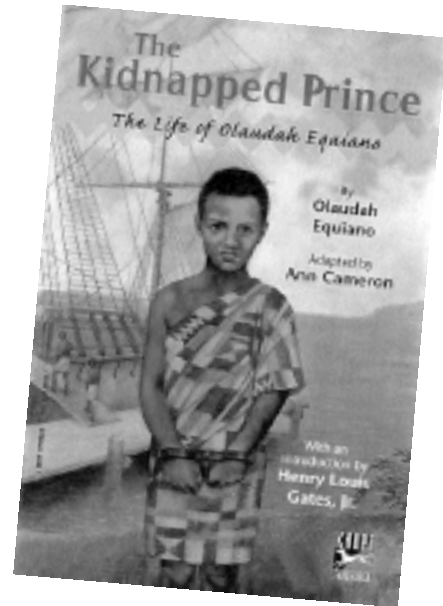


Text-based Reading Discussions: Links to the Classroom

Shared Reading:
The Kidnapped Prince
Grade 6 example

This reading process was created by Fern Tavalin, Dot Gorenflo, and Dot's sixth grade reading group to adapt the Flow of History adult-level book group discussion procedures to meeting the needs and interests of sixth graders.



Background

Students looked at the book *The Kidnapped Prince* and established a reading schedule. The inquiry group met 2-3 times per week to discuss the assigned sections. In between, they read, selected passages of interest, investigated questions related to history, and identified new vocabulary words.

The vocabulary was discussed in the beginning sessions to make sure that students could use a dictionary and locate the definition of a word in context. After the initial meetings, students posted their vocabulary words and definitions and they became a visual reference rather than a point of conversation. This gave time for reading and discussing passages. Some of the new history information was posted and discussed outside of the reading period, as well.

Reading Requirements

Come to each group prepared with the things listed below (includes Dot and Fern because they are group members, too). Remember to date your journal entries!

1. A Passage to Share Out Loud

The passage can be about something you like, something that you don't understand, etc.

2. Three Vocabulary Words, Defined in Context

Find three words that you don't know, or that you do know and find interesting. Write down the page numbers of the words you choose and look up and write down the dictionary definition of those words. Be sure to select the definition that fits the meaning of each word as it is used in the book (that's what it means to define a word in context).

3. A Question or Two to Share

The question might be one you wondered about at the beginning of the assigned reading section and is still a question by the end. The question might be one you asked yourself at the beginning and then figured out by the end. The question might be something that you are wondering about in general. The idea is that you bring one of the questions that "just comes to you" as you are reading.

4. Some New Information Related to History

As you read, there will be things about history that you've never heard of, or that you would like to learn more about. Do some research and bring what you've found out to share with the class!

** A tip for getting started: the encyclopedia gives a good summary. Start there, if you can, so that you have a beginning idea about your topic. Then, look in the school library or on the Internet to find out more.*

5. Extra Work that You Assign to Yourself

If you feel moved to draw a picture, make a timeline, create a sketch, write a book, give a history lecture, sing a song, sail around the world, or dress in colonial garb, don't hold back! The other items on this list were agreed to by the whole group. You are more than welcomed to do more.