

Description: 'Just Right' books is a focus on how each student can select a book that is 'just right' for them and become independent readers.

Why: After observing how students select books and what they read in 'Silent Sustained Reading', it was obvious some children had books that were either too easy and boring, or were too hard and they stopped reading them. Each child needs to be able to select the right book for them and this is not a natural skill for a lot of children, along with other reading activities that occurred in the classroom

How:

- We started with conversations about how they selected books. This we tallied as a list for further reference (see attached sheet)
- We discussed that we were going to listen to a partner's 'Just Right' book and modelled how we would give feedback, being honest and considering the reader's feelings as well. We used the goldfish bowl method of watching 2 volunteers reading to each other and providing feedback.
- Each child used the guide sheet to select their 'Just Right' book and then, with their partner, they read to each other and the partner gave feedback. We asked students if they would volunteer their feedback after the session.
- If students were struggling (and some do) they had 1 to 1 time with the teacher librarian who became their reading partner and helped them select the right book.
- Had students think about how they choose and then describe why and how they selected their current book.

Frequency:

- At the beginning of the year this was talked about at each borrowing session in detail. Had the students see how many of the choosing strategies they could recall in pairs, or going around the classroom.
- As they became more successful at selecting, these sessions tapered off with reminders and spot checks occasionally. This was discussed in 'reading interviews' (teacher and student reading chat sessions) as well.

Impact:

This had a huge impact on student reading. Each child had a book that matched them. They became more interested, independent and confident. In 1 'test/focus' classroom, along with other reading activities, students improved 6-18 months in a 4 month period.

Links:

<https://www.thedailycafe.com>

Atwell, Nancie, *The Reading Zone*, Sydney, Scholastic, 2007

Preddy, Leslie B, *SSR with Intervention*, Westport, Connecticut, Libraries Unlimited, 2007

Routman, Regie, *Reading Essentials*, Portsmouth, NH, Heineman, 2003

