

Shared by:

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Book Study Agenda

Reading With Meaning

Teaching Comprehension in the Primary Grades

By Debbie Miller

- Participants respond to guiding questions/small group share/large group share
- Participants write personal goals inside front cover of book
- Share goals of book study
 - ✓ Build *knowledge base* of teachers on the teaching of comprehension in primary classrooms
 - ✓ Collect specific techniques for creating classroom climates where all students are engaged and motivated
 - ✓ Provide tools for teaching comprehension strategies to primary-age children
- Participants view Tape 1: **Essentials: Tone, Structure, and Routines for Creating and Sustaining a Learning Community Part 1: Getting Started** (14:44 minutes) which summarizes Ch. 1-2/Participants take notes (see notes page *Similarities to my classroom/Differences*)
- Questions for Discussion:
 - ✓ How is the organization of Debbie's classroom similar to your organization? What does she do differently?
 - ✓ What do you notice about the way she talks with children?
 - ✓ Discuss Debbie's categories for tub books. Discuss how teachers might make changes to their organization scheme based on Debbie's system.
- Read bottom of Pages 6-7 looking for effective teaching, quote from Lucy Calkins at bottom of page 7 - point out parallels to Four Blocks
- Divide into two groups and assign Proficient Reader Research (Pages 8-9) and Gradual Release of Responsibility (pages 10-14). Each group will read, discuss, and share the *highlights*.

- Leader provides *brief* synopsis of Chapter 3: Readers' Workshop: Real Reading from the Start
- Participants view Tape 3: **Wise Choices: Independence and Instruction in Book Choice Part 1: Book Selection** (16 minutes) which summarizes the beginning of Chapter 4/See notes page *Verbal Cues from Debbie to Students/Nonverbal Cues*
- Questions for Discussion
 - ✓ How is Debbie's concept of students using "easy, challenging, just right" categories for self-leveling of books different than traditional levels?
 - ✓ How does the organization of the room and the choices available foster independence in students?
 - ✓ Have teachers talk in table groups about the different charts Debbie uses in her teaching. How might they use and develop similar visual aids to help students understand and make choices during reading?
- Briefly summarize pages 48-52
- Reflection (on index card)
 - ✓ Write down one thing you learned and can take back to your classroom today.
 - ✓ Write down one thing you are interested in, but need more information or support before you could try it.
 - ✓ Write down one thing you are confused about and is not clear.

Reading with Meaning Book Study
Session 2
Chapters 5 and 6
Making Connections and Creating Mental Images

- I. Reporting Back
 - a. What idea/strategy did you implement as a result of the last workshop?
 - b. What worked well?
 - c. What are the challenges that you still face in the implementation of this idea/strategy?

- II. Introduction
 - a. 2nd, 3rd Grades
 - i. The Montillation of Traxoline (from MOT tools page)
 - ii. Possible to answer all questions and have no clue as to what paragraph about
 - iii. Importance of different approach to comprehension

 - b. All grades
 - i. Readers workshop fits within Four Blocks/guided reading & SSR
 - ii. Written with focus on reading, but strategies have application across curriculum
 - 1. Don't put in a box for only reading; apply in math, science, social studies, even behavior mgmt.
 - iii. Value of explicit teaching
 - iv. Instruction builds from day-to-day, based on observation and assessment of students' needs.
 - v. Note what would like to try and what might keep you from making a change

- III. Video on Readers Workshop (Tape 2, Part 1)
 - a. Response sheet from tape series
 - b. Whole group discussion
 - i. How do you balance whole group, small group and individual instruction?
 - ii. What do you observe about Debbie's informal assessment techniques?

- IV. Common Threads
 - a. Gradual release of responsibility
 - b. Think Aloud
 - c. Anchor Charts
 - d. Sticky notes and coding
 - e. What did you learn about yourself as a reader?
 - f. Share

- V. Making Connections
 - a. importance for understanding
 - b. authentic
 - c. learn to evaluate what helps/what doesn't
 - i. word of caution – schema can lead to wrong conclusions
 - ii. can be distracting
 - d. types of connections

- VI. Creating Visual Images
 - a. Assume students have pictures in their heads, but many struggling readers don't
 - b. Use also with expository, content areas
 - c. Sample lessons (from MOT tools page)

- VII. Assignment – Incorporate schema/visualizing lessons for next month, bring anchor charts, reflections
 - a. evaluation
 - b. Look at suggested books and choose one to use with anchor lessons

Reading With Meaning
Session 3
Questioning, Inferring

- I. Sharing what we have tried since our last meeting 20"
 - a. What strategy did you implement as a result of last session?
 - b. What worked well?
 - c. What are the challenges you still face in the implementation of this strategy?

 - II. Three Levels of Text Protocol* "Digging Deeper" 30"
(separate attachment)

 - III. Teach piece "Making Inferences" 30"
 - A. Model inferencing with selection from "Strategies That Work" p. 37 on hopscotch
 - B. Define inferencing
 - 1. Determining meaning of unknown words
 - 2. Make predictions and confirm or contradict their predictions as they read
 - 3. Use prior knowledge and textual clues to draw conclusions and form unique interpretations of text
 - 4. Infer when the answers to their questions are not explicitly stated in the text
 - 5. Create interpretations to enrich and deepen their experience in a text
 - C. Model using sticky notes with "No, David"
 - D. Sample lessons in handout and from my experience
 - 1. kinder lesson on feeling cards
 - 2. websites for further resources
 - a. www.readinglady.com/mosaic/tools/tools.htm
 - b. www.mayer.cps.k12.il.us/StrategiesthatWork/STW.htm

 - IV. Reflection sheet 5"
 - a. What I learned and want to try
 - b. Notes to facilitator
- From National School Reform Faculty/11/20/03 Southern Maine Partnership

Reading With Meaning
Session 4
Questioning and Determining Importance

- I. Sharing what we have tried since our last meeting 20"
 - a. What strategy did you implement as a result of last session?
 - b. What worked well?
 - c. What are the challenges you still face in the implementation of this strategy?

- II. Teach piece on Questioning 30"
 - a. Model with Margaret Wheatley's "Turning to One Another"
 - i. Chart questions before reading
 - ii. Sticky note questions for during; post on chart
 - iii. Chart questions after
 - iv. If time, where do readers find answers to their questions?
 - v. So what.....Implications for classroom
 - b. Share student work from An Angel for Solomon Singer by Cynthia Rylant

- III. Determining Importance in Non-fiction Text 35"
 - a. Pass out handout and explain
 - b. Debbie Miller videotape (Tape 2, Part 2) 21"
 - i. Stop tape at points want to discuss, either facilitator or participant call

- IV. Reflections 5"
 - a. What I learned and want to try
 - b. Assignment for next time

Reading With Meaning Session 5 Synthesis

- I. Sharing what we have tried since our last meeting 20"
 - a. What strategy did you implement as a result of last session?
 - b. What worked well?
 - c. What are the challenges you still face in the implementation of this strategy?

- IV. Teach piece on Synthesis 30"
 - a. Model with Alan Jackson's song "First Love"
 - i. Cover each stanza with sticky note
 - ii. Read one stanza at a time, stopping to write down ideas about what is happening in the text
 - iii. After writing, place sticky note on right hand column
 - iv. Put plus signs under each sticky note and equal sign at bottom
 - v. Write final synthesis of the song
 - vi. So what.....Share from literature circle discussion and discuss implications for classroom

- V. Teachers share their products demonstrating their synthesis of comprehension through Reading with Meaning 20"

- IV. Reflections 20"
 - c. Discussion of next steps – Possibilities for next year
 - i. Timeline
 - ii. Peer observation groups
 - iii. Input from teachers
 - d. Reflection sheet
 - i. What I learned and want to try
 - ii. Evaluation and Suggestions

Three Levels of Text Protocol

Purpose: To deepen understanding of a text and explore implications for participants' work.

Facilitation: Stick to the time limits. Each round takes up to 5 minutes per person in a group. Emphasize the need to watch air time during the brief "group response" segment. Do 1 – 3 rounds. Can be used as a prelude to a Text-based Discussion or by itself.

Roles: Facilitator/timekeeper (who also participates); participants

Process:

1. Sit in a circle and identify a facilitator/timekeeper

2. If participants have not done so ahead of time, have them read the text and identify passages (and a couple of back-ups) that they feel may have important implications for their work.

3. A Round consists of:

- One person using up to 3 minutes to:

LEVEL 1: Read aloud the passage she/he has selected

LEVEL 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)

LEVEL 3: Say what she/he sees as the implications for his/her work.

- The group responding (for a **TOTAL** of up to 2 minutes) to what has been said.

4. After all rounds have been completed, debrief the process.

First Love
By Alan Jackson

I was fifteen; she was eighteen,
The prettiest thing I'd ever seen in my life.
An' I loved her at first sight.
I found her in Marietta, a town north of Atlanta.
I brought her home to see my folks,
They loved her too.

We were together for a long time,
Thought it would be for all time.
But things change and re-arrange,
She had to go.
She left me cryin' in '79,
An airline pilot in Carolina.
I was a wreck, can't drive a check
It broke my heart.

Chorus:
My first love was an older woman.
There's been many since,
But there'll never be another.
Built in 1955, snowshoe white, overdrive,
I never should've sold her, I'll always love her,
She was mine.

Instrumental Break

Years went by, teardrops dried;
I got her back, I was surprised.
In '93, a gift to me on Christmas Eve.
We were both older, so I restored her.
Could've sold her, for a lot more.
But I will never, she's mine forever,
Until I go.

Chorus:
My first love was an older woman.
There's been many since,
But there'll never be another.
Built in 1955, snowshoe white, overdrive,
I never should've sold her; I'll always love her,
She was mine.
I'll never sell her; she's mine forever;
I love her so.

Reflections: What I learned, What I am thinking, What I want to try....

Feedback: What I want the group leaders to know about the session(s), the support I need, where I am confused....

Reflections

What I learned today:

What I plan to do in 2005-06 as a result of this book study:

What would help me implement these strategies and go to the next level in my classroom: