

Secondary (6-12) Library Services
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for English and Language Arts and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

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Weeks 1-4

Independent Reading Project

<p>AASL Standards</p>	<p><u>I - INQUIRE</u></p> <ul style="list-style-type: none"> • I.A.2 Recalling prior and background knowledge as context for new meaning • I.B.3 Generating products that illustrate learning • I.D.3 Enacting new understanding through real-world connections <p><u>V - EXPLORE</u></p> <ul style="list-style-type: none"> • V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes • V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance <p><u>VI - ENGAGE</u></p> <ul style="list-style-type: none"> • VI.A.1 Demonstrating their desire to broaden and deepen understandings
<p>TN ELA State Standards</p>	<p>6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence</p> <p>9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</p>
<p>Caregiver Support Option</p>	<p>Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Student may need prompting and support to complete the activity.</p>
<p>Materials Needed</p>	<p>2 Books (1 Nonfiction and 1 Fiction), paper, pencil</p>

Question to Explore	How does the study of fiction and nonfiction texts help individuals construct their understanding of reality?
Student Directions	<p>Week 1</p> <ol style="list-style-type: none"> 1. Read a novel (fiction book) of about 50 pages or more. This book should be challenging to you (not too easy) and something you enjoy. While it can have a few pictures, it should not have too many! 2. Before you start reading, use the cover of the book to complete the K & W section of the K-W-L chart. 3. After you have read the book, complete the L portion of your K-W-L chart. <p>Week 2</p> <ol style="list-style-type: none"> 1. Complete the fiction book review. 2. You will need the book review sheet to complete week 5 activity. <p>Week 3</p> <ol style="list-style-type: none"> 1. Read a nonfiction book of at least 50 pages. This book can be a biography, autobiography, travel book, a book about a sport you enjoy, book about pets or animals, a history book, a science book, etc. Choose something that interests you. 2. Before you start reading, use the cover of the book to complete the K & W section of the K-W-L chart. 3. After you have read the book, complete the L portion of your K-W-L chart. <p>Week 4</p> <ol style="list-style-type: none"> 1. Complete the nonfiction Book Review. 2. You will need the book review sheet to complete week 5 activity.

K-W-L Chart

Book Title:

Know	Want to Know	Learned
K = Know What can I guess by looking at the cover and title of the book?	W = Want to know What I hope to learn, questions I have, things I want to see or experience.	L = Learned What I learned. Answers to my questions and new things I hadn't thought of.

Fiction Book Review

Author(s) First and Last Name:

Book Title:

City of Publishing Company:

Name of Publishing Company:

Copyright Date:

<p>Main Characters: Include their name and a character trait.</p>	<p>Setting: Tell about the setting or settings of the book. Should be time and place.</p>
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<p style="text-align: center;">Summary</p>

**Pick and answer one question from each of the higher-level comprehension categories.
(See the list of question in the Reading comprehension Questions Section pg. 13)**

1. Knowledge-

2. Comprehension-

3. Application-

4. Analysis-

5. Synthesis-

6. Evaluation-

Connecting your Book to Reality

Does this book remind you of another book, song, movie, or TV show? If so, explain:

Does this book remind you of a topic from the current world you live in (news headlines, politics, historical figures or events, or celebrities)? If so, explain:

Do you have a personal connection to the book? (Think about personal experiences and choices) If so, explain:

What lessons did you learn that you can use in your own life?

K-W-L Chart

Book Title:

Know	Want to Know	Learned
K = Know What can I guess by looking at the cover and title of the book?	W = Want to know What I hope to learn, questions I have, things I want to see or experience.	L = Learned What I learned. Answers to my questions and new things I hadn't thought of.

Non-Fiction Book Review

Author(s) First and Last Name:

Book Title:

City of Publishing Company:

Name of Publishing Company:

Copyright Date:

What is the main topic of the book?

Summary

**Pick and answer one question from each of the higher-level comprehension categories.
(See the list of question in the Reading comprehension Questions Section pg. 13)**

1. Knowledge-

2. Comprehension-

3. Application-

4. Analysis-

5. Synthesis-

6. Evaluation-

Write five facts you learned from reading the book. Include the page number the fact is on.	
Pg.	
Pg.	
Pg.	
Pg.	
Pg.	

Write and define five words you learned from the book.	
Word	Definition
1.	
2.	
3.	
4.	
5.	

Reading Comprehension Questions

1. Could this story be true? Why or why not?
2. Where is the setting of this story?
3. Who is this story about? Tell about him or her.
4. What words would you use to describe the main character?
5. Do you like the main character? Why or why not?
6. Does the main character have a problem? What is it?
7. How is the problem solved? (What is the solution?)
8. What is the scariest, funniest, saddest, most interesting, or most funny?
9. part of the story? Read it aloud.
10. Do you like this story? Why or why not?
11. Do you know any real people who are like the characters in this story?
12. Who are the people? How are they the same? How are they different?
13. Did anything in the story happen that has happened to you? Tell about it.
14. Who is telling this story? Is there a narrator?
15. Why do you think the author chose the title for this story? How does it
16. relate to the story?
17. Would you like to be a character from the story? Why or why not?
18. Would you recommend this book to a friend? Why or why not?

Higher Level Comprehension Questions

Knowledge

1. Identify the characters in the story by making a list of all the characters.
2. When and where does the story take place?
3. Tell what the story is about.
4. Locate facts in the story and list the main facts.
5. Find the two most interesting sentences in the story.
6. Make a list of the words in the story you do not know.

Comprehension

1. Describe the characters in the story.
2. Describe how you think the main character feels in the beginning of the story.
3. Describe the main character's feelings at the end of the story.
4. Explain the main idea of the story by retelling it in your own words.
5. Summarize the main facts in the story and discuss how they relate to the main idea of the story.
6. Locate sentences or phrases in the story you do not understand and infer the meanings.

Application

1. Give an example of someone you know who is like one of the characters in the story.
2. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
3. Has anything in your life happened that is similar to the things that happened in the story?
4. What events in the story could not happen in real life?
5. Construct an illustration that shows the main characters in the story in a real-life situation.
6. Find words or phrases in the story you do not currently use and write a short story using these words or phrases.

Analysis

1. Explain what part of the story was the most exciting to read and why.
2. Explain what part of the story was the funniest or the saddest and why.
3. Compare and/or contrast the facts in this story to facts in another story.
4. Examine and analyze the main character(s)' feelings at the beginning, middle, and end of the story.
5. Classify and/or categorize these feelings as the same or different.
6. Write a critique of the story and highlight the main facts or main idea of the story.

Synthesis

1. What changes would you make to the story?
2. Predict how your changes would transform or change the story.
3. Generate a new title for the story. Explain your new title.
4. Create a new ending for the story.
5. Combine two characters in the story in order to invent a new character and write a short story with this new character as the main character in your story.
6. Rearrange or change one main fact in the story. Does this change the entire story? How?

Evaluation

1. Was the main character(s) in the story good or bad? Support your opinion with words from the text.
2. What is your opinion of the story? Did you enjoy reading it? Explain.
3. Do you agree with all of the facts in the story? Explain.
4. Compare this story with other stories you have read in the past. Give evidence from the texts.
5. Would you read other stories like this story? Justify your opinion.
6. Rate the story on a scale of 1-10 with 10 being the highest. Defend your rating.

Week 5	
Plagiarism/Copyright	
AASL Standards	<p><u>VI - ENGAGE</u></p> <ul style="list-style-type: none"> • VI.A.3 Making critical choices about information sources to use • VI.B.1 Ethically using and reproducing others' work • VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of other • VI.B.3 Including elements in personal-knowledge products that allow others to credit content appropriately
TN ELA State Standards	<p>11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Once you find</p> <p>9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them.
Materials Needed	Electronic Device with Internet Access, paper, pencil
Questions to Explore	What is plagiarism and how can I avoid it?
Student Directions	1. Watch the video Copyright and Plagiarism . If you do not have internet access, read the video transcript provided.

	<ol style="list-style-type: none">2. Complete the Is it Plagiarism sheet. Read the plagiarism scenarios and decide if the scenarios are plagiarism.3. Using your book review from weeks 1-4 complete the citation practice sheet.4. Remember, the author, publisher, and publication date of a book can be found in the first few pages. For a website and an image, students will have to look carefully to find an author and publication date
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Copyright and Plagiarism Video Transcript

Let's talk about copyright and plagiarism and the difference between the two. Plagiarism is the act of using someone else's work without giving them credit. It's a theft of words and/or ideas whether intentional or unintentional. When you plagiarize you are acting as if the work is your own and failing to credit your source. Plagiarism is an ethical violation. You won't get in legal trouble for plagiarism, but you could:

- Fail a paper
- Fail a class
- Be expelled from university
- Or as an adult have a blot on your professional reputation

Copyright on the other hand is a legal concept. You can end up in court and be fined or even in prison for violating copyright laws. Copyright protects the owners of creative works such as books, plays, movies, songs, or artwork from having someone else use their work without the Permission or inappropriate payment. Here are some examples. Let's say you buy a song from the iTunes. Then you make a copy for your friend so that he doesn't have to pay for it too. That's a violation of copyright. Or let's say you find a copyrighted photo on the web and you decide you want to add it to your own web page or blog. That's also a violation of copyright. Try putting yourself in the creator's shoes. Think about how you would feel if you worked really hard to write a story, or a song, or create an artwork and someone published it without your permission. Copyright is automatic today and it lasts for a long time but not forever.

In general works created before 1923 are no longer covered by copyright. They have entered what is called the public domain. You don't need permission to use them. But as a good citizen you should still give credit and you would be plagiarizing if you didn't. Copyright law sounds pretty restrictive. Let's say you need a photo of a computer. You aren't going to find that in the public domain. Computers are too new. The copyright also includes a provision called fair use that may allow you to use portions of a copyrighted work if you are using it for educational non-commercial purposes, if you are transforming it into something new and different, and/or if there is no loss of potential profit or recognition to the copyright holder.

When you prepare a paper or presentation for class you can usually use portions of copyrighted material with wrecking under provisions of fair use. But if you publish your work either in print or online on a website blog or really anywhere online fair use is much more limited. It is always best instead to find and use only copyright friendly material and published works when you use copyrighted material you might think you are covered by fair use but the copyright holder might disagree with you and you could even find yourself in legal trouble. Copyright friendly works include older works in the public domain or works with what are called a Creative Commons license.

Creative Commons is a license that the creator may choose to assign to his work as a refinement the automatic copyright to let you know that you may use it without permission

under certain circumstances. The creator decides what the conditions are they always include attribution or giving credit they also may choose to make the license only for non-commercial use only if you don't change it and or only if you share your work with the same type of license. One great place to find Creative Commons license material is the flickr.com website when you search this site you need to do an advanced search and check the Creative Commons filter box to limit your search to just Creative Commons license material. You can also limit Google Image searches to Creative Commons license material. Ask at the library for help searching for Creative Commons material and join the commons yourself. Choose to license your own creations with Creative Commons licenses this movie is licensed with a Creative Commons Attribution non-commercial share-alike license. Please remember to be a good citizen don't plagiarize and don't infringe copyright. If you aren't sure whether you are asked your teacher or your librarian for help thanks for watching.

Source: Lofton, Jane. "Copyright and Plagiarism." YouTube, 25 Mar. 2013, www.youtube.com/watch?v=CWCUTn5C8aI. Accessed 24 July 2020.

Is it Plagiarism?

Plagiarism- an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author.

Source: "Plagiarism." In *Dictionary.com*. Retrieved from <https://www.dictionary.com/browse/plagiarism?s=t>. Accessed 25 Jul. 2020.

Directions: Using the definition above as a guide decide if the following scenarios could be plagiarism. Circle the correct answer. If you're not sure circle the "Maybe" box.

1.	Buying a paper from someone else.	Yes	No	Maybe
2.	Reusing research that you have done for another class.	Yes	No	Maybe
3.	Not citing a source that you used.	Yes	No	Maybe
4.	Turning in a paper written by a friend who has already taken the class.	Yes	No	Maybe
5.	Writing a paper with a classmate.	Yes	No	Maybe
6.	Using an idea that you heard someone else share.	Yes	No	Maybe
7.	Copying or sharing notes with a friend.	Yes	No	Maybe
8.	Copying and pasting complete paragraphs from the internet to patch together an entire paper.	Yes	No	Maybe
9.	Asking another student to write a paper for you.	Yes	No	Maybe
10.	Citing all the sources you use.	Yes	No	Maybe

Citation Practice

Find the information from your book reviews and plug it into the lines. Copy the format and punctuation exactly.

Fiction Book:

_____, _____, _____, _____:
Author Last Name, Author First Name. Full title of the book. Publisher city:
_____, _____.
Publishing Company, Year published.

Nonfiction Book:

_____, _____, _____, _____:
Author Last Name, Author First Name. Full title of the book. Publisher city:
_____, _____.
Publishing Company, Year published.

Bibliography

Bibliography- a list of all of the sources you have used.

Rewrite the citations below with the punctuations added. Put the sources in alphabetical order by the author's last name and you have just created a bibliography.

Weeks 6 - 9

Creating a Book Trailer

AASL Standards	<p><u>I - INQUIRE</u></p> <ul style="list-style-type: none"> • and background knowledge as context for new meaning • I.B.3 Generating products that illustrate learning • I.C.1 Interacting with content presented by others • I.D.3 Enacting new understanding through real-world connections <p><u>II - INCLUDE</u></p> <ul style="list-style-type: none"> • II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community • II.B.1 Interacting with learners who reflect a range of perspectives • II.D.1 Actively contributing to group discussions <p><u>V - EXPLORE</u></p> <ul style="list-style-type: none"> • V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes • V.A.2 Reflecting and questioning assumptions and possible misconceptions
TN ELA State Standards	<p>6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.</p> <p>7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points</p> <p>8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.</p> <p>9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Caregiver Support Option	<p>Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic</p>

	devices to become more familiar with using them. Student may need prompting and support to complete the activity.
Materials Needed	Book used during weeks 3-5, Electronic Device with Internet Access, pencil
Question to Explore	How can I create a book trailer to highlight the key points from a story ?
Student Directions	<p>Week 6-Planning</p> <ol style="list-style-type: none"> 1. Read the What is a Book Trailer article. 2. During weeks 1-4 you should have picked a book to read and completed the book reviews. You will be using the information from the book reviews to create a book trailer. Use this information to decide which book you want to use for the book trailer. 3. If you have internet access start to research animation presentation web tools such as PowToons, Animoto, Animaker, Vyond, Canva, Wideo, or Moovly. If you do not have internet access you can use PowerPoint on your student device. This will help cut down time in week 9. <p>Book Trailer Examples</p> <p>Bud, Not Buddy Book Trailer</p> <p>My Side of the Mountain - iMovie Book Trailer</p> <p>Life of Pi Book Trailer</p> <p>Week 7-Reading</p> <ol style="list-style-type: none"> 1. Outline information about the book. During weeks 1-4 you completed K-W-L charts and book reviews on the books you choose. Please use those sheets to help you plan. 2. Start the planning process for your book trailer by completing the book trailer text storyboard template. Refer back to the reading comprehensions questions to help you think of new ideas. 3. By now you should have an idea which presentation tool you would like to use to create the book trailer. <p>Week 8- Independent Research and Creation</p> <ol style="list-style-type: none"> 1. Make a visual plan – How will you present your book? What images will you show? In what order? What words will you say or show on the screen? You need a plan? Start the planning process for your book trailer by completing the book trailer image storyboard template. 2. Compile Media for your book trailer. You should be compiling images that relate to your story (all images must be fair use,

	<p>Creative Commons, and properly credited, no copyright violations permitted) and recording live action scenes that represent your book. Remember to follow your storyboard as a guideline or "script" for your trailer.</p> <p>3. You can visit Britannica ImageQuest for images. Please see the appendix for the username and password.</p> <p>Week 9- Create</p> <ol style="list-style-type: none">1. Compile the media you have gathered into your presentation tool.2. Remember to use your approved storyboard as a guide or script for creating your book trailer.3. Share your book trailer with your school librarian.
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What Is a Book Trailer?

A book trailer is like a movie preview, but for a book! It should be interesting to your audience (other teenagers) and the purpose of the video is to promote or “sell” your book to others. Why should people choose your book? What makes it worth reading?

What should you include in your book trailer?

- The book title and author’s name
- The genre (fiction or nonfiction) (AND fantasy, mystery, science fiction, historical fiction, adventure, realistic fiction, etc.)
- A description of at least one main character
- The problem the main character has to overcome (the main conflict) DO NOT explain if the character is successful at solving this problem!
- Summarize a few details about the action of the novel (3-4 sentences; NO SPOILERS!)
- What was your favorite part of the book, or a connection you personally made to the story or characters?
- At least THREE descriptive adjectives to describe the book (not a vague “interesting”)
- What books are similar to this one (“If you liked x, y, z, then you’ll like this book!”)?
- What would be a good song, or good music to play with your book trailer?
- What could be a tagline for your book?
- Don't forget to include your credits (at the end):
 - Your name
 - The year you made this trailer: 2020
 - Your school name.
 - Source(s) for the photos & audio you used, name of the song and singer, etc.
- Last, but not least, keep a *time limit* in mind. MOST book trailers are 30 sec. to 2 min. in length.

Remember:

- Read the back of the book. Is there a sentence that grabs your attention?
- Read the first paragraph of the book. Is there a sentence that gets your interest?
- Does the main character have a favorite saying?
- Does the main character have a motto or rule that they live by?
- Ask a question such as “What would you do if...?”
- Introduce the characters such as “A man, a mouse, and a dream”.
- Build suspense such as “A mysterious stranger comes to town”

Source: Book Trailers - for HS students: Home

<https://madison.campusguides.com/booktrailerinfo/BookTrailersLHS>

Book Trailer Text Storyboard Template

A storyboard allows you to visually plan your book trailer. They are often used in advertising, animation and film. 9 frames equal approximately 90 seconds.

Book Trailer Image Storyboard Template

A storyboard allows you to visually plan your book trailer. They are often used in advertising, animation and film. 9 frames equal approximately 90 seconds.

Appendix

Library Databases

[Audible for SCS](#)

Audible content includes more than 450,000 audio programs from leading audiobook publishers, broadcasters, entertainers, magazine and newspaper publishers, and business information providers. (High School Only)

[Britannica Online](#)

Username – shelby / Password – county

The website of Encyclopedia Britannica, with more than 120,000 articles that are updated regularly. It has daily features, updates and links to news reports from The New York Times and the BBC.

[Britannica ImageQuest](#)

Username – shelby / Password – county

Millions of royalty free images on one site and from 60 of the world's most respected image libraries.

[Gale](#)

Offers thousands of resources like databases, eBooks, primary source content, eLearning solutions, and more.

[TEL \(Tennessee Electronic Library\)](#)

Online library that gives Tennessee residents access to magazines, journals, newspapers, essays, e-books, primary source materials, test preparation, homework help, genealogy records, career search, and more!

[World Almanac for Kids](#)

(For Elementary)

Username: shelbycty-elem / Password: digital

Provides a wealth of elementary-level content—including engaging illustrated articles, videos, interactives, Fun Facts, and more for helping young children develop online research skills.

[The World Almanac Online](#)

(For Middle and High)

Username: shelbycty-2nd / Password: digital

Provides students and researchers access to authoritative, essential statistics on hundreds of topics in a searchable online format.

eBook Resources

[Epic!](#)

Online children's subscription book service for children 12 and under. Epic has over 40,000 books available online. There's a wide array of books, from STEM books, DIY Books (including cookbooks, if you want to use this time to teach your child to cook!), biographies, classics, and more! Plus, if you want to make sure your kid is actually reading, they supply quizzes! Check with your child's teacher or librarian to see if they are signed up to get an access code.

[Storyline Online](#)

Streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Storyline Online is available 24 hours a day for children, parents, caregivers and educators worldwide. Each book includes supplemental curriculum developed by a credentialed elementary educator, aiming to strengthen comprehension and verbal and written skills for English-language learners.

[Rivited Lit](#)

Online community for anyone that loves young adult fiction. It's free to join, but you need an account to access the Free Reads. After signing up for their mailing list, you can get one free eBook, plus they have free excerpts from books, as well as full books you can read for free without signing up.

[International Children's Library](#)

A research project funded primarily by the National Science Foundation (NSF), the Institute for Museum and Library Services (IMLS), and Microsoft Research to create a digital library of outstanding children's books from all over the world. The collection's focus is on identifying materials that help children to understand the world around them and the global society in which they live. The materials in the collection, all presented in the original languages in which they were published, reflect similarities and differences in cultures, societies, interests, and lifestyles of peoples around the world.

[Project Gutenberg](#)

A library of over 60,000 free eBooks. Choose among free epub and Kindle eBooks, download them or read them online. many are children's classics that have been made accessible in the public domain. You will find the world's great literature here, with focus on older works for which U.S. copyright has expired.

[Manybooks](#)

Has a wide variety of books for you to download and read. Many of the early eBooks are from the Project Gutenberg archives, which means you will be able to find a lot of classics on the site. There are also contemporary books by lesser-known authors.

[Open Library](#)

Part of the Internet Archive, Open Library is a nonprofit that offers a free account that connects readers with over a million eBooks for all ages, including more than 30,000 titles for children.

[Free Kids Books](#)

This fantastic site is great if you're looking for eBooks for children and teens. The extensive collection can be sorted by category and recommended age. They've also got downloadable workbooks and textbooks!

[Oxford Owl](#) for Home

provides access to a collection of tablet-friendly eBooks and helpful tips and activities for parents to support children's learning at home. You will have to create a free parent account makes more than 150 eBooks, educational videos, and games available to children between the ages 3 to 12? It's a great place to download free eBooks!

At Home Activities to do with Students

Read! Read! Read! - Make reading a regular activity in your home. Encourage your child to read for fun by selecting entertaining books, newspapers, and magazine articles to read together. Make reading a family event by having 15-30 minutes of family reading time every day. You can do this during mealtime, bedtime, or when driving or commuting to activities. Make reading together enjoyable by focusing on the meaning of what you read rather than focusing on reading accuracy.

Memphis Public Library- Get a library card and help your child check out books related to their life and interests. Check out books from your local library. <https://www.memphislibrary.org>

Bookmark- Create your own bookmark to use while reading.

Book Care: Make sure you learn about the best way to use the library and its books respectfully. Brainstorm the best way to treat books and make a poster to refer to again and again.

Reading Bingo: Turn the act of reading into an exciting game. You can use the reading bingo sheet located in the Appendix or create your own.

STEAM Activities- Complete a STEAM activity. List of at home [STEAM activities](#) you can do.

Library Scavenger Hunt – Put together a **Library Scavenger hunt!** Have a "scavenger hunt" by giving your child a book. Have them find the page numbers of particular objects, events, or people in the book.

Independent Student Research – Pick a topic and spend time researching and learning more about that topic. Use the information you learned to create a presentation or report you can share with others.

Write a book review- A book review is a critical account of a fiction or non-fiction book where you have to give a summary of the content, assess the value of the book, and express your personal opinion whether you recommend or don't recommend it to other potential readers.

Write a Book Report- A book report focuses on giving a summary of a book. You have to give information about what happened in the book and share all of the story elements of the book.

Name That Book! -Explain to your child how important the cover and title are to a story. Then read a book to your child without telling them the title or showing them the cover. After reading the book, give the children a piece of paper to draw what they think the cover and the title of this book should be. Finally, display the storybook surrounded by the drawn covers.

TV vs. Reading - Begin a TV/Reading Chart for each child. It would be a weekly chart to keep a record of time spent reading and time spent watching TV at home. If total reading time exceeds total TV watching time, the child earns a treat.

Buddy Books – Read stories out loud, either to your child or with your child. Have older children read out loud to their younger siblings. Play board games that involve reading and include siblings and friends if possible.

Promote writing Having books and magazines available for your child is a good idea, but it's also helpful to have pencils, crayons, markers, and paper. Encourage your child to write. One way to do this is to write notes or short letters to her. It won't be long before she is trying to write back to you.

Ask questions - When your child reads, get her to retell the story or information. If it's a story, ask who it was about and what happened. If it's an informational text, have your child explain what it was about and how it worked, or what its parts were. Reading involves not just sounding out words, but thinking about and remembering ideas and events. See the appendix for questions you can ask. You can also have your child complete a graphic organizer to help structure writing projects, to help in problem solving, decision making, reading comprehension, studying, planning research and brainstorming.

Book vs. Movie - See a movie that's based on a book. Then, read the book together. (Or read the book first and then see the movie.) Discuss differences, similarities between the book and the movie.

The Reading Cook- Have your child read the recipe as you make something fun, like a favorite family dish. (They can even help make the recipe!) You can also cook a family recipe and have the child write the recipe as you go.

PBS - Have your child watch reading-focused television programs on PBS.

Guess Who - Play games like charades or "Who Am I?" where family members act out or describe characters from favorite books while others guess who they are.

Book Club/Novel Study- Select a novel to read with your child. For the novel study you will want to read through it ahead of time so that you are completely aware of the content and are able to plan activities and questions accordingly. Book Club takes novel studies a step further. In a book club the child is designed to be in charge of the reading and discussion. Essentially, everyone reads a common text independently and then come together weekly to discuss the content as well as practice Literacy skills, just like a novel study.

Game Night- Show children that reading can be fun by playing games that involve reading. You can play board games, create your own games, or search online for more game ideas. If you like Jeopardy you can visit <https://jeopardylabs.com/> to find over 2 million jeopardy games on a variety of subjects.

R	E	A	D
On a rainy day	A book written over 100 years ago	A book in a car	A book you think looks boring
A book that includes a character that has a job you think you would like when you grow up	A book that is about a true story	A book about traveling	A book about a place (Any Place)
A book that takes place in a country besides America	A book with royalty in it (Real or Imaginary)	A book that you can read out loud to someone else	A book about an historical event
A book written by an author you like	A book your mom or dad read when they were your age	A book that a friend has read or a book you traded with a friend	A nonfiction book about animals