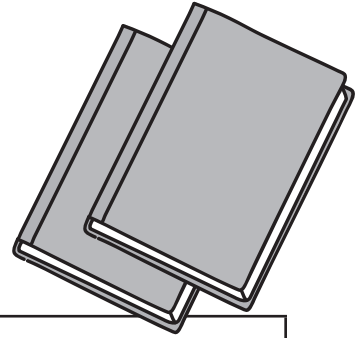




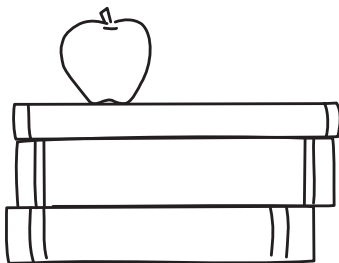
Name: _____

Book Fairy Tracking Chart



Date	Book Title	Star

REWARD!!! _____



Really Good Stuff® Instructional Guide

Book Fairy Bookmarks

This Really Good Stuff® product includes:

- 32 Two-sided **Book Fairy Bookmarks**
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of these Really Good Stuff® **Book Fairy Bookmarks**—extra incentives to read fiction and informational texts thoroughly.

Meeting the Standards

The Really Good Stuff® **Book Fairy Bookmarks** align with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Key Ideas and Details

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

Introducing the Book Fairy Bookmarks

Before introducing the **Book Fairy Bookmarks**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. Determine whether you will reward your students each time they complete three of the questions on the back of a *Bookmark* or if you will reward them after a specific number of times. Select one book each of fiction and informational text to use to model answering the questions on the *Bookmark*. Place *Bookmarks* in intentional reading library books.

Hand each student a fiction or nonfiction book from the reading library with a **Book Fairy Bookmark** placed in it. Explain to students that in order to be good readers, not only must they read, but they also need to think about what they are reading. Hold up a *Bookmark*, and explain that it will help them better understand what they are reading. Tell students to take out the *Bookmark* from their book, and read the questions on the back. Tell them that you will be randomly placing the *Bookmarks* throughout the library, placing them in books that are often overlooked or in books that relate to a particular

lesson. Whenever they find a *Bookmark* in one of their books, they are to read it and respond to three of the questions about that book—either verbally during conferring time or in their reader's notebooks. Tell students at what point they will receive a reward for answering the questions.

Model using a *Bookmark* with your preselected fiction book, choosing three of the questions and using the think-aloud strategy to answer the questions. Then model answering three questions for your preselected informational text on chart paper. Write each question and a response under each question while thinking aloud as you write.

Book Fairy Tracking Chart

Copy the *Book Fairy Tracking Chart Reproducible*. If you plan to have students complete the task several times, use the *Book Fairy Tracking Chart Reproducible* to track their reading and responses between two and five times in order to receive a reward: Have students take the books you gave them back to their seats, as you distribute the reproducible. Discuss how to use it to track how many stars they have received. Tell students that you will set the timer for 15 to 20 minutes while they read independently with the **Book Fairy Bookmarks** on their desks. After the timer goes off, instruct students to choose three questions and to record the answers in their reading notebooks. Tell students to refer to the modeled examples on the chart paper as a guide. Confer with individual students, and offer feedback as they are writing. Give students who complete the activity a star to add to their reproducible. Pick two students to share their responses with the class. Instruct students to keep their reproducible in their reading folder.

Informational Text Book Fairy Scavengers

Collect a basket filled with informational texts on various topics. As part of a unit, tell students that they will become informational text "scavengers". Indicate that students are to pick an informational text from the basket that interests them. Pass out sticky notes to each student, and have them work in pairs or independently. Explain to students that as they read for information using their **Book Fairy Bookmarks**, they are to use the sticky notes to flag places in the book where at least three questions have been answered. Older students can write responses to each question in that specific part of the book on their sticky notes, and note the page number. Tell students to come back to the reading area, and use their sticky notes to share the new information they learned.

Fiction Book Fairy Scavengers

On chart paper, write the fiction questions from the **Book Fairy Bookmark**, leaving room under each question; and display it where students will be able to see and interact with it easily. Gather students in the reading area, and distribute sticky notes. Explain to students that they will become fiction fairy "scavengers" by reading their independent reading books and using sticky notes to flag and answer three questions from their *Bookmark*. Read the fiction questions aloud. Indicate that as you read aloud, students are to write a response on a sticky note to one of the questions listed on the chart paper. Students are to initial the sticky note, and post their responses on the chart underneath the corresponding question. Afterward, share posted responses, and provide feedback.

All instructional guides can be found online.