



**LIFT OFF
TO LITERACY**



INTERNATIONAL
LITERACY DAY
September 8, 2014

dave roman

**Activity Kit
for Ages 5–18**

www.reading.org/ILD

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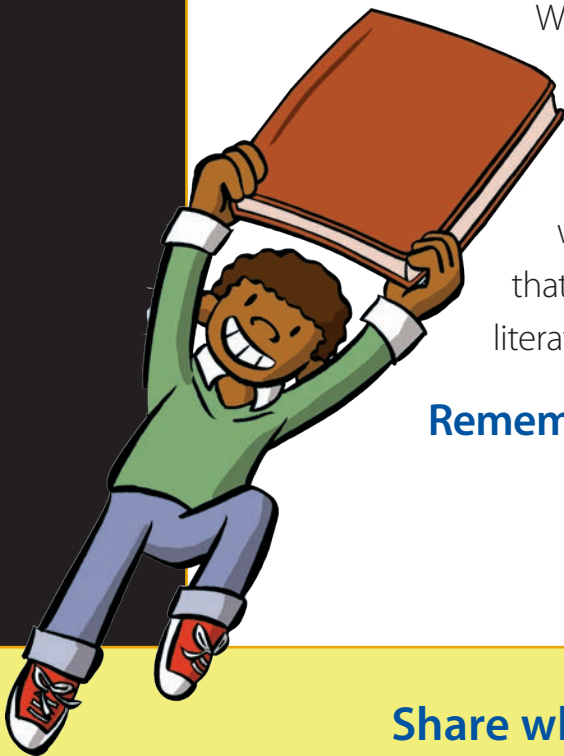
It all starts with 60 seconds.

Literacy is the foundation of learning across all subjects. On **International Literacy Day (ILD)**, people throughout the world will renew their efforts to make literacy education accessible to all. For ILD 2014, the International Reading Association (IRA) and NASA have partnered to help your students “Lift Off to Literacy.” This activity kit is full of creative, cross-curricular activities reflecting a space theme that is sure to engage students of all ages. Thank you for joining us in pledging an extra 60 seconds of literacy for 60 days!

With 60 activities from which to choose, don't feel you have to limit yourself to just one activity!

In fact, each age range includes activities that promote specific literacy skills like reading, writing, listening, and speaking—literacy skills that will launch your students into successful, literate learners.

Remember, 60 seconds can change your life.



Share what you're doing for #ILD14!

Share pictures and videos on [Facebook](#), [Twitter](#), and [Instagram](#) (using our official **hashtag #ILD14**), or send them to ILD@reading.org.

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Suggested Activities for Any Age

Launch a Love Reading. Start each day with a 60-second read-aloud to expose students to new authors and different genres. Read-alouds are wonderful for all students, regardless of age! —*IRA*

60-Day Story. Set a timer for 60 seconds, and ask students to write without stopping. The next day, have them continue where they left off. At the end of 60 days, invite students to share their stories. —*SW*

Fun-ctional Fluency Drills. Give students 60 seconds to read aloud a passage of content-area text. Have them read the same passage every day for five days to build fluency, noting their stopping point when you call time. Chart progress to provide motivation. —*KJ*

Scrambled Word. Using magnetic letters on the board, scramble the letters to a word related to class work. Challenge students to unscramble the letters as quickly as they can. With extra time, have students identify other words they can create from the provided letters. —*EM*

Image of the Day. Visit the NASA [Image of the Day](#) page. As a class, ask students to describe what they see and create a sentence to go with the image. Print out the pictures, add the class caption, and collect them for students to read. —*DK*

Out-of-This-World Words. Share a short text about outer space (i.e., published quotes, YouTube videos, poems). Ask students for one interesting word they heard or read that is *out of this world*. Add the word to a chart, which can be used later for practice with categorization. —*JA*

Alien Words. Post a list of four words, three that are related and one that is an “alien.” Have students sort and explain why the alien word doesn’t fit. As they become comfortable with the practice, choose words that can be sorted multiple ways. For beginning readers, sort illustrations instead of words. —*KP*

3-2-1 Lift Off! Set off on your daily journey by reviewing the previous class. In one minute, write the following:

- 3 things we learned
- 2 interesting pieces of information
- 1 question you have about the material

You can modify the 3-2-1 to suit the needs of your class. —*LH*

Talk Show. After reading a book, ask students to write a question that they would ask the main character. Each day ask for a volunteer to pretend to be the main character, and give the volunteer 60 seconds to answer one or two questions. —*EM*

Tweet It Loud, Tweet It Proud. Retired astronaut Chris Hadfield developed quite a social media following by tweeting notes and images from life aboard the International Space Station. As a group, write a message that chronicles life in your class today, in 140 characters or less. —*LH*

What Did Neil Say? Remind students of Neil Armstrong’s famous line: “That’s one small step for man; one giant leap for mankind.” Ask them to substitute their own words for *step* and *leap* using someone else’s voice. For example, Mother Teresa might have said “One small prayer for people; one huge offering to heaven.” Younger learners can guess what their mom, dad, or dog might say. —*MC*

Book Trailers for Kids. Take one minute each day to build hype for reading by sharing a book trailer. Start with [Book Trailers for Readers](#), and explore from there. Feeling ambitious? Ask your students to create their own trailer for a favorite book! —*EM*



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Suggested Activities for Ages 4–8

Mission: Handwriting. Each day, choose one space-related word, and have students write the word once in all lowercase letters and once in all uppercase letters. —KJ

My Unique Alphabet Chart. Assign a letter for the day, and ask students to brainstorm words that start with that letter and are space-related or describe what it might be like in

space. Add the brainstormed words to your class's [Alphabet Organizer](#) and save your work. Each day your Alphabet Chart will grow with new words! For English learners, allow them to

share words from another language to build phonemic awareness. —PN

Sight Word Bingo. Give students a bingo sheet with sight words on it. You could make it as many as 100 sight words. Students read for 60 seconds and color in any sight words they find as they read. See who can reach all 100 sight words in 60 days! —SW

Would You Rather...? Pose a different question to students each day to spark conversation, such as "Would you rather eat astronaut food for a month or broccoli for every meal for the rest of your life?" Discuss as a class or in partners. —EM

Rhyme Time. Call out a word (*star*), and have your partner say a word that rhymes with your word (*car*). For 60 seconds, keep bouncing back and forth with silly or real words—as long as they rhyme (*far, tar, mar, etc.*). Switch the consonants, throw in a blend, and blast those words with digraphs. —LS

A Day in Space.

Have students create a narrative that describes a day in space. As a class, brainstorm an opening sentence and then add one sentence to the story each day. After 60 days, print out the compiled narrative and read aloud! (This can be completed individually or as an entire class). —TS

Poetry Power! Display a basket of poetry books and have students choose a new poem each day to read aloud or read the same one as a group each day, changing it up a bit each time—act it out, change your voice, switch a word or two. Students will soar toward fluency in no time! —LS

"Is" Poems. Have students create "Is" poems to reinforce taught concepts. For example, "the sun is bigger than a house" or "the sun is hotter than an oven." Ask students to add a new sentence each day until their poem is complete. —JA



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Suggested Activities for Ages 4–8 (continued)

Craft a Story. Use different shapes to create a spacecraft each day and ask students to write describing words or orally craft a story about it. —G

Brainstorm Bonanza. Fire up your engine with brainstorming! Set a timer for 60 seconds, and brainstorm and write as many words as you can that fit a certain category. For example: things you'd find in a space station, things that an astronaut might take to space, things that you'd take to space, etc. —LS

Take My Advice. Project a picture from a familiar book, such as *Little Red Riding Hood* walking through the forest. Have students talk to the characters in the book, and give them advice, such as "Little Red Riding Hood, don't talk to the Wolf. He's going to try to trick you!" —EM

Outer Space Acrostic. Give students a short, space-oriented word, like *NASA* or *moon*, and ask them to create a sentence using the letters of the words. For example, "Nice astronauts sponsor astronomy." Sentences can be silly but should follow proper sentence structure. Compile sentences into a class book. —MC



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Suggested Activities for Ages 9–11

Planet Antonyms & Synonyms. Assign each planet a vocabulary word, and ask students to help give the planet a full identity by listing an antonym and synonym for each word within 60 seconds. —BL

Space Dictionary. Create a dictionary of words that pertain to space (*planet, constellation, rover, etc.*). Each day, have students choose one word and write what they believe the word means. After finishing all the words, show a slideshow with true definitions and pictures to aid mastery. —TS

Pack It Up. Talk about astronaut [Personal Preference Kits \(PPKs\)](#). Ask each student to create one at home, containing 20 items or pictures of things they would take in their PPK. Each day one or two students share an item from their personal preference kit and explain why they would take it. For a twist, ask for guesses of what a famous athlete or historical figure would pack. —JA

Space Logbook. Begin a tale of space adventure! Each day, individually or as a class, create a new sentence for your space adventure. Four days a week, write one sentence to continue your story and the fifth day, illustrate that four-sentence section. This process will strengthen the ability to recall information that was created the days before. —KP

Vocabulary Space Ticket. Provide students with a vocabulary ticket to leave space. Have pairs or trios of students draw an image for each vocabulary word and write a definition so their ticket can be stamped for lift-off. —BL

History of Space Exploration.

Ask students to investigate the history of space exploration and highlight one key event each day. On the board or using ReadWriteThink's [Timeline](#) tool, chart the key events. Give this activity a visual element by asking students to share images that can be added to the events on the timeline. —CH



Lively Limericks. Hand out copies of the [Limericks printout](#), and ask students to compose a limerick using the practice section of the printout. Once they've finalized their practice limerick, have them spend 60 seconds each day creating their own about an astronaut in space. —G

Departure Rockets. Hand out exit slips, and tell students that they will have 60 seconds to write what they learned, what new thought they had learned, or what they are still confused about from a passage they read in class. —BL

Galactic Mural. Make a large mural of space with outlines of the planets. Each day a student brings in one space fact and adds the information to the mural (i.e., by coloring a specific planet, adding rings or texture to a planet, writing the distance between the earth and a planet). Once finished, sit back and enjoy your view of our corner of the galaxy. —JA

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Suggested Activities for Ages 9–11 (continued)

Out-of-This-World Haiku. Traditional haiku poems focus on nature themes. What cooler part of nature is there than outer space? Using ReadWriteThink's [Haiku Poems](#) tool, have students craft a haiku. For example,



In Others' Words. Locate a wide variety of texts about outer space and space travel. You may even choose to have students go on a scavenger hunt for texts on their own or in the library. Encourage students to find words or phrases that resonate with them to share with the rest of the class. Have students work in groups to create their own found poetry from the list of words they share. It's fun to see how others' words take on a new meaning in a poem! —JA

*Ah, cosmology.
Your absolute magnitude
Exceeds all brightness.*

Devote several days to writing and revising for an out-of-this-world poem. —MC

The Great Planet Battle. Each day visit [Solar System Exploration](#) to read about a planet. Chart and graph the planet's number of moons, diameter, surface gravity, length of orbit, etc. Once you have all of the planets graphed, match them up for a planet battle! Have students select two planets to compare and contrast using ReadWriteThink's [Venn Diagram](#) tool. —KW



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Suggested Activities for Ages 12–14

Word of the Day. Take 60 seconds to learn a new word of the day. Merriam-Webster's [Word of the Day](#) is a great resource. If you have an extra two minutes, check out the podcast that accompanies each Word of the Day. Challenge kids to try to use the new word during the day in conversations in class or with their friends. Create a friendly competition, and see who can use the word the most or the best during the day. —EM

Hink Pink Rhyme Time. "Hink Pinks" are two-word clues that lead to a rhyming answer (for example, "astronaut marathon" could be a clue for "space race"). Give students a list of clues, and see how many they can solve in 60 seconds. Alternatively, give them the list of rhyming words, and have them reverse-engineer a clue. Want to challenge them even more? Divide the class into small groups, and have them create clues for other teams. —MC

Vocabulary Gradient. Choose two words that are opposites. For each of those choose three to five synonyms. For example, *happy* and *sad* are opposites. Synonyms for each could be *pleased*, *peppy*, *ecstatic*, *down*, *forsaken*, and *miserable*. Have students arrange the words to create a continuum that takes you from one opposite to the other. Students must discuss their reasoning as they arrange. This activity helps students think about shades of meaning. —EM

Launch It. As a class, [create a simple catapult](#). Each day have a student select a small object from a collection you've put together (with items such as a ping-pong ball, toy building brick, etc.). Use the catapult to launch the objects into space, and record and graph the results. Compare and contrast what occurs over the next 60 days. —JA

Take Five. Introduce your students to the didactic cinquain, a type of poem without rhyme that comprises the following five lines:

Line 1—a noun (a word that refers to a thing, such as *apple* or *book* or *elephant*).

Line 2—two adjectives, or describing words, that tell the reader about that thing.

Line 3—three words ending in -ing that are related to the thing, maybe saying what it does.

Line 4—a four-word phrase (group of words) about the thing or about the way it makes you feel.

Line 5—another noun that is a *synonym* of (means the same as) the noun in line 1 or else is a different way of looking at that thing.

There are [many variations](#) on the cinquain; try them all to see which your students prefer! —G

Stellar Matches. Pair up students. Give one a list of glossary words and the other a list of definitions (not listed in the same order as the words). The first pair to make the greatest number of correct matches in 60 seconds "wins." —MC

Roll 'n' Respond. Print and assemble your choice of cubes from ReadWriteThink's [Cube Creator](#) tool. As a class or individually, toss the cube, and have students reflect on a recent text to answer the question shown on the top. Mix things up by creating your own cube with out-of-the-ordinary questions or fill-in-the-blank responses! —KH



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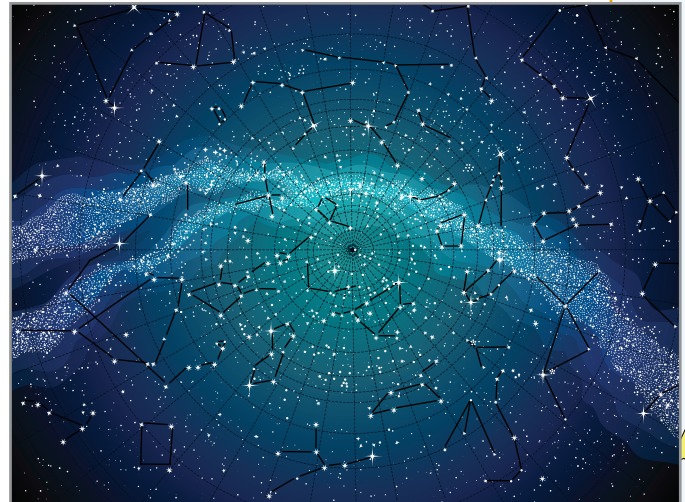
Suggested Activities for Ages 12–14 (continued)

Author Campaign. Ask each student to spend 60 seconds convincing others to read a favorite book or author's body of work. By the end of the "Lift Off to Literacy" challenge, the class will have been exposed to many new books and authors—and hopefully inspired to read a few! —AM

Done in 60 Seconds. Young students have a tendency to overthink creative writing assignments. Combat that blank-page block by having them craft a story in 60-second increments. If you are hesitant to limit each stage of the process—prewriting, drafting, revising, editing, and publishing—to just 60 seconds, you could opt to spread each stage out over a week (five, 60-second sessions per stage). As a capstone project, consider hosting a 60-Second Story Salon, and invite students' families to attend. —KH

Done in 60 Days. Get the whole class writing a collaborative story in 60-second bursts. Come up with a first-line story starter. On Day 1, have students write the sentence on the top of a blank sheet of paper. Then, give them 60 seconds to write the next line. Each day, have students rotate the sheets of paper so that in the 60 seconds, they are (a) reading what others have written and (b) writing the next line of the story. At the end of the 60 days, spend some time seeing the different directions taken by stories starting with same first line. —IRA

Map It Out. Give students a blank map of the night sky. Each day, choose a new constellation to view. Discuss the name, its origins, and any interesting facts. Then, have students draw it into their map. At the end of 60 days, students should have a full night sky! They can take this map outside and observe the constellations themselves. —TS



Showtime in Space. It is performance night in space! Students will have 60 seconds to perform a song and dance for their classmates, summarizing the passage they read in class. Be creative, and be ready to shine! —BL

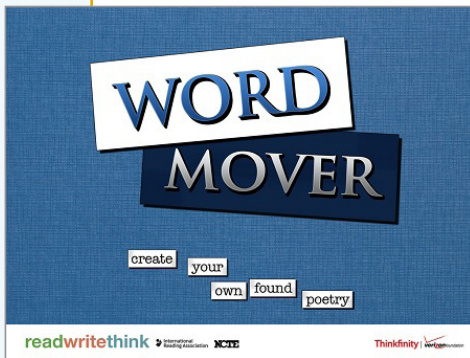
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Suggested Activities for Ages 15+

Found Poetry. Ask students to collect a word from a text or news story about space and share with the class each day. Enter the words into



ReadWriteThink's [Word Mover](#) tool. On the last day, have students rearrange the words to make a poem using all the found words and add as few words as possible. —TV

Short and Tweet. Ask students to read up on scientific research conducted in space or scientific improvements as a result of space exploration and bring the information to class. Each day choose one story to feature and, as a class, craft a tweet about what the students have learned. Twitter's 140 character limit will push students to really narrow their synopsis. —CH

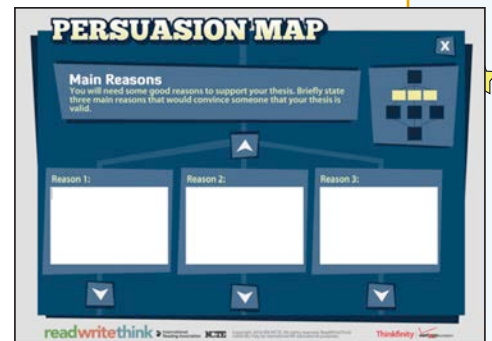
Get Social! As a class, read the Facebook postings from [NASA Students](#) or [NASA tweets](#). View the activities, discuss the work that NASA is doing, and construct a response that models appropriate use of social media. Bonus points for students that get inspired by a NASA project and share additional information with the class. —DK

Careers in Space. Highlight one occupation related to space travel each day (e.g., astronaut, engineer, etc.). You can search sites like [Space Careers](#) for inspiration. Students who find themselves interested in a space-related career can prepare a 60-second presentation to share a closer look at the life of their choice of career; encourage presentations that incorporate a technology piece, like [Glogster](#) or [Prezi](#), for a more 21st-century experience. —CH

Design Your Own Planet. Pretend that you're creating a class galaxy, and invite students to conceptualize their own planet. Each day they should spend 60 seconds considering a characteristic of their planet—size, distance to a star, life forms or not, etc. Once students have "created" their planet, they should share with the class, explaining why they made the decisions they did. —G

The Truth Is Out There. Ask students to seek out sightings or reports of aliens and UFOs in the news. Each day, the class reads an article and spends 60 seconds debating its authenticity. —TV

Beyond Earth. Ask students to imagine that space travel has become affordable and accessible to all. Where should earthlings travel and why? In 60-second spurts, students should map out a persuasive draft of why people should travel to a selected place in space. ReadWriteThink.org's [Persuasion Map](#) can help organize student work. As an extension, have students turn their draft into a video-based advertisement to convince travelers to select their destination. —G



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Suggested Activities for Ages 15+ *(continued)*

Pick-Up Lines, Part I. How do you tell if a new book has the “right stuff”? Give students 60 seconds to read as many first lines as they can from books you’ve gathered for them. Think of this as a speed-dating session with authors. Have each student choose the best first line and share with the class. —LH

Pick-Up Lines, Part II. The best first lines provide a powerful jolt that sends readers on an adventure to other worlds. Using one of the strategies listed below, try writing only the first line of a new story:

- Start in the middle of a scene
- Begin at the end of the story
- Introduce the narrator
- Take a leisurely approach
- Go with the dramatic lead

Want to go further? Have students spend the rest of the 60-day challenge working on a story to match the line (in 60-second increments, of course!). —LH

Found Objects. Divide your class into teams. Each day, groups of students strategize for 60 seconds to build a balloon-powered spacecraft. Students assemble the craft and attach the inflated balloon to move the craft as air escapes. The challenge? They can only bring in one scrap item (paper clip, paper towel roll, rubber band) each day. At the end of the 60 days, hold a competition to see which team’s spacecraft goes the highest or covers the most distance. Have them document their process and the results as they go. —TV

Six Words in 60 Seconds. Some of the greatest statements in our history have been made with few words. Neil Armstrong did it in twelve (“That’s one small step for man, one giant leap for mankind”). Challenge your students to do it with fewer words—six, to be precise. In addition to the popular six-word memoir, there’s the six-word biography, which can be used to reveal something important about a classmate, character, or historical figure. Alternatively, task students with writing a six-word summary of each day’s class discussion. —LH

Connect Through Listening. Select and play for students a famous speech each day. History.com’s [Famous Speeches & Audio](#) has many entries under 60 seconds. After listening to the daily audio, have students write a brief journal entry about their reactions to what they’ve just heard. Encourage responses based on prior knowledge of the event and the tone of the message for a deeper connection. —IRA

About International Literacy Day

In 1965, UNESCO declared September 8 International Literacy Day (ILD) in an effort to focus attention on worldwide literacy needs. More than 780 million of the world's adults (nearly two-thirds of whom are women) do not know how to read or write, and between 94 and 115 million children lack access to education.

This year's theme, **"Lift Off to Literacy,"** inspires students to reach for the stars. Starting on September 8, 2014, help students develop a literacy habit by devoting an additional 60 seconds each day for 60 days to literacy activities. We encourage educators to celebrate ILD and share the message that developing a habit of reading, writing, listening, and speaking leads to lifelong literacy success. After all, 60 seconds can change your life!

Contributors

The activities in this kit came from educators in the field. We are pleased to recognize them and their contribution.

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About the International Reading Association

The **International Reading Association** is a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 53,000 members strong, IRA supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities. To learn more about IRA, visit www.reading.org.