



## Workshop Guide

# The Right Book at the Right Time



This guide is organized by chapter, with questions to guide your viewing of each segment on the DVD.

## **Introduction**

Do you tend to do minilessons about book choice at the beginning of the year or throughout the year?

When thinking about helping a student with book choice, what are the things that you take into consideration?

How does your classroom library help support student independent book choice?

What is going well with book choice in your classroom?

What challenges do you have when helping students choosing books?

## **1. Book Choice Discussion**

### **Part I: Goals and Book Choice**

How do you support student book choice later in the year?

How do you share your own experiences as a reader to support book choice?

What questions do you ask students to help jumpstart their thinking about book choice?

How does a survey like the one Franki shares with her student support all students, no matter their level?

Franki lets the students share their thinking after the questions are read. Why do you think this conversation time is important for the entire class?

### **Part II: Book Talk/Sharing**

Franki presents a large stack of books quickly, just giving the basics of the new books she has. How do you introduce new books to your students? How often do you introduce new books?

A group of students was reading novels in verse, so Franki asked them to put together a box of similar books they would recommend. Can you think of a type of book that kids in your room are reading? Would organizing a box of these books make sense?

By putting the names on the front of the novel in verse box, Franki hopes to connect readers in the class to other readers. What are some ways that you invite students to talk to other students about book choice?

Franki reminds her students to find 3-4 books to put in their book boxes-books that they might want to read next. How do you help your students develop next-read stacks?

Franki talks to the class about quitting books because they find a better one. This is a common problem for students in grades 3-6. How do you help students build stamina when they want to abandon a book for another they've found? When are students allowed to abandon books in your classroom?

## **2. Next Read Stack: Talane**

In this clip, Franki introduces several books to Talane. When might you use a conference like this to support student book choice?

Franki builds Talane's book choice skills by helping him preview books, using the language of book choice, and explaining why he might like them. Do you think this previewing will support him when he goes off on his own? Why or why not?

Franki starts with the kinds of books that Talane is successful with. She tries to build on his successes to extend his independent reading. How do you balance building on successes while still expanding the types of books your students read?

Franki introduces the books, but allows Talane to decide which he'll read. How do you support students in book choice without controlling their book choice? How do you respond when students don't agree with your suggestions?

Sometimes students have so many books in their boxes that the choices are overwhelming. How do you help students weed out book boxes so that they don't have too many?

### **3. Next Read Stack: Hailey**

What is the benefit of going through the book box one by one with a student who is having difficulty with book choice?

Hailey mentions that she is interested in reading about the United States, but didn't realize that there was a basket of books about that topic in the nonfiction section of the library. How do you make sure kids are aware of available books as their interests and tastes change?

Franki provides an overview of the new series, letting Hailey know what she can expect. She also mentions other students who are reading the series. How do these two things support Hailey in different ways?

How do you make sure that rereading is a valued part of students' independent reading?

In this conference, Franki brought some books and Hailey brought others. Why is this important? How does having Hailey explain why she picked the books in her stack support her independent reading?

Franki has a binder with notes about Hailey's reading. She talks to Hailey honestly about her notes. How do you use your notes and assessments to talk with children about their book choice?

Do you have a place where students can write down books that they might want to read in the future? Do you think a tool like that is important?

Franki turns the decision-making over to Hailey at the end of the conference. How do you balance guiding students with allowing them to make their own decisions?

How do you promote meaningful summer reading?

### **4. Peer Previewing Group**

How often do kids in your class talk to peers about the books they might read? Why do you think this is important? How does it support lifelong reading?

How do you think a conversation like this helps Hailey decide on whether or not to read the Mallory series?

Discuss the social aspect of book choice at this age.

This conversation happens in the midst of reading workshop, while the other students are reading independently. How is your classroom set up for this type of conversation to happen while others have quiet space for reading?

Why is it important that Franki removed herself from this conversation

## **5. "If You Like Matt Christopher" Group**

Think about the kinds of book (genres or authors) that your students get "stuck in" such as Matt Christopher books. How can a basket and groups like these help students develop book choice skills?

Franki has several "If You Like..." baskets in the room. These are determined as the year goes on based on need. How might baskets like these support the readers in your class? What "If You Like" baskets might your students enjoy? This particular basket was created by the two students who are sharing. What is the balance between student created and teacher created baskets?

This group provides an opportunity for kids to talk about books with other students in the classroom. How do you think this benefits all students involved?

This basket of books houses a variety of books about sports-fiction, nonfiction, poetry, magazines, and more. Discuss the benefits of baskets like this, baskets not focused on level or genre. What messages do baskets like this give students?

## **6. Previewing a Book**

How can previewing a book during read aloud support book choice for independent reading?

Some students in the class have read another book by this author. Why is that important when talking about previewing?

How might this list of things they know before reading support understanding throughout the book?

Franki talks about the goal for read-aloud of helping her students see the power of collective thinking. How is this "power of collective thinking" evident in your classroom?

Kids were comfortable building on each others' conversations and disagreeing with each other. How do you foster this type of talk in your room?

Going back to the text to support their ideas is something many of the kids do naturally. How do you support kids in this skill?

## **7. Questions We Have When We Read**

By helping kids set themselves up for a book in read aloud, they gain skills that they can use in independent reading. How does this support quality book choice? Why is it important for kids to know questions they have before they read?

Many of the questions in this segment are things students are building on from the first segment. Their collective thinking becomes evident. Discuss the different purposes of each segment.

Students focused on different things in their questions. How can these questions help students develop new skills and strategies during independent reading?

## **8. Nonfiction Reading and Goal Setting**

Franki decided to have a separate time designated for nonfiction reading until it became more embedded in students' daily reading. Discuss this idea. How do you promote nonfiction reading?

What are the benefits of sharing things with the class? How might this help all students grow as readers?

One big issue that keeps coming up is how students have changed as readers of nonfiction. How will this support good book choice? How do you support book choice as students' needs change?

Notebooks and notetaking are not mandated or required during reading time, yet many students in this class choose to write as they read. How would this change if it were mandated? What are your thoughts on this?

Discuss the questions that students ask each other during this time.

How might students' nonfiction book choice and nonfiction reading move forward because of periodic conversations like these?