



**Presents:**

# ***One District, One Book***



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Visit [www.readtothem.org](http://www.readtothem.org) for more information and for an electronic version of this packet.

## Read to Them Presents:

### *One District, One Book*

Dear IRA Member:

I want to tell you about an extraordinary reading program that's been brought to my attention. The program is called One District, One Book and has been used successfully around the country, from Richmond, Virginia to Bentonville, Arkansas. One District, One Book impresses me with how simple it is to implement – and with its incredible possibilities for long-lasting and far-reaching results. What makes One District, One Book so interesting is that it's not just a literacy program, it's a community building program.

In a nutshell, here is how it works:

Every elementary school in a school district receives hundreds of copies of the same book - one for each family in the school. (Say, E.B. White's *The Trumpet of the Swan*. I have seen this very book at work in ten schools in Bentonville, Arkansas.) The school holds an assembly to announce and explain the program. The books are sent home along with a reading schedule (and any other explanatory or supplementary material). All families in the district read the book at home daily over the course of a common month. In each school, a daily trivia question is posed - to keep students alert and families on schedule, and to encourage and reward students for being attentive listeners.

The program is designed for teachers and administrators to guide the reading at school and for elementary school families to read high quality children's novels out loud at home. As such, it prepares and enriches elementary school students to read and to become more adept readers. It also endows families with the healthy, constructive, stimulating, academically beneficial habit of reading prose aloud at home.

From that simple premise of holistic involvement and support for reading, a conversation begins. It starts in school cafeterias. It spreads to playgrounds and parking lots. It involves kindergarteners to fifth graders, principals, parents, teachers. When operated at the district level like this, the interest and engagement continues to spread. It enters libraries, supermarkets, churches. It gets a whole community of elementary school families talking about a children's book. And it gives those families a reason - and a method - and a list - enabling them to read more books in the future on their own time.

I'm telling you this because the IRA has just formed a partnership with the sponsoring agency of the One District, One Book program, a national non-profit called Read To Them. Our partnership seeks to offer and spread the notion of families regularly reading chapter books out loud at home across the nation via the One District, One Book program. And it offers you an exciting opportunity of initiating this approach in your district or region.

The documents that follow in this packet will show you how to make One District, One Book happen and will guide you to success. Some of the items are just for you - checklists, how to's, resources, and a discrete sub-packet of materials that you will eventually share with the participating member schools that you recruit. This sub-packet will tell each school all they need to do to be a part of One District, One Book in your region.

Please read these materials carefully - and then let me know what you think. I really believe this approach can help literacy non-professionals at the local level recognize the importance and value of reading, and of reading teachers. The grand - but fundamental - ambitions of One District, One Book can serve to unite a community and galvanize widespread support for academic success and personal growth.

I ask that you consider bringing the One District, One Book program into your community. If there's anything that I can do to help you in that regard, please don't hesitate to contact me.

-- Bill Harvey, IRA

## How To Do *One District, One Book* in Your District

Whether you are a school teacher, reading specialist, principal, librarian, or parent, you can organize ODOB. There is no one right way to make it happen, but here are some ideas to help you begin. The ODOB packet is a valuable resource to use in your efforts.

### Six Ways to Make One District, One Book Happen

1. **Contact the Superintendent and/or School Board Members of your district.** If you don't have the ear of one of these officials, find someone who does and enlist their help. If the superintendent is convinced, then the principals in each of your elementary schools will be persuaded to participate.
2. **Get the support of your local IRA Council/Affiliate.** Members of these groups have a passion for literacy, may represent a variety of professional positions throughout your district, and may serve as valuable advocates for the program.
3. **Form a coalition of Elementary Principals from your district.** Get several principals on board: present the program to them.
4. **Contact the Elementary Language Arts Instructional Specialist/Coordinator for your district.** This person will have access to and knowledge about all of the elementary schools in your district. S/he will also be a fellow literacy advocate.
5. **Get in touch with the Office of Community Relations for your school system.** Someone in this office can give you guidance on who to contact and who can help, and well as information on the successes and pitfalls of other community outreach programs within your district.
6. **First do the One School, One Book program in your elementary school.** "One School, One Book" is a school-level version of ODOB. Over 100 individual schools across the United States and Canada are currently participating in this program. Contact Bruce Coffey ([bruce.coffey@readtothem.org](mailto:bruce.coffey@readtothem.org), 804.308.8096) for a One School, One Book packet. After it succeeds, you will have concrete, persuasive evidence -- including student, teacher, and parent testimonials -- to share with district-level personnel to help spread the program to your entire district.

## Tailor Our Materials to Fit Your Needs

- The electronic version of this packet can be tailored to fit your district and individual schools' needs. Sample letters home, sponsor pages, etc. can be altered as your ODOB leaders see fit.
- "District Leader's Tips for Starting One District, One Book" on page 7 is a document ready to be handed to the person(s) you approach as well.
- Please feel free to contact us. We are here to help One District, One Book succeed in your school system. Our contact information is below.

## Join the International Reading Association

*Coming soon:* IRA convention workshops and sessions for One District, One Book participants. So, we strongly encourage individuals who participate in One District, One Book to become members of the International Reading Association. The IRA has a wealth of resources and professional development offerings for those who have a passion for literacy education. Visit [www.reading.org](http://www.reading.org) for more information.

## Read to Them® Contact Information

As always, Read to Them staff members are available to answer your questions and provide advice to ensure the success of our program in your schools:

*For questions about One District, One Book:*

Gary Anderson, Director, *One District, One Book*  
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 804.397.0035

*For questions about One School, One Book:*

Bruce Coffey, Director, *One School, One Book*  
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 804.310.1214

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 Read to Them  
 400 Stuart Circle  
 Richmond, VA 23220

*Website:*  
[www.readtothem.org](http://www.readtothem.org)



## **District Leader's Tips for Starting *One District, One Book***

- Present the program to your principals using the ODOB packet. The ODOB “Introductory Letter” (page 3) and the “How to Sponsor One District, One Book” section (page 23) provide persuasive arguments for the program. Visit [www.readtothem.org](http://www.readtothem.org) for more information as well.
- Give each principal a ODOB sub-packet (pages 9-25); it outlines how to do the program at the school level.
- Make sure each principal understands that every school participating will be reading the same children’s novel. However, each school is free to implement individualized activities and events to personalize the program for their specific population.
- Read to Them will provide copies of the children’s book chosen by your district at a substantially discounted price. See the Memorandum of Understanding (page 8).
- “How to Sponsor One District, One Book” (pages 23-25) is a document you may share with potential sponsors (feel free to revise it to suit your needs).
- Possible funding avenues for purchase of the book to be read include:
  - Each school’s PTA
  - A large business in the community (e.g., Walmart)
  - Small grants
  - Individual school fundraisers
  - Each school may ask a local business to “adopt a school” for their books
- Publicize your district’s participation in the ODOB program:
  - Post information on your school district’s website
  - Post information on each school’s website
  - Post flyers in your schools and around your community
  - Issue a press release
  - Contact local news media for more coverage (newspapers, TV stations)

## Memorandum of Understanding

Read To Them®, in partnership with the International Reading Association (IRA), presents **One District, One Book** and enters into agreement through this memorandum of understanding to promote participation with the following school district:

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### **General Purpose**

IRA/Read to Them®, in an effort to promote literacy throughout the United States, offers the **One District, One Book** program as a means of encouraging reading aloud to children in their homes and developing a “Community of Readers.”

### **Specific Steps**

School systems are strongly encouraged to purchase their books through RTT for the **One District, One Book** program. Books will be offered to participating districts at a substantial discount by Read To Them® in order to provide a copy to each child as well as to school staff who participate.

Read To Them® agrees to provide a ODOB packet and consultative services (phone and e-mail communications) as needed to participating schools to ensure success of the program.

### **Nature of this Agreement**

This MOU is not a binding contract. The signatory school district, though indicating here a desire and intention to participate in **One District, One Book**, is not obligated to do so. Read To Them® will retain exclusive control of the terms of participation in this MOU and reserves the right to adjust its existing cost structure and expense commitment.

For Read To Them®: \_\_\_\_\_ Date \_\_\_\_\_

For School District: \_\_\_\_\_ Date \_\_\_\_\_

Additionally, please provide the following information to help in facilitating the implementation of this program at your schools:

District contact person \_\_\_\_\_

E-mail address \_\_\_\_\_

Telephone number \_\_\_\_\_

Number of elementary schools in your district \_\_\_\_\_

**Please complete and mail to:**

**Read to Them 400 Stuart Circle Richmond, VA 23220**

*(We will return a signed copy to you for your records.)*



Presents:

## *One District, One Book*

*Contents:*

### *Sub-Packet of One District, One Book Materials for Each School*

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## How to Do *One District, One Book* in Your School in 10 Easy Steps

### 1. **Get the principal on board.**

This is the key move. When the principal signs on, everyone else - teachers, parents, students (anyone who might be skeptical) - jumps on board.

### 2. **Choose a book.**

This step can be tricky. The best titles are those rare books that can be understood by early readers, yet still interest experienced readers. Read To Them has a list of suggested titles, some more directly aimed at younger readers/listeners, and a selection for older readers/listeners.

### 3. **Secure funds for the book.**

There are many methods, from the PTA to neighborhood grants. If you can't find a way to fund the book, contact us so we can provide some assistance.

### 4. **Sell it to the teachers.**

One District, One Book achieves the most significant results when the teachers are on-board and the entire community is involved. Read To Them can supply supplementary resources: documents, arguments, personnel.

### 5. **The Assembly.**

This purely fun kick-off event will pique interest in the book and get students curious about what will happen in the story. In successful schools, students and parents will ask months in advance, "What's the next book?"

### 6. **The Reading Schedule.**

This is the daily guide so everyone, especially families at home, can stay on pace and students can participate in daily activities.

### 7. **The Explanatory Note to Parents.**

This note lets parents know what's up: how to read aloud; at what pace; the place to raise any thematic red flags. The note may also share supplementary reading titles.

### 8. **The Daily Trivia Questions.**

These questions are the key to building and maintaining daily interest in the book. Many students and families eventually read the chapters trying to anticipate each day's question - a perfect example of something fun surreptitiously teaching studiousness.

### 9. **Suggested Activities.**

Such extension activities are the way for teachers (or parents) to expand use of the book. They often produce materials that can be displayed in schools. Examples: discussion of thorny themes; drawing and writing exercises; group or class projects.

### 10. **End of Book Trivia Quiz.**

The way to wrap up and satisfy students' sense of achievement is the final trivia quiz. A winning prize may be awarded to one student in every grade.

## **Suggested Novels for *One District, One Book***

The following books have already been used as One Book titles. Supporting materials can be found at [readtothem.org](http://readtothem.org).

*The Trumpet of the Swan*, by E.B. White  
*The Lion, the Witch, and the Wardrobe*, by C.S. Lewis  
*Because of Winn-Dixie*, by Kate DiCamillo  
*The Indian in the Cupboard*, by Lynne Reid Banks  
*Love That Dog*, by Sharon Creech  
*The BFG*, by Roald Dahl  
*Mrs. Frisby and the Rats of NIMH*, by Robert C. O'Brien  
*My Side of the Mountain*, by Jean Craighead George  
*Shiloh*, by Phyllis Reynolds Naylor  
*Heartbeat*, by Sharon Creech  
*Dominic*, by William Steig  
*A Cricket in Times Square*, by George Selden  
*Frindle*, by Andrew Clements  
*A Barrel of Laughs, A Vale of Tears*, by Jules Feiffer  
*The Mysterious Journey of Edward Tulane*, by Kate DiCamillo  
*Island of the Blue Dolphins*, Scott O'Dell  
*Bud, Not Buddy*, by Christopher Paul Curtis

The following books are recommended as future One Book titles:

*In the Year of the Boar and Jackie Robinson*, by Bette Bao Lord  
*A Long Way From Chicago*, by Richard Peck  
*The Phantom Tollbooth*, by Norton Juster

## Ten Tips for Reading Aloud

**1. How to Choose a Book** - Your child's tastes and interests are a good starting point. Also, choose a book that appeals to you. If you are enthusiastic about the story, your child is more likely to be too. Then, make sure you marry the reading style with the book: Roddy Doyle's *The Giggler Treatment* (about dog poop) asks for a wry, playful style - lots of enthusiasm; Scott O'Dell's *Island of the Blue Dolphins* suggests a quieter, deadpan style - it's a story about Nature, so let the prose do the work.

**2. How to Make the Time** - If reading aloud is important, you must prioritize: Sometimes this means doing something else (the dishes, say) later; sometimes it means not doing something else (Monday Night Football isn't that good this week); and sometimes it means making something boring - say, waiting at the doctor's office - interesting.

**3. Punch Vocabulary** - Make the language in a story more interesting for both you and your listener by choosing the most interesting word in each sentence, and doing something more with it: emphasize it, italicize it, underline it, enunciate it, whisper it, elongate it - bring it out to some (subtle) place of prominence and enliven the prose.

**4. Pause** - One of three tips that help re-set your child's attention span and can be used to heighten drama or suspense or emotional impact; in this case, pay special attention to every mark of punctuation: every comma and period, hyphen and parentheses. One word sentences are written that way for a reason.

**5. Slow Down** - Also re-sets attention span; and heightens drama, suspense, and emotion; but not the same as pausing; slowing down means adjusting the pace of a sentence; or a paragraph; your listener will notice immediately.

**6. Whisper** - Everyone knows the whisper effect, when you want to make someone pay even closer attention; so this one also re-sets the attention span; heightens drama and suspense and - especially - can make the most malevolent characters even more malevolent.

**- Together, these three tips - Pause, Slow Down, Whisper - represent the pure heart of effective reading aloud.**

**7. Accents and Voices** - Borrow shamelessly from everywhere to mimic different voices; you kids don't care how perfect they are, only that the voices in a dialogue are distinct, bringing the characters alive. Also, give each character who talks a lot some identifying trait or mannerism to make it easier for you to trigger the voice (e.g. Draco Malfoy lords it over everyone - perhaps he drawls or sneers; Hermione Granger is a goody-goody - perhaps her voice is a little prissy.)

**8. Ask Questions** - Use the opportunity reading a book gives you to ask questions before, during, and/or after a reading to serve multiple purposes: rehearse or remember characters or plot developments; explore moral or ethical questions; make associations with other books and media - film and otherwise. Be careful to keep focus on enjoyment of the story -- sprinkle questions rather than pepper them.

**9. Give Them a Quiz** - Not to make reading like school, but as a memory cue; kids love showing off their knowledge, having a reason to pay even closer attention, owning a book or story thoroughly and in detail. Pretty soon, they'll be asking you questions.

**10. Permit an Auxiliary Activity** - Kids will get distracted - for a good reason: because they've made an association and are pursuing it. When pausing and whispering and slowing down aren't enough, it's okay to let them color or draw or doodle - or braid their hair or wash the dishes - to let their restless minds re-focus on your story.

## Sample Letter Home to Parents

Dear Parent/Guardian:

This month Bentonville Public Schools will embark on an exciting project, a community-wide book club called One District, One Book. Every elementary school in our district will participate. Every family will receive a copy of the same book - E.B. White's *The Trumpet of the Swan*. You will be asked to read it to your child/ren at home over the month of October. I am personally asking you to make the time for this special activity.

Reading aloud at home is valuable because it better prepares your child to be an effective reader. It is also a fun, worthwhile family activity. With the One District, One Book program, we aim to build a community of readers at our schools. Everyone - students, parents, teachers, even administrative staff - will be participating, and we can all reap the many benefits.

Your child will receive his/her copy of *The Trumpet of the Swan* at a special school-wide assembly introducing the program and the book. When the book comes home, you will receive a tailored reading schedule so you can keep up at home. Generally you will be asked to read a chapter a night – about 15 minutes per night.

In school, your child will be invited to answer daily trivia questions to encourage and reward attentive, aggressive listening. Your child will take pride in knowing and anticipating the details of the story. In class, there may be various activities that explore the book. You will want to make sure your family keeps up so your child can be included. Throughout October, everyone will be talking about *The Trumpet of the Swan*!

One District, One Book is a unique program in that all of our elementary school-age children will be listening to the same book. Strange or daring as that may seem, it makes sound educational sense. Reading professionals recommend reading material out loud that is beyond a child's own reading level. We also argue that you should continue reading chapter books with your older children, even when they are able to read by themselves. An adult model reading aloud and talking about a book is priceless. We have selected a title that can be understood and enjoyed by younger students, but that will still captivate and stimulate older children.

Good luck! I hope to talk with both you and your children sometime this month about the adventures of Louis, the Trumpeter Swan. "When a whole school reads a book, there's a lot to talk about." With your help, we can build a Community of Readers in Bentonville.

-- The Principal

## Sample Trivia Questions for *The Trumpet of the Swan*

1) Where does Sam Beaver live? (Ch.1 – Sam)

**A: Montana**

2) What is a male swan called? (Ch. 2 – The Pond)

**A: a cob**

3a) How many eggs does the female swan lay in Chapter 3?

**A: five**

3b) Who saves the swan's eggs from the Red Fox? (Ch. 3 – A Visitor)

**A: Sam Beaver**

4) Where is Louis born? (Ch. 1 + 4)

**A: Canada**

5) How long does it take for a swan's egg to hatch? (Ch. 1 + 4)

**A: 35 days**

6) What are baby swans called? (Ch. 4 – The Cygnets)

**A: cygnets**

7) How many brothers and sisters does Louis have? (Ch. 4 – The Cygnets)

**A: four**

8a) Why is Louis' mother *most* worried he doesn't have a voice? (Ch. 5 – Louis)

**A: It might make it difficult for Louis to woo a mate.**

8b) Who says, "Swans must be cheerful, not sad; graceful, not awkward; brave, not cowardly"? (Ch. 5 – Louis)

**A: Louis's father**

9a) When Louis' family flies off to Montana, where are they flying *from*? (Ch. 6 – Off to Montana)

**A: Canada**

9b) What does 'exalted' mean? (Ch. 6 – Off to Montana)

**A: "strong, glad, firm, high, proud, successful, satisfied, powerful, elevated"**

10) What is the name of the teacher who teaches Louis how to read and write? (Ch. 7 – School Days)

**A: Mrs. Hammerbotham**

11) What is the first "hard" word Louis writes on the board? (Ch. 7 – School Days)

**A: 'catastrophe'**

12) What does Louis write on his chalkboard to express his feelings toward Serena? (Ch. 8 – Love)

**A: 'I Love You'**

13) Where does Louis' father get the trumpet? (Ch. 9 – The Trumpet)

**A: Billings, Montana**

14) Where is Sam's Camp KooKooskoos? (Ch. 10 – Money Trouble)

**A: Ontario, Canada**

15) What does 'KooKooskoos' mean? (Ch. 11 – Camp KooKooskoos)

**A: Great Horned Owl**

16) What are the three songs that Louis plays at Camp KooKooskoos? (Chs. 10 + 11)

**A: Reveille, Mess Call, Taps**

17) What is the name of the boy Louis rescues? (Ch. 12 – A Rescue)

**A: Applegate Skinner**

18) Why does Louis split the webbing on one foot? (Ch. 13 – End of Summer)

**A: So he can depress the 3 valves on a trumpet.**

19) What is the first song Louis plays for the Boatman at the Public Garden? (Ch. 14 – Boston)

**A: "Row, Row, Row Your Boat"**

20) When Louis signs in at the Ritz, where does he say he's from? (Ch. 15 – A Night at the Ritz)

**A: Upper Red Rock Lake, Montana**

21) What does Louis eat at the Ritz? (Ch. 15 – A Night at the Ritz)

**A: watercress sandwiches (w/out the bread)**

22) When staying at the Ritz, where does Louis sleep? (Ch. 15 – A Night at the Ritz)

**A: in the bathtub**

23) What kind of music does Louis play at the nightclub in Philadelphia? (Ch. 16 – Philadelphia)

**A: jazz**

24) How does Louis navigate his way to Philadelphia? (Ch. 16 – Philadelphia)

**A: by following the train tracks from Boston to New York, and then to Philly**

25) Where does Louis stay in Philadelphia? (Ch. 16 – Philadelphia)

**A: the Philadelphia Zoo**

26) In Philadelphia, how does Louis get to the nightclub every night? (Ch. 16 – Philadelphia)

**A: by taxi**

27) What are the names of the other 3 swans Louis meets in Philadelphia? (Ch. 16 – Philadelphia)

**A: Curiosity, Felicity, Apathy**

28) Who steals Louis' trumpet in Philadelphia? (Ch. 17 – Serena)

**A: a wood duck**

29) What is the song that Louis plays especially for Serena? (Ch. 17 – Serena)

**A: “Oh, Ever in the Greening Spring”**

30) What is the technical term for how you prevent a live bird from flying away? [Ch. 16, 17, or 18]

**A: pinioning**

31) How does Louis contact Sam Beaver from Philadelphia? (Ch. 18 – Freedom)

**A: by telegram**

32) According to Sam Beaver, what other animal likes to “acquire things?” (Hint: This trait is extremely important in Charlotte’s Web.) (Ch. 19 – A Talk About Money)

**A: the rat**

33) After getting his money back for the stolen trumpet, who does the Storekeeper donate the extra money to? (Ch. 20 – Billings)

**A: the Audubon Society**

34) Where does Sam go to work after Louis is married? (Ch. 21 – The Greening Spring)

**A: the Philadelphia Zoo**

Bonus Questions

35) Can you name the cities, states, or provinces that Louis travels to in Trumpet of the Swan? There are four... (Throughout)

**A: Billings, Boston, Philadelphia, Montana, Ontario**

36) Fully loaded, Louis wears 4 (or 5, depending on how you count them) different items around his neck. Can you name them? (starting in Ch. 12)

**A: trumpet; chalkboard (w/ chalk pencil); moneybag; life saving medal**

37) What do the initials "E.B." stand for? (facing page)

**A: Elwyn Brooks**

38) E.B. White wrote three novels for children. What are the other two titles?

**A: *Stuart Little* and *Charlotte's Web***

39) In Boston, Louis works at the Boston Public Garden. Can you name another children's book - a picture book this time, and a Caldecott winner - that takes place at the Boston Public Garden. (It also involves water fowl.)

**A: Robert McCloskey's *Make Way for Duckling***

### Really Hard Ones

40) What is the name of Louis' father? (Ch. 3 – A Visitor)

**A: *Cygnus Buccinator***

41) What is another name for a *kinkajou*?

**A: a honey bear**

42) On his way home from Philadelphia Louis makes three pit stops. Where? (Ch. 19 – A Talk About Money)

**A: Yemassee, South Carolina; great swamps of Georgia; a bayou in Florida**

43) What does 'crepuscular' mean?

**A: like twilight; or active in twilight**

44) There have been two hardcover published editions of the Trumpet of the Swan, each using a different illustrator. Can you name the two illustrators?

**A: Edward Frascino (1970); Fred Marcellino (2000)**

## Sample Assembly Script for *The Indian in the Cupboard*

PRINCIPAL calls forth a CHOSEN STUDENT and hands her two figurines - one an Indian, one a Cowboy. The STUDENT comes on stage and places the figurines on a table on stage.

The curtains close, obscuring the table behind them.

Curtains re-open, but the table and figurines are gone. In their place are a stunned INDIAN and an equally stunned COWBOY. INDIAN is stage right, crouching with bow and arrow, looking right, apparently stalking a deer off stage. He cannot initially see the COWBOY. COWBOY is stage left, crouching, holding a cup or mug or pan over an imaginary fire, apparently warming his beans. He is looking off stage left. He cannot initially see the INDIAN across the stage.

\*

Both INDIAN and COWBOY register shock and confusion. They each warily look back and forth from audience to each other and back again. Each draws his weapon and points it alternately at the audience and at each other. (Play it *slowly* for laughs. Let it take a couple of minutes. Hold the audience's attention and build their curiosity - before initiating any dialogue.)

Eventually, the COWBOY breaks the ice.

[Note: The COWBOY speaks in an exaggerated Western drawl, with enthusiasm. The INDIAN, in contrast, is slow and dignified and wary, hardly ever even looking the COWBOY in the eye.]

\*

COWBOY: (still wary and nervous) You don't think we're supposed to *fight* for them (thumbing audience), like them gladiators, do yeh?

INDIAN: (calming) Fight for who?

COWBOY: (indicating audience) Fight for *them!*

INDIAN: They not real. They part of dream.

COWBOY: A dream, huh? You mean lahk a hallucynation? 'Cause they shore look real as day to me.

INDIAN: Dream. Not real. (INDIAN goes over to COWBOY and gives him a good patient sniff, maybe more than one.) *You* real.

COWBOY: (offended) Yer darn tootin' ahm real. (COWBOY sniffs back.) And darned if you ain't real, too! A red-blooded Injun. Where'd you come from?

INDIAN: (swelling, very proud) Iroquois brave. Son of chief. Hunt deer.

COWBOY: You lahk to hunt, huh? Me, too. Shot me a rattler yesterday.

INDIAN: Where you come from? Why you wear funny clothes? Look like French trapper.

COWBOY: French?! Ahm an American cowboy from the wild, wild West. We wuz on a cattle drive. I was just about to get mah beans. (Ponders a moment.) You say you're a Iroquois? Don't that mean you're from New York?

INDIAN: (Nods.) Iroquois hunt and trade with English.

COWBOY: English. Dad-blum! The English have been gone for a hundred years! Me - I'm from Texas. You know where Texas is?

INDIAN: (Is mute.)

COWBOY: It's 'cross the wide (gesturing) Mississippi River. You know the Big Muddy?

INDIAN: Iroquois know of meeting of great rivers beyond mountains. (Steps upstage to gesture.) They flow from mighty lakes to the north.

COWBOY: (satisfied) That's right. Ah'll say this fer yeh. You do know your geography. (Ponders) Say, do you want to get back to your hunting party? 'Cause I shore do want to get mah beans. Mebbe if we close our eyes, that dream'll go away and we can get back whar we came from.

INDIAN: Close eyes?

COWBOY: Lakh this. On the count of three, you and me'll both shut our eyes real tight. See if that hallucynation'll disappear and ah can get mah beans, and you can go back to huntin' deer. You ready? One, two, three...

COWBOY and INDIAN both close eyes conspicuously tight. And, curtain closes. After a pause, curtain re-opens. The INDIAN and COWBOY are gone. But the table with the two figurines is back.

END.

## Testimonials from Participating Schools

### **Apple Glen Elementary School (Bentonville, AR)**

*The Miraculous Journey of Edward Tulane*, by Kate DiCamillo – February, 2009

What a wonderful time we have had over the past month with our reading of *The Miraculous Journey of Edward Tulane*! We hope you have enjoyed reading with your child and enjoyed our chosen story. The students have been so excited about the book, the trivia questions, the prizes, and the art in the halls. I would like to thank Kelly Beringer and the team she put together to help her with the scenery and the display case. The visuals she and her helpers have put up have really added to the student's excitement about the book. We have had some very positive feedback regarding the One School, One Book program. We have included some of the comments from parents and students.

"We LOVE this book. As I read the book to her every night, she always has this intense look on her face. I can see all of the suspense and emotion cross her forehead as we read what happens next! She always asks questions if she doesn't understand something. We predict what is going to happen next and laughed and laughed over Edward being dressed up like a girl in last night's chapters. This is a great program!"

"We were very excited about this program. Edward's story is very interesting and...involves parents and kids. We love to see this kind of project in the future too."

"We like your concept of One School One Book. Kids are enjoying reading with their parents. Even parents are enjoying the story because the selection is...wonderful for all. Thanks for encouraging the kids to read for fun."

"Each night we read a chapter or two from a book. Usually I hear a complaining voice asking, "How many more pages?" With *Edward Tulane*, I hear a pleading voice asking, "Just one more chapter...please it's so good. I want to see what happens." This has been a wonderful reading experience with my child. We've really enjoyed this program."

"I think this is so cool. I like the story, it is awesome." Ryan – Grade 4

"I turn the TV off when I am reading this book, it is that good." Rosa – Grade 4

"It is a great experience. It has taught me if you don't love anyone you aren't going to get the respect you deserve. My dad likes it too. My mom and dad were excited when I brought it home."

John Robert – Grade 2

Thank you all for helping to make this a successful program and one that students have truly enjoyed. We look forward to continuing the tradition next school year.

-- Linda St. John, Principal  
Apple Glen Elementary School

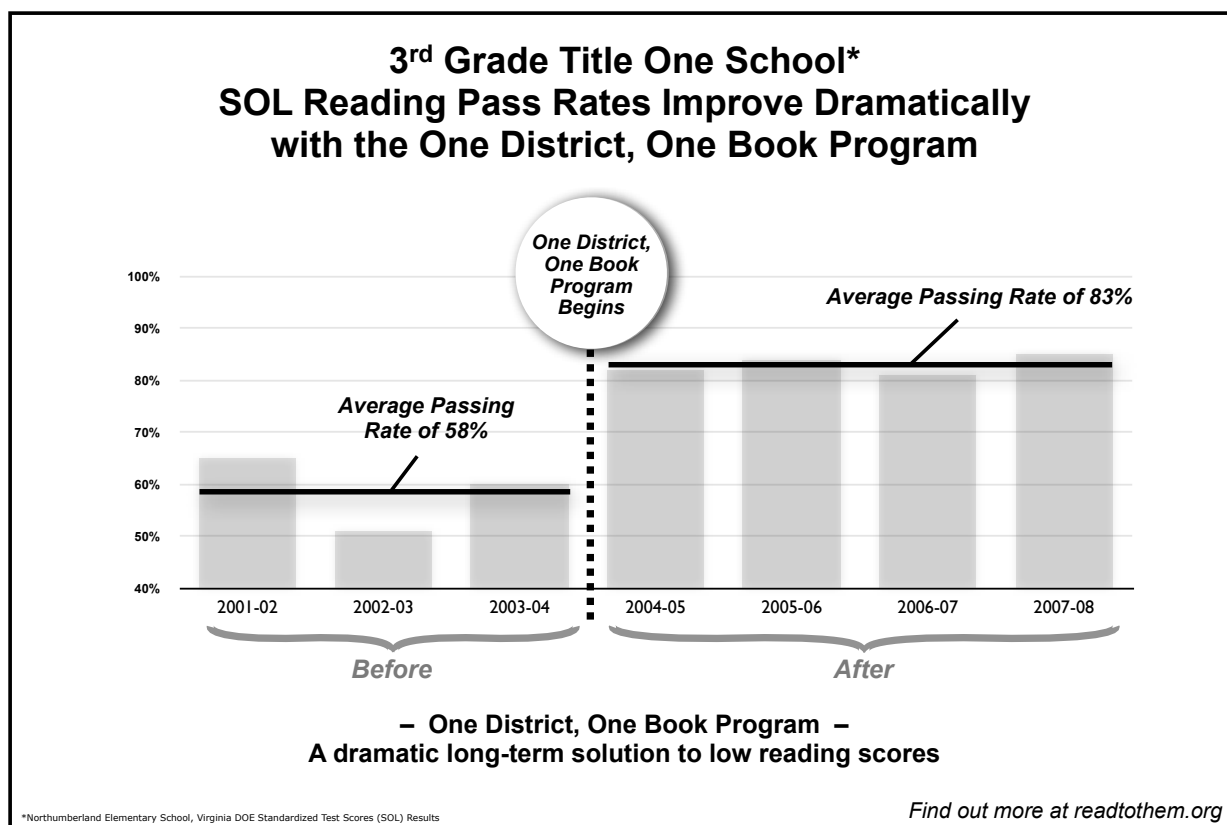
**Double Eagle Elementary School (Albuquerque, NM)**

*The Tale of Despereaux*, by Kate DiCamillo – Spring, 2008

We LOVED doing this activity. This was our first attempt in doing something like this and can see right away that we will continue with it throughout years to come. The children really enjoyed having the opportunity to answer the questions that were asked over the intercom in the mornings and enjoyed the classroom assignments that went along with the book. We had a school wide Despereaux day in which we had a parade and parties in our classroom. Our cafeteria even changed their menu to serve food that went along with the story on this day. It was great! The parents enjoyed the reminder of how important it is to read aloud to their children. We have a few stories that are worth passing on to you. We had a father that had to stay late at work one night and was going to miss the reading with the family so he called and had the family put him on speaker phone so he would not miss the reading for the night. We had families that went out of town during the reading of the month and would e-mail their answers to the trivia questions back to their teachers so they could still be part of the book. I had a lot of parents thank us for the memories that were created by this project and how it was a great family activity. Some will continue reading aloud throughout the summer as they have already purchased other books as a family.

Thanks,  
Troy Hughes  
Principal, Double Eagle Elementary

**Northumberland Elementary School (Northumberland, VA)  
2004-2010**





## **How to Sponsor *One District, One Book***

If you are interested in Creating a Community of Readers in your children's schools, local businesses can help. All schools want their students to be effective, life-long readers. And all schools want every family to be involved and invested in the school lives of their children. Local businesses too want schools with quality programs that attract more residents to the area. They also want to help build a well-educated future workforce. For both schools and local businesses, it is easy to find the motivation to fortify their community through One District, One Book.

However, for some districts and schools, finding the funds to acquire the books so that every family can have a copy of the One Book becomes a sticking point. Finding the money to pay for hundreds of copies of a single children's novel per school is more than they can manage. They need the help of local businesses. Read on to learn how One District, One Book works and why is a worthy program to support.

### **What does "Creating a Community of Readers" mean?**

If you walk into any elementary school, you will find that they are currently participating in a half dozen reading programs, all designed to promote literacy. Literacy is an ongoing problem because many families don't support a culture of reading at home. Students come to school without the verbal tools needed to enjoy reading or to become good readers. One District, One Book is different from other reading programs because it aims to transform family behaviors in the home. For all principals, increasing parent participation in their schools is a challenge. When parents become more involved, everything else follows. Students are dressed properly, they show up on time, and they've done their homework. One District, One Book is a secret way to get all families more engaged in their students' school lives – AND it promotes literacy!

### **"When a whole community reads a book, there's a lot to talk about."**

Once a school district decides to adopt One District, One Book, a single children's novel – often E.B. White's *The Trumpet of the Swan* to start – is sent home to every family in each school – from Kindergarten to Grade 5. With each principal's leadership, every family begins to read *The Trumpet of the Swan* at home. It takes about a month. What happens? A community-wide conversation. Via school assemblies, daily trivia

questions, and in-class activities students begin to talk about the book, inside and outside of school. The principals troll their cafeterias every day, talking with students about Louis and his trumpet. The Superintendent lends his/her support. Parents talk in the parking lot and the grocery stores. Related personnel, volunteer readers, and community members join the conversation. A Community of Readers emerges.

There are other benefits, too. Short-term, disadvantaged children get exposed to sophisticated vocabulary words and gain more experience with grammatically correct sentences. This exposure will help them become better readers. Long-term, families discover the secret joy of sharing a book at home together. When they see its value, they learn the discipline to make the time to read together. A culture of reading is created via the dynamic of an entire school district reading the same book.

### **How Can Local Businesses Help?**

Simply, help a school – or a school district – buy the books so they can create a community of readers. For example, Read To Them can provide copies of *The Trumpet of the Swan* at a discounted price of around \$4 per copy. For a large urban school of 400 families, that's \$1600. If you want to sponsor more than one school, perhaps an entire county or district, here is RTT's donor schedule:

- \* \$1,600.00 -- Sponsors one elementary school.
- \* \$4,000.00 – Sponsors 2-3 elementary schools.
- \* \$8,000.00 -- Sponsors 5 elementary schools (approximately one rural school district).

### **Can Your Business Be Part of the Community of Readers?**

One District, One Book is different than other literacy programs in that it does not merely throw books at families unprepared to know what to do with them. Rather, One District, One Book *enables* families by showing them what to do and supporting their efforts.

In the same way, if your company becomes a One District, One Book sponsor, you needn't merely write a check. Your personnel can participate in a variety of ways:

- \* Your company personnel may attend and participate in one of the school's kick-off assemblies, perhaps even read a sample chapter. Many schools have follow-up assemblies, or a parents' reading night, and company personnel could help plan and coordinate such auxiliary events.
- \* Good publicity can be yours. Your company logo can be on all communications with parents, including the introductory letter home, and the final Trivia Contest. You could also help schools determine which small prizes might be awarded students for correctly answering Daily Trivia Questions and other school contests. Any press

attention garnered by your sponsor schools' participation in One District, One Book would surely credit your sponsorship as well.

- \* The principal usually reads the Daily Trivia Questions. But, your personnel could participate here too. Perhaps your company's families would enjoy reading *The Trumpet of the Swan* at the same time as your sponsored school(s). Your families could then participate in all the daily activities, too.
- \* Despite a school's best efforts, there are always some families whose literacy limitations prevent them from being able to read a children's novel at home. Many schools try to counterbalance this by reading the book to select students in school. Some schools use volunteer readers for this purpose. If so, your company might help provide and coordinate such volunteer readers.
- \* One School, One Book Director, Bruce Coffey, gives three different workshops to interested schools and districts. Topics include "Why To Read Aloud," "How To Do One School, One Book," and the parent favorite, "How To Read Aloud." Your sponsorship might secure a deserving school such a workshop, but better yet, your own company families could attend as well, and further spread the gospel of reading aloud.

It's a disarmingly simple idea, really. Ask an entire elementary school system to read the same book at the same time. Then watch the literary and community benefits accrue. You will truly see, "When a whole school district reads a book, there's a lot to talk about." Start that conversation now.

If you would like to be part of the effort to Create a Community of Readers in your district, our staff is here to help you:

*For questions about the level of sponsorship that is right for you, or questions about how your firm might tailor its participation, contact:*

Gary Anderson, [gary.anderson@readtothem.org](mailto:gary.anderson@readtothem.org), 804.397.0035

*For questions about One School, One Book contact:*

Bruce Coffey, [bruce.coffey@readtothem.org](mailto:bruce.coffey@readtothem.org), 804.310.1214

*-ReadToThem.org*

"When a whole school district reads a book, there's a lot to talk about."  
*One District, One Book and One School, One Book. Create a Community of Readers*