

Motivation in Early Literacy: A Book Club and Makerspace Teacher's Guide

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Abstract

The first contact that students have with literacy instruction can be a guiding force in their attitude towards reading and literacy skills. Teachers can design and implement literacy instruction that fosters intrinsic motivation which results in engagement in literacy and the path towards becoming life-long readers. Self-determination theory is a leading motivational theory that states that students have three main needs to be met including competence, autonomy, and relatedness to be intrinsically motivated. Direct instruction and makerspace learning combined with the design thinking process provide an opportunity for teachers to meet students' needs and engage students in meaningful literacy instructions.

The purpose of this project was to use the three components of self-determination theory to create a teacher's guide that provides information and lessons based on direct story element instruction and makerspace instructional practices to support student engagement. The guide provides background information on the importance of direct story element instruction for student comprehension, makerspace instruction, and the design thinking process. The guide contains Book Club lessons, lesson templates, and resources to support competency through direct instruction. The Inventor's Club section of the teacher's guide introduces teachers to makerspaces and literacy and the design thinking process. Scripted lesson plans for launching maker learning in the classroom is provided as well as maker learning lesson templates to continue instruction throughout the school year. Direct instruction through Book Club and makerspace instruction delivered through Inventor's Club provides the opportunity for teachers to meet students' needs and foster intrinsic motivation and engagement.

Keywords: Self Determination Theory, Book Clubs, Makerspace, Design Thinking Process

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Chapter 1: Definition of the Problem

Engagement is a key factor in the development of reading, listening, speaking, and writing. Unfortunately, many literacy instruction approaches include scripted curricula that do not consider the role engagement plays in literacy skill development. Examining different motivational theories can support teachers in designing and implementing literacy instruction that is engaging. Self-determination theory is a leading motivational theory that states students require three basic needs to be met to engage in instruction including competence, autonomy,

and relatedness (Anderman & Anderman, 2014). If those needs are met instruction can then become intrinsically rewarding, meaning students engage in instruction because it is enjoyable and rewarding on its own (Ryan & Deci, 2000). The first grade teachers at my school site can use self-determination theory to create literacy instruction that supports students' foundational skills and fosters engagement to replace current instruction including the use of Accelerated Reader. Direct instruction in story elements combined with makerspace instruction using the design thinking process can meet student competency, autonomy, and relatedness needs to engage students and be an alternative to Accelerated Reader.

Problem Statement

My school site relies on the program Accelerated Reader to develop students' decoding ability, support student comprehension, and foster motivation for literacy instruction. The use of Accelerated Reader in first grade at my school site is problematic for several reasons. First, Accelerated Reader focuses on motivating students through extrinsic rewards such as accumulating points based on passing quizzes. Extrinsic rewards can impact student engagement in literacy learning because they focus on extrinsic rewards versus intrinsic rewards. Research shows that Accelerated Reader can harm students' motivation and engagement in literacy instruction because it emphasizes extrinsic motivation through quizzes and points instead of developing a love of reading (Willekes, 2004). Instead, literacy instruction should be based in intrinsic rewards. For literacy instruction to be intrinsically rewarding, students need to feel that they are competent to complete the task, have choice, and feel connected to the learning (Ryan & Deci, 2000).

Second, Accelerated Reader does not meet the needs outlined in self-determination theory. Accelerated Reader limits student choice which is necessary for instruction to be

intrinsically rewarding. The program limits student autonomy because students cannot choose texts freely and the program also does not support students' competency because it lacks instruction to support the development of students' comprehension skills (Biggers, 2011).

Third, Accelerated Reader does not promote relatedness. The literature included in the program often lacks diversity and many students do not feel represented or included, a key factor for developing relatedness (Haung, 2011). Due to Accelerated Reader's inability to meet student competency, autonomy, and relatedness needs an alliterative literacy plan needs to be created to support student engagement.

Designing literacy instruction around self-determination theory will ensure that a program promotes intrinsic motivation. Self-determination theory is a leading theory in student engagement and motivation that teachers and administration at my school site can use to plan engaging literacy instruction. Self-determination theory states that students have three needs that need to be met to engage instruction: competency (to believe they have the skills to complete a task), autonomy (control and choice in how they complete a task), and relatedness (feeling that the instruction relates to them and they are included in the instruction) (Anderman & Anderman, 2014).

Purpose of the Project

The purpose of this project was to use the three components of self-determination theory to create a teacher's guide that provides information and lessons based on direct story element instruction and makerspace instructional practices to support student engagement. This guide can then be used in first grade to replace the use of Accelerated Reader. The teacher's guide aims to support teachers in creating and implementing literacy instruction that develops students'

foundational comprehension skills and fosters student engagement as a replacement for Accelerated Reader at my school site.

Alternative literacy instructional practices that can replace Accelerated Reader include direct instruction of story elements, retelling instruction, makerspace, and design thinking instruction. Combining direct comprehension instruction and makerspace instruction addresses all the needs outlined in self-determination theory for students to become engaged in instruction. Direct instruction of story elements supports students' comprehension by helping students understand a text's structure and how those structures work together (Caldwell & Leslie, 2013). Understanding story elements supports a student's ability to retell a text. Retelling provides students the opportunity to demonstrate their comprehension and places more emphasis on understanding than recalling information (Caldwell & Leslie, 2013). Literacy instructional practices that focus on story element instruction and retelling can develop students' foundational skills, building competency within students, an element needed for engagement.

Makerspace instruction can be applied to literacy instruction to create engaging literacy practices that provide students with autonomy and foster relatedness. Makerspace instruction is a creative approach to literacy instruction that is based on creativity and problem solving through building using low-tech and high-tech tools (Makerspace for Education, 2020). Maker learning can be described as learning that is centered on students being active participants in their learning. (Maslyk,2020) Makerspace instruction is a collaborative process where students are tasked with solving an authentic problem and using high-tech tools (computers, i-pads, coding, etc.) or low-tech (paper, scissors, glue, etc.) materials to build a model of a solution to a problem (Makerspace for Education, 2020).

Makerspace instruction can be combined with the design thinking process to scaffold instruction. The design thinking process is a framework to solve a real life problem. Students engage in makerspace instruction because they enjoy solving authentic problems instead of being assigned learning tasks removed from the real world (Makerspace for Education, 2020). The design thinking process has several steps that scaffold the problem-solving process. The steps include emphasize, define, ideate, prototype, and test (Dam & Siang, 2020). Making provides students with the opportunity to develop autonomy through choice in materials and choice in how they respond to learning tasks. The Design thinking process builds competency through its scaffolded process of solving a problem and builds relatedness through collaboration with peers.

Together, direct instruction of story elements and makerspace instruction supported through the design thinking process are alternative instructional practices to support the development of students' comprehension and literacy skills that can be implemented to replace performance based comprehension programs such as Accelerated Reader. For this project I created a teacher's guide that helps support students' comprehension skills through direct story element and retelling instruction to foster student engagement and motivation as they engage with making and makerspace activities.

Preview of Literature

The review of research includes literature on self-determination theory and student engagement, makerspace instruction, and engagement and the effects of Accelerated Reader on student engagement. After reviewing the research literature, the following themes related to student motivation and engagement in literacy instruction were identified:

- **Self Determination Theory and Student Motivation:** Competency, autonomy, and relatedness are required for students to be intrinsically motivated. When students are intrinsically motivated they are willing to engage in instruction.
- **Accelerated Reader and Motivation:** Accelerated Reader does not support intrinsic motivation. The lack of direct instruction, choice, and lack of a focus of mastery in the program does not support students' competency, autonomy, or relatedness.
- **Makerspace Instruction and Motivation:** Makerspace instruction fosters intrinsic motivation through authentic learning opportunities, choice, and the opportunity to use and develop foundational literacy skills.
- **Design Thinking and Motivation:** The design thinking process provides teachers with an instructional model that scaffolds makerspace literacy instruction to develop student foundational literacy skills, provide choice, and foster relationships among students through collaboration.

The review of research supports the creation of a makerspace literacy curriculum to develop students' comprehension skills and increase engagement as a replacement for the Accelerated Reader program.

Preview of Methodology

The aim of this project was to create a teacher's guide focused on providing direct instruction of story elements and retelling instruction to support students' foundational skills and makerspace instruction to foster student engagement. The aim of the guide was to provide teachers with alternative instructional practices and lessons to replace the use of Accelerated Reader in first grade at my school site. The teacher's guide is divided into two sections including Book Club and Inventor's Club. Book Club is focused on building students comprehension through direct instruction of story elements and retelling. The Book Club section contains background information of direct story element instruction for teachers and the importance of retelling for comprehension and assessment. This section also contains a week-long unit of lessons for teachers to launch a book club in their classroom. Lesson templates for each story element are also included for teachers to continue implementing book club and story element instruction within their classroom. The Inventor's Club is focused on makerspace instruction combined with the design thinking process. This section of the teacher's guide introduces teachers to makerspaces and provides background information on the design thinking process. The Inventor's Club guide also provides a week long introduction unit with lesson plans for launching Inventor's Club in a classroom and a lesson template that can be used to continue to implement makerspace instruction throughout the school year. This guide is intended for first-grade teachers in formal classroom contexts.

Definitions

Self-determination theory explains what needs to be met for an individual to be motivated to engage in an activity. Competency refers to having the foundational skills to feel that you have the ability to be successful at a task, autonomy refers to an individual feeling that they have

control and choice in learning, and relatedness refers to a personal feeling that they are cared about and included. Self-determination theory also discusses the role of instinct and extrinsic motivation. Those who are focused on mastery of a task as a reward for engaging in a task will be more motivated to engage than those who are focused on tangible reward for engaging in a task.

Makerspace instruction is a creative approach to literacy instruction that is based on creativity and problem solving through building and tinkering.

Design Thinking is a process that will be used in the makerspace curriculum in the project to scaffold makerspace instruction. The steps of the process are empathize (students with emphasis with characters in text), define (students will define the problem in the text), ideate (students will brainstorm solutions), prototype (students will build a prototype of solution), and test (students will share their prototype with others and give and receive feedback).

Summary

To authentically engage students in literacy instruction, students need to have the belief in their ability (competence), choice, and control in their learning (autonomy), and feel that they are represented in the learning task and cared for (relatedness). Accelerated Reader claims to foster students' motivation, but research suggests that extrinsic programs such as these are problematic for students and engagement. Direct instruction of story elements to support comprehension and makerspace instruction delivered through the design thinking process provides an opportunity to address students' motivational needs by building competency, autonomy, relatedness, and a mastery goal mind set. Chapter two outlines the major research reviewed and how the research informed the creation of the curriculum.

Chapter 2: Literature Review

Introduction

In order to create alternative literacy practices to the Accelerated Reader program, an initial review of research was conducted on student engagement and motivation in literacy instruction and the limitations that Accelerated Readers has on student reading engagement and skills development. The review of research also includes the topic of makerspaces and the design thinking process's impact on student engagement in literacy. After reviewing the research literature, major themes and connections to this project were identified:

Self Determination Theory and Student Motivation: Competency, autonomy, and relatedness are required for students to be intrinsically motivated. When students are intrinsically motivated they are willing to engage in instruction.

Accelerated Reader and Motivation: Accelerated Reader does not support intrinsic motivation. The lack of direct instruction, choice, and lack of a focus of mastery in the program does not support students' competency, autonomy, or relatedness.

Makerspace Instruction and Motivation: Makerspace instruction fosters intrinsic motivation through authentic learning opportunities, choice, and the opportunity to use and develop foundational literacy skills.

Design Thinking and Motivation: The design thinking process provides teachers with an instructional model that scaffolds makerspace literacy instruction to develop student foundational literacy skills, provide choice, and foster relationships among students through collaboration.

Self Determination Theory and Student Motivation

Students have certain needs that must be met in order to become intrinsically motivated. Students must feel competent, have choice, and feel cared about (Ryan & Deci, 2000). The literature reviewed suggested that students who are focused on mastery goals as opposed to performance goals, are intrinsically motivated and more likely to engage in literacy tasks (Anderman and Anderman, 2014). When teachers support an environment that allows students to develop an enjoyment of reading for reading's sake, students are truly motivated to engage in literacy instruction:

Intrinsic motivation refers to choosing to do and then doing an activity for its own sake, rather than for "extrinsic" reasons such as receiving recognition or grades (see Deci & Ryan, 1985). One aspect of intrinsic motivation is becoming totally involved in the activity one is doing. Many readers have experienced what Csikszentmihalyi (1978) described as the flow experience, losing track of time and self-awareness when becoming completely involved in an activity such as reading a book. Nell (1988) referred to this state as an "intense and highly energized state of concentrated attention" (p. 263), which he believed many individuals seek to obtain. An important implication of these theorists' work for reading is that reader's engagement in reading will be greatly facilitated when they are intrinsically motivated to read. (Wigfield & Guthrie, 1997, p. 421)

Self-determination theory states that one of the needs necessary for students to engage in a learning task is competency. Students need to be supported and feel that they have the skills to be successful with a certain literacy task to fully engage in the task. Teachers can develop students' comprehension skills through direct instruction in story elements. Direct story element instruction provides students with the means to build their comprehension of a text. Understanding story elements is crucial for comprehension, quite simply, if students know the parts of a story and how they work to form a plot, they will remember and understand them better (Caldwell & Leslie, 2013). Teachers need to be aware of students' literacy needs and to provide differentiated and scaffolded support in literacy instruction for students to engage (Parsons, Malloy, Parsons, & Burrowbridge, 2015).

Another need that is necessary for learning outcomes is autonomy or choice in literacy instruction. Students are motivated to engage in literacy tasks when they are given the opportunity for choice. Providing choice in literacy activities is just as important as providing choice in the texts that students are reading.

In this study, teachers reported believing that providing students with choices increases student interest, engagement, and learning; that students spend more time and effort on the learning task if they are offered choices; and that giving students choices helps build other important skills, such as self-regulation. In particular, teachers suggested that choice was especially beneficial for students with low interest and little motivation for a particular task. With regard to when to offer, choice, teachers suggested a variety of academic and social activities in which providing choices would benefit students. (Patall, Cooper, & Wynn, 2010, p. 896)

Relatedness is also a factor in student motivation in literacy instruction. Students need to feel genuinely cared about by their teachers to be motivated to engage in literacy instruction (Niemic, & Ryan, 2009). Teachers create opportunities through literacy instruction for positive peer relationships to develop through collaboration.

For students to truly engage in literacy instruction, they need to be intrinsically motivated. To be intrinsically motivated, students need to feel that they have the skills needed to be successful, feel that they have choice, and feel included and valued to be engage in instruction. By providing students with the foundational skills, providing choice in texts and literacy tasks, and creating a classroom that fosters a sense of belonging, teachers can foster an intrinsic motivation to engage in literacy.

Accelerated Reader and Motivation

Accelerated Reader (AR) relies on extrinsic motivation to foster engagement in students. Research on student engagement and motivation has examined the negative influence that

extrinsic motivators have on students' willingness to engage in reading and develop a lifelong reader mindset.

Extrinsic motivators, particularly tangible rewards such as those suggested by AR, also reduce internal motivations to read (Cameron & Pierce, 1994; Gambrel & Marinak, 1997; Sweet, 1997). Studies have shown that students become dependent on the rewards for their motivation, need more prodding to read, and read less frequently when the reward is discontinued. (Biggers, 2001, p.73)

The emphasis of points and extrinsic rewards frames reading as a performance-based goal.

Performance-based goals focus on a students' ability and comparing that ability to others.

Performance-based goals are not sustainable for fostering motivation and engagement in reading.

The points system within Accelerated Reader focuses heavily on performance and comparing yourself to others, with schools even hosting public award ceremonies, pizza parties, and special field trips to those who earn a certain amount of points.

Reading in this study's RR classrooms was more like a competition than an academic subject or discipline. Children were very aware of who was reading what books and at what level. Different reading levels and the number of accumulated points created a way for students to identify the good readers in every classroom. Students began to understand that the better readers were those who were reading books worth more points. (Schmidt, 2008, p. 206)

Students who are struggling readers focused on performance may become discouraged because others are aware of their reading level. This may also affect the relatedness to the classroom community, a required element for motivation. Higher level students may not be motivated to read higher level books because they can quickly accommodate points with easier to read texts.

Accelerated reader is based on a point system that is matched to a student's reading level. Within the program the student may only select texts that are within their reading level in the program. This severely limits students' choice in texts. Student choice in what they read is an

intrinsic motivating factor and autonomy needs to be present for students' engagement in literacy instruction to happen. Without choice students may not develop a lifelong love of reading.

If half of AR teachers are encouraging students to choose all their books based on a point system, partially determined by a mathematical formula, and then read them with the knowledge that a multiple-choice quiz will follow, these students are not even given a chance to cultivate a “life-long love for reading” (Renaissance Learning, 2013, p. 1). No room is left for recreational reading, the type of reading in which students can lose themselves in the story world, enter the flow, and read simply for the sake of reading.

(Willekes, 2014, p. 35)

The texts that are also available to students are often not of interest or reflective of diverse student populations which influences student engagement in literacy. Students need to feel a relatedness to the texts they are being offered to engage in reading (Thompson, Madhuri, & Taylor, 2008).

Accelerated Reader is often viewed as an ELA curriculum. The program does not provide any lessons or support for struggling readers to help them build foundational reading skills. In order for students to engage in literacy they have to build their foundational skills to build competency. Perhaps the most problematic aspect of AR and other programs like it is that they are presented as a way to differentiate instruction for students. However, AR is not an instructional program - there is no literacy instruction to differentiate in AR (Biggers, 2001).

The claims that Accelerated Reader improves reading is only supported if teachers are providing differentiated and scaffolded literacy instruction. Accelerated Reader's focus on performance-based goals and extrinsic motivation is problematic because motivational research suggests that extrinsic goals do not sustain engagement. The program lacks autonomy in text choice, has a limited selection of texts, and does not build foundational skills. Due to these factors Accelerated Reader does not support student engagement and create lifelong readers.

Makerspace Instruction and Motivation

Makerspace instruction fosters engagement in literacy by providing authentic learning opportunities for engaging students in listening, speaking, reading, and writing. Authentic learning tasks focus on mastering content applying it towards a real-life skill (Pearsons, Raphael, Benson & Mada, 2015). Educators can create authentic literacy tasks that are teaching kids not how to “do school,” but teaching them how to “do life” (Pearsons, Raphael, Benson, & Mada, 2015). Makerspace instruction is based in authentic learning tasks through problem solving (Makerspace For Education, 2020). Students make connections to authentic learning tasks because those tasks are relatable. The problems that are presented in maker learning are meaningful and representative of the students engaging in the learning (Makerspace for Education, 2020). Because maker learning is problem based and reflective of the students, a sense of relatedness can be developed through maker learning.

Incorporating play into literacy instruction creates engagement and motivation for students. One of the main benefits of incorporating play into literacy instruction is that play provides choice for students.

How much choice children have in their lives clearly has important consequences for children in their play, which relates to the three psychological tenets of SDT (again: autonomy, relatedness, and competence). Lester and Russell (2008, 2010) emphasize the critical role of play for children’s holistic development and how it supports the United Nations Convention on the Rights of the Child (UNCRC) (UNICEF 2009). When children play, the very social nature of the activity involves making choices, relating to other people (both children and adults), and developing skills that help them take some control of their lives (King & Howard, 2016, pg.3)

Choice is a requirement for students to build autonomy. Makerspace instruction provides an opportunity to incorporate play into literacy instruction through the design thinking process, tinkering, and model building. Choice is supported in maker instruction because students can

choose which materials to use and how to respond to learning tasks. Providing time to play helps children build relationships (Tsao, 2008). These relationships support student engagement through the development of relatedness. Makerspace instruction is collaborative and provides opportunities for students to develop positive relationships and a sense of relatedness.

Makerspace instruction in literacy also provides opportunities for students to develop a sense of competency. Students use speaking, listening, reading and writing skills when they engage in makerspace instruction (Maslyk, 2020). When students have the opportunity to practice literacy skills in authentic ways, their competency increases. Makerspace instruction is an authentic way for students to use their foundational literacy and further develop 21st century skills (Maslyk, 2020).

Design Thinking and Motivation

How teachers engage students in makerspace instruction matters. Teachers need to provide a scaffolded support system for students. If students are not provided with the support they need, makerspace instruction can become demotivating because students do not feel that they are able to be successful (Vongkulluksn, Matewo, Sinatra, & Marsh, 2018). The design thinking process supports engagement because it scaffolds maker learning through a series of steps. The steps include empathizing, defining, ideating, building a prototype, and testing (Interaction Design, 2020). In addition to providing a scaffolded support, the steps in the design thinking process provide opportunities for student choice and relationship development. Design thinking provides the elements necessary for students' engagement in makerspace instruction.

Summary of Chapter

The research related to student engagement as described by self-determination theory suggests that students need to have foundational skills, choice, and positive relationships with peers and teachers to engage in literacy instruction. The Accelerated Reader program is lacking student choice and does not support student competencies. Accelerated Reader promotes extrinsic rewards to foster motivation which results in a lack of lifelong engagement in literacy domains. Including the design thinking process and maker learning in literacy instruction has the potential to address the motivational needs of students. The research reviewed suggests that makerspaces provide autonomy, choice, relatedness through using play, builds positive relationships between teachers and peers, and can promote students' competence when makerspace instruction is scaffolded using the design thinking process. Chapter three will outline the project methodology.

Chapter 3 -Project Methodology

Introduction

The purpose of this project was to use the three components of self-determination theory to create a teacher's guide that provides information and lessons based on direct story element instruction and makerspace instructional practices to support student engagement. I created this guide to replace the use of Accelerated Reader in order to foster engagement and motivation in literacy instruction. The lessons included in the teacher's guide have been created to build competency through scaffolded use of the design thinking process to learn story elements. Student Autonomy was supported through the use of makerspace instruction. The design thinking process helps create a collaborative environment and fosters relatedness among teachers, students, and peers. The teacher's guide and lessons were developed to support students' comprehension and aim to foster a love of literacy.

The teacher's guide was divided into two sections including Book Club and Inventor's Club. Book Club was focused on building students comprehension through direct instruction in story elements and retelling. The Book Club section contains background information on direct story element instruction for teachers and the importance on retelling for comprehension and assessment. This section also contains a week-long unit of lessons for teachers to launch a book club in their classroom. Lesson templates for each story element are included for teachers to continue implementing book club and story element instruction within their classroom.

Inventor's Club was focused on makerspace instruction combined with the design thinking process. This section of the teacher's guide introduces teachers to makerspaces in literacies and provides background information on the design thinking process. The Inventor's

Club guide also provides a week long introduction unit with lesson plans for launching Inventor's Club in a classroom, and a lesson template that can be used to continue to implement makerspace instruction throughout the school year.

Design

The guide consists of two sections. The first section was the Book Club which focuses on teaching story elements to support retelling comprehension. The second section of the guide was Inventor's Club which focuses on makerspace instruction using the design thinking process. Each section of the guide provides teachers with background information on story elements and makerspace instruction delivered through the design thinking process. The guide was designed to be used with any read aloud text. The guide includes read aloud so that all students can access the texts as many of our first grade students are nonreaders. Each section of the guide has an introductory unit which does require specific texts. The other lessons included in the guide are lesson templates that can be used with any texts that teachers choose.

Text recommendations were included in the guide. The recommended texts are mentor texts that support basic story element instruction in characters, setting, problem, solution, and retelling in order to support students' comprehension. The recommended texts include realistic fiction because this genre provides opportunities for teachers to engage students in makerspace instruction through the use of the design thinking process.

The first section of the guide was the book club section which focuses on building students' comprehension through story elements. Background information on the importance of direct instruction of story elements in support of comprehension skills and knowledge was provided for the teacher. Book club consists of a week-long introduction to the unit. Using

a spiraling story element approach to instruction, lesson plan templates are included that can be used with any read aloud text. The introductory unit introduces teachers and students to the procedures and routines used in book club as well as information regarding student engagement. In the introductory unit, the text *The Book Hog* (Pizzoli, 2019) was used to introduce the book club. The spiraling story element lessons introduce a new story element each week while reviewing and building on students' prior knowledge of story elements to support retelling and comprehension. The spiraling lessons cover story elements including characters, illustrations, character goals, setting, problem, solution, and retelling. Animal characters are used to introduce each story element. The lessons follow the routines and procedures outlined in the teacher's guide and the introductory lessons.

The second section of the teacher's guide was the Inventor's Club. The Inventor's Club focuses on makerspace instruction using the design thinking process. First, the guide includes background information on makerspaces and literacy. Next, an outline of the design thinking process is included to provide teachers with information and resources on teaching and facilitating student's application of the design thinking process. During Inventor's club students will go through the design thinking process. For example, student will begin by being read a text, next they will empathize with the character, define the problem in the story, brainstorm inventions that students could create to help the characters solve the problem, building a model or prototype of one of their inventions, and test their model and idea by sharing it with classmates. The Inventor's Club guide contains a week long unit of introduction lessons to Inventor's Club. This week of lessons introduces the concept of makerspaces to teachers and students and scaffolds the design thinking process throughout the unit. The lesson sequence will include lessons focused on empathizing with the characters in the text, defining the problem in

the text, brainstorming possible solutions, creating a prototype, publishing the prototype, and engaging and receiving feedback on the process and prototype they created. Each step of the design thinking process was introduced through the use of the Inventor Animals. The guide also includes a design thinking lesson template that can be used with any text to continue Inventor's Club throughout the year. These lessons follow the format of the introductory lessons.

The guide includes additional information for teachers on the topics of implementing book club and makerspace literacy instruction. The guide outlines materials that can be used for building prototypes in and outside of the classroom. Low tech materials and high tech materials are listed for material ideas. The guide also provides information about making take home maker kits in the case of distance learning.

Text inclusion and selection are addressed in the guide. The introductory lessons for both Book Club and Inventor's club use specifically selected texts but the other lessons do not. The guide provides information on realistic fiction as a genre for text selection to be used with the spiraling Book Club lessons and the design thinking lesson template. The guide also includes a list of realistic fiction texts that can be used to teach specific story elements. Although the guide contains book recommendations the guide also provides information on how to choose a text for makerspace instruction and story element instruction.

The guide also provides information on implementing Book Club and Inventor's Club while distance teaching. The guide provides an example of how the clubs can be implemented through a combination of take home materials and digital live lessons through Zoom. An outline for implementing both Book Club and Inventor's club while distance learning is provided.

Intended Audience and Setting

The teacher's guide was created for first grade teachers to support classroom teacher's implementation and instruction within their classroom either whole group or in small group instruction. The lessons in the guide can also be implemented through distance learning using a distance learning platform.

Instruments

I used several instruments to create the guide. I used google docs, google slides, and clip art. Instructional methods such as the use of the design thinking process were used to create lesson plans for Inventor's Club. Scaffolded story element instruction were used to develop the Book Club lessons. Texts for read aloud are also used. Digital platforms such as Zoom could be used to develop the distance learning section of the guide. Low tech tools for makerspaces such as play-doh, wiki sticks, snap cubes, paper, etc. are used as maker materials.

In order for students to be motivated, instruction needs to meet the needs outlined in self-determination theory.

The research reported here is grounded in self-determination theory, which suggests there are three needs that guide human behavior: relatedness, competence, and autonomy. In the classroom, relatedness refers to the degrees to which students feel connected to others, or their sense of belongingness. Students who perceive themselves as competent feel that they will be successful in completing academic tasks, and autonomy suggests a sense of control over one's actions. Meeting these three needs influences the degree to which students engage in classroom tasks. (Parsons, Malloy, Parsons, & Burrowbridge, 2015, p.22)

The instructional methods used to design both Book Club and Inventor's Club meets student's competence, autonomy, and relatedness needs. Book Club focuses on building students foundational skills through scaffolded story element instruction to build student competence.

Inventor's Club fosters autonomy through student choice and relatedness through collaboration.

Book club lessons build student competence through the use of direct story element instruction. Direct story element instruction provides students with the means to build their comprehension of a text. Understanding story elements is crucial for comprehension, quite simply, if students know the parts of a story and how they work to form a plot, they will remember and understand them better (Caldwell & Leslie, 2013). The lessons in the Book Club section of the guide were scaffolded to teach story elements that build upon each other in support of the development of student's foundational comprehension skills to help students feel competent in their ability to comprehend texts. This competence allows students to engage more willingly in literacy instruction.

Inventor's Club includes the design thinking process as the basis of makerspace instruction. Design thinking was created by the Hasso-Plattner Institute of Design at Stanford and is methodology that provides a process for examining and solving problems that exist in the real world through a set of steps (Diam & Siang, 2020). The steps in the design thinking process include empathize, define, ideate, prototype, and test (Dam & Siang, 2020). Design thinking can be applied to literacy instruction and makerspace instruction. Design thinking allows literacy competence to be built through a scaffolded approach to makerspace instruction.

Using predictable instructional routines and guided-scaffolded instruction, educators contribute to children's conceptual and content knowledge, provide children with opportunities to use a variety of tools and materials, and allow time and space for children to engage in playful exploration and experimentation. Through playful experimentation, children tinker to create and solve problems, and by doing so they begin to build their literacies, engage in implicit design processes, gain conceptual understandings, engage in deep content knowledge learning, and expand their collaboration and communication skills. (Wood, 2019, p.172)

The Inventor's Club lessons used the design thinking process to connect makerspace instruction to literacy through the use of read alouds. The lessons follow the design thinking process and focus on students solving problems that the characters are facing in the texts. The

lessons focus on empathizing with the characters, defining the problem characters are facing, ideating or brainstorming build a prototype of one of their ideas, and test their ideas by sharing and receiving feedback from others. Using the design thinking process to scaffold lessons provides students with support to build competence, choice in how they respond to learning tasks to foster autonomy, and relatedness by making connections with peers throughout the collaborative learning nature of the design thinking process. With schools moving to distance learning, instructional platforms need to be evaluated to determine if they meet the motivational needs for students to engage in literacy instruction.

Suggestions for low and high tech maker materials and tools are included in the guide to support the making and design thinking process. Low tech materials such as play doh, wiki, sticks, craft supplies, etc. are used as well as high tech maker materials through the use of the Seesaw platform. The benefits of play on learning have been well established but recent research found that teachers must be mindful of how they implement play into literacy instruction in order to foster student's literacy development.

However, this study found that a literacy rich environment was generally not enough to ensure that students practiced particular academic skills during play periods. In the integrated play and literacy group, teacher involvement during play was observed to contribute to rich and targeted literacy practices during play. (Pyle, Prioletta, & Poliszczuk, 2015, p.125)

Low tech and high tech maker materials in combination with the design thinking process scaffold play into literacy instruction. One way teachers help foster play is by providing students the opportunity to engage in the design thinking process and building models or prototypes of their designs. Using materials creatively while tinkering collaboratively to build models/prototypes allows students to practice listening and speaking skills through playful learning opportunities.

Texts used as read alouds are also an instrument in this guide. The texts that were selected in the introductory units of both Book Club and Inventor's Club were used to engage students in the procedures and routines of the lessons in the guide while also introducing a love of literature and an introduction to makers. The texts included as recommendations were selected because they provide students with the opportunity to see themselves reflected in literature as well as provide insight into different perspectives. The recommended texts within the guide promote relatedness because students see themselves in the texts which allows them to feel connected to literacy instruction (Tschida, Ryan, & Ticknor, 2014). Fostering relatedness through the inclusive text selections promotes engagement.

Procedure and Evaluation of the Process

Self-determination theory served as a guide in the creation of the teacher's guide along with instructional practices that support the goals of self-determination theory. Common Core State Literacy standards (CCSS) were the identified to determine the content of the Book Club and Inventor's Club. Digital materials such as clip art and google docs were then selected and used to create the guide. The QRI-6 (Leslie & Caldwell, 2013) can be used as an assessment to assess student's comprehension skills. A student engagement questionnaire was used to evaluate the effectiveness of Book Club and Inventor's Club in relation to student engagement in literacy tasks.

Motivational and self-determination theory foregrounded the creation of the Book Club and Inventors club lessons. Instructional methods that build competency, provide autonomy, and foster a sense of relatedness were then identified and used to draft lessons. The Book Club section of the guide was created to support students' competency. Instructional methods that support students' foundational skills in comprehension development were selected to create the

Book club section of the guide. The learning target of all the Book Club lessons are to support student's ability to comprehend texts and demonstrate their comprehension through retelling.

This is aligned with the ELA CCSS which supports CCSS.ELA-Literacy.RL.1.2 retell stories, including key details, and demonstrate understanding of their central message or lesson.

(Common Core State Standards Initiative, 2020) Focusing on retelling instead of comprehension questions support student's comprehension development (Caldwell & Leslie, 2013). In support of retelling, the comprehension activities in the guide focus on teaching story elements to support a students' understanding of narrative text structure.

Lesson structures and graphic aides were then developed to support instruction. Graphic aides allow students to remember the meaning of the story elements (Caldwell & Leslie, 2013). The story elements were presented through "comprehension animals" to help students remember and understand the story element and its importance. A retelling graphic organizer and a retelling tool was also developed to support students in retellings.

The goal of Inventor's Club is to develop student's autonomy and relatedness through the use of maker learning. Maker learning was chosen as the basis of the lessons because makerspace instruction engages students in authentic and meaningful learning tasks, provides student choice, and allows opportunity to develop relationships through collaboration (Makerspace for Education, 2020). Design thinking was incorporated into the lesson structure because it provided a scaffold for maker learning and addressed several literacy standards including CCSS.ELA-Literacy.W.1.5_With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, CCSS.ELA-Literacy.RL.1.1Ask and answer questions about key details in a text, CCSS.ELA-Literacy.SL.1.1_Participate in collaborative conversations with diverse partners about *grade 1*

topics and texts with peers and adults in small and larger groups, CCSS.ELA-Literacy.SL.1.2_Ask and answer questions about key details in a text read aloud or information presented orally or through other media (Common Core State Standard Initiative, 2020). The Inventor's Club lessons and materials were created to meet student competency needs by addressing literacy standards, provides choice through makerspace instruction, and foster relatedness through peer relationship building through the design thinking process.

Texts were then selected for the curriculum. Text were carefully selected based on several factors. First, mentor texts that were strong examples for each story element were chosen. Each text also had to have an authentic problem in order to support the design thinking lesson process. Many of the texts are realistic fiction. Inclusive texts were also selected that were reflective of the student population who will be using the curriculum as well as texts that open student's minds to different cultures and ideas than their own (Tschida, Ryan, & Ticknor, 2014). The texts included in the curriculum were reflective of the unique population of students at my school site, were strong examples of each story element, and had authentic problems.

Each section of the guide contains a means to evaluate the lessons within the guide. For Book Club the evaluation will be focused on student's ability to retell. The QRI-6 was the assessment used to evaluate students' listening comprehension. It was administered before and after the completion of the curriculum. The QRI-6 was used because it has a focus on retelling and can be used for listening comprehension. The QRI provides retelling evaluation forms that allow teachers to identify any misconception students have or support they need in retelling and comprehension (Caldwell & Leslie, 2013). Student motivation and engagement is evaluated through the use of a questionnaire administered before and after student participation in Inventor's Club.

The teacher's guide was created based on self-determination and motivation theory. Self-determination theory guided the instructional methods and practices included in the guide and shaped the procedure in which the guide was created. Direct story element instruction combined with makerspace and design thinking met the needs of students to foster engagement in literacy instruction. The guides focus on retelling and attitude towards literacy instruction as an evaluation method provides teachers with the opportunity to evaluate the effectiveness of Book Club and Inventor's Club.

Summary

In order for students to be engaged in instruction teachers need to create authentic learning experiences that develop students' foundational skills, provide choice and control, and build inclusive classroom environments. The teacher's guide and lessons in the project will allow teachers to deliver instruction through a scaffolded process for students that will allow students to foster autonomy, competence, and relatedness to literacy instruction. Chapter four will explore the teacher's guide and lessons in more detail.

Chapter 4- Motivation in Early Literacy: A Book Club and Makerspace Teacher's Guide

The goal of this guide is to support teachers with implementing makerspace instruction as a way to support student engagement and comprehension development through literacy. The guide has two distinct sections to support these goals. First, The Book Club Guide provides teachers with resources and templates that can be used with any text to implement story element instruction to support student's comprehension. Second, The Inventor's Club Guide provides teachers with background knowledge about using literature to support student's literacy skills and knowledge using makerspace instruction and the design thinking process to promote student engagement.

Book Club

This section of the guide is designed to support student's comprehension through explicit instruction of story elements and retelling. Understanding story elements is crucial for comprehension, quite simply, if students know the parts of a story and how they work to form a plot, they will remember and understand them better (Caldwell and Leslie, 2013). This guide addresses the following story elements: characters, illustrations, character goal, setting, problem and solution. Explicit instruction of story elements provides students with the prior knowledge and skills necessary to comprehend and retell a text. Additionally, retelling is an essential skill that demonstrates students' ability to comprehend. Retelling is often overlooked as a measure of students' comprehension with more emphasis being placed on students answering questions about what they have read as opposed to being asked to retell (Caldwell & Leslie, 2013). One of the aims of this curriculum is to replace these practices as a measure of student's comprehension with retelling and supporting students to truly understand what they are reading through retelling.

This guide provides an example of a weeklong series of lessons and materials needed to help launch book club. The guide also provides teachers with lesson templates that include a spiral review of story elements that build upon each other to support retelling. The guide introduces story elements through animal characters and uses a retelling tool to help students retell texts.

Book Club Introduction Lessons

This is a week's worth of lessons to support teachers in launching Book Club. The goal of the lessons is to get students excited about reading and about participating in book club. *The Book Hog* (Pizzoli, 2019) is used as the text for this set of lessons. These lessons and material for the lessons are located in Appendix A.

Book Club Spiraling Lesson Templates

The book club spiraling lesson plan templates are created for teachers to use to create their own story element lessons. Sample lessons are found in appendix A. The lessons have suggested topics that spiral review of story elements but teachers can edit the templates to fit their needs. The lessons follow the following sequence: Day 1: Introduction of the text using a What I know Whale and Questioning Quail, Day 2: introduce the story Element being presented, Day 3: connect new story Element to previously taught elements, Day 4: complete a scaffolded retell of the text, Day 5 complete a book review of the text. The lesson plan templates also use the same procedures and routines each week for students to apply the comprehension skills being taught and build upon them. The following activities are used throughout the curriculum:

- Knowledge and Question Board: students write their prior knowledge about the topic of a text and questions they have about a text on post it not

- **Chat and Snack:** students fill out a small card about the story element and glue it to their snack cup. Student they share their thinking about the story element with group members while they enjoy a snack like goldfish or animal crackers
- **Escape the Zookeeper game:** Students play in groups of 2 or 4. They take a stack of the animal story element cards and place them face down. One player pulls a card and has to talk about that story element in relation to the book being read. If they pull a zookeeper card, they put all their cards back in the pile. If they pull a story element snake card, they get a second turn to pull a card. The student with the most cards wins the round. A round lasts as long as a teacher would like it too
- **Retell with the Retelling Tool:** students use the retelling tool to retell the story to a partner
- **Book Review Worksheet:** Student complete the book review worksheet and share their book review with a partner

Lessons	Lesson Objective	Application of Skill
Day 1 Introduction to Text 	Introduce text and access prior knowledge and introduce the genre of the text	Knowledge Board and Question Board
Day 2 Introduce New Story Element 	Introduce new story element	Chat and Snack All About the Story Element

<p>Day 3</p> <p>Story Element Review</p> 	<p>Connect new learning to previously taught story elements</p>	<p>Escape the Zookeeper Game</p>
<p>Day 4</p> <p>Retelling</p> 	<p>Complete a scaffolded retell of the Text</p>	<p>Retell with Retelling Tool</p>
<p>Day 5</p> <p>Understanding Ourselves as Readers</p> 	<p>Develop an understanding of themselves as readers</p>	<p>Book Review Worksheet and Partner Talk</p>

Figure 1 Overview of Book Club Lessons

Book Club Materials Included in Appendix A

Book Club Introduction Lessons

Book Club Member Worksheet

Comprehension Animals Posters

Escape the Zookeeper Game Directions and Cards

Chat and Snack Worksheet

Retelling Materials

Rate it Rhino Materials

Character Lesson Template

Character Goal Lesson Template

Illustration Lesson Template

Setting Lesson Template

Problem Lesson Template

Solution Lesson Template

Retelling Lesson Template

Book Club Materials Not Included

The Book Hog

Texts of your choice

Card Stock

Pipe Cleaners

Beads

Snacks

Bags or Cups

Inventor's Club

The Inventor's Club combines children's literature and maker education to foster engagement in literacy tasks. Maker learning takes a real life problem that students are then

tasked with to invent a solution to the problem. Students go through the design thinking process steps including empathize, define, ideate, and prototype, and test and use materials to build a model or prototype of their invention. A part of makerspace activities is the design thinking process. The design thinking process helps not only to scaffold literacy instruction but also problem solving skills. The design thinking process is a series of steps that are used to solve a problem in the real world. The steps include empathize, define, ideate, prototype, and test (Interaction Design Foundation, 2020). Makerspaces and the design thinking process are most commonly thought of being used with STEM instruction however together it is a great instructional approach to use to incorporate literacy. When makerspace instruction is combined with the design thinking process and children's literature, students engage in listening, speaking, reading, and writing. This guide supports teachers in implementing makerspace instruction and the design thinking process in literacy instruction. For example, students can define a character's problem in a story and provide solutions through the design thinking process. Students will further their comprehension and meaning making as they create inventions that the character could use to help solve the problem in the story. The lessons in the guide introduce each step in the design thinking process. I use animal characters to make the process first grade friendly. The animal characters include Empathize Elephant (how would you feel if you were the character in the story?), Define Deer (what is the problem in the story?), Ideate Llama (brainstorm possible inventions you could make to help the character solve the problem), Prototype Porcupine (build a model of one of your inventions out of materials), and Test Turtle (share your model and get feedback from a partner).

This guide includes a week long scripted lessons that support teachers in establishing and launching Inventor's Club in their own classroom. The guide also includes a lesson template that

can then be used with any text to continue to implementing Inventor's Club throughout the school year. Materials and materials lists are also provided.

Combining makerspace instruction and the design thinking process with children's literacy provides so many opportunities for students to engage in authentic literacy tasks. Throughout the lessons students will be speaking, listening, reading, and writing. Many Common Core standards can be addressed through this type of instruction. Using makerspace instruction also fosters engagement and motivation because students are engaging in meaningful and authentic learning that is enjoyable.

Introduction to Inventor's Club Lessons

This section of the curriculum is an introduction to Inventor's Club in which makerspaces and the design thinking process will be introduced. This section includes a weeklong series of scripted lessons. The lessons and materials in this section introduce the design thinking process to students through the use of animal characters that teach each step in first grade friendly terms. The lesson plans and material for this lesson are located in appendix B. The lessons are scaffolded and build upon each other to develop students' understanding of the design thinking process. The lessons use specific texts. The first lesson uses the text *Made by Maxine* (Spiro & Harris, 2018) to introduce the concept of being a maker and makerspaces to students. The following 4 lessons outline each of the steps of the design thinking process using the animal characters. The mentor text for the four lessons includes the picture books *The Shortcut* (Crews, 1996). *The Shortcut* is used to scaffold and model each of the steps of the design thinking process. The lessons are scripted and are intended to teach both the teacher and the students the procedures of Inventor's Club and to set the foundation for the school year for a successful Inventors Club.

Inventor's Club Provided Materials for Introduction to Inventor's Club Lessons

Inventor's Club Introduction Lesson Plans

Inventor Hat Template

Monkey Maker Poster and Worksheet

Chat and Snack Worksheets

Design Thinking Steps Animal Posters

Inventor's Club Student Notebook

Design Thinking Animal Chart Headers

Inventor's Hats Template

Materials Not Provided

The Short Cut

Made by Maxine

Materials for making prototypes

Post It Notes

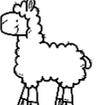
Sentence Strips

Chart Paper

Inventor's Club Weekly Lesson to Use with Any Text

The following section of the curriculum includes the Inventor's Club Weekly Lesson Template. The purpose of this section is to provide materials for teachers to implement

Inventor's Club with any text and for any literacy standard needed. To begin planning a lesson, identify which Common Core literacy standards you need to address, select a text that will meet your needs, and plan out the lesson by completing the template. The lesson plan template outlines the steps of the design thinking process, lists the materials needed for each lesson, and provides a suggested procedure for each lesson. You will need to provide your own texts. Please see the next section for text information and suggested texts.

Lessons	Lesson Objective	Application of Skill
Day 1 	Step 1 of Design Thinking Process: Empathize with the Characters	Empathize Elephant Lesson
Day 2 	Step 2 of Design Thinking Process: Define the Problem	Defining Deer Lesson
Day 3 	Step 3 of Design Thinking Process: Ideate/ Brainstorm Solutions	Ideate Lama Lesson
Day 4 	Step 4 of Design Thinking Process: Prototype/ Build a Model of a Solution	Prototype Porcupine Lesson
Day 5	Step 5 of Design Thinking Process: Test	Testing Turtle Lesson

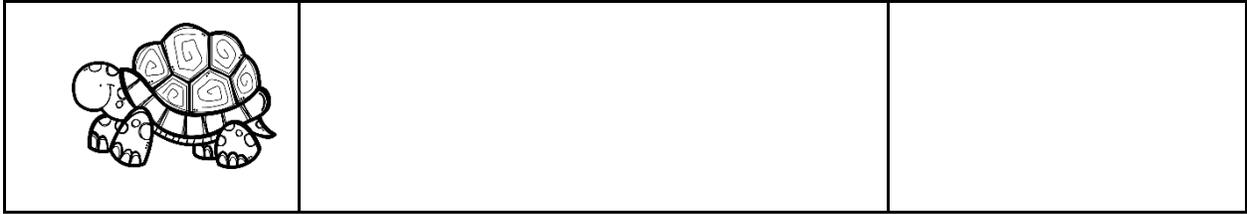


Figure 2. Inventor's Club Weekly Lesson Templates Overview

Materials for Inventor's Club Weekly Lesson to Use with Any Text

Club Weekly Lesson Template

Inventor's Club Student Notebook

Design Thinking Steps Animal Posters

Design Thinking Animal Chart Headers

Inventor's Hats Template- Need to Make Better Version

Materials Not Provided

Text of Your Choice

Materials for making prototypes

Post It

Suggested Texts to Use with Inventor's Club

Almost any text with a clear problem can be used for the Inventor's Club or activity using the design thinking process. Realistic fiction is a great starting point because the genre lends itself to the design thinking process as students are often familiar with the problems characters face in realistic fiction. Furthermore, students may have more background knowledge with the

problems in realistic fiction that would support engagement in the Inventor's club and the design thinking process. Here is a list of suggested realistic fiction texts:

Jabari Jumps

Wolf in the Snow

Julian Is a Mermaid

Come On Rain!

Tia Isa Wants a Car

Dear Juno

Knuffle Bunny

Although I suggest starting with realistic fiction, the possibilities are endless with the genre and texts that can be used. The literature used should be high quality children's literature. Texts should have well developed characters that students can empathize with and a clear problem with multiple possible solutions.

Implementing Book Club and Inventor's Club

The guide provides different suggestions on planning and implementing Book Club and Inventor's Club. Book Club should be implemented first and then followed by a week of Inventor's Club. For example, teachers will teach a story element in a book club and then reinforce that story element in Inventor's Club. Two weeks is suggested to teach each story element. Teachers can choose to use the same texts for two weeks or use different texts each week that are mentor texts for the story element being introduced in Book Club. Teachers will

need to prepare all materials needed for Book Club and Inventor's Club including text selections. It is suggested that teachers also pre plan which texts they will be using.

Once a plan has been established teachers will implement the introductory unit of Book Club. This unit will introduce both teachers and students to the routines and procedures present in Book Club. Teachers will then follow this unit with the Inventor's Club Introductory Unit. Both these units will introduce the routines and procedures of Inventor's club,

After both introductory units have been taught, teachers can use the individual story element lesson plan templates to continue instruction for Book Club. Inventor's Club can be continued through the use of the design thinking lesson template. Teachers can rotate between a week of Book Club followed by a week of Inventor's Club.

Maker Materials

There are many materials that can be used for building prototypes. Materials can be low tech tools such as playdoh, wiki sticks, art supplies, straws, blocks, Legos, popsicle sticks, etc. can be used or high tech tools (computer programs, digital platforms, electronic devices). The digital platform Seesaw provides many opportunities for first grade students to create prototypes because the platform has developmentally appropriate tech tools for first graders.

Combining Book Club and Inventor's Club

Book Club and Inventors Club work together to support student literacy growth. Book Club provides students with the foundational skills they need to engage in literacy tasks and Inventor's Club provides them with motivation for engaging in literacy instruction. To create this balance, it is suggested that teachers implement a week of Book Club followed by a week of Inventor's Club to create a unit. For example, the same text could be used for a week of Book

Club to build their comprehension of the text and then that same text could be used in Inventor's Club. Another possibility for implementation is to do a week of Book Club followed by a week of Inventor's Club using a different text for each week. It is suggested that if this plan is followed select texts that can serve as mentor texts for the story element that was introduced in Book Club.

Below is a suggested Scope and Sequence using the Example Texts

Unit 1: Week 1: Introduction to Book Club

Week2: Introduction to Inventor's Club

Unit 2: Characters

Week 1: Book Club: Jabari Jumps

Week 2: Inventor's Club: Jabari Jumps or new mentor text

Unit 3 Illustrations

Week 1: Book Club: Wolf in the Snow

Weeks: Inventor's Club Wolf in the Snow or new mentor text

Unit 4 Character Goal

Week 1: Book Club: Julian is A Mermaid

Week: Inventor's Club: Julian is a Mermaid or new mentor text

Unit 5 Setting

Week 1: Book Club: Come On Rain

Week 2: Inventor's Club: Come On Rain or new mentor text

Unit 6 Problem

Week 1: Book Club: Tia Isa Wants a Car

Week 2: Inventor's Club: Tia Isa Wants a Car or new mentor text

Unit 7: Solution

Week 1: Book Club: Dear Juno

Week 2: Inventor's Club: Dear Juno or new mentor text

Unit 8: Retelling

Week: Book Club: Knuffle Bunny

Week 2: Inventor's Club Knuffle Bunny or new mentor text

Distance Learning

The lessons can support distance learning with some adjustments. For example, the lessons can be taught through the use of live class sessions delivered through Zoom or Google Meets, take home maker kits, and take home worksheets and lesson materials (game cards, hats). Teachers will need to be able to have students pick up and drop off materials as well as have access to Zoom or Google Meets. The first step is to prep all worksheets, materials, and maker kits. Take home maker kits can be simple and include things such as playdoh, wiki sticks, snap cubes, paper, glue, and scissors or any other materials that teachers can include. Putting these materials in a pencil box or bag makes for easy pick up and organization at home for students. Students will need to pick up all the worksheets and maker materials before you implement

lessons. Teachers will need to have access to live instruction through Zoom or Google Meets. Teachers can then implement the Book Club and Inventor's club through live instruction making adjustments to the lessons when needed for portions that will not work with distance learning. Using breakout rooms for any of the lessons that require partner work is a possibility once students are familiar with the procedures and the expectations of the clubs and distance learning. Having a document camera to read and share the text with is very helpful for the read aloud portion of the lessons. Although distance learning poses challenges, teachers can adjust instruction to still be able to create engaging foundational literacy experiences for students.

Evaluation and Assessment

The QRI-6 can be used as an assessment for the content covered in Book Club. Student motivation and engagement can be assessed through the use of student motivation interview form. The student motivation interview form is located in Appendix C.

Professional Development and Further Reading

The following lists of books provide further information on direct literacy instruction, makerspaces and literacy, and the design thinning process.

Anderman, E., & Anderman, L. (2014). *Classroom motivation*. Pearson Education Inc.

Upper Saddle River, N.J.

Caldwell, J., & Leslie, L. (2013). *Intervention Strategies to Follow Informal Reading*

Inventory Assessment. Pearson Education Inc. Upper saddle River, NJ

Maslyk, J. (2020). *Remaking Literacy*. Solution Tree Press. Bloomington, IN.

Wood, C. (2019). *The Literacy of Play and Innovation: Children As Makers*. Routledge. New

York, New York.

Chapter 5- Discussion

Introduction

Student engagement is required for students to become life-long readers. Accelerated reader, a common program used to increase motivation and engagement with literacy often lacks to meet the needs of students to be intrinsically motivated. The purpose of this project was to use the three components of self-determination theory to create a teacher's guide that provides information and lessons based on direct story element instruction and makerspace instructional practices to support student engagement.

Lessons learned from the process

For students to be engaged they need to have the opportunity to develop intrinsic motivation (Ryan & Deci, 2000). Self-determination theory provides a framework in which students can become intrinsically motivated if three basic needs are met (Ryan & Deci, 2000). Self-determination theory states that students need to have competency (the belief that they have the skills to engage in a task, autonomy (choice in learning), and relatedness (feeling cared for and connected to learning to be intrinsically motivated (Anderman & Anderman, 2014). When designing literacy instruction teachers need to include opportunities for these needs to be developed for engagement. Direct instruction in literacy skills combined with maker learning and design thinking has the potential to develop the intrinsic motivation needed to engage in literacy instruction.

To accomplish intrinsic motivation in literacy instruction, teachers need to be able to develop students' foundational skills to support student competency. Direct instruction in all literacy content is crucial for students' literacy skill development, including comprehension

(Caldwell & Leslie, 2013). Direct, scaffolded, and differentiated instruction is required for developing competency in students and literacy programs that lack foundational skill development fail to engage students (Biggers, 2001). Students need to have the skills and the belief in their skills to engage in a learning task. In addition to developing competency through direct instruction competency must also be developed through makerspace instruction for it to be intricate engaging. Maker learning needs to be scaffolded and supported by the teacher for students to feel that they can accomplish the tasks (Vongkulluksn, Matewo, Sinatra, & Marsh, 2018). The design thinking process provides a scaffolded support to make learning and promotes student engagement through development of student competence.

Autonomy also needs to be met for students to be intrinsically motivated (Ryan & Deci, 2000). Makerspace instruction combined with the design thinking process provides a means for choice while allowing opportunities for students to engage in listening, speaking, reading, and writing tasks. Students have choice in how they respond within maker learning and the design thinking process. They are provided choices on how they develop a solution to a problem, what materials they use, and who they collaborate with.

Relatedness is the final factor that students need to be able to be intrinsically motivated to engage in literacy tasks (Anderman & Anderman, 2014). Makerspace instruction and the design thinking process provide an opportunity to develop relatedness within students through the collaborative nature of the design thinking process. During design thinking instruction, students are motivated for exploration, trust is built up between student and teacher to give confidence for self-exploration, and team competencies are fostered to express one's opinion and share knowledge (Scheer, Noweski, & Meinel, 2011). The choice of texts included in the maker instruction also have a potential to foster relatedness because students are more willing to engage

in literacy institution when they see themselves as part of a literacy (Tschida, Ryan, & Ticknor, 2014).

Direct instruction combined with maker learning and the design thinking process provide a wonderful opportunity for teachers to develop and implement intrinsically engaging literacy instruction. Maker learning allows students to engage in 21st century literacy skills including speaking, listening, reading, and writing (Maslyk, 2020). Through the combination of direct instruction and maker learning students are able to develop their foundational literacy skills through authentic learning experiences. When teachers are able to balance direct instruction with authentic learning tasks the opportunity for students to develop intrinsic motivation exists. Grounding literacy instruction in self-determination theory ensures that students' needs will be met to allow them to become intrinsically motivated and ultimately engaged in literacy instruction.

Recommendations for implementation

The guide was designed for first grade teachers to implement the lessons in their classrooms. Teachers should read through the guide and become familiar with the lesson structures, routines, procedures and materials needed to implement both Book Club and Inventor's Club.

The first step of the process is to plan out how teachers would like to implement Book Club and Inventor's club in terms of scheduling. The guide provides different suggestions on planning and implementing Book Club and Inventor's Club. Book Club should be implemented first and then followed by a week of Inventor's Club. For example, teachers will teach a story element in a book club and then reinforce that story element in Inventor's Club. Two weeks is

being used to teach each story element. Teachers can choose to use the same texts for two weeks or use different texts each week that are mentor texts for the story element being introduced in Book Club. Teachers will need to prepare all materials needed for Book Club and Inventor's Club including text selections. It is suggested that teachers also pre plan which texts they will be using.

Once a plan has been established teachers will implement the introductory unit of Book Club. This unit will introduce both teachers and students to the routines and procedures present in Book Club. Teachers will then follow this unit with the Inventor's Club Introductory Unit. This Units will introduce the routines and procedures of Inventor's club.

After both introductory units have been taught, teachers will use the individual story element lesson plan templates to continue instruction for Book Club. Inventor's Club will be continued through the use of the design thinking lesson template. Again, teachers will be rotating between a week of Book Club followed by a week of Inventor's Club. Book Club is where the story element is taught and Inventor's Club is where students learning and understanding of the story element is demonstrated.

The lesson's in the teacher's guide were designed for in person instruction but can also be adapted in the event of distance learning. The lessons can be implemented with distance learning with adjustments made, through the use of live class sessions delivered through Zoom or Google Meets, take home maker kits, and take home worksheets and lesson materials (game cards, hats). Teachers will need to be able to have students pick up and drop off materials as well as have access to Zoom or Google Meets. The first step is to prep all worksheets, materials, and maker kits. Take home maker kits can be simple and include things such as playdoh, wiki sticks, snap cubes, paper, glue, and scissors or any other materials that teachers can include. Putting these

materials in a pencil box or bag makes for easy pick up and organization at home for students. Students will need to pick up all the worksheets and maker materials before you implement lessons. Teachers will need to have access to live instruction through Zoom or Google Meets. Teachers can then implement the Book Club and Inventor's club through live instruction making adjustments to the lessons when needed for portions that will not work with distance learning. Using breakout rooms for any of the lessons that require partner work is a possibility once students are familiar with the procedures and the expectations of the clubs and distance learning. Having a document camera to read and share the text with is very helpful for the read aloud portion of the lessons. Although distance learning poses challenges, teachers can adjust instruction to still be able to create engaging foundational literacy experiences for students,

Limitations

Because this guide was developed for in person learning and my school site is currently distance learning, portions of the lessons are unable to be implemented as they were intended. Materials were also not able to be provided as they would have been with in person learning as well due to logistics and strict cuts to classroom teacher's budgets.

Another limitation is educating teachers on the benefits of planning instruction based in self-determination theory and makerspace instruction. Many teachers were not willing to include the Inventor's Club lessons into their school day but were more willing to incorporate the Book Club lessons. More professional development in makerspace instruction with in literacy needs to be implemented for educators to value maker learning in literacy.

Future Directions

Future research that evaluates the link between makerspace instruction and comprehension is needed. It is clear from the research and my experience with implementing this guide that students are more willing to engage in literacy instruction when it is combined with makerspace instruction however, more data is needed to investigate to see the impact that makerspace instruction has on students' comprehension skills. Also research related to student's literacy development in all four literacy domains would be beneficial as well to see the impact that maker instruction has on literacy development in speaking, listening, reading, and writing.

Conclusion

The teacher's guide was created to provide a means for teachers to engage students in literacy instruction by creating literacy settings that would foster intrinsic motivation to engage in literacy instruction. A balance of direct instruction and authentic learning experiences were developed in the guide through the use of Book Club and Inventor's Club to meet the competency, autonomy, and relatedness needs for students. Distance learning and teachers being unfamiliar with maker learning and literacy limited the reach of the teacher's guide. Makerspace instruction has the potential to create engaging literacy experiences for students and the impact they can have on developing speaking, reading, and writing skills should be researched more in depth. Direct instruction combined with makerspace instruction and the design thinking process create endless opportunities for students to develop literacy skills and a love of literacy.

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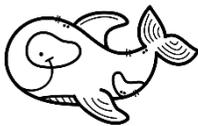
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Appendix A

Book Club Lessons

Unit 1: Book Club Introduction

<p>Day 1</p> <p>Introduction to Text</p>   	<p>Objective: Introduce Book Club, Introduce the Knowledge Board and Question Board Procedure</p> <p>Materials: The What I Know Whale Poster, Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header, Book Club Member Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1.Explain to students that we will get to be part of a book club this year. A book club is where we all get to have fun reading new and different books and learn and practice different skills to help us understand what we are reading. We have some animal friends that will be teaching us different skills to help us understand what we are reading. 2. The first animal friend that we will be meeting is Genre Giraffe. Show the Genre Giraffe poster. Explain that there are different types of books and we will be learning about all different types of books in book club and also learning about which types of books we enjoy the most. Genre Giraffe reminds us to think about the type of book we are reading and if we like this type of book or not. 3.Explain that the Book Hog is a fiction book. Fiction books are made up stories that will most likely not happen in real life. 4.Introduce the What I know Whale animal and the topic of the Book Hog. Explain that the <u>Book Hog</u> takes place in a library. Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about libraries. Pass out the post
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	<p>it notes and ask students to answer what they know about reading and going to the library on the post it.</p> <p>4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board.</p> <p>6. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions.</p> <p>7. Do a picture walk of the text to help students generate questions before reading.</p> <p>8. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board.</p> <p>9. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board.</p> <p>10. After reading the text model, asking questions and call on students for questions. Write them down on the question board</p> <p>11. Review student questions from the board and see if you can answer any of them after having read the text.</p> <p>12. Tell students that just like the Book Hog we are going to get to read a ton of books this year and have a lot of fun reading them. Explain to students that students are going to fill out a membership poster for book club that will get hung up in the classroom. Pass out the Book Club Membership Poster. Explain how to fill the page in with students.</p> <p>13. Display the pages in the classroom.</p>
<p>Day 2</p>	<p>Objective: Introduce character as a story element. Introduce the chat and snack procedure.</p>

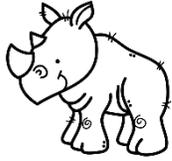
<p>Introduce New Story Element</p> 	<p>Materials: <u>The Book Hog</u>, Character Kangaroo Poster and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Character Kangaroo Chat and Snack Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more. 2. Today we are going to be a Character Kangaroo. Characters are who or what the story is about. It can be the person, animal, or thing that the story is about. We can describe what characters look like on the outside and we can describe what characters are like on the inside or how they act and feel. This helps us understand what we are reading more. 3. Introduce Character Kangaroo. Explain that the Character Kangaroo Reminds us to determine the character and explain what they are like on the outside and the inside. 4. When we are reading today we are going to be a Character Kangaroo. We want to figure out who the story is about and what they are like on the outside and the inside. Show them the Character Kangaroo Worksheet they will be using for Chat and Snack and explain that after reading they will be writing or drawing who the main character is and explaining what they look like on the inside and the outside. 5. Read Text. 6. Direct student's attention to the Character Kangaroo Worksheet. Go over each section of the worksheet together before having students complete it. Have a class discussion about who the main character is? What do they look like? How do they act? How do they behave? 7. Send students back to complete the worksheet. 8. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet into the cup of paper bag filled with snacks. They will then be placed into groups or partners and
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	<p>they will be Character Kangaroos and take turns reading and sharing their thinking about the characters in the story.</p> <ol style="list-style-type: none"> 9. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack appropriately. 10. Allow students to get into partners or groups and complete the task. 11. When students are done, call students back to the carpet. Direct student’s attention to the Character Kangaroo Chart paper. Write down the Book Hog as the main character. Have students explain what he looks like on the outside and write down their thinking. Ask what the Book Hog is like on the inside. How does he act? How does he feel? Write down student thinking. 12. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that tomorrow they will be learning more about story elements and playing a game
<p>Day 3</p> <p>Story Element</p> <p>Review</p> 	<p>Objective: Introduce story element skunk and Introduce the Luck of the Draw Game and Story Element Game</p> <p>Materials: Story Element Skunk Poster and Chart Header, Escape the Zookeeper Animal Game Cards: Zookeeper, rate it Rhino, Connection Crocodile, Character Kangaroo, and Story Element skunk cards, Connection Crocodile Poster, Rate it Rhino Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. This lesson is meant to teach the procedure of the Escape the Zookeeper Game. It will be played teachers versus students today but in all other lessons it will be played in small groups. It is being played teacher versus students today because students haven’t been taught the majority of the story elements and need support with them to play the game successfully today.

2. Welcome students to day 3 of Book Club. Remind students that we are reading The Book Hog. Start by reviewing all the previous lessons learned by using the charts.
3. Explain that after we read today we will be playing a game that will help us understand the story more by teaching us new story elements.
4. Introduce the story element skunk. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading.
5. Read the text.
6. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing the game teacher versus students but next week you will play this game in partners or in a small group.
7. Show students the Escape the Zoo Game cards. You will only be using the Character Kangaroo Card, the Connection Crocodile Card, the Rate It Rhino Card, the Zookeeper Card, and the Story Element Skunk Card.
8. Get the Connection Crocodile poster and the Rate It Rhino poster as well as the two game cards matching the poster. Explain those two of the cards using the posters. If they draw a crocodile, they will tell you something that reminds them of the text. If they draw a rate it rhino card they will tell you if they liked the story or not and how many stars they would give it (1 star if they didn't like it, 2 stars if they thought it was ok, and 3 stars if they liked it. Go through the rest of the cards and briefly explain them. Explain that when you draw a Character Kangaroo, rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to take another card. The winner of the round is the person with the most cards when the teacher ends the game.

	<ol style="list-style-type: none"> 9. Play the game as teacher versus class. Help support students who come to pull cards since they haven't received instruction in all the story elements yet. 10. After playing the game, direct students' attention to the Story Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 11. Celebrate another fun day in a book club. Tell students that tomorrow they will be learning how to retell the book hog.
<p>Day 4</p> <p>Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: <u>The Book Hog</u>, Retelling Tool for each student, Know It All Narwhal poster and chart header, know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to book club. Explain we will be reading The Book Hog today. Review prior learning by going throughout the charts. 2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know it All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened. 3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story. 4. Explain that we will be doing this today after we read. 5. Read the text. 6. Go back to the Story Element skunk Chart and Review all the story elements of the text.

	<ol style="list-style-type: none"> 7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom. 8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling <u>The Book Hog</u>. 9. Once students have practiced using the tool, call students back. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool. 10. Have students go back to seats and complete the Know It All Narwhal Worksheet. 11. Once students have completed the worksheet all students come back together. 12. Use the chart paper to create a retell as a class. 13. Celebrate another fun day in a book club.
<p>Friday</p> <p>Day 5</p> <p>Understanding</p> <p>Ourselves as</p> <p>Readers</p>	<p>Objective: To learn about what types of books students enjoy as readers, Introduce the Rate It Rhino Procedure</p> <p>Materials: <u>The Book Hog</u>, Charts from the Week, rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that today we will be the last day we are reading <u>The Book Hog</u>. 2. Review previous learning by going through the charts. 3. Explain to students that today they are going to be a Rate in Rhino. A rate it rhino reminds us to think about the book and



decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun.

4. Show students the Rate It Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it.
5. Read the text.
6. Review the worksheet and send students to complete it.
7. Call students back with the worksheet. Partner students up and have them share their book review.
8. Call students together and have some students share their book review.
9. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time.
10. Celebrate a great week of book club.

Official Book Club Member

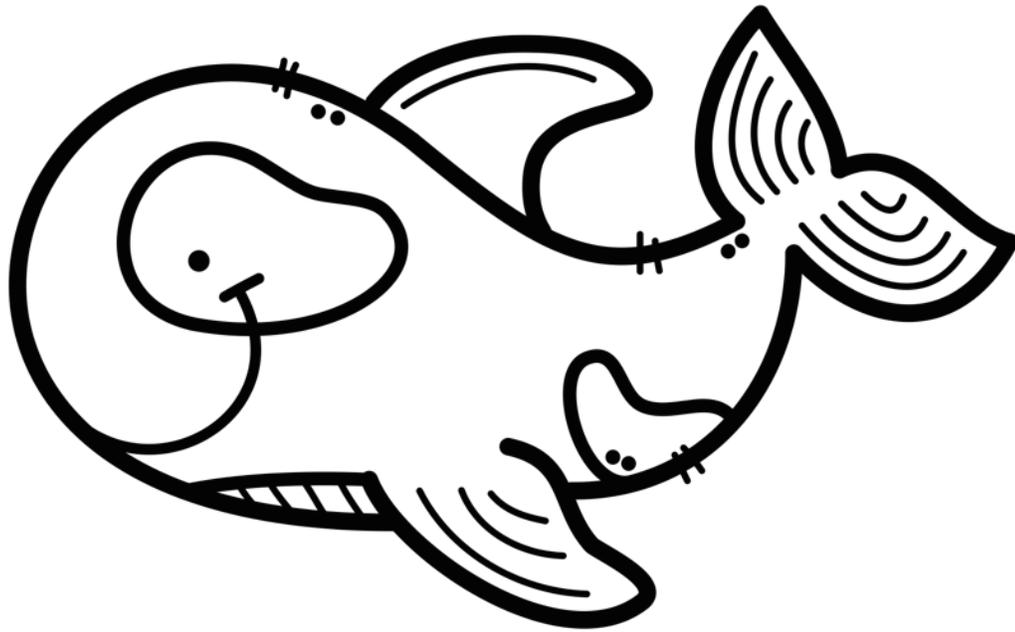
This is my reading:



My favorite book is _____.

I hope we read _____ books in
book club!

Animal Posters/Chart Headers



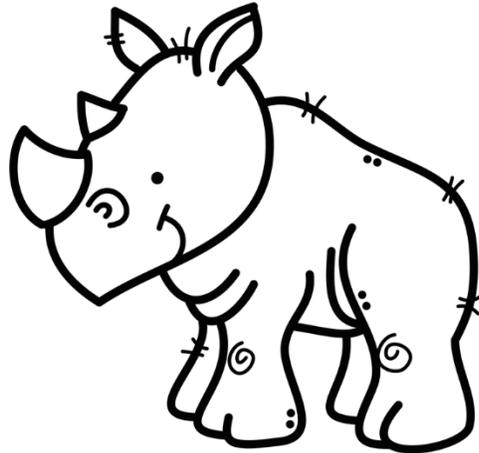
What I know Whale

Reminds us to think about the topic of the text before reading. What do you know about the topic? What does it remind you of?

I know.....

I learned.....

This reminds me about.....



Rate It Rhino

Reminds us to think about the text and think about if we liked it or not.

What did you like about the text?

What didn't you like about the text?

How many stars would you give the text and why?



Character Kangaroo

Reminds us to think about who the people or animals are in the story and to think about what they look like on the outside and how they act and feel.

Who is the story about?

What do they look like?

How do they act? How do they feel?

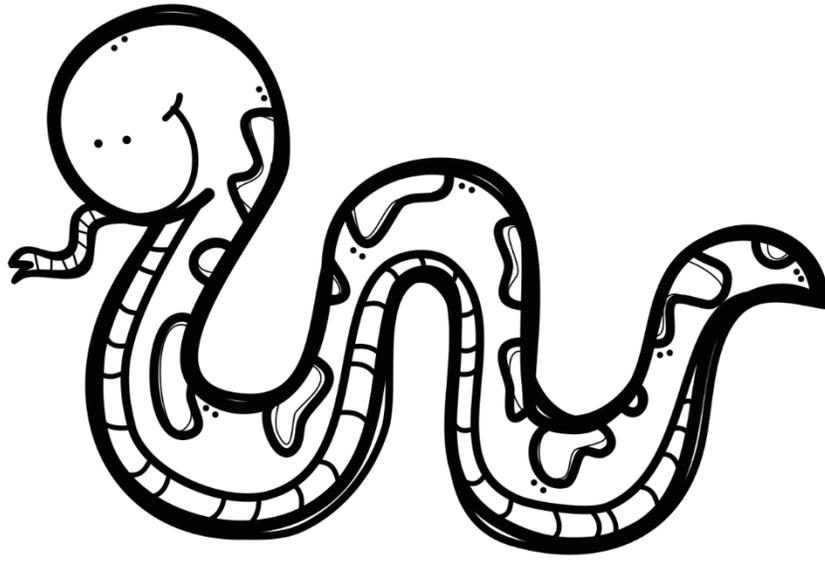


Questioning Quail

Reminds us to ask questions before we read, during reading, and after reading.

What do you wonder?

I wonder....



Setting Snake

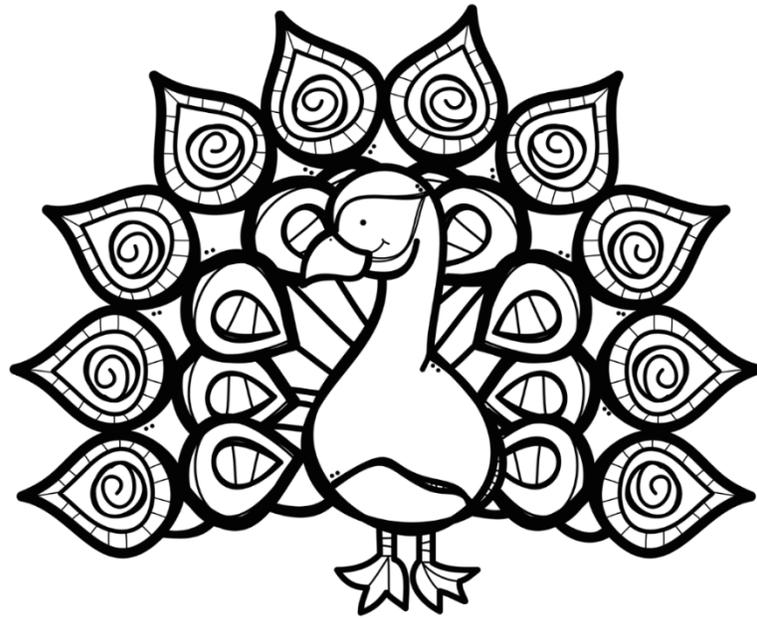
Reminds us to think about where the story takes place and how the effects the characters.

Where is the story taking place?

How is the setting making the characters feel or act?

What time of day is it?

What is the weather like?



Picture Peacock

Reminds us to pay attention to the pictures or illustrations to help us understand what we are reading.

What can you learn about the story from the illustrations?

How do the illustrations help us understand the story?

If the illustrations were not there would you understand what is happening?



Character Goal Gorilla

Reminds us to think about what the characters want in the story.

What are they trying to do in the story?

Is there something getting in the way of what they want?

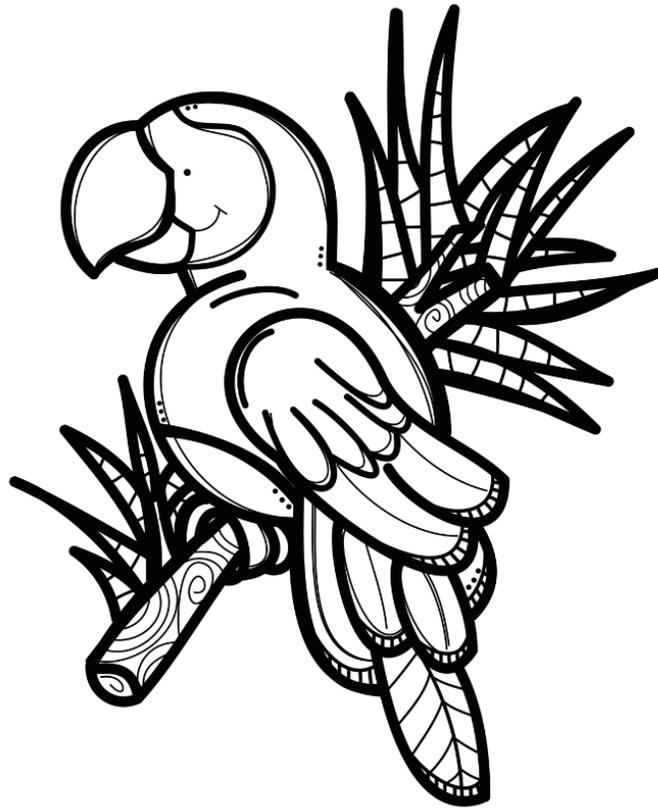


Solution Sloth

Reminds us to think about how the problem in the story gets solved.

What is the problem?

How does the problem get fixed?

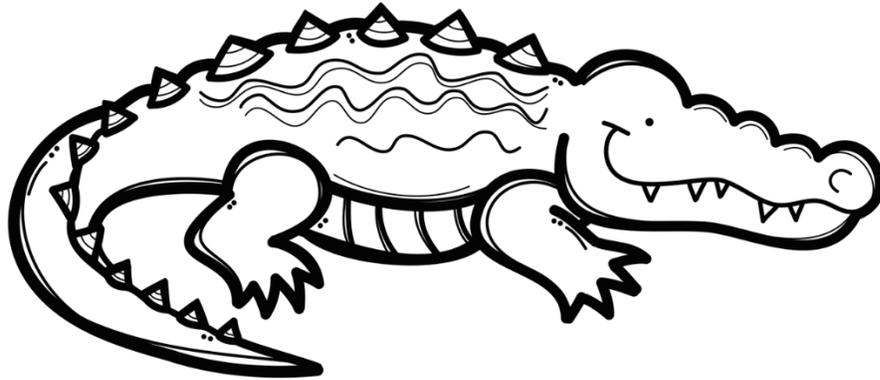


Problem Parrot

Reminds us to think about what is going wrong in the story for the characters?

What is making the characters upset?

What is getting in the way of the character's goal?



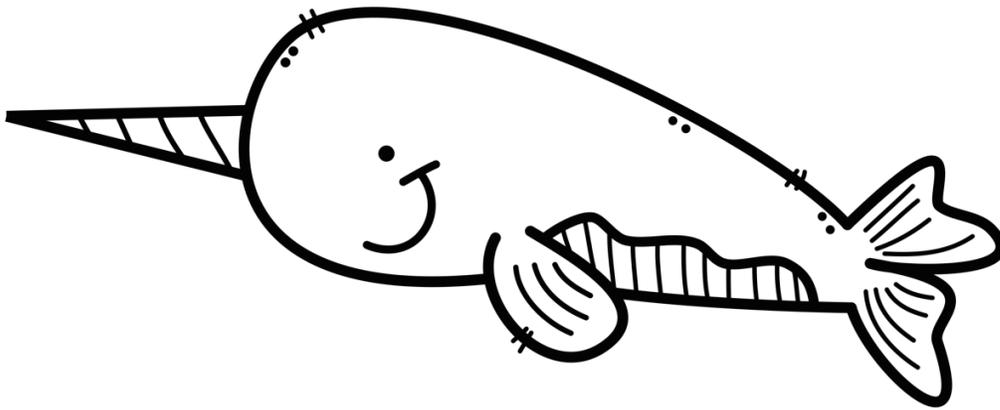
Connection Crocodile

Reminds us to think about what the text reminds us of.

Does it remind you of another book you have read?

Does it remind you of something that happened in your life?

Does it remind you of a movie, song, event, or of someone you know?



Know it All Narwhal

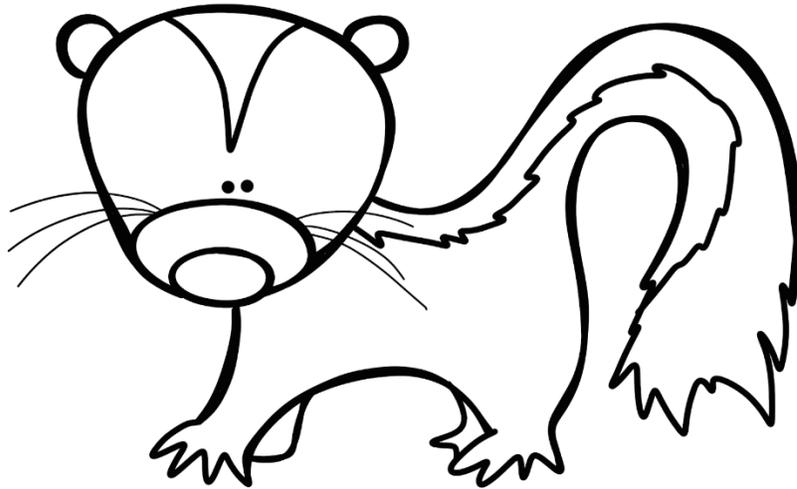
Reminds us to think about all the story elements and what we know about the book to retell the story.

What is the text about?

What happens first?

What happens next?

What happens last?



Story Element Skunk

Reminds us to think about the story elements to help us understand what we are reading.

Who are the characters?



What do the characters want?



What is the setting?



What is the problem in the story?



What is the solution to the problem?



Escape the Zookeeper Game

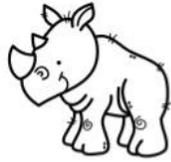
On day 3 students will play this game to review story elements of the text you are using. You will use certain cards for each lesson. The lessons tell you which cards to include. You will need to decide how many sets of cards you need to make based on the student group size (partners, groups of 3 or 4).

Directions

1. Students play in small groups
2. Place all cards face down
3. Students pull a card at a time and tell their partner about that story element in the book you are reading
4. If they pull a Zookeeper Card they have to put all their cards back in the pile
5. If they pull a Story Element Skunk Card they get an extra turn
6. The winner is the person with the most cards at the end of the game
7. Each round last until the teacher tells students to stop playing



Zookeeper
You've been caught! Put all your cards back into the pile.

**Rate It Rhino**

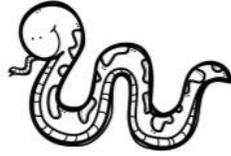
Reminds us to think about the text and think about if we liked it or not.

- What did you like about the text?
- What didn't you like about the text?
- How many stars would you give the text and why?

**Character Kangaroo**

Reminds us to think about who the people or animals are in the story and to think about what they look like on the outside and how they act and feel.

- Who is the story about?
- What do they look like?
 - How do they act?
 - How do they feel?



Setting Snake

Reminds us to think about where the story takes place and how the effects the characters.

- Where is the story taking place?
 - What time of day is it?
 - What is the weather like?
- How is the setting making the characters feel or act?



Picture Peacock

Reminds us to pay attention to the pictures or illustrations to help us understand what we are reading.

- What can you learn about the story from the illustrations?
- How do the illustrations help us understand the story?



Character Goal Gorilla

Reminds us to think about what the characters want in the story.

- What are they trying to do in the story?
- Is there something getting in the way of what they want



Solution Sloth

Reminds us to think about how the problem in the story gets solved.

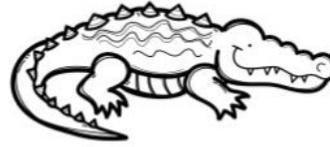
- What is the problem?
- How does the problem get fixed?



Problem Parrot

Reminds us to think about what is going wrong in the story for the characters?

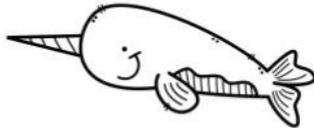
- What is making the characters upset?
- What is getting in the way of the character's goal?



Connection Crocodile

Reminds us to think about what the text reminds us of.

- Does it remind you of another book you have read?
- Does it remind you of something that happened in your life?
- Does it remind you of a movie, song, event, or of someone you know?



Know it All Narwhal

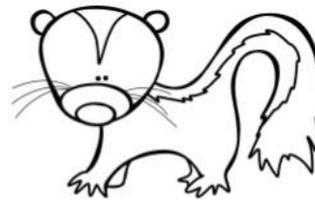
Reminds us to think about all the story elements and what we know about the book to retell the story.

The book is about ...

First,...

Next,...

Last,...



Story Element Skunk

You get to pick another card! Tell your partner about that story element

Chat and Snack Worksheets

These are worksheets for day 2 Chat and Snack. They are half sized because students will be gluing it to the sack bag or cup.



Character Kangaroo

Draw a picture of the character:

On the inside they are _____



Character Kangaroo

Draw a picture of the character:

On the inside they are _____



Character Goal Gorilla

What do the characters want in the story?
Draw a picture of what the character's goal:



Character Goal Gorilla

What do the characters want in the story?
Draw a picture of what the character's goal:



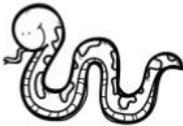
Picture Peacock

Draw a picture of an important illustration from the book:

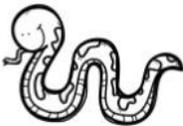


Picture Peacock

Draw a picture of an important illustration from the book:



Setting Snake
Draw a picture of the setting



Setting Snake
Draw a picture of the setting



Problem Parrot
Draw a picture of the problem in the story



Problem Parrot
Draw a picture of the problem in the story



Solution Sloth
Draw a picture of the solution to the
problem in the story.



Solution Sloth
Draw a picture of the solution to the
problem in the story.



Know It All Narwhal

Draw a picture of what happens first, next and last.

First,

Next,

Last,



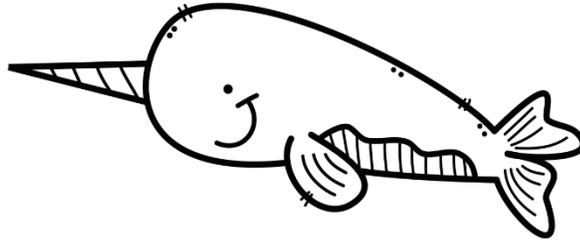
Know It All Narwhal

Draw a picture of what happens first, next and last.

First,

Next,

Last,



Know It All Narwhal

Retelling Worksheet:

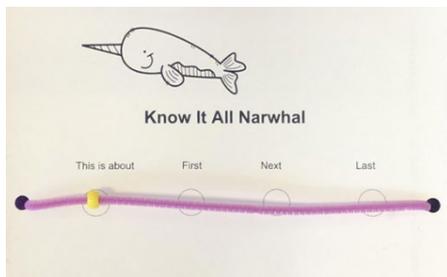
Students use these of day 4 to write out a retell of the text.

Retelling Tool:

Students use this on day 4 to retell the text before writing a retell. They will move the bead on the pipe cleaner to help them retell the story.

Directions:

Print on cardstock. Punch a hole on each end. Thread a bead on the pipe cleaner. Fold the pipe cleaner along the edges. Example of retelling tool



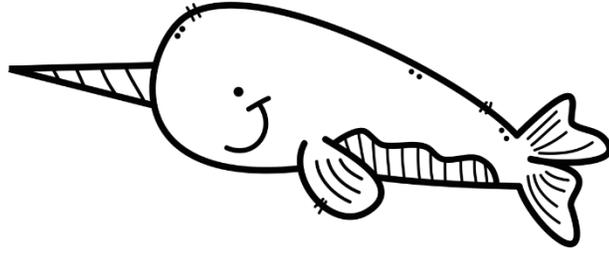


This is about _____

First, _____

Next, _____

Last, _____



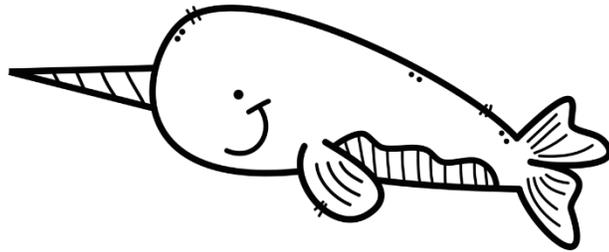
Know It All Narwhal

This is about

First

Next

Last



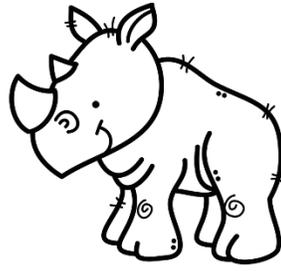
Know It All Narwhal

This is about

First

Next

Last



Rate It Rhino

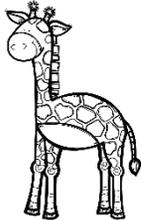
Color in how many stars you would give the story



I gave it this many stars because _____

Spiraling Story Element Lesson Templates

Character Lessons

<p>Day 1</p> <p>Introduction to Text</p>   	<p>Objective: Introduction to Text</p> <p>Materials: Text of your Choice The What I Know Whale Poster , Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1.Explain to students that they will be reading another text in book club. Show them the text and read the title. 2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed 3.Introduce the What I know Whale animal and the topic of your text. .Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it note and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text. 4.Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board. 5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions.
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	<p>6. Do a picture walk of the text to help students generate questions before reading.</p> <p>7. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board.</p> <p>8. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board.</p> <p>9. After reading the text model, asking questions and call on students for questions. Write them down on the question board</p> <p>10. Review student questions from the board and see if you can answer any of them after having read the text.</p> <p>11. Explain that tomorrow they will be learning about a new story element.</p>
<p>Day 2</p> <p>Introduce New Story Element</p> 	<p>Objective: Introduce character as a story element.</p> <p>Materials: Text from yesterday, Character Kangaroo Poster and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.)</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more. 2. Today we are going to be a Character Kangaroo. Characters are who or what the story is about. It can be the person, animal, or thing that the story is about. We can describe what characters look like on the outside and we can describe what characters are like on the inside or how they act and feel. This helps us understand what we are reading more.

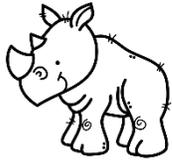
3. Introduce Character Kangaroo. Explain that the Character Kangaroo Reminds us to determine the character and explain what they are like on the outside and the inside.
4. When we are reading today we are going to be a Character Kangaroo. We want to figure out who the story is about and what they are like on the outside and the inside. Show them the Character Kangaroo Worksheet they will be using for Chat and Snack and explain that after reading they will be writing or drawing who the main character is and explaining what they look like on the inside and the outside.
5. Read Text.
6. Direct students attention to the Character Kangaroo Worksheet. Go over each section of the worksheet together before having students complete it. Have a class discussion about who the main character is. What do they look like? How do they act? How do they behave?
7. Send students back to complete the worksheet.
8. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet into the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Character Kangaroos and take turns reading and sharing their thinking about the characters in the story.
9. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack appropriately.
10. Allow students to get into partners or groups and complete the task.
11. When students are done, call students back to the carpet. Direct student's attention to the Character Kangaroo Chart paper. Write down who the main characters are and there outside and inside character traits.
12. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that

	<p>tomorrow they will be learning more about story elements and playing a game</p>
<p>Day 3</p> <p>Story Element Review</p>	<p>Objective: Review story elements to better understand the text</p> <p>Materials: Text from yesterday, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Zookeeper, Rate it Rhino, Connection Crocodile, Character Kangaroo, and Story Element Skunk cards, Connection Crocodile Poster, Rate it Rhino Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts. 2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements. 3. Introduce the story element snake. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. 4. Read the text. 5. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner 6. Show students the Escape the Zoo Game cards. You will only be using the Character Kangaroo Card, the Connection Crocodile Card, the Rate it Rhino Card, the Zookeeper Card, and the Story Element Skunk Card. 7. Get the Connection Crocodile poster and the Rate it Rhino poster as well as the two game cards matching the poster. Explain those two of the cards using the posters. If they draw a crocodile they will tell you something that reminds them of the text. If they draw a rate it rhino card they will tell you if they

	<p>liked the story or not and how many stars they would give it (1 star if they didn't like it, 2 stars if they thought it was ok, and 3 stars if they liked it. Go through the rest of the cards and briefly explain them. Explain that when you draw a Character Kangaroo, Rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card they have to put all of their animal story element cards back in the pile. Show them the story element snake card. If they get this card they get to take another card. The winner of the round is the person with the most cards when the teacher ends the game.</p> <ol style="list-style-type: none"> 8. Have students get into patterns to play. Allow students to play 9. After playing the game, direct students' attention to the Story Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 10. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.
<p>Day 4 Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: Text from yesterday, Retelling Tool for each student, Know It All Narwhal poster and chart header, Know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Review prior learning by going throughout the charts. 2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know it All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened.

	<ol style="list-style-type: none"> 3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story. 4. Explain that we will be doing this today after we read. 5. Read the text. 6. Go back to the Story Element Snake Chart and review all the story elements of the text. 7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom. 8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text. 9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool. 10. Have students go back to seats and complete the Know it All Narwhal Worksheet. 11. Once students have completed the worksheet all students come back together. 12. Use the chart paper to create a retell as a class. 13. Celebrate another fun day in a book club.
<p>Friday Day 5 Understanding</p>	<p>Objective: To learn about what types of books students enjoy as readers, Introduce the Rate it Rhino Procedure</p> <p>Materials: Text from yesterday, Charts from the Week, Rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p>

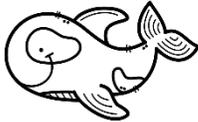
Ourselves as
Readers



Suggested Procedure

1. Explain to students that today we will be the last day we are reading this text.
2. Review previous learning by going through the charts.
3. Explain to students that today they are going to be a Rate in Rhino. A Rate it Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun.
4. Show students the Rate it Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it.
5. Read the text.
6. Review the worksheet and send students to complete it.
7. Call students back with the worksheet. Partner students up and have them share their book review.
8. Call students together and have some students share their book review.
9. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time.
10. Celebrate a great week of book club.

Character Goal

<p>Day 1</p> <p>Introduction to Text</p>   	<p>Objective: Introduction to Text</p> <p>Materials: Text of your Choice The What I Know Whale Poster , Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that they will be reading another text in book club. Show them the text and read the title. 2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed 3. Introduce the What I know Whale animal and the topic of your text. Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text. 4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board. 5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions. 6. Do a picture walk of the text to help students generate questions before reading.
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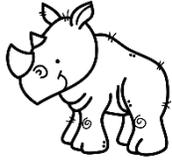
	<ol style="list-style-type: none"> 7. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board. 8. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board. 9. After reading the text model, asking questions and call on students for questions. Write them down on the question board 10. Review student questions from the board and see if you can answer any of them after having read the text. 11. Explain that tomorrow they will be learning about a new story element.
<p>Day 2</p> <p>Introduce New Story Element</p> 	<p>Objective: Introduce character goal as a story element.</p> <p>Materials: Text from yesterday, Character Kangaroo Poster and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Character Goal Chat and Snack worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more. 2. Today we are going to be a Character Goal Gorilla. Before we do that let's be a Character Kangaroo and review what characters are . Characters are who or what the story is about. It can be the person, animal, or thing that the story is about. We can describe what characters look like on the outside and we can describe what characters are like on the inside or how they act and feel. This helps us understand what we are reading more. Discuss the main character of your text and explain the

	<p>outside and inside character traits. Write students thinking down on chart paper under the Character Kangaroo header.</p> <ol style="list-style-type: none">3. Introduce Character Goal Gorilla. Explain that characters in stories always want something or have goals. Understanding what the characters want or their goals help us understand the story. Explain that the Character Goal Gorilla reminds us to think about what the characters want and how that helps us understand what we are reading.4. When we are reading today we are going to be a Character Goal Gorilla and think about what the character wants. Tell students that they will then be writing down the goals of the character and sharing their thinking for chat and snack.5. Read Text.6. Direct students attention to the Goal Gorilla worksheet. Go over each section of the worksheet together before having students complete it.7. Send students back to complete the worksheet.8. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet into the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Character Goal Gorillas and take turns reading and sharing their thinking about the character goals in the story.9. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack correctly.10. Allow students to get into partners or groups and complete the task.11. When students are done, call students back to the carpet. Direct student's attention to the Goal Gorilla Chart header. Call on student to share the character goals for your text.12. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that
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	<p>tomorrow they will be learning more about story elements and playing a game</p>
<p>Day 3</p> <p>Story Element Review</p>	<p>Objective: Review story elements to better understand the text</p> <p>Materials: Text from yesterday, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Zookeeper, Rate it Rhino, Connection Crocodile, Character Kangaroo, Goal Gorilla Cards, and Story Element Skunk cards. Connection Crocodile Poster, Rate it Rhino Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts. 2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements 3. Introduce the story element snake. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. 4. Read the text. 5. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner 6. Show students the Escape the Zoo Game cards. You will only be using the Character Goal Gorilla, Character Kangaroo Card, the Connection Crocodile Card, the Rate it Rhino Card, the Zookeeper Card, and the Story Element Skunk Card. 7. Get the Character Goal Gorilla card and explain to students that if they draw this card they will be telling their partners what the character’s goals are or what they want. Go through the rest of the cards and briefly explain them. Explain

	<p>that when you draw a Character Kangaroo, Rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to take another card. The winner of the round is the person with the most cards when the teacher ends the game.</p> <ol style="list-style-type: none"> 8. Have students get into patterns to play. Allow students to play 9. After playing the game, direct students' attention to the Story Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 10. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.
<p>Day 4 Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: Text from yesterday, Retelling Tool for each student, Know It All Narwhal poster and chart header, Know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Review prior learning by going throughout the charts. 2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know it All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened. 3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story. 4. Explain that we will be doing this today after we read.

	<ol style="list-style-type: none"> 5. Read the text. 6. Go back to the Story Element Snake Chart and review all the story elements of the text. 7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom. 8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text. 9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool. 10. Have students go back to seats and complete the Know it All Narwhal Worksheet. 11. Once students have completed the worksheet all students come back together. 12. Use the chart paper to create a retell as a class. 13. Celebrate another fun day in a book club.
<p>Friday Day 5 Understanding Ourselves as Readers</p>	<p>Objective: To learn about what types of books students enjoy as readers, Introduce the Rate it Rhino Procedure</p> <p>Materials: Text from yesterday, Charts From the Week, Rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that today we will be the last day we are reading this text.

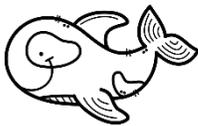


2. Review previous learning by going through the charts.
3. Explain to students that today they are going to be a Rate in Rhino. A Rate it Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun.
4. Show students the Rate it Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it.
5. Read the text.
6. Review the worksheet and send students to complete it.
7. Call students back with the worksheet. Partner students up and have them share their book review.
8. Call students together and have some students share their book review.
9. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time.
10. Celebrate a great week of book club.

Illustration Lesson Template

Day 1	Objective: Introduction to Text
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Introduction to Text



Materials: Text of your Choice The What I Know Whale Poster , Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,

Suggested Procedure

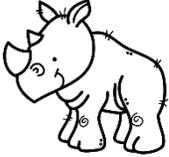
1. Explain to students that they will be reading another text in book club. Show them the text and read the title.
2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed
3. Introduce the What I know Whale animal and the topic of your text. . Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text.
4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board.
5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions.
6. Do a picture walk of the text to help students generate questions before reading.
7. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board.

	<ol style="list-style-type: none"> 8. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board. 9. After reading the text model, asking questions and call on students for questions. Write them down on the question board 10. Review student questions from the board and see if you can answer any of them after having read the text. 11. Explain that tomorrow they will be learning about a new story element.
<p>Day 2</p> <p>Introduce New Story Element</p> 	<p>Objective: Introduce character as a story element.</p> <p>Materials: Text from yesterday, Picture Peacock Poster and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Picture Peacock Chat and Snack worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more. 2. Today we are going to be learning about the illustrations or pictures in a text and how they can help you understand what is happening in the text better. <p>Introduce the Picture Peacock and explain that she reminds us to pay attention to the pictures of illustrations in the text. Explain that while we are reading we will be thinking about paying attention to the illustrations.</p> <ol style="list-style-type: none"> 3. Read Text. 4. Direct student’s attention to the Picture Peacock worksheet. Go over each section of the worksheet together before having students complete it. 5. Send students back to complete the worksheet.

	<ol style="list-style-type: none"> 6. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet into the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Picture Peacocks and take turns reading and sharing their thinking about the illustrations or pictures in the story. 7. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack correctly. 8. Allow students to get into partners or groups and complete the task. 9. When students are done, call students back to the carpet. Direct student's attention to the Picture Peacock header. Call on students to share how the illustrations helped them understand what is happening in the text. 10. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that tomorrow they will be learning more about story elements and playing a game
<p>Day 3</p> <p>Story Element Review</p>	<p>Objective: Review story elements to better understand the text</p> <p>Materials: Text from yesterday, Picture Peacock Poster, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Zookeeper, Rate it Rhino, Connection Crocodile, Character Kangaroo, Goal Gorilla, Picture Peacock and Story Element Skunk cards. Connection Crocodile Poster, Rate it Rhino Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts.

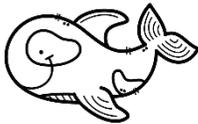
2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements.
3. Introduce the story element skunk. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. You could also use the different story element animal individual posters you have taught so far.
4. Read the text.
5. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner.
6. Show students the Escape the Zoo Game cards. You will only be using the Picture Peacock, Character Goal Gorilla, Character Kangaroo Card, the Connection Crocodile Card, the Rate It Rhino Card, the Zookeeper Card, and the Story Element Skunk Card.
7. Get the Picture Peacock card and explain to students that if they draw this card they will be telling their partners how the illustrations in the story helped them understand the book better. Go through the rest of the cards and briefly explain them. Explain that when you draw a Character Kangaroo, rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to take another card. The winner of the round is the person with the most cards when the teacher ends the game.
8. Have students get into partners to play. Allow students to play.
9. After playing the game, direct students' attention to the Story Animal Skunk Chart. Go through each question on the header and write down the answers to each story element.

	<p>10. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.</p>
<p>Day 4</p> <p>Retelling</p> 	<p>Objective: To review story elements in order to retell a text</p> <p>Materials: Text from yesterday, Picture Peacock Poster, Retelling Tool for each student, Know It All Narwhal poster and chart header, know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Review prior learning by going throughout the charts. 2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know It All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened. 3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story. 4. Explain that we will be doing this today after we read. 5. Read the text. 6. Go back to the Story Element Skunk Chart and review all the story elements of the text 7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listener looks and acts like in your classroom. 8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text.

	<p>9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool.</p> <p>10. Have students go back to seats and complete the Know It All Narwhal Worksheet.</p> <p>11. Once students have completed the worksheet all students come back together.</p> <p>12. Use the chart paper to create a retell as a class.</p> <p>13. Celebrate another fun day in a book club.</p>
<p>Friday Day 5 Understanding Ourselves as Readers</p> 	<p>Objective: To learn about what types of books students enjoy as readers</p> <p>Materials: Text from yesterday, Charts from the Week, rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that today we will be the last day we are reading this text. 2. Review previous learning by going through the charts. 3. Explain to students that today they are going to be a Rate in Rhino. A Rate It Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun. 4. Show students the Rate It Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it. 5. Read the text.

	<ol style="list-style-type: none"> 6. Review the worksheet and send students to complete it. 7. Call students back with the worksheet. Partner students up and have them share their book review. 8. Call students together and have some students share their book review. 9. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time. 10. Celebrate a great week of book club.
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Setting Lesson Template

<p>Day 1</p> <p>Introduction to Text</p>  	<p>Objective: Introduction to Text</p> <p>Materials: Text of your Choice the What I Know Whale Poster, Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that they will be reading another text in book club. Show them the text and read the title. 2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed 3. Introduce the What I know Whale animal and the topic of your text. Show students the knowledge board and the post its.
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Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text.

4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board.
5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions.
6. Do a picture walk of the text to help students generate questions before reading.
7. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board.
8. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board.
9. After reading the text model, asking questions and call on students for questions. Write them down on the question board

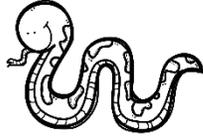
Review student questions from the board and see if you can answer any of them after having read the text.

10. Explain that tomorrow they will be learning about a new story element.

Day 2

Objective: Introduce character as a story element.

Introduce New
Story Element



Materials: Text from yesterday, Setting Snake Poster and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Setting Snake Chat and Snack worksheet

Suggested Procedure

1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more.
2. Today we are going to be learning about the setting of a story. The setting of the story is where and when the story takes place. The setting of the story can impact the characters and make them act a certain way, cause problems for them, help them, and make them feel certain ways.
3. Introduce the Setting Snake and explain that the setting snake reminds us to pay attention to where the story takes place and when. It also reminds us to pay attention to how the setting impacts the characters. When we read today we are going to be a setting snake and think about the setting.
4. Read Text.
5. Direct student's attention to the Setting Snake worksheet. Go over each section of the worksheet together before having students complete it.
6. Send students back to complete the worksheet.
7. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet into the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Setting Snakes and take turns reading and sharing their thinking about the setting in the story.
8. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack correctly.
9. Allow students to get into partners or groups and complete the task.

	<p>10. When students are done, call students back to the carpet. Direct students attention to the Setting Snake header. Call on students to share their thinking and write down some of their thinking.</p> <p>11. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that tomorrow they will be learning more about story elements and playing a game.</p>
<p>Day 3</p> <p>Story Element Review</p>	<p>Objective: Review story elements to better understand the text</p> <p>Materials: Text from yesterday, Setting Snake Poster, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Setting Snake Zookeeper, Rate it Rhino, Connection Crocodile, Character Kangaroo, Goal Gorilla, Picture Peacock and Story Element Skunk cards. Connection Crocodile Poster, Rate it Rhino Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts. 2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements. 3. Introduce the story element skunk. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. You could also use the different story element animal individual posters you have taught so far. 4. Read the text. 5. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner

	<ol style="list-style-type: none"> 6. Show students the Escape the Zoo Game cards. You will only be using the Picture Peacock, Setting Snake, Character Goal Gorilla, Character Kangaroo Card, the Connection Crocodile Card, the Rate It Rhino Card, the Zookeeper Card, and the Story Element Skunk Card. 7. Get the Setting Snake card and explain to students that if they draw this card they will be telling their partners what the setting of the story is and how it impacted the characters. Go through the rest of the cards and briefly explain them. Explain that when you draw a Setting Snake, Picture Peacock, Character Kangaroo, rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to take another card. The winner of the round is the person with the most cards when the teacher ends the game. 8. Have students get into patterns to play. Allow students to play 9. After playing the game, direct students' attention to the Story Element Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 10. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.
<p>Day 4 Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: Text from yesterday, Setting Snake Poster, Retelling Tool for each student, Know It All Narwhal poster and chart header, know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Review prior learning by going throughout the charts.

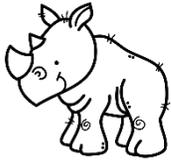
2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know It All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened.
3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story.
4. Explain that we will be doing this today after we read.
5. Read the text.
6. Go back to the Story Element Skunk Chart and review all the story elements of the text.
7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom.
8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text.
9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool.
10. Have students go back to seats and complete the Know It All Narwhal Worksheet.
11. Once students have completed the worksheet all students come back together.
12. Use the chart paper to create a retell as a class.
13. Celebrate another fun day in a book club.

Friday

Day 5

Understanding

Ourselves as
Readers



Objective: To learn about what types of books students enjoy as readers

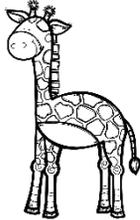
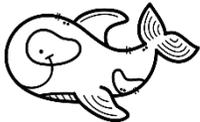
Materials: Text from yesterday, Charts from the Week, rate it Rhino Poster and chart header, Rate it Rhino Worksheet

Suggested Procedure

1. Explain to students that today we will be the last day we are reading this text.
2. Review previous learning by going through the charts.
3. Explain to students that today they are going to be a Rate in Rhino. A Rate It Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun.
4. Show students the Rate It Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it.
5. Read the text.
6. Review the worksheet and send students to complete it.
7. Call students back with the worksheet. Partner students up and have them share their book review.
8. Call students together and have some students share their book review.
9. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time.

	10. Celebrate a great week of book club.
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Problem Lesson Template

<p>Day 1</p> <p>Introduction to Text</p>   	<p>Objective: Introduction to Text</p> <p>Materials: Text of your Choice the What I Know Whale Poster, Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that they will be reading another text in book club. Show them the text and read the title. 2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed 3. Introduce the What I Know Whale animal and the topic of your text. Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text. 4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board. 5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the
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	<p>book before, during, and after reading. Students will use post it notes to write down their questions.</p> <ol style="list-style-type: none"> 6. Do a picture walk of the text to help students generate questions before reading. 7. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board. 8. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board. 9. After reading the text model, asking questions and call on students for questions. Write them down on the question board. 10. Review student questions from the board and see if you can answer any of them after having read the text. 11. Explain that tomorrow they will be learning about a new story element.
<p>Day 2</p> <p>Introduce New Story Element</p> 	<p>Objective: Introduce setting as a story element.</p> <p>Materials: Text from yesterday, Problem Parrot and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Problem Parrot and Snack worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more. 2. Today we are going to be learning about the problem in a story. The problem in the story is what goes wrong for the characters. It is what is causing them problems or making the character feel sad. 3. Introduce the Problem Parrot and explain that the Problem Parrot reminds use to think about what is going wrong for the

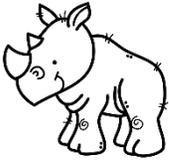
	<p>character in the story. Today when we read we will be a problem parrot and think about the problem or what is going wrong for the characters in the story.</p> <ol style="list-style-type: none"> 4. Read Text. 5. Direct student’s attention to the Problem Parrot worksheet. Go over each section of the worksheet together before having students complete it. 6. Send students back to complete the worksheet. 7. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet onto the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Problem Parrots and take turns reading and sharing their thinking about the setting in the story. 8. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack prior. 9. Allow students to get into partners or groups and complete the task. 10. When students are done, call students back to the carpet. Direct student’s attention to the Problem Parrot header. Call on students to share their thinking and write down some of their thinking. 11. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that tomorrow they will be learning more about story elements and playing a game.
<p>Day 3</p> <p>Story Element Review</p>	<p>Objective: Review story elements to better understand the text</p> <p>Materials: Text from yesterday, Problem Parrot Poster, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Problem Parrot, Setting Snake, Zookeeper, Rate it Rhino, Connection Crocodile, Character</p>

Kangaroo, Goal Gorilla, Picture Peacock and Story Element Skunk cards. Connection Crocodile Poster, Rate it Rhino Poster

Suggested Procedure

1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts.
2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements.
3. Introduce the story element skunk. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. You could also use the different story element animal individual posters you have taught so far.
4. Read the text.
5. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner
6. Show students the Escape the Zoo Game cards. You will only be using the Problem Parrot, Picture Peacock, Setting Snake, Character Goal Gorilla, Character Kangaroo Card, the Connection Crocodile Card, the Rate It Rhino Card, the Zookeeper Card, and the Story Element Skunk Card.
7. Get the Problem Parrot card and explain to students that if they draw this card they will be telling their partners what the problem of the story is and how it impacted the characters. Go through the rest of the cards and briefly explain them. Explain that when you draw a Setting Snake, Picture Peacock, Problem Parrot, Character Kangaroo, rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to take another card. The winner of the round is

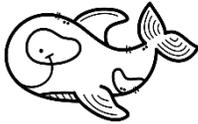
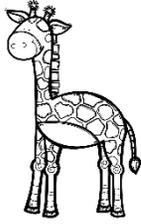
	<p>the person with the most cards when the teacher ends the game.</p> <ol style="list-style-type: none"> 8. Have students get into patterns to play. Allow students to play. 9. After playing the game, direct students' attention to the Story Element Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 10. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.
<p>Day 4 Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: Text from yesterday, Setting Snake Poster, Retelling Tool for each student, Know It All Narwhal poster and chart header, know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Review prevision learning by going throughout the charts. 2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know It All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened. 3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story. 4. Explain that we will be doing this today after we read. 5. Read the text. 6. Go back to the Story Element Skunk Chart and review all the story elements of the text.

	<ol style="list-style-type: none"> 7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom. 8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text. 9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool. 10. Have students go back to seats and complete the Know It All Narwhal Worksheet. 11. Once students have completed the worksheet all students come back together. Use the chart paper to create a retell as a class. 12. Celebrate another fun day in a book club.
<p>Friday Day 5 Understanding Ourselves as Readers</p> 	<p>Objective: To learn about what types of books students enjoy as readers</p> <p>Materials: Text from yesterday, Charts from the Week, rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that today we will be the last day we are reading this text. 2. Review previous learning by going through the charts. 3. Explain to students that today they are going to be a Rate in Rhino. A Rate It Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of

	<p>books or genre or book we like to read we can try to find those genres of books in the library to read for fun.</p> <ol style="list-style-type: none"> 4. Show students the Rate It Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it. 5. Read the text. 6. Review the worksheet and send students to complete it. 7. Call students back with the worksheet. Partner students up and have them share their book review. 8. Call students together and have some students share their book review. 9. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time. 10. Celebrate a great week of book club.
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Solution Lesson Template

<p>Day 1</p> <p>Introduction to Text</p>	<p>Objective: Introduction to Text</p> <p>Materials: Text of your Choice the What I Know Whale Poster, Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that they will be reading another text in book club. Show them the text and read the title.
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2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed
3. Introduce the What I know Whale animal and the topic of your text. Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text.
4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board.
5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions.

Do a picture walk of the text to help students generate questions before reading.

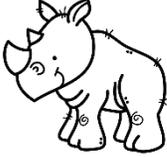
6. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board.
7. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board.
8. After reading the text model, asking questions and call on students for questions. Write them down on the question board
9. Review student questions from the board and see if you can answer any of them after having read the text.

	10. Explain that tomorrow they will be learning about a new story element.
<p>Day 2</p> <p>Introduce New Story Element</p>	<p>Objective: Introduce solution as a story element.</p> <p>Materials: Text from yesterday, Solution Sloth Poster and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Solution Sloth Chat and Snack worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about a new story element. A story element is a part of a story and learning them helps us understand what we are reading more. 2. Today we are going to be learning about the solution in a story. The solution in the story is how the problem in the story gets fixed 3. Introduce the Solution Sloth and explain that the Solution Sloth reminds us to think about the problem in the story and how the problem is solved. 4. Read Text. 5. Direct student's attention to the Solution Sloth worksheet. Go over each section of the worksheet together before having students complete it. 6. Send students back to complete the worksheet. 7. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet onto the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Solution Sloths and take turns reading and sharing their thinking about the setting in the story. 8. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack correctly.

	<ol style="list-style-type: none"> 9. Allow students to get into partners or groups and complete the task. 10. When students are done, call students back to the carpet. Direct student’s attention to the Solution Sloth header. Call on students to share their thinking and write down some of their thinking. 11. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that tomorrow they will be learning more about story elements and playing a game.
<p>Day 3</p> <p>Story Element Review</p>	<p>Objective: Review story elements to better understand the text</p> <p>Materials: Text from yesterday, Solution Sloth Poster, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Solution Sloth, Problem Parrot, Setting Snake, Zookeeper, Rate it Rhino, Connection Crocodile, Character Kangaroo, Goal Gorilla, Picture Peacock and Story Element Skunk cards. Connection Crocodile Poster, Rate it Rhino Poster</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts. 2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements. 3. Introduce the story element skunk. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. You could also use the different story element animal individual posters you have taught so far. 4. Read the text.

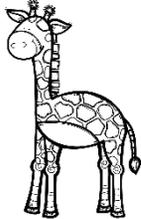
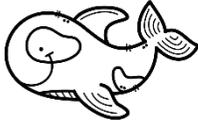
	<ol style="list-style-type: none"> 5. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner. 6. Show students the Escape the Zoo Game cards. You will only be using the Solution Sloth, Problem Parrot, Picture Peacock, Setting Snake, Character Goal Gorilla, Character Kangaroo Card, the Connection Crocodile Card, the Rate It Rhino Card, the Zookeeper Card, and the Story Element Skunk Card. 7. Get the Solution Sloth card and explain to students that if they draw this card they will be telling their partners how the problem in the story gets fixed. Go through the rest of the cards and briefly explain them. Explain that when you draw a, Solution Sloth, Setting Snake, Picture Peacock, Problem Parrot, Character Kangaroo, rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to take another card. The winner of the round is the person with the most cards when the teacher ends the game. 8. Have students get into patterns to play. Allow students to play 9. After playing the game, direct students' attention to the Story Element Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 10. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.
<p>Day 4 Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: Text from yesterday, Setting Snake Poster, Retelling Tool for each student, Know It All Narwhal poster and chart header, know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p>

1. Welcome students back to the book club. Review prior learning by going throughout the charts.
2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know it All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened.
3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story.
4. Explain that we will be doing this today after we read.
5. Read the text.
6. Go back to the Story Element Skunk Chart and review all the story elements of the text.
7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom.
8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text.
9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool.
10. Have students go back to seats and complete the Know It All Narwhal Worksheet.
11. Once students have completed the worksheet all students come back together.
12. Use the chart paper to create a retell as a class.

	<p>13. Celebrate another fun day in a book club.</p>
<p>Friday Day 5 Understanding Ourselves as Readers</p> 	<p>Objective: To learn about what types of books students enjoy as readers</p> <p>Materials: Text from yesterday, Charts from the Week, rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that today we will be the last day we are reading this text. 2. Review previous learning by going through the charts. 3. Explain to students that today they are going to be a Rate in Rhino. A Rate It Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun. <p>Show students the Rate It Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it</p> <ol style="list-style-type: none"> 4. Read the text. 5. Review the worksheet and send students to complete it. 6. Call students back with the worksheet. Partner students up and have them share their book review. 7. Call students together and have some students share their book review. 8. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library

	<p>and put the book we are reading and books we have read in it for students to use during daily 5 library time.</p> <p>9. Celebrate a great week of book club.</p>
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Retelling Lesson Template

<p>Day 1</p> <p>Introduction to Text</p>   	<p>Objective: Introduction to Text</p> <p>Materials: Text of your Choice the What I Know Whale Poster, Questioning Quail Poster, Genre Giraffe Poster, Story Element Chart Headers for What I Know Whale and Questioning Quail, Post Its, Chart Paper with Questioning Quail and What I Know Whale Chart Header,</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that they will be reading another text in book club. Show them the text and read the title. 2. Explain to students that they will be a genre giraffe. Show them the genre giraffe poster and explain that the giraffe reminds us to think about what we know about the genre of book we are reading. Introduce the genre of your text and explain any text features if needed 3. Introduce the What I know Whale animal and the topic of your text. Show students the knowledge board and the post its. Explain that good readers always think about the topic of a text and what they know about the topic of the text before reading. Explain that each student is going to get a post it notes and write down or draw a quick picture of what they know about the topic of the text. Pass out the post it notes and ask students to answer what they know about the topic of the text. 4. Have students bring post it notes back to the carpet with them. Have students share, post it with the class and then post it on the Knowledge board. 5. Introduce the Questioning Quail. Explain that good readers always ask questions before, during and after reading. Show students the Questioning Quail board. Draw three columns on
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	<p>the chart and label them before, during, and after. Explain that this is where we will be writing down our questions about the book before, during, and after reading. Students will use post it notes to write down their questions.</p> <ol style="list-style-type: none"> 6. Do a picture walk of the text to help students generate questions before reading. 7. Send students back to write down a question they have. Call students back to the board and have students read their question as they post it to the Question Board. 8. Read the text. Stop and model asking questions while reading the text. Write down some of those questions on the during column of the Question Board. 9. After reading the text model, asking questions and call on students for questions. Write them down on the question board 10. Review student questions from the board and see if you can answer any of them after having read the text. <p>Explain that tomorrow they will be learning about a new story element.</p>
<p>Day 2</p> <p>Introduce New Story Element</p> 	<p>Objective: Introduce Retelling</p> <p>Materials: Text from yesterday, Know It All Narwhal Poster, Story Element and Chart Header, cups or plastic bags to place a snack in, a snack (goldfish, cereal, etc.) Solution Sloth Chat and Snack worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Explain that today we are going to learn about using story elements to help us retell books. Show the Know It All Narwhal Poster and explain that they remind us to use story elements to retell stories. 2. We will be a Story Element Skunk to help us retell the book we are reading. Use the Story Element Skunk Poster to review

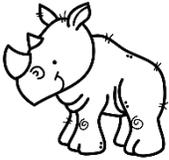
	<p>what each story element is so students know what to think about while reading today.</p> <ol style="list-style-type: none"> 3. Read Text. 4. Direct student’s attention to the Story Element Skunk worksheet. Go over each section of the worksheet together before having students complete it. 5. Send students back to complete the worksheet. 6. When students are done with the worksheet. Begin to explain the Chat and Snack procedure. Explain that students will be gluing their worksheet onto the cup of paper bag filled with snacks. They will then be placed into groups or partners and they will be Story Element Skunks and take turns reading and sharing their thinking about the story elements. 7. Model how this with another student and go over expectations. Students will get into partners or groups. Share their thinking and enjoy the snack correctly. <p>Allow students to get into partners or groups and complete the task.</p> <ol style="list-style-type: none"> 8. When students are done, call students back to the carpet. Direct students attention to the Story Element Skunk header. Call on students to share their thinking and write down some of their thinking. 9. Celebrate with students that they just participated in another book club and thank them for their hard work. Explain that tomorrow they will be learning more about story elements and playing a game.
<p>Day 3</p> <p>Story Element Review</p> 	<p>Objective: Review story elements to better be able retell a text and practice retelling the text</p> <p>Materials: Text from yesterday, Know It all Narwhal Poster and Chart header along with sentence stems written on the chart, Story Element Skunk Poster and Chart Header, Enough Escape the Zookeeper Animal Game Card sets for your students to play in partners. Cards needed: Solution Sloth, Problem Parrot, Setting</p>

Snake, Zookeeper, Rate it Rhino, Connection Crocodile, Character Kangaroo, Goal Gorilla, Picture Peacock and Story Element Skunk cards. Connection Crocodile Poster, Rate it Rhino Poster

Suggested Procedure

1. Welcome students to day 3 of Book Club. Remind students which text they are working on. Start by reviewing all the previous lessons learned by using the charts.
2. Explain that after we read today we will be playing a game that will help us understand the story more by reviewing story elements.
3. Introduce the story element skunk. Remind students that learning about story elements helps us become better readers because they help us understand the story. Read the poster and tell students to keep those questions in mind while they are reading. You could also use the different story element animal individual posters you have taught so far.
4. Explain that they will also practice retelling today and be a Know It All Narwhal. Review with students how you retell a story using the sentence frames.
5. Read the text.
6. Introduce the game. Explain the game is called Escape the Zookeeper Game. Explain that today you will be playing with a partner.
7. Show students the Escape the Zoo Game cards. You will be using all the game cards today, including the Know It All Narwhal card.
8. Get the Know It All Narwhal card and explain to students that if they draw this card they will retell the text using the sentence frames. Go through the rest of the cards and briefly explain them. Explain that when you draw a, Solution Sloth, Setting Snake, Picture Peacock, Problem Parrot, Character Kangaroo, rate it Rhino, or Connection crocodile cards they have to explain their thinking about the card and the story to their partner and they then get to keep the card. Show them the zookeeper card. If they get this card, they have to put all of their animal story element cards back in the pile. Show them the story element skunk card. If they get this card, they get to

	<p>take another card. The winner of the round is the person with the most cards when the teacher ends the game.</p> <ol style="list-style-type: none"> 9. Have students get into patterns to play. Allow students to play. 10. After playing the game, direct students' attention to the Story Element Animal Skunk Chart. Go through each question on the header and write down the answers to each story element. 11. Also retell the text on chart paper by writing out a retelling using the sentence stems 12. Celebrate another fun day in a book club. Tell students that tomorrow they will be practicing retelling the text.
<p>Day 4 Retelling</p> 	<p>Objective: To review story elements in order to retell a text, Introduce the retelling procedures</p> <p>Materials: Text from yesterday, Setting Snake Poster, Retelling Tool for each student, Know It All Narwhal poster and chart header, know it All Narwhal Worksheet, Chart paper with retelling sentence stems written on it</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Welcome students back to the book club. Review prevision learning by going throughout the charts. 2. Explain that today we will be using everything we have learned about story elements to help us understand the story. One way that we show our understanding of the story is by retelling. Introduce the Know It All Narwhal poster. Explain that the Know if All Narwhal reminds us to think about the story elements of the story to be able to retell what happened. 3. Explain that when we retell a story we think about what it is generally about and what happens first, next, and last in the story. 4. Explain that we will be doing this today after we read. 5. Read the text.

	<ol style="list-style-type: none"> 6. Go back to the Story Element Skunk Chart and review all the story elements of the text. 7. Show students the retelling tool. Model how to use it. Slide the bead along each sentence starter and explain how to retell using the sentence starter. Model using the retelling tool with a partner. One person will use it while the other listens and then switches. Review what a good listen looks and acts like in your classroom. 8. Explain to students that they will now be practicing using the Know It all Narwhal Retelling tool. Have students get with a partner and practice retelling the text. 9. Once students have practiced using the tool, call students back together. Show them the Know It All Narwhal Retelling Worksheet. Explain the sentence stems on the worksheet and how they are the same as what they just did with the retelling tool. 10. Have students go back to seats and complete the Know It All Narwhal Worksheet. 11. Once students have completed the worksheet all students come back together. 12. Use the chart paper to create a retell as a class. 13. Celebrate another fun day in a book club.
<p>Friday Day 5 Understanding Ourselves as Readers</p> 	<p>Objective: To learn about what types of books students enjoy as readers</p> <p>Materials: Text from yesterday, Charts from the Week, rate it Rhino Poster and chart header, Rate it Rhino Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that today we will be the last day we are reading this text. 2. Review previous learning by going through the charts.

3. Explain to students that today they are going to be a Rate in Rhino. A Rate It Rhino reminds us to think about the book and decide whether we liked it or not and explain why. Explain that we all like different books and when we know what types of books or genre or book we like to read we can try to find those genres of books in the library to read for fun.
4. Show students the Rate It Rhino Worksheet. Explain that students will be coloring how many stars they would give the book. 1 if they didn't like it, 2 if it was ok, or 3 stars if they really liked it. They will also be writing about why they liked it or didn't like it.
5. Read the text.
6. Review the worksheet and send students to complete it.

Call students back with the worksheet. Partner students up and have them share their book review.

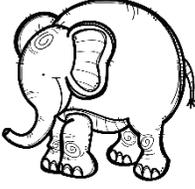
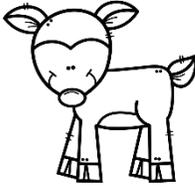
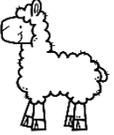
7. Call students together and have some students share their book review.
8. Explain to students that next week they will be reading another book. Place this book in your classroom library for students to read. I like to make a book club bin in my classroom library and put the book we are reading and books we have read in it for students to use during daily 5 library time.
9. Celebrate a great week of book club.

Appendix B

Introduction to Inventor's Club Lesson Plans

<p>Day 1: Maker Monkey</p> 	<p>Learning Target: Introduce The Inventors Club and Introduce Makerspaces</p> <p>Materials: Maker Money Poster Made by Maxine Text, Maker Materials, Maker Monkey Worksheet</p> <p>Suggested Procedure</p> <ol style="list-style-type: none">1. Explain to students that we are part of an inventor's club and we will be reading books and getting to build inventions to help characters solve the problem in their books. This will also help us become great readers and practice understanding what we read.2. Review with students what a problem is and give examples of what a problem is in a familiar book. Explain that they will be inventing things to help solve those problems. Brainstorm
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	<p>some possible inventions ideas that could be invented for that text.</p> <ol style="list-style-type: none"> 3. When they are inventing things students will get to be a Maker Monkey. Show them the poster. Maker Monkeys get to use materials to build a prototype or a model of their invention. 4. Explain that today we are going to read a text that is about a girl named Maxine who is a maker monkey. She has a problem in the story because she wants to bring her goldfish to a pet parade but doesn't know the best way to carry a fish in the parade. 5. Read the Text 6. Explain that students will also be inventing something to help carry Maxine's goldfish in the parade. They will get to build a model of their invention. 7. Brainstorm possible invention ideas. 8. Show students the maker materials. Have students turn and talk to partners about what they will be inventing and what materials they will need. 9. Show students a Maker Monkey Worksheet and explain how it works. 10. Send students to get materials, build prototypes, and complete worksheets. 11. Once students are done have then share their models with a partner
<p>Day 2:</p> <p>Empathy Elephant</p>	<p>Learning Target: Introduce the Design Thinking Process and Model the First Two Steps</p> <p>Materials: <u>The Short Cut</u>, All Design Thinking Animal Posters, Chart Paper with the Empathy Elephant and Design Deer Glued to It, Inventor's Club Student Notebook</p> <p>Suggested Procedure:</p>

 <p>Define Deer</p> 	<ol style="list-style-type: none"> 1. Explain to students that we will be learning steps to help us to be great inventors today. The steps are called the Design Thinking process and people use this process to solve problems all the time. We will be practicing using these steps by helping characters solve problems in stories. 2. We have animal friends that will help us solve the problems and teach us about each step. Introduce all the steps starting with the Empathy Elephant, Define Deer, Ideate Llama, Prototype Porcupine, and Testing Turtle. 3. Explain that the rest of this week will be learning different steps to help us solve a problem with the story <u>The Short Cut</u>. 4. Today we will be working on the Empathy Elephant step and the Define Deer step. Explain both of the steps using the posters. While reading we want to be thinking about these. How would you feel if you were the characters and what is the problem? 5. Read <u>The Short Cut</u> 6. Show students to the Inventor’s Club Student Notebook. Explain that inventors often use notebooks to write down their ideas and this will be their inventor notebook to help them with their ideas. 7. Complete the Empathy Elephant and Define page together. 8. Call students back. Go to the chart paper and under the empathy Elephant Header and Define Deer Header fill in how students would feel if they were the characters and define the problem. 9. Explain that students will be learning more steps of the design thinking process to help them create inventions for the characters in the books
<p>Day 3:</p> 	<p>Learning Target: To learn the Ideate step of the design thinking process</p> <p>Materials: Design Thinking Animal Posters, Chart Paper with Empathy Elephant, Define Deer, Ideate Llama, <u>The Short Cut</u>, The Inventors Club Student Packet, Inventors Hat Template and sentence strip for each student.</p>

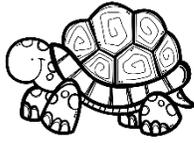
<p>Ideate Llama</p>	<p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that we will be learning steps to help us to be great inventors today. The steps are called the Design Thinking process and people use this process to solve problems all the time. We will be practicing using these steps by helping characters solve problems in stories. Go through all the steps and describe them using the animal posters. 2. Introduce the Ideate Llama. Explain that during this step student will get to be inventors and brainstorm ideas of inventions. Explain that when we are inventors we get to put on our “thinking hats” to come up with ideas of inventions. Show them an example of the inventor hats. Students will get to make their own “thinking hats”. Explain how to make them and allow students to make their hats. 3. Call students back. Review the Empathy Elephant and Define Deer chart paper responses from yesterday before. Today we will be practicing the Ideate Llama step to help us invent something to solve the problem in the <u>Short Cut</u>. When we are reading today I want you to be thinking about possible inventions you could make to help the characters get home from the short cut safely. 4. Read the story 5. Show students the Ideate Llama page in the Inventors Club Packet. They will draw three ideas for possible inventions to build a prototype of tomorrow 6. Call students back and share. Explain that tomorrow students will be maker monkeys and pick on their ideas to build a prototype of.
<p>Day 4</p>  <p>Prototype Porcupine</p>	<p>Learning Target: To Learn the Prototype Step of the design thinking process</p> <p>Materials: Maker Monkey Poster, Design Thinking Animal Posters, Chart Paper with Empathy Elephant, Define Deer, Ideate Llama, Prototype Porcupine, The <u>ShortCut</u>, The Inventors Club Student Notebook, Inventors Hat</p> <p>Suggested Procedure</p>



Maker Monkey

1. Explain to students that we will be learning steps to help us to be great inventors today. The steps are called the Design Thinking process and people use this process to solve problems all the time. We will be practicing using these steps by helping characters solve problems in stories. Go through all the steps and describe them using the animal posters.
2. Explain that today we will be learning the Prototype Porcupine step. In this step students will be Maker Monkeys and use materials to build a model of one of their ideas from yesterday.
3. Review all the steps they have completed using the chart paper.
4. Read the text and have them think about their ideas from yesterday and while you are reading today have students think about which idea would be most helpful for the characters in the story.
5. Tell students we know get to be inventors so they can put on their “thinking hats”. Show students the materials they will have to build with and allow them to look back in their Inventors Club packets to the Ideate step and allow them to review their ideas. Direct attention to the Prototype Porcupine Page. Go over the directions. Students will build the model, draw a picture of the model, and write how the invention will help the characters.
6. Have students partner up and share what they will be making and what materials they will be using to build their prototype.
7. Allow students to build the prototypes and complete the worksheet.
8. Put the students' prototypes someplace safe to use with tomorrow's lesson.
9. Call students back. On the chart paper under the Porcupine Prototype write down some of the student’s inventions they created and discuss how they will help the characters in the short cut

Day 4:**Learning Target:** To introduce



Testing Turtle

Materials: Design Thinking Animal Posters, Chart Paper with Empathy Elephant, Define Deer, Ideate Llama, Prototype Porcupine, Testing Turtle, The ShortCut, The Inventor's Club Student Notebook

Suggested Procedure:

1. Review the steps in the Design thinking process.
2. Use the animal header chart to review the design thinking steps students have finished so far.
3. Introduce design thinking step: Testing Turtle.
4. Read Text.
5. Explain that today students will be “testing” each other prototypes inventions to see if they would help solve the character’s problems in the story
6. Model how partners will work together to test each other's inventions. Show them the Testing Turtle Page in the Problem Solvers packet and get a prototype. Tell students that they will write down the name of their invention and then their partner will come over. They will explain how their invention helps the characters and the partner will then provide feedback to the student by filling out the star and wish in the partners who is presenting the packet. Then they will switch. You will have to scaffold and model this procedure.
7. Send students to get their prototypes and have students complete the page
8. Students will then partner up and explain their invention to their partner using the packet to help them.
They will provide feedback on their partners' inventions using the Star and Wish format.
9. Celebrate! Once students have completed sharing, call students back and explain that it’s now time to celebrate everyone's hard work. Show students how to set up their desk with their prototype and the testing page on it. Show students the star shaped post it notes (you can just use regular ones as

	<p>well) and how they will walk around and write compliments on post it notes for their classmate's inventions. Have students get out their inventor hats and pass out the post its and allow students to walk around the room and celebrate their hard work.</p>
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Inventors Hat Directions

Supplies:

Enough sentence strips for each student.

Glue or stapler.

Inventor! template for each student.

Directions:

1. Students color in Inventor! Hat Topper
2. Glue it on to sentence strip
3. Glue or staple it to fit head



inventor!

inventor!



Maker Monkey

Reminds us to think creatively to invent and build solutions to problems using materials around us.

What are you inventing?

How will it help solve the problem?

What materials do you have to build with?

What materials will work best?



Monkey Maker

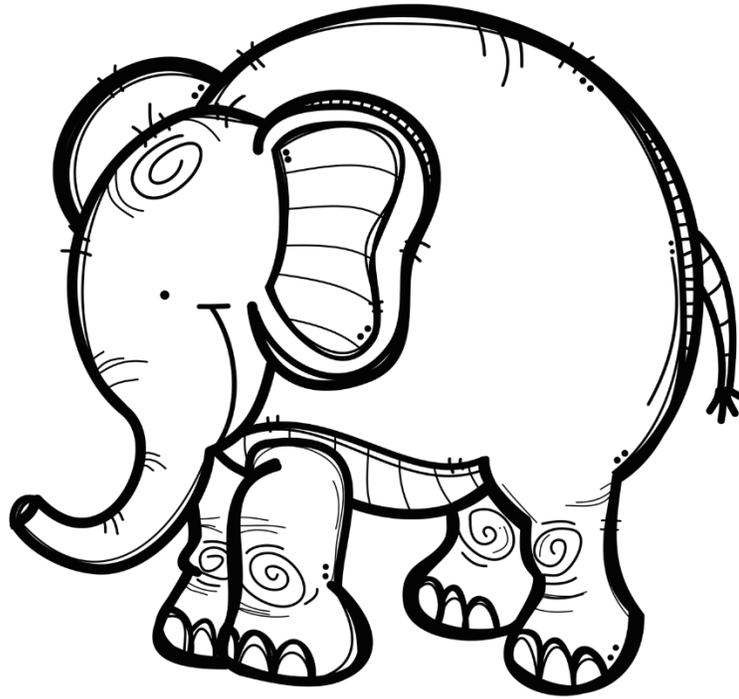
I invented and built a _____

The materials I used are _____

Here is the picture of my prototype:

My invention will help the characters because _____

Design Thinking Animal Posters

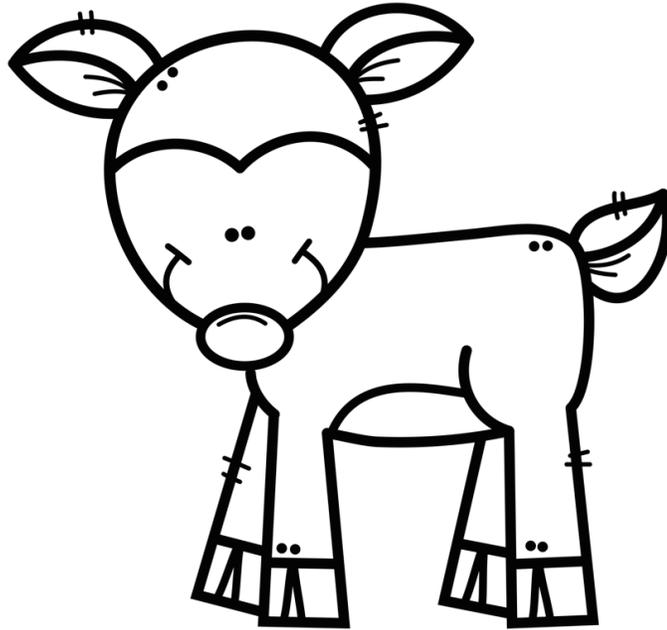


Empathize Elephant

Reminds us to think about how the characters in the story feel?

How do you think the characters are feeling?

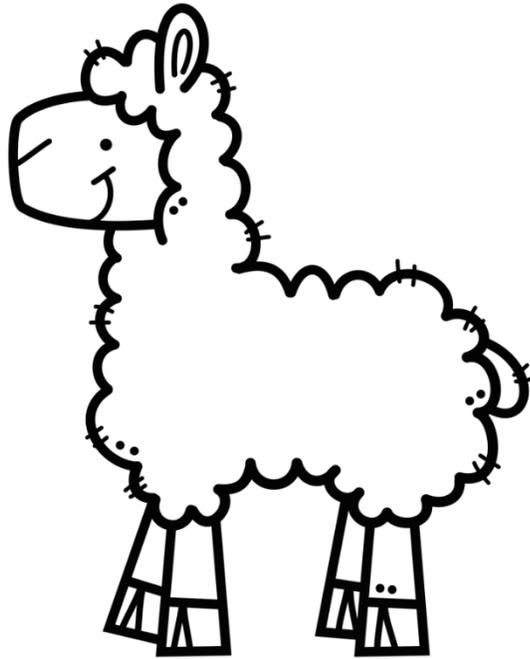
How would you feel if you were them?



Define Deer

Reminds us to think about what the problem for the characters is and say it.

What is the problem in the story?



Ideate Llama

Reminds us to create ideas for inventions that could help the characters solve the problem in the story.

What is the problem?

What object would help the characters?

What could you invent to help the characters solve the problem?



Prototype Porcupine

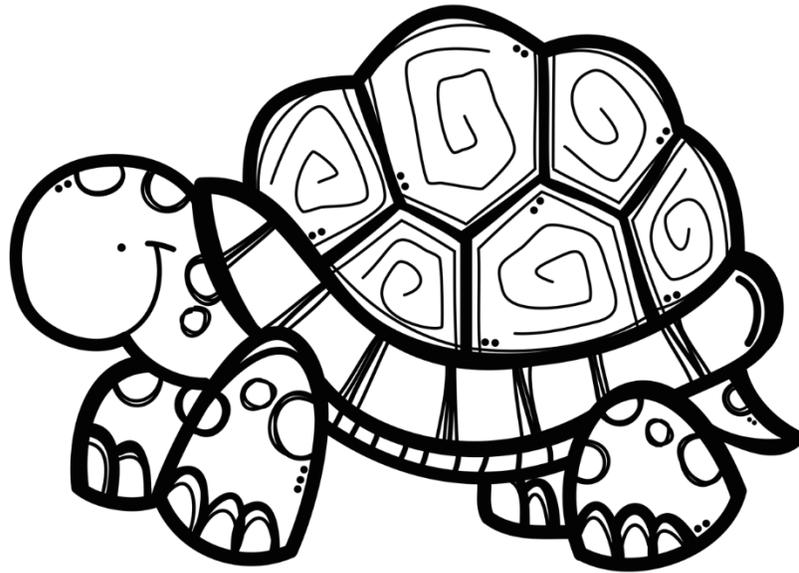
Reminds us to build a model of one of our inventions and explain how it will help the characters solve the problem.

What idea will you use?

What materials will you use to build the model with?

How will your invention work?

How will it help the characters in the story?



Testing Turtle

Reminds us to share our ideas and prototype with others and provide feedback to others.

What is your invention? How will it help the characters?

What do you like about your invention?

What could make your invention more helpful?

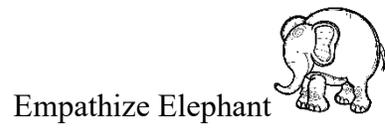
How does your partner's invention help the characters?

What do you like about their invention?

What could make their invention more helpful?

Inventor's Club Notebook

Inventor: _____

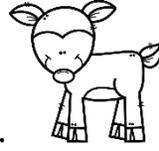


Draw a picture and write a sentence about how the characters feel.

The characters feel _____

Draw a picture and write a sentence about how you would feel.

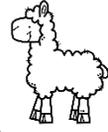
I would feel _____



Define Deer

Draw a picture of the problem. Write a sentence about what the problem is.

The problem is _____



Ideate Llama

Draw a picture of three invention or write your ideas to help solve the problem.

1.

2.

3.

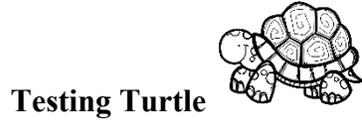


Prototype Porcupine

I invented _____

Here is the picture of my prototype:

My inventions will help the characters because _____

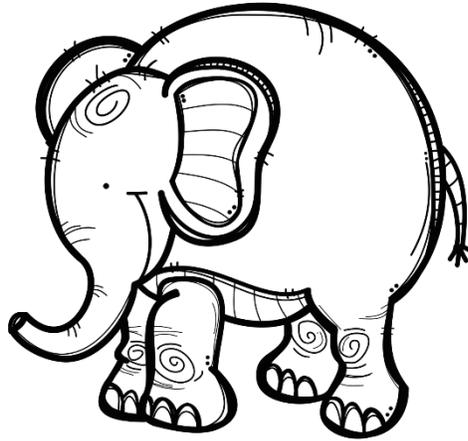


Name of Your Invention:

Partner Feedback

Your invention would help the characters because _____

You could add _____

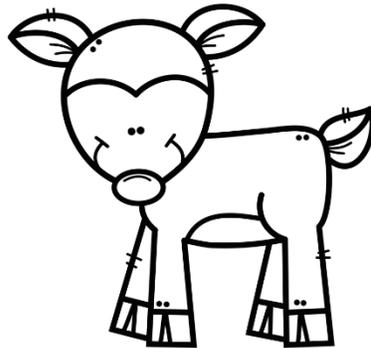


Empathize Elephant

Reminds us to think about how the characters in the story feel?

How do you think the characters are feeling?

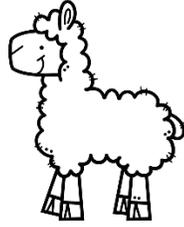
How would you feel if you were them?



Define Deer

Reminds us to think about what the problem for the characters is and say it.

What is the problem in the story?



Ideate Llama

Reminds us to create ideas for inventions that could help the characters solve the problem in the story.

What is the problem?

What object would help the characters?

What could you invent to help the characters solve the problem?



Prototype Porcupine

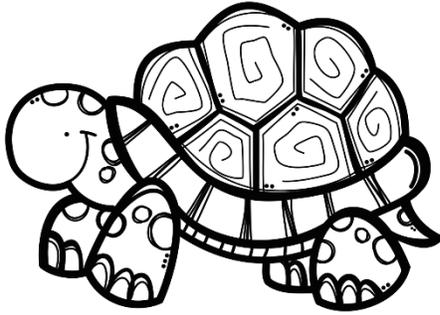
Reminds us to build a model of one of our inventions and explain how it will help the characters solve the problem.

What idea will you use?

What materials will you use to build the model with?

How will your invention work?

How will it help the characters in the story?



Testing Turtle

Reminds us to share our ideas and prototype with others and provide feedback to others.

What is your invention? How will it help the characters?

What do you like about your invention?

What could make your invention more helpful?

How does your partner's invention help the characters?

What do you like about their invention?

What could make their invention more helpful?

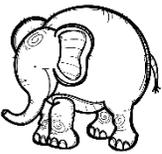
Inventors Club Lesson Template

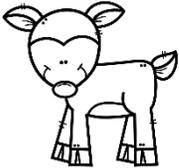
Essential Standard:

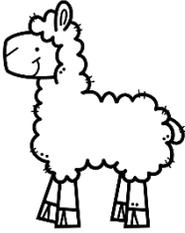
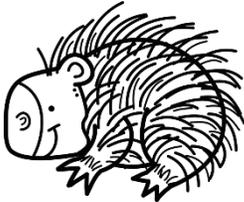
Text:

Learning Target(Objective):

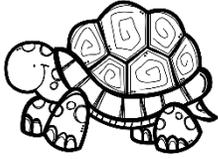
Daily Lessons Plan

<p>Day 1 Empathize Elephant</p> 	<p>Learning Target:</p> <p>Materials:</p> <p>Empathize Elephant Poster Empathize Elephant Worksheet in Problem Solvers Packet Chart Paper with Animal Headers</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Review what we do in the inventor’s club and the steps in the design thinking process 2. Introduce design thinking step: Empathize. 3. Read Text. 4. Discuss how characters feel in the story and have student empathize with characters 5. Students work independently on the Empathy Elephant step using the worksheet. 6. Have students share their work with partners.
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	<ol style="list-style-type: none"> 7. Call students back as a whole group and allow them to share 8. Under the Empathize Elephant Section on the Chart Paper write down how students would feel if they were the characters in the story.
<p>Day 2 Define Deer</p> 	<p>Learning Target:</p> <p>Materials:</p> <p>Define Deer Poster</p> <p>Define Deer Worksheet in Problem Solvers Packet</p> <p>Chart Paper with Animal Headers</p> <p>Suggested Procedure</p> <ol style="list-style-type: none"> 1. Review what we do in the inventor’s club and the steps in the design thinking process. 2. Use the animal herder chart to review the Empathize step. 3. Introduce design thinking step: Define. 4. Read Text. 5. Discuss what the problem in the story is. How is it making characters feel? How is it making them act? 6. Students work independently on the Define Deer step using the worksheet. 7. Have students share with partner of whole group. 8. Under the Define Deer Section on the Chart Paper write the problem in the story.
<p>Day 3 Ideate Llama</p>	<p>Learning Target:</p>

	<p>Materials:</p> <p>Ideate Llama Poster</p> <p>Ideate Lama Worksheet in Problem Solvers Packet</p> <p>Chart Paper with Animal Headers</p> <p>Inventor Hats</p> <p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Review the steps in the Design thinking process 2. Use the animal header chart to review the design thinking steps students have finished so far. 3. Introduce design thinking step: Ideate Llama. 4. Read Text. 5. Discuss what the problem in the story is. 6. Have students brainstorm ideas of inventions they could create. 7. Have students get out their inventor hats they made and allow them to wear them while working. Students work independently on the Ideate step using the worksheet. 8. Have students share with a partner. 9. Under the Ideate Llama on the Chart Paper write down several of the student’s invention ideas
<p>Day 4 Prototype Porcupine</p> 	<p>Learning Target:</p> <p>Materials:</p> <p>Prototype Porcupine Poster</p> <p>Prototype Porcupine Worksheet in Problem Solvers Packet</p> <p>Maker Materials</p> <p>Chart Paper with Animal Header</p> <p>Inventor Hats</p>

	<p>Suggested Procedure:</p> <ol style="list-style-type: none"> 1. Review the steps in the Design thinking process 2. Use the animal header chart to review the design thinking steps students have finished so far. 3. Introduce design thinking step: Prototype Porcupine. 4. Read Text. 5. Model for students how to look back over their ideas in their packets from yesterday 6. Send students back to review ideas from yesterday using the Ideate Llama page in their packet 7. Call students back together and review the materials that they will have to make their prototypes with. 8. Have students turn and talk with a partner to discuss what they will be creating and what materials they will be using. 9. Allow students to wear their inventor's hats. Allow students time to create their prototype. 10. Direct students to complete the Porcupine Prototype page and complete it. 11. Put student prototypes someplace safe for tomorrow. 12. Call students back and under the Prototype Porcupine on the chart paper write down several of the student's inventions that they created with the prototype.
<p>Day 5 Testing Turtle</p>	<p>Learning Target: To test their inventions</p> <p>Materials:</p> <p>Testing Turtle Poster</p> <p>Chart Paper with Animal Headers</p> <p>Student Prototypes</p>



Inventor Hats

Post Its

Star and Wish Poster

Suggested Procedure:

1. Review the steps in the Design thinking process.
2. Use the animal header chart to review the design thinking steps students have finished so far.
3. Introduce design thinking step: Testing Turtle.
4. Read Text.
5. Explain that today students will be “testing” each other prototypes inventions to see if they would help solve the character’s problems in the story.
6. Model how partners will work together to test each other's inventions. Show them the Testing Turtle Page in the Problem Solvers packet and get a prototype. Tell students that they will write down the name of their invention and then their partner will come over. They will explain how their invention helps the characters and the partner will then provide feedback to the student by filling out the star and wish in the partners who is presenting the packet. Then they will switch. You will have to scaffold and model this procedure.
7. Send students to get their prototypes and have students complete the page.
8. Students will then partner up and explain their invention to their partner using the packet to help them.
9. They will provide feedback on their partners' inventions using the Star and Wish format.

Celebrate! Once students have completed sharing, call students back and explain that it’s now time to celebrate everyone's hard work. Show students how to set up their desk with their prototype and the testing page on its how students the star shaped post it notes (you can just use regular ones as well) and

	<p>how they will walk around and write compliments on post it notes for their classmate's inventions. Have students get out their inventor's hats and pass out the post its and allow students to walk around the room and celebrate their hard work.</p>
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Student Name _____

Date _____

Read each statement to students. Circle yes or no based on their response.

I enjoy when my teacher reads books to us.	Yes	No
Reading or listening to a book is something I like to do.	Yes	No
Reading is important.	Yes	No
I enjoy picking books out of the library and class library	Yes	No
I think reading is fun.	Yes	No
Book Club helps me understand what I am reading.	Yes	No
Book Club is fun.	Yes	No
Inventor's Club helps me understand what I read.	Yes	No
Inventor's Club is fun .	Yes	No