

I PICK Reader's Theater

(Readers: *Narrator and Students 1–4; the entire class will have the opportunity to participate at the end.* **Props:** *Five large cards with letters that form the term I PICK, and a notebook and pen for Student 3.*)

Narrator: Thanks for joining us today for a fun way to review I PICK with our classmates. Let's listen in as students talk about the best way to find a good-fit book.

Student 1: Today is library day.

Student 2: I just *love* library day! There are so many books I can choose from!

Student 3: Well, for me, that's the problem. There are *s-o-o* many to choose from, and I don't know which ones to check out. If I make a wrong choice, I have to wait till next week to try again.

Student 1: I know what you mean. Sometimes I get a book out, and I find that I don't really like it. Or maybe it's too hard. I don't get what I'm reading.

Student 4: I think I can help. You're heard of I PICK, haven't you?

Student 3: I've heard of it, but I've forgotten what it means.

Student 2: Wait! I remember! I PICK is a great way to remember how to choose a good-fit book. Each letter stands for something important about choosing a good-fit book, one that I can understand and read because I know most of the words.

Student 4: Every week, I use I PICK when I go to the library. The letter *I* stands for "I look at a book." Before I check a book out of the library, I look at the cover, the inside blurb, and the back cover, too. It gives me information about the book. *P* stands for "purpose," or the reason I want to read a book. The next letter *I* stands for "interest," or whether I like the topic. The letter *C* stands for "comprehend," and the letter *K* is for "know the words."

Student 2: So, if I look at the cover and think the book looks interesting, I go on to the next step. I check that the book meets my purpose. That means that if I have to write a report about an animal, I'll choose a nonfiction book instead of a fiction one, because it meets my purpose. I have to be interested in the topic, too. For example, I've always been curious about elephants, but I really don't like monkeys. So, when I go to the library, a book about elephants will be the one for me! Before I decide to check a book out, I read a few sentences to be sure that I comprehend it. Last of all, I look to see that I know most of the words.

Student 3: Maybe I'll pick the same book that you do at the library today.

Student 2: I'm flattered that you want to read the same book, but that may not be a good idea.

Student 3: Why not? You said that you have this great method of choosing books.

Student 2: Well, a good-fit book for me might not be the best choice for another reader, and vice versa. We probably have different purposes for reading and like different things. I might understand the book, but maybe the other reader won't. Do you see what I mean?

Student 3: Yes, I get it. All readers have their *own* good-fit books.

Student 1: That's true. I tried to read my sister's favorite book, but I just didn't like it. I got frustrated because it was way too hard.

Student 3: Does I PICK really work?

Students 2 and 4 together: It sure does!

Student 1: Today I am going to use I PICK. That way, I will be able to enjoy my book instead of just letting it sit in my book box all week.

Student 3: Me, too! Let me write what *I PICK* means again (*pretends to write in notebook*) so that I will remember.

Audience-Participation Time

Narrator: Now it's audience-participation time. Let's review how everyone can find a good-fit book.

Student 1: I have cards with the letters that spell out I PICK.

Narrator: Great! Raise your hand if you want to volunteer. (*Selects volunteers.*) Volunteers, please come to the front of the room. Now arrange the letters in order to form *I PICK*. First, please tell what each letter stands for. Then you can call on another classmate who raises his or her hand to explain why it is an important part of I PICK. (*Alternative approach: students can turn and talk to a partner about the significance of each part of I PICK.*)

Students 1, 2, 3, 4, together—after the I-PICK review is finished: Thanks for reviewing the way to select good-fit books with us. Remember to stick with I PICK!

Reference:

Boushey, G., & Moser, J. (2014). *The daily 5* (2nd ed.). Portland, ME: Stenhouse.