

Book Study #402 *Engaging Students with Poverty in Mind* by Eric Jensen.

You have the opportunity to earn more than 3 CEUs when you take the SORLA book–study class. To earn the additional CEUs, you will need to both read the book and also complete an assignment BEFORE coming to SORLA.

Facilitator: Beth Flottmeier K-8

Lakeville, Thursday, June 21, 8:30-11:30
Assignment to earn a total of 10 CEUs

Before you come to class, purchase or borrow a copy of the book Engaging Students with Poverty in Mind by Eric Jensen. You must **READ** the book and **RESPOND** to these questions before coming to the session.

1. Choose a type of notebook that will work for you to respond to the following questions. Your notebook can be a bound book, loose paper, electronic type or any other type that you might enjoy.
2. Read the “Getting Started” section:
 - What assessments do you use to determine where to begin? (p. 2-3)
 - Describe your thoughts on the quote, “Once the need for conscious use of a strategy fades away it will likely only resurface during times of real difficulty. The objective, therefore, is not that readers can do the steps of the strategy, rather that the strategy helps them be more skilled – to understand the text better, to decode with higher accuracy, to read with greater fluency.” (p. 9)
 - What types of prompts do you find that you use with your students on a regular basis? (p. 11)
3. Read goal 1 and reflect (in your notebook) upon:
 - Which strategy might you be able to use with students that you teach? (Upper level teachers think about word treasure hunt, back up and revise, or talk like a character to name a few.)
 - List some picture books that might help you teach the strategy in large or small groups.
4. Read goal 2.
 - What is your reaction to the quote, “This means that classrooms in which independent reading is not always a solo task and kids interact in partnerships and clubs will likely have more engaged readers. It also means that teachers need to work to help readers construct meaning and that an engagement problem may actually be a symptom of something else – a child who is not understanding, for example. To say it another way, sometimes to help readers with the goal of engagement, you actually need to work on comprehension?” (p. 45)
 - Choose two strategies that you might teach. One to a whole group and one to a small group or individual. Write about how you would implement them in each case.

5. Read goal 3 and respond to these questions.

- How do or will you combine systematic word study/phonics with strategy instruction? “Isolated phonics skill work without the application in actual books is shown to be of limited effectiveness.” (p. 77)
- How often and when do you administer an oral reading record or “running record? What is the benefit analyzing these assessments?
- Choose one strategy and describe how you might use it.

6. Read goal 4.

- What are your thoughts about timing reading and using that as a fluency strategy? Do you agree or disagree with Serravallo? (see p. 105)
- Explain the qualities of a student that you might use your chosen strategy with from this goal.

7. Read goal 5 and respond.

- How often do you ask the student to provide a summary after taking a running record and then go back to analyze it? Why might this type of assessment be important to your teaching?
- Which strategy might you use the most when teaching story problem? Why?

8. Read goal 6.

- Link the strategies in this goal to the standards. Which standards would you be teaching and why does it fit there?
- Name your favorite book that you use to teach character and why.

9. Read goal 7.

- Do you agree or disagree with Serravallo’s ideas on interpreting themes. Why or why not? (see p. 190-191)
- Which chart in this goal stood out to you as something that you would like to use with whole or small group? Why?

10. Read goal 8.

- Explain one way that you currently teach main idea. How might you incorporate one of these strategies with what you are currently doing?

11. Read goal 9.

- Defend the statement, “Readers of nonfiction have to decide and remember what is important in the texts they read if they are going to learn anything from them.
- How would you model “Reading with a sense of Wow? (p. 251)

12. Read goal 10 and respond.

- How might you be able to teach Maps in another curricular area? (p. 288)
- How often do you teach literacy concepts or strategies in an area other than during reading?

13. Read goal 11.

- Express your reaction to “Given the research on the link between comprehension and vocabulary knowledge, many schools have rushed to implement vocabulary programs. Although some students learn this way, research actually suggests that most word learning occurs unconsciously and through normal reading.”
- How do you see yourself assessing student vocabulary knowledge? Will the rubrics listed on page 298 help you? Why or why not?
- Choose one strategy from this goal that you would use in a content area. Explain how you would use it.

Read goal 12.

- How often do your students get a chance to talk about books in your classroom? Do you find it necessary to provide them time to talk during the day? Why or why not?
- Choose a strategy and explain how you will implement it.

Read goal 13 and respond.

- Reflect about yourself as a reader. How do you identify as a reader?
- How do you use sticky notes with students? If you don't use them, how might you use them in the future.
- What about this book most appealed to you? What will you use in the fall?

Please bring your written responses with you to our book study session. Responses to each question or prompt do not need to be longer than one page unless you would like to write more. Please feel free to turn in a copy of your original work so you can keep your thinking.

Please be prepared to share your thoughts with the others in the session. We will be discussing in whole and small group settings.