Skippyjon Jones
by Judy Schachner

Bounce around with Skippyjon Jones, a Siamese cat who thinks he’s a Chihuahua, as he finds mischief and adventure with his imaginary friends in this color rich, rhyme-filled series.

Before:
Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, Cats and dogs normally do not get along. If you were a cat, would you pretend to be a dog? Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

• I wonder why the cat is sitting in the flower pot?

During:
Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out “rare words” (e.g., those words that are not commonly used in everyday conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in Skippyjon Jones:
• flock: a group of birds that live, travel and feed together
• scolded: to speak harshly
• lecture: a long scolding concerning something
• earth: the planet we live on and is third planet from the sun
• gigantic: very large and very great
• guacamole: a Mexican style dish made from mashed avocados
• accent: a way of pronouncing words that indicates the place of origin
• Chihuahua: a small dog originally from Mexico with pointed ears and large eyes
• rifled: to search through something vigorously
• manners: a way of acting or doing things that are polite and considerate of others
• lonesome: feeling sad and being alone
• desert: an area of dry, hot land with no vegetation or water
• growled: to make a low rumbling noise
• decreed: to make an official order or announcement
• fiesta: a celebration or festival originating in a Spanish-speaking country
• siesta: an early afternoon rest or nap
• hush: to make somebody be quiet
• frijoles: a Mexican bean
• outraged: to make somebody feel angry

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**Holy Frijoles! Counting Beans**

*You will need:* small paper cups, construction paper, pencils and an assortment of beans (jellybeans, dried black/kidney/pinto beans)

After reading the story, discuss with the children what the word frijoles means and try and count the different kinds of beans in the story. If desired, count the number of beans that fell out of the bumblebee. Hand each child a counting mat (construction paper) and a small paper cup filled with 10 beans. Start by having the counting mats clear, with no manipulatives. Point to one of the numbers, say it aloud and instruct the students to put the correct amount of beans on their mats. When they are finished they are to put their hands in the air (to symbolize that they are done). Once they are finished, display the correct amount of beans and have each child count his/her objects. For example, “show me 4 beans.” The children will then place 4 beans on their mats and raise their hands. “Good, now that you are all done, let’s count together, 1-2-3-4” (while showing your 4 beans on your mat). Repeat the activity until all numbers have been represented.

**Additional Activity:** if desired, have the children draw a large circle on one side of the paper and a square on the other side. Then ask the children to put 3 beans in the circle and 7 in the square. Ask them which shape has more beans and which has less. Continue with different various amounts.

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**Rare Words in *Skippyjon Jones* continued:**

- somber: being extremely serious and sometimes sad
- shadow: a darkened shape that falls behind someone or something that is blocking light
- darkened: to become darker or make something darker
- landscape: an expanse of scenery of a particular type
- scattered: to disperse something and place far apart
- shimmied: a quick sideways movement
- castanets: a rhythm instrument held in a hand
- hovered: to float in the air without moving very far from one spot
- thrust: to push somebody or something forcefully
- ruckus: a noisy and unpleasant disturbance
- exploding: to blow up or burst something
- piñata: a container that is filled with candy or small gifts and that is broken open during a party

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**After:**

Discuss the story. Ask questions…

- Who does Skippyjon Jones wake up with every morning?
- What kinds of things are cats not supposed to do?
- What did Skippyjon Jones get from his toy box?
- Skippyjon Jones walked into his closet…where did he go from there?
- Who did Skippyjon Jones meet when he got there?
- What did Skippyjon Jones and Los Chimichangos do during the day? The night?
- Who stole the frijoles?
- Describe the beans that were stolen.
- What spilled out of Alfredo Buzzito when he landed on Skippyjon Jones’ sword?
- What happened to Skippyjon Jones’ closet?
- How do you say “Good night, my friends” in Spanish?
Skippyjon Jones and the Big Bones
by Judy Schachner

It’s into the closet again with our favorite little bandito Skippito Friskito! This time he is searching out the rarest dinosaur of them all...the Skipposaurus. Follow along in this colorful adventure filled with an exploration in rhyming.

Before:
Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, Would you ever take a bone from a dinosaur? Why? Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

• I wonder if Skippyjon Jones will get into trouble for taking that bone?

During:
Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out “rare words” (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in Skippyjon Jones and the Big Bones:
- paleontologist: a scientist who digs in the ground looking for fossils
- declared: to announce something clearly or loudly
- prehistoric: before recorded history
- fossil: preserved remains of animals or plants
- intention: the aim or objective of something that somebody plans to do
- chanted: a phrase spoken repeatedly by a crowd
- flung: to throw something violently
- cabeza: the Spanish word for “head”
- buried: to put something in a hole and cover with dirt
- sediment: the eroded material from rocks that is transported by wind or water
- threshold: the point at which something begins or changes
- scent: the smell or aroma of something
- toasting: to brown something with heat
- ojos: the Spanish word for “eyes”
- insane: lacking reasonable thought
- rim: the outer edge of something circular
- volcano: a mountain that holds molten, gaseous and solid materials and can be ejected out
- romp: to run around or play in a boisterous way
- Earth: the planet on which we live, the third planet from the Sun

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Rare Words in *Skippyjon Jones and the Big Bones* continued:

- tremble: to shake slightly but uncontrollably
- spiky: something have one or several spikes
- frilled: a band of feathers, fur or skin
- rumba: a Cuban rhythmic ballroom dance
- shimmied: a quick sideways movement
- peaks: the highest point of a mountain
- knobby: having small hard rounded knobs on your skin
- fuego: the Spanish word for “fire”
- tumbled: to fall or make something fall over
- avalanche: the downhill fall of snow down a mountainside

**After:**
Discuss the story. Ask questions…
- Where did Skippyjon Jones like to dig? Why?
- What does Skippyjon Jones want to be?
- Who do the bones belong to according to Mama Junebug Jones?
- What is the Spanish word for head?
- What did Skippyjon Jones find in his closet?
- Why were the marshmallows hard as rocas?
- What is the name of the volcano?
- What does “terremoto” mean in English?
- Describe the dinosaurs that Skippyjon Jones saw. What colors do you see?
- Try to pronounce Pachycephalosaurus.
- How does T. Mexito describe Skippito Friskito?
- How did Skippito defeat the dinosaurs?

**Ojos - Eyes**
Throughout the Skippyjon Jones books there is a mixture of Spanish and English words. Have the children discuss all the Spanish/English words that they know. Re-read the story and stop every time there is a Spanish word. Have the children guess what that word means in English. If desired, choose some other English words in the story and decide what it means in Spanish.

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<thead>
<tr>
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Skippyjon Jones Class Action
by Judy Schachner

Skippyjon Jones, the irrepressible Siamese kitty boy who thinks he is a Chihuahua, is ready for school. Follow along in the adventures of our favorite little teacher’s pet in this colorfully painted story full of mischief and rhymes.

Read

Before:
Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, Where would you love to go to a school? Would you like to go to school for dogs? Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

• I wonder if Skippyjon Jones will be friends with the dogs?

During:
Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out “rare words” (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in Skippyjon Jones Class Action:

• scruff: the back of the neck
• emphatically: to do something with force or definiteness
• unruly: difficult to control, manage or discipline
• dramatically: to do something in a way that grabs attention and causes a reaction
• ferocious: very fierce or savage
• atrocious: extremely cruel or bad
• trainer: somebody who trains animals or people
• nudged: to push or poke somebody
• nugget: something small and precious
• plaid: checkered fabric woven
• boarding: to house animals
• panted: to take short fast shallow breaths
• bully: an aggressive person who intimidates people
• wool: yarn used to make clothes
• trembling: to shake slightly but uncontrollably
• potent: strong and effective
• panic: an overpowering fear of anxiety
• unravel: to undo knitted strands or to become undone
• knit: to interlock yarn loops to create something

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Rhyme Time

Re-read the story and have the children pick out all the words that rhyme. Write down each rhyming sets and discuss what makes the words rhyme. For example, bus and fuss – they both end with the “us” word family. Hunch/lunch – have the same ending, etc. If desired, allow the children to come up with other rhyming words for each set. They can include nonsense words like truss, pruss, muss, etc.

Rover Words in *Skippyjon Jones Class Action* continued:

- rovers: somebody who wanders from place to place
- bayed: to howl or to make a loud outcry
- canine: another word for dog
- chorus: a large group of singers
- delicious: good to eat, delightful
- scent: having a pleasant smell
- obedience: the act of obeying, following rules
- gruesome: horrifying
- grumble: to express dissatisfaction
- plink: to shoot at a target for fun
- leaped: to jump forcefully with a long or high arc
- latched: to fasten something with a hatch
- whirling: to turn or spin rapidly
- dervish: a frenzied person, very energetic
- destruction: the process of destroying something
- exposing: to allow something to be seen, to reveal someone’s wrongdoings
- quilt: fabric pieces that are sewn together to make a bed covering

After:
Discuss the story. Ask questions…

- Where did Skippyjon Jones want to go?
- Who did Mama Junebug Jones say went to school…why?
- What does Skippyjon Jones see in the mirror…how many of them?
- What three things did Skippyjon Jones throw in his mochila?
- Who did he find on the school bus in his closet?
- Why did Los Chimichangos need Skippyjon Jones’ help?
- What kind of dog was the principal?
- What classes did Skippyjon Jones go to and what did he do in each?
- What does the scent of books waiting to be read smell better than?
- What is the word for cheese in French? Spanish?
- Describe the bull-ito…why was he bullying?
- Who chased Skippyjon Jones away?
Skippyjon Jones in the Doghouse
by Judy Schachner

Follow the adventures of Skippyjon Jones, a Siamese cat who thinks he’s a Chihuahua, in this colorfully illustrated book full of rhymes with a Spanish twist.

Before:
Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *Skippyjon Jones travels to new places through his closet. If you could go anywhere, where would you go?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

- I wonder Skippyjon got in trouble for coloring on the wall?

During:
Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out “rare words” (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

**Rare Words in *Skippyjon Jones in the Doghouse*:**
- finest: very well or satisfactory
- rubbed: to press and move hand on something
- fur: animal hair
- scolded: to speak harshly
- budge: to move or move something, especially with difficulty or effort
- careening: to sway or swerve while moving
- fled: to flee and run away
- serious: thoughtful or thought-provoking
- boulder: a large rock
- chugged: to make a repetitive thudding sound like that of a small engine
- shack: a small flimsy building
- perched: a temporary resting place for a person or thing
- bloomed: to appear suddenly
- wrapped: to cover something up
- cavorting: to leap around
- chilling: causing a feeling of dread or horror
- mayhem: chaos or severe disruption
- sciatica: pain in the hip and leg
- loco: the Spanish word for “crazy”

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**Rare Words in *Skippyjon Jones the Doghouse* continued:**
- nervously: having a feeling of dread or apprehension
- valley: the low-lying area of land with a river or stream running through it
- jitters: to behave in a nervous or restless way
- flourish: to be healthy, grow well or do well
- hulking: large, bulky and often clumsy
- shadow: a darkened shape that falls behind somebody or something blocking the light
- lunged: a sudden strong forward movement

**Lights, Camera, Action!**

**Before:** add new clothes, shoes, hats, accessories and props to the “dress-up/imagination” center.

After reading the story, discuss with the children all the different characters that Skippyjon pretends to be in his books. Allow the children enough time to “design” a character they would like to be. If desired, allow the children to make up an adventure that they and Skippyjon could take together. The children can then act out their skits.

**Additional Activity:** if desired, invite other classrooms or parents to come and watch the adventures.

**Do**

**After:**
Discuss the story. Ask questions…
- Between what times did Skippyjon Jones create his art?
- Did Mama Junebug Jones like his artwork?
- What does Skippyjon Jones think he is?
- Where does Mama Junebug put Skippyjon?
- What did Skippyjon pull from his ear?
- What did Skippyjon take with him to the doghouse?
- What show did Jilly Boo want to watch with Skippyjon Jones?
- What title did Skippyjon Jones give himself?
- When he went into the doghouse, what did he find?
- What does the word “amigos” mean in English? Frijoles? Cinco?
- What kind of burrito did the Chihuahuas roll Skippyjon into?
- Where did the perritos toss Skippyjon Jones to defeat the bobble-ito?
- How did Skippyjon get out of the house?
- What was Skippyjon doing when his sisters and mom found him?
Skippyjon Jones travels where no kitty boy has traveled before, to his favorite red planet – Mars. An out of this world adventure, filled with Martians, familiar friends and vibrant, rich full-color illustrations.

**Before:**
Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *We live on the planet Earth. If you could imagine another planet, what would it look like?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

- I wonder if those green animals are nice to Skippyjon Jones?

**During:**
Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out “rare words” (e.g., those words that are not commonly used in everyday conversation) and help the children relate the meaning in a way that makes sense to them.

**Rare Words in Skippyjon Jones Lost in Spice:**

- casserole: a dish that is slow-cooked and in one covered pot
- crooned: to talk or sing in a smooth, soft voice
- scolded: to speak harshly towards someone
- oblivious: to be unaware of or not paying attention to someone or something
- chatter: to talk rapidly
- politely: well-mannered and having good manners
- dust: very small particles that can float in the air
- space: the region that lies above the Earth’s atmosphere and contains other planets
- tamales: a cornmeal dough Mexican meal wrapped in corn husks
- exclaimed: to speak or cry out loudly and suddenly
- reflection: the image of somebody or something that appears in a mirror or reflective surface
- accent: a way of pronouncing words that indicate the place of origin
- martian: a supposed inhabitant found on Mars
- features: a distinctive part of the something that makes it stand out
- liftoff: the moment when a rocket leaves the launch pad
- astronaut: a space traveler
- universe: the total matter and energy of everything in space
- orbit: a revolution of an object in space around a larger object
- comet: an astronomical object with a long tail that orbits around the Sun

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Rare Words in *Skippyjon Jones Lost in Spice* continued:

- **cruised**: to proceed or travel casually and at an easy rate
- **hollered**: to call out or shout something
- **pipeline**: a long pipe system for transporting something
- **howled**: to make a long, whining sound
- **marvelous**: amazingly impressive and extremely good
- **wag**: to move something rapidly to and fro
- **panting**: to take short fast shallow breaths
- **collar**: the band around the neck of an animal
- **binoculars**: a device for looking at distant objects that magnifies what is seen
- **gulped**: to swallow something fast
- **pounced**: to jump suddenly toward or onto something or someone
- **unearthly**: not from this world
- **creature**: a living person or animal
- **prove**: to establish truth of something and to present evidence
- **mesmerized**: to fascinate somebody or absorb all of somebody's attention
- **image**: a likeness of somebody or something that appears in a mirror
- **tornado**: an extremely destructive funnel-shaped rotating windstorm
- **termite**: a light-colored insect
- **cooped**: an enclosure or hut
- **crater**: a large hole in the ground
- **declined**: to refuse an invitation
- **slurping**: to drink something noisily
- **piled**: a large quantity of something stacked one on top of another
- **bearing**: to hold or wear something that belongs to someone else
- **mossy**: to be covered with moss
- **emerging**: starting to appear, arise or develop
- **hurled**: to throw something forcefully
- **sound barrier**: the audible effect of the speed of sound
- **Mars**: the planet 4th from the Sun, reddish in color
- **Earth**: the planet we live on, 3rd from the Sun
- **starry**: having many stars, covered or decorated with stars
After:
Discuss the story. Ask questions…
- What was Skippyjon Jones nuts about? Why did he love the color red?
- What did Mama Junebug Jones and the girls make for lunch?
- What did Skippyjon Jones do with Mama’s red spice?
- Describe all the things Skippyjon Jones wore and took with him into his closet.
- Who else was up in space?
- When Skippyjon Jones was rolling around, what did he meet?
- What made the green alien so special?
- Why were all the cuckoo-ritos afraid?
- How did Skippyjon Jones save the day?
- How did Skippyjon Jones return home?

Martian Yourself

You will need: hand mirrors (one for each child), white paper, markers/crayons and pencils

After reading the story, have the children discuss the similarities and differences between Skippyjon Jones and the Martian. Next, have the children imagine what their Martian twin would look like. Hand each child a piece of paper, hand mirror, pencil and markers/crayons. Using the mirrors, the children will then draw a self portrait. Then add funny colors and elements to make themselves look like Martians.
Skippyjon Jones in Mummy Trouble
by Judy Schachner

Travel along with Skippyjon Jones, a Siamese cat who thinks he’s a Chihuahua, as he visits the pyramids in this colorfully illustrated book filled with rhymes, riddles, word-play and mucho fun!

Before:
Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, Pyramids and mummies are found in Egypt. What would you do if you were in a pyramid and found a mummy? Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

• I wonder what Skippyjon Jones is making in his litter box?

During:
Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out “rare words” (e.g., those words that are not commonly used in everyday conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in Skippyjon Jones in Mummy Trouble:
• whiskers: short hairs near an animal’s mouth
• tornado: an extremely destructive funnel-shaped rotating air windstorm
• pyramid: a huge stone tomb with a square base and triangle sides, found in Egypt
• magazine: a published piece of literature filled with photographs and stories
• mused: to say something thoughtfully
• taboo: forbidden or unacceptable
• skedaddled: to run away quickly
• mummy: the body of a person or animal that is wrapped in cloth before buried
• knots: a tangled mess
• Egypt: the country found in Africa, a high tourist destination, filled with pyramids
• donned: to put on a garment
• ancient: somebody or something from a past civilization, the distant past
• paddling: to use a short oar with a flat blade to propel a canoe or small boat
• Nile: the largest river in the world that flows through Egypt
• crocodile: a large reptile with strong jaws that lives near water
• hunkered: to squat down close to the ground
• Sphinx: a statue that has a lion’s body and a woman’s head, made of rock and found in Egypt
• riddle: a puzzle in the form of a question or rhyme that contains clues to its answer
• jinx: an unseen cause of misfortune

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Rare Words in *Skippyjon Jones in Mummy Trouble*: continued

- gato: the Spanish word for "cat"
- permission: to give authorization to someone or to allow something to happen
- virus: a viral disease caused by bacteria
- inscribed: to put writing on something
- papyrus: material resembling paper used by ancient Egyptians made from the stem of a water plant
- queasy: nauseated or feeling ill in the stomach
- comfort: the conditions in which somebody feels relaxed
- musty: smelling old, damp or stale
- tomb: a grave or monument used as a burial place
- chanting: phrase spoken repeatedly by a crowd
- vault: a burial chamber, usually underground, with arched ceilings
- comet: a astronomical object with a long tail
- goddesses: a figure or image, somebody that is admired
- emerged: to come out, survive or to appear from behind something
- journey: a trip or expedition from one place to another
- trio: a group of three
- ramp: a sloping surface that allows access from one level to a higher or lower level
- sarcophagus: an ancient stone or marble coffin, used to house mummies
- tailspin: a state of panic or great confusion
- spirits: a life force of a person

After:
Discuss the story. Ask questions…
- What did Skippyjon Jones make out of his kitty litter? How did Mama Junebug Jones feel about that?
- What was Skippyjon Jones busy doing?
- Who does Skippyjon Jones see in the mirror?
- Where did Skippyjon Jones plan on going?
- Describe how Skippyjon Jones got to Egypt.
- Who was the Finx referring to in his riddle?
- Describe how Skippyjon Jones felt when they got to the pyramid?
- What do the Egyptian goddesses look like?
- What did Skippyjon Jones grab before hightailing it home?
- Who did the goddesses turn out to be?
The Band of Los Chimichangos

You will need: white paper, markers/crayons

Throughout the series of books, Skippyjon Jones meets the Los Chimichangos on many occasions. Imagine that you are a member of the Los Chimichangos. How would you get your friends to join the group? Hand each child a piece of paper and have him/her draw themselves as a member of the Los Chimichangos band. Dictate, in their own words, how they would convince their other friends to join their group.
I read a book I like to read, it is a passion that Little by Little I have been cultivating. When I was adolescent I was not liking the reading, but when I grew up I realized what I was loosing. Every time I read, I feel how my imagination fly. I sink me in a fantastic world where everything is possi. I Read Arabic has improved students' reading abilities by 30%-40%, and enriched their vocabulary and terminologies. We also noticed a big positive impact in the use of technology for reading. I saw a big improvement in students' reading and pronunciation skills, as some weren't able to correctly pronounce letters before using the platform. Implementing I Read Arabic in our classrooms made classes much more fun and dynamic, and got the students excited to read more books.