

APPENDIX A

Resources for Locating the Best Children's/YA Books

Publishers Weekly has a fall and spring edition focused exclusively on the children's market, which provides the latest information on new books at every grade level. It is possible to subscribe to only these two editions of *PW* if you are a member of the Society of Children's Book Writers and Illustrators (SCBWI). You can also call 1-800-278-2991 to inquire about purchasing these single issues. Visit www.publishersweekly.com and select Children's Books or Children's Authors on their "browse topics" search option for tremendous information.

Each year, the October issue of *The Reading Teacher* publishes the list of "Children's Choices." This award listing of books is sponsored jointly by the International Reading Association and the Children's Book Council. The list contains the top 100 new titles for children ages five through thirteen as selected by 10,000 children from across the United States. Each title is annotated. Contact IRA at 1-800-336-7323 or visit the Web site at <http://www.reading.org/Resources/Booklists/ChildrensChoices.aspx>.

Each year, the November issue of *The Reading Teacher* publishes the list of "Teachers' Choices." This award listing of books is sponsored by the International Reading Association. The list contains thirty new titles for children ages five to fourteen as selected by teachers, reading specialists, and librarians from different regions across the United States. Each title is annotated. Contact IRA at 1-800-336-7323 or visit the Web site at <http://www.reading.org/Resources/Booklists/TeachersChoices.aspx>.

Each year, the November issue of *The Journal of Adolescent and Adult Literacy* publishes the list of "Young Adults' Choices." This award listing of books is sponsored by the International Reading Association. The list contains thirty new titles for young adults in grades seven through twelve as selected by 4,500 of their peers from different regions across the United States. Each title is annotated. Contact IRA at 1-800-336-7323 or visit the Web site at <http://www.reading.org/Resources/Booklists/YoungAdultsChoices.aspx>.

Booklinks is a wonderful quarterly supplement included with a subscription to *Booklist*—an imprint of the American Library Association. *Booklinks* features wonderful themed book annotations at a wide range of reading levels. It's a classroom teacher's dream for connecting books with the curriculum. Examples of themes include: Setting the West 1800–1900, Sharing the Passion of Science, and A Look at Alphabet Books of the '90s. *Booklist* releases reviews of newly published books in the domain of children's and young adult literature, as well as providing wonderful feature articles of interest to teachers and librarians.

A wonderful resource for those working with young adults is *Voice of Youth Advocates (VOYA)*. This magazine is published April through February on a bimonthly basis and contains excellent articles and resources for those interested in young adult literature. Send questions or requests for information to voya@voya.com or phone 1-800-233-1687 for subscription information. Visit the Web site at www.voya.com.

The Journal of Children's Literature is published twice annually by the Children's Literature Assembly—a special-interest group of the National Council of Teachers of English. Contact NCTE for information at 1-877-369-6283 or visit their Web site at www.ncte.org. An Internet search for this journal by title is the quickest way to subscribe or to receive more information.

The Dragon Lode is a journal of the Children's Literature and Reading Special Interest Group of the International Reading Association. This journal is published twice annually. Contact IRA for more information at 1-800-336-7323 or visit their Web site at www.reading.org. An Internet search for this journal by title is the quickest way to subscribe or to receive more information.

The ALAN Review is published three times annually by the Assembly on Literature for Adolescents Network—a special-interest group of the National Council of Teachers of English. Contact NCTE for information at 1-877-369-6283 or visit their Web site at www.ncte.org. An Internet search for this journal by title is the quickest way to subscribe or to receive more information.

SIGNAL is a journal of the Special Interest Group—Network on Literature for Adolescents of the International Reading Association. This journal is published twice annually. Contact IRA for more information at 1-800-336-7323 or visit their Web site at www.reading.org. An Internet search for this journal by title is the quickest way to subscribe or to receive more information.

More Resources for Locating the Best Children’s Books

Please be aware that all of the URLs listed here were functioning at the time this appendix was prepared. Changes can and do occur on a regular basis.

www.ala.org/alsc/caldecott.html

www.ala.org/alsc/newbery.html

www.bookadventure.org

www.bookmuse.com

www.childrenslit.com

www.guysread.com

www.peggysharp.com

www.cynthialeitichsmith.com

APPENDIX B

Fifteen Great Magazines for Kids

Cicada: Age range: 6–9. Literary focus.

Cobblestone: Age range: 8–14. Focus is American history.

Creative Kids: Age range: 8–14. Focus is stories, games, and puzzles written by and for kids.

Highlights for Children: Age range: 2–12. General interest.

Ladybug: Age range: 2–6. General interest for young children.

Merlyn’s Pen: Age range: 11–16. Focus is stories, poems, and expository pieces written by teens.

National Geographic World: Age range: 8–14. Focus is natural history, science, and outdoors.

Owl: The Discovery Magazine for Kids: Age range: 8–13. Focus is nature, science, and technology.

Ranger Rick: Age range: 6–12. Focus is animals and nature.

Skipping Stones: Age range: 8–18. Focus is multicultural stories for and by kids.

Spider: Age range: 6–9. General interest.

Sports Illustrated for Kids: Age range: 8–14. Focus is professional and amateur sports.

Stone Soup: Age range: 6–14. Focus is stories, poems, and expository pieces written by kids.

Time for Kids: Age range: 9–12. Weekly news magazine. General interest.

U*S* Kids: Age range: 6–11. Historical focus with stories, games, puzzles, and interactive activities.

APPENDIX C

Picture Book of the Month

SUGGESTED TITLES FOR PICTURE BOOK OF THE MONTH, GRADES K–2

<i>One Dog Canoe</i>	Mary Casanova
<i>Raccoon Tune</i>	Nancy Shaw
<i>Miss Smith's Incredible Storybook</i>	Michael Garland
<i>Ten Puppies</i>	Lynn Reiser
<i>My Little Sister Ate One Hare</i>	Bill Grossman
<i>Boo to a Goose</i>	Mem Fox
<i>Carlo Likes Reading</i>	Jessica Spanyol
<i>Love the Baby</i>	Steven L. Layne
<i>Where's My Teddy?</i>	Jez Alborough
<i>Score One for the Sloths</i>	Helen Lester
<i>The Two Terrible Frights</i>	Jim Aylesworth
<i>The War Between the Vowels and the Consonants</i>	Priscilla Turner
<i>Beverly Billingsly Borrows a Book</i>	Alexander Stadler
<i>I Love My Little Storybook</i>	Anita Jeram
<i>Q Is for Duck</i>	Mary Elting and Michael Folsom
<i>Old Black Fly</i>	Jim Aylesworth
<i>No Matter What</i>	Debi Gliori
<i>First Day Jitters</i>	Julie Danneberg
<i>Lily's Purple Plastic Purse</i>	Kevin Henkes
<i>A Fine, Fine School</i>	Sharon Creech
<i>Mud Is Cake</i>	Pam Muñoz Ryan
<i>It's Okay to Be Different</i>	Todd Parr

PICTURE BOOK OF THE MONTH: SCHOOL THEMES

August	<i>First Day Jitters</i>	Julie Danneberg
September	<i>T Is for Teachers: A School Alphabet</i>	Steven L. Layne and Deborah Dover Layne
October	<i>Teachers' Night Before Halloween</i>	Steven L. Layne
November	<i>Miss Nelson Is Missing</i>	Harry G. Allard Jr.
December	<i>The Teachers' Night Before Christmas</i>	Steven L. Layne
January	<i>Miss Malarkey Won't Be in Today</i>	Judy Finchler
February	<i>If You Take a Mouse to School</i>	Laura Numeroff
March	<i>Number 1 Teacher: A School Counting Book</i>	Steven L. Layne
April	<i>A Fine, Fine School</i>	Sharon Creech
May	<i>Thank You, Mr. Falker</i>	Patricia Polacco

SUGGESTED TITLES FOR PICTURE BOOK OF THE MONTH, GRADES 3–8

<i>Dear Mrs. LaRue: Letters from Obedience School</i>	Mark Teague
<i>The Secret Knowledge of Grown-Ups</i>	David Wisniewski
<i>Fireboat: The Heroic Adventures of the John J. Harvey</i>	Maira Kalman
<i>My Brother Dan's Delicious</i>	Steven L. Layne
<i>A Story for Bear</i>	Dennis Haseley
<i>The Other Side</i>	Jacqueline Woodson
<i>Zathura</i>	Chris Van Allsburg
<i>If You Hopped Like a Frog</i>	David M. Schwartz
<i>David Gets in Trouble</i>	David Shannon
<i>Miss Alaineus: A Vocabulary Disaster</i>	Debra Frasier
<i>The Wolf Who Cried Boy</i>	Bob Hartman
<i>Miss Malarkey Won't Be in Today</i>	Judy Finchler

<i>The True Story of the Three Little Pigs</i>	Jon Scieszka
<i>A Fine, Fine School</i>	Sharon Creech
<i>The Bat Boy and His Violin</i>	Gavin Curtis
<i>The Mysteries of Harris Burdick</i>	Chris Van Allsburg
<i>The Teachers' Night Before Christmas</i>	Steven L. Layne
<i>Mailing May</i>	Michael O. Tunnell
<i>Shrek!</i>	William Steig
<i>Who Says a Dog Goes Bow-Wow?</i>	Hank De Zutter
<i>Testing Miss Malarkey</i>	Judy Finchler
<i>How Much Is a Million?</i>	David M. Schwartz
<i>The Three Little Dinosaurs</i>	Jim Harris
<i>A Grain of Rice</i>	Helena Clare Pittman
<i>The Widow's Broom</i>	Chris Van Allsburg
<i>The Bravest Ever Bear</i>	Allan Ahlberg
<i>Thomas's Sheep and the Great Geography Test</i>	Steven L. Layne
<i>Beware of Boys</i>	Tony Blundell
<i>Serendipity</i>	Tobi Tobias

APPENDIX D

FILLABLE FORMS

What Do You Like? Inventory

Name _____

Put an "X" by the things you like.

- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> animals | <input type="checkbox"/> trains |
| <input type="checkbox"/> tools | <input type="checkbox"/> circus |
| <input type="checkbox"/> dancing | <input type="checkbox"/> jokes |
| <input type="checkbox"/> books | <input type="checkbox"/> bugs |
| <input type="checkbox"/> sports | <input type="checkbox"/> cooking |
| <input type="checkbox"/> games | <input type="checkbox"/> computers |
| <input type="checkbox"/> music | <input type="checkbox"/> art |

Reading and Me Inventory



Reading and Me

Name _____

1. How well do you think you read?



2. How do you feel about reading at home?



3. How do you feel about reading at school?



4. Do you have books at home that you read?

Yes

No

5. What are your favorite TV shows? _____

6. What is the best movie(s) you have seen? _____

7. If an author could write a book just for you, what would it be about?

Reading and Me Inventory

Circle what you like to read:

comic books	magazines	newspapers
nonfiction books	poetry	plays
mysteries	funny books	adventure books
“how to” books	books about the past	

Circle what you like to read about or what you want to learn more about:

famous people	music	other countries
insects	dancing	sports
aliens	monsters	jokes
poetry	solar system	friends
animals	planes	cars
cooking	making crafts	drawing

Other _____

T. Tuttle, 2009

Interest Inventory

Name _____

Place a check beside anything on the list below that you would like to know more about.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> auto mechanics | <input type="checkbox"/> construction | <input type="checkbox"/> electronics |
| <input type="checkbox"/> famous people | <input type="checkbox"/> woodwork | <input type="checkbox"/> history |
| <input type="checkbox"/> motion pictures | <input type="checkbox"/> foreign lands | <input type="checkbox"/> printing |
| <input type="checkbox"/> electricity | <input type="checkbox"/> art | <input type="checkbox"/> circus |
| <input type="checkbox"/> music | <input type="checkbox"/> monsters | <input type="checkbox"/> poetry |
| <input type="checkbox"/> theater | <input type="checkbox"/> computers | <input type="checkbox"/> animals |
| <input type="checkbox"/> insects | <input type="checkbox"/> science | <input type="checkbox"/> cars |
| <input type="checkbox"/> dancing | <input type="checkbox"/> singers | <input type="checkbox"/> planes |
| <input type="checkbox"/> geography | <input type="checkbox"/> detectives | <input type="checkbox"/> outer space |
| <input type="checkbox"/> cooking | <input type="checkbox"/> jokes | <input type="checkbox"/> radio |
| <input type="checkbox"/> sports | <input type="checkbox"/> writing | <input type="checkbox"/> trains |

If an author wrote a book just for you, what would it be about? _____

_____.

If _____ recommended a book for me, I would probably read it.

Circle what you like to read.

- | | | | |
|-------------|----------------|------------|--------------------|
| comic books | animal stories | magazines | science fiction |
| mysteries | humorous books | newspapers | historical fiction |
| romances | biographies | plays | adventure stories |
| poetry | short stories | fantasies | “how to” books |

Interest Inventory

Name _____

1. What do you like to do in your spare time?
2. Do you belong to any clubs or organizations? If so, what are they?
3. What kinds of movies do you like?
4. Do you have any favorite sports?
5. If you had three wishes, what would they be?
6. What kind of books do you own?
7. If you had a surprise day off from school, how would you spend it?
8. If you could transport yourself to any time or place in the past, where would you go?
9. If you had the chance to meet any famous person, living or dead, who would it be?
10. If you could pick any three books from a bookstore for free, what might they be about?
11. If you could go on a trip to any place in the world today, where would you go?

Initial Self-Assessment—Reading

Name _____

1. I enjoy reading the following types of print:

<input type="checkbox"/> books	<input type="checkbox"/> magazines	<input type="checkbox"/> newspapers
<input type="checkbox"/> poems	<input type="checkbox"/> short stories	<input type="checkbox"/> plays

2. I choose to read books that are not assigned in school . . .

<input type="checkbox"/> often	<input type="checkbox"/> sometimes	<input type="checkbox"/> never
--------------------------------	------------------------------------	--------------------------------

3. My attitude about reading is . . .

<input type="checkbox"/> positive	<input type="checkbox"/> neutral	<input type="checkbox"/> negative
-----------------------------------	----------------------------------	-----------------------------------

4. I like to read books from the following genres:

<input type="checkbox"/> nonfiction—informational	<input type="checkbox"/> historical fiction	<input type="checkbox"/> science fiction
<input type="checkbox"/> traditional fantasy	<input type="checkbox"/> modern fantasy—low	<input type="checkbox"/> modern fantasy—high
<input type="checkbox"/> nonfiction—biography	<input type="checkbox"/> nonfiction—autobiography	<input type="checkbox"/> realistic fiction—mystery
<input type="checkbox"/> realistic fiction—adventure	<input type="checkbox"/> realistic fiction—humor	<input type="checkbox"/> realistic fiction—classics

5. When I compare books that I have really enjoyed, some things they all have in common are _____
_____.

6. The best book I've ever read is _____
_____.

7. Some of my favorite authors are _____
_____.

8. I could improve my reading skills if _____
_____.

9. People whose book recommendations I value include _____
_____.

10. I could make more time for recreational reading if _____
_____.

11. A reading goal that I would like to achieve for this school year is _____
_____.

Final Self-Assessment—Reading

Name _____

1. I enjoy reading the following types of print:

<input type="checkbox"/> books	<input type="checkbox"/> magazines	<input type="checkbox"/> newspapers
<input type="checkbox"/> poems	<input type="checkbox"/> short stories	<input type="checkbox"/> plays

2. I choose to read books that are not assigned in school . . .

<input type="checkbox"/> often	<input type="checkbox"/> sometimes	<input type="checkbox"/> never
--------------------------------	------------------------------------	--------------------------------

3. My attitude about reading is . . .

<input type="checkbox"/> positive	<input type="checkbox"/> neutral	<input type="checkbox"/> negative
-----------------------------------	----------------------------------	-----------------------------------

4. I like to read books from the following genres:

<input type="checkbox"/> nonfiction—informational	<input type="checkbox"/> historical fiction	<input type="checkbox"/> science fiction
<input type="checkbox"/> traditional fantasy	<input type="checkbox"/> modern fantasy—low	<input type="checkbox"/> modern fantasy—high
<input type="checkbox"/> nonfiction—biography	<input type="checkbox"/> nonfiction—autobiography	<input type="checkbox"/> realistic fiction—mystery
<input type="checkbox"/> realistic fiction—adventure	<input type="checkbox"/> realistic fiction—humor	<input type="checkbox"/> realistic fiction classics

5. I have grown this year as a reader because _____
_____ .

6. The reading selection that I liked the most this year was titled _____
_____ .

7. I liked this selection because _____
_____ .

8. The reading selection that I liked the least this year was titled _____
_____ .

9. I did not enjoy this selection because _____
_____ .

10. A book I enjoyed that was recommended to me this year was titled _____

_____ .

11. Some of my favorite authors are _____

_____ .

Final Self-Assessment—Reading (cont.)

Name _____

12. This year, my reading skills have . . .

improved a lot

improved a little

stayed the same

13. This year my recreational reading habits have . . .

improved

stayed the same

declined

People whose book recommendations I value include _____

_____.

A reading goal that I would like to achieve for next school year is _____

_____.

Reading Goal Sheet

Name _____

Reading Goal for _____ Quarter

- A strong reading goal will
- Stretch you in some new way
- Motivate and interest you
- Be reasonable

My goal this quarter is _____

This is a strong goal for me because _____

Book Chat Preparation Sheet

BOOK CHAT # _____ **GRADE LEVELS** _____

TITLE: _____

AUTHOR: _____ **PUB. DATE:** _____

PUBLISHER: _____ **ISBN:** _____

HOOK: _____

NOTES: _____

OTHER BOOKS BY AUTHOR: _____

Books to Consider

From Shopping: _____

From Book Chats: _____

From Recommendations: _____

From Read Arouds: _____

Book Chat Evaluation Rubric

Student's Name _____ Comments

EFFECTIVE HOOK/INTRODUCTION _____ /04

- creative, attention-getter (2)
- author and title identified
- genre correctly identified

BOOK CLEARLY SHOWN TO AUDIENCE _____ /02

MAIN CHARACTER(S) INTRODUCED _____ /12

(LIMIT: THREE)

- protagonist/antagonist (as applicable)
- age
- physical description
- personality (general disposition, chief likes/dislikes)
- primary goal(s) of character
- comparison drawn to a well-known character or real-life person

SUPPORTING CHARACTERS INTRODUCED _____ /03

(LIMIT: FOUR)

- relationship to main character
- role in story
- additional pertinent information as needed

PLOT DISCUSSED PRECISELY _____ /14

AND CONCISELY

- setting(s)
- major problem
- complications
- climax
- resolution
- conflict(s)
- theme(s)

[Discussion of the plot should move in the order presented here: setting, major problem, complications, climax, etc. Each of these words must be *specifically* stated aloud during the Book Chat. These words must also be in boldface type in the manuscript.]

Book Chat Evaluation Rubric (cont.)

POWERFUL PASSAGE READ-ALOUD _____ /07

- sufficient background provided
- passage is dramatic/climactic
- superior oral reading (3)

DELIVERY _____ /12

- volume
- rate
- enunciation/articulation
- pitch/tone
- eye contact
- stage presence

CLOSING _____ /03

- creative (2)
- clear closure

MANUSCRIPT _____ /19

- strong vocabulary (3)
- clear transitions (3)
- bold headings with reduced type size as per model (2)
- cohesive written text (4)
- strong writing mechanics (4)

APPEARANCE OF MANUSCRIPT (3)

OVERALL IMPRESSION _____ /20

TIME ALLOCATION MET (8 MIN. MAX) _____ /04

TOTAL _____ /100

GRADE _____

Delivery Start Time _____ : _____

Delivery Stop Time _____ : _____

First Read Club Sticker



BOOKS BY STEVEN L. LAYNE

- Layne, S. L. 2011. *Paradise Lost*. Gretna, LA: Pelican.
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