

Dr. Seuss Program

Program Plan

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LI 831 Resource/Services for Children

### Dr. Seuss Program

This paper describes a program based on Dr. Seuss books. This program could be used on or around March 2<sup>nd</sup> for Read Across America. Read Across America is nationwide reading event lead by NEA to celebrate Dr. Seuss's birthday. This program could also be used as a standalone program.

### Location of Program

This program is designed to take place in a school library, assuming there is enough physical room in the library for six reading stations. If there is not sufficient room in the library, as many stations as possible would be in the library, and the remaining stations would be in designated areas that are physically close to the library. Example: commons area, lunch room, classrooms, etc...

Additionally, this program is meant to be completed after school, not during the school day. Suggested time is one and a half hours, which would allow students and parents to choose 3 of the 6 activities described below. 5:30 to 7:00 is the suggested time, as it allows families with traditional jobs time to get to the event, but is not considerably late for young children. A Monday, Tuesday, or Thursday night would be the best for attendance, as well as checking with the school's schedule to try to avoid a night with other activities scheduled.

### Target Audience

This program targets students in grades Kindergarten through 5<sup>th</sup> grade. Students who come to the program must be accompanied by an adult. The suggested age of each activity will be listed in the area of the activity. The ages are only suggestions and student who comes to the program with an adult may choose any activity. This flexibility will help all students be in the correct area for their learning ability and interest.

### Description of Activity

There are six activities to choose from. Three of the activities are geared towards grades Kindergarten through 2<sup>nd</sup> grade. The remaining three activities focus more on 3<sup>rd</sup> through 5<sup>th</sup> grade. Each activity is meant to take 25 minutes to complete. This allows each student who attends the program to choose three activities. Each station will run three times, so that any of the stations may be attended during the duration of the Dr. Seuss Library Program.

### Time Frame

The Dr. Seuss Program is designed to last 90 minutes. The first 9 minutes are to allow the librarian to quickly describe the stations and their location. Each station lasts 25 minutes, which allows for three minute transitions between stations. This is possible if all the stations are located in the library. Transition time may need to be added if the stations are spread throughout the school. Last, while the program is officially over after 90 minutes, approximately 10 minutes should be expected for the participants to fill out their assessments of the Dr. Seuss Program.

The librarian should go over the stations during the library time with students, so that they already have a basic understanding of the choices before arriving at the Dr. Seuss Library Program. This should also cut down on the time it takes the student to decide which station they would like to attend.

This time frame does not include the preparation time need to describe the stations to the volunteers, or set up the stations. Assuming all the supplies have been gathered in the library 30 minutes should be allowed for instructing volunteers and setting up the stations. From beginning to end the librarian should expect to work a minimum of 30 minutes before the program, 90 minutes during the program, and 20 minutes after the program (for clean up and evaluations to be completed) for a total of 140 minutes. Additional time may be needed during the school day.

### **Station One: The 500 Hats of Bartholomew Cubbins**

This station is recommended for Kindergarten through 2<sup>nd</sup> grade. A volunteer will read one copy of *The 500 Hats of Bartholomew Cubbins* by Dr. Seuss to the students and accompanying adults. Ten copies of the book will be available for the students to look at and read along with the book. Reading the 64 page book will take approximately 15 minutes. The remaining ten minutes of the station the students will be allowed to decorate their own hats to take home. While students are decorating the hat the volunteer will walk around and discuss with students what makes their hat similar to Bartholomew's hats. Accompanying adults will be encouraged to do the same. Glue, glitter, markers, and other craft supplies will be available for the students to use as decoration.

### **Station Two: Green Eggs and Ham**

This station is recommended for Kindergarten through 2<sup>nd</sup> grade. A volunteer will read one copy of *Green Eggs and Ham* by Dr. Seuss to the students and accompanying adults. Ten copies of the book will be available for the students to look at and read along with the book. Reading the 64 page book will take approximately ten minutes. The remaining 15 minutes of the station the students will write their own short version of the story by filling in the missing blanks on an outline. This will include writing words that rhyme. The students will then illustrate their story. (See attachment 1) Pencils, crayons, and/or markers will be available for students to use. Dictionaries will also be provided for students that are able to use them. Young students may require help to write the words. Help can be provided by adults accompanying students or the volunteer reader for the station.

### **Station Three: Dr. Seuss's ABC**

This station is recommended for Kindergarten through 2<sup>nd</sup> grade. A volunteer will read one copy of *Dr. Seuss's ABC* to the students and accompanying adults. Ten copies of the book will be available for the students to look at and read along with the book. Reading the 63 page book will take approximately ten minutes. The remaining 15 minutes of the station the students will make a poster about the letter of their choosing. Student will be instructed to draw pictures of things that begin with the letter of their choice. Words that begin with the letter may also be added to the poster. Nonsense words will be allowed to follow in the creative ways of Dr. Seuss. Poster board, pencils, crayons, and/or markers will be available for students to use. While it is not required to write words on the poster young students may want to add words as well. Dictionaries will also be provided for students that are able to use them. Help can be provided by adults accompanying students or the volunteer reader for the station.

**Station Four: Oh the Places You'll Go**

This station is recommended for 3rd through 5th grade. A volunteer will read one copy of *Oh the Places You'll Go* by Dr. Seuss to the students and accompanying adults. Ten copies of the book will be available for the students to look at and read along with the book. Reading the 56 page book will take approximately ten minutes. After the book is read the students will be asked to consider what they might do with their future. They will also be asked to discuss in small groups what they hope to do, and why this is a good choice for them. This will take approximately 8 minutes. The remaining time at the station the students will be asked to write down what they would like to do with their future, and why they think this is a good choice for them. The students will be encouraged to save the writing for review in the future. Pencils and lined paper will be provided.

**Station Five: Daisey-Head Maize**

This station is recommended for 3rd through 5th grade. A volunteer will read one copy of *Daisey-Head Maize* by Dr. Seuss to the students and accompanying adults. Ten copies of the book will be available for the students to look at and read along with the book. Reading the 56 page book will take approximately fifteen minutes. After the book is read the students will be asked to consider what differences they might see in themselves. The students will be asked how these differences affect them. The students will be encouraged to see these differences as good things. It would be a boring world if everyone was exactly the same. The students will then be given a styrofoam cup and asked to draw a face on it. They will then write things that make them different from others on the cup. Dictionaries will be provided for spelling purposes. Last they will fill the cup with potting soil and a daisy seed plant to take home.

**Station Six: A Variety of Dr. Seuss Books**

This station is recommended for 3rd through 5th grade. A volunteer will oversee the station. A variety of Dr. Seuss books will be available to read including, but not limited to: *And To Think That I Saw It On Mulberry Street*, *Bartholomew and the Oobleck*, *The Butter Battle Book*, *Horton Hatches the Egg*, *Horton Hears A Who*, *Hunches in Bunches*, *The Sneetches and Other Stories*, *Yertle the Turtle and Other Stories*, and *How the Grinch Stole Christmas*. Students and accompanying adults will be allowed to read the books of their choosing during this 25 minute station. While these are some of the more difficult books written by Dr. Seuss older children may read to younger children if the younger children choose to attend this station.

**Common Core Standard Correlations**

Due to the wide range of grades that are invited to the program and the variety of activities offered the list of correlating Common Core State Standards is extensive. The specific Common Core State Standards for English Language Arts are listed below. For more information about what the standard covers please see attachment two.

**Station One: The 500 Hats of Bartholomew Cubbins**

Kindergarten

CCSS.ELA-Literacy.SL.K.2 , CCSS.ELA-Literacy.SL.K.6

First Grade:

CCSS.ELA-Literacy.SL.1.1

Second Grade

CCSS.ELA-Literacy.RL.2.7 , CCSS.ELA-Literacy.SL.2.2

**Station Two: Green Eggs and Ham**

Kindergarten

CCSS.ELA-Literacy.L.K.1 , CCSS.ELA-Literacy.L.K.2d

First Grade

CCSS.ELA-Literacy.W.1.5 , CCSS.ELA-Literacy.L.1.2d, CCSS.ELA-Literacy.L.1.2e

Second Grade

CCSS.ELA-Literacy.L.2.2d, CCSS.ELA-Literacy.L.2.2e

**Station Three: Dr. Seuss's ABC**

Kindergarten

CCSS.ELA-Literacy.L.K.1, CCSS.ELA-Literacy.L.K.2d, CCSS.ELA-Literacy.W.K.2

First Grade

CCSS.ELA-Literacy.W.1.5, CCSS.ELA-Literacy.L.1.2d, CCSS.ELA-Literacy.L.1.2e

Second Grade

CCSS.ELA-Literacy.L.2.2d, CCSS.ELA-Literacy.L.2.2e

**Station Four: Oh the Places You'll Go**

Third Grade

CCSS.ELA-Literacy.RL.3.6, CCSS.ELA-Literacy.W.3.3, CCSS.ELA-Literacy.W.3.10, CCSS.ELA-Literacy.SL.3.1,  
CCSS.ELA-Literacy.L.3

Fourth Grade

CCSS.ELA-Literacy.W.4.3, CCSS.ELA-Literacy.W.4.4, CCSS.ELA-Literacy.W.4.10, CCSS.ELA-Literacy.SL.4.4,  
CCSS.ELA-Literacy.L.4.1

Fifth Grade

CCSS.ELA-Literacy.W.5.3, CCSS.ELA-Literacy.W.5.10

### **Station Five: Daisey-Head Maize**

Third Grade

CCSS.ELA-Literacy.RL.3.6, CCSS.ELA-Literacy.W.3.10, CCSS.ELA-Literacy.SL.3.1d, CCSS.ELA-Literacy.L.3

Fourth Grade

CCSS.ELA-Literacy.W.4.10, CCSS.ELA-Literacy.SL.4.6, CCSS.ELA-Literacy.L.4.2d

Fifth Grade

CCSS.ELA-Literacy.SL.5.1, CCSS.ELA-Literacy.SL.5.1

### **Station Six: A Variety of Dr. Seuss Books**

Station six meets Kansas Library Media and Technology Standard five for all grades third through fifth regarding reading for enjoyment.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

### **Publicity**

The main publicity for the Dr. Seuss Program is a flyer. Please see attachment 3 to view the flyer. This flyer will be printed on brightly colored paper and sent home with every student in Kindergarten through 5<sup>th</sup> grade. Other possible ways to publicize the event are to ask classroom teachers to add the program to their newsletters that go to parents, add the event to the school calendar, add to any whole school publication that are put out by the office, add the event to the school website if possible. Another possible way to publicize the event is to add the flyer or a short article describing the event in the local paper.

### **Evaluation Tool**

At the end of the program students and adults will be asked to fill out a short questionnaire about the program. The questionnaire will be completed by answering five questions by circling a number 1 through 5, 1 being poor and 5 being excellent, as well as one open ended question. The questions are listed below. (See attachment 4 for the complete questionnaire.) Did you find the Dr. Seuss Program to be enjoyable? Did you feel the Dr. Seuss Program was educational? Did you feel the Dr. Seuss Program ran smoothly? Did you feel there was enough time at each station to complete the

story and the task? Based on your experience at the Dr. Seuss Program would you attend another program like this at the library? What changes would you suggest to make the library program better?

### Resources Needed

A list of need resources has been provided. The number of some items will vary. One should plan according to the predicted turnout of the program. Also, multiple copies of the books are need for each station. These would first be obtained through the school library, second borrowed from classroom teachers, and last additional books could be checked out from the public library if needed. Funding for supplies may come from donations, materials available in the school, library budget, and/or P.T.O.

- 1 librarian to oversee the program, this includes preparation before, overseeing and helping with any problems during the program, and work involved with clean up and review of the questionnaire after the program.
- 6 teacher or parent volunteers to read the stories and oversee the activities
- Space for the 6 stations
- Craft supplies including but not limited to: glue, glitter, markers, crayons, markers
- Hats
- Pencils
- Lined paper
- Dictionaries
- Poster board
- Styrofoam cups
- Potting soil
- Daisy seeds
- Dr. Seuss books
- Printed copies of assorted attachments

### Materials Consulted During Planning

Common Core State Standards

*Common core state standards initiative: English language arts standards.* (2012). Retrieved from <http://www.corestandards.org/ELA-Literacy>

List of Dr. Seuss Books

Dr. Seuss properties. (n.d.). Retrieved from <http://www.seussdude.com/list-books.html>

Craft Supplies

OTC Direct, Inc. (2013). *Oriental trading: Art and craft supplies.* Retrieved from <http://www.orientaltrading.com/craft-and-hobby-supplies/art-and-craft-supplies-a1-550056-4-0.fltr>

Hats

OTC Direct, Inc. (2013). *Oriental trading: Bright baseball cap assortment*. Retrieved from <http://www.orientaltrading.com/bright-baseball-cap-assortment-a2-15-355-12-1.fltr?Ntt=baseballcap>

Kansas state library standards

Kansas State Department of Education. (2008, June 19). *Library media & technology standards*. Retrieved from <http://www.ksde.org/Default.aspx?tabid=3511>

List of Dr. Seuss Books

Dr. Seuss properties. (n.d.). Retrieved from <http://www.seussdude.com/list-books.html>

Read Across America

Bertelsmann Media Worldwide. (2013). *Read across America*. Retrieved from <http://www.seussville.com/Educators/educatorReadAcrossAmerica.php>

Attachment 1 – created by Lindsay Kufahl

\_\_\_\_\_ and \_\_\_\_\_  
color food food

By: \_\_\_\_\_  
your name

I love \_\_\_\_\_ and \_\_\_\_\_  
color food

\_\_\_\_\_! Do you like them?  
food

Do you like them in a \_\_\_\_\_?  
place (that will rhyme with next word)

Do you like them with a \_\_\_\_\_?  
thing (that will rhymes with first place)

Would you eat them in the \_\_\_\_\_?  
place (that will rhyme with next word)

Would you eat them with a \_\_\_\_\_?  
thing (that will rhymes with second place)

Draw a picture of your story in the box.



## Attachment 2 – Correlating Common Core State Standards

Also see: <http://www.corestandards.org/ELA-Literacy>

**Station One: The 500 Hats of Bartholomew Cubbins**

Station one meets the following Common Core State Standards for English Language Arts.

## Kindergarten

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## First Grade:

CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

## Second Grade

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Station Two: Green Eggs and Ham**

Station two meets the following Common Core State Standards for English Language Arts.

## Kindergarten

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## First Grade

CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Second Grade

CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Station Three: Dr. Seuss's ABC**

Station three meets the following Common Core State Standards for English Language Arts.

Kindergarten

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

First Grade

CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Second Grade

CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### **Station Four: Oh the Places You'll Go**

Station four meets the following Common Core State Standards for English Language Arts.

##### Third Grade

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

##### Fourth Grade

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### Fifth Grade

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Station Five: Daisey-Head Maize**

Station five meets the following Common Core State Standards for English Language Arts.

#### Third Grade

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

#### Fourth Grade

CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](#) for specific expectations.)

CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

#### Fifth Grade

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Attachment 3 – Publication Flyer, created by Lindsay Kufahl

# Dr. Seuss Program

## Presented by your local school library

### March 2<sup>nd</sup>, 2014

### 5:30 to 7:00

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**Kindergarten through 5<sup>th</sup> grade students are welcome to bring an adult and attend the Dr. Seuss Program in the school library!**

<p><b>Station One: The 500 Hats of Bartholomew Cubbins</b></p> <p><b>Listen to the story and decorate a hat!</b></p> <p><b>Recommended for grades K-2</b></p>	<p><b>Station Two: Green Eggs and Ham</b></p> <p><b>Listen to the story and write and draw a picture of your own mixed up food!</b></p> <p><b>Recommended for grades K-2</b></p>
<p><b>Station Three: Dr. Seuss's ABC</b></p> <p><b>Listen to the story and create your own letter poster!</b></p> <p><b>Recommended for grades K-2</b></p>	<p><b>Station Four: Oh the Places You'll Go</b></p> <p><b>Listen to the story and talk about ideas for your future!</b></p> <p><b>Recommended for grades 3-5</b></p>
<p><b>Station Five: Daisey-Head Maize</b></p> <p><b>Listen to the story and talk about what makes you unique! Also, plant a daisy to take home.</b></p> <p><b>Recommended for grades 3-5</b></p>	<p><b>Station Six: A Variety of Dr. Seuss Books</b></p> <p><b>Relax and enjoy reading a Dr. Seuss of your choosing!</b></p> <p><b>Recommended for grades 3-5</b></p>

**Each activity is meant to take 25 minutes to complete. This allows each student who attends the program to choose three activities. Each station will run three times, so that any of the stations may be attended during the duration of the Dr. Seuss Library Program. Students may choose any station, but each activity is geared toward upper and lower grades. We hope to see you at the library!**

Attachment 4 – Questionnaire, created by Lindsay Kufahl

## Dr. Seuss Program Questionnaire

The library staff and volunteers would like to thank you for coming to the Dr. Seuss Program. It is wonderful to see children and adults excited about reading.

Please answer the following five questions by circling a number 1 through 5, 1 being poor and 5 being excellent.

Did you find the Dr. Seuss Program to be enjoyable?

1      2      3      4      5

Did you feel the Dr. Seuss Program was educational?

1      2      3      4      5

Did you feel the Dr. Seuss Program ran smoothly?

1      2      3      4      5

Did you feel there was enough time at each station to complete the story and the task?

1      2      3      4      5

Based on your experience at the Dr. Seuss Program would you attend another program like this at the library?

1      2      3      4      5

What changes would you suggest to make the library program better?

Program Plan Grading Rubric

Student Name: Lindsay Kufahl

Total points 100/100

<b>Topic Choice</b>	<b>Exceeds Expectation 20-25 points</b>	<b>Meets Expectation 19-11 points</b>	<b>Below Expectation 1-10 points</b>	<b>No Evidence 0 points</b>	<b>Score</b>
Student selects topic in line with understanding of children’s interests	Excellent understanding of children’s interests shown in topic selection	General understanding of children’s interests	Minimal understanding of children’s interests	No understanding of children’s interests shown	25/25
<b>Competency</b>	<b>Exceeds Expectation (Exemplar) 8-10 points</b>	<b>Meets Expectation (Target) 5-7 points</b>	<b>Below Expectation (Acceptable) 1-4 points</b>	<b>No Evidence (Unacceptable) 0 points</b>	<b>Score</b>
Student uses high quality written communication in preparation of assignment	Excellent communication with good quality of writing and few errors	Good communication with some errors and minimal problems with writing	Fair communication with many errors and some evidence of difficulty with writing	Ineffective communication with poor writing and numerous errors	10/10
Student uses knowledge of learning styles to shape instructional decisions	Student clearly demonstrates and incorporates knowledge of learning styles through instructional choices in program plan	Student exhibits knowledge of learning styles for some but not all instructional decisions	Student does not clearly tie knowledge of learning styles to instructional decisions	No evidence of knowledge of learning styles	10/10
Student uses reading, viewing, and listening activities to foster learning	Student clearly ties a variety of reading, viewing and listening activities to specific learning objectives in program plan	Student incorporates a variety of activities and ties them to overall learning goals in program plan	Student lists a variety of activities in program plan	No use of activities in program plan	10/10
Student uses knowledge to recognize and make accommodations for individual differences	Student demonstrates clear understanding of accommodations for individual differences through provisions	Student shows some understanding of making accommodations	Student shows minimal understanding of making accommodations for	No evidence of understanding of accommodations for individual differences	10/10

	outlined in program plan	for individual differences	individual differences		
Student uses knowledge to select suitable resources for individual abilities and interests	Student selects a wide variety of exceptional resources to meet individual abilities and interests	Student selects suitable resources that meet a few individual abilities and interests	Student selects a few general resources that are tied to the program plan	No suitable resources selected	10/10
Student uses knowledge to plan publicity using effective methods to reach the target audience	Student plans to use a variety of publicity tools specifically geared towards the target audience	Student plans to use some standard publicity tools with some thought towards target audience	Student plans to use one or two standard publicity tools	No publicity is planned	10/10
Student uses knowledge to assess and evaluate the activity in a way that will foster improved future planning	Student develops age appropriate assessment tool geared towards evaluation aimed at future planning	Student develops generic assessment tool that will provide basic information about the program	Student does not create specific assessment tool, plans to do general observation	No assessment is planned	10/10
Total Points (100)					100/100

You have done an excellent job of creating a highly organized and detailed program plan! The six stations have activities that will be highly engaging to the attendees while covering an enormous array of Common Core Standards. I liked that you included a wide variety of age levels so that your event can be as inclusive as possible.

Outstanding job!