

Reflection

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Student Reflection

Overview

The student reflection materials include an individual reflection form (“How I Worked in Discussion”) and a whole-class reflection form (“How We Worked Together in Discussion”). These materials will help students think about their strengths and challenges in Shared Inquiry. You can use the results to help students set goals for themselves, individually or as a class.

Instructions

1. **Distribute** the reflection forms shortly after finishing a discussion. Briefly review the instructions with the class.
2. **Brainstorm** a list of concrete behaviors that demonstrate each of the statements on the form. Keep this list posted for students to reference.
3. **Ask** students to complete the individual reflection forms silently. For the whole-class reflection, you may want to post the form on an overhead or a smart board and fill it out as a class.
4. **Collect** and review the forms, noting areas of strength and challenge.
5. **Discuss** the responses and set goals, either with individuals or as a class.

Name: _____

Story: _____

How I Worked In Discussion

Fill in the circle that describes your work in the discussion.

	A lot	A little	Not really
I shared my own ideas about the story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I looked back at the story to give evidence for my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listened to others and learned from them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talked to others in a respectful way about their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned a lot about the story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Something I did in the discussion that I am proud of: _____

My goal for next time: _____

Name: _____

Story: _____

How We Worked Together In Discussion

Fill in the circle that describes the way your group worked in the discussion. Then talk about your answers together.

	A lot	A little	Not really
We shared interesting ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We gave evidence for our ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We listened to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We made sure quieter people had a chance to share their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We learned a lot about the story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our goal for next time: _____

Teacher Reflection Form

Complete this reflection form after every three or four discussions. If possible, meet with other teachers to share insights and suggestions. For each statement, circle the number that indicates how often you see students exhibiting the behavior (where 1 = “almost never” and 5 = “almost always”).

Classroom Culture	ALMOST NEVER	1	2	3	4	ALMOST ALWAYS
<p>1. My students say what they think without worrying about being wrong.</p> <p>Tips</p> <ul style="list-style-type: none"> • Show interest by listening intently and asking follow-up questions, even about less immediately promising ideas; students may surprise you when they explain further. • Avoid direct praise, which may inadvertently signal a “right” or favorite answer on your part. 	1	2	3	4	5	
<p>2. My students develop their own ideas, rather than looking to me for the “right” answer.</p> <p>Tips</p> <ul style="list-style-type: none"> • Let students know that you are as curious about the story as they are and eager to hear their answers. • Ask follow-up questions rather than leading students to particular answers or offering your own ideas. 	1	2	3	4	5	

First Reading, Sharing Questions, and Second Reading	ALMOST NEVER	1	2	3	4	ALMOST ALWAYS
<p>1. My students follow along in their books as they listen to the story read aloud.</p> <p>Tips</p> <ul style="list-style-type: none"> • Pause and ask students to help you summarize what just happened in the story. • Pause to voice your own confusion or curiosity and have students follow suit. 	1	2	3	4	5	
<p>2. My students ask and answer questions about the story.</p> <p>Tips</p> <ul style="list-style-type: none"> • Give students time to think by pausing for several seconds after asking questions. • Patiently pursue students’ ideas by asking follow-up questions, rather than paraphrasing for them or finishing their thoughts. 	1	2	3	4	5	

Shared Inquiry Discussion

ALMOST
NEVER

ALMOST
ALWAYS

1. My students understand and respond to the focus question.

1 2 3 4 5

Tips

- Choose a focus question that reflects your students' curiosity about the story.
- Allow plenty of time for students to think and write about the question before the discussion.
- Remind students that there are many possible answers to the focus question.

2. My students support their answers with evidence from the story.

1 2 3 4 5

Tips

- Before the discussion, have the class sequence story events.
- Rather than moving on when a student cannot offer evidence, use follow-up questions to help the student locate a relevant part of the story, or enlist other students' help in searching.

3. My students extend their ideas and their understanding of the story over the course of the discussion.

1 2 3 4 5

Tips

- Be sure not to skip the second reading.
- Use the student reflection forms to determine which areas of critical thinking students need to practice. In the next discussion, ask the follow-up questions related to those areas.
- Give students plenty of time to write in their Reader's Journals about new ideas they heard in the discussion.

4. My students listen to each other respectfully and let one another speak.

1 2 3 4 5

Tips

- Before the discussion, review discussion etiquette with students using the student introduction (pp. 28–29) or conduct a mini-lesson on good discussion behavior (pp. 330–331).
- Before the discussion, give students time to write their answers to the focus question in their Reader's Journals. During the discussion, call on quieter students to share what they wrote.
- During the discussion, use follow-up questions to help students respond to each other.

The Teacher Resources section of the Teacher's Edition (pp. 325–335) has more suggestions to help you meet your goals. If you are working with a Great Books consultant, he or she can also help you set and meet goals.