**Title:** Literature Circles, Analyzing the Text

**Time:** 50 minutes

**Setting:**

Standard Academic Literature Class for 10th Grade

The class consists of twenty-four students, ten girls and fourteen boys. This high school is located in a rural town, middle socioeconomic status. There are three students who receive free or reduced lunch. Most students are on track for their grade level reading, however two students read at above average and five students read two years below grade level. Twenty of the students are Caucasian and speak English. Three students are African American and speak in the African American English Vernacular. One student is fluent in Spanish but has limited English proficiency. He has difficulty writing in English but is working on it. One student has an emotional behavior disorder that makes it difficult for him to stay on task and concentrate in class. One student is diagnosed as legally blind, however still has the ability to read large print text.

The district is composed of 97.6% white students, 0.6% Black students, 0% Hispanic students, 1% Asian students, and 0.4% Native American students. 7.1% of the school population is low income, the attendance rate is 94% and the high school graduation rate is 91.5%. The average ACT composite score is 21.0. The average size of a high school class is 16.6.

**Theory Into Practice Background:**

“Make sure that all group members are held responsible for their contribution to the goal” (Weinstein 245). This is apparent during the literature circles. Each group member is assigned a certain role that they have to fulfill in order to contribute to the goal. They will be working on worksheets that coincide with their assigned role. This lesson is linked to following lessons because they will be able to know what it is like to work collaboratively with their peers on future lessons.

. Faltis and Courtier write, “teachers must socially integrate their students… in which multilevel students come together on a temporary basis” (75). The use of literature circles will socially integrate multilevel students. It will allow them to work together and to form a bond.

**Objectives:** By the end of class..

* Students will participate in small group discussions in order to expand upon their knowledge of the text and make text-to-self and text-to-world connections
* Students will have a deeper understanding of the material that they have just read
* Students will have an understanding of important questions asked, a summary of what they have just read and what scenes in the novel were the most important

**Materials:**

* Literary Circle Role worksheets
* *In the Skin of a Lion* novel

**Preparation:**

* Rearrange the classroom into pods for the literature circles
* Print out the work sheets

**Procedure:**

Opening:

* Take Attendance
* The previous day, I assigned the students different roles for the literature circles that they will be doing today
* The information that they will be talking about is from pages 51-75 on *In the Skin of the Lion*
* Have the students go into their literature circle groups

Body:

* The students will begin their literature circle discussions. The roles of the students will include:

-Discussion Leader: The student will ask five questions that they found were important and interesting for an in-class discussion

-Predictor: The student will predict what will happen in the next chapters to come

-Illustrator: The student will draw a picture of an important scene within these pages of the novel

-Summarizer: The student will summarize pages 51-75

* I will walk around in order to mediate the discussions and make sure that the students are sticking to their tasks

Closing:

* All of the groups will come together for a large group discussion on the chapter. This will allow each group to hear the different perspectives on the story from each group
* Assign pages 75-103 due tomorrow in class
* Have the students complete an exit slip. I will have them write down how they liked literature circles and whether or not they would like to do them again in the future

**Discussion Ideas:**

* Who is Ambrose Small, and why is Patrick so intrigued by him?
* How are Clara, Ambrose, and Patrick all connected?
* Do you think that Clara really loves Patrick?

**Language Accommodations:**

I will make accommodations for the students that speak African American English by allowing them to write their answers on their worksheet in their native language without marking them off on grammar. Also, during the discussion, I will allow them to speak in their native language while also encouraging them to speak in Standard English.

I will make accommodations for the Spanish speaking student by giving him the worksheet ahead of time so that he has extra time to fill out the worksheet in English. Also, during class discussion, I will allow him to only participate minimially so that he does not feel put on the spot.

**Special Education Accommodations:**

I will make accommodations for the student with the emotional disorder by making sure that I clearly state the directions so that he understands them. I will then monitor the groups by making sure that he is keeping on track with his participation in the group. I will let the students know how much time is left in order for them to not be surprised when the time is up. If I realize that the student is getting restless, I will pull the student aside and give him another task such as running something down to the office.

I will make accommodations for the student that is legally blind by enlarging the font on their worksheet that they will have in the literature circle. I will also allow them to record their answers on an audio device, so that they do not have difficulty writing their information down.

**Assessment:**

* I will have the students create an exit slip where I will have them write down how they liked literature circles and whether or not they would like to do them again in the future.

The rubric below is how I will grade the students during the literature circles.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | 5 | 4 | 3-2 | 1  |
| Participates Willingly  | Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.  | Student volunteers once or twice and willingly tries to all questions s/he is asked.  | Student does not volunteer answers, but willing tries to answer questions s/he is asked.  | Student does not willingly participate.  |
| Thinks about Characters  | Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.  | Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.  | Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.  | Student cannot describe how a character might have felt at a certain point in the story.  |
| Respects Others  | Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.  | Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.  | Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.  | Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.  |

A: 10-9 B: 8-7 C: 6-5 D: 4-3 F: 2-0

**Extension Ideas:**

* I could have the students write a journal entry about how they like the book thus far. For instance, what are its strong and weak points.
* Have the students silently read their homework.

**Source of Activity:**

* The literature circle activity idea I got from my previous CI teacher Hilarie Welsh. She told us the different roles that we could use while doing literature circles. I also printed out the worksheets from a website listed below. I also got the idea of an exit slip from Hilarie.

**Resources and References:**

Burke, Jim. *English Teachers Companion.* [S.l.]: Heinemann, 2012. Print.

Faltis, Christian J. and Cathy A. Coulter. *Teaching English Learners and Immigrant Students in Secondary School*. Columbus: Pearson, 2008. Print.

"Reading & Literature Circle Worksheets." *Reading & Literature Circle Worksheets*. N.p., n.d. Web. 18 Dec. 2012.

"RubiStar Home." *RubiStar Home*. N.p., n.d. Web. 18 Dec. 2012.

<http://rubistar.4teachers.org/>.

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**Illinois State English Language Arts Goals:**

Knowledge Indicator 4C) understands how to help students work cooperatively and productively in groups.

-This indicator is represented in my lesson plan because they have to work cooperatively and productively together in groups during the literature circles. I will be monitoring their discussions in order to make sure that they are meeting this indicator.

Performance Indicator 5J) monitors and adjusts strategies in response to feedback from the student.

-This indicator is represented in my lesson through the use of my exit slip at the end of the class. I will receive feedback on how the students liked the literature circles, and I will adjust my strategies according to their comments.

**Common Core English Language Arts Standards:**

[CCSS.ELA-Literacy.SL.9-10.1a](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

This standard is represented in my lesson by the use of literature circles. I have the students come to class prepared by making sure that they have read the story. The literature circle worksheets make them refer to evidence from the texts in order to answer the questions and to fulfill their roles.

[CCSS.ELA-Literacy.SL.9-10.1d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

This standard is represented in my lesson during the discussion that I will have my students engage in after their literature circle groups are finished. They will have to listen to different perspectives from each group. They can agree or disagree with one another, but they will have to listen to each group’s views which may in turn help each group make new connections that they did not see before.