

In The Heat of the Moment

*Au & Associates Education Solutions
Ixchel Bennett
July 2016*

*Book Clubs in the
Classroom*





If you say or do something in the heat of the moment, you say or do it without thinking because you are very angry or excited!



Agenda

1. Favourite book to read
2. What does research say?
3. Defining a book club
4. Book Clubs in high school
5. Genres and Student Survey
6. Getting Started
7. Types of Book Clubs
8. Schedule, assignments and assessments
9. Network!

Learning Goals

- Have a deeper understanding of what are book clubs
- Research and Literature that informs teaching and learning practice
- Co-analyze three different types of book clubs
- Network with other colleagues

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Book Clubs in the Classroom

Research Says:

"The key to literacy engagement for English language learners is connecting what they know in their first language to English."

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Reading books...



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Promoting Literacy in Multilingual Contexts. What Works? Research into Practice. 2007

In your placemat make a list of:

1. Your favourite books to read in Chinese.
2. Your favourite books to read in English.
3. Pick one book from each Language and with an elbow partner share why it is the best book to read.

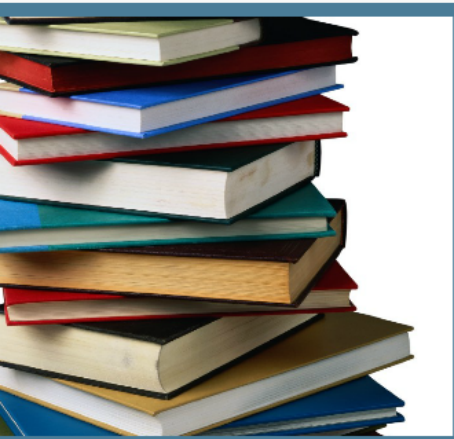


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What does research say?

How can teachers promote strong literacy development among English language learners?

As you are reading place a:



On what you already know



Don't understand



A new idea!

What is a book club?

A book club is a place where students can discuss a book to gain a better understanding of what the message of the story is or means.



OPRAH.COM | VIDEO

OPRAH.COM | VIDEO



A book club is a place where students can discuss a book to gain a better understanding of what the message of the story is or means.

Why do books clubs in high school?



1. Book clubs are an excellent teaching and literacy strategy!
2. Book clubs are fun. Students love them!
3. Book clubs give student choice (read, style, talk about, share with the class).
4. Book clubs meet the individual student reading needs.
5. Book clubs introduce students to a range of discussion topics, genres and themes (i.e., evil vs. good, a hero's journey).
6. Book clubs can be adapted to a teacher's teaching style or the type of class.
7. Book clubs are easy to implement.
8. Book clubs introduces students to a variety of good books.

So Many Genres!

There are many genres you can choose from when developing a book club for your classroom. You may want to focus on 1 to 3 types of books.

ASK YOUR STUDENTS!

- Fiction, non-fiction, realistic fiction
- Mystery and crime
- Romance
- Biographies/ autobiographies
- History
- Comedy
- Drama
- Classics
- Graphic novels
- Science fiction
- Horror
- Tragedy
- Fable
- Fairytale
- Fantasy
- Historical fiction
- Magic realism
- Suspense thriller
- Western
- Short story
- Mythology
- Legend
- Folklore
- Tragicomedy
- Satire
- Travel

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Conduct a Survey...



1. What is your favourite genre in movies?
2. Do you enjoy reading?
3. What types of books do you like to read?
4. What was the last book you read?
5. What book would you like the class to read?
6. What types of activities would you like our class book club to have?



How do I get started?



Is there someone to co-plan with?



What are your students interests?



What is your schedule? What is your timeline?



What is your circulation library statistics in your school?



How can book clubs support the curriculum and teachers in your school?



What books are available and what is the school's budget?

Book Club #1



- teacher provides the class with 1 to 3 choices of books to choose from
- students vote on what book to read as a class
- teacher chooses book without any/some student consultation

On chart paper list the benefits and challenges of whole class book clubs. Also, list the roles of the teacher and students.

Benefits

- easy to plan
- whole class discussion on same book

Role of Teachers:

- leads the class
- plans everything
- main source of information

Challenges

- limited student choice/voice
- limited on discussion topics
- limited themes/genres/topics

Role of students

- follow Teachers instructions
- expected to be engaged in book
- collaborate with other students

Book Club #2



- divide the class into two groups
- have students choose from various books chosen by the teacher OR have students recommend books for the school to purchase
- groups vote on what book to read OR based on books students vote on what group to be part of

On chart paper list the benefits and challenges of dividing class into two book clubs. Also, list the roles of the teacher and students.

Benefits

- students have more of a voice and choice of theme, genre, book to read
- students have more responsibility to lead the book discussion
- smaller groups discussions

Role of Teachers:

- facilitates expectations for students
- provides constant feedback to smaller groups

Challenges

- student self-discipline
- teacher: must read both books
- have various choices in books
- large number of students

Role of Students:

- more autonomy of group discussion
- clear roles and responsibilities

Book Club #3



- students are divided into groups of 5 to 7
- class can choose a genre, theme, topic OR groups can choose a genre (i.e., fiction, non-fiction, graphic novel) or theme (i.e., a hero's quest, good vs. evil) or topic (i.e., bullying)
- students set their deadlines as a group

On chart paper list the benefits and challenges of group book clubs. Also, list the roles of the teacher and students.

Benefits

- easy to plan
- learning with and from students
- based on students interest
- literature circles
- student choice of genre, theme, topic
- accommodate different reading levels and learning styles
- lead by students!

Challenges

- read all the books!
- prepare general tests with some specific questions
- a lot of moving between groups

Role of Teacher:

- facilitates the class
- provide constant feedback
- provide differentiated assessment

Role of Students:

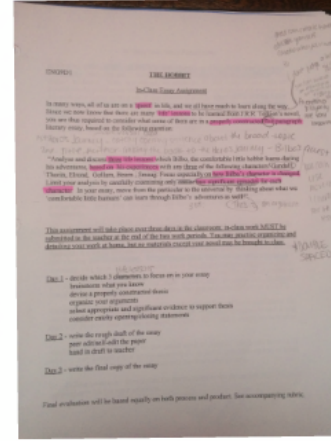
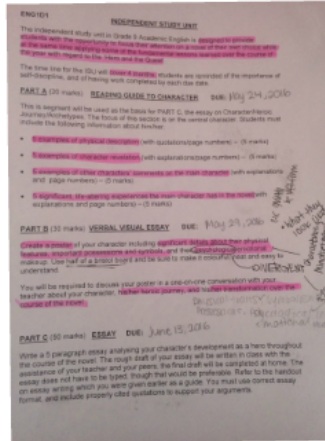
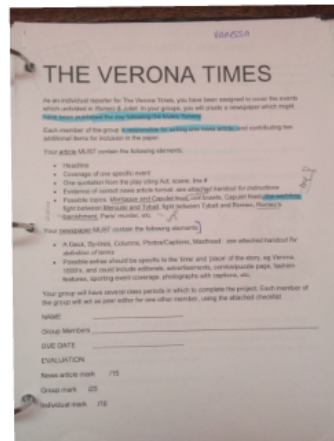
- independent skills, participate in group and class discussions
- work collaboratively

Example of schedule

Semester System: Daily 90 minutes classes; 15 minutes silent reading per day

Monday	Tuesday	Wednesday	Thursday	Friday
April 24	25 Get books Set deadlines chapters read, outlining participation, assignments due responsible for each group member	26	27 -based on tasks given student share within their groups -short presentations to class -read aloud	28 Meeting 1 45 min
May 1	2 Meeting 2 45 min	3	4	5 Meeting 3 45 min
8	9 Meeting 4 45 min	10	11	12 Final meeting Book is read
15	16	17	18 Time to work on presentations	19 Time to work on presentations
22 Pro-D Day	23	24 Book Club Presentations	25 Book Club Presentations	26 Book Club Presentations

Examples of Assignments



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THE VERONA TIMES

As an individual reporter for The Verona Times, you have been assigned to cover the events which unfolded in *Romeo & Juliet*. In your groups, you will create a newspaper which might have been published the day following the lovers' funeral.

Each member of the group is responsible for writing one news article, and contributing two additional items for inclusion in the paper.

Your article MUST contain the following elements:

- Headline
- Coverage of one specific event
- One quotation from the play citing Act, scene, line #
- Evidence of correct news article format: see attached handout for instructions
- Possible topics: Montague and Capulet feud, civil brawls, Capulet feast, the wedding, fight between Mercutio and Tybalt, fight between Tybalt and Romeo, Romeo's banishment, Paris' murder, etc.

Your newspaper MUST contain the following elements:

- A Deck, By-lines, Columns, Photos/Captions, Masthead: see attached handout for definition of terms
- Possible extras should be specific to the 'time' and 'place' of the story, eg Verona, 1500's, and could include editorials, advertisements, comics/puzzle page, fashion features, sporting event coverage, photographs with captions, etc.

Your group will have several class periods in which to complete the project. Each member of the group will act as peer editor for one other member, using the attached checklist.

NAME _____

Group Members _____

DUE DATE _____

EVALUATION

News article mark /15

Group mark /25

Individual mark /10

ENG1D1

INDEPENDENT STUDY UNIT

The Independent study unit in Grade 9 Academic English is designed to provide students with the opportunity to focus their attention on a novel of their own choice while at the same time applying some of the fundamental lessons learned over the course of the year with regard to the Hero and the Quest.

The time line for the ISU will cover 4 months; students are reminded of the importance of self-discipline, and of having work completed by each due date.

PART A (20 marks) READING GUIDE TO CHARACTER DUE: May 24, 2016

This is segment will be used as the basis for PART C, the essay on Character/Heroic Journey/Archetypes. The focus of this section is on the central character. Students must include the following information about him/her:

- 5 examples of physical description (with quotations/page numbers) - (5 marks)
- 5 examples of character revelation (with explanations/page numbers) - (5 marks)
- 5 examples of other characters' comments on the main character (with explanations and page numbers) - (5 marks)
- 5 significant, life-altering experiences the main character has in the novel (with explanations and page numbers) - (5 marks)

PART B (30 marks) VERBAL VISUAL ESSAY DUE: May 29, 2016

Create a poster of your character including significant details about their physical features, important possessions and symbols, and their psychological/emotional makeup. Use half of a bristol board and be sure to make it colourful neat and easy to understand.

You will be required to discuss your poster in a one-on-one conversation with your teacher about your character, his/her heroic journey, and his/her transformation over the course of the novel.

PART C (50 marks) ESSAY DUE: June 13, 2016

Write a 5 paragraph essay analysing your character's development as a hero throughout the course of the novel. The rough draft of your essay will be written in class with the assistance of your teacher and your peers; the final draft will be completed at home. The essay does not have to be typed, though that would be preferable. Refer to the handout on essay writing which you were given earlier as a guide. You must use correct essay format, and include properly cited quotations to support your arguments.

Handwritten notes on Part B: "What they look like", "DIVERGENT", "Physical traits/symbols/possessions", "Psychological/emotional makeup", "Heroic Journey", "Transformation".

ENG1D1

THE HOBBIT

In-Class Essay Assignment

In many ways, all of us are on a 'quest' in life, and we all have much to learn along the way. Since we now know that there are many 'life lessons' to be learned from J.R.R. Tolkien's novel, you are thus required to consider what some of them are in a properly constructed five paragraph literary essay, based on the following question:

What does Bilbo's Journey - roughly opening sentence about the broad topic

2nd. Title, then hook, taking the reader to the Hero's Journey - Bilbo's

"Analyse and discuss three life lessons which Bilbo, the comfortable little hobbit learns during his adventures, based on his experiences with any three of the following characters: Gandalf, Thorin, Elrond, Gollum, Beorn, Smaug. Focus especially on how Bilbo's character is changed character. In your essay, move from the particular to the universal by thinking about what we 'comfortable little humans' can learn through Bilbo's adventures as well."

Handwritten notes: "quest", "life lessons", "three life lessons", "Bilbo's character is changed", "comfortable little humans", "learn through Bilbo's adventures as well".

This assignment will take place over three days in the classroom; in-class work MUST be submitted to the teacher at the end of the two work periods. You may practise organizing and detailing your work at home, but no materials except your novel may be brought to class.

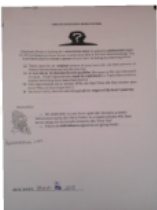
Day 1 - decide which 3 characters to focus on in your essay
brainstorm what you know
devise a properly constructed thesis
organize your arguments
select appropriate and significant evidence to support these
consider catchy opening/closing statements

Day 2 - write the rough draft of the essay
peer edit/self-edit the paper
hand in draft to teacher

Day 3 - write the final copy of the essay

Final evaluation will be based equally on both process and product. See accompanying rubric.

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1st: Hero's Journey - catchy opening sentence about the broad topic

2nd: Title, Author - linking the book to the Hero's Journey - Bilbo's quest

"Analyse and discuss three life lessons which Bilbo, the comfortable little hobbit learns during his adventures, based on his experiences with any three of the following characters: Gandalf, Thorin, Elrond, Gollum, Beorn, Smaug. Focus especially on how Bilbo's character is changed. Limit your analysis by carefully examining only one or two significant episodes for each character. In your essay, move from the particular to the universal by thinking about what we 'comfortable little humans' can learn through Bilbo's adventures as well!"

3rd:

This is an argument

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*DOUBLE SPACED

Day 1 - decide which 3 characters to focus on in your essay

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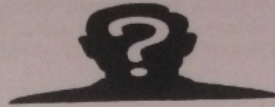
Final evaluation will be based equally on both process and product. See accompanying rubric.

Don't judge a book by its cover
you don't have to be a genius to be a good friend
friendship & loyalty are very important

you can use more than 1 character per life lesson

what they look like
characteristics
mindset
feelings
function

CREATE YOUR OWN HERO POSTER



Scholastic Books is looking for a **new heroic story** to appeal to **adolescents** (ages 13-19) and **you** have been chosen to pitch your idea at the next board meeting! You have been asked to **create a poster** of your hero including the following items:

- ☐ There must be an **original** picture of your hero (do not find pictures of famous heroes from any outside sources).
- ☐ At least **three (3) detailed heroic qualities** (the same as the ones discussed in class). These characteristics **must be explained** (i.e. If your hero is brave, explain what they do to make them brave).
- ☐ One supernatural aid or mentor (Who are they? How did they mentor your hero? Why are they important?).
- ☐ The hero's story must be told through **all the stages of the hero's journey**.

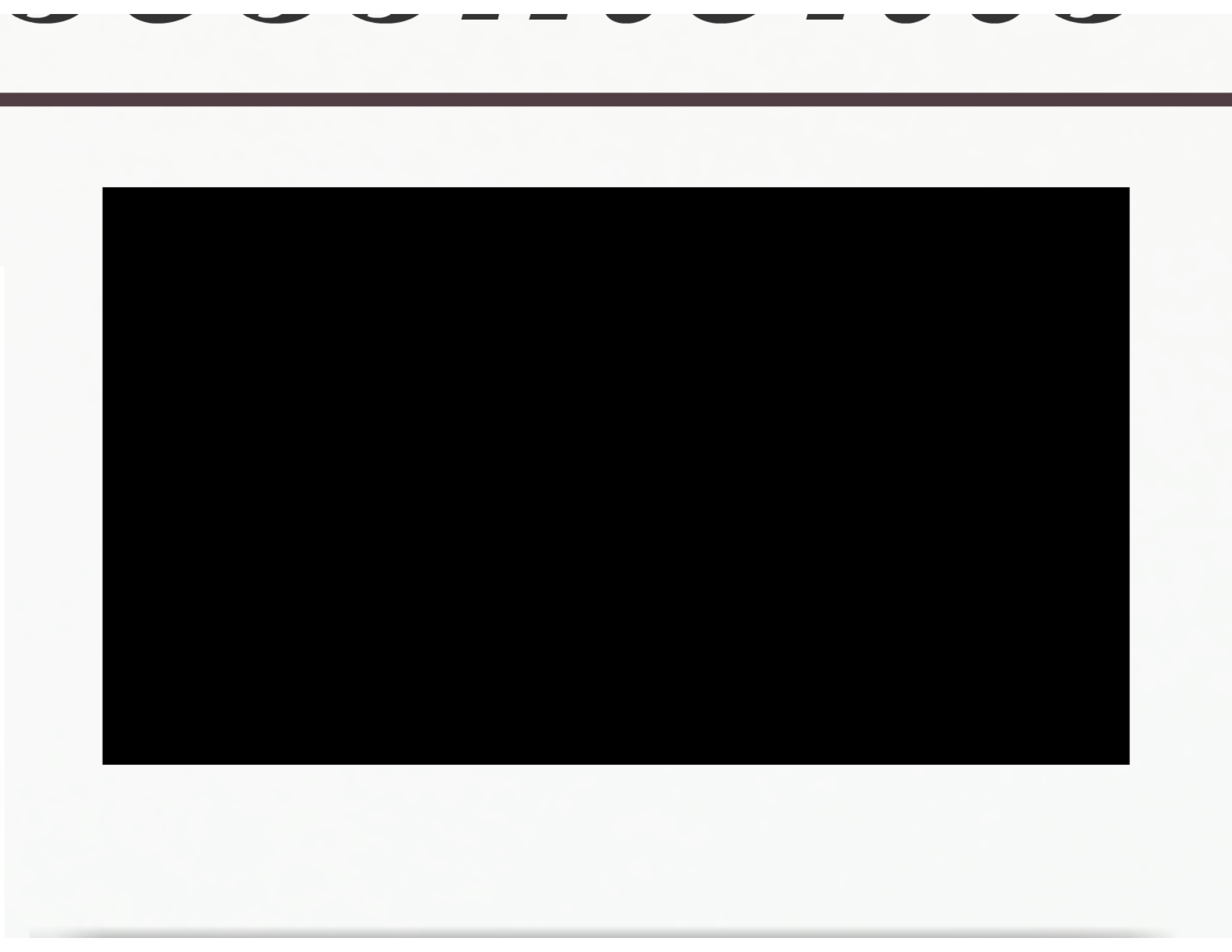
Remember:



- o BE CREATIVE! Is your hero a god, like Hercules, a newly-discovered wizard, like Harry Potter, or a regular person who does heroic things for the benefit of others, like Terry Fox?
- o This is an **individual** assignment, not group work!

heromachine.com

DUE DATE: March 21, 2015



On your

1. List people in your classroom

2. Connect with someone in your table that has the same books. You and exchange contact information.

THANK YOU!

