

A Novel Study Planning Guide based on Blooms & QAR That Boy Jack by Janeen Brian

Content ⇒ Process ↓	People	Places	Events	Themes	Connections within the novel and with the readers experience.	Structure and Methods (Use of a range of reading strategies)
Knowledge In The Book: Right There	Construct a profile of each character in the book, focus on their values, beliefs, and ethics.					
Comprehension In the Book: Think and Search		Draw sketches of the place described in the book. Add captions to describe key elements. Find Moonta on a map or Google Earth. Use Map data to describe the place as it is today.	List the key events in the novel. Use two columns, one to summarise the event the other for a comment on why it is an important event.		Compare your experience of school with Jack's.	Before reading what impression does the title of the book give you about the story? After reading discuss the titles appropriateness to the story.
Analysis & Application In My Head: Author and Me	What ideas, beliefs, superstitions, did the Cornish miners bring with them to South Australia? Compare Gilbert with Elsie as influences on Jack. Compare Miss Goldsworthy with Mr Skinner.	Research the Moonta Copper Mines in 1874. Find pictures of the mines and read about life at the mines. Compare the facts you find with events in the novel. Present your findings in an interesting way.		Jack has to decide between working in following his father and working the mines or gaining an education. What pressures would he face in making this decision? Various characters have beliefs that we do not keep today. What are they and why have we do not believe these things today?	Connect the events in the novel with what you know about Human Rights. What issues are raised?	
Synthesis In My Head: On My Own		Create a diary for a day at school in 1874, and a day in a mine or as a picky boy. Compare the two using a chart or Venn diagram.	Create newspaper Headlines for events in the story.			Select a key moment in the book and re-write in third person as though you observed what was happening. Report on how this changes the story.
Evaluation In My Head: On My Own	Does Jack make the right decisions? Support your answer.			What are the main themes in the novel? Rank them in order and explain your		The book is based on life in the Moonta Mines but details have been changed. Why

				choices.		might the author do this? Is this an effective strategy? Why, Why Not?
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QAR - Question - Answer Relationships - Thinking about questions

In the Book

Right There: A “detail” type of question, where words used to form the question and words that answer the question are often “right there” in the same sentence. (Blooms - Knowledge)

Think & Search: The answer is in the text, but readers have to “think & search” to find the answer; sometimes within a paragraph, across paragraphs, or even chapters. (Blooms - Comprehension)

In My Head

Author and Me: The information to answer the question comes from my background knowledge, but to even make sense of the question, I’d need to have read and understood the text. (Blooms - Application, Analysis)

On My Own: The question relates to the text, but I could probably answer this one even if I had never read the text. All the ideas and information come from my background knowledge. (Blooms - Synthesis, Evaluation)

A Novel Study Incorporating the Dimensions of Learning

Dimension 1: Attitudes and Perceptions

Classroom Environment: Establish a classroom environment that recognises the importance of reading and allows individuals to engage positively with literature. Encourage active engagement and reflection on past experiences with reading and support those with negative attitudes and perceptions of reading towards a change.

Pre-Reading: Encourage the students to consider, discuss, share and reflect on their prior knowledge and beliefs about the chosen text. Why was it chosen? What do they expect from the novel? What do they know about the author or the topic?

Dimension 2: Acquire and Integrate Knowledge

While Reading: Encourage the students to actively engage with the novel using a range of reading strategies appropriate to their needs as developing readers. Use post-it notes to identify key points in the stories development or to flag questions for discussion after reading

After Reading: Use story and character maps to track and record information from the novel, add detail to maps after each reading session or with each significant development.

Dimension 3: Extend and Refine Knowledge

Learning does not stop with acquiring and integrating knowledge. Learners develop in-depth understanding through the process of extending and refining their knowledge (e.g., by making new distinctions, clearing up misconceptions, and reaching conclusions.) They rigorously analyze what they have learned by applying reasoning processes that will help them extend and refine the information. Some of the common reasoning processes used by learners to extend and refine their knowledge are the following:

- Comparing
- Classifying
- Abstracting
- Inductive reasoning
- Deductive reasoning
- Constructing support
- Analysing errors
- Analysing perspectives

Use the planning matrix below to develop questions that use the common reasoning processes used by learners to extend and refine their knowledge.

Dimension 4: Use Knowledge Meaningfully

Provide opportunities to use what they have learned from their reading, by applying one of the six reasoning processes that encourage meaningful use of knowledge to a task post-reading

- Decision making
- Problem solving
- Invention
- Investigation
- Experimental inquiry
- Systems analysis

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Comparing						
Classifying						
Abstracting						
Inductive Reasoning						
Deductive						

Reasoning						
Constructing Support						
Analysing Errors or Misunderstandings						
Analysing Perspectives						
Using K Meaningfully						

Dimension 5: Productive Habits of Mind

The most effective learners have developed powerful habits of mind that enable them to think critically, think creatively, and regulate their behavior. These mental habits are listed below as they may apply to a novel study:

Critical thinking:

- Be accurate and seek accuracy - encourage reading for accuracy, students should support their conclusions with evidence from the book
- Be clear and seek clarity - encourage students to clearly state their knowledge and thoughts using appropriate language
- Maintain an open mind - encourage wide reading and risk taking when selecting a novel, while reading keep an open mind to how the story is developing and where the author is leading you, consider alternative perspectives and ideas based on experience other than your own
- Restrain impulsivity - be willing to absorb the fine details, re-read a passage, consider the authors choice of words
- Take a position when the situation warrants it - what are your true feelings about what you have read, be prepared to support your ideas
- Respond appropriately to others' feelings and level of knowledge - listen to others, consider their point of view, understand what has shaped this and then respond

Creative thinking:

- Persevere - give the author a chance, give your understanding a chance to grow as you read more, use tools that will help you
- Push the limits of your knowledge and abilities

- Generate, trust, and maintain your own standards of evaluation - be honest when reflecting on your ideas and work
- Generate new ways of viewing a situation that are outside the boundaries of standard conventions

Self-regulated thinking:

- Monitor your own thinking
- Plan appropriately - use a scaffold to guide your responses
- Identify and use necessary resources - use a dictionary, keep notes, use post-it while you read
- Respond appropriately to feedback
- Evaluate the effectiveness of your actions