

*Make a Date With History:
Read!*

Nevada Reading Week 2012



Ideas and Activities

for

Libraries and Classrooms

Nevada Reading Week 2012

Idea Book

Make a Date with History ~ Read!

Each year, the Idea book gathers together articles and ideas to coordinate activities in your library or classroom to encourage reading and to suggest the Nevada Reading Week theme. The ideas presented in this booklet are, as always, a compilation of old and new activities and ideas, some that have appeared in past Idea books and some borrowed from teachers and librarians, from journals and websites and lesson plans. If an idea has been adapted from a published source, that source has been identified.

Our thanks go to the teachers, librarians, and members of the Nevada Reading Week Committee, past and present, who have in some way contributed to this publication.

As always, the concept of Nevada Reading Week owes its existence to Bill Abrams, to whom our efforts are dedicated. Though Bill left us fourteen years ago this February, his indomitable spirit and belief in education and in the efficacy and love of reading and writing live on in those whose lives he touched, and continues to touch, through the traditions he established.

January 2012

What is Nevada Reading Week?

More than thirty years ago, Bill Abrams, Nevada State Department of Education, with the help of a group of teachers, conceived the idea of a week-long celebration of reading to be observed in every school in the state of Nevada. The purpose was to encourage a love of reading by giving children opportunities to read and be read to, activities to engage both avid and reluctant readers, and reading-based experiences involving both the school and the community. Traditionally, the school library has been the center of Reading Week activities.

Teachers today are even more overwhelmed with test scores, Common Core standards, and “I can” statements than they were when the concept of Nevada Reading Week was created. Since this year’s theme focuses on history, you might be interested in knowing that Jimmy Carter was President when Nevada Reading Week began! It’s increasingly important to set aside a time to celebrate reading as something to be valued and enjoyed, whether it’s a print version, a Kindle or Nook, an iPad, or an audio book. It’s important for children to see their parents reading. We know there are children who read willingly and with pleasure, and there are children who struggle with reading; but there are also those who are able to read but who do not read. As teachers and librarians, we need to encourage children to find the joy in reading again. Lee Bennett Hopkins, the author of so many wonderful books of poetry for children, including the American History through poetry series for children and young adults, has this to say: “You must teach children to love books. We spend too much time teaching children to read and not enough time teaching them to love to read.” (Lee Bennett Hopkins, <http://www.leebennethopkins.com/>)

Nevada Reading Week can be a month-long series of activities, a week of special events, or even just a few days, not necessarily consecutive, to encourage reading for pleasure and fun. A Reading Week celebration need not be elaborate; but it does take planning and cooperation. This booklet is intended to give you tips and ideas --- not only ideas for a Nevada Reading Week celebration, but ideas that may help both librarians and classroom teachers celebrate reading all year long,

Let’s get started!

For tips and timelines on planning a Nevada Reading Week Celebration, see <http://www.nevadareadingweek.com/about.html> and click on “Creating Your Nevada Reading Week Celebration.”

If you’ve planned an author visit, either as part of your Nevada Reading Week celebration or as an independent event, visit the website at <http://www.nevadareadingweek.com/about.html> and click on “Planning and Managing an Author Visit”



Make a Date with History ~ Read!

Reading Record

This certifies that _____

Read _____ minutes at home on _____ (date).

Teacher: _____

(Parent's or guardian's signature)



Make a Date with History ~ Read!

Reading Record

This certifies that _____

Read _____ minutes at home on _____ (date).

Teacher: _____

(Parent's or guardian's signature)



Make a Date with History
~ *Read!*



Make a Date with History
~ *Read!*



Make a Date with History
~ *Read!*



Make a Date with History
~ *Read!*

Nevada Reading Week Activities

Most schools create one of several kinds of reading competitions for the Nevada Reading Week celebration. Whether your competition is for individual reading prowess, a classroom or grade level competition for pages read or minutes reading, or whether the entire school works toward a total goal, you will need a visible means of tracking student reading.

To record student reading,

- Decide on a theme-related symbol or a group of symbols that would be appropriate. “Make a Date with History” is a very broad theme; it might be helpful to have students brainstorm what they think of as “history.” Do they think of events, time periods, or famous people in history? Because this year’s theme is history-based, you might use a calendar with historic dates marked, a timeline, or allow each class to choose a famous person and a symbol that suggest something that person has done. For example, a class that chooses Jackie Robinson might use bats and balls (Ellison cutouts) to record the books they’ve read. Students can decide on the proper symbol or symbols. While many schools use the same cutout or symbol for all students, it’s just as appropriate for each class to choose its own.
- Reading records (cutouts) can be displayed on bulletin boards in the Multipurpose Room or on the doors of each classroom. Displays should be in areas where all students can see them.
- Decide on how your students will record their reading. Will students record the title and author of each book read, the number of pages read, or the number of minutes read? Have students record their reading on the cutout symbol as each book is finished. An ever-increasing number of reading records builds excitement and enthusiasm.

In the classroom or library ---

- A surprising number of students enjoy nonfiction. Talk with your librarian to find easy nonfiction books with historic themes. For a week, choose a short section to read aloud, a different historical event each day. As an alternative, select five modern biographies – of sports figures, well-known musicians, or people in the news—and read a short segment about each one.
- Candace Fleming, Barbara Kerley, Verla Kay, Ken Mochizuki, Deborah Hopkinson, Marilyn Nelson, Margarita Engle, Jane Cutler, Lita Judge, and Jane Yolen have written a number of picture books based on historical events or people. Explore their books in class. These books have something to offer for any age group. For an extensive list of historical books – fiction and nonfiction – as selected by Sharon Levin for the 2012 Nevada Reading Week Conference, check www.nevadareadingweek.com under the Handouts tab.
- Readers’ theater: Students choose a picture book, fiction or nonfiction, and create a Readers’ Theater presentation. When the presentation has been rehearsed, the class can visit a younger class to perform the story, or the Readers’ Theater can be performed in the library for a larger group. See pages 8 - 9 for suggestions about how to create your own Readers’ Theater project.
- Involve your music teacher! Ask about familiar songs that had their origins in historical events or periods (Yankee Doodle Dandy, for example). Your music teacher may be willing to rehearse a choral group to perform at a parent night or at a culminating Reading Week activity.

- Create trivia questions or matching games that feature famous people in history and the events for which they became famous or the historic periods in which they lived. You might want to select people from a given era for each of several trivia games. Keep questions or quizzes short enough so that students can look up the answers they don't know during their library time or recess. Or turn the trivia game into a culminating activity by assigning historical events to small groups of students, spending a class period in the library researching that period, and asking students to create the questions based on their research.
- Create trivia questions based on the lives of the Presidents – a particularly appropriate activity in this year of a Presidential election!

School-wide Activities from Past Years

- Classroom doors decorated with Nevada Reading Week theme ideas or with a scene or a character from a favorite story; door decorations could be easily adapted to fit this year's theme by choosing historical picture books or novels to portray.
- Theme-related bookmark contest: The librarian provides a cardstock template for each class indicating the size of the bookmarks. Students design bookmarks relating to the theme, or to reading in general. Teachers choose two winners from each classroom, or meet and decide on a grade-level winner. Have the winning bookmarks from each grade level reproduced on card stock. The WCSD Print Shop does a nice job and will even cut the bookmarks apart for you. Make the originals of the winning bookmarks into a bulletin board and have the copies available to give away to students.
- Pick-a-Pocket Poetry (also known as Poem In My Pocket) or poetry readings at lunch. Explore poetry by Lee Bennett Hopkins. See his books *Hand in Hand: An American History through Poetry* or *Lives: Poems About Famous Americans*.
- Book commercials created by upper grades, read over the intercom during morning announcements or recorded on video and played for classes coming to the library
- Riddles or trivia questions for the whole school—with a small prize awarded in the library for the first five correct answers. Make this idea correlate with the theme by using riddles or trivia about modern history – about well-known people that most students will recognize.
- A guest reader who chooses a story with sound effects, and has students totally involved and participating in sound as well as story.
- A Joke Jamboree – students brought joke books to class, and started the day with a joke. Funny Bone breaks were spaced throughout the day, when everyone in class would stop what we were doing for two minutes to share a joke.
- Dress as a favorite person from history. Ben Franklin with his kite, Amelia Earhart, President Teddy Roosevelt or his daughter Alice, Sojourner Truth, Albert Einstein – all have strong identifying characteristics that would make interesting costumes. In the classroom, can take a few minutes at intervals during the day to tell the class who they are and describe the person they've chosen to represent. If they've researched the person they've chosen, they can be prepared to answer questions in character from classmates or other students.

READERS' THEATER

(Edited and adapted from previous Reading Week Idea Books)

Readers' Theater is a scripted reading, usually based on a children's book or poem, which allows children to read a script and act out their lines with just a little preparation, a few props if desired, and a real understanding of the story. It works equally well in a classroom or in the library. In a classroom, students can study a book to write a script, design paper-bag masks or other props, and practice their performance. In the library, a Readers' Theater can take place with relatively little preparation. The librarian may have the script prepared and copies made; after reading the book aloud, students can be selected for the parts and perform the story immediately.

Readers' Theater productions help sharpen children's oral reading skills, encourage them to respond to and interpret literature, and increase comprehension. As Judy Freeman says, "Your actors will not just have seen the book and heard the story and read the story. They will have lived the story." Children read aloud with expression, fluency, volume, comprehension, and joy – they become invested in the plot, interpret their lines, and work together to see the story unfold. Additionally, it's a way to enhance presentation and public speaking skills, boost self-esteem, and to hone both reading and listening skills.

While there are a number of sources for Readers' Theater scripts, you can also create your own scripts or have students create them. If children work together to decide how many speakers are needed, who will speak what lines, whether a narrator is required, and what props will be needed, they'll know the story far better than just reading it could ever do. Once the script has been prepared, whether you (teacher or librarian) simply retype the script from a picture book or make it a student project, students can practice reading and performing the Readers' Theater until they're ready to perform it for the class or for another class.

If you choose to create your own Readers' Theater scripts or to have students create them, there are some guidelines that might help in the selection of a title:

1. Choose stories that do not depend on the illustrations for meaning.
2. The reading level should be such that children do not struggle to read or pronounce words.
2. Use picture books that contain dialogue
3. Poetry or song lyrics adapt easily to Readers' Theater scripts.
4. Stories should be relatively short; the script should be no longer than three to five pages, although older children can easily manage longer scripts.
5. Lines should be as evenly distributed as possible among parts, although the length of each spoken segment may vary.
6. Stories in rhyme work well and are easily divided into segments for the script.

When dividing the text into parts for readers, consider using more than one narrator; having repeated phrases read by a chorus of voices; or allowing some students to become part of the reading by providing stage directions or displaying illustrations.

To give more students a chance to participate, you may want to have two or more groups rehearse and perform the same story.

Sources of Reader's Theater scripts

Caroline Feller Bauer, Toni Buzzeo, Anthony Fredericks, Aaron Shepard, and Judy Sierra have all written books that contain Readers' Theater scripts. Judy Freeman's book, *Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades PreK-6* is an invaluable resource for both teachers and librarians. Some author websites also feature Readers' Theater scripts; authors sometimes write scripts for their own books, as did Margie Palatini (www.margiepalatini.com) and Toni Buzzeo (www.tonibuzzeo.com). Monthly issues of *Library Sparks* usually include a Readers' Theater script, and back issues are available at the LRC.

For a variety of scripts for Readers' Theater, many with a holiday or folklore theme, check Aaron Shepard's website at <http://www.aaronsherp.com/rt/RTE.html> Aaron Shepard also has a valuable link to a number of Readers' Theater resources and articles supporting the value of Readers' Theater (especially in promoting fluency) at <http://www.aaronsherp.com/rt/index.html#Tips> .

(Disclaimer: Reader's Theater Editions are free scripts for reader's theater (or readers theatre) adapted from stories written by [Aaron Shepard](#) and others—mostly humor, fantasy, and world tales from a variety of cultures. A full range of reading levels is included, with most scripts aimed at ages 8–15. The scripts may be freely copied, shared, and performed for any noncommercial purpose, except that they may not be posted online without permission.)

Some Readers' Theater scripts stand alone; others, if based on picture books, are best performed with the illustrations available.

Farmer Brown Shears His Sheep

A Yarn About Wool

Teri Sloat

Illustrated by Nadine Bernard Westcott

Speakers:

Narrator 1

Narrator 2

Narrator 3

Narrator 4

Farmer Brown

Sheep (a group of 3 or more children)

Narrator 1: Farmer Brown was shearing sheep,
Piling up a snowy heap
Of wool that filled his shed, knee-deep.

Narrator 2: Clip-clip, buzz-buzz,
He took their wool and left them fuzz.

Narrator 3: He filled his bags up, one by one,
With fleece, but when his work was done,
Clouds had covered up the sun.

Narrator 4: The sheep saw all their wool in sacks –

Sheep (speaking all together): “BAAAA!” they cried. “We want it back!”

Narrator 2: Soon the farmer’s sheep were shivering.

Narrator 1: They followed him – he was delivering
All their wool to Mr. Greene,

Narrator 3: Who washed it out

Narrator 4: And combed it clean.

Narrator 1: Comb-pull, comb-pull,
He cleaned and carded all their wool.

Narrator 4: Their fleece made such a fluffy stack!

Sheep: “BAAA!” they cried., “We want it back!”

Narrator 3: The sheep went running, cold and shaking,
Behind the farmer –

Narrator 2: He was taking
All their wool to Mr. Peale,

Narrator 3: Who owned the finest spinning wheel.

Narrator 4: Twist-hum, twist-hum,
What had their fluffy fleece become?

Narrator 1: From fleece to yarn, it stretched and changed –

Sheep: “BAAA!” they cried. “Our wool looks strange!”

Narrator 2: Chilly sheep, with goose bumps, crying,
Rode right behind the farmer, flying
Down the road to Mrs. Muller,
Who changed the yarn from white to color!

Narrator 1: Dip-dye, dip-dry,
The yarn grew bright before their eyes.

Narrator 4: And while it dried upon the rack,
One sheep cried,

Sheep: “BAAA!” Let’s take it back!”

Farmer Brown: “What’s this?”

Narrator 1: --- the farmer asked his sheep.

Farmer Brown: “You’re tangled up from head to feet!
You’re shivering cold and turning blue!”

Narrator 3: So back to Farmer Brown’s they flew.

Narrator 2: He found his favorite place to sit.
Then Farmer Brown began to knit.

Narrator 4: Knit-purl, knit-purl,
The farmer’s fingers looped and twirled.

Narrator 1, 2, 3, and 4 (speaking together):
Crowded on the porch together,
Trembling in the nippy weather,
They watched him knit

Narrator 1: And when he quit,

Narrator 2: He put a sweater on to fit
Each sheep, and then he buttoned it!

Narrator 3: The sheep grew nice and warm again,
In brightly colored cardigans

Narrator 4: In patterns made of red and green
And all the colors in between.

Narrator 1: Now each year, come shearing time,
The sheep wait eagerly in line

Narrator 2: To feel the clip and hear the buzz

Sheep, Narrators, and Farmer Brown:
And wear bright sweaters over fuzz!



Teri Sloat is an author and illustrator. She lives in Sebastopol, California, but has also lived in Alaska, and her books include many stories based on the traditions of the Yup'ik people. For more information about Teri and about her wonderful books, see her website at www.terisloat.com. Her website also includes games, jokes, and coloring pages.

The following Reader's Theater is best performed by upper-grade students who are good readers, as the vocabulary and the length of the text is greater than most typical Readers' Theater presentations. Consider using it as a performance at a "Make a Date with History" Family Night, at which parents as well as other students will make up the audience.

Amelia and Eleanor Go for a Ride, by Pam Muñoz Ryan and Brian Selznick, is based on the true story of a thrilling night in April, 1933, when Amelia Earhart and Eleanor Roosevelt slipped away from a White House dinner, commandeered an Eastern Air Transport plane, and flew over Washington. It's also a story about the courage of two women who defied convention and, for a short time, found fun.

Brian Selznick's black and white drawings add much to the story. Perhaps one student could be designated as "page-turner" to turn the pages of the picture book as the story is told by the speakers.

Amelia and Eleanor Go for a Ride

Pam Muñoz Ryan

Illustrated by Brian Selznick

Adapted for Readers' Theater by Ellen Fockler

Speakers:

Narrator 1

Narrator 2

Narrator 3

Narrator 4

Narrator 5

Narrator 6

Reporter 1

Reporter 2

Secret Service Man

Eleanor Roosevelt

Amelia Earhart

Narrator 1: Amelia and Eleanor were birds of a feather.

Narrator 2: Eleanor was outspoken and determined.

Narrator 3: So was Amelia.

Narrator 1: Amelia was daring and liked to try things other women wouldn't even consider.

Narrator 2: Eleanor was the very same.

Narrator 3: So when Eleanor discovered that her friend Amelia was coming to town to give a speech, she naturally said....

Eleanor: “Bring your husband and come to dinner at my house! You can even sleep over.”

Narrator 4: It wasn't unusual for two friends to get together. But Eleanor was Eleanor Roosevelt, the First Lady of the United States, who lived in the White House with her husband, President Franklin Roosevelt.

Narrator 5: Amelia was Amelia Earhart, the celebrated aviator who had been the first female pilot to fly solo across the Atlantic Ocean. And when two of the most famous and adventurous women in the world got together, something exciting was bound to happen.

Narrator 1: In a guest room at the White House, Amelia and her husband, G.P, dressed for dinner. Amelia pulled on the long white evening gloves that were so different from the ones she sometimes wore while flying.

Narrator 6: Many people didn't understand why a woman would want to risk her life in a plane. But Amelia had said it more than once:

Amelia: “It's for the fun of it!”

Narrator 6: Besides, she loved the feeling of independence she had when she was in the cockpit.

Narrator 2: Amelia carefully folded a gift for Eleanor – a silk scarf that matched her own. The powder blue with streaks of indigo reminded Amelia of a morning sky.

Narrator 1: Meanwhile, Eleanor dressed for dinner, too. Her brother, Hall, would be escorting her this evening because the President had a meeting to attend. But Eleanor was used to that.

Narrator 3: She pulled on the long white evening gloves that were so different from the ones she sometimes wore while driving.

Narrator 4: Then she peeked out the window at the brand-new car that had just been delivered that afternoon. She couldn't wait to drive it.

Narrator 6: Many people thought it was too bold and dangerous for a woman to drive a car, especially the First Lady of the United States. But Eleanor always gave the same answer:

Eleanor: “It's practical, that's all.”

Narrator 6: Besides, she loved the feeling of independence she had when she was behind the wheel.

Narrator 5: It was a brisk and cloudless April evening. The guests had gathered in the Red Room, and the table looked elegant, as even small dinner parties at the White House can be.

Narrator 3: Eleanor and Hall greeted Amelia and G.P. as well as several reporters and a photographer.

Narrator 4: Amelia gave Eleanor the scarf.

Eleanor: "I love it! It's just like yours."

Narrator 1: Dinner started with George Washington's crab chowder.

Amelia: "This is delicious. But if soup at the white House has such a fancy name, what will dessert be called?"

Narrator 2: Perhaps Abraham Lincoln's peach cobbler?

Narrator 3: Or maybe Thomas Jefferson's custard?

Narrator 4: They laughed as everyone took turns guessing.

Narrator 5: By the time they got to the roast duck, the conversation had turned to flying.

Reporter 1: "Mrs. Roosevelt just received her student pilot's license."

Narrator 6: Amelia wasn't surprised. She had been the one to encourage Eleanor. She knew her friend could do anything she set her mind to.

Amelia: "I'll teach you myself."

Eleanor: "I accept! Tell us, Amelia, what's it like to fly at night in the dark?"

Reporter 2: Everyone at the table leaned closer to hear. Very few people in the whole world had ever flown at night, and Amelia was one of them.

Narrator 6: Amelia's eyes sparkled.

Amelia: "The stars glitter all about and seem close enough to touch. At higher elevations, the clouds below shine white with dark islands where the

night sea shows through. I've seen the planet Venus setting on the horizon, and I've circled cities of twinkling lights."

Eleanor: "And the capital city at night?"

Amelia: "There's no describing it."

Narrator 6: Amelia smiled.

Amelia: "You just have to experience it on a clear night, when you can see forever. Why, we should go tonight! We could fly the loop to Baltimore and back in no time!"

Secret Service Man: "This hasn't been approved!"

Eleanor: "Nonsense! If Amelia Earhart can fly solo across the Atlantic Ocean, I can certainly take a short flight to Baltimore and back!"

Narrator 1: Before dessert could be served, Amelia had called Eastern Air Transport and arranged a flight.

Narrator 2: Within the hour, Amelia and Eleanor boarded the Curtis Condor twin-motor airplane. For a moment, both women looked up at the mysterious night sky.

Narrator 3: Then, without changing her gloves, Amelia slipped into the cockpit and took the wheel.

Narrator 4: The plane rolled down the runway, faster and faster. Lights from the airstrip flashed in front of them. And they lifted into the dark.

Eleanor: "How amusing it is to see a girl in a white evening dress and high-heeled shoes flying a plane!"

Narrator 6: Amelia laughed as she made a wide sweep over Washington, D.C., and turned off all the lights in the plane.

Narrator 5: Out the window, the Potomac river glistened with moonshine. The Capitol dome reflected a soft golden halo.

Narrator 3: And the enormous, light-drenched monuments looked like tiny miniatures.

Narrator 1: Soon, the peaceful countryside gave way to shadowy woodlands. The Chesapeake Bay became a meandering outline on the horizon. And

even though they knew it wasn't so, it seemed as if the plane crawled slowly through starstruck space.

Eleanor: "It's like sitting on top of the world!"

Narrator 2: When it was time to land, Amelia carefully took the plane down.

Narrator 4: A group of reporters had gathered, anxious to ask questions.

Reporter 2: "Mrs. Roosevelt, did you feel safe knowing a girl was flying that ship?"

Eleanor: "Just as safe!"

Reporter 1: "Did you fly the plane, Mrs. Roosevelt?"

Reporter 2: "What part did you like best?"

Eleanor: "I enjoyed it so much, and no, I didn't actually fly the plane. Not yet. But someday I intend to. I was thrilled by the city lights, the brilliance of the blinking pinpoints below."

Narrator 3: Amelia smiled. She knew just how Eleanor felt.

Narrator 1: As the Secret Service agents drove them slowly back to the White House, Amelia and Eleanor agreed that there was nothing quite as exciting as flying. What could compare?

Narrator 2: Well, they admitted, maybe the closest thing would be driving in a fast car on a straightaway road with a stiff breeze blowing against your face.

Narrator 4: Arms linked, they walked up the steps to the White House.

Narrator 3: Eleanor whispered something to Amelia, and then they hesitated, letting the rest of the group walk ahead of them.

Secret Service Man: "Are you coming inside, Mrs. Roosevelt?"

Narrator 5: But by then, they had wrapped their silk scarves around their necks and were hurrying toward Eleanor's new car.

Narrator 3: Without changing her gloves, Eleanor quickly slipped into the driver's seat and took her turn at the wheel.

Narrator 6: With the wind in their hair and the brisk air stinging their cheeks, they flew down the road.

Narrator 1: And after they had taken a ride about the city streets of Washington, D.C., they finally headed back to the White House....

Narrator 2: for dessert! Eleanor Roosevelt's pink clouds on angel food cake.

Eleanor Roosevelt's Pink Clouds on Angel Food Cake

ANGEL FOOD CAKE

1 cup cake flour (sift before measuring)
1 ¼ cups egg whites (10 or 12)
1 ½ teaspoons cream of tartar
1 ½ cups sugar
1 teaspoon almond flavoring
¼ teaspoon salt

Sift flour at least twice. Beat egg whites with beater until foamy; add cream of tartar and 1 cup of sugar gradually. Continue beating until egg whites stand up in peaks. Add almond flavoring. Sift the remaining ½ cup of sugar with salt and flour, and very carefully fold into egg whites. Bake in a tube pan in 375° oven for 30 to 35 minutes.

Pink Clouds

WHIPPED CREAM AND STRAWBERRIES

1 pint strawberries, washed and stemmed
½ pint heavy cream, whipped
½ cup sugar

Crush the berries with sugar. Let stand 30 minutes. Carefully fold berries into whipped cream. Spoon on top of Angel Food Cake, and serve immediately.

