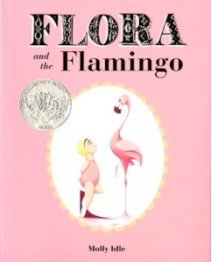
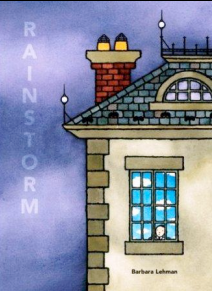


## Launching The Reading Workshop:


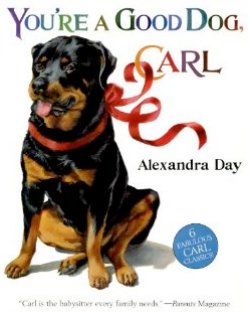
We Are All Readers -- Exploring Books (September) &

Readers Read, Think and Talk about Emergent Story Books (October)



*From the first day of school, kindergartners are learning that they are readers. The following books will allow students to feel successful as they explore wordless picture books and emergent readers. Each book can be used for a variety of teaching points and will help students to begin thinking about how pictures tell a story and practice critical early reading skills like 1:1 correspondence and directionality.*

| Book Cover  | Book Title and Summary   | Author, Publisher, and Year                | Teaching Points and Tips  |
|---|--|--|---|
|   |  |  | Teaching Points From: <a href="http://woodburn.schoolfusion.us">http://woodburn.schoolfusion.us</a><br><a href="http://www.ppsliteracycoachconnect.com">www.ppsliteracycoachconnect.com</a>                         |
|   | Interactive flaps show the tale of Flora and her flamingo friend as they learn to dance together in harmony; Caldecott winner.   | Molly Idle<br>2013<br>Chronicle Books      | <i>Teaching Points:</i><br><br>* Readers can pretend they are the characters by studying the illustrations<br><br>*Thinking, reading and talking about books with buddies<br><br>*Turning and talking with partners |
|  | Stuck inside on a rainy day, a little boy opens a trunk and is taken on a magical journey to a whole new world. This author has several other wordless picture books, including the Caldecott Honor winner <i>The Red Book</i> (2004), CCBC Best Book of the Year winner | Barbara Lehman<br>2007<br>Houghton Mifflin | <i>Teaching Points:</i><br><br>*Readers get excited about books by going on reading adventures<br><br>*Thinking, reading and talking about books with buddies<br><br>*Turning and talking with partners             |

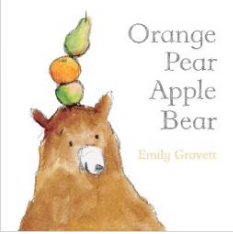
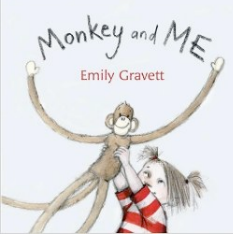
*Created by the Elementary Summer Curriculum Project Committee 2014*

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|  | <i>Museum Trip</i> (2007), and multi- award winning <i>Trainstop</i> (2008).  |  | <p>*Comparing multiple stories from the same author</p> <p>*Touch pictures and narrate story in a way that makes sense with the pictures</p>  |
|   | <p><b><i>The Lion and the Mouse</i></b></p> <p>Beautiful illustrations retell the Aesop's classic fable; Caldecott Award winner.</p>  | <p>Jerry Pinkney</p> <p>2009</p> <p>Little Brown and Company</p> | <p><i>Teaching Points:</i></p> <p>*Readers get excited about books by learning to read for different purposes: reading for information, reading for enjoyment or reading because the book was recommended</p> <p>*Thinking, reading and talking about books with buddies</p> <p>*Turning and talking with partners</p> <p>*Discuss author's purpose and theme</p>   |
|  | <p><b><i>You're A Good Dog, Carl</i></b></p> <p>6 Carl stories including the first, <i>Good Dog Carl</i>. When Mom leaves for the day, Carl (the dog) is left in charge of baby Madeline. After Carl helps baby Madeline escape from her crib, they head out on a wild adventure. This popular dog has his own series. Other titles include: <i>Carl's Summer Vacation</i> (2008), <i>Carl's Sleepy Afternoon</i> (2005), and <i>Carl's Snowy Afternoon</i> (2009).</p> | <p>Alexandra Day</p> <p>2007</p> <p>Square Fish</p>              | <p><i>Teaching Points:</i></p> <p>* Readers get excited about books by reading favorite books and concept books</p> <p>*Readers can choose a book by looking at the cover</p> <p>*Thinking, reading and talking about books with buddies</p> <p>*Turning and talking with partners</p> <p>*Begin to study a single character across several books</p> <p>*Readers read for a longer amount of time by rereading their books</p> |

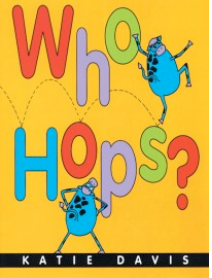
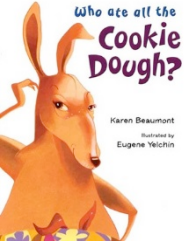
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|  | <p><b><i>Wave</i></b></p> <p>Soft and simple illustrations show the story of one little girl's playful day at the beach.</p>  | <p>Suzy Lee</p> <p>2008</p> <p>Jacket Illustrations</p>      | <p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> <li>*Thinking, reading and talking about books with buddies</li> <li>*Turning and talking with partners</li> <li>*Can be used for Small Moment unit during Writer's Workshop</li> <li>*Readers read for a longer amount of time by rereading their books</li> </ul>  |
|  | <p><b><i>Blue Chameleon</i></b></p> <p>A whimsically illustrated, simple reader with limited, large printed text. Chameleon is lonely and looking for friends. He encounters different colored and patterned animals and objects. Author has several great titles, perfect for Read Alouds for emerging readers: <i>Dogs</i> (2010) and <i>Again!</i> (2011).</p> | <p>Emily Gravett</p> <p>Simon &amp; Schuster</p> <p>2010</p> | <p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> <li>*Readers practice by pointing and knowing where to start</li> <li>*Readers point to each word when they're reading</li> <li>*Readers can read the words, pictures, or retell a story</li> <li>*Revisit for unit three, Learning to Actually Read: Readers get their mouth ready with the beginning sound and check the picture</li> </ul> <p><i>Other uses:</i> Using color and other describing words</p> |

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|  | <p><b><i>Orange Pear Apple Bear</i></b></p> <p>An adorable and silly emergent reader that only contains 5 words! Students will quickly discover the repetitive words and how switching the word order makes the story different from page to page.</p> | <p>Emily Gravett<br/>Simon &amp; Schuster<br/><br/>2005</p>      | <p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> <li>*Readers notice that a word stays the same no matter where it is or what page it's on (word constancy)</li> <li>*Readers practice by pointing and knowing where to start</li> <li>*Readers point to each word as they're reading</li> <li>*Later in the year (for higher level learners): Readers notice that commas can change the meaning</li> </ul>   |
|  | <p><b><i>Monkey and Me.</i></b></p> <p>This title, <b>available as a Big Book</b>, tells the tale of a little girl and her toy monkey as they playfully mimic other animals like kangaroos.</p>  | <p>Emily Gravett<br/><br/>2008<br/><br/>Simon &amp; Schuster</p> | <p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> <li>*Readers practice by pointing and knowing where to start</li> <li>*Readers point to each word as they're reading</li> <li>*Readers can read the words, pictures, or retell the story</li> <li>*Readers use the pattern in a book to make predictions</li> <li>*Revisit in unit three, Learning to Actually Read: Readers use the pattern in a book to think about what they will read next</li> </ul> <p><i>Other uses:</i></p> <ul style="list-style-type: none"> <li>*Writing Workshop pattern book unit</li> <li>*Use as a model for creating a class interactive book:<br/>"Teacher and me. Teacher and me. Teacher and me. We went to see some..."</li> </ul> |

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|   | <p><b><i>Who Hops?</i></b></p> <p>Bright, playful pictures adorn the pages of this interactive pattern books. Students are sure to join in as the author adds in silly twists. <b>Available as a Big Book.</b> Davis also has a similar story: <i>Who Hoots?</i> (2004).</p> | <p>Katie Davis</p> <p>2001</p> <p>HMH Books</p>   | <p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> <li>*Readers practice by pointing and knowing where to start</li> <li>*Readers point to each word as they're reading</li> <li>*Readers can read the words, pictures, or retell the story</li> <li>*Readers use the pattern in a book to make predictions</li> <li>*Readers know how to share a reading adventure with a partner by taking turns and making plans</li> </ul> <p><i>Other Uses:</i></p> <ul style="list-style-type: none"> <li>*Writing Workshop pattern book unit</li> <li>*Using action words, thought bubbles, and speech bubbles</li> </ul> |
|  | <p><b><i>Who Ate All the Cookie Dough?</i></b></p> <p>Kanga is on a mission to find out who ate all of her cookie dough. Students will quickly begin to read along with this sing-song, repetitive tale. <b>Available as a Big Book.</b></p>                                 | <p>Karen Beaumont</p> <p>Illus. Eugene Yelchin</p> <p>2008</p> <p>Henry Holy &amp; Company.</p> | <p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> <li>*Readers practice by pointing and knowing where to start</li> <li>*Readers point to each word as they're reading</li> <li>*Readers can read the words, pictures, or retell the story</li> <li>*Readers use the pattern in a book to make predictions</li> <li>*Readers know how to share a reading adventure with a partner by taking turns and making plans</li> <li>*Revisit in unit three, Learning to Actually Read: Readers use the pattern in a book to think about what they will read next</li> </ul>   |