

Teaching Literacy to Second Language Learners through Multi-Cultural Books

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Narrative: Personal Connection

I was born and raised in Philadelphia, reading and writing has almost always been important to me. Music has always been a part of my life. I cannot remember a time when reading and writing wasn't a vital part of my life. When I was young and I was sad, I wrote about my hard times in journals that my mother gave me. When I was happy, I wrote and times that brought me joy. As a young child, my mother read to me to help me relax at night before I slept. Often even now, I have books on my nightstand that I read to put me to sleep. Learning to read and write is something that I learned early in life from my family. Learning to read and write was hard for me at school.

Teaching children to read, write, and to express their ideas clearly and creatively, and to find joy in the process - is a complex task. In order for children to grow as readers and writers, children need explicit instruction in the craft, mechanics, and process of writing, choice in what to write about, and plenty of time to practice. However, one must be able to fluently read and comprehend what one read in order to be a successful writer. English language learners face many obstacles when reading literature in English. Most literature is culture bound. We expect students to have prior knowledge of literary genres such as fairy tales, myths, legends, and tall tales. If the teacher has not activated prior knowledge or built background information, knowing the vocabulary will not solve the problem. ELLs may be able to read the words, but it doesn't mean they will understand the text. Sometimes ELLs are not aware of information that the author left unsaid, but traditional students inherently already know.

ELA has always been dear to me. My love for it comes from lessons that I received at home. Growing up, my mother gave us literacy lessons at our kitchen table. As a child my mother would find books written from African American authors who wrote books about different African American experiences. Most of the books she chose were realistic fiction. Mom had a good eye for choosing material that she knew would pique our interest. The books that my sister and I read were books we could relate to and want to read and write about. My mother actually called these lessons, book club. Mom would come up with different activities to do with the book. Mom would give us weekly chapter targets where we would have to read so many pages and then we would discuss and talk and tell our opinions of what we read. Prior to the book club meetings, sometimes mom would actually give us index cards with questions about things we would have to come to the group already answered. When we return to the group, we would share our answers and she would discuss and critique what and how we replied. Mom reviewed what we wrote and how we wrote. She would go over sentence structure and many grammatical rules. It was so helpful to me as a child and it didn't even seem like it was a lesson.

Literacy was challenging for me at school, partially because I could not relate to the materials used at my school. The materials seemed so boring. The books were about people who lived very differently from me, looked very different from me and did things I never could relate

to doing. I also think it was difficult at school because there seemed to be so many rules about literacy that were explicitly taught instead of teaching them as a scaffolding activity. I had to consider and focus on rules and structure instead of focusing on simply telling what I learned, read and write. Now that I'm thinking back to my time as a middle schooler, I think how difficult it was for me to learn ELA as an American born student and how difficult it must be for English Language Learners to read and write.

As I think about this unit, I plan to use middle school literature written by African and Caribbean authors who have written books about their experiences coming to America. In the last five years, there has been a large influx of African and Caribbean students in my class. I am creating literacy lessons and experiences that reflect the large population of students I teach, second language learners.

Unit Content

This unit is designed for students in Middle School Life skills classrooms in a diverse Philadelphia public school. This is for learners that have little English literacy knowledge due to being second language learners. This unit includes three-chapter books that are the main focus of the unit. In other words, for three semesters, I will use one of the chapter books as an anchor to teach literacy to African and Caribbean students. Each semester there will include 6 instructive lessons that last 45-90 minutes in length for each lesson. The unit will be conducted in a Project Based Learning style. This unit is an interdisciplinary unit that includes ELA, Science, and art activities.

The anchor texts for the three semesters are realistic fiction texts. These texts include *Displaced* by Dean Hughes, *A Long Walk to Water* by Linda Sue Park, and *One Crazy Summer* by Rita Williams Garcia. There will be other text included in lessons that are picture books, historical fiction and poetry. Some of those other text that will be submerged into the lessons will include, *Brown Girl Dreaming* by Jacqueline Woodson, *Little Black Boy* by Kirby Howell, *I Am Every Good* by Derrick Barnes, *Mama What's Immigration*, by Paradis Nico, and *The Arabic Quilt*, by Khalil Aya.

For each anchor text used I will first introduce the book that we will be reading. I will survey the book before I start reading a chapter. I will skim the material and get a feel for the main topics and ideas in the text with the children. I will ask the students questions about the cover and summaries included with the book. I read the back cover of the book with the students. I will conduct a probing activity to determine the student's prior knowledge.

By using text and materials that are relatable to the students, students learn important literacy skills without realizing how impactful it is for them.

Vocabulary

Students will be exposed to a variety of new words throughout this curriculum unit. Some of the words that will be reviewed but cannot be limited to include bias, blending, cognitive processing, connected text, decodable words, decoding, and evidence-based. Other words may need to be reviewed as the need is made necessary.

Problem Statement

As I look at how ELA is taught in Philadelphia in the past 50 years, it is clear that the demographics have changed and the needs and understanding of literacy has changed. When one thinks about literacy education, I cannot help but notice that many of the old books and texts are filled with materials and information that students of today don't get and understand. My question is, are the literacy materials we use today biased against second language students? If the material is biased, then how does biased materials hurt second language students to learn literacy? What materials and practices can be used to change to reverse the negative effects of misunderstood thinking and understanding paths?

Rational

Can literacy materials be used in a manner where children learn vital skills just as students learn who are not second language learners? Whether you like it or not, literacy is a big part of every community in Philadelphia. Philadelphia is becoming more and more diverse with different cultures moving here. Books have always been powerful and have influenced the literacy skills children use. Good Literacy skills affect the way we live.

Focus Questions: How can a book inspire us? What have we learned in literacy that has inspired us? How do the materials we read affect our learning? What do we know about the topics that we can relate to? The focus of this unit will also be to examine different books to help second language learners learn proficient literacy skills.

Teaching Strategies

Literacy can be one of the most difficult subjects to teach to second language learners: not because it is complicated to teach, but because American literacy has many systematic rules that are different from other cultures. There is not one book that fully explains everything about American literacy. This unit will have multiple parts to my overall teaching plan: first, I begin with research-based reading instruction strategies. English language learners need support in learning how to read. I encourage students to participate in and investigate each of their musical customs in their family. Helping students learn about their own experiences with learning American literacy. I will help students connect with the larger themes in the books and understand the importance of practice, studying and resistance. It will also help them teach them about the impact of words and the importance of what we read and learn.

The teaching strategies that will be used throughout this curriculum are books, videos, graphic organizers such as story maps so students display the information they learn. The students will learn in small instructional groups (SGI), so students are receiving and expressing understanding in a manner that they understand. In SGI students will work together to build knowledge and help each other learn. This teaching strategy will also provide opportunities for students to share ideas and articulate their thoughts on a variety of topics. Students will have the opportunity to write reflections about what they are learning. I will utilize the turn and talk method that will allow for teachers and students to learn from one another and to build a community and culture in the classroom. This curriculum unit will be student centered. Students will be presented with

opportunities through the use of various learning modalities i.e., visual, auditory, reading/writing, and kinesthetic.

Andrew Hamilton Elementary School

In West Philadelphia at 5640 Spruce Avenue is Andrew Hamilton Elementary School. We are a K-8 school named after the former Speaker of the Pennsylvania House of Representatives. Andrew lived from 1676 – August 4, 1741. We are a restructured school, meaning that the school has a new principal, mission and newly constructed building. Our mission is that all teaching and learning must be maintained at the highest level. Every child will learn if taught properly and efficiently. Hamilton believes that all children are to be respected, nurtured, and taught at advanced levels. We will work until the children achieve their highest, optimal level. We are relentless in this effort. Hamilton's priority is to prepare our children to be able to attend, achieve, and succeed at any high school/university of their choice. At Andrew Hamilton Elementary School, we strive to motivate, inspire, and educate all students in a safe, nurturing, and caring learning environment. We are a data driven school whereby we collect, analyze, and use data to guide rigorous instruction, provide intervention, and enrichment opportunities for all students while empowering students to become productive and responsible citizens. Encouraging students to be independent thinkers as well as shifting and changing their mindsets to be of a growth mindset to lead them to a successful adult life. I have taught at this school since 2014. It is home for me. The neighborhood has changed over the years. More and more second language learners are attending Hamilton every year. This is a title one school meaning 95% of the school population lives in poverty and qualifies for subsidized lunches and housing.

Grade Level: This curriculum unit has been written for middle school Life Skills Students (LSS).

Differentiation: All students learn best when they learn in a manner that nurtures their preferred learning style. For the purpose of this unit, students will be instructed using multimodal instructional practices such as visual, listening, seeing and hearing. Students will also be reading, writing, building and working a garden. Students will be writing about the things they observed. The students will also be able to discuss what they observe. Classes should meet three times a week with a forty-five-minute allotment of time for each class. Teachers may need to adjust and pace this curriculum to the specific needs of their students. Educators should take into account the needs of LSS and Special Education services.

Materials Needed: This curriculum unit will require that each student has access to a Chromebook. Students will also require copies of the various documents that will be used throughout the unit. In addition, students will have a journal and pencils to write with. The student journal will be used so students can write daily reflection journal entries. Students also need individual copies of the texts. This list is not a complete list of materials needed. Additional materials will be mentioned as needed throughout the curriculum to be included according to how the teacher adjusts the unit to classroom needs.

Classroom Activities

Quarter One - Setting the Norms

Lesson 1 - Setting the Foundation for Literacy Circles

This lesson provides a basic introduction to literature circles, a collaborative and student-centered reading strategy. Experts say, “Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers”, according to Schick Noe. Students begin by becoming aware of the book they are about to use. Students are also introduced to the four jobs in the Literature Circles: Discussion Director, Literary Luminary, Vocabulary Enricher, and Checker. Model the task for each of the four roles, and then allow students practice the strategies. The 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 four-person groups as they read the book chosen. The lesson can then be followed with a more extensive literature circle project.

Time Frame: 6-7, 45 minutes lesson blocks

Objectives

At the end of the lesson, students will be able to:

- discuss, define, and explore unfamiliar words.
- predict text events using previous knowledge and details in the text.
- use evidence in text to verify predictions.
- ask relevant and focused questions to clarify understanding.
- respond to questions and discussion with relevant and focused comments.
- paraphrase and summarize information from the text.
- identify and analyze literary elements in text.

Standards

ELA

- CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
- CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.3.4.C: Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative Language.
- CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

1. What might students learn from each role of the literacy circle ?
2. Why might the viewpoint of the reader be different through the lens of each role?

Instructions for Using Lesson 1a: Literature Circle Norms

1. Introduce literature circles by explaining they are groups of people reading the same book and meeting together to discuss what they have read.
2. Emphasize the student-centered collaborative nature of the reading strategy by discussing how the strategy places students in charge of leading their own discussions as well as making decisions for themselves. Share some of the ways that students will work independently (e.g., choosing the text the group will read as a group, deciding on the questions that the group will discuss about the text).
3. Introduce Literacy Circles to the class, and answer any questions that students have about these roles:
 - a. Discussion Facilitator
 - i. creates questions to increase comprehension
 - ii. asks who, what, why, when, where, how, and what if?
 - b. Word Decipher

- i.* clarifies word meanings and pronunciations
 - ii.* uses research resources
- c. Passage Illuminator
- i.* guides oral reading for a purpose
 - ii.* examines figurative language, parts of speech, and vivid descriptions
- d. Group Facilitator
- i.* checks for completion of assignments
- ii.* evaluates participation
 - iii.* helps monitor discussion for equal participation

4. Preview the way that literature circles work for students, sharing the Literature Circle Group Norms anchor chart and review literacy Circle video Exhibit A (<https://www.youtube.com/watch?v=yVK9ZV-AinA>)

Exhibit B.:

Literature Circle Group Norms

1. Read to the agreed upon page number.
2. If you read over, don't give anything away.
3. Come with 2-3 engaging discussion points.
4. Keep a balanced conversation and encourage all group members to contribute.
5. Use hand signals to take turns talking.
 - Thumb up = New discussion point
 - 2 fingers = Add on to a discussion point
6. Bring all materials: book, pencil, reading plan, discussion points
7. Keep the conversation focused on the book.
8. Be a good listener when others are speaking.
9. Disagree agreeably.
10. Be reflective - How can group improve?

5. Explain that the teacher will model and class will practice each of the roles before students try the tasks on their own.

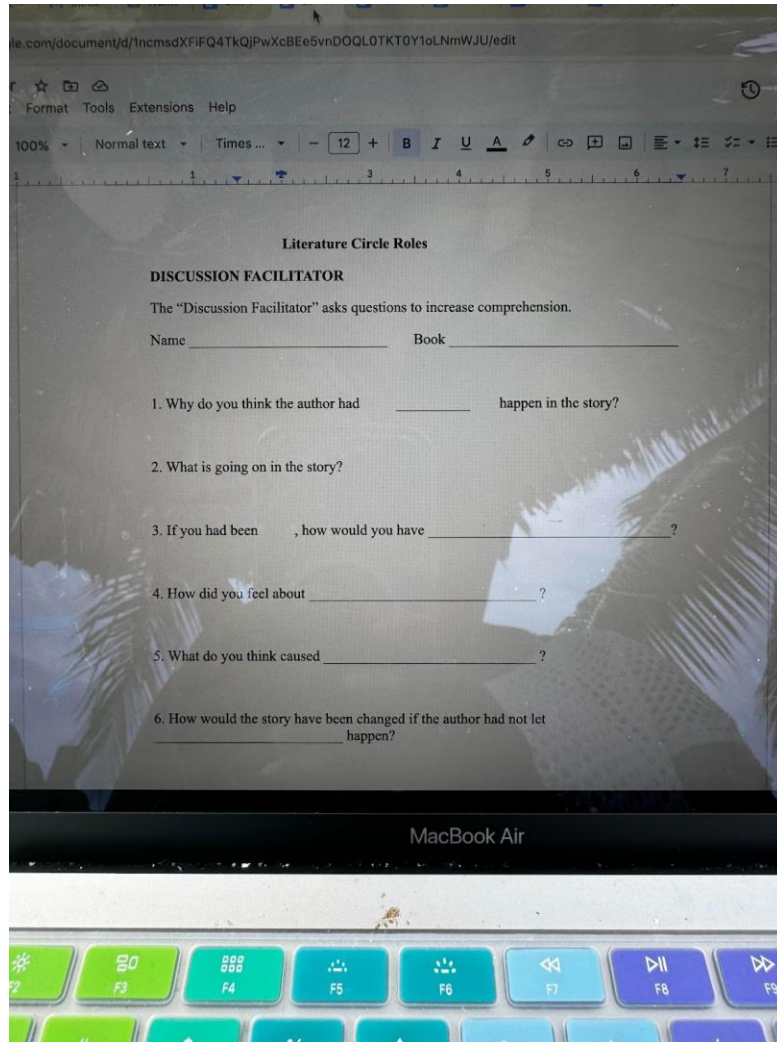
6. Introduce the book to the class that they will use and begin during the next class session.

Instructions for Using Lesson 1b: Discussion Facilitator

1. Review basic information about literature circles and group norms anchor charts.
2. Explain that during this session, you will act as the Discussion Facilitator to demonstrate how to do the discussion director role..
3. Review the requirements of the Discussion Facilitator:
 - a. creates questions to increase comprehension
 - b. asks who, what, why, when, where, how, and what if
4. Pass out copies of the Discussion Facilitator role sheet and preview the information it contains.

Exhibit C: (Discussion Facilitator -

<https://docs.google.com/document/d/1ncmsdXFiFQ4TkQjPwXcBEe5vnDOQL0TKT0Y1oLNmWJU/edit>)

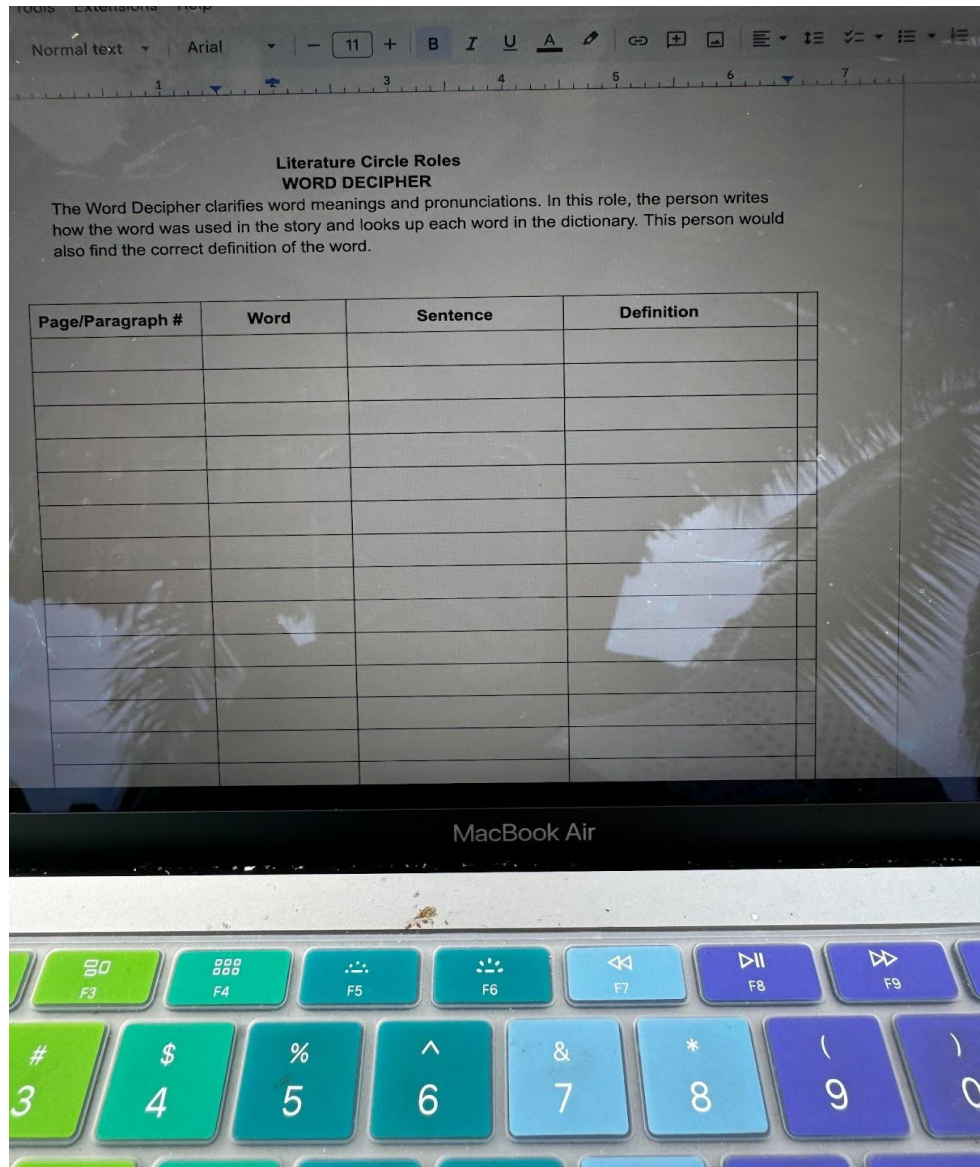


5. Read Chapter 1 aloud with all students of “The Year I flew Away”.
6. Demonstrating the Discussion Facilitator Role, pause during the reading, as appropriate, to add details to the Discussion Director role sheet (exhibit b) ; or complete the Discussion Director role sheet after the reading is complete.
7. Re-read the questions on the Discussion Facilitator role sheet and make any revisions.
8. Demonstrate how the Discussion Facilitator would use the Discussion Facilitator role sheet to lead discussion.
9. Allow time to discuss the first chapter freely in order to show how discussion of questions and ideas that are appropriate or not appropriate.

10. After discussion is complete, ask students to make observations about how the Discussion Facilitator role works. Answer any questions that they have about the role.
11. Repeat this exact lesson using Chapter 2 for an additional day if necessary.

Instructions for Using Lesson 1c: Word Decipher

1. Explain that during this session, you will act as the Word Decipher to demonstrate how to do the task.
2. Review the requirements of the Word Decipher:
 - a. clarifies word meanings and pronunciations
 - b. uses research resources
3. Point out the classroom dictionaries and other resources students can use as they serve in this role.
4. Pass out copies of the Word Decipher role sheet and preview the information it contains. Exhibit D: (Word Decipher - <https://docs.google.com/document/d/1xIgZ8fZJ7Gkei1fzPcIZD6SiCDSxMLZppbE-Op-umxA/edit>)



5. Read Chapter 3 of the text together.

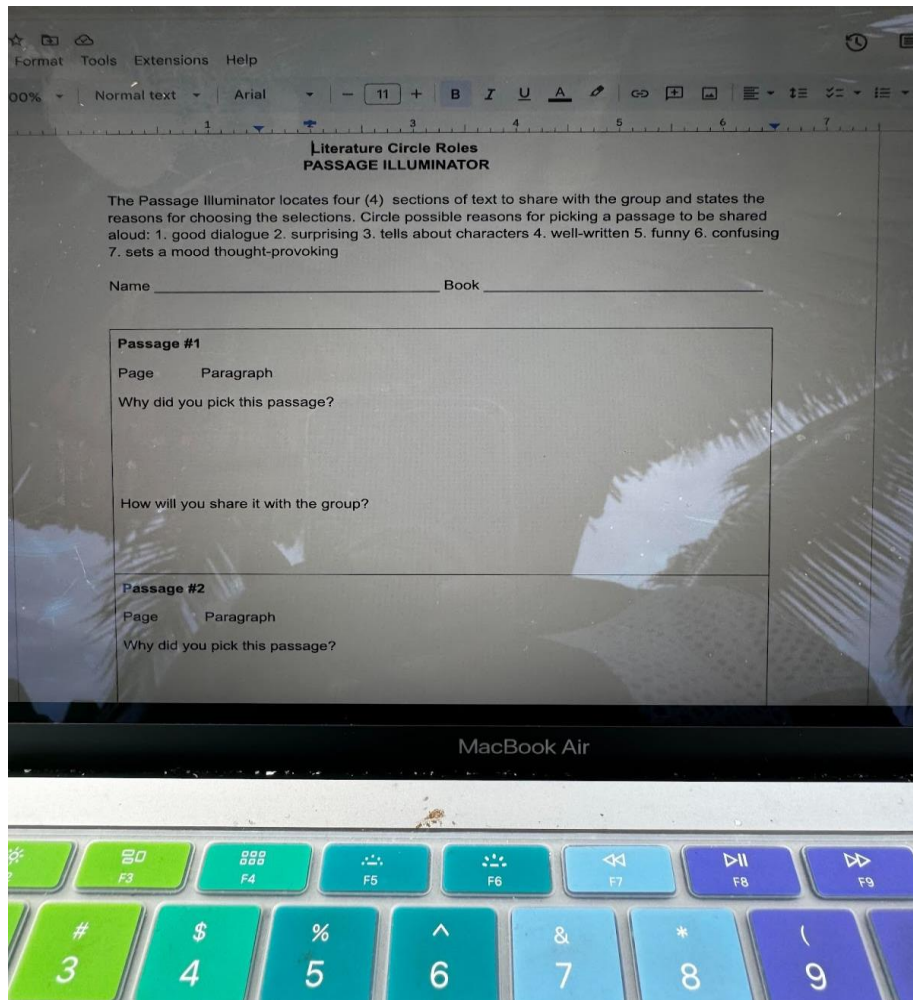
6. Demonstrating the Word Decipher Role, pause during the reading, as appropriate, to add details to the Word Decipher role sheet; or complete the Word Decipher role sheet after the reading is complete.

7. Re-read the questions on the Word Decipher role sheet and make any revisions.

8. Demonstrate how the Word Decipher would use the Word Decipher role sheet to participate in the discussion.
9. Allow time to discuss the chapter freely in order to show how discussion of questions and ideas that are not on the sheet is also appropriate.
10. After discussion is complete, ask students to make observations about how the Word Decipher role works. Answer any questions that they have about the role.

Instructions for Using Lesson 1di: Passage Illuminator

1. Explain that during this session, you will act as the Passage Illuminator to demonstrate how to do the task.
2. Review the requirements of the Passage Illuminator:
 - a. guides oral reading for a purpose
 - b. examines figurative language, parts of speech, and vivid descriptions
3. Pass out copies of the Passage Illuminator role sheet and preview the information it contains. Exhibit E: (Passage Illuminator - <https://docs.google.com/document/d/13tHqCLaJgD1xl97En1B5zfOTw8DgD7TojQiLv66CD9c/edit>).



4. Read Chapter 5 of the text together.
5. Demonstrating the Passage Illuminator Role, pause during the reading, as appropriate, to add details to the Passage Illuminator role sheet; or complete the Passage Illuminator role sheet after the reading is complete.
6. Re-read the questions on the Passage Illuminator role sheet and make any revisions.
7. Demonstrate how the Passage Illuminator would use the Passage Illuminator role sheet to participate in the discussion.
8. Allow time to discuss the chapter freely in order to show how discussion of questions and ideas that are not on the sheet is also appropriate.

9. After discussion is complete, ask students to make observations about how the Passage Illuminator role works. Answer any questions that they have about the role.

Instructions for Using Lesson 1dii: Passage Illuminator

1. Review the requirements of the Passage Illuminator:
 - a. guides oral reading for a purpose
 - b. examines figurative language, parts of speech, and vivid descriptions
2. Have students get out copies of the Passage Illuminator role sheet and review the information it contains.
3. Remind students of the classroom dictionaries and other resources they can use as they serve in this role.
4. Explain that during this session, everyone will have a chance to practice being a Passage Illuminator.
5. Ask students to recall how you recorded information on the Passage Illuminator role sheet during the previous session in order to establish the expectations for this session.
6. Read Chapter 6 of the text together.
7. Working in the Passage Illuminator Role, have students pause during the reading to add details to their copies of the Passage Illuminator role sheet; or complete the Passage Illuminator role sheet after the reading is complete.
8. After the chapter has been read, have students re-read the questions on the Passage Illuminator role sheet and make any revisions.
9. Arrange the class in small groups of 4-6 students each. These groups are simply for practice, so they can be formed informally if desired.
10. Explain that each group member will serve as the Passage Illuminator for about 5 minutes.

11. To make sure the process runs smoothly, have group members arrange turn-taking by deciding who will go first, second, third, and so forth.
12. Have the first Passage Illuminator begin discussion. Watch the time so that you can cue students to change roles. Provide support and feedback as appropriate.
13. After 5 minutes have passed, ask the second person to take over as Passage Illuminator.
14. Repeat this process until everyone in the class has had a chance to practice the Passage Illuminator role.
15. After discussion is complete, ask students to make any additional observations about how the Passage Illuminator role works. Answer any questions that they have about the role.

Instructions for Using Lesson 1e: Group Facilitator

1. Explain that during this session, you will act as the Facilitator to demonstrate how to do the task.
2. Review the requirements of the Group Facilitator:
 - a. checks for completion of assignments
 - b. evaluates participation
 - c. helps monitor discussion for equal participation
3. Pass out copies of the Group Facilitator role sheet and preview the information it contains.
4. Pass out copies of the other three role sheets: Discussion Facilitator, Word Illuminator, and Passage Illuminator. Every student should have one sheet, but they will not all have the same sheet.
5. Explain that for you to have information to record on the Group Facilitator role sheet, you need students in the class to take on the other roles.

6. Read Chapter 7 of the text together.
7. Pause during the reading, as appropriate, to allow students to add details to the different role sheets that they have; or have students complete the different role sheets after the reading is complete.
8. When the chapter is finished, have students re-read the questions on their role sheets and make any revisions.
9. Ask student volunteers to lead the class in discussion, serving in the role that they have prepared for.
10. As students complete their role, demonstrate how the Group Facilitator would use the Group Facilitator role sheet to participate in the discussion. To include students more in the assessment, you might ask class members to talk about the work that each student volunteer does.
11. Take advantage of the opportunity to talk about positive, constructive feedback and to warn against mean or bullying comments.
12. Allow time to discuss the chapter freely in order to show how discussion of questions and ideas that are not on the sheet is also appropriate.
13. After discussion is complete, ask students to make observations about how the Group Facilitator role works. Answer any questions that they have about the role.

Instructions for Using Lesson 1f: Modeling Group Session

1. Choose 4 or more students to participate as example literature circle groups. Select students who understand each of the roles that they are to complete well, and who will be able to understand the Group Facilitator role without as much practice as the rest of the class will have. You can ask for volunteers to serve these roles, but be sure that you choose volunteers who are confident about their ability to serve in the roles.
2. Arrange the student volunteers in two small groups of model literature circles. Groups will switch after 5 minutes so that everyone in the classroom can practice the Group Facilitator role.

3. Give the student volunteers copies of the relevant role sheets: Discussion Facilitator Word Decipher and Passage Illuminator.
4. Review the requirements of the Group Facilitator:
 - a. checks for completion of assignments
 - b. evaluates participation
 - c. help monitor discussion for equal participation
5. Have students get out copies of the Group Facilitator role sheet and review the information it contains.
6. Explain that during this session, everyone will have a chance to practice being a Group Facilitator.
7. Ask students to recall how you recorded information on the Group Facilitator role sheet during the previous session in order to establish the expectations for this session.
8. Read Chapter 8 of the text together.
9. Pause during the reading, as appropriate, to allow student volunteers to add details to the different role sheets that they have; or have students complete the different role sheets after the reading is complete.
10. When the chapter is finished, have student volunteers re-read the questions on their role sheets and make any revisions.
11. Ask student volunteers to complete a literature circle discussion of the chapter for other students to observe, serving in the role that they have prepared for. If desired, you might allow students to be creative and perform at levels other than their best work. For instance, one student volunteer might participate as an uncooperative group member or as a member who has not read the text.
12. As students complete their role, have class members use the Group Facilitator role sheet to record details on the discussion. To include students more in the assessment, you might ask class members to talk about the work that each student volunteer does.

13. After 5 minutes have passed, have the example discussion group switch so that the second group takes over.
14. Repeat the discussion process with the remaining students in the class taking on the Group Facilitator role.
15. Once the second round of checking is complete, have students share observations and discuss the feedback they have recorded on the Group Facilitator role sheet.
16. Again, reinforce positive, constructive feedback and comments.
17. After discussion is complete, ask students to make any additional observations about how the Group Facilitator role works. Answer any questions that they have about the role.
18. If there are remaining issues on the chapter that students want to discuss, be sure to allow time for this exploration as well.
19. Explain that during following class sessions, students will work in literature circles independently.
20. Have the students read the text beforehand, explain that students will begin the next chapter of the book during the next class. If chapters remain, explain that groups will continue reading the text during the upcoming classes.

Lesson 2a - Independent Literacy Circle

Book 1- The Year I Flew Away by Marie Arnold - Ch. 9-10

Book Genre: Fantasy Fiction

This lesson provides a basic introduction to student led independent literature circles, a collaborative and student-centered reading strategy. Students begin by reviewing a book together then are introduced to the four jobs in the Literature Circles: Discussion Facilitator, Word Decipher, Passage Illuminator, and Group Facilitator. The process has demonstrated the different roles and allowed students to practice the techniques before they were responsible for completing the tasks on their own. Now, students are ready to use the strategy independently, rotating the roles through four-person groups as they read the rest of the book, *The Year I Flew Away*. The lesson can then be followed with a more extensive literature circle projects and activities.

Time Frame: 5, 45 minutes lesson blocks (stretch out activities as needed for groups)

Objectives

At the end of the lesson, students will be able to:

- Describe and write about their different roles in the circle
- Conduct a text analysis about
- Critically review the work they did

Standards

ELA

- CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
- CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.3.4.C: Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative Language.
- CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

1. What might students learn from chapters 9-10 in their circle?
2. Why might the viewpoint of the reader change?

Enduring Understandings:

- Are Literary circles being used as an effective, research-based literacy strategy that combines the principles of cooperative learning, independent reading and group discussion?

Instructions for Using Lesson Plan 2a:

1. Check for students prior knowledge
2. Review the the activity background
3. Review the book.

4. Stop and check for understanding periodically. Conduct a talk and turn after viewing each section.
5. Reflect and examine whether the lesson needs to be reviewed and if there is a need for an additional lesson.
6. Use an exit ticket to conduct an exit review of what the students learned.

Exhibit F: Exit Ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>

**Literature Circles Roles
EXIT TICKET - Group Reflection**

	YES	UNRESOLVED	NO
1. Did we all understand what my role was in the group?			
2. Did we all complete my task to the best of my ability?			
3. Did we all have my turn speaking?			
4. Did we all let others have a turn at speaking?			
5. Did we all listen while others were speaking?			
6. Did we all offer to help when it was needed?			
7. Did we all enjoy taking part in the group work?			
8. Did we all enjoy working with the others in my group?			

What are three things that you enjoyed about being a part of this group?

What is something that you want to do differently next time you are in a group?

Instructions for Using Lesson Plan 2b: Chapters 9-10

1. Have students distribute books and materials and share basic details about what they have learned about the texts.
2. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.

3. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
4. Answer any questions, and then have students begin the reading and discussion process.
5. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
6. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 10–.
7. Answer any questions, and then have students begin the reading and discussion process.
8. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 2c: Chapters 11-12

9. Have students distribute books and materials and share basic details about what they have learned about the texts.
10. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
11. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.

12. Answer any questions, and then have students begin the reading and discussion process.
13. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
14. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 12–.
15. Answer any questions, and then have students begin the reading and discussion process.
16. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 2d: Chapters 13-14

17. Have students distribute books and materials and share basic details about what they have learned about the texts.
18. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
19. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
20. Answer any questions, and then have students begin the reading and discussion process.
21. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the

group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

22. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 14–.

23. Answer any questions, and then have students begin the reading and discussion process.

24. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 2e: Chapters 15-16

25. Have students distribute books and materials and share basic details about what they have learned about the texts.

26. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.

27. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.

28. Answer any questions, and then have students begin the reading and discussion process.

29. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

30. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 16–.

31. Answer any questions, and then have students begin the reading and discussion process.
32. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 2f: Chapters 17-18

33. Have students distribute books and materials and share basic details about what they have learned about the texts.
34. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
35. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
36. Answer any questions, and then have students begin the reading and discussion process.
37. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
38. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 18–.
39. Answer any questions, and then have students begin the reading and discussion process.
40. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYl2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 2g: Create a Reading Response Journal

Essential Questions:

1. What might students from journaling
2. Why might the viewpoint of the students change?

Enduring Understandings:

- Is journaling being used as an effective, research-based literacy strategy that combines the principles of cooperative learning, independent writing and group discussion?

Lesson Plan 2g:

According to Cox, “Writing in journals can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the teacher, or write in the content areas”. Students write Reading Response Journals as they read and interact with various forms of literature. (Cox, 2012)

- help you capture your developing responses as a reader
- help you understand what you are reading
- show how you are improving as a reader.
- It is your record of your thoughts as you read and should be completely different from anyone else's.

What are the students writing about?

- speculations about how the story might ended differently
- comparisons about how things in the book remind you about things that happened in your life
- reflections on things in the book that made you think
- reactions to characters and what they did
- comments on how the author is telling the story
- comments on other books, movies, that reminded you about this book
- questions that you had while reading this book

When should the students do the journaling?

- It's best to write shortly after a book has been completed as a group.

What should entries in your students' reading journal look like?

- Each entry should have a date, title of the book and the author's name at top of the page.
- If the student's reflect on specific material in the book, have the student's write down the page and chapter number the information came from.
- Check the student's journal to make sure they don't just recopy the book.
- Let the students write about what they want and how they want first before going over editing and mechanics.

What should you be doing while the student's are journal?

- Make comments about the setting, time, character development and theme, how the dialog or plot was successful/ unsuccessful?
- Use quotes from the novel or play to back up your ideas.
- Write a journal entry before the student's to remodel the expectations.
- Don't forget to comment on the ending of the story. Was it predictable?.

Also according to Cox, "While journaling is a form of writing in its own right, students can also freely generate ideas for other types of writing as they journal. Teachers can use literature that takes the form of a journal by reading excerpts and discussing them with students". (Cox, 2012)

Quarter One Garden Lesson

Eating Healthy In Season

Book 1 - Food for Thought, by Ken Robbins

Book Genre: Informational Text

This lesson serves as a supplement lesson for the students to learn more about cultural foods and learn about scientific inquiry to design a seasonal taste test and investigate what produce is grown nearby seasonally, if locally grown foods taste better, and what other factors might play a role in flavor. Groups will graph and summarize results and the class has the opportunity to discuss benefits of seasonal meal planning and eating locally grown products. This lesson will also incorporate topics about food that the Quarter One book, *The Year I Flew Away* by Marie Arnold.

Time Frame: 1, 45 minutes lesson blocks (stretch out activities as needed for groups)

Objectives

At the end of the lesson, students will be able to:

- Describe and write about food choice
- Conduct a analysis food options
- Critically review the work they do

Standards

Science, Agriculture and Society

- CC.4.4.C - Know that food and fiber originate from plants and animals. • Define and identify food and fiber. • Identify what plants and animals need to grow. • Identify agricultural products that are local and regional. • Identify an agricultural product based on its origin. • Describe several products and tell their origins. • Describe the journey of a local agricultural product from production to the consumer.

Essential Questions:

1. What might students learn from the garden lesson?
2. Why might the viewpoint of the students change about food choice?

Enduring Understandings:

- According to Okhai, “With migration of people constantly occurring due to war, marriages and in search of a better or different life, food can help people also feel connected to their homes and the culture they grew up with”. Food lessons will help the second language learners use English language practices in a relatable manner.

Instructions Using Garden One Lesson Plan:

1. Discuss the benefits of seasonal meal planning and eating locally grown products.
2. Discuss the term local and define it for yourselves as a class.
3. Discuss materials being used.
4. Explain garden terms to students (or have them research it) in relation to produce.
5. Explain that while there are often several choices in varieties of apples in the grocery store, that when you go to a farmers market you may see 10 different varieties of tomatoes.
6. Break students up into groups. Each group will be designing their own taste test and presenting the results. Research the vegetables and fruits that are in season. Before students can design a seasonal taste test, they need to find out what local products are available seasonally in your area.
7. Using the Internet, students can research what produce can be grown locally and what is currently available in your area. Hint: Some products may not be currently growing but store well.
8. Have students fill in the list of local fruits and vegetables.
9. Groups should select foods that can be easily cut and eaten raw.
10. Student groups will be comparing these two varieties of this locally produced product to one grown farm away and answer the following questions:
 - a. What do you think the differences will be between the two local varieties?
 - b. How do you think the local varieties will compare with the one grown far away? Why?
 - c. Which one do you think you will like the best? Why?
 - d. Which one do you think your classmates will like the best? Why?

Exit Ticket - Test students' knowledge about the garden lesson. (<https://docs.google.com/document/d/1N6509LYPC1taEMXmyD-iEwTfVs7cPzJjsv224AELCKM/edit>)

Lesson 3

Quarter Two - Relearning Routines

Book 2 - Displaced by Dean Hughes

Book Genre: Young Adult Literature

This lesson provides a follow-up to the introduction to the student-led independent literature circles, a collaborative and student-centered reading strategy. Students begin by reviewing a book together then are introduced to the four jobs in the Literature Circles: Discussion Facilitator, Word Decipher, Passage Illuminator, and Group Facilitator. The process has demonstrated the different roles and allowed students to practice the techniques before they were responsible for completing the tasks on their own. Now, students are ready to use the strategy independently, rotating the roles through four-person groups as they read the rest of the book, *Displaced*. The lesson is followed by more extensive literature circle projects and activities.

Time Frame: 10, 45 minutes lesson blocks (stretch out activities as needed for groups)

Objectives

At the end of the lesson, students will be able to:

- Describe and write about their different roles in the circle
- Conduct a text analysis about
- Critically review the work they did

Standards

ELA

- CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
- CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.3.4.C: Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative Language.
- CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

- CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

1. What might students learn from chapters 1-2 in their circle?
2. Why might the viewpoint of the reader change?

Enduring Understandings:

- Are Literary circles being used as an effective, research-based literacy strategy that combines the principles of cooperative learning, independent reading and group discussion?

Instructions for Using Lesson Plan 3a: Chapters 1-2

1. Have students distribute books and materials and share basic details about what they have learned about the texts.
2. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
3. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
4. Answer any questions, and then have students begin the reading and discussion process.
5. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
6. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 2–.
7. Answer any questions, and then have students begin the reading and discussion process.
8. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3b: Chapters 3-4

9. Have students distribute books and materials and share basic details about what they have learned about the texts.
10. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
11. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
12. Answer any questions, and then have students begin the reading and discussion process.

13. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
14. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 4.
15. Answer any questions, and then have students begin the reading and discussion process.

16. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3c: Chapters 5-6

17. Have students distribute books and materials and share basic details about what they have learned about the texts.
18. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.

19. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
20. Answer any questions, and then have students begin the reading and discussion process.

21. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
22. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 6–.
23. Answer any questions, and then have students begin the reading and discussion process.

24. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYl2RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3d: Chapters 7-8

25. Have students distribute books and materials and share basic details about what they have learned about the texts.
26. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
27. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
28. Answer any questions, and then have students begin the reading and discussion process.

29. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
30. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 8–.
31. Answer any questions, and then have students begin the reading and discussion process.

32. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the

group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3e: Chapters 9-10

33. Have students distribute books and materials and share basic details about what they have learned about the texts.
34. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
35. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
36. Answer any questions, and then have students begin the reading and discussion process.

37. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
38. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 10–.
39. Answer any questions, and then have students begin the reading and discussion process.

40. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3f: Chapters 11-12

41. Have students distribute books and materials and share basic details about what they have learned about the texts.
42. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
43. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
44. Answer any questions, and then have students begin the reading and discussion process.

45. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
46. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 12–.
47. Answer any questions, and then have students begin the reading and discussion process.

48. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3g: Chapters 13-14

49. Have students distribute books and materials and share basic details about what they have learned about the texts.
50. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
51. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
52. Answer any questions, and then have students begin the reading and discussion process.

53. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

54. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 14–.
55. Answer any questions, and then have students begin the reading and discussion process.

56. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3h: Chapters 15-16

57. Have students distribute books and materials and share basic details about what they have learned about the texts.
58. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
59. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
60. Answer any questions, and then have students begin the reading and discussion process.

61. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
62. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 16–.
63. Answer any questions, and then have students begin the reading and discussion process.

64. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3i: Chapters 17-18

65. Have students distribute books and materials and share basic details about what they have learned about the texts.
66. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
67. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
68. Answer any questions, and then have students begin the reading and discussion process.

69. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
70. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 18–.
71. Answer any questions, and then have students begin the reading and discussion process.

72. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3j: Chapters 19-20

73. Have students distribute books and materials and share basic details about what they have learned about the texts.
74. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.

75. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
76. Answer any questions, and then have students begin the reading and discussion process.
77. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
78. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 20–.
79. Answer any questions, and then have students begin the reading and discussion process.
80. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 3k: Create a Reading Response Journal

Essential Questions:

1. What might students gain from journaling?
2. Why might the viewpoint of the students change?

Enduring Understandings:

- Is journaling being used as an effective, research-based literacy strategy that combines the principles of cooperative learning, independent writing and group discussion?

Lesson Plan 3k:

According to Cox, “Writing in journals can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the teacher, or write

in the content areas”. Students write Reading Response Journals as they read and interact with various forms of literature.

- help you capture your developing responses as a reader
- help you understand what you are reading
- show how you are improving as a reader.
- It is your record of your thoughts as you read and should be completely different from anyone else's.

What are the students writing about?

- speculations about how the story might ended differently
- comparisons about how things in the book remind you about things that happened in your life
- reflections on things in the book that made you think
- reactions to characters and what they did
- comments on how the author is telling the story
- comments on other books, movies, that reminded you about this book
- questions that you had while reading this book

When should the students do the journaling?

- It's best to write shortly after a book has been completed as a group.

What should entries in your students' reading journal look like?

- Each entry should have a date, title of the book and the author's name at top of the page.
- If the student's reflect on specific material in the book, have the student's write down the page and chapter number the information came from.
- Check the student's journal to make sure they don't just recopy the book.
- Let the students write about what they want and how they want first before going over editing and mechanics.

What should you be doing while the student's are in the journal?

- Make comments about the setting, time, character development and theme, how the dialog or plot was successful/ unsuccessful?
- Use quotes from the novel or play to back up your ideas.
- Write a journal entry before the student's to remodel the expectations.
- Don't forget to comment on the ending of the story. Was it predictable?.

Also according to Cox, “While journaling is a form of writing in its own right, students can also freely generate ideas for other types of writing as they journal. Teachers can use literature that takes the form of a journal by reading excerpts and discussing them with students”.

Quarter Two Garden Lesson

Making Apple Juice Out of Apples

Book 2 - One Green Apple, by Eve Bunting

Book Genre: Realistic Fiction

This lesson serves as a supplement lesson for the students to learn more about cultural foods and learn about scientific inquiry to design a seasonal taste test and investigate what produce is grown nearby seasonally, if locally grown foods taste better, and what other factors might play a role in flavor. Groups will graph and summarize results and the class has the opportunity to discuss benefits of seasonal meal planning and eating locally grown products. This lesson will also incorporate topics about food that the Quarter Two book, *Displaced* by Dean Hughes.

Time Frame: 1, 45 minutes lesson blocks (stretch out activities as needed for groups)

Objectives

At the end of the lesson, students will be able to:

- Describe and write about apples
- Learn about different varieties of apples,
- Make apple juice,
- Devise their own methods of extracting juice.

Standards

Science, Agriculture and Society

- CC.4.4.C - Know that food and fiber originate from plants and animals. • Define and identify food and fiber. • Identify what plants and animals need to grow. • Identify agricultural products that are local and regional. • Identify an agricultural product based on its origin. • Describe several products and tell their origins. • Describe the journey of a local agricultural product from production to the consumer.

Essential Questions:

3. What might students learn from the garden lesson?
4. Why might the viewpoint of the students change about food choice?

Enduring Understandings:

- According to Okhai, “With migration of people constantly occurring due to war, marriages and in search of a better or different life, food can help people also feel connected to their homes and the culture they grew up with”. Food lessons will help the second language learners use English language practices in a relatable manner.

Instructions Using Garden One Lesson Plan:

Students will determine the method that obtains the most juice from an apple. This is a very open ended experiment, with the goal being to extract as much juice from an apple as possible. Each

1. Group will be given 4 apples and will be asked to invent a different way to get the juice out of each apple and decide as a group which way is the best. Students record their findings and conclusion in the table.
2. Give each group 4 apples of different varieties.
3. Talk to students about potential tests and experiments that they could conduct.
4. Be prepared to assist with using the sharp knives.
5. Make sure students are recording data as they progress.
6. Discuss the following questions: Have students report their findings and explain their methods.
 - a. Which method seemed to work best? Why? It takes about 36 apples to make a gallon of apple cider – how many apples would it take using your most effective method? Have the students answer and add this to their data table.
 - b. Is there something else you think would have worked better – what is it and why do you think it would work better? Would heating the apple make extraction easier? Why or why not? How do you think this is done commercially? Did the apple variety seem to make a difference? Why do you think it did or did not?

Exit Ticket - Create an apple poll to test students' knowledge about the garden lesson. (https://docs.google.com/document/d/1yrz35FbcVq_LvGiHbokXxql4mvNkxWHP2jkDKPtYrBg/edit)

Lesson 4

Quarter Three - Keeping Routines

Book 3 - A Long Walk to Water by Linda Sue Park

Book Genre: War Story

This lesson provides a follow-up to the introduction to the student-led independent literature circles, a collaborative and student-centered reading strategy. Students begin by reviewing a book together then are introduced to the four jobs in the Literature Circles: Discussion Facilitator, Word Decipher, Passage Illuminator, and Group Facilitator. The process has demonstrated the different roles and allowed students to practice the techniques before they were responsible for completing the tasks on their own. Now, students are ready to use the strategy independently, rotating the roles through four-person groups as they read the rest of the book, *Displaced*. The lesson is followed by more extensive literature circle projects and activities.

Time Frame: 10, 45 minutes lesson blocks (stretch out activities as needed for groups)

Objectives

At the end of the lesson, students will be able to:

- Describe and write about their different roles in the circle
- Conduct a text analysis about
- Critically review the work they did

Standards

ELA

- CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
- CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.3.4.C: Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative Language.
- CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

1. What might students learn from chapters 1-2 in their circle?
2. Why might the viewpoint of the reader change?

Enduring Understandings:

- Are Literary circles being used as an effective, research-based literacy strategy that combines the principles of cooperative learning, independent reading and group discussion?

Instructions for Using Lesson Plan 4a: Chapters 1-2

1. Have students distribute books and materials and share basic details about what they have learned about the texts.
2. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
3. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
4. Answer any questions, and then have students begin the reading and discussion process.
5. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take

the role of a facilitator during these sessions, rather than that of a group member or instructor.

6. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 2–.
7. Answer any questions, and then have students begin the reading and discussion process.
8. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4b: Chapters 3-4

9. Have students distribute books and materials and share basic details about what they have learned about the texts.
10. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
11. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
12. Answer any questions, and then have students begin the reading and discussion process.
13. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
14. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 4–.
15. Answer any questions, and then have students begin the reading and discussion process.
16. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4c: Chapters 5-6

17. Have students distribute books and materials and share basic details about what they have learned about the texts.
18. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
19. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
20. Answer any questions, and then have students begin the reading and discussion process.
21. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
22. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 6–.
23. Answer any questions, and then have students begin the reading and discussion process.
24. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4d: Chapters 7-8

25. Have students distribute books and materials and share basic details about what they have learned about the texts.
26. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
27. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
28. Answer any questions, and then have students begin the reading and discussion process.
29. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
30. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 8–.
31. Answer any questions, and then have students begin the reading and discussion process.

32. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4e: Chapters 9-10

33. Have students distribute books and materials and share basic details about what they have learned about the texts.

34. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.

35. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.

36. Answer any questions, and then have students begin the reading and discussion process.

37. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

38. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 10–.

39. Answer any questions, and then have students begin the reading and discussion process.

40. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4f: Chapters 11-12

41. Have students distribute books and materials and share basic details about what they have learned about the texts.
42. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
43. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
44. Answer any questions, and then have students begin the reading and discussion process.
45. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
46. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 12–.
47. Answer any questions, and then have students begin the reading and discussion process.
48. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrplIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4g: Chapters 13-14

49. Have students distribute books and materials and share basic details about what they have learned about the texts.
50. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
51. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
52. Answer any questions, and then have students begin the reading and discussion process.
53. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
54. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 14–.
55. Answer any questions, and then have students begin the reading and discussion process.
56. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a

facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4h: Chapters 15-16

57. Have students distribute books and materials and share basic details about what they have learned about the texts.
58. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
59. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
60. Answer any questions, and then have students begin the reading and discussion process.
61. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
62. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 16–.
63. Answer any questions, and then have students begin the reading and discussion process.
64. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEY12RrpIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4i: Chapters 17-18

65. Have students distribute books and materials and share basic details about what they have learned about the texts.
66. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.

67. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
68. Answer any questions, and then have students begin the reading and discussion process.
69. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
70. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 18–.
71. Answer any questions, and then have students begin the reading and discussion process.
72. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JPkC-NEYI2RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Instructions for Using Lesson Plan 4j: Chapters 19-20

73. Have students distribute books and materials and share basic details about what they have learned about the texts.
74. Arrange students in literature circle groups, based on preferred grouping, or based on similar interests or mixed abilities if the class is continuing with the text used for demonstration.
75. Show the anchor sheet for the Literacy Circle Roles, and ask students to choose the roles that they will complete for this session.
76. Answer any questions, and then have students begin the reading and discussion process.
77. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.
78. At the end of the chapter nine session, have groups rotate the literature circle roles and start chapter 20–.
79. Answer any questions, and then have students begin the reading and discussion process.
80. Let the groups know that this will be a timed activity. As students work, circulate among the groups taking anecdotal notes about their work and providing support or feedback on the group activity. Remember that this is a student-centered discussion process, so take the role of a facilitator during these sessions, rather than that of a group member or instructor.

Exit Ticket Questionnaire

What have we learned about the text? Have the students take the student questionnaire about the process. (Exit ticket - <https://docs.google.com/document/d/1JpKc-NEY12RrpIIL4gy8SJ6npox6D06szqSuHJQDy40/edit>).

Literature Circles Roles
EXIT TICKET - Group Reflection

	YES	UNRESOLVED	NO
1. Did we all understand what my role was in the group?			
2. Did we all complete my task to the best of my ability?			
3. Did we all have my turn speaking?			
4. Did we all let others have a turn at speaking?			
5. Did we all listen while others were speaking?			
6. Did we all offer to help when it was needed?			
7. Did we all enjoy taking part in the group work?			
8. Did we all enjoy working with the others in my group?			

What are three things that you enjoyed about being a part of this group?

What is something that you want to do differently next time you are in a group?

Instructions for Using Lesson Plan 4k: Create a Reading Response Journal

Essential Questions:

1. What might students from journaling
2. Why might the viewpoint of the students change?

Enduring Understandings:

- Is journaling being used as an effective, research-based literacy strategy that combines the principles of cooperative learning, independent writing and group discussion?

Lesson Plan 4k:

According to Cox, "Writing in journals can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the teacher, or write

in the content areas”. Students write Reading Response Journals as they read and interact with various forms of literature.

- help you capture your developing responses as a reader
- help you understand what you are reading
- show how you are improving as a reader.
- It is your record of your thoughts as you read and should be completely different from anyone else's.

What are the students writing about?

- speculations about how the story might ended differently
- comparisons about how things in the book remind you about things that happened in your life
- reflections on things in the book that made you think
- reactions to characters and what they did
- comments on how the author is telling the story
- comments on other books, movies, that reminded you about this book
- questions that you had while reading this book

When should the students do the journaling?

- It's best to write shortly after a book has been completed as a group.

What should entries in your students' reading journal look like?

- Each entry should have a date, title of the book and the author's name at top of the page.
- If the student's reflect on specific material in the book, have the student's write down the page and chapter number the information came from.
- Check the student's journal to make sure they don't just recopy the book.
- Let the students write about what they want and how they want first before going over editing and mechanics.

What should you be doing while the student's are in the journal?

- Make comments about the setting, time, character development and theme, how the dialog or plot was successful/ unsuccessful?
- Use quotes from the novel or play to back up your ideas.
- Write a journal entry before the student's to remodel the expectations.
- Don't forget to comment on the ending of the story. Was it predictable?.

Also according to Cox, “While journaling is a form of writing in its own right, students can also freely generate ideas for other types of writing as they journal. Teachers can use literature that takes the form of a journal by reading excerpts and discussing them with students”.

Lesson 5

Reflective Unit Closure

Time Frame: 1, 45 minutes lesson blocks

Objectives

At the end of the lesson, students review what they learned by:

- Describing and writing about their emotional response to the books
- Reviewing.
- Critically reviewing and reporting on overarching messages of the books.

Standards

ELA

- CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
- CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.3.4.C: Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative Language.
- CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

A. **Lesson Backdrop -**

This lesson serves to discuss what has been discussed through the unit, what the students learned, and what other information and questions needs to be addressed. Review various videos and materials that showed key information and allow students to show information they found informative.

B. **Exit Essential Questions:**

1. Why should we be aware of immigration and inclusion ?

2. Why might the viewpoint of authors be important or relevant to our lives?

3. What have you learned about the literacy groups?

4. How can you use what you have learned in the future?

Appendix

Discussion Facilitator

(<https://docs.google.com/document/d/1ncmsdXFfiFQ4TkQjPwXcBEe5vnDOQL0TKT0Y1oLNmWJU/edit>)

Apple Exit Ticket

(https://docs.google.com/document/d/1yrz35FbcVq_LvGiHbokXxql4mvNkxWHP2jkDKPtYrBg/edit)

Garden Exit Ticket (<https://docs.google.com/document/d/1N6509LYPC1taEMXmyD-iEwTfVs7cPzJjsv224AELCKM/edit>)

Exit Ticket (<https://docs.google.com/document/d/1JPkC-NEY12Rrp1IL4gy8SJ6npox6D06szqSuHJQDy40/edit>)

Literature Circles in Action (<https://www.youtube.com/watch?v=yVK9ZV-AinA>)

Passage Illuminator

(<https://docs.google.com/document/d/13tHqCLaJgD1x197En1B5zfOTw8DgD7TojQiLv66CD9c/edit>)

Word Decipher

(<https://docs.google.com/document/d/1xIgZ8fZJ7Gkei1fzPcIZD6SiCDSxMLZppbE-Op-umxA/edit>)

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