

Read Around the World!



*A **Reading Promotion/Library Programming Project***

by

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SLIB 530

Read Around the World!

- ❖ **Goal for program:** The goal of this program is to support our school's objectives for students to understand the importance of literacy, to strengthen literacy development, and to promote an overall community of respect. With this program, we also seek to heighten students' awareness of and appreciation for cultures other than their own, thus fostering global acceptance and courtesy.
- ❖ **Objectives:**
 - By April 24th, at least 50% of the students in grades 6-8 will have participated in the reading program to some degree (having had their passport stamped at least one time).
 - By April 24th, at least 30% of the students in grades 6-8 will have read at least one book/one passport stamp per region.
- ❖ **Strategies:**
 - Expand the library catalog to include current content-related books.
 - Use book talks to promote titles from the program's regional suggestions lists.
 - Create a short promotional video to be shared with all students and staff at the onset of the program.
 - Create and display promotional posters throughout the school (hallways, bathrooms, etc.).
 - Create and display class FAQ and suggested titles posters.
 - Regularly distribute rewards to students to recognize and encourage participation.
 - Keep data on student participation.
- ❖ **What will your reading promotion program involve? Describe it.**
 - The "Read Around the World" program will kick off with a school-wide reading rally on January 6th, during which a special explanatory video will be shown. The video will outline the program, describing the procedures, the passports, and rewards for participation. Students are to choose and read books in which the majority of the setting is in another region of the world. Suggestion lists of books that could be used will be posted within classrooms. To complete the passports, students will need to include the title, author, and a one sentence summary for each book read. Students can then have their passports checked/stamped during class visits to the library and/or during other times of the day when they are free to visit the library. Book talks will be given by the librarian regularly (during class library visits) as a way to highlight and promote books from the "suggestions lists". Rewards will be given based on student participation.
 - Rewards will be evaluated and distributed on the following basis:
 - 1 stamp per region=1 No Homework Pass, 1 "Traveler's Treat" (a piece of candy)
 - 2 stamps per region=2 No Homework Passes, 2 "Traveler's Treats"

- 3 stamps per region=3 No Homework Passes, 3 “Traveler’s Treats”
 - 4 stamps per region (Totally filled passport)=4 No Homework Passes, 4 “Traveler’s Treats”, AND a chance to win a \$25 Barnes & Noble Gift Card
 - Class reward--The class with the most total stamps will be treated to an ice cream social (with all the fixings!).
- The librarian will keep data on the number of books read/passports completed throughout the program. At the end of the program, participants who have at least one stamp per region will be invited to a celebratory international feast in the library. Participating students and teachers will have the option to sign up to bring an international food to share. Library funds will be used to supplement the feast as needed.

❖ **Where will it take place?**

- Students will stop by the library at their convenience to have their passports stamped. Students can also have passports stamped when they check out books during library classes. Various events will occur in classrooms and in central meeting locations, e.g., gym/auditorium as needed.

❖ **When? Set up a timeline for implementation.**

- January 6th through April 24th is the timespan (80 days of school).
- January 6th--Reading Rally (w/ Video)
- Weekly Check-in (Library Classes).
- Weekly Data Review & Reward Distribution.
- April 24th--International Feast (for participants) and Ice Cream Social Winner(s) Announcement

❖ **Who will lead the program? Who will work to implement it?**

- The school librarian will take the lead on the program, creating materials for it and directing all activities.
- The school librarian will collaborate with 6th-8th grade faculty members and administration as appropriate for each facet of the program.

❖ **Who will participate in the program?**

- Any students in grades 6th-8th.

❖ **How will the program be implemented?**

- The program will kick off with a schoolwide “reading rally” on January 6, during which a short video will be shared; this video will describe the details of the program (including the requirements/procedures, passports, and rewards for participation).
- Classes will have weekly check-ins during their library classes. Students can have passports stamped at other convenient times as well.
- Data will be reviewed weekly and rewards will be distributed accordingly (on Fridays during the timespan).

- The feast will take place in the library during an extended lunch period on Friday, April 24th.
- All classes will be provided with the following:
 - Read-Around-the-World Passports for each student.
 - Classroom “FAQs” poster.
 - List of title suggestions (by region).
 - Copy of/link to kickoff video (via email).

❖ **Develop at least two communication/promotion tools to publicize your program.**

- Kickoff “reading rally” that includes a video to explain the program.
- Posters to display throughout the school (created in Canva).
- Google classroom dedicated to the program, wherein students can ask questions, find information, and even make recommendations for/reviews of titles.
- Bulletin Board (outside library) of World Map; students will be able to place pins upon the locations featured in the books they read.

❖ **How will your reading promotion program be evaluated?**

- Record (Google Doc) will be kept of the number of total completed passports.
- Google Doc/Sheet of class lists, including student names and number of books read/stamps received on passports.
- Google Form to be completed by students at completion of the program (to solicit and gather students’ impressions and suggestions for improvement).



Who Will You Visit & What Will You See in... Africa & the Middle East?

Stuck? Suggestions!

A Gift from Childhood--Baba Wagué Diakité (Nonfiction)

Our Stories, Our Songs: African Children Talk about AIDS--Deborah Ellis (Nonfiction)

If You Could Be Mine--Sara Farizan

A Girl Named Disaster--Nancy Farmer

The Night Diary--Veera Hiranandani

Facing the Lion: Growing Up Maasai on the African Savanna--Joseph Lemasolai-Lekuton (Nonfiction)

The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa--Patricia C. and Frederick McKissack (Nonfiction)

Nzingha, Warrior Queen of Matamba--Patricia McKissack

City Boy--Jan Michael

The Mzungu Boy--Meja Mwanga

Akata Witch--Nnedi Okorafor

Akata Warrior--Nnedi Okorafor

A Long Walk to Water--Linda Sue Park

The Red Pencil--Andrea Davis Pinkney

A Girl Called Problem--Katie Quirk

When Morning Comes--Arushi Raina

Words in the Dust--Trent Reedy (Nonfiction)

The Bitter Side of Sweet--Tara Sullivan

Walking Home--Eric Walters

I Am Malala--Malala Yousafzai and Patricia McCormick (Nonfiction)

Who Will You Visit & What Will You See in... The Americas?

Stuck? Suggestions!

The Head of the Saint--Socorro Acioli

Island Treasures--Alma Flor Ada (Nonfiction)

Jade and Iron: Latin American Tales from Two Cultures--Patricia Aldana (Nonfiction)

City of the Beasts--Isabell Allende

Caminar--Skila Brown

Hurricane Child--Kheryn Callender

Elijah of Buxton--Christopher Paul Curtis

The Only Road--Alexandra Diaz

Aztec, Inca, & Maya--Dorling Kindersley (Nonfiction)

The Ugly One--Leanne Statland Ellis

Enchanted Air--Margarita Engle (Nonfiction)

The Birchbark House--Louise Erdrich

You Wouldn't Want to Be an Inca Mummy--Colin Hynson (Nonfiction)

Journey to the River Sea--Eva Ibbotson

The Color of My Words--Lynn Joseph

A Fierce & Subtle Poison--Samantha Mabry

Popol Vuh: A Sacred Book of the Maya--Victor Montejo (Nonfiction)

Anne of Green Gables--L.M. Montgomery

North--Donna Jo Napoli

Red Glass--Laura Resau

The Dreamer--Pam Munoz Ryan

Funny Bones: Posada and His Day of the Dead Calaveras--Duncan Tona (Nonfiction)

Who Will You Visit & What Will You See in... Asia?

Stuck? Suggestions!

A Girl Named Faithful Plum--Richard Bernstein

Revolution is Not a Dinner Party--Ying Chang Compestine

The Breadwinner--Deborah Ellis

The Diary of Ma Yan--Pierre Haski, translation by Lisa Appignanesi (Nonfiction)

Sondok, Princess of the Moon and Stars--Sheri Holman

The Long Season of Rain--Helen Kim

Sword of the Samurai : Adventure Stories from Japan--Eric A. Kimmel

Listen, Slowly--Thanhha Lai

Kazunomiya : Prisoner of Heaven--Kathryn Lasky

Falling Star--Sungju Leen (Nonfiction)

Snow Falling in Spring--Moying Li (Nonfiction)

The Crystal Ribbon--Celeste Lim

Where the Mountain Meets the Moon--Grace Lin

Silk Umbrellas--Carolyn Marsden

The Kite Rider--Geraldine McCaughrean

The Girl-son--Anne E. Neuberger

The Song of the Whales--Uri Orlev

Bamboo People--Mitali Perkins

Boys Without Names--Kashmira Sheth

Tibet: Through the Red Box--Peter Sis (Nonfiction)

Sisters of the Sword--Maya Snow

Island's End--Padma Venkatraman

A Time to Dance--Padma Venkatraman

Blue Fingers : a Ninja's Tale--Cheryl Whitesel

Who Will You Visit & What Will You See in... Australia & The Pacific?

Stuck? Suggestions!

Does My Head Look Big in This?--Randa Abdel-Fattah

Kino and the King-- Jen Angeli

Kalpana's Dream--Judith Clarke
One Whole and Perfect Day--Judith Clarke

A Little Wanting Song--Cath Crowley

The 10 p.m. Question--Kate de Goldi

The Visconti House--Elsbeth Edgar

The Bone Sparrow--Zana Fraillon

Falling from Grace--Jane Godwin

The Categorical Universe of Candace McPhee--Barry Jonsberg
A Song Only I Can Hear--Barry Jonsberg

Catch a Falling Star--Meg McKinlay

The Slightly True Story of Cedar B. Hartley, Who Planned to Live an Unusual Life--Martine Murray

Middle School: Escape to Australia--James Patterson

Tales from Outer Suburbia--Shaun Tan

Who Will You Visit & What Will You See in... Europe?

Stuck? Suggestions!

The Night Gardener--Jonathan Auxier

The War That Saved My Life--Kimberly Brubaker

The War I Finally Won--Kimberly Brubaker

The Lacemaker & the Princess--Kimberly Brubaker Bradley

All the Light We Cannot See--Anthony Doerr

The London Eye Mystery--Siobhan Dowd

A Great & Terrible Beauty--Gemma Doyle

The Last Musketeer--Stuart Gibbs/ *Traitor's Chase*--Stuart Gibbs/ *Double Cross*--Stuart Gibbs

The Inquisitor's Tale--Adam Gidwitz/illus. Hatem Aly

The Librarian of Auschwitz--Antonio Iturbe

Almost Autumn--Marianne Kaurin

The Second Mrs. Gioconda--E.L. Konigsburg

Number the Stars--Lois Lowry

The Mad Wolf's Daughter--Diane Magras

My Own Revolution--Carolyn Marsden

The Apothecary--Maile Meloy

The Book of Boy--Catherine Gilbert Murdock

Castle Diary--Richard Platt

The Marvels--Brian Selznick

Beneath a Scarlet Sky--Mark Sullivan

Mary Poppins--P.L. Travers

Behind the Canvas--Alexander Vance

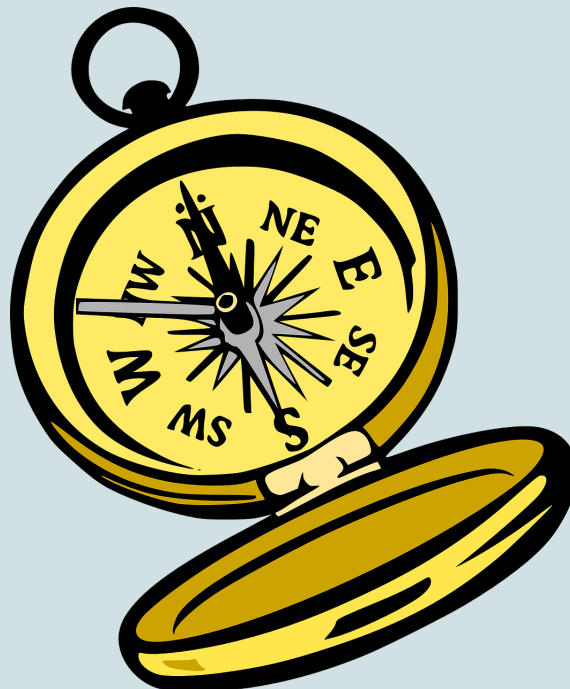
White Rose--Kip Wilson

Resources

Posters (Display, FAQs, Menu) are [here](#).

Passports are [here](#).

Video is [here](#).



FOR CENTRAL/LIBRARY BULLETIN BOARD:

TO PRINT--

**READ
AROUND**

THE WORLD

**IN 80
DAYS!**

WHERE

HAVE

YOU

BEEEN?

To Purchase (for bulletin board):



https://www.amazon.com/Outus-Tacks-Plastic-Steel-Pieces/dp/Bo1LX88MBN?ref=fsclp_pl_dp_14



<https://www.amazon.com/Maps-International-Giant-Mega-Map-Lamination/dp/BooJR9zY8Q>

