



How to Use Any Book

(How: In what manner or way)

Grades K-6

- **Reciprocal Teaching:** Teach any of the lessons from Days 1-8 in Reciprocal Teaching. Give each student a RAZ* Book. Student-pairs use the same reciprocal teaching strategy that was modeled by the leader. Kids are now teaching kids!
- **Day 5 Fluency:** Use any of the fluency strategies with RAZ* Books.
- **Tell a Story:** Without reading the story, younger students can look at the pictures and tell the story to their buddy. This is picture reading.
- **Illustrate How the Problem Was Solved:** Students read the RAZ* Book with their buddy. Tell each other what the problem is. Using their white boards, students draw a picture of how the problem is solved.

- **Locating Words:** For younger students, write a list of sight words on the white board - *the, as, and, who, when, where, why, how, if, we, too, one, two, three, four, five, you, is, and was*. Students look for one of the sight words. Show students how to write the word on their white boards with tally marks. Divide the class into teams - Boys vs. Girls or some other division. Make the activity a competition using much enthusiasm and motivation. Students read and share their lists with each other. Determine the winning team based on the number of sight words located, and the number of tally marks.
- **Draw an Illustrated-Only Book:** Provide students with RAZ* Books. Student-pairs draw all the pictures, with no text. Give the pictures to another student-pair. Ask those students to tell the RAZ* story based on the pictures of their classmates.

- **Redraw the Illustrations:** Students choose a RAZ* Book illustration. Draw the picture. Share pictures with students naming the characters and what is going on in the picture.
- **Letter to the Author:** On their white boards, students write a letter to the author. Ask the author three questions. Choose a student to be the author. The student/author answers the questions.
- **Write to a Character:** Students write a letter to a character in the RAZ* Book. Ask the character a question. Choose a student to be the character. The student/character answers the questions using the character's mannerisms and voice.

- **Time-Line:** Older students can work together to form a sequential time-line listing events that happened in the story.
- **Favorite Passage:** Students choose their favorite passage from the story. Students read the passage to their neighbors or the whole class. Listeners respond, "I think this was your favorite passage because . . ."
- **Top 10 List:** Students compose a Top 10 List of their favorite words or events that happened in the story. #10 is their least favorite event. #1 is the very best event of all.

- **Give a Gift:** Choose a character from the book. Work in partner/pairs. Decide on a gift that you think the character would like to receive and why. Describe the gift to the class. For example, in the story, Charlotte's Web, "I would give a fishing tackle box to the character Avery, because he might like to go fishing in the pond. The box would keep Avery busy and out of trouble."
- **Wanted Poster:** Ask students to work in partner/pairs. Students choose a character from the story. The task is to design a Wanted Poster for the character. Include a large drawing of the character's head (wolf); add a description (has a burned tail); reward (20 dollars); and what to do if they see the wolf (call for an animal control officer.) Share posters with their classmates.

- **Scavenger Hunt:** Students search the book for words or sentences that match the scavenger hunt criteria. Here are some examples:
 - ✓ A contraction
 - ✓ A compound word
 - ✓ A word with a silent *e* at the end
 - ✓ The longest word in the book
 - ✓ The shortest word in the book
 - ✓ An adjective
 - ✓ A word with the prefix *un-*
 - ✓ A word that includes the letters *-tion*
 - ✓ A word with the suffix *-ly*
 - ✓ A sentence with an exclamation mark at the end
 - ✓ A one-syllable word
 - ✓ A two-syllable word
 - ✓ A three-syllable word

- **Fifty-Cent Words:** Look for small, unexpressive words (*and, the, was, and is*).
- **Five-Dollar Words:** Look for words that clearly describe their thoughts (amazing, and warm-blooded).
- **Trading Places:** Students answer the question, "Would you want to trade places with a character in the book?" Students talk with their partners; then share the character with which they would like to trade and why.
- **Save the Planet:** Interview characters from the story. Classmates ask characters such questions as, "Mr. Third Little Pig, have you installed solar panels on your roof? Do you recycle your trash?"

- **Big Books for Little Kids:** Older students work in small groups to retell one of their stories for younger students using simple words and pictures. Students visit a young class and read their “retell” books. Younger students compare the two books and decide which version they like best.
- **Similar Traits:** Students read the RAZ* books. Choose a character. Decide which traits you have that are the same as the book character. For example, in the book, Charlotte's Web, the character Fern loves an animal (Wilbur the Pig). Maybe the student also loves animals, especially pigs!
- **Outlook on Life:** Make a list of the RAZ* book characters on the white board. Help students to organize their thinking by deciding how each character look at life. For example, in the book, Charlotte's Web, Charlotte was determined to save Wilbur's life; Wilbur needed confidence, and Fern believed in miracles.
- **Judge and Jury:** For older students, choose a character in the story that has a problem. In the story, The Three Little Pigs, the wolf definitely has a problem trying to eat innocent law-abiding little pigs! Choose a student to act as the character (wolf). Ask another student to be the character's defense lawyer. The student/lawyer will present the case to the jury as to why the character is guilty (After all, this is what wolves do). Continue to tweak the strategy by adding the prosecutor who is bringing evidence and witnesses to prove the character is guilty (I saw the wolf huffing and puffing!). The jury deliberates and determines if the character (wolf) is guilty or not guilty. The judge pronounces the sentence (30 days in Wolf Rehab!).

- **Author Interview:** Choose a student to be the author. Choose a reporter from the local TV Station. The reporter asks questions he/she thinks the audience would like to hear about the story on the evening news.
- **Twenty Years Later:** Students choose a character from the book. They pretend that twenty years have passed. Choose an actor to portray one of the characters as they are today, twenty years older. Classmates ask questions such as, "Mr. Wolf, now that you are old and have gray hair, are you still chasing pigs?" Mr. Wolf might answer, "I learned my lesson. Now, I just walk to the local Deli and order a ham sandwich!"

- **Rate the Book:** Form small groups. Decide how you would rate the book. Use this rating scale or make your own. Students share recommendations with classmates.
 - ✓ 5 = The best story in the world!
 - ✓ 4 = A good story. I might read it again.
 - ✓ 3 = The story was OK.
 - ✓ 2 = I got a little bored with the story.
 - ✓ 1 = Never in a million years would I recommend this book!
- **Character Match:** Ask students to choose a character from the book they are most like. In *Matilda*, "I think I am most like Miss Honey, because she liked to help people, and so do I."

- **Memory Match:** Ask student to think about a memory of their own that is similar to something they read in the book. For example, "There is a tree in the book. In my grandparents back yard there is a tree. I have fun climbing that tree!"
- **Voice-Mail Message:** Students choose a character from the book. Ask students to compose a voice-mail message their character might write. For example, "Hello, you have reached the desk of the Third Little Pig. I can't come to the phone right now. I am out buying a load of bricks for my Brick Building Business. Leave a message at the sound of the beep. I'll return your call as soon as possible."

- **Advice Column:** Choose a story character. Students pretend they are the character. Think of a problem for their character. On their white boards, students write a letter seeking advice from Miss Manners. You can choose a few students to pretend they are Miss Manners and answer the letters. Here is a possible letter:

Dear Miss Manners,

I am having trouble keeping the wolf from knocking on my door. What should I do?

Signed,

The First Little Pig

Dear First Little Pig,

Install an alarm system that will frighten the wolf away.

Signed,

Miss Manners

*RAZ (Reading A-Z) Books are a valuable resource for After School Programs. These books support the alphabet, phonics, and vocabulary in age-appropriate fiction and nonfiction text. Books are downloadable and are leveled by grade. Students have their own books or share with a partner. Leaders use RAZ Books to help students practice concepts that have been presented earlier in the lesson

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