

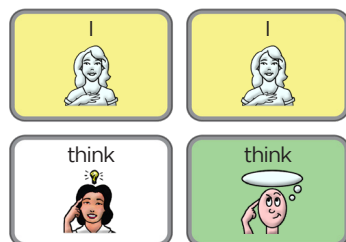
Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Book Title 1

Book Title 2

Book Title 3



I think



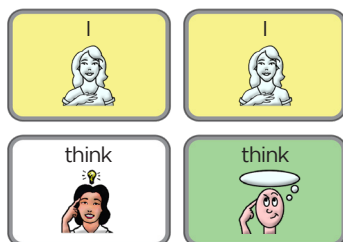
Good



Okay



Not my favorite



I think



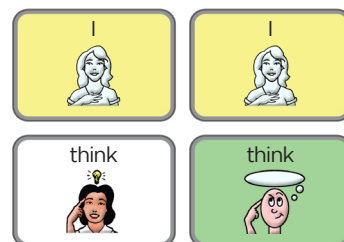
Good



Okay



Not my favorite



I think



Good



Okay



Not my favorite

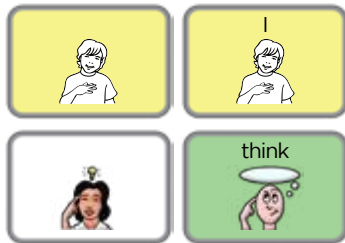
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Book Title 1

Book Title 2

Book Title 3



I think



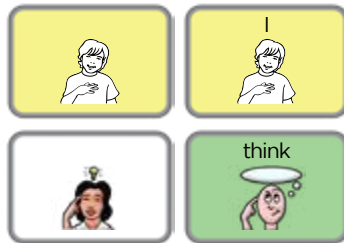
Good



Okay



Not my favorite



I think



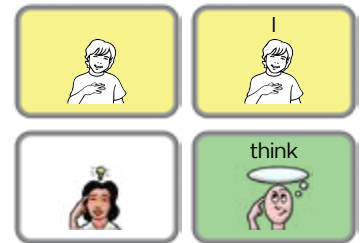
Good



Okay



Not my favorite



I think



Good



Okay



Not my favorite

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Use this version for those who want to share their own ideas.

Book Title 1	Book Title 2	Book Title 3
I think	I think	I think
It's good because:	It's good because:	It's good because:
It's just okay because:	It's just okay because:	It's just okay because:
It's not my favorite because:	It's not my favorite because:	It's not my favorite because:



Book Tasting Results

As each student reads his review, add a mark to the correct box. When everyone has finished, count up the marks. This will be the book selection for this month.

Book Title 1			Book Title 2			Book Title 3		
Good	Okay	Not Favorite	Good	Okay	Not Favorite	Good	Okay	Not Favorite
Total	Total	Total	Total	Total	Total	Total	Total	Total

Worksheet

Book Item Grab Bag

Directions Take an item from the book grab bag. Think about how the item was used in the story and fill out the boxes below.

Book Title:

What is it **called**?

What does it **look** like?

Color:

Shape:

Size:

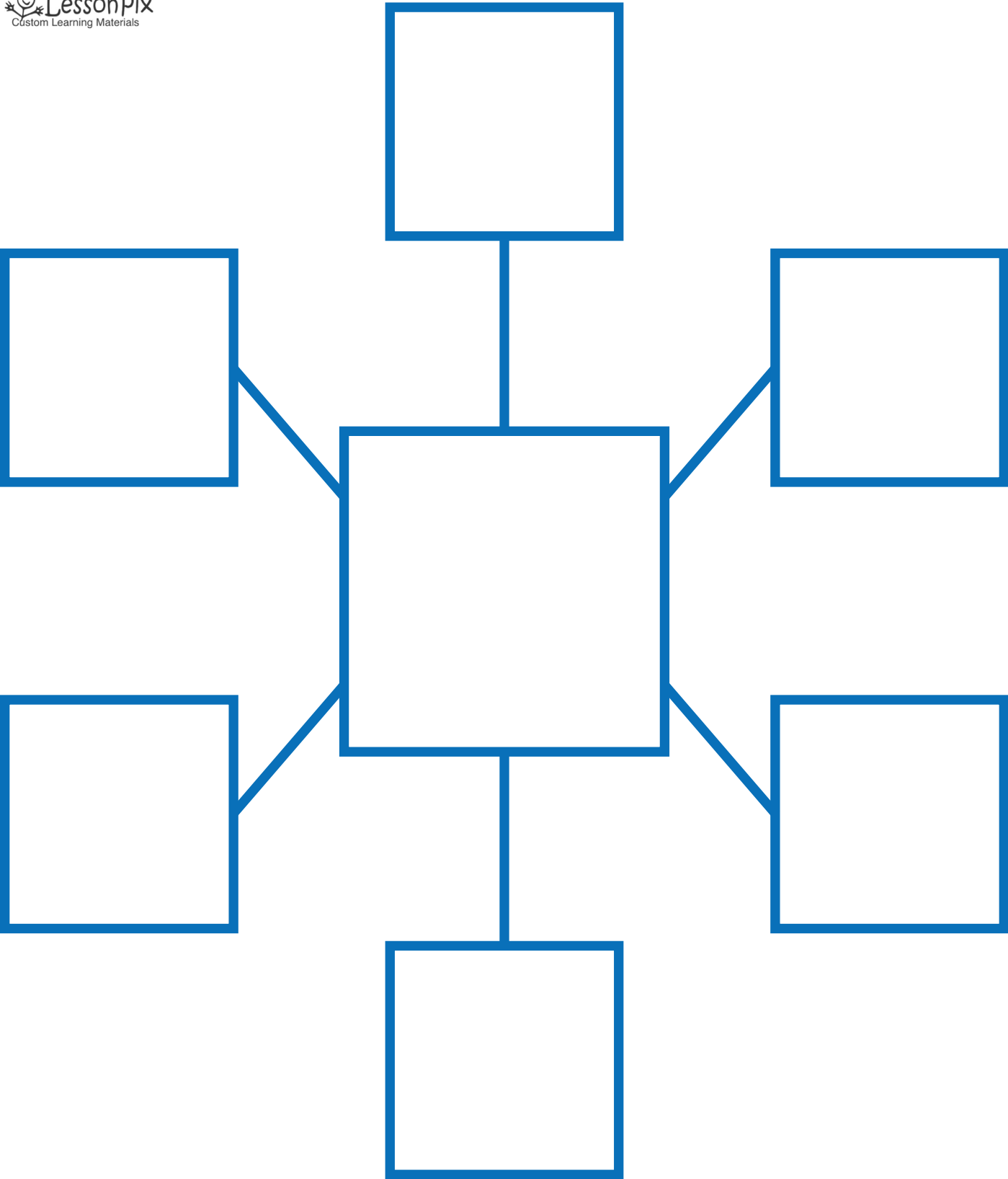
What do you **do** with it?

Who used it in the book?

What else do I know?

Where would I find it?

What is it **made** out of?



What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	
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Getting Ready to Read: Look at the cover of the book/chapter summary.

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title:	Make a comment:
Point to author.	Read the name:	
Point to the picture on the cover/chapter summary.	Make a comment:	
Point to pictures clues.	Ask a question:	

During Reading: As you read the story/chapter.

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find all the letter ____ in the story.	
Remind students of the objects in the book grab bag when they appear in the story.	Example:	
Point to pictures.	Comment on what is happening.	
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Use “think-alouds” to invite a response about what will happen.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply.

Review the chapter.	Summarize the elements of today's reading.	
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	<p>_____ starts with the "____" sound. Let's think of other words that start with the "____" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response.</p> <p>Does _____ start with the "____" sound?</p>	<p>"____" NOT "____"</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review the completed Book Item Grab Bag worksheet.	Remember when we first learned about _____? We looked at some objects from the story. Here is the paper we did about _____.	

Independent, Self-Selected Reading and Shared Writing.

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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Use the Emergent Literacy Shared Reading Plan template to create your own lesson plans for chapters of the books. Create lesson plans for your favorite books using this template to help you think about what to do, what to say, and examples to model. **Don't forget to add in after-reading activities to support comprehension, alphabet and phonological awareness, and writing.**



Reading Crown

















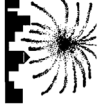

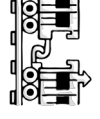
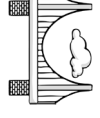


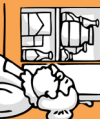


















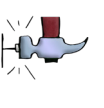








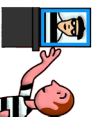



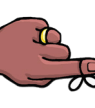
























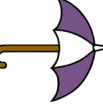


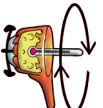

Cut out the crown shapes and tape them together to make a larger crown.




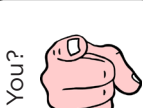

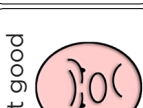



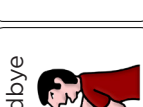


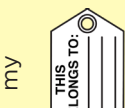




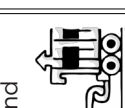
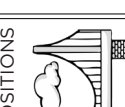







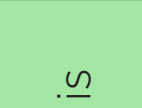

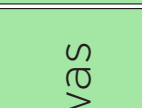


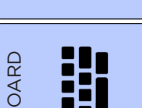
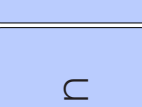







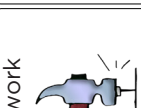


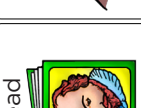










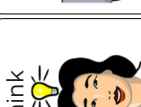
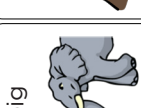

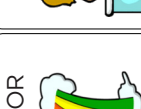





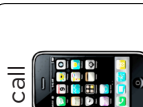










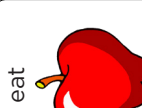




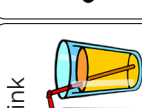
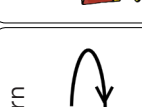




Reading Crown

Cut out the crown shapes and tape them together to make a larger crown.

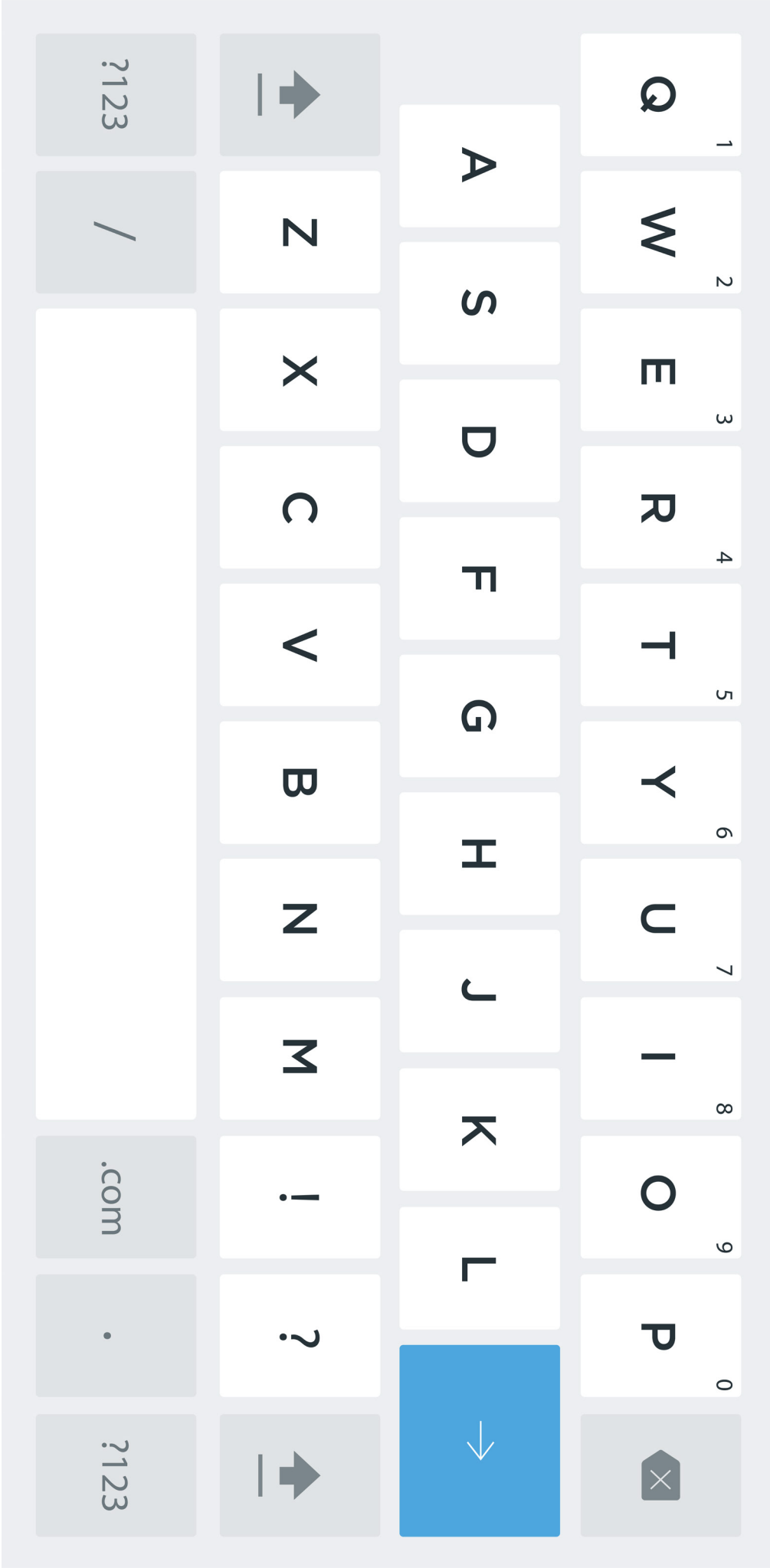


 finished	 mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
 me	 my	 wear	 am	 please	 that	 and	 in	 what word	 a	 +s	 there
 I	 we	 are	 is	 were	 was	 on	 to	 SPELL/NUM	 an	 the	 end
 you	 they	 new	 play	 like	 work	 have	 feel	 read	 more	 fast	 stop
 it	 he	 want	 all	 come	 time	 do	 go	 get	 big	 color	 help
 she	 look	 slow	 hear	 think	 right	 said	 live	 love	 follow	 ride	 put
 CLEAR	 not	 talk	 sit	 eat	 find	 make	 need	 drink	 watch	 turn	 sleep

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