



**2009 Annual Convening
of Service-Learning Leaders
Maryland State Department of Education
Service-Learning Unit**

Unit Title

Primary Subject: Reading/English

Grade Level: 6, 7, 8

Additional Subject Area Connections:

Science, Social Studies, and Math

Unit Title:

The Read-a-thon

Type(s) of Service: *Chose Direct, Indirect or Advocacy*

Direct Action

Unit Description:

A class challenge turned into a school-wide book collection program in partnership with the University of Maryland, Baltimore Police Force. The collected books were donated to: an elementary and middle school, two homeless shelters and Ronald McDonald House in Baltimore City.

Potential Service-Learning Action Experiences:

- Learn process of working on a team
- Be responsible for helping to plan activities to educate peers about the issues of poverty and childhood illnesses
- Learn how poverty and/or illness can affect a person's access to quality reading materials
- Share interests with others (passion for reading) and motivate them to try their best
- Develop roles like accountant, publicity director, and group leader

Local School System: Howard County

LSS Coordinator: Ken Gill, Service Learning Liaison Howard County

LSS Contact Information: 410-313-7019 ext 224

Maryland State Curriculum Indicators Met

Content Title:

Reading-

Standard-General Reading Comprehension Indicator-Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres

English-

Standard 4.0 Writing Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
Indicator- Compose oral, written, and visual presentations that express personal ideas, inform, and persuade

Math-

Standard 4.0 Knowledge of Statistics
Indicator Organize, display and analyze data

Science-

Standard 3.0 Life Science
Indicator Explain that in all environments-freshwater, marine, forest, desert, grassland, mountain, and others-organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter.

Social Studies-

Standard 2.0 Peoples of the Nation and World
Indicator 2. Examine how increasing diversity in global societies results from immigration, settlement, and economic development

Alignment with Maryland's Best Practices of Service-Learning:

Unit Title-The Read-A-Thon

1. **Meet a recognized community need-**Students at Hammond Middle realized that there are many students who do not get to read the books they enjoy. It was through a lunchtime discussion with a group of students that the partnership with the University of MD, Baltimore Police Force and the read-a-thon were formed.

2. **Achieve curricular objectives through service-learning-**Maryland State Curriculum requires students to read a minimum of 25 books, students were encouraged to “read to succeed and help those in need.” Other curriculum indicators that were achieved included: English Standard 4.0 Writing, Science Indicator 3.0, Social Studies 2.0 People of Nations and World, Math Standard 4.0 Knowledge of Statistics

3. **Reflect throughout the service-learning experience**
Students consistently reflected on the process of this project. The “leadership” team would receive feedback from all students at HMS to improve the read-a-thon.

4. **Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**

This was implemented and done by the students; the teacher acted as advisor for the project.

5. **Establish community partnerships-**A partnership was formed with the University of MD, Baltimore Police Force.

6. **Plan ahead for service-learning-**This project required a lot of planning on how to meet the need and curricular goals of the five content areas. In the initial planning stages, students had to research, create, present, revise and finalize lessons that were shared with the student body.

7. **Equip students with knowledge and skills needed for service** Through their actions, it is clear that the students of HMS developed the knowledge/skills about community needs, causes and active civic engagement.

