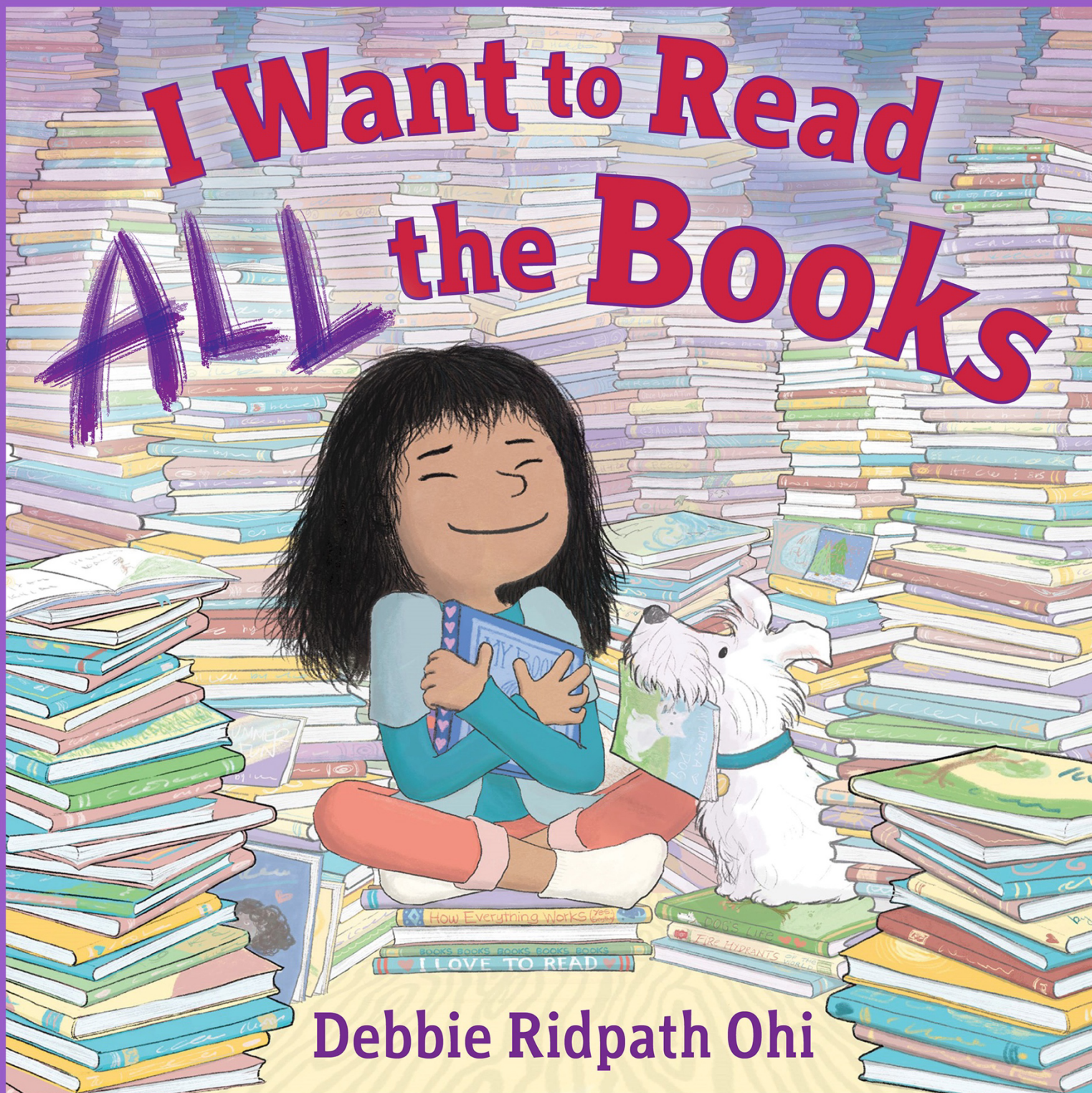


TEACHER'S GUIDE



A Classroom Guide written by Marcie Colleen
Illustrations provided by Debbie Ridpath Ohi

Debbie Ridpath Ohi **Author Illustrator, *I Want to Read All the Books***



Debbie Ridpath Ohi is the author of *Where Are My Books?*, *Sam & Eva*, and *I Want to Read All the Books* with Simon & Schuster Books for Young Readers. Debbie has helped create over twenty books for young people, including *I'm Bored* (a New York Times Notable Book) and other picture books written by Michael Ian Black as well as ten Judy Blume chapter books and middle grade titles. Her illustrations also appear in books by Linda Sue Park, Aaron Reynolds, Rob Sanders, and Lauren McLaughlin. Debbie lives with her husband in Toronto, Canada. You can find out more about Debbie at DebbieOhi.com.

Marcie Colleen, Curriculum Writer

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How to Use This Guide

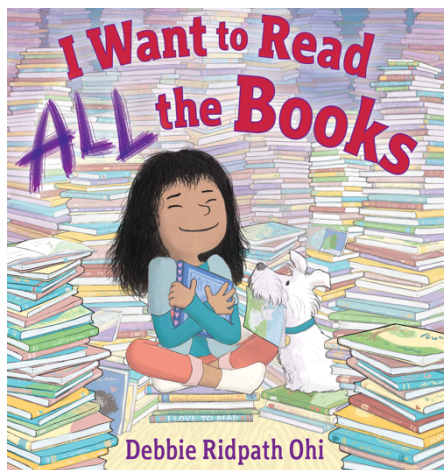
This classroom guide for *I Want to Read All the Books* is designed for students in preschool through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *I Want to Read All the Books* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Extra activity sheets and other bonus material can be found at

<https://debbieohi.com/book/i-want-to-read-all-the-books/>



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Brief synopsis:

An insatiably curious girl decides the only way to answer all her questions is to read *all* the books in this funny and charming picture book in the spirit of *The Library Fish* and Tom Chapin's *The Library Book*.

Hana wants to know everything about the world around her. When she starts asking questions, her mother gives her a book. She learns so much, but now she has even more questions! She also has a *big* mission: she will read *all* the books—every single one! She reads every book in her house...and then her friends' houses...and then the whole block. Nonfiction, fiction, romance, mysteries, and science fiction.

But when her mother takes her to the downtown library, she realizes there are a lot more books than she thought...way more. Maybe she *can't* really read all the books—now what?

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Who is Hana? ~ Character Study	8
How to Read for Research	9
Writing Activities	
My Favorite Book ~ Writing a Book Report	10
Make an "I Wonder..." List	11
Reading is My Superpower	
Speaking and Listening Activities	12
Mime	
Drama/Charades	
Vocal Style	
Language Activities	
Vocab Wizards	
The Great Genre Hunt	13

Math

Word Problems	14
Under Where? Spatial Sense	15
Where We Get Our Books Pie Chart	16
Reading Counts	

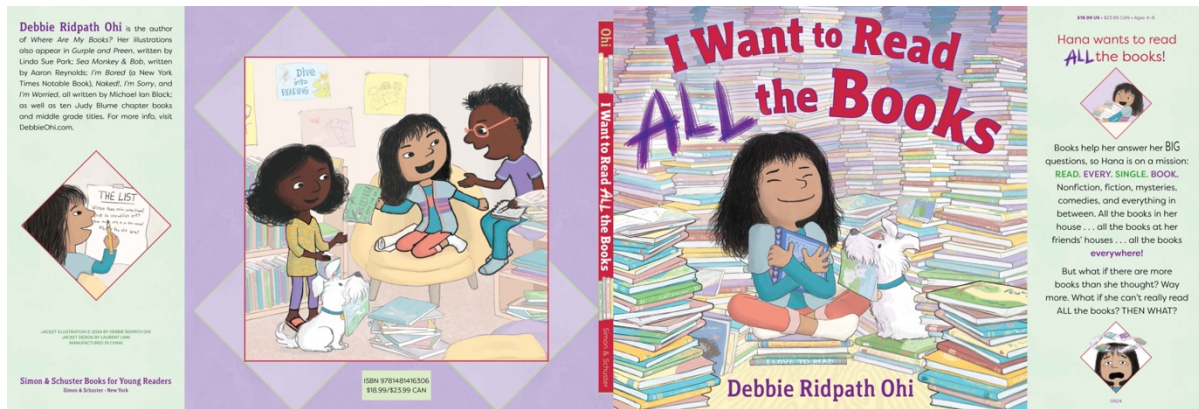
Social Studies

Famous Libraries	
Kids Love Libraries, Libraries Love Kids!	17
How to Start a Book Club	18

English Language Arts

Reading Comprehension

Before reading *I Want to Read All the Books*, help students identify the basic parts of a picture book: front cover, back cover, title page, spine, end papers, and jacket flap.



The Front and Back Covers ~

- What is the girl doing on the front cover? How do you think she feels? Try to mimic what she is doing. How does doing that make you feel?
- What is the girl doing on the back cover? How does this illustration differ from the one on the front?
- Do you see any other characters? Who do you think these characters are? What do you think they are doing? How do you think they feel?
- What do you think the story might be about? What are some clues you can find in the cover illustrations?
- Explain that Debbie's name is the only name on the cover because she is both the author and the illustrator of *I Want to Read All the Books*. What does an author do? What does an illustrator do? What does it mean if there is an author-illustrator?

Now read or listen to the book.

- What does Hana wonder while watching the rain?
 - What is her mom's response to Hana's wondering?
 - How does her mom's suggestion help answer Hana's question?

- Hana has a big list of questions. How does she plan to be able to answer them all?
- As Hana reads more books, what happens to her list of questions?
- How does Hana feel when she sees how many books are in the big library?
 - Why do you think she feels this way?
- When Hana asks the librarian what the point to reading is, how does she answer?
 - Why do you agree or disagree?
 - What idea does this give Hana?

Help students summarize in their own words what the book was about using the chart below.

Beginning	Middle	End
<p>“It all started with a raindrop.”</p> <p>Introduce Hana:</p> <p>Enter the inciting incident:</p> <p>“I’m going to read ALL THE BOOKS, thought Hana. That way I’ll be able to answer all the questions.”</p>	<p>Working toward her goal. List the places where Hana gets the books she reads.</p> <p>The Climax when everything changes or becomes out of control/heightened...</p> <p>“I am never, ever going to be able to read ALL THE BOOKS!”</p>	<p>Resolution. How are things solved?</p> <p>The ending (How things have changed...)</p>

Look at the illustrations in the following spreads:



"I think this book might help" spread

- How would you describe what is happening on these two pages?
- Create thought bubbles over each character's head to show what they are thinking.
- Look closely at the illustration. What other things do you see in Hana's room? What do these items tell you about Hana's character?



"I want to read ALL THE BOOKS!" spread

- How would you describe what is happening on these two pages?
- List five words that describe how the friends feel while looking for more books to read.
- Where would you look for books in your house? Are there any rooms in your house that don't have books?



"No one can read all the books" spread

- How would you describe what is happening on this spread?
- List five words that describe how Hana feels.



"The next day, Hana tried something new" spread

- How would you describe what is happening on these two pages?
- How do you think Mom feels?
- Look closely for some fun details:
 - A book about robots
 - A book about a little white dog
 - Sea Monkey and Bob from Sea Monkey & Bob by Aaron Reynolds
 - A drawing of friends sharing a book
 - A sketchbook
 - Pink sandals
 - Blue eyeglasses
 - A rolled-up list of questions

Who is Hana? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *I Want to Read All the Books* paying close attention to the character of Hana. Scene by scene, record your thoughts, in a chart like the one below.

What she does	Why do you think she does what she does?	How would you describe her?	What might she say?
Example: Watches the raindrops and wonders where they come from.	She is very curious and wonders a lot.	A deep thinker, full of questions, eager to learn.	"I wonder where rain comes from."
Makes a list of questions.	She is wants to be sure her questions are answered. Making a plan to get answers.	Pro-active, a go-getter	"I should start a list of all the questions I have so I can get answers."

After gathering information regarding Hana’s character, use the scenarios below to write a new scene for *I Want to Read All the Books*. What would she do and say in one of the following situations?

- Hana has to write a book report for school on her favorite book.
- Hana is asked to be a guest reader at a preschool.
- Hana gets to meet one of her favorite authors.

How to Read for Research

Hana sets out to read all the books so she can answer the questions on her growing list. The first books she reads are nonfiction—books that are based on facts, real events, or real people.

Choose a nonfiction book to read as a class. Then, while reading, have students take notes in two columns:

- Things We Learned
- Questions We Have

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the Questions We Have column.
 - Were any of these questions answered as the story went along?
 - If so, ask students to find the answer within the text.
 - Record the answer next to the question in a third column labelled Answers We Found.
- For all remaining questions that have yet to be answered in the Questions We Have column, students will need to take the steps to find answers, either through Internet or book research.
 - Discuss how to find answers to questions through research.

- Assign students to specific questions to help them focus.
- Record all answers in the Answers We Found column.
- After the answers have been shared with the class, engage in a discussion on research practices.
 - What was most difficult about finding answers? Why?
 - Was it easier to find answers on the Internet or in a book? Why?
 - Which source is more reliable, the Internet or a printed book? Why?
 - How can you determine whether to trust a source?
 - What tips would you give someone who is about to do research?

Extension: Design and illustrate posters representing each Fact, Question, and researched Answer based on the books read and display them within the classroom.

Writing Activities

My Favorite Book ~ Writing a Book Report

Being able to share your favorite books with other readers is part of the joy of reading. Do you have a favorite book? If so, why is it your favorite? If you cannot think of a favorite book, ask a parent or caretaker if you had a favorite book when you were little.

Write a book report about your favorite book, using the prompts below.

Be sure to write in paragraph form.

Use complete sentences, correct spelling, correct punctuation, and correct capitalization.

1. Begin with an introduction. State the title of the book and the author's name. Next, write a one-sentence summary of what the book is about. Last, explain why you chose this book.

For example, "My favorite book is *I Want to Read All the Books* by Debbie Ridpath Ohi. This book is about a girl who tries to read all the books in the world to answer her big long list of questions. I like this book because I also love to read books to find answers to questions."

2. Describe the setting. This is where and when the story takes place. It might be in a building or outside, or in an imaginary place. The time might be now or a long time ago. Describe where and when the story takes place.
3. Describe the main character(s). Most stories have a main character and one or two others who are important. Choose 1 or 2 important characters from this book and describe them. Write about what they look like, what they like to do, and how they act – silly, honest, smart? Describe some things that make the character(s) special.
4. Write a summary (the important ideas) of the plot. Explain what happens in the beginning, the middle, and the end. Explain the main problem or conflict the characters have to solve and how they do it.
5. End with a conclusion. This is where you give your opinion of the story. Write a paragraph explaining why this is your favorite book. Be specific.

For some extra fun, students can share their favorite book and book report with the class. Place all the books in an “Our Favorite Books” classroom library, along with a bookmark containing the key information in the book reports. Students can then borrow a book from the classroom library, read it, and write reports with their own opinions.

Make an “I Wonder...” List

Hana keeps a list of the questions she has that she would like to find answers to. Individually or as a class, create an “I Wonder...” list. Then, set out to find answers on either the internet or at the library.

Reading is My Superpower

Hana has a poster in her room that says Reading is My Superpower. Do you think reading can give you powers or abilities to overcome problems or help others in need? How so?

Write an imaginative story in which you are a superhero who uses reading to battle problems. Be sure to include a beginning in which you introduce reading as your superpower, a middle that shows at least three ways that reading helps you battle issues, and an ending when you have been triumphant.

Share your stories with the class.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *I Want to Read All the Books* life in your classroom and also have fun with speaking and listening skills!

Mime

While the teacher reads the book aloud, the students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama/Charades

Ask the students to think of some of the books they have read in school. Have the students act out a book in front of the class—without speaking. They can either tell the class what book they are performing or ask the class to guess which book they are acting out.

Or

Create a TV commercial to encourage people to read *I Want to Read All the Books*.

Vocal Style

In small groups, act out *I Want to Read All the Books* as an opera, a western, a “breaking news” story, a thriller, etc. The rest of the class should guess what “style” is being presented.

Language Activities

Vocab Wizards

In *I Want to Read All the Books*, Hana discovers lots of new words while reading the dictionary.

codswallop	flibbertigibbet	smorgasbord	finagle	kerfuffle
defenestrate	struthious	rapscallion	fartlek	hullabaloo
gobsmacked	serendipitous	lollygag	discombobulated	

Look these words up in the dictionary. (Depending on the level of your students, a student volunteer or the teacher can do this.) Read the definition.

Then, as a class, come up with a way to remember what the word means.

The Great Genre Hunt

Hana reads books of many different genres. But what is a genre?

- To demonstrate, have a stack of books of different genres (poetry, fantasy, mystery, biography, etc.)
 - Then, give the class two minutes to write down any observations about the stack of books. (i.e., similarities and differences, etc.)
 - Once the two minutes is up, record their lists on the board.
 - Explain that the books are different genres. Ask students to guess what 'genre' means.

Look up 'genre' in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- The Great Genre Hunt. Visit the library for this literary scavenger hunt.

Present to the class several pieces of poster board, each with a different genre written on it along with its general definition.

- Fantasy – a story including elements that are impossible such as talking animals or magical powers.
- Realistic Fiction – a story using made-up characters but that could happen in real life.
- Mystery – a suspenseful story about a puzzling event that is not solved until the end of the story.
- Historical Fiction – a fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made-up.
- Traditional Literature – stories that are passed down from one group to another in history. This includes folktales, legends, fairy tales, tall tales, and myths from different cultures.
- Science Fiction – a type of fantasy that uses science and technology (robots, time machines, etc.)
- Informational – texts that provide facts about a variety of topics.

- Biography – the story of a real person’s life written by another person.
- Autobiography – the story of a real person’s life written by that person.
- Poetry – verse written to express the writer’s thoughts and feelings. It often uses rhythm and rhyme.

Once all the genres have been explained, students will be asked to browse the shelves of the library to find books that match each of these genres and add the titles to the appropriate poster board.

BONUS Discussion:

- Where did you find each book from the different genres? What did you notice about how the library books are shelved? Why do you think they are shelved according to genre?
- What genre would you say I Want to Read All the Books is? Why? Ask the librarian where it would be shelved.
- Do you have a favorite genre? Why?
- Do you have a least favorite genre? Why?
- Is there a genre that you do not think you have ever read?
- Before leaving the library, challenge yourself by borrowing a book in a genre you have never read before.

Math

Word Problems For younger students, the use of pictures or props might be needed to figure out word problems.

- 1) Hana has 5 books to read all about rain. She reads 1 book about rain. How many books about rain does Hana have left to read?

$$5 - 1 = ?$$

- 2) Hana and her friends find 4 cookbooks on the kitchen counter and 3 self-help books on top of the refrigerator. How many books do Hana and her friends find in the kitchen?

$$4 + 3 = ?$$

- 3) Hana borrows 6 books from her friends. She reads and returns 3 of those books. How many friends' books does Hana still have?

$$6 - 3 = ?$$

- 4) Hana has 2 dollars to spend at the bookstore on a new book. Her mom gives her 8 more dollars. How many dollars does Hana have to spend at the bookstore?

$$2 + 8 = ?$$

- 5) Hana takes 9 tote bags full of books home from the library. She reads all the books in 7 of the tote bags. How many tote bags of books does she still have to read?

$$9 - 7 = ?$$

Under Where? Spatial Sense

Look at the "The next day Hana tried something new" illustration in *I Want to Read All the Books*.

Describe where Hana is.

[examples: on the chair, sitting next to her list, in between her friends]

Describe where Mahtab is.

[examples: next to Hana, in front of the bookcase, behind the dog]

Describe where Luis is.

[examples: on top of the bookcase, next to a stack of books]

Have students choose another illustration in *I Want to Read All the Books* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Where We Get Our Books Pie Chart

Hana discovers that there are many different places to find books: her house, friends' houses, libraries, bookstores, etc.

Conduct a in the classroom or across a grade level or the entire school as to everyone's favorite places to get books.

Create a pie chart to present the results of the survey.

- Where do most people get their books?
- Where do the fewest people get their books?

Display the pie chart and its gathered data in a bulletin board display.

Reading Counts

Whether a student is already an avid reader or a bit reluctant, reading challenges will inspire them to want to read even more. These fun challenges introduce students to new genres and types of texts to get them excited about reading. Sometimes all it takes is one book to get a student hooked!

- 30-Day Reading Challenge: Challenge students to see how many books they can read in a month. Or encourage them to read for a certain number of minutes every day that month.
- # of Books Challenge: Encourage your students to read a certain number of books. You can create a graph to track the number of books read.
- Checklist or Trackers: Make a bookmark with a certain number of circles for each book read. Students can add a sticker or punch a hole in the card for each book they complete.

Social Studies

Famous Libraries

Most schools and communities have libraries. Some houses have libraries. Hana's neighborhood even has Little Free Libraries.

Assign a famous or unique library for students to research. A list of 10 are below, but do not feel limited to those on the list.

- The Biblioburro (delivering books via donkey)
- The Levinski Garden Library in Tel Aviv, Israel
- Arma de Instruccion Masiva in Argentina

- Book Vending Machines
- Biblioteca Sandro Penna in Perugia
- Epos Book Boat in Norway
- Stuttgart City Library
- The Kenyan Camel Library
- The Little Free Libraries
- Vasconcelos Library

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- History of when library was built
- Information about where the library is located
- Statistics
- What makes this library unique
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

BONUS: Research a library in your hometown.

Kids Love Libraries, Libraries Love Kids!

Libraries are really special and often in need of extra help or funding.

As a class, brainstorm a list of ways to help your local community or school library.

Ideas can include:

- Volunteer to reshelve books

- Volunteer to read to younger kids
- Create a “We Love Our Library” bulletin board display or wall mural
- Throw a Librarian Appreciation party
- Write thank you letters to the library
- Hold a book drive
- Raise money by:
 - Bake sale
 - Car Wash
 - Craft Sale
 - Book Sale

As a class, organize one or more of these events to show the library you care.

How to Start a Book Club

Hana uses her love of reading to create a book club that brings her friends together and introduces them to books they might not have picked up on their own.

Here’s how you can start a book club of your own.

- **Invite others.**
Pick friends that are readers and are excited to read together.
- **Choose a location.**
Host your book club at your house or at your local library. For some added fun, take a field trip. For example, you can meet at a zoo to discuss a book that centers around animals or a museum to see the art mentioned in a story.
- **Choose a book together.**
Take turns among participants choosing the books to read.

- **Have a plan**
Have prewritten discussion questions on slips of paper and place them in a bucket. Each person picks a question and reads it. Then go around the room and everyone shares their answer.
- **Serve Snacks.**
Feel free to let your book inspire your menu. Does the story take place in a movie theater? Serve popcorn. Are the main characters solving the mystery of a stolen ice cream recipe? Make homemade ice cream.

Some additional tips:

- People in group may be at different reading levels. Be mindful of the length of the book and how dense the writing is on the page.
- Read shorter books during busy months such as December and June.
- Small groups work better.
- Keep meeting times short. An hour works well.

