

# 2019 Sequoyah Book Awards

## Lessons & Activities



## Celebrating 60 Years of the Sequoyah Book Awards!

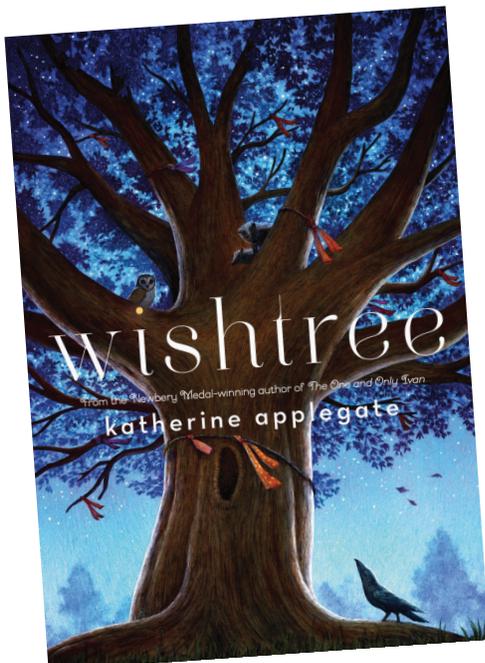
### Remembering the Past, Looking To the Future

The first Sequoyah Children's Book Award was given in April 1959 at Northwestern Oklahoma State College in Alva, making this the third oldest youth-choice literary award in the nation. To celebrate the 60th birthday of the award, this year's lesson plans will reflect the theme of "Remembering the Past, Looking to the Future" with activities that tie to history and/or STEAM.

### Day One: Children's Activity

Give your students a list of all of the books that have won the Sequoyah Children's Award since 1959. (Visit <https://tinyurl.com/ChildrensList> for the list.)

- Have each child ask their parents, grandparents, and other older relatives if they have read any of the books.
- Have the child ask a relative about one of the books the relative has read. What was the book about? What did the relative like about the book? Does the relative think the child would enjoy the book? Why?
- Have the child tell their relatives about a Sequoyah book he/she is reading right now.



### 2019 Children's Sequoyah Masterlist NIE Lesson Plan

#### **Wishtree** by Katherine Applegate

In this chapter book, Red is an ancient red oak who has seen it all. Each spring, people in the neighborhood write down their wishes on pieces of cloth and hang them from the tree's branches, giving Red a special place in the community. When the tree's owners decide to cut Red down, the tree reaches out to the animals and birds for help.

This lesson plan is designed for a third grade class but can be modified for older students.

## OAS Science Standard:

3-LS4-4 *Biological Unity and Diversity*

"Populations live in a variety of habitats, and change in those habitats affects the organisms living there. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change."

## OAS English Language Arts Standards:

This lesson plan addresses several standards within the OAS ELA Standards, especially in Speaking and Listening, Critical Reading and Writing, and Research.

## AASL National School Library Standards:

This lesson plan addresses several standards within the AASL Standards Framework for Learners, especially within the Shared Foundations of Inquire, Collaborate, Curate, and Explore. These standards are explained in the AASL publication *National School Library Standards for Learners, School Librarians, and School Libraries*. The frameworks may also be found on the Library Media page of the Oklahoma State Department of Education website ([sde.ok.gov](http://sde.ok.gov)).

## Introduction:

In Chapter 7 of *Wishtree*, Red says, "I'm not just a tree, by the way. I'm a home. A community."

Students will make a list of the different animals that make Red their home. They will then share their lists with the entire class.

Define *habitat* for students or assist them as they find the definition themselves. Discuss with students what the animals in *Wishtree* did when faced with a change to their habitat. Then, have students brainstorm other possible ways the animals may have dealt with their changing habitat.

**Main Activity:** (This activity is best taught in collaboration with the library media specialist. This activity can be completed over multiple days.)

- Ask students to solve this challenge: Choose one of the animals that makes Red its home. Work together in a small group to decide what other habitat besides Red could make a good home for this animal.
- Assist groups as they find information sources that help them describe an ideal habitat for their animal. Help them curate a list of information sources they use.
- Allow students to use the library's makerspace items to create a visual representation of their animal's habitat.
- Have students brainstorm possible questions others might ask about their animal's habitat (i.e. What will the animal eat? How will they stay safe?). Allow time for each group to practice their answers in their small groups.
- Students will complete a gallery walk to provide feedback on each group's work. Allow groups time to make changes based on the feedback they receive from their fellow classmates.

## Closure:

Invite other classes, parents, and/or administrators to view each group's habitat creation. Encourage the visitors to ask each group questions about the habitats.

## Recommended Resources

Copies of *Wishtree*

Oklahoma Digital Prairie Reference Resources ([digitalprairie.ok.gov](http://digitalprairie.ok.gov))

Various makerspace materials (cardboard, yarn, construction paper, glue, etc.)

*SymbalooEDU* or other online curation tools

[theteachertoolkit.com](http://theteachertoolkit.com) or other resources on how to conduct a gallery walk