



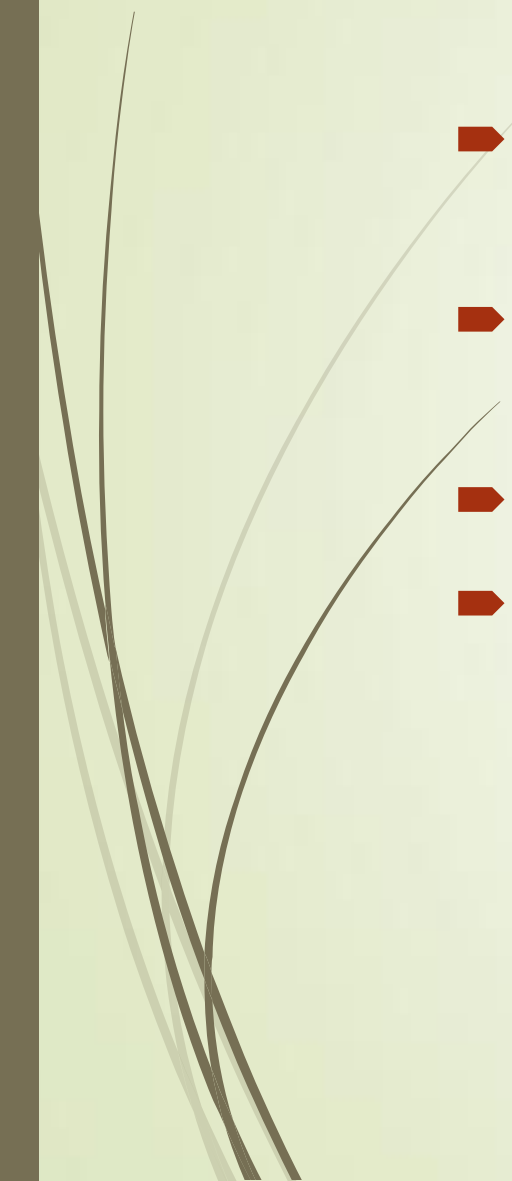
# Bringing High Quality Literature to the Classroom

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# Goals of the Picture Book Read In

- Connect teachers with recently published, high-quality literature
  - Create environment where teachers are free to share and discuss books
  - Encourage teachers to utilize books in their classrooms
  - Ensure we provide professional development that fits teachers' needs
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# Picture Book Read-In: Book Selection

Goal: Connect teachers with recently published, high-quality literature

- Book selection:
  - Award lists
  - Online recommendations
  - Personal experience of coordinators
- Local librarians help request and deliver books for us to check and sort
- Past years have included over 500 unique titles and over 700 total books

Fogliano, Julie	If You Want to See a Whale	Picture Book/PK-3
Folqueira, Rodrigo	Rabbit!	Picture Book/PK-3
Fox, Mem	Yoo-Hoo, Ladybug!	Preschool
Fradin, Dennis & Fradin, Judith	The Price of Freedom: How One Town Stood Up to Slavery	Nonfiction
Frazee, Marla	Boot & Shoe	Picture Book/PK-3
Freddman, Deborah	The Story of Fish and Snail	Picture Book/PK-3
Freeman, Tor	Olive and the Big Secret	Picture Book/PK-3
Fusco, Kimberly Newton	Beholding Bee	Intermediate
Gaiman, Neil	Chu's Day	Picture Book/PK-3
Garcia, Emma	Tip Tip Dig Dig	Picture Book/PK-3
Geisert, Arthur	Thunderstorm	Picture Book/PK-3
George, Jean Craighead	A Special Gift for Grammy	Picture Book/PK-3
Germein, Katrina	My Dad Thinks He's Funny	Picture Book/PK-3
Gerstein, Mordecai	How to Bicycle to the Moon to Plant Sunflowers: A Simple but Brilliant Plan in 24 Easy Steps	Picture Book/PK-3
Gewirtz, Adina Rishe	Zebra Forest	Intermediate
Gibson, Ginger Foglesong	TipToe Joe	Picture Book/PK-3
Giff, Patricia Reilly	Hunter Moran Saves the Universe	Intermediate
Gilbert, Sara	Built for Success: The Story of Facebook	Nonfiction
Goldin, David	Meet Me at the Art Museum: A Whimsical Look Behind the Scenes	Picture Book/PK-3
Gomi, Taro	Mommy! Mommy!	Preschool
Gomi, Taro	Peekaboo!	Preschool
Gordon, Domenica More	Archie	Picture Book/PK-3
Graff, Lisa	A Tangle of Knots	Intermediate
Graff, Lisa	Double Dog Dare	Intermediate
Gravett, Emily	Again!	Picture Book/PK-3
Green, Tim	Force Out	Intermediate
Greenwald, Tommy	Charlie Joe Jackson's Guide to Summer Vacation	Intermediate
Grey, Mini	Toys in Space	Picture Book/PK-3
Griffiths, Andy	The 13-Story Treehouse	Intermediate
Guiberson, Brenda K.	Frog Song	Nonfiction
Haas, Jessie	Bramble and Maggie Horse Meets Girl	Beginning Reader
Haas, Jessie & Friend, Alison	Bramble and Maggie	Beginning Reader
Hale, Bruce	Clark the Shark	Picture Book/PK-3
Hale, Christy	Dreaming Up: A Celebration of Building	Poetry
Hall, Algy Craig	Dino Bites!	Picture Book/PK-3
Hall, Michael	Cat Tale	Picture Book/PK-3
Halperin, Wendy Anderson	Peace	Picture Book/PK-3
Hamlisch, Marvin	Marvin Makes Music	Nonfiction
Hanlon, Abby	Ralph Tells a Story	Picture Book/PK-3
Hanson, Warren	It's Monday, Mrs. Jolly Bones!	Picture Book/PK-3
Harness, Cheryl	Mary Walker Wears the Pants: The True Story of the Doctor, Reformer, and Civil War Hero	Nonfiction
Harper, Charise Mericle	Just Grace and the Trouble with Cupcakes	Intermediate
Harrington, Janice N.	Busy-Busy Little Chick	Picture Book/PK-3
Harvey, Matthea	Cecil the Pet Glacier	Picture Book/PK-3
Hatke, Ben	Legends of Zita the Spacegirl	Intermediate
Haynes, Emily	Ganesha's Sweet Tooth	Holiday/Folktales
Heard, Georgia	The Arrow Finds Its Mark: A Book of Found Poems	Poetry

# Picture Book Read-In: Sharing

*Goal: Create environment where teachers are free to share and discuss books*

- ▶ Teachers are provided book lists
  - ▶ List organized multiple ways
  - ▶ Room for teachers to take notes on books
- ▶ Books are organized in rooms according to genres
- ▶ Rooms are quiet
- ▶ Spaces provided for teachers to discuss books



# Picture Book Read-In: Using Books

*Goal: Encourage teachers to utilize books in their classrooms*

- Local librarians (former members of Caldecott and Newbery committees) share favorite books from this year
- Teachers are given option to join PLC focused on literature in the classroom
- Each participant leaves with a book to take home and use
- New this year – local teachers have been invited to present ideas



# Picture Book Read-In: Reflections

*Goal: Ensure we provide professional development that fits teachers' needs*

- Teachers seem to appreciate current format
- We are always looking for ways to improve
- PLC grew out of continued desire to discuss the use of quality literature in the context of Catholic school education
- We continue to work to advertise the event

## Strengths of the Read-In included: (Comment and Frequency)

1. Good selection (9)
2. The flexibility! On our own day!!! (6)
3. Presentation, great variety of books (13)
4. Just the opportunity to see so much new literature in one place and at one time (9)
5. Simplicity/Hands on (2)
6. Like the blank note section on the book list-so helpful! (2)
7. Caldecott speaker (8)
8. Plenty of time to discover new books (3)
9. Picture book read-in sheet was easy to use and had a place to make notes on
10. The division of books
11. Loved how you included a preschool only room (2)
12. Loved the list by authors (2)
13. The setting 7
14. Well organized (3)
15. Such a positive experience
16. Discussions with fellow teachers

## Suggestions for next year:

1. Have a list of participants "favs" from registration to share.
2. Would love to know the strengths on some info on the illustrations/books that won the Caldecott. What makes them so special?
3. Maybe top choices to look at in each room –like a don't want to miss...
4. Having workshop until 12pm is long enough.
5. Maybe a lesson plan to go along with books-->game or craft ideas to go along with books
6. Extension ideas for some books or the ranges of subject areas a book could go for
7. More preschool books
8. Have people take only 2-3books at a time out of the rooms (2)
9. Bring a highlighter...the book list is extensive, so highlighting what you liked so it stands out
10. More intermediate



# Continued Goals

- ▶ Give teachers options
  - ▶ Time for collaboration
  - ▶ Independent reading
- ▶ Develop in our role as coordinators
  - ▶ Guidance
  - ▶ Top Ten Lists

# Writer's Workshop

- Community building
- Language I use
- Student Ownership
- Procedures for Workshop



Writer's Notebooks



Zero  
by Kathryn Otoshi

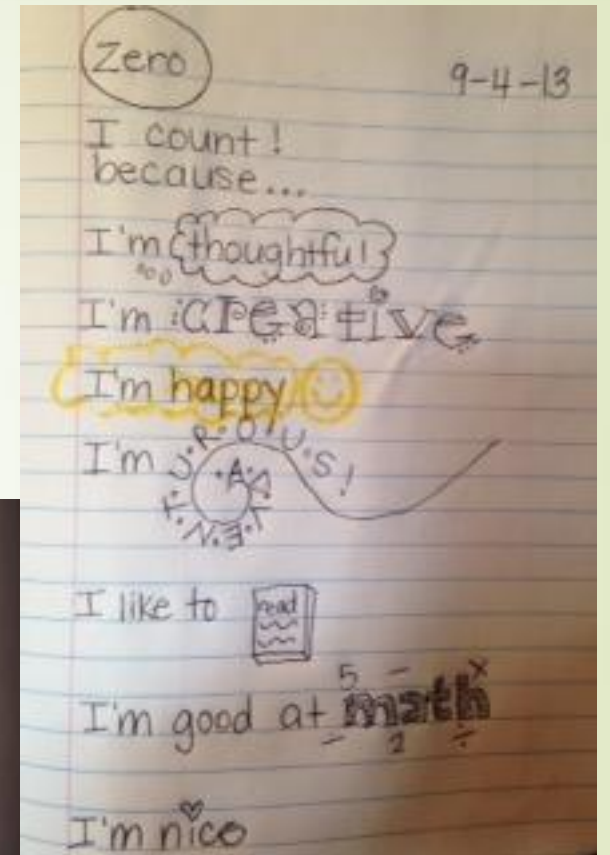
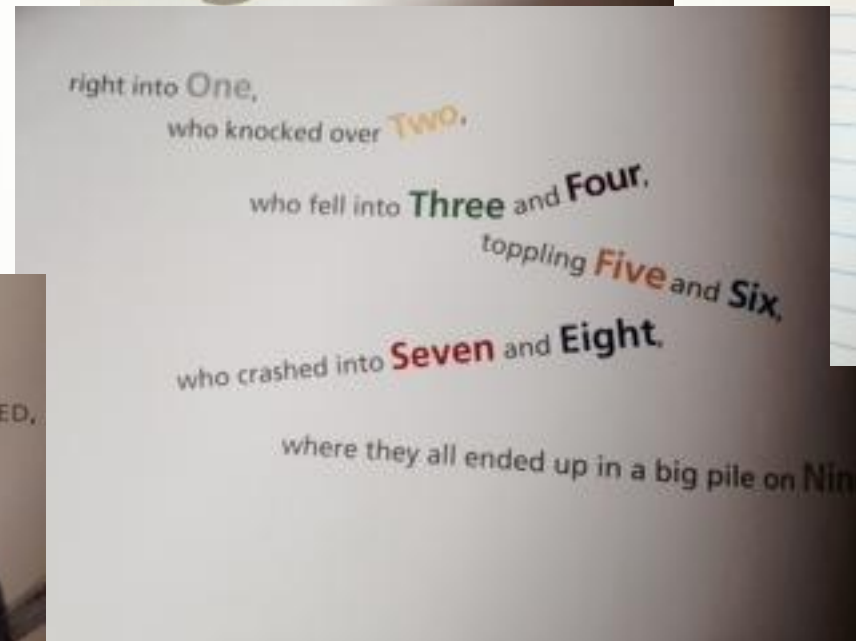
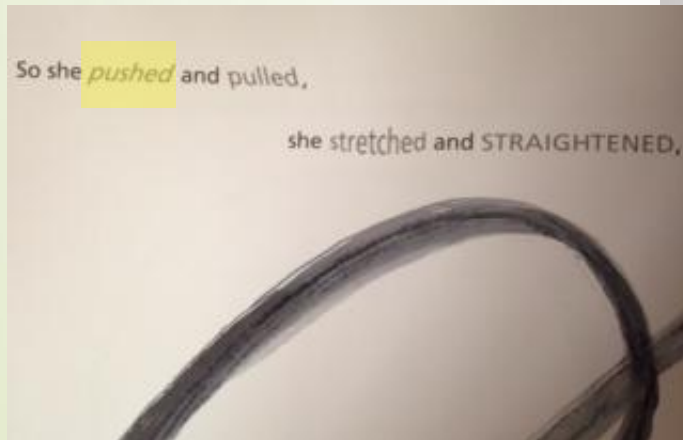
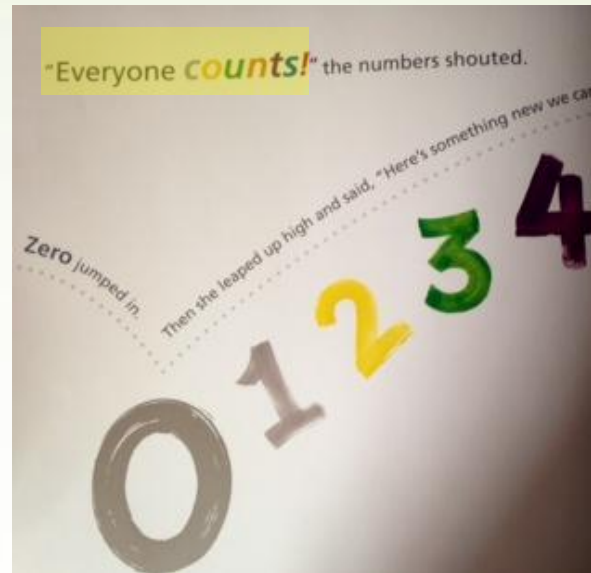
# Zero

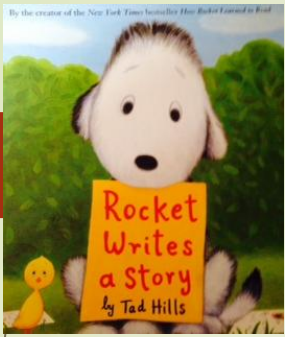
By: Kathryn Otoshi

Goal: Community building

In the classroom:

- Everyone counts
- What is acceptable in our room
- Using text in different ways





# Rocket Writes a Story

By: Tad Hills

Goal: Understand more about being a writer

In the classroom:

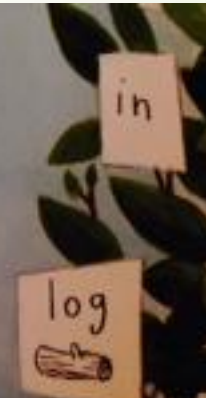
- Teach about writing inspiration and where we can find it
- Knowing more about what you're writing about
- Writing is a process
- Crossing things out and changing is what authors do

"My favorite stick?" suggested Rocket.

"Of course!" said the bird. "Or you could write about something that inspires you!"

"Inspires me?" asked Rocket.

"Yes, something that excites you," the little yellow bird sang.



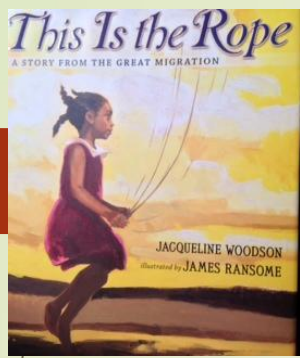
Rocket wanted to know more about the owl, too. He visited her tree often and read her his story, which changed every day.

The owl was captivated.

Each day Rocket worked on his story. He wrote words down and crossed words out. When things were going well, he wagged his tail.



9-25-13  
Rocket Writes a Story  
what INSPIRES me?  
• God  
• praying  
• things kids say  
• my husband  
• students' faith  
• looking at things in new ways  
• nature - sunsets, spring sunny days, listening to rain  
• listening to music  
• strong mom



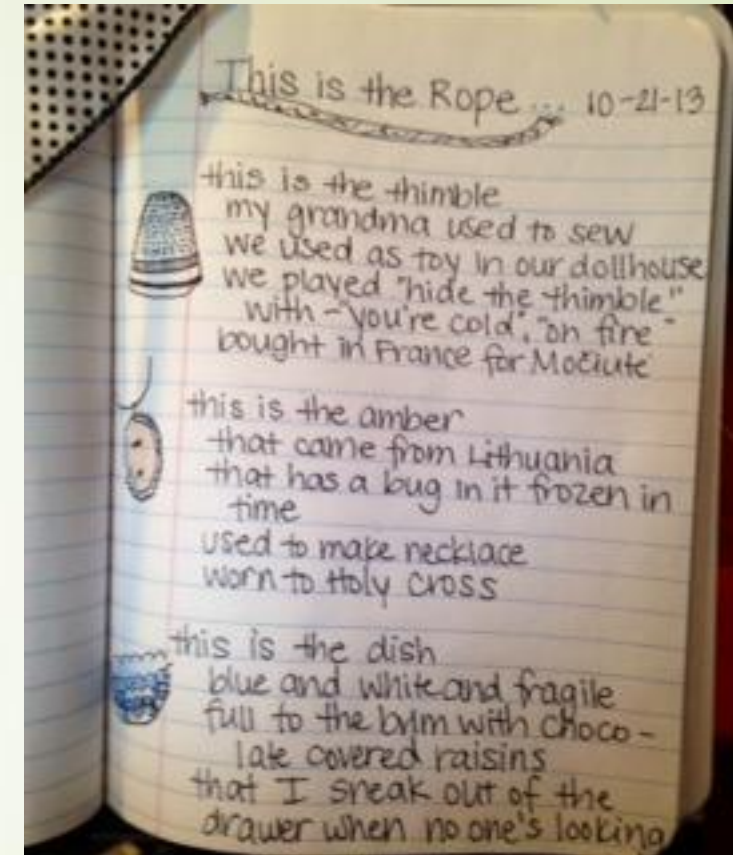
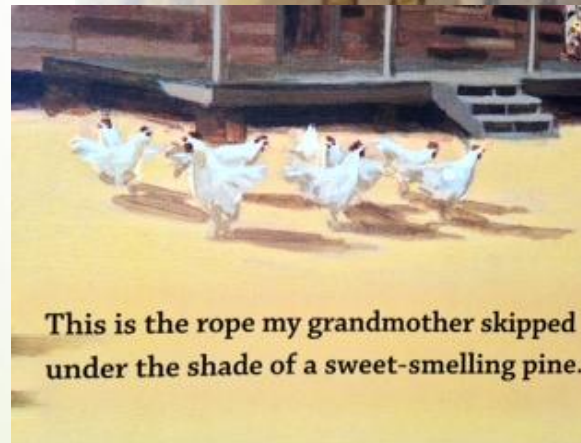
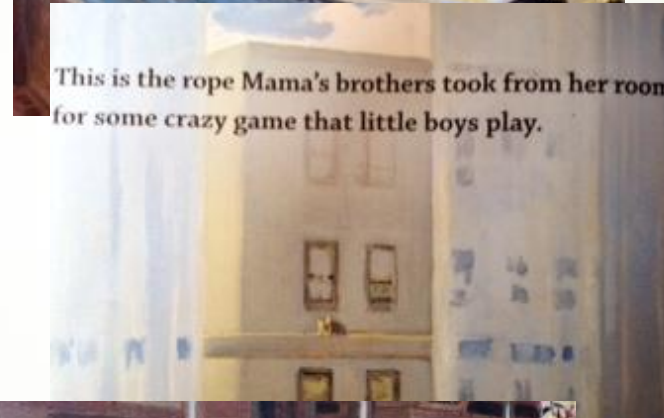
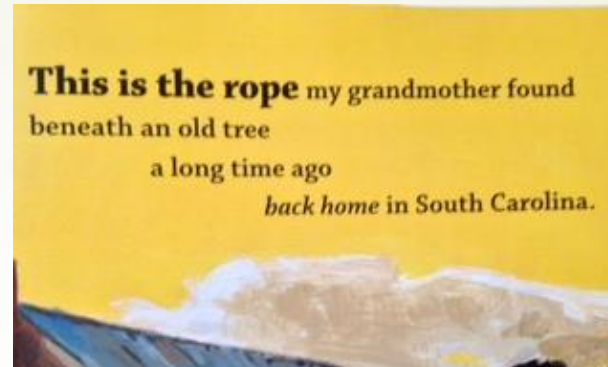
# This is the Rope

By: Jacqueline Woodson

Goal: Why writers write

In the classroom:

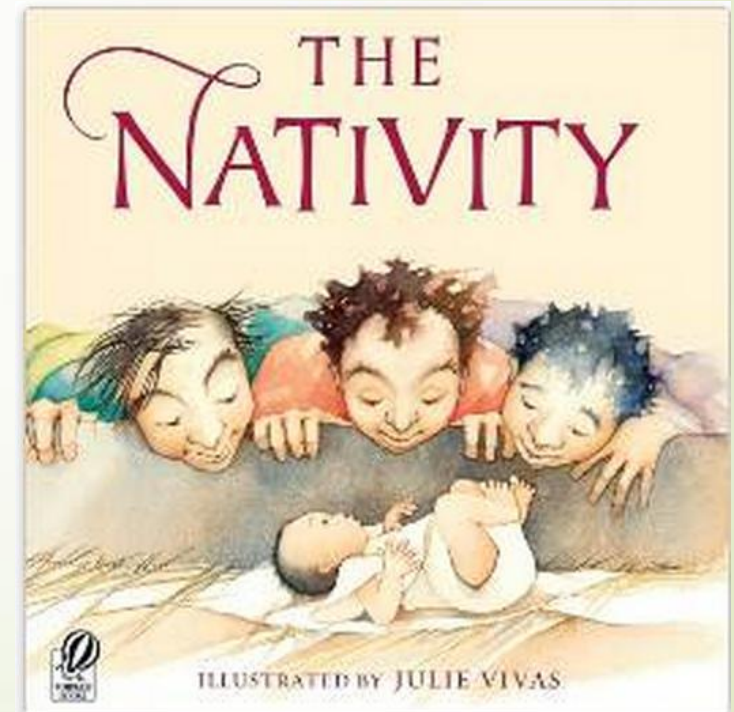
- Write about what matters and what you know
- Writer's notebook entry imitating Woodson's style and theme
- Ideas from other authors





# Literature in the Classroom PLC

- Teachers indicated interest in survey and were contacted after school started
- Brought favorite and new books to share with group
- Read professional books
- Conducted action research



# Quality Literature in Middle School

- ▶ Adults learn about books through discussion...kids do, too
  - ▶ Action research project through PLC
  - ▶ Focused on talk; use of talk tickets
- ▶ At some point, quality reading matters
  - ▶ Inspired by fellow participant
  - ▶ Used information from speakers at Read-In



*Students using talk tickets*

# Mock Newbery

- ▶ Choice
  - ▶ Recommendations
  - ▶ Book commercials
- ▶ Criteria
  - ▶ Minilessons
  - ▶ Directed response



*Students review Mock Reading Newbery nominations in preparation for class discussion*

# Sample Anchor Charts

## Evaluation

evaluate = to find the value or judge the work of something (opinion supported by evidence)

How do we evaluate something?

- gather ALL the evidence
- use a checklist, rubric, or criteria previously established
- consult others (experts)
- learn about the topic by studying examples

Why evaluate?

- to learn
- to give advice
- to predict

## Author's Style

style = the way a book is written

Words we can use to describe an author's unique style:

How do we develop an understanding of an author's unique writing style?

- read reviews + other books by the same author
- reread passages, looking at word choice and sentence variety

Why is understanding writing style helpful to us as readers?

- helps us know what kinds of books we like
- helps you know what to expect + makes you want to keep reading
- help us evaluate



# Sample Reading Journal Entry

try#33 Newbery Theme 11/3/13

Be loyal to your friends - Ivan promises Stella that he will lead Ruby to a better life than the circus, and achieves his goal.

Be a examples for people younger or even older - When Ivan and Ruby get transported Ivan has to show Ruby his bravery and show her that it is okay.

Always try hard to the end - Stella the older elephant has a hurt leg and tries hard everyday till her death.

Try to make new friends - When Ivan is moved to a new home he has to learn to make new friends outside of the circus.

If you have a dream achieve it - the janitors daughter tries to convince her dad to hang a sign for Ruby to get her to her new safe place.

When you are sad try to make it a good day - Ivan was very sad about his friends death so he made a new friend and he did things he liked to do.

Evolution

Capture The Flag is not a Newbery book. The theme is an A- because it sort of tells you the theme, there is no information present in this book. The plot was an A because it has twist and turns, the characters are a B- because they don't describe the characters that well. The setting is an A because it makes a clear statement on where and when it is. The style is a B- because I didn't like the style. It was very boring until they found out who it was. I say this whole book was a C or C- because the twist and turns are good but overall very confusing. Kate Messner should work on the weaker spots.

# Mock Newbery

- Connections
  - Discussion groups
  - Connection board
  - Lengthy class discussion

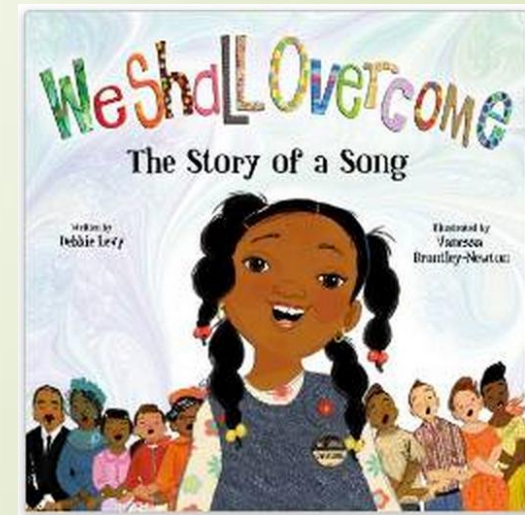
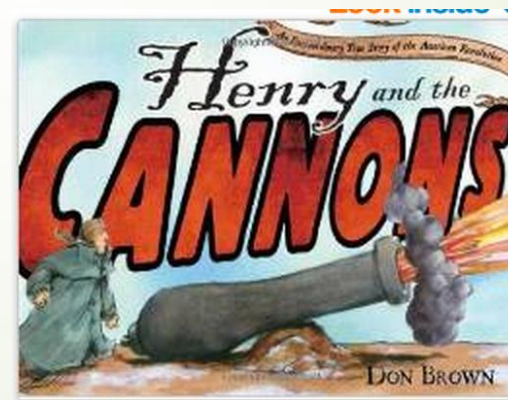
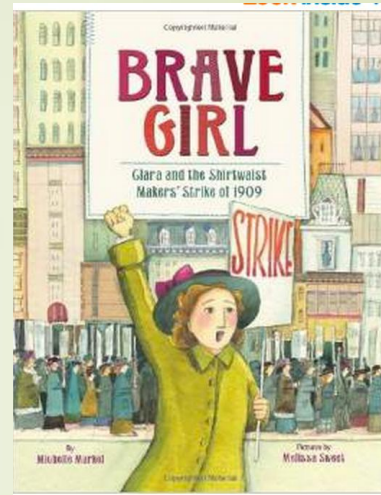
*Class Mock Newbery discussion*



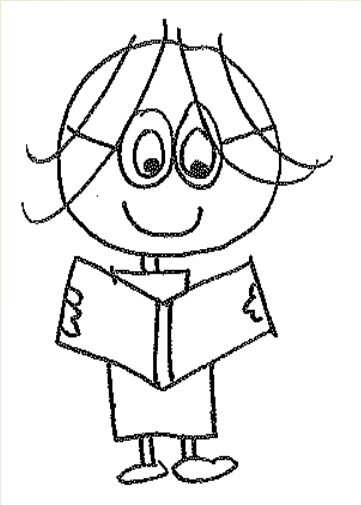


# Literature in the Classroom PLC, continued

- Continued to meet and share new books
- Focus on use of nonfiction
  - Using nonfiction picture books with older students
  - Interdisciplinary project – Social Studies and Language Arts
- Classroom read-ins
  - Labor movement
  - Civil Rights



# We Hope You'll Join Us



## Annual Picture Book Read-In

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**When:** Thursday, August 7th from 9:00AM-3:00PM

**Where:** University of Dayton Marianist Hall, 2nd Floor

**Why:** Discover fabulous **NEW books** for your classroom

**\*\*NEW:\*\*** Several presenters will share strategies for using these books in the classroom

**Perk:** a new picture book to take home

**Cost:** \$10

To register, please contact Gina Lloyd at [rlloyd1@udayton.edu](mailto:rlloyd1@udayton.edu) or call (937) 229-3921

