



Belonging Through Books: Raising a Culture of Reflective Readers Applying Choice Boards, Playlists and Interactive Discussions

Syllabus

Learners explore how to extend learning from Read Alouds to build a strong culture of reflective readers. Choice Boards, Station Rotation, Centers, and Playlists will be applied for asynchronous student interaction. The course lays out elements for designing literacy experiences in virtual environments, further extending the practice of reading aloud.

Contact Hours: 2

Prerequisites: N/A

Learning Objectives:

Learners will select a book focusing on diversity and inclusion to create a Choice Board, Playlist or Interactive Discussion to extend learning after a Read Aloud. The extension activity can be completed by students in-person, blended or remote learning settings.

Course Structure:

This Course consists of Four Mini lessons.

1. Watch - Watch the videos to learn about the skills you will need to complete the project assigned in the lesson.
2. Help Resources & Links- Materials and websites related to the content covered in the lesson videos.
3. Learn by Doing - Use the included checklist to complete your project for each lesson.
4. Check for Understanding - short check-in activity for each lesson which is required for course credit and to advance to the next lesson.



Final Assignment/Demonstration of Learning:

Learners will select a book focusing on diversity and inclusion for a Read Aloud.

Then choose ONE of the following options:

- Create a Journaling Choice Board using Google Slides **or**
- Create a Playlist using Google Doc or Word for students to explore more about book or topic **or**
- Create an Interactive Discussion with PearDeck + Google Slides

The extension activity can be completed by students in-person, blended or remote learning settings.

[Teacher Campus Assignment Template.](#)

For more information, watch the video in the final lesson.

Skills Checklist

- ☐ Select Diverse Text
- ☐ Establish a supportive environment for reflection
- ☐ Choice Boards with Google Slides
- ☐ Playlists in Google Docs with Hyperlinks
- ☐ Peardeck with Google Slides to add interactive questions

Lessons:

Introduction
Shaping Reflective Readers
Choice Boards for Journaling Reflection
Playlists for Building Background Knowledge
Pear Deck for Interactive Discussions
Final Project

Resources:

Presentation Links

[Introduction](#)

[Shaping Reflective Readers After the Read Aloud](#)

[Choice Boards for Journaling Reflection](#)

[Playlists for Building Background Knowledge](#)

[Pear Deck for Interactive Discussions](#)

[Final Project](#)



An Opening Message: [An Invitation into a Brave Space](#)

Webinar (video)

Mackin Learning: [The Power of Seeing Yourself Reflected in a Book](#)

Templates:

[Choice Board](#)

[Map the Character](#)

[Journal Reflections](#)

[Book Report](#)

[Playlist](#)

[Pear Deck: Picture This Blank Template](#)

[Pear Deck: Dreamers Picture This](#)

[Pear Deck: My Favorite Day of the Year Picture This](#)

Web Resources

Facing History and Ourselves

[Remote Book Clubs](#): Nurturing Community and Connections

[Compelling Questions](#) for Book Club Discussions

[Fostering Civil Discourse](#)

[Facing History + PearDeck Interactive Slides](#)

[Taking Student Learning Online](#)

[Journaling](#)

Book Selection Supports: [Diverse Book Finder](#)

Elementary Librarian: [Library Center Ideas](#)

Edutopia: [Enabling Voice and Choice Through Projects](#):

[PearDeck: Reinforcing Reading](#) with Immersive Reader

[Building a Playlist](#): Catlin.com

[Getting Started with Blended and Remote Learning Toolkit](#) @ Catlin.com

Websites:

[WOSU Classroom](#)

[Cover to Cover: Books for Young Readers](#)

How to Videos:

[Getting Started with Pear Deck](#)

[Getting Students Started Tutorials with Pear Deck](#)



Standards:

Ohio Educator Standards

- 1 Teachers understand student learning and development and respect the diversity of the students they teach.
- 4 Teachers plan and deliver effective instruction that advances the learning of each individual student.
- 5 Teachers create learning environments that promote high levels of learning and achievement for all students

Ohio Professional Learning Standards

Standard 5: Learning Designs

5.2 Select learning designs.

- 5.2.1 Acquire, share and apply knowledge of learning designs, including technology-based designs, when considering multiple factors to select effective designs for professional learning.
- 5.2.2 Develop and share knowledge about technology-enhanced learning designs.

5.2.3 Implement effective learning designs.

- 5.3 Promote Active engagement.
- 5.3.1 Ensure that learning is relevant to educators' day-to-day work and supported in practice.
- 5.3.2 Implement engagement strategies to maximize learning.

Standard 6: Implementation

6.1 Apply change research.

- 6.1.1 Build knowledge of research on change.
- 6.1.2 Apply research on change to plan and lead the implementation of professional learning.

6.2 Sustain implementation.

- 6.2.1 Differentiate support for implementation of professional learning.
- 6.2.2 Continue support to reach high-fidelity implementation of professional learning.

Standard 7: Outcomes

7.2 Address learning outcomes

- 7.2.3 Offer and support professional learning that extends educators' knowledge of content, content-specific pedagogy, how students learn and management of classroom environments

ISTE Student Standards

1.1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.1.b. build networks and customize their learning environments in ways that support the learning process.
- 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students



- 1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 1.4.b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 1.4.c. develop, test and refine prototypes as part of a cyclical design process.
- 1.4.d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

- 1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
- 1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 1.6.d. publish or present content that customizes the message and medium for their intended audiences.

