

Planning Your Implementation

A strong implementation includes a plan for teachers' development as Shared Inquiry leaders, as well as careful consideration of how to integrate a Great Books program with other curricula.

Collaborating with others at your school or grade level is one of the best ways to assure the success of your implementation. The resources in this section are designed to help you create a plan for your first year using Great Books.



Steps to Plan an Effective Program

Shared Inquiry is a learning process for teachers, as well as students. To begin, identify the elements of Shared Inquiry you want to focus on first or decide which areas you want to improve.

What are your goals for teacher learning related to Shared Inquiry?

Step 1: Plan Teacher Learning and Support

Below are some initial actions you might take as a new leader of Shared Inquiry. Select the activities that best fit your goals, your learning style, your schedule, and your school's approach to professional learning.

We have print and digital classroom materials to support your Junior Great Books implementation!

Use traditional print books for in-person learning or Junior Great Books Digital Classroom for remote or hybrid instruction. To order, visit store.greatbooks.org.

Begin using Shared Inquiry.

- ☐ Review your course materials.
- ☐ View online resources and videos at greatbooks.org/resources to see Shared Inquiry in the classroom.
- ☐ Communicate with parents about your plans and goals for using your Great Books program.
- ☐ Read the introductory material in your Great Books teacher's materials.
- ☐ Introduce your students to Shared Inquiry using the first unit in your Great Books program.
- ☐ Reinforce collaboration using the reflection handouts.

Collaborate and share insights with others in your school.

- ☐ Organize a “What Is Shared Inquiry?” presentation for your colleagues.
- ☐ Meet with another trained colleague to plan your first Great Books unit.
- ☐ Meet with another trained colleague to reflect on your first discussion.
- ☐ Observe another trained colleague leading Shared Inquiry activities.
- ☐ Ask a trained colleague to observe you and share feedback.
- ☐ Co-lead Shared Inquiry discussion with a trained colleague.

Pursue additional Great Books professional learning opportunities.

- ☐ Arrange for demonstration lessons, coaching, or consultation with a Great Books professional learning consultant at your school.
- ☐ Take additional Great Books courses (see inside front cover) by registering online at store.greatbooks.org/pd.
- ☐ Participate in adult or educator Great Books discussions.

Share and create a record of students’ progress.

- ☐ Invite parents to observe or participate in a discussion.
- ☐ Create a portfolio of students’ progress throughout the school year with the portfolio assessment materials, reflection forms, and pages from the Reader’s Journal.
- ☐ Have students write about their achievements for your class newsletter, blog, or website.
- ☐ Post a video or podcast of students talking about their favorite Great Books selection.
- ☐ Create a video of students participating in Shared Inquiry discussion to use when introducing the program to next year’s students.

Step 2: Choose an Implementation Option

The chart below shows several ways to structure a Great Books program and is an example of how to select and schedule activities depending on your students and their needs, as well as the objectives you wish to meet. The teacher's materials for each Great Books program also suggest various implementation options.

IMPLEMENTATION OPTION	USE WHEN YOUR STUDENTS ARE:	
Full Classroom Program In this model, the program is fully integrated into the language arts curriculum.	Readers with diverse abilities and needs	
Full Classroom Program with Reading Help This model provides extra reading practice in a program that is fully integrated into the language arts curriculum.	Struggling readers or English language learners	
Enrichment In this model, the program is used as a supplement to a comprehensive language arts program.	Independent, high-ability readers	
Lunchtime or After School Led by trained volunteers, the program is used as an extracurricular activity in this model.	Independent readers or students with at-home reading support	

* Vocabulary and other word-related activities may be conducted anytime after the first reading.

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
	Prereading First Reading Sharing Questions	Vocabulary* Second Reading (with close-reading activities)	Shared Inquiry Discussion	Written or Creative Response or Related Reading or Related Project	
	Prereading First Reading Sharing Questions	Vocabulary* Second Reading (with close-reading activities)	Additional targeted reading practice	Shared Inquiry Discussion	Written or Creative Response or Related Reading or Related Project
	First Reading Sharing Questions Homework: Second Reading (without close-reading activities)	Shared Inquiry Discussion	<i>Occasional</i> Written or Creative Response or Related Project		
	Homework: First Reading and/or Second Reading Sharing Questions	Shared Inquiry Discussion	<i>Occasional</i> Written or Creative Response or Related Project		

Step 3: Plan a Unit

Students work best in Shared Inquiry when they can practice and master a structured routine of core activities. (Optional activities can vary from unit to unit based on students' needs and interests.)

Use this template to figure how much time you need to conduct each Great Books unit. Suggested times for each activity are provided in your sample unit and in your teacher's materials.

TEXT: _____ **DATE:** _____

ACTIVITY ★ = Indicates core activity	OBJECTIVES AND OTHER NOTES	TIME (IN MINUTES)
Prereading		_____ minutes
★ First Reading		_____ minutes
★ Sharing Questions		_____ minutes
Vocabulary		_____ minutes
★ Second Reading		_____ minutes
★ Shared Inquiry Discussion		_____ minutes
Written and Creative Response		_____ minutes
Curriculum Connections or Extension Activities		_____ minutes
Assessment and Reflection		_____ minutes
		_____ minutes
HOW MANY UNITS PER YEAR? Students and teachers often need at least three units to become comfortable with Shared Inquiry. To see significant progress in students' skills, plan to conduct at least eight units per semester.		Total _____ minutes
		÷ length of one class session _____ class sessions per unit

Decide how you will integrate your Great Books program with other curriculum programs and initiatives you teach.

- | Program | Class Sessions per Week |
|-----------------------|-------------------------|
| 1. <u>Great Books</u> | |
| 2. _____ | |
| 3. _____ | |
| 4. _____ | |
| 5. _____ | |

- | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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