

# Thoughtful, Student-led Book Group Discussions? You Bet!

Pam Welter

Hamilton Sussex School District

Woodside Elementary Reading Specialist

[weltpa@hamilton.k12.wi.us](mailto:weltpa@hamilton.k12.wi.us)

[pamwelter@hotmail.com](mailto:pamwelter@hotmail.com)



# Goals of the Day

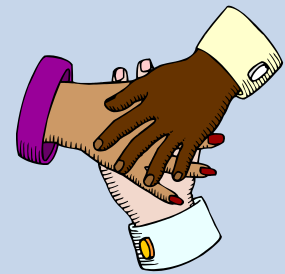
Identify action steps to begin or improve student led discussions

Focus on discussion strategies, instructional practices, and deeper thinking students need to learn



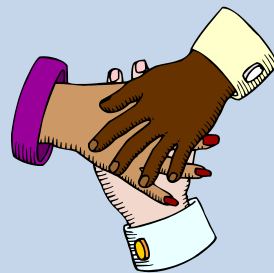
# Social Skill Instruction? No time!?

- CCSS for Speaking and Listening: Students must be able to listen carefully, add to ideas, show respect, and disagree civilly.
- Face-to-face interaction is key. The closer to a partner or group, the more likely group members will stay on task. (Johnson & Johnson, 2009).

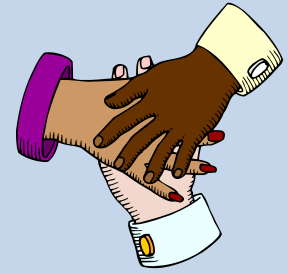


# Social Skill Instruction? No time!?

- Students with social skills instruction perform better academically, averaging 11 percentile points higher on achievement tests than students without (Durak et al., 2011).
- The most effective social skill training for kids is not gigantic, school-wide programs, but simple classroom teacher-led programs (Durak et al., 2011).



# Build A Community Discussion to Start



- **Build acquaintance**

- Kids aren't good at spontaneous mingling
- Kids become more self-conscious with age

- **It's important to academic work later on**

- It's harder to be mean to people you know!
- If you know someone, it's harder to ignore them or disregard their feelings

# Pitfalls to Avoid



1. Expect students to discuss without being taught how to
2. Start with groups that meet long term
3. Quit when group discussions don't go well
4. Expect adult level of insight
5. Continue to be led by teacher
6. Assign 'all' discussion topics

# Keys to Success



- Use your read aloud purposefully
- Teach discussion skills
- Teach students how to think beyond the 'plot'
- Teach students how to transfer read aloud skills



# Interactive Read Aloud

## *Intentional and Purposeful*

*Intentional Teaching: a conscious deliberate act where the teacher attempts to influence student involvement in a specific task by arranging the environment so attention is directed to what is important and adjusts scaffolding as needed.*

*Stay focused...don't get side-tracked*



# I already do Read Alouds!

## Do you do *Interactive* Read Alouds?

### The Goal

- *Raise the level of discussion*
- *Teach social skills so students can discuss when you aren't there*
- *Direct students' attention to the more complex text features and complex thinking*



# Choosing Interactive Read Alouds

CCSS R.10

*Read and comprehend complex literary and informational texts independently and proficiently*



# Interactive Read Aloud Tips

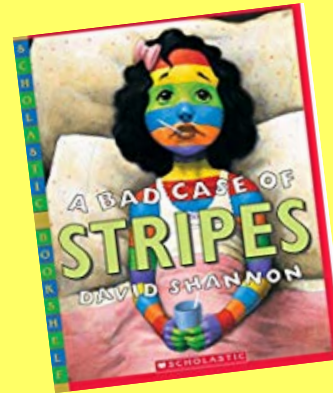
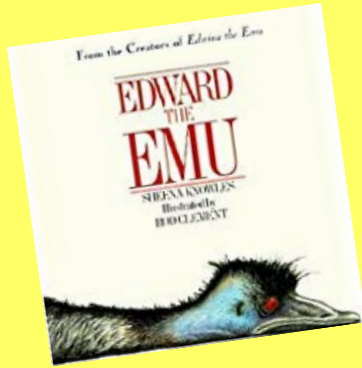


- Read picture books throughout the year, many the first 6 weeks
- Choose books that are ‘talkworthy’
- Chart class read alouds
- Make thinking ‘visible’ by tracking comprehension
- Choose a single comprehension/thinking focus
- Use a read aloud notebook
- As you think-aloud, name it!

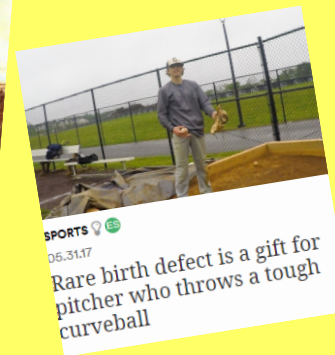
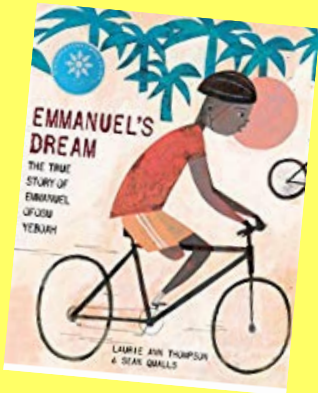
# Choosing Interactive Read Alouds

- Know your standards
- Use themed text sets to scaffold deeper meaning
- Expect *all* readers to think at grade level
- Look for books with common themes (acceptance, courage, perseverance)
- Read books at or above grade level

# Be Yourself



# Perseverance



# Read Alouds

## Class Chart Samples

Characters in Holes

Present:

- Stanley Yelnats = Caveman \*
- Theodore = Armpit \*
- Rex = X-Ray
- Alan = Squid
- José = Magnet
- Mr. Pendanski = Mom
- Ricky = Zig Zag
- Mr. Sir \* • "The Lump"
- The Warden \* • Mr. & Mrs. Yelnats

Past:

- Sam the onion man
- Doctor Hawkeye
- Trout Walker
- Charles
- Madame Zeroni
- Myra
- Igor Barkov(x)
- Sarah
- Gr. gr. Gpa = Elya
- Hattie Parker
- Kissin' Kate
- Barlow Miss Katherine

Zero \*  
Hector Zeroni



Plot

1. Nick \*
2. Mrs. Sir \*
3. Magnet \*
4. Delancey \*
5. Dwayne \*
6. Will \*
7. Jason Marshall
8. Nick's Dad
9. Pe Stan Lunch
10. Drake McBride \*
11. Jimmy Lee Bailey \*

can't see  
School  
Dwayne's house  
Nick's house

what do I know about	How do you know?
Nice	Talks to people
cheerful	was <sup>kind</sup> supportive when this dad was heart
Smart	gets lots of A/B
funny	makes people laugh





**Read Aloud Book**

Book Title: \_\_\_\_\_

This belongs to \_\_\_\_\_

# Read Aloud Notebook Examples

This week: 1/10/11

Focus: Think of a word that describes whole passage

Words:  
awful  
wonder  
staggered

Sketches:

The sketches section is divided into two parts. The top part shows a simple drawing of a person with a round head and a body, standing on a surface. The bottom part shows a more detailed sketch of a person with a large, round head and a body, standing on a surface. The person has a surprised or excited expression. There are some scribbles and lines around the person, suggesting a scene or action.

This week: 1/10/11

Focus: One word summary

Words:

Mixed emotions

Starving • afraid

Sad

• thinking • Bear

• Confused • Shoked

• Hunger

Sketches:



This week: 1/17/11 - 1/31

Focus:



Words:

Pain 1/17

Fire 1/18

food 1/19

insane 2/3

Sketches:





Ponderings:

(Things the author wants me to think about)



Summary Words



Visualizations

(Sketches)



Powerful Words

(Words that I'm drawn to, I think the author uses these words for a reason!)

Book Title: Fareful Elephants Pages read: \_\_\_\_\_

A Braid of lives

I think  
the author  
wanted me  
to think about  
remembering  
my memories.

Summary Words



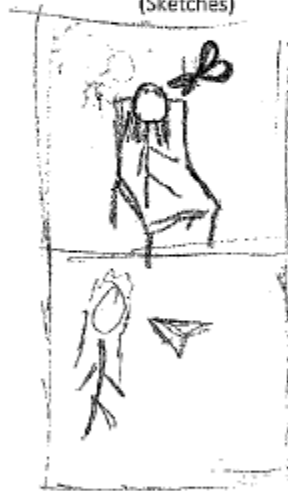
Heartbreaking

Memories

Twilight

Visualizations

(Sketches)



Ponderings:  
The author wanted me to think  
about that. Things the author wants  
all people are not that  
different. The to think about

They want me to think about  
the horrible things that  
happened in the world  
when there is a war like  
the elephants dying.



Powerful Words

(Words that I'm drawn to, I think the  
author uses these words for a reason!)

ushers

The author wants me to  
think how the  
kid felt if  
you were  
them

Dear Willie Rudd  
by Libba Moore Gray

Summary Words  
Rocked  
Contacting  
maid

Visualizations  
(Sketches)

Ponderings:  
(Things the author wants  
me to think about)

I think that the author wants me to think about how it's always important to contact your loved ones and tell them that you love them. I think this because the author uses this part because she uses it very powerfully.

Powerful Words  
(Words that I'm drawn to, I think the author uses these words for a reason!)

She remembered  
She rocked. she rocked, and she rocked  
Beside me | not | front | not | Back

Summary Words  
Thought

Visualizations  
(Sketches)

Ponderings:  
(Things the author wants  
me to think about)

I think the author wanted me to think about that people should spend time with their family but also with their friends

I think the author wanted me to think about the things that Willie did before

Powerful Words  
(Words that I'm drawn to, I think the author uses these words for a reason!)

Alone  
Together  
Not  
Remember  
Rocked



# Read Aloud Follow-ups

## Finding time...

After reading...

- Provide talk time...5 minutes at the end
- Use a portion of the read aloud for close reading during reading instruction
- Set aside a day or two for discussion before beginning the next read aloud
- Observe students' discussion. It's more than 'Turn-and-talk'
- Make connections to students' own reading with *'How does this look when you read your own book?'*

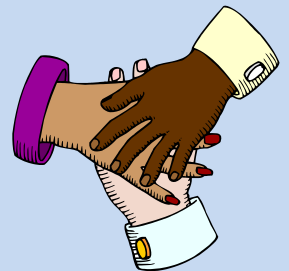
# Read Aloud Discussion Skills

M.Nichols

**If you do nothing else...**

**Teach students how to stay on topic and ask for clarification**

- Teach students how to handle off-task/distractions
  - “Happens to me too,”
  - Then how to fix it, “Can you say it again?”
- Help students filter side thoughts/connections
  - Tell them how it happens to everyone
  - Ask “Is going to help us understand this book?”

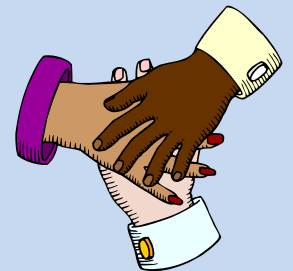


# Read Aloud Discussion Skills

M.Nichols

- Teach students how to listen with intent, follow a line of thinking
  - Avoid lots of “My turn?” without connectedness
  - Ask, “What did you think of \_\_\_\_\_’s idea?”
  - Help students follow each other’s ideas. If needed ask, “Can you repeat the idea?”

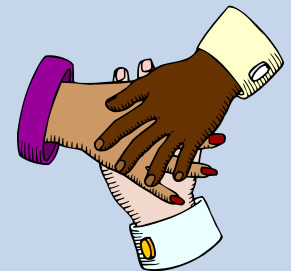
Practice with everyday things before book talks!



# Read Alouds

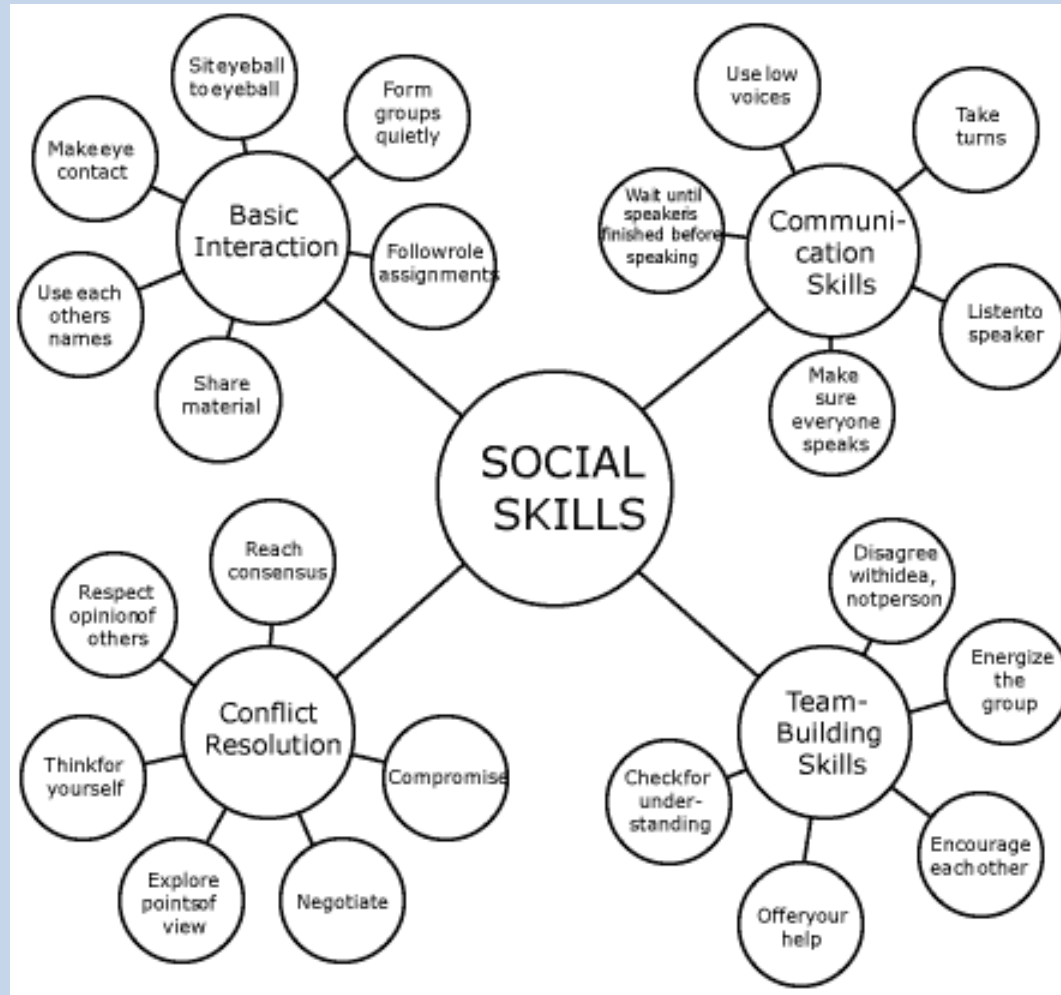
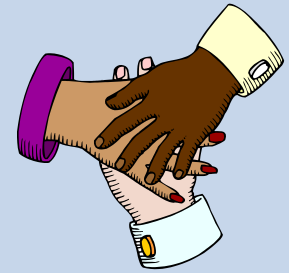
## Watch student discussions...

- Can they listen without interrupting?
- Can they tell what their partner said?
- Can they ask for clarification?
- Can they build off of an idea instead of changing subject to their own idea?



# Hierarchy of Social Skills

Kay Burke, PhD





# Talking without interrupting

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## Looks Like...

- One mouth moving
- Eye contact
- Looking at the person talking
- Different people talking

## Sounds Like...

- “...you can go first”
- “...I’ll go next”
- “...go ahead”

# Learning Discussion/Social Skills

## Four predictable stages

1. Discomfort & Avoidance (i.e. “That was a great answer. I didn’t think of that”)
2. Phony Use (for the teacher)
3. Overuse (use every phrase on the class chart!)
4. Integrated Use...use the skill appropriately and automatically.



# Keys to Success



- Use your read aloud purposefully
- Teach discussion skills
- Teach students how to think beyond the 'plot'
- Teach students how to transfer read aloud skills

# Plot

- Characters identified
- Events
- Problem
- Ending



Retelling & summaries  
What is happening?

# Deeper Thinking

- Character changes
- Character traits
- Themes/Lessons
- Word choice (for mood, setting, etc)
- Author's opinion



What does the author  
want me to think about?

# Beginning a Deeper Thinking Chart

Plot	Deeper Thinking
<b>Setting</b> - where, when	
<b>Characters</b> - Who - Look like - What they do, say, think	<ul style="list-style-type: none"><li>• Ah-ha Moment (!)</li><li>• Tough Question (?)</li><li>• Feelings</li><li>• How @ changed</li><li>• Lesson learned</li></ul>
<b>Problem</b> Main character's problem	
<b>Events</b> - Steps to solve problem	Again and Again
<b>Ending</b> - How problem is solved	

# Your focus?

## It depends on your students...

Their current text challenges ??

Their current thinking challenges ??

Look at your grade level standards!



# Keys to Success



- Teach discussion skills
- Use your read aloud purposefully
- Teach students how to think beyond the ‘plot’
- Teach students how to transfer read aloud skills



Date	Chapter	Word	Ponderings	Page
3/14/11	ch. 23 Plain B	sneaky	I think that the author wants me to think that if you do something bad things'll happen to you.	233-
3/14/11	ch. 24 another envelope	trouble	bad things'll happen to you.	240
3/14/11	ch. 25 Carnival	happy	That if you do something bad you'll always think that you'll get into	247-247
3/15/11	ch. 26 Mr. Ocar	owl	trouble but if you do something you don't have to worry	1-9
3/15/11	ch. 27 Papa remembers	forget	I think the author wants me to think about how we shouldn't want to kill someone even once	9-16
3-21-11	ch. 28 Bomefor	moodily	I think the author wants me to think about how we shouldn't want to kill someone even once	5-8
3-22-11	ch. 3 A writing image	slakey	I think the author wants me to think about how	8-19
3-22-11	ch. 4 Target	nothing	I think the author wants me to think about how	17-20
3-22-11	ch. 5		remember can lead us to	

Independent Use...

“Where are you in your book? Set a plan for your reading today.”

Gravity Goldberg

**The Gray House**

**Ponderings:**  
(Things the author wants me to think about)

What Seema will write on the card

Will Carrie be nicer to Seema now

Will Seema go over to the house

Why would she miss the bounce

her walk

Is Carrie trying to get Seema to do something

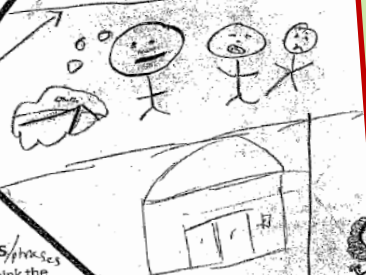
Will she invite Carrie to the party

being nice

Seema

**Visualizations (sketches)**

Spring started like a detour and turned into a song



**Powerful Words/phrases**  
(Words that I'm drawn to, I think the author uses these words for a reason)

Spring started like a soft hum and turned into a song

the though hugg in my mind like a stubborn lizard hanging on the ceiling

Themes or Big Lessons in the Story			
Theme/Lesson/Message	Even though there are mean people, there are nice people	Some people are not trustworthy.	Good people can sometimes make mistakes.
Evidence	<ul style="list-style-type: none"> <li>Jack Will was just pretending to be nice.</li> <li>Justin sticks up for Jack by threatening Julian.</li> </ul>	<ul style="list-style-type: none"> <li>Julian's mom has a lot of power, and she's trying to get Auggie kicked out.</li> </ul>	<ul style="list-style-type: none"> <li>Jack Will made a bad decision, but he still likes August.</li> <li>Jack sometimes tries to fit in with the rich kids. Maybe this is why he was mean.</li> <li>Via didn't tell her parents about the play because she's embarrassed about Auggie.</li> <li>Miranda stopped being friends with Via, but she still cares about Auggie.</li> </ul>



# Literature Circles/Book Clubs Ownership

If students say, “We’re done. Now what?” it isn’t their book club, it’s really teacher directed.


## ***Why do we join book clubs anyways?***

- » *To voice our ideas*
- » *To learn about other people’s ideas*
- » *To understand ourselves and each other together*
- » *To understand the world better*



# Discussion

Tony Stead, Good Choice: Supporting Independent Reading and Response K-6

<b>Likes</b>	<b>Dislikes</b>	<b>Puzzles</b>	<b>Connections</b>
<p>Students record what they like about the chapters read so far. These elements include characters, plot, issues raised, the author's writing style, voice, and illustrations.</p>	<p>Students record what they disliked about the chapters read so far. These elements may include characters, plot issues raised, author writing style, etc.</p>	<p>Students record questions they have about the setting, plot, characters, and author's craft.</p> 	<p>Students record connections they made. These may include connections to other books and characters, other reading, and world experiences.</p>

# Literature Circles/Book Clubs

## Getting Started



- Rotate partners frequently
- Short texts and/or read alouds
- Brainstorm topics and then students pick
- Everyone gets to know each other, not by reputation or past history, but directly
- Keep discussion time short so that they don't finish!

Resource: Getting Started with Literature Circles by K.L. Schlick Noe, and Nancy J. Johnson

[pamwelter@hotmail.com](mailto:pamwelter@hotmail.com)

# Literature Circles/Book Clubs

## Getting Started



- Teach social skill explicitly
- Give feedback

### Gradual Release

- Teacher's role: participant/observer, topics
- Student's role: discussion topics, reflect

# So, where do you begin?



- Teach discussion skills
- Use your read aloud purposefully
- Teach students how to think beyond the 'plot'
- Teach students how to transfer read aloud skills

How quickly should you move?

When will you see results?

What if book clubs aren't going well?



# Contact Information

Pam Welter

Hamilton Sussex School District

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[weltpa@hamilton.k12.wi.us](mailto:weltpa@hamilton.k12.wi.us)

[pamwelter@hotmail.com](mailto:pamwelter@hotmail.com)

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