



2016 Sequoyah Book Awards Lessons + Activities

It's Sequoyah Book Award Week!

It's Sequoyah Book Award Week! Find out how to get your students reading and involved in the third-oldest youth-choice literary award program in the nation. Your students can help determine the winners of the 2016 Sequoyah Book Award during voting next spring.



Visit bit.ly/1kC6na7 to find out more about this 56-year-old Oklahoma reading tradition.

Day One:

Focusing on the High School Masterlist of books for grades 9-12

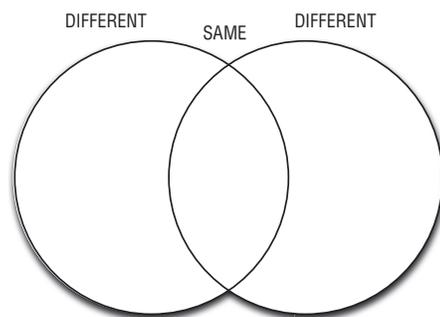
Compare and Contrast

Analyzing two individual books, and discussing their similarities and differences, can reveal new meanings to the readers. In this exercise, the students should select two Sequoyah book titles to read. (This could also be a classroom activity, where groups of students read the same two titles.)

When reading the first book, the students should take note of:

- **Genre, plot, and setting**
- **Qualities of the protagonists and antagonists**
- **Relationships, and the qualities of peripheral characters**
- **Major events and their effects on characters**
- **Nature of conflicts and their ultimate resolutions**

Venn Diagram



While reading the second title, the students should start recording the similarities and differences between the two works, ultimately producing a venn diagram for presentation to the classroom or teacher. In a venn diagram, each circle represents one of the books. Similarities between the books are listed where the circles intersect. Elements unique to a particular title are listed outside the intersection.

The results of the venn diagrams can prompt additional discussion:

- **What commonalities found in the two books are fairly universal in the world of literature, and which are unique to these two books?**
- **Imagine the protagonist of one book placed in the other book? How does the protagonist react to this new world? How would the protagonist be the same? How would he/she be different?**

Can You Judge a Book by its Cover? Or its Title?

Before reading one of their Sequoyah titles (and before reading the book jacket or back cover promotional copy), have students record their impressions of the book based on its cover images and its title:

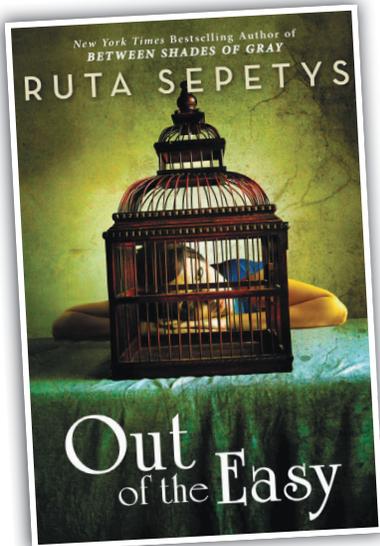
- **Are the cover and title persuasive enough to make you want to pick up the book and investigate? How so?**
- **What kinds of stories does the cover image and/or the title conjure?**
- **Does the cover and/or title make you think the protagonist could be male or female? Why?**
- **Does the cover or title lead you to believe the book fits into a particular genre? (Sci-fi, fantasy, romance, mystery, horror, slice of life, etc.)**

Once students read the book, consider some additional discussion questions:

- **Is the cover image a good representation of the book's contents? Is the title? If so, how? If not, why?**

Activity:

Have students create their own cover design and title for a Sequoyah book they have read. Have them describe their new cover, why they selected a particular design and title, and how it relates to the book.



Visit bit.ly/1LRZ6jb to download the annotated high school masterlist, reading certificates, and a smorgasbord of promotional materials and ideas for Sequoyah titles, including *Out of the Easy* by Ruta Sepetys.



2016 Sequoyah Book Awards Lessons + Activities

Day Two:

Focusing on the Intermediate Masterlist of books for grades 6-8



Visit bit.ly/1kC6na7 for background on this Oklahoma honor—the third oldest youth-choice literary award in the nation. You'll also find the masterlists, activities and promotional help to get your students reading and involved in selecting the next winning authors!

All the World's a Stage

Young people have a natural proclivity to “play act,” taking on characters, voices, and actions. Reader’s Theater is a great way to harness these natural talents while bringing a scene from a Sequoyah book title to life. It’s also a great way to engage middle schoolers in reading, as they begin to leave childhood behind and enter the world of teenage concerns.

Scholastic has numerous resources and information on the power of Reader’s Theater at: www.scholastic.com/teachers/unit/readers-theater-everything-you-need

Plus, it’s been the tradition of the Oklahoma Library Association’s Sequoyah committee to provide completed Reader’s Theater scripts for the majority of titles on the annual Intermediate Masterlist. Check ‘em out and download ‘em at bit.ly/1LRZ6jb

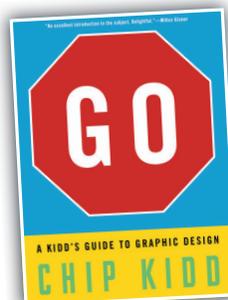
Extra Credit

Once students are familiar with Reader’s Theater, have them choose a scene from a Sequoyah title and write their own script. While this can be an individual activity, having a group of students work on a script can bring its own benefits. Discussions of scenes to use for the script, the motivations of characters, and the scene’s impact on the overall narrative can reveal more about the story to young readers. The Scholastic link above has resources and ideas to help with scriptwriting. Following the presentation of a student-authored script, have a discussion where you ask:

- **Why did you select that particular scene?**
- **What challenges did you face in translating the scene to a script?**

If a group of students collaborated on the script and presentation, also ask:

- **Were there different interpretations of how the scene should play out, or other challenges in working together?**
- **How did you decide on the casting of parts? Did one of you serve as “director?”**



Visit bit.ly/1LRZ6jb to download the annotated intermediate masterlist, reading certificates, and a smorgasbord of info on all of the 2016 Sequoyah titles.

Logo ME!

A middle school arts and language arts lesson plan based on the book, *Go: A Kidd's Guide to Graphic Design* by Chip Kidd. The idea is to help young readers take the ideas and advice presented in the book, and practically apply them through a dynamic activity.

After extensive study on the graphic design principles from this book, middle school students will be instructed to design logos to represent themselves.

Learning Objectives:

- Apply elements of line, shape, color and design to represent themselves
- Understand the importance of design principles to sell an item to the public

Materials:

9" X 11" white cardstock

Markers, colored pencils, rulers, pencils

Copies of the book, *Go: A Kidd's Guide to Graphic Design* by Chip Kidd

Procedure:

1. Spend several days looking at the book, *Go: A Kidd's Guide to Graphic Design* by Chip Kidd.
2. Discuss the elements of design including, color, lines, shape, and any others deemed relevant.
3. Examine a variety of product logos and discuss how these design principles are incorporated.
4. Each student lists the colors and items that represent him/her.
5. Each student designs a logo for herself/himself, based upon the design principles.
6. Students write and/or present to explain and share how the logo represents them.

Fast Company

What Your Logo's Color Says About Your Company (Infographic)

www.fastcompany.com/3028378/leadership-now/what-your-logos-color-says-about-your-company-infographic

Associates colors with intentions—what are you promoting and to whom? Captures attention.

Entrepreneur

How to Create a Logo

www.entrepreneur.com/article/71902

There are basically three kinds of logos. Font-based logos consist primarily of a type treatment. The logos of IBM, Microsoft and Sony, for instance, use type treatments with a twist that makes them distinctive. Then there are logos that literally illustrate what a company does, such as when a house-painting company uses an illustration of a brush in its logo. And finally, there are abstract graphic symbols—such as Nike's swoosh—that become linked to a company's brand.

How to Design Your Business Logo

www.entrepreneur.com/article/225660

Your logo should represent your product's best benefit



2016 Sequoyah Book Awards Lessons + Activities

Day Three:

Focusing on the Children's Masterlist of books for grades 3-5



Visit bit.ly/1kC6na7 for background on this Oklahoma honor—the third oldest youth-choice literary award in the nation. You'll also find the masterlists, activities and promotional help to get your students reading and involved in selecting the next winning authors.

Who was Sequoyah and why does this famous book award honor him?

Have students research Sequoyah using the Britannica School online reference resource, free to all Oklahoma schools and libraries. To get free access to Britannica School and other reference databases from the Oklahoma Department of Libraries, visit: www.odl.state.ok.us/prairie.

Books Give Us Wings!

Author Nikki Grimes' book *Words With Wings* is all about imagination, and the power of words, reading, and writing. It's an ideal springboard for some fun lessons and activities!

What's in a Name?

At the beginning of the story, Gabby shares how her parents named her. In this lesson, children will investigate the meaning of their names, why their parents chose this name, and how the name can represent them.

What does your name mean?

Instruct children to ask their parents the meaning of their names and why they were given their name. Let children take turns looking up their names in a baby names book or online. Have children write a short paragraph about the meaning of their name, if they think it represents them, and how it could represent them.

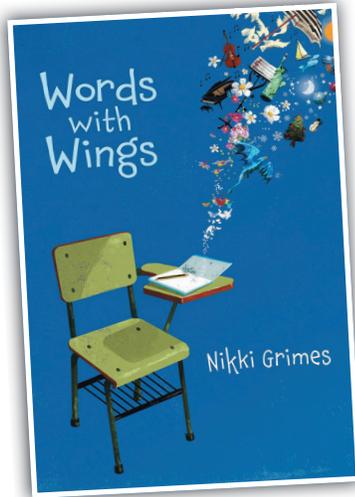
Who else has my name?

Have children discover other people—from famous people to family members and friends—who share their name.

Outside My Window

Gabby spends a lot of time staring out the window of her classroom. Many things—from blue skies to snowflakes to butterflies—distract her.

- **Brainstorming:** On one sheet of paper have children write down what they see outside the classroom window. They should describe the object, an activity it reminds them of, and how they feel about the object. For example: green grass, games, cartwheels, picnics, anthills, rolling down the hill, the grass is soft like a bed, and it makes me itchy.
- **Writing Poetry:** On a separate sheet of paper, have children write a poem using the descriptive words from the first sheet. The poem can be in any form and any length.
- **Reading:** Have children read and share their poems with the class.



Daydreams

Gabby gets into trouble at home and school for daydreaming. In the end, Gabby's teacher has an idea that allows her to daydream and not miss her lessons—and her mom starts daydreaming, too! This lesson plan is allowing children time to daydream, and to write their daydreams down to share.

- **Putting Thoughts on Paper:** Have children keep a small notebook with them. Over a week's time, have them write down any daydreams they have. If possible, set aside five to ten minutes of class time to allow children to daydream and then write in their notebooks.
- **Being Creative:** The daydreams can be recorded in any form: statements, stories, poems, drawings, collected objects, etc.
- **Reading and Sharing:** At the end of the week, have children share one or two daydreams from their notebook with the class.



Visit bit.ly/1LRZ6jb to download the annotated masterlist of children's Sequoyah titles, reading certificates, and a smorgasbord of info on all of the 2016 books.



2016 Sequoyah Book Awards Lessons + Activities

Day Four:

Materials and ideas to promote the Sequoyah reading program, and a bonus lesson for a picture book!



Visit bit.ly/1kC6na7 for background on this Oklahoma honor—the third oldest youth-choice literary award in the nation.

Promoting Sequoyah

The Oklahoma Library Association has provided a wealth of materials to help you introduce the Sequoyah titles and other notable books to your students. Each year, OLA's Sequoyah teams select books for three masterlists targeting three age groups: children (grades 3-5), intermediate students (grades 6-8) and high schoolers (grades 9-12). Then the teams get busy developing ideas to help you spark interest in young readers!



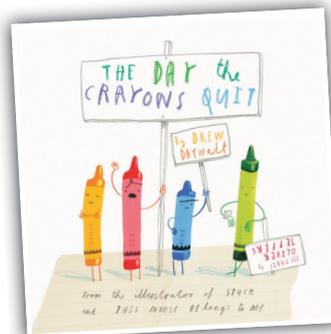
Visit bit.ly/1LRZ6jb to download the masterlists and a smorgasbord of promotional ideas:

- **Annotations and Booktalks**—Annotations are brief and written to entice students with a good hook. Booktalks are designed for presentations to an audience or class. You'll find these under "Smorgasbords."
- **Reviews, Awards, and Honors** for books on the masterlists
- **Author websites** for selected titles

- **Downloadable Bookmarks and Reading Certificates**
- **Reader's Theater Scripts** for grades 6-8
- **Not Quite Sequoyah Books**—There are only 15 titles on each masterlist. These books didn't quite make it—although, in an alternate universe, they did!—but are still worthy of introduction to your students.

Did You Know?

The Oklahoma Library Association also honors picture books that have made a significant contribution to the field of literature for children ages pre-school to the third grade. The Donna Norvell Oklahoma Book Award honors the contributions of Norvell, who served as the Oklahoma Department of Libraries' children's services librarian from 1992 to 2004.



The latest Norvell book is *The Day the Crayons Quit* by Drew Daywalt, illustrated by Oliver Jeffers. Young Duncan is ready for coloring fun, but when he opens his box of crayons, he only finds letters from the disgruntled colors: black wants to be used for more than just outlining, blue needs a break from coloring all of those bodies of water,

and orange and yellow have stopped speaking because each believes he's the true color of the sun. Duncan has to figure out a way to make the colors feel better about themselves and get back in the box!

Activity Ideas for The Day the Crayons Quit:

Writing Ideas:

- What is your favorite color of crayon to use and why? What do you use it for most often and what is something that you could color that would be different for that crayon?
- Write a letter responding to each crayon and their complaints or praises to Duncan.
- Rewrite the story in your own words, not using a letter format.
- What do you think of the illustrations of this story? Do the illustrations fit the story? Why or why not? If you could, what would you do to change the illustrations?
- Write a letter from Duncan responding to the crayons.
- Rewrite the ending.

Creative Projects:

- Make an advertisement for this book that would “sell it” to a non-reader.
- Make new illustrations for the book.
- Make a diorama of your favorite part of the story and include a short description as to why you picked that part.
- Design a new book jacket for the book.
- Split the class into groups of four and have them design (on paper) a board game to go along with the book. For extra credit, they could actually make the game board along with game pieces and instructions.
- Older students could do a reading buddy program with a class of younger students. Pair up a younger student with an older student. (Make sure both students have read the book, or have had the book read to them.) Have the students decide which crayon color fits their new buddy the best and draw a picture that combines their new friend and their color of crayon. They can present their pictures and explain why they picked the color they did for their new buddy.

Theater:

- Assign each student a color of crayon. (You can also pick colors not in the story for higher-level students.) Have the student write their own letter from their chosen color. Make your room have the look of an artistic coffee shop and explain that they are going to do a dramatic reading of their color's letter. Remind them to use inflection and really get into their “part!” It would be great if you could tape it and watch it together as a class, too. You can also assign the part of “Duncan” to a higher-level student and have him come in between colors to add his comments.



More! More! More!

Author Spotlight:

www.kidlit411.com/2014/03/kidlit411-Drew-Daywalt-Author-Spotlight.html

Other Ideas or Lessons: www.teachingbooks.net/tb.cgi?aid=21705

Other Books: *The Day the Crayons Came Home*

