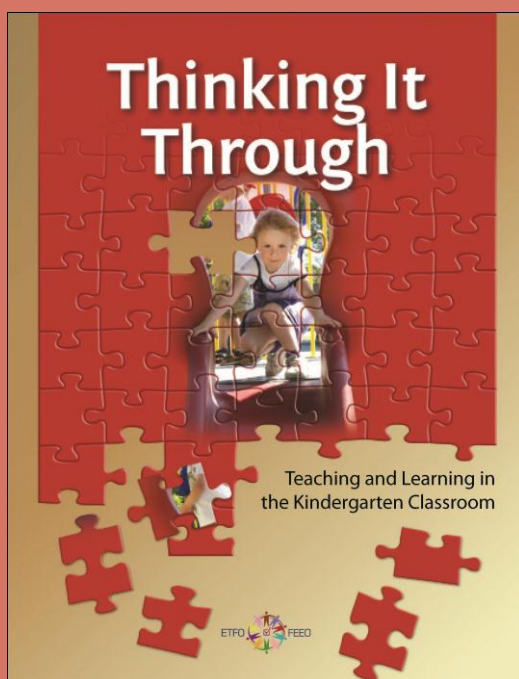


Facilitator Guide

ETFO Book Clubs



Thinking It Through Teaching and Learning in the Kindergarten Classroom

Table of Contents

Introduction to ETFO Book Clubs	2
Introduction to <i>Thinking It Through</i>	8
Session One: The Kindergarten Child:.....	9
Session Two: Play and Learning Centres	17
Session Three: Assessment:	25
Session Four: Planning:.....	36
Support Materials Section.....	43



Introduction to ETFO Book Clubs

The Elementary Teachers' Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students.

A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

"The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves."

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful
Conversations:

- Focused
- Productive
- Interactive

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

"We should all try to listen with the same intensity we have when we are talking."

Richard
Saul
Wurman

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. The Adaptive School: A Sourcebook for Developing Collaborative Groups, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". Tools for Schools, NSDC, August-September 1999.

Easton, L.B. Powerful Designs for Professional Learning. NSDC, 2004.

Richard G. Weaver & John D. Farrell. Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator's Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.

Introduction to *Thinking It Through*

Thinking It Through is a comprehensive resource for kindergarten educators who are interested in reflecting on and improving their practice with our youngest learners. The resource includes research, scenarios that illustrate practice and reflection, practical suggestions, information for each area of learning as well as major topics such as child development, assessment, planning, play and learning centres. For those who are new to kindergarten, the resource provides a wealth of information to guide and inform practice. For those who are experienced, it is hoped that the resource will confirm appropriate practices along with providing some new information. Whether new or experienced in kindergarten there are reflective questions in each chapter that may be used for individual reflection or as a stimulus for group discussion.

At the heart of this resource is a belief in young children's capacity to learn and their ability to demonstrate their learning in multiple ways given the opportunity within the program. There is also a belief that children come to school with a great deal of their own background knowledge and come ready to learn. However, they need the support of a skilled and caring educator to help them make the connections between what they already know and the learning of the school experience. The resource also acknowledges the importance of play and the vital role it plays in a young child's learning. The roles and responsibilities of educators are outlined in the various chapters to provide educators with a tool for examining and reflecting on their practice.



Session One: The Kindergarten Child

Readings:

Science and Technology chapter, Scenario, page 32.

Child Development chapter, Areas of Child Development, pages 10-29 (groups will be assigned a section from these pages).

General Overview:

This first session will be an opportunity for participants to meet and learn a little bit about each other. Participants will also begin some self-reflection that will continue in the final session as plans are made for after the book club. Values and beliefs influence practice. There are a number of scenarios in the resource that clearly illustrate teacher's beliefs and values. In this session, participants will read one of these and begin the discussion. There will be opportunities in the other sessions to read different scenarios.

Thinking It Through is focused on the child. The premise is that knowing the child and child development will support educators in planning developmentally appropriate programs. This includes room organization, activities, interactions, materials and resources. Understanding child development will enable educators to advocate for what is appropriate for our youngest learners. Educators will examine the domains of child development and discuss the implications for practice.

As participants enter, have them fill out a name card and choose a place to sit at one of the group tables.



Key Learning/Objectives:

During this session participants will:

- Begin to get to know the members or the group.
- Engage in some self-reflection.
- Begin to think about values reflected in practice in a classroom.
- Focus on child development and the implications for practice in general and specifically individual practice.
- Think critically about their practice.
- Through reflection and discussion determine actions.

Time: 120 minutes

Materials:

- Copies of *Thinking It Through* (participants should have their own copy).
- Name tags for each person.
- Getting to Know You activity signs (see line master 1A in support material section)
- four signs per each of four sections
- Self-Reflection sheet - one copy per participant (see line master 1B in support material section)
- Areas of development table groupings signs for Jigsaw (see line master 1C in support material section).
- Areas of Development implications for practice activity - one copy per participant (see line master 1D in support material section).
- A blank piece of paper for each participant for Pair Response Writing.
- Large envelope to keep reflection sheets.



Instructional Tasks:

A. Getting to Know You-Four Corners (20 minutes)

In this activity that uses four corners or walls of the room, participants are asked to go to the corner that has a statement with relevance for them. This particular activity has some factual statements as well as those that ask for an opinion. It is hoped that the statements will generate discussion while participants are at the 'corner'. Through doing the activity, the facilitator and other group members can meet and gather information about the group as a whole.

Instructions and Task

1. Before participants arrive, place each grouping of statements in 1 of 4 corners or walls of the room (see line master 1A in support material section). It may be helpful to stack the statements for each grouping on top of each other so participants can reveal the statement for the next round.
 2. First, read the A group of statements for the 'four corners' (years of teaching) to the group and ask them to stand by the sign that is most applicable for them.
 3. They are at the corner ask them to turn to someone else in the group and talk about the question that you will pose. Continue with statements for B, then C, D,
-
1. I am in my first/second year of teaching/I have taught for 3-5 years/6-10 years/over 10 years. What do you like about teaching kindergarten?
 2. Look at these four areas: literacy, math, science and technology, and art. What area are you most comfortable with? Why?
 3. What area would you like to improve on? Why?
 4. The quote that resonates with me the most is: Play is to early childhood what gas is to a car. If children are unable to learn it is because we have not yet found the right way to teach them. Learning to regulate emotions is as important as learning the skills of literacy. The best teacher you will ever have is careful reflection on

your own experience as a teacher in your own classroom.

B. Self Reflection (10 minutes)

Self-reflection is an important component of professional development. This self-reflection sheet will be used in the first session for participants to think about their professional practice and where they are now. It will be handed in by the end of the first session and will be given back in the final session for further completion.

Purpose: To reflect on strengths, areas of growth and also the particular needs of the children in the class.

1. Ask each participant to fill out Self-reflection (see line master 1B in support material section). Explain that in the last session it will be handed back to them for planning next steps. Remind them to put their names on the sheet.
2. Collect the sheets and keep them in a large brown envelope to be given back at the last session.

C. What do we value about young children's learning? (10 minutes)

What we value and believe in is transformed or transferred into our practice-how we organize the classroom, the materials we choose, the instructional strategies we select, the learning experiences we provide and how we interact with the children.

Purpose: To reflect on how values and beliefs translate into practice.

Instructions and Task

1. Individual work: Have participants individually read scenario on page 32 in Science and Technology chapter.
2. Small Group discussion: In their small table group, have them discuss the following questions:

What does this teacher value about young children's learning? What is the evidence?

Ask groups to choose one response to share with whole group.

Whole Group sharing: Take one response from each group and add any relevant



comments that may be missed (hands-on learning, sensory experiences, thinks about the importance of placement of materials and organization, engages children in reflecting about what they learned, gives children choice, makes connections between a context namely the book and the experience, follows the children's lead, etc.).

D. Areas of Development using a Jigsaw format (65 minutes)

This resource is focused on teaching the 'whole' child. In order to plan developmentally appropriate programs for young children, kindergarten educators must understand the areas of development. Each area has implications for practice with regard to organization, materials, learning experiences and even how groups are organized.

Purpose: To learn about the characteristics of four and five year old children through reading and sharing and to use the information to inform practice.

Instructions and Task

1. Have participants number off 1, 2, 3, 4, 5. Remind participants that they are to remember their number and their home group.
2. Ask those who were #1 to meet, #2 to meet etc. Assign each group an area to work. Use area table labels for groups (see line master 1C in support material section). Small Group work: from the Child Development chapter, assign the following areas to each group:

Group # 1-Social Development, pages 10-14

Group # 2-Emotional pages 14-16

Group # 3-Communication, Language and Literacy pages 16-21

Group # 4-Cognitive pages 21-26

Group # 5-Physical pages 29-29

Note: The reading should take about five minutes or less.

3. In the twenty minutes allotted, have each group:

- Read the assigned section.
- Select three key points that they find relevant to share.
- Answer the implications for practice questions (see line master 1D in support material section).
- What are the planning considerations in relation to this area?

Area:

Three key points for me to share about this area:	
What are the planning considerations in relation to this area?	
Materials	
Room Organization	
Large group sessions	
Learning Experiences/Centres	
Educator/child interactions	

4. After twenty minutes, ask participants to move back to their home group.
5. Tell groups they will have twenty minutes to share.
6. Suggest that groups may want to go in order of the numbers-1,2,3,4,5.
7. Remind groups when time is up.

Partner Reflection for Task. Ask participants to turn and talk to their elbow partner using the following question as a guide: *How might this information help you in planning an aspect of your program?*

Whole Group Sharing. Ask two or three to share with the whole group.

Inside/Outside Circle. This is a strategy that can be used in a variety of different ways. In this case, the group makes two circles-an inside and an outside circle. The inside circle faces the outside circle and people line up face to face as partners. Therefore, there needs to be an equal number on the inside and outside of the circle. After a brief conversation with a partner, the inside circle rotates one position to meet

a new partner. Alternately, the outside could rotate. The number of times for the rotation will depend on the time and the energy level of the group.

Purpose: to hear a variety of opinions; to get to know the people in the group; reflect on practice by talking to a partner

Instructions and Task

1. Designate the inside circle as A and the outside as B. Make sure that people are lined up face to face with some space in between.
2. Explain that you will make a statement and A talks to B first while B listens and then B talks while A listens. The inside circle will rotate when you give the signal and people will have a new partner. You can switch who talks first just to add variety. Each will have about 30 seconds. It's important to have a clear signal for when groups are to rotate either saying STOP, turning over the talking stick, etc.
3. The following are a variety of statements that can be used for discussion purposes.

Note: Facilitators may want to choose the statements that would be best for their group. There are more statements than might be needed and they are not in any particular order:

- *What do you value most about young children's learning?*
- *What characteristic of young children influences your planning the most?*
- *What is an organizational strategy that you use to accommodate children's development?*
- *How do you promote curiosity in the classroom?*
- *What interests your particular group of children?*
- *What material in your classroom promotes the most talk?*
- *How do your routines change to meet the needs of the children?*
- *What was a new thought for you today?*
- *How has this session influenced your thinking about child development?*
- *What aspects of child development do you take into consideration when planning your group time?*
- *What material in your classroom do you feel promotes the most learning?*



Homework/Follow-up Task: 5 minutes

1. Read the Playing Is Learning chapter, pages 3-15 and The Role of the Educator, pages 21-43.
2. Bring a photo of a learning centre that you would like to change or improve. For example, it may be the dramatic play centre that has a particular focus and you want to change it to something else or it may be a centre that isn't working-the children aren't choosing to go there, you're unsure of how to extend the learning,

Session Two: Play and Learning Centres

Readings:

Learning In Centres chapter, Math Learning Centre, pages 26-27 and Learning Centres, pages 32-54 (specific centres will be identified by participants and they will read that particular centre).

General Overview:

Play is at the heart of a kindergarten program. It is how children learn and come to know the world. Kindergarten classrooms are organized based on learning centres. It is at learning centres where children engage socially with others, demonstrate their knowledge and apply their newly developing skills. The educator's role is to interact with children at the centres to support and extend their learning. As children are engaged in play at centres, kindergarten educators have a unique opportunity to observe children and gather valuable information about what they know and can do. Unfortunately, in many kindergarten classrooms, opportunities for play are declining for a number of reasons: lack of understanding of the value of play, succumbing to pressure of others, the push for academics, lack of educator trust in children's learning through play etc. Learning centres are not static but need to change to meet the changing interests and needs of the children. How centres are organized and the materials that are available will impact children's learning. They need to be carefully planned and monitored.

Key Learnings/Objectives:

- Reflect on readings about play.
- Problem solve about barriers to running a play based program.
- Read about learning centres and their organization.
- Reflect on a particular learning centre in classroom and how it might be improved.

Time: 120 minutes

Materials:

- *Thinking It Through* resource
- Name tags
- Chart paper and markers for Mind Map on play – one paper per group
- Finding a Partner activity – one per participant (see line master 2A in support material section)
- Play problem solving overhead (see line master 2B in support material section)
- Play problem solving activity sheet - one per participant (see line master 2C in support material section)
- Learning Centre plan - one per participant (see line master 2D in support material section)
- Homework reading response chart (see line master 2E in support material section)

Homework Review:

A. Mind Map Activity (30 minutes)

The mind map activity is a way for participants to take what they know and to transform that information in another medium thus creating another way of 'knowing' something. It also accommodates for different learning styles. The activity will be easy for some as they are used to using pictures to represent their ideas and will challenge others moving them out of their comfort zone of relying heavily on words. Lastly, this activity adheres to the notion that information becomes knowledge in a social context.

Purpose: To review and synthesize information from readings

Instructions and Task

1. Small Group work: Give each group a piece of blank chart paper (or turn over lined chart paper) and a packet of markers. It would be best to keep the group numbers small-six would be too many for this particular activity.

2. Inform participants that they are going to create a 'mind map' about play that will incorporate the information from their homework readings. This mind map may be different than ones they have created before, as it will mainly contain graphics that may be accompanied by one or two word labels. Reinforce that the purpose is not to evaluate their artistic talent but to synthesize the information that they have learned about play.

Participants may want to write *Play* in the centre of their graphic. Remind participants that all should have an opportunity to participate in some way.

Sharing Walkabout (5 minutes). When mind maps are complete, have participants go on a walkabout to view other mind maps. Maps may be displayed within the room if appropriate.

Whole Group Reflection (5 minutes). Ask participants for general comments

1. *What did you learn from doing this activity?*

Note that the comments may vary from literal references to the task to answering the second question. The second question extends the first comment. Take three or four comments.

2. Ask: *What did you learn about play?* Take three or four comments.

Instructional Tasks:

A. Find a Partner (5 minutes)

As participants will need a partner for some of the activities, this is a way to organize the partnering once and use the sheet a number of times.

Purpose: To provide an efficient organizational strategy that will allow participants to quickly identify their partners and to give them some element of choice of partners.

Instructions and Task

Have each participant fill in Finding a Partner activity sheet (see line master 2A in

support material section) by finding a partner for each location. Remind them that if they sign someone's e.g., Paris square then the other person must sign their Paris square. In doing this, the two partners can find each other when there are partner activities. Remind them that they need to bring this sheet to each session.

B. Issues for Running a Play-Based Program - A Problem Solving Approach (25 minutes)

Although many educators agree that play in the kindergarten is important, quite often it is not given the time in the classroom schedule that is needed for various reasons including: some feel that play is better left for outside, or at home, there is worry about other's perceptions, there is pressure for academics or a belief that academics are more important, there is misunderstanding or a lack of understanding about the value of it, lack of materials and time etc.

Purpose: To have participants identify some of the issues in running a program based on play and to think of possible solutions.

Description of Activity: Participants will use a graphic organizer to identify three issues and then two possible strategies per issue related to play. Although, the issues may not be entirely personal for each participant, many will be aware of these through readings and from stories of others.

Instructions and Task

Modeling the Activity

Model the use of the graphic organizer by filling in the first section as provided in line master 2B in support material section. Ask participants for input for specific strategies. These may be strategies that they have tried or they might be something new that they would like to try. There isn't any right or wrong answer. This is the part to be specific with a strategy not to be general.

Partner Work:

1. Ask participants to find their Paris, France partner.
2. Explain that they will work with their Paris, France partner to complete the graphic organizer (see line master 2C in support material section)
3. Suggest that working together they can each fill in their own sheet or both can fill in one.

Sharing with another Pair:

1. Ask participants to stand and meet with another pair.
2. Inform them that they will have five minutes to share one of their issues and challenges. If time permits they may wish to share more but in order to give each person an opportunity start with one. Remind them to share the time equally. It may be helpful to appoint one person as the timekeeper to ensure that each person an equal amount of time.

C. Learning Centres-Example of Planning (40 minutes)

There are a number of centres that should be present in a kindergarten classroom. These are called permanent centres (sand, dramatic play, blocks, etc). There are also centres that will be temporary such as an interest centre on butterflies, or a planting centre. Play occurs in the classroom using materials at the various learning centres. The extent to which there are learning centres in kindergarten classrooms will vary depending on beliefs, values and materials.

Purpose: To review the learning goals of particular learning centres and plan for how a particular centre might be improved.

Instructions and Task

D. Whole Group Reading about a Centre (15 minutes)

1. Have participants individually skim the Math Learning Centre example on pages 26-27 in Learning In Centres chapter. The purpose of reading this is to examine the teacher's thinking and planning. It is only one example and may not be perfect.

This should take about three minutes.

2. After reading, ask them to turn to an elbow partner and share: *As you read the example, what stood out for you?*
3. Whole Group Reflection: Take three or four comments from whole group.
4. Connect ideas to planning, intentionality, role of educator, and role of materials.

E. Finding a Partner and Sharing of Learning Centre (25 minutes)

Purpose: To gather information about a learning centre of choice in order to make plans for changes/improvements.

Instructions and Task

1. Have participants find their Sydney, Australia partner and take their learning centre photo with them.
2. Explain that each person will have an opportunity to show the photo of their centre and talk about it using the following questions as guidelines.
What is the purpose of the centre?
Why do you want to improve it?
What do you feel would make a difference?
3. Explain that participants are to help each other and read both learning centre sections pertaining to the ones they have identified as wanting to improve using the outline (see line master 2D in support material section)
4. This sheet might be used as a template or reminder for them back at school. At the final session participants will be asked to bring another photo showing changes.

Learning Centre

Additional learning goals	
Materials that might be added	
How equipment and furniture might be organized	



Possible learning experiences or guided activities	
Possible observations	
How will you know that the centre has improved?	

Whole Group. Ask by a show of hands for the learning centres that have been identified. e.g., *How many have identified sand? Blocks?* Note: If there is time, it may be appropriate for participants to meet with someone else who has chosen that particular centre and share plans. Add thoughts about second language learners.

Reflection: 10 minutes

Pair Response Writing

This activity is a way for participants to reflect in writing on their own thoughts while at the same time learning about and responding to their partner's thinking. The writing is done without talking and it is imperative that participants be reminded of this. The 'no talking' enables participants to focus in a very different way. They are using both the skills of reading and writing. Participants will need to be reminded that they are only to write one or two sentences otherwise it will take too long to respond to others ideas. It may be necessary to model the activity with one of the participants beforehand.

1. Each participant needs a piece of blank paper and a pen.
2. Have them stand and look across the room to choose a partner to exchange writing. Their partner is someone they make eye contact with.
3. Invite them to write one or two sentences in response to: *As I think about play in my classroom...* on their own piece of paper.
4. Tell participants that once both partners are finished the one or two sentences they exchange their papers. They are to read their partner's sentences and respond with one or two sentences of their own. Finished papers are again exchanged. This continues for the duration of the reflection time until partners get their papers back.



Homework/Follow-up Task: 5 minutes

1. Read from the Assessment That Informs Instruction chapter the following:
 - Why Assess? Pages 5-8
 - Diagnostic and Formative Assessment, pages 9-11
 - Effective Observation: the what, where, when and how, pages 18-24
 - Becoming an Effective Observer, pages 25-31
 - Other Methods of Assessment, pages 31-34
 - Using Assessment Information to Group, pages 34-35
2. Fill in line master 2E in support material section while reading and bring to the next session.
3. Choose a child or small group of children to observe engaged in a play activity and write down what the children are doing and the exact language that children are using-in other words make a script of the talk. They are to bring this to the next session.
4. Try one or two of the suggestions from the learning centre planning and be prepared to report on the results at next session. In the last session they will bring back another photo and talk about what has changed.

Session Three: Assessment

Readings:

Science and Technology chapter, Planned Documentation, pages 28-31.

Thinking Mathematically chapter, Some Thoughts on Assessment pages 42-43.

General Overview:

The main tool for assessment in kindergarten is observation. Observation includes watching what children are doing, listening to what they are saying and interacting to clarify and extend the learning. Children demonstrate what they know and can do as they engage in play within the classroom. In this session, participants will experience one way to organize the information based on the domains from the first session.

There may be some differences in tools and strategies depending on learning areas but for the most part they are the same. One of the activities will ask participants to examine the similarities and differences. It is not enough just to gather the information. The information needs to guide planning in some way and support children's learning.

Key Learning/Objectives:

- Review progress on changing/improving a learning centre.
- Review readings and share reflections.
- Use the child observation as a basis for analyzing assessment information.
- Make the connection between observations and the domains of development.
- Make the assessment connection between learning areas: Language and Literacy, Mathematics and Science and Technology.
- Think about appropriate assessment tasks.

Time: 120 minutes

Materials:

- *Thinking It Through* resource.
- Name tags.
- Analysis sheet for observations (see line master 3A in support material section).
- Blank chart paper for Venn Diagram (alternately facilitator may want to prepare one for each group ahead of time).
- Stop and Say Something directions for each pair if required (see line master 3B in support material section) Note: a central chart may be made instead.
- Tape, markers in a range of colours.
- Reflection sheets for Pass the Paper – sets for each group according to the number of people in the group (see line master 3C in support material section)
Prepare charts (one of each heading) with the following headings:

1. How Children demonstrate their learning.

What children Do (a specific example)	What might we observe/learn?
-as they move to music	-how they use their bodies, awareness of space...

(Note: you may wish to begin the chart with this example to give people an idea of a specific response or it may be left out).

2. Key Strategies for Documenting Children's Learning.
3. Organizational Tips worthy of remembering.
4. Planning for assessment before school starts.
5. How does assessment support children's learning?
6. What are observation points for the following Centres?



Centre	Possible observation points
Sand	
Blocks	
Book Corner	
Dramatic Play	
Visual Arts	

Homework Review: 35 minutes

A. Sharing reflections from Assessment readings (10 minutes) Small Group

1. In their small table group, have participants share using line master 2E in support material section one of their Ahas and Mmmms from the Assessment That Informs Instruction reading homework. Suggest that they might go around the table with each person sharing an Aha and go around again with each sharing an Mmmm.
2. Whole Group reflection-Once they are finished sharing in their small groups, ask the whole group: *Were there any patterns or general consensus of comments in the group?* Take three or four comments.

B. Observation Sample (20 minutes)

An integral part of assessment is making anecdotal notes of children engaged in learning. There are times when scripting the exact language will enable educators to learn more about children's thinking and also the language use. It should be noted that this is just one sample and will yield information specific to the task. Educators would have many other samples at their disposal to generate a general pattern of development.



This chart is one way that educators might organize the information for analysis. Note that participants may not have information in all areas for this one sample and that is typically what might happen in the classroom. Continual lack of information in one area though highlights the need focus observations to fill in the gaps.

Purpose: The purpose of this activity is to have participants share their observation sample and to analyze the sample in a very simple way using the domains of child development.

1. Have participants find their Istanbul partner.
2. Partner work-invite them to share their observation setting the context for the sample, filling in the following chart (see line master 3A in support material section) for each sample using the following question.

What is this child able to do?

They may also wish to consider the questions: *What do you wonder about with this particular child? What else would you like to find out?*

Social	Emotional
Communication/Language/Literacy	Cognitive
Physical	Next

Whole Group Reflection: Ask group

3. Whole Group Reflection. Ask for comments to the following question: *What did you learn while doing this task?*



C. Learning Centre Plans Update (5 minutes)

Purpose: To give participants an opportunity to exchange ideas and to keep them on track for making changes.

1. Partner work. Ask participants to meet with their Sydney, Australia partner with their plan and share what they have tried and next steps with regard to the learning centre they have chosen. Remind them of the time and to ensure that the time is shared equally.

Instructional Activities:

A. Say Something (10 minutes)

This strategy is a way for participants to share responses while reading an assigned section. Participants read the assigned section, stop, then turn to each other and ‘say something’. What is said is whatever comes to mind. It might be: *I tried this and it didn’t work for me, I like this idea, I wonder how that would work in my classroom? I don’t understand how they did this.* There is no expectation of what should be said, it is their choice.

Purpose: To reflect on reading with another person.

Instructions and Task:

1. Partner work-Have participants find their Paris, France partner again.
2. Explain the task: They are each to read the assigned section in their own books. At the end of the section-Stop and Say Something. This is not meant to be an extended dialogue but a brief conversation.
3. Assign the readings: Science and Technology Chapter, Planned Documentations pages 28-31.

Read Example One-Stop and Say Something

Read Example Two-Stop and Say Something

Read Example Three-Stop and Say Something

Read Example Four-Stop and Say Something

Read Example Five-Stop and Say Something

Read Example Six-Stop and Say Something

Note: It may be useful to prepare a chart of this example ahead of time or give a copy to each pair (see line master 3B in support material section).

B. Assessment in Mathematics (15 minutes)

This activity focuses on a particular learning area and reinforces some of the ideas in the Assessment chapter. It asks participants to reflect on the scenario as an appropriate assessment, reflect on the nature of the questions asked.

Purpose: To connect assessment to a particular learning area and to reflect on the types of questions that might be used to gather information.

Instructions and Task:

1. Individual work: Ask participants to individually read *Some Thoughts on Assessment* in the *Thinking Mathematically* chapter, pages 43-43. This should take about five minutes.
2. Whole group reflection: Ask when finished reading: *What makes the task in the scenario an appropriate one for assessment?* Participants may mention: use of hands on, children can represent with concrete and then draw, enables adult to see how they approach the task, the task is set in the context of a story, engages children in problem solving.
3. Ask participants to look at the list of questions for assessment and comment on what they notice about the questions. Knowledge and skills, reflect the processes of mathematics, questions are open ended, presume that children are engaged in learning and have opportunities to demonstrate in some way, not a checklist of skills.



C. Making the Assessment Connections (20 minutes)

The next task will involve participants in making the connections with regard to assessment between three learning areas using a Venn diagram as a graphic organizer.

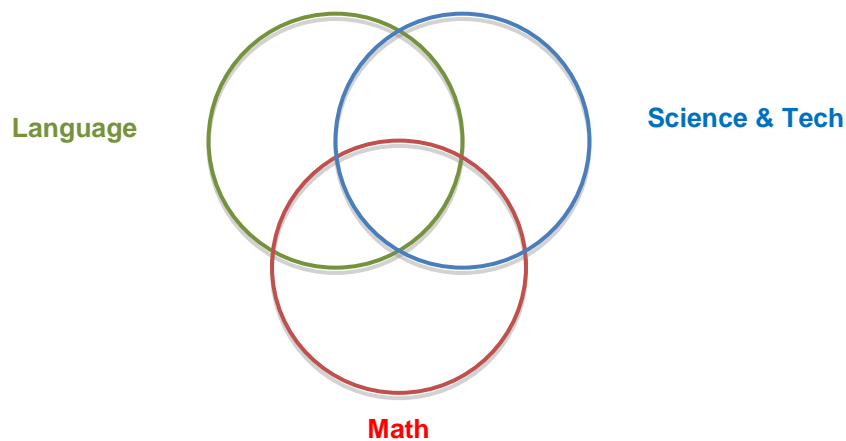
Purpose: To note similarities and differences in assessment practices and to find the commonalities.

Instructions and Task:

In preparation for the activity, ask participants to think about assessment in Language, Mathematics and Science and Technology. What are the similarities and what are the differences?

Small Group work: Give each group a blank piece of chart paper (or you may wish to have Venn diagrams prepared ahead of time) and to draw three overlapping circles. They need to label around the outside of each circle.

Note: It may be helpful for groups to use a different colour for each learning area.



1. Ask small groups to choose one person to be the recorder and to collect their ideas within the various circles. The overlapping in the centre will show the commonalities between all three areas. This should take about 10 minutes

2. Whole Group Reflection: Ask each group to share one difference for each area and one commonality.

D. Review of Readings-Go Round the Charts (25 minutes)

This strategy involves everyone and is a quick way to have participants review what they have read or what they know as they collectively fill in the charts. As participants move to each chart they are able to read what other's ideas. It is also an opportunity for the facilitator to recognize gaps and to add additional comments for the summarizing. The format of moving to different wall spaces allows participants to have a break from sitting and is a bit more energizing.

Purpose: To review information from readings, to identify points for observation and to reflect generally on assessment and how it supports children's learning.

Instructions and Task:

Each group proceeds to the assigned chart and has approximately one minute (no more than two minutes) to write comments on the chart in the assigned colour. (This is meant to be a quick activity and with everyone contributing, there will be lots of information.) The facilitator gives the signal and direction of the next move (example clockwise #1 group moves to the #2 chart, #6 moves to #1). Every group will have the opportunity to go to every chart. The activity is finished when groups return to their original chart.

Note: Ahead of time prepare the charts with the headings listed in the Materials section and tape them around the room.

1. Small Group: For this activity, it is best if participants are in groups of three or four. Two is fine as well as long as each chart has a small number of people at it to have a conversation. You may want to designate groups for each chart.
2. Explain that each group will have the opportunity to visit each chart and will have approximately one minute to add to the chart. It is helpful if each group chooses a

recorder whose writing/printing is legible.

3. Assign each group a specific chart to start with and give them a different coloured marker. Ask them not to begin until everyone is in place.

Note: It is helpful if each group has a different coloured marker, then at the end if there are questions about anything, the group's comments can be identified by the particular colour of the writing.

4. Signal when the minute is up (Sometimes, groups may need a few more seconds). Remind groups of the direction that they are moving in.
5. As groups return to their original chart ask them to read it and put a question mark if there is something on the chart they disagree with or query.
6. Have participants return to their seats.
7. Whole Group Observations: Deal with queries on each chart. Since the comments are coloured it is easy to find the group that made them.
8. Synthesize the information for the group and add important points that may be missed. It is important that this part is quick and is not a regurgitation of the comments that are there.

Reflection: 10 minutes

Writing Go Round

This strategy enables people to respond in writing. Each person has a different sheet of paper. Each person begins with an initial sheet of paper on which is printed a statement for response. After a response is made the paper is passed to the next person in the group who will add their response. Each person then will respond to as many statements as there are in the group. The activity is complete when people receive their own paper back. People usually enjoy this activity as it enables them to read what others have written and can respond in a variety of ways.

Purpose: to reflect on aspects of the topic individually but also to access other people's reactions and thoughts as they reflect on the same areas

Instructions and Task

1. Explain that each person will respond to the statement on his/her sheet of paper quickly and then pass it to the right (or left doesn't matter). They will get a new statement to respond to and then will again pass it to the right and so on until they get their own back.
2. Give each member of the group a different sheet of paper. The number of statements will depend on the size of the group. Note: In the line masters there are 7 statement sheets which should be more than are needed for the small group size. Facilitators may want to choose which ones to use for the groups.

Statements include:

- Draw a face that shows how you feel about the assessment practices in your classroom.
- What is one organizational strategy that works for you for documenting learning?
- Draw a face that shows how you feel about the kindergarten evaluation process used in your school?
- How would you like to improve your assessment practices?
- What is one effective strategy you use for observing children?
- What was your most lingering thought about assessment from today?
- Where do you spend the most amount of time gathering information? The least amount of time?

Homework/Follow up Task: 5 minutes

- Take another photo of the changes to their learning centre and bring to the final session. Note: some may want to just put the photo on their laptop and bring it.
- Choose a book or poem that demonstrates a particular concept in Mathematics and as well can be used for a demonstration lesson and follow-up experience. Participants will be asked to share using the following questions.

Note: They should choose a book that will be used more than just for a one-time reading. *Why did you choose this book? What is your plan? (introducing the book,*

specific guided activities or follow up hands on learning experiences where children can apply their learning, etc. What will be your observation points?



Session Four: Planning

Readings:

Thinking Mathematically chapter, The Grouchy Ladybug, page 20.

General Overview:

In this session that has a planning focus, there is the sharing of the practical application of using a book to plan a mathematics experience. Participants will also examine various aspects of planning through reading scenarios and looking at models for planning. The intent is to give people options and ways to think about what needs to be included in planning various aspects of the program. Planning is more than just filling in a template.

As this is the final session, participants will have some time to think about plans for beyond the book club experience. They will review what they have written at the first session and reflect on changes in their thinking.

Key Learnings/Objectives:

- Share learning from changing a learning centre.
- Read about an exchange using a Math text and analyze it.
- Share plan for using a book in mathematics.
- Focus on different aspects of planning and what are the characteristics of effective planning.
- Reflect on what was learned and to make a plan to continue.

Time: 120 minutes

Materials:

- *Thinking It Through* resource
- Tape
- Examples of story books that illustrate a math concept for possible display (if appropriate)
- A deck of cards with appropriate number selected for group size. For participants to choose their group of four there should be four of one kind (4 queens). Eliminate the rest of the cards
- Blank paper for instructional activity
- Envelope with self-reflection sheets from Session #1.

Homework Review: 15 minutes

A. Learning Centre Changes Homework

This activity is an opportunity for participants to share their changes to a particular learning centre. Because of the work involved, it is important to provide an opportunity for the rest of the group to see the transformations.

Purpose: To share successes and failures and reflect on the impact of changes to children's learning

Instructions and Task

Sharing with a Partner

1. Have participants get together with their Sydney, Australia partner from Session #2.
2. Ask each participant to share his/her photo of changes to their learning centre with their partner using the following guiding questions: *What did you try? Why did you decide to start with this? What did you notice about the children's use of the centre? Do you feel that what you did improved the learning opportunities for the children?* Note: Remind participants to share the time equally.



Whole Group sharing with Walkabout

1. Tell the group that they will have an opportunity to view and talk to each other about their learning centre changes. Explain that this is an opportunity to talk to people about what worked and didn't work and how the changes have affected their program.
2. Divide the group in Group A and Group B. Have Group A find a spot on the wall to tape their picture (or if they have their computer to display the photo) with enough room to stand beside it. Invite the Group B to view the photos and ask questions of each person.
3. After sufficient time, stop the group and ask the Group B to tape up their pictures and stand beside them while the Group A goes walkabout.

Acknowledge the work of all the participants in completing this assignment.

Instructional Task:

A. Reading a Scenario-The Grouchy Ladybug (10 minutes)

This task is an introduction to the following activity. The example illustrates teacher talk that although not perfect is an example of leading a discussion. It also highlights children's observations and in particular what educators might learn from listening to the children's ideas.

Purpose: To reflect on teacher practice and note the use of questioning

Instructions and Task

1. Individual Work: Have participants read: *The Grouchy Ladybug* by themselves.
2. Small Group work: In their small groups, ask participants to discuss:
 - *Why did the adult choose this book to read?*
 - *What did you notice about the adult talk*
 - *What did you learn about the children?*
 - *Based on what you learned about the children, what are possible next steps?*

3. Whole Group reflection: Take four or five comments from the small groups. If not mentioned, highlight how the teacher started with an open-ended question to see what children were paying attention to and what they already knew and then followed with more specific questions.

B. Math Book Sharing Small Group (25 minutes)

Participants have been asked to bring a book from the previous session that illustrates a math concept.

Purpose: To share in a practical way a classroom resource and to create plans for how the resource might be used.

Instructions and Task:

Note: For this activity, groups should be no more than five in order to streamline the activity and have productive talk.

1. Organize the groups so that there are at least five in the groups.
2. Ask someone in each group to be the timekeeper and have them identify themselves. Explain that their role will be to ensure that the time is shared equally and to remind each speaker when their time is almost up.
3. Remind participants of the focus of their talk:
 - *Why did you choose this book? What math concept does it illustrate?*
 - *What is your plan for using the book (how will you introduce, guided activities or possible follow up learning experiences). Note: Some participants may have already used the books so they will be speaking from experience.*
 - *What will be or were your observation points? What did you learn?*

D. Aspects of Planning (35 minutes)

The readings have been selected to give an overview of planning considerations, some scenarios that connect to previous sessions planning with child development,



learning centres and assessment in the area of science and technology. Participants may note the following: there is planning ahead and preparation, assessment information is used for planning purposes as well as knowledge of child development, uses different models depending on the circumstances, integration of areas, organization of the environment and materials etc. Educators are knowledgeable about child development, thoughtful, organized, prepared, think ahead, act on their information, plan what is developmentally appropriate for the age of the children, are keen observers and plan using a variety of strategies. Participants may notice other things.

Purpose: To review readings on planning and identify effective practices for planning.

Instructions and Task

1. Small Group work-Have participants find their group of four using the altered deck of cards.
2. Have participants decide who will be A, B, C, D. Explain that they are each to read the assigned section and then will synthesize their sections for the others in their group of four.
3. Have participants choose someone to be the timekeeper who will ensure that everyone has an equal opportunity to speak (ask those to identify themselves in the group) someone to be the recorder who will record ideas to the two questions (ask those to identify themselves in the group) someone to be the reporter who will report back to the whole group (ask those to identify themselves) someone to be the organizer to ensure the group completes the readings in good time, stays on task and to move the group to the next task
4. Assign the readings:
 - A. Planning For Learning chapter, Long Term Planning, pages 10-11
 - B. Learning In Centres chapter, Planning Models pages 21-24
 - C. Child Development chapter, Scenarios, pages 23, 30, 37
 - D. Science and Technology chapter, Planning for Science and Technology Throughout the Year, pages 12-16

5. When they are finished they should discuss the following questions, record their ideas for question #2 and be prepared to share with the large group.

- *What are the connections between these pieces?*
- *What words best describe an educator who is effective at planning (their knowledge skills and attitudes)?*

6. Whole Group reflection-Ask the reporter in each group to share three of their comments from question #2 and for the others to listen so that points are not repeated. Once every group has shared go back and ask for additional ones going round the tables until there are no more ideas.

Reflection: 15 minutes

Background: This is a follow-up from Session #1 and will allow participants to review what they wrote initially. After reviewing what they have written, participants will make a plan for what they will do after the book club. Writing the plan is a way of formalizing the intent to continue.

1. Hand back sheets from Session One and ask participants to review them. While they read them ask them to personally think about: *Does what you wrote still hold true? Is there anything that you would change?* Note: There is no need to take comments from the group at this time.
2. Remind participants of some of the discussions/activities over the book club sessions and ask them to choose one thing that they would like to focus on/some strategies for what they might do and suggested timelines.
3. Turn and Talk-Have them turn to their elbow partner and share their plans. Partners may wish to make suggestions.
4. Whole Group-Ask participants to think about whom they might share this professional development plan with and how they might go about it. Take some examples from the group.
5. Get participants to complete the last section on the sheet, Focus/Plan/Time Frame.



Final Reflection Circle: 10 minutes

Background: This closing circle is a way of 'summing up' the learning and for you also to have a response. The power of the circle is the quiet listening to others as they speak and the equality in everyone having a voice if they wish. It allows people the space 'have a say' without interruptions from others.

1. Have participants form a circle with you.
2. Tell them that you are going to ask them to think about:

Example of introduction to circle: *We've been together for four sessions and have talked about child development, play and learning centres, assessment and planning. You have been involved in reading excerpts from the resource, sharing ideas, working on a learning centre and have brought a Math book to share. As we reflect on our time together in this book club, what thoughts or plans will you be taking away with you?*

3. Remind participants that everyone will get a turn to speak but they may pass if they wish.
4. Choose someone to begin that you know will wish to speak. Once they have finished, ask them which way they would like the circle turns to go. The circle then systematically follows the direction indicated with each person speaking in turn.
5. When finished, close the circle by thanking participants for being part of the circle today.
6. Have participants fill out ETFO Book Club Evaluation Form.

Support Material Section



Session One

Line Master 1A

I am in my first or second year of teaching.



Session One

Line Master 1A

I have taught kindergarten for 3-5 years.



Session One

Line Master 1A

I have taught kindergarten for 6-10 years.



Session One

Line Master 1A

I have taught kindergarten for over 10 years.



Session One

Line Master 1A

Language



Session One

Line Master 1A

Mathematics



Session One

Line Master 1A

Science and Technology



The Arts

Classroom Management

Session One

Line Master 1A

Assessment



Running a play-based program

Session One

Line Master 1A

Planning



Session One

Line Master 1A

Play is to early childhood what gas is to a car.



Session One

Line Master 1A

***If children are unable to learn it is because we have not found
the right way to teach them. Marie Clay***

***The best teacher you will ever have is careful reflection on your own
experience as a teacher in your own classroom. Mem Fox***

***Learning to regulate emotions is as important as
learning the skills of literacy.***



Session One

Line Master 1B

Self-Reflection

To be filled in at Session #1

The children in my classroom need:

The strength(s) of my program is (are):

The area(s) of my program I would like to improve is (are):

I need to learn more about:

To be filled in at Session #4

Focus: This will be my focus	My Plan: This is what I will do	Time Frame: This is what I'll do by

Session One

Line Master 1C

Area Table Groupings

Group #1 –Social
Pages 10-14



Session One

Line Master 1C

Area Table Groupings

Group #2-Emotional
Pages 14-16



Session One

Line Master 1C

Area Table Groupings

Group #3-Communication, Language, Literacy
Pages 16-21



Session One

Line Master 1C

Area Table Groupings

Group #4-Cognitive
Pages 21-26



Session One

Line Master 1C

Area Table Groupings

Group #5-Physical
Pages 26-21



Session One

Line Master 1D

Area and Implications for Practice

Area:

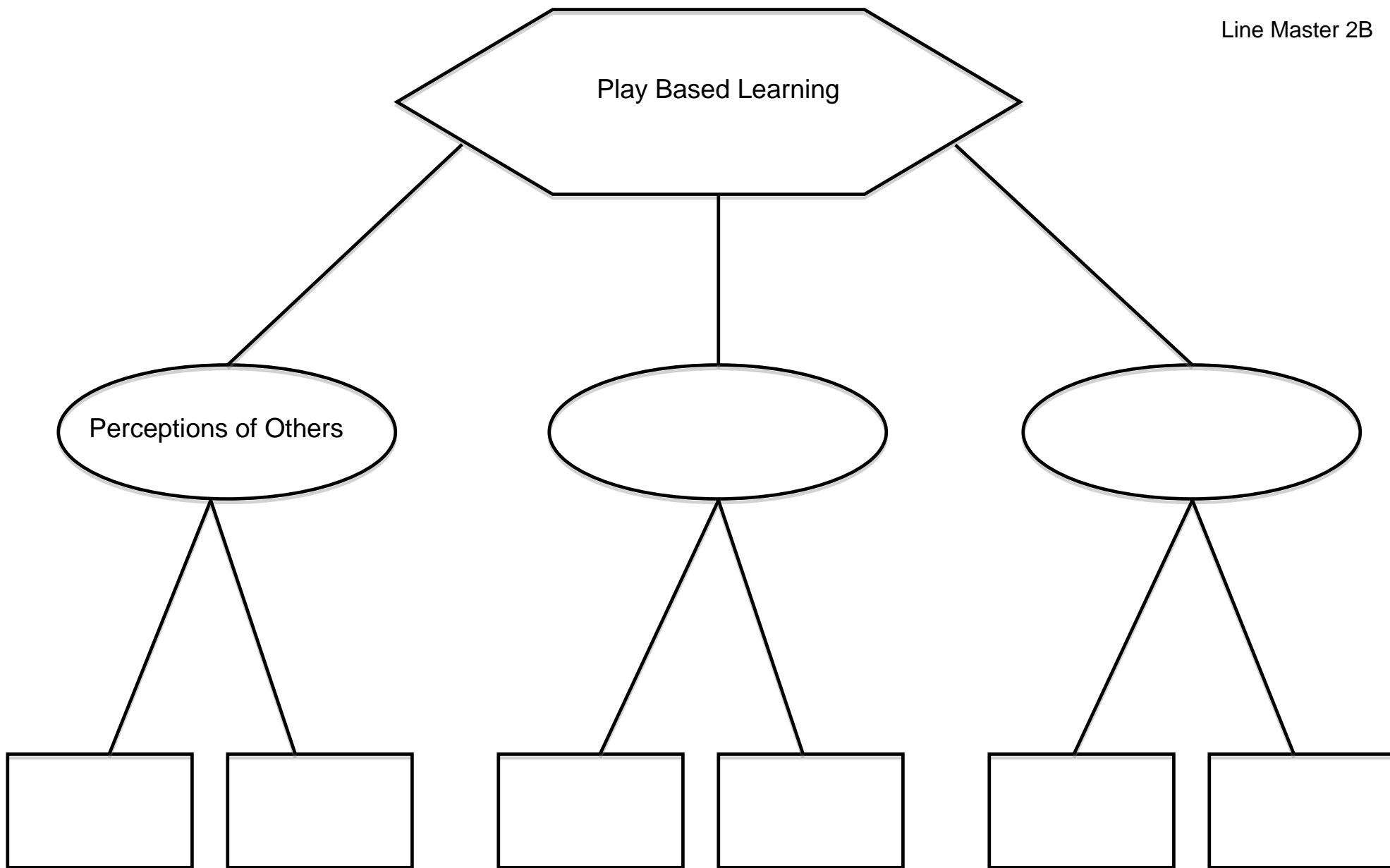
Three key points for me to share about this area:	
What are the planning considerations in relation to this area?	
Materials	
Room organization	
Large group sessions	
Learning experiences/centres	
Educator/child interactions	

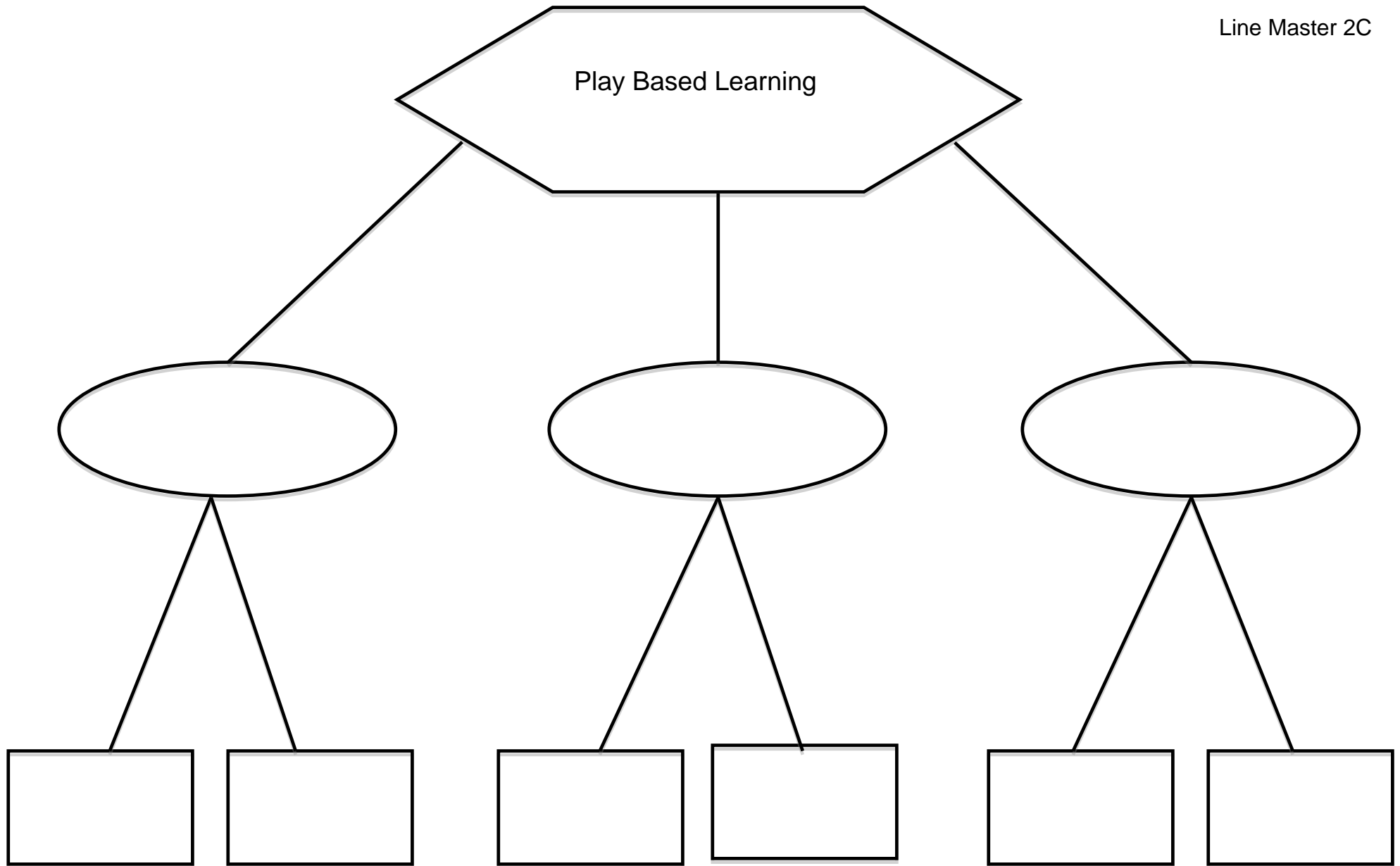
Session Two

Line Master 2A

Find a Partner for Each Location

Paris, France	Sydney, Australia
New York, US	Istanbul, Turkey





Session Two

Line Master 2D

Learning Centre _____

<i>Additional learning goals</i>	
<i>Materials that might be added</i>	
<i>How equipment and furniture might be organized</i>	
<i>Possible learning experiences or guided activities</i>	
<i>Possible observations</i>	
<i>How will you know that the centre has improved?</i>	

Session Two

Line Master 2E

Assessment Reading Response

As you read the chapter on assessment, jot down your ideas using the following categories.

<p>Aha...</p> <p>That's just what I do...</p> <p>That's the same as...</p>	
<p>Oh No...</p> <p>I don't do those things...</p> <p>I never thought of that...</p>	
<p>Mmm...</p> <p>I wonder if I...</p> <p>Perhaps this might...</p>	



Session Three

Line Master 3A

Social/Emotional	Emotional
Language	Cognitive
Physical	Next....



Session Three

Line Master 3B

Say Something

Read Example One-Stop and Say Something

Read Example Two-Stop and Say Something

Read Example Three-Stop and Say Something

Read Example Four-Stop and Say Something

Read Example Five-Stop and Say Something

Read Example Six-Stop and Say Something



Session Three

Line Master 3C

Writing Go Round

Draw a face that shows how you feel about the assessment practices in your classroom.



Session Three

Line Master 3C

Writing Go Round

What is one organizational strategy that works for you for documenting children's learning?



Session Three

Line Master 3C

Writing Go Round

Draw a face that shows how you feel about the kindergarten evaluation process used in your school?



Session Three

Line Master 3C

Writing Go Round

How do I engage children in self-assessment and peer assessment?



Session Three

Line Master 3C

Writing Go Round

What is one effective strategy you use for observing children?



Session Three

Line Master 3C

Writing Go Round

Where do you spend the most amount of time gathering information? Why?	Where do you spend the least amount of time gathering information? Why?



Session Three

Line Master 3C

Writing Go Round

What are your most lingering thoughts about assessment from today?



ETFO Book Club Evaluation Form

Thinking It Through

Line Master 4A

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
--	-----------------------------------	--------------------------------------

Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:
