

STUDENT-LED BOOK CLUBS SUPPORT READING ENGAGEMENT IN
PRIMARY GRADES

By

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Project Summary

A review of the academic literature aimed to answer the focus question of this project, “how can student-led book clubs support the development of reading engagement in primary grades?” After conducting a literature review it can be stated that, in summary, student-led book clubs have been supported by research to support the development of reading engagement.

I have created a [website](#) to educate teachers on how to implement book clubs. The website is designed as a teacher toolkit. This means teachers can access one location, much like a toolkit, to learn the different components needed to build student-led book clubs in their classrooms. In this case, the tools described on the website are researched strategies that were identified in the review of the research literature. These strategies are ones researchers recommend to support students as they learn how to independently lead and be a part of book clubs. In addition to strategies, this toolkit will also highlight additional resources and scaffolds that teachers can use with students when introducing book clubs. All of this information will be compiled on an organized website for teachers to easily navigate.

Audience

The audience for this project is primary grade teachers who are interested in learning about a new format of literacy instruction that has the opportunity to support reading engagement. As stated earlier, I chose to focus on the needs of primary grade students because they require more scaffolds. Teachers of older grades can also use these

scaffolds and adjust them as necessary to support their students. It is beneficial for teachers to have access to more scaffolds and choose not to use them.

Project Format: Website

I have chosen to use a website format to support teachers as they implement student-led book clubs in primary grades. There are multiple reasons for this. First, it is easily accessible to all teachers and can be accessed whether a teacher is at school or in another location. Second, a website can be designed to allow for easy navigation to the different sections depending on which piece the teacher wants to explore. Sections on this website include overview, scaffolds, teacher testimonies and a location for feedback. Lastly, this format can be updated as research continues to grow and new strategies are found to be beneficial.

Websites are easily accessed no matter where a teacher is located. This is important because teachers learning how to implement book clubs is not dependent on the resources a school has. It is also helpful that teachers can learn about a plan for book club whether they are at school, home, or another location. Using a website allows for all teachers to have access at their own convenience.

As all teachers know, time is precious. We need to use resources that allow us to work efficiently and effectively. The format of a website allows for this because all components of the project are in one location and are organized in labeled parts of the website. On a website, teachers will be able to download resources and see examples. Some teachers compile their own information about a topic by navigating between multiple websites and using different resources. This website will save time for teachers

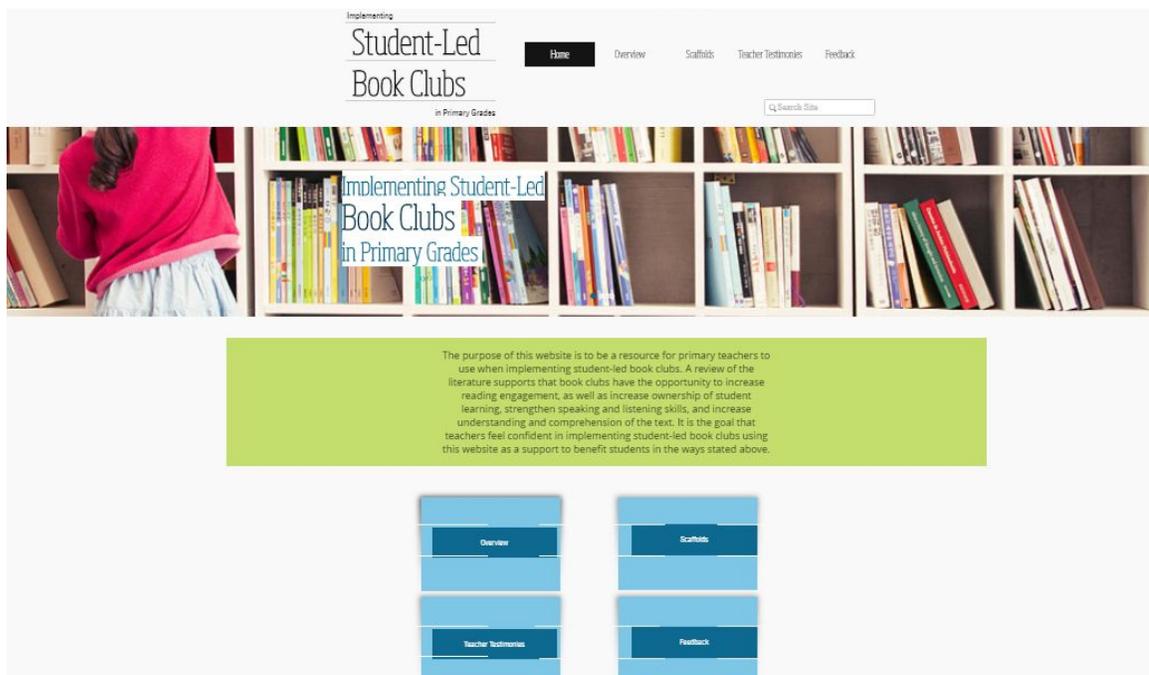
who are learning how to implement book clubs because all of the information will already be compiled in one location.

The last reason I chose to use a website for my project is because it can be updated. As research continues to grow, more strategies and activities will be created. The format of a website can be viewed as a working document, in which it can always be updated and improved. Information, advice from teachers, and background research can be updated as it comes out. This will ensure that the website is composed of the most current and most effective information.

I chose to create this project in the format of a website for three main purposes. First, it is easy to access for all teachers and from any location. Second, websites are efficient and have all the scaffolds, strategies, activities, examples and downloads in one location. Lastly, websites can be updated to ensure that information is current and aligned with what research states.

Project Description

I chose to create a [website \(https://cassietorbenson.wixsite.com/bookclub\)](https://cassietorbenson.wixsite.com/bookclub) for teachers to access so they can learn the research surrounding book clubs, scaffolds used to implement them, strategies and activities to use during each part of implementation, as well as pieces of advice from teachers who have implemented student-led book clubs. It is critical that teachers use research-supported formats of instruction. Throughout the website, the strategies and descriptions will be briefly explained by the researcher so teachers can learn about how they are research-supported. There are four components of the website: overview, scaffolds, teacher testimonials and feedback. The following is a screenshot from the homepage of this website.



The first part of the website is an overview of what book clubs are composed of in primary grades. This gives teachers an idea of the different parts of a book club: mini

lesson, read book, write stop-and-jot, have discussion. With this, teachers who are not familiar with book clubs in primary grades can get an idea of what they can expect.

The second component of the website are the scaffolds the research suggests using. It is broken down into full-class scaffolds, small-group scaffolds, and then student-led book club. Within each section, there are multiple scaffolds to help students build skills first with the whole class, then in small groups, and finally in student-led book clubs. Along with each scaffold, there is an identified student learning target to help students identify the skill they are working to master. In this part of the website, there are also links to PDF downloads of resources. Examples of resources include mini-poster sentence starters to support students having discussions as well as a stop-and-jot template. The following are screenshots of two portions of the section on scaffolds.

The screenshot shows a website page with a blue header containing the title "How do I implement small-group, student-led book clubs in primary grades?". Below the title is a paragraph: "Below you will find research-supported scaffolds to use as you work towards creating small-group, student-led book clubs in your classroom." Underneath are three steps: "Step 1: Full Class Practice", "Step 2: Small Group Practice", and "Step 3: Small Group, Student-Led Book Clubs". A navigation menu has three items: "Full-Class Scaffolds" (green), "Small-Group Scaffolds" (blue), and "Student-Led Book Clubs" (red). Below the menu is a section titled "Full-Class PRACTICE" with a dashed border. Underneath is a blue box titled "Create Guidelines".

Full-Class PRACTICE

Create Guidelines

Student Learning Target: To help manage book clubs, Haller (2006) stated that it is important to create expectations as a class to follow during book clubs. Serravalle (2010) agreed and suggested that the class should come up with guidelines everyone must follow about what it means to listen to each other and be respectful as they contribute to the conversations.

Examples of expectations to discuss include-

1. What your body should be doing when you are listening (facing the speaker)
2. Non-verbal cues that can be beneficial (nodding along)
3. Non-verbal cues that can be detrimental (looking away) (Serravalle, 2015).

I can help create guidelines. This means I will help decide guidelines to follow during

Students Write Stop and Jots

Student Learning Target:
I can write a stop-and-jot. This means I can write down what I am thinking about the reading.

Next, Serravallo (2010) explained that students should practice writing quality "stop-and-jots." Students will bring these quick notes about the reading to the discussion to help remember important pieces of the book. These notes will support students as they have a conversation about the text. According to Serravallo (2010), students can have difficulty sharing quality, conversation-starting thoughts. Serravallo (2010) went on to say that it is the teacher's role to give an introduction to the book to activate prior knowledge, share important components of the genre, and then direct them to think about the book with a specific focus. With background knowledge and a clear focus of what they need to think about while reading, students learn how to differentiate quality, discussion-starting thoughts from simply re-stating facts found in the text.

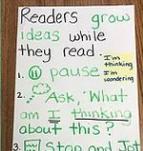
After the teacher reads a portion of the book, they dismiss students to write their stop-and-jot. They can write them on a post-it or on one of the attached stop-and-jot templates.

To write a quality stop-and-jot-

1. Write an idea you had, not just retell a part (Serravallo, 2015)
2. Questions (Serravallo, 2015)
3. Predictions (based on something from in the text)
4. Sentence starter ideas-
"my favorite part was __ because __"
"this book reminds me of __"

(Blum, Koskinen, Bhartiya, & Hlubokoy, 2010).

 Stop-and-jot template.pdf

 Anchor Chart Idea

A third section of this website is advice from real teachers that have previously implemented book clubs in their primary grade classroom. It is incredibly beneficial to learn tips and tricks that other teachers have already tried and have had success with. Having a balance between research and teacher testimonies will bridge the information and make it directly relatable in a classroom. I also know that there are difficulties that arise in activities depending on student needs. If another teacher has already found a way to support a student with a particular need, teachers who are implementing them will be able to share it on the last section of the website.

The final section is created for feedback from teachers who reference this website. This will be a way I can learn from other teachers about parts that are not easily navigated or that need more information. I will also be able to answer questions teachers may have. It is also a goal that teachers who are in the process of implementing book clubs will be able to share their tips on this feedback page so other teachers can learn from them.

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