Get the Regional Spread!
How YOU Can Make This A Viral Affair

Keys to OSOB Success

Within Building:
- Share, share, share
- Provide daily incentives
- Monitor student participation.
- If necessary, provide a small OSOB reading station in the library for ELL, etc.
- Capitalize on Classroom connections to demonstrate teachers are also engaged.

OSOB Expansion:
- Share, share, share
- Principals with other principals.
- School Boards with other School Boards.
- PTA’s with other PTA’s.
- Present OSOB at your next State Reading Association.
- Present to civic organizations

YOU Can Help OSOB GO Viral!

Let it shine!
Let it shine!
Let it shine!
CALLING ALL IRA MEMBERS...

to International Reading Association Convention 2012

OSOB Super Star Presenter Michelle Dimnik, a OSOB presenter IRA Orlando 2011, is at it again! On Tuesday, May 1, 2012 (session #0532) Michelle (a Canadian) and Read To Them Representative, Gary Anderson, will present One School, One Book: The most effective Family Literacy Program you can do. Participants will learn how to implement it in their school and district. There is no better way than this to find out how to start a OSOB program and impact family and school literacy in ways only previously dreamed about. All anyone needs to know will be presented by the Dynamic Dimnik!

This session will describe the highly successful One School, One Book Literacy Program. The program builds a community of readers by engaging every school-aged child, the child's parent(s) and school staff members in a common reading experience. Every child or family is given a copy of the same chapter book, and parents are asked to read it aloud to their children at home. At the same time, school staff engage students by asking daily trivia questions, planning activities, assemblies and special projects related to or based on the book. When a whole school reads the same book, the commonality of interest at school together with the commonality of interaction between child and parent, creates an excitement which successfully drives and spreads this program. Conversations in the hallways, classrooms and at home stimulate interest and engage children and adults alike.

Furthermore, this session will provide participants with: a brief history of the program; a step by step process on how to implement a One School, One Book project in their school/community; book titles and materials from a large number of titles that have already been read successfully; and an invitation to join the Read To Them organization which will provide consultation services to ensure successful implementation of the program. Participants will hear testimonials from students, teachers and parents that reinforce the value of this program. Research will also be presented to demonstrate the impact One School, One Book Projects has had on reading scores. ALL students and families regardless of their literacy skills can fully participate. The session will motivate and prepare participants to return to their school districts ready to implement One School, One Book or One District, One Book.

Register TODAY >www.reading.org/convention<
**RECOGNIZING ONE ODOB WEBSITE**

_Sauk Rapids-Rice, Minnesota School District!_

CONGRATULATIONS, Sauk Rapids-Rice School Division for creating an outstanding One District One Book (ODOB) website for your schools and community to use during _ODOB 2012_. Sauk Rapids-Rice is reading _ACricket in Time Square_. January 27th - February 24th, and it's doubtful ANYONE is unaware of this event! The graphics of their _ODOB_ website are amazing...right down to the colors that literally pop right off the page, and invite all to web surf further. It includes everything from daily trivia questions to a photo album, to which parents can download pictures of their families reading together at home. In the _ODOB_ photo album right now is the picture of their school administrators reading the book in preparation for the eminent beginning of _ODOB_ (see below)! Not only does it include the reading calendar and blogging ability but also links to websites related to the book and even a realtime live feed from Times Square in NYC. You can view a You Tube video of some crickets and cricket cages in Shanghai, China’s outdoor market! Furthermore, there are details about Family Cricket Night at the local High School observing live crickets, making cricket art projects and MORE (even the Football players are helping out)! No doubt this site took a lot of planning and likely will produce a HUGE payoff for Sauk Rapids-Rice School District in Minnesota. Can’t wait to hear more! Check it out. Go to

< http://www.isd47.org/arndtlau/ODOB/Welcome.html>

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**Featuring…..**

**One District One Book**

**School Divisions**

1. Bentonville, AR
2. Lethbridge, Alberta, Canada
3. Idaho Falls, ID
4. Muskegon, MI
5. Sauk Rapids-Rice, MN
6. Norfolk, NE
7. Southwestern School Dist. 91, PA
8. Martinsburg, WV
9. Cache County, UT

**VIRGINIA**

1. Lancaster Co.
2. Manassas Co.
3. Middlesex Co.
4. Northumberland Co
5. Richmond Co.
6. Hanover County
7. Spotsylvania Co.

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Notify RTT if YOU are planning a _One District_ _One Book_ program too!
IDAHO FALLS ROCKS - RAISING OVER $16,000 IN FOUR WEEKS

Karla LaOrange of Idaho Falls, Idaho is one dedicated ODOB leader! After hearing about ODOB at the IRA convention in Orlando last May, Karla desperately wanted the program in her Idaho District. So after gaining support from her fellow principals, she set out to raise the money needed to make it happen for about 4,000 families in the District. Here are some of the successful fund raising activities from Idaho Falls, population 65,000.

- Obtained a $2,500 corporate donation from Melaleuca, Inc., Corporate headquarters in Idaho Falls.
- Rotarians donated $500 (for ODOB promotional expenses).
- All four PTA/PFO organizations donated money or Scholastic Book points used to help secure books.
- River Bend Communications (owner of 3 local radio stations, whose manager is passionate about literacy) partnered with the local newspaper to promote ODOB, informed the public about good practices for reading aloud, and spearheaded a ODOB contribution campaign through the District’s Education Foundation.
- Presented ODOB to Realtors Association and basically anyone who would listen and qualify as a prospective donor!
- Targeted local Book Clubs who were encouraged to sponsor a Classroom Book Set for $120 for example.
- Their Idaho State legislator freed up $2,500 in State funds to be earmarked for ODOB (through Indian Reservation funds available to District 91).

LaOrange states, “while it’s been a sharp learning curve to adopt it district-wide right out of the box, it’s been a very easy sell to the community. They ‘get it’ right away and support what we’re all about. It just makes sense to them.” Right after the “big blitz” on the radio and in the newspapers, people just walked right into the District office (where the Ed. Foundation is located) and made donation after donation! It’s been amazing, Karla says! They are very close to their goal of $18,000, and we have no doubt they will make it. Just proves what can be done when inspired to make it happen....YOU GO, Idaho Falls! This is a true success story!

AN AMAZING ONE SCHOOL ONE BOOK DIFFERENTIATION STORY

Ann Leader, Special Education teacher from E.H. Parkman School, Enfield, Ct. shared this amazing story about how she brought OSOB to one very unique special needs student when her school began OSOB in 2008. Ann worried that reading and responding to The Trumpet of the Swan would be very difficult for this particular student who required an alternate vision than other mainstreamed special needs students. But he loved books, so it was suggested they read an alternate book about swans on his level. Ann rejected this, deciding that would deny him the very purpose of the program. She decided to rewrite the book (as she’d often done with school materials in the past), simplifying the language, reducing some concepts but adhering to the theme, characters, setting, problem, solutions, etc.

Each day one member of the staff would read and discuss the new chapter with Ann's student, as well as reviewing previous chapters. He was thrilled with HIS book and often shared a chapter with his second grade classmates, which even helped some of the other students in general education understand the story better. They continued to follow the same process for this student in grade 3 with Mrs. Frisby and the Rats of Nim, in grade 4 with The Miraculous Journey of Edward Tulane, and in grade 5 with The Indian in the Cupboard. To rewrite a chapter book and provide pictures (often with Google images because Ann can’t draw) was very time consuming. However, Ann firmly believes that it has all been worth it. This student has now moved to the Middle School. He has been a shining star for the inclusion process and, no doubt, Ann has been a major part of this success.