

# Author's Chair & Book Club

Weeks 30-40

## Common Core Standards

Reading: Literature: 1, 2, 3, 5, 6, 7, 9, 10

Reading: Informational Text: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Reading: Foundational Skills: 4

Writing: 5

Speaking & Listening: 1 (a, b), 2, 3, 4, 6

Language: 1 (a, b, c, d, e, f), 2 (a, b, c, d), 4 (a, b), 5 (b, c, d), 6

These end of the year activities occur once a week, providing more experience in comprehension, speaking and listening. In **Author's Chair**, children take turns sharing what they have written in Literacy Centers or Write Abouts and their partner asks questions about what the author has written. In **Book Club** children discuss books they have read or listened to the teacher read. Unlike Story Lab, when children discuss right after the teacher has read, in Book Club, children discuss what they remember about a book or story.

## Purpose

For children to:

- Practice talking about written texts (both their own and books written by others)
- Strengthen oral language skills
- Strengthen comprehension skills by recalling text from memory
- Practice responding to questions and accepting feedback about the content of own writing from peers
- Learn to reflect on one's own writing by engaging in "other-regulation" using a set of writer's questions

## Author's Chair

### *Specific Purpose:*

- To reread own writing to a partner
- To learn the kinds of questions authors should ask themselves about their writing
- To reflect on writing by engaging in "other-regulation"
- To clarify own written text
- To engage in an oral exchange about writing

 <p><b>Structure</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <b>Author's Chair Mediator Card</b></li> <li>• <b>One piece of child's writing</b>— Each child brings one piece of writing, either a Write About or a story that was written in Literacy Centers</li> </ul>  <p><b>Classroom Setup and Teacher Preparation</b></p> <ul style="list-style-type: none"> <li>• <b>Identifying the type of writing being read</b>—The teacher decides whether children will read a piece of fiction (story written in the Literacy Center) or non-fiction (written during Write About) and organizes the writing so that children can easily find it. This could be placing the writing in a tub or helping children identify writing in the previous week's Learning Conference and placing it in a folder.</li> <li>• Children bring the identified piece of writing to the group.</li> <li>• The teacher pair children heterogeneously.</li> </ul>
 <p><b>Flow</b></p>	<ul style="list-style-type: none"> <li>• <b>Pairing the children</b>—The teacher pairs children (with a child who is not their Study Buddy for the week) and identifies who will be the first author to share work in each pair.</li> <li>• <b>Rule introduction and review</b>—The teacher places the Author's Chair Mediator Card where children can see it and reviews and explains the rules, as needed. The teacher explains the meaning of the word "feedback" as giving the author information about what you think and models the kinds of responses children can give. Once children have done this activity for a while, they should be able to look at the mediator card and give the rules for the Author and Listener. Children should know that they change roles and then the Listener becomes the Author, sharing his or her work.</li> <li>• <b>Identifying Feedback Topic</b>—The teacher identifies a topic for feedback that the listener will use for this exchange, choosing from the prompts on the mediator card (favorite part, connection, tell me more). Teachers may need to model what the author can say when she receives feedback. For example, if the listener says I liked ____ the author can agree, or say something different that she liked.</li> <li>• <b>The Author reads and the Listener gives feedback</b></li> <li>• <b>The children exchange roles</b>—the new Author reads and the Listener gives feedback and the Author responds</li> </ul>

<p><b>Activity Rules for Children</b></p>	<p><b>Author's Rules</b></p> <ol style="list-style-type: none"> <li>1. Tell the Listener "I wrote about _____."</li> <li>2. Read what you wrote aloud</li> <li>3. Respond to the listener's feedback</li> <li>4. Exchange roles</li> </ol> <p><b>Listener's Rules</b></p> <ol style="list-style-type: none"> <li>1. Listen to the author</li> <li>2. Give feedback to the author <ul style="list-style-type: none"> <li>• I liked _____</li> <li>• My favorite part was _____</li> <li>• I made a connection _____</li> <li>• Tell me more about _____</li> </ul> </li> <li>3. Exchange roles</li> </ol>
 <p><b>Increasing the Challenge</b></p>	<p><b>Increase the challenge by:</b></p> <ul style="list-style-type: none"> <li>• Identifying <i>two</i> feedback focuses that the Listener will discuss in the same exchange</li> <li>• Encourage pairs to pick one of the feedback comments</li> <li>• Do the activity with a small group of 4-6 children as a teacher-led activity. This is an activity that is often done in First Grade with half or the whole class. In preparation for the transition to First Grade, teachers can expand the number of children so that the author has experience handling several comments, and the Listeners take turns giving feedback. Display the Hand Raising mediator, and have children raise hands to be called on by the author. The teacher will support the author in learning how to ask different children to give feedback, and how to respond to the feedback.</li> </ul> <p><b>Additional Learning:</b></p> <ul style="list-style-type: none"> <li>• Develop better conversational skills as children have to have more than one conversational turn</li> <li>• Encourage more mature reflective thinking</li> <li>• Participate in an activity with similar design to activities in First Grade</li> </ul>

<b>Book Club</b>	
<p><b>Specific Purpose:</b></p> <ul style="list-style-type: none"> <li>• To strengthen comprehension skills by recalling text from memory</li> <li>• To engage in a discussion about a book in a different way from Story Lab</li> </ul>	
 <p><b>Structure</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <b>Book Club Mediator Card</b></li> <li>• <b>Fiction and nonfiction books</b>—Children choose a favorite book.</li> <li>• <b>Lips and Ear Cards from Buddy Reading</b>—These can be used at the beginning to help children remember their roles.</li> </ul> <p><b>Classroom Set up and Teacher Preparation</b></p> <ul style="list-style-type: none"> <li>• Before this activity begins, the teacher has helped children plan and gather books they would like to discuss. The teacher may choose a genre of book (fiction or non-fiction), the theme of the book (animals, fairy tales, etc.) or ask children to pick a book they have read during another activity, such as Buddy Reading<sup>2</sup>.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Book Club</b></p> <p>The title of my book is _____.</p> <p>My book is about _____.</p> <p>Discussion topics:</p> <ol style="list-style-type: none"> <li>1. The most exciting thing about my book was____</li> <li>2. What I like best about my book is____</li> <li>3. I would recommend this book because____</li> <li>4. What I didn't like about my book was____</li> <li>5. If you like _____ you'll like this book because_____</li> <li>6. When I read this book I learned_____</li> </ol> </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
 <p><b>Flow</b></p>	<ul style="list-style-type: none"> <li>• <b>Assigning heterogeneous partners</b>— The teacher assigns children to a partner and tells each pair who will have the Lips and talk about their book first</li> <li>• <b>Rule introduction and review</b>—The teacher places the Book Club Mediator Card where children can see it and reviews the Activity Rules for Children with the group.</li> <li>• <b>Identifying one topic</b>—The teacher identifies one discussion topic to practice. Words like “recommend” may have to be defined and explained. The teacher may need to model what the child might say for the discussion topic.</li> </ul>

 <p><b>Flow</b></p>	<ul style="list-style-type: none"> <li>• <b>The Lips role begins</b>—The child with the Lips says the title book, talks about what it is about and answers the discussion question. The buddy can ask questions about the book.</li> <li>• <b>Children exchange roles</b>—The second child goes through the steps in the Book Club activity. The buddy can ask questions.</li> </ul>
<p><b>Activity Rules for Children</b></p>	<p>Child with the Lips</p> <ol style="list-style-type: none"> <li>1. Say the title of your book</li> <li>2. Tell what your book is about</li> <li>3. Use a discussion question to talk about your book <ul style="list-style-type: none"> <li>• The most exciting thing about my book was _____</li> <li>• What I liked best about my book was _____</li> <li>• What I didn't like about my book was _____</li> <li>• If you like _____ then you'll like this book because _____</li> <li>• When I read this book I learned _____</li> </ul> </li> <li>4. Exchange roles</li> </ol> <p>Child with the Ear</p> <ol style="list-style-type: none"> <li>1. Listen to my buddy's ideas about this book</li> <li>2. Ask a question about the book. Exchange roles</li> </ol>
 <p><b>Increasing the Challenge</b></p>	<p><b>Increase the challenge by:</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting extension of children's conversations</b>—Give examples of questions the listener might ask about the book <ul style="list-style-type: none"> <li>- Was this book like _____?</li> <li>- I was wondering about _____</li> <li>- What else was exciting?</li> <li>- What else did you like?</li> </ul> </li> <li>• Identify two discussion topics the children can discuss</li> </ul> <p><b>Additional Learning:</b></p> <ul style="list-style-type: none"> <li>• Increases oral language and the use of conversational turn taking</li> <li>• Increased comprehension skills</li> <li>• Increased recall of the story</li> </ul>



## Tips from Tools Teachers

- **These worked well when I organized in advance**—I needed to have the reading materials for these activities set up so that children could quickly get their writing or book without it taking too long. I used Learning Conferences to set this up on Fridays. We marked writing children would read with a paperclip in their folders, and set up a special bin for chosen books to share. They picked the book at the end of Learning Conferences and put it the tub for Book Club.
- **Author's Chair worked best for me during small group time**—I made this an activity during Literacy Skill Building so I had a group of about 8-10 kids paired off. I put all of the writing that would be discussed in a tub so that it didn't take a lot of time to find, and was able to work well with another small group on literacy skills.
- **We did Author's Chair in Closing Group on Friday just before children took some of the writing home**—This seemed to be a natural time for children to want to talk about what they are going to take home.
- **Getting children to talk and have an actual exchange in the Book Club activity was difficult at the beginning**—Although children were used to talking during activities like Share the News, I found that at the beginning I had to do a lot of modeling of how to have a discussion! As children read more books on their own, they began to have much more to say.