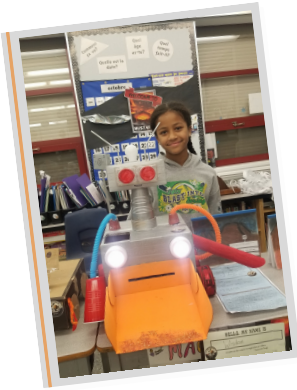


GLOBAL READ ALOUD: ROVER DAY



UNSWORTH ELEMENTARY SCHOOL



“Every day students would update me on the construction progress of their rovers. They were excited to share their ideas with others and help their classmates come up with new and innovative ideas. The engagement level was high, and I was so proud of what they created.” ~ Kelly Urban, Teacher

This fall, our class participated in the Global Read Aloud Project with other classrooms in Canada and from around the world. We read the novel ‘A Rover’s Story’ and all classroom work focused on developing the skills associated with the SD33 assessment of the ACT (Assessing Comprehension & Thinking). Students engaged with the novel by highlighting important story elements, interacting with new vocabulary, and reflecting and making connections to the BIG IDEA. At the end, students were introduced to PINNACLE, a fictitious space agency, that gave each student a mission: Across the galaxy, lifeforms on different planets had vanished and the science community could not determine what happened. Students were tasked with creating rovers that could travel to these faraway places and uncover the reason for this event.

Project work was broken down into sections that correlated with a skill that students needed to work on based on the results of the ACT assessment.

Students completed a mini-lesson based on the skills needed for that day of work and were given time to practice skills, create outlines and then construct their final pieces. They wrote letters that mimicked the style of letters found in the novel, from the perspective of the main character, highlighting important story moments and injecting new vocabulary and descriptive language into their written pieces. These letters were correlated into a journal-style format and helped them practice the technique of synthesizing ideas connected to the BIG IDEA of the novel.

The most exciting part of the project was for students to build their rover! Each child was assigned a planet, and created mission goals linked to the objectives of the space agency but also considered the geography of their planet. This information was included in personalized trading cards that they created for their rovers. They highlighted the mission statements, identified specialized tools that their rover had to help them complete their tasks, gave their creations a thoughtful name and finally, they wrote about special discoveries that they had made that helped them fulfill their mission goals.

We celebrated their accomplishments with ‘Rover Day’. Students constructed a 3D model of their rovers and brought them to school. Our classroom was decorated, and we invited other classes to tour our room and meet the famous rovers of the PINNACLE space agency. Students from kindergarten to grade 5 wandered through while our budding space explorers introduced them to their rovers and explained the tools that they had constructed to tackle the difficult terrain of the planets they were assigned.

Both students and visitors were engaged and thoughtfully interacted with each other. The confidence of our students increased as each class went through, and they were proud of the work that they had done.

All that talking was so tiring, but I loved building my rover!
~ Student



✓ Literacy

✓ High Quality Instruction

✓ Data Driven Decisions