

# Teacher Scripts for BOOKMATCH Lesson

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## For Session 2

*We are going to teach you a process in which you think about several criteria and ask yourself many questions in order to get you closer to that just-right book. This process will take us a few days to learn and many days of continual practice throughout the school year. We will use BOOKMATCH (refer to classroom poster) as a tool that can help us find just-right books. Keep in mind that choosing a just-right book is related to how you feel about reading. If you are always reading books that aren't just right, you may not like to read.*

*I have three books here that I will use to show you how to ask questions that will help you make that just-right book selection. The first criteria I want to consider is B—book length. For each book I will decide if it is a good length for me. Do I feel like committing to the amount of time it will take me to read it? This Harry Potter book is very long. I don't always mind reading long books, but I don't feel like committing to a book this long right now. The Outsiders is much shorter, and I could easily read it in a short amount of time, but I want something that is going to take me a few weeks, so The Watsons Go to Birmingham seems like it is a better fit in terms of length for me right now.*

*Now let me think about O—ordinary language. I'm going to turn to any page and read it aloud. (Teacher demonstrates doing this for each of the three books.) Does the text sound natural? The Outsiders and Watsons Go to Birmingham seem to make sense and flow. It may be quicker to read a book that uses ordinary language, like these two, but more interesting to read a book that plays with language (such as poetry) or invents new words, such as Harry Potter. This Harry Potter book uses language that I'm not used to like the magical terms and some of the names. I think the author was creative with the terms she used to describe the magic. Remember that the way an author uses language helps you to construct meaning. So, I just need to think about what is a good match for me right now.*

*The other O—organization has you as the reader think about how the book is structured. Looking at the book's structure is like taking a quick preview of the text. You might look to see if the book is organized into chapters but also how the chapters are organized. Short or long? Different perspectives or points of view? Periods of time, like in a biography? If you are browsing a nonfiction book, you might see if there are visual aids to help explain the text or whether the chapters are divided into smaller sections. For poetry, you might look at the organization of the stanzas or the conventions. When I think about organization with the three books I have here, I am looking specifically at the chapters. This Harry Potter book is organized into 22 long chapters. I noticed when I was turning the pages that within some chapters the text is italicized, to indicate that it is a letter. There is also a small picture at the beginning of each chapter. I don't expect to have books with pictures, but I like that they are here because I'm not always sure how to visualize some of*

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# Teacher Scripts for BOOKMATCH Lesson (continued)

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*the magical concepts in this book. The Outsiders is organized into 12 chapters. All of the chapters are about the same size (15–18 pages), but one chapter is pretty short. There are no pictures. The Watsons Go to Birmingham is also divided into chapters. It has 15 chapters and an epilogue. The chapters are various sizes, some short and some long. The longest chapters are in the middle of the book. There are some photographs on the cover of the book, but there are no pictures within the book.*

*K refers to knowledge prior to book. In other words, what do I already know about this topic, this book, or this author? If you have no knowledge prior to the book, you should not automatically reject it. It could be an opportunity to find a new favorite author or to learn about a new and interesting topic. For the Harry Potter book, I have read the previous books, so I know this author and this series. I've also seen the movie. For The Outsiders, I've seen the movie, and I know something about the topic of peer pressure. When I think about The Watsons Go to Birmingham, I know this author, but I don't know this book, so I will read the summary on the back to see if I can get more information. [Teacher should read summary and authentically respond to what she knows about the Birmingham church bombings].*

*Today, I'd like you to just think about B, O, O, and K of BOOKMATCH as you choose a just-right book. Ask yourselves all the questions. You may already have several books that interest you at this time, so as you think about each question, decide which of the books is the best match for you in terms of book length, ordinary language, organization, and knowledge prior to book. Once you make a decision based on B, O, O, and K, spend time reading your selection.*

## For Session 6

*Today I want to share BOOKMATCH with you in a new format. This is a Student Comment Form. (Hold up an example.) It is a way for you to write down your thoughts as you select a book. The form should be used as you are deciding on the book that you want to read for today. Fill out the form before you start reading. After filling out the form, you should decide whether the book you selected is a BOOKMATCH. If so, be a reader. If not, go back and start your selection process again. I will be holding conferences with readers today. When it's your turn, you will share your form with me. Grab a form and off you go.*