

CRITICAL READING: Book Chat

Shape of the World

Aim: Reading and discussions that supports critical thinking that requires the reader to make connections and understand that there can be more than one idea, answer or perspective contained in a text.

Subject links:

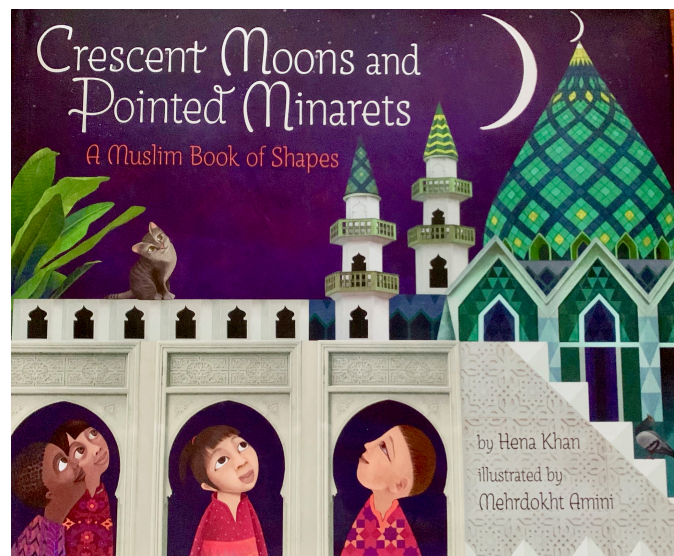
Literacy, Social Studies, Math

Included in the resource:

Book chat cards

- Three codebreaker cards (Right-there comprehension)
- Three connector cards (Right-there and think and search comprehension)
- Three researcher cards (Think and search and on your own comprehension)
- Three meaning-maker cards (On your own comprehension)
- Three action taker cards (Text to self and text to world connections)
- Three attitudes cards (On your own reflection and author intention/influence connections)

Descriptions and overviews of the different critical reading levels



These cards are designed to support readers have conversations about the visible and hidden ideas in a text.

Learners can either choose a card related to a reading comprehension skill that interests them, or is connected to a skill they need to develop.

Learners should select the card before reading to focus thinking and reflecting while reading.

Learners and teachers can make choices about how they want ideas from the book chat recorded as evidence of thinking and skill development.

Ideas include

- *Video recording of discussion*
- *Note taking*
- *Brainstorm or mind mapping ideas raised in the discussion*
- *Graphic organisers*
- *Images or word walls*

Teachers may want to consider the following points in order to reflect on their positions and beliefs related to the topic of identity claims.

Do you agree, disagree, see complexities or alternative perspectives connected to these points?

- *Shapes have unique features and dimensions*
- *People use shapes for different reasons*
- *People use shapes, patterns and lines in particular ways for particular purposes*
- *People use the properties of shapes and materials in different ways*
- *People's experiences with shapes*
- *Shapes, lines and patterns have played important roles in history and culture*
- *Connections exist between the elements of art, scientific knowledge, development of identity and mathematical understandings of shapes*
- *Shapes, lines and patterns occur in nature and are utilised in human innovations and creations.*

USING THE ILLUSTRATIONS

At BeConWiz we design things to include carefully thought out illustrations for a very specific purpose, to develop visual literacy.

Each illustration is carefully drawn to provide clues and give the students a chance to build new ideas from known ideas.

The illustration can be used to form part of a learning narrative where students begin to name and describe learning processes and choices using the illustration as a prompt or a clue. Using visuals encourages students to

- Identify and discuss ideas and possible actions
- To connect and engage with their own prior knowledges
- Use visual information as a tool for clue finding

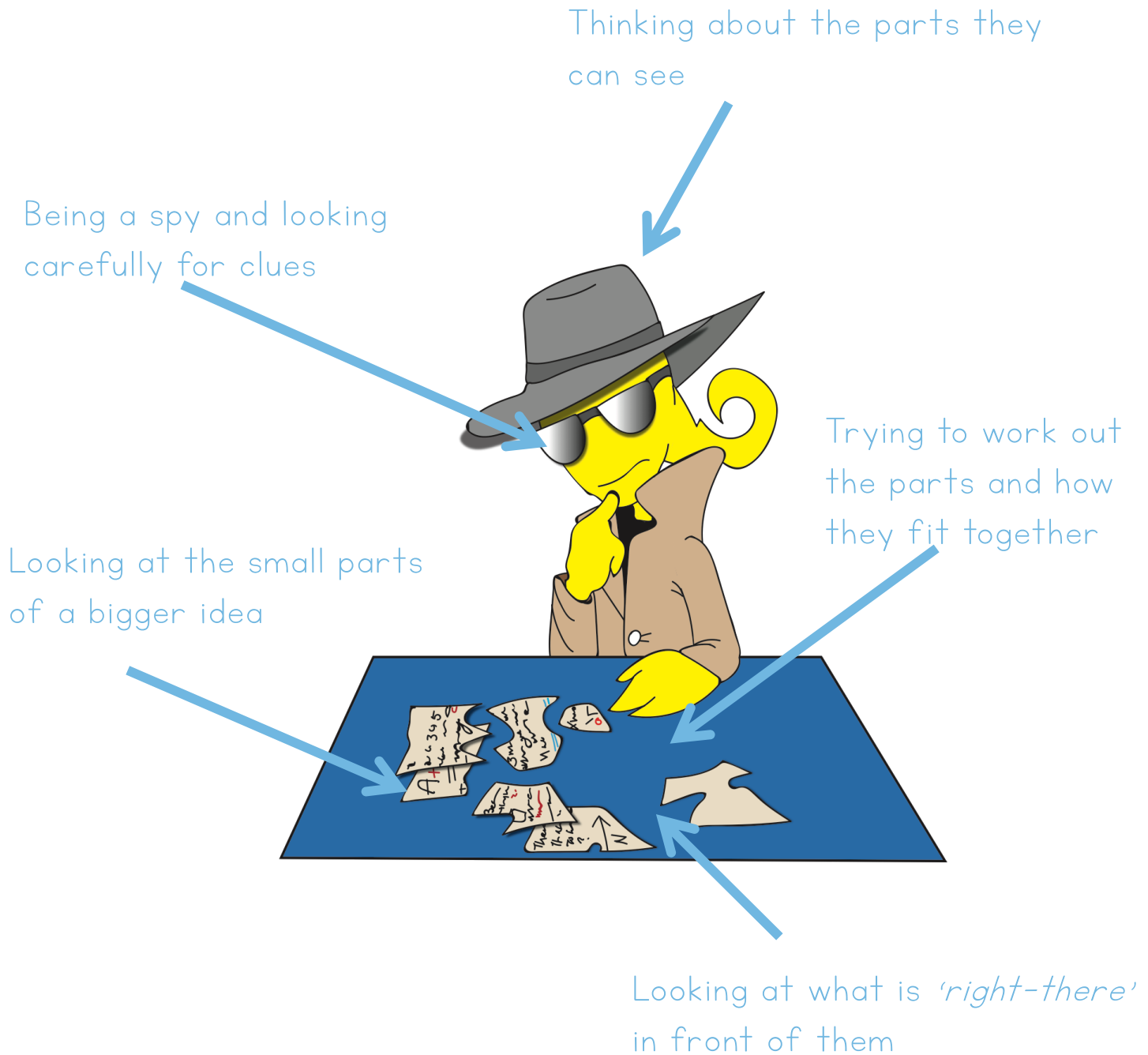
As you introduce each of the stages in the critical literacy thinking process let the students engage with and explore ideas connected to the key drawing for a given stage. Have the students:

- Look at the picture and discuss what the character is doing
- Think about what choices they might have to make to do the same thing as the character
- Imagine or describe what the picture reminds them of
- Explore and discuss what they do if they were that character
- Wonder about why the character might be doing what it is doing

As the students engage discuss and predict the choices, actions and purpose of the character, collect and record the words and phrases that they use. Use these phrases and ideas as building blocks for developing the skills, process, attitudes and understandings connected to the key illustration. In this way you are providing a link from the students own prior knowledge and ownership of ideas to new learning and skill development.

CODE BREAKER

What can you see the code breaker doing?



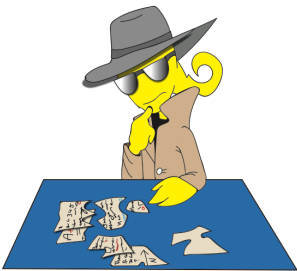
Codebreaker



What shapes, lines or patterns did the character see or use?

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Codebreaker



In what places were shapes, lines or patterns used in the book?

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Codebreaker



Who were the characters in the book?

What places did the characters visit in the book?

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Who are the main characters?

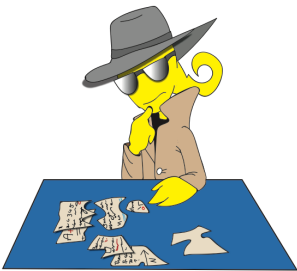
- *Can you describe them?*
- *What did they do?*



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What choices did a main character make?

- *How do you know the character made that choice?*



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What do you know about...

- *the different places the main characters went in the story?*
- *about shapes, lines and patterns?*



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CONNECTOR

What can you see the connector doing?

Connecting 'Right-there'
and 'Think and Search '
ideas



Remembering old
ideas and thinking
about new
connections



Connecting all
the parts to see
how they work
together

Making guesses about how things fit
together

Connector



How are the characters in the book connected to shapes, patterns and lines?

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Connector



What ideas or feelings do you think the characters might have because of the shapes, lines and patterns?

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Connector



Do you notice shapes, lines and patterns around you?

What ideas do these shapes, lines and patterns give you?

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Connector



How do you think the shapes, lines and patterns are connected to the characters identity?

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Connector



How might you feel if you were a character in this book? What would you notice about the world around you?

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Connector



What were the important or special ideas the characters connected to shapes, lines and patterns?

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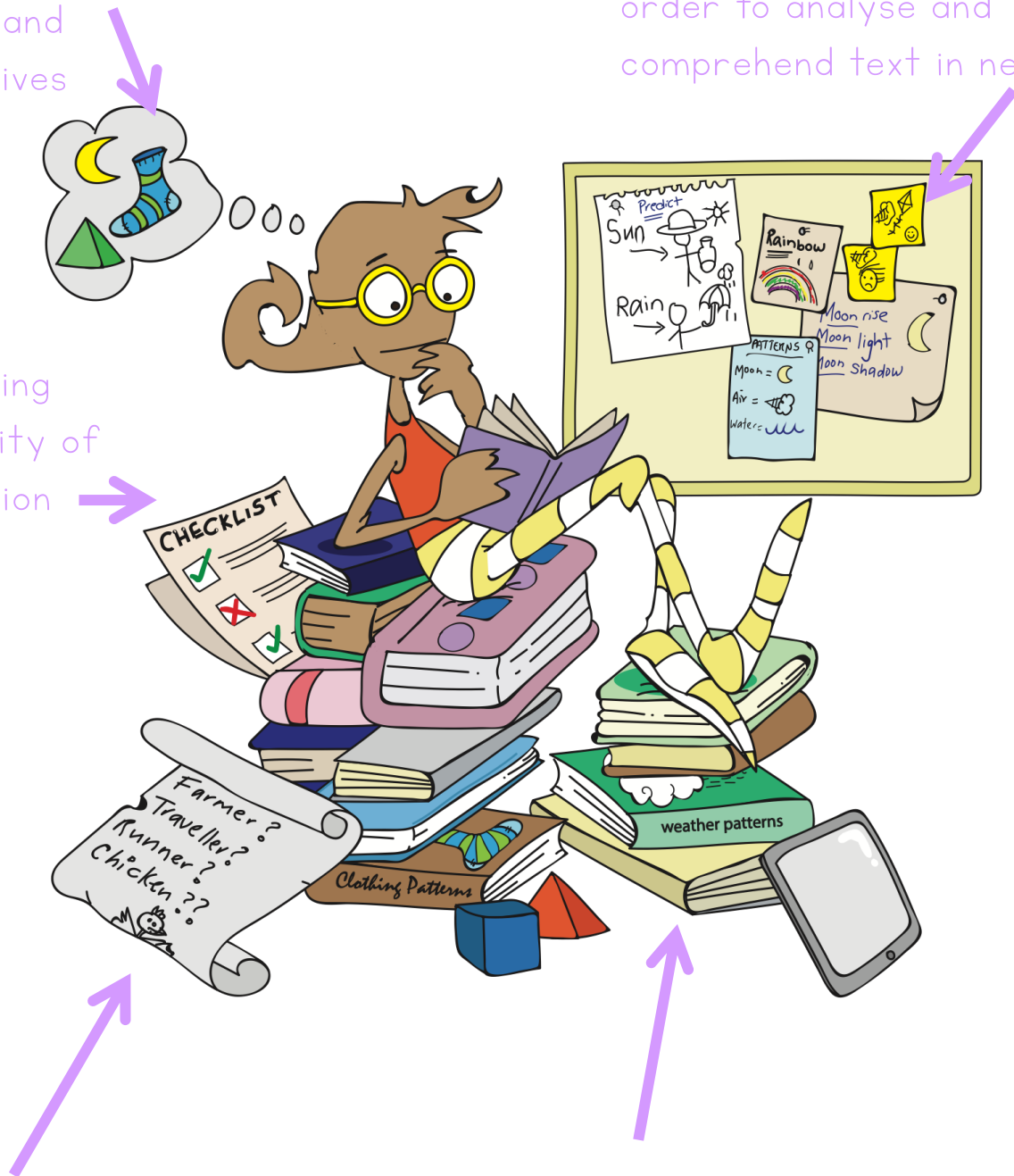
RESEARCHER

What can you see the researcher doing?

Wondering and reflecting
on ideas and
perspectives

Deconstructing of ideas in
order to analyse and
comprehend text in new ways

Considering
the validity of
information



Exploring how a certain
perspective might
influence understanding
or development of a text

Using a variety of
sources to explore a
topic or theme present in
the text

Researcher

How might the lines, shapes and patterns influence people's choices?



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Researcher

What ideas, actions or beliefs connected to shapes, lines and patterns are explored in this text?



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Researcher

Why do you think people feel or think differently about the same shapes, lines and patterns?



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Researcher



What connections or experience do you think the author/illustrator has had with shapes, lines or patterns?

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Researcher



What other ideas or beliefs about shapes, lines or patterns could be explored in a text?

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Researcher



How might a person's ideas or beliefs about shapes, lines and patterns influence the way they understand the world around them?

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MEANING MAKER

What can you see the researcher doing?

Know that the holders of
'power' are the creators of
realities

Wonder about the
missing or silenced
realities or perspectives

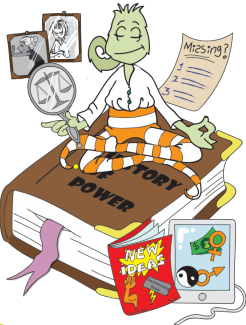


Reflect, think and wonder
about alternative
perspectives and consider
the bigger contexts,
implications and possibilities

Pondering the factors
that influenced what
was and wasn't shared
in the text

Deconstructing ideas and dreaming about what else is possible.

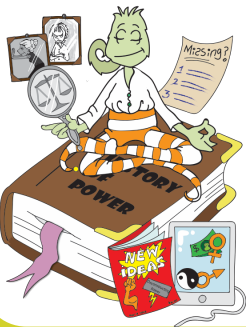
Meaning Maker



How might a person or group's ideas about their identity influence the place shapes, lines and patterns have in their life?

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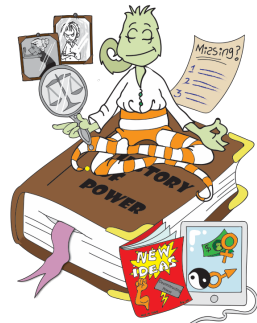
Meaning Maker



Do you think that there are the same set of shapes all over the world? Why or why not?

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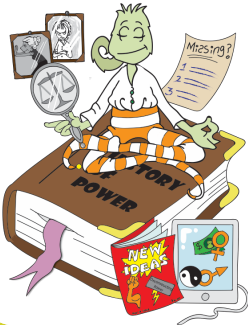
Meaning Maker



Do you think features and ideas about shapes were invented or discovered? Why do you think this?

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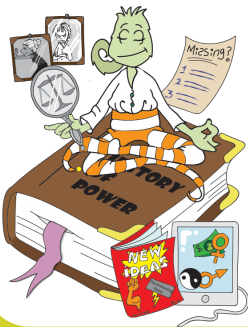
Meaning Maker



Do you think people's ideas about shapes are influenced by their experiences or by something else?

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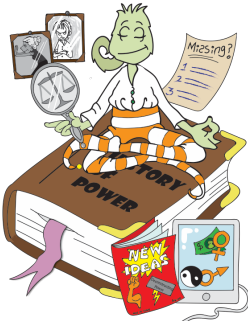
Meaning Maker



Are there ideas or beliefs about shapes, lines and patterns that hiding in the way you understand the world?

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Meaning Maker



What does this book suggest about how shapes, lines and patterns are an expression of belief or identity?

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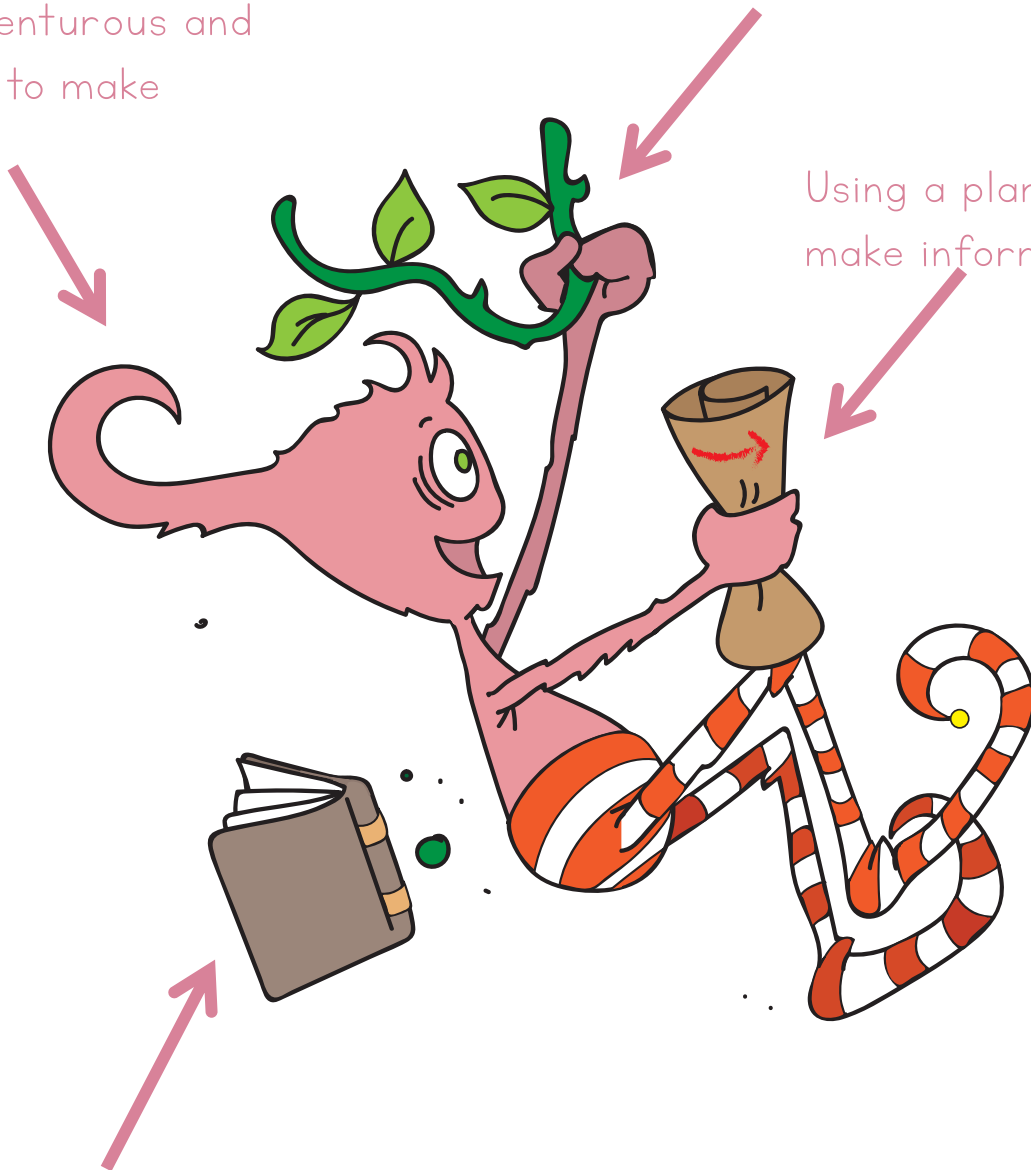
ACTION TAKER

What can you see the action taker doing?

Swinging into action and moving forward with ideas

Being adventurous and prepared to make mistakes

Using a plan to help make informed choices



Remembering to use and reflect on resources and others ideas and information

Action Taker



Think about one 2D shape. Is there more than one way to draw this shape? Could you find this shape in different places in the natural world?

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Action Taker



Think about a 3D shape. How could this shape be used in different ways to solve problems in the real world?

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Action Taker



What does this book have you thinking about and wanting to act on?

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Action Taker



Do a small research project and find out how shapes, lines and patterns are used in other subjects, apart from maths.

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Action Taker



How could you use the ideas to create a new story about how shapes, lines and patterns help you express how you are?

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Action Taker



How might authors or illustrators use real life experiences to create interesting texts?

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ATTITUDES

Exploring attitudes and perspectives

No idea position, action, role or perspective in this world is neutral. Everything we do, see, think, feel and believe is influenced by who we are and where we are in place and time.



The way we share our interpretations and understanding of the world around us is layered with beliefs, attitudes and perspectives colours how ideas are shared.

We are meaning makers. We explore, express and interpret the world and interactions in a myriad of ways and we need to develop skills in analysing the meaning we make and the meaning we share.

Attitudes



How did reading this book have you thinking about the choices people made in connection to expressing who they are or want to be?

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Attitudes



What did curiosity and wondering look like in this story?

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Attitudes



How might reading this book have you thinking about how you see or understand shapes, lines or patterns around you?

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Attitudes



How might reading this book affect the way you appreciate people's understanding of or beliefs connections to shapes, lines and patterns?

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Attitudes



What attitudes do you think the author or illustrator might value that led them to write this story?

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Attitudes



What do you think influences the ideas you have about shapes, lines and patterns in this world?

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CODE BREAKER

CODE BREAKER

Supporting students to inquire into and learn about things at a 'decoding' level.

- Alphabetic codes and principles
- Spelling and grammar
- Text - Image information
- Deconstructing text features to support reading and writing across genres

A **code breaker** looks for the **evidence** that is "**right-there**" in front of you. Code breakers look for information about the **small parts** of a bigger idea. When using code-breaking thinking, learners are looking at information that will help 'read' or identify key details.

The learners will be developing the skills of decoding in a given context. The learners will develop strategies for locating and discussing the most basic and obvious of information from a given text.

A **reader** who is a **code breaker** looks for the **evidence** that is "**right-there**" on the page. They look at how words are spelt, what the special features are in a text and what the words and pictures can tell them about characters, setting and plot. They break the code (*spelling, words, layout, features, pictures*) authors use to create books. They sound out or use letter clues to read a word.

When code-breakers ask questions they are looking for information that is right there in the words, pictures, object or experience.

Sometimes these questions start with

- *WHO are the characters?*
- *WHERE is the setting or information from?*
- *WHAT is happening?*

Code-breakers can follow up with questions that show where the evidence can be found.

- *How do you KNOW that?"*
- *Can you show me where I can find PROOF of that?*



CONNECTOR

CONNECTOR

Supporting students to inquire into and learn about ideas through 'prior knowledge and new connections'.

- Text- image connections
- Making connections to prior experiences visible
- Using appropriate language (vocabulary)
- Developing comprehension skills
- Valuing multiple perspectives

A **connector** looks for **connections** with things **already know**. The connector **connects evidence** to what is already known.

When thinking like a connector, learners are looking at information and developing connections to their own prior experiences or knowledges. Learners can connect with ideas that are obvious in a text, artefact or image. Sometimes the connections are with implied ideas in a text, artefact or image. The learners will develop strategies for connecting to both obvious from a given text or artefact to a personal experience, a class inquiry and to wider ideas and issues. Some students will begin to notice the implied level of ideas that can be explored through the research processes.

A **reader** who is a **connector** looks for **connections** between a book and other things.

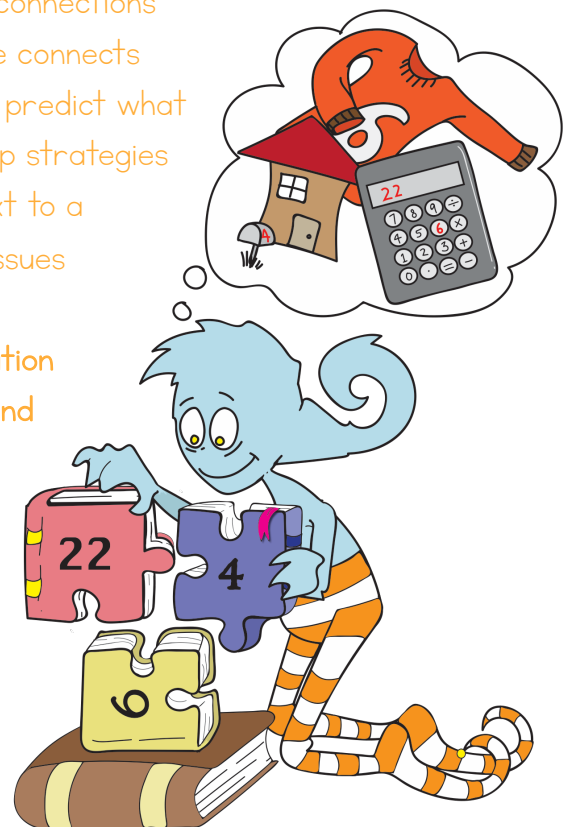
He/she looks for text to self, text to text and text to world connections to help understand or infer what a text might be about. S/he connects words with pictures to think about what the words mean or predict what they might be in order to say them. The learners will develop strategies for connecting to both the obvious information in a given text to a personal experience, a class inquiry and to wider ideas and issues

When connectors ask questions they are looking for information that is right there in a text and is also connected to think and search ideas. Sometimes these connector questions or statements start with

- *HOW and WHY*
- *It REMINDS me of...*

These questions help us to

- *COMPARE and CONNECT ideas and information*
- *Find CONNECTIONS or RELATIONSHIPS*



RESEARCHER

RESEARCHER:

Supporting students to inquire into and learn about ideas through 'deconstruction and application'.

- Deconstructing text ideas to support comprehension and analysis
- Explore causation of texts and forms of expression
- Considering the source and validity of information
- Examining context and perspectives
- Exploring hidden, missing or invisible perspectives, ideas and agendas

Researchers look for ideas and information that is not evident, rather it is implied. Researchers examine and analyse the **"think and search and on your own"** information about the ideas you are exploring. Researchers start to dig deeper into ideas and develop inferences.

When acting as a researcher, learners are developing strategies that will help them inquire into and learn about implied ideas through the deconstruction of parts or ideas in a given text.

A **reader** who is a **researcher** builds **ideas** and **develops inferences** from the evidence they have to hand. This reader wants to find out more about ideas and perspectives being shared in a text. Research readers think about both the **obvious and implied ideas** in a text. They **explore different perspectives** people might have about a text or the different perspectives being shared in a text. They begin to **explore the hidden ideas** in a text. They use lots of different clues to think about what new words mean or why particular words were chosen and how they influence texts.

Sometimes researchers ask questions that start with

- *From what you know about... why did...?*
- *The author said...what does that mean?*

These questions help researchers to

- Look for **IMPLIED** ideas
- **COMPARE** or **CONTRAST** ideas and information
- Look for **CAUSE** and **EFFECT** patterns
- **REFLECT** on **IDEAS** and **PERSPECTIVES**



MEANING MAKER

MEANING MAKER

Supporting students to inquire into and learn about ideas through analysis, evaluation, agenda and perspective.

- Examining and analysing an author's purpose, perspective or agenda
- Investigate other agendas, perspectives or implications connected to hidden ideas or missing ideas
- Use critical questions, analysis, evaluation
- Examining ideas of copyright and plagiarism
- Problem solve, take action or make informed decisions

Meaning makers **look for what is absent**, ask questions about why certain ideas or perspectives are missing and why they are missing.

Learners develop strategies that will help them analyse what or whose agendas might be being served, and explore hidden sites of power, or reflect on how a given perspective in the text, might influence or be influenced by time, place, power and beliefs.

Meaning making encourages learners to problem solve, develop an eye for seeing 'what is missing' and question the 'constructed realities' of evidence that is presented to them.

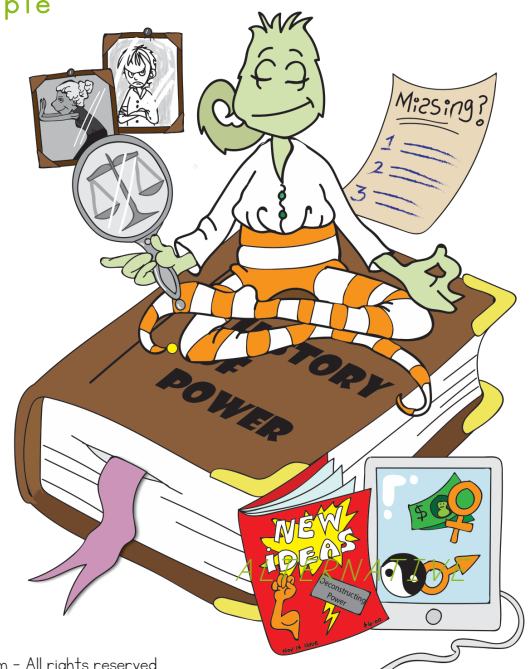
A **reader** who is a **meaning maker** investigates **agenda's, perspective and absent but implicit ideas** in a text as well as the beliefs and understandings they personally hold and examine the opportunities and problems these or alternative ideas hold for the reader.

Meaning makers ask questions they are looking for people to share judgments or opinions. The answers won't be in a text; meaning makers focus on exploring big ideas or underlying messages. Sometimes these questions start with

- *I wonder why...?*
- *What else is possible?*

These questions help us to

- *Become CRITICAL thinkers who explore ideas and perspectives that are missing or hidden*
- *EXPLORE VIEWS, PERSPECTIVES, BELIEFS and ACTION*
- *INVESTIGATE messages and look for POSSIBILITIES*



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BeConWiz, will be referred to as BCW in this document.

BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "



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