



The Book Club Game (BCG) and the Research-based Reading Comprehension Strategies Develops:

Retelling:

Retelling is where the student retells the main events of the story in as much detail as they can remember.

In the BCG players retell the story as they draw four main events with as much detail as they can on to the laminated game board. They also retell parts of the story as they answer the yellow comprehension cards throughout the game.

Re-Quest:

Re-Quest is a strategy that involves student and teacher in silently reading portions of the text and then alternately asking and answering questions from that material.

This is exactly what happens in the game. A story can be read silently or out loud and then the players alternately answer comprehension questions asked from each other.

Blank cards are provided for teacher and students to generate their own questions on to be used with the original game board or smaller take-home or Buddy-play board.

A reading response book that is an extension of the game can be used to write and answer questions in. It's fun for the teacher to own a book as well. Each entry should include the title and author of the book to be used at the library or bookstore when students want to look up more books by the same author.

Story Map:

The story map is a graphic organizer used for narrative text. It provides a place for the students to show important elements of the story such as title, author, setting characters, plot, etc. and provides a place for the students to depict what happened in the beginning, middle and end.

The BCG's game board is a story map where all the elements of the story are discussed as they are drawn on to the game board. For meta-cognitive purposes the elements are stated around the game board to remind the students what to focus on and what these elements are called.

The reading response book provides a place for the students to make their own story maps.

The mini game board (reproducible) provides a permanent story map for students to take home and play the game or play with a buddy in class.

Buddy Reading:

Buddy reading involves students reading together in partners in books at both appropriate reading and interest levels. After reading partners can respond by summarizing or answering questions together.

The book lists in the BCG offer a wide range of "can't put down titles" at many reading levels that can be used for buddy reading. Because the green cards offer hints to these books to spend chips, the players are exposed to the titles and motivated to read them. Any book that the "buddies" are interested will work for the game. The BCG can be used as a follow up to buddy reading where both summarizing is developed and different levels of comprehension questions are answered in a motivating format, a game.

Into, Through, and Beyond:

These are activities that facilitate comprehension as the reader gets "into" the reading, "through" the reading and then thinking "beyond" the reading. Making predictions on the prediction cards or in the reading response booklet (KWL chart) can aid the "into stage". The "through" activity could be completing the story map, or game board. The yellow cards develop comprehension through out the game at all the levels and throughout the elements. Many of the yellow cards take the reader "beyond" the story as they plant themselves in the plot, change the ending, invite the characters to their own homes, and predict what will happen after the story ends. Suggestions of writing stories reflecting the theme, plot, characters, or setting to take the reader "beyond" are given in the extensions of the game. The Laminated Bookmarker Question Cards are excellent tools for Into, Through, and Beyond as they can be asked before, during and after reading.



Use of Context Clues to Expand Vocabulary:

The students are shown how to use the words around an unknown word to determine its meaning. Their responses are checked by the teacher or with a dictionary.

The Vocabulary Cards in the BCG allow the students to find unknown words and determine their meaning by the context, confirming with the teacher or a dictionary. These cards then become a fun strategy of the game.

Word Wall:

The words students are learning can be put up on a bulletin board in categories. The board then becomes a reference tool for the class.

In the BCG the vocabulary word cards can be enlarged and used as a word wall. They can also be put on rings and hung on a word wall by category.

Questioning:

Teacher questioning at different levels (Bloom's Taxonomy, inference, application, etc.) is a powerful strategy for building comprehension. The goal is to get to the point where students can ask themselves these questions as they're reading. (Phasing in and out of teacher)

The BCG provides generic questions labeled with the level and story element it addresses. In this way both teachers and students become aware of the kinds of questions they should be asking themselves (metacognition). These kinds of questions facilitate deep thinking and relate the story to current life situations making reading relevant, meaningful and a most motivating activity.

DRA:

Directed Reading Activity is when the students are given questions both explicit and implicit in the text before reading to guide their comprehension. They are also given vocabulary words before reading that might be difficult.

The students can be given four to six yellow cards from the BCG that have both explicit and implicit questions about the text before reading. Modeling can be done as well as guided practice with the same questions about a different familiar story. The students can copy the questions in their Reading Response books and answer them as they go or just discuss them with a buddy. In both cases the cards will be shuffled back into the deck to play the BCG after the reading is completed. Vocabulary words can be written on the board for them to copy on their Vocabulary Cards before reading.

DRTA:

Directed Reading and Thinking Activity, children set their own purposes for reading by posing their own questions or predictions, reading confirming and posing new questions or predictions. Vocabulary words are dealt with as they come up in the story and students use the context clues to determine their meaning, checking with the teacher or dictionary if needed.

In the BCG blank cards or the Reading Response Books are both tools for the DRTA process where students can pose their own questions. They can also pick their own questions from the many yellow cards provided. They can use the Prediction Cards for making predictions as they read through the story. The Vocabulary Cards allow them to choose the words they need to use context clues to figure out as they move through the reading.