An exploratory research on aesthetic reading of a multicultural novel in a book club setting amongst fifth grade students

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Abstract
The purpose of this study was to see if the use of a multicultural novel in a book club setting would produce aesthetic reading. The specific aim was to see if this would happen to fifth graders in an after school program club. Conversation recordings, pre and post surveys about aesthetic reading, reader's notebooks, and the teacher's journal have been analyzed. The focus group demonstrated growth in making aesthetic responses. The implications for using the components in a classroom are discussed.

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An exploratory research on aesthetic reading of a multicultural novel in a book club setting amongst fifth grade students. This study sets out to discover how fifth grade students participating in a book club reading a multicultural novel respond aesthetically to the text. The first section of the literature review discusses the theory and research behind book club discussions. The second section discusses a comprehensive view of culturally responsive pedagogy in relation to the culturally conscious novels used in the book club. The final section focuses on multicultural literature and how it fosters aesthetic reading. Book Club Discussions.