



# 2013 Sequoyah Book Awards Lessons + Activities

## Day One:

### Online Lesson Extension

**The Sequoyah Book Award** was established in 1959 by the Oklahoma Library Association (OLA) and is the third oldest youth-choice literary award in the nation. The reading program that revolves around the award introduces young people to age-appropriate books of high literary quality.

Every school year, young Oklahomans read selections from lists of books prepared by the OLA Sequoyah committees. There are three masterlists for different age groups of young readers: **High School** (Grades 9 to 12), **Intermediate** (Grades 6 to 8), and **Children** (Grades 3 to 5).

In March, young people across the state cast their vote for the book they enjoyed the most. Students must read three or more books on their masterlist to participate in the election. Award medals are presented to the winning authors in all three categories. Almost 19,000 young people voted in last year's election!

### More about the Award

The first Sequoyah Children's Book Award was given in 1959. **Old Yeller** by Fred Gipson was winner of that first award. For almost 30 years, the award only honored children's literature.

In 1988, the first Sequoyah Young Adult Book Award was given. Twenty years later the YA book award was changed to the "Intermediate Award," and a High School Award was created. The High School award was first presented in 2010.



### On the web, visit [bit.ly/R9QKHU](http://bit.ly/R9QKHU) to find:

- More about how the award works
- All three 2013 masterlists with book annotations
- Lists of winners from the past 53 years
- A smorgasbord of booktalks and more for all 2013 titles
- PowerPoint samplers/presentations for each masterlist
- Downloadable bookmarks and reading certificates

### About Sequoyah, the Man

With this award, Oklahoma honors the Native American leader Sequoyah (ca. 1778-1843) for his unique achievement in creating the Cherokee syllabary. Sequoyah chose eighty-six symbols (later reduced to 85 symbols) to represent all spoken sounds of the Cherokee language. In so doing, he created a way to preserve



his people's language and culture.

Sequoyah was the son of a Cherokee mother and a white trader father. His name is Cherokee for "Lame One," and he was also known by his English name, George Guess.

A cabin built by Sequoyah as part of a United States government grant still stands near Sallisaw. This grant was

the first given for literary achievement in the United States.

His statue is one of the two representing Oklahoma in the U.S. Capitol in Washington, D.C. <http://www.aoc.gov/cc/art/nsh/Sequoyah.cfm>

Sequoyah Bio from the Encyclopedia of History and Culture: <http://digital.library.okstate.edu/encyclopedia/entries/S/SEO20.html>

### The 2013 Masterlists

#### Children's Masterlist (Grades 3-5)

- Angleberger, Tom. *The Strange Case of Origami Yoda*. Abrams/Amulet, c2010.  
Behrens, Andy. *The Fast and the Furriest*. Knopf, c2010.  
Draper, Sharon M. *Out of My Mind*. Atheneum, c2010.  
George, Jean Craighead. *The Buffalo Are Back*. Dutton, c2010.  
Jenkins, Steve. *How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships*. Houghton, c2010.  
Mone, Gregory. *Fish*. Scholastic, c2010.  
Nelson, S. D. *Black Elk's Vision: A Lakota Story*. Abrams, c2010.  
O'Connor, Barbara. *The Fantastic Secret Of Owen Jester*. FSG/Frances Foster, c2010.  
Polacco, Patricia. *The Junkyard Wonders*. Philomel, c2010.  
Ramsey, Calvin A. *Ruth and the Green Book*. Carolrhoda, c2010.  
Resau, Laura. *Star in the Forest*. Delacorte, c2010.  
Singer, Marilyn. *Mirror Mirror: A Book of Reversible Verse*. Dutton, c2010.  
Spinelli, Eileen. *The Dancing Pancake*. Knopf, c2010.  
Vanderpool, Clare. *Moon over Manifest*. Random, c2010.  
Wells, Rosemary. *On the Blue Comet*. Candlewick, c2010.

### **Intermediate Masterlist (Grades 6-8)**

Balliett, Blue. *The Danger Box*. Scholastic Press, c2010.  
Buckingham, Royce. *The Dead Boys*. Putnam Juvenile, c2010.  
Connor, Leslie. *Crunch*. Katherine Tegen Books, c2010.  
Cummings, Priscilla. *Blindsided*. Dutton Juvenile, c2010.  
Flood, Nancy Bo. *Warriors In The Crossfire*. Front Street Press, c2010.  
Flores-Galbis, Enrique. *90 Miles To Havana*. Roaring Brook Press, c2010.  
Hughes, Mark Peter. *A Crack In The Sky*. Delacorte Books for Young Readers, c2010.  
McMullan, Margaret. *Sources Of Light*. Houghton Mifflin, c2010.  
Paulsen, Gary. *Woods Runner*. Wendy Lamb Books, c2010.  
Poblocki, Dan. *The Nightmarys*. Random House Books for Young Readers, c2010.  
Shulman, Mark. *Scrawl: A Novel*. Roaring Brook Press, c2010.  
Shulman, Polly. *The Grimm Legacy*. Putnam Juvenile, c2010.  
Stanley, Diane. *Saving Sky*. HarperCollins, c2010.  
Sonnenblick, Jordan. *After Ever After*. Scholastic Press, c2010.  
Williams-Garcia, Rita. *One Crazy Summer*. Amistad, c2010.

### **High School Masterlist (Grades 9-12)**

Avasthi, Swati. *Split*. Knopf, c2010.  
Clare, Cassandra. *Clockwork Angel: The Infernal Devices*. Margaret K. McElderry Books, c2010.  
Condie, Ally. *Matched*. Dutton Books, c2010.  
Deuker, Carl. *Payback Time*. Houghton Mifflin Harcourt, c2010.  
Emond, Stephen. *Happyface*. Little, Brown, and Co., c2010.  
Green, John and David Levithan. *Will Grayson, Will Grayson*. Dutton Books, c2010.  
Henry, April. *Girl Stolen*. Henry Holt, c2010.  
Hunter, Travis. *Two the Hard Way*. Dafina, c2010.  
Hyde, Catherine Ryan. *Jumpstart the World*. Knopf, c2010.  
Kessler, Jackie Morse. *Hunger*. Graphia, c2010.  
Maberry, Jonathan. *Rot & Ruin*. Simon & Schuster, c2010.  
Oliver, Lauren. *Before I Fall*. Harper, c2010.  
Shusterman, Neal. *Bruiser*. HarperTeen, c2010.  
Supplee, Suzanne. *Somebody Everybody Listens To*. Dutton Books, c2010.  
Whitney, Daisy. *The Mockingbirds*. Little, Brown and Co., c2010.

## **Promotional Ideas:**

**Kick-off** the reading program in your school, class or library with a Sequoyah Breakfast or Brunch. Serve muffins, fruit, bagels, toast, mini-sandwiches, granola bars, or yogurt with/without granola. Other kick-off names: Sequoyah Roll Out, Masterlist Bash, or Sequoyah Book Bangarang.

**Download the Sampler/Powerpoint presentations** on the Sequoyah website ([bit.ly/R9QKHU](http://bit.ly/R9QKHU)). Upload them to your school's website or link them to your social media (Twitter, Facebook, Instagram). Tweak them using royalty free music. Royalty free music can be found on:

    Jamendo— [www.jamendo.com/en](http://www.jamendo.com/en)  
    OpSound— [www.opsound.org/index.php](http://www.opsound.org/index.php)

Librarians can also search "royalty free" or "copyleft" for more sources.

### **Turn the Sampler/Powerpoint into a Screensaver.**

- 1. Download PowerPoint presentations from OLA Sequoyah website: [bit.ly/R9QKHU](http://bit.ly/R9QKHU)**
- 2. Save the PowerPoint in a folder on your computer.**
- 3. Open the PowerPoint and click "Save As."**
- 4. Click "Save As Type" drop down list and select ".jpg". You want to save all of the slides as .jpg. Select or create a folder for the images and save.**
- 5. Navigate to your screensaver settings.**
- 6. You want to select the screensaver that allows you to choose a folder on your computer. On my computer it's called "Google Photo Screensaver."**

- 7. Select "Settings" then "Specific Files on My Computer" then "Configure." If your folder is not already listed, select "Add Folder" and navigate to the Sequoyah images folder created/selected above and then "Save."**

- 8. Now the OLA Sequoyah Masterlist titles will rotate as your screensaver!**

**Game On!** Retrieve book cover images and use photo-editing software to remove the titles and authors. Make cards with the titles of the books and/or the annotations and see if students can match them up correctly. Or, create a PowerPoint Jeopardy-style game. This is a good way to introduce students to the books on their masterlist.

**QR Codes:** Using the revised book covers from the activity above, print and post the covers on butcher or poster board. Go to the OLA Sequoyah Promotions page ([bit.ly/R9QKHU](http://bit.ly/R9QKHU)) and use links listed in the "Smorgasboards" for links to the author's website and lists of read-a-likes. Copy the links to an available online QR Code Generator (ex: [qrcode.kaywa.com](http://qrcode.kaywa.com)). Print and paste the code onto the corresponding book. Include website link on the display also.

**First Lines Display:** Take the first lines of the books on the masterlist and post them onto paper or poster board. Or, make a folded handout for kids to take with them.



# 2013 Sequoyah Book Awards Lessons + Activities

## Day Two:

### Online Lesson Extension

**Day Two of Sequoyah Book Award Week** focuses on the High School Masterlist of books for grades 9-12. Visit [bit.ly/R9QKHU](http://bit.ly/R9QKHU) on the web 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.



#### Let's Talk About It

Get a book discussion going either in your classroom or though a school library book club. Group discussion is a wonderful way for students to discover themes, discuss issues, and relate books to the real world. Sample discussion questions include:

- **What character(s) do you identify with, and why?**
- **What's the biggest problem or central conflict in the book?**
- **Does the author have a larger message beyond the action in the book?**

Book discussions provide doorways to talk about symbolism, metaphors, and narrative structure.

More book club info and tips from Jog the Web:  
[bit.ly/NNqQ68](http://bit.ly/NNqQ68)

#### Radio Promo

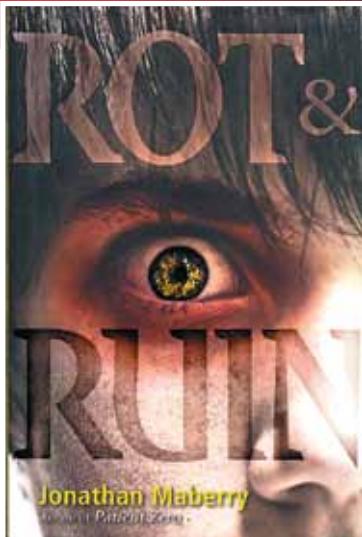
Coming up with ways to promote a book can really get the little grey cells buzzing. Have the students choose a book either separately or in small groups. Students should write a radio ad for the book and include background music. (Royalty Free music can be found on Jamendo, [www.jamendo.com/en](http://www.jamendo.com/en).) Students can record their ads using a computer with microphone or other handheld technology. Each radio ad should be one to two minutes long.

#### Puppet Show

Working in groups or individually, have students make three or more puppets of the characters in a book from the OLA Sequoyah Masterlist. Students should prepare a puppet show that defines the characters and gives a synopsis of the story. Students can then perform their puppet show.

#### Sequoyah Book Party

With the librarian or teacher, a group of students select a book from the current OLA Sequoyah Masterlist. As a group, plan a party for the characters. Students should divide the following jobs: invitations, clothing (based on what the characters wore), type of food and drink to serve, and entertainment and games. Have a day set aside to have the party.



#### Indepth: Rot & Ruin by Jonathan Mayberry

##### Annotation:

In a world where fences and border patrols guard the few people left after a Zombie apocalypse, fifteen-year-old Benny Imura is finally convinced that he must follow in his older brother's footsteps and become a bounty hunter.

##### Booktalk:

Fifteen year old Benny Imura does not remember much of life before the zombie apocalypse 14 years ago. The only memory he has is seeing his father—who had already turned into a zombie—attack his mother. Benny's brother Tom saved his life, but Benny is haunted by that lone memory. Now it is time for Benny to get a job. Either that, or get his food rations cut in half. He really only has one choice: work with his brother Tom and learn how to be a bounty hunter: leave the safety of the town, go outside the fences, and go out into the wide and dangerous world where he will kill zombies for a living. It almost sounds like a dream job since he'll be able to get revenge on the disease that destroyed his family and killed and reanimated billions of people. But it turns out that being a bounty hunter means learning more about

the zombies than he ever imagined. As Benny follows in his brother's footsteps, he discovers that he has a lot to learn... about men and monsters, about life and death, and about cruelty and compassion.

### **Survival Activity:**

You have survived First Night and have found others that lived through the madness. Safety, as you have always known it, is gone. Work with others to find a safe location that will sustain you for the foreseeable future. What elements will the physical location have to have, what will you need to find or build? What basic things must people have to survive? What will your community need in order to provide the basic fundamentals of life? Work with the other survivors to utilize what you know about your city or town. Assess what skills and knowledge each member of your new group possesses that may help with your survival. Complete the following activities to prepare:

- 1. Obtain or design a map of your city or community, taking in to account any destruction that may have occurred during the chaos of First Night.**
- 2. Make a list of the basic needs that will need to be met to sustain your group.**
- 3. Make an inventory list of material goods you have.**
- 4. Interview each other to find out what skills or knowledge you have amongst you; decide how best to utilize this information.**
- 5. Define and discuss the terms sustainable and resilience.**

### **Preservation Activity:**

In the book, Benny Imura and his friend collect "Zombie Hunter" and "Famous Zoms" trading cards. Using family members or ancestors, create your own cards. Interview a family member to create a history and short character description for each card. Images can be drawn or adapted to look hand drawn with imaging software. (PAINT.net and other free software are available online.)

### **Presentation Activity:**

Use the information you have gathered from the Survival and Preservation activities to create a presentation of the community you are building; be sure to include the issues or difficulties the group encountered with the decision making process. Present this to the class and students will vote on which group might have the best chance to sustain the human race. Presentations should include technological, audio, and art components.

### **Students will be able to:**

- practice presentation skills
- express artistic style
- demonstrate knowledge of local geography
- utilize appropriate technology
- practice interview skills
- practice interpersonal skills by working in cooperative groups
- practice intrapersonal reflection by assessing their ability to contribute to the community
- be motivated

### **Bonus idea:**

The themes "zombie apocalypse" and "dystopian" are both popular among today's teenagers. The themes are also often incorrectly used interchangeably and on 'similar reads' lists. Discuss the similarities and differences between these two themes.

### **Reviews:**

Booklist 10/15/2010  
Horn Book 5/1/2011  
Kirkus Reviews 09/15/2010  
Publishers Weekly (starred) 09/27/2010  
School Library Journal 11/01/2010

### **Awards and Honors:**

Best Fiction for Young Adults: 2011  
Connecticut: Nutmeg Book Award Nominees: 2013  
Iowa: High School Book Award Nominees: 2013  
Missouri: Gateway Readers Award Nominees: 2013  
New Hampshire: Isinglass Award Nominees: 2012  
Texas: Lone Star Reading List: 2013

### **Author Website:**

<http://jonathanmaberry.com/>

### **Related Books:**

*Forest of Hands and Teeth* by Carrie Ryan  
*Ashes* by Ilsa Bick  
*The Reapers are the Angels* by Alden Bell  
*The Enemy* by Charlie Higson

### **Other Books by Jonathan Maberry (full list can be found on author website)**

*Dead of Night*  
*Dust and Decay*  
*Patient Zero*



# 2013 Sequoyah Book Awards Lessons + Activities

## Day Three:

### Online Lesson Extension

#### Day Three of Sequoyah Book Award Week

provides ideas and activities for the Intermediate Masterlist for grades 6-8. Visit [bit.ly/R9QKHU](http://bit.ly/R9QKHU) on the web 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.



#### Blogging About Books

A blog is an online journal and it's a great way for students to write about their experiences with a book as they read it. Different from the traditional journal, a blog allows students to read and comment on each other's posts. With this type of journaling, students are interactive and thinking critically as they discuss plots, characters and their personal experiences with books.

**Edmodo, Goodreads and Blogger** are popular tools for online journaling.

- Edmodo is a secure web-based social networking site that is used by educators, parents and students. Edmodo's look is similar to Facebook and will allow students to create a blog, add friends and post comments to their friend's sites. Student accounts are set up under a teacher's classroom account and can be monitored for grading purposes.
- Goodreads lets students create accounts where they can update their reading library with books read, those they are currently-reading, and to-read titles. Students can rate books, write reviews, comment on reviews, recommend books to friends, and post reading updates. Students can add friends to their Goodreads account and comment on reviews and updates.
- Blogger is a free online blogging service that will allow the students to create individual blogs, or they can author on a single teacher-created blog. Blogger is customizable with many fun templates and layouts for your students to explore. Students can follow each other's blogs, post an entry in their blog and comment on blogs they are following.

Getting students to blog about an Intermediate Sequoyah book will engage learners and promote in-depth thinking and student involvement. Students will be able to voice their opinions, share ideas, recommend books and help promote the Sequoyah Book Award!

#### Resources:

- <http://help.edmodo.com>  
[http://www.goodreads.com/about/how\\_it\\_works](http://www.goodreads.com/about/how_it_works)  
<http://support.google.com/blogger/?hl=en&rd=1>  
Fitzgibbon, Kathleen. *Teaching with Wikis, Blogs, Podcasts & More: Dozens of Easy Ideas for Using Technology to Get Kids Excited About Learning*. Scholastic, Inc. 2010. Print.  
Heskett, Tracie. *Blogging in the Classroom*. Teacher Created Resources, Inc. 2009. Print.  
Frazel, Midge. *Using Google & Google Tools in the Classroom*. Teacher Created Resources, Inc. 2009. Print.

#### Beyond the Basic Book Report

With Core Curriculum just around the corner for Oklahoma educators and students, it's time to beef up the basic book report by adding technology-based components. It's as simple as using a basic presentation software like PowerPoint or a web-based site like Edmodo. These simple tools can spice up a boring book report not only for you but for your students too!

#### Sandwich Slideshow

Using the idea of a book report sandwich, students will create a slideshow of their sandwich report using presentation software. Start by letting students pick a book off the Intermediate Sequoyah Masterlist to read. Then pass out a copy of the components they will need to include in their slideshow:

1. Bread—Title and author
2. Lettuce—Plot summary
3. Mayonnaise—Main characters
4. Tomato—Setting
5. Cheese—Conflict
6. Turkey—Point of view
7. Bread—Personal opinion

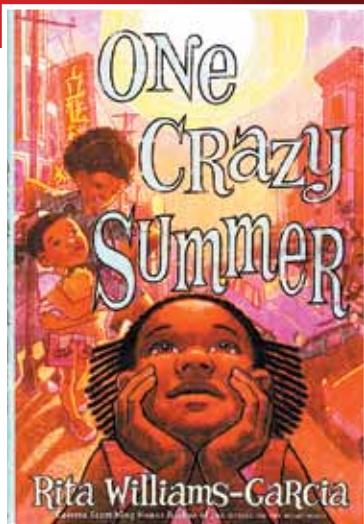
Once students have completed a rough draft, it is time to create their presentation. You can use any number of presentation software including Microsoft PowerPoint, Google Docs or Prezi. Collaborate with your school librarian to teach students the basics of the presentation software you are using. Include the following:

1. Add/delete slides
2. Add/delete text boxes
3. Change color/size of font
4. Add/delete images
5. Add/delete shapes and lines
6. How to save the document
7. Creating the slideshow

Give students a few class periods to explore the presentation software and at the end of the unit let students show off their creation by presenting their slideshow to the class.

### Resources:

<http://www.scholastic.com/kids/homework/sandwich.asp>  
<http://office.microsoft.com/en-us/training/microsoft-powerpoint-curriculum-guide-FX102828217.aspx>  
<http://www.online.tusc.k12.al.us/tutorials/pptbasics/pptbasics.htm>  
<https://support.google.com/docs/bin/answer.py?hl=en&answer=126127&topic=19431&rd=1>  
<http://prezi.com/learn/getting-started>  
Wolpert-Gawron, Heather. *Internet Literacy: Grades 6-8*. Teacher Created Resources, Inc. 2010. Print.



## A Look At: One Crazy Summer by Rita Williams-Garcia

### Annotation:

Sisters Delphine, Vonetta and Fern never expected to attend Black Panther day camp during a visit with their mother that crazy summer of 1968.

### Booktalk: excerpt from page 3

"All the way to the airport, Pa had tried to act like he was dropping off three sacks of wash at the Laundromat. I'd see through Pa. He's no Vonetta, putting on performances. He has only one or two faces, nothing hidden, nothing exaggerated. Even though it had been his idea that we fly out to Oakland to see Cecile, Pa'd never once said how exciting our trip would-be. He just said that seeing Cecile was something whose time had come. That it had to be done. Just because he decided it was time for us to see her didn't mean he wanted us to go.

My sisters and I had stayed up practically all night California dreaming about what seemed like the other side of the world. We saw ourselves riding wild waves on surfboards, picking oranges and apples off fruit trees, filling our autograph books with signatures from movie stars we'd see in soda shops. Even better, we saw ourselves going to Disneyland."

What the sisters found when they got to California was a cold and carless mother with totally different plans for their summer.

### Other books by Rita Williams-Garcia:

Jumped  
No Laughter Here  
Every Time a Rainbow Dies  
Catching the Wild Waiyuuzee  
Like Sisters on the Homefront  
Fast Talk on a Slow Track  
Blue Tights

### Author website:

[www.ritawg.com](http://www.ritawg.com)

### Related books:

*The Rock and the River* by Kekla Magoon  
*My Life with the Lincolns* by Gayle Brandeis  
*A Thousand Never Evers* by Shana Burg



# 2013 Sequoyah Book Awards Lessons + Activities

## Day Four:

### Online Lesson Extension

#### Our Final Day of Sequoyah Book Award Week

in *The Oklahoman* targets the Children's Masterlist for grades 3-5. Visit [bit.ly/R9QKHU](http://bit.ly/R9QKHU) on the web 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.



#### Joining the Tradition

Students who read and vote in the Sequoyah Children's Award program are taking part in a 53-year reading tradition. Find the list of past children's award winners online at [bit.ly/R9QKHU](http://bit.ly/R9QKHU) and print copies of the list for students to take home. Have students ask their parents and older relatives if they've read any of the past honorees and what they thought about the books. There is a great generational opportunity here for a discussion about reading.

#### Sequoyah Pen Pal

Have the student's pair off. Each student chooses a book from the masterlist and writes a letter to their

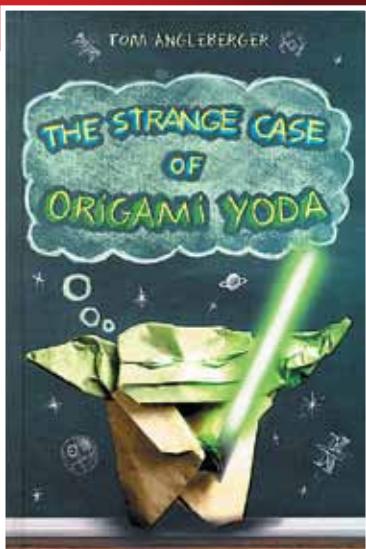
partner about the book. The letter should give a brief summary, describe the characters and explain why the student liked or did not like the book.

#### Sequoyah Book Bag Report

Have the students each choose a book from the masterlist. Give each student a brown grocery bag. Students should design the front of the bag with book cover art, title, author and publisher. Students then fill the bag with 10 objects that came from the story. The objects can be real, drawn, cut from discarded magazines, or printed off the Internet. Plan to have a great time when students present their book bag report explaining the items.

#### Sequoyah Mosaic

Provide the students with seeds, glue and poster board or construction paper. Students each choose a book from the masterlist. Using the seeds, the students can make a mosaic depicting a scene from their book. When students present their mosaic, ask them to describe the scene, explain why they chose that scene, and how it is relevant to the story.



#### Indepth: *The Strange Case of Origami Yoda* by Tom Angleberger

##### Annotation

Tommy and his friends try to decide whether or not a paper finger puppet of Yoda, worn and voiced by their loser classmate Dwight, can really predict the future and give reliable advice. If Tommy follows Yoda's guidance at the 6th grade dance, will he dance with the cutest girl in school or make a fool of himself?

##### Booktalk

Dwight has never been part of the popular crowd in Tommy's class, although he always seems to be on the fringe of the group, trying unsuccessfully to fit in. When Dwight brings to school a paper Yoda finger puppet that he designed and folded himself, his classmates aren't too impressed even though the origami is very well done. That is, until Origami Yoda begins to make predictions and give advice that seem to hit the nail on the head every time.

The 6th graders realize that Dwight is the one speaking, but it seems to be more thoughtful...more practical...more trustworthy when it comes in Yoda-speak. Some think weird Dwight's Origami Yoda can predict the future, and others think Yoda is nothing but a wad of paper. So Tommy decides to conduct a scientific study on the question, building a case file of funny stories from students who interacted with Dwight and his puppet.

Tommy has more than a scientific interest in the question. He desperately needs to know whether or not he should follow Origami Yoda's advice and ask the prettiest girl in class to the upcoming dance. Can an origami puppet predict the future? If Tommy trusts Yoda, will he have a date for the dance, or will he make a fool of himself? The Strange Case of Origami Yoda, read you must.

### Discussion Questions

- Who is the real Yoda?
- Who do you think really gives the advice to the kids, Yoda or Dwight?
- Was the advice Origami Yoda presented to the kids helpful or harmful?
- Origami Yoda helps many kids throughout the story; if you were in their shoes, how would you go about solving their problems? (Examples: crying in baseball, wet pants, asking another person to dance, etc.)
- Do the other kids' opinions of Dwight change over the course of the story? If so, how? If not, why not?
- Lots of kids were interviewed in the story—except Dwight. Why do you think Dwight wasn't interviewed? What insight into Origami Yoda could he have had?

### Make your own Origami Yoda

You can find instructions on many websites, including the author Tom Angelberger's site, to make your own Origami Yoda. Here are the author's instructions:

<http://origamiyoda.wordpress.com/folding-your-own-origami-yoda-other-star-wars-papercraft>

Angleberger also includes instruction on making your own origami R2-D2, Darth Paper and Admiral Akbar.

### Talk Like Yoda Day

May 21, 2011 was Talk Like Yoda Day to celebrate the 30th anniversary of the film release of *Star Wars: The Empire Strikes Back*. Read the article interview with Daniel Wallace a writer of Star Wars fiction books: <http://www.tampabay.com/features/popculture/like-yoda-talk-on-may-21-you-must/1170663>

In the article Wallace mentions the sentence structure of Yoda and how it's very easy to overdo Yoda-speak. With your teacher, designate a day to Talk Like Yoda. Is talking like Yoda easy or hard to do?