

READING IS FUNDAMENTAL®

# Share the Message: Read!

COMMUNICATION RESOURCE GUIDE



Supported by the  
**Pitney Bowes Foundation**

# Share the Message: Read

Communication  
Resource Guide

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# Introduction

Reading Is Fundamental and the Pitney Bowes Foundation welcome you to the engaging stories and literacy activities in this Communication Resource Guide. This guide will help you and the children in your life build upon the many wonderful stories contained in your book collection.

## Why Use a Communication Book Collection?

Literature and language influence who we are, and children bloom when we cultivate literacy and communication in their lives. The books in this collection were selected to reflect the different aspects of communication: conversations, communications technology, communicating through the arts, and using writing to express oneself. Within each section, you'll find reading lists and fun activities to extend many of the concepts explored in the books.

## Why Conduct Reading Motivational Activities?

Stories are a great source of information. Enhancing the stories with motivational activities enables children to develop their own feelings and thoughts about what they heard or read, excites their interest in reading, and helps them associate books and reading with positive, fun experiences.

## What are the Elements of the Communication Resource Guide?

Each section of this guide contains:

- Suggested motivational activities
- Annotated booklists
- Story builders—additional quick activities to motivate readers

## Who Should Use the Communication Collection?

Teachers, childcare providers, and parents can use these resources in classrooms, community centers, or at home. Parents can also extend the stories with home-based projects and field trips. Most of the suggested activities can be adapted to a broad range of ages.

### TIPS FOR READING ALOUD

Each activity section of the guide includes a motivational activity. Helpful hints or story builders are also provided to conduct a successful read-aloud.

#### Before You Read a Story...

- Give a short overview of the story.
- If you are continuing to read from a previous day, review what you read the day before, and discuss what might happen next.
- Take turns reading aloud; for example, you and your child can each read a page.

#### During a Story...

- Defer questions until after you finish reading, if possible. This helps children get fully engaged in listening to the story.
- Summarize or adapt parts of the story that might be above the children's level of understanding.
- Ask children to imagine what they might do in a situation similar to that faced by a character.
- Stop reading at a suspenseful point in the book. This encourages the children to get excited for the next day's read-aloud.
- Relate the book you are reading to one you've read before.

#### After You Read a Story...

- Provide materials and activities that let the children expand their understanding of a character, event, or situation.
- Talk about what you have read. Books often evoke strong feelings that should be shared.
- Offer your reactions and invite the children to do the same.

# Powerful Words & Actions

## MOTIVATIONAL ACTIVITY

### TITLE

The Power of Words

### DURATION

30 minutes

### GOAL

Children will express their thoughts on paper.

### MATERIALS

- Share Your Thoughts handout or paper
- Pencils

### INSTRUCTIONS

- 1.) Read to the children any variety of books about self-expression and/or leadership.
- 2.) Discuss the books with the children.
- 3.) Have the children fill out a Share Your Thoughts handout located on page 12 of this booklet.

**SHARE YOUR THOUGHTS**

What do you appreciate others doing for you?

What would you like to do for others?

What causes do you care about?

What situation would you like to change in our world?

What would you do to help change it?

# Great Communicators

## **Abraham Lincoln: Lawyer, Leader, Legend**

*by Justine and Ron Fontes*

## **Gandhi: A Photographic Story of a Life**

*by Amy Pastan*

## **John F. Kennedy: A Photographic Story of a Life**

*by Howard S. Kaplan*

## **Martin Luther King, Jr.: A Photographic Story of a Life**

*by Amy Pastan*

## **César: ¡Si se Puede! Yes, We can!**

*by Carmen T. Bernier-Grand*

## **Malcolm X: A Fire Burning Brightly**

*by Walter Dean Myers*

## **Peaceful Protest: The Life of Nelson Mandela**

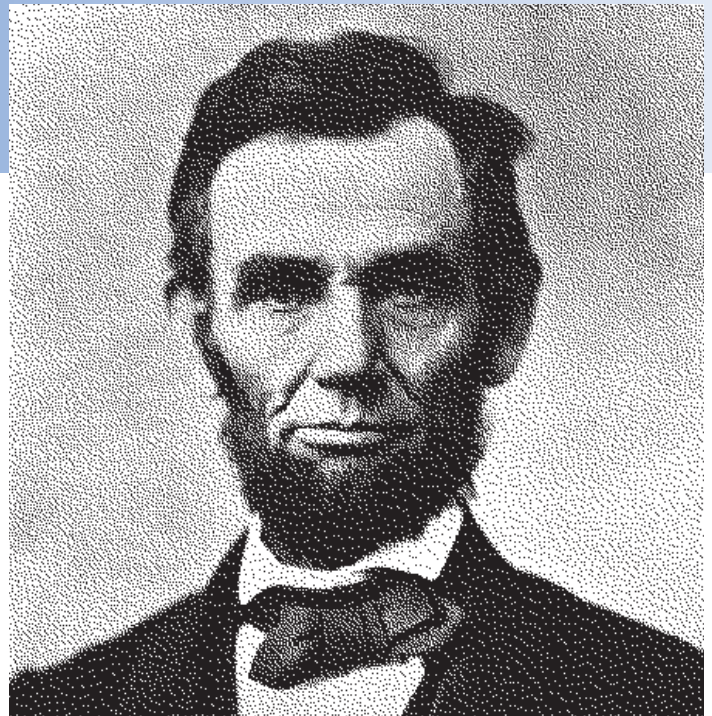
*by Yona Zeldis McDonough*

## **Martin's Big Words: The Life of Dr. Martin Luther King, Jr.**

*by Doreen Rappaport*

## STORY BUILDERS

- Read to the children books about communicators from three different countries. Have the children write a short list of words describing each of the speakers. Have them draw or color a map of the world and paste the list on the speakers' country of origin.
- As a group, instruct the children to select three great communicators. Lead a discussion about how they changed the world around them.
- Have the children read a great speech, such as one from Dr. Martin Luther King, Jr. Instruct the children to discuss and interpret the message.



## Courage

### **Vote: Discover the Fascinating History of the Election Process—From Roman Times to the Present Day**

*by Philip Steele*

### **Freedom of Speech**

*by Christin Ditchfield*

### **If You Traveled on the Underground Railroad**

*by Ellen Levine*

### **Only Passing Through: The Story of Sojourner Truth**

*by Anne Rockwell*

### **Freedom on the Menu: The Greensboro Sit-Ins**

*by Carole Boston Weatherford*

### **Sweet Clara and the Freedom Quilt**

*by Deborah Hopkinson*

### **Rosa**

*by Nikki Giovanni*

## STORY BUILDERS

- Have the children develop a timeline exploring the different obstacles that women and minorities had to overcome in order to obtain the right to vote.
- Lead a discussion or have the children write about their understanding of freedom of speech.

# Comic Communications

## MOTIVATIONAL ACTIVITY

### TITLE

Storytelling with Words and Images

### DURATION

30 minutes

### GOAL

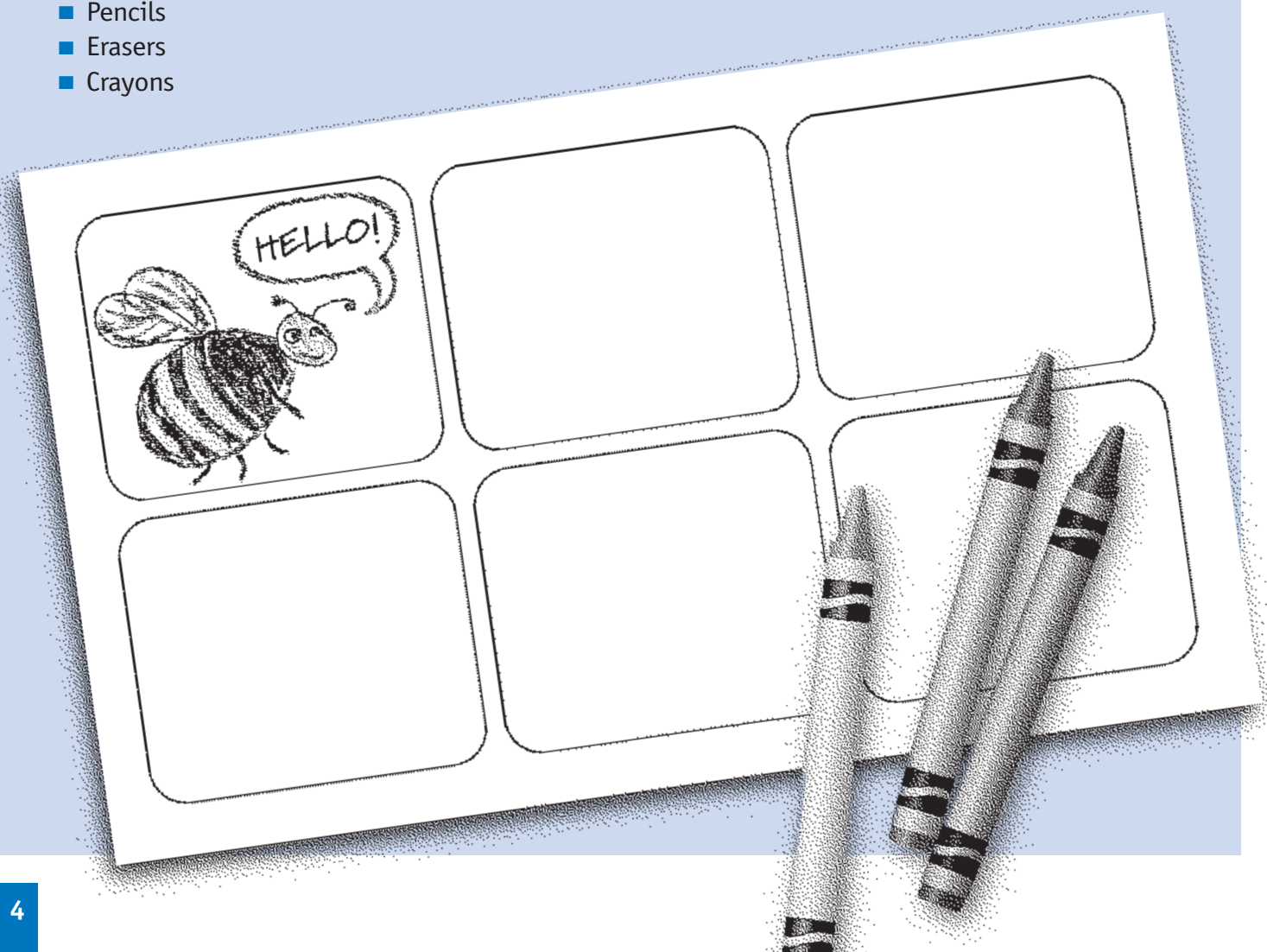
Children will write a comic strip.

### MATERIALS

- Comic Strip Template handout or paper
- Pencils
- Erasers
- Crayons

### INSTRUCTIONS

- 1.) Give the children a copy of the comic strip template handout—located at the back of this booklet.
- 2.) Have them make up characters and a plot for a comic strip.
- 3.) Have the children write their comic strip using a first- or third-person point-of-view narration.





## Letters

### **Clementine's Letter**

*by Sara Pennypacker*

### **Dear Juno**

*by Soyung Pak*

### **A Letter to Amy**

*by Ezra Jack Keats*

### **Dear Mr. Blueberry**

*by Simon James*

### **Click, Clack, Moo: Cows that Type**

*by Doreen Cronin*

### **Dear Mrs. LaRue: Letters from Obedience School**

*by Mark Teague*

## STORY BUILDERS

- Have the children write and/or draw a simple postcard with a friendly message to one of their family members. Encourage the children to mail the postcard. If the children have access to the Internet, encourage them to log on with a parent or other grown-up to send an e-card.

- Have the children write a letter to their principal describing their concerns about the school. Encourage them to include three things they would like to see changed in their school and have them offer solutions to each of their concerns.

## Writing Adventures

### **The Landry News**

*by Andrew Clements*

### **Diary of a Wimpy Kid**

*by Jeff Kinney*

### **Top Secret: A Handbook of Codes, Ciphers, and Secret Writing**

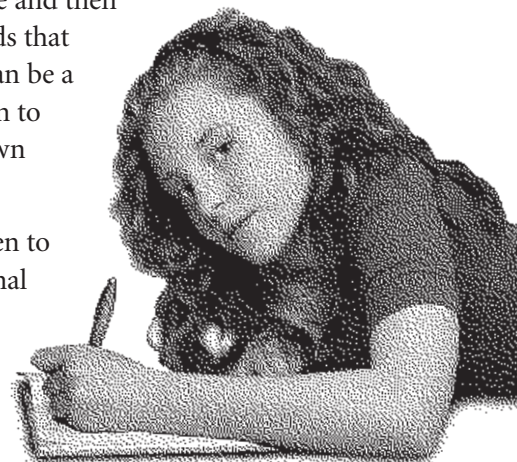
*by Paul B. Janeczko*

### **Read a Rhyme, Write a Rhyme**

*by Jack Prelutsky*

## STORY BUILDERS

- Talk to the children about how people have had to use secret codes to share information in difficult times. Invite the children to develop their own "Top Secret" alphabet code to communicate with friends.
- Read a variety of books with rhymes. Encourage the children to write their own rhymes by first writing one word they want to use and then recording all the words that rhyme with it. This can be a great start for children to begin writing their own poem.
- Encourage the children to write a personal journal entry. Have them draw pictures to go with it and write labels for the images.



# Energy & Communication

## MOTIVATIONAL ACTIVITY

### TITLE

So Many Kinds of Energy

### DURATION

1 hour

### GOAL

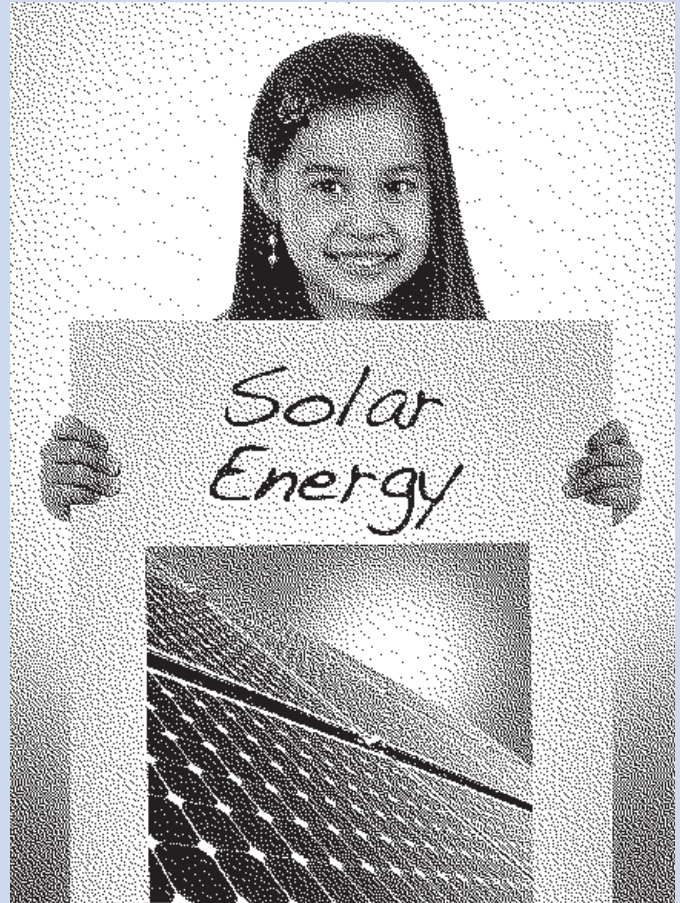
Children will learn about different sources of energy.

### MATERIALS

- Books about energy consumption and conservation
- Internet access (if possible)
- Magazines
- Poster board
- Markers
- Glue
- Scissors
- Paper in a variety of colors

### INSTRUCTIONS

- 1.) Talk to the children about the different sources of energy we use today, such as solar, wind, water, fossil fuel, and coal.
- 2.) Divide the children into groups and assign each group a type of energy.
- 3.) Have the children learn about their energy source from books or the Internet, and collect pictures from magazines or online.
- 4.) Instruct the children to make a poster about their energy source using the information and pictures they've gathered.



- 5.) Some of the information the children may want to put on the posters include:

- How much of their type of energy does our country use?
- How does this type of energy help or hurt our environment?
- What are three pros and cons about their source of energy?
- Do they recommend using this energy? Why or why not?



# Great Inventions

## Bleeps and Blips to Rocket Ships: Great Inventions in Communications

by Alannah Hegedus and Kaitlin Rainey

## Media & Communication: Trace the History of Communications—From Hieroglyphics to the Information Superhighway

by Clive Gifford

## Communication: From Hieroglyphs to Hyperlinks

by Richard Platt

## Bill Gates: Helping People Use Computers

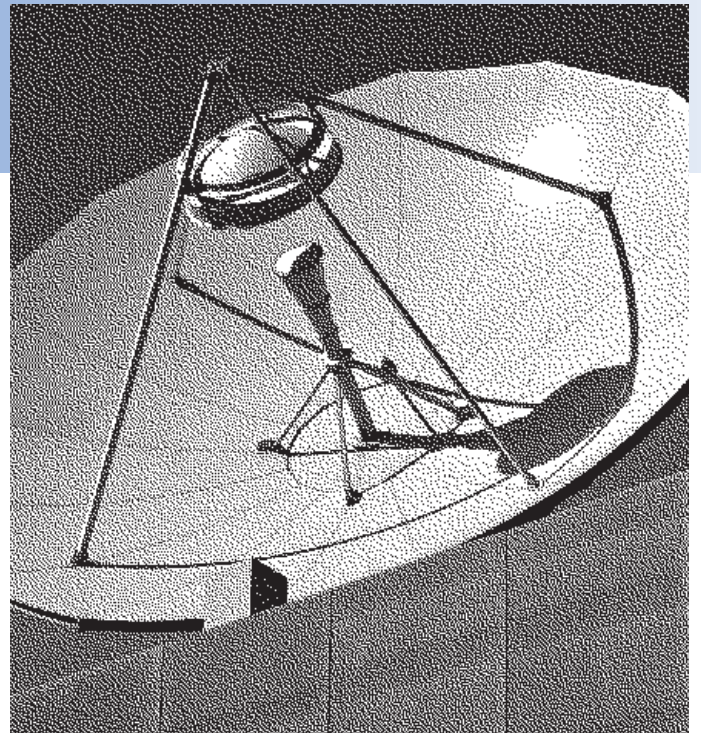
by Charnan Simon

## Alexander Graham Bell

by Wil Mara

## STORY BUILDERS

- Have students choose a household appliance (e.g. a toaster) and ask them to think about how they would improve it. Encourage them to think about what features they would add or take away to make it more helpful to people.
- Lead a discussion with the children about how they think television or the Internet has influenced their everyday lives. Ask the children to think about the different kinds of advertisements they see and how they respond to them.
- Have the children think about how we communicate today. Have them write about how they think we will be communicating 20 years from now.



# Gadgets

## Inventions that Shaped the World: The Telephone

by Patricia K. Kummer

## Inventing the Computer

by Marsha Groves

## Inventing the Radio

by Marianne Fedunkiw

## Radio Man: A Story in English and Spanish

by Arthur Dorros

## STORY BUILDERS

- Have children research the technology people used to communicate with one another 100 years ago, 50 years ago, and today.
- Have students create a timeline starting with when the first computer was invented and showing how they have changed the way people communicate now.
- Talk to the children about creating a tin can telephone. Using two cans, remove one lid from each can and tap a small nail into the remaining lid. Knot a string through the small hole in each can. Keeping the string taut, the children will be amazed at how easy it is to hold a conversation when they talk into the cans.

# Languages

## MOTIVATIONAL ACTIVITY

### TITLE

How Many Languages Do We Know?

### DURATION

15–30 minutes

### GOAL

Children will see the different languages spoken in their classroom.




### MATERIALS

- Paper
- Pencil
- Chart paper
- Sticky notes

### INSTRUCTIONS

- 1.) Draw three horizontal rows on a large piece of chart paper.
- 2.) At the left of each row, write a language you know the children speak at home (you may need more rows depending on the number of languages).
- 3.) Give each child a few sticky notes and ask them to go up to the chart and put their notes in the rows for the languages they speak.
- 4.) When all the children have added their notes, compare the totals of how many languages are spoken.

### How Many Languages Do We Speak?

English	
Spanish	
Mandarin	

This activity can be expanded to include an entire grade or school.



## Animal Talk

### **How to Speak Dog!**

*by Sarah Whitehead*

### **Dolphin Talk: Whistles, Clicks, and Clapping Jaws**

*by Wendy Pfeffer*

### **The Whales' Song**

*by Dyan Sheldon*

### **Owen and Mzee: The Language of Friendship**

*by Isabella Hatkoff, Craig Hatkoff, and  
Dr. Paula Kahumbu*

## STORY BUILDERS

- Read aloud a variety of books about how animals communicate. Lead a discussion about how animals express themselves and communicate to one another.
- If your children could communicate with an animal, which animal would they choose? Have the children write about their animal, why they chose that particular one, and what they would say. Have them draw a picture of them communicating with their animal.

## Words in Many Shapes and Forms

### **No Talking**

*by Andrew Clements*

### **The Unbreakable Code**

*by Sara Hoagland Hunter*

### **Big Talk: Poems for Four Voices**

*by Paul Fleischman*

### **Yo! Yes?**

*by Chris Raschka*

### **Loudmouth George and the Sixth-Grade Bully**

*by Nancy Carlson*

### **Margaret and Margarita: Margarita y Margaret**

*by Lynn Reiser*



## STORY BUILDERS

- Divide the children into groups of four and have them write a poem in four voices. Encourage them to have fun and be creative with their words. This is a great way for children to experience working in a group and creating a collaborative writing project.
- Lead the children in a discussion about the benefits of knowing more than one language.
- Have the children think how they would communicate if they could only use a small number of words per hour. Have them select the words they would like to use and explain why.

# Communicating through Art

## MOTIVATIONAL ACTIVITY



### TITLE

Guess Who I Am?

### DURATION

30 minutes

### GOAL

Children will create a collage expressing who they are.

### MATERIALS

- Large piece of paper or chart paper
- Magazines
- Pictures of the children's favorite things
- Glue
- Scissors
- Crayons or markers

### INSTRUCTIONS

- 1.) Arrange the children in groups and give each child a piece of chart paper.
- 2.) Instruct the children to cut out pictures and words from the magazines that express who they feel they are.
- 3.) Have the children glue the pictures and words onto their chart paper in a collage that uniquely represents them.
- 4.) Collect the collages and ask the class if they can tell who is being represented by the art work.

## Music

### **A Young Person's Guide To: Music**

*by Neil Ardley*

### **Charlie Parker Played Be Bop**

*by Chris Raschka*

### **The Bat Boy and His Violin**

*by Gavin Curtis*

### **Dizzy**

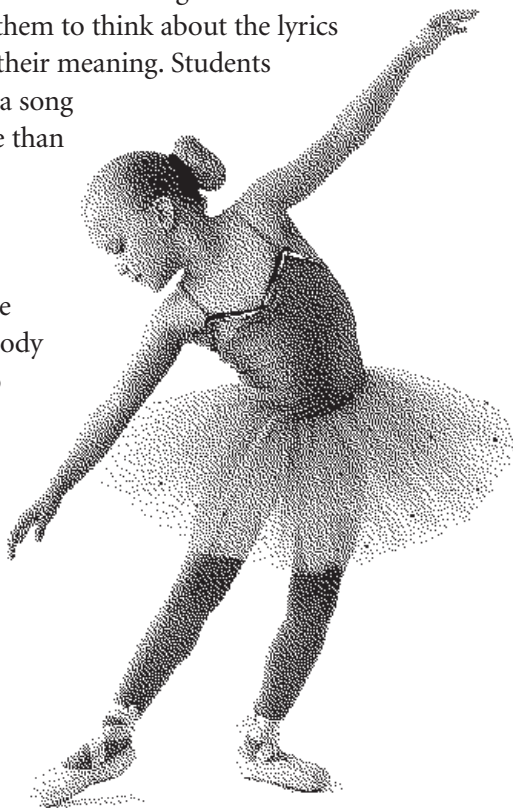
*by Jonah Winter*

### **Celia Cruz, Queen of Salsa**

*by Veronica Chambers*

## STORY BUILDERS

- Play a recorded song for the children and ask them to change the lyrics into a message they want to share with their classmates.
- Share the lyrics of several songs with the children. Ask them to think about the lyrics and interpret their meaning. Students may find that a song can have more than one meaning.
- Play recorded music for the children. Invite them to add body movements to the melody.



## Paintings, Pictures, and Dance

### **On My Own Biography: Pablo Picasso**

*by Linda Lowery*

### **Made You Look: How Advertising Works and Why You Should Know**

*by Shari Graydon*

### **I Read Signs**

*by Tana Hoban*

### **Dance: Discover the Many Kinds of Dance Around the World—From the Magic of Ballet to the Drama of Flamenco**

*by Dr. Andree Grau*

## STORY BUILDERS

- Have the children draw a picture using a variety of drawing materials such as pastels, crayons, paints, etc., to express how they are feeling that day.
- Encourage the children to think about their favorite toy. Have them draw a picture of it as if it were a billboard advertisement.
- If possible, have the children observe different types of dances. Explain to them how certain types of music inspire people to express themselves by moving in different ways.

What do you appreciate others doing for you?

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What would you like to do for others?

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What causes do you care about?

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What situation would you like to change in our world?

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What would you do to help change it?

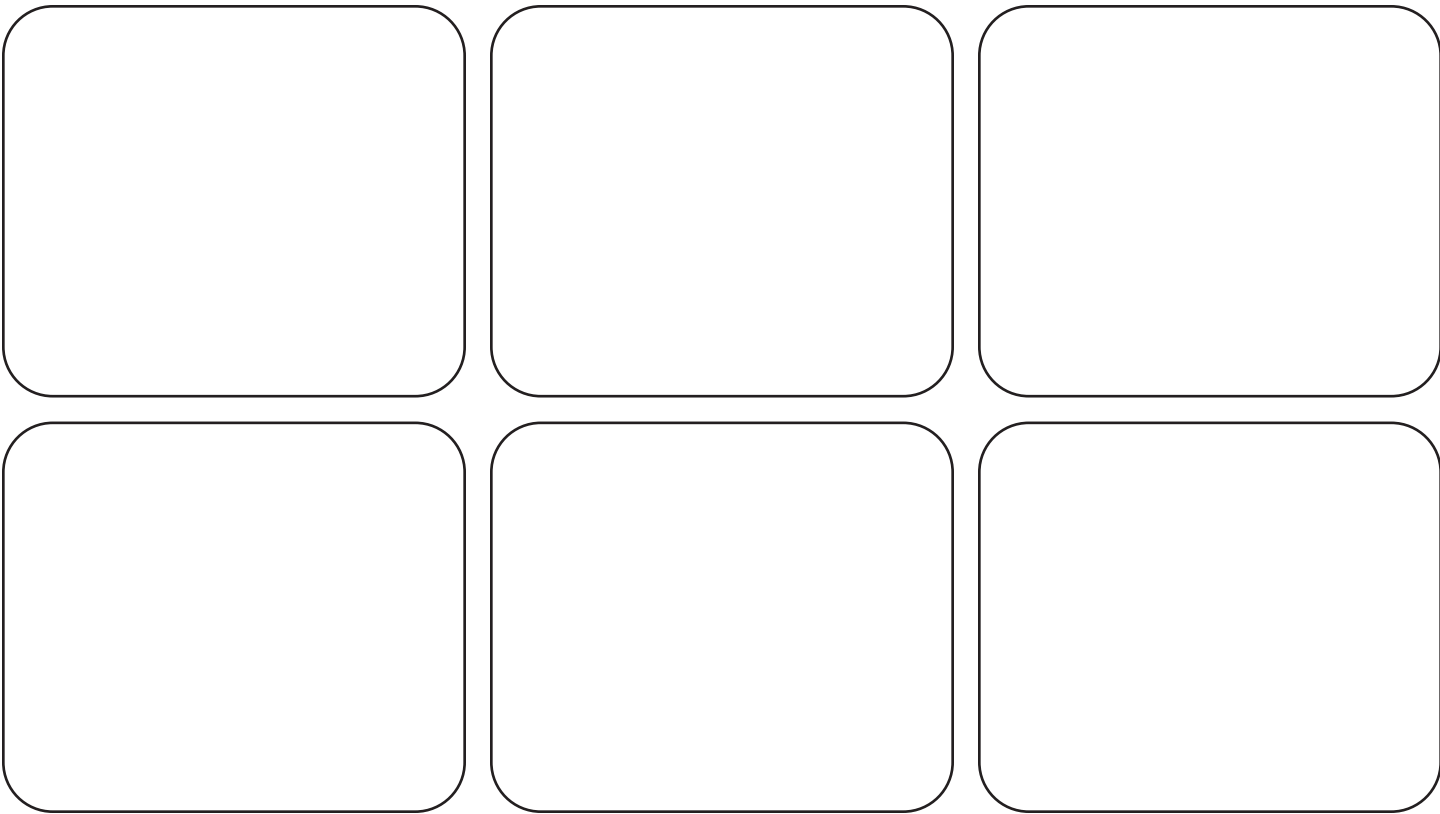
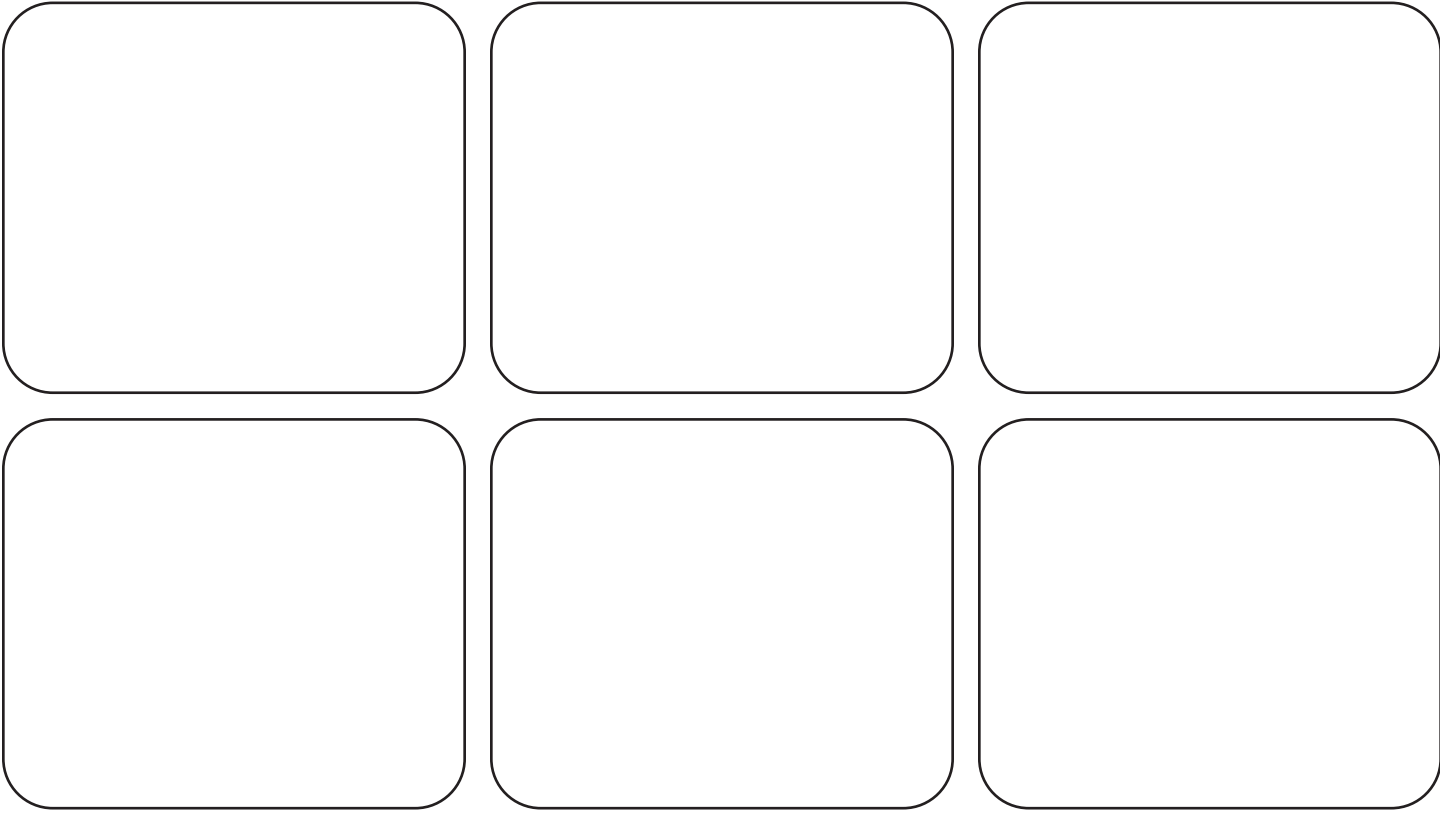
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# COMIC STRIP TEMPLATE

Handout for **Storytelling with Words and Images**. Copy and enlarge this handout to create (2) comic strips. Cut along dotted lines.





**Reading Is Fundamental, Inc. (RIF)**, founded in 1966, motivates children to read by working with them, their parents, and community members to make reading a fun and beneficial part of everyday life. RIF's highest priority is reaching underserved children from birth to age 8. Through community volunteers in every state and U.S. territory, RIF provides 4.5 million children with 16 million new, free books and literacy resources each year. For more information and to access reading resources, visit RIF's website at [RIF.org](http://RIF.org).

**Reading Is Fundamental, Inc.**  
**877-RIF-READ**  
**[www.RIF.org](http://www.RIF.org)**

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**Pitney Bowes Foundation**

The **Pitney Bowes Foundation** is a private entity with a mission to support education, literacy and the diverse community interests of Pitney Bowes employees. We commit our resources to closing the achievement gap and preparing the workforce of tomorrow. For information about these programs, go to [www.pb.com/community](http://www.pb.com/community). General information about Pitney Bowes is available at [www.pb.com](http://www.pb.com).