

The Lead Learners|Adolescent Literacy Study Group|2022-2023

# *reflection* **guide**



# BEFORE YOU BEGIN

*time + space*

Make a commitment to give yourself time and space for the reading and reflective practice needed to grow as a professional. For each chapter you will find a "TADA List" designed to encourage and support your growth. Rather than thinking of this as one more task, embrace it for the joy and positive energy it will bring to your life as an educator. Let's begin with a TADA List to position you for a FUN professional reading and reflective experience.



## TADA List



Either print this journal, add it to your device, or purchase a notebook that makes you happy. Have a place to keep your written reflections.



Have your favorite pens, highlighters, and sticky notes handy to annotate each chapter as you read.



Decide when you will complete this guided reflection. Add the events to your calendar.

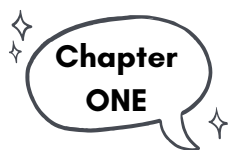


Invite a colleague to read the book with you.



Post about reading the book on social media.





# I HATE SCHOOL AND I'M NOT WILD ABOUT YOU EITHER

WHY ARE YOU EXCITED  
TO READ THIS BOOK?



## TADA List

☐

Complete the quick write

☐

Share the story from your quick write with a colleague

☐

Make a sticky note commitment

☐

Post your sticky note where it will keep you accountable

☐

Post about reading the book on social media.



# 6 minute quick write

After reading page one, pause and consider a student that you have who reminds you of Ugo. Set a timer for 6 minutes and write a scene with this student as the main character. Don't tell it, craft it by showing the outside story (what people say or do) and the inside story (what people think or feel).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.











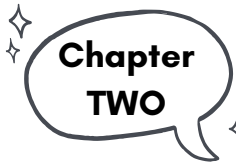
## A blank yellow sticky note with a grey clip at the top center, set against a white background.

At your next reflection session, begin with thinking about your sticky note. Use the boxes below to guide your reflection.

[illegible]

## This image shows a single sheet of white paper with ten horizontal blue ruling lines. The lines are evenly spaced and extend across most of the width of the page. There is no handwriting or other markings on the paper.



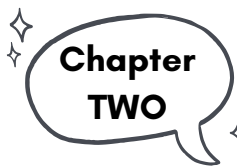


# WEDGIES, DRUNKEN BEARS, AND THE STRESS OF SHORTSIGHTED PLANNING

**RESPOND TO THE  
EPIGRAPH ON PAGE 15**

- In what ways do you agree?
- How might you argue with this statement?
- Are you shortsighted when it comes to planning?
- What gets in the way of planning ahead?





# WEDGIES, DRUNKEN BEARS, AND THE STRESS OF SHORTSIGHTED PLANNING



## TADA List



Before reflecting on chapter two, return to your sticky note commitment from last session. Complete the guided reflection.



Read and respond to the epigraph on page 15. An epigraph is a quote that opens a chapter.



Write a response in your book on page 25.



Share with a trusted colleague one way you will improve your planning.



Ask a trusted colleague to observe you like Sam did for Cris.



Post your sticky note where it will keep you accountable



Post on social media a highlight from the chapter.



## A blank yellow sticky note with a grey clip at the top center. The note is slightly tilted and has a subtle shadow beneath it.

Read through and select the ideas you want to try with one of your disengaged students. Write this idea on a sticky note and post it where it will keep you accountable for following through with the action.

### THINGS I NOTICED ABOUT STUDENTS

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.[illegible]



Chapter  
THREE

# THE MASKS OF ANGER AND APATHY

**WHAT STUDENTS  
WEAR THIS MASK?**

Keep in mind your list of students as you read the chapter.



## **TADA List**

☐

Before reflecting on chapter three, return to your sticky note commitment from last session. Complete the guided reflection.

☐

Complete the quick write.

☐

Use the think sheet as you read through the chapter.

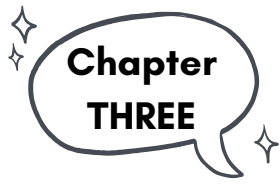
☐

Make a sticky note commitment. Post it where it will keep you accountable

☐

Post about reading the book on social media.





# THINK SHEET

One way I will  
try to remove  
the mask  
(p. 76)

--	--	--	--	--	--

Students who  
wear the masks  
of anger and  
apathy

--	--	--	--	--	--

Connecting  
Students to  
Text

--

Connecting  
Students to  
Students

--

Connecting  
Students to  
Content

--





We must not see any person as  
an abstraction. Instead we  
must see within every person a  
universe with its own secrets,  
with its own treasures, with its  
own sources of anguish, and  
with some measure of triumph.

—Elie Wiesel,  
in his foreword to *The Nazi Doctors and the  
Nuremberg Code* by George J. Annas and  
Michael A. Grodin





# 7 minute quick write

Why do you think Cris selected the Elie Wiesel quote to open the chapter? After reading the chapter, set a timer for 7 minutes and write a response.



You may want to print the Elie Wiesel quote and post it where you will see it.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.











## MAKE A STICKY NOTE COMMITMENT



Select one strategy from the list on page 76 to try in your classroom. Write in on a sticky note and post it somewhere to hold yourself accountable.

At your next reflection session, begin with thinking about your sticky note. Use the boxes below to guide your reflection.

## THINGS I NOTICED ABOUT STUDENTS

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## QUESTIONS + WONDERINGS

This image shows a single page from a notebook or ledger. It features a light gray background with ten evenly spaced, dark gray horizontal lines. The lines are slightly irregular, giving it a hand-drawn appearance. There is no text or other markings on the page.



## Chapter FOUR

# THE MASK OF THE CLASS CLOWN

**WHAT STUDENTS  
WEAR THIS MASK?**

Keep in mind your list of students as you read the chapter.



## **TADA List**

☐

Before reflecting on chapter four, return to your sticky note commitment from last session. Complete the guided reflection.

☐

Do the math.

☐

Complete the three written reflections.

☐

Make a sticky note commitment. Post it where it will keep you accountable

☐

Post about reading the book on social media.



# DO THE MATH

**"To maximize students' growth, my goal is to get them working two-thirds of the class minutes, which only leaves me one-third of the time to model, lecture, or demonstrate something new to the whole class.**

**Workshop model helps me structure time so that students are practicing the skills they need to be more skillful readers, writers, thinkers, and problem solvers.**

**Instead of passively listening, I want them reading a variety of text structures, writing to grow and demonstrate understanding, and talking to articulate their thinking."**

Cris Tovani, page 101

Total Minutes/3= number of minutes for teacher modeling, lecturing, or demonstrating

\_\_\_\_\_ **Minutes for You**

Total Minutes/3 x 2 = number of minutes for student reading, writing, thinking, and problem solving

\_\_\_\_\_ **Minutes for Students**



## written reflection (i)

How close is your reality to what the math says? If you didn't ask a trusted colleague to observe you and record the activities and time for teacher talk and student work, now would be a good time to gather this data.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## written reflection (ii)

In what ways does your class structure resemble a workshop model as outlined on pages 101-104?



In what ways could you shift your class structure to ensure students have two-thirds of the time to read, write, think, and problem solve?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## written reflection (iii)

Read the last sentence of the chapter on page 106. Reflect on this sentence with the following prompt.



1. Do you believe this to be true?
2. If so, how will you reflect this in your classroom?
3. If not, what do you believe will help remove the mask of class clowns?

[illegible]



## MAKE A STICKY NOTE COMMITMENT



Select one strategy from the list on page 106 to try in your classroom. Write in on a sticky note and post it somewhere to hold yourself accountable.

At your next reflection session, begin with thinking about your sticky note. Use the boxes below to guide your reflection.

### THINGS I NOTICED ABOUT STUDENTS

This image shows a single sheet of white paper with ten horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## QUESTIONS + WONDERINGS

[illegible]



## Chapter FIVE

# THE MASK OF MINIMAL EFFORT

**WHAT STUDENTS  
WEAR THIS MASK?**

Keep in mind your list of students as you read the chapter.



## **TADA List**

- ☐ Before reflecting on chapter five, return to your sticky note commitment from last session. Complete the guided reflection.
- ☐ Make a list of students who wear the mask of minimal effort.
- ☐ Complete the written reflection.
- ☐ Make a sticky note commitment. Post it where it will keep you accountable
- ☐ Post about reading the book on social media.



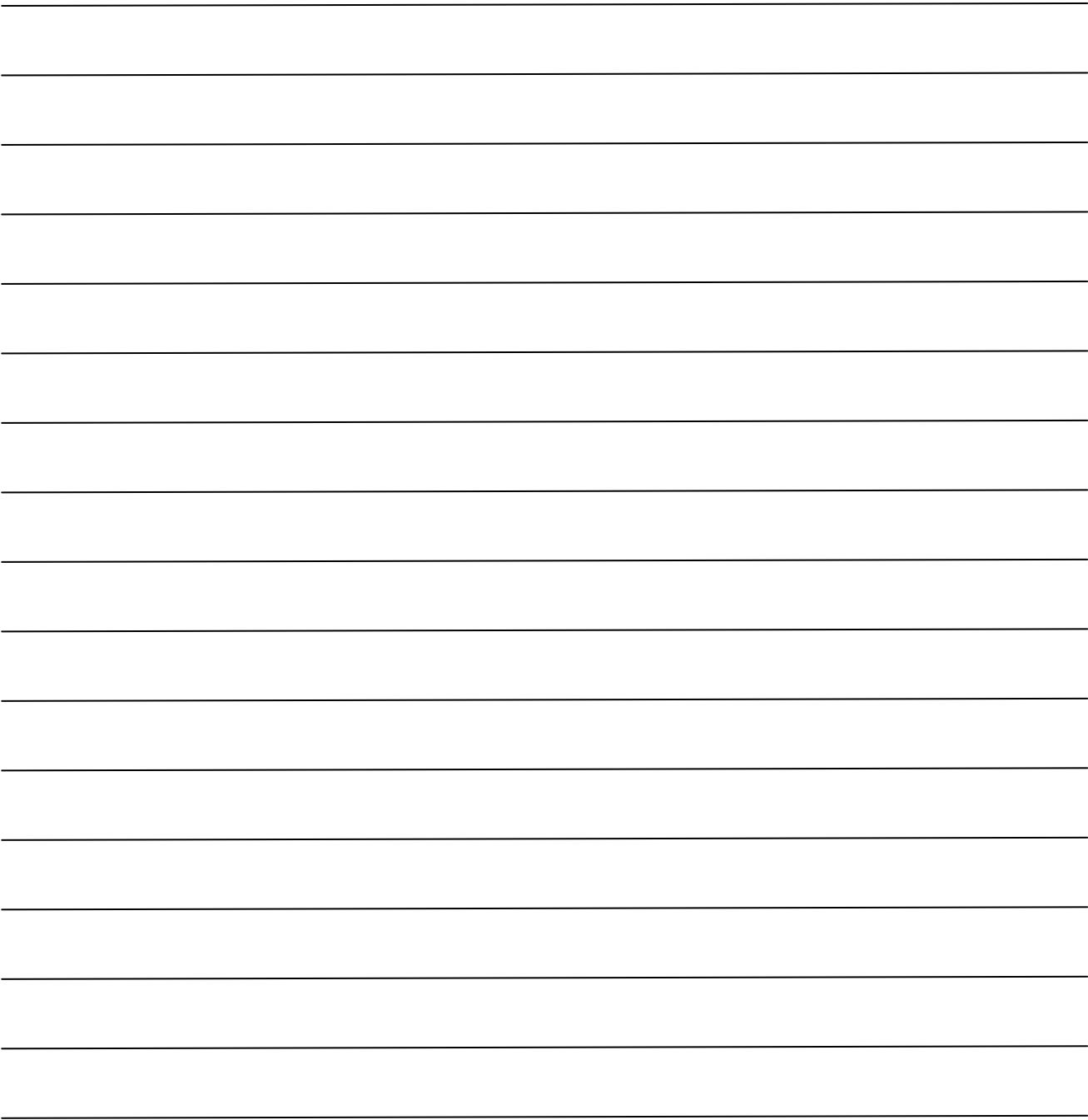
## written reflection

Make a list of times when YOU have worn (or still wear) this mask.

On page 110, Cris writes a section titled, "If Only I could Read My Teacher's Mind." Does this ring true for you? Do you think it is true for students who wear the mask of minimal effort?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







## A blank yellow sticky note with a grey clip at the top center. The note is slightly tilted and has a soft shadow beneath it.

Write in on a sticky note and post it somewhere to hold yourself accountable.

## THINGS I NOTICED ABOUT STUDENTS

This image shows a single sheet of white paper with ten horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## This image shows a single sheet of white paper with ten horizontal blue ruling lines. The lines are evenly spaced and extend across most of the width of the page. There is no handwriting or other markings on the paper.



## Chapter SIX

# THE MASK OF INVISIBILITY

**WHAT STUDENTS  
WEAR THIS MASK?**

Keep in mind your list of students as you read the chapter.



## TADA List

- ☐ Before reflecting on chapter six, return to your sticky note commitment from last session. Complete the guided reflection.
- ☐ Complete the quick write.
- ☐ Put think sheets in action.
- ☐ Make a sticky note commitment. Post it where it will keep you accountable
- ☐ Select one of the big questions on pages 163–165 to share with a colleague or on social media.



## 3 minute quick write

After reading the chapter, reflect on your experience using a think tank while reading chapter three.

Do you agree that think sheets are more valuable than work sheets?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



# THINK SHEETS IN ACTION

Get a copy of a recent activity students completed in your classroom. Using the discussion on think sheets, as well as the chart on page 136, how would you categorize this activity for students?

Carefully read and consider the different structures for think sheets. What might you try in your classroom? Is there a worksheet you could redesign in order to increase engagement?



**Chapter  
SEVEN**

# WHEN YOU CARE, YOU FALL MORE

**DO YOU AGREE  
WITH THE TITLE OF  
THIS CHAPTER?**



## **TADA List**

☐

Before reflecting on chapter seven, return to your sticky note commitment from last session. Complete the guided reflection.

☐

Complete the quick write.

☐

Spend time anticipating what your students might need with the chart on page 175.

☐

Find a colleague to share your thoughts about the book.

☐

Post some of your key ideas about the book on social media. Tag the author!



# 7 minute quick write

Set your timer for 7 minutes and write a response to one of the final sections:

- One Last Story
- We Determine the Weather

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[illegible]



[illegible]





I'm guessing you not only love your subject matter, but you also love kids. So, what risk will you take to plan differently for your students? How will you work to make your unit more compelling? How will you align the targets to tasks? When will you make time to find different texts so that all students can access and see themselves reflected in the content? Will you plan to spend a little time each day to connect and show tenderness to a student who probably needs it more than you know?

—Cris Tovani

*Why Do I Have to Read This?*

