

Effectively Integrating Reading, Spelling, and Writing into a Montessori Elementary Class

Michelle Scholfield and Katie Hausenbauer Rodrigues
MSM Conference January 9, 2016

Components of Reading Program

- ***Phonograms and reading fluency***
 - Recipe for Reading (sequence used for presenting phonograms)
 - “Books to Remember” by Flyleaf Publishing (used to develop fluency)
 - Works in conjunction with spelling program (will address later)
- ***Reading comprehension and elements of literature***
 - Book club discussion groups
 - Works in conjunction with writing program (will address later)

Book Clubs

- Adapted from “Literature Circles” by Harvey Daniels and “How to Get Your Child to Love Reading” by Esme Raji Codell
- Used to discuss elements of a story and genres of literature
- Weekly reading and “book club jobs” (reading reflection) completed at home
- Small group discussion format; children guide the discussion as they present their completed book club jobs to one another
- Adaptations for younger and older readers

Book Club Handouts

- Book club contract
 - Each child brings this home to read with their parents and sign.
- Book club job descriptions
 - Each child completes a unique role every week so that they can lead one part of the discussion. Children complete their jobs on a rotating basis.
 - Young children complete graphic organizers in order to help them develop confidence and independence.

Elementary Book Club Contract

I will be in a book club this year. In book club, we will meet on Thursdays to talk about a book and learn about the elements of a story.

We will read several books over the course of the year, and we will also present some of our own favorite books to our classmates.

As a member of a book club, I will promise to follow these rules:

I will bring my book home on Thursday night and tell my parents about my book club assignment.

I will finish my reading at home or in after care by Tuesday night.

I will finish my book club job before Thursday, and I will come to class prepared to present my job to the group.

I will NOT READ AHEAD!

I will complete a book report or book club project after each book. I will finish my report or project on time so I can share it with my classmates.

I have read the book club contract, and I will do my best to follow it.

Student Signature: _____ Parent Signature: _____ Date: _____

Discussion Director

Your job is to make a list of questions that your group might want to discuss after reading a part of the book. Your questions should have lots of possible answers, not just "yes" and "no." The best questions come from your own reactions and questions that come up while you read!

Some sample questions:

1. Why do you think the author had ____ happen? How would the chapter(s) have changed if ____ had not happened?
2. How does the author make you feel like you are ____?
3. How do you think the character felt about ____? How would you have felt about it?
4. What caused ____ to happen?
5. What would you have done in ____'s situation?
6. How are the characters changing?
7. Did this chapter turn out the way you expected?

Homework: Write down your own questions to be used for discussion! You don't have to answer them now, but jot down what the group has to say when you get together.

Other Book Club Jobs (Summary)

Practical Predictor: Jot down your predictions when you have completed the passage, along with why they might happen. Poll the circle about whether they agree or disagree. Write down any other predictions the group may have.

Language Lover: Jot down a few of the most challenging words, the pages, paragraph, and line numbers in which the words appear and their dictionary definitions. Also, be prepared to look up any other words that the group suggests, and write down those definitions as well.

Character Captain: Jot down a description of the main character (or main two characters) on a piece of paper. You could use the questions above to help you or come up with your own ideas!

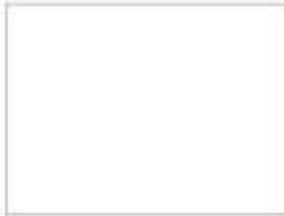
Literary Luminary: Write down the location of the passages you want to share (page and paragraph number), the reason you picked each passage, and how you want the passage to be shared in a group.

Summary Supervisor: Write a few paragraphs about the story. Be sure to describe what happened in the story, and try to answer a few of the other questions as well.

Essence Extractor: Write down the essence of the story in a paragraph or two. Use the questions and ideas above to help you. Some of the ideas may not pertain to your story.

Graphic Organizers for Younger Readers (1)

Setting Sketch:
Draw a picture of the setting, which is where the story takes place. Write a few sentences describing the setting.



Character Map:
Write about your favorite character in the book. Write their name in the middle square and describe them in the four corner boxes.

| | |
|------------------|--------------------|
| Feelings | Actions |
| Character's Name | |
| Appearance | Personality Traits |

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Graphic Organizers for Younger Readers (2)

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Character List

Read through the story and underline each character. Write the name of the character in the space below. You may write up to 10 characters. If you have more than 10 characters, write the names on a separate page.

Name: _____

Description: _____

Name: _____

Description: _____

Name: _____

Description: _____

Name: _____

Description: _____

Plot Diagram

Write about what happened at the beginning, the middle, and the end of the story.

Beginning: _____

Middle: _____

End: _____

Art Project Form

Name: _____

What is the title of your art project? (It can be creative!)

Which materials did you use to make your project?

Which character, setting, or part of the story does your project about? Why did you choose this as your subject?

Sample Book Club Schedules

2015 Reading Schedule

Weeks and Months and the Thanksgiving Time

Please make sure that your child completes all reading, book club jobs, and book club projects on time and brings them in on each due date. Thank!

| DAYS (Thursday) | Reading due | Work due (job or project) |
|-----------------|--------------------------------|---------------------------|
| November 1 | Book: <i>Harriet</i> Ch. 1-3 | |
| November 8 | Book: <i>Harriet</i> Ch. 4-6 | Reading Log |
| November 15 | Book: <i>Harriet</i> Ch. 7-9 | Character Map |
| November 22 | Book: <i>Harriet</i> Ch. 10-12 | Story Map |
| December 6 | Book: <i>Harriet</i> Ch. 13-15 | Art Project |

You can make an art project if you choose to draw. Please complete the Art Project Form at the end of this page.

2016 Reading Schedule

Book Club Schedule by Book Series: *Harriet*

Please make sure that your child completes all reading, artwork, and jobs on time and brings them in on each due date. Thank!

| DAYS (Thursday) | Reading due | Work due (job or project) |
|-----------------|--------------------------------|---------------------------|
| November 1 | Book: <i>Harriet</i> Ch. 1-3 | |
| November 8 | Book: <i>Harriet</i> Ch. 4-6 | Reading Log |
| November 15 | Book: <i>Harriet</i> Ch. 7-9 | Character Map |
| November 22 | Book: <i>Harriet</i> Ch. 10-12 | Story Map |
| December 6 | Book: <i>Harriet</i> Ch. 13-15 | Art Project |

You can do an art project with a paragraph description, a creative writing project, or a book story of at least 3 paragraphs. Add items later if you need a book report form or ideas for a creative writing project.

Book Reports

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Fiction Book Report Form

These are some of the questions that you can answer in a Fiction book report.

Title: _____

Author: _____

Who are the main characters? _____

Where does the story take place? _____

What are your favorite things about the book? _____

What are your least favorite things about the book? _____

Would you recommend this book to a friend? Why or why not? _____

Fiction Book Report Outline

These are some of the questions that you can answer in a Fiction book report.

1. Write about the publishing details:

- Title
- Author
- Copyright year
- Publishing company

2. Who are the main characters?

3. When and where does the story take place?

4. Summarize the plot of the story. Write at least four sentences.

5. Does the story teach any lessons?

6. What makes this book unusual?

7. What are your favorite things about the book?

8. What are your least favorite things about the book?

9. Would you recommend this book to a friend? Why or why not?

Book Report Alternatives (1)

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Draw a timeline to illustrate the events of the story.

Construct a story map to show the plot and setting.

Create a jacket for the book, complete with illustrations and blurbs.

Prepare a chart showing the characters, their relationships, and a few biographical facts about each.

Dramatize an incident or an important character to the group to get them hooked.

Do a radio announcement to publicize the book.

Write a play based on the continuation of the story or a new adventure for the characters.

Keep a diary of one of the characters in the story, using first person.

Write a letter to the author telling why you liked the book, your favorite parts, what you would have done with the plot.

Be a newspaper columnist; write a review for the book section.

Write about how the story might have ended if a key character or incident were changed.

Write a letter to the key character to tell him or her how to solve the problem.

Write a newspaper article based on an incident from the book.

Write a biography of the leading character, using information from the book.

Give a testimonial speech citing the character for special distinctions noted in the book.

Write a comparison of the movie and book versions of the same story. Use a Venn diagram for pre-writing.

Make a diorama.

Book Report Alternatives (2)

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- Dress up as your favorite character in the story and perform some of the story.
- Make sketches of the action sequences and explain them.
- Research the period of history in which the story is set.
- Make a list of similes and metaphors based on the book.
- Make puppets and present a show based on the book.
- Build a clay or papier-mâché bust of a key character and write a character description.
- Paint a mural that shows the key incidents in the story. A mural is like a painted collage.
- Rewrite the story for students in a lower grade. Keep it interesting.
- File information about the book in a classroom cross-reference. Include author, story type, list of books it is similar to, and so on.
- Write a Journal Response. Tell the general effect of the book on you.
 - What made you feel the way you did?
 - How did the author make you feel that way?
- Write an acrostic poem. Letter the title of the book vertically; then write a brief phrase about the book for each letter.
- Explain why you would or would not recommend this book to your parents for their reading.
- Explain why you think this book will/will not be read a hundred years from now.
 - Support your viewpoint by making specific references to plot, setting, characters, and author's style. Be persuasive!
- Make a list of five to ten significant questions about this book that you think anyone who reads this book should be able to answer.
- Write an original poem about the book.
- If it is a geographical book, make a map and locate places found in the book.



Components of Spelling Program

- **Lower Elementary**
 - Sequence of spelling rules mirrors sequence of phonograms (“Recipe for Reading”)
 - Isolation of difficulty: introduce one new rule each week
 - Children work with teaching assistant in small groups; complete independent practice
- **Upper Elementary**
 - Uses “Words Their Way” curriculum and materials
 - Children work independently; regular check-ins with teacher
 - Children move on to a study of root words/ vocabulary once they have mastered spelling rules

Word Group Sequence Lower Elementary List 1

| # | WORD GROUP | DATE | # | WORD GROUP | DATE |
|----|----------------------------------|------|----|------------------------------|------|
| 1 | consonant digraphs: sh, th, ph | | 16 | alphabetical oo and ou | |
| 2 | beginning consonant blends: l, r | | 17 | consonants in syllables | |
| 3 | beginning consonant blends: l, r | | 18 | more final silent rule | |
| 4 | right ending consonant blends | | 19 | ch and ck | |
| 5 | more ending consonant blends | | 20 | alphabetical ai and au | |
| 6 | Closed syllables | | 21 | the sound: /p/ | |
| 7 | the P-R-C-V rule | | 22 | the sound: /g/ | |
| 8 | except in rule 4, L and R | | 23 | ge and ge | |
| 9 | except in rule 7 and 8 | | 24 | consonant letters that say 0 | |
| 10 | h and h endings | | 25 | Words to pronounce "oo" | |
| 11 | except in sounds: sh, th, and ph | | 26 | ways to spell /oo/ | |
| 12 | a vowel team: ai and ay | | 27 | o as a consonant or vowel | |
| 13 | a vowel team: ea and ee | | 28 | i before e rule | |
| 14 | a vowel team: oo, oa, and ou | | 29 | silent letters: wh, ai, sh | |
| 15 | the coffee rule | | 30 | the "oo" sound: oo and ou | |

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Word Group Delimiting Lower Elementary List II

| # | WORD NAME | Syll | # | WORD NAME | Syll |
|----|-------------------------------------|------|----|-------------------------|------|
| 11 | get out /it/ | | 46 | the spotted cow | |
| 12 | ended to quit the job ending | | 47 | the coffee -tea | |
| 13 | the L.L.O. standing role for coffee | | 48 | the operation | |
| 14 | plains a ending | | 49 | the end ending | |
| 15 | more glass water | | 50 | the -two ending | |
| 16 | the of end of ending | | 51 | the -two ending | |
| 17 | the five and two ending | | 52 | the spotted cow ending | |
| 18 | the five and two ending | | 53 | early operation or work | |
| 19 | the end of ending | | 54 | the job count | |
| 20 | the end of ending | | 55 | the coffee -tea and cow | |
| 21 | the coffee -tea | | 56 | early/late/tea part I | |
| 22 | the end of ending "it" | | 57 | early/late/tea part II | |
| 23 | the end of ending | | 58 | early/late/tea part III | |
| 24 | the end of ending | | 59 | early/late/tea part IV | |
| 25 | the end of ending | | 60 | early/late/tea part V | |

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Word Group Job Packet (1)

Memorization Practice

- Put your list of words in alphabetical order.
- Write and memorize an acrostic poem for your most challenging word. Recite it to a family member from memory. This is a good way to memorize tricky words! Write the rest of your words one time each at the bottom of your paper.
- Write each of your words three times in your best handwriting. Color the consonants in one color and the vowels in another color. Make a key.
- Group your words by syllables. Make a list of one-syllable words, a list of two-syllable words, etc.
- Which is the easiest spelling word on your list? Write your list in order from easiest to hardest.
- Write each word three times using your best handwriting. Choose the most beautiful example of each word and decorate it with colored pencils.
- Which words on the list are your favorites? Write your list in order from your favorite to your least favorite. Write two sentences describing why you chose your favorite and least favorite words.
- Have two practice quizzes.

Word Group Job Packet (2)

Creative Writing Practice (Use at least 10 of your words.)

Write an advertisement for a pretend product using your spelling words.

Write a poem or story using as many of your words as possible. Write the leftover words at the bottom of your paper.

Can you write a recipe using your spelling words? Is the food that it would make disgusting or delicious?

Write a song using your spelling words. Write down the lyrics (the words) then sing the song for a friend.

Describe an exciting event in a newspaper article that uses your spelling words. Here are some examples:
Titanic Sinks! Three Little Pigs Homeless! Princess Kisses Frog!

Choose your own creative writing activity. Be sure that you write at least three sentences and that you use all of your spelling words.

Word Group Job Packet (3)

Vocabulary Practice

Look at least five of your words up in the dictionary and write down the definitions. Then list any words that you didn't define below.

Make word webs for at least three of your words. Then list the rest of your words below.

Write each of your words, leaving a space above them. Then write the grammar symbol for each word above the word.

Write a sentence for each word on the list. Give your sentences to a friend and have them give you a practice quiz, using your sentences as examples.

Recopy your spelling words, color-coding the suffixes or prefixes. Make a key.

Find the missing word! Write a sentence for each word. Give your list to a friend. Read each sentence out loud, leaving out the spelling word. See if your friend can guess which word is missing.

Sample Spelling List(Lower Elementary)

Name _____ Date _____

Vowel teams that say /i/ ai and ay

Sometimes, two letters work together to make a long vowel sound. These are called vowel teams.

This week, we will practice with two vowel teams that say the letter /i/ ai and ay.

- The vowel team "ai" is used to say /i/ in the middle of a word. Here are some examples:

paid chain mail

- The vowel team "ay" is used to say /i/ at the end of a word. Here are some examples:

play tray

Word Group Jobs

- Write each word at least 3 times in your best handwriting. Circle the "ai" sounds in orange and the "ay" sounds in purple.
- Choose at least two jobs from the word group job packet.

Name _____ Date _____

Vowel teams that say /i/ ai and ay

Back-to-Back Words

mail paid mail
train plain fair
play tray air
bay Monday stay

Bonus Words

crayon sprained delay

Spelling Inventory:
initial assessment
used in upper
elementary classroom

Words Their Way Elementary Spelling Inventory Feature Guide

Student _____ Teacher _____ Date _____

Words Spelled Correctly _____ / 25 Feature Points _____ / 67 Total _____ / 87 Spelling Days _____

| Letter and digraph | Sight Words | | Sight Word | | | | Words with Feature | | | | Sight and Feature | | | | Sight Word | Words Spelled Correctly |
|--------------------|-------------|------|------------|------|---------|------|--------------------|------|---------|------|-------------------|------|---------|------|------------|-------------------------|
| | Spelled | Days | Spelled | Days | Spelled | Days | Spelled | Days | Spelled | Days | Spelled | Days | Spelled | Days | | |
| 1. Sail | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 2. Chain | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 3. Mail | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 4. Plain | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 5. Fair | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 6. Stay | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 7. Air | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 8. Play | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 9. Tray | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 10. Monday | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 11. Stay | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 12. Mail | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 13. Chain | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 14. Plain | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 15. Fair | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 16. Stay | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 17. Air | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 18. Play | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 19. Tray | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 20. Monday | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 21. Stay | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 22. Mail | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 23. Chain | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 24. Plain | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 25. Fair | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 26. Stay | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 27. Air | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 28. Play | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 29. Tray | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 30. Monday | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| Total | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |

Words Their Way: Word Sort (Upper Elementary)

| | | |
|-----------|------------|------------|
| <i>ic</i> | <i>ick</i> | brick |
| panic | picnic | music |
| limerick | flick | cowlick |
| basic | homesick | arctic |
| quick | attic | classic |
| chopstick | fabric | drastic |
| fantastic | garlic | gimmick |
| magic | Pacific | electric |
| dramatic | chronic | broomstick |

Components of Writing Program

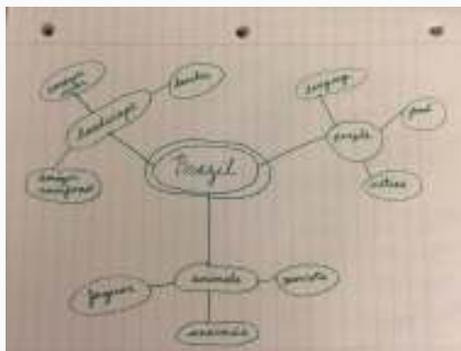
- ***Lower Elementary***
 - We encourage report writing at an early age; provide support in developing research skills
 - Complemented by lessons on writing fiction, non-fiction, poetry, and the conventions of writing (sentences, paragraphs, capitalization, punctuation, handwriting, etc.)
 - Culminating project: a five-paragraph biographical essay on a subject of the child's choice
- ***Upper Elementary***
 - Children complete an annual writing portfolio to practice writing in a variety of genres
 - All students attend the Montessori Model UN conference; prepare essays and speeches
 - Culminating project: an autobiographical essay, including reflection on 6th-year service project of their choice that has been planned and executed throughout the year

Research and report (emerging readers/writers):

Show the child how to complete a research page using a reference book.
Show them how to turn one-word answers into sentences.

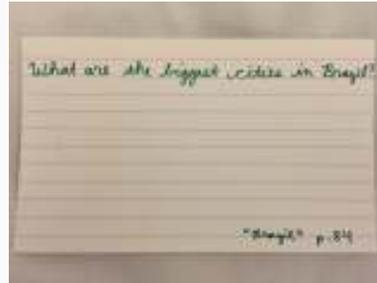
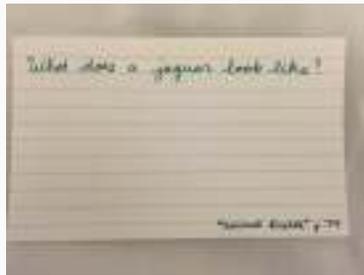
Prewriting (more fluent readers):

- Make a concept map with the child.
- Choose a few favorite ideas from the map and use them to phrase questions.
- Be sure that the scope of the research questions is manageable for the child.
- Set deadlines for note-taking completion and first draft completion.
- Have the child record deadlines on their due date page.
- Locate appropriate sources.



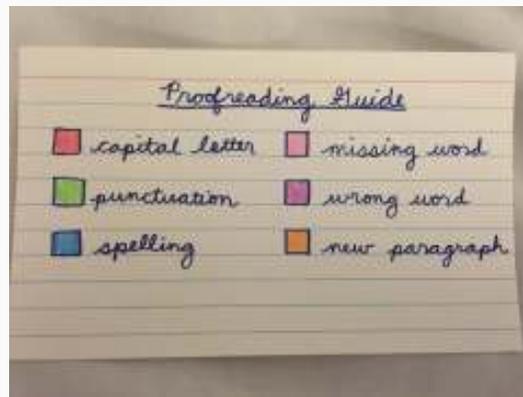
Research and Writing (more fluent readers)

- For the first question on the report, do an example together.
- Read the information together and ask the child to explain what they learned.
- Have the child (or the teacher) write the information in a full sentence on a note card.
- Write one sentence each on several note cards.
- Once the child completes their set of note cards for one section of the report, help them to organize the cards into an order that makes sense. They can use this order to create their first draft.
- Repeat as needed based on the child's ability to interpret that material on his/ her own.



Editing (more fluent readers):

- Introduce the child to the proofreading guide. Explain the symbols.
- Ask the child to proofread his/ her own work.
- Once the child has done a self-check, proofread the work and mark it using symbols from the proofreading guide.
- Have the children revise based on your notes.
- Have them write a second draft and repeat.



Writing an Essay (for fluent writers):

- Teach the children how to make an outline, breaking the child's question's from a concept map down into categories and creating more specific questions for each section of the report. Walk them through the first time and as needed.
- Ask the child to use multiple sources and to cite each source using a numbered source list.
- On the first essay, ask children to use note cards as before.
- If the note card method becomes easy or overly cumbersome for a child who does not need it, show that child how to take notes using a research notebook. Tell children that they may choose their referred method.

Final Draft and Presentation (for all students)

- Have the children complete a final draft.
- Older children can type their third draft and have the typed version proofread.
- Once the final draft is complete, the child can then create supplementary materials (drawings, diagrams, props, etc.) and make a cover or binding for the report.
- Have the child practice presenting the report.
- The child can present his/ her report to the class. If the child does not wish to present, the report can be put on display instead.

Differences Between Fantasy and Science Fiction

| | Elements of Fantasy | Elements of Science Fiction |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Characters | <p>Could have talking animals</p> <p>Could have people with magical powers</p> <p>Could include imaginary characters: goblins, magic dragons, fairies, etc.</p> | <p>Characters have a more realistic</p> <p>Could have unusual humans or humans with a superhuman power (i.e. using "the force" in Star Wars)</p> <p>Could include aliens</p> <p>Humans may have evolved into a new species</p> |
| Setting | <p>An imaginary new world or land</p> <p>Time is any time or no time!</p> <p>"Once upon a time"</p> <p>Time travel might be possible</p> | <p>Could be in space, under water, on a different planet/moon/etc. or on our world.</p> <p>Usually takes place in the future (could be the past if it is in a different world, i.e. Star Wars)</p> |
| Plot/Theme | <p>Usually based on good vs. evil</p> <p>Includes a lot of flat action</p> <p>Conflicts are often solved with great deeds or acts of human kindness</p> <p>Often using magic is necessary to solve the problem</p> | <p>Based around scientific discoveries or future technology</p> <p>Often requires solution technology or scientific discovery are good or bad for people or how people might change because of them</p> |
| Style/Tone | <p>The style is magical elements could not happen</p> <p>This writing requires a lot of descriptions to explain the "rules" of the world or magical systems. It is necessary to describe as much as possible so the reader can "travel" to your world!</p> | <p>Believable</p> <p>Often at least somewhat based on science</p> <p>Could include unknown elements that could exist currently</p> |

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Reference List

Recipe for Reading (Revised and Expanded) by Nina Traub and Frances Bloom (EPS Books)

Books to Remember series by Flyleaf Publishing (www.flyleafpublishing.com)

How to Get Your Child to Love Reading by Esmé Raji Codell

Literature Circles: Voice and Choice in Book Clubs and Reading Groups by Harvey Daniels

How to Spell by Laura Toby Rudginsky and Elizabeth C. Haskell (EPS Books)

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction
by Donald R. Bear and Marcia Invernizzi

AMI Elementary Training Lectures by Kay Baker

The Reading Teacher's Book Of Lists: Grades K-12, Fifth Edition by Edward B. Fry and Jacqueline E. Kress

Other Resources for Book Clubs

Scholastic Book Wizard <http://www.scholastic.com/bookwizard/>

- This search engine allows you to search for a book by topic, genre, reading, level, etc. We used it to create a sequence for our book club books based on difficulty level. It is also a good resource for finding new books.

Common Sense Media <https://www.common Sense Media.org/reviews/category/book>

- This website provides content ratings for thousands of books. We have used it in many cases to help us decide whether a certain book is appropriate (content-wise) for children of various ages. It is also a useful resource for parents, and it also includes content ratings for movies, shows, and video games.

Reading Suggestions <http://www.ala.org/alsc/awardsgrants/notalists/ncb/ncbpastlists>
<http://www.ala.org/alsc/2015-summer-reading-list>
[https://en.wikipedia.org/wiki/Newbery Medal](https://en.wikipedia.org/wiki/Newbery_Medal)

- These are a few sources we have used over the years when choosing new books to purchase for our book clubs. Local public libraries often provide suggested reading lists for each age level, too.