



CollegeCoursesOnline

Professional Growth with a Personal Touch



# Time to Read

**Sample Pages**



**Dr. Anne F. Goiran-Bevelhimer**

## Course Overview

The most common complaint from teachers is lack of time to read, especially reading for pleasure and enjoyment. Reading for pleasure not only feeds the mind and the soul; stimulating ideas, and insights, but it reminds us of the purpose of reading – to inform, entertain and to create new ideas. A teacher who took this class recounted:

“ Once a student asked me, “Why do you read so much?” He wasn’t trying to be a smart-alec. He really was curious. I told him, “Because if I don’t read, I just have this one life. But when I read, I get to live a thousand lives.”

*Time to Read* is a graduate level course offering you time to read high-quality trade books\* of your choosing from fiction and nonfiction, adult and children’s literature; time to share with others, to deepen the meaning and richness of text through conversation; time to connect pleasure reading to classroom practices; and time to develop the habit of taking time to read throughout the year. Choose from picture books, children’s literature, young adult, and adult fiction and non-fiction. Listen to audio versions of books. Choose award winning books, new books and old books. Choose reading from a wide variety of sources, either print or digital. Feel free to re-read favorites. Quality literature is timeless, and a re-read may offer new insights and awareness. The only rule is NO PROFESSIONAL BOOKS. (If you want to read professional materials, check out the course *Time to Read: Professional Materials*.)

Create an annotated reading log that is personally and professional relevant to you. Engage others in reading through book talks, literature circles, getting parents involved, marketing reading and how to inspire the reluctant reader to read independently. Discuss your reading with students and colleagues. Design classroom applications to encourage independent reading. Develop a plan for continuing the habit of making time to read. And above all read to your heart’s content. If you feel guilty having too much fun taking time to read, you are meeting the expectations of this course. **Meets Common Core State Standards.**

Use the text, outside reading and writing activities to complete the course work. A syllabus is available on [www.collegecoursesonline.com](http://www.collegecoursesonline.com)

\* “Books” is a generic term to refer to any text, printed in hardbound or digital format.

# Table of Contents

1. Instructor's comments	12
2. Introduction	13
3. Reading Inventory	14
4. The Motivation of Reading	15
5. Environment for Reading – Physical, Mental, Emotional	17
6. Concept of Time/ Habit Patterns	18
7. Reading Takes Time	20
8. Standards	22
9. Curriculum Themes	23
10. What Is a Good Book?	24
11. 6+1 Traits™ to Choosing Good Writing	26
12. What Should I Read?	28
13. Newbery Medal, Caldecott Medal and Honor Books	30
14. Using the Internet to Find Books	34
15. Some Great Lists from the Internet	35
16. Types of Reading	41
17. The Reading Log	43
18. Response Logs: A Curriculum Application	45
19. The Book Talk: Curriculum Application	46
20. Book Clubs and Literature Circles	49
21. Final Words	54
22. Bibliography	56

## Introduction

“The purpose of educating a child is to enable him to get along without the teacher.”

How many books do you read for pleasure during a school year? If you answer more than 1 you are doing better than the average teacher! Today’s educator is inundated with the demands of teaching literacy, meeting standards, assessments, new curriculum practices, innovations in technology, and feels compelled to keep up with it all. Teachers read extensively on new strategies and techniques for teaching reading, but don’t have enough time to just read and immerse themselves in the pure joy of reading. We make lists of books that we are going to read someday, or look with envy at those who spend their free time curled up with a good book. Meanwhile, back in the classroom we advocate, assign and preach to our children and their parents to read every night, yet we find that we are too busy to take the time to read ourselves. We rely on the media specialist to read for us and pick books that support our curriculum. When students are silent reading in our classrooms, we are busy grading papers. Unless we feed our souls with the nourishment of reading, we will starve and become burnt out and embittered. Summer is too far away to wait to find the time to read. If you are lucky, you might join a book club and meet once a month.

*Time to Read* is a course for you the professional to remind you of the joy of reading good literature or trade books. The intent of this class is to give you time to read. The goal is to help you to create the habit of making time to read good quality literature, fiction and nonfiction because it is as good for you as it is for the students you are teaching. Picture books, young adult fiction, nonfiction, and adult trade books are all on the list. Some of the assignments will take you right back to standards, assessments and writing, but the bulk of time is to be spent reading. So, sit back, pull up a comfy chair, and bring to this class all those books you want to read, and think you don’t have time to read. Know that at least for the time required for this class, most of your time will be spent literally immersed in the joy of reading.

## Reading Inventory

This is an exercise about YOU as READER! Where do you rate? How are you doing? Happy with the amount of time you are reading? Are you being a reading role model? Would you want your children (both those in the classroom and those at home) to have your reading habits? Please respond to the following questions:

- How many books have you read in your lifetime? (Guess)
- How many books do you own? (Guess)
- Are you a good reader?
- If not, what kind of reader are you?
- What in your opinion makes a good reader?
- What makes a bad reader?
- What kinds of reading do you like to do?
- What is one of the best books you have ever read?
- Why?
- Who is one of your favorite authors?
- Why?
- Do you read as much as you would like to? If so, how much do you read?
- If you don't read as much as you would like, describe your ideal reading behavior.
- What gets in the way of your reading?
- What is the best time of day for you to read?
- Are you in a book club? Tell about it.
- What message are you modeling about reading?

## The Motivation of Reading

I don't know any beginning school age child who doesn't believe that going to school is about learning to read! Some are even disappointed that after the first day of school that they don't know how to read! Where do we get the motivation to read?

How did you learn to read? Do you remember? Is it important to remember? Is there a magic way of teaching reading that motivates reading more than another?

How is reading fun for you? If we study our own motivations for reading, we will discover those that inspire our students, and ones that will help reluctant readers. Even as I write this course, I know that TELLING you that you HAVE TO read and document for 70 hours is not motivational. However, if I asked you what would you like to do, most of you would say, "I would like to spend more time reading!" So, go figure! What's the difference? Most of us want to be in charge of when, where and what we are going to read, and for how long and don't want to have reading "dictated" to us.

**Exercise:** Respond to the next few questions to come to some conclusions about your motivation to read.

- Who taught you to read?
- How did you learn to read?
- What was your favorite book as a young reader?
- What were the attitudes and beliefs about reading in your home?
- What do you remember about your own school experience that enhanced reading?
- What got in the way?
- What turns you on about reading?
- What turns you off about reading?

**Now, entertain some questions about your philosophy about reading.**

- Why read?
- What makes reading fun?
- What makes a book good?
- What inspires you to read?

Write a paragraph or two on what motivates you to read. More than likely, the things that motivate you will also motivate your students. Think about how you might incorporate these ideas in your curriculum application.

## **Environment For Reading – Physical, Mental, Emotional**

To really enjoy reading, do you need certain aspects of your environment to be just so? I find that I like to have a comfortable chair, and a worry free mental state to read. If I've got laundry to do, or phone calls to make or a pressing course to write, I find that my mind is too preoccupied to read for a great length of time. How about you?

**Exercise:** For some, different kinds of reading require different environments. Respond briefly to the following:

- Where do I like to read for pleasure?
- Where do I like to read to study?
- Where do I like to read magazines?
- What are the conditions that are best suited to me for reading?
- Physical conditions?
- Mental conditions?
- Emotional conditions?
- What are my reading habits (good and bad)?
- What would I like to change or add? Try it for the extent of this class.

**Make a commitment:** For the extent of this class, I will....

## What Should I Read?

This is a great place to start listing all the books you want to read. You may want to read entirely for your own pleasure, all adult books, from any genre, fiction or nonfiction. You may want to read all children's books to familiarize yourself with the literature that your students read and to make recommendations. You might want to read across the range of literature from picture books to adult, from fiction to nonfiction, from print to digital or audio. You might have a pile of books by your nightstand or a list of books that you want to read. You might like to explore a genre of books. You might like to study an author's works. You might want to read randomly, as the mood strikes you. You decide. This is your class. This is your time to read.

If you haven't used picture books in a long time, and think there is nothing there for you because you are a high school teacher, think again! This is a wonderful teaching and reading resource of short text good for K-12! Authors, such as Eve Bunting, do extensive research to write their stories. Her picture book, *The Wall* is a great introduction to studying the war in Vietnam. Try *The Keeping Quilt* by Patricia Polacco, if you are studying family traditions. Read *Rose Blanche* by Roberto Innocenti if you are studying World War II or the Holocaust. There are wonderful resources to help you select picture books about almost any subject you want. The writing, the illustrations are like eating the richest of chocolates. You will be amazed! (If you want more, College Courses Online offers a 3-semester hour class called *Using Picture Books, K-12!*)

Choose your books wisely and you will find your time well spent and the rewards will be immeasurable. ! Well-written literature appeals to all ages. Fiction that is written primarily for the young adults can be as enjoyable and satisfying as a Pulitzer Prize novel (sometimes even better). I encourage you to read the books that your students are reading to understand what they are reading, what they are thinking and ways of extending their choices through recommendations. Talking to your students from this shared reading experience creates a bond between you and the student.

*Time to Read* is an opportunity to take a look at the wonderful world of nonfiction. When I was younger, nonfiction equated with B\_O\_R\_I\_N\_G!!! It meant reading textbooks, encyclopedias and stuffy books that went on and on and on. Today's nonfiction writer must compete on the bookshelf for your attention, appeal and money, so publisher's have demanded excellent material. This is one area I would highly encourage you to explore in picture books. (College Courses Online also offers a 3-semester hour course in reading and using nonfiction!)

If choosing books is not your problem, then simply list the titles and authors of the books that you want to read for this class. Add to the list as you go. I hope this list of "What I want to read" will grow and by the time you've met the course requirements, you will still have more to read.

On my list, I have the latest and even some of the older award winning books, like the Newbery books and Caldecott picture books; autobiographical books, and memoirs; science fiction since I've been introduced to this genre through Orson Scott Card and it is a challenging genre for me; and I am always on the lookout for first time authors, such as Kathryn Stockett who wrote *The Help* (2009) and Rebecca Skloot who wrote *The Immortal Life of Henrietta Lacks* (2011)

This is intended to be an on-going project. In the past I kept a large manila envelope full of scrappy papers each with a name of a book, or an author. That envelope also contained articles about books to read someday. This is not very handy. Then, I moved to an electronic file listing names of books and titles. I keep this list on my computer. Since I have it as an Excel file, I can organize it. I access this list when I am looking for a book or an author that has been recommended to me. I also like taking pictures with my smart phone of books I want to read. Sometimes, I use the "wish list" feature on amazon.com and goodreads.com Today I am learning how to use Apps on my smart phone to hold book titles. Create a system that works for you.

**Exercise:** Make a list, even a tentative list of what you want to read.

END OF SAMPLE PAGES.

SEE DETAILS FOR REGISTERING FOR THIS COURSE

[WWW.COLLEGECOURSESONLINE.COM/](http://WWW.COLLEGECOURSESONLINE.COM/)

