

LESSON PLAN by: Meganmarie Pinkerton

Lesson: Learning the Roles in Literature Circles

Length: 35 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Language Arts 5.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.

Language Arts 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Language Arts 5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning

Performing Objectives: After learning about the different roles in literature circles, students will complete their assigned role worksheets using their books to share with group members.

After completing role duties students will explain/discuss all of their inferences, conclusions, and facts with their group members.

After discussing information students will collaborate to report a 4-6 sentence summary of their reading so far to the rest of the class.

Advanced Preparation by the Teacher: The teacher will need to be familiar with the books. Create folders for each group with information on each role and the procedures along with the matching worksheets for the vocab enricher, discussion director/checker, lit luminary, connector and summarizer.

Procedure:

Introduction/Motivation: “We discussed yesterday that you will be working in literature circle groups. This means that you will work with the people who are reading the same book in a discussion group. We are going to do different activities as you all read. For your discussion activity each of you will be assigned a role in your group then once a week you will come together and discuss what you found. Because you are all working in groups it is important that you listen to instructions and only talk during discussion time. I will let you know how much time you have for each activity and I will raise my hand and wait for all of you to do the same before we move on to the next part. So to get started I need you to break up into your groups”

Step-by-Step Plan:

1. Direct each group to different desk groups with their books.
2. Explain the folders that each group gets with worksheets and role descriptions.
3. Say the name of each role and ask students what they think each role means. Explain each role and show them the worksheet. Some groups will not have all of the roles filled b/c of differences in numbers. Students will start the discussion with the summarizer then go on to the other jobs. After everyone has shared their findings then they work together and agree on a summary to present to the class. (Bloom's knowledge)
4. Tell them that they will have about 10 minutes to fill out their papers when I see that groups are ready to move on then they will have about 15 minutes to

discuss their findings starting with the summarizer and ending with the discussion director. Other students can contribute to other roles' information during discussion. Make sure to agree on a summary for your group to share with the class at the end. If students are finished early they can assign roles for next week so that they can think about them while they read then they may continue to read in their books. (Gardner's interpersonal and linguistic, Bloom's knowledge, comprehension and analysis)

5. Pass out the folders and instruct students to pick a role and look at their sheets. Ask if there are any questions.
6. After they have shared then they will move on to the discussion and discussion director will follow his/her worksheet and address any other questions the group has, recording it all on the worksheet. (Gardner's interpersonal and linguistic, Bloom's application)
7. Let students work for a little while as discussion director, vocabulary enricher, literary luminary, connector, and summarizer. Walk around and listen to discussions once they start and ask questions.

Closure: When time is up or discussions have died down ask them to stop. Ask the summarizer of each group to share their title and brief summary. Groups will put all papers in their folders and make sure roles are assigned for next week. Students need to have the rest of their sections read by Wednesday.

Adaptations/Enrichment: Groups and books are assigned according to reading level and lexiles. Thus reading material is differentiated to fit students' abilities. Students with LD and ADHD will be able to discuss information with their group to keep them engaged and provide a deeper understanding of the content. The ability to discuss ideas and findings in small groups will benefit students who have difficulty sharing information in front of the class. Students who need enrichment are placed with higher level books and are provided with more in depth discussion questions.

Self-Reflection: