



## *At literatureplace.com... it's all about choices.*

*And choices means you are in control.* Through interviews, brainstorming sessions, focus groups, we have over time collected numerous tips from teachers who have been using the resources available at our site. In the process, we discovered that the value of any instructional resource is best determined not by how *we* imagined it, but by how *our users* with their unlimited vision and vast needs imagine it. It's really all about your choices...the more resources you have at your fingertips, the more choices you have for how to integrate them in your instructional program. The following lists just a few of our users choices and how they relate to specific resources.

### Using the Bookfolio Student Activity Guides

**Choose books that correlate with your social studies program:** Many of the titles in the Historical Fiction genre correlate with topics included in the social studies curriculum for grades 3 through 8. Use the story summaries to correlate a book's content with your curriculum. Find activities in the bookfolio that will take students beyond the text to investigate related topics in more depth.

**Let your students select group activities:** If your literature program is designed to have your students work in groups, or literature circles, have each group read the same book. Then give the group a copy of the group activities and let them decide which activity or activities they want to do as is or modify to meet their goals. There is enough variety to appeal to the interest and talent level of most students.

**Customize activities:** If some students need more help with directions, as a subscriber you could use cut and past to copy activities onto your word processor and customize them to meet the specific needs of my students. You might also want to use this to personalize an activity by adding the names of the students in a group project and/or writing a special message to them.

**Write your own comments:** The PDF version of the activity has a space that can be used for your evaluation of the student or group's work, or for a message or comment before the student or group begins the activity. You could write your own comment to the student who will be doing the assignment, such as the references that are available, or if it's a group activity you could add the names of the students in the group and their particular responsibility in the group. The activity sheet can be attached to the activity when it is completed.

**Collect your favorite Bookfolios:** Create binders for the bookfolios you plan to use for future reference. As permanent resources that can be reproduced, you can group them by level, by genre, by curriculum area and make them available to students so they can choose their activities.

**Collect multiple-choice questions:** You may wish to collect the multiple-choice questions and keep them in a separate binder and then use them as needed. Some of our users have students complete the questions while reading the book, while others may choose to use the questions as a check or quiz.

**Look at the genre collection:** If your literature curriculum is based on genre, by using several of the titles in a genre, your students will experience the rich breadth and scope of a genre. Many activities will

engage students in exploring the elements of the genre as demonstrated by the best authors of that genre. You could also use the titles among the three levels in a genre as a basis for your title selection process when planning your curriculum.

**Multiple reading levels:** If your students are reading at many levels and you wish to use the genre approach, then choose books in a genre from among the three levels. Let students explore the genre at a variety of levels, from the easy-to-read to the more rigorous level, and compare the differences and similarities.

**Multiple choices for a theme:** Several themes are popular among the classics, such as the struggle between good and evil, survival in the wilderness, growing up. Select several titles that treat the same theme and have students compare the story plots and characters and how the author treats the story theme.

**Select several books by an author:** After students read a book from the Bookfolio Core Collection, select activities that focus on the author's style. Then have students read other books by that author to compare and contrast how the author's style varies or remains the same.

**Add your own activities:** There are unlimited ways to look at a book just as there are unlimited activities that stem from a book. Add other activities that have proven to be successful to your bookfolio. An activity that works for one class may not for another so collect as many activity as possible to build a reservoir that will be as diverse as your students.

## Using the Reading Guides

**Multi-level grouping:** Use the discussion questions in a group meeting with students who need a guided-reading approach. The rest of the group who can work more independently can work on the Ongoing Activity, the question at the end of each chapter discussion guide that relates to it, and the Culminating Activity. They can share the results of their work with the group.

**Related reading:** Those students who express an interest in the book and the author can pursue independent reading of other titles by the author (see pp. iv) and do a book talk for the rest of the class. This is especially effective when the book is the first in a series.

**Research more information about the author:** If students have use of the Internet, introduce them to the websites suggested on pp. iv to find information about the author's life and works to share with the class or prepare to conduct an author interview.

**Students prepare questions:** Have students prepare a set of questions while they are reading a chapter and compare them with the questions given in the Discussion Guide. Help them to see why some questions are more important than others because they contribute to understanding the complexities of story plot, the story setting, and the character s.

**Assigning a set of questions to students:** Assign a set of questions to each student in a group and then have them prepare a response for each one. This works well when there a many questions for a particular chapter.

**Note-taking:** Students should just take notes in responding to each question. Encourage their use of phrases instead of long sentences and paragraphs. They should share their responses to see if they are selecting key words. It is important to provide variety in using the Discussion Guides.

**Vocabulary:** Students can use the vocabulary words with page references to search for context clues in the surrounding text. While the page references are only in the Teacher Guide section, you can write them on the student pages before duplicating them

**Extending vocabulary:** Encourage students to find synonyms for some of the vocabulary words and to discuss which of the words is more effective, theirs or the authors, and why.

## Using the Annotated Reading Lists (See the Award Winners database.)

**Create summer reading lists:** Or any reading list. This is a tremendous time saver! In minutes you can select a list of award-winning books and print an annotated reading list that you can hand out to your students. Also, can individualize lists for your students based on topics that match their interest. This will surely entice them to read books from their own reading lists this summer.

**Search for the nonfiction titles:** Many students prefer to read nonfiction books, especially topics in science or social studies. Using our search tools, you can easily find award-winning nonfiction and use copy and paste functions to incorporate these titles into your own summer reading list.

**Select the favorites from the children's choice awards:** You can use the children's choice search tool to find the books that won the most children's choice awards and print an Annotated Booklist of the top ten for your children's summer reading list. They are excited about reading books their peers have chosen as their favorites.

**Use your state's awards program:** You may choose to use the children's choice awards titles that were selected by children in your state. Some students may enjoy electing their favorites from this collection.

**Find award-winning picture books:** While most people rely heavily on the Caldecott award books list, you might wish to go beyond it and use our search tools to access a wide variety of award-winning picture books.

**Special topics reading lists:** If you are looking for titles that meet the needs of special needs groups or individuals, use our search tool to select titles that deal with such topics as physical disabilities, death, home problems, peer relationships, drug abuse, and so on, and then refine your search for specific age levels.

**Multicultural titles:** If you have needs for multicultural titles, then start with the award-winning books. All of the current awards programs that recognize titles that best portray an ethnic group are now in our database.

**Plan a PTA meeting to demonstrate the parent connection:** Invite your parents to a demonstration of the award-winners database so they can see the many options they have as a site visitor. Consider showing the parents all the features.

**Conduct a book awards program for your school:** Invite your students to participate in their own book awards contest. You can link to numerous award sites through our links and find out how books are nominated and voted upon at a state level. Then modify the process to accommodate a school level awards program. Have your students create their own bookviews and post them where other can see the winners.