



Play In A Book

An innovative approach to improved literacy

Partnerships & Professional Learning Conference

December 16, 2016



Play In A Book

An innovative approach to improved literacy

HARVESTING GROWTH:

The Impact of a Drama Based Reading Program

Overview

- Program and Process
- How we measure
- Results from five schools
- Experience a fully integrated drama based reading program





The Act It Read It Series™

- Retellings of classic tales in an urban setting.
- Each text contains an illustrated story and five-act play
- The series serves K - 8th grade students

The PIAB Process

- We read the story



Part IV

"It is I—Dad Gruff, of the three City Goats Gruff."

"Yum!" cried Madame Troll as she sprung up onto the bridge. "Dad Gruff, I am going to eat you up!"

Part IV

35

The PIAB Process

- We read the story
- We learn vocabulary



Play In A Book

Chapter IV Vocabulary


- | | |
|------------|-------------|
| 1. trunk | 6. fluffed |
| 2. muck | 7. fuss |
| 3. rumbled | 8. lullaby |
| 4. grub | 9. thug |
| 5. chuckle | 10. stunned |


The PIAB Process


- We read the story
- We learn vocabulary
- We act out the story through Partner Reading


Level 3


Act IV (featuring short ü)
The sun is setting on the hillside.


 I will take my trunk across the bridge. It is time for supper. Act IV

 It is time for supper! I am ready for some good grub!

 Clunk, clunk, clunk.

 Who is that clunk, clunk, clunking across my bridge?

 It is I—Dad Gruff.


 Yum! *She jumps up onto the bridge.*
Dad Gruff, I am going to eat you up!

Act IV


29

The PIAB Process

- We read the story
- We learn vocabulary
- We act out the story
(Partner Reading)
- We reflect on our experience

 Play In A Book

Chapter IV
In Character with Dad Gruff



1. I am (tell what your character looks like)...
2. I feel really good when (tell what makes your character happy)...
3. I feel really bad when (tell what makes your character upset)...
4. When Madame Troll said she was going to eat me up, I felt...

August, 2012 ©2012 Play In A Book - All Rights Reserved

14

The PIAB Process

- We read the story
- We learn vocabulary
- We act out the story
- We reflect on our experience
- We rehearse and perform the play





Overview

- ✓ Program and Process
- How we measure
- Results
- Experience a fully integrated drama based reading program



grub	thug	chuckle	fuss	trunk	stunned
-------------	-------------	----------------	-------------	--------------	----------------

By the time Dad Gruff had packed his trunk, the sun had set and it was time for supper. Down in the muck and mud (over, around, under) the bridge, Madame Troll's tummy (cooked, stunned, rumbled). She was ready for some good (grub, tubs, suds). "There's just no substitute for a nice (fat, rat, yak) goat like Dad Gruff," she chuckled as she (heard, rested, fluffed) up her wig.

grub	thug	chuckle	fuss	trunk	stunned
-------------	-------------	----------------	-------------	--------------	----------------

By the time Dad Gruff had packed his trunk, the sun had set and it was time for supper. Down in the muck and mud (over, around, under) the bridge, Madame Troll's tummy (cooked, stunned, rumbled). She was ready for some good (grub, tubs, suds). "There's just no substitute for a nice (fat, rat, yak) goat like Dad Gruff," she chuckled as she (heard, rested, fluffed) up her wig.

grub	thug	chuckle	fuss	trunk	stunned
-------------	-------------	----------------	-------------	--------------	----------------

By the time Dad Gruff had packed his trunk, the sun had set and it was time for supper. Down in the muck and mud (over, around, under) the bridge, Madame Troll's tummy (cooked, stunned, rumbled). She was ready for some good (grub, tubs, suds). "There's just no substitute for a nice (fat, rat, yak) goat like Dad Gruff," she chuckled as she (heard, rested, fluffed) up her wig.

grub	thug	chuckle	fuss	trunk	stunned
-------------	-------------	----------------	-------------	--------------	----------------

By the time Dad Gruff had packed his trunk, the sun had set and it was time for supper. Down in the muck and mud (over, around, under) the bridge, Madame Troll's tummy (cooked, stunned, rumbled). She was ready for some good (grub, tubs, suds). "There's just no substitute for a nice (fat, rat, yak) goat like Dad Gruff," she chuckled as she (heard, rested, fluffed) up her wig.

Play In A Book Assessment Summary Trumbull Elementary Whole Group

	Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL
PRE-TEST	11	10	10	12	8	51
POST-TEST	15	11	13	14	12	65
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	9	2	6	5	6	28
POST-TEST	7	4	5	8	8	32
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	6	9	5	8	3	31
POST-TEST	6	11	8	7	10	42
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	4	7	2	x	9	22
POST-TEST	9	9	11		11	40
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	9	6	x	x	7	22
POST-TEST	12	10			12	34
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST		5	6	x	10	21
POST-TEST		10	10		11	31
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	2	11	9	x	10	32
POST-TEST	13	13	9		12	47
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	4	3	4	3	0	14
POST-TEST	3	4	4	4	8	23
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	0	x				0
POST-TEST	1		x		x	1
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	7	7	7	10	4	35
POST-TEST	15	11	11	5	11	53
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST		4	2		2	8
POST-TEST	x	3	6		5	14
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	5	6	5	3		19
POST-TEST	13	11	7	7	x	38
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	0	2	0	x	3	5
POST-TEST	5	3	0		2	10
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	0		x			0
POST-TEST						0
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	5	2		1	0	8
POST-TEST	5	2	x	3	6	16
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	6		2			8
POST-TEST	12	x	6	x	x	18
Act 1	Act 2	Act 3	Act 4	Act 5	TOTAL	
PRE-TEST	5	10	13	9		37
POST-TEST	15	13	12	13	x	53

Performance Rubric

6/4/14

Play In A Book
Performance Assessment
Frazier International Magnet School
After School Program

Prepared by: L. St. John

Student Name

Criteria	Pre-Test					Post-Test				
	3	2	1	0	TL	3	2	1	0	TL
Faces the audience (<i>stands & moves in a position that allows viewers to see all featured physical movements & all facial expressions</i>)			1		1		2			2
Holds script so face can be seen (<i>holds script in a position that allows viewer to see all featured facial expressions</i>)			1		1		2			2
Speaks in a voice that can be heard (<i>speaks in a voice that can be heard & understood by auditors farthest from playing area</i>)			1		1		2			2
Engages vocally (<i>uses inflections and pitch that are appropriate to the character & enhance the scene</i>)			1		1		2			2
Engages physically (<i>uses movements & gestures that are appropriate to the character & enhance the scene</i>)				0	0		2			2
Engages emotionally (<i>demonstrates emotional connections through vocal, facial, and physical expressions that are appropriate to the character & enhance the scene</i>)				0	0		2			2
Picks up cues (<i>responds to action & dialogue immediately, whether through reaction or line response</i>)			1		1		2			2
Reads with fluency (<i>reads at an appropriate rate with accuracy & expression / sounds like talking</i>)			1		1		2			2

Notes:

TOTAL 6

TOTAL 16

Play In A Book Assessment Summary

Trumbull Elementary Whole Group

Amanda Newman					
	Pre-Test				
Criteria	3	2	1	0	TL
Stays in own physical space	3				3
Faces the speaker		2			2
Responds to other speakers appropriately		2			2
Takes initiative in conversation with own ideas			1		1
Maintains a collaborative spirit (offers compliments, suggestions, and stays on topic)			1		1
Notes:	Total 9				

Post-Test					
3	2	1	0	TL	
3				3	
3				3	
	2			2	
		1		1	
	2			2	
Total					11

Amanda Pizzella					
	Pre-Test				
Criteria	3	2	1	0	TL
Stays in own physical space		2			2
Faces the speaker			1		1
Responds to other speakers appropriately			1		1
Takes initiative in conversation with own ideas			1		1
Maintains a collaborative spirit (offers compliments, suggestions, and stays on topic)			1		1
Notes:	Total 6				

Post-Test					
3	2	1	0	TL	
3				3	
	2			2	
	2			2	
		1		1	
	2			2	
Total					10

Amanda Pardo					
	Pre-Test				
Criteria	3	2	1	0	TL
Stays in own physical space		2			2
Faces the speaker			1		1
Responds to other speakers appropriately			1		1
Takes initiative in conversation with own ideas			1		1
Maintains a collaborative spirit (offers compliments, suggestions, and stays on topic)			1		1
Notes:	Total 6				

Post-Test					
3	2	1	0	TL	
	2			2	
	2			2	
	2			2	
		1		1	
	2			2	
Total					9

Amanda Pugh					
	Pre-Test				
Criteria	3	2	1	0	TL
Stays in own physical space		2			2
Faces the speaker		2			
Responds to other speakers appropriately			1		
Takes initiative in conversation with own ideas			1		
Maintains a collaborative spirit (offers compliments, suggestions, and stays on topic)			1		
Notes:	Total 2				

Post-Test					
3	2	1	0	TL	
3				3	
	2				
	2				
		1			
	2				
Total					3

Play In A Book
Assessment Summary
 Trumbull Elementary School
 GRADE 4

Prepared by: L. St. John

Name	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Results		Δ
	Maze		Performance		Worksheet		Teamwork		Pre-TL	Post-TL	
	45	68	12	17	8	13	12	13	77	111	44%
	42	38	11	16	9	0	9	12	71	66	-7%
	40	50	8	18	23	0	2	3	73	71	-3%
	51	59	13	20	12	14	10	12	86	105	22%
	53	63	17	17	14	25	9	12	93	117	26%
	50	67	7	14	18	20	8	10	83	111	34%
	37	43	10	16	18	27	7	10	72	96	33%
	33	53	12	20	5	11	12	13	62	97	56%
	14	24	10	14	10	3	8	12	42	53	26%
	68	74	9	16	17	29	11	13	105	132	26%
	36	63	9	19	16	11	10	12	71	105	48%
	36	64	9	15	5	13	9	11	59	103	75%
	32	39	14	21	12	17	12	15	70	92	31%
	65	73	0	20	14	7	7	10	86	110	28%
	59	69	16	23	31	38	13	15	119	145	22%
	23	30	15	22	12	17	7	12	57	81	42%
	30	47	12	14	9	9	8	10	59	80	36%
	59	67	15	20	19	27	13	15	106	129	22%
	31	39	11	17	8	10	10	13	60	79	32%
	12	18	0	15	13	11	2	6	27	50	85%
	65	57	17	22	21	33	14	15	117	127	9%
	61	73	15	24	23	28	10	14	109	139	28%
	51	71	9	0	16	30	10	12	84	111	32%
	18	23	9	15	6	5	8	10	33	43	30%
	10	11	0	15	0	26	0	0	-	-	-
	12	15	0	19	0	15	0	0	-	-	-
									60.7	78.4	29%

Notes:

Students are rated in various task including comprehension and vocabulary (mazes and worksheets), performance, and teamwork. Each measure has a point value. A total of 156 points are possible for the 8 various measures. Pre and post test scores are compared and growth is determined by points gained. Click on an individual score to view rubric used for each evaluation. Students who did not have complete testing due to transfer, excessive absences, or partial participation were removed from the summary page. Pretests were completed for this group in October 2012 and post tests were completed in February 2013. Congratulations Trumbull Fourth Grade!



Play In A Book

An innovative approach to improved literacy

Laura St. John
President

A division of
LMS Innovations, Inc.
P.O. Box 25629
Chicago, IL 60625
(773) 329-0920
(773) 334-0824 fax
www.playinabook.com

laura@playinabook.com

To: Ms. Venus E. Shannon, Principal
Lyman Trumbull Elementary School

Fr: Laura St. John, President
Play In A Book

February 21, 2013

Re: Whole Group Summary Grades 1 - 5b

Summary: Overall, students in the grades represented scored a 45% average increase between the Pre-test and Post-test assessments. This correlates well with previous results we have obtained, and I think it is reflective of not only the student's progress with literacy through the course of the school year, but their skill growth through the repetition inherent in the Play In The Book rehearsal process.

Goal: K - 6th grade classrooms consisting of up to thirty (30) students each participated in a drama-based supplemental reading program building skills in reading comprehension, oral reading fluency, phonological awareness, and vocabulary development through the rehearsal and performance of a play.

Overview of Play In A Book Classroom Program: Students spent 30 sessions during the regular school day analyzing and rehearsing a grade level appropriate text in the form of a five-act play*. Key reading skills were developed through discussion of text, performance of scripts, and workbooks addressing character analysis, story sequence, and problem/solution. The performance-based assessment occurred within the first and last weeks of the program. Additionally, comprehension mazes were incorporated with each act of the play. The 30-session program culminated in a performance for an invited audience.

Conclusion: As the assessment measures growth achieved, the downward slope of performance in the higher grade levels is reflective of students who are participating more, exhibiting teamwork, and who are stronger overall readers with fewer skills to acquire. This downward slope, once again, correlates with results we have achieved prior. I believe that the earlier students may be introduced to Play In A Book, the greater the initial skill growth may be achieved.

The enthusiasm that the students have shown to Play In A Book has truly been an inspiration! It is my pleasure and privilege to work with the terrific students and staff of Trumbull Elementary School.

Grouped Results

	Pre-TL	Post-TL	Δ
Grade 1	10.3	19.1	85%
Grade 2	34.5	55.1	60%
Grade 3	45.8	66.1	44%
Grade 4	60.7	78.4	29%
Grade 5	43.8	55.5	27%
Grade 5b	56.0	69.3	24%

Overview

- ✓ Program and Process
- ✓ How we measure
- Results
- Experience a fully integrated drama based reading program



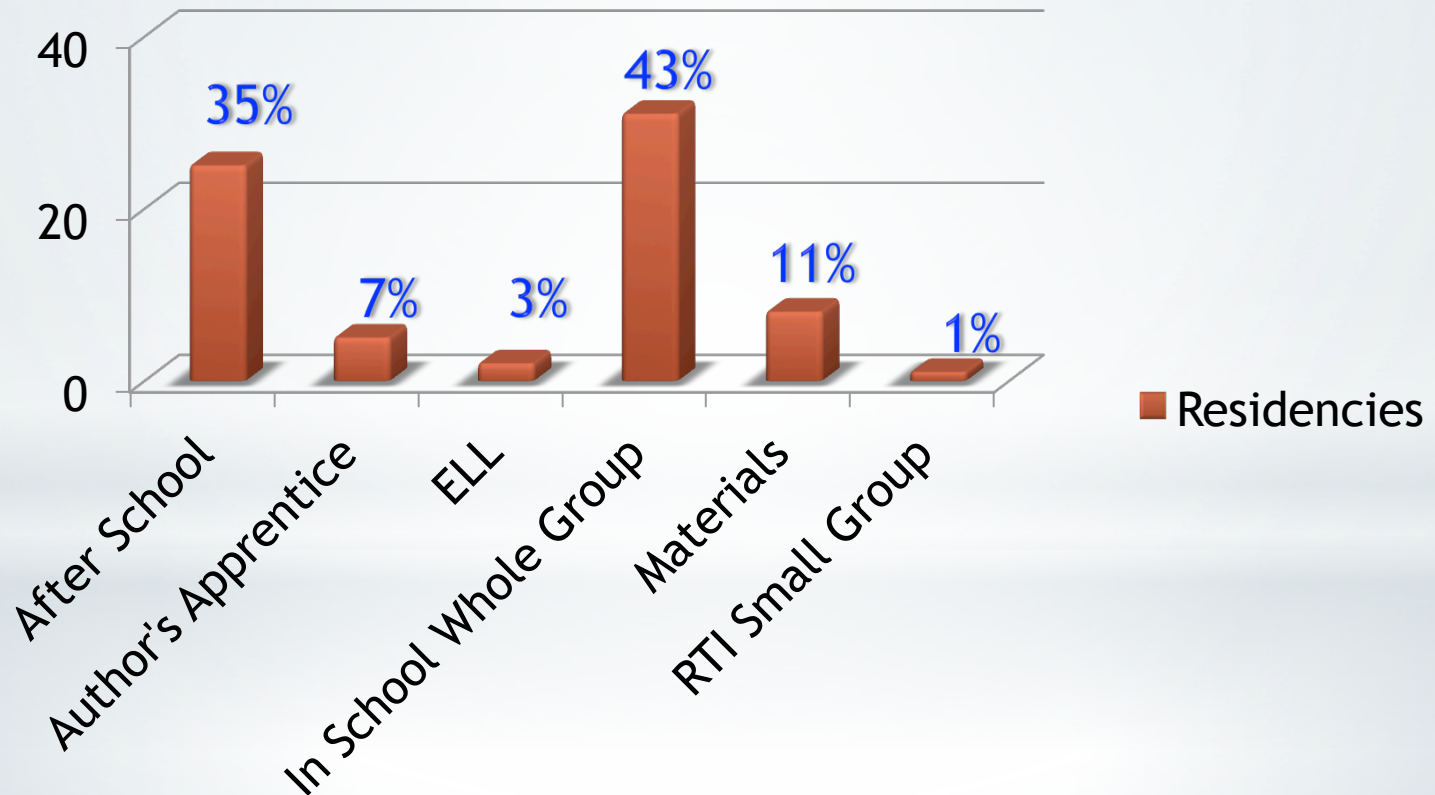


Play In A Book has served 22 schools

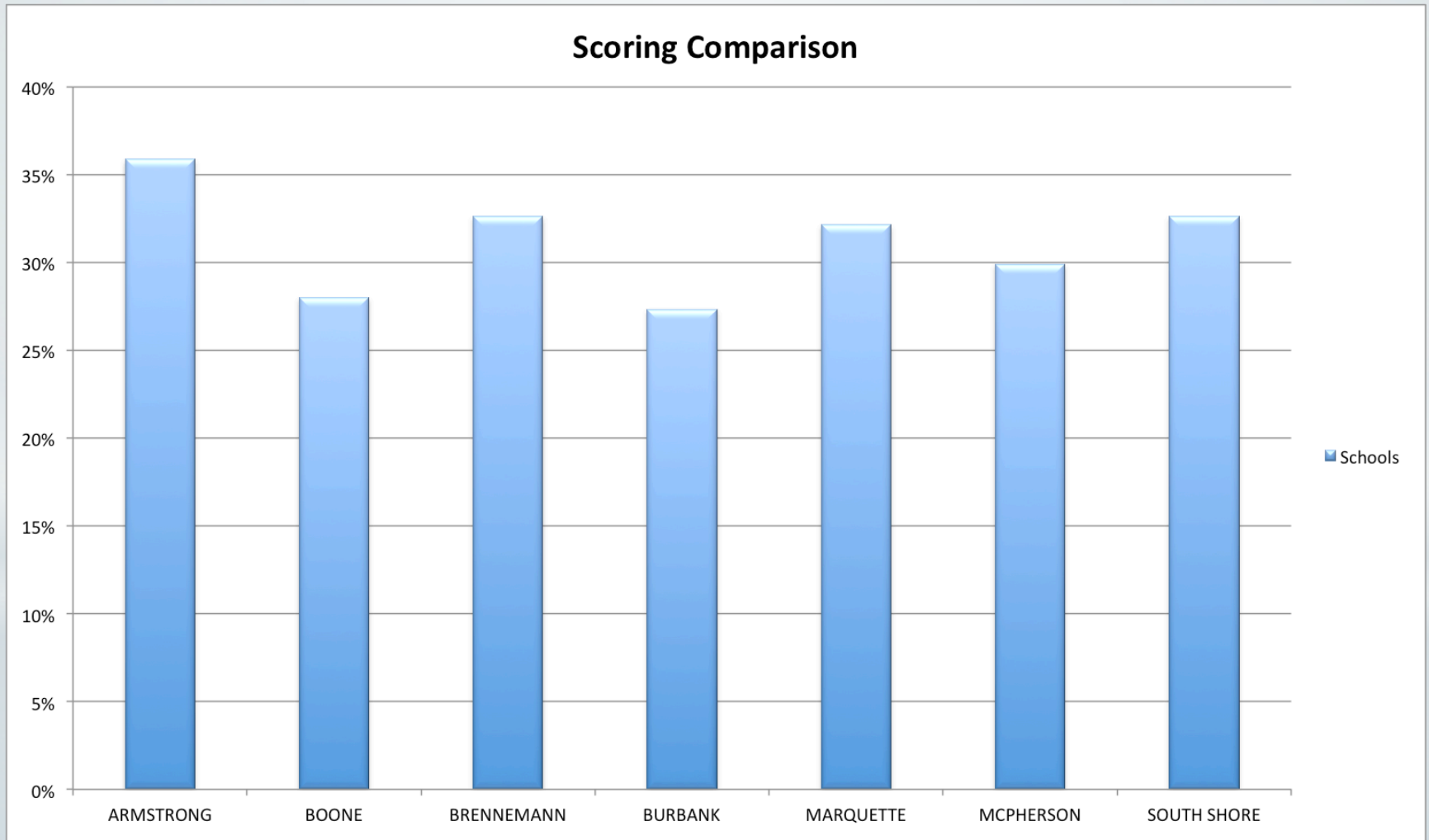
- Armstrong (George) International Studies
- Boone (Daniel) Elementary
- Brennemann (Joseph) Elementary
- Burbank (Luther) Elementary
- Chalmers School of Excellence
- CICS - Bucktown
- CICS - Irving Park
- CICS - Jackson
- Disney II Magnet School
- Frazier Int'l Magnet School
- Gale (Steven F.) Elementary
- Goudy (William C.) Elementary
- Jahn (Friedrich Ludwig) Elementary
- Johnson (James Weldon) Elementary
- Marquette School of Excellence
- McPherson (James B.) Elementary
- Norwood Park Elementary
- Ray (William H.) Elementary
- South Shore Fine Arts Academy
- Trumbull (Lyman) Elementary
- Whittier (John Greenleaf) Dual Language School
- Wildwood Elementary

Program Breakdown

72 Residencies



33% overall average increase in skills tested



Results

“After the first year of implementing a drama based program at Brennemann Elementary School, we saw a 35 point increase in our reading test scores. After the second year, I’m happy to report that 95% of students show positive growth in reading. We love Play In A Book!”

— Sarah D. Abedelal, Principal



Overview

- ✓ Program and Process
- ✓ How we measure
- ✓ Results
- Experience a fully integrated drama based reading program



The PIAB Process

- We learn vocabulary



Play In A Book

Chapter IV Vocabulary

- | | |
|------------|-------------|
| 1. trunk | 6. fluffed |
| 2. muck | 7. fuss |
| 3. rumbled | 8. lullaby |
| 4. grub | 9. thug |
| 5. chuckle | 10. stunned |

The PIAB Process

- We learn vocabulary
- We read the story



Part IV

"It is I—Dad Gruff, of the three City Goats Gruff."

"Yum!" cried Madame Troll as she sprung up onto the bridge. "Dad Gruff, I am going to eat you up!"

Part IV


35


The PIAB Process


- We learn vocabulary
- We read the story
- We act out the story


Level 3


Act IV (featuring short ü)
The sun is setting on the hillside.


 I will take my trunk across the bridge. It is time for supper. Act IV

 It is time for supper! I am ready for some good grub!

 Clunk, clunk, clunk.

 Who is that clunk, clunk, clunking across my bridge?

 It is I—Dad Gruff.

 Yum! *She jumps up onto the bridge.*
Dad Gruff, I am going to eat you up!

Act IV


29

The PIAB Process

- We learn vocabulary
- We read the story
- We act out the story
- We reflect on our experience

 Play In A Book

Chapter IV
In Character with Dad Gruff



1. I am (tell what your character looks like)...
2. I feel really good when (tell what makes your character happy)...
3. I feel really bad when (tell what makes your character upset)...
4. When Madame Troll said she was going to eat me up, I felt...

August, 2012 14 ©2012 Play In A Book - All Rights Reserved

The PIAB Process

- We learn vocabulary
- We read the story
- We act out the story
- We reflect on our experience
- We rehearse and perform the play



Review

- ✓ Program and Process
- ✓ How we measure
- ✓ Results from five schools
- ✓ Experience a fully integrated drama based reading program
- Questions?





Play In A Book

An innovative approach to improved literacy

Thank you!