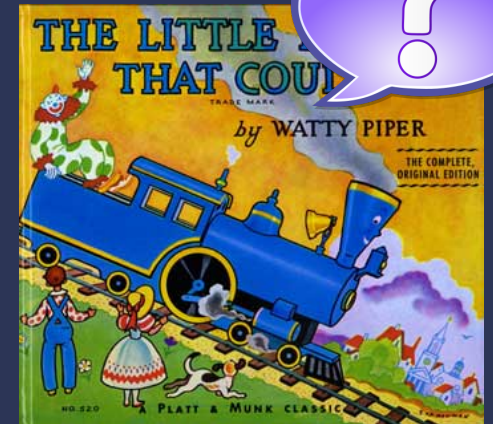


WELCOME!

While you're waiting, please visit the iPad (front table) and add a free-association (word) to our collage. Thanks!



Building Reading Social Lives – Alycia Zimmerman



BUILDING LITERARY SOCIAL LIVES

Alycia Zimmerman, BLC 2014



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scholastic.com/teachers/teaching-ideas/Alycia-Zimmerman



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twitter.com/AlyciaZimmerman

Focus Question:

How can we create opportunities for our students to engage in constructivist, social learning about and while reading and writing?

Call for volunteers: Class “Googler”

A student (or participant) who will ...



- ☐ Do a real time search for ideas, information, answers to questions, resources, and more to support our discussion.
- ☐ Should be an adept multitasker or easily bored

Overview – Building Literary Social Lives

- #1stFiveDays – Reading Surveys and Reading Interviews
- Start Simple: Buddy Reading
- Start Simple: Headphone Splitters
- Book Clubs – in our classroom and then beyond
- Tools Round Up:
 - eReading – Stora
 - eReading – NewsELA
 - Biblionasium

#1stFiveDays: Getting to Know Your Readers - Survey

□ Regular “low tech” reading survey

www.alyciazimmerman.com/blc14-presentation-resources.html

Reading Interest Survey

1. What type of books do you like to read? Tell me all about it ...

2) What is your favorite book? Why?

3) Where is your favorite place to read?
Describe your special reading place.


4) Do you have a favorite series? What is it and why do you like it?

5) Do you prefer fiction (stories) or non-fiction (real info)? How come?

6) Do you have anything else about your reading life that you'd like to share with me? Is there anything hard about reading for you? Is there anything you want to learn to do as a reader?

Which of the following types of books do you like? Check off your favorites. If you don't know a type of book, just skip it.

<input type="checkbox"/> Mystery	<input type="checkbox"/> Adventure	<input type="checkbox"/> Animal Stories	<input type="checkbox"/> Comics
<input type="checkbox"/> How-To	<input type="checkbox"/> Biographies	<input type="checkbox"/> Poetry	<input type="checkbox"/> Science books
<input type="checkbox"/> Folktales	<input type="checkbox"/> Newspapers	<input type="checkbox"/> Magazines	<input type="checkbox"/> Series
<input type="checkbox"/> Picture books	<input type="checkbox"/> Fantasy	<input type="checkbox"/> Chapter books	<input type="checkbox"/> Funny books

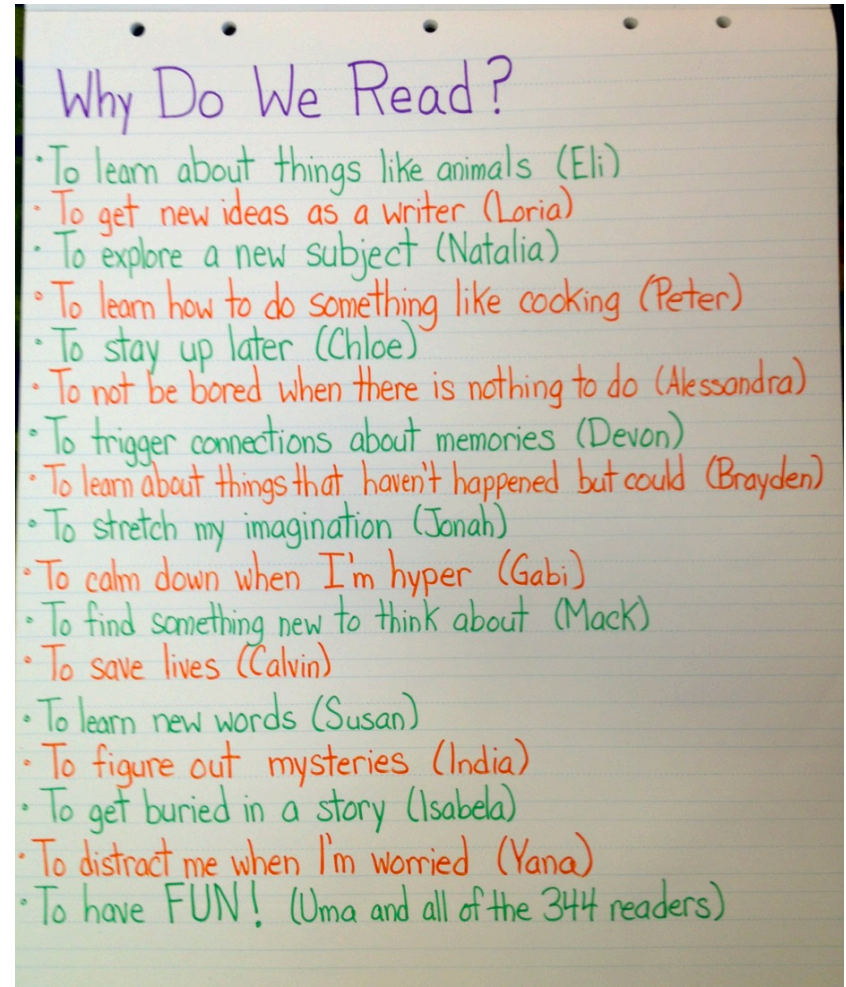


#1stFiveDays: Getting to Know Your Readers - Survey

- Or “high tech” approach using a Google Form
- Give students the option?
- Helps to assess students’ tech comfort
- <http://tinyurl.com/ReadingSurveyForm>

#1stFiveDays: Getting to Know Your Readers – Why We Read Charting

- “Old school” charting creates visible signs of community norms
- Works off the assumption that “Yes, we all read” and “We read for different purposes”
- Teaches students to talk about their “inner reading lives”



#1stFiveDays: Getting to Know Your Readers – Reading Confessional Videos

- Gets students used to video-documenting process
- Creates a “living” attitudes assessment
- Combined, creates a “State of Reading Address” movie



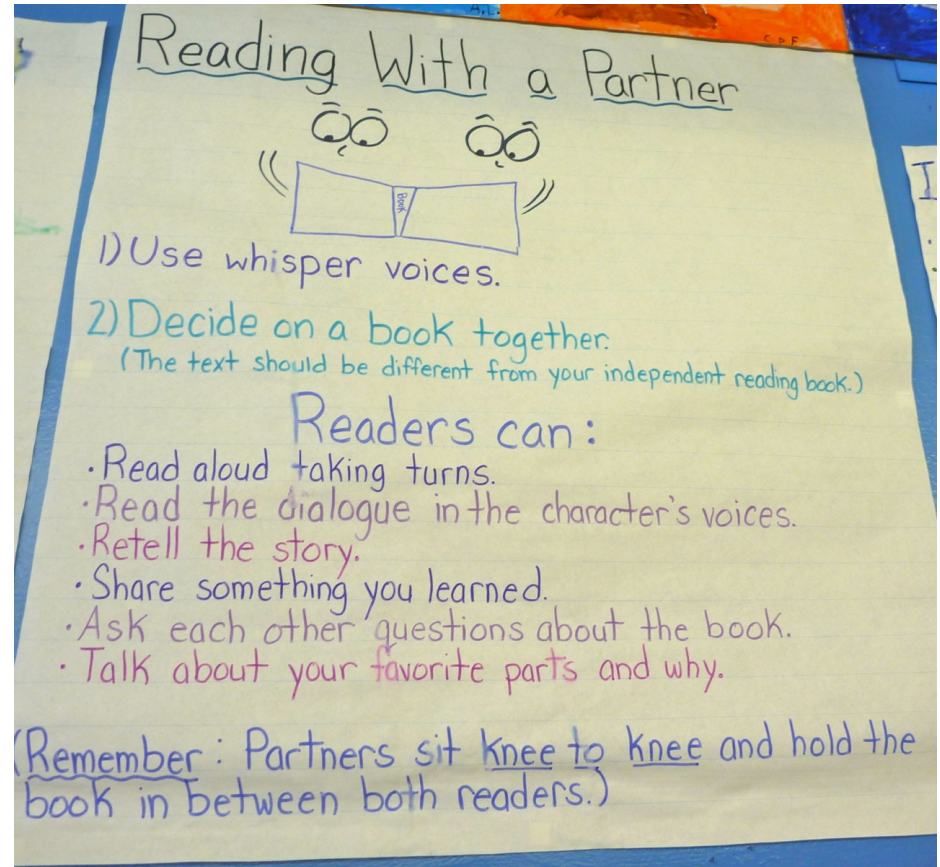
Start Simple: Partner Reading



Not just for early readers – partner reading gives all students a chance to “socialize” during reading.

Start Simple: Partner Reading

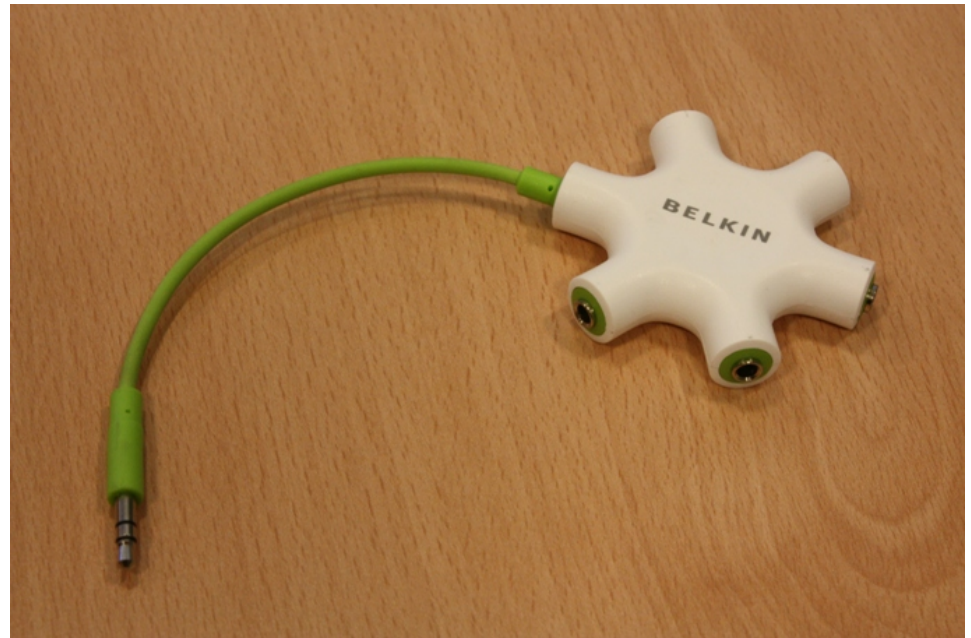
- Builds oral language skills needed to speak about literature (CCSS.ELA-Literacy.SL.1 – Engage effectively in a range of collaborative discussions)
- Building block for book clubs and “grand conversations”
- Gives student a chance to reflect on reading efforts
- Builds social excitement about reading
- Could be “digital” and global (or with a mentor) – but definitely doesn’t have to be



Start Simple: Headphone Splitters



\$2.38



Student Led Book Clubs

What are Book Clubs?

- Students all read same book (often novel) and meet to discuss their thinking several times during the reading of the book

About Book Clubs

- Powerful way to have students doing ALL of the talking in focused discussions
- A lot of back-end work to build to high level discussions
- In my classroom, “Grand Conversations” (Socratic Circles) and close reading first

Student Led Book Clubs

First Book Club meeting for this cycle.

Camera on tripod (no observer)

Chu Ju's House

(Also was pajama day)

Students have timer.



BEFORE Student Led Book Clubs

Close Reading

Readers follow different "lines of thinking" as they dialogue with their "inner voice" while reading a text. example: Library Lil

- Inferring based on evidence
- Personal connection with Uma's life
- Pondering about the text (questioning)
- Empathy for the character (feeling what the character is feeling)
- Noticing the author's language choices
- Analyzing a character
- Drawing a conclusion

great her grand mother must be dead
because "forgave" is past tense.
What does hard like tin mean? for a name?

known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name—Magdalena—which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

→ Why wouldn't she get married?
Is it because she didn't trust anyone?
by "place by the window" does that mean just standing in front of the window all day?

BEFORE Student Led Book Clubs

A Grand Conversation is an open discussion during which participants "jump in" to share their ideas about a specific topic and build onto or respond to other's ideas.

Topic: "The Pen is Mightier than the Sword"

Noticings by the "Fishbowl Observers":

- Students agreeing with each other 😊
- Some "side-talk" (side-conversations) 😊
- People all jumping in at the same time → a loud sound 😊
- Students disagreeing in kind, polite ways (not meanly) 😊
- Building on each other's ideas 😊
- Going off topic on tangents 😊
- Students asking the group to refocus on the main topic 😊
- Asking for a better explanation of an idea in a nice way 😊
- Some people had so much to say, so others didn't always get a chance to join the conversation. 😊
- Everyone talked except for 1 student → good participation 😊
- Exploring lots of different opinions 😊
- Listening to each other in order to respond 😊

Troubleshooting our Grand Conversations

"We **CAN** make it even **BETTER!**"

Problem: Some people have a lot to say and speak very often ("hog the conversation")

Our Solution:

- only jump in a few times (2-3)
- wait for everyone to share before talking again
- invite quieter students into the conversation
- jot down your ideas until others get to talk

Problem: Lots of people jump in at the same time so it gets very noisy → quiet kids can't be heard

Our Solution:

- jump in at a softer volume
- notice students who struggle with jumping in
- invite quieter kids to share at the end of your turn
- pull back quickly if there are a lot of voices

Grand
Conversations

Beginning Book Clubs

- 1) Gather book sets
- 2) “Book Talk” book options to entice students



Instead of “book talking” all of the options myself, “movie trailers” are a great option! This one comes from “Book Trailers for Readers”.

www.booktrailersforreaders.com

Beginning Book Clubs

- 3) Have students rank their choices
- 4) Make the clubs, considering student choice & personalities
- 5) Announce the clubs with much fanfare



(I put pictures of each book cover with the students' names on it in a sealed envelope to build the suspense.)

Beginning Book Clubs

- 6) Teach expectations and structure of book club meetings (connect to “grand conversations, etc.)
- 7) Discuss Book Club “rules” – bookmarks (on website)

This Book Club Bookmark belongs to _____

Book Club **PROMISE**

I promise to ...

Prepare for Book Club meetings by reading only the agreed-upon assigned pages.

Respect my club members by being an active listener.

Offer my thoughts and opinions ... what I think matters!

Make meetings productive by staying on topic and using time wisely based on our schedule.

Include every member in the discussion and invite quieter members to participate.

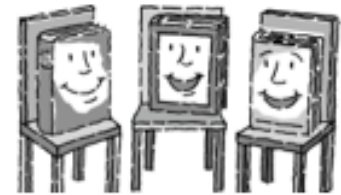
Support our club by being prepared for all meetings.

Enjoy book club and have a positive attitude at all times.

I pledge to uphold the Book Club Promise.

By our next meeting on _____

I will read to page _____.



321 Book Club Preparedness

3 new or interesting vocabulary words that you found in the reading. Can you find definitions?

2 questions about the reading. At least one question needs to be a “thick” opinion question.

1 important excerpt to discuss with the group. Be prepared to share why you picked this excerpt.



Beginning Book Clubs

- 8) Have students plan their first meeting with an agenda (Provide a sample agenda)

Book Club Meeting Agenda Sample

Bring to the Meeting: Book, Reading Journal, Bookmarks, and Pencils

Meeting 1 Leader: _____ **Meeting 1 Time Keeper:** _____

1. Get Started (2 min) Sit in a circle, face-to-face, where you can talk quietly and still hear each other. Choose a discussion leader. Make sure everyone has their materials and has completed the reading.

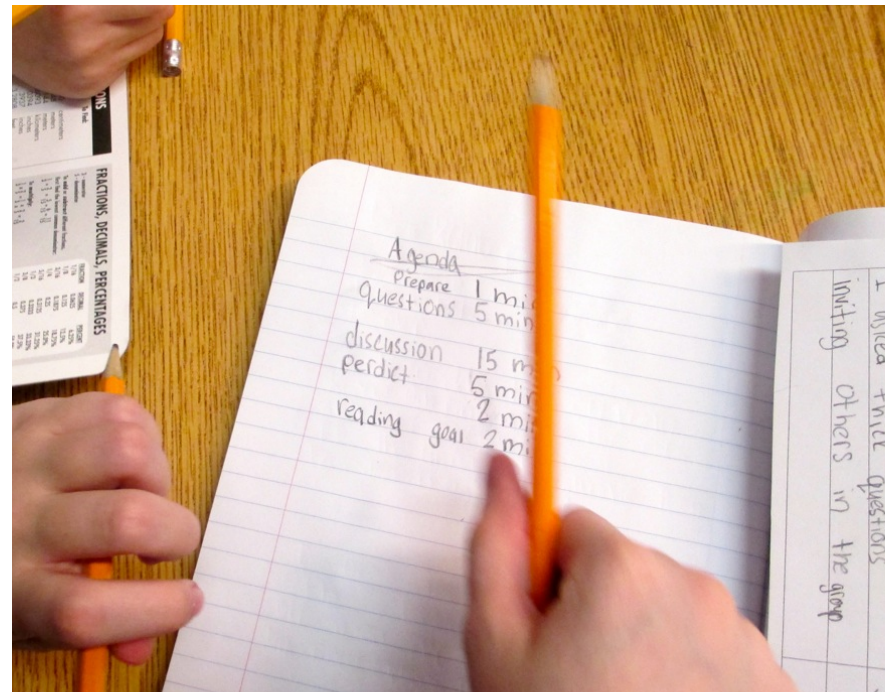
2. Summarize (5 min) Starting with the leader, everyone take a turn summarizing a part of the book in the order that it happened. Each person continues where the last person left off, and everyone needs to contribute something to the summary.

3. Discuss (15 min) Follow these steps for your discussion:

- Take turns sharing your written response notes and questions. Use your journal, bookmark, and whatever you prepared for the meeting.
- The leader should make sure that everyone gets a chance to speak. If someone hasn't had a turn to talk, the leader should invite that member to participate.
- Begin by discussing the words you found. Take turns sharing the words, one at a time. Take notes about interesting words, and discuss how the words relate to the story.
- When you share your questions, give your club members time to respond with their opinions. You may not get to all of your questions if you're having a deep discussion. A deep discussion about one or two questions is better than a lot of short discussions on different topics.
- Remember to support your opinions with evidence from the text. A book club meeting is a grand conversation! Use everything you know about an awesome grand conversation.
- If time remains, the leader should pick a member to share his/her excerpt and to lead a discussion about why that part is important.

4. Predict (5 min) Starting with the leader, take turns predicting what will happen next. Discuss your predictions and why you think that.

5. Set Reading Goals (3 min) Decide how many pages to read before the next meeting, and record your assigned pages on a new bookmark. Put your new bookmark in your book, and store your old bookmark in your Reading Journal pocket. Return to your seat and begin reading.



Beginning Book Clubs

8) Planning continued ...

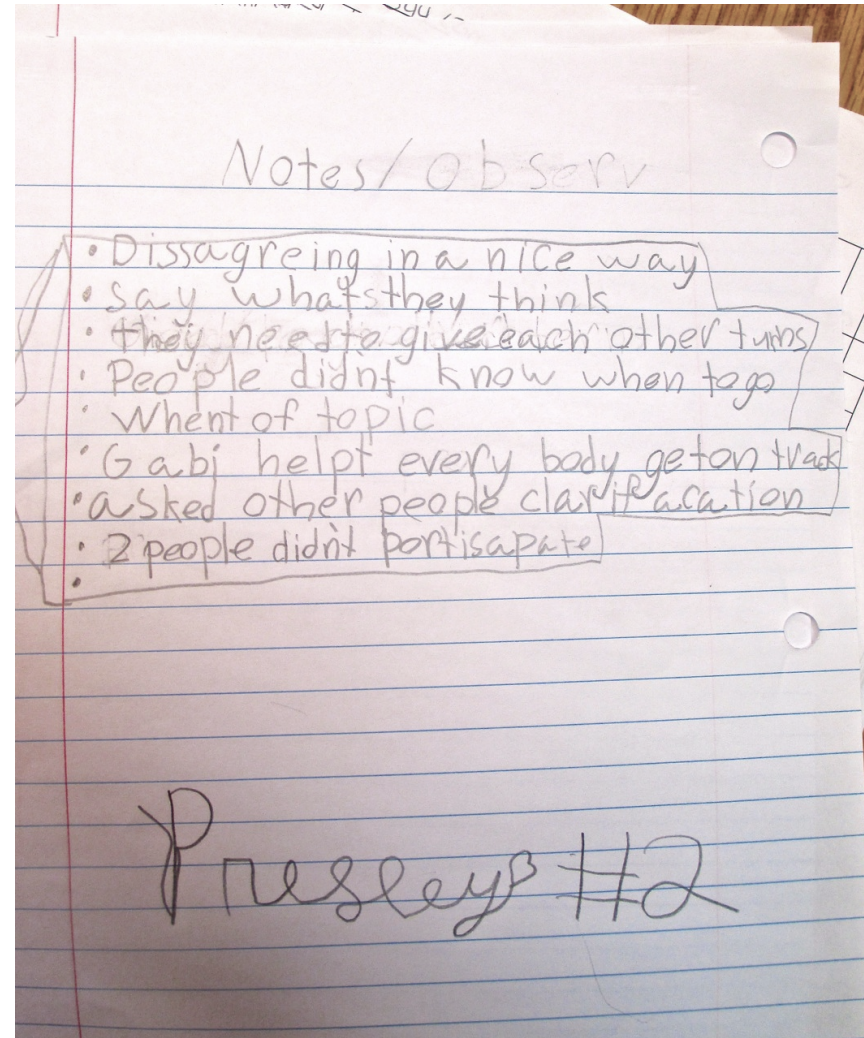


Student Led Book Clubs – Meeting Time

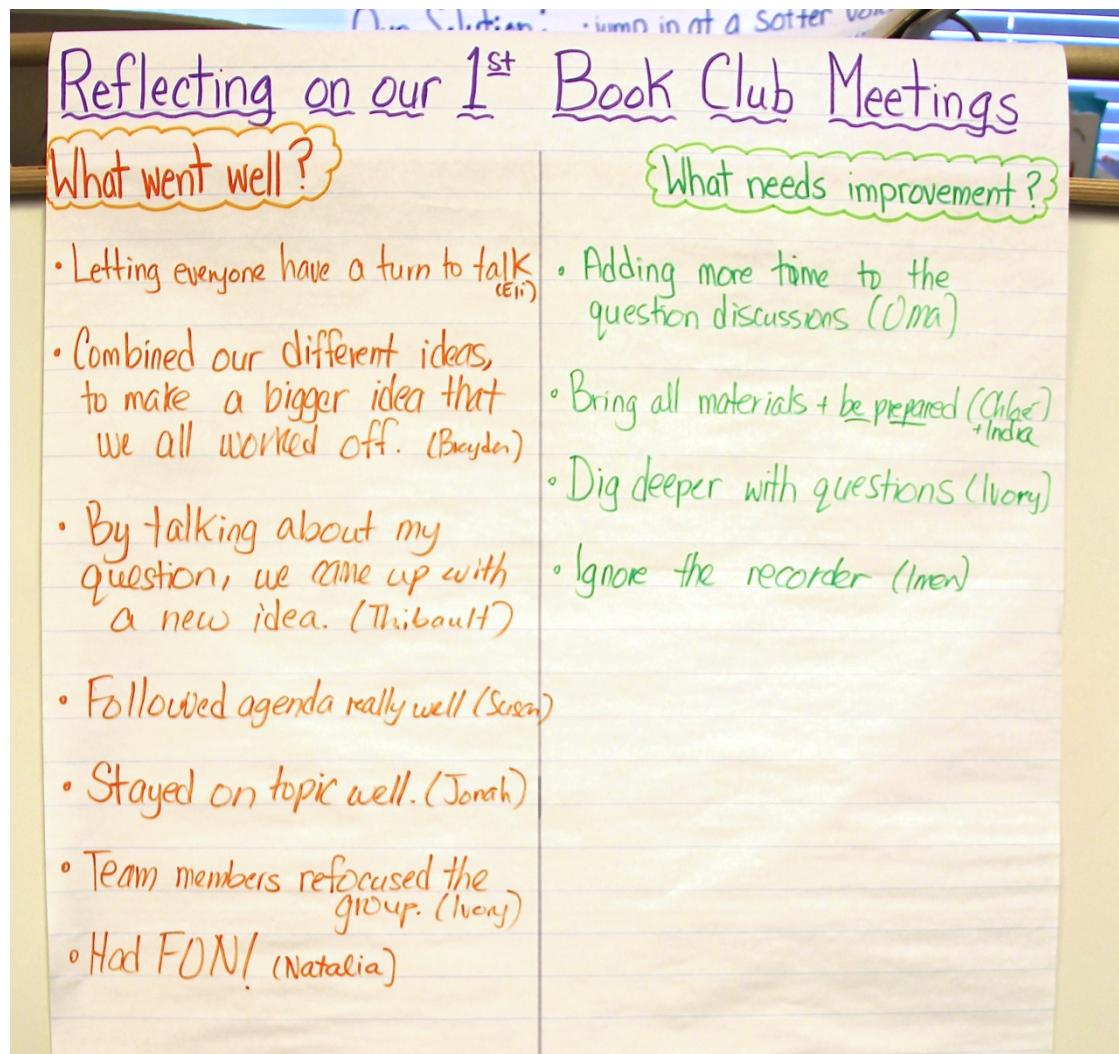
- 4 meetings per book
- Recorded for reflection
- Sometimes “fishbowled”



Student Led Book Clubs – Reflect and Refine



Student Led Book Clubs – Reflect and Refine



Resource of videos of student-led book clubs to “fishbowl” and aid in reflection or modeling:

<http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html>

OR

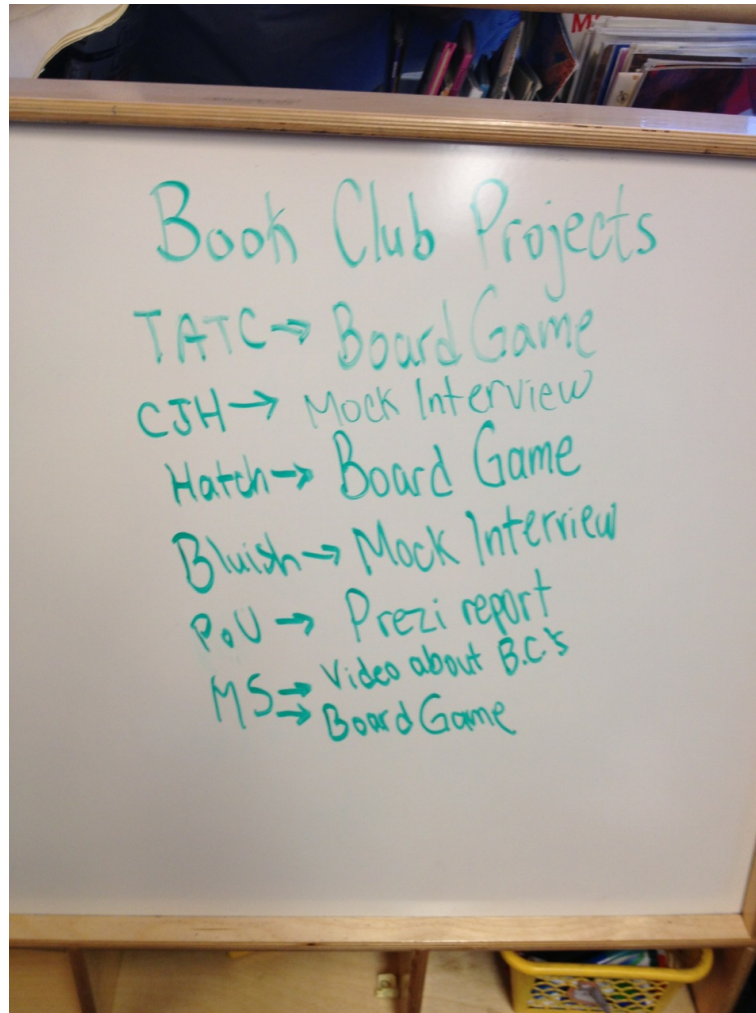
<http://tinyurl.com/TCbookclubmovies>

Student Led Book Clubs – Reflect and Refine

Students become “experts” on how to have a book club, in order to teach others.



Student Led Book Clubs – Celebrate with Group Projects



Student Led Book Clubs – Celebrate with Group Projects





It's about the learning, not the tools ...

But it's interesting and fun to explore new tools ...
so, here's a round-up of some favs!

It's about the learning, not the tools ...

Storia
eReading
program:

Book groups
(multiple
copies)

Peer-to-peer
commenting

Motivating for
reluctant
readers



It's about the learning, not the tools ...



It's about the learning, not the tools ...



keep his mind in the present and leave the future to himself. He realized that his system wasn't great, but it was the best way he'd figured out to get through a day.

Gregor noticed that Boots had been suspiciously quiet. He looked around and felt alarmed when he couldn't spot her right away. Then he saw a scuffed pink sandal poking out from the last dryer. "Boots! Get out of there!" said Gregor.

You had to watch her around electrical stuff. She loved plugs.

As he hurried across the laundry room, he heard a metallic klunk and then a giggle. "Great, now she's dismantling the dryer!" Gregor, picking up speed. As he reached the strange scene confronted him.

The metal grate to an old air duct was secured by two rusty hinges at the top. He squinting into the opening, about two feet high which led into the wall of the building. From where he stood, Gregor could see nothing but blackness. Then a wisp of ... what was it? Steam? Smoke? It didn't really look like either. Some strange vapor drifted out of the hole and curled around Boots. She held out her arms curiously and leaned forward.


"No!" yelled Gregor as he lunged for her, but Boots's tiny frame seemed to be sucked into the air duct. Without thinking, Gregor thrust his head and shoulders into the hole. The metal grate smacked into his back. The next thing he knew, he was falling down, down, down into empty space.

Cancel Page 13, 7/20/12 Save

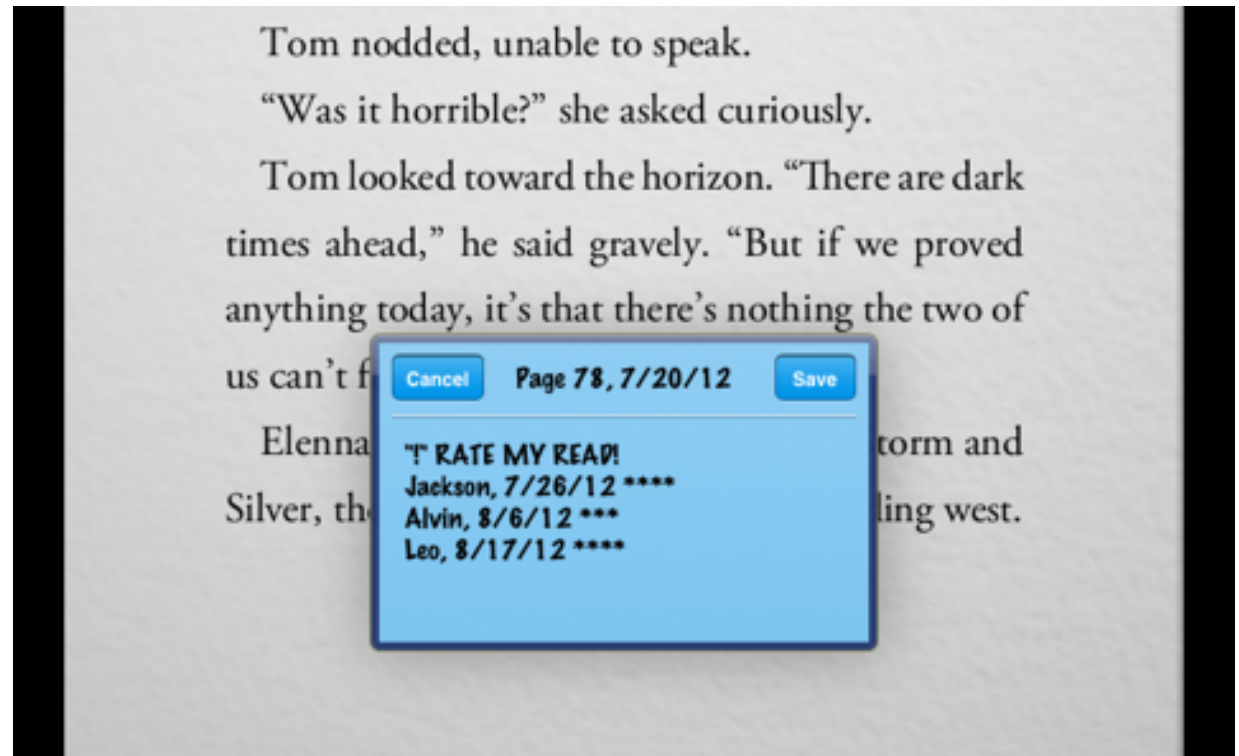
"?" Joseph
Gregor the Overlander
Focus: Reader Survey

Would you put yourself in danger like

12 13



It's about the learning, not the tools ...



It's about the learning, not the tools ...

NEWSELA

Daily news articles that can be scaled by Lexile level

Common Core aligned reading quizzes

Reading reports per student in Pro

NEWSELA

The screenshot shows a Newsela article interface. At the top, there's a navigation bar with 'War & Peace' and social media icons. The article title is 'Making U.S. Army meals ready to eat, and not ready to throw away' by McClatchy-Tribune, adapted by Newsela Staff, dated June 12, 2013. Below the title is a photo of three U.S. Marines sitting on the ground, eating. To the right of the article is a vertical sidebar with a 'Quiz' button and a 'MAX' button. The article text below the photo reads: 'U.S. Marines assigned to the 42nd Battalion Georgian Liaison Team 8 eat lunch while taking a break from daily operations on Combat Outpost Eredvi, Helmand province, Afghanistan, May 8, 2013. Photo: U.S. Marine Corps by Cpt. Alejandro Pena'. At the bottom, a caption reads: 'RALEIGH, N.C. — A ready-to-eat Army meal can survive a 1,200-foot parachute drop and stay fresh for up to'.

It's about the learning, not the tools ...

NEWSLA


www.NewsELA.com

Grade 12 108

War & Peace

Making U.S. Army meals ready to eat, and not ready to throw away

By McClatchy-Tribune, adapted by Newsela Staff
June 12, 2013 12:01 a.m.
(Grade level: 8)



U.S. Marines assigned to the 42nd Battalion Georgian Liaison Team 8 eat lunch while taking a break from daily operations on Combat Outpost Eredvi, Helmand province, Afghanistan, May 8, 2013. Photo: U.S. Marine Corps by Cpl. Alejandro Pena

RALEIGH, N.C. — A ready-to-eat Army meal can survive a 1,200-foot parachute drop and stay fresh for up to

MAX
1220L
1050L
910L
810L
QUIZ

It's about the learning, not the tools ...

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