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A reading celebration program from kindergarten through fifth grade

Cathy A. Mainiero

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Statement of the Problem

Reading is essential for life, but do we realize and are we aware of the importance and fun of reading. Parents want to be involved in their children's reading time and teachers are constantly involved, but are we approaching it in the right way? Teachers, parents, and students need to be more aware of the importance and fun of reading. To facilitate this goal, eight weeks of diversified reading themes have been developed for this project.

Procedure

This project will give specific suggestions for teachers to use towards the goals of developing an awareness of reading in their classroom. The local newspaper will announce each calendar month what the reading focus will be with a lead article. In addition, a newsletter will be sent to every family each month at each participating school. It will explain to parents that the faculty wants to emphasize to children and parents, as well as to teachers, the importance of reading.

Goals

The goals of this program are three-folded. One is to educate and involve parents in their child's reading program
at home as well as in school. The second goal is to motivate the children and to develop the habit of reading for them. By having a new reading focus each month at school, the children will be encouraged and stimulated to read in so many different ways. The third goal is to enhance the entire educational program of the school. Children will develop the habit of reading and there will be a positive attitude in school and at home which is the key to reading success.
California State University
San Bernardino

A READING CELEBRATION PROGRAM FROM KINDERGARTEN THROUGH FIFTH GRADE

A Project Submitted to
The Faculty of the School of Education
in Fulfillment of the Requirement of the Degree of
Master of Arts
in Education: Reading Option
by
Cathy A. Mainiero, M.A.
San Bernardino, California
March 1986

APPROVED BY:

[Signatures and seals redacted]
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The success we have in helping children become readers will depend not so much on our technical skills, but upon the spirit we transmit of ourselves as readers. Reading is the key to success. Students are the principal focus of the reading program. When they are positively engaged in learning to read, such learning usually proceeds without great difficulty.

Wilson Riles, former Superintendent of Public Instruction, expresses his feelings about children and the beautiful experience of reading when he said:

I cannot remember who let me hold my first book -- let me listen to the magic of the words -- let me turn the pages -- smell the ink -- feel the fine paper -- follow the typography -- let me call the book "mine." I hope for children, as early as possible, the excitement that comes from turning the pages of "their" books and of knowing the words as their own. I hope for every child the grand experience that comes from sharing a book with someone he or she loves and of hearing the words lifted off pages of print and made meaningful by a kind and careful voice.

The purpose of our instruction must be, to help students "learn to read, read to learn, and read for life," and these tasks "should be viewed as continuous and interrelated." We must show
students that reading provides a bridge between them and the world of ideas. Most of all, we must believe in the power of words, we must have traveled that bridge, we must exhibit an attitude toward reading that emits positive responses from those we teach. (Reading Framework for California Public Schools, 1980)

Throughout life, learning is linked to surroundings and to interaction with the persons, things, and events within those surroundings. A positive, supportive family unit contributes to the continuance of this attitude toward learning. Parents need to be involved in their child's reading program. It is sad to say that some parents do not want to be actively involved in their child's reading development. On the other hand, some parents do not know how to be a part of the reading program. Team effort needs to be practiced involving teachers, parents and students, towards developing an awareness of the importance and fun of reading.

This plan has eight weeks of a special reading focus to be implemented from Kindergarten through Fifth Grade which will involve the parents, teachers and children. It is a special experience to engage parents and children to set up a fun reading program in the home. Families should be encouraged to read together. Time should be set aside each night for all of these activities to take place. The children will want to report various findings from their home reading celebration program. The program at home will actively involve the parents and children working together in a united way with various activities
to promote the love of reading. There also should be time set aside for parents to work with the school to understand how this enlightening reading program has been set up. Parent involvement is so essential.

This project has numerous motivating focuses for children to learn by in order to develop an awareness of reading throughout the whole school year. If the children are motivated, then that feeling will be brought into the home and the teachers' job will be so much easier to pursue. Parents will have to keep that fire burning in the home so that children will be interested in books and reading. Progress will constantly be made if teachers, parents and students work together on this Celebration of Reading program. This project will help motivate all of us and make us realize that reading can be fun.
GOALS AND OBJECTIVES

One of the goals of this project is to educate and involve parents as to the importance of reading and to make them aware that reading can be fun. Parents will be receiving a letter at the beginning of the school year to explain the reading program. Each month from October through May a newsletter will be sent to all of the parents explaining what each month's focus will be.

If there is strong parent support in this type of reading program, there will be better results with the children. When parents are enthusiastic about helping their children in their reading development, the success rate is high.

Another goal is to motivate the children while helping to develop the habit of reading in them. The motivation starts in the home. If parents are excited to set aside some special reading and sharing time, then children will be encouraged to do the same.

Mary Ann Manley and Alan E. Simon, authors of an article in The Reading Teacher, February 1980, "A Reading Celebration from K to 8" have shared with us that:

Children need to develop the habit of reading.
Family interest and participation in a celebration of reading is a means to this end.
Reading as a part of evening relaxation, the sharing of reading materials, and the joys of family participation can help children develop
a positive attitude toward the activity of daily reading. A positive attitude is a key to reading success. (Manley, Simon, 1980)

The third and last goal of this project is to enhance the entire educational program of the school. Children will be motivated and, thus, will want to read. Parents will want to actively involve themselves in their child’s educational program. Teachers will see such beautiful progress towards the goals of developing an awareness of reading. Overall, children, parents and teachers will see the importance of reading, and just how fun it can be.

This project will follow the Whole Language model of learning to read. It will involve the following four basic theories related to Whole Language:

**Speaking:** The program will stress the importance of oral language. There will be a direct relationship between what children say, what it looks like written down, and how it is read back.

**Listening:** Children should be listening to how parents read. By listening, children learn to associate what they hear with what they see.

**Writing:** Students can write their own stories, messages, notes, or letters (or someone can write for them), and they discover that what is written on paper can be read by himself or someone else.
Reading: Now that the child has gone through the three basic theories of speaking, listening and writing, he is ready to read. When a child has experienced something through reading, it will be more meaningful to him. With interesting and motivating topics, children will want to read even more.

Specific objectives of this program describe the school calendar in terms of what each month will focus upon as the theme in reading. There will be fun reading related activities one week each month of school from October through May. In that given week, children will be able to participate in reading activities and experience an enjoyable time. Children will work at home with their families. Parents will participate in school activities dealing with reading. They will become more aware of how reading works with the Whole Language model of learning: Speaking; Listening; Writing and Reading.

Children will accomplish the following things from this reading program:

1. Children will enjoy reading more and be able to integrate it into their lifestyle.
2. Children and families will become closer in a home setting because of this reading program.
3. Children's grades will be higher and their scores on the CTBS will increase.
4. Children will maintain a positive attitude towards reading and education.
This program is written to be used from Kindergarten through Fifth Grade. Each teacher will be able to implement this program easily in the classroom. There will be a school-wide set of activities used to enhance children's awareness that reading is important and enjoyable. There will be some community involvement such as the librarian, the local newspaper reporter, and the local television stations. If the results are favorable then district wide implementation could occur the following year.
CURRICULUM FEATURES

This Curriculum consists of a school Reading Calendar which is divided into eight months beginning with October extending through May. Each month will have a special focus dealing with reading related activities. In each designated month there will be one week for the parents, children and teachers to work together. The week of activities will emphasize to all of us that reading can be exciting, fun and most of all important.

Explained below is the motivating focus and the curriculum features for each month of the Reading Celebration Project.

1. OCTOBER: "READING AWARENESS WEEK"

To increase student and parent awareness of reading, the author of this project will be designing a "Reading Awareness Week" with the theme, "Have You Shared a Book Today?" The date will be set for October 6th through the 10th, 1986 to coincide with our Back-to-School Night. The bulletin boards will emphasize reading and related skills to help motivate the children. What an ideal time to present a program of this kind to the parents, when children are just getting involved in the school curriculum! The interest level is so high at the beginning of the school year, and the parents are open to new and innovative ideas. The local newspaper will announce the Reading Awareness Week with a lead article. In addition, a letter will be sent each month to every family at the participating schools. It will explain to parents that the faculty wants to emphasize
to children and parents, the importance of reading. There will be several ways to create this excitement for children to want to read in a shared way with their families.

The following are suggestions for teachers and parents to create or expand upon their classroom and at home:

1. **Book Exchange** - Children can bring in their books from home and exchange them within their own classrooms. There will be an all school Book Swap held in the Multi-Purpose Room. This will be a motivating way for students to get into the swing of things during the Reading Awareness Week focus.

2. **Charlie Brown and Snoopy Birthday** - celebration in reading. The children will have a contest by reading their favorite Snoopy/Charlie Brown story and then they will draw a picture to illustrate it. The judges (teachers) will vote on the best picture from each class and trophies will be given to the winners. Snoopy bookmarks will be given to each child who entered the contest. Some of the winning pictures will be hung in the cafeteria so that the whole school can enjoy this celebration together.

3. **Poster Contest** - Hold an official poster contest. Have each child read one of their favorite books and illustrate their favorite part in the story. This contest will be judged by their art work; originality of thought and neatness of work. The posters will be judged by the teachers who were selected to be the
panel. There will be an assembly program to present trophies which will be engraved with the child’s name on it. The best made poster for each class will hang on their classroom door for a week to share with the rest of the school. Everyone that entered this contest will receive a special bookmark called the Poster Contest.

4. **Home Reading Awareness Program** - Each day's activities of the Reading Awareness focus will be shared at home. Each night there will be a new focus for everyone to work with. For example, there will be "reading aloud" night; newspaper night when everyone would find current event type articles; Game board night - i.e. read a game direction or a recipe; read directions to making a model and make it or read about hobbies with the family. There will be poetry night and share reading favorite poems together; Library night; S.S.R. (Sustained Silent Reading) time should be set aside for all; T.V. should be limited and families should only view good programs for learning.

All of the above-mentioned are ideas as to how children and parents can create a love for reading in the home and in the school. To conclude this Reading Awareness focus there will be an assembly honoring all of the children and parents who participated in this program. There will be a Reading Awareness Certificate awarded to each student, and special trophies awarded to the winners of each contest.
2. NOVEMBER: "LISTENING CENTER WEEK" COMBINED WITH "GAME CENTER WEEK"

The writer of this project has chosen the second special theme to be the "Listening Center Week" Combined With "Game Center Week." It will begin November 10th through the 14th. Most teachers utilize listening centers in their classrooms to make learning motivating for their students. Children need a sense of independence from the time they are young so that they won't be afraid to explore and in that way learn on their own. It is a wonderful accomplishment when a Kindergarten child learns how to work the cassette tape recorder at the Listening Center.

Another vital reason for this type of center is that it creates the enthusiasm and stimulation for a child to want to be in school or maybe in that particular classroom. Teachers are striving towards creating an enjoyable, homey environment for learning so children won't be bored and, thus, have a positive attitude in school.

Teachers can use and expand upon the following ideas as for setting up a Listening Center Combined With a Game Center:

1. Cassette tapes and stories - Go to the district media center and get stories and tapes for children to listen to; after listening to a story have students write a book report or make up their own story or draw a picture about somebody or something in the story.
2. **Records** - Phonics records with sounds would be recommended for the younger students; Entertaining records just for enjoyment will be suitable for everyone.

3. **Games** - Some ideas for homemade games that children can help make at home and in the classroom are:

   A. **Manila Folders** - Make several folders and laminate and label them with the subject of work each child should work on i.e. vocabulary skills; short and long vowel sounds; sentence completion.

   B. **Pantomimes** (Language Development)
   Acting out something without talking - i.e. Frying an egg; A piano player; Feeding a cat; Washing dishes.

   C. **Be It!** (Language Development)
   Use task cards to be someone - i.e. Be a happy person eating an ice cream cone! Be a child using a fork to eat soup!

   D. **Where Are The Words?** (Language Development)
   Make two sets of task cards geared towards the grade level that you are teaching. This game will be a reading and spelling lesson all in one.

   E. **ABC Flowers** (Language Development)
   Letter Recognition or Number Recognition can be easily reversed in this game.

   F. **Alpha Bone** (Language Development)
   Alphabetical Order Game - Use any letter in the alphabet you wish for words to be put on Doggie Bones in a can.
G. What's It Made Of? (Conceptual Formations and Development) Take objects from box and sort under correct labels on chart.

H. Topsy Turvy (Conceptual Formations and Development) Read task card. If it is true, put "Topsy-Turvy" in slot upside down.

I. I am Proud (Affect and Values Concepts)
Complete sentences - i.e. I am PROUD that I made...
I am PROUD that my father (mother)...

All of the above-mentioned are ideas as to how children and parents can create an enjoyment for reading when using cassette tapes/stories, records, and games. These games can be found in a game book entitled, "101 Fantastic Funshop Favorites" (Lifson, Allan). All of these diversified games can be made in the school, as well as, in the home. Students can also feel free to be creative and come up with their own ideas for a game and present it to the class. There will be a prize at the end of this week for the best game voted upon in each classroom. Then the games could be shared throughout the school and excitement can be enjoyed by all.
3. DECEMBER: "FOODS WEEK"

"Foods Week" has been designated to be December 15th through the 19th. What a unique way to develop a foods focus, since December is holiday cooking time in most homes. Children could start to collect many recipes from the family to share in the classroom.

Please walk through the author's world of "Foods Week":

1. Share Mom or Dad's favorite recipes with the classroom. Have the students bring several favorite recipes during this special week to share.

2. Compile a cookbook by each student. Some students can create their own recipes and others will be brought in from home. The children will be using their writing skills; art skills; speaking and reading skills doing this activity. After the cookbooks are completed, the students can sell them at a minimum price of $1.00 - $2.00 with some assistance from parents and teachers. Any money earned will go towards purchasing food and supplies for the Cookoff finale at the end of the "Foods Focus Week."

3. Cooking Days - Each day of the focus children can make a favorite recipe from home and bring it into the classroom for all of us to share, i.e. School treats - Rice Krispie treats made as a wreath shape, dye with green food coloring and use red tiny cinnamon candies on them.

Teachers can give a prize at their own accord for the best recipe in their classroom.
4. **Finale** - At the end of the "Foods Week" there will be a cookoff shared by the participating school sites on campus. There will be a trophy for the best recipe in each Food Group made by the students.

In conclusion, parents and teachers should realize that if a child experiences something meaningful like learning to cook through the eyes of a recipe, he/she will be more interested in reading.
4. JANUARY "READERS THEATRE WEEK"

All the world's a stage when enthusiasm for Readers Theatre strikes. Teachers recognize its value for expanding children's language—through reading as children select and present a scene and through writing as they prepare scripts. But children are drawn to it for the good fun it brings. (Sloyer, 1982)

Readers Theatre adds strong motivation to the language arts program, and, thus, the author of this project has selected "Readers Theatre" to be the fourth reading focus.

Readers Theatre is something like a play because the readers portray the characters in the story, but like story telling much of the action, the scenery and the costumes has to be imagined by the audience. For this reason, Readers Theatre is often called theatre of the imagination. Children definitely need to learn through the visual arts and Readers Theatre helps to improve their reading comprehension. It allows students to have a major hand in forming their own drama from start to finish.

Some advantages of teaching "Readers Theatre" in your classroom are:

1. Children need a change from the boring and dull routine of reading groups.

2. Motivation needs to be the key to have successful working students in any academic area of study. What a better way to motivate children then to promote a Readers Theatre program in the classroom.

3. Children get the opportunity to select their own material, adapt it for presentation in the class,
and become the readers who portray the characters in
the literature.

4. Readers Theatre creates imagination and an excellent
thinking process. It inspires even the most reluctant
learners to participate.

5. Readers Theatre gives the students the opportunity to
engage in creative writing.

6. There are advantages for the listener in Readers Theatre.
Hearing well-written stories reinforces his use of lan-
guage skills, and stimulates concentrated listening and
eagerness to read.

7. Personally and socially speaking, children involved with
Readers Theatre develop confidence, poise and a sense of
teamwork. They work together towards shared goals.

8. Since Readers Theatre is a short term experience,
participants receive satisfaction quickly.

9. Children start to develop courage and want to be involved
in a Readers Theatre experience.

Teachers will find out that Readers Theatre not only provides
an unusual and creative approach to producing the class play, but
also makes available the fables, poems, ballads and fiction of
the finest children's writers. The technique lets each member
of your class participate. You can include students on all read-
ing levels, not just the few who are usually chosen to perform.

The following suggestions for teachers and parents to create
or expand upon in their classroom and at home:

1. Have the children practice a play or a skit following
the Readers Theatre Guidelines.
2. Practice Choral Reading in your classroom and/or at home. Select a poem with a pattern in it so that children can easily remember the parts to it. (See Appendix for Lesson Plan Sample, "Colors Laugh," (Pg. 93)

3. Using the Major Curriculum Model - Whole Language (Speaking; Listening; Writing; Reading), the children will practice and perform a Simple Readers Theatre script to the whole school. You can select an interesting story to script which may come from sources (fables, poems, ballads, fiction, basal readers, songs, and many other ways), and make sure that there is enough dialogue in it. (See Appendix for Lesson Plan Sample, Leo the Lop script, (Pg. 94)

Used in the classroom or in the home, Readers Theatre becomes an integrated language event centering on an oral interpretation of literature. Parents and teachers should realize that children need a strong form of motivation in reading that can be experienced through Readers Theatre. As a thinking, reading, writing, speaking, and listening experience, Readers Theatre makes a unique contribution to our language arts curriculum.
5. **FEBRUARY: "READ-A-THON" PROGRAM**

On February 16th the most exciting and motivating focus of this project will begin. It will be held at the participating school sites, and will go through May 29th. This year's Read-A-Thon will be called "Around The World With Books," and it will be the fifth reading focus of this project. It has been developed by the Solana Beach Unified School District. Mostly all materials needed will be sent to the school sites.

The purpose of this project is to project long lasting behavioral changes in students with regard to individual recreational reading habits and TV viewing skills. With a theme of "Around The World With Books" the students will receive a personalized hot air balloon as a marker to move around a highlighted map of the seven continents until he/she returns to North America.

Some directions for implementing this program are as follows:

1. **Bulletin Board Set-Up** - Locate a large bulletin board in a central location. If this is not possible use small individual classroom bulletin boards. It is essential that students have access to the board. The Around The World With Books Read-A-Thon bulletin board consists of a large map of the world with each of the seven continents represented by assorted symbols, i.e. Eiffel Tower in France. It also includes the student's individualized hot air balloons. The board provides the background for a race around the world in hot air balloons. Students follow a path between the seven continents using their hot air balloons to "chart" the course.
2. **Hot Air Balloons** - Each child has a hot air balloon with his/her name on it. The hot air balloon serves as a marker along the course. The balloon includes the child's name, his grade, and his room. Have your children color their balloon using special colored markers as an extra treat. The teacher should write the needed information on the balloons.

3. **Orientation - Teacher:** Include teachers in all aspects of the program planning, implementation and evaluation. A staff meeting should be held before the beginning of the program to inform teachers. Teachers can assist the program in the following ways:

1. Distribute hot air balloons to each student. Have students color, write name, room and grade on hot air balloon and return it to media center.
2. Distribute Reading Record Sheets.
3. Assist students in selecting books at their appropriate reading level.
4. Continue to motivate students throughout the program.

**Parents:** Send home parent information packets. Parent information packet consists of introductory letter, Reading Record Sheet, and Staff-Parent Record Sheet. Project updates can be disseminated through student newspaper, PTA newsletter or messages from the principal.

**HOW THE READ-A-THON REALLY WORKS:**

Grade K-2*

1. To progress from one highlighted continent to another,
each student must read and record 15 books. For books over 50 pages, every 25 page segment may be counted as one book.

2. Each sheet must be signed by parent.

3. Students may also receive credit for books read to them.

4. To complete Around The World With Books Read-A-Thon, each student must move through all seven highlighted continents and return to the finish line in the state of Alaska in NOrth America.

5. Awards will be distributed throughout the program with the gold medal being given to students at an awards assembly at the end of the program.

6. Students who have traveled through all seven continents and returned to the finish line once, may do so again.

7. Extra credit activities may be incorporated into the program from time to time. These activities can include book report forms, TV viewing skills and visits to the public library.

* This is a flexible grade level division and can be changed according to the needs of your students.

Grades 3-5 *

1. Each student must read 300 pages to progress from one highlighted continent to another.

2. Each Reading Record Sheet must be completed and signed parent.

3. Awards will be distributed throughout the program with the gold medal being given to students at an awards assembly at the end of the program.
4. Students who have traveled through all seven continents and returned to the finish line once, may do so again.

5. Extra credit activities may be incorporated into the program from time to time. These activities can include book report forms, TV viewing skills and visit to the public library.

6. To complete the journey students must have to read books from four different categories.

* This is a flexible grade level division and can be changed according to the needs of your students.

FINALE: On June 3rd there will be a school-wide awards assembly honoring the students who have earned a gold medal. The participating schools will celebrate balloon day with all of the hot air balloons crossing the seven continents of the world. Don't miss this eventful day of exciting happenings!

What an incredible way to encourage students to read by promoting a Read-A-Thon program at the school site. It will be interesting to see the behavioral changes in the children in regards to their individual reading habits. Parents should begin now to set a good example in the home by sharing and enjoying books all the time. Using the Whole Language-Major Curriculum Model, children will experience valuable learning experiences throughout this reading focus.

Happy Reading!
5. FEBRUARY: "BOOK FAIR WEEK"

With the Read-a-thon Program starting on February 16th, it is an ideal time for the Book Fair to begin. The Book Fair will be sponsored by Sunshine Book Fairs', Inc., and will run from February 16th-20th. The goal of a book fair is to have more books read. Since the Read-a-thon has started on the 16th, reading excitement will be transmitted by parents, children and teachers. Thus, parents will want to purchase many good reading books for their children, which will improve reading skills, help the fair be a success and motivate the students towards the Read-a-thon. Let's begin to share the excitement, the joy, and expectancy of a rich reading experience for your children.

There are not many preparations needed to set up a Book Fair. Usually the principal of the school sites sets up the delivery and pickup date and time. Sunshine Book Fairs, Inc. professionals send out a planning kit about three weeks before the fair is to begin. The following items are delivered to the school sites:

1. Four Color-coded CASES
2. One DISPLAY UNIT containing POSTERS
3. One DISPLAY UNIT containing CALDECOTTS and OTHER FAVORITES
4. Boxes containing SPINNER RACKS of BOOKMARKS and OTHER MERCHANDISE

The Book Fair Co. recommends that the spinner racks, posters, and book covers (which come in the blue case) are displayed on a low table so the children can make their selections.
Place the table within view of the cash box for easy supervision.

All bulletin boards in the classrooms and the Multi-Purpose Use Room should be decorated with selected book covers being sold at the Book Fair. Make your Book Fair an exciting event at your school site.

Some suggested ways to help create a love for reading in school are:

1. Set aside Read-Aloud time.
2. Designate time for S.S.R. (Sustained Silent Reading).
3. Visit the local library this week.
4. Observe children's behavioral changes in regards to their individual reading habits.
5. Use the Whole Language-Major Curriculum MOdel (Speaking; Listening; Writing; Reading) taking a favorite story and:
   A. Children and teachers can use oral language development.
   B. Children can listen to parents and teachers read a story.
   C. Children, and teachers can write stories, messages, notes or letters. A child discovers that what he thinks he can say and write down, and what he has written on paper can be read by himself or someone else.
   D. If children read interesting selections of books that they enjoy, they will be more apt to read more.
It is hoped that parents and children will gain the many benefits of school and family reading time, and will continue the practice for many wonderful books to come!

5. **FEBRUARY: CALIFORNIA YOUNG READER MEDAL**

The month of February will indeed be a busy one for parents, teachers and students. It starts off with the Read-a-thon on February 16th, next comes the Book Fair, and last but not least is the California Young Reader Medal Contest.

It is a book nominating contest for children, young adults, educators, librarians or anyone who works with young people and books. For most teachers the nomination process may take place in the classroom. For librarians the nominations should reflect your work with children and young adults in your library. Young Reader Medal nominated titles must reflect what is good in literature and what young people like to read. Story hours, book-talks, readers' advisory and circulation statistics are indicators of popularity. Your educated judgment defines quality. Individual nominations may be made by young people, parents, and other interested adults.

**NOMINATED BOOKS MUST FIT THE CRITERIA BELOW:**

1. Have strong appeal for the age group for which the nomination is made.

2. Be titles most often read or requested by children and young adults.

3. Have been published within the previous five years and still in print.

4. Be written by a living author.

5. Be an original work of fiction in the English language.
VOTING REQUIREMENTS:

1. To become qualified voters, young readers must be exposed to all of the nominated books in a category by:
   a. reading the books themselves,
   b. having the books read to them, or
   c. a combination of the two.

2. Students may read books in more than one category.

3. Each reader is entitled to one vote in each category.

4. A responsible adult in a classroom or library setting must monitor the voting procedures. Only one ballot should be submitted for each participating library, classroom, or school.

The four categories to vote for are:

1. Primary Category
2. Intermediate Category
3. Junior High Category
4. High School Category

Each individual classroom will participate in this contest and the ballot forms should be mailed to:

California Young Reader Medal Committee
3400 Irvine, Suite 118
Newport Beach, California 92660

Envelopes containing BALLOTS must be postmarked no later than MARCH 1, 1987.

The writer of this project hopes that teachers and students enjoy the opportunity to nominate the California Young Reader Medal Winners for 1987.

Happy voting!
Since March is designated to be Newspaper and Educational Week, the author of this project has chosen the week of March 9th-13th to be the sixth focus. The newspaper can serve a variety of roles in the classroom that aid both the teachers and student in understanding the world around them. Each section of the paper can take the facts and figures from the text, and bring them to life from the real world surrounding the classroom. Children can bring in current events from the newspaper to share with the class, and later write their own articles. Teachers can order Weekly Readers for children to use in the classroom.

Now the author of this project would like teachers and students to walk into the fascinating world of "Newspaper and Educational Week." Listed below are some ideas that teachers may want to use in their classroom:

1. Classroom Newspaper - Each class will write their own newspaper and share with each other. Students will have diversified responsibilities in composing articles to create a newspaper. Some students can do the brainstorming ideas for news writing; Others can share news story ideas with the class and critically read his/her story aloud as others listen; Writing editorials will be another job for students to be engaged in for the classroom newspaper. Teachers may duplicate the finished product created by the students, and share with one another.
2. **School Newspaper** - There will be various classroom reporters chosen to organize writing a school-wide newspaper. The whole staff, teacher-aides, parent volunteers, and students will be engaged in this creative activity. Student reporters will have the responsibility of interviewing teachers at the school site. One of the questions the reporters will be asking the teachers will be:

"What Does Educational Week Mean to You?"

After the school newspaper is compiled and published, teachers can feel free to read the finished product of creativity to their students. The school newspaper will not be run off school-wide, but will be enjoyed in the classroom.

3. **Visitors** - Local newspaper people will be invited to return to the school site during this focus week to share their knowledge and expertise in the world of newspaper reporting. Students, teachers and parents will be interviewed by the newspaper reporters, and several selected articles will be published in the local newspaper.

4. **Weekly Readers** - Teachers will have enough copies of Weekly Readers to be used in the classroom. Some suggested assignments in school, as well as, in the home could be for students to report on current events. Articles of this sort can be found in Weekly Readers or in the Newspaper. Divide your class into
several groups for reporting purposes. Some students can report on current event articles obtained from the Weekly Readers, while others can report on articles found in the local newspaper.

5. **Educational Week** - Students will write an article to be published in the classroom newspaper entitled, "What Does Educational Week Mean To You?"

Parents can participate in this Newspaper and Educational Week focus by sharing in the following ways:

1. **Family Newspaper** - All family members can participate in making a family newspaper. Responsibilities can be shared by all.

2. **Current Events** - Children and parents can create their own articles to be used as current events and/or select special current events from the newspaper or magazines.

3. **Reports** - Parents and children can write a report on the topic entitled, "What Does Educational Week Mean to YOU?"

In conclusion, newspapers created by students, parents and teachers can prove to be a challenging and motivating experience. Children will constantly be working on sharpening their reading skills during this stimulating and creating focus. Enjoy your creativity, and publish your own newspaper. Congratulations and best of luck to you!
It's National Library Week from April 6th-10th, and the writer of this project invites parents, teachers and children to walk into the world of reading. The best library services for children contribute to and reinforce learning experiences in all curriculum areas. Such services stimulate interest and curiosity, and encourage children to inquire into areas of the world that are new to them. It is important that librarians and teachers work closely together in integrating a library program with a reading program. The school librarian, and the librarian at the public library has responsibility for a variety of activities:

1. Motivating children to explore the world of books and to discover the excitement to be found in reading.

2. Developing in children knowledge, understanding, and appreciation of literature and history of the past and present.

3. Planning with teachers for children to have learning experiences that involve groups of various sizes and interests and that use many media.

4. Conferring with teachers and parents to select materials within children's reading abilities and interests.

5. Encouraging continuous evaluation of material by teachers and pupils.

There should be continuous communication between the librarian and the teacher at the school site. In this way, the librarian and the teacher can keep each other informed of individual children's interests and problems.
Some excellent reading related activities for teachers to follow in their classroom are:

1. **Book Swap** - Set aside some time for the children to exchange books in the classroom.

2. **Pigmania Week** - Since it's Library Week a selected theme would be a motivating way to excite children into wanting to read more. A Pig Celebration can be presented anytime during the year. Teachers can implement a week of diversified reading related activities which are listed below:

   A. Read stories, poems, plays or any other literature dealing with the topic of pigs.
   
   B. Draw pictures about pigs or illustrate a story about pigs.
   
   C. Creative Writing Activities - Have the children write a paragraph describing how a real live pig might feel in actual flight (a pig flying). Write a book report on pigs.
   
   D. Decorate bulletin boards about pigs - Use as a heading: If you could make a pig of yourself, what would you eat? Leave blank space for children to put their names and things they like to eat.
   
   E. Bring stuffed animals in of pigs, bring in a real pig and take a field trip to the local zoo to say hello to your friend, the pig!
   
   F. Pig Jokes and Facts - Children will share some jokes and facts about pigs.
i.e., What do you call a twenty-two room, four-story mansion lived in by a pig? Answer: A pigsty.
i.e., A pig is a baby hog. A boar is a male hog. A sow is a female hog.

G. Pig Vocabulary - Use theme in introduction or on a bulletin board.

pigment hog-wild pigtail
"in a pig's eye" hogwash piggy bank
"pork barrel" pig latin male chauvinist pig

Just in case teachers are interested in ordering some "Pig" stuff, the following information may be helpful to you:

Catalog of Pig Merchandise

Hog Wild Pig Mania (game)
280 Friend Street Recycled Paper Products
Boston, Massachusetts 02114 3325 North Lincoln Avenue
Catalog $1.00 Chicago, Illinois 60657

The librarian will be extremely helpful in locating materials, resources and books all about "Pigs." Happy Pig Hunting!

3. Visitors - Invite the local public librarian to your classroom. She can help educate the children about the many services that the library has to offer. Set up a homemade library in your classroom, and have the librarian vote on the best one. Children and teachers can visit other classrooms to enjoy the children's libraries. The librarian and teacher can set up a convenient day and time for a visit to the local library.
4. **Reading Hour** - Set aside an hour or a shorter period of time when children dress up as the characters in their favorite storybook and act out the story. This activity can be performed in the classroom and/or at the library. The library staff may be interested in performing a Reading Hour for the students.

5. **Kids Go To College** - At a local Junior College the librarian and staff can set up a Story Hour presented by famous children's authors. A famous storybook character will be dressed up to perform a Story Hour for the children. It will be a fun community reading activity to be shared by all.

Parents can help to emphasize to children during this focus week how important and valuable reading is. They can take time during the week to visit the local library with their family and share in some reading festivities. At home, parents can set up a Read-Aloud and S.S.R. (Sustained Silent Reading) time for all family members to partake in. It is so vital that reading related activities are shared by all members of the family and not just a few. A Reading Hour would be a unique activity to create in the home by having members of the family portraying favorite characters in a storybook, and act out their parts. Children will want to share with the family members the many library skills that they have learned about during this focus week.

Children learn to approach reading with eagerness as they have opportunities to listen to good literary selections shared with fellow pupils, teachers, librarians and parents. The National
Library Week focus has helped to provide children with experiences which stimulate the imagination in the realm of fantasy and also in the world of reality.

Happy Reading!

7. APRIL: "LIBRARY AND COMPUTER PROGRAM - NEWBERRY AWARD WINNER BOOKS"

Since the focus of April is designated to be National Library Week, the author of this project has selected to include a Library and Computer Program, honoring the Newberry Award Winner Books.

Teachers should follow the suggested steps below:

A. Children select any Newberry Award Winner Books that they are interested in to read.

B. Newberry Award Winner Computer Discs - The computer program is on the disc for the children to read through.

C. Questions and Answers - The program is self-instructed and will be printed out on the disc.

D. Book Report - All students will write a book report.

E. Illustrations - Students will be asked to draw a picture of the cover of the storybook or about some characters in the story. The finished product will be displayed on the bulletin board in the Computer Lab.

Parent involvement is so essential in this program. Please be interested in your child's excitement and motivation about the computer program. If you already have purchased a computer for the
home, try to order this particular program that the children are working with. Computers are available at the school site or at most libraries for your use, so please feel free to use them.

Students will have a challenging and motivating experience walking into the world of computers. Hold on real tight students, and have a fascinating journey, and please don't forget to invite your teachers and parents who love you.
8. MAY: "READ-ALOUD WEEK" COMBINED WITH "S.S.R. (Sustained Silent Reading) WEEK"

In an era when electronic information is at one's fingertips, when satellites bring the world's wonders and excitement into our living rooms, why read aloud to children?

Answered simply, the initial reasons are the same reasons you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire -- and to do it all personally, not impersonally with a machine. All those experiences create or strengthen a positive attitude about reading, and attitude is the foundation stone upon which you build appetites. A secondary reason, and of great importance in an age of rising illiteracy, is the established fact that regular reading aloud strengthens children's reading, writing, and speaking skills -- and thus the entire civilizing process. (Trelease, 1985)

The author of this "Celebration of Reading" project has chosen the eighth and last special reading focus to be entitled, "Read-Aloud Week" Combined With "S.S.R. Week." It will be held from May 11th-15th. By reading aloud to children, parents and teachers can encourage them to want to read. The program outlined here will help parents and teachers become active partners in children's reading development. Reading aloud to children stimulates their interest, their emotional development, their imagination, and their language development. The classroom teacher who reads aloud helps the class to become listeners and develop greater verbal skills. The more children hear other people's words, the greater becomes their desire to share their own through conversation and writing.
Please take time to reflect upon the following ideas that could be used in the school, as well as, in the home:

1. **Read-Aloud Program at Home/School** - Set aside some time each night during this focus week to Read-Aloud with your children at home or in the classroom. Start with picture books and build to storybooks and novels. Avoid long, descriptive passages until the child's attention span and imagination are capable enough to handle them. Use plenty of expression. Read slowly enough for the child to build mental pictures of what he just heard you read. Always take time to preview the book. Bring a book when you travel. Whether you are a teacher in the classroom or a parent in the home, show children that you are interested in reading. Lead by example. Encourage taking frequent trips to the local library during this focus week to help to stimulate the love of books in children.

2. **Read-Aloud Program at the Library** - Long before children are introduced to their neighborhood public library, books should be a part of their lives. Begin a library in the home and in the school. The best libraries offer the following services:
   A. Storytimes for more than just preschoolers.
   B. Maintain a constant campaign to stress reading aloud to children, in the home and in the classroom.
   C. They are concerned with the proper T.V. viewing that is occurring in the home by having commercials on T.V. about reading to your child.
D. Instruct parents and teachers on read-aloud by offering demonstrations and "talking book" tapes as models.

E. Schedule service hours for the convenience of the patrons.

F. Create a climate that welcomes children with open arms.

G. Designate time each week to Read-Aloud in the library facility.

3. **Read-Aloud Survey** - Children speak out about what they like and dislike about listening to stories, with sometimes surprising results. Alicia Mendoza discusses whether children like to be read to and what are their preferences. Among the questions asked to children were the following:

   Question 1: Do you like to be read to?
   Question 2: When you are being read to, do you prefer being part of a small group or a large group, or doesn't the size of the group matter to you?
   Question 3a: Are you read to at home?
   Question 3b: When you are read to at home, do you prefer to be the only listener or would you rather be in a group?
   Question 3c: How often are you read to at home?
   Question 4: When you are read to at home, do you prefer to be the only listener or would you rather be in a group?
Question 5a: Do you ever read to younger children in your family or children in your neighborhood?

Question 5b: How often do you read to other children?

Question 5c: When you read to other children, how do you choose a book?

Question 6: What would you like to know about a book before it is read to you?

Question 7a: Do you feel free to ask questions while a story is being read to you in school?

Question 7b: Do you feel free to ask questions while you are being read a story at home?

Question 8: After a book has been read to you, do you like to talk about it?

Question 9: If you are going to be asked questions about a book that is read to you, do you prefer that the questions be asked during the story or after the story has been read?

Question 10: After a book has been read to you, do you want to have a chance to look at it or to read it yourself?

Question 11: What is the best thing about having someone read to you? (Mendoza, 1985)

Teachers can utilize this questionnaire by assigning various students to take on the job of surveyor, and
ask the above-mentioned questions to children at the school site. When using the questionnaire with younger children, the surveyors will have to read and explain the questions to each child individually and then record the answers.

4. **S.S.R. Program** - Sustained Silent Reading is one of those common-sense ideas that is so obvious and uncomplicated that it is easily overlooked in today's complex educational scheme. Sadly, 99 percent of our school systems (and nearly 100 percent of our homes) either haven't heard about it or can't spare the time to try it. (Trelease, 1985) Some suggested procedures for the S.S.R. Program are as follows:

A. Children should read to themselves for a limited amount of time. Teachers and parents should adapt this to their individual class or family and adjust it with increasing maturity. Ten or fifteen minutes are the frequent choices for the classroom.

B. Each student should select his own book, magazine, or newspaper. No changing during the period is permitted. All materials must be chosen before the S.S.R. period begins.

C. The teacher or parent must read also, setting an example. This cannot be stressed too strongly.

D. No reports are required of the student. No records are kept. (Trelease, 1985)

S.S.R. provides the student with a new perspective on
reading or perhaps as a form of recreation. After administering a suitable S.S.R. Program, there appears to be some significant improvement in both attitude and skills. Students have also demonstrated some exciting and favorable behavior changes such as independent decision making, self discipline, sharing and broadened reading interests. S.S.R. works as well in the home as in the classroom. In the classroom there should be a variety of reading materials. A weekly trip to the library can be extremely beneficial to everyone. The time selected for family S.S.R. is important. Bedtime seems to be the most popular time, because the child doesn't have to give up any activity for it except sleeping.

The writer of this project hopes that teachers and parents will be able to put to use some of the ideas mentioned above in the classroom and in the home. Don't be afraid to try the S.S.R. Program because, who knows, you may like it!

In his book THE READ-ALOUD HANDBOOK, Jim Trelease offers some important DO's and DON'Ts of reading aloud. The following are some helpful tips for teachers and parents to follow:

**DO:**
* Begin reading to children as soon as possible. The younger you start them, the better.
* Read as often as you and the child (or class) have time for.
* Try to set aside at least one traditional time each day for a story. (Before bedtime, before school.)
* Remember that the art of listening is an acquired one.
It must be taught and cultivated gradually -- it doesn’t happen overnight.
* If you are reading a picture book, make sure children can see the pictures easily.
* Start with picture books and build to storybooks and novels.
* Vary the length and subject matter of your readings.
* Avoid long, descriptive passages until the child's attention span and imagination are capable enough to handle them.
* Use plenty of expression.
* The most common mistake is reading too fast. Read slowly enough for the child to build mental pictures of what he just heard you read.
* Preview the book by reading it to yourself ahead of time.
* Bring a book whenever you travel.
* Fathers should make an extra effort to read to their children.
* Lead by example.

**DON'T:**
* Don't read stories you don't enjoy yourself.
* Don't continue reading a book once it is obvious that it was a poor choice.
* Don't read above a child's emotional level.
* Don't select a book that many of the children already have heard or seen on television.
* Don't get too comfortable while reading. A reclining position may cause drowsiness.
In conclusion, let us try to remember that teachers and parents have been spending a lot of time and effort in teaching children HOW to read, but the first most important step is to teach them to WANT to read. The Read-Aloud Week Combined With the S.S.R. Week will help us to realize how vital reading can be. This particular reading focus will help to give a new dimension on how reading skills can be used. Children who are brought up in a home hearing their parents talk to them from the day they are born, listening to stories read aloud, listening to and talking with the adults in their lives, come to school with a rich language experience. (Bottini, 1986) Lets hope that teachers and parents may be able to gain many benefits by implementing the Read-Aloud and S.S.R. Program in school and at home.

FINALE:

8. MAY: "CELEBRATION OF READING"

The culmination of the Curriculum Features are listed below:

1. May 29th - The Read-a-thon Program ends on this date.

2. June 3rd - A school-wide awards assembly honoring the students who have earned a "gold medal" will be held on this date. Balloon Day will be celebrated with all of the hot air balloons taking off to cross the seven continents of the world.

3. June 5th - Finale for the "Celebration of Reading" program administered from October 1986 - May 1987. A school-wide overnighter will be held at the school site to celebrate this magnificent program. Parents, teachers and students will be invited to join in the fun. Materials
needed will include: sleeping bags; any
needed sleeping materials; lots of food and
supplies; trophies and prizes for contests
throughout the reading program.

There will be enjoyable times for all
including cooking centers (a cookoff), read-
ing centers, and just plain old fun being
shared by all.
MATERIALS

Most of the materials and supplies needed for this program are available in the school site supply room or from the district media center. Listed below is the reading focus of each month and a general materials list.

MONTH      FOCUS
1. October  - "A Reading Awareness Week"
   A. Snoopy bookmarks for all participants
   B. Poster paper
   C. Trophies for Poster Contest winners

2. November - "Listening Center Week" Combined With "Game Center Week"
   A. Cassette tapes of stories from district Media Center
   B. Records
   C. Poster board, markers, glue, scissors for game making

3. December - "Foods Week"
   A. Recipes from children
   B. Construction paper
   C. Duplicating materials
   D. Pots and Pans; Kitchen equipment for cooking lessons
   E. Food supplies for cooking lessons
   F. Trophies
<table>
<thead>
<tr>
<th>MONTH</th>
<th>FOCUS</th>
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<tr>
<td>4. January</td>
<td>&quot;Readers Theatre Week&quot;</td>
</tr>
<tr>
<td></td>
<td>A. Media Center source of books and plays</td>
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<td>B. Props, costumes from home and school</td>
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<td>5. February</td>
<td>&quot;Read-a-thon&quot; Combined With &quot;Book Fair Week&quot;</td>
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<tr>
<td></td>
<td>A. Materials from Solana Beach Unified School District.</td>
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<td>B. Balloons</td>
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<td>C. Helium</td>
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<td>D. Sunshine Book Fairs, Inc.</td>
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<td>6. March</td>
<td>&quot;Newspaper and Educational Week&quot;</td>
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<tr>
<td></td>
<td>A. Weekly Readers</td>
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<td>B. Duplicating materials</td>
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<tr>
<td>7. April</td>
<td>&quot;National Library Week&quot;</td>
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<td></td>
<td>A. Media Center books</td>
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<td></td>
<td>B. Books from home and on-site library</td>
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<td></td>
<td>C. Books from public library</td>
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<tr>
<td></td>
<td>D. Newberry Award Winners Computer discs</td>
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<td></td>
<td>E. Apple Computers</td>
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<tr>
<td>8. May</td>
<td>&quot;Read Aloud Week&quot; Combined With &quot;S.S.R.(Sustained Silent Reading)&quot;</td>
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<tr>
<td></td>
<td>A. Books from home, school, Media Center</td>
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<td></td>
<td>B. Public Library</td>
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Finale: "Celebration of Reading"

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<tbody>
<tr>
<td>A. Sleeping bags</td>
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<tr>
<td>B. Food supplies</td>
<td></td>
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<tr>
<td>C. Trophies, prizes</td>
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# READING CALENDAR

<table>
<thead>
<tr>
<th>MONTHS</th>
<th>FOCUS</th>
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<tbody>
<tr>
<td>1. OCTOBER</td>
<td>&quot;A READING AWARENESS WEEK&quot; - October 6th-10th</td>
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<td></td>
<td>A. October 6th - &quot;Back-to-School-Night&quot;</td>
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<td></td>
<td>B. Book Exchange - &quot;Have You Shared A Book Today?&quot; will be the theme to go with the Reading Awareness focus for this week.</td>
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<td></td>
<td>C. Poster Contest</td>
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<td></td>
<td>D. Home Reading Awareness Program</td>
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<tr>
<td>2. NOVEMBER</td>
<td>&quot;LISTENING CENTER WEEK&quot; Combined with &quot;GAME CENTER WEEK&quot; - November 10th-14th</td>
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<tr>
<td></td>
<td>A. Cassette tapes/stories</td>
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<tr>
<td></td>
<td>B. Records</td>
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<tr>
<td></td>
<td>C. Games</td>
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<tr>
<td>3. DECEMBER</td>
<td>&quot;FOODS WEEK&quot; - December 15th-19th</td>
</tr>
<tr>
<td></td>
<td>A. Share Mom and Dad's favorite recipes.</td>
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<td>B. Compile a cookbook by each student and sell them with the help of the parents and teachers.</td>
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<td></td>
<td>C. Cooking Days - each day of the week the children will make their favorite recipe and share with the class.</td>
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<td></td>
<td>C. Finale - school-wide cookoff.</td>
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MONTHS  |  FOCUS
---|---
4. JANUARY -  | "READERS THEATRE WEEK" - January 26th-31st
A. Practice plays and skits and present them to other classrooms.
B. Practice Choral Reading using poems in the classroom.
C. Using the Major Curriculum Model with Whole Language (Speaking; Listening; Writing; Reading), the children will practice, and perform a Simple Readers Theatre script to the whole school and/or classrooms.

5. FEBRUARY -  | "READ-A-THON" Combined With "BOOK FAIR WEEK"
February 16th-20th
A. The Read-a-thon beings on February 16th at the participating school sites. It will go through May 29th. The title of this project is "Around the World With Books."
B. Book Fair - This whole week will be designated towards reading books. Sunshine Book Co. will be sponsoring this book fair at the school sites. The Book Fair will help motivate the students for the Read-a-thon program.
C. California Young Reader Medal Contest -
Motivation for Reading - This is a contest to nominate the best reading books that the children vote on. There are categories from the Primary Grade Level through High School. After a selection of books have been read by the students in a classroom, each reader has to vote on the one that they enjoyed the best. There will be one book title winner from each category.

"NEWSPAPER AND EDUCATIONAL WEEK" - March 9th-13th

A. Classroom Newspaper - Each class will write their own newspaper. Home Newspaper - children will compile a family newspaper to share in the classroom.

B. School Newspaper - the school will compile a newspaper with fun information compiled by selected student reporters from each classroom. Students will ask the teachers (staff): What does Educational Week mean to you?

C. Visitors - Local newspaper reporters will be invited to share with the students their expertise and knowledge in newspaper
MONTHS | FOCUS
--- | ---
 | making. The children can share their newspapers that they have compiled during this week. The reporters will select several articles to be put in the local newspaper, explaining the focus for March.

D. Weekly Readers - Current event week -
The students can look up articles in the newspaper and share with the class. They can report on some motivating articles they read in the Weekly Readers.

E. Educational Week - Students will write a report entitled, "What Educational Week Means To You?" They will be written, illustrated and orally shared within the classroom.

7. APRIL - "NATIONAL LIBRARY WEEK" - April 6th-10th

THEME AT THE LIBRARY IS "PIGMANIA"

A. Book Swap - exchange books in your classroom.

B. Pigmania Week - All reading related activities this week will deal with the topic of pigs. Teachers can decorate their bulletin boards with pigs, read stories about pigs, draw pictures about pigs, bring pig stuffed animals in, and/or a real pig in. A field trip could be
planned to visit the local zoo to see your favorite animal -- the pig!

C. Visitors - Invite the local public librarian in to share things about the library with the students. Set up a homemade library in the classroom. Visit your public Library and have the librarian conduct a story hour with the children.

D. Reading Hour - In the classroom set aside an hour or a shorter period of time, and have the children dress up as their favorite characters in a storybook and act out the story.

E. Kids Go To College Program - Invite famous children's authors to your local Junior College library to present a story hour.

"LIBRARY AND COMPUTER PROGRAM - NEWBERRY AWARD WINNER BOOKS"

1. Children select a Newbery Award Winner Book to read.

2. Newberry Award Winner Computer Discs.

3. Children are instructed to answer questions, and the information is printed out on the disc.

4. Students will write a book report
MONTHS  | FOCUS
---|---
5. Students will draw a picture of the cover of the book or about some characters in the story.

8. MAY  | "READ-ALOUD WEEK" Combined With "S.S.R. (Sustained Silent Reading)"
A. Read-Aloud Program at Home/School.
B. Read-Aloud Program at the Library.
C. Read-Aloud Survey to be used at the school sites. Administer in various classrooms and see the results.
D. S.S.R. Program - Have time set aside each day in the classroom for S.S.R. just for enjoyment.

IMPORTANT DATES
1. May 29th - The Read-a-thon Program ends.

TO REMEMBER:
2. June 3rd - A school-wide awards assembly will be held on this date to honor the "Gold Medal" Winners, and the hot air balloons will be set off to explore the world with books!

FINALE:
3. JUNE 5TH - Finale for the "Celebration of Reading" Program administered from October 1986-May 1987. An overnighter will be held at the school site to celebrate the entire reading program with lots of food, fun, reading materials, prizes and trophies.
This reading program is developed for a regular classroom which will include teachers (staff), teacher-aides, students, and, of course, parents. Since this program coincides with the school calendar starting with October through May, it will be vital for extra assistance from the aides and parents during each month of reading focus.

The teachers will be performing regular classroom duties in their instruction throughout the school year. This program will be a special added feature to the school reading curriculum. Some responsibilities for the teachers will include:

1. Explain each reading focus to the children each month.
2. Supervise teacher-aide and parents as to the reading related activities being presented in this program.
3. Write lesson plans for the week to meet each reading focus.
4. Create enthusiasm and a love for reading.

Teacher-Aides will be needed part-time to assist in all aspects of the reading program. They will be put to use more then ever before in the school curriculum. Duties will include:

1. Work with children on a one-on-one basis, with small groups or large groups.
2. Assist in preparations of arts and crafts or any other reading related activities.
3. Perform any other duties assigned by the teacher.
Parents will indeed be the vital component part of this educational program. They will be assisting the children in the home with reading activities, as well as in the school. With the parents active involvement, the children will be encouraged and motivated to succeed in reading.
The author of this project has selected a regular classroom setting. Mostly all of the reading related activities will be performed in each individual teacher's classroom throughout the school calendar year (October-May). There will be a few exceptions throughout the year when the Multi-Purpose Use Room will be needed for school-wide assembly programs, and at the end-of-the-year for the grand finale. At various times, classrooms will be visiting other classrooms to share in the following:

1. Perform Reader's Theatre activities.
2. Present classroom newspaper articles.
3. Introduce some favorite foods and recipes to one another.
4. Have a Book Exchange or Book Swap with other classrooms.

In the regular classrooms there will be room set aside for the "Listening Center combined with the 'Game Center'." Most existing classrooms have ample room to provide programs like these.

Since most of the reading related activities presented in this reading program will be held in the classroom, teachers will want to make their room very comfortable. If children have a warm feeling inside their classroom setting, there will be secure positive attitudes towards reading.
COST ESTIMATE

Most of the materials and supplies needed in this program will be available in the school supply room. Teachers will be able to use the services of the District Instructional Media Center at all times of no cost to them.

There will be a series of Newsletters to be sent to each parent of the participating schools throughout this reading program. Therefore, it will be necessary to have a budget of $100.00 to purchase postage and to print out the Newsletters.

All other moneys needed for this program will be raised through class projects or solicited from the Parents Club.
SUPPORT SERVICES

One of the main objectives of this program is to create a suitable working relationship between the parents, children and teachers at the school sites. Other volunteers CAN be made an integral part of the program. Suitable sources are:

1. Parents
2. Retired teachers
3. College students
4. High school students

Instructional aides work in the schools on a regularly scheduled basis. The addition of these aides to the classroom facilitates student learning by providing increased opportunities for interaction with adults. The services of volunteers may be similar to those of paid instructional aides. High school students and college students can assist individual students in reading and any other reading related activity. Some of the success that many students attain in this reading program may depend on the assistance furnished by these various individuals.

After effective training, volunteers can, under the direction and supervision of the classroom teacher, assist the reading program by:

1. Providing students with real and vicarious experiences for language and concept development.
2. Encouraging students to converse, relate and dictate stories and to seek and find answers to their own questions.
3. Enhancing self-concepts of students by accepting their unique contributions, emphasizing their strengths, and helping them to overcome their weaknesses.

4. Recording dictated stories for individuals and small groups.

5. Listening to students read aloud.

6. Reading aloud to students.

7. Helping to develop in students a zest and love for books of all kinds.

8. Tutoring individuals or small groups in reading.

9. Performing clerical chores, such as assembling newsletters, making games, and any other reading related activities.

10. Providing community resources that stimulate interest in reading. (Reading Framework for California Public Schools, 1980)

It is felt by the writer of this project, that a sign up sheet will be necessary for the volunteer program to run smoothly in each classroom. The focus week of each given month will be such a busy time, that it would be advisable to have at least one volunteer working in each classroom. At least one hour per day would be requested of the volunteer from Monday through Friday, and any extra time would be greatly appreciated.

The local Television Stations will be asked to come to the classroom and tape Reader's Theatre skits and plays put on by the students. They will also be asked to explain how cameras work and how they take pictures and show them on television at the same time.
The librarian will be invited to any classroom who is interested in hearing about their services that they offer the community. It would be ideal for the librarian to visit the school sites during National Library Week, which is April 6th-10th.

When this program kicks off in October, the reporters from local newspapers will be asked to come to the classroom and interview children, parents and teachers about the program. The reporters will discuss with the children the workings of a newspaper, how it's put together, whose involved and how they get the news.

Any volunteer program is time consuming and really not a strong backbone of this project, but a welcomed and valued one. The main and most vital support services are hoped to come from the parents of the children and, of course, the teachers.
REPORTING AND EVALUATION PROCEDURES

The author of this project will be primarily communicating to parents by newsletters that will be sent home each month from October through May of the school calendar year. In each newsletter the focus of that particular month will be defined to the parents along with several reading related activities that could be shared in the home.

Parent involvement is strongly urged for this reading program to be successful. It is highly essential for the parents to take some time each month of the reading focus to share time in the classroom. Another vital way of reporting procedures to the parents will be by having parent conference periods with the teachers. Any feedback from the parents who are willing and interested in sharing with the teachers, will be strongly appreciated throughout this whole program. If parents cannot find time to come into the classroom for actual feedback to the teachers, then a phone call will be just as beneficial or a short note will do.

Verbal feedback will be used to report how the students enjoyed each reading focus in the home and in the classroom.

For any additional information pertaining to this topic, the reader may want to go back to the Appendix and refer to the series of Newsletters.
The project schools are situated in a middle to upper-middle class area. The majority of the students are Anglo-Caucasians. At the Kindergarten through Second Grade school there are approximately 599 students enrolled. Of this number the ethnic structure is 97% Caucasian and 3% Spanish surname. There are several students who are Black or Asian. Of the Spanish surname families, the majority of the students are proficient in speaking English. The other elementary school being used in this project consists of Third through Fifth Grade. There are approximately 625 students who attend this school. The majority of the students are Anglo-Caucasians. There is an ethnic minority of approximately 15% including 58% with Spanish surnames and 17% blacks and orientals. All other elementary schools in the district have a much higher Mexican-American population ranging from 30%-60%.

There are a variety of tests that are used at the project schools throughout the school year. For many years at the writer's school district Minimum Proficiencies were administered to the children, and it was interesting to see the growth in the child from Fall to Spring. The only statewide testing that will be given when this program will be implemented will be the California Testing of Basic Skills (CTBS). It is currently given in the Spring at every grade level. If the staff implements this project into their curriculum for the school calendar year, it will be extremely interesting to see how the students
score on the CTBS tests in the Spring. It will be one way for this project to be measured.

Other ways of assessing this project at the end of the school year will include the following:

1. Questionnaire asking for Parent's Evaluation of the program.
2. Questionnaire asking for Child's Evaluation of the program.
3. Questionnaire asking for Teacher's Evaluation of the program.
4. Open discussion with parents, children and teachers assessing the entire program. (See Appendix for a copy of these Questionnaires)

There may be some complications in using these type of evaluation processes. First of all it may be too subjective. The teacher will have to evaluate his or her attitudes as objectively as possible. Secondly, with this type of project there will not be an opportunity to have a pre-or post-test. The only type of testing that will be available to the students will be the CTBS testing that is given in the Spring. If this program were used in another district, the same type of evaluation would apply.
LIMITATIONS

This project is not meant to be mandatory. Some parents, as explained earlier, do not want to be actively involved in their children's education or do not know how to be involved. They should, therefore, not be made to feel that if they don't participate, their child will fail in school or the teacher will develop a negative attitude towards the child. It is hoped, that parents, after reading the newsletters, will want to implement this program with their child.

The "Celebration of Reading" program is not meant to be a reading program to replace the one at school. It is a unique way to create a good attitude towards reading for children at home, as well as, in the classroom. The author of this paper hopes that the parents will view the program as an enhancement to the school's image and that both they and their child will benefit.

To conclude, the limitations of this project has to have teachers and parents that show enthusiasm and a desire to succeed. Also, the staff needs to become committed into this program or the children will not benefit. Mostly, the teachers need to be excited enough to stimulate the parents to participate.
ADAPTATIONS

This project is written from Kindergarten through Fifth Grade. The format of this project presents organized materials around themes or topics that work well at any grade level. Therefore, the framework can be adapted and used with any group of students at any school from Kindergarten through Twelfth Grade.

Activities could be altered to reflect the maturity and abilities of the students. Since the project is written for Kindergarten through Fifth Grade, some of the reading activities and materials will be geared towards younger students. The perspective teachers that will implement this reading program can select their own materials as needed. Please keep in mind that older students need positive encouragement just as much as younger children do.

Furthermore, such a program can only enhance parental involvement in the educational system. One of the basic goals of this reading program is to help educate the parents in the home, as well as, in the school as to the importance of reading. The child who participates in similar educational activities in the home and at school will find learning to be a beautiful experience.
APPENDIX
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Dear Parents,

We all know how important reading is. It is essential for life and vital for school.

The school has a responsibility of teaching your child to read, but PARENTS can help in so many wonderful ways. To increase student and parent awareness of reading, the author of this project, has designed a Reading Awareness Week for 1986-1987 with the theme "Have You Shared a Book Today?" The date will be set to begin on October 6th through October 10th, 1986.

This week will be a "Celebration of Reading" with many reading related activities to help make teachers, parents and students more aware of the importance and fun of reading. There will be a school-wide assembly at the end of this reading focus to honor all of the children and parents who participated in this program. At this assembly, Reading Awareness Certificates will be awarded to each student and special trophies will be awarded to the winners of each contest. As parents, your feedback on this new reading program will be extremely helpful to all of the participating faculties.

Ruth Love, Superintendent of Chicago Public Schools (1981) says that, "If we would get our parents to read to their preschool children 15 minutes a day, we could revolutionize the schools." (Trelease, 1985) Reading related skills which leads to the love of reading all starts in the home. Parents should
be encouraged to:

1. Make certain that words come first, that every hour of the day is filled with good words.
2. Listen to what your child says to you.
3. Have a sufficient time for sharing what has happened each day at home, work and school.
4. Discuss and explain things to your children.
5. Make dinner a pleasant time for all.

You don't have to spend much time in the sharing process of using oral language together, but save at least ten to fifteen minutes per day.

Most of all try to make reading fun in the home by doing these suggested things:

2. Make a class newspaper and share it with your family. Create your own family newspaper and share it in your classroom.
3. Read directions to a simple board game. Also try making a game with your family. Read a recipe, follow it and make it. Take your creation to school, so make enough for home eating. Read directions to a model and make it. Read about hobbies with your family.
4. Read selections from books of popular children's poetry. Create your own poems to share with the family.
5. Create your own skit, play or perform a Simple Readers Theatre script using members of the family.

If parents provide their children with a secure, happy home life and on a regular basis partake in the above-mentioned activities, children will develop the habit of reading. Let's all remember that a positive attitude is a key to reading success.

Happy Reading!

Sincerely,

Your Child's Teacher

P.S. Please feel free to let me know any comments or suggestions you might have during this year of reading related activities.
INTRODUCTION TO PARENTS ABOUT "LISTENING CENTER WEEK"
COMBINED WITH "GAME CENTER WEEK"

Dear Parents,

The second "Celebration of Reading" newsletter this year will focus on listening and game centers in the classroom. Therefore, November 10th-14th has been designated as "Listening Center Week" Combined With "Game Center Week." Your children will be coming home each day during this special week and share with you many new innovative ideas learned in the classroom. Please set aside each night some quiet, sharing time with the family to enjoy playing and making games, and possibly creating your very own cassette tape recording. Always keep in mind that it is the quality time, and not the quantity time that is important when it comes to learning.

If these suggestions are followed you and your child will benefit greatly from this focus:

REMEMBER:

1. Praise the good things you see in your child’s work.
2. Set aside time each night to share ideas as to how to create a new game and construct one.
3. Have an optimistic attitude toward the child’s efforts in making a game or a tape.
4. After the game is finished, set aside time to play it together.

Let us all benefit from this fun and creative reading focus that has been expanded upon in this newsletter. If
parents provide their children with a secure, happy home life and regularly set aside time to follow these ideas described here, children will begin to enjoy reading.

Sincerely,

Your Child's Teacher

P.S. Please feel free to let me know of any ideas or comments you might have during this week of activities.
Dear Parents,

The third "Celebration of Reading" newsletter this year will focus upon foods, recipes and cooking. December 15th-19th has been designated to be "Foods Week." Since December is holiday cooking time in most homes, children could start to collect many recipes from the family to share in the classroom. Please set aside some time each night during this week to experiment some cooking lessons with your children. Please keep in mind that practical experience is more beneficial then just reading a recipe or story and not having the opportunity of applying it. Also, in a cooking situation, Practice makes Perfect!

If some of these suggestions are shared as a family unit, you and your child will benefit greatly from this focus:

1. Set aside one night this week to compile recipes by going through all of the ones that you have had for years. Let your children try to read them with your assistance.

2. Compile a family cookbook with each member of the family contributing at least one recipe of their own.

3. Cooking Night - designate at least one evening when the whole family will prepare a dinner from soup to nuts. Each member of the family will have to prepare one part of the dinner. It will be a sharing and loving experience.
4. Always take time to praise your children's cooking efforts. Positive strokes are always needed in any learning experience.

In conclusion, parents should realize that if a child experiences something meaningful like learning to cook through the eyes of a recipe, he/she will be interested in reading.

Sincerely,

Your Child's Teacher

P.S. Please feel free to let me know if you have any innovative ideas that could be added to the "Foods Focus Week" to make it a better experience for your children.
Introduction to Parents about "Readers Theatre Week"

Dear Parents,

This newsletter will focus upon a "Readers Theatre Week" starting from January 26th-31st. Children need to learn through the visual arts and Readers Theatre helps to improve their reading comprehension. By January students have been in school for four months, thus, they are full of motivation to experience reading through Readers Theatre.

Please take time each night during this focus week to work with your children on the following items:

1. Have your child practice a play or a skit following the Readers Theatre Guidelines.

2. Children could practice Choral Reading by selecting a poem. Each member of the family can take a part in the activity and share together.

3. Using the Major Curriculum Model - Whole Language (Speaking; Listening; Writing; Reading), the family can practice and perform a Simple Readers Theatre script. You can select an interesting story to script which may come from sources (fables, poems, ballads, fiction, basla readers, songs, and many other ways), and make sure that there is enough dialogue in it.

4. Take time this week to give positive strokes to your child's efforts in the Readers Theatre Program.

After sharing in the reading related activities through Readers Theatre this week, parents will recognize what a
challenge and an innovating experience it can be for the whole family.

Sincerely,

Your Child's Teacher

P.S. Please feel free at any time to get in touch with me to discuss some new and creative ideas you may have to offer our "Readers Theatre" Focus.
INTRODUCTION TO PARENTS ABOUT "READ-A-THON" PROGRAM

Dear Parents,

This newsletter will focus upon the "Read-a-thon" program which begins on February 16th. The title of this program is "Around The World With Books" and it features a hot air balloon race. The purpose of this program is to produce long lasting behavioral changes in students with regard to individual reading habits. The project will end on May 29th.

DESCRIPTION OF PROJECT: Students will receive a personalized hot air balloon as a marker to move around a highlighted map of the seven continents.

1. To progress from one continent to another, each student must read and record 15 books. For books over 50 pages, every 25 page segment may be counted as one book.
2. Each list of books must be signed by a parent.
3. Students may also receive credit for books read to them by their parents.
4. To compete in the Read-a-thon, each student must move through the seven continents, ending up at the finish - Antarctica.
5. Awards will be given throughout the program with the "gold" medals being given to students who have completed the race (turned in at least seven lists) at an awards assembly on June 3rd.
6. Students who have traveled through all seven continents may do so again. Awards will be given to those students who have turned in the most lists.
PARENT PARTICIPATION: Parents who wish to participate by reading may do so. As parents complete cooks they may turn in a list to their child's teacher. A hot air balloon marker will be moved through the race for the parent. Parents will be required to read books and/or magazines that are at least 50 pages in length. Every 50 pages read will count as one book in the list of 15. Special recognition will be given to parents who read the most this year.

Parents should try to follow the following suggestions at home:

1. Praise your child more than ever during the Read-a-thon program.
2. Set aside some special reading family time each night.
3. Take trips to the public library to select special reading materials for your children to read or you read to them.
4. Parents should want to read just as much as their children.
5. Most of all show enthusiasm, motivation and excitement for your children to want to read and earn a gold medal.

Further bulletins in our school newsletter will keep you informed about the progress of the program, and ways in which you can help make it a success for your child. Let's set a good example by sharing, and enjoying books at home with your children!

Sincerely,

Your Child's Teacher
P. S. Please feel free to either stop by and visit our classroom or get in touch with me at your convenience, to share any ideas that you may have regarding the Readathon Program.
INTRODUCTION TO PARENTS ABOUT "BOOK FAIR WEEK"

Dear Parents,

This month will focus upon the Read-a-thon Program and the Book Fair starting from February 16th-20th. When reading is more fun and enjoyable, it can be a pleasurable experience. Please take time to find books and stories that match your child's interest. Consider the level of difficulty of the reading material when selecting books for your children.

Please take time each night during this focus week to work with your children on the following items:

1. Have a Read-Aloud Night.
2. Set aside time for S.S.R. (Sustained Silent Reading).
3. Visit the local library this week.
4. Observe children's behavioral changes in regards to their individual reading habits.

Never force your child to read, but try to emphasize to them that reading can be so much fun. If they see you read on a regular basis, it will encourage them to want to read too. Allow your children to purchase books this week from the Book Fair to motivate them for the beginning of the Read-a-thon Program.

To summarize this newsletter, nobody knows a child better than the parents, and someone who knows a child's interest is best qualified to help him select exciting and motivating books.

Happy Reading!

Sincerely,

Your Child's Teacher
P.S. Please stop by to join me at the Book Fair this week. I will look forward to seeing you there.
Dear Parents,

The focus of this newsletter will reflect upon "Newspaper and Educational Week" starting from March 9th-13th. Newspapers, current events and Weekly Readers serve as a vital and important part of a classroom. Children are challenged and motivated through the experience of creating a newspaper, and exploring into the world of Educational Week.

Parents can be a valuable source of help to children by doing these following things at home:

1. Parents and children should set aside time each night to read the paper and locate current event articles.
2. Have an open discussion period during the week to talk about current events found in the paper, on T.V. or on the radio.
3. Discuss what "Educational Week Means To You," since this week is designated to be "Newspaper and Educational Week."
4. Create and design a family newspaper including all members of the family.

After sharing in the reading related activities through Newspaper and Educational Week, parents will recognize what a challenging experience it can be for the whole family.

Sincerely,

Your Child's Teacher
P.S. Please feel free to stop by this week and share in the reading related activities in our classroom. We would love to have you. Any suggestions on this focus will be greatly appreciated.
Dear Parents,

This newsletter will focus upon "National Library Week" starting from April 6th-10th. Children can be encouraged to read by using the many services of the library in the community, and at the school site. There are a variety of library skills and reading activities that teachers can promote in the classroom. Parents can have an active role in this reading focus at home, as well as, in the classroom.

The following are some suggested activities that can be used in the home:

1. Have a Read-Aloud Night with your child.
2. Set time aside for S.S.R. (Sustained Silent Reading) just for enjoyment.
3. Take time to have a Reading Hour with family members.
4. Discuss library skills together as a family unit.
5. Visit the local public library.
6. Have a Book Swap with family members, friends and relatives.
7. Always take time to give positive strokes to your child during this focus week.
8. Enjoy all of your reading experiences together!

Please take some special time this week to partake in the above mentioned reading related activities with your children. There are so many wonderful experiences seen through the eyes of a child, and some of them can be seen through National Library Week.
Happy Reading!

Sincerely,

Your Child's Teacher

P.S. Please stop by this week to share in the reading festivities. If you have any suggestions that would help our reading focus, please feel free to let me know.
Dear Parents,

All of the seven focuses have been emphasizing reading related activities in a "Celebration of Reading" Program to implement in the classroom, as well as, in the home.

This final newsletter will promote a "Read-Aloud Week" Combined With "S.S.R. Week," starting from May 11th-15th. The key to its success is that parents take time during this focus week to read-aloud to their child. Please follow the suggested tips of DO's and DON'ts in a Read-Aloud Program:

**DO:**
1. Begin reading to children as soon as possible. The younger you start them, the better.
2. Read as often as you and the child have time for.
3. Try to set aside at least one traditional time each day for a story. (Before bedtime, before school)
4. Remember that the art of listening is an acquired one.
5. If you are reading a picture book, make sure children can see the pictures easily.
6. Vary the length and subject matter of your readings.
7. Use plenty of expression.
8. Read slow enough for the child to build mental pictures of what he just heard you read.
9. Preview the book by reading it to yourself ahead of time.
11. Fathers should make an extra effort to read to their children.

12. Lead by example.

DON'T:
1. Don't read stories you don't enjoy yourself.
2. Don't continue reading a book once it is obvious that it was a poor choice.
3. Don't read above a child's emotional level.
4. Don't select a book that many of the children already have heard or seen on television.
5. Don't get too comfortable while reading. A reclining position may cause drowsiness.
6. Don't be unnerved by questions during reading, particularly from very young children. Answer their questions patiently.
7. Don't try to compete with television.
8. Don't use the book as a threat -- "If you don't pick up your room, no story tonight!"

Please don't forget to implement the S.S.R. Program into your home along with the Read-Aloud Program. Sustained Silent Reading is one of those common-sense ideas that is so obvious and uncomplicated that it is easily overlooked in today's educational scheme. Children should read to themselves for ten to fifteen minutes a day. Parents should adapt this reading activity to their individual family lifestyle. All materials must be chosen before the S.S.R. period begins. No changing during the period is permitted. Parents should set an example by reading too. No reports are required of your child. S.S.R. provides children with a new
perspective on reading as a form of recreation. There appears to be some significant improvement in both attitudes and skills, and exciting and favorable behavior changes. Don't forget to take several trips to the local library during this focus week.

* * * *

To sum up the entire "Celebration of Reading" program, it must be emphasized that parents and teachers share a common goal -- they want their children to do well academically and to attain their highest potential. There has to be total commitment, cooperation and communication between parents and teachers in order for this type of reading program to succeed. As parents and teachers, we want our children to achieve their highest standard of education and to be competent and confident readers. Thank you, parents, for taking part in the "Celebration of Reading" program this year.

It is hoped that you and your child will participate in the reading related activities recommended in the newsletters, and greatly benefit from this opportunity of a lifetime!

Happy Reading!

Sincerely,

Your Child's Teacher
READING AWARENESS CERTIFICATE

AWARDED TO

FOR HAVING FAITHFULLY COMPLETED

THE READING AWARENESS WEEK

Signed: __________________ (Teacher)

Signed: __________________ (Principal)
Class: Kindergarten P.M. Session
Lesson Title: Using Comprehension Skills with Oral Reading in Teaching my Kindergarten Children Choral Reading.
Objective(s): After reading a poem, entitled, "Colors Laugh," by Mary O'Neill to my class I would expect my children to repeat after me the new words of this poem and begin to learn it with me. We would learn how to choral read it and would practice that method of reading as a class and I would expect them to try to do it on their own at least once after this lesson.
Topic: "Colors Laugh Too!"
Materials: A. The poem, "Colors Laugh" by Mary O'Neill
B. Blackboard and chalk
C. Flipboard with the poem written on it
Motivation: Did you know that colors laugh, cry and even die! Well, they do all of that and even more. Just wait and we will be learning what they can do for us and how we can help them do it by learning their words. Here comes the colors!

Time
1:00 - 1:02

Teacher Activities
Today we are going to learn a poem that does all sorts of things. Just listen to me read the poem and then you can join in with me. I read the poem several times and stop at the paragraphs.

Learner Activities
Students will listen to my instructions and join in with me when I ask them to do so.
Time

1:02 - 1:06  
**Teacher Activities**

Now that we have been practicing hearing me say the poem over and over again I would like the whole class to repeat the poem after me. Next I would start the kids on choral reading after they really understood the poem well enough to handle this point.

**Learner Activities**

Students will repeat the poem after I do. We would say it together.

1:06 - 1:10  
**Teacher Activities**

I would ask for some volunteers to repeat part of the poem for me to see if they understood the words well and then I would have some of the class (1/2) do the poem in the choral reading for me just to practice.

**Learner Activities**

Students will follow my instructions and some will volunteer to read the poem out loud or part of it.

* * *

Our next assignment is going to be about chalk that talks to us. Chalk has color too and we will see these people real soon. Bye now!

Critique:  

I only taught this poem to my children very briefly and I didn't really write it up as a lesson plan and use teaching techniques with it. I will be teaching it to my kids this year and I'll be anxious to use these reading skills we learned.
"COLORS LAUGH"

by

MARY O'NEILL

COLORS LAUGH
AND COLORS CRY -
TURN OFF THE LIGHT
AND COLORS DIE.

AND YOU AND YOU AND I
KNOW WELL
EACH HAS A TASTE
EACH HAS A SMELL
AND EACH HAS A WONDERFUL
STORY TO TELL...
LEO the LCP(tail three)

by Stephen Cosgrove

for

SIMPLE READERS THEATRE

and

A Week-long lesson plan

Prepared by: Cathy A. Kainiero
Special Topics in Reading
Educ. 629
Readers Theatre
Tu. 1-4:50 P.M.
July 26, 1983
Dr. Adria Klein
LEO the LOP (tail three)
by Stephen Cosgrove
ADAPTED BY CATHY MAINiero FOR
SIMPLE READERS THEATRE

CAST

READER 1: Narrator 1
READER 2: Narrator 2
READER 3: Leo
READER 4: Squirrel
READER 5: Bird 1
READER 6: Bird 2
READER 7: Bird 3
READER 8: Owl

SET-UP

FOCUS & STYLE

Characters use offstage focus. Narrators use audience focus. This script is designed for a simple reading. Scripts are used.

ACtIONS / COSTUI-ES

Entrances and exits are indicated by looking up and down from scripts. No overt gestures are used except subtle physical ways of responding to the script, such as vividness and energy of reading and facial expressions. No props or costumes are used.

ENTRANCE

All readers enter with their scripts. Narrator 1 and Leo enter from Stage Right as the Squirrel, three Birds, Owl and Narrator 2 enter from Stage Left. When all eight are in place they sit, open their scripts and look down.
The snow fell lightly and brought the quiet hush of winter to the forest. With each passing day, more snow fell until everything was covered in a soft and gentle blanket.

The creatures of the forest were nestled warmly in their beds, sleeping away the cares of winter and dreaming of a warm summer morning except for a fuzzy, flop-eared rabbit, named Leo.

It was winter time and Leo was bored because he had no one to play with.

There's nothing to do, and I'm so bored! I know what I'll do, I'll go outside and find somebody to play with.

Leo dressed himself for the cold snowy weather and went outside looking for somebody to play with.

Where is everybody?

Leo remembered that all the animals had gone to sleep for the winter.

I am going to hop through the fluffy drifts of snow and wake them all up.

Leo slipped and slid over to an old weathered oak tree and carefully climbed up to a crook on the main branch. He knocked on the tree.

(quietly) Oh squirrels ... Wake up! It's boring out here and I want to play with someone.

Leo listened very carefully but the only thing he heard was soft snoring and somebody mumbling in their sleep.

They probably didn't hear me, (shouted) Come on squirrels! It's time to wake up and play!

As Leo heard the squirrels rustling about grumbling and muttering, he knew that they were awake.

(yawned) What's going on?

(big smile on his face) I was bored! Do you want to play some games with me?

(shouted) You woke us up so you could play some stupid games?
NARRATOR 1: The squirrel shoved Leo off the tree and sent him flying into the snowbank.

SQUIRREL: Silly rabbit! Go find somebody else to play with. It's cold outside and we need our sleep.

NARRATOR 2: Leo sat in the snow for a moment and he tried to understand what had happened.

LEO: Dumb old squirrel. He probably got up on the wrong side of the bed.

NARRATOR 1: Leo was trying to think who he could play with, and he spied a flock of little birds.

BIRD 1: (shouted) Hi, birds! I'm bored and don't have anything to do. Do you want to play?

BIRD 2: Are you kidding?

BIRD 3: We are looking for food and you want to know if we want to play?

BIRD 3: You must be nuts!

NARRATOR 2: Leo was becoming very confused with no one to play with and nothing to do.

LEO: (grumbled) Oh, pooh!

NARRATOR 1: Leo wandered about for hours looking for something to do when the winter's silence was broken by a voice out of nowhere.

OWL: Who are you and what are you doing?

NARRATOR 2: Leo turned around trying to find who had spoken, and he looked in the snowy branches and he saw an old owl.

OWL: (sighed) My name is Leo, and I was so bored staying in my den that I thought I would wake somebody up to play with. The squirrels were too tired and the birds were too busy to play.

OWL: (quietly) Did you ever stop to think that maybe you could play by yourself and have just as much fun?
LEO: But there's nothing to do and no one to share things with!

OWL: There's lots of things to do, and later in the spring you can share with your friends all of the good times you had in the winter.

LEO: I'll try playing by myself, unless you want to play with me.

OWL: No, Leo. I have to find food to eat and you must learn to entertain yourself.

NARRATOR 1: The owl flew away leaving Leo sitting in the snow all alone.

LEO: (sighed) Well, I guess I've got to try!

NARRATOR 2: Leo walked through the forest looking for something to do, and up the hills through the heavy snow and he still couldn't find anything.

LEO: I am getting tired of hopping through the snow. Maybe I'll just slide down the hill and go home.

NARRATOR 1: Leo sat back on his big feet and slid quickly down the hill.

LEO: Hmmmm! That was kind of fun.

NARRATOR 2: Leo found a bigger hill and climbed to the top. He began swooshing down the hill real fast.

LEO: Wow! That is fun. Maybe there are more things I can do myself.

NARRATOR 1: Next, Leo decided to roll a ball of snow and before he knew it he built the biggest snow bunny that had ever been built in the forest. Leo went home late that afternoon a tired but very happy rabbit.

NARRATOR 2: Leo started to have fun building snow bunnies, sliding down the hills, and once or twice he just lay in the snow waving his arms making funny figures.

NARRATOR 1: One morning Leo saw a small green shoot peeping through the snow. He looked around and there were little shoots all over the place.

LEO: (shouted gleefully) It must be the beginning of spring!
NARRATOR 2: Leo had been having so much fun he didn't even know that spring had sprung. The flowers began to bloom and the snow melted.

NARRATOR 1: Leo told all his animal friends about the wonderful time he had during the winter playing by himself. By telling them of his adventures, they felt like they had spent the winter playing with him.

NARRATOR 2: Leo played with all the animals whenever he could, but once in a while he would go off alone and play by himself.

CAST: MORAL:

SO, WHEN YOU'RE ALL ALONE
WITH NOTHING TO DO
REMEMBER LEO'S LESSON...
YOU CAN ALWAYS PLAY WITH YOU

THE END

Note: The performers close their scripts, stand, bow and exit as they came in.
WEEK LONG LESSON PLAN for READERS THEATRE:  Lower Elementary

LEO the LOP(tail three)

Age Level: This script could be used easily at the first and second grade level, because they would be interested in the subject matter and the vocabulary would be easy for them to understand.

DAY ONE: Meet with the whole class and explain to them what Readers Theatre is and that you are going to work with one reading group this week to present a Readers Theatre performance. I would select the top reading group for this first performance, and explain to the kids that next time another reading group would be able to present the script or even the whole class. We would discuss what the theatre means and how scripts are made from stories. Then I would introduce the story of Leo the Lop(tail three), and discuss some parts of the story so that the whole class would be involved with our language arts project. I would want all of my children to feel a part of our exciting activity. I would then read the story, and tell the kids that they would get their scripts tomorrow.

DAY TWO: Meet with my reading group and present children with scripts. I would read the script out loud while the kids follow along with me. Then we would all read the script together. Have the children read silently their scripts and try to underline any words that they don't know. I would then make some flashcards for the words that are difficult for the kids. Next step is to choose our parts, and have the children underline their parts so that they can become familiar with them.

DAY THREE: Have children practice individual parts today. Then they could team up with a partner in the group and read out loud to each other and evaluate each others reading. Then you could have a reading of the whole script. Talk about your voice tones, your expression and using facial movements when necessary. Practice all of the above with a partner. Then we would practice the whole script from top to bottom using all of the components of a simple reading(no costumes or props are used, facial expressions and good expression in your reading).

DAY FOUR: Today we would have a dress rehearsal, including actions, entrances, exits. Discuss and correct problems. Make any changes which add to a good performance. Repeat the rehearsal as much as you need or have time for.
DAY FIVE: The reading group would meet for a short practice of the script before they present it to the whole class. Children will then perform the script for the class and/or visitors (could be parent helpers in our room). After the performance is finished we would evaluate our performance and learn by our mistakes for the next time we do Readers Theatre. Next time we would invite another class to watch our performance.

FOLLOW UP

ACTIVITIES: We would further discuss the concept of Readers Theatre with the whole class and get some feedback of how the students related to this new concept. Then I would want to have my kids do some language arts activities which would lead into some creative writing. After we were more experienced with Readers Theatre maybe the whole class could write their own script with my help. That would be a challenge and a very innovating experience for all of us!
AROUND THE WORLD WITH BOOKS
READ - A - THON
RECORD SHEET

NAME ____________________________
ROOM ____________________________
GRADE ____________________________

LIST OF BOOKS

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________
7. ____________________________________
8. ____________________________________
9. ____________________________________
10. ____________________________________
11. ____________________________________
12. ____________________________________
13. ____________________________________
14. ____________________________________
15. ____________________________________

Please sign if your child has read the above books or you have read them to him or her. Return this sheet only after 15 books have been completed. PARENT SIGNATURE ____________________________

Students may also receive credit for books read to them by their parents. For books over 50 pages, every 25 pages may be counted as one book.
STUDENT SURVEY  
Grades 2 - 3

STUDENT NAME  

TEACHER NAME  

NAME OF SCHOOL  

1. Do you like to read books?  
   | Yes | Sometimes | No |
2. Do you like to have books read to you?  
   | Yes | Sometimes | No |
3. Do you like to visit the school library and check out books?  
   | Yes | Sometimes | No |
4. Do you choose to read a book rather than watch TV?  
   | Yes | Sometimes | No |
5. Do you choose to read a book during free time in your classroom?  
   | Yes | Sometimes | No |
6. Do you choose to read a book during free time at home?  
   | Yes | Sometimes | No |
7. Do you have your own library card?  
   | Yes | Sometimes | No |
8. Did your Mom or Dad read to you yesterday?  
   | | Yes | Sometimes | No |
9. Did you read at home yesterday?  
   | | | Yes | Sometimes | No |

   Circle your answer  
10. How many books did you read last week?  
   | 1) 1 book 2) 2 books 3) 3 books 4) 4 or more books 5) 0 books |
11. Do you choose carefully the TV programs you watch?  
   | Yes | Sometimes | No |
12. Do you watch TV after school?  
   | Yes | Sometimes | No |
13. Do you read for fun after school?  
   | Yes | Sometimes | No |
14. Do you watch TV before school?  
   | Yes | Sometimes | No |
15. Do your parents help you select the TV programs you watch?  
   | Yes | Sometimes | No |
16. Do you do homework while watching TV?  
   | Yes | Sometimes | No |
17. Are you allowed to watch as much TV as you want?  
   | Yes | Sometimes | No |
18. Do you plan your TV watching?  
19. Circle the type of material you read. (As many as you like)  
   | A. legends, myths and fables  
   | B. famous people  
   | C. animal stories  
   | D. fiction  
   | E. poetry  
   | F. science books  
   | G. sports  
   | H. mystery and science fiction  
   | I. joke books  
   | J. adventure stories
INFANT BOOKS

Pea by Watty Piper (Platt & Munk) hardcover and soft

Hard Books, Cloth Books (non-toxic)

The Napping House by Audrey Wood
(Harcourt, Brace, Jovanovich) hardcover only

CONTACT BOOKS, FAIRY TALES

A Sleeps Over by Bernard Waber
(Houghton Mifflin) hardcover and soft

Mike Mulligan and His Steam Shovel by
Virginia Lee Burton (Houghton Mifflin) hardcover and soft

Bill Peet Books (any of the nearly 30
titles by Bill Peet (Houghton Mifflin)
hardcover (about half the titles also available in softcover)

Tale Treasury selected by
Virginia Haviland (Coward, McCann and
Geohagan) hardcover; (Dell) soft

Sleeping Beauty retold by Trina
Hart Hyman (Little, Brown) hardcover and soft

Sleeping Ugly by Jane Yolen (Coward,
McCann and Geohagan) hardcover and soft

Of the North by Ethel Johnston
Pfelps (Holt, Rinehart & Winston) hardcover and soft/or Tatterhood

Other Tales by Phelps (Feminist Press) hardcover only

POETRY

Where the Sidewalk Ends; and A Light
In the Attic both by Shel Silverstein
(Piper and Row) hardcover only

Random House Book of Poetry For
Children compiled by Jack Prelutsky
(Random House) hardcover only

CHAPTER BOOKS/SHORT NOVELS

Gloria Chipmunk, Star! by Joan Lowry Nixon (Houghton Mifflin-hardcover; Scholastic-soft)

Ramona the Pest; Ramona the Brave;
Ramona and Her Mother; Ramona and Her Father; Ramona Quimby: Age 8
all by Beverly Cleary (Morrow) hardcover; (Dell) soft (Ramona the Brave is a Scholastic softcover)

The Chocolate Touch by Patrick Skene Catling (Morrow) hardcover; (Bantam) soft

Chocolate Fever by Robert Kimmel Smith
(Dell) softcover only

Stone Fox by John Reynolds Gardener
(Crowell) hardcover; (Harper) soft

The Stories Julian Tells by Ann Cameron
(Pantheon) hardcover only

Paul Harvey's The Rest of the Story
(Bantam paper)

American Beat by Bob Green (Penguin paper)

NOVELS (kindergarten through teens)

James and the Giant Peach; Danny the Champion of the World by Roald Dahl
(Knopf) hardcover; (Bantam) soft

Roll of Thunder, Hear My Cry by Mildred Taylor (Dial) hardcover; (Bantam) soft

The Indian in the Cupboard by Lynn Reid Banks; (Doubleday) hardcover; (Avon) soft

Where the Red Fern Grows by Wilson Rawls
(Doubleday) hardcover; (Bantam) soft

The Ordinary Princess by M.M. Kaye
(Doubleday) hardcover only

Space Station Seventh Grade by Jerry Spinelli (Little, Brown) (this is recommended not as a read-aloud but as a read-to-yourself novel for parents/teachers of children in or approaching adolescence) hardcover and soft
READ-ALOUD QUESTIONNAIRE

STUDENT SURVEY

1. Do you like to be read to?
2. When you are being read to, do you prefer being part of a small group or a large group, or doesn't the size of the group matter to you?
3a. Are you read to at home?
3b. When you are read to at home, who is the person doing the reading?
3c. How often are you read to at home?
4. When you are read to at home, do you prefer to be the only listener or would you rather be in a group?
5a. Do you ever read to younger children in your family or children in your neighborhood?
5b. How often do you read to other children?
5c. When you read to other children, how do you choose a book?
6. What would you like to know about a book before it is read to you?
7a. Do you feel free to ask questions while a story is being read to you in school?
7b. Do you feel free to ask questions while you are being read a story at home?
8. After a book has been read to you, do you like to talk about it?
9. If you are going to be asked questions about a book that is read to you, do you prefer that the questions be asked during the story or after the story has been read?
10. After a book has been read to you, do you want to have a chance to look at it or to read it yourself?

11. What is the best thing about having someone read to you?
Dear Parents,

Your response to the "Celebration of Reading" program is very important to its success. Any comments, recommendations, frustrations will be considered when planning the program for next year.

1 = YES
2 = Somewhat
3 = NO

Circle one:

1 2 3 1. Were the newsletters informative?
1 2 3 2. Did you feel a part of the program?
1 2 3 3. Does your child now use the library?
1 2 3 4. Does your child enjoy reading at home?
1 2 3 5. Have your child's T.V. habits changed?
   If so, how? ____________________________

6. What was your favorite month of reading focus? ____________________________

7. What activities did you enjoy doing most?
   least? ____________________________

8. Do you read to your child regularly?
   Minutes per day ___ Days per week _____

9. How many conferences did you have with your child's teacher this year? __________
10. What would you like to see added or deleted in this program for next year? 

11. Do you think your children gained any impact from this reading program at home?

12. Comments:
CHILDREN'S EVALUATION OF THE
"CELEBRATION OF READING" PROGRAM

Dear Children,

Your response to the "Celebration of Reading" program is very important to its success. Please help the author of this program by answering the following questions:

1 = ☺
2 = ☹
3 = ☻

Circle one:

1. Did you enjoy this program?
2. Do you go to the library more?
3. Do you enjoy reading at home?
4. Do you watch less T.V.?
5. What was your favorite month of reading focus?
   _______________________

6. What activities did you enjoy doing the most?
   least? _______________________
   _______________________

7. Do you enjoy reading more?
8. Did you enjoy sharing time with your family?
9. Would you like to have this reading program at your school?
10. What would you like to see added or taken out of this program for next year? __________
    _______________________
    _______________________
TEACHER'S EVALUATION OF THE
"CELEBRATION OF READING" PROGRAM

Dear Teacher:

Your response to the "Celebration of Reading" program is very important to its success. Any comments, recommendations, frustrations will be considered when planning the program for next year.

1 = YES
2 = Somewhat
3 = NO

Circle one:

1 2 3 1. Did you feel a part of the program?
1 2 3 2. Did the newsletters get the message across to the parents?
1 2 3 3. Are the children participating more in the reading class?
1 2 3 4. Are they enthusiastic about doing the home related reading activities?
1 2 3 5. Were the children eager to participate in the school related reading activities?
1 2 3 6. Did the children score higher in their academic subjects?
1 2 3 7. Are the parents cooperative and eager to participate? If not, what is the problem?
8. Do the parents engage in home activities and read with their child?

9. Do you think this was a well-rounded program?

10. What month was your favorite focus? Way?

11. Did you have more parent support this year?

12. What would you like to see added or deleted in this program for next year?

13. Comments?
BIBLIOGRAPHY


10. Notes from Education 629 - Readers Theatre, Dr. Adria Klein, California State University, San Bernardino, 1983.


