

Promote Deeper Reading at Home With the Book, Head, Heart Framework

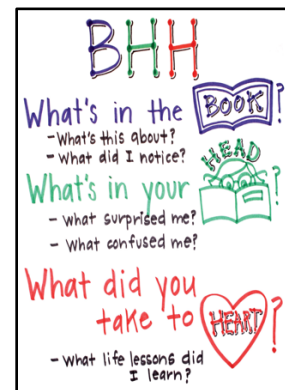
What we love about the Book, Head, Heart (BHH) Framework for these uncertain times is twofold. The framework

- **Focuses Thinking.** Book, Head, Heart is a memorable phrase that keeps kids focused on where they must begin—with what’s in the book—and where they must end—with how their reading has changed them.
- **Invites Deep Comprehension.** Although the phrase is simple, the thinking behind it requires readers to comprehend deeply; BHH asks us to both understand the text and interact with our thoughts and reactions to the writing. This is especially important when we’re faced with understanding and interpreting new and sometimes unsettling information each day. When we’re aware of our thinking and responses to information, we’re better able to use the information and thoughts/feelings as tools for learning and making wise decisions.

Here are some ways to introduce the BHH Framework and encourage students to try it with their reading, whatever students’ access to technology is:

Teaching to students who have a device of their own:

- Pre-record or livestream a mini-lesson that serves as a send-off before independent reading. You might revisit a section of a read-aloud book students are familiar with or read a short article on a topic your students will enjoy from the bank of Classroom Magazine articles on Scholastic’s Learn at Home site.
- Pause at one or two good stopping points during your reading to think aloud using the BHH framework. Keep your language clear and model how you think through each part of the framework (*What’s in the book? What’s in my head? What’s in my heart?*).
- Display an anchor chart you’ve created, such as the one shown here, on screen as you review more specific kinds of questions readers might ask when responding to each part of the framework.
- Make the chart available to students on the learning platform you use (or send it by email). Encourage students to use the strategy of asking the BHH questions in their heads during independent reading time, and any time they are reading.



BHH questions are also great prompts for journal writing and book clubs—encouraging deeper thinking in both. And, for you, the teacher, students’ BHH posts to a learning platform serve as evidence of their thinking. As you collect and respond to these posts, you can support students’ comprehension by

- encouraging them to extend their thinking about the reading
- suggesting further reading around areas of deep interest and curiosity
- celebrating a-ha moments of self-discovery.

Teaching to students who share a device at home:

Follow the same steps and suggestions as above, using a pre-recorded mini-lesson. For students with more limited access, you might encourage them to try some of the ideas from the tips below, including making a personalized BHH bookmark and sharing their ideas with a family member at home.

Teaching to students who may have limited or no online access:

If you are creating packets of materials to send home, consider sharing some easy directions for caregivers for a conversation-starter about something they have read with the student. Some ideas include:

For younger readers:

- Suggest that the caregiver model thinking aloud the three big questions with a read-aloud (perhaps a bedtime story or a kids’ magazine article). You might encourage them to use the following as a guide:
 - *What’s in the book?:* Come up with a summary statement about an interesting part or the whole text (e.g., a Somebody Wanted But So statement)
 - *What’s in my head?:* Talk about what surprised you, as the reader
 - *What’s in my heart?:* Share how you felt about what you learned or discovered
- Then encourage the caregiver to let the student try it with the same text or another text they’re reading. Emphasize that using the BHH questions helps readers grow as thinkers.

For older readers:

- You may want to write some brief directions for your students, and send these along with reading materials and the BHH Framework Flipbook template (provided as a downloadable PDF).
- Encourage your students to answer the BHH questions as they come to stopping points in their reading, and to ask for feedback—as part of a family share time, perhaps, or one-to-one with a caregiver.
- If you included the flipbook template, invite students to personalize it with pictures and notes to help them remember the process. If you were not able to include a copy of the flipbook template, you might ask students to design a BHH bookmark of their own using paper and markers on hand.