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10 Good Reasons to Read Aloud to Your Children – English

10 Good Reasons to Read Aloud to Your Children

- 1. When you hold children and give them attention, they know you love them.**
- 2. Reading to children will encourage them to become readers.**
- 3. Children’s books today are so good, they’re fun for adults too.**
- 4. Illustrations in children’s books rank with the best, giving children a life-long feeling for good art.**
- 5. Books are one way of passing on your values.**
- 6. Books will enable a child’s imagination to soar.**
- 7. Until children learn to read themselves, they will think you create magic.**
- 8. Reading together helps develop a child’s attention span.**
- 9. When you give children this gift, you create special memories that last a lifetime.**
- 10. Every teacher and librarian they ever encounter will thank you.**

Buffalo Public Schools’ Title I Parent Center

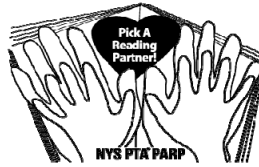
10 Good Reasons to Read Aloud to Your Children – Spanish

10 Razones Buenas Para Leer en Voz Alta a Sus Niños

1. Cuando tu tienes a los niños en tus brazos y les das atención, ellos saben que tu los amas.
2. Al leer a los niños, los estimularas a convertirse en lectores.
3. Los libros para niños de hoy son tan Buenos que son divertidos para los adultos también.
4. Las ilustraciones de los libros para niños están clasificados entre los mejores, lo cual les da a los niños un sentimiento duradero hacia el arte bueno.
5. Los libros son una manera de transmitir tus valores.
6. Los libros hacen posible que la imaginación de los niños vuele alto.
7. Hasta que los niños aprendan leer, ellos pensarán que tu creas magia.
8. Leer juntos ayudará a desarrollar los periodos de atención del niño.
9. Cuando tu les das a los niños este regalo, creas memorias que durarán toda la vida.
10. Cada Maestro y bibliotecario que ellos encuentren, te lo agradecerán.

Buffalo Public Schools' Title I Parent Center

100 Things a Child Can Read Other Than Books and Magazines



1. baseball cards
2. cereal boxes – other boxes
3. songs and song sheets
4. signs
5. brochures
6. posters
7. bulletin boards
8. recipes
9. comic strips
10. cue cards
11. seed packets
12. tags
13. newspapers
14. theater handbills
15. instructions for games
16. letters and notes
17. directions for building models
18. experience charts
19. calendars
20. gasoline pump
21. dashboard
22. license plates
23. food labels
24. billboards
25. menus
26. want ads
27. catalogs
28. record/cassette labels
29. clocks
30. thermometers
31. marquees
32. concert programs
33. graphs
34. card games
35. crossword puzzles
36. maps
37. fortune cookies
38. T-shirts
39. bumper stickers
40. word search puzzles
41. aisle markers
42. money
43. stamps
44. ads on TV
45. bill inserts
46. “occupant” mail
47. coupons
48. charge cards – social security cards
49. driver’s license/manual
50. view master
51. grocery lists
52. clues
53. book covers
54. shoe boxes
55. sugar packets
56. chalkboard
57. toothpaste
58. medicine bottles
59. pencils and pens
60. phone books
61. report cards
62. notebook covers
63. place mats
64. greeting cards
65. postcards
66. gum wrappers
67. paint cans
68. garden supply containers
69. candy wrappers
70. bubble gum comics
71. toy labels
72. canceled checks, deposit slips
73. “wanted” posters
74. wallpaper
75. dishes or glasses
76. tickets
77. movies and subtitles
78. parking meter
79. tattoos
80. scoreboards
81. posters
82. tombstones
83. horoscopes
84. road markers and historical signs
85. card catalog
86. reader’s guides
87. labels at museums, zoos, statues
88. vending machines
89. birthday cakes
90. fuses
91. patches
92. book lists
93. door signs
94. engravings
95. telephones
96. shelf paper and shower curtains
97. rules
98. calculators
99. road signs
100. legal documents (contracts)

Book Club

114th NPTA Annual Convention “Saving Lives One Leader at a Time” Workshop

**A Sample Activity for Conducting a “Real Life” Literacy Book Club:
A Strategy for Enhancing Urban School and Family PTA Engagement**

by

Dr. Karen B. McLean Dade

June 10 - 13th, 2010

Teaching Tool

Excerpts taken from the novel *Divine N Promise: A Difficult Journey* (Volume One of the *Divine N Promise* Book Series). *Divine N Promise* is a sequential six-volume series that speaks to cultural values, educational motivation, and social challenges facing young people. In this activity, teachers, parents/caregivers, community leaders are introduced to *DNP* excerpts and how to use “real life” literacy strategies within a book club format. Literacy is paramount to student success and community pride. Therefore, the formulation of “real life” adolescent literacy book clubs that collectively engage youth, teachers, families and community is advocated in this session.

Workshop Goals and Objectives

In this introductory workshop participant-leaders will experience hands-on activities that are used in the *Divine N Promise* School and Family Book Club Project. The purpose of this activity is to give examples on how to conduct a “real life” literacy book club. Understanding how this concept works will assist participant-leaders in advocating for “real life” literacy projects that motivate youth, schools/teachers and families to have collective and meaningful engagement.

Educational Goals and Objectives

To share creative learning techniques, increase motivation and appreciation for learning via reading, demonstrate the art of honing comprehension and vocabulary skills and heighten awareness of social responsibility, financial intelligence, conflict resolution and cultural identity development.

Methods Used for Instruction

Participants will read and perform excerpts of *Divine N Promise* and critically discuss social and financial literacy, conflict resolution, and cultural identity development. Activities will include reading, writing, readers' theatre and critical dialogue.

Section I (Will open with the Introduction by *Divine N Promise*)

Key Concepts:

- (a) **Social Responsibility**
- (b) **Financial Intelligence**

Excerpt (Chapter One: Teen Decisions Stay With You for Life)

Kareema breaks the news, "Clarence, I'm pregnant, and I cannot kill this life inside me. God, I just wish we could have waited. We are in our last year of school. What will we have to offer this baby? Ever since you shattered your ankle, the colleges have given up on giving you a scholarship. What about our plans for college, Clarence?" Clarence, still in a daze from the news, answers, "Kareema, right now I wish we had waited. But what's done is done. It's time for me to man up. We can still go to college." Not feeling as positive as Clarence, Kareema remarks, "Yeah Clarence, in between the two or three jobs we'll need to get with only a high school diploma and raising a little baby." Little did they know then that twins were on the way. Page 4

They decided to marry in her fourth month of pregnancy. The time flew by and already Clarence had to get a ride from his cousin Dashaun to the hospital. Dashaun talks the whole way to the hospital. He can't get over the swift changes in Clarence's life. He repeats again, "Yo man, I can't believe your woman had twins. That's two babies man! Here you are married, with two babies, working two jobs, going to community college, living with her parents in the projects, and you're only 19 years old. I got to give it to you. You're a better man than I am. I would have left town or something." Clarence answers, "Cuz, just be quiet and pull up your pants before we go into the room, her parents will go off with you saggin'. Anyway, I'm not all that. I'm scared as I don't know what, but hey, she didn't make the babies by herself. Besides, I promised her." Page 5

Section Discussion Points

1. Do you think Clarence and Kareema were ready for marriage and children? Why or why not?
2. What would be some possible benefits if they had waited?
3. How do you see Clarence and Kareema disproving some of the stereotypes of young black males and females?
4. Describe some of the sacrifices they had to make?
5. Do you think all cultures experience teen pregnancy? What is your assertion about this widespread phenomenon?

Excerpt (Chapter Two: A Hard Way to Learn the Value of Money)

"Remember when I asked how you would spend the money that was left on the table? You two said you would spend it on candy. Candy is sweet, but it rots your teeth and gives you fake energy. Why not put your money to better use?" I said, "Come on Dad, we're just kids. Kids like candy and buying other stuff that's fun!" Dad rubbed his chin and replied, "Hum, that is exactly what I'm talking about, acquiring money to buy stuff that is fun and that you really own. You see this apartment we live in? We don't own it. We pay rent to someone that owns it and all of the other apartments here. Each month, the owner collects everyone's rent. Okay, let's add and multiply. Come on, write this down, \$500.00 a month for rent x 200 renters = What? What does he earn?"

I was getting frustrated all ready and shouted, "Dad, we're in the third grade! We just learned our times table." Dad patted me on the back and encouraged me, "That is good Son, with that knowledge, you can figure out what the owner makes a month. How much is 5 x 2?" I answered proudly, "10." Dad moved

right along and said, "Alright, 500 has how many zeros?" Divine exclaimed, "2." Dad said, "Correct, Divine." He went on, "How many zeros does 200 have in it?" I jumped in before Divine could answer, "2," I said. Dad smiled as he told us, "You are both right! Now let's add those 4 zeros to that 10, like this." He took my notebook and added 4 Page 25

zeros to the right of my 10 and then he popped out of his seat and said, "Those numbers that you are looking at represent \$100,000.00. The owner of our apartment makes \$100,000.00 a month, and if you multiply that by 12 months, which is one year, the owner would have made one million two hundred thousand dollars in a year! If I had that kind of money I could buy houses and make money just like this owner does." Page 26

Section Discussion Points

1. Why do you think the author thought it important to include a family lesson on financial I.Q.?
2. Did you think that the twins could understand their parent's lesson at such a young age?
3. How does this excerpt apply to your personal financial outlook?

Section II

Key Concepts:

- (a) **Conflict Resolution**
- (b) **Cultural Identity Development**

Excerpt (Chapter Two)

As Divine and I were basking in the praise from our parents, the block seemed to change in an instant. The clouds got darker and heavier, and people seemed to be running for cover from the rain that was about to come down. But then, it wasn't the rain they were running from! All of a sudden these guys showed up from nowhere, running out from between the parked cars with hoodies covering their faces. They seemed to be coming straight towards us! And, with no time to run for cover, Dad took his long basketball arms and stretched them across me, Divine, and Mom. He was already protecting us from what he saw was about to happen. It seemed like a bad Page 45

dream to me, but in no time these thugs were right up in my Dad's face. They were talking all of this smack to our dad, and one bumped into him trying to start a fight. Dad pushed him off, but then another one was trying to jump Dad from behind. Mom, Divine and I pulled, punched, and kicked that one as Dad was fighting the other two. A fourth one came up as Dad yelled to Mommy, "Get back to the projects and get Dashaun and the rest of my cousins. Now!" We were all screaming and crying. Mom pulled us by our jackets and started to do as Dad said. Just as she turned us around, I looked back, trying to grab Dad to come with us, and that's when we saw the bullet go right through our daddy's head. As they were all on our dad trying to go through his pockets we all jumped back in. Daddy's blood was all over us. Another bullet went off and hit Divine. I can't remember much from there. Divine is going to have to tell you about the rest of that terrible day. Page 46

Section Discussion Points and Writer's Activity

1. This is an emotional section of the chapter. However, this is a real life scenario. How would you help a friend to work through this type of experience?
2. Crime like this is pervasive in our country. What action could we take as a community and a nation to address these violent issues? Write a letter addressed to all public officials and the community at large

about how you feel about this type of violence. If you are able, make suggestions for addressing the violence in our neighborhoods. Find a non-violent way to share your letter(s) with the public.

Excerpt (Chapter Five: Realizing the Bigger Picture: One Race-The Human Race)

I still couldn't get a hold of the fact I had a white stepfather. I did not view white people very positively. I remembered the last school I attended. My white teacher was always making comments about black boys being destined for prison. The principal of the school was just as bad, because when the teacher would send us to him for so-called misbehaving, he would always imply that being good in sports would not buy us a pass in the classroom. At that time, the school didn't have an athletic program. Most of us played sports and were involved in extra curricula activities, such as chess, the arts, math and reading clubs at our local community centers. Page 91

When I was a kid, my neighborhood was made up of many different cultures, and the kids got along with each other. However, when I went to college, the various cultures there seemed to be much more separated. I got along with everyone, but friends were always saying I had to choose. White friends didn't want me associating with blacks and Hispanics. Additionally, my Hispanic peers accepted me because I could speak Spanish, and blacks thought I was a "cool white boy." Both groups, however, always acted suspicious of me because they knew I had white friends as well. I had to hear prejudiced remarks from all sides, and it bothered me so much I eventually decided to choose a side. I chose to be closer to people of color because I had such a love for diversity and that made me feel I had more in common Page 93 with many cultural groups instead of just one. Page 94

Section Discussion Point

1. Have you had an experience where you found that you had a lot in common with someone that was different than you? If yes, explain.
2. How do you identify yourself and why?

Write a short letter to Divine and Promise about your reaction to their story. Include at least 5 words from the list below that have been taken from the excerpts on this handout.

stereotypes
assertion
phenomenon
acquiring
exclaimed
basking
scenario
pervasive
violence
positively
destined
athletic
cultures
prejudice
diversity
identify

Dear Divine and Promise,

Lined writing area consisting of 20 horizontal lines.

Signed

Activities Donated by KO Publishers (a subsidiary of MIDC)
www.culturallycreativeeducation.com

Book Swap

*The Woodward Parkway PTA and PTA Committee
invite you to participate in our
Give The Gift of Reading Activity*

**FOURTH AND FIFTH GRADERS ARE INVITED TO
PARTICIPATE IN A CLASSROOM BOOK SWAP**

**STUDENTS SHOULD BRING GENTLY USED BOOKS
TO THEIR CLASSROOM ANYTIME
BETWEEN DECEMBER 1 AND DECEMBER 16**

**BOOKS SHOULD BE PLACED IN THE PARP BOX LOCATED IN YOUR
CLASSROOM**

*******PLEASE PRINT YOUR NAME ON THE INSIDE COVER OF THE
DONATED BOOK*******

**THE GIVE THE GIFT OF READING BOOK SWAP WILL
TAKE PLACE ON FRIDAY, DECEMBER 17.
ON THAT DATE, YOU WILL BE INVITED
TO CHOOSE ONE BOOK
FROM THE PARP BOX.**

*HAPPY READING
The PARP Committee*



P.S. If you have more than one gently used book that you'd like to donate, please place it in the PARP box. Extra books will be donated to a reading program.

Bookmarks and Make a Book

Activities:

Children can create their own book, by writing a short story on the pages provided, then prepare a book cover with the construction paper, crayons, stickers and markers.

Children can create their own bookmark using construction paper strips and decorate them with the crayons, stickers and markers.

Both the bookmark and the book are taken home by the child.

Supplies:

Bookmarks

Construction paper, glue sticks, stickers, crayons, markers

Make a Book

Construction paper, 8 ½ X 11 White paper, printed with borders and lines, pencils, stickers

Where Do You Think AI Would Like to Live?

Activities:

Children will be read a short story regarding AI's travels, ending with AI stating that he is tired and wants to go home.

Children will pick either an identified continent on the map or make up their own continent (They can name it and put it on the map). They will put a star where they think AI will live after his journeys.

After they pick a spot and color the map, they will complete the questionnaire and then it will be stapled to their map.

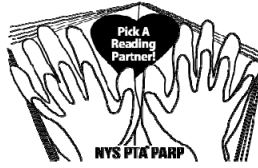
The finished maps and questionnaires will be displayed on the walls near their classrooms.

Supplies:

Maps of all the continents, with each continent's name written on them (so they can identify what continent they are assigned as a team member). Providing the names will also enable them to write the continent's name on the questionnaire, if they choose it for AI's home

Questionnaires, pencils, crayons, staplers (2-3)

Color Your World With Reading And Enjoy Some or All of These Special Activities



Discussion of the definition of a “rainbow.”

Recite poems and use a rainbow arc as a pictorial.

Library or Classroom: Read and enjoy books related to rainbows.

Have students write to authors who will answer their letters/emails.

Music or Classroom: Learn songs, i.e. “Somewhere Over the Rainbow” and others in the packet.

Art or Classroom: Experiment with color and mixing of colors. See the “Polar Bear” exercise and the “backwards watercolor” technique. Try making different colored hats, or ask the students to wear one color on a specific day and document the rainbow looks.

Round Robin to create a book. The PARP Committee will be happy to make reduced version for the students to take home.

Introduce a new PARP word each day and make a class dictionary/encyclopedia.

Students can make, write and then read a postcard to a friend.

Gym or Recess: Play games related to color, i.e. “Red Light, Green Light.”

Create a collage of the “Snack Notes” parents send to school.

Take digital photos of students in their “Read Me” attire.

Make Rainbow Jell-O.

Teachers can act out a PARP script that a fellow teacher from Central Islip wrote (to follow under separate cover).

Donate a Book Week

“Sea Life Through Reading” Pick A Reading Partner



Dear Parents,

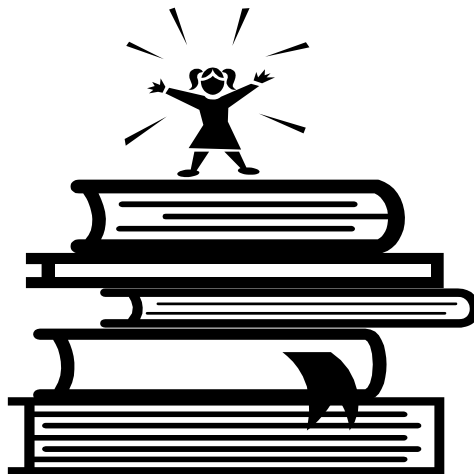
During the week of January 19-23 ____, the ____ PARP Committee is requesting that children donate gently used books to assist us in our “Book Swap Grab Bag” which will be held on Friday, January 30, ____ immediately following our “Midnight Cruise Through a Book” in the School #5 Cafeteria. All children are encouraged to participate in these events; however, participation is not required.

We ask that all books be placed in a bag labeled with the grade level of the book as well as whether it is appropriate for a boy, girl or both. The bags will be placed on a table in the cafeteria for the children to select during our PARP event.

If your child does not wish to attend the “Book Swap Grab Bag,” we still encourage you to donate a book so that other children can benefit from your generosity. Any excess amount of books donated will be given to the School #5 Book Worm.

Thank you for your cooperation,

The PARP Committee





Don't Be a Turkey...Read!

BIRDS OF A FEATHER READ TOGETHER

DON'T BE A TURKEY...READ!

PARP is proud to present a Thanksgiving-themed reading activity. This activity will begin on November 1 and run until November 24.

Attached you will find 24 feathers. For each day your child reads, please have him/her cut out one feather, color it and bring it to school.

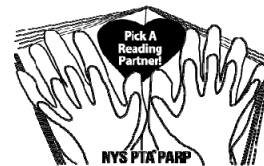
Turkeys will be hung outside each classroom. Your child's teacher has been asked to allow the children to attach their "reading" feathers to the turkey's tail.

The class with the most feathers on their turkey, at the end of the activity, will receive a class party.

With your help, we look forward to a successful and fun activity for our children.

Sincerely,

THE PARP COMMITTEE



PARP

“Grab a Book Today, Read Across the USA”



Activity Guide Summary:

3/06 Pre-PARP Program – Uncle Sam Visits Stratford Road

Children will meet Uncle Sam at lunch and receive a special gift to bring home.

3/10 PARP Kickoff – Assembly Program

Children will attend an assembly program by the Brothers Grinn, an improvisational theater group.

3/10 – 3/14 Luggage

Each day, for every 15 minutes or more that your child reads, we are asking each student to color and bring in one piece of “luggage” from the PARP package to display on our USA bulletin board.

3/10 – 3/14 Red Rover Trivia Game

Learning is fun! During the physical education period, the children will be playing Red Rover and answering trivia questions about the United States.

3/10 State Coloring Page

Help decorate our lunchroom during PARP week! Please have your child color and return the page to school.

3/11 My Favorite Vacation

Each child can write and draw about their favorite vacation in the USA. Vacation stories will be displayed on the PARP bulletin board; see activity sheet for details.

3/12 Guest Reader Day

During this annual event we invite guests from all walks of life to visit the individual classrooms and read to our students. The guest reader explains to the students the importance of reading in their chosen profession.

3/12 Principal’s Challenge

We need your child’s ideas for the principal’s challenge. Our principal will perform 3 challenges; see activity sheet for details.

3/14 U.S. Trivia Game – final PARP program

The children will play “When in the USA is our Principal _____” during lunch.

**“SEA LIFE THROUGH READING”
PARP**

Guess the Amount of Goldfish Contest

Dear Parents:

As part of this year’s PARP program, we have included several contests and incentives to show the students at School #5 that reading is not only educational but **FUN** too!

Beginning Monday, January 26 ____, there will be a container in the school lobby near the PARP bulletin board which is filled with Pepperidge Farm Goldfish crackers. After each student has read a minimum of 60 minutes during participation in the PARP program, they will earn a chance to guess the amount of goldfish in the container.

Once your child has read 60 minutes or more, please complete the attached entry form indicating your child’s guess of how many fish are in the bowl. Once all of the entries have been received, the child who has guessed the closest to the actual number of fish will win the bowl to either share with their classmates or bring home as a family snack. Thanks for your cooperation and participation.

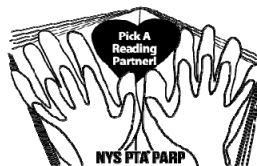
The PARP Committee

My child _____ has read in excess of 60 minutes in participation of the _____ PARP program. I therefore give permission for him/her to participate in the “Guess the Amount of Goldfish” contest and understand that as a participant he/she has the opportunity to win the “fish bowl.”

Amount of Goldfish: _____

Parent Signature: _____ Date: _____

Child’s Teacher: _____ Grade: _____



PARP

“SEA LIFE THROUGH READING”

MadLibs Monday

Directions: Fill in all the spaces with the appropriate requested words. Once you have completed all the blanks, read the story with your parents, friends and family.

How to Survive Adrift at Sea

Whether you're a/an _____ boater or a seasoned _____, being
Adjective Occupation
on board a sinking boat can be _____. If your boat starts to _____,
Adjective Verb
try to stay _____ and keep your wits about you. Remain on board as long as
Adjective
possible – a rule of thumb is until the water is up your _____. Make sure you
Body Part
have a life _____ fastened securely around your _____.
Piece of Clothing Body Part
and step _____ into your life raft. Grab as many supplies as you can,
Adjective
most importantly, lots of fresh _____ for drinking; never drink sea water. Try to
A Liquid
keep your _____ as dry as possible and avoid getting _____,
Plural Noun Adjective
to ward off hypothermia. If you have access to any _____, try dangling them in
Sea Animal
the water to catch a/an _____ to eat. Most importantly, try to get rescued
Food
by shooting a signal _____ into the sky any time you see an/an
Noun
_____ or a/an _____.
Noun Noun

Mystery Trivia Challenge

Name _____ Grade/Class _____



Mystery Page 4

Due Thursday, January 27

Raffle prizes on Friday, January 28

**Thank you, Oceanside Public Library,
for supporting our School #2
PARP program!**

Mystery Trivia Challenge

Work with a friend or your adult partner...or research the answers while at the library! Hand in your mystery page even if you miss an answer!

1. What is the favorite food of Nate the Great? _____
2. What does Cam Jansen say when she needs to remember something? _____
3. What is Encyclopedia Brown's real first name? _____
4. Who wrote the Nancy Drew Mystery series? _____
5. What is the name of Sherlock Holmes' assistant? _____

Where's Cam?

Where did you spot Cam this week?

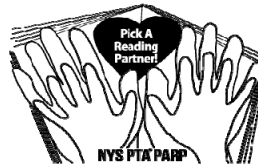
“Sea Life Through Reading” Newspaper Scavenger Hunt

Date

Dear Students:

As you are aware from reading your PARP Calendar of Events, today’s activity is a Newspaper Scavenger Hunt. We have included a list of things that you and your partner can look for in your local newspaper. See if you can find all the things on the list. Have FUN!

1. Find the tides table and look up high tide and low tide for today
2. Find the name of 3 sports teams whose name relates to the ocean (i.e. Miami Dolphins)
3. Read an article with the word “fish” in the title
4. Locate movie listings for 2 movies relating to water
5. Find an advertisement for a Cruise Vacation
6. Look in the Dining Out section guide for a Seaford Restaurant
7. Look in the Classified section for boats or fishing equipment for sale
8. Look in the Help Wanted section for a job relating to the sea
9. Find a comic strip that relates to the ocean
10. Find the word WATER at least 10 times throughout the newspaper



PARP Challenge Reward Date



**CONGRATULATIONS
A.P. WILLITS
PARP READERS**

You have reached your PARP Challenge Goal of
22,000 minutes of reading time
for each week of PARP.

Your total minutes of reading time are 97,500!!!

GET READY TO PLAY!

Please read the information below for your
PARP Challenge Date.

Please wear sneakers and get ready for an
Olympian Athletic Game

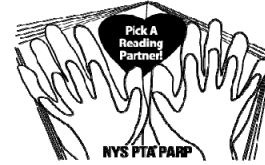
FACULTY VS. STUDENTS

Wednesday, March 24 – Grades 2 and 3

Thursday, March 25 – Grades K and 1

Monday, March 29 – Grades 4 and 5

PARP Program Theme Contest



ATTENTION FIFTH GRADERS

You and your classmates are invited to help the PARP (Pick A Reading Partner) committee come up with a theme for this year's PARP program. As you may remember, the past five years we have had the following themes:

- Reading is a Magic Trip
- Have a Ball – Read a Book
- Go for the Gold – Read
- BEAR (Be Excited About Reading)
- Be a “Knightly” Reader

With each theme, the committee was able to expand the program by having reading incentives (pencils, gummy bears, etc.) and displays outside each classroom (castles, shields, etc.) that related to that idea. All themes must be school appropriate for all grade levels. You may choose to enter a suggestion on your own or work with a “team” to come up with ideas. You, as fifth graders, have the opportunity to leave an everlasting mark on your younger classmates at Thomas Jefferson by coming up with a theme that will make reading exciting. We know with your help that we can have a very successful PARP program this year.

SUGGESTIONS FOR THE PARP PROGRAM:

If you have additional ideas for incentives or classroom displays, please note below (optional):

Name(s): _____

PARP Song

THE PARP PARTY'S STARTED

REFRAIN 2X:

PARP'S COMIN' UP, SO YOU BETTER GET YOUR READIN' STARTED
PARP'S COMIN' UP, SO YOU BETTER GET YOUR READIN' STARTED

GET YOUR READIN' STARTED, HERE AND NOW – TONIGHT
GO AND GRAB A PARTNER, PARP HAS ARRIVED
SENDING OUT THIS MESSAGE TO ALL OF OUR FRIENDS
READIN' WITH YOUR PARTNER – IT'S THE LIVIN' END
WE'VE GOT LOTS OF STYLE, BUT BOOKS ARE OUR THING
WE COULD READ FOR HOURS IF YOU KNOW WHAT WE MEAN

REFRAIN 2X:

PARP'S COMIN' UP, SO YOU BETTER GET YOUR READIN' STARTED
PARP'S COMIN' UP, SO YOU BETTER GET YOUR READIN' STARTED

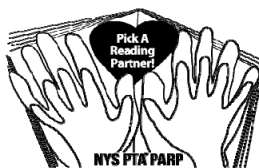
PUMPIN' UP YOUR READIN' – 15 MINUTES WILL DO
FIVE NIGHTS A WEEK, THAT'S ALL YOU NEED TO DO
(NAMES OF YOUR SCHOOL) 'S FREAKIN, IT'S COMIN' UP FAST
THE PARP PARTY'S HERE AND HEY, IT'S A BLAST
JUST PICK UP A BOOK, YOU KNOW IT'S NOT HARD
THEN YOU'LL BE A STUNNER: #1 SUPERSTAR

REFRAIN 2 X:

PARP'S COMIN' UP, SO YOU BETTER GET YOUR READIN' STARTED
PARP'S COMIN' UP, SO YOU BETTER GET YOUR READIN' STARTED

(BREAK/SOLO: GET YOUR READIN' STARTED)

DON'T FORGET YOUR CONTRACT, RETURN IT ON TIME
EVERYBODY'S CHILLIN', IT'S PARP PARTY TIME
PUMPIN' UP THE READIN' – STARTING TODAY
EVERYBODY'S READIN', CAUSE BOOKS ARE THE WAY
JUST 15 MINUTES – IT'S SO LITTLE TIME
MAKE THE PARP CONNECTION – CAUSE READIN'S SO FINE



PARP Symbol Contest



“Find a Friend in Books” Fourth and Fifth Grade Student Notice

The PTA Pick A Reading Partner (PARP) _____ Committee is sponsoring a PARP Symbol Design Contest for the fourth and fifth graders at Franklin Elementary. This winning symbol will be incorporated onto the PARP _____ letterhead used throughout the entire PARP program, which begins in January.

Our _____ theme is “Find a Friend in Books” and we are looking for a simple black & white drawing to symbolize our theme!

Symbol Design Requirements

Please draw in the box provided, but realize that the design will be reduced to approximately 1” X 2” for our PARP Letterhead. Turn in the entire sheet – do not cut out the box. Keep the drawing simple and black & white. Use a sharp marker, pen, or pencil. Include Name and Classroom on BACK of paper, in order to keep judging fair.

We encourage all fourth and fifth grade students to participate in this creative contest and help design our PARP symbol! Please turn in your entry to the Library by December 14th.

If you have any questions, please contact _____.

Thank you, The PARP Committee



PARP Word Search



What do these states have in common?

O N E V A D A V A J A A Z V A
 K S I Q M B I T M N T I J W I
 L S P Q K R O A A Q Y G U E N
 A T N P G S R I B X H R S S R
 H M B I E I D I A C W O O T O
 O C N N Z N F K L W U E M V F
 M I N O I N N K A T O G O I I
 A I N Q H Q F S H B W I N R L
 M A K S A L A D Y Q C I T G A
 N O R T H C A R O L I N A I C
 W S D O D K D K J I V C N N F
 D L Q L O U I S I A N A A I D
 Y R A T O K A D H T R O N A E
 U H A A K S A R B E N S Z I H
 P V X Q G F L O R I D A X S A

- | | |
|--------------|----------------|
| ALABAMA | ALASKA |
| ARIZONA | CALIFORNIA |
| FLORIDA | GEORGIA |
| INDIANA | IOWA |
| LOUISIANA | MINNESOTA |
| MONTANA | NEVADA |
| NEBRASKA | NORTH CAROLINA |
| NORTH DAKOTA | OKLAHOMA |
| PENNSYLVANIA | SOUTH DAKOTA |
| VIRGINIA | WEST VIRGINIA |

Read a Shirt Day



WOODWARD PARKWAY
PTA'S PARP
(Pick A Reading Partner)

Invite you to participate in

READ A SHIRT DAY



On Friday, December 20

*Show your school spirit and
support for PARP
by wearing a T-shirt with*

"Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way."

Orville Prescott, Author

Read-a-Thon Recommendation Sheet

Name _____

Class _____

School _____

Title of Book _____

Author _____

This book is rated: Not to be missed! Entertaining
 Enjoyable O.K. Boring

Recommendation: Should this book be bought for the school or library?
Why or why not? _____

Title of Book _____

Author _____

This book is rated: Not to be missed! Entertaining
 Enjoyable O.K. Boring

Recommendation: Should this book be bought for the school or library?
Why or why not? _____

Read Aloud, Gather a Crowd

Come join us at Albany Avenue on Thursday, February 27, at 7:00 p.m. as we kick-off our _____ PARP (Pick A Reading Partner) Program **BOOK AN ADVENTURE**.

Bring the family for an enjoyable evening as we celebrate reading. Our teachers will **Read Aloud and Gather a Crowd** as they bring all types of stories to life. Our Read Aloud Night will be comprised of two sessions:

Session 1	7:00 p.m. – 7:20 p.m.
Session 2	7:30 p.m. – 7:50 p.m.

You may select one adventure for each session. Please choose your adventures from the list below, ranking each one in the order of preference. (Mark your first choice with a 1, your second choice with a 2, etc.) Be sure to rank each adventure. Adventures will be booked as requests are received. Every attempt will be made to give you your top choices. However, due to space limitations, each adventure will only be able to accommodate 25 participants per session. You will receive your itinerary at check-in on February 27.

You can Book your Adventure now by completing the form below and returning it to the “PARP Read Aloud Night” box in the main lobby of the school no later than Tuesday, February 25.

PLEASE NOTE –

- Participation limited to school-aged children. Unfortunately, we cannot accommodate younger siblings.
- Participants can attend both sessions.
- Children must be accompanied on each adventure by an adult (with the exception of Book Bingo in the library). However, one adult may accompany more than one child to each adventure.
- There is a limit of 25 participants (children and adult) per adventure per session.
- Fill out one form for each child attending.

Please arrive 5-10 minutes early on Thursday, February 27 to check-in and pick up your itinerary. The first session starts promptly at 7:00 p.m.

If you have any questions, please contact: _____

PARP Read Aloud – Gather a Crowd Thursday, February 27 - 7:00 p.m.

Student's Name _____ will attend with _____
Grade/Room # _____ Name of adult accompanying child _____
Home Phone # _____ Total number of participants attending _____

Please select your adventures by ranking each one below in order of preference (mark first choice with a 1, second choice with a 2, etc.)

_____ Book An Adventure in Music	_____ Book An Adventure with Animals
_____ Book An Adventure in Fantasy	_____ Book An Adventure in Science Fiction
_____ Book An Adventure in Sports	_____ Book An Adventure in the Library
_____ Book An Adventure in ??? (mystery adventure)	

_____ Check here if adult listed above will be accompanying more than one child and attach all registration forms together before submitting.

Reading Crowd – Word Search
WOODWARD PARKWAY PARENT TEACHER ASSOCIATION



Dear Teachers:

PARP contract time is here again, so it's time for all of us to join Woodward Parkway's "reading crowd." So get set to "get loud" with us as we kick off this year's program with the PARP Word Search on Friday, January 21 on the bulletin board in the Main Lobby.

Here's a run-down on how the Word Search works:

Each class receives one letter for the PARP Word Search bulletin board, which is placed on the board by a student. Your class' letter is attached.

When you hear the announcement that the "search" is on – between 9:30 and 10 a.m. – please hold a special activity in your classroom to determine which student will go to the lobby with the letter. He/she will place the letter on the PARP Word Search bulletin board and try to guess this year's theme.

All students who bring down a letter – and try to guess this year's theme – will receive a prize. The type of classroom activity for selecting that student is up to you. Some suggestions: ask a question related to the day's lesson, the first correct answer "wins" the letter, or hold an in-class search and have the first student who finds the letter bring it down to the bulletin board.

So let's work together to make this year's PARP program a real crowd-pleaser! Get ready to "get loud" with our Word Search kick-off on Friday, January 21! Thank you in advance for your support and cooperation.

Sincerely,

The PARP Committee



Reading Power – Let it Flower Trivia Contest

WE NEED YOUR HELP

Soon we will be starting our Pick A Reading Partner Program. The theme is Reading Power – Let It Flower. We would like your help with the daily trivia questions. There will be two questions each day, one for grades Pre-K-2 and one for grades 3-6.

If you would like to submit a trivia question about gardens (flowers, plants or anything found in a garden) please fill in the information below and return it to _____ in the library by **Wednesday, March 13**.

For example:

Question: What do you call the brightly colored part of the flower that attracts insects?

Answer: The petal

If your trivia question is chosen, you will be able to read it over the PA system after the morning announcements!

Question: _____

Answer: _____

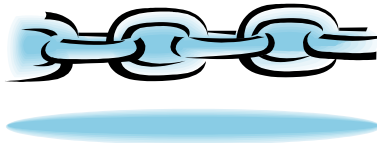
Grade Level (Pre-K-2 or 3-6): _____

Name: _____

Grade/Teacher: _____



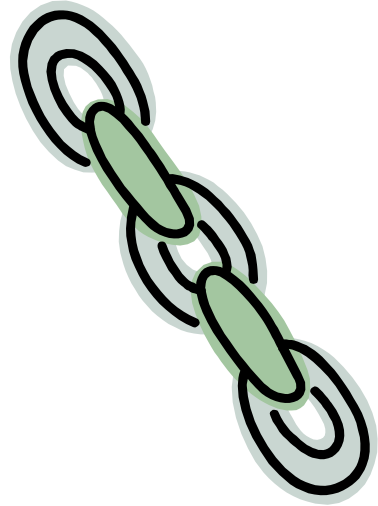
The Reading Chain



Incentive Award

For six weeks (or so), encourage your students to complete a “link” for each book they read. Have them write their names and the names of each book and author on an 8 1/2 by 1 inch strip of construction paper. Each strip is circled into a link and stapled or glued as all students attach their links together to make a chain. The chain grows in length on the wall or a class bulletin board as the six weeks progress.












At the end of the time period, all chains from the classroom (and other classrooms in the school and/or the district) can be attached to form a giant reading chain and displayed at a PTA meeting, an open house, a board meeting, or other important event!



Reward your students with a special day, such as the one suggested below!

Celebrate Reading Day!

Help to create a school-wide day where the focus is the celebration of reading. Here are some ideas:

-  Invite an author to speak or read/recite poems.
-  Have a book exchange.
-  Arrange a young authors’ showcase of books written and published by your school or class members.
-  Invite the principal to read a favorite selection.
-  Select a part from a favorite book to perform.
-  Make books.
-  Read stories to younger children.
-  List the names of favorite books.
-  Write or speak about why reading is important to you.
-  Create lists of books that haven’t been written, but you would read because of the title.
-  Read!

Be sure to publicize the event. The community will appreciate positive news about education!

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#353 Literature Activities for Reluctant Readers