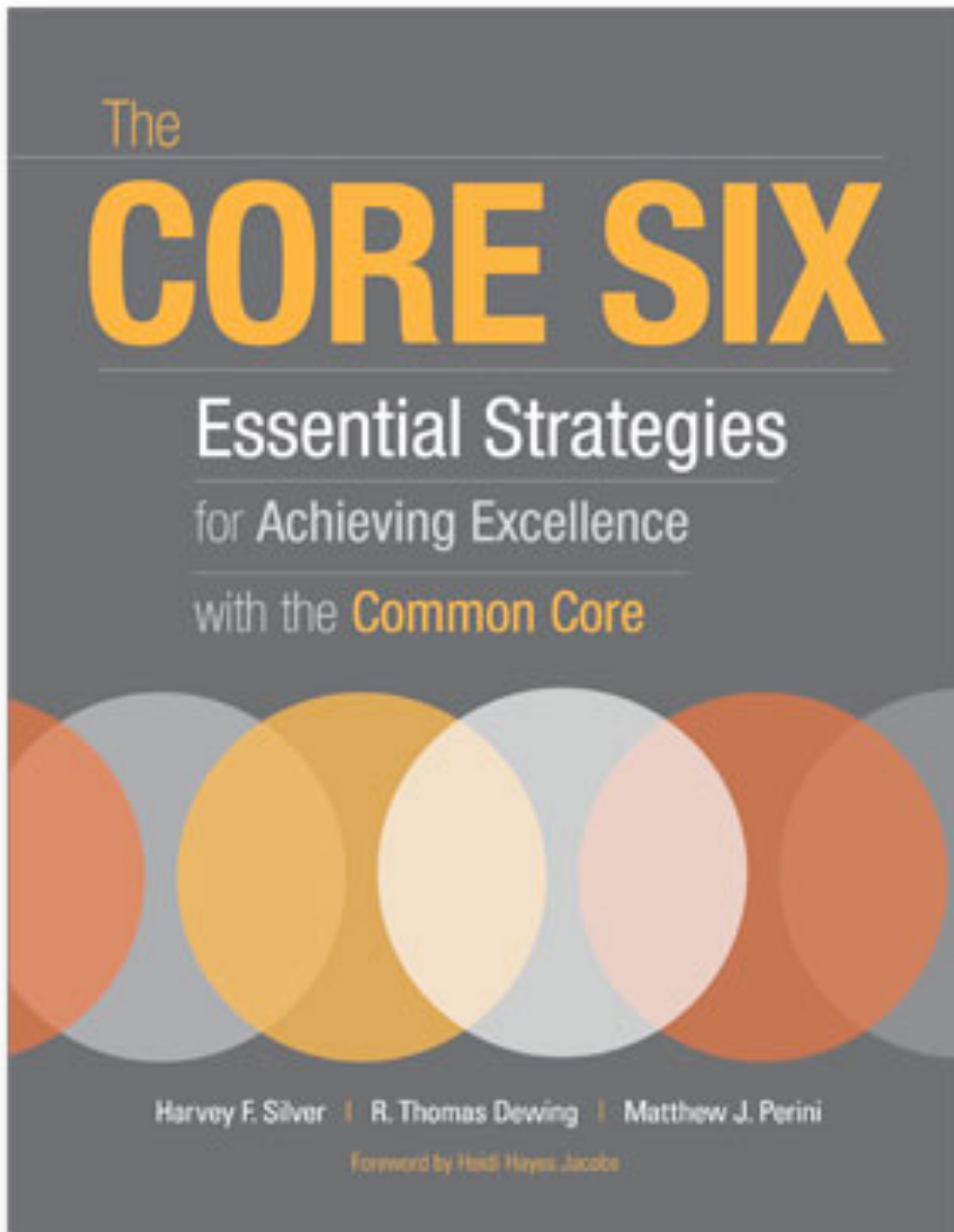


*PROFESSIONAL DEVELOPMENT
BOOK STUDY - For Teachers*



NAME: _____

GROUP NORMS

Take a few minutes to reflect on what you need in order to be successful during our time together. What do you need from other participants, and what do you need from the facilitator? We will discuss these ideas at our first session.

Participants need to....

The facilitator(s) needs to.. ...



Book Discussion

Chapter 1: Reading for Meaning



Before you read...

Review the Six Tips for Inspired Instruction on page 4. Which of these are you already employing? Which would you like to develop?

While you are reading...

1. What are the three reasons for using Reading for Meaning to develop skills embedded within the Common Core?

2. What are three big research ideas about reading which the author shares?

3. Review the section on Implementing Reading for Meaning on p. 9-10. Are you using all of these steps when students complete reading activities in your classroom? Review one of the sample lessons.



Book Discussion

4. How can you apply what you learned about reading for meaning in your classroom? What “text” will students utilize for the activity? What print or digital resources will the students use in the lesson?

5. How can you extend the activity you identified above to integrate writing skills as identified in the Common Core?



After you read...

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



Book Discussion

Chapter 2: Compare & Contrast



Before you read... How have you used Compare and Contrast with your students?

While you are reading..

1. What are the three reasons for using Compare and Contrast to develop skills embedded within the Common Core?

2. Review the six research pitfalls behind Compare and Contrast. Which of these have you experienced/used in your classroom? How can you avoid them in the future?

Chapter 3: Inductive Learning



Before you read... What do you know about Inductive Learning? Have you ever used a Word Sort with your students?

While you are reading...

1. What are the three reasons for using Inductive Learning to develop skills embedded within the Common Core?
2. What is the research behind Inductive Learning? What is the power of this practice?
3. Review the Inductive Learning process on page 29. Have you used this in the past?



Book Discussion

4. How can you apply what you learned about Inductive Learning in your classroom? Review the sample lessons. Review the planning considerations. How can you use the process in your lesson? What resources/content will you use?

5. How can you extend the activity you identified above to integrate Inductive Writing?

6. How could you use the concept of Multiple Document Learning?



After you read...

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



Book Discussion

Chapter 4: Circle of Knowledge



Before you read... How effective are your classroom discussions?

While you are reading...

1. What are the three reasons for using Circle of Knowledge to develop skills embedded within the Common Core?

2. What does the research say are the three requirements for successful classroom discussions? Do you agree?



Book Discussion

3. Reflect on these Moves for Increasing Participation.

Move	Reflections/Connections (Do you already use this? How can you improve your practice? Will this work for your students?)
Allow students to test and share ideas in small groups	
Use a variety of recognition techniques	
Court Controversy	
Get students personally and actively involved	

4. What other strategies do you have for increasing participating in classroom discussions?



Book Discussion

5. Reflect on the Moves for Keeping Focused.

Move	Reflections/Connections (Do you already use this? How can you improve your practice? Will this work for your students?)
Integrate note making into discussions	
Record responses and summarize frequently	

6. Reflect on Moves for Encouraging High Levels of Thinking

Encourage students to stop and think about the question.	
Use Q Space to shape discussions	



Book Discussion

Ask students to reflect on the quality of their contributions	
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7. How can you apply what you learned about implementing Circle of Knowledge in your classroom? Review the sample lessons and planning considerations. How can you use the process in your lesson?

8. How can you extend the activity you identified above to integrate writing skills as identified in the Common Core?




After you read...

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



Book Discussion

Chapter 5: Write to Learn

 **Before you read...** What kind of writing opportunities do students experience in your classroom?

While you are reading...

1. What are the three reasons for using Write to Learn to address the Common Core?
2. What does the research say about using Write to Learn?
3. What are the three types of writing as identified by the author? Do students complete these types of writing in your classroom? On the next page, create a graphic organizer which communicates the three types of writing. Include characteristics, examples and ideas for application in your classroom.



Book Discussion


GRAPHIC ORGANIZER – Types of Writing



Book Discussion


4. How can you apply what you learned about Write to Learn? What will you do differently in your classroom? How will you embed varied learning activities?

5. How could you incorporate facets of the Writer's Club?

 ***After you read...***
When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?

Book Discussion

Chapter 6: Vocabulary's CODE

 **Before you read...** How do you implicitly and explicitly teach vocabulary in your classroom? How do you identify Tier 3 vocabulary?

While you are reading...

1. What are three reasons for using Vocabulary's CODE to address the Common Core?

2. What does the research say about using Vocabulary's CODE?

3. What is CODE?

<i>PHASE</i>	<i>EXPLANATION</i>



Book Discussion

4. Review the Vocabulary Sample Units. Choose a unit. Create a Vocabulary Map sample (see p. 71).



Book Discussion

5. Identify a four-phase plan to teach new vocabulary to students. Review the planning considerations on p. 74.



After you read...

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?