

Reading Bins

Discover the Magic of

READING

Teacher Resource Grades 3-5

Reading Bins

Grades 3-5 Teacher Resource CD

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Using Your Reading Bins Grades 3-5



Jump-Start Guide

Grades 3-5

What comes with my reading bins?

- 100 books
- 6 interactive eBooks
- Teacher resource CD
- Book bins for organizing materials
- Classroom poster
- Bookmarks
- Guided reading labels

How do I get started?

- Label your books and eBooks
- Label your bins
- Sort the books into your bins according to reading level, genre, topic, or theme
- Put the bins in your classroom library or in a special spot that is accessible to the students
- Get familiar with the contents of the Teacher Resource CD
- Organize your materials using the ideas provided on the CD, or in a way that fits your students and their learning styles
- Print out one of the record keeping guides provided on the CD for your students to use
- Print out the book report prompts onto card stock and laminate them
- Put together the reading response journals using the reproducible poster as a cover provided on the CD
- Plan lessons utilizing the materials based on the needs of your students
- Give your students an explanation as to how you intend to use the reading bins

What do I do with the Teacher Resource CD?

- Use the CD to plan lessons, centers, shared reading, read alouds, writing lessons, and discussions
- The CD includes comprehension mini-lessons, discussion prompts for read alouds, conferencing suggestions, reading response reproducibles, and writing prompts
- There are different resources for both fiction and nonfiction books on the same CD
- Determine the needs of your students and plan what you will use on the CD

What about those eBooks?

- The eBooks are easy to use – just load and go
- Use the ideas for eBooks provided on the CD, or develop your own based on the needs of your students
- Provide a brief introduction to your students about the eBooks and directions on how to use them

Organizing Your Materials

Grades 3-5

Organizing the Books - Several bins have been included with your classroom library. You can use them several ways:

- Sort your books by genre or themes. Label each bin with the name of the genre or theme.
- Sort your books by reading levels. You can use the reading level stickers that were provided with the library.
- Sort your books by reading strategies or styles of writing. Some books lend themselves well to a specific strategy. Put them in separate bins and label them according to the strategy or writing style that you will be teaching.
- Use your bin as a mobile mini-library. Some classrooms are very small with limited space. Sort the books by groups of students. During independent reading time, one student per group can retrieve the bin for the rest of the students. Reading journals or reproducibles can be stored there as well.

Checking Out Your Books – In order to keep track of your books, it is a good idea to keep record of who has specific titles. If the students are taking books home, put the books in gallon-sized or larger freezer bags with their names written on them. It helps protect them during transport.

Keep it simple by using one of these methods:

- Type out titles and authors onto basic white sticky labels. Attach one label to a note card. Paper clip each note card to the appropriate book. Ask students to sign the card, date it, and place into a separate designated box. Assign a student librarian to help you organize and check books in and out.
- Place a weekly list of your students' names on a bulletin board next to your library. At the beginning of the week, ask students to write the title of the book they are checking out next to their name. When they return the book, they must show it to you or a student librarian who will cross off their name or the title of their book.
- For younger students who will be checking out multiple books in a week, use a reading log. Students will write the title of their book next to the appropriate day of the week and put it in a special place that you designate. When they bring it back, they can show you the book and the reading log. Make a notation on the reading log that the book was returned, and the student can start the process over again. When the reading log is completed, you can use this as a record of what students are reading and as a way to get to know what your students like to read. It is also valuable to determine if their personal choices are too easy, too hard, or just right.

Day of the week	Title	Returned
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		

- Give each student a wooden paint stick, heavy strip of cardboard, or wooden ruler with his or her name on it. Every time a student checks out a book, have him put his name stick in the place where the book belongs. When he returns the book, he knows exactly where to put it.

Record Keeping

Grades 3-5

Directions: The following are different reproducibles for you to use to keep record of your books, what your students are reading, or how many minutes your student is reading every day. Choose the one that best fits your needs.

Name _____

Date _____

Weekly Take Home Reading Log

	Title	Who did I read with?	Evaluation E=easy R=just right H=hard
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekend			

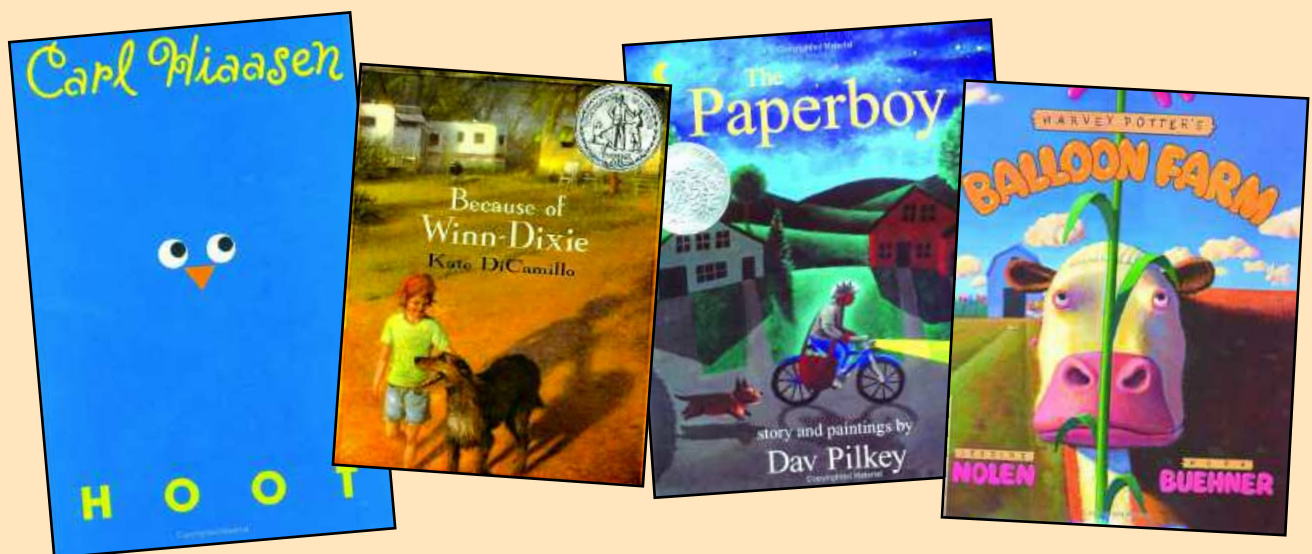
Name _____

Date _____

Weekly Take Home Reading Log

	Title	Who did I read with?	Evaluation E=easy R=just right H=hard
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekend			

Teacher Resources for Fiction Titles Grades 3-5



Comprehension Strategy Mini-Lessons for Fiction Books

Grades 3-5

Predicting

- **Skimming and Scanning**
 - Have students skim and scan their books.
 - Ask them what they notice quickly. Are there chapter headings? Is it a book that is a part of a series with the same characters? Does it have a familiar author? Is there a short summary on the back of the book?
 - Encourage students to use this information to write a prediction about the story elements such as characters, setting, problem, and solution.
- **Word Clues**
 - Provide students with a group of 10-12 words.
 - Give them three categories to sort the words: characters, setting, and plot.
 - Have the students sort the words into the appropriate categories.
 - Ask students to use the word sort to make a prediction about what they think the story will be about.

Summarizing

- **Read, Write, Erase**
 - Explain to students that summarizing is used to tell only the most important details.
 - Pair students together and give them the same short story or book to read.
 - Ask them to read the first two pages of the story.
 - Have each partner write down four details that they read. Three details should be important for a summary and one should be an unimportant detail.
 - Have them exchange papers and identify the unnecessary detail.
 - Repeat the process until they have read the story or a chapter.
 - At this point, students should have enough to write a short summary of their own.
- **Story Map**
 - Create a story map using a variety of story elements such as characters, setting, important events, problem, and solution.
 - Once the students have read their books and completed the story map, ask students to write a short summary using the information they wrote down.
- **The Back of the Book**
 - Point out the short summary or teaser that can be found on the back of many books.
 - Read a few to the students and discuss the features of the summaries.
 - Have the students create a book jacket of their own and write a summary for the back of a book they have just read.
 - Remind them that it is just a teaser and they should leave off the ending of the story.
 - Post the book jackets on a bulletin board near the reading center.

- **Character Traits**
 - Create a character trait chart.
 - Provide the graphic below or have students fold a sheet of paper into three sections. The first section should be the name of the character, the second section should contain the character trait (jealous, mean, heartbroken, etc.), and the last section should provide evidence to support that trait.

Character	Trait	Evidence from Book

- Another version would be to choose one character and identify multiple traits, supporting them with evidence from the book. The chart below is one way students can organize the information.

Character Traits

Name of Character _____

Trait	Evidence

Questioning

- **I Have Answers**
 - Give students a partner and have them sit next to each other.
 - Remind them that questions about what they read help them to understand the story and remember the important events.
 - Have partners read a book with a variety of events and characters.
 - Have students stop at different moments in the story, and ask their partners questions about the story.
 - Encourage students to use questions about the elements in the story (character, setting, problem, climax, solution, etc.).
 - They should each take turns asking and answering one question.
 - At the end of the story, encourage the group to share some of their questions and answers.

- **Where is the Answer?**
 - Explain to students that sometimes there are questions that have answers which can be found explicitly in the text. Other questions have answers that require the student to use prior knowledge, context clues, or pictures.
 - Provide a variety of questions and assist students in identifying the differences between the two types.
 - Assign students a partner. Have them read a passage or book together.
 - When they have finished reading, have each partner write their own sets of questions.
 - Students should take turns answering the other person's questions. Encourage them to explain whether the answer can be found in the book or if they have to use prior knowledge, context clues, or pictures.
- **Being the Character**
 - Read a story to students that contain strong characters and events.
 - Give students a partner. Have one partner act as one of the characters in the book and have the other partner act as the questioner.
 - The questioner will ask the character a question about why the character behaved, felt, or acted in a certain manner.
 - The character then must answer the question, but use events from the story for the basis of their answer.
 - Have them switch partners and repeat the process.
 - This activity can also be done as a group. One student can be the character. The student should leave the room while the class develops some questions. The student can then enter the room and answer the questions the way they believe the character might answer.

Inferring

- **Changing Characters**
 - Explain to students that sometimes the author of a story does not tell you everything about the characters. Sometimes you have to infer certain characteristics about them. Explain that we do this all the time when we are reading and in our daily lives. We use what we already know and the clues around us to come to a conclusion.
 - Read aloud a book with a character that changes or behaves in unpredictable ways.
 - Read the book to students and stop at certain points.
 - Ask students why they think a character changes or behaves in a certain way.
 - Then ask the students to tell you how they came to that conclusion. Did they use personal experience, or clues such as pictures from the book?
 - Encourage them to predict how the character will change.
 - Ask them to defend their inferences using personal connections and context clues.

- **What I Think It Means**
 - Recreate the chart below or ask students to make one in their reading journals.
 - Point out unfamiliar words in a book and ask students to write them in the first column of the chart.
 - Ask students what they think each word means using evidence from the book. They should write their own definition in the second column.
 - Once they have arrived at a definition, ask students to explain how they were able to infer the answer.
 - Have the students locate the definition for each word using a dictionary or glossary.

Word	What I Think It Means Using Evidence from the Book	Definition From Dictionary or Glossary

Connections

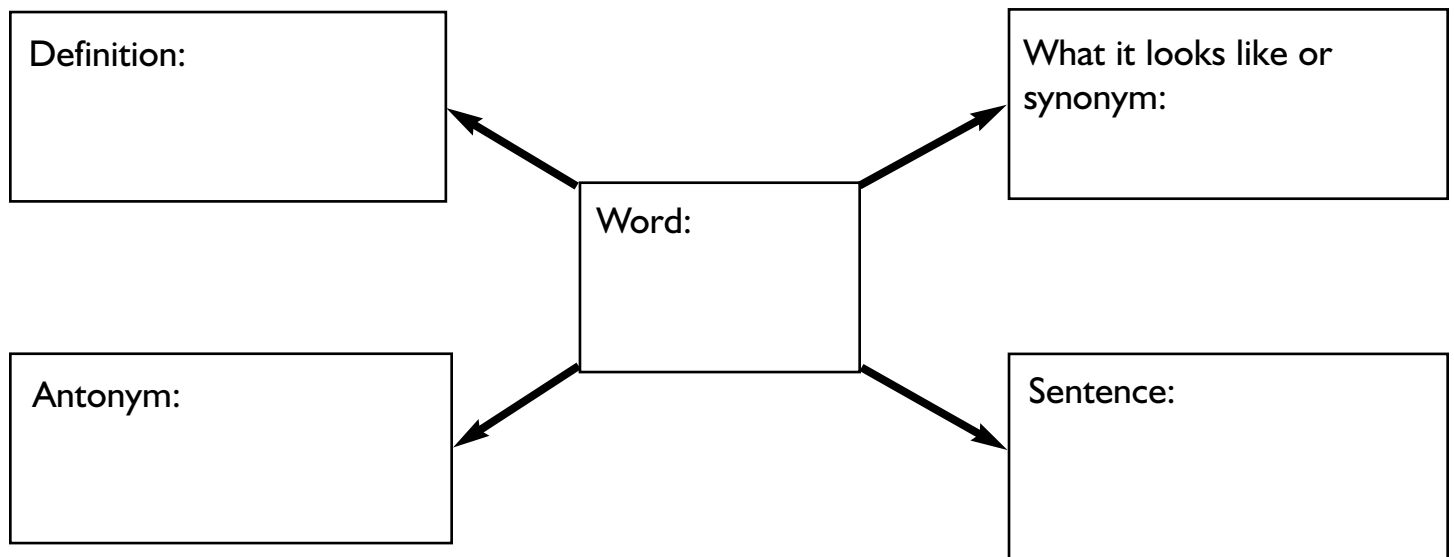
- **Text to Self**
 - Explain to students that readers often make connections to a story in order to remember and understand the events or characters in a story.
 - Choose three different books that have strong themes that readers can relate to, such as friendship, fears, or losing something important.
 - Read aloud the story and then have students illustrate and write about one event or character with which they feel a strong personal connection.
- **Text to Text**
 - Choose two books with similar themes or characters that behave in a similar way or face similar challenges.
 - Read aloud one book and ask students to write or illustrate a summary of the book.
 - The next day, review the summary and read aloud the next book. Have students summarize that book as well.
 - Ask students if they were able to make any connections between the two books.
 - Encourage the students to use their two summaries to prove their points and strengthen their connections.
 - Pair other books together with similar connections and have partners work together to find similarities between the two.

Visualizing

- **Picture This**
 - Explain to students that it is helpful to visualize a story while they read it to help them better understand and remember the events of a story.
 - As students are reading, provide stopping points and have them sketch what they visualize in their reading journals.
 - They should also write a couple of sentences explaining what they see.
 - If multiple students are reading the same book, encourage students to share their visualizations.

Vocabulary

- **Mapping for Meaning**
 - Give students the vocabulary graphic below.
 - Provide each student with a different word. Ask students to write their words in the center.
 - Tell students that as they read, they should be looking for their vocabulary word. When they encounter it, ask students to complete the graphic organizer and present their findings to the class.



- **Stuck on a Word**
 - Give students a stack of sticky notes or strips of paper.
 - Ask students to write down any unknown word they encounter in their reading on a sticky note and place it in the location of the word.
 - Have students come together at the end of the independent reading time with their books and list of unknown words.
 - As a group, assist each student with defining their words using context clues, pictures, and prior knowledge of their peers.
 - Ask them to write their words on index cards. On the back, have them draw a picture or write a definition for the word.
 - Students can use the cards as flash cards or place them in a center for everyone's use. If a word has multiple meanings, do a separate card for each word, but group them together.

Discussion Prompts for Fiction Read Alouds

Grades 3-5

Using Your Five Senses to Create Images in Your Mind

- Name a character. Give three words that you think best describes the character. Give examples from the story that support your words.
- Can you think of one word that best represents the theme of the story? If you were to draw a picture of that theme, what would it look like?
- Does the author use good, strong descriptors such as similes or metaphors? Give an example.
- Describe the setting of the story. Use descriptive attributes to bring a clear picture in your mind.
- What descriptive attributes does the author use to help you visualize the story?

Connect Reading to Your Own Experiences

- Which of the characters do you admire? Why?
- What was the problem of the story? How would you have solved the problem?
- If you could be a character in this story, who would you be? Why?
- Is this story similar to any other stories you have read? How is it similar? How is it different?
- Did this book remind you of any real-life experiences?
- Choose your favorite quote from the story. Why is it important to you?
- Did you choose to read this story? If so, why did you choose it?
- How did this story make you feel? Explain.
- Did anything about this story surprise you?
- What was your favorite part of the story? What was your least favorite part of the story? Why?

Ask Questions and Make Predictions

- If the setting of the book were different, would the story be different? How? Can you give some examples from the story?
- What questions would you ask the main character? What do you think the character might say?
- Is there a character in the story who you could imagine would be your friend? What qualities about that character make you feel this way?
- Do you have any other questions after you have read the book?
- How would you change the ending of the story?
- What could be another title for this story?
- Do you think this story would be a good movie or TV show? Why or why not? Name some actors who would portray the characters as you imagine them to be.

Pause While Reading to Reflect

- Did you agree with all of the decisions the characters made? What did you disagree with? Why?
- Is there more than one problem in the story? What is it?
- Were there events leading up to the problem of the story that were exciting? What were they?
- What was your favorite part of the story? What was your least favorite part of the story? Why?
- What was going through your mind while you read this?

Make Inferences and Draw Conclusions

- Is there a lesson to be learned in this story? What is it?
- Name the main characters of the story and one important fact about each. Why do you think this is important?
- Do you think the author could write a sequel to this story? What would it be about? What do you think would happen to the characters in the new story?
- Were you able to figure out the ending to the story? Was it easy to figure out? What clues from the story helped you?

Conferencing with Readers about Fiction Books

Grades 3-5

Each of the questions is a lead-in to a conversation about a book the child is reading. As the child responds to your question, ask additional questions to have the child further explain a response, reflect more on the book, or deepen comprehension.

For you to accurately assess students' understanding, students must know that all their responses are respected. Remember to keep your thoughts and opinions to yourself as you conference with your students.

General Questions

- Why did you choose to read this book?
- Are you glad you choose to read this book? Why or why not?
- What does this book make you think about?
- What is the best part of this book so far?
- How did the pictures or words help you create images in your mind as you were reading? Is there anything that you saw in your mind that wasn't in the pictures or words?
- What was the big idea in this story?
- What did the author have to know or learn about (research) to write this story?

Character Questions

- What is really important to one of the characters in the book?
- Choose one character to tell me about. Why is this character important?
- Tell me about the main characters in the story. What are their strongest characteristics?
- If you changed one thing about the main character in the story, how would that change the story?
- What are some experiences in this story that could help the character in future stories?
- Does a character change in the book? How does the character change?

Point of View

- Who is telling the story?
- How would the story be different if another character told it?

Plot Questions

- Could you predict what was going to happen next in the story? What made you think that?
- Can you think of a different way the story could end?
- What surprised you in the plot?
- Was the plot easy to follow? Explain.
- Summarize the important events of the story.
- What is the climax of the story?
- If you were to chart the excitement in the story, what event would be the peak of excitement? How does the author create the excitement for the reader?

Conflict Questions

- Was there a problem or problems in this book? Who had the problem? What was it?
- How do you think the problem will be resolved? What clues are in the book?
- Can you relate to the problem in the book? Explain.
- If there were characters in conflict, who do you agree with? Why?
- Do you agree with the way the problem was solved? What would you do differently?

Setting Questions

- Tell me about the setting. Describe it to me, so I can create a picture in my mind.
- If I was in this story, what would I see...taste...smell...touch...hear...?
- Describe a place you know of that is like the place in the story.
- When did the story take place (past, present, or future)? How did you know?
- If the setting were different in the story, how would the story or characters change?
- Did the setting have an impact on the characters? How?

Reading Response Journal Prompts for Fiction

Grades 3-5

Using Your Five Senses to Create Images in Your Mind

- Name a character. Give three words that you think best describes the character. Write examples from the story that support your words.
- Can you think of one word that best represents the theme of the story? Draw a picture of that theme and write a short description.
- Does the author use good, strong descriptors such as similes or metaphors? Give an example. If not, write a description of an event using a simile or metaphor.
- Describe the setting of the story. Use descriptive attributes to bring a clear picture in your mind.
- What descriptive attributes does the author use to help you visualize the story?

Connect Reading to Your Own Experiences

- Which of the characters do you admire? Why?
- What was the problem of the story? How would you have solved the problem?
- If you could be a character in this story, who would you be? Why?
- Is this story similar to any other stories you have read? How is it similar? How is it different? Create a Venn diagram to explain.
- Did this book remind you of any real-life experiences? Write one experience and tell how it relates to you or to world events.
- Choose your favorite quote from the story. Why did you choose this quote?
- Did you choose to read this story? If so, why did you choose it?
- How did this story make you feel? Did your feelings change throughout the story? Explain.
- Did anything about this story surprise you?
- What was your favorite part of the story? What was your least favorite part of the story? Why?

Ask Questions and Make Predictions

- If the setting of the book were different, would the story be different? How? Give some examples from the story.
- What questions would you ask the main character? What do you think the character might say?
- Is there a character in the story who you could imagine would be your friend? What qualities about that character make you feel this way?
- Write any other questions you might have after reading the book.
- How would you change the ending of the story?
- What could be another title for this story?
- Do you think this story would be a good movie or TV show? Why or why not? Name some actors who would portray the characters as you imagine them to be.

Pause While Reading to Reflect

- When a character makes a decision, stop reading and write it down. Do you agree with this decision? What impact do you think this decision will have on the rest of the story?
- Is there more than one problem in the story? What are they?
- Were you able to figure out the ending to the story? Was it easy to figure out? What clues from the story helped you?
- Were there events leading up to the problem of the story that were exciting? What were they?
- What was going through your mind while you read this?

Make Inferences and Draw Conclusions

- Is there a lesson to be learned in this story? What is it?
- Name the main characters of the story and one important fact about each. Why do you think these are important characteristics?
- Do you think the author could write a sequel to this story? What would it be about? What do you think would happen to the characters in the new story?
- Write a conversation between you and a character. What would you say? What would you ask? How do you think the character would respond?

Reading Response Reproducibles for Fiction Grades 3-5

READING BIN REPRODUCIBLE 3-5 **Synonyms**

Name: _____ Date: _____

Title: _____

Directions: Choose five words from the book that you know have synonyms. Write each word and its synonym in the first column. Then write a definition for the words and draw an illustration in the second column.

Synonym Pairs	Definition and Illustration

READING BIN REPRODUCIBLE 3-5 **Using Context Clues**

Name: _____ Date: _____

Title: _____

Directions: As you read, use the chart below to list five words that are new to you.

- In the first column, list words from the book that are unfamiliar.
- In the second column, tell what you think the word means. Use clues from the sentence and paragraph to help you.
- In the third column, write the dictionary definition for the word. Choose the definition that most closely matches the word's meaning as it is used in the text.

Unfamiliar word	What I Think It Means	Dictionary Definition

READING BIN REPRODUCIBLE 3-5 **Sequencing**

Name: _____ Date: _____

Title: _____ Chapter: _____

Directions: Find 5 main events in this chapter and write them in order. Draw a picture for each event.

Events	Illustrations

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Name: _____

Date: _____

Title: _____

Directions: As you read, use the chart below to list five words that are new to you.

- In the first column, list words from the book that are unfamiliar.
- In the second column, tell what you think the word means. Use clues from the sentence and paragraph to help you.
- In the third column, write the dictionary definition for the word. Choose the definition that most closely matches the word's meaning as it is used in the text.

Unfamiliar word	What I Think It Means	Dictionary Definition

Name: _____ Date: _____

Title: _____

Directions: For each box, find a word from the book that is new to you. Write the word on the line in the center of the box.

In the four corners of the box:

1. Write a definition for the word
2. Write a synonym for the word
3. Write a sentence using the word
4. Draw a picture of the word

Definition	_____	Sentence
Synonym		Picture

Definition	_____	Sentence
Synonym		Picture

Definition	_____	Sentence
Synonym		Picture

Definition	_____	Sentence
Synonym		Picture

Name: _____

Date: _____

Title: _____

Directions: Use your book to answer the questions below.

1. When and where does the story take place?

2. Who is telling the story?

3. What is the problem in the story?

4. What is happening when the problem begins?

5. How is the problem solved?

6. What lesson does the main character learn?

7. Write a short summary of the story.

Name: _____

Date: _____

Title _____ Chapter: _____

Directions: In the boxes below, answer questions 1-3 about the chapter you are reading. After you finish reading the chapter answer questions 4 and 5.

1. What has happened so far in this chapter?

2. What do you think will happen next?

3. Why do you think this will happen?

4. Was your prediction correct? Tell what happened in the book.

5. How do you feel about the way things turned out in the book? If your prediction was different than the events in the book, compare your idea to the author's idea. Do you think the author's ending is better or do you prefer yours? Why?

Name: _____

Date: _____

Title: _____

Directions: Use the story map to describe the setting, characters, and events in the story.

Setting

Characters

Problem

Event

Event

Event

Resolution

Name: _____

Date: _____

Title: _____

Directions: Choose five words from the book that you know have synonyms. Write each word and its synonym in the first column. Then write a definition for the words and draw an illustration in the second column.

Synonym Pairs	Definition and Illustration
<hr/> <hr/>	
<hr/> <hr/>	
<hr/> <hr/>	
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<hr/> <hr/>	

Name: _____

Date: _____

Title: _____

Directions: Think about the characters in the story. Choose one and write a letter to that character. You can ask questions, share things that you have in common, or give advice on how to solve the problem of the story. Don't forget to sign your letter.

Dear _____

Directions: Draw a picture to go with your letter.

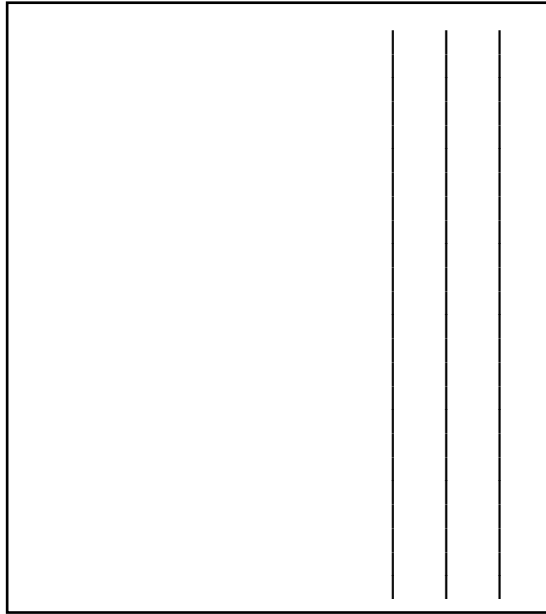


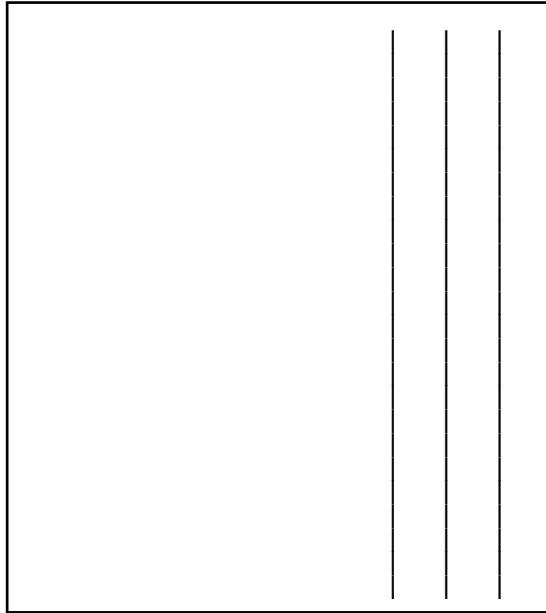
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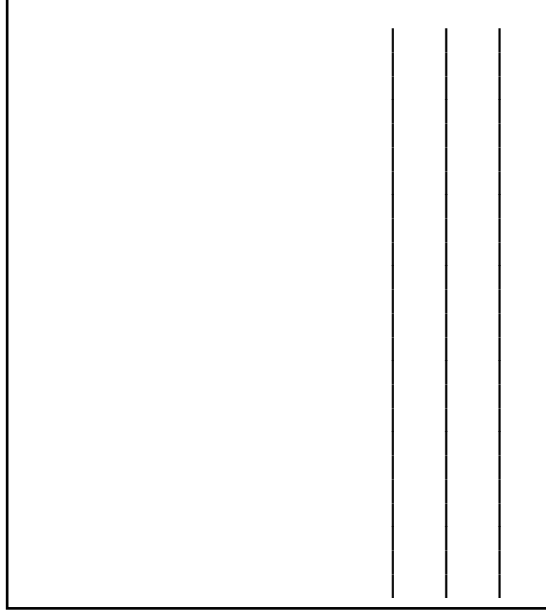
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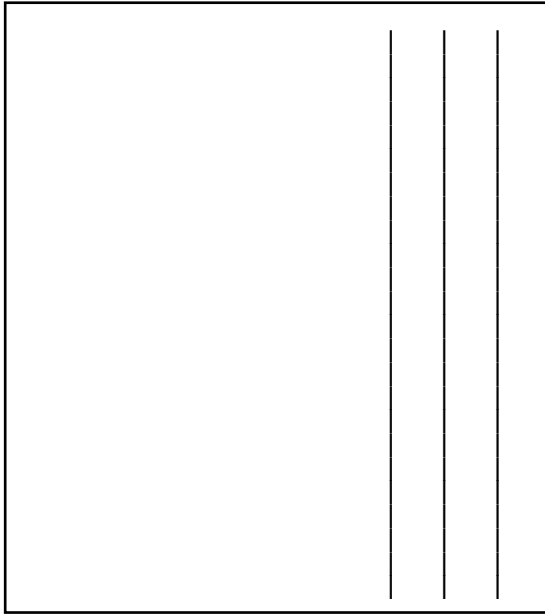
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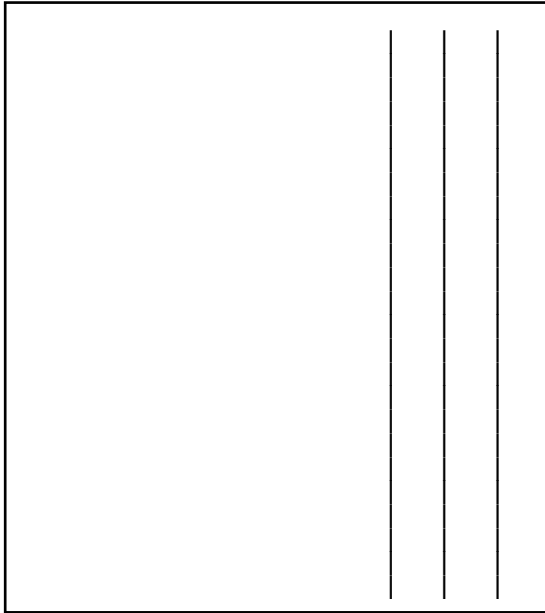
Directions: Use the picture strip to retell the events in part of the story. You can add sentences below each picture to explain the story line, or retell the story as a comic strip. Write each character's words in a speech bubble.

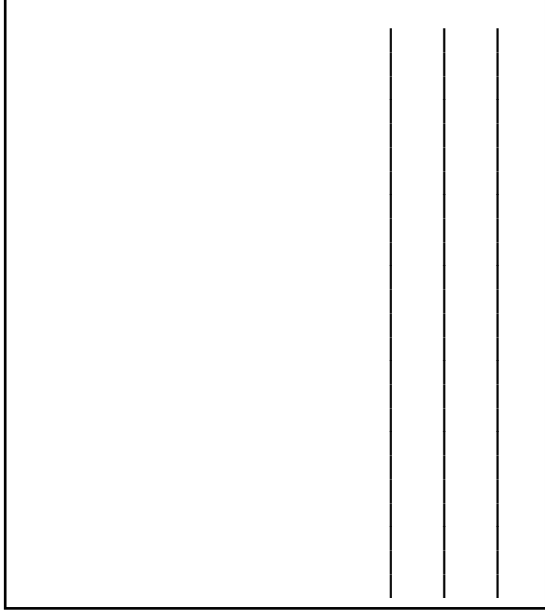










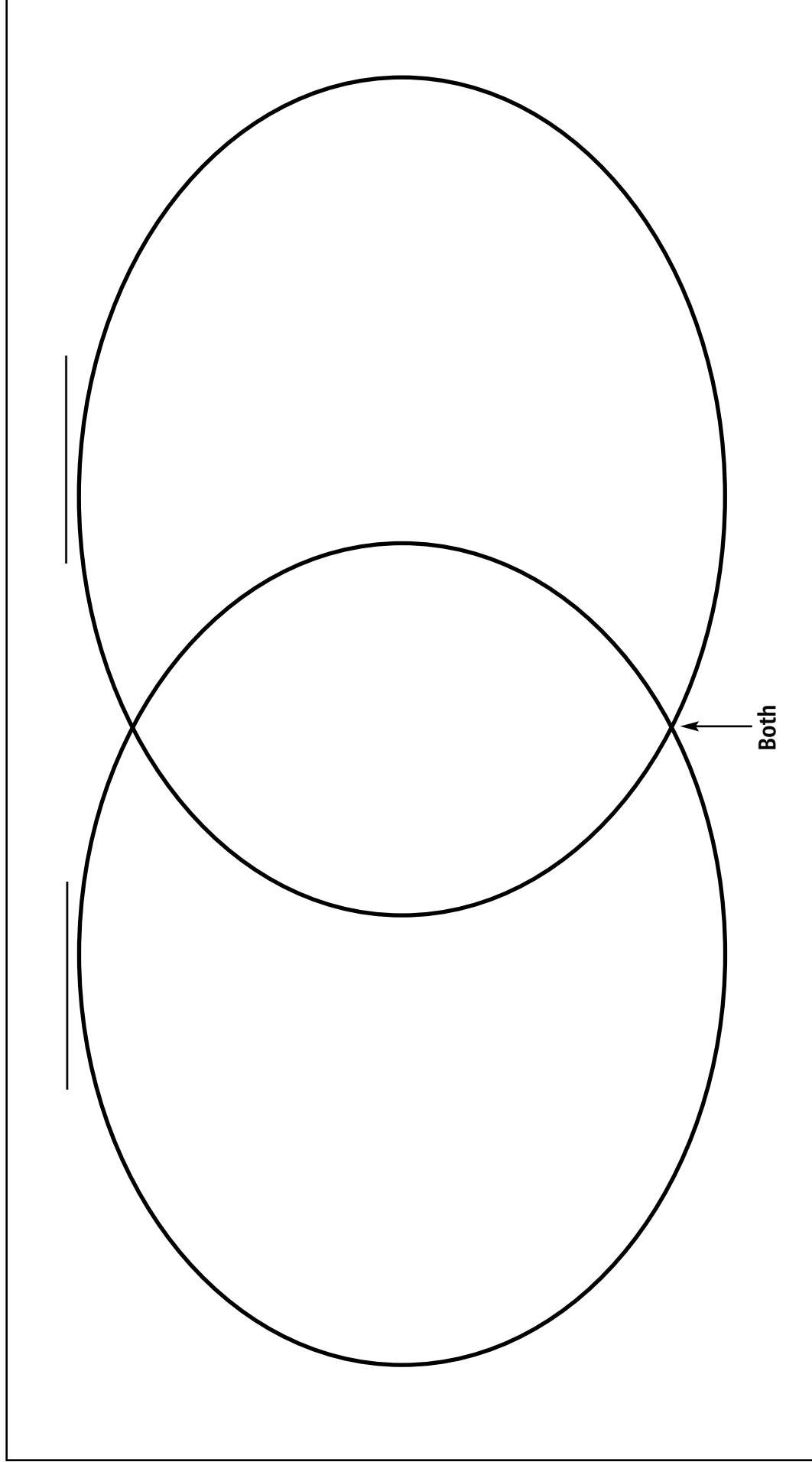


Name: _____

Date: _____

Title: _____ Comparing the Characters: _____ and _____

Directions: Use the Venn diagram to compare two characters you read about in the book. On the left side write things that only apply to _____ . On the right side write things that only apply to _____ . Use the middle space to write things that the two characters have in common.



Name: _____

Date: _____

Title: _____

Chapter: _____

Directions: Find 5 main events in this chapter, and write them in order. Draw a picture for each event.

Events	Illustrations

Name: _____

Date: _____

Title: _____

Directions: Retell the story by reading the prompt in each box and writing or drawing what happened.

In the beginning...

A problem that happened was...

The problem was solved...

At the end of the story...

Name: _____

Date: _____

Title: _____

Directions: As you read the book you learned about some important events in the life of the main character. You can create a timeline of the important events in your life too. List five important events in your life in the box below.

Five important events in my life:

Now complete the timeline below. Sequence the events you listed above in the order they happened in your life by writing each event in the correct box. Share your timeline with a friend.

1st Event

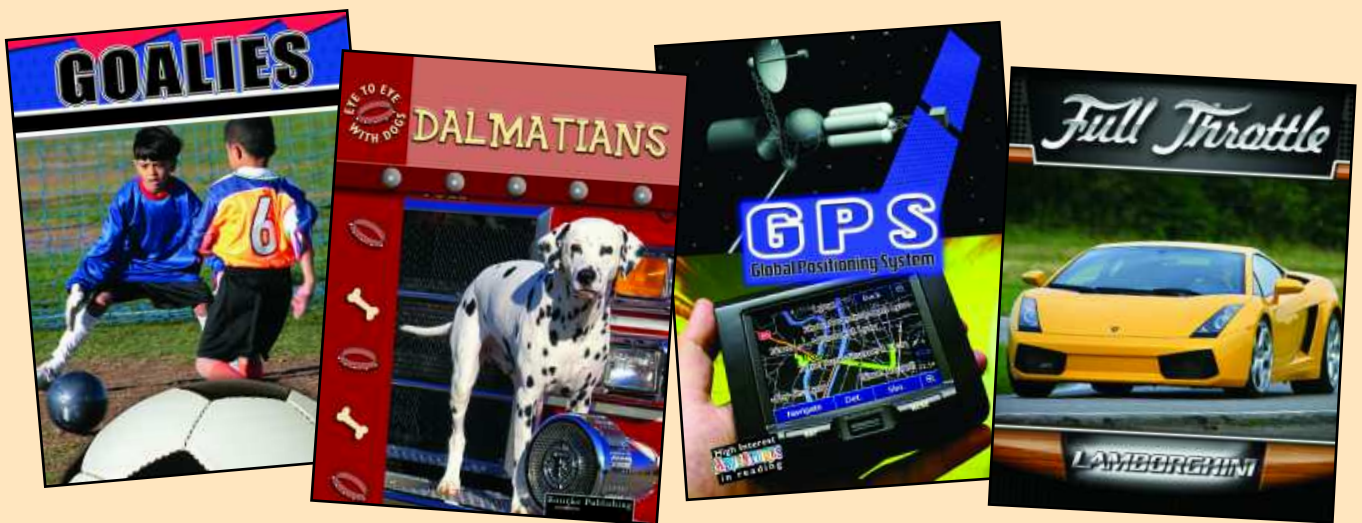
2nd Event

3rd Event

4th Event

5th Event

Teacher Resources for Nonfiction Titles Grades 3-5

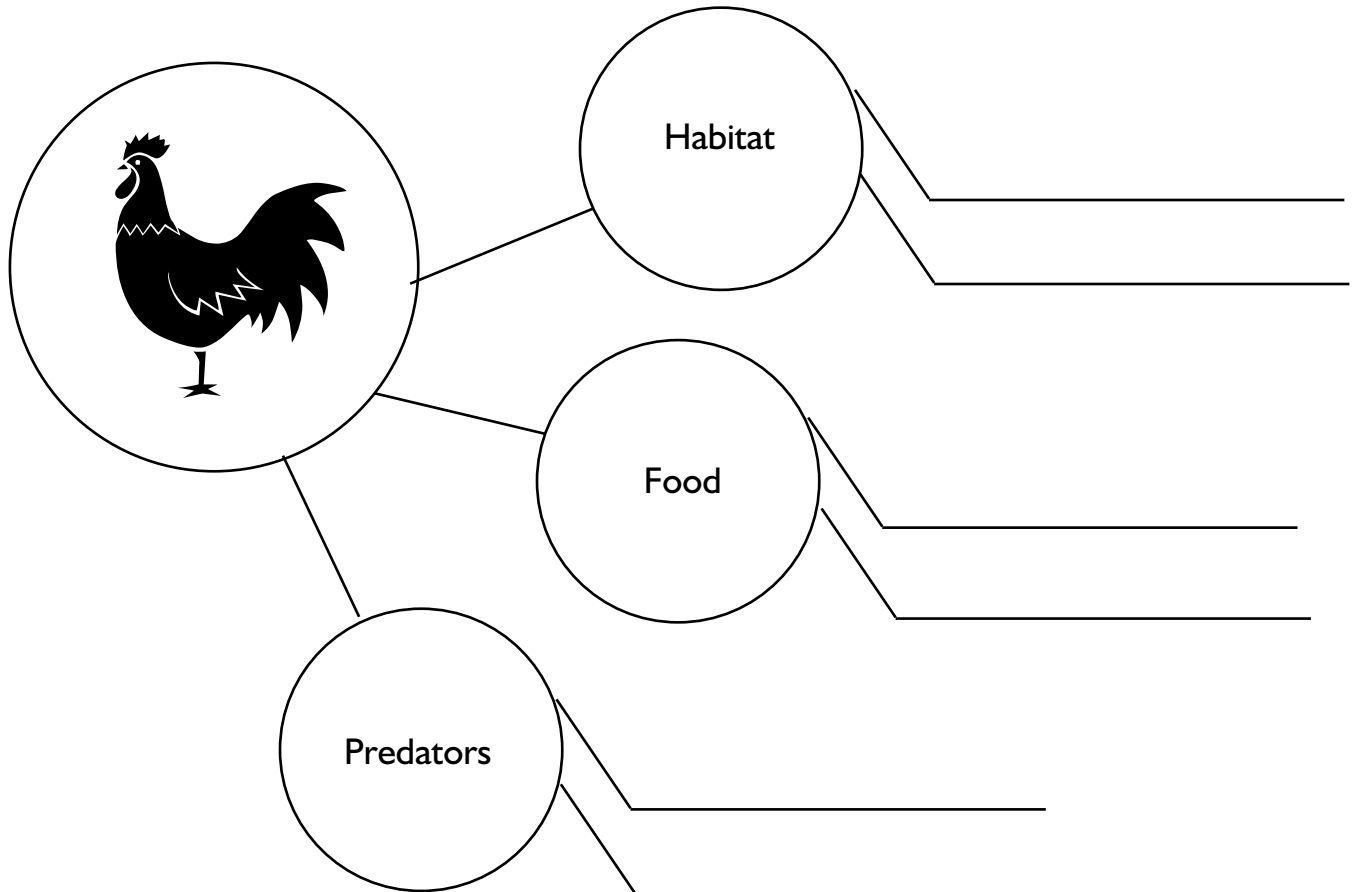


Comprehension Strategy Mini-Lessons for Nonfiction Books

Grades 3-5

Pre-reading

- **Brainstorming Web**
 - Show students a book with a topic that is familiar to them. Independently, with partners, or as a class, create a brainstorming web about that topic.



- Explain to students that before reading nonfiction, it is a good idea to think about all of the information that they already know about a topic. This will help them get ready to read and remember new information.
- **Text Feature Book Walk**
 - Take a book walk with the students pointing out nonfiction text features that are unique to this genre, such as table of contents, glossary, index, charts, photos, and captions.
 - Make a chart identifying the text feature, what type of information it provides, and how the reader benefits from the text feature.

Text Feature	Information Text Feature Gives	Benefits for Me When I'm Reading
glossary	Gives definitions and sometimes pronunciations of hard words	Helps me know how to say a word and learn the meaning of a hard word

Predicting

- **What Does the Author Want Me To Learn?**
 - Create a class chart like the one below or have students make their own chart in their reading response journal or on a sheet of paper.

Book Title: Experimenting with Inclined Planes

<u>Table of Contents and Headings</u>		<u>What the Author Wants Me to Learn</u>
Machines	→	don't know
All Shapes and Sizes	→	That inclined planes aren't all the same
Lifting a Load	→	They are used to lift things

- Explain to students that the author uses the table of contents and headings like road signs. They point out important information that is coming in the book.
 - Have the students skim and scan the table of contents and the headings. Ask the students to share with the group or write down in their reading response journals their predictions about what the author wants them to learn based on the table of contents and headings. Let them know if they are unsure to write "don't know" in the second column.
 - Once students read the book have them go back to their "don't knows" first. Ask them to see if they understand the table of contents entry or heading now. Then discuss their other predictions.
- **Why Are You Reading About Me?**
 - Provide students with a list of words that describes a famous person that they will be reading about. For example, if they were reading about Marie Curie your list might look like this:

Marie Curie

inventor
scientist
element
radium
medicine
college
experiments
laboratory
physics
chemistry
uranium
x-ray
Nobel Prize

- Ask students to predict why this person is famous and other important information about their life.
- Have students to read the biography about this person and check their predictions.

Summarizing

- **Sum it Up**

- Create a class T-chart on chart paper or have students make their own chart in their reading response journal or on a sheet of paper, similar to the one below. Columns 1 and 2 should be on the front, and columns 3 and 4 should be on the back.
- Under the heading *Before Reading* have students write what they already know about the topic in the first column and questions they have about the topic or the features of the book (Why did the author use text boxes? or Why did the author use a timeline?) in the second column.
- Once the students have read the book, ask them to complete columns 3 and 4 under the *After Reading* heading. Encourage students to write answers they found in the first column on the second side. Assist them in answering any unknown answers to questions.

Example chart:

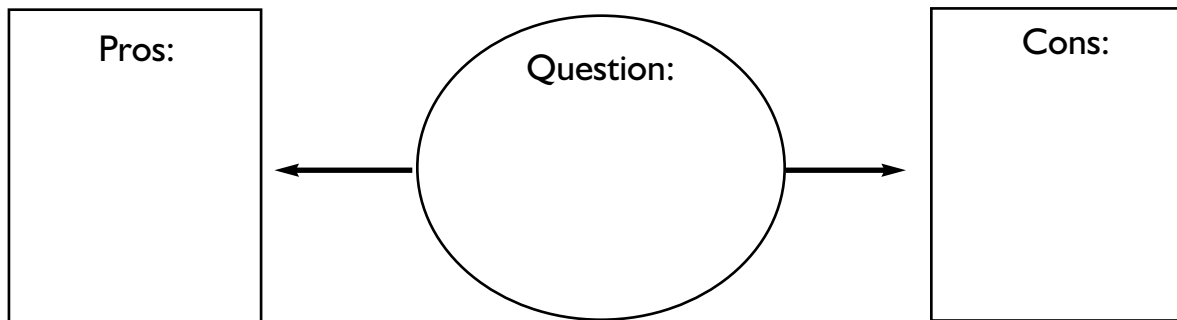
Before Reading		After Reading	
1. What I Know About This Topic	2. Questions I Have	3. New Information I Have Learned	4. Questions I Still Have

- Now have students use the chart to write a summary or mini-report about the topic. Ask them to sort their information into a logical format.
- **What's in a Picture?**
 - Assign one photo or illustration from a book students are reading.
 - Have students write a new caption using the information they learned from the book.
- **Timelines**
 - Choose some books about historical figures or events from a similar period of time.
 - Assist students in creating a timeline in their reading journals or on a separate sheet of paper. Be sure to explain how to visually place dates to show longer or shorter periods of time.
 - Have students complete a timeline using information from their assigned book.
 - Pair up students and have them combine their timelines so that multiple viewpoints of the same time period are evident. For example, students might compare an inventor's life with the events of a war. Students will then be able to determine the influences each had on the other.
- **Charting the Information**
 - Complete a data chart in order to compare a variety of similar topics.
 - Assist students in creating a data chart like the one below in their reading journals or on a separate sheet of paper.
 - Create headings that will fit the topic the students might be reading about. For example, your class might be studying birds. Have students read a variety of resources and use the data chart to record their findings.

Bird Name	Beak Shape	Habitat	Food	How it Moves	Coloring
Duck	Round end	Pond, lakes, rivers, streams, sometimes oceans	Fish, plants, food people feed them	Swims, walks, and flies	Many colors, males usually more colorful than females
Penguin	Pointy	Tip of South Africa, Antarctica	Fish	Swims, walks, slides and hops	Usually black and white. Certain types have colorful beaks or tufts of feathers

- Students can use this chart to write a comparison paper on their topic.

- **Discussion Time**
 - Create a chart to be used as a springboard for a discussion. You may use the graphic below for students to draw in their reading journals or on a separate sheet of paper.
 - The central question should be one about a decision that was made by a famous person, or as related to a historical or a scientific event. For example, a question might be, “Should everyone drive hybrid cars?”
 - Then students should read to find out the pros and cons to answer the question.
 - Once students find their individual answers, group them together for a discussion. After the discussion, the group should write a concluding statement together using the evidence they gathered from their reading.



Conclusions:

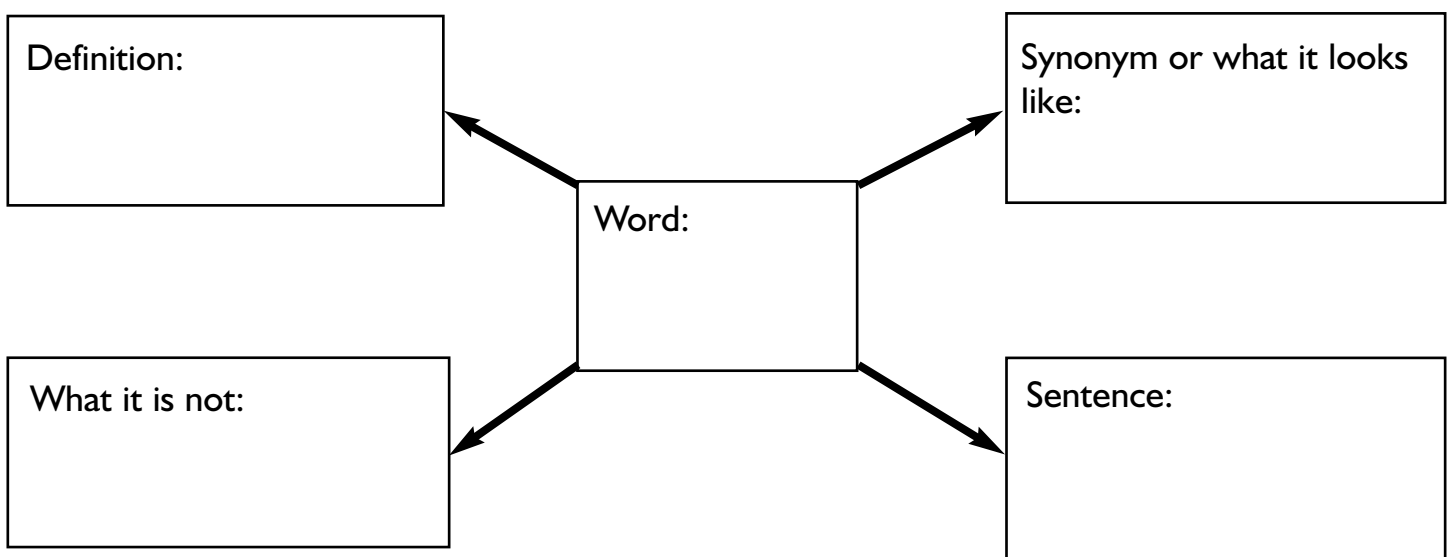
Connections

- **Text to Self**
 - Explain to students that people often make connections when reading in order to remember and understand the events or details of a book.
 - Choose a book that has a familiar topic that readers can relate to, such as animals, a biography, or a geographic location.
 - Read aloud the book and then have students write about one fact in which they feel a strong personal connection. For example, after reading about Mt. Rushmore, a student might write about how he visited the site and the feelings he had when he saw it for the first time.

- **Text to Text**
 - Choose two books with similar topics.
 - Read aloud one book and ask students to write or illustrate a summary of the book.
 - The next day, review the summary and read aloud the next book. Have students summarize that book as well.
 - Ask students if they were able to make any connections between the two books. Encourage the students to use their two summaries to prove their points and strengthen their connections.
 - Pair other books together with similar connections and have partners work together to find similarities between the two.
- **Text to World**
 - Choose a book that has a strong connection to something that is happening in the news.
 - Provide students with the book and a newspaper article on the topic.
 - Ask students to read both and see if they are able to determine a connection between the two.

Vocabulary

- **Mapping for Meaning**
 - Give students the vocabulary graphic below or ask them to draw it in their reading journal or on a separate sheet of paper.
 - Give each student a different word from a book you will be reading aloud. Ask students to write their words in the center of the meaning map.
 - Tell students you will be reading aloud a book that contains their words.
 - As you are reading, students should stop you when you come to their word. As a class, use context clues and pictures to define the word.
 - Once you have finished reading, students should complete the rest of the chart and present their word to the rest of the group.
 - Charts can be added to a word wall or posted for future reference.



- **Stuck on a Word**
 - Give students a stack of sticky notes or strips of paper.
 - Ask students to write down any unknown word they encounter in their reading on a sticky note and place it in the location of the word.
 - Have students come together at the end of the independent reading time with their books and list of unknown words.
 - As a group, assist each student with defining their words using context clues, pictures, and prior knowledge of their peers.
 - Ask them to write their words on index cards. On the back, have them draw a picture or write a definition for the word.
 - Students can use the cards as flash cards or place them in a center for everyone's use. If a word has multiple meanings, do a separate card for each word, but group them together.
- **Words With a Common Theme**
 - Create theme vocabulary word walls within units of study. For example, when studying insects, create a word wall that focuses only on words related to insects. Make the wall interactive with note cards or sticky notes. Be sure there are illustrations to support the struggling reader or nonreader.

Discussion Prompts for Nonfiction Read Alouds

Grades 3-5

Using Your Five Senses to Create Images in Your Mind

- Tell one fact you learned. Give three words that you think best describes this fact. Give examples from the book that supports your words.
- Can you think of one word that best represents the main idea of the book? If you were to draw a picture of that word, what would it look like?
- Does the author use good, strong descriptors such as similes or metaphors? Give an example.
- Does the author use strong descriptive attributes in the book that help you get a clear picture in your mind? Find some examples to share.

Connect Reading to Your Own Experiences

- Did this book remind you of any real-life experiences you have had with this subject?
- Did you choose to read this book? If so, why did you choose it?
- Is this book similar to any other books you have read about this subject? How is it similar? How is it different?
- What did you already know about this subject?
- Did you learn anything that surprised you?
- What new information did you learn that you did not know before you read this book?
- How did you feel after you read this book? Why did you feel this way?

Ask Questions and Make Predictions

- What important information did you learn? What question could you ask to learn more on this subject? Where could you look for more information?
- Can you show me a part in the book that was confusing to you? What questions did you have as you were reading this part?
- What other information do you think the author could include in the book?
- What questions did you have before reading the book? What questions did you have while you were reading? What questions did you have when you finished reading the book?
- What could be another title for this book?
- Do you think this book could be made into a documentary? What would some of the facts be from the book that would be included in the movie?

Pause While Reading to Reflect

- As you are reading, stop when you read something interesting. When you are finished, go back to your reading and share with a partner some parts of the book you found to be interesting. Tell your partner how the author made it interesting.
- Is there someone else who would enjoy reading this book? Who would it be and why?
- What is the main idea that the author wants you to understand?
- Think about some questions you had before you started to read. While you are reading, pause when you think you have an answer to one of those questions. Can you answer it? Do you have another question now that you have answered the first one?
- What features of this book help you to understand the subject better?
- Is there more than one main idea in the book? What is it?
- What was going through your mind while you read this?

Make Inferences and Draw Conclusions

- Did you come across any words that were challenging for you? What were they? What do you think their meanings are? Why?
- State a new fact that you learned and tell why you think the author included this information.
- What important features of the book support you as a reader? Was there a table of contents, glossary, or index? Did you use them? Why are they important to a reader?

Conferencing with Readers about Nonfiction Books

Grades 3-5

Each of the questions is a lead-in to a conversation about a book the child is reading. As the child responds to your question, ask additional questions to have the child further explain a response, reflect more on the book, or deepen comprehension.

For you to accurately assess students' understanding, students must know that all their responses are respected. Remember to keep your thoughts and opinions to yourself as you conference with your students.

General Questions

- Why did you choose to read this book?
- Are you glad you chose to read this book? Why or why not?
- What does this book make you think about?
- What is the best part of this book so far?
- What's the big idea in the book you are reading?
- What were some of the details or ideas that supported the big idea?
- Do you have any questions about the topic that the author didn't answer?
- What were some questions that you had while you were reading? Did the author answer them later in the book?
- What do you do when you are reading and you think of a question? How does this help you to understand what you are reading?
- What do you understand about this subject now that you did not understand before you read the book?

Author Questions

- What did the author have to know or learn about (research) to write this book?
- Using examples from the book, what do you think the author wants you to learn from this book?
- Why do you suppose the author included the information about _____?
- Why do you think the author wrote this book?
- Was the author trying to persuade you to do something?
- Do you agree or disagree with the author on this topic?
- If you had the opportunity to ask the author a question, what would it be?

Organization, Text Structure, and Literary Elements

- What type of text structure did the author use? Did it fit the content?
- Can you think of another book about this same topic? How are the books alike? How are they different?
- What parts of the text structure and organization helped you predict what information was coming next in the book?
- How did the author help you use your five senses? What descriptive attributes did the author use?
- How did the author use writing craft, such as definitions in the text or comparisons, to help you understand the topic?
- Name some important features of nonfiction books. Does your book include any of these features? Did you use any of them? How did they help you as a reader?

Graphic Features

- How did the pictures or illustrations help you create images in your mind?
- How did you use the pictures or illustrations while you were reading? Did they help you understand the topic?
- Show me a graphic feature that was helpful. Tell me about it.
- Show me a graphic feature (pictures, charts, maps...) that you really liked. Tell me about it.
- Did you like the graphics in the book? Why or why not?
- Did the illustrations and words work together? Could you have understood one without the other? Explain.

Reading Response Journal Prompts for Nonfiction

Grades 3-5

Using Your Five Senses to Create Images in Your Mind

- Write one fact you learned. Then write three words that you think best describes this fact. Give examples from the book that supports your words.
- Can you think of one word that best represents the main idea of the book? Draw a picture of that word and explain why you think it best represents the main idea.
- Does the author use good, strong descriptors such as similes or metaphors? Give an example.
- Does the author use strong descriptive attributes in the book that help you get a clear picture in your mind? Draw a picture and use examples from the book to label it.

Connect Reading to Your Own Experiences

- Did this book remind you of any real-life experiences you have had or current events that are happening in the news? What are they?
- Did you choose to read this book? If so, why did you choose it?
- Is this book similar to any other books you have read about this subject? How is it similar? How is it different?
- What did you already know about this subject?
- Did you learn anything that surprised you?
- What new information did you learn that you did not know before you read this book?

Ask Questions and Make Predictions

- What important information did you learn? What question could you ask to learn more on this subject? Where could you look for more information?
- Can you show me a part in the book that was confusing to you? What questions did you have as you were reading this part?
- What other information do you think the author could include in the book?
- What questions did you have before reading the book? What questions did you have while you were reading? What questions did you have when you finished reading the book? Create a chart in your journal with this information.
- What could be another title for this book? Why would this be a good title?
- Do you think this book could be made into a documentary? What would some of the facts be from the book that would be included in the movie?

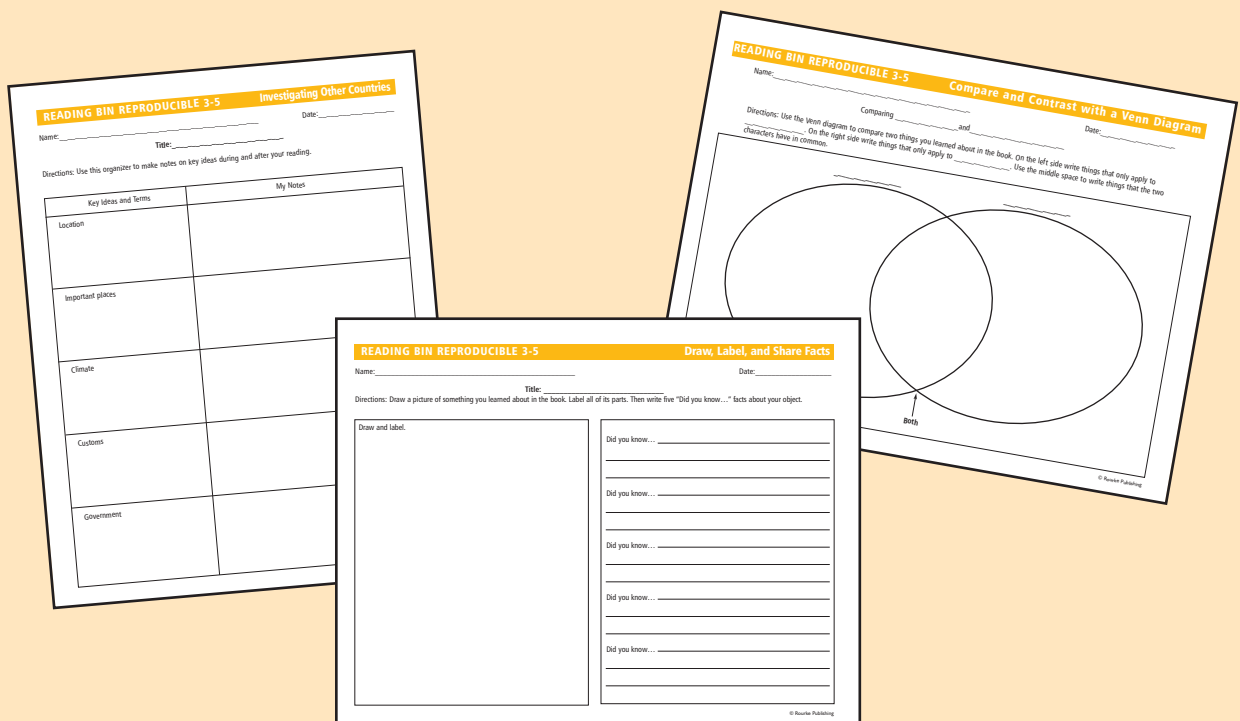
Pause While Reading to Reflect

- As you are reading, stop when you read something interesting. When you are finished, go back to your reading and write about the parts of the book you found to be interesting. Tell how the author made it interesting.
- Is there someone else who would enjoy reading this book? Who would it be and why?
- Think about some questions you had before you started to read. While you are reading, pause when you think you have an answer to one of those questions. Can you answer it? Do you have another question now that you have answered the first one?
- What features of this book help you to understand the subject better? Did you use any of the features while you were reading?
- Is there more than one main idea in the book? What is it?
- What was going through your mind while you read this?

Make Inferences and Draw Conclusions

- Did you come across any words that were challenging for you? What were they? What do you think their meanings are? Why?
- State a new fact that you learned and tell why you think the author included this information.
- What is the main idea that the author wants you to understand?

Reading Response Reproducibles for Nonfiction Grades 3-5



Name: _____

Date: _____

Title _____

Directions: Think about the country you studied. Answer the questions in complete sentences.

1. Where is this country located?

2. What is its capital?

3. What is it known for?

4. What do you think it would be like to grow up in this country? What would your life be like?

5. If you could go to this country, what would you most want to see? Why?

Name: _____

Date: _____

Title: _____

Directions: Use this organizer to make notes on key ideas during and after your reading.

Key Ideas and Terms	My Notes
Location	
Important places	
Climate	
Customs	
Government	

Name: _____

Date: _____

Title _____

Directions: Answer the questions. Be sure to use complete sentences.

1. List three questions you have about the book before reading.

a. _____

b. _____

c. _____

2. Write three questions that occurred to you while reading the book.

a. _____

b. _____

c. _____

3. List three questions you still have after reading the book.

a. _____

b. _____

c. _____

Name: _____

Date: _____

Title _____

Directions: First use the book to make a list of 4 important events. List them in the box below.

Four important events:

Now complete the timeline below. Sequence the events you listed above in the order they happened by writing each event in the correct box.

	1st Event	
	3rd Event	

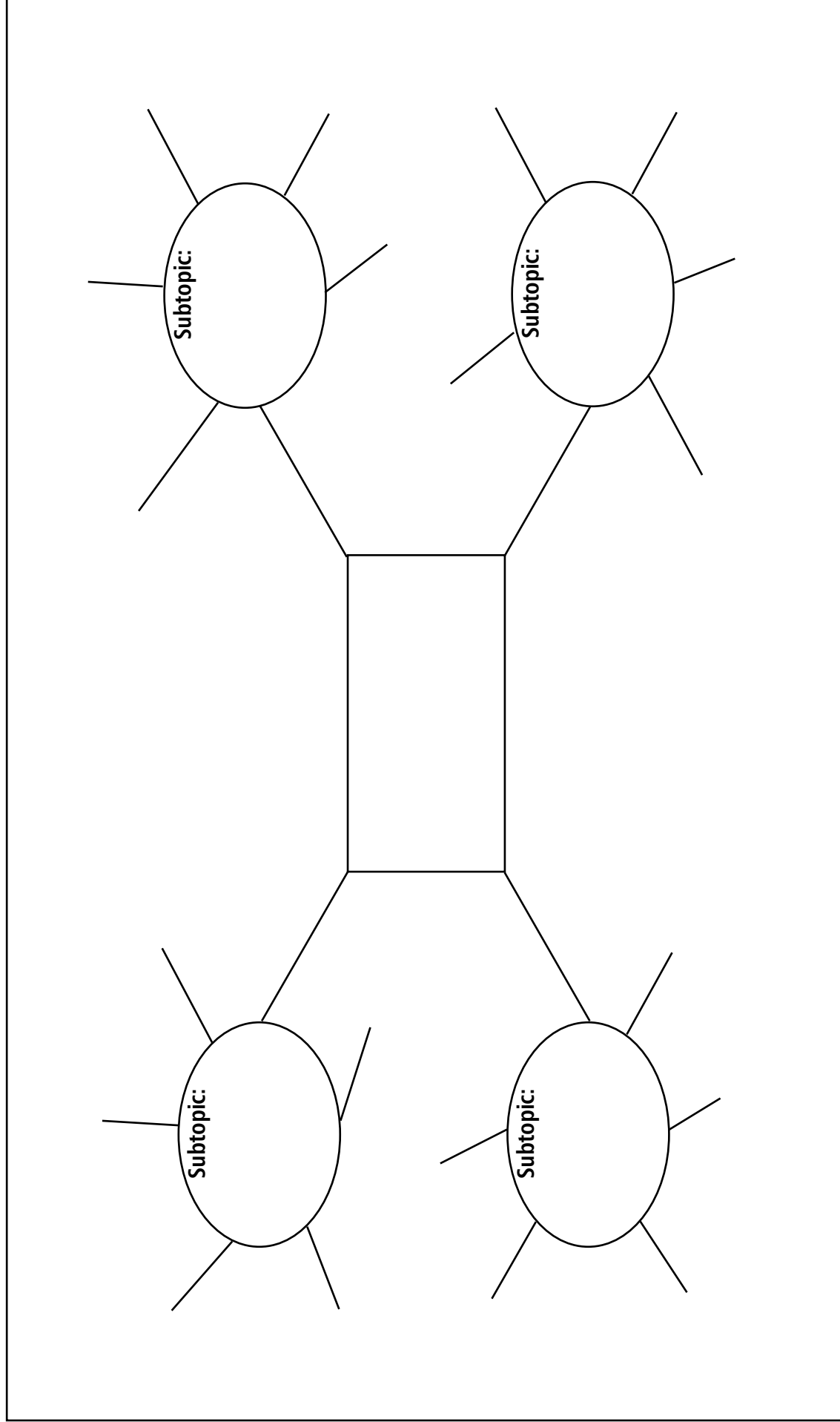
		2nd Event	
		4th Event	

Name: _____

Date: _____

Title: _____

Directions: Choose an idea you read about in the text. Begin the word web by writing the main idea in the box. Fill in the circles with subtopics.



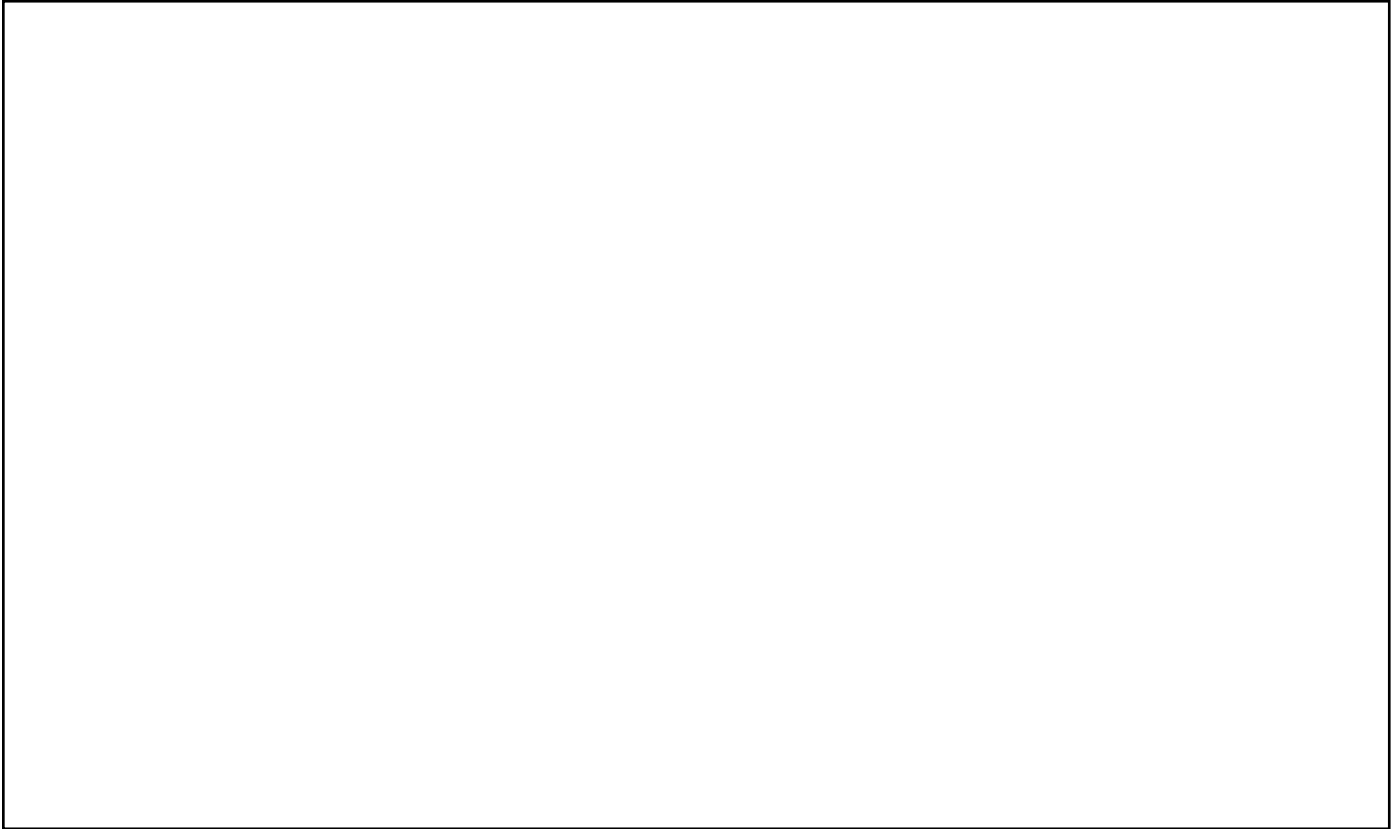
Name: _____

Date: _____

Title _____

Directions: Answer these questions about the book .

1. What was the most interesting part of the book? Draw a picture of it here.



2. Explain your picture. What does it show?

3. What else would you like to learn about this subject?

Name: _____

Date: _____

Directions: Think about the book _____ . What do you already know about this subject? What would you like to learn? Before reading the book, fill in the first two columns on the chart. After reading, fill in the third column with some things you have learned. Include page numbers where you found your information in the book.

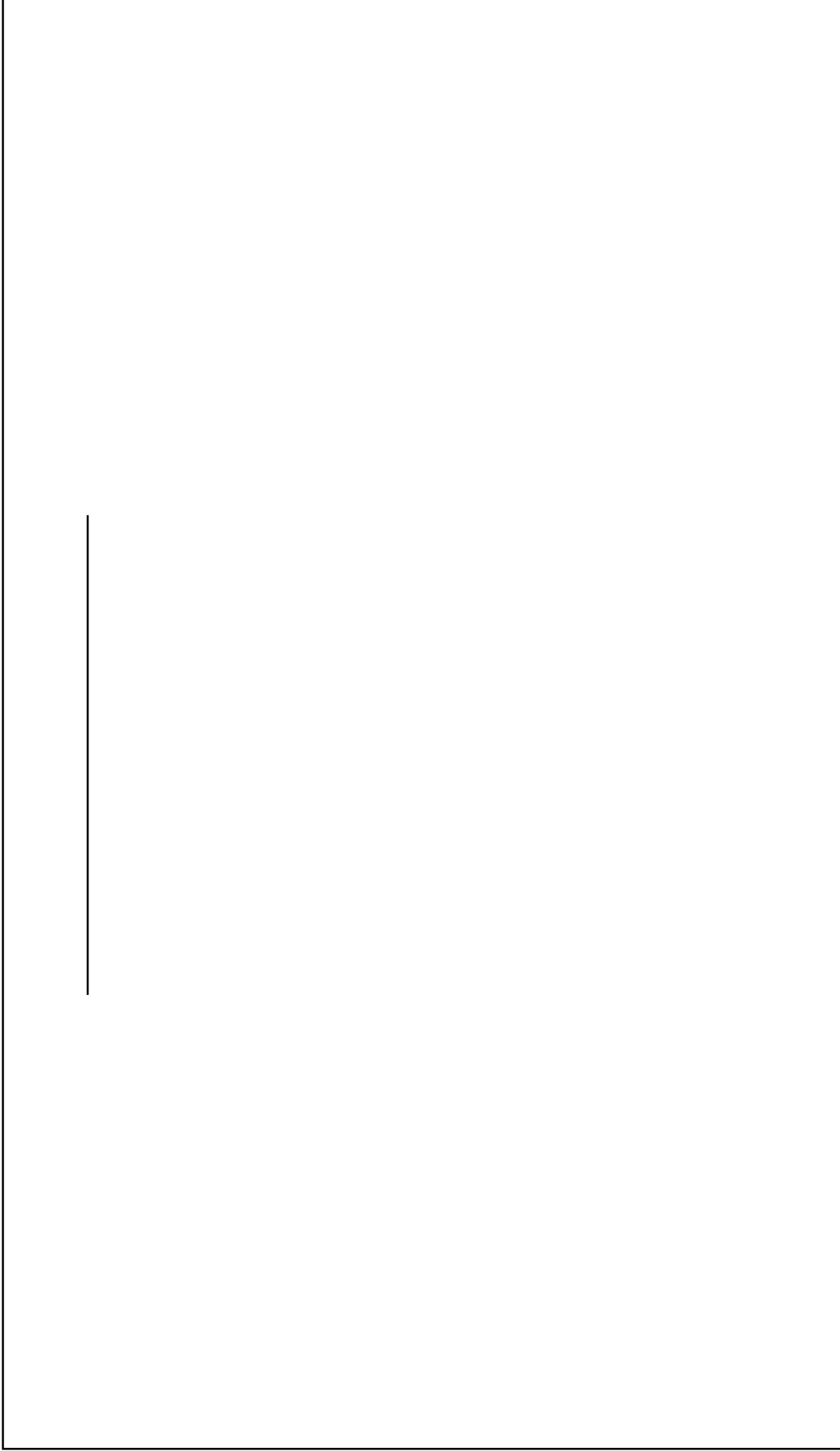
What I Know	What I Wonder	What I Learned

Name: _____

Date: _____

Characteristics of a _____

Directions: Choose one thing you learned about in the book. Draw a diagram of it and label its important characteristics. Write a brief description of each characteristic and a title for your illustration.



A large empty rectangular box with a black border, intended for drawing a diagram and writing a description of a characteristic from a book. A horizontal line is drawn near the top of the box, serving as a starting point for the diagram.

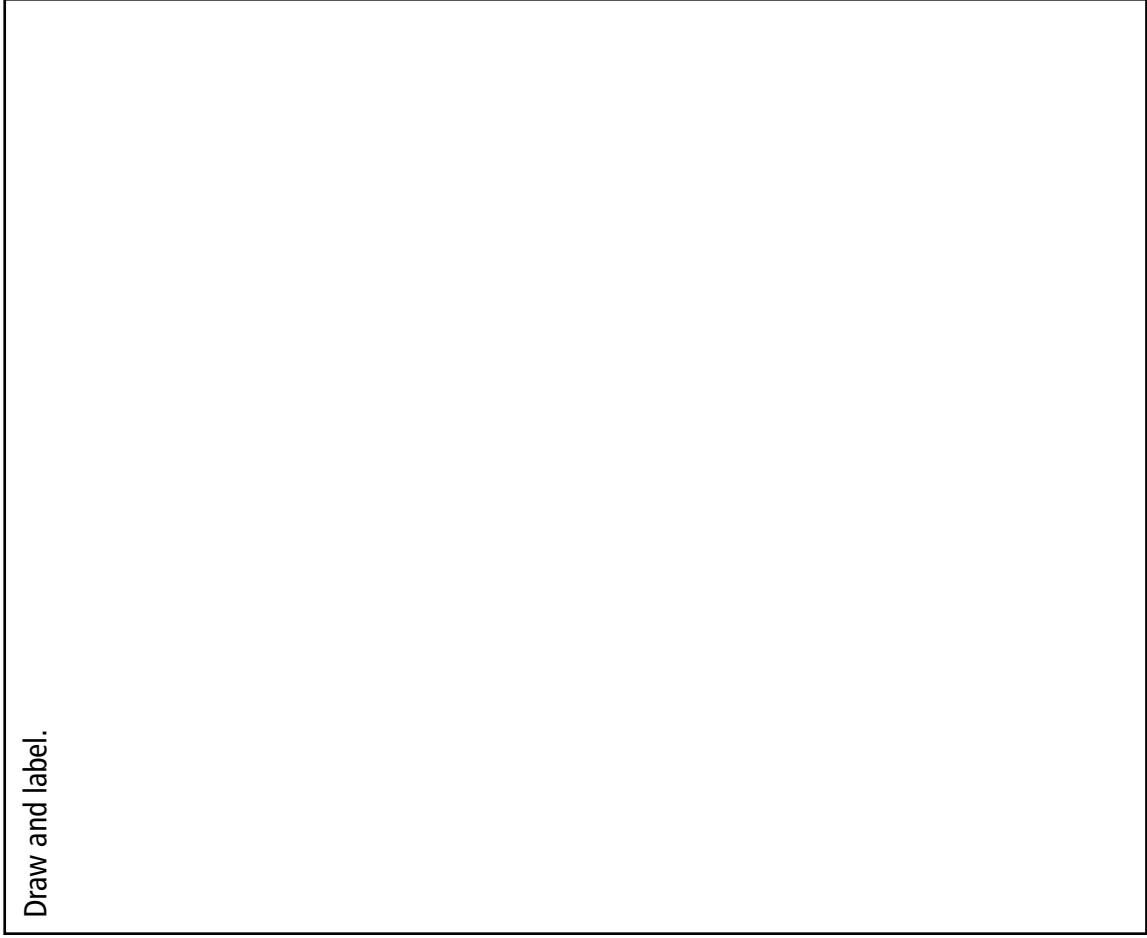
Name: _____

Date: _____

Title: _____

Directions: Draw a picture of something you learned about in the book. Label all of its parts. Then write five "Did you know..." facts about your object.

Draw and label.



Did you know... _____

Did you know... _____

Did you know... _____

Did you know... _____

Did you know... _____

Name: _____

Date: _____

Directions: Think about the book _____. What did you learn?

- 1. Make notes about the reading on the chart below.
- 2. Share your notes with a partner.

What I knew about _____ before reading:	What I learned about _____ from the book:	What I'd like to learn more about:

Name: _____

Date: _____

Title: _____

Directions: Choose five words from the book and think of synonyms for the words. Write each word and its synonym in the first column. Then write a definition for the words and draw an illustration in the second column.

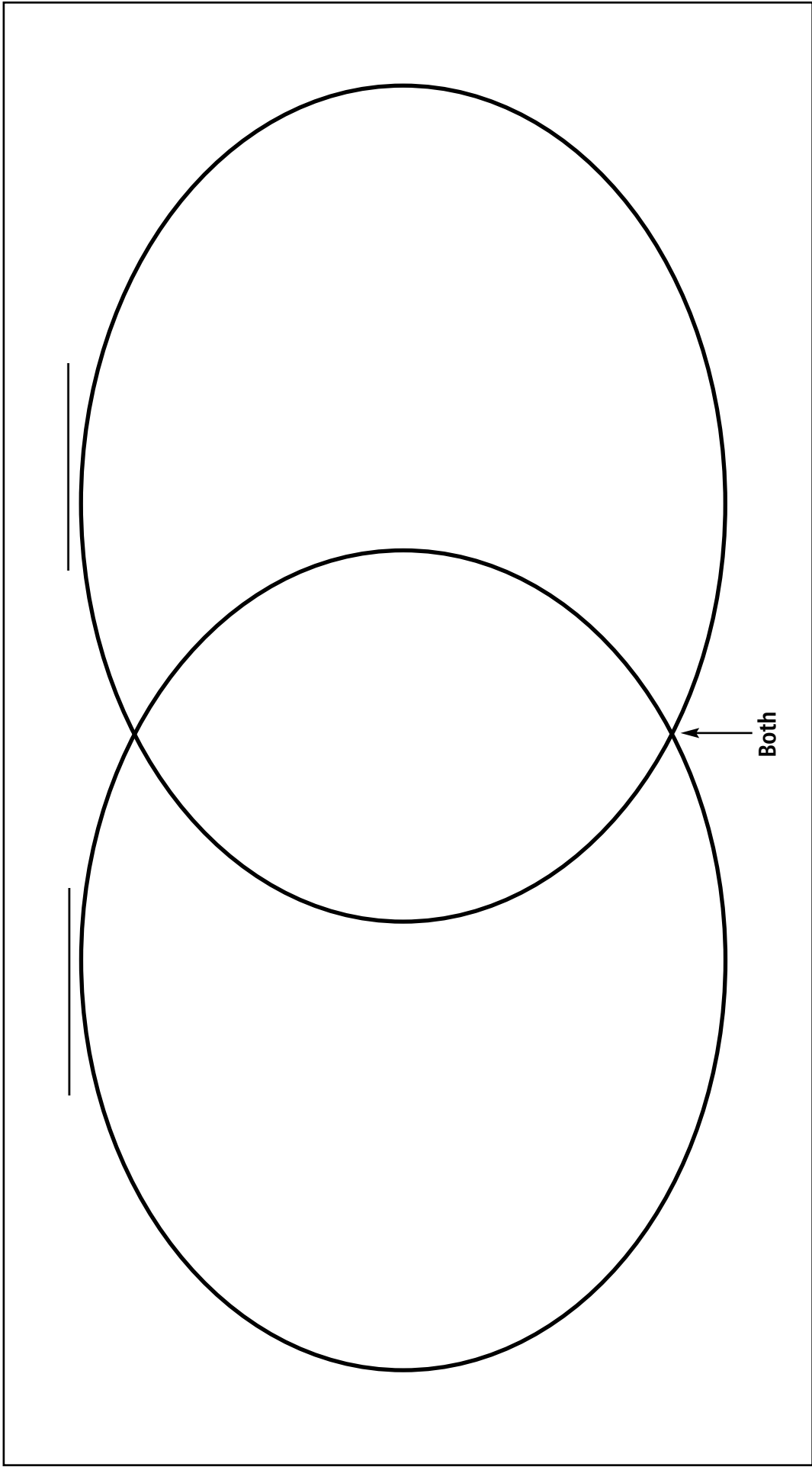
Synonym Pairs	Definition and Illustration
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READING BIN REPRODUCIBLE 3-5 Compare and Contrast with a Venn Diagram

Name: _____ Date: _____

Comparing _____ and _____

Directions: Use the Venn diagram to compare two things you learned about in the book. On the left side write things that only apply to _____ . On the right side write things that only apply to _____ . Use the middle space to write things that the two characters have in common.



Using Interactive eBooks in Your Classroom Grades 3-5



Using Interactive eBooks in Your Classroom

Grades 3-5

Interactive eBooks are an important tool in your classroom library. Students can practice fluency, use the eBook as a model for appropriate reading rate, learn new vocabulary words, and control the pace in which they learn. Use the following ideas in addition to the rest of the Teacher Resource CD components to effectively implement the use of eBooks in your curriculum.

How do I load the eBooks?

- Follow the simple directions included in every eBook case
- The directions are very simple – just load and go
- Your tech support person can assist you in loading the eBooks as well
- The eBooks can be loaded onto every computer in your school library and in every classroom

What is the best way to use them in the classroom?

- If you have an interactive whiteboard or LCD projector, you can present the eBooks to the whole class at the same time
- You can load the eBooks on individual computers for students to use during center time
- Students can check them out and use them at home as part of the classroom library

Suggested Lessons or Strategies

- Treat the eBook like any other print book and implement the strategies and resources provided on the Teacher Resource CD
- Pre-reading activity: turn off the sound on the eBook and have students predict what they will learn as the pages turn (similar to a picture walk)
- After students review the photos, have them write questions that they may have before they read
- Turn off the computer's monitor and have students listen to the eBook to practice visualizing what they hear
- Cover the words on a page using an index card or construction paper and ask students to write what they learned on a separate piece of paper
- While students are reading, have them stop at certain points to write connections they are making, questions they may have, or new things they have learned
- Provide students with a graphic organizer such as a Venn diagram or KWL chart to fill out as they are reading the eBook
- After students have read the eBook, have them use the glossary words to write new sentences which relate to the content of the book

Book Report Cards for Fiction and Nonfiction Books

Grades 3-5

Directions: Print out the book report cards on cardstock and cut apart into cards. You can laminate them and place them in a special box that is accessible to all students. Then have students select the format that best fits the book they are reporting on.

Write a letter to one of the characters in the book.

- Give the character advice
- Ask questions
- Explain your feelings about the character or about something that happened in the book



1

Create a book jacket for your book.

- Write a short summary about the book on the back
- Write a brief biography about the author and illustrator for the inside flap



2

Write a new beginning for the book using a different hook to catch the reader.

- Question
- Startling fact
- Noise (onomatopoeia)
- Exclamation
- Universal words (every day, everyone, all, world...)
- Setting
- Quotation
- Exaggeration
- Definition



3

Write a letter to the author of the book using examples from the book to explain what you liked/did not like or what you agreed with/did not agree with.

- Composing skills (description, comparisons, active verbs, sentence structures)
- Word choice
- Organization
- Pictures and graphics
- Author's opinions
- Characters, setting, problems
- Facts or information



4

Write a new ending for the book using ending technique.

- Invitation to reader to act
- Clincher
- Prediction
- Question to the reader
- Summary
- Circle back to the beginning
- Tell how you felt
- Universal words (every day, everyone, all, world...)



5

Use specific examples to compare two characters from the book.

- Physical description
- Character traits
- Values
- Motives, goals
- Perspective
- Background (social status, family...)



6

Write a review of a book.

- Write a short summary
- Tell what you liked and did not like using specific examples from the book
- Give the book a star rating (one star means don't read, five stars means must read)



7

Act out what you feel is one of the more important events of the story.

- Climax
- Ending
- When the problem occurs
- Solution to the problem



8

Use a large brown paper bag as a book jacket.

- Illustrate the front and back of the bag as if it is a book jacket
- Place objects inside the bag that will help you to retell the story
- Choose objects that symbolize an event or character



9

Write a newspaper article and retell the story as if it really happened.

- Include who, what, where, when, why, and how
- Use a catchy heading that includes a verb
- Illustrate the article



10

Make a map of the setting of where the events of the story occurred.

- If the setting changes, make a trail leading the reader from one setting to the next
- Explain how the setting affected the character, problem, or solution of the story
- If the book is nonfiction, create a map of the place you are reading about
- Include geographical information such as landforms, waterways, and names of countries, cities, towns, or continents



11

Interview a character from the story. Ask at least 10 questions and respond as the character would respond.

- Physical description
- Character traits
- Values
- Motives, goals
- Perspective
- Background (social status, family...)



12

Make a bookmark for the book.

- Illustrate the front using pictures of events from the story
- Write five reasons you like the book and why on the back
- Leave the bookmark in the book for the next reader when you return it to the classroom library



13

Write down at least five quotes from the story that you think are especially important.

- Name the character who said the quote and explain its importance
- Put the quotes in the order they were spoken
- Use the quotes to retell the story
- If the book you are reading is nonfiction, provide the person who said the quote and in what context



14

Compare and contrast yourself to one character.

- Make a Venn diagram or T-chart to display comparisons
- Include character traits
- Problems faced
- Background (social status, culture, family . . .)
- Values
- Physical descriptions



15

Create a word wall of all of the important vocabulary words you found in your book.

- Use index cards or sticky notes
- Illustrate each word
- Group words together which are similar in meaning
- Alphabetize the words



16

Dress up as one of the characters in the book.

- Present yourself to your class as if you are the character
- Use simple props
- Try to display emotions your character might use
- Use important quotes



17

Write to a movie production company. Tell them why they should make a movie out of this book.

- Composing skills (description, comparisons, active verbs, sentence structures)
- Word choice
- Organization
- Pictures and graphics
- Characters, setting, problems
- Facts or information (you could also encourage them to make a documentary if your book is nonfiction)



18

Pretend your book is being made into a movie.

- Illustrate one scene from the movie
- Describe what is happening in the scene
- Write some dialogue for characters to speak
- Name some real-life movie stars who would portray the characters in your book



19

Create a poster or diagram of something you learned in a nonfiction book.

- Label important features, characteristics, or behaviors
- Write a caption explaining the poster or diagram



20

Be a TV reporter and report the story as if it is happening live.

- Use exciting verbs
- Write a headline which includes a verb
- Include who, what, where, when, why, and how



21

Create a model of something you learned about in a nonfiction book.

- Write an explanation of the model
- Composing skills (description, comparisons, active verbs, sentence structures)
- Word choice
- Organization



22

Create a timeline about a character or somebody's life you read about in a biography.

- Include accomplishments
- Important life-changing events
- Illustrate events



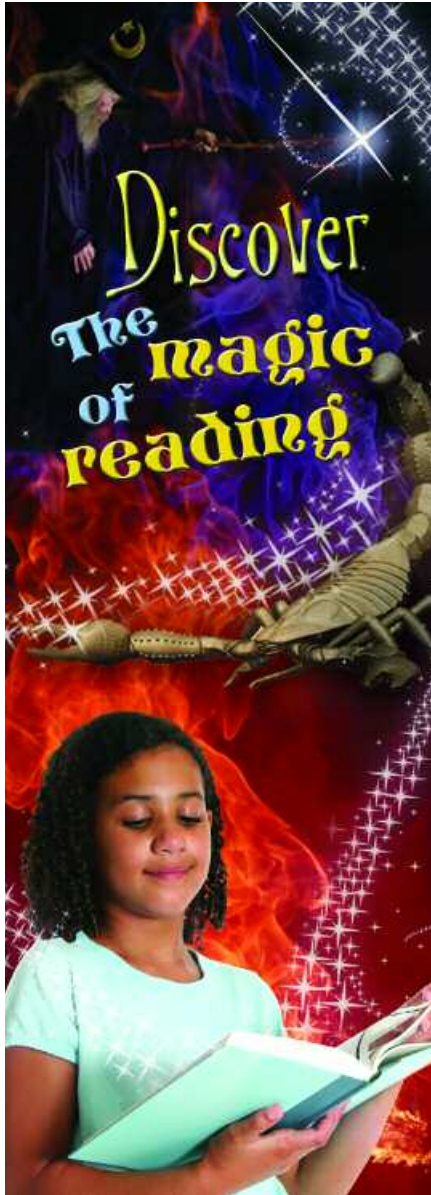
23

If you read a book of poetry, choose a favorite one to present to the class.

- Use the punctuation to show emotion, for important pauses, or dramatic effect
- Look directly at the audience
- Speak clearly and at an appropriate rate
- Explain why you chose the poem
- Explain what you think the poem means



24



Discover **The Magic of Reading**

Use your five senses
to create images
in your mind

Connect reading to
your own experiences

Ask questions and
make predictions

Pause while
reading to reflect

Make inferences
and draw conclusions

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