

# Teacher's Handbook

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Books on the Menu® is a Program Created by  
Reading Is Fundamental® to Inspire Young People to Read and Learn



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Reading Is Fundamental® to Inspire Young People to Read and Learn**

## Teacher's Handbook

Reading Is Fundamental, Inc. (RIF®) develops and delivers children's and family literacy programs that help prepare young children for reading and motivate older children to read. Through a national network of teachers, parents, and community volunteers, RIF programs provide books and other essential literacy resources to children at no cost to them or their families. RIF's highest priority is the nation's neediest children, from infancy to age 11.

Through a contract with the U.S. Department of Education, RIF provides federal matching funds to thousands of school and community-based organizations that sponsor RIF programs. RIF also receives private support from hundreds of corporations and foundations, thousands of local organizations and businesses, and countless individuals.

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# Program Reproducibles

## Menu Planners

As mentioned throughout this handbook, we have created “Menu Planners” to assist older bookmates in preparing for their Read Togethers. All Menu Planners correspond to the books in the core *Books on the Menu* collection. Following all 24 Menu Planners is a blank Menu Planner form that you can use to create new ones for your students or have your older bookmates use to create their own.

### Menu Planners are included for the following titles:

- M-1. *Bread and Jam for Frances* by Russell Hoban
- M-2. *Bread Bread Bread* by Ann Morris
- M-3. *Chicken Little* by Steven Kellogg
- M-4. *Cloudy with a Chance of Meatballs* by Judi Barrett
- M-5. *The Doorbell Rang* by Pat Hutchins
- M-6. *Everybody Cooks Rice* by Norah Dooley
- M-7. *Family Pictures (Cuadros de Familia)* by Carmen Lomas Garza
- M-8. *Feast for Ten* by Cathryn Falwell
- M-9. *Gregory, the Terrible Eater* by Mitchell Sharmat
- M-10. *How My Parents Learned to Eat* by Ina Friedman
- M-11. *How to Make an Apple Pie and See the World*  
by Marjorie Priceman
- M-12. *I Need a Lunch Box* by Jeanette Caines
- M-13. *The Little Red Hen* by Paul Galdone
- M-14. *Mel’s Diner* by Marissa Moss
- M-15. *More Spaghetti, I Say!* by Rita Gelman
- M-16. *Paper Crane* by Molly Bang
- M-17. *Peanut Butter and Jelly: A Play Rhyme* by Nadine Westcott
- M-18. *Pizza Party* by Grace Maccarone

- M-19. *Sheep Out to Eat* by Nancy Shaw
- M-20. *Stone Soup* by Tony Ross
- M-21. *The Stories Julian Tells* by Ann Cameron
- M-22. *Strega Nona* by Tomie dePaola
- M-23. *Thunder Cake* by Patricia Polacco
- M-24. *Too Many Tamales* by Gary Soto

***Please make copies of the Menu Planners for older bookmates to use. Please note that all Menu Planners are double sided. If your site is mainly using the core Books on the Menu collection in your program, your site will be using these Menu Planner reproducibles often.***

**Four Alternate Titles with Menu Planners are:**

- M-25. *Alphabet Soup* by Kate Banks
- M-26. *Jalapeño Bagels* by Natasha Wing
- M-27. *The Ugly Vegetables* by Grace Lin
- M-28. *Walter the Baker* by Eric Carle

# Strega Nona

by Tomie dePaola

**In this old Italian folktale, a magic cooking pot overflows with spaghetti after Big Anthony, as usual, doesn't pay attention.**

## Before we read...

- The cover says that this is "an old tale retold." Talk about what that means.
- Tell what usually happens next in a folktale after someone is told "Don't do this!"

## While we read...

- Notice the rectangular frame of each picture. Every so often some little object breaks through this frame.
- Notice the bunny or peacock that appear in the pictures. What would they be saying on each page if they could talk?

## After we read...

- Talk about what Strega Nona meant when she said "The punishment must fit the crime."
- Make up the words for a song that Strega Nona might sing to her pot to make a soup or stew.
- Glue dry pasta shapes onto cardboard. Make an interesting design together, or spell your names.
- Come up with another good idea.

## Hungry for more?

- Another Books on the Menu title, *More Spaghetti, I Say*, and *On Top of Spaghetti* by Tom Glazer are two other funny stories.
- Tomie dePaola has also written *Strega Nona's Magic Lessons* and *Big Anthony and the Magic Ring*.



# Strega Nona

- Help your bookmate to recognize an illustrator's unique style. Maybe you remember Tomie dePaola's books from when you were in the primary grades. He has written or illustrated about 200 of them! You can notice certain patterns in his pictures, like his signature with a heart, his use of birds, the shapes of his trees and animals, and his use of interestingly-shaped frames. His Italian-American family are in many of his books, too.
- Use stick-on notes on the illustrations to write the comments either the bunny or the peacock would make.
- Characters who ignore warnings is a common pattern in stories. Little Red Riding Hood and Icarus, for example, ignored their parents' warnings. Can you think of other story characters who get in trouble because they ignored a warning?
- Your Notes/Ideas:

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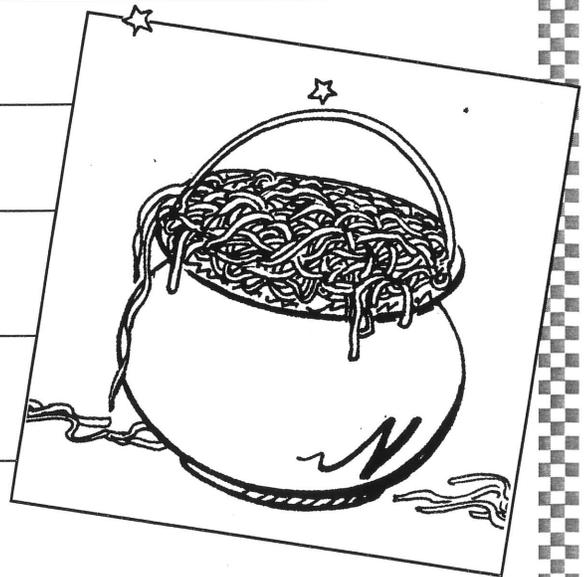
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# Thunder Cake

by Patricia Polacco

**A little girl is afraid of an approaching thunderstorm until her grandmother helps her bake a cake and be brave.**

## Before we read...

- Talk about things you are afraid of. What do you do when you are afraid?
- Look at the front and back cover. What is about to happen, and how do the characters feel about it?

## While we read...

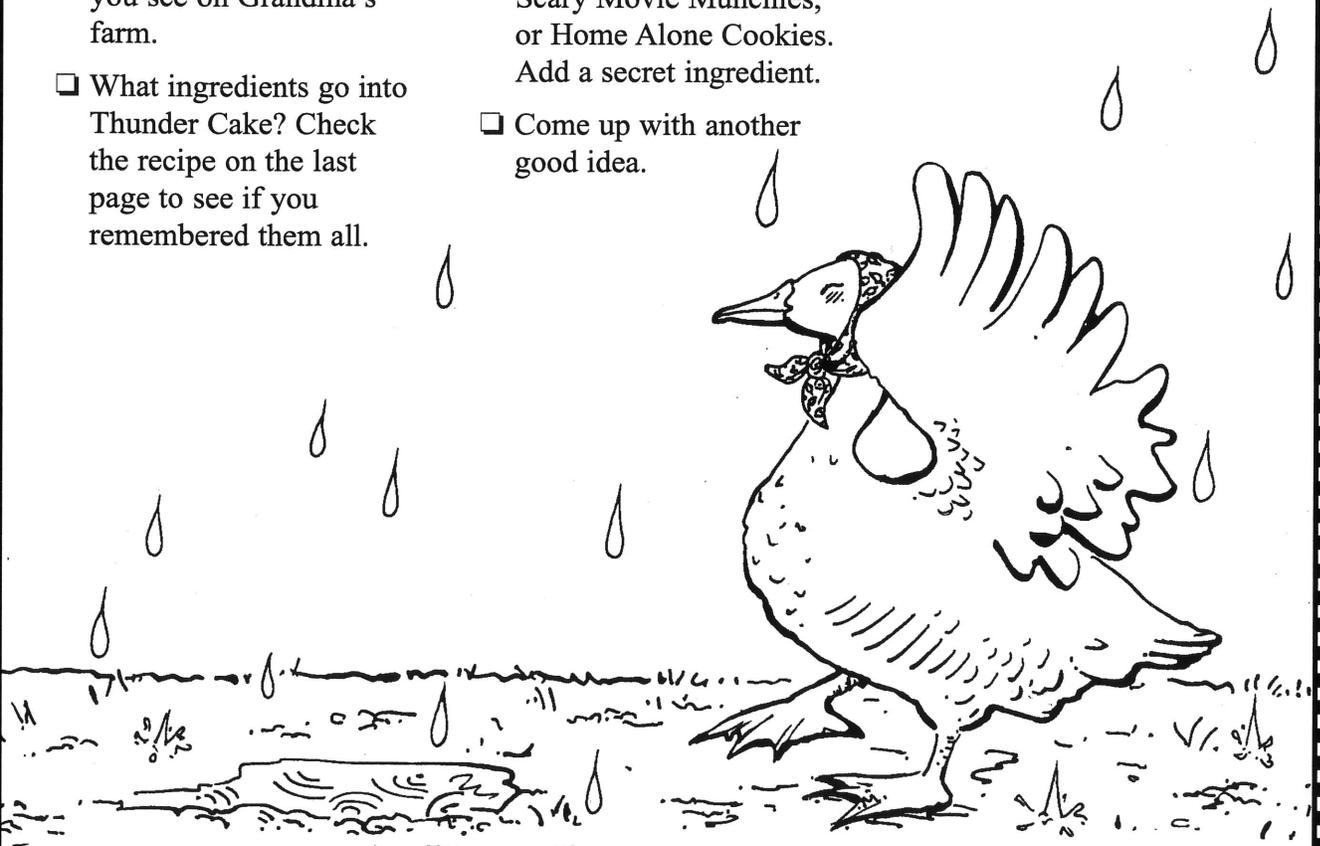
- Name all the animals you see on Grandma's farm.
- What ingredients go into Thunder Cake? Check the recipe on the last page to see if you remembered them all.

## After we read...

- How did baking help Patricia overcome her fear? Talk about Grandma's smart plan.
- Patricia Polacco likes patterns. Draw a picture of you and your bookmate. Color in patterns on your clothes, or glue on fabric scraps.
- Invent a recipe for another worry, such as Scary Movie Munchies, or Home Alone Cookies. Add a secret ingredient.
- Come up with another good idea.

## Hungry for more?

- Patricia Polacco has written and illustrated many more stories from her childhood. You might like *Chicken Sunday*.
- Other stories about cake bakers are Amy Heath's *Sophie's Role* and B. G. Hennessey's *Jake Baked the Cake*.



# Thunder Cake

- If your bookmate is afraid of something, just talking about it to an understanding friend may help lessen the fear. Share a fear of your own that you have overcome.
- Decide if you want to read the two paragraphs which introduce the story. You may prefer to tell your bookmate about what author Patricia Polacco tells the reader. It depends on how attentive your bookmate is being.
- If you are writing a recipe, ask your teacher for a copy of the Recipe Card Activity Page.
- Help your bookmate notice what Patricia does when she is afraid. Talk about what you both do when you are afraid.

• Your Notes/Ideas:

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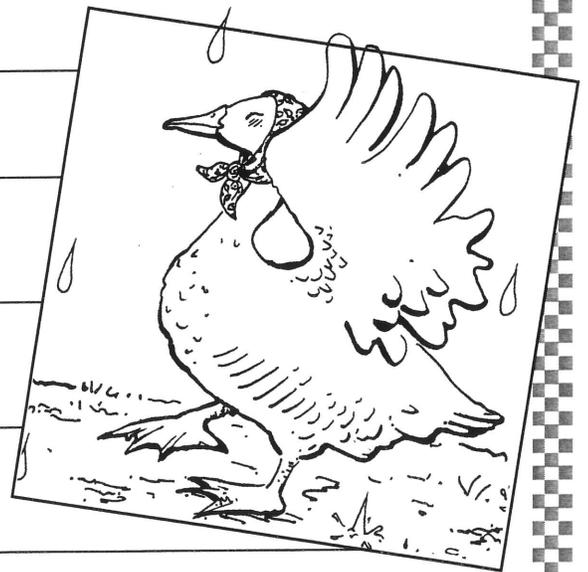
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# Too Many Tamales



by Gary Soto

**Maria thinks she has lost her mother's wedding ring  
in the holiday tamales she helped to make.**

## Before we read...

- Talk about how you help cook in your house. If you don't help, name something that you would like to learn to cook.
- What is a *tamale*? Tell each other, if you know. Name other Mexican foods that you could eat.

## While we read...

- Is there something that you do or wear that makes you feel grown up? Talk about it.
- Pause when Maria discovers the ring is missing. Before you turn the page, talk about what she might do now.

## After we read...

- From the pictures and the story, you learn about making tamales. Write a recipe for Maria's Tamales.
- Survey kids: "Have you ever tried a tamale?" Fold a piece of paper in half. Put *no* on one side, *yes* on the other. Ask kids to sign their names on the side that answers your question.
- Cut out pictures of things you wish for, like Maria did. Paste them into a "Wish Book" or onto a "Wish List." You can also write your wishes.
- Come up with another good idea.

## Hungry for more?

- The "Oliver and Amanda Pig" books by Jean Van Leuwen have many stories about cooking and being part of a family.
- Several other Books on the Menu are about characters who help cook: *Feast for 10*, *Thunder Cake*, *Pizza Party*, and *The Stories Julian Tells*.



# Too Many Tamales

- Many families eat special foods at special times - for holidays, birthdays, and other celebrations. You and your bookmate can compare special food traditions in your families.
- If you and your bookmate plan to write a tamale recipe, ask your teacher for a copy of the Recipe Card Activity Page. You may also want to write recipes for other favorite Mexican-style foods, such as *tacos*, *enchiladas*, or *burritos*.
- If you and your bookmate also celebrate Christmas, you can compare your family's Christmas traditions to Maria's. For example, notice the holiday decorations, the tree, and the exchange of gifts. Or tell each other about a different holiday that your family celebrates in winter.
- Conduct a survey with your bookmate. Ask how many kids have even tried tamales. Out of asking ten kids, you might find that three have and seven haven't. You would then explain to your bookmate that this means that most kids haven't tried tamales. You can conduct a survey about other foods, too. Help your bookmate explain what this survey shows.

• Your Notes/Ideas:

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# Alphabet Soup

by Kate Banks



The ability to spell words with alphabet soup comes in handy during the journey this boy takes in his mind.

## Before we read...

- Look over the picture on the cover and on the first page of the story. Try to identify the objects on the table and see if you find these objects again in the story.
- Talk about what a daydream is. Do you find yourself daydreaming sometimes? Do you ever make up stories?

## While we read...

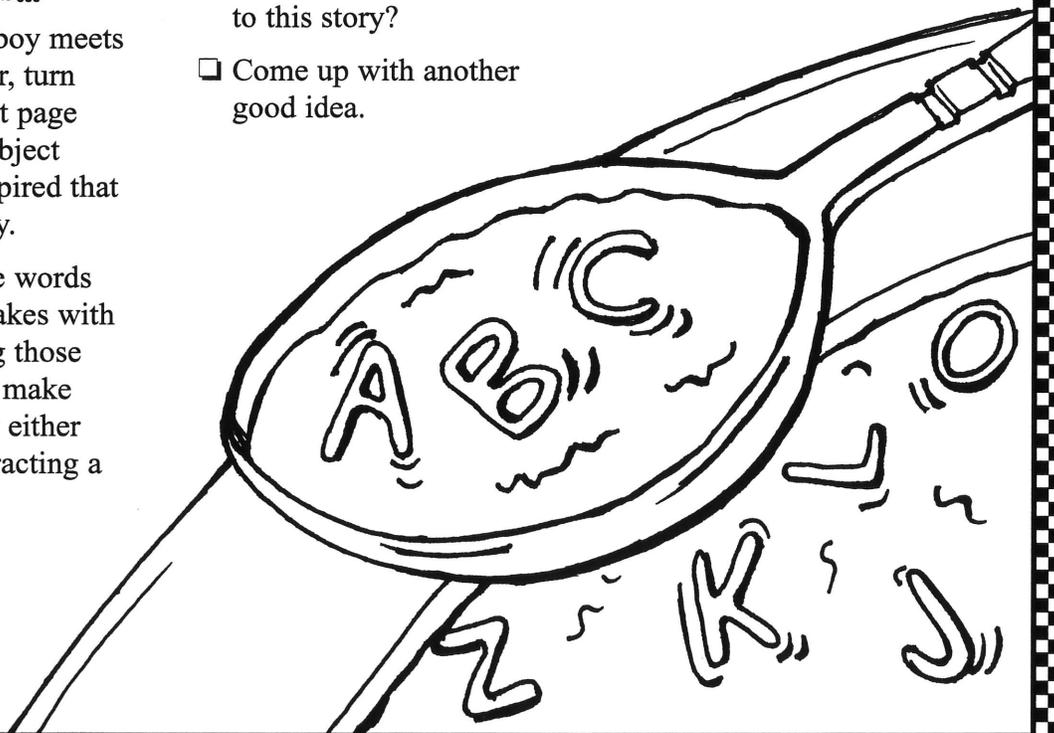
- Each time the boy meets a new character, turn back to the first page and see what object might have inspired that part of his story.
- Write down the words that the boy makes with his soup. Using those letters can you make other words by either adding or subtracting a letter?

## After we read...

- Look at your list of words the boy made with his soup. From the new words that you have come up with, see how the story would change. Read the story again with your new words.
- Compare the last picture of the story with the first picture. Did anything change?
- What are some other things you might find on a table that would add an interesting character to this story?
- Come up with another good idea.

## Hungry for more?

- Pickles to Pittsburgh: The Sequel to Cloudy with a Chance of Meatballs* by Jan Barrett also shows where daydreaming can take you.
- Read more stories about soup in *Stone Soup*, another Books on the Menu title, and *Tumbleweed Stew*, by Susan Stevens Crummel.







# Jalapeño Bagels

by Natasha Wing



**For International Day at school, Pablo wants to bring something that reflects the cultures of both his parents.**

## Before we read...

- Find the glossary at the back of the book and try pronouncing some of the words. The definitions are given here, and Pablo also explains them in the story.
- Talk about foods that are special to your family and friends.

## While we read...

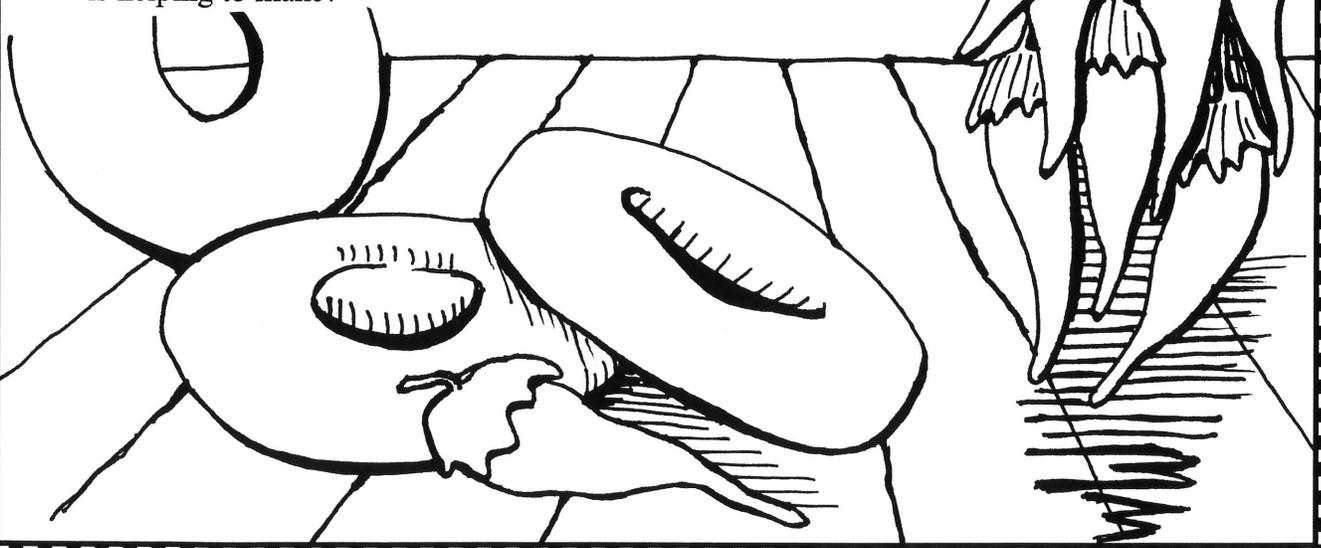
- After you have read a few pages, stop and find out if your bookmate ever helps his or her parents in the kitchen.
- Have you ever tasted any of the foods Pablo is helping to make?

## After we read...

- If you had to bring something to school for International Day, what would it be? Is there something unique about your family you could share? Would you bring food or something else?
- Come up with a list of other flavors for bagels. What other ingredients could you use to make a delicious bagel?
- Draw a picture of what your bakery would look like. Label the food you would have on your shelves.
- Come up with another good idea.

## Hungry for more?

- Family Pictures* and *Everybody Cooks Rice* show families and the different foods they eat that are part of their culture.
- Too Many Tamales*, another Books on the Menu title, is also about a child who helps her parents prepare a special family meal.



# Jalapeño Bagels

- There may be words in this story that you do not know how to pronounce. That is o.k.! Even if you do not know how to say it, the boy in the story always tells you what it is. You can also look at the glossary in the back of the book for definitions and pronunciations. Ask your bookmate to say some of these new words with you.
- Jalapeno peppers are usually very spicy. Find out if your bookmate likes spicy foods and how he or she reacts to them. Share a story about eating a spicy food.
- Many people like cream cheese on their bagels. What flavor cream cheese would you like on a jalapeno bagel? Make up some interesting bagel and cream cheese combinations with your bookmate.

• Your Notes/Ideas:

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# The Ugly Vegetables

by Grace Lin



**A girl think her mother's vegetable garden is the ugliest in the neighborhood until the smell of the Ugly Vegetable Soup fills the air**

## Before we read...

- Talk about the cover of the book. Have you ever planted something and watched it grow? How did it make you feel?
- If you were going to plant a garden, where would you plant it and what would you like to grow?

## While we read...

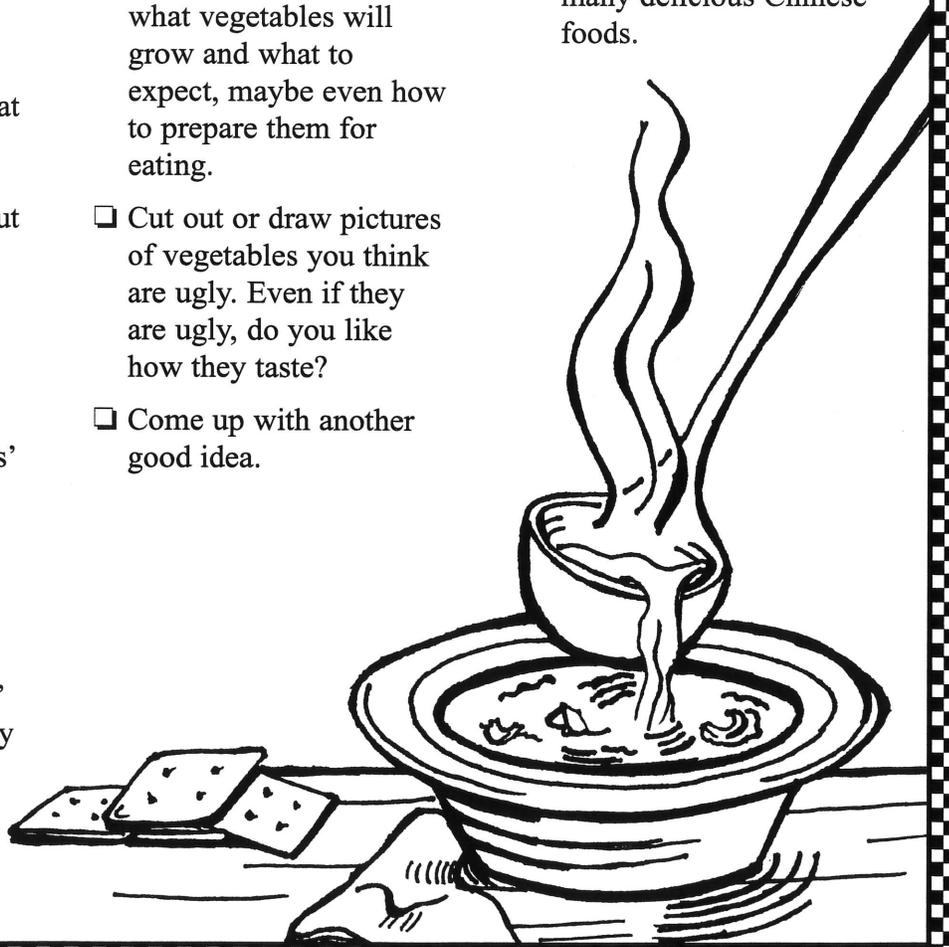
- When do you notice that this garden is different from others in the neighborhood? Point out the pages where you think the girl does not look happy about her garden.
- Notice the different stages of the vegetables' growth and point them out. How long do you think it would take the vegetables to grow?
- Talk about the pictures of the 'ugly vegetables' on the last page. Do any of the vegetables look familiar to you?

## After we read...

- Make a list of vegetables that you are familiar with. Now write a description for each vegetable, such as how it looks and how it tastes. Pretend you work at a garden shop and someone wants to know what to plant. Use your descriptions to explain what vegetables will grow and what to expect, maybe even how to prepare them for eating.
- Cut out or draw pictures of vegetables you think are ugly. Even if they are ugly, do you like how they taste?
- Come up with another good idea.

## Hungry for more?

- The Tortilla Factory*, by Gary Paulsen, shows the full planting cycle of corn and what the corn is made into.
- Grace Lin also wrote *Dim Sum For Everyone* where a girl and her family go out for dinner and each get to sample many delicious Chinese foods.







# Walter the Baker

by Eric Carle



**What will Walter come up with when the Duke orders him to make a tasty roll through which the sun can shine three times?**

## While we read...

- Talk about what a collage is. Then take some time to look through the book's pictures and notice the detailed collages.
- Share a folk tale that you might know about how something came to be.

## While we read...

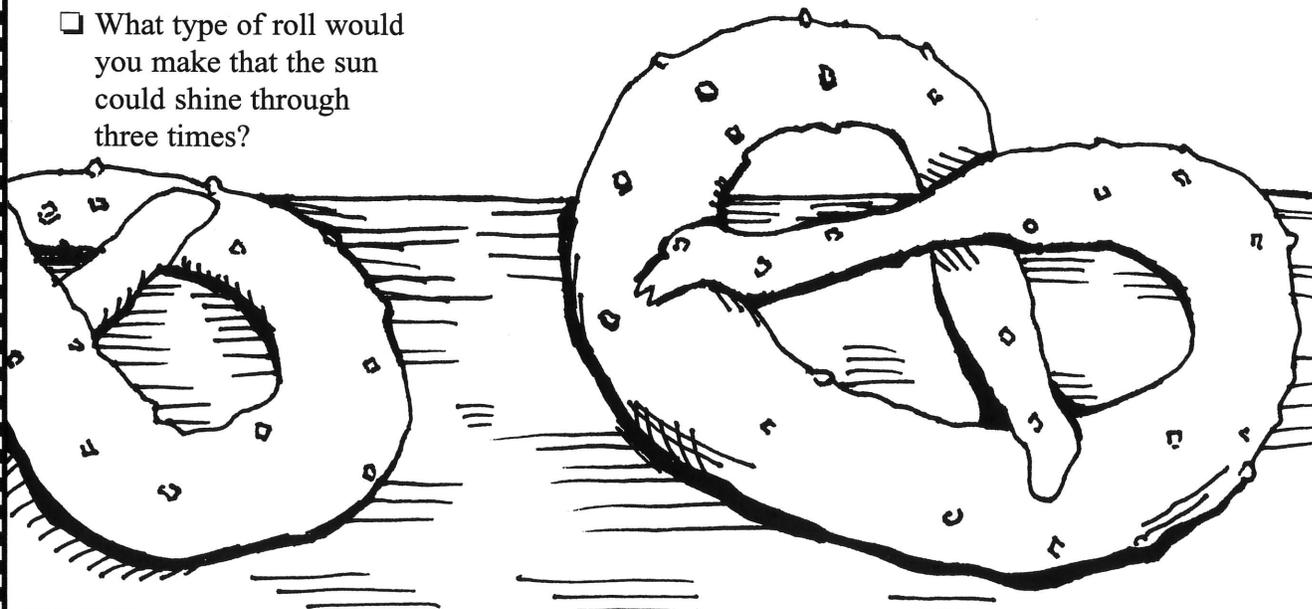
- After Walter's milk is spilt, stop, and have your bookmate guess what might happen to the sweet rolls without this important ingredient.
- What type of roll would you make that the sun could shine through three times?

## After we read...

- Find a favorite illustration, and try to recreate it by making your own collage.
- This story tells how pretzels came to be. Now make up a story about how another type of food came to be.
- Pretend you were telling a friend that you know how pretzels were first made. What is the story you would tell?
- Come up with another good idea.

## Hungry for more?

- Eric Carle has written many books using his collage artwork. *Pancakes, Pancakes* shows all the work necessary for a huge pancake breakfast.
- Another food folk tale, which is a Books on the Menu title, that has been popular for years is *Stone Soup*.





## Program Reproducibles for You and Your Students

In this section, you will find reproducible pages to help in administrating your *Books on the Menu* program. Some are designed for communicating with the families about this program, while others are for record keeping and for assessment. You will also find activity supplements to be used in conjunction with the Menu Planners or by themselves. Below is a description of each form and its use.

It is highly suggested that you make copies of all these reproducibles and the Menu Planners before the start of the program. Often, the participating students will need copies of the Menu Planners and activity pages to plan their Read Togethers.

**Forms that follow are to be used by the teachers to help in organizing the program:**

### **R-1. Pre-Implementation Older Reader Survey**

As explained in section seven, please have the older bookmates fill out this survey before they participate in *Books on the Menu*.

### **R-2. Pre-Implementation Tally Sheet (to be turned into RIF National)**

Once you have gotten back all of the surveys, please take a few moments to fill out this tally sheet. This tally sheet is due to RIF no later than your termination date. *Note: Please do not send all the surveys to RIF; we only need to see the tally.*

### **R-3. Post-Implementation Older Reader Survey**

As explained in section seven, please have the older bookmates fill out this survey at the close of the program.

### **R-4. Post-Implementation Tally Sheet (to be turned into RIF National)**

Once you have gotten back all of the surveys, please take a few moments to fill out this tally sheet. This tally sheet is due to RIF no later than your termination date. *Note: Please do not send all the surveys to RIF; we only need to see the tally.*

### **R-5. Younger Bookmate Survey**

As explained in section seven, primary teachers may want to conduct interviews with groups of younger participants at the end of the *BOTM* program to get their thoughts about the program.

### **R-6. Primary Parent Letter**

Letters to parents of younger bookmates acquaint them with the *BOTM* program and their child's older bookmate.

## **R-7. Intermediate Parent Letter**

Letters to parents of older bookmates acquaints them with the *BOTM* program and their child's role as a reading mentor.

## **R-8. Supplies Checklist**

Families may offer to provide some of the project materials on the checklist.

## **R-9. Book Feast Invitations**

This reproducible invitation can be customized and issued to all bookmates, or sent home to families to encourage their participation in the book distribution event.

## **R-10. Reading Log (already filled out with the core 24-book collection).**

Know at a glance who's reading what. Keep copies of a log near the collection of *BOTM* in the room where the children read. Ask older bookmates to be responsible for checking off titles.

## **R-11. Blank Reading Log (to be filled out with the books in your site's collection).**

Know at a glance who's reading what. Keep copies of a log near the collection of *BOTM* books in the room where the children read. Ask older bookmates to be responsible for checking off titles.

## **R-12. Older Bookmate Certificate**

Both teachers sign and present this certificate to each older student at the end of the program.

## **R-13. Younger Bookmate Certificate**

Older bookmates fill out certificates for their younger partners.

**To be used during the older reader training session:**

## **R-14. Read-Aloud Style Checklist**

As explained in section four, the older bookmates will go through two training sessions. Use these checklists to help older readers critique each other.

To help the children get to know each other in the beginning of the program:

### **R-15. Bookmate Interview**

This short survey is an icebreaker for the first meeting. The older child reads the questions and records both bookmates' responses. Information from this interview may be used to complete the activity reproducible, My Bookmate. This reproducible is also in the *Bookmate Planner*.

### **R-16. Teacher's Comment Sheet**

Older readers can refer to this form during a conference with the primary teacher about a younger bookmate's skills and interests. This form is designed for the primary teacher to write comments directly on the form and give to the older reader.

### **R-17. My Bookmate**

Children spotlight their bookmates. There's a place for a photo or drawing of the featured reader, and space to write about the reader's interests. These sheets can be placed together to create a *Books on the Menu* bulletin board. This reproducible is also in the *Bookmate Planner*.

To be used in planning Read Togethers and Book Talks:

### **R-18. Book Order Slips**

In planning for Read Togethers, older bookmates may be asked to "place an order" with the teacher who is monitoring the partners' activities.

### **R-19. Book Discovery**

Bookmates use this handout to share original insights and observations, and to recommend books they have enjoyed. This might be used in preparation for a Book Talk.

To be used during the Read Togethers (please make copies for bookmates to use, they will be using these reproducibles often):

### **R-20. Recipe Card Activity Page**

Bookmates may request this page to write out an original story-related recipe. This activity page is referenced in multiple Menu Planners.

### **R-21. Make-Your-Own Menu Activity Page**

Bookmates may request this page to create menus for story characters. This activity page is referenced in multiple Menu Planners.

### **R-22. Lunch Box Activity Page**

Bookmates may request this page to “pack” a storybook lunch. This activity page is referenced in multiple Menu Planners.

### **R-23. Short Orders Activity Page**

These nine activity cards, containing short problem-solving challenges, are keyed to the three Kids’ Menus that follow this page.

### **R-24. Kid’s Menu: Everyday Café**

This menu is designed to be used with the short order activity page but also can be used for other activity ideas.

### **R-25. Kid’s Menu: Early Bird Diner**

This menu is designed to be used with the short order activity page but also can be used for other activity ideas.

### **R-26. Kid’s Menu: You Make It, We Bake It Pizzeria**

This menu is designed to be used with the short order activity page but also can be used for other activity ideas.



# Pre-Implementation Older Reader Survey

DATE: \_\_\_\_\_

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

You and your classmates have been selected to participate in the *Books on the Menu* program. Before the program starts, please fill out the following survey. Thanks!

	Yes	No	Sometimes
1. Do you enjoy reading for fun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you like to talk about books with your classmates and friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you like school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever read aloud a book to anyone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are you excited about spending time with your bookmate in this new program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you like to help others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How often do you read for fun? <input type="checkbox"/> Every day <input type="checkbox"/> Every other day <input type="checkbox"/> Twice a week <input type="checkbox"/> Once a week <input type="checkbox"/> Rarely <input type="checkbox"/> Never			
8. Why do you read? <input type="checkbox"/> I enjoy it <input type="checkbox"/> I like stories <input type="checkbox"/> To learn things <input type="checkbox"/> To get good grades <input type="checkbox"/> I have to for school			



# Pre-Implementation Tally Sheet

DATE: \_\_\_\_\_

Organization: \_\_\_\_\_

How many older bookmates filled out this survey? \_\_\_\_\_

Please record all the responses on this tally sheet and turn it in with your performance report at the end of your program's activities. Thanks!

	Total "Yes" Responses	Total "No" Responses	Total "Sometimes" Responses
1. Do you enjoy reading for fun?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Do you like to talk about books with your classmates and friends?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Do you like school?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Have you ever read aloud a book to anyone?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Are you excited about spending time with your bookmate in this new program?	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Do you like to help others?	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. How often do you read for fun? Please indicate how many responded to each item.

Every day       Every other day       Twice a week  
 Once a week       Rarely       Never

8. Why do you read?

I enjoy it       I like stories       To learn things  
 To get good grades       I have to for school



# Post-Implementation Older Reader Survey

DATE: \_\_\_\_\_

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Congratulations! You have officially finished your *Books on the Menu* program. We want to know what you thought of the program. Please fill out the following survey. Thanks!**

	Yes	No	Sometimes
1. Do you enjoy reading for fun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you talk about books with your classmates and friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you like school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you enjoy the time you spent with your bookmate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you look forward to the days that you met with your bookmate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Did you enjoy receiving books for ownership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How often do you read for fun?	<input type="checkbox"/> Every day	<input type="checkbox"/> Every other day	<input type="checkbox"/> Twice a week
	<input type="checkbox"/> Once a week	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
8. Why do you read?	<input type="checkbox"/> I enjoy it	<input type="checkbox"/> I like stories	<input type="checkbox"/> To learn things
	<input type="checkbox"/> To get good grades	<input type="checkbox"/> I have to for school	

—over—

**Post-Implementation Older Reader Survey**

**—continued—**

**9. How did you prepare for your weekly Read-Together time? (Mark all that apply)**

- Read through the book.
- Read the book aloud to a friend or family member.
- Wrote out my plans of what I wanted to ask my bookmate.
- Marked places in the book (with post-its) where I wanted to point something out to my bookmate.
- Gathered the necessary supplies.
- Reviewed the Menu Planner (if one was available).
- Other (Please describe if you did other activities on a separate sheet):

**10. What did you like best about the *Books on the Menu* program?**

---

---

---

**11. If you could, what would you like to change about the *Books on the Menu* program?**

---

---

---



# Post-Implementation Tally Sheet

DATE: \_\_\_\_\_

Organization: \_\_\_\_\_

How many older bookmates filled out this survey? \_\_\_\_\_

Please record all the responses on this tally sheet and turn it in with your performance report at the end of your program's activities. Thanks!

	Total "Yes" Responses	Total "No" Responses	Total "Sometimes" Responses
1. Do you enjoy reading for fun?	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Do you like to talk about books with your classmates and friends?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Do you like school?	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Did you enjoy the time you spent with your bookmate?	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Did you look forward to the days when you met with your bookmate?	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Did you enjoy receiving books for ownership?	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. How often do you read for fun? Please indicate how many responded to each item.

<input type="text"/> Every day	<input type="text"/> Every other day	<input type="text"/> Twice a week
<input type="text"/> Once a week	<input type="text"/> Rarely	<input type="text"/> Never

8. Why do you read?

<input type="text"/> I enjoy it	<input type="text"/> I like stories	<input type="text"/> To learn things
<input type="text"/> To get good grades	<input type="text"/> I have to for school	

—over—

**Post-Implementation Tally Sheet**

—continued—

**9. How did you prepare for your weekly Read-Together time? (Please indicate how many responded to each item.)**

**Read through the book.**

**Read the book aloud to a friend or family member.**

**Wrote out my plans of what I wanted to ask my bookmate.**

**Marked places in the book (with post-its) where I wanted to point something out to my bookmate.**

**Gathered the necessary supplies.**

**Reviewed the Menu Planner (if one was available).**

**Other - On this question, we gave the bookmates the opportunity to describe other ways in which they prepared. Please share with us some of the activities that they wrote (please attach additional sheets if necessary):**

---

---

---

**10. What did you like best about the *Books on the Menu* program? Please share with us some of the things your students wrote on the survey (please attach additional sheets if necessary):**

---

---

---

**11. If you could, what would you like to change about the *Books on the Menu* program? Please share with us some of the things your students wrote on the survey (please attach additional sheets if necessary):**

---

---

---



# Younger Bookmate Survey

Interview your students with an audio or video tape running. You may want to interview groups of five or more, the entire class at once, or have older bookmates conduct the interviews, one on one. Be sure each child who wants to respond has a turn.

.....  
**Who reads to you at home?**  
.....  
.....

.....  
**Who reads to you at school?**  
.....  
.....

.....  
**Do you think it is easy or hard to read? What's easy or hard about it?**  
.....  
.....  
.....

.....  
**What do you call this? (pointing to cover, page, words, illustration)**  
.....  
.....  
.....

.....  
**Are you going to be a reader? When, do you think?**  
.....  
.....  
.....

.....  
**What is your favorite book, and why do you like it so much?**  
.....  
.....  
.....  
.....  
.....

.....  
**What did you like about Books on the Menu?**  
.....  
.....  
.....  
.....  
.....



## Dear Parents:

Our class is about to participate in **Books on the Menu**<sup>®</sup>, a program to inspire young children to *want* to read and spend more time with books.

Your child will have a **bookmate**, an older student who meets with your child every week for a **Read Together**. During the Read Together, bookmates choose books to read from a “menu” of 24 popular picture books that have a common theme—food! Bookmates also talk about books, and do story-related projects.

Both older and younger bookmates benefit from *Books on the Menu*. Older children enjoy being role models and taking on leadership responsibilities. Younger children:

- Enjoy personal attention from an older schoolmate.
- Have more opportunities to read and talk about books.
- Take part in activities that build reading skills.
- Develop a good attitude toward reading and learning.

To support your child during *Books on the Menu*, you can:

- Continue to read and share books at home with your child. Just 15 minutes a day can make a big difference.
- Show an interest by asking questions about your child’s bookmate and Read Together activities.
- Contribute some of the supplies that bookmates may need for projects.

Your comments about *Books on the Menu*, and your own child’s experiences in the program, are always welcome. Thanks for your extra interest and support!

Sincerely,

Your child’s bookmate, \_\_\_\_\_, is in the  
\_\_\_\_\_ grade. Read Togethers will be on \_\_\_\_\_.

*Books on the Menu*<sup>®</sup> is a program created by Reading Is Fundamental<sup>®</sup> to inspire young people to read and learn. For more information, visit the RIF Reading Planet at [www.rif.org](http://www.rif.org)



## Dear Parents:

Our class is about to participate in **Books on the Menu**<sup>®</sup>, a program to inspire reading and self-confidence. The books “on the menu” are 24 popular picture books that have a common theme—food!

Your child’s role is to be a younger child’s **bookmate**, or reading mentor. In a training workshop, older bookmates learn to think critically about books and practice techniques for reading aloud. The **Bookmate Planner** helps them prepare to read to their younger buddies and lead them in story-related conversations and activities. You may notice your child using the planner at home to prepare for weekly **Read Together**s.

Both older and younger bookmates benefit from *Books on the Menu*. Younger children enjoy the special attention of an older student and spend more time with books. Older bookmates:

- Have more opportunities to read and talk about books.
- Gain self-esteem by acting as role models and taking on leadership responsibilities.
- Experience the satisfaction of helping others.
- Discover they know more about books than they may have thought, giving them confidence as readers.

To support your child during *Books on the Menu*, you can:

- Encourage your child to practice reading aloud to you and other family members.
- Show an interest by asking questions about your child’s bookmate and Read-Together activities.
- Contribute some of the supplies your child may need for projects.

Your comments about *Books on the Menu*, and your own child’s experiences in the program, are always welcome. Thanks for your extra interest and support!

Sincerely,

*Books on the Menu*<sup>®</sup> is a program created by Reading Is Fundamental<sup>®</sup> to inspire young people to read and learn. For more information, visit the RIF Reading Planet at [www.rif.org](http://www.rif.org)



# Supplies Checklist

- |  |  |
|--|--|
| <input type="checkbox"/> Construction paper          | <input type="checkbox"/> Nature materials for collage    |
| <input type="checkbox"/> Poster board                | <input type="checkbox"/> Shoe boxes                      |
| <input type="checkbox"/> Unlined paper               | <input type="checkbox"/> Stick-on notes (or paper slips) |
| <input type="checkbox"/> Extra-big paper             | <input type="checkbox"/> Paper plates and napkins        |
| <input type="checkbox"/> Pencils                     | <input type="checkbox"/> Plastic dishes and utensils     |
| <input type="checkbox"/> Crayons                     | <input type="checkbox"/> Chopsticks                      |
| <input type="checkbox"/> Markers                     | <input type="checkbox"/> Rice                            |
| <input type="checkbox"/> Rubber stamps               | <input type="checkbox"/> Pasta shapes                    |
| <input type="checkbox"/> Scissors                    | <input type="checkbox"/> Measuring cups and spoons       |
| <input type="checkbox"/> Old magazines               | <input type="checkbox"/> U.S. map                        |
| <input type="checkbox"/> Children's product catalogs | <input type="checkbox"/> World map or globe              |
| <input type="checkbox"/> Fabric scraps               | <input type="checkbox"/> Local restaurant menus          |
| <input type="checkbox"/> String, yarn, etc.          | <input type="checkbox"/>                                 |
| <input type="checkbox"/> White glue                  | .....  |
| <input type="checkbox"/> Bindery rings               | <input type="checkbox"/>                                 |
|  | .....  |



# You're invited to a **BOOK FEAST**

**A Book Feast is a reading celebration. Bookmates each get to choose a book to take home and keep.**

**When:**

---

**Where:**

---



# You're invited to a **BOOK FEAST**

**A Book Feast is a reading celebration. Bookmates each get to choose a book to take home and keep.**

**When:**

---

**Where:**

---

# Reading Log



## NAMES OF BOOKMATES

	Bread and Jam for Frances
	Bread Bread Bread
	Chicken Little
	Cloudy with a Chance of Meatballs
	Doorbell Rang, The
	Everybody Cooks Rice
	Family Pictures (Cuadros de Familia)
	Feast for Ten
	Gregory, the Terrible Eater
	How My Parents Learned to Eat
	How to Make an Apple Pie and See the World
	I Need a Lunch Box
	Little Red Hen, The
	Mel's Diner
	More Spaghetti, I Say!
	Paper Crane
	Peanut Butter and Jelly: A Play Rhyme
	Pizza Party
	Sheep Out to Eat
	Stone Soup
	Stories Julian Tells, The
	Strega Nona
	Thunder Cake
	Too Many Tamales





# CERTIFICATE of RECOGNITION

---

RIF Program recognizes

---

for being a **BOOKMATE MENTOR**  
and for helping a younger bookmate  
get off to a happy start in reading.

---

Intermediate Teacher

---

Primary Teacher

---

Date

Books on the Menu® is a Program Created by Reading Is Fundamental® to Inspire Young Children to Read and Learn



# CERTIFICATE *of* RECOGNITION

Congratulations to

---

for being a terrific

**BOOKMATE**

in the Books on the Menu Program

---

Bookmate Mentor

---

Date

Books on the Menu® is a Program Created by Reading Is Fundamental® to Inspire Young Children to Read and Learn



# Read-Aloud Style Checklist

Name of Reader: .....

Listeners: .....

- |   |  |
|---|--|
| <input type="checkbox"/> Reads clearly.                               | <input type="checkbox"/> Uses different voices for different characters. |
| <input type="checkbox"/> Reads smoothly and can pronounce everything. | <input type="checkbox"/> Reads slowly or quickly for effect.             |
| <input type="checkbox"/> Seems to know the story.                     | <input type="checkbox"/> Raises or lowers voice for effect.              |
| <input type="checkbox"/> Reads with expression.                       | <input type="checkbox"/> Invites listener to join in or help read.       |
| <input type="checkbox"/> Seems to like the story.                     | <input type="checkbox"/> Other Comments:                                 |



# Read-Aloud Style Checklist

Name of Reader: .....

Listeners: .....

- |   |  |
|---|--|
| <input type="checkbox"/> Reads clearly.                               | <input type="checkbox"/> Uses different voices for different characters. |
| <input type="checkbox"/> Reads smoothly and can pronounce everything. | <input type="checkbox"/> Reads slowly or quickly for effect.             |
| <input type="checkbox"/> Seems to know the story.                     | <input type="checkbox"/> Raises or lowers voice for effect.              |
| <input type="checkbox"/> Reads with expression.                       | <input type="checkbox"/> Invites listener to join in or help read.       |
| <input type="checkbox"/> Seems to like the story.                     | <input type="checkbox"/> Other Comments:                                 |



# Bookmate Interview

**Bookmate Names:**

.....  
.....

**1. What kinds of stories do you like?**

**I like:**

.....

**My bookmate likes :**

.....

**2. What is your favorite book?**

**My favorite:**

.....

**My bookmate's favorite:**

.....

**3. What are some of your favorite foods?**

**My favorites:**

.....

**My bookmate's favorites:**

.....

**4. What are some foods you don't like at all?**

**I dislike:**

.....

**My bookmate dislikes:**

.....

**5. Who reads to you at home?**

.....

**reads to me.**

.....

**reads to my bookmate.**

.....

**6. What do you like to do for fun?**

**I like to**

.....

**My bookmate likes to**

.....



# Teacher's Comment Sheet

(to be filled out by the Primary Teacher)

This sheet has been prepared for: \_\_\_\_\_  
Older Reader

The purpose of this sheet is to help you get to know your younger bookmate.

Your Bookmate's Name: \_\_\_\_\_

**1. What reading skills does my bookmate already have?**

---

---

---

---

**2. What reading skills does my bookmate need to work on?**

---

---

---

---

**3. What are my bookmate's talents or interests?**

---

---

---

---

**4. Additional Comments:**

---

---

---

---



# My Bookmate

By .....  
your name

**My bookmate's name is:**

.....

**My bookmate's favorite book is:**

.....

**My bookmate's favorite food is:**

.....

**What is the same about us:**

.....

.....

.....

.....

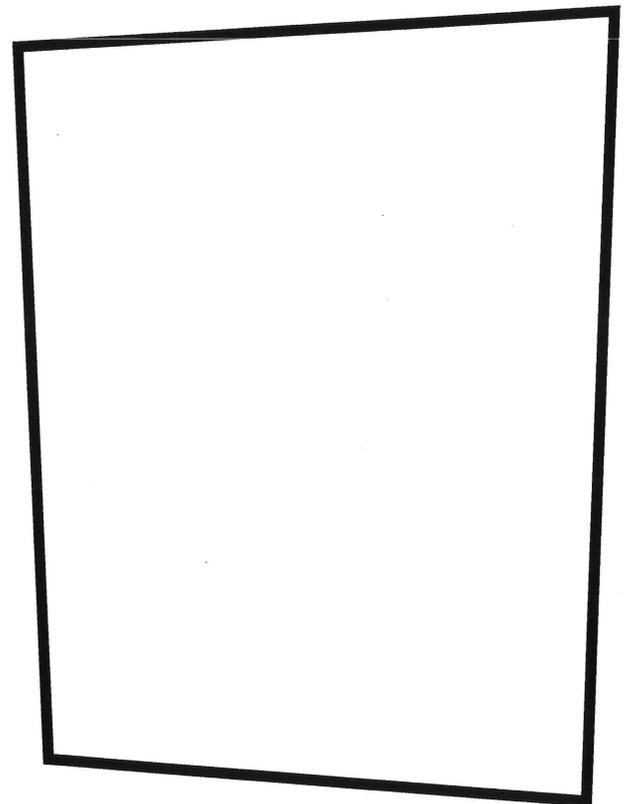
.....

**What is different about us:**

.....

.....

.....



**Draw a picture of your  
bookmate in the box.**



# Book Order

**Bookmates:**

.....  
.....

**Title of our next book:**

.....  
.....

**Activities we have planned:**

.....  
.....

**What will we need:**

.....  
.....



# Book Order

**Bookmates:**

.....  
.....

**Title of our next book:**

.....  
.....

**Activities we have planned:**

.....  
.....

**What will we need:**

.....  
.....



# Book Order

**Bookmates:**

.....  
.....

**Title of our next book:**

.....  
.....

**Activities we have planned:**

.....  
.....

**What will we need:**

.....  
.....



# Book Order

**Bookmates:**

.....  
.....

**Title of our next book:**

.....  
.....

**Activities we have planned:**

.....  
.....

**What will we need:**

.....  
.....



# Book Discovery

**Bookmates:**

**and**

**Book Title:**

**Why we recommend this book:**

**Something we discovered as we read this book:**

On the following page you will find a

# Recipe Card Activity Page

**Bookmates are referred to the Recipe Card in  
the following Menu Planners:**

- The Little Red Hen*
- Stone Soup*
- The Stories Julian Tells*
- Thunder Cake*
- Too Many Tamales*



**Recipe Title:**

.....

**What You Need:**

.....  
.....  
.....  
.....  
.....  
.....

**What You Do:**

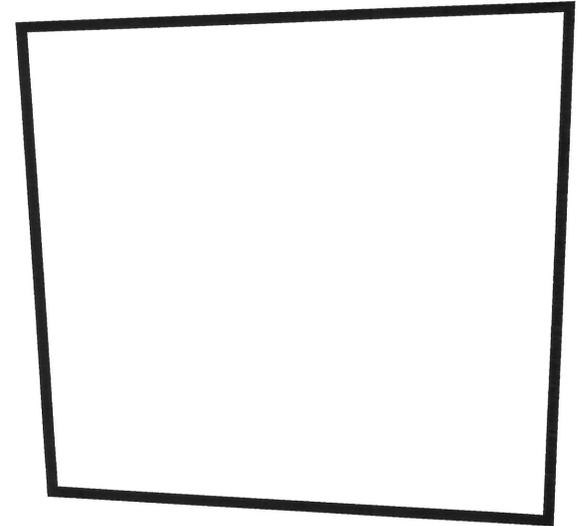
.....  
.....  
.....  
.....  
.....

**Written by:**

**and**

.....

**Picture of Food**



On the following page you will find a

# **Make-Your-Own Menu Activity Page**

**Bookmates are referred to the Make-Your-Own  
Menu in the following Menu Planners:**

- Chicken Little***
- Gregory, the Terrible Eater***

# Menu

For .....

## Appetizers

.....  
.....  
.....  
.....  
.....

## Main Dishes

.....  
.....  
.....  
.....  
.....

## Soups

.....  
.....  
.....  
.....  
.....

## Side Dishes

.....  
.....  
.....  
.....  
.....

## Drinks

.....  
.....  
.....  
.....  
.....

## Desserts

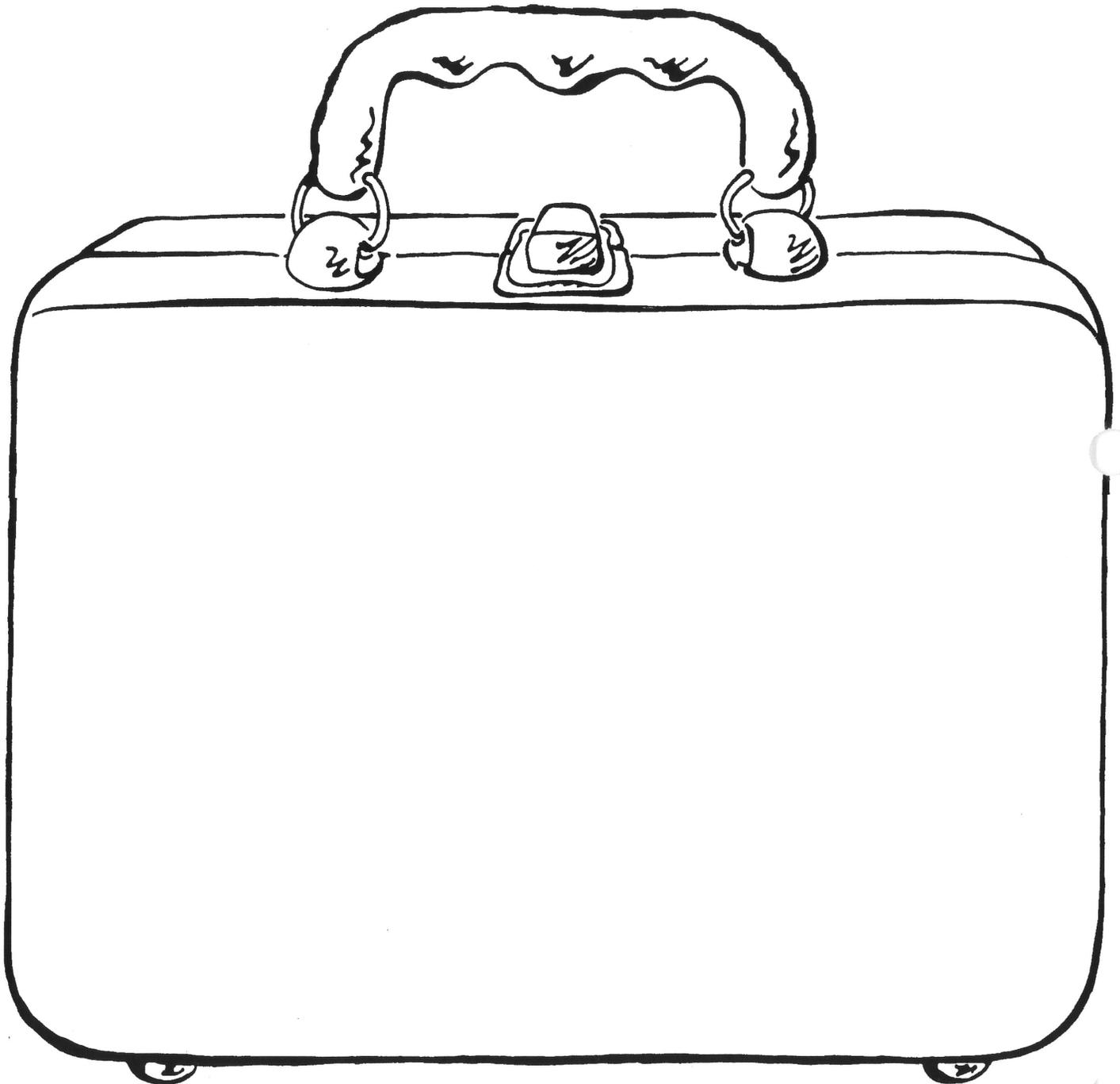
.....  
.....  
.....  
.....  
.....

On the next page you will find a

# Lunch Box Activity Page

**Bookmates are referred to the Lunch Box in the following Menu Planners:**

- Bread and Jam for Frances***
- I Need a Lunch Box***



**This lunch box belongs to** .....

On the next page you will find

# Short Orders Kids' Menu Activities

**These nine activity cards, containing short problem-solving challenges, are to be used with the following three kids' menus.**



# Short Orders

## Kids' Menus Activities

These nine activity cards contain short problem-solving challenges to be used with the following three kids' menus.

### Short Order #1 You Make It, We Bake It Pizzeria

You are as hungry as Strega Nona's friend, Big Anthony! Build a pizza with plenty of toppings. How much will your pizza cost?

### Short Order #2 Everyday Cafe

What day of the week would you pick to eat at Everyday Cafe? Ask other bookmates to pick a day. Which day is the most popular?

### Short Order #3 Everyday Cafe and the Pizzeria

How much does a pizza cost at Everyday Cafe? How much does the same pizza cost at the Pizzeria? Which is a better deal? Where would you and your bookmate go to order a pizza?

### Short Order #4 Early Bird Diner

You and your bookmate must each choose one item from Breakfast Entrees, Breads and Side Orders. Add up the total cost. Who has the most expensive meal?

### Short Order #5 You Make It, We Bake It Pizzeria

Choose to:

- Put the pizza toppings in ABC Order.
- Make your own pizza with toppings from the menu that begin with P. Can you think of new toppings that begin with P?

### Short Order #6 Early Bird Diner

Take a survey of kid's favorite breakfasts. How many readers like eggs? How many like pancakes? Make a picture graph of the results.

### Short Order #7 Kids' Menus

You have \$15.00 to spend on breakfast, lunch, and dinner. You may eat at different restaurants. What will you order and where?

### Short Order #8 Kids' Menus

It is 7:00 a.m. and you are hungry! Where can you find something to eat? Where can you go to eat dinner at 8:00 p.m.? Where can you order dessert at 11:00 p.m.? What will you choose at each restaurant?

### Short Order #9 Kids' Menus

Create your own problem from one of the Kids' Menus or from a real menu you find at a restaurant.

Open 11:00 a.m. to 10:00 p.m. 7 days a week



# EVERYDAY CAFE



## KID'S MENU

### APPETIZERS

Nachos .....	\$2.50
Cheese Sticks .....	\$2.00
Noodle Soup .....	\$1.50
Salad .....	\$2.00

### DAILY SPECIALS

Monday:	Tacos .....	\$5.00
Tuesday:	Pepperoni Pizza .....	\$6.00
Wednesday:	Burgers and French Fries .....	\$4.50
Thursday:	Chicken Fingers .....	\$4.00
Friday:	Fish and Chips .....	\$5.00
Saturday:	Egg Roll and Fried Rice .....	\$5.50
Sunday:	Spaghetti and Meatballs .....	\$6.00

### BEVERAGES

Soda .....	\$ .75
Lemonade .....	\$ .50
Milk .....	\$ .50
Apple Juice .....	\$ .50
Orange Juice .....	\$ .75



### DESSERTS

Cupcake .....	\$1.00
Strawberry Shortcake .....	\$2.00
Chocolate Mud Pie .....	\$2.00
Pudding .....	\$1.50
Fruit Cup .....	\$1.50
Ice Cream .....	\$1.00



Serving Breakfast  
All Day:  
5:00 a.m. to 6:00 p.m.

# Early Bird Diner

## Kid's Breakfast Menu

### Entrees

2 eggs .....	\$2.50
waffle .....	\$3.00
pancakes and syrup .....	\$3.00
french toast .....	\$2.50
cereal .....	\$2.00

### Breads

toast and jelly .....	\$.50
bagel and cream cheese .....	\$1.00
blueberry muffin .....	\$.50
biscuits .....	\$1.00
jelly donut .....	\$2.50

### Side Dishes

bacon .....	\$1.00
sausage .....	\$1.50
ham .....	\$1.00
home-fried potatoes .....	\$.50
fresh fruit .....	\$2.00

### Drinks: \$.50

- coffee • tea • milk • chocolate milk •
- orange juice • tomato juice • lemonade •

OPEN 24 HOURS

# You Make It, We Bake It A Storybook Pizzeria



## KID'S MENU

### Build your own Pizza!

Plain Pizza: tomato sauce and cheese .....	\$6.00
Toppings .....	\$.50 each

Choose from:

- sausage • pepperoni • mushrooms • peppers • onions • olives • anchovies •

### Or choose one of ours!

Gregory's Great Garbage Pizza: tin cans, tires, tea bags, tomato sauce .....	\$8.00
Frances' Favorite Pizza: strawberry and grape jam on crust .....	\$7.50
Sheep's Treat: clovers and daisies with a grass sauce .....	\$7.00
Foxy Loxy's Poultry Pizza: chicken, turkey, and duck with cheese .....	\$9.00

#### Drinks: \$1.00

soda • iced tea  
lemonade • coffee • milk  
bottled water

#### Desserts: \$2.00

cheese cake • fudge brownie  
key lime pie  
chocolate milk shake



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