

Keating Elementary Book Club 2011/12

2011-2012 Keating Professional Book Club Summary Report

Date: May 17th

School: Keating

Contact Person: Karen Erdem

Book Title: Inquiry Circles in Action (Collaboration and Comprehension)

Team Members:

Sarah Windle, Daniel Parent, Mark Notte, MaryLynn Heron, Lisa Gartrell Yeo, Lisa Harward, Sarah Alford, Gloria Hawkins, Tamara Scott

Attached are copies of notes from Book Club Sessions.

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January 15th Book Club Meeting Summary

Present: Tamara, Daniel, Sarah W., Lisa G.Y., Mary Lynn, Julie J., Sarah A., Karen, Lisa H.

Something Affirmed:

The more you read, the better you read**
 Reading is thinking
 Practice makes better (as opposed to practice makes perfect)***
 Smart is not something you are, smart is something you get*
 Knowledge over information**
 The importance of asking WHY
 Workers make more money if they know how to collaborate
 Engagement is important
 Think alouds: great modeling

Something New I Learned:

The Wonder Book, sticky notes** (good for a unit starter, encourages personal inquiry, end of day discussion)
 Written conversations to respond to something
 Talk time before working together is needed and important
 Teach Me Something (instead of Show and Tell)
 What it feels like to be engaged (how to get kids connected and engaged)
 Role play ahead of time to prepare students for collaborative work *(similar to social stories that our EAs and LA teachers have done)

Something To Try This Month:

Look for the book *Conversation Club* and other literature to support our book club
 Start a Wonder book or note student questions***
 Give students more opportunities to ask questions* (with the current units and have them motivated enough to look into researching the 'wonderings')s
 Give students more time to socialize
 Find ways for teacher collaboration
 How do we help kids learn and feel engagement
 Connect student interest with small group inquiry
 Do more think alouds (daily)
 Start a conversation club
 Role play for literature circles (give problem cards)

What I Will Need

time to collaborate with colleagues*** (if this is how successful companies thrive, why not schools?)
 suggestions on ways teachers wish to collaborate
 set up role play cards
 hone my organizational skills and planning abilities in order to insert these ideas

SUMMARY

(3-5 key focus points of this session's discussion)

- The more you read, the better you read**
- Practice makes better (as opposed to practice makes perfect)***
- Knowledge over information**
- Start a Wonder book or note student questions***
- Give students more opportunities to ask questions*

RATING

| Criteria | never | sometimes | often | always |
|---|-------|-----------|-------|--------|
| Group members share in discussion | 1 | 2 | 3 | 4√ |
| The discussion remains focused on task | 1 | 2 | 3 | 4√ |
| The discussion generates productive ideas | 1 | 2 | 3 | 4√ |
| The discussion leads to productive action | 1 | 2 | 3 | 4 |

Next meeting: February 15th 3:00PM Library (Snacks provided. Any snack requests? Email Karen)
 Readings: Part 2 (Chapters 5-7)

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April 11th Book Club Meeting

Feedback from: Lisa G., Sarah A., Gloria, Karen, Sarah W., Lisa H., Julie J., MaryLynn H.

Something Affirmed

- Learning is a consequence of thinking
- Gradual release of responsibility is important
- Non fiction is an important part of a classroom library

Something New I Learned

- Websites to explore (NFB, historical minutes, epals aka penpals, photo hosting sites, historical World Book on line, google images)
- Code system to mark text/honing teaching language
- Not all students are there yet, Steps to gradual release of responsibility

Challenge (Something to try this month)

- Look for school resources (non fiction, themed sets, Reaching Readers)
- Connect with an international penpal
- Try the system for codes

What Will I Need

- Reputable sites
- Time

3-5 key focus points of this session's discussion

- Learning is a gradual release of responsibility
- We need time to collaborate (April 30th and June 4th are afternoons of collaboration time using Priority Funds Grant \$\$)
- Teaching students coding when reading their texts is a useful strategy

RATING

| Criteria | never | sometimes | often | always |
|---|-------|-----------|-------|--------|
| Group members share in discussion | 1 | 2 | 3 | 4V |
| The discussion remains focused on task | 1 | 2 | 3 | 4V |
| The discussion generates productive ideas | 1 | 2 | 3 | 4V |
| The discussion leads to productive action | 1 | 2 | 3 | 4V |

Next book club meeting: May 7th (Readings Part 3: Chapters 8-11) and May 16th (Readings Part 4: Chapters 12 and 13)

Collaborative meeting: (afternoon planning session) Let Karen know by Wed. May 2nd, if June 4th afternoon Keating Library does not work for you.

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May 7th Book Club Meeting

Something Affirmed

Bigger inquiry projects not necessarily better,

- Practice and modeling take time but once students have the skills they will be independent.
- Budget cutbacks, Lack of resources and librarians not being available is a huge concern
- Students need background knowledge

Something New I Learned

- Fish bowl modeling (to demonstrate what/how to behave during group work time)
- 4 stages (immerse, investigate, coalesce, go public)
- Museum walk (students tour the room to see what others have done)

Challenge (Something to try this month)

- revamp literature circles to make them more inquiry based
- To get started on an inquiry based project***
- Read aloud and have students formulate a question
- Anchor charts

What Will I Need

- plan timetable so there is a longer block of time
- good quality resources and literature
- To be brave/to let go

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Next book club meeting: May 16th (Readings Part 4: Chapters 12 and 13)

Collaborative meeting: (afternoon planning session) June 4th afternoon Keating Library does not work for you.

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Comprehension and Collaboration Professional Book Club 4th Meeting

Something Affirmed

- responsive teaching and assessment go hand in hand
- reminder about using jigsaw strategy
- difference between assessment and evaluation (grading)
- Grade the learning not the knowing
- support needed for younger students with reading
- lots of set-up needed to know process and do independently
- that it is a little scary to start this with small group inquiry
- limitations at the early primary level
- importance of roles for students and helping them commit to those roles

Something New I Learned

- commitment ceremonies
- great resource ideas
- commitment ceremonies end each work session – plan what to do next
- Jigsaw strategy
- toothpick lesson for camouflage
- wonderbooks – notebooks may work best to keep everything together
- model your own inquiry notebook first
- ways to promote individual accountability
- ways to store ongoing projects
- check-ins at each stage of process
- wonder folders and wonder boxes
- daily entries to keep track of work done, work for next day and reflection

Something to try this month

- support others in using strong 4/5's to read inquiry resources to younger students
- what I want you to notice about my project/work
- 3 ring binder for notes on each student with tabs
- using buddies to help read material
- online resources – world book, school tube, camouflage video (Magic School Bus)
- use worldbook to get pictures
- animals in our neighbourhood with grade ones
- mini-inquiry on giraffes – all the same topic but small group projects/presentations
- find a way to expand inquiry beyond my classroom and beyond our book club

What Will I Need

- more books, videos, etc.
- more brownies
- help from big buddies to label their project
- older student helpers
- more books on giraffes

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Priority Fund Application

Submitted by Keating Elementary

In our last professional book club meeting we discussed the lack of time to collaboratively plan inquiry based learning. There are 10 Keating Staff participating in our professional book club reading the book: Reading Inquiry Circles (Comprehension and Collaboration) by Harvey and Daniels. We meet monthly, on the 15th from 3-4.

We request TOC time to meet with our Grade group colleagues in order to plan and implement inquiry based learning activities.

Cost: We would book a TOC in the afternoon so that Grade group partners can continue to meet after school. One afternoon x 8 TOCs (no TOCs required for our two administrators who are members of the professional book club.) The cost is \$140 per TOC for an afternoon for 8 teachers would be \$1120. If possible it would be beneficial to book two afternoons which would increase the cost to \$2240.

Number and level of students affected and how they will be affected: There are 8 participants who teach 7 classes (two participants share one class) x 24-29 students=216 students (approximately).

Timelines related to the project: Teachers continue to meet once a month to discuss our professional book. We would plan our inquiry based learning activities with our grade group colleagues for one –two sessions, depending on our grand money, initiate our units and activities, meet and discuss/share our successes and challenges at the monthly book club meeting.

Benefits expected to be derived by the teachers and students of the District: We will share our results with interested teachers in the district. The students will benefit from research based learning activities as per our readings from our Professional Book Club. (From Harvey and Daniels introduction: "...to create a structure that consistently supports kids to build knowledge that matters in their lives.")

Rational of the benefits derived by the school district from this project: We want to teach so that students' questions really matter.

Other pertinent information: This project will initiate staff planning for next year's retreat. The book club participants intend to share the successful strategies with our colleagues.