

*Book Study Guide*

# MINDSETS & MOVES

STRATEGIES THAT  
HELP **READERS**  
TAKE CHARGE



GRAVITY  
GOLDBERG

INCLUDES  
**FREE**  
ONLINE VIDEO!

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# How You Might Cover the Chapters in Each Session

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**Session 1:** Chapters 1 and 2

**Session 2:** Chapters 3 and 4

**Session 3:** Chapter 5

**Session 4:** Chapter 6

**Session 5:** Chapter 7

**Session 6:** Chapter 8

**Session 7:** Chapters 9 and 10

# Session I

## Chapters 1 and 2

Discussion Questions	Activities
<p>Chapter 1:</p> <ul style="list-style-type: none"><li>• How do you define ownership? Compare it to the definition and examples in the book.</li><li>• What is an admiring lens? How might an admiring lens shift your teaching? Help your students?</li><li>• What roles do you tend to take on as a reading teacher?</li></ul>	<ul style="list-style-type: none"><li>• Make a list of places you step in and solve a student's struggle for them. Ask yourself what might be the underlying reason for doing so. Time pressure? An intolerance for witnessing "duress" in all students? This particular student? Next, list ways to stop yourself from doing too much so that students can gain the opportunity to work through the hard parts themselves. Keep the list on your clipboard as a reminder.</li></ul>
<p>Chapter 2:</p> <ul style="list-style-type: none"><li>• Look at the chart on page 27 and discuss. How might you shift your roles so student readers can take charge?</li><li>• Use the chart on page 35 to discuss the gradual release model. What does it look like or what could it look like in your classroom?</li></ul>	<ul style="list-style-type: none"><li>• Use the chart on page 17 to share ideas for how you can begin to offer students more choices. Create some lessons or anchor chart ideas based on the age and grade level of the students you teach.</li><li>• Use the chart on page 19 to discuss ways to keep reading practices fresh and student-directed. Make a list of what you will try and a plan for how to do it.</li><li>• Use the admiring lens list on page 3 to inspire you to write your own list of teaching reading beliefs. Place the list in a highly visible spot so you can remember to keep your beliefs at the forefront of your practices.</li></ul>

### 4 Ms Video Clips

- Watch video clip, *Being a Miner and Mirror: Conferring With Sophia* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves))
  - Discuss what you notice about Sophia and make a list of qualities and strategies she already knows how to do.
  - Compare your list with your colleagues.
- Watch video clip, *Being a Miner and Mirror: Conferring With John* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - Jot down at least three observations about his reading process. Begin a list of "What to look for and admire" based on this student. Then add to this list when you observe your own students.
  - Notice how it feels to observe a student with an admiring lens. Does it feel unusual? Like a challenge? How does this lens shift what and how you look at students?

## Follow-Up Ideas for Incremental Change

- Use the Student-Focused Checklist on page 13 in a classroom observation or learning walk. Notice and discuss the kind of information it gives you.
- Notice how much of the time you take on the roles of assigner, monitor and manager in your classroom. Notice how and when students take on those roles for themselves. Begin to imagine and note the places you might transfer more ownership to students.

## Session 2

### Chapters 3 and 4

Discussion Questions	Activities
<p>Chapter 3:</p> <ul style="list-style-type: none"><li>• Discuss the book's definition of the word <i>admire</i>. How is this term different than other words we use when we view and assess students?</li><li>• Are there certain students that are harder to admire than others? How do you still manage to study them with wonder and awe too?</li><li>• What are some of the benefits of using an admiring lens? Share examples from your classrooms.</li><li>• Connect mindset to an admiring lens. How do they go together?</li></ul>	<ul style="list-style-type: none"><li>• Use the chart on page 57 to make a plan for what you want to focus on when you admire your students. Discuss why you made that choice and how you will go about getting started.</li><li>• Look through the photo tour in Chapter 4 and choose a focus lens to read through and discuss. Some possible lenses include:<ul style="list-style-type: none"><li>○ Independence</li><li>○ Goal Setting</li><li>○ Choice</li><li>○ Resources and Tools</li><li>○ Motivation</li></ul></li></ul>
<p>Chapter 4:</p> <ul style="list-style-type: none"><li>• Study the images on page 60–61 of the Reading Process Spiral and the Classroom Space Spiral. Discuss how they are similar and what you are noticing about how classroom space supports a reading process.</li><li>• Pick one photo to study in depth. Do a close reading of that image. Discuss the following:<ul style="list-style-type: none"><li>○ What stood out most to you?</li><li>○ What are you wondering about?</li><li>○ What do you like?</li><li>○ What are you unsure about?</li><li>○ What could you try as a result of studying this?</li><li>○ Who else might you share this image/idea with?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Choose one or two ideas from Chapter 4 to go back and try in your classroom.<ul style="list-style-type: none"><li>○ Explain the choice and why you are making it.</li><li>○ Make an action plan for how you can go about trying it out.</li><li>○ Tell a colleague and invite him/her to come help or check it out.</li></ul></li></ul>

#### 4 Ms Video Clips

- Watch video clip, *Being a Model: Fiction Read Aloud* (visit [resources.corwin.com/mindsetsandmoves/](https://resources.corwin.com/mindsetsandmoves/)).
  - Notice how being a Model allows the teacher to show the hard work that goes into reading and thinking deeply. When we model the struggles, self-corrections, and all the thinking and risk-taking that we do as readers, it shows students what a growth mindset looks like in action.
  - Make a list of moves that Gravity made that show a growth mindset.
- Watch video clip, *Being a Model and Mentor: Nonfiction Read Aloud* (visit [resources.corwin.com/mindsetsandmoves/](https://resources.corwin.com/mindsetsandmoves/)).
  - Notice the classroom set-up and how the students are physically positioned. Notice how Gravity uses the space in the classroom meeting area.
  - Notice the tools that both Gravity and the students use to help them all do the work of readers.

#### Follow-Up Ideas for Incremental Change

- Read more about the psychology ideas referenced in Chapter 3 by watching Shawn Achor's Ted Talk at [https://www.ted.com/talks/shawn\\_achor\\_the\\_happy\\_secret\\_to\\_better\\_work](https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work). Read Carol Dweck's book *Mindset: The New Psychology of Success* or find one of her many articles or videos to view.
- Once you tried an idea from Chapter 4 in your classroom space consider a Pineapple chart to share what you tried with your colleagues. For more info on Pineapple Chart PD visit: <http://www.cultofpedagogy.com/pineapple-charts/>
- Video record some students reading and talking about their reading. Use an admiring lens and jot down what you notice. Compare this to what your colleagues notice. You can make a game out of it. Who can admire more?
- Pay attention to the feedback you give students in conferences and jot it down to study it. Are you already using an admiring lens. Is there language you might want to adjust (more in Chapter 6 on this).

## Session 3

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### Chapter 5

Discussion Questions	Activities
<p>Chapter 5:</p> <ul style="list-style-type: none"><li>• Discuss the benefits of being a Miner. How does this help the teacher? How does this help readers?</li><li>• How does this form of assessment, being a Miner, differ from the sorts of assessment practices in your classrooms?</li><li>• What Mining steps do you already use when you work with students? Which ones do you want to take on more often?</li><li>• Look at the questions on the blue chart on top of page 105. Discuss the difference between correcting- and fixing-oriented questions and process-based questions. Make a list of some process-based questions you want to try with your students.</li></ul>	<ul style="list-style-type: none"><li>• Make a list of what you tend to notice about students as readers. Then look at the chart on page 99. What element of listening do you tend to focus on? Make a plan for how you might try a different element out in your classroom.</li><li>• Bring your note-taking systems to share with your colleagues. Discuss the types of information you jot down and then compare what works for you and what challenges you still have with note-taking. Consider creating a new form to try with your students.</li></ul>

#### 4 Ms Video Clips

- Watch video clip, *A 4Ms Conference: Being a Miner, Mirror, Model, and Mentor* (visit [resources.corwin.com/mindsetsandmoves](https://resources.corwin.com/mindsetsandmoves)).
  - Notice and discuss the moves Gravity takes on when acting as Miner.
- Watch video clip, *Being a Miner and Mirror: Conferring With Jordan* (visit [resources.corwin.com/mindsetsandmoves](https://resources.corwin.com/mindsetsandmoves)).
  - Listen to the questions Gravity asks Jordan. Make a list of questions and think about how you might use these and others with your students.

## Follow-Up Ideas for Incremental Change

- After reading the classroom example from pages 107–109, *Uncovering a Class's Reading Processes*, create your own read aloud lesson where you can take on the role of a Miner.
- Examine your students' responses and comments with the lens of mindset. Use the chart on page 109 as an example of responses that reveal the type of mindset readers are carrying. Who do you think has a growth mindset about themselves as readers right now? Who do you think might have a fixed mindset about themselves as readers right now?
- Use Appendix D on page 207 as a reminder chart for yourself. It lists the moves of being a Miner. Carry the chart with you so you can take on these steps with your students. Share how it goes with a colleague or try them out together.

## Session 4

### Chapter 6

Discussion Questions	Activities
<p>Chapter 6:</p> <ul style="list-style-type: none"><li>• Discuss what makes feedback effective. Draw upon your own experiences as an adult reader, from when you were a student, or what you notice about your students.</li><li>• Talk through each quality of growth mindset based-feedback. Give examples of what it sounds like.</li><li>• Which qualities of growth mindset-based feedback come easiest for you? Are the most challenging for you?</li><li>• Where can you begin to take on the role of a Mirror more often in your classroom?</li><li>• What do you think are the biggest benefits of being a Mirror to your students?</li></ul>	<ul style="list-style-type: none"><li>• Use the chart on page 132 to create your own list of language you might want to use with your students.</li><li>• Create an anchor chart for students that shows them how to give each other feedback as readers. Plan a lesson where you teach them what makes helpful feedback.</li><li>• Practice giving your colleagues feedback about their work. Use the same qualities of feedback you can give students with each other.</li><li>• Give a general compliment to someone and notice how it goes such as “good job . . .” Then give feedback like a Mirror and notice the differences. How is it received? What impact does it have?</li></ul>

#### 4 Ms Video Clips

- Watch video clip, *Being a Miner and Mirror: Conferring With Jayden* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - Listen for the language Gravity uses when acting as a Mirror. Make a list of language you might use when being a Mirror with your students.
- Watch video clip, *Being a Miner and Mirror: Conferring With Destiny* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - Notice and discuss the moves Gravity takes on when acting as Mirror. Refer to the yellow chart on page 133 as you view to help you notice the qualities of the feedback.
- Watch just the first part of any conference video where Gravity is being a Miner. Pause the video before she gives feedback as a Mirror. Share what you would say to this reader. Then watch the remainder of the video to hear what Gravity says and compare the qualities of your feedback to hers.

## Follow-Up Ideas for Incremental Change

- Set a goal such as being a Mirror to every student across a week. Notice how it impacts your relationships. Notice how you feel after each experience.
- Explain to students that you are going to stop complimenting their reading and instead give feedback. Tell them why and discuss the benefits. If your students are used to getting a lot of praise instead of growth mindset-based feedback it might take some time to get used to this new experience.
- Use Appendix E on page 209 as a reminder chart for yourself. It lists the moves of being a Mirror. Carry the chart with you so you can take on these steps with your students. Share how it goes with a colleague or try them out together.

## Session 5

### Chapter 7

Discussion Questions	Activities
<p>Chapter 7:</p> <ul style="list-style-type: none"><li>• Why is modeling so effective for learners of all ages?</li><li>• How is modeling different than questioning or inquiry or other teaching methods? Use the chart to clarify what modeling really is on page 146.</li><li>• How might you adapt the lesson idea <i>Examining “Trouble” with an Admiring Lens</i> on pages 151 and 152 with your students?</li><li>• How do you decide when you are going to model or not?</li><li>• What are the differences between modeling and assigning?</li></ul>	<ul style="list-style-type: none"><li>• Watch a short video clip of a cooking show. Choose a favorite chef or show. Notice how the host of the show models and the steps she takes.</li><li>• Bring a favorite read aloud book and plan a lesson where you will be a Model. See page 140 as an example of a plan.</li><li>• Practice the moves of being a Model with your colleagues. Give each other feedback about which moves were clear and which ones they might want to focus a bit more on.</li></ul>

#### 4 Ms Video Clips

- Watch video clip, *Being a Model: Fiction Small Group Instruction* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - Notice the ways Gravity thinks aloud and makes her process visible for students.
- Watch video clip, *Being a Model and Mentor: Nonfiction Read Aloud* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - Keep modeling short enough to engage all the students, especially in whole class lessons. Notice the pacing and length of the modeling parts of the read aloud.

## Follow-Up Ideas for Incremental Change

- If you already take on the role of Model with your students, reflect afterwards on how it went.
  - Was it modeling or assigning?
  - Did you stick to modeling or veer off into another role? (see chart on page 146)
  - Were students clear after the modeling? How do you know?
  - How could you have made your modeling clearer? Shorter? More engaging?
- Think about places where you can model in a book that is different than the books your students are reading. Doing so sets students up to successfully apply the work on their own. Notice the differences when you model in a text and then turn the work over for students to try in a different book. This also allows students to do the thinking in their own books and not just copy your thinking.
- Use Appendix F on page 211 as a reminder chart for yourself. It lists the moves of being a Model. Carry the chart with you so you can take on these steps with your students. Share how it goes with a colleague or try them out together.

## Session 6

### Chapter 8

Discussion Questions	Activities
<p>Chapter 8</p> <ul style="list-style-type: none"><li>• Clarify what being a Mentor is and is not. Use the chart on page 156 to guide the discussion.</li><li>• How is being a Mentor different than being Model? Share examples of when you would choose to take on each role and why.</li><li>• Use the visual on page 162 to reflect on how much support you tend to offer students when you Mentor and coach them. How might you begin to do less so they can do more?</li><li>• Read the short article from Literacy Daily <a href="http://www.literacyworldwide.org/blog/literacy-daily/2015/12/22/be-a-mentor-coach-students-into-deeper-reading">http://www.literacyworldwide.org/blog/literacy-daily/2015/12/22/be-a-mentor-coach-students-into-deeper-reading</a> and discuss if you tend to be more of an “on the field coach” or more of a “sideline coach.” How might you shift to being more on the side and let students do more of the work themselves?</li></ul>	<ul style="list-style-type: none"><li>• Make a list of prompts you might use with your students. Use the qualities of being a Mentor to help you create the list.</li><li>• Read the <i>What We Did</i> section on page 168–170. Discuss this lesson and then plan your own version of the lesson.</li><li>• Mark up a familiar text with sticky notes where you can mentor students with strategies. See the example on page 163. Consider making a few at different levels and with different strategies.</li></ul>

#### 4 Ms Video Clips

- Watch video clip, *Being a Model and Mentor: Nonfiction Small Group Instruction* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - o Notice the ways Gravity moves from being a Model to being Mentor. Discuss how different these two roles are in practice. Who is doing the work in each role?
- Watch video clip, *Being a Mentor: Fiction Small Group Instruction* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - o Discuss practical ways to be a Mentor to multiple students in a small group. How do you manage to support them all. Notice how Gravity coaches each reader differently.

## Follow-Up Ideas for Incremental Change

- Practice doing less and offering less support over time when you mentor students. Use the visual on page 162 to help you. Make total independence your goal and see how you can help students get there.
- When choosing to be a Mentor make sure you are not the one holding the book and doing the thinking and talking for students. Pay attention to where you sit and try to position yourself next to students but not so close that you end up in their books.
- When you are choosing to be a Mentor, notice whether you have taken students through the steps or simply told them what to do. Try to offer one step at a time, watch how it is going for them, and then gradually take them through the steps.
- Use Appendix G on page 213 as a reminder chart for yourself. It lists the moves of being a Mentor. Carry the chart with you so you can take on these steps with your students. Share how it goes with a colleague or try them out together.

## Session 7

### Chapters 9 and 10

Discussion Questions	Activities
<p>Chapter 9:</p> <ul style="list-style-type: none"><li>Use the yellow chart on page 176 to reflect on which lessons you might need to teach your students. Discuss why you think your students would benefit from these lessons.</li></ul> <p>Chapter 10:</p> <ul style="list-style-type: none"><li>Where and how have you gotten started? What might you try next? Why?</li><li>Which of the 4 Ms are the most challenging for you?</li><li>Which of the 4 Ms is having the biggest impact on your instruction? Your students?</li></ul>	<ul style="list-style-type: none"><li>Make a plan for which lessons you will teach your students. Create any visual, charts, or examples you might need to prepare for the lessons.</li><li>Try some of the lessons yourself as a reader. How did they help you? What was challenging?</li><li>Make a plan for how you might continue to support your colleagues with the 4 Ms across the year. How will you check in? How often?</li></ul>

#### 4 Ms Video Clips

- Watch video clip, *Being a Mentor: Nonfiction Small Group Conversation* (visit [resources.corwin.com/mindsetsandmoves](http://resources.corwin.com/mindsetsandmoves)).
  - Notice how these students have a lot of experiences talking about their thinking, taking charge of their own learning, and sharing with one another. Think about and discuss how different Gravity's role as a Mentor is with this small group because of their level of independence.
  - What lessons might you teach your students based on seeing these students share their thinking?
  - Consider showing this video of students talking to your class. Let them see what a student-run conversation looks like and how they build off of each other's ideas.

## Follow-Up Ideas for Incremental Change

- Begin teaching some of the lessons from Chapter 9. Share what happened and what you will do next with your colleagues. Remember that most lessons might need to be adapted or taught more than once. Make them your own. Share photos of what you tried with Gravity on Twitter @drgravityg #mindsetsandmoves.
- Remember to admire your own journey as a teacher. Consider a regular practice that allows you to celebrate and reflect on all that you are already doing well and all you are taking the risk to try.
  - Gratitude journal
  - Photos of work worth celebrating
  - Admiring journal of what is going well