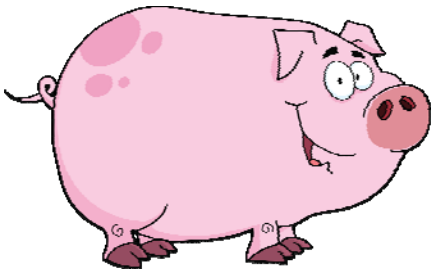


**Unit of Study:**  
*Launching Reading Workshop –  
Creating a Community of Engaged Readers*

Cypress-Fairbanks Independent School District  
Elementary Language Arts Department, Grades 3-5



# Famous Pairs – Set 1



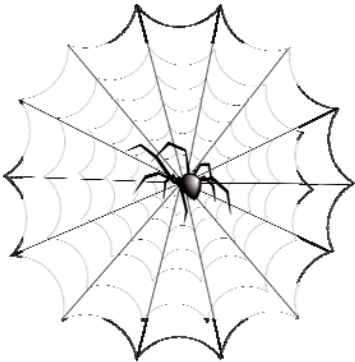
Wilbur the Pig



Peanut Butter



Thing 1



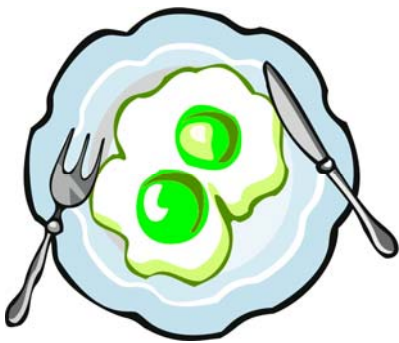
Charlotte the Spider



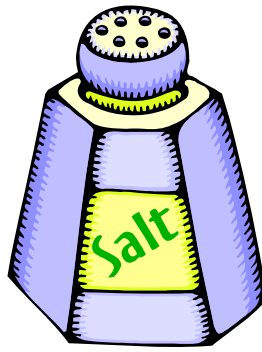
Jelly



Thing 2



Green Eggs



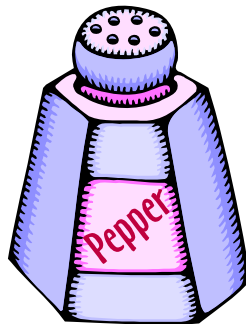
Salt



Piglet



Green Ham



Pepper



Pooh

# Famous Pairs – Set 2



**Country Mouse**



**Mickey Mouse**



**Batman**



**City Mouse**



**Minnie Mouse**



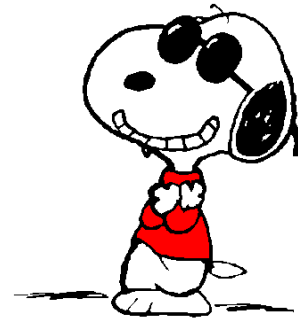
**Robin**



**Bert**



**Barbie**



**Snoopy**



**Ernie**



**Ken**



**Woodstock**

# Famous Pairs – Set 3



**Baseball**



**Homer**



**Woody**



**Glove**



**Marge**



**Buzz Lightyear**



**Frog**



**Hansel**



**Red Ridinghood**



**Toad**



**Gretel**



**Big Bad Wolf**



# *A Book Speaks*

When you drop me on the floor  
I get stepped on - my sides are sore;  
Torn-out pages make me groan;  
I feel dizzy if I'm thrown;  
Every mark and every stain  
On my covers gives me pain;  
Please don't bend me, if you do  
I don't want to talk to you;  
But we will both be friends together,  
If you protect me from the weather  
And keep me clean so that I look  
Like a tidy, neat and happy book



*Author Unknown*

# Ways to Choose a Just Right Book

*from Goldie Socks and the Three Libearians*

by Jackie Mims Hopkins

**A** uthor

**J** acket

**U** sefulness

**S** pine

**T** itle

**R** eadability

**I** llustrations

**G** eneral appearance

**H** ook

**T** opic

**B** lurb

**O** pinions of others

**O** ld friend quality

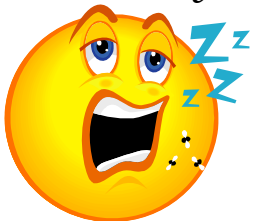


**K** ind of book





## Choosing a Just Right Book Anchor Chart

Consider using details such as these to create a personalized anchor chart with your students to help them choose books that are a just right fit.

<i>Too Easy</i>	<i>Just Right</i>	<i>Too Hard</i>
		
<ul style="list-style-type: none"> <li>• You can read the words fluently (smooth and with an interesting voice)</li> <li>• There often are not a lot of words on a page</li> <li>• You know how to say all the words</li> <li>• There are not a lot of pages in the book</li> <li>• You have a lot of schema for the subject</li> <li>• Sometimes the book has a larger font</li> <li>• You totally understand the story</li> <li>• Your reading rate may be quicker</li> <li>• Your thinking comes easy as you read the words</li> </ul>	<ul style="list-style-type: none"> <li>• You can read most of the words</li> <li>• You can understand what you are reading</li> <li>• You enjoy the book</li> <li>• You may have some schema for the subject</li> <li>• You can read the book with smooth fluency, but there are some choppy places</li> <li>• Your reading rate is just right – not too slow and not too fast</li> <li>• You can figure out the tricky words and still get the meaning of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the words are too hard to decode (failed a 5 finger test)</li> <li>• You don't know what the tricky words mean</li> <li>• Your reading becomes choppy more than it is fluent</li> <li>• You don't have any schema for the subject</li> <li>• There are often a lot of words on the page</li> <li>• Often the font is small</li> <li>• You lose focus as you are reading</li> <li>• You are not enjoying the book because you have to do too much word work</li> <li>• Your thinking is confused</li> <li>• Your reading rate slows way down</li> </ul>

**Note:** The attributes on this chart are found on a link on the Reading Lady web site:

<http://www.readinglady.com/mosaic/tools/Just%20Right%20Book%20Selection%20lesson%20by%20Ginger.pdf>

# Instructional Resources from Upstart Books

Bookmarks and posters associated with *Goldie Socks and the Three Libeareans* are available to purchase from Upstart Books.



Go to the web site for additional information – <http://www.highsmith.com/upstartbooks/search/goldie%20socks/>

## Gotta Keep Readin' Lyrics

### Chorus:

**Gotta keep reading**

**'Cause this book's gonna be a good book**

**'Cause this book's gonna be a good book**

**'Cause this book's gonna be a good book**

**'Cause this book's gonna be a good, good book to read**

**(Repeat again)**

Pick up that book

And turn the page

You'll never know

Just what you'll find

Information or fantasy

Drama and art

All make you – smart

I know that you'll have a ball

Turn off the t.v. and just read them all

Just think with a book you'll be so entertained

Oh, and this has the best readers in *Cy-Fair Schools*

Fill up my mind with nonfiction

Let's get the facts and use them – UP!

Collaborate

Graduate

Feed your brain

And then we'll just keep on reading

And reading, and reading, and reading, and reading, and reading, and reading

Let's read, it's on more reading, and reading, and reading, reading, reading

And reading, reading, reading.

### Chorus:

**Gotta keep reading**

**'Cause this book's gonna be a good book**

**'Cause this book's gonna be a good book**

**'Cause this book's gonna be a good book**

**'Cause this book's gonna be a good, good book to read**

**(Repeat again)**

I got my book  
Do you have yours?  
What is the title?  
And who's it by?  
Where is it set?  
Maybe in Spain?  
Is it fiction, or is it real?  
Will it be happy?  
Or maybe sad?  
Let's see what happens by reading on  
Open that book and have a look  
It's an adventure  
So keep on reading that book

Keep reading, and reading, and reading, and reading, and reading, and reading  
Let's read, it's on more reading, and read it, and read it, read it, read it  
And read it, and read it, and read it, read it, read it, read it

Here we come  
Here we go  
We gotta read  
Easy come, easy go  
Now we can stop  
Fill that shelf  
With those books  
Way to the top  
Round and round  
Read those books  
Around the clock

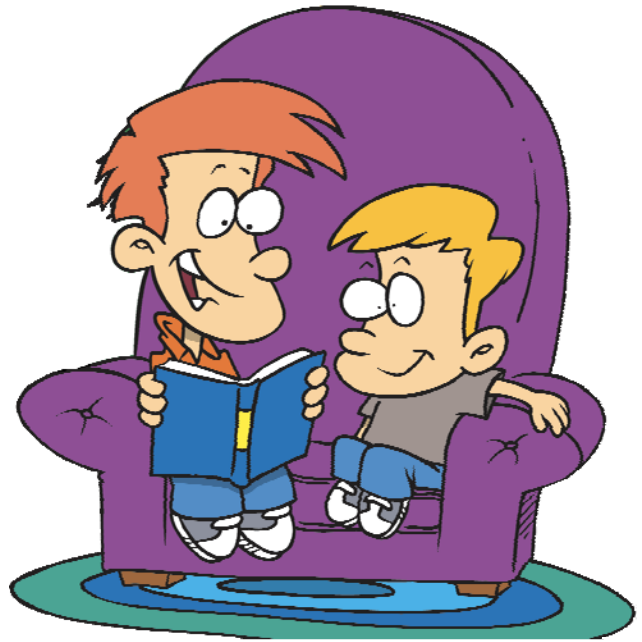
Action – Sci Fi – Humor – Adventure –  
Biography – Reality – Mystery – and Fantasy  
Read, read, read, read, read it up  
Whatever you like  
Read those sunshine states  
Take those reading counts

### **Chorus:**

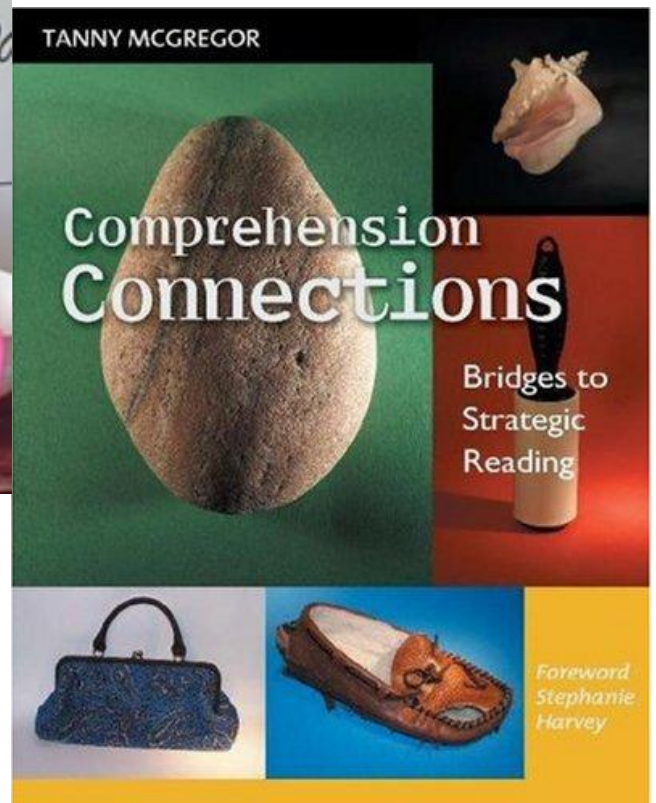
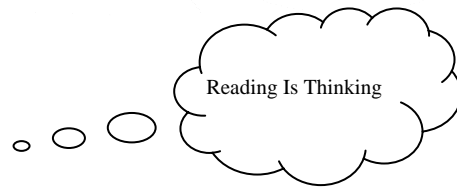
**Gotta keep reading**  
**'Cause this book's gonna be a good book**  
**'Cause this book's gonna be a good book**  
**'Cause this book's gonna be a good book**  
**'Cause this book's gonna be a good, good book to read (Repeat again)**

# Reader's Oath

**I promise to read  
Each day and each night.  
I know it's the key  
To growing up right.  
I'll read to myself,  
I'll read to a crowd.  
It makes no difference  
If silent or loud.  
I'll read at my desk,  
At home and at school,  
On my bean bag or bed,  
By the fire or pool.  
Each book that I read  
Puts smarts in my head,  
'Cause brains grow more thoughts  
The more they are fed.  
So I take this oath  
To make reading my way  
Of feeding my brain  
What it needs every day.**



Created by Debra Angstead, Missouri NEA



# Reading Response Cards

I was able  
to picture  
in my  
mind...



I made a  
connection  
when...



I  
noticed  
the  
author...



I thought  
\_\_\_\_\_ was  
important  
because...



This  
was  
mostly  
about...



I  
wonder...






## Sticky Note Thought Starters

- I'm thinking...
- I'm noticing...
- I'm wondering...
- I can't believe...
- This reminds me of...
- This is confusing because...
- I like this part because...
- Why...
- I think the character is feeling \_\_\_ because...
- I think \_\_\_ will happen next because...



# Text Coding for Sticky Notes

<b>R</b>	<b>Reminds me of</b>
<b>T-T</b>	<b>Text-to-text connection</b>
<b>T-S</b>	<b>Text-to-self connection</b>
<b>T-W</b>	<b>Text-to-world connection</b>
<b>L</b>	<b>New learning</b>
<b>?</b>	<b>Question</b>
	<b>Key idea</b>
	<b>Lightbulb for new idea</b>
<b>!</b>	<b>Surprising information</b>
<b>I</b>	<b>Inference</b>
	<b>Happy thought</b>

## A Rubric for Read Aloud with Accountable Talk

Rating	Respecting Your Partner	Thoughtful Discussions
<b>3 – Advanced</b>	We sat face-to-face. We never interrupted each other. We actively listened the whole time (nodding, eye-contact).	We used evidence from the text more than two times. After each thought, the partner asked, “Why?” and the speaker explained their thinking. We connected ideas from this book to other things that we know or have read.
<b>2 – On target</b>	The speaker was interrupted once or twice. The partner was occasionally not actively listening.	We used evidence from the text one or two times. The partner asked, “Why?” one or two times.
<b>1 – Needs work</b>	The speaker was interrupted more than twice. The partner did not actively listen.	We didn’t use evidence from the text. We didn’t ask each-other, “Why?”

Add the idea to your ongoing anchor chart.

### Strong Readers...

- *Reflect on Their Reading Lives*
- *Make Honest, Reasonable Reading Goals*
- *Read Just Right Books*
- *Focus on Reading During Reading Time*
- *Share Reading Experiences with Reading Partners*

## Insights about My Reading Life Written Reading Response



# Technology Applications and Resources

Destiny Quest on Campus Web Site

District Elementary Library Web Site Resources -

[http://www.cfishd.net/dept2/library/library\\_el.htm](http://www.cfishd.net/dept2/library/library_el.htm)

International Children's Library - <http://en.childrenslibrary.org/>

Pebble Go-Science Nonfiction -

<https://www.pebblego.com/UserLogin.aspx>

Tumble Books Library - <http://www.tumblebooks.com/>

HMH Journey's / Senderos' Think Central - [https://www-](https://www-k6.thinkcentral.com)

[k6.thinkcentral.com](https://www-k6.thinkcentral.com)

International Children's Digital Library - <http://en.childrenslibrary.org/>

Campus-specific applications such as istation for K-2 -

<http://www.istation.com/> **OR** Kidbiz for Grades 3-5 -

<http://www.kidbiz3000.com/index.php>

Digital cameras or flip videos to create reading responses

eReaders (e.g., Kindle) or tablet computers (e.g., iPad)