

Kohler School Foundation Request Form

Thank you for taking the time to make a request. The Kohler School Foundation supports your learning initiatives. All submitted requests will be reviewed by the administrative team to develop a successful proposal that is aligned to the District's strategic priorities. All proposals will be submitted to the Foundation for review.

Strategic Plan Priorities

Priority I: Maximize Achievement and Growth for Each Student

Priority II: Foster a Safe School Climate that Supports the Social Emotional Learning of Students

Priority III: Optimize Learning Spaces

NAME: Ann Bitter

DATE: 1/31/25

SCHOOL/DEPARTMENT: Kohler Middle School - English Language Arts

ITEM DESCRIPTION:

StoryJumper Book Publishing. All 6th and 7th students wrote a 4 chapter autobiography during the 2nd quarter of this school year. These chapters consist of one chapter detailing their life from birth to today, two chapters that detail two significant memories in their life, and one final chapter that details their life now along with predictions of their high school years, what they think their life will be like 5 years post high school, and what they think their life will be like when they turn 40 years old. StoryJumper is a website that allows students and teachers to create and publish their own books. Some of the features of this program include the ability to:

- **Create stories and books:** Students can create books or stories from scratch or can copy and paste their text into the program to create a personal book.
- **Add illustrations:** Students have an option to choose images from a panel or add their own pictures and drag them onto the page. This is an optional feature.
- **Convert to hardcopy:** Students can have the digital books converted into hardcopy books that can be sent to the student for a cherished keepsake for a fee.

INSTRUCTIONAL PURPOSE:

Writing is about communication, and giving students opportunities that encourage a desire to write is crucial to the development of their communication skills. Moreover, middle school student engagement in extended and stamina building writing can be very challenging. This large writing project has given students a platform to express themselves, find their voice, and build stamina in the enjoyment of writing. Narrative and reflective writing were taught as outlined in the following standards. More often than not, students are given ample academic opportunities to plan, type, and revise/edit a final copy with their end product only to be mostly forgotten about within their student files. By creating their own digital books and ordering a hard copy, these students would be given the opportunity to use other technology to produce and publish within an interactive platform which would more effectively cover the academic writing standards. Giving students the opportunity to create a special hard copy chapter book that they planned, wrote, typed, and published, will surely be something that will be a lifetime keepsake. It just may also be the catalyst and motivation for some students to become writers or authors in their future.

ACADEMIC STANDARDS THIS ITEM SUPPORTS:

W.6.1 and W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.6.2 and W.7.2 c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

W.6.6 and W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.

According to the Wisconsin DPI, writing for students in grades 6 and 7 should be designed:

To provide rigorous writing instruction that will facilitate college and career readiness, students must have the opportunity to write consistently for a variety of high- and low-stakes purposes.

- Low-stakes writing is the formative writing that is crucial to developing students' identities as writers, developing dialogic relationships through writing in community with other writers, and developing ideas and draft text for high-stakes writing. Regular low-stakes writing is crucial for high-stakes writing.

- Creative writing: creative writing is writing in which students take the role of literary artists, using techniques associated with literary arts to entertain, discover, and convey imagined or real worlds. For instance, creative writing may include slam poetry, short stories, creative nonfiction, multimodal compositions, fanfiction, or lyric poetry.

COST PER UNIT: ~ \$15 - \$20 per student softcover book

This is only an estimate. There is no way to know the exact cost of each student book until each book is created and finished.

NUMBER OF STUDENTS:

6th: 57

7th: 57

TOTAL COST: ~ \$2000 - \$2500

ITEM VENDOR: storyjumper.com

LINK:

Here is a link to the personal book that I created. My book is longer than students' books will be, but it is a good example of what the finished product will look like. I plan to order my book myself so I have a hard copy example in hand.

<https://www.storyjumper.com/book/read/176646071/677ec3685d081>