

Literature Circle Information

How much time do I devote to Literature Circles?

Literature Circle Plan and Activities

Day	Activity	Time
1	<ul style="list-style-type: none"> • Introduce Literature format and purpose • Demonstrate Journaling • **Distribute books to each group • Determine timeline for completing books • Detail expectations <ul style="list-style-type: none"> -5 Journal entries -1 Graphic Organizer -1 Celebration activity • Provide time for prediction 	50-60 minutes
2	<ul style="list-style-type: none"> • Demonstrate how to discuss the novel in small groups • Read in literature circles 	50-60 minutes
3-4	<ul style="list-style-type: none"> • Discuss the novel with literature circle activity (bookmarks, graphic organizers, character poem etc.) OR • Discuss novel with journal entries 	40-50 minutes
5-6	<ul style="list-style-type: none"> • Celebrate the book! • What is the purpose and suggested ideas <ul style="list-style-type: none"> - Readers Theater - Brain Map - Graphic Organizer - Book Bag Share - Act out a scene - Character Poetry - Illustrate favorite scene 	30 minutes for 2 times (10 minutes per group)

Literature Circle Information Continued

How do I get grades during Literature Circles?

- Teacher assessment: Journals, Teamwork, and Celebrations

How often should I have my students do Literature Circles?

- Literature Circles should be done at least 4 times a year. It works well with assessment weeks.

Where do I get books for Literature Circles?

- Resources: Houghton Mifflin Leveled Books
 Houghton Mifflin Readers Libraries
 Books from the Reading Library: Rigby, Houghton Mifflin,
 etc.

Novels from old series, Scott Foresman

How do I determine the books each group should read?

- ****Book Selection:**
 1. Teacher groups students based on “need” or reading level.
 2. Teacher and Student select together based on Student choice and Teacher input
 3. Student selects based on teacher directed book talk.

What do my special education and ELL students do during Literature Circles?

- Talk to their special teacher and encourage their complete participation in this plan. It is a perfect time to include them since you are using differentiated instruction.

High Group Title:	High Average Title:	Low Average Title:	Low Title:	_____ Title:

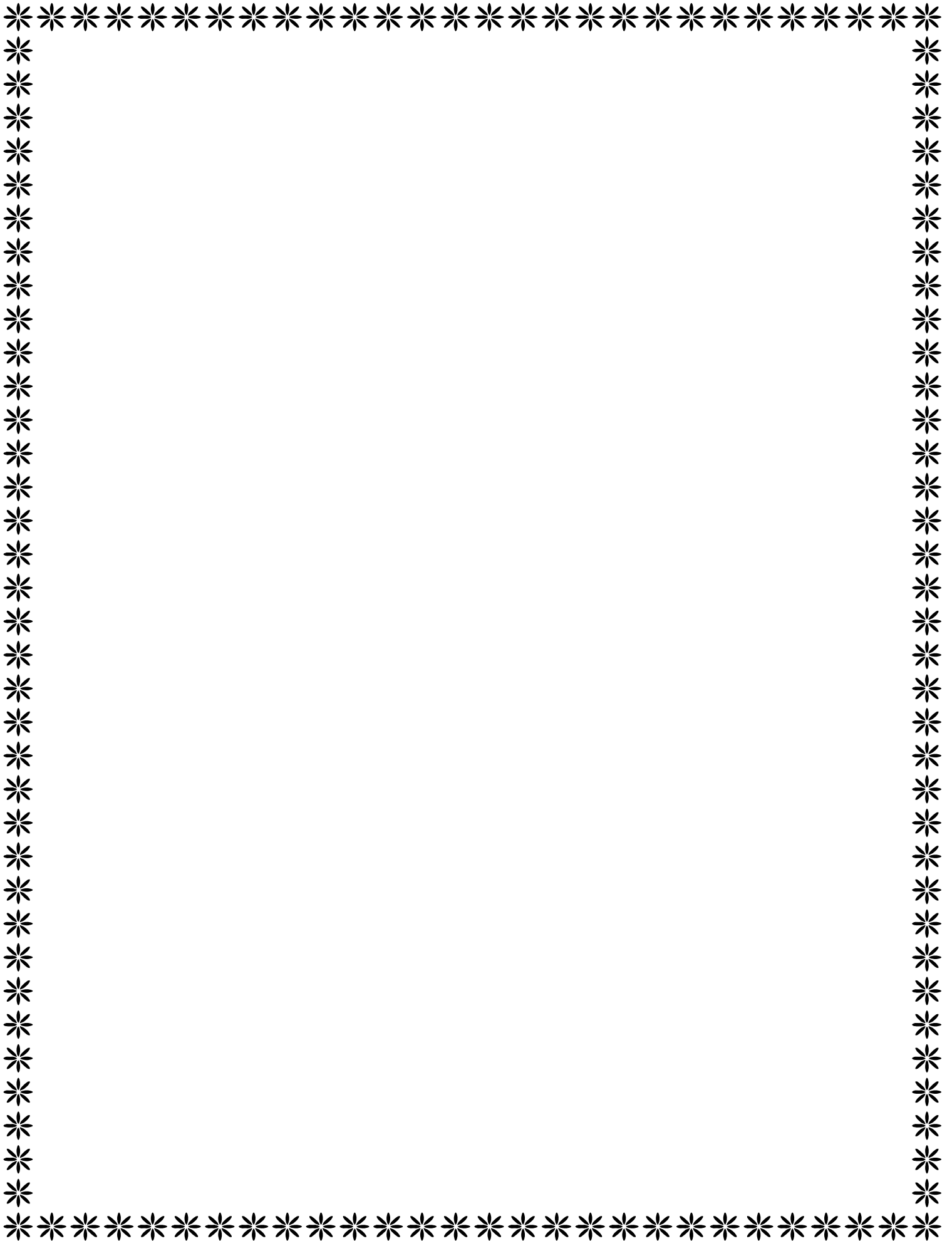
Share Your Literature Circle by Celebrating with a Book Bag

Share the characters, setting and plot of your book by collecting a minimum of eight objects, replicas or symbols in a bag that represents the book.

As each item is taken out of the bag, the connection to the book is orally shared.

All members of a group take turns describing the items, until all elements are shared.

What items represent the book?	Who can bring it?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Book Celebrations

25 points

Book Title:

Group Members:

Speaking

- **Students spoke loud, clear and in full sentences. They expressed themselves with enthusiasm and were easily understood.**

1 2 3 4 5

Team Work

- **All members of the team participated in creating and presenting the celebration.**

1 2 3 4 5

Content

- **The celebration included accurate information about the book's characters, setting and plot.**

1-2 3-4 5-6 7-8 9-10

Product

- **The celebration was neat, organized and was completed on time.**

1 2 3 4 5

BONUS: Poem _____

Total:_____

Book Celebration Journal Entry

Student name: _____

Organization

- Student's journal is organized with title, date, assignment and entry.

1 2 3 4 5

Content

- Student's journal entry retold, reacted and/or predicted accurate information about the book's characters, setting, and/or plot.
- The entry included four complete thoughts.

1-2 3-4 5-6 7-8 9-10

Question

- The student framed a relevant question that demonstrated an extension of the book or deeper thought.

1 2 3

Conventions

- The student spelled a majority of high frequency words accurately.
- The student indented paragraphs and used the margin as a guide.
- Proper nouns were capitalized.
- Sentences were accurately punctuated.

1 2-3 4-5 6-7

Total: _____

What are you going to do to increase reading, writing, listening and speaking vocabulary in your classroom?

Promoting broad and intensive reading and oral discussions – Vocabulary activities

Bookmark recorder p. 81	Mary	
Opposites p. 80	Mary	
Draw a word	Mary	
Unusual word wall p. 79	Lori L.	
Memory Links p.81	Karla K.	
Multiple Meaning Words p.82	Jill	
Word Races p. 82	Tammy	
Semantic Maps p.83	Denise	
Posting Words p. 83	Brandii	
Classifying New Words	Allison	
Word Wall Bingo p.83	Mary H.	
Words New to Me p. 83	Amy L.	
Share Word p. 80	Virjean	

Encouraging Students to Experiment with words

pages 84-90

www.vocabulary.com

www.englishclub.com

www.manythings.org

www.wordexplorations.com (Teaching prefixes and suffixes)

Word Strategies to learn about word parts: pages 91-107

Cloze passages – p. 95	Word Meaning web – p. 104
Frayer Vocabulary Model- p. 99	Word Relationship web – p. 105
Concept Map – p. 98	Writing to Expand Vocabulary – p. 106
Concept Ladder p. 100	Word Meaning web – p. 104

Intermediate Book Talk Sessions - 05

Literacy Strategies for Grades 4-12:

Reinforcing the Threads of Reading by Karen Tankersley

Purpose:

- An opportunity to grow professionally and to improve intermediate reading instruction.

Format:

- Read independently; reflect on text and share thoughts, comments and strategies informally with peers.
- Come to the book talk discussions with theories, strategies, tried ideas, questions or topics.

Schedule:

Book Talks Intro: **Monday, September 26, 2:55-3:30**

Read: **Conclusion p. 165-168**

Introduction and Chapter 1 p. 1-43

Date of 1st Book Talk: **Thursday, October 27 @3:00**

Reading assignment for 2nd book talk:

Read: Chapter 2, Fluency p. 44-65

Date of 2nd Book Talk: **Tuesday, November 22
@3:00**

Date of 3rd Book Talk: Date to be determined later.

Read:

Date of 4th Book Talk: Date to be determined later.

Read:

Date of 5th Book Talk: Date to be determined later.

Things to think about:

- History of the book:
 - ASCD (Association for Supervision and Curriculum Development) book. It is geared for intermediate teachers. It is a 2005 production.
- Read with a highlighter and highlight points of reflection

NOTE: Teacher modeling includes reading when the students are reading. This may be a great opportunity.

- Mark pages with sticky notes and include a “topic word”
- Record web addresses or major points on the front cover of the book
- Try ideas you’ve read about and share success or concern at the discussions

Generic Reading Plans: Houghton Mifflin Stories

Story – 1 story/week

Reading/Writing Workshop – 1 week

Literature Circles – 1 week

Testing – 3 days

Note: Plans are based on the required state allotment of 120 minutes per day. This plan should be used only as a guide based on a five-day week. All teaching plans should be varied and aligned to student need.

<p>Monday: Day 1 (60 minutes)</p>	<p>ENGAGE:</p> <ul style="list-style-type: none"> ✓ Introduce Reading Strategy <ul style="list-style-type: none"> ○ Identify and model strategy through Read Aloud (and Graphic Organizer) ✓ Get Set to READ: Build background <ul style="list-style-type: none"> ○ Read textbook, picture book or visual tool to build background ○ Vocabulary <ul style="list-style-type: none"> ▪ Try to reach 5th level of knowledge ✓ SPELLING <ul style="list-style-type: none"> ○ Introduce pattern ○ Assign PB pages ✓ DLP
<p>Tuesday: Day 2 (Reading: 45 minutes)</p> <p>Language/ Spelling (20 minutes)</p>	<p>READING: (Review strategy, genre and vocabulary [Kagan Strategy])</p> <ul style="list-style-type: none"> ✓ Students read segment 1 <ul style="list-style-type: none"> ○ Important to have students read, not teacher or round robin ○ Important to accommodate those not able to read independently (use CD, Readers Theater or similar text) ○ Teacher's role: partner read with low group, check for fluency, lead small group instruction ✓ COMPREHENSION CHECK (if applicable)

<p>Tuesday cont.</p>	<ul style="list-style-type: none"> ○ Begin: PB page, graphic organizer, journal entry ✓ SPELLING ✓ LANGUAGE <ul style="list-style-type: none"> ○ DLP ○ Introduce Grammar lesson concept ○ Writing piece (if applicable)
<p>Wednesday: Day 3</p> <p>(Reading: 45 minutes)</p> <p>Language/ Spelling (20 minutes)</p>	<p>READING: (Review strategy, genre and vocabulary)</p> <ul style="list-style-type: none"> ✓ Students read segment 2 <ul style="list-style-type: none"> ○ Important to have students read, not teacher or round robin ○ Important to accommodate those not able to read independently (use CD, Readers Library Story or similar genre) ○ Teacher's role: partner read with low group, check for fluency, lead small group instruction (2 times per week) ✓ COMPREHENSION CHECK <ul style="list-style-type: none"> ○ Complete: PB page, graphic organizer, yellow sticky note activity, bookmark activity, journal entry, Story quiz ✓ SPELLING ✓ LANGUAGE <ul style="list-style-type: none"> ○ DLP ○ Grammar lesson continue, assign PB ○ Writing piece (cont. if applicable)
<p>Thursday: Day 4</p> <p>(Reading: 40 minutes)</p>	<ul style="list-style-type: none"> ✓ READING: <ul style="list-style-type: none"> ○ Comprehension follow up: Discuss story, application of vocabulary ○ Fluency: Reread whole story <ul style="list-style-type: none"> ▪ Readers' Theater, small group reading, focus on Expression

<p>Thurs. Cont. Language/ Spelling (30 minutes)</p>	<ul style="list-style-type: none"> ○ Demonstrate understanding of comprehension through PB or other story (if applicable) ✓ SPELLING <ul style="list-style-type: none"> ○ PB pages are due ○ Writing lesson with words ✓ LANGUAGE <ul style="list-style-type: none"> ○ DLP ○ Grammar lesson continue, assign PB/ or do application ○ Writing piece (edit and publish)
<p>Day 5 (Reading: 40 minutes) Language/ Spelling (30 minutes)</p>	<ul style="list-style-type: none"> ✓ READING: Evaluation/summarize/extension, author study, story quiz or celebration activity ✓ SPELLING TEST ✓ LANGUAGE <ul style="list-style-type: none"> ○ DLP (Collect and correct) ○ Grammar lesson continue, assign PB ○ Writing piece (share)
<p>Everyday reading and writing (45 minutes)</p>	<ul style="list-style-type: none"> ✓ Students should have 10-15 minutes of Sustained Silent Reading, w/accountability such as record of reading, book celebrations/reports ✓ Students should be read aloud to using a book rich in plot, character and setting, with a specific genre in mind. (15-20 minutes) ✓ Students should write daily (15 minutes) (daily journal, reaction to reading, math, content diary, or for a specific writing purpose)NOTE: some writing should be modeled writing in which students see writing thought process through instruction ✓ All teachers should have a home reading program established. (VRC)

Date

Dear Parents of *(5th grade or name of specific student)*

My number one goal as your child's classroom teacher is to do whatever I can to develop **him/her** into the best reader possible. To accomplish this goal I need your help. Like anything, the more a person practices a skill, the better they become at that skill. There is a direct connection between the amount of time a student reads and that student's overall achievement level. In addition to reading more, a child's level of comprehension, or understanding increases with fluency (being able to read with ease and expression).

Each week I am going to select a book at your child's reading level to send home on **Monday**. Please have your child read that same book a minimum of three times by **Friday**. They should read it independently and to someone (a sibling or to you). Each time your child reads the book, initial the yellow sticky tab in the front cover of the book. The goal in doing this is to increase the amount of time reading a text at their reading level and to increase fluency. By the third time of reading, the student should be reading as smooth as they talk and have a clear understanding of the text. This exercise should be done in addition to their independent reading program. **Please return the book with your initials on the yellow note each Friday for a small reward.**

Your help and support is greatly appreciated. Together we can improve your child's reading ability!

Sincerely,

How do I write in my journal?

Record TITLE (author) or TOPIC

ENTRY #1

DATE

Assignment: READ p. ____ to ____

→ INDENT Write Your Journal Entry Here!

- *Retell, React or Predict*
- Include at least 4 sentences
- Always end your entry with a QUESTION
(FRAME A QUESTION)

ENTRY #2 Begin your 2nd entry HERE!

DATE

Assignment: READ p. ____ to ____

→ INDENT Your Journal Entry should include:

-
- *Retelling, Reaction and/or Prediction*
 - Include at least 4 sentences
 - Always end your entry with a QUESTION
(FRAME A QUESTION)

RETELL	<p>Write about the story or topic.</p> <ul style="list-style-type: none"> • Think about the <u>Story Elements</u>: <ul style="list-style-type: none"> ○ Characters, Plot and Setting. • Tell what is happening in the story.
REACT	<p>Text to Self – How did the story make you feel?</p> <ul style="list-style-type: none"> • Does it remind you of something? • Think about the Story Elements
	<p>Text to Text –</p> <ul style="list-style-type: none"> • Does this book remind you of another book you’ve read? • Write about the similarities and differences!
	<p>Text to World – Are the characters, setting or plot like anything going on in the news, history or world?</p> <ul style="list-style-type: none"> • Write about it!
PREDICT	<p>What do you think will happen next? Write a detailed prediction. Include details about the Story Elements Think: Next/Then, Cause/Effect!</p>

Making Connections-

Prompts to help students make connections before, during and after reading.

<p>Oral Responses</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Small-group or whole class discussion about various types of connections we make when we read <p>Verbal Responses</p> <ul style="list-style-type: none"> • "That reminds me of..." • "I have a connection..." • "Remember when..."
<p>Written Responses</p>	<p>Text Codes</p> <ul style="list-style-type: none"> • R, reminds me of... (student writes a brief explanation on a sticky note) • T-S, text-to-self connection • T-T, text-to-text connection • T-W, text-to-world connection • BK, background knowledge • PE, prior experience <p>Two-Column Note Forms</p> <ul style="list-style-type: none"> • Quote or Picture from Text/My Connection • What the Text is About/What It Reminds Me of • Words in the Text/My Personal Connection • Words in the Text/My Connection to Another Text • Words in the Text/My Connection to an Issue, Event or Person
<p>Other Response</p>	<ul style="list-style-type: none"> • Response page with the top half left blank for an illustration of the connection and the bottom half lined for a short written explanation

Support Group Schedule

for

Grades 4-5

Facilitators:

Mary Anderson, Deb Boehm, Betty Hanson

School	Date	Day	Location
SESSION 1			
Eastwood	January 29	Thursday	Library
Berger	February 5	Thursday	Library
South	February 12	Thursday	Library
Westside	February 19	Thursday	Literacy Room
SESSION 2			
Eastwood	March 2	Tuesday	MA5
Berger	March 9	Tuesday	Library
South	March 18	Thursday	Library
Westside	March 23	Tuesday	Literacy Room
SESSION 3			
Eastwood	March 30	Tuesday	MA5
Berger	April 6	Tuesday	Library
South	April 22	Thursday	Library
Westside	April 27	Tuesday	Literacy Room

ALL SESSIONS ARE FROM 3:30 – 4:00

Try a 'Reader's Theater' in your class

Looking for a way to bring literature to life while helping students make great strides in their reading level? Want to help students improve their reading fluency? Try Reader's Theater in your classroom!

All it takes is some great books, and a little imagination, and your children can put on staged reading of their favorite literature. Since you need NO stage set or costumes, and since students keep their scripts in their hands as they perform, Reader's Theater can work well in any classroom from elementary school through high school,

Here are some tips:

1. **Choose a script.** Look for a book that includes peppy dialogue, a little action, humor, a lively narration, and most important, enough parts for your group of students. There are many scripts available for free online. For starters, visit Have scripts.com at www.havescripts.com/classroom.htm.
2. **Assign parts.** Start by letting students take turns reading the lines in a script. Later, they can choose parts or you can assign them.
3. **Practice, practice, practice!** When students read the same text over and over, they make dramatic gains in reading fluency. They also find new meaning in the words.
4. **Perform.** Invite parents or other students to see the show. With a few basic props, capes, a hat or two, the cast member will make the book come alive!

CHARACTER POEM

Line 1: Name of Main Character
 Line 2: Three adjectives describing the character
 Line 3: Friend of (2 people).
 Line 4*: Who liked (3 things).
 Line 5*: Who felt (3 things).
 Line 6*: Who feared (3 things).
 Line 7: Who wanted to see (3 things).
 Line 8 Resident of (city, state, and or country).
 Line 9: Person's last name, or synonym of person
 *May pick one, two or all three of these.

BY

FRIEND OF _____

WHO LIKED _____

WHO FELT _____

WHO FEARED _____

WHO WANTED TO SEE _____

RESIDENT OF _____

Cards for RETELLING Stories

PLOT- What is the story about?

Who is the **MAIN CHARACTER?**

CLIMAX – What is the high point of the story?

SETTING
Where did the story take place?

Who are the **MINOR CHARACTERS?**

How did the story **BEGIN?**

What is the
THEME of
the story?

What happened in
the **MIDDLE**
of the story?

How did the
story **END**?

Classroom Follow up Visit

1. Are you able to better meet the needs of your students through what was modeled? Explain.
2. What will you continue doing?
3. What are the strengths of having a literacy coach come into your classroom?
4. What is something you saw modeled you would change or improve upon.
5. What was challenging about having a literacy coach come into your classroom?
6. How can you integrate what you learned into other content areas?

Coach's review:

1. Strengths
2. Changes for next time
3. Advice for teacher
4. Further support

Follow up expectation:

- Invite me to your classroom to see you implement something you learned by the end of this school year.