

Bookmate Planner



Books on the Menu[®] is a Program Created by
Reading Is Fundamental[®] to Inspire Young People to Read and Learn



Bookmate Planner

This Book Belongs To:

.....

My Bookmate Is:

.....



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Reading Is Fundamental® to Inspire Young People to Read and Learn**

Bookmate Planner

Reading Is Fundamental, Inc. (RIF®) develops and delivers children's and family literacy programs that help prepare young children for reading and motivate older children to read. Through a national network of teachers, parents, and community volunteers, RIF programs provide books and other essential literacy resources to children at no cost to them or their families. RIF's highest priority is the nation's neediest children, from infancy to age 11.

Through a contract with the U.S. Department of Education, RIF provides federal matching funds to thousands of school and community-based organizations that sponsor RIF programs. RIF also receives private support from hundreds of corporations and foundations, thousands of local organizations and businesses, and countless individuals.

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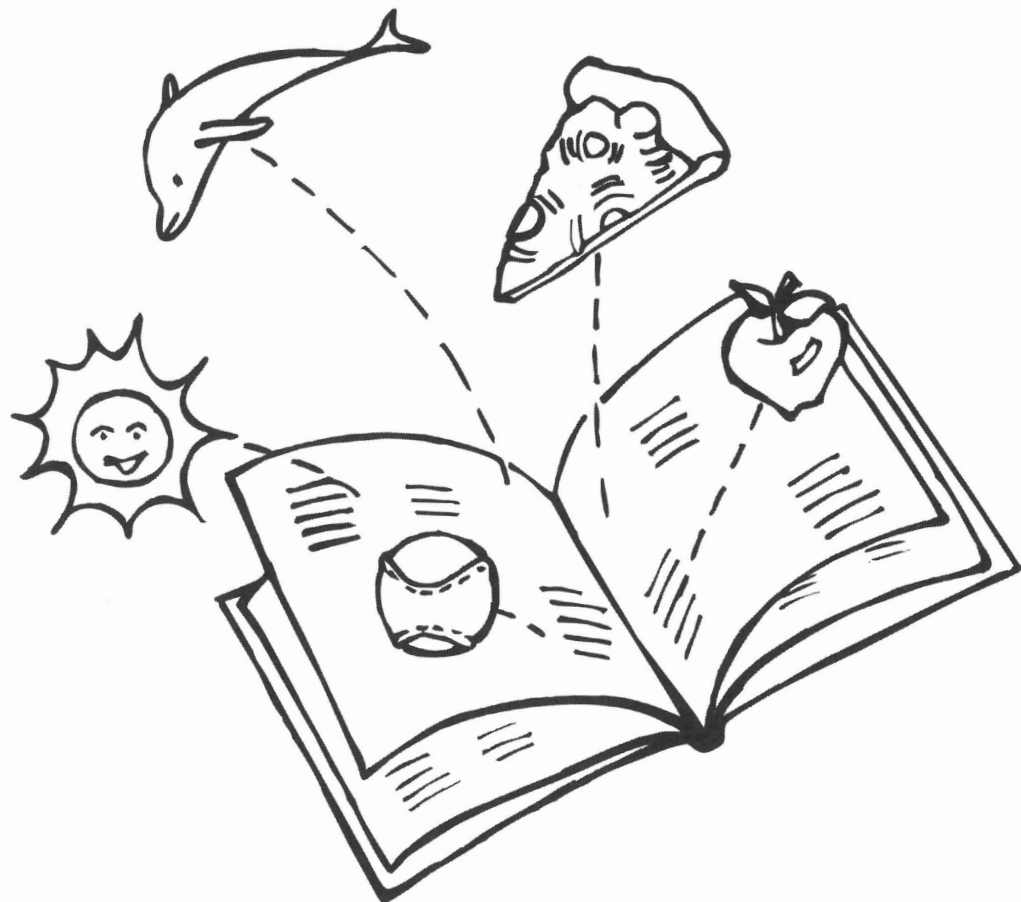
Overview

You have been selected to participate in an exciting reading buddy program. Your role in this program is to be a younger child's **bookmate**, or reading mentor — a special friend that he or she looks up to and learns from.

You and your bookmate will meet regularly during your **“Read Together”** sessions to share books and do fun activities that are connected to stories. These meetings with your bookmate will inspire him or her to want to read by showing how cool books can be and how much fun it is to read them together.

This program is for you, too. It's a chance for you to take a fresh look at some of the books you loved when you were younger, to feel good about helping someone else get into the habit of reading, and to discover that you may already know a great deal about books!

Another cool thing about this program is that you don't just read books — you will also get to choose and keep books! Both you and your bookmate will have a chance to choose and keep books throughout the program.



What Does it Mean To Be a Reading Buddy?

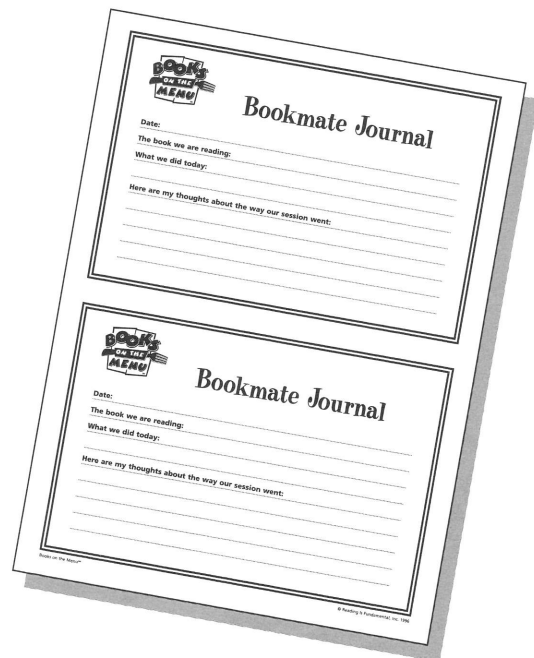
Over the next couple of months, you will be spending time with a younger child (your bookmate), meeting once a week for your “Read-Together time.” During this time you will read a story and will follow up the reading with a fun activity. To help you prepare to become an effective older bookmate, your teacher will talk with your whole class about how to read a story out loud.

Do you remember being read to when you were little? Do you remember what kept you interested? Did the reader make silly voices, point out the pictures, or ask you questions about the book? All these things might have inspired you to become a reader. That is why you are going to practice these read-aloud skills to make sure that you and your bookmate have fun every week! You just don’t read the book; it’s a whole experience.

In the training, you will discover that there are three main components to reading a story out loud. They are broken up into three parts:

1. Before we read... this is when you will look at the cover and the first few pages. You might take this time to have your bookmate guess what the story might be about.

2. While we read... talk like friends, pointing out interesting things to each other. You might comment on what you see in the picture, or what you think is going to happen next. Look at the illustrations- are they telling a story on their own? Relate what is happening in the story to your own experience. For example, if the book is about pizza, you might talk about your favorite toppings or how to make a pizza from scratch.



3. After we read... Take this time to discuss what happened in the book. You might ask each other what you liked or disliked about the book. After your discussion, do something interesting or creative so that your bookmate will connect reading with a happy experience. Ask your teacher, family members, or friends for suggestions.

For some of the books in the classroom collection, your teacher will have Menu Planners or Activity Planners that will give you ideas for the three components of a read aloud. See example on this page.

4. Hungry for More?...both you and your younger bookmate will have a chance to choose and keep books during a **Book Feast**. This special event might include food, activities for you to do together, and the chance to choose books that interest you.

Bread and Jam for Frances

by Russell Hoban

Frances is a badger who eats only bread and jam. She won't give other foods a try—until her parents and her best friend, Albert, help change her mind.

Before we read...

- Tell each other some of your favorite foods.
- What are some foods you don't like?

While we read...

- Explain what it means when Albert makes his lunch "come out even." Have you ever done that?
- When do you start to notice that Frances may be changing her mind about eating bread and jam?

After we read...

- What do you think made Frances change her mind?
- Make up a song like Frances does. Sing it together.
- Draw your favorite lunch inside a lunchbox. Label what is in the lunchbox.
- Make a book together of "Foods We Like." Draw or cut out magazine pictures of foods you like. Paste them into the book and label them.
- Come up with another good idea.

Hungry for more?

- There are more books about Frances, including *Best Friends for Frances*.
- In *More Spaghetti, I Say!*—another Books on the Menu title—you can meet another character who can't get enough of one food.



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How to Read So Younger Kids Will Listen

Now that you have an idea of what it takes to read a story aloud, you might want to think about how to keep your bookmate's attention. How well you read the story can make a big difference.

Follow these quick and easy steps:

- Make sure the book you choose is one you both will enjoy. If you like the story, your enthusiasm will come through. If you don't, your boredom may be catching!
 - Before your session, take the time to read the book to yourself - first silently, then out loud. You might want to practice reading aloud to a friend or a younger brother or sister.
 - When you read, use a lively voice full of expression.
 - Give characters in the story different voices - low, gruff voices for villains, kindly voices for heroes, higher voices for babies, and so on.
 - Read an important part of the story very slowly, or an exciting part a little faster. Are some parts meant to be read loudly or softly?
- If there are rhymes or words that repeat, invite your bookmate to chime in. Maybe your bookmate can read a word that is often repeated in the story. Use stick-on notes to mark places in the book where your bookmate can read with you.
 - When you read together, let your bookmate hold the book and turn the pages. You may need to remind your bookmate quietly to "turn the page."



Planning a Read Together

We mentioned earlier that you will meet with your bookmate regularly for Read Together. This section will help in planning this special time with your buddy. Your teacher

TIP

To help you come up with ideas about what to do during your Read Togethers, your teacher has **Menu Planners** for some of the books. These menus give you tips and hints on what to talk about before, during and after a story.

has a collection of books for you to choose from to use during your Read Together. The first step in planning a Read Together is to select a book.

Once you choose the book for the Read Together, what next?

Being a mentor is a little like being a teacher. Like a teacher, you'll have to

do some planning to make sure you're ready for each Read Together.

This means:

- Take the book home and read it yourself before you read it to your bookmate.
- Decide what you will talk about and do during your read-together. Ask your teacher if they have an activity page for the particular title and ask your parents or friends for ideas.
- Read the Menu Planner if available and make notes for yourself.
- Stick notes on the book pages that you want to talk about with your bookmate.
- Collect supplies that you need for the activity you plan to do after reading the story.

For every book, you will plan two things. The first is what you and your bookmate will talk about before and while you read. The second is what you and your bookmate will make or do after you read.

Activity Ideas

After you finish reading the book with your bookmate, the Read Together isn't over. After reading, you both will have fun doing activities related to the stories. To help you get ideas, ask your teacher if he or she has **activity pages** that might relate to your book.



Supplies Checklist

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Construction paper <input checked="" type="checkbox"/> Poster board <input checked="" type="checkbox"/> Unlined paper <input checked="" type="checkbox"/> Extra-big paper <input checked="" type="checkbox"/> Pencils <input checked="" type="checkbox"/> Crayons <input checked="" type="checkbox"/> Markers <input checked="" type="checkbox"/> Rubber stamps <input checked="" type="checkbox"/> Scissors <input checked="" type="checkbox"/> Old magazines <input checked="" type="checkbox"/> Children's product catalogs <input checked="" type="checkbox"/> Fabric scraps <input checked="" type="checkbox"/> String, yarn, etc. <input checked="" type="checkbox"/> White glue <input checked="" type="checkbox"/> Bindery rings 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Nature materials for collage <input checked="" type="checkbox"/> Shoe boxes <input checked="" type="checkbox"/> Stick-on notes (or paper slips) <input checked="" type="checkbox"/> Paper plates and napkins <input checked="" type="checkbox"/> Plastic dishes and utensils <input checked="" type="checkbox"/> Chopsticks <input checked="" type="checkbox"/> Rice <input checked="" type="checkbox"/> Pasta shapes <input checked="" type="checkbox"/> Measuring cups and spoons <input checked="" type="checkbox"/> U.S. map <input checked="" type="checkbox"/> World map or globe <input checked="" type="checkbox"/> Local restaurant menus <input type="checkbox"/> <input type="checkbox"/>
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Conducting a Read Together

Now that you have prepared for your Read Together, here are some tips on what to do when you meet with your bookmate.

Talking

There is no one right way to think or talk about a book.

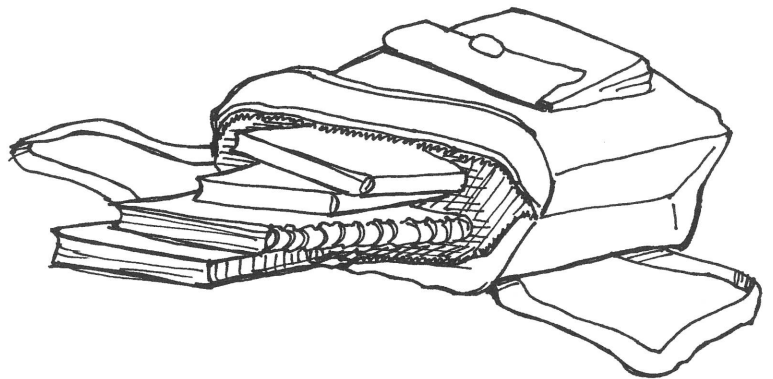
A great way to start talking about a book is by noticing what is going on in the words and in the pictures. Every time you read a story, you are noticing more — a funny thing going on in the background of a picture, rhyming words, a character's thoughts or actions, and other details. You can use stick-on notes to remind yourself about interesting things you and your buddy might talk about and notice together.

You will see that on each book's Menu Planner there are suggestions for talking about that particular title.

Tips

- Before you begin reading aloud, look together at the cover and the first few pages. Guess what the story might be about.
- During the story, talk like friends, pointing out interesting things to each other. You might comment on what you see in the picture, or what you think is going to happen next.

- Look closely together at the illustrations. Sometimes there are other little stories going on in the pictures.
- If you and your bookmate like certain pictures or you think some things are funny, tell each other. Yes — it's okay to laugh!
- Whenever you can, encourage your bookmate to relate what is happening in the story to his or her own experiences.
- Often a character will change his mind or do something differently by the story's end. If you are reading about a character that has changed, talk with your bookmate about why.
- Can you and your bookmate tell each other what the book is explaining — for example, how to make a pizza, or how to fold tamales?



Follow Up

Do something interesting or creative after you read a book together. That will help your bookmate connect reading with a happy experience. Your bookmate may even learn something new! But the main idea is to have some fun together.

Often the Menu Planner will suggest that you write down stories your bookmate tells you. Your teacher might have some good suggestions or you might want to come up with your own ideas.

Your teacher can make copies of special Activity Pages for some of the titles. Ask to see the pages so you can decide if and when to use them.

Go with the Flow!

No matter how carefully you plan for things to go one way, they may go another. This is especially true when you are working with young children.

Keep in mind that the most important part of being a reading buddy is to have fun reading! If you have to leave out a question you planned to ask, or point out one less picture detail, or change the way you do a project, that's okay! You and your bookmate may even decide to do something entirely different than what you originally planned to do during your Read Together.

You may run out of time before you finish because something took longer than you had planned. That's okay, too. Use part of the next Read Together to complete your project.

Remember, it's the fun that counts, not the number of books you read!

General Tips for Being a Reading Buddy

Whatever you do, have FUN!

- Don't worry — You will come up with your own good ideas. If you think of something else you'd like to talk about or do, be sure to write it under "Your Notes" so you won't forget.
- Under "Your Notes" in this planner, list any tools and materials you will need for your project. As you collect supplies, check them off the list. Put everything in a basket, bag or box so that you can carry it to your working place.
- If you can, work alongside your bookmate and make your own version of whatever he or she is making. Try to finish together even though you may be able to work faster.
- Let your bookmate do at least half of the coloring, cutting, and pasting if you are working on the same project together.
- If you are writing together, let your bookmate dictate while you write the words on the page. If your bookmate can write, let him do his own writing and spell words his way. Ask your bookmate to read the story back to you.
- Compliment your bookmate's skills. Say things like, "You're a great colorer," "You said that with lots of expression," and "I really like this story you're telling me to write." Comments like these help your buddy feel good about himself.
- Leave a few minutes for clean-up. Clean together so that your bookmate will learn from your example.
- Put used supplies back in your class supply area so that others can find what they need for the next session.

Getting to Know Your Bookmate

Now that you have learned about this program and what you will be doing, here are some ideas to get you started. First things first - introduce yourself to your bookmate! After you read this booklet and receive training from your teacher in how to read out loud to your younger bookmate, you will probably conduct an interview when you first meet your bookmate.

Bookmate Interview

Find a quiet spot where you can talk and get to know each other. On the next page, you will find a set of questions that can help you get started, but you can also chat about other things. Don't ask all the questions. Give your bookmate a chance to ask you about yourself. He or she wants to get to know you too!



Here are some tips for when you talk to your bookmate:

- When getting to know your bookmate, listen rather than write.
- React to what your bookmate tells you. Comments like, "Oh, I like that book too" or "I've never eaten there," let your bookmate know you are paying attention.
- Write about your interview and what you learned *soon after* you have chatted with your bookmate. That way, you won't forget important details.

If you see your bookmate on the playground, in the lunchroom, or in the hall, say hello or wave. Your bookmate is likely to be shy around an older person. Your friendliness will help him feel less shy, and he'll be happy to get attention from a "big kid" like you.

Your bookmate's teacher can give you some helpful information and advice about your reading buddy's skills and interests. The teacher may want to have a quick conference with you, or the teacher may put some of these ideas down in writing. Keep the teacher's tips in mind when you are planning activities to do with your bookmate.

"My Bookmate" is a great place for you to write even more information about your bookmate (see page 10).

Your Bookmate's Reading Level

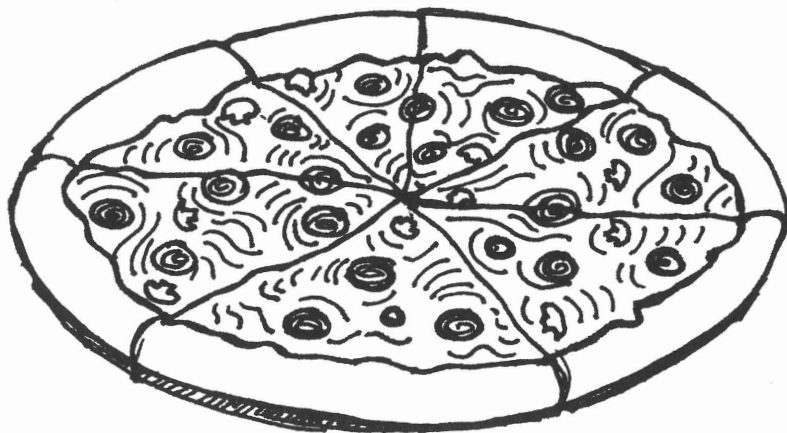
Your bookmate may already know how to read. You may learn this from your bookmate's teacher, or you may observe it for yourself. Some kindergartners and first-graders can easily read whole sentences, while others have just started to know some words by sight, from their sounds, or from their meaning in the sentence. Help when your bookmate wants you to. Remember, you are not teaching your bookmate to read, but you can support his or her efforts to learn.

Here are special tips for supporting a new reader:

- Let your bookmate hold the book.
- Let your bookmate try a word, but don't wait more than a few seconds before you offer help. You don't want your friend to get frustrated, or to break the flow of the story.
- Ask, "Can you guess what that word is?" Often, a new reader can figure out a word but just needs some encouragement.

- Read a page first, and then let your bookmate try the same page.
- Take turns reading pages or paragraphs.
- For a very new reader, find some words they know in the book, like *pizza*, *please*, or *dog*. When you come to one of the words, stop, point to the word, and let your bookmate read it.
- Read aloud slowly and let your bookmate follow the words with his or her finger. Your bookmate should be the one holding the book.

Compliment your bookmate for any effort to read. Reading is a tough job - but after all - you learned to read! Your bookmate will too. And for now, your bookmate will be grateful for your praise and support.





Bookmate Interview

Bookmates:

1. What kinds of stories do you like?

I like:

.....

My bookmate likes :

.....

2. What is your favorite book?

My favorite:

.....

My bookmate's favorite:

.....

3. What are some of your favorite foods?

My favorites:

.....

My bookmate's favorites:

.....

4. What are some foods you don't like at all?

I dislike:

.....

My bookmate's dislikes:

.....

5. Who reads to you at home?

..... **reads to me.**

..... **reads to my bookmate.**

6. What do you like to do for fun?

I like to

.....

My bookmate likes to

.....



My Bookmate

By:

.....

Your Name

My bookmate's name is:

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1. My bookmate's favorite book is:

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2. My bookmate's favorite food is:

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3. What is the same about us?

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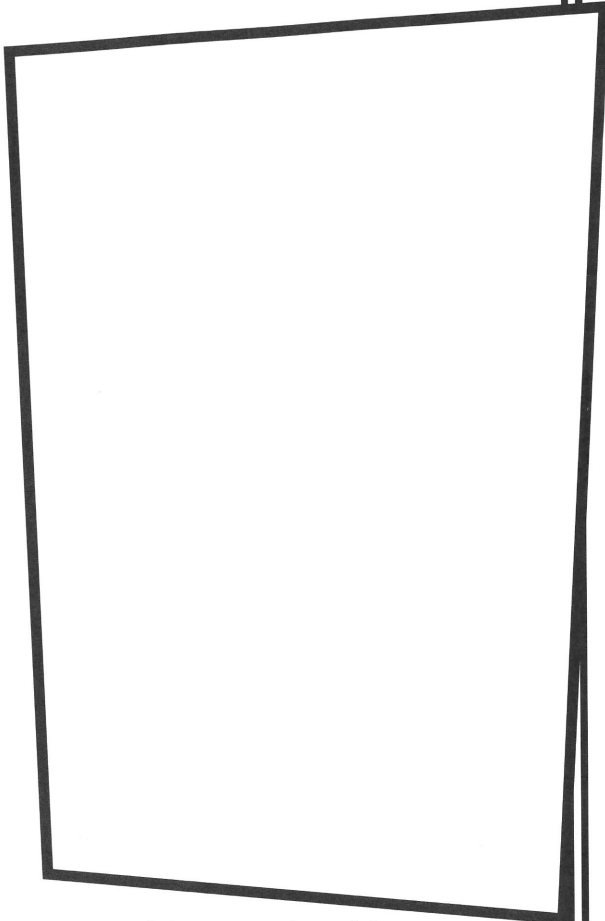
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4. What is different about us?

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Draw a picture or paste a picture of your bookmate in the box.

Menu Planner

Book:

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By:

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Story Summary:

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Before we read...

After we read...

Hungry for more?

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While we read...

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This Activity Menu was created by

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Bookmate Journal

A lot of thoughts will go through your mind during your Read Togethers. Take a few minutes after each session to write them in this special journal "built in" to your Bookmate Planner.

You may feel proud, for example, when your bookmate asks you to read a story again. Or you may be excited when he recognizes a new word, or frustrated when he or she is too dis-

tracted to listen. Keeping a journal will help you remember what works with your bookmate, and what doesn't.

After each Read Together, you will have a chance to talk to your classmates about your reading experiences. Your journal can help you recall some of the problems you encountered and some of the solutions you came up with.



Bookmate Journal

Date:

The book we are reading:

What we did today:

Here are my thoughts about the way our session went:

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Bookmate Journal

Date:

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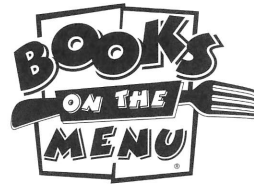
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Bookmate Journal

Date:

The book we are reading:

What we did today:

Here are my thoughts about the way our session went:

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What Have You Accomplished?

As a reading mentor, you have accomplished so many things:

- 1 You have made a younger child feel special.
- 2 You have set a good example for a new or soon-to-be reader by showing that reading is important to older kids, too.
- 3 You have inspired your bookmate to want to read like you.
- 4 You have helped her get ready to read.
- 5 You have helped him see that reading can be interesting and fun, and not just hard work.
- 6 You have taught yourself details and patterns in books and stories.
- 7 You have been a good friend and dedicated mentor, and helped your bookmate get off to a happy start in school.
- 8 You've read a lot of books!



Congratulations!