

## Read Aloud. Change the World.

**Celebrate World Read Aloud Day by reading aloud and taking action on behalf of the 758 million people who cannot read.**

Use all or parts of this easy guide to create a joyful celebration in your home, school, office or community leading up to the big day, and on February 16, 2017.

Join a global community of reading advocates using LitWorld's free resources!

Take things to the next level by participating in LitWorld's World Read Aloud Day countdown between January 1 and February 16.

Apply LitWorld's suggested discussion prompts to books you love, or use our resources to select new books and plan special activities for the countdown and for the big day on Thursday, February 16!

**Visit [litworld.org/wrad](http://litworld.org/wrad) to register to participate, check out LitWorld's free resources, and learn more!**

# Event Guide

Choose an idea from LitWorld's suggestions below to celebrate World Read Aloud Day in your home, classroom, office or community. Use the worksheets in this packet or come up with your own inspiring plan! All of the activities below can be adjusted for different age groups and space requirements.

## 1. Take the 7 Strengths Challenge.

Prepare your community for WRAD during the 7 weeks leading up to the day. Read aloud each week using the calendar as a guide for each strength. Use the questions to guide discussions with community members.

## 2. Read Aloud with a special guest.

Invite a special guest to do a read aloud. Your guest can be a local author, a community leader, a teacher, or anyone else you would like to invite. If you would like to set up a classroom Skype session with an author, use this link to author [Kate Messner's blog](#) and set up a virtual read-aloud.

## 3. Create a Story in the Round.

Sit in a circle and make a group story by having each person add a sentence one at a time as you go around the circle. The sillier the better! You can come up with a theme or a description of the key characters at the beginning to get everyone's ideas flowing. For younger children, modify the activity by adding one word each. For any child-parent groups, have one set make the story and the other act it out in the center of the circle.

## 4. Launch a Pop-Up Poetry or Storytelling Café.

Gather your group for snacks and storytelling by inviting everyone to read their own writing or a favorite poem or short story to the audience. You can tailor this activity by adding a theme such as one of the 7 Strengths.

## 5. Have a Screening Session of Great Orators.

Prepare videos of great orators and historical figures making inspiring speeches. Have the group share their thoughts and talk about what makes them so powerful. Practice the art of speaking by having everyone give a short speech on why reading is important, or another topic they feel passionate about.

## 6. Build a Story Quilt.

Cut squares out of paper or fabric and have participants write or draw on their squares in response to either a group read aloud book or a personal favorite book.



# LitWorld WORLD READ ALOUD DAY

## 7 Strengths Countdown to February 16, 2017!

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### January

1 2 3 4 5 6 7

### Belonging Week

When has reading helped you  
feel like you belong to a community?

8 9 10 11 12 13 14



### Curiosity Week

What kind of reading makes you  
curious and fills you with wonder?

15 16 17 18 19 20 21

### Friendship Week

How does reading help us connect  
and make the world friendlier?



22 23 24 25 26 27 28

What kindness role models  
have you met through reading?

### Kindness Week

### February

29 30 31 1 2 3 4



What stories make you feel  
confident and proud to be you?

### Confidence Week

5 6 7 8 9 10 11

When did reading give you the courage  
to stand up for something you believe in?



### Courage Week

12 13 14 15 16 17 18

### Hope Week

Happy World Read Aloud Day!  
Reading gives us hope, today and every day.



# Read Aloud Suggestions

## **Belonging**

### Picture

*The Gift of Nothing* by Patrick McDonnell  
*Giraffes Can't Dance* by Giles Anderae  
*Too Many Tamales* by Gary Soto  
*Chicken Sunday* by Patricia Polacco

### Poetry

"Night on the Neighborhood Street" by Eloise Greenfield  
The Flag of Childhood: Poems of the Middle East by Naomi Shihab Nye

### Chapter

*Wonder* by R.J. Palacio  
*Fresh Off The Boat* by Eddie Huang  
*The Junkyard Wonders* by Patricia Polacco

## **Curiosity**

### Picture

*Roxaboxen* by Alice McLerran  
*Sky Color* by Peter Reynolds  
*Hello Ocean* by Pam Muñoz Ryan  
*Journey* by Aaron Becker

### Poetry

"Salsa Stories" by Lulu Delacre  
*A Light in the Attic* by Shel Silverstein

### Chapter

*Bayou Magic* by Jewell Parker Rhodes  
*Unstoppable Octobia May* by Sharon Flake  
*Nightbird* by Alice Hoffman  
*Fortunately, the Milk* by Neil Gaiman

## **Friendship**

### Picture

*The Adventures of Beekle: The Unimaginary Friend* by Dan Santat  
*The Friendly Four* by Eloise Greenfield  
*Ninja Bunny* by Jennifer Gary Olsen

### Poetry

"Build a Box of Friendship" by Chuck Pool  
"Monsters I've Met" by Shel Silverstein

### Chapter

*James and the Giant Peach* by Roald Dahl  
*Finding Audrey* by Sophie Kinsella



*I Will Always Write Back* by Martin Ganda, Caitlin Alifrenka and Liz Welch

### **Kindness**

#### Picture

*Each Kindness* by Jacqueline Woodson

*Z Is for Moose* by Kelly Bingham

*I Broke My Trunk* by Mo Willems

#### Poetry

"The Invitation" by Shel Silverstein

#### Chapter

*The Tale of Despereaux* by Kate DiCamillo

*The Women Of Brewster Place* by Gloria Naylor

*The One and Only Ivan* by Katherine Applegate

### **Courage**

#### Picture

*Rad American Women A-Z* by Kate Schatz

*Planting the Trees of Kenya* by Claire A. Nivola

*The Very Busy Spider* by Eric Carle

#### Poetry

"On the Pulse of Morning" by Maya Angelou

#### Chapter

*The Red Pencil* by Andrea Davis Pinkney

*Hoot* by Carl Hiaasen

*Heat* by Mike Lupica

*Gaby, Lost and Found* by Angela Cervantes

### **Confidence**

#### Picture

*Exclamation Mark* by Amy Krouse Rosenthal

*Alvin Ailey* by Andrea Davis Pinkney

*When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill

#### Poetry

"By Myself" by Eloise Greenfield

*The Dream Keeper and Other Poems* by Langston Hughes

#### Chapter

*The Green Bicycle* by Haifaa al Mansour

*Freckle Juice* by Judy Blume

*Girl Wonder: A Baseball Story in Nine Innings* by Deborah Hopkinson

### **Hope**

#### Picture

*Alexander and the Terrible, Horrible, No Good Very Bad Day* by Judith Viorst

*I, Too, Am America* by Langston Hughes

*A Dance Like Starlight: One Ballerina's Dream* by Kristy Dempsey and Floyd Cooper

*The Infinite Song* by Andrea Freeman

Poetry

"Poetry for Young People: Langston Hughes" by David Roessel

*Honey, I Love You and Other Poems* by Eloise Greenfield

Chapter

*Toothpaste Millionaire* by Jean Merrill

*The Thing About Luck* by Cynthia Kadohata

*Inside Out and Back Again* by Thanhha Lai

## Read Aloud Guide

Studies show that literacy is the foundation for emotional and physical well-being, intellectual growth, and economic security. Furthermore, reading aloud improves listening skills, vocabulary acquisition, and the understanding of common story themes and structures that will factor into children's future success. Use the tips below to create a powerful, memorable read aloud experience.

- Read the book beforehand to familiarize yourself with the story. Make note of places you want to stop and ask questions.
- Be animated! Change your voice during the read aloud to match the expressions of the characters and emotions of the story; this will truly bring the text to life.
- Use different voices for different characters so that children come to recognize dialogue within a text and individual character traits.
- If your book has a lot of text, try a story walk instead of reading every word. A story walk is when you summarize what is happening on each page while pointing to the illustrations to help explain the action.
- Ask questions out loud as you read. Ask listeners to predict what will happen next, how they would feel if they were in the story, or the meaning of a vocabulary word that might be new. Limit your questions to one or two so they do not disrupt the flow of the story.
- After you finish the story, have a conversation that focuses on connecting the text to the listeners' lives and experiences. Browse our 7 Strengths Discussion Prompts for ideas.



## Why We Celebrate World Read Aloud Day

World Read Aloud Day is all about spreading a love for reading. We think everyone in the world should get to read and write. Every year, people all around the globe celebrate WRAD by reading and sharing stories together.

### Activity Challenge:

The passage above tells what World Read Aloud Day means for us at LitWorld. Use the questions below to discuss your experiences with reading aloud, and why it is important to you and your community. Then, craft your own statement of purpose.

### Discussion Questions:

1. What is your favorite read aloud memory?
2. What do you like most about read alouds?
3. If you met someone who had never read a book and could choose one book to share with them, which book would it be? Why?

### Draw a picture of you reading aloud with someone you love!

Who are you reading aloud with? What are you reading? Where are you reading together?

## Why We Celebrate World Read Aloud Day

World Read Aloud Day is about taking action to show the world that the right to read and write belongs to all people. World Read Aloud Day motivates children, teens, and adults worldwide to celebrate the power of words and creates a community of readers advocating for every child's right to a safe education and access to books and technology.

### Activity Challenge:

World Read Aloud Day is an important time for reflecting on the value of literacy and reading. The following activity will facilitate deep thought and discussion around these topics.

### Directions:

1. Read LitWorld's World Read Aloud Day mission statement out loud for the group. After this, you can say,

*The passage above tells what World Read Aloud Day means for LitWorld. We will now complete an activity that will demonstrate the importance of literacy and reading for all of us in day-to-day life. Before we begin, does anyone want to guess how many times a day you use reading in order to accomplish something? (Feel free to take two or three responses).*

2. Distribute copies of "A Day in the Life of Diana" so each participant has one. You can say,

*The passage on this sheet is an example of a day in the life of a student. As I read through it, please mark the sheet every time the girl in the story uses reading. When I am done reading, we will discuss the questions at the end of the story together.*

3. When you are done with the conversation, thank all the participants for joining in this activity. You can say,

*Thank you for doing this activity with me! By participating today, you have joined a global movement of people all celebrating a love of reading.*

## A Day in the Life of Diana

Diana awoke early in the morning as the sun rose. She opened her eyes to see the sun beaming through her window at 6:00am. Once she was fully awake, she rolled out of bed to get ready for school. She went through her usual morning routine: brushing her teeth, washing her face, and getting dressed.

When she got to the kitchen, Diana prepared her breakfast as she does every day. She then helped her brothers and sisters get ready for school. After filling her backpack with the books she needed, Diana left her house and started the journey to her school down the road. As she approached the school, she realized that she would have science class today. This made her happy as science was her favorite class. (She loved the exciting experiments she did with her classmates.) Diana saw that the students in the yard by the school were making their way inside, so she ran in order to arrive on time.

When lunch began, Diana met up with her best friend Lily. Lily and Diana often shared their food. They had many things in common, including what they enjoyed eating. If they ever brought something special with their lunches, like biscuits, they would always split the food and share with each other.

When they finished eating, Lily showed Diana the book she had started reading in English class that day. Diana read the title and said she had never heard of it. Lily said she thought Diana would love the book. She told Diana she could borrow it when she finished it.

After school, Diana waited for Lily outside the front entrance as she always did. Lily's little brother William skipped over to them, and they began the walk to Lily and William's home together. Once they arrived, Diana and William set up their books in the kitchen. Diana tutored William twice a week after school. This time, Diana helped him read a short story and answer questions about it. They also completed several pages in his science textbook, and helped him with sums for maths class. After an hour, Diana stood up to leave. She called out to Lily to let her know she and William were done, and began the walk to her house.

Once she reached her home, Diana followed her usual evening routine. She grabbed a snack from the kitchen. Then, she laid her homework sheets out on the table in a pile, the order that she would complete them. Diana picked up the first assignment, an article for social studies class, and began to read.

Questions:

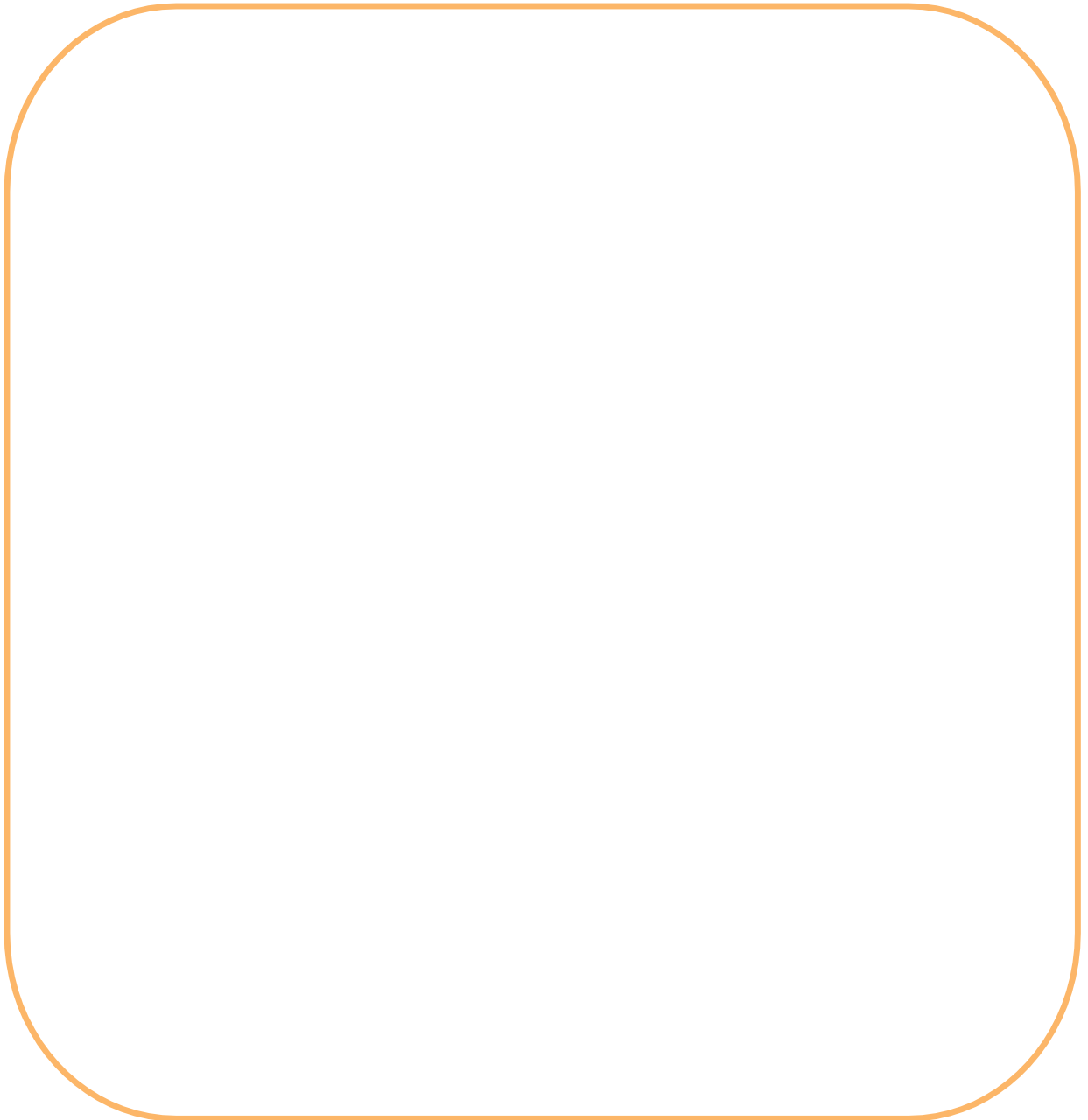
1. In the passage, how many times did you find examples of reading in everyday life?
2. What would have happened to Diana on this day if she were unable to read?
3. How would your day-to-day life change if you could not read? How would you feel?



**Name:**

## **Design Your Read Aloud**

In the space below, design a new book cover  
for a book you love to read aloud.



## Reading Identity Web

The purpose of this activity is to create a web of connectedness showing the similarities and differences among the readers in the group.

### Materials:

- Index Cards
- Chart paper
- Markers

### Directions:

1. Be sure each table has a piece of chart paper, then introduce the activity. You can say,

*Now we are going to do an activity to explore our own reading identities. Our reading identities are shaped by our habits, like what we read and where we read. In this activity we will create a web of connections to see how we are alike and how we are different as readers.*

2. Pass out an index card to each participant. Then, explain what they should write. You can say,

*Everyone has an index card. Each of you will write six words or phrases on your card. I'm going to read out two questions. For each question, write down three words or phrases in response. The first question is 'What do you like to read?' The second question is 'Where do you like to read?'*

Give everyone a moment to begin writing. Remind them of the guidelines. You can say,

*Remember, everyone will write three responses to each question. For example, my card might say: 'Poems, Magazines, Fantasy Books, My Bedroom, The Library, My Couch.'*

3. When everyone has written their responses, invite the participants to write their names around the piece of chart paper.
4. Once everyone's name is on the paper, ask for two volunteers to share one of their responses with the group.
5. Next, have the members write down their responses near their names.
6. Once everyone has written down their responses on the chart paper, tell them to connect their words to the words other people wrote. You can say,

*Now we are going to make something called a Reading Identity Web. When I say so, everyone can stand up and take a look at what everyone wrote. If you see that someone wrote the same word as you, draw a line to connect your words! Let's start to make our web!*

7. Give everyone five minutes to connect the words. Then, lead a discussion about reading identities. Here are some questions to guide your conversation:

- Who found a Reading Identity Word that matched someone else's? What was the word?
- Who had a Reading Identity Word that no one else had?
- Who found a Reading Identity Word that made them want to try something new? This can mean reading in a new place, or reading something you have not tried before.

8. Thank your students for participating in World Read Aloud Day, and encourage them to try reading something new or in a new place!



## Mural Activity

This activity is a great way to make the read aloud a dynamic experience.

### Materials:

- An excellent read aloud book!
- Sheets of paper
- Markers

### Directions:

1. Be sure each table has a piece of chart paper, then introduce the activity. You can say,

*Now we are going to do a great activity. Today, we are going to put a fun spin on the usual Read Aloud.*

2. Pass out sheets of paper and explain the activity. You can say,

*While I read aloud, all of you can write down words and phrases from the book that you like. After the read aloud, we will all create a mural together. To make the mural, we will take the words and phrases you wrote and put them on chart paper. We will also draw pictures to go along with what we write!*

3. When everyone is ready to listen, read your book aloud. Remind the participants to write down any words or phrases from the book to use for the mural later.
4. Once you have finished reading the book, invite the participants to write and draw on the chart paper to make the mural. Give them 15-20 minutes. You can say,

*Now that I've finished reading, let's start our mural! Look at what you wrote on your sheets, and start copying those words and phrases onto the mural. You can all draw pictures to go along with what you write, and decorate it however you want!*

Feel free to flip through the book while they do this to keep the book fresh in their minds. If the group is small enough, you can pass the book around. Be sure to tell everyone that it is ok if more than one person has the same idea. You can say,

*Don't worry if someone has the same word or picture as you. That just means you both were interested in the same thing, which is great! If you see someone write or draw something you also want to share, feel free to make your own as well! You can also underline, star, or circle what the other person wrote.*

5. When the mural is complete, lead a discussion using the following questions:

- What is one aspect of the mural you like? Why?
- How can this mural show that we all approach books differently?
- Are there any areas of the mural that seem to be important to a lot of us?

## Global Literacy Statistics

LitWorld works to cultivate a new generation of leaders, storytellers and academic achievers, effecting change for themselves, their communities, and the world. Our campaigns mobilize children and adults from around the world to advocate for literacy as a human right that belongs to all people.

- Reading aloud to children every day puts them almost a year ahead of children who do not receive daily read alouds regardless of parental income, education level or cultural background. (Melbourne Institute of Applied Economic and Social Research)
- According to the latest report (2016), 758 million adults – two thirds of them women – lack basic reading and writing skills. (UNESCO)
- Since 1985, the female adult literacy rate has risen 15%, which is about double the growth of the male literacy rate in the same time period. (UNESCO)
- Young people in Africa and Asia are much more likely to be literate than 50 years ago. In Northern Africa, youth literacy rate (91%) is almost three times as high as the elderly literacy rate (32%). (UNESCO)
- Even though the size of the global illiterate population is shrinking, the female proportion has remained virtually steady at 63 to 64%. (UNESCO)
- Among the youth population, female literacy rates have been rising quickly. Nonetheless, three out of five youths lacking basic reading and writing skills are young women. (UNESCO)
- If all children in low-income countries left school literate, 171 million people could move out of poverty. (World Literacy Foundation)
- Poorly-literate individuals are less likely to participate in democratic processes and have fewer chances to fully exercise their civil rights (UNESCO)
- A child born to a mother who can read is 50% more likely to survive past the age of five than a child born to an illiterate woman. (UNESCO)
- A literate and educated girl is three times less likely to acquire AIDS, she will earn at least 25% more income, and she will produce a smaller, healthier family. (UNESCO)
- Illiterate people earn 30-42% less than their literate counterparts. (World Literacy Foundation)

*UNESCO: United Nations Educational, Scientific and Cultural Organization*



# WORLD READ ALOUD DAY CERTIFICATE

Presented to:

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# World Read Aloud Day

