**Finding a “Just Right” Book**

**Topic:** Choosing the right book (adapted from Kara Cutis, developing independent readers)

**Grade Level:** 1st

**SOL:** Reading VA SOL 1.5, 1.6, and 1.7

**Time:** two 30-minute lessons

**Materials:**

1. Different leveled books from the classroom library
2. Chart paper

**Objectives:** Students will be able to independently choose a book at the right reading level for independent reading.

**Procedures:**

**Engage**

1. Ask the children, to raise their hands if they have ever rode a bike. Sometimes choosing the right book to read is like riding a bike. Sometimes we can choose a book that is too easy, like pleading down hill. Sometimes we can choose a book that is too hard, like trying to plead up a big hill. And sometimes we can choose a “just right” book, that is like pleading on a nice even road.
2. Explain to the students that when we choose a book for independent reading we want a book that is “just right” so that we can enjoy the book and challenge ourselves without being frustrated.

**Explain how to choose a “just right” book**

1. Tell the students today they are going to learn how to choose a book that is right for them to read when they are reading independently during DEAR time.
2. Think-pair-share: Have the students think-pair-share about a time when you knew you picked a book that was too easy for you. How did you know?
3. Have students share with the class share how they know a book is too easy.
4. Write their answers on the chart paper (able to read quickly, not even paying attention to the story, a book that you have read many, many times, do not even have to look at the pages to read) Affirm all the answers.
5. Think, pair, share- How would you know a book is too hard for you?
6. Write their answers down on the chart paper (reading so slowly, words I do not understand, can’t remember the details of the book, spending time only looking at pictures because the words are too hard) Affirm all the answers.
7. Think, pair, share- Now, how then do you know if a book is “just right” for you to read?
8. Write answers on the chart paper (I understand what I read, I know most of the words, I enjoy what I am reading, I am not reading too quickly)

**Model**

1. Remember that we all are learning to be better readers. So different books will be too hard, too easy, or “just right” may be different for each of us. We want to encourage and build one another up to be better reads. So we do not make funny of other people’s book choice. I even have books that are too hard because I do not understand what they are about. (ex. Husband’s HVAC manuals)
2. When we are picking a book sometimes we can look at the first few pages to know if this is the right book.

**Practicing**

1. Bring out a basket with books from the library. Make sure there is enough for each child.
2. Pass out the books and have the children read the first few pages and practice the skills talked about selecting the right book.
3. Have a few children share how they knew if the book was too easy, too hard, or “just right” for them.
4. As we read for DEAR today and tomorrow, and also at home, I want to remember the things to look for to select a “just right” book.

**Assessment:**

I will informally assess the students by observing the book selections for DEAR time in the classroom. Also, I will look at student’s reading logs they will be given to see their choices in books.