

# Start a **Professional Book Study**

In this no-nonsense guide, foundational literacy expert and classroom teacher Lindsay Kemeny shares seven modifications K-3 teachers can make right now to transform their reading instruction. Each chapter focuses on a critical area of foundational reading—from the most efficient ways to teach phonemic awareness and phonics to the most effective ways to boost comprehension.

## Starting a book study helps teachers:

- ✓ Identify and discuss key ideas from the book in a structured but collegial format.
- ✓ Learn and share tips for implementing the ideas and strategies in the book.
- ✓ Reflect on teaching practices and identify areas for improvement to accelerate professional growth and student success.

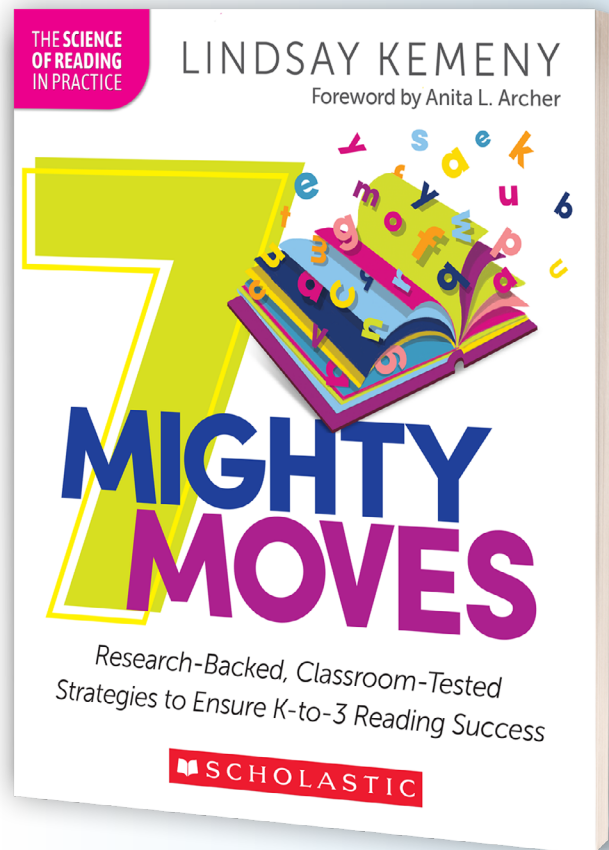
## Scheduling tips:

- ✓ For a quarter-year study, consider meeting at least once a week.
- ✓ For a half-year study, consider meeting at least twice a month.
- ✓ For a full-year study, consider meeting several times in the first month to launch the study and then at least once a month thereafter.

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\*Only applicable for 7 *Mighty Moves*. Use code BOOKSTUDY10 at checkout. Offer ends Dec. 31, 2024.



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The future of our students who struggle to read does not need to be bleak. We have reason to be hopeful. We can turn the tide. We can teach in a way that will help all our students and, in doing so, prevent illiteracy.

— Lindsay Kemeny, author of 7 *Mighty Moves*

# Meeting Organizer

This meeting organizer provides meeting ideas to assist your group in engaging with all sections of *7 Mighty Moves* by Lindsay Kemeny. Feel free to adjust the pace to align with your specific goals and schedule as needed.

## Moves

## Discussion Questions

MOVE 1:

### Teach Phonemic Awareness with Intention

Page 12

1. What is the difference between phonological awareness, phonological sensitivity and phonemic awareness?
2. What are the most critical phonemic awareness skills? Why?
3. What did phonemic awareness look like in your class before you read this chapter? What changes will you make with the new information you've learned?

MOVE 2:

### Teach Phonics Explicitly and Systematically

Page 37

1. What do the terms explicit and systematic mean when it comes to phonics? How is that different from past approaches that may have included some phonics instruction?
2. What resources and routines will you use moving forward to support phonics instruction with your students?

MOVE 3:

### Teach Decoding Strategies, Not Cueing Strategies

Page 66

1. How does the approach in this chapter differ from what you may have done in the past? How will you move forward encouraging decoding strategies instead of cueing?
2. What is orthographic mapping?
3. Is Move 3 something that will need to be communicated to the parents and guardians of your students for application at home? How will you do this as a teacher, division, or school?

MOVE 4:

### Use Decodable Texts Instead of Predictable Texts with Beginning Readers

Page 78

1. What are decodable texts? Why are they important for beginning readers?
2. What are some suggestions Lindsay makes for using decodable texts in the classroom? What ideas will you implement?

## Moves

## Discussion Questions

MOVE 5:

### Embrace a Better Approach to Teaching “Sight Words”

Page 94

1. What was your previous understanding of “sight words?”  
What were you taught about the best way to teach these words to students?  
How has your understanding now changed?
2. Lindsay quotes Dr. Jan Wasowicz, “Every word wants to be a sight word when it grows up!” (p.108). What does she mean by this?

MOVE 6:

### Focus on Meaningful Fluency Practice

Page 109

1. Why is it important to ensure accuracy before working on rate/automaticity?
2. Lindsay shares several strategies for building fluency in the classroom.  
What are some of these strategies? What have you tried in the past?  
What will you try now?

MOVE 7:

### The Power of Close Reading

Page 111

1. How can we build vocabulary and background knowledge?  
What new ideas do you have from this chapter?
2. How does writing instruction connect to comprehension?  
What ideas can you use to help support this with your students?