

Unit Plan Overview

Name: Ray Forstat
School: Mt. Hope Elementary School

Grade Level: Fourth Grade
CT: Rita Stanton

Target Area for Guided Lead Teaching:

Literature Circles: Getting Started – An introduction to Literature Circles in a fourth Grade Classroom Using the Novel: Stone Fox by John Reynolds Gardiner. I will be teaching a group of 25 fourth and fifth grade students at a reading Level of 3.1 to 3.9. This reading group will meet four times a week (Mondays, Tuesdays, Wednesdays, and Fridays) for one-hour sessions.

Grade Level Content Expectations (GLCEs):

- **R.MT.04.01. Reading: Metacognition:** Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- **R.AT.04.01. Reading: Attitude:** Be enthusiastic about reading and do substantial reading and writing on their own.
- **S.DS.04.01. Speaking: Discourse:** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- **L.CN.04.01. Listening & Viewing: Conventions:** Ask substantive questions of the speaker that will provide additional elaboration and details.
- **L.RP.04.03. Listening & Viewing: Response:** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.

Objectives:

Students will be able to:

1. Discuss, define, and explore unfamiliar words.
2. Predict text events using previous knowledge and details in the text.
3. Use evidence in text to verify predictions.
4. Ask relevant and focused questions to clarify understanding.
5. Respond to questions and discussion with relevant and focused comments.
6. Paraphrase and summarize information from the text.
7. Identify and analyze literary elements in text.

Rationale:

This lesson provides a basic introduction to literature circles, a collaborative and student-centered reading strategy. Students begin by being introduced to the book they will be reading, Stone Fox, and then they will be introduced to the five jobs in Literature Circles: Summarizer, Vocabulary Enricher, Question Writer, Story Mapper, and Checker. I, along with student volunteers, will model the task for each of the five roles, and then students

will practice these strategies. This process demonstrates the different roles and allows students to practice the techniques before they are responsible for completing the tasks on their own. After this introduction, students are ready to use the strategy independently, rotating the roles through five-person groups as they read the chosen book. This unit is a wonderful introduction to Literature Circles. It can then be followed with a more extensive literature circle projects.

I am incorporating Literature circles into my classroom environment for a variety of reasons. First and foremost, I admire the way in which it couple collaborative learning with student-inquiry at its center. According to Claudia Peralta-Nash and Julie A. Dutch:

“Students learned to take responsibility for their own learning, and this was reflected in how effectively they made choices and took ownership of literature circle groups. They took charge of their own discussions, held each other accountable for how much or how little reading to do, and for the preparation for each session. The positive peer pressure that the members of each group placed on each other contributed to each student's accountability to the rest of the group. (p. 36)”

When students are able to engage with texts and one another in constructive ways, they take can take control of their literacy learning.

(Peralta-Nash, Claudia, and Julie A. Dutch. "Literature Circles: Creating an Environment for Choice." Primary Voices K-6 8.4 (April 2000): 29-37.)

Assessments:

As students work, I will take notes on their participation and engagement. It is my hope that the Literature Circle discussion topics will grow naturally from students’ interests and connections to the text. Their group meetings will be open, natural conversations about books. Personal connections, digressions, and open-ended questions are welcome.

I will provide feedback to individual students during *conferences* and *interviews*. The feedback I provide will be based on the “Role Sheets” completed during the students’ Literature Circle sessions, as well as from my own observations. I will suggest ways that students can improve their participation in groups, pointing to the different role sheets that they have completed and relying on my anecdotal records. I will make connections to the “Self-Reflection Worksheet” that students complete when they finish the book. I will encourage students to brainstorm strategies they can try in future Literature Circle meetings to improve their participation.

<p>Mon. 11/01/10</p> <ul style="list-style-type: none"> • Objective: 4 • Mini-lesson, followed by whole class discussion • Ongoing <p>Assessment: I will be looking for active student participation; are students asking questions about Literature Circle Roles? Are students engaged in class discussion of Literature Circle Roles? Are students actively listening? Are students familiar with Literature Circles? Have they participated in Literature Circles before?</p> <ul style="list-style-type: none"> • Rationale: Students need to understand the academic and behavior expectations that coincide with the Literature Circle instructional technique; they also need to grasp the process of literature circles. • Teacher Notes: Literature Circle Role handouts (Summarizer, Vocabulary Enricher, Question Writer, Story 	<p>Wed. 11/03/10</p> <ul style="list-style-type: none"> • Objectives: 4, 5, 6 • Mini-lesson, guided reading, followed by whole class discussion • Ongoing <p>Assessment: I will be looking for active student participation; are students asking questions about the Summarizer Role? Are students engaged in class discussion of Summarizers' Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for Summarizer Role? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas?</p> <ul style="list-style-type: none"> • Rationale: Students need to understand the expectations regarding the Summarizer role, and the process of completing that role, in order to be a successful member of their literature circle. 	<p>Fri. 11/05/10</p> <ul style="list-style-type: none"> • Objectives: 4, 5, 6 • Mini-lesson, guided reading, small group discussion, followed by whole class discussion • Ongoing <p>Assessment: I will be looking for active student participation; are students asking questions about the Summarizer Role? Are students engaged in class discussion of Summarizer Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for Summarizer? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas in small groups? Are students taking turns during small group time?</p> <ul style="list-style-type: none"> • Rationale: Students need hands-on "role-play" in order to fully 	<p>Mon. 11/08/10</p> <ul style="list-style-type: none"> • Objectives: 1, 4, 5 • Mini-lesson, guided reading, followed by whole class discussion • Ongoing <p>Assessment: I will be looking for active student participation; are students asking questions about the Vocabulary Enricher Role? Are students engaged in class discussion of Vocabulary Enricher (VE) Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for VE? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas?</p> <ul style="list-style-type: none"> • Rationale: Students need to understand the expectations regarding the VE role, and the process of completing that role, in order to be a successful member of their literature 	<p>Tues. 11/09/10</p> <ul style="list-style-type: none"> • Objectives: 1, 4, 5 • Mini-lesson, small group discussion, followed by whole class discussion • Ongoing <p>Assessment: I will be looking for active student participation; are students asking questions about the Vocabulary Enricher Role? Are students engaged in class discussion of VE's Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for VE? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas? Are students taking turns in small group discussion time?</p> <ul style="list-style-type: none"> • Rationale: Students need hands-on "role-play" in order to fully grasp the process of being a VE in a small group setting.
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<p>Mapper, and Checker) Literature Circle Process Description for ELMO</p>	<p>•Teacher Notes: Summarizer Role Sheets</p>	<p>grasp the process of being a Summarizer in a small group setting. •Teacher Notes: Summarizer Role Sheets</p>	<p>circle. •Teacher Notes: Vocabulary Enricher Role Sheets</p>	<p>•Teacher Notes: Vocabulary Enricher Role Sheets</p>
<p>Wed. 11/10/10</p> <ul style="list-style-type: none"> • Objectives: 4, 5, 6 • Mini-lesson, guided reading, followed by whole class discussion • Ongoing Assessment: I will be looking for active student participation; are students asking questions about the Question Writer Role? Are students engaged in class discussion of Question Writer Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for Question Writer Role? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas? 	<p>Fri. 11/12/10</p> <ul style="list-style-type: none"> • Objectives: 3, 4, 5 • Mini-lesson, guided reading, small group discussion, followed by whole class discussion • Ongoing Assessment: I will be looking for active student participation; are students asking questions about the Question Writer Role? Are students engaged in class discussion of Question Writers' Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for Question Writer Role? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas? • Rationale: Students need 	<p>Mon. 11/15/10</p> <ul style="list-style-type: none"> • Objectives: 2, 3, 4, 5, 7 • Mini-lesson, guided reading, followed by whole class discussion • Ongoing Assessment: I will be looking for active student participation; are students asking questions about the Story Mapper Role? Are students engaged in class discussion of Story Mapper Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for Story Mapper? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas? 	<p>Tues. 11/16/10</p> <ul style="list-style-type: none"> • Objectives: 2, 3, 4, 5, 7 • Mini-lesson, guided reading, small group discussion, followed by whole class discussion • Ongoing Assessment: I will be looking for active student participation; are students asking questions about the Story Mapper Role? Are students engaged in class discussion of Story Mapper Role while listening to Stone Fox? Are students actively listening? Are students generating questions and ideas for Story Mapper Role? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas? • Rationale: Students 	<p>Wed. 11/17/10</p> <ul style="list-style-type: none"> • Objectives: 4, 5 • Mini-lesson, guided reading, followed by whole class discussion • Ongoing Assessment: I will be looking for active student participation; are students asking questions about the Checker Role? Are students engaged in class discussion of the Checker, Vocabulary Enricher, Question Writer, Summarizer, and Story Mapper's Role while listening to Stone Fox? Are students actively listening? Are students generating questions and for the different Literature Circle Roles? Are students asking relevant questions? Are they responding to questions

<p>• Rationale: Students need to understand the expectations regarding the Question Writer role, and the process of completing that role, in order to be a successful member of their literature circle.</p> <p>•Teacher Notes: Question Writer Role Sheets</p>	<p>hands-on “role-play” in order to fully grasp the process of being a Question Writer in a small group setting.</p> <p>•Teacher Notes: Question Writer Role Sheets</p>	<p>• Rationale: Students need to understand the expectations regarding the Story Mapper role, and the process of completing that role, in order to be a successful member of their literature circle.</p> <p>•Teacher Notes: Story Mapper Role Sheets</p>	<p>need hands-on “role-play” in order to fully grasp the process of being a Summarizer in a small group setting.</p> <p>• Rationale: Students need hands-on “role-play” in order to fully grasp the process of being a Story Mapper in a small group setting.</p> <p>•Teacher Notes: Story Mapper Role Sheets</p>	<p>with meaningful discussion ideas?</p> <p>• Rationale: Students need to understand the expectations regarding the Checker role, and the process of completing that role, in order to be a successful member of their literature circle.</p> <p>•Teacher Notes: Literature Circle Role Sheets Role Sheets</p>
<p>Fri. 11/19/10</p> <p>• Objectives: 1-7</p> <p>• Mini-lesson, guided reading, Fishbowl discussion/observation of Sample Literature Circles, followed by whole class discussion</p> <p>• Ongoing Assessment: I will be looking for active student participation; are students asking questions about the different Literature Circle Roles? Are students engaged in class discussion of the Checker, Vocabulary Enricher, Question</p>	<p>Mon. 11/22/10</p> <p>• Objectives: 1-7</p> <p>• Mini-lesson, small group discussion</p> <p>• Ongoing Assessment: I will be looking for active student participation; are students discussing, defining, and exploring unfamiliar words? Are students predicting text events using previous knowledge and details in the text? Are students using evidence in the text to verify predictions? Are students asking relevant and focused questions to clarify understanding? Are students</p>	<p>Students will continue the process of reading the text and rotating the literature circle roles until the book is complete.</p> <p>When books/texts are finished, they will be set aside a day for groups to share information about their reading, and then form new groups around new reading choices.</p> <p>Before students move on to a new book, they will complete the Self-Reflection Worksheet. When students begin the next book, I will ask them to use this self-reflection to think about how they participate with their new literature circle groups.</p>	<p>FOLLOWING SESSIONS:</p> <p>and rotating the literature</p>	

<p>Writer, Summarizer, and Story Mapper’s Role while listening to Stone Fox? Are students actively listening? Are students generating questions and for the different Literature Circle Roles? Are students asking relevant questions? Are they responding to questions with meaningful discussion ideas?</p> <p>• Rationale: Students need hands-on “role-play” in order to fully grasp the process of being a Checker in a small group setting.</p> <p>• Teacher Notes: Literature Circle Role Sheets Role Sheets</p>	<p>responding to questions and discussion with relevant and focused comments? Are students paraphrasing and summarizing information from the text? Are students Identifying and analyzing literary elements in the text? Are students engaged in their literature circle roles while listening to Stone Fox? Are students actively listening?</p> <p>• Rationale: Students will have the opportunity to participate in a legitimate literature circle meeting. Each student will be responsible for a role and they will benefit from this “practice round” for later weeks.</p> <p>• Teacher Notes: Literature Circle Role Sheets Role Sheets</p>	
<p>Strategies to Implement if Necessary:</p> <ul style="list-style-type: none"> • If a student is falling behind due to inability to read at the level of his or her peers, then that student may have the opportunity to listen to “Stone Fox” (or other novel choice) as an audio book while they read along independently. • If a student is having a difficult time articulating his or her thoughts in writing (perhaps an ELL student), as opposed to recording their written responses on their Literature Circle Sheets, they can record a drawn/illustrated response. They could draw a summary rather than write a summary. 	<p>DIFFERENTIATED INSTRUCTION:</p>	

- If I have a student that is extremely shy or has a very difficult time articulating their thoughts and ideas in a small group setting; I may talk to that individual, one-on-one, and come up with a plan for them to participate. Perhaps they will be required to offer at least one thought or idea to his or her group and the rest of his or her responses can be turned in, in writing. The amount of vocal response would increase every group meeting until that individual feels comfortable engaging in the small group dynamic.
- If students are having a difficult time running in homework due to extenuating circumstances in their homes, I will adapt and allow students in-class time to finish their work. Students will be aware that this will only occur if they are legitimate reasons and they must talk to me in advance.
- I will ensure one-on-one time with students during conferences in order to be aware of their level of understanding in regards to the Literature Circles Roles. If specific students are having a more difficult time than others, than they will have more one-on-one time with me.
- If there are students who are completing their work quickly, and have extra time, I will have extra handouts, journal prompts, reading comprehension activities for them to complete. These “extas” will be engaging and fun activities that will directly correlate to their novel work.
- For groups that are “ahead of the game”, in relation to the other small groups, I will provide them with an additional project...create a movie poster for the book: include review “how many stars”, picture, main characters aka “actors”, author aka “Director/producer”, etc.
- For those students that have a difficult time focusing, I will utilize “folding” activities for reading comprehension (etc.) and require sentence answers with drawings as opposed to long written responses in journals. This way, they will complete the requirements while remaining engaged.
- I will provide individual handouts that will act as visual aids for ELL students. These will be handouts with pictures and explicit instructions that those students can reference at any time.
- I will utilize “Anchor Charts” of literature circle roles and procedures throughout the room to act as visual aides to students that need constant reminders. These will also be reference points for me to direct students’ attention to if they are acting out.

***Literature Circles: Getting Started – An introduction to Literature Circles
(DAY 4)***

Date: (Tentatively) Monday, November 8th, 2010

Overall lesson topic/title and purpose:

The overall lesson topic for Monday, November 8th, 2010 is an introduction to the “Vocabulary Enricher” (VE) Literature Circle’s Role. During this lesson, I will demonstrate the suitable, appropriate, and ideal attitude, behavior, and expectations that coincide with the Vocabulary Enricher role to students. Students will observe how the Vocabulary Enricher role works, and they will ask any questions they may have in regards to the process, my expectations, and/or the behavior that relates to being the Vocabulary Enricher.

Rationale:

This is an extremely worthwhile lesson because it provides students with an explicit introduction to Literature Circles. I will model the strategies for Vocabulary Enricher, and then students will have the opportunity to observe, ask questions, and discuss those strategies. This process demonstrates the role and allows students time to practice the techniques before they are responsible for completing the tasks on their own. After this introduction, students will be ready to use the strategy independently. This lesson relates to the following Grade Level Content Expectation (GLCE):

- **L.CN.04.01. *Listening & Viewing: Conventions:*** Ask substantive questions of the speaker that will provide additional elaboration and details.

Goals/Objectives for today’s lesson:

Students will be able to...

1. Discuss, define, and explore unfamiliar words.
4. Ask relevant and focused questions to clarify understanding
5. Respond to questions and discussion with relevant and focused comments.

Materials & supplies needed:

- Stone Fox (Copy for teacher, and one for each student = 26 copies)
- Student handouts of: Vocabulary Enricher Role Sheet (27 copies, 1 extra students copy, 1 extra teacher copy)
- Classroom dictionaries
- Vocabulary list (27 copies, 1 extra student copy and 1 teacher copy...[bushel pg. 21, outskirts pg. 24, gully pg. 27, forge pg. 28])
- Index cards
- Sticky notes

Procedures and approximate time allocated for each event

Introduction to the lesson:

I will begin this lesson by briefly reviewing the process we’ve been going through the last three days; that is, the introduction to Literature Circle Roles. I will explain that today will look a

Academic, Social and Linguistic Support during each event:

By offering explicit instruction on my objectives,

lot like our previous days together when we've gone over literature circle roles; except, today the focus will be on a new role. I will say: "Today, we will be going over the Vocabulary Enricher Role. During our lesson, I will be modeling, FOR YOU, how to ACT like the Vocabulary Enricher, and I will demonstrate, FOR YOU, what you will be expected to DO as the Vocabulary Enricher in your small groups." (I will remind them that this process is for them, so I will want their complete attention and focus...I've been a participant in literature circles/book clubs before, you haven't, this is for you, etc.) I will also emphasize my expectations for open, and sincere questions relating to our discussion. "I want everyone to understand what goes into being the Vocabulary Enricher, so that means, if you have questions or comments, please feel free to offer them to the group. If you're confused about something, I wouldn't be surprised if your classmates were too".

(Time: 10 minutes)

OUTLINE of key events during the lesson:

After this introduction, I will distribute the Vocabulary Enricher Role Sheet to a small group of students (about 4), who will hand out the sheets to the rest of the class. I will keep a copy for myself in order to place on the ELMO and review, at the front of the room, with the whole class.

Overview of Vocabulary Enricher requirements, behavior expectations, etc.:

- When given the vocabulary word list for each chapter, will be responsible for finding those vocabulary words within the chapter. (Uses sticky note)

(Model sticky-note usage...explain that these will be distributed with index cards, and vocabulary list at the beginning of the chapter)

- Record that vocabulary word (correct spelling) on an index card with the page number
- Using class resources, i.e. dictionary, look up that word and record the definition onto the index card.

(At this time, I will point out the location of our classroom resources, i.e., dictionaries.)

- Must make sure dictionary definition matches the

the students will have no confusion as to what is expected of them.

The Vocabulary Enricher Literature Circle Role Sheets that I distribute to individual students will be a "hands-on" resource for the students to reference and it will help my students stay focused during the time I am reviewing aspects of the VE role.

I will also utilize the ELMO, located at the front of the room, to project the VE Lit. Circle Role Sheet to the whole class. As I review this sheet, I can explicitly reference specific points that I want the students to draw their attention to.

Every student will have his or her own individual copy of "Stone Fox". This will help them establish a sense of ownership in this unit and process.

I will act as an academic support to my students as well. I will be available to answer questions and offer feedback when necessary.

The students will be sitting in groups, which may promote a less stressful environment.

The use of sticky notes and index cards will also provide a useful, hands-on, tool for them to use when reading and referencing vocabulary words

<p>“Stone Fox” definition. (Context clues!)</p> <p>(Short sidetrack: What are context clues...how do we use them to figure out definitions?)</p> <ul style="list-style-type: none"> • Repeats this process for each vocabulary word within that specific chapter (Typically, may be 3-5 words). • Be prepared to teach the words to your group. • To do this, read the sentence from the book and discuss the meaning of the word. Then everyone will write the words and meanings on their worksheets (which will be distributed later). <p>During this process, I will answer questions and allow students the chance to discuss their feelings regarding this role. Then, I will utilize the “Guided Reading” instructional model to read Chapter 3 of “Stone Fox” while the students follow along. During this reading, I will pause, as appropriate, to add details to demonstrate the Vocabulary Enricher role. I will have the vocabulary list with me to reference, and I will have sticky notes. When I come across a vocabulary word, I will stop and put a sticky note there (this will be explicit as to WHY to the class). After reading is complete, I will show the students how to use the dictionary to look up the words, fill in the index cards, etc.</p> <p>Next, I will demonstrate how the Vocabulary Enricher uses the index cards to participate in the small group discussion. (Locating the vocabulary word in the chapter, reading it in the sentence, explaining the definition, <u>allowing group-mates the opportunity to ask questions and write down the definition.</u>)</p> <p>Also, very important, I will allow time to discuss the chapter freely in order to show how discussion of questions and ideas that are not directly related to the vocabulary, or other role sheets, ARE appropriate.</p> <p><i>(Time: 40 minutes)</i></p> <p><u>Closing summary for the lesson:</u></p> <p>After the demonstration and discussion is complete, I will ask students to make observations about how the Vocabulary Enricher role works.</p>	<p>in “Stone Fox”.</p>
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<p>Questions: What is the purpose of the Vocabulary Enricher? Why is this a role in literature circles? What does the Vocabulary Enricher do FIRST? Then what? And then? What is the LAST thing the Vocabulary Enricher does?</p> <p>And finally, I will answer any questions that they have about the role.</p> <p>Once I'm sure every student feels comfortable with this role and does not have any more questions, I will make remarks on class behavior ("Thank you for focusing and staying on task with me today, etc. OR... "I am disappointed in...because..."). If I'm disappointed in classroom behavior, I will ask the students how they could improve for next time. After I've discussed my behavior expectations for the next class period, I will briefly outline what will be coming tomorrow ("We will review the Vocabulary Enricher role tomorrow, and everyone will have the chance to participate as a Vocabulary Enricher in small groups tomorrow!") <i>(Time: 10 minutes)</i></p> <p><u>Transition to next learning activity:</u> I will have them collect their things and head back to their homerooms!</p>	
<p><u>Assessment</u> Throughout my lesson I will be making and recording observations of student participation, questions asked, comments offered, and behavior during group discussion. I will make specific statements regarding students' level of understanding in regards to the Vocabulary Enricher Literature Circle Role. I will observe students' abilities to offer comments and suggestions/ideas that are sincere, and on-task. I will also take note of the types of questions students are asking...are they "I don't get its" or more specific? I will look for word usage that denotes an understanding of the VE's role; such as, reference, dictionary, sticky notes, etc. The observations I make and the notes I record will inform my teaching by making me aware of how well my students understand the information I presented that lesson. If I feel students are still confused regarding the Vocabulary Enricher role, then I will spend a larger amount of time reviewing it the next day.</p>	<p><i>Academic, Social, and Linguistic Support during assessment:</i></p> <p>I will utilize Anecdotal Records templates to take notes and observations on.</p> <p>I will also jot down any observations on notebook paper to reference and record at a later time.</p> <p>These notes and observations will help me plan my lesson for the following day.</p>

Literature Circles: Getting Started – An introduction to Literature Circles (DAY 5)

Date: (Tentatively) Tuesday, November 9th, 2010

Overall lesson topic/title and purpose:

The overall lesson topic for Tuesday, November 9th, 2010 is a review of the “Vocabulary Enricher” Literature Circle Role, and a chance for active student participation. During this lesson, I will briefly review the process of completing the Vocabulary Enricher role, and the behavior expectations, and the process involved in the small group work aspect. Students will review how the Vocabulary Enricher role works, and they will participate in a small group activity that allows every individual student the opportunity to act as Vocabulary Enricher and lead that aspect of the literature circle discussion.

Rationale:

This is a worthwhile lesson because it provides students with an opportunity to participate and take the “lead” in a literature circle discussion. Students will have some hands on experience participating in a role that they will be responsible for filling for the rest of the school year. This experience can occur in an environment that is less stressful for students than at later times. At this point, every student will have a chance to TRY and see what its like to be the Vocabulary Enricher. They won’t be graded on how well they do; they simply have to participate. After this thorough introduction, students will be ready to use the strategy independently and accurately. This lesson relates to the following Grade Level Content Expectations (GLCEs):

- **L.CN.04.01. *Listening & Viewing: Conventions:*** Ask substantive questions of the speaker that will provide additional elaboration and details.
- **S.DS.04.01. *Speaking: Discourse:*** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Goals/Objectives for today’s lesson:

Students will be able to...

1. Discuss, define, and explore unfamiliar words.
4. Ask relevant and focused questions to clarify understanding
5. Respond to questions and discussion with relevant and focused comments.

Materials & supplies needed:

- Stone Fox (Copy for teacher, and one for each student = 26 copies)
- Student handouts of: Vocabulary Enricher Role Sheet (27 copies, 1 extra students copy, 1 extra teacher copy)
- Classroom dictionaries
- Vocabulary list (27 copies, 1 extra student copy and 1 teacher copy...[bushel pg. 21, outskirts pg. 24, gully pg. 27, forge pg. 28])
- Index cards
- Sticky notes
- Vocabulary Worksheets (One per student...to add to Literature Circle Journals)

<i>Procedures and approximate time allocated for each event</i>	<i>Academic, Social and Linguistic Support during each event:</i>
<p><u>Introduction to the lesson:</u></p> <p>I will begin this lesson by <u>briefly</u> reviewing the information we discussed on Monday (Nov. 8th), our last class. I will ask the students to take out their Vocabulary Enricher Role Sheets so we can review what we talked about last time. I will explain that today, everyone will have a chance to be the Vocabulary Enricher in a small group setting. Once again, I will emphasize my expectations for open, and sincere questions relating to our discussion. “I want everyone to have a solid understanding of what goes into being the Vocabulary Enricher, so that means, if you have questions or comments, please feel free to offer them to the group. If you’re confused about something, this is your chance to clear up any of that confusion.” Then I will get my copy out and place it on the ELMO to review with the whole class.</p> <p><i>(Time: 10 minutes)</i></p> <p><u>OUTLINE of key events during the lesson:</u></p> <p>After this introduction, I will begin the <u>brief</u> review... “I want to review some of what we talked about yesterday...can anyone help me? Questions: What is the Vocabulary Enricher? What does the Vocabulary Enricher do? Why does the Vocabulary Enricher do it? What is the process?</p> <p>I will ask these questions to the class but I will also review the questions with them. I don’t expect them to answer everyone perfectly. That is why I am there to scaffold the process.</p> <p>Main points to review:</p> <ul style="list-style-type: none"> • When given the vocabulary word list for each chapter, will be responsible for finding those vocabulary words within the chapter. • Record that vocabulary word (correct spelling) on an index card with the page number • Using class resources, i.e. dictionary, look up that word and 	<p>By offering explicit instruction on my objectives, the students will have no confusion as to what is expected of them.</p> <p>The Vocabulary Enricher Literature Circle Role Sheets will be a “hands-on” resource for the students to reference and it will help my students stay focused during the time I am reviewing aspects of the VE role and during the small group discussions.</p> <p>I will also utilize the ELMO, located at the front of the room, to project the Vocabulary Enricher Lit. Circle Role Sheet to the whole class. As I review this sheet, I can explicitly reference specific points that I want the students to remember from Monday.</p> <p>Every student will have his or her own individual copy of “Stone Fox”. This will help them establish a sense of ownership in this unit and process.</p> <p>I will act as an academic support to my students as well. I will be available to answer questions and offer feedback when necessary.</p> <p>The students will be sitting in groups, which may promote a less stressful environment.</p>

record the definition onto the index card.

- Must make sure dictionary definition matches the “Stone Fox” definition. (Context clues!)
- Repeats this process for each vocabulary word within that specific chapter (Typically, may be 3-5 words).
- Be prepared to teach the words to your group.
- To do this, read the sentence from the book and discuss the meaning of the word. Then everyone will write the words and meanings on their worksheets

After reviewing the role of Vocabulary Enricher, I will take some time to review and talk about Chapter 3 of “Stone Fox” with the students. I’ll give them an opportunity to offer any questions or comments they may have about the story, and we will finish filling in our index cards of vocabulary at this point as well.

After we’ve finished reviewing Chapter 3 (summarizing, sequencing, etc.) I will arrange students into small groups of five. (25 students so five groups of five, and on each table will be a dictionary that I will have set out in advance) The groups I create will not be set in stone. At this point, they are simply for practice. That being said, I will pay close attention to the group dynamics that come of it, and hopefully, this practice will help inform my teaching and allow me to create groups that will be beneficial for every student later in the unit/year.

Once the students are split into their groups, I will explain that each group member will have 5 minutes each to serve as the Vocabulary Enricher for their group. I will have each group decide who will go first, second, third, fourth, and fifth, and I’ll make a show of looking at the clock and telling the first person to begin. I want to make sure every person has five minutes to complete this part of the activity. After five minutes have passed, it will be the next person’s job, and so on. This should take 25 minutes. During this time, I will be circling the room, and making observations. I will not interrupt students at this point, I want to see how well they can handle this situation on their own, and I want to observe how well the group members work together and help one another.

The use of sticky notes and index cards will also provide a useful, hands-on, tool for them to use when reading and referencing vocabulary words in “Stone Fox”.

<p><i>(Time in all: 40 minutes)</i></p> <p><u>Closing summary for the lesson:</u> After the discussion is complete, I will ask students to make observations about how the Vocabulary Enricher role works and their comfort levels in regards to “being in charge” of the discussion.</p> <p>Finally, once I’m sure every student feels comfortable with this role and does not have any more questions, I will make remarks on class behavior (“Thank you for focusing and staying on task with me today, etc. OR...“I am disappointed in...because...”). If I’m disappointed in classroom behavior, I will ask the students how they could improve for next time. After I’ve discussed my behavior expectations for the next class period, I will briefly outline what will be coming tomorrow (“We will be discussing a different Literature Circle Role tomorrow...the Question Writer Role, so come tomorrow, prepared to learn something new!”) <i>(Time: 10 minutes)</i></p> <p><u>Transition to next learning activity:</u> I will have them collect their things and head back to their homerooms!</p>	
<p><u>Assessment</u> Throughout my lesson I will make and record observations of student participation, questions asked, comments offered, and behavior during small group discussion. I will make specific statements regarding students’ level of understanding in regards to the Vocabulary Enricher Literature Circle Role. I will observe students’ abilities to offer comments and suggestions/ideas that are sincere, and on-task. I will also take note of the types of questions students are asking...are they “I don’t get it” or more specific? I will look for word usage that denotes an understanding of the Vocabulary Enricher’s role, such as reference, dictionary, sticky notes, etc. The observations I make and the notes I record will inform my teaching by making me aware of how well my students understand the information I presented that lesson, as well as the lesson from Monday. If I feel students are still confused regarding the Vocabulary Enricher role, then I will need to make sure and reference this role tomorrow. I will be paying close attention to student participation and behavior during the small group discussion. I want to have these observations shape my planning process when I create a more solidified plan as to who is in what literature group.</p>	<p><i>Academic, Social, and Linguistic Support during assessment:</i></p> <p>I will utilize Anecdotal Records templates to take notes and observations on.</p> <p>I will also jot down any observations on notebook paper to reference and record at a later time.</p> <p>These notes and observations will help me plan my lesson for the following day.</p>

***Literature Circles: Getting Started – An introduction to Literature Circles
(DAY 6)***

Date: (Tentatively) Wednesday, November 10th, 2010

Overall lesson topic/title and purpose:

The overall lesson topic for Wednesday, November 10th, 2010 is an introduction to the “Question Writer” Literature Circle’s Role. During this lesson, I will demonstrate the suitable, appropriate, and ideal attitude, behavior, and expectations that coincide with the Question Writer “role” to students. Students will observe how the Question Writer role works, and they will ask any questions they may have in regards to the process, my expectations, and/or the behavior that relates to being the Question Writer.

Rationale:

This lesson will be a great way to provide students with an explicit introduction to the Literature Circles’ role of Question Writer. I will model the strategies for Question Writer, and then students will have the opportunity to observe, ask questions, and discuss those strategies. This process demonstrates the role and allows students time to practice the techniques before they are responsible for completing the tasks on their own. After this introduction, students will be ready to use the strategy independently. This lesson relates to the following Grade Level Content Expectations (GLCEs):

- **L.CN.04.01. *Listening & Viewing: Conventions:*** Ask substantive questions of the speaker that will provide additional elaboration and details.
- **S.DS.04.01. *Speaking: Discourse:*** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Goals/Objectives for today’s lesson:

Students will be able to...

4. Ask relevant and focused questions to clarify understanding
5. Respond to questions and discussion with relevant and focused comments.
6. Paraphrase and summarize information from the text.

Materials & supplies needed:

- Stone Fox (Copy for teacher, and one for each student = 26 copies)
- Student handouts of: Question Writer Role Sheet (27 copies, 1 extra student copy, 1 teacher copy)
- Sticky notes
- Question Writer handout (27 copies, 1 extra student copy, 1 teacher copy)
- Scrap paper

Procedures and approximate time allocated for each event

Introduction to the lesson:

I will begin this lesson by briefly reviewing the process we’ve been going through the last week or so; that is, the introduction

Academic, Social and Linguistic Support during each event:

By offering explicit

to Literature Circle Roles. I will explain that today will look a lot like our previous days together when we've gone over literature circle roles; except, today the focus will be on a new role. I will say: "Today, we will be going over the Question Writer Role. During our lesson, I will be modeling, FOR YOU, how to ACT like the Question Writer, and I will demonstrate, FOR YOU, what you will be expected to DO as the Question Writer in your small groups." (I will remind them that this process is important, so that they can participate in small groups on their own, just like high school students, adults, etc.) I will emphasize my expectations for open, and sincere questions relating to our discussion. "I want everyone to understand what goes into being the Question Writer, so that means, if you have questions or comments, please feel free to offer them to the group.

(Time: 10 minutes)

OUTLINE of key events during the lesson:

I will distribute the Question Writer Role Sheets to a small group of students who will hand out the sheets to the rest of the class. I'll keep a copy for myself in order to place on the ELMO and review, at the front of the room, with the whole class.

Overview of Question Writer role requirements, behavior expectations, etc.:

- Your job is to develop a list of questions (generally about 3-5 FAT questions) that your group might want to discuss about this chapter of the book.

(At this point, I'll digress and discuss difference between "Fat" and "Skinny" questions...)

Fat Questions:

Will be answered with lots of information

Get at the main ideas of the story or book

May be about feelings

Ask about opinions

May be to clarify things you didn't understand in the reading

Ask if any one has ever had similar experiences

Make predictions

Explain why or how

Make connections or comparisons

***Try These: "What if..." "Why did..." "How did..." "What would happen if..." "What caused..." "What might..." "How

instruction on my objectives, the students will have no confusion as to what is expected of them.

The Question Writer Literature Circle Role Sheets that I distribute to individual students will be a "hands-on" resource for the students to reference and it will help my students stay focused during the time I am reviewing aspects of the Question Writer role.

I will also utilize the ELMO, located at the front of the room, to project the Question Writer Lit. Circle Role Sheet to the whole class. As I review this sheet, I can explicitly reference specific points that I want the students to draw their attention to.

Every student will have his or her own individual copy of "Stone Fox". This will help them establish a sense of ownership in this unit and process.

I will act as an academic support to my students as well. I will be available to answer questions and offer feedback when necessary.

The students will be sitting in groups, which may promote a less stressful environment.

The use of sticky notes will also provide a useful, hands-on, tool for them to use when

would you feel if..." "What character traits describe _____?
Explain" "Why do you think..." "Why is..."

Skinny Question:

will get only one or two-word answers
Are typically yes and no questions
Don't ask about important information
Ask only about basic facts

- "Try to think of questions that will get your circle group to dig into the book and share their thoughts and opinions."
- Write each question on your Question Writer Handout.
- After you discuss the questions with your team, everyone will choose two to write on their worksheet, along with their answers.

I'll say: "Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them and make notes of them during your reading on your handout or scrap paper. But you'll need to make sure to write them in complete sentence form for when you share with your literacy group."

During this process, I will answer questions and allow students the chance to discuss their feelings regarding this role. Then, I will utilize the "Guided Reading" instructional model to read Chapter 4 of "Stone Fox" while the students follow along. During this reading, I will pause, as appropriate, to add details to demonstrate the Question Writer role. I will have sticky notes as a resource tool. When I come across something important, I will pause, and mark the spot with my sticky note and make a note on my handout (this will be explicit as to WHY to the class). After reading is complete, I will demonstrate how the Question Writer uses the notes to create "Fat" questions and I will model how to use these questions in small group literature circle meetings.

Also, very important, I will allow time to discuss the chapter freely in order to show how discussion of questions and ideas that are not directly related to the vocabulary, or other role sheets, ARE appropriate.

(Time: 40 minutes)

reading and referencing important ideas in "Stone Fox".

<p><u>Closing summary for the lesson:</u> After the demonstration and discussion is complete, I will ask students to make observations about how the Question Writer role works.</p> <p>Questions: What is the purpose of the Question Writer? Why is this a role in literature circles? What does the Question Writer do FIRST? Then what? And then? What is the LAST thing the Question Writer does? And finally, I will answer any questions that they have about the role.</p> <p>Once I'm sure every student feels comfortable with this role and does not have any more questions, I will make remarks on class behavior ("Thank you for focusing and staying on task with me today, etc. OR... "I am disappointed in...because..."). If I'm disappointed in classroom behavior, I will ask the students how they could improve for next time. After I've discussed my behavior expectations for the next class period, I will briefly outline what will be coming tomorrow ("We will review the Question Writer role tomorrow, and everyone will have the chance to participate as a Question Writer in small groups tomorrow!") <i>(Time: 10 minutes)</i></p> <p><u>Transition to next learning activity:</u> I will have them collect their things and head back to their homerooms!</p>	
<p><u>Assessment</u> Throughout my lesson I will be making and recording observations of student participation, questions asked, comments offered, and behavior during group discussion. I will make specific statements regarding students' level of understanding in regards to the Question Writer Literature Circle Role. I will observe students' abilities to offer comments and suggestions/ideas that are sincere, and on-task. I will also take note of the types of questions students are asking...are they "I don't get it" or more specific? I will look for word usage that denotes an understanding of the Question Writer's role; such as, Fat vs. Skinny, Yes or No questions, sticky notes, etc. The observations I make and the notes I record will inform my teaching making me aware of how well my students understand the information I presented that lesson. If I feel students are still confused regarding the Question Writer role, then I will spend a larger amount of time reviewing it the next day.</p>	<p><i>Academic, Social, and Linguistic Support during assessment:</i></p> <p>I will utilize Anecdotal Records templates to take notes and observations on.</p> <p>I will also jot down any observations on notebook paper to reference and record at a later time.</p> <p>These notes and observations will help me plan my lesson for the following day.</p>

Literature Circles: Getting Started – An introduction to Literature Circles Using the Novel: Stone Fox (by John Reynolds Gardiner)

Assessment Plan:

Throughout my unit plan, I will assess my students in a variety of ways, ranging from formal to informal strategies. First and foremost, the informal assessment strategy that I will utilize consistently will be: anecdotal records and field notes/observations. As students participate in our daily lesson activities (including whole group discussions, small group discussions, mini-lessons, fishbowl activities, guided reading, etc.) I will be making observations relating to specific objectives for that day. For instance, if we are engrossed in a lesson concerning the Literature Circle Role of “Summarizer”, I will take notes on students behavior as a “Summarizer”, on the questions they ask in relation to the “Summarizer” role, etc. I will record these notes using anecdotal records templates found online through the “Literacy CAFÉ” website. I will also make close observations of student participation and engagement. As I’ve said before, it is my hope that the Literature Circle discussion topics will grow naturally from students’ interest and connections to the text. The observations I make will inform my teaching and allow me to create small groups that will benefit students and allow natural conversations surrounding books to flourish.

As well as utilizing anecdotal records and field notes, I will also utilize the Literature Circle Role Sheets that students complete and turn in to inform my teaching. The sheets they complete will highlight what they understand, in regards to that specific role, and what they are misunderstanding and need more instruction on. I will also utilize the students’ “Self-Reflection” worksheets at the end of my unit to understand how my students feel they did throughout the last two weeks, or so.

I will provide feedback to individual students in *conferences* and *interviews*. The feedback I provide will be based on the “Role Sheets” completed during the students’ Literature Circle sessions, as well as from my own observations. I will suggest ways that students can improve their participation in groups, pointing to the different role sheets that they have completed and relying on my anecdotal records. I will make connections to the “Self-Reflection Worksheet” students complete when they finished the book. I will encourage students to brainstorm strategies they can try in future Literature Circle meetings to improve their participation.

Inquiry Two: Designing for Learning: Target Area for Teaching Form (REVISED)

Describe your target area for guided lead teaching.

My target area for guided lead teaching is: Literature Circles: Getting Started – An introduction to Literature Circles in a fourth Grade Classroom Using the Novel: Stone Fox by John Reynolds Gardiner. I will be focusing my instruction on the academic and behavior expectations that directly correlate to the roles of Vocabulary Enricher, Summarizer, Checker, Story Mapper, and Question Asker in Literature Circles. Reading will be the focus; however, writing activities will also be implemented as a support to the literature circle experience. I will be teaching a group of 25 fourth and fifth grade students at a reading Level of 3.1 to 3.9 (an average of STAR, AR, and Gates reading tests). This reading group will meet four times a week (Mondays, Tuesdays, Wednesdays, and Fridays) for one-hour sessions. During these one-hour sessions, the 25 students will be split into five groups of five, and each group will be reading the same book.

Which GLCEs will you work towards?

Since I will be implementing my unit through the framework of literature circles, I will be organizing my instruction through a variety of activities. Those activities will include: guided reading, small and large group discussions, fishbowl discussions, and mini-lessons. These instructional strategies, and the variety of student activities I will implement will provide opportunities for my students to work towards specific Grade Level Content Expectations (GLCEs). Those GLCEs are:

- **R.MT.04.01. *Reading: Metacognition:*** Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- **R.AT.04.01. *Reading: Attitude:*** Be enthusiastic about reading and do substantial reading and writing on their own.
- **S.DS.04.01. *Speaking: Discourse:*** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- **L.CN.04.01. *Listening & Viewing: Conventions:*** Ask substantive questions of the speaker that will provide additional elaboration and details.
- **L.RP.04.03. *Listening & Viewing: Response:*** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.

How will teaching in this target area provide opportunities for students to learn important content and/or skills that relate to their lives?

This target area will provide my students with opportunities to interact with literature in a

critical manner. My unit will provide students with a basic introduction to literature circles, a collaborative and student centered reading strategy. It is a wonderful introduction to Literature Circles, and it can then be followed with a more extensive Lit Circle projects. Throughout this unit and the units that may follow, students will have the chance to participate in authentic reading and literary analysis, and students will be making connections with literature in thoughtful and sincere ways. These opportunities are not specific to classroom environments. The activities I will have my students participate in are activities that they will encounter in their daily lives. Authentic literature discussions are interactions that occur at all ages, in all cultures.

The activities I will present/instruct will also promote critical thinking which in turn will benefit every aspect of their school and home lives. Teaching students to analyze what they are reading is an essential skill for the 21st century. Students will compare social and cultural issues they are reading about to the social and cultural issues of their communities and lives. This will enable them to think deeply about their surroundings and learn to be inquisitive and reflective.

According to Claudia Peralta-Nash and Julie A. Dutch: *“Students learned to take responsibility for their own learning, and this was reflected in how effectively they made choices and took ownership of literature circle groups. They took charge of their own discussions, held each other accountable for how much or how little reading to do, and for the preparation for each session. The positive peer pressure that the members of each group placed on each other contributed to each student's accountability to the rest of the group. (p. 36).”* When students are able to engage with texts and one another in constructive ways, they take control of their literacy learning.

(Peralta-Nash, Claudia, and Julie A. Dutch. "Literature Circles: Creating an Environment for Choice." Primary Voices K-6 8.4 (April 2000): 29-37.)

How will teaching in this target area contribute to your own professional learning?

Teaching in this target area will contribute to my own professional development because it will provide me with the opportunity to implement the literature circles framework for the first time. This will be a multi-step process that will include the process of selecting relevant literature, organizing students into literature groups, implementing shared, group, and independent reading, facilitating large and small group discussions, teaching mini-lessons, and assessing. This process will be an excellent way for me to learn from hands-on experiences, how I can instill a passion for literature, reading, writing, and literacy in general, with my students.

What resources within the community, neighborhood, school district, school or classroom do you have to work with in this target area?

I will be working with fellow faculty members (my CT, the other fourth and fifth grade teachers, and the school administrator) to ensure that my students are meeting the state guidelines for literacy development. I will also be working closely with my students on a regular basis to ensure their striving to meet the goals and objectives I will be setting for

them. I will hope to have parent involvement. I want my students to talk to their families about what we are discussing and reading in class. I hope my students will have opportunities to read to their families out loud. I will be using my CT's many resources in order to obtain classroom sets of novels for my students to work out of and take home (which will help them develop a sense of ownership in their learning). I will also be accessing resources from the neighborhood and community that I can relay to my students and have them compare the literacy present in their communities to what we are doing in our reading groups.

What additional resources do you need to obtain?

I will need to obtain additional resources in order to ensure active participation in my students. These resources will include, but are not limited to, the "Think Sheets" in the back of Book Club Plus, as well as templates for book clubs and literature circles that I have received from previous classes at MSU, as well as on Scholastic.com, and readwritethink.com.

How will you pre-assess your students in your target area?

In order to address the students I will be instructing during our reading group time, I needed to address the following question: What reading level will my students be at? Once that question is addressed, I could pick a book for my unit (Stone Fox) and I could focus my attention onto the literature circle activities. Also important to assess is student interest. It will be important that students engage with the lessons and the unit, and to do that, they need to be interested in what they are reading. Therefore, I will ask students questions about their hobbies, interests, like, and dislikes, in order to pick a wide range of books for the class.

What else will you need to find out about all students in your class to help you develop lesson plans for your Guided Lead Teaching?

In order to develop thorough, and thoughtful lesson plans for my unit, I will need to develop a deeper awareness of every students' reading abilities. I've begun my anecdotal records and I feel that once I have been able to assess every student, at least once, I will have a more thorough understanding of where they are in regards to reading comprehension and skill. I also would like to have a deeper awareness of the likes and dislikes my students have in regards to specific literature. Maybe certain students prefer non-fiction to fiction, or poetry and fantasy to science fiction. These are interests that I want to be aware of in order to plan and implement lessons that my students can directly relate to. On that note, I'd also like to become more aware of my students lives outside of school. Do I have students who are homeless? Who live in a divorced household? Do I have students with family members in prison? Do I have students who have lost a loved one due to violence? These are societal issues that can be introduced through the literature that I choose for lessons. If I am more aware of where my students are coming from, then I will be able to create more relevant and significant learning opportunities for them.