

Introduction

Welcome to *The Bookshelf Collection*. This unique program is designed to give you the tools you need to make reading both enjoyable and beneficial for your students.

Upper level reading skills have been incorporated into the activities in this *Guide*. Therefore, you can use this *Guide* with confidence, knowing that you are covering everything your students need for these school years.



At the same time, the major emphasis of the program is to provide an atmosphere of enjoyment. Using Dr. Ruth Beechick's words from *You Can Teach Your Child Successfully*: "*While reading itself is the best reward of reading, there are times when you want to expand the learning and sharing. Probably the most effective activity is conversation.*" (p. 39)

Certainly, a combination of tools to inspire conversation about a book, coupled with activities to teach reading skills through that book, would offer a nearly ideal reading program for teacher and students. To that end we present *The Bookshelf Collection*, a comprehensive reading program using real books.



How To Use This *Bookshelf Collection*

The *Bookshelf Collection* has been written to help you and your student enjoy sixteen wonderful children's books, while teaching your student valuable reading skills at the same time. You will find this easy to use and flexible, so that you may adapt it to your needs. This has been designed to be used whether you - the Teacher - read the books or not.

The *Bookshelf Collection* is divided into three parts: *Student Guide*, *Teacher Helps*, and the *Appendix* (which contains the illustrations and the Fry readability). The *Student Guide* is located in the front of the book, and includes two sections for each book:

- 1 -  **TALK ABOUT IT** This section contains questions about the book. They are intended to be used as discussion questions to allow the student to express how they felt about the book.
- 2 -  **DIGGING DEEPER** This is the activity section for each book. Allow your student to choose at least one of the activities.

The second part of the *Bookshelf Collection* is called *Teacher Helps*. It includes four sections.


- 1 -  **SPARK** This is to be used to "spark" an interest in your student before reading each book.
- 2 - **SUMMARY** This section provides a brief summary of the book. Use this if you are unable to read the entire novel.
- 3 -  **TALK ABOUT IT** This discussion section has been written to be adaptable to any student. Each discussion question is numbered. Sometimes, broad questions have been supported with more detailed questions. For example:

1. How did you feel about Miss Stacey?
 - a. Do you think she was a good teacher? Why?
 - b. How did she influence Anne?

Some of the students will cover the questions a. and b. when answering question 1. Other students, if asked question 1, would only give a one or two word answer. For these latter students, asking questions a. and b. would be appropriate to help them express details.

The answers to these questions are sometimes given in the same format. This answer format is designed to be convenient and easy for you, whether you use questions a. and b. or not.

This is a time for your student to share a book with someone who is interested in it. So talk, laugh and use the questions as you need them. Choose with your student the ones that you would like to discuss.

4 -  **DIGGING DEEPER** This section provides activities to help your student enjoy the books while expressing himself. Adapt these activities to your student's needs. The illustrations in the *Appendix* are available for the student's use, but if your students prefer to use their own illustrations for some of the activities, please encourage them to do so.

Optional activities are provided using the book *Big Book of Books & Activities* by Dinah Zike.

Most of the activities require only the basics which would be normally found in your home; however, we recommend you read the lessons beforehand to be sure you have any needed supplies on hand.

In some of the activities, your student will be asked to use his Thinking Paper. The Thinking Paper is basically just a paper where your student will jot down his thoughts and ideas. This is not a rough draft, but something to refer to when completing the activity.

The most important element in this time of going through the *Bookshelf Collection* is for you and your student to enjoy the books together. Our aim for writing the *Bookshelf Collection* is to help you do just that.

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Little House in the Big Woods



TALK ABOUT IT

1. *Little House in the Big Woods* was set in the 1860's. Would you have enjoyed living in this time period? Tell me three reasons why or why not. What things would you have missed?
2. What did the Ingalls girls receive for Christmas?
 - a. What were their reactions to these gifts?
 - b. Why do you think they reacted this way although they received so little?
3. In Chapter 11, Charley ended up in bed, plastered in mud and rolled up in an old sheet. "His eyes were swollen shut and his nose was a funny shape. Ma and Aunt Polly covered his whole face with mud and tied the mud on with cloths. Only the end of his nose and his mouth showed."
 - a. What happened to Charley to end up this way?
 - b. Why do you think Pa called Charley a liar when he had not said a word?
 - c. How did you feel about Charley?



DIGGING DEEPER

**Please do this activity under adult supervision.*

1. Pa taught Laura how to recognize animal tracks. Make animal prints of your own. Photocopy and cut out the pictures of animal tracks found in the Appendix. Cut a large potato in half lengthwise. Place a print on top of the potato. Using a paring knife, trace through the print. Remove the picture. Now you have an outline of the track on the potato. Carve out the area around the tracks, leaving the tracks raised. Pour poster paint in a shallow pie pan. Dip the print and decorate stationery, greeting cards, gift wrap, etc.

OR

Using a copy of the pictures of animal tracks found in the Appendix, make prints on index cards and store these animal tracks in a Trifold Book (*Big Book of Books & Activities*, p. 84 - glue around the edges as shown on p. 87). Use a copy of the group picture of the animals found in the Appendix on the front of the Trifold Book.

After you familiarize yourself with the animal tracks, teach a sibling or a friend how to tell the difference noting the various shapes.

2. What was your favorite chapter or section in the book? Read it aloud to your teacher.
3. If you enjoyed this book, read *Little House on the Prairie*, the next book in the *Little House* Series.