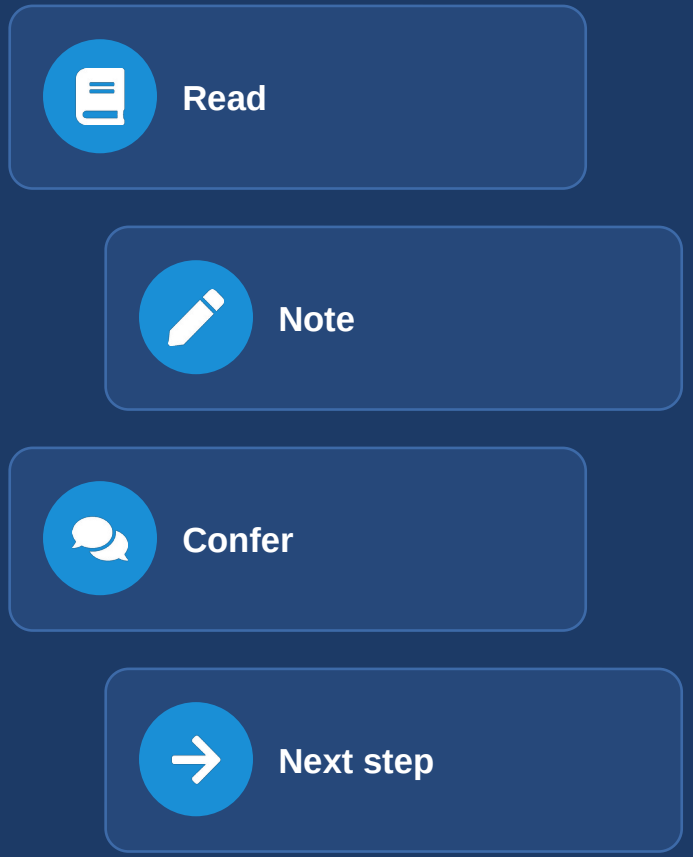
NBE3U Independent Study and Final, Lesson 2

ISU Check-ins

Three conferences during the semester



Today's goals

We are learning…

- To analyse an independent book in stages.
- To name the reading strategies that work for us.

I can…

- Analyse voice and form in my book.
- Trace a theme with evidence.
- Connect my book to a course text.
- Name a reading strategy that helps me and set a next step.

Today's plan

Time	What we're doing	You will…
0–5 min	**Set-up**	Listen
5–20 min	**Check-in task**	Write
During other lessons min	**Conferences**	Confer



Big idea

Short, regular check-ins keep independent reading on track and turn notes into ideas. Each one builds a piece of the final essay: voice and form, then themes, then connections.

Three check-ins

Check-in	When	Focus
Check-in 1: Voice and form	About a third of the way through	Who tells the story, to whom, and in what form; a key passage; one craft choice and its effect.
Check-in 2: Themes	About halfway	How the book explores identity, relationships, or self-determination, sovereignty or self-governance, with evidence.
Check-in 3: Connections and contribution	Finished the book	A connection to one course text; what the author has said about the book; a draft comparative question.

Check-in 1: Voice and form

Page 1, top:

1. Who tells the story, to whom, and in what form (novel, memoir, poems, stories)?
2. Choose a key passage and explain why it matters.
3. Name one craft choice and its effect.
4. Name a reading strategy that is working.

Check-in 2: Three themes from Unit 1



Identity

Who am I, and who decides? Names, language, belonging.



Relationships

Family, community, land, treaties, the people who are gone.



Self-determination

Sovereignty and self-governance: who makes the decisions?

Check-in 2: Themes

Page 1, bottom:

1. Choose one theme.
2. Find two passages with page numbers.
3. Explain what each shows (an inference, not a summary).
4. Write your next step.

Check-in 3: Connections and contribution

Page 2:

1. Choose a course text.
2. Name the shared idea, one similarity and one difference.
3. Note what the author has said about the book, and where.
4. Draft a comparative question.

Reading strategies that help

preview	Read the author's note, the contents and reviews first. *Know the form before you start.*
map	Keep a list of characters, places and relationships. *Especially in multi-voice novels.*
glossary	Note words from Indigenous languages and their meanings as the author gives them. *Use the author's spelling.*
pause	Stop after a hard chapter; write two lines. *Care for yourself as a reader.*

Model: a comparative question

Task: Check-in 3 (original model written for this lesson).

Book: Moon of the Crusted Snow (Waubgeshig Rice).
Course text: “The School Days of an Indian Girl” (Zitkála-Šá).
Shared idea: what a community keeps, and what it loses, when an outside system takes over or breaks down.
Question: “How do Rice and Zitkála-Šá use a sudden change in the world around their characters to show what a community knows about itself?”

Why it works

- Two texts named.
- A shared idea.
- Open and arguable.
- Points to evidence.

Conference routine

Step	Time
Each student shares their page.	2 min each
Teacher asks one probing question.	1 min each
Each student writes a next step.	1 min

Peer check

While you wait: share your key passage with a partner. What do they notice that you didn't?

Sentence starters

“I notice…”

“Have you thought about…”

“What does the author say about…”

How it works

- Pairs: 4 minutes.
- Talk about the book, not about anyone's community.

Quick self-check

- Are you on track with your reading plan?
- Do you have page numbers for every passage?
- Do you have a course text in mind yet?

Exit ticket

1. Your key passage (page).

2. The reading strategy that helped most.

3. Your next step and next check-in date.

Keep reading. Next check-in: _____

Teacher reveal

The three check-ins

Check-in 1: Voice and form: About a third of the way through. Who tells the story, to whom, and in what form; a key passage; one craft choice and its effect.

Check-in 2: Themes: About halfway. How the book explores identity, relationships, or self-determination, sovereignty or self-governance, with evidence.

Check-in 3: Connections and contribution: Finished the book. A connection to one course text; what the author has said about the book; a draft comparative question.