Let's Read Together!

Infuse Your Program With Literacy

A Community Call to Action

Community Foundation of Greater Dubuque  every child reads
To All Community Members!

Did you know that only about half of the children in our communities are reading proficiently by third grade? Hundreds of children in Dubuque County are not meeting this critical milestone, which is a key predictor of high school graduation. Our children are in a crisis, and we are asking the entire community to participate and work together to increase literacy in our community. Incorporating fun literacy activities into any program is easy and can make a big impact!

Daily reading is extremely important in helping children maintain literacy proficiency over the summer. There are many creative ways to engage children in a program setting, in the community or at home about the books they are reading. These activities make reading fun for the child and also more likely they will retain what they are learning.

The following document contains easy and innovative ways to unleash the full teaching and learning potential of any book. These creative ideas and projects were provided by the Carnegie-Stout Public Library. We hope you enjoy doing them with your kids.

If you would like more information or guidance, please reach out to me directly.

Thank you!

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Youth Impact Coordinator
Community Foundation of Greater Dubuque
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Creative ideas to increase literacy with any book!

1. Create a comic book from your book
2. Make a bookmark advertising your book
3. Create a word search
4. Create a crossword puzzle
5. Create a collage using old magazines
6. Create a puppet show from your book
7. Draw your favorite from the book
8. Create a book talk
9. Write a review
10. Design a new cover
11. Create a scavenger hunt based on your book
12. Write an alternate ending
13. Create a video
14. Create masks to represent the characters in the book
15. Design a cupcake based on your book
16. Write a poem
17. What would you do, say, think if you "traveled" into the story you are reading?
18. Instead of traveling into the book, write a scene or story in which the character(s) travel out of the book into today.
19. Write a biography of one of the characters who most interests you.
20. Create a board game based on your book
21. Write a song/ballad about the story, a character, or an event in the book.
22. Read aloud your book to a friend or sibling
23. Create a puppet
24. Create a diorama
25. Write trivia questions from the book to hold a book discussion
26. Create a Breaking News newspaper story based on your book
27. Design boots, hat or other item of clothing that a character in the book would wear.
28. Create a flannel board to recreate the story
29. Venn diagram
31. Create a timeline that includes both the events in the novel and historical information of the time. Try using Post-Its on a whiteboard or butcher paper!
32. Translate chapters into storyboards and cartoons; draw the most important scene in the chapter and explain its importance and action.
33. Be interviewed about your book and interview someone else about their book.
BOOK REVIEW

Directions: Review a book you recently read. What did you like and dislike? Would you change anything? Would you recommend it?

Title: ________________________________________________________

Author: ________________________________________________________

How many stars would you rate this book?

Did not like: 0 1 2 3 4 5 Amazing!

Questions I have for the author:

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

My favorite part: ____________________________________________

My least favorite part: ________________________________________

I would recommend this book to a friend:

(Circle one)

Yes  No  Maybe
Directions:
- Cut out the foldable and fold on the dashed lines.
- Glue the foldable down along the bottom and side flaps. It will create a holder to place the popcorn inside.
- Write the title of the book on the front.
- Continue on the page 2 of 2.

This Story POPS!

Book Title:
Directions:
- Write the answers on each piece of popcorn.
- When finished, put each piece of popcorn in the popcorn holder.

Characters:

Setting:

Problem:

Solution:

Favorite part:

Main idea:
BOOK REPORT IN A BAG!
(Reading Component: Text Comprehension)

1. Students need a grocery brown bag or any large gift bag.

2. Outside of the bag needs to include:
   • Decorate outside of the bag: include pictures and artwork relevant to novel.
   • Include title and author of the novel.

1. Inside the bag:
   • 5 items that symbolize characters, setting, plot, symbolisms, motifs, theme
   • For each item in the bag, students will need to explain the relevance and meaning that item holds in novel.
MY BOOK REPORT

BY:

[Hand-drawn crosses]
All About the Characters:


Setting:


Then:

Finally:
MY FAVORITE PART:


MY LEAST FAVORITE PART:
Be-Leaf Me!
You Must Read This Book!

Title:

Why you must read this book:

Name:
BELEAF ME!
You Must Read
This Book!
FREEbie!

A Fun Fall
“Book Report”

Alisha Sanders
Missing Tooth Grins
WANTED

Character Description:

Name:

Eyes:

Hair:

Age:

LAST SEEN IN (Book Title):

BY (AUTHOR):

WANTED FOR (Problem):

REWARD: $__________

Contact: ____________________________

(Student Name)
A Story Tree can’t be planted; it needs to be built. You can build a Story Tree by following the directions below. Write each item in the correct space on the tree frame.

Write:
1. the name of the main character
2. two words that describe the main character
3. three words that describe where the story takes place (setting)
4. four words telling what the main character wanted in the story
5. five words telling what happened that almost stopped the main character from getting what she or he wanted in the story
6. six words telling how the main character got what she or he wanted in the story
7. seven words that describe the best part of the book
8. eight words telling why you would or would not tell a friend to read this book
A Recipe for a Good Book

All recipes list ingredients to mix together. The recipe card below, however, is not for food. Instead, it calls for a list of all the ingredients that were mixed together to make your book “good enough to eat”!

These are the ingredients to include in your recipe:

Plot: Tell what happens in the story.
Theme: Tell the message of the story.
Setting: Tell where the story takes place.
Mood: Tell if the story is happy, sad, scary, silly, etc.
Character(s): Tell the names of the main characters and if they are good, bad, helpful, mean, funny, etc.

Book title ___________________________ Author __________________

Here’s What’s Cooking

TAKE ONE PLOT WHERE ___________________________

MIX IN ___________________________

SPRINKLE WITH ___________________________

FOLD GENTLY ___________________________

WHAT DO YOU GET? ___________________________
Name

3 W’s: The What Chart

This chart will help you think about
- what you already know about a subject or topic
- what you want to know about a subject
- what you’ve learned about a subject after you’ve read about it

Follow these directions to finish your What Chart.

1. Choose a book on a subject that interests you.

2. Before you read your book, think about what you already know about the topic. Write your ideas under “What I Know Already.”

3. Think about what you want to learn from the book. Write your ideas under “What I Want to Know.”

4. After you’ve read your book, think about what you’ve learned. Write these ideas under “What I’ve Learned from Reading.”

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<tr>
<th>Topic</th>
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<td>Book title</td>
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<th>What I Know Already</th>
<th>What I Want to Know</th>
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Posting Postcards

Creating a postcard is a way of telling a mini-story. The message is like the plot of the story, and the picture shows the setting. After you have read your book, follow these directions to create a postcard.

1. Pretend you are one of the characters from your book, and decide what picture you will draw on the front of your postcard. This picture should show a place from your book.
2. On the back of the card on the upper left-hand side, tell a little about your picture.
3. On the back of the card on the lower left-hand side, write a message as if you are the character in your book.
4. Write an address on the right-hand side of the back of the card.
5. Draw a stamp in the space where the stamp should go.
6. Cut the postcard out along the lines. Fold the postcard in half and tape or glue the sides together.
Many students love to collect and trade cards of players in such sports as basketball, football, hockey, soccer, and of course baseball.

This book-sharing strategy capitalizes on students’ enthusiasm for card collecting while it helps them choose information for categorizing, create easy-to-read charts, write succinct descriptions, and draw pictures.

**Books for Modeling**

*Fastest Woman on Earth* by Alida Thacher (Raintree Publishers, 1980)

*Jackie Robinson and the Breaking of the Color Barrier* by Russell Shorto (The Millbrook Press, 1991)

*Jennifer Capriati* by Mikki Morrissette (Little, Brown & Co., 1991)

*Joe Montana: Comeback Quarterback* by Thomas R. Raber (Lerner Publications Co., 1989)

*Mary Lou Retton* by Hal Lundgren (Children’s Press, 1985)

*100 Greatest Basketball Players* by Wayne Patterson and Lisa Fisher (Crescent Books, 1989)

Give each student a commercially made trading card, and together identify the kinds of information most cards contain: photo, team logo, brief personal history, and the player’s individual statistics.

Next, read aloud portions of one of the books listed above. As a group, plan and sketch an oversized trading card on an overhead transparency or a large piece of butcher paper. (If the information is not available in the text, have students either guess or use a sports encyclopedia to complete the statistics.)

Another alternative is to read aloud portions of one of the books and have cooperative groups complete different portions of the card. To design an 8-1/2” × 11” trading card, give each group an enlarged version of the trading card that appears on the student page. Have one group design a team or individual logo and draw the picture, another group create the statistics chart, and another group write a brief personal history. Assemble each group’s contribution to make one card.

Although this strategy focuses on athletes, you might modify it to include favorite authors, best-loved main characters, animals, explorers, or other categories.
Use the pattern below to create a trading card. When you are done, cut the card out, fold it in half, and glue or tape the edges together.

**Book title** __________________________ **Author** __________________________

**Back**

Personal history: __________________________

**Statistics:**

**Front**

Paste picture here

Paste logo here

This card belongs to: __________________________

Fold here
Below, write your opinion (what you think) about your book. If your book has chapters, give the page(s) and paragraph(s) too.

**Book title** ____________________  **Author** ____________________

1. My favorite part of the story was ____________________
   
   page(s) __________ paragraph(s) __________

2. I liked the story when the character said ____________________
   
   page(s) __________ paragraph(s) __________

3. I felt (circle one)  happy  scared  surprised  
   sad  excited  bored
   (add your own) ________________ when ________________
   
   page(s) __________ paragraph(s) __________

4. The story’s (circle one) plot  character(s)  setting
   reminded me of ____________________
   
   page(s) __________ paragraph(s) __________
Famous people are often remembered for the words they said or wrote. Story characters, too, are often remembered for their words. For example, at the end of *The Wizard of Oz*, Dorothy clicks the heels of her ruby red slippers together and says, “There’s no place like home.” Like *The Wizard of Oz*, Dorothy’s words have become famous.

The words “There’s no place like home” are a Quotable Quotation. Below, create your own set of Quotable Quotations from the book you’ve just read.

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<thead>
<tr>
<th>Book title</th>
<th>Author</th>
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Quotation said by __________________ page(s) __________________

This quotation is important in the story because __________________

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Quotation said by __________________ page(s) __________________

This quotation is important in the story because __________________
How to Assemble Your Book Picnic Reports

1. Print both pages  
   (color or black and white)
2. Cut out each circle
3. Layer the circles as shown  
   and staple them at the top
4. Attach the circles to a picnic plate  
   Click [here](#) to order plates  
   from Oriental Trading Co.
5. Kids can draw and write on each page to make their report