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Strategy Instruction in Action

Study Guide



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Introduction

A picture is worth a thousand words. This series of four video programs is designed to complement the ideas in the book *Strategies That Work: Teaching Comprehension for Understanding and Engagement, Second Edition*, by Stephanie Harvey and Anne Goudvis. In *Strategies That Work*, Steph and Anne invite you to help your students read for deeper meaning and insight, employing a group of research-based strategies that proficient readers use to understand text. This series provides a look at comprehension instruction in action. The programs illustrate the visions of three teachers as they design and implement comprehension instruction based on the needs of individual students in their classrooms. They allow us to see the children during reading workshop as they engage in the process of constructing meaning and understanding.

The teachers in this series—Debbie Miller, Mary Buerger, and Leslie Blauman—create classrooms that engage readers who learn to read widely and linger in books. Their insatiable curiosity about kids’ thinking fosters classroom environments that support students as they move toward reading independence. Debbie, Mary, and Leslie use a variety of instructional approaches in their reading workshops, including:

- ◆ modeling and thinking aloud
- ◆ lifting text
- ◆ reasoning through the text together
- ◆ co-constructing anchor charts of thinking
- ◆ talking about books
- ◆ rereading text to gain deeper understanding

These teachers demonstrate several comprehension strategies, including activating background knowledge, asking questions, determining importance, and inferring, so their students will better understand what they read. When students use these strategies, they enhance their understanding of all kinds of literature and genres. In each program, we visit reading workshops and watch as the teacher leads a mini-lesson, guides and confers with students as they practice the strategies, and brings students together to share their thinking. At the end of the lesson, Steph and Anne have a conversation with each teacher about the thinking behind their comprehension instruction.

This study guide includes

- ◆ a lesson summary
- ◆ questions and considerations
- ◆ invitations to expand on the instructional practices seen
- ◆ links to related content in *Strategies That Work*
- ◆ copies of related materials such as kids’ work, charts, and forms

More than anything else, the teachers in these programs value student thinking. They understand that reading comprehension is about more than answering literal questions, that it is an ongoing process of constructing meaning. When readers read, they carry on an inner conversation with the text,

making connections, asking questions, and drawing inferences to understand and learn from what they read. Debbie, Mary, and Leslie share their own thinking to show kids how to discover their inner thoughts and conversations. They give students time to read books they choose and encourage them to talk with each other. Students enhance their understanding by talking and writing about what they read.

For further explanation of the process of constructing meaning when reading and the strategies that proficient readers use for comprehension, please see Chapter 1 of *Strategies That Work*, pp. 11–21.

Tips for Viewing This Series

Program 1 provides the foundation for the instruction you see in programs 2, 3, and 4. In Program 1, we visit the three primary and intermediate classrooms featured in the subsequent sections to learn about the conditions that enable teaching and learning to take place. We strongly suggest that you watch Program 1 first.

The classroom instruction in these programs occurs in the context of reading workshop. Teachers conduct whole-group mini-lessons and then release students to practice in small groups, pairs, or individually. The teacher moves around the room, meeting with small groups of students with like needs, or conferring with individuals while other students continue practicing the strategy at hand in books of their choosing. At the end of the workshop, the teacher convenes the group to share thinking and new learning.

While programs 2, 3, and 4 don't have to be viewed in order, the strategy instruction builds from lesson to lesson. For example, the strategy lesson using think-alouds in Program 2 would likely precede the guided practice lessons shown with nonfiction and book clubs in programs 3 and 4. We encourage you to view the entire series to see a range of strategy lessons that are appropriate for all grade levels. At the conclusion of each program, consider

- ◆ what instruction precedes the lesson
- ◆ what children need to know and be able to do to be successful
- ◆ the kind of instruction that might follow these lessons.

Program 1:

Creating a Culture of Thinking

This program shows classrooms where authentic strategy instruction fosters a culture of thinking. The section explores the environment and conditions needed to create learning communities where students are challenged and excited by their reading. This program is divided into three segments: Part 1: An Environment That Supports Thinking, Part 2: Explicit Comprehension Instruction, and Part 3: Keeping Track of Teaching and Learning.

We suggest that viewers stop at the conclusion of each segment to discuss the questions, considerations, and invitations.

Part 1: An Environment That Supports Thinking

Questions, Considerations, and Invitations

- Classroom Environment**
- ◆ Is the arrangement of your classroom and the accessibility of books and other resources conducive to instruction that promotes thinking?
 - ◆ How do you use the wall space in your classroom? What is the purpose of displaying children's work?
- Choice**
- ◆ Why is it important for children to choose their own books? How could you support self-selection of books in your own classroom?
- Long Blocks of Time to Think, Read, Write, and Respond**
- ◆ How many opportunities do your students have to talk about books, share their thoughts about books, talk about their ideas, and write in response to reading?
 - ◆ How can you build in time to talk informally and naturally with your kids? After all, this is what makes teaching so much fun!
 - ◆ How much time do you spend reading aloud? How can you build in time to read nonfiction and poetry as well as fiction?
- Leadership and a School-Wide Vision**
- ◆ Do you and your colleagues have a common language for reading comprehension instruction? How might a common language support students from one grade to another?
 - ◆ How would a shared vision throughout the school provide consistent instruction and support kids to think deeply about their learning?
 - ◆ What aspects of your school climate contribute to building a culture of thinking and a community of learners in your school?

Links to Strategies That Work

For more detailed information about reading workshop, please see Chapter 3, "Effective Comprehension Instruction," pp. 35–38.

For further discussion on the role of choice in the workshop, see Chapter 5, "Text Matters," pp. 70–74.

Part 2: Explicit Comprehension Instruction

Questions, Considerations, and Invitations

- Modeling**
- ◆ Debbie conducts a think-aloud with the picture book *Yanni Rubbish* on the questioning strategy to show her students how she asks questions when she reads. Notice her language and try this yourself when thinking aloud about questioning.
 - ◆ As Debbie thinks aloud she asks the children to observe her carefully and share what they notice about what she does as a reader. How does this help them understand the strategy better?
 - ◆ After she has modeled her thinking, Debbie asks the students to write down

their questions. Because they are listening to the story rather than attempting to decode it, they can focus on both the content and their process more easily. What about this technique fosters engagement as well as understanding?

Guided Practice

- ◆ Leslie introduces a vocabulary and concept chart headed Page/Word/What We Infer It Means/Actual Meaning/Ways to Remember and guides her students to reason through the text to infer the meaning of new vocabulary words. (Inferring is the strategy readers use to figure out words in context.) Notice how Leslie guides the students to come up with their own ways to remember unfamiliar words and concepts. How might you help your students do this?
- ◆ Mary takes time to meet with a small group to assess their comprehension. Here, working on the determining importance strategy, she asks the students to read through the text to come up with big, important ideas. When and why might it be effective to meet with small groups and go through the text more carefully?

Conferring

- ◆ What do you notice about these two conferences with Debbie and Leslie? Their length? language? content? strategy emphasis?

Links to Strategies That Work

See Chapter 3, “Effective Comprehension Instruction,” pp. 32–35 for suggested ways to teach comprehension strategies.

Part 3: Keeping Track of Teaching and Learning

Questions, Considerations, and Invitations

Leaving Tracks

- ◆ Written tracks (Post-its, journal entries, charts, notes, and so on) give kids an opportunity to keep track of their thinking. How can you use these tracks to support students as they share their thinking with each other? Do these practices have any implications for writing?

Anchor Charts

- ◆ Teachers use anchor charts to capture kids’ thinking in a variety of situations. Anchor charts help students remember what they learn and connect past teaching to future learning. The charts are co-constructed as Mary’s class illustrates, and the class refers to them again and again over the course of the year. What aspects of kids’ learning can we capture in an anchor chart? How would you co-construct an anchor chart with your class using a lesson you want kids to remember and refer back to?

Teachers Keeping Track

- ◆ Listening to kids, reading their written responses, and reflecting on their learning gives teachers a means to assess student comprehension. Teachers often ask what to do with all of the Post-its students generate. Collect, read, and examine students’ written tracks and notice what they tell you about their understanding. Is there evidence that students are using the strategies

you're teaching? Does their thinking evolve over time?

Links to Strategies That Work

See Chapter 2, "Reading Is Strategic," pp. 25–29 for a closer look at strategic reading.

See Chapter 4, "Tools for Active Literacy," pp. 50–51 for more details on providing anchor experiences and pp. 125–126 and 213–214 for details on how anchor charts are applied in various ways.

Program 2:

Modeling Questioning in a Reading Workshop

Lesson Summary

Debbie's reading workshop consists of three parts: the mini-lesson, a guided practice and conferring segment, and a sharing session that typically lasts for about an hour and a half. During the mini-lesson, Debbie thinks aloud as she reads *The Lotus Seed*, a picture book by Sherry Garland, to demonstrate how adults think when they read. She models the questioning strategy by sharing the questions she has as she reads and recording them on Post-its. This is the second time Debbie has read this book to the kids. On the previous day, Debbie and the kids co-constructed an anchor chart of questions they had about the story (see Related Materials at the end of this guide). Her purpose in this lesson is to show how she focuses on a lingering question to better understand and make sense of the text.

Part 1: Modeling Questioning and Thinking Aloud

Debbie begins by reviewing the chart of questions the class co-constructed the previous day. She suggests that they keep their remaining questions in mind as she reads the book again.

As she reads aloud, Debbie models her own questions and shows how she uses the questioning strategy to better understand and think more deeply about the book, engaging the kids in the process as they think through the text together.

Questions and Considerations

- ◆ Why is it sometimes important to reread a picture book?
- ◆ What about Debbie's language and process helps make the lesson explicit for the kids?
- ◆ What does Debbie suggest the kids think about as she sends them off to read? How do her suggestions support their independent reading?

Part 2: Guided Practice Through Shared Reading and Confering

During this part of the reading workshop, students read independently, in pairs, or in small groups. They practice the questioning strategy in books they have chosen.

Debbie moves about the classroom, meeting with small groups or confering with individuals to determine if they are using the questioning strategy to support their understanding.

Questions and Considerations

- ◆ Notice what Debbie says to the kids as she meets with them. How does she support their grasp of the questioning strategy?
- ◆ What are some reasons for the kids' high level of engagement during this part of the reading workshop?

Part 3: Sharing Authentic Responses

For the sharing portion of the workshop, the kids sit in a circle so the focus is on each other, not just on the teacher. The kids share a wide range of diverse authentic responses related to the questioning strategy. As students share, Debbie records their responses in her notebook.

Questions and Considerations

- ◆ A primary purpose of the sharing session is to give kids an opportunity to share their thinking and teach each other. It also affords Debbie an opportunity to reflect on their thinking and clarify it for all to hear. How does this sharing session enhance understanding for all kids? What do you notice about Debbie's language that supports kids in their learning? What can Debbie learn from listening to the kids share? Why does she take notes during the conversation?

Invitations and Links to Strategies That Work

- ◆ Debbie uses the approach of thinking aloud to model all the comprehension strategies she teaches, often launching a new strategy with a think aloud. Consider thinking aloud with a picture book when introducing and teaching other strategies.
See Chapter 4, "Tools for Active Literacy," pp. 45–47 for more on thinking aloud.
See Chapter 5, "Text Matters," pp. 64–65 for tips on choosing short text to use to teach particular strategies.
See Chapter 1, "Reading Is Thinking," pp. 11–12 for a think-aloud focused on making connections.
- ◆ Debbie has read the book *The Lotus Seed* out loud to her kids twice. As she mentions in the debrief, she has recently discovered how much better her students are able to construct meaning when she rereads books to them. Consider the notion of rereading and how it might fit into your literacy program.

See Chapter 4, “Tools for Active Literacy,” p. 51 on rereading.

- ◆ Debbie’s lesson focuses on the comprehension strategy of asking questions. In Program 1 Debbie conducts an introductory questioning think-aloud while reading the book *Yanni Rubbish*. Consider where you might go from here in terms of further teaching the questioning strategy.

See Chapter 8, “Questioning: The Strategy That Propels Readers Forward,” pp. 109-115 for suggested follow-up questioning lessons.

- ◆ On page 20 in Chapter 1 of *Strategies That Work*, Anne describes her own thinking about Jon Krakauer’s book *Into Thin Air*. She uses various strategies to understand a book that was potentially confusing for her. Consider bringing in a piece of adult literature and thinking out loud about it to show your students that adults, too, use these strategies to understand text.

See Chapter 4, “Tools for Teaching Active Literacy,” p. 52 on sharing your own literacy by modeling with adult literature.

See Chapter 8, “Questioning: The Strategy That Propels Readers Forward,” pp. 110-111 on sharing your questions about your own reading.

- ◆ Notice the wide range of responses Debbie’s students share during the sharing session. Debbie models a variety of responses, lets kids practice, and then choose their own way of responding. Then she encourages them to share their responses so other kids may pick up on them. Consider ways to elicit the widest range of authentic responses from your kids.

See Chapter 4, “Tools for Active Literacy,” pp. 52-59 for a variety of reading response ideas.

Note: Debbie’s books and videos include *Reading with Meaning* (2002), *Happy Reading!* (2002), *The Joy of Conferring* (2005), and *Literacy Attendance* (2006).

Program 3:

Reading and Understanding Nonfiction

Lesson Summary

When students have an opportunity to share and explain their own thinking about the text, they learn and remember important information. To help her students better understand nonfiction, Mary distributes the article “The Comeback Humpbacks” from *National Geographic for Kids* (September 2000) and thinks through it with the class. The strategy emphasis supports students to ask questions, determine importance in the text, and respond, voicing their own opinions and thoughts. Eventually the students use this response method independently to read for information in text they have chosen at their own level. Mary’s reading-writing workshop typically runs for two uninterrupted hours. This thirty-five minute program shows glimpses of several parts of the workshop.

Part 1: Modeling Thinking and Reasoning Through Nonfiction Text

Mary reviews the anchor chart Tips for Reading Nonfiction that the class has co-constructed to articulate what they have learned about reading nonfiction

(see Related Materials at the end of this guide).

She then demonstrates the use of a Facts/Questions/Response form to scaffold the students' thinking. They record factual information, ask questions, and respond to merge their thinking with the content.

During the lesson, Mary encourages the students to turn to each other and share so all the students, not just the particularly vocal ones, are involved in the process of constructing meaning.

Questions and Considerations

- ◆ In what ways does the FQR chart help Mary's students understand the article better?
- ◆ What do you notice about how Mary supports the students to expand on and share their thinking during the mini-lesson?

Part 2: Guided Practice with Small Groups and Pairs

Mary walks around the room observing as pairs of students called "work buddies" read the same piece of text and support each other to understand it, taking turns reading and coding the text as they go. The kids mark the Post-its with an F, Q, or R or a combination thereof to denote whether the Post-it represents a fact, question, or response.

Mary works with a small group while other pairs read and respond to the article. She supports them as they study a map about whale migration.

Questions and Considerations

- ◆ When might it be time for students to use the FQR independently? What different kinds of nonfiction text do you use in the classroom and how might they lend themselves to the FQR response?
- ◆ When might it make sense to gather a small group for further instruction?

Part 3: Sharing Written Responses

Kids sort their facts, questions, and responses on the large FQR chart and share them. Next, Mary asks the students to respond in writing to the article, summarizing what they learned, and reflecting on their own process as nonfiction readers.

Questions and Considerations

- ◆ The kids share their thinking throughout the lesson, both orally and in writing. How does this foster engagement with the lesson and further students' learning?
- ◆ When they respond, Mary's students comment on both the information in the article and their reading process. How does this help them become better readers?

Invitations and Links to Strategies That Work

- ◆ The purpose of the FQR chart is to support students to organize and keep track of their thinking as they read. During this lesson, Mary models the three-column FQR form. As she does this, the kids jot their facts, questions, and responses on Post-its. Mary uses the Post-its to give kids practice and to post them on the board for discussion. In subsequent lessons, they'll use the FQR with their own reading. Model the FQR form with a variety of nonfiction short texts, such as essays, editorials, and informational articles. After modeling and practicing together, give the students a chance to try the form reading texts they choose.

See Chapter 10, "Determining Importance in Text," pp. 162–173 for additional options on reading and understanding nonfiction.

- ◆ When Mary uses the same text with everyone, she makes sure that struggling readers are paired with proficient readers so they can co-construct meaning. The purpose of using the common text is to teach students how to think through and make sense of what they read and give them opportunities to discuss it with a partner. Students need to be in texts they can and want to read to do this independently. Consider ways of helping them choose texts that interest them and that are at their level for independent practice.

See Chapter 5, "Text Matters," pp. 64–74 for more details.

- ◆ Mary uses an instructional approach called text lifting to reason through the text with her students.

See Chapter 4, "Tools for Active Literacy," pp. 49–50 for a fuller explanation of lifting and reasoning through text

- ◆ Mary uses an article from a magazine in this lesson. How might you get more short text into your classroom for instruction?

See Chapter 5, "Text Matters," pp. 61–64.

See Appendix B, "Magazines, Newspapers, and Websites," pp. 291–294 for a list of terrific resources for short text.

- ◆ Consider applications of the FQR as students engage in the research process.

See Chapter 12, "Content Literacy," and Chapter 13, "Topic Studies," pp. 205–231 for expanding strategy instruction in asking questions and determining importance into a content or topic study.

See Appendix A, "Great Books for Teaching Content in History, Social Studies, Science, Music, Art, and Literacy," p. 257–290 for more details.

- ◆ How can you help students move from recording facts, questions, and responses to writing more extensive summaries of their learning?

See Chapter 11, "Summarizing and Synthesizing Information," pp. 181–187 for suggestions for summarizing and synthesizing expository text.

Lesson Summary

Leslie guides student book clubs in her classroom by first talking with the students and helping kids choose their own books. The groups are made up of students of the same gender because they happened to choose the same book. Leslie typically meets once a week with a book club during reading workshop for about twenty minutes. The groups also meet independently at times they choose throughout the week. As the book clubs meet, Leslie supports her students to ask questions, make connections, and draw inferences to better understand their books.

Launching the book club on *In the Year of the Boar and Jackie Robinson* by Betty Bao Lord we observe how students' initial questions foster engagement in the story. Students reading *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis are encouraged to move their conversation from literal events to a more in-depth consideration of the characters and issues. Students reading *Because of Winn-Dixie* by Kate DiCamillo share their opinions and insights about the characters and relationships in the story with less intervention from Leslie.

The three book clubs are each at a different stage in the process—just beginning the book, a few chapters into it, or well through the book. These book club discussions illustrate how teacher involvement decreases as kids learn more about how to talk about books. In the first group (*In the Year of the Boar and Jackie Robinson*), Leslie leads the discussion, maintaining a high level of involvement. In the second book club (*The Watsons Go to Birmingham—1963*), Leslie still jumps in regularly to guide the discussion, but encourages the kids to begin to take increasing responsibility for the conversation. In the book club reading *Because of Winn-Dixie*, Leslie can hardly get a word in edgewise because the kids have now taken the lead. Notice how the students' use of comprehension strategies enhance their book club discussions and allow them to go deeper into the text.

Part 1: Choosing Books for Book Clubs

Students choose their own books based on recommendations from their peers and Leslie. We observe a child recommending *Because of Winn-Dixie* and Leslie giving a short book talk on *In the Year of the Boar and Jackie Robinson*.

Questions and Considerations

- ◆ Why is it important that students choose their own books?
- ◆ What does the student's recommendation of *Because of Winn-Dixie* tell you about how Leslie fosters reading in her classroom? What do the students' responses to the recommendations tell you about the class as readers?
- ◆ What does the conversation surrounding book choice tell you about the tone and environment in the classroom?

Part 2: Launching Book Clubs

Leslie launches the first day of the book club by asking the students to read the blurb on the back of *In the Year of the Boar and Jackie Robinson* to activate their background knowledge. She asks them to share any questions that come to mind by recording them on an anchor chart (see Related Materials at the end of this guide).

Leslie reviews the anchor chart of book club norms that she and the class co-constructed at the beginning of the year (see Related Materials).

Questions and Considerations

- ◆ Consider the book club norms chart developed by Leslie and the students. How does setting norms in this way encourage thoughtful participation and set the tone for the discussions?
- ◆ Notice how much information the students learn from merely reading the blurb. How does Leslie encourage the students to come up with important or big questions before reading? How does she encourage them to continue to pose questions during reading?
- ◆ Why is it important that Leslie asks students to share why they chose this particular book? What do we learn from the students as we hear their reasons?

Part 3: Digging In: Moving from the Literal to the Inferential Level

In their second meeting since the launch of the book clubs, Leslie directs *The Watsons Go to Birmingham—1963* book club to look again at the anchor chart they created containing their questions and connections. This chart serves to focus the group's thinking as they get underway, reminding them of lingering questions they may want to consider over time.

Leslie responds to the discussion as it unfolds, stopping the students to point out those strategies (inferring and predicting) they are using in their conversation about the book.

Questions and Considerations

- ◆ Leslie labels one student's thinking as inferring, saying to the child that "you took your inferring one step further and predicted." She then asks this child to keep his prediction in mind as he continues to read the story. How does Leslie transfer the responsibility of keeping track of their thinking to the students?
- ◆ How does Leslie use the anchor chart to bring kids back to their original thoughts and link their discussions over time?

Part 4: Going Deeper: Using Inferential Thinking to Gain Deeper Understanding

The *Because of Winn-Dixie* book club has met on a number of occasions and is well into the book. Students have a variety of opinions and perspectives as

they discuss their inferences about the characters, their relationships, and why they do what they do. Leslie observes the group and jots down notes about their conversation.

Questions and Considerations

- ◆ Try to name and keep track of the different strategies you observe the students using during their conversation. When does Leslie finally decide to jump into the conversation and why do you think she waits so long to comment?
- ◆ Notice when kids refer to the text and cite evidence from it. How does this encourage and support the discussion?

Invitations and Links to Strategies That Work

- ◆ When Leslie introduced the concept of book clubs she read a novel aloud to the whole class. She modeled her own thinking about the book as she read. To give the kids an idea of how to talk about books she encouraged the students to
 - ◆ notice her thinking when she read
 - ◆ talk out loud about the book
 - ◆ share their thinking with each other
 - ◆ use strategies they are already familiar with (making connections, questioning, inferring) to better understand the book
 - ◆ respond in writing using a variety of response options

Students might respond in their notebooks using a variety of double-entry forms:

Page	Words from the text	Questions and Inferences (I wonder, I think)
------	---------------------	--

Page	Text	My response (connections, questions, inferences)
------	------	--

See Chapter 11, "Summarizing and Synthesizing Information," pp. 183–184 for other response options.

See Chapter 4, "Tools for Active Literacy," pp. 52–59 for ideas for response options.

- ◆ Leslie's students are conversant with the comprehension strategies because they have been practicing them over time. Using the guidance offered on the pages below in *Strategies That Work*, plan a series of lessons that follow the gradual release guidelines as described in the book.
 - See Chapter 1, "Strategic Thinking," pp. 32–38 on the gradual release of responsibility and tips for introducing the comprehension strategies.
 - See Chapter 10, "Determining Importance in Text," pp. 171–173 to see how students move from guided practice to collaborative practice using the Facts/Questions/Response (FQR) response form.
- ◆ It makes sense to begin book clubs with short texts because they are easily read and accessible to students. Find an intriguing story or picture book for the purposes of introducing book clubs. Begin by modeling your own think-

ing about a piece and coding the text as students follow along with their own copy. Continue the conversation by asking the students to chime in with their own thoughts. After practicing together, send students off to finish the story with a partner, focusing on the strategies you've modeled. Then take time to share everyone's thoughts and interpretations at the end of the session.

- ◆ After practicing book clubs with Leslie, her students meet in their book clubs independently at times they choose. Leslie checks in occasionally to monitor their understanding of the book, listen to their conversation and notice how they are applying strategies to better comprehend. After kids have met with you a few times, encourage them to try meeting on their own. You can walk around scripting and observing their conversations and assessing how it's going.
- ◆ The book clubs in this program consist of books with a variety of themes. To support her students as they study a curricular theme or topic, Leslie gives the students book club choices that relate to the curriculum (i.e., historical fiction about the American Revolution when studying this time period). After students have had some practice in unthemed book clubs, offer a selection of book club choices related to the curriculum and see how themed book clubs can enhance kids' learning in a particular topic or content area.

See Chapter 12, "Content Literacy," p. 210, and Chapter 13, "Topic Studies," pp. 225–227 for ways to use book clubs to support a content-area topic study.

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Related Materials

Program 2: Modeling Questioning in a Reading Workshop
Anchor Chart of Questions from The Lotus Seed

what's a lotus seed?

What is a dragon throne?

Who stole it? How did he lose it?

what's an altar?

Why did her parents choose her husband for her?

Why did he march off to war? Did he die?

Why did she take the lotus seed, but not her mother of pearl hair comb?

What does scrambled mean?

What will happen to them?

Who's throwing the bombs? What war is this?

Where are they going?

What city is this?

Why did they all live together?

Who is Ba? Why did she cry and cry?

What does the flower of hope mean?

Why doesn't the author give us more information?

Where is Vietnam?

Program 3: Reading and Understanding Nonfiction
Anchor Chart of Tips for Reading Nonfiction

- * Think of facts, questions and responses. Write these down as you read.
- * Reading nonfiction takes time. You may have to reread to make sure you understand.
- * Reading fiction is like watching a movie. Nonfiction is more like a newscast or slide show.
- * Stop often and ask yourself if what you are reading makes sense.
- * Important to abbreviate when you take notes.
- * Think before you write.

National Geographic for Kids
"The Comeback Humpbacks"

<u>facts</u>	<u>questions</u>	<u>responses</u>
leaping out of water -- called breaching 30x more than 1965	Is all jumping called breaching? How do they get such strength?	How are they such great gymnasts? Wow! That's a lot.
A law protects humpback whales 1 ton = 2000 lbs. Got name from hump on back fin. Flippers measure 17 feet.	If humpbacks so heavy, how do they get so much air?	Many to reproduce and to kill Good thing! Glad there's a law. It's amazing! 2.5 years - reproduced 29,000 more. Awful wasteful! Killed used only 1 part... connect to buffalo.

Sample of Kids' Post-its

(F) blue whales song
is loudest it's
1,000 times louder
than a jumbo
jet taking off
(R) Wow that's loud!

(F) Japanese
people hunted
humpbacks
for their
blubber

about how high to
humpbacks leap
out of the
water?
(Q)

COOL!
humpback
eat about
4,400 pounds
of krill
in one meal
(FR)

How do they turn
blubber into oil?
(Q)

(FR) WOW!
they can
stay
underwater
for about
2 hours
WOW!

Sample of Kids' Summaries

RESPONSE

In the National Geographic we read about humpback whales ^{and} that comes in with our nonfiction study. I think that the article made the point that hump-back whales onence had a population of 100,000 which has dopped, but we are still trying to increase the amount and now we have about 30,000. I think that using the FQR strategy has really helped me pay attention to my reading and help me get the main idea.

I think that the writer did a really good job of helping us learn about hump-bak whales. Maybe if a whale hunter read the article he/she would notice what they are doing. I also liked the text structure because it was broken up in to sections and you could stop and think → insted of reading one big thing at a time. Now I think I like and ^{is} nonfiction much better. ✓

F

The deepest a diver has ever gone was to see the Titanic.

6000 lbs per square inch is the water pressure where the Titanic is.

When they discovered it was the Titanic up right.

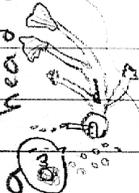
How long could you stay under water with all that pressure.

How long does it take to get 12,460 feet down in the ocean.

Why is the Titanic covered in goop?

R

When I go under water ^{can't} Deep I get head ache.



I think the scientists would have to be trained to go that far down in the ocean.

I think it is so old that now stuff is growing all over it.

Program 4: Using Strategies to Enhance Book Club Discussions
Anchor Chart of Book Club Norms

Only one person talks at a time.

Try not to read ahead.

Stay on the subject—use conversation rules.

Take turns—groups decide how to share.

Don't be a "talk hog."

Read the assigned pages.

Share/participate.

Be ready/be prepared. Time to prepare.

Come prepared with materials (see chart).

Don't leave anyone out.

Fill in absent members.

Don't leave.

Refer to our chart "Talking About Books."

Go DEEP!

"Reflecting on..."

Voice level is courteous to students not
participating/working.

Students may not interrupt the book clubs.

*Anchor Chart of Background Knowledge and Questions
In the Year of the Boar and Jackie Robinson*

What we know

there are pictures
her name is Shirley
Temple Wong
she knows only two
words of English
she feels lost and alone

baseball is important
Shirley comes to
America

Shirley in class a lot—
the setting is a
school

1945/46 (when the story
took place)

Questions

Does she learn more?
Is there a connection?
Jackie Robinson is black;
Shirley is Chinese

Did she want to come to
America?
Will Shirley feel left out?
Does she want to be
with the class?
Does she have friends?
Is she left out because
she's different?

Do the kids make fun of
her?

Time Codes

Program 1 Creating a Culture of Thinking (38:50)

Introduction 00:00-03:40 (3:40)

Part 1 An environment That Supports Thinking 03:40-11:40 (8:00)

Part 2 Explicit Comprehension Instruction 11:40-28:34 (16:54)

Part 3 Monitoring Comprehension: Keeping Track of Teaching and Learning 28:34-38:50 (10:16)

Program 2 Modeling Questioning in a Reader’s Workshop (28:35)

Introduction 00:00-02:28 (2:28)

Part 1 Modeling Questioning and Thinking Aloud 02:28-09:49 (7:11)

Part 2 Guided Practice through Shared Reading and Conferring 09:49-13:49 (4:00)

Part 3 Sharing Authentic Responses 13:49-18:00 (4:11)

Part 4 A Conversation with Debbie Miller 18:00-28:35 (10:35)

Program 3 Reading and Understanding Nonfiction (36:20)

Introduction 00:00-1:15 (1:15)

Part 1 Modeling Thinking and Reasoning Through Nonfiction Text 1:15-10:30 (9:15)

Part 2 Guided Practice with Small Groups and Pairs 10:30-13:00 (2:30)

Part 3 Sharing Written Responses 13:00-22:28 (9:28)

Part 4 A Conversation with Mary Buerger 22:28-36:20 (13:52)

Program 4 Using Strategies to Enhance Book Club Discussions (32:50)

Introduction 00:00-02:02 (2:02)

Part 1 Choosing Books for Book Clubs 02:02-04:37 (2:35)

Part 2 Launching Book Clubs 04:37-11:50 (7:13)

Part 3 Digging In: Moving from the Literal to the Inferential Level 11:50-16:38 (4:48)

Part 4 Going Deeper: Using Inferential Thinking to Enhance Understanding 16:38-21:58 (5:20)

Part 5 A Conversation with Leslie Blauman 21:58-32:50 (10:52)