

What books do kids want to read?

***New York Times* Bestseller Series Book List**

Title, Author, Synopsis, & Interest Level	Number of Weeks on Top Ten <i>Children's Book List</i>	Rank for Week of 11/09/2008
<i>The Twilight Saga</i> by Stephenie Meyer. Vampires and werewolves in high school (Ages 12 +)	64 Weeks	#1
<i>Magic Tree House</i> by Mary Pope Osborne. Children travel in time (Ages 6-9)	198 Weeks	#6
<i>Redwall</i> by Brian Jacques. A battle of good and evil among mice, rats, and other woodland animals (Ages 8 & up)	49 Weeks	#9
<i>Junie B. Jones</i> by Barbara Park. Antics in the classroom (Ages 4-8)	180 Weeks	#10

Title, Author, Synopsis, & Interest Level	Number of Weeks on Top Ten <i>Children's Book List</i>	Rank for Week of 7/20/2012
Percy Jackson & the Olympians , by Rick Riordan. Children of the gods battle mythological monsters(Ages 9 +)	254 Weeks	#7
The Hunger Games , by Suzanne Collins. In a dystopia a girl fights for survival (Ages 12+)	97 Weeks	#1
Diary of a Wimpy Kid , by Jeff Kinney. The travails of adolescence in cartoons (Ages 9+)	181 Weeks	#4
Pete the Cat , by Eric Litwin. Well-dressed Pete (Ages 3-7)	9/23 Weeks	#3/#5
Warriors , by Erin Hunter. Four clans of cat warriors aspire to	113 Weeks	#10

Top 10 Books Over 3 Years

Year 1	Year 2	Year 3
<i>Superman's First Flight</i>	<i>Britney Spears</i>	<i>Hangin' With Lil' Romeo</i>
<i>Arthur's Underwear</i>	<i>Pokemon Pop Quiz</i>	<i>Pop People: Lil' Romeo</i>
<i>NBA Action From A To Z</i>	<i>Mojo Jojo's Rising</i>	<i>Pop People: Destiny's Child</i>
<i>Chomp!</i>	<i>I Choose You</i>	<i>Hangin' With Hilary Duff</i>
<i>If You Give a Mouse a Cookie</i>	<i>Paste Makes Waste</i>	<i>How To Draw Spiderman</i>
<i>Itchy Itchy Chicken Pox</i>	<i>Attack of the Prehistoric Pokemon</i>	<i>What Did I Do To Deserve a Sister Like You?</i>
<i>The Very Hungry Caterpillar</i>	<i>Scooby-Doo and the Sunken Ship</i>	<i>Meet the Stars of Professional Wrestling</i>
<i>Junie B. Jones and the Mushy Gushy Valentine</i>	<i>Rock Solid</i>	<i>The All New Captain Underpants Extra-Crunchy Book O' Fun #2</i>
<i>The Magic School Bus in the Time of the Dinosaurs</i>	<i>Scooby-Doo and the Snow Monster</i>	<i>The Adventures of Super Diaper Baby</i>
<i>Arthur Goes To Camp</i>	<i>The Island of Giant Pokemon</i>	<i>The Captain Underpants Extra-Chunky Book O' Fun</i>

Scholastic Book Fair “Hot List”

Title	Type
There Was An Old Lady	Picture Book
Llama Llama	Picture Book
Skippyjon Jones	Picture Book
Froggy	Beginning Reader
Fly Guy	Beginning Reader
Splat the Cat	Beginning Reader
Captain Underpants	Easy Chapter
Whatever After	Easy Chapter
I Survived	Easy Chapter
Infinity Ring	Multimedia Middle Grades
Rotten Apple	Middle Grades
Goosebumps	Middle Grades
Dear Dumb Diary	Middle Grades

Ethnography of “committed readers”—those for whom reading for pleasure is a very important part of their lives (Ross, et al. 2005)

- Moved from one series to another as taste matured & skills more proficient
- Early pleasure in series sustained & motivated
- Ultimately dipped into classic literature

Series Books: “What makes readers and keeps them reading”

- “Reassurance of the familiar” for novice readers
- Identification with other readers of the series

Readers Identify Not Only With the Characters But Also Other Readers of the Series

“Series book reading is a social activity embedded in the social relations of childhood. Series books have the cachet of something precious, to be collected, hoarded, discussed, and ‘traded like baseball cards’. As one reader put it, ‘I read them just because everybody else was!’”

Source: Ross, McKechnie, & Rothbauer (2005)

Rules of Notice & Signification

(Rabinowitz, 1998)

- Automatic and invisible
- Enable understanding and interpretation
 - Series highly patterned & formulaic
 - Conventions of reading made explicit
 - Eases transition into longer stretches of text

Chapter Titles: Mini plot summaries

Ricky Ricotta's Mighty Robot

- Chapter 11 “The Big Battle”
- Chapter 13 “Justice Prevails”
- Chapter 14 “Back Home”

Names of Characters: Clues about what to expect from them

Ricky Ricotta's Mighty Robot

Dr. Stinky McNasty— clearly a villain, not subtle

Repetitions & Beginning and Final Sentences in Chapters

“Someday something BIG will happen and you will find a friend” (p.8).

Later, at the end of chapter 2 this idea is repeated: *And everyday Ricky wished that something BIG would happen* (p. 14);

And again, at the beginning of chapter 4: *Ricky did not know that something BIG was about to happen, but it was!* (p. 16).

Typographical Features: Caps, italics

Ricky Ricotta's Mighty Robot

- The word BIG –in CAPS means “something important” but also a play on words—the Mighty Robot is monstrously BIG

Signification: The writer does not need to tell us every detail about a character, only what is relevant to the story

Ramona the Pest

Sometimes the characters in the story come right out and tell us what is significant to know in order to understand the story

Miss Binney stood in front of her class and began to read aloud from Mike Mulligan and His Steam Shovel...[Ramona] listened quietly with the rest of the kindergarten to the story of Mike Mulligan's old-fashioned steam shovel, which proved its worth by digging the basement for the new town hall of Poppersville in a single day....'Miss Binney, how did Mike Mulligan go to the bathroom when he was digging the basement of the town hall?'

Miss Binney's smile seemed to last longer than smiles usually last. Ramona glanced uneasily around and saw that others were waiting with interest for the answer....

'Well,' said Miss Binney at last. 'I don't really know, Ramona. The book doesn't tell us....The reason the book does not tell us is that it is not an important part of the story. The story is about digging the basement of the town hall, and that is what the book tells us'" (Cleary, 1982; pp. 22-24).

Noticing character--Junie B.

What sort of person is she?



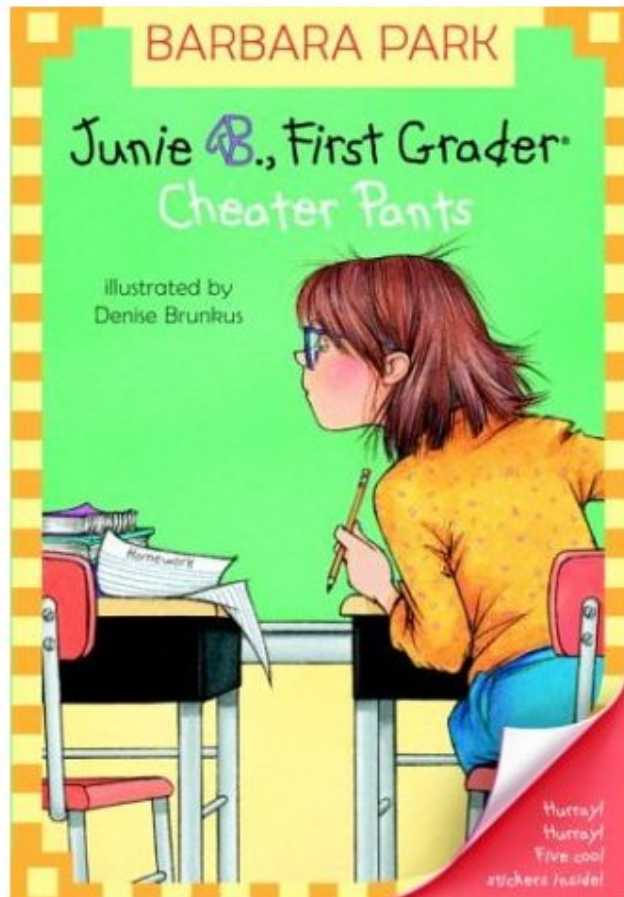
- My name is Junie B. Jones. The B. stands for Beatrice. Except I don't like Beatrice. I just like B. and that's all.
- My teacher sat me next to her on a bench. Her name is Mrs. She has another name too. But I like Mrs. And that's all.
- Grandma Miller leaned down and hugged me. She said don't call her Helen.

Noticing language– Junie B.

- Junie B. is telling a story, so her language should be viewed as oral language
- “I runned straight to the sink.”
- “She is way beautifuller than me.”
- “Mother had a mybrain headache.”

Noticing language--Junie B.

Metaphors & genre



- Lucille is fluffy. She fluffed her fluffy hair.
- “The camera is my friend,” she said.
- Mrs. rolled her eyes way up at the ceiling. I looked up there too but I didn’t see anything.
- “Dear first-grade journal...” [with phonetic spellings crossed out]

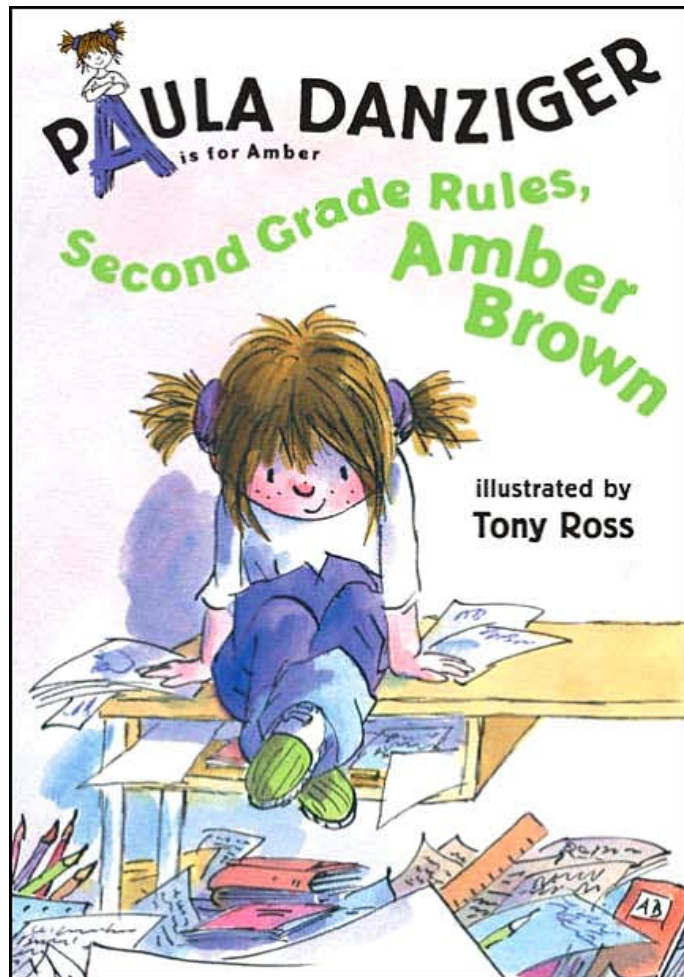
Noticing typographical features- -Junie B.

- **CAPS**-loud:

“THERE’S A
MONSTER UNDER
MY BED! RUN
HELEN! RUN LIKE
THE WIND!”

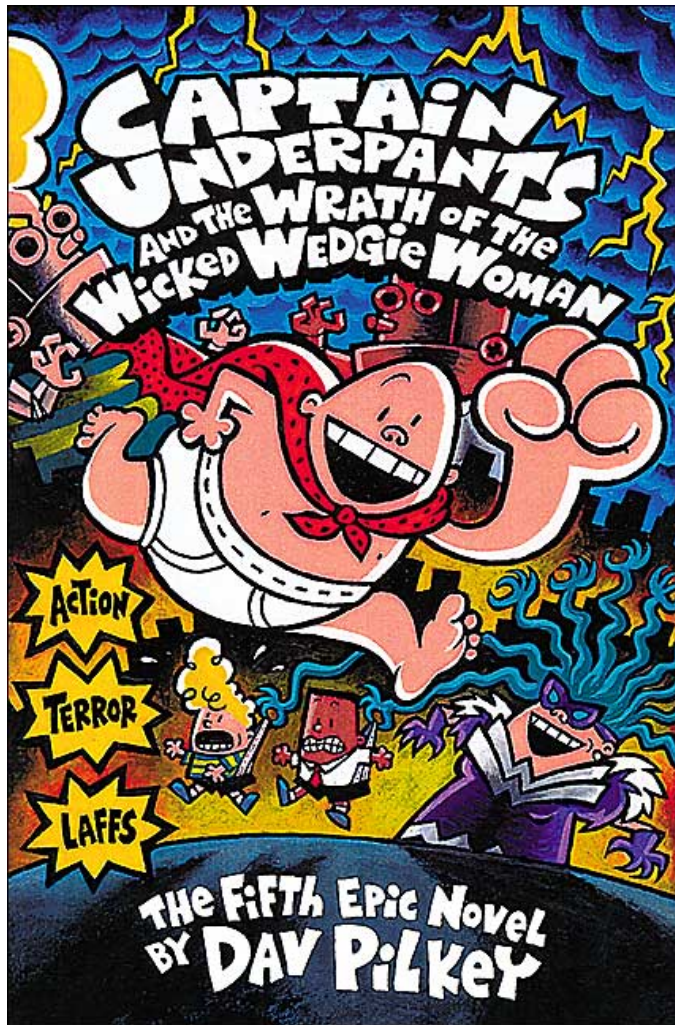
- ***Italics***- exasperated, threatening:
“No, Junie B. *Please*. We’re not going to go through this monster business again, are we?”
- ***Italics***-toys talking:
“*I will save you. I will squirt water in the monster’s face. Plus, I will stomp him with my giant elephant feet...*”

Noticing language--Amber Brown: Metaphors & genre



- Mrs. Light beams.
- Mrs. Light says, “Deskarina’s cousin, Dentalina, already had the tooth fairy job. Deskarina was jealous of Dentalina. She heard about the desk fairy job. She tried out for it ... and she got the job.
- Notes-- “Your desk looks like a pigsty.”

Noticing vocabulary-- Captain Underpants



- Mrs. Ribble opened the card and read inside: Will you marry me? Signed Mr. Krupp.”
Eeeeeeeeeeeeeewww, cried the children. The teachers gasped.
- Then the room grew silent. Ms. Ribble glared over at Mr. Krupp, who had turned bright red and began sweating profusely.

And Language Play

Saint Wendys

H O S P I T A L

Trust in our Great
Doctors, Food, and
Care.

We

S P I T

in our
Food

Noticing vocabulary & language play—Scooby Doo

- “...Daphne climbed up to the diving board, bounced a few times, and did a cannonball into the pool. The splash was so huge, it *drenched* the shuffleboard court, where Velma and Fred were playing. ‘Great form, Daphne!’ Velma said *sarcastically*.

Different ways to describe said



cooby's Language (Santa's Bait Shop) English Language

"Rine, roo!" →

"Mine too!"

"Rah-chooy!" →

"Ah choo!"

"Rastes Red!" →

"Tastes red!"

"Rook!" →

"Look!"

"Rits a ball!" →

"It's a ball!"

"Ree hee hee!" →

"Ha ha ha!"

"Reah, right!" →

"Yeah, right!"

“Captain Underpants” Series by Dav Pilkey (Interest: Grades 3-6)

Title	Reading Level
<i>The Adventures of Captain Underpants</i>	3.5
<i>Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy, Part 1: The night of the Nasty Nostril Nuggets</i>	3.9
<i>Captain Underpants and the Attack of the Talking Toilets</i>	4.2
<i>Captain Underpants and the Preposterous Plight of the Purnle Potty People</i>	5.2

“Ricky Ricotta” Series by Dav Pilkey (Interest Level: K-5)

Title	Reading Level
<i>Ricky Ricotta’s Mighty Robot</i>	1.8
<i>Ricky Ricotta’s Mighty Robot vs. the Mutant Mosquitoes from Mercury</i>	2.2
<i>Ricky Ricotta’s Mighty Robot vs. the Jurassic Jackrabbits from Jupiter</i>	2.4
<i>Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns</i>	2.8

“Magic School Bus” Series by Joanna Cole (Interest: Grades K-5)

Title	Reading Level
<i>The Magic School Bus In the Rain Forest</i>	2.6
<i>The Magic School Bus Sees Stars</i>	2.9
<i>The Magic School Bus On the Ocean Floor</i>	3.5
<i>The Magic School Bus Inside a Bee Hive</i>	3.7

“Magic School Bus” Liz Books by Joanna Cole & others (Interest: PreK-Grade 3)

Title	Reading Level
<i>Lightning Liz</i>	1.5
<i>Liz On the Move</i>	1.7
<i>Liz Finds a Friend</i>	1.9
<i>Liz Sorts It Out</i>	2.1

Amount of Reading Predicts Success

“Reading books was the out-of-school activity that proved to have the strongest association with reading proficiency....Time spent reading books was the best predictor of a child’s growth as a reader from the second to the fifth grade.”

Source: Anderson, Wilson & Fielding (1988)

Minutes of Reading Each Day

(from Anderson, Wilson, & Fielding, 1988)

Readers @ Different %iles	Minutes Reading
98	90.7
90	40.4
80	31.1
70	21.7
60	18.1
50	12.9
40	8.6
30	5.8
20	3.1
10	1.6
2	0.2

Increase Access to Books

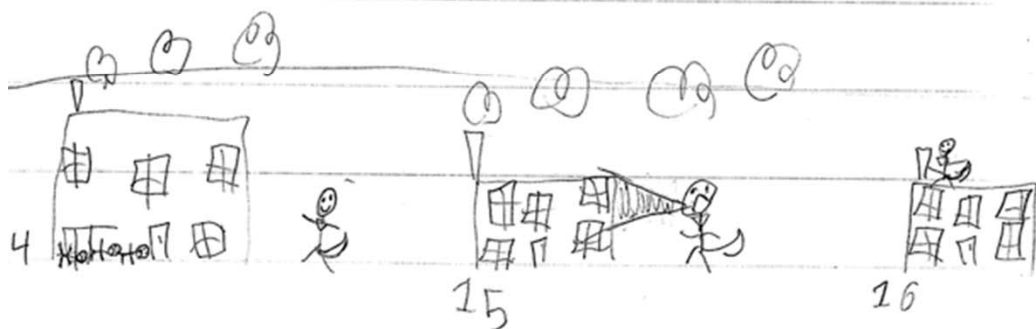
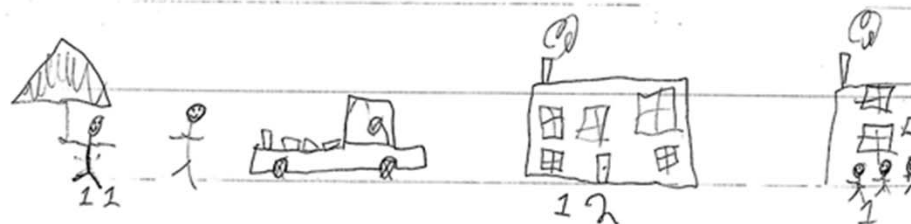
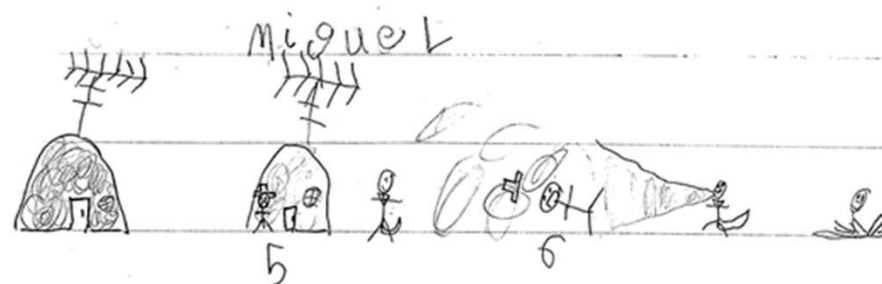
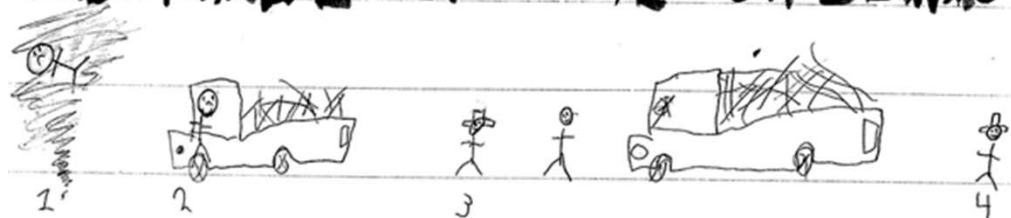
“Research clearly shows that the key to stemming summer reading loss is finding novel ways to get books into the hands of children during the summer break.”

Source: McGill-Franzen & Allington (2003)

Harvard GSE Edcast: Seducing summer readers

- <http://www.gse.harvard.edu/news-impact/2010/10/harvard-edcast-seducing-summer-readers/>

THE THREE LITTLE JAVELINAS



the

