



**Motivating Readers With
Missouri's Reading Incentive Award Programs**

The Mark Twain Nominees

**Missouri Association of School Librarians
Spring Conference
April 19-21, 2009**

**Presented by
The 2008-2009 Mark Twain Award Committee**

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Mark Twain Award 2009-2010 Nominees Grades 4-6

In 1971, the Missouri Association of School Librarians (MASL) and the Missouri Library Association (MLA) created a children's choice reading program, the Mark Twain Award program, named after Missouri author Mark Twain. Since 1981, the program has been sponsored solely by MASL. Each year readers representing library and educational organizations in Missouri, including a large number of students, compile a list of nominated books. The Mark Twain reader/selectors have nominated a list of twelve books which appeal to students in grades four through six.

Books on the Mark Twain Award list are chosen to meet the following criteria:

- Published two years prior to nomination on the Mark Twain Award Master List
- Appeal to students in grades four through six
- Written by an author living in the United States
- Of literary value which will enrich students' lives.

Books on the Mark Twain Award list are selected to provide quality reading for a variety of tastes and interests.

The winning title will be chosen by fourth through sixth grade Missouri students who have read at least four of the twelve books on the list and will vote in the spring of 2010. The winning author will be honored at the Missouri Association of School Librarians' annual spring conference in 2011.



Funds Donated by Mr. and Mrs. James Coleberd,
Mark Twain Cave, Hannibal, Missouri

2009-2001 Mark Twain Award Nominees

The Story of Jonas, Maurine F. Dahlberg

In the mid-1800s, a slave boy dreams of escaping to freedom while on a journey from Missouri to the gold fields of Kansas Territory with his master's n'er-do-well son.

Bravo, Zulu, Samantha!, Kathleen Benner Duple

Unhappy about spending part of her summer with her grandparents, Samantha is upset by her grandfather's secretive behavior and tries to find out what he is hiding.

The Garden of Eve, K. L. Going

A mysterious seed given to Eve as an eleventh-birthday gift by someone she has never met takes her and a boy who claims to be a ghost on a strange journey.

Deep and Dark and Dangerous, Mary Downing Hahn

When thirteen-year-old Ali spends the summer with her aunt and cousin at the family's vacation home, she stumbles upon a secret that her mother and aunt have been hiding for over thirty years.

Blown Away, Joan Hiatt Harlow

In 1935 on the Florida Key of Upper Matecumbe, thirteen-year-old Jake makes new friends during an idyllic summer, only to have everything change when a hurricane threatens the island.

Gabriel's Horses, Alison Hart

In Kentucky, during the Civil War, 12-year-old slave Gabriel pursues his dream of being a jockey.

A Friendship for Today, Patricia C. McKissack

In 1954, when desegregation comes to Kirkland, Missouri, twelve-year-old Rosemary faces many changes and challenges at school and at home as her parents separate.

The Big One-Oh, Dean Pitchford

Determined not to be weird all his life like his neighbor, Charley Maplewood decides to throw himself a tenth birthday party, complete with a "house of horrors" theme, but first he will have to make some friends to invite.

Paint the Wind, Pam Munoz Ryan

After her overprotective grandmother has a stroke, Maya, an orphan, stays with her mother's family on a Wyoming ranch where she discovers a love of horses.

Night of the Howling Dogs, Graham Salisbury

In 1975, eleven Boy Scouts, their leaders, and some friends camping at Halape, Hawaii, find their survival skills tested when a massive earthquake strikes, followed by a tsunami.

The Invention of Hugo Cabret, Brian Selznick

When twelve-year-old Hugo, an orphan in 1931, meets a mysterious toyseller and his goddaughter his undercover life and his biggest secret are jeopardized.

Way Down Deep, Ruth White

In the West Virginia town of Way Down Deep in the 1950s, a foundling called Ruby June is living with Miss Arbutus at the local boardinghouse when the mystery of Ruby's past begins to unravel.

All summaries from **Bound to Stay Bound**

The Story of Jonas
by Maurine F. Dahlberg
Published by Farrar Straus and Giroux 2007

Suggested grade levels: Interest levels 3-6 grade Reading level 4

Summary:

In the mid-1800s, a slave boy dreams of escaping to freedom while on a journey from Missouri to the gold fields of Kansas Territory with his master's n'er-do-well son.

Themes: Slavery, Underground Railroad, Historical Fiction, Colorado Gold Rush

Activities:

1. Much is written about the Underground Railroad system to Canada the slaves followed to freedom. As we have read in this book, there were many slaves who escaped to Mexico. Write a skit or prepare a display using information about the route to Mexico and what kind of lives the slaves led after they escaped. What would have been the dangers on that trail? Using a Southwest map, mark the journey from Pikes Peak to Mexico.
Web Sites for Underground Railroad to Mexico: crm.cr.nps.gov/archive/21-4/21-4-13.pdf
2. We know Split Oaks farm was in Missouri. Using a Mid-Western map track the route Jonas would have taken from Kansas City to Pikes Peak through the Kansas Territory. How many miles did they have to walk? What would it have been like to have been on the trail?
3. Prepare a diorama showing an Arapaho Indian Village. What would life have been like for them in the 1850's in the midst of western expansion?
4. Plan a meal Jonas might have served on the trail. Imagine using a campfire to bake biscuits, make pancakes, and cook dinner. What utensils would you use?
5. Research steamboats and see what part they played in life in the 1860's.

For discussion:

1. In 1858 what did the Kansas Territory offer better than gold to Jonas?
Freedom
2. Why did Master William forbid Jonas to learn to read? *Slaves would be too aware of freedom and not satisfied with their lives as slaves.*
3. Why did Jonas dread the trip to Pikes Peak? *He thought he would be becoming Ebenezer's replacement soon and he dreaded Master Percy's treatment of him.*
4. Who taught Jonas to read and why? *Miss Sky did because her mother had taught slaves.*
5. If the journey had taken place to and from Pikes Peak, how would Jonas have fit back into his old life?
6. How could the old manservant Ebenezer turn in the runaways? *He valued the reward.*
7. What is a shackle and how do you shackle a mind?
8. Why didn't Jonas ask Dr. Yoder for help escaping to freedom? *The Doc believed in the rights of the owners.*
9. How did learning how to write just a few words help Jonas find freedom? *He had to send a note to Jack Rulo from the reservation.*
10. Why was Jack Rulo willing to escort Jonas to Mexico and freedom? *He didn't believe in slavery and he loved Jonas's cooking.*

Other books by this author:

Play to the Angel

Spirit and Gilly Bucket

Escape to West Berlin

Bravo, Zulu, Samantha!

by Kathleen Benner Duble

Peachtree Publishing

IL 3-6 RL 5.1

Author's Website: www.kathleenduble.com

Summary: *Bravo Zulu, Samantha!* is the story of a crotchety old grandfather and his Guinness Book of World Records loving granddaughter, Samantha. When Sam is sent to her grandfather's house to spend part of her summer vacation, neither of them is happy about it. The Colonel, as Sam likes to call her grandfather, is always quizzing her on boring military facts. Sam loves Guinness Book of World Record facts, but the Colonel finds these tidbits to be trivial and unimportant. Spending time together is a painful ordeal, until the day Sam discovers that the Colonel is hiding a secret. And that's when the fun (and record saving) begins!

Themes: Grandfathers, Airplanes, Contests, Flight and Family Life

Discussion Questions:

1. Why do they call Sam's Grandfather, the Colonel?
2. How do you feel when you are around your grandparents? Do you think they should be "taking it easy" or should they be "trying something new"?
3. Have you ever been forced to spend time with a relative?
4. Did Sam make a wise decision to go to the lake without telling her grandfather?
5. Did the Colonel make a wise decision leaving Billy and Sam alone?
6. Does Sam like Billy? How do you know?
7. Have you ever been out at night without your parents knowing?
8. Have you ever kept a secret about a project? Why?
9. Was it right for the Colonel to keep his project secret? Why did he hide it?
10. Should Sam have honored her Grandfather's request to not go in the barn?
11. Sam's Grandfather uses uncommon words, he tells time differently, and he has certain behaviors that are different. Describe these and tell why "the Colonel acts the way he does?"
12. Can you define some of these: KP, NATO Phonetic alphabet, damage control? Did the use of these words add anything to the story?

13. The title of the book is unusual. What does it mean? How does it sum up one of the themes of the book?
14. People often say that someone has “an attitude.” What does that mean? How does it sum up one of the themes of the book?
15. Did the Colonel need a trophy? Do you think everyone enjoys fame? What need does fame satisfy?
16. How are Sam and her grandfather different? How are they alike?

Activities:

1. Divide the class for a group project to research women aviators. Have each group work in your library to find information on and present a report about the following women: Major Wendy Clay, Baroness Raymonde de Larouche of France, Harriet Quimby, Beryl Markham and Jackie Cochran. Use this website for women in aviation: http://womenshistory.about.com/od/aviationpilots/a/av_timeline.htm?p=1
2. As Sam did in this book, have the kids try setting a few records of their own. Here are some you can actually try in class. Like Sam, have them try to balance on one foot. The record is 76 hours, 40 minutes. Why is this so hard? The longest time for keeping a football controlled on your head while seated. The record is 4 hours, 2 min, 1 second.
3. Sam’s grandfather loves using military terms. Many of these words have found their way into our everyday vocabulary. The term “Roger” is one. “Combat Zone” is another. Brainstorm as many as you can.
4. Use the NATO Phonetic Alphabet to spell your name or create some common phrases. Use these links to help: <http://geocities.com/~propilot/education/alph/html>
http://en.wikipedia.org/wiki/NATO_phonetic_alphabet
5. Challenge your friends or classmates to an experimental paper airplane competition. Check out these titles or others at your library: Bounford, Trevor. *Build Your Own Paper Air Force: 1000s of Paper Airplane Designs on CD to print Out and Make*. New York: St. Martin’s Griffin, 2008.

Dewar, Andrew. *Fun and Easy Paper Airplanes*. North Clarendon, VT: Tuttle Pub, 2008.
6. First, have a classroom discussion of other cultures, and their attitudes toward growing old. Some books to aid in this endeavor are: Grandfather Counts by Andrea Cheng, My Great-grandmother’s Gourd by Cristina Kessler, Ghost Wings by Barbara Joosse and Gugu’s House by Catherine Stock. Then ask each child to “interview” their grandparents or other people who are now retired. Have the children write about how these “elderly” friends envision their golden years, how they see their retirement years differing from those of their parents, and what they would like to accomplish during that time.

Other books by Kathleen Duple:

Quest

Hearts of Iron

The Sacrifice

Pilot Mom

Bridging Beyond

The Garden of Eve

by K. L. Going

Harcourt

IL 3-5 RL 4.6

This is the activity packet for *The Garden of Eve* on K.L. Going's web site. The address for the web site is <http://www.klgoing.com/index2.htm> and choose Teacher's Resources.

Questions for Discussion

- 1) *The Garden of Eve* uses many of the same story ideas found in fairy tales. Have you ever read a fairy tale that featured an apple? Or a plant that grows from a magical seed? How do you think this book is similar to a fairy tale? How is it different?
- 2) What is the difference between a fairy tale and a myth?
- 3) Define foreshadowing. What are some examples of foreshadowing in *The Garden of Eve*? Are there any clues that Alex is not who he says he is?
- 4) Why do you think Evie's father spends so much time in the apple orchard?
- 5) Why doesn't Evie want to move next to a cemetery? Why didn't her father tell her about the cemetery ahead of time?
- 6) Do you believe that Alex is really dead? (For chapter 5)
- 7) Evie's father says, "There's almost always some truth in every story." But Evie's mother said, "Sometimes the story is true." What do their statements tell us about these characters?
- 8) When Evie says, "Home was a ghost" in chapter six, what does she mean?
- 9) Why does Evie's mom say that she would like the whole entire world to be her garden? (pg 108)
- 10) On page 119, Alex tells Evie not to look with her eyes. What does he mean?
- 11) Why doesn't Evie find her mother waiting for her after she and Alex plant the seed?
- 12) Father says, "There's a time for birth and a time for death. Life moves in cycles, Evie. That's the way things are meant to be." Do you think this is true? What are some cycles that we see in the world around us?
- 13) Father struggles to believe Evie's story. Do you think that what happens to Evie and Alex is real or is it all in their imaginations?
- 14) In chapter 28, Evie realizes that her mom isn't just outside of her, she is also part of Evie. Do you look like any of your family members? Do you have any of their habits or mannerisms? How might others become part of who we are?

15) Do you think the apple orchard will come back to life? Why or why not?

Activities

1) Evie mentions many different plants. Find pictures of the following plants found in the story, and see if kids can identify them. Play a game to match the pictures to the plant names, to match the names to the plants' leaves, or see if you can grow one of the plants in the classroom.

Plant list: apple tree, cherry tree, fig tree, olive tree, orange tree, oak tree, maple tree, willow tree, lilies, sunflowers, tulips, daffodils, morning glories, spider plants, ivy, raspberry bushes.

2) Let's learn more about apples!

Are all apples alike? Bring in many different kinds of apples and do a taste test. Some are sweet and some are sour. How can apples be used aside from eating? Bring in apple cider and apple muffins.

How do apples grow? Is there an orchard nearby where you can book a field trip? If not, here's a web site where you can learn more about apples and interview a grower: <http://www.nyapplecountry.com> .

Where do apples normally grow? Find those areas on a map of the USA.

What is the journey a seed takes to becoming an apple? Make a flow chart.

3) Ask kids if they believe in ghosts. Find some great ghost stories to read aloud, especially if you're reading *The Garden of Eve* in the fall, near Halloween.

4) In this story, seventy-five year old Maggie and eleven year old Evie become friends. Evie learns that Maggie has had a long and interesting life. Ask the kids if they know any elderly people. Have them interview someone and share their story with the class.

5) Evie's mom makes homemade paper. Find a recipe on-line and make paper with the kids. Talk about how the paper they normally use is made and how that's different from making homemade paper. Discuss recycling.

6) The Garden of Eden tradition. Find other creation stories to share with the kids. Do any of the stories have things in common? Have the kids make a diorama that illustrates a scene from a creation story of their choice. (Note to teachers: In researching this book, I found many wonderful resources about creation stories, both on the web and in book form).

Deep and Dark and Dangerous
by Mary Downing Hahn
Houghton Mifflin Harcourt
IL 6-8 RL 4.3 Lexile 650

Summary:

Just as summer begins, 13-year-old Ali finds in the attic an old photograph of her mother, her aunt Dulcie, and a third person—who’s been torn out of the picture. Ali’s mother is tense and nervous all of the time and Ali’s attempts to find out more from her lead to nothing. But Ali figures she will have plenty of time to solve the mystery as she spends the summer with Dulcie babysitting her cousin, Emma, at the Maine cottage where her mother and aunt spent summers as children.

Ali is excited to be away from her mother’s watchful eye, but taking care of the usually easy-going Emma does not turn out to be easy after they meet Sissy, a mean and spiteful child who is a bad influence on Emma and seems to delight in causing trouble between the cousins. The more time the girls spend with Sissy, the more Ali suspects that Sissy is not what she appears to be.

Why does Sissy appear to have no home? Why is she always wearing the same old bathing suit? Why is Sissy so angry? Who is the girl named Teresa who drowned under mysterious circumstances? Is Sissy just trying to scare Ali and Emma, or is there a real ghost story?

Themes:

Horror and the supernatural
Ghosts
Mother-daughter relationships
Families
Bodies of water

Activities:

1. Know the meaning of these words to make the story more enjoyable:

boardwalk	boathouse	cove
dock	driftwood	hollyhocks
jetty	kiln	lichen
lighthouse	migraine	minnow
mist	seagull	trout
2. Keep a journal of clues to the mystery Ali is trying to solve. After finishing the story, go back and circle the “true” clues and mark out the “red herrings.”
3. The story takes place in Maine. Go to http://www.netstate.com/states/intro/me_intro.htm to find out more about the state. Choose Geography at the bottom to explore the setting of the story. Learn about Maine lakes at the state’s Bureau of Land and Water Quality website at <http://www.maine.gov/dep/blwq/lake.htm> . Choose FAQ/Topics to discover information on Appearance of the Water, Sand Beaches, and a Boating Season Checklist.

4. Ali's mother, Claire, reads Emily Dickinson when she is feeling down. Find out more about this poet and her work at The Literature Network <http://www.online-literature.com/dickinson> and check out what your library has to offer.
5. Caring for Emma is Ali's job for the summer. Babysitting can be a way to earn some money, but you may need to check out babysitting tips at the University of Illinois Guide to the Business of Babysitting at <http://urbanext.illinois.edu/babysitting> or Ann Martin's The Baby-sitters Club Guide to Babysitting at <http://www.scholastic.com/Annmartin/bsc/tips.htm> .
6. *The Lonely Doll*, Emma's favorite book, is a real story and a real doll. Go to <http://www.darewright.com/> to find out more about the series of books and to see a picture of the doll.
8. There are strange happenings in this story. Look at ghost photographs at <http://www.ghostresearch.org/ghostpics/> and find out about the Legend of the Loch Ness Monster at <http://www.nessie.co.uk> .
9. Find out more about Mary Downing Hahn at Kidspoint http://www.kidspoint.org/columns2.asp?column_id=1262&column_type=author and at Children's Book Guild at <http://www.childrensbookguild.org/hahn.html> .

Discussion Ideas:

1. Why does Ali feel that her mother is so protective? Are Claire's attitude toward Ali and her nervous health issues a foreshadowing?
2. Why is Emma so lonely and worried about being alone? Compare her concerns with Ali's.
3. Mary Downing Hahn names several books in this story—*The Lonely Doll*, *The Cat in the Hat*, *The Cat in the Hat Comes Back*, *Horton Hatches the Egg*, *The Owl and the Pussycat*, *Goodnight, Moon*, the *Nancy Drew* series of mysteries, *Charlie & the Chocolate Factory*, *To Kill a Mockingbird*, *Misty of Chincoteague*, the *Moffat Family* books, and *A Separate Peace*. Some of these titles have been made into movies. Discuss what you know about these works. Which would be your favorite bedtime story?
4. Why is it so hard for Ali to like Sissy? What emotions might be involved?
5. Whom do you think realizes the truth about Sissy first? Why? What issues and attitudes does Ali have to overcome to see Sissy clearly?
6. Why is Claire so relieved to know that the truth will finally be told? Why is Dulcie?
7. How did Sissy's own actions and attitudes contribute to what happened? Does Sissy realize this?

8. How do you think the following relationships will be after the events of the story:
- Ali and Claire
 - Emma and Dulcie
 - Claire and Dulcie

Other books you may enjoy by Mary Downing Hahn:

Wait 'till Helen Comes

The Doll in the Garden (Mark Twain winner)

The Dead Man in Indian Creek

A Time for Andrew (Mark Twain winner)

Blown Away

by Joan Hiatt Harlow
Margaret K. McElderry Books New York
IL 5th-8th RL 4.5
<http://www.joanhiattharlow.com/>

Summary:

It's the summer of 1935, and in the sleepy Florida Keys, thirteen-year-old Jake Pitney's life is quiet and easy. But all of this changes once Jake begins helping out the town's eccentric fisherman, Sharkey, with work.

On a trip to Key West, Jake is dumbfounded when Sharkey buys a mule named Jewel and her faithful sidekick, a dog named Rudy. Despite their troublemaking ways, Jake grows fond of the mischievous duo and their owner. All the while, Jake is trying to befriend Mara, the new girl in town, whose life has been filled with sadness.

During the Labor Day holiday, an unpredictable Atlantic hurricane hits Jake's hometown with devastating speed and power, reducing the island to shambles. Jake is determined to find his family, along with Sharkey and Mara. But he may need help from some unlikely sources.

Themes:

Family Life, Florida Fiction, Hurricane, Florida Keys, 20th Century Fiction, Friendship

ACTIVITIES:

1. Create a Lit Trip with Google Lit Trips showing the overseas railroad being built on the Florida Keys.
2. Compare Islamorada today with Islamorada in 1935.
3. Research the Hurricane of 1935.
4. Compare the Hurricane of 1935 with Hurricane Katrina.

Discussion Questions:

1. Why do you think Sharkey and Jake became such good friends?
2. Describe the friendship between Jake and Mara. What happens to Mara's Aunt Edith?
3. How do you think the children of Katrina's disaster have adjusted to life after the storm? How would you?

Other books by Joan Hiatt Harlow:

Joshua's Song
Midnight Rider
Shadows on the Sea
Star in the Storm
Thunder from the Sea

Webpage resources:

Hurricane of 1935:

http://en.wikipedia.org/wiki/Labor_Day_Hurricane_of_1935

http://www.hurricaneville.com/1935_hurricane.html

http://www.floridamemory.com/photographiccollection/photo_exhibits/hurricane_1935.cfm

Islamorada Today: <http://fla-keys.com/islamorada/>

Gabriel's Horses

by Alison Hart

Peachtree Publishers 2007

<http://www.childrensbookguild.org/hart.html>

Suggested grade levels: Interest level: 3-6 RL 4.5

Summary: During the dangers of the Civil War, a young Kentucky slave cares for his Master's thoroughbred horses and dares to dream about becoming a famous jockey.

Themes: Slavery, Horseracing, Kentucky History Civil War, Historical Fiction

Activities:

1. Design a board game. Paths lead to the finish line for the winner's award. Steps to the winner's circle are earned by correct answers to questions about the book.
2. Prepare a PowerPoint about the early African-American jockeys.
3. What is the horse racing industry like almost 150 years later? Research some of the top successful racing farms. How much is a race horse in today's economy? Who are some of the current best known jockeys? What are the qualifications to be a good jockey? Where do they learn the skills necessary? How much do great jockey's make per race? What are their uniforms like?
4. Prepare a newspaper which would have appeared reporting an important Kentucky race. Include events that might have accompanied an important race. Create "incidents" of cheating as mentioned in *Gabriel's Horses* and the atmosphere of the Civil War in the background.
5. What was life for the African-American recruit who was fighting for the Union Army? Make posters advertising for recruits giving benefits. Draw a cartoon showing what was promised and what actually was given. Were there any black cavalry units?
6. The author has created Readers Theater scenes for *Gabriel's Horses* and the other two books in the series. Interested teachers may email her at leonhardt.alice@verizon.net.

For Discussion:

1. At the time of this story, were the people in Kentucky for the north or the south? Why?
2. When Master, Pa and Gabriel leave to take Tenpenny to the races, why does Ma cry?
Pa's going to join the Union army to buy Ma her freedom so the new baby will be born free.
3. How important were the black soldiers in the success of the civil war? What was their typical role? What equipment, arms and uniforms were they issued?
4. What is proper care of a race horse immediately after the race? *They must be cooled down.* What determines the make-up of a winning racehorse? *In addition to strength and speed, the horse must have a winning spirit.* Which horse was your favorite?
5. When One-Arm and his men return to the farm, what were they really after and why?
The horses because they were fine horses and their own horses were worn out.
6. How do Newcastle and Flanagan (the new trainer and new jockey) show their true colors during One-Arm's raid? *They refuse to help Gabriel and Jose lead the horses to safety.*
7. Why is Jackson going to Sarasota? *His chances of becoming a successful jockey are much better there.*
8. What techniques did the new trainer and jockey use that Gabriel objected to? *They were both mean men that treated the horses cruelly.*

9. How does Gabriel's attitude change about his Ma staying with Mistress Jane after she is free? *When he is awarded his freedom he chooses to remain with his Master, but he has the freedom to choose.*
10. How was Gabriel treated by his master? What kind of man do you think Mister Giles was? Give examples to support your answer.

Other Books by This Author:

This book is Book One of the *Racing to Freedom* Trilogy:
Gabriel's Triumph, Gabriel's Journey

Websites: www.campnelson.org and www.kyhistory.org

The author states she read over 200 books in research of this series. She includes in each book excellent bibliographical notes, citations and a great section called "The History Behind *Gabriel's Horses*".

A Friendship for Today
Patricia C. McKissack
Scholastic, Inc.

<http://www2.scholastic.com/>

IL 4-7, Grade Level Equivalent 4.3, Age: 9-12, Genre: Historical Fiction, Lexile Framework 670L

Summary:

Spirited 11-year-old Rosemary is among the first African-American students in her town to enroll in an all-white school. As she faces the first day of school alone, stares and whispers follow Rosemary wherever she goes, and the worst offender is a girl who makes no secret of her racism. But as the school year progresses, and Rosemary's life struggles increase, she forges an unlikely friendship with this very girl. Award-winning McKissack, in this gripping, lyrical, and important book, reminds us of the power friendship has to transcend all barriers. (Scholastic Website)

Topics for discussion:

Racial prejudice
Tolerance/Intolerance
Divorce
Segregation
Polio/Childhood diseases

President Franklin D. Roosevelt/Polio and how he did not allow his illness to affect his goal to become President of the United States.

Subjects:

Changes and new experiences
Friends and Friendship
Prejudice and Tolerance

Activities:

1. Utilize the following section of the Scholastic website:
<http://teacher.scholastic.com/researchtools/researchstarters/civilrights/>
Working in groups, have students do several of the various projects and share a presentation with the class, using a presentation software program such as power point or a similar program.
2. Make a time line of the Civil Rights movement.

Other books by Patricia McKissack:

Nzingha: Warrior Queen of Matamba, Angola, 1595
Stitchin' an' Pullin'
Color Me Dark: the Diary of Nellie Lee Love, the Great Migration North
Flossie and the Fox
The Honest-to-Goodness Truth
Mirandy and Brother Wind
Goin' Someplace Special
Sojourner Truth: Ain't I a Woman
A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation,
Virginia 1859 (Dear America Series)
Loved Best
The Dark-Thirty: Southern Tales of the Supernatural
Precious and the Boo Hag
Tippy Lemmey
Look to the Hills: The Diary of Lozette Moreau, a French Slave Girl, New York
Colony 1763
Lu and the Swamp Ghost
Who is Coming
Christmas in the Big House: Christmas in the Quarters
Ma Dear's Aprons
Bugs!
Red-Tail Angels" The Story of the Tuskegee Airman of World War II
Hard Labor: The First African Americans, 1619
Run Away Home
Rebels Against Slavery: Story of American Slavery
Black Hands, White Sails
Messy Bessey
Days of Jubilee
Black Diamond: The Story of the Negro Baseball Leagues

The Big One-Oh

by Dean Pitchford
G.P. Putnam's Sons

Summary: Determined not to be weird all his life like his neighbor, Charley Maplewood decides to throw himself a tenth birthday party, complete with a "house of horrors" theme, but first he will have to make some friends to invite.

Themes: Birthdays, Parties, Single Parents, Self-Actualization

Activities:

1. Research what events happened on your birthday. Do you share your birthday with someone famous? Using butcher paper, create a timeline for the birthday years your classmates share. Divide the years by months, so if all classmates were born in the same year, divide the butcher paper for that year into months. Put pictures up of classmates on each birthday month along with pictures of famous people.
2. Visit <http://www.thebigoneoh.com/> for a list of things to make and do to host your own party with creepy effects. This could be a class read and then the class could create a party just like Charley's.
3. Share the audio version with the class. This audio version was nominated for a 2008 Grammy Award for Best Spoken Word Album for Children.
4. Write a journal entry on how you would turn your house into a "house of horrors" for a birthday party.

Discussion Questions: (from <http://www.thebigoneoh.com/>)

1. Charley and his mom don't always see eye to eye, but it's clear that he loves her very much. Can you name some of the things that Charley admires and likes about his mom?
2. Can you think of qualities that you admire and like in *your* mom and dad?
3. Charley's sister Lorena seems to always be critical of her little brother, and yet on the day of his big party, Lorena offers to help him out. Why do you think Lorena finally decided to be nice to Charley?
4. Do you have a brother or sister? How do you treat them? How do they treat you?
5. When Charley started writing his HOW TO MAKE FRIENDS list, he came up with things like, "You can buy friends with gifts," and "You can get friends with sympathy;" but Charley soon discovered that those things don't really work. How do you think people make friends? And what do you look for in another person when you're thinking about making them *your* friend?
6. When the story begins, Charley doesn't have a single friend, and yet he approaches certain people in his class. Can you remember what it was that Charley liked and admired about:
 1. Donna Pointer?
 2. Leo Jacobi?
 3. Darryl Egbert?
7. Charley has other classmates who demand his attention. Can you describe Charley reactions to:
 1. Jennifer Mobley?
 2. Cougar (Leland) Plunk?
8. Charley learned about cooking from his dad, and now he makes fancy meals for his entire family. What do you think about Charley's skills in the kitchen? Would you eat something that Charley had cooked?
9. Do you have any skills that are unusual for a person your age? Is there any kind of talent that you practice so much that you've become very good at it?

10. Charley admits that he falls off his skateboard “about five hundred times” while riding to school in the mornings. What would you say to Charley to encourage him to keep trying to get better at skateboarding?
11. Charley likes to collect and catalogue every issue of *Monsters & Maniacs*. Do you collect anything? Where do you keep your collection? And how do you organize it?
12. Charley faces a lot of disappointments as he tries to organize his tenth birthday party. Have you ever worked very hard at anything that didn’t always go the way you had planned? What was it? How did it turn out?

Paint The Wind

by Pam Munoz Ryan
Scholastic Press New York
IL 3rd-6th RL 5.3

<http://www.pammunozryan.com/>

Summary:

After her overprotective grandmother has a stroke, eleven-year-old Maya, an orphan, leaves her extremely restricted life in California to stay with her mother's family on a remote Wyoming ranch, where she discovers a love of horses and encounters Artemisia, a wild mare that her mother once rode.

Themes:

Ranch Life, Wyoming Fiction, Family, Horses, Orphans

ACTIVITIES:

1. Create a Lit Trip with Google Lit Trips showing the migration of Mustangs.
2. Make a dictionary of equestrian terms.
3. Study the Artists mentioned in *Paint the Wind*:
<http://www.mcbookwords.com/books/paintthewind.html>

Discussion Questions:

1. Why did Maya's grandmother never mention her mother?
2. Why did the Bureau of Land Management round up Mustangs. How did various groups feel about this practice, i.e. ranchers, children, business owners, horse enthusiasts.
3. Why was her cousin Payton hostile to Maya?
4. Explain the division of the story into four parts (walk, jog, lope, and gallop) with Maya's emotional development.

Other books by Pam Munoz Ryan:

Amelia and Eleanor go for a Ride

Esperanza Rising

Becoming Naomi Leon

California, Here we Come

The Flag we Love

Pam Munoz Ryan

Riding Freedom

When Marion Sang: The True Story of Marian Anderson, the Voice of a Century

Webpage resources:

Bureau of Land Management
www.wildhorseandburro.blm.gov

The Cloud Foundation
<http://www.thecloudfoundation.org/>

The Pryor Mountain Wild Mustang Center
<http://www.pryormustangs.org/>

Return to Freedom, The American Wild Horse Sanctuary
<http://www.returntofreedom.org/>

Videos and DVD's:

Cloud: Wild Stallion of the
Rockies
Cloud's Legacy: The Wild
Stallion Returns

**Books for Children and Young
Adults:**

Mustang, Wild Spirit of the West
by Marguerite Henry
Cloud: Wild Stallion of the Rockies by
Giniger Kathrens
Wild Horses I Have Known by Hope
Ryden

For Further Research:

America's Last Wild Horses by Hope
Ryden

Night of the Howling Dogs

Graham Salisbury

Random House Books

<http://www.grahamsalisbury.com/books.html>

<http://www.randomhouse.com/teachers/authors/results.pperl?authorid=26744>

Summary:

On the Big Island of Hawaii, Dylan's Scout troop hikes down into the desolation of an ancient lava flow to camp on a small beach below the volcano. It's beautiful. Peaceful. But there's a problem: Louie Domingo. He and Dylan share a secret history, and it lies like a shark beneath the surface of everything they do.

... Until the world comes apart.

Foreshadowed by two mysterious howling dogs, a disaster of unearthly proportions strikes. No one is spared its horror. But over the next hours Dylan learns the true meaning of leadership and the will to survive. More amazing still is that this story actually happened. (Random House Website)

Topics for discussion:

Survival

Earthquakes

Camping

Volcanoes

Tidal Waves/Tsunamis

Activity/Project

Make a disaster plan to prepare for a natural disaster in your particular area of the state. What would you need to do? What would you need to have? What kind of food should you have? How could you provide shelter? Would you be able to use money? Would you be able to barter? How would you travel from one place to another? What other kinds of problems would you encounter?

Other books by this author:

Blue Skin of the Sea

Calvin Coconut-Trouble Magnet

Eyes of the Emperor

House of the Red Fish

Island Boyz

Lord of the Deep

Jungle Dogs

The Invention of Hugo Cabret

by Brian Selznick
Scholastic Press
IL 3-6 RL 5.6 Lexile: 820

Author's website: <http://www.theinventionofhugocabret.com/index.htm>

Summary:

When twelve-year-old Hugo, an orphan living and repairing clocks within the walls of a Paris train station in 1931, meets a mysterious toy seller and his goddaughter, his undercover life and his biggest secret are jeopardized.

Themes, Setting, and Genre:

Automaton
Orphans
Railroad Station
Paris (1931)
Historical Fiction

Activities:

1. Visit the above website and view the opening sequence of pictures from the book. Ask students what they think is happening at the beginning of the story. Talk about how pictures can tell the story with no words at all.
2. Visit <http://www.flying-pig.co.uk/> and have students create their own automata out of paper.
3. Watch [A Trip to the Moon](#) the movie which inspired Brian Selznick to write this book.
4. Make a map of Paris and mark all the important landmarks.
5. Use an Encyclopedia to find five fascinating facts about Paris, France.
6. Use PowerPoint to create your own silent movie animation.
7. Create a list of those things that are fact and fiction in the story. Use photos to compare the real places and things to the story and illustrations.

Discussion Questions:

1. In this story the author uses pictures and words to tell Hugo's story. Why do you think he did this? Do you like it? What are some advantages and disadvantages to telling a story this way?
2. Hugo thinks it's his fault that his father died in a fire. Do you agree or disagree with him? Why?
3. How are machines important in this story?
4. Why was the notebook so important to Hugo?
5. Why is Hugo's friendship with Isabelle so important?
6. What did you learn about Hugo's relationship with his father?
7. Who is your favorite character and why?
8. How does magic factor into the story?

Webpage Resources:

http://www.highsmith.com/pdf/librarysparks/2008/lsp_nov08_LL_hugo_cabret.pdf

<http://192.168.1.249/exchweb/bin/redirect.asp?URL=http://today.msnbc.msn.com/id/18725446/>

<http://www.getty.edu/art/exhibitions/devices/flash/>

http://danger-ahead.railfan.net/accidents/paris_1895.html

Way Down Deep
by Ruth White
McMillan Publishers

Summary: In the West Virginia town of Way Down Deep in the 1950s, a foundling called Ruby June is happily living with Miss Arbutus at the local boarding house when suddenly, after the arrival of a family of outsiders, the mystery of Ruby's past begins to unravel.

Themes: Orphans, Community Life and West Virginia

Activities:

1. With the many rich characters in your mind make your own Way Down Deep Directory. Collect pictures from magazines, old photos, internet of "faces" that you think reflect the characters in the story. Add a short "bio" or description of the character under each picture.
2. Write a diary entry for Ruby on an "eventful" day in her life.
3. Write a "Chapter 13" continuing the story of *Way Down Deep* at a date a year later.
4. Write a fan letter to Ruth White telling her your favorite part or character in the book and why.

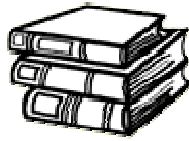
Discussion Questions

1. Describe the town of Way Down Deep. Compare and contrast it with your own neighborhood or town.
2. How did the townspeople react when Bob Reeder tried to rob the bank? Would you have responded the same way? Explain.
3. Peter Reeder says on page 59, "Mama used to say that nobody comes into our lives by accident. We have something to learn from everybody we meet." Do you agree with this statement? Why or why not?
4. Why does Cedar Reeder have cussitis? How would you define *cussitis*? How is it cured?
5. Ruby learns about her parents from reading her mama's writing on the wallpaper at her grandmother's house. What does she learn about her mother and father? About her grandmother?
6. Describe Miss Arbutus and her relationship with Ruby. What do the townspeople think of Miss Arbutus? Do their opinions change when she tells the story of how Ruby arrived in Way Down Deep? If so, how do they change?
7. How does Grandma Combs change from the time Ruby arrives at Grandma's house to her move to The Roost? What were the reasons for this change?
8. Who is your favorite resident of Way Down Deep? Describe the character and explain why you like him or her.
9. Were you surprised that Miss Arbutus allowed Grandma Combs to move to The Roost? Do you think this will change Ruby's relationship with Miss Arbutus?
10. *Way Down Deep* is a story about family, friends, the love that binds people together, and what it takes to make a place truly home. What do you learn about family from reading this story? How do you define *home*?

Provided on <http://media.us.macmillan.com/teachersguides/9780374382513TG.pdf>

Other books by this author

Search for Belle Prater
Belle Prater's Boy
Buttermilk Hill
Memories of Summer
Little Aubrey



Booktalks

What is a booktalk?

A booktalk is a commercial designed to get someone to read a book. It is a way of selling your merchandise, a performance to get the audience excited about your book.

Why should you booktalk?

- It increases circulation.
- It increases cooperation and communication.
- It promotes your collection efficiently.
- It is an activity whose primary audience is the nonuser.
- It is the most effective way to motivate reading.
- It builds relationships with students.
- It sells the idea of reading for pleasure.
- It gets listeners to look past the cover.

Essential elements of a good booktalk

- The Hook—presenting something that will grab the listener's attention
- The Content—tell about the characters and/or plot
- The Cliffhanger—don't tell the ending; leave listeners wanting more so that they'll want to read the book

Tips for Writing Booktalks

- Choose only books you like and that you can be enthusiastic about.
- Be sure to read all of the books before booktalking.
- When reading the book, look for exciting or humorous incidents, special character portrayals, etc. to find the hook.
- After reading the book, ask yourself what the book made you think of and what appealed to you about the book.
- Don't give away the ending or any other secrets.
- Don't give a book review—it should not include evaluations or critical material.
- Think of different ways to begin—with a question, setting the scene, telling a little about the plot, or setting a mood.
- Don't tell too much about the book. Leave the listener wanting more.
- Don't read from most books you booktalk.

- Keep talks from two to four minutes in length.
- Prepare what you are going to say about each book. You don't need to memorize, but you do need to know the points you are going to make.

Tips for Planning and Presenting Booktalk Programs

- Know your audience. Ask the group's teacher about your audience's reading interests, personal interests, and attention spans and plan your presentation accordingly.
- Don't try to elevate the audience's tastes. Include some titles that you know are super popular. This will give you credibility, thus making the group pay more attention.
- Accept that a booktalk is a performance and learn how to best influence the audience.
- Variety is key. Since you may be covering fifteen books in one shot, vary the types of books you present as well as the lengths and styles of the booktalks.
- Remember to repeat the title.
- Think accessibility. Select books for your talk that are available in multiple copies.
- Have a system ready so that listeners can check out books on the spot.
- Start and end strong.
- Maintain eye contact with the audience.
- Consider creating additional interest by adding props or by wearing a costume.
- Always prepare more than you will need.

Booktalking Tips

From Joni Richards Bodart

Booktalking is the best way of sharing the excitement of books and stories, and encourages people to read for pleasure. Booktalking is not about reviewing books, but a way of generating excitement and interest in books. This is a special form of reader's advisory can help generate interest in your collection, and connect you to patrons of all ages in your library.

What is a Booktalk?

A booktalk is best thought of as a commercial advertisement for a book. A booktalk is not evaluative and is not a review. It's not a book report that tells the ending of the book. It is an intriguing glimpse of what's between the covers of a book, waiting for the reader to discover it. Booktalks should be fun, exciting, suspenseful, or whatever it takes to convince someone else to read the book.

The Unbreakable Rules of Booktalking

1. Never talk about a book you haven't read.
2. Never talk about a book you don't like.
3. Never tell the ending.
4. Always remember to do your own thing--create your own style.

Preparing to Write a Talk

1. READ! READ! READ! And then read some more!!
2. Take notes on what you read.
3. Write your talk, or look for a published talk on the book.
4. Decide which approach to take. What was the most exciting part of the book and why?

From Joni Richards Bodart at <http://www.thebooktalker.com>

Booktalking Tips from *The YA YA YAs* at

<http://theyayayas.wordpress.com/2008/10/15/booktalking-tips-2008/>

Trisha's Booktalking Tips:

1) It gets easier. I hated giving oral presentations when I was in school, so of course, the first few times I went booktalking by myself, I was more than a bit overwhelmed and intimidated by the whole thing. But it got better, especially once I figured out what worked for me and found my own style.

2) Find your own style. Different librarians have different styles, so if you can, observe other librarians booktalking. Some have their booktalks memorized, some do everything off the top of their head. Some use props, some don't. Some spend a couple of minutes talking about one book, some tend to do shorter booktalks. Try out different techniques and see what comes most naturally and works the best for you.

3) Remember, you're not just promoting books. You're also promoting the library and its services. So tell the students about upcoming programs and recent programs you've held. Remind them you have DVDs and online resources that'll come in handy when they're doing homework or searching for colleges or need to practice taking the SAT. Just try to do it in an interesting way.

4) You can find booktalks online. [Scholastic](#) and [Random House](#) offer booktalks on their sites. [Nancy Keane's Booktalks Quick and Simple](#) has tons of booktalks, sometimes two or more talks for one book. I find the sites useful, because though I almost always write my own booktalks (usually months after I first read the book, because I can never force myself to write a booktalk right after I've read a book that would be great for booktalking. Instead, I wait until I'm asked to go booktalking, start freaking out and after looking at the booktalks I've already written, go to my shelves to find newer books to supplement the ones I know I can do effectively, and start writing. But I don't recommend this method), I sometimes find it hard to find that initial flash of inspiration. The booktalks I end up writing may look nothing like the ones I found online, but just seeing the different approaches others have taken is often enough to get my creative juices flowing.

Other handy links:

<http://www.motherreader.com/2006/06/book-hooks.html>

<http://www.motherreader.com/2007/10/teen-booktalking.html>

<http://www.motherreader.com/2006/03/extreme-booktalking.html>

Gayle's Booktalking Tips:

1) Have fun! In most cases you are in the classroom during some lull in standardized testing so make the most of it. The students will be receptive if you are enthusiastic.

2) Interact! I've found the quickest way to engage a class is to ask them questions. It doesn't hurt if you share a little about yourself too. It gives you more credibility and makes you more real when you personalize booktalks. Of course, don't personalize too much, you are a professional so conduct yourself in a professional manner.


3) Choose Books You Like! If you've been reading about booktalking, you've no doubt heard this tip numerous times. And I can't stress too much how important this is. It's hard to booktalk a book you feel indifferent about. In direct contrast it's easy to gush about a book you love.

4) Practice, practice, practice! You don't need to memorize, but practice makes perfect. Try to practice on a forgiving audience to see if your booktalk makes sense.

5) Variety is the Spice of Life! Even if your reading preferences are very specific try to step out of your reading comfort zone for the sake of booktalking. Non-Fiction books are easier than you think to booktalk—many of them sell themselves with their quirky content. Books from different genres appeal to different sorts of readers. And hey if you're a big chick-lit fan and love a science fiction book, it gives it that much more credibility that you think it's a winner.

6) Keep it Simple Smarty! Don't try to over-explain a plot or a book. Keep it simple and it'll be smooth sailing.

7) Be Flexible. (No exclamation point here.) It's important to be flexible because schedules change, people get sick, memories are faulty, and there are some things in life you can't control so roll with the punches.

 **Read a lot!** The more you read, the more you have to booktalk. If you don't find that this is the case, try reading something different.

9) Smile! A smile makes you more approachable and breaks down a lot of barriers.

10) There's always room for improvement! If you can learn from your mistakes then you'll be that much better than next time. Remember to project your voice and speak clearly. One of my biggest challenges is to slow down. I tend to speak very quickly and I'm constantly struggling to slow down.



Great Ideas to Promote Reading

- Recommended Reads by members of the staff—have their photos and book choices displayed and have all recommended books available in the library.
- Display photos of members of the staff reading their favorite book or their favorite book from their childhood.
- Display new titles—the best way is to have the books on display and give readers the choice of the new books.
- Display books with book reviews by students.
- Get kids to suggest/request titles. Offer to get the book on the condition that they review it for display.
- Share enthusiasm about books—talk about them.
- Be an example. Let the students see you as a positive example of reading. If families with children visit your home, let the kids browse your book collection. Never lecture or force kids to read—just let them see your enthusiasm and catch the reading bug!
- Start a lending library. Offer to let students borrow the books in your collection.
- Give books as gifts. Instead of giving toys, consider giving books to the children in your life.



Position Statement on the Value of Independent Reading in the School Library Media Program

In an information age, literacy demands not only the ability to read and write, but also the ability to process information and communicate effectively. Research suggests that reading proficiency increases with the amount of time spent reading voluntarily. Unfortunately, independent reading is often a casualty in our fast paced, media-oriented society. Today's students know how to read but have little or no interest in doing so. They have failed to catch the love of reading; therefore, they choose not to read.

The adoption of Goals 2000 has made literacy an issue of national importance; therefore, a primary goal of the school library media program must be to create life-long readers. It is imperative that school library media specialists work with teachers and parents to find ways to instill in students the joy of reading while helping them build the reading habit.

To become life-long readers, students must have . . .

- access to current, quality, high interest, and extensive collections of books and other print materials in their library media centers, classrooms, and public libraries;
- contact with adults who read regularly and widely and who serve as positive reading role models;
- certified school library media specialists and classroom teachers who demonstrate their enthusiasm for reading by reading aloud and booktalking;
- time during the school day dedicated to reading for pleasure, information, and exploration;
- opportunities specifically designed to engage young people in reading;
- schools that create an environment where independent reading is valued, promoted, and encouraged; and
- opportunities that involve care givers, parents and other family members in reading.

The man who does not read good books has no advantage over the man who cannot read them.

Mark Twain

(adopted June 1994; revised July 1999)



Library Media Centers

Reading Promotion Ideas

Submitted by Missouri Library Media Specialists

GRADE	PROMOTION IDEA
3	KC3 Books
1-2	Show Me Books
3-4	Authors' Birthday Drawing
3-4	KC Win Reading Challenge
	Buy 20 copies of every Mark Twain Award book on next year's list -- must be printed in paperback. Take these to each classroom the last week of school -- students can check out for summer reading. Talk about using public library over the summer. Take any books left to the public library -- they keep the books in a separate place for checkout.
4-8	Pick the books up the first week of school and send reminders to students who need to return their books. Lost a few books but very few.
5-12	Discussion of theme, requirements and rewards of the Ozark Regional Library's summer reading program.
ALL	Barnes and Noble Reading Charts -- complete the chart - get free book
ALL	Local business coupons / money for reward
HS	"READ" posters made in-house -- photographs of faculty members holding their favorite book with READ on the posters -- assistance from the business department -- frame them all over the library. Students are now asking to be pictured on the READ posters.
HS	Book displays
HS	Bookmarks with the names of suggested titles
HS	Bronco Book Club -- meet monthly to discuss chosen title. Some sessions at school - some at local coffee house. Includes faculty
HS	Gateway Readers Award
HS	Outstanding Promotion of Reading Award -- given to several teachers each month and an annual award given at Honors assembly
HS	Outstanding August 12, 2008om each grade level -- each month)
HS	Poetry Contest twice during the school year -- prizes awarded and entries bound into book form to become part of the collection
HS	Read MAIL -- HS students are paired with collection education students. HS student selects book to read -- A party was held at the HS LMC at the beginning of the project for people to meet. Each pair read the same book with the college student taking the lead on guiding an email discussion of the book. At the end of a set amount of time, students met again. This party was held on the college campus. Could partner HS and JR students
HS	School Wide Reading List -- suggestions from classroom teachers -- teachers give credit for reading selections and participating in reading contests and activities
JR	2003 Katy Trail Ride -- sponsored by the Mo. Dept. of Conservation (235 miles in 5 days) -- librarian and spouse rode -- took pledges of # of pages for each mile she rode and then celebrated at the beginning of school.
JR	Book talks with milk and cookies before school
JR	Trivia contests (seasonal and tied to special weeks)
JR	Paperback book swap
JR	take digital pictures of students holding a book and then display it with their printed recommendation

- K-4 Caldecott Challenge
- K-4 Children's Book Week
- K-4 Kinder Klassics
- K-4 Missouri Building Blocks
- K-4 National Library Week
- K-4 Read Across America
- January and February -- library staff issues the Read Around the Library Challenge. -- ends early March -- challenge students to meet a goal or help us answer a question.
- K-5 Last year we asked, Who reads more, boys or girls? No prizes are awarded - emphasize the prize is knowing you participated and did your best -- other years - read more fiction or nonfiction? Can we read enough books to make a trail of titles around the library and down the hall to the office.
- K-6 1000 page summer reading challenge
- MS Banned book week
- MS Book Talks
- MS Current Events
- MS Library Week
- MS Teen Read Week
- Secondary Gateway Readers Award
- Secondary SSR in seminar classes -- 10 block schedule and one class in seminar. Students read the book of their choice the first 23 minutes of each seminar class.
- Secondary Study halls transformed into reading classes -- students must read books and receive a grade on the basis of how many book quizzes they successfully pass. Use Scholastic Reading Counts. Third year and successful. 443 students passed 3000 quizzes

Email: [Library Media Centers](#)

Phone: 573-526-4219

Last Revised: July 31, 2008



Book Report Ideas

91 Ways to Respond to a Book

<http://gretchenle.com/bookreports.html#anchor89424>

Book Float and Popcorn Bag Book Report

http://www.successlink.org/gti/lesson_unit-viewer.asp?lid=3566

Book report suggestions for upper elementary students, complete with assessment rubrics.

Book Report Alternative: Comic Strips and Cartoon Squares

http://readwritethink.org/lessons/lesson_view.asp?id=195

Includes planning sheet and rubric.

Book Report Wizard, presented by Corey Green

<http://www.coreygreen.com/bookreport.html>

Keys to success and an index of book report terms and questions.

Book Reports at pppst.com

<http://languagearts.pppst.com/bookreports.html>

Free presentation in PowerPoint format.

How to Write a Book Report

<http://www.infoplease.com/homework/wsbookreportelem.html>

Steps to follow in the introduction, body, and conclusion. This is for upper elementary, but there is another for middle/high school.

Just for Kids Who Love Books: A Website for Kids 8 to 14

<http://www.alanbrown.com>

Students can send and read messages about books. Site is administered by a retired school librarian.

Kathy Lee's Alternatives to Book Reports

<http://gretchenle.com/bkrpts1to100.html>

Nonfiction Book Report: Adding Interest and Relevance Through Choice

http://www.successlink.org/gti/lesson_unit-viewer.asp?lid=4005

Rationale, steps to implement, learning objectives, evaluation. Geared toward high school, but could be modified to elementary or middle school.

Pack Rat Book Reports

http://www.successlink.org/GTI/lesson_unit-viewer.asp?lid=4028

This can be done as an oral or written report. Students select items to display in the class “museum” that connect to the book they read.

Web English Teacher Book Report Ideas

<http://www.webenglishteacher.com/bookreports.html>

This website has links to a variety of alternatives to the traditional book report including:

- 10 Questions
- 20 Ways of Looking at the Book
- 91 Ways to Respond to Literature
- Alternatives to the Traditional Book Report
- Better Book Reports: 25 Ideas and Better Book Reports: 25 *More* Ideas
- Book Party: Creating Festivals to Honor Works of Literature
- Book Report Form
- Book Report Ideas
- Book Report Sandwich Station
- Book Reports for the Bored
- Books Alive!
- A Bookish Proposal
- Get Down and Book-ie!
- More Ideas Than You’ll Ever Use for Book Reports
- Multimedia Book Report Rubric
- Not Your Same Old Book Report
- Novel Appreciation
- Student Book Talk with a Student Created Book Jacket
- Three Books Project
- Twitter Book Reports?
- What Do You Need? A Google Meme Game
- Write a Book Review with Rodman Philbrick
- Writing an Approach Paper

MISSOURI ASSOCIATION OF SCHOOL LIBRARIANS

READER/SELECTOR AGREEMENT FORM

I, _____ representing (Please circle one) Children's Services Roundtable, College & University Instructors, IRA, MASL, Middle School Association, MNEA, Missouri State Library, MSTA, Missouri Assn. of Elementary Principals, Past Mark Twain Chair, PTO/PTA, Retired Teachers, Student Readers)

am willing to serve as a Reader/Selector for the 2010-2011 Mark Twain Award List of Nominees. I understand that I will receive the Reader/Selector list of approximately 35 titles by the middle of August 2009. I will return my rating sheet to the 2006-2007 Mark Twain Award Committee Chair by December 1, 2006.

Signature _____

Home Address: _____

City/State/Zip: _____

Work Address: _____

City/State/Zip: _____

Home Phone: _____ Work Phone: _____

E-Mail: _____

Fax: _____

I will be serving under Barbara Beattie, 2009-2010 Mark Twain Committee Chair

I was appointed by Rebecca Forbes, 2008-2009 Mark Twain Chair

Please return this form IMMEDIATELY to:

Rebecca Forbes

10508 Gibson Road

Bismarck, MO 63624

E-Mail: rforbes@westco.k12.mo.us