

Reading with Meaning

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“It is significant to note that the most creative environments in our society are not ever-changing ones. The artist’s studio, the researcher’s laboratory, the scholar’s library, is each deliberately kept simple so as to support the complexities of the work-in-progress. They are deliberately kept predictable so the unpredictable can happen.”

Lucy Calkins

Chapter 2: In September

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Community: Creating a culture and climate for Thinking!

- What are your classroom rituals that work to focus a literate climate?
- Music? What? Why? How?
- Difference in a community look... and action/activity? What role does rigor, inquiry, and intimacy play?
- What must be deliberate and obvious in a classroom culture of thinking?

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Building relationships:

- What do you model? Stop and think about you... how do you respond to students, carry yourself in your classroom? Be a fly on your wall!
- Who talks most in your classroom? If it is the teacher... what changes do you need to explore?
- What habits are you intentionally forming with students?

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Mutual Trust:

- What are your intentional methods for demonstrating trust in children? Examples for others... let’s learn from each other... what do you do best?
- If we expect **BIG** things from children we must expect **BIG** things from ourselves? What are you doing **BIG**?
- If we do well in these areas... what are the implications for children in our classrooms?