

**PRODUCT GRID FOR
PRIMARY GRADES**

	MODALITIES			
	V	O/A	W	K
acrostic	•		•	
alphabet book for a topic	•		•	
audio tape		•		
book or booklet	•		•	
chart	•		•	
choral reading/readers theater	•	•	•	
collection collage	•			•
comic strip	•		•	
concept or story map (web)	•		•	
demonstration	•	•	•	•
diorama	•			•
experiment	•		•	•
fable		•	•	
flannel board presentation	•	•		•
graph	•		•	
illustration	•			
interview		•	•	
invitation	•	•	•	
jigsaw puzzle	•			•
journal/diary/learning log			•	
letter			•	
list			•	
mobile	•			•
mural/banner	•			•
museum exhibit/display	•		•	•
newspaper	•		•	
oral report		•		•
painting	•			•
photograph or photo sequence	•			•
picture dictionary/scrapbook	•		•	
play/puppet show	•	•	•	•
poem/bio poem		•	•	
pop-up book	•		•	•
poster	•		•	•
rap/performed rhyme/song		•		•
rebus story or sentence	•		•	
riddle or rhyme		•	•	
role play	•	•		•
scavenger hunt	•		•	•
sculpture	•			•
story (with illustrations)	•	•	•	
Venn diagram	•		•	
wordless book	•			

PRODUCT EXAMPLES FOR PRIMARY GRADES

Examples of potential products

- ACROSTIC–1. Using a concept or topic word, such as *cooperation*, students brainstorm and write a significant word or phrase related to the topic that begins with each letter. 2. Using the title of a book the class is reading, students write events and details from the book.
- ALPHABET BOOK–Students write and illustrate an individual or small group alphabet book showing what they have learned about the topic being studied.
- AUDIO TAPE–Students record a book for the reading center and include a sound to designate when to turn the page.
- COLLECTION COLLAGE–Students work with others to create a collage for each color of the rainbow.
- COMIC STRIP–Students draw a comic strip in which one or two characters tell how to complete a simple process and sequence.
- CONCEPT STORY MAP (WEB)–Students create symbols for characters, settings, problems, and solutions and use them to map a book.
- FABLE–Students write and illustrate a fable using their favorite animal as the character and carefully plan their main idea as the moral of the story.
- INTERVIEW–Students interview five people to learn how they feel about spiders or insects and organize the results to share in class.
- INVITATION–Students write an invitation to the principal or other school personnel to come to their room to read the stories they created or to view other important completed work.
- JOURNAL / DIARY / LEARNING LOG–Each student compares three entries in his or her journal and explains one observation about his or her growth as a learner.
- LIST–As a class, list more precise words to say or write instead of simple, over-used words, such as *nice*, *said*, *good*, or *like*.
- MUSEUM EXHIBIT/DISPLAY–The class creates a three-dimensional museum exhibit to show what each student has learned while researching life in the oceans. Students complete cards to display beside each portion of the exhibit to explain and interpret the exhibit.
- PHOTOGRAPH OR PHOTO SEQUENCE–Students use a digital or regular camera to take photographs of items around school and write descriptions of their photographs. Students then ask others to read the description and draw a picture of what was described without seeing the photograph. The students compare the drawing to the photograph and discuss similarities and differences.
- POSTER–Students make a poster called *Pairs* that shows different pairs of common things, such as hands, eyes, button holes, and twins.
- REBUS STORY OR SENTENCE–Students write a summary or retelling of the beginning, middle, and end of a book by drawing pictures or symbols to substitute for several nouns that are important to the story.
- ROLE PLAY–Read *Chrysanthemum** by Kevin Henkes. With others, students role play different behaviors at school that would be *absolutely dreadful* and *absolutely perfect*.
- SCAVENGER HUNT–Students create a scavenger hunt for words on a cereal box, such as: *Find a word that means 'good;'* *Find a word that rhymes with 'cat;'* and *Count how many times the word 'in' is on the box.* They then challenge others to complete the scavenger hunt.
- SCULPTURE–Students make a paper sculpture using nineteen sizes of paper and five geometric shapes.
- VENN DIAGRAM–Students compare addition to subtraction, two dinosaurs, two characters, or two stories using an illustration for the Venn, such as a bow tie, a penguin with outstretched wings, or outlines of two dinosaurs overlapping slightly to create three areas for writing similarities and differences.

* Henkes, K. (1996). *Chrysanthemum*. New York: HarperTrophy.