



Guide to Support Implementation : Novel Study Grades 4-9

Facilitator Guidelines GUIDE DE MISE EN ŒUVRE, FLA 4-9 (PLC Session 1 of 3)

SESSION 1: (suggested time: 60 minutes)

To support use of these resources; teachers, teacher leaders, administrators or district leaders may choose to facilitate a conversation around these resources. This facilitator guideline is one example of a way to share materials but can be adapted to your context.

Introduction: (5 minutes)

- A. Facilitate conversation around strategies to teach “Novel Study”
 - o what works for them
 - o where improvement is needed

Review of Materials: (20 minutes)

- B. Facilitate a review of the materials focusing on the following themes:
 - P. 4: Purpose of the Guide
 - P. 5: Why study the novel
 - P. 17: What are the outcomes for grade level prior (ie. what does the student know) and what are the outcomes for the grade following (ie. what will he need to know)
 - P. 11: How will students demonstrate their reading comprehension
 - P. 20: Where can I find support resources?

Planning: (30 minutes)

- C. Participants begin to plan a novel study at their grade level using the information gathered from the resource and the planning template provided:

ÉTUDE DU ROMAN, _____ année		
RAS: _____ année (Guide p.1)	RAS, l'année d'avant (Guide p.	RAS, l'année suivante (Guide, p.17)
Comment est-ce que mes élèves peuvent démontrer leur compréhension du texte? (Guide, p. 11)		



Debrief : (5 minutes)

- D. Leader allows time for comments, questions, & plans a next session date & time with the group for networking and sharing strategies that engage students in “Novel Study”.

**SESSION 2: (suggested time: 60 minutes)
(PLC Session 2 of 3)**

Introduction: (5 minutes)

- A. Facilitate conversation around activities from Session 1:
 - o What worked
 - o What doesn't work
 - o Ways to adapt to specific context

Review of Materials, con't: (20 minutes)

- B. Facilitates a review of the materials focusing on the following themes:
 - P. 7: Focus on the 'strategy' outcomes of the PoS.
 - P. 9: Other things to consider when planning a novel study
 - P. 10: Evaluating student comprehension
 - P. 12: Developing a rubric based on the outcomes of PoS

Planning: (30 minutes)

- C. Participants continue to plan their novel study at their grade level using the information gathered from the resource and the planning template provided below:

ÉTUDE DU ROMAN, _____ année		
RAS: _____ année (Guide p.1)	RAS, l'année d'avant (Guide p.	RAS, l'année suivante (Guide, p.17)
Comment est-ce que mes élèves peuvent démontrer leur compréhension du texte? (Guide, p. 11)		
Quelles rubriques pourraient aider mes élèves à produire un travail de qualité? (Guide, p.12)		



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Debrief time : (5 minutes)

- D. Leader allows time for comments, questions, & plans a next session date & time with the group.

**SESSION 3: (suggested time: 60 minutes)
(PLC Session 3 of 3)**

Introduction: (5 minutes)

- A. Facilitate conversation around activities from Session 2:
 - o What worked
 - o What doesn't work
 - o Ways to adapt to their context

Review of Materials, continued: (20 - 30minutes)

- B. Facilitate a continued review of the materials focusing on the following themes:
 - P. 18: Focus on Integrating Oral Language: Speaking
 - P. 19: Introducing Writing
 - P. 21-27: Review the 'Annexe 1-2-3-4'

Planning: (20 minutes)

- C. Participants continue to plan their novel study at their grade level using the information gathered from the resource and the planning template provided below:

ÉTUDE DU ROMAN, _____ année		
RAS: _____ année (Guide p.1)	RAS, l'année d'avant (Guide p. _____)	RAS, l'année suivante (Guide, p.17)
Comment est-ce que mes élèves peuvent démontrer leur compréhension du texte? (Guide, p. 11)		
Quelles rubriques pourraient aider mes élèves à produire un travail de qualité?		
Comment introduire la production orale?		



Comment introduire la production écrite?

Debrief : (5 minutes)

D. Leader allows time for comments, questions, & allows time to talk about next steps.