



Writing to Read

By Donna Allison

Students were involved in creating and publishing children's books. The students then took their books to local feeder schools and read to the elementary students. In addition, the books were donated to the elementary schools.

Meet a recognized need in the community: The students served as mentors and teachers to the elementary students. They helped elementary students who were having difficulties in reading by reading to them and donating books.

Achieve curricular objectives through service-learning: Students were involved in the process of writing, creating, and publishing children's books.

Reflect throughout service learning experience: Students kept journal responses of their writing process, improvements, and questions.

Develop student responsibility: Students were responsible for meeting with the elementary students and took leadership roles and initiative to help them to meet appropriate reading goals.

Establish community partnership: Community partnerships were established with the local feeder schools. There were constant interactions among the administrators, teachers, and students. A partnership was also created with the Student Treasures, a local children's publishing company.

Plan ahead for the project: Students learned the various characteristics of children's books. They learned how to include appropriate characters, settings, themes, and moral lessons in children's books. Coordinating the project with the local feeder school also took planning.

Equip students with knowledge and skills needed for service: Students learned skills of writing, leadership, listening, and speaking.