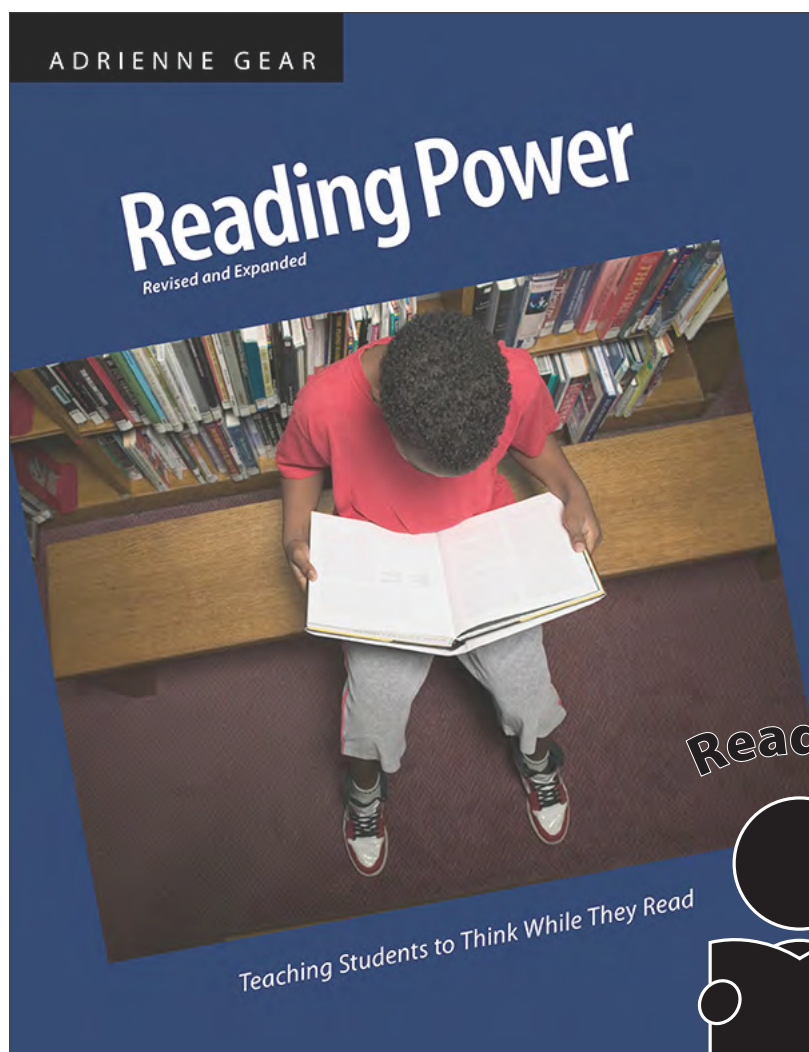


Building a Classroom Library

Pembroke's Friday Freebie



Reading



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Reading Power Book Collections

"For the price of a bowl of soup, I bought today at an old bookshop a volume infinitely valuable. All the way home on the train I read it; I was enlarged, I acquired merit, I added to my life."

—David Grayson

"Great books are central to teaching comprehension."

—Harvey & Goudvis, *Strategies That Work*

Connect Books: page 55
Visualize Books: page 77
Question Books: page 99
Infer Books: page 118
Transform Books: page 140
Novel Study Books: page 168

On the first day of my Language Arts methodology course at the University of British Columbia many years ago, the professor, a woman by the name of Clare Staubs, entered the small room in the Ponderosa Building and began her lecture by reading aloud the first chapter of *The Great Gilly Hopkins* by Katherine Paterson. She told us, on that first day, that the single most important thing that we could do as teachers was to read aloud to our students every day. She began every lecture after that by reading another chapter from the book and, while some in her class may have been put off by her read-alouds during a university class, I was forever changed. That experience had perhaps a more profound impact on me as a teacher than anything else I learned. I made a commitment to myself that, when I became a teacher, I was going to do just what Clare Staubs suggested. In my more than twenty years of teaching, I have made many mistakes, but reading aloud to my class every day was something I have been committed to and never regretted. No matter what the grade, no matter what was going on in the day, I read aloud to my students every day they walk into my classroom. Reading aloud to students every day is my responsibility as a teacher, but for me it has also been a privilege. The literature that is available to children, teens, and young adults now is so extraordinarily rich, stunningly beautiful, and profound that we would be doing our students an enormous disservice if we did not share it with them. Books have "added to my life," as David Grayson puts it, and have certainly added to the lives of my students.

I encourage intermediate teachers to use picture books in their classrooms when introducing each of the strategies. David Pearson speaks about how he believes that, if teachers continue to try to teach students new reading strategies using texts that are "at the edge of their competence," students will have a much more difficult time grasping the new strategy and applying it to their reading; whereas if we bring the reading level down slightly to teach and practice the strategy, the students will have a far easier time learning and applying it. This supports my belief that using picture books that are at a slightly less challenging reading level to teach a strategy gives our students a better chance of seeing, learning, and understanding the strategy. Intermediate children are thrilled to be given permission to read picture books, and enjoy the experience tremendously. I have had Grade 7 students fight over who gets *No, David!* books by David Shannon to practice Connecting, or leaping up to grab *The Cinder-Eyed Cats* for Visualizing.

Reading Power opens the door to literature for both teachers and students, and introduces them to an extraordinary range of titles, authors, and illustrators. Once I became familiar with the type of books that support each strategy, it became difficult to read a new book without thinking about which strategy I might use it for. During workshops, teachers often tell me of books they know that are not on the list that would be "perfect for Connecting" or "perfect for Visualizing." I encourage you to add your own favorites to the lists in this book. Certain books just lend themselves well to a certain strategy, and it is obvious how to categorize them. Other books tend to fit more than one strategy. I know a book is good when I don't know what bin to put it in!

In as much as I am committed to read aloud every day, I must admit that at times there used to be no rhyme or reason for my daily read-alouds. I often just read a book to my students because I liked it, it suited the special occasion of the calendar year, or I had had a recent visit to a bookstore. But now, Reading Power has given me the structure under which all my read-alouds now fall. I specifically choose books that support the strategy I am teaching and intentionally integrate the language while I read. It is for this reason that I created Reading Power book bins. The book bins are not a necessity and, let's face it, can be an expensive endeavor, but they have made life a little easier for the teachers who use them. There is not enough time in a teacher's day, and having all the books in one place, ready to go, has certainly proved to be a huge time saver.

Picture books are not just for use in primary grades. In fact, many of the picture books available now I would consider too challenging both in language and theme for younger students.

Some teachers select three or four books for each strategy that they keep separately. These Gem Books are used by the teachers specifically for their modeling lessons.

"Close reading does not happen when you read x number of times. It happens when what you are reading matters to you."

—KYLEEN BEERS, *Notice and Note*

I love picture books, but have discovered over the years that some books just work better for teaching and practicing a strategy than others. I decided to create Reading Power book bins that each contains a collection of books specifically selected because they lend themselves best to a particular strategy. Books are stored in a plastic tub to be signed out by teachers. Some schools keep the book tubs in the library, while others store their books in their classrooms.

We all experience frustration when a student announces, "We read that book last year!" just as you begin to read. While we cannot prevent this from happening, we can find ways to reduce this problem by designating certain books for certain grades. This requires some negotiating and collaboration among teachers, and possibly the storing of specific books for modeling lessons separately. Another way to avoid repeat reads is to rotate the Reading Power books each year. As new books are purchased and placed into tubs, some of the older titles can be added to the school library collection. Some teacher librarians label these books on the spine with a *C*, *V*, *Q*, *I*, or *T* so that they can be easily found on the shelves.

The turnover of children's books is enormous and, as one title goes out of print, there are three more great new titles released. After conferring with several teacher-librarians in the district, I have decided to keep some books that have gone out of print on this list. Some of these out-of-print books are classics and there always seems to be copies of them hiding on library shelves, waiting to be read.

Here are lists of my top picks, favorite new books for both Primary and Intermediate grades for each of the five reading powers. If a school is creating a Reading Power collection, these would be the books I would purchase as a starter collection. More extensive lists are included at the end of each strategy chapter. I am thrilled with the quality of extraordinary picture books I have been able to share in these lists and that you, in turn, can share with your students.

Reading Power Books

CONNECT (PRIMARY)

Anholt, Catherine & Laurence. *Good Days, Bad Days*
 Carlson, Nancy. *Sometimes You Barf*
 Curtis, Jamie. *My Brave Book of Firsts*
 Juster, Norton. *The Hello, Goodbye Window*
 McBratney, Sam. *I'm Sorry*
 Parr, Todd. *It's Okay to Make Mistakes*
 Rosenthal, Amy Krouse. *The OK Book*
 Schwartz, Amy. *100 Things That Make Me Happy*
 Shannon, David. *No, David!* (or any of the David books)
 Shannon, David. *Too Many Toys!*
 Stinson, Kathy. *Red is Best*
 Young, Jessica. *My Blue Is Happy*

CONNECT (INTERMEDIATE)

Boelts, Maribeth. *Those Shoes*
 Browne, Anthony. *What If?*
 Fleischman, Paul. *Matchbox Diary*
 Heide, Florence Parry. *Some Things Are Scary*
 Kelly, Marty. *12 Terrible Things*
 Khan, Rukhsana. *Big Red Lollipop*
 Larsen, Andrew. *See You Next Year*
 O'Neill, Alexis. *The Worst Best Friend*
 Polacco, Patricia. *Bully*
 Rapp, Jennifer. *I Can Wait for the Bell to Ring*

Rosenthal, Amy Krouse. *One of Those Days*
 Waber, Bernard. *Courage*

VISUALIZE (PRIMARY)

Ets, Marie Hall. *Gilberto and the Wind*
 Keats, Ezra Jack. *The Snowy Day*
 Lemniscates. *Silence*
 London, Jonathan. *Puddles*
 Morris, Jackie. *Tell Me A Dragon*
 Pendziwol, Jean E. *Once Upon a Northern Night*
 Weiss, George David & Bob Thiele. *What a Wonderful World*
 Willis, Jeanne. *Mole's Sunrise*
 Yankey, Lindsay. *Bluebird*

VISUALIZE (INTERMEDIATE)

Carroll, Lewis; James A. Stewart (illus.). *Jabberwocky*
 Cooper, Elisha. *A Good Night Walk*
 Cottin, Menena. *The Black Book of Color*
 Larsen, Andrew. *See You Next Year*
 Noyes, Alfred; Murray Kimber (illus.). *The Highwayman*
 Pilkey, Dav. *The Paperboy*
 Reid, Barbara. *Snow Day*
 Ryan, Pam Munoz. *Hello, Ocean*
 Van Dusan, Chris. *If I Built a House*

QUESTION (PRIMARY)

Barnett, Mac. *Sam and Dave Dig a Hole*
 Bunting, Eve. *Fly Away Home*
 Campbell, K.G. *The Mermaid and the Shoe*
 Nelson, Kadir. *Baby Bear*
 Rohmann, Eric. *The Cinder-Eyed Cats*
 Santat, Dan. *The Adventures of Beekle*
 Soman, David. *Three Bears in a Boat*
 Stinson, Kathy. *The Man and the Violin*

QUESTION (INTERMEDIATE)

Abercrombie, Barbara. *Charlie Anderson*
 Adderson, Caroline. *Norman, Speak!*
 Bunting, Eve. *Smoky Nights*
 Davies, Nicola. *The Promise*
 Gallaz, Christophe. *Rose Blanche*
 Lauthier, Jennifer. *The Stamp Collector*
 De Lestrade, Agnes. *Phileas's Fortune*
 Miki, Roy & Slavia. *Dolphin SOS*
 Pennypacker, Sara. *Sparrow Girl*
 Perry, Sarah. *If*
 Say, Allen. *The Stranger in the Mirror*
 Skarmeta, Antonio. *The Composition*
 Wild, Margaret. *Fox*

INFER (PRIMARY)

Alborough, Jez. *Hug*
 Boyd, Lizi. *Inside Outside*
 Boyd, Lizi. *The Farmer and the Clown*
 Lee, JiHyeon. *Pool*
 Lehman, Barbara. *The Red Book* (or *The Museum Trip*)
 Mack, Jeff. *Look!*
 Meyer, Mercer. *A Boy, a Dog, and a Frog*
 Miyares, Daniel. *Float*
 Pett, Mark. *The Girl and the Bicycle* (or *The Boy and the Airplane*)
 Thomson, Bill. *Chalk* (or *Fossil*)
 Van Hout, Mies. *Happy*
 Young, Cybele. *Ten Birds*

INFER (INTERMEDIATE)

Aslan, Christopher. *Dude*

Baker, Jeannie. *Window*
 Baker, Jeannie. *Mirror*
 Browne, Anthony. *Voices in the Park* (or *Zoo*, or any of his books)
 Lawson, JonArno. *Sidewalk Flowers*
 Lee, JiHyeon. *Pool*
 Popov, *Why?*
 Raschka, Chris. *Yo! Yes!*
 Tan, Sean. *Rules of Summer*
 Van Allsburg, Chris. Any of his books; *The Stranger*, *The Sweetest Fig*, and *Mysteries of Harris Burdick* are my favorites
 Wiesner, David. *Flotsam*
 Willis, Jeanne. *Chicken Clicking*
 Young, Cybele. *The Queen's Shadow*

TRANSFORM (PRIMARY)

Barnett, Mac. *Extra Yarn*
 Brown, Peter. *Mr. Tiger Goes Wild*
 Cousins, Lucy. *I'm the Best!*
 DiOrio, Rana. *What Does It Need to Be Present?*
 Hall, Michael. *Red: A Crayon's Story*
 Johnson, Mariana Ruiz. *I Know a Bear*
 Nelson, Kadir. *If You Plant a Seed*
 Pearson, Emily. *Ordinary Mary's Extraordinary Deed*
 Snicket, Lemony. *The Dark*
 Spires, Ashley. *The Most Magnificent Thing*
 Upjohn, Rebecca. *Lily and the Paper Man*

TRANSFORM (INTERMEDIATE)

Brisson, Pat. *Melissa Parkington's Beautiful, Beautiful Hair*
 Bunting, Eve. *Yard Sale*
 Danneberg, Julie. *First Day Jitters*
 De Kinder, Jan. *Red*
 Ludwig, Trudy. *The Invisible Boy*
 Madonna. *Mr. Peabody's Apple*
 Rath, Tom. *How Full is Your Bucket? For Kids*
 Reynolds, Peter H. *Ish*
 Tsuchiya, Yukio. *Faithful Elephants*
 Zuckerberg, Randi. *Dot*