

**2018-19 Deep Cove Book Club**  
*Reading Power* by Adrienne Gear

- 17 people total in the group
- Meetings Jan. 15, Feb. 19, and April 25

Introduction and overview on Reading Power section. Discussion on how some books overlap categories and changes have been made to remove bins to using shelves for easier browsing.

Brief overview Adrienne Gear's book: several staff have not heard of it, many others say that its first edition helped cause a fundamental change in teaching practises and is a foundation of their programs

Key ideas and sections coming from staff reading and discussion:

- Kids have a visualisation journal where they can record ideas from when they read, but sometimes they just want to keep reading.
  - Maybe sticky notes with symbols?? That way they can mark the parts of the books they are connecting to
- Spaces for vocab, questions, visualisation, connections, ideas, emotions, inferences
- Lucky for those kids that love to read, but how do we reach those kids that don't enjoy or struggle?
  - Downright refusals to read or engage with a book
- Snorkel Questions = questions that skim the surface of the story (literal), Scuba Questions, Cloud questions, page 96
- Using your 4 or 5 senses for visualisation, not just what you see. Martine did fall theme and Nadine did spring theme. When you listen to this story, what senses are highlighted? Help to also develops their vocabulary and supporting adding detail to their writing or oral language.
- Connection to Picture, Word, Inductive Method (PWIM) Show an image, what do you see? What more can you tell me about what you see? How can you get them to extend their sentence and add detail. Like what Rebecca talked about with provocations. Start with images with lots of detail (a giraffe on stilts) then as you practise it more, use less detailed images.
- Allows for partner or small group work where those that struggle can work with someone else and help build their ideas.
- Makes me think of the brain and other learning our school has done, and the science behind it.

- Helping kids understand that there are many different ways of reading a book
- BBB (Bring it back to the book) for when kids get carried away and on tangent. How does his help you better understand THE BOOK?
- Before reading a story, give the kids some key words/vocab and have them decide where they could do in the following table. Connection to BCMLA conference.

Personnages/Characters	Scène/Scene	Problème/Problem	Résultat/
Mot inconnu/Unknown words	Je me demande..../I wonder....		

Note: There is a conference this summer in the works. Likely August 15/16  
 Writing connection: If they can't say it, they can't write it. Oral language is such an important area to develop.

Questions:

- Can we get VIRL accounts of the iPads to access audiobooks?
- Maybe EPIC books? <https://www.getepic.com/>