than mental), touch (by feeling the actual objects and building, using their hands), and hearing (getting to listen to their own story in various forms).

Children at this age have wild imaginations, and my students often tell me the most out-of-this world stories. Now, to think, that we can allow them the opportunity to be creative writers within the classroom and SHOW their creativity through these hands-on storyboards and in their writing.



**Writing Detailed Sentences**

Instructions: Use the questions to help you write a detailed sentence. Look at the example to help you complete the next two sentences. Then create your own sentences starting with using "who?"

| Article | Adjective | What kind?   | Who? | Did What?         | How?         | Where?           | When?          |
|---------|-----------|--------------|------|-------------------|--------------|------------------|----------------|
| A       |           | pink         | pig  | ate               | stoppily     | at the barn      | during lunch.  |
| The     | thirsty   |              | man  | drank water       | fastly       | in the desert    | during morning |
| The     | big       | coyote       |      | ate a rattlesnake | slowly       | on top of a rock | at night       |
| The     | hungry    | rattle snake |      | found food        | from looking | in a den         | to sleep       |
| The     | big       | horrid goat  |      | ate a sheepskin   | fastly       | in a cave        | at             |



Mrs. Kurka's 3rd graders had an opportunity to build creative stories using their Story Builder Bins provided by the Escondido Education Foundation Grant. Students were excited to turn their prop set-up into detailed sentences and stories. Great work Pumas!





# CREATIVE

## Benefits from Students:

The benefits of the Story Maker Bins will have a lasting impact on the students. Students will be given weekly opportunities to think, create, build, and write narrative stories to increase their writing abilities. As their teacher, I see that most of my students are below grade level when it comes to writing. Many are struggling with writing even one complete sentence. I really feel these bins will help my students get beyond that “writer’s block” and help them write stories they never thought possible. The first step in any writing project is to have an idea! Well, these Story Builder (bins) will do just that! The bins will kick start their imagination! That imagination will take them to the next step in their writing process. I know that if I sat next to one of my students (after they used the bins to “make” something) they would be able to tell me a great story about what they made! Now they will put those ideas onto paper allowing them to be successful writers!

# STORY Builders

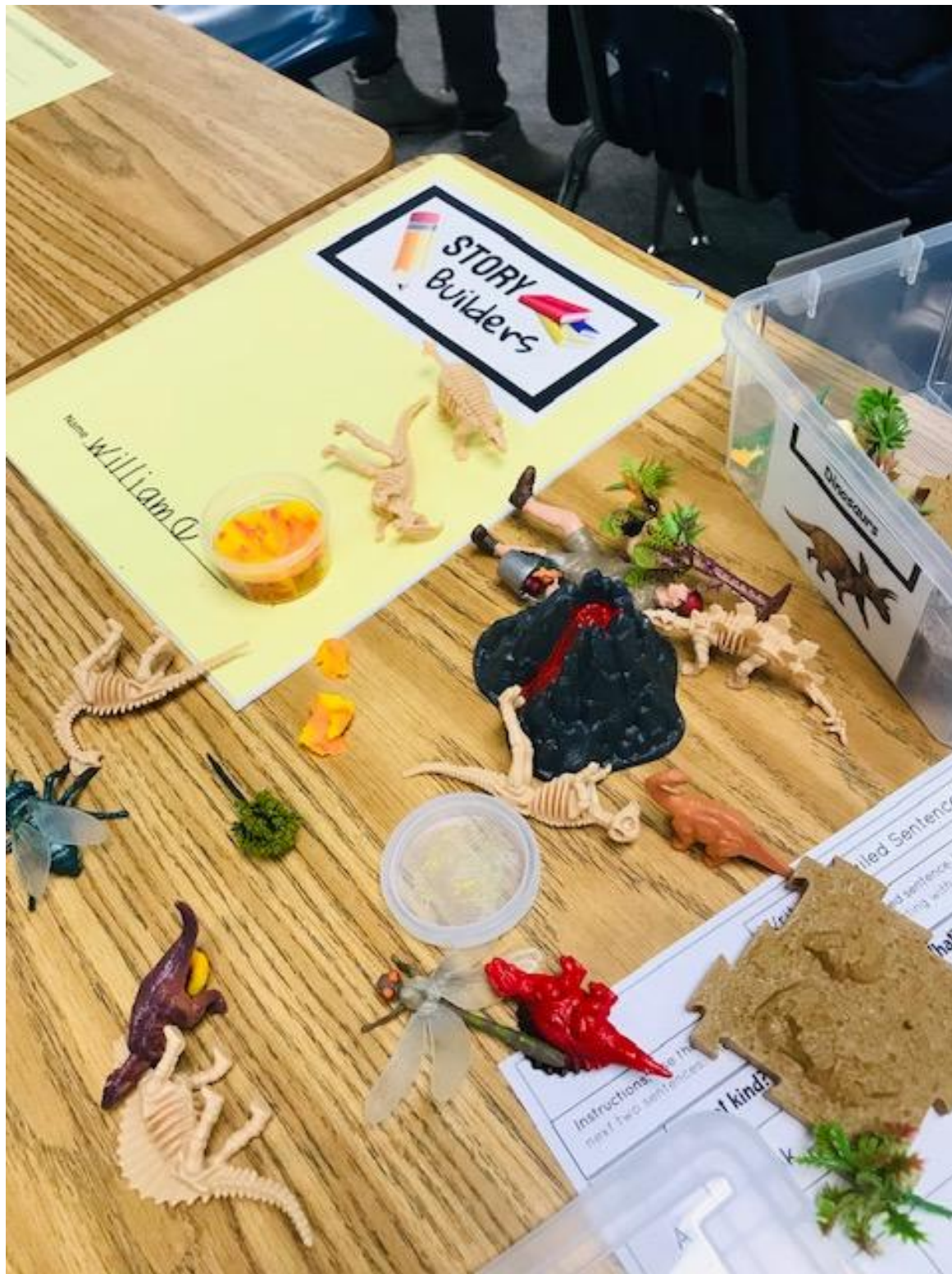
## Writing Detailed Sentences

Name: \_\_\_\_\_

Instructions: Use the questions to help you write a detailed sentence. Look at the example to help you complete the first two sentences. Then create your own sentences starting with asking "who?"

| Article<br>Adjective | What kind?      | Who?    | Did What?                    | How?            | Where?        | When?         |
|----------------------|-----------------|---------|------------------------------|-----------------|---------------|---------------|
| A                    | pink            | pig     | ate                          | sloppily        | at the barn   | during lunch. |
| The                  | Colorful        | unicorn | ran                          | very fast       | in fairy land | at lunch.     |
| The                  | Yellow and Pink | fairy   | Saw a snail                  | crawling slowly | at school     |               |
| A                    | little tiny     | boy     | found some pink marshmallows | excitedly       | at home       | after dinner. |
| A                    | Big             | ladybug | ate some plants              | fast            | at fairy land | in the night. |
| The                  | little          | girl    | sat on a marshmallow         | softly          | at school     | before class. |
| A                    | Small           | tree    | fell over                    | fast            | at            |               |



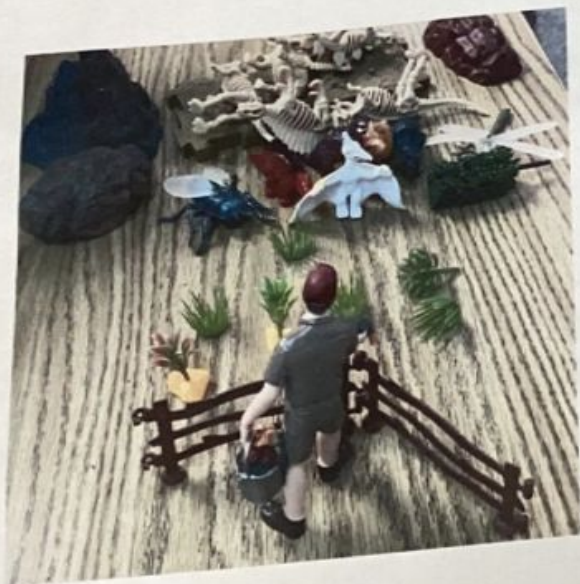


STORY Builders

William O

Dinosaurs

Instructions: Use the next two sentences to write a story about the kind of dinosaur that...



Keegan ©

| When?      | Where?    | Who/What? | Did What? | How?     | Why?                   |
|------------|-----------|-----------|-----------|----------|------------------------|
| At morning | At a farm | dino/man  | hide      | secretly | to protect the fossils |

### Summary Sentence

In the morning a man found dinosaurs at his farm. The dinosaurs tried to hide but the mans eyes saw them. The dinos protected the fossils until the scientists came. They got taken to a lab for examination.



Ethan ©

| When?      | Where? | Who/What?      | Did What? | How? | Why?          |
|------------|--------|----------------|-----------|------|---------------|
| In morning | Arctic | to see animals | find some | fast | to make money |

### Summary Sentence

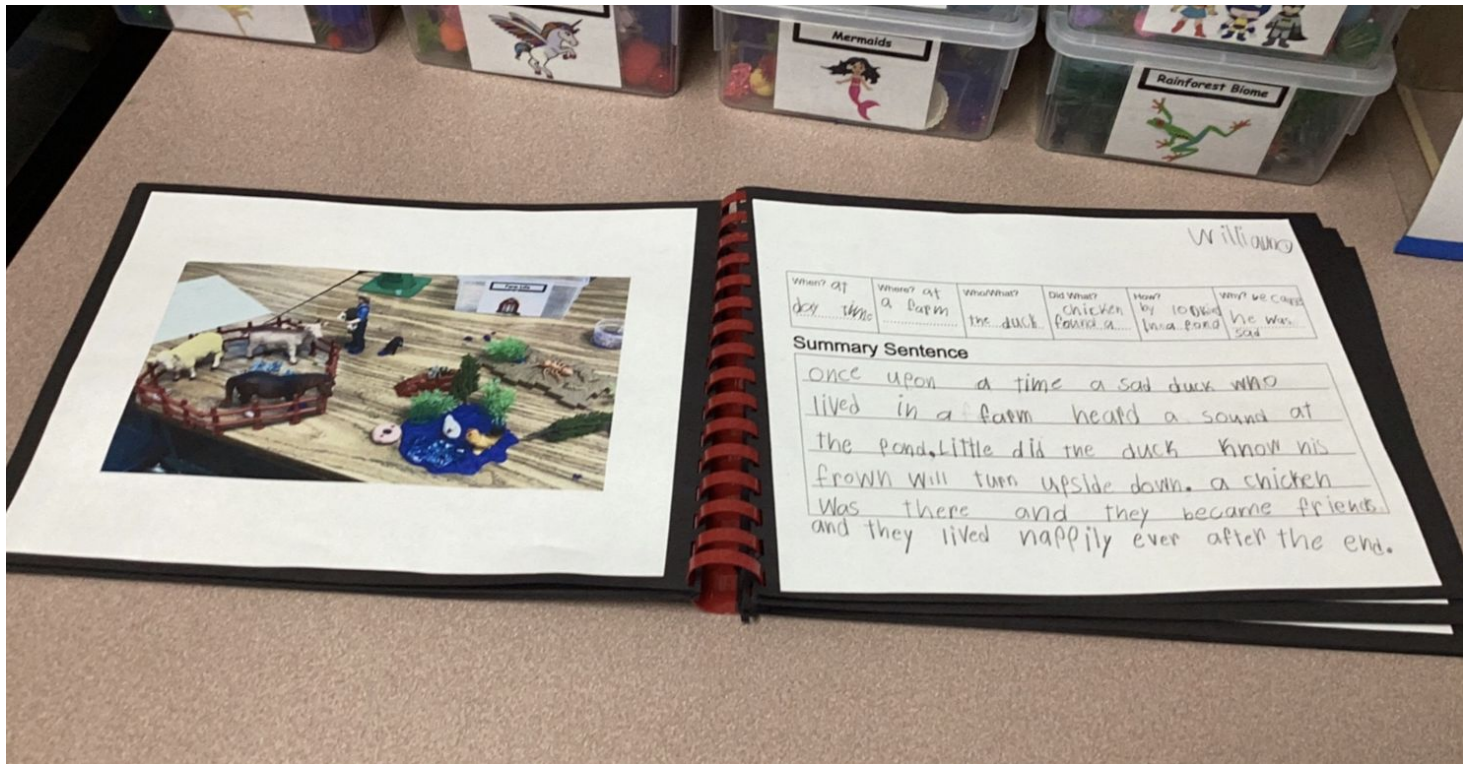
In the morning in the Arctic a man went to see animals and to find some but the animals chased the man.



|                                |                              |                         |  |                |   |
|--------------------------------|------------------------------|-------------------------|--|----------------|---|
| When?<br>In the<br>..morning.. | Where?<br>in marine<br>biome | Who/What?<br>Seawotters | Did What?<br>went on<br>top of each<br>..other.. | How?<br>quikly | Why? they<br>wanted to do<br>yoga on fridays<br>to get stronger |
|--------------------------------|------------------------------|-------------------------|--|----------------|---|

Summary Sentence

Some seawotters quikly went on top of eachother in the morning at the marine biome. They wanted to do yoga on fridays so that they can get stronger evrey day!



|                      |                     |                       |                                 |                                |                    |
|----------------------|---------------------|-----------------------|---------------------------------|--------------------------------|--------------------|
| When? at<br>day time | Where? at<br>a farm | Who/What?<br>the duck | Did What?<br>chicken<br>found a | How?<br>by robbing<br>his pond | Why? he was<br>sad |
|----------------------|---------------------|-----------------------|---------------------------------|--------------------------------|--------------------|

Summary Sentence

once upon a time a sad duck who lived in a farm heard a sound at the pond. Little did the duck know his frown will turn upside down. a chicken was there and they became friends and they lived nappily ever after the end.



### **Next Steps:**

One area that I would like to improve upon next year is to add vocabulary cards to each bin. Even though students had the ability to use their ipad for spelling and vocabulary support, I believe by adding specific vocabulary cards (or sheets) to accompany the bins will help the students be more successful in developing their writing skills. Oftentimes, I would see students struggling with the ipad, attempting to “find” the right word, which in turn, slowed their progress down, causing some to run out of time and were able to finish their story. Additionally, I would like to find a “better” writing template for my advanced students to use. I did feel my basic writing summary template held a few students back from developing a full complete story. A few students had higher writing skills and were able to see through the basic writing template and took their writing to the next level by adding multiple layers to their stories. Overall the Story Builder bins were a huge success in my classroom and the skills the students were able to gain and apply were monumental.

I will certainly continue to use my Story Builder Bins next year! Using these bins became the highlight of their week! They truly looked forward to building their story with the props and then loved writing about it! Thank you again to the Escondido Education Foundation for making this grant possible. I appreciate the opportunity to fulfill an idea that I have had for quite some time! This project would not have been possible without your support. YOU made a difference in 22 student lives this year and I know in my heart that the Story Builder Bins will have a lasting impression on these students!