Teaching the Language of Thinking: Engaging All Students with Readers' Notebooks

Elizabeth Hale, Ed.D.
National ESEA Conference
Atlanta, GA
February 6, 2020
Writing about Reading

Writing about reading allows students to actively process thinking and can support critical thinking, expressive vocabulary, academic language, which in turn can impact students’ word reading skills and comprehension of text (Graham & Herbert 2011).
Thinking Critically in a Read Aloud

IN ADDITION to scaffolding critical thinking through oral language, we can also target the specific skill of thinking critically in writing
Teaching the Language of Thinking

Write about your thinking!
Make an inference!
Think Critically
Teaching the Language of Thinking

Teaching students ONE particular way to “write about your thinking” at a time
Reader’s Notebooks

Sections

• Strategy Entries
• Independent Entries
• Conference Notes
**Reader’s Notebook**

**Strategy Lesson framework**

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Independent Work</th>
<th>Share</th>
</tr>
</thead>
</table>

![Reader's Notebook Image]
Reader’s Notebook
Strategy Lesson framework

<table>
<thead>
<tr>
<th>Name it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do it</td>
</tr>
<tr>
<td>Model it</td>
</tr>
<tr>
<td>Try it (strategy entry)</td>
</tr>
<tr>
<td>Share it</td>
</tr>
</tbody>
</table>
### Sentence Stems

<table>
<thead>
<tr>
<th><strong>Strategy Lesson</strong></th>
<th>Related sentence stem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Their Shoes</strong></td>
<td><em>If I were...</em></td>
</tr>
<tr>
<td><strong>On the Other Hand</strong></td>
<td><em>On the other hand...</em></td>
</tr>
</tbody>
</table>
| **Evaluating book design**               | *This is effective because...*  
                                    | *The author might also have considered...* |
| **Name it** | WHAT is the strategy you are teaching?  
Naming ONE specific way to think and write about reading  
**Sentence stem** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do it</strong></td>
<td>Why is this good? How does it impact reading or thinking about reading?</td>
</tr>
<tr>
<td><strong>Model it</strong></td>
<td>Model the strategy <em>within</em> a paragraph of writing about a recent read aloud</td>
</tr>
</tbody>
</table>
Share it

Partner share
All students share with a partner

Whole class share
Two students share their entry out loud
Classmates comment on strategy used
Categories of Strategy Lessons

- Questioning
- Making Connections
- Analyzing
- Synthesizing
- Evaluating
Strategy Lesson: *Maybe Theories*

**Name It**
After asking a wonder question, start the next sentence with *Maybe*.

**Sentence stem:** *Maybe . . .*

**Why Do It**
*Maybe* gets you to think inferentially and offer theories about the question you asked.

**Model It**
I wonder why Catherine’s dad never gets angry with David. *Maybe* he thinks David doesn’t understand what he does is wrong. So he thinks it wouldn’t be fair to yell at him. Or *maybe* Catherine’s dad is afraid that if he gets upset one time he’ll just lose his temper every single time...

**Notice It**
Have students name where you used the strategy being taught.

**Try-it**
*Turn and talk*: Have students tell a partner what you can use after asking a question that helps you offer a theory, followed by a brief, whole-class share.
Name It
Thinking about a particular scene that plays a prominent role in the story and why it is important.

Sentence Stem: *An important part of the story is when... An important scene is when...*

Why Do It
Certain scenes are particularly significant for how a character or a relationship develops or changes. Important scenes may mean one thing on a literal level but hold important meaning about the story on a different level.

Model It
An important part of Rules is when Catherine finally gets upset at her dad when he takes her to the school dance. This is an important scene because for most of the story she feels sad about not spending any time with him. He is always busy with work or things he has to do for David. Catherine knows David has more needs than her so she doesn’t really say anything. In this scene, however, she turns from being sad about all this to mad, which is good! She finally realized that even if David has more needs, she still needs her dad too. And that it’s not selfish or being a bad sister if she says that...

Try it
**Turn and talk:** Have students tell a partner what it means to analyze a scene from a book, followed by a brief, whole-class share.
Each Strategy is IN SERVICE of Independent Entries

Analizing a scene

One important part of "To Kill a Mockingbird" was when Boo Radly put a blanket on Scout when Mrs. Maudie's house was on fire and Scout was freezing. This was important because Boo Radly had been leaving notes in the tree hole for Scout and Jem like gems and two pieces of flint. I also believe this was important because Scout thought Boo Radly was a monster before this, Scout thought that Boo was a bad man but from then on wanted to meet with Boo Radly. This is also important because it tells the reader that Boo actually is not a crazy person and that his father was crazy. Finally, this was important because it grew the relationship with Scout and Boo and from that seen anything could have happened.

Write about your Thinking!
STRATEGY POSTER

In my Reader’s Notebook I Can Write About:

• What “I think”

• The Characters -
  - Analyze a Character
  - Analyze Relationship
  - My Opinion of a Character
  - Character Development

• Big and Small Questions

• Feelings Questions

• My Theories (Maybe…)

• Evidence for My Ideas (One Time…For Example)

• Points of View

• Prior Knowledge Connections
Back inside the hive the forager bee brings up, or regurgitates, the nectar. Then she transfers it by tongue to a hive bee. The nectar is passed by tongue among the hive bees until some of its moisture is gone. Then a wax-making bee places the nectar in a hexagonal wax cell. There
More and more nectar is added to the honey cell. House bees cluster over the cell and fan their wings to evaporate even more of the moisture in the nectar. As the nectar loses water, it becomes thicker and thicker. Finally, wax-making bees cap, or seal, the cell with wax. Slowly the nectar ripens into honey.
A forager honeybee can visit up to 10,000 flowers a day. All the nectar she collects in her entire life can make only about one teaspoon of honey. To make one pound of honey, it takes nectar from over one million flowers. Also, different kinds of honey come from different kinds of flowers.

THE WAG-TAIL DANCE

This dance tells the other forager honeybees that the flowers are farther than 300 feet away. The direction she dances while wagging her tail tells where the flowers are in relation to the sun. The number of wags per 15 seconds tells how far away they are.
When forager bees return to their hive they have a special way of telling the other forager bees of important discoveries... like a new location of flowers full of nectar and pollen. They do the dances of the bees.
Strategy Lesson: *Personal Connections*

(Making Connections - Nonfiction)

**Name It**
Making a connection between something in the book and an event or experience in your life.

**Why Do It**
Creates additional meaning to the information you are reading and stimulates background knowledge.

**Model It**
When I read the part about using the wax from honeycomb to make candles it reminded me of the time when I was ten years old and we stopped at a store in Block Island that made their own honey. We ended up buying several off-white beeswax candles. I remember they seemed so smooth and really did smell a little like honey…

**Try it**
Ask students to say what personal connection you made with *The Honey Makers*.
Name It
Assessing how our understanding of a topic has changed.

Why Do It
Makes us aware of the prior knowledge we bring to books and how we combine it with new information.

Model It
I used to think that honey came from the pollen they collected and it just turned into honey once it was put in the honeycomb. But now I understand that the honey is actually from the nectar they drink from flowers that they store in their “honey stomach.” Then when they get to the hive they throw up the honey (eww!) and then pass it around to other bees until it loses moisture. Even when they first put the nectar in the cells it still is not as thick as honey.

Try it
Ask students to name how your understanding of honey has changed from reading The Honey Makers.
Affective Side of Teaching & Learning

values
motivation
attitudes
stereotypes
feelings

synthesis
recollect
comprehension
evaluation
analysis

affective
domain

Image by Karin Kirk, SERC

cognitive
domain
Self-Determination Theory

- **Competence**: need to be effective in dealing with environment
- **Humans' three basic needs**:
  - **Autonomy**: need to control the course of their lives
- **Relatedness**: need to have a close, affectionate relationships with others

Ryan & Deci, 2000
## Differentiation

### 4 Elements of Differentiated Instruction

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students learn</td>
<td>How students make sense of information and ideas</td>
<td>How students show what they learned</td>
<td>The climate or tone of the classroom</td>
</tr>
</tbody>
</table>

(Tomlinson, 2000)
The Cycle of Self-Efficacy

1. Grow skill set
2. Achieve success
3. Believe in future success
4. Work hard
5. Experience failure... and learn
6. Power through disappointments
Supporting Independence: Strategy Poster

STRATEGY POSTER

In my Reader’s Notebook I Can Write About:

• What “I think”

• The Characters -
  - Analyze a Character
  - Analyze Relationship
  - My Opinion of a Character
  - Character Development

• Big and Small Questions

• Feelings Questions

• My Theories (Maybe…)

• Evidence for My Ideas (One Time…For Example)

• Points of View

• Prior Knowledge Connections
Reader’s Notebooks

ONE possible schedule

Teach a strategy lessons TWICE A WEEK with a read aloud
After students have learned 4-5 strategies introduce expectations for independent reading entries.

The teach ONE new strategy a week

- Independent Reading
- Write independent entry in reader’s notebook (10-15 min)
- Pair and Public Share
48 Strategy Lessons for **Narrative Texts**

- Questioning
- Making Connections
- Analyzing
- Synthesizing
- Evaluating

**43 Strategy Lessons for Informational Texts**

- Questioning
- Making Connections
- Analyzing
- Synthesizing
- Evaluating
- Monitoring
- Visualizing
### Readers Writing Appendix A: Common Core State Standards Alignment

#### Key Ideas and Details

<table>
<thead>
<tr>
<th>CCRA.R.7</th>
<th>CCRA.R.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</strong></td>
<td><strong>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Knowledge Questions</strong></th>
<th><strong>Connections to Movies</strong></th>
<th><strong>Putting it Altogether</strong></th>
<th><strong>Noticing Illustrator’s Craft</strong></th>
<th><strong>Evaluating Text Features</strong></th>
<th><strong>Evaluating Book Design</strong></th>
<th><strong>Before and After</strong></th>
<th><strong>Information Connections</strong></th>
<th><strong>Opinions about Text Features</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Informational Text**
Thank you!

Elizabeth Hale
e.rozas@unf.edu

stenhouse.com Discount Code: ESEA2020
Valid 2/4-2/18/202
15% OFF plus free shipping