

WHAT'S NEW AT OSU?



Book Club for Boys: Motivating Readers with Good Books & Good Times

Keeping Children interested in reading through the summer months can be a challenge for busy families!

Welcome to the first 2009 edition of the *What's New at OSU* newsletter that is published approximately 6 times a year with ideas about reading, writing, and children's books as well as updates on professional development offerings held at The Ohio State University.

In this issue, Tina Henry, Ohio State University Literacy Collaborative trainer, recently interviewed Shelly Schaub about her summer book club for boys, ages 8-10, that combined high interest books and summer fun. Shelly is also a trainer for our literacy projects and a parent of three boys. She worked with other parents for three years to develop a book club that motivated boys to read as well as prepare them for school in the fall.

In this interview, Shelly describes how she developed a summer book club and suggests books that tie in with games and activities.



TINA: How did you get the summer book club started?

SHELLY: About three years ago, I invited a few parents and their sons to join my son and my family to form a book club for boys. That first summer, we tried to motivate the boys to read, write, and talk about books. The first book the boys read was *Baseball Saved Us* by Ken Mochizuki. The children responded to their reading by writing in dialogue journals with their parents. At the book club meeting, the parents and children met to talk about the book and have a cookout with baseball foods, like hot dogs and Cracker Jacks®. Even though the book club helped the children keep up with reading and writing and they enjoyed coming together, it was too "school-like."

TINA: What changes did you make in the next summer book club?

SHELLY: The summer book club needed to be more easy-going. I tried to think about how we could relate good books to some of the activities our families would be doing in the summer. The other parents and I thought about our children's interests and searched for titles of books that would make regular summer events more meaningful. We looked for titles on various websites, like Al Roker's Book Club for Kids, and asked our local librarian for suggestions and book lists. We chose four titles that we matched with typical summer activities. We added games, prizes, and e-mail quizzes to round out the excitement.

TINA: What were the book selections and activities?

SHELLY:

The Summer Book Club kick-off was a pot-luck picnic for the families on June 15 at my house. The boys were going into fourth grade in the fall and needed books that were not too challenging yet exciting enough to keep them reading.

"Inspiring Innovation in Learning and Living"

Each boy got the first book, *The Kingdom Keepers*, which was royally presented in a gift bag. The Kingdom Keepers is about a group of children that live in Walt Disney World® and follow clues to solve a mystery. I did a book talk to stimulate everyone’s interest, and directed the boys to follow a reading schedule so that they would all finish the book by the deadline, June 29. The boys were excited to read their books and looked forward to meeting again. Before the next book club meeting, the boys received clues for a scavenger hunt, like the characters did in the book. They brought their clues to the meeting at a local family restaurant and put them all together to solve a riddle. The riddle was a clue to the title of their next book. They were instructed to go to a pet supply store nearby to get the next book club selection, *Marley: A Dog Like No Other*. While at the store, they heard a short presentation by one of the employees about obedience training for dogs. After about two weeks, the families met at a pizza shop for supper and a quiz game about the book.

By this time, each boy was hooked on reading. They voluntarily read each day, even taking their books to the pool to read between swims. If a book happened to be too difficult for a child, the parent read sections aloud to him. This proved to be a pleasant surprise for some of the mothers and fathers. They hadn’t realized how much they and their pre-teen sons appreciated the special time of sharing a story together.

The third book for the summer was *The Lightning Thief* by Rick Riordan. It was the most difficult book that summer, but it was the most favorite. Some of the boys read the other books in the series. One mother said, “It was the only series my son

has ever read!” To encourage the boys even more, I sent e-mail every few evenings asking questions about the story. The first child responding to the question correctly won a small prize. They were on the alert, reading the book and then watching their e-mail for the questions. At a family cookout at a park, they received the last book for the summer, *My Side of the Mountain*. It was August by this time, and the boys were getting back into sports. Looking back, I think just three books for the summer is ideal. We didn’t have time for the fourth one even though it is a good story that could be linked to camping and enjoying a bonfire.

TINA: What suggestions do you have for parents who want to start a summer book club?

SHELLY: First, start planning early; select books, invite families to join, and set dates for the meetings. Second, link the books to summer activities, like swimming, sports, camping, and outings to local places of interest. Books about baseball connect to attending baseball games. Animal stories lead to a trip to a zoo. Third, make it fun for the whole family. Be sure to send reminders to families of the events so everyone completes the readings. The goal is to make reading a part of life—what we do as a family. You may have to use some imagination to motivate young readers, but it is worth the effort, especially when school starts and the children still want to read their favorite authors.

Below are some ideas to consider for your summer book club, and after you plan one for the boys, start one for the girls, too! ■

Book	Theme	Activities for Book Club Meetings
<i>The Kingdom Keepers</i> , by Ridley Pearson	Theme park	Scavenger hunt, trip to theme park
<i>Marley: A Dog Like No Other</i> , by John Grogan	Dogs	Visit a pet store or pet supply store, bring your dog to party
<i>The Lightning Thief</i> , by Rick Riordan	Greek mythology	Picnic, skits from scenes in book
<i>My Side of the Mountain</i> , by Jean Craighead George	Camping	Sleep-over in tent, bonfire, state park activities, hiking
<i>The Cay</i> , by Theodore Taylor	Survival, sharks	Zoo trip to see sharks and other sea-life, swimming, fishing
<i>Kensuke’s Kingdom</i> , by Michael Morpurgo	Survival	Fishing, trip to cave or cavern, beach
<i>Phineas L. MacGuire Erupts!</i> , by Frances O’Roark Dowell	Science experiments	Trip to science museum, science experiments
<i>The Aurora County All-Stars</i> , by Deborah Wiles	Baseball	Baseball game
<i>Peter and the Starcatcher</i> , by Dave Barry and Ridley Pearson	Pirates	Treasure hunt
<i>Al Capone Does My Shirts</i> , by Gennifer Choldenko	History of Alcatraz	Quiz about book, beach, swimming
<i>RedWall</i> , by Brian Jacques	Castles	Picnic at park, walk in the woods

IMPORTANT ANNOUNCEMENT!

American Recovery & Reinvestment Act (ARRA), 2009:

The U.S. Education Department is distributing \$44 Billion in Stimulus Funds in the next 30-45 days with another \$49 billion to be available within 6 months. *This is an exciting time for educators!* Use your funds to drive “crucial education improvements, reforms, and results for students.”

The American Recovery and Reinvestment Act (ARRA) funds must be used **to improve student achievement**. U.S. Secretary of Education Arne Duncan stated, “These are one-time funds, and state and school officials need to find the best way to stretch every dollar and spend the money in ways that protect and support children without carrying continuing costs. Our goals are to save jobs and improve education. Today’s guidelines show exactly how we can do both—balancing the need for a speedy release of funds with the need for aggressive and thoughtful school improvements and reform to improve results for our children.”

Click here to learn more about **Research-Based Literacy Initiatives** at **The Ohio State University**. Invest your Stimulus Dollars **NOW** for Long-term Gains!

If you have additional questions regarding our Professional Development, please contact Sonny Whitehead at 614-688-4977 or sonny@rrel.org.



Upcoming Professional Development Opportunities at Ohio State

Click on any of the professional development titles that follow for details and registration information.

Literacy Collaborative

Literacy Collaborative is a comprehensive school reform project designed to improve the reading, writing, and language skills of elementary children.

Principals’ Academy I

October 6-7, 2009 & December 2-3, 2009

Study the key role of the principal, how children learn to read and write, ways to support the literacy coordinator, how to quickly appraise the classroom environment, and how to increase student achievement.

Principals’ Academy II

March 3-4, 2010

Advanced study that explores becoming a learning leader, coaching, Response to Intervention, the reading and writing process, and self-identified needs.

Literacy Academies

Leveled Literacy Intervention (LLI)

Learn to accelerate achievement for low-achieving students. Participants will learn to use the Fountas and Pinnell *Leveled Literacy Intervention* materials. These academies will focus on a new professional book by Fountas and Pinnell, *When Readers Struggle: Teaching that Works*.

K-3 Participants will learn to use levels A to N. *July 29-31, 2009 & September 21-23, 2009 OR October 14-16, 2009 & November 11-13, 2009*

3-6 Participants will learn to use levels C to N, and how to extend learning for older students.

April 15-17, 2009 & May 13-15, 2009 OR September 9-11, 2009 & October 7-9, 2009

Assessment-to-Instruction

June 16-18, 2009

Learn how to analyze and interpret assessment data to inform instructional planning.

Summer Institutes

Comprehensive Literacy Framework

(begin your K-6 Literacy Professional Development here!)

July 14-16, 2009

Three days of intensive study to prepare educators to improve K-6 reading achievement. Instructional contexts include: interactive read aloud, guided reading, reading workshop, and writing about reading. School/district administrators are encouraged to attend with their literacy team.

The Continuum of Literacy Learning

These institutes (appropriate for teachers K-5) will help participants understand and use *The Continuum of Literacy Learning, K-8: A Guide for Teaching* as a bridge between assessment and effective literacy instruction across contexts. Participants will be introduced to the continuum and do “hands on” work to plan for teaching.

Reading *August 3-4, 2009*

Writing *August 4-5, 2009*

One-Day Seminars

When Readers Struggle led by author Gay Su Pinnell

May 1, 2009

The seminar will focus on sections of the new publication *When Readers Struggle: Teaching that Works*. The presenter will use video examples of instruction at levels A through L.

Can’t travel to us? We’ll come to you!

All scheduled sessions above are at The Ohio State University. On-site professional development is also available.

For more information about on-site professional development in your district, please contact Dr. Sonny Whitehead (sonny@rrel.org or 614-688-4977).



KEEP BOOKS is a research-based program that addresses the need for inexpensive but appropriate books in the home (as little as 25 cents per book). KEEP BOOKS are written and developed by educators at The Ohio State University. Click on the links below for more information.

KEEP BOOKS Sets: Check out the wide range of sets for pre-K through grade 2.

DID YOU KNOW?!

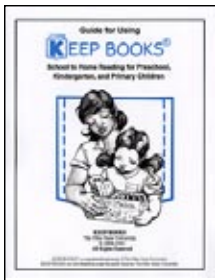
KEEP BOOKS offers oodles of FREE online resources like:



Funding Guide: This booklet provides specific suggestions for seeking funds to support a KEEP BOOKS program. Read how you can receive help in getting KEEP BOOKS into the hands of your students.

“When you seek funds for KEEP BOOKS, you are advocating for your students and their literacy learning.”

Gay Su Pinnell,
The Ohio State University



Guide for Using KEEP BOOKS: Get the MOST out of using KEEP BOOKS! Download the *Guide for Using KEEP BOOKS* and receive valuable information from literacy experts at The Ohio State University that established, developed, and tested KEEP BOOKS incorporating their countless years of education and hands-on experience working with, and studying the learning processes of children.



Parent Guides: Use KEEP BOOKS to create positive communications with parents and caregivers. Give each child a downloadable guide with his/her KEEP BOOKS to help extend the joy of learning to read to the home. Parents will discover easy ways to experience reading with their child while making the process fun!



All guides include writing activities using **My Own KEEP BOOKS** as well.

KEEP BOOKS offers ways to:

Get your set FREE



KB Buddy Offer*: Teachers who currently use KEEP BOOKS are best at explaining their use and educational value. We offer you the opportunity to earn FREE sets of KEEP BOOKS for your classroom or school by becoming a KEEP BOOKS Buddy!

Please talk to your colleagues in grades K, 1, and 2 about the many benefits you have seen when using KEEP BOOKS in your classroom.

Get books for as little as 25¢

Buying in Bundles*: Ordering in bundles makes it easy. Check out our bundles packages at various reading levels.

- Preschool and Kindergarten Bundle Levels A-B/1-2
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- First Grade Bundle Levels E-H/7-14
- Late First Grade & Second Grade Bundle Levels E-L/7-20

*No substitutions or partial returns will be permitted on bundle purchases. Cannot be used in conjunction with KEEP BOOKS Buddy Offer.

And other KEEP BOOKS information such as:



KEEP BOOK Research: KEEP BOOKS is a research-based program. The study below, *Studying a Kindergarten School-Home Literacy Project: Questions of Classroom Use and Student Response*, documents teachers' use of and student responses to KEEP BOOKS. Click to read the full text article.

Gibson, S. A., & Scharer, P. L. (2007). *Studying a Kindergarten School-Home Literacy Project: Questions of classroom use and student response.* *Literacy Teaching and Learning*, 11 (2), 33-47.

Letter from Gay Su Pinnell:
Professor Emerita, The Ohio State University

Teacher and Parent Comments: Discover what teachers and parents are saying about KEEP BOOKS.

Frequently Asked Questions: Have a question? Read the answers to our most common inquiries.