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Girl Scouts®
Where Girls Grow StrongSM

Read to Lead!

for girls Grades K - 6



2339 – R 3/2006/Reviewed 5/2006

Read To Lead

Daisy – Junior Girl Scouts

Girls in grades K - 6

Use Read to Lead as a springboard for introducing reading and writing into routine Girl Scout activities

Daisy Girl Scouts (grade K)

Daisy Girl Scouts are just at the very beginning of their journey into the literate world. The Read to Lead for Daisy Girl Scouts booklet capitalizes on the developmental characteristics of this age (see chart in Guide for Girl Scouts Adults) and provides activities that will foster excitement about reading and writing.

Brownie Girl Scouts (grades 1-3)

Reading and writing do not have to be solitary activities, and the Read to Lead for Brownie Girl Scouts booklet provides a variety of activities that girls can do in groups. By introducing a host of different approaches, this resource encourages girls to view reading and writing as enjoyable and creative opportunities.

Junior Girl Scouts (grades 4-6)

Read to Lead for Junior Girl Scouts draws on the strength of writing as a tool to enhance reading. This publication offers girls a series of “story starters” and suggests ways to adapt the stories from their written form into other types of presentations such as screenplays for videos or scripts for theater.

This program can be done in two ways:

A) One day activity of 3-4 hours in conjunction with local library (See how to set up a Read to Lead Day with your local Library).

B) As part of troop meetings over the course of several weeks with each session lasting approximately 30 minutes.

Read to Lead

Daisy Girl Scouts (grade K)

Getting Started

To lead the following Read to Lead sessions, the leader will need a copy of the *Read to Lead for Daisy Girl Scouts* and the *Guide for Girl Scout Adults, Read to Lead*. Have a stack of age appropriate books available; these can be used for girls who finish an activity ahead of others or to read to the girls.

Obtain 1 Daisy Girl Scout Read to Lead patch for each participant. Before starting review the General Tips and instructions on using the age-level booklets and developmental and age characteristics of girls from the *Guide for Girl Scout Adults-Read to Lead*.

This program is organized to be a one-day activity of approximately 3-4 hours. However each activity could be done separately as part of a troop meeting or other activity sessions. With the exception of activity # 1, each activity would last approximately 30 minutes.

Activity Sessions

- 1 – 2. An introduction to the Read To Lead program where girls learn new words and how to use words.
3. The Listening Game, where girls learn to hear what is being said and how information is transmitted and changed from person to person.
4. The Name Game: girls write their names and make a bookmark to use whenever they read a book.
5. The Picture Box; girls select a picture and use their imagination to make up a story about what they see.
6. Make A Book: girls create their own book from blank paper and create their own story.
7. Make Believe: girls describe characters from books or stories they have read.
8. Visit the Library where girls visit the library.

ACTIVITY:

- 1) Read aloud pages 3-4 of Read to Lead for Daisy Girl Scouts to the girls

ACTIVITY:

- 2) Play the Word Game on Page 5

Read the opening paragraph then ask the girls to think of words by looking around the room or out the windows for words they see on sign or words that represent things they see

Materials Needed:

- Stack of age appropriate books for the girls to read
- Pencils, crayons, scissors, 2 staplers, index cards
- Large piece of paper or flip chart, marker



Continued

Read to Lead
Daisy Girl Scouts (grade K)

Write the list of words on the flip chart.

Then take each word and encourage the girls to find words that rhyme with it. Write the rhyming word on the flip chart next to the original word. Give each girl an index card and have them (they may need help).

Write the word on each side of the card. Have them take the card home and Remember to use the word.

ACTIVITY:

- 3). Play the Listening Game on Page 6
Use the sentence "Reading books is lots of fun for everyone!"

ACTIVITY:

- 4) Play the Name Game on Page 7

Have each girl write her name on the flip chart. Give each girl a piece of paper to make a bookmark. Have the girls (or help the girls) write their name on the bookmark. Let the girls decorate the bookmark with glitter, markers, etc. Then use clear contact paper to cover both sides of the bookmark; trim it with fancy edged scissors. Use a whole punch to make one hole at the top; thread yarn through to tie a bow. Encourage the girls to use their bookmark every time they read a book.

- 5) Picture Box on Page 9

Let the girls cut pictures from magazines and put them in the box. Let each girl select a picture from the box and make up a short story to share with the group.

ACTIVITY:

- 6). Make a Book, on page 11

Follow the instructions so each girl can make a book. Have them write their name on the cover. Instruct the girls to draw pictures on each page representing their family and friends and use words to describe each picture. Ask them to take the books home and read them to their family

ACTIVITY:

- 7) Make Believe on Page 15

Ask each girl to tell about her favorite character from a book, story or fairytale. Ask them each to describe the character and tell why they like him or her.

Materials Needed:

- Construction paper, old magazines (will be cut up) and a shoebox
- Strips of light colored construction paper to make bookmarks (1per participant)
- Glue sticks (several for the group to share)
- Sequins or glitter or other craft supplies for decorating bookmarks
- Hole Punch and yarn (enough yarn for each participant to have a piece about 8 inches long)
- Clear contact paper cut in sizes to cover the bookmarks (1 per participant)
- Fancy edged scissors (2 or 3 pair to share)
- Flip Chart and markers
- Construction paper in assorted colors 4 per girl

Continued

Read to Lead

Daisy Girl Scouts (grade K)

ACTIVITY:

8) Go to the Library on page 10 of *Read to Lead for Daisy Girl Scouts*

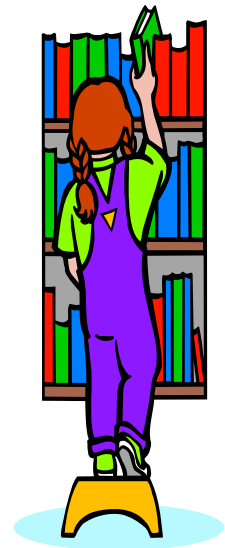
Arrange with the librarian to give a tour of the library and to talk to the girls how to obtain a library card.

Give the girls their patch and tell them to **Keep Reading**

Use other activities described in the *Read to Lead for Daisy Girl Scouts* booklet as desired

Materials Needed:

Read to Lead patches for each girl



Read to Lead

Brownie Girl Scouts (grades 1-3)

Getting Started

To lead the following Read to Lead sessions, the leader will need a copy of the *Read to Lead for Brownie Girl Scouts* and the *Guide for Girl Scout Adults, Read to Lead*. Have a stack of age appropriate books available; these can be used for girls who finish an activity ahead of others or to read to the girls.

Obtain 1 Brownie Girl Scout Read to Learn patch for each participant. Before starting, review the General Tips and instructions on using the age-level booklets and developmental and age characteristics of girls from the *Guide for Girl Scout Adults to Read to Lead*.

Activity 5 involves making posters to display. Contact a local school, post office, or community room in advance of the session to find out if the girls can bring the posters there to display. When the session is over, arrange for the posters to be taken to the display location.

This program is organized to be a one-day activity of approximately 3-4 hours. However, each activity could be done separately as part of a troop meeting or other activity sessions. With the exception of activity #1, each activity would last approximately 30 minutes.

ACTIVITY:

- 1) Read aloud page 3 *Read to Lead for Brownie Girl Scouts*
Ask the girls to repeat the things you can do if you know how to read and record them on the flip chart.

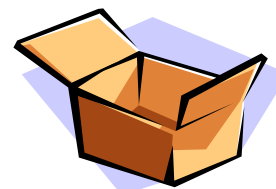
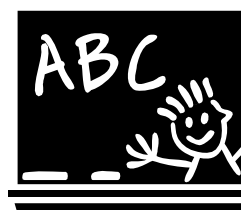
ACTIVITY:

- 2) Word Box on page 5 *Read to Lead for Brownie Girl Scouts*

From an assortment of library books, ask each girl to select one and start reading. When girls come to a word they don't know, help her write the word on an index card and place it in the Word Box. When they are all finished, select each word and ask if anyone knows what it means. If no one does, explain the word or help the girls look it up in a dictionary.

Materials Needed:

- Pencils, crayons, scissors 2 staplers and a dictionary
- Flip chart, markers or dry erase board and markers



Assortment of age appropriate books, index cards, pens or pencils, shoe box, colorful paper



Continued

Read to Lead

Brownie Girl Scouts (grades 1-3)

ACTIVITY:

3). Is It For Real? On page 7 *Read to Lead for Brownie Girl Scouts*

Let the girls each look at a book that describes animal characters doing human things (like a dog riding a bike). Ask the girls to tell everyone what the animals are doing. Talk about using imagination in books and stories.

ACTIVITY:

4). Group Story on page 8 *Read to Lead for Brownie Girl Scouts*

Begin a story by writing the first sentence on the flip chart. Read it out loud, have each girl add to the story by making up the next sentence. Write each sentence on the flip chart. Continue around the group until everyone has participated and the story is complete. Read the entire story out loud.

ACTIVITY:

5). Read Helper on page 10 *Read to Lead for Brownie Girl Scouts*

Give each girl a piece of poster board and ask them to make posters to advertise the benefits of reading books or to encourage others to read. Punch holes in the top and thread yarn to tie at the top to be able to hang the poster. Hang the posters around the room or in a pre-arranged location.

ACTIVITY:

6). Reading Log on page 11 *Read to Lead for Brownie Girl Scouts*

Give each girl a Log page. Have them write their name on the top and record at least (1) book they have read recently. Tell them to keep the log by recording any book they read at home or at school. They should also write a sentence describing what they liked about the book.

ACTIVITY:

7). You're a Poet on page 12 *Read to Lead for Brownie Girl Scouts*

Give each girl a poem chart and have her write the letters of her name in the spaces in the left hand column. Make one yourself as a sample. Then have them write a poem using the letters in their name. Ask everyone (who wants to) read her poem out loud to the group.

Give the girls their patch and tell them to **Keep Reading**

Use other activities described in the *Read to Lead for Brownie Girl Scouts* booklet as desired.

Sherry W.

Poem Chart

Read to Lead

Junior Girl Scouts (grades 4-6)

Getting Started

To lead the following Read to Lead sessions, the leader will need a copy of the *Read to Lead for Junior Girl Scouts* and the *Guide for Girl Scout Adults, Read to Lead*.

Have a stack of age appropriate books available; these can be used for girls who finish an activity ahead of others or to read to the girls.

Obtain 1 Junior Girl Scout Read to Lead patch for each participant. Before starting review the General Tips and instructions on using the age-level booklets and developmental and age characteristics of girls from the *Guide for Girl Scout Adults Read to Lead*.

This program is organized to be a one-day activity of approximately 3-4 hours. However, each activity could be done separately as a part of a troop meeting or other activity sessions. With the exception of activity # 1, each activity would last appropriately 30 minutes.

ACTIVITY:

- 1) Read Out Loud “Flipping Through Pages” page 4 and then “What Should I Read” page 5 of *Read to Lead for Junior Girl Scouts*

As you come to each of the types of books listed in bold type hold up the poster of that word with the definition. Review the types of books with the girls. Place the poster around the room for all to see.

Fiction ***Science Fiction*** ***Biography*** ***Autobiography*** ***Poetry***

ACTIVITY:

- 2). “Write” On page 7 –9 of *Read to Lead for Junior Girl Scouts*

Tell the girls they are going to help write a story of fiction. Since the story is only half written, they are going to have to complete the story. Divide the group into small groups of 2 to 5 girls each. Each group will get the same start to the story, but have to complete it so that all the stories might have a different ending.

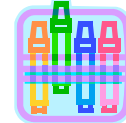
Read out loud the story on pages 8-9, then give each group a copy of the story on pages 8-9 for each group and several pieces of paper. Encourage the girls to be creative in finishing the stories.

When they are all done (allow 15-20 minutes) ask each group to read their complete story out loud and share how the stories ended differently.

If time allows, do a second story (pages 11-12 or page 14).

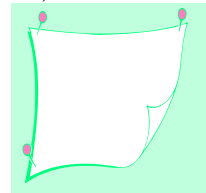
Materials Needed:

- Stack of age appropriate books
- Pencils, crayons, scissors, 2 staplers



Materials Needed:

Small poster with each word from page 5 of the different types of handbooks (attached)



Materials Needed:

Photocopies of pages 8-9 for each small group
Blank paper (several pages for each participant)
Photocopies of pages 11-12 and page 14



Continued

Read to Lead Junior Girl Scouts (grades 4-6)

- 3) Story Starter page 16 of *Read to Lead for Juniors Girl Scouts*

Remind girls of the definition of an autobiography. Give each girl a copy of the "ABOUT MY LIFE" outline and ask her to fill it out. Some questions may not apply and the girls should feel free to add additional details. Then give the girls blank paper and ask them to create a story about themselves. (Allow 15-20 minutes). Ask the girls to read their autobiography to the group. (Reading their autobiography to the group should be optional).

ACTIVITY:

- 4) Visit the Library

Take a trip to your local library. Let the girls look at the bookshelves and identify one book for each of the types of stories identified in activity #1. Ask them to see if there are other types of books on the shelves (i.e. reference books, history books, etc). Have them record the title and author for each type.

- 5) Read a Book

Have each girl set a goal to read one book of each type on the list in #4. Ask the group to agree on a time frame for everyone to complete their reading (they might use the list from #4 as a guide and to record the completion of each type of book).

Give the girls their patch and tell them to **Keep Reading.**

Materials Needed:

Copies of "About My Life"
One per girl, pencil (1 per girl)



Materials Needed:

Type of book chart, 1 copy
for each girl, pencil (1 per
girl)



How to set up a Read to Lead Day with your local Library

1. Contact the local library
2. Give the librarian copies of the *Read to Lead* books
3. Ask if you can set a day with the library to do the Read to Lead Activities
4. Ask if the library has a Friends group or other support board willing to work on this project by offering volunteers for the day or money to pay for it.
5. Set a limit on the number of girls participants
6. Arrange for a Girl Scout recruiter to be on hand to recruit new girls to Girl Scouts.
7. Develop a budget. Decide on the cost for each participant to attend.

Timeline

5 weeks in advance

- Complete an application for event approval.
- Recruit 2 or more adults to work with each age level.
- Arrange for a currently certified first aider to be on site throughout the event.

2-3 weeks in advance

- Distribute flyers announcing the program to Girl Scout troops in the area.
- Distribute flyers announcing the program to the local schools.
- Order Read to Lead patches from the Girl Scout Skyline Shop.

1 week in advance

- Collect all the materials and supplies needed.
- Arrange for a light snack and someone to provide and serve it.

On arrival

- Designate a room or area for each age level.
- Set up materials and supplies for each age level
- Ask parents/troop leaders to stay with girls as extra adults and to help with craft activities as needed

Welcome everyone to the Read to Lead Day

- Introduce all the volunteers for the program.
- Introduce the librarian.
- Inform everyone of the schedule/start and finish time, snack time, bathroom locations, etc.
- Assist getting all the girls to the proper location
- When the event is concluded, ask everyone to come back together for a brief closing.
- Present all the girls with their patch.
- Thank all the volunteers.

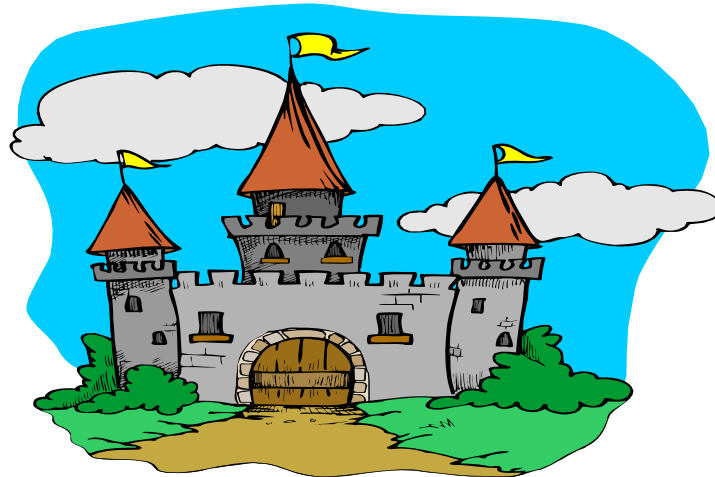
**This program provides support and reinforcement for the following
Commonwealth of Virginia Standards of Learning.**

English Standards of Learning

- K.1 The student will demonstrate growth in the use of oral language
- K.2 The student will use listening and speaking vocabularies – use words to describe or name people, places, and things.
- K.3 The student will build oral communication skills – Begin to follow implicit rules for conversation, (e.g., taking turns and staying on topic).
- K.8 The student will demonstrate comprehension of stories.
- K.10 The student will print her name.
- K.11 The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, and events.
- 1.1 The student will continue to demonstrate growth in the use of oral language.
★ Participate in a variety of oral language activities.
- 1.5 The student will apply knowledge of how print is organized and read.
★ Read from left to right and top to bottom
★ Match spoken words with print
★ Identify letters, words and sentences
- 1.11 The student will read and comprehend a variety of fiction and nonfiction lections.
★ Write about what is read.
- 1.12 The student will write to communicate ideas.
- 1.13 The student will print legibly (form letters, space words and sentences).
- 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.
- 4.7 The student will write effective narratives and explanations.
- 5.5 The student will read a variety of literary forms, including fiction, nonfiction and poetry.
- 5.7 The student will write for a variety of purposes to describe, to inform, to entertain and to explain.

Fiction

A story in which the author creates the characters and the plot



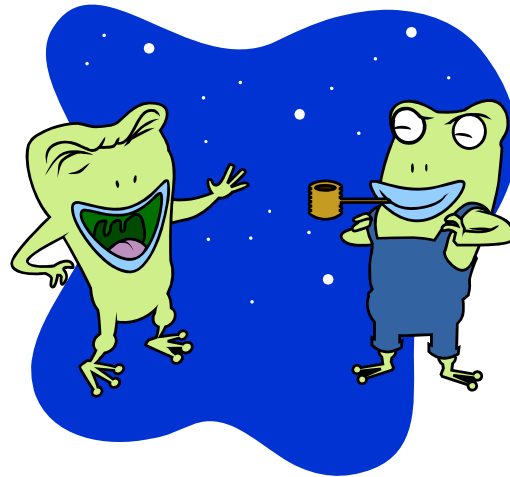
Autobiography

A story of a person's life told by themselves



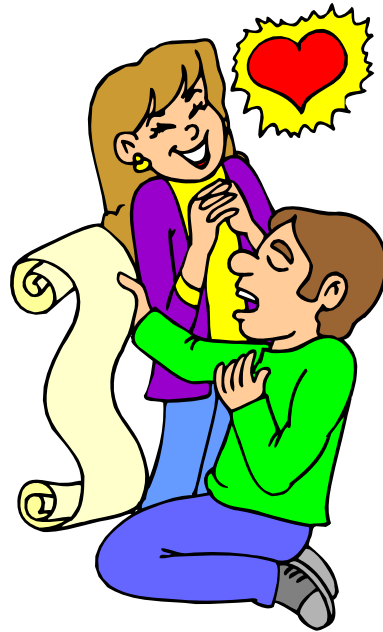
Science Fiction

A fictional story specifically about science or outer space



Poetry

Word combinations including rhythms and images



Biography

The story of a person's life, told by the author



LOG

| Type of Book | Author | Title |
|--------------|--------|-------|
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READING LOG

| Date | Title & Author | What I Liked About This Book |
|------|----------------|------------------------------|
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PROGRAM LIFESAVERS EVALUATION

(Must be completed by adult responsible for implementing the Program Lifesaver.)

Name: _____

Day phone: (____) _____ Evening phone: (____) _____

Email address: _____

Name of group: _____ Troop/Group number: _____ Service unit: _____

Dates used: ___/___/___ to ___/___/___ Place used: _____

Name of Program Lifesaver used: _____

Number of participants by program level:

_____ Daisy _____ Brownie _____ Junior _____ Cadette _____ Senior _____ Adult

Was this Program Lifesaver easy to use? _____ Yes _____ No Explain:

Was it appropriate for your group's age level? _____ Yes _____ No Explain:

Did the activity sessions take the amount of time indicated? _____ Yes _____ No Explain:

Would you recommend this Program Lifesaver to others? _____ Yes _____ No Explain:

What activities did the girls like best?

Girl comments about the program:

Adult comments about the program:

Please complete & return this form to:

Girl Scouts of Virginia Skyline Council, 3663 Peters Creek Road, NW, Roanoke, VA 24019